



Circulink Training Materials Toolkit



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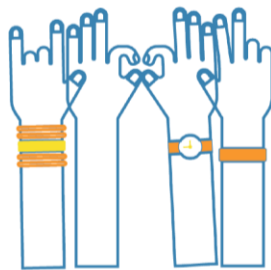
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Introduction to the Circulink Project

The **Circulink – ‘Collaborative Approaches for linking Circular Economy Initiatives’** Project aims to raise awareness among SMEs, NGOs, community organisations and businesses about the advantages of Circular Business Models. In addition, to supporting new actors in circular economic activities, the project will also support SMEs, NGOs and groups already engaged in the Circular Economy to develop their competences, skills, and understanding of Circular Business Models (CBMs).

Circular Business Models (CBMs) contrast with traditional linear business models that produce excess waste products and do not re-use these products in the manufacture of other goods. CBMs are linked to the circular economy because this form of business model strives to use fewer materials and resources in the production and provision of goods and services to global consumers; to extend the life of existing products and goods by reusing and re-investing these goods in the manufacturing process; to reduce the global waste produced by industry; to lessen the carbon footprint of manufacturing and production on the environment and to save money for businesses of all sizes and scales in the process.

The Circulink project aims to support individuals, community groups and SMEs to engage in Circular Economy activities, with the aim of increasing social innovation on a local level in each participating country. Circulink is delivered by a team of 5 partner organisations from Sweden, Cyprus, Ireland, Portugal, and Spain.

The Circulink project team will produce different educational outputs that will support SMEs and Circular Economy actors to improve their knowledge of CBMs so that they can develop these more sustainable business practices. The project team will also work to up-skill front-line vocational education and training professionals so that they can be supported to provide this targeted training to actors in the Circular Economy.

Through this project, participating organisations will develop a blended learning training kit for corporate trainers, SMEs and Circular Economy entrepreneurs and support collaboration and networking between Circular Economy actors, SMEs, VET providers, educational institutions and other stakeholders of the sector. The Circulink Training Materials Toolbox is the second of these educational outputs for the Circulink project.

The Circulink Training Materials Toolbox

This Intellectual Output is a training toolkit for trainers, structured in a coherent set of practical exercises, that complements the theoretical framework given on **IO1 - Circulink – Collaboration Management Manual**, with easily applicable group dynamics, specially design for face-to-face training. These exercises were selected from a wide range of innovative pedagogical methodologies, exploring the potentialities taken from the in-class sessions, for a more complete and comprehensive experience, considering different types of learning, where critical thinking is fundamental.

The selection of methods and exercises was made considering the Circulink training target groups:

- VET trainers who will deliver the blended learning course to learners involved the Circular Economy initiatives;
- Key actors of the Circular Economy and representatives from SMEs who are interested in participating in Circular Economy activities or in implementing/adapting a Circular Business Model for their companies.

The following set of practical exercises addresses the five training units identified on intellectual output 1:

- Unit 1 - Social Innovation
- Unit 2- Collaboration Management (CEN/TS 16555-5 European Innovation Management standard on Collaboration Management)
- Unit 3 - Diversity Management
- Unit 4 - Social Economy
- Unit 5 - Corporate Social Responsibility

Each unit starts with, at least, one Case Study from the Circular Economy field, that illustrates the unit subject. It's also included 8 practical exercises (offline and online) - per unit - that will help the trainers to deliver the Circulink training in a more engaging and interesting way and help trainees to better understand the practical approach of the Circular Economy under each training unit. The range of methodologies selected to design these practical exercises took into account the synchronous and asynchronous learning moments and explore the potentialities taken from the in-class sessions, for a more complete and comprehensive experience, considering different types of learning. Each exercise will drive the trainees to accomplish a final, and overall, exercise: to fill a Sustainable Business Model Canvas (SBMCs) having, in the background, what they had learned under each training unit.

Case Studies: why and how

It's commonly accepted that the major part of the students plays a passive role as far as participation is concerned. Even though, there is a general consensus among the scientific community on defending that the students who show higher levels of participation, display, in general terms, more successful learning results. Case studies, as a teaching-learning methodology, have the potential to increase trainees' participation and learning in the training room. The introduction of this methodology offers the trainees, in this specific case, the study of the environmental problems and/or sustainable businesses, through the study of real cases and in a constructive learning environment. The use of this methodology improves the trainees' learning, not only for the increase of higher levels of participation but also because the execution of the methodology itself, in its essence, stimulates more effective learning, that is to say,

absorbed learning rather than memorized. In our case, this methodology will be able to link the theoretical approach of each training unit, from IO1, to real cases, in the Circular Economy context: they are an account of the experience and results from the use of a product or services of a business, a developed project or even an example that stands out. In other words, it's a story of success.

How to apply it?

- Adapt the vocabulary to the audience
- Distribute the case and form workgroups
- Raise situations with which trainees can relate
- Identify possibilities: having multiple meanings and allowing several points of view when analysed
- Raise reflection questions
- Experiment with "negative models": what should never be done
- Establish a time limit for discussion
- Orient the debate
- Focus on behaviors to be developed
- Ask for conclusions
- Extract and systematize conclusions relating them to training content

Which format?

- Prepare a text-based on real facts – use / adapt the suggested case studies
- Share the results from R&Di projects – use / adapt the suggested case studies
- Show a documentary or short video (you can use the ones suggested in the case studies)
- Share news from a newspaper and/or *media* website

The Sustainable Business Model Canvas (SBMC)

Ciculink training focuses on merging social innovation and the world of work, committing to raise awareness about the advantages of SBMCs and their relationship with Social Innovation at work by a complex b-learning training kit for corporate trainers, SMEs and CE entrepreneurs. SBMC is an important part of the Circulink training since this model supports the development of an idea into a viable (business) model. It follows a holistic approach regarding the relationships within and outside the business. Besides the economic criteria, the *Sustainable* Canvas focusses on the ecological and social consequences of the activity. It aims at maximizing positive and avoiding negative impacts on society and nature. Therefore, sustainability is integrated into the core business from the designing phase. The visualisation on the canvas fosters the coherence of the concept and clarification among the team members. It further supports communication with third parties and prepares for a solid business plan. At the end of the training course, it is aimed that Circulink students can fill their own SBMCs, planning their businesses or promoting CE changes/strategies into their own companies. So, why this approach?

Despite the increasing number of CE innovative initiatives and businesses across Europe, many of them arose from civil society, they are many times characterized from being sparse in time,

space and accession¹. Many of them are condemned to fail, for lack of visibility (and awareness), in the end, for lack of cooperation and a sustainable business strategy. This open environment where CE initiatives raise, offers much chance for development but, at the same time, many of these initiatives are isolated from each other's and from the innovation mainstream – that could contribute to their success - due to various reasons, e.g. lack of digital 'socialisation' (older, but still active and involved generations), location (less developed regions far from pulsing innovation hubs or big cities), limited financial possibilities (voluntary basis and/or cooperation with SMEs), lack of relevant strategies and possibilities to share ideas with peers, missing information and know-how.

Systematic cooperation remains a challenging task and skill to master; it is crucial that the various actors – education providers, SMEs, CE actors, civil society, governmental institutions - got informed on social innovations toward CE management and cooperative dimensions, and be skilled to handle this in a harmonized, systematic way involving the widest scale of possible contributors.

Suggestions for course implementation

You can start your Circulink training delivery by considering the “**Learning Outcomes Matrix**” available on **IO1 – Circulink Collaborative Management Manual**. The Competence Matrix, divided into Knowledge, Skills and Attitudes (Autonomy and Responsibility), will guide trainers, trainees, and even employers to assess what will be the expected results of taking the Circulink Training course. At the end of each unit, you can also find the “**Guidance Notes for Tutors**” sections. There, you can find suggestions on how to deliver each training unit, duration, materials required and even clues for assessment and evaluation.

Ciculink training is suitable to be implemented into three different learning modalities:

- 1) In class, synchronous learning
- 2) On-line, asynchronous learning (e-learning) @ **Circulink e-Learning Platform & Collaborative Area**
- 3) Blended learning, in-class sessions and on-line (self-learning)

On-line exercises are available at the Circulink OER eLearning platform². This document only compiles the in-class exercises. Each exercise presented in this toolbox also introduces the learning objectives, training methods used and suggestions of implementation and/or variations to the exercise. Most of the in-class exercises use the Group Discussion methodology. Why?

Using discussions as a primary teaching method allows you to stimulate critical thinking among your trainees. As you establish a rapport with your learners, you can demonstrate that you appreciate their contributions and, at the same time, that you challenge them to think more deeply and to articulate their ideas more clearly. Frequent questions, whether asked by you or by the trainees, provide a means of measuring learning and exploring in-depth the key concepts of the course. In short, group discussions activities involve both trainers and trainees to define the problem and seek possible solutions. Discussion method is also described as a constructive

¹ This was one of the conclusions taken from the Circular Economy Mapping Week, held in February 2018, across Europe. <https://www.circulareconomyclub.com/events/circular-economy-mapping-week/>

² Please follow the link: <https://www.ciculink.eu/en/digital-learning-platform/collaboration-manual> and select each learning unit to access the dedicated online activities.

process involving listening, thinking, as well as the speaking ability of the trainees. You can bring an objective question, promoting a small group discussion, to energize the session, or purpose a case study discussion, asking your trainees to do some “homework”, by reading previously some theoretical content or doing some research, for example, in order to the discussion be more fruitful. Do not forget to:

Lead:

- Stating the purpose of the discussion;
- Master in depth the purpose of the discussion so you can intermediate the discussion (if necessary);
- Invite quiet group members to speak;
- Be objective;
- Summarize the discussion.

Observe:

- How do your trainees make critical comments?
- How do they ask questions?
- How do they disagree with or support arguments?
- How do they signal to interrupt, ask a question or make a point?

If you want to go further the Group Discussion method with your students, a good way is to make them take the stage. Interaction, independence, and experience-based learning are all shown to be important for adults, while trust is necessary to ensure the ideal learning environment. Role-play has been a common training method among military branches, emergency response groups, and companies where quick decision-making is highly valued. So why not in the world of (CE) business training? Role-playing provides a safe environment to encounter different scenarios for the first time, which builds confidence in team members that can help them in their day-to-day roles. Over the last few years, it seems role-play has been incorporated more often in business training curricula, and for good reason. Here are some tips on how to apply it:

- Use actual locations: The best role-play is as realistic as possible. Put learners in the physical locations where they would experience the scenarios you’re trying to replicate or, at least, simulate the best as possible that environment.
- Videotape your role-play: Videotaping the learners in role-playing scenarios is a valuable teaching tool. It allows people to see themselves—and their strengths and weaknesses, which can be quite powerful. It also allows them (and you) to “record” improvement as they progress.
- Imitate real-world scenarios: this is perhaps one of the easiest forms of role-playing. A pitch presentation simulating a Shark Tank scenario, for example.
- Invite consultants: to get an authentic role-play experience.

Considering Circulink project and his end-users, a simulation of a business pitch presentation is a great way to engage learners into the curriculum by stimulating, at the same time, communication competences, time management, synthesis abilities, focus or teamwork. Having in mind a performance background – storytelling and role-playing strategies – learners can simulate a pitch presentation to the audience – for example, a *Shark Tank* activity. A Shark Tank is a panel of decision-makers that will help prioritize the set of ideas proposed to solve for a

business problem, in this context, a Circular Business (CB) problem. This play is used in situations where multiple ideas are produced, but there is limited time to present them. This Shark Tank activity is a great way to close Circulink Training session in order to summarize all the achievements and to present a Circular Business Idea, using the SBMC – check the annexes - filled along with the training and based on the five training units delivered. During this role-play, learners switch roles, between panelists and candidates; on one hand, analysing and asking questions, and on the other hand, presenting / storytelling their CB idea to the colleagues and to the trainer. On the next pages, you can find several exercises and templates that will help learners to plan their SBMC and evaluate pitches presentations.

Ciculink eLearning Platform and the Collaborative Area

The **Ciculink Digital Learning Platform**³ will be the basis of the b-leaning / e-learning training course. This is an Open Educational Resource (OER), so no registration is needed to join the online course. The online Learning Area embraces the theoretical contents under the **IO1 – Ciculink Collaborative Management Manual** separated by unit, displayed in an interactive and engaging layout.



Under each unit, we can find a short video-teaser that summarizes what the unit is and the main objectives underneath. Now we are ready to “start the course”. The progression is made by following the theoretical contents. At the end of each unit, we can find the online exercises – “Activities” – and “Additional Resources” related to the unit subjects.

SOCIAL INNOVATION



³ English version available at: <https://www.ciculink.eu/en/digital-learning-platform/collaboration-manual>

Along with the eLearning Platform, a **Circular Collaborative Area** is also available on the Circulink website. This collaborative area aims to map out the circular initiatives in partners' countries, namely, illustrative case studies from each course unit, to map stakeholders' circular initiatives, voluntaries available to participate in circular initiatives – like Repair Cafés, Fab Labs or other pop-up events – or SMEs who wish to find “Circular partners” for further collaboration and/or exchange good practices. Everyone is free to submit his own green initiative! This Collaborative Area is also a vehicle to promote the **European Circular Economy Stakeholder Platform**⁴, inviting all users to also register their good practices, contacts or studies in the circular field and acquire the European dimension. In the end, the Circular Collaborative Area is a great resource of Circular Economy good practices, that enrich the Circulink training course experience.

Good luck!

⁴ Available at: <https://circulareconomy.europa.eu/platform/>

UNIT 1

Social Innovation



WHO: Case Study - Fairphone

WHERE: Amsterdam, Netherlands

WHEN: 2010

WHAT: A movement/social enterprise for fairer electronics



Case Study



The initiative

The majority of consumers lack information about how their products are made, including where the materials come from and how they are sourced. For example, a smartphone contains about 40 different minerals which come from all around the world.

Valuable minerals such as tin, tantalum, tungsten and gold, have been singled out as especially problematic. In some instances, mining and trading of these so-called 'conflict minerals' have contributed to fund rebel groups and thus support conflict and other adverse impacts, including environmental and human rights abuses, pollution, dangerous working conditions and child labour.

Therefore, Fairphone began in 2010 as a campaign to increase awareness for the use of conflict minerals in consumer electronics. Six years later, it became a social enterprise and has released two smartphones with more than 150,000 Fairphone owners in its movement.

Time frame

In 2010, FAIRPHONE started as an awareness campaign about conflict minerals and since 2013 it became an independent smartphone produced company.

Focus Areas

Fairphone seeks to create positive changes in four key areas:



Mining

Fairphone sources conflict-free tin and tantalum from mines in the Democratic Republic of Congo.



Design

Fairphone is designed for longevity by being durable and containing parts that can easily be replaced by the user if something breaks.



Manufacturing

Fairphone is establishing collaborative, mutually beneficial and transparent relationships with manufacturers who are willing to invest in employee well-being.



Life cycle

Fairphone sells spare parts and offers repair tutorials to help make the phone useful for as long as possible.



CORE TEAM & EXTERNAL PARTICIPANTS

Fairphone began in 2010 by Bas Van Abel, as a campaign to increase awareness for the use of conflict minerals in consumer electronics. In their offices in Amsterdam there are more than 70 employees. In addition, more than 150,000 Fairphone owners have joined the movement.

Source: <https://unfccc.int/climate-action/momentum-for-change/ict->

THE JOURNEY

Finance

The company sought out investors who aligned with its social and environmental ambitions. Pymwyc Impact Investing Cooperative and DOEN Participates join this investment. Moreover, in 2019 secured EUR 7 million in funding, building on an earlier crowd funding investment of EUR 2.5 million and a further EUR 13 million in debt finance. This investment was obtained after the company had shipped over 150 000 Fairphones since 2013.

Outcomes to date

Fairphone's motivation for finding transparent sources of conflict minerals extends far beyond its own smartphone and social innovation. The company wants to pave the way for the rest of the electronics industry to show that traceable mineral sourcing is indeed possible. Fairphone is working to create a different mind-set among manufacturers, suppliers and consumers to continue to improve awareness of the issues related to electronics production and increase acceptance of sourcing from high-risk areas in a responsible way. The international recognition came with the UN Momentum for Change Award in 2015 and the International Business Cooperation Award at the European Business Awards for the Environment in 2016-17.

Origins

With no previous experience in the mobile industry, Van Abel, an industrial designer, did not intend to produce a functional, commercial smartphone; his goal was simply to raise the Dutch public's awareness of the link between mobile phones and minerals mined in the context of a bitter civil conflict in the Democratic Republic of Congo (DRC).

Deciding the focus

The campaign soon went beyond a collaborative prototype design between Van Abel and the public, however, as within six months of Fairphone's founding, a large media following, and socially conscious consumers led to 25,000 units being pre-ordered through a crowd funding initiative.

REFLECTION & DISCUSSION POINTS

Fairphone proves that companies can make a profit while putting social and environmental values first.

- What was key to the success of Fairphone?

The goal is to produce and sell 150,000 Fairphones per year and expand to other countries beyond Europe. By showing there is a market and demand for ethical products, Fairphone can motivate the whole industry to innovate socially and act more responsibly.

- Are there opportunities for other sectors related to environmental and ethical issues?
- How you could tackle financial challenges such as funding and high cost of production?

MORE INFORMATION

Website: www.fairphone.com

Contacts: <https://support.fairphone.com/hc/en-us/requests/new>





Case Study

Workforce First (WFF)

WHO: Workforce First, The Other Ones Foundation

WHERE: Austin, Texas, USA

WHEN: 2018

WHAT: An alternative employment program for homeless people.

The initiative

Homelessness has plagued the lives of thousands in the United States alone. According to a report by the US Department of Housing and Urban Development's Annual Homeless Assessment, as of 2018, there were around 553,000 homeless people in the country. Not having a stable home comes with a ton of obvious disadvantages for such people who are in desperate need of an income. With most employers requiring their employees to provide a permanent address, the homeless often find themselves stuck in a vicious cycle that they cannot escape from.

Time frame

In October 2018, The Other Ones Foundation launched a new program called Workforce First program, where the homeless were given the task of cleaning the green regions in Austin, therefore reducing panhandling.

Focus Areas

The program identifies eligible workers through a combination of partnering organizations, and street outreach. The only requirement to join the workforce first program is that an individual is experiencing or has experienced homelessness, is over 18, and that they may otherwise be panhandling. The Other Ones provides transportation, lunch, and pay at the end of every work day. The hiring process is streamlined by removing any traditional barriers to getting started on a job. By removing these barriers, and opening up access to work, the foundation hopes to take one step in regaining trust and building community with people who may have become untrusting or frightened of society and its systems.



CORE TEAM & EXTERNAL PARTICIPANTS

The Other Ones Foundation was born out of a multi-agency work group trying to find innovative solutions to Austin's Downtown Homeless crisis. Currently there are 14 employees in the organisation and many more volunteers.

Finance and Outcomes to date

The Other Ones Foundation (Too Found) helps create employment opportunities by removing the barriers homeless people usually face in normal circumstances such as the requirement of a permanent address. In just under a year, WFF has paid out over \$100,000 in earned income to individuals experiencing homelessness and poverty, and 24 of homeless people have moved into stable housing!

The Foundation's revenues come from private donations as well as public funding programmes.

Origins

In October 2018 Workforce First program (WFF) has been established. Knowing that income is vital to finding housing stability, the organisation wanted to offer to homeless people the opportunity to earn an income during the day while the shelters weren't operating.

Deciding the focus

WFF offers to homeless people (who might otherwise be panhandling) the opportunity to get a day's work. The dignity and empowerment of work, and the income it brings, serves a major stepping stone to getting homeless friends on the path to a more fulfilling life.

REFLECTION & DISCUSSION POINTS

A successful example of socio-environmental (homelessness, poverty, inclusion of vulnerable people to society, environmental quality,) contribution to local communities. The success of the Workforce First program in Austin, Texas, has mobilized other NGO's to adopt the programme in other areas and cities around the whole country.

The hiring process is streamlined by removing any traditional barriers to getting started on a job. By removing these barriers, and opening up access to work, the foundation hopes to take one step in regaining trust and building community with people who may have become untrusting or frightened of society and its systems.

- How you could tackle practical and financial challenges in similar cases?
- What are the benefits to society from such programs?

MORE INFORMATION

Website: <http://toofound.org/>

Contacts: Max Moscoe – Community Engagement Coordinator
at max@toofound.org



THE OTHER ONES
FOUNDATION

| ACTIVITY NAME | 1 - Introduction to Social Innovation | | | | | | | | |
|---------------------------------------|--|--|--|-----------------|--------------|-------------------|-----------------------|-------------------------------|--|
| LEARNING OBJECTIVES | <ul style="list-style-type: none">• Learn what is social innovation and social enterprise• Identify a social problem - opportunity• Distinguish the different types of social problems• Analyse case studies of social innovative enterprises | | | | | | | | |
| TRAINING METHOD(S) | <ul style="list-style-type: none">• Problem-based learning• Brainstorming• Group Discussions | | | | | | | | |
| TIME/ DURATION | <ul style="list-style-type: none">• Overall duration: 60 minutes (depending on the size of the group)• 20 minutes to introduce the topic ‘Introduction to Social Innovation’ with the whole group and then to reflect that in small groups. (3/4 people)• 25 minutes to analyse case studies and discuss the problems, how they approach them, solutions and stakeholders in small groups and to share the results from the small group with everyone.• 15 minutes identify current social problems and discuss solutions | | | | | | | | |
| GROUP SIZE | <ul style="list-style-type: none">• 20 people at most; the subgroups should not be more than five people. | | | | | | | | |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Flipcharts, markers, sheets to take notes, pens, laptop, and projector. All materials should take into account the number of participants (must be prepared before the workshop) | | | | | | | | |
| DESCRIPTION | <p>Let the learners introduce themselves and ask them to think about a social problem for their community (e.g. traffic, waste, food, health care, unemployment) for which they can determine the causes, innovative solutions, and measures. Discuss and outline causes, stakeholders and solution/actions to convince the other participants– and through them, the potential shareholders – of making developments in the community towards responsible innovation.</p> <ol style="list-style-type: none">1. The trainer makes an introduction to social innovation and to what a social problem is. (5 minutes)2. The trainer shows examples and case studies of social innovative enterprises. (5 minutes)3. The trainees, in small groups, will try to make a list of as many social problems from their countries/communities and fill in the following table. (10 minutes) <table><tr><th>Social Problems</th><th>Position now</th><th>Solution measures</th></tr><tr><td>Gender discrimination</td><td>Laws not properly implemented</td><td>Publicise regulations and raise awareness.</td></tr></table> | | | Social Problems | Position now | Solution measures | Gender discrimination | Laws not properly implemented | Publicise regulations and raise awareness. |
| Social Problems | Position now | Solution measures | | | | | | | |
| Gender discrimination | Laws not properly implemented | Publicise regulations and raise awareness. | | | | | | | |

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| | <ol style="list-style-type: none"> 4. Ask the trainees to map out the stakeholders that need to be involved and debate in small groups about the results. (25 minutes) 5. Ask the trainees to present the social problem, the main stakeholders and the possible solutions to all participants. The social issues and solutions will then be discussed together with the other groups. For this task, they will use flipcharts to reflect on the proposed actions. (15 minutes) |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer has to prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> - Communication examples (good and bad) - Possible solutions - Twisting/complication factor |
| LEVELS & VARIATION | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> |

| | |
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| ACTIVITY NAME | <i>2- Design and Implement social innovation ‘tools’</i> |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • Identify the problem you want to solve and your target group. • Understand the importance of prototyping and piloting Implementation Stage and relevant aspects • How to scale up a product, service or model. |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • Problem-based learning • Brainstorming • Group Discussions |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 60 minutes (depending on the size of the group) • 10 minutes to introduce the topic with the whole group and then to reflect that in small groups. (3/4 people) • 15 minutes to discuss the problem identification, target group and prototyping. • 20 minutes to present and discuss the Implementation Stage and relevant aspects • 10 minutes brainstorm and discussion of scaling up methods • 5 minutes for wrap up and summary. |
| GROUP SIZE | <ul style="list-style-type: none"> • 20 people at most; the subgroups should not be more than five people. |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | <p>Flipcharts, markers, sheets to take notes, pens. All materials should take into account the number of participants (must be prepared before the workshop)</p> |

| | |
|--|--|
| DESCRIPTION | <p>Let the learners introduce themselves and discuss with them about possible challenges that could face during the implementation of their idea (or the application of it in a specific sector). Discuss with them about opportunities and solutions.</p> <ol style="list-style-type: none"> 1. The trainer presents examples of social problems and the relevant target group. (10 minutes) <ul style="list-style-type: none"> • Realize what problem you want to solve • Identify your target group • Use ideation techniques to find the best idea • Organize your idea into a logical outline 2. The trainer makes an introduction to prototyping and piloting – Presents Fairphone as a prototype and WFF as a pilot program (10 minutes) 3. The trainer presents and discusses the Implementation stage and the relevant aspects (10 minutes): <ul style="list-style-type: none"> • Implementation plan – Business Plan, • Milestones, • risks-barriers 4. The trainer will make a presentation (methods – e.g. social media marketing) on how to scale up a product, service or model. The trainees will have a discussion on how to apply the method. (10 minutes) 5. The trainees will present in groups all 4 steps (Problem, Pilot, Business plan, scale-up). (20 minutes) |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer has to prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> - Communication examples (good and bad) - Possible solutions - Twisting/complication factor |
| LEVELS & VARIATION | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> |

| | |
|----------------------------|--|
| ACTIVITY NAME | <i>3- Strategies on how to tackle challenges and support a socially innovative idea</i> |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • Identify common challenges (financial, practical,) of social innovation ideas - projects |

| | |
|--|---|
| | <ul style="list-style-type: none"> Analyse case studies and their challenges, opportunities, and solutions Present relevant ways to tackle financial challenges (funding, crowdfunding, networking, collaboration management, and smart loans) |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> Problem-based learning Group Discussions |
| TIME/ DURATION | <ul style="list-style-type: none"> Overall duration: 60 minutes (depending on the size of the group) 20 minutes to identify challenges with the whole group and then to reflect that in small groups. (3/4 people) 20 minutes to present the Mini Scenario. 15 minutes to present ways to tackle financial challenges and discussion 5 minutes for wrap up and summary. |
| GROUP SIZE | <ul style="list-style-type: none"> 20 people at most; the subgroups should not be more than five people. |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Flipcharts, markers, sheets to take notes, pens. All materials should take into account the number of participants (must be prepared before the workshop) |
| DESCRIPTION | <p>Let the learners introduce themselves and discuss with them about possible challenges that could face during the implementation of their idea (or the application of it in a specific sector). Discuss with them about opportunities and solutions.</p> <ol style="list-style-type: none"> The trainer presents the common challenges that can arise in the social innovation field. (10 minutes) The trainer shows examples - case studies of successful ideas - projects and analyse their approach to solve practical challenges. (10 minutes) The trainees will receive a Mini Scenario: "Present their idea to a group of investors". Assume that you cannot apply for findings on government programs. You should think about your Business Plan and an alternative Sustainability model of your enterprise. (20 minutes) The trainer then will present several ways of tackling financial challenges. A discussion will follow. (20 minutes) |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer has to prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> Communication examples (good and bad) Possible solutions Twisting/complication factor |

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| LEVELS & VARIATION | To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively. |
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| ACTIVITY NAME | 4- <i>Scaling Social Innovation Impact</i> |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • What is the social impact? • Impact Measurement (deciding how to measure the social impact of your service/product) • How to scale social impact (conventional and digital ways)? |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • Problem-based learning • Scenario-based |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 60 minutes (depending on the size of the group) • 15 minutes to present the social impact concept and the ways to measure it. • 15 minutes of presenting case studies with high social impact and scale-up methods. Discussion with the group. • 25 minutes to present the Mini Scenario. Group based 3-4. • 5 minutes for wrap up and summary. |
| GROUP SIZE | <ul style="list-style-type: none"> • 20 people at most; the subgroups should not be more than five people. |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Flipcharts, markers, sheets to take notes, pens. All materials should take into account the number of participants (must be prepared before the workshop) |
| DESCRIPTION | <p>Let the learners introduce themselves and discuss with them about possible challenges that could face during the implementation of their idea (or the application of it in a specific sector). Discuss with them about opportunities and solutions.</p> <ol style="list-style-type: none"> 6. The trainer will an introduction to what is a social impact and how to measure it. (15 minutes) 7. The trainer shows examples - case studies with high social impact in communities or worldwide. (10 minutes) 8. The trainees will receive a Mini Scenario: Your product/service seems to receive a high response from your target group/community! How to measure its social impact? How are you going to scale it up? Present 3 common ways and 3 digital ways to scale it (25 minutes) 9. The trainer will discuss with the total group about the scenario (10 minutes) |

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| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer must prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> - Trainees will use the resources the following resources “Collaboration Manual” https://www.circulink.eu/en/digital-learning-platform/collaboration-manual - Communication examples (good and bad) - Possible solutions - Twisting/complication factor |
| LEVELS & VARIATION | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> |

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| ACTIVITY NAME | <i>5- Sustainable Business Model Canvas – Social Innovation</i> |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • To develop the idea of Social Innovation and its challenges with actual questions-issues • To understand various factors related to the implementation of social innovation |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • Problem-based learning • Scenario-based • Group Discussions |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 60 minutes (depending on the size of the group) • 5 minutes for the trainer to present the Sustainable Business Model Canvas and its eleven elements • 5 minutes for the trainees to read the short scenario • 25 minutes to discuss and develop ideas in groups • 20 minutes to present the first version of the canvas to the group and receive feedback |
| GROUP SIZE | <ul style="list-style-type: none"> • 20 people at most; the subgroups should not be more than five people. |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | <p>Flipcharts, markers, sheets to take notes, pens. All materials should take into account the number of participants (must be prepared before the workshop)</p> |
| DESCRIPTION | <ol style="list-style-type: none"> 1. The trainer starts the workshop by explaining what Sustainable Business Model Canvas is and what elements it contains. 2. The trainer presents the trainees the short scenario and divides them into small – four to five-member groups. The trainees read the scenario and develop the idea of a diversity management strategy based on the Sustainable Business Model Canvas template. |

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| | <p>The scenario:</p> <p>The city you live in has really low percentages of recycling rates. The environmental problem regards to waste/recycling is significant, and the local authorities are not able to offer a key solution to the problem for various reasons. You came up with an innovative idea of collecting recyclable waste from the community (house by house). Moreover, you found some skill -full persons that want to involve in this service-idea you have. You are really enthusiastic about it, and you want to start the application of your idea as soon as possible.</p> <p>3. Once all the groups are ready, they present their ideas. In group discussion, the trainees give each other feedback. To adapt the Business Model canvas template for the need of this activity, the trainer should direct the trainees to answer the following questions about specific sections of the Canvas template:</p> |
| <p>CONCERNS AND IMPLEMENTATION SUGGESTIONS</p> | <p>1) Value Proposition:</p> <p>a. What problems are you going to face during the application of your idea?</p> <p>b. What is the aim of your social innovation- enterprise?</p> <p>c. What specific needs do you need to satisfy?</p> <p>2) Key Activities:</p> <p>a. What key activities does your strategy require?</p> <p>b. What challenges you will face while introducing your services in regard to the local authorities and the citizens who are not well informed?</p> <p>c. How are you going to address these challenges?</p> <p>3) Key Partners:</p> <p>a. Who are the key partners inside and outside of your organisation- enterprise?</p> <p>b. How your partners can support you in addressing the challenges?</p> <p>c. What knowledge and resources can your internal and external partners provide to you?</p> |

4) Key resources:

- a. What essential resources do you need to introduce to your organisation?
- b. What necessary knowledge you need to apply your service

5) Customer Relationships:

- a. What kind of relations with your customers you will need to establish?
- b. What are the needs of your customers in relation to your services?
- c. How are you going to measure your customers' satisfaction?

6) Customer Segments:

- a. Who are your customers in relation to your services?

7) Channels:

- a. How are we going to distribute and promote your services

8) Cost Structure:

- a. What are the most critical costs related to your services?
- b. Which Key Resources are most expensive?
- c. Which Key Activities are most expensive?

9) Revenue Streams:

- a. What can be the short-term and long-term revenues from your services?

10) Eco-social costs:

- a. What social costs can be related to introducing your services?

11) Eco-social benefits:

- a. What social benefits can be related to introducing your services?
- b. Who is going to benefit from the results of your services?

The trainer should guide the trainees to group the elements of the Sustainable Business Model Canvas in the following order:

- 1) Value Proposition – Customer Relationships – Channels – Customer Segments
- 2) Key Partners – Key Activities – Key Resources
- 3) Cost Structure – Revenue Streams

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| | 4) Eco-Social Costa – Eco-Social Benefits |
| LEVELS & VARIATION | <p>The trainer can use as a basis for this activity, the provided scenario or any other scenario that he or she finds relevant.</p> <p>In another variation of the activity, all the subgroups can work on different scenarios.</p> <p>For more advanced groups, the trainer can propose to incorporate the ideas developed in the canvas into a business plan. More specific data – including milestones, specific methods for finance and communication will be needed. If possible, the trainer can ask the trainees to work on the examples of their own organisations.</p> |

UNIT 2

Collaboration Management



The Alentejo Circular project was developed by ISQ & Évora University in Alentejo's region, Portugal. It took place between November 1st, 2016 and November 1st 2018 with the main goal of promoting circular economy in Alentejo's agricultural and agroindustrial sectors.



Case Study



**ALENTEJO
CIRCULAR**

The initiative

The main goal of the “Alentejo Circular” project was to raise awareness and mobilize Alentejo’s agrifood sectors to adopt the circular economy model, aiming to create value for enterprises, and consequently for the region, by transferring knowledge on the best practices and technologies on efficient resource use and waste valorisation. The project was developed on the wine, olive oil and pig farming sectors, due to their current and growing importance for the regional economic and environmental sustainability.

Time frame

The project started in November 1st with a two-year dead line and involved seven key actions. It started with an analysis of the state of the art in the wine, olive oil and pig farming sectors followed by the benchmarking of circular economy best practices and identification of opportunities to implement circular economy in the referred sectors. The next action combined several public sessions to inform and enable the stakeholders to the circular economy subject, including networking activities between companies and the scientific community. Near the end of the project it was developed a web 2.0 based platform to promote the adoption of circular economy with a focal point in the industrial symbiosis. The last two actions were the project communication and dissemination, and management and evaluation, respectively.

Focus Areas

The main focus of the project was to mobilise the economical agents for the transition to a circular economy model, for which was necessary to assess the current status in regard to the economic model in use, identify best practices, analyse opportunities and barriers, inform and listen the stake holders and promote communication and knowledge sharing among all the involved parts. To stimulate the transition from the mostly used liner economic model to a more sustainable circular model it were emphasized practices such as the efficient use of raw materials, water and energy, waste recovery solutions, and by-product potential.



CORE TEAM & EXTERNAL PARTICIPANTS

The Alentejo Circular project was promoted by ISQ in a partnership with Évora University.

Finance

The Alentejo Circular project has received funding from Alentejo 2020 program.

The EU funding through FEDER covered 85% of the total eligible cost of about 346.000€.

Outcomes to date

Through technical site visits and bibliographic research, a current diagnosis of circularity in the addressed regional industries was carried out, as well the assessment of circular economy best practices, at national and international level. The resources and wastes were characterized and quantified improving the knowledge of recovery cycles with a list of best practices being gathered as priority for actions to be taken by the regional stakeholders, in order to support the transition towards a circular model.

By means of several public sessions across the territory and a web 2.0 based platform, the interaction between stakeholders, including companies, public authorities and the scientific community increased, resulting in shared experience and knowledge on alternative use of resources, thus settling the conditions for the development of future synergies.

Origins

In a world of increased lack of resources, it is imperative to promote the transition to a more circular economy, seen as an alternative business model to promote competitiveness, reducing simultaneously the consumption and dependency of raw materials and energy.

Deciding the focus

For the Alentejo Circular project it was decided to cover the most relevant sectors in the region agrifood industry. While the olive oil sector represents 76% of the worked olives, Alentejo is also the second largest wine producing region in Portugal with 18% of the national production. The pig farming was selected as a fast-growing sector in Alentejo counting with already 45% of Portugal total pig herd.

REFLECTION & DISCUSSION POINTS

As a result of this study, it was possible to conclude that the best available practices in these sectors, such as, smart farming and the use of renewable energy are already in use across the region, however these practices are only implemented by a limited number of the regional companies. These best practices were disseminated to the stakeholders by public sessions, technical articles, network sessions and internet.

Different industrial symbiosis practices were identified through the benchmarking analysis. As an example it was identified the case of two companies from different sectors in the same industrial park sharing human resources, facilities and knowhow or, in another case, the valorisation of by-products of a pig farming industry through its use as fertilizer to crops.

The 2.0 based collaborative platform had little or none activity by the stakeholders.

In some cases it was noticed that circular economy actions were not adopted due to lack of top management interest and/or lack of information. Some companies were too closed on their everyday work to be able to find other companies complementarity. Several barriers were identified through the stakeholders contact across the project and suggestions were given to surpass and transform the barriers into circular economy opportunities.

MORE INFORMATION

Website: <http://alentejocircular.uevora.pt/>

2.0 collaborative platform:
<https://plataforma.alentejocircular.uevora.pt/login>

Core team: <https://www.isq.pt/EN/> & <https://www.uevora.pt/>



The Maestri project was developed between September 1st, 2015 and August 31st, 2019 by a team of 14 partners. The main purpose is enabling manufacturing industries to deliver competitively priced goods and services that satisfy human needs and improve quality of life, while progressively implementing smarter and finer trade-offs between business and sustainability aspects.



Case Study



The initiative

The MAESTRI project aims to advance the sustainability of European manufacturing and process industries by providing a management system in the form of a flexible and scalable platform, and through guidance on the implementation of an innovative approach, the Total Efficiency Framework.

Time frame

Over a period of 4 years, the project delivered exploitable results clustered into technological outputs (including eco-innovative products, processes and services tailored to industrial end-users) and solutions (involving a combination of technical, economical, legislative and policy solutions).

Focus Areas

The main focus of the Project can be described through the following four objectives:

- Review on the current knowledge and state of practice for industrial symbiosis;
- Build a library of case studies and an open source waste database;
- Develop, test and refine tools to support industrial symbiosis;
- Create a guide for practitioners to engage in industrial symbiosis.

CORE TEAM & EXTERNAL PARTICIPANTS

The project was developed by the following partners: ISQ; LINKS; INEGI; ATB; Fraunhofer FIT; University of Cambridge; Lean Enterprise Institute of Polska; SINERGIE; IZNAB; Microprocessador; MCG mind for metal; GLN Plast; J.W. Ostendorf; OAS and Worlée.

THE JOURNEY

Finance

The Maestri project has received funding from the European Union's Horizon 2020 research and innovation programme.

Outcomes to date

- Toolkit for Industrial Symbiosis - Developed within MAESTRI project, it provides a set of tools and methods to help companies gain value from wasted resources and contributes to MAESTRI goal of advancing the sustainability of European manufacturing and process industry.

- User Guide to Engage in Industrial Symbiosis, linked to the Toolkit for Industrial Symbiosis (T4IS)

- Library of Industrial Symbiosis case studies and linked exchanges - The database containing the library of industrial symbiosis case studies and linked exchanges has been developed as part of the activities carried out by the Centre for Industrial Sustainability, University of Cambridge

Technical Materials downloadable from:

<https://maestri-spire.eu/downloads/technical-materials/>

Origins/focus

Process industries represent the foremost part of the manufacturing base, around 20% of the total European manufacturing industry, which include more than 450,000 individual enterprises (EU27), employment of around 6.8 million citizens and generation of more than 1,600 billion € turnover. Process industries are also largely dependent on resources imports from international markets that are hampering the industry's access to globally traded raw materials, due to the increased political instability in many regions of the globe. Moreover, European industry has also accounted for more than a quarter of total energy consumption in 2010 in Europe with a significant portion of that used within the process industry. This represents both an opportunity and responsibility of this sector contribution to the sustainability challenges of European societies, being imperative to drastically reduce the environmental footprint and increase competitiveness and production systems efficiency by "doing more with less". However, to successfully implement sustainability in manufacturing and process industries, a holistic, multidimensional and systematic approach is required.

REFLECTION & DISCUSSION POINTS

The currently main gaps on the effective implementation of energy and resource management are: Technical/Technological Gaps; Management Gaps and Organisational Gaps.

Coherently with these gaps, MAESTRI developed an innovative and integrated platform that combines holistic efficiency assessment tools, a novel management system and an innovative approach for industrial symbioses implementation.

MORE INFORMATION

Website: <https://maestri-spire.eu/>

Contact: <https://maestri-spire.eu/contact/>



The URSA project was developed by EDIA in a partnership with ISQ. The project took place in Alentejo's region, Portugal, between May, 2018 and November, 2018.



Case Study

URSA: Alqueva by-products recirculation units

The initiative

The URSA project aims to address the problem of the low organic matter content in the irrigated agricultural soils managed by Empreendimento de Fins Múltiplos de Alqueva (EFMA). Different solutions can be applied to increase soil organic matter but, to achieve fast, measurable and sustainable results in the EFMA modern and intensive agriculture, the most applicable solution is to add organic fertilizer. To accomplish this solution, the project aim to create and develop a network of composting facilities to produce organic fertilizer with the available agriculture by-products. Giving wings to the circular economy concept, local farmers will deliver their by-products and take in return organic fertilizer to apply in their agricultural soils.

Time frame

The project started in May, 2018 with a six month deadline and involved the next six key actions: 1) Development of specifications and collection channels for the first/experimental URSA installation; 2) Facility implementation; 3) Experimental process and monitoring plan development, identification of soil necessities, experimental tests, and compost and by-products characterization; 4) Conception of a business plan; 5) Project communication and dissemination; 6) Project management and evaluation.

Focus Areas

URSA project focus is to implement a twelve unit constellation and then, as a whole, solve the soil low organic matter content and the correlated issues that affect EFMA environmental performance. This achievement represents a compromise based in resource efficiency, soil and water protection and agriculture by-product valorisation contributing to accelerate the transition to circular economy.



URSA

CORE TEAM & EXTERNAL PARTICIPANTS

The URSA project was promoted by EDIA (Empresa de Desenvolvimento e infraestruturas do Alqueva) in a partnership with ISQ.

Finance

The project was co-financed by Fundo Ambiental.

Outcomes to date

The project created the first composting unit with the final goal of a 12-unit constellation to proceed achieving:

- Rehabilitation of soil as a quality agricultural support and as a filtering barrier;
- Efficient use of water and nutrients, reducing the global needs;
- Reduction of the application of mineral fertilizers and increase of agricultural profitability;
- Greater soil cohesion, with less vulnerability to erosion and desertification;
- Conservative circular use of organic by products produced in EFMA;
- Better water quality and less susceptibility to invasive aquatic species;
- Promotion of soil life, plant health and fertility;
- Carbon sequestration in soil, as opposed to burning, with reduction of greenhouse gases.

Origins

Years without conservation agriculture lead to a critical level of soil organic matter with a direct negative impact on fresh water resources, farming and ecosystem as a whole. It was necessary to find a solution to mitigate the negative impact of the low organic matter content on par with a solution to create a sustainable destination for the huge quantity of by-products with origin in the region.

Deciding the focus

The project was created to solve the soil low organic matter issue in the EFMA area of influence. To develop a solution the promoters identified focus areas such as:

- Soil characteristics;
- Available by-products;
- Composting process;
- Farmers information and involvement;
- Composting unit dynamic.

REFLECTION & DISCUSSION POINTS

As a result of this study, it was possible to conclude that it is urgent to change agricultural procedures in order to recover, improve and maintain a healthy soil and ecosystem. The local farmer's feedback was very encouraging with a high interest in the valuable destination of their by-products and in applying the organic fertilizer in their own crops due to the understanding of the associated benefits.

There is still a long way to go to overtake the existing barriers and to disseminate the identified environmental and economic benefits.

MORE INFORMATION

Website: <https://www.edia.pt/ursa/index.html>

Contact: <https://www.edia.pt/en/>



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| ACTIVITY NAME | 1 – Circular Economy & Collaboration |
| TYPE OF ACTIVITY | In-class activity |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • Relate Collaboration and Innovation • Relate Internal Collaboration and Collaborative Culture • Illustrate the Circular Economy concept • Demonstrate the advantages of Circular Business Models • Debate Circular Economy practices |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • PBL (Problem based learning) • Scenario-based learning • Group discussions |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 60 minutes (depending on the size of the group) • 15 minutes to share the Alentejo Circular case study and the topic of ‘Collaboration Management’ with the whole group, and to raise a specific problem to the classroom; • 15 minutes to discuss in small groups and to share the discussion and learning from the small group with everyone; • 15 minutes to discuss the raised hypothetical complication in small groups and to share the discussion and learning from the small group with everyone; • 15 minutes for final discussion, wrap up and summary. |
| GROUP SIZE | <ul style="list-style-type: none"> • 20 people at most; the subgroups should not be more than five people |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | <ul style="list-style-type: none"> • Flipcharts, markers, sheets to take notes, pens. All materials should consider the number of participants (must be prepared prior to the workshop) • Annex “ALENTEJO CIRCULAR” WEB 2.0 PLATFORM” • “ALENTEJO CIRCULAR” WEB 2.0 PLATFORM” (PT) https://plataforma.alentejocircular.uevora.pt/login |
| DESCRIPTION | <p>1. The trainer gives a general perspective of the circular economy concept through the Alentejo Circular case study, introduces the ‘Collaboration Management’ topic and raises a specific problem related to the topic of a collaborative culture in a circular business context. The trainer can use the below example:</p> <p><i>The before mentioned 2.0 based collaborative platform was developed and widespread through the stakeholders through public sessions were, they have shown themselves very interested, using expressions such as “This is what I need to value my by-products! Or “Excellent initiative to promote the circular economy among the farmers!” Despite the good feedback, no relevant activity was noticed on the platform.</i></p> |

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| | <p>10. The trainer gives examples to some of the key factors which tend to determine the successfulness of a circular business model. For example, managers often have to deal with the day by day business and do not find time to spend with new business ideas. The concepts of “Collaboration and its benefits”, “Innovation” and “Types of collaboration” will be integrated.</p> <p>11. The trainees, in small groups, will try to point to the core of the problem, give answers and possible solutions. For this task, they will use flipcharts to reflect on the proposed actions.</p> <p>12. The trainer can interfere to help by dynamizing and moderating the debate, firstly between the small group (paying attention to what is being discussed in each of the groups) and then joining the subgroups, all together. Teams will explain to the other participants their findings and conclusions.</p> <p>13. The trainer then adds a twist, a hypothetical complication or difficulty factor. For example, business as usual:</p> <p><i>“The business is already successful as it is, why change?”</i></p> <p>The trainer will introduce some advantages of a circular business model.</p> <p>14. The work will continue in small groups to undertake the situation.</p> <p>The team solutions will then be discussed together with the other groups. The trainer will moderate the design of a common, final action plan. (Key points and steps)</p> |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer has to prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> - Communication examples (good and bad) - Possible solutions - Twisting/complication factor |
| LEVELS & VARIATION | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> |







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| ACTIVITY NAME | 2- Linear Economy vs Circular Economy |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • Examples and benefits of circular economy activities • Contrast linear vs circular models • Outline the general steps towards a circular economy |

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| | <ul style="list-style-type: none"> Identify the appropriate partner to collaborate Define closed and open innovation principles |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> PBL (Problem based learning) Group discussions |
| TIME/ DURATION | <ul style="list-style-type: none"> Overall duration: 60 minutes (depending on the size of the group) 10 minutes to share a video from the Alentejo Circular case study 10 minutes to, in an open discussion, identify the different circular economy practices present in the video and to introduce the “linear vs circular economy” 10 minutes to in small groups identify the steps necessary to implement circular economy practices from the top management point of view 15 minutes to share the discussion results with everyone with inputs from the trainer. 15 minutes for final discussion, wrap up and summary. |
| GROUP SIZE | <ul style="list-style-type: none"> 20 people at most; the subgroups should not be more than five people |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Flipcharts, video projector, markers, sheets to take notes, pens. All materials should take into account the number of participants (must be prepared prior to the workshop) |
| DESCRIPTION | <p>1. The trainer plays a video from the Alentejo Circular case study in regard to the wine sector, creates an open discussion on identifying circular economy practices and introduces the ‘linear vs circular economy’. The trainer can use the following topics:</p> <ul style="list-style-type: none"> Linear economy Reuse economy Circular economy <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Linear economy</p> <pre> graph TD A[Raw materials] --> B[Production] B --> C[Use] C --> D[Non-recyclable waste] </pre> </div> <div style="text-align: center;"> <p>Reuse economy</p> <pre> graph TD A[Raw materials] --> B[Production] B --> C[Use] C --> D[Non-recyclable waste] D -- Recycling --> A </pre> </div> <div style="text-align: center;"> <p>Circular economy</p> <pre> graph TD A[Raw materials] --> B[Production] B --> C[Use] C --> A C -- Recycling --> A </pre> </div> </div> <p>15. The trainer explains some of the benefits of the identified circular economy practices.</p> <p>16. The trainer raises a specific problem:</p> |

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| | <p><i>“If the circular economy model is more economical and environmentally sustainable, why isn’t everybody is using it?”</i></p> <p>2.1 Next, the trainer suggests to the trainees, in small groups, to identify the steps to change from a linear to a circular economy model, inside their own company/business idea.</p> <p>17. The trainer can interfere to help by dynamizing and moderating the debate, firstly between the small group (paying attention to what is being discussed in each of the groups) and then joining the subgroups. Teams will explain to the other participants their findings and conclusions. The presentation will give an idea of the multiple existent hypotheses for circular economy practices.</p> <p>18. The trainer gives examples of some of the key general steps to follow when implementing a circular business model. For example:</p> <ul style="list-style-type: none"> • Engage with External Stakeholders • Provide Consistent and Strong Top Management Support • Explain the Concept and Communicate the Vision Identify Specific Ambitions and Develop a Sustainable Business Model / Business Case • Educate Your Employees • Engage and Empower Business Units • Start with Process Innovation, Followed by Product and Business Model Innovation • Collaborate with External Partners • Define KPIs Around the Business Case • Do Good and Talk About It <p>19. The concepts of “Industrial symbiosis”, “appropriate partner to collaborate” and “closed and open innovation principles” will be integrated.</p> <p>20. The trainer takes notes of the steps on the flipchart and moderates the design of a common, final action plan. (Key points and steps)</p> |
| <p>CONCERNS AND IMPLEMENTATION SUGGESTIONS</p> | <p>The trainer has to prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> - Communication examples (good and bad) - Possible solutions - Twisting/complication factor |

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| LEVELS & VARIATION | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> <p>The trainer can also introduce the “visual facilitation” method, so students, in small groups, diagram the steps to change from a linear to a circular economy model and present their ideas to the bigger group in an engaging and outlined way.</p> |
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| ACTIVITY NAME | 3- The Resolve Framework |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • Interpret the ReSOLVE Framework • Match the URSA good practices with the ReSOLVE action areas • How to move towards the circular economy |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • Group discussions • Microlearning • PBL |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 60 minutes (depending on the size of the group) • 10 minutes for the trainer to give an explanation on the ReSOLVE framework. • 10 minutes for the trainees to identify three practical examples to each six action areas from ReSOLVE. • 15 minutes to each team explain to the other participants their findings. • 15 minutes for the trainer to give a brief explanation of the URSA case study and perform a class brainstorming to find actions that can be identified in the case study. • 10 minutes for final discussion, wrap up and summary. |
| GROUP SIZE | <ul style="list-style-type: none"> • 20 people at most; the subgroups should not be more than five people |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Flipcharts, markers, sheets to take notes, pens. Laptops/tablets for online research. All materials should take into account the number of participants (must be prepared prior to the workshop) |
| DESCRIPTION | <ol style="list-style-type: none"> 1. The trainer starts by giving an overview of the ReSOLVE framework developed by Ellen MacArthur Foundation and its six action areas to move towards a circular economy: |

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| REGENERATE  | <ul style="list-style-type: none"> • Shift to renewable energy and materials • Reclaim, retain, and restore health of ecosystems • Return recovered biological resources to the biosphere |
| SHARE  | <ul style="list-style-type: none"> • Share assets (eg cars, rooms, appliances) • Reuse/secondhand • Prolong life through maintenance, design for durability, upgradability etc |
| OPTIMISE  | <ul style="list-style-type: none"> • Increase performance/efficiency of product • Remove waste in production and supply chain • Leverage big data, automation, remote sensing and steering |
| LOOP  | <ul style="list-style-type: none"> • Remanufacture products or components • Recycle materials • Digest anaerobically • Extract biochemicals from organic waste |
| VIRTUALISE  | <ul style="list-style-type: none"> • Dematerialise directly (eg books, CDs, DVDs, travel) • Dematerialise indirectly (eg online shopping) |
| EXCHANGE  | <ul style="list-style-type: none"> • Replace old with advanced non-renewable materials • Apply new technologies (eg 3D printing) • Choose new product/service (eg multimodal transport) |

Source: [Ellen Macarthur Foundation](#)

1. The trainees, in small groups, will try to identify three practical examples to each six action areas.
2. The trainer will then get all the subgroups together and each team will explain to the other participants their examples.
3. The trainer will then give a brief explanation of the URSA case study and in brainstorming all the class will find actions that can be identified in the case study. As an example:
 - ✓ REGENERATE action RETURN RECOVERED BIOLOGICAL RESOURCES TO THE BIOSPHERE was accomplished by avoiding by-products to be burned turning it into organic fertilizer through composting returning it into the soil and to the crops.
 - ✓ SHARE ASSETS – Through the use of common facilities to store the by-products and share equipment to apply the compost;
 - ✓ OPTIMISE: Remove waste/efficiency – Through waste valorisation and preventing nutrient loss;
 - ✓ LOOP – Recycle nutrients through compost production

CONCERNS AND IMPLEMENTATION SUGGESTIONS

The trainer has to prepare for the moderation of the group dynamics previously, taking into account:

- Communication examples (good and bad)
- Possible solutions
- Twisting/complication factor

LEVELS & VARIATION

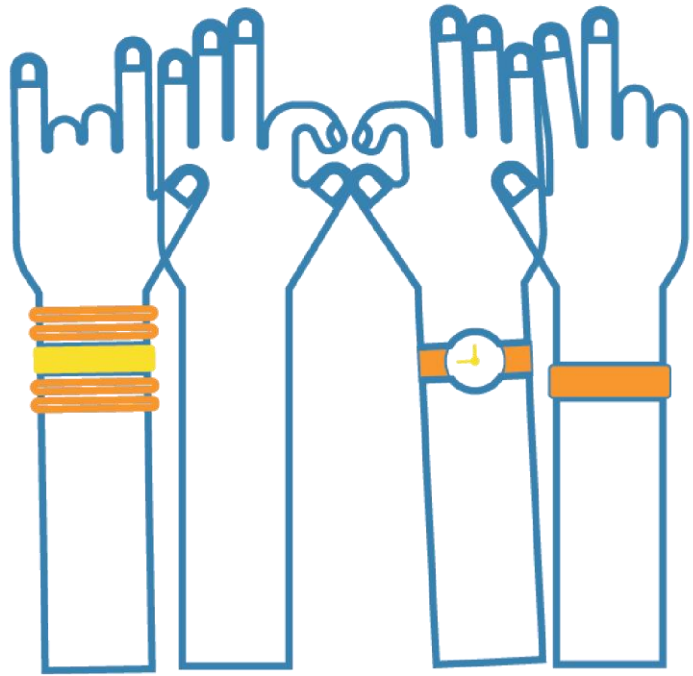
To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.

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| ACTIVITY NAME | 4 - Towards Circular Economy |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> Elaborate on Sustainable Business Model CANVAS principles |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> PBL Microlearning Group discussions |
| TIME/ DURATION | <ul style="list-style-type: none"> Overall duration: 60 minutes (depending on the size of the group) 15 minutes to each trainee share the industrial symbiosis practices identified in the previous online exercise. 5 minutes for the trainer to give a general perspective on the Sustainable Business Model CANVAS. 20 minutes for the trainees to fulfill a CANVAS template for the URSA case study. 10 minutes to each team explain to the other participants their conclusions/opinions on the CANVAS exercise. 10 minutes for final discussion, wrap up and summary. |
| GROUP SIZE | <ul style="list-style-type: none"> 20 people at most; the subgroups should not be more than five people |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Flipcharts, markers, sheets to take notes, pens. All materials should consider the number of participants (must be prepared prior to the workshop). URSA case study and SBMC template. |
| DESCRIPTION | <ol style="list-style-type: none"> The trainer starts by giving a general perspective on the Sustainable Business Model CANVAS. The trainees, in small groups, will try to fulfill a CANVAS template for the URSA case study. The trainer can interfere to help by dynamizing and moderating the debate, firstly between the small group (paying attention to what is being discussed in each of the groups) and then joining the subgroups, all together. Teams will explain to the other participants their findings and conclusions. The trainer can distribute a solved SBMC for URSA Case Study, as an example, for comparison. |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer has to prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> Communication examples (good and bad) Possible solutions Twisting/complication facto |
| LEVELS & VARIATION | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> <p>Instead of having the whole class working on the same case study, half of the groups can work on the ALENTEJO Circular case study too.</p> |

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| | | Designed for: | | Designed by: | | Date: | | Version: | |
| <h1>The Sustainable Business Model Canvas: URSA Case Study</h1> | | | | | | | | | |
| | | | | | | | | | |
| Key Partners <ul style="list-style-type: none">• Agro-industry sector (will provide by-products)• Local farmers (end users, will acquire and apply the compost on the EFMA agricultural soil) | | Key Activities <ul style="list-style-type: none">• By-product reception and pickup• Compost supply/exchange• Soil organic matter increase• Composting unit management | | Value Propositions <ul style="list-style-type: none">• Farmers will benefit from low-cost quality fertilizer compost (Culture quality and fertility increase)• Better soil resilience and lest prone to erosion• Adequate solution for the available agro-industry by-products (reduced/none negative environmental impact on water, air and soil)• Improved nutrient efficiency | | Customer Relationships <ul style="list-style-type: none">• The process is based on a win-win solution involving EDIA (URSA management), agro-industry and farmers (end users)• URSA needs the agro-industry and farmers (end users) to provide by-products and acquire/apply compost• Agro-industry and farmers (end users) need URSA as a solution to receive/valorize their by-products and to have a low-cost quality fertilizer | | Customer Segments <ul style="list-style-type: none">• Agro-industry (as by-products suppliers)• Farmers (as of end-users) | |
| | | | | | | | | | |
| Key Resources <ul style="list-style-type: none">• Symbiotic relationship between agro-industry, composting unit management and farmers (end users)• By-product supply channels• Composting unit workforce | | Channels <ul style="list-style-type: none">• Website• Public events• Social networks & media• Farmer’s associations | | | | | | | |
| Cost Structure <ul style="list-style-type: none">• Compost unit operating costs (human resources, electricity, fuel, equipment)• Establish and maintain the collection and distribution channels | | | | Revenue Structure <ul style="list-style-type: none">• Selling organic fertilizer• Being paid to receive by-products | | | | | |
| Eco-Social Costs <ul style="list-style-type: none">• No relevant eco-social costs were identified• The water can be reused from the water released from the composting process• Related to the composting unit running activities (logistics, diesel equipment) | | | | Eco-Social Benefits <ul style="list-style-type: none">• Better quality food (more organic, less chemicals)• Better income for the farmers• Better soil, air and water quality | | | | | |
| Based on: www.businessmodelgeneration.com | | | | | | | | | |

UNIT 3

Diversity Management





Case Study

Dublin Bus

WHO: Dublin Bus

WHERE: Ireland

WHEN: September 2017

WHAT: Progressive Workplace Gender Transition Policy & Guidelines

The initiative

Responding to the changes in Irish law from 2015, that empowered adult citizens to self-declare and change their gender, Dublin Bus decided to introduce a **Diversity, Equality and Non-Discrimination Policy**. This new strategy included developing recommendations on how to **create a work environment based on openness, acceptance and tolerance for employees transitioning**. The company developed specific guidelines and addressed them to members at all levels of company's hierarchy – employees, managers and the human resource department, focusing primarily on **building awareness of gender transition as well as presenting new norms, values and rules**.

Dublin Bus is the primary transportation company in Dublin City and environs. As a leader in their branch, they are determined to support diversity and inclusiveness among their workforce. By its commitment to the cause, the company aims to promote workplace diversity and prove that businesses, regardless of the industry they are operating in, can successfully incorporate diversity and equality policies into their practice.

Time frame

The Dublin Bus Workplace Gender Transition Policy and Guidelines were developed and introduced in 2017 and have been actioned since then on.

Focus Areas

Dublin Bus devotes a lot of attention **to the inclusion of employees struggling with their sexual identity**. Being aware of common controversies related to this serious social issue, the company decided to help foster dialog and understanding of trans issues in the workplace. “We are committed to managing a workplace that integrates, benefits from, and achieves equality for our diverse employees, as well as promoting an inclusive workplace that celebrates and supports diversity”, says Ray Coyne the CEO of Dublin Bus.



CORE TEAM & EXTERNAL PARTICIPANTS

The Diversity Policy of Dublin Bus was developed by Employee Development and Equality Executive in consultation with TENI – Transgender Equality Network Ireland. The company collected feedback from its employees as well.

Challenges

One of the most important challenges while introducing the Diversity Policy in Dublin Bus was that there was little knowledge and expertise in the area of introducing policies of this kind in Ireland.

Benefits

As one of the most immediate benefits of the new strategy, Dublin Bus indicated the rise of awareness about gender transitioning. This was effective in creating a more supportive work environment, which in turn resulted in better levels of retention in the workforce, higher employee engagement and better performance in attracting new talents.

Outcomes to date

One of the main objectives of introducing a diversity policy in Dublin Bus was to build awareness and encourage discussion on trans issues in the organisation and its environment. Since introducing this new equality strategy, **the company received broad feedback from its employees at all stages, and from members of the public, as well as other organisations searching for guidelines and advice related to implementing a diversity policy.** Moreover, Dublin Bus has been granted national awards in the field of Diversity Management.

Origins and Steps

The Dublin Bus Workplace Gender Transition Policy and Guidelines were developed in response to The Gender Recognition Act signed into Irish law in 2015, and to reports of workplace harassment towards transgender employees.

As a first step in implementing the Diversity Policy, the organisation decided to consult the guidelines in cooperation with Management Team, to provide an opportunity for dialogue with the HR Department. The policy was then communicated to all staff through various communication channels such as email, internal posters, newsletters, brochures and the Dublin Bus website. Later, the policy was promoted through the company's social media channels to reach the external customers and members of the public.

In order to provide support for employees planning their transition, Dublin Bus set up a Diversity and Inclusion Office, where staff can look for necessary information. Moreover, the company provides a free and confidential counselling service, and offers an Employee Assistance Programme to all its employees.

REFLECTION & DISCUSSION POINTS

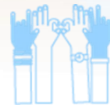
- What are the steps that leaders of Dublin Bus undertook in order to bring the Diversity Strategy into action? What do you think of that process? Would you suggest any changes? Do you think it would be possible to introduce a similar Diversity Management strategy to your SME? What steps would you have to take? What could be the benefit of introducing a Diversity Policy to your organisation?
- What was key to the success of the Diversity Policy introduced by Dublin Bus?
- Do you think your SME would face similar challenges? How would you deal with them?

MORE INFORMATION

Website: <https://www.dublinbus.ie>

Contact: Ray Coyne, CEO of Dublin Bus





Case Study

Electricity Supply Board (ESB)

WHO: Electricity Supply Board (ESB)

WHERE: Ireland

WHEN: Piloted in 2014 and introduced in 2015

WHAT: Managing Successful Parenting Transitions Programme

The initiative

Electricity Supply Board (ESB) was established in 1927 and is leading Irish electricity provider. It is majority owned by the Irish Government. As a strong, diversified utility, ESB operates right across the electricity market: from generation, through transmission and distribution to supply.

In 2015 ESB introduced its diversity policy aiming to **support parents returning to employment**. The Managing Successful Parenting Transitions Programme was a response to the need of achieving more **gender balanced workforce**. The results of reports (WEF) indicated that despite high performances of young girls at schools and universities in Ireland, their representation in work market, especially over the age of thirty, is relatively low. ESB understood that one of the dominant factors, is women's role in rising children. The company decided to develop programme that will support most of all their female employees returning from maternity leave, to be able to maintain a good balance between work and their family life and be ready to meet the challenges related to return to the workplace.

Time frame

The **Managing Successful Parenting Transitions Programme** was initially piloted in 2014 and introduced to company's everyday practice in 2015. It was later extended for new fathers, line managers and HR.

Focus Areas

ESB have directed their focus to supporting employees returning from maternity or paternity leave. Especially concentrating on **female staff, whose transition to parenthood can be related to various barriers in professional life** – career stalling, bias among colleagues, deterioration of professional relationships etc. Additionally, ESB focuses on attracting, retaining and progressing female talents among their workforce.



CORE TEAM & EXTERNAL PARTICIPANTS

EBS management team after consultation with employees returning from maternity/paternity leave decided to support them in overcoming challenges related with returning to workplace.

Challenges

While introducing their Diversity Policy, ESB faced a necessity to **shift traditional model of transitioning to parenthood for working women** in Ireland. The change had to be introduced to the approach of the staff in general, but also new parents themselves.

Benefits

ESB realised that employees' work effectiveness and satisfaction are strongly motivated by their ability to maintain work-life balance. They managed to eliminate, some of the negative factors related to returning to work such as, fear to be put into a different role, necessity to compete for the position with replacement, or fear that the work has not been done, that used to contribute to decrease in performance after return. The company achieved gender balanced workforce, which lead to better prevention from losing talents.

Outcomes to date

ESB managed to create a parent-friendly work environment that provides support to women combining family and work life. ESB's Managing Successful Parenting Transitions Programme has won multiple national awards in the area of diversity and inclusion.

Origins and Steps

ESB introduced their Diversity Policy as a solution for gender unbalanced workforce, noticing that female employees resign from work when start families. Moreover, the company noticed struggles of some employees returning from maternity or paternity leave to re-adapt to work environment.

ESB decided to introduce a programme that will enable staff to be connected to the company while on leave. Initially the initiative was directed only to women but soon it was extended to new fathers, line managers, HR department and parents of children aged one to five. The programme involves training workshops addressing issues essential when leaving for and returning from leave. The coaching is based on first-hand experiences of peers. Additionally, ESB decided to introduce a training for managers and HR to create a broader and longer-term perspective on maternity/paternity leave and teach them how they can support their returning staff. ESB decided to introduce a phased return to work after leave; and offered online training to ensure that they reach every interested employee.

REFLECTION & DISCUSSION POINTS

- Why Diversity Policy directed to new parents is important in the workplace? Is there a need for such support in your SME?
- What are the benefits that gender diverse workforce brings to EBS? Could your SME benefit from increasing workforce diversity? What areas that require more diversity can you recognise in your SME?
- How does the process of implementing diversity policy to the organisation look like? What levels of the organisation were engaged in introducing Diversity Policy in EBS? Who should be engaged in this process in your SME?

MORE INFORMATION

Website: <https://www.esb.ie>

Contact: Sean Murphy, Public Affairs Manager in EBS

T: +353 1 676 5831



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| ACTIVITY NAME | 1- How to make SMEs more diversified |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> To better understand the meaning of diversity for businesses and employees To discover solutions on how to make SMEs more diversified |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> Design Thinking |
| TIME/ DURATION | <ul style="list-style-type: none"> Overall duration: 55 minutes (depending on the size of the group) 10 minutes to discuss what diversity means for employers and employees and why do they need it 10 minutes to discuss the findings of the discussion 15 min to brainstorm possible solutions to the problem 10 minutes to propose the prototype of one of the solutions 10 minutes to present the results |
| GROUP SIZE | <ul style="list-style-type: none"> About 20 people; the subgroups should not be more than five people |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Pens and markers post-it notes, sheets to take notes. All materials should consider the number of participants (must be prepared prior to the workshop). |
| DESCRIPTION | <ol style="list-style-type: none"> The trainer starts the activity by explaining briefly what the design thinking approach used in this exercise is. The trainer shortly describes the phases of design thinking and discusses their aims. The trainer splits the trainees into small groups of four or five people. (Any number of groups is acceptable if the trainees are able to comfortably work in the classroom.) The trainer presents the topics for discussion – <i>What diversity means from the perspective of a business and an employee. Why do businesses and employees need diversity management?</i> The trainer provides all groups with writing materials to take notes. (Empathise) Once the discussion is finished, the trainer asks all the groups to present and compare the results. Now, the trainer briefly summarizes the discussion stressing the findings that show the benefits of diversity. The trainer should underline that diversity management relates not only to HR but also to innovation levels and ideas developed in organisations. Once the trainees understand the needs of both employers and employees in relation to diversity management, the trainer gives the trainees a problem to analyse: <i>How to make SMEs more diversified?</i> (Define) The trainees will brainstorm the possible solutions within the small groups. They can use post-it notes and papers for mapping their propositions. (Ideate) Lastly, the trainer asks all the groups to evaluate their propositions and select one for the phase of prototyping. The trainees' task is to create a simple action plan for implementation of this solution in practice. Once all the groups are ready, they will present their nominated solutions and discuss the planned process of testing. (Prototyping/Testing) |

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| CONCERNS AND IMPLEMENTATION SUGGESTIONS | The trainer needs to actively support trainees at all phases of the activity, especially by providing examples and ensuring a positive dynamic in the small group discussions. |
| LEVELS & VARIATION | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> <p>The trainer should make sure, that in the result of the activity trainees will gain an understanding of diversity management not only in relation to HR but also innovativeness of organisations.</p> |

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| ACTIVITY NAME | <i>2- Challenges for diversity management and how to overcome them</i> |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • To better understand challenges related to introducing diversity management • To discover available solutions on how to overcome the challenges |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • Brainstorming, Mind Mapping |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 50 minutes • 10 minutes to brainstorm the possible challenges faced by organisations introducing diversity management • 10 minutes to present the ideas, stick them to the Mind Map and give feedback to other groups • 20 minutes to brainstorm the possible ways of dealing with the challenges • 10 minutes to present ideas and summarise the brainstorming session |
| GROUP SIZE | <ul style="list-style-type: none"> • About 20 people; the subgroups should not be more than five people |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Pens and markers post-it notes, sheets to take notes. All materials should take into account the number of participants (must be prepared prior to the workshop). |
| DESCRIPTION | <ol style="list-style-type: none"> 1. The trainer starts the activity by presenting the topic for brainstorming – <i>what challenges do organisations face while introducing diversity management and how can they overcome them?</i> Then, the trainer divides the trainees into small groups of 4 to 5 people and asks every group to brainstorm their understanding of challenges that can be faced. The trainer asks some of the groups to concentrate on challenges related to diversity management as an HR concept i.e.: employees, management team, suppliers, customers; and other groups to brainstorm challenges related to the innovativeness of the organisation i.e.: products, solutions, processes, resources etc. The trainer asks all the groups to write their ideas on post-it notes. The trainer should make sure, that the division to HR and innovation challenges will be |

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| | <p>visible (for example by using different colours of post-it notes or pens).</p> <ol style="list-style-type: none"> Once all the groups are ready, the trainees should present their ideas and stick them to the sheet of paper that will be a basis for a Mind Map. The trainer should encourage the trainees to review, give a short feedback to opposite groups and add any new ideas that they might come up with. Once all the trainees are familiar with the challenges, the trainer asks participants to brainstorm possible solutions to deal with them. The trainer should ask groups who were responsible for listing challenges related to the diversity of human resources, to brainstorm solutions for the innovativeness of organisation, and the opposite. The trainer should encourage the trainees to look for solutions that could be applicable for more than one challenge. Once all the groups are ready, they should present their propositions and stick them on the Mind Map, connected to respective challenges. The trainer should finalise and close the brainstorming session by summarising and thanking the trainees for their participation. |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer needs to actively support trainees at all phases of the activity, especially by providing examples and ensuring a dynamic discussion in the small groups.</p> <p>The trainer should observe if all the members in small groups are actively taking part in brainstorming the ideas. He or she should lead the discussions and make sure, that the opinions and ideas are shared in a respectful and inclusive way.</p> |
| LEVELS & VARIATION | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> |

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| ACTIVITY NAME | <i>3- What you need to know about implementing diversity management</i> |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> To understand the needs related to diversity management from the perspective of an employer and an employee To understand what knowledge and resources are needed to introduce diversity management To empathise with employees' needs and expectations in relation to diversity management in the organisation To examine trainees' current level of knowledge and learning needs related to the process of implementation of diversity management |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> Scenario-based learning, Zero Draft method |
| TIME/ DURATION | <ul style="list-style-type: none"> Overall duration: 45 minutes 10 minutes for participants to read the scenario |

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| | <ul style="list-style-type: none"> • 20 minutes to fill in the Zero Draft template • 10 minutes to present and discuss the results • 5 minutes for the trainer to summarise the activity |
| GROUP SIZE | <ul style="list-style-type: none"> • Individual activity with elements of group discussion |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Pens and markers, the template of the Zero Draft activity. All materials should take into account the number of participants (must be prepared prior to the workshop). |
| DESCRIPTION | <p>1. At the beginning of the activity, the trainer presents a short scenario:</p> <p><i>You are the manager of WhiteAndBlack, which is an organisation operating in the textile industry. The company is located in Ireland, but a significant number of your employees originate from various countries of Eastern Europe and Asia. You noticed, that due to cultural, national and religious differences, employees' work-effectiveness is strongly impacted. Moreover, the tensions between individuals based on the team's diversity arise from time to time. You decided to introduce diversity management. To start, create a Zero Draft that will be a basis for your further actions. *</i></p> <p>2. Once all the trainees are familiar with the scenario, the trainer distributes the template of the Zero Draft activity and instructs the trainees, that their role is to fill in the indicated sections of the template considering the perspective of the manager as well as an employer of the <i>WhiteAndBlack</i> company.</p> <p>6. Once all the trainees are ready, they should present their responses and discuss what else they might want to learn about diversity management.</p> <p>7. To summarise the activity, the trainer should emphasise that the Zero Draft method aims to check the current stage of knowledge on the topic and discover the learning needs, and the trainees shouldn't be worried if it looks 'messy'.</p> |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer needs to actively support trainees at all phases of the activity by providing examples and ensuring their active participation in the discussion.</p> <p>The trainer needs to adjust if necessary and print a copy of the Zero Draft activity for each trainee.</p> <p>The Zero Draft activity may be applied to any topic related to diversity management in order to help trainees understand what their current level of knowledge is an understanding of an issue, and what else they need to learn.</p> |
| LEVELS & VARIATION | To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively. |

The trainer may use any short scenario or case study as a background for the activity. Below presented additional options relating to dealing with the re-use of leftover textiles in fashion-oriented business.

*You are the manager of BeYourself, which is an organisation operating in the fashion industry. The company is located in Ireland, and it cooperates with various shopping chains and clothing boutiques in the country. The new company policy is to turn its activities into the direction of the circular economy. One of the major problems identified is the amount of textile waste produced. There are three main sources of textile waste in BeYourself: (1) overproduction – only about 50 percent of clothes produced are sold at the recommended retail price, another 30 percent goes into sales and 20 percent remains unsold; (2) pre-consumer waste – inferior quality garments that fail to reach the shops; (3) post-consumer waste – worn out, damaged or unwanted clothing that returns from customers directly or through retail's distribution centres. You decided to engage your production and marketing teams into a diversity strategy that aims to handle the three types of waste. To start, create a Zero Draft model that will be a basis for your further actions. **

*The data and information used in this scenario are not authentic, they were invented by the author

Zero Draft

The scenario for the activity

*You are the manager of the WhiteAndBlack, which is an organisation operating in the textile industry. The company is located in Ireland, but the big number of your employees originates from various countries of Eastern Europe and Asia. You noticed, that due to cultural, national and religious differences employees' work-effectiveness is strongly impacted. Moreover, the tensions between individuals based on the team's diversity arise from time to time. You decided to introduce diversity management. To start, create a Zero Draft that will be a base for your further actions. **

*The data and information used in this scenario are not authentic, they were invented by the author

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| Write down everything you currently know about introducing diversity management to organisation. |
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| Write down what you <i>need</i> or <i>want</i> to know about introducing diversity management to organisation, but don't currently know. |
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| Divide this section into two groups – one should be written from the perspective of an employer and the second from the perspective of an employee. |
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| Reflect on why the subject of diversity management is important. |
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| Add anything else that concerns you about the process of implementation of diversity management. |
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| ACTIVITY NAME | 4- Evaluating diversity management strategies |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • To evaluate diversity management strategies from the perspective of usefulness and applicability • To build awareness of good and bad practices in diversity management • To design an action plan for the implementation of diversity management |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • Scenario-based learning, brainstorming, card sorting |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 45 minutes (depending on the size of the group) • 5 minutes to read the short scenario • 10 minutes to brainstorm possible solutions of how the OneTwoThree company could solve their problem • 20 minutes to evaluate the proposed solutions and draft a short action plan of implementation of diversity strategy in OneTwoThree • 10 minutes to present results to the group |
| GROUP SIZE | <ul style="list-style-type: none"> • About 20 people; the subgroups should not be more than five people |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Pens and markers, post-it notes, copy of the Priority of Implementation Matrix for every group. All materials should take into account the number of participants (must be prepared prior to the workshop). |
| DESCRIPTION | <p>1. To start the activity the trainer presents a short scenario:</p> <p><i>The OneTwoThree company operates in the area of sustainable food packaging products in one of the rural areas of the Netherlands. The company hires 30 employees, the majority of them are people in their twenties and thirties. Last year the company introduced a diversity policy that aimed to open the OneTwoThree workplace for older workers. As a result of introduced changes, ten employees aged over fifty were hired. In the beginning, the cooperation between younger and older workers was good, but with time, problems and tensions started to appear. Conflicts were related mostly to different approaches to work and different communication styles among employees in different age groups. Responding to reports of decreases in work performance, the manager of OneTwoThree, decided to fire five of the older employees struggling with adapting to work conditions. This decision had a negative impact on the company's image and cost it a loss of business partners. *</i></p> <p>2. Once all the trainees are familiar with the short scenario, the trainer divides them into small four to five-member groups. The trainees in their groups should then discuss what mistakes</p> |

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| | <p>were made and what could be more appropriate solutions to deal with the problem that OneTwoThree faced.</p> <p>3. Once all the groups are ready, the trainer asks them to evaluate their proposed solutions in two categories:</p> <ol style="list-style-type: none"> Usefulness – to what extent the solution satisfies the needs of the business and its employees Applicability – what are the challenges and barriers to implementation <p>The aim of this activity is to evaluate the priority of implementation of various solutions. The trainer provides trainees with the template of the Priority of Implementation Matrix and asks them to stick post-it notes with individual propositions to correct boxes.</p> <p>4. Once all the proposed solutions are stuck to the template of the matrix, the trainees should decide on the action plan to correct the diversity strategy of the company. They should select what solutions will be implemented first and what will be the steps to introduce them. The trainer should support this process by attracting their attention to key points and steps described in IO1 Circulink Manual.</p> |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | The trainer may use the provided scenario or any other case study that is related to the topic of the activity and gives trainees the possibility to evaluate diversity management actions. |
| LEVELS & VARIATION | To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively. |

*The data and information used in this scenario are not authentic, they were invented by the author



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| ACTIVITY NAME | <i>5- Sustainable Business Model Canvas – Diversity Management</i> |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • To develop the idea of diversity management into a viable business activity • To better understand various factors related to the implementation of diversity management • To understand the positive and negative consequences of diversity management |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • PBL • Roleplaying • Group discussions |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 45 minutes (depending on the size of the group) • 5 minutes for the trainer to present the Sustainable Business Model Canvas and its eleven elements • 5 minutes for the trainees to read the short scenario • 20 minutes to discuss and develop ideas in groups • 15 minutes to present the first version of the canvas to the group and receive feedback |
| GROUP SIZE | <ul style="list-style-type: none"> • About 20 people; the subgroups should not be more than five people |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | <p>Pens and markers post it notes, sheets to take notes, the Sustainable Business Model Canvas template.</p> <p>All materials should take into account the number of participants (must be prepared prior to the workshop).</p> |
| DESCRIPTION | <p>6. The trainer starts the workshop by explaining what Sustainable Business Model Canvas is and what elements it contains.</p> <p>7. The trainer presents the trainees the short scenario and divides them into small – four to five-member groups. The trainees read the scenario and develop the idea of a diversity management strategy based on the Sustainable Business Model Canvas template.</p> <p>The scenario:</p> <p><i>You’ve been promoted on a position of manager of MakeltYourWay company that operates in the field of second-hand furniture renovation and redesign in Dublin. The organisation employs 28 workers originated from 11 countries. The age range in the company is very broad, the youngest employee is 18 and the oldest 57 years old. Moreover, the employees are characterised by very distinct work styles and thinking patterns related to their cultural and societal backgrounds.</i></p> <p><i>The company is proud of its diversity and considers it, its greatest asset. However, there are multiple challenges related to it. To mention a few, the stereotypes related to different nationalities</i></p> |

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| | <p><i>impact personal relations between employees. The conflicts related to the feelings of superiority and ignorance of some nationalities towards others are an everyday reality in the MakeltYourWay. Cultural differences manifest themselves in misunderstandings in nonverbal communication (ex. Gestures) and different attitudes towards work – for example tendency to procrastination of a major group of workers disorganises team projects. In addition, distinct communication styles of younger and older employees, strengthen additionally by poor English skills of some of the workers, negatively influence knowledge and skills transfer.</i></p> <p><i>Your job, as a new manager, is to identify the key problems faced by MakeltYourWay company, and design a diversity management strategy that can help to transform them into strengths and advantages of a diversified workforce. *</i></p> <p>8. Once all the groups are ready, they present their ideas. In group discussion, the trainees give each other feedback.</p> |
| <p>CONCERNS AND IMPLEMENTATION SUGGESTIONS</p> | <p>To adapt the Business Model canvas template for the need of this activity, the trainer should direct the trainees to answer the following questions in relation to specific sections of the Canvas template:</p> <ol style="list-style-type: none"> 1) Value Proposition: <ol style="list-style-type: none"> a. What problem are we going to address in our diversity strategy? b. What is the aim of our diversity strategy? c. What needs do we satisfy? 2) Key Activities: <ol style="list-style-type: none"> a. What key activities does our diversity strategy require? b. What challenges can we face while introducing our diversity strategy? c. How are we going to address the challenges? 3) Key Partners: <ol style="list-style-type: none"> a. Who are our key partners in relation to our diversity strategy inside and outside the organisation? b. How our partners can support us in addressing the challenges we face? c. What knowledge and resources can our internal and external partners provide us with? 4) Key resources: <ol style="list-style-type: none"> a. What key resources do we need to introduce our diversity strategy? b. What key knowledge do we need to introduce our diversity strategy? 5) Customer Relationships: |

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| | <ul style="list-style-type: none"> a. What kind of relations with our customers do we have now – how do we want to change it? b. What are the needs of our customers in relation to our diversity strategy? c. How are we going to measure our customers satisfaction? <p>6) Customer Segments:</p> <ul style="list-style-type: none"> a. Who are our customers in relation to our diversity strategy? <p>7) Channels:</p> <ul style="list-style-type: none"> a. How are we going to distribute and promote our diversity strategy inside and outside the organisation? <p>8) Cost Structure:</p> <ul style="list-style-type: none"> a. What are the most important costs related to our diversity strategy? b. Which Key Resources are most expensive? c. Which Key Activities are most expensive? <p>9) Revenue Streams:</p> <ul style="list-style-type: none"> a. What can be the short-term and long-term benefits of our diversity strategy? <p>10) Eco-social costs:</p> <ul style="list-style-type: none"> a. What social costs can be related to introducing our diversity strategy? <p>11) Eco-social benefits:</p> <ul style="list-style-type: none"> a. What social benefits can be related to introducing our diversity strategy? b. Who is going to benefit from the results of our diversity strategy? <p>The trainer should guide the trainees to group the elements of the Sustainable Business Model Canvas in the following order:</p> <ul style="list-style-type: none"> 1) Value Proposition – Customer Relationships – Channels – Customer Segments 2) Key Partners – Key Activities – Key Resources 3) Cost Structure – Revenue Streams 4) Eco-Social Costs – Eco-Social Benefits <p>The trainer needs to actively support trainees at all phases of the activity, especially by dynamizing the discussion. The trainer should emphasise that the sustainable business model canvas is a support for the implementation of the idea into a business. It can serve as a controlling tool for strategic decisions.</p> |
| LEVELS & VARIATION | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> |

The trainer can use as a basis for this activity, the provided scenario or any other scenario that he or she finds relevant.

You've been promoted on a position of manager of NewPackages company that operates in the field of sustainable packaging. Your aim is to redefine the packaging industry by creating materials like straws, made out of sustainably-sourced raw materials and wood side-streams, microplastic-free and fully biodegradable.

The company's product can be used as packaging for everything from cosmetics to foodstuff to gift boxes and more. It has all the benefits of plastic, yet it biodegrades completely and leaves no trace once it's gone.

Despite offered value, the company faces multiple challenges related to it. To mention a few, the company is searching for an investor or who would be interested in supporting the development of the idea. The marketing strategy is not effective enough and it is difficult to source new stakeholders and partners.

*Your job, as a new manager, is to identify the key problems faced by MakeltYourWay company, and a design diversity management strategy that can help to boost the innovativeness of marketing strategy and help sourcing new stakeholders and partners. **

In another variation of the activity, all the subgroups can work on different scenarios.

For more advanced groups, the trainer can propose to incorporate the ideas developed in the canvas into a business plan. More specific data – including milestones, detailed plans for finance and communication will be needed. If possible, the trainer can ask the trainees to work on the examples of their own organisations.

*The data and information used in this scenario are not authentic, they were invented by the author

UNIT 4

Social Economy





Case Study

flip&flip

WHO: flip&flip

WHERE: Fuentes de Ebro - Spain

WHEN: 2016

WHY: Sustainable design

The initiative

In 2016, two young designers from Fuentes de Ebro, a small town near to Zaragoza, Spain, observed the world with some dissatisfaction. At the University, we had heard that it's estimated that 80% of the impact caused by a product to the planet occurs in the design process. So, as creators of products, we felt ourselves responsible of the worrying future of our planet and we thought, if we flip everything? What at that moment seemed crazy was the born of Flip&Flip.

Time frame

We began to investigate and realized that in our area, Aragon, the logistics sector was very developed and there were many companies that produced tarpaulins of trucks and solar protectors. The remnants left over from the production process end up in a landfill waiting for their time. That material was in perfect condition, but it was discarded because it is not useful for their main purpose for which it had been created.

In December 2016 we launched our brand and started to have our first sales. Step by step, with enthusiasm and effort.

Focus Areas

RECICLING

We look for materials to save: The recycled truck tarpaulin is a PVC tarpaulin recovered from remnants left over from the production process of tents, trucks and other applications. (Aragon's companies).

DESIGN

We design unique products.

HANDCRAFTED

We handmade our products in our atelier in Spain.



CORE TEAM & EXTERNAL PARTICIPANTS

Two young designers from Fuentes de Ebro, a small town near to Zaragoza, Spain. Finally, in a small town in Alicante, **we met Pepe and Reme, artisans with 30 years of love for their work**, who dared with it and helped us to build this great family.

Outcomes to date

Bags is your sustainable friend to run the city. Handmade in Spain with upcycled truck tarpaulin and solar protectors. Waterproof and very strength. Each model is a limited edition. Be fast.

Nowadays Flip&Flip products walk the streets of 12 countries and are clearly identifiable. They can be purchased in their online store and through some specialized stores.

From the beginning, we were clear that Flip&Flip is much more than a product, **it's a concept for reuses discarded materials by the industry to design new unique, functional and attractive products.** Under that premise, new products have emerged and there are still many more to come. The search for new materials to save and new products to develop with them is a continuous process of the day to day of the company.

Origins

Everything was born in 2014, from a Career Final Project: "Materials have a life of its own, I discovered it when I was studying Industrial Design. Years later, in a second-hand store, I was struck by the amount of waste generated by human beings. I discovered that these materials were useless for their main function, but if you opened your mind and looked at them with different eyes, they could be useful to fulfil new functions.

Deciding the focus

Why can we do with this? These tarpaulins had 3 main features: waterproof resistant, strength and a story behind that made them unique. And we thought: it's perfect for a waterproof, strength and unique backpack. At that time there were either very functional backpacks but not aesthetic, or backpacks with a very careful aesthetic but with a not very good functionality. As a result, the **START backpack** was born, a backpack with the perfect balance between function and aesthetics, and all this avoiding the consumption of new resources of the planet.

REFLECTION & DISCUSSION POINTS

"Our challenge is to continue growing through design and sustainability. **Flip everything to save our planet.** This just started!"

We **generate a lot of waste every day**, but if the problem is in **the industry**, it gets bigger. That is why we decided to focus our efforts on helping **to solve this problem** the industry. Our team is constantly **searching for new opportunities to recycle materials thrown away** by the industry and create new products with them. In this way, we help companies to manage their waste and on the other hand, we give a second life to the material. **Ask yourself "Why?". Flip your life.**

Where you can find other gaps in other fields?

How will you face the problem?

Buy less. Buy better.

MORE INFORMATION:

<https://www.flipandflip.com>FORMATION

Website: www.flipandflip.com

Contact: welcome@flipandflip.com



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| ACTIVITY NAME | 1- Disruptive Design Method in social circle economy |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • Awareness of what social circle economy is • To obtain creative competences in developing and integrate elements/issues of this kind of initiative in the social economy in their business/organization in a local context. • To be able to adapt real situations into a learning practice • To synthesize a variety of ideas into a formal proposal of action |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • design thinking to create activated approaches for making a positive impact on the planet and people. <i>This methodology provides a solution-based approach to solving problems.</i> |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 80 minutes (depending on the size of the group) we will trough 5 steps; • 10 minutes to share the problem with the whole group and to discuss it in small groups. Empathising: Understanding the human needs involved. • 10 minutes to share the discussion and learning from the small group with everyone. Defining: Re-framing and defining the problem in human-centric ways. • 25 minutes to introduce an additional issue into the shared problem which complicates the issue further requiring more discussion. Ideating: Creating many ideas in ideation sessions • 25 minutes to discuss in small groups and to share the discussion and learning from the small group with everyone. Testing: Developing a solution to the problem • 10 minutes for final discussion, wrap up and summary. |
| GROUP SIZE | <ul style="list-style-type: none"> • 12 people at most; the subgroups should not be more than three people |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Flipcharts, markers, sheets to take notes, pens. All materials should take into account the number of participants (must be prepared prior to the workshop) |
| DESCRIPTION | <p>1. The trainer raises a specific problem related to the topic of what is the social circle economy in a business context. The trainer can work with a specific challenge or use the below example:</p> <p><i>“The clothing and textiles that we dispose of are part of urban waste, which can mean approximately 3% of the total waste generated by citizens. This textile residue is buried in large “vessels” underground.</i></p> <p><i>In Spain, between 8 and 9 kilos of clothes are consumed per inhabitant per year.</i></p> <p><i>It is estimated that about 390,000 TN of textile waste is generated per year throughout the country”</i></p> <p>21. The trainer gives examples to some of the key factors which tend to determine the problem-solving. For example, textile</p> |

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| | <p>waste often has to deal with the need to improve effective reuse waste between different local actors in the community.</p> <p>22. The trainees, in small groups, will try to as question pointing to the core of the problem, give answers and possible solutions to the conflict. For this task, they will use flipcharts to reflect on the proposed actions.</p> <p>23. The trainer can interfere to help by dynamizing and moderating the debate, firstly between the small group (paying attention to what is being discussed in each of the groups) and then joining the subgroups, all together. Teams will explain to the other participants their findings and conclusions.</p> <p>24. The trainer then adds a twist, a hypothetical complication or difficulty factor. For example, time pressure:</p> <p><i>“The business has just won a new corporate client that would like the company to take on integrated marketing, advertising, and sales campaign. The Chief Executive reminded Maria that it was imperative for the business to deliver that contract successfully and Maria must find a solution to improve the communication between the teams as soon as possible.”</i></p> <p>25. The work will continue in small groups to undertake the situation.</p> <p>The team solutions will then be discussed together with the other groups. The trainer will moderate the design of a common, final action plan. (Key points and steps)</p> |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer must prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> - YouTube video presentation; https://www.disruptdesign.co/blog/key-thinkers-in-the-development-of-applied-systems-thinking - Possible solutions. Templates. - Twisting/complication factor |
| LEVELS & VARIATION | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> |

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| ACTIVITY NAME | 2- The 5 whys |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • This easy research method will help you uncover the deep motivations and assumptions that underpin an organisation's goals in the social circular economy. • To awareness the principles of the circular economy with the social enterprise; to discover the right conditions to foster innovation and creativity, for a world with local solutions. |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • Research Method |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 25 minutes • 5 minutes to share the problem with the whole group and to discuss it in pairs. • 5 minutes to remember that you're not asking a horizontal question, (ie "Why else didn't you get a good harvest this year?") you're actually going for depth (ie "Why weren't you able to buy the fertilizer you needed?"). Give examples. • 5 minutes to discuss in pairs and to share the discussion and write down what you hear, paying special attention to moments when it feels like you've moved a level deeper into understanding why the person does what she does. • 5 minutes for final discussion, keep in mind that you might not get to the core stuff until the fourth or fifth "Why." wrap up and summary. |
| GROUP SIZE | <ul style="list-style-type: none"> • 12 people, working in pairs, one is the interviewer and the other is the entrepreneur. |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Pens, paper |
| DESCRIPTION | <p>The Five Whys is a fantastic method to use to get to the core of a person's beliefs and motivations. Sure, you may feel like a four-year-old asking "why" every time a person answers your previous question, but if you stick with it, and give the person you're interviewing the time, space, and permission to really go deep, you're likely to wind up with a few key insights.</p> <p>1. The trainer raises a specific question related to the topic of social circular economy in a local business context. The trainer can work with a specific question.</p> <p><i>"Do you know what does the concept of social circular economy?" or "How was your harvest this year?"</i></p> <p>Then, by asking why five times you'll get to some essential answers to complicated problems. This can be a great method to use if you're trying to get at the human and emotional roots of a problem.</p> |

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| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer must prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> - Several questions about the social economy concept and principles |
| LEVELS & VARIATION | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> |

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| ACTIVITY NAME | 3- How Might We |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • To understand how to effectively initiatives linked are for our challenges solving problems. • To discover different the Initiatives linked to the Social Circular Economy for networking in your local context. • To be able to meet each other into a learning practice • To synthesize a variety of ideas into a formal proposal of action. |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • PBL (Problem based learning), experiential learning |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 60 minutes (depending on the size of the group). • 10 minutes to share the problem with the whole group and to discuss it in small groups. <ul style="list-style-type: none"> • 20 minutes to share searching linked initiatives with your topic and learning from the small group with everyone. • 20 minutes to share the research with the whole group. • 10 minutes for final discussion, wrap up and summary. |
| GROUP SIZE | <ul style="list-style-type: none"> • 20 people at most; the subgroups should not be more than four people. |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | <p>Flipcharts, markers, sheets to take notes, pens. All materials should take into account the number of participants (must be prepared prior to the workshop)</p> |
| DESCRIPTION | <p>Every problem is an opportunity for meeting people who have the same interests to solve problems/ or to learn from them. By framing your challenge as a How Might We question, you'll set yourself up for an innovative solution.</p> <p>"How Might We" question to turn those challenges into opportunities to find initiatives linked with the social circular economy having to work with the same challenges.</p> <p>We use the "How Might We" format because it suggests that a solution is possible and because they offer you the chance to answer them in a variety of ways linked with searching for another initiative. A properly framed "How Might We" doesn't suggest a</p> |

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| | <p>particular solution but gives you the perfect frame for innovative thinking and for looking for networking.</p> <p>The goal is to find opportunities for linked with these initiatives, so if your insights suggest several “How Might We” questions that are great.</p> <p>26. The trainer shows a YouTube video with one example to some of the key factors which tend to determine the challenge of the topic. The trainer will continue by looking at the insight topic in social circular economy initiatives and their challenges. Try rephrasing them as questions by adding “How might we” at the beginning. For example, sharing economy in the cultural field.</p> <p>27. The trainees, in small groups, will try to ask how we might point to the core of the problem, finding and linked with other initiatives to find possible solutions to our challenge. For this task, they will use flipcharts to reflect on the proposed actions.</p> <p>28. The trainer can interfere to help by dynamizing and moderating the debate, firstly between the small group (paying attention to what is being discussed in each of the groups) and then joining the subgroups, all together. Teams will explain to the other participants their findings and conclusions.</p> <p>29. Finally, make sure that your “How Might We’s” aren’t too broad. It’s a tricky process but a good How Might We should give you both a narrow enough frame to let you know where to start your Brainstorm, but also enough breadth to give you room to explore wild ideas. The work will continue in small groups to undertake the situation.</p> <p>The team solutions will then be discussed together with the other groups. The trainer will moderate the design of a common, final action plan. (Key points and steps).</p> |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer has to prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> - YouTube video explaining the method (www.designkit.org/methods/3) - Prepare several challenges. |
| LEVELS & VARIATION | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> |

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| ACTIVITY NAME | 4- Build a Team |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • To understand how to effectively human networks are • To discover different strategies for networking • To be able to adapt real situations into a learning practice • To synthesize a variety of ideas into a formal proposal of action |
| TRAINING METHOD(S) | Experiential learning |
| TIME/ DURATION | <ul style="list-style-type: none"> • 15 minutes; First, assess how many team members you'll need, your staff's availability, and when your project should start and end. • 15 minutes; Look at the core members of your team and determine what they're good at and what they're not so good at. • 20 minutes; Is there a clear technical capability that you'll need but don't currently have—maybe a mechanical engineer, a graphic designer, a skilled writer? Remember that you can always add a team member for a shorter period of time when their skills are most important. |
| GROUP SIZE | <ul style="list-style-type: none"> • 20 people at most; the subgroups should not be more than five people |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Flipcharts, markers, sheets to take notes, pens. All materials should take into account the number of participants (must be prepared prior to the workshop) |
| DESCRIPTION | <p>The trainer should give an idea to start a social business - <i>What kind of people should be in the teams to get success?</i></p> <p>You could put three business designers to work on a new social enterprise, but if you throw a graphic designer, a journalist, or an industrial designer into the mix, you're going to bring new modes of thinking to your team. It's smart to have a hunch about what kind of talent your team will need—if you are designing a social enterprise, a business designer is probably a good bet—but you won't get unexpected solutions with an expected team.</p> <p>The groups present their team and justify the roles inside of the social economy business. A summary explanation of the results.</p> |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer must prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> - Communication examples (good and bad) - Possible solutions - Twisting/complication factor |
| LEVELS & VARIATION | To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively. |

UNIT 5

Corporate Social Responsibility



WHO: IKEA

WHERE: Worldwide

WHEN: 1st September 2015

WHY: CSR strategy- Use recycled cotton



Case Study



The initiative

IKEA is working hard with CSR in all aspects but one that matters both very much for the environment, the producers and the consumers is the choice to just use cotton produced in a sustainable way.

Time frame

Since 1st September 2015, all the cotton IKEA use for IKEA products comes from more sustainable sources. This means that the cotton is either recycled, or grown with less water, chemical fertiliser and pesticides.

Focus Areas

Cotton is one of our most important raw materials. You'll find it in many products, from sofas and cushions to bed sheets and mattresses. Working with cotton means in fact that when you grow cotton in the conventional way is often harmful to the environment and the people involved. IKEA has made a commitment to only use cotton grown in a responsible way in their products, for the benefit of their customers and the planet.

Recycling

IKEA use recycled cotton in its products. 17% is today recycled cotton.

Less resources

The cotton they use in the products needs less water and less chemicals. 77% is what IKEA calls better cotton.



IKEA

IKEA is one of the biggest manufacturers in the world selling furniture, kitchen etc. They are working in many ways with CSR.

- Only recycled plastic in IKEA 2030
- Phasing out single-use plastics
- long-term goal is that all wood will come from more sustainable sources, defined as recycled or FSC® certified wood, by 2020.
- LED-lamps

Outcomes to date

It's very important that big companies with high influence on customers and customers behaviour work with the CE and tries to find new solutions though their main target is to sell things to people.

For us as customers we must ask questions, send signals to the big companies that we are aware, and the big companies better live up to their expectations.

Origins

IKEA has always been working with minimising and to make less transport but now is also the focus on following up their providers to secure both the social, human aspect but also how they use resources.

Deciding the focus

A big company has big influences on the market. If you want to change the value chains and really get material recycled it has to be a big company demanding it or a government making laws for the amount of recycled materials in products.

REFLECTION & DISCUSSION POINTS

What is our challenge? How can we as customer drive the big companies to more sustainability? What is the main trigger for the bigger companies to go towards Circular Economy?

Is buying of new things the future or can even big companies take back worn-out items and redesign and upgrade them or is that a sector for small companies? Can there be a cooperation between the big companies and the small on these issues?

What about creating new circular trends towards the customer?

How can we buy less and with better quality?

Website: www.ikea.se

Read more:

https://www.ikea.com/se/sv/files/pdf/7e/58/7e58334c/ikea-sustainability-strategy_people-and-planet-positive.pdf



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| ACTIVITY NAME | 1- Introduction to CSR |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • To distinguish what CSR means • Identify the values for businesses in CSR • Make a summary of the most important values you can find in a film about CSR |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • Discussion • Group work |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 45 minutes (depending on the trainee) • 10 minutes to watch the CSR video. https://www.youtube.com/watch?v=EONkGtNU_9w • 10 minutes for discussion of the video • 15 minutes to identify and make a summary of the most important values for a business using CSR. • 10 minutes for discussion about the case study. |
| GROUP SIZE | Group of 10-20 persons |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Hardware, software, and internet access to show the video and markers, flipchart, posters pens exercise. |
| DESCRIPTION | <ul style="list-style-type: none"> • The offline exercise will start with a video about CSR • Discussion of the video in groups. Give examples of economic, social and environmental sustainability in their organisations. The trainer can take one at a time or all together. • The trainer will make a summary of the suggestions from the group and try to make them find other examples. <p>There are many words that come up and it's good to make these clear to the group</p> <ul style="list-style-type: none"> • Risk management • Financial fraud • Moral practices • Value management system • How companies earn a profit? • Supply chains • Code of conduct • Green wash <p>The workshop can be finished by looking at the case study (the example is IKEA but can be any other company) and discuss how IKEA take steps to be more sustainable in a CSR perspective</p> |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | The trainer has to be available to clarify any issue/doubt of the trainee. |
| LEVELS & VARIATION | N.A |

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| ACTIVITY NAME | <i>2- To look at different companies' homepages and see how they work with CSR and how they use it in their marketing</i> |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • To investigate how different companies around the world work with CSR • To discuss the different and common way the companies use CSR • To discuss the word "Green wash", what does it stand for, how can that become a problem, why is it used, can you find a company using this. |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • Microlearning |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 75 minutes (depending on the size of the group) • 5 minutes to inform about the work • 20 minutes to go out on the internet and find different companies and their CSR work. The summary is written by the trainees • 20 minutes to discuss in small groups. • 10 minutes to summarize in the whole group. • 2-5 minutes for introducing the word "Greenwash". • 10 minutes discussion in small groups about "Green wash" • 5 minutes for final discussion, wrap up and summary. |
| GROUP SIZE | <ul style="list-style-type: none"> • 10 people at most; the subgroups should not be more than five people |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Flipcharts, markers, sheets to take notes, pens. All materials should take into account the number of participants (must be prepared prior to the workshop) |
| DESCRIPTION | <ol style="list-style-type: none"> 1. The trainer introduces the work and information about the questions that the individuals will search for and encourage them to look at both big and small companies. 2. In the discussion try to make them see how companies are using CSR in the daily work, in the long term, in making a brand, etc 3. Make notes on flipchart when the summarizing is in the whole group. 4. Make a short introduction of Green wash 5. In the group discussion try to make the trainees find ways of discovering "Green wash" |
| CONCERNS AND IMPLEMENTATION SUGGESTIONS | <p>The trainer has to prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> - Access to computers and the internet - Dynamic groups - Take out examples if the group don't find good examples |

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| ACTIVITY NAME | 3- To be or not be circular? |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • Mapping circular innovations in your country. • Analysing trends in innovative areas. • Getting an awareness of CE innovative initiatives. |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • Group discussions • Debate, shark tank |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 75 minutes • 5 minutes to inform about the work and the agenda of the exercise. • 20 minutes to work in pairs to find the best innovative examples both products and services. • 15 minutes to present the results and to discuss in small groups. • 10 minutes to summarize the examples from the groups. • 5 minutes of information about how to work in a shark tank. • 5 minutes to look at an example (YouTube) from a shark tank reality session from TV. • 5 minutes per group to be in a shark tank scenario. • 10 minutes to summarize the exercise and to sum up the discussions. |
| GROUP SIZE | <ul style="list-style-type: none"> • 20 people at most; the subgroups should not be more than 5 people, only 4 groups in the assignment shark tank. |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Computers, whiteboard, markers, sheets to take notes, pens. All materials should take into account the number of participants (must be prepared prior to the workshop) |
| DESCRIPTION | <ol style="list-style-type: none"> 1. The trainer introduces the exercise and form groups. 2. Searching and registration of data of best innovative examples individually. Try to find examples in different fields – products and services. 3. Presentation in the smaller groups. What are the major innovations that have led to real changes when we talk about CE? What kind of innovation or service will take the lead tomorrow? Make a list of the best proposals with its advantages and disadvantages. How easy is it to transform to a more circular economy? 4. The groups will write down all the examples on the whiteboard. 5. The trainer informs the trainees of how to work in a shark tank. 6. Short film from a clip from the shark tank examples. 7. One group at a time have 5 minutes each to sell their best examples in front of a jury. All trainees will be both in the shark tank and in the jury. In one group there will be two people in the jury and two people in the shark tank. 8. To sum up and reflect. <p>Link: https://www.youtube.com/results?search_query=shark+tank+example </p> |

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| CONCERNS AND IMPLEMENTATION SUGGESTIONS | The trainer has to prepare for the group dynamics taking into consideration if there is a quiet group. Be prepared and have a list of questions completed beforehand. |
| LEVELS AND VARIATION | Adaption to make the shark tank scenario in just smaller groups. Make shorter films to present the work of the groups if the trainees want to work with social media instead. |

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| ACTIVITY NAME | 4- Develop a circular strategy for CSR in (a)your company |
| LEARNING OBJECTIVES | <ul style="list-style-type: none"> • To understand how to develop a circular strategy for CSR in a company • To discuss how you can work in a company with CSR • To be able to adapt real situations into a learning practice • To synthesize a variety of ideas into a formal proposal of action |
| TRAINING METHOD(S) | <ul style="list-style-type: none"> • PBL (Problem based learning), experiential learning |
| TIME/ DURATION | <ul style="list-style-type: none"> • Overall duration: 75 minutes (depending on the size of the group) • 20 minutes to share the problem with the whole group and to discuss it in small groups. • 10 minutes to share the discussion and learning from the small group with everyone. • 5 minutes to introduce an additional issue into the shared problem which complicates the issue further requiring more discussion. • 25 minutes to discuss in small groups and to share the discussion and learning from the small group with everyone. • 15 minutes for final discussion, wrap up and summary. |
| GROUP SIZE | <ul style="list-style-type: none"> • 10 people at most; the subgroups should not be more than five people |
| SETUP (ENVIRONMENT) & NECESSARY TOOLS | Flipcharts, markers, sheets to take notes, pens. All materials should take into account the number of participants (must be prepared prior to the workshop) |
| DESCRIPTION | <p>1. The trainer raises a specific problem related to the topic development of CSR in a business context. The trainer can work with a specific challenge according to the experience and knowledge of the participants and their companies or use the below example:</p> <p><i>“Richard is new in the management of the company. He has experience from working with a circular economy and CSR from his former job. The company he is now working for is in the transportation sector and the management in the new company</i></p> |

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| | <p><i>has none or little experience of working with CE and CSR. Your job is to:</i></p> <ol style="list-style-type: none"> 2- <i>How will he introduce and address the CE and CSR to the management, so they become interested?</i> 3- <i>What are the key factors for him to succeed?</i> 4- <i>If you were Richard what issues in CSR would be most appropriate to a company in the transportation sector? Why do you think these issues are the most important/best/of most value?</i> <p>The trainer can give some examples of key factors if needed. It can be an example from a case or a video from a company.</p> <p>Then the trainees, in small groups, will try to give examples of how Richard will act and pointing out problems and difficulties that he has to handle. The trainees must have the freedom to give answers and possible solutions to problems to reach a result. For this task, they will use flipcharts to reflect on the proposed actions.</p> <p>The trainer can interfere to help by dynamizing and moderating the debate, firstly between the small group (paying attention to what is being discussed in each of the groups) and then joining the subgroups, all together. Teams will explain to the other participants their findings and conclusions.</p> <p>The trainer can if needed adds a twist, a hypothetical complication or difficulty factor. For example:</p> <p><i>“ there is a new regulation for handling personal information and all the focus from the management goes to that area.....”</i></p> <ol style="list-style-type: none"> 5- The work will continue in small groups to undertake the situation. <p>The team solutions will then be discussed together with the other groups. The trainer will moderate the design of a common, final action plan. (Key points and steps)</p> |
| <p>CONCERNS AND IMPLEMENTATION SUGGESTIONS</p> | <p>The trainer has to prepare for the moderation of the group dynamics previously, taking into account:</p> <ul style="list-style-type: none"> - Acting examples (good and bad) - Possible solutions - Twisting/complication factors |
| <p>LEVELS & VARIATION</p> | <p>To adapt the exercise to the local, in-house situation if possible. Make sure to approach sensitive topics assertively.</p> |

Sustainable Business Model Canvas - Final Exercise

The next pages present you aSBMC filled with driven questions from all the Circulink units. Trainees can follow the guidelines in order to produce a SBMC adapted to their own business or circular business idea.

At the end of the training, as a final exercise, trainees can present their own SBMCs to the audience in a pitch presentation (or using a Shark Tank scenario):

Every pitch deck should:

- Present the Mission: clearly define the problem your business will solve.
- Present the Solution: clearly define the solution your business will present.
- Present the CBM: clearly define the metrics that validate your business.
- Present the Collaboration strategy: identity who your key team members are and their credentials.

Label

SI – Social Innovation

CM – Collaboration Management

DM – Diversity Management

SE – Social Economy

CSR – Corporate Social Responsibility

The Sustainable Business Model Canvas

Guiding questions per unit

Designed for:

Circulink Training

Designed by:

Circulink Partnership

Date:

December 2019

Version:

Last Version

Key Partners



SI

- Who are the key partners inside and outside of your organisation- enterprise?
- How your partners can support you in addressing the challenges?
- What knowledge and resources can your internal and external partners provide to you?

CM

- Who are the key partners you can collaborate with?
- What are their key competences?
- What is the added value of cooperating with these partners?

DM

- Who are your key partners in relation to our diversity strategy inside and outside the organisation?

Key Activities



SI

- What key activities does your strategy require?
- What challenges you will face while introducing your services regarding the local authorities and the citizens who are not well informed?
- How are you going to address these challenges?

CM

- What key activities can you bring to your organisation from applying a cooperation strategy?
- What challenges you will face improving a collaboration culture inside your organisation (internal and external)?

DM

- What problem are you going to address in your diversity strategy?

Value Propositions



SI

- What problems are you going to face during the application of your idea?
- What is the aim of your social innovation- enterprise?
- What specific needs do you need to satisfy?

CM

- What specific needs do we need to satisfy inside our company that we can fulfill with an internal collaboration strategy?
- What specific needs are you going to satisfy by introducing a collaboration strategy (internal and external)?
- What is the added value of introducing a collaboration strategy

Customer Relationships



SI

- What kind of relations with your customers you will need to establish?
- What are the needs of your customers in relation to your services?
- How are you going to measure your customers' satisfaction?

CM

- What type of relationship do you have with your customers?
- Can you manage to have any type of collaboration with your costumers? (Ex. By involving local communities)

DM

- What kind of relations with our customers do we have now – how do we want to change it?

Customer Segments



SI

- Who are your customers in relation to your services?

CM

- Can you reach new customers / markets by applying a CM strategy? How?

DM

- Who are our customers in relation to our diversity strategy?

SE

- How to make every customer unique?
- How can you connect with your customers emotionally?
- How to create a path of transparency and integrity?
- *Examples: Individualization of solutions, give value to human relationship, trust*

CSR

- Who are your customers in relation to your CSR strategy?

- How your partners can support us in addressing the challenges we face?
- What knowledge and resources can your internal and external partners provide us with?

SE

- Who are your key partners in relation to our social economy inside and outside the organisation?
- How your partners can support us in addressing the challenges we face?
- What knowledge and resources can your internal and external partners provide us with?
- *Examples: Cooperative Networks, Local Communities, Local Authorities*

CSR

- Who are your Key Partners in relation to your CSR strategy inside and outside the organisation?
- How can your partners support you in addressing the challenges you face?

- What is the aim of your diversity strategy?
- What needs do you satisfy?

SE

- What key activities does your social economy require?
- What challenges can you face while introducing your social economy strategy?
- How are you going to address the challenges?
- *Examples; Lobby, optimize performance, product design*

CSR

- What key activities does your CSR strategy require?
- What challenges can you face while introducing our CRS strategy?
- Why do you have these challenges?
- How are you going to address the challenges and rank them?

(to my organisation / clients)?

DM

- What problem are you going to address in your diversity strategy?
- What is the aim of your diversity strategy?
- What needs do you satisfy?

SE

- How to transform procedures of the company in good practices?
- How to establish good relationships with other companies in the environment?
- How to create a community and social network to share ideas
- *Examples: Optimize resources, create synergies, create a sense of group*

CSR

- What problem are you going to address in your CSR strategy?
- What are your objectives for your CSR strategy?

- What are the needs of our customers in relation to our diversity strategy?
- How are we going to measure our customers' satisfaction?

SE

- What kind of relations with your customers do you have to have now – do you need to change and if how will you change it? What are the needs of your customers in relation to your CSR strategy?
- How are you going to measure your customers' satisfaction? Have you got to change the survey?

CSR

- What kind of relations with your customers do you have to have now – do you need to change and if how will you change it? What are the needs of your customers in relation to your CSR strategy?

- Can you reach a new segment or new customers using your CSR?

- What knowledge and resources can your internal and external partners provide you with?
- How can you make your partners both inside and outside interested in

Key Resources



SI

- What essential resources do you need to introduce to your organisation?
- What necessary knowledge you need to apply for your service?

CM

- What key resources can we achieve by introducing a CM strategy?

DM

- What key resources do we need to introduce our diversity strategy?
- What key knowledge do we need to introduce our diversity strategy?

SE

- What needs do you have to satisfy?

- How are you going to measure your customers' satisfaction? Have you got to change the survey?

Channels



SI

- How are we going to distribute and promote your services?

CM

- Can we improve our distribution channels through a collaboration strategy? How?

DM

- How are we going to distribute and promote our diversity strategy inside and outside the organisation?

SE

- Face to face, social network, communities, technology interfaces (SMS, mail, webpages...)

CSR

- Transparency, Information, Knowledge of the context, Adaptation, Integrity

CSR

- What key resources do you need to introduce your CSR strategy?
- What key knowledge do you need to introduce your CSR strategy?
- How are the key persons in your company that you have to have on your side?

- How are you going to distribute and promote your CSR strategy inside and outside the organisation?

Cost Structure



SI

- What are the most critical costs related to your services?
- Which Key Resources are most expensive?
- Which Key Activities are most expensive?

CM

- Which costs can we reduce by introducing a CM strategy? How?

DM

- What are the most important costs related to our diversity strategy?
- Which Key Resources are most expensive?
- Which Key Activities are most expensive?

SE

- Defining the business model (It will depend on the type of Business)

Revenue Streams / Structure



SI

- What can be the short-term and long-term revenues from your services?

CM

- What can be the short-term and long-term benefits of applying a CM strategy to our organisation?
- What revenues can we achieve from applying a CM strategy?

DM

- What can be the short-term and long-term benefits of our diversity strategy?

SE

- How profit will depend on the design of the model (It will depend on the type of Business)?
- How to define the metric for the revenue?
- How can we decrease costs and increase profits?

- Decisions: Resources available; Study of job positions: redefinition of jobs; Phase of changes and arrangements; Definition of new procedures; Implementation of the new procedures.
- Other expenses: General expenses; Consulting fees

CSR

- What are the most important costs related to your CSR strategy?
- Which Key Resources are most expensive?

- Customer loyalty

CSR

- What can be the short-term and the long-term benefits of your CSR management?

Eco-Social Costs



SI

- What social costs can be related to introducing your services?

CM

- What ecological and social costs can be related by introducing a CM strategy?
- What is the ratio cost vs benefits?

DM

- What social costs can be related to introducing our diversity strategy?

SE

- What social cost can be related to introducing our social economy in our services?

CSR

- What social costs can be related to introducing your CSR strategy?

Eco-Social Benefits



SI

- What social benefits can be related to introducing your services?
- Who is going to benefit from the results of your services?

CM

- What ecological and social benefits can be related by introducing a CM strategy? What is the ratio cost vs benefits?

DM

- What social benefits can be related to introducing our diversity strategy?
- Who is going to benefit from the results of our diversity strategy?

SE

- Who is going to benefit introducing social economy in our services/products?
- What social benefits can be related introducing social economy in our services/products?

CSR

- What social benefits can be related to introducing your CSR management?
- Who is going to benefit from the results of your CSR strategy?

Based on: www.businessmodelgeneration.com

Label: SI – Social Innovation CM – Collaboration Management DM – Diversity Management SE – Social Economy CSR – Corporate Social Responsibility