



First Stage TOOLBOX



Social enterprise jigsaw – 15 minutes minimum

Objective

To think about what other reasons there are for running a business besides making a profit. To reach a working definition of 'social enterprise' that can be used as a starting point for further exploration into the subject.

Description

- Prepare enough jigsaw sheets (see master copy) for the number of students and size of group you require for example with a group of 30 students you could cut 5 different coloured jigsaw sheets into 6 pieces each to create 5 groups of 6 students.
- Hand out the pieces of jigsaw randomly around the group and ask them to piece the different coloured jigsaws together.
- This will reveal their instructions.
- After 10 minutes each group feeds back its ideas. They may have found it difficult to reach a clear definition. This is OK. There are a lot of vague terms around. You should finish by reading out a definition, for example:

A social enterprise is a business whose main purpose is not just about making profit. It is also concerned with measuring success by meeting social and environmental needs. Profits are reinvested in the business or community (based on DTI definition).

Adaptations

You can prepare different jigsaws, so that each group works on different aspects of social enterprise.

Links

This activity is useful for splitting the students into small, random groups.

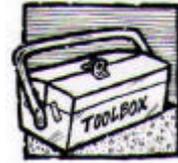
Resources

Enough different coloured jigsaws for the group

Pens and blank paper



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CONGRATULATIONS!

We hope your group is complete.

You have 10 minutes to complete the following tasks.

Collect paper and pens from the desk.

- 1) Everyone draw around their hand and write in their name.
- 2) As a group, list as many reasons as you can for running a business.
- 3) As a group, write a definition of what you think 'enterprise' means and what 'social' means.
- 4) Discuss what you think the term 'social enterprise' might mean.



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Multiple bottom lines – 25 minutes minimum

The 'bottom line' of a business is the point at which it stops being successful. In terms of a 'normal' business, it would no longer be successful when it is not profitable ie it spends more money than it makes. In contrast social enterprises tend to consider a wider range of factors or 'bottom lines'. Profit may be necessary but will not be the only criteria to measure success. They have multiple bottom lines; measuring success for example by welfare of the workforce, the local community, the environment and the customers.

Objective

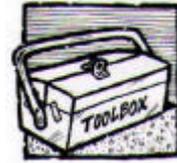
To provide an opportunity for students to explore real life issues that can affect enterprises. To make business decisions and see how they can impact upon the profit, workforce, local community, environment and customers. In coming to decisions students will have to make assumptions and judgements. The resulting discussions will show that in business, making the right decision is not always clear cut, and that one thing has to be weighed against another.

Description

- Students will need to be in small working groups of 4-6.
- Each group will have a piece of paper with five columns. These columns will be headed: profit - workforce - local community - environment - customers. In each column will be a sticky note with an arrow drawn on it. To start with, all arrows should be pointing horizontally to show that all of the columns are level.
- You will have a case study describing an enterprise (see multiple bottom lines scenario sheet).
- Read each scenario which changes the way the business operates. After each scenario give the groups a few minutes to discuss how the five different columns would be affected, and change the direction of their arrows accordingly. For example if they think the community would be affected positively, they should turn the arrow in that column vertically upwards. If it will stay the same, it should remain horizontal, and if it would be affected negatively then the arrow should face vertically downwards. The groups should do this for all five columns.
- After each scenario the groups feedback what they decided and how



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they reached their conclusions. To save time each group could feedback for one scenario and invite others to explain where they disagreed.

- They should realise pretty soon that things are not always straightforward! Continue until you have explored all of the scenarios.

Adaptations

You could encourage students to relate this to their own co-operative and consider potential scenarios that might occur.

The students could think about how their responses would be affected if they were running the company in different ways:

- Sole trader: You are a small business owner and your motivation is to keep the business going and to provide a secure income for you and your family.
- Worker co-op: You are all owners of the business with an equal say in how the business is run. Workers are interested in developing teamwork and producing a quality product.
- Social enterprise: A small charity that provides employment opportunities for adults with learning difficulties. The charity aims to provide secure, safe, sustainable local jobs at market rates.
- PLC: You are the board of a public company. You will be responsible for effective management of the company. You will be judged on the profitability of the business and the size of the dividend paid to your shareholders.

Instead of working in small groups, this exercise could be done on individual worksheets, or as a whole group activity with large arrows at the front of the room. Do not forget that discussion is an important part of this exercise.

Links

The exercise provides a framework for analysing their success as a co-operative. How do the priorities of their organisation match the different criteria? Can a co-operative identify its multiple bottom lines?

Resources

A copy of the case study and scenarios to read out (discussion pointers)



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are included)

Sticky notes with arrows marked on them

Sheets with the columns headed: profit - workforce - local community - environment - customers

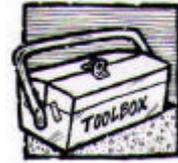
Multiple bottom lines – scenarios

You are a business employing 20 people manufacturing parachutes for co-operative games and therapeutic uses. Discuss how each of the 6 scenarios below would affect the following areas marked in your columns:

- Your profits
 - Your workforce
 - The local community
 - The environment
 - Your customers
- 1) Customer surveys show that people would like brighter colours and would pay extra for this, but you would need more chemical dyes and more bleach.
Discuss pollution and the environment? Would the workforce be happy to work with dyes and bleach?
 - 2) You have the opportunity to buy new sewing machines. They are more energy efficient and have the potential to work at 25% faster speed.
Discuss initial outlay followed by gains in profit. Are the workers happy to work 25% faster? Does energy efficiency help the environment? What happens to the old machines?
 - 3) There is an opportunity to expand and you could employ a group of local unemployed young people.
Discuss helping the local community. Would the original workforce be needed as mentors? Would new workers be more loyal having been given this opportunity?
 - 4) You have the opportunity to put on a subsidised bus service to and from the workplace for your employees.
Discuss workforce morale helping work efficiency. Would there be less traffic in the local area, helping to reduce pollution and keep the local community happy?



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- 5) You have been asked to offer work experience placements to local young people.
Discuss costs to company of work experience. Would the workforce be happy to manage placements? Does the local community benefit from placements?
- 6) You have been approached by an entrepreneur from India who can provide a bank of skilled machinists. You could move production to India.
Discuss maximising profits at the expense of local economy. What would be the effects of global transport and pollution? What about the wages and working conditions in India? What about loyalty to your workforce?



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Win Win – 10 minutes minimum

Objective

To explore how our society encourages competition and ignores the potential of co-operative solutions, even when they mean winning more.

Description

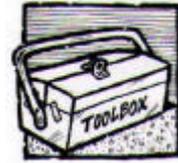
- Set up a small table with four chairs in the centre of the circle of students. Arrange two chairs opposite each other on either side of the table. Select two volunteers who would like to win some chocolate. Try to pick evenly sized volunteers.
- Write 'win-win' on a flipchart with the names of the participants side by side to make a score sheet.
- Choose two more volunteers to keep score for each of the two participants. They sit on the other two sides of the table.
- Set up the two volunteers who want to win chocolate in an arm wrestling pose and give them following instructions:
'You will win a square of chocolate every time the other person's knuckles touch the table. You have 15 seconds to win as many squares as you can. The counters will count how many squares each volunteer has won.'
- The volunteers usually lock arms to wrestle, and after the first 15 seconds the result is often a stalemate with little or no chocolate won. Re-iterate that the aim is to win chocolate and ask for suggestions from the group to improve performance.
- The volunteers can choose to use any suggestions offered to try for a win win solution. The result is often the 'windscreen wiper', or even one person repeatedly tapping the knuckles of the other on the table and then sharing her/his chocolate.
- Note: The facilitator should not use the words 'arm wrestling' or 'competing' though if the students use the words, the facilitator should not make any comment.

Discussion Ideas

De-briefing and discussion are vital in learning from this activity. You may want to discuss how we often assume that the way to win is to compete and we do not see co-operation and collaboration as winning solutions. The students assumed they had to compete in an arm wrestle when this was never mentioned in the instructions, and when hearing the word 'win' it



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was assumed that there would be a loser. The initial results and the competitive approach may well have been compounded by a lack of opportunity to discuss tactics beforehand and having an arena setting. How does this compare to real life? What assumptions were being made? Were there any other interesting solutions proposed? Make it clear that looking for win win solutions usually gives many rewards, whilst 'locking arms' often means 'lose lose'.

Adaptations

Using fair trade chocolate can introduce global social enterprise and can lead to the idea of multiple winners worldwide.

Links

Participants could research instances when different businesses have worked together to gain more. Co-operative members could try to identify instances where they could work with other co-operatives for mutual benefit.

Resources

A table suitable for arm wrestling and four chairs – two for volunteers, two for scorers.

Chocolate that can be broken into small pieces.

A flip chart for recording the score.