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# Social Enterprise Education: Harnessing Personal Values & Motivations

A partnership between University of the Arts London  
& London South Bank University



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# Project Rationale

**Students from under-represented groups have traditionally experienced barriers in accessing enterprise opportunities, support and funding.** 1

These students can, at times, find it hard to identify with the language of enterprise or the journeys of entrepreneurs: this can lead to a lack of engagement in entrepreneurial education.

*This project seeks to **identify and address barriers to engagement from students from underrepresented groups.** Through **co-creating activities with students** from University of the Arts London (UAL) and London South Bank University (LSBU), we will **develop a toolkit that reframes social enterprise education, with a focus on exploring the links between personal values, motivations, social enterprise and community impact.*** 2 3 4 5

# Social Capital and Entrepreneurship

Peer support (bonding social capital) is perceived as a valuable means of learning from one another, through sharing experiences, knowledge, and contacts (Vorley et al, 2019).

An example of bonding capital with respect to entrepreneurship is the way in which the younger generation's 'exposure to successful entrepreneurs from their parents' generation, and within their ethnic enclave, increases the likelihood of young ethnic people starting their own businesses' (Fairchild, 2010: Cited in Wishart, 2020).

# The Concept of Values

*“The values session I think was so important because I had a general idea for a social enterprise but hadn’t connected values this clearly. Putting the values at the forefront will help me keep my focus on what is most important in the process and outcomes of a social enterprise.”*

# Identify and Value Life Wide Experiences

**10/13 had some kind of experience running their own enterprise or contributing to a family business.**

**This included:**

**Running and supporting independents** - market stalls, and selling product online/offline (baking, print media and jewellery).

**Contributing to family businesses** - setting up websites, socials and marketing and assisting with day to day procedures.

**Coordinating initiatives and topical projects** - ideas, planning and facilitation of webinars and social engagements over lockdown. Sync-ed through UAL.

**Developing community enterprise or peer networks** - generating partnerships, hosting and contributing ideas and activities (creative and beyond).

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# Project Methodology

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- Literature Review
- Baseline Survey
- 6 Workshops (Weekly, 2 hours)
- Online Delivery
- Evaluation Session (External Facilitator)

# Workshops 1 & 2

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## Values & Motivation

Define values collectively and individually

Linked values to personal and professional aspirations

The impact of misaligned values for business

## What is a Social Enterprise?

Define a Social Enterprise

Basic legal structures of Social Enterprise

How to set up a Social Enterprise

Social Enterprise challenge

# Workshops 3 & 4

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## **IP & Ethical Thinking**

What is Intellectual Property

How does IP intersect with rights, values & ethical practice

How to manage IP

## **Diversity & Entrepreneurship**

Inviting speakers from a range of backgrounds to increase awareness of how entrepreneurial aspirations can be realised: Challenges of sustainability, authenticity & community engagement.

# Workshops 5 & 6

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## EntreComp Framework

Provide students with a framework to understand and reflect on their enterprise competencies

Support students to link their values, experience and skills to the competencies required to innovate and develop social enterprise ideas

## Ideas Generation

Use Double Diamond technique to generate social enterprise ideas

Find your 'Ikigai' by mapping your life's passion, mission, profession and vocation; connecting what you're good at, what you love, what the world needs and how you can earn money

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# Peer Support

SOCIAL

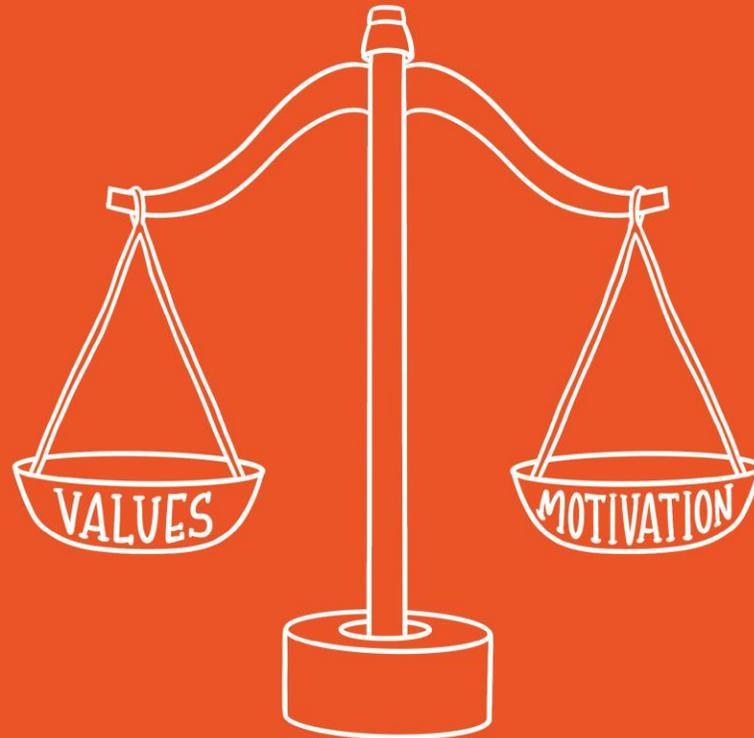
# Peer Support

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By facilitating a collaborative space, students could experience the tangible benefits of peer support.



# The Value of Values



# Future Selves

*"...I hadn't ever taken a step back and really evaluated what I love, what I'm good at etc. Having that opportunity to listen to what the other students constructed as a potential career path or business idea on the back of my competencies / choices was fairly eye-opening and refreshing as it opens up avenues that you may not have considered or evaluated yourself."*

# Student feedback

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*“I think before this I didn't really see how social enterprises really connected with my own goals but now I do. The one I liked the most was matching up passions, skills, money-making opportunities and things the world needed. It felt like it could very easily be applied more generally with future goals rather than just in social enterprise. I really enjoyed the visualisation activity although the idea initially [sic] seemed a bit silly to me at first, it really did help.”*

# Further Reading

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Literature Review

Toolkit

Guidance Document

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# Questions?

