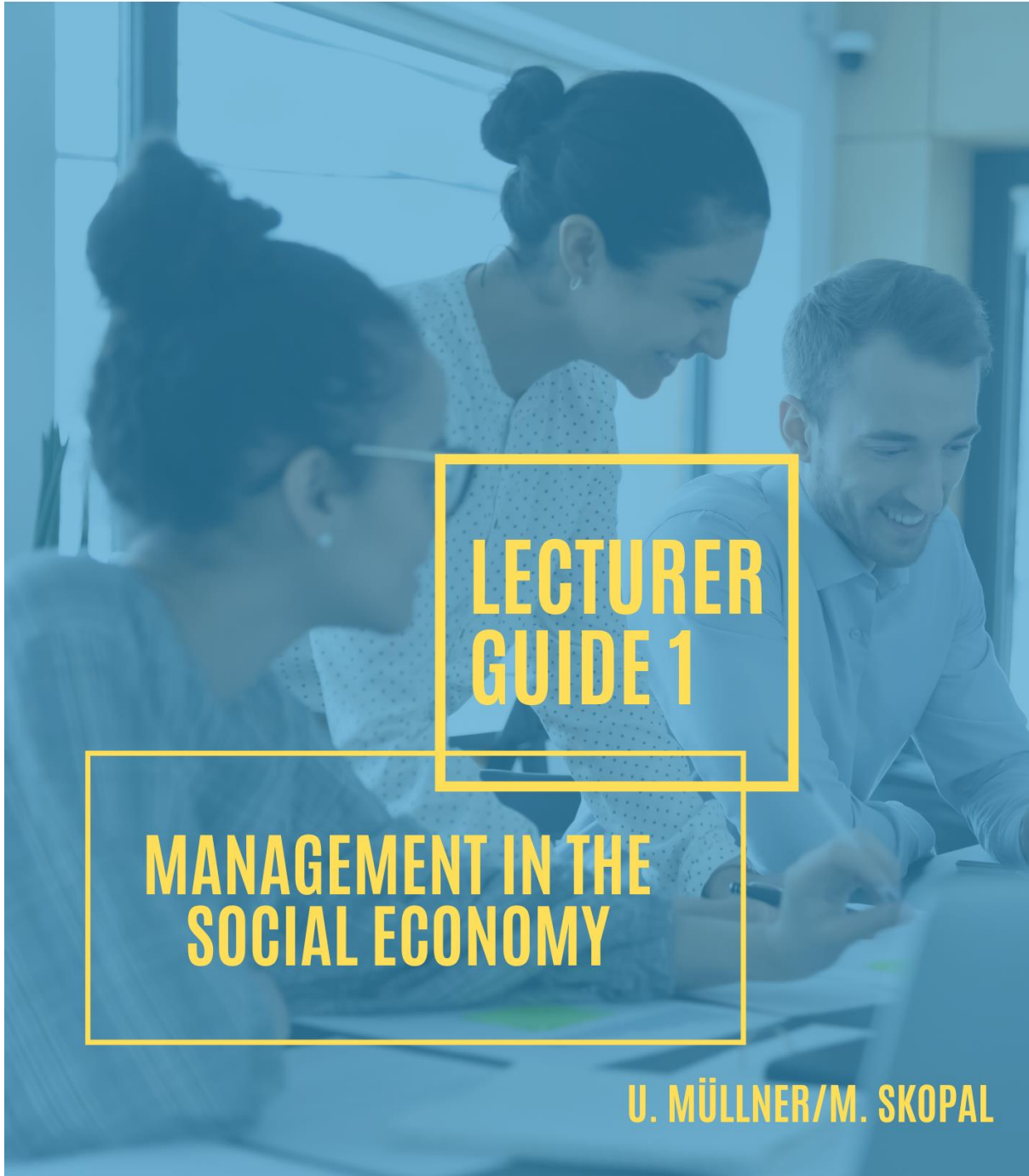


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LECTURER GUIDE 1

MANAGEMENT IN THE SOCIAL ECONOMY

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Management in the Social Economy

How to use this lecturer guide

There are four different Lecturer Guides for the courses and two manuals for the Simulation Games.

Lecturer Guide 1	Lecturer Guide 2	Lecturer Guide 3	Lecturer Guide 4	Manual	Manual
Management in the Social Economy	Sustainability	Sustainability Management	Green Controlling	Simulation Game #1 Sustainability	Simulation Game #2 Green Monopoly

This lecturer guide is a unique guide for all lecturers interested in teaching Management in the Social Economy. The course is divided into two modules:

- 1) Social Economy
- 2) Management in the Social Economy

One of the main features of the guide is to give an overview of the teaching and learning materials that are available and present in detail.

Scheduling for the lessons has been done for two different teaching methods: (1) a frontal teaching and (2) an innovative form of teaching, the so-called Flipped Classroom. This is a proposal that can be modified as needed, or the two teaching methods can also be combined. Each university, each lecturer should make his or her own adjustments for teaching if regarded.

The contents of the guide in detail are:



Introduction: brief overview of the teaching methods used, and the target groups of students addressed



Teaching and learning materials that are available for the course 1 Management in the Social Economy



Working tasks: listing of different working tasks for students



Learning outcomes for each module: which learning objectives and competences should the students obtain after completing the topic



Preparation for each module: what preparations are required for the lecturers and/or students for each module



Suggestion for scheduling the two modules: frontal teaching and flipped classroom

In the appendix you will find detailed instructions for the working tasks, a list of additional recommended literature, an overview of all courses with the ECTS and questions for the videos, you can use in your lecture.

The content of the course and the different modules can also be used in the context of a project work. The basis for this are the working tasks, which can be used depending on the pre-knowledge of the students and which can be extended or also shortened as required.

Table of content

1. Introduction	1
2. Teaching and learning materials.....	3
3. Working tasks.....	5
4. Module 1: Social Economy.....	10
4.1. Learning outcomes.....	10
4.2. Preparation	10
4.3. Scheduling for frontal teaching.....	11
4.4. Scheduling for flipped classroom	12
5. Module 2: Management in the Social Economy.....	14
5.1. Learning outcomes.....	14
5.2. Preparation	14
5.3. Scheduling for frontal teaching.....	15
5.4. Scheduling for flipped classroom	16
6. Appendix.....	18
6.1. Worksheets.....	18
6.2. Questions for the Videos	25
6.3. Overview	26
6.4. Moodle and MS Teams	27
6.5. List of literature recommendation	30

1. Introduction



Methods

The teaching of the modules is described using two different methods to design the lectures: Frontal form and Flipped Classroom. In Flipped Classroom, the students develop the content of the course through self-study assignments. The time in class is then used for discussions or interactive activities. If you need more information about the Flipped Classroom methods you can watch this video (<https://www.youtube.com/watch?v=BCIxiQ73Q>) or read this summary (<https://www.panopto.com/blog/what-is-a-flipped-classroom/>).

When using the flipped classroom concept, the students should be given in advance the necessary materials (scripts, worksheets or links to the videos). The following platforms can be considered, for example, and we recommend not to use too many different tools:

- Moodle (<https://moodle.com>)
- Mahara (<https://mahara.org>)
- Poll Everywhere (<https://www.polleverywhere.com/>)
- Blackboard (<https://blackboard.com>)
- Canvas by Instructure (<https://www.instructure.com/canvas>)
- LearnDash (<https://www.learndash.com/>)
- MS Teams: (<https://microsoft.com>)
- Google Classroom: (<https://classroom.google.com/u/0/>)

In the appendix, there is an example for Moodle and for MS Teams on how the design of the platform can look like to provide all the necessary materials for the students.

The students can also use these platforms for online learning.

For each teaching method, appropriate timetables are provided to support the structuring of the lessons. They only provide guidelines, as these two methods can also be combined or several parts of them can be used as needed.

The lecturer guide provides a link between the practical-theoretical contents and goals and the intended competence development along the learning outcomes.

To ensure that the theoretical knowledge is also well applied and the transfer into practice can take place, there is a selection of working tasks for each module. These can be done

- during the lessons
- as homework
- as advanced exercises by the students
- or use it as an examination.

Target group

The target group includes students in Social Economy and social work in Austria, the Czech Republic, Germany and Romania. (Bachelor and Master degree) as well as neighbour disciplines like public management or health management. The course can of course also be used for students in other countries.

Overview

No.	Module	Key topics
1	Social Economy	<ul style="list-style-type: none">• Social Economy• Business Models in Social Economy• Social Entrepreneurship• Social Business
2	Management in the Social Economy	<ul style="list-style-type: none">• Management• Management tasks• Requirements• Management & Social Economy
ECTS: 2		

The whole course includes a combination of teaching units, self-study, literature research, working tasks and suggestions for grading and knowledge review. Self-study by students can also be performed well through online learning. Therefore, these units are included in the self-study units.

Some working tasks (such as seminar papers) can be used as examination work.

The division can be found in the schedules of the different teaching methods in the specific modules.

2. Teaching and learning materials



The following teaching and learning materials are available for the work on the modules. In the scheduling for frontal teaching (chapters 4.3 and 5.3) and the scheduling for flipped classroom (chapters 4.4 and 5.4) the use of the different materials is pointed out.

Script

The course is based on the script no.1 Management in the Social Economy and the script is divided into two modules:

- 1) Social Economy
- 2) Management in the Social Economy

In addition to a detailed theoretical content, it also contains practical examples. The practical examples provide a more detailed inside into the topics. They are divided into a general description of the social enterprise and a part dealing with the practical implementation of the theoretical content in the social enterprise.

Overview of practical examples in script no 1:

- Money Shoe and Fair Shoe (fictional example)
- Volkshilfe (AT)
- Charity of St. Alexandra (CZ)
- Rummelsberger Diakonie (DE)
- Iris House (RO)

At the end of each module there are questions (knowledge check) for the students to review the theoretical content and to check what they have learned. Furthermore, a list of references can be found in the script.

The script can be found in the download section of the project website: www.eco3project.org

Slides for Power Point presentation

For each course, there are separate Power Point slides, which will support the teaching of the modules. Some slides have additional notes and guidance for the lecturers.

The Power Point slides can be found in the download section of the project website: www.eco3project.org

Business cases

The business cases can be used for a detailed insight into the practice of social enterprises. For the construction of the cases, data were collected from various enterprises.

For this course, the business case #1 Organisational chart “Socialforlife” will be used for the working task 1b Create an organigram.

Short description business case #1 Organisational chart “Socialforlife”

Based on the organisation “Socialforlife”, the different internal areas of operation and associated functions are presented. The division is made into 5 different management levels: (1) Councils and management, (2) Units, (2) divisional management, (3) operational sub-divisions, (4) operational subsub-divisions, (5) individual operational facilities.

The complete business case can be found in the appendix (chapter 6.1). All the other business cases created in the course of this project can be found in the download section of the project website: www.eco3project.org

Pocket lectures - Videos

There are some videos available for this course, which can be used in many ways. These are short video clips that provide information to specific themes based on the course.

The videos can be used as an introduction to the topic to get a good overview of the content of the modules.

However, they can also be used to help students review or repeat the theoretical content, to summarise what they have learned or to prepare for a lesson or a test.

Description of the videos

What is Social Economy? The video explains the definition of social economy in general and shows the different understanding in some countries of the European Union. Social Economy does not mean the same as social enterprise or Social Business. The video explains the differences between the terms as well.

Management in the Social Economy Social enterprises are most often impact driven. Content is to show the requirements for the management based on for example the different ownership or provided services.

Challenges in Management in Social Businesses – how can we handle it? The managing director of the Hobby Looby speaks about her experience and explains the challenges of management in a Social Business.

In the appendix you will find some questions regarding the videos that can be used for discussions with the students.

The videos have individual links with which you can view them. You can find them in the respective module areas. All videos can also be accessed via the project website: www.eco3project.org.

Self-check test

Another self-check test for the students for each course is available on the project website (www.eco3project.org). With these questions, the students can easily check their knowledge on their own. After answering the questions, students receive immediately feedback on whether their answers were correct or not.

For course no. 1 **Management in the Social Economy**, there are 15 questions provided according to the two modules.

The self-check test can also be made available to students using other online platforms, such as the learning platform Kahoot (<https://kahoot.com>) or the presentation platform Mentimeter (<https://www.mentimeter.com>).

The solutions to the self-check test are not included in the lecturer guide. If you are interested in them, please contact sowosec@fh-campuswien.ac.at

3. Working tasks



There are different working tasks for the course available. They can be used in class or as homework. Most of the tasks can be used for both and are suitable for frontal teaching or flipped classroom.

By using the working tasks, the theoretical knowledge can be applied and the students can gain practical learning experience.

The working tasks are divided into 4 categories: single work or group work, research activity, conception work and a seminar paper.

The following table provides an overview of the different working tasks and options for use.

No.	Title	single / group work	research activity	conception work	seminar paper	work in class	home-work
1a	Social Economy in different countries		✓			✓	✓
1b	Research on social enterprises			✓			✓
1c	Create an organigram	✓				✓	✓
1d	Management in social enterprises	✓				✓	✓
1e	Seminar paper Social Business				✓		✓

In the following, the individual tasks are described in detail, what preparation work is required, what materials are needed or how much time needs to be planned for the preparation.

The working sheets for the students can be found in chapter 6.1 Worksheets.

Working task 1a Social Economy in different countries

Short description of the activity

Research about the structure and differences in the Social Economy. As there may be students who already know a lot about it or work in a Social Economy field, three different levels with different questions are listed.

The first level is for students who have not yet dealt with the Social Economy at all.

The second level is for students who have already dealt with it more closely.

The third level is for students who know a lot about the Social Economy in their own country. All questions can be found in the appendix under the exact working task description.

The students should mainly research on the internet. They also have the possibility to watch a video and the lecturer can prepare links and documents if the research is not sufficient.

Materials

- ➔ Additional information (literature list or links for the online research)
- ➔ Be sure the students have the hardware and internet connection for this research task.

Time for preparation

0,5 hour

Size of the group

Single, partner or group work (3 - 4 persons maximum)

Preparation

- ★ Print out worksheet
- ★ Print out additional information

Aim of the working task

Students are familiar with the concept of the Social Economy and know about differences in European countries.

Working task 1b Research on social enterprises**Short description of the activity**

The students should research two social enterprises from their country that are active in different areas and also address different target groups. Once they have found two social enterprises, they are asked to research answers to questions (the questions can all be found in the Worksheet 1d for students in the appendix).

In script 1 are different practical examples of social enterprises, which can be used as a guideline for this task. The students should, of course, research their own social enterprises.

Students may not find some of the answers to the questions in the course of the internet research. Encourage them to think for themselves about what the answer might be and use class time to discuss it.

Materials

- ➔ Be sure the students have the hardware and internet connection for this research task.
- ➔ Maybe some examples of social enterprises or the practical examples from the script

Time for preparation

1 hours

Size of the group

Single work

Preparation

- ★ print out worksheet
- ★ Maybe prepare slides with other examples or just show the websites

Aim of the working task

Students know what a social enterprise is and how they can be structured.

Working task 1c Create an organigram

Short description of the activity

Students should read the business case #1 Organisational chart “Socialforlife”, create an organisational chart using the information of the business case and should first discuss in the small group which staff units they still consider important that can support the operational business. Afterwards, the students present their organizational charts in the large group.

At the end, the students discuss in the large group which staff positions they would still add and how they would adapt the organisational chart.

Materials

- ➔ Business case #1 Organisational chart “Socialforlife”
- ➔ A3 paper for each group
- ➔ Students should bring a pencil and an eraser.
- ➔ Alternatively, the organisational chart can be designed on a laptop. The program Power Point can be used for this purpose as the students can use SmartArts

Time for preparation

1 hour

Size of the group

3 - 4 persons maximum

Preparation

- ★ Print out the business case #1 Organisational chart “Socialforlife” or send it to the students
- ★ Bring the A3 paper for the organisational charts

Aim of the working task

The goal is to understand the structure and management levels of an organisation and to look behind the scenes at what executive departments are used to support the divisions to ensure the success of the business.

Working task 1d Management in social enterprises

Short description of the activity

Students read two articles and identify the most important tasks and skills of a manager or social entrepreneur, put their findings into categories and create a poster out of it.

Materials

- ➔ Provide articles (print or online)
- ➔ Flipcharts, posters
- ➔ Moderation material

- ➔ Pens, marker in different colors
- ➔ Glue, tape
- ➔ If necessary: an example of a poster
- ➔ Short information about the articles

Time for preparation

2,25 hours (1,25 hours for reading articles and 1 hour preparation materials)
 Remark: highlight the most important parts for the students in the 2nd article so that they can work more efficiently.

Size of the group

Single or group work

Preparation

- ★ Print out worksheet
- ★ Prepare articles (print or online)
- ★ Material for posters

Aim of the working task

The students should learn about the tasks of a manager in the Social Economy and be sensitised for these. Students learn to extract relevant information from an article and visualize it in an engaging way.

Working task 1e Seminar paper Social Business

Short description of the activity

The seminar paper builds on the other working tasks and combines them into one final task.

Students should first research a Social Business and then find out some facts about that Social Business. Based on the information, they should try to create an organigram and describe it. Subsequently, they should define the goals of normative and strategic management and the implementation of operational management.

There might not be any information about this, so students must think about it themselves.

Encourage them that they can do it themselves, even if they don't find anything about it in their internet research.

Materials

- ➔ Be sure the students have the hardware and internet connection.
- ➔ Maybe examples of Social Businesses in your country

Time for preparation

0,5 hours (without research on Social Businesses)

Size of the group

Single or partner work

Preparation

- ★ Print out worksheet
- ★ Examples of Social Businesses

Aim of the working task

Students know what a Social Business is and how it can be structured. They know which management levels there are and how the goals are defined or implemented in the different levels.

The solutions to the working tasks are not included in this lecturer guide. If you are interested in them, please contact sowosec@fh-campuswien.ac.at.

4. Module 1: Social Economy

This module explains the different definitions of Social Economy and presents the different types and business models of social enterprises.

In special, Social Businesses that aim to solve social or ecological problems through their business activities are examined in more detail.

The aim of the module is to gain basic knowledge about the concept of social economy and their specific forms.

4.1. Learning outcomes



Students should:

- understand the differences between the Social Economy and the (non)-profit sector and can name different types and business models in the Social Economy.
- be able to analyse the basic topics of the Social Economy.
- apply the acquired knowledge in social work practice.

4.2. Preparation



Lecturer

This technical equipment is needed: PC, audio-visual technology.

The following materials are important for the preparation of the lectures:

- Script: pages 1 – 14
- Power Point presentation (PPP): slides 2 - 20
- Working tasks and necessary worksheets for the student
 - 1a Social Economy in different countries
 - 1b Research on social enterprises
- Video
 - What is Social Economy? (05:39 min)
<https://vimeo.com/842758436/e3f6c96a5c>

Students

The individual preparation by the students can be seen in the schedules (chapters 4.3 and 4.4). They can read the script and/or watch the videos named above (requested by lecturer).



4.3. Scheduling for frontal teaching

Below is a proposal for the teaching of module 1 (Social Economy) through frontal teaching.

Summary

Teaching units	Self-study, literature research, working tasks (including online learning) units	Sum
12	11	23

Detailed description

Topic	Activity lecturer	Activity students	Materials	Units	Aim
Definition of Social Economy	In class lecture		<ul style="list-style-type: none"> • Script pages 1-6 • PPP slides 2-10 	2	Difference between Social Economy and (Non)-Profit sector
Working task 1a		Elaboration	Worksheet 1a students	5	Familiar with the concept of the Social Economy and know differences in European countries
Working task 1a	Presentation and Discussion			1	Familiar with the concept of the Social Economy and know differences in European countries
Practical example		Self-study students	Script pages 6-7	1	Difference between Social Economy and (Non)-Profit sector
Practical example	Discussion in plenum		PPP slides 11-13	1	Difference between Social Economy and (Non)-Profit sector
Types and business models in the Social Economy: overview	In class lecture		<ul style="list-style-type: none"> • Script pages 7-9 • PPP slides 14-16 	2	Different business types and in the Social Economy
Social Entrepreneurship	In class lecture		<ul style="list-style-type: none"> • Script page 9 • PPP slide 17 	2	Difference between social business and other social enterprises
Working task 1b		Elaboration	Worksheet 1b	3	Familiar with social enterprises and how they are structured
Working task 1b	Feedback and discussion			1	Familiar with social enterprises and how they are structured
Social business	In class lecture		<ul style="list-style-type: none"> • Script pages 10-14 • PPP slides 18-20 	2	Difference between social business and other social enterprises
Knowledge check		Self-study students	Script page 14	1	Checking level of knowledge
Knowledge check	Repetition and clearing of open questions		Script page 14	1	Checking level of knowledge
Self-check test		Self-check test students	Online	1	Repetition

4.4. Scheduling for flipped classroom



Below is a proposal for the teaching of module 1 (Social Economy) through flipped classroom.

Teaching units	Self-study, literature research, working tasks (including online learning) units	Sum
9	14	23

Detailed description

Topic	Activity lecturer	Activity students	Materials	Units	Aim
Definition of Social Economy		Self- study students and watch video	<ul style="list-style-type: none"> Video What is Social Economy? Script pages 1–6 	1	Difference between Social Economy and (Non)-Profit sector
Practical example		Self-study students	Script pages 6-7	1	Difference between Social Economy and (Non)-Profit sector
Definition of Social Economy	Repetition and clearing of open questions		PPP slides 2-10	2	Difference between Social Economy and (Non)-Profit sector
Working task 1a		Elaboration	Worksheet 1a students	5	Familiar with the concept of the Social Economy and know differences in European countries
Working task 1a	Feedback and discussion			2	Familiar with the concept of the Social Economy and know differences in European countries
<ul style="list-style-type: none"> Types and business models in the Social Economy: overview Social Entrepreneurship 		Self-study students	Script pages 7–9	1	Difference between social business and other social enterprises
Working task 1b		Elaboration	Worksheet 1b	3	Familiar with social enterprises and how they are structured
Working task 1b	Feedback and discussion			1	Familiar with social enterprises and how they are structured
<ul style="list-style-type: none"> Types and business models in the Social Economy: overview Social Entrepreneurship 	Repetition and clearing of open questions		PPP slides 14-17	2	<ul style="list-style-type: none"> Different business types and in the Social Economy Difference between social business and other social enterprises
Social business		Self-study students	Script pages 10-14	2	Difference between social business and other social enterprises
Knowledge check	Repetition and clearing of open questions		Script page 14	2	Checking level of knowledge

Self-check test		Self-check test students	Online	1	Repetition
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5. Module 2: Management in the Social Economy

This module deals with the tasks, functions and levels of management.

The aim is to get to know the general tasks of management and the roles of a manager. Especially in the context of the Social Economy, managers need specific skills to be able to manage social enterprises successfully.



5.1. Learning outcomes

Students should:

- understand the tasks, roles, functions, and different levels of management.
- apply the specifics of management tasks in the Social Economy
- be able to create and defend their own management strategy (including objectives and measures).

5.2. Preparation

Lecturer



This technical equipment is needed: PC, audio-visual technology.

The following materials are important for the preparation of the lectures:

- Script: pages 15 – 37
- Power Point presentation (PPP): slides 21 - 35
- Working tasks and necessary worksheets for the students
 - 1c Create an organigram
 - 1d Management in social enterprises
 - 1e Elaboration and written presentation of a Social Business
- Business case #1 Organisational chart “Socialforlife” (for working task 1c Create an organigram)
- Videos
 - Management in the Social Economy (05:59 min)
<https://vimeo.com/844532626/ef9183568e>
 - Challenges in Management in Social Businesses (12:59 min)
<https://vimeo.com/842758550/1a5b28ae4a>
 - How to be a social entrepreneur (18:00 min):
<https://www.youtube.com/watch?v=N8LVa9pb-n8>
 - 5 Keys to Success for Social Entrepreneurs (8:00 min):
<https://www.youtube.com/watch?v=PI8c5ooHfWs>

Students

The individual preparation by the students can be seen in the schedules (chapters 5.3 and 5.4). They can go through the script and/or watch the videos named above (requested by lecturer).

5.3. Scheduling for frontal teaching



Below is a proposal for the teaching of module 2 (Management in the Social Economy) through frontal teaching.

Summary

Teaching units	Self-study, literature research, working tasks (including online learning) units	Working task 1e = examination units	Sum
11	12	20	43

Detailed description

Topic	Activity lecturer	Activity students	Materials	Units	Aim
Definitions of management, tasks for management, functions and levels	In class lecture		<ul style="list-style-type: none"> • Script pages 16-19 • PPP slides 21-28 	1	Tasks, functions and levels of management
Working task 1c		Elaboration	Worksheet 1c students	5	Understand the structure and management levels of an organisation
Working task 1c	Presentation and discussion			1	Understand the structure and management levels of an organisation
Roles of manager and different management concepts	In class lecture		<ul style="list-style-type: none"> • Script pages 19-21 • PPP slide 29 	1	Different roles of a manager
Management in social enterprises and NPO-management and requirements (tasks and Skills) for managers	In class lecture		<ul style="list-style-type: none"> • Script pages 21-25 • PPP slides 30-32 	2	Specifics of a social enterprise and challenges for the management leading a social enterprise
Social Entrepreneurship	In class lecture: watch and discuss video		<ul style="list-style-type: none"> • Video How to be a social entrepreneur • Video 5 Keys to Success for Social Entrepreneurs 	1	Tasks and skills of social entrepreneurs/managers and management of social enterprises
Working task 1d		Elaboration	Worksheet 1d students	3	Tasks of social entrepreneurs/managers
Working task 1d	Presentation and discussion			1	Tasks of social entrepreneurs/managers
Practical examples		Self-study students, comparison of the different practical examples	Script Pages 26-37	2	Familiar with examples of social enterprises and how the management operates there
Practical examples	Discussion in plenum		PPP slides 33-35	2	Familiar with examples of social enterprises and

					how the management operates there
Knowledge check		Self-study students	Script page 37	1	Checking level of knowledge
Working task 1e		Elaboration	Worksheet 1e students	20	Familiar with Social Business, how it is structured and the management levels
Working task 1e	Presentation and discussion			2	Familiar with Social Business, how it is structured and the management levels
Self-check test		Self-check test students	Online	1	Repetition

5.4. Scheduling for flipped classroom



Below is a proposal for the teaching of module 2 (Management in the Social Economy) through flipped classroom.

Summary

Teaching units	Self-study, literature research, working tasks (including online learning) units	Working task 1e = examination units	Sum
7	16	20	43

Detailed description

Topic	Activity lecturer	Activity students	Materials	Units	Aim
Definitions of management, tasks for management, functions and levels		Self-study students	Script pages 16-19	1	Tasks, functions and levels of management
Definitions of management, tasks for management, functions and levels	Repetition and clearing of open questions		PPP slides 21-28	1	Tasks, functions and levels of management
Working task 1c		Elaboration	Worksheet 1c students	5	Understand structure and management levels of an organisation
Working task 1c	Feedback and discussion			1	
Roles of manager and different management concepts		Self-study students	Script pages 19-21	1	Different roles of a manager
Management in the Social Economy (social enterprises and NPO-management). and requirements (tasks and Skills)		Self-study students and watch video	<ul style="list-style-type: none"> Video Management in the Social Economy Video Challenges in Management in Social Businesses 	1	Specifics of a social enterprise and challenges for the management leading a social enterprise

and challenges for managers			• Script pages 21-25		
Roles, concepts, requirements of managers and management in social enterprises	Repetition and clearing of open questions		PPP slides 29-32	1	<ul style="list-style-type: none"> • Different roles of a manager • Specifics of a social enterprise and challenges for the management leading a social enterprise
Social Entrepreneurship		Self-study video	<ul style="list-style-type: none"> • Video How to be a social entrepreneur • Video 5 Keys to Success for Social Entrepreneurs 	1	Tasks and skills of social entrepreneurs/managers and management of social enterprises
Working task 1d		Elaboration	Worksheet 1d students	3	Tasks of social entrepreneurs/managers
Working task 1d	Feedback and discussion			1	Tasks of social entrepreneurs/managers
Practical examples		Self-study students, comparison of the different practical examples	Practical example script pages 26-37	2	Familiar with examples of social enterprises and how the management operates there
Practical examples	Discussion in plenum		PPP slides 33-35	1	Familiar with examples of social enterprises and how the management operates there
Knowledge check		Self-study students	Script page 37	1	Checking level of knowledge
Working task 1e		Elaboration	Worksheet 1e students	20	Familiar with Social Business, how it is structured and the management levels
Working task 1e	Presentation and discussion			2	Familiar with Social Business, how it is structured and the management levels
Self-check test		Self-check test students	Online	1	Repetition

6. Appendix

6.1. Worksheets

Working task 1a Social Economy in different countries

Level 1

Research: Find out how the Social Economy is structured in your country and answer the following questions:

- Which enterprises belong to the Social Economy?
- Is there a law on the Social Economy in your country?

(There is a list of some links and literature in case you are not sure about your findings).

Level 2

Watch the video What is Social Economy again and answer the following questions:

- What are the key messages of the video?
- To what extent do the statements about the Social Economy match your knowledge about the Social Economy in your country?

After that, do a research: The website of Social Economy Europe (<https://www.socialeconomy.eu.org>) provides interesting and illustrative information on the Social Economy in Europe. Click through and see what they have already achieved.

Answer the following question:

- Can you find similarities or differences to your country here?
(There is a list of some other links and literature in case you can't find something here).

Level 3

Research: The website of Social Economy Europe (<https://www.socialeconomy.eu.org>) provides interesting and illustrative information on the Social Economy in Europe. Click through and see what they have already achieved.

Research other sources on the Social Economy in different EU countries (There is a list in case you are not sure about your choice or you don't find anything) and answer the following questions:

- What are the differences in the Social Economy in other EU countries compared to yours?
- What can other EU countries do better that your country is already doing and vice versa?

Document your research in written form and in complete sentences, also answer the questions in written form in a document (minimum characters: 3,500).

Materials

- ➔ Video What is Social Economy? <https://vimeo.com/842758436/e3f6c96a5c>
- ➔ List of additional information (only if you can't find anything or are unsure with your selection)

Time limit: 5 units (level 3)

Working task 1b Research on social enterprises

Have a look at social enterprises in your country. Choose two social enterprises, which are active in different areas and also address different target groups (e.g. a counselling centre for pregnant women and a residential home for people with disabilities).

Answer the following questions for both social enterprises:

- Is it really a social enterprise according to the definitions in the script?
- In which different areas are they active?
- What social goal are they chasing?
- How are they financed?

If you are not sure what to answer to each question, you can also look at the Practical Examples of script 1. Here you will find information. If, though, you can't find the information for your chosen social enterprise in the course of your internet research, think about how the answer could look like and take these ideas back to the class. There you can discuss them together.

After answering the questions, compare the two selected social enterprises: What do they do alike (e.g. size, goals, finance, legal form) and how do they differ?

Compare the social enterprises in a document and answer the questions in sentences. Please also document everything you research (name sources).

Materials

➔ Script 1

Time limit: 3 units

Working task 1c Create an organigram

Working steps

- Please form a group of up to 4 people. Then read the business case #1 Organisational chart “Socialforlife”
- After that, please create an organisational chart using the business case. This should be structured according to the designated management levels. However, only the first four management levels are to be listed; the fifth and thus lowest level is not to be included in the organisational chart. It only serves the purpose of completeness and visualization. It is important when creating that the management levels and the positions are connected with lines, so that a hierarchy is recognizable.
- After you have completed the organisational chart, you should first discuss in the small group which staff units you still consider important that can support the operational business.
- Afterwards, present your findings to the large group. First, the organisational charts are presented. After each group has presented their organisational chart, they are compared.
- Finally, discuss in the large group which staff positions you would add and how you would adapt the organisational chart.

Material

- ➔ For creating the organisation chart, please use the business case #1 Organisational chart “Socialforlife”.
- ➔ You will get a poster to create the organisational chart, otherwise please use SmartArt via Power Point.

Time limit: 5 units

Business case #1 Organisational chart "Socialforlife"

- 1st level: Councils and management

The organisation "Socialforlife" or the management is supervised by a board of directors. Directly under the management is the employee representation.

- 2nd level: Units

The units or staff positions are directly subordinate to the second management level of the management. The staff units are responsible for the internal organization as well as the external appearance. They include "Human Resources", "IT", "Accounting", "Marketing", and "Quality Management/Project Management".

- 2nd level: divisional management

Also at the second level below management are the operating divisions with their respective division heads. The area managers link the information of the areas with the management. They are responsible for the process organisation in the divisions. The operational areas include "People in special circumstances", "Living for people with disabilities", "Children, young people and families" and "Work for people with disabilities".

- 3rd level: operational sub-divisions

In the third level, the operational sub-areas are found under the areas. These include, for example, housing units or units of work areas for people with disabilities. Some sub-areas are in turn subdivided into sub-areas, which are represented on the fourth management level.

The subareas of admission, clearing and migration, transition and housing, regional services, work and addiction-specific support, and care are assigned to the "People in special circumstances" area. The area "Living for people with disabilities" includes the sub-area "Living centrally", which is subdivided again (see 4th management level), as well as "Living in the environment", which is also subdivided. In addition, the specialist school for curative education is also located here. The following areas are subdivided into the "Children, Youths and Families" area: Outpatient assistance, curative education groups and assisted living, therapeutic groups, ISE + clarification, educational centers, work training "Phoenix", day structure and the elementary school. The area "Work for people with disabilities" includes the sub-area "Socialforlife-workplaces for disabled people", which are subdivided again, the support center, day center and the integration specialist service.

- 4th level: operational subsub-divisions

This level contains the sub-areas of the operative sub-areas "Living in Socialforlife", "Living in the environment" and "Socialforlife-workplaces for disabled people". The sub-areas "Support Center", "Foreststreet" and "Lakestreet" belong to the sub-area "Central Living", the sub-areas "Inpatient Living" and "Outpatient Living" to the sub-area "Living in the Environment". In addition, this level includes the sub-areas of the "Socialforlife-workplaces for disabled people", namely the inner-city workplace and the outer-city workplace.

- 5th level: individual operational facilities

At the lowest management level are the managers of the individual operational facilities and units. As an example, this includes the group leaders of the inpatient residential services in the "Living in the environment" subarea of the "Living for people with disabilities" area or the group leaders of the inner-city workshop in the "Socialforlife workplaces for disabled people". The fifth level is only included here for the sake of completeness and is intended to serve as an illustration. It is not intended to be part of the organizational chart.

Working task 1d Management in social enterprises

Read the following two articles and mark the most important tasks and skills of a manager or social entrepreneur.

Guidance can be found in script 1 chapter 2.1 and 2.2.

Afterwards put your findings into categories and create a summary (e.g. poster, mindmap, etc.).

Blit-Cohen, E., Yaari, M., & Savaya, R. (2020). *Management in social enterprises - Management style, challenges, and strategies*. Retrieved from <https://journals.sagepub.com/doi/pdf/10.1177/0306307020919529>.

European Social Entrepreneurs (n.d). *Leadership and Management in Social Enterprises*. Retrieved from <http://onlineincubator.eu/wp-content/uploads/2017/01/leadership.pdf>.

Materials

- ➔ Articles
- ➔ Script 1
- ➔ Materials for creating a poster: large paper, moderation material, pens, marker, glue, tape

Time limit: 3 units

Working task 1e Seminar paper Social Business

First **find a Social Business** from your country, compare it with the script and the examples in the script to see if it really is a Social Business. Then **try to find out** the following facts of the Social Business.

Name of the Social Business	
Year of foundation	
Legal form	
Management structure	
Number of staff (how many full-time or voluntary)	
Vision/mission	
Key activities	
Target group/customer segment	
Annual budget or total income	
How is the Social Business financed?	

If you are not able to research something, make your own thoughts about it, but also document that it comes from you.

Based on this researched information, you now try to **create an organigram** in a further part of the paper and describe it. If an organigram already exists, include it in the work and describe it in detail. In addition, think about the following **questions** and document your answers: What management levels are there? What are the tasks of the different management levels?

Finally, **define** normative and strategic management goals and describe a possible implementation of operational management of this Social Business.

Give your own thoughts on the points where you do not have more detailed information. The goals, of course, should be in line with the vision and mission of the Social Business and should also reflect the work with the target group.

Materials

→ Script 1

Time limit: 20 units

Number of pages: 5

6.2. Questions for the Videos

For the use of the videos, we have collected possible questions that the students can answer when working with the videos.

Video name	Questions
What is Social Economy?	<ul style="list-style-type: none"> • What is the main objective of the Social Economy according to the European Commission? • What are the five areas that can distinguish Social Economy enterprises from other enterprises? • How can you tell that there is no uniform definition of the Social Economy in the European Union? • What differences between EU countries were mentioned in the video? • Describe what a Social Business is!
Management in the Social Economy	<ul style="list-style-type: none"> • What challenges does management in social enterprises face? • What is important in social enterprises from a strategic management perspective? • Which key challenge is explained in more detail in the video? • Which points are listed for the financing of social enterprises? • What is meant by shaping the organisation?
Challenges in Management in Social Businesses – how can we handle it?	<ul style="list-style-type: none"> • What is the mission of the Vienna Hobby Lobby? • What was the motivation for the foundation? • What were the challenges in setting up the organisation and what challenges are existing in the field of management? • How important are strategic and operational management? • How many persons are involved in the management team and how were the responsibilities split up? • What is the sustainability impact of the organisation? • Which measures are undertaken to support sustainability?

6.3. Overview

The following table is a suggestion of possible ways to divide all four courses.

	Course 1: Management in the Social Economy	Course 2: Sustainability	Course 3: Sustainability Management	Course 4: Green Controlling	Simulation Game #1 Sustainability	Simulation Game #2 Green Monopoly
ECTS	2	2	2	4	2,5	2,5
Modules	2	4	2	3		
Teaching units	23 / 16*	24 / 19*	24 / 17*	49 / 25*		
Self-study (including online learning) units	23 / 30*	20 / 25*	22 / 29*	43 / 67*		
Examination units	20	22	20	40		
Total units	66	66	66	132	82	82

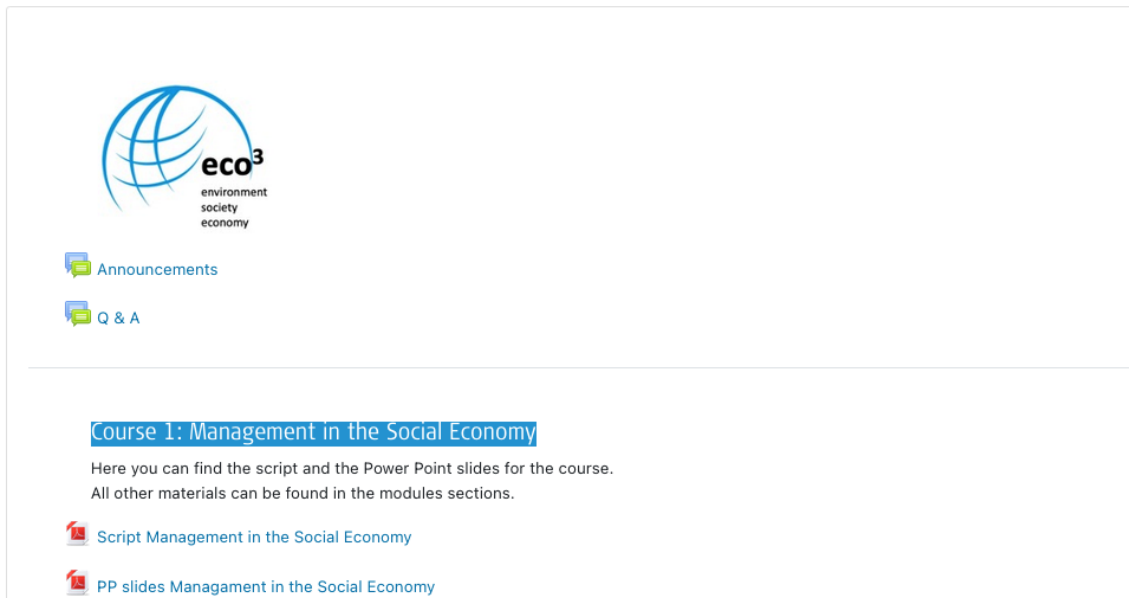
* frontal teaching / flipped classroom

6.4. Moodle and MS Teams

Below you will find examples of how you can integrate the course on online platforms – Moodle and MS Teams.

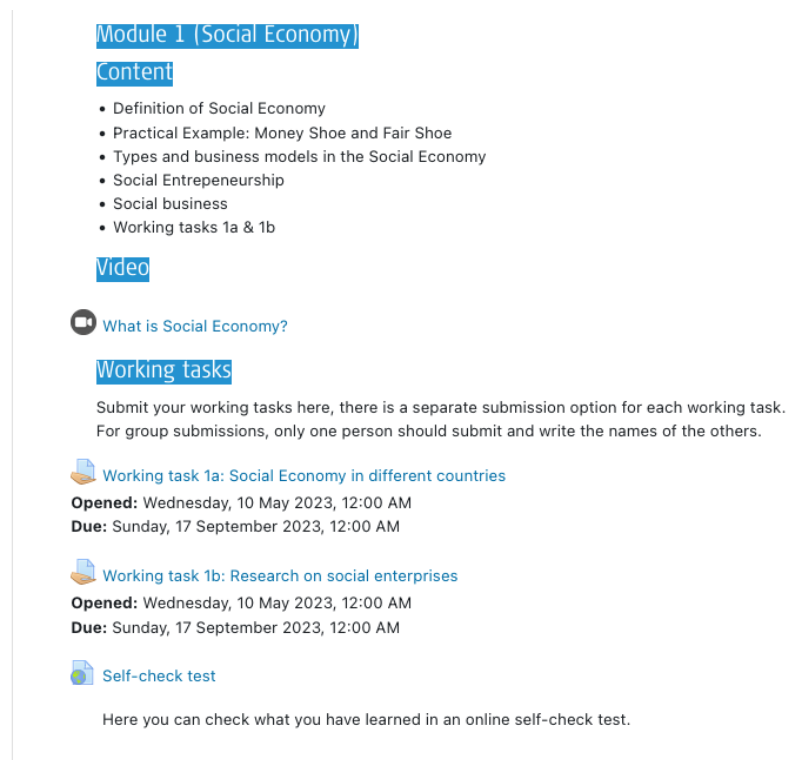
First you will find the screenshots for the **Moodle course**.

At the beginning you can set up two forums, which can be used for announcements, as well as questions and answers. Students can also find the documents for the course at the first sight here. The script and the slides.



The screenshot shows a Moodle course page. At the top left is the 'eco3' logo with the text 'environment society economy' below it. Below the logo are two forum icons: 'Announcements' and 'Q & A'. A horizontal line separates this header from the main content. The main content starts with a blue header 'Course 1: Management in the Social Economy'. Below this, there is a paragraph: 'Here you can find the script and the Power Point slides for the course. All other materials can be found in the modules sections.' Underneath are two document icons with links: 'Script Management in the Social Economy' and 'PP slides Management in the Social Economy'.

Now you can insert the modules as sections in Moodle. The students have everything they need for module 1 available right away. Direct links to the videos and the self-check test improve the clarity.



The screenshot shows a Moodle module page for 'Module 1 (Social Economy)'. It has a blue header 'Module 1 (Social Economy)' and a sub-header 'Content'. Below 'Content' is a bulleted list: 'Definition of Social Economy', 'Practical Example: Money Shoe and Fair Shoe', 'Types and business models in the Social Economy', 'Social Entrepreneurship', 'Social business', and 'Working tasks 1a & 1b'. Below the list is a blue header 'Video' followed by a video icon and the text 'What is Social Economy?'. Below that is a blue header 'Working tasks' followed by a paragraph: 'Submit your working tasks here, there is a separate submission option for each working task. For group submissions, only one person should submit and write the names of the others.' Underneath are two document icons with links: 'Working task 1a: Social Economy in different countries' and 'Working task 1b: Research on social enterprises'. Each link is followed by 'Opened: Wednesday, 10 May 2023, 12:00 AM' and 'Due: Sunday, 17 September 2023, 12:00 AM'. At the bottom is a document icon with the link 'Self-check test' followed by a paragraph: 'Here you can check what you have learned in an online self-check test.'

The proposal for module 2 in Moodle.

You can, of course, decide for yourself whether you need a separate submission for all the working tasks, or if students already submit some as part of the attendance in class.

Module 2 (Management in the Social Economy)

Content

- Definition of management
- Tasks for management, functions and levels
- Roles of manager and different management concepts
- Management in social enterprises and NPO-management
- Requirements (tasks and skills) for managers
- Social Entrepreneurship: Videos
- Practical Examples: Examples of social enterprises and how the management operates
- Working tasks 1c, 1d & 1e

Videos

- How to be a social entrepreneur
- 5 Keys to Success for Social Entrepreneurs
- Management in the Social Economy
- Challenges in Management in Social Businesses - how can we handle it?

Working tasks

Submit your working tasks here, there is a separate submission option for each working task.
Note the different submission dates. For group submissions, only one person should submit and write the names of the others.

Working task 1c: Create an organigram
Opened: Wednesday, 10 May 2023, 12:00 AM
Due: Sunday, 22 October 2023, 12:00 AM

Working task 1d: Management in social enterprises
Opened: Wednesday, 10 May 2023, 12:00 AM
Due: Sunday, 22 October 2023, 12:00 AM

Working task 1e: Seminar Paper Social Economy
Opened: Wednesday, 10 May 2023, 12:00 AM
Due: Monday, 8 January 2024, 12:00 AM

Self-check test

Here you can check what you have learned in an online self-check test.

Here are suggestions for designing the course on the **MS Teams** platform.

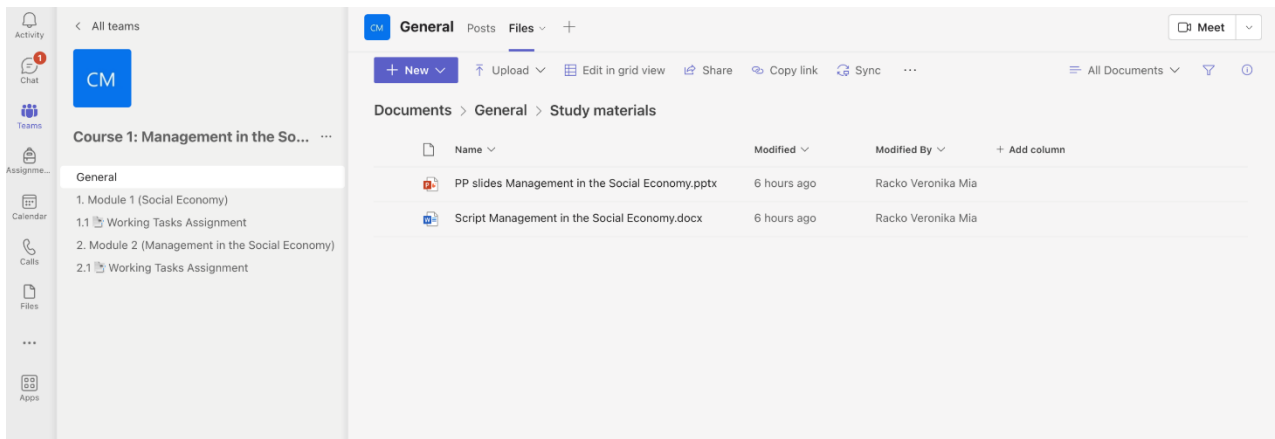
First give a general overview of the course, where you can also find the script and slides.

The screenshot shows the Microsoft Teams interface for a course. The left sidebar displays navigation options: Activity, Chat, Teams, Assignments, Calendar, Calls, Files, and Apps. The main content area shows a team named 'CM' with a channel 'General'. The channel content includes a list of course modules and assignments:

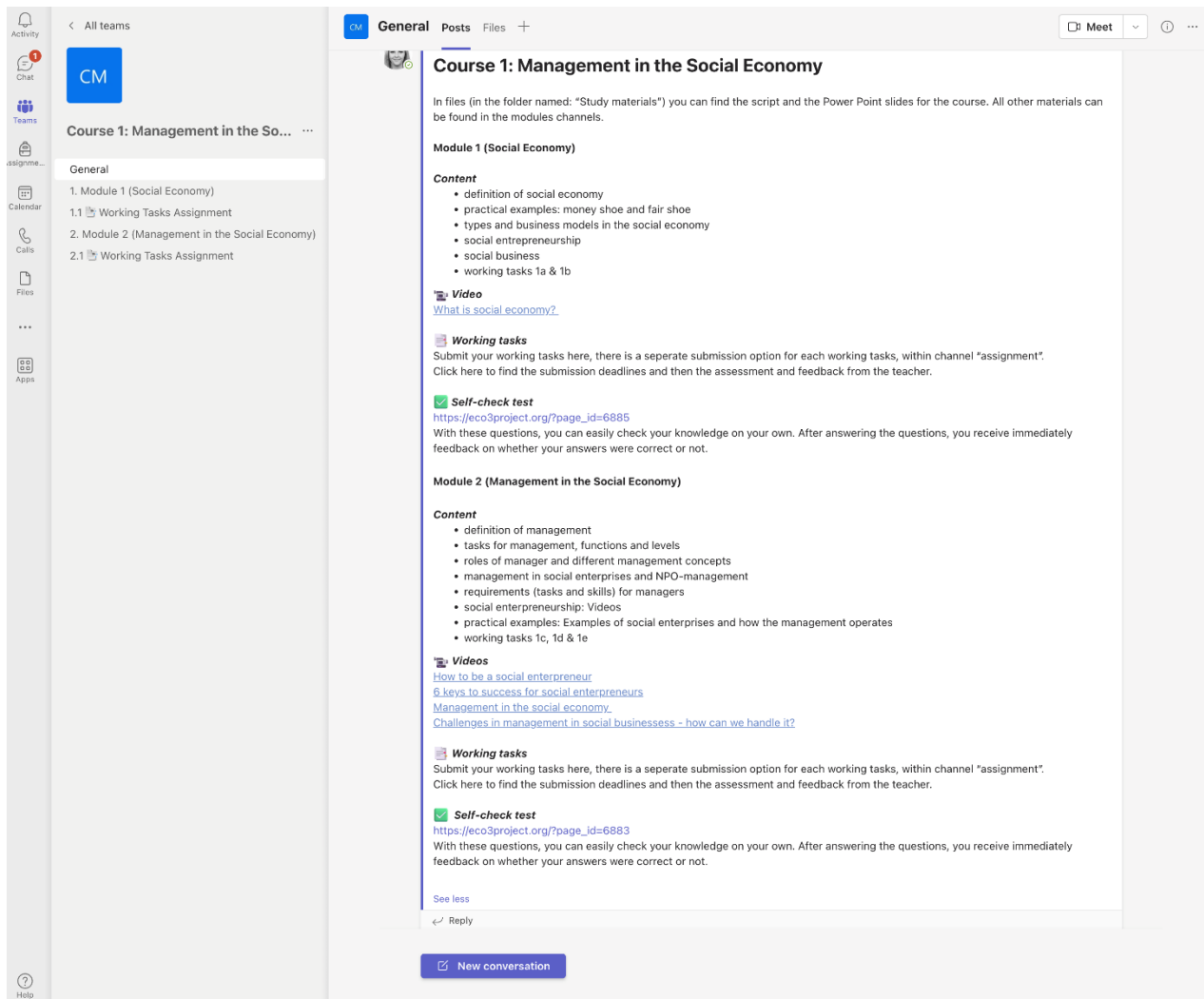
- 1. Module 1 (Social Economy)
- 1.1 Working Tasks Assignment
- 2. Module 2 (Management in the Social Economy)
- 2.1 Working Tasks Assignment

Below the list, there is a 'Documents' section for the 'General' channel. It shows a table of documents:

Name	Modified	Modified By	+ Add column
Study materials	May 24	Racko Veronika Mia	



Now insert the individual modules as channels in MS Teams. Students will have a good overview of materials. Direct links to the videos and the self-test improve clarity.



6.5. List of literature recommendation

Below you can find additional literature in English and the languages of the eco³ partners (Czech, German and Romanian). The rest of the literature can be found in the corresponding script.

Czech

Dohnalová, M., a kol. (2012). *Sociální ekonomika, sociální podnikání*. Wolters Kluwer.

Dořičáková, Š., & Patrňák, R. (2017). *Aktuální otázky sociálního podnikání v České republice*. Ostravská univerzita.

Gojová, V. (Ed.). (2013). *Sociální práce v kontextu sociálního podnikání*. Marionetti Press.

English

Barna, C., & Rebeleanu A. (2021). *Challenges of impact measurement in an emergent social economy. An exploratory research in Romania*, CIRIEC 2107, CIRIEC Universite de Liege. Retrieved from: <https://www.ciriec.uliege.be/wp-content/uploads/2022/06/WP2021-07.pdf>.

Dima, G. (Ed.), Barna, C. (2013). *Social services in Romania. The role of the social economy actors*. Institute of Social Economy – Civil Society Development Foundation.

European Commission (2019). *Social enterprises and their ecosystems. Updated country report – Romania*. Authors: Mihaela Lambriu and Claudia Petrescu. Retrieved from: <https://op.europa.eu/en/publication-detail/-/publication/e571ad7d-67fd-11e9-9f05-01aa75ed71a1/language-en/format-PDF/source-112740451>.

Fábián, G., & Toldi, A. (Eds.). (2016). *The changing faces of social economy across Europe: a perspective from 7 countries*. Debreceni Egyetemi Kiadó.

Fayolle A., & Matlay, H. (2011). *Handbook of Research on Social Entrepreneurship*. Edward Elgar Publishing.

Ganslen, S., Losbichler, H., Niedermayr, R., Rieder, L., Schaffer, U., & Weber, J. (2012). *Perspective of the International Controller Association (ICV) and the International Group of Controlling (IGC)*. Retrieved from https://www.icv136controlling.com/fileadmin/Verein/Verein_Dateien/Grundsatzpapier/Grundsatzpapier_ENGLISCH.pdf.

Lambriu M., Petrescu C. (2019). *Social enterprises role in Romanian welfare systems*. CIRIEC, Working paper 1917, CIRIEC, Universite de Liege. Retrieved from: <https://www.ciriec.uliege.be/wp-content/uploads/2019/10/WP2019-17.pdf>.

Opincaru, I.S. & Crangasu, D. (2019). *Measuring the Impact of social enterprise – Case study CONCORDIA Bakery, Romania*. CIRIEC No.2019/15. Retrieved from: <https://www.ciriec.uliege.be/repec/WP19-15.pdf>.

Rebeleanu, A., & Popescu, L. (2016). Development of Social Economy in Romania. In Fabian, G. & Toldine, A. (Eds.). *The changing faces of social economy across Europe: A perspective from 7 countries*. Debrecen University Press.

Rebeleanu, A. & Demian, F. (2019). *Social Innovation – Need or Resource for Providers of Social Services*. In Bratianu, C., Zbucea, A., Hrib, B., Vitelar, A., Anghel, F. (Eds.)

2019. *Strategica Upscaling Digital Transformation in Business and Economics*. SNSPA, Faculty of Management.

German

Grohs, S. (2022). *Social Entrepreneurship nach dem Hype. Zwischen Konsolidierung, Skalierung und permanenter Innovation*. In Gehrlach, C., von Bergen, M., & Eiler, K. *Zwischen gesellschaftlichen Auftrag und Wettbewerb. Sozialmanagement und Sozialwirtschaft in einem sich wandelnden Umfeld*. Springer VS.

Stepanek, P. (2022). *Sozialwirtschaft nachhaltig managen*. Springer VS.

Vaudt, S. (2022). *Sozialökonomie. Eine kritische Einführung*. Springer VS.

Wendt, W. R. (2022). *Sozialwirtschaft*. In *Fachlexikon der Sozialen Arbeit*. Nomos.

Wendt, W. R. (2022). *Zwischen Kommerz und Commons. Zur Rekonzeptualisierung von Sozialwirtschaft*. In Gehrlach, C., von Bergen, M., & Eiler, K. *Zwischen gesellschaftlichen Auftrag und Wettbewerb. Sozialmanagement und Sozialwirtschaft in einem sich wandelnden Umfeld*. Springer VS.

Vaudt, S. (2022): *Sozialökonomie. Eine kritische Einführung*. Springer VS. Wiesbaden.

Romanian

(Romanian literature, language partly English)

Andersen, Ș., Angi, D., Barna, C., Burada, V., Burean, T., Constantinescu, S., Dumitrescu, V., Kivu, M. (Eds), Nicovescu, A., Opincaru, I.S., Pop, A. & Radu, B. (2017). *Sectorul neguvernamental. Profil, tendinte, provocari*. Fundatia pentru Dezvoltarea Societatii Civile.

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