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Design Thinking for Impact Incubation Toolkit



A toolkit for mentors of social entrepreneurs and the
use of design thinking

Project Impact Incubator for Nurturing Sustainability

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i2 SustainIT

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A toolkit for mentors of social entrepreneurship

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The Design Thinking for Impact Incubation Toolkit is developed under the Project № **2019-1-UK01-KA204-061873 “Impact Incubator for Nurturing Sustainability”**, funded by the Erasmus+ Programme of the European Commission under Key Action 2: Cooperation for Innovation and the Exchange of Good Practices, KA204 - Strategic Partnerships for adult education

In Europe, the interest in social entrepreneurship is strongly driven by the growing recognition of the role social enterprises can play in fostering social inclusion and inclusive growth.

The overall goal of the project is to maximise the understanding and transfer of knowledge on impact, impact investment and sustainability to tackle societal and environmental challenges.

The role of this toolkit is to arm the professional mentors with practical advices and tools for mentorship of social entrepreneurs in early stage of incubation of the social business ideas, using the advantages of the design thinking approach.

This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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The **Design Thinking for Impact Incubation Toolkit** is an intellectual output, produced under the Project “Impact Incubator for Nurturing Sustainability” (**i2 SustainIT**), co-funded by the Erasmus+ Programme of the European Commission. This is the second intellectual product within a portfolio of the following **four outputs** created under the project:

1. Impact Measurement Guidelines (IMGuide);
2. Design Thinking for Impact Incubation Toolkit;
3. Impact Investment & Sustainability Handbook;
4. Digital Impact Incubator Platform.

This toolkit shares the insights and experiential knowledge accumulated by the Knowledge, Innovation, and Strategies Management Club (KISMC) during the development of the results of the [Boost Aid for Social Entrepreneurship through Training \(BASET\)](#) and the practices and experience of all partners of supporting the social value chain and entrepreneurial ecosystem.

The toolkit has been produced by the international project team, managed by Dimitar Hristov with the support and participation of the following partners:

- KISMC - Bulgaria
- EPN Consulting - UK,
- IDEC - Greece,
- Creative District - Belgium,
- Worldview Impact Foundation - UK,
- CEED - Bulgaria.

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- Aris Chronopoulos, etc.

This toolkit is entirely dedicated to mentors in social entrepreneurship and the use of design thinking in their work.

An attempt to get into the mentor's shoes.



Design thinking is a user-centered, creative, and collaborative problem-solving methodology that the mentors use whilst working with the mentees. It requires a set of skills, attitudes and a way of thinking about the participation in the problem-solving process during peer-to-peer with the mentees

Empathy is at the heart of MENTORING.
“Without the understanding of what others see, feel, and experience, design is a pointless task”.

Tim Brown - IDEO

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INTRODUCTION

The **Intellectual Output 2 “Design Thinking for Impact Incubation Toolkit”** is the second instrument of the “The Impact Incubator for Nurturing Sustainability” (i2 SustainIT) Project.

The key idea for the development of this toolkit is that having the right design thinking tool, tailored to mentors to support social entrepreneurs, is of great importance for the early stage of incubation of a social business idea. Especially when expecting a high impact, whether societal, environmental, economic.

The **i2 SustainIT** Project is a continuation of an already completed Erasmus+ project - [Boost Aid for Social Entrepreneurship through Training \(BASET\)](#). The rationale behind continuing BASET and the tools developed during this project is the realization that mentors and investors, who play crucial role for the success and impact of social projects on the target groups, **need an additional and verified set of supporting instruments**.

Considering the conclusions made from the developed outputs in the [BASET project](#), i2 SustainIT is focused on:

1. needs of the target groups (social entrepreneurs, the beneficiaries of mentoring services) - to be more efficiently communicated based on better studied real-time needs.

2. the impact mentoring and investing in social enterprises, although these are topics with significant added value to tackling social and environmental challenges and are still under-explored.

These **two findings** within the [BASET project](#) provided us with insights creating a training environment for **upskilling impact mentors as well as equipping them with new tools**, focused on the design thinking process.

We have realised that **“if we create proper support and some additional tools, that enhance design thinking skills, abilities and knowledge of the mentors (facilitators,**

consultants, trainers, coaches and investors), then the social enterprises will be able to achieve better impact on their target groups and on solving social challenges”.

The “train the trainer” effect is known for a long time but this project is strongly focused on the impact and sustainability that diverse social entrepreneurship initiatives can be positively influenced by the specific instruments that mentors may use.

The design thinking integration into the mentoring process of social entrepreneurs can significantly contribute to one idea for social impact goes to a design of a technical solution and then successfully to go the market.

The design thinking approach emphasizes the rapid prototyping of a solution for quick feedback and reviews whether to continue with the development or alter specific elements to adjust to what actually needs to be addressed is.

The results of this **Intellectual Output 2** can be transferred to various industries where the social impact is a purpose and contexts as well as to other target groups when tailored to specific needs. The different sections could be an add-on to diverse materials when customized and adapted and will provide an opportunity for all types of mentors to apply a similar approach within their mentorship.

Assuring strong and supportive relationships is critical to promoting an inclusive mentorship culture. We believe mentorship has enormous potential to assure development of a more inclusive community. Mentorship consists ideally of a “reciprocal, dynamic relationship between mentor and mentee that promotes the satisfaction and/or development of both” (McGee, 2016). As we look at mentorship as a approach to promote creativity and diversity, strong mentoring relationships that strive to mentor across collaborative work have the potential to be transformative for mentor and mentee alike.

This **Mentorship Toolkit** provides a framework and some practical tools that can support a successful the relationship between mentors and social entrepreneurs.

1. What is Design thinking for impact incubation?

In the context of this project the “Design thinking for impact incubation” is a holistic approach, set of rules and principles that can enhance the impact of the diverse types of social enterprises and projects on resolving social challenges through a focused and well-defined role of mentors. The expectations from mentors in the same context are that they are knowledgeable and capable of using design thinking techniques, whilst working with the social entrepreneurs.

For better definition of this term, below are short answers of the following three key questions:

1. What kind of impact the social enterprise is looked for?
2. What is a social impact incubation;
3. What is design thinking for the mentors of social entrepreneurs.

What kind of impact the social enterprise is looked for?

Social entrepreneur is a social mission-driven individual who can find and act upon opportunities to translate inventions or technology into new products or services for social purposes. The social entrepreneur participates in the process of pursuing innovative approaches to social problems and possesses the attitude, talent, and skills to recognize the commercial potential of the innovation and organize the capital and other resources that can turn an invention into a commercially viable innovation. Social entrepreneur is defined as a leader or pragmatic visionary who¹:

- achieves large scale, systemic and sustainable social change through a new invention, a different approach, a more rigorous application of known technologies or strategies, or a combination of these,

- focuses on the social value creation and tries to optimise the financial value creation,
- innovates by finding a new product, a new service, or a new approach to a social problem,
- continuously refines and adapts approach in response to feedback.



Therefore, the social entrepreneur is an individual who is able to use the entrepreneurial principles to create:

- positive social change;
- new social value;
- new way of solving social problem or challenge.

To achieve social impact the typical social entrepreneur usually creates **social enterprise**. A social enterprise is an operator whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative way and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities.

Social enterprises use entrepreneurship, innovation and market approaches to create social value, positive change and new approach of solving the social challenges. It usually shares the **following characteristics**²:

¹ Swab Foundation for Social Entrepreneurship

² Social Enterprise Typology, Kim Alter

- **social purpose** - created to generate social impact and change by solving a social problem or market failure;
- **enterprise approach** - uses business vehicles, entrepreneurship, innovation, market approaches, strategic-orientation, discipline and determination of a for-profit business;
- **social ownership** - with a focus on public good and stewardship, although not necessarily reflected in the legal structure.

What is social impact incubation?

Social incubation in the context of this project has been defined *as a process of realizing a mentorship programme, designed to support social enterprises. Incubation is more important in the early stages of development of a social enterprise when it is targeted to the social entrepreneurs themselves. The earlier the incubation is applied to a social enterprise by a mentor or a coach, the stronger and more sustainable the influence of the social enterprise in its future activity can be.*

The resources offered by such a programme usually include training in entrepreneurial skills, mentoring concentrated on designing the business model and the business plan, networking with other social entrepreneurs and the broader ecosystems, and access to grants or seed capital.

Mentors are the main players in the social incubation process and their behaviour is more like that of business coaches. This requires **knowledge, skills and abilities in design thinking** and acting as entrepreneurs and co-workers in one peer-to-peer process. Although the impact incubation process is important to be applied in an early stage of social enterprises it can also be a broader and longer-term outcome from the activities of one social venture. A **mentorship programme** that is based on the design thinking approach may continue in the scaling-up stages of social enterprises to produce changes, benefits, learnings, or other effects on resolving social

challenges or serving the target groups (positive or negative, both long and short term).

What is design thinking for the mentors of social entrepreneurs?

As Tim Brown from IDEO has defined, „**design thinking is a human-centered approach to innovation**“. For mentors design thinking is a user-centered, creative, and collaborative problem-solving methodology that they can use whilst working with the mentees (social entrepreneurs). It requires a set of attitudes and a way of thinking about the mentors' own participation in the problem-solving process during peer-to-peer with the mentees.

***Design thinking for the mentors** is an iterative process in which they seek to:*

- *understand the nature, personality and business model of the social entrepreneur;*
- *challenge assumptions;*
- *redefine problems.*

It is also an **attempt of the mentors to identify alternative strategies and solutions** that might not be instantly apparent with the initial level of understanding of the challenge assumptions the social entrepreneur had in mind. Thus, **design thinking is a way of thinking and working as well as a collection of hands-on methods** which the mentors have to know and to use in their work.

Another finding is that design thinking is an expansive and iterative process³. A good mentor should resist the temptation to jump immediately to a solution to the stated social problem as it is proposed by the social entrepreneur. Instead, the mentor first needs to pay attention and spend time determining what the fundamental issue that needs to be addressed is.

The mentors' **design thinking rule** will be that *they don't try to search for a solution until the real problem is determined, and even then, instead of solving that problem, the mentors*

³ Don Norman, Cognitive Scientist & User Experience Architect; *The Design of Everyday Things*

should try to consider a wider range of potential solutions and share them with the social entrepreneurs. Only then the mentors would validate the proposal of the entrepreneurs as reasonable.

Consequently, we decided to call such a process - **design thinking process of mentors**. The **key areas** of expertise when they perform it whilst working with entrepreneurs are as follows:

challenge - knowing the social problems, needs and wishes of the target groups. Additionally, knowing about their context and how that context affects any potential solution.

technology - knowing what is feasible. The systems, mechanisms, or science that makes something work. The tools and materials available to work with.

business - knowing what is viable. The goals of the organization, or alignment to the organization's mission. The financial and human resource requirements.



As the mentors usually work individually with the entrepreneurs like coaches, they need to **play all these three roles** throughout the process. The mentor usually asks the entrepreneur to check the gathered information at the beginning of the process, to see the visualized ideas and to properly evaluate them, and to understand what solution the entrepreneur came up with to fix the problem. A problem might require many

different types of expertise to solve, and many iterations to target the best solution.

The mentor that practices the design thinking approach, is more powerful when he/she has a highly diverse **set of perspectives and areas of expertise**. **Design thinking requires the mentor to understand social entrepreneurs' researches, to uncover the real needs and the desires of the targeted market.** In the peer work with the social entrepreneur the mentor who uses design thinking approach is focused on the social challenges and the needs of the target groups in general and in particular on the understanding of the social entrepreneur for them.

Then, grounded in research and fuelled by creativity, the mentor and entrepreneur together come up with ideas, would create models of those ideas, and test those ideas in a cycle of iteration that moves toward a solution.

2. The principles of the design thinking of mentors for impact incubation

The principles of the design thinking of mentors for impact incubation are derived from the work on the [BASET project](#) and is based also on a questionnaire-based survey, made at the beginning of 2021 among 80 international mentors, who were asked to identify the needs to upgrade their own design thinking competencies. Among many principles that may be listed, the following **principles** are the key for developing this Toolkit:

2.1. The principle "behave as a design thinker"

You could be a mentor to social entrepreneurs without behaving like a design thinker, but our finding is that in this case your results and the impact that social entrepreneurs can have as a result of your support will be worse than if you had the behavior of a design thinker. What we have found from our peer work as mentors with social entrepreneurs is that in order to behave as a design thinker the mentor should be driven at least by the following **basic prerequisites**:

a) **understanding the mentee** (social entrepreneur) as a creative person who falls in love with the social problem and tries to solve it at whatever price. This principle starts with empathy and focuses on the own study of the mentor in order to really understand the social entrepreneur and its target groups.

b) **creating an open, playful atmosphere** that will fuel the creativity of the entrepreneur. It allows the mentor to frame the problem in a new fresh way, look at it from different perspectives, consider a variety of solutions and encourage the entrepreneur to be more creative.

c) **keeping the mind of the entrepreneur open** that testing the social solution is a must and its potential reframing is a regular result. Early rounds of testing and feedback help to ensure the entrepreneur is delivering solutions that the target group will love.

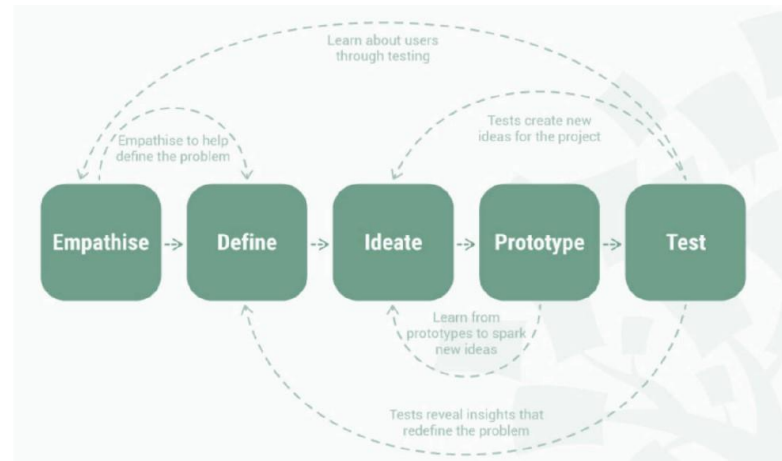
d) **collaborating with the entrepreneur** although they may have diverse perspectives on the social solution or impact. They have to work together, creating a team that encourages the different viewpoints and stimulates a co-creation process. This principle is very important and we call it a peer-to-peer working process.



2.2. The principle of “covering all stages of the design thinking process”

Although there are no people who know and can do everything and this process is rather

agile, this principle indicates the need for mentors to have basic knowledge and skills for **all five stages of the design thinking process**: empathize, define, ideate, modelling (prototype), and proof of concept stage (test).



Our finding is that the design thinking stages are one of the main vectors of the framework of the competencies of mentors. For each of them a unique question can be asked, the answer of which determines whether mentors can enhance the impact on resolving the social project through their peer work with the social entrepreneurs.

2.3. The principle the “competencies framework includes three elements”

We have found that there are **three elements** (set of skills) that we can identify as key ones in designing the profile of mentors:

knowledge - the body of facts, principles, theories and practices that is related to a field of work or study. In the context of the European Qualifications Framework, knowledge is described as theoretical and/or factual (European Parliament and the Council, 2008). In the context of the project the mentors need specific accumulated knowledge and experience to perform their role of mentors of social entrepreneurs. For example, a business consultant might have knowledge of the social entrepreneurship business modelling used in a consulting of social ventures. This doesn't mean the consultant knows how to play the role of a

mentor or coach for individuals - social entrepreneurs.

skills - the ability to apply knowledge and use know-how to complete tasks and solve problems. Skills are the proficiencies developed through training or experience. In the context of the European Qualifications Framework, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) or practical (involving manual dexterity and the use of methods, materials, tools and instruments) (European Parliament and the Council, 2008). In the context of this project the skills are specifically elaborated and learned abilities of mentors to perform their roles of mentors

abilities - the qualities of people of being able to do their work. There is a fine line between skills and abilities. In the context of this project abilities are the personal innate qualities of mentors to perform their roles to mentoring social entrepreneurs. The differentiator is whether a quality in question is learned or innate. The experts who desire to play roles of mentors of social entrepreneurs must know if they have innate abilities that are in help for their mentorship skills development. This mainly depends on the training programme for the upskilling of the mentors, that is being proposed as a draft in this Toolkit.

Therefore, in the context of this project the competencies of mentors include knowledge and behaviours that lead them to be successful in the mentorship. Competencies effectively explain how a mentors' behaviour achieves the desired results in their role. Examples of **competencies of a mentor** include:

- improvement of the social business processes,
- strategic planning, and
- measurement of the social impact.

2.4. The principle of the “minimum required variety of skills” or Pareto rule

This principle claims that 70-80% of the positive effect of a mentor in his/her work with social entrepreneurs can be achieved with 20-30% of the full list of knowledge, skills

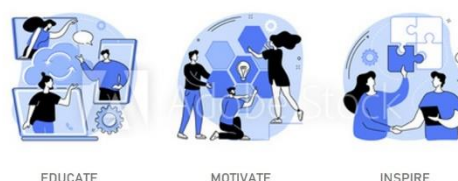
and abilities that represent his/her maximum “role profile” for mentoring the entrepreneurs. From a practical point of view, which was proved by our survey, if we conditionally assume that the full list of skills and knowledge of one mentor are 100 in number, he or she will be able to achieve a desired effect and/or the desired social impact with about 20 to 30 of these skills, if they are selected appropriately

What do these principles mean for this toolkit?

These principles lay upon the entire content of this toolkit. They lay the grounds of the skills framework of the mentors.

3. Who might read the Toolkit?

This Toolkit is intended for a large group of professionals such as **facilitators, consultants, mentors, trainers, coaches and investors, etc.**, that assist and facilitate social entrepreneurs so they are more efficient in scaling their business, and are able to survive in the valley of death. The main users are by definition those individuals who **educate, motivate** and **inspire** others to work on practical solutions to solve social issues.



The Toolkit can also serve all experts from Social Purpose Organisations and Business Support Organizations including social business incubators, social startups accelerators, etc. All these experts are keen to have design thinking skills and knowledge since this adds value for their work making it more efficient.

4. How to use this Toolkit?

This toolkit consists of two sections that are presented in a logical sequence.

Section A is dedicated to clarifying the term, typology and role of mentors of social entrepreneurs in the context of design thinking. For that purpose, the content of this section has been designed for clarifying the following topics:

1. Why is this toolkit intended for the mentors of social entrepreneurs and what principles are used in it?
2. Why is design thinking believed to be at the core of achieving a stronger impact of social innovation for social change?
3. What is the mentor's typology and his/her role in a process of incubation of an impact the social enterprise does over the target groups?

Section B provides the user with information and knowledge about available tools that can help the mentors of social entrepreneurs in the process of their own preparation and in their work with the entrepreneurs themselves.

The following tools are presented in this toolkit in a logical sequence:

1. **Competencies framework for mentors** of social entrepreneurs, based on mapping of their skills' needs and discovering the skills' gap for performing their mentoring roles;
2. **Tool for self-assessment of mentors**;
3. Draft of a **training programme for mentors**, that is based on the skills' gap's analysis, collected by an international survey. This draft programme the users may adjust every time to their concrete upskilling courses;
4. A **set of gamified elements** to teaching and learning the design thinking process of mentors or their mentees - the social entrepreneurs.

Recommendations how the readers should use this Toolkit - first, familiarize themselves with Section A to get into the context of design thinking and the way the mentors can integrate it in their work, and then, to look through Section B to understand and use the suggested tools.

Subsequently, this material can be used as a guide and recommendations when working

with social entrepreneurs or as a place to get and use practical tools that can be used in the mentoring process.

Section A

DESIGN THINKING OF MENTORS OF SOCIAL ENTREPRENEURS

In the corporate world, design thinking draws on logic, imagination, intuition, and systemic reasoning to explore the possibilities of what could be and to create desired outcomes that benefit the end-user (the customer).

A design mindset is not problem-focused, it's solution-focused and action-oriented. It involves both analysis and imagination. Design thinking is linked to an improved future and seeks to build ideas up - unlike critical thinking, which breaks them down.

1. Design Thinking - catalyst for social innovation

Human-centered innovation begins with developing an understanding of the customers' or users' unmet or unarticulated needs. Design thinking minimizes the uncertainty and risk of innovation by engaging customers or users through a series of prototypes to learn, test, and refine concepts. Design thinkers rely on customer insights gained from real-world experiments, not just historical data or market research. Design thinking requires a growth mindset, because, in essence, it is a journey of learning and experimentation. Business leaders need to create a culture that rewards risk-taking and teamwork, instead of individual talent. It encourages experimentation, prepares for early failure and treats failure as an opportunity for learning.

The same way of thinking as in the regular business world must be implemented in social business in support of social innovation where design thinking is engaged with

creating a positive impact on the target groups and beneficiaries.

The use of design thinking by the social business mentors and coaches is the same as by the business coaches when they work with the regular business with the difference that the mentorship process is loaded with a more emotional impact on the implementation of social innovations. This difference is similar to the controversy between the value proposition the regular business gives to the users or clients of a commercial product or service and the value proposition one hospital gives to patients of a medical service or the social entrepreneurs propose to the beneficiaries of social service, although these services can also be paid for.

1.1. Social innovation and why it is needed?

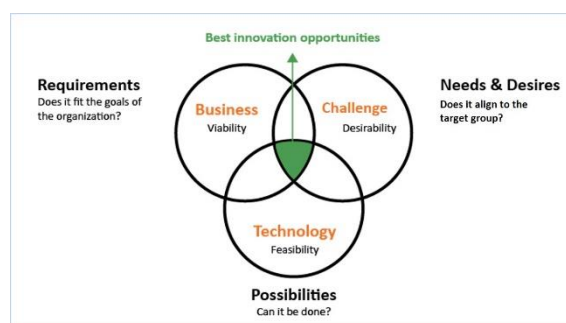
Social innovation is a human ability to generate and adopt new knowledge and ideas for the need of social effect. As, we defined it in the BASET model⁴. Social innovation is a tricky combination of social challenges to overcome some social dysfunctions and problems. It is the process of inventing, securing support for, and implementing novel solutions to social needs and problems. Social innovations have the potential to create both economic and social impact and exist across the public, private and third sectors. Social **innovation** usually emerges in the so-called "**area of best innovation opportunity**".

This is the area of intersection of the following **three areas** that every mentor or coach has to know and use:

- strong needs & desire for solving a concrete social challenge;
- opportunities to solve it through a viable business model;
- existence of technology able to solve the social challenge.

This relationship between social business, beneficiaries of social impact and technology

and how **social innovation** is created is demonstrated in the figure.



Social innovations are needed because they can evolve in different ways, from more informal diffusion to structured organizational growth, but the emphasis is always on addressing social needs. Funding for social innovation also happens through a variety of ways, with social impact investment being one particular approach that aims to target specific social objectives alongside a financial return. For example, to create a social business in order to find ways to care for an aging population, to train young people for jobs in a digital economy, and to maintain public services-all while public spending declines. Innovation is needed to help society overcome these social challenges.

Although creative thinking and the ability to innovate are inherent in individuals, i.e., of social entrepreneurs as individuals, in most cases social innovation is identified and studied as an opportunity for an enterprise to introduce and achieve an effect on a large group of people or specific beneficiaries.

Therefore, in this section, we will consider social innovation in the context of an enterprise and as one of its most important characteristics, which identifies it as a **social enterprise**.

How a social enterprise can be identified by mentors?

A social enterprise is a structure created and designed by a person with a clear social purpose. The products and services provided

⁴ Boost Aid for Social Entrepreneurship through Training (BASET) - a project co-funded by the Erasmus+ Programme of the European Union to support the social entrepreneurship

ecosystem by creating mentoring and training schemes as well as investment readiness support corresponding to the specific features of social enterprises.

are developed to generate social impact rather than commercial benefits. To identify whether an enterprise is a social enterprise is one of the most challenging and important questions that mentors and other facilitators need to understand before starting working with social entrepreneurs.

Therefore, a social enterprise is a venture that in general has the primary purpose of social impact, while also seeking to be financially viable. This is an organisation that, regardless of its legal form, has the primary objective to tackle a social need and then seek to deliver financial return to investors.

There are at least **five criteria** mentors can use to identify a social enterprise⁵:

- 1. outcomes focused:** the activities of the social venture should be intended to have a positive effect on a specific group of people.
- 2. innovative:** the social venture's activities should have an impact that goes beyond that which already exists. Innovation may be seen in the product, process, business model or financing.
- 3. evidence-based:** the activities of the social venture should be consistent with what existing evidence suggests will be impactful, and the venture can explain a logical model connecting its activities to an outcome.
- 4. inclusive:** the products and services offered by the social venture should be designed to benefit all people in the target population, and the venture should plan to make its products and services accessible to and affordable for the targeted population.
- 5. scalable:** the output (products or services) of the social venture should be able to grow to reach a level of economies of scale.

1.2. The design thinking process for social innovation

As previously stated, design thinking is a co-creative, collaborative process that helps

social entrepreneurs and their mentors become more creative and innovative. It is especially useful in solving complex human problems through innovating.

What would be different if mentors apply design thinking to the way the entrepreneurs lead or manage innovation in their social enterprise?

There are many ways the mentor thinks like a designer. When the mentors work with clients or target groups to help them to innovate, they should integrate design thinking with whole-brain thinking. These practices work best to generate a diversity of ideas and perspectives, which in the case of solving social problems is a significant challenge.

We recommend in this Toolkit that mentors of social entrepreneurs use the following **10-steps process of design thinking** to solve social problems with innovations, which we have adjusted for the needs of mentors on the basis of an article of Linda Naiman "[How Design Thinking Adds Value to Innovation](#)"⁶.



1. Discovery

Understand the social challenge your mentee is focused on and learn about it in depth. Design thinking starts with an end goal, the desired future, and approaches to how you or

⁵ NESTA. Investing in innovative social ventures. A Practical Guide p.11

⁶ Linda Naiman; Mentor, trainer, founder of Creativity Work, www.creativityatwork.com/2016/07/18/how-design-thinking-adds-value-to-innovation/.

your mentee can make it happen. The topic should be one you find compelling and motivating. Research your topic for insights and try to find a similar story from your own experience. What do you need to understand in your mentee's case?

What are the opportunities embedded in problems your mentee has discovered?

2. Observe

Look for cases and evidence of similar innovations. The innovations usually are improvements of already existing solutions that are to be implemented in a new way and advanced technology that makes them more effective.

Study and/or observe users or beneficiaries as they interact with the similar innovation (product, service, or process) that you and your mentee have identified. Is there a disconnect between what someone says and what they do? Has she created shortcuts or workarounds?

3. Empathize

Put yourself in the shoes of your mentee. To create meaningful innovation, you need to know its target groups as real people, not just users, and to care about their experiences. Ask open-ended questions to identified beneficiaries, such as, "What problems are they having? What does success in social problem-solving mean to them? What do they stand to gain or lose?" Ask "why" questions to dig deeper.

4. Leverage stories to discover insights

What stories do target groups or beneficiaries talk about their experiences with the innovative social solutions your mentee provides them with? What are the hopes, fears, and goals that motivate them? What insights can you draw from their problems and aspirations?

5. Frame and reframe

Shift your perspective to that of the beneficiaries or stakeholders and what they value. Framing the right problem is the only way to create the right solution. Make sense

of research by seeing patterns, themes, and larger relationships between the pieces of information. Uncover customer insights to reframe problem areas into opportunities.

6. Ideate

Now that you have some deep insights about the beneficiaries, the most powerful question you can ask to spark creativity in the mind of your mentee is "What if?" Brainstorm ideas for offerings that will deliver value to the target group. Build on ideas by asking "What else?" Ideating is more than writing on post-it notes.

When you work as a mentor or coach with social entrepreneurs you should engage them in activities involving diverse stimuli such as drawing, painting, storytelling, and improvisation to create a lively idea-friendly atmosphere.

7. Decide

Ask your mentee to display his/her ideas on a wall and ask, "What wows?" Ask the mentee to vote for the best options based on criteria such as desirability, technical feasibility, and business viability. Both of you and the entrepreneur can then choose one to three ideas to prototype and test. This will make the mentoring process easier and save you from draining the mentees and your energy by debating every single idea.



8. Prototype

Use prototypes to explore potential solutions. Rapid prototyping of the identified solution by you and the entrepreneur and allows you to test out the generated ideas quickly and cheaply. Prototypes can be digital, diagrammatic, or three-dimensional. The value of prototypes is in the reactions you will get from the beneficiaries or end-users.

9. Validate the innovative idea

Ask the mentee to invite selected beneficiaries or end-users to test out and respond to the achieved prototype. How do they feel about the solution? What feedback do they have? Their responses will inform you whether the social entrepreneur moves forward or kill the idea before additional resources are invested.



10. Iterate

Treat the initially generated ideas with your mentee as stepping stones to the right solution. Tell the mentee to keep in mind that the design is not linear. It is an iterative process and he/she has to use feedback to improve on the ideas and keep iterating until there is nothing more to add or subtract.

1.3. How design thinking adds value to social innovation and impact?

While not a panacea for social challenges, design thinking adds value to the knowledge creation within the innovation process by being inclusive, allowing a shared understanding to evolve, being motivating and empowering, and through practical learning has the potential to be embedded among participants.⁷

Successful traditional companies are always looking for new ways to compete in the marketplace and design thinking is one approach, which the corporates use for that. Design-led companies such as Apple, Coca Cola, IBM, Nike, Procter & Gamble and Whirlpool have outperformed the S&P 500 over the past 10 years by an extraordinary 211%, according to the Design Management Institute.

Social Innovation, as defined by the Stanford Center for Social Innovation, “is a novel solution to a social problem that is more effective, efficient, sustainable, or just than current solutions. The value created accrues primarily to society rather than to private individuals.”

Social innovation is a broader term than social entrepreneurship or social ventures which may focus more on socially conscious profit-making than directly addressing and making sustained change to a social problem. Social innovation is also different to service learning, though the two approaches share DNA.

While service learning might be more project-based and constrained by the limits of the course, social innovation initiatives are usually broader and ongoing, but a service-learning project can certainly contribute to the work of a social innovation initiative.

Our research in understanding how design thinking adds value and can enable social enterprises to achieve their mission is in its very early stage and is not the mission of this Toolkit.

We treat design thinking and social innovation as two contested concepts.

⁷ Catherine Docherty (2017) Perspectives on Design Thinking for Social Innovation, The Design Journal, 20:6, 719-724, DOI:

10.1080/14606925.2017.1372005;
<https://doi.org/10.1080/14606925.2017.1372005>

Design thinking is a process as well as a mindset and is widely viewed as a mechanism for addressing 'wicked problems' and exploring possible futures.

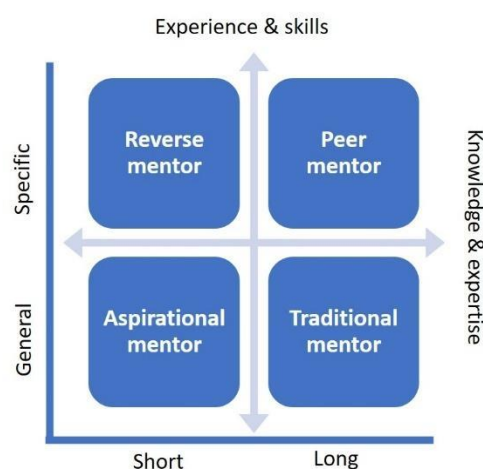
Social innovation enables new ways of tackling social needs and creating new relationships by both empowering citizens and generating social benefit. Design thinking, therefore, seems well placed to facilitate new solutions to the complex and challenging civic issues that our communities and society face.

2. Design thinking - the way mentors can help social entrepreneurs

2.1. Typology of the mentors of social entrepreneurs

What type of mentor should social entrepreneurs look for?

Mentoring relationships are dynamic, personal, and fluid and the decision is usually a challenge. The mentors should suit the needs of the social entrepreneurs and often must be changed over time. The entrepreneurs can have multiple mentors, a network that they can rely on for different things at different times. Each mentor brings with them a unique perspective, skill set, and history of experiences that the entrepreneur can leverage. While many people picture an older, more senior person as a mentor, now the disruptive environment of fast technology changes and shortened innovation cycles has flipped that image on its head.



There are proposed in the figure four types of mentors that the social entrepreneurs could

look for when they plan to embark upon a mentoring relationship in order to increase the impact of their social business and social idea over the target groups.

How this typology relates to the design thinking of mentors is explained **below**:

Traditional mentors. The traditional mentors are someone who fits the idea most closely associated with the mentoring: older, more skilled individuals who have more experience than the entrepreneurs do in general business and life issues.



Their level of business practice and accumulated skills can serve entrepreneurs in many areas of the business starting from strategy and marketing till operational management and decision making for the social business canvas elements like partnerships, target the beneficiaries, prices, value proposition, etc. The traditional mentors use the design thinking approach because this approach is quite known for them or practices it intuitively, based on their own extensive experience.

Practical mentors. This type of mentor is also known as a peer mentor. Peer mentors are theses the social entrepreneurs might seek if they need a real-world take on how to approach a concrete social problem or situation. While practical mentors can inspire in general, their main goal is to give the entrepreneurs pragmatic advice that they can apply immediately to their work or life in specific areas of knowledge and practice. The quality ideas of these mentors on emotional intelligence can help solve many issues within the social sector. The practical mentors can very often be those partners of the

entrepreneurs who hold and encounter comparable types of issues and situations as they do. They are very pragmatic experts and it is expected that the design approach and design thinking are well known and used by them.

Reverse Mentors. These are in a reverse mentoring relationship with the entrepreneurs who are the same age, elders or younger as the entrepreneur and less experienced persons in doing business but with a very high level of knowledge in specific technology or business areas. The key here, though, is that such persons are more knowledgeable and experienced in critical areas or fields of knowledge that the mentees want to learn about. Such persons can be good mentors with the expertise, for example, in programming, project management, product design, product testing or in many other concrete technology solutions.



Although this description is similar to our understanding of experts, the participation of such experts in the mentoring process is motivated by the expectation of playing the roles of mentors in the specific area of knowledge the entrepreneurs need.

Aspirational Mentors. Aspirational mentors are someone the social entrepreneurs could look to for inspiration. Such inspirational people are not obviously with very big experience but they have qualities the entrepreneurs admire and they want to work with or follow them.

These mentors are those who inspire people through their work and have many followers

who consider such persons for mentors - even though they have never met.

Entrepreneurs can learn by watching, listening, and reading what such persons have communicated because of their way of inspiring others. It is not expected for such persons to be deeply involved in the design thinking but their general knowledge and skills in psychology and leadership are very high.

2.2. High-impact design-thinking model for mentors - where and how they can help

There are **five key elements** of the design thinking process that mentors can exploit for high impact:

1. Human-centered. If mentors don't understand the person who will be using the product/service they're trying to create, it simply won't work. This principle starts with empathy and focuses on research to really understand people-clients, customers and users.

2) Creative and playful. The mentors have to create an open, playful atmosphere. It is critical to fuelling creativity. It allows mentors to teach the entrepreneurs how to frame the problem in a new way, look at it from different perspectives and consider a variety of solutions.

3) Iterative. Once mentors during the mentorship realize that the entrepreneurs have come up with a final solution for the social challenge, it's important they keep the eyes of mentees open for possible challenging and reframing the social problem. They should insist on testing, iterate, test and test again by the entrepreneurs. Early rounds of testing and the feedback can help ensure the mentors whether a social enterprise delivers solutions that the target group will love and the impact would be achieved.

4) Collaborative. Mentors must have diverse perspectives when working together with the mentees. They should be creating multidisciplinary teams with the entrepreneurs and their stakeholders and to

encourage different viewpoints in the co-creation. Working of these groups in a flat hierarchy is a must.

5) Prototype driven. The mentors know and stimulate the mentees to know how to use the prototypes and how to communicate and test the data they have collected in the prototyping stage. Whether it's a sample product or an idea drawn on paper, creating tangible representations of the social solutions the entrepreneurs have ideated should be used in order to allow for sharing and gathering feedback, which will make the management of impact of the social solution more effective.

Section B

DESIGN THINKING TOOLS FOR MENTORING

3. Competencies framework for mentors

The competencies framework for mentors of social entrepreneurs in their role as design thinkers includes a set of competencies (skills, knowledge and abilities) that was obtained as a result of the focus group mapping and brainstorming, enabling a credible opinion from a group of professional mentors. How was this mapping performed?

3.1. Mapping the design thinking skills needed

For the mapping we used a **fast-track quiz** as well as an online **brainstorming session** in a focus group of 15 professional mentors who were asked to generate as many as possible statements to five open questions, all related to the five key stages of the design thinking process. The schema of the design thinking process and the corresponding 5 questions are presented below per stages:

Empathise

First question: Why is needed the ability of one mentor to put himself/herself in the social

entrepreneurs' shoes, to know who they are and truly see the world through their eyes in a given situation? *What are the needs of one mentor to improve his/her abilities in this area as a mentor?*

Define

Second question: What one mentor should do and what skills and knowledge she/he has to possess in understanding the problem that one social entrepreneur will be trying to solve? *What are your needs for having know-how or good practices to improve your status in this area as a mentor?*

Ideation

Third question: How can one mentor facilitate the process of generating a broad set of ideas on a given topic of one social entrepreneur? *What are your needs for upskilling yourself in this area as a mentor?*

Modelling (prototype)

Fourth question: How can one mentor motivate the social entrepreneur to use a prototype or modelling for solving the challenge? *What is a gap in your knowledge and skills in this area as a mentor?*

Proof of concept (test)

Fifth question: What methods and techniques one mentor can use in support of the social entrepreneur's proof of its business concept implementation? *What is the most important for you to be a mentor for this area of knowledge and skills?*

Since it was an open questionnaire-based quiz, we received 171 statements, every one of which can be related to one or more competencies. These statements were groped and prepared for the brainstorming session.

How the brainstorming session of the focus group have been organised?

Having all these 171 statements a brainstorming session of a focus group was organised. The process has applied the following **consecutive steps**:

1. Defining the problem

In the first step the participants in the brainstorming session had to discuss “What are the most important learning and training needs in design thinking of mentors of social entrepreneurs” and all were asked to read the statements for every question and to come to a consensus on “What statement from the list of statements for each particular question is most important as a competency for a good mentor”? In such a way the statements were listed based on their importance and during the analysis some have been taken out. Finally, a list of 5 well-defined competencies (answers) as per each of the five questions were taken into consideration.

2. Lay out the context and definitions

Slides with definitions of “mentor of social entrepreneurs”, “design thinking process”, „self-evaluation competence grid” and other key terms that are important for the discussion were presented to the participants and were asked what they already know about the context of the prepared questions.

3. Picked an appropriate facilitator

A facilitator who is able to keep the session on track was selected to manage the brainstorming session. The facilitator was with knowledge and experience in this problem area and within the context and key definitions.

4. Invited the right people

The group who already took part in answering the written answers (judgements or statements) was invited to this online session. Although it was not important whether all participants are experienced mentors with high scores from the test in our case the participants were professional mentors with varying cultures, backgrounds, and age.

5. Set the agenda

The facilitator devoted 10 minutes for setting out the problem, questions, boundaries, context and key terms and definitions. The brainstorming session took 50-60 minutes for reading, discussing, and identifying the best of the statements presented in the preliminary list of statements.

6. Holding the online session

After the introduction for setting out the problem-question, context, and key terms and definition the brainstorming was structured as follows: the facilitator shares the list of the preliminary ordered answers/statements; then he read the statements one at a time, giving any needed clarification, and, with the input of participants, he marked and grouped them into three categories: 1. most important; 2. important but could be without them; 3. unimportant or meaningless. The output from the session consisted of a list of the most favoured responses (competencies) in regards to the mentors' needs of using the design thinking approach.

As a wrap-up, the facilitator explained the next steps and what would happen to the group's statements and ideas.

The result

The result of this mapping process described above is “**Design thinking competencies framework for mentors of social entrepreneurs**”. The framework consists of three most important areas of competencies mentors have to demonstrate and use - knowledge, skills and abilities. It includes five competencies per each of these three areas of competencies per each of the five stages of design thinking (empathize, define, ideate, modelling and test). This gives us **75 competencies** that we have identified as most important for the mentors in their roles of design thinkers.

The framework is presented in **Annex 1**.
Design thinking competencies framework for mentors of social entrepreneurs.

3.2. Mapping the design thinking skills gap

To map the skills' gap, we used a survey that has been opened for unlimited access from January 2021 till the end of March 2021. Mentors of social entrepreneurs were invited to take part in this survey. Answers from 80 mentors from 20 countries were collected. The survey consisted of 15 questions with 5 answers per question which responded to our competency's framework of 75 competencies.



From all 75 pre-selected relevant knowledge, skills and abilities that mentors in the field of design thinking should possess, we have selected the ones that best reflect the needs of this target group and their skills' gaps. Applying Pareto's approach, we have accepted that these knowledge, skills and abilities, which are declared as insufficient by more than 25 out of 80 participants in the survey, are the ones that lack and should be paid the most attention for upskilling coaches in general.

Thus, a total of 24 (32%) of our proposed 75 skills fall into this category, which mentors define for themselves as missing or underdeveloped, which are arranged in the table in descending order.

The result is a list of skills, knowledge and abilities selected by the mentors, which are most lacking or insufficient for them to carry out their activities as mentors in their role of design thinkers. This is presented in **Annex 2. List of skills gaps.**

This batch of skills was finally used as a basis for development of an upskilling training programme for mentors.

4. Design thinking roles of mentors for impact incubation

Design thinking is present in every role that a trainer or a coach can take in his mentoring role of peer-to-peer working with his mentee - the social entrepreneur. This is because design thinking on the one hand is a process that goes through separate stages, although they are not linear as we have already mentioned, and on the other hand design thinking is an approach and philosophy, the use of which requires knowledge, individual abilities and acquired skills of the player of this role.

Therefore, below we present only **selected roles** of the mentors of social entrepreneurs, in which we suppose the design thinking is particularly strong in the mentoring process.

4.1. Role playing of mentors - importance and recommendations

It is almost by default clear that social entrepreneurs are usually with a creative mentality and can better take advantage of design thinking in exploring innovation opportunities for achieving impact than the so-called traditional entrepreneurs.

They are usually much more engaged and energised in their business projects because they are driven by a social mission and for them the business project is a tool for the solution of social problems and making an impact. The entrepreneurs desire and can use mentors with skills of design thinking because both parties have a common language to communicate effectively. The design thinking process helps mentors and mentees play together producing higher quality ideas than by being purely analytical or theoretical mentorship. Thus, among **many roles** the mentors of social entrepreneurs play, for the purpose of this Toolkit, **three leading and dynamic roles**:

- mentoring for impact

- mentoring for leadership
- mentoring for growth, strategy and innovation.

Mentoring for Impact

Planning and measuring impact and achieving the highest efficiency and effectiveness of a social business focuses on the finding and design of key areas and indicators of this business. The task of every mentor is to coach the entrepreneur in this area. Just as any other businesses, social enterprises must niche their impact. While the **UN Sustainable Development Goals** are a great framework for thinking about development, not many social enterprises have a mission to "fight with global problems" and this is "lessons learnt" by the leading mentors.



Planning and measuring the impact and achieving the highest efficiency and effectiveness of a social business focuses on the finding and design of key areas and indicators of this business. This is one of the main tasks of every mentor when he/she starts working with the entrepreneur.

Ultimately, impact management is data processing for reviewing evidence, learning, adapting and improving the activity of the social enterprise. Only data that will ensure the grounds for decision-making in regard to the business canvas fields needs to be collected. Mentors can partner with their mentees so mentees can see the bigger picture.

Design thinking in the evaluation of the impact provides opportunities for mentors to advise how to look at the available evidence, to see whether the enterprise achieved what they set out to achieve. Mentors can help the

entrepreneur to be on track to where its enterprise is trying to reach, to answer the question whether the recent approach has been as effective and efficient as he/she would like?

The main principles of social impact the mentor should follow by use of design thinking in the mentorship process are:

- helping the entrepreneur be empathized and test as much as possible options in the social value creation and measure the impact in the key milestones by properly selected KPIs
- advising the entrepreneur how to balance the economic value and the social impact using the creative thinking methods and games in the feasibility studies
- collaborating with the entrepreneur in the process fining impact and designing impact models encouraging different viewpoints
- prototyping, testing and applying market mechanisms for social change.:

Mentoring for Leadership

The main task of every mentor is to help the entrepreneurs to scale their social impact, and therefore their business results. This is when at some point they have to multiply the efforts by leading other people and cooperating with many stakeholders. In such a way, communicating, coaching, creating culture and other key skills begin to take priority over the technical know-how, that is the entrepreneur has.



The mentors have to teach the social entrepreneurs how to attract, recruit, grow, manage, motivate and lead others. This is the

bottleneck to growth for any start-up and social enterprise in the early stage of growing, moving from a team of co-founders to a team of teams. Since design thinking can be applied to all areas of the business the mentor can use it to transform the way the entrepreneur thinks on its leadership role and management skills.

While social entrepreneurs often have a waiting list for the mentors' services it is key for the mentors to emphasize on the importance of the leadership style of the mentees in all stages of the business and in their relations with the mentors. The mentees have to learn that the main principle of a good mentor is to use and teach the mentees in the human-centric approach if they want to uncover the opportunities that come from the leadership skills in social entrepreneurship, which usually are as follow:

- be able to lead mission-driven social ventures
- can manage organisational change
- can negotiate for creating shared social value
- be able to evaluate for sustainability and impact

Mentoring for growth, strategy and innovation

Any social business, if it is an enterprise, unless it is a not-for-profit organisation, is actually a business. Businesses survive and thrive from sustainable, profitable growth. Social businesses have social impact only when they sustain the business, create profit and grow.



This can be achieved by strategies for innovative and sustainable business models

and revenue streams. Obviously, there are non-profits that are doing well and doing good. And yet, they must grow a sustainable source of funding to create a social impact. Thus, in a sense, money and mission are never totally detached.

One of the main roles of mentors of social entrepreneurs is to lead and support their mentee on the path of achieving business growth within an original and pathfinding business strategy. The most important areas, as our experience shows, in which the mentor plays roles as a design thinker are:

- finding the unique business model innovation for impact
- building a sustainable revenue model
- scaling up and funding the growth of the business
- launching sustainable impact initiatives.

Below are listed some of the most important roles in regards to which mentors need high level of knowledge, skills and abilities during the mentoring process.:

- partner for constructive discussion
- storyteller - tells stories to inspire mentees
- advisor - gives expert advice
- knowledge sharer - shares professional knowledge when needed
- coach - asks questions that provide new insights
- critic - provides constructive criticism and feedback
- networker - supports mentees in developing and using networks
- door opener - opens doors and provides references
- friend - encourages and supports mentees
- sponsor - provides mentees with career guidance

4.2. Self- assessment tool for mentors

There are many studies and proposals on what skills one professional mentor of social entrepreneurs must possess.

The questions below showcase examples of questions for mentors?

- Do you meet regularly in person with the social entrepreneur trying to get to know each other better?
- Do you share the values of your mentee - the social entrepreneur?
- Do you share the passion for social change of your mentee - the social entrepreneur?
- Do you want to contribute to the mentee's goals for sustainable impact?
- Do you work with the social entrepreneur to identify and reflect on specific goals and actions related to the community?
- Do you help your mentee, the social entrepreneur, to identify other sources of support?
- Are you mission-driven when supporting the social enterprise? Is your mission related to adding value to the community?
- Are you a genuine and compassionate person?

Many other questions can be issued in regards to making a profile of a mentor of social entrepreneurs. Here we propose an approach of **self-evaluation through a fast online quiz** of people who believe or desire to be mentors of social entrepreneurs, but only from the point of view of their knowledge, skills and abilities in the use of the **design thinking approach**.

This **supporting tool** outlines a fast profile of interviewed persons to understand if and how well they can use the design thinking approach for mentorship of social entrepreneurs.

The test doesn't claim completeness and comprehensiveness, but it can definitely help these experts consider the effectiveness of design thinking in their work as mentors of social entrepreneurs and check their competencies for using it.

How does it work?

The participants in this quiz have **to indicate how far they agree with 15 judgments** (see below) in regard to themselves, as mentors! They have to be honest with themselves and be realistic and have to select only one of the four answers. Once they've finished, they

would be able check the score generated and read the interpretation of their answers presented after the questionnaire.

Questions and judgements for self-assessment



We propose the following 15 judgements, which the mentors can be asked to decide how far they agree or disagree with:

1. I know and empathize with my mentees in starting their social enterprises. This is because I am familiar with social entrepreneurship, I know the interaction of market forces in the ecosystem, I can tell stories of good practices, and I have basic knowledge of social anthropology and psychology of social entrepreneurs.
2. I have skills to empathize with what my mentees need at their start of social enterprises since I have a general and multidisciplinary culture, can listen and ask the right questions, open mind, empathize and be tolerant of their opinions.
3. I have qualities that help me to empathize working with the entrepreneurs including emotional intelligence, ability to gain trust and confidence in the success, to provide solid argumentations when discussing with the mentees, ability to look at the case from another perspective, and to demonstrate leadership.
4. I am good at defining problems or challenges that are reasons for emerge of social enterprises. This is because I know

enough well the basics of problem-solving and decision-making, strategic and business management, social and business needs analysis techniques, doing marketing studies, and using statistical methods.

5. I have the skills to support mentees in defining social ideas based on systematic and holistic vision even for specific challenges as well as I have an ability to communicate with and help them in managing time, projects, and change.

6. My personal qualities can help to define social business ideas. This is because I am rather an introvert than an extrovert, a person with a strategic way of thinking who can design out of the box, who has a causal analysis predisposition, and with social openness, and desire to network.

7. I have the knowledge to help my mentees in their better social ideas' generation! This is because I have a high enough knowledge of innovation management, techniques for idea generation and analytical methods, and producing and using sectorial, functional, and business analyses.

8. I have skills that can support mentees to generate their business ideas properly in a dynamic environment. I can moderate and mediate in diverse groups, manage group dynamics, be with human and environment-centered concern and use open-access resources, as well as visualize the cases when needed.

9. I am good at idea generation and can help mentees in the ideation stage. I have a predisposition toward multifunctionality, analytically, criticalness, and combativeness as well as a non-standard way of thinking, I can motivate the process of ideation and observe and gain insight into the behavior of mentees.

10. I know how to help mentees of building models, using mind mapping, social business mapping, how they prepare the social business canvas, use and teach lean & agile business approaches, and monitor the social projects KPIs.

11. I have the skills to support my mentees in modelling solutions since I am good in team and project management, in matchmaking alternatives, describing cases in an easy way, problems & business presenting, and using modern ways of modelling?

12. I have qualities for modelling social business solutions since I have an ability to work with the mentees, can apply an engineering approach to things, be ready for change, accept other opinions, and work under pressure. I can help mentees to softly land their ideas in reality.

13. I know how entrepreneurs can prove their business concept and the proposed solutions, I can help them to use a risk analysis and mitigation plan, as well as 6 Sigma, TQM & BSC, impact assessment methods, product life cycle concept, and feasibility and viability assessments.

14. I have the skills to support the mentees in the "proof of concept" stage. I can help them to test and verify the social solution. I have skills in digital intelligence, testing, reporting, data management, experience in facilitating and moderating the process, focus group forming, and pitching.

15. I have personal qualities to support the mentees in the proof stage of their social solution development. For example, I can stay neutral in the process, avoiding the necessity of choice, apply a positive attitude during the testing, impartiality for the results, and demonstrate moderate *behaviour* and expectations. Do you agree with this statement in regard to yourself?

Interpretation of results from the self-assessment

The final evaluation is performed by collecting the points of each of these 15 answers. The points awarded for each answer are as follows:

- ☐ Yes - 5 points
- ☐ Rather yes - 3 points
- ☐ Rather no - 1 point
- ☐ No - 0 points.

It is assumed that each answer and the points obtained for it are of equal weight in determining the final score. The score ranges from 0 to a maximum of 90 points.

Here are the interpretations of the results according to the number of points received of the self-evaluation quiz that give some initial profile of the "design thinking mentors":

76 points - 90 points - such mentors know very well and have excellent skills for design thinking in social entrepreneurship. These mentors are most likely active entrepreneurs, visionary, trainers, owners or managers of companies or business organizations, who have the abilities, knowledge, and ambitions to contribute to solving social or global challenges and problems. They may be business or personal coaches, professional consultants, advisors or teachers, owners or professional managers of business support organizations or professional investor organizations. Whatever their current professional roles are, these mentors know the design thinking approach and the specificity of social entrepreneurship, as well as what gives them advantage to use this approach effectively in the mentoring process. Although these mentors have specific urgent needs of upgrading the knowledge and skills in the near future to fulfil the role of mentors, they will need every day updated information about the social business models and successful business cases and practices that can be used in their peer working with social entrepreneurs. Additionally, the design thinking games will help them to equip themselves with easy to learn behaviour models of social entrepreneurs and to use these games in the training of social entrepreneurs.

46 points - 75 points - such mentors have a good enough level of knowledge and skills in the design thinking approach and are able to take advantage of it in the mentorship of social entrepreneurs, if such an area is of interest for them. Such mentors are probably either entrepreneurs with good experience in the social business area or have interest, knowledge and practice in managing people,

business activities, projects and endeavours or are experienced consultants or coaches in general management or in specific business areas, including in the social. Nevertheless, some areas of knowledge and skills in respect to design thinking are not fully covered by these mentors and still need an upgrade. Such experts can be advised to use specialized literature and professional platforms on design thinking and to use them in social entrepreneurship development. The recommendations to these mentors are to read good practices, follow professional publishing platforms and articles that are related to the design thinking approach, play games that can be found in the specialized platforms, including those in this Toolkit, and to participate in mentorship training programmes.

16 points - 45 points - such persons have the potential to develop knowledge and skills of mentors of social entrepreneurs in the future, but this is not their mission at the moment. The qualities and knowledge of these participants in the self-evaluation are more about their own use than the desire of becoming mentors. Such persons would expand their knowledge of social entrepreneurship and the design thinking approach through reading specialized sources, study good practices, inclusion in training courses or in mentorship programmes as mentees. If these participants in the test have the attitudes and prerequisites to be social entrepreneurs, they can find out to some extent by doing a social entrepreneur's test. If the role of a mentor of social entrepreneurs is important for these persons, we recommend that they upgrade their own competencies by using the BASET model and the Train the Trainers Toolkit, developed within the BASET project. Ultimately, they can visit proper courses for this purpose.

0 points - 15 points - these participants in the test certainly don't have enough knowledge, skills and abilities to serve as mentors of social entrepreneurs. They would most likely not be engaged in such an activity, because any efforts made in this direction may not produce

the desired results. Most probably these persons have no attitude and prerequisites of becoming also entrepreneurs and even less social entrepreneurs. Nevertheless, if such persons are interested in what social entrepreneurs are they can read the outputs of the [BASET project](#) and take the [Entrepreneurial Self-Assessment Survey](#) and the [Fast-track Test for Social Entrepreneurs](#)

4.3. Draft programme for upskilling mentors

A program for training the mentors of the Social Entrepreneurship is rather a template for designing courses and curricula for each training of mentors (group or individual) depending on the training objectives. An appropriate tool for creating training curricula, which can be used by any training organization engaged in training mentors or by mentors themselves in their self-training is created under the BASET Train the trainers' Toolkit (TTT), which can be accessed here: <http://www.baset.info/train-the-trainer-toolkit.html>.

The draft of this template is presented in **Annex 4. Train the mentors draft programme.**

5. Set of tools for mentors

5.1. Introduction and guidelines for mentors

All over the world, social entrepreneurs are implementing creative solutions that meet social and environmental challenges, often without enough resources or by improvising their own solutions. It is obvious that there is a growing need for new methods, new tools, and new solutions to enable young social entrepreneurs to survive and renew themselves continuously.

Design thinking is a creative intellectual process aiming to bring solutions to daily problems related to economic, social and environmental issues. The objective of design is to transform society by providing solutions to problems. Moreover, this methodology also consists in recreating this proactive approach in a controlled environment, where it is possible to launch ideas and experiment without fear.

Indeed, the social entrepreneurship sector is conducive to the adoption of innovative approaches, and it has been amply proven that the culture of design thinking can unleash significant impact. In this same perspective, successful social entrepreneurship can make a positive contribution to society. To generate an optimal outcome of social entrepreneurship, the adoption of this methodology for designing innovative projects would contribute to achieving the objectives of the intended social entrepreneurs. In addition, design thinking is a methodology that develops creativity and promotes innovation to solve problems and respond to the needs of individuals from a sustainability perspective. Its diffusion has reached social enterprises that use it to improve their results and increase their impact.

Design Thinking results come from a deep empathy and understanding of the needs and motivations of the people who make up the daily landscape of any enterprise. Also, as an interdisciplinary, experimental, and human-centered approach, offering entrepreneurs from all walks of life a chance to deeply understand the people they seek to serve, and to create new and innovative solutions based on people's real needs, design thinking, specifically adapted to social enterprises, has proven to be effective in building innovative organizations and creating social impact.

Using design thinking in your organization allows you to put people at the heart of your organization and thus give meaning to your activities and to the work of your employees, by providing answers to real user needs and, beyond, to the needs of society.

This methodology aims not only to bring out new services but also new work processes and even a new strategy. Indeed, innovation is also managerial and organizational, which can include, for example, the co-construction of a business plan. Indeed, design thinking is the opposite of rational, logical thinking. It is a creative way of thinking that favours exploration, collaboration, collective intelligence and experimentation. Thus, in the field of social and solidarity entrepreneurship,

the design must be used strategically because behind each entrepreneur there is a project, a thinker and a way of seeing the world. Design thinking for entrepreneurship unleashes human creativity because it allows you to explore unexperienced paths, develop creative and innovative solutions that respond to social and environmental challenges that you care about.

Moreover, entrepreneurs are in the instantaneous because they have the possibility to react with flexibility and agility, and it also has the chance to be close to its users and to be constantly listening to their expectations and needs. In this way, when facing the many challenges of entrepreneurs, design thinking offers the open-ended thinking and analysis tools needed in today's world. It allows us to understand and dive into the heart of the entrepreneurial challenge.

Thanks to design thinking, the entrepreneur will deepen his reflections and thus constantly evolve his product or service because it allows him to step back and continually explore new paths. As such, this guide was created. Indeed, it aims to provide the knowledge and tools necessary to encourage and support social entrepreneurs to use design thinking so that they can develop, evolve and enrich their innovative initiatives.

This part of the guide is mainly oriented to mentors and coaches. The idea of presenting this series of games, techniques and methods is to facilitate the mentor the task of implementing the design thinking in the development of a social entrepreneurship project. To facilitate this task, we have elaborated a series of workshops that will accompany the mentor and the mentee through the phases of design thinking while allowing both to advance in the creation of their project.

It is true what they say that everything is on the internet but having access to information does not mean knowing it. Besides, the mentor's life is already too busy to have to research on what kind of workshops they could implement to help their mentee, to

avoid this waste of time and resources we decided to create this guide. Join us through the design thinking process using this series of workshops.

5.2. Set of gamified workshops, techniques, tests and methods.

In this section we present 9 proposals (9 CARDS) of workshops for mentors to put into practice each of the phases of the Design Thinking Methodology.

The series of workshops that you will see below follow the logical order presented by the methodology, to clarify things here you can see the order we refer to:

- Ice breaking phase
- Empathize Phase
- Define Phase
- Ideate Phase
- Prototype Phase
- Test Phase

The first phase is not an essential part of the process developed by the Design Thinking methodology, but we believe that to start the dynamics it is fair and necessary to add a first introductory phase between the mentor and the person being mentored. Of course, it is the mentor's responsibility to evaluate his or her relationship with the mentee and to consider if the implementation of this first phase is necessary.

CARD No 1: Ice Breaking (Workshop)

The coat of arms

Ideally this workshop will help the mentor to know the strengths of the people they are going to work with. Knowing the strengths not only helps the mentor but also the entrepreneur to motivate himself and to position himself in a situation of confidence in himself and in his future project.

Knowing oneself and the people we work with when creating a project is a key element in the initial stages as it allows us to lay the foundations of our relationship and our future project.

Goals

- Getting acquainted
- Breaking the ice
- Getting motivated
- Reviving topics

Conditions

- Duration: 30 minutes
- Number of players: 4-20 people
- Number of facilitators: 1 person
- Material: 1 coat of arms per player, pens and felt pens

Description

The activity consists in creating a coat of arms, as a group or individually, from a specific topic. The facilitator/ instructor/mentor introduces the goal of the collaborative workshop and explains what is expected from the session. Moreover, each player must write on a coat of arms what represents them. According to the selected goal, each player or group has to present its coat of arms. When the activity is over, it is possible to and conduct a debriefing or to have a discussion including all participants.

CARD No 2: Ice Breaking

Super-powers

Following the same line of the workshop proposed above, the idea of this activity is to identify and enhance the strengths of the mentee through an exercise as simple as imagining ourselves as a superhero. Few things have more power than a superhero and few things can stop him, a social entrepreneur must have the confidence in himself and in his project so that nothing can stop him.

In addition, the fact of defining the strengths of the entrepreneur will allow the mentor to know where to put the focus of his attention to possible moments of weakness that his mentee may have throughout the development of this process of accompaniment.

Goals

- Getting acquainted
- Breaking the ice

- Getting motivated
- Getting to know each other

Conditions

- Duration: 30 minutes
- Number of players: 4-20 people
- Number of facilitators: 1 person
- Material: paper, felt pens

Description

The players are divided in two-person teams. Each player asks their partner about their skill, their job and their talent in order to define their superpower and draw it in record time. Once time is over, each player introduces their partner to the rest of the group (the others).

CARD No 3: Empathize

Empathy map

Through the realization of this exercise the entrepreneur will get to define his real target audience through an exercise of creating "personas". The personas are fictitious creations imagined by the entrepreneur and with the help of the mentor, would be what is known as the ideal customer.

This focus on the individual also allows us to imagine the ideal customer, allowing us to develop the product or project that meets their needs and thus find our niche in the market.

Goals

- Undertake a user-centered design approach
- Create personas and empathize with them
- Train the players to innovate

Conditions

- Duration: 30 minutes
- Number of players: 4-20 people
- Number of facilitators: 1 person
- Material: white board, or A3 sheets,
- Marker, post-it notes

Description

The empathy map is a fun, iterative and easy-to-understand tool for a multidisciplinary team. It is very efficient as it helps grasp what concerns and influences the users targeted by

the product/ service, as well as their behavior and their environment. This workshop helps make the work more creative and efficient. The methodology is simple: the players have to define the target they want to focus on and the objectives of the session and do some research beforehand. Then, they write their own impressions on post-it notes and read and analyse them together.

CARD No 4: Define

Five whys

Entering phase 4 we reach the problem definition phase. To implement this phase, we must follow one of the simplest and oldest ways to get to the root of the problem, asking. In the purest Platonian style, the mentor and the mentored go through 5 consecutive questions in the form of Why? The Platonian logic of question-answer. In this case, instead of being done individually, we propose that the mentor accompanies the entrepreneur in this dissertation so that both of them can advance further and in a safer way.

Through these 5 questions we will be able to define what is the problem we want to solve, in what state it is currently and if there is indeed a way to solve it.

Goals

- Structure and formulate a problem

Conditions

- Duration: 30 minutes
- Number of players: 4-20 people
- Number of facilitators: 1 person
- Material: paper, pens, markers, post-it notes

Description

“Five whys” is a method used to identify the causes underlying a problem by repeating the question “Why?”. This method helps you structure your approach to solve the problem in a relevant, concise, and understandable way. In this group activity, all you must do is take turns asking yourselves “Why is this a problem?”. In addition, by repeating the question “Why?”, you will be able to

collectively reach a solution to the problem. Once this is done, you should then rephrase the problem in a positive way, in other words ask yourselves “What could we do to solve it?”.

CARD No 5: Ideate

Brainstorming

This is one of the most well-known and widespread common work techniques. Based on the premise that there are no limits, we must leave our mental barriers aside and say yes to everything at first, something that seems impossible at first may end up being key to develop the project thanks to teamwork. Mentor and mentee (or mentees) start throwing ideas related to a topic, written on a paper or a blackboard. Do not be afraid if these ideas seem unconnected at first, the mentor thanks to his experience and the support of the mentee will be able to clean, choose and unite the best ideas in order to advance the entrepreneur's project idea.

Goals

- Find one or more solutions to the problem
- Stimulate the players' creativity

Conditions

- Duration: 30 minutes
- Number of players: 4-20 people
- Number of facilitators: 1 person
- Material: white board, A3 sheets, pens, felt pens, markers, post-it notes

Description

Brainstorming is an easy-to-implement method requiring very little material resources. Brainstorming helps generate ideas and solutions for a specific problem. You can make a mind map together, with each participant writing ideas on post-it notes. Then, all participants can link all the ideas together until time runs out. Finally, all of them can put them in order based on their relevance while suggesting concrete courses of action for the next step of the process.

CARD No 6: Ideate

The Mindmap

As in a family tree, the idea of this workshop is to start from a mother concept and develop from this concept a series of branches or roots in relation to the primary idea. By carrying out this workshop we will be able to present the ideas in a hierarchical way, thus facilitating the task of choosing the actions to be developed, since it will be the hierarchy itself that will mark the order of prevalence.

Goals

- Represent the ideas in a hierarchical manner
- Make the choice of actions easier

Conditions

- Duration: 30-60 minutes
- Number of players: 4-20 people
- Number of facilitators: 1 person
- Material: flip chart, felt pens, markers, post-it notes, mind mapping software

Description

Mind mapping is an easy-to-use method. It helps resolve problems and forms a tree structure. This helps organize the ideas depending on the problem. It is created around a key idea represented as a picture in the center of a page, with the secondary ideas linked to it. All branches form a tree where all knots are linked together

CARD No 7: Ideate

The Six Thinking Hats

Sometimes we ourselves can be our own biggest brakes or censors. The idea of this workshop is to effectively avoid these situations of self-sabotage through role-playing. The mentee will wear 6 different hats, figurative or real, each hat representing a specific personality with its specific emotional charges. Putting ourselves in the situation of each of the different hats or roles will give the mentee the option to understand the problem or action from a different perspective. **Goals**

- Solve problems
- Divide the research of obstacles and levers

Conditions

- Duration: 30-60 minutes
- Number of players: 4-20 people
- Number of facilitators: 1 person
- Material: paperboard, felt pens, hats

Description

This method aims at organizing the research phase of ideas by avoiding self-censorship. Each hat is coloured differently and represents a specific state of mind. Each participant wears a hat and plays a specific role. The roles can be switched during the workshop. This game provides a framework to the players and helps avoid arguments between them and helps them move outside of their comfort zone. This stimulates the creation and growth of ideas and fosters the team spirit.

CARD No 8: Prototype

Prototyping

Most human beings are very visual, the eye and the sense of sight are very important in our daily lives as they facilitate the understanding of our environment. The idea of this workshop is to put into practice, through the recreation of scenarios, all the theoretical work previously done. We talk about creating the logo, to put in a model our ideas of how we would create our project, to put into practice and bring to the physical the intellectual work previously developed.

By putting into practice in beta phase everything previously developed we will be able to improve, alter and modify everything that we believe does not work without having to implement it 100%, thus saving efforts and helping to improve the official launch of our product/project.

Goals

- Bringing the solution to life
- Analyse the solution in life-size format
- Put yourself in the users' shoes

Conditions

- Duration: 60-90 minutes

- Number of players: 4-20 people
- Number of facilitators: 1 person
- Material: paper, cardboard, Lego bricks, felt pens, markers, post-it notes

Description

The different prototyping workshops will help you suggest ideas concretely. You can produce life-size prototypes such as 3D models with cardboard, paper or Lego bricks. You can also produce scenarios with logos or drawings to make your solution as realistic and feasible as possible. You can also stage your solution in a play if it involves interactions between individuals.

CARD No 9: Test

Testing

In the same line of work and just one phase before launching the Test workshop is the immediate feedback from the final consumer allowing us to improve and adapt our project/product to the responses of our target audience. Through this collective workshop the entrepreneur, with the help of the mentor, will be able to see for the first time the reaction of the final public to the presentation of the product.

Goals

- Bringing the solution to life
- analyse the solution in life-size format

Conditions

- Duration: 60-90 minutes
- Number of players: 15-30 people
- Number of facilitators: 2 people
- Material: paper, felt pens, pens, post-it notes

Description

Testing helps you better understand the user targeted by a product or service. This is also an opportunity to improve your prototypes, solutions, and problem-defining skills. You need to be vigilant about the way you interact with the users and the way you collect their feedback. Regardless of the kind of test you are conducting, you must follow the following 4 rules:

1. Let the users compare the different prototypes/ solutions.
2. Do not try to influence them: let the users experience the prototype without explaining it to them.
3. Get the users to express themselves and to develop and deepen their arguments/ thoughts.
4. More importantly, observe and analyse their reactions and their feelings.

In addition, the mentor must meet three conditions during the design thinking process, guaranteeing the desirability, feasibility and viability of your solution

Through the course of these workshops, mentor and mentee will be able to implement design thinking in their project or project idea in a simple and agile way, allowing the project to adapt to the needs that arise as they progress through the phases and workshops.

END NOTES

In the last ten - fifteen years, design thinking has become a favorite topic for those who are tempted to analyze, teach or consult entrepreneurs, including social entrepreneurs.

For most educators, consultants, experts, business leaders or so-called serial entrepreneurs, it has become fashionable and preferable to be nominated for mentors and simultaneously, the demand for business coaches is being growing. Nevertheless, being a mentor of social entrepreneur requires specific knowledge, skills and abilities in design thinking that not all possess, although all of them may be excellent experts, teachers and trainers.

This Toolkit is an attempt to systematically describe the role of design thinking for you as a mentor, to support you make assessment, to upgrade your skill set and to facilitate you in use of some tools when work with social entrepreneurs. Use the annexes to this Toolkit since the outputs of the studies and the design of this instrument are presented there.

ANNEXES

1. Design thinking competencies framework for mentors of social entrepreneurs
2. List of skills gaps
 - 2.1. Mentors of social entrepreneurs as design thinkers
3. Train the mentors sample programme
 - 3.1. Short-term course for mentors
4. Report - results of a study on the skills gap

Annex 1. Design thinking competencies framework of mentors

| Competencies grid Design - thinking process | Knowledge (Specific accumulated knowledge and experience to perform a role of mentors) | Skills (Specific learned abilities to perform a role of mentors) | Abilities (Personal qualities to perform a role of mentors) |
|--|---|--|--|
| Empathize | <ul style="list-style-type: none"> Entrepreneurship and social entrepreneurship Business and social environment Main market forces in the social sector Social anthropology & psychology basics Good practices and social business cases | <ul style="list-style-type: none"> Rich general and multidisciplinary culture Effective listening and an open mind Ability to ask the right questions Empathize with the needs of the SEs Tolerance for the mentees' opinions | <ul style="list-style-type: none"> High enough level of emotional intelligence Gaining trust and confidence in success Provide solid own opinion argumentations Can look from another perspectives Leadership qualities in working with SEs |
| Define | <ul style="list-style-type: none"> Problem solving and decision-making basics Strategic and business management Specific needs of the target groups Social and business needs analysis techniques Marketing studies and statistical methods | <ul style="list-style-type: none"> Good verbal communications Balanced time management Systemic vision Managing change Managing diverse projects | <ul style="list-style-type: none"> More is an introvert than an extrovert Strategic way of thinking Can think and design out of the box Causal analysis predisposition Social openness and networking |
| Ideate | <ul style="list-style-type: none"> Techniques for idea generation Various analytical methods and techniques Sectorial and business analysis Innovation management basics / advanced Functional analyses | <ul style="list-style-type: none"> Ability to visualize Human- and environment-centered concern Team moderate and group dynamics Use of open access resources and databases Mediate in diverse groups | <ul style="list-style-type: none"> Predisposition toward multifunctionality Analytical, critical and combinative thinking Possess & stimulate non-standard thinking Motivate the process of ideation Observe and insight to the mentees |
| Modelling | <ul style="list-style-type: none"> Mapping the business & microeconomics Social Business Canvas Lean & agile approaches Business projects achievements and KPIs Mind mapping | <ul style="list-style-type: none"> Team and project management Mapping & matchmaking of alternatives Describing sophisticated cases in an easy way Problems & business concept presenting Using methods for modelling | <ul style="list-style-type: none"> Teamwork with mentees SEs Engineering and design approach to things Readiness to change & accept other opinions Work under pressure To land softly the SEs' idea in the reality |
| Proof of concept | <ul style="list-style-type: none"> Risk analysis and mitigation planning tools 6 Sigma, TQM & BSC approaches Impact Assessment methodology Product Life Cycle Feasibility study and viability assessment | <ul style="list-style-type: none"> Digital intelligence Testing and reporting experience Using and treating data & information Facilitating and moderating the process Pitching and focus group forming | <ul style="list-style-type: none"> Can stay neutral in the process Avoiding the necessity of choice Positive attitude during the testing Impartiality for the results Moderate behaviour and expectations |

* The competence framework for MSEs includes 75 skills and is based on the 171 skills, generated by 15 mentors / experts, who participated in a focus group.

Annex 2. List of the most common skills gaps

| No | Unmet training needs of mentors at different stages of design thinking* | % from responses |
|----|---|------------------|
|----|---|------------------|

EMPATHIZE

| | | |
|---|---|-----|
| 2 | Defining and use good practices in the mentoring of social entrepreneur | 35% |
| 3 | What and how to empathize with the real needs of my mentees | 34% |
| 4 | How to rise my level of emotional intelligence to work better with mentee | 31% |

DEFINE

| | | |
|---|--|-----|
| 5 | What is social anthropology & psychology of SEs and how to use | 45% |
| 6 | Studying the specific needs of the target groups of the social business | 39% |
| 7 | The causal analysis, a tool in the hand of the mentors - rules and cases | 39% |
| 8 | Applying the systemic approach in defining the social business | 38% |
| 9 | Doing and using marketing studies and statistical methods in mentorship | 36% |

IDEATE

| | | |
|----|--|-----|
| 10 | How to motivate the mentees in the process of ideation | 38% |
| 11 | How to do and use functional analyses | 34% |
| 12 | How to mediate mentees in diverse groups | 33% |
| 13 | Innovation management basics or advanced | 31% |

MODELING

| | | |
|----|---|-----|
| 14 | What to know for modelling and the methods for prototyping | 56% |
| 15 | Tools and techniques for mapping the business & microeconomics | 36% |
| 16 | Use the engineering and product design approach | 35% |
| 17 | Teach and work with the Social Business Canvas, using set of business cases | 34% |
| 18 | The approach to land softly the entrepreneur's' idea in the reality | 33% |
| 19 | Way of mapping & matchmaking alternatives of many social solutions | 31% |
| 20 | Pitching, forming and working in a focus group with mentees | 31% |

PROOF OF CONCEPT

| | | |
|----|---|-----|
| 21 | Total Quality Management (TQM), Balanced Score Cards (BSC), 6 Sigma | 49% |
| 22 | More about digital intelligence! How to improve mine? | 39% |
| 23 | Impact Assessment methodology – theory and practice | 35% |
| 24 | The art to avoid the necessity of choice in your work with a mentee | 34% |
| 25 | How to perform a risk analysis and prepare a mitigation plan | 33% |

* The table lists the skills, knowledge and abilities that were pointed out by a sample of 80 international mentors, as unmet needs for learning, practicing and upskilling. 25 items / topics that may be interpreted as names of courses, workshops or other kind of training sessions are included in the table.

Annex 2.1. Mentors of social entrepreneurs as design-thinkers

| Characteristics | Description |
|---|---|
| Human- and environment-centered concern | Mentors must continually consider how what is being created by the SEs will respond to human and social needs. They should also consider environmental interests at a level with human interests as primary constraints for the design thinking process. |
| Ability to visualize | Mentors have to work visually (i.e., depiction of ideas). |
| Predisposition toward multifunctionality | Mentors should look at different/multiple solutions to social challenges that the SEs wants to resolve and keep the big picture of the problem in mind while focusing on its specifics during the process of mentoring. |
| Systemic vision | Mentors should treat challenges the SE's project solves as system problems with opportunities for systemic solutions involving different procedures and concepts to create a holistic solution for the mentee. |
| Ability to use language as a tool | Mentors should be able to verbally explain the creative process forcing the invention of the SEs where detail is lacking and expressing relationships not obvious visually (i.e., explanation should go hand in hand with the creative mentoring process). |
| Affinity for teamwork | Mentors need to develop interpersonal skills that allow them to communicate across disciplines and peer work with social entrepreneurs, respectively with the social target group (the problem owners). |
| Avoiding the necessity of choice | Mentors look for competing for alternatives before giving concrete advice to the social entrepreneurs about what decision they have to make. They try to find ways to come up with new combinations and configurations. This process leads to avoid wrong decisions and combines the best possible choices the social entrepreneurs can make. |

Annex 3. Train the mentors draft programme

This is a sample, **four domains training programme** that provides the toolkit with pre-selected topics to be used in designing contents of tailored-made training courses or syllabuses for mentors. It is for use by mentors specialized on the social entrepreneurship or the training organizations when their purpose is upskilling mentors for more efficient work with the social entrepreneurs. It is recommended although it is not a rule this draft programme to help designing courses for those mentors who have results from the self-assessment of their design-thinking competences (look at chapter 4.2) above 75 scores.

The following four domains with topics for training and upskilling the mentors are below:

Domain 1. Mentees - centered approach

- Design thinking process step by step through experiential learning
- Training the 7 skills (Annex 2 - second part) required for design thinking mentors
- Uncovering the mentees' unmet needs and desires in a social enterprise development
- Re-framing the mentee's jobs-to-be-done to create desirable social solutions
- Teaching the mentees and how to prototype solutions, test and refine
- Practicing how to turn ideas of the mentees into action
- Case studies and good practices of how mentors use design thinking to create value for SEs

Domain 2: Design thinking methods and techniques

- Discovering hidden opportunities for social innovation
- Gaining insights from the social entrepreneurs (mentees)
- Generating ideas using set of tools and techniques to appeal to the diverse thinking styles of the mentees (ex. set of 9 Cards at chapter 5 and/or such as visual thinking, semantic intuition, question storming and brainwriting)
- Leveraging visual thinking and rapid prototyping to communicate social value
- Applying design thinking methods to the specific challenges of social entrepreneurs

Domain 3. Developing ideas

- Empowering creativity and collaboration in the mentoring process
- Co-creating ideas with mentees, using creative problem-solving techniques such as empathy mapping, customer journeys, associational thinking, and building on the ideas of others.
- Prototyping an innovative idea as a business-ready concept
- Storytelling, imagery, and logical reasoning to communicate a value proposition and get buy-in for the ideas of mentees.

Domain 4. Design thinking leadership

- Developing own mindsets and skill-sets in design thinking
- Creating a common language and framework for design thinking with social entrepreneurs
- Using hands-on tools and techniques to cultivate design thinking leadership
Equipping social entrepreneurs with design thinking methods, including research, framing, ideation, prototyping, evaluation and decision-making for social innovation
- Rules of co-creation and collaboration with mentees to use
- Integrating design thinking with the business processes and to improve social impact

Annex 3.1. Short-term course for mentors

This course for **creative thinking and problem-solving** aims to provide mentors of social entrepreneurs, who have results from the self-assessment (look at Chapter 4.2) under 75 scores. It is designed to acquaint the less experienced mentors with the approach of creative and design thinking and with a knowledge about the specifics of applying this approach when working together in a collaborative way with the social entrepreneurs in their role of mentors. The course may be a first stage of covering the 4 domains training programme, presented above.

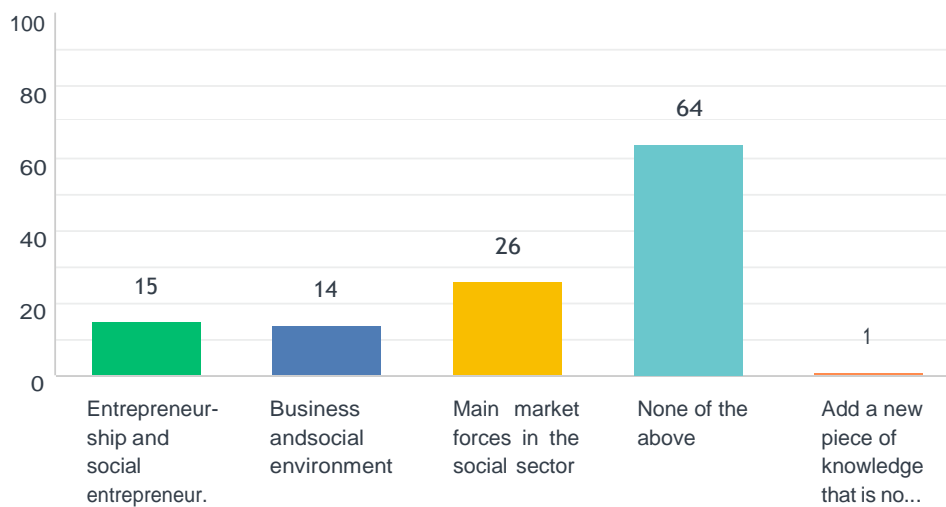
The content of the course below is indicative, but is in accordance with the good practices of learning on this topic. The duration of the course could be one, two or three days, depending on the duration of the hands-on excises.

| Main topics | Learning objectives |
|---|---|
| Welcome | Introduction to the course - tasks and assessment of results after the self-assessment. It is also an ice breaking stage, based on game, storytelling and case studies |
| Creative thinking and problem-solving | <ul style="list-style-type: none"> · What is creativity? The benefits to creativity, the risk to not being creative, what prevents us from being creative and understanding your control zones to know when it is appropriate to consider a creative approach; · Divergent vs Convergent Thinking; · Exploring Creative Thinking techniques: Reverse Brainstorming / Brainstorming, Mind Mapping, The Alphabet Game, SCAMMPERR, Cause and effect analysis · Edward de Bono's Six Thinking Hats- Understanding and using to manage a real-life challenge · Getting buy in to your ideas: Putting your ideas forward in a structured and effective manner to support a positive response rather than a negative response in a structured and effective manner to support a positive response rather than a negative response |
| What is design thinking for mentors of social entrepreneurship | <ul style="list-style-type: none"> · Design thinking - definition and Stanford model · The social entrepreneur and social innovation - why DT is needed · The design thinking process for innovation - process and/or agile · How design thinking adds value to social innovation and impact? · Design thinking - the way mentors help entrepreneurs · Typology of the mentors of social entrepreneurs · High-impact design thinking model for coaches - how they can support? |
| The most critical skills for effective mentorships? | <ul style="list-style-type: none"> · Presentation some results of studies · Definitions and differences between knowledge skills, and abilities · Mentorship competence skills framework · Critical skills as per stages of design thinking process |

Annex 4. Report - results of a study on the skills gaps

Q1. What knowledge do you lack to help social entrepreneurs at the empathize stage? Mark only the knowledge that you lack or truly need to upgrade! Add a new one, if it is not listed!

Answered: 78 Skipped: 2



| ANSWER CHOICES | RESPONSES | |
|--|-----------|-------|
| Entrepreneurship and social entrepreneurship | 19.23% | 15 |
| Business and social environment | 17.95% | 14 |
| Main market forces in the social sector | 33.33% | 26 |
| None of the above | 82.05% | 64 |
| Add a new piece of knowledge that is not listed but you really lack or truly need! | | 1.28% |

Total Respondents: 78

| # | ADD A NEW PIECE OF KNOWLEDGE THAT IS NOT LISTED BUT YOU REALLY LACK OR TRULY NEED! | DATE |
|---|---|--------------------|
| 1 | Knowledge of the jargon of this profession. What's a "social entrepreneur" and what is the "empathize stage"? | 3/18/2021 12:35 PM |

Q2 What knowledge do you lack to help social entrepreneurs in defining the social problem they want to solve? Mark only the knowledge that you lack or truly need to upgrade! Add a new one, if it is not listed!

Answered: 74 Skipped: 6

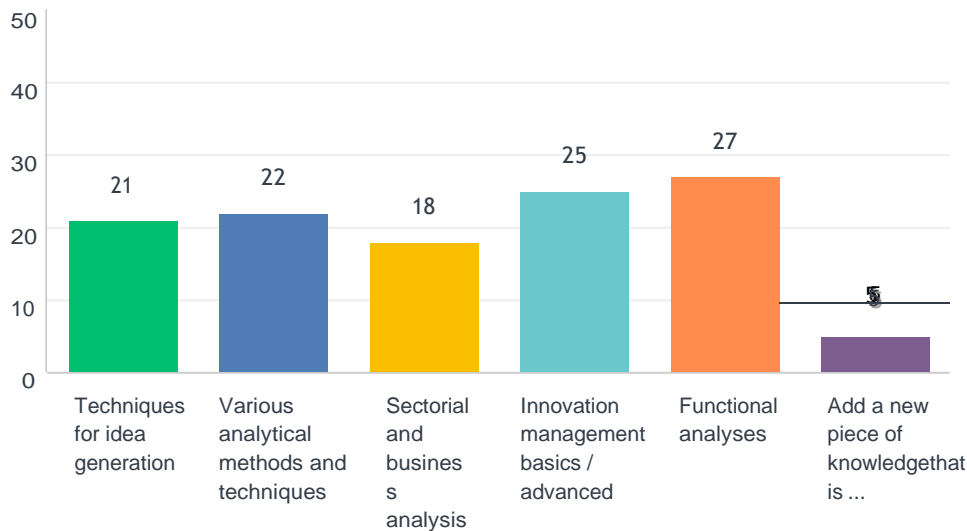


| ANSWER CHOICES | RESPONSES | |
|---|-----------|----|
| Problem-solving and decision-making basics | 8.11% | 6 |
| Strategic and business management | 22.97% | 17 |
| Specific needs of the target groups | 41.89% | 31 |
| Social and business needs analyses techniques | 28.38% | 21 |
| Marketing studies and statistical methods | 39.19% | 29 |
| Total Respondents: 74 | | |

| # | ADD A NEW PIECE OF KNOWLEDGE THAT IS NOT LISTED BUT YOU REALLY LACK OR TRULY NEED! | DATE |
|---|--|--------------------|
| 1 | None of the above? | 3/18/2021 12:35 PM |

Q3 What knowledge do you think you lack for being able to encourage entrepreneurs to think outside the box and to generate ideas for the social problem they are trying to solve? Mark only the knowledge that you lack or need to upgrade! Add a new one, if it is not listed!

Answered: 75 Skipped: 5

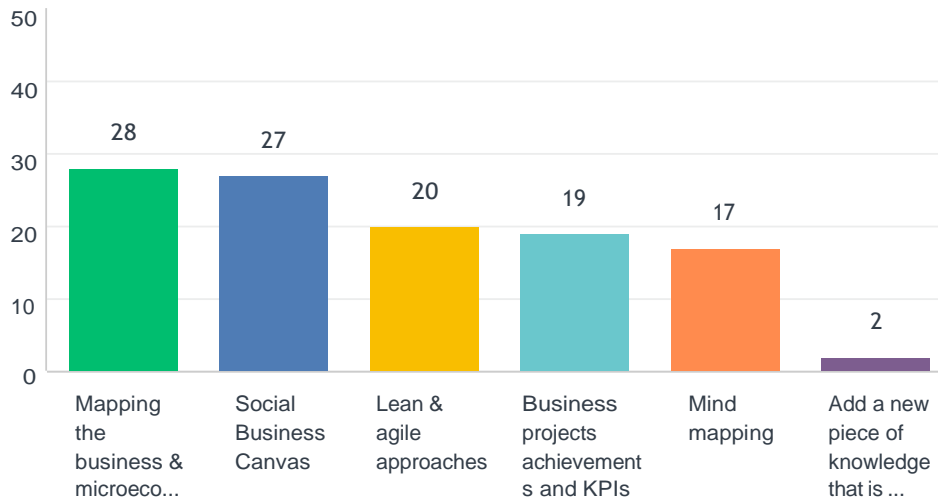


| ANSWER CHOICES | RESPONSES | |
|--|-----------|----|
| Techniques for idea generation | 28.00% | 21 |
| Various analytical methods and techniques | 29.33% | 22 |
| Sectorial and business analysis | 24.00% | 18 |
| Innovation management basics / advanced | 33.33% | 25 |
| Functional analyses | 36.00% | 27 |
| Add a new piece of knowledge that is not listed but you really lack! | 6.67% | 5 |
| Total Respondents: 75 | | |

| # | ADD A NEW PIECE OF KNOWLEDGE THAT IS NOT LISTED BUT YOU REALLY LACK! | DATE |
|---|--|--------------------|
| 1 | Storytelling | 3/31/2021 3:53 PM |
| 2 | Capital | 3/21/2021 7:01 PM |
| 3 | Promising cases in Bulgaria | 3/18/2021 11:34 PM |
| 4 | Social funding sources | 3/18/2021 9:09 PM |
| 5 | Nothing to add | 2/7/2021 8:31 PM |

Q4 What knowledge do you lack or need in order to be able to help yourmentees to turn their ideas into models that can be tested? Mark only the knowledge that you lack or need to upgrade! Add a new one, if it is not listed!

Answered: 76 Skipped: 4

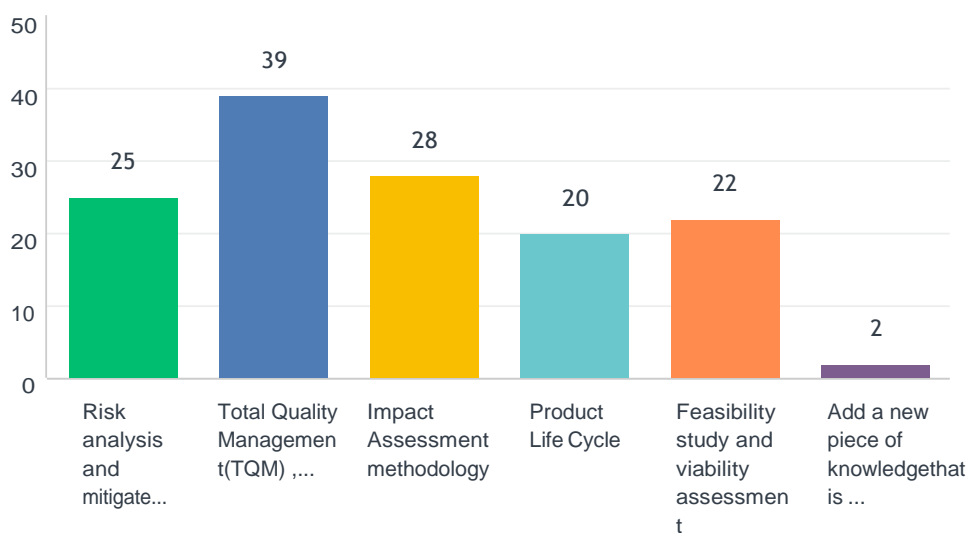


| ANSWER CHOICES | | RESPONSES | |
|--|--|-----------|----|
| Mapping the business & microeconomics | | 36.84% | 28 |
| Social Business Canvas | | 35.53% | 27 |
| Lean & agile approaches | | 26.32% | 20 |
| Business projects achievements and KPIs | | 25.00% | 19 |
| Mind mapping | | 22.37% | 17 |
| Add a new piece of knowledge that is not listed but you really lack or truly need! | | 2.63% | 2 |
| Total Respondents: 76 | | | |

| # | ADD A NEW PIECE OF KNOWLEDGE THAT IS NOT LISTED BUT YOU REALLY LACK OR TRULY NEED! | DATE |
|---|--|-------------------|
| 1 | i' m good | 3/18/2021 9:09 PM |
| 2 | Nothing to add | 2/7/2021 8:31 PM |

**Q5 What knowledge do you lack in supporting the mentees to test the prototypes with their target groups? Mark only the answers that you lack or need to upgrade!
Add a new one, if it is not listed!**

Answered: 77 Skipped: 3

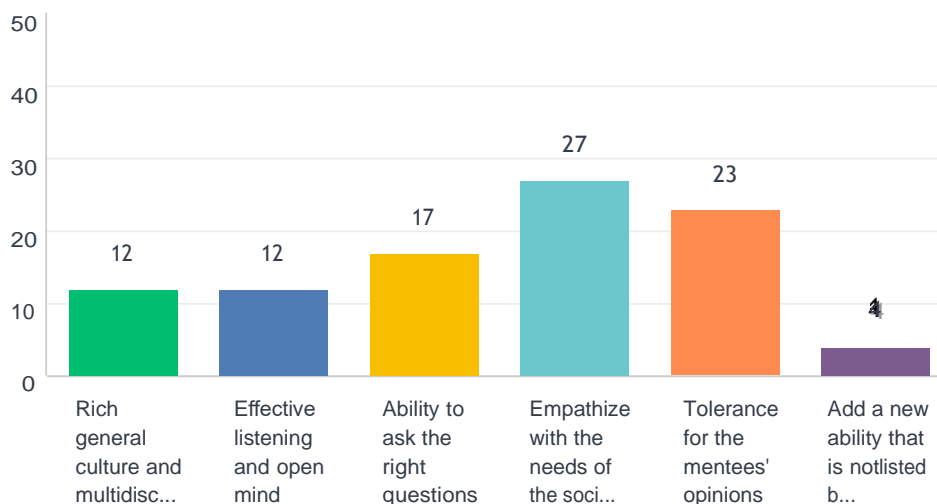


| ANSWER CHOICES | | RESPONSES | |
|--|--|-----------|----|
| Risk analysis and mitigation planning tools | | 32.47% | 25 |
| Total Quality Management (TQM), Balanced Score Cards (BSC) approach, 6 Sigma, etc. | | 50.65% | 39 |
| Impact Assessment methodology | | 36.36% | 28 |
| Product Life Cycle | | 25.97% | 20 |
| Feasibility study and viability assessment | | 28.57% | 22 |
| Add a new piece of knowledge that is not listed but you really lack or truly need! | | 2.60% | 2 |
| Total Respondents: 77 | | | |

| # | ADD A NEW PIECE OF KNOWLEDGE THAT IS NOT LISTED BUT YOU REALLY LACK OR TRULY NEED! | DATE |
|---|--|-------------------|
| 1 | Because I hate BSC, and don't get me started on 6 sigma | 3/18/2021 9:09 PM |
| 2 | Nothing to add | 2/7/2021 8:31 PM |

Q6 What specific abilities do you lack in the empathize stage of your work with social entrepreneurs? Mark those that you lack or need to upgrade. Add a new one, if it is not listed!

Answered: 72 Skipped: 8

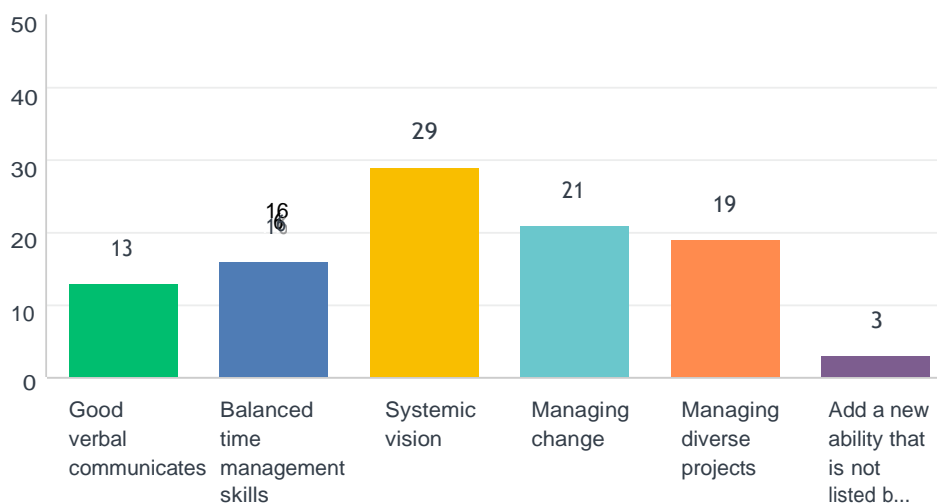


| ANSWER CHOICES | RESPONSES | |
|---|-----------|----|
| Rich general culture and multidisciplinary skills | 16.67% | 12 |
| Effective listening and open mind | 16.67% | 12 |
| Ability to ask the right questions | 23.61% | 17 |
| Empathize with the needs of the social entrepreneurs | 37.50% | 27 |
| Tolerance for the mentees' opinions | 31.94% | 23 |
| Add a new ability that is not listed but you really lack or truly need! | 5.56% | 4 |
| Total Respondents: 72 | | |

| # | ADD A NEW ABILITY THAT IS NOT LISTED BUT YOU REALLY LACK OR TRULY NEED! | DATE |
|---|---|-------------------|
| 1 | familiarity with the social entrepreneurship domain | 3/31/2021 3:53 PM |
| 2 | Techniques to support mental health | 3/19/2021 1:16 PM |
| 3 | WTF is an empathize stage. | 3/18/2021 9:09 PM |
| 4 | Nothing to add | 2/7/2021 8:31 PM |

Q7 What abilities do you lack in helping social entrepreneurs define the social problem they are trying to solve? Mark only those from the list that you lack or need to upgrade. Add a new one, if it is not listed!

Answered: 71 Skipped: 9

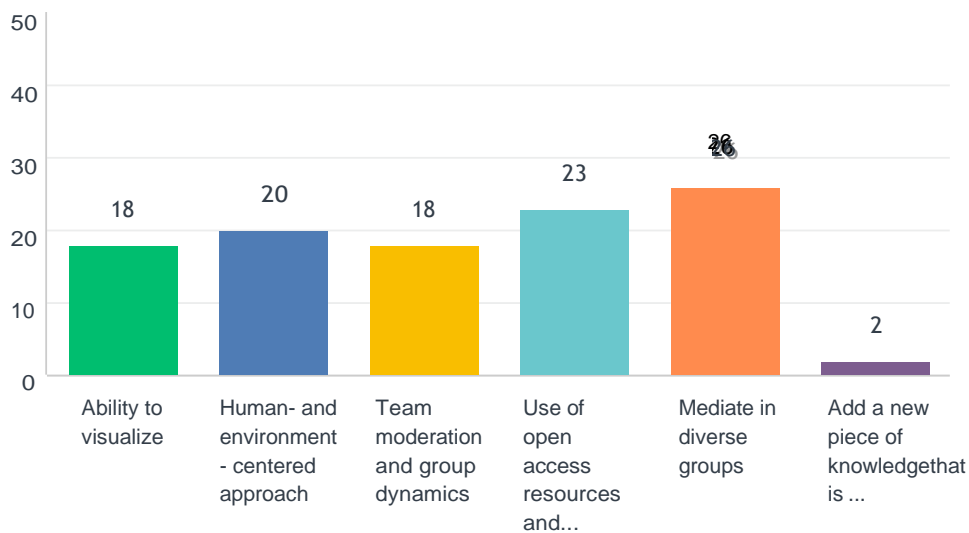


| ANSWER CHOICES | RESPONSES | |
|---|-----------|----|
| Good verbal communications | 18.31% | 13 |
| Balanced time management skills | 22.54% | 16 |
| Systemic vision | 40.85% | 29 |
| Managing change | 29.58% | 21 |
| Managing diverse projects | 26.76% | 19 |
| Add a new ability that is not listed but you really lack or truly need! | 4.23% | 3 |
| Total Respondents: 71 | | |

| # | ADD A NEW ABILITY THAT IS NOT LISTED BUT YOU REALLY LACK OR TRULY NEED! | DATE |
|---|---|--------------------|
| 1 | Trying to fit into their visions | 3/21/2021 12:22 PM |
| 2 | What is that | 3/18/2021 9:09 PM |
| 3 | Nothing to add. | 2/7/2021 8:31 PM |

Q8 What abilities do you lack to successfully encourage entrepreneurs to think outside the box and generate ideas? Mark only those from the list that you lack or need to upgrade. Add a new one, if it is not listed!

Answered: 75 Skipped: 5

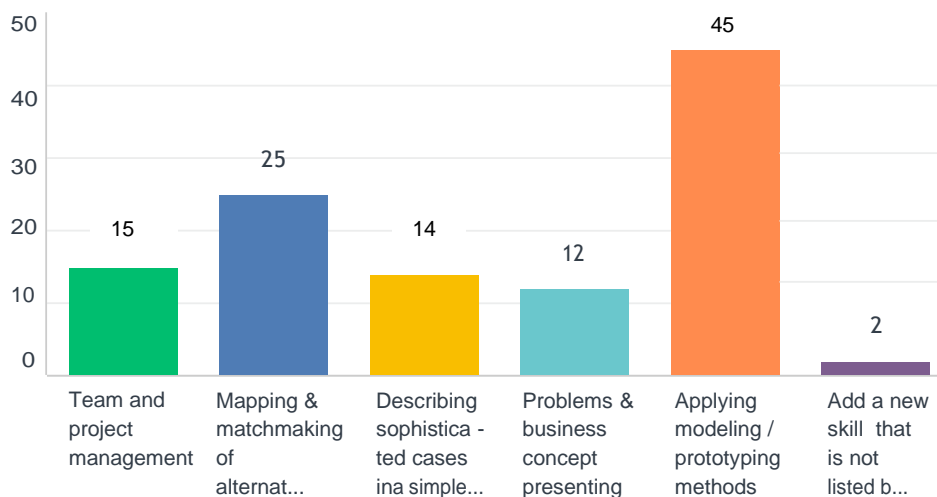


| ANSWER CHOICES | RESPONSES | |
|--|-----------|----|
| Ability to visualize | 24.00% | 18 |
| Human- and environment-centered approach | 26.67% | 20 |
| Team moderation and group dynamics | 24.00% | 18 |
| Use of open access resources and databases | 30.67% | 23 |
| Mediate in diverse groups | 34.67% | 26 |
| Add a new piece of knowledge that is not listed but you really lack or truly need! | 2.67% | 2 |
| Total Respondents: 75 | | |

| # | ADD A NEW PIECE OF KNOWLEDGE THAT IS NOT LISTED BUT YOU REALLY LACK OR TRULY NEED! | DATE |
|---|--|-------------------|
| 1 | WTF is that | 3/18/2021 9:09 PM |
| 2 | Nothing to add | 2/7/2021 8:31 PM |

Q9 What specific skills do you lack for being able to help your mentees in building models that can be tested with the target groups? Mark only those from the list that you lack or need to upgrade. Add a new one, if it is not listed!

Answered: 75 Skipped: 5

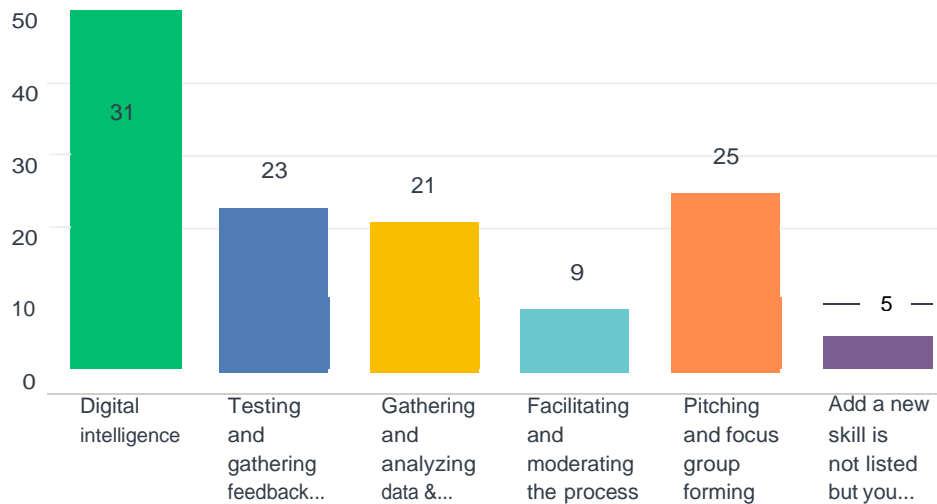


| ANSWER CHOICES | RESPONSES | |
|---|-----------|----|
| Team and project management | 20.00% | 15 |
| Mapping & matchmaking of alternatives | 33.33% | 25 |
| Describing sophisticated cases in a simple way | 18.67% | 14 |
| Problems & business concept presenting | 16.00% | 12 |
| Applying modeling / prototyping methods | 60.00% | 45 |
| Add a new skill that is not listed but you really lack or truly need! | 2.67% | 2 |
| Total Respondents: 75 | | |

| # | ADD A NEW SKILL THAT IS NOT LISTED BUT YOU REALLY LACK OR TRULY NEED! | DATE |
|---|---|-------------------|
| 1 | I'm good | 3/18/2021 9:09 PM |
| 2 | Nothing to add | 2/7/2021 8:31 PM |

Q10 What skills do you lack for being able to support the mentees in testing their models with the target groups? Mark only those from the list that you lack. Add a new one, if it is not listed!

Answered: 74 Skipped: 6

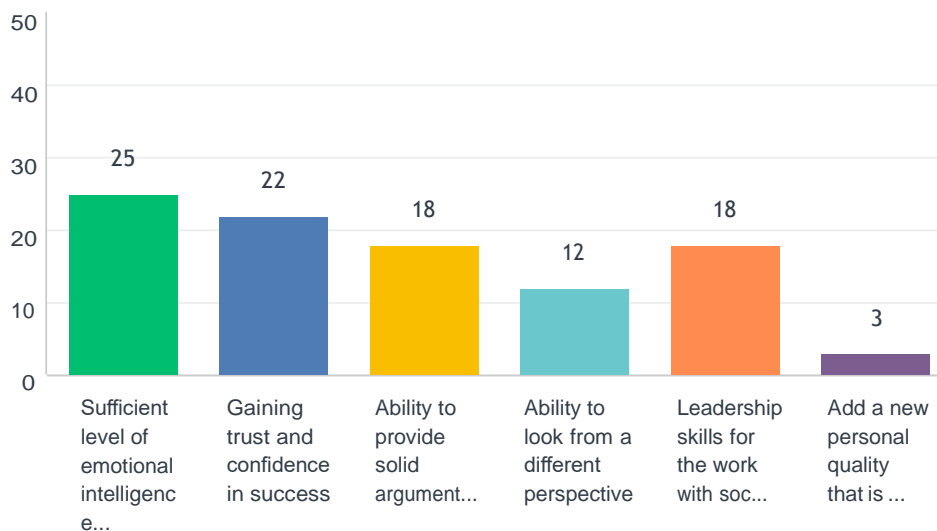


| ANSWER CHOICES | RESPONSES | |
|---|-----------|----|
| Digital intelligence | 41.89% | 31 |
| Testing and gathering feedback / validating experience | 31.08% | 23 |
| Gathering and analyzing data & information | 28.38% | 21 |
| Facilitating and moderating the process | 12.16% | 9 |
| Pitching and focus group forming | 33.78% | 25 |
| Add a new skill is not listed but you really lack or truly need to upgrade! | 6.76% | 5 |
| Total Respondents: 74 | | |

| # | ADD A NEW SKILL IS NOT LISTED BUT YOU REALLY LACK OR TRULY NEED TO UPGRADE! | DATE |
|---|---|--------------------|
| 1 | N/a | 3/24/2021 2:13 AM |
| 2 | Training for entrepreneurs in a harsh environment | 3/21/2021 12:22 PM |
| 3 | Weighting & scoring when targeting and prioritizing in practice | 3/18/2021 11:34 PM |
| 4 | What's that | 3/18/2021 9:09 PM |
| 5 | Nothing to add | 2/7/2021 8:31 PM |

Q11 What personal qualities do you lack for being able to peer work with social entrepreneurs in the empathize (initial) phase? Mark only those from the list that you lack. Add a new one, if it is not listed!

Answered: 72 Skipped: 8

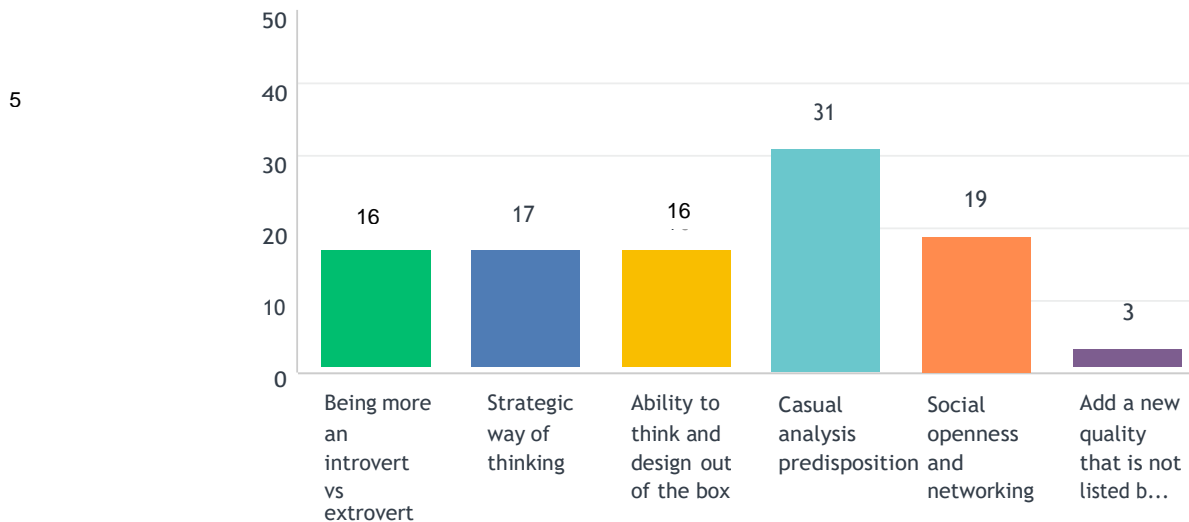


| ANSWER CHOICES | RESPONSES | |
|---|-----------|----|
| Sufficient level of emotional intelligence | 34.72% | 25 |
| Gaining trust and confidence in success | 30.56% | 22 |
| Ability to provide solid argumentation for my personal opinion | 25.00% | 18 |
| Ability to look from a different perspective | 16.67% | 12 |
| Leadership skills for the work with social entrepreneurs | 25.00% | 18 |
| Add a new personal quality that is not listed but you really lack or truly need to upgrade! | 4.17% | 3 |
| Total Respondents: 72 | | |

| # | ADD A NEW PERSONAL QUALITY THAT IS NOT LISTED BUT YOU REALLY LACK OR TRULY NEED TO UPGRADE! | DATE |
|---|---|-------------------|
| 1 | Patience | 3/21/2021 7:01 PM |
| 2 | That just sounds silly | 3/18/2021 9:09 PM |
| 3 | Nothing to add | 2/7/2021 8:31 PM |

Q12 What personal qualities do you lack in helping social entrepreneurs to define the social problem they want to solve? Mark only those that you lack or need to upgrade. Add a new one, if it is not listed!

Answered: 73 Skipped: 7

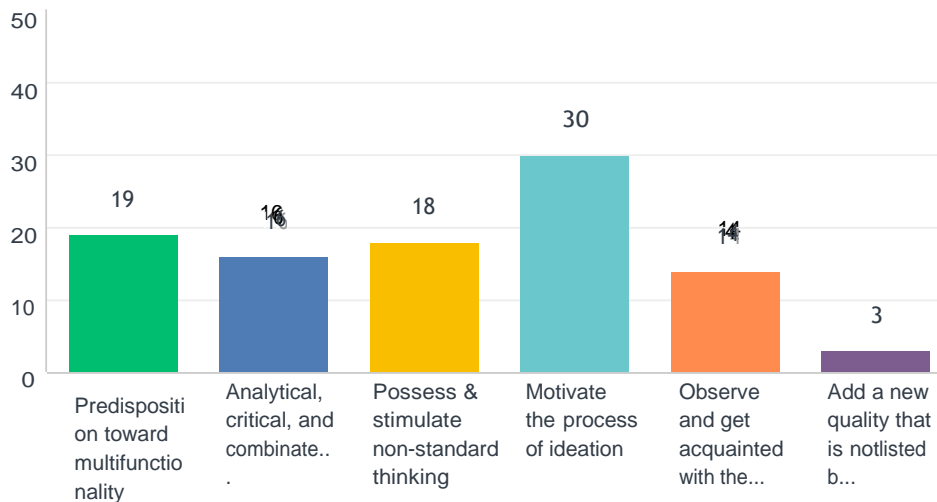


| ANSWER CHOICES | RESPONSES | |
|--|-----------|----|
| Being more an introvert vs extrovert | 21.92% | 16 |
| Strategic way of thinking | 23.29% | 17 |
| Ability to think and design out of the box | 21.92% | 16 |
| Casual analysis predisposition | 42.47% | 31 |
| Social openness and networking | 26.03% | 19 |
| Add a new quality that is not listed but you really lack or need to upskill! | 4.11% | 3 |
| Total Respondents: 73 | | |

| # | ADD A NEW QUALITY THAT IS NOT LISTED BUT YOU REALLY LACK OR NEED TO UPSKILL! | DATE |
|---|--|--------------------|
| 1 | Materials for the trainee | 3/21/2021 12:22 PM |
| 2 | what's that | 3/18/2021 9:09 PM |
| 3 | Nothing to add | 2/7/2021 8:31 PM |

Q13 What personal qualities do you lack for being able to encourage the entrepreneurs to think outside the box and to generate ideas? Mark only those from the list that you lack or need to upgrade. Add a new one, if it is not listed!

Answered: 75 Skipped: 5

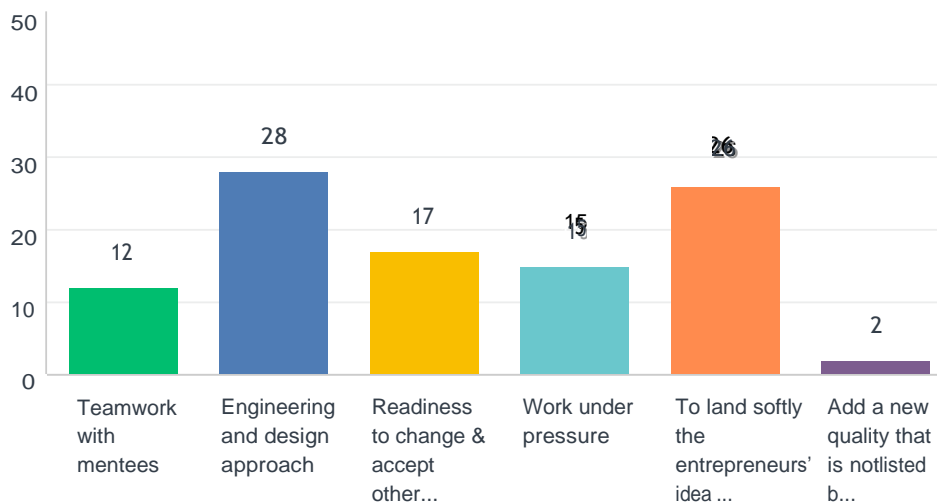


| ANSWER CHOICES | RESPONSES | |
|--|-----------|----|
| Predisposition toward multifunctionality | 25.33% | 19 |
| Analytical, critical, and combinative thinking | 21.33% | 16 |
| Possess & stimulate non-standard thinking | 24.00% | 18 |
| Motivate the process of ideation | 40.00% | 30 |
| Observe and get acquainted with the mentees | 18.67% | 14 |
| Add a new quality that is not listed but you really lack or need to upgrade! | 4.00% | 3 |
| Total Respondents: 75 | | |

| # | ADD A NEW QUALITY THAT IS NOT LISTED BUT YOU REALLY LACK OR NEED TO UPGRADE! | DATE |
|---|--|--------------------|
| 1 | Getting the right thing for the right persons | 3/21/2021 12:22 PM |
| 2 | I'm good | 3/18/2021 9:09 PM |
| 3 | Nothing to add | 2/7/2021 8:31 PM |

Q14 What personal qualities do you lack for being able to help your mentees build models that can be tested with real target groups? Mark only those from the list that you lack or need to upgrade. Add a new one,if it is not listed!

Answered: 75 Skipped: 5

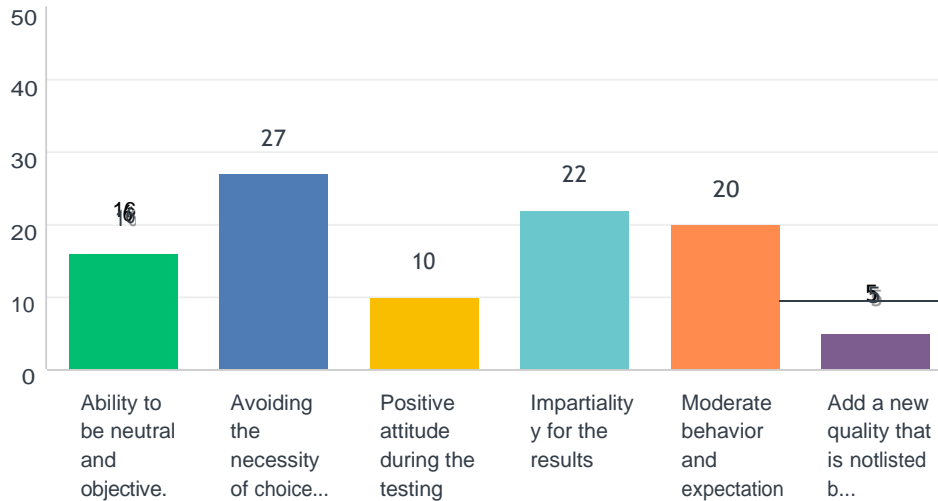


| ANSWER CHOICES | | RESPONSES | |
|--|--|-----------|----|
| Teamwork with mentees | | 16.00% | 12 |
| Engineering and design approach | | 37.33% | 28 |
| Readiness to change & accept other opinions | | 22.67% | 17 |
| Work under pressure | | 20.00% | 15 |
| To land softly the entrepreneur's' idea in the reality | | 34.67% | 26 |
| Add a new quality that is not listed but you really lack or need to upgrade! | | 2.67% | 2 |
| Total Respondents: 75 | | | |

| # | ADD A NEW QUALITY THAT IS NOT LISTED BUT YOU REALLY LACK OR NEED TO UPGRADE! | DATE |
|---|--|-------------------|
| 1 | What's that mean | 3/18/2021 9:09 PM |
| 2 | Nothing to add. | 2/7/2021 8:31 PM |

Q15 What personal qualities do you lack for being able to support your mentee to present his/her model (prototype) to the target group to test and validate it? Mark only those that you lack or need to upgrade. Add anew one, if it is not listed!

Answered: 71 Skipped: 9

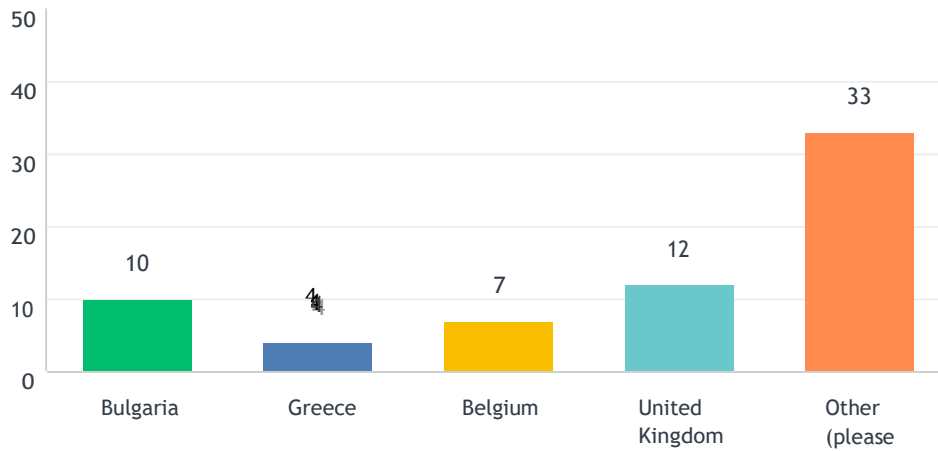


| ANSWER CHOICES | RESPONSES | |
|---|-----------|----|
| Ability to be neutral and objective in the process | 22.54% | 16 |
| Avoiding the necessity of choice / ability to accept stand-alone /single choises without alternatives | 38.03% | 27 |
| Positive attitude during the testing | 14.08% | 10 |
| Impartiality for the results | 30.99% | 22 |
| Moderate behavior and expectations | 28.17% | 20 |
| Add a new quality that is not listed but you really lack or need to upgrade! | 7.04% | 5 |
| Total Respondents: 71 | | |

| # | ADD A NEW QUALITY THAT IS NOT LISTED BUT YOU REALLY LACK OR NEED TO UPGRADE! | DATE |
|---|--|--------------------|
| 1 | Pragmatism | 3/25/2021 12:23 PM |
| 2 | N/a | 3/24/2021 2:13 AM |
| 3 | Mental state of the mentee | 3/21/2021 12:22 PM |
| 4 | no clue what that means either | 3/18/2021 9:09 PM |
| 5 | Nothing to add. | 2/7/2021 8:31 PM |

Q16 What is your country of residence?

Answered: 66 Skipped: 14



| ANSWER CHOICES | RESPONSES |
|------------------------|-----------|
| Bulgaria | 15.15% 10 |
| Greece | 6.06% 4 |
| Belgium | 10.61% 7 |
| United Kingdom | 18.18% 12 |
| Other (please specify) | 50.00% 33 |
| TOTAL | 66 |

| # | OTHER (PLEASE SPECIFY) | DATE |
|----|------------------------|--------------------|
| 1 | USA | 3/31/2021 3:53 PM |
| 2 | United States | 3/30/2021 11:17 PM |
| 3 | Switzerland | 3/30/2021 12:21 PM |
| 4 | Bahrain | 3/30/2021 12:11 PM |
| 5 | Spain | 3/26/2021 10:03 PM |
| 6 | Spain | 3/26/2021 7:04 PM |
| 7 | Spain | 3/26/2021 4:57 PM |
| 8 | Spain | 3/26/2021 4:36 PM |
| 9 | Spain | 3/26/2021 2:39 PM |
| 10 | Spain | 3/26/2021 2:21 PM |
| 11 | Spain | 3/26/2021 12:54 PM |
| 12 | Spain | 3/26/2021 12:15 PM |
| 13 | Spain | 3/26/2021 12:08 PM |
| 14 | Spain | 3/26/2021 11:59 AM |
| 15 | Spain | 3/26/2021 10:52 AM |
| 16 | South Africa | 3/25/2021 5:01 PM |
| 17 | Spain | 3/25/2021 12:23 PM |
| 18 | Spain | 3/24/2021 3:33 PM |

| | | |
|----|---------|--------------------|
| 19 | Spain | 3/24/2021 1:50 PM |
| 20 | Spain | 3/24/2021 1:49 PM |
| 21 | Mexico | 3/24/2021 1:48 PM |
| 22 | Canada | 3/24/2021 2:13 AM |
| 23 | Ukraine | 3/23/2021 11:34 AM |
| 24 | India | 3/21/2021 7:01 PM |
| 25 | Brazil | 3/21/2021 5:03 PM |
| 26 | India | 3/21/2021 2:04 PM |
| 27 | India | 3/21/2021 1:25 PM |
| 28 | India | 3/21/2021 12:40 PM |
| 29 | India | 3/21/2021 12:22 PM |
| 30 | Germany | 3/19/2021 2:21 PM |
| 31 | France | 3/19/2021 10:10 AM |
| 32 | Spain | 3/18/2021 2:33 PM |
| 33 | India | 3/9/2021 1:38 AM |

Note: The full number of the respondents is 80 but the countries of 14 respondents are skipped because the collector was via mailing.

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