



**WISED
WOMEN IN SOCIAL
ENTERPRISE DEVELOPMENT**

Co-funded by the
Erasmus+ Programme
of the European Union



WOMEN IN SOCIAL ENTERPRISE DEVELOPMENT

FINAL RESEARCH REPORT

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Project Summary:

WISED is a collaboration between 6 partners:

England: Language Link London Ltd (UK)

Czech Republic: ProEduca z.s. Czech Republic

Italy: Archivio della Memoria

Malta: Paragon Europe

Spain: Gestión Estratégica e Innovación

Turkey: Uluslararası Hayat Boyu Ogrenme Dernegi

This project is funded by the Erasmus+. It will produce 3 intellectual outputs in order to address the identified needs related to the empowerment of women in the social enterprise field. These include developing transversal skills needs analysis/cross-cultural study WISED, and WISED "Best Practices Techniques" learning resources for training women in social enterprises including modules addressing the needs of the women and a web learning platform to enlarge the network of relevant stakeholders.



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I- Executive Summary

This report aims at presenting the main results of the quantitative research of the two year Erasmus+ project titled “Women in Social Enterprise Development” (WISED). In the context of the present project, this report synthesises the survey results in six European countries-UK, Italy, Czech Republic, Malta, Spain, and Turkey. The purpose of this research is to gain perspectives from women employers, training organizations and relevant post-secondary administrators on transversal skills and social enterprises knowledge and practices, asking them questions about the importance of transversal skills, specific transversal skills priorities and transversal skills deficiencies to improve the knowledge and skills for women in social enterprises. The analysis contributes to a better understanding of the transversal skills required by female social entrepreneurs from their own perspective.

The top 5 transversal skills highlighted as necessary skills need for women in social enterprises are: 1-“Basic Management Theories and Practices in a Start-up Environment”, “2-Developing an Attractive Business Model”, “3-Identifying Sources of Funding Start-up Business” , “4-Creating and coordinate partnerships”, and “5-Ability to create and develop training courses in Social Companies”

The results of this report also inform the subsequent stages of the WISED project, fundamentally contributing not only to framing questions and providing material for further in-depth analysis in form of articles, but also laying the foundation for further cross-case and cross-country comparative analysis. The exploitation and the dissemination phases of the project will provide input for potential women employers, training organizations and relevant post-secondary administrators, in helping to form future female social entrepreneurs.

The report is structured into the following four sections: *First*, it presents the state of art of social enterprises related to gender and entrepreneurship skills, as well as the general objectives and the overall research questions. *Second*, the approach and methodology will be presented and discussed. This includes the research design, the research sample and data analysis. *Third*, the operationalisation of work is presented and discussed, and this includes the analysis and assessment of the WISED surveys. Finally, the conclusions and discussions on the empowerment of female social entrepreneurs based on the most important transversal skill addressed by the participants will be highlighted.

In the appendix, the survey questionnaire called “**WOMEN in SOCIAL ENTERPRISE DEVELOPMENT- Training Needs Survey**” which was conducted in each partner country and used in producing this report is included.



II- Introduction

Increasingly, the world is facing many environmental and socio-economic challenges., Conventional approaches simply aren't sufficient to overcome these challenges. Although countries are trying to tackle these individually or together, some of these challenges need to be addressed globally. Institutional and individual initiatives are also among the actors to address these issues - one of these actors is social enterprise organizations.

A social enterprise (SE) is essentially a process in which individuals "create or transform institutions to develop solutions for social problems" (Bornstein & Davis, 2010, p.10). Mair and Marti (2006, p. 37) who define social enterprise as "...a process that contains the combination and innovative use of resources to facilitate social change and/or pursue opportunities to address social needs" suggest that the process has three elements. Accordingly, the elements are (a) creating value by combining the resources by new ways, (b) encouraging social change or searching for and using opportunities to meet social needs, and (c) offering services and products and creating new organizations. On the other hand, London and Morfopoulos (2010) argue that a social enterprise emerges when individuals take action to ensure social welfare and state that social entrepreneurs who carry out this process serve as a bridge between social needs and available resources. According to the authors (London & Morfopoulos, 2010), examples of social enterprise activities include:

- Doing protests to draw attention to environmental pollution,
- Opening meal centers for the homeless and the poor,
- Marching to draw attention to the ever-spreading diseases in the society,
- Creating a group of voluntary doctors to help countries experiencing doctor shortages,
- Creating a group of voluntary teachers to help countries that have poor educational activities,
- Organizing book-reading events to establish school libraries,

Encouraging an innovative society requires a change in society's dominant mentality, and social entrepreneurs play a key role in carrying such changes into effect. Members of a society have a lot of pre-existing beliefs and maintain established behavioural



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patterns that are no longer relevant to today's global society and hinder some groups' progress (e.g. the poor, disabled) according to their perceived disadvantages. Social entrepreneurs strive to change the existing mentality by raising awareness about the world's interconnectedness and helping society realize its hidden potential. Similarly, social entrepreneurs help change society's perspective from me to you and then to all of us (Bornstein & Davis, 2010, p.14).

In summary, SE is an organization that is run like a business but has a social purpose. We need SEs to fill the problem gap between needs (goods and services) not met by the government, public and private sectors, and support poverty reduction, unemployment, marginalization, and vulnerability. Besides, SEs focus on social issues and social solutions in a highly interactive process – (demand-driven products and services). Among the benefits of SEs, they fulfil a social purpose and make a positive difference in communities such as health care, education, land and housing, conservation. Besides, SE's enable individuals to use their passion, talents, knowledge, and skills social enterprises.

Women Empowerment

Empowerment can be described as a process that helps people exert their control over the factors that affect their life (Mokta, 2014). Empowerment is a process of positive change that improves women's positions and powers in a patriarchal structure. In short, empowerment is a process of improving awareness and capacity that leads to more participation, more decision-making power and control, or transformative activity (Rahman, 2013). As a concept, empowerment has a long past in social change studies. This concept is regarded as a process of changing the distribution of powers in both interpersonal relations and the institutions in the society. The application of these studies on women's movements, on the other hand, coincides with the mid-1970s (Stromquist, 1995). O'Neil, Domingo & Valters (2014) described the Women's empowerment as a process of personal and social change in which women gain power over their lives, make meaningful choices and take over the control. In other words, empowerment is a process in which a person gains the ability to make strategic life choices. This process can be individual or collective and take place in the following different areas of life:

1. Psychological empowerment: Occurs when women believe that they need to make or influence the decisions that affect their lives and gain the confidence of acting on this matter.



2. Political empowerment: Occurs when women gain the ability to influence the rules and norms guiding society and the decisions on who to take what decisions, and when and how.
3. Social empowerment: Occurs when women gain the ability to make, or influence, decisions on their social interactions, health, having a child and their education.
4. Economic empowerment: Occurs when women gain the ability to make, or influence, the decisions on participating in workforce markets, unpaid work share as well as the allocation and use of the property of the household.

The women interested in SEs or already working in SE institutions need encouragement by society. The characteristic features of the women's empowerment can be listed as follows (Mokta, 2014):

- Increasing women's self-confidence and self-respect,
- Eliminating the discrimination and all kinds of violence against women and girls,
- Establishing and strengthening partnerships with civil societies, particularly women's organizations,
- Applying constitutional and legal provisions and protecting women's rights,
- Creating a positive image of women in the society and recognizing their contributions in social, economic, and political areas,
- Developing critical thinking ability among women,
- Encouraging decision making and collective action,
- Enabling women to make informed choices,
- Enabling women to participate in all walks of life,
- Providing information and knowledge and skills for self-employment.

Half of the world's population is women but when we consider the gender of the entrepreneurs, it can be said men are more effective than women in labour market. This is because women who want to be entrepreneurs are deprived of people who can be role-model to them, which will orient them to information, and restriction of consultation and guiding. In recent years, women's participation in the workforce was debated heavily.

In the Global Gender Gap in Society Report of World Economic Forum which assesses democratisation and equality of opportunity, it has been emphasized that gender inequality



hasn't been resolved fully in any of the 135 countries in the world, (Hausmann, Tyson ve Zahidi, 2012, ss.7620). In EC Entrepreneurship Analytic report, only 12% of EU citizens are in entrepreneurship activities, and women's rate is only 39%. In light of these data, the aim of partnership and target group is increasing the employment by encouraging them to work and helping them access information, orientation, and counselling for engaging social enterprise. Therefore the target group of the WISED project was Local, immigrant, disadvantaged and unemployed women

The 1940s marked a significant increase in women's employment in many OECD countries. Women's share in the total employment is seen to have increased in the 1980s (Yilmaz, Bozkurt & Izci, 2008). The development of female labour market participation in most European countries dates back to the 1970s. However, working women's image improved in the 1980s and especially in the 1990s (Thevenon, 2009). Women's employment rates vary across European countries. Table 1 shows the percentage of employed persons who are women in some countries.

Table 1

Percentage of Employed Persons Who Are Women

<i>Country</i>	<i>Percentage of Women in the Workforce (2020)</i>
European Union	45.9%
Czech Republic	44,8
Spain	46,3
Malta	40,9%
Italy	42,6
Turkey	32.9%
United Kingdom	46.8%

Source: European Union, 2018

As can be seen in Table 1, the percentage of women in the workplace in European Union in 2018 is 45.9%. The available data indicates that among the most common occupational categories, women in EU countries dominate the following: shop salespeople, cleaners, personal care workers, pre-primary and primary school teachers and secretaries (European Union, 2018).

According to International Labour Organization (ILO) Report On Global Employment Tendency (ILO, 64-69), rate of women participating the employment is %49,2, rate of men participating the employment is 72, 9% rate of women participating the labour market is 52,7% and rate of men participating the labour market is 77,9%. As



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highlighted by the International Labor Organization (ILO) “World Employment and Social Outlook: Trends for Women 2018” report, women's participation in workforce is still 26.5 point below that of their male colleagues on global scale. In addition, women's global unemployment rate is about 0.8 point higher than that of men. This means that only 6 women are employed versus each 10 men. The EU’s aim is to reach a 75 % employment rate for men and women by 2020 (European Union, 2018).

Social Entrepreneurship Skills

Today, social enterprise is a response of the global citizen to the changes that are emerging and occurring on a global scale (Bornstein & Davis, 2010, p.11) Social entrepreneurs assume the role of change agents in the social sector and do this as follows (Dees, 1998).

1. They adopt a mission to create and maintain a social value.
2. They relentlessly pursue new opportunities to serve this mission.
3. They are always in the process of continuous innovation, harmony and learning.
4. They don't allow the existing resources to limit themselves.
5. They feel highly responsible for people serviced and results attained.

Social entrepreneurs must also have various skills to achieve the above-mentioned roles. Like corporate entrepreneurs, social entrepreneurs use effective communication, impression management, and policy to create social pressures and attract adherents. Undoubtedly, social entrepreneurs need strong basic interpersonal skills, too. For, these people need to express their ideas openly in writing and verbally, listen to people with patience and accurately, interpret verbal and non-verbal clues accurately, express their own feelings, realize others' feelings, respect others, and gain others' trust. Also, they need to understand the expectations of the people of the culture and understand how the expectations influence their behaviours, as well. Therefore, social entrepreneurs must develop respectful, friendly and sympathetic relationships with volunteers, donors, policymakers, partners and those who benefit from the initiatives. This requires more than interpersonal skills i.e. interpersonal sensitivity and emotional intelligence, cultural sensitivity, self-regulation skills and emotional control (London & Morfopoulos, 2010).



For social entrepreneurs to be a self-confident, transformational entrepreneurs, they must have both transformational skills (foresight, being inspirational, being innovative, and self-regulation, participation-openness-sharing) and functional leadership skills (organizing, planning, managing, controlling, empowering). For them to be successful students, they are expected to be good at observing the role models, participating in trial and error initiatives, requesting feedback and volunteering for tasks that require new skills (London & Morfopoulos, 2010). Wronka-Pośpiech (2016) lists the social entrepreneurship competencies as follows:

1. Creative use of scarce resources,
2. Correlating/evaluating the feasibility/implementation of business plan.
3. Conflict resolution skills,
4. Ability to communicate with customers, suppliers, and other stakeholders,
5. Identifying with the activities, actors, and idea of the social economy,
6. Self-confidence to succeed in challenging tasks,
7. Ability to manage the administrative works,
8. Optimism,
9. Ability to define the social problems, and
10. Ability to lead others and ensure their development.

To best describe the skill for women in social enterprise sector, the barriers and challenges they face when entering sector should be well described. Women's experiences of barriers to employment and progression are complex and often interconnected. According to Green, Moore, Easton and Heggie (2004) the following represents some of the main barriers to employment and progression:

1. Childcare/caring for others: Childcare and caring for others featured strongly in the lives of women and their perceptions of these issues as barriers to their employment or progression were multifaceted and influenced decisions regarding work (Green, Moore, Easton & Heggie, 2004). In 2016 more than 19% of the EU inactive women were inactive because of looking after children or incapacitated adults. On average, the employment rate of women with a child under 6 is 9 percentage points less than the employment rate of women without children (European Union, 2018).
2. Flexible hours and time: lack of flexible working hours had been a barrier to their employment or progression (Green, Moore, Easton & Heggie, 2004). Insufficient availability of flexible working arrangements – such as telework and flexitime – and of reduced working hours (part-time work) can lead people with caring responsibilities, particularly women, to exit the labour market (European Union, 2017). In countries with a more widespread culture



of flexible working arrangements in terms of part-time employment, such as Germany, Netherlands and United Kingdom, female employment rates are higher (above the EU average) (European Union, 2018).

3. Lack of support/encouragement: Training opportunities are also related to women's position in the labour market. Their qualifications/training had been a barrier to their employment or progression (Green, Moore, Easton & Heggie, 2004).
4. Expectations for progression - self-esteem, confidence and self-efficacy: Some women feeling that they had held themselves back through their own lack of confidence, low expectations and inability to see progression for themselves (Green, Moore, Easton & Heggie, 2004).
5. Suitable employment opportunities and training: The desire to remain in an area with which they felt a sense of community and/or the decision to work part-time, led to a lack of suitable job opportunities for some women. Lack of available work locally as a barrier to their employment or progression (Green, Moore, Easton & Heggie, 2004).

From the related literature review the barriers and potential challenges women from ethnic minorities can be categorized under (1) Access to Work, (2) Financial, (3) Communication and Language), (4) Social), (5) Institutional, (6) Cultural) and (7) Psychological.

In order to empower disadvantaged women, it is necessary to equip them with the necessary skills needed in social enterprises. Therefore, providing them with entrepreneurship skills training is a key step in empowering them in SE. In literature, the essential entrepreneurship skills are grouped under four main themes, including,

1. Technical skills,
2. Managerial skills,
3. Entrepreneurial skills, and
4. Personal maturity skills.

Hence, it might be important to develop possible support strategies and policies for the empowerment of ethnic minority women at the global level. Various social policies are being implemented across the world to increase women's participation in the workforce. They usually focus on childcare services, care off times, developing flexible working conditions and active workforce policies (European Union, 2017; 2018).



The purpose of this research is to gain perspectives from women employers, training organizations and relevant post-secondary administrators on transversal skills and social enterprises knowledge and practices, asking those questions about the importance of transversal skills, specific transversal skills priorities and transversal skills deficiencies. Therefore, this study aimed to understand how women could be developed through social enterprises. In the survey, answers to the question “*What are the most needed transversal skills for disadvantaged women?*” was sought.

III-Methodology

3.1. Participants

This study was quantitative research and designed in a descriptive survey model. The data was collected from 303 women working in social enterprises in six different countries (England, Italy, Spain, Czech Republic, Turkey and Malta). The random sampling method was used. The number of participants for each partner country are shown in Table 2.

Table 2

The Distribution of Participants According to Six Partner Countries

Partner Countries	The Number of the Participants
England	119
Italy	42
Spain	69
Czech Republic	26
Turkey	25
Malta	21
Total N=	303

3.2. Research Instruments and Procedure

In order to collect data a “Social Enterprise Needs Analysis Questionnaire” was designed and developed in collaboration with the six partner countries. As a starting point main transversal skills and competencies for social enterprises are determined. Then partner countries agreed on six transversal competencies based on the European



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framework. Each partner country was assigned to a one soft transversal competency. Then each partner country prepared item pools for each transversal skill by conducting literature review and informal meetings with women working in SEs. A draft Social Enterprise Needs Analysis Questionnaire with 80 items was developed. Each partner country asked to rate each item's importance on the draft questionnaire on a five-point Likert type scale. The final "Social Enterprise Needs Analysis Questionnaire" (see appendix) composed of 50 items. The table 4 below shows the

The Social Enterprise Needs Analysis Questionnaire was used to collect the data from 303 women social workers. The questionnaire was uploaded on a survey platform called www.anketuygula.com and a link was sent to participants.

3.3. Data Analysis

The data gathered by the questionnaire was analysed with descriptive statistics in SPSS 21. The mean scores and the weighted average score were calculated for each item in the questionnaire and presented and reported in tables.



IV-Findings of the WISED Survey

In this section, the findings based on the analysis of the data collected through the questionnaire, which will form the basis of six modules, are presented, including cross-country comparisons (see table3-8). Besides, a total of 20 Transversal Skills identified in the context of six modules for women social entrepreneurs are presented in Table 9. Then, these skills are graphically added.

Table 3

Women Employees Views About Communication Skills in SE

MODULE 1: Communication in SE								
Sub-Competencies	M						WAVG	Rank order
	England n=119	Italy n=42	Spain n=69	Czech n=26	Turkey n=25	Malta n=21	N=303	
1. Ability to create and develop training courses in Social Companies	3,31	2,04	3,37	2,62	2,64	3,47	2,90	1
2. Interpersonal Communication Capacity in SE	3,96	2,92	4,01	2,81	2,68	3,76	3,35	3
3. Intercultural Communication Capacity in SE	3,74	3,16	3,82	2,81	2,52	3,81	3,30	2
4. Understand the concepts of culture, identity, integration, prejudice, discrimination	4,24	4,2	4,3	3,96	3,36	3,71	3,96	
5. Improving body and visual language	3,8	3	3,86	2,81	3,36	4,00	3,47	
6. Develop communication skills in social networks	3,66	2,4	3,6	3,24	4,2	3,87	3,49	
7. Implement communication in social networks and new media in Social Organisations	3,69	2,48	3,61	3,00	3,7	3,95	3,40	
8. Effective communication strategies for disadvantaged groups	3,49	3,12	3,42	3,04	3,24	3,52	3,30	2

As shown in Table 3, among the communication skills of women working in Social Enterprise organizations, the three most important skills they need are “*Ability to create and develop training courses in Social Companies (WAVG==2,90)*”, “*Intercultural Communication Capacity in SE (WAVG==3,30)*”, “*Effective communication strategies for*



disadvantaged groups WAVG=3,30), and “Interpersonal Communication Capacity in SE (WAVG=3,35)”. The table 4 below shows the women employees views about learning se dimension, start-up, management, and administration skills in SE.

Table 4

Women Employees Views About Learning SE Dimension, Startup, Management, Administration Skills in SE

MODUE 2: Learning SE Dimension, Startup, Management, Administration								Rank
Sub-Competencies	Mean						WAVG N=303	order
	England n=119	Italy n=42	Spain n=69	Czech n=26	Turkey n=25	Malta n=21		
1. Conducting Appropriate Market Research	3,49	1,48	3,4	3,00	2,56	4,04	2,99	
2. Developing an Attractive Business Model	?	1,72	3,45	2,50	2,84	?	2,62	2
3. Legal Issues and Regulation	3,38		3,4	2,58	2,48	3,90	3,14	
4. Identifying Sources of Funding Start-up Business	3,25	1,76	3,27	2,62	2,48	3,66	2,83	3
5. Creating a Business Plan	3,61	1,92	3,5	2,69	2,68	3,66	3,01	
6. Preparing a Marketing Plan	3,5	1,88	3,36	2,65	2,96	4,00	3,05	
7. Basic Management Theories and Practices in a Startup Environment	?	1,96	3,05	2,52	2,83	?	2,59	1
8. Measuring the success t of the Project Staff in SE	3,47	2,12	3,35	2,42	3	3,95	3,05	
9. Motivating People and Conflict Resolution.	3,91	3,4	3,8	3,19	2,48	4,52	3,55	
10. Employee Recruitment and Selection Techniques	3,46	2,16	3,52	3,42	2,36		2,98	

As the above-given Table 4 depicts, among the women employees working in SE, “Basic Management Theories and Practices in a Start-up Environment (WAVG=2,59)”, “Developing an Attractive Business Model (WAVG=2,62)” and “Identifying Sources of Funding Start-up Business (WAVG=2,83)” found to be the most preferred skills when working in social enterprise organizations. Women employees' views about social and civic competencies in SE context are given in Table 5 below.



Table 5

Women Employees Views About Social and Civic Competencies in SE Context

MODULE 3: Social and Civic Competencies in SE Context								
Sub-Competencies	Mean						WAVG N=303	Rank Order
	England n=119	Italy n=42	Spain n=69	Czech n=26	Turkey n=25	Malta n=21		
1. Maintain physical and mental health	3,92	3,16	3,85	3,38	2,76	4,57	3,60	2
2. Understand Codes of Conduct in different cultures	3,66	3,04	3,69	3,19	3	4,04	3,43	1
3. Understand / manage diversity	3,72	3,64	3,78	3,73	3,08	4,09	3,67	
4. Build tolerance	4,15	4	4,14	3,85	3,2	4,28	3,93	
5. Negotiation	3,88	3,48	3,87	3,40	2,88	4,23	3,62	3
6. Understand feelings of others (empathy)	4,39	3,84	4,42	4,04	3,16	4,28	4,02	
7. Manage stress and frustration	3,85	3,76	3,85	3,54	3,28	4,23	3,75	
8. Basic concepts for social and civic competences	3,81	3,56	3,8	2,92	3,68	4,23	3,66	
9. Problem Solving	4,18	3,56	4,17	3,62	3,8	4,42	3,95	
10. Decision making	4,17	3,24	4,18	3,77	3,76	4,42	3,92	

As shown in Table 5, among the “Social and Civic Competencies in SE Context” of women working in Social Enterprise organizations, the three most important skills they need are “*Understand Codes of Conduct in different cultures (WAVG==3,43)*”, “*Maintain physical and mental health (WAVG==3,60)*” and “*Negotiation (WAVG==3,62)*”. Table 6 below, shows the women employees’ views about Sense of Initiative and Social Entrepreneurship skills in SE.



Table 6

Women Employees' Views About Sense of Initiative and Social Entrepreneurship

MODULE 4: Sense of Initiative and Social Entrepreneurship

Sub-Competencies	Mean						WAVG	Rank order
	England n=119	Italy n=42	Spain n=69	Czech n=26	Turkey n=25	Malta n=21	N=303	
1. Capacity and knowledge to create a Social Enterprise	3,67	1,84	3,55	2,92	3,37	3,95	3,21	1
2. Be proactive and take initiative	4,16	3,4	4,11	3,08	3,4	4,33	3,74	
3. Develop and feed the innovation capacity in the company	3,79	2,84	3,77	2,81	3,72	4,33	3,54	2
4. Reaching company goals	4,19	2,92	4,08	3,35	3,28	4,57	3,73	
5. Ability to motivate and motivate others	4,26	3,8	4,2	3,69	2,83	4,33	3,85	
6. Manage funds and finances.	3,84	3,84	3,74	3,15	3,04	4,52	3,68	
7. Planning and organization skills	4,37	3,08	4,32	3,96	3,2	4,47	3,90	
8. Team management	4,24	3,2	4,12	3,23	2,64	4,42	3,64	3
9. Be aware of opportunities and challenges	4,15	3	4,05	3,54	3,6	4,42	3,79	
10. Organization and management ethics	4,22	2,96	4,1	3,88	3,4	4,23	3,79	

As can be seen in Table 6, among the “Sense of Initiative and Social Entrepreneurship Skills in SE” of women working in Social Enterprise organizations, the three most important skills they need are “Capacity and knowledge to create a Social Enterprise (WAVG==3,21)”, “Develop and feed the innovation capacity in the company (WAVG==3,54” and “Team management (WAVG==3,64). The table 7 below shows the women employees’ views about Social Awareness and Solidarity in SE.



Table 7

Women Employees Views About Social Awareness and Solidarity in SE

MODULE 5: Social Awareness And Solidarity in SE								
Sub-Competencies	Mean						WAVG	Rank Order
	England n=119	Italy n=42	Spain n=69	Czech n=26	Turkey n=25	Malta n=21	N=303	
1. Develop social networks	3,56	3,04	3,47	2,88	2,92	4,42	3,38	
2. Develop a business model of a social nature	3,34	2,04	3,27	2,46	2,76	3,61	2,91	2
3. Monitor and Evaluate Social Awareness and Solidarity	3,25	2,28	3,18	2,44	2,88	3,90	2,98	3
4. Create and coordinate partnerships	3,5	2,08	3,44	1,77	2,64	3,85	2,87	1
5. Promote awareness and social solidarity	3,56	3,16	3,5	2,62	2,68	4,23	3,29	
6. Focus on key people in social matters	3,46	2,72	3,4	2,23	2,32	4,19	3,05	

As shown in Table 7, among the “Social Awareness and Solidarity in SE” of women working in Social Enterprise organizations, the three most important skills they need are “Create and coordinate partnerships (WAVG==2,87)”, “. Develop a business model of a social nature (WAVG==2,91” and “Monitor and Evaluate Social Awareness and Solidarity (WAVG==2,98)”. The table 8 below shows the women employees’ views about Ethical Values, Sustainable Development and Good Governance in SE



Table 8

Women Employees' Views About Ethical Values, Sustainable Development and Good Governance in SE

MODULE 6: Ethical values, sustainable development and good governance in SE								
Sub-Competencies	Mean						WAVG N=303	Rank Order
	England n=119	Italy n=42	Spain n=69	Czech n=26	Turkey n=25	Malta n=21		
1. Code of Ethics in a Social Enterprise	3,58	2,64	3,48	3,35	2,8	3,76	3,26	2
2. Manage diversity and inclusion in Social Companies	3,41	3,68	3,38	2,81	2,72	4,14	3,35	3
3. Sustainable development and governance in Social Companies	3,22	2,84	3,11	2,38	3,6	4,09	3,20	1
4. Sensitization on the role of Social Enterprises	3,59	3,04	3,44	3,15	3,52	3,80	3,42	
5. Promoting Culture of respect	3,56	3,82	3,45	2,85	2,72	4,23	3,43	
6. Health and safety procedures	3,43	2,76	3,31	3,50	2,8	4,33	3,35	3

As can be seen in Table 8, among the “Sense of Initiative and Social Entrepreneurship Skills in SE” of women working in Social Enterprise organizations, the three most important skills they need are “Sustainable development and governance in Social Companies (WAVG==3,20)”, “Code of Ethics in a Social Enterprise (WAVG==3,26)” and “Managing diversity and inclusion in Social Companies (WAVG==3,35) and Health and safety procedures (WAVG=3,35)”. The table 7 below shows the women employees’ views about Social Awareness and Solidarity in SE.



Under the six main transversal skills, the below 20 sub competencies identified as the training needs of women working in social enterprises in six partner countries.

Table 9: Training Needs of Women in Social Enterprises

Social Enterprise Skills Training Needs for Women in SE	WAVG
1. Basic Management Theories and Practices in a Start-up Environment	2,59
2. Developing an Attractive Business Model	2,62
3. Identifying Sources of Funding Start-up Business	2,83
4. Creating and coordinate partnerships	2,87
5. Ability to create and develop training courses in Social Companies	2,9
6. Developing a business model of a social nature	2,91
7. Monitoring and Evaluate Social Awareness and Solidarity	2,98
8. Sustainable development and governance in Social Companies	3,2
9. Capacity and knowledge to create a Social Enterprise	3,21
10. Code of Ethics in a Social Enterprise	3,26
11. Intercultural Communication Capacity in SE	3,3
12. Effective communication strategies for disadvantaged groups	3,30
13. Interpersonal Communication Capacity in SE	3,35
14. Managing diversity and inclusion in Social Companies	3,35
15. Health and safety procedures	3,35
16. Understanding Codes of Conduct in different cultures	3,43
17. Developing and feed the innovation capacity in the company	3,54
18. Maintaining physical and mental health	3,6
19. Negotiation	3,62
20. Team management	3,64

WAVG: Weighted Average: The smaller the weighted average, the more training is needed.



Social Enterprise Skills Training Needs for Women in SE



Note: The smaller the weighted average, the more training is needed.



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V-Discussions and Conclusions

In recent years, women's participation in the labour market has increased substantially whilst taking an active role in entrepreneurial activities, has increased the market competitiveness of individual countries. Activating unused potential in the labour market and creating new job areas can be obtained by encouraging women's engaging social enterprises using ICT tools; academic circles and the business world state this. Especially disadvantaged women need to recognize their power, which will activate their potential in social and economic life. But to be successful in this endeavour, and overcome the barriers that disadvantaged women face, especially their working conditions, executing style, setting up business and strategy development, expectation of future, and evaluating their potential for organisational and environmental opportunities should be covered.

Women are generally struggle more than men in business world and social life, not because of lack of competency but rather because they have more challenges or barriers to enter such spheres. This affects their entrance to social life and various connections such as being a member of an organization. Thus, women are said to be less successful than men in achieving the information, support and resource they need to enter the labour market. Because all stages from definition of opportunities to performance at work are related to entrepreneurship experience.

The purpose of this research was to gain perspectives from women employers, training organizations and relevant post-secondary administrators on transversal skills and social enterprises knowledge and practices in six European countries (UK, Czech Republic, Italy, Malta, Spain, and Turkey) asking them questions about the importance of transversal skills, specific transversal skills priorities and transversal skills deficiencies. In the study conducted with the participation of social entrepreneur women and experts in the disadvantaged group, the findings obtained from the analysis of both quantitative and qualitative data gathered through the questionnaire developed by the project partners were used. Important results have been achieved in the research.

There are similarities' and the differences between the data from this study with those of previous research referred to in the literature (OECD, 2004; OECD, 2013; Azmat (2013); Osirimi (1990); Collins & Low (2010).



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The survey findings revealed that, women, who are part of a disadvantaged group in any way, need various skills for social entrepreneurship. In this context, it has been determined that "1-Basic Management Theories and Practices in a Start-up Environment", "2-Developing an Attractive Business Model", "3-Identifying Sources of Funding Start-up Business", "4-Creating and coordinate partnerships", and "5-Ability to create and develop training courses in Social Companies" skills are the top five skills highlighted as important skills need for women in social enterprises. We can say that, the findings are consistent with findings of past studies.

As far as the *"basic management theories and practices in a start-up environment"* skill is concerned, this skill has been widely considered (Sergiovanni, 2001) among "conceptual skill" in management theories. Being a manager is not an easy task due to working with people. Basic knowledge in management skills is needed at the initial stage of running an enterprise and later during the development stage. The enterprise manager should be a generalist and gain basic skills and knowledge in managerial functions such as planning, organizing, leading, and controlling. The manager also should have an overview of finance, marketing and market development, competitions and so on (Baldwin, 1997).

Managers need to use management skills while performing their duties. Using these skills correctly and effectively directly affects the goals of the organization. These skills can be learned and acquired through management education. Management skills are classified in different ways; however, the most widely used are considered as basic management skills required for effective management work, including 1) technical, 2) interpersonal, 3) personal, and 4) communication (Piškanin, Rudy et al., 2006,). Technical/professional knowledge alone is absolutely necessary to run the "technical side" of doing the job but is not sufficient for the business's successful development. These are core skills of a manager and can be difficult to translate into small businesses' learning frameworks. Therefore, some people may find that personal qualities are more important than managerial or technical skills. For example, research from developing countries indicates that entrepreneurs' personal qualities are critical success factors. They are usually rated as lower in importance to other factors such as good management skills or access to financial resources (Yusuf, 1995).

"Developing an attractive business model" is among the most challenging task for social entrepreneurs who are planning to start a new business. While the term "business model" has gained widespread use in the social enterprise community, the academic literature on this topic is fragmented and confounded by inconsistent definitions and construct boundaries. Definitions for business models vary widely, incorporating



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organizational narrative (Magretta, 2002), processes that convert innovation into value (Chesbrough & Rosenbloom, 2002), recipes for firm activities that incorporate organizational design and strategy (Slywotzky & Wise, 2003), “flows” of information and resources (Timmers, 1998), and designed structures such as the firm's set of boundary-spanning transactions (Amit & Zott, 2001)

Social entrepreneurial organizations have gained awareness and interest among researchers, but we know relatively little about how these organizations can create social and economic value. The findings of some research in the field show that successful social entrepreneur organizations proactively create their own value networks for companies that share their social visions; developed sourcing strategies as an integral part of the business model; and integrate their target groups into the social value network (Mair & Schoen, 2007). Although the business establishment is primarily a private sector issue, incentive public policies can be created to increase the number of women and female entrepreneurs who are members of a minority group.

Starting a new business can be difficult. Prospective entrepreneurs may face a range of barriers, including a lack of access to capital, peer support, inadequate business networks for investment and business opportunities, and the absence of all the basic skills necessary for a business to survive and grow. In the literature, the Business Model Canvas is recommended for women entrepreneurs who want to start their business life as a social entrepreneur while creating a business plan (Annisa R. Qastharin, 2015).

Our finding of “*identifying sources of funding start-up business skills*” matches what has been observed in previous studies. In a survey conducted by Roomi and Parrot (2008), the biggest gender-neutral challenge was accessing capital, which was due to the lack of business management skills and restrictive government regulations when working in the initial phase. Again, access to finance is cited as the biggest challenge, followed by the availability of the market and the lack of technical skills in the development phase. In the same study, limited interaction of women entrepreneurs with male members of the society limits their opportunities to acquire business management and technical skills. There are very few institutions/organisations that provide special education for women. As women entrepreneurs begin to enter the job market, they also face serious competition. By looking at women, men are more freely able to move around in society and interact with their peers. All entrepreneurs, regardless of gender, need knowledge, capital, skills and workforce to successfully start and develop their businesses. While they own some of these resources themselves, entrepreneurs often need to access their connections to look for additional resources.



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These contacts can provide successful ways for entrepreneurs to access social capital and thus represent a key component of useful networks (Burt, 1992).

As far as *“creating and coordinating partnerships skill”* is concerned, building a network and being a member of a network is very important for female entrepreneurs. Being a member of a network will provide them with an effective support framework and help them build their initiatives. Inadequate networks will prevent them from sharing important information, discussing relevant issues, and seeking common issues. With regard to social capital and networks, some studies reveal that even in developed economies there are gender-specific gaps in the contacts of women entrepreneurs and the limited reach and diversity of women entrepreneurs' networks (Cooper et al., 1995). Lerner (1997) states that five important factors explain entrepreneurial performance. These are individual motivations and goals; social learning (entrepreneurial socialization); network connectivity (contacts and membership in organizations); human capital (education level, job skills); and environmental impacts (location, industry involvement, and socio-political variables. Business networks can help any firm build its customer and supplier base, improve access to debt and equity financing, and provide useful advice and support, according to Barr (2015). Such networks can be particularly useful for new and smaller firms, which often have a narrower range of contact due to their size. Furthermore, peer networks can be particularly valuable for entrepreneurs who face similar problems or who are in the same communities. Even if they use it, they often cannot effectively access business networks.

Researchers increasingly acknowledge that entrepreneurial activity is embedded in network relationships that guide resource flows to somehow better-connected entrepreneurs (Aldrich & Zimmer, 1986; Hoang & Antoncic, 2003). The literature provides legitimacy for social capital or the resources that entrepreneurs can access through their personal networks (Adler & Kwon, 2002), entrepreneurs identify opportunities (Bhagavatula et al., 2010), mobilize resources (Batjargal, 2003), and firms (Elfring & Hulsink, 2003).

Our survey findings regarding the *“ability to create and develop training courses in social companies”* skills do not support the previous research findings. Many entrepreneurs and small business owners need access to basic social entrepreneurial skills, but often educational initiatives do not focus enough on their real needs and time constraints. In fact, there are different educational approaches to gain knowledge and skills on a subject such as formal-informal, on-the-job, off-the-job, short-long term, personal and



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professional. Training can also be provided in person, online, or a combination of the two.

Some entrepreneurs may seek help on recruiting skilled employees or actively using consulting services instead of entrepreneurship training. According to the International Labour Organization (ILO, 2018), it is essential to encourage women to enroll in formal education and vocational training and entrepreneurship programs to support women's transition to better jobs.

A considerable amount of literature has been published on social entrepreneurship and skills needed for social entrepreneurs. Several studies have revealed that effective communication, intercultural competence and conducting research are the most important skills required for social entrepreneurship, especially for ethnic minority women. Communication skills, one of the competencies that social entrepreneurs should have, are emphasized in different studies (Frank, 2007; London & Morfopoulos, 2010; Miller, Wesley & William, 2012; Wronka-Pośpiech, 2016). Because social entrepreneurs need to express their opinions clearly in writing and verbally, to listen patiently and accurately, to interpret verbal and non-verbal cues correctly, to express their own feelings, to recognize the feelings of others, to respect others and to gain the trust of others. Therefore, developing respectful, friendly and sympathetic relationships with volunteers, donors, policy makers, partners and beneficiaries of social entrepreneurs depends on their communication skills. Undoubtedly, it is also a need for social entrepreneurs to understand how culture affects their people's expectations and behavior (London & Morfopoulos, 2010). Therefore, it is also important for social entrepreneurs to have strong intercultural skills.

There is evidence that a large variety of skills play an essential role in the process of becoming an entrepreneur (Geyskens, et.al., 2009; & Gimeno, et al., 1997), and some authors agree that entrepreneurial education should focus on the development of skills, attitudes, and practical training (Grandi and Grimaldi, 2003; & Greeve and Salaff, 2003). Previous studies have shown that women have been strong in building interpersonal and social relationships but weak in financial skills than their male counterparts (Collerette and Aubry, 1990). Literature confirms that women are more likely to develop more affective interpersonal skills when they undertake women-only capacity building activities (Vinnicombe & Singh, 2003). In our study, the high importance placed on technical competencies by the respondents in this study may be due to the different socio-cultural environment of the participant



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Conclusions

Social enterprises apply business principles and practices to achieve social good. They reinvest their financial returns into the community to further their social purpose, to create employment and/or other economic and social benefits for marginalized communities. Without a strategy an organization is rudderless and will not survive long in today's changing and demanding world. Without a strategy, no sustainable entrepreneurship is possible. Women in Social Enterprise Development (WISED) offers the key elements to involve and engage women in the social enterprise context developing and implementing an information strategy at different stages and levels.

We estimate that we will have significant information that transversal skills are at least as important as technical skills for entry level employees and that transversal skills are a better predictor of women success (salaries, graduation rates, home ownership) than technical skills. Also we estimate that some transversal skills are considered more critical - and more lacking - than others and there are key differences among industry/economic sectors in desired transversal skills. We need to check what role women employers consider in transversal skills development and their opinion of the value of transversal skills credentials. Finally, the research will offer ideas and information on transversal skills development best practice and assessments and the potential approaches in designing patterns to develop them.



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VII- APPENDIX

7.1. WOMEN in SOCIAL ENTERPRISE DEVELOPMENT

Training Needs Survey

WOMEN in SOCIAL ENTERPRISE DEVELOPMENT- Training Needs Survey

Invitation to participate in a research project

Plain Language Statement for Women/Administrators/Trainees

You are invited to participate in a research project. We are hoping that as a woman as a social entrepreneur, you will be involved in a survey about your experience on social enterprises. We are hoping to visit you/your organization to talk about your experiences. For you, this would involve meeting the researcher to complete a self-administered questionnaire/in face to face environment. The researcher would ask you a few questions and would listen carefully to your experience and opinions.

Aim of The Study:

The purpose of this research is to gain perspectives from women employers, training organizations and relevant post-secondary administrators on transversal skills and social enterprises knowledge and practices, asking them questions about the importance of transversal skills, specific transversal skills priorities and transversal skills deficiencies in six partner countries.

The questionnaire will take about 15-20 minutes to complete. Your name and your institution will not be revealed. No-one involved in the research project will know your name or your institution's name.

It is completely up to you as to whether you want to be involved in this survey. There is no direct benefit for you by being involved in this survey. This research aims to make improvements based on your opinions, so there could be benefits in the future. Your involvement in the project would not involve a risk for you in any different way from everyday life in your institution.

A summary of your opinions will be compared with the opinions of women from six other countries and published in a journal. Your name, your institution, and your location in England, Italy, Spain, Malta, Czech Republic, and Turkey will not be revealed at any stage of this process. Up until publication, you can decide that you want to withdraw from this research.

The title of this project is **Women in Social Enterprise Development (WiSED)**. If you would like to find out more about the project, you can have a look at the project website at www.wised.org. If you have any further questions regarding this request for your involvement in this research project, please feel free to e-mail us directly at cinkir@gmail.com

Please read the following documents before agreeing or not agreeing to participate in the research.

- The nine demographic questions and 50 items on five-point A Likert type Scale (Questions for women in social enterprises)
- The informed consent form
- If you wish to contact an independent person, please contact Ankara Üniversitesi Rektörlüğü Research Ethics Committee Secretary, Döğol Caddesi,06100 Tandoğan Ankara adresinden Etik Kurul Sekreterliği ile irtibat kurunuz. Tel : (0312) 212 60 40 / 2091. E-Posta: roruc@ankara.edu.tr

Yours Sincerely,
Assoc. Prof. Dr. Sakir Cinkir



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Informed Consent Form for Women

Project Title

Women in Social Enterprise Development (WISED)

ii) Clarification of the purpose of the research

We are visiting you/your organization to hear about transversal skills and social enterprises knowledge and practices concerning the European women workforce development system. Further details on the various stages of the project are available at [www.....](http://www.wised.eu)

iii) Confirmation of particular requirements as highlighted in the Plain Language Statement

Participant – please complete the following (Circle Yes or No for each question)

<i>I have read the Plain Language Statement (or had it read to me)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>I have read the questions that will be discussed with me (or had them read to me)</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>I understand the information provided</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>I have had an opportunity to ask questions and discuss this study</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>I have received satisfactory answers to all my questions</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>I am aware that our discussion will be audiotaped</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No

Transversal Skills Training Needs Analysis Questionnaire

Dear Participant.

Below you will find the current Transversal Skills Training Needs Analysis Questionnaire. Please put aside time to complete this survey as accurately and honestly as possible. It is a critical step in creating your personal development plan and enabling you to achieve success in your business. This information will help us to develop modules for Women in Social Enterprise Development to deliver the best training to meet your specific needs.

The link sent to you through email will give you access to your questionnaire during the data collection period. You can access the survey through this link, and it will only take 15-20 minutes to complete. The only purpose of this survey is to help you identify training priorities. The scores have no other purpose. It makes no difference if you rate yourself as mostly 3 with some 4's or mostly 4's with some 5's - as long as it helps you to identify which areas you most want training or development. The results of this Training Needs Analysis is confidential and will only be used for the Project.

If you need further information, please send an e-mail to cinkir@gmail.com

Thank you for taking the time and focus on completing this.

Yours Sincerely,

Assoc. Prof. Dr. Şakir ÇINKIR
Ankara University, Faculty of Educational Sciences



I-DEMOGRAPHIC INFORMATION				
1. Age group	<input type="checkbox"/> 18-30	<input type="checkbox"/> 31-39	<input type="checkbox"/> 40-50	<input type="checkbox"/> 51 or over
2. Educational background	<input type="checkbox"/> Primary	<input type="checkbox"/> Secondary	<input type="checkbox"/> University	<input type="checkbox"/> Postgraduate, MA/Ph.D.
3. Marital Status	<input type="checkbox"/> Married	<input type="checkbox"/> Single	<input type="checkbox"/> Divorced	<input type="checkbox"/> In a relationship
4. How many people, including you, are there in your family or household?	Click or tap here to enter text.			
5. How many years of experience do you have at the company, etc.)?	Click or tap here to enter text.			
6. Please indicate how long you have worked at [Company]:..	Click or tap here to enter text.			
7. What is your current job role in this Company?	Click or tap here to enter text.			
8. Have you received any training and development about SE in the last three years?	<input type="checkbox"/> Yes	<input type="checkbox"/> No		
9. List the type of training and development you have received for your professional development in the last three years.	<div style="border: 1px solid gray; padding: 5px;"> 1. 2. 3. </div>			

Instruction:								
<ul style="list-style-type: none"> Please rate your degree of knowledge/skill in each of the competencies sections below using a scale of 1-5 or N/A and the free text space to provide additional comments. 								
1	:	No knowledge/skill						
2	:	A little knowledge/skill but considerable development required						
3	:	Some knowledge/skill but development required						
4	:	Good level of knowledge/skill displayed, with a little development required						
5	:	Fully knowledgeable/skilled - no/very little development required						
N/A	:	This competency is not applicable to my job						
MODULE 1: Communication in SE - (D2)								
Areas For Development / Training / Improvement								
			1	2	3	4	5	N/A
1.	Designing and Developing Training Program in SE		<input type="checkbox"/>					
2.	Interpersonal Communication in SE		<input type="checkbox"/>					
3.	Intercultural communication in SE		<input type="checkbox"/>					
4.	Understanding the concepts culture, identity, integration, prejudice, discrimination		<input type="checkbox"/>					
5.	Improving body and visual language		<input type="checkbox"/>					
6.	Developing Social Network Communication Skills		<input type="checkbox"/>					
7.	Implementing Social and New Media Communication in SE		<input type="checkbox"/>					
8.	Effective Communication Strategies for Disadvantaged Groups.		<input type="checkbox"/>					
Other Knowledge/skill: Click or tap here to enter text.			<input type="checkbox"/>					
Other Knowledge/skill: Click or tap here to enter text.			<input type="checkbox"/>					
Other Knowledge/skill: Click or tap here to enter text.			<input type="checkbox"/>					



Instruction:

- Please rate your degree of knowledge/skill in each of the competencies sections below using a scale of 1-5 or N/A and the free text space to provide additional comments.

- 1 : No knowledge/skill
 2 : A little knowledge/skill but considerable development required
 3 : Some knowledge/skill but development required
 4 : Good level of knowledge/skill displayed, with a little development required
 5 : Fully knowledgeable/skilled - no/very little development required
 N/A : This competency is not applicable to my job

MODULE 2: Learning SE dimension, start-up, management, administration, etc

Areas For Development / Training / Improvement

	1	2	3	4	5	N/A
1. Conducting Appropriate Market Research	<input type="checkbox"/>					
2. Developing an Attractive Business Model	<input type="checkbox"/>					
3. Legal Issues and Regulation	<input type="checkbox"/>					
4. Identifying Sources of Funding Start-up Business	<input type="checkbox"/>					
5. Creating a Business Plan	<input type="checkbox"/>					
6. Preparing a Marketing Plan.	<input type="checkbox"/>					
7. Basic Management Theories and Practices in a Startup Environment	<input type="checkbox"/>					
8. Measuring the Success of The Project and Staff in SE	<input type="checkbox"/>					
9. Motivating People and Conflict Resolution.	<input type="checkbox"/>					
10. Employee Recruitment and Selection Techniques	<input type="checkbox"/>					
Other Knowledge/skill: Click or tap here to enter text.	<input type="checkbox"/>					
Other Knowledge/skill: Click or tap here to enter text.	<input type="checkbox"/>					
Other Knowledge/skill: Click or tap here to enter text.	<input type="checkbox"/>					

MODULE 3: Social and Civic Competencies in SE Context

Areas For Development / Training / Improvement

	1	2	3	4	5	N/A
1. Maintaining Physical and Mental Health	<input type="checkbox"/>					
2. Understanding the Code of Conducts in Different Cultures	<input type="checkbox"/>					
3. Understanding/Managing Diversity	<input type="checkbox"/>					
4. Building Tolerance	<input type="checkbox"/>					
5. Negotiation	<input type="checkbox"/>					
6. Understanding Others' Feelings (Empathy)	<input type="checkbox"/>					
7. Coping with Stress and Frustration	<input type="checkbox"/>					
8. Basic Concepts for Social and Civic Competencies	<input type="checkbox"/>					
9. Problem Solving	<input type="checkbox"/>					
10. Decision Making	<input type="checkbox"/>					
Other Knowledge/skill: Click or tap here to enter text.	<input type="checkbox"/>					
Other Knowledge/skill: Click or tap here to enter text.	<input type="checkbox"/>					
Other Knowledge/skill: Click or tap here to enter text.	<input type="checkbox"/>					



MODULE 4: Sense of initiative and social entrepreneurship - (D3) Areas For Development / Training / Improvement	1	2	3	4	5	N/ A
1. Starting up a Social Enterprise	<input type="checkbox"/>					
2. Being Proactive and Taking Initiative	<input type="checkbox"/>					
3. Building innovation capability	<input type="checkbox"/>					
4. Achieving Company Goals and Objectives	<input type="checkbox"/>					
5. Motivating Yourself and Others	<input type="checkbox"/>					
6. Managing Your Money	<input type="checkbox"/>					
7. Planning and Organizing Skills	<input type="checkbox"/>					
8. Team Building	<input type="checkbox"/>					
9. Being Aware of Opportunities and Threads	<input type="checkbox"/>					
10. Organizational Ethics and Management	<input type="checkbox"/>					
<i>Other Knowledge/skill: Click or tap here to enter text.</i>	<input type="checkbox"/>					
<i>Other Knowledge/skill: Click or tap here to enter text.</i>	<input type="checkbox"/>					
<i>Other Knowledge/skill: Click or tap here to enter text.</i>	<input type="checkbox"/>					

Instruction:

- Please rate your degree of knowledge/skill in each of the competencies sections below using a scale of 1-5 or N/A and the free text space to provide additional comments.

- 1 : No knowledge/skill
 2 : A little knowledge/skill but considerable development required
 3 : Some knowledge/skill but development required
 4 : Good level of knowledge/skill displayed, with a little development required
 5 : Fully knowledgeable/skilled - no/very little development required
 N/ : This competency is not applicable to my job
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MODULE 5: Social awareness and solidarity in SE - (D4) Areas For Development / Training / Improvement	1	2	3	4	5	N/ A
1. Developing a social network	<input type="checkbox"/>					
2. Developing a business model on social awareness and solidarity	<input type="checkbox"/>					
3. Monitoring and Evaluating social awareness and solidarity	<input type="checkbox"/>					
4. Creating and coordinating consortiums	<input type="checkbox"/>					
5. Promoting social awareness and solidarity	<input type="checkbox"/>					
6. Targeting actors in social awareness and solidarity	<input type="checkbox"/>					
<i>Other Knowledge/skill: Click or tap here to enter text.</i>	<input type="checkbox"/>					
<i>Other Knowledge/skill: Click or tap here to enter text.</i>	<input type="checkbox"/>					
<i>Other Knowledge/skill: Click or tap here to enter text.</i>	<input type="checkbox"/>					



MODULE 6: Ethical values, sustainable development and good governance in SE	1	2	3	4	5	N/A
1. Code of Ethics in Social Enterprise	<input type="checkbox"/>					
2. Managing Diversity and Inclusion in SE	<input type="checkbox"/>					
3. Sustainable Development and Good Governance in SE	<input type="checkbox"/>					
4. Raising Public Awareness About the Role of the SE	<input type="checkbox"/>					
5. Promoting a culture of respect in SE?	<input type="checkbox"/>					
6. Health and safety procedures in SE	<input type="checkbox"/>					
<i>Other Knowledge/skill: Click or tap here to enter text.</i>	<input type="checkbox"/>					
<i>Other Knowledge/skill: Click or tap here to enter text.</i>	<input type="checkbox"/>					
<i>Other Knowledge/skill: Click or tap here to enter text.</i>	<input type="checkbox"/>					
<i>Please specify up to 5 topics that reflect your most important development and training needs not mentioned above.</i>						
<div style="border: 1px solid gray; padding: 5px;"> 1. <input style="width: 90%;" type="text"/> 2. <input style="width: 90%;" type="text"/> 3. <input style="width: 90%;" type="text"/> 4. <input style="width: 90%;" type="text"/> 5. <input style="width: 90%;" type="text"/> </div>						
<p>We want to share the training needs analysis report with you. After completing and analysing the “Transversal Skill Needs Analysis Questionnaire” Please let us know if you are willing to participate and interviewed about your experience as a female Social Entrepreneur.</p> <p><input type="checkbox"/>Yes, I would like to participate as an interviewee: Your e-mail:.....Phone:.....</p> <p><input type="checkbox"/>No, but please send me the needs analysis report. Your e-mail:.....</p>						

THANK YOU VERY MUCH FOR COMPLETING THE SURVEY