

Community Enterprises & responsible citizenship for young and women  
(ComEnter&RC)

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*Skills for Community Enterprise*

*Module 3, Unit 2*

## *Community Entrepreneur's Common Profile*

### **Community Enterprise – sharing perspectives with the community of reference**

**It exists in a social composition, where it operates and which emits a latent demand – an entrepreneurial group able to collect the community's needs and translate them in economy.**

#### **Fundamental Entrepreneurial Skill:**

**Listen to the territory, collecting the needs and desires and identifying entrepreneurial opportunities**

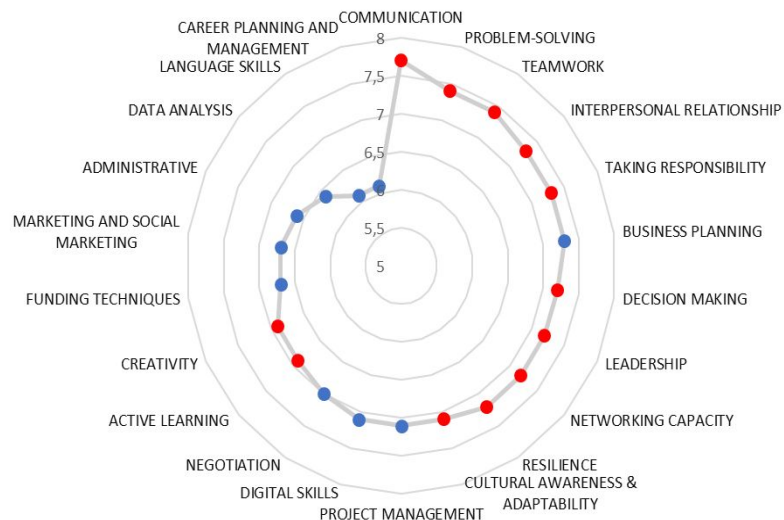
## *Community Entrepreneur's Common Profile*

### The relevance of «soft skills»

The most important:

- Communication
- Teamwork
- Personal Relationships

### SKILLS PROFILE



AREA	COMPETENZA	MEDIA
SOFT SKILLS	<b>COMMUNICATION</b>	7,7
SOFT SKILLS	<b>PROBLEM-SOLVING</b>	7,4
SOFT SKILLS	<b>TEAMWORK</b>	7,4
SOFT SKILLS	<b>INTERPERSONAL RELATIONSHIP</b>	7,3
SOFT SKILLS	<b>TAKING RESPONSIBILITY</b>	7,3
HARD SKILLS	<b>BUSINESS PLANNING</b>	7,3
SOFT SKILLS	<b>DECISION MAKING</b>	7,2
SOFT SKILLS	<b>LEADERSHIP</b>	7,2
SOFT SKILLS	<b>NETWORKING CAPACITY</b>	7,2
SOFT SKILLS	<b>RESILIENCE</b>	7,2
SOFT SKILLS	<b>CULTURAL AWARENESS &amp; ADAPTABILITY</b>	7,1
HARD SKILLS	<b>PROJECT MANAGEMENT</b>	7,1
HARD SKILLS	<b>DIGITAL SKILLS</b>	7,1
HARD SKILLS	<b>NEGOTIATION</b>	7,0
SOFT SKILLS	<b>ACTIVE LEARNING</b>	6,9
SOFT SKILLS	<b>CREATIVITY</b>	6,9
HARD SKILLS	<b>FUNDING TECHNIQUES</b>	6,7
HARD SKILLS	<b>MARKETING AND SOCIAL MARKETING</b>	6,7
HARD SKILLS	<b>ADMINISTRATIVE</b>	6,6
HARD SKILLS	<b>DATA ANALYSIS</b>	6,4
HARD SKILLS	<b>LANGUAGE SKILLS</b>	6,1
HARD SKILLS	<b>CAREER PLANNING AND MANAGEMENT</b>	6,1

*Brainstorming:*

*Which skills do you think are needed?*

*Community Enterprise in relation to  
personal identity and subjectivity*

## IDENTITY

In present times, identity seems to be fluid and changeable, given the contemporary uncertainty of society.

How can pluralisation and the need to be oneself be kept together?



## IDENTITY

Personal identity is the result of a cultural and social construction, the result of a process of identification with certain values and certain models

The subject, who we are, is a twist of identity and difference – a 'making' not a fact.

How do we identify as subjects?

## MAKE ENTERPRISE IN THE CRISIS

Creating enterprise in times of crisis is a choice dictated by passion, a strong drive for professional achievement and to commit to a long-dreamed about and well thought-through project.

***In short: Become who you are***

## THE DIFFICULT CHARTER OF THE DESIRE

- In the contemporary world, desire is confused with the need for immediate satisfaction
- If all that is offered is fleeting and ephemeral, how is it possible to find ways of self-expansion?
- Media education is paradoxical: globally driven on the one hand; on the other, it enhances the uniqueness of the individual.

With our actions, we can shape the future even if we have no knowledge of it

### ***Know and Act***

Determine the possible success of a project as:

*"Knowing is not enough, thinking transforms nothing, but action does"*

*(Goethe)*

## THE WORK OF SUBJECTIVATION

**Method:** Continuously rework on building the meaning of experience

There are three steps in this reworking:

- Disassemble the unexamined beliefs that are the background to the fears
- Address the way thoughts are put into shape to access feeling
- Accept the gap between what you thought about yourself and what you discover about yourself

## LABORATORY: Knowing the Limits and Confronting the Fears

- One can compose a picture of one's own nature – one's essential characteristics: What are the difficulties, the challenges?
- Memory does not record contentment as clearly as moments of strong emotion, including fearfulness, that present themselves though they are unexamined.
- It is safe to predict that close examination will almost always lead to discovery and increased knowledge – including when we make time to examine ourselves.

## ***Brainstorming:***

*What are the criteria defining roles in the group that wants to start a community enterprise?*

***Final laboratory question:***

*Does our group have these characteristics?*



*Work involved in being a Guide Group for  
a community enterprise*

### Guide Group's roles:

- “Meta-analysis” of community’s situation from the community profile
- Sharing the general purpose for the welfare of the community
- Definition of the project goals
- Monitoring the level of community participation in the project
- Collaboration in the realization of the project

## The Leading Group comprises:

- Those who have recognized concerns in their community
- Those who feel the need to bring about a change in the situation
- Those who have already taken action within the community to answer to this need

A Leading Group is more effective if it comprises people who:

- know the community as its members and / or as operators,
- are interested in seeing improvement in the community,
- represent the different groups of the community,
- are willing to work together.

## Dynamic and Rational: the roles

<p><b>CREATOR</b></p> <p>is oriented towards pragmatism – translating ideas and objectives into operational procedures, keeping time under control without necessarily seeking perfect solutions</p>	<p><b>ASSESSOR</b></p> <p>analyses problems and evaluates the contribution made by others</p>	<p><b>CONSERVATOR</b></p> <p>builds the group's memory, tries to avoid returning to the starting point while highlighting the difficulties and criticalities of innovation by analysing the data</p>
<p><b>SPECIALIST</b></p> <p>Provides specialist technical knowledge and skills in teamwork</p>	<p><b>NEGOTIATOR</b></p> <p>continually seeks integration between different points of view – between the different logics and solutions that can be applied to the problem and favours shared decision-making</p>	<p><b>RESOURCE RESEARCHER</b></p> <p>is the one who looks for ideas and resources useful to the group in the external environment</p>
<p><b>INNOVATOR</b></p> <p>pushes to change the way of working, to renew the tools and methods of analysis, to find new solutions to old problems</p>	<p><b>COMMUNICATOR</b></p> <p>listens to all the interventions, synthesizes them and verifies understanding by everyone of the different arguments</p>	<p><b>COMPLETER</b></p> <p>has tasks and activities completed in compliance with the established deadlines; moreover, identifies the areas where more work is needed and where there has been any carelessness</p>
<p><b>CREATIVE</b></p> <p>is usual to overturn the reasoning patterns of the group; proposes new ideas and projects but also promotes the use of ideas and different approaches</p>	<p><b>FACILITATOR</b></p> <p>tries to involve everyone in the various opportunities of discussion and mobilizes to activate purposeful and less formal situations</p>	<p><b>METHODOLOGIST</b></p> <p>is logical and orderly, alert to the definition of work paths and the organization of the work itself</p>

## Dynamic and Rational: Four of the risks to consider when appointing roles

Issue	Nature of Risk	Description of Risk	Potential Consequence
Ambiguity in an assigned Role	A role has an inner tensions within it concerning what the person assigned to the role is expected to do	This occurs when expectations related to a certain role are made explicit in a vague or incomplete way.	The functions of a Communication Manager are interpreted in a way that is totally different to a team who depend on clear information being provided in their area of operation. Then the Steering Committee conclude that both interpretations are valid.
Distortion of an assigned Role	A role undergoes change over a period of time without a formal set of amendments being made that include both consultation and agreement	This presents two related problems: <ul style="list-style-type: none"> <li>• lack of clarity in communication that leads to the receiver seeing change and adaptation that the communicator did not intend.</li> <li>• a communicator conveys and an adaptation informally that the person in the role sees as temporary as the adaptation was not formally minuted and recorded in writing.</li> </ul>	A volunteer has a mode of operation that only interprets each communication as if it was self-standing and so it must override what has gone before., while the communicator is expecting interpretation to be made in the context of previous communication.

## Dynamic and Rational: Four of the risks to consider when appointing roles

Issue	Nature of Risk	Description of Risk	Potential Consequence
Inconsistency in the elements of an assigned role	A role has a set of responsibilities within the job description that are fundamentally incompatible with one another.	This represents a poorly drafted job description, possibly done by two people at different times, that has not been proofread, where two or more elements of the specification conflict so that it is not possible to fulfil both elements of the role.	A project manager is asked to build a highly demanding time-limited project that is covered within the job specification when the timeframe required to fulfil the tasks cannot possibly fit with the other usual day-to-day activities.
Conflict between different assigned roles	A role has responsibilities that significantly overlap with those of a different role without reference to necessary coordination between them.	This represents a job description drafted without reference to previous job descriptions or inadequate thought given to the latest framework for assigning responsibilities, leading to a conflict between two assigned roles.	Two completely separate roles, between two people that are not in regular communication with one another at work are given responsibility for assessing the value of suppliers in one area of operation while everyone in the organisation believes that only one of them has that responsibility.

## ***Risks within Role Appointment:***

*We have considered just four of the risks.*

*Using the same frame, what others can we identify?*



## Dynamic and Rational Leadership

Leadership in a work group must be understood as a function of balance between the members and the group: in this sense the leader must have a strong propensity for weaving relationships.

Leadership is essential for the achievement of objectives, the working climate, communication and decisions that are taken together with the work group.

The leader must also be a facilitator and find solutions to conflicts that can be generated within the work group.

## Dynamic and rational: good leadership models

TRANSFORMATIONAL LEADERSHIP	CHARISMATIC LEADERSHIP
<p>Explains how leaders know how to:</p> <ul style="list-style-type: none"><li>● recognize the needs of collaborators,</li><li>● develop and increase their involvement,</li><li>● manage to transform their followers into new leaders</li></ul>	<p>The ability of the leader to:</p> <ul style="list-style-type: none"><li>● create a strong emotional involvement</li><li>● communicate shared values clearly,</li><li>● see through the superficial manifestations of organizational processes and behaviours – all that is implicit and tacit.</li></ul>



THANK YOU FOR YOUR ATTENTION!

