SINA

Framework booklet

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Community Pillar

The **Community Pillar** makes up the way we live together in SINA. It includes the definition of a community, shared values, shared community spaces, shared reality and the activities bringing us together. It entails measures to enable a conducive environment for learning and living for those who opt to.

Community definition: A group of people living in the same place or and having a particular characteristic in common.

This also includes people who do not necessarily live in the same compound, and yet they do there at least 3 days in a week and spend a minimum of 6 hours in a day with members of the community.

The families, scholars, coaches, trainers, mentors, people filling different roles and living within the same compound are part of the community as they each spend more than 6 hours for at least three days a week in the same space.

Other support staff include security personnel and cooks, if any, living in the same compound or those who come and leave after the shift, are also a part of the community.

Someone coming for example to watch a football match, browse the internet or play football for an hour or two and even one who comes to buy certain products at the compound is not a community member. A visitor spending less than three days within the compound vicinity as well is not a community member. On the other hand a visitor spending more than three days within the vicinity becomes a community member. He or she would be expected to abide by the guidelines of the community.

Community Culture

The way we wish to live together is outlined in the **Social agreement & Community Safeguarding Policy** promoting and protecting people's health, well-being and human rights, and enabling them to live free from harm, exploitation and abuse.

Community members would be required to do a Community Safe-guarding Essentials training online:
https://kayaconnect.org/course/info.php?id=1424

> The community culture would be enhanced by the process of Nonviolent Communication as outlined:
>
> **Nonviolent communication (NVC)** is a process that supports mutual connection and compassion. It reminds us of our humanity. How we can live and work together in a shared space – self-care and care for each other within this community space. This is the culture the community is invited to cultivate.
>
> Learn more about this in the **SINA NVC Handbook**.

NVC assumes that we all share the same basic human needs, and that all actions are attempts or strategies to meet one or more of these needs. The community members will have greater authenticity in their communication, increased understanding, deepening connection and flourishing relationships.

A good understanding of NVC in every SINA Community will allow for a harmonious way of living together. Conflict is embraced as a sign that there is an essential need that has not been met; a way to create improvements and find better strategies towards fulfilling the needs of the individual and the collective.

Each SINA is therefore highly encouraged to learn and embrace Nonviolent Communication.

Learn more about the topic at www.cnvc.org.

Conflict Transformation

Conflicts are a part of life. They simply bring our attention to matters that are important to each of us in regards to how we relate to each other. How we react to conflict is what may trigger either disconnection or violence. To transform conflict within the SINA community, Mediation Using Nonviolent communication would be helpful to establish a connection and mutual understanding.

Mediation using Nonviolent communication will allow both conflicting parties to express themselves and be listened to without bias, judgement or blame in a safe space. Confidentiality would be a core requirement for both parties in a mediation process with an agreement arrived at between conflicting parties acknowledged and respected within SINAs.

A period of one week to a month would be given for the conflicting parties to meet with a mediator, and hopefully come to an agreement. If at the end of the month there is still no agreement, the parties upon the recommendations from the mediator would be given a choice to either seek mediation from the NVC coordination or proceed to report to the police.

Each SINA would have a minimum of two community members trained on Mediation using Nonviolent communication. They would be impartial in any case brought to their attention. This would include, setting a safe space for mediation, guiding a mediation session, translating interpretations into needs and feelings and formulating a mediation agreement. In a case where the conflicting parties have come to an agreement, the mediator is supposed to still follow up with the parties for a period depending on the wisdom of the mediator to ensure the terms of the agreement have been fulfilled.

Community Decision-making process

Decision making is a key component in any organization as it determines the longevity and sustainability of the organization.

In most group decision making processes, the majority opinion carries the day. Little or no choice or consideration is given to the minority voice. This may be a trigger for conflict in future. A majority voice tends to entrench a power over or top-bottom approach to decision making.

With this in mind, a focus on inclusion of the minority voice or opinion as well as the proposal with the lowest resistance would be more effective and sustainable. This ensures a bottom-up approach in which all proposals are considered and evaluated in terms of the resistance each person has to each proposal.

In this regard, Systemic Consensing will be a welcome option. Simple Systemic Consensing would be easier to learn and implement.

All community members would be invited to table their proposals. Each member has a chance to express his/her resistance to all of the proposals from 0 – 10 using the fingers. Ten in this case would mean high resistance or not in agreement with the proposals being adopted. 0 on the other hand would be the lowest/least resistance, am in agreement with the proposal.

A tally of the total resistance to each of the proposals would be established. The proposal with the lowest count would be adopted as the community decision.

This means the community trusts this decision has fewer chances of triggering tensions or conflict in the future during implementation.

SINA Community Rep

Each SINA will elect one community member to represent the SINA in SINA Global. The election process should be conducted through systemic consensing. This member is expected to learn basic Symbiotic Enterprises and Nonviolent Communication. This would enable him/her to carry out the responsibilities of the role with ease.

Community Guidelines

The Social Agreement and the Community Safeguarding Policy both specify a Code of Conduct for a safe way of living together and processes to prevent and protect from harm, as well as the mechanism to respond to any incidences. The Community Agreement constitutes a minimal ruleset. However, each SINA is encouraged to develop further "Community Guidelines" as a collaborative activity where all members can specify and agree on additional guidelines. These could include the way the SINA deals with:

- Alcohol
- Absenteeism and late coming
- Phone use in sessions
- Sharing of resources and spaces
- Noise (such as playing music at night)
- Cleaning
- Sharing of information (e.g. no spam, rumours, no gossip)
- etc.

While each SINA Community is unique,
the following will be **binding** to each SINA:

- **The Social Agreement**
- **Community Safeguarding policy**

A Community Safeguarding Steward would be elected by each SINA through Systemic Consensing.

Each SINA will be expected to elect through Systemic Consensing, two community members to be trained to mediate community conflicts using Nonviolent communication.

On the other hand, the following may apply to a specific SINA depending on the needs therein:

a) **Community Committee**
   To ensure the safety and well-being of the SINA community a SINA is obligated to set up a Community Committee made up of either three (3) or five (5) or seven (7) members, elected every six months. This committee would be tasked with ensuring the safety and well-being of the community members.

The members are elected among all community members based on their trust, commitment to SINA and also ability to face tensions/conflicts while keeping a balance between caring for their own needs and the needs of the entire community.

One of the members is expected to come from the scholars who spend more than 6 hours a day within the compound for at least three (3) days in a week. The members eligible for election are expected to be trustworthy, well informed about the SINA community.

The Community safeguarding Essentials training will be a mandatory requirement. Nonviolent communication and Symbiotic enterprises knowledge may be an added advantage:

b) **Community operations Circle**
   A SINA may also adopt a community operations circle if it deems it fit and meaningful.
c) **Coaches**
d) **One on One partners**
   A scholar at a SINA may find it difficult to orient and integrate the learnings at the same time being in a new environment with people from different backgrounds. A SINA may allocate one mentor to three (3) to five (5) new scholars depending on the number of scholars vis a vis the number of community members.

Personal Wellbeing

SINA has no specific tools or methodologies to foster personal wellbeing. Every SINA is encouraged to offer or self-organize activities such as sports, recreation, fun and mindfulness (such as meditation), if finds relevant. A recommended resource is Recipes for Wellbeing.

Community Agreement

1. Introduction

The Social Innovation Academy (SINA) tackles failing education resulting in unemployment in Africa through creating self-organized and responsible learning spaces where disadvantaged youth unleash their potential for positive change through Social Entrepreneurship.

SINAs are independent organizations implementing the SINA Framework via a Licence. A SINA works with youth from 18 to 35 years from disadvantaged backgrounds. This include for example former orphans, individuals from extreme poverty backgrounds, former sex workers and refugees. Some SINAs are located within a refugee camp or settlement, where often basic needs are not met, leaving the beneficiaries vulnerable.

This Community Agreement defines what all members of a SINA community can expect of each other in service of care, concern, compassion and mutual respect for a safe space full of well-being.

2. Definitions

Child
The term 'child' has the specific legal meaning of anyone below the age of 18 years (as defined by the *United Nations Convention of the Rights of the Child 1989*).

Adult
The term adult therefore refers to anyone aged 18 years or over.

Adult at risk

An adult "who is or may be in need of community care services by reason of mental or other disability, age or illness; and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation"

Vulnerable Adult

A vulnerable adult is someone aged 18 or over who has care and support needs due to their age or frailty, mental or physical health problems, gender, learning or physical disabilities or the impact of disasters and conflicts, and who is unable as a result to protect themselves from harm, exploitation or abuse.

Abuse

Abuse occurs when an individual or individuals hurts another adult or child, either physically or mentally. In the majority of cases, the abuser is someone the victim knows well, such as a parent, other caregiver, relative or friend. Abuse can be intentional or unintentional. There are several forms of abuse including:

a) **Physical abuse**

Physical abuse is causing deliberate injury to a person, however slight. This may involve hitting, shaking, throwing, poisoning, biting, burning or scalding, drowning, suffocating or otherwise causing or attempting to cause physical harm to a person. Physical harm may also be caused through the misuse of medication, restraint or inappropriate sanctions (for example, corporal punishment) or being given alcohol or a substance that is known to cause harm.

b) **Emotional/psychological abuse**

Emotional or psychological abuse is the emotional ill-treatment of a person that adversely affects their wellbeing or development.

Some level of emotional abuse is involved in all types of ill treatment, though it may occur alone. It includes threats of harm, humiliation, blaming, controlling, intimidation, coercion, harassment, verbal abuse, isolation or withdrawal from services or support networks.

c) **Sexual abuse**

Sexual abuse is the involvement of a person in sexual activities which they do not want or truly understand, or to which they are unable to give valid or effective consent. This may involve rape, sexual assault, inappropriate sexual contact or exposure to inappropriate material.

Any kind of sexual activity involving a child constitutes sexual abuse, whether or not the child is aware of, or consents to, what is happening. This includes rape, incest, fondling genitals, masturbation, voyeurism, exhibitionism, exposing a child to adult sexual material, or making them take part in any sexual activity, real or simulated, whether face-to-face, online, or in any other medium.

d) **Financial or material abuse**

Financial or material abuse is the theft or misuse of a person's property or assets. This includes money being withdrawn or stolen, goods or services purchased in someone's name without their consent, being deliberately overcharged for goods or services, misappropriation of property, possessions or benefits, or money being borrowed by someone who is providing a service to the vulnerable person.

e) **Discriminatory abuse**

Discriminatory abuse is repeated, ongoing or widespread discrimination due to a person's age, sex, gender, disability, racial heritage,

religious belief, sexual orientation, appearance or cultural back-ground, marriage or civil partnership, pregnancy and maternity. This can include unfair or less favourable treatment, sexual or gender preference, slurs, harassment, name-calling, bullying, cyberbullying, breaches of civil liberties, and unequal access to health or social care.

f) Harmful traditional practices

Harmful traditional practices are forms of violence which have been committed (primarily against women and girls) in some communities and societies for so long that they are considered, or presented by abusers, as part of accepted practice. Such traditions include Female Genital Mutilation (FGM) and forced early marriage. They may also include different forms of ritual ceremonies involving individuals in harmful religious or spiritual activities. Children and adults with disabilities may be at higher risk of becoming victims of witchcraft beliefs in certain contexts for example individuals with albinism.

g) Harassment

A behavior that can cause the recipient to be embarrassed, uncomfortable, distress and has the effect of humiliating, intimidating, or coercing someone through personal attack.

It also includes any behavior that is unwelcome, unwanted, or unsolicited where the recipient regards it as offensive or undesirable. (When a person communicates that the behavior is unwelcome, it becomes illegal. Even if the conduct is not stated but implied, as long as it is unwelcomed it is unlawful

h) Commercial exploitation

Exploiting a child in work or other activities for the benefit of oth-

ers and to the detriment of the child's physical or mental health, education, moral or social-emotional development. It includes, but is not limited to, child labour.

Community

A group of people living in the same place or/and having a particular characteristic in common. This also includes people who do not actually live on the compound, but who come there often to spend substantial time with members of the community for example security guards,cooks.

Safeguarding

Safeguarding means promoting and protecting people's health, wellbeing and human rights, and enabling them to live free from harm, exploitation and abuse. A safeguarding approach means identifying and minimising the risk of harm to SINA members and stakeholders, including children and adults. This includes responding appropriately to any safeguarding concerns about children and adults within communities where we work. It entails a wide potential range of policies, procedures and activities seeking to address child and adult safety and wellbeing.

In SINA's case, a safeguarding approach means minimising the risk of harm, exploitation or abuse of beneficiaries from staff and SINA members, operations and programme activities. It includes reporting any safeguarding concerns within communities where we work to the appropriate authorities. This agreement focuses on addressing those risks by developing standards and mitigating measures to target and reduce residual risk. The "do no harm" principle is now widely recognised as an important element in the wider strengthening of safeguarding systems at both national and local levels which this Community agreements builds upon.

SINA representatives

These are partners (filling roles in the organization), beneficiaries (scholars), trustees, employees (permanent or temporary), consultants, children, volunteers who work directly for SINA and anyone spending time in a SINA beyond a short visit (of more than three days) and thus having become part of the community and engaging with its members.

3. Target groups of the agreement

The Community Agreement is to be applied across all organisational activities and in all SINAs. All SINA representatives and members of a SINA community should be aware of and adhere to the agreement. SINA representatives are defined as partners (filling roles in the ..organization), beneficiaries (scholars), trustees, employees (permanent or temporary), consultants, volunteers who work directly for SINA and anyone spending time in a SINA beyond a short visit (4+ days) and thus having become part of the community and engaging with its members.

It is expected that partner organizations engaging with a SINA have policies and procedures in place covering safeguarding in order for SINA to enter into partnership. Where partners do not have appropriate policies, but it is deemed essential that SINA work with them, policies will be developed as part of the early stages of the partnership, led by the due diligence process.

In addition to complying with the agreement all representatives must sign and will be held accountable to the agreement.

4. Purpose and commitment

The purpose of this agreement is to ensure that SINA activities are implemented in a safe and protective environment where harm, exploitation and abuse are effectively prevented as far as reasonably possible, and responded to effectively.

The agreement has three specific objectives:

1) Keeping beneficiaries, children and adults safe
2) Safeguarding the reputation of SINA, including guarding SINA representatives from false allegations or from operating within an unclear framework
3) Ensuring the highest standards of behaviour from representatives and minimising the risk of abusers entering any SINA

SINA is committed to doing whatever we can to keep everyone safe. In all activities involving children, including fundraising, communications and programme activities, primary consideration should be given to children's rights, following the "best interest" of the child, the child's right to life and development, the child's right to be heard/participate, and the child's right to non-discrimination.

Principles of Community Safeguarding

SINA is committed to six key principles that underpin all safeguarding functions, actions and decisions:

1) **Empowerment**
People being supported and encouraged to make their own decisions and informed consent.

2) **Prevention**
It is better to take action before harm occurs.

3) **Proportionality**
The least intrusive response appropriate to the risk presented.

4) **Protection**
Support and representation for those in greatest need.

5) **Partnership**
Communities have a part to play in preventing, detecting and reporting neglect and abuse.

6) **Accountability**
Accountability and transparency in delivering safeguarding.

5. Standards

Awareness and communication

All SINA representatives and community members are aware of the agreement and the organisation communicates its approach to key stakeholders.

All SINA representatives and community members are responsible for complying with the agreement and code of conduct, including following all reporting and response procedures outlined.

SINA representatives and community members will be introduced to the agreement and sign the code of conduct as part of their induction, contracting or ongoing management process.

SINA will communicate the agreement through its website and directly to core stakeholders and partners to demonstrate its commitment and the importance of the agreement.

SINA will only enter into an MoU with organisations that either have safeguarding policies in place, or are committed to developing them. Where a partner's policies and procedures are less strong than SINA, consideration will be paid to advocating for and providing technical support to strengthening of the agreement.

Recruitment, selection and training

Recruitment processes for any employees will include relevant questions on experience working with vulnerable adults, and additional references or background checks will be undertaken for posts identified as high risk.

SINA will provide necessary training and support to representatives to ensure effective implementation of the agreement. This training will be conducted within the first two months of contract recruitment.

An online Safeguarding Essentials training and a certificate of completion will be mandatory requirements before recruitment.

Collection of Data and Reporting of Incidents

SINA representatives and community members will ensure that appropriate consent is obtained before images or stories of adults and children are captured or shared.

SINA will ensure that adults and children are represented in an appropriate way that does not victimize or sexualize them.

SINA will only collect data on individuals for a specific authorized purpose and it will only be used as intended. It will be stored in a way that complies with relevant legislation and our own data protection procedures.

Any breaches to the security of personal data must be reported and acted on immediately.

SINA representatives and community members will not use SINA equipment to view, share or access illegal or inappropriate material, including any that specifically includes children.

All SINA representatives and community members must also follow appropriate and relevant national legislative and criminal reporting procedures as advised by the Safeguarding Focal Person (SFP).

6. Measures to implement the agreement

The safeguarding agreement requires the following steps for its implementation.

Staff and SINA members including the designation and training of Safeguarding Focal Persons (SFP) in each SINA.

Prevention measures including awareness raising, training of relevant staff and SINA members, risk analysis, recruitment procedures, induction of staff and SINA members in the agreement and

codes of conduct for SINA representatives and incorporation of the agreement into relevant existing systems.

Reporting and responding measures including steps for alerting and reporting safeguarding concerns, investigation and incident management, duties and responsibilities of assigned roles and safeguarding focal point persons.

Implementing and maintaining the agreement, including training and capacity building of staff and SINA members and partners, monitoring, reporting and review of the agreement.

Staff and SINA representatives

SINA has designated a Community Safeguarding (CS) at the international level (SINA Global) and Safeguarding Focal Persons (SFPs) in each SINA. There are three fundamental aspects to the role, with specific levels of responsibility within each SFP:

1) To build the understanding and capability of the organisation required to implement this agreement. This will include direct knowledge and information transfer, and accessing appropriate external expertise.

2) To act as the reporting mechanism for any safeguarding concern and use lessons learned from specific incidents to improve agreement and practise.

3) The Role holders are elected by the entire Community, to ensure role allocation to the most trusted person.

SINA will ensure sufficient time is given to the CS and SFPs to acquire the necessary skills and knowledge and to undertake the above activities.

Prevention

Staff and SINA members recruitment

All recruitment of staff and SINA members will include a full induction to the safeguarding agreement and code of conduct, including procedures to follow should any safeguarding concern arise.

When recruiting staff and SINA members, SINA will make sure that questions regarding safeguarding are included in any relevant interviews, and that any roles with safeguarding responsibilities have those responsibilities explicitly outlined within the job description. Where possible, references should be sought from previous employers to get more information of the suitability of candidates.

All SINA representatives will be required to acknowledge receipt of and compliance to the Safeguarding agreement and sign up to the Code of Conduct prior to their employment.

Awareness

SINA will designate staff and SINA members with the responsibility of building internal awareness and supporting relevant capacity development of the organisation in safeguarding. All SINA representatives, community members and partner organisations will be duly notified of the Safeguarding agreement and be made aware of how they will be expected to comply with it. The agreement will be translated into the appropriate local languages where SINA operates. It will be the responsibility of all SINA staff

and SINA members to share the agreement and approach as relevant to external stakeholders.

SINA will ensure all supporters, donors, sponsors and media representatives involved with SINA work have access to the Community Agreement.

Risk analysis

When working with partners, SINA will endeavour to ensure that the programmes it supports are safe for adults and children they serve. To ensure that appropriate safeguarding measures have been put in place, SINA will work with the partner, either during the project development process, or the inception phase, to carry out a safeguarding risk analysis which specifically includes any safeguarding issues and propose actions to mitigate these risks, prior to the activities taking place.

Code of Conduct

All SINA representatives and community members are required to understand their responsibility to keep adults at risk and children safe, and to sign and abide by the SINA Code of Conduct (Annex 1), which lists acceptable and unacceptable behaviour, primarily designed to safeguard others. It also serves to guard the name and reputation of SINA and its representatives from false accusations. All staff and SINA members are responsible for encouraging and promoting the implementation of the Code of Conduct.

The adherence to this code is mandatory for all SINA representatives and community members. Any violation of the Code of Conduct will result in disciplinary procedures in addition to any relevant legal action. The Code of Conduct is to be applied both within and outside of working hours.

7. Reporting and responding to incidents

SINA will ensure that reporting and incident management procedures to handle safeguarding concerns are in place and effectively used to enable an appropriate and swift investigation of any given case. SINA representatives and community members should be properly informed of the reporting and incident management procedures. Any SINA representative who has a concern or suspicion regarding harm, exploitation or abuse by someone representing another agency must report such concerns to the designated SFP.

Confidentiality

All reports and the information herein will be handled with strictest confidentiality to protect the identity of the individuals concerned, the informer and the accused, both appropriately and in accordance with relevant national legislation. A written record will be made of what information has been shared with whom, and when. All written records will be stored on secure files in a central place separate from project material.

Consequences of harm, exploitation or abuse

Any behaviour towards children or adults, which results in harm, exploitation or abuse, or the failure to follow the general requirements and specific code of conduct of this agreement, is grounds for the following measures:

- **Representatives and community members**
  If a SINA community member or employee has been under investigation by SINA or by official law enforcement authorities for any

area of harm, exploitation or abuse as defined under this agreement, they will be subject to disciplinary procedures. Under these procedures they may be temporarily suspended during the investigation. If an employee is dismissed for proven harm, exploitation or abuse, SINA will inform the relevant authorities, disclose this to prospective future employers and/or refuse a reference, depending on the details.

- **Partner organisations**
  Appropriate action will be taken up to and including immediate termination of a partnership or service agreement. In this case, the short or long-term impact on beneficiaries of the termination of a partnership will be considered.

Process for safeguarding incidences among SINA community members

The freedom of accessing benefits of SINA and being part of the community comes with the responsibility to abide by SINA values and the safeguarding of a comfortable and safe space for everyone involved.

The "Community Committee" in each SINA is made up of five (5) to seven (7) members, elected every six months. The Emerging Members elect one representative into the Committee (beneficiary representation). The further members are elected among all community members based on their trust, commitment to SINA and also ability to face tough situations while keeping the needs of the entire community over individual needs.

After the occurrence of an incident, at least three members of the Community Committee sit with all parties involved for a hearing to be able to make a neutral and fact-based decision. After the hearing:

The Community Committee gathers (with at least 50% members present), discusses on the risk factor and makes a final decision through integrative decision making, basing on the following basic standards:

- **substantiated**
  there is sufficient evidence to prove the allegation(s);

- **false**
  there is sufficient evidence to disprove the allegation;

- **unsubstantiated**
  there is insufficient evidence to either to prove or disprove the allegation(s). The term, therefore, does not imply guilt or innocence. Any decision of the hearing will be on the basis of balance of probability. Where an allegation is substantiated, any sanction will satisfy the test of reasonableness in all the circumstances and any sanctions will be proportionate to the nature of the misconduct.

Depending on the circumstances, disciplinary action could take the following forms:

- Written warning e.g. where there has been a failure to conform to standards and person is to join the Community Circle to support creating a SINA culture of happiness, trust and harmony after mild incidences and if little to no risk is found for the occurrence of further incidences

- Suspension (1 to 6 months) e.g. where conduct has failed to improve following previous warning(s)or misconduct is sufficiently serious

- A SINA member at risk of causing serious injury to others, damage to property or misappropriation of finances (including threatening those actions), and/ or where an act of gross misconduct has been committed, shall be expelled from the SINA

- If a Safeguarding Focal Person is involved in any substantiated allegations, the person will immediately lose the role

- Opening and following up a police case: for minor cases a form of restorative justice and community service shall be preferred over reporting to the police if the committee has the strong belief of no cause of further harm by the same individual.

Examples of cases for expulsion:

a) Cases of repeated harassment or bullying

b) Serious cases of discrimination or victimisation

c) Malicious or vexatious complaints against other members of the community

d) Offences involving the misuse or illegal possession of drugs, and/or serious cases of being under the influence of alcohol or drugs

Examples of cases for referral to police:

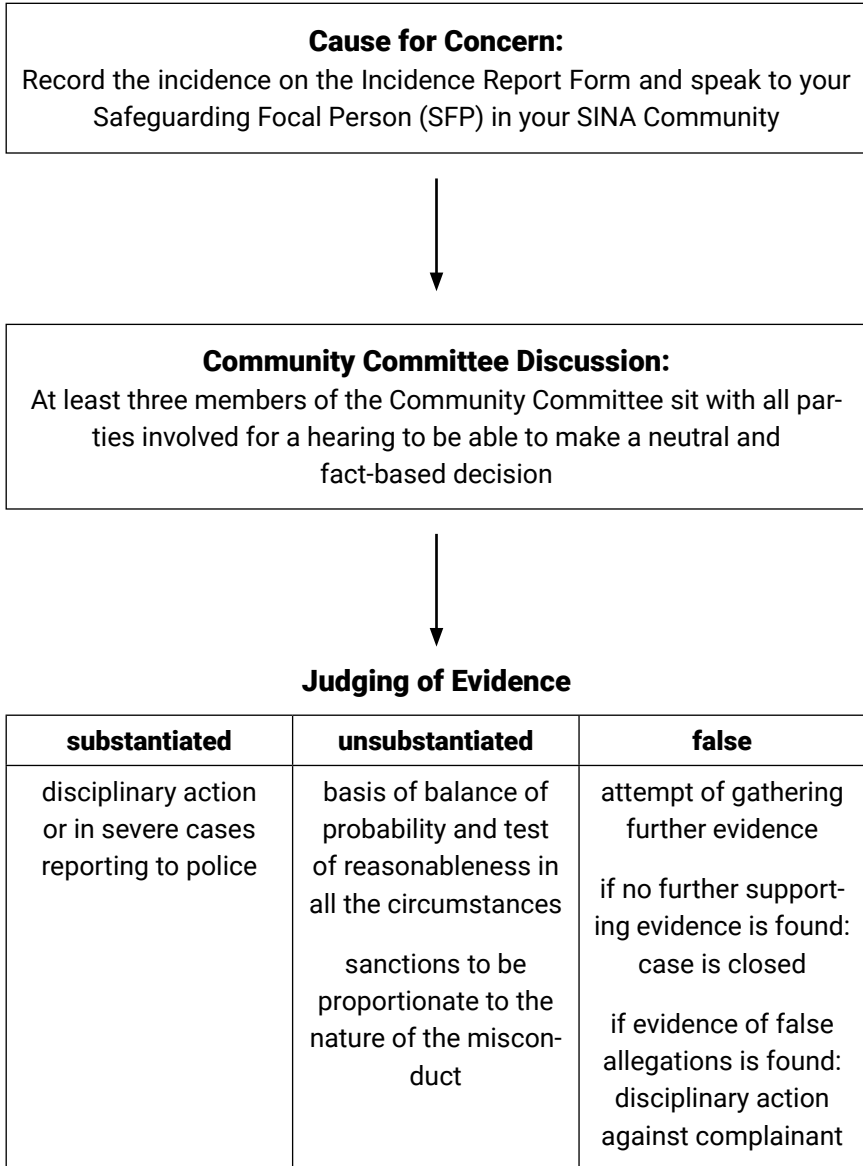a) Actual physical assault or violence

b) Serious sexual misconduct

c) Abuse against children or young people

d) Major theft, fraud, embezzlement or misappropriation of funds or assets

Here are some examples of safeguarding concerns that require a response:

1) Your organisation is participating in a conference on child rights and brings a group of children you are working with to the conference. Volunteers, acting as chaperones, accompany the children while they are away from home. After the conference an anonymous report reaches the organisation that one of the volunteers abused a child during the conference.

2) Your organisation produced a publication for supporters, which featured a photo and story about a girl and her family who were having difficulties in their village. The girl and family had given permission for the story to be published. The week following publication project staff tell you that community leaders, who saw the publication online, were angry and have driven the girl and her family out of the community.

3) Your organisation runs after school clubs. During one of the sessions a girl tells the club facilitator that she is worried for her friend. Her friend has been missing school a lot and staying away from home. When she asked her friend why, her friend said she wasn't feeling very happy at home but not to say anything to anyone. The girl asks if the club facilitator can try and make things better for her friend – but to keep it secret.

8. Flow Chart

Cause for Concern:
Record the incidence on the Incidence Report Form and speak to your Safeguarding Focal Person (SFP) in your SINA Community

Community Committee Discussion:
At least three members of the Community Committee sit with all parties involved for a hearing to be able to make a neutral and fact-based decision

Judging of Evidence

substantiated	unsubstantiated	false
disciplinary action or in severe cases reporting to police	basis of balance of probability and test of reasonableness in all the circumstances sanctions to be proportionate to the nature of the misconduct	attempt of gathering further evidence if no further supporting evidence is found: case is closed if evidence of false allegations is found: disciplinary action against complainant

9. Implementing, maintaining and reviewing the agreement

SINA will integrate safeguarding measures into relevant core internal processes and tools such as programme technical guidelines, partner assessments and agreements, training modules, programme design, monitoring and accountability systems and recruitment procedures.

SINA will make sure that proper induction and training in safeguarding will be made available to all staff and SINA members, permanent and temporary, consultants and volunteers. The CS and SFPs will receive additional training in order to manage their responsibilities for rolling out, managing and coordinating the safeguarding agreement and procedures.

Where relevant, SINA will support partner organisations by including relevant training and technical advice to build capacity in the field of safeguarding, with a particular focus on children and adults with disabilities. The agreement will be monitored on a regular basis by the designated CS and the SFPs.

10. Communications regarding children

SINA is committed to adhering to ethical guiding principles on communications to minimize the risks of people misusing photographs and related information beyond the agreed purpose and consent. The best interests of the featured adult or child are to be safeguarded as a primary consideration. To this effect, SINA' representatives and partners will abide by the following guidelines.

- Ensure all interviews and images of adults and children are undertaken with sensitivity to safeguard the individual's rights to dignity, identity, confidentiality and privacy. Where possible individuals should be prepared for interviews prior to being interviewed. In the case of children, a parent or guardian should be present during interviews, where appropriate, or their permission sought beforehand for a professional adult with agreed responsibility (such as medical or educational professionals) to be present on their behalf.

- Pictures of adults and children should be decent and respectful and should not stigmatize community, family or the individual. All children, both girls and boys, should wear decent clothing appropriate to the local custom.

- Prior consent to use the information collected in interviews and / or images of adults and children should be obtained from the individual themselves (if they possess the maturity to do so), and in the case of children, consent must also be obtained from their parents and/or guardians. To help keep adults and children, consideration should be given to how much information is published.

- SINA and its partners are committed to guard carefully any information about adults and children who feature in their publications, ensuring that their personal data are used appropriately. This also applies when material is made available to third parties. Full names should never be provided alongside other identifiers such as date of birth or community.

- Pictures, materials and personal information regarding individuals will be held in a secure database and according to the appropriate SINA data security protocols. Access to these materials will be employees only through a password-protected system. The misuse of images accessed will be treated in the same way as other breaches of this agreement. Applicable data protection laws for all stored images will be followed.

Annex 1: Safer Recruitment

What is Safer Recruitment?

Safer recruitment means giving consideration to safeguarding issues at every stage of the recruitment process. It is known that people who seek to harm others by using their professional or volunteer status will look for an organisation or project with weak recruitment practices, where they can have access to at-risk adults or children.

SINA' safer recruitment guidelines means that potential employees must:

- Complete the specified application process for the role to which they have applied, indicating whether they know anyone who works for SINA and if so their relationship to that person or persons;

- Undertake an interview to assess suitability and capability to carry out the role. If offered a role, provide references covering the previous three year period, accounting for any gaps in employment; and

- If offered employment, provide identity documents including photographic identity and evidence of their right to work in the respective country.

- Submit a Letter of Good Conduct from Police of Country of Residence or Interpol

Annex 2: Code of Conduct

4) I will always make sure that I treat anyone within the community (scholars, children, staff, partners, etc.) with respect, dignity and equality regardless of their age, sex, physical condition, impairment, language, religion, opinion, nationality, ethnic or social origin, status, class, caste, sexual orientation, or any other personal characteristics.

5) I will always promote non-violent and positive behavior when interacting with anyone within the community which includes not touching them in an inappropriate manner that takes away their comfort, use languages or make suggestions that provoke, harass or degrade the person.

6) I will never engage in or tolerate any form of harassment, discrimination, physical or verbal abuse, intimidation or favoritism in the community, including sexual and psychological harassment and abuse of power.

7) I will always behave in a professional way with others in the community, avoiding spreading rumors and false allegations and refraining from any comment based on gender, sexual orientation, or any other personal characteristics – which may be considered as harassment.

8) I will always assess the risk of harm of any sort and organize the community and plan activities so as to minimize it, taking into account the impairment, health condition, age and development of all community members and any condition or vulnerability.

9) I will always plan activities ensuring that information concerning anyone within the community remains confidential.

10) I will never subject a member of the community to any kind of humiliating, degrading or abusive behavior, whether physical, verbal or psychological or of other nature.

11) I will always inform members of the community of their right to report any worrying situations, especially related to intimacy issues and how they can raise a concern.

12) I will always try to take into account the capacity of any member of the community, to respect his/her opinion, choices and autonomy, not doing things of a personal nature that the he or she can do for themselves, which applies specifically to children (e.g. toileting/ changing clothes, etc.).

13) I will always pay specific attention to people facing obstacles or difficulties in communicating or fully expressing themselves (related to impairment, mobility, gender or any other reason) by providing appropriate, adequate and safe communication spaces and tools.

14) I will never engage in any form of sexual relations with anyone under 18 years old, regardless of the age set by the sexual majority, the law or local customs putting in consideration that mistaking a child's age is not a defense and in any form of sexual relations or favors in exchange for money, gifts, job or humanitarian aid even if the person proposed this exchange in the first place, or is expecting it to happen. This applies in all circumstances, whether this person is identified as a prostitute, is being promoted by a third party as such or none of the two.

15) I will never sexually exploit a member of the community or engage a child in labor (including domestic work) against access to aid, or any kind of benefit.

16) I will always treat members of the community and children in an equitable and fair way, never discriminating against them for example by favoritism or by excluding others.

17) I will never invite a member/s of the community (especially a child), to my home or offer personal transport or maintain any private contact (telephone, social media) without any professional reasons and without clear permission from the people responsible.

18) I will always ensure, when photography or video is taken with the proper authorization, which the person does not pose in a degrading manner or in a way that may be interpreted by others as having sexual connotations.

19) I will always ensure that all audio, written or visual communication respects the dignity and human rights of the person featured (including anonymity when necessary and for all children) and do not expose her or him to any risk of retaliation or abuse of any nature.

20) I will always ensure when taking and publishing photos that members of the community or children are not naked or dressed in a manner which is not adapted to the situation in which they are represented.

I agree to ensure that all members of the community (including children), and any other people with whom I come into contact are treated with respect, dignity and equality and that I follow the policies and code of conduct to my best abilities.

Annex 3: Incident Report Form

Your Name:
Name of the SINA:
Date:
Your Contact Details (phone and email):

Details of Incident /disclosure
Date of initial raising of concern:
Who raised the concern (Name, Contact details):

Who is the vulnerable person:
Name:
Age (if applicable in the case of Under 18):
Contact details:
Where did the incident occur?

When did the incident occur (Date and time):

What happened? (if you need more space, use back of this sheet)

Were therewitnesses?
Name:
Age (if applicable in the case of Under 18s):
Contact details:

Who have you discussed this incident with?
Name:
Contact details:

02

Empowerment Pillar

The Empowerment Pillar focuses on the empowerment processes within the SINAs. The core of the SINA Empowerment Pillar is the SINA Empowerment Model which is based on providing a foundation for the development and growth of outstanding leaders and social entrepreneurs.

Purpose

Scholars are empowered to start and successfully run social enterprises and effectively be able to work in the collective.

Core stages

The SINA Empowerment model contains 5 core stages

- The scholar selection
- The Applied Social Innovation Stage
- Emerging Stage
- Concentration Stage

The program

The Empowerment program within the different stages focuses on different aspects of nurturing leaders and include personal and professional development.

Personal development

Personal development is creating self-awareness and the surrounding, and the improvement of the self and the interaction with the surrounding.

It has two core areas; the private victory and public victory

- The private victory is aimed at nurturing scholars from dependent to independent persons. It is of the self and focuses on nurturing effective skills, habits and knowledge on personal behaviour and uncovering, redefining and living a life based on character and core values with purpose alignment.

- Public victory focuses on growing scholars from independent to interdependent persons. The focus is on gaining skills, habits and knowledge on how one relates with others in teams and in the community. Core to note is that Public Victory is based on first being independent, which is built in the private victory.

Professional development

Professional development refers to continued training and support for a professional career. The SINA Model includes obtaining skills, knowledge and a mindset of turning challenges into social ventures. Areas of focus in professional development include the provision of tools and resources for starting and running successful social enterprises.

Target personas

The SINA model has a specific focus on two categories of personas

- The social entrepreneur
  SINA is an educational institution and it equips its scholars with the skills, knowledge, tools and resources to start and run their own social enterprises. The first target persona are individuals who want to transform their challenging experiences/backgrounds into social enterprises. The empowerment program through the different stages will support the scholars over time to discover their abilities and grow their own enterprises.

- The future entrepreneur
  This category may not start their own social venture now but might in the future or in the event of employment, stand out in their plac-

es of work. This is based on our understanding that not everyone is an entrepreneur. This persona goes through the same program as the Social Entrepreneur and through the program, they gain the skills, knowledge, mindset and habits that might not be visible at the moment but will manifest in the future.

Format of learning

The SINA Empowerment model is based on experiential/activity based/project based/problem based learning. The learning model is grounded on the understanding and belief that learning by doing gives both the freedom and responsibility to learn through real experience, rather than through simply reading or listening to somebody else.

The learning happens in 4 core spheres;

1) **Training**
   The program includes sessions in the different stages that support the scholars to gain the knowledge, skills and habits they require.

2) **Roles**
   The scholars through the apprenticeship program co-fill roles in the organization with a purpose of gaining knowledge, skills and habits they need or might need in their own lives, projects and/or careers.

3) **Social Enterprise startup**
   The scholars at certain stages will be attempting and starting their own enterprises through which they will learn to run and evolve their own businesses while building the skills base to start and grow social enterprises.

4) **Community**

By living in the community, the scholars gain knowledge and skills that will help them in working and living with others respectfully. This can be through filling roles within the community or by fully living the community.

The Empowerment Stages

1. Scholar selection

The scholar selection is an important stage in the SINA processes as the quality of scholars might affect the process and outcomes. The process entails a one day's event having several activities aiming at selecting scholars with the qualities and attributes of an ideal SINA scholar.

Ideal attributes of a SINA scholar include;

- Commitment and availability. Scholars selected need to be available for the empowerment programs for at least 5 days a week (working days). The selected scholars also need to be fully committed and have no distractions or responsibilities that might affect their participation. Some of the questions to ask include; does the person have a job? Are they studying elsewhere? Does the person intend in the near future to join university?

- Helping others. Throughout the activities, does the scholar offer support to others

- Perseverance. Continue in a course of the activities even in the face of difficulty or challenges.

- Communication

- Taking initiative. In the course of the activities, does the scholar initiate action? Scholars who go the extra mile to start an action are ideal for SINA.

What we look for in potential scholars
While selecting scholars, preference is given to scholars who:

- Have a good level of English (can communicate well in English with others)
- Age between 18 (cannot be below) and roughly 30
- An inner DRIVE (you can feel the person wants to achieve something and improve his/her life)
- We generally prefer scholars without a university degree
- Can commit themselves fully in SINA, which means also no income
- We do NOT take scholars with already existing enterprises / NGOs or projects
- Who do not intend to join university after SINA
- Scholars with a need to show-off or make others feel they are better than them are not selected
- Scholars where we see a lot of potentials which could unfold
- We maintain a gender balance (about 50% male and 50% female)
- We like diversity (people from different backgrounds, cultures, and experiences)
- We can give one male and/or one female a "wild card" for support-worthy backgrounds
- Concern is not on a person's background/ level of education (can be drop-out, poor, etc.)

We are searching for scholars with potentials SINA can unfold, with the analogy of the transformation process of a butterfly, we can explain better what we are looking for:

Eggs

These are people who take part in the scholar selection but are not able to participate fully due to their very difficult background or very recent traumatic experiences. They are almost unnoticeable in activities. We do not know how much potential they might unfold in the future: some eggs will get spoilt and some will become strong butterflies in the distant future. This is why we decided to give "wild cards" to possibly 1 or two "eggs" in a selection, despite us not having seen how much potential can unfold in the future.

Caterpillars

A caterpillar has just one job—to eat! She is very hungry. Eating allows her to grow and even increase her body mass by as much as 1,000 times. She moves slowly but steadily. These are the scholars we are looking for: hungry and wanting to grow, no matter how small they are or where they come from, we get a feeling throughout the selection day, that they possess an inner belief: I can grow. Whatever food SINA provides, the caterpillar is ready to eat it all and continue growing, it can hardly be satisfied.

Cocoons

This is where the magic happens, a transformative process making the caterpillar into a butterfly. It is the key moment of a scholar that SINA is designed to foster. The scholar suddenly realizes his purpose and sees that he will be able to fly soon if he works hard. If this moment happens in SINA, the person is likely to perceive SINA as a home and might stay connected to SINA for the rest of their life as a butterfly.

Butterflies

This is what we want our scholars to become through the transformation process in SINA. Able to fly and pollinate the world. We do not want to select already made butterflies, as they might have already access to other opportunities and therefore are likely to leave SINA before creating an enterprise and SINA will not have much of an impact in their lives: after all, they are already flying.

Decision making process for selection:

A team of assessors sits together at the end of a selection day and discusses the applicants and classifies them into the categories: eggs, caterpillars and butterflies.

The eggs are generally de-selected unless there is someone, who has such a strong and marginalized background, that the wild-card can be given to explore together in SINA how much potential might be in there.

We then discuss the butterflies, some might be showing harmful behaviours to the SINA culture: feeling superior and others might not be able to benefit from SINA much.

Everyone mentions their top candidate from the caterpillars:
If we would only be able to select one person out of all, who would that be and why? These people are being briefly discussed and if there is no Objection to any of them, they are selected. After, focus goes then to the remaining caterpillars: what existing potentials did we notice throughout the day? Do we believe SINA is able to get them into the cocoon stage to start flying within 1 year?

If decision making is difficult, a "scale of potential" from 1 to 10 can be used and everyone gives each person of discussion a rating. The average has to be above 7.0 for a person to be accepted into SINA and there shall not be any objections (e.g. I see the person as potentially harmful, because I saw him dominate in a way that he took away chances of others")

Activities for scholar selection

- [The river crossing](#)
- The Puzzle crossing (attach links to activity description)
- [Barnga card game](#)

Scholar Selection
Purpose: Finding and selecting the right scholars

Accountabilities:
- Defining and stewarding the scholar selection process
- Preparing the scholar interview day
- Setting date for selection day and number of scholar spaces
- Integrating the perspective of @Applied Social Innovation in scholar selection
- Selecting scholars for Applied Empowerment Stage

2. Applied Social Innovation Stage

The Applied Social Innovation Stage sets a foundation for a journey towards entrepreneurial growth. The stage focuses on personal growth with a focus on breaking patterns, mindsets that have been grown over time and limit the ability of a scholar to creatively think, try things out and challenge themselves.

Core stage roles

- Trainer
  The trainers need to be SINA certified and able to provide impactful and experience based training. The trainers can integrate several elements of training including, but not limited to, lecture method, problem solving, energizing breaks and activity based techniques

to learning to achieve the ultimate SINA goal of having an interactive, fun learning and experience based learning.

- One on one partner
  The one on one partner supports the scholars to learn about the SINA community and integrate fully into the community. The one on one partner should have a high understanding of the community so as to provide all the necessary information to new scholars.

- Coach
  The coach supports the scholars in the personal development journey. The coach provides a space where the scholars set goals and strategies to achieve those goals while developing a deeper understanding of the concepts taught.

Stage Empowerment structure

The core elements of the stage include

- Breaking limiting beliefs;
  While growing, we are made to think there are things we can do and there are things we can't do. For example, in school, some students end up thinking they are stupid and can never achieve anything in life. This becomes grounded in the belief system and becomes real thus preventing one from even trying out anything.

  This stage, therefore, supports the scholars re-evaluate their beliefs and work on breaking those fears and beliefs.

- Developing habits of effective people
  Scholars will identify and grow who they truly are (character) rather than behave based on how they want others to perceive them (per-

sonality), identify and discard harmful habits they might have and grow habits that help them take responsibility of their actions, plan their time and be able to work with others

- Purpose
Often, most people live every day without a specific goal in life. The focus here is to engage scholars in defining their life and what the ultimate is they want to achieve.

- Communication
Most conflicts arise from a gap in communication (the way the message is communicated or how it is received, or not). This block focuses on supporting scholars to be able to communicate respectfully and with clarity.

- Self-awareness
Many a time, people don't really know or tend to forget who they really are and/or start seeing themselves based on how the surrounding has labelled them or made them feel. In self-awareness, scholars are supported to really uncover themselves and a self-image of themselves that they desire.

- Self-learning
While in school, students are always taught to only wait for what the teacher has to teach. SINA on the other hand believes in the vastness of the impact of self-teaching. In this, scholars learn how to seek for the knowledge and skills they seek.

- Problem-solving
From just not being able to have a way to clean the compound to people dying from malaria, there is a vast range of problems. Rather than just having 'quick fixes', these problems require a different

way of solving. This area provides the scholars with the knowledge and skills of how to innovatively and creatively solve problems.

To get the structure of sessions and the evaluation criteria in Applied Stage, click on the link.

3. Emerging Stage

Emerging stage is the stage where the scholars identify problems in the communities that they have an attachment to and form collectives (associations) that undergo a journey to form solutions to those problems. Within the stage, the scholars undergo a journey of attaining the basic skills, knowledge and behaviours they need to start an entrepreneurial journey. Focus in the stage is on truly understanding the problem through empathy, building a basic understanding of the target market, understanding the ecosystem and developing a good understanding of the potential solution.

Goal: Aligning personal purpose to an entrepreneurial world.

Core stage roles

- Personal development trainers
- Professional development trainers
- Mentors
- Coaches

Stage Empowerment structure

Emerging Stage contains 2 programs

- Emerging Bootcamp
  The Emerging Bootcamp is an intense training program where participants are supported to identify a problem in the community that they want to solve which aligns to their past experience and/or life purpose and the SDGs. The boot camp can be run between 3 to 5 days depending on the time available within the SINA.

The [Emerging Boot camp workbook](#) outlines the learning process for the bootcamp.

- Other sessions
  After the bootcamp, the scholars take part in the personal development training where they focus on the development of the habits and behaviours that will facilitate their involvement in their project associations and as individuals. The scholars will also continue generating ideas, testing and verifying to ascertain the problem, customer group and solution.

To get the structure of sessions and the evaluation criteria from Emerging Stage to Concentration Stage, click on the [link](#).

4. Concentration Stage

Concentration stage supports scholar associations to translate personal purpose into viable social business structures. Scholar associations are supported to clarify the intended solutions, the market and potential in the market and work towards generating revenues.

Core stage roles
- Mentor
- Trainer

Stage Empowerment structure

The Concentration Stage is for 6 weeks with a focus on getting scholar associations to develop a greater understanding of their proposed solutions and get customer buy in. The stage is structured into two core stages:

1) Concentration Bootcamp
   The Concentration boot camp is a one week intensive training period where scholar associations actively seek to understand their solutions, target audiences and generate revenues.

The [Concentration Boot camp Workbook](#) guides through the learning process of the boot camp.

2) Post bootcamp
   The scholar associations continue for 5 weeks to develop their business models with a focus of getting a problem - solution fit. The Problem - Solution fit means that the problem the scholar associations seek to solve does really exist and the proposed solution actually solves the problem. To acknowledge that the problem exists, the target customers should be willing to buy and use the solution. This means revenue for the project.

   In addition, other stakeholders should be willing to support in implementing the proposed solution. This can be tracked through donations and/or grants that the associations get to implement their proposed programs. Therefore, the focus of the post boot camp sessions are to support associations get customer buy in.

Stage evaluations into Linking

The evaluations focus on two core areas:

1) The ability of the team to implement the proposed solution. Does the team exhibit the skills required and can they work collectively to make the proposed solution work? If the teams are unable to work together (some or all of the members don't have the skills to work well with others), or that there are no two full time team members with the full commitment to the project, then the association will be required to got to the Emerging Stage with the focus of seeking and gaining the specific required skills or obtain team members.

2) Does the association have a Problem - Solution fit? Each association should have generated at least $150 in revenues. This can be from the sales or from external sources. In as much as the association receives donations or grants, the teams still need to have paying and consistent users. For a charity, the association needs to have donors who will finance the operations of the charity.

To get the structure of sessions and the evaluation criteria from Concentration Stage to Linking Stage, click on the link.

5. Linking Stage

Linking stage is where scholar associations now transition into enterprises. Focus of the stage is for enterprises duly registering while continuing to generate revenues for the growth of the enterprise.

Stage Empowerment Structure

Linking stage takes a two months duration during which enterprises are required to be legally registered. This is the final stage of the journey of the empowerment of a SINA scholar at which point the teams can either graduate from the SINA or apply for the SINA Acceleration Program.

The stage constitutes a one week boot camp and an unstructured development process for the enterprise. The unstructured part of Linking stage is where the scholars actually conduct the registration process and/or generating revenues.

- The Linking stage bootcamp
  Focus of the Linking stage bootcamp is to support the enterprise teams develop the knowledge and understanding of the registration processes, understand and initiate the process of including self-organization in the enterprise, develop accounting and marketing processes.

Learn more about the content of the bootcamp and the evaluation criteria to graduation here.

Structure of the Empowerment Stages

Applied stage

Applied stage is where scholars form the foundations for growth, which focuses on building awarness on several areas about the self and its growth, and relating with others to form the collective.

1	Knowing and living in the SINA community	
Learning Outcomes	Scholars will know about SINA and how to live in the community
Core sessions	Knowing SINA
	SINA Empowerment concept
	Community safeguarding essentials
One on one partner	Support the scholars intergrate into the community
	Help scholars understand the dynamics of the community
Stage Outcomes	
Scholars who know well the SINA culture and are able to fit in	

2 | Challenging Limiting Beliefs		
Learning Outcome:	Scholars will learn the impact of limiting beliefs on their actions, identify their fears and develop plans to challenge those fears.	
Core Sessions:	The belief system and how it works	Intro to Limiting beliefs (presentation on beliefs scholars have)
		How limiting beliefs affect and influence personality and character
		Fear of failure
		Positive/negative thinking
	Comfort zone challenges	Comfort zone challenges
	Self-esteem	Ego development
Guiding resources:	https://blog.iqmatrix.com/limiting-beliefs	
	https://www.tranceformpsychology.com/changing-limiting-beliefs.html	
Coach	Supports create guidance around understanding or setting goals on challenging limiting beliefs	

Stage Outcomes

- Scholars who are able to work and grow past their bad experiences either at home or school
- Scholars who are able to do things that they feared before
- Scholars who are to do anything without egotism (your idea or opinion of yourself, especially your feeling of your own importance and ability)

3 | Purpose		
Learning Outcomes	Scholars will know how to create their life purpose	
	Scholars will understand why it is important to know and live by their purpose	
Core Sessions:	Purpose alignment	Talents and skills
		Passion awareness
		Life maps
	Spark Training	Start with your WHY
		How to turn your passion into a business
Guiding resources	https://www.success.com/what-is-my-purpose-in-life/	
Coach	Supports create guidance around understanding or setting goals on purpose	
Stage Outcomes		
• Scholars who know their purpose and live purposefully		

4 | Communication		
Learning Outcomes	Develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others	
	Develop skills for self care and caring for others	
	Know the core skills for presenting in public	
Core Sessions:	Nonviolent Communication	Liberating from cultures (what cultures have we been practicing
		Basic assumptions of NVC
		Needs
		Feelings
		Observations
		Requests
		Empathy for myself

4 | Communication		
Core Sessions:	Presentation skills	Presentation skills
		Story telling
		Public speaking
		Preparing a speech
		How to create Powerpoint slides
Guiding resources	https://www.youtube.com/watch?v=b9bt2841XDY	
	https://www.skillsyouneed.com/presentation-skills.html	
Coach	Supports create guidance around understanding or setting goals on communication	

Stage Outcomes

- Scholars who are able to communicate while considering their feelings and needs and for others in the community
- Scholars who are able to resolve comflicts amongst themselves and/or the community members
- Scholars who are able to empathise with others in the community
- Scholars who are able to present infront of others

EMPOWERMENT PILLAR

5	Habits of effective people			
Learning Outcomes	Scholars will gain the knowledge what a habit is and how to grow habits that will help them achieve their desired results.			
Core Sessions	7 habits of Highly Effective people	Be proactive	Taking initiative
			Use proactive language
			Circle of influence
			Transition person
		Begin with the end in mind	Personal life purpose
			Life chosen values
		Put first things first	Time management
			Goal setting
		Think win-win	Abundance mentality
			Balance and courage
			Win-win agreements
		Seek first to understand then to be understood	Active listening
			How to respectfully seek to be understood
		Synergize	Collaboration
			Team building
		Sharpen the saw	Self-reflection
Guiding resources	https://www.franklincovey.com/the-7-habits.html			
Coach	Supports create guidance around understanding or setting goals on habits of effective people			

Stage Outcomes

- Scholars who are able to take initiative and are responsible for their actions
- Scholars who have a purpose in life
- Scholars who are able to plan their time based on their purpose
- Scholars who are able to work with others to move things forward
- Scholars who are growing and are able to seek ways to improve themselves (seek feedback/support...)

6	Self-awareness		
Learning Outcomes	Know what personalities and characters they have		
	Develop strategies to grow the characters and behaviors they desire		
Core Sessions:	Self-awareness	Attitude development	
		Self-esteem and confidence	
		Character vs personality	
		SWOT analysis	
		Talents and passions	
Guiding resources	https://blog.hubspot.com/marketing/self-awareness		
	https://www.youtube.com/watch?v=Q7gBf8WE3i8		
	https://www.mind.org.uk/information-support/types-of-mental-health-problems/self-esteem/about-self-esteem/		
Coach	Supports create guidance around understanding or setting goals on self-awareness		

Stage Outcomes

- Scholars who know their talents, skills they have and what they are passionate about
- Scholars who understand how they behave and work to improve themselves

7 | Self-learning		
Learning Outcomes	Know how to obtain the information they seek	
	Get a mindset of learning on their own and not waiting for someone to provide the information	
Core Sessions:	Self-learning	Giving and receinving feedback
		How to use a computer
		How to use internet
		How to conduct effective research
Coach	Supports create guidance around understanding or setting goals on self-learning	
Stage Outcomes		

- Scholars who know their talents, skills they have and what they are passionate about
- Scholars who understand how they behave and work to improve themselves

8 | Problem solving		
Learning Outcomes	Know how to identify problems in communities	
	Be able to identify creative ways to solve problems	
Core sessions:	Problem solving	Associative thinking
		Design thinking
		Create
		Foundations of enterpreneurship
Stage Outcomes		

- Scholars who are able to identify problems in communities and creatively design solutions
- Scholars who know and understand how to become a social entrepreneur

Emerging stage

Goal: Aligning personal purpose to an entrepreneurial world

Personal development

1 | Challenging Limiting beliefs	
Learning Outcome:	Scholars will learn the impact of limiting beliefs on their actions, identify their fears and develop plans to challenge those fears.
	Develop strategies and set goals to overcome limiting beliefs and fears
Sessions:	The belief system and how it works
	Self-esteem
Practice:	Comfort zone challenges
	Coaching: support scholars set goals and work towards overcoming fears
	Refered coaching: Scholars can be refered by professional development trainers and mentors for coaching with specific focus on fears
Guiding resources:	https://blog.iqmatrix.com/limiting-beliefs
	https://www.tranceformpsychology.com/changing-limiting-beliefs.html

Stage Outcomes

- Scholars who are able to tell their stories

2	Habits of effective people		
Learning Outcome:	Scholars will gain the knowledge of what a habit is and how to grow habits that will help them achieve their desired results.		
	Develop action steps of how to develop a specific habit		
	Identify as "we" rather than "I"		
Sessions	7 Habits of highly effective people	1. Be proactive	Taking initiative
			Responsibility
			Use proactive language
			Circle of influence
			Transition person
		2. Begin with the end in mind	Personal life purpose
			Life chosen values
		3. Put first things first	Time management
			Goal setting
		4. Think win-win	Abundance mentality
			Balance and courage
			Win-win agreements
		5. Seek first to understand then to be understood	Active listening
			How to respectfully seek to be understood
		6. Synergize	Collaboration and cocreation
			Team building: Decision making in a team
			Team building: Team dynamics and facilitation
		7. Sharpen the saw	Self reflection
Practice	Role plays		Scholars act out the habits
	Coaching		Coaches support scholars set goals and grow to achieve effective habits

2	Habits of effective people	
Practice	Coaching	Refered coaching: Scholars can be refered by professional development trainers and mentors for coaching with specific focus on the habits
Guiding resources	https://www.franklincovey.com/the-7-habits.html	

Stage Outcomes

• Scholars who are able to take initiative and are responsible for their actions
• Scholars who have a purpose in life
• Scholars who are able to plan their time based on their purpose
• Scholars who are able to work with others to move things forward
• Scholars who are growing and are able to seek ways to improve themselves (seek feedback/support...)

3	Communication		
Learning Outcomes	Develop knowledge, skills, and judgment around human communication that facilitate their ability to work collaboratively with others		
	Develop knowledge, skills and the practice of presenting and speaking in public		
Sessions:	Nonviolent Communication	Liberating from cultures (what cultures have we been practicing	
		Basic assumptions of NVC	
		Needs	
		Feelings	
		Observations	

3 | Communication		
Sessions:	Nonviolent Communication	Requests
		Nvc in conflict resolution (mediation)
		Empathic connection
	Public speaking	Public speaking skills
		Pitching
Practice	Giving feedback	
	Active listening activities	
	Coaches support scholars set goals	
	Refered coaching: Scholars can be refered by professional development trainers and mentors for coaching with specific focus on communication and conflict transformation	
Guiding resources	https://www.youtube.com/watch?v=b9bt2841XDY	

Stage Outcomes

• Scholars who are able to communicate while considering their feelings and needs and for others in the community
• Scholars who are able to resolve comflicts amongst themselves, the community and/or team members
• Scholars who are able to empathise with others in the community and/or target group in social business development
• Scholars who are able to give and seek feedback
• Scholars who are able to present their projects clearly

4 | Leadership and self-organization		
Learning Outcomes	Scholars will gain the understanding of leadership in self-organization and be able to identify as a collective	
Sessions:	Self-organization	Whole system leadership
		Differentiating power with from power over
		Power vs. authority
Guiding resources	https://christianesplace.com/blog/leadership-and-power-shift	
Stage Outcomes		

- Scholars who think as a collective ("WE" rather than "I")

5 | Apprenticeship	
Basic roles (Level 1)	
These are roles that require no previous experience	
Examples of Intermediary roles	Food server, compound designer
Intermediate roles (Level 2 and 3)	
The intermediate roles also don't require previous experience but require training for role fit.	
Examples of Intermediary roles	Facilitator, Secretary, Food Planner, Rep Links, circle accountants
Learning Outcomes	Learn how to keep time, set and accomplish tasks
	Be able to work and relate well with others
	• Be able to differentiate between the people context and organizational context
	• Gain specified skills

Professional development

Boot camp (1 week)	
Learning Outcomes	Scholars will know and understand the process of how to identify, define and verify the social problem(s)
	Identify problems and design solutions based personal purpose and related to specific SDGs
	Know how to and be able to generate and structure solutions to social problems

Bootcamp session variations	
Variation 1. **Using SDG grouping**	**Variation 2.** **Using associative Thinking**
• Purpose identification • SDG identification and grouping • Problem identification • Customer discovery/interviews • Brainstorming and solution structuring • Pitching	• Identification of available resource(s) • Defining problem • Customer discovery/interviews • Brainstorming and solution structuring • Pitching

Practice	Scholars identify problems, generate and test assumptions
	Mentors support scholars generate, question and analyse ideas, verify and validate assumptions through the bootcamp sessions
	Mentors refer scholars for coaching in case of a need in personal development

Stage Outcomes

- Scholars who have a well understood and verified communnity and/or environmental problem (who is facing that problem, where, when, how?)
- Scholars who have a well researched solution that fits to the identified problem
- Scholars who understand the ecosystem around that problem (who else is solving that problem?)

Post boot camp			
Learning Outcomes	Scholars will get a deeper understanding of the business startup process and will know what to do, when and how		
	The scholars will learn how to present their projects		
	Learn to use the different business development tools		
Sessions:	Problem solving	Associative Thinking	
		Design Thinking	
	Customer interviews	Who to interview	
		What to ask	
		How many interviews	
		When to pitch	
	Business development tools	Problem identification and understanding	
		Brainstorming	
		Solution structuring	
		Lean canvas	
		Uncertainty diagram	
		Market analysis (SPA)	
		Market sizing	
		User profile	
		Theory of Change	
		Prototyping and MVP	
	Pitching	How to prepare a 3, 5 minute presentation	
		How to create an elevator pitch	
		Develop presentation skills	
	ICT	How to conduct effective research	
		How to prepare a powerpoint presentation	
		How to use a computer	
	Creativity activities	9 dots challenge	

Post boot camp	
Practice	Mentors support scholars generate, question and analyse ideas, verify and validate assumptions through the bootcamp sessions
	Mentors refer scholars for coaching in case of a need in personal development
Guiding resources	https://drive.google.com/drive/folders/1H-JTNRUjLD8TcXpHzw0MvI3k_TEFddHY

Apprenticeship	
Time in role: 50% focus time	
Core roles (Level 4)	
The level 4 roles are long term, require previous experience and certification, and are relevant for the evolution and growth of the organisation	
Example of core skills	Lead Links, Trainer, Coach, Mentor, Nurse, Legal Protector, Fundraiser
Outcomes	Each scholar gain at least 2 core skills that will be vital for the operation and growth of their own projects
Apprenticeship program	Scholars are guided on which roles to fill
	Scholar progress is evaluated and given recommendations
	Scholars are referred for coaching in case of need for growth is specific areas in personal growth

Concentration stage

Concentration stage is where scholars focus on testing their solutions and getting a problem-solution fit.

1	Boot camp		
The Concentration stage boot camp is a one week intense training where scholars go through business development tools to create clarity about their proposed solutions and obtain customers. The boot camp requires availability of mentors throughout the week to provide guidance to the scholars in the business development process. The boot camp ends with a pitching event with an external team of judges to whom the scholars present to. If resources are available, rewards can also be given to the wining ventures.			
Learning outcomes	Scholars will be able to define their target customers are and get them to buy		
	Scholars will know how to map potential partners and connect to them		
Core Sessions	Lean Business Canvas		
	Customer discovery		
	Life cycle use case		
	MVP/Prototyping		
	Business environment		
	Stakeholder analysis		
	Pitching		
Final pitch event - What to look out for:	**Viability:**	How easy is it to implement the project?	
	Scalability:	Can the project be adopted to a larger scale to create more impact?	
	Team:	Does the team have the skills to make the project succeed?	

1	Boot camp	
Final pitch event - What to look out for	**Innovation:**	Does the project exihit a level of innovation?
Stage Outcomes		
Scholar associations that are able to get their product/service to target customers and get a buy in		

2	Post boot camp	
The scholars continue to develop their business models to achieve Problem - Solution fit. The core process includes scholar associations seeking to get customer buy in and obtaining core partners. At this point, there are less sessions and more practice. This means that all scholar associations are matched with mentors who support the associations through weekly meetings.		
Learning outcomes	Scholars will learn how to grow their sales and track their expenses	
	Scholars will lbe able to acquire potential partners and access financing	
Sessions	Intro: Financial literacy	Costing
		Pricing
		Expenses and revenues
	Marketing and sales	Intro to marketing and sales
	Fundraising	
Mentors	**Their purpose is to support scholars:**	
	1) Select customer segment	
	2) Understand the customer preferences	

2	Post boot camp	
Mentors	3) Test solution and obtain first paying customers
	4) Identify potential partners and reach out to them

Stage Outcomes

- Scholar associations that will be able to plan and manage their finances
- Scholar associations that can effectively communicate their product/ service and get customer buy in
- Scholar associations that are able to identify and source

Linking stage

Linking stage is where scholar associations now transition into enterprises. Focus of the stage is for enterprises duly registering while continuing to generate revenues for the growth of the enterprise.

1	Marketing and sales	
Stage Outcome	Enterprise teams will know how to fully attract the target customers and get customer buyin
Core sessions	The marketing funnel
	Marketing
	Sales and customer retention
Mentors	Support enterprise teams in developing a marketing strategy
	Support teams in developing customer retention strategies

Stage Outcomes

- Scholar enterprises that are able to create demand for their product or service

2	Accounting and finance		
Learning Outcome:	Scholars will learn the impact of limiting beliefs on their actions, identify their fears and develop plans to challenge those fears		
Core Sessions:	Financial literacy	Personal vs. enterprise funds	
		Budgeting	
		Forecasting	
		Personal vs. enterprise funds	
		Wave accounting	
Guiding resources:			
Mentor	Support teams organize the financial aspects of their enterprises		
Stage Outcomes			
• Scholar enterprises that can keep track of a d plan for their finances			

3	Self-organization	
Learning Outcome:		
Core Sessions:	Sembiotic Enterprise	Symbiotic enterprise set up
Guiding resources:		
SE Practices	Support enterprise teams set up self-organization into their enterprises	
Stage Outcomes		
Scholar enterprises that are self-organized		

4	Legal aspects of the enterprise		
Learning Outcome:			
Core Sessions:	Registration structures	Formation and registration of companies	
		Laws of registration and compliance	
		Tin and taxation	
Guiding resources:			
SE Practices	Support enterprise teams set up self-organization into their enterprises		
Stage Outcomes			
Scholar enterprises that are legally registered			

After the boot camp

After the boot camp, the scholar enterprises focus on conducting the registration processes with the respective agencies. The boot camp supports in creating clarity on the requirements for the registration processes so that the scholar teams can make informed decisions.

The Emerging Workbook

Overview

The SINA Emerging Innovation Process is broken into 2 core stages: Emerging boot camp and the post boot camp. Both the two stages contain the three (3) phases:

1) Purpose alignment,
2) Problem Framing
3) Ideation.

Your goal is to get involved as much as possible in the innovation process and align your purpose to help address the Sustainable Development Goals (SDGs). During the boot camp, be open to new ideas and don't get stuck on what you have been doing before. After the boot camp, your goal is to actively get out of the building and find out if the problem actually exists. You will find this out by actually talking to your target groups.

Identifying flow moments

Overview
Get to know your true purpose and create teams based on intrinsic drive.

Personal purpose
The highest creative output a person is best suited to bring into the world.

Time frame: 15 minutes
Materials needed: None

Instructions
1. Identify times when you experienced yourself as being in a flow. Be specific. This can be work related or not.

2. Ask yourself the following questions and write down the answers:

- When were the times in your life when you've felt most passionate?
- When were the times in your life when you've felt most fulfilled?
- When were the times when you've felt your life has had the most meaning?
- When were the times when you've experienced ease and flow?

3. Identify and note similarities in these experiences. These similarities can give you important first information about your purpose.

Features of purpose

Overview
Dig in and discover the features of your purpose.

Time frame: 10 minutes
Materials needed: Paper + pen

Instructions
1) Ask yourself the following questions
and write down the answers:

- What did you always want to be or do when you grew up?

- What are you uniquely designed and prepared to do?

- List the things to which you're consistently drawn to. What about them draws you?

- If you had a year to live, what would you spend your time doing?

- You have won the lottery and all your financial needs are handled. You spend a year traveling, buying expensive toys, and having fun, and then get bored and decide it's time to do something meaningful with your newfound freedom and resources. What do you do?

Ego blocks

Overview
Identify Ego blocks

Time frame: 10 minutes
Materials needed: paper + pen

Instructions

Write down any fears or reservations you are having about finding and living your purpose. If you were to find it right now, why might that be a problem? If you lived your purpose from this moment forward, what could possibly go wrong?

This is important. We won't go on until you have written down all fears, concerns and reservations you can think of right now.

Anything that minimizes, overrides, suppresses, or dishonors your fears will drive them into the unconscious and make finding your purpose that much more difficult.

Unhappiness happens when the ego is in conflict with the self.
Our goal is to shift the struggle between the ego and self to create a balance – **HAPPINESS.**

Self is a set of someone's characteristics, such as personality and ability, that are not physical and make that person different from other people.

Ego is that part of the human personality experienced as the "self" or "I" and is in contact with the external world through perception. It is said to be the part that remembers, evaluates, plans, and in other ways is responsive to and acts in the surrounding physical and social world.

Worst case scenario

Overview
Identify Ego blocks

Time frame: 15 minutes
Materials needed: paper + pen

Instructions
For each of the fears already noted, you are going to dig deeper and understand what could happen if that fear came true.

Step 1. Start with the first fear from your list. Ask yourself, "What's the worst thing that could happen if this fear came true?" Write down the answer. Be specific, and make sure it's the worst thing you can imagine. Don't worry about whether it's realistic or not.
Step 2. You now have a new, deeper fear. Reread your answer, and then ask the question again: "What's the worst thing that could happen if that happened?" Keep repeating Step 2 until one of the following happens:

1) You start to repeat yourself (i.e., the thing you come up with is essentially the same as the thing you came up with the last time you asked yourself the question).
2) Your mind is completely blank because you are unable to think of anything worse.
3) You conclude that it's actually not a problem at all; you would be okay if this happened.

Purpose statement

Overview
Identify values

Time frame: 15 minutes
Materials needed: Paper + pen

Instructions
Based on earlier activities, answer these questions.

1) What do you love doing?
E.g. I love to facilitate and teach.

2) What two qualities you enjoy expressing the most in the the world?
E.g. fulfilment.

3) What are two ways you enjoy expressing these qualities?
E.g. inspiring and empowering people.

4) What do you hate seeing in the world?
E.g. people feeling world and living useless lives.

Now, create your **Life Purpose Statement.**

Take a few moments and write a description of what the world would look like if it were operating perfectly according to you. In my perfect world, everybody is living their highest vision where they are doing, being, and having everything they want. Finally, combine all three into one statement, and you will have a clear idea of your purpose.

Mine is "Inspiring and empowering people to live their highest vision and achieve fulfilling and enriching livelihoods."

SDG Alignment

Overview

Connect your life purpose to how you would want to create change in the world (Sustainable Development Goals).

Time frame: 30 - 60 minutes
Materials needed: Paper + pen

Instructions

Based on your discovered purpose, choose one (or more) SDG that connect to the change you want to create or what you hate to see in the world.

The Sustainable Development Goals are a collection of 17 global goals designed to be a "blueprint to achieve a better and more sustainable future for all". The SDGs, set in 2015 by the United Nations General Assembly and intended to be achieved by the year 2030.

Association Building

Overview
Create working groups connecting to individual purpose and SDG alignment.

Time frame: 40 minutes
Materials needed: Paper + pen

Instructions
After identifying the SDGs, those belonging to the same SDG get together to form an association. Now, get a beautiful name for your association.

Within each association, select the association link.
For each member, list your strengths. What are you good at? What skills do you have that you could contribute to the association?

Write these down and then each member will share with the rest of the team.

Define the subject

Overview
Tension tree analysis (also called Situational analysis) helps to map out the anatomy of cause and effect around an issue.

Time frame: 30-60 minutes
Materials needed: Paper + pen

Instructions
Define the subject that you want to address and the key stakeholders who might be affected by this situation.

21) Start by sharing all your individual situations
22) Converge into one situation by:
    e) Agreeing to focus on one of the individual situations.
    f) Combining two or more situations into one.
    g) Deciding to write an entirely new situation.

The subject is an overall insight to the tension. This only has to be an overview of what you intend to do. For example 'High rates of STIs are identified among Ugandan fishing communities. This puts them at risk of HIV and other health problems.'
This gives a general overview but does not necessarily point out the problem as to why Ugandan fishing communities are at a risk of STIs, HIV and other health related problems. Now the work we have is to dig in and find out the causes of this situation.

Tension Tree

Overview
Understanding the tension better
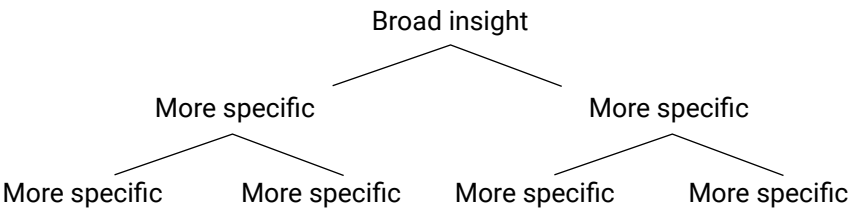
Time frame: 1 hour
Materials needed: Post-it notes

Instructions

A well defined tension statement needs a very specific user and need. Rather than have a tension covering several areas, there is need for specificity on who has the tension, what the tension is and how it is affecting the category(ies) selected. To get this specificity, we shall utilize the tension tree. The tension tree is a tool we shall use to break down and understand the root cause of the tension.

Start building your tension tree from the defined subject.

1) Write the insight at the top of a large piece of paper.
1) Ask "why?" "who?" "When?" "Where?" to go deeper. These answers will create more branches on your tree, underneath the top level statement. Continuing to ask "why?" will get you deeper into the root causes of the problem.

```
                        Broad insight

          More specific                 More specific

More specific    More specific    More specific    More specific
```

Tension framing

Overview
Capturing the root causes to create the tension statement.

Time frame: 1 hour
Materials needed: Post-it notes

Instructions
Find any connections between the different branches. Choose the branch(es) that you can do something about and connects to your purpose and then formulate the tension statement.

The tension statement needs to talk about the tension and not the solution. Identifying a problem means looking deeper at the causes, the customer, demographics and the insight while avoiding the *"solution bias"* (often known as *"The problem is that the customer does not use my solution"*).

The generic format of the problem statement can be summarized as follows:

The **user**
The **problem cause(s)**
The **insight**

Example
Fishermen 25-40 years in Kalangala landing site don't have access to routine STI screening because there are no trained staff and the community is reluctant to discuss education programs for the fishermen which leads to high rates of STI and HIV transmission.

User profile

Overview
Create a composite profile of the typical person who experiences your identified problem

Time frame: 1 hour
Materials needed: Paper

Instructions
At this point, we have an assumption of who is facing this problem. Now we have to become certain – Get out of the building.
It is important that everyone on the team has a clear picture of what this person looks like. To create a realistic profile:

Start by **speaking to at least five potential users** in your identified problem area. You want to get them to open up about their lives and share their priorities and their motivations.

When speaking with your users, remember to be sensitive with their time and with what they share. They are an important part of the problem you aim to address, and the more that they share with you, the more likely you will be to create a workable solution that meets their needs. But also make sure that they have realistic expectations.
They should know that you are coming in with a good heart, but success is not guaranteed. Don't promise.
For user interviews, try to let the conversation flow as much as possible. Suppress any of your own personal preconceived notions about the problem, and simply try to record everything that you observe the user do and say. Ask for demonstrations or visual stimuli wherever possible.

Prior attempts

Overview
Outline what attempts your user has seen to address his / her needs, and why they did or did not work.

Time frame: 1 hour
Materials needed: Computer

Instructions
Now we treat our assumptions. For this,

1) Speak to your users about the following points:

- Has anyone attempted to address their needs before?
- What did they like about these attempts?
- What did they dislike about these attempts?

When asking about attempts to meet your users' needs, be sure to ask about both what the attempt was and how it was implemented.

2) Search the internet to learn about attempts and solutions that have been tried in similar contexts.

3) If possible, contact those teams to see if they can share any lessons learned that could be pertinent to your problem framing. This can be a delicate issue, since the teams may be actively working on this problem and could view your interest in the problem area as potential competition. Focusing on understanding these teams' pain points can be one way to approach more delicate conversations.

Market size

Overview
Outline the scale of your identified problem
Estimate how many users you want to realistically reach

Time frame: 30-60 minutes
Materials needed: Computer or phone

Instructions
How many people experience the challenge that you are working on? Are you trying to come up with a global solution, a solution for one household, or somewhere in between?

Your **total addressable market (TAM)** is the number of people you could potentially reach if you reached 100% of people who experience this problem. There are people in your TAM who you will not be able to reach, either because the infrastructure does not exist to reach them or because of social, political or economic constraints.

How many people could you reach? This is your **serviceable addressable market (SAM)**. You will not be able to meet the needs of your entire SAM, and any solution you develop will not achieve 100% adoption. You want to identify the people you are most likely to persuade to become users of your solution and therefore impact. This is your **target market**. Estimate the size of your TAM, SAM and target
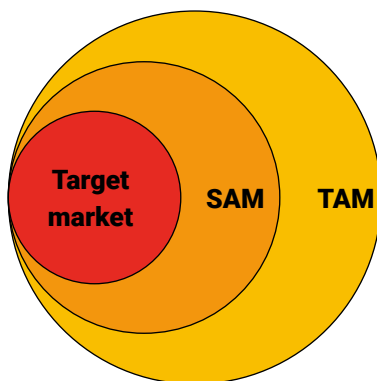
market. At this stage, the figures will be rough, but as you move forward, you can go back to the assumptions that you make here and refine them to form a better understanding of your market opportunity.

Brainstorming guidelines

Overview
General guidelines for having a productive ideation and brainstorming session.

Instructions
The following are suggested guidelines for a productive brainstorming/ideation session. Feel free to add or modify as desired.

- Defer judgment.
  Encourage wild and crazy ideas. Don't judge the ideas of others immediately. Good ideas could come from anywhere, so brainstorm sessions are the time to throw any limits out the window.

- "Yes, and..."
  Build off of the ideas of others. Respond with "yes, and..." instead of "no, but..." Let ideas continue to evolve instead ofshutting them down.

- One conversation at a time.
  Respect each other's ideas and give each other space to develop their idea. Jump in with a "yes, and..." instead of immediately redirecting the conversation.

- Be visual and tactile.
  When explaining your idea, draw pictures or build simple models or 3D representations. You are not limited to just words.

- Prioritize quantity.
  Try to get as many ideas out there as possible. Focus on quantity. Sorting and focusing on ideas comes at a later stage.

- Keep the focus on your problem framing.
  While you are trying to come up with as many ideas as possible, you also want to make sure that those ideas are relevant for your problem framing. Try to make sure that each idea answers the question of "how might we..." address the problem framing.

- Keep the focus on your user / customer.
  Seek inspiration by empathizing with your user. Put yourself in your user's shoes – through watching videos, listening to stories, and simulating their experiences when possible.

- Be in an engaging environment.
  Stay energized! Play music. Move around. Use a timer to keep the pace up. Keep snacks nearby. Change your environment. Whatever you need to help keep the creativity flowing.

Brainstorming

Overview
Ensure that all team members
- have the opportunity to contribute ideas
- build upon each other's ideas

Time frame: 1-1.5 hours
Materials needed: Post it notes + pen

Instructions
If you have a prior idea(s), for this activity, assume you don't have that idea and explore new ideas. Get into the process and let your mind go on a journey of exploration.

1) One team member shares one idea. Make sure to record it on a post it note. **One idea per post-it note.**
2) Everyone goes around the circle and builds on the idea, for example using "yes, and..." Make sure to record new ideas on new post-it notes.
3) After everyone has contributed to the idea, the next team member shares a different idea and the process repeats.

When you are finished with the activity, you can work at your own pace to continue generating ideas. The goal is to generate 40 ideas. After generating ideas, group ideas by solution strategy by physically putting post-it notes together in groups. For example, ideas that address a problem from a similar angle should be grouped together.

After grouping ideas, label each group by thinking of a name that the idea group represents.

Selecting best 3 ideas

Overview
Multiple simple tools for helping you down select ideas so that you can focus on a small number of ideas to prototype and test

Time frame: 1 hour
Materials needed: Post-it notes

Instructions
Score ideas on desirability, feasibility, and viability

1) Give each idea a score from 1 to 5, where 1 is low and 5 is high, in the following three areas:

   - **Desirability:** Do people want this? Does it fi ll a need? Is it appealing? Can it fi t into people's lives?
   - **Feasibility:** Can we do this? Is the technology needed within reach? Can the organization make it happen?
   - **Viability:** Should we do this? Does it align with our goals? Can we develop, fund, and sustain this?

2) Select the 3 ideas with the highest scores. For the top 3 ideas, select the best, second best and third best ideas by scoring each from 1 to 5, where 1 is low and 5 is high, in the following three areas: three areas:

   - **Is it real?** Can we do this? Do we have the capabilities?
   - **Is it worthwhile?** Is it creating the impact we want?
   - **Is it a win?** Should we do this? Does it align with our goals?

Implementation Method

Overview
Organize ideas to get the sequence or order of action.

Time frame: 1 hour
Materials needed: Post it notes

Instructions
Focus will now be on the number one idea. Other ideas will be stored in your idea bank. If this one doesn't work out, we take on the next one and the next until we find one that our customers connect with.

For the number one idea, how will it be implemented? What is the best way to implement to create the most impact? What is easy to scale and reach more people? Write out the sequence of what will be done first and what follows. This will give a sequence of what is required to be done first for our solution to work.

It is great to use illustrations.

Theory of change

Overview
Write a simple Theory of Change statement

Show how your the elements of your idea address all the elements of your problem framing,

Time frame: 1 hour
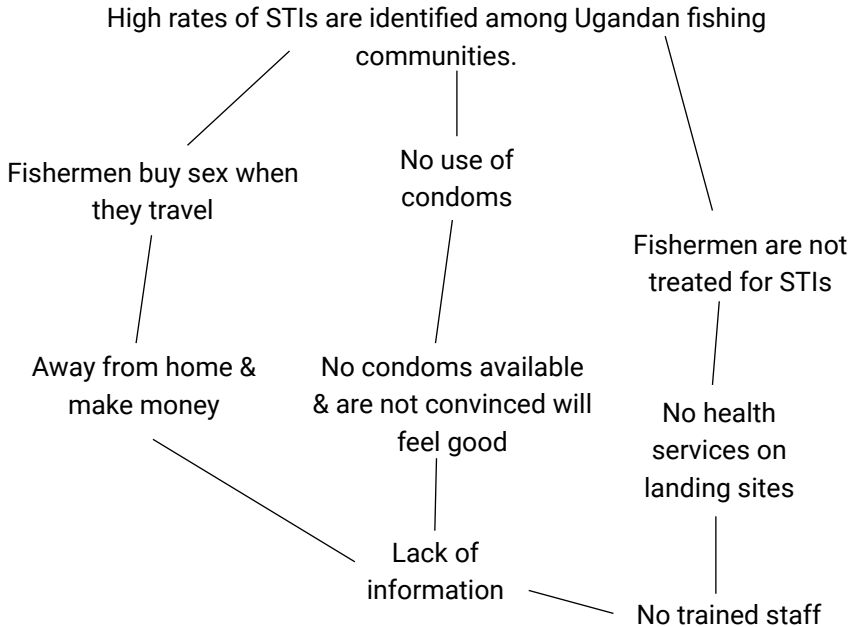**Materials needed:** Post-it notes

Instructions

Sometimes, in order to solve very complex problems, it can be helpful to "work backwards." When you can map out the different causes of a particular challenge, it becomes much easier to understand what solutions may be useful. The pathway that results is called a **Theory of Change** (ToC), and it usually takes an "if/then" format.

Theory of Change is essentially a comprehensive description and illustration of how and why a desired change is expected to happen in a particular context.

If _____ *happens, then* _____ *will happen,*
and _____ *will be the result.*

1) Start by looking at your tree in the Problem Framing: Tension Tree exercise, which identifies a variety of causes that contribute to your problem.

High rates of STIs are identified among Ugandan fishing communities.

Fishermen buy sex when they travel

No use of condoms

Fishermen are not treated for STIs

Away from home & make money

No condoms available & are not convinced will feel good

No health services on landing sites

Lack of information

No trained staff

2) Write a "flipped" version of the top level of your tree – one that defines the future ideal result you would like to see.
   For example, "High rates of STIs are identified among Ugandan fishing communities" turns into "STI rates among Ugandan fishing communities will reduce."

3) Do the same flipping for one of the causes you've identified (e.g. one of your tree branches). For example, we can flip "Cant access condoms" and "Lack information."

4) Combine these into your Theory of Change.
   If information and condoms are made available, more fishermen will use condoms **and** STI rates among Ugandan fishing communities will reduce.

Pitching

Overview
Associations will present their projects to a team of judges and peers.

Instructions
Each team will present their project in 3 minutes.

The presentations will focus on:

1) The problem.
   Show a clear understanding of the problem. Who has this problem? Where are they? What shows that they have this problem? What did you do to ascertain that this problem exists? Why this problem? We want to see how your purpose links to this problem.

2) The solution.
   Present the best three solutions and best chosen solution. Why did you choose that solution? Look back at your criteria for choosing this solution. Include your theory of change. How does your solution create the change you want?

Evaluation

The judges will evaluate the teams on the following areas:

- **Innovation**
  Is the problem framing based on a unique insight that highlights an unaddressed tension or friction? Does the solution directly creatively and uniquely address this tension?

- **Impact potential**
  How much impact on the SDGs can the solution have? Is the solution scalable?

- **Viability**
  Is the problem backed by real data or experiences? Is the solution technically feasible, robust, and implementable?

- **Performance**
  Can the team convince others to care about this problem, join their team, and support their solution?

Depending on the feedback, your team will know if you should continue to dig deeper on this problem or not. This presentation format will be the same you will give for selection to Concentration Boot camp with an addition of what skills you have needed for the implementation of this solution.

Solutions Catalogue

Overview

Now you have two options, either work with the new solution, or continue with the previous one (if you had). The solutions you will not continue with will be uploaded to the solutions Catalogue.

Requirements: Written entry for Solutions Catalogue.

These solutions will be uploaded to the Solutions Catalogue, where any SINA member can take it up. Each team that is not taking on their solution is required to hand in the solutions before the pitching event.

What to include in the solutions catalogue:

1) What is the problem? Be explicit: who is facing that problem, what are their demographics?

2) Describe the possible solution. How will the solution work?

The Concentration Workbook

Overview

The SINA Concentration Stage Innovation Process is broken into 2 core stages; Concentration boot camp which lasts a week and the post boot camp which lasts 5 weeks. The stage takes a total of 6 weeks.

The stage is a lot more intense and is really focussed on getting a Product – Market fit. In other words, your solution should solve the specific problem you have identified. More so, the people facing that problem are willing to pay for that service or that other people looking at addressing the same problem as you are are willing to back you up.

You are therefore challenged to get out of the building and validate your assumptions. With the right assumptions, then you can bring your product or service into the market and you are on your way.

Business Modeling

A business model is a plan for the successful operation of a business, showing how the business will benefit itself (how it will grow) and how it will benefit its customers. Defining a business model needs you to identify sources of revenue, the intended customer base, products and why your customer base is willing to pay for your products or services, and details of financing.

The **Lean Business Model Canvas** is a tool for simplifying and developing a business. Modified from the Business Model Canvas, it has 9 building blocks that focus on problems, solutions, key metrics and competitive advantage.

Problem	Solution	Unique Value Proposition	Unfair Advantage	Customer Segments
Top 3 problems	Top 3 features	Single, clear, compelling message that states why you are different and worth buying	Can't be easily copied or bought	Target customers
	Key Metrics Key activities you measure		**Channels** Path to customers	
Cost Structure Customer Acquisition Costs Distribution Costs Hosting People, etc.		**Revenue Streams** Revenue Model Life Time Value Revenue Gross Margin		

PRODUCT　　　　　　　　　MARKET

Lean Canvas is adapted from The Business Model Canvas (http://www.businessmodelgeneration.com) and is licensed under the Creative Commons Attribution-Share Alike 3.0 Un-ported License.

Value Proposition

Customer Value Proposition (CVP) is a marketing term which is a persuasive statement for customers stating detailed benefits that a customer will get after purchasing the product or service. It consists of the total benefits which the business guarantees that the customer will get in return of payment. It basically describes why a customer should buy this product or use this service and designed to convince customers to buy and use them.

If your enterprise is dependent on donation, you need to define why they should donate to you.

To draft your VP statement, know who your customer is and what problem they are facing

Problem
The customer segment (CS) you are thinking to work with will have a set of problems that they need solving. List the one to three high priority problems that your CS has. Without a problem to solve, you don't have a product/service to offer. If you have both a buyer (customer) and donor (sponsor), list the top priority problems for each.

Customer understanding
- Know very well the problem you want to solve
- List all the people facing this problem
- Out of all those, select 1-2 groups that see this as the biggest challenge
- What are the demographics and behaviors of these groups?
- Using the above information, define your customer group in one sentence

Example

In this case, the problem is children not liking home cooked foods but rather sweet products like sweets and ice cream which lead to obesity and overweight children.

Using this example, there are two target groups: the users (children) and the payers (parents). In this case, you have to consider why parents would buy and why children would use your solution.

The demographics
- living in Kampala
- go out with their children

Our customers are

Parents to children 1 to 10 years in Kampala who go out with their children and want to ensure their children eat healthy foods.

Pain ranking and pain killers/jobs done

List all the pains your customers are facing and the ways those pains are being solved. List as many as possible and then rank them from the most important to the least. And then choose the top most 2 or three. The pain killers form the features of our solution.

Example

What are the pains your target group is facing?	Pain killers/Jobs done/features
High price/expensive	50% Cheaper than existing solutions
Heavy to carry	Light and portable

Customer Value Proposition Statement

With the above information, you can now formulate your value proposition:

> We offer light and portable food warmers for family picnics that are 50% cheaper than existing solutions

The Unfair Advantage

The Unfair Advantage is something you have or do so well that even if your competitor has a lot of money, they can't copy. As a business, its critical to understand your unfair advantage because it will keep you in business. To get your Unfair advantage, you need to reflect on your processes, team skills and specific know how.

Examples of Unfair Advantages:

- Patented Technology
  Is your product patented so that no one else can do it without your permission? (e.g. drug companies).

- 1st Mover
  See something no one else sees? Is your product or service so unique that replication would be futile? Get out fast and show the world what you got.

- Data
  Knowing more than your competition can, even if they spend a lot, then leveraging that knowledge to provide a better product than your competition (e.g. huge market information informing a demand pricing model - Uber).

- Network Effect
  A significant %, maybe the majority of people in a space use your product, the product relies on connections with others and they can't switch as everyone uses your product (e.g. Facebook, LinkedIn, Twitter, eBay & Uber).

- Trusted Brand
  People know and trust your brand, and often go to you without much consideration to competitors (e.g. Amazon)? Or does your brand allow you to increase margins above competitors (e.g. Apple).

- Cost
  Do you have ruthlessly low costs? Is everything you do informed by a low cost structure in unusual and hard to copy ways (e.g. South West Airlines, Ryanair, Walmart).

- Super Domain Knowledge
  Is the way your product works only understood by 3 scientists in the world - 2 of which are co-founders with equity?

- Money
  Do you have way more cash than any competitor likely could - to the extent you can just buy any competition if desired (unlikely unless you're Google, Apple etc.)?

- Exclusive Contracts
  Do you have an exclusive contract to distribute a certain product in a certain area for 5 years? Do you have a contract to be the exclusive supplier of your type of products to a large company or government for 10 years?

User profile and persona

User profiles and personas are similar in that they both provide information about your user population that can be used to design better products and services.

- **User profile**
  Provides a summary describing a collection of users. Since the profile is meant to include all the users within the group, the details in the profile generally describe ranges or frequencies of responses.

  Example:
  Our users are women 25 – 36 years in Kampala who are pregnant or intend to get pregnant with their first child. They work in corporate offices, own smart phones and need information on pregnancy and birth. These women are often so busy and don't have time to go to the hospital for antenatal.

- **Persona**
  Describes a representative of your user profile. Rather than describing ranges for the entire group (e.g., ages 25-36), a persona has one person who best represents the group with specific details (e.g., age 28) that accurately reflect and highlight important features of the group. It is with the persona that you best get the support to develop your solution. Therefore, if you choose a wrong persona, you will have a product developed for a wrong customer group.

Example:
Studied IT. Lives in Kampala. Spends most of her time either at work (Ntinda) or home (Kisaasi).

Married and plans to have her first child this year. Fear pregnancy based on stories she has heard.

Works 8 hours a day Monday to Friday and Saturdays half day.

Full Life Cycle Use Case

The Full life cycle use case describes in detail how your Persona finds out about your product, acquires it, uses it, gets value from it, pays for it, and buys more and/or tells others about it. Our product or service is going to become a part of our customers general life, so how does it fit into the customers general habits? This is the core reason for defining the use life cycle. Specifically for us to understand what we need to change about our product or service so that it fits into the patterns of our customers.

To prepare the Full life cycle use case, you need to answer the following questions.

- How does your persona determine that their need exists and/or not being met by existing products/services?
- How will the persona find out about your product/service?
- How will they acquire your product/service?
- How will they determine the value gained from your product/service?

- How will they pay?
- How will they receive support from your product? How will they buy more products/services and/or spread awareness about your product?

| Life cycle of persona | Full Life cycle use case |

What changes do we need to make to adapt?
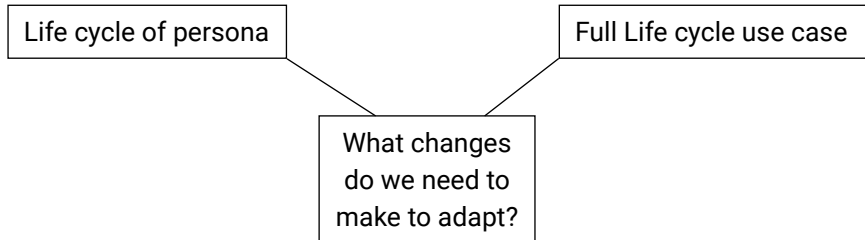
The High-Level Product Specification

This is a presentation of their solution. It can be a PowerPoint presentation, a short video, a drawing, an illustration, a landing page, a storyboard, a diagram, or a sketch . It can be anything that explains what your solution is and how it solves the customer pain. While doing it as a team, you all get to see the solution in the same way.

Start with the customer in mind, right? Go back to the people you've interviewed for your Primary Market Research. Your first goal is to reach people who fit your ideal customer profile and see how they react to your image of the product.

- Do they understand it?
- Are they grasping the way it would work?
- What are their questions and comments?
- How does this relate to the problem your product aims to solve?

- What benefits do they see in the possibility of this product?
- How would using it change their lives?

Make sure your visual description focuses on the benefits and not the technology or functionality. In particular, focus on the benefits that are related to the user's top three priorities. Be clear on the value proposition this product has for the end user and don't get lost in details, you only need enough information to show high-level functionality that will drive the benefits.

Key resources

What are the major things you need to get started? Get specific. What do you need and for what?

Resources include:
- **Physical:** buildings, manufacturing facilities, distribution channels, machines, vehicles etc.
- **Intellectual:** brands, patents, copyrights, partnerships, customer database and proprietary knowledge.
- **Human:** specific skills you might need to get started.
- **Financial:** initial capital to buy stock, recruit employees etc.

From the list of resources you have listed, what among those do you have what you can use to set up? Which ones don't you have?

Now the question is, how do you get those that you don't have?

Bootstrapping

We have lived bootstrap lives mostly. For example marriages where you hold meetings to raise money, burials or even just when cooking food, its about to get ready and then… there is no salt yet the market is far. What do you do in a case where the shops are a distance away, borrow from the neighbour. This is bootstrapping.

Bootstrapping is as simple as getting the resources you need without having the capital yourself.

Bootstrapping techniques

- Recruit someone into the team who can contribute money
- Use your savings or save money
- Borrow from family
- Get someone who can get you a resource that you need and then pay when you get revenue.
- Crowdfunding

What resources do you need and how will you get them?

The Uncertainty diagram

The uncertainty diagram helps you focus on the elements of the business that are most unknown. The bigger the circle, the bigger the uncertainty (unknown). The uncertainty diagram covers core areas that include:

5) The product/service
6) Implementation
7) Market

Implementation

Market

The product/service
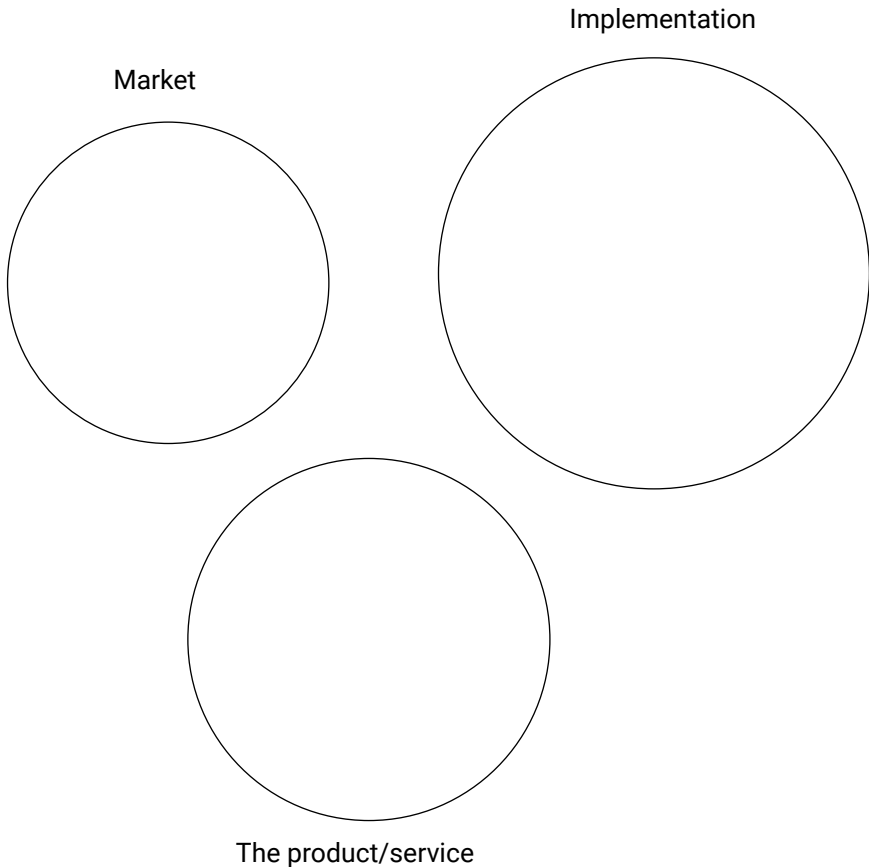
Stakeholder analysis

Project stakeholders are individuals and organizations that are actively involved in the project, or whose interests may be affected as a result of the project execution. Stakeholder Analysis is an important technique for stakeholder identification & analyzing their needs. It is used to identify all key (primary and secondary) stakeholders who have a vested interest in the issues with which the project is concerned. The understanding of this is critical in developing value propositions for partnerships and donors.

What are the benefits of Stakeholder Analysis?

A stakeholder analysis can help a project to identify:
- The interests of all stakeholders, who may affect or be affected by the project
- Potential issues that could disrupt the project
- Key people for information distribution during executing phase
- Groups that should be encouraged to participate in different stages of the project
- Ways to reduce potential negative impacts & manage negative stakeholders

Customer(s)

Community

Partner

Institutions
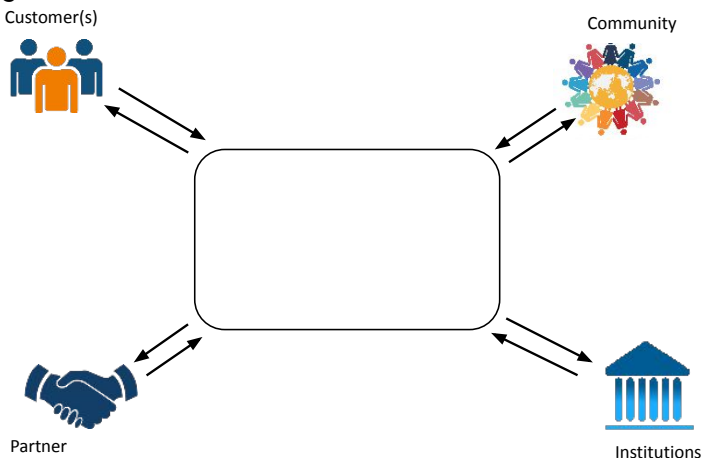
Customer Aquisition

The decision Making Unit is a team unit which participates in a buyer decision process. This decision process is the purchasing behavior of a business. To prepare a better marketing plan, you need to understand the decision making process for your target group.

| User |
| Influencer |
| Payer |
| Decision Maker |
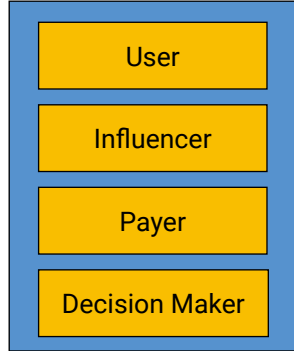
If you are a B2B, to whom do you need to market to?

Who makes the decision whether to have your product or service or not? Who buys or pays for it? Who can influence the decision but does not necessary decide? And who uses your solution? This questions are critical in deciding a marketing plan. To whom do you talk to and what do you present?

If you are a B2C, is the user different from the payer and the decision maker?

For example, if your enterprise is selling fruit pops for students, then the decision maker is the parent. They decide if they want to buy for their students or not. The payer is also the parent because they are the ones who pull out their own money. The final user is the child. In other instances, someone else might influence the decision. For example you are buying a car for your self but your children might influence your choice of car.

Minimum Viable Product Design

A minimum viable product (MVP) is a version of a product with just enough features to satisfy early customers and provide feedback for future product development.

Gathering insights from an MVP is often less expensive than developing a product with more features, which increases costs and risk if the product fails, for example, due to incorrect assumptions

Key MVP elements
An MVP must include these key elements in production quality:

- Functionality
  The set of features must deliver clear value to the user
- Design
  The design of the MVP must be up to the highest industry standard
- Reliability
  Production quality standard needs to be achieved by rigorous testing
- Usability
  The MVP must be easy to use and intuitive,

A non well researched MVP could negatively affect your company. Therefore clarify the needs of your customers and the key features they need before developing an MVP.
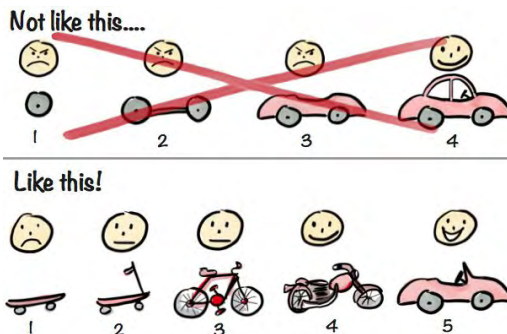
Pricing model

Pricing your products or services accurately is one of the greatest challenges you are going to face asa business owner or manager. The importance of pricing is obvious, as it has a direct correlation to the amount of money you bring into your company. If you price your products and services too high, you are going to risk driving customers into the arms of your competitors. On the other hand, prices that are too low will leave you with small margins, even if you are able to make plenty of sales. In the end, only companies who are able to find the 'sweet spot' for pricing will be able to thrive well into the future.

Pricing models

1) Cost-based pricing
    This is perhaps the most-common way to price the products that you take to market. With this model, you are going to use the cost of production as the basis for the final price that consumers see when they make a purchase. The multiple that you use to price your goods is going to depend on the industry in which you are working. Some industries see multiples around 2-3 times the cost of production, while other industries are around 5 times or higher.

For example, imagine you are in an industry which tends to sell products for around 3 times the cost of production. If you have determined that your average cost on one unit is Ugx10000, you will

naturally look to sell the item for around 30.000 (if using a cost-based model). Multiplying your cost by three is a great way to get in the right 'neighborhood' for your pricing, but you can then tweak the final number until you hit a spot that you feel is a winner. For instance, if you see that many of your competitors already sell for 30000, you may decide to move down to 27.000 or 28.000 just to have a slight edge on price. Or, if you think your product is of a superior quality to the competition, you could set your price at 35.000.

2) Market pricing

As the name would indicate, this pricing model is all about the market conditions that you find around you. You can conduct research and understand what others selling a similar product or service are selling at and then you decide your own price. This price can be higher than what others are charging or lower. Again, there are several factors to be considered here:

- Is your product or service much better, have more quality?
- Does your solution have an added value that customers are willing to pay more for?
- Can your customers afford?
- Do your target customers have the need so much that they are willing to pay that amount for your solution?

3) Portfolio pricing

This is a great model to use if you are offering a range of services. Your pricing will then give a specific price for a specific service. For example, if you have a consultancy firm supporting organizations and their staff become more innovative. The first package might be on creative business start up which would have its own price. The second service could be mentoring enterprises which would have a price of its own.

4) Freemium pricing

In freemium pricing, you give away your base service or product for free, in the hopes that satisfied customers will decide to pay for more advanced features. You may have noticed especially with software companies like LinkedIn. You signup and use for free. But to get access to emails and other services, then you have to pay a fee.

The pitch

03
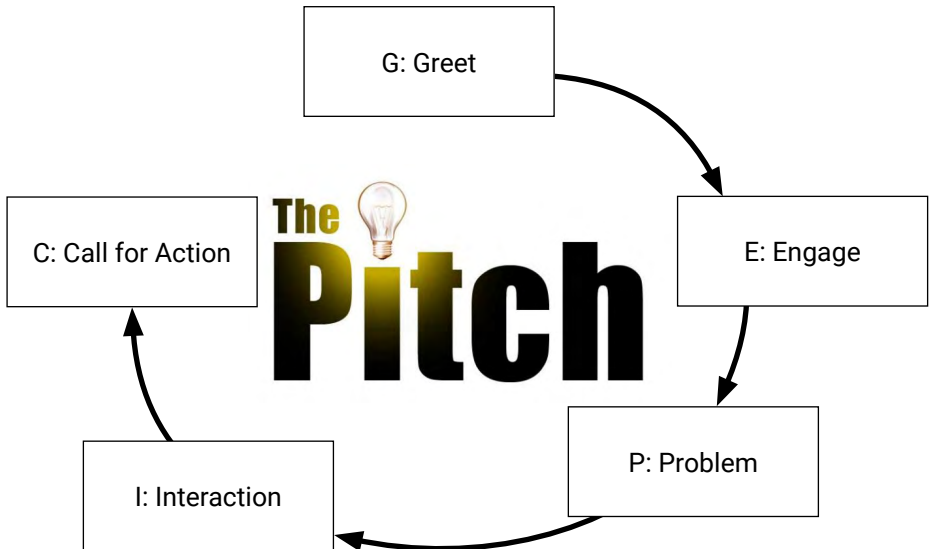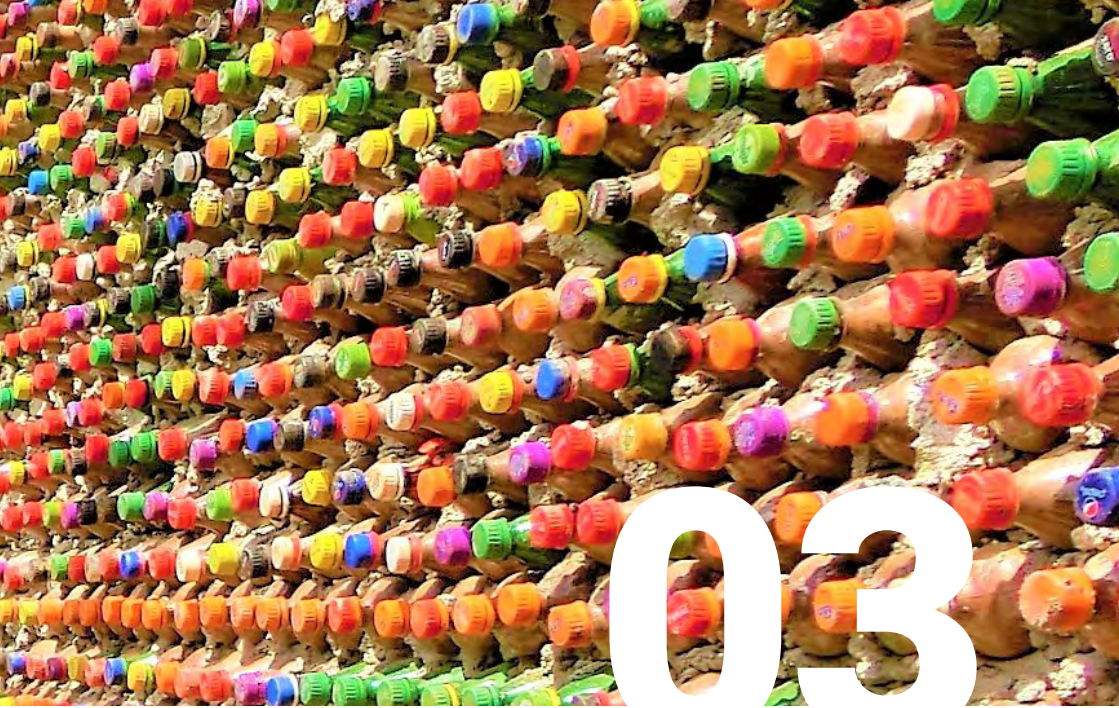
Enterprise Pillar

This document gives an overview on the categories and minimal structures that have been defined by Enterprise Pillar for SINA Framework V1. It is hereby important to notice that all documents are underlying the idea of capturing the minimal complexity necessary in order to get a SINA started while at the same time providing structure and processes to iterate based on real life tensions on the ground.

Our Operating System:
Symbiotic Enterprise Agreement Templates

On a first glance Symbiotic Enterprise looks like what you might be used to from Holacracy. From the perspective of getting work done this is mainly true and the Operational aspect of SE overlaps a lot with Holacracy. Looking Deeper Symbiotic Enterprise however enables to integrate the Legal Enterprise Context as well as the People context.

Documents:	Description
Symbiotic Enterprise Constitution	Those are the rules of self organisation Signed by the legal representatives this builds the foundation for self organisation
Social Agreement Template	This document describes minimum standards that the members ("employees") can hold themselves and each other accountable to

Organisational Templates

Focusing on the purpose of your SINA is one thing. Tackling the daily upcoming challenges like payment of Employes is another.

Documents:	Description
Work Agreement Template	This is a starting proposal for employing people in the Organisation
Payment Plan Template	This is a starting proposal for a payment plan that is based on the needs of SINA and self-organisation

Minimum Circle Structure / Organisational Complexity

What do you need to start a SINA? The minimum circle structure gives an overview on the minimum roles that are needed in order to get started as a SINA. This is a starting structure and any SINA can incorporate more complexity as needed.

Documents:	Description
Integration Circle - Roles and Accountabilities	"This is the most outer Organisational Circle It integrates the Enterprise Context, Operational Aspect as well as People context of the organisation"
Operational Circle - Roles and Accountabilities	This is where all the work comes together that is needed to keep the organisation running
Empowerment Stages - Roles and Accountabilities	This is the Circle where the educational aspects towards the beneficiaries are structured below

Social Agreement

of _____(Name of Enterprise_____),

a Symbiotic Enterprise

A Social Agreement (this "Agreement") is entered into this ____ day of _____ , 2020, by and between _____ (the "Partner"), who understands her/his Individual Purpose as (voluntary to fill in)_____ _____and all other Partners of the enterprise's People Context aligning around this Agreement and the enterprise's Current Purpose.

Background

__(Enterprise)___ was founded on __(Date)___ and is registered as ____(Legally registered name and entity)___ in __(Country)___. The Current Purpose of ___ (Enterprise)___ is to "___Current Purpose Definition___". _____(Any further details that give a brief overview of the Enterprise, maybe which issue it is addressing and how it is addressing it, generally described)____.

Per the Adoption Declaration of the Symbiotic Enterprise Constitution, ___(Enterprise)____ shall maintain a People Context to represent all Partners in their various capacities (including but not limited to Owners, People filling legal functions in the Enterprise Context, employees, contractors that spend substantial time in relation with Partners and/or interns and volunteers) and in relationship to one another as they work together in service of the Enterprise's Purpose.

This Agreement now makes explicit and shall ongoingly maintain norms, principles, processes, and structures with respect to the relationships among the Members of this People Context.

Article I

Core Symbiotic Enterprise Norms

A) Navigating Contexts (Enterprise, Organization, People)

When in conversation, Partner agrees to make best effort with respect to speaking from/to a specific context; acknowledging that different dynamics and rules are at play in different contexts (Organization/Role, People Context/interpersonal relationships).

B) Partner must invite to role work:

The baseline for interactions between Partners is of an interpersonal nature, and interactions will take place within whatever bounds have been agreed to individually or collectively in this Agreement and the Adoption Declaration. That said, when engaging around organizational work, a Partner must speak to and from Role. Shifting to the Organization Context and speaking from a particular Role, the initiating Partner must ask permission to address or engage another Partner in Role. The Partner receiving such a request may decline as a matter of convenience. Only in meetings declared as Role Space (Tactical, Governance, Specific Topic Meeting, Strategy Meetings), communication can be assumed as being role based, though any Partner can at any given time ask another Partner for clarification from which role she/he is communicating.

C) Individual Differences

Partner agrees to honor individual autonomy and differences and commits to learning and putting to use the principles and practices of Language of Spaces and Non-Violent Communication in order to cultivate more perspective-taking capacities. A Partner shall be considered to have met this requirement if she/he participates in one or more People Context-specific Guilds designed to cultivate Partners' capacities for relating interpersonally and honoring individual differences. Note that this specific class of Guild must adhere to additional criteria described in Article 1.4 of the enterprise's Symbiotic Enterprise Constitution.

D) Interpersonal Tensions

When an interpersonal tension arises, Partner agrees—to the extent possible, practical, and safe—to take a stance of appreciative inquiry, acknowledging that all Partners of this People Context are striving to act in a manner aligned with both Individual and Enterprise Current Purpose. From this stance, Partners may engage in a dialog of perspectives based on Non-Violent Communication. To the degree possible, Partner commits to communicating on her/his tension in a differentiated way based on the principles of Language of Spaces, thus differentiating personal and organizational aspects of the tension. In any conversation Partner to the highest possible degree cultivates a sense of calm, curiosity, and compassion and attempts to better understand and integrate the different perspectives at play.

When one or more Partners become charged or triggered such that processing an interpersonal tension in the moment is not possible, Partners agree to disengage in the moment, spend time in

self-reflection, based on the principles of Language of Spaces, and reconnect at such time as all parties can engage with calmness, curiosity, and compassion.

When interpersonal tensions cannot be resolved through self-reflection, reconnection and non-violent dialogue, Partners may request coaching or facilitation from member(s) of a People-Context specific Guild designed to cultivate Partners' capacities for relating interpersonally and working with differences or – when agreed among the tension partners - professional support from outside the enterprise. Partners involved in an unresolved interpersonal tension agree to participate in a coached or facilitated process upon request.

E) Process Timeouts

A Symbiotic Enterprise liberates Partners to exercise a high degree of autonomy in service of Enterprise Current Purpose. The freedom and safety to act arises from clear, explicit rules of engagement in each of the Enterprise's contexts: Enterprise, Organization, and People. In service of Partners supporting each other in practice, any Partner may call a Process Timeout (across all Contexts) when the Partner has a question about the current process being followed or believes current interactions fall outside of an agreed upon process. It must be clear when interactions are in "Process" vs. in "Timeout".

Article II

___(Enterprise's)___ People Context Specific Norms and Principles

A) Experimentation

Generally, every aspect of a Symbiotic Enterprise is an ongoing experiment, continuously sensing into and responding to what is needed in any given moment. A Partner filling Roles in the Organization has many agreed upon pathways to process tensions while experimenting in service of Current Purpose. Similarly, People Context Partners generally agree to be in a process of continuous experimentation in service of Enterprise's Current Purpose broadly and People Context Purpose specifically. To that end, Partners may be called upon and generally agree to participate in experiments with certain processes, tools, techniques, methods and language models that may not yet be encoded into the formal ruleset (e.g. this Agreement). Guilds may be created from time-to-time to try new processes, methods or techniques. These experimental Guilds are by default opt-in / opt-out - without prejudice. When a Partner is asked by a Guild Leader to participate in a Guild experiment as a means of testing the viability of a more permanent structure of this Agreement, a Partner may elect to opt-out of an experiment as a matter of 1) convenience or 2) cause.

Convenience: Opting out for convenience is defined as a non-charged or non-triggered response to the invitation where Partner opts-out for reasons relating to managing her/his own time and priority commitments.

Cause: Opting out for cause is a condition where the Partner has strong dissonance with activities related to the experiment and determines participating would be outside her/his current level of comfort or would potentially cause harm in pursuit of any/all current purposes at play. When Partner elects to opt-out for cause, she/he must 1) discuss the reason for opting out with another Partner to filter any possible blind spots or biases and 2) post the reason for opting-out in the Enterprise People Context communication platform with a clear statement of specific reason or objection.

If an outcome or process artifact of the experiment becomes integrated into this Agreement through Due Governance and Partner still has a related tension, all other pathways for tension processing are still available to the Partner, including processing the tension directly with the elected Partner Rep Role for further processing and possible integration at the Integration Circle. If, however, the dissenting Partner's tension cannot ultimately be integrated, the Partner must make a conscious choice to either align with the terms of the then current Agreement or choose to leave both this People Context and the Organization Context of the Enterprise.

B) Downtime

As a Member of the People Context, you are responsible for incorporating your downtime as stated in your Work Agreement in accordance with the law in Enterprise's country of registration. If not clarified in the Work agreement, the general norm accepted in the People Context is an aggregate of 24 days unstructured total disconnect or downtime per Member per year at 100% focus time.

Whenever you decide to take downtime, you agree to the following:

- You inform all Partners who fill roles in concerned circles in writing as early as possible. If downtime will exceed two days, this information needs to be sent no later than 2 weeks prior to the beginning of your downtime.
- You fill in the dates of absence in the ledger provided by the Enterprise Membership Role in the Integration Circle.

C) Transparency on Focus Time

Partner agrees to provide transparency on her or his actual Focus Time, as follows:

- Providing monthly Focus Time Reports, in alignment with guidelines as published by Payment Plan Advisor
- Producing an overview of realized outcomes in the previous month, relative to reported Focus Time, when requested by another Partner

Failure or refusal to provide such transparency may be cause for Earnings Plan Advisor to assume zero Focus Time.

Further, Partner agrees to communicate any reductions in availability for role filling to all other partners, whether permanent or temporary, with two months advance notice. In all cases, Partner shall communicate Focus Time changes via email to Enterprise Membership. While Partner is encouraged to provide as much transparency as relevant as to the reasons behind reductions in availability, Partner shall not be required to disclose any such information.

When a Partner appears absent for an extended period of time, without any notice duly given, a Partner Assessment review is triggered automatically. The Partner shall be considered to have been on zero Focus Time until Partner has participated in that Partner Assessment.

Article III

Feedback

A) Individual Feedback

A Partner is free to share feedback (as defined) with another Partner, so long as the feedback is requested directly, or permission is given to provide feedback. Partners agree to use the basic format below, at a minimum:

1) Partner gives feedback in response to a direct request or with explicit permission from the Partner to whom feedback will be given
2) The initiating Partner (requesting or offering feedback) frames the need for feedback and asks for reflections from the other involved Partner in order to surface multiple perspectives on the matter at hand.
3) Both parties agree to use the lens of the People Context's Purpose (and Partner's Individual Purpose, if part of this agreement) to frame and receive the feedback. Feedback is given as concrete and specific as possible with respect to how a given situation, behavior, or act might have been better aligned with the norms and principles represented in this Agreement.

Both parties strive to capture any learnings, tensions, or agreements and process them accordingly.

Article IV

Pathways to Process Tension

A Partner has multiple pathways to process any given tension.

A) If about this Agreement or the work of the People Context:

A Partner may make a suggestion or pitch ideas to the Partner Rep Role inside the Integration Circle or the People Operations Circle (when in place). The Partner Rep Role has accountabilities equivalent to a Circle Rep per Appendix A of the Symbiotic Enterprise Constitution, and as such can process the tension through Due Governance in the People Operations Circle or in the Integration Circle.

B) If about another Partner:

A Partner may engage in a defined feedback session or request a more formal mediation session to resolve the current tension. In any case the tension bearing Partner does everything in her/his capacity to resolve the tension through an agreement with the other Partner.

C) If about Partner related work (in Integration or People Operations Circle):

A Partner shall first attempt to resolve the tension inside the Organization Context using that context's tension processing system. If the tension remains concerning a broader pattern of behavior at the intersection of Partners and the organization's work, a Partner may bring the tension to the Partner Rep asking that Role

to process within the Integration Circle. Due to its accountabilities in the Organization Context, the Partner Rep Role can assess and carry forward the tension to be further processed through Due Governance.

Article V

Structure

Article 2.2 of the Symbiotic Enterprise Constitution defines in detail how the structure of the People Context is further differentiated into sub-contexts and describes the processes that enable the evolution of the structure.

Article VI

Partner Meeting

Article 2.3 of the Symbiotic Enterprise Constitution defines in detail why, when, how and where to organize a Partner Meeting of the People Context.

Signature Page

By their signature below, the undersigned indicates acceptance of this Agreement and the intention to be bound by its provisions as a Partner, as of the date set forth above.

_____

Signature

_____

Printed Name

Symbiotic Enterprise Constitution

Initial Comments

Forking the Holacracy Constitution was motivated by the following considerations:

1) The Holacracy Constitution conceptually holds the Organization as the widest (and only) body around which people band together around a larger purpose. It is silent about other realities that are typically at play, such as relationships, culture, shared values, investor interests, and the legal entity or entities that are involved. While the introduction of Holacracy was a major and essential step forward, by itself it is not sufficient to implement self-organizing principles in those other enterprise contexts.

2) For a long time, Holacracy has been the only game in town when it comes to practicing actual self-organisation. The differentiation between people on the one hand, and a distributed authority organization system on the other, is essential for self-organisation, and so far alternative approaches haven't made that distinction. A healthy ecosystem would benefit from more choices being available.

3) Offering any Holacracy-related services, and getting paid for doing so, requires a license from Holacracy One. While the benefits of quality control are understandable, it is unclear how the current criteria to become a licensed Holacracy provider would be sufficient for a successful implementation, or even how they would form the minimum requirement. Experience has shown that the number one bottle-neck is the poor handling of people issues, and H1's quality control has so far ignored that completely. Also,

Holacracy providers are required to share a portion of their revenue with HolacracyOne, while it is not all clear how HolacracyOne offers a fair exchange in return for those payments.

These issues are addressed as follows:

The scope of the Constitution is changed from Organization to Enterprise, where the Enterprise Context transcends and includes the *Organization Context*. The *Organization Context* is the aspect of the enterprise that concerns governance and operations, and forms the distributed authority system of the Enterprise.

The *People Context* is made explicit in the Constitution, which like the *Organization Context* is a subcontext of the Enterprise. The People Context concerns the relationships between Members, facilitated through explicit agreements around interactions, cultural norms, shared values, and processing of interpersonal aspects of tensions.

The definition of *Partner* is modified, to refer to a member of the *Partnership*. The *Partnership*, as the structural element of the People Context, is a container for those individuals who have come together around the Enterprise Purpose, and lend a significant portion of their time to the Enterprise, whether by filling roles or otherwise.

The term *Enterprise Member* is being reserved to refer to any individual or legal entity associated with the Enterprise as a whole. The Partners form a subset of the Enterprise Members (each Partner is an Enterprise Member, but not every Enterprise Members is a Partner). A Partner is a natural person, not a legal entity.

This Constitution includes articles on the Enterprise Context and the People Context, in addition to the Organization Context, which includes Operations and Governance as present in the Holacracy Constitution. The Enterprise Context covers legal aspects that enable the corporation to function as a bridge between the conventional, non self-organized world outside of the Enterprise and the self-organized Contexts within the Enterprise.

Through defining the People Context, this Constitution addresses and offers pathways to process broadly sensed tensions around the lack of compatibility of social dynamics with the dynamics of a self-organized system.

Since the term 'Organization' is no longer used to refer to the entity as a whole, the outermost Circle is no longer considered to be the 'anchor'. The Anchor Circle is renamed to Integration Circle, as it is now the decision making device for resolving tensions that involve multiple contexts within the Enterprise, thereby integrating the concerns of all contexts relevant to the Enterprise.

Other notes and design considerations:

Seeing that a supporting software tool is essential in organizational practice, any modifications to the Holacracy Constitution are made in such a way that the resulting Constitution is still fully compatible with existing software, such as GlassFrog and Holaspirit.

This Constitution integrates aspects of version 5 of the Holacracy Constitution, but only such aspects that will not conflict with the Holacracy Constitution version 4.1.

Symbiotic Enterprise Constitution Adoption Declaration

The Ratifier(s) signed below hereby adopt the Symbiotic Enterprise Constitution, attached hereto and incorporated by reference (the "Constitution"), as the foundational organizing system of _____ (the "Enterprise"), and thereby cede their authority into the Constitution's processes and endow the due results there from with the weight and authority otherwise carried by the Ratifiers.

The Ratifiers or their successors retain the right to repeal this Constitution at any point, however they agree not to willfully violate its rules in the meantime.

The Enterprise hereby adopts the Symbiotic Enterprise Framework this ____ day of _____, _____.

Symbiotic Enterprise Constitution
Preamble

The **"Ratifiers"** are adopting this **"Constitution"** as the formal authority structure of the specified **"Enterprise"**. In so doing, the Ratifiers cede their power to govern and run the Enterprise into the Constitution's rules and processes, except for any powers that the Ratifiers lack the authority to delegate. The Ratifiers and all other **"Partners"** the Enterprise has engaged to take part in its activities must do so under the authorities and constraints defined herein.

Any existing policies and systems the Enterprise has in effect before adopting this Constitution continue in full force after adoption, even if they include authorities or constraints that were not created under the Constitution's processes. However, these legacy policies and systems may not be expanded or modified, and lose all weight and authority as soon as this Constitution's processes create something that replaces or contradicts them.

All responsibilities and constraints as the Signer and Partner of

Ratifiers Signatures: Ratifier Signature:

_____   _____

Name: Name:
Title: Title:

Ratifiers Signature: Ratifiers Signature:

_____   _____

Name: Name:
Title: Title:

the Enterprise come from this Constitution, the Governance and Social Agreements it empowers, or from legal duties to the Enterprise or while acting on its behalf. No implicit expectations or constraints carry any weight or authority. Nor do any dictates issued under the Enterprise's old power structure before it adopted this Constitution. As a Member and/or Partner, anyone may rely upon the authorities granted by this Constitution to the full extent the Ratifiers held such authorities before adopting it.

The Symbiotic Enterprise is structured as a set of nested Contexts. Each Context has a clearly defined boundary and differentiates a particular aspect that is relevant to the Enterprise. A Context encapsulates the agreements and Membership and/or Partnership in any given part of the Enterprise.

Article 1:

Enterprise Context

The broadest Context of the Symbiotic Enterprise is named the Enterprise Context and coincides with the corporation as a whole.

The formation documents of the corporation are the agreements of the Enterprise Context, and any legal persons bound to those agreements are the Members of the Enterprise Context.

8.1. Adoption Matters

The Members of the Enterprise Context sign the Symbiotic Enterprise Adoption Declaration, thus becoming the Ratifiers of this Constitution.

The Ratifiers continue to hold and exercise any authority that they do not have the power to delegate, such as anything required by policies outside of their control, in the Enterprise Context. Within the Organization Context and the People Context, the Ratifiers cede all of their other authority to govern and run the Enterprise or to direct the Partners of these contexts. They may no longer do so except through authority granted to them under this Constitution's rules and processes.

8.2. Constitution Repeal

The Ratifiers or their successors may repeal this Constitution at any point, using whatever authority and process they relied upon to adopt it.

Article 2:

People Context

The People Context is a Context with a clear boundary within the Enterprise Context. It encapsulates the common interests of all Members, who form the collective of individuals who are actively engaged in the Enterprise's expression of Purpose.

9.1. Social Agreement

Members acknowledge that in addition to their interactions while doing the work in service of the Enterprise, they also have a distinct relationship as individuals. In order to navigate these relationships as a thriving collective, the Members make mutual expectations explicit in the "Social Agreement".

Everything agreed upon within the Social Agreement applies to all Members of the Enterprise, regardless of their specific membership type.

9.1.1. Partnership

All Members who have signed the Social Agreement become Partners. The collective of Partners forms the Partnership, which is the largest sub-context of the People Context.

9.1.2. Modifications to the Social Agreement

Any modifications to the Social Agreement must be made by the Social Agreement Keeper Role, as defined in Appendix B. A modified version of the Social Agreement will only become the current Social Agreement after the resulting new version of the Social Agreement has been formally adopted through Due Governance by the Integration Circle.

9.1.3. Core Partnership Norms

Until a Social Agreement is adopted and signed, the following Core Symbiotic Enterprise Norms are considered as agreed among all Partners. These Norms (paragraphs 2.2.2.1 to 2.2.2.5) will then also become an integrated part of the Social Agreement, which is a document separate from this Constitution.

9.1.3.1. Partner must invite to role work:

The baseline for interactions between Partners is of an inter-personal nature, and interactions will take place within whatever bounds have been agreed to individually or collectively in this Constitution and the Social Agreement. That said, when engaging around organizational work, you must speak to and from Role. Shifting to the Organization Context and speaking from a particular Role, the initiating Partner must ask permission to address or

engage another Partner in Role. The Partner receiving such a request may decline as a matter of convenience.

9.1.3.2. Navigating Contexts
When in conversation, you agree to make best effort with respect to speaking from/to a specific context; acknowledging that different dynamics and rules are at play in different contexts (Organization/Role, People Context/interpersonal relationships).

9.1.3.3. Individual Differences
You agree to honor individual autonomy and differences through a social, developmental or psychological system of practice designed to cultivate more perspective-taking capacities.

9.1.3.4. Interpersonal Tensions
When an interpersonal tension arises—to the extent possible, practical, and safe— you take a stance of appreciative inquiry, acknowledging that all Partners of this Enterprise are striving to act in a manner aligned with both Individual Purpose and Enterprise Purpose. From this stance, Partners may engage in a dialog of perspectives. To the degree possible, you

commit to cultivating a sense of calm, curiosity, and compassion in an attempt to better understand and integrate the different perspectives at play.

When becoming charged or triggered such that processing an interpersonal tension in the moment is not possible, Partners agree to disengage in the moment, spend time in self-reflection, and reconnect at such time as all parties can engage with calmness, curiosity, and compassion.

When interpersonal tensions cannot be resolved through self-reflection and reconnection, Partners may request coaching or facilitation from other Partners or external professionals. Partners involved in an unresolved interpersonal tension agree to participate in a coached or facilitated process upon request.

9.1.3.5. Process Timeouts

A Symbiotic Enterprise liberates Partners to exercise a high degree of autonomy in service of Enterprise Current Purpose. The freedom and safety to act arises from clear, explicit rules of engagement in each of the Enterprise's contexts: Enterprise, Organization, and People.

In service of Partners supporting each other in practice, any Partner may call a Process Timeout (across all Contexts) when the Partner has a question about the current process being followed or believes current interactions fall outside of an agreed upon process. It must be clear when interactions are in "Process" vs. in "Timeout".

9.2. People Context Structure

Beyond the Partnership as defined in paragraph 2.1, the People Context is further differentiated into sub-contexts, each such sub-context being a Context with a clear boundary.

Each sub-context within the People Context must be registered with the People Operations Circle via the Circle's Registrar role, and as a minimum must have the following elements specified:

- Name of the Bounded Context
- Purpose

- Type (Guild, or Special Interest Group)
- Constraints, if any

9.2.1. Sectors

Sectors are defined as sub-contexts within the People Context, characterized by a specific category of agreement or contract with the Enterprise's legal entity (e.g. employees, board members, volunteers, etcetera). For each such category, at most one Sector can be registered. Each Sector is represented by a Sector Rep Role in the Integration Circle.

9.2.2. Guilds

Guilds are defined as sub-contexts within the People Context of three or more Members, organized to enhance Partners' skills and maintain practice standards in key areas of interest to the Partners and the Organization Context specifically.

9.2.3. Special Interest Groups

Special Interest Groups are informal, topical and exploratory by nature. Any Partner may register a Special Interest Group when three or more Partners agree to explore topics of shared interest. Special Interest Groups are considered sub-contexts and all registration rules apply. A Special Interest Group may transition into a Guild when the area of interest is demonstrated to impact or catalyze current Enterprise Purpose more broadly and ongoingly.

9.3. Partner Meeting

9.3.1. Purpose of Meetings

The purpose of a meeting of the Partners (a "Partner Meeting") shall be to appoint the Partner Rep representing the entirety of the Partners as provided in this Article, and to discuss, within a reason-

able time allotment, those topics the Partners reasonably deem important to the Partners or to the election of such Rep Role.

9.3.2. Rights of Partners at Meetings

1) During a Partner Meeting, the Partners shall elect one People Context Partner to serve as a Representative of the People Context in the Integration Circle and in the People Operations Circle

2) All Partners of the People Context shall be entitled to attend a Partner Meeting and participate in elections and discussions held during such a meeting.

9.3.3. Election Process

1) The facilitator of a Partner Meeting shall use the Integrative Election Process to fill the Organization's Partner Rep Role.

9.3.4. Place of Meeting

Subject to any restrictions defined by Policy of the People Operations Circle, all Partner Meetings may be held at any time and place as may be decided by the People Operations Secretary. Subject to the discretion of the People Operations Secretary, any Partner Meeting may be conducted through the use of the most appropriate technology available, including without limitation the use of electronic communication, videoconferencing, and telecommunications.

9.3.5. Call of Meetings

The Secretary of People Operations shall call a Partner Meeting promptly:

1) Whenever the Partner Rep Role is not filled for any reason or is anticipated to be unfilled in the near future, or whenever the

term of such a currently elected Rep is nearing the end, and/or 2) upon the written request of any Partner.

9.3.6. Notice of Partner Meetings

Procedures for calling Partner Meetings and for providing notice thereof to the Partners shall be at the discretion of the People Operations Secretary or by Policy of the People Operations Circle.

9.3.7. Adjourned Meeting

Notice. Any Partner Meeting may be adjourned from time to time at the reasonable discretion of the individual presiding over the Partner Meeting.

9.3.8. Facilitation of Meetings

The People Operations Circle may determine who shall preside over and facilitate a Partner Meeting. If the People Operations Circle does not so specify, the Facilitator of People Operations shall by default preside over and facilitate such meetings.

9.3.9. Quorum

Any number of Partners present at a Partner Meeting shall automatically constitute a quorum for purposes of transacting the business of the meeting, regardless of the number of Partners.

Article 3:

Organization Context

The Organization Context is a sub-context with a clear boundary within the Enterprise Context. It encapsulates the rules and processes for the operations and governance of the Enterprise.

10.1. Structure and Processes

10.1.1. Roles

The Partners will perform the Organization's work while acting in explicitly defined Roles. A "Role" definition has a descriptive name and one or more of the following elements:

a) A "Purpose", which is a capacity, a creative potential that the Role will pursue and express.
b) One or more "Domains", which are assets, processes, or other things the Role may exclusively control and regulate as its property, for its purpose.
c) One or more "Accountabilities", which are ongoing activities the Role will manage and enact in service of other Roles or to support its Purpose.

A Role may also contain "Policies", which are grants or constraints of authority, or special rules that apply to operations within that Role.

10.1.1.1. Role Assignment

The **"Circle Lead"** of a Circle may assign Partners to fill Defined Roles in the Circle, unless that authority has been limited or delegated. Anyone so assigned becomes the **"Role Lead"** for that Role. When a Role is unfilled, the Circle Lead Role is automatically considered the Role Lead of the unfilled Role as well.

10.1.1.2. Eligibility

A Role may only be assigned to a Partner of the Enterprise. A Role may be assigned to several Partners simultaneously. A Policy may further constrain Role assignments or assignment removals.

10.1.1.3. Focusing an Assignment

A Role assigner may focus an assignment on only a specific area or context, if all elements in the Role definition are still relevant within that focus. When a focus is used, each assignment focus is treated like an entirely separate Role, and the Role's Purpose, Accountabilities, and Domains apply only within the focus specified for each assignment.

10.1.1.4. Resigning from Roles

As a Partner, you may decline a Role assignment or resign from a Role at any time, unless you've agreed otherwise.

10.1.2. Circles

A "Circle" is a container for organizing Roles and Policies around a common Purpose. The Roles and Policies within a Circle make up its acting "Governance". Noone may change a Circle's Governance except through its "Governance Process", described in Article 3.

10.1.2.1. Breaking Down Roles

A Circle may expand its Defined Roles into full Circles, via its Governance Process. When it does, the new Circle becomes its **"Sub-Circle"**, while it becomes the **"Super-Circle"** of that new Sub-Circle.

10.1.2.2. Delegating Domains

When a Circle grants a Domain to one of its Roles, any Role Lead for that Role may control that Domain on behalf of the Circle. A Circle may only grant Domains to its Roles that fall within the Circle's own Domains, or that are only relevant within its own internal processes.

Once a Role controls a Domain, it may create Policies governing that Domain within its own Governance Process. However, the Cir-

cle that delegated the Domain retains the right to define its own Policies governing that Domain. Any such Policies trump those defined by the Role in the event of a conflict.

Granting a Domain to a Role does not delegate any rights the Circle has to control spending of money or assets, unless explicitly specified.

10.1.2.3. Integration Circle

The broadest Circle that holds the Purpose of the Organization Context is its "Integration Circle". The Integration Circle has no Super-Circle, and holds all authorities and Domains of the Organization. The Integration Circle may change its own Purpose or Accountabilities via a Policy adopted in its Governance Process. The Ratifiers may define an initial structure and other Governance within the Integration Circle upon adopting this Constitution.

The Integration Circle enables symbiosis between all contexts. Therefore, when set up, need to hold at least the following predefined roles (see Appendix B):

- Enterprise Context Rep
- Partner Rep
- Sector Rep
- Payment Plan Design
- People Operations
- General (also with any other given name)
- Social Agreement Keeper

The Integration Circle is a Circle without a Circle Lead, which means that all decisions that normally require Circle Lead authority become valid outputs of the Circle's Governance Process.

All roles are filled through election by the Integrative Election Process, defined in Paragraph 3.3.4.7.

10.1.2.4. Linking Into Circles

A Role may opt to link into another Circle if a Policy of that other Circle or any Super-Circle thereof invites it. A Role must accept such an invitation if a Policy of its own Super-Circle or any Super-Circle thereof demands it. Once linked into another Circle, a Role is considered part of the Governance of that other Circle. That Circle's Governance Process may add to the Role and later change what it adds. However, it may not delete the Role nor change anything added by another Circle, and nor may another Circle change or remove anything it adds. The authority to add or change assignments into the Role stays with its source Circle. The Circle a Role links into is not considered its Super-Circle. A Circle may unlink a Role by removing the Policy that invited it to link, or by another mechanism defined in that Policy. A Role may also opt to remove itself from a Circle it linked into, unless a Policy within or acting upon the Role's Super- Circle says otherwise. Once unlinked from a Circle, any Governance added to the Role by that Circle is automatically removed.

10.1.3. Circle Leads

The Circle Lead Role has the definition given in Appendix A. A Circle with no Super-Circle has no Circle Lead, unless a Policy of the Circle says otherwise.

10.1.3.1. Defining Priorities & Strategies

A Circle Lead may judge the relative value of potential Circle efforts, to help clarify and align priorities across Roles. A Circle Lead may also define a "Strategy" for the Circle, or many Strategies, which are heuristics that guide prioritization in the Circle.

10.1.3.2. Routing External References

Whenever Governance outside the Circle references the Circle itself or any Role in the Circle, a Circle Lead may update that reference to instead refer to another Role in the Circle. This does not require using the Governance Process of any Circle.

10.1.3.3. Amending the Circle Lead Role

A Circle may not add Accountabilities or other functions to its own Circle Lead Role, nor amend the Role's Purpose, nor remove the Role. A Circle may remove any Accountabilities, Domains, authorities, or functions of its Circle Lead Role. It can do this either by placing them on another Role in the Circle, or by defining any alternate means of enacting them. Doing this automatically removes the relevant element from the Circle Lead Role, for as long as the delegation remains in place.

10.1.4. Circle Reps

Any Circle Member of a Circle may call for the election of a "Circle Rep" to help represent that Circle within the broader Circle containing it. The elected Circle Rep fills the "Circle Rep Role" in the Circle, as defined in Appendix A.

The Circle Rep becomes a Circle Member of its Super-Circle, with the authority to represent that Role just like a Role Lead. A containing Circle may limit or prevent these Circle Reps from becoming its Circle Members via a Policy, but only if its Roles have another way to enjoy comparable representation within that Circle. Electing a Circle Rep happens via the election process and rules defined in Article 3, unless a Policy defines an alternate process. The only candidates eligible to serve as a Circle's Circle Rep are those Partners filling Roles within the Circle.

Anyone serving as a Circle Lead for a Circle may not also serve as its Circle Rep. No more than one person may serve as a Circle's Circle Rep at a time, unless a Policy of a containing Circle allows it.

A Circle may add Accountabilities or Domains to its own Circle Rep Role, as well as amend or remove those additions. No Circle may amend or remove the Purpose or any Accountabilities on a Sub-Circle's Rep Role, nor remove the Role.

10.1.5. Circle Members

Each Circle has a group of "Circle Members" who may represent its Roles in its Governance Process. A Circle's Circle Members include all Partners filling its Circle Lead Role, as well as each Partner serving as Role Lead for a Role in the Circle. If a Role has multiple Role Leads, a Circle may adopt a Policy to limit how many of them represent that Role as Circle Members in its Governance Process.

10.1.6. Facilitator and Secretary

Any Circle with more than one Circle Member includes a "Facilitator Role" and a "Secretary Role", as defined in Appendix A. The Partner acting in each becomes the Circle's "Facilitator" and "Secretary" respectively.

10.1.6.1. Elections & Eligibility

Upon request of a Circle Member, a Circle's Facilitator will hold an election to elect someone to fill its Facilitator Role or Secretary Role. No Role or Policy may assign these Roles or remove an assignment via any other means, nor change the required process. Normally, the only candidates eligible for these elections are a Circle's Circle Members. However, a Policy of the Circle or any Super-Circle may add or limit eligible candidates.

10.1.6.2. Election Term

During the election process, the Facilitator must specify a term for each election. After a term expires, the Secretary must trigger a new election for that Role. Even before a term has expired, any Circle Member may trigger a new election at any time.

10.1.6.3. Amending Facilitator or Secretary

A Circle may add Accountabilities or Domains to its own Facilitator or Secretary Role, as well as amend or remove those additions. No Circle may amend or remove the Purpose, Domain, or any Accountabilities on either Role, nor remove the Role.

10.1.6.4. Surrogates

A surrogate may act as Facilitator or Secretary while the Role is unfilled. A surrogate may also fill in when the normal Facilitator or Secretary is unavailable for a meeting, or requests a surrogate for any reason.

Whenever a surrogate is needed, the surrogate is, in this order of precedence:

  a) someone specified by the person to be replaced; or
  b) for Facilitator, the acting Secretary of the Circle, and for Secretary, the acting Facilitator of the Circle, or
  c) the first Circle Member to declare themselves acting as surrogate, or
  d) a Partner nominated by the Circle Lead.

10.2. Expressing Work

10.2.1. Authority of Role-Fillers

When filling a Role, you have the authority to take any action or

make any decision to enact your Role's Purpose or Accountabilities, as long as you don't break a rule defined in this Constitution.

10.2.1.1. Don't Violate Policies

While acting in a Role, you may not violate any Policies of the Role itself or of the Circle containing the Role.

10.2.1.2. Don't Impact Domains

In service of your Role, you have the authority to impact and control your Role's Domains. If your Role is also a Circle, you may also impact any Domain held by Roles and Sub-Circles within that Circle. But if you believe your impact will be substantially difficult or expensive to undo, you need advance permission.

You may not exert control or cause a material impact on a Domain delegated to a Role or Circle that doesn't contain your Role, unless you get permission from the Role or Circle holding the Domain.

10.2.1.3. Don't Spend Money

While energizing your Role, you may not spend any money or other assets unless you first get authorized to do so. This authorization must come from a Role that already has control of those resources for spending purposes. It counts as spending if you dispose of significant property of the Circle, or significantly limit any of its rights.

To get authorized to spend, you must announce your intent to spend in writing to the Role you're seeking authorization from. Your statement must include the reason for the spending, and the Role you'll spend from. You must then wait a reasonable time to allow consideration and responses. Any recipient of your announcement may escalate the spending for extra consideration.

You may not proceed with the spending if escalated. The Role that escalated may reverse an escalation. Once a reasonable time has passed and no escalations stand, your Role gains control of those resources. Your Role may spend them for the stated purpose, or further authorize other Roles to do so. The Role you got authorization from in turn loses this control, however a Circle Lead of that Role may revoke the authorization at any time. A Policy may change this process in any way, or directly authorize a Role to control spending of the Circle's resources.

10.2.2. Responsibility of Role-Fillers
When filling a Role, you have the following responsibilities:

10.2.2.1. Processing Tensions
You are responsible for comparing the actual expression of your Role's Purpose and Accountabilities to your vision for their ideal potential expression, to identify gaps between the two (each gap is a "Tension"). You are then responsible for trying to resolve those Tensions.

10.2.2.2. Processing Purpose & Accountabilities
You are responsible for regularly considering how to enact your Role's Purpose and each Accountability, by defining:

a) "Next-Actions", which are useful actions that you could take immediately, at least in the absence of competing priorities; and
b) "Projects", which are specific outcomes that would be useful to work towards, at least in the absence of competing priorities.

10.2.2.3. Breaking Down Projects
You are responsible for regularly defining Next-Actions for each of your Role's active Projects.

10.2.2.4. Tracking Projects, Next-Actions, & Tensions

You are responsible for capturing and tracking all Projects and Next-Actions for your Role in written lists. You must also track Tensions you intend to resolve, at least until you process them into Projects or Next-Actions. You are also responsible for regularly reviewing and updating these lists, to maintain them as a trusted source of the Role's potential work.

10.2.2.5. Prioritizing Your Attention

Whenever you have time available to act in a Role, you are responsible for considering the Next-Actions you could take, and executing whichever you

believe would add the most value to the Organization. In assessing that, you must integrate any relative prioritizations and Strategies of the Circle holding your Role, as well as any acting upon that Circle itself. If you intend to prioritize in a way that is substantially opposed to these priorities, you must notify the relevant Circle Leads of your intent.

If the Governance of a Circle includes a deadline specifying when something must be done, you do not necessarily have to meet that deadline. Instead, you must interpret it as an official Circle prioritization of any actions needed to hit that deadline over any other actions for that Circle. A Circle Lead or another Role or process with the authority to judge Circle priorities may overrule this prioritization.

10.2.3. Duties to Other Role-Fillers

As a Role Lead, you have the following duties to all others filling Roles in the Organization. These duties only apply when the other party is acting on behalf of one of their own Roles in the Organization, and names that Role on request.

10.2.3.1. Duty of Transparency

You have a duty to provide transparency in any of the following areas upon request:

a) Projects & Next-Actions: You must share any Projects and Next-Actions you are tracking for your Roles.

b) Relative Priority: You must share your judgment of the relative priority of any of your Role's Projects or Next-Actions vs. anything else competing for your attention.

c) Projections: You must provide a projection of when you expect to complete any of your Role's Projects or Next-Actions. A rough estimate is enough, considering your current context and priorities. Detailed analysis or planning is not required, and this projection is not a commitment in any way. Unless Governance says otherwise, you have no duty to track the projection or follow-up with the recipient if it changes.

d) Checklist Items: You must verify completion of any recurring actions that you perform for your Roles or as a Partner of the Organization. If requested, you must continue to share these verifications regularly, until you believe they are no longer useful.

e) Metrics: You must share any metrics you collect in your Roles or as a Partner of the Organization. If requested, you must continue to share these metrics regularly, until you determine they are no longer useful.

f) Progress Updates: You must share a summary of progress you've made in a Role or towards any of your Role's Projects since the last up-date you shared. If requested, you must continue to share these updates regularly, until you determine they are no longer useful.

10.2.3.2. Duty of Processing

You have a duty to promptly process messages and requests, as follows:

a) Requests for Processing: Others may ask you to process the Purpose or any Accountability or Project of a Role you fill. You must then determine and communicate a Next-Action to move it forward, if there are any you could take. If there are not, you must instead share what you're waiting on before you can take a Next-Action. If the Next-Action or waiting-on you share is part of a broader outcome for your Role to pursue, you must also capture and communicate that as a Project.

b) Requests for Projects & Next-Actions: Others may ask you to take on a specific Next-Action or Project in one of your Roles. You must accept and track it if you believe it would make sense to work towards in your Role, at least in the absence of competing priorities. If you don't, then you must either explain your reasoning, or suggest something else that you believe will meet the requester's goal instead.

c) Requests to Impact Domain: Others may ask to impact a Domain controlled by one of your Roles. You must allow the impact if you see no Objections to the request, as defined in Article 3. If you do, you must explain any Objections to the requester.

d) Requests for Information: Others may ask you questions or request information. You must respond in good faith with at least brief answers or relevant information that's readily available to you.

10.2.3.3. Duty of Prioritization

You have a duty to prioritize your attention in alignment with the following:

a) Processing Over Execution: You must generally prioritize processing inbound messages from other Roles over executing your own Next-Actions. However, you may delay processing messages until you can batch process at a convenient time, as long as your processing is still prompt. Processing includes engaging in any duties in this section, and then sharing how you processed the message upon request. Processing does not include executing upon any Next-Actions or Projects you capture.

b) Meetings Over Execution: You must prioritize attending any meeting defined in this Constitution over executing your own Next-Actions, but only if this prioritization was explicitly requested for a specific meeting. You may still decline the request if you already have plans scheduled over the meeting time.

10.2.4. Tactical Meetings

The Secretary of a Circle is responsible for scheduling regular "Tactical Meetings" to facilitate the Circle's operations. The Facilitator is responsible for presiding over Tactical Meetings in alignment with the following rules and any relevant Policies of the Circle:

a) sharing the completion status of recurring actions on checklists owned by the Circle's Roles

b) sharing regular metrics assigned to the Circle's Roles to report

c) sharing progress updates about Projects and other work owned by the Circle's Roles; and

d) triaging Tensions limiting the Circle's Roles into Next-Actions, Projects, or other outputs that help reduce those Tensions.

10.2.4.1. Attendance

All Circle Members and anyone else normally invited to participate in the Circle's Governance Meetings are also invited to participate

in its Tactical Meetings, unless a Policy says otherwise. There is no advance notice or quorum required for a Tactical Meeting, unless a Policy says otherwise.

10.2.4.2. Facilitation & Process

Unless a Policy says otherwise, anyone facilitating a Tactical Meeting must use the following process:

a) Check-in Round: Each participant in turn shares their current state, or offers another opening comment for the meeting. Responses are not allowed.

b) Checklist Review: Each participant verifies completion of any recurring actions that they are regularly reporting on for their Roles in the meeting.

c) Metrics Review: Each participant shares any metrics that they are regularly reporting on for their Roles in the meeting.

d) Progress Updates: Each participant highlights progress in any Role or Project that they are regularly reporting on for their Roles in the meeting. Participants may only share progress made since a prior report, and not the general status of any work.

e) Build Agenda: The Facilitator builds an agenda of Tensions to process by soliciting agenda items from all participants. The Facilitator must do this in the meeting and not beforehand. Each participant may add as many agenda items as desired by providing a short label for each, with no explanation or discussion allowed. Participants may add more agenda items after this step, between the processing of any existing agenda items.

f) Triage Tensions: To process each agenda item, the agenda item owner may make requests of the other participants. However, the agenda item owner may only make requests

to serve a Role they were invited to represent in the meeting. Further, each participant only has duties that come from Roles they represent in the meeting, or that exist regardless of the Roles they fill. The Facilitator manages the time allowed for each agenda item to allow space for processing every item on the agenda. To that end, the Facilitator may cut off the processing of any item after its due share of the meeting time.

g) Closing Round: Each participant in turn shares a closing reflection on the meeting. Responses are not allowed.

A Policy of a Circle may specify an alternate process or amend this default process for Tactical Meetings called by any of the Circle's Roles.

10.2.5. Individual Initiative

As a Partner of the Organization, in some cases you are authorized to act beyond the authority of your Roles, or break the rules of this Constitution. By acting under this extended authority you are taking "Individual Initiative", and you are bound by the following rules:

10.2.5.1. Allowed Situations

You may only take Individual Initiative when all of the following are true:

a) You are acting in good faith to serve the Purpose or express the Accountabilities of some Role within the Organization.

b) You believe your action would resolve or prevent more Tension for the Organization than it would likely create.

c) Your action would not commit the Organization to any spending beyond what you're already authorized to spend.

d) If your action would violate any Policies or Domains, you believe much value would be lost from delaying to get permission or change Governance.

10.2.5.2. Communication & Restoration

Upon taking Individual Initiative, you must explain your action to any Role Leads who may be significantly affected. Upon request of any such Role Lead, you must take further actions to help resolve any Tensions created by your Individual Initiative. You must also refrain from taking similar Individual Initiative upon request of any such Role Lead.

You must prioritize the communication and restoration required by this section over your regular work. However, a Circle Lead of a Circle that contains all Roles affected by your action may change this default priority.

10.3. 3.3: Governance

10.3.1. Scope of Governance

Within a Circle's Governance Process, the Circle may:

a) define, amend, or remove its own Roles; and
b) define, amend, or remove its own Policies; and
c) move its own Roles or Policies into a Sub-Circle, but only if they enact the Purpose or Accountabilities of that Circle; and
d) move Roles or Policies from within a Sub-Circle out into itself, but only if they are no longer relevant to enacting the Purpose or Accountabilities of that Circle; and
e) hold elections for any elected Role within the Circle.

No other decisions are valid outputs from a Circle's Governance Process.

10.3.2. Scope of Policy

A Policy may only be one or more of the following:

a) a constraint on the authority of one or more of the Circle's contained Roles; or
b) a grant of an authority the Circle or Circle Lead holds to one or more Roles; or
c) a grant of authority that allows Roles not otherwise authorized to control or impact one of the Circle's Domains, or a constraint on how they may do so when otherwise authorized; or
d) a rule that changes a default rule or process in this Constitution, if that change is explicitly allowed.

A Policy that grants or constrains authority applies in all Sub-Circles as well, recursively, unless otherwise stated. A Policy that changes a default rule or process in the Constitution applies only within the Circle that holds the Policy, or, if explicitly stated, within all Sub-Circles as well, recursively. In the latter case, a Sub-Circle may still override that Policy via one of its own, unless explicitly forbidden in the original Policy.

10.3.3. Changing Governance

Any Circle Member of a Circle may propose changing its Governance. The "Proposer" may do this by circulating a "Proposal" to all other Circle Members. Those other Circle Members must then have the opportunity to raise concerns about adopting the Proposal. Each concern is an "Objection" if it meets the criteria herein, and the person who raised it is the "Objector".

When making Proposals or raising Objections, a Circle Member may only represent the Roles in the Circle that they either fill as Role Lead or represent as Circle Rep. A Circle Member may also represent a Role that they have permission to temporarily represent from one of its Role Leads, until that permission expires or is withdrawn. If no Objections are raised to a Proposal, it is adopted and amends the Circle's Governance. If Objections are raised, the Proposer and each Objector must find a way to address the Objections before the Circle adopts the Proposal. After any such effort, all Circle Members must then be given an opportunity to raise Objections again.

10.3.3.1. Criteria for Valid Proposals
For a Proposal to be valid, the Proposer must be able to:

a) describe a Tension that the Proposal would address for one of the Proposer's Roles; and
b) share an example of an actual past or present situation illustrating that Tension; and
c) give a reasonable explanation of how the Proposal would have reduced the Tension in that example.

If at any point the Facilitator becomes clear that a Proposal does not meet this criteria, the Facilitator must discard the Proposal.

10.3.3.2. Criteria for Valid Objections
A concern about adopting a Proposal only counts as an Objection if the Objector can provide a reasonable argument for why it meets all of the following criteria:

a) The Proposal would reduce the capacity of the Circle to enact its Purpose or Accountabilities.

b) The Proposal would limit the Object's capacity to enact the Purpose or an Accountability of a Role the Objector represents in the Circle, even if the Objector filled no other Roles in the Organization.

c) The concern does not already exist even in the absence of the Proposal. Thus, a new Tension would be created specifically by adopting the Proposal.

d) The Proposal would necessarily cause the impact, or, if it might cause the impact, the Circle wouldn't have an adequate opportunity to adapt before significant harm could result.

However, regardless of the above criteria, a concern always counts as a valid Objection if adopting the Proposal would violate a rule in this Constitution.

10.3.3.3. Testing Objections

The Facilitator may test the validity of a claimed Objection by asking the Objector if the Objection meets the required criteria, and how. When assessing responses, the Facilitator may only judge whether the Objector presented arguments for each criteria using logical reasoning. The Facilitator may not judge on the basis of an argument's accuracy or the importance of addressing it.

When an Objection is claimed because adopting a Proposal would violate the Constitution, the Facilitator may ask the Circle's Secretary to interpret if that's true. If the Secretary rules that it is not, the Facilitator must then dismiss the Objection.

10.3.3.4. Rules of Integration

While attempting to resolve an Objection, the following rules apply:

a) The Facilitator must test an Objection if requested by any Circle Member. If it fails to meet the validity criteria, the Facilitator must discard it.

b) The Objector must attempt to find an amendment to the Proposal that will resolve the Objection and still address the Proposer's Tension. If the Facilitator believes the Objector is not making a good faith attempt to do so, the Facilitator must deem the Objection abandoned and drop it.

c) Any Circle Member may ask the Proposer clarifying questions about the Tension behind the Proposal, or about any examples the Proposer shared to illustrate the Tension. If the Facilitator believes the Proposer is not answering them in good faith, the Facilitator must deem the Proposal dropped.

d) The Objector may suggest an amended Proposal, and offer reasonable arguments for why it should resolve the Tension. Then, upon the Objector's request, the Proposer must present a reasonable argument for why the amended Proposal would fail to resolve the Tension in at least one of the examples the Proposer used to illustrate the Tension. If needed, the Proposer may add another example to illustrate why the amended Proposal would fail to resolve the Tension. If the Facilitator believes the Proposer is unable or unwilling to do so, the Facilitator must deem the Proposal dropped.

10.3.4. Governance Meetings

The Secretary of a Circle is responsible for scheduling "Governance Meetings" to enact the Circle's Governance Process. The Circle's Facilitator is responsible for facilitating Governance Meetings in alignment with the rules herein.

a) In addition to any regular Governance Meetings of the Circle, the Secretary must schedule special Governance Meetings promptly upon request of any Circle Member. The requester may further specify an intention for a special Governance Meeting and any limits on what the meeting may change. This may include focusing the meeting on a specific Tension, or limiting it to only modifying certain Roles.

In that case, the authority of that special Governance Meeting is constrained to only processing Proposals for the stated intent, and only making changes within the stated limits.

10.3.4.1. Attendance

All Circle Members of a Circle may participate in its Governance Meetings. As a Circle Rep for a Circle, you may invite any Partner to join the Governance Meeting of any Circle immediately containing your Circle. You may only extend this invitation to one Partner at a time, and only to aid in the processing of a specific Tension affecting the Circle you represent. You must sense this Tension yourself as well, and believe it makes sense to process in the Circle. Your invited guest becomes a temporary Circle Member for the duration of the meeting, or until you withdraw the invitation.

Your guest may represent your Circle along with you in the meeting, but only while processing that specific Tension. Beyond the above, no one else may participate in a Circle's Governance Meetings.

10.3.4.2. Notice & Duration

A Circle may only conduct a Governance Meeting if the Secretary gave all Circle Members reasonable advance notice of the meeting. Beyond that, there is no quorum required for a Circle to conduct a Governance Meeting, unless a Policy specifies one.

Governance Meetings end once they reach the duration initially scheduled by the Secretary. The Secretary may choose to extend the duration within the meeting, but only if no Circle Member requests otherwise.

Any Circle Member who misses part or all of a Governance Meeting counts as having had a chance to raise concerns about any Proposals made therein. Thus, a Circle may adopt Proposals in a Governance Meeting without regard for absent members.

10.3.4.3. Meeting Process
The Facilitator must use the following process for Governance Meetings:

a) Check-in Round: Each participant in turn shares their current state, or offers another opening comment for the meeting. Responses are not allowed.
b) Agenda Building & Processing: The Facilitator builds an agenda of Tensions to process, then processes each agenda item in turn.
c) Closing Round: Each participant in turn shares a closing reflection on the meeting. Responses are not allowed.

At any point during this process, a participant may request a "Time Out" pause. The Facilitator may choose to grant or deny this request. During the Time Out, participants may discuss administrative issues or the rules of this Constitution. They may not use the Time Out to work towards the resolution of a Tension, Proposal, or Objection. The Facilitator may end a Time Out at any point and resume the normal meeting process.

A Policy of the Circle may add to this process, but may not conflict with any rules or requirements defined in this Article of the Constitution.

10.3.4.4. Agenda Building

The Facilitator builds an agenda of Tensions to process by soliciting agenda items from all participants. The Facilitator must do this in the meeting and not beforehand. Each participant may add as many agenda items as desired by providing a short label for each, with no explanation or discussion allowed. Participants may add more agenda items during the meeting, between the processing of any existing agenda items.

For a regular Governance Meeting, the Facilitator may choose the order in which to process agenda items. However, on request of a meeting participant, any agenda item calling for an election must go before all others. For a special Governance Meeting scheduled on request of a participant, that participant may choose the agenda order.

Agenda items are processed one at a time. To process a request for an election, the Facilitator uses the "" defined below. To process anything else, the Facilitator uses the "Integrative Decision-Making Process" defined below.

10.3.4.5. Integrative Decision-Making Process

The Facilitator must enact the Integrative Decision-Making Process as follows:

a) Present Proposal: First, the Proposer may describe the Tension and present a Proposal to address it. On the Proposer's request, the Facilitator may allow others to help craft a Proposal. However, the Facilitator must focus this help solely on getting to an initial Proposal to address the Proposer's Tension. The Facilitator must disallow discussing other Tensions or concerns about the Proposal.

b) Clarifying Questions: Once the Proposer makes a Proposal, others may ask clarifying questions. These must be to better understand the Proposal or the Tension behind it. The Proposer may answer each question, or may decline to do so. The Facilitator must stop any reactions or opinions expressed about the Proposal, and prevent discussion of any kind. Participants may also ask the Secretary to read the Proposal or show any existing Governance, during this step or at any other time when the participant is allowed to speak, and the Secretary must do so.

c) Reaction Round: Next, each participant except the Proposer may share reactions to the Proposal, one person at a time. The Facilitator must immediately stop any out-of-turn comments, any attempts to engage others in a dialog, and any reactions to other reactions instead of to the Proposal.

d) Amend & Clarify: Next, the Proposer may share comments in response to the reactions and make amendments to the Proposal. However, the primary intent of any amendments must be to better address the Proposer's Tension, and not Tensions raised by others. The Facilitator must immediately stop comments by anyone other than the Proposer or Secretary. Any engagement by the Secretary must focus solely on capturing the amended Proposal.

e) Objection Round: Next, each participant, one at a time, may raise potential Objections to adopting the Proposal. The Facilitator must stop and disallow discussion or responses of any kind. The Facilitator may test Objections, and must capture any valid Objections. If there are no valid Objections, the Proposal is adopted.

f) Integration: If there are valid Objections, the Facilitator then focuses on each one, one at a time. For each, the participants brainstorm to find a potential amendment to the Proposal to

resolve the Objection. The Facilitator marks an Objection re-solved once the Objector confirms that the amended Propos-al would not trigger the Objection, and the Proposer confirms that it still addresses the Tension. During this step, the Facili-tator must apply the rules of integration described in this Ar-ticle. Once all Objections are resolved, the Facilitator moves back to the Objection round with the amended Proposal.

10.3.4.6. Integrative Election Process

The Facilitator must enact the Integrative Election Process as fol-lows:

a) Describe Role: First, the Facilitator identifies the target Role and term for the election. The Facilitator may also present other information relevant to the election. During this step and the next, no one may comment on any potential candidates.

b) Fill Out Ballots: Each participant fills out a ballot to nominate the eli gible candidate whom the participant believes is best for the Role. Each participant must label the ballot with his or her own name as well, and no one may abstain or nominate multiple people.

c) Nomination Round: During this step, the Facilitator shares the con tents of each ballot, one at a time, with all participants. For each ballot, the nominator states why he or she believes their nominee would be a good fit for the Role. No one else speaks. The nominator may not comment on other potential candidates beyond their nominee.

d) Nomination Change Round: Once all nominations are shared, any participant may change their nomination. A par-ticipant making a change may explain the reason for the change, but the Facilitator must stop any other comments or discussion.

e) Make a Proposal: The Facilitator counts the nominations, and makes a Proposal to elect the candidate with the most. If there is a tie, the Facilitator may do any one of the following:

i) if only one of the tied candidates has nominated himself or herself, propose that person; or

ii) if the person currently filling the Role is among those tied, propose that person; or

iii) blindly select one of the tied candidates randomly, and propose that person; or

iv) go back to the previous step and ask each participant who nominated someone other than a tied candidate to change that nomination to one of the tied candidates.

f) Process Proposal: The Facilitator moves to the Integrative Decision Making Process to resolve the Proposal, but starts with the Objection round. If any Objections surface, the Facilitator may choose to process them normally, or discard the Proposal. If discarded, the Facilitator must then go back to the prior step in this process, ignore all nominations for the discarded candidate, and apply the rules of the prior step to select another candidate to propose instead.

10.3.5. Asynchronous Governance

Circle Members may make Proposals asynchronously instead of waiting for a Governance Meeting. To do so, the Proposer must distribute a Proposal in writing to all other Circle Members. The Circle's Secretary decides which communication channels are allowed for asynchronous Proposals. Each Circle Member may then ask clarifying questions, share reactions, or raise Objections. At any point before the process is complete, any Circle Member may stop the process by requesting the Proposal go to a Governance Meeting.

A Circle Member may also request the Facilitator run an election outside of a Governance Meeting. The Facilitator may do so by enacting the required election process asynchronously.

A Circle may adopt Policies to further constrain when or how Proposals or elections may happen outside of a Governance Meeting. However, no Policy may limit the right to stop asynchronous processing of a Proposal by requesting it go to a Governance Meeting.

A Circle may also adopt a Policy to define a time limit for responding to asynchronous Proposals or election nominations. After that time limit, anyone who has not responded is assumed to have declined to raise an Objection or provide a nomination.

10.3.6. Interpreting the Constitution & Governance

As a Partner, you may use reasonable judgment to interpret this Constitution and anything under its authority. You may also interpret how these apply within any specific situation you face, and act based on your interpretations.

You must interpret all Governance in the context of the Purpose and Accountabilities of the Circle containing it. You may not use any interpretation that conflicts with this context.

10.3.6.1. Interpretation Conflicts

Your interpretation may sometimes conflict with another Partner's. If that happens, you may ask the Secretary of any affected Circle to rule on which interpretation to use. All Partners must then align with that ruling until the relevant text or context changes. You may appeal a Secretary's interpretation to the Secretary of any Super-Circle. A Super-Circle Secretary may overrule the interpretation of any Sub-Circle Secretary.

10.3.6.2. Interpretation Precedents

After ruling on an interpretation, a Secretary may publish the ruling and the logic behind it. If published, the Secretary of that Circle and any contained Circles must attempt to align with that logic in any future rulings. However, a Secretary may still contradict it once a compelling new circumstance renders the logic obsolete.

10.3.6.3. Striking Invalid Governance

Any Partner may ask a Circle's Secretary to rule on the validity of any Governance within that Circle or any Sub-Circle thereof. If the Secretary concludes it violates the rules of this Constitution, the Secretary must strike it from the Circle's records. After doing so, the Secretary must promptly communicate what they struck and why to all of that Circle's Circle Members.

10.3.7. Process Breakdown

A "Process Breakdown" occurs when a Circle shows a pattern of behavior or output that violates the rules of this Constitution. The Facilitator or Secretary of a Circle may declare a Process Breakdown in their own Circle or any Sub-Circle, using their reasonable judgment.

10.3.7.1. Breakdown from Failed Governance

A Circle's Facilitator may also declare a Process Breakdown in the Circle if a Proposal made in a Governance Meeting fails to reach a resolution. If the Proposer specially requested the meeting, then the Proposer may also declare the Process Breakdown. In either case, the participants must first spend a reasonably long time trying to find a resolution.

10.3.7.2. Process Restoration

Whenever an authorized party declares a Process Breakdown within a Circle, the following occurs:

a) The Facilitator gains the authority to judge the accuracy of any arguments made to validate Proposals or Objections in the Circle; and

b) the Facilitator of the Super-Circle gains a Project to restore due process within the Circle; and

c) the Facilitator of the Super-Circle gains the authority to take over as Facilitator or Secretary of the Circle; and

d) the Facilitator of the Super-Circle may assign an additional Circle Lead to the Circle for the duration of the Process Breakdown. Any decisions that Partner makes as assigned additional Circle Lead trumps and prevents any conflicting decision by another Circle Lead.

These authorities end as soon as due process is restored in the Circle, as assessed by the Facilitator of the Super-Circle. If the Circle in Process Breakdown has no Super-Circle, then the powers above all vest with its own Facilitator instead.

10.3.7.3. Escalation of Process Breakdown

A Process Breakdown in one Circle is not automatically considered a Process Breakdown of its Super-Circle. However, if it remains unresolved for an unreasonable time, then the Super-Circle is also considered in a Process Breakdown.

Appendix A

Circle Lead

Purpose:

The Circle Lead holds the Purpose of the overall Circle.

Domains:

Role assignments for the Circle's Roles

Accountabilities:

- Defining Roles and/or Policies via the Circle's Governance Process to enact its Purpose and Accountabilities
- Assigning Partners to the Circle's Roles, monitoring the fit, and re-assigning Roles to other Partners to optimize fit
- Judging the relative value of Circle efforts on request to resolve priority conflicts across Roles
- The Circle Lead also holds all Accountabilities on the Circle to the extent they are not covered by the Circle's Roles or processes.

Circle Rep

Purpose:

Tensions relevant to process in a broader Circle channeled out and resolved.

Accountabilities:

- Seeking to understand Tensions conveyed by Role-fillers within the Circle
- Discerning Tensions appropriate to process within a broader Circle that holds the Circle
- Processing Tensions within a broader Circle to remove constraints on the Circle

Facilitator

Purpose:

Circle governance and operational practices aligned with the Constitution.

Accountabilities:

- Facilitating the Governance Process and Tactical Meetings of the Circle or for its Roles
- Coaching other Circle Members on the Constitution's rules and processes, either on request or when needed for effective meetings
- Auditing the meetings and records of Sub-Circles on request, and declaring a Process Breakdown if one is discovered

Secretary

Purpose:

Steward the Circle's governance records and stabilize its record-keeping process.

Domains:

All governance records of the Circle

Accountabilities:

- Scheduling Governance Meetings and Tactical Meetings of the Circle
- Capturing and publishing the outputs of Governance Meetings and Tactical Meetings
- Interpreting the Constitution and anything under its authority upon request

Appendix B

Partner Rep

Purpose:

Tensions relevant to process in the Integration Circle channeled out and resolved on behalf of Enterprise Partners

Accountabilities:

- Seeking to understand Tensions conveyed by Enterprise Partners
- Discerning Tensions appropriate to process within the Integration Circle
- Processing Tensions within the Integration Circle

People Operations

Purpose:

Well aligned Enterprise Partners

Domains:

Partner/Organization Relationships

Accountabilities:

Assessing and granting membership to the Partnership ⬚ Administering Partnership records

Social Agreement Keeper

Purpose:

Optimal Partnership symbiosis

Domains:

Social Agreement

Accountabilities:
- Designing the Social Agreement
- Integrating tensions of Integration Circle members and updating the Social Agreement as needed
- Interpreting terms, conditions and requirements of the Social Agreement as needed

Sector Rep

Purpose:
Well aligned Sector Members

Accountabilities:
- Seeking to understand Tensions conveyed by Sector Members ⮕ Discerning Tensions appropriate to process within the Integration Circle
- Processing Tensions within the Integration Circle

Symbiotic Enterprise Constitution Keeper

Purpose:
Full symbiosis of all enterprise contexts.

Domains
Symbiotic Enterprise Constitution

Accountabilities:
- Interpreting terms, conditions and requirements of SINA Global's SE Constitution as needed
- Integrating tensions of Integration Circle Roles and updating the SE Constitution as needed

Payment Plan Design

Purpose:

Compelling pathways for Partners' earnings

Domains:

Payment Plan

Accountabilities

- Designing and evolving methods and processes for Partners' earnings
- Publishing general guidance regarding any tiers, categories, distinctions or other related classifying systems made within the Payment Plan
- Exercising a duty of care to integrate the needs of the Enterprise Context, Organization Context and People Context when evolving the Payment Plan
- Assisting other roles as required to better understand, explain and advise Members with regard to earning opportunities

Enterprise Membership

Purpose:

Purpose-aligned Members with clear agreements and clear Enterprise relationships

Accountabilities

- Triaging prospective new Members upon triggers from relevant roles
- Drafting and executing all necessary Member Agreements from latest versions as published by the relevant roles
- On-boarding Members upon signed Membership agreements

- Scheduling Enterprise Membership reviews with prospective and current Members
- Extending offers of Membership to prospective new Members

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Initial Circle Structure of the Integration Circle of a SINA (V1)

Social Agreement Keeper

Purpose
Optimal Partnership symbiosis[1]

Domains
Social Agreement

Accountabilities
- Designing the Social Agreement
- Integrating tensions of Integration Circle members and updating the Social Agreement as needed
- Interpreting terms, conditions and requirements of the Social Agreement as needed

Payment Plan Design

Purpose
Compelling pathways for Partners' payment

Domains
Payment Plan

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1 Symbiosis: coexistence of species to the mutual benefit of all

Accountabilities
- Designing and evolving methods and processes for Partners' earnings
- Publishing general guidance regarding any tiers, categories, distinctions or other related classifying systems made within the Payment Plan
- Exercising a duty of care[2] to integrate the needs of the Enterprise Context, Organization Context and People Context when evolving the Payment Plan
- Assisting other Roles as required to better understand, explain and advise Partners with regard to earning opportunities

People Operations

Purpose
Purpose-aligned Members and Partners with clear agreements and clear Enterprise relationships

Domains
Member/Partner-Enterprise Relationships

Accountabilities
- Tracking Role Filling needs in the Organization Context
- Triggering and facilitating the Selection Process for prospective new Members/Partners
- Drafting and executing all necessary Member Agreements from latest versions as published by the relevant roles (Social Agreement, Payment Plan, Work Agreement)
- On-boarding Members upon signed Membership

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2 Duty of care: a moral obligation to ensure the safety or well-being of others.

agreements
- Extending offers of Membership to prospective new Members (following the new Member Selection Process)
- Administering Partnership records

Partner Rep

Purpose
Tensions relevant to process in the Integration Circle channeled out of the People Context and resolved on behalf of Enterprise Partners

Accountabilities
- Seeking to understand Tensions raised by Enterprise Partners
- Deciding which Tensions are relevant to the collective of Partners (vs. relevant to one Partner or only a few) and therefore appropriate to process within the Integration Circle
- Processing Tensions of the Partnership within the Integration Circle

Community Rep

Purpose
SINA well synchronized with its Community

Accountabilities
- Representing the interest of the Community within the SINA Enterprise
- Aligning the needs of the Community with the needs of the Enterprise

Enterprise Rep

Purpose
Enterprise Context well represented and synchronized

Accountabilities
- Representing the interest of the Enterprise Context within the Integration Circle

License and Framework Steward[3]

Purpose
Clear understanding of the SINA License and the SINA Framework

Accountabilities
- Clarifying the terms of the SINA License and the SINA Framework upon request

Payment Advisor
(This Role moves into People Operations
once this Role becomes a Circle)

Purpose
Fair and suitable payment for all Partners

Accountabilities
- Assisting Partners to assess their own Purpose Contribution Orientation (PCO) based on criteria defined in the Payment Plan
- Assisting Partners to assess their own Core Skills capacity

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3 This Role also navigates all clarifications around the SE, as this is a part of the Framework.

levels based on criteria defined in the Payment Plan
- Authorizing changes to Partner's PCO and/or Core Skills capacity levels
- Notifying the Organization's Finance role of any changes in Partner Payment Plan
- Triaging any tensions related to payment
- Providing transparency on Partners payments through documentation that is accessible to all partners
- Defining and evolving guidelines for focus time reporting of Partners
- Conducting regular Payment Plan Review Meetings[4] with partners based on collected data from all relevant roles

Safeguarding Steward

Purpose
SINA is a safe environment (where harm, exploitation and abuse are effectively prevented as far as reasonably possible and re-sponded to effectively)

Domains
Safeguarding policy amendments

Accountabilities
- Supporting the SINA community to implement and maintain the safeguarding practices
- Collecting and responding to concerns regarding the policy
- Proposing actions to mitigate the risks

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4 The Payment Plan Review Meeting is a balance of self assessment and assessment of relevant roles. The Payment Advisor Role does not have the authority to make an assessment of the Role Filler based on personal perspective!

Operation Circle

Purpose
A suitable and adaptive structure for organizing the work in service of purpose (Adaptation as needed)

Accountabilities
- Structuring and governing all operations

This Circle is a circle without a Circle Lead and - because it is the largest Circle of the Organization Context - also doesn't have a Circle Rep, but does need:

- **Secretary**
- **Facilitator**

Initial Circle Structure of the Operations Circle of a SINA (V1)

Empowerment Stages (Circle)

Purpose
Scholars empowered to work individually and in teams while growing personally and professionally

Accountabilities
Delivering the SINA Framework Empowerment Pillar

Finance

Purpose
Protect and leverage financial assets

Domains
All financial accounts

Accountabilities
- Bookkeeping according to local law
- Handling all financial transactions
- Creating & issuing audit reports to local authorities
- Creating and evolving tools for financial transparency
- Documenting financial resources available for distribution
- Handing in information to local authorities, paying local returns and taxes
- Tracking, reporting and accounting for all financial matters
- Handling all cash exchanges

Fundraising

Purpose
Sufficient funds raised for financial sustainability

Accountabilities
- Defining a fundraising strategy in alignment with Circle Strategy
- Writing fundraising proposals and donors reports
- Providing overview to @Finance about expected donations
- Researching and approaching prospective donors and donation opportunities

SE Trainer

Purpose
SINA is a professional Symbiotic Enterprise

Accountabilities
- Incorporating the Symbiotic Enterprise structure into SINA
- Pointing out best practices of the Symbiotic Enterprise's Organization Context to roles, based on observations regarding work getting done.
- Delivering Training sessions on content and best practices of the SE Constitution
- Providing input and best practices on Article 2 of the SE Constitution to the People Context upon request
- Providing input and best practices on Article 1 of the SE Constitution to the Enterprise Context upon request

Community Operations (Circle)[1]

Purpose
Work in service of the Community anchored in a suitable and adaptive structure

Accountabilities
- Structuring and governing all Community operations

In addition:

All standard Roles

- **Circle Lead**
- **Circle Rep**
- **Secretary**
- **Facilitator**

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1 Circle lead needs to be filled by partner

Initial Circle Structure of Empowerment Stages Circle of a SINA (V1)

Empowerment Stages (Circle)

Scholar Selection

Purpose
Finding and selecting the right scholars

Accountabilities
- Defining and stewarding the scholar selection process
- Planning and providing all logistics for the scholar interview day
- Setting the date for selection day and number of scholar spaces
- Integrating the perspective of @Applied Social Innovation in scholar selection
- Selecting scholars for Applied Empowerment Stage

Applied Social Innovation - Stage

Domain
Scholar selection for Applied

Purpose
Scholars prepared for Entrepreneurial growth

Accountabilities

- Collecting data from all relevant roles to determine learning progress against Stage outcomes defined in the SINA Framework Empowerment Pillar
- Coordinating suitable amount of time for scholars with @ Trainer, @Mentor and @Coach, based on documented learning progress of stage
- Evaluating scholars to transition into Emerging

Emerging - Stage

Purpose
Scholar forming purpose-aligned collectives

Domain
Scholar selection for Emerging

Accountabilities

- Collecting data from all relevant roles to determine learning progress against Stage outcomes defined in the SINA Framework Empowerment Pillar
- Coordinating suitable amount of time for scholars with @Trainer, @Mentor and @Coach, based on documented learning progress of stage
- Evaluating scholars to transition into Concentration

Concentration - Stage

Purpose
Purpose translated into viable Social Business structures

Domain

Purpose aligned collectives in Concentration

Accountabilities

- Collecting data from all relevant roles to determine learning progress against Stage outcomes defined in the SINA Framework Empowerment Pillar
- Coordinating suitable amount of time for scholars with @Trainer, @Mentor and @Coach, based on documented learning progress of stage
- Evaluating scholars to transition into Linking
- Evaluating problem-solution fit of Social Enterprise
- Defining, evolving and communicating guidelines for Social Businesses to collect and report data on problem-solution-fit

Linking - Stage

Purpose

Self organized Social Enterprises

Accountabilities

- Selecting purpose aligned collectives of people from Concentration
- Supporting purpose aligned collectives to set up legal structures in order to turn into Social Enterprises in a local legal context
- Informing Social Entreprises about the possibilities, requirements and content of Acceleration program

Trainer

Purpose

Inspiring learning progress of scholars through impactful sessions

Accountabilities

- Assessing learning needs of scholars in regards to Building Blocks defined in the SINA Framework Empowerment Pillar
- Creating and capturing a set of sessions belonging to a Building Block in form of a session plan
- Delivering sessions and coordinating resources needed for session delivery (time, finances, material)
- Assessing learning progress of scholars
- Improving sessions based on the assessed scholars' learning progress

Coach

Purpose
Strong Personal Development of Scholars at SINA

Accountabilities

- Offering coaching sessions
- Capturing and tracking coaching progress

Mentor

Purpose
Impactful and self-sustainable SINA Social Enterprises

Accountabilities

- Delivering Mentorship Sessions on building a Social Businesses/Enterprises
- Capturing and tracking mentoring progress

Apprenticeship Coordinator (suggested)

Purpose
Emerging scholars experienced in organisational role filling in SE context

Accountabilities
- Assisting Scholars to identify suitable roles to co-fill within the organization to gain skills and experience
- Assisting Scholars to identify suitable roles to fill within Community Operations to gain skills and experience
- Coordinating beginning and end of apprenticeships with concerned @Lead Links
- Triaging any tensions related to the Apprenticeship Program
- Defining and evolving guidelines for reporting learnings of Apprentices
- Collecting data from all relevant roles as the basis for review meetings with apprentices
- Holding review meetings with scholars to provide feedback on learning progress based on collected data from relevant roles

Initial Circle Structure within the Integration Circle

Integration Circle

- Enterprise Rep
- License and Framework Steward
- Payment Advisor
- Community Rep
- Safeguarding Steward
- Partner Rep
- Secretary
- Facilitator
- People Operations
- Payment Plan Design
- Social Agreement Keeper

Operation Circle

- Facilitator
- Secretary
- Circle Lead
- Finance
- Empowerment Circle
- Community Operations
- Fundraising
- SE Trainer