

COURSE OUTLINE

COURSE: Social Entrepreneurship (SPECIALISATION – Vulnerable Social Groups)

Coordinator: Dr. Nikolay A. Dentchev (VUB)

GENERAL

SCHOOL	VRIJE UNIVERSITEIT BRUSSEL		
ACADEMIC UNIT	DEPARTMENT OF BUSINESS (BUSI)		
LEVEL OF STUDIES	BACHELOR – Advance Level		
COURSE CODE		SEMESTER	
COURSE TITLE	Social Entrepreneurship		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
		3	8
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Specialised knowledge, competences and skills development		
PREREQUISITE COURSES:	-		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	NO		
COURSE WEBSITE (URL)			

(1) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>The learning outcomes will focus in three categories: Knowledge, skills and attitudes.</p> <p>The learning outcomes regarding knowledge are:</p> <ul style="list-style-type: none"> • Understanding of the characteristics of a social enterprise • Understanding the challenges that social enterprises face • Understanding the shared value of social enterprises for vulnerable social groups. <p>The learning outcomes regarding skills are:</p> <ul style="list-style-type: none"> • Be able to evaluate the social impact of social enterprises • Be able to formulate recommendations for social enterprise activities • Be able to present an implementation plan of strategies that increase the impact of social entrepreneurs.

The learning outcomes regarding attitudes are:

- Develop an attitude of critical thinking
- Develop an attitude of open-mindedness
- Develop an attitude of creative problem-solving;

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical responsibility and

sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive thinking

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Others...

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The main objectives of this course is to develop competencies of students for:

- Critical analysis of social and environmental challenges
- Creative problem-solving of challenging social and environmental issues
- Development and implementation of strategies that increase the social impact of social entrepreneurs.

(2) SYLLABUS

Week 1. In chapter one, Introduction to Social Entrepreneurship, we address the main concepts related to social entrepreneurship and how these concepts vary depending on the level of analysis (Saebi, Foss, & Linder, 2019). Also, the main implications and typologies (Zahra, Gedajlovic, Neubaum, & Shulman, 2009). We also address the process of creation of social enterprises from inspiration and ideation until it becomes a reality. We finalize this chapter by showing the relevance of social entrepreneurship in the current context and the relation with the Sustainable Development Goals. We use exemplary cases to help the reader connect the theory with real cases.

Week 2. In chapter two, Variety of Social Enterprises, we review the spectrum of social enterprises and how this is connected with a variety of social enterprises' business models (Alter, 2007). We also review the different legal structures that they can adopt as the manner in which social enterprises cocreate with their communities.

Week 3. In chapter three, Social Value Creation, we address how to succeed when creating shared social value by combining social value creation with business opportunities. We also address how social value can be created by serving the markets and addressing environmental and social needs (Sinkovics, Sinkovics, & Yamin, 2014). Then, we address how social value can be created through social entrepreneurship.

Week 4. In chapter four, Challenges of SEs, we discuss the challenges of typical entrepreneurs and the challenges of social entrepreneurs (Goyal, Sergi, & Jaiswal, 2016) as the strategies that social entrepreneurs use to overcome their challenges and the implications of those strategies.

Week 5. In chapter five, Business Model Development for SEs, we present the key elements of the business models of social enterprises (Joyce & Paquin, 2016) and how these business models can change based on their context. We also go in-depth in designing and implementing a social business model, especially in opportunity identification.

Week 6. In chapter six, Business Model Innovation for SEs, we start with an introduction to business model innovation (Evans et al., 2017) and how to proceed with their development and testing. We discuss some tools that can be used for this as the Lean Start-up Methodology (Reis, 2011) and Design Thinking to finally close the chapter discussing Social Innovation.

Week 7. In chapter seven, Scaling of Social Entrepreneurship, we present the theory of scale as several strategies that social entrepreneurs can use to scale their social impact (Busch & Barkema, 2020). We also provide information about developing the social venture strategy plan, aligning mission, and strategy in a social enterprise and how to position the firm for social and strategic advantage.

Week 8. In chapter eight, Social Impact and Impact Measurement, we address the importance of impact measuring for SEs (Dees, J. G., Emerson, J., & Economy, 2004) as the design and implementation of the impact measurement strategy for Social Enterprises. This is complemented with the theory of change and the typical challenges that social enterprises have regarding impact measurement and how they transform ideas into opportunities and impact and the manner this is communicated.

Week 9. In chapter nine, Supportive Ecosystems for SEs, we address the main support mechanisms of ecosystems for Social Enterprises and the variety of stakeholders in the ecosystem that impact their business models (Adner, 2017). We highlight the organizations that are more prominent in ecosystems in support of Social Enterprises.

Week 10. In chapter ten, Funding Social Enterprises, we discuss the principles that Social Enterprises should follow when choosing their funding strategy (Dentchev, Eiselein, Vander Velpen, Bouckaert, & Diaz, 2020). We also present the arguments of some authors that state that funding is not an issue and the reason why there are so many Social Enterprises with financial difficulties. Lastly, we analyze the characteristic of the funding in each phase of the social enterprise life cycle.

Week 11. In chapter eleven, Social Entrepreneurship and Inclusive Business Models, we will make the connections between social entrepreneurship and minorities and smallholders. We will also discuss the integration of disadvantaged in the business models and also the concept of circular economy which is gaining relevance in the last years.

Week 12. In chapter twelve, Social Entrepreneurship in the refugee context, we go in-depth in the manner in which social enterprises are a tool for inclusion as an inquire as problem-solving, but we also analyze the barriers of refugees' social entrepreneurs.

Week 13. In chapter thirteen, Social Entrepreneurship in the BoP context (Hart & Christensen, 2002), we address the evolution of the BoP concept, the challenges, and opportunities of the BoP entrepreneurs and we connect the opportunities with frugal innovation.

CASES. Lastly, in chapter fourteen, Cases, we present several cases of Social Entrepreneurship and Social Innovation of different countries and of different contexts that will help the reader understand the different concepts that are discussed throughout the book.

(3) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Use of lectures and group working sessions	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	Lecture notes, tutorial material and case studies	
<p style="text-align: center;">TEACHING METHODS</p> <p><i>The manner and methods of teaching are described in detail.</i></p> <p><i>Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i></p> <p><i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i></p>	Activity	Semester workload
	Lectures	45 hours
	Study and analysis of Bibliography	45 hours
	Cases	30 hours
	Course project	40 hours
	Preparing/Reviewing examinations	60 hours
	Course total	220 hours
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION</p> <p><i>Description of the evaluation procedure</i></p> <p><i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	<p>The final grade is composed based on the following categories:</p> <p>Written Exam determines 70% of the final mark.</p> <p>Practical Exam determines 30% of the final mark.</p> <p>Within the Written Exam category, the following assignments need to be completed:</p> <ul style="list-style-type: none"> • Written Exam with a relative weight of 100 which comprises 70% of the final mark. <p>Within the Practical Exam category, the following assignments need to be completed:</p> <ul style="list-style-type: none"> • Assignment with a relative weight of 100 which comprises 30% of the final mark. <p>The written exam will be composed of four open questions and two questions related to practical cases. The final score of the written exam is the sum of scores to all questions.</p> <p>Practical Exam (Assignment) during the semester. It will count for 30 % of the final mark. This assignment is completed in self-composed groups and focuses on specific case study. Important stages in the evaluation of the practical exam are peer evaluation, in addition to the quality of the assignment.</p>	

	<p>Peer evaluation is used to identify and mitigate problems of the functioning of groups.</p> <p>The final mark is the sum of the written exam and the practical exam.</p>
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(4) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

- Aldner, R. (2017). Ecosystem as Structure: An actionable construct for strategy. *Journal of Management*, 43(1), 39–58.
- Alter, K. (2007). Social Enterprise Typology. *Virtue Ventures LLC*, 12(1), 1–124.
- Busch, C., & Barkema, H. (2020). From necessity to opportunity: Scaling bricolage across resource-constrained environments. *Strategic Management Journal*, (November 2017), 1–33.
- Dees, J. G., Emerson, J., & Economy, P. (2004). *Strategic tools for social entrepreneurs: Enhancing the performance of your enterprising nonprofit (Vol. 207)*. John Wiley & Sons.
- Dentchev, N., Eiselein, P., Vander Velpen, K., Bouckaert, M., & Diaz, A. (2020). *A financial Guide for Social Entrepreneurs*. die Keure.
- Evans, S., Vladimirova, D., Holgado, M., Van Fossen, K., Yang, M., Silva, E. A., & Barlow, C. Y. (2017). Business Model Innovation for Sustainability: Towards a Unified Perspective for Creation of Sustainable Business Models. *Business Strategy and the Environment*, 26(5), 597–608.
- Goyal, S., Sergi, B. S., & Jaiswal, M. P. (2016). Understanding the challenges and strategic actions of social entrepreneurship at base of the pyramid. *Management Decision*, 54(2),
- Gupta, P., Chauhan, S., Paul, J., & Jaiswal, M. P. (2020). Social entrepreneurship research: A review and future research agenda. *Journal of Business Research*, (October 2019), 1–21.
- Hall, J., Matos, S., Sheehan, L., & Silvestre, B. (2012). Entrepreneurship and innovation at the base of the Pyramid: A recipe for inclusive growth or social exclusion? *Journal of Management Studies*, 49(4), 785–812.
- Hart, S. L., Christensen, C. M., Hart L., & C.M., C. (2002). The great leap. Driving innovation from the base of the pyramid. *MIT Sloan Management Review*, 44(1), 51–56.
- Joyce, A., & Paquin, R. L. (2016). The triple layered business model canvas: A tool to design more sustainable business models. *Journal of Cleaner Production*, 135, 1474–1486.
- Reis, E. (2011). *The lean startup: How today’s entrepreneurs use continuous innovation to create radically successful businesses (Crown Business, ed.)*. New York.
- Saebi, T., Foss, N. J., & Linder, S. (2019). Social Entrepreneurship Research: Past Achievements and Future Promises. *Journal of Management*, 45(1), 70–95.
- Sinkovics, N., Sinkovics, R. R., & Yamin, M. (2014). The role of social value creation in business model formulation at the bottom of the pyramid - Implications for MNEs? *International Business*

Review, 23(4), 692–707.

Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2009). A typology of social entrepreneurs: Motives, search processes and ethical challenges. In *Journal of Business Venturing*.