

Social Entrepreneurship (EM023M15)

Program	PGE
Module / ECTS / Path / Specialisation	Module :Social Entrepreneurship : 5 ECTS. <ul style="list-style-type: none">• BEM Bachelor in European Management• PGE 2A - English track
Discipline	Strategy
Year	2019
Semester	A
Open for visitors	yes (5 ECTS)
Available places	45

Coordinator

Guillaume MARTIN

Lecturers

Instructor	Population	Email
Guillaume MARTIN	Population	

Course format

Working language :	English
Volume of contact hours :	27 h
Workload to be expected by the student :	108 h

Course track

Track : Attendance

"Attendance" track :

Attendance at lecture / tutorial classes and intermediate / final exams is mandatory. As evaluation of in class work constitutes an essential element of grading, any absence will be penalized and is taken into account for grading purposes (see academic rules and regulations).

"Autonomous" track :

Attendance at intermediate / final exams is mandatory, but students are free to attend lecture / tutorial classes.

For all Master programs and all other programs realized in the form of dual internships (apprentissage), attendance at lecture / tutorial classes and intermediate / final exams is entirely mandatory. Therefore, only the "Attendance" track can be selected.

Contribution of the course to the educational objectives of the programme

How the course contributes to the programme :

Description

This course provides an empirically rigorous overview of the latest developments on social entrepreneurship, entrepreneurs and social enterprises.

It incorporates definitions, concepts, contexts and strategy.

Four case studies are discussed :

- 1) one to introduce the concept of Social Return On Investment,
- 2) one on a business model developed to improve access to energy in Kenya,
- 3) one to design a Balance Scorecard model for a non-profit organization and
- 4) one on a business model that gives access to drinking water in Cambodia.

Educational organisation

In class

Lectures

In groups

Case studies/texts

Interaction

Discussions / debates

Learning outcomes

Upon completion of this course, students should be able to :

- **Identify** different theories of social entrepreneurship and the characteristics of social entrepreneurs using typologies
- **Identify** the intellectual roots of social entrepreneurship in Europe
- **Recognize** motives of social entrepreneurs
- **Apply** business tools to leverage markets to achieve sustainability and social impact
- **Analyze** the performance of a social enterprise
- **Formulate** a social business strategy
- **Evaluate** social entrepreneurial opportunities

Outline

Session #1 – 27/09/2019 – 3h

Keywords clusters for social entrepreneurship

Assignments

Defining social entrepreneurship

Relationships between the concepts – social entrepreneurship / social enterprise / social entrepreneur

Historical perspective on social entrepreneurship

Pioneering social entrepreneurs - Muhammad Yunus' story

Differences and similarities with other sectors

Bornstein, D., & Davis, S. (2010). Social Entrepreneurship: What Everyone Needs to Know®. Oxford University Press.
EMES – Defourny, J. (2010). Concepts and realities of social enterprise: a European perspective. Handbook of

research on social entrepreneurship, 57-87.

Macke, J., Sarate, J. A. R., Domeneghini, J., & Silva, K. A. D. (2018). Where do we go from now? Research framework for social entrepreneurship. *JOURNAL OF CLEANER PRODUCTION*, 183(1), 677-685.

Brouard, F., & Larivet, S. (2010). Essay of clarifications and definitions of the related concepts of social enterprise, social entrepreneur and social entrepreneurship. *Handbook of research on social entrepreneurship*, 29-56.

Gould, S. (2006). Social enterprise and business structures in Canada: A discussion. *Fraser Valley Centre for Social Enterprise*.

Gray, M., Healy, K., & Crofts, P. (2003). Social enterprise: is it the business of social work?. *Australian Social Work*, 56(2), 141-154.

Mair, J., & Marti, I. (2006). Social entrepreneurship research: A source of explanation, prediction, and delight. *Journal of world business*, 41(1), 36-44.

Santos, F. M. (2012). A positive theory of social entrepreneurship. *Journal of business ethics*, 111(3), 335-351.

VanSandt, C. V., & Sud, M. (2012) - A framework for inclusive growth and alleviating poverty

Yunus, M., Dalsace, F., Menascé, D., & Faivre-Tavignot, B. (2015). Reaching the rich world's poorest consumers. *Harvard Business Review*, 93(3), 12.

Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2009). A typology of social entrepreneurs: Motives, search processes and ethical challenges. *Journal of business venturing*, 24(5), 519-532.

Session #2 – 17/10/2019 – 3h

Social enterprise: the hybrid organization

o Sustainability equilibrium

o Dual value creation

o Hybrid practitioners

Classification of social enterprises

Mission orientation and motives

Impact measurements – SROI

o Case study #1: An introduction to Social Return On Investment – Stanford Graduate School of Business

A conceptual framework for value creation in the context of social entrepreneurship

The promise of social franchising as a model to achieve social goals

Social entrepreneur typologies

Alter, K. (2007). Social enterprise typology. *Virtue Ventures LLC*, 12, 1-124.

Emerson, J. (2003). The blended value proposition: Integrating social and financial returns. *California management review*, 45(4), 35-51.

Christensen, L. J., Parsons, H., & Fairbourne, J. (2010). Building entrepreneurship in subsistence markets: Microfranchising as an employment incubator. *Journal of Business Research*, 63(6), 595-601.

Fauchart, E., & Gruber, M. (2011). Darwinians, communitarians, and missionaries: The role of founder identity in entrepreneurship. *Academy of management journal*, 54(5), 935-957.

Fairbourne, J. S. (2006). Microfranchising: a new tool for creating economic self-reliance. *Journal of Microfinance/ESR Review*, 8(1), 5.

Giudici, A., Combs, J. G., Cannatelli, B., & Smith, B. R. (2018). Successful scaling in social franchising: The case of Impact Hub. *Entrepreneurship Theory and Practice*.

Hlady-Rispal, M., & Servantie, V. (2018). Deconstructing the way in which value is created in the context of social entrepreneurship. *International Journal of Management Reviews*, 20(1), 62-80.

Illetschko, K. (2011). Microfranchising in practice. *Microfranchising: how social entrepreneurs are building a new road to development*. N. Sireau, Greenleaf Publishing Limited: 22-34.

Rogers P, Fairbourne J, Wolcott R (2011). The diffusion of innovations through microfranchising. *Microfranchising: how social entrepreneurs are building a new road to development*. N. Sireau, Greenleaf Publishing Limited: 35-49.

Vega, G., & Kidwell, R. E. (2007). Toward a typology of new venture creators: Similarities and contrasts between business and social entrepreneurs. *New England Journal of Entrepreneurship*, 10(2), 15-28.

Volery, T., & Hackl, V. (2010). The promise of social franchising as a model to achieve social goals.

Zahra, S. A., Gedajlovic, E., Neubaum, D. O., & Shulman, J. M. (2009). A typology of social entrepreneurs: Motives, search processes and ethical challenges. *Journal of business venturing*, 24(5), 519-532.

Session #3 – 24/10/2019 – 3h

An Introduction to Social Return On Investment (SROI) – presentations (assignment #1)

Session #4 – 06/11/2019 – 3h

“Conference on the ideological roots of social entrepreneurship in Europe”

Session #5 – 07/11/2019 – 3h

Adapting the Balance Scorecard for non-profits

o YMCA case study preparation

o Reading & case discussion

Case study #2: YMCA – adapting the Balance Scorecard for non-profits – National University of Singapore – Asia Centre for Social Entrepreneurship & Philanthropy NUS Business School

Overview of energy poverty in developing countries
Electrifying Rural Africa
o Case study #3: M-Kopa's BOP Model in Kenya – Amity Research Centers Headquarters

Session #6 – 14/11/2019 – 3h

Dreamstorming: create your own social enterprise and change the world – individual presentation (assignment #2)

Session #7 – 22/11/2019 – 3h

Dreamstorming: create your own social enterprise and change the world – individual presentation (assignment #2)

Session #8 – 29/11/2019 – 3h

Overview of access drinking water in developing countries

1001fontaines – Case study

o Case study #4: 1001fontaines in Cambodia

The case for scaling-up

The case for replication

Session #9 – 5/12/2019 – 3h

YMCA case study presentation and correction (assignment #3)

o Case study #2: YMCA – adapting the Balance Scorecard for non-profits – National University of Singapore – Asia Centre for Social Entrepreneurship & Philanthropy NUS Business School

Prerequisites

Key concepts to understand :

Knowledge of :

none

Teaching material

Documents in all formats

- Case studies

Recommended reading

Major works :

Bornstein, D., & Davis, S. (2010). *Social Entrepreneurship: What Everyone Needs to Know*®. Oxford University Press.

EMES – Defourny, J. (2010). Concepts and realities of social enterprise: a European perspective. *Handbook of research on social entrepreneurship*, 57-87.

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consumers. *Harvard Business Review*, 93(3), 12.

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Further reading :

Research works by EM Strasbourg :

Assessment

Intermediate evaluation / continuous assessment 1 :

written + oral (10 min) / in group / English / weighting : 33%

additional information : An Introduction to Social Return On Investment (SROI)

Intermediate evaluation / continuous assessment 2 :

written + oral (10 min) / individual / English / weighting : 33%

additional information : Dreamstorming: create your own social enterprise and change the world

Intermediate evaluation / continuous assessment 3 :

written + oral (10 min) / in group / English / weighting : 33%

additional information : YMCA case study

Grounds for expulsion from classes

Such behaviors as...

arriving late, leaving early or unannounced leaving of the classroom during class time

disruptive eating or drinking in class

using smartphones and laptops for non class-related purposes

reading non class-related documents

chatting on non class-related issues

showing disrespect towards lecturers

... may lead to expulsion from classes.