# Responsible Management and Social Entrepreneurship (EM165M38)

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| **Program** | PGE |
| **Module / ECTS / Path / Specialisation** | **Module :Workplace Outcomes and Leadership in Social Businesses : 5 ECTS.**<br>• Visitants |
| **Discipline** | Management |
| **Year** | 2019 |
| **Semester** | A |
| **Open for visitors** | no |
| **Available places** | 40 |

## Coordinator

**Felix OSTERTAG**

## Lecturers

| Instructor | Population | Email |
|---|---|---|
| **Felix OSTERTAG** | Population | |

## Course format

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|---|---|
| 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), attendence 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

Society is increasingly prioritizing sustainability and, by extension, expecting sustainable value creation from entrepreneurs. In this regard, social businesses, defined as organizations that 'pursue a social mission while engaging in commercial activities to sustain their operations' (Battilana and Lee, 2014: 399), operate alongside regular for-profit companies. More and more social businesses (or social enterprises) are being created to tackle a series of societal problems with this particular business model, and research in this context is accumulating. Researchers have long viewed social businesses from a mainly nonprofit perspective. However, although expectations may have changed to some degree, to survive, companies must have a competitive advantage. From a human resource perspective and in terms of recruiting talents, the advantage of social businesses may be due to a different prioritization of workplace outcomes compared to regular for-profit enterprises.

This seminar aims to generate a better understanding of the interactions between social entrepreneurs and their employees against the background of workplace outcomes that go beyond task and job performances. By focusing on social entrepreneurs' leadership (development), interpersonal relationships and well-being at the workplace will be investigated in-depth. In the seminar, we combine practical issues and thinking from the field of social businesses with a strong research focus. Insights will be gained by empirical data collection (e.g., semi-structured interviews conducted by the students), which are then shared among the participants and analyzed in groups.

## Educational organisation

In class

> **Lectures**

> **Seminars**

In groups

> **Projects**

Interaction

> **Discussions** / **debates**

> **Workshops**

Assignments

> **Specific projects / case studies**

## Learning outcomes

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

- **Identify** the constituents and characteristics of social enterprises
- **Recognize** how social enterprises are able to contribute to a sustainable development
- **Describe** how social enterprises are led by their founders (based on own experiences/insights from interviews)
- **Discuss** the underlying 'drivers' of social entrepreneurs and what they value the most in their daily work.
- **Apply** some basics of scientific writing (which is assumed to be helpful for their further academic works)
- **Manipulate** qualitative date (collect and analyze it) in the field (which, for instance, enables them to conduct further high-quality market research)
- **Appraise** gained insights on what specific obstacles might occur when setting up and running an own (social)

enterprise

## Outline

Chapter 1: Social businesses: A 'sustainable' form of enterprises?
Chapter 2: The nature of qualitative research
Chapter 3: Introduction to semi-structured interviews and guidelines to conduct good quality interviews
Chapter 4: Research approach: Case study research on social businesses
Chapter 5: Selected theories of workplace outcomes and leadership
Chapter 6: Introduction to qualitative data analysis
Chapter 7: Crafting a short paper about workplace outcomes and leadership in social businesses

## Prerequisites

**Key concepts to understand :**

**Knowledge of :**

Knowledge in: Basics in Management and good command of English required.

## Teaching material

**Documents in all formats**
- Transparencies in paper format
- Guide

**Software**
- MS EXCEL
- MS POWERPOINT
- Dropbox/GoogleDrive/SkyDrive

## Recommended reading

**Major works :**

Basic articles concerning social enterprises:
Battilana, J., & Lee, M. (2014). Advancing Research on Hybrid Organizing – Insights from the Study of Social Enterprises. The Academy of Management Annals, 8(1), 397–441.
Dacin, P.A., Dacin, M.T., & Matear, M. (2010). Social Entrepreneurship: Why We Don't Need a New Theory and How We Move Forward from Here. Academy of Management Perspectives, 24(3), 37–54.
Doherty, B., Haugh, H., & Lyon, F. (2014). Social Enterprises as Hybrid Organizations: A Review and Research Agenda. International Journal of Management Reviews, 16(4), 417–436.

**Further reading :**

Basics of qualitative research:
Bryman, A., & Bell, E. (2011). Business research methods. Cambridge: Oxford University Press.
Krippendorff, K. (2012). Content analysis: An introduction to its methodology. SAGE.
Karen M. Spens, Gyöngyi Kovács, (2006). A content analysis of research approaches in logistics research. International Journal of Physical Distribution & Logistics Management, 36(5), 374–390.
Silverman, D. (2013). Doing qualitative research: A practical handbook. SAGE Publications Limited.
Basics of authoring a scientific work:
Esp. helpful for the issues:
Grant, A. M.; Pollock, T. G. (2011). Publishing in AMJ--Part 3: Setting the Hook. Academy of Management Journal, 54(5), 873–879.
'Interesting' writing
Brown, J.R.; Dant, R.P. (2008). On what makes a significant contribution to the retailing literature, Journal of Retailing, 84(2), 131–135.
How to make a god contribution and explain it in your exposé

Reinartz, Werner J. (2016). Crafting a JMR Manuscript. Journal of Marketing Research 53(1), 139–141.
How to meet high quality standards in writing
Palmatier, Robert W. (2016). Improving publishing success at JAMS. Contribution and positioning. Journal of the Academy of Marketing Science, 44(6), 655–659.
How to meet high quality standards in writing

**Research works by EM Strasbourg :**

# Assessment

**Intermediate evaluation / continuous assessment 1 :**
  written / individual / Français / weighting : 10%
  additional information : Each individual has to hand in a marked version of the English transcribed semi-structured interview of his/her team (by using the provided word template). Each mark needs to be accompanied by a short comment of the student, why he/she perceives the particular sentence as a representation of a specific part (i.e., construct) of the assigned theory.

**Intermediate evaluation / continuous assessment 2 :**
  written / in group / English / weighting : 30%
  additional information : Conducted interview its transcription and translation (to be handed in before session 5) Hand in of recorded audio file and one (respectively two) written assignments that are based on the semi-structured interviews and that strictly adhere to the provided guidelines: (a) a transcription of the semi-structured interview in its original language and (b) an English transcription of the semi-structured interview (ONLY IF the interview was NOT conducted in English in the first place); for both assignments: making use of the provided template is mandatory.

**Final assessment : last session**
  written / in group / English / weighting : 60%
  additional information : Final report (after the last session, at the end of the term) Written short paper (word file that contains 8 pages /- 10% of running text [cover page, references, and appendices excluded]; strictly adhere to the provided guideline as it will affect the evaluation of your work); If team members did NOT contribute equally to the final report, an additional document needs to be handed in that is signed by each team member, and clearly states each team member's contribution.

# 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.