



## COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title in Lithuanian	Course unit (module) title in English	Code
Socialinė antreprenerystė	Social Entrepreneurship	

Annotation
The course develops the students' entrepreneurial, empathic, and analytical skills, as well as the understanding of the social problems. The aim is to provide students with the knowledge on the social innovations development and the principles of social entrepreneurship. Students are developing their critical thinking, team-working skills, as well as the abilities to understand and analyze social problems and create innovative decisions, which are based on the customers' demands.

Lecturer(s)	Department(s) where the course unit (module) is delivered
<b>Coordinating lecturer:</b> lect. Akvilė Alauskaitė  <b>Other lecturers:</b> Dr. asst. Ieva Adomaitytė-Subačienė Lect. Andželika Rusteikienė	Vilnius University Business School Saulėtekio ave. 22, Vilnius Vilnius University Faculty of Philosophy Universiteto str. 9, Vilnius

Study cycle	Level of the course unit (module)	Type of the course unit (module)
First	-	General education

Mode of delivery	The period when the course unit (module) is delivered	Language(s) of instruction
Face-to-face and self-study, on-line (in MS Teams, Moodle)	Spring, Fall	English, Lithuanian

Requirements for students
<b>Prerequisites:</b> English level B2 <b>Additional requirements (if any):</b>

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5	130	48	82

Purpose of the course unit (module): programme competencies to be developed
The aim of the course is to develop students' entrepreneurship and activity, empathy, the understanding of social problems, responsibility in initiating and implementing social innovations, while developing entrepreneurial mindset, forming abilities to understand the society's social development, to implement the creative and innovative potential based on communication and collaboration, which are necessary for the development and implementation of the social business.

Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
The student will know and will be able to define the essential elements of the entrepreneurship process, will be able to analyze social entrepreneurship as an economic phenomenon.	<b>Lectures, reflection and discussion, problem based learning, analysis of information</b>	Group preparation of the social business project Written exam
The student will know the main principles for creating the social business model and will be able to apply them creatively in various social areas.	Situation modelling, case analysis.	Group preparation of the social business project Written exam
The student will be able to critically analyze, assess, compare, interpret various scholarly and internet resources.	Lectures, problem based learning, research methods (search for information), group discussion, analysis of internet sources, case analysis, review of video films.	Group preparation of the social business project Written exam
The student will be able to apply entrepreneurship models and offer innovative solutions, in order to ensure the rights of the vulnerable social groups / communities.	<b>Situation modelling, case analysis, preparation of the report.</b>	Preparation of the report on a chosen topic during the online seminars
The student will be able to form groups and manage groups and find new ways of solving problems by applying teamwork methods and leadership.	<b>Group work in an online environment (MS Teams)</b>	Preparation of the report on a chosen topic during the online seminars
Will be able to apply business planning and organization, marketing knowledge needed to prepare a social business project.	Individual and group activities for independent work  <b>Group work in an online environment (MS Teams)</b>	Group preparation of the social business project Preparation of the report on a chosen topic during the online seminars

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Practice	Contact hours	Self-study hours	Assignments
Introduction. Social entrepreneurship, social innovations, social entrepreneurship, analysis of the concepts and examples.	2						2	6	Lecture. Review of videos.
The shift of state role in social economy, role of the third sector.	2		2				4	7	Literature analysis and discussion during the seminars <i>Jenson J. Et al. Building Citizenship: Governance and Service Provision, 2009. 101-106 pages</i>
Analysis of particular social problems: poverty, NEET, human trafficking, domestic violence, mental health and human rights and etc.	2		2				4	7	Literature analysis and discussion during the seminars. <i>James A. Crone. How can We Solve Social Problem. 1-9 psl.</i> Students are asked to form groups and elect a group leader. Each group is given the task of preparing a presentation on a particular social problem of their choice, with specific examples.
Origins and definitions of social innovation. Types and examples of social innovations, opportunities to overcome social problems by implementing innovative solutions	2		2				4	8	Ideation session of innovative solutions (MS Teams, whiteboard, collaborative document). Recommended literature: <i>Dima Jamali, et al.</i> <i>A Comparative Study of Social Enterprises: North vs. South Perspectives, chapter 3: 35-52 pg.</i>

Creativity and entrepreneurship. Stages of creating social innovation through a design thinking methodology.	2		2				4	6	Session on design thinking. Preparation for the session in groups: social problem analysis form and a client empathy map.
Context and environment analysis. Applying business principles to social problem solving and social innovation. Different social business models.	2						2	6	Analyzes of good practices of social entrepreneurship (internet sources). <i>Social enterprises in Estonia, Lithuania and Finland:</i> <a href="https://issuu.com/verslumas/docs/social_entreprise_business_cases_lt_ee_fin_compres">https://issuu.com/verslumas/docs/social_entreprise_business_cases_lt_ee_fin_compres</a>

Social Business Model Canvas methodology. Social Business planning, business plan guidelines, its components. Structuring of business processes, mapping of processes.	2		4				6	8	Preparation of social business canvas. <i>Anissa R. Qastharin. Business Model Canvas for Social Enterprise.</i> <a href="http://www.academicstar.us/UploadFile/Picture/2016-10/2016101151026221.pdf">http://www.academicstar.us/UploadFile/Picture/2016-10/2016101151026221.pdf</a> f p. 627-637
Necessary entrepreneurial competences and skills. Transformational leadership.	2		4				6	8	Development of guidelines for implementation of social innovation plan. Recommended literature: <i>Mair J. Social entrepreneurship</i>
Sources of social business funding. Basic principles and financial management. Sustainability of social business.	2		2				4	6	Social business case study in groups: finding funding.
Measuring the value and impact of social business.	2		2				4	6	Case study.
Launching social innovation. Bringing social innovation to the market. How to sell an idea?	2		2				4	6	Development of guidelines for implementation of social innovation plan.

Socially responsible communication. Establishing and maintaining relationships with target groups. Information dissemination of social value through social networks.	2		2				4	6	Preparation of social business communication strategy.
<b>Total</b>	<b>24</b>		<b>24</b>				<b>48</b>	<b>82</b>	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Preparation of and oral presentation of social business project in groups	40	Over the course of seminars	<p><b>10</b> (excellent) The student demonstrates exceptional theoretical knowledge and competencies covering the concept of social entrepreneurship, entrepreneurship types, business model generation and development, an entrepreneurial process and its elements, human resource, leadership, legal aspects of entrepreneurial project and venture development over the course of entrepreneurial project development and presentations. The performed analysis is detailed, systematic, and well-substantiated. Appropriate theoretical knowledge and relevant tools have been applied, the interrelations between elements are indicated. Suggested solutions and ideas match the assignments, stand out as innovative, are delivered in a concise and coherent manner, and are well-supported by empirical evidence.</p> <p><b>9</b> (very good) The student demonstrates solid theoretical knowledge and competencies covering the concept of social entrepreneurship, entrepreneurship types, business model generation and development, an entrepreneurial process and its elements, human resource, leadership and venture development over the course of entrepreneurial project development and presentations. The performed analysis is detailed, systematic, and well-substantiated. Appropriate theoretical knowledge and relevant tools have been applied, the interrelations between elements are indicated. Suggested solutions and ideas match the assignments, are innovative, delivered in a concise and coherent manner, and are well-supported by empirical evidence.</p> <p><b>8</b> (good) The student demonstrates good, higher than average, theoretical knowledge and competencies covering the concept of social entrepreneurship, entrepreneurship types, business model generation and development, an entrepreneurial process and its elements, human resource, leadership, legal aspects of entrepreneurial project and venture development over the course of entrepreneurial project development and presentations. The performed analysis is detailed, systematic, and well-substantiated. Appropriate theoretical knowledge and relevant tools have been applied, the interrelations between elements are indicated. Suggested solutions and ideas match the assignments, delivered in a concise and coherent manner, and are supported by empirical evidence, with minor gaps in analysis, argumentation, and (or) consistency.</p> <p><b>7</b> (average) The student demonstrates fair theoretical knowledge and competencies covering the concept of social entrepreneurship, entrepreneurship types, business model generation and development, an entrepreneurial process and its elements, human resource, leadership, legal aspects of entrepreneurial project and venture development over the course of entrepreneurial project development and presentations. The performed analysis is detailed, systematic,</p>

			<p>and well-substantiated. Theoretical knowledge and relevant tools have been applied, the interrelations between elements are indicated. Suggested solutions and ideas match the assignments, delivered in a concise and coherent manner, and are supported by empirical evidence, with gaps in analysis, argumentation, and (or) consistency.</p> <p><b>6</b> (satisfactory) The student demonstrates weaker than average theoretical knowledge and competencies covering the concept of social entrepreneurship, entrepreneurship types, business model generation and development, an entrepreneurial process and its elements, human resource, leadership, legal aspects of entrepreneurial project and venture development over the course of entrepreneurial project development and presentations. Analysis has been performed, theoretical knowledge and tools have been applied. Suggested solutions and ideas do not match the assignments precisely, with gaps in analysis, argumentation, and (or) consistency.</p> <p><b>5</b> (passing) The student demonstrates knowledge and competencies that meet the minimum in requirements covering the concept of social entrepreneurship, entrepreneurship types, business model generation and development, an entrepreneurial process and its elements, human resource, leadership, legal aspects of entrepreneurial project and venture development over the course of entrepreneurial project development and presentations. Analysis has been performed, theoretical knowledge and tools have been applied. Suggested solutions and ideas do not match the assignments precisely, the performed analysis is not systematic, with notable gaps in rationale, argumentation, and (or) consistency.</p> <p><b>4; 3; 2; 1</b> – the minimum requirements are not met; some team and (or) individual assignments and (or) the project have not been submitted.</p>
Written exam (in Moodle)	60	The end of the semester	<p>4 open-ended questions are in the exam. Students must respond according to the set time in the Moodle. Assessment:</p> <p><b>10</b> (excellent) The student demonstrates exceptional theoretical knowledge and competencies covering the concept of social entrepreneurship, entrepreneurship types, business model generation and development, an entrepreneurial process and its elements, human resource, leadership, legal aspects of entrepreneurial project and venture development over the course of entrepreneurial project development and presentations. The project paper and its parts comply with the requirements. The performed analysis is detailed, systematic, and well-substantiated. Appropriate theoretical knowledge and relevant tools have been applied, the interrelations between elements are indicated. The project is presented in a concise and coherent manner, covering all required topics, is well-substantiated and has a high potential for implementation.</p>

			<p><b>9</b> (very good) The student demonstrates solid theoretical knowledge and competencies covering the concept of entrepreneurship, entrepreneurship types, business model generation and development, an entrepreneurial process and its elements, human resource, leadership, legal aspects of entrepreneurial project and venture development over the course of entrepreneurial project development and presentations. The project paper and its parts comply with the requirements. The performed analysis is detailed, systematic, and well-substantiated. Appropriate theoretical knowledge and relevant tools have been applied, the interrelations between elements are indicated. The project is presented in a concise and coherent manner, covering all required topics, is well-substantiated and has a high potential for implementation.</p> <p><b>8</b> (good) The student demonstrates good, higher than average, theoretical knowledge and competencies covering the concept of entrepreneurship, entrepreneurship types, business model generation and development, an entrepreneurial process and its elements, human resource, leadership, legal aspects of entrepreneurial project and venture development over the course of entrepreneurial project development and presentations. The project paper and its parts comply with the requirements. The performed analysis is detailed, systematic, and well-substantiated. Appropriate theoretical knowledge and relevant tools have been applied, the interrelations between elements are indicated. The project is presented in a concise and coherent manner, covering all required topics, is well-substantiated and has some potential for implementation.</p> <p><b>7</b> (average) The student demonstrates average theoretical knowledge and competencies covering the concept of entrepreneurship, entrepreneurship types, business model generation and development, an entrepreneurial process and its elements, human resource, leadership, legal aspects of entrepreneurial project and venture development over the course of entrepreneurial project development and presentations. The project paper and its parts comply with the requirements. The performed analysis is detailed, systematic, and well-substantiated. Appropriate theoretical knowledge and relevant tools have been applied, the interrelations between elements are indicated. The project is presented in a concise and coherent manner, covering all required topics, is well-substantiated and has some potential for implementation.</p> <p><b>6</b> (satisfactory) The student demonstrates weaker than average theoretical knowledge and competencies covering the concept of entrepreneurship, entrepreneurship types, business model generation and development, an entrepreneurial process and its elements, human resource, leadership, legal aspects of entrepreneurial project and venture development over the course of entrepreneurial project development and presentations. The project paper and its parts comply with the requirements. The performed</p>
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			<p>analysis is detailed, systematic, and well-substantiated. Theoretical knowledge and tools have been applied.</p> <p><b>5</b> (passing) The student demonstrates knowledge and competencies that meet the minimum in requirements covering the concept of entrepreneurship, entrepreneurship types, business model generation and development, an entrepreneurial process and its elements, human resource, leadership, legal aspects of entrepreneurial project and venture development over the course of entrepreneurial project development and presentations. The project paper partly complies with the requirements. The performed analysis is detailed, systematic, and well-substantiated. Theoretical knowledge and tools have been applied.</p> <p><b>4; 3; 2; 1</b> – the minimum requirements are not met; the project paper or the oral presentation has not been delivered.</p>
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Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
<b>Compulsory reading</b>				
Alter K.	2007	Social Enterprise Typology		<a href="https://www.globalcube.net/clients/pilippson/content/medias/download/SE_typology.pdf">https://www.globalcube.net/clients/pilippson/content/medias/download/SE_typology.pdf</a>
Yunus M.	2010	Building Social Business		United States: PublicAffairs < <a href="http://www.sciencedirect.com/science/article/pii/S0024630109001290">http://www.sciencedirect.com/science/article/pii/S0024630109001290</a> >
Hochgerner J.	2011	The Analysis of Social Innovations as Social Practice		<a href="http://ostaustria.org/bridges-magazine/volume-30-july20-2011/item/5708-theanalysis-of-socialinnovation-as-socialpractice">http://ostaustria.org/bridges-magazine/volume-30-july20-2011/item/5708-theanalysis-of-socialinnovation-as-socialpractice</a>
Sebastiano Sabato, Bart Vanhercke & Gert Verschraegen	2015	The EU framework for social innovation -Between entrepreneurship and policy experimentation.		<a href="https://www.researchgate.net/profile/Bart_Vanhercke/publication/28799">https://www.researchgate.net/profile/Bart_Vanhercke/publication/28799</a>

				<a href="#">4531 The EU framework for social innovation Between entrepreneurship and policy experimentation/links/567bbc0508aebccc4dfdc4f/The-EU-framework-for-social-innovation-Between-entrepreneurship-and-policy-experimentation.pdf</a>
Monzon, J.L.; Chaves, R	2012	The social economy in the European Union.		European Social and Economic Committee, Bruxelles.
Sommerrock, K.	2010	Social Entrepreneurship Business Models: Incentive strategies to Catalyze Public Goods Provision		New York, NY: Palgrave Macmillan
Anissa R. Qastharin.	2016	Business Model Canvas for Social Enterprise	Journal of Business and Economics, ISSN 2155-7950, USA April 2016, Volume 7, No. 4, pp. 627-637	
<i>Iva Konda; Jasmina Starc; Barbara Rodica</i>	2015	<i>SOCIAL CHALLENGES ARE OPPORTUNITIES FOR SUSTAINABLE DEVELOPMENT: TRACING IMPACTS OF SOCIAL ENTREPRENEURSHIP THROUGH INNOVATIONS AND VALUE CREATION</i>	<i>ECONOMIC THEMES (2015) 53 (2): 211-229</i>	
<i>James A. Crone</i>	2015	<i>How can We Solve Social Problems.</i>		Sage, London
<i>Johanna Mair; Jeffrey Robinson; Kai Hockerts</i>	2006	<i>Social Entrepreneurship</i>		Palgrave Macmillan, London
<b>Optional reading</b>				

Rana P. Maradana, Rudra P. Pradhan*, Saurav Dash, Kunal Gaurav, Manju Jayakumar and Debaleena Chatterjee	2017	<i>Does innovation promote economic growth? Evidence from European countries</i>	2017 (6:1)	Journal of Innovation and Entrepreneurship
Dima Jamali, Nadine Mohanna, Dina H. Sherif and Salma El Sayeh	2016	<i>A Comparative Study of Social Enterprises: North vs. South Perspectives,</i>		<a href="http://dx.doi.org/10.5772/62318">http://dx.doi.org/10.5772/62318</a>
European Commision	2013	<i>Guide to Social innovation</i>		<a href="http://s3platform.jrc.ec.europa.eu/documents/20182/84453/Guide_to_Social_Innovation.pdf">http://s3platform.jrc.ec.europa.eu/documents/20182/84453/Guide_to_Social_Innovation.pdf</a> (Pages 6-21; 29-34)