

# Social Entrepreneurship

EM023M15

## Semester

B

## Discipline

Entrepreneurship

## Contact hours

24 H

## Number of spots

45

## Open to visitors

Yes

## Language



## Coordinator



Richard Mineur

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# List of lecturers

Lecturer(s)	Email	Contact hours - lecture
Richard MINEUR	<a href="mailto:richard_37@live.fr">richard_37@live.fr</a>	24 h

## Pedagogical contribution of the course to the program

No educational contribution associated with this course for this program.

## Description

Course language: French with English.

Course format: ON-SITE.

Sustainable development was defined in the World Commission on Environment and Development's 1987 Brundtland report 'Our Common Future' as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'. It seeks to reconcile economic development with the protection of social and environmental balance (Europa.eu, 2023). Society is increasingly prioritizing sustainability and, by extension, expecting sustainable value creation from entrepreneurs. More and more companies are being created to tackle a diverse set of societal or ecological issues, when historic companies are pushed to include societal and ecological needs within their business model. In both cases companies must keep a competitive advantage to survive - which can be challenging. That is, they must adhere to economic, ecological, and social welfare (both internal & external company) logics. This course analyses these challenges and suggests strategies as well as operational solutions & technics which can be used by entrepreneurs and by extension managers to fulfil their hybrid mission. Among others, this course draws on mutual discussion rounds, serious games, case studies, peer learning techniques and inductive method.

## Teaching methods

### Face-to-face

- Lectures
- Other : accounts of true stories, testimony of social entrepreneurship, interactions, inductive method

### In group

- Exercises
- Oral presentations
- Case studies/texts

## **Interaction**

- Discussions/debates
- Games (educational, role play, simulation)
- Other : Serious games incl. role plays

## **Others**

No items in this list have been checked.

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## **Learning objectives**

### **Cognitive domain**

Upon completion of this course, students should be able to

- - (level 1) identify challenges for companies in relation to sustainable development
  - - (level 2) explain how companies may address sustainability challenges
  - - (level 3) apply the gained knowledge to case studies
  - - (level 3) demonstrate the added value for companies to include social and ecological needs within their business model
  - - (level 4) figure out the potential new social and ecological challenges for entrepreneurs in the future
  - - (level 5) criticize real case business model, strategies and technics related to economic, ecological, and social welfare logics
  - - (level 6) develop own ideas to including social and ecological needs within business models
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### **Affective domain**

Upon completion of this course, students should be able to

- - (level 2) discuss how social business models can contribute to sustainable development
  - - (level 4) formulate solutions and/or workarounds for malfunctioning social and ecological business models
  - - (level 4) synthesize the knowledge gained from mutual discussions on sustainability challenges for entrepreneurs
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## **Outline**

Depending on the interest and the previous knowledge of the diverse composition of students, the nuances with which focal topics are handled might vary.

Potentially focal topics include, but are not limited to:

#### PART 1:

Recent evolution of the companies' environment (Economic, social, ecological, political...; tools: PESTEL, Porter's 5 Forces, Stakeholders Mapping). New company's organizational structures (matrix, network...), work organizations (uberization, telework...). Recent evolutions of employees' needs (Maslow, new consumption habits...). Added value and companies' performance measurement, management styles and employee's motivation factors. Challenges faced by entrepreneurs defining an appropriate business model. Competitive advantage & sustainable development.

#### PART 2:

Entrepreneurship vs management. Strategies, solutions, and technics to meet both employees' wellbeing and company's economic performance. Strategies, solutions, and technics to meet both ecological challenges and company's economic performance. Case studies: success stories, failures. New business models for sustainable development. Stakeholders' management. What's next ?

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## **No prerequisite has been provided**

### **Knowledge in / Key concepts to master**

Good command of French and English required (oral and written).

Basic knowledge of management concepts.

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## **Teaching material**

### **Mandatory tools for the course**

- Computer

### **Documents in all formats**

- Case studies/texts

### **Moodle platform**

- Upload of class documents
- Interface to submit coursework
- Coaching/mentoring

### **Software**

No items in this list have been checked.

### **Additional electronic platforms**

No items in this list have been checked.

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## Recommended reading

Main reading material  
Reading material provided during lectures.

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Additional literature  
No reading material has been provided.

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### EM Research: Be sure to mobilize at least one resource

Textbooks, case studies, translated material, etc. can be entered

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translated material, etc.  
can be entered

Hahn, R., Ostertag, F., Lehr, A., Büttgen, M., & Benoit, S. (2020): 'I like it, but I don't use it': Impact of carsharing business models on usage intentions in the sharing economy. *Business Strategy and the Environment*, 29(3), 1404-1418.

Ostertag, F., Hahn, H., & Ince, I. (2021): Blended value co-creation: A qualitative investigation of relationship designs of social enterprises. *Journal of Business Research*, 129, 428-445. <https://doi.org/10.1016/j.jbusres.2021.02.006>

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## Assessment

### List of assessment methods

**Intermediate assessment / continuous assessment 1**Other (date, pop quiz, etc.) : en cours de préparation du case study  
Written (60 Min.) / Individual / English / Weight : 50 %  
Details : Intermediate individual written assessment  
This evaluation is used to measure ILO3.1-PGE

**Final evaluation**Other (date, pop quiz, etc.) : case study group assessment  
Oral (60 Min.) / Group / English / Weight : 50 %  
Details : End-course case study group assessment (both final report and oral presentation; based on pre-defined criteria).  
This evaluation is used to measure ILO3.1-PGE