



Course and Examination Fact Sheet: Autumn Semester 2016

3,606: Social Entrepreneurship: Global Perspectives

ECTS credits: 4

Overview examination/s

(binding regulations see below)

Decentral - examination paper written at home (individual) (50%)

Decentral - Written examination (50%, 60 mins.)

Attached courses

Timetable -- Language -- Lecturer

[3,606,1.00 Social Entrepreneurship: Global Perspectives](#) -- Englisch -- [Müller Susan](#)

Course information

Course prerequisites

None

Course content

This is an introductory course to and for social entrepreneurship. The course is designed for students to explore the topic and the potential of social entrepreneurship with its different facets and formats in various cultural and economic contexts. The course is both theory and practice-oriented. It provides students with the opportunity to learn how social entrepreneurship can increase the well-being of individuals and societies in different cultural contexts. Also, students will learn how they can start their own social enterprise.

Content covered in the course

- Key elements of entrepreneurship
- Distinctive elements of social entrepreneurship
- The (potential) role of social entrepreneurship in society
- The different role of social entrepreneurship in different contexts
- Global perspective: Societal problems across the globe and how social entrepreneurs try to mitigate them
- Opportunity recognition: Understanding a societal problem
- Business modelling
- Scaling and replication strategies

Learning objectives:

Upon completing the course, students should be able to accomplish the following in terms of knowledge, skills, and attitudes.

Knowledge

- Be able to explain what social entrepreneurship is and how it is different from commercial entrepreneurship
- Understand the difference between social and commercial entrepreneurship
- Describe typical areas in which social entrepreneurs find and create opportunities
- Be familiar with social entrepreneurship and its role in various contexts and countries
- Understand how these social enterprises create social value in these different contexts

Skills



- Be able to identify societal problems that can be mitigated by social entrepreneurs
- Be able to design solutions and business models to mitigate societal problems

Attitudes

- Increased awareness concerning the responsibility of social and commercial enterprises
- Developed a positive attitude towards social entrepreneurship
- Self-efficacy: Increased awareness that severe challenges of humankind can be mitigated or solved by social enterprises

Course structure

The course consists of three themes. All three themes will be integrated throughout the course.

Part 1: Theoretical foundations. Students will learn about social entrepreneurship theory: What is social entrepreneurship? Is it needed and if so why? What is the current role of social entrepreneurship in the economy? What could be a possible and desirable scope and role of social entrepreneurship?

Part 2: Comparative knowledge about social entrepreneurship. Students will learn about the status and the potential of social entrepreneurship around the globe. Based on the readings and input provided in the classroom, discussions and reflections will take place around questions such as: What is the role of social entrepreneurship in different contexts and countries? How does social entrepreneurship contribute to the societal wealth in different contexts? What are potential dangers of social entrepreneurship?

Part 3: Develop entrepreneurial skills: Throughout the course, students will get the chance to train their entrepreneurial skills – specifically opportunity recognition, problem solving, and business modelling skills. Each course participant has to identify a severe societal problem and do own research about it (e.g. observations, interviews, gathering own experiences). Until the end of the course, students then have to develop a business model for a social enterprise that can potentially mitigate the respective problem.

Contextual Studies are considered part of **Contact Learning**; thus, taking part properly implies **regular attendance**. It is the students' own responsibility to ensure that there is **no timetable clash** between the courses they have chosen.

Course literature

Required readings

Austin, J., Stevenson, H. and Wei-Skillern, J. (2006). Social and Commercial Entrepreneurship: Same, Different or Both? *Entrepreneurship Theory & Practice*, vol. 30, no. 1, pp. 1-22.

Dees, G. (2001). The Meaning of Social Entrepreneurship. Download: http://www.caseatduke.org/documents/dees_sedef.pdf

Dees, G.J., Anderson, B.B. and Wei-Skillern, J. (2004). Scaling Social Impact—Strategies for Spreading Social Innovations. *Stanford Social Innovation Review*, Spring 2004, pp. 24-32.

Elkington, J. & Hartigan, P. (2008). Chapter 3: Identifying Market Opportunities in Ten Great Divides. In: *The Power of Unreasonable People*. Boston, MA: Harvard Business Press.

Prahalad, C.K. (2010). Chapter 1: The Market at the Bottom of the Pyramid. In: *The Fortune at the Bottom of the Pyramid*. Upper Saddle River, NJ: Pearson Education, Inc.

Further recommended readings



Bornstein, D. (2003). *How to Change the World: Social Entrepreneurs and the Power of New Ideas*. New York: Oxford University Press, Inc.

Elkington, J; Hartigan, P. (2008). *The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World*. Boston, MA, USA: McGraw-Hill Professional.

Dees, G.J., Emerson, J. and Economy, P. (2002). *Strategic tools for social entrepreneurs: enhancing the performance of your enterprising nonprofit*, John Wiley & Sons, New York.

Santos, F. (2009). A Positive theory of social entrepreneurship. *Journal of Business Ethics*, 111(3), 335-351.

Seelos, C. and Mair, J. (2005). "Social entrepreneurship: creating new business models to serve the poor", in *Business Horizons*, vol. 48, no. 3, pp. 241-246.

Schwab Foundation (2012). *Outstanding Social Entrepreneurs 2012*. Schwab Foundation for Social Entrepreneurship. Includes portraits of dozens selected social entrepreneurs worldwide.

Additional course information

Dr. Susan Müller is assistant professor of entrepreneurship at the Swiss Research Institute of Small Business and Entrepreneurship at the University of St. Gallen. Her main research topics are social entrepreneurship, entrepreneurship education, and entrepreneurial behavior.

Examination information

Examination sub part/s

1. Examination sub part (1/2)

Examination time and form

Decentral - examination paper written at home (individual) (50%)

Remark

Analysis of societal problem, own business model

Examination-aid rule

Term papers

- Term papers must be written without anyone else's help and in accordance with the known quotation standards, and they must contain a declaration of authorship.
- The documentation of sources (quotations, bibliography) has to be done throughout and consistently in accordance with the APA or MLA standards. The indications of the sources of information taken over verbatim or in paraphrase (quotations) must be integrated into the text in accordance with the precepts of the applicable quotation standard, while informative and bibliographical notes must be added as footnotes (recommendations and standards can be found, for example, in METZGER, C. (2015), *Lern- und Arbeitsstrategien* (11th ed., 4th printing). Aarau: Sauerländer).
- For any work written at the HSG, the indication of the page numbers both according to the MLA and the APA standard is never optional.
- Where there are no page numbers in sources, precise references must be provided in a different way: titles of chapters or sections, section numbers, acts, scenes, verses, etc.
- For papers in law, the legal standard is recommended (by way of example, cf. FORSTMOSER, P., OGOREK R. et



SCHINDLER B. (2014, Juristisches Arbeiten: Eine Anleitung für Studierende (5. Auflage), Zürich: Schulthess, or the recommendations of the Law School).

Supplementary aids

None

Examination languages

Question language: English

Answer language: English

2. Examination sub part (2/2)

Examination time and form

Decentral - Written examination (50%, 60 mins.)

Remark

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Examination-aid rule

Extended Closed Book

The use of aids is limited; any additional aids permitted are exhaustively listed under "Supplementary aids". Basically, the following is applicable:

- At such examinations, all the pocket calculators of the Texas Instruments TI-30 series and mono- or bilingual dictionaries (no subject-specific dictionaries) without hand-written notes are admissible. Any other pocket calculator models and any electronic dictionaries are inadmissible.
- In addition, any type of communication, as well as any electronic devices that can be programmed and are capable of communication such as notebooks, tablets, PDAs, mobile telephones and others, are inadmissible.
- Students are themselves responsible for the procurement of examination aids.

Supplementary aids

None

Examination languages

Question language: English

Answer language: English

Examination content

The exam will cover the aspects addressed during the seminar. More specifically, the following topics will be covered in the exam:

- Key elements of social entrepreneurship
- Distinctive elements of social entrepreneurship
- The (potential) role of social entrepreneurship in society
- The different role of social entrepreneurship in different contexts
- Global perspective: Societal problems across the globe and how social entrepreneurs try to mitigate them
- Opportunity recognition
- Business modelling
- Scaling and replication strategies

Examination relevant literature

Austin, J., Stevenson, H. and Wei-Skillern, J. (2006). Social and Commercial Entrepreneurship: Same, Different or Both? Entrepreneurship Theory & Practice, vol. 30, no. 1, pp. 1-22.



Dees, G. (2001). The Meaning of Social Entrepreneurship. Download: http://www.caseatduke.org/documents/dees_sedef.pdf

Dees, G.J., Anderson, B.B. and Wei-Skillern, J. (2004). Scaling Social Impact—Strategies for Spreading Social Innovations. Stanford Social Innovation Review, Spring 2004, pp. 24-32.

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Prahalad, C.K. (2010). Chapter 1: The Market at the Bottom of the Pyramid. In: The Fortune at the Bottom of the Pyramid. Upper Saddle River, NJ: Pearson Education, Inc.

Please note

We would like to point out to you that this fact sheet has absolute priority over other information such as StudyNet, faculty members' personal databases, information provided in lectures, etc.

When will the fact sheets become binding?

- Information about courses and examination time (central/decentral and grading form): from the start of the bidding process on 25 August 2016
- Information about decentral examinations (examination-aid rule, examination content, examination relevant literature): after the 4th semester week on 17 October 2016
- Information about central examinations (examination-aid rule, examination content, examination relevant literature): from the start of the enrolment period for the examinations on 07 November 2016

Please look at the fact sheet once more after these deadlines have expired.