

Work programme of the discipline:

Course title	SOCIAL ENTREPRENEURSHIP
Level of higher education (degree)	FIRST (BACHELOR)
Field of study	07 MANAGEMENT AND ADMINISTRATION
Major	073 MANAGEMENT
Program subject area	MANAGEMENT (ENGLISH)
Status of the discipline	ELECTIVE
Mode of studies	FULL-TIME, PART-TIME, E-LEARNING
Total number of hours/ ECTS credits	150 HOURS / 5 ECTS credits
Language of instruction	English
Lecturer	ANDRIEIEVA VITA ANATOLIIVNA ASSOC. PROF., PH.D.
Lecturer's profile	https://www.krok.edu.ua/ua/pro-krok/spivrobitniki/andreeva-vita-anatolijivna
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Consultations	CONSULTATIONS IN MS TEAMS: WEDNESDAY, 18:00 P.M.-18.30 P.M. https://teams.microsoft.com/v2/?meetingjoin=true

1. Brief summary of the course.

Social entrepreneurs are change agents who challenge the status quo by using social enterprise and social innovation to address protracted social problems. This course is designed for students who want to explore social enterprise start-ups, as well as those students who are just curious about the field and want to learn more about entrepreneurship and explore career opportunities. Students will learn the requisite knowledge and skills to develop their own business feasibility plan that explores starting a new social venture, nonprofit or commercial enterprise.

2. Learning outcomes.

3. Course scope.

Type of class	Total number of hours/ ECTS credits - 150 HOURS / 5 ECTS credits		
Total number of hours / mode of studies	full-time	part-time	e-learning
lectures	28	14	14
seminars / practical / laboratory classes	22	7	7
Individual work	100	129	129

4. Prerequisites

Enterprise Economics and Finance

5. Hardware and software

PC/laptop, Internet access, camera, microphone/

6. Course policies – students must adhere to a code of academic integrity:

<https://int.krok.edu.ua/images/download/code-of-academic-integrity-2025.pdf>

Academic integrity is the presentation of one's own work and the proper recognition of the contribution of others.

Any violation of this principle constitutes academic dishonesty and may result in poor evaluation and disciplinary action.

Forms of academic dishonesty include:

- Plagiarism - presenting all or part of someone else's work as one's own in an academic exercise, such as an exam, a computer program, or a written assignment.
- Fraud - Using or attempting to use unauthorized materials during an exam or assignment, such as using unauthorized texts or notes or improperly obtaining (or attempting to obtain) a copy of an examination or exam answers.
- Promoting academic dishonesty - helping others commit an act of dishonesty, such as replacing an exam or completing a task for someone else.
- Fabrication - modification or transfer, without permission, academic information, or records.

7. Programme of the course

Unit 1. The concept of social entrepreneurship.

Social entrepreneurship: the case of definition. The entrepreneur and financing. Entrepreneurship definitions. Entrepreneurs impact the economy. Entrepreneurial ecosystems. Social entrepreneur. Social entrepreneur resources. Ashoka's history.

Unit 2. The entrepreneurial side of social innovation.

Understanding of social innovation. History of social innovation. Social innovation development. Impact social innovation. Social innovation: actors drivers and processes. Social entrepreneur, social entrepreneurship and social enterprise.

Unit 3. Startups: companies that succeeded with bootstrapping.

Evolution of a startup company. Understanding startups. Understanding an incubator firm. Venture capital. Time frames and services. Valuing startups. Advantages of bootstrapping. Top 10 most successful social entrepreneurs.

Unit 4. The implications of the corporate social responsibility in the process of social entrepreneurship.

Corporate social responsibility. Environmental entrepreneurship. Sustainability. Sustainable development of enterprises. Social value. Financial value. Responsible entrepreneurs and social entrepreneurship opportunities.

Unit 5. Corporate social responsibility and sustainability.

Corporate social responsibility and impact measurement. History and the region of corporate social responsibility. The development and institutionalization off corporate social responsibility. CSR today: definition of the CSR approach of companies nowadays. CSR and their environment: climate change, circular economy principles, bio-design.

Unit 6. Social enterprise: and look beyond CSR.

Corporate social responsibility and corporate social innovation. Social enterprise in Europe. The two conceptions of social enterprises. The social mission. How to start a social enterprise. The area of social entrepreneurship.

Unit 7. Social enterprises in European countries.

An activity of social enterprise in Europe. Emerging typology of contemporary social enterprises. Legal forms adopted by social enterprises: nonprofit structures, cooperatives, share companies. Benefits of a legal form and status. Tax exemptions and incentives. Tax treatment of nonprofit organizations.

8. Course scheme.

Topic	Number of hours									Control form
	Full-time			Part-time			E -learning			
	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	Lectures	Seminars /practical	Individual work	
Unit 1. The concept of social entrepreneurship.	4	4	20	2	1	20	2	1	20	W, P, IA
Unit 2. The entrepreneurial side of social innovation.	4	4	20	2	1	20	2	1	20	W, P, IA
Unit 3. Startups: companies that succeeded with bootstrapping.	4	4	20	2	1	20	2	1	20	W, P, IA
Unit 4. The implications of the corporate social responsibility in the process of social entrepreneurship.	4	4	10	2	1	20	2	1	20	W, P, IA

Unit 5. Corporate social responsibility and sustainability.	4	2	10	2	1	20	2	1	20	W, P, A
Unit 6. Social enterprise: and look beyond CSR	4	2	10	2	1	20	2	1	20	W, CS, IA
Unit 7. Social enterprises in European countries	4	2	10	2	1	9	2	1	9	W, CS, IA
Total hours	28	22	100	14	7	129	14	7	129	-
FINAL CONTROL/ Credit										-
TOTAL	150			150			150			-

Control form:

W – workshop

P – oral presentation

CS – solving case-studies

IA – individual assignments

9. Individual tasks

Individual tasks are an integral part of the educational process, as they contribute to the development of analytical skills, creative thinking and independence of students.

Content of an individual educational and research task (educational project)
<p>The individual task consists of task options posted on the moodle platform:</p> <ol style="list-style-type: none"> 1. Workshops: <ul style="list-style-type: none"> - Requires a detailed, detailed answer based on theoretical knowledge and analysis of additional information. - Tests your understanding of the topic, ability to formulate your own opinions and argue your position. 2. Case study: <ul style="list-style-type: none"> - Presents a real economic problem or case that needs to be analyzed and a solution proposed. <p>Requirements for completing the task:</p> <ul style="list-style-type: none"> • Clear structure: Answers should be logically structured, contain an introduction, main body and conclusions. • Argumentation: Each statement must be supported by arguments and references to sources. • Accuracy of calculations: When performing calculations, it is necessary to observe accuracy and use appropriate units of measurement. • Originality: Answers must be your own and contain no plagiarism. • Design: The work must be designed in accordance with the requirements specified on the moodle platform.

10. Teaching methods

In the process of studying the discipline "Economic theory and economic history", various types of educational activities, teaching methods and technologies are used.

Types of educational activities:

1. Lectures: classes where the teacher presents theoretical and practical guidance material, analyzing the main concepts and tools of marketing.

2. Seminars: interactive sessions in which students discuss topics, analyze case studies, and participate in group discussions that contribute to a deeper understanding of the material.

Teaching methods and technologies:

1. Presentations and multimedia materials: the use of slides, videos and graphs, which facilitate the perception of information and make the educational process more visual.

2. Active learning methods: include group projects, discussions, role-playing games, and brainstorming sessions that promote active student involvement in the process.

3. Case method: analysis of real business situations, which allows students to practically apply theoretical knowledge, develop critical thinking and decision-making skills.

Use of information technologies: interactive platforms for learning

11. Control methods

Control measures are used to determine the success of training. Control measures include presentations (5), workshops (5), case-studies (2) and final test.

Presentations are carried out during practical (seminar) classes and is aimed at checking the level of preparedness of the student to perform a specific task.

The final test is carried out to evaluate the learning results after the end of the study of the discipline (semester control) or modules separated according to the working curriculum.

When studying this course, the following form of semester control is used: credit.

12. Distribution of points received by students

Evaluation of student learning results is carried out according to the University scale (0-100, taking into account optional tasks - 120 points) and the national scale.

General course evaluation system: Participation in the work during the semester / exam – 60/40%

All tasks must be written independently, plagiarism is prohibited, no references or citations are required. The quality and originality of your arguments are evaluated. The assignments should be presented in Moodle.

13.1. Scoring scheme for the course

Type of educational activity	Max score	Max total score
Oral Presentations (5 x 5 points)	25	
Workshops (5 x 5 points)	25	
Individual work (1 x 10 points)	10	
Total	60	
Semester-module control work		40
Total for the course		100

13.2. Conditions for awarding points

1. Oral presentation (Maximum Score – 5 Points)
 - Substance (2 Points): Completeness and depth of topic coverage, inclusion of relevant data and examples.
 - Visual Presentation in Power Point (2 Points): Quality of slides, use of graphics, clarity, and aesthetics.
 - Communication Skills (1 Point): Ability to convey information to the audience, respond to questions, and engage listeners.
2. Workshops (Maximum Score – 5 Points)
 - Correctness of Answers (3 Points): Answers to questions must be accurate and correct.
 - Coverage of the Topic (2 Points): Answers should demonstrate knowledge of all key aspects of the topic.
3. Individual Work (Maximum Score – 10 Points)
 - Depth of Research (3 Points): Quality of topic analysis, use of various sources of information and literature.
 - Structure and Formatting (2 Points): Adherence to formatting requirements, logical structure of the work, correctness of citations.
 - Originality and Creativity (3 Points): Presence of personal conclusions, recommendations, and interesting ideas.
 - Responses to Questions (2 Points): Engagement in presenting work results, participation in discussions, and feedback.

13.3. Final assessment criteria

University scale	Ukrainian Grade
90 and higher	excellent
70–89	good
50–69	satisfactory

14. Methodological provision

Dear students: all educational and methodological materials (lecture plans, presentations/seminar assignments/case-studies, etc.) are submitted in Moodle Course: Social entrepreneurship (Vita Anatoliivna Andrieieva): <https://dist.krok.edu.ua/course/view.php?id=219>

15. Recommended literature

Basic

1. Krasota, O., & Andrieieva, V. (2022). Social entrepreneurship as a tool of social inclusion under the conditions of economic uncertainty. *THE ECONOMICS OF UNCERTAINTY: CONTENT, EVALUATION AND REGULATION*, 199.
2. European Commission (2020) Social enterprises and their ecosystems in Europe. Comparative synthesis report. Authors: Carlo Borzaga, Giulia Galera, Barbara Franchini, Stefania Chiomento, Rocío Nogales and Chiara Carini. Luxembourg: Publications Office of the European Union. Available at <https://europa.eu/!Qq64ny>.
3. Directorate-General for Employment, Social Affairs and Inclusion (2015) *ICF Consulting Services Limited*, 218.
4. Howard U. (2015) Social innovation concepts: research field and international trends *Edition Aachen*, 250.

Additional

5. Gupta, P., Chauhan, S., Paul, J., & Jaiswal, M. P. (2020). Social entrepreneurship research: A review and future research agenda. *Journal of business research*, 113, 209-229..
6. Kickul, J., & Lyons, T. S. (2020). Understanding social entrepreneurship: The relentless pursuit of mission in an ever changing world. Routledge.
7. Bauwens, T., Huybrechts, B., & Dufays, F. (2020). Understanding the diverse scaling strategies of social enterprises as hybrid organizations: The case of renewable energy cooperatives. *Organization & Environment*, 33(2), 195-219.
8. Gregori, P., & Holzmann, P. (2020). Digital sustainable entrepreneurship: A business model perspective on embedding digital technologies for social and environmental value creation. *Journal of Cleaner Production*, 272, 122817.
9. Bacq, S., & Lumpkin, G. T. (2020). Social entrepreneurship and COVID-19. *Journal of Management studies*, 58(1), 285.
10. Kickul, J., & Lyons, T. S. (2020). Understanding social entrepreneurship: The relentless pursuit of mission in an ever changing world. Routledge.

16. Additional information on the discipline (educational component)

Certificates of completion for distance or online courses on the relevant topics may be credited provided that the requirements outlined in the corresponding regulation are met.

Compiled by: Associate Professor of the Department of Economics and Finances, Vita Andrieieva.

Approved: at the meeting of the Department of International Business (Protocol No. 2 dated September 17, 2024).