

Guide to Social Entrepreneurship and its Competencies in Higher Education

Case Erasmus+ SEinHE-project

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Abstract

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Abstract		
<p>The popularity of social entrepreneurship has been increased in recent years (Mair 2006) and demand for social entrepreneurship education has grown significantly. (Miller 2012). According to CASE (The Center for the Advancement of Social Entrepreneurship), the social entrepreneurship is the process of recognizing and resourcefully using opportunities to create social value and address the critical social needs. (CASE 2021)</p> <p>The aim of this research is to understand what the social entrepreneurship competences are and study social entrepreneurship from the first- and second-year students' point of view, but also create a practical guide for International Business studies. To see how teachers' knowledge reflects to student's views and knowledge about social entrepreneurship and its competences, it's been decided to send a survey to teachers from five international universities.</p> <p>This thesis collaborates with the Erasmus+SeinHE-project, that develops understanding competences regarding social entrepreneurship and develops education approaches in the five project partner universities.</p> <p>The thesis includes the theoretical and empirical parts. The theoretical part focuses not only on social entrepreneurship as a phenomenon, but also on understanding and identifying the social entrepreneurship competences. The empirical part is based on the qualitative method of data gathering and analysing. The research method used in this research is action research method and technique of thematic analysis is used to help to analyse gathered data from students' interviews and the Webropol-survey questions for teachers.</p> <p>The results of surveys and interviews showed that not so many students know about social entrepreneurship and its competences. The working-life related project, that will help students to understand more about social entrepreneurship and its competences is recommended. This thesis analyses the current situation and gives recommendations how to increase knowledge. Also, a practical guide for anyone interested in social entrepreneurship is created.</p>		
Keywords		
Social entrepreneurship, social enterprises, entrepreneurial learning, social entrepreneurship competences		

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1 Introduction

1.1 Background of the research

Entrepreneurship itself is a very well-studied subject and has different values for different people. According to Westhead, Wright and McElwee entrepreneurship is portrayed as a driving force through which companies become more competitive. It is a process of development and creating something new to get profit by taking risks. (Westhead et al., 2011)

However, the social entrepreneurship as a subject is not that well known. When talking about social entrepreneurship, people use the “social”-word concept broader than normally. Social entrepreneurship doesn't mean only social sector, social sector companies and measures that are only focused on the social disadvantages. Social entrepreneurship has many definitions (the definition of social entrepreneurship will be described more closely at chapter 2). According to Lowe and Klyver (2017) social entrepreneurship can be created in many different sectors, through activities in cultural and leisure areas, aid and development project aimed to help people in the third world countries or new businesses that aim to create better conditions for vulnerable groups. (Lowe & Klyver, 2017)

In this research, author will use the definition of The Center for the Advancement of Social Entrepreneurship, according to which the social entrepreneurship is the process of recognizing and resourcefully pursuing opportunities to create social value and address the critical social needs. (CASE, 2021)

This research is connected to Erasmus+SeinHE-project, that develops understanding competences regarding social entrepreneurship and develops education approaches in the five project partner universities. The main purpose of this research is to understand what the social entrepreneurship competences are and study social entrepreneurship from the first and second year students' point of view, but also create a development proposal for International Business studies. Since some students didn't have previous experience of social entrepreneurship, their knowledge and experience were taken into consideration during analyzing research data and creating development proposal. Gathered data also helped to understand how students would like to learn social entrepreneurship and are they interested in this subject in general.

1.2 Research methods and questions

There are three types of research methods: quantitative, qualitative, and mixed methods when researcher uses both quantitative and qualitative methods. To decide which of the methods is more suitable for this research, author made an evaluation of aims and main goals of this research. Qualitative research method was chosen, because this method is very useful in discovering people opinions and gathering deep understanding of specific subject. This research is qualitative in nature and conducted as action research.

To reach the goals of this research, the main questions were defined:

- How do students view social entrepreneurship and its competences?
- How to improve students' knowledge about social entrepreneurship?

To help these questions the sub question was provided:

- How do teachers' responses reflect to students views on social entrepreneurship and its competences?

The answers to the questions were gathered in the empirical part with the data from the target groups of teachers and students. The interviews and survey answers aim to provide rich information about different views, thoughts, and knowledge regarding social entrepreneurship and its competences. The interview and survey questions were prepared and structured to focus on the main theme of the study. The aim of the interviews and surveys is to find out how much students know about social entrepreneurship and what a critical points of teaching social entrepreneurship. The results of the interview part are recorded in audio and decoded after by the author of the study. The format of video interview was chosen to create confidence and trust between interviewer and interviewees. The survey questions aim to provide teachers' opinion and point of view regarding social entrepreneurship, but also help to analyze student's answers and get better picture of students' knowledge about social entrepreneurship. The teachers' answers also help to create possible development suggestion regarding social entrepreneurship studies.

1.3 The structure of the research

In chapter 1 author of this research described the background of the research, provided information about the objectives and research questions and methods. Chapters 2 included the theoretical part and literature review. It included the definition of social entrepreneurship, its competences, and social enterprises. In Chapter 3 author of this research went through the research process and methodology. In the next chapter author introduced the results and analyzed the gathered data. Chapter 5 included conclusion and discussion part of the research, but also reliability and validity of this research.

The structure of research process also is shown in figure 1, in which theoretical part is included in chapters 1 and 2, empirical part - chapters 3 and 4, and conclusion part is included chapter 5.

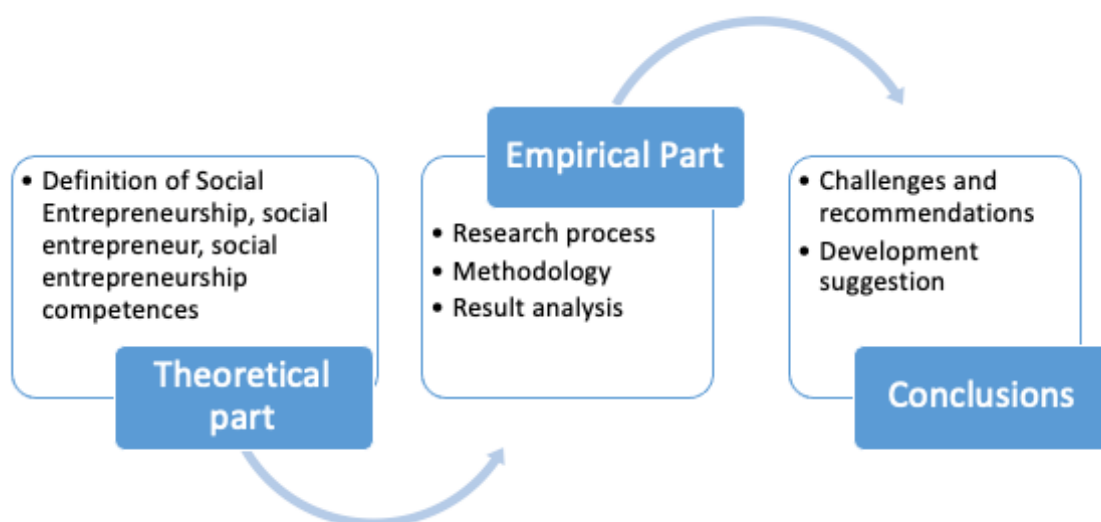


Figure 1. The structure of the study.

2 Social Entrepreneurship

This chapter presents more detailed definition of social entrepreneurship (SE) and its competencies. The definitions of social enterprise and non-profit organisations are also discussed in this chapter as they are close related to research subject.

2.1 Definition of social entrepreneurship

Social entrepreneurship is various and global phenomenon, however it's still relatively new.

There is not known exact date when social entrepreneurship-name was first mentioned. According to MacDonald and Howarth the first social entrepreneurship was possibly mentioned in 1665 during the plague (Black Death). During this time, when many people were unemployed, Thomas Firnin established a factory and provided a job for over 1000 people. The all profit were used for the charity purpose. (CSIP, British Council & CIEM, 2012).

In Europe the concept of social entrepreneurship, officially made first appearance in early 1990s, at the third sector. (Defourny & Nyssens, 2012). However, in United States, the first organisation that was officially promoting the name "social entrepreneurship" was "Ashoka". The founder of this organization William Drayton first mentioned about social entrepreneurship in earlier 1980s. (Ashoka, 2021) the Harvard Business School launched the "Social Enterprise Initiative" in 1993. The aim of "Social Enterprise Initiative" was using innovative business practice to operate sustained, high impact social changes. The Social Enterprise Initiative cooperate with non-profit, for-profit, and public sectors to share resources, tools, and knowledge. (Defourny & Nyssens, 2012)

Considering the practical experience, social entrepreneurship means a form of entrepreneurship, where entrepreneurs address the critical social needs and create social value. The social entrepreneurship, the social enterprises and social entrepreneur as a term and a construct are applied in research literature for different phenomena in various contexts.

The author of this research gathered different definitions of social entrepreneurship that are displayed in Table 1.

Author	Definition
Westhead, Wright and McElwee	<p>“...social entrepreneurship is an entrepreneurial activity with a social purpose”</p> <p>(Westhead et. al., 2011)</p>
Burn	<p>“...social entrepreneurship is a movement that can take many forms. It combines an income-generating activity with a social goal, including at the same time entrepreneurial fund-raising activities usually undertaken by charities. Not only that, but social entrepreneurship also creates social changes at a community level – which usually means volunteering work or community groups.”</p> <p>(Burns, 2011)</p>
Praszkier and Nowak	<p>“...According to Dees social entrepreneurs are agents, who are making changes in third sector by:</p> <ul style="list-style-type: none"> • Adopting a mission by creating and encouraging not only a private value, but also the social value

	<ul style="list-style-type: none"> • Identifying and developing new opportunities to achieve the mission's goals • Securing the process of continuous learning, innovation, and adaptation. • Being courageous without being limited by resource” <p>(Praszkier & Nowak, 2011)</p>
Mair, Robinson, Hockerts	<p>“Social entrepreneurship is practise that have a large number of activities: enterprising individuals who has money and energy to make changes; social enterprises that aim to add more for-profit motivation to the non-profit sector; non-profit enterprises that are reinvesting themselves.”</p> <p>(Mair et. al., 2006)</p>
Austin	<p><i>“Social entrepreneurship is innovative, social value creating activity that can occur within or across the non-profit, business, and public sectors.”</i></p> <p>“There are three key elements of social entrepreneurship: innovation, creation of social value and loci”</p> <p>(Mair et. al., 2006)</p>

Cho	<p>“...an institutional practice that combines financial objectives achievement with the achievement and promotion of substantive and terminal values.”</p> <p>(Mair et. al., 2006)</p>
Perrini and Vurro	<p>“...social entrepreneurs are those change promoters in society who develop innovation in third sector through the entrepreneurial quality of the idea. They are also able to demonstrate the quality of this idea.”</p> <p>“Social entrepreneurship is a dynamic process, that is created and managed by individuals or team, who is creating the social innovation with an entrepreneurial mindset and a strong need to achieve the goal, in order to create new social value in the market and community in a larger perspective”</p> <p>(Mair et. al., 2006, p.4-5)</p>
Bygrave and Zacharakis	<p>“...the term of social entrepreneurship infuse entrepreneurship with social value as distinct from the implied economic value”</p> <p>(Bygrave & Zacharakis, 2011)</p>

Table 1. Definitions of social entrepreneurship.

Factors that motivate the development of social entrepreneurship are usually social problems and challenges, globalization, environmental degradation, and economic challenges.



Figure 2. Social entrepreneurship motivators

A model of socially entrepreneurial intentions

For those, who would like to explore further the specific features of social entrepreneurship process, Mair and Noboa suggest focusing on one aspect such as intention formation. They propose a model of socially entrepreneurial intentions, which explains how behavioral intentions are formed and how they help to create a social venture (Mair & Noboa 2006, 125)

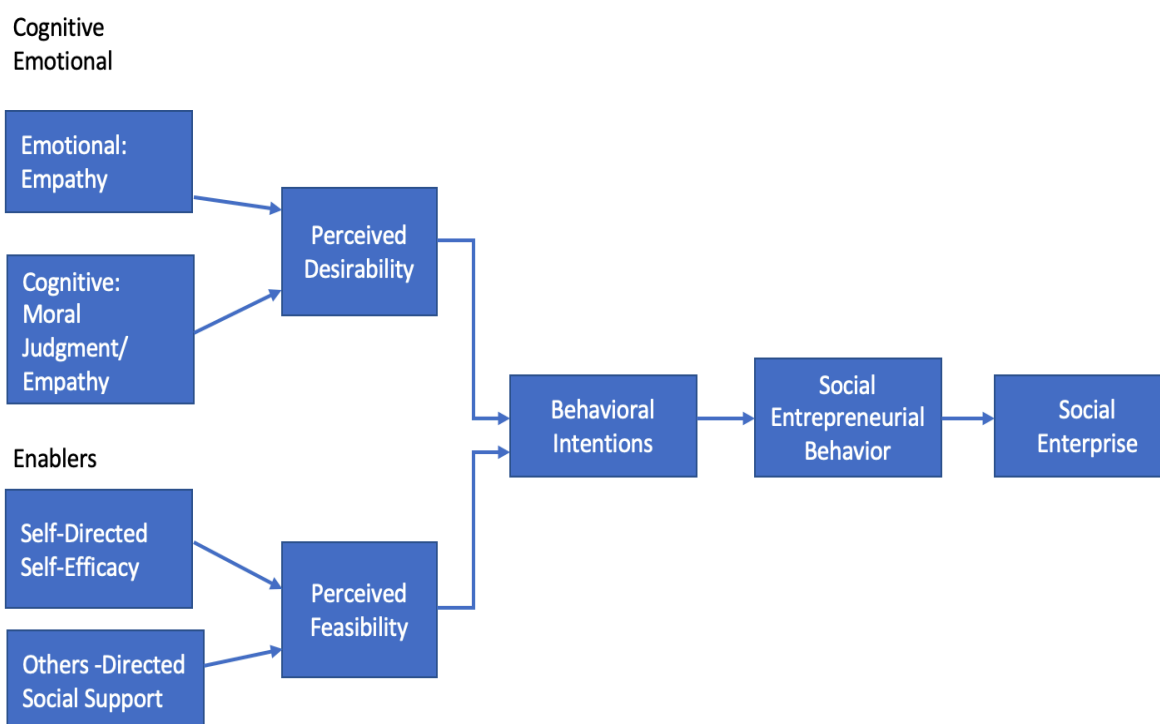


Figure 3. A model of social entrepreneurial intention formation (Mair & Noboa 2006, 126)

In their model, Mair and Noboa (2006) explain that intention to develop social enterprise starts from perceived desirability, which is affected by emotional factor such as an empathy and cognitive factor - moral judgement. Perceived feasibility also has part in developing social enterprise. The perceived feasibility is affected by factors such as self-efficacy and social support. According to Mair and Noboa everyone who has an empathy and moral judgment factors can start the social enterprise. However, the specific level of emotional and cognitive factors is required to activate the social entrepreneurial intention process. (Mair & Noboa 2006, 125-131)

2.2 Definition of social enterprise

A social enterprise has multiple definitions and forms, but in general it is a company that set up for social objectives. Social enterprises are often formed to point out on particular social or environmental needs. Some of sources describe social enterprises as a non-profit organization, that primarily focusing on social benefits rather than on growing profits, especially in social and health sector. However, social enterprises and their operations can be created around any social unfairness, such as well-being of the young generations, regional problems and needs, sports and education, or needs of special groups. (Sitra, 2021) Sitra-website mentions characteristics that are typical for social enterprises, for example the main purpose of social enterprises is to solve social problems and achieve socially beneficial goals and they mainly use profits to promote their business ideas and develop operations, that help them to achieve the goals. Social enterprises are also founded by people who cares about social and economic problems and would like to solve them. (Sitra, 2021)

According to Bygrave and Zacharakis (2011) social enterprises can be classified in four groups such as:

Group 1	Group 2	Group 3	Group 4
Imitative nonprofit organizations (for example churches, schools, charities)	Innovative nonprofit organizations (New Profic Inc. company)	Hybrid nonprofit organizations, that promote social value with earned income to support the mission (Museums, Linnanmäki amusement park)	Hybrid nonprofit organizations, that promote social value with

Table 2. Groups of social enterprises. (Bygrave & Zacharakis 2011, 120-121)

As Sitra, authors Martin and Thompson (2010) define social enterprises as business that conducts trade in the market in order to fulfil its social aims. The primary purpose for social enterprise is not creating a profit for its owners, instead achieve a specified social purpose. (Martin & Thompson 2010, 34-35)

According to IFF Research Ltd. social enterprises are enterprises that have social objectives, those enterprises prefer to reinvest their profits mainly for social needs in the business or community, rather than maximize profit for owners and shareholders” (IFF 2005).

The European Commission defines social enterprise as follows:

“Social enterprise operates in social economy and rather focus on social impact of organization than make profits. Social enterprise provides products and services for markets in an entrepreneurial and creative way. Social enterprise uses its profits to achieve social goals”

(European Commission, 2013).

The Organization for Economic Cooperation and Development describes social enterprise as

“...enterprise that operates under several different legal forms, mainly focusing on pursuing economic and social goals. Social enterprise usually aims to deliver social and employment services for disadvantaged groups and communities. Social enterprise also provides non-paid services (for example different community services) in education, culture and environment sectors.”

(OECD, 2014).

All those definitions above are very close to the general characteristics of social enterprise and seem to have have four common features such as social aim which must have a positive effect on the community and environment. Not only that, but social enterprises also provide services and goods for the market usually in an entrepreneurial and creative way to achieve social goals. Not to mention, certain extent also must be reinvested to maximize the accomplishment of social enterprise. Social enterprises depend on the

participation of stakeholders and other workers, users, and volunteers, who are personally involved in the activities of the enterprise.

(European Commission 2013).

The positioning of social enterprise between sectors

In spite of the fact that social enterprises mostly are defined as non-profit enterprises and for that reason are counted as third sector organizations, it should be mentioned that Austin (2006) describes social enterprises as social value creating activities that can occur within or across the non-profit, business, and public sectors. (Mair et. al. 2006, 4) According to that, the opportunities for social enterprise also exist, not only in third sector, but also in the private and the public sectors.

Defourny and Nyssens (2012) also admit that fact that social enterprise can be expected to have a special place, not only in third sector but also in private and public sectors. They are using Pestoff's model to describe social enterprise as a combination of various actors, each of which follows a certain principle. (Defourny & Nyssens 2012, 10)

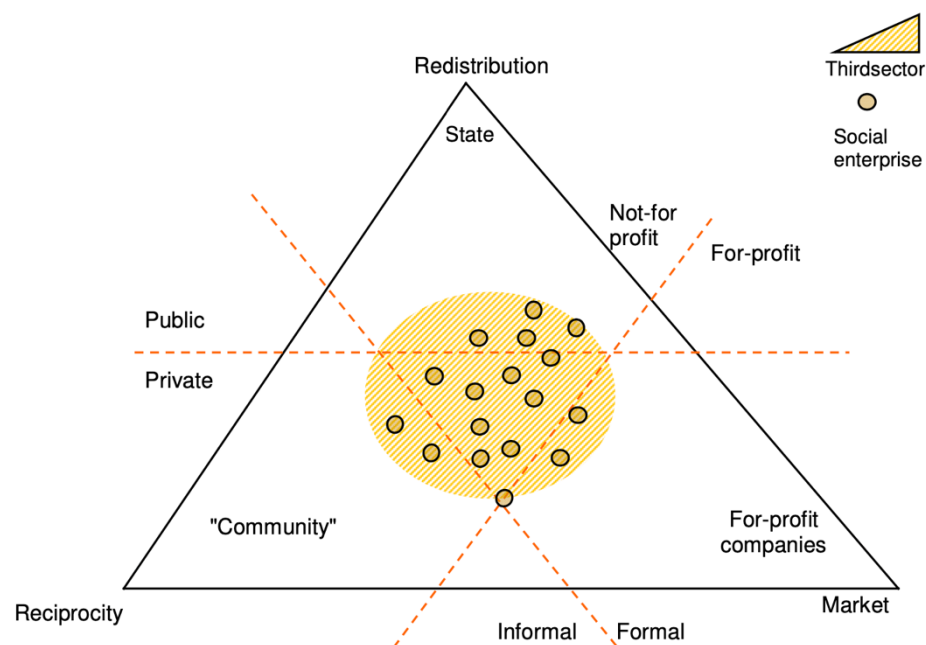


Figure 4: Social enterprise as a combination of various actors, logics of action and resources based on Pestoff's model (Defourny & Nyssens 2012, 10)

The figure above captures the three actors: state, for-profit companies and community; and their principles. The figure is also divided into not-for profit and for-profit companies, private and public, and formal and informal sectors.

The for-profit companies follow the market principle, which is the matching of supply and demand for goods and services and trade them through price. The state follows the redistribution principle, which means the production is handed over to authority, that receives a part of the production income and is responsible to distribute it to people. Community is so-called third actor, that follows principle of reciprocity. This principle is based on social bonds, for example, people care for each other and are voluntarily interdependent. A special form of reciprocity is practiced within household or family. (Defourny & Nyssens 2012, 10- 11)

As a part of the third sector, social enterprises are located in the middle of the figure. The dotted lines shows that sectors cannot be cut constantly, which means that social enterprises rely on all parts of the figure: market resources, sales of products or services, resources that based on redistribution, and on resources coming from households.

2.3 Social entrepreneurship in Finland

As it was mentioned previously, the popularity of social entrepreneurship has been increased in last years, yet it's still a relatively recent phenomenon. Many of social entrepreneurship practices have existed for long time and probably were known by different names but comparing to other countries the development of social entrepreneurship is still on its early stage in Finland. Many of the entrepreneurs who works to achieve social goals, create social values, and address the social needs don't even know or not sure if they belong to social entrepreneurs' group or not.

It's been noticed that meaning of term Social Enterprise is more often misunderstood with Social Integration Enterprise-term, which means social and professional integration of disadvantaged people. (Kostilainen, 2019)

The social integration enterprises create and develop different trainings and education programs, which are designed on person current potential. The aim of social integration

enterprises is to develop the individual potential. (FEBEA 2010, 14). According to Defourny and Nyssens (2012), this type of social enterprise dominates others across Europe since the mid-1990s. For example, Work Integration Social Enterprises (WISEs) are mainly focusing on helping low qualified and unemployed people, who has a risk to be rejected from the job market and integrating them into work and society through a productive activity. (Defourny & Nyssens 2012, 7).

According to CEO of Social Business International, Jonathan Bland, Finland has comprehensive law about social enterprises: the broader political framework is missing for organizations in Finland. These organizations are, for example, new cooperatives, associations, and foundations. According to Bland, Finnish Institute in London mentioned over 12,000 enterprises in Finland, that can be considered as social enterprises, that are not socially, but also ecologically orientated enterprises. Those enterprises, according to Finnish Institute, re-invest their profits to serve social and ecological goals. However, not all those companies describe themselves as a social enterprise. (Bland 2010, 98).

Sitra mentions two the best-known social enterprises in Finland, which are the Linnanmäki Amusement Park and Diacor Medical Services. The Linnanmäki Amusement Park is owned by the Children's Day Foundation and Diacor Medical Services are owned by Helsinki Deaconess Institute. (Sitra, 2021)

Social enterprises in Finland don't have any particular sources of funds. However, the significant growth of Finnish Social Enterprise-mark as well as growth of social and ecological enterprises indicates that popularity of social enterprises will continue increasing in the future.

2.4 Social entrepreneurship competencies

Since social entrepreneurship becomes more and more popular, the demand for its education has grown. However, according to Miller (2011) little is known about what competencies are required as social entrepreneur. Certainly, social entrepreneurs differ from other entrepreneurs when it comes to personalities. However, all of entrepreneurs share part of competences that are similar, or at least they need a wide range of competencies that are necessary to success as an entrepreneur. For example, Mair, Robinson and Hockert mention Schwab Foundation descriptions of social entrepreneur as a person who is able to identify and apply practical solutions to social needs by combining opportunity, innovation, and resources, but also develop new products or services, or create a new innovative approach to social problem. Social entrepreneurs create social value and share openly the innovations and deep understandings of the initiative with a view to its process of reproducing, they are not afraid to take a risk and are fully responsible to a group of voters in a specified area they serve. Not only that, but social entrepreneurs think creatively, use feedbacks to clarify and adapt the approach and have a vision, but also good-planned roadmap that helps to achieve the goal. (Mair et. al. 2006, 241)

In the article about the competences of social entrepreneurship Miller, Wesley, and Williams (2011) describe their research, in which they collected and analyzed the content of 77 social entrepreneurship courses at international universities in aim to identify and find out what social entrepreneur competences are needed. The authors also interviewed students and social entrepreneurship managers to get more clear data of their research. They identified 13 competencies that are most important in social entrepreneurship. Competencies are listed in Table 2 below.

Ability to build effective teams
Great management and problem-solving skills
Ability to measure consequences
Ability to lead and develop others
Good evaluation skills

Ability to identify social problems and create unique social impact
Ability to challenge traditional ways of thinking
Confidence in making decisions
Understanding moral obligations
Ability to pay close attention to social benefit rather than financial benefit
Cultural awareness
Ability to accept risk
Commitment to a collective goal

Table 3. Social entrepreneurship competences. (Miller et al., 2011)

According to Scott Sherman (2011), social entrepreneurs are true leaders who are not afraid to take initiative and are able to solve any problems instead of complaining if things go wrong. They are optimistic and have confidence and clear vision of what they are doing. Sherman emphasizes, that social entrepreneurs should have a strong ability to focus on themselves and their actions, thoughts, and emotions. They should be able to recover quickly from any kinds of difficulties, challenges, and failures. (Sherman, 2011)

“When things fall apart, social entrepreneurs stay calm and perform better under the pressure. They see failures as valuable feedback and chance to develop. Social entrepreneurs can see new possibilities in many things and think in unusual ways. They see connections and patterns where few other people would imagine. Last but not least, social entrepreneurs have excellent social skill. They easily connect with others and build strong relationships.”

(Sherman, 2011)

3 Research process and methodology

This chapter describes the empirical part of this research. It gives an overview about research process and what steps were taken to reach the objective and how used data was collected and analysed.

3.1 Data Collection

At the beginning of the research, author of this research had to decide the target group of this research. As a second-year master's student who never heard before of social entrepreneurship, author was curious to know how much other students know about social entrepreneurship and what competences are needed to become a good social entrepreneur. It has been decided that the target group of this research will be second- and first-year Finnish student.

The primary data was collected through interview and survey by using the data collection templates, that were also created by the SEinHE project. The author produced parts of data collection for the project while planning also own study and new perspectives to the topic. In addition to these datasets, the author of this research also used her own created survey to get more data from students. Both interview and surveys contained both closed-and open-ended questions. However, in this research the author decided to focus mostly on open-ended questions' answers.

It's been agreed to use the semi-structured interview, that included a set of questions that allowed easily communicate with interviewees. First online interview via Zoom was conducted on June 10th, 2021, with a first student group. Second interview via Zoom was conducted on June 12th, 2021, with the second group of students. Both interviews duration was approximately thirty minutes. The goal of the interview was to understand how much students know about social entrepreneurship and do they know what competencies are needed / are important in social entrepreneurship.

After interviews, author continued gathering information from students. The survey for students was sent via e-mail and it was a structured interview type. The qualitative survey for students consisted of 5 questions about social entrepreneurship. The qualitative survey questions were made to be simple and easy to answer.

To see how teachers' knowledge reflects to student's views and knowledge about social entrepreneurship and its competences, it's been decided to send a survey to teachers from five international universities.

The survey for teachers was carried out with Webropol online survey program. The questionnaire was sent via email to five universities entrepreneurship teachers and total number of respondents was 106. The e-mail included information about main purpose of the research and surveys.

The survey consisted of 10 questions and had mostly open-ended questions, that allowed respondents to answer in open text format. That means that answers were based on teachers' complete knowledge and understanding. This method helped to get more accurate information regarding social entrepreneurship and its competencies. The author of the research decided not to use all surveys question in data analysis part, only those that are related to social entrepreneurship and its competencies.

The 27 respondents were from Lithuania, 18 from Belgium, 31 from Cyprus, 15 from Latvia and 14 respondents were from Finland.

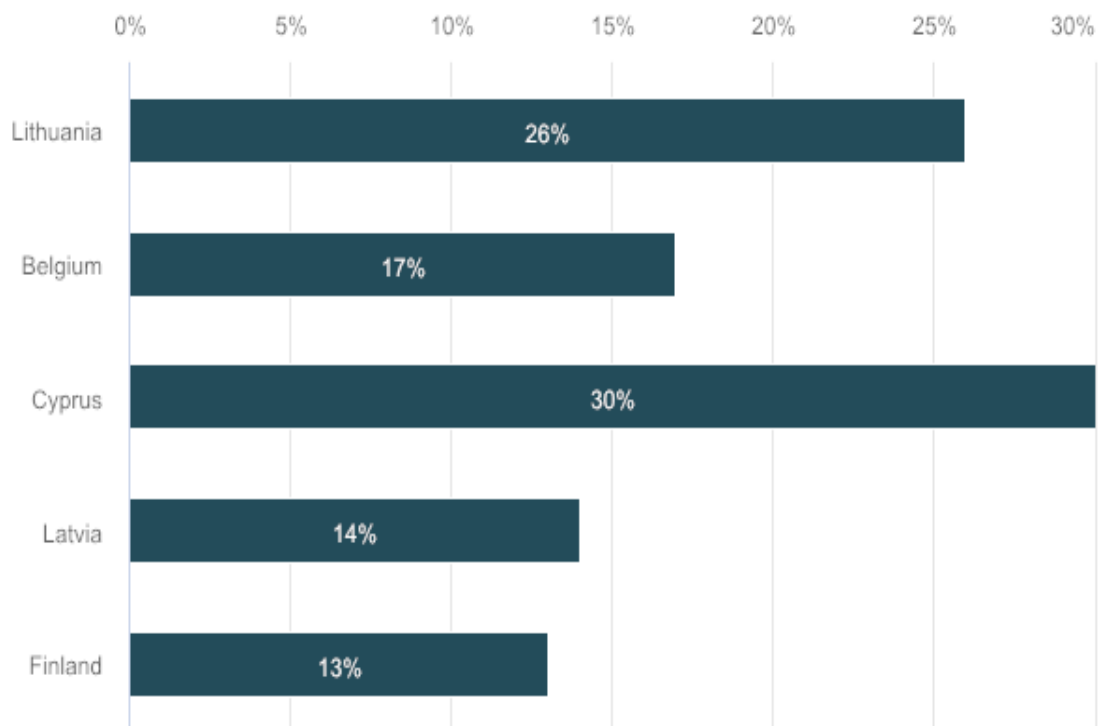


Figure 5. Amount of respondents

Another question to teachers was in what disciplines they are teaching entrepreneurship?

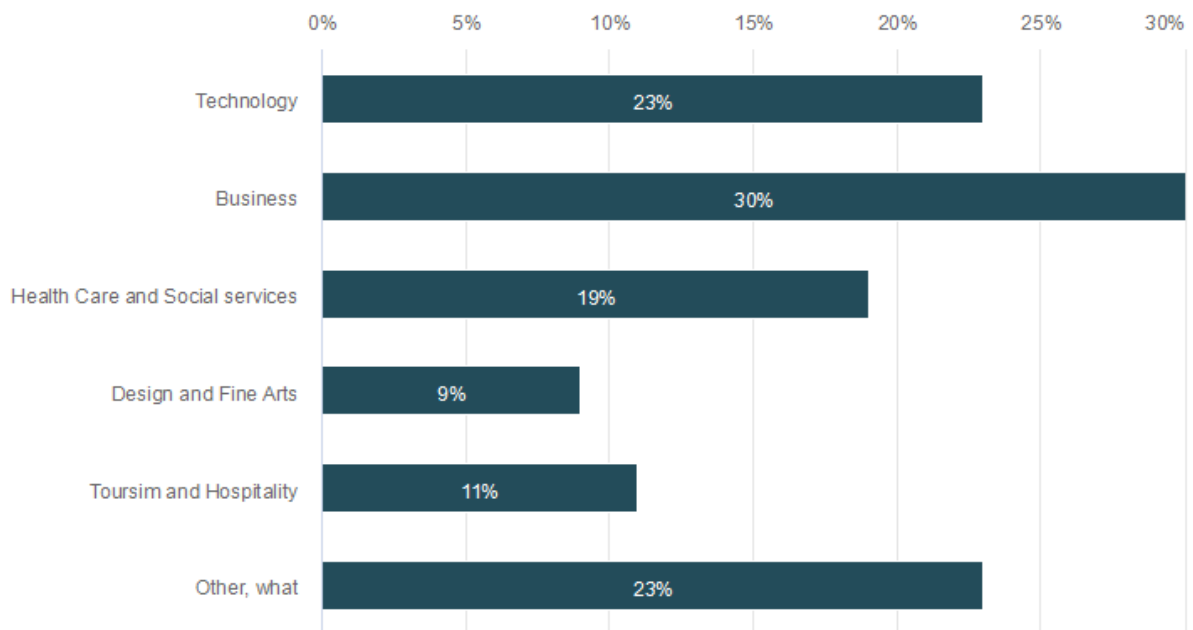


Figure 6. Teaching disciplines.

A majority of respondents (31 respondents, 30% were teaching business, other disciplines were technology (24 respondents, 23%), health care and social services (20 respondents, 19%), tourism and hospitality (12 respondents, 11%) and design and fine arts (9 respondents, 9%)

The other disciplines (24 respondents, 23%) were Education, Business English, Linguistics and translation, COIL about intercultural competencies, social sciences, Law, Philology, Psychology, ICE cube entrepreneurship. However, there were few teachers who answered that they are not teaching entrepreneurship.

Both surveys for students and teachers included open answer-parts where respondents could comment on their answers and give suggestions regarding developing social entrepreneurship studies. The participants were free to give their own opinions overall about the subject.

3.2 Research method

As been mentioned in chapter 1.3, this research is qualitative in nature. Qualitative method of research is useful for answering research questions “how” and “why” things are happening. In qualitative research, a researcher is concerned with the qualitative phenomenon and interested in human behaviors and opinions. (Kothari, 2004)

In this research qualitative method helps to analyze and understand students’ knowledge of social entrepreneurship phenomena and its competences. The gathered data provided the detailed information of students’ knowledge, but also helped to create a practical guide for future studies and those who is interested to know more about social entrepreneurship.

QUALITATIVE RESEARCH

FOCUS OF RESEARCH	Quality or meaning of experience
RESEARCHED INVOLVEMENT	High: researcher is participant
RESEARCH PURPOSE	Understand, describe; theory building
DESIGN CHARACTERISTICS	Flexible, emergent
SAMPLE SIZE	Small
RESEARCH DESIGN	<ul style="list-style-type: none"> • Often uses multiply methods • Consistency is not expected • May evolve or adjust during the process
PARTICIPANT PREPARATION	Pretasking is common
DATA COLLECTION	<p>Researcher as instrument</p> <p>Open-ended surveys/interviews</p>
DATA ANALYSIS	Human analysis following human coding

	Nonquantitative analysis
	Ongoing during the project
PHILOSOPHICAL ROOTS	Interpretivism: the research aims to develop understanding through detailed description.

Table 3. Cooper & Schindler P, 2011

The qualitative research process starts with identifying the research problem. Next step in qualitative research is understanding and clarifying the research questions.

After clarifying the research question next phase in qualitative research is designing data collection methods and gathering data. The data collection techniques, used in qualitative research are interviews, surveys and group discussions. The qualitative research process is described in Figure 5.

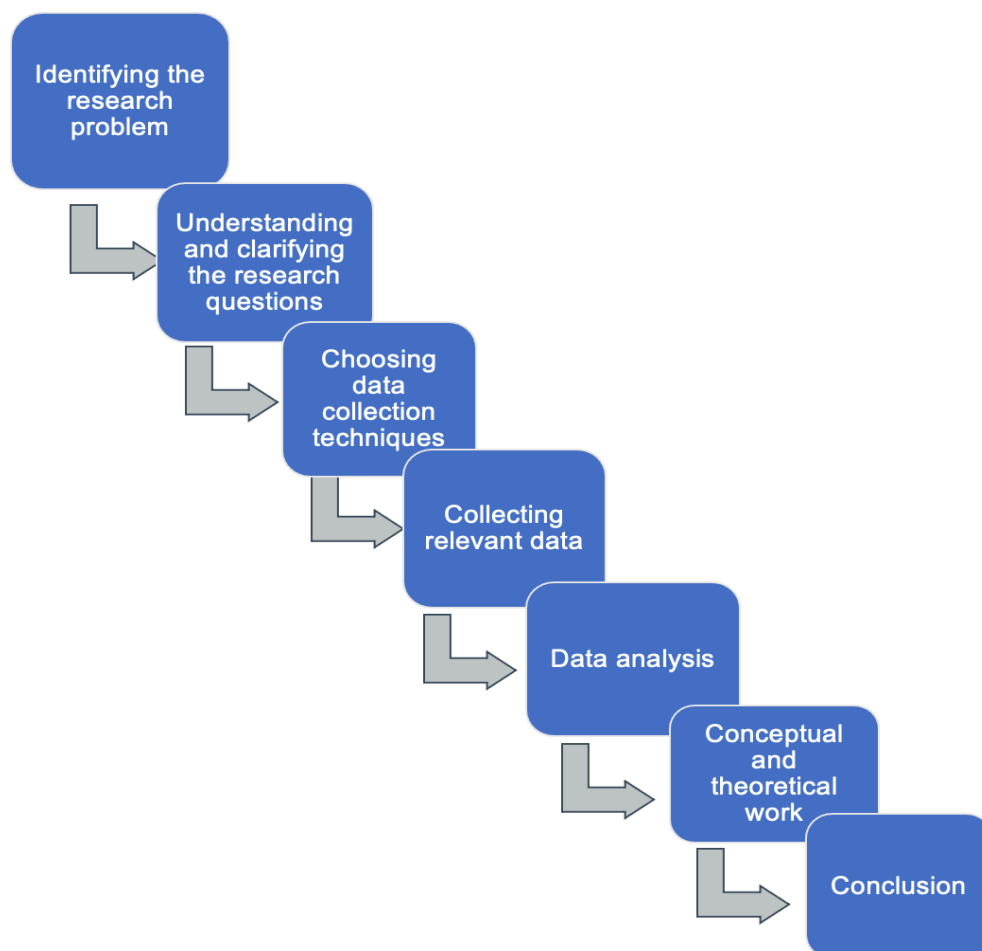


Figure 7. Qualitative research process

3.3 Action research method

At the beginning of this research the author planned to use only qualitative method and thematic analysis to analyze the gathered data. However, during interviews author of this research noticed that students don't know much about social entrepreneurship, which changed the idea of this research. Author decided to use action research as a research method, to not only generate theory about issue but also help students to know more about social entrepreneurship. That's how author came up with an idea to create a social entrepreneurship guide.

McNiff and Whitehead (2011) describe action research as a one of professional learning forms, that helps researcher not only generate theory about learning and practice, but also gives new ideas and helps improve the researched problem. (McNiff & Whitehead, 2011). The process of action research is illustrated in figure 6 and explained in more details under the figure.

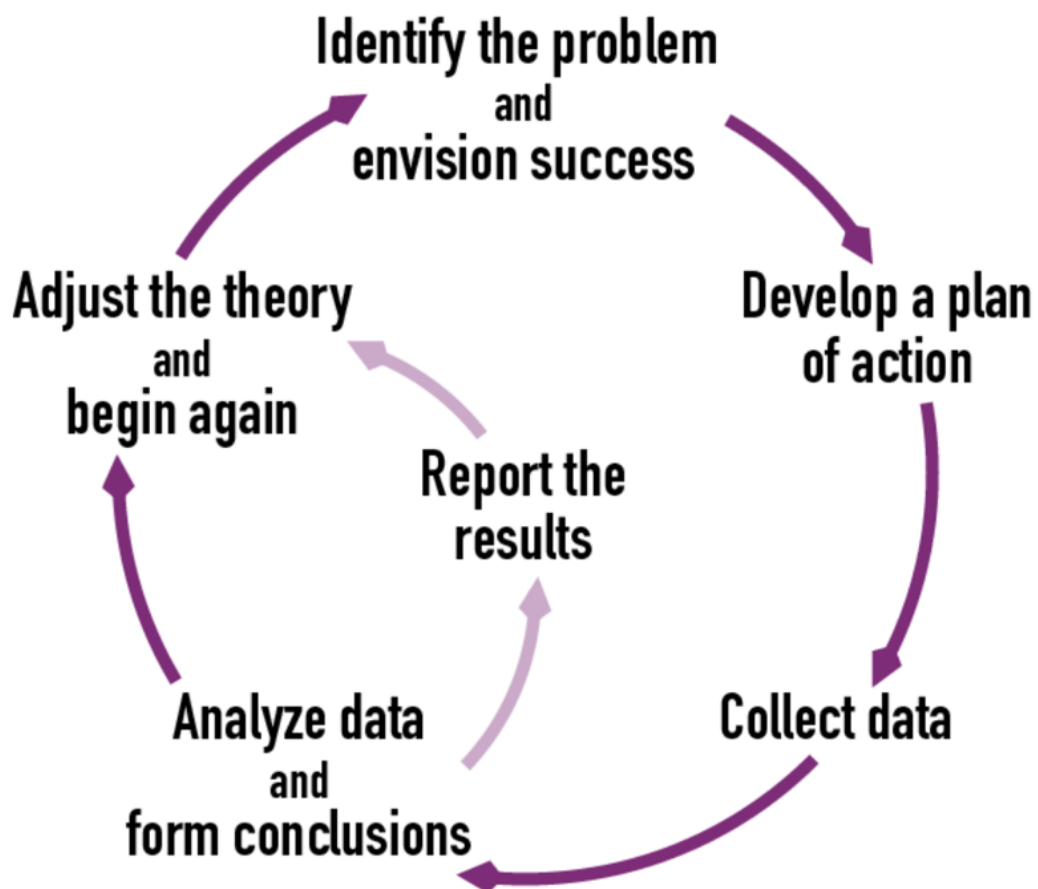


Figure 8. Action research process (The Creative Educator 2021)

Action research usually goes through more than one research cycle, preferably consisting of two, three or more cycles. The study utilised the method of action research, with 4 research cycles, that are described in table 4

<p>Cycle 1: Planning the research</p>	<ul style="list-style-type: none"> • Identifying the target groups of the research: students • Understanding the topic and literature review • Designing the surveys and interviews questions for students and teachers
<p>Cycle 2. Collecting the data</p>	<ul style="list-style-type: none"> • Collecting the data: the interviews, sending surveys to the students
<p>Cycle 3: Analyzing the results</p>	<ul style="list-style-type: none"> • Analyzing the results of surveys and interviews by using thematic analysis. • Getting the idea to create a social entrepreneurship guide to help students and other people, who are interested in social entrepreneurship, to get basic information about social entrepreneurship and its competences.
<p>Cycle 4: Reflecting the results</p>	<ul style="list-style-type: none"> • Reflecting on the results and the implications of the results. Create the first version of the guide. Sending the guide to teachers and students for evaluation. Making changes in guide.

Table 4. Action research process

3.4 Data analysis of the research

According to Silverman, the gathered data can be analyzed by observing, analyzing texts and documents, and recording and transcribing. (Silverman, 2014, p. 11)

To come up with finding, the author of this research decided to use the technique of thematic analysis in this research. It is a flexible and widely used method that helps researcher to focus on the data.

The thematic analysis involves readings through a data set (for example, the collected data from the interviews should be first transcribed into text data), not only that but also thematic analysis identifies, organizes, investigates, and offers the insight information across the gathered data. After that the gathered and transcribed data is used to create themes. The main idea of thematic analysis is to help researcher to see unique and idiosyncratic meanings and experiences of the research. But also, to understand people's views, knowledge, experiences, and opinions. (Braun & Clarke 2012.) Thematic analysis also describes an iterative process as to how to go from messy data to a map of the most important themes in the data. According to Braun and Clarke the process contains six steps (Braun & Clarke 2012.):

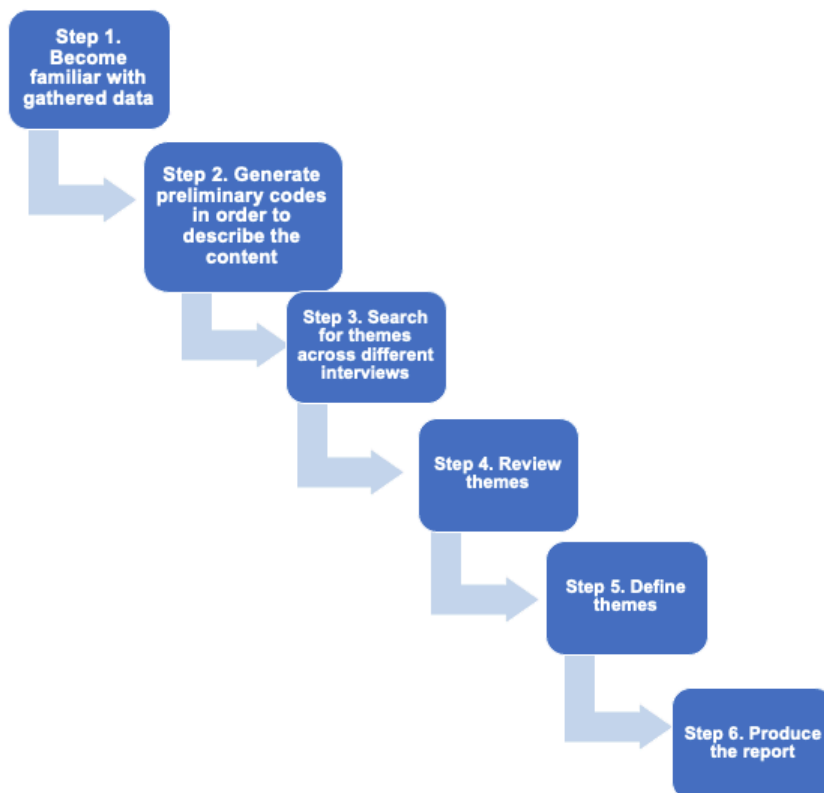


Figure 9. Six steps of thematic analysis

Just like other types of analysis, the thematic analysis also involves some risks, which are, for example, the risk of missing some nuances in the data or being too subjective and rely too much on researcher's judgement.

The thematic analysis has several approaches: inductive, deductive, semantic, and latent. The inductive approach starts with collecting an empirical data and creating a research question. After that, the information, gathered from the interview, determinate the themes and theoretical part.

The deductive approach instead, involves a set of themes that are formed from the theory or existing knowledge of the subject. These themes guide the data collection and its analyzing. (Caulfield, 2019)

The semantic approach identifies themes just using the information gathered from what interviewees say, ignoring other data. (Crosley, 2021)

The latent approach focuses only on underlying meanings and rather looks at the reasons for semantic content. (Crosley, 2021)

Since the surveys and interviews were conducted before deciding the theoretical part of this thesis, the inductive approach of thematic analysis was used in this research. The gathered data was analyzed in Webropol and transferred to Excel.

The next step was creating codes and classifying the important data. After that the codes were interpreted and combined to form themes. In this research, the coding was implemented by hand. The created themes aimed to help to answer the research questions and identify students' knowledge and motivation regarding social entrepreneurship. The gathered data findings are shown in the next chapter.

4 Results

This chapter presents the results of qualitative surveys and interview that were conducted for teachers and students. The results have been presented and discussed in the form of themes.

4.1 Survey for teachers

As mentioned before, the qualitative survey was overall sent to 106 teachers. Teachers' answers aimed to help to understand what competences are needed in social entrepreneurship. Some answers were deleted since they weren't related to social entrepreneurship and author picked the most relevant answers.

Theme 1 – Meaning of social entrepreneurship

The one of the questions that was asked was: "What social entrepreneurship means to teachers".

"For me social entrepreneurship means improving the quality of life and wealth of communities through economic action."

"it's kind (or approach) of entrepreneurship with the aim of solving some social problem"

"Social entrepreneurship means more objectives focused on society"

"Social entrepreneurship means Working together with people who have certain needs or a limitation of working. E.g. workless people who want to work, but miss certain skills or someone with disabilities."

"Innovation, creation development of new ideas and products in a social context. Making impact for people (with disabilities, problems) in a social context."

"For social entrepreneurship are entrepreneurs who go for social impact, who wants to make societal, ecological changes. Impact and consequences on society and nature have a critical weight. Here I also assume

that the money that people earn or receive (through sponsorship, investments, ...) is dealt according to ethical rules."

"Social entrepreneurship is still making sensible and interesting offerings and sensible business, but it takes social improvement into account (e.g. providing work for disabled people or other discarded groups, promotes equality and well-being for all) "

"For me social entrepreneurship means recognizing the social problems and achieving a social change by employing entrepreneurial principles, processes and operations."

"Focus on social goals and not primarily on making a profit. Searching for solutions that have an impact on people and the environment."

"Making better life for those who in need today."

"Social entrepreneurship is a way to increase social cohesion and to create opportunities for social/environmental changes on community level."

"I think it is meeting the needs that create value for investors and community with additional social benefit."

"It means supporting the less fortunate potential employees by offering them opportunities to contribute and learn in workplaces, it's enhancing their capabilities in participating real life by learning by doing."

"Something related to the common good of society."

"Social entrepreneurship means that somebody works is an NGO and tries to solve/improve different social issues"

"Something about business in the society"

"For me social entrepreneurship means something related to business and the market within the society"

To summarize the theme 1 of this research: many teachers pointed out that social entrepreneurship means social business, that focusing on social aims and society improvements. However as seen from the answers, not so many teachers could give a better description of social entrepreneurs, which leads us to next questions: Do teacher have enough knowledge about social entrepreneurship and how it might affect students' knowledge as well?

Theme 2 – Teachers' views of social entrepreneurship competences

Next question that was asked was: "What competencies are needed/ important in social entrepreneurship?"

"Knowing how to listen, how to talk, how to be dependable. Best way to teach is through apprenticeship."

"Seeing the big picture, what affects what. Focus on people"

"Creativity, communication, management and financial skills"

"The competence to lead people in different ways and know their capacities and how they can grow. On the other side how to manage a business."

"You need to understand the society and how it can be changed."

"For social entrepreneurship you need to be closed to the society. You need to understand the social problems and provide solutions."

"Creativity, spotting social problems, innovative"

"Smart, innovative, creative, socially sensitive"

"Empathy and social skills. You can use some exercises that develop an individuals' ability for empathy and compassion. These exercises aim to

learn to notice the needs of others and to develop the ability to communicate with others on an emotional level.”

“Innovative mind set with very strongly expressed social and environmental awareness; ability to hear other persons.”

“Adaptability, analytical, creative, empathy, responsibility”

“Creative thinking, problem solving skills, courage to take new challenges, co-operation in a team skill. It could be teach using active teaching methods. Of course, is very important to encourage and inspire students to learn in creative, cooperative way.”

“Social entrepreneurship requires empathy skills, social personality orientation, altruistic tendencies, purposefulness, developed logical thinking, basic economic and legal knowledge, as well as digital technology skills, knowledge of foreign languages.”

“The most relevant competences in social entrepreneurship are social sensitivity, social communication and interpersonal communication. They should be taught using online methods.”

“Being creative, having new ideas, innovative ideas, bringing about change but in the social context. They should be taught using methods that students are actively involved in the lessons.”

To conclude theme 2 of this research: Many teachers named creativity, good communication skills, leadership skills, being innovative and empathy as the competences that needed the most in social entrepreneurship. Some teachers also mentioned how those competences should be taught. For example, the methods that were mentioned the most were face-to-face teaching and collaborative methods. Next theme question provided more information about teaching methods

Theme 3- Teaching methods

The question presented to teacher was: What kind of teaching methods do you prefer for entrepreneurial learning and why?

"My teaching methods are based around encouraging students to think independently. I have no idea what 'entrepreneurial learning' is and how it differs from other forms of learning."

"1) learning from real-life cases (reading, analyzing)

2) students' own projects (creating novel business concepts: teamwork, reading, discussing, presenting)

Why: Teamwork teaches cooperation skills and provides a natural platform for practicing both spoken and written communication in a (near) authentic work-life setting. Focusing on the topic (content) instead of only the language activates the brain: using the language for a purpose, to find the necessary information and to communicate a message."

"I prefer problem-based learning because it's easier for student to understand"

"I prefer that students learn by doing even a virtual way to understand the attitudes and behavior that is important. Problem solved learning 70% in group 30 % individual. Because I believe in learning in interaction. I use the triple learning loop during my courses"

"I think project work is the best method..."

"Projects, because it allows us to break free from overly strict guidelines and structure. We provide just enough framework so that students have tools to brainstorm and think out of the box"

"I prefer participatory methods of teaching because learners participate in the learning process"

"I prefer small group teaching because it is easier to communicate with all students"

"Collaborative approaches because in the department of education we use this kind of teaching approaches"

"I prefer systematic learning because students study every day and learn the material better"

"I prefer online methods of teaching because my students can study independently at any time of the day or night."

"I prefer teaching methods that give the opportunity to learners to interact with each other"

"I prefer problem solving methods because they give the opportunity to those involved to think critically."

"I prefer using online methods because I can work from home"

"I prefer traditional methods because I have better interaction with me students."

"The methods I prefer for entrepreneurial learning is collaborative methods because students interact with each other and with the instructor."

"I prefer student centered approaches because in this way students learn better, and knowledge is permanent."

Theme 3 question was: "What kind of teaching methods do you prefer for entrepreneurial learning and why?". Most of teachers answered that they prefer traditional methods of teaching such as discussions, lectures, and online methods. However, some teachers mentioned that to learn social entrepreneurship and its competences, the best way to teach it would be collaborative approach, when students will work with each other to

achieve their goals. Another way would be meeting the entrepreneurs, hearing their stories and learn from real-life cases.

4.2 Survey and interview for students

The qualitative surveys were sent to participants via e-mail. The survey for students consisted of 5 questions. The e-mail included information about main purpose of the research and surveys. As mentioned before, the qualitative survey was overall sent to 10 students. First online interview via Zoom was conducted on June 10th, 2021, with a first student group. Second interview via Zoom was conducted on June 12th, 2021, with the second group of students. Both interviews duration was approximately thirty minutes. In this chapter author will analyze answers of survey and interview together. Some themes of this analyze will be the same as for teachers.

Theme 1 – Meaning of social entrepreneurship

Theme 1 included three questions:” Have you ever heard about social entrepreneurship? If yes, what do you know about it? If no, would you like to know more about it?”

Survey:

Yes, what do you know about it?	A kind of entrepreneurship aims to solve the social problems.
Yes, what do you know about it?	I think it's a good thing
Yes, what do you know about it?	I know Linnanmäki is social entrepreneurship.
Yes, what do you know about it?	It's a business related to social problems
No, would you like to know more about it?	Yes
No, would you like to know more about it?	Yes
No, would you like to know more about it?	Yes
No, would you like to know more about it?	Yes

Interview:

Interviewee	Responses
1	No, never heard.
3	I don't think so uh I'm not sure if the term is a bit different in Finnish language. If I would know it in finish like this quickly but basically at the moment, I would say no
2	For example, I would I classify my employer HOAS - the student fund-raising I mean student housing foundation as one's social enterprise so would that be approximately one example?
4	you take my example HOAS
3	I might say a third sector enterprises that do some a work with different kind of aims for example maybe SOSTE? I think it's an association, but I think they are training people as well. But I'm afraid they are trying to make profit though.
5	No, I have personally not heard about it too much, but I know that it refers to activities in which these models are utilized to achieve societal goals.
6	yeah, same I didn't. I don't know much about it.

Theme 1 provided information do students know about social entrepreneurship and would they like to know more about it. The majority of the interviewees couldn't give a clear answer to what social entrepreneurship is, which leads us to conclusion that the social entrepreneurship is a quite new concept for students. However, during interviews and regarding survey answers, students were curious to know more about social entrepreneurship.

Theme 2 – Social entrepreneurship studies.

The question of theme 2 was: Have you studied social entrepreneurship during your studies?

Survey:

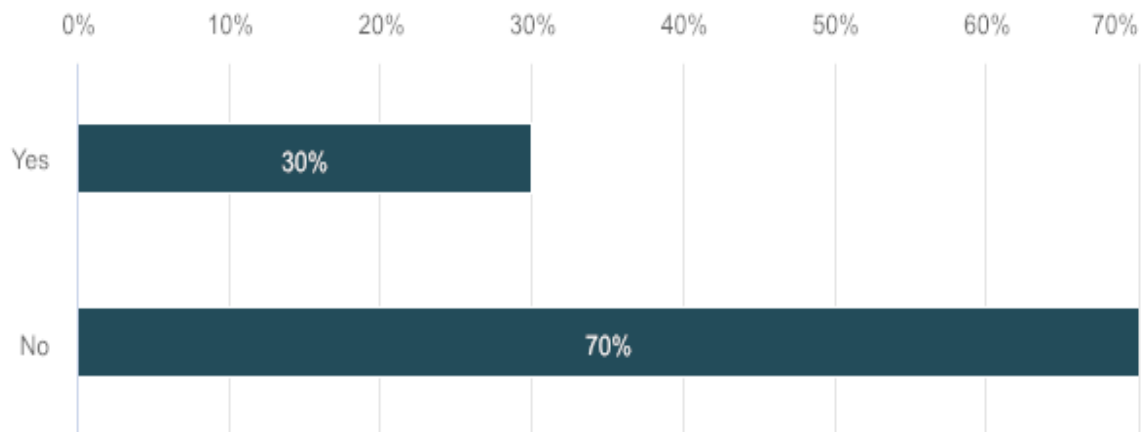


Figure 10. Students experience of social entrepreneurship.

According to survey answers only 3 students (30%) of 10 answered that they studied social entrepreneurship during their studies.

Interview:

Interviewee	Responses
2	Well, it's kind of. Depends how you see it but I would say yes a little, because our whole BBA marketing students know that we are making a Co-op when we first began our studies and then we use marketing Co-op of the whole three or four years of studies. And every kind of project we do they can be from anything from kind of helping the possibility of Lappeenranta from small businesses and everything from between so I would say that one of those projects could be easily classified as social enterprising or also if you take to ask all the money goes back to the oh so the action so to speak so I'd say a little but it's not purely about all social entrepreneurship thing

1	I was going to say no at first but after what person 2 said, I'm kind of convince a little too yeah. It has some aspects of (social entrepreneurship) I'm sure same for here. After the speech it's same for the reset of studies.
4	Person 1 and person 2 got my words in my mouth. I'm not sure if I remember right but I don't have anything add.
3	about studying the issue, I don't think that we have gone through that area in the in the masters' studies in general.
5	I'm only first year student so I have not yet been studying it.
6	me neither

Only 3 students of all mentioned that they have studied social entrepreneurship during their studies. Some of students, especially first-year students mentioned that they have not yet been studying social entrepreneurship. During interview students weren't sure did they even studied social entrepreneurship. Uncertainty with this question could be interpreted that students don't have enough knowledge about social entrepreneurship. That's why it's hard for them to tell do they studied it or not.

Theme 3 – The importance of social entrepreneurship competence

The question of theme 3 was: “In your opinion what kind of competences are needed for social entrepreneurship?”

Survey:

Leadership skills? Creativity, self-confidence
Good explanation to show people the exact problem. Good at educating and leading social to know and support the enterprises.
Reactivity and autonomic
know how to build a business plan how to peach a project how to organize tasks how to search for partners/suppliers
Understanding of social structure in society in different countries and cultures and knowledge in business. Some experience in that field would be good.
Comprehensive and flexible
Leadership, courage to take a risk, working well under pressure
Social skills, interested in what you are doing, finding social issues important
Leadership skills, critical thinking, creativity
Strong personality, being innovative, social skills, great leadership skills

Interview:

Interviewee	Responses
3	You must have an internal fire to get to your goals and be ready for disappointments but still go on.
1	Freedom of choice
2	Ability to take responsibility
4	Experience of international aspects

Not all interviewees could answer to this question. However, most students pointed out competences such as leadership skills, ability to take responsibility, creativity.

Theme 4 – Studying methods

The theme 4 question was: “What is the best way to study social entrepreneurship?”

Survey:

I think practice is the best way to learn
Logical thinking and presentation. Good talking and convenience talks
Through field work to have real experience
by learning it on your own project
For some it is enough to study in school about it, some learn better through experience. Teaching from basics how business is built and giving the knowledge how to research for it is a good start. Having someone professional from entrepreneur business telling and showing how it works I think would be good.
Learning by doing, projects
By practice, some projects

By practice.
With traditional teaching methods
Collaborate with social enterprises, face-to-face teaching

Interview:

Interviewee	Responses
4	it depends on the what is study, what is needed to study so: group will be a lot better in my opinion -if it something like math and something like that. If it is something like something else is maybe alone. It depends on what are you studying, what we are going to study.
2	I prefer studying group every time. it's much easier and more allowed to research other peoples you can ask if you have something on your mind
4	Same, but it's important that the group that you're studying is a really motivators. when there is a too many distractions or some people that don't concentrate - it affects the whole group and then it doesn't work but usually in a group I study a lot better.
1	I'm kind of in between: for me studying the subject in groups or alone is not a question but I have technique which I've been using since high school and it's like try to learn the topic in a way that you could teach it to 3rd grader. so every time it's doesn't matter if it's a let's say something about Facebook or other marketing subjects or even a language or math class I've tried to kind of in my head to think how I would deal with this job because once you are kind of able to find the base already kind of been able to talk about subjects or let's say 50 minutes it most likely already is offensive enough to kind of use it in a test or in actual

	<p>working conditions so that's more like how I look at the whole studying stuff. but if I can like choose and I like to use new work with one or max two people for the same reasons that everybody else here said no distractions, but also someone to ask questions and no but yeah that's kind of everything summarized.</p>
3	<p>I'm not sure. There can be a difference whether you are studying the bachelor or masters it's 20 years since I graduated from my bachelors and when you study you know in adult group it's very motivated usually and people don't have time to just chat or have time to do other things then then studying and working at the same time. so that might be a difference. And I started studying last fall so that means that the covid situation has made us studying in a group impossible so all our lectures have been and our group works have been remotely done by zoom. and I would prefer that I could meet my fellow students and stay in the same left room so that I could connect with other persons as well so because that's important aspect of studying that you get that super emotional and other kind of support that you know that you're not struggling alone at in your own living room or studying room but I think that there is ..I'd like to have the lectures in the lecture room. As someone said that it's important to get the information what is needed, what you have to reach in the course and the group works that we do, we do actually group work in every course that we take in the masters , and sometimes it's difficult to find the times to do the group work or their groups are too big and usually there are no distractions or r that people are not motivated, but the fact that everyone has other issues as well like working and children and etc. that time to find to work together it's it not the easiest. But I think that all those ways to study or supporting the learning if you find the idea what they are trying to make you reach with those ways but yeah two big group is not a good in the level either.</p>

5	I would like to have like both so study by myself to especially to go through the new information and then repeat then go through that again in the group so kind of what I have learned stays with me and then preferably in class, there is an environment made for study.
6	yes, same I like to study alone but also I like to study in groups that you can discuss what you have learn and perhaps help

Theme 4 provided information on how students would like to study social entrepreneurship. The majority of students answered that group study and learning by doing (projects) is the best way to study social entrepreneurship. Studying in group will help students to discuss about subjects and help each other. Also, one of the students mentioned that the teachers' role is important in such kinds of studies.

Theme 5 – Teacher's role

In theme 5 students were asked about teacher role in studies.

Survey:

The role of a teacher is very important especially when you study entrepreneurship.
The teacher should have to understand well the social problem and should be a positive person.
Important
Someone who already done social entrepreneurship and guide you more than teach you in a project.
I think it is important, that someone who knows how said form of entrepreneurship works and how it is managed, makes it easier to study.
They will give us advice and also experiences during their time of working
Very important. It's also good to have someone who has an experience in social entrepreneurship

Important.
Very important.
Helpful and important.

Interview:

Interviewee	Responses
4	I think experience is pretty picky for this task this kind of things and that makes listening for some who was done lot of things with social entrepreneurship so yeah, I think it's pretty cool role in my opinion.
2	I see that the teacher does have a big role so he can give guidance to right direction um if I'm understanding this subject uh right, I feel like a social enterprise it's easy to go to wrong direction like from the yeah go to wrong direction so the teacher have a big role in a guidance.
3	I do agree with the others that the teacher needs to have their own they need to be experienced in the issue that probably working with the same kind of company or some project before teaching it and really know the aspects and precisely you are doing the you're trying to gain some economical aspects but at the same time doing some good, so you need to be really precise what you are doing and teach it the correct way that people do understand what is their ethical and strategy aims for their whole company and whole thing. Because as I see that it's not only it's there the ethics have big role in that an ideological thinking

1	yeah, I think that's it's important that teacher has some references on each own works or a job titles so he can tell how he's done those tasks in his work life and can coach the others.
5	I think it's very important that there's somebody that knows about it and can support you in your while you're studying it.
6	yeah, it's good thing that uh you have someone who guides you and give you support.

All students agreed that teacher's role is very important in social entrepreneurship studies. Majority of students pointed out that teacher should have an experience in this field and can tell students how social entrepreneurship works and what is the difference between entrepreneurship and social entrepreneurship.

5 Conclusion

In this chapter, author of this research will go through the key findings. Based on the findings, the development proposal for International Business studies was created. This chapter will introduce reliability and validity of this research, and key findings, including development proposal.

5.1 Reliability and validity

The author of this research used the qualitative methodology in the empirical part, aiming to find out what students know about social entrepreneurship and social entrepreneurship competences, but also students' motivation to learn more about them. As been mentioned before the semi-structured interviews and surveys were used as a tool for qualitative information gathering. The surveys and interview with students were conducted to gather more information about students' knowledge and motivation to learn more about social entrepreneurship.

Although, the questions in the interview and the survey were formulated in a bit different way, the responds showed the same issue pointing at lack of knowledge about social entrepreneurship and its competences. More than that, the secondary data about social entrepreneurship and its competences were collected from researches and articles that support this research. This data matched the data, that was gathered using two different methodologies such as interviews and surveys. That aspect proves the reliability of this research.

Reliability
<ul style="list-style-type: none"> ○ Clear documentation of work steps and solutions ○ Qualitative methods were used ○ The results can be used in future projects ○ Data matched the gathered data from different methodologies ○ Data was collected from reliable and recent sources

Figure 11. Reliability of this research

According to Robinson and Leonard (2019) validity means the accuracy of measure or item. (Robinsons & Leonard, 2019). It usually refers to the result of survey or test. There are different types of validity:

Content	How well the test represents the aims of measure?
Criterion <ul style="list-style-type: none"> • Concurrent • Predictive 	Can be divided to two subtypes: <ul style="list-style-type: none"> • How well the survey estimates a criterion? • How well survey predicts a criterion?
Construct	Does test measure the concept that was planned to measure?

Table 3. Types of Validity. (Salkind, 2014)

Validity of a qualitative research usually depends on different factors such as choosing relevant study of the research methods, meeting objectives of the study and analysis techniques.

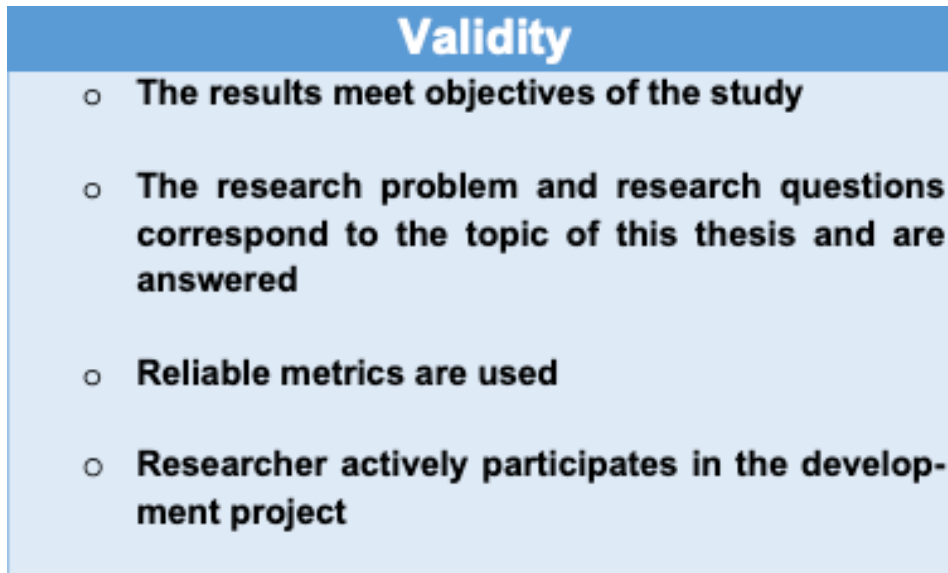


Figure 12. Validity of this research

In this research, the thematic analysis was used as an effective qualitative data analysis method. The research mainly focusing on using suitable theory and students' experiences to answer the research questions. The sample of students' interviews and survey was quite small, but it gave clear picture of their knowledge and helped to create propose for future research.

The validity of this research might be affected by the fact, that came up during interviews and analyzing the survey data: students didn't have any experience or never heard of social entrepreneurship, which affects students' knowledge regarding social entrepreneurship competences. However, this information can be useful for future development proposal for International Business studies and helps to answer to "How to improve students' knowledge about social entrepreneurship?" – sub question. Since the results of empirical parts' analyses helped author of this research to reach the main goal and find the solution for the main problem, the reliability and validity of this research can be confirmed.

5.2 Key findings

Even social entrepreneurship is a quite new phenomenon, it becomes more and more popular and demand for its education is growing. (Miller et al., 2011) At the beginning of this research author wanted to introduce the phenomenon of social entrepreneurship to students and teachers' answers were supposed to support this idea. The interview questions and surveys were carefully planned and structured not to only understand students' knowledge level of social entrepreneurship, but also get a clearer view of ways of teaching social entrepreneurship.

This study aimed to answer the main research questions such as: "How do students view social entrepreneurship?" and "How do students view competences related to social entrepreneurship?"

To help this question three sub questions were also provided: "What is social entrepreneurship?", "How do teachers' responses reflect to students views on social entrepreneurship and its competences?" and "How to improve students' knowledge about social entrepreneurship?"

However, during interviews, author of this research noticed that students didn't have enough knowledge about social entrepreneurship and had difficulties to describe what competences are needed to become successful social entrepreneur. The survey answers also showed that students have a lack of knowledge and understanding regarding social entrepreneurship, which also affects students' knowledge about social entrepreneurship competences.

Not only that, but teachers' answers also raised the concerns. Since the demand for social entrepreneurship education according to Miller has grown substantially (Miller et al., 2012) teachers have an important role in entrepreneurship education. When analysing the teachers' responses and comparing them to the students' responses, the question about teachers' knowledge and how it might affect students' knowledge was raised. Students see the teachers' role very important and mentioned that they need someone, who has enough experience in social entrepreneurship and can guide and support them. That raised concerns about teachers having enough information and experience about social entrepreneurship and how it should be taught in the future. Another concern about teacher knowledge was, if they don't have enough knowledge and

possibility to help students during the social entrepreneurship studies, how would it affect students' motivation to learn more about social entrepreneurship?

Because of that the purpose of this research was changed and the author of this thesis decided that more measures are needed. Author decided to create guide, that would help people to get more information about social entrepreneurship or even use this guide in some project.

The guide contains the following information:

- What social entrepreneurship is?
- What are social entrepreneurship goals and competences?
- Difference between social entrepreneurship, non-government organizations and traditional entrepreneurship.
- Who are social entrepreneurs?
- Social enterprises and useful links

The guide was sent to international business studies teachers to gather the feedback about content of the guide and make some improvements if needed. The guide was also sent to 3 students to gather opinion about information provided by author of this thesis. Based on received feedback, small changes in guide were made such as order of pages in a guide and fonts editing.

Overall, the guide received positive feedback, that convinced the author that guide provides all needed information to readers.

Since the aim of the research was changed, author also decided to change the method of the research. The method was changed to active research method and thematic analysis was used to help to analyse gathered data and plan the structure of guide.

The main research questions were also changed to:

- How do students view social entrepreneurship and its competences?
- How to improve students' knowledge about social entrepreneurship?

The main research questions were supported by sub question:

- How do teachers' responses reflect to students views on social entrepreneurship and its competences?

Since competences cannot be taught only in theory and all students mentioned that they prefer a group study and learning by doing methods as the way to study social entrepreneurship, the group study project approach is recommended. Most students also mentioned that they are interested in possibility to co-operate with real life companies. The author recommendation for further research in this topic would be creating a working-life related project that will help students to understand what social entrepreneurship is, why social entrepreneurs are valuable and what are the competences that social entrepreneur needs to manage social enterprise. The guide can be used by students, people who considering becoming a social entrepreneur or want to know more about social entrepreneurship or even teacher to help student during the studies. Based on the finding of this research, author suggest that social entrepreneurship education programs and projects should not only focus on students' knowledge but make sure that teachers also have enough knowledge and experience.

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Appendix 1. Interview questions

1. Who are you and what do you study? (*The names won't be transcribed*)
2. What do you know about social entrepreneurship?
3. Do you know some examples of social enterprises in your country or worldwide?
4. Have you studied social entrepreneurship during your studies? If yes, how was it?
5. How do you view entrepreneurship? What does entrepreneurship mean personally to you?
6. Do you think understanding social entrepreneurship would be beneficial for you? Why?
7. How do you usually prefer to study? (alone, in groups, digitally, pedagogical preferences.)
8. How would you like to study social entrepreneurship?
First open-ended question and letting the students discuss freely
Then:
 - a. Do you like to study individually or as a group or both? How?
 - b. Do you like to work with real-life cases, such as collaborate with companies? How?
 - c. Would you prefer local companies or companies abroad? Or both? Why?
 - d. How do you see the role of the teacher in guiding you with social entrepreneurship?
 - e. Do you think that international aspects would be interesting to you? How?

Appendix 2. Webropol questions for entrepreneurship teachers in different disciplines



Funded by the
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of the European Union

Webropol questions for entrepreneurship teachers in different disciplines

This survey is part of Erasmus+ SEinHE-project. The survey results will be anonymously used for education development and research purposes.

There are a wide variety of different social enterprises in European countries or even within one country. In this questionnaire social entrepreneurship refers to enterprises with social mission while also carrying entrepreneurial risk. They also usually have inclusive governance.

Your country

- Lithuania
- Belgium
- Cyprus
- Latvia
- Finland

In what disciplines do you teach entrepreneurship (multiple choice)

- Technology
- Business
- Health Care and Social Services
- Design and Fine Arts
- Tourism and Hospitality
- Other

1. What does entrepreneurship mean to you?
2. What does social entrepreneurship mean to you?
3. How well known is social entrepreneurship in your geographic region (Please specify the region)?
Scale 1-5
4. Is social entrepreneurship included in your courses?
 - a. Yes, please describe how _____
 - b. No
5. What kind of teaching methods do you prefer for entrepreneurial learning and why?
6. Do you use or would you use the same teaching methods for teaching social entrepreneurship? Please explain.
7. In your opinion, what kind of competences are needed the most for entrepreneurship?
8. In your opinion, what are the most relevant competences in social entrepreneurship and how should they be taught?

Thank you!

Appendix 3. Webropol questions for students

SeinHE survey for students

This survey aims to understand students' points of view and thoughts regarding social entrepreneurship and its competencies. This survey is a part of Erasmus+ SEinHE-project, which develops understanding competencies regarding social entrepreneurship and develops education approaches in the five project partner institutions, LAB University of Applied Sciences in Finland, Kaunas University of Applied Sciences from Lithuania, Thomas More Kempen from Belgium, Rezekne Academy of Technologies from Latvia, and the University of Nicosia from Cyprus. The results will be stored and used anonymously for education development and research purposes.

1. You are a..

Bachelor's degree student

Master's degree student

2. Have you ever heard about social entrepreneurship?

Yes, what do you know about it?

No, would you like to know more about it?

3. Have you studied social entrepreneurship during your studies?

Yes

No

4. In your opinion, what is the best way to study social entrepreneurship ?
Why?

5. How do you see the role of teacher in guiding you with social entrepreneurship?

6. In your opinion what kind of competences are needed for social entrepreneurship?

7. In your opinion how those competences should be taught?

A guide to social entrepreneurship

Mariya Kabdulova



Introduction

The idea of this guide is to help students to understand what social entrepreneurship is and how it differs from other enterprises.

The first chapter will talk about definition of social entrepreneurship and its history.

Next chapter will talk about social entrepreneurship goals.

The third chapter will tell students how social entrepreneurship differs from non-government and traditional enterprises.

The last chapter will talk about who are the social entrepreneurs and what competences are needed to become a social entrepreneur.

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- Introduction
- What social entrepreneurship is?
- What are social entrepreneurship goals?
- Difference between social entrepreneurship, non-government organizations and traditional entrepreneurship.
- Who are social entrepreneurs?
- Social enterprises and useful links





What social entrepreneurship is?

Social entrepreneurship is various and global phenomenon, but still relatively new. As term it means a form of entrepreneurship, where entrepreneurs create and address the critical social needs.

*Burn, 2011
**European Commission, 2013

According to Burn*:

".. social entrepreneurship is a movement that can take many forms. It combines an income-generating activity with a social goal, including at the same time entrepreneurial fund-raising activities usually undertaken by charities. Not only that, but social entrepreneurship also creates social changes at a community level – which usually means volunteering work or community groups"



The European Commission defines social enterprise as follows:

Social enterprise is an operator in the social economy who rather focus on social impact of organization than making profits. Social enterprise provides goods and services for markets in an entrepreneurial and creative way. Social enterprise uses its profits to achieve social goals **

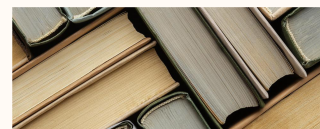


What social entrepreneurship is?

The first social entrepreneurship was possibly mentioned in 1665 during the plague (Black Death).

*CSIP, British Council & CIEM, 2012

During this time, when many people were unemployed, Thomas Finn established a factory and provided a job for over 1000 people. The all profit were used for the charity purpose. *



The first organisation that was officially promoting the name "social entrepreneurship" was "Ashoka"-organization.

The founder "Ashoka"-William Drayton first mentioned about social entrepreneurship in earlier 1980s.

What are social entrepreneurship goals ?



The primary purpose for social enterprise is not creating a profit for its owners, instead achieve a specified social purpose.



Social enterprises such as WISEs (**W**ork **I**ntegration **S**ocial **E**nterprises) are mainly focusing on helping low qualified unemployed people, who are at risk of permanent exclusion from the labour market and integrating these people into work and society through a productive activity.

Difference between non-government organizations, traditional enterprise and social enterprise.

Non-government organisation (NGO)

Organization that works independently from the government.

The main difference between **NGO** and **social enterprise** is revenue model.

NGO primarily rely on charitable contributions and public funding-

Traditional enterprise

Traditional entrepreneurs usually measure their success by using financial metrics, such as revenue and profit

Before launching the product **Traditional enterprise** needs to do research for many aspects of the market, for example the market needs and the demand of the product. Traditional enterprise need a guarantee that its product will be success on the market.*

Social enterprise

Comparing to NGO: Social entrepreneurship aims to generate enough revenue to sustain themselves financial.

Comparing to Traditional enterprise: Social entrepreneurship doesn't have to do market researches. A recognized social need, demand, or market failure usually guarantees a more than sufficient market size for a social entrepreneurship.*

Who are social entrepreneurs?

Social entrepreneurs are people who create start-ups to address social and environmental issues. According to Scott Sherman (2011)*, who is teaching social entrepreneurship at universities, there are seven important competencies that social entrepreneurs need to succeed.

- 1. Leadership.** According to Sherman, true leaders are not afraid to take initiative and able to solve any problems instead of complaining if things go wrong.
- 2. Optimism.** Those, who would like to become social entrepreneurs, should have confidence and clear vision of what they are doing. Social entrepreneurs should have a strong ability to focus on themselves and their actions, thoughts, and emotions. They also know how to deal with any changes.
- 3. Grit.** This means a combination of courage, passion of what social entrepreneurs are doing, and hard work. It also means social entrepreneurs' complete commitment to achieving their goals.

*Teaching the Key Skills of Successful Social Entrepreneurs, 2011

Who are social entrepreneurs?

4. Resilience in the face of adversities, obstacles, challenges, and failures. When things fall apart, these people rise to the occasion. They thrive in the most ferocious storms. They see failures as valuable feedback.

5. Creativity and innovation. Social entrepreneur can see new possibilities in many things and think in unusual ways. They see connections and patterns where few other people would imagine.

6. Empathy. Social entrepreneurs can easily put themselves in the shoes of others and imagine perspectives other than their own.

7. Emotional and social intelligence. Social entrepreneurs have an excellent social skill. They easily connect with others and build strong relationships.

*Teaching the Key Skills of Successful Social Entrepreneurs, 2011

Social enterprises and useful links

Ashoka

<https://www.ashoka.org/en-us>

Finnish Social Enterprise

<https://suomalaintyö.fi/en/services/finnish-social-enterprise/>

This is Finland: Social entrepreneurship rising in Finland

Available: <https://finland.fi/business-innovation/social-entrepreneurship-rising-in-finland/>

MarketSplash: What Is Social Entrepreneurship?

Available: <https://marketsplash.com/social-entrepreneurship/>

