

COURSE INSTRUCTOR

Loic Pedras

SHORT BIOGRAPHY

Loïc is an Assistant Professor Adjunct at Nova SBE where he teaches Social Entrepreneurship and researches hybrid organisations and their responses to institutional complexity. He previously worked at the UTS Business School in Sydney, Australia, teaching and researching entrepreneurship, innovation and strategy. While in Sydney he was a mentor at UTS Start-ups, he won the UTS Soul Award and was nominated for the UTS Teaching and Learning Award, as well as, the UTS Award for Human Rights.

He co-founded and directed the social enterprise SportImpact. Helped several social ventures worldwide (e.g. Philippines, Papua New Guinea, Vanuatu, Colombia, etc) and is on the advisory board the Australian social enterprise WaveChanger. More recently, he has been focusing on converting start-ups into social start-ups.

His educational pathway includes among other diplomas: a PhD in Business (UTS Business School), the ISEP Executive Programme for Social Entrepreneurship (INSEAD), additional certificate in Entrepreneurship in Emerging Economies (Harvard Business School) and specialisation in Social Entrepreneurship and Innovation (Copenhagen Business School).

His passion for travel made him an international sailing skipper and a soon-to-be private pilot, visiting more than 130 countries for work and leisure. He is also a proud member of Academics Without Borders.

INSTITUTIONAL EMAIL

Loic.Pedras@novasbe.pt

OFFICE HOURS

TBD

Scientific Area/Área Científica:	Gestão		
Frequency/Periodicidade:	Semestral		
Number of Contact Hours/ Número Horas Contacto:			
(T) Teóricas/Theoretical:	0000:00	(TP) Teórico-Práticas/Theoretical-Practical:	0036:00
(P) Práticas/Practical:	0000:00	(OT) Orientação Tutorial/Tutorial Orientation:	0010:00
(PL) Práticas Laboratoriais/Practical Labs:	0000:00	(S) Seminário/Seminar:	0000:00
Horas Dedicadas/Dedicated Hours:	0150:00		
Total Horas/Total Hours:	0196:00		

PREREQUISITE(S) / PRÉ-REQUISITO(S)

NA

COURSE UNIT AIMS

This course aims to tackle a wide range of aspects related to Social Entrepreneurship and explores in detail the different concepts and tools around this type of Entrepreneurship.

- Social Entrepreneurship : overview and current issues
- Problem/Solution Analysis
- The (Social) Value Proposition
- The (Social) Business Model
- Funding
- Social Impact Assessment
- Growth, Scaling and end-game processes
- Successful Case-Studies
- Investor Pitch Presentation

COURSE UNIT CONTENT

Session	Session Type	Content
Session 1	Lecture	Social Entrepreneurship: overview and current issues
Session 2	Case Study	Case Study Analysis
Session 3	Lecture	Problem/Solution Analysis
Session 4	Guest Presentation	Applied social entrepreneurship
Session 5	Pitch (proposals)	Project Proposals Pitch
Session 6	Lecture	The (Social) Value Proposition
Session 7	Case Study	Case Study Analysis
Session 8	Work Session	Ideation
Session 9	Lecture	The (Social) Business Model
Session 10	Work Session	Designing the income model
Session 11	Case Study	Case Study Analysis
Session 12	Pitch (preparation)	Pitch communication
Session 13	Pitch (internal)	Mid-term pitch

COURSE SYLLABUS

2483 - Applied Social Entrepreneurship, 7 ECTS

Spring Semester

202021

Session 14	Guest presentation	Applied social entrepreneurship
Session 15	Lecture	Funding
Session 16	Work session	Funding
Session 17	Lecture	Social Impact Assessment
Session 18	Work Session	Designing a Theory of Change
Session 19	Lecture	Growth, Scaling and End-game processes
Session 20	Case Study	Case Study Analysis
Session 21	Work Session	Strategy
Session 22	Pitch preparation	Pitch deck
Session 23	Pitch (investor)	Final pitch with investors
Session 24	Pitch (investor)	Final pitch with investors

LEARNING OBJECTIVES

1. Knowledge and Understanding

- Understand the uniqueness of social entrepreneurship ventures;
- Capture the constraints, leverage and balance between social impact and financial return;
- Know how to apply business and social tools learned in class;
- Identify opportunities among social problems.

2. Subject-Specific Skills

- Be familiar with the process of designing and developing a social business.

3. General Skills

- Analytical and critical thinking;
- Communication to investors;
- Teamwork.

DEMONSTRATION OF THE COHERENCE OF THE SYLLABUS WITH COURSE UNIT AIMS

The course design aims to provide students with an in-depth experience of the process of social entrepreneurship. As a group, students are expected to identify a social problem, design and test an innovative solution using the tools provided in the course lectures, and pitch their solution to investors.

TEACHING AND LEARNING METHODS

Class methods are mixed between lecture, work sessions, case analysis and guest presentations. Moreover, discussions concerning social entrepreneurship theory and its practical applications are highly valued and promoted. Students are expected to have a high degree of participation in class and make a contribution to social entrepreneurship theory by undertaking a paper on one of the lectures' topics.

DEMONSTRATION OF THE COHERENCE OF THE TEACHING METHODS WITH COURSE LEARNING OBJECTIVES

By designing and developing a business solution for a societal challenge, students will learn the key principles of social entrepreneurship hands-on. The course also connects students with social entrepreneurs through guest presentations and mentorship. These real-life case studies will enrich their learning journey. The end goal of the course is to expose students to a social venture mindset that can be useful in their future regardless of the sector you will work for.

Proposal:

Taking into consideration the fundamental purpose of this course, the learning method most suitable to this course is (choose one/more than one/add other).

- the method learning-by-examples (demonstration)
- learning-by-doing (practice by doing)

The teaching methodologies adopted are intended to stimulate the students' ability to go from theory to practice, through the apprehension of concepts, tools and methodologies which are explained in the course. Thus, they contribute to the process of individual and group learning and the development of critical analysis.

ASSESSMENT

Assessment 1: Group Work and Pitch (40%)

Assessment 1 deadline: Submitted via Moodle platform TBD (10% penalty per day)

The group work will consist of a social entrepreneurship structured solution with an associated income model based on the course main topics. Maximum of 10 pages of written work (excluding cover, intro, references and annexes) and a pitch (including pitch deck) which will be presented in the last session. The group work has to be supported with at least 10 references, from which four must be peer-reviewed. The written work will count for 3/4 of your mark and the other 1/4 will be evaluated by the judge of the pitch session.

Assessment 2: Individual Report (30%)

Assessment 2 deadline: Submitted via Moodle platform TBD (10% penalty per day)

The report will have a maximum of 5 pages (excluding cover, executive summary, references and annexes). This individual work will demonstrate the students' capabilities learned during the course to analyse and report on an existing social enterprise. A good report should include: a) a clear description and critical analysis of the chosen social venture (including their business and social models); b) an overall conclusion with at least two recommendations; c) the report has to be supported with at least 10 references, from which four must be peer-reviewed.

Assessment 3: Individual Final Exam (30%)

Assessment 3 deadline: Exam will take place on TBD

The final exam covers all topics in the course.

Adjustments of 0.5 points in the final grade (in either direction) can be made, based on other information available such as participation in class and contribution to the coursework. The general rules of the University apply in case of academic dishonesty and in any situation not foreseen in the above.

BIBLIOGRAPHY

- Bornstein, D. (2007). *How to change the world: social entrepreneurs and the power of new ideas* . Oxford Univ. Press.
- Brown, T., & Wyatt, J. (2010). Design thinking for social innovation. *Development Outreach* , 12 (1), 29-43.
- Elkington, J. & Hartigan, P. (2008). *The Power of Unreasonable People* . Harvard Business Press, pp. 31-54.
- Mair, J.; Robinson, J. and Hockerts, K. (2006), *Social Entrepreneurship*, Palgrave Macmillan.
- Nicholls, A. (2006). *Social Entrepreneurship: New Models of Sustainable Social Change* . Oxford University Press.
- Osterwalder, A. and Pigneur, Y. (2010). *Business Model Generation* . John Wiley and Sons.
- Osterwalder, A., Pigneur, Y., Bernarda, G., & Smith, A. (2014). *Value proposition design: How to create products and services customers want* . John Wiley & Sons.
- Prahalad, C.K. (2005). *The fortune at the bottom of the pyramid, eradicating poverty through profit* . Wharton School Publishing.
- Santos, F. (2009). *A Positive Theory of Social Entrepreneurship* . INSEAD, Social Innovation Center.
- Yunus, M. (2008). *Creating a World without Poverty: The Social Business and the Future of Capitalism* . Difel.

RESOURCES.

Moodle will be used to disseminate information about the course as well as the lectures' slides.

ADDITIONAL INFORMATION

Course Impact Relation

Throughout the teaching period, students are challenged to actively engage in the social entrepreneurship process, experiencing through a "hands-on" approach the theoretical understanding of the course. As commercial solutions can be designed to tackle a variety of societal problems, students ought to have a broader perspective on different challenges across the SDG Agenda. This understanding is then evaluated through the assessment forms.

