


# Developing Social Entrepreneurial Skills in Students

Dr Michael Snowden, Dr Jamie P. Halsall, Ms Maureen Alderson and Dr Denis Hyams-Ssekasi

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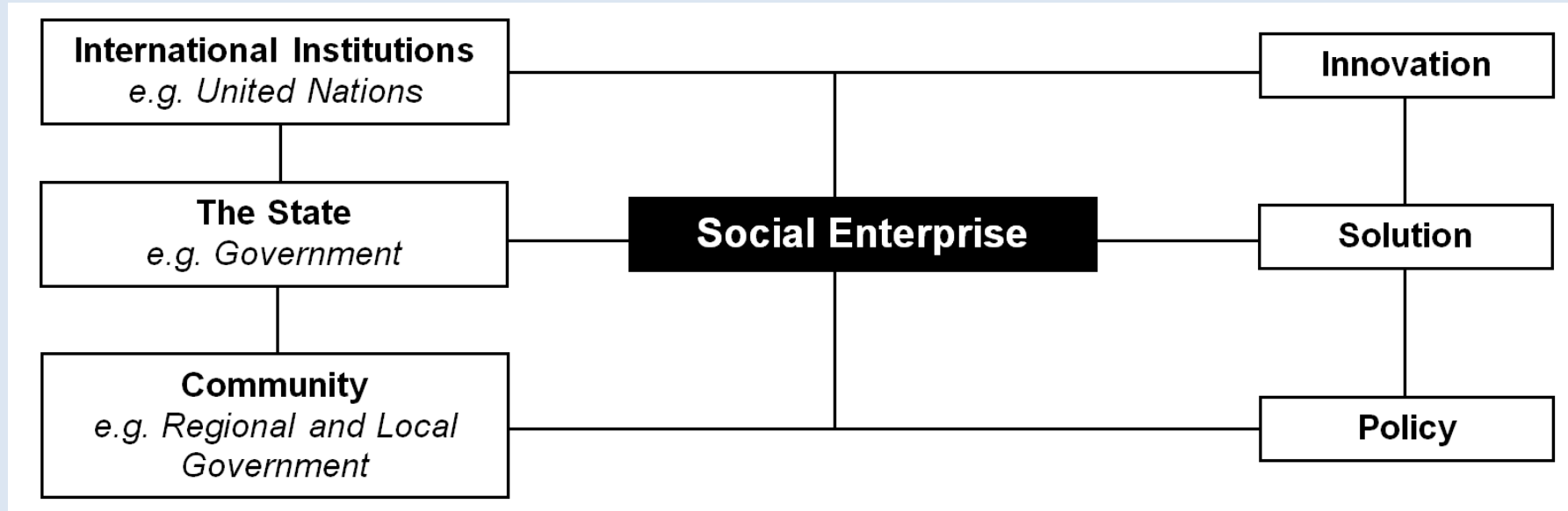


# Layout of Presentation

- Contextualising Social Enterprise
- Methodology
- Findings from the Project
- Social Enterprise Audit Tool (PSEM)
- Concluding Thoughts

- Crucial role in the higher education curriculum
  - Interdisciplinary perspective (Halsall et al., 2022a)
  - The ingenuity that utilizes entrepreneurial proficiency and spirit respond to social problems is crucial to fulfilling the demands of the changing world.
  - Society today, to ensure equality and parity, demands graduates to develop new skills, abilities, and knowledge, that are responsive to challenges of the day — an individual who is able to create social value by generating innovative solutions through a process of social entrepreneurship.
- Interchangeable words
  - Enterprise, Entrepreneurship and Innovation (Paños-Castro & Arruti, 2021)
- Different labels for enterprise
  - Social Entrepreneurship, Green Entrepreneurship, Digital Entrepreneurship and Intrapreneurship (QAA, 2018)
- Global, National and Local Context
  - Public Policy Framework

# An Holistic Approach



Source: (Halsall et al., 2022b)

# International context – UN SDGs



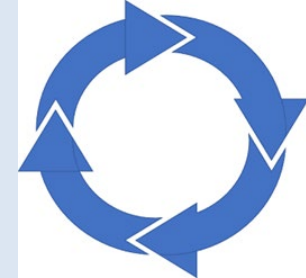
## Collaborative Action Research Approach

- “creates knowledge based on enquiries conducted within specific and often practical contexts” (Koshy, 2005, p. 4).
- Tripartite Partnership (Academics, Students, Practitioners and policy makers)
- Four step cyclical process: (1) Assessment, (2) Solution orientated Problem solving; (3) Implementation (4) Reflection and Evaluation (ASPIRE).



## Why?

- Make improvements in the current social enterprise pedagogy



## 1. Assessment

- Comprehensive literature review
- Purposive sampling from each of the beneficiary groups
- Questionnaire Survey: Relative importance index, content analysis
- Focus group interview: template analysis

# What did we find:

## Literature Review:

- Six key themes: the notion of social enterprise – defining the concept; how society works with social enterprise; skills development; teaching and learning; social entrepreneurial practice; governance and sustainability.



# Focus Group findings



Definition of the  
Term



Institutions



Stakeholders



Teaching and  
Learning



Personal Skills and  
Capability



Curriculum



Work  
Placement/Internship

# Findings Survey:

1. Communication  
and networking  
skills

2. Social  
Entrepreneurship  
and Innovation  
models and theory

3. Mentoring and  
coaching

4. Marketing and  
promotional skills

5. Product and idea  
development

6. Awareness of  
socio-economic  
issues

7. Awareness of  
social and public  
policy

8. Methods  
demonstrating  
impact and  
evaluation

9. Financial  
management

10. Culture, ethics,  
and values

11. Impact of  
globalization

12. Social capital  
and responsibility

# Survey (free text responses)

•Communication  
and Networking  
Skills

•Mentoring and  
leadership

•Resilience and  
the ability to  
manage stress

•Ability to  
problem solve.

•Empathy

•Financial  
awareness and  
planning

•Policy awareness  
and political  
astuteness

•Evaluative skills

•Self-  
determination  
and motivation

•Optimistic  
outlook

•Multi-  
dimensional  
awareness

•Creativity

•Desire for social  
change

# Survey desired outcomes:



- THE ABILITY TO DO A JOB EFFECTIVELY.



- UNDERSTAND WHAT THE JOB ENTAILS.



- LEADERSHIP SKILLS



- SE SKILLS



- REPORT WRITING

# What did we learn?

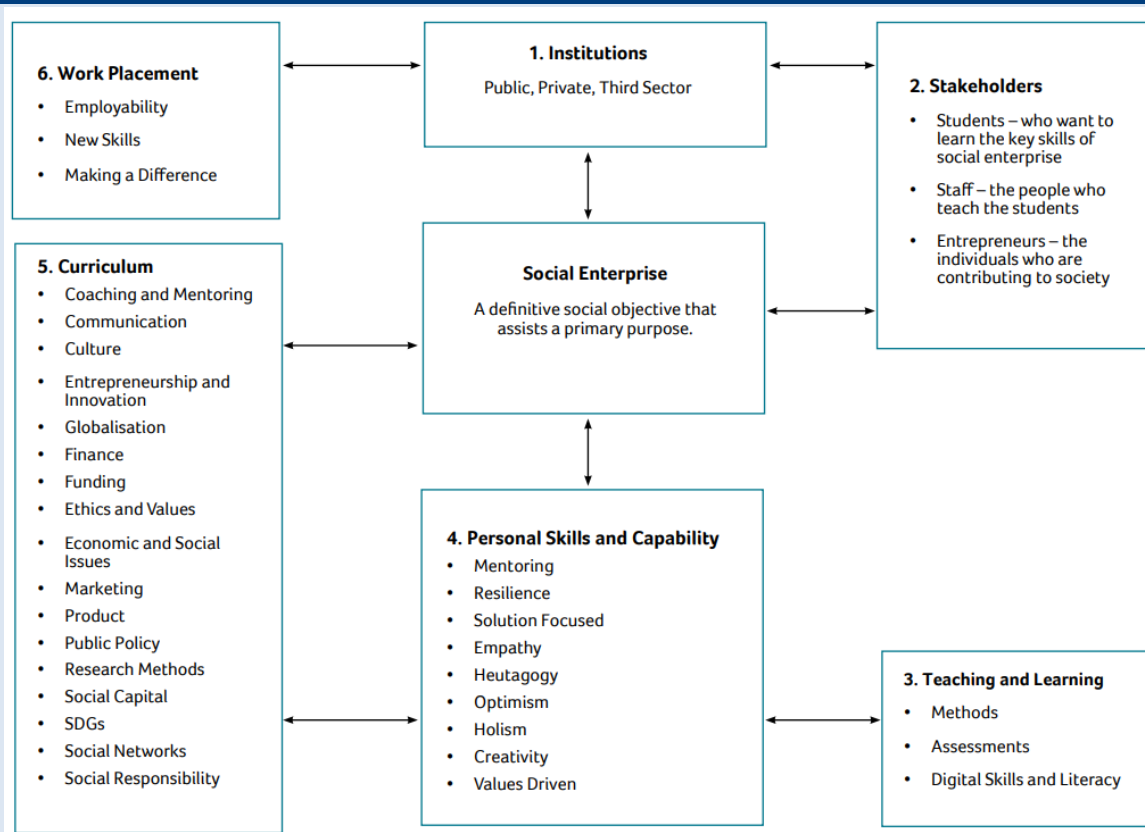
- Importance of self-efficacy and self-competency.
- The key skills, qualities and capabilities needed for skills development.
- The value of embedding SE within the curriculum.
- Real world teaching and learning.

# So: The Learning Company



- Drive familiarity for the educator and the learner
- A directive checklist for educators
- Help educators embed the key characteristics into the curriculum
- Provide a holistic narrative for the institution and other stakeholders
- The audit tool can be integrated, match, and be updated for the institution's needs

# The Pedagogy Social Enterprise Model (PSEM)



Source: (Snowden et al., 2022)



# Concluding thoughts

- The key tenets of what constitutes social entrepreneurial learning
- The development of a framework that could enable the facilitation of a social entrepreneurial curriculum
- Social enterprise is seen as a positive catalyst
- Creates opportunities and solutions in the community
- Making real impact at a community level
- Enhances employability
- Demand for skills and training (Keynon, 2022)



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