Developing Social Entrepreneurial Skills in Students

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Layout of Presentation

• Contextualising Social Enterprise

• Methodology

• Findings from the Project

• Social Enterprise Audit Tool (PSEM)

• Concluding Thoughts
Contextualising Social Enterprise

• 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

- **International Institutions**
  - *e.g. United Nations*

- **The State**
  - *e.g. Government*

- **Community**
  - *e.g. Regional and Local Government*

- **Social Enterprise**

- **Innovation**

- **Solution**

- **Policy**

Source: (Halsall et al., 2022b)
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
What did we do?

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
<table>
<thead>
<tr>
<th>Survey (free text responses)</th>
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<tbody>
<tr>
<td>• Communication and Networking Skills</td>
</tr>
<tr>
<td>• Empathy</td>
</tr>
<tr>
<td>• Financial awareness and planning</td>
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<tr>
<td>• Optimistic outlook</td>
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<tr>
<td>• Mentoring and leadership</td>
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<td>• Policy awareness and political astuteness</td>
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<td>• Creative</td>
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<td>• Multi-dimensional awareness</td>
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<td>• Creativity</td>
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<td>• Resilience and the ability to manage stress</td>
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<td>• Evaluative skills</td>
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<tr>
<td>• Desire for social change</td>
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<td>• Ability to problem solve.</td>
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<td>• Self-determination and motivation</td>
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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.
“Students want [a] practical approach to their learning.”

“Collaborating with businesses allows students to understand organisations. Providing work placements creates real world experience for students.”

“Educate graduates that are prepared for social enterprise and therefore tap into investors.”

“Work experience using a new adapted model in order to prevent students doing menial tasks is crucial.”
Audit Tool

• 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)

1. Institutions
   Public, Private, Third Sector

2. Stakeholders
   - Students – who want to learn the key skills of social enterprise
   - Staff – the people who teach the students
   - Entrepreneurs – the individuals who are contributing to society

3. Teaching and Learning
   - Methods
   - Assessments
   - Digital Skills and Literacy

4. Personal Skills and Capability
   - Mentoring
   - Resilience
   - Solution Focused
   - Empathy
   - Heutagogy
   - Optimism
   - Holism
   - Creativity
   - Values Driven

5. Curriculum
   - Coaching and Mentoring
   - Communication
   - Culture
   - Entrepreneurship and Innovation
   - Globalisation
   - Finance
   - Funding
   - Ethics and Values
   - Economic and Social Issues
   - Marketing
   - Product
   - Public Policy
   - Research Methods
   - Social Capital
   - SDGs
   - Social Networks
   - Social Responsibility

6. Work Placement
   - Employability
   - New Skills
   - Making a Difference

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)


