



**BUSINESS ETHICS AND ENTREPRENEURSHIP**  
**MODULE I: SOCIAL ENTREPRENEURSHIP**  
**7,5 credits**

**Course Information, spring 2014**

**Tallinn University of Technology**  
**Estonia**

***Teachers:***

**Benas Adomavicius** – ISM University of Management and Economics, Lithuania

**Sverrir Arngrímsson** – Reykjavik University, Iceland

**Jan Kvist Martinsen** – Aarhus University Herning, Denmark

**Anna Pajari** – Lahti University of Applied Sciences, Finland

**Peter Selegård** – Mälardalen University, Sweden

**Virve Siirde** – Tallinn University of Technology, Estonia

**Per Strömberg** - Telemark University College, Norway

**Aivars Timofejevs** – Stockholm School of Economics Riga, Latvia

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## 1. Presentation of the course

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This is a unique course in Business, which is a joint course in the NordBiz network of universities from Denmark, Estonia, Finland, Iceland, Latvia, Lithuania, Norway and Sweden. **The aim of the course** is to introduce a Nordic-Baltic business perspective to sustainable development in relation to business ethics and entrepreneurship and give the students the possibility to work in a multicultural environment and create their own network of future business people during the course.

The students should after the course have an improved ability to work with company related issues in practical cooperation with companies and an improved ability regarding written and oral presentation.

### 1.1 Course content

#### **Theme: Social entrepreneurship**

The course content is focused on how private companies, organizations in the non-profit sector as voluntary and public organizations handle environmental, social and ethical issues from an entrepreneurial perspective. These organizations are representing three different sectors in society, the profit sector, non-profit sector and the public sector, which represent different institutional logics. Social entrepreneurs are often crossing these sectors when trying to change the society into a more sustainable direction.

The theoretical framework is based on organizational and management theories. The students will practically work with social entrepreneurship related issues in cooperation with companies or voluntary organizations regarding their work with sustainable development.

- A. At the beginning of the course the students prepare a group report (country report) at their home university. This country report is focusing on how their home country works with the topics of this course. The findings in this country report will be presented and graduated during the intensive week.
- B. During the intensive week the students will also be working in multicultural groups preparing a project, which will be presented and graduated at the end of the week.

### 1.2 Learning objectives

The student should after the course be able to:

- demonstrate knowledge and understanding of the purpose and the meaning of sustainable development, business ethics and entrepreneurship for business as well as for public and non-profit organizations;
- apply perspectives from management and organizational theories in order to investigate the opportunities and hindrances for sustainable development, business ethics and entrepreneurship;
- demonstrate knowledge and understanding of the complex relation between economy, society, environment and development on local, national and global level;
- demonstrate an understanding and awareness about culture and communication between people from different backgrounds;



- carry out qualified project tasks within a limited time frame;
- orally and in writing explain and discuss conclusions in relation to the knowledge and arguments they are based upon;
- communicate and in practice cooperate with actors in the business sector and in the academy;
- critically analyse and evaluate information in relation to sustainable development, business ethics and entrepreneurship
- demonstrate understanding of practical applicability of the concepts and theories analysed during the course

### **1.3 Teaching methods**

Teaching methods are: lectures, seminars, presentations and tutoring. In this course there is an extensive use of Internet - as a place to communicate and discuss between students and teachers. During one intensive week students and teachers from 8 different countries/universities meet for seminars, presentations, company visits and guest lectures.

### **1.4 Pre-requisites**

Business Administration 60 credits with *gradual* progression; at least 45 credits must be completed at the beginning of the course.

### **1.5 Examination**

- 3 credit - country report
- 3 credits - intensive week project
- 1.5 credits - multiple choice test

<b>Examinations:</b>	<b>Weight</b>
Country report	30%
Presentation country report	10%
Multiple choice test	20%
Intensive program (IP) project	30%
Presentation Project	10%

### **1.6 Marks**

Pass (G) or Pass with distinction (VG). Since the course is given in English, Grades are also translated to the ECTS grading system.

### **1.7 Literature**

1. Barringer & Ireland, "Entrepreneurship, successfully launching new ventures", Fourth Edition 2013 : chapter 1 – **Introduction to Entrepreneurship**. Textbook 22 pages.  
(Introduction to entrepreneurship. Easy readable and gives the students an overview)
2. Carter & Jones-Evans, "Enterprise and small business", third edition 2012: chapter 16 – **"Social Entrepreneurship"**: chapter 17 – **"Community Entrepreneurship"**. Textbook 26 pages  
(Introduction to social and community entrepreneurship. Also easy readable.)
3. Mulej Matjaz, **"Socially Responsible Entrepreneurship and Business Ethics"**, 2010. Article 45 pages



4. Austin, Stevenson, Wei-Skillern. “**Social and Commercial Entrepreneurship: Same, Different or Both**”, 2006. Article 22 pages
5. Schwartz Birgitta, “**Societal Entrepreneurship - Narrating Astrid Lindgren's World as societal entrepreneurship**”, 2012. Case / Textbook 23 pages
6. Sundin Elisabeth, “**Entrepreneurship and social and community care**”, 2011. Article 11 pages
7. “**GEM 2009 Report on Social Entrepreneurship**”, 2009. Article 44 pages
8. GEM Article “**Designing a Global Standardized Methodology for Measuring Social Entrepreneurship Activity** “. 2011. Article 33 pages.

#### Resources:

GEM – Global Entrepreneurship Monitor, <http://www.gemconsortium.org/docs>

#### 1.7.1 Video Cases – all the best examples of social entrepreneurship:

1. **#21 Hanging In The Balance: The Future Of A Forest.**  
As the largest tropical forest on earth, the Amazon plays a critical role in regulating global climate, storing massive amounts of carbon and emitting 20 percent of the world’s life-giving oxygen. But rapid deforestation has destroyed nearly a fifth of the rain forest and has brought it to a tipping point: if we lose much more of the Amazon, the damage will become irreversible. Hanging in the Balance tells the story of several social entrepreneurs who have been working... <http://www.skollfoundation.org/approach/uncommon-heroes/>
2. **#19 Riders For Health.**  
Andrea and Barry Coleman share a passion for motorcycles. Andrea is a former racer and Barry is a successful journalist and author. Through the racing world, they became involved in fundraising for children in Africa. In 1988, on a visit to Somalia, Barry was unable to reach his destination because his car broke down. That day, he noticed broken vehicles everywhere. On a later trip, he and Andrea saw women in childbirth being carried to the hospital in wheelbarrows. Frustrated... <http://www.skollfoundation.org/approach/uncommon-heroes/>
3. **#16 FairTrade USA**  
After working for more than a decade in Central America and helping Nicaraguan coffee farmers improve their livelihoods through an organic coffee export cooperative, Paul Rice founded FairTrade USA (also known as TransFair USA) in 1998 to bring the fair trade movement to the United States. FairTrade USA promotes a market model that guarantees small-family agricultural producers a fair price for their products, direct trade and access to credit and support for sustainable agriculture...  
<http://www.skollfoundation.org/approach/uncommon-heroes/>
4. **#11 Ceres (part 1)**  
As a teenager on Long Island, New York, Mindy Lubber became frustrated that the town’s civic leadership did not have a recycling plan, so she started one herself. Today, the town recycles nearly 4,000 tons of material per year. After earning both an M.B.A. and J.D., Mindy became executive director of Massachusetts Public Interest Research Group and later started the National Environmental Law Center. In 1991, she launched Green Century Capital Management, the first U.S. mutual fund company to be wholly owned by nonprofit public interest groups. A founding board member of Ceres, Inc., Mindy became the organization’s president in 2003... <http://www.skollfoundation.org/approach/uncommon-heroes/>



5. **#01 YouthBuild USA**

Dorothy Stoneman joined the civil rights movement after graduating from Harvard University in 1964. She lived in Harlem for more than 20 years. As an educator, she saw young men left behind, unemployed and sent to prison in large numbers. Living in the community, she saw boarded-up buildings and people without affordable, decent homes. She began YouthBuild to bring young people into productive engagement by constructing homes. She also led a movement to improve community conditions. First in Harlem, then throughout New York and nationwide with support from YouthBuild USA...

<http://www.skollfoundation.org/approach/uncommon-heroes/>

6. **Why Nika Waters was started – social entrepreneurship**

<http://ecorner.stanford.edu/authorMaterialInfo.html?mid=2933>

**1.8 The Course Website**

We are going to use a website called “Moodle”. You need to choose a username and password.

<https://moodle.e-ope.ee/login/signup.php>

The main purpose of the website is to get access to course information, course literature, but it also the place where you send your Country report and your country report presentation.

If you have problem of any kind with this website please contact your tutor in your home country or [virve.siirde@ttu.ee](mailto:virve.siirde@ttu.ee) who are the responsible teacher in Tallinn.



## 2. Guidelines for Country Report (3 credits)

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The purpose of the country report is to give the students an understanding of social entrepreneurship especially the differences between governmental NGO/volunteer-based, or business/private social initiatives. The students must find two or three different local/national companies covering at least two of the three different types of social entrepreneurship.

The students must conduct the interviews with company representatives, preferable the founder of the initiative to ensure that the entrepreneurship is in focus. The report should account for the differences between these local initiatives, which mean that the students must find at least five performance parameters in the literature that are comparable between the different organisations. Furthermore the students are expected to decide which of the projects that has the highest impact (value for money), and therefore decide which of the initiatives is most economic sustainable.

The purpose of the country report is also to let students see reality through perspective of various theoretical frameworks. The idea is to give the student a broad and tangible understanding of social entrepreneurship, and this knowledge will work as the foundation for the intensive program, where they will be working with local social initiatives – for example making a social initiative more economic sustainable, scalable or for example being innovative and improving it.

Here are some examples on social entrepreneurship that can work as inspiration for the local initiatives, within the three categories governmental, institution or company initiatives.

### **Governmental:**

#### **1. Social Impact Bonds (UK - [http://en.wikipedia.org/wiki/Social\\_impact\\_bond](http://en.wikipedia.org/wiki/Social_impact_bond))**

Social Impact Bonds are an innovative way of attracting new investment around such outcomes-based contracts that benefit individuals and communities. Through a Social Impact Bond, private investment is used to pay for interventions, which are delivered by service providers with a proven track record. Financial returns to investors are made by the public sector on the basis of improved social outcomes. If outcomes do not improve, then investors do not recover their investment.

#### **2. ITN America (USA <http://itnamerica.org/what-we-do/our-services/history>)**

The Independent Transportation Network® (ITN) is dignified. Older adults who join ITN® become dues-paying members of a non-profit organization committed to their independence and mobility. When they pick up the telephone to schedule a ride, they are not asking a favor.

#### **3. TROSA (USA - <http://www.trosainc.org/index.php/about-us2/history>)**

TROSA is an innovative, multi-year residential program that enables substance abusers to be productive, recovering individuals by providing comprehensive treatment, work-based vocational training, education, and continuing care. Primarily the local government in North Carolina, USA, finances TROSA.



### **Institution:**

**4. Workshop for all beings (Poland - [http://en.wikipedia.org/wiki/Workshop\\_for\\_All\\_Beings](http://en.wikipedia.org/wiki/Workshop_for_All_Beings))** is a Polish ecological non-governmental organization. It was established and gained a legal status in 1990. In their activity they follow the philosophy of Deep Ecology. Their goal is preservation of wild nature and its most valuable areas as well as conservation of its natural biological processes.

**5. Roots of empathy (Canada - <http://www.rootsofempathy.org/> [http://en.wikipedia.org/wiki/Roots\\_of\\_Empathy](http://en.wikipedia.org/wiki/Roots_of_Empathy))**

In the Roots of Empathy program, a parent and baby (who is two to four months old at the start of the program) from the community visit a classroom nine times over the course of a school year. In the program, the baby is the "teacher." With each family visit, the instructor leads the children in noticing how the baby is growing and changing over the course of his or her first year of life. Children learn to understand the perspective of the baby and label the baby's feelings, and then are guided in extending this learning outwards so they have a better understanding of their own feelings and the feelings of others.

**6. Transition towns/network (England - <http://www.transitionnetwork.org/> [http://en.wikipedia.org/wiki/Transition\\_Towns\\_\(network\)](http://en.wikipedia.org/wiki/Transition_Towns_(network)))**

Transition Network is a charitable organisation whose role is to inspire, encourage, connect, support and train communities as they self-organise around the Transition model, creating initiatives that rebuild resilience and reduce CO2 emissions. Ultimately it's about creating a healthy human culture, one that meets our needs for community, livelihoods and fun.

### **Companies:**

**7. Solarus (Sweden - <http://www.solarus.se/> )**

Solarus is a Swedish company that produces solarpanels that replaces all normal heating and cooling systems, and is at the same time working as roofing and insulation. Replacement of coolers and heaters that are made from mined materials and put together in developing countries.

**8. Biolite (USA - <http://www.biolitestove.com/about/our-story/team/> )**

BioLite develops and manufactures advanced energy products that make cooking with wood as clean safe and easy as modern fuels while also providing electricity to charge cell phones and LED lights off-grid. The increased efficiency -if applied everywhere- could potentially cut global warming by 7 percent, reduce deforestation from wood collection and eliminate smoke that causes an estimated 1.6 million casualties each year.

**9. Watreco AB (Sweden - <http://www.watreco.com/> )**

Watreco AB uses gravity to create vortex systems that can potentially replace pumps and water purification systems and therefore their system replaces intensive mining and production of steel and other metals, substituting dirty jobs in developing countries with clean, local and sustainable ones in Sweden.



## 2.1 Deadlines

An important part of the course is the country report. Start to work with this as soon as possible.

You should **submit the draft version** of the report on the web for comments/feedback from teachers and students no later than by 17:00 (Tallinn time) on Monday, **March 17<sup>th</sup>, 2014**.

**Comments by teachers** will be sent to the students by Monday, **March 24<sup>th</sup>, 2014**. The feedback from students and teachers should be used for finalizing the reports.

**The final version of the country report** and transcribed interviews shall be sent to [peter.selegard.malard@analys.urkund.se](mailto:peter.selegard.malard@analys.urkund.se) and uploaded to the course website no later than by 17:00 (Tallinn time) on **April 2<sup>nd</sup>, 2014**. You will present your paper at location (Tallinn) **April 7<sup>th</sup>** and therefore we want your presentation to be sent no later than **April 4<sup>th</sup> at 13:00** (Tallinn time).

## 2.2 Issues to be covered in the Country Report

The covered issues are related to challenges in social entrepreneurship and business ethics! See also Country Report outline 2.5.

- a) Reflections about the three main areas of social entrepreneurship: (1) governmental, (2) NGO/volunteer-based and (3) private social initiatives.
- b) Provide reflections about how the society (your own country) looks at the concept “social entrepreneurship” – do they support it (directly / indirectly) or do they perhaps obstruct it?
- c) Select at least two local social initiatives in two different categories (preferable three: one from each category: governmental, NGO, Private I.), and select at least **five performance parameters** in the literature that are comparable between the different organizations. Compare the organizations using these parameters.
- d) Estimate which initiative has the highest impact (value for money).
- e) Elaborate/analyse the entrepreneurial challenges they have had in the past or as they will be facing in the future growing the initiative or becoming more economic sustainable.
- f) Give your suggestions for improvements for only one of the initiatives.
- g) Evaluate which initiative is the most economic sustainable.

### Contents:

PART 1: Case situation descriptions (based only in empirical data, primary and secondary) of the two (three) different local social initiatives

PART 2: Case analysis and reflections

- Identify five performance parameters to compare the organizations
- Collect primary data in these organizations and among their stakeholders
- Analyze the situations/organizations
- Reflections and eventually suggestions for improvements
- Conclusions

PART 3: Case reflections on a macroeconomic level (the topics a-f not covered in the first two parts)

Please make sure that your work is also based on theory including the articles that have been assigned. Additional theoretical insights would be beneficial for the report.



You are expected to argue for your choices throughout the report. You must explain the theories but also use them in the analysis of the company. Use the literature as a framework for the descriptions and give references to the course literature and other literature you find relevant.

The report should be possible to understand by a person who has not attended the course and who is not familiar with the theories.

The country report will be presented by the groups and all group members according to the scheduling at the intensive week, at Tallinn University of Technology.

The country report and the oral presentation will be graded by the teachers during the intensive week.

### **2.3 Methods**

In order to collect information about the company you should use both primary and secondary data. Primary data: **two interviews**. You should make at least one interview with a manager from each company. The interviews should be recorded, transcribed and translated into English and be in appendixes to the company report.

Secondary data : Desk research (including any published articles, books, reliable internet sources).

### **2.4 Report**

- 15 -18 pages (appendixes excluded)
- Times New Roman, 12 pt.
- 1 ½ line spacing
- 2,5 cm. margins

Your country report should comply with formal academic standards. It means that you are expected to document what you are writing – either by referring to the groups' own research or by referring to the course literature and other literature that you find relevant.

Check into the *authenticity* and *reliability* of your sources and evaluate them according to authenticity, time, context, etc.

You should reference all information that you use in your report, including unpublished work, such as thesis, published work and materials found on the Internet. Make sure your references are clear, consistent and correct throughout the report. **Please notice: Copying information and making it as part of your work (i.e. plagiarism) without giving reference is not allowed and will result in a failing grade.** When you send your final report by e-mail to [peter.selegard.malard@analys.orkund.se](mailto:peter.selegard.malard@analys.orkund.se) it will be checked for plagiarism automatically.

Citations should be made with a clear notion (quotation marks) and with a reference to the original text. In this course we prefer that you use APA (Harvard) style.

An alphabetical and extensive bibliography (i.e. list of references) should be added to your report, containing all textbooks, monographs, edited books, articles, electronic journals, websites etc. that have been used by the group.



## 2.5 Country report outline

### 1 Introduction - a brief summary of the report.

### 2 Country level analysis

- 2.1 Provide reflections about the how the society (your own country) looks at the concept “social entrepreneurship” – do they support it (directly / indirectly) or do they perhaps obstruct it?
- 2.2 Provide reflections about macro-economic factors in your own country influencing the success-rate of social initiatives. It can be Political, Economic, Cultural etc.

### 3 Description of initiatives

#### 3.1 *Initiative A*

- 3.1.1 Brief description
- 3.1.2 Purpose and scope
- 3.1.3 What benefits does this initiative create for stakeholders (clients, donors, founders, participants)
- 3.1.4 What are key challenges that this initiative is facing at the moment?
- 3.1.5 Suggestions for resolving key challenges.

#### 3.2 *Initiative B*

- 3.2.1 Brief description
- 3.2.2 Purpose and scope
- 3.2.3 What benefits does this initiative create for stakeholders (clients, donors, founders, participants)
- 3.2.4 What are key challenges that this initiative is facing at the moment?
- 3.2.5 Suggestions for resolving key challenges.

### 4 Evaluation of initiatives

- 4.1 Select five performance parameters in the literature that are comparable between organizations. Justify your selection.
- 4.2 Compare initiatives based on 5 criteria AND impact (value for money) AND economic sustainability
- 4.3 Conclusions of evaluation and suggestions from the perspective of financing institutions (government, or stakeholders).

### 5 Overall conclusions



## **2.6 Oral presentation**

Presentation requirements:

- Time of presentation: 20 min / questions 10 min = 30 min per one group
  - After **all** presentations teachers comments on reports – 20 min.
- All students must take part in the presentation.
- Attire should be “Business professional”
- Presentation must be ready on presentation computer before the presentation day starts. No changes are allowed after the day starts.
- It is recommended that students submit a slide handout to evaluators.
- If students decided to use their own computers, it is their responsibility that the computer works in the presentation room.

## **2.7 Prevention of freeriding**

Earlier we have had cases of problems with free riders in this course. Therefore we want all groups to create and reflect on how you should work and also what consequences for example social loafing can have on individual students.

### **A) Group contract**

Before starting the work with your country report you shall write a group contract. The group contract should focus on how the group should work during the course. At the end of this course information you’ll find an example on how your group can create a group contract (the art of writing a group contract). Please follow the instructions. We want all groups in the course to create one. Scan the original agreement and send it in pdf to [peter.selegard@mdh.se](mailto:peter.selegard@mdh.se). We want it before the **first of March 2014** or ASAP. We also want a group contract for the intensive week. That group contract you should create and deliver to your teachers/supervisor at location (Tallinn).

### **B) Grading of each other**

In addition to the group contract, we also wants a reflective text about how your process actual have been as a group. You as a group shall create a page (one A4) where you as a group give individual members of the group grades (both for the group that does the country report and for the group during the intensive week). Use the words “Poor”, “Fair” “Good” and “excellent” and motivate and argue why it is so related to your group contract. Please also give additional information and give participation evaluation from 0 to 100%, where “0%” stands for “didn’t contribute at all to this group work” and “100%” stands for “contributed greatly to this work could be carried out”. We want all members of the group to sign the document and give it to the teachers/supervisors during the intensive week. If you as an individual student don’t agree with your fellow students you can make a reservation in the text and motivate your position.



## 2.8 Evaluation and grading

Grades are given by the teachers, both the written reports (Country report and Intensive program report) and the oral presentations.

### 2.8.1 Oral Presentation Evaluation Criteria

Score		Criteria	Excellent 100%	Good 75%	Fair 50%	Poor 25%
Given	Max					
	20	Organization	<b>20</b> Consistently clear, concise, well organized. Points were easy to follow because of the organization. Transitions between sections smooth and coordinated.	<b>15</b> Usually clear, concise, well organized. Most of the presentation was easy to follow. Transitions between sections usually coordinated.	<b>10</b> Not always clear or concise. Organization was adequate, but weak. Occasionally wandered and was sometimes difficult to follow. Transitions between sections weak.	<b>5</b> Often unclear and disorganized rambled too much. The presentation was confusing and difficult to follow. Transitions between sections awkward.
	10	Creativity	<b>10</b> Very creative and original. Imaginative design and use of materials. Novel hand-outs, visual aids, or methods.	<b>8</b> Exhibited some originality and creativity.	<b>5</b> Routine treatment, minimal thought given to originality or creativity.	<b>3</b> Lacked creativity. Very ordinary and mundane.
	15	Visual aids	<b>15</b> Simple, clear, easy to interpret, easy to read. Well-coordinated with content, well designed, used very effectively. Excellent example of how to prepare and use good visual aids.	<b>11</b> Usually clear, easy to interpret, easy to read. Generally well-coordinated with content, design was okay, generally used effectively. Demonstrated some understanding of how to use visual aids.	<b>8</b> Marginally acceptable, too complex, crowded, difficult to read or interpret. Adequate coordination with content. Used only adequately. Showed little understanding of how to prepare and use visual aids.	<b>4</b> Poor quality visual aids (or none), hard to read, technically inaccurate, poorly constructed. Poor coordination with content.  Used poorly. The presenter did not seem to know how to prepare or use visual aids effectively.



	20	Stage presence	<b>20</b> Excellent stage presence. Confident, used, notes well, at ease, excellent gestures, good audience, attention, good eye contact.	<b>15</b> Good stage presence. Fairly confident, used notes fairly well, good gestures, acceptable audience attention and eye contact.	<b>10</b> Adequate stage presence. Read parts, fumbled with notes, several distracting mannerisms, minimal gestures, minimal eye contact, too many ums.	<b>5</b> Poor stage presence. Unprepared, awkward, shuffled papers, poor eye contact, lots of um=s, turned from audience to read overheads, shuffled feet, fidgeted. Poor gestures.
	20	Topic knowledge	<b>20</b> Displayed an excellent grasp of the material. Demonstrated excellent mastery of content, application and implications. Excellent research depth.	<b>15</b> Displayed a general grasp of the material. Demonstrated good mastery of content, application and implications. Good research depth.	<b>10</b> Displayed some grasp of the material. Demonstrated adequate mastery of content, application and implications. Research not very deep.	<b>5</b> Displayed a poor grasp of the material. Demonstrated a superficial handling of content, application and implications. Little depth of research.
	15	Summary	<b>15</b> Clear, concise, major points emphasized, clear recommendations, strong conclusion or call for action.	<b>11</b> Referred to main points, recommendations weak or missing, weak conclusion or call for action.	<b>8</b> Vague mention of major points, no recommendations, weak conclusion, weak or no call for action.	<b>4</b> No summary, no recommendations, no conclusions, no call for action.
	% of 100%					



## 2.8.2 Written Report Evaluation Criteria

Score		Criteria	Excellent 100%	Good 75%	Fair 50%	Poor 25%
Given	Max					
	15	Structure	<b>15</b> Presentation is clear and logical. Reader can easily follow line of reasoning. Logical connection of points.	<b>11</b> Presentation is generally clear. Sentence flow is generally smooth. A few minor points confusing or not clearly connected.	<b>8</b> Reader can follow presentation with effort. Structure not well thought out. Points are not clearly made.	<b>4</b> Presentation is very confused and unclear. Reader cannot follow it or deduce the main points presented.
	10	Style	<b>10</b> Level is appropriate for presentation of scientific results. Writing is free of errors in grammar, punctuation, spelling. Flows smoothly.	<b>8</b> Level is generally appropriate. Writing is generally error-free, but some errors in language or grammar may occur.	<b>5</b> Enough errors in style or grammar occur that they become distracting. Voice may change randomly. May appear disjointed.	<b>3</b> Writing style is consistently at an inappropriate level. Errors are frequent and distracting, so that it is hard to determine meaning. No logical connection of ideas or flow of sentences.
	25	Critical perspective	<b>25</b> Show considerable critical thinking about information acquired from various sources. Able to critically discuss and independently evaluate information and to come to own conclusions.	<b>19</b> Generally shows critical thinking skills. Able to provide some critical evaluation /discussion of information. Generally appropriate conclusions are drawn from it. Some assertions may lack support. May contain some minor mistakes, no significant errors are made.	<b>13</b> Show some critical thinking. Lack of consistency in critical evaluation of information and viewpoints. Discussion and independent conclusions are inadequate. Significant logical errors are present.	<b>6</b> Significant lack of critical thinking and perspective. Little independent thinking and conclusions. Authors accept viewpoints of others without critical consideration. Abundant logical errors.
	25	Content	<b>25</b> Introduction contains pertinent background information. Given tasks and questions are thoroughly	<b>19</b> Gives general information about the topic, but some relevant information may be missing,	<b>13</b> Insufficient information on background, relevance, significance is given. Some information is accurate, but	<b>6</b> Provides little or no information on background and significance. Information is inaccurate or with many errors. Discussion is very



			analysed and elaborated. Results and conclusions are logically constructed and summarized. Information is consistently accurate.	or significance is not clearly explained. Description of results is generally clear. No significant errors made.	enough errors are made to be distracting.	difficult to follow. Reader learns little.
	10	Use of figures and tables	<b>10</b> Strong supplement to the text. Information is clearly presented. If taken from other sources, appropriate reference is given. Can stand alone without reference to text.	<b>8</b> Provide good supplementary information, but may be somewhat lacking in clarity, appropriate reference, or explanation.	<b>5</b> Difficult to understand. Do not stand alone; text must be consulted to figure out what is being presented. Inadequately referenced.	<b>3</b> No figures or tables are used, or they are so poorly prepared that they detract from the presentation or do not illustrate the points made in the text.
	15	References	<b>15</b> References to appropriate scientific articles are properly cited in the text and listed in proper format.	<b>11</b> Appropriate references are used and cited, but some may be incomplete or in incorrect style.	<b>8</b> Minimal number of references are used. Style is incorrect and/or incomplete.	<b>4</b> No references provided.
	% of 100%					



## **3. Intensive program project and multiple choice test**

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### **3.1 Intensive program project**

During the intensive week you will work with a project in multicultural teams. It will be a total of six groups with 5-6 students in each group. This examination task is prepared in cooperation with companies from the region around Tallinn University of Technology: Tallinn School of Economics and Business Administration and each group will work with/study one company. The companies represent different industries and have different experiences with social entrepreneurship issues. Working with local companies will give you an opportunity to learn from real life cases, and get insight into challenges and opportunities related to social entrepreneurship issues from the company perspective. The students should sign up for one of the cases at the course web site (available the 25<sup>th</sup> March), but you must sign up in a group where no one from your own country is a member. You should read and find information about the subject/company and prepare questions before arrival.

The groups will have the ability to have a supervisor from the company (company sponsor) and the teachers in their group work that will be accessible during the week. You will also have short lectures by the companies in the beginning of the intensive work in order for them to present their sustainability work, progress and challenges. The course literature should be related and incorporated in the group task when you analyze social entrepreneurship work by the company and how it could be improved. What does the literature say about the studied issue etc?

#### **3.1.1 Intensive program report**

The project will be presented in a written report, 10 pages (appendixes excluded), Times New Roman, 12 pt., 1 ½ line spacing, 2,5 cm. margins. The report should comply with the same formal academic standards as presented in 3.4 above. The written report should be handed in to the teachers according to the schedule.

#### **3.1.2 Oral presentation and Powerpoint material**

The oral presentation will be according to the schedule where the groups present their project work for the teachers and the companies' sponsors. The presentations should be prepared with PowerPoint and notes. The oral presentation should comply with the same formal academic standards as presented in 3.5 above. This PowerPoint material will also be handed over to different companies. It is important that you show references to the empirical material and literature in both the report as in the PowerPoint/notes material since companies will be able to go deeper in order to find more information later on.

#### **3.1.3 Evaluation and grading**

The written report and the oral presentation will be graded by the teachers during the intensive week with the same criteria as for the Country Report (see 3.6). Also the companies' sponsors will grade the report and the oral presentation regarding the practical usefulness of your work for the company.

### **3.2 Multiple choice test**

According to the schedule (schedule is handed out later) you will have a multiple choice test. The test is based on the course literature and country report presentations. Student's knowledge of the course literature will be tested.



### **3.3 Intensive Course week Schedule**

The schedule of the intensive course week is going to be published one week before arrival (to Tallinn) in the course web site. It's going to be a lot of work, but also lots of fun! Early in to the week we are going to have an *international kitchen*. Therefore we want all the groups (which had produced country reports in their home countries) to bring some kind of unique "food" and perhaps beverage from their home country.

### **3.4 Lectures during the intensive week**

During the intensive course week a couple of supporting lectures are going to be held. The order between the lectures and the content of the lectures can be modified.

**Lecture 1:** Birgitta Schwartz: *Overviewing the field of social entrepreneurship and business ethics.*

**Lecture 2:** Aivars Timofejevs: *Entrepreneurship: A general introduction*

**Lecture 3:** Jan Martinsen (Esben Pedersen): *Blue Economy and Social Entrepreneurship*

**Lecture 4:** Per Strömberg: *Societal entrepreneurship in theme parks (Example of Astrid Lindgren world)*

### **3.5 The involved teachers' email addresses**

**Benas Adomavicius** – ISM University of Management and Economics, Lithuania; Email: [benado@ism.lt](mailto:benado@ism.lt)

**Sverrir Arngrímsson** – Reykjavik University, Iceland; Email: [sverrira@me.com](mailto:sverrira@me.com)

**Jan Kvist Martinsen** – Aarhus University Herning, Denmark; Email: [janma@hih.au.dk](mailto:janma@hih.au.dk)

**Anna Pajari** – Lahti University of Applied Sciences, Finland; Email: [anna.pajari@lamk.fi](mailto:anna.pajari@lamk.fi)

**Peter Selegård** – Mälardalen University, Sweden; Email: [peter.selegard@mdh.se](mailto:peter.selegard@mdh.se)

**Virve Siirde** – Tallinn University of Technology, Estonia; Email: [virve.siirde@ttu.ee](mailto:virve.siirde@ttu.ee)

**Per Strömberg** - Telemark University College, Norway; Email: [per.stromberg@hit.no](mailto:per.stromberg@hit.no)

**Aivars Timofejevs** – Stockholm School of Economics Riga, Latvia; Email: [aivars.timofejevs@sseriga.edu](mailto:aivars.timofejevs@sseriga.edu)



## 4. The art of writing a group contract

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The main objective of setting up a group contract is that everyone in the group should agree on objectives and policies for the future work. The production of a group contract leads to discussion and reflection on issues that are important to the group's work and pleasure. When developing the group contract, it is important that everyone in the group is actively involved and the contract reflects all team members' views and wishes.

**1. Briefly write down the objective of the project**

What would the group achieve? Take for example the project's background, scope, team members' knowledge, timing, etc.

**2. Procedures**

How often should the group meet? How long meetings will be? When should the meetings be? What are acceptable reasons for absence from meetings? How 'punished' absence from any particular meeting?

**3. The communication in the group**

How will you communicate between meetings? How will the group react if someone does not come to a meeting? How do you solve communication problems in the group?

**4. Responsibility / Role**

The chairman and secretary role is to be distributed. Should each person in the group have a formal role? Note, it is not a must that everyone in the group has a formal role. Will you switch formal roles in each meeting? What roles are needed? Project Manager, Secretary, Document controller?

**5. Resources**

What resources are available? What is needed in terms of equipment, literature, and more?

**6. Responsibility and consequences**

How should the work be allocated in the group? How will the group deal if someone does not do its part of the work? How much work to be done between meetings?

**7. Signatures**

Everyone should read the contract. When all agreed you should all put your signature on the contract.