

SYLLABI

Basic data of the subject	
Academic unit:	Faculty of Management
Program:	Business Management and Entrepreneurship
Course title:	Social Entrepreneurship
Level:	Bachelor
Subject status:	Election
Year of studies:	II
Semester:	III
Number of hours per week:	3
Credit value – ECTS:	4
Time / location:	USHAF
Subject teacher:	
Contact details:	
Course description	<p>The course includes scientific materials which will be elaborated by presenting theoretical and practical aspects with papers and research on Social Entrepreneurship, Entrepreneurship and Social Entrepreneurship, Social Change Assessment,</p> <p>Social design opportunities, Changing enterprises to meet unmet needs, Division of tasks, Market and industry analysis, Business plans for social entrepreneurship, SWOT analysis, Operational activities, Profitability analysis in enterprises, Financing social entrepreneurship, Enterprise structure, Considerations towards other businesses, Starting social work and presentation by students.</p>
Course objectives	<p>The aim of the course is for students to develop knowledge by understanding the aspects of Social Entrepreneurship and their responsibilities for managing the enterprise. Students will also be prepared to pave the way for enterprise success in a competitive market by successfully managing social enterprises to create social value. This module will enable students to gain knowledge on how to conduct social analysis - Social Entrepreneurship Financing, Risk Management, Production Plan, Breakeven Analysis in Enterprises, Accounting System in Enterprises, etc.</p>
Expected learning outcomes	<p>After successfully completing the module, the student should:</p> <ol style="list-style-type: none"> 1. To gain knowledge about social entrepreneurship and to distinguish its elements, (ECTS: 1), 2. Understand the organizational structures from traditional non-profit organizations. (ECTS: 0.5), 3. Identify the main elements in the social entrepreneurship ecosystem, (ECTS: 0.5), 4. Evaluate the strengths and limitations of social entrepreneurship in addressing social problems, (ECTS: 1), 5. Analyze the use of Artificial Intelligence as an

	innovative tool in social entrepreneurship to solve social challenges. (ECTS: 0.5) , 6. Capable of teamwork in social enterprises, (ECTS: 0.5) ,		
Contribution to the student workload (which should correspond to the student's learning outcomes)			
ACTiViTY	hour	Day/week	in total
Lecture	2	15	30
Theoretical exercises/tasks	1	15	15
Work/Practical Visits			
Contacts with teachers – consultations	1	5	5
Preparation for project assignments	1	5	5
Course project – Test (planning + implementation)	2	2	4
Homework	1	5	5
Student's personal study time (in the library or at home)			20
Final exam preparation	1	5	5
Time spent on assessment (tests, final exam)	2	3	6
Projects, presentations, etc.	1	5	5
Total			100
Teaching and learning methodology	The lecture will be organized with the student at the center, teaching will to be developed through lectures, exercises, practical examples, individual and group interpretations, seminar work, periodic assessments, etc. All of this will be realized in the theoretical and practical aspect by presenting the materials in audio-visual form through electronic technology with Windows Office programs. In the theoretical aspect, general scientific knowledge will be provided, based on contemporary literature. The practical part will mainly be realized through concrete examples from the literature and student papers, the students' opinion will be heard on the literature to be used, on the way of organizing the lecture which will be interactive regarding the topics taught, the orientation in the elaboration of the material will be discussed in the group - practical visits, student presentations for Case Studies, Seminar Papers or Research.		
Assessment methods and passing criteria	The assessment method - is based on three activities - on the basis of which the final grade will be built: <ul style="list-style-type: none">➤ Activity and Engagement in Learning.....max 20 points (%),➤ Project design/presentation/seminar paper.....max 10 points (%) ,➤ Final exam (or two tests).....max 70 points (%), Passing criteria - related to the activities foreseen by the assessment method: 1. Activity and Engagement in Learning – is assessed with 20 points (%) out of a possible 100 points (%): <ul style="list-style-type: none">• Activity in the lesson (10) points (%) - means that the student is active and involved in interactive discussions between professors and students, between students and students, opening up new		

topics that are related to the subject, providing ideas, opinions, and critical thoughts with the aim of stimulating debate during lectures.

- Engagement **(10) points (%)** - means that the student completes and presents the assignments that are assigned at the end of each lecture and then discussed at the beginning of the next lecture.

Goal: Encouraging critical thinking and creative solution of real situations related to the problems posed - related to teaching and learning in the subject module.

2. Drafting and presenting a seminar project/paper - is evaluated with 10 points out of 100 points (%) possible,

Within the semester, the student (can be a group of students – no more than 3 students) must prepare a project/seminar paper (Word and PowerPoint), the same paper must be presented during the hours designated for presentation. The presentation will last a maximum of 15 minutes.

The topic of the paper can be proposed by the professor and by the student - the topic proposed by the student must be approved by the professor, and it must be in full correlation with the course.

The paper is presented to the group and evaluated based on the quality of content, analysis, creativity, and ability to present it clearly.

Project/seminar paper evaluation criteria	
component	Points (%)
Structure and Purpose of the paper	3
Content/explanation of the paper	3
Conclusions drawn and presentation of the paper	4
Total:	10

Goal: development of research, analytical and scientific skills, through addressing a specific topic independently and academically - related to teaching and learning in the subject module.

3. The final exam test is evaluated with 70 points (%) out of 100 points (%) possible,

Within the semester, two Tests (2 x 35 points (%)) are planned to be held for students actively engaged in lectures, the first test in the 7th or 8th week and the second test at the end of the lectures, the student passes the test if he has at least 18 points (%), since the student is considered to have passed the first test, then the student can take the second test, the student has the right to directly take the final exam - oral or written. The student will take the final exam test, after the end of the lectures of the subject and within the exam deadlines determined by the University Senate.

The exam test (question form) must be completed individually by the student and is evaluated according to the criteria and contains:

- ♦ objective multiple-choice questions, which will be used to assess the student's ability to recall and recognize the concepts and material of the course**30 points (%)**,
- ♦ subjective questions of the type of topic for explanation/written answer/tasks - for which the student

	<p>himself must be able to give answers related to the material of the lectured course, the same answers will be used to assess the student's understanding and abilities to apply the knowledge acquired in the analysis, synthesis/evaluation of the problem..... 40 points (%)</p> <p>Purpose of the test: to assess the acquisition of learning outcomes and the ability to apply them in practical situations.</p> <p>The student passes the exam if he/she collects 50 points (%) from all activities foreseen by the assessment method,</p> <p>Grades at UShAF:</p> <table><tr><th>Grading</th><th>ECTS/Grade</th><th>Percentage (%)</th><th>The definition</th></tr><tr><td>10</td><td>A</td><td>90 - 100</td><td>Excellent</td></tr><tr><td>9</td><td>B</td><td>80 - 89</td><td>Excellent</td></tr><tr><td>8</td><td>C</td><td>70 - 79</td><td>Very good</td></tr><tr><td>7</td><td>D</td><td>60 - 69</td><td>Good</td></tr><tr><td>6</td><td>E</td><td>50 - 59</td><td>Sufficient</td></tr><tr><td>5</td><td>FX/F</td><td>0 - 49</td><td>Insufficient</td></tr></table>	Grading	ECTS/Grade	Percentage (%)	The definition	10	A	90 - 100	Excellent	9	B	80 - 89	Excellent	8	C	70 - 79	Very good	7	D	60 - 69	Good	6	E	50 - 59	Sufficient	5	FX/F	0 - 49	Insufficient
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Concretization tools – IT	Use of Smart-board, Internet, wireless, computer, projector, PowerPoint, Use of "on-line" platforms and tools to support communication and team collaboration, etc.																												
The ratio between the theoretical and practical part of the study	<p>70% - Theory, 30% - Practical exercises/tasks,</p> <p>This report aims to analyze the connection between the theoretical knowledge acquired during the lectures provided in the course module and the implementation of practical exercises (practical visits, exercises with students, student quizzes in class, etc.).</p> <p>Of the total 100 hours planned for the course, the division is made according to the ratio of 70% focusing on theory and 30% on practical exercises/tasks.</p> <ul style="list-style-type: none">• 70 hours are dedicated to theoretical lectures, including the acquisition of basic concepts, methodologies and standards foreseen in the course module.• 30 hours are focused on practical exercises/tasks, case studies, group work, and development of simulation projects. <p>Allocation of 4 ECTS according to the ratio 70%-30%</p> <ul style="list-style-type: none">❖ 3 ECTS - dedicated to the theoretical part,❖ 1 ECTS - dedicated to the practical exercises/tasks part, <p>This division reflects the balance between acquiring basic concepts and applying them through practical activities.</p>																												
LITERATURE																													
Basic literature	<ol style="list-style-type: none">1. Safet Merovci, PhD: “Entrepreneurship”, Prishtina 2000,2. Teresa Chahine, 2016, Introduction to Social Entrepreneurship, CRC Press, Taylor & Francis Group, LLC																												
Additional literature	<ol style="list-style-type: none">1. Chahine, T. Introduction to Social Entrepreneurship. Boca Raton, FL: CRC Press, 2016,																												

	<ol style="list-style-type: none"> Guo, C., & Bielefeld, W. Social Entrepreneurship: An Evidence-Based Approach to Creating Social Value. San Francisco, CA: Jossey-Bass. WSU, 2014, Emeric Solymosy & Safet Merovci, "Entrepreneurship", Prishtina, 2006. Poshan Yu, Steve KM Wong, Akhilesh Chandra Prabhakar AI Strategies for Social Entrepreneurship and Sustainable Economic Development 2024 by IGI Global
Designed lesson plan:	
WEEK	The lecture to be held
First week	Introduction to social entrepreneurship; introducing students to the course curriculum
	<p>Summary on social entrepreneurship;</p> <p>Introducing students to social entrepreneurship, Definition of Social Entrepreneurship: Names of prominent social entrepreneurs and successful projects in the field of social entrepreneurship. The Importance of Social Entrepreneurship: Identifying social and environmental challenges that social enterprises can address. Expected results no. 1.4</p>
Second week	<p>Definition of social entrepreneurship,</p> <p>Social or Environmental Purpose: The social enterprise has a primary purpose to address a specific social or environmental challenge. This purpose is essential and is considered more important than financial profit. Innovation and Creativity: Social enterprises reward innovation and creativity to find new and efficient ways to solve social and environmental problems. Expected results no. 2.4</p>
Third week	<p>Using Artificial Intelligence in Solving Social Challenges</p> <p>How can artificial intelligence be used to address problems such as: equitable education, affordable healthcare, reducing inequalities, and protecting the environment. Concrete cases where startups and social organizations have used artificial intelligence to create positive impact. Expected result, No. 6.</p>
Fourth week	<p>Assessment of social changes,</p> <p>Social change evaluation is a process used to assess the impact and effects of various changes in society. This process is important for understanding whether a project, policy, program, or initiative has achieved its social goals and for identifying ways to improve and refine future actions. Here are some important elements and steps for social change evaluation: Expected results no. 7.5</p>
Fifth week	The ethics of Artificial Intelligence and the impact on social entrepreneurship.

	<p>Discussion on the balance between innovation and social responsibility. How to use artificial intelligence in a fair, transparent and inclusive way, so as not to create discrimination or exclusion.</p> <p>Examples of ethical policies and practices that organizations should follow.</p> <p>Expected result, No. 6</p>
Sixth week	<p>Changing enterprises to meet unmet needs;</p> <p>Repositioning businesses to meet unmet needs is an effective way to create social value. This can include providing products or services that serve the unmet needs of individuals or communities, employing marginalized groups, sustainably using natural resources, and taking other measures to meet their social goals, division of labor, First Test,</p> <p>Expected results no. 2, 4</p>
Seventh week	<p>Market and industry analysis; division of tasks, Consumer and Demand Research:</p> <p>Identifying the age groups, preferences and needs of potential customers. Assessing the factors that influence the demand for your product or service.</p> <p>Competition Analysis:</p> <p>Identification of direct and indirect competitors in the market.</p> <p>Assessing competitors' strengths and weaknesses, including their current and future strategies.</p> <p>Analysis of Opportunities and Threats:</p> <p>Expected results no. 7, 8, 5</p>
Week eight	<p>Business plans for social entrepreneurship,</p> <p>Writing a business plan for an entrepreneur is an important step in creating a venture that aims to have a positive impact on society. The business plan will help identify the goals of the venture, the operating strategy, the resources needed, and how it will improve the lives of individuals or communities. Here are some important components to include in a business plan for a social entrepreneur: Expected results no.</p> <p>Expected results no. 8, 7</p>
Week nine	<p>SWOT analysis,</p> <p>SWOT analysis is a common and powerful tool in business strategy and planning. It provides a broad overview of an organization's current situation, identifying its strengths and weaknesses (internal analysis) and the opportunities and threats posed by the external environment (external analysis). Here is a more detailed explanation of each aspect of SWOT analysis: Expected results no. 8, 7, 5</p>
Week ten	<p>Operational activities; repetition and interactive discussion with students,</p> <p>What is social entrepreneurship and what distinguishes it from ordinary business?</p> <p>How can social entrepreneurs be involved in solving social and environmental problems?</p> <p>What are some well-known examples of social entrepreneurship and the positive impact they have had?</p> <p>What are the main challenges that social entrepreneurs face?</p>

	What resources are needed for social enterprises to succeed?
Twelfth week	Break-even point analysis in enterprises, Break-even point analysis is an important tool for understanding when a company will be able to make a profit and be at the “zero profit” level. Essentially, this is the point at which a company’s revenues equal its expenses and profitability begins to occur. Break-even point analysis helps determine the decision threshold for changes in price, expenses, or sales volume. Expected result no. 8, 7, 1
Eighteenth week	Social entrepreneurship financing; analytical demonstration with students, Financing social entrepreneurship is a key challenge faced by social enterprises. Social enterprises have a dual purpose: to create social value and to realize economic profit. This makes them different from non-profit organizations and puts them in a unique position in seeking financial resources. :Expected result no. 8
Week fourteen	Enterprise structure, The structure of an enterprise determines the way an organization is organized and managed at different levels of the hierarchy and across different functions. The structure of an enterprise can vary significantly depending on the size, nature of the business, and goals of the organization. Expected result no. 2.8
Week fifteen	Business risk, business control. Risk is a natural part of any business. Entrepreneurs and managers must be aware of risk and take steps to control and manage these risks. Business control is the process of identifying, assessing, mitigating, and managing risks in an organization, review of learning material, Second test, Expected results no. 8
Academic policies and rules of conduct	
The student is obliged to attend lectures regularly and to have correct behavior towards colleagues and University staff, maintaining calm and active engagement in lectures and exercises is mandatory. During lectures and exercises, eating, whispering that hinders work in the classroom and the use of mobile phones are PROHIBITED. At the same time, mobile phones must be turned off or put on silent and not used during lectures or exercises. Lack of academic integrity (including plagiarism, copying another person's work, use of unauthorized aids in exams, cheating, etc.) will not be tolerated. If there are doubts about the authenticity of the work submitted, the professor has the right to ask the student to verify his/her work. This can be done through: repeating the work, written or oral testing, surprise quiz or any other action deemed necessary by the lecturer.	