

# Syllabus

for course at first level

**Entrepreneurship in Societal Change**  
**Entreprenörskap i samhällsförändring**

**7.5 Higher Education**  
**Credits**  
**7.5 ECTS credits**

<b>Course code:</b>	FE3232
<b>Valid from:</b>	Autumn 2013
<b>Date of approval:</b>	2013-12-02
<b>Department</b>	Stockholm Business School
<b>Main field:</b>	Företagsekonomi
<b>Specialisation:</b>	G1F - First cycle, has less than 60 credits in first-cycle course/s as entry requirements

## Decision

The syllabus has been decided on by the Faculty of Social Sciences December 2, 2013.

## Prerequisites and special admittance requirements

45 credits from Business Administration I and Business Administration II, or the equivalent.

## Course structure

Examination code	Name	Higher Education Credits
3232	Entrepreneurship in Societal Change	7.5

## Course content

In the course we will discuss and study mainstream business entrepreneurship but also other forms as for example social, societal, cultural and ecological entrepreneurship and which challenges these entrepreneurs meet. These entrepreneurs do not only focus on growth and profit as a success factor, but also include other factors to be equally important, such as finding new solutions for creating a common good, fighting poverty, maintaining the cultural heritage, and implementing a transition to a more environmentally sound society.

The course focuses on the transformation from entrepreneurship to entrepreneurships and how entrepreneuring is exercised in various contexts. Today several kinds of entrepreneurships evolve related to how individuals, organizations and nations try to change the society with regards to for example social and environmental issues. Students are to understand these forms of entrepreneurship, in relation to how they are enacted in various contexts. In addition the course will discuss the interplay between entrepreneurship and societal change, that is to say, to what extent entrepreneurship will change society and what parts of entrepreneurship that is maintained or changed.

In this course the students will make an entrepreneurial project where they will find solutions regarding environmental or social problems with focus on societal change.

### **Learning outcomes**

The overall aim of the course is to understand various types of entrepreneurship and to express how it manifests in various contexts.

Upon completion of the course, students shall be able to:

#### Knowledge and understanding

1. Identify, describe and explain forms of entrepreneurship in relation to contexts and societal change.
2. Recognize different entrepreneurial contexts

#### Skills and abilities

3. Apply perspectives from management and organizational theories in order to investigate the challenges in doing entrepreneurship for societal change.
4. Identify entrepreneurial challenges and suggest solutions regarding environmental or social problems with focus on societal change.
5. Show ability to plan and execute, individually and together in group a defined entrepreneurial project.

#### Judgement and approach

6. Critically analyse and evaluate different forms of entrepreneurship in relation to context.

### **Education**

The course consists of a combination of lectures, seminars and group work and requires a significant portion of self-study on the part of students. Assessment for the course will be continuous and is carried throughout the different activities of the course.

The course workload (model: 40 hours per week equivalent to 1,5 ECTS) is allocated as follows:

Teacher-led lectures: 20 hours

Teacher-led seminars: 10 hours

Group work (including supervision): 80 hours

Peer reviewing: 10 hours

Self-studies: 56 hours

Assessment: 24 hours

Total workload: 200 hours equivalent to 7,5 ECTS.

The language of instruction is English.

Please note that all teaching and learning activities - such as lectures, seminars, assignments and assessment tasks – are carried out in English when the language of instruction is English.

### **Forms of examination**

Assessment for the course will be continuous and is carried throughout the different course activities. Each assessment task is weighted in relation to its importance in the overall assessment of the course. The student's results from the different assessment tasks are added up to a total course score that will then translate into the final grade for the course.

#### Assessment tasks

The course contains the following weighted mandatory assessment tasks

1. Individual exam: assesses intended learning outcomes 1, 2, 3, 5, 6; constitutes 50% of total course points.
2. Individual assignment: assesses intended learning outcomes 1, 3, 5, 6; constitutes 15% of total course points.
3. Group project and presentation: assesses intended learning outcomes 1, 2, 3, 4, 5, 6; constitutes 30% of total course points.
4. Review assignment: assesses intended learning outcomes 1, 3, 5; constitutes 5% of total course points.

## Grading

After completion of the course, students will receive grades on a scale related to the intended learning outcomes of the course. Passing grades are A, B, C, D and E.

Failing grades are Fx and F. A grade Fx can be completed for a grade E.

A course comprises 0–100 course points. Receiving a final passing grade requires  $\geq 50$  course points. The scale for the final grade is tied to fixed score intervals: A: 90-100; B: 80-89; C: 70-79; D: 60-69; E: 50-59; Fx: 45-49; F: 45. The grades correspond to the total score points a student obtains (over a total of 100) for all the weighted assessment tasks combined as part of the continuous assessment for the course.

Each assessment task is awarded 0–100 points. The score for a single assessment task is the number of points multiplied by its percentage weight, and the combined total of score points for all assessment tasks for the course are added up to a final score between 0 and 100 which then translates into a corresponding final course grade between A and F.

Assessment task 1 is assessed on a 100-point scale.

Assessment tasks 2 and 3 are assessed on a 100-point scale in three intervals:

- Pass with distinction: 80% = 100 points.
- Pass: 50% = 50 points.
- Weak: 50% = 0 points.

Assessment task 4 is assessed on a 100-point scale in two intervals:

- Pass: 50% = 100 points.
- Weak: 50% = 0 points.

The student is responsible for completing the course's assessment tasks: that a sufficient amount of course points is earned and a passing course grade is obtained. The course's final assessment task can only be taken twice: 1) during the course, its first final assessment task; and, if a passing result ( $\geq 50$  course points) was not achieved at the first occasion, 2) in the course's second, scheduled final assessment task. All other assessment tasks are only offered once during the course.

A passing grade (A–E) in the course is obtained when a student has achieved  $\geq 50$  course points.

A failing grade (Fx or F) in the course is obtained when a student has not achieved  $\geq 50$  course points:

- If 45–49 course points are achieved, a grade Fx is obtained, which can be completed for a grade E within 3 semester weeks after receiving instructions from the course director. If a complementary task is not completed within this time limit, and the course's two final assessment tasks have been accomplished, the course grade Fx is confirmed, implying that the student must re-register for the course and that previously acquired course points are forfeited. Note that first-time registered students have priority access to the seminar groups.
- If 45 course points are achieved, a grade F is obtained, implying that the entire course must be retaken and that previously acquired course points are forfeited.

Students receiving a passing grade may not retake the final examination or complete a previously not completed assessment task to attain a higher grade. A passing grade may not be turned into a failing grade

upon the request of a student.

#### Assessment criteria

Assessment criteria are designed as overall assessments, combined qualitative descriptions of what the student is expected to do in order to demonstrate how well the course's learning outcomes are achieved. The assessment criteria are based upon the general abilities as expressed in the degree objectives of the Higher Education Ordinance (appendix 2, System of Qualifications). The list of abilities below is a compilation of these degree objectives. To pass the course (grade E) students should demonstrate general ability to:

- recall, understand and explain course content, the course subject and its scientific basis and methodology;
- apply course content;
- critically analyse course content;
- problematise course content;
- orally and in writing, present and discuss course content;
- assess course content in terms of scientific, social, and ethical aspects;
- relate course content to current social issues;
- meet standards of written presentation and formal accuracy.

The following assessment criteria are used to decide to what extent students have demonstrated these abilities and hence fulfil the course's intended learning outcomes, whereby a grading decision can be made. A higher grade-level presupposes the abilities at lower levels.

#### A (Excellent)

The student demonstrates ability to evaluate and relate to the content of the course from a comprehensive, critically reflective perspective, as well as to transfer and apply insights in new, meaningful contexts.

#### B (Very Good) ☐

The student demonstrates ability to, from an overarching and coherent perspective of the field, understand and use concepts to explain how different aspects of the course relate to each other, interconnect and become meaningful.

#### C (Good) ☐

The student demonstrates good ability to discuss the content, tasks and complex issues dealt with in the course from overall, often well-developed but mainly independent perspectives.

#### D (Satisfactory) ☐

The student demonstrates satisfactory ability to discuss the content, tasks and complex issues dealt with in the course in a way that, albeit in-depth and elaborate, is decidedly one-dimensional.

#### E (Sufficient) ☐

The student demonstrates sufficient ability to discuss the content, tasks and complex issues dealt with in the course in a way that is decidedly one-dimensional.

#### Fx (Fail) ☐

The student's knowledge, skills and abilities display minor flaws, overall or in significant parts.

#### F (Fail) ☐

The student's knowledge, skills and abilities display major flaws, overall or in significant parts.

**Interim**

If the course is discontinued, or its contents are substantially altered, students have the right to be examined according to this syllabus once per semester for three further semesters.

**Limitations**

This course may not be included in a degree together with a course, taken in Sweden or elsewhere, of identical or partially similar content.

**Required reading****Required Reading**

Nielsen, S.L, Klyver, K., Rostgaard, M. and Bager, T. (2012) Entrepreneurship in theory and practice: paradoxes in play. Cheltenham: Edward Elgar.

Berglund, K. and Johannisson, B. (2012) "Introduction".

In Berglund, K. Johannisson, B. and Schwartz, B. (red.) Societal Entrepreneurship: Positioning, Penetrating and Promoting, Cheltenham: Edward Elgar.

Schumpeter, J.A. (1934) The theory of economic development, Cambridge, MA: Harvard University Press (reading instructions are given at the start of the course).

A selection of academic articles (updated each semester, see the study guide).