

Creating a Culture of Social Entrepreneurship

for Non-Economic Students *by Frauke Godat*

A few years ago, as a freelancer in the social entrepreneurship start-up scene in Berlin, Germany, I had the opportunity to attend a talk by Muhammad Yunus, the 2006 the Nobel Peace Prize win-

ner. In his welcome speech, he stated that academic graduates should not go out and look for a job; they should create jobs for others. Today, I am involved in a career orientation programme for social science students, and I consider entrepreneurial skills to be an important personal competence in our fast-changing working environment, and in a world that needs responsible young professionals to create a society that supports people and planet. During my political science studies, I never imagined myself as an entrepreneur. My career goal was to work for the German Foreign Office. However, after some experience in the non-profit sector, I discovered the emerging field of social entrepreneurship that had developed as a

hybrid sector, between businesses, public sector and non-governmental organisations. I became involved in some social entrepreneurship projects in Berlin, and was asking myself why my educational experience did not provide me with the skills and mindset I needed as an entrepreneur.

My Story

This story provides an insight into some workshop concepts that I have developed for social science students at Kiel University, intended to introduce them to the field of social entrepreneurship, addressing many open questions from their field of study, and to open their minds to social entrepreneurship as a career option. As social entrepreneurship is a rather new academic field, the challenge I face is to make this complex issue easy to understand in the space of only a few hours of workshop time. Furthermore, I work with a target group that is generally

Definitions

Social Entrepreneurship Education

...combines different academic disciplines to teach students how to apply entrepreneurial thinking to pressing challenges in society.

Problem-oriented Learning

Problem-oriented approaches to learning and teaching focus on the application of course content to real-world problems and issues. They encompass traditional problem-based learning, as well as approaches such as team-based learning, self-directed learning, case studies, project-based learning, design-oriented learning, and problem-based service learning.

(Elizabeth Jordan & Marion Porath, see <http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1086&context=ijpbl>)

Experiential Learning

David A. Kolb and Roger Fry based their experiential learning model on four elements: concrete experience, observation and reflection, the formation of abstract concepts, and testing in new situations. The experiential learning circle involves (1) concrete experience, followed by (2) observation and experience, (3) forming abstract concepts and (4) testing in new situations.

(<http://infed.org>)

Books

not introduced to the topic of entrepreneurship as part of their course of studies. At the same time, I noticed that students were curious to hear personal stories of young social entrepreneurs who began their projects during their studies or shortly after graduation. Students are interested in the stories of people who engage with social challenges that relate to their field of study, or are present in their personal reality. Therefore, I stress that the goal of my workshop is to share such personal stories, rather than pass on the theory of social entrepreneurship. Furthermore, stories become more inspirational and engaging if the students learn about a project when methods from problem-oriented learning are used in the workshop.

In my career in the education sector, I have been inspired by the student-centered and team-centered approaches with experiential learning elements used by alternative entrepreneurship programmes, such as the Kaospilots in Denmark, the Knowmads in the Netherlands, and the Team Academy in Finland and Spain (see recommended books). At the end of 2012, I was approached by a colleague organising career orientation workshops for undergraduate social science students, who wanted to include social entrepreneurship in their workshop programme. In the past two years, I have developed three workshop formats around social entrepreneurship that will be outlined in more detail in this case study.

Learning Aims and Outcomes

From my workshop experience in the non-formal youth education sector in the past 15 years, and from the programme requirements given to me by my colleague, the following purpose and learning outcomes for the workshop were derived:

- To introduce social science students, through career orientation workshops, to the career option of working in the social entrepreneurship sector.
- To gain insights into the work and issues faced by social entrepreneurs, in problem-oriented learning workshops.
- To be able to apply some tools of entrepreneurial design to personal ideas for social change.

The Learning Experience

Three elements, based on the learning outcomes and inspired by informal entrepreneurship programmes, characterised the design of the different workshop formats:

- Real-Worldness: working on current challenges and social entrepreneurship projects, or bringing society into to the classroom.
- Team learning: creating a team experience, within a diverse group of people previously unknown to



AshokaU.,(nodate)TheCampusStarterKit,TheSullivan Foundation.pdfdownloadat:<http://ashokau.org/resources/student-resources/>



Knowmads,(2012)ChangingtheFaceofEducation,The Netherlands:EuropeanSocialfund.pdfdownload:<http://tinyurl.com/o3ptsaq>



Pirson,M.,(2014)CaseStudiesinSocialEntrepreneurship –TheoikosCollectionVol.4.GreenleafPublishing.pdf download: <http://tinyurl.com/ogvyb8m>



TeamAcademy&PartusInside(nodate)CreatingTeam Entrepreneurs!IntroductiontoTeamAcademy.pdfdownload at: <http://tinyurl.com/q25jt8o>



Windeløv-Lidzélius,CandBauning,Keds.(2012)Kaospilot 20/20, Denmark.

one another, is challenging and playful at the same time.

- Personal awareness: becoming aware of one's own values and talents, in order to work on a social challenge relevant to students' lives.

In Berlin, I have been working on an education project with graduates from the School of Design Thinking in Potsdam, who introduced me to the Design Thinking Process. I developed a four-hour workshop, applying the DSchool innovation process to a social challenge: for example, developing business models for climate change or developing prototypes around the question 'How can you make money with garbage?'. In this workshop, students go through the whole Design Thinking Process once, while using tools and methods provided in tool kits by the DSchool in Stanford (see Resources section). A second workshop format was inspired by the international youth social entrepreneurship network, MakeSense. Initially, business graduates from France began visiting social entrepreneurs around the world, and offered this format in exchange for being received as visitors to tell their personal story. The format spread quickly in major cities like Berlin, Paris, and London, and I transferred the workshop structure into our higher education context. The objective of a Hold-Up is to connect social entrepreneurs with students, to invent solutions and take up their challenges. It is a creativity workshop, which gathers 15-20 participants maximum, and which focuses on solving a concrete challenge faced by a social entrepreneur (see Mini Case Box). The third type of workshop is about defining a personal social entrepreneurship idea, based on the life purpose exercise described by Neil Croft in his ebook 'What is my purpose?'. In a personal brainstorming session, students

“I enjoyed the learning atmosphere outside of a university classroom. University learning can be practical and creative. The Design Thinking Process allowed us to take responsibility for our own ideas very quickly. And the results at the end of the workshop showed that ideas for approaching complex issues like climate change can be developed quickly in a team with diverse study backgrounds.”

list their talents, passions, and the social issues they care about. Throughout the workshop, ideas are worked on in small groups, using tool templates from the DIY Toolkit (see Resources section).

Since these are elective workshops outside of the normal curriculum, students are not assessed. However, in a seminar context, students can hand in learning reflections as portfolio or difficulty papers to be graded. In the Hold-Up and Design Thinking workshops, students present prototypes of their ideas as a pitch. Afterwards, feedback from peers is collected around these questions: What did I like? What other ideas came up for me? What would I change about, or add to the presented idea?

Lessons Learned

Each semester, I run the three workshop formats at least once. The number of participants ranges between 10 and 30 students. Students are mostly undergraduates from social sciences. The workshop description is very open and general, and thus leaves room to invite external guests from the field at short notice: to speak at a Hold-Up workshop, for example. One opportunity, in the context of Kiel University, was the possibility to design these workshops as a support format or pre-course for other (social) entrepreneurship programmes on campus, offered by the newly established Centre for Entrepreneurship and the Kiel School of Sustainability.

Feedback is generally very positive, as students appreciate the chance to move from the knowledge consumption and reproduction that makes up their daily university learning to idea generation and creation in these workshops. In addition, most students have not heard about social entrepreneurship before, and some approach me afterwards with questions on internship possibilities in the sector.

One challenge I face is encouraging students who have taken these workshops to sign-up for the more time-intensive Social Entrepreneurship programme

on campus, or to support individual self-esteem and pursue a social entrepreneurial idea: i.e. fostering the transition from a structured workshop format into self-managed project work.



Resources

To help you design your own social entrepreneurship course, please go to the Coneect compendium of learning materials and search for ‘social enterprise’

To get you started why not take a look at the following websites:

Design Thinking The Design Thinking Process:
https://dschool.stanford.edu/groups/k12/wiki/17cff/Steps_in_a_Design_Thinking_Process.html

DSchool Toolkit:
<http://dschool.stanford.edu/use-our-methods/>

MakeSense Hold-Up Background on content and structure of a Hold-Up: <http://we.makesense.org/?p=1432>

The founder of the MakeSense networks explains what a Hold-Up is: <https://vimeo.com/38024283>

Developing your own social entrepreneurship idea What is my purpose ebook: http://programme.neilcrofts.com/authentic_business/Book_videos.html

Methods and templates to design own idea:
<http://diytoolkit.org/tools/>

Developing your own story of change:
<https://programme.youtube.com/watch?v=LQAYg0hQ-IHQ>

Team Academy Model:
<http://programme.akatemia.org.uk/resources/>

Learning assessment tools Learning portfolio:
http://ideaedu.org/wp-content/uploads/2014/11/IDEA_Paper_44.pdf

Difficulty paper:
<http://tinyurl.com/p4743u8>

Mini Case - Hold-Up with Fairmondo

Fairmondo is a cooperative start-up in Berlin that aims to be a fair and transparent alternative to online market places such as Amazon or eBay. Their communication strategy consists of so-called 'official Fairmondo ambassadors' across Germany. Timo, the Hamburg ambassador, joined the workshop at Kiel University with this entry question: How can Fairmondo attract more users and local shops in Kiel to participate in the Fairmondo online market place? The workshop was co-hosted in an open-air location, run by a student project that offers event space for alternative

the next step, they share, in pairs, why they picked this card. The following brainstorm around the 10 questions (which have been developed together with the guest in a pre-interview) are timed at roughly two minutes each. The goal is to end this phase with 100 new ideas for the social entrepreneur. The next phase consists of working in small teams, to develop one prototype idea per group that is a possible solution to the entry question. A prototype can be an elaborated idea from the brainstorm, a combination of several ideas, or new ideas being developed in self-organised brainstorms within the small team. In this phase, I normally apply prototyping methods from the Design Think-



sustainability education at a big city sailing fair. We started the workshop with Timo's story of his engagement with Fairmondo, and how his studies in business and French led him into his current field of work in sustainable business practices. Afterwards, Timo presented the context of the challenge that led to the entry question for this workshop. Before moving into a brainstorming chain around 10 related sub-questions, there is normally a group icebreaking activity. With students, I like to spread out hundreds of post-cards or inspirational pictures. Participants are asked to pick one picture that relates to the entry questions. In

ing Process. At the end of the workshop, each team has 3-5 minutes to pitch their prototype to the larger group, while receiving feedback and comments from the social entrepreneurs. If there is time, I finish a Hold-Up with a reflection brainstorm around these three elements: 'I liked', 'Next time I would like to', and one personal learning point. The social entrepreneur receives a photo and idea documentation of the workshop within one week of the event.



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I am an initiator and facilitator of change networks since 2006. After some project management work in the non-profit sector in Germany, India, and the Netherlands, I have been a practitioner in the social entrepreneurship scene in Berlin. I am currently consulting teaching staff at Kiel University to integrate concepts and methods of Social Entrepreneurship Education and Service Learning into their lectures and seminars*. At the same time, I am prototyping teaching and learning methods from the two fields with students. I also offer project coaching and planning workshops for students' so-

cial entrepreneurship ideas and projects. Prior to working at the university, I have designed workshops, training, and larger conferences in informal social change and sustainability education. I have a passion for dialogue learning and I am an active member of the global learning community Art of Hosting.

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