Social Entrepreneurship Education: A Holistic Learning Initiative

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Abstract. This paper aims to create awareness for the role of Business Schools in nurturing social entrepreneurial initiatives amongst their students and provides a new learning approach for social entrepreneurship education. Therefore, we first review the literature on social entrepreneurship and identify the competencies that social entrepreneurs need in order to make the difference they aim for. The paper then analyses the current state of social entrepreneurship education and describes a new educational initiative in more detail. This initiative provides full-time master students with the possibility to start a real-life social venture that is supported by a holistic learning structure designed to facilitate cognitive, behavioral, and affective learning. The paper describes the learning types, methods, contents, and expected outcomes of this initiative and ends with a short discussion and conclusion on the future of social entrepreneurship education. Overall, we hope that this paper inspires a vivid exchange on learning approaches in social entrepreneurship education.

Keywords: social entrepreneurship, competencies, education, business schools, holistic learning.

1. Introduction

Entrepreneurship is considered of vital importance to our current economy. Through creativity and innovation, or "creative destruction" (Schumpeter, 1942), entrepreneurs add value to society and stimulate economic growth. For many years, the entrepreneurship research community mainly studied entrepreneurial ventures within the economic-commercial domain. However, social problems - such as poverty, gender inequality, global warming, aging populations, health care shortages and global energy related concerns - have given rise to a new type of entrepreneurs. Social entrepreneurs act as change agents in the social sector; they recognize an opportunity when a part of society is stuck and they provide new ways to get it unstuck (Harding, 2004). Following Zahra et al. (2009), we define social entrepreneurship as the activities and processes undertaken to discover, define, and exploit opportunities in order to enhance social wealth, by creating new ventures or managing existing organizations in an innovative manner.

The number of new social start-ups has been increasing exponentially during the last years. In some countries, these ventures are even emerging at faster rates than more conventional, commercial ventures (Harding and Cowling, 2004; Austin, Stevenson and Wei-Skillern, 2006). The current economic crises results

in new challenges for social entrepreneurship, but it definitely also offers opportunities. Managers in non-profit organizations need to become more entrepreneurial as the competition for financial resources becomes harsher (Weerawardena and Mort, 2006). Initiatives have to be developed to reintegrate the growing number of both unemployed inexperienced youngsters as well as experienced aging people in the labor market. However, unemployed people might be inspired by the social problems they are faced with and create entrepreneurial ventures to tackle these problems. Opportunities also exist for schools and universities to awaken a spirit of social entrepreneurship amongst their students. Youth is passionate about entrepreneurship and their communities, and they see the former as a means of making a contribution to the latter (Kourilsky and Walstad, 2007).

The aim of this paper is to create awareness for the role of Business Schools in nurturing social entrepreneurship amongst their students and to provide specific ideas concerning relevant learning approaches. Therefore, we first review the literature on social entrepreneurship and identify the competencies that social entrepreneurs need in order to make the difference they aim for. The paper then analyses the current state of social entrepreneurship education and describes a new educational initiative in more detail. This initiative provides full-time master students with the possibility to start a real-life social venture that is supported by a holistic learning structure designed to facilitate cognitive, behavioral, and affective learning (Ford and Salas, 1993; Ng, van Dyne and Ang, 2009). The paper describes the learning types, methods, contents, and expected outcomes of this initiative and ends with a short discussion and conclusion on the future of social entrepreneurship education. Overall, we hope that this paper inspires a vivid exchange on learning approaches in social entrepreneurship education.

2. Social Entrepreneurship

Research on social entrepreneurship is still in an embryonic stage. In a review of the academic literature on social entrepreneurship, Short, Moss and Lumpkin (2009: p. 166) conclude that 'research within this field has been characterized by a lack of predictive research and an anecdotal emphasis on social heroes rather than generalizable details'. The lack of predictive articles is the result of disparate construct definitions, unclear boundary conditions and anecdotal antecedents to performance. We agree that many opportunities remain to be explored within the domain of social entrepreneurship. However, a sufficient knowledge-base has been developed to identify the competencies these entrepreneurs need, and this can guide new educational initiatives. In order to understand the context of these initiatives, we first discuss definitional issues, the reasons for the growing demand for social entrepreneurship and the added value of these ventures. Next, we identify the competencies that social entrepreneurs need for being effective.

2.1.   Social Entrepreneurship: Definition, Aims and Importance

Definitions of social entrepreneurship have emerged in a number of different domains, such as non-profits, for profits, the public sector, and combinations of all three, resulting in definitional ambiguity within this research domain (Defourny and Nyssens, 2010; Jones and Keogh, 2006; Weerawardena and Mort, 2006). Nevertheless, more recently, authors started to apply a broad definition, as they relate social entrepreneurship to individuals and organizations engaged in an entrepreneurial process with the goal to catalyze social change or address social needs (Bosma and Levie, 2010; Certo and Miller, 2008; Mair and Marti, 2006; Short et al., 2009; Van de Ven, Sapienza and Villaneuva, 2007; Zahra, Gedajlovic, Neubaum and Shulman, 2009). Innovation and creativity are important within this process (Harding, 2004; Prabhu, 1999), as well as the entrepreneur's attitude to decline acceptance of limitations in available resources (Peredo and McLean, 2006). As commercial firms, social ventures are businesses with identifiable leaders committed to their ventures and a goal to meet people's needs by providing innovative products or services (Prabu, 1999). Nonetheless, they are not driven by the need to maximize profit for shareholders and owners. Instead they re-invest their surpluses in the organization in order to achieve a sustainable competitive advantage, allowing the entrepreneur to realize social wealth creation (Austin, 2006; Harding, 2004, Weerawardena and Mort, 2006). The entrepreneurial activities can be undertaken in new ventures as well as in existing organizations, and they can have various gradations of both economic and social value creation (Austin et al., 2006; Peredo and McLean, 2006; Zahra et al., 2009).

Within the group of social ventures, heterogeneity issues need to be taken into account, as not all social entrepreneurs have the same aims. Some individuals are focused on improving the socioeconomic conditions of local communities, while others are disruptive change agents that cannot rest until they have changed the pattern in their field across society (Nicholls, 2006). Zahra et al. (2009) developed a typology of social entrepreneurs and distinguish three types: bricoleurs, constructionists and engineers. Social bricoleurs aim to solve small-scale local problems, whereas social constructionists exploit opportunities by addressing customer needs not yet realized by current providers. The activities can have a small or a large scale and relate to local or international levels. Following Schumpeter (1934), social engineers are defined as the creators of newer, more effective systems, designed to replace existing ones on a global scale. Several authors also underline the fact that the border between profit/non-profit ventures might be vague and porous (Bosma and Levie, 2010; Peredo and McLean, 2006). Borderline cases exist where social goals drive the enterprise, but profits may be distributed to the owners.

The upsurge in the number of social enterprises can be explained in different ways. In part, it is attributable to advances in communication technologies that

have made global inequities far more visible and as such, have raised consciousness amongst individuals and organizations (Simms, 2009; Zahra, Rawhouser, Bhawe, Neubaum and Hayton, 2008). Secondly, social entrepreneurs act upon market gaps that exist between private enterprises and public sector providers. Individuals and communities take greater responsibility for socioeconomic development as services are withdrawn that have traditionally been provided by the public sector (Austin, 2006; Haugh, 2007). Finally, also demographic shifts and the liberalization of economies and markets provide the impetus for the start-up of new social ventures (Zahra et al., 2008).

So far, it remains difficult to measure social value or wealth creation as many of the products and services that social entrepreneurs do provide are non-quantifiable, and social value itself is of a subjective nature (Austin, 2006; Bloom and Smith, 2010; Zahra et al., 2009). However, some consensus has been reached about the major advantages of these types of ventures. Social entrepreneurs seem to be disproportionately effective in job creation (Salaman and Anheirer, 1999; Smallbone, Evans, Ekanem and Butters, 2001; Harding, 2004). Besides, they are considered as a means to quickly respond to demand, to deliver services in a professional and cost effective way, to regenerate deprived communities and create a socially inclusive culture (Dees and Anderson, 2002; Harding, 2004). Smallbone et al. (2001), in a study on social enterprises in the UK, also emphasize the added value of these organizations in training provision, as a finance source and in combating exclusion.

2.2.   Social Entrepreneurship: A Competency Approach

In order to be able to create commercial or social value, entrepreneurs need specific competencies. Building on job performance theory, competencies are defined as "individual characteristics such as the knowledge, skills and/or abilities required to perform a specific job" (Baum, Locke and Smith, 2001, p.293). Competencies result from three levels of the individual; (1) motives and traits, (2) social role and self-concept and (3) behaviors, knowledge and skills (Bird, 2002). Research has illustrated that competencies moderate the relationship between the quality of the opportunity and firm performance as well as the relationship between access to resources and firm performance (Chandler and Hanks, 1994).

In this paper, we apply an entrepreneurial competencies classification (Man et al., 2002; Fastré and Van Gils, 2007) to the domain of social entrepreneurship. Table 1 displays seven general social entrepreneurial competency areas: opportunity, strategic, conceptual, creative, commitment, leadership, and relationship competency. For each of these general areas, we specified those competencies that have been identified in the literature as crucial for social entrepreneurs (see columns three and four of Table 1). In the area of opportunity

recognition, social entrepreneurs need the ability to combine business opportunities with philanthropic principles and values. Strategic competencies are essential for formulating a strong social mission and for being able to involve businesses, governments and other stakeholders. A good conceptual understanding of business principles, social-economic and political systems is crucial for realizing their ideas. In making the difference they aim for, social entrepreneurs need creativity, commitment and perseverance. Although the aims and the scales of social ventures differ, all social entrepreneurs are operating in a complex environment in which strong change leadership is required. Entrepreneurs that aim to have a wider social impact should be learning facilitators who guide others towards new resources and encourage the free flow of ideas. Their ability to inspire will help social entrepreneurs in recruiting and motivating employees within the venture, as well as to retain them given the limited compensation options they can provide them with. Furthermore, social leaders need significant credibility and integrity, so they can build trustful relationships inside and outside the organization. They require altruism and sensitivity to understand the needs of others, as this will help them in formulating a strong and clear social vision.

Several entrepreneurship researchers (Bird, 2002; Fiet, 2000; Gibb 2002; Van der Klink and Boon, 2002) have illustrated the usefulness of a competency-based approach for curriculum renewal in universities. By acting as facilitators in the development of these social entrepreneurship competencies amongst students, educational institutions can fulfill an important role in making a difference in society.

Table 1: Classification of social entrepreneurship competencies

General competency area	Behavioural focus	Specific competencies	References
Opportunity competencies	Recognizing and developing opportunities	Combine philanthropic values and principles with economic and business opportunities	Austin et al., 2006; Brock, 2008; Dees, 1998; Weerawardena and Mort, 2006, Zahra et al., 2009
Strategic competencies	Setting, evaluating and implementing strategies	Formulation of social vision, involvement of stakeholders, double bottom line	Austin et al., (2006); Haugh, 2007; Pearce and Doh, 2005; Tracey and Phillips, 2007; Weerawardena and Mort, 2006
Conceptual competencies	Understanding business principles and the economic and political system	Traditional entrepreneurship knowledge enriched by topics that deal with social entrepreneurial challenges and dilemmas	Tracey and Phillips, 2007
Creative competencies	Thinking outside of mainstream patterns and creating new structures	Creativity, innovation, experimentation, risk-taking	Harding, 2004; Mair and Martí, 2006; Prabhu, 1999; Weerawardena and Mort, 2006
Commitment competencies	Moving ahead despite of setbacks	Passion, ambition, perseverance, resilience	Bornstein, 2007; Prabhu, 1999
Leadership competencies	Leading change	Leadership, inspiration, learning facilitation, change management	Borins, 2000; Emerson, 1999; Pearce and Doh, 2005; Prabhu, 1999; Simms, 2009; Weerawardena and Mort, 2006
Relationship competencies	Building a context of cooperation and trust	Credibility, integrity, altruism, sensitivity for needs of others, communication, discretion	Borins, 2000; Pearce and Doh, 2005; Prabhu, 1999; Emerson, 1999

(Adapted from Man et al., 2002 and Fastré and Van Gils, 2007)

3. Social Entrepreneurship Education

Social psychologists view social attitudes as the product of environmental experiences. They are learned or context-specific responses (Rajecki, 1990). Educational institutions are part of this socialization process, and research has illustrated that these institutions can increase student awareness of the importance of social issues and affect pro-social behavior (Stead and Miller, 1988, Ahmed, 2002).

Business schools seem to understand their role in this respect, as research shows that they are the major providers of social entrepreneurship education (Brock and Steiner, 2008). This indicates an important new development in Business Education. Béchard and Grégoire (2005) describe Business Schools in terms of four different educational emphases: (1) content (academic knowledge), (2) personal development, (3) interaction with others, and (4) the interface with society. Traditionally, the emphasis was on academic knowledge; an approach that is based in the industrial paradigm. In the last decade, however, well-known management scholars published passionate calls for a recalibration of business education. Goshal (2005) made a strong case for stopping to teach dehumanizing management theories that serve as self-fulfilling prophecies. Other influential scholars claimed that for developing effective leaders, academic knowledge needs to be complemented by an emphasis on personal effectiveness and social skills through experiential learning (e.g., Bird, 2002; Boyatzis, Smith and Blaise, 2006; Kaiser and Kaplan, 2006, Mintzberg, 2004, Pfeffer and Fong, 2006). Recent business scandals, environmental challenges and the economic crisis put the spotlight on the social dimension of business (Maak and Pless, 2006; Matten and Moon, 2008) and business education has come under serious scrutiny. Also, the Association to Advance Collegiate Schools of Business (AACSB) and the Eurupean Foundation for Management Development (EFMD), which accredit Business Schools, revised their accreditation standards to reflect more experiential emphasis and social responsibility (Smith et al., 2008). In response to these developments, Business Schools have moved from a preoccupation with traditional academic content to an inclusion of experiential learning approaches that foster personal development and social skills and most recently also to an explicit emphasis on the interface between business and society.

This recent shift in emphasis is reflected in the curriculum of Business Schools. Many now offer courses in corporate social responsibility and ethics, others go further than that and provide consciousness raising experiences that stimulate reflections on the role of business in society (e.g., dialogues with leaders from non-profit organizations, visits of the spoils of industrialization or projects in developmental countries; see also Mirvis, 2008), and some invest in social entrepreneurship education. In this area, a few socially innovative corporations have preceded Business Schools and can serve as role models. Interesting examples that have been described in the literature are the Ulysses

Experience by PricewaterhouseCoopers (Hirsch and Horowitz, 2006; Pless and Schneider, 2006) or the Learning Journey of Unilever leaders (Mirvis and Gunning, 2006).

With regards to specific programs or courses developed related to social entrepreneurship, Brock (2008) reports that over 350 professors in more than 35 countries were involved in teaching or researching social entrepreneurship. To our knowledge, the research by Brock and Steiner (2008), based on a content analysis of course syllabi, does currently provide the best overview on social entrepreneurship education. The results show that US-based universities and schools have been first movers in this process (Brock and Steiner, 2008). Philanthropic behavior is more deeply rooted in their culture. Besides, social security services and regulations about stakeholder involvement and environmental protection are more limited in the US than in most European countries, leaving more room in the US for social innovation (see also Matten and Moon, 2008). Within Europe, UK academics seem to have been early adopters, while initiatives in most other countries seem to be in the start-up phase. In 2008, over 100 different university-level courses on social entrepreneurship were offered worldwide, while in 2002 only ten universities offered such courses (Brock, 2008; Brock and Steiner, 2008). Three-quarters of the social entrepreneurship courses were offered by Business Schools. All social entrepreneurship courses focused on cognitive learning and more than 75% did also assign service-learning projects (i.e. meaningful community services). From Brock's and Steiner's research it does not show how intense these projects were and in what way they were supported by educational scaffolding.

Brock's and Steiner's (2008) research also shows that twenty-eight universities went beyond a single course and offered social entrepreneurship programs at post-graduate, graduate or undergraduate level (majors / minors). Sixteen of these institutions were located in the US, four in the UK and three in continental Europe (Brock, 2008). Real-life social venture experiences were mostly included in these programs, be it in the form of internships or community learning. A number of post-graduate programs were specifically targeted at leaders of established social enterprises. Unfortunately, it is not known to what extent and in what way this real-life learning is supported or facilitated by the academic institutions.

Although scholars agree that educating social entrepreneurs includes tackling distinctive challenges, they also indicate an obvious lack of knowledge about effective pedagogical approaches in social entrepreneurship education (Tracey and Phillips, 2007). Summarizing the insights from a 2004 Academy of Management Learning and Education Special Issue on entrepreneurship education, Tracey and Philips (2007) conclude that no single best pedagogical approach does exist in this field. One key point however can be distilled: entrepreneurship education needs conceptual building blocks and a strong experiential   component.   Based   on   the   distinctive   nature   of   social

entrepreneurship with regard to stakeholder involvement, double bottom line and related leadership dilemmas, they suggest six implications for education: (1) weave a social enterprise dimension into traditional entrepreneurship courses, (2) include successful social entrepreneurs in speaker series, (3) ask students to develop teaching cases on real social enterprises, (4) introduce social enterprise business plan assignments, (5) introduce social enterprise consulting projects, and (6) provide opportunities for social enterprise internships.

When studying social entrepreneurship education at Business Schools, we find two points striking. Firstly, most educational initiatives emphasize social leadership at the executive level (Brock, 2008). While these efforts are definitely worthwhile, we argue that developing initiatives geared at young full-time students will allow for additional impact. The establishment of "Students in Free Enterprise (SIFE)[1]" on university campuses in more than 40 countries illustrates that students are eager to learn about social ventures and to deploy initiatives themselves. Students also emphasize they "want to give back" to society (Kourilsky and Walstad, 2008). A second striking feature is that we know little about pedagogical approaches to social entrepreneurship education (Tracey and Phillips, 2007). Overall, and given the tradition of Business Schools, we would assume to find an emphasis on cognitive and behavioral learning rather than affective learning structures (Ford and Salas, 1993; Ng, van Dyne and Ang, 2009). In the next section of this paper, we will describe an educational initiative that provides specific ideas of how to support students' social entrepreneurship potential at an early age by using a more holistic learning approach. With this description, we hope to inspire more exchange about interesting pedagogical initiatives in social entrepreneurship education.

## 4. A Holistic Learning Approach for Developing Young Social Entrepreneurs

This initiative for social entrepreneurship education is inspired by the Latin origin of the term education, which means "bringing out." We focus on young, full-time entrepreneurship students at the Master level without extensive professional experience. These students are promising; some with a touch of over-ambition, others with a tendency to lose themselves in the manifold adventures of student life, many with a vague and mostly unexpressed sense of wanting more, wanting to contribute, wanting to make a difference in the world. Business Schools have the possibility to "bring out" and grow this latent leadership urge of young students and help transform it into purposeful action in service of the world.

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1. SIFE (Students in Free Enterprise) is an international non-profit student organization that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing the skills to become socially responsible business leaders.

As institutions of Higher Education in charge of training future leaders, and in light of the developments that we described above, we believe that time is ripe for Business Schools to emphasize active engagement of students with the world that goes beyond community services and academic classroom debates on business ethics, sustainability, and social entrepreneurship. We describe a one-year, real-world social entrepreneurship trajectory as a formal part of the Master curriculum in entrepreneurship that will be introduced in September 2010 at a Dutch University**.** This initiative aims at developing social entrepreneurial competencies (see Table 1) by following a holistic learning approach. In this trajectory, teams of entrepreneurship students supported by a network of experts, sponsors and coaches will start up or contribute to social enterprises that provide solutions to problems in the areas of health, sustainability, equality, education, poverty or peace.

Experiential learning approaches to social entrepreneurship have been initiated at several institutions of Higher Education around the world. Examples are Berea College, Brigham Young University, Harvard University, Pepperdine University, Syracuse University, Universidad de los Andes, and University of Navarra (see Brock, 2008). Our proposed initiative aims to add to those endeavors by embedding a one-year social entrepreneurial experience in a sheath of academic courses, skills development and personal coaching (see Figure 1 for an illustration). In the following, we will describe the design parameters of the proposed trajectory. First, we explain our choice of a holistic learning philosophy. We, secondly, describe the need of an open-system approach. Third, we characterize the four phases of the trajectory. Fourth, we will summarize the learning types, methods, contents, and expected outcomes of this trajectory. Fifth, we will describe the requirements for educators, trainers and coaches. Finally, we will suggest how to evaluate the success of the trajectory.

Figure 1: Embeddedness of the Trajectory
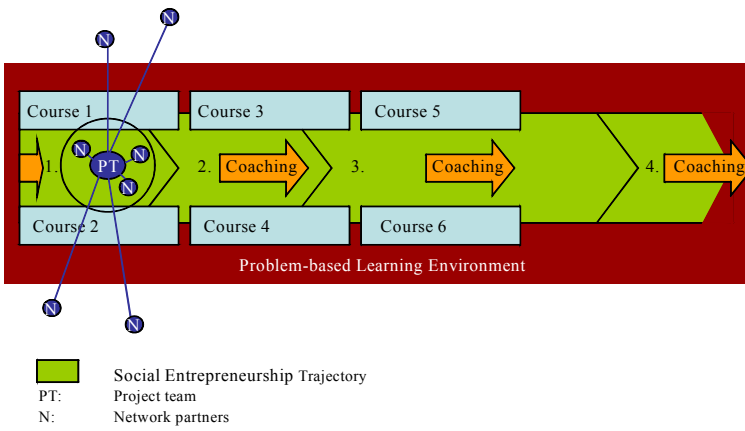
4.1. Holistic Learning within a Problem-Based Learning Environment

The proposed one-year trajectory integrates real-life social entrepreneurial experience with academic knowledge, skills development and affective learning through personal coaching. Students get the opportunity either to set up a social venture with a team of students or to join the management of an existing social enterprise. Our approach uses a problem-based learning philosophy as its starting point (Gijselaers et al., 1995). In problem-based learning environments, the traditional teacher and student roles change. The students take responsibility for their learning in the context of actual problems they face, learning is self-directed and inquiry based. The faculty experts in turn become resources of knowledge and advisors, guiding the students in their problem solving efforts. The context of problem-based learning is an important condition for the proposed trajectory as students will be confronted with a multitude of problems before the respective knowledge will be provided in academic courses.

The one-year trajectory is embedded in a sheath of six formal courses (i.e., Entrepreneurial Theory and Research, Entrepreneurial Finance, Leadership, Business Innovation and Sustainable Development, Value-based Marketing, Control and Accountability) that will be offered in a sequential way, two at the time (see Figure 1). Social entrepreneurship will not be offered as a separate course, but as suggested by Tracey and Phillips (2007), be woven through the traditional courses and included in lectures and discussions where relevant. The courses provide state-of the art knowledge of generic management disciplines. The respective reading and discussion material will come just at the right time for some social entrepreneurial projects, yet too late or too early for others. Using Kolb's (1984) learning cycle as a framework, abstract conceptualization as offered in formal courses will for some project teams only come after experimentation, concrete experience, and reflection, while it will precede these phases for others. The natural dynamic of project work will require students to engage in self-directed and inquiry-based learning according to their current or anticipated knowledge needs. An educational environment where differences in learning needs and timing can be accommodated is a necessary precondition for the success of the proposed trajectory.

Behavioral or skill-based learning is fostered through the problem-based learning environment, case clinics, feedback from the real-life experience, and specific skills trainings. Focus areas in terms of skills to be developed are: problem-solving skills, learning facilitation, resource acquisition, networking skills, co-creation skills, creativity, team management, feedback skills and self-reflection.

In addition to cognitive and behavioral learning, this trajectory also offers personal coaching in order to support affective learning (Conger, 2000; Kraiger, Ford and Salas, 1993; Ng, van Dyne and Ang, 2009; Shepherd, 2004). In his book 'Managers, not MBAs', Mintzberg (2005) called for a two-sided management

education that emphasizes personal development in addition to traditional academic training. The reasoning is simple: Managers operate in a social context where *who* they are and what they belief in matters as much as *what* they do. Traditional management education focuses on the technical aspects, the 'what' side of management. Paying attention to the 'who' side of management requires a shift in metal models by accepting the relevance of subjective realities, personal values and social complexities (Berends, Glunk and Wüster, 2006). Such affective learning will help closing the so-called knowing-doing gap (Pfeffer and Sutton, 2000), as it is on the level of emotion that deep learning can take place and thus lead to behavioral change. The more levels a learning experience engages (cognitive, behavioral, emotional), the more powerful the learning will be (Conger, 2001; for a comparable affective learning approach in a corporate program see Pless and Schneider, 2006). Given the potential impact of Business School graduates on organizations and society at large, we argue that Business Schools have a moral responsibility to also develop this affective and 'who' side among future leaders. Therefore, personal coaching plays an important role throughout the described social entrepreneurship trajectory.

4.2. Open System Approach

Social innovation requires an open-system approach for fostering learning, sustainability and impact. Each project team in the proposed trajectory has several network partners inside the university: an advisor, a personal coach as well as ad hoc faculty experts form the areas of Governance, Health, Business and Entrepreneurship. Each project team furthermore has several external network partners: students from the United World College, a sponsor from the corporate world (usually a part-time MBA student), a retired businessperson or politician, and an alumnus. Exchange with comparable initiatives and overarching support organizations (e.g., Ashoka, The Schwab Foundation, The Skoll Foundation) and student networks (e.g., SIFE) will be fostered. This network design allows for diversity in perspectives, intergenerational dialogue, accountability and impact. An electronic learning platform fosters knowledge transfer between teams and year groups.

4.3. Trajectory Phases

In the following, the four phases of the trajectory are shortly described.

1. Preparing body, mind, and spirit. In this phase, students start with co-creating ideas and forming project teams. Open space sessions, excursions, lectures, stories, and case studies serve as inspiration. Two

parallel courses will increase students' conceptual understanding of Entrepreneurial Theory and Research and Entrepreneurial Finance. Skills development fosters on problem-solving skills, learning facilitation, resource acquisition and networking skills. Personal and group coaching supports the students in clarifying their purpose and helps them to co-create a strategic vision.

2. Creativity and connection. In this phase, the projects start to flourish. Students invite guests form diverse contexts (e.g., politics, arts, philosophy, science, technology, business, public and non-profit sector), age groups, and social backgrounds for happenings, world café meetings and creative dialogues on their projects. This allows students to deepen their engagement, build connections and develop their creativity. Skills to be developed in this phase include creativity, team management, feedback skills and self-reflection. The coaching in this phase focuses on sensitivity for the needs of others, purposeful creativity, and developing the courage to deviate. The two academic courses in this phase teach Business Innovation and Sustainable Development and Leadership.

3. Sustainable action. This phase requires students to keep focused and to develop resilience when facing setbacks, constraints, doubts, pressure, and paradoxes (see also Shepherd, 2004). Leadership exercises and case clinics accompany the advancement of the projects. The coaching in this phase focuses on resilience and dealing with paradoxes, integrity and credibility. In their academic courses, students learn about Value-based Marketing and Control and Accountability.

4. Celebration and moving on. In this phase, students start preparing their final presentation. During their two-day graduation event, they will present the results of their projects in front of an audience of new students, alumni, media representatives, sponsors, celebrities, current and future partners. They will focus on questions such as: What positive change occurred thanks to our project? Where did we find courage and energy for dealing with setbacks and paradoxes? How will this change sustain without us? What have we learned about human possibilities, responsible leadership, and social change? The coaching in this phase supports students in harvesting their learning and preparing the next step.

4.4. Learning Types, Methods, Contents, and Expected Outcomes

Students embarking in this trajectory will discover early in their life their capacity for social entrepreneurship. Business Education has the reputation of fostering self-interested, opportunistic and distrustful attitudes among future managers (Ghoshal, 2005). In a general sense, we expect that this trajectory will inspire a concern for responsible leadership among students (Maak and Pless, 2006). The holistic learning approach with its focus on cognitive, behavioral and affective learning, will make it possible to close the knowing-doing gap and to link conceptual knowledge with practical experience. The open-system approach will foster students' possibilities for co-creation and upscale their impact. Table 2 specifies learning types, methods, and contents in more detail and defines expected outcomes in terms of social entrepreneurial competencies (see Section 2.2).

Table 2: Learning types, methods, content, and expected outcomes

Learning Types	Methods	Contents	Outcomes
Cognitive learning (explicit knowledge)	• Problem-based learning • Making sense of real-life experience • Lectures • Case discussions • Seminars • Excursions • Cognitive learning from network partners	• Entrepreneurial Theory and Research • Corporate Venture Finance • Leadership Theory • Business Innovation and Sustainable Development • Value Based Marketing • Control and Accountability • Political and socioeconomic environment	• Increase in conceptual and strategic competencies • More sophisticated mental models and conceptual understanding
Behavioral or skills-based learning (tacit knowledge)	• Problem-based learning • Feedback from real-life experience • Skills trainings • Case clinics • Organizing events with • network partners	• Problem-solving skills and learning facilitation • Resource acquisition • Networking skills • Co-creation / Creativity • Team management • Feedback and Self-reflection	• Increase in opportunity, strategic, creativity, leadership and relationship competencies
Affective learning	• Coaching to deepen self-awareness, challenge self-limiting beliefs and generate new action that gets students out of their comfort zone • Inspirational events with network partners	• Clarifying social purpose, values and mission • Developing sensitivity for the needs of others • Developing the courage to deviate (own voice) • Supporting perseverance, resilience, sense of possibility • Developing credibility and integrity	• Increase in opportunity, strategic, creativity, commitment, leadership and relationship competencies • Closing knowing-doing gap

4.5. Educators, Trainers, Coaches, and Faculty Experts

A trajectory like this is quite demanding for the staff involved. Providing conceptual knowledge and academic expertise belongs to the core business of university teachers and should not be a problem in academic institutions. However, as social entrepreneurship research is still in its infancy, it will be difficult to accompany mainstream business knowledge with sufficient empirical evidence and conceptual models on social ventures. For those who like to enter new fields, however, this scarcity will rather be seen as an opportunity. Another potential challenge might be to find the right trainers and coaches for behavioral and affective learning which traditionally has not been the strongest part of academic institutions (Conger, 2000; Kraiger, Ford and Salas, 1993; Ng, van Dyne and Ang, 2009; Shepherd, 2004). Another challenge lies in managing the interface with society and facilitating the open system approach (Béchard and Grégoire, 2005). Indispensable for the success of the trajectory is therefore an academic intrapreneur who functions as a change agent, initiator, ambassador and coordinator of the trajectory.

4.6. Evaluation

Evaluating the quality and the effectiveness of educational trajectories has become widely introduced within the current Business School environment, given also the importance of the different kinds of accreditation systems and controls. We propose three different types of evaluation for this trajectory. First, an institutional quality control is needed to assess the quality of the courses and the full program. This evaluation will be based on standardized questionnaires that need to be submitted by the students and that are evaluated by the program committee. For the evaluation of the students' competencies development (see table 2), we will use a self-assessment and learning contract, as proposed by Bird (2002). Moreover, the coaches will have 360-degree feedback discussions with the different student groups. Finally, an analysis is needed on the sustainability of the social ventures that are created during the projects and on the impact of this program on students' intentions and ambitions to start new entrepreneurial ventures. Fayolle, Gailly and Lassas-Clerc (2007), developed a methodology to evaluate changes in entrepreneurship intentions amongst students that can be used within this trajectory. Blackford, Sebora and Whitehill (2009) recently concluded for a sample of US-students that the number and type of entrepreneurship courses taken by both graduate and undergraduate students has a positive significant effect on the number of post-graduation new ventures created. More research is needed to examine if these effects can be confirmed when comparing commercial with social start-ups or ventures. In our learning environment, we aim at examining the characteristics and motivations of the

entrepreneurship students that self-select a commercial or social student project, as well as the long-term effects of it in relation to number and type of start-ups.

5. Discussion and Conclusion

Social entrepreneurship has become an important source of value creation in society. Given the complex social, business and political environment these entrepreneurs are operating in, they need to develop a specific set of entrepreneurial competencies. In this paper, a first overview is proposed of the specific competencies social entrepreneurs need to develop. Furthermore, we argue that Business Schools increasingly acknowledge the role they have to fulfill within this context. They have changed their curricula to include courses on issues such as social responsibility and ethics. Moreover, with regards to the educational emphasis, they moved from traditional academic content courses to an inclusion of experiential learning approaches that foster competency development. Unfortunately, so far, little is known about the pedagogical approaches that are most appropriate for social entrepreneurship education. In this paper, we discuss a one-year educational trajectory that integrates real-life social entrepreneurial experience with academic knowledge, skills development and affective learning through personal coaching. We hope that this paper stimulates discussion of learning approaches in social entrepreneurship education. Given the increasing number of social problems our society is confronted with, Business Schools are an important enabling environment to develop tomorrow's social leaders.

Although we are convinced of the added value this program can bring to our students, and as such, the potential leaders in our society, implementing such a program is not self-evident. To develop future leaders with a strong personal profile, a lot of time will have to be invested in interaction with and coaching of students. However, career development of faculty members is largely based on the quality of the academic publications they have, not on the commercial or social value the alumni of their school can add to society. Although well established scientific organizations as the Academy of Management quest for an engaged academy, a close collaboration with or aiming to add value to business life is not on the agenda's of most academic faculty members. With our initiative, we support Thomas G. Cummings, the 2006 AOM president, who stated: "As scientists, we have a privileged place in society, and it is our duty and responsibility to make sure that our knowledge makes the world a better place" (Cummings, 2007: p.359).

We believe that social entrepreneurship students can change the world at any scale, small or globe-shaking. The proposed initiative aims at engaging and stimulating their social entrepreneurship potential at an early age, by developing their courage and resilience, by providing them with a collective experience of possibility and by increasing the scale of their positive impact during their studies and in the future.

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