

Corporate Social Entrepreneurship Practice: Lithuanian Case Study in Public and Private Organizations

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Abstract. Corporate social entrepreneurship can be defined as the application of personal and professional competencies, including instruments to manage effectively and efficiently activities to meet requirements through the appropriate application and integration of processes so that all interested parties are aware of their role, responsibility, and contribution to the sustainable socio-economic enhancement (EMBRACE, 2020, 2021). In this case, corporate social entrepreneurship facilitates resolving sustainable socio-economic issues, delivering sustainable products and services based on social responsibility principles, meeting sustainable business objectives through sustainable optimization of organizational resources, and satisfying external and internal stakeholders' expectations. However, previous scientific studies showed that public and private companies were still considering that their companies' leadership was not aware enough of the importance of corporate social entrepreneurship principles and values. This study explores the main particularities of corporate social entrepreneurship in Lithuanian companies through experts' evaluation of corporate social entrepreneurship in public and private sector organizations. The research methodology consisted of qualitative and quantitative research methods, including expert evaluation performed by surveys (structured questionnaires) and in-depth interviews. Data gathering from benchmarking of good practices of corporate social entrepreneurship in public and private organizations, the survey (structured questionnaire), and interviews illustrated social entrepreneurship significance in Lithuanian companies in terms of one case analysis practices. Expert evaluation results showed a lack of human resource practitioners qualified in the corporate social entrepreneurship area and the vital need for educational courses and programs in this field.

Keywords: entrepreneurship, social entrepreneurship, corporate social entrepreneurship, corporate social responsibility, case study, Lithuania, public and private organizations.

1. Introduction

Corporate social entrepreneurship facilitates resolving sustainable socio-economic issues, delivering sustainable products and services based on social responsibility principles, meeting sustainable business objectives through sustainable optimization of organizational resources, and satisfying external and internal stakeholders' expectations.

A previous study indicated that corporate social entrepreneurship principles and values were crucial for Lithuanian public and private organizations (Davidavičienė & Raudeliūnienė, 2021). Even Lithuanian experts noted that small businesses paid much less attention to corporate social entrepreneurship because of a lack of professional competencies in the corporate social entrepreneurship field and organizational resources. Besides, it was indicated that there was a strong need for corporate social entrepreneurship education through more intensive collaboration with higher education institutions (Davidavičienė & Raudeliūnienė, 2021; Rickhoff-Fischer, Schank, & Ortland, 2021). This partnership would strengthen business professionals in a more sustainable way to initiate, implement, and coordinate corporate social entrepreneurship principles, initiatives, and practices in Lithuanian public and private companies.

The limitations of the previous study were linked to the small sample size to analyze corporate social entrepreneurship initiatives and practices in Lithuanian public and private companies (Davidavičienė & Raudeliūnienė, 2021). In order to reduce these limitations, this study explores the main particularities of corporate social entrepreneurship in Lithuanian companies through experts' evaluation of corporate social entrepreneurship in public and private organizations.

The research methodology consisted of qualitative and quantitative research methods, including expert evaluation performed by surveys (structured questionnaires) and in-depth interviews. Data gathering from benchmarking of good practices of corporate social entrepreneurship in public and private organizations, the survey (structured questionnaire), and interviews illustrated social entrepreneurship significance in Lithuanian companies in terms of one case analysis practices.

Expert evaluation results showed a lack of human resource practitioners qualified in the corporate social entrepreneurship area and the vital need for educational courses and programs in this field.

2. Actualities of Corporate Social Entrepreneurship Study

The recent economic crisis caused by Covid-19 highlighted that Europe's struggles to

respond to unemployment rates had risen (Look, Pickert, & Pogkas, 2021). The public and private sectors have difficulties hiring relevant staff because of a lack of experience and core professional competencies (set of knowledge, abilities, and skills). At the same time, graduates faced challenges finding satisfying employment due to experience and lack of practical competencies (Davidavičienė & Raudeliūnienė, 2021). Some studies (OECD, 2017) emphasized that graduates noted a lack of knowledge and low-value assessment of the new skills required by the labor market. Based on European statistics, youth unemployment was rising (Statista, 2021b), and job losses continued (Statista, 2021a), widening inequality (Davidavičienė & Raudeliūnienė, 2021). In order to solve these problematic areas, higher education institutions were seeking possibilities to influence local and regional innovation ecosystems through social entrepreneurship education and innovation perspectives to enable learning communities to exploit job market opportunities and engage in European and Lithuanian economies (Davidavičienė & Raudeliūnienė, 2021; EMBRACE, 2020, 2021).

Based on previous study results (Davidavičienė & Raudeliūnienė, 2021), entrepreneurship education has long been acknowledged as one of the solutions to youth economic marginalization (Nungsari, Ngu, Chin, & Flanders, 2021). Higher education institutions play a critical role in entrepreneurial learning because of their open, simulative, and collaborative environments (Tejero, Pau, & Leon, 2019). Also, higher education institutions can influence the development of entrepreneurial mindsets among learning communities (Chepurensko, Kristalova, & Wyrwich, 2019). As a result, entrepreneurship is essential for self-realization and self-efficacy and acts as an encouraging developer of the mindset needed in entrepreneurial practice (Azizi & Mahmoudi, 2019; García-Uceda, Murillo-Luna, & Asín Lafuente, 2019; Kummitha & Kummitha, 2021).

The benefits of social entrepreneurship education are not limited to developing entrepreneurial competencies (Westhead & Solesvik, 2015) or boosting start-ups and social innovations (Daneshjoovash & Hosseini, 2019). Also, it allows for learning communities to be more self-confident and creative in various activities by developing in sustainable ways resources for specific socio-economic entrepreneurial purposes (Zheng, Yang, Zhang, & Yang, 2021).

Higher education institutions had a significant role in promoting science, technology, and innovation activities in the local and regional socio-economic ecosystems (Tejero et al., 2019). Scientific studies (Azizi & Mahmoudi, 2019; Chepurensko et al., 2019; Daneshjoovash & Hosseini, 2019; Kummitha & Kummitha, 2021; Marzocchi, Kitagawa, & Sánchez-Barrioluengo, 2019; Plewa, Galán-Muros, & Davey, 2015; Shahid & Alarifi, 2021; Westhead & Solesvik, 2015) emphasized the importance of education in order to influence various local and regional interests groups mindsets and social entrepreneurship initiatives and practices as higher education institutions were vital players in the national and regional innovation

systems (Manea, Istudor, Dinu, & Paraschiv, 2021; Osburg, 2014; Sirine, Andadari, & Suharti, 2020; Tejero et al., 2019).

As a result, the focus should be on several main directions – research, education, and engagement in corporate social entrepreneurship with various local and regional communities for knowledge transfer and appliance (Raudeliūnienė, 2017; Raudeliūnienė, Tvaronavičienė, & Blažytė, 2020). This puts higher education institutions in a pivotal role in connecting all the elements of the 'quadruple helix of innovation model (universities, industry, public institutions, and civil society organizations) essentials to implementing corporate social entrepreneurship principles, initiatives, and practices.

3. Research Methodology

In order to achieve the primary study purpose and explore the main peculiarities of corporate social entrepreneurship in Lithuania, the research consisted of several stages. It was conducted from June to October 2020.

In the first stage, a benchmarking of good practices of corporate social entrepreneurship was implemented in private sector organizations. The collection and analysis of good practices in Lithuanian companies intend to indicate how organizations implement corporate social entrepreneurship in their strategies, culture, and outcomes. The methodology was based on various research methods combining qualitative and quantitative aspects. Desk research consisted of the collection of information regarding national organizations with a transversal approach to social entrepreneurship and gathering of content produced nationally, such as news and publications in social media regarding social entrepreneurship terms, using for analysis a horizon scanning mechanism that aimed to identify Lithuanian trends of social entrepreneurship. After this stage, possible Lithuanian experts in the corporate social entrepreneurship field were identified for participating in the second and third research stages.

The second stage consisted of experts' evaluations in the corporate social entrepreneurship field by conducting a survey. A structured questionnaire was composed of 4 main parts cooperating with the ERASMUS+ Programme Knowledge Alliance project "European Corporate Social Entrepreneurship Curriculum" (EMBRACE) project partners (EMBRACE, 2020, 2021). The first part was related to practices and processes of corporate social entrepreneurship in the organizations: social values integration into organizational strategy; involvement of social responsibility values in different business practices; the existence of non-financial reporting; the primary social responsibility initiatives and practices developed in organizations; actors involved in these initiatives and practices; examples and descriptions of these initiatives and practices. The second part of the questionnaire was linked to corporate social entrepreneurship training and educational programs: demand for corporate social entrepreneurship training and education; the importance

of skills for graduate students to promote corporate social entrepreneurship in the organizations they will work for. The next part included a characterization of public and private organizations: business sector, year of establishment of the organization, number of employees, and legal form. The last part was about demographical aspects of the expert, such as age, gender, and education. The survey was conducted on corporate entrepreneurs from different organizations familiar with social entrepreneurship by implementing various initiatives and practices. A total of forty corporate entrepreneurs and experts in this field participated in the survey: twenty-four organization managers and sixteen social entrepreneurship experts. Forty experts in Lithuanian public and private companies in the corporate social entrepreneurship field agreed to participate in this expert evaluation. Characterization of Lithuanian experts showed that 67.5% of women and 27.5% of men participated in this study, where mostly 32.5% were less than 30 years old, and 27.5% were in the 41 – 50 years age category. 92.5% of respondents had high education in management and business administration (45%), engineering (17.5), and economics (15%) fields (Table 1).

Table 1: Characterization of Lithuanian experts in the corporate social entrepreneurship field (created by the authors)

Demographical aspects	Frequency	Percent (%)
<i>Gender (total)</i>	40	100
Female	27	67.5
Male	11	27.5
Preference not to identify	2	5
<i>Age categories (total)</i>	40	100
Less than 30	13	32.5
31 years – 40 years	10	25
41 years – 50 years	11	27.5
More than 50	6	15
<i>Education (total)</i>	40	100
Master's degree	1	2.5
High education	37	92.5
High or secondary school	2	5
<i>Education field (total)</i>	40	100
Management/ Business administration	18	45
Engineering	7	17.5
Economics	6	15
Sociology	3	7.5
Other (Psychology, Political science, Computer science, Physics, Life Science)	6	15

The third research stage was expert evaluation through interviews, including two

different profiles: organization managers who developed social entrepreneurship initiatives and programs and experts to obtain detailed information about good social entrepreneurship practices and feedback about advantages and disadvantages felt by companies. Three experts participated in this stage who were medium and large business organizations managers (Lithuanian branch) operating in international markets as electronic shelf label provider, energy-efficient manufacturer, and stainless steel producer. The interview guidance and questions were built in cooperating with EMBRACE project partners (EMBRACE, 2020, 2021). The interview consisted of two parts: (1) corporate social entrepreneurship and critical elements and (2) representations of corporate social entrepreneurship training and educational programs. In the first part of the interview, it was more deeply explored social values integration into the vision and strategy of the organization; also the integration of economic and social values carried out in organizations; teams and departments focused on corporate social entrepreneurship practices; innovation advanced these practices that resulted in internal organizational transformation; social concerns central to decision making across the organizations, importance of social auditing and report on its social accountability; social responsibility standards; economic and social values shared within the organizations to promote work across departments; reporting of corporate social entrepreneurship activities to internal and external stakeholders; customers and partners involved in the creation of economic and social products, services or processes; needs and gaps felt by organizations to achieve the double return (social and economic); meetings with stakeholders to analyse business challenges and define strategies to succeed in the market; collaboration with external organizations; strategies and actions with their stakeholders to optimize social impact. In the second part of the interview, experts discussed the need to develop educational courses and programs to deliver this disruptive change, ways how organizations can collaborate with higher education institutions towards the co-design, co-development, and co-implementation of corporate social entrepreneurship courses to create this disruptive change; recommendations on how to design, develop and implement such courses; crucial skills for a graduate student to promote social entrepreneurship mind-set and practices at the workplace; examples of organizations that developed initiatives or programs related.

4. Public and Private Organizations Experts Evaluation: Survey Results and Discussion

Characterization of Lithuanian experts' organizations showed that 60% of experts worked in public organizations, and 40% were from private companies.

Table 2: Characterization of Lithuanian experts' organizations (created by the authors)

Characterization	Frequency	Percent (%)
<i>The business sector of an organization (total)</i>	40	100
Business consultancy; Business support organization; Innovation support services; High-tech business support	5	12.5
Human health and social service activities	4	10
ICT services and activities; Telecommunications; Electrotechnical business	4	10
Mining and heavy industry	3	7.5
Public administration; Local governance	3	7.5
Finance sector	3	7.5
Education	3	7.5
Wholesale and retail trade, renting and leasing	3	7.5
Manufacturing of building materials; Manufacturing of Textile, Apparel, Leather, Footwear, and related products	2	5
Agriculture, Forestry, Fishery	2	5
Other (Arts, entertainment and recreation; Construction of engineering networks; Energetics; Cleaning; Transportation and storage)	8	20
<i>Year of foundation categories (total)</i>	40	100
Less than 5 years	4	10
6 years – 10 years	4	10
11 years – 20 years	8	20
21 years – 30 years	16	40
31 years – 40 years	1	2.5
More than 40 years	7	17.5
<i>Number of employees (total)</i>	40	100
Micro (1-9 employees)	11	27.5
Small (10-49 employees)	4	10
Medium-sized (50-249 employees)	13	32.5
Large (more than 250 employees)	12	30

Mostly 32.5% of experts were from medium-sized companies (50-249 employees), and 30% of respondents were from large companies (more than 250 employees). 40% of companies were established more than 21 years ago. 12.5% of experts were operating in business consultancy, business support organization, innovation support services, and high-tech business support business sectors; 10% – were in human health and social service activities; 10% – were in ICT services and activities, telecommunications and electrotechnical business (Table 2).

After identifying social values integration into companies' strategies, 95% of experts noted that social values were integrated into the strategy defined by the organization (Fig. 1):

- Sixteen experts strongly agreed that social values were included in the mission and vision;
- Eleven experts strongly agreed that social values were included in the code of ethical conduct;
- Ten experts strongly agreed that social values were included in the way companies managed and developed human resources;
- Ten experts strongly agreed that social values were included in the identification and creation of partnerships;
- Seven experts strongly agreed that social values were included in the choice of suppliers;
- Six experts strongly agreed that social values were included in the choice of resources and materials;
- Six experts strongly agreed that social values were included in identifying the sources of funding.

To question to what extent social responsibility values were presented and involved in various practices, eleven experts underlined that it was recruitment and selection practice, and ten experts' emphasized work and life balance. Another ten respondents highlighted that it was strongly presented and involved in internal communications (Fig. 2).

Exploring how often the practices occur in companies, it was indicated that 12.5% of companies always participated in forums, conferences, ted-talks, etc., about social responsibility. 12.5% of companies always communicated with external stakeholders (consumer groups, trade unions, media, local communities, environmental protection groups, etc.), considering the organization's social interests and concerns. Workers often presented their suggestions about the organizational processes (42.5%), and

their proposals were introduced into the organizational processes (42.5%).

Fig. 1: Social values integration into companies' strategies: survey results (number of experts) (created by the authors)

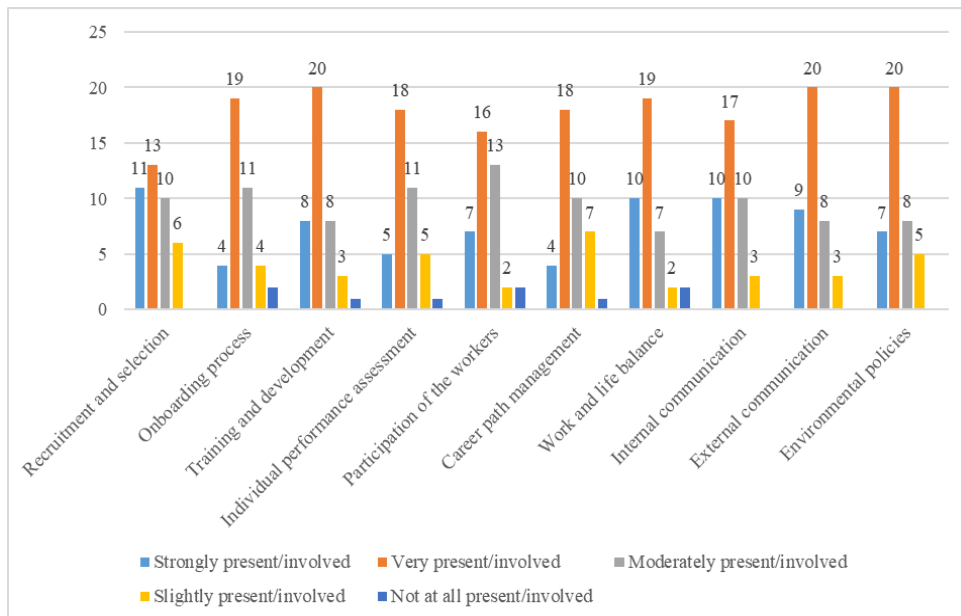


Fig. 2: The extent of social responsibility values presented and involved in the organizational practices: survey results (created by the authors)

Experts highlighted that communication with internal stakeholders (investors, customers, employees, and suppliers) in compliance with the organization's social interests and concerns (32.5%) and endorsed meetings with workers and their representatives and syndicates to promote social values (32.5%) occurred very often (Fig. 3).

Based on survey results, 47.5% of experts emphasized that non-financial reporting existed in their companies, such as community reports (47.4%); health, safety, and environment reports (47.4%); social reports (36.8%); triple bottom line reports (social, economic, and environmental) (31.6%); corporate social responsibility reports (26.3%); sustainability reports (26.3%); environmental reports (21.1%), and corporate citizenship reports (5.3%).

42.5% of respondents indicated a department in the company responsible for implementing activities that promote social and economic value development. A department, team, or individual was using innovative ways to promote corporate social entrepreneurship practices in 37.5% of companies. 45% of the companies were departments accountable for assessing and monitoring activities that promote social and economic value development. Social auditing was conducted in 40% of companies. Social auditing was concentrated mainly on the working conditions

(health and safety), labor relations, or broader human rights issues in an organization's facilities or supply chain.

Exploring main social responsibility initiatives and practices developed in analyzed companies in the last three years, the main actors involved in these practices were several leading "producers" of these practices: employees (62.5%), interest groups (40%), media (32.5%), clients (30%), and higher education institutions (25%). The beneficiary of these practices mainly were employees (57.5%), clients (40%), and interest groups (30%). Experts presented some examples of corporate social entrepreneurship initiatives such as sorting garbage initiative (in Lithuanian "Darom"), "Less plastic," more solar panels, volunteering at the Food Bank, donations to "Youth Line," "SOS children's Village," "Dogs shelter," initiatives of GROW program for small and medium enterprises, initiatives of a strategic alliance with other partners to implement a funding project for solving social problems of local communities, buying masks for medical staff for the Covid-19 prevention. Also, companies provided special education programs that allowed working on specific challenges, for example, how the company can reduce its CO2 footprint by applying innovative solutions or training for social risk groups by sharing best companies' practices.

Based on survey results, 52.5% of experts considered that the leadership team and senior leadership in their companies were not sensitive and aware of the importance of corporate social entrepreneurship values. Besides, 72.5% of experts highlighted a lack of human resource practitioners qualified in their companies in corporate social entrepreneurship field.

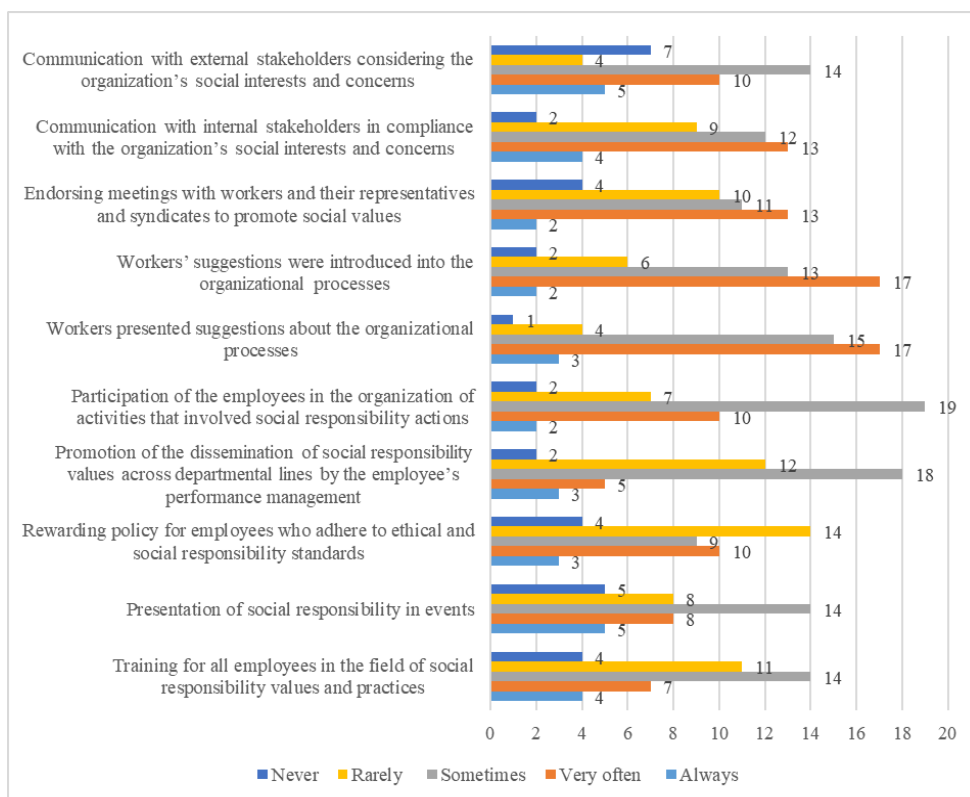


Fig. 3: Frequency of practices occurrence in companies: survey results (created by the authors)

72.5% of experts agreed that there was a vital need to develop educational courses and programs to deliver joint business and social value through innovative processes. 65% of respondents were confident that would be the highest demand for corporate social entrepreneurship training in such main target groups: workers in general (65%) and companies' managers (25%), entrepreneurs, and business owners (30%). Respondents also emphasized specific departments for training as Commercial and Marketing (40%), Human Resources (35%), Procurement (17.5%), Legal department (12.5%), Logistics (12.5%), and Financial department (7.5%).

Experts emphasized the importance of professional and personal competencies by exploring the necessary skills for graduate students to promote corporate social entrepreneurship in their future workplaces. From the professional field, experts highlighted business management (17.5%), leadership (17.5%), social entrepreneurship (10%), strategic thinking (7.5%), change management (5%), and innovation management skills (2.5%). From personal competencies were identified personal and social responsibility (25%), communication (10%), self-awareness (7.5%), self-motivation (5%), empathy (5%), assertiveness (5%), creativity (2.5%),

cooperation (2.5%), problem-solving and analytical skills (2.5%).

5. Private Organizations Expert Evaluation: In-Depth Interviews Results and Discussion

In order to analyze best business practices in the corporate social entrepreneurship field, an explorative study was conducted by interviewing three medium and large business companies' managers (Lithuanian branch) also operating in international markets as electronic shelf label providers, manufacturers of energy-efficient, and producers of stainless steel. All three companies were chosen because of their valuable experiences in corporate social entrepreneurship practices in their daily business activities, processes, and operations.

Social values were integrated into the vision and strategy of all three companies and defined. Based on the electronic shelf label provider, corporate social entrepreneurship was mainly formulated on three organizational levels: (1) policy level – public promotion on the company website; (2) research rules level – public promotion on the company website, shared with employees, media representatives, and research participants (companies), and (3) working guidelines – sharing ideas with employees. For indicating how social values were integrated into the vision and strategy of the company, the stainless-steel producer gave examples of various organized events to support socially fragile communities. For instance, donations were used to help families buy children's stuff, volunteer in homeless shelters, cook food, or do different initiatives in orphanages. The stainless-steel producer sponsored many local projects as a part of a social responsibility campaign, or employees were invited to nominate local projects for sponsorships. The company supported research related to their industry field and cooperated closely with educational institutions. Apprenticeships were offered to local colleges, and student placements were available in one-year programs. By implementing corporate social entrepreneurship principles, the energy-efficient manufacturer and stainless-steel producer faced challenges related to withstanding the wave of resistance and dissatisfaction from Lithuanian retailers (Table 3).

For identifying a team or separate department focused on corporate social entrepreneurship practices, it was found that there weren't teams or departments focused on corporate social entrepreneurship practices in the three analyzed companies. The electronic shelf label provider noted that there was no separate department in the company because most activities were related to disseminating corporate social entrepreneurship practices. The manufacturer of energy-efficient emphasized that all employees were responsible, and locally there was an environment manager position. Leaders and the human resources department drove and ensured sustainability and social responsibility integration in decision making. The stainless-steel producer indicated that it was part of all employees' yearly

performance reviews and the responsibilities of the human resources and communication department.

Analyzed companies mentioned that they were not doing social auditing at that moment. The electronic shelf label provider underlined that it was still costly. The manufacturer of energy-efficient had only internal audits, and some external auditing was done related to ISO environment certification. All companies didn't report on their social accountability; the electronic shelf label provider highlighted that there was no time and resources left for this activity. The manufacturer of energy-efficient reported only to the Lithuanian statistics agency, and the stainless-steel producer shared sustainability and safety reports with investors and employees. The electronic shelf label provider didn't follow social responsibility standards because this particular business sector didn't have such standards, or the company didn't find them. The manufacturer of energy-efficient followed ISO26000 standards; however, this standard was not implemented. The stainless-steel producer followed Carbon footprint measurements, 6 UN sustainable development goals (clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, responsible consumption and production, climate action).

Table 3: Corporate social entrepreneurship (CSE) critical elements in Lithuanian business organizations based on business experts' in-depth interviews results (created by the authors)

Evaluation aspects/ Expert's insights	Expert 1 (Electronic shelf label provider)	Expert 2 (Manufacturer of energy-efficient)	Expert 3 (Producer of stainless steel)
Social values integrated into the vision and strategy of the company	<p>Three primary levels:</p> <ul style="list-style-type: none"> ✓ the policy level – public promotion on the company website; ✓ research rules level – public promotion on the company website, shared with employees, media representatives, and research 	<p>The company had a code of conduct policy that every employee knows and gets a certificate each year. An integrated global corporation sustainability policy is essential for daily routines and strategies.</p>	<p>Company values promoted to employees, code of conduct, screening when selecting customers and suppliers, anti-money laundering policy, using 85% of recycled materials (sustainability), seeking to become the best value creator through</p>

	<p>participants (companies); ✓ working guidelines – shared with employees.</p>		<p>customer orientation and efficiency, concentrating on safety for employees and contractors. Various events to support socially fragile communities were organized by the company.</p>
<p>Integration of economic and social values carried out in the company</p>	<p>The company almost had no issues implementing CSE into business activities. However, there were challenges to withstand the wave of resistance and dissatisfaction from Lithuanian retailers. This pressure also affected employees psychologically.</p>	<p>The company's performance was based on high sustainability and transparency standards in such categories as the environment, employee relations, financial, and human rights.</p>	<p>Engaging employees and setting suitable targets and key performance indicators to measure the impact wasn't easy. The company's values were part of employees' yearly performance reviews.</p>

Interviewing about innovation advanced corporate social entrepreneurship practices that resulted in internal organizational transformation, the electronic shelf label provider emphasized that they used a mobile application to gather information and worked on automating information collection and processing. They disseminated the collected data, information, and reviews online. They could process more information and review more areas and aspects with the same number of employees. The stainless-steel producer was sharing about activities by using Yammer (internal communication) application.

The electronic shelf label provider mentioned that retail market concentration negatively impacted both consumers and producers by figuring out social concerns central to decision-making across the organization. It affected the development of the country's economy as a whole, which was the company's core business. The manufacturer of energy-efficient emphasized that respect for society and the environment was a success factor as all company's operations were based on these principles. The stainless-steel producer noted that various social concerns, such as epidemics, trade unions, and pollution, affected decision-making.

After analyzing economic and social values shared within the organization to

promote work across departments, the electronic shelf label provider noted that their internal responsibility was collective assessment before disseminating such information as reports, ratings, and reviews. According to the manager of the manufacturer of energy-efficient, apart from standards, the company organized events for the public, participated in charitable activities, and encouraged the broadest possible employees' involvement. Based on in-depth interview results, the social and economic value of corporate social entrepreneurship were not determined in two companies: the electronic shelf label provider and the manufacturer of energy-efficient. The electronic shelf label provider stated that the entire income received was invested in the organization's maintenance and development. Also, this value and return were not shared with investors, partners, stakeholders, and employees. The stainless-steel producer had a code of conduct and the company's values. Besides, the organizational health index was measured yearly, and the action plan was set to improve these activities.

Another interviewing area was exploring corporate social entrepreneurship activities reports to internal and external stakeholders. The electronic shelf label provider disseminated corporate social entrepreneurship activities results to the internal and external stakeholders through income declarations and annual meetings. The manufacturer of energy-efficient shared its corporate social entrepreneurship activities via all internal and external channels. For example, for the company's employees were reported through internal communication channels such as Intranet. Also, communication news emailing to all employees and each department board. The stainless-steel producer presented quarterly and yearly reports, press releases, and video conferences to employees, stakeholders, and markets. Electronic shelf label provider was currently developing software to involve society and citizens in collecting and disseminating information and acting actively. The manufacturer of energy-efficient actively involved customers and partners in creating or developing economic and social products and services as these products were for energy saving and a better living environment. Producer of stainless steel mentioned that part of the customers was other manufacturing companies producing solar panels, windmills, and other goods to create more sustainable businesses. Also, societies from different countries were involved in sponsorship projects to generate value for local communities.

Analyzing the aspect if companies felt the primary needs and gaps to achieve the double return (social and economic), the electronic shelf label provider underlined that the conflict of interest of corporations was caused by the desire to maximize profits at society's and producers' expense. Corporations had interests and focused on opportunities to improve their image and implement socially responsible practices. The manufacturer of energy-efficient had no target for achievements in social operations. The stainless-steel producer sold shares on the share market, so the pressure on profit was tremendous; therefore, all unnecessary spending was very

limited.

Discussing meetings with stakeholders to analyze business challenges and define strategies to succeed in the market, all three companies met their stakeholders to analyze business challenges and define strategies to succeed in the market. The stainless-steel producer concentrated more on sustainability in employees' safety, sustainable materials, wages and salaries, taxation, ecology, renewable energy, etc. Exploring how companies collaborated with external organizations, all three companies cooperated with external organizations through several main groups: (1) municipalities, national and regional public entities; (2) suppliers; (3) distribution and commercial agents, etc.; (4) some of them with politicians for collaborative projects or scientists in specific areas.

Figuring out if companies defined strategies and actions with their stakeholders to optimize their social impact, the electronic shelf label provider mentioned that they had a strategy and an action plan that was updated periodically. The company responded to issues relevant to society, incoming inquiries, and comments sent by users in letters, social networks, and calls. The manufacturer of energy-efficient defined the strategies and actions with their stakeholders to optimize their social impact, especially with employees, team leaders, and customers. The stainless-steel producer underlined that it was a part of the 2020 mission.

By exploring considerations of main strategic alliances and cooperation with stakeholders for corporate social entrepreneurship within the organization, the companies were interviewed about needs that had to be addressed or gaps to be filled. The electronic shelf label provider highlighted that the main challenge was raising the level of community education, cultivating a motivated and responsible community with many members, and improving information exchange, validation, and dissemination tools; for instance, the mobile application's functionality - user registration, verification, and moderation of the provided information. The producer of stainless steel emphasized the main challenge to increase the awareness of societies and investors. There was a need to shift attention from profit and revenue to fundamental values, education, and more social activities should be organized.

Table 4: Representations of corporate social entrepreneurship (CSE) training and educational programs in Lithuania based on business experts' in-depth interviews results (created by the authors)

Evaluation aspects/ Expert's insights	Expert 1 (Electronic shelf label provider)	Expert 2 (Manufacturer of energy-efficient)	Expert 3 (Producer of stainless steel)
Recommendations on how to design, develop	Guidance of four priority areas:	Recommendations are to design,	Programs should be designed

<p>and implement CSE courses</p>	<ul style="list-style-type: none"> ✓ The first priority was corporate employees; ✓ The second priority was public organizations; ✓ The third priority was public or governmental authorities; ✓ The fourth priority could be society, mainly focusing on students. 	<p>develop and implement such study subjects as (1) CSE basics in specific business areas and (2) CSE case analysis by regions.</p>	<p>based on target groups: politicians, children, students, and society. For politicians, facts were based on education programs; children and students – how everyone could contribute, showing the bigger picture of needed changes and developing critical thinking; for society – educating by simple daily life examples how to contribute, attracting famous public persons.</p>
<p>Crucial skills for a graduate student to promote CSE mindset and practices at the workplace; an example of a company that has developed any program or initiative related to CSE with</p>	<p>It is about possible damage from illegal and irresponsible activities, how to identify such damage, and how to personally stop such damage or prevent it.</p>	<p>Graduate students should develop such knowledge, abilities, and skills as personal responsibility, influencing, and leadership in promoting a CSE mindset and practices in the organization in which they work.</p>	<p>It should be critical thinking, understanding relations and cause-effect, and leadership skills to promote ideas and influence others.</p>

higher education institutions			
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The next stage was interviewing the need to develop educational courses and programs to deliver this disruptive change and how companies could collaborate with higher education institutions towards the co-design, co-development, and co-implementation of corporate social entrepreneurship courses to create this disruptive change. The companies emphasized the necessity to develop corporate social entrepreneurship courses to deliver this disruptive change. The electronic shelf label provider stated that there was a strong need to inform every member of the Lithuanian society about the potential harm of illegal/irresponsible activities. Besides, it would be valuable to deliver information to the community on how to identify such damage, stop or prevent such damage personally, and lower the risk or possible reduction of such unlawful or harmful activities. Educate society more widely about the potential harm of illegal/irresponsible activities, identify such damage, stop such impairment, or prevent it personally. The stainless-steel producer underlined that society's awareness about actions and consequences could increase the possibility of implementing long-lasting change in people's mindsets to create value for future generations. To start education from schools to target young people to make responsible decisions in the upcoming ten years. In addition, current politicians and policymakers should also be targeted by showing the consequences of their predecessors to learn lessons.

Analyzing recommendations on how to design, develop and implement corporate social entrepreneurship courses, the electronic shelf label provider suggested focusing on several priority groups: (1) corporate employees; (2) public organizations; (3) public or governmental authorities due to the low level of knowledge about the identification of threats and responsibilities; (4) society, or mainly focusing on students, who become employees of organizations and could actively resist illegal or harmful activities and practices. The producer of stainless steel emphasized the support of politicians and policymakers for developing and implementing corporate social entrepreneurship courses and educational programs. The manufacturer of energy-efficient noted that companies could collaborate with higher education institutions through experience coming from business processes and operations. The main areas of education in corporate social entrepreneurship could be environmental protection, business management, marketing (social media and methods), technological processes, and interaction with regulatory authorities. The companies suggested developing and implementing such study subjects as corporate social entrepreneurship basics in specific business areas and case analysis by regions for students, business practitioners, and researchers (Table 4).

Analyzed companies stated that graduate students must develop such competencies as critical thinking, personal responsibility, influencing, and leadership to promote a corporate social entrepreneurship mindset and practices in the workplace.

The electronic shelf label provider had developed some corporate social entrepreneurship initiatives with Lithuanian universities by sharing accumulated corporate social entrepreneurship practices through lectures and participation as the social partner in the study program committee. The manufacturer of energy-efficient and the stainless-steel producer shared corporate social entrepreneurship experience through involvement in Lithuanian universities activities, such as corporate social entrepreneurship projects. The stainless-steel producer also mentioned that they initiated a considerable student sponsorship program.

6. Conclusion

Corporate social entrepreneurship facilitates resolving sustainable socio-economic issues to satisfy external and internal stakeholders' expectations, delivering sustainable products and services based on social responsibility principles, and meeting sustainable business objectives through sustainable optimization of organizational resources. However, survey results showed that 52.5% of Lithuanian experts considered that the leadership team and senior leadership in their companies were not sensitive and aware of the importance of corporate social entrepreneurship values. Besides, 72.5% of experts highlighted a lack of human resource practitioners qualified in their companies in the corporate social entrepreneurship field.

72.5% of experts agreed that there was a vital need to develop educational courses and programs to deliver joint business and social value through innovative processes. 65% of respondents were confident that the highest demand for corporate social entrepreneurship training would be in such main target groups: workers, companies' managers, entrepreneurs, and business owners. Lithuanian public and private companies' experts also emphasized specific departments for training as Commercial and Marketing, Human Resources, Procurement, Legal department, Logistics, and Financial department.

Experts' evaluations emphasized the importance of professional and personal competencies by exploring the necessary skills for graduate students to promote corporate social entrepreneurship in their future workplaces. Experts highlighted business management, leadership, social entrepreneurship, strategic thinking, change management, and innovation management skills from the professional competencies. Critical personal competencies were identified as personal and social responsibility, communication, self-awareness, self-motivation, empathy, assertiveness, creativity, and cooperation, problem-solving and analytical skills.

The limitation of this study is based on the single case approach to small and medium-size Lithuanian public and private organizations. Further research could be a survey and experts' evaluation of European small and medium-sized companies to identify corporate social entrepreneurship issues, initiatives, and practices in the Europe Union area.

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