Louvain School of Management

The legitimacy of the Cooperative Model

A consensus approach towards the factors that lead to the neglect of the cooperative model in educational institutions.

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Chapter 1. Introduction

1.1 Motivation for this thesis

The choice for this topic for my master thesis came from a genuine curiosity combining both my personal interests and the circumstances. The latter initiated my discovery of this field during a group project of the course "Corporate Social Responsibility" for which I had been interviewing people from cooperatives. I began to find out more about this particular model, and I have been pleasantly surprised about the values and principles promoted through cooperatives.

Surprisingly enough, this model is rarely mentioned at University or in reference textbooks, in the education I received. And yet, the cooperative model has all it takes to be appealing. By offering the potential for sustainability, personal achievement and social development, the cooperative model may correspond to the needs of its stakeholders, comprising the employees, suppliers, customers and the local community, through its democratic governance and participatory financing (Chom, José & Ferreira, 2017; Chamard, Faivre, Levan & Philippe, 2012).

Thereupon, the confirmation of the hypothesis asserting that the cooperative model was neglected in business schools was required to go beyond my personal observation. The text from Kalmi (2007) in which he pointed out the disappearance of the cooperative model from economic textbooks served as starting point for my work. Indeed, as Kalmi (2007) suggested it, the correlation between the limited number of cooperatives in the entrepreneurial world and the relative lack of cooperative knowledge in economic textbooks should not be taken lightly. It is based on this statement that I began to delve even deeper into the subject and realized there seemed to be a gap in the literature about the reasons for the cooperative unawareness. That is why, after a thorough description of the problem in the first part, the second part of the thesis aims at bridging this gap by reaching a consensus between experts of the domain.

Finally, from a more personal standpoint, the book "J'ai fait HEC et je m'en excuse" from Noiville (2009) confirmed my idea that the business monolithism is often transmitted in the education from business schools. She admitted that even if some sustainable and philanthropic chairs and courses begin to show up, the fundamentals of the disciplines often remain the same and should be reconsidered. The purpose of her book contributes to recall that the current learning outcomes in management could still not be considered as the foundation for a sustainable, social and democratic economy. There is an urgent need that business schools feel responsible for educating tomorrow's leaders and offer an openness to different successful models. With this thesis, I want to showcase the social and sustainable benefits of the cooperative learning and to understand the brakes from educational institutions that inhibit the cooperative highlight.

1.2 Importance of the research

Nowadays, competition is fierce in the global market. In this time of crisis where the wealth distribution only exacerbates the financial and economic development, many tackle the question of a sustainable development incongruent with the capitalist and liberal model. In opposition to the liberal-capitalist economic regime that has clearly shown a lack of viable perspectives for the future, an alternative must be found to complete the social aspect, too often forgotten in our society. The financial crash in 2008 accelerated the search for alternatives by questioning the current economic system in which difficulties such as rising unemployment, increasing competition or deterioration of working conditions will tend to amplify in the future (Ansart, Artis, & Monvoisin, 2014).

To survive in this kind of environment, a new company must adopt a robust model to create a competitive advantage with regard to competitors (Errasti, Heras, Bakaikoa & Elgoibar, 2003). This alternative must be powerful enough to ensure a full-fledged long-term development while at the same time must be competitive enough to support a global economic development. The cooperative model is often seen by many experts (Chamard et al., 2012; Dohet, 2018) as the substitute player that can stand out from the other traditional companies and are sometimes acting where no other organizations exist, filling important niches (Birchall & Simmons, 2009). Indeed, cooperatives have been created to fulfill a need that was fulfilled by the market or the State and to counter a market failure (Audebrand, Michaud & Lachapelle 2017). They also serve as an alternative to the "shareholder-based capitalism" leading in the current mainstream economies (Kalmi, 2007).

However, if cooperatives have effectively the potential to rewrite the collapsing current economy, there is a need to increase public awareness about cooperatives as a value-based business model that can operate on a large scale (Gould, as cited in Bayot et al., 2011). This knowledge about cooperatives is crucial in order to consider them as a real alternative to the capitalist system.

In this thesis, the question to be addressed is to understand the factors that have led to the neglect of cooperatives in the common belief and more precisely, among economic students and entrepreneurs. By setting 2012 as the year of cooperatives, the UN has brought to the forefront that cooperatives are “companies for a better world” (Ansart et al., 2014). The aim was to highlight the importance of the model in economic and social development to the public in general (Biswas, 2015), and to restore the global image of cooperative as a solid business model (Gould, as cited in Bayot et al., 2011). From that time, the International Cooperative Alliance (known as the ICA), an independent and non-governmental association, has set what they have called the “Blueprint for a cooperative decade” to align the cooperative strategy for the following years, with a plan for 2020 (ICA, 2013). Would this plan for a better cooperative future be a proof that even the ICA recognize the lack of legitimacy of the model? What is the present situation, eight years after this turning point for the cooperative idea? How does the so-called “cooperative utopia” have been side-lined by the economists?

1.3 Summary of the methodological approach

The theoretical analysis has been put down on paper in the form of a “funnel”, as suggested by Barker (2014), starting with the broad topic – the cooperative model in this study - and why it is important and then, narrowing down gradually to finally focus on the specific area that this study is addressing.

The empirical analysis was conduct through the Delphi method. The Delphi method is a controlled debate (Gordon, 1994) with the purpose of reaching a consensus on a field in which a lack of agreement or incomplete knowledge is evident (Giannarou & Zervas, 2014). The “ranking-type” Delphi method allowed the classification of the factors that are seen as the most important in the eyes of the respondents.

1.4 Description of the structure

The following report is divided into two main parts. In Part I, a theoretical research aims to review the existing literature on the subject. In Part II, an empirical analysis has been undertaken to fill the gap in the literature about the factors that led to the unawareness of the cooperative model.

To begin the literature review, Chapter 2 introduces the global cooperative context, its development in Belgium, its definition and the different forms of cooperatives. Then, Chapter 3 lists all the obstacles tackled by the model recorded in the literature. Those factors that shed light on the potential challenges for the cooperatives’ development will be divided into three main categories. First, some exogeneous limits come from the economic environment in which cooperatives have evolved. Secondly, some technical limits put inevitably the brakes on the cooperatives' development. Finally, some cognitive limits have also their role to play in the fear of the collaborative dimension from entrepreneurs. Each of these categories includes solutions already mentioned in the literature. Based on this, Chapter 4 focuses on the unawareness of the cooperative model, which does not include any global unifying explanation for the phenomenon nor any solution yet, but only fuzzy proposals scattered in the literature that are listed at the end of this chapter. Therefore, the Chapter 5 states the research question about the cooperative ignorance and the contribution of the research.

The problematic of unawareness from an educational perspective will be the guideline of the empirical part. This analysis starts in Chapter 6 with a description of the Delphi method that will be used for this work. After having identified actors of the cooperative model, these stakeholders will be asked to take part in the discussion. Through interviews and questionnaires, the Delphi method opens the debate between several experts in order to reach a consensus, here on the reasons that have led to the ignorance of cooperatives in the entrepreneurs and students' mind. Chapter 7 analyses the results obtained during the three rounds among the groups of experts. A discussion of the resulting consensus follows with Chapter 8. The limits of the study will be discussed in Chapter 9 and paths for further research are suggested. Finally, Chapter 10 includes a conclusion of the whole thesis and provides some theorical contributions and practical implications for future investigations and actions.

PART I. LITERATURE REVIEW

Chapter 2. The cooperative model

2.1 Origins of the model

According to the International Cooperative Alliance (Roelants & Salvatori, 2018), there are currently more than 3 million cooperatives around the world, providing 10% of work opportunities to the employed population. The cooperative enterprise is a model that has survived for many centuries and over 100 million people all over the world have joined the cooperative movement (Chom et al., 2017). Each year in Belgium, about 2% of the newly created company are cooperatives (Dufays & Mertens, 2017). Beyond their economic functions, the cooperatives are part of a large social movement with an objective of social transformation. Nonetheless, these data could not hide some major difficulties that have been encountered by cooperatives in recent decades (Defourny & Richez-Battesti, 2017). For authors like Bontems and Fulton (2009, as cited in Biswas, 2015), cooperatives are not found in droves since they are being greatly outnumbered by investor-owned organizations, government organizations or the not-for-profit organizations. This subsection highlights the cooperative milestones of the cooperative movement that has led to the current situation for this model.

The history of cooperatives can help us to learn from the mistakes of the past and enlighten quite a few current debates (Dohet, 2018). The cooperatives are rooted in ideologist debates from the beginning of 19th century, often in response to the social problem resulting from the industrial revolution (Defourny & Richez-Battesti, 2017). Indeed, the cooperative idea has firstly been theorized by some thinkers, especially in Europe between 1820 and 1870. That era was driven by the “utopian socialism” that was aiming to change the rules of the capitalist system by criticizing the idea of private property and demanding more democracy (Bayot et al., 2011; Dohet, 2018). Even if understanding the ideology is crucial, it is the actual execution of those doctrines that has led to the current cooperatives (Dohet, 2018).

The cooperative ideology

The first socialist thinker who used the term of cooperation in the social domain was Robert Owen, an English entrepreneur of the 19th century. The key ideas of this early utopist were the educational system at the heart of the concerns and the harmful effect of the profit. He thought that the private property of the production means was the source of the crisis that generated poverty and injustice (Defourny & Richez-Battesti, 2017). He attempted to create communities where education was at the center and where remuneration was congruent with the work performed. Even if his attempts failed, he is still considered as the father of this model (Defourny & Richez-Battesti, 2017). Other French names like Charles Fourier, Claude-Henry de Saint-Simon, Charles Gide are usually mentioned in the literature when talking about the theorization of the cooperative model because they are seen as the founders of the cooperative ideology (Dohet, 2018).

In addition to the socialist pillar, the catholic influence must be considered. For instance, if we look back at the creation of the Mondragon Corporation, the largest workers' cooperative worldwide, the influence of the social Catholicism had largely contributed to the raise of the cooperative movement. In the mid-1950s, a period of post-Civil War and World War during which labor conditions in Spain were deplorable, the priest Jose Maria Arizmendiarrieta felt the need to create a social initiative. That is why he founded the industrial cooperative movement of Mondragon following the catholic values like enthusiasm for work, the faith in social activities and the dedication for community ideals. The key aspects were thus to humanize work and to involve workers in the management of the company (Molina & Miguez, 2008). Those aspects are also comparable to the current cooperative principles stated by the International Cooperative Association that will be summarized later.

Nevertheless, even if the cooperative ideology takes root in the socialist movement and if authors (Defourny & Richez-Battesti, 2017) described it as the answer to liberalism and competition, some liberals have also supported the movement as it strengthened the freedom of individuals. To that effect, John Stuart Mill can be mentioned as example, who declared the close proximity between socialism and liberalism in his publication about the *Principles of Political Economy* in 1848 (as cited in Gillig & Légé, 2017). For this economist, both the liberal and socialist movements hold the same democratic ideal that can be found in the cooperative principles. This progressist liberal defined the liberalism as a doctrine that aims to protect and enhance the freedom of individuals and to let them free-thinking without any external constraint or authority (Gillig & Légé, 2017). According to him, cooperatives are therefore a liberal solution to the labor exploitation in the economic sense of the term. That is why he called for a transformation of the capital-work relationship in response to the wage system. As a matter of fact, the non-meritocratic nature of the wage system leads to a mismatch between the payers of wages who hold the production means and the receivers of wages. The solution provided by cooperatives lies thus in the cohesive and democratic association of the workers but also in the collective property of the production tools (Gillig & Légé, 2017)

To conclude the early cooperatives theories, both socialists and liberalists agree that cooperatives can eradicate the exploitation of the results of other people's work at least within the company. In Mill's mind (Gillig & Légé, 2017), the roles of cooperatives are therefore to suppress the internal competition between workers and the capitalists and to maintain the external competition. In addition, the catholic values are also part of the cooperative identity (Molina & Miguez, 2008; Dohet, 2018). However, even if the catholic, socialist and even liberal thoughts had significant influence on the emergence of cooperatives, what has driven people to the concrete actions is the necessity to act in time of crises (Bayot et al., 2011; Dohet 2018).

The first cooperative actions

The development of the cooperatives has been feasible thanks to the concrete initiatives driven by some anonymous people. In fact, most of the studies related to the cooperative history (Defourny & Richez-Battesti, 2017; Dohet, 2018; Chamard et al., 2012) agree to consider that its starting point originated from the foundation of the *Rochdale Society of Equitable Pioneers*, by Britain weaver workers in 1844 (Defourny, Simon & Adam, 2002; Nelson et al., 2016). Influenced by socialist theories, this group of workers wanted to improve their social and domestic conditions by forming arrangements in a cooperative society. The dividends were allocated based on the effective participation in the cooperative or in other words, in function of the work done rather than the invested capital. This association was a concrete alternative that intended to fully reorganize the production and distribution forces (Chamard et al., 2012). Even if this worker association was not the first cooperative, it set a milestone in the cooperative movement history thanks to the four principles nowadays known as the Rochdale principles, that were defining the workers' position. Those core principles, explicated in Table 1 are not so different from the current definition of cooperatives (Chamard et al., 2012; Defourny et al, 2002).

Table 1. The four Rochdale Principles (Bayot et al., 2011 ; Chamard et al. 2012 ; Defourny & Richez-Battesti, 2017 ; Dohet 2018 ; Bayot et al., 2011)

Equality	The equal status among members expressed through the "One man one vote" democratic principle during general meetings.
Justice	The rebate principle that aims to distribute the net profit proportionally to the purchases made in the cooperative rather than on the contributed capital by the stock purchase.
Fairness	A fixed and limited remuneration to be able to release funds for the cooperative development.
Freedom	The open membership to anyone wishing to buy in the cooperative shop or to become a member in the company. There is no condition of admission

During the revolution of 1848, the priority was thus to protect the workers against the new economic and social risks that resulted from the industrial rise. The cooperative goal was to meet the needs of the neglected population and to allow the working class to feed themselves. Cooperatives have been built as a mean to fight against poverty and to contribute to the advent of a fairer society with a reinforcement of solidarity and education (Defourny & Richez-Battesti, 2017). Then, for many years, cooperatives have been used for community and regional development and are currently a springboard for the economic self-advancement of developing countries (Chom et al., 2017).

2.2 Development of the cooperatives in Belgium

As for the rest of the world, the emergence of the cooperative movement in Belgium also came from two distinct trends. First, the ideologies defined the cooperative base, then from those ideologies, concrete actions driven by common citizens were born. In fact, the theoretical influence linked to a utopist movement started from 1831 but it took fifty years until the cooperative movement really got started in concrete actions.

At first, plenty of middleclass citizens showed an interest in the thoughts of the French authors like Charles Fourier or Claude-Henry de Saint Simon that have spread to Belgium. This ideology drew near to the socialist utopia of a new world that would move away from the capitalist system. That is how a part of the progressist bourgeoisie had been convinced by the idea of a social change which included the cooperative idea. The latter took shape through multiple initiatives that unfortunately disappeared shortly after the middle of the 19th century and the cooperation reverted to a utopia (Dohet, 2018; Bayot et al., 2011). The emergence of cooperatives appears to occur in waves and even more importantly during periods marked by strong ideological contestation (Nelson et al., 2016).

It is only in the last quarter of the 19th century that the cooperative model concretely appeared in Belgium with the first law on cooperatives adopted in 1873 (Defourny et al., 2002: Vanhove, as cited in Bayot et al., 2011). From this point, two types of cooperatives that are described today as “traditional” have been existing in parallel, viz. the socialist cooperatives and the Christian ones. Indeed, unlike most of the countries where the political neutrality must be applicable, the cooperative movement in Belgium had been developed in closed link to two important pillars in Belgian society (Dohet, 2018). The first one was the socialist cooperative movement that created the Belgian Federation of Cooperatives known nowadays as Febecoop. The second important pillar is the Christian Workers’ Movement (Defourny et al., 2002). Both movements have stimulated growth and development of the cooperatives in various fields such as consumption, production, saving and credits, insurance or pharmaceutical distribution (Vanhove, as cited in Bayot et al., 2011).

In the late 1970s, a second wave of new cooperatives arose in Belgium. This revival is due to the emergence of other types of organizations (often non-profit organizations) that surfaced in Europe and that shared common ideals with cooperatives (for example the integration of less qualified workers, environment). Those organizations formed together the “new social economy” (Defourny et al., 2002; Vanhove, as cited in Bayot et al., 2011). While the traditional cooperatives aimed to improve the standards of living of the workers, the new cooperatives sought to create and protect jobs in a post Second World War period. Both types of cooperatives thus distinguish themselves not only by their different objectives but also by their fundamental nature. The traditional cooperatives stressed the importance to limit the rate of return on capital whereas the new cooperatives emphasized the “primacy to work” through a democratic management (Defourny et al., 2002).

Nowadays, some Belgian leading cooperatives are considered as economic vehicles of a social movement or are support by civil society actors. Those cooperatives represent the interests of societal groups or stakeholders such as workers, consumers or providers (Gijselinckx, 2009).

The evolution in the law

For the rest of this work, the need to define what we call “cooperative” is crucial. Indeed, the model’s history and definition evolved in function of the circumstances and its place in the law. In Belgium, the legal framework for cooperatives was long based on a law from 1873, accepting high flexibility for this model such as a variable capital and number of members in order to start the cooperative (Dufays & Mertens, 2017). The advantage of choosing this form of company was the structure, inexpensive cost and flexibility of constitution model although the core principles of cooperatives were forgotten due to the legal status that did not require to comply with the Rochdale guidelines (Defourny et al., 2002). It is due to this convenience that, in the late 1970s, the number of cooperatives exploded, along with a weakening in the cooperative ideal due to the model flexibility. This increased flexibility permitted to sidestep obstacles faced in other types of companies and led to serious abuses in the use of this model (Vanhove, as cited in Bayot et al., 2011). The too lax status for cooperatives was often criticized as it did not permit to distinguish true cooperatives from the opportunistic ones (Bayot et al., 2011).

In 1955, in order to distinguish those two reasons for adopting the cooperative form, the National Council for Cooperation was formed. This non-governmental organization has the role to promote the cooperative principles and to grant quality certification to cooperatives that are complying with the core principles of cooperatives (Defourny et al., 2002). The National Council for Cooperation (NCC) is an advisory body to the Ministry of Economic Affairs and is also in charge of promoting the cooperative principles and providing recommendations to the Government concerning cooperatives. Enterprises that have the approval seal of the NCC become members of this organization and receive a special fiscal and economic treatment. In addition to the NCC, another agreement called “SFS” (Société à Finalité Sociale) took shape in 1995 for any enterprise willing to place a high priority on social purpose (Dufays & Mertens, 2017).

However, those agreements attract only a minority of cooperative companies. Indeed, according to the Belgian Cooperative Monitor (Dufays & Mertens, 2017), only 977 of the 25.405 Belgian cooperatives were certified by the NCC and/or had the recognized social purpose “SFS” in 2015. The thousand cooperatives meeting the above criteria are the ones that most correspond to the cooperative ideal advocated by the ICA. Even if choosing this approximation would be the most accurate regarding the fundamental principle, restricting the term “cooperative” to those ones by the NCC would heavily underestimate the number of Belgian cooperatives (Dufays & Mertens, 2017).

In May 2019, a recent reform of the Belgian Company Code aimed to modernize and facilitate enterprise creation and kept only some forms of companies such as the limited company (société anonyme SA), the limited liability company (société à responsabilité limitée SRL) and the cooperative society (société coopérative SC) (Bley, 2019). This reform could serve as an opportunity to clarify the Belgian cooperative landscape by coinciding the legal form with the cooperative principles. Even if it is too early to observe any results from this novelty, one would hope that a clarification of the cooperative model could by the way reinforce the cooperative legitimacy (Dufays & Mertens, 2017).

To conclude the development of cooperatives in Belgium, their creation permitted to meet fundamental social needs in the past and has the potential to address global challenges in the future, such as the energic transition, economic inequality, etc. (Dufays & Mertens, 2017). However, even though the ideological foundations have to be understood, it has been established that the practical experiment of a cooperative is not always implemented with the ideology in mind (Bayot et al., 2011).

2.3 Definition & principles of the cooperative model

Even if the Rochdale Pioneers Society set the fundament in 1844, the precise expression of the cooperative identity has not ceased to evolve (Defourny & Richez-Battesti, 2017). The ideology always remained the same and the latest version of the international consensus dates back to 1995, when the International Cooperative Alliance (Roelants & Salvatori, 2018, p.63) defined a cooperative as

"An autonomous association composed mainly of persons united voluntarily to meet their common economic, social, and cultural needs and aspirations through a jointly owned and democratically controlled enterprise."

As stressed in the last subsection, cooperatives can be defined differently according to their legal status (defined by the law), their identity (defined by the ICA) or their nature. In this thesis, the term "cooperative" considers

"a population of organization allied globally through values and practices such as democratic participation, voluntary and open membership, and limited return of capital investment" (Nelson et al., 2016, p.2).

Indeed, the characteristics mentioned in the definition from Nelson et al. (2016) are the ones that most distinguish cooperatives from conventional companies (Audebrand et al., 2017). They are the core principles that guarantee the conditions under which members own, control and benefit from the business (Birchall & Ketilson, 2009). Indeed, this model shows its uniqueness through the threefold members' participation (whether as consumers, workers or providers) to the management, the property and to the profit sharing of their company, (Defourny & Richez-Battesti, 2017; Audebrand et al, 2017).

- The *voluntary and open membership* allows "all men and women, regardless of religion, race, gender, political convictions or origin" to be a member of a cooperative (Agirre, Lizarralde, Altuna Erle & Grellier, 2009).The fairness and openness of membership has allowed the creation of many employment opportunities worldwide (University of California Agriculture and Natural Resources, 2019).
- The *democratic participation* encourages a governance that is democratic rather than economic thanks to the "one man, one vote" principle (Audebrand et al., 2017). As ownership is commonly associated with invested capital, the cooperative model offers unconventional ownership rights with equal control between members (Hansmann,

1988). This particular organization is democratically owned and controlled by members who are owners and decision makers as they have a say in the day-to-day running of the corporation (Chom et al., 2017).

- The *member economic participation* defines the capital contribution brought by the members who are the suppliers, consumers, and/or workers of the cooperative. These parties are the investors and wear a ‘double hat’ as they contribute to the capital and control it (Nelson et al., 2016). Both types of benefits are shared between the members. On the one hand, members have access to the services done by the cooperative. Indeed, cooperatives satisfy an individual need that is not fulfilled by the State or the market (Audebrand et al., 2017). On the other hand, members have a limited return of capital investment, as a part of the capital is set as a common property for all members (Nelson, 2016). Thus, the two pillars of the corporate structure (capital and work) are set differently from other capitalist organizations, as work is used as a mean of empowering in the cooperative movement (Chamard, Faivre, Levan & Philippe, 2014; Defourny & Richez-Battesti, 2017).

To those 3 characteristics can be added the 4 principles that complement them in the Seven Principles of the ICA. The seven cooperative principles are socially minded (Defourny et al., 2002; University of California Agriculture and Natural Resources, 2019) and play a critical role in guiding the cooperatives’ actions (Chamard et al., 2012 ; Chom et al., 2017):

- The *autonomy and independence* lead to personal and collective motivation and fulfillment of the members (Chamard et al., 2012). Indeed, cooperative organizations are owned and controlled by their members rather than by shareholders (Chom et al., 2017).
- The *cooperation among cooperatives* shows the mandatory business strategy without which cooperatives would remain economically vulnerable (Birchall & Ketilson, 2009). All cooperative organizations work together and share their know-how through local, regional or international structures to serve the members more efficiently (Chom et al., 2017). Direct cooperation between cooperatives are possible thanks to the creation of profit-pooling groups with identical socio-labor integration (Agirre et al., 2009).
- The *concern for the community* recognizes that cooperative members tend also to be members of a particular community whose needs will be included in one of the business aims (Birchall & Ketilson, 2009). This model, described as “for the people by the

people" do not express a personal interest but the goal of a community (Ansart et al., 2014; Chom et al., 2017). Cooperatives, unlike investor-owned companies that are profit oriented, have a broad social mission (Chamard et al., 2014). They alleviate and promote social stabilities within the communities and their aim may also be linked to the UN values such as peace, security, human rights, environmental protection or gender equality (Kalmi, 2007).

- The *education, training and information* is the commitment to make membership effective and so is a precondition for democratic control (Birchall & Ketilson, 2009). The development of the seven principles is feasible if and only if education is highlighted (Agirre et al., 2009). Cooperatives provide education and training to all their members, employees, managers and any stakeholders who could help the development of the organization (Chom et al., 2017; Chamard et al., 2014).

In conclusion, there is a large range of factors that can be used to describe cooperatives such as flexibility, understanding, ability to collaborate, ownership, resulting from the ICA principles. It is true that the advantages of cooperatives do not always seem to be bigger than the ones in other types of organization. Nevertheless, even if other organizations may also show some of these advantages, it is only in cooperatives that all those factors are gathered (Birchall & Simmons, 2009) by bringing solutions for all the stakeholders by giving them a broader power, for workers by emancipating them and for communities thanks to the cooperative social mission.

2.4 Different forms of cooperatives

Beyond its diversity of forms, sectors and sizes, a cooperative is above all an association of people sharing a common need and creating collectively a company in order to fulfill it (MacPherson, 1995, as cited in Audebrand et al., 2017). As a matter of fact, despite the set of values shared by cooperatives and described in the previous subsection, there are significant variations among cooperatives relative to the organizing type, the sector of activity and political orientation (Nelson et al., 2016).

While some advantages are derived from the nature of cooperatives as member-owned businesses (such as loyalty, commitment, member participation, etc.), there are particular assets derived from specific types of cooperative (Birchall & Ketilson, 2009):

- The *worker cooperatives* provide people with an income and permit to gain control over the conditions under which they labor, providing 'decent work' (Birchall & Ketilson, 2009). Their aim is to increase job security for workers by creating and maintaining employment (Audebrand et al., 2017). According to Dohet (2018), this type of cooperative allows, the process of collective emancipation of workers. It often results for workers in higher loyalty, commitment, shared knowledge, member participation, underpinned by strong economic incentives (Birchall & Simmons, 2009).

- The *consumer cooperatives* provide an access to consumption goods or services at the lowest possible price with a guarantee of good value (Birchall & Ketilson, 2009; Audebrand et al., 2017). They are also a useful to in the defense of the consumers right in a situation of monopole. To this end, Dufays & Mertens (2017) give the example of the energy sector.
- The *producer cooperatives* enable small businesses to acquire the production means, market or distribute goods or service by gaining the strength in numbers they need to survive in the market (Birchall & Ketilson, 2009; Audebrand et al., 2017).

Beyond those three well-known forms of cooperative, the *savings and credit cooperatives* also exist for people who wish to finance their project and affect their savings with an institution in accordance with their values (Dufays & Mertens, 2017).

To sum it up, ownership rights and control power usually belongs to one single category of stakeholders viz. workers, producers or consumers. The double economic function of these stakeholders makes them both user and shareholder of the firm. The respect and integration of the member are naturally integrated by the cooperative values and they respond to the members' needs (Gijselinckx, 2009)

Chapter 3. Obstacles tackled by the cooperative model

Throughout its history and values, the cooperative model is seen as an astonishing mix of realism and utopia (Dohet, 2018). However, even though the Chapter 2 described an optimistic view of the cooperative development and principles and showed more the "utopic" part of cooperatives, this model still suffers from several obstacles and limits when put into practice. Those issues are the externalities coming from the global economy, the technical limits of the model and its cognitive limits, which are respectively described in the three following subsections. While the first dimension is an exogeneous limit of the model coming from its environment, the two others are endogenous to the cooperative model. Some solutions found in the literature are mentioned at the end of each subsection, showing the answers from many authors to the identified problematics that have already been tackled by many fields of research.

3.1 Economic landscape surrounding the model

While cooperatives appeared in waves in the two last centuries, they also had to evolve in parallel with the context of economic globalization (Defourny et al., 2002). This subsection develops the challenges they face due to globalization, market pressure and nonbinding international rules (Karakas, 2019). It was during the post-war period that the cooperative movement started to seem anachronic in the context of a rapid evolution of the society. Cooperatives had to challenge themselves due to their poor ability to cope with competition (Defourny et al., 2002).

Lack of market driven in worker cooperatives

In their attempt to be worker-driven, the cooperatives lagged behind because they neglected the more and more diversified needs of the consumers (Dohet, 2018). As a matter of fact, this type of organization focuses on members' needs rather than on the market opportunities (Chom et al., 2017). This issue has been raised during the post-war period but is still relevant today due to the constantly changing economic environment. At the end, even if this model finally persisted, the same issues occurred for all the cooperatives: the difficulty to modernize, to adapt themselves to the society change and to withstand the competition (Dohet, 2018).

Examples of the Mondragón Cooperative Corporation

By sharing corporate values of cooperation, participation, social commitment and innovation, the Mondragon Cooperative Corporation (MCC) is one of the biggest cooperatives at this time. After more than fifty years of existence, the MCC is now a well-consolidated institution. The social, political and economic situations have gradually evolved over the years, driving this cooperative to transform itself constantly (Agirre et al., 2009).

However, Agirre et al. (2009) highlight the difficulties tackled by the MCC, due to the *capitalist environment* in which it was evolving. Indeed, the MCC has always felt a tension created by the coexistence of the cooperative principles and the pressing need to adapt to an ever-changing environment. As a matter of fact, the capitalist and cooperative structures have always had conflicting purposes. While cooperatives focus on social concerns, the capitalist system is more economically driven. The same concerns revolve around the hierarchical organization observed in large companies opposed to the equality structure of cooperatives. Another difference remains in the private or general interests respectively coming from the capitalist and cooperative environment.

The demonstration of the contradictions between the basic objectives of a business organization competing in international markets and the historical core principles of the cooperatives continues in the following section.

The rising capitalism set aside consumer cooperatives

Concerning the consumer cooperatives, they slowly vanished from the Belgian economic landscape. Dohet (2018) asserts that it is because cooperatives missed the era of self-service and suburban stores whereas Defourny et al. (2002) mention some reasons for their loss such as the lack of policy vision on the part of leadership, an unwieldly form of democratic management or the member dividends that placed a strain on cooperatives' financial resources. Those problems that wiped out the consumer cooperatives are still on threat for cooperatives and may explain their difficulties to take their place on the market.

Moreover, the decline is not only linked to the still rising capitalism that intensifies the competition and contributes to the internationalization process of companies but also to the rapid growth of the welfare state which provides broader social rights and protection to citizens. All those rapid society changes have impacted and weakened the cooperatives (Defourny & Richez-Battesti, 2017).

Solutions for this subsection: Resilience in time of crisis

Nonetheless, this economic model is also well known for its resilience in time of crisis (Birchall & Ketilson, 2009). As an example, these authors prove the ability of cooperatives to better withstand the banking crisis than the investor-owned banks as it has been the case after the 2008 financial crisis. Moreover, this more risk-averse model has a higher rate of survival for new startups and the longevity of cooperatives is impressive (Birchall & Ketilson, 2009). They contribute to the economic, social and politic diversity and stability and to the equity of access to goods and services (Ansart, Artis & Monvoisin, 2015 as cited in Audebrand et al., 2017).

They had to face both long-standing and new challenges, resulting from globalization or the presence of national laws, but also from organizational and governance issues (Karakas, 2019). Those organizational issues are described in the following subsection.

3.2 Technical limitations of the model

Not only the environment of cooperatives can curb the increase in the model awareness, but also some intrinsic technical limitations have been outlined by several authors. The participative financing is one of the points of differentiation between the shareholder-based companies and cooperatives. Moreover, other factors sometimes lead cooperatives to demutualization when extending their business. The term "demutualization" is defined in this subsection and an example is given with the Mondragon Cooperative Corporation.

Access to funding

In cooperatives, capital is considered as an indispensable tool even if it is defined as a means arising out of work and allowing the member adhesion rather than an end in itself. However, the difficulties to provide access to funding inhibit the growth of this model (Chamard et al., 2012). The issue of startups is that they have less sources of revenue and the investment in them is usually seen as a risk. However, the use of external loan is outlawed and only the cooperators can invest in the company.

Thereupon, cooperatives deal with difficulties to call on investment funds that do not find any interest to invest in this type of society because of two major obstacles. First, shares are not tradeable on a market and thus have a limited potential of valorization. Second, it is impossible for an investor to take control of the society (Chamard et al., 2012). For this reason, entrepreneurs could choose to avoid the cooperative organization due to the fact that the attraction of external capital is limited (Chamard et al., 2012). On the other hand, if the cooperative succeeds in increasing its number of members to raise at the same time the company's shared capital, a larger scale may give rise to difficulties for the exercise of the democratic governance (Defourny & Richez-Battesti, 2017).

Reasons leading to demutualization

Important issues can also be mentioned through the reasons leading to demutualization. The latter is defined by Fulton & Girard (2015, as cited in Defourny & Richez-Battesti, 2017, p.13) as *"the conversion of a cooperative into another form of organization, typically in a joint-stock company held by shareholders."* The choice for a demutualization was often made because this business type was seen as outmoded. Indeed, the argument was that it could not provide incentives to attract the best managers and could not raise enough capital to compete in global markets (Birchall & Ketilson, 2009).

Other reasons are linked to the willingness of cooperatives to access more easily to funding that will help the company development. While cooperatives often have trouble to persuade the extern acquired company to adopt the cooperative status when acquiring a new company, demutualizing allows the restructuration of the company to acquire a larger scale (Defourny, Richez-Battesti, 2017). This lack of recognition is inhibiting the development of this kind of society and ultimately leads to the decline of cooperative entrepreneurs (Chamard et al., 2014).

Finally, one of the main challenges of cooperatives is the way they build and retain their competitive edge without departing from their ideological roots when they want to expand their business (Agirre et al., 2009). As hybrid organizations, cooperatives did not outrun the phenomenon of market globalization and competition (Errasti et al., 2003). The issue of the internationalization process of cooperatives is to establish their relevance in the complex business environment in which they operate. In the following example, some issues tackled by the Mondragón group of cooperatives in the Basque Country have been outlined, while still bearing in mind that this cooperative organization operating in large-scale manufacturing industries is remarkably atypical (Thompson, 2015).

Examples of the Mondragón Cooperative Corporation

As explained in the last section, the Mondragon Cooperative Corporation served as example of confrontation between the cooperative and capitalist method. The question here is to understand which challenges did the MCC face when extending its business and how can a cooperative operate in a global economy (Errasti et al., 2003).

Indeed, some authors (Agirre et al., 2009; Errasti et al., 2003) have highlighted what they call the "cooperative complex of Mondragon", showing how the Mondragon Corporation dealt with the contrasting situation: between its cooperative identity and its desire of growth. Indeed, by extending its business, the well-known Basque group had troubles to keep in mind the cooperative core principles and they had to deal with multiple threats and weaknesses over the years (Agirre et al., 2009)

First, an internal weakness of this large cooperative can be mentioned: *the reduction of the concern for the community*. Unfortunately, the place given for collectivity is often reduced when the cooperative reaches a certain size. A diminution of the community identification was consequently observed (Ansart et al. 2014). That is undoubtedly why a survey comparing job satisfaction of workers between Mondragon and a similar company has not showed any significant difference (Johnston & Kasmir, 1997).

Then, another weakness that the MCC confronted was the *insufficient funding*. As seen above, any business needs to raise capital for its introduction. When the cooperatives want to expand their business, this major issue remains at the forefront. In the case of Mondragon and any other cooperative that wishes to grow its business, the constitution of a financial entity is crucial and complex in order to face the lack of internal resources (Agirre et al., 2009).

This cooperative group has expanded its boundaries by the takeover of capitalist companies (Defourny & Richez-Battesti, 2017). This example reflects the concern of combining both the basic objectives of a business development in capitalist markets and the democratic methods from the cooperative principles (Errasti et al., 2003). Moreover, this experience raised more questions regarding the viability of the Mondragon cooperative model and, consequently, of the cooperative model in general.

Solutions to this subsection: Support through partners and networks

Nevertheless, the technical limits can be undoubtedly overcome by most of the companies. Indeed, a great advantage of this kind of model is the fundamental role left to the workers that benefit to their motivation and commitment to their company. (Chamard et al., 2012). This characteristic leads to solutions for the talent rewarding and access to funding. Finally, some remedies can be put in place in order to extend the cooperative business while still sticking to the core cooperative principles.

Concerning the *lack of funding***,** even if it can be difficult to gather enough cooperative partners who are ready to invest a part of their savings into the project, those who dare prove a pledge of motivation, commitment and fidelity to the company, which are the key factors of the project success. Other types of capital securities can complete the equity such as cooperative investment certificates (Chamard et al., 2012). Two additional financing are allowed: Loans between cooperatives and recourses to public mechanisms (Dohet, 2018).

Concerning the risks of *demutualization*, some conditions must be kept in order to follow the seven principles of cooperatives. Those conditions are indissociable because they related to interrelated goals (Agirre et al., 2009). First, there is a need to strengthen the autonomy of the members while maintaining social networks and to improve viability and ability to serve the affiliates. Secondly, new management approaches for cooperatives can be explored. They are needed to foster collective action and participation. Finally, those conditions must be cultivated to remain innovative and economically viable. Those three conditions are following the needs when extending a business. To do so, two strategies can be adopted: increasing creativity to stay innovative and to co-evolve in the changing business environments and focusing on the social capital, which has gained a significant attention recently.

The point for Agirre et al. (2009) is to find the balance between stability and instability to operate in a complex environment with a basis of order while keeping a part of complexity to be able to change and innovate easily. Another strategy stated by Thompson (2015) is to subdivide member cooperatives once they reach some pre-determined maximum size in order to preserve an organizational culture of cooperation. Finally, Errasti et al. (2003) also suggest lines of action such as the consideration of social aspects in the development planning, the transparency of information, economic and social assessments, results distribution policies and many more.

3.3 Cognitive limits of the model

According to early writers, as pointed by Kalmi (2007), one of the issues is the collective self-development and the voluntary nature of cooperatives. In opposition to profit-seeking companies that use coercion as a mean to achieve objectives, cooperatives are providing solutions to social problems based on mutual interests (Kalmi, 2007). However, the collective dimension and the more participative leadership may scare an entrepreneur to choose this form of society.

Belief in the collective dimension

The double dimension of cooperatives is defined by Defourny & Richez-Battesti (2017, p.11) as the "*association of people sharing the same needs, project and goals"* and at the same time *"a common entity that is the mean to realize this project"*. Thus, this model requires a high belief in the collective dimension. In fact, there is often a rejection or fear for anything relating to self-governance (Chamard et al., 2012). Cooperatives have dealt with the complexity to maintain the spirit of cooperation in large organization where thousand members should exert democratic practices (Defourny et al., 2002).

Some authors (Davis, 2011 & Spear, 2004 as cited in Thompson, 2015) highlight the struggle that cooperatives may face to find managers who are capable of working in a democratic firm and especially who are willing to work with lower autonomy and a relatively lower managerial pay than they would have in a conventional firm. Indeed, member-controlled organizations require a high degree of coordination among members and a level of control high enough to run the organization smoothly and with respect to it. This is why trust plays a crucial role in this kind of company (Biswas, 2015).

Lack of proper leadership

Chom et al. (2017) have pointed out the lack of proper leadership and the reduced member benefits as challenges that cooperatives need to overcome. Indeed, following the path of the cooperative model would imply to accept a different concept of property (Chom et al., 2017). The lack of cooperatives legitimacy may result from the difficulty for entrepreneurs and managers to renounce private ownership, profit maximization, limitation of the work/capital opposition, reduction of the control measures, power struggles and many other characteristics present in the other types of society (Ansart et al., 2014). This weak power of control from the cooperators can lead to a weak investment from them and to the decrease of interests (Defourny & Richez-Battesti, 2017).

The consequence of this collective dimension can be seen by the difficulty denounced by Chamard et al. (2012) which is to reward entrepreneurial talent. In a cooperative, if a talent should be rewarded, a monetary benefit would run counter to the cooperative specificity. The need to take measure in order to compensate the talent in the right way must thus be found (Chamard et al., 2012). There is therefore a contradiction occurring between the talent rewarding for individuals' contract and the cooperative model which is intrinsically collective (Chamard et al., 2012).

Divergence of interests between members

The collective dimension can be queried by the potential divergence of interests between members and it can lead to conflicts and huge costs. Divergences can impact the group cohesion and thus indirectly, its performance (Defourny & Richez-Battesti, 2017). Indeed, the economic democracy allows the purposes of the business to be aligned with those of members. On the contrary, unaligned purposes lead to the loss of interest to participate from members and the reinforcement of oligarchic management (Birchall & Simmons, 2009).

Hansmann (1988) mentions the large costs that could be engendered by conflicting interests when the ownership class is heterogeneous. Indeed, those costs can be classified in three categories that, according to Hansmann (1996, as cited in Bauwens, 2013), representing the costs of ownership. The costs of monitoring (needed to counter the free-rider problem), the costs of collective decision-making (that increase with the heterogeneity of the voters' preferences) and the costs of risk-bearing (contrary to the shareholder companies that can diversify their risk) complicate the tasks of entrepreneurs.

Solutions to this subsection: intrinsic motivations

Even if the cooperatives do not always reward their talent, some entrepreneurs could find their interests in a cooperative anyway because their essential motivation is not the remuneration. Indeed, according to the CCI Paris (as cited in Chamard et al., 2012), only a quarter from EU entrepreneurs are ruled by money and the pursuit of profits. Furthermore, an idea could be to find a second rewarding model, more symbolic, based on a reinforcement of the social link and the double quality of cooperatives. The cooperative is thus able to satisfy the entrepreneurs' motivation by rewarding them through a non-pecuniary interest, as long as they escape temptation of quick and short-term money. Indeed, they have to focus on long term profit. The difference is not a profit disinterest but the way they will use the achieved results (Chamard et al., 2012). More generally, the Hirschman (1970) and Freeman (1976)'s analyses (as cited in

Defourny & Richez-Battesti, 2017) have demonstrated the correlation between a democratic corporate climate, a better flow of information and the positive effect on the human capital. The workers are better able to identify themselves to the company and its success. According to Mill's thoughts (1909, as cited in Defourny & Richez-Battesti, 2017) the workers provide a higher effort and improve their work quality when they have a positive perception of their contribution in company.

In conclusion, the cooperative model represents a credible alternative for entrepreneurs. Some of the startups would rather be part of cooperative than be driven by investors (Chom et al, 2017). Even though any cooperative tackles some issues due to the collective dimension, some conditions can help cooperatives to stay in line with the ICA principles and the intrinsic motivations are higher in a democratic governance (Defourny & Richez-Battesti, 2017).

Chapter 4. The unawareness of the cooperative model

In Chapter 3, potential limits to the cooperative model have been discussed. However, some solutions have already been found to those inherent weaknesses and may therefore not be sufficient to explain the lack of legitimacy coming from the model. The assumption is done here that there are other ex-ante reasons of the company's creation which may have restrained the cooperative development. Some authors (Defourny & Richez-Battesti, 2017 ; Kalmi, 2007) agree with the assessment that another issue comes from the *quest of legitimacy* from cooperative.

4.1 Definition of the different types of legitimacy

Scott's definition of legitimacy (1992, as cited in Dart, 2004, p.416) is "*the property of a situation or behavior that is defined by a set of social norms as correct and appropriate*". Managers thus follow environmental indicators to make their organizations conform to social expectations. This makes the organizations legitimate and may increase their benefits. Using the terms of Suchman (1995, as cited in Defourny & Richez-Battesti, 2017), legitimacy can be divided into three dimensions, while Huybrechts & Mertens (2014) linked those three types of legitimacy to the cooperative environment.

First, the *pragmatic legitimacy* is the organization's advantages perceived by all the stakeholders. In other words, the exchange calculation of the expected value of an organization's activity must be beneficial for stakeholders (Suchman, 1995, as cited in Dart, 2004). The latter, named "cooperators" for cooperative, often agree to recognize a pragmatic legitimacy to the cooperative model due to their ownership interest and other privileges.

Then, the *normative legitimacy* is the moral evaluation of the company activity based on the stakeholders' values and judgements, from a structural and procedural point of view. According to Dufays & O'Shea (2016), the legal form selection contributes to gaining legitimacy and confidence in the stakeholders' eyes because it demonstrates the founders' commitment to follow the legal norms of the chosen status. In the case of a cooperative creation, even if the model is often criticized due to the socialist-minded basis inherited from the model's origins, it benefits from a favorable corporate identity.

On the contrary, what Suchman (1995, as cited in Defourny & Richez-Battesti, 2017) called the *cognitive legitimacy* is linked to specific ways of thinking rooted in the habits. This deep conceptualization of legitimacy is, for the cooperative model, the most problematic point.

Despite its ideal brand image and the positive perceptions from its cooperators, the cooperatives (and social enterprises in general) are generally unrecognized and suffer from a lack of documentation. The legitimacy issues raised by Huybrechts & Mertens (2014) may explain the slowdown of the cooperative development. As a matter of fact, the way through which cooperatives are perceived relies on the inadequacy of the model's teaching method. The latter leads to the unawareness of the cooperative ecosystem which can explain the underdevelopment of this type of society. For Thompson (2015), the cooperative incentives may be suppressed by a hostile institutional environment, which biases both the options available to individuals and the way they perceive conventional firms against cooperatives.

4.2 Previous thoughts about the lack of cognitive legitimacy

Kalmi (2007) already mentioned the neglect of cooperatives from the mainstream academics in economics. Indeed, he argued that cooperatives in the present-day context are not receiving much attention and, as evidence of this, he points out how cooperatives as a form of business organizations have departed from the popular introductory textbooks in economics. According to Biswas (2015), the absence or presence of certain aspects of a discipline reflects its importance in the ongoing academic practice. This vicious circle led to new generations of students with very little contextual knowledge and the perceived complexity that surrounds the cooperative forms of organization increased. Consequently, this has made study of cooperative organizations by researchers less interesting and decreased the importance that it should receive from the theoretical standpoint.

But the disinterest and neglect for cooperatives is not limited to the 21st century literature (Kalmi, 2007). Different variables had already been mentioned by some authors to explain the cooperative decline in the 20th century textbooks. Samuelson (as cited in Kalmi, 2007) was the first to omit cooperatives on all post-World War II textbooks on the list of business organizations because for him, ownership allocation does not really matter in competitive markets. For Lipsey (as cited in Kalmi, 2007), the cooperative is synonym of cartels and producer cooperative were just raising producer prices while decreasing consumer welfare. For some new institutional authors, such as Williamson (1975, as cited in Bauwens, 2013) and Boulding (as cited in Kalmi, 2007), the lower frequency of cooperatives on markets can be interpreted as an evidence for their relative inefficiency compared to hierarchical organizations. Given the reasoning of Boulding (as cited in Kalmi, 2007), the decline of cooperatives is due to the natural human differences and capacities and there is no justification to explain the factory system adoption instead of the cooperative success.

In a nutshell, the discussions on cooperatives significantly deteriorated in terms of both the quantity and quality in post-WWII textbooks. In general, cooperatives were overlooked altogether in textbooks or were only occasionally mentioned (Kalmi, 2007).

In the 21st century, many authors (Chamard et al., 2014; Thompson, 2015) also challenged the dismissal of cooperatives by the predominant theories. According to Chamard et al. (2014), this form of society is still marginal because it is too often ignored. Indeed, this kind of society is frequently disregarded by handbooks' authors intended to young entrepreneurs as well as by information brochures and sites for founders. In the words of Thompson (2015), the predominant economic theories of the firm neglect the importance of cooperation based on trust and loyalty although cooperatives may be more propitiously situated than conventional firms to achieve cooperation needed in the creation and development of productive knowledge. How could the current neglect of cooperatives in economic textbooks could be explained?

4.3 Hypotheses found in the literature

Some hypotheses in Table 2 retrieved from the existing literature have been established to explain why many countries have poor knowledge of cooperatives. Those are endogenous and exogeneous factors that could limit the model multiplication (Bayo, 2012).

Table 2. Hypotheses found in the literature for the lack of cognitive legitimacy of the cooperative model

Hypothesis 1: The hybrid nature of cooperatives, between an economic and social model, seems to be experiencing difficulties in finding its recognition.
This special type of organization incorporates business-like characteristics of the investor-owned firms as well as the voluntary nature of nonprofits (Biswas, 2015). Indeed, this organizational model is rarely taken for granted due to its weak position which lies between two dominant institutional spheres. On the one hand, their common features with for-profit businesses makes them part of the business sphere. Indeed, cooperatives are not isolated from standard business organizations as they share general organizational rules such as operating systems or human resources (Nelson et al., 2016). On the other hand, the social welfare sphere anchored in the "concern for community" principle follows the civil society and State's roles (Huybrechts & Mertens, 2014). In fact, social responsibility and community engagement may be social values present in other types of organization as well (Nelson et al., 2016). That is why the rise of the welfare state decreases the cooperative's mainspring. In conclusion,

hybrid organizations combining both societal and commercial aims and falling outside one specific category have trouble gaining legitimacy.
Hypothesis 2: The broad field of activities in which cooperatives may be found can make it complicate for them to reflect their unique corporate identity and principles.
According to Huybrechts & Mertens (2014), the numerous cooperative types and sectors may shade the cooperative principles and values. Indeed, cooperatives do not represent a taken-for-granted organizational model and are rarely associated with a given field or activity.
Hypothesis 3: The plethora of varied legal and managerial realities within the different States in which cooperatives operate inhibits the international political alignment of cooperatives.
Even if the ICA proclaimed international principles for the cooperative model, the States keep the right to define their own rules in terms of governance and laws on business corporation. As a result, cooperatives correspond to divergent legal and managerial realities within the European Union (Bayo, 2012) and even more, worldwide. As a matter of fact, a progressive convergence is taking place in the governance practices between the cooperative and non-cooperative forms. There is a need to define strong governance criteria for cooperatives to differentiate them from “classic” forms of organization (Bayo, 2012).
Hypothesis 4: The cooperative model is too often neglected as a real business model due to the firm conception.
Despite the firm’s central role in society and the economy, there is little consensus regarding its purpose, function, and nature (Thompson, 2015). Indeed, firms are conceived in different theories as “arena of exchange and production” that aims to minimize costs and to develop productive capabilities. Even if both purposes could be fulfilled in a cooperative firm, the latter is generally regarded as inefficient and its importance is too often overlooked. Even though theories understand and focus on the function of cooperation, they rather cling to a rigid, individualistic model of behavior emphasized by hierarchical management systems (which are associated to the capitalist firm). For this reason, Thompson (2015) claims for a “social” theory of the firm in which the solidarity and cooperative behavior takes center stage.

Hypothesis 5: The "institutional isomorphism" tends to highlight only conventional forms of societies.
For many entrepreneurs who want to launch a business, cooperatives are far too often underestimated or unknown. The conventional forms of societies such as limited company (SA) or private company with limited liability (SPRL) are more easily recommended to them (Chamard et al., 2012). Thompson (2015) also noted that prevailing institutions of finance, law and education go along with the frequency of capitalist firms that they support and thereupon, bias opportunities and incentives against the formation of cooperatives. For example, entrepreneurs could easily reap greater material and financial rewards by starting a conventional firm rather than a cooperative (Smith and Rothbaum, 2014 as cited in Thompson, 2015). Dufays & O'Shea (2016) reveal that not only the choice for a cooperative structure result from individual values but also from external bias like the model unfamiliarity that contribute to its visibility degradation.

To go even further in this approach, more research should be done to dig in those hypotheses and discover upstream impacts (that could be economic, organizational, social or financial) that have led to the lack of legitimacy of the cooperative model.

Chapter 5. The problematic

5.1 Research question

The hostile institutional environment towards cooperatives mentioned by Thompson (2015), the lack of cognitive legitimacy raised by Huybrechts & Mertens (2014) and other thoughts about the lack of cooperative consistency in textbooks by Kalmi (2007) & Chamard et al. (2014) have determined the research question, which is

What factors explain the lack of cognitive legitimacy among business schools and support structures for entrepreneurship?

This thesis draws from Kalmi's study, who analyzed the presence of cooperatives in economic textbooks from the Helsinki University over time. In France, Chamard et al. (2012) also cites the most famous handbooks such as Papin (2012), Percin (2011), Verstrate (2010) in which cooperatives are not appearing. However, these authors limit themselves to theoretically derived propositions of explanation for this disappearance. The Second Part of this thesis thus aims to go beyond the observation disappearance of the cooperative model from well-known textbooks by identifying the reasons why this model does not have its place on the same basis as the other types of company.

As a matter of fact, the problematic came out from the too often neglected place for cooperative in the Belgian teaching curriculum. According to Nelson et al. (2016), the relatively small number and limited economic power of cooperatives is due to the little attention given by the media, by business and government institutions and by the arrival of hierarchy-oriented managers (e.g. from business schools). The lack of consideration for this model in the management courses is also raised by Huybrechts (as cited in Bayot et al., 2011). As a consequence of this lack of legitimacy, many authors (Chamard et al., 2012; Dufays & O'Shea, 2016) agree that cooperatives are often unheralded by young entrepreneurs. While conventional forms such as limited company (SA), private company with limited liability (SPRL) or associations are favored, there is clear evidence that all legal forms do not benefit from the same recognition (Dufays & O'Shea, 2016).

In this research, my objective is to establish a list of several factors that led to the current situation of unawareness of the cooperative model in the academic and entrepreneurial contexts. To be able to find answers, experts from two different fields have been considered. The first group is the *academic sphere* which includes teachers and postgraduates in different Belgian business and economic schools. The second field includes experts from the *support structures* for social and cooperative entrepreneurship. For the purpose of this thesis, I focus on academic experts and support structures for entrepreneurship because the legitimacy issues from a hostile institutional environment may explain the slowdown of the cooperative development (Huybrechts & Mertens, 2014).

5.2 Contribution brought by the research question

The lack of legitimacy may appear as a heavy barrier to entry because many entrepreneurs and stakeholders can be extremely doubtful about the idea of embarking in a cooperative adventure that they do not fully understand and control (Huybrechts & Mertens, 2014). Indeed, as can be clearly reflected from the cooperative history, no concrete actions can be undertaken without a clear understanding of the theoretical concepts. That is why the research question addressed by this master thesis will gather the reasons that have led to the cooperative unawareness.

As raised by Nelson et al. (2016), empirical research studies on cooperatives from the population dynamics perspective remain scarce. Therefore, the empirical analysis deals with the opinions from groups of experts about the reason why cooperatives face such difficulties to gaining recognition. After the ICA declared 2012 as the “year of cooperatives”, I wanted to analyze the determining factors that could explain what went wrong for the cooperative recognition in the plan for 2020 set by the “Blueprint for a cooperative decade”, (ICA, 2013).

The literature points out that cooperatives, as a field of study, are not only interesting from a theoretical point of view but also for their importance in the economy (Biswas, 2015). Nevertheless, there may be some reasons for the lack of interest from academics and structure of entrepreneurship in the discipline of the cooperative model. By filling the existing gap in the literature, I hope that this thesis will allow existing cooperatives to know what to focus on to gain legitimacy and additionally, to convince entrepreneurs to launch their cooperative business.

PART II. EMPIRICAL ANALYSIS

Chapter 6. Methodology

Academic literature provides some theoretical discussions related to the unfamiliarity of the cooperative model and the lack of cognitive legitimacy. However, obtaining a more comprehensive view necessitates perspective from major actors of the knowledge dissemination for this particular model. This Chapter describes the methodology based on the Delphi method used to identify the most critical issues by developing a ranked list of factors explaining the lack of awareness of the cooperative model among students and entrepreneurs.

6.1 Delphi method

The Delphi study is a popular method in information systems used to reach the most reliable consensus between different experts in a specific domain. As a way to identify and prioritize issues in a given field, it allows a group of individuals to deal with a complex problem by being considered as a whole, through a structured communication process (Ju & Jin, 2013). This method, gathering feedbacks, assessment, opportunity and some degree of anonymity has been useful for different types of information systems research (Okoli & Pawlowski, 2004). Well known by specialists to elaborate middle to long term strategies, the Delphi method aims to collect the judgement opinions of an expert panel through open questionnaires (Booto, Bernard & Plaisent, 2011). Hence, this iterative and largely subjective feedback technique has a means to handle opinions rather than objective facts (Schmidt, 1997).

In practice, the Delphi method is divided into two main parts, each part itself divided into several steps described in Figure 1 (Booto et al., 2011). The first part is the experts' selection process that consists in selecting the adequate group of experts. The second part, i.e. the questionnaire administration process, refers to the multiple interactions with the selected experts. A first meeting with each expert allows to let them take the survey and analyze the responses. From this point, the Delphi method differs from a traditional survey because the design of a second survey based on the previous answers is given to the respondents so that they can revise their opinions based on the group feedback (Okoli & Pawlowski, 2004). This step is reiterated until the responses form a satisfactory consensus between all the parts and each questionnaire is supported by a synthesis of the general trends, feedbacks and justifications (Booto et al., 2011). While Figure 1 shows the theory from Booto et al. (2011) followed for the development of this empirical analysis, an overview of the final and adapted guidelines (Figure 2) is proposed at the end of this Chapter (p.45).

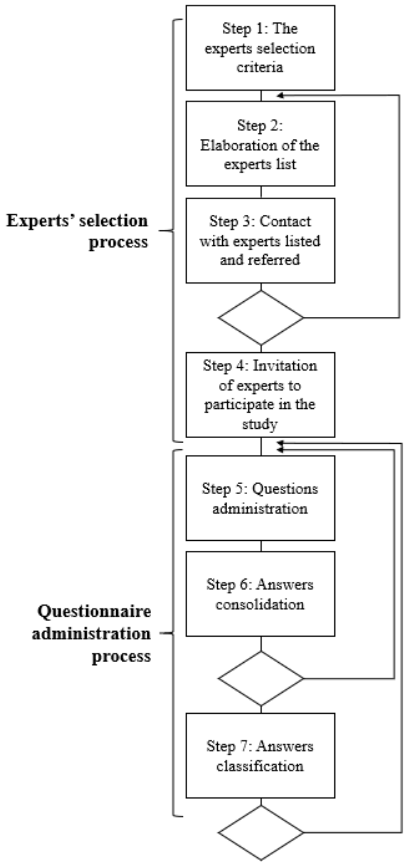

Figure 1. Main steps of the Delphi method (Booto et al., 2011)

There are several reasons for choosing the Delphi method. This iterative group communication allows a group of individuals, as a whole, to deal with a complex problem (Okoli & Pawlowski, 2004). This group-decision method has the ability to explore, coolly and objectively, issues that require judgement (Gordon, 1994). The Delphi method offers a stronger methodology than a traditional survey by offering an appropriate group decision analysis method. Thus, it is more adequate to answer complex issues requiring knowledge from experts and stakeholders that fully understand the economic, social and political environment (in which cooperatives have evolved in our case). Moreover, the time investment expected from each interviewee limits the panel size between 10 and 18 experts in order to reach a consistent group dynamic. The experts' investment is provided by follow-up interviews which allows a deeper understanding of the research question thanks to the collection of richer data. Finally, after having soliciting opinions from each speaker, a second approach permits them to rank the issues according to their importance (Schmidt, 1997; Okoli & Pawlowski, 2004). In conclusion, the process avoids the confrontation between experts and preserves their anonymity (Booto et al., 2011). Okoli & Pawlowski (2004) bring to the forefront several assets provided by this structured communication such as:

- Assessment of the group judgement, through statistical group responses (such as percentage scores or median ranks) (Ju & Jin, 2013);
- Opportunity for individuals to revise their opinion, thanks to controlled feedback;
- Some degree of anonymity for the individual responses, in order to generate collective intelligence while avoiding the mutual influence on the experts' responses (Bejar, 2009).

However, one drawback of the Delphi technique is the lack of standard statistical tests, which may potentially entail issues of reliability and validity. For this reason, nonparametric statistical techniques have been incorporated into this Delphi study to diminish this drawback, in order to provide evidence for its reliability and validity (Ju & Jin, 2013).

6.2 Experts' selection process

The Delphi study is not based on a representative sample of the whole population but is rather a group decision making process. Thus, this exclusively qualitative method requires the participation of qualified experts that have a clear understanding of the studied phenomenon (Booto et al., 2011; Okoli & Pawlowski, 2004). Therefore, the selection of qualified experts is one of the most critical requirements. Indeed, to obtain a comprehensive view of the research question tackled, the perspectives from multiple stakeholders are needed. The panel structure can be composed of different categories which may have divergent opinions. The group separation permits to reach more easily a degree of consensus within each panel and to compare the perspectives between groups. Even if Okoli & Pawlowski (2004) suggests between 10 and 18 experts in each panel, there are no strict rules about the panel size (Giannarou & Zervas, 2014). But above all, what matters most is that experts must be selected for the purpose of applying their knowledge on the basis of certain criteria (Hasson, Keeney, & McKenna, 2000).

The following subsections will present the early steps of the Delphi method: the laying down of the criteria for the experts' selection, the elaboration of the potential experts list, the contact with the select experts and the invitation to the experts to take part in the study.

Step 1: The experts selection criteria

Returning to Figure 1, the first step in the selection process is to elaborate the selection criteria. Two panels have been defined that each require a different approach for identifying experts.

First, the *academics* must be professors or postgraduates that have brought recent articles over the development of cooperatives in Belgium or are (or have been) teaching courses about corporate law, social entrepreneurship or any course mentioning the cooperative movement. As the size of each panel and time to execute each round are limited, the priority has been to choose experts from business schools.

The second group consists of experts from the different *support structures for social and cooperative entrepreneurship* in Belgium. The study from Audebrand et al. (2017) permitted to distinguish and identify four roles from the support structures for cooperative entrepreneurship:

- Provide (human, intellectual, material or financial) resources;
- Influence the future of cooperatives;
- Strengthen links between the cooperative and its community;
- Promote & engender legitimacy for the cooperative movement.

The two stakeholder groups might assess the issues somewhat differently, and these differences might have important implications for managerial action. For this reason, the strategy was to have two groups that think similarly, by reaching consensus within each panel, rather than trying to reconcile significantly different perspectives between groups (Okoli & Pawlowski, 2004).

In conclusion, the experts' selection criteria have been established in conjunction with the thesis purpose which is to focus on academic experts and support structures for entrepreneurship. Indeed, those experts have enough knowledge on the model to explain the legitimacy issues coming from a hostile institutional environment towards the cooperative development (Huybrechts & Mertens, 2014).

Step 2: Elaboration of the experts list

After the selection criteria were defined, the elaboration of the experts list began in parallel for both panels. When constructing the experts' panel, their knowledgeability should be identified through literature search, recommendations from other experts or snowball sampling in order to determine the reliability and validity of the results (Giannarou & Zervas, 2014).

Concerning the elaboration of the *academics'* panel, the different business schools have first been listed and have been followed by Internet research containing key words such as "social economy", "the cooperative movement", "social entrepreneurship" "alternative business model" and the name of Belgian business schools listed. The search was kept quite broad and adopted to shortlist the number of professors and postgraduates who had the knowledge in order to be considered as "experts" in this research area. As defined by the Delphi method (Okoli &

Pawlowski, 2004), an expert is any stakeholder that fully understands the economic, social and political environment of the study subject.

The second panel including the *support structures* in Belgium that correspond to the criteria mentioned in Step 1 has been established. The literature review helped to determine which organizations could bring a qualitative input on the study. Texts such as « Coopérative, un modèle tout terrien » (Bayot et al., 2011), « The co-operative movement in Belgium: Perspectives and prospects » (Defourny et al., 2002) or « The Belgian Cooperative Monitor » (Dufays & Mertens, 2017) mentioned several structures from the social economy such as the NCC, Cera, Econosoc, ConcertES, SAW-B, Febecoop and Syneco. Financing structures are also quoted in Defourny et al., (2002) such as Crédal, Réseau Financement alternatif, CWES, SRIW, SOWECSOM or CECOP.

For example, Solidarité des Alternatives Wallonnes et Bruxelloises (SAW-B) is a network representing the cooperatives that appeared with the new social economy of the 1990s (Defourny et al., 2002). Febecoop is a Socialist-oriented network that promotes the socialist economy and defends the interests of cooperatives and associations (Defourny et al., 2002). As a federation, it has a role of representation, information and intermediary for cooperatives. Then, Syneco comes from the Christian workers' movement. Cera was in 2002 the third largest cooperative group in the financial sector supports a big network of cooperative initiatives (Defourny et al., 2002).

In conclusion, the experts' selection criteria have been conducted thanks to the literature previously read but especially through wide research on the Internet that produces a snowball effect. Indeed, one finding led to multiple others and it has resulted in a list of about 20 experts for each panel. Okoli & Pawlowski (2004) recommended to obtain as much biographical information as possible about each expert's qualifications. Therefore, for each line of the list, the expert's name, email, function and the rationale for choosing the expert were identified.

Step 3: Contact with experts listed and referred

Once the two sub-lists of nominees were formed, each person has been contacted individually (Gordon, 1994). The most effective communication channel in terms of time and cost was to contact experts by email. Thanks to the personal information gathered for each expert, a first-round contact permitted to identify experts willing to participate. Moreover, during the one-to-one interviews, respondents often suggested other experts who could add an interesting perspective to the study. Those ones were contacted thereafter for inclusion on the list.

Each panelist was contacted by email, with an explanation of the subject of the study, the time frame for each round, eligibility of participants, the basic structure of the Delphi survey and the procedures required for it (Ju & Jin, 2013).

Step 4: Invitation of experts to participate in the study

The fourth step consisted in inviting the about 40 experts to participate in the study and in describing them the research objectives. For this thesis, it has been asked to the panelists to commit to completing 3 rounds. The first one consisted of a 30-minute phone interview, followed by the two other rounds in the form of questionnaires of around 15 minutes, what will take them a total of 1h over a period of 1 to 3 months (Okoli & Pawlowski, 2004).

Some conditions are limiting the choice of experts such as their knowledge on the studied subject, their legitimacy, and their availability to take part in the decision-making process (Booto et al., 2011). Whereas the knowledge and legitimacy of each expert have been discussed during the Step 1 & 2, the last condition of availability can be a drag on the experts' willingness to participate in the survey.

Throughout the different contact rounds, 16 experts, 8 for each panel, accepted to participate and their profiles are listed in Table 3. As the anonymity of the experts is required, the table groups the experts according to their roles, which de facto justify their legitimacy to participate in the study. A column containing the characters A1 to A8 and S1 to S8 has been added in order to be able to cite anonymously in the following chapters the experts from the academic and the support groups respectively. In sum, both target panel sizes led up to 8 experts, with heterogeneous background, located in Belgium and from various institutions. In group decision making, it has been proved that heterogeneous groups are more creative than homogeneous ones (Okoli & Palowski, 2004).

Before the administration process starts, the researcher must know when to stop polling (Schmidt, 1997). Too few rounds would lead to an immature outcome whereas too many rounds may be perceived as a waste of time for respondents. Although no rules dictate the number of rounds, most of the previous Delphi studies consist of two or three rounds of solicitations (Ju & Jin, 2013). Regarding the constraints of time and resources to conduct the study, the decision was made to limit the survey to three rounds. This limit has been decided not only due to time and resource restriction but also in accordance with the particular Delphi method chosen that will be detailed in the next section.

Table 3. Profiles of the 16 experts participating in the study

Academics panel			Support structures for social & cooperative entrepreneurship panel		
Sub-category	#	Experts	Sub-category	#	Experts
Professors in Universities teaching courses such as sustainable strategic management, social economy, collective or social entrepreneurship, sustainable business models,…	5	A2, A4, A6, A7, A8	(Ex-)members of federations (or associations of federations) in the social economy that aim to defend and support their members both politically and in their development.	4	S1, S2, S3, S6
Professors in High schools teaching sustainable strategic management, project management,…	2	A2, A3,	Advisors in consulting agencies for social economy certified by the Walloon Government and the Brussels-capital Region.	3	S3, S4, S6
Postgraduates doing research on cooperatives, social entrepreneurship, entrepreneurial models,…	5	A1, A3, A5, A6, A8	Initiators of projects that aim to strengthen the skills of cooperatives and to promote them.	2	S4, S7
Curriculum officers	2	A3, A7	Decision-maker in a consultative body of the cooperative movement	1	S5
Members of chairs or research centers in social entrepreneurship	3	A1, A4, A7	Members of financial institutions for cooperative and social projects	3	S5, S7, S8
All	8	A1,…., A8	All	8	S1,…., S8

6.3 Questionnaire administration process

Thereafter, the questionnaire administration is organized in three stages. First, the questionnaire administration followed by the answers consolidation for the purpose of elaborating the report for each round until the consensus is reached. Those two steps have been merged in one subsection in order to facilitate the three rounds' explanation. Indeed, as explained by Kobus & Westner (2016), data collection (*Step 5*) and data analysis (*Step 6*) cannot be separated distinctively in the iterative process of the Delphi method. The answers consolidation was elaborated at the end of each phase and was essential to move on to the next step. Each interaction with the experts was performed in French for the sake of simplicity because all respondents were native French speakers. Nevertheless, the results of each round were translated in English for the data analysis transcribed in this thesis. Original data in French is available in the Appendixes.

Finally, the answers classification helps to highlight the main outcomes in order to produce the final report of the Delphi survey.

Step 5 & 6: Questions administration & answers consolidation

According to Booto et al. (2011 and described in Figure 1), the steps 5 & 6 are reiterated until a group consensus is found. Different variants for the administration process exist. The one used in this thesis is called the “ranking-type” Delphi, proposed by Schmidt (1997) and aims to find a group consensus about issues identification and prioritization in order to classify their relative importance. The method, based on nonparametric statistical techniques, serves the dual purpose of soliciting opinions from experts and having them ranked according to their importance (Okoli & Pawlowski, 2004). The administration of the questionnaires, available in Appendixes II-a (pp.88-95) and III-a (pp.99-103), will follow the procedure for the “ranking-type” Delphi studies outlined by Schmidt (1997) and involve three general steps for data collection:

Phase 1: Brainstorming - Discovering the issues.

Phase 2: Narrowing down - Determining the most important factors.

Phase 3: Ranking - Ranking the list of important factors.

Table 4 is a modified version from the Delphi study administration process proposed by Okoli & Pawlowski (2004) and describes the key milestones during the three phases. Moreover, each phase is successive, which means that the second round cannot begin until the entire panel was interviewed for the first round (Bejar, 2009).

Table 4. Modified version of the Delphi study administration process from Okoli & Pawlowski (2004)

Phase 1: Brainstorming	• For this phase only, treat experts as individuals, not panels. • Questionnaire 1: Ask experts to list relevant factors that could have led to the misconception of the cooperative model for students and entrepreneurs. • Consolidate this list from all experts, regardless of panel • Remove duplicates and unify terminology.
Phase 2:	• Henceforth treat expert as two distinct panels. • Questionnaire 2: Send the consolidated list to each expert. • Each expert selects the importance of each factor independently.

Narrowing down	• Give the experts the option to modify the terminology for the hypothesis validation. • For each distinct panel, retain factors selected by over 80% and/or factors with a mean ≥ 4.
Phase 3: Ranking	• Questionnaire 3: Ask experts to rank factors on each of their panel's pared-down lists. • Calculate the total score R_i for each item for the final ranking creation • Assess consensus for each list within each panel using Kendall's W parameter and the consensus between panel with Kendall's T parameter. • Final result is two ranked lists, one for each panel.

Phase 1. Brainstorming

Step 5: Questionnaire administration – Discovering issues

First, the *brainstorming* takes place during the initial meeting with the experts, in which they are treated as individuals rather than panels (Okoli & Pawlowski, 2004). This first step asks respondents to list the potential factors that could have led to the unfamiliarity of the cooperative model for students and entrepreneurs, through in depth-interviews, which is an excellent means of eliciting various ideas from the experts (Gordon, 1994). The semi-structured interview guide (Appendix I, pp.85-87) allows the respondent to focus on the topics they feel most comfortable with and encourages to submit as many ideas as possible, as suggested by Schmidt (1997). A semi-structured interview includes a list of key themes, issues, and questions to be covered. In this type of interview the order of the questions can be changed depending on the direction of the interview and unexpected questions can be added. This type of interview gives the opportunity to probe for views and opinions of the interviewee. (Kajornboon, 2005).

This open-ended solicitation of ideas has been conducted for two months, from February to April 2020. To account for the experts' availability and their physical dispersion across Belgium, the interviews were conducted by phone.

Step 6: Answers consolidation - list consolidation & familiar answers grouping

After the initial data collection, the answers from the first round of brainstorming required time to be sorted out. Indeed, from February to May 2020, 16 semi-directive interviews had been undertaken. The questions (in Appendix I,pp.85-87) were voluntarily written broad enough to give the freedom to the respondents to develop their ideas. As experts, they had the opportunity to introduce their experience, proofs or nuances to the hypotheses they came up with. This process led to one hour-long interviews (rather than 30 minutes as announced during the first contact with the expert) that had to be transcribed. The choice has been done to transcribe only the useful part of each interview in order to reduce this time-consuming process. In fact, the empirical study does not require the complete transcript as the data selection permitted to use only the interesting passages for the problematic tackled here.

Thereafter, the interesting parts have been sorted out in 8 different themes. After the global review of each theme, several hypotheses were formulated, for example, by associating the passages gathering the same idea or by harmonizing the lexical field. Indeed, Schmidt (1997) suggested that when several different terms are used for what appears to be the same issue, all the terms should be listed together in one consolidated description of the hypothesis. Each theme finally regrouped between 3 and 15 hypotheses (in function of the theme importance according to the number of answers received with respect to the theme). A consolidated list of 53 hypotheses sorted by themes were thus created (Appendix II-a, pp.88-95), including the factors that were cited by one or more experts during the interviews.

Phase 2. Narrowing down

Step 5: Questionnaire administration – Determining most important issues

Then, the second round focuses on *narrowing down* the factors stated by sending the consolidated list to the experts so that they could rate the importance of each factor independently. This list was given through an online form (Appendix II-a, pp.88-95) including a one-sentence explanation of each factor and interview extracts for more explanation. The aim for the researcher is to pare the list of issues so that they can be meaningfully ranked, based on the differing perspectives of the two stakeholder groups (Schmidt, 1997; Okoli & Pawlowski, 2004). From that point, the experts are not considerate as individuals, but their responses are classified in function of the panels to which they belong (Okoli & Pawlowski, 2004). In fact, even if a common list of issues is set in the first phase to ensure a uniform mapping of the issues, both separate panels can diverge in composing the shortened list (Schmidt, 1997).

The setting up of a scale is essential to allow the quantitative appreciation of the experts' answers. As suggested by Bejar (2009), a Likert scale can be used to evaluate the statistical answers from the respondents. The Likert scale is defined as a rating system, used in questionnaires to measure opinions or perceptions through a range of answers that are often coded numerically (Jamieson, 2017). As the size of a Likert scale may vary, the experts were here asked to select the importance of each factor independently, on a five-point scale:

1 = “This is a factor that does not lead to the lack of knowledge of the cooperative model at all.”

2 = “This is a factor that does not really lead to the lack of knowledge of the cooperative model”

3 = “No opinion”

4 = “This is a factor that leads the lack of knowledge of the cooperative model”

5 = “This is an important factor that leads to a lack of knowledge of the cooperative model.”

For each question, the respondents can choose the option 3. “No opinion” if they do not feel comfortable with the question subject. This neutral opinion will not affect the results of the statistical analysis. Moreover, the expert can redefine any question or add a specification thanks to an open question named “complementary comments” at the end of each theme section. According to Schmidt (1997), the respondents need to verify that the terms have been properly mapped and that ideas have been fairly represented. Those two decisions were made to follow the ranking-type Delphi method as suggested by Schmidt (1997). Otherwise, there would have been no claim that the consolidated list produced is valid.

Step 6: Answers consolidation - Factors shortlisting & review of hypothesis formulation

When all panelists have returned their responses, answers have been classified in an Excel file with the answers going from 1 to 5 for the 53 hypotheses. Two different tables were needed to split the answers in function of the experts’ panel (in Appendix II-b, pp.96-98). This analysis was necessary to quantify the answers and identify the groups’ opinion (Bejar, 2009). According to Schmidt (1997), the second phase of a ranking-type Delphi method aims to shortlist the number of factors by selecting the ones that have been selected by a majority of experts.

Schmidt (1997) suggested to keep in the shortened list the factors selected by a simple majority of the respondents. In this study, the decision has been done to identify and retain the factors selected by over 80% of the experts in the panel, which is equivalent to retain factors for which a minimum of 7 out of 8 experts answered the option 4 or 5 on the Likert scale. Moreover, the 5-points scale could be used as a ranking mechanism (Kobus & Westner, 2016). For this reason, the factors that obtained a mean higher than or equal to 4, were also added to the pared lists. The analysis of the experts’ answers has been elaborated in parallel for each panel separately (Okoli & Pawlowski, 2004). All issues that did not correspond to any of those criteria were eliminated. As a rule of thumb, it is suggested that if the experts agree on a list of around 20 items for each panel, the researcher should go on the third phase. Otherwise, a second round of

Phase 2 could be conducted, using the shortened list, until manageable size list is obtained (Schmidt, 1997). For both panels, the final shortened list contained 25 factors, which was considerate as a suitable size to go on the third and final phase.

The “Complementary comments” box was useful to identify ambiguities in the hypotheses previously reformulated. Furthermore, the statistical analysis (in Appendix II-b, pp.96-98) permitted to reveal other important remarks. For example, a widely dispersed note could reveal a question misunderstanding from experts (Bejar, 2009). The reassessment of the results is always needed to verify the correct understanding of the intended meaning by the experts and it is part of the feedback mechanism that characterizes the Delphi method (Kobus & Westner, 2016).

During the last questionnaire creation, two observations drove the questionnaire shaping and requested an additional and unforeseen step. First, a technical limit from the electronic forms used to transmit the questionnaire to the experts froze the initial idea of the questionnaire aspect. Indeed, those forms only accepted the ranking from 10 factors for each question. Secondly, the ranking of 25 factors was perceived, cognitively speaking, as burdensome for the respondents due to the factors' length. For those reasons, the factors have been divided into two defined clusters. Moreover, some similar factors have been merged in order to finally create two sub-lists of 10 factors for each panel (in Appendix III-a, pp.99-103).

<u>Phase 3. Ranking</u>

Step 5: Questionnaire administration – Ranking issues

Next, each pared list is arranged in random order and the respondents from each group are asked to rank the issues in descending order, from most important to least important (Kobus & Westner, 2016). Once again, the questionnaires were sent via online forms (Appendix III-a, pp.99-103). As a result, the *ranking* occurs after having asked experts to classify the ultimate retained factors in the two sub lists in function of their importance. This phase involved each panel separately. The goal of this final phase is to reach a consensus in the ranking of the relevant factors within each panel (Okoli & Pawlowski, 2004) and for both sub-lists.

Step 6: Answers consolidation – Top 10 lists of issues

After the second questionnaire was handed in, the final Top 10 rankings for both groups have been calculated in function of the total score R_i of each factor, where $R_i = \sum_{j=1}^{m} r_{ij}$ and r_{ij} is the rating expert *j* gave to the factor *i*. In this study, the number of raters *m* in each panel remains the same and is equal to 8 across the three rounds. The experts all rated the 10 factors of both sub-lists in rank order from 1 to *k* (where *k=10* in this study). Even though Kendall & Gibbons (1990, as cited in Schmidt, 1997) suggest to use the mean rankings μ for each factor in order to compute the final ranking for both panels, the total score R_i is preferred here and is used in the following calculation as it provides the same ranking than the mean ranking. Indeed, the total score is equal to the mean ranking multiplied by the number *m* of experts: $R_i = m \times \mu$ and is a fair estimate of the true consensus.

Hence, the higher the R_i, the more important the factor is in the eyes of the experts' panel. Indeed, the decision was done to give 10 points to factor *k* rated as the most important by the expert *j*, 9 points to the factor that was rated as the second most important and so forth, until the least important factor in the expert *j*'s Top 10 that received 1 point.

In order to identify the level of consensus, the Kendall's W – a coefficient of concordance (Kendall & Gibbons, 1990, as cited in Kobus & Westner, 2016) can help to perceive the consensus indicator. According to Arrow (1951, as cited in Schmidt, 1997), no method can produce a consensual choice that is not influenced by the method. Kendall's method (Kendall & Gibbons, 1990 as cited in Schmidt, 1997) is not an exception to this rule but is preferable for an iterative method such as Delphi because of its unique solution and ease of use. The Kendall's W coefficient of concordance follows a least squares' solution (Kendall & Gibbons, 1990 as cited in Schmidt, 1997). Indeed, as demonstrated by Zaiontz (n.d.), Kendall's W shall be calculated according to the following formula: $W = \frac{12\mathrm{R}}{m^2(k^3-k)}$ where $R = \sum_{i=1}^{k}(R_i - \bar{R})^2$ is the squared deviation and $\bar{R}$ is the mean of the R_i.

After calculating the concordance within each panel, Schmidt (1997) provided a table for the interpretation of different values for W between 0 and 1 (Table 5). The values above 0.7 indicate satisfactory agreement and consequently, the ranking phase could be considered as completed (Okoli & Pawlowski, 2004). In this thesis, the choice has been done to stop the pooling after the third round. However, if W was under 0.7 in one of the panels, the ranking questionnaire should have been resent to the experts of that panel for revising their rankings (Okoli & Pawlowski, 2004).

Table 5. Interpretation of Kendall's W (Schmidt, 1997)

W	Interpretation	Confidence in Ranks
.1	Very weak agreement	None
.3	Weak agreement	Low
.5	Moderate agreement	Fair
.7	Strong agreement	High
.9	Unusually strong agreement	Very high

Finally, the agreement between the two groups can also be calculated thanks to the Kendall's rank-order correlation coefficient T (Kendall & Gibbons, 1990 as cited in Schmidt, 1997). Indeed, as some factors have been chosen by both groups, it is interesting to evaluate the degree of consensus between the two panels regarding those factors. The total score R_i permitted to create a contingency table of the relative ranking for all common factors. While several versions of Kendall T exist, the one that is used in this thesis is a version from Nelsen (2001 as cited in Manstavicius, 2012) for which a hand calculation was proposed in Stephanie (2016). Once the contingency table whose rows and columns are order by the criteria of classification (Stuart, 1953), T is calculated with the formula T= $\frac{n_c - n_d}{\frac{1}{2}n(n-1)}$ where n_c is the number of concordant pairs, n_d the number of discordant pairs and n is the total number pair combinations. Let say that (x_1, y_1), (x_2,y_2),…, (x_n, y_n) are a set of observations (the common factors in this case) of the joint random variables X (for the Academics' group) and Y (for the Supports' group) respectively. A pair of observations (x_i, y_i) and (x_j, y_j) is said to be *concordant* if both $x_i>x_j$ and $y_i>y_j$ or if both $x_i< y_j$ and $y_i <y_j$. The pair is *discordant* if $x_i>x_j$ whereas $y_i>y_j$ or if $x_i< x_j$ and $y_i> y_j$. If X and Y are independent, the coefficient T would be approximately zero. In the opposite case, the coefficient τ would tend toward 1, which means that the two rankings would be dependent (Nelsen, 2001 as cited in Manstavicius, 2012).

Both the agreement between and within the groups are described in Section 7.3 (pp.54-57) for the results of this third round.

Step 7: Answers classification

The synthesis and the classification of the key concepts has been elaborated to prepare the final synthesis of the Delphi survey (Booto et al., 2011). The final synthesis will be discussed in Chapter 8 by comparing responses between both panels and by analyzing the final results. Figure 2 proposes a personalized path across the seven steps developed in this chapter and was inspired by Kobus & Westner (2016).

The rigorous Delphi method ensures that the factors in the list are the most important, and that the rankings are a valid indicator of the relative importance of the different factors. Each ranked list obtained during the third phase reflects the priority order for the specific panel (Okoli & Pawlowski, 2004). The following Chapter will describe and analyze the results obtained at the end of each phase.

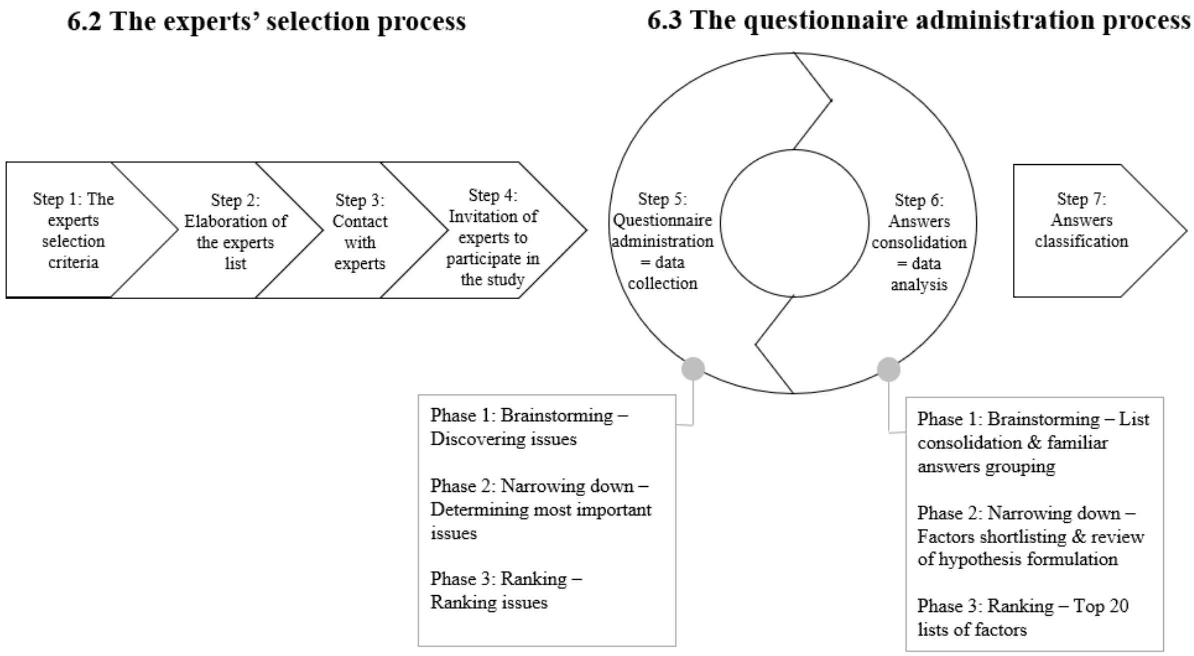

Figure 2. Proposed and adapted guideline for ranking-type Delphi study based on Okoli & Pawlowski, 2004; Paré et al., 2013; Schmidt, 1997as cited in Kobus & Westner, 2016

Chapter 7. Analysis of the results

7.1 Results of the Brainstorming phase

The various interviews carried out during the period from February to April permitted to define a list of 53 factors considered by the experts as the most qualified to explain the lack of knowledge of the cooperative model. This list, which is the aggregated result from the different responses, appears to be all collected opinions from professors, postgraduates and experts belonging to support structures for entrepreneurship. They have been sorted in 8 Themes and have been translated from French in Table 6. The interview extracts giving more explanations of the factors are not visible in Table 6 but can be found in Appendix II-a (pp.88-95).

Table 6. The 53 hypotheses resulting from the 16 interviews

Theme 1. The cooperative model in the social economy	
a) The model suffers from the preconceptions and prejudices from the social economy.	d) There is a confusion between the cooperative model and communism.
b) There are many negative clichés about the cooperative economy itself.	e) The term "social economy" is politically tainted and the word "social" scares a lot of people away.
c) The difference between cooperatives and associations is not well-known from everyone.	f) In economics textbooks, associations and cooperatives are not considered as economic operators.
Theme 2. The cooperative model and its participative financing	
a) The cooperative model and its participatory financing are not attractive enough because of the limited dividend.	d) There is a confusion between cooperative and crowdfunding.
b) The model does not suit all sectors because some industries require a lot of seed money.	e) The model is too often seen as a way to find money. Not enough thought is given to the next phase, which is how to make it work.
c) The model is much more complicated to finance because it needs a plurality of financing that could discourage an entrepreneur	
Theme 3. The cooperative model in the tertiary education	
a) The only message that is delivered in economic courses is a formatting from the dominant model and no criticism of the current system is added.	i) Masters or options in social economy only convince a minority of already convinced students. It is necessary to give courses to all bachelors to increase the impact.
b) When talking about the social economy, the word "social" scares many economics students away as it sounds for them like NPOs, based on subsidies that would close doors in their future.	j) Masters or options in social economy do not attract enough students because of the lack of space that the institutions left them
c) The number of proposals for sustainable and alternative business models in the courses is low.	k) There is a lack of success stories of cooperative experiences in the courses due to the unrepresentative image of the labor market in the courses that only shows conventional firms
d) Professors do not dare to talk about alternative models. There are not yet enough "role models" among professors, who would be spokespersons for the cooperative economy.	l) To offer the most effective teaching method, courses are built on pre-established images in the collective imagination of the firm's definition.

e) Companies do not clearly send the message that they need people who think differently. Business schools are lagging behind in terms of managerial skills that businesses want. f) The teaching model and pedagogy are not oriented towards cooperation. The aspect of competition, individual evaluation and still prevails over group work. g) The aspects of sustainability and durability of the company are not taught in business schools. h) The model should be inserted in the curriculum in a more transversal way. It must be possible to insert the principles in marketing and finance, so that all courses could be adapted to different models.	m) Externalities such as rankings and big companies influence students towards classical companies that tend to reproduce the capitalist system. n) Professors are not ready to adapt their courses to alternative models as they are specialized in their research and do not feel comfortable teaching subjects they do not master. o) Students are not taught to think systemically in order to be able to adapt their courses of marketing or finance to any kind of company.
Theme 4. The cooperative model among entrepreneurs	
a) What matters to an entrepreneur is the purpose rather than the form of the business. b) The barrier to entry for cooperative entrepreneurship is even higher than for conventional entrepreneurship (SA or SPRL in Belgium). It remains a very complicated model for entrepreneurship because it has the potential to be much more diffuse and the concepts take more time to understand. c)The model is ignored in the sectors accompanying the business creation. Entrepreneurship support circles does not promote awareness of the other legal forms than conventional ones.	d) The current model of classical entrepreneurship shows the entrenched image of a single entrepreneur who later sells his company with a high added value. e) The social & cooperative economy does not talk enough about entrepreneurship and the entrepreneurial process and could become more attractive if the entrepreneurial dimension was highlighted. f) The cooperative sector is not always as well equipped to support enterprises and their support is too light, compared to what is offered by traditional support structures.
Theme 5. The cooperative model against the dominant model	
a) Having a dominant capitalist model prevents the growth of alternative models which are then destined to remain niche phenomena. b) The sense of urgency, of crisis is not yet felt so that the need for an alternative to the economic system is really considered. It does not lead to the search for cooperative or mutual solutions which are at the basis of cooperatives. c) The cooperative model tends to indulge in its militant ambition and has not always wanted to mix with the traditional economy.	d) Many current enterprises offload the negative externalities created by their activity. However, the exemplary role of the social companies has to be brought to the fore. e) Before explaining what the social economy is, the biggest problem is to make people understand that our current model is heading straight for the wall. What we must do first is reinvent the way we do business, change mentalities.
Theme 6. The cooperative model and its theorization	
a) The theory produced about cooperatives talks about doing things differently, but not about how to do things differently. There is no literature about the economic return of cooperatives. b) The model is all about inventing a new paradigm, which involves creativity. There is no theoretical model like the capitalist “follow the guide” model to achieve its ends.	d) Management is at the intersection of the social and exact sciences. Although it is fundamentally a social science, it would like to be closer to the exact sciences than it is, in order to create its credibility. e) Teaching tends to put only academic knowledge into the course program. But it leads to some deviance when research is limited in a subject.

© There are different degrees for the positioning of the cooperative enterprise in relation to the capitalist enterprise, which makes the model difficult to understand and theorize.	
Theme 7. The cooperative model and its shared governance	
a) Shared governance and the "one man on vote" principle are a barrier to the adoption of the model by managers as it is much more complicated than having a manager, a board of directors and a few shareholders.	b) The message sent that cooperatives are not only just a status adoption but also an overthrow of the balance of power, is not clear enough. c) The model is not appealing enough for investors because of the "one man, one vote" principle.
Theme 8. The cooperative model at the Belgian level	
a) There is a lack of regulation of the economic system that would prevent speculative companies from taking responsibility for a whole range of responsibilities, societal obligations, workers' rights, from taking over the responsibility of the company, etc. b) The social security system is quite strong in Belgium and does not necessarily encourage the need to find mutual or cooperative solutions. c) In Belgium, there is a tolerance for the development of commercial activities of NPOs. This flexibility means that many NPOs could have been formed under the cooperative status. d) The political and economic fabric plays a part on the model learning. On the contrary, the lack of cooperative environment weighs against the model learning.	e) The cooperative status is still too often seen as a means of maintaining a series of fiscal achievements rather than for its political ideology. f) It is difficult to define what a cooperative is. Should it be defined according to its legal status, the fact that it is registered or the fact that it follows the cooperative principles defined by the International Cooperative Alliance? g) The cooperative sector does not offer enough of a united front in Belgium. There is no federation that carries the message of cooperatives with a single voice. h) Ignorance is due to a "chicken and egg" effect. On the one hand, the population does not have the legal framework that encourages it to develop the cooperative model; on the other hand, the public authorities do not provide a framework because there is a lack of initiatives from the population.

7.2 Results of the Narrowing Down phase

The results from the first questionnaire aimed at shortlisting factors and reviewing the hypothesis formulation. First, the Likert-scale from 1 to 5 permitted experts to rate each factor in function of their impact on the cooperative model unawareness. Secondly, the hypothesis formulation was reconsidered thanks to the open question collecting some additional comments at the end of each section. Finally, a last step was added to prepare the last questionnaire.

Factors shortlisting

During this phase, panelists had the opportunity to rate each of the 53 factors according to the importance they attribute to the factor. The 5 points of the Likert-scale used in the questionnaire are described in Section 6.3 (p. 41). Table 7 shows the results from this phase for each panel in which the 8 experts gave their opinion. The column named "%" is the percentage of respondents who agree to say that the factor contributes to the cooperative model unawareness. An expert agreement means that the rate given is equal or higher than 4. On the opposite, a lower grade stands for a disagreement or no opinion with the factor. The mean of the 8 experts' grade is transcribed in the column "µ".

Table 7. Results of the first questionnaire

		GROUP ACADEMICS		GROUP SUPPORTS	
		%	µ	%	µ
1. The cooperative model in the social economy	a)	87,5	3,875	75	3,625
	b)	62,5	3,5	100	4,375
	c)	62,5	3,375	50	3
	d)	75	3,625	37,5	2,75
	e)	75	3,75	62,5	3,375
	f)	100	4,625	87,5	4,375
2. The cooperative model and its participative financing	a)	62,5	3,375	25	2,375
	b)	62,5	3,5	37,5	2,25
	c)	50	3,125	37,5	2,5
	d)	37,5	2,875	87,5	4,125
	e)	37,5	3,125	62,5	3,625
3. The cooperative model in the tertiary education	a)	87,5	4,625	100	4,875
	b)	100	4,75	100	4,375
	c)	87,5	4,375	100	4,375
	d)	100	4,625	100	4,625
	e)	87,5	4	87,5	4
	f)	87,5	4	87,5	4,25
	g)	100	4,375	75	3,875
	h)	100	4,625	100	4,625
	i)	87,5	4,5	100	4,75
	j)	75	4	75	4
	k)	100	4,25	87,5	4,25
	l)	100	4,5	75	3,75
	m)	100	4,25	87,5	4,25
	n)	87,5	4,25	100	4,375
	o)	100	4,625	87,5	4

		GROUP ACADEMICS		GROUP SUPPORTS	
		%	µ	%	µ
4. The cooperative model among entrepreneurs	a)	37,5	3	50	3
	b)	87,5	4	87,5	3,875
	c)	75	3,875	100	4,5
	d)	75	3,875	100	4,625
	e)	100	4,375	87,5	4
	f)	37,5	3	62,5	3,5
5. The cooperative model against the dominant model	a)	50	3	87,5	4,25
	b)	100	4,25	75	3,875
	c)	87,5	4,125	75	4
	d)	75	3,75	50	3,5
	e)	87,5	4,125	50	3,5
6. The cooperative model and its theorization	a)	87,5	4	62,5	3,375
	b)	50	3,5	50	3,25
	c)	50	3,375	37,5	2,75
	d)	62,5	3,625	12,5	2,625
	e)	75	3,75	62,5	3,875
7. The model and its shared governance	a)	75	3,75	87,5	4
	b)	87,5	3,875	75	3,5
	c)	75	3,625	75	3,625
8. The cooperative model at the Belgian level	a)	50	3,25	75	3,75
	b)	62,5	3,375	25	2,625
	c)	87,5	4	25	2,625
	d)	75	3,875	75	4
	e)	75	3,875	50	2,875
	f)	75	3,875	62,5	3,5
	g)	62,5	3,625	87,5	4
	h)	62,5	3,25	62,5	3,25

The boxes that have been shaded in green in Table 7 are those that meet the criteria chosen in Section 6.3 (p.41). Factors that were perceived as important for over 80% of the respondents were selected. In addition, factors that obtained a mean equal or higher than 4 were added to the shortened list. As a result, 25 over the 53 initial factors remained in both panels.

As is clear from Table 7, some divergences emerged between the two different groups of experts. While the professors and postgraduates preferred the hypothesis 1a "*The model suffers from the preconceptions and prejudices from the social economy*", the experts from the group of supports unanimously agreed for the factor 1b "*There are many negative clichés about the* *cooperative economy itself".* Only members from the support structures kept a factor from the second theme, which is the factor 2d "*There is a confusion between cooperative and crowdfunding*". Moreover, it can also be observed that the results from this second Theme are relatively low compared to the others, for both panels. Some complementary comments from the experts can explain those low grades and are mentioned in the following subsection.

The Theme 3 gained almost everybody's agreement on the importance of factors linked to the tertiary education, with the notable exception of the factors 3g "*The aspects of sustainability and durability of the company are not taught in business schools."* and 3l "*To offer the most effective teaching method, courses are built on pre-established images in the collective imagination of the firm's definition*" that were both not retained by the group Supports. In fact, those factors are really specific about teaching subjects and may be unfamiliar to the experts from the support structures for entrepreneurship who have left the academic world.

The same reflection applies for the factors 4c "*The model is ignored in the sectors accompanying the business creation. Entrepreneurship support circles does not promote awareness of the other legal forms than conventional ones*." and 4d *"The current model of classical entrepreneurship shows the entrenched image of a single entrepreneur who later sells his company with a high added value."* that have been chosen only by the group that supports social and cooperative entrepreneurs, but that could be too uncertain assumptions for the group of academics.

Some divergences also appear in the Theme 5, and the only common ground of both groups is the factor 5c "*The cooperative model tends to indulge in its militant ambition and has not always wanted to mix with the traditional economy*".

The three last Themes shows complete opposing views between the two panels. While the group of academics attached great importance to the factor 6a "*The theory produced about cooperatives talks about doing things differently, but not about how to do things differently. There is no literature about the economic return of cooperatives*", none of the factors in Theme 6 have been chosen by the majority of experts from the other group. This observation could be justified similarly than for Theme 3.

On the one hand, for the seventh Theme both groups agreed to say that the fear of the cooperative model from investors due to the "one man one vote" is not a factor leading to the misconception of the model. This fear is developed by some experts in their additional comments and can be found in the following subsection. On the other hand, experts from the groups Academics preferred the factor 7b "*Shared governance and the "one man on vote" principle are a barrier to the adoption of the model by managers as it is much more complicated than having a manager, a board of directors and a few shareholders."*, whereas the group Supports rather retained the factor 7a "*The message sent that cooperatives are not only just a status adoption but also an overthrow of the balance of power, is not clear enough.".*

Finally, some factors from the last Theme subsisted from the experts' choices. Academics chose the factor 8c "*In Belgium, there is a tolerance for the development of commercial activities of NPOs. This flexibility means that many NPOs could have been formed under the cooperative status."* and the experts from support structures favored the factors 8d *"The political and economic fabric plays a part on the model learning. On the contrary, the lack of cooperative environment weighs against the model learning"* and 8g *"The cooperative sector does not offer enough of a united front in Belgium. There is no federation that carries the message of cooperatives with a single voice."*

Review of the hypothesis formulation

Thanks to the "complementary comments" box at the end of each section, most of the experts added some interrogations, notes about their misunderstanding and few thoughts about the hypotheses and their formulation.

From a global perspective, while it sometimes appeared difficult to quantify on a five-points scale the importance of the factors in relation to the role it plays in the model unawareness (A1), the experts' comments confirmed that those factors probably all have a certain importance

Although the first Theme did not collect any comments, the Theme 2 "*The cooperative model and its participative financing*" made a lot of experts from the support structures for entrepreneurship react. For S1, those factors are oriented towards citizen cooperatives in which the model is a mean to collect the funds needed to start the activity. However, the limited dividend matters little in a consumer or worker cooperative as the focus is rather on the possibility to work and earn money (for worker cooperatives) or to have access to products and services of quality at a reasonable price (for consumer cooperatives). Some experts (S2, S8) also agreed to say that the dividend does not impact the model knowledge for students, but it is rather a brake to the cooperative model for entrepreneurs because it does not attract enough investors. They both affirm that it should focus on the investor's fear rather than the entrepreneur's fear.

Some respondents (A7, S8) pushed the analyze further by affirming that, if people are able to ask them those questions of participative financing, they have already understood the issues at stake, which means that they know the model, as they are already engaging in arbitrage between markets. It is probable because those factors outreach the model knowledge or misconception and rather explain its lack of attractivity that factors from Theme 2 have not been chosen by a majority of experts, with one exception the factor 2d. Thereupon, no revised wording was done as the problematic factors just disappeared from the list.

Theme 3 "*The cooperative model in the tertiary education*" also provoked some reactions. According to a High School professor (A3), those factors are valid for any management school in absolute terms. However, as claimed during this expert's first interview, High Schools should be considered separately due to their higher independency which allows faster direction changes in the curriculum. The hypothesis 3d and its criticism of professors sometimes placed the experts in an uncomfortable position (S4). Indeed, the problem is not their unwillingness or inability to change but rather the small number of teachers who is engaged into this change. The factor was thus reformulated to include the expert's advice. For this reason, the decision was made to delete the first part of the sentence which was problematic "*Professors do not dare to talk about alternative models.*" and to keep only "*There are not yet enough role models among professors, who would be spokespersons for the cooperative economy*." The factor 3o also required changes as it was not understandable for every expert (S2). This is why the sentence was adapted to become *"Students are not taught to think systemically in order to be able to adapt their courses of marketing or finance to any kind of company."*

Theme 7 "*The model and its shared governance*" received the same comment as Theme 2 according to the distinction that needs to be clear between the model understanding and the model adoption (S2, S8). This confusion between the cooperative's stakes and the reasons for the model unawareness needed to be clarified. The phrasing of the factor 7b about the message sent by cooperatives also needed to be reformulated as it was unclear for some experts (S6, S8).

Preparation for the second questionnaire

In light of the results above, some reorganization has also been effectuated for the purpose of setting up of the second questionnaire. Indeed, as explained in Section 6.3 (p.42), the last questionnaire creation raised a technical and cognitive problem that needed to be solved before the last questionnaire administration. The solutions were found easily and are described in this subsection.

On the one hand, some factors have been merged in order to obtain exactly 20 factors in each list. An explanation of those mergers is synthetized in Table 8. For both groups, four similar fusions were done as both panels selected those pairs of factors, that all belong to the third Theme. Indeed, the Theme "*The cooperative model in the tertiary education"* included 15 factors that were surprisingly almost all selected by both panels. After due reflection, it has been decided that some factors could be joined together as they participated to the same idea. Moreover, a fifth grouping was needed for each panel and is described in Table 8. On the other hand, the 20 factors were divided into two clusters that were rapidly identified. The eight initial Themes identified during the first data analysis freed up the space for the two final clusters which are *"The cooperative model in the higher education sector"* and *"The cooperative model in the society and among entrepreneurs".* Those final changes finally create two sub-lists of 10 factors for each panel. The sub-lists can be retrieved in Appendix III-a (pp.99-103).

Table 8. Explanations for the factors' mergers.

For both panels	3a+3c	The factors 3a and 3c were put together as they both follow the vision that only one type of model is shown, leaving little room for alternative models.
	3d+3n	The factors 3d and 3n that both called the professors' knowledge and actions into question were also mixed together in one unique factor.
	3i+3j	Both factors 3i and 3j were combined to create only one factor relating to the Masters and options in social economy.
	3h+3o	This grouping was produced by the factors 3h and 3o that both opt for a transversal integration of the cooperative model in the curriculum in order to teach students to think more systemically. In fact, it would allow all courses such as marketing, finance, HR, to be adapted to different models.
For the Group Academics	3e+3g	The group of Academics also retained the factors 3e and 3g that were merged because they claim that companies do not clearly send the message to business schools about the skills needed for future managers and at the same time, business schools often fail to teach future crucial aspects of sustainability and durability of the company.
For the Group Supports	5c+8g	The factors assembled are two factors (5c and 8g) selected by the group of Supports that view the cooperative sector in Belgium with a critical eye. In fact, the cooperative model has not always wanted to mix with the traditional economy but at the same time, the cooperative sector does not offer enough of a united front in Belgium that carries the message of cooperatives with a single voice.

7.3 Results of the Ranking phase

The results of this third and last phase are divided into two sub-sections. First, the analysis of the first sub-list "*The cooperative model in the higher education sector"* is done for both panels who ranked the factors they retained during the second Phase in their final Top-rank. The different choices of ranking are also compared between the two groups Thereafter, the same analysis is identically replicated in the second sub-section for the sub-list "*The cooperative model in the society and among entrepreneurs*". The responses from each expert for this third round can be retrieved in Appendix III-b (pp.104-105).

This part aims to show the quantitative results of the final phase. However, its purpose is not to analyze the meaning of the factors ranked as Chapter 8 will focus on the Top 10 interpretation from a qualitative dimension.

The cooperative model in the higher education sector

The following tables (Table 9a and 9b) list the final findings of the study, which includes the 10 top issues that were identified by the academics & experts from support structure panels respectively for the sub-list "*The cooperative model in the higher education sector*". The items are ranked in descending order by their final top score. In Table 9a that shows the Top 10 given by the 8 experts belonging to the group of Academics, it is seen that the coefficient of concordance W= 0,132 indicates a very weak agreement between the experts, if referring to Table 5 (p.44). Similarly, the Supports group (in Table 9b) shows a weak agreement as the coefficient of concordance is around 0,21. Those poor results may be explained by some comments from experts. In fact, all retained factors from the Theme "*The cooperative model in the tertiary education*" received a high score during the second round and some experts (A1, A3) have expressed difficulties to rank these factors, as they appear to them as all extremely important.

Moreover, it may be noted that the p-value = 0.39 for the Academics' Top 10 ranking and p-value = 0.085 for the Supports' one. Those high values (>.05) thereby do not allow to reject the null hypothesis that there is no agreement among the experts of the same panel for a confidence level of 95% (Zaiontz, n.d.). Due to the lack of satisfactory results, a new calculation of the coefficient of concordance was done on the Top Half rank of both groups. The values for adjusted W gave more acceptable outcomes of 0.36 and 0.55 for the Academics and Supports respectively. It can thus be concluded that a moderate consensus exists mostly for the five first factors of each list. Therefore, it implies that the importance of the last five factors will be nuanced in Chapter 8 by affirming that no real consensus has been demonstrated for those ones.

Table 9a. Ranking of the Academics group & Kendall's W for the 1st sub-list

ACADEMICS	Round 3 (k=8)		
	Ri	$(R_i - \bar{R})^2$	Top 10
3.a + 3c	63	361	#1
3h + 3o	51	49	#2
3d + 3n	47	9	#3
3i+ 3j	45	1	#4
3k	45	1	#4
3m	42	4	#6
3b	42	4	#6
3e + 3g	38	36	#8
3l	36	64	#9
3f	31	169	#10
Total	440	R= 698	
$\bar{\bar{R}}$	44		
Top 10 rank		**Top 5 rank**	
W	0,132	**W adjusted**	**0,36**
X^2	9,59	**X^2**	**11,44**
p-value	0,39	**p-value**	**0,022**

Table 9b. Ranking of the Supports group & Kendall's W for the 1st sub-list

SUPPORTS	Round 3 (k=8)		
	Ri	$(R_i - \bar{R})^2$	Top 10
3a + 3c	68	576	#1
3b	50	36	#2
3d + 3n	47	9	#3
3i+ 3j	46	4	#4
3m	46	4	#4
3k	44	0	#6
1f	43	1	#7
3e + 3g	35	81	#8
3h + 3o	35	81	#8
3f	26	324	#10
Total	440	R = 1116	
$\bar{\bar{R}}$	44		
Top 10 rank		**Top 5 rank**	
W	0,211	**W adjusted**	**0,55**
X^2	15,21	**X^2**	**17,76**
p-value	0,085	**p-value**	**0,0014**

However, as Schmidt (1997) interpreted it, a coefficient of concordance larger than 0.7 is needed to ensure a strong consensus between experts. As a solution, a fourth round among the experts could have been ideally realized in order to increase the agreement within the panels. This round would have been similar to the third round, with a presentation of the previous round's results such as the median and the standard deviation in order to ask panelists who express extreme opinions (which depart too much from the mean) to justify their choice, as suggested by Bejar (2009). However, many reasons influenced the choice for stopping the pooling. First, the decision taken beforehand was to stop after three rounds, once the first Top 10 lists of each panel were established. The schedule was also too tight to launch a new round and finally, some experts started to show signs of lassitude (by taking more time to respond to the last questionnaire).

It is important to note that some factors that were retained by both groups seem to have the same importance in their final Top 10. An example is the factor 3a+3c that holds the first position in both panels. In the same vein, some other factors (3d+3n, 3i+3j, 3e+3g and 3f) received the same ranking in both tables. For instance, 3i+3j comes in fourth place in Table 9a and 8b whereas the factor 3f appears at the bottom of both rankings. However, the two groups expressed divergent opinions concerning the factor 3h+3o that ranks second on one side and holds the 8th rank on the other side and for the factor 3b that has the #6 place in Table 9a and #2 in Table 9b.

The cooperative model in the society and among entrepreneurs

The results in this subsection reach up to W≈0,30 for both groups. This value of the coefficient of concordance is interpreted by Schmidt (1997) as a weak agreement. However, by applying the same method than in the previous subsection, the results for the Top Half rank is less satisfying than the initial ones, regarding the W and p-values. The Top 10 will be thus kept for the analysis in the next Chapter, even though a new iteration would have been preferable in order to consolidate the consensus between the experts of the same panel.

By looking simultaneously at Table 10a and 10b, it can be observed that the two only factors that were retained by both groups have been ranked similarly in both tables. The factor 4b reached the 4th position in both rankings. Furthermore, the factor 4e has been ranked at the top of the rankings, in first and second place for the Supports and Academics group respectively. Would it mean that both groups agreed in the ranking of their common factors? This is the question raised in the following subsection.

Table 10a. Ranking of the Academics group & Kendall's W for the 2nd sub-list

ACADEMICS	Round 3 (k=8)		
	Ri	$(R_i - \bar{R})^2$	Top 10
5b	62	324	#1
4e	55	121	#2
1f	54	100	#3
4b	52	64	#4
5e	48	16	#5
1a	46	4	#6
6a	40	16	#7
5c	33	121	#8
8c	25	361	#9
7b	25	361	#10
Total	440	R =1488	
$\bar{\bar{R}}$	44		
Top 10 rank		Top 5 rank	
W	**0,282**	W adjusted	0,163
X²	**20,30**	X²	5,24
p-value	**0,016**	p-value	0,263

Table 10b. Ranking of the Supports group & Kendall's W for the 2nd sub-list

SUPPORTS	Round 3 (k=8)		
	Ri	$(R_i - \bar{R})^2$	Top 10
4e	60	256	#1
4.d	59	225	#2
1b	57	169	#3
4b	55	121	#4
4.c	47	9	#5
8d	38	36	#6
5a	35	81	#7
7a	35	81	#7
8g + 5c	32	144	#9
2d	22	484	#10
Total	440	R = 1606	
$\bar{\bar{R}}$	44		
Top 10 rank		Top 5 rank	
W	**0,304**	W adjusted	0,1675
X²	**21,9**	X²	5,36
p-value	**0,009**	p-value	0,252

The consensus between both groups

The agreement between the two groups is calculated thanks to the Kendall's rank-order correlation coefficient T (Kendall and Gibbons, 1990, as cited in Schmidt, 1997). The advantage of using T is the accent put on the relative ordering of the factors rather than on the magnitude of difference between ranks and Delphi researchers used this method to compare subjectively responses from several independently conducted surveys (Kendall & Gibbons, 1990 as cited in Schmidt, 1997). Here, the calculation for this correlation coefficient resulted in T =0,575 thanks to the calculation method provided by Nelsen (2001, as cited in Manstavicius, 2012) that appears in Table 11. By consulting a table of exact probabilities for T, the one-tailed probability is p=0,9953, a tiny probability value which enables to admit that the result is statistically significant. This means that there is a relationship between the two groups' rankings (Ju & Jin, 2013). Consequently, the two groups agreed on the 12 factors they had in common. Even though, this step also proves the importance of differentiating the two groups results, as they also chose 16 factors that are not comparable between the two panels of experts.

Table 11: Contigency table of the relative ranking of the common factors between the two panels & Kendall's T (Stephanie, 2016)

Factors ($n = 12$)	ACADEMICS' Rank		SUPPORTS' Rank			
	Ri	Relative rank	Ri	Relative rank	Concordant pairs n_c	Discordant pairs n_d
3a + 3c	63	#1	68	#1	11	0
4e	55	#2	60	#2	10	0
3h+3o	54	#3	43	#8	4	5
1f	52	#4	55	#3	8	0
4b	51	#5	35	#9	2	4
3i+3j	47	#6	47	#5	5	1
3k	45	#7	46	#6	4	1
3d+3n	45	#7	44	#7	3	1
3m	42	#9	31	#11	1	1
3b	42	#9	50	#4	2	0
3e+3g	38	#11	35	#9	1	0
3f	31	#12	26	#12	0	0
		Kendall's Tau T	**0,5757**		51	13

Chapter 8. Discussion of the results

This chapter discuss the results obtained after termination of the third and final round. Indeed, this part provides the occasion to immerse in the 16 initial interviews again with the purpose of justifying and understanding the final "Top 10" issues elaborated through the Delphi method. This discussion will enable to carry out this thesis objectives which are: reassessing the theoretical observations from the literature and offering propositions and managerial actions for an increased visibility of the cooperative model.

8.1 The cooperative model in the higher education sector

The formatting present in economics courses

"The only message that is delivered in economic courses is a formatting from the dominant model and no criticism of the current system is added. Moreover, the number of proposals for sustainable and alternative business models in the courses is low." This factor was chosen as the most important one for both panels when trying to understand the cooperative model unawareness. A lot of experts (A1, A2, A4, A5, A6, S3 S4) mentioned during their interviews the lack of a critical reflection on the dominant model learned by students in their economics courses. The willingness from those experts is not to advocate the vanishing of the neo-liberal trend but rather to avoid that this model, which moreover loosely represents the real economy, is the only one known by most students. They claim for a larger and pluralist teaching program that shows the diversity that exists in the work world.

This criticism of the dominant model also goes through the implementation of several courses that provide an alternative perspective and discuss the different business models while calling the current model into question. The aim would be to better show the ethical considerations resulting from the neo-liberal ideology and to pave the way for more business models by daring to go out of the beaten track (A6, S4). Those courses such as business ethics, economic history, political economics are, in many institutions, almost nonexistent or in any case, far too few (A1, A8).

While some experts (A2, A7) would make the case for a full replacement of the current economics courses, others (A6, S3) attach importance to the basic courses that gather general knowledge if and only if the latter are accompanied by some criticisms. This pluralism implies more complicated but necessary economics courses that integrates societal and environmental stakes (A7).

The misconception of social economy

Even if the first place of the Top 10 was unanimous, the second place generates more controversy. Indeed, the factor *« When talking about the social economy, the word "social" scares many economics students away as it sounds for them like NPOs, based on subsidies that would close doors in their future."* was chosen as second for the experts from support structures for social and cooperative entrepreneurship but was placed at the end of the Academics' ranking. A reason for this contrast could be that the group of supports are more often confronted with the fear and doubts from young graduates who start their careers, as they often accompany them in their entrepreneurship journey.

The formatting occurring during an economic cursus pushes students, especially in business schools, to behave like future managers in large companies (A1). As a consequence, the social economy is more seen as a utopist economy rather than a real career opportunity for most of the graduates from business schools who will orientate themselves to multinationals and banks (A5, A7, S3). For instance, two experts (A1, A3) who closely monitor the development of Masters about Social Enterprises noticed that the Masters' popularity increased when the word "sustainable" was added or replaced the term "social". The choice of words is crucial in people's minds (S8).

However, it is true that the social economy represents only 12% of the economy, which means that, even if they would like to, not all students from business schools could find jobs in the social economy. On the contrary, the « Big Four » (composed of the four largest audit and consulting companies) will always find a job for young graduates and have a high recruitment rate (A4). Therefore, most students would choose a job in the classic economy as it offers more employment opportunities (S3).

The insertion of the cooperative model in the curriculum

While the supports group did not adjudicate on the question of curriculum, the professors and post-doctorates agreed on the high importance of "*inserting the cooperative model in the curriculum in a more transversal way."* Indeed, "*it must be possible to insert the principles in marketing and finance, so that all courses could be adapted to different models. Students are not taught to think systemically in order to be able to adapt their courses of marketing or finance to any kind of company*."

The biggest issue for A2, is that whereas traditional courses are given as it was before, Universities and High Schools are adding the "sustainability" or "responsibility" aspects in new marginal courses like, for example, Corporate Social Responsibility. However, those concepts should rather be seen as central in the students' curriculum and should be inserted within each course.

Every form of company needs specialists in different domains (A7, A8). Nonetheless, analyzing the financial reports of a cooperative, an association or a limited company would need different mental mechanisms (A1). Teaching how to manage human resources in a democratic governance that can be found in a cooperative or how to engage cooperators in a marketing course would be much richer in an economic curriculum. Those aspects thus provide lots of opportunities to discover a different form of company like the cooperative model and it would be interesting to see how the basic principles of the classical courses would fit in with the cooperative principles (A1). Moreover, even students that are opened to alternative models still need to be educated on fundamental skills such as marketing or finance (A7).

Even if both groups did not agree on the ranking of the two last developed factors, the common point is that they all realized in various way that the economy has been split in two parts: on the one hand the "market" side, one the other hand, the "social" side. While the supports group emphasized on the students' fear of the "social" term that does not belong to the economy in many students' mind, the interviewed academics want to re-assemble those two sides within the curriculum. Nonetheless, both groups open up the debate on the representation of the economy which, in the end, is just about "creating value" (A4).

The role of professors

Not only courses must be adapted to new social and sustainable concepts, but they must also be told by the good advocates of the model. Once again, both groups agreed on the factor occupying the third place: "*There are not yet enough role models among professors, who would be spokespersons for the cooperative economy. Professors are not ready to adapt their courses to alternative models as they are specialized in their research and do not feel comfortable teaching subjects they do not master.*" Some interviewees (A1, S2) affirm that the cooperative model suffers from a lack of offer rather than a lack of demand in the Belgian High Schools and Universities. Indeed, the discourse from charismatic people who suggest interesting content would be welcomed by any student who starts an economic curriculum (S2).

The need for "*role models among professors*" is described by S2 as a requirement for people who can tell entrepreneurship experiences or who have a good knowledge of the cooperative world. Nonetheless, many professors cut themselves off from the work world and their only tool for their courses' construction is coming from their research (A5, S2). The teaching method tends to orientate which University knowledge will be present in the curriculum design. However, this deviance can create an inertia in the curriculum when some fields of research are limited (A2, A6). One of the consequences from their lack of information about the cooperative model is that a lot of teachers still believe that this model counts only on subsidies and have the same "social" fear that they transmit to their students, as explained above by the factor 3b (A1).

It could appear as difficult for any professor to change the paradigm of their courses. For instance, the cooperative model covers more objectives viz. Social and environmental while the capitalist model only focuses on profit maximization. However, only a minority of teachers are able to take this threefold objective into account in their courses (A1, A5, A7). There is thus a need to break the vicious circle of professors who have been formed to think the economy through the dominant model and who are themselves training the students in a logic of neo-liberalism (S6).

Finally, the choice for the model teaching returns to the course titular professor and will depend on the professor's convictions (A3). Some of the teachers will not change their courses unless they are forced to whereas others do not dare to veer from the beaten tracks and to propose different models in their courses (A5, S4).

For all those reasons, the number of professors who are ready and able to teach the cooperative model is still low (A2). The issue is thus a combination of information, formation and willingness of the teachers (A5). One of the solutions suggested was to bring the two worlds (academic and entrepreneurial) back together so that they can feed each other (S2). Indeed, even if the University teaching feeds on academic research, the professors should be able to come back to a personal speech that has a broader view of the real economy.

The masters' offer in Belgian business schools

The need for a more transversal insertion of the cooperative model is directly linked to the issues raised in the Masters and options in which the model is as of now taught. First, the Masters promoting alternative models are still scarce in the Belgian business schools. The two examples frequently quoted were the Master "Corporate Sustainable Management" at UCLouvain and "Management of social and sustainable enterprises" at HEC Liège (A1, A2, A7, S8). Moreover, some problematics were raised by some respondents and constitute the factor chosen in fourth place by both groups: "*Masters or options in social economy only convince a minority of already convinced students"* merged with the fact that *"Masters or* *options in social economy do not attract enough students because of the lack of space that the institutions left them*."

Another problem is that business models in higher education are too often oriented towards shareholder structures (A4). If different forms of companies such as the cooperatives appear only at the end of the Master, it may already be too late for students who will still consider them as outsiders (A3, A7, S8). For this reason, the knowledge about alternative models must be given from the outset. Some experts (A1, A5, S1) even suggested to discuss those models in the secondary education to ensure that the cooperatives are fully fledged enterprises in the students' mental landscape (S2). Moreover, if the insertion comes from the secondary level, the tertiary education will have to follow (A3, A7).

Indeed, it has been suggested *"to give courses to all bachelors to increase the impact"* (A1, A2, A4). Up to now, the only course in some bachelor curriculums that mentions the cooperative model is the course of company law. However, the cooperative is too often only quoted in this course and nothing is said about the cooperative principles (A6, A7). Courses in which alternative models are better represented remain as niche players as they are only given in certain Masters or options, which are themselves followed by a minority of students who are already convinced (A4, A1, S7). Therefore, even if these Masters exist, it does not ensure that every business student is aware of what is a social enterprise and even less what is a cooperative (A1).

In conclusion, specific Masters and options for social and cooperative economy are gaining acceptance (timidly or not, depending on the institutions) because the issues and solutions that they raised are not yet included in an economics curriculum. While a transversal insertion is needed in the bachelor, specific Masters are needed for students who would like to pursue the matter further (S5). Nevertheless, the utopic pattern for other experts (A7, S6, S8) would be that those Masters and options do not exist anymore because all the economics courses (and the economy itself) would be social and cooperative.

Success stories

In respectively 4th and 6th position, Academics and Supports for social entrepreneurship declared that "*There is a lack of success stories of cooperative experiences in the courses due to the unrepresentative image of the labor market in the courses that only shows conventional firms. Courses do not represent the professional environment."* (A4)

Economics courses are based on a model that assumes many hypotheses, viz. perfect competition, the supply and demand or perfect information that do not represent how the real economy works (A6, S1). The economy does not operate as it is taught on graphs and theses unrealistic image seems unjustified from Universities that are supposed to be rigorous on the explanation of how the real economy is functioning (A2, A7). This could explain the blindness of companies that only look at the numbers and quantitative results rather than looking at their social, environmental and societal externalities (A2). There should be other economic modellings that are not based on these biased criteria and that better reflects the reality (A6). Indeed, even if we currently live in a capitalist economy, this economy is much more pluralist than it could be believed, and the dominant discourses should be dismantled to leave the door open to pluralist speeches (A4).

For many experts, this reality should not only be presented with theoretical notions which is unfortunately too often the case in the higher education sector (S7, S8). Discovering the cooperative model only through a syllabus or a legal status would not appear to be exciting and could frighten due to its complexity (A1, A7, S2, S6). There is therefore an urgent need to complete the awakening phase of students with testimonies from the actual economy (S4, S6, S8). Sometimes, students could even be astonished to discover that some success stories are in fact part of the social economy (A3).

Externalities

In the middle of both rankings, the factor 3m about "*Externalities (such as rankings and big companies) influence students towards classical companies that tend to reproduce the capitalist system*" makes its appearance.

As students, the only types of companies that are seen are multinationals, FMCG companies, big consulting firms and banks (A2). In job fairs for example, no social enterprise is represented (A4). At this level, it already gives a truncated image of what an enterprise is. Biswas (2015) explains this phenomenon by the fact that corporate firms are clients of management schools by serving many functions, such as students' placement, alumni employment, employee training, etc. All these efforts aim to help them exercise their power in the society and building their brand image.

For the interviewees, there are many reasons why big companies are spotlighted by Universities. First, they have the money to participate to Universities' events. Then, their recruitment need is also higher than other types of companies (due to their high job turnover rates and their growth model) (A2, A8). For S3, one of the fundamental roles of business schools is to provide staff to multinationals and banks and rankings ensures continuity of this service. In fact, ranking criteria of business schools are based on future graduates' wages, the hiring rate after studies,… Up to now, some experts (A2, S3) agree to say that business schools have been training and formatting pawns for big companies but in neither case have questioned the dominant system. By keeping some taboos in the business studies such as lobbying and tax evasion, business schools prevent students from developing their critical skills regarding the current economy (A2). However, as Noiville (2009) formulates it in her book, a ranking has never done a pedagogic project.

Companies input, slow changes from business schools

From this point, it is no longer possible to admit that the experts from the same panel reached a consensus regarding the following factors. As presented in Section 7.3 (pp.54-56), only the five first factors from the two groups' ranking gave a correct result when calculating the coefficient of concordance W. The next factors are thus presented as they remain important for the experts, however their right place in the ranking is not guaranteed. In 8th position, the factor 3e+3g "*Companies do not clearly send the message that they need people who think differently. Business schools are lagging behind in terms of managerial skills that businesses want*" appears in both rankings.

According to A7, business schools should be at the cutting edge of progress in terms of the managerial skills that business want and need. Instead of this, schools are moving far too slowly to face the socio-economic crisis that this century will have to overcome. Even though the movement is underway, researches are still poor in this field and the content taught needs a complete update, as courses cannot continue to rely on out-of-date models.

While some experts (A2, S8) think that rethinking the whole academic program requires a lot of time and energy, and agree that this administrative burden slows the development of more social and cooperative learning programs, others (A2) affirm that Universities have an easier role as they can make a change more quickly than enterprises that are constituted of managers who have been educated in a "growth and profit" mindset for generations. However, the slowness of adaptation from business schools could come from the fact that enterprises do not clearly send them the messages that they need changes.

Indeed, considering the recent major crises, it would be inconceivable that the tertiary education would not take its responsibilities to present new models to mitigate those crises (A7). For this reason, the factor *"The aspects of sustainability and durability of the company are not taught in business schools"* was merged to this idea. The wake-up call is achieved little by little and the role of Universities is to speed it up (A2).

The "enterprise" image in the collective imagination

As moving further down in the two Top 10, one of the factors appearing at the bottom of the two rankings is "*The teaching model and pedagogy are not oriented towards cooperation. The aspect of competition, individual evaluation and still prevails over group work*." Whether in the way that courses are taught, and students are evaluated (S1), whether in the content taught itself (A2, A8), the teaching model brings to the forefront competition. This aspect is opposite to the collaboration aspect of cooperatives. Experts actually do not claim for the disappearance of the competitive dimension of education, but they state that pedagogy has always favored people who are driven by the competition aspect or extrinsic motivations like bonuses or promotions. However, pedagogy should be more inclusive and integrate the fact that some people perform better in situation of cooperation (S1, A2, A6).

Another factor that allows a critical perspective to the teaching model is "*To offer the most effective teaching method, courses are built on pre-established images in the collective imagination of the firm's definition."*. In fact, this factor was chosen only by academics, whereas the supports group preferred the factor 1f "*In economics textbooks, associations and cooperatives are not considered as economic operators*" which comprises a similar idea.

Indeed, it appears as difficult to bring the notion of « social economy » in business schools, and the message is often better accepted by Faculties of Social Sciences (A7, S6). In fact, even the general public does not consider cooperatives as real management models. This is due to powerful organizational audiences that enforce the normative standards on how things are and should be when thinking about business (Nelson et al., 2016). Indeed, media consolidates the idea that cooperatives are outside of the mental landscape of what an enterprise should be (A7, A8, S4). It must be learned to have a broader and adapted vision of an organization in the collective imagination and the next step is to implement this idea as soon as possible in the education.

8.2 The cooperative model in the society and among entrepreneurs

While the last section showed a partial agreement between both groups concerning the factors that lead to the misconception of the cooperative model in the higher education sector, the results here are far more scattered. Indeed, only two common factors have been chosen by both groups in order to appear in their final Top 10, whereas all the other factors confirmed the divergence from both groups regarding the misconception of the cooperative model among the society and entrepreneurs.

The sense of urgency

This section starts with the perception from the group of academics about the factor 5b that has been chosen as the most important: "*The sense of urgency, of crisis is not yet felt so that the need for an alternative to the economic system is really considered. It does not lead to the search for cooperative or mutual solutions which are at the basis of cooperatives*." This group already deplored the lack of sustainability and durability aspects in the field of education and they develop, with this factor, why those aspects are crucial.

In the history of cooperatives (that can be found in section 2.1, pp.5-8), the cooperative impetus has always increased in time of socio-economic crisis, as this model was seen as an alternative to answer unsatisfied needs (S1, S3, S7, S8). Even though everyone is talking about "urgency" and "crisis", the stress engendered by a crisis is still not felt and thus does not stimulate the need for cooperative solutions (A3, A8). The professors and postgraduates interviewed are realizing the need for urgent action, through radical changes, and some people emphasized the stakes in terms of communication to match those issues with the answers offered by the model (S1). The need for change is in fact, a necessary condition but not sufficient to create the cooperative impulsion (S3).

Indeed, a little further down in the Academics' ranking, the factor 5e "*before explaining what the social economy is, the biggest problem is to make people understand that our current model is heading straight for the wall. What we must do first is reinvent the way we do business, change mentalities"* completes the previous one. The message should not only talk about alternatives by presenting the social economy but also open people's eyes on the society as it really is and the future economy that is desirable (A4, S6). Many experts (S2, S8) see the traditional economy as a powerful lobby that represents the work world in people's mind and if the paradigm does not change, it will be impossible to change radically what image people have of their work, wages and career. Again, the suggestion is to change the mental conception of the economy as soon as possible in people's education and through communication campaigns in the media.

The social and cooperative entrepreneurship

The top of the Supports' ranking highlighted the importance that the group assigned to some factors linked to entrepreneurship. First, (4e) "*the social & cooperative economy does not talk enough about entrepreneurship and the entrepreneurial process and could become more attractive if the entrepreneurial dimension was highlighted*." This factor was ranked as number one for Supports and number two for the Academics. Once again, most studies have been focusing on describing the differences that exist between social entrepreneurship and the conventional entrepreneurship rather than on offering an implementation strategy to start the social entrepreneurship path (Dufays & O'Shea, 2016). Moreover, even though entrepreneurship is a trendy word in the economics Masters, social entrepreneurship is not fostered enough and is found neither in the Master of entrepreneurship, nor in the Master of Social Enterprises (S2). However, as claimed in the previous section (p.59) by A4, the social economy represents only 12% of the current economy, which means that social entrepreneurship could kill two birds with one stone by attracting more students and entrepreneurs and at the same time by increasing the social economy's market segment. Entrepreneurship is thus the solution as soon as it is social and sustainable (A5).

Then, experts from the support structures of entrepreneurship turn on a second aspect "*The current model of classical entrepreneurship shows the entrenched image of a single entrepreneur who later sells his company with a high added value*". Movies, lectures, success stories all show the image of a young and disruptive leader such as Steve Jobs or Jeff Bezos who built their empire alone and became powerful and rich men (S1, S2). The whole society evokes this image of an individual approach when talking about entrepreneurship. Moreover, entrepreneurs may want to avoid the frustration due to the inability to price their investment for their time dedicated to the business creation (S4). Indeed, in a cooperative, while the risk-taking may be individual, the benefit sharing is collective (S6).

Finally, both groups decided to rank in fourth place (4b) "*The barrier to entry for cooperative entrepreneurship is even higher than for conventional entrepreneurship (SA or SPRL in Belgium). It remains a very complicated model for entrepreneurship because it has the potential to be much broader and the concepts take more time to understand*." Those barriers are plentiful and have already been cited in Chapter 3 (pp.15-23). For instance, the sources of financing (A1, S7), the remuneration aspects (A7, S8), the tension between the social aim and the profit earning (S8), the cooperators' participation by the stakeholders (S4) need to be well managed. All those reasons make that, even though the constraints for cooperatives may serve as competitive edge (such as elements of differentiation, clients retention, wider network, etc.), they remain constraints and involve a higher level of complexity for cooperative entrepreneurs than for conventional firms (S2, S5, S7, S8).

In a nutshell, both groups first agreed that entrepreneurship must be better advocated by the sector of the social economy and their support structures. Then, the experts from the Supports group added that cooperative entrepreneurship does not always correspond to the image of the classic and attractive entrepreneurship. Both groups finally claimed that cooperative entrepreneurs faced some obstacles during the business creation that could discourage them for the choice of this model.

The entrepreneurship support circles

It is interesting to note that experts from support structures have themselves chosen the factor 4c "*The model is ignored in the sectors accompanying the business creation. Entrepreneurship support circles does not promote awareness of the other legal forms than conventional ones.*" When creating a business, most of the experts supporting business creation (lawyers, accountants, incubators, notaries, etc.) do not address the cooperative model and orientate entrepreneurs towards conventional forms of company such as the limited company (SA) or private company with limited liability (S2, S4). It is much harder to find institutions that can support a cooperative project with the same resources than for other types of society (S7, S8).

In fact, this factor goes back to the Hypothesis 5 (p.28) in which several authors (Chamard et al., 2012; Thompson, 2015; Dufays & O'Shea, 2016) described the "institutional isomorphism" that tends to create bias opportunities and incentives against the formation of cooperatives. There is a need to awaken the curiosity of the circles of supports for entrepreneurship regarding the legal forms that are too often set aside and in parallel, strengthen the competences from support structures specialized in social economy that lag behind the traditional support structures (S2). Equal chances (in terms of support, visibility and financing) should be given to each form of company (S5). Thompson (2015) added that success stories such as the Mondragon group could help alleviate this institutional isomorphism, by increasing the cultural environment of cooperatives. Some experts believed that the recent success of NewB would raise awareness of the model (S2, S5).

A deficit of image

Both groups ranked a factor that deals with the image deficit afflicting the cooperative model. While the group of academics found that "*The model suffers from the preconceptions and* *prejudices from the social economy*" which is the factor 1a placed as 6th in their ranking, the group of supports rather considered that « *There are many negative clichés about the cooperative economy itself* » and that this factor 1b deserved the third position.

On the one hand, experts such as A1 and A3 raised the issue of the term "social" from the social economy that harms the cooperative image, as it was the case for economics students. Indeed, the model is often mixed with the social economy and the difference between cooperatives and associations is not familiar to most people. Many keep the preconceived ideas that working in a cooperative is not congruent with a good career and salary (A5, A6, A8). As long as the cooperative is associated with the social economy, it will be associated with its share of a priori and prejudices. The cooperative should find its own hybrid voice that is different from an economy of social inclusion (S7).

On the other hand, experts from the Supports group found that the issue of negative image comes from the cooperative image itself that is seen as a utopic economy that does not intend to develop itself, to create big companies or employment. When thinking about cooperatives, people stall on the outdated image of cooperatives, hence do not see it as the future model (S2). Support structures sometimes need to fight against this image in order to prove that this model belongs to the market economy (S7).

Theories about the cooperative model

In 7th position the academics ranked "*The theory produced about cooperatives talks about doing things differently, but not about how to do things differently. There is no literature about the economic return of cooperatives."* This factor could have found its place in the last section and it came as no surprise that the professors and postgraduates chose it. Indeed, this panel already came forward with the idea that professors were influenced by their researches and that this research was not enriched enough in the field of cooperatives.

For some experts (A7, S2), literature was filled with descriptions and comparison of "how alternative models differ from conventional firms", like theories about the cooperative principles or about their social impact. However, the gap in the theory concerns the economic dimension regarding "how cooperatives find their economic profitability" or about their strategic management (A7, S2, S6). In fact, as the cooperative workers come generally from the social sciences, the social impact is already well understood, and the cooperatives would benefit from an improvement of their economic dimension (S6).

As a consequence, professors are being forced to proceed blindly and even though they knew the issues, they still need to invent the solutions (A7). This factor was also mentioned by Huybrechts (as cited in Bayot et al., 2011), professor in different business schools, who stalls on the lack of data that compels him to invent a part of his management courses. Hence, both the effectiveness and legitimacy of the democratic governance have been subject to criticisms and the sector cannot dispense with strong theories (S2). There is a need to extend existing theories that would help understanding the cooperatives functioning.

Militant ambition of the model

The 8th factor in the academics' ranking is the factor 5c "*The cooperative model tends to indulge in its militant ambition and has not always wanted to mix with the traditional economy*". The supports' group also chose this factor that was merged with the factor 8g « *The cooperative sector does not offer enough of a united front in Belgium. There is no federation that carries the message of cooperatives with a single voice* » and occupies penultimate place.

For S7, the cooperative discourse may sometimes be perceived as militant and elitist. In fact, the hybrid form of the model often isolated cooperatives from the other types of company and this separate entity did not always wish to mingle with the traditional economy or with the social economy. For instance, the structures supporting cooperatives would become more professional once they will offer the same aids than the market economy and they should not be afraid to use the tools from the traditional economy (S4, S7). The problem is that the cooperative model does not have a powerful and distinct federation that unifies the cooperative message (A7). Suggestions were made to either accept the common ground existing between the cooperatives and the other economies, or to create a unique federation for cooperatives that could improve the model representation.

The Belgian ecosystem

The ecosystem in which cooperatives evolve was taken into account by both groups, each of which by emphasizing different aspects. In 6th position, the experts from the support structures for entrepreneurship placed (8d) "*The political and economic fabric plays a part on the model learning. On the contrary, the lack of cooperative environment weighs against the model learning*." As Nelson et al. (2016) say, a generally atypical form may be less unusual in certain locations due to historical events or unusual density of cooperatives. This is what happened in some countries such as Italy or Spain (with the Mondragon Corporation) where the cooperative culture permitted to adapt the laws in favor of this model (A4, S4). More locally, some Belgian provinces viz. the Walloon Brabant or Liège host much more cooperatives than others such as Hainault, due to the cooperative network density and familiarity that exist in those areas (S7).

Culture is thus a crucial dimension in the knowledge of a model. Even though it may appear as difficult for cooperatives to insert themselves in a specific culture, once it is achieved, it persists in the long term (A6). Furthermore, politic decisions and laws will naturally follow the cultural trend, as they are taken in accordance with the particular context and environment (S4, S7).

For academics, the Belgian culture is more oriented towards associations. Therefore, they chose in 9th position the factor (8c) "*In Belgium, there is a tolerance for the development of commercial activities of NPOs. This flexibility means that many NPOs could have been formed under the cooperative status."* Indeed, many of the Belgian associations could have been constituted under the cooperative status if the laws were stricter regarding the associations (A1, A4, A5, A7). When thinking about the social economy, most people tend to have an image of associations because they all know many associations. Nevertheless, the larger difference between both models is reflected in the question of property. While the property is collective in a cooperative, associations declare that there is no ownership (A1). This misconception could explain the caution from the cooperative support structures to work with the associations (S7).

Technical limits of the cooperative model

Classified identically in 7th position by the supports group, the factor 5a "*Having a dominant capitalist model prevents the growth of alternative models which are then destined to remain niche phenomena*". and 7a "*Shared governance and the "one man on vote" principle are a barrier to the adoption of the model by managers as it is much more complicated than having a manager, a board of directors and a few shareholders."* Those factors may sound as unconnected and yet, both issues were already raised in Section 3.2 (pp.17-20).

First, their niche position restrains, for S1, the cooperative growth. Then, democratic governance via the "one man one vote" principle could scare many entrepreneurs who would not be ready to accept the decision-making splitting (A3, A7, S7)

To those two limits, a third issue that occurs due to the participative financing, can be added. Indeed, the factor 2d *« There is a confusion between cooperative and crowdfunding*." was chosen as well in last position by experts from the Supports group. In fact, too many people are investing in a cooperative to participate in a meaningful company, even if they do not aim to be part of the cooperative in the future (as clients, providers or any type of stakeholders) (S2). That is where the confusion starts, when cooperators acts like sympathizers rather than the threefold role of a cooperator which is being simultaneously owners, administrators and beneficiaries (A7, S2, S4).

Finishing last in the Academics' ranking, the factor 7b "*The message sent that cooperatives are not only just a status adoption but also an overthrow of the balance of power, is not clear enough*." should not be forgotten. A1 asked for a better communication of the implication of a democratic governance. Awareness should be raised on the impacts of a collective dimension which is required in a cooperative, as entrepreneurs may be scared to lose a part of their hold on their company and the decision-making (A5, S8).

Chapter 9. Limitations and paths for future research

While the study ran smoothly and offered a moderate consensus following closely the Delphi approach proposed by Schmidt (1997), some limitations can be pointed out. First, more investigations could be added to the scope of the research question. Then, the Delphi method brings several issues in the experts' judgement and implication.

9.1 Definition of the research question

The research question assumes that there is a global cooperative unawareness in certain institutions such as High Schools, Universities or consultancy enterprises for entrepreneurship. This hypothesis was established according to several authors and is described in Section 5.1 (pp.29-30). However, no quantitative analysis was made in the area in which I orientated my study. As the experts' selection is mainly from the French cooperative landscape, this work opens a field of investigation about the real quantitative impact of the cooperative model misconception in the French-speaking Belgian institutions.

9.2 Limits of the methodology

Two weaknesses of the Delphi method can obfuscate the results obtained. First, the vagueness of the concepts of "expertise" can be mentioned as the results depend on the knowledge and cooperation of the panelists (Gordon, 1994). A set of objective criteria is selected to assess the experts' legitimacy to participate in the study (Ju & Jin, 2013). In this study, the panelists' selection is orientated towards experts who have knowledge on the cooperative model. This criterion already creates a bias, as all respondents are fervent advocates of the model. Moreover, a consensus is in no way a guarantee of truth and it only reflects the respondents' opinions. It is thus important to notice that the shaping outcomes highly depend on the experts' selection and many authors (Hermitte, 1997 as cited in Université de Liège, 2011; Ju & Jin, 2013; Schmidt, 1997) pay close attention to the sampling procedure.

The respondents' implication may also appear as a specific limit of this method (Bejar, 2009). Indeed, contrary to classical interviews, the setting up of the successive rounds of the Delphi study forced the respondents to dive into the subject of the study on a period of several months. As Gordon (1994) said, multi-round studies require a great deal of time and there is, inevitably a risk that some participants will drop out during the process. A trade-off must be found between the sample size (as the more experts participate in the study, the longer the data collection and analysis will be), the number of rounds needed to reach a consensus and the time of the study, with the purpose of achieving the highest quality without this being considering as too constraining for the respondents.

In this case, the empirical analysis was conducted from February to May 2020 in three rounds and amongst 16 experts. Those decisions resulted in a moderate level of consensus but for which no participants drop out during the process. The statistical validity of the results is thus not sufficient to claim a strong consensus between experts and it has been suggested a posteriori that a fourth round would have been valuable for improving the agreement within each panel. Nonetheless, the synthesis work and the proposition of hypotheses stay pertinent and enables to demonstrate the added value of this work from its theoretical contribution and practical implications.

Finally, as explained in Section 6.2 (p.35), a list of 20 relevant experts has been created both for the academics and supports panels and all were invited similarly to take part in the research. However, the 40 percent of experts who accepted to participate in the study was those who were the most dedicated to the cooperative cause. This involuntary selection of experts led to a subjective consensus and it would be interesting to query a broader panel of respondents. For example, professors of corporate law, incubators or other members of educational institutions could add another vision to the problematic of unawareness.

In a nutshell, both in the definition of the subject and the methodology used, these limits put the brakes on explaining the cooperative unawareness. This work participates in the resolution of this complex issue but could be easily completed by both quantitative and qualitative studies on the cognitive legitimacy of the cooperative models.

Chapter 10. Conclusion

10.1 Theoretical contribution

Theoretically, it has been considered how cooperatives are "enterprises for a better world" (ICA, 2013) through their origins, development and implications in the society. Certain limits for the model development were also demonstrated and the research question finally emerged from the cognitive legitimacy that the cooperatives lacked.

The value of this work derives from the statement that there is a clear lack of awareness concerning the cooperative model. Many educational institutions, both at the academic level and in support structures for entrepreneurship, miss the opportunities of teaching the model. Experts coming from those two domains were asked to explain the issues that led to the model unfamiliarity. Through three consecutive rounds, their opinions were required to reach a consensus within each panel of respondents.

The findings of the investigation showed that experts defined the factors leading to the cooperative unawareness into two categories. The first dimension tackled the higher education sector. They claim for a more pluralist vision of the economy and moreover, for faster delivery of a message that asks for change. The analysis showed total transparency on the external influences that led the current curriculum, such as the research areas, companies or other inputs from the dominant model. The second dimension highlights the deficit image of cooperatives from which the cooperative model suffers in the general public and entrepreneurs' mind. While social entrepreneurship is a good way to increase the number of cooperatives, awareness should come from the support circles and educational institutions.

Moreover, the empirical analysis completes and nuances the hypotheses that were already mentioned in the literature. In these hypotheses, two of them were not retained in the experts' final rankings: the hybrid nature of cooperatives and their broad field of activities do not lead to the lack of legitimacy of cooperatives. However, while the institutional isomorphism cited by Thompson (2015) is confirmed by most experts, the firm conception is also one of the major pain points that could, for the experts, explain why the cooperatives are not considered along with the other types of companies. The last common ground in the literature and the panels' opinions is the role of the State that needs to unify the legal status with the international cooperative principles. As those few hypotheses are not sufficient to explain the cooperative misconception, this study puts on the table many more factors that can help understanding this complex issue.

Nonetheless, the consensus reached at the end of the three rounds is not satisfying enough according to Schmidt (1997). While it was suggested to go for another fourth round, this lack of unified voice between the experts may also be interpreted as a factor leading to the cooperative model unawareness. Indeed, the disagreement within the panels shows that this complex issue of model misconception may be explained in a number of ways. Those factors create a network of interconnected ideas that have been listed in the following subsection for practical implications.

10.2 Practical implications

In the education sector, it is seen that many actions and stakeholders come into play and are intrinsically linked. For example, by achieving a better consideration of cooperatives as economic operators, the fear from students would at the same time decrease when thinking about the economic viability of the model. Whether at the institution, professors' or students' level, there is an urgent need for more information, training and wider willingness to learn alternative models, which could influence the apparition of the cooperative model throughout the curriculum.

The corrective actions thus create undeniably a ripple effect and the solution to one issue can help untying another. Therefore, a list of suggestions was put together based on the experts' ranking through the 3 phases of the Delphi method. Table 12 summarizes all suggestions that could help the integration of the cooperative model in the education. This list enables the major pain points identification and this ranking could be taken as an « order of urgency » if the policy of an institution was to increase awareness relating to the cooperative model.

Table 12: List of suggestion for an increased visibility of the cooperative model in the higher education sector from experts in Section 8.1

1. Offering a broader outlook on alternative models that provide dimensions forgotten by the neo-liberal mainstream in the economics cursus. This could be done either by widening the scope of the primary economics courses, or by putting forwards complementary courses that bring forth criticism.
2. Favoring the model insertion in a transversal way in the bachelor's degree rather than on marginal courses in order to integrate different forms of company in basic courses (marketing, finance, HR management…)

3. If the second point is impossible in the first instance, proposing a wider offer in terms of Masters and options in social and cooperative economy. If these options are already implemented, there is a need to increase their visibility.
4. Decreasing the students' fear from the "social economy" by showing more success stories from flourishing social enterprises.
5. Informing, training and alerting professors on the possibilities that exist regarding the teaching of alternative models. Reducing the gap between the academic and entrepreneurial world is crucial to enable professors to connect their courses with the real economy.
6. Being aware of the external influences and taboos that persist in business schools.
7. Giving the floor to a plurality of enterprises to express themselves on the competences that are required for a future manager.
8. Adapting the education towards a more collective pedagogy, from an early age in order to accept the cooperative model as a full-fledge model

In general, while the model may be explained to any group of stakeholders viz. students, researchers, support structure for entrepreneurship, there will be always an interest. The issue is not only showing how different the model is from other conventional firms (by creating jobs, participating to the GDP and creating added value on the market) but above all, highlighting how to get started with this different type of company. Table 13 synthetized the suggestions made by experts in Section 8.2, in order of priority.

Table 13: List of suggestions for an increased visibility of the cooperative model among entrepreneurs and the general public from experts in Section 8.2

1. Before talking about the alternative model, the first and crucial step is to make people aware on the current core issues created by the current model.
2. By riding the wave of the entrepreneurial trendiness, the social and cooperative economy should offer its own recipe for creating new sustainable organizations and should minimize the entrepreneurs' fear of the cooperative constraints.
3. This step of increasing the cooperative entrepreneurship will only be possible if the circles of supports for entrepreneurship are educated to this type of company in order to put them in the same rank as conventional firms.

4. The cooperative model should find its own hybrid path with the purpose of ensuring the model reliability and demonstrating its effectiveness beside the traditional and social economy.
5. Now that many descriptions and definitions of the model exist, theories must focus on the practicability and the economic dimension of cooperatives.
6. While the cooperative model often defined itself as away from the other economies, there should be a unique and powerful federation that supports the cooperative development.
7. A cooperative culture creates a favorable ground for the cooperative awareness. The success stories that were developed in some regions should spread all around Belgium in order to increase the cooperative swarming.
8. Finally, the stress should be put on the cooperative competitive advantages rather than on the technical limits.

In conclusion, this work has considered the cooperative model as an alternative model that should be brought to the forefront. Serving as the basis for future qualitative and quantitative work, I hope this statement would have the potential to inspire and enrich course programs, formations and the literature on the role of cooperatives in order to satisfy current unfulfilled needs in the context of our world today

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Appendixes

Appendix I. for the First Round – Brainstorming

I. Document for data collection: Semi-directive interview guide
Informations générales

Tout d'abord, pouvez-vous m'en dire plus sur votre **rôle de** […] ?

Les coopératives point de vue de l'enseignement

Au cœur du sujet de mémoire : Méconnaissance des étudiants (plus particulièrement en droit et en économie) sortant de l'enseignement supérieur.

Que pensez-vous de la représentation des différents modèles d'entreprises dans l'enseignement ?

Pourquoi ne pas donner une place plus importante à ce modèle ?

A-t-on besoin de parler d'alternative économique et sociale dans les cours dédiés aux étudiants en économie ?

Comment peut-on expliquer qu'il existe un seul master en économie sociale en Belgique francophone et que l'apprentissage de modèle comme la coopérative est très peu développé ?

D'où vient selon vous ce décalage par rapport à ce qui devrait nous être enseigné et l'envie des citoyens de revenir à cette économie de service ?

Pensez-vous que le problème de manque de légitimité des coopératives dans l'enseignement vient de l'offre (donc le peu de cours proposé) ou plutôt de la demande trop faible de cours d'économie alternative ?

Par qui est-ce que le changement vers une pluralité des modèles d'économie dans l'enseignement/ un enseignement différent devrait-t-il initié?

Comment expliquer le peu de place du modèle coopératif dans les cours d'économie face à l'engouement des jeunes sur les intérêts sociaux, sociétaux, environnementaux ?

Pensez-vous que ce modèle pourrait/devrait devenir le modèle dominant que l'on apprend au cours ? Et si oui, comment faire pour que ce modèle devienne la norme ?

Dans le passé, et plus particulièrement dans les années d'après-guerre, les coopératives ont eu un déclin dû à leur difficulté de se moderniser et s'adapter face à la mondialisation. Pensez-vous que ce problème est à la base du manque d'engouement des universités face au modèle ?

Les coopératives point de vue d'un entrepreneur

Les jeunes entrepreneurs et créateurs d'entreprise ne sont pas toujours conscients de tous les choix de forme d'entreprise qui s'offrent à eux et auront tendance à choisir une forme connue et rassurante telle qu'une ASBL, SPRL… Comment peut-on donner toutes les clefs nécessaires à ces entrepreneurs quant à la compréhension de l'attrait du modèle coopératif ? Et à qui les donner ? Où cibler l'attention ?

Quels sont les connaissances d'un jeune entrepreneur qui souhaiterait créer sa société ?

Pensez-vous que le modèle est adapté à tout type de secteur (dû à ce financement et gouvernance différent) ? Pensez-vous qu'un entrepreneur dans n'importe quel type de secteur pourrait choisir ce type de société s'il en était bien informé ?

Selon vous, la place des coopératives est-elle limitée par les limites techniques du modèle ?

La gouvernance démocratique du modèle, la difficulté d'accès au financement ou la peur de la dimension collective sont-elles pour vous des freins au développement de ce modèle ?

Les coopératives point de vue citoyen

Méconnaissance du grand public : pensez-vous que la notion de « coopérateur » soit bien comprise au niveau du grand public ? Qu'en est-il de leurs connaissances sur les spécificités de ce type de société ?

Comment peut-on expliquer le peu d'attention accordé aux coopératives dans l'économie actuelle par rapport à des entreprises classiques comme les SA ou SPRL ?

La Belgique est-elle en retard par rapport à ses voisins au niveau des coopératives ? Est-ce à cause du besoin sociétal qui est moins important ici ? De la législation trop souple concernant les coopératives ? Est-ce dû à l'accent mis sur d'autres types de société ?

Est-il possible pour la coopérative d'agir à grande échelle ? Pensez-vous que le système coopératif est amené à grandeur dans les années à venir ou restera-t-il un phénomène de niche dans l'économie ?

Pensez-vous que le problème vienne d'un manque d'ambition du projet coopératif ? Est-il destiné à rester petit car il est trop restrictif par essence ?

Y a-t-il une compatibilité entre l'envie d'internationalisation et les valeurs coopératives ? Que faire pour qu'une coopérative qui s'agrandit puisse garder ces principes idéologiques ?

Est-ce un problème de banalisation du modèle ?

De quel côté pourrait venir une augmentation de visibilité, connaissance de ce modèle ? De quel côté faut-il améliorer cette visibilité ? Au niveau de l'éducation ? Au niveau législatif ? Au niveau fiscal ? Au niveau politique ?

Les coopératives point de vue légal

Y a-t-il un abus du statut coopératif dû à la souplesse du statut juridique ? Y a-t-il un comportement opportuniste des entreprises classiques qui préférerait choisir le statut de société coopérative dû aux avantages de capital variable ?

Est-ce que la révision du Code des Sociétés a aidé à l'uniformisation du modèle coopératif ?

Appendix II. for the Second Round- Narrowing down

II-a. Document for data collection: First questionnaire

Les facteurs pouvant mener à la méconnaissance du modèle coopératif auprès des étudiants et entrepreneurs. Available online : https://forms.gle/mMWZhMDPBC4eafQH9

Bonjour,

Voici la deuxième phase de mon mémoire concernant la méconnaissance du modèle coopératif dans l'enseignement et l'entrepreneuriat.

Vous trouverez dans ce questionnaire l'ensemble des hypothèses émises lors des interviews, rassemblées par thème. Votre objectif pour cette deuxième phase est de donner votre avis sur l'importance de ces hypothèses quant au fait qu'elles puissent mener à la méconnaissance du modèle coopératif auprès des étudiants et entrepreneurs.

Pour rappel, la méthode Delphi est une méthode de prise de décision entre un ensemble d'experts visant à arriver à un consensus au sein du groupe par rapport à une problématique complexe. Cette méthode permet de synthétiser un ensemble d'avis tout en gardant l'anonymat des experts. C'est donc votre jugement et opinion personnels qui seront demandés lors de ce questionnaire (tout comme ce fut le cas lors de la première interview).

Une case "sans avis" vous permet de ne pas devoir trancher si vous ne vous sentez pas à l'aise sur le sujet d'une question.

Une zone de texte "commentaires complémentaires" vous permet, pour chaque thème, de pouvoir redéfinir certains propos si vous le désirez.

Ce questionnaire devrait vous prendre environ 20 minutes.

Merci d'avance pour vos réponses.

Nom* * Les réponses seront anonymisées lors de la mise en commun des réponses.

1. Le modèle coopératif dans l'économie sociale

a) Tant que le modèle coopératif sera associé à l'économie sociale, il sera associé à son lot d'a priori et préjugés. "Le concept d'économie sociale est mal connu du grand public. Cette économie a eu pendant trop longtemps la casquette d'économie d'insertion. Elle souffre d'une image vieillotte ou trop associative, « c'est pas du business »."
b) Il existe de nombreux clichés sur l'économie coopérative elle-même. " Ces clichés sont tels que « cette économie trop idéaliste n'a pas pour vocation de créer de grandes entreprises, de se développer ou de créer de l'emploi. Les gens ne s'imaginent pas qu'ils pourraient bien vivre et en même temps être dans des structures sociales. "
c) La différence entre coopérative et ASBL n'est pas connue de tous. " Or, la coopérative devrait trouver une voie un peu hybride car elle s'inscrit dans l'économie marchande. "

d) La coopérative est parfois confondue avec communisme. On a tendance, à tort, à faire des raccourcis entre coopération et communisme. "Or, le modèle coopératif est un modèle qui a donné naissance à des entreprises de qualité dans d'autres pays, autres que les pays de l'Est. On apprend trop souvent qu'il y a deux systèmes : le communisme et le capitalisme. On apprend que le communisme a échoué avec les années staliniennes et qu'il ne reste que le capitalisme qui fonctionne. "
e) Le terme « économie sociale » est teinté politiquement. Le mot « social » fait fuir pas mal de gens. Et le socialisme a beaucoup démotivé. "Le fait de s'inscrire en économie sociale et de sentir le besoin d'une alternative économique et sociale est un choix politique. "
f) Dans les manuels d'économie, on ne considère pas les associations et coopératives comme étant des opérateurs économiques. "Ces modèles sont trop souvent des sujets traités par les sciences sociales plutôt que par les sciences économiques. Ce qui donne une vision trop étroite de ce qu'est une entreprise, alors que la définition de l'entreprise est « toute entité, indépendamment de sa forme juridique, exerçant une activité économique. ». On pense que d'un côté il y a l'économie et de l'autre côté, il y a le social. Il faut ré-associer les deux côtés."

2. Le modèle coopératif et son financement participatif

a) Le modèle coopératif et son financement participatif n'attirent que trop peu en raison du dividende limité. "Le dividende limité à 6% ne permet pas de faire fructifier l'investissement. Le capital limité peut être frustrant pour un entrepreneur qui va porter le risque seul, alors que les bénéfices seront partagés."
b) Le modèle coopératif ne convient pas à tous les secteurs car certains domaines demandent beaucoup de capital de départ. Pour le modèle coopératif, la capitalisation est difficile aujourd'hui. Il y a une tendance à dénaturer le modèle du fait que le besoin initial de capital va pousser un entrepreneur à choisir un autre type de société. C'est le modèle économique entrepreneurial d'aujourd'hui qui impose l'idée qu'il faut un capital de départ pour pouvoir démarrer une entreprise.
c) Le modèle coopératif est bien plus compliqué au niveau de la recherche de financement. Il a besoin d'une pluralité de financement et c'est cette complexité qui désincite un entrepreneur à choisir ce modèle. "Cette pluralité de financement peut être un financement public, dons, crowdfunding,… L'entrepreneur doit changer sa vision du crédit qu'il obtient à la banque."
d) Il y a une confusion entre coopérative et crowdfunding. "Pour beaucoup, le modèle coopératif est un peu comme du crowdfunding. On investit, on va soutenir une entreprise, comme sympathisant. Alors qu'à la base, le modèle d'économie coopératif c'est devenir propriétaire et gestionnaire d'une entreprise qui répond à un besoin en tant qu'utilisateur. "
e) Trop souvent, le modèle coopératif est vu comme étant une manière de trouver de l'argent. On ne pense pas suffisamment à la phase d'après qui est de savoir comment faire fonctionner ce modèle coopératif. " À partir du moment où l'on se lance dans le modèle coopératif, il faut être conscient de ce que cela nécessite en termes de participation des coopérateurs et comment faire en sorte que

ces coopérateurs interagissent avec la coopérative. Il ne suffit pas de coller le nom de société coopérative sur n'importe quelle société. "

3. Le modèle coopératif dans l'enseignement

a) Le seul message qui passe dans les cours est un formatage par rapport au modèle dominant. "Il y a une absence de critique dans les cours d'économie par rapport au modèle économique dominant. Il n'existe pas de remise en question du système tel qu'il est. Les cours de gestion inculquent que les étudiants seront managers, travailleront dans de grosses entreprises. Le courant appris est le courant néo-libéral et tous les professeurs d'économie vont dans ce sens-là. La question n'est pas d'avoir un courant majoritaire qui soit porteur d'un enseignement mais qu'on ait plutôt un enseignement plus large et pluraliste de l'économie, se rendre compte qu'il n'y a pas qu'un seul modèle économique."
b) Lorsqu'on parle d'économie sociale, le mot « sociale » fait fuir beaucoup d'étudiants en économie. Il fait trop penser aux ASBL et pas assez à la diversité réelle des entreprises sociales dont la coopérative fait partie. "Les étudiants ont peur de se fermer des portes en allant dans une filière en économie sociale."
c) Il n'y a pas assez d'explications quant au fait qu'il existe d'autres modèles possibles. Le nombre de propositions de business models durables est faible. "Il manque de cours d'histoire économique, d'économie politique, de « business ethics » qui apportent la critique et discutent de modèles différents tout en remettant en cause le système actuel."
d) Il n'existe pas encore assez de « role models » parmi les professeurs, de bons porte-paroles de l'économie coopérative. Il faut des professeurs spécifiques dont le discours va être reçu. "Le modèle n'est pas très connu dans les milieux académiques. Il faut que les professeurs aient une expérience personnelle à raconter, Qu'ils puissent raconter des histoires intéressantes. Soit une expérience en tant qu'entrepreneur, soit une bonne connaissance du monde de l'entreprise. Or, beaucoup de professeurs ne connaissent pas le monde de l'entreprise. Il arrive à un moment donné que l'on se coupe un peu du terrain et les deux mondes (académiques et de l'entreprise) doivent se nourrir l'un l'autre."
e) Les entreprises n'envoient pas clairement le message qu'elles ont besoin de gens qui pensent différemment. Les écoles de gestion sont en retard par rapport à ce que les entreprises veulent comme compétences d'un gestionnaire. "Il faut que ce message soit envoyé plus clairement pour que les écoles de gestion se sentent autorisées à enseigner des modèles alternatifs. Il faut que ça vienne des entreprises qui envoient le message qu'il faut former les étudiants différemment pour qu'ils puissent apporter quelque chose de nouveau dans les entreprises."
f) Le modèle d'enseignement et la pédagogie ne sont pas forcément tournés vers la coopération. L'aspect de compétition, d'évaluation et de travaux individuels prime encore sur les travaux de groupe. "Le nombre de cours sur les coopératives n'est pas à augmenter, c'est le contexte socioculturel qu'il faut faire évoluer. L'enseignement est toujours le reflet de la société. Le néolibéralisme des années 80 a pris de la place et a imposé une seule manière de penser. C'est

une culture de société générale qui a été dominée par cette pensée unique dans tous les secteurs."
g) Les aspects de durabilité et pérennité de l'entreprise ne sont pas enseignés. Cela passe aussi par ce qui est mis en place au niveau pédagogique. "Par exemple, un cours de fusion et acquisition ne discutera jamais de ce que l'acheteur va faire de l'entreprise rachetée."
h) L'insertion du modèle coopératif dans le cursus doit être faite de manière plus transversale. Il faut pouvoir insérer les principes en marketing, en finance, pour pouvoir adapter toutes les matières à des modèles différents. "Cela rend les cours bien plus complexes d'enrichir les cours de comptabilité, finance, GRH mais si on ne le fait pas, on va convaincre peu de gens que l'économie sociale n'est pas quelque chose de marginal. "
i) Les masters ou options en économie sociale ne convainquent qu'une minorité d'étudiants déjà convaincus. Il faut donner des cours à tous les bacheliers pour avoir plus d'impact. "Si on n'amène pas assez tôt le modèle coopératif, les étudiants ont été formatés à penser qu'il n'existe qu'un modèle néo-libéral et au moment où on amène des modèles alternatifs, ces derniers paraissent totalement déconnectés de ce que les étudiants connaissent."
j) Les masters ou options en économie sociale n'attirent pas assez d'étudiants en raison du manque de place que les institutions leur laissent. Ces masters et options manquent de crédibilité et ont des difficultés à se faire une place en école de commerce car ils sont vus comme marginaux.
k) Il manque des success stories et échanges d'expérience de coopératives dans les cours. Il faut vivre les solutions. Les cours ne représentent pas le monde du travail. "L'université n'est pas rigoureuse quant à l'explication de comment cela se passe dans le monde du travail et de la représentation des modèles d'entreprises. "
l) Pour maintenir l'efficacité de l'enseignement, les cours vont être construits sur quelque chose de déjà ancré dans l'imaginaire collectif. "C'est une question de facilité de ne parler que des SA et S(P)RL pour faire comprendre certains mécanismes de marketing, finance ou GRH. Pour faire passer une idée aux étudiants, il faut pouvoir s'appuyer sur des connaissances existantes. Et les connaissances existantes sont les formes juridiques qui sont les plus connues dans l'imaginaire collectif, en reproduisant les schémas mentaux déjà existants dans la société."
m) Les étudiants se dirigent vers des entreprises classiques car c'est favorisé par des influences extérieures (telles que les rankings et les grosses entreprises) qui ont tendance à reproduire le système capitaliste. "Les masters en gestion sont classés selon des critères de ranking tels que le salaire des gradués. Ce qui n'incite pas les écoles de gestion à guider les étudiants vers des coopératives ou entreprises sociales où le salaire sera peut-être moins important que dans des grosses entreprises. Le but étant d'être bien situé dans les classements mondiaux des meilleures business schools. Les écoles de gestion sont là pour alimenter les multinationales, les banques ou les Big 4 car ces entreprises trouveront toujours des jobs pour les étudiants en gestion. Le critère absolu était de viser les 100% d'étudiants qui trouvent un travail directement après leurs études."

n) Les professeurs ne sont pas prêts à adapter leurs cours aux modèles alternatifs. En effet, ils sont spécialisés dans certains domaines en fonction de leurs recherches et ils se sentent pas à l'aise d'enseigner des sujets qu'ils ne maîtrisent pas. "Les professeurs n'osent pas aborder d'autres modèles alternatifs car cela sort de leurs sujets de recherche et cela leur est étranger."
o) On n'apprend pas aux élèves à penser de manière systémique. " Il faut apprendre aux étudiants à penser de manière systémique pour qu'ils puissent adapter leurs cours de marketing, finance, GRH,… à n'importe quel type de sociétés. Mais il y a alors un dilemme entre le besoin de se spécialiser et le besoin d'apprendre la complexité. "

4. Le modèle coopératif auprès des entrepreneurs

a) Ce qui importe à un entrepreneur, c'est la finalité plutôt que la forme de l'entreprise. "Ce qui importe ce n'est pas le statut de la société mais son objectif. Il y a des SA et SPRL très humaines et durables. Ce n'est pas parce qu'on crée une coopérative qu'on a toutes les garanties."
b) La barrière à l'entrée pour l'entrepreneuriat coopératif est plus forte encore que pour l'entrepreneuriat classique. Ce modèle reste un modèle très compliqué pour entreprendre car il a le potentiel d'être bien plus diffus. Cela prend beaucoup plus de temps de comprendre tous les concepts du modèle coopératif, comparé à la création d'une SA ou SPRL chez le notaire. "Si le modèle est montré comme un modèle juridique, les entrepreneurs n'y prêtent pas attention car le modèle importe peu pour eux. Que ce soit une S(P)RL, une SA, une SC, tout ce qu'ils veulent c'est faire avancer leur projet."
c) Le modèle est méconnu des secteurs s'occupant de l'accompagnement des entreprises. Les cercles de soutien de l'entrepreneuriat ne sont pas sensibilisés aux autres formes juridiques et autres modèles économiques que l'entreprise classique. "Les avocats, notaires, juristes, incubateurs, chambres de commerce, structures d'aide à la création d'entreprise, ne connaissent pas assez les coopératives et ne le conseillent donc pas. Tout le dispositif d'appui et soutien à l'entrepreneuriat doit soutenir l'entrepreneuriat coopératif."
d) Le modèle actuel d'entrepreneuriat classique montre l'image ancrée d'un entrepreneur seul et qui revend plus tard son entreprise avec une grosse plus-value. "Cette image du Steve Jobs, Jeff Bezos, est présente dans beaucoup de lectures et films. Beaucoup de choses tournent autour de ce modèle entrepreneurial. La société vend surtout l'image de l'entrepreneur qui réussit tout seul et qui devient riche. On montre trop souvent cette image d'entrepreneur sexy, inventif, jeune, disruptif."
e) L'économie sociale & coopérative ne parle pas assez d'entrepreneuriat et de processus entrepreneurial. L'économie sociale pourrait devenir plus attrayante si l'on mettait en avant la dimension entrepreneuriale de l'économie sociale, parce que l'économie classique le fait très fort, joue très fort sur cette image d'entrepreneur sexy, inventif, jeune, disruptif. "Par exemple, les cours d'économie sociale et les cours d'entrepreneuriat ne se retrouvent pas dans les mêmes masters."

f) Le secteur coopératif n’est pas toujours aussi bien outillé pour accompagner les entreprises et leur accompagnement est trop léger, comparé à ce que proposent les structures d'accompagnement classiques. "L’accompagnement se résume parfois à faire des statuts pour une ASBLou une société coopérative, établir un plan financier, alors que le monde de l’accompagnement à la création d’entreprises se professionnalise très fort."

5. Le modèle coopératif face au modèle dominant

a) Avoir un modèle dominant capitaliste empêche la croissance de modèles alternatifs qui sont alors destinés à rester des phénomènes de niche. "L’économie traditionnelle est un lobby puissant parce qu’elle représente beaucoup d’emplois et les travailleurs n’ont pas d’autres expériences que ça. On est trop braqués sur le modèle capitaliste et on en oublie les avantages qu’offre la coopérative. "
b) Le sentiment d’urgence, de crise n’est pas encore ressenti pour que le besoin d’alternative au système économique soit réellement considéré. Cela ne conduit pas à rechercher des solutions coopératives ou mutuelles qui sont à la base des coopératives. "Historiquement, le modèle coopératif a toujours grandi en réponse à des besoins (économiques ou idéologiques) du citoyen. Mais il reste difficile d’établir le lien entre les problèmes que nous vivons et les solutions apportées (la coopérative étant vue comme une solution)."
c) Le modèle coopératif a eu tendance à se complaire, il se veut militant, qui n’a pas toujours eu envie de se mélanger avec l’économie traditionnelle. "Il y a une volonté de caste, élitisme qui dit que ce sont les autres modèles qui n'ont rien compris, il y a un côté militant qui n’est pas toujours positif."
d) Beaucoup d’entreprises actuelles se déchargent des externalités négatives créées par l’activité. "Elles ne prennent pas en compte les conséquences. Il faudrait montrer le rôle exemplaire qu’ont les entreprises sociales par rapport aux autres avant de se concentrer sur le côté pédagogie et éducation."
e) Avant d’expliquer ce qu’est l’économie sociale, il y a une problématique autre qui est de faire comprendre en premier lieu que notre modèle actuel va droit dans le mur. Ce qu’on doit faire c’est réinventer la manière de faire l’économie, changer les mentalités. "La question n’est pas seulement de présenter ce qu’est une coopérative. La question est plus fondamentale, c’est une question de sens par rapport à l’économie qu’on veut construire demain. Il y a une notion de constat, de sens et d’outil."

6. Le modèle coopératif et sa théorisation

a) La théorie qui est produite sur le sujet des coopératives parle de faire autrement, mais pas de comment faire autrement. Comment être rentable autrement. "Dans la littérature, il n’y a pas beaucoup d’articles sur la rentabilité économique des entreprises sociales. On voit plus des articles sur la gouvernance, sur l’impact social, sur les principes… On a beau connaitre les règles et savoir quels sont les problèmes que ça peut amener, on est toujours en train d’inventer les recettes."

b) Il s'agit d'inventer un nouveau paradigme. Et donc cela implique de la créativité. Il n'y a pas de modèle théorique comme pour le modèle capitaliste style « suivez le guide » pour arriver à ses fins. "Il y a un besoin d'inventivité pour changer du modèle classique qui se dédouane de toute une série de contraintes. Les entreprises coopératives se doivent d'être inventives parce qu'elles s'imposent des contraintes sociales et environnementales, ce qui fait que leur marge est moindre, et il faut trouver le bon Business model."
c) Il existe différents degrés de positionnement de l'entreprise coopérative par rapport à l'entreprise capitaliste, ce qui rend le modèle difficile à comprendre et à théoriser. "Certaines coopératives peuvent garder un objectif de maximisation de leurs profits tout comme d'autres coopératives maximisent d'autres lignes de leur bilan, liées à d'autres objectifs sociétaux. Les différentes conceptions de la coopérative n'aident pas à sa compréhension. "
d) La gestion se situe à l'intersection des sciences sociales et sciences exactes. Même si fondamentalement c'est une science sociale, mais elle se voudrait plus proche des sciences exactes qu'elle ne l'est, pour créer sa crédibilité. "Elle a alors importé des méthodes des sciences exactes , elle a développé toute une finance très mathématisée et donc très spéculative et on l'a détachée de la partie qualitative qui est : l'impact sur les personnes. Or, c'est un piège énorme de vouloir tout mesurer quantitativement."
e) L'enseignement a tendance à retranscrire uniquement le savoir universitaire dans les programmes. Mais cela amène une déviance quand les recherches sont limitées dans un sujet. "Il faut pouvoir donner des principes d'analyse venant de la recherche scientifique mais à un moment il faut aussi pouvoir revenir à un discours qui est le sien, en tant que citoyen et donner une dimension plus réelle."

7. Le modèle coopératif et sa gouvernance partagée

a) La gouvernance partagée est un frein pour l'adoption du modèle car elle est beaucoup plus compliquée que d'avoir un gestionnaire, un conseil d'administration et quelques actionnaires. "Le dirigeant peut être freiné par le système démocratique "d'un homme une voix". Il faut faire de l'éducation citoyenne et que les entrepreneurs changent leur vision de se dire « c'est mon entreprise, c'est moi le patron » car c'est plus compliqué de laisser la parole à plus de monde, ça prend plus de temps. C'est un modèle de gouvernance plus compliqué"
b) Le message que les coopératives, ce n'est pas juste adopter un statut coopératif mais plutôt savoir comment renverser les rapports de pouvoir, n'est pas assez clair. "Les membres n'ont pas "juste une voix à l'AG" mais il faut se rendre compte que les rapports de pouvoir sont complètement bouleversés dans un modèle comme la coopérative. "
c) Le modèle n'attire que trop peu en raison du principe « d'un homme une voix » "L'investisseur ne pourra pas devenir majoritaire au niveau des voix."

8. Le modèle coopératif au niveau belge

a) Il manque une régulation du système économique dans son ensemble qui empêcherait les entreprises spéculatives qui se déresponsabilisent de toute une série de responsabilités, d'obligations en matière sociétale, de droits de travailleurs,etc. "Il faudrait mieux cadrer les entreprises qui contournent les règles."
b) Le système de sécurité sociale est assez fort en Belgique et n'incite pas nécessairement à devoir trouver des solutions d'entraide mutuelle ou coopérative. " Le système de sécurité sociale obligatoire pour lequel on doit cotiser, l'accès aux médecins, les tickets modérateurs rendent la situation plutôt confortable."
c) En Belgique, il y a une tolérance pour le développement des activités commerciales des ASBL. Cette souplesse fait que beaucoup d'ASBL auraient pu être formées sous le statut coopératif. "Le modèle coopératif, malgré le nombre de coopératives en Belgique, est passé sous silence et écrasé par la notoriété des ASBL."
d) Le tissu politique et économique joue sur l'apprentissage du modèle coopératif. "Le bassin coopératif présent dans une Région va jouer en faveur ou en défaveur de la connaissance du modèle. Par exemple, la méconnaissance du modèle sera plus forte dans le Hainaut où il existe moins de coopératives que dans le Brabant Wallon ou à Liège."
e) Le statut coopératif est encore trop souvent vu comme un moyen de maintenir une série d'acquis fiscaux et non pas comme l'idéologie politique de vouloir un modèle entrepreneurial différent qui permet de rencontrer les préoccupations des citoyens aujourd'hui. "Le statut coopératif est pour beaucoup simplement une S(P)RL à capital variable. Avant la réforme du Code des Sociétés, il y a une série d'acteurs qui choisissaient la forme coopérative pour différentes raisons, et certainement pas pour la raison coopérative à la base. On retrouve des entreprises telles que Deloitte, KPMG, Publifin sous la forme de coopérative. "
f) Il est difficile de définir ce qu'est une coopérative. Est-ce qu'il faut la définir selon son statut juridique, le fait qu'elle soit agréée ou le fait qu'elle suive les principes coopératifs définis par l'Alliance Coopérative Internationale? "Le nombre de coopératives varie en fonction de la définition qui est choisie. Une surestimation pourrait être faite si l'on prend toutes les sociétés coopératives selon leur statut juridique. Mais si l'on prend le nombre de coopératives agréées, cela sous-estime le nombre de coopératives en Belgique."
g) Le secteur coopératif n'offre pas assez un front uni en Belgique. "Il n'existe pas aujourd'hui de fédération (que ce soit pour l'entreprise sociale ou la coopération) qui porte le message d'une seule voix. Il y a des similitudes très fortes et des enjeux communs qui devraient pousser à avancer sur un seul terrain."
h) La méconnaissance est due à un effet « de l'œuf et de la poule ». D'une part, la population n'a pas le cadre juridique qui l'incite à développer le modèle coopératif, d'autre part, le pouvoir public ne donne pas de cadre car il y a un manque d'initiatives de la population. "Cela a été la cause lors de la réforme du Code des Sociétés, lorsque la société coopérative a failli disparaître. Le pouvoir public peut jouer un rôle en imposant des normes fortes et en proposant des modèles que le pouvoir public trouve plus vertueux, il peut montrer une voie à suivre. Mais il peut aussi restreindre le développement de ce modèle. "

II-b. Document for data analysis: Responses from the 16 experts

	The cooperative model in the social economy						The cooperative model and its participative financing					The cooperative model in the tertiary education						
GROUP ACADEMICS	a)	b)	c)	d)	e)	f)	a)	b)	c)	d)	e)	a)	b)	c)	d)	e)	f)	g)
A1	4	4	4	4	4	5	2	4	4	2	3	5	4	5	5	4	4	4
A2	4	4	2	5	5	5	3	2	3	3	3	5	5	4	5	4	2	4
A3	5	5	4	4	4	5	4	4	2	3	2	5	5	4	5	4	5	4
A4	4	4	2	2	2	4	4	5	4	2	2	5	5	5	4	4	4	5
A5	4	5	5	4	5	5	4	4	4	1	4	5	5	5	5	5	5	5
A6	4	2	4	4	4	4	4	2	2	4	2	3	4	4	4	4	4	4
A7	4	2	2	4	4	5	2	2	2	4	5	5	5	5	5	5	4	5
A8	2	2	4	2	2	4	4	5	4	4	4	4	5	3	4	2	4	4
% OF AGREEMENT	87,5	62,5	62,5	75	75	100	62,5	62,5	50	37,5	37,5	87,5	100	87,5	100	87,5	87,5	100
MEAN (μ)	3,875	3,5	3,375	3,625	3,75	4,625	3,375	3,5	3,125	2,875	3,125	4,625	4,75	4,375	4,625	4	4	4,375

	The cooperative model in the tertiary education								The cooperative model among entrepreneurs						The cooperative model against the dominant model				
GROUP ACADEMICS	h)	i)	j)	k)	l)	m)	n)	o)	a)	b)	c)	d)	e)	f)	a)	b)	c)	d)	e)
A1	5	5	4	4	4	4	4	4	4	4	5	5	4	4	4	4	5	4	5
A2	4	5	2	4	5	4	3	5	2	4	3	4	4	3	4	5	2	4	5
A3	5	5	4	4	4	4	4	5	2	4	4	2	5	2	2	4	4	2	2
A4	5	3	5	4	5	5	5	5	3	2	5	5	5	1	4	4	4	5	4
A5	5	5	5	5	5	5	4	5	4	4	4	2	4	5	2	4	4	4	5
A6	4	4	3	4	5	4	5	4	3	5	2	4	5	2	2	5	5	4	4
A7	5	5	5	5	4	4	5	5	4	5	4	5	4	5	2	4	5	5	4
A8	4	4	4	4	4	4	4	4	2	4	4	4	4	2	4	4	4	2	4
% OF AGREEMENT	100	87,5	75	100	100	100	87,5	100	37,5	87,5	75	75	100	37,5	50	100	87,5	75	87,5
MEAN (μ)	4,625	4,5	4	4,25	4,5	4,25	4,25	4,625	3	4	3,875	3,875	4,375	3	3	4,25	4,125	3,75	4,125

	The cooperative model and its theorization					The cooperative model and its shared governance			The cooperative model at the Belgian level							
GROUP ACADEMICS	a)	b)	c)	d)	e)	a)	b)	c)	a)	b)	c)	d)	e)	f)	g)	h)
A1	4	4	5	4	4	4	4	4	4	4	5	4	5	5	4	4
A2	3	3	3	5	5	4	4	4	5	4	4	4	3	3	3	3
A3	4	2	2	4	2	2	4	2	2	4	2	3	4	4	2	4
A4	4	2	2	2	2	4	4	4	3	2	4	3	5	4	2	1
A5	4	5	5	5	5	1	4	2	2	2	4	5	2	5	5	4
A6	4	3	4	2	4	5	4	5	2	5	4	4	4	5	4	5
A7	5	5	5	5	4	5	3	4	4	4	5	4	4	1	5	1
A8	4	4	1	2	4	5	4	4	4	2	4	4	4	4	4	4
% OF AGREEMENT	87,5	50	50	62,5	75	75	87,5	75	50	62,5	87,5	75	75	75	62,5	62,5
MEAN (µ)	4	3,5	3,375	3,625	3,75	3,75	3,875	3,625	3,25	3,375	4	3,875	3,875	3,875	3,625	3,25

	The cooperative model in the social economy						The cooperative model and its participative financing					The cooperative model in the tertiary education						
GROUP SUPPORTS	a)	b)	c)	d)	e)	f)	a)	b)	c)	d)	e)	a)	b)	c)	d)	e)	f)	g)
S1	4	5	2	4	4	5	2	1	1	5	5	5	5	4	4	4	5	4
S2	5	5	4	2	2	2	4	1	2	5	5	5	4	5	5	4	5	2
S3	2	4	2	2	4	5	1	2	4	4	3	5	4	5	5	5	5	4
S4	4	5	4	4	5	5	4	4	2	5	5	5	4	4	4	4	4	5
S5	1	4	1	1	1	4	2	1	4	4	1	5	4	4	5	5	5	4
S6	4	4	5	4	2	5	2	4	4	2	4	4	5	4	5	4	4	5
S7	5	4	4	2	5	5	2	4	2	4	2	5	4	4	4	2	2	3
S8	4	4	2	3	4	4	2	1	1	4	4	5	5	5	5	4	4	4
% OF AGREEMENT	75	100	50	37,5	62,5	87,5	25	37,5	37,5	87,5	62,5	100	100	100	100	87,5	87,5	75
MEAN (µ)	3,625	4,375	3	2,75	3,375	4,375	2,375	2,25	2,5	4,125	3,625	4,875	4,375	4,375	4,625	4	4,25	3,875

	The cooperative model in the tertiary education								The cooperative model among entrepreneurs						The cooperative model against the dominant model				
GROUP SUPPORTS	h)	i)	j)	k)	l)	m)	n)	o)	a)	b)	c)	d)	e)	f)	a)	b)	c)	d)	e)
S1	4	4	4	4	4	4	4	4	2	4	4	5	4	2	4	4	4	2	2
S2	5	5	5	5	2	5	4	3	2	4	5	5	5	5	5	5	5	5	5
S3	4	4	4	4	4	5	5	5	3	4	4	5	2	1	5	2	4	3	2
S4	5	5	4	4	5	2	4	4	4	5	5	5	4	5	4	4	2	4	5
S5	5	5	5	3	5	5	4	4	1	1	5	4	4	5	2	4	4	4	4
S6	5	5	3	5	4	5	5	4	4	4	4	5	5	4	5	5	5	5	5
S7	4	5	2	4	2	4	4	4	4	5	5	4	4	4	4	4	5	2	2
S8	5	5	5	5	4	4	5	4	4	4	4	4	4	2	5	3	3	3	3
% OF AGREEMENT	100	100	75	87,5	75	87,5	100	87,5	50	87,5	100	100	87,5	62,5	87,5	75	75	50	50
MEAN (μ)	4,625	4,75	4	4,25	3,75	4,25	4,375	4	3	3,875	4,5	4,625	4	3,5	4,25	3,875	4	3,5	3,5

	The cooperative model and its theorization					The cooperative model and its shared governance			The cooperative model at the Belgian level							
GROUP SUPPORTS	a)	b)	c)	d)	e)	a)	b)	c)	a)	b)	c)	d)	e)	f)	g)	h)
S1	1	2	1	4	3	4	4	4	4	4	2	2	4	2	2	4
S2	5	5	1	2	4	5	4	2	5	4	3	5	5	2	4	4
S3	2	2	3	3	4	4	4	4	1	1	2	4	1	4	4	2
S4	4	4	4	2	5	4	4	4	4	2	4	4	5	4	4	4
S5	4	4	1	1	3	4	2	4	5	2	1	3	1	5	5	1
S6	4	5	5	3	5	5	4	4	5	3	5	5	1	3	5	5
S7	4	2	3	3	4	4	4	5	4	2	2	5	2	4	4	2
S8	3	2	4	3	3	2	2	2	2	3	2	4	4	4	4	4
% OF AGREEMENT	62,5	50	37,5	12,5	62,5	87,5	75	75	75	25	25	75	50	62,5	87,5	62,5
MEAN (μ)	3,375	3,25	2,75	2,625	3,875	4	3,5	3,625	3,75	2,625	2,625	4	2,875	3,5	4	3,25

Appendix III. for the Third Round – Ranking

III-a. Document for data collection: Second questionnaires

Les facteurs pouvant mener à la méconnaissance du modèle coopératif (Group Academics) Available online : https://forms.office.com/Pages/ResponsePage.aspx?id=1JCwei76z068fEEntNWC7F6cyda8xWlEpekz7naEk5ZUMzNTNjFSUUlDMEVON0FPMkZHOUlQSFExSC4u

Bonjour,

Voici la troisième et dernière phase de mon mémoire concernant la méconnaissance du modèle coopératif dans l'enseignement et l'entrepreneuriat.

Vous trouverez dans ce questionnaire l'ensemble des hypothèses ayant été retenues pour cette phase finale, regroupées en 2 groupes de 10 facteurs.

Pourriez-vous classer ces 10 facteurs, pour chacune des deux listes, par ordre d'importance ? Le numéro 1 étant le facteur qui, selon vous, explique le mieux la méconnaissance du modèle coopératif. Le numéro 10 est donc celui qui explique le moins bien la méconnaissance du modèle coopératif.

Ce questionnaire devrait vous prendre environ 10 minutes.

Merci d'avance pour vos réponses.

Nom*

* Les réponses seront anonymisées lors de la mise en commun des réponses.

Le modèle coopératif dans l'enseignement

Pouvez-vous classer ces 10 facteurs par ordre d'importance ? Le numéro 1 indiquant le facteur qui, selon vous, explique le mieux la méconnaissance du modèle coopératif dans l'enseignement.

Lorsque vous passez votre souris sur un des facteurs, des flèches à droite permettent de déplacer le facteur vers le bas ou le haut, en fonction de la place à laquelle vous souhaitez le mettre dans ce classement.

3a+3c	Le seul message qui passe dans les cours est un formatage par rapport au modèle dominant. Il y a une absence de critique et de remise en question dans les cours d'économie par rapport au modèle économique dominant. Il n'y a pas assez d'explications quant au fait qu'il existe d'autres modèles possibles.
3b	Lorsqu'on parle d'économie sociale, le mot « sociale » fait fuir beaucoup d'étudiants en économie. Il fait trop penser aux ASBL et les étudiants ont peur de se fermer des portes en allant dans une filière en économie sociale.
3d+3n	Il n'existe pas encore assez de « role models » parmi les professeurs, de bons porte-paroles de l'économie coopérative car le modèle n'est pas encore très connu dans les milieux académiques. Il faut des professeurs spécifiques dont le discours va être reçu et qui puissent aborder des modèles alternatifs, hors de leurs sujets de recherche.
3e+3g	Les entreprises n'envoient pas clairement le message qu'elles ont besoin de gens qui pensent différemment. Les écoles de gestion sont en retard par rapport à ce que les

	entreprises veulent comme compétences d'un gestionnaire. De plus, les aspects de durabilité et pérennité de l'entreprise ne sont pas enseignés. Cela passe aussi par ce qui est mis en place au niveau pédagogique.
3f	Le modèle d'enseignement et la pédagogie ne sont pas forcément tournés vers la coopération. L'aspect de compétition, d'évaluation et de travaux individuels prime encore sur les travaux de groupe.
3h+3o	L'insertion du modèle coopératif dans le cursus doit être faite de manière plus transversale. Il faut pouvoir insérer les principes en marketing, en finance, pour pouvoir adapter toutes les matières à des modèles différents. On n'apprend pas aux élèves à penser de manière systémique pour qu'ils puissent adapter leurs cours de marketing, fiannce, GRH à n'importe quel type de sociétés.
3k	Il manque des success stories et échanges d'expérience de coopératives dans les cours. Les cours ne représentent pas assez le monde du travail.
3l	Pour maintenir l'efficacité de l'enseignement, les cours vont être construits sur quelque chose de déjà ancré dans l'imaginaire collectif. C'est pour une question de facilité qu'on ne parle que des SA et S(P)RL pour faire comprendre certains mécanismes de marketing, finance ou GRH.
3m	Les étudiants se dirigent vers des entreprises classiques car c'est favorisé par des influences extérieures (telles que les rankings et les grosses entreprises) qui ont tendance à reproduire le système capitaliste.
3i+3j	Les masters ou options en économie sociale ne convainquent qu'une minorité d'étudiants déjà convaincus. Il faut donner des cours à tous les bacheliers pour avoir plus d'impact. De plus, ils n'attirent pas assez d'étudiants en raison du manque de place que les institutions leur laissent.

Le modèle coopératif dans la société et auprès des entrepreneurs.

Pouvez-vous classer ces 10 facteurs par ordre d'importance ? Le numéro 1 indiquant le facteur qui, selon vous, explique le mieux la méconnaissance du modèle coopératif dans la société et auprès des entrepreneurs.

Lorsque vous passez votre souris sur un des facteurs, des flèches à droite permettent de déplacer le facteur vers le bas ou le haut, en fonction de la place à laquelle vous souhaitez le mettre dans ce classement.

1a	Tant que le modèle coopératif sera associé à l'économie sociale, il sera associé à son lot d'a priori et préjugés.
1f	Dans l'économie, on ne considère pas les associations et coopératives comme étant des opérateurs économiques. Ces modèles sont des sujets traités par les sciences sociales plutôt que par les sciences économiques, donnant une vision trop étroite de ce qu'est une entreprise.
4b	La barrière à l'entrée pour l'entrepreneuriat coopératif est plus forte encore que pour l'entrepreneuriat classique. Ce modèle reste un modèle très compliqué pour entreprendre car il a le potentiel d'être bien plus diffus. Cela prend beaucoup plus de temps de comprendre tous les concepts du modèle coopératif, comparé à la création d'une SA ou SPRL chez le notaire.
4e	L'économie sociale & coopérative ne parle pas assez d'entrepreneuriat et de processus entrepreneurial. L'économie sociale pourrait devenir plus attrayante si

	l'on mettait en avant la dimension entrepreneuriale de l'économie sociale, parce que l'économie classique le fait très fort, joue très fort sur cette image d'entrepreneur inventif, jeune, disruptif.
5b	Le sentiment d'urgence, de crise n'est pas encore ressenti pour que le besoin d'alternative au système économique soit réellement considéré. Cela ne conduit pas à rechercher des solutions coopératives ou mutuelles qui sont à la base des coopératives.
5c	Le modèle coopératif a eu tendance à se complaire, il se veut militant, qui n'a pas toujours eu envie de se mélanger avec l'économie traditionnelle.
5e	Avant d'expliquer ce qu'est l'économie sociale, il y a une problématique autre qui est de faire comprendre en premier lieu que notre modèle actuel va droit dans le mur. Ce qu'il faut faire c'est réinventer la manière de faire l'économie, changer les mentalités.
6a	La théorie qui est produite sur le sujet des coopératives parle de faire autrement, mais pas de comment faire autrement. Il manque de la littérature sur la rentabilité économique des entreprises sociales.
7b	Le message porté par les coopératives n'est pas assez clair. En effet, ce n'est pas juste adopter un statut coopératif mais plutôt savoir comment renverser les rapports de force.
8c	En Belgique, il y a une tolérance pour le développement des activités commerciales des ASBL. Cette souplesse fait que beaucoup d'ASBL auraient pu être formées sous le statut coopératif.

Les facteurs pouvant mener à la méconnaissance du modèle coopératif (Group Supports)
Available online :

https://forms.office.com/Pages/ResponsePage.aspx?id=1JCwei76z068fEEntNWC7F6cyda8xWlEpekz7naEk5ZUOTU3VUFUWTVaVDNYUTdBWFVIQzZSSUMzWC4u

Bonjour,

Voici la troisième et dernière phase de mon mémoire concernant la méconnaissance du modèle coopératif dans l'enseignement et l'entrepreneuriat.

Vous trouverez dans ce questionnaire l'ensemble des hypothèses ayant été retenues pour cette phase finale, regroupées en 2 groupes de 10 facteurs.

Pourriez-vous classer ces 10 facteurs, pour chacune des deux listes, par ordre d'importance ? Le numéro 1 étant le facteur qui, selon vous, explique le mieux la méconnaissance du modèle coopératif. Le numéro 10 est donc celui qui explique le moins bien la méconnaissance du modèle coopératif.

Ce questionnaire devrait vous prendre environ 10 minutes.

Merci d'avance pour vos réponses.

Nom*

* Les réponses seront anonymisées lors de la mise en commun des réponses.

Le modèle coopératif dans l'enseignement

Pouvez-vous classer ces 10 facteurs par ordre d'importance ? Le numéro 1 indiquant le facteur qui, selon vous, explique le mieux la méconnaissance du modèle coopératif dans l'enseignement.

Lorsque vous passez votre souris sur un des facteurs, des flèches à droite permettent de déplacer le facteur vers le bas ou le haut, en fonction de la place à laquelle vous souhaitez le mettre dans ce classement.

1f	Dans l'économie, on ne considère pas les associations et coopératives comme étant des opérateurs économiques. Ces modèles sont des sujets traités par les sciences sociales plutôt que par les sciences économiques, donnant une vision trop étroite de ce qu'est une entreprise.
3a+3c	Le seul message qui passe dans les cours est un formatage par rapport au modèle dominant. Il y a une absence de critique et de remise en question dans les cours d'économie par rapport au modèle économique dominant. Il n'y a pas assez d'explications quant au fait qu'il existe d'autres modèles possibles.
3b	Lorsqu'on parle d'économie sociale, le mot « sociale » fait fuir beaucoup d'étudiants en économie. Il fait trop penser aux ASBL et les étudiants ont peur de se fermer des portes en allant dans une filière en économie sociale.
3d+3n	Il n'existe pas encore assez de « role models » parmi les professeurs, de bons porte-paroles de l'économie coopérative car le modèle n'est pas encore très connu dans les milieux académiques. Il faut des professeurs spécifiques dont le discours va être reçu et qui puissent aborder des modèles alternatifs, hors de leurs sujets de recherche.
3e+3g	Les entreprises n'envoient pas clairement le message qu'elles ont besoin de gens qui pensent différemment. Les écoles de gestion sont en retard par rapport à ce que les entreprises veulent comme compétences d'un gestionnaire. De plus, les aspects de durabilité et pérennité de l'entreprise ne sont pas enseignés. Cela passe aussi par ce qui est mis en place au niveau pédagogique.
3f	Le modèle d'enseignement et la pédagogie ne sont pas forcément tournés vers la coopération. L'aspect de compétition, d'évaluation et de travaux individuels prime encore sur les travaux de groupe.
3h+3o	L'insertion du modèle coopératif dans le cursus doit être faite de manière plus transversale. Il faut pouvoir insérer les principes en marketing, en finance, pour pouvoir adapter toutes les matières à des modèles différents. On n'apprend pas aux élèves à penser de manière systémique pour qu'ils puissent adapter leurs cours de marketing, finance, GRH à n'importe quel type de sociétés.
3i+3j	Les masters ou options en économie sociale ne convainquent qu'une minorité d'étudiants déjà convaincus. Il faut donner des cours à tous les bacheliers pour avoir plus d'impact. De plus, ils n'attirent pas assez d'étudiants en raison du manque de place que les institutions leur laissent.
3k	Il manque des success stories et échanges d'expérience de coopératives dans les cours. Les cours ne représentent pas assez le monde du travail.
3m	Les étudiants se dirigent vers des entreprises classiques car c'est favorisé par des influences extérieures (telles que les rankings et les grosses entreprises) qui ont tendance à reproduire le système capitaliste.

Le modèle coopératif dans la société et auprès des entrepreneurs.

Pouvez-vous classer ces 10 facteurs par ordre d'importance ? Le numéro 1 indiquant le facteur qui, selon vous, explique le mieux la méconnaissance du modèle coopératif dans la société et auprès des entrepreneurs.

Lorsque vous passez votre souris sur un des facteurs, des flèches à droite permettent de déplacer le facteur vers le bas ou le haut, en fonction de la place à laquelle vous souhaitez le mettre dans ce classement.

1b	Il existe de nombreux clichés sur l'économie coopérative elle-même, jugée trop idéaliste et qui n'a pas pour vocation de créer de grandes entreprises.
2d	Il y a une confusion entre coopérative et crowdfunding : On investit comme sympathisant et non pas comme propriétaire et gestionnaire.
4b	La barrière à l'entrée pour l'entrepreneuriat coopératif est plus forte encore que pour l'entrepreneuriat classique. Ce modèle reste un modèle très compliqué pour entreprendre car il a le potentiel d'être bien plus diffus. Cela prend beaucoup plus de temps de comprendre tous les concepts du modèle coopératif, comparé à la création d'une SA ou SPRL chez le notaire.
4c	Le modèle est méconnu des secteurs s'occupant de l'accompagnement des entreprises (avocats, notaires, juristes, incubateurs, etc.) Les cercles de soutien de l'entrepreneuriat ne sont pas sensibilisés aux autres formes juridiques et autres modèles économiques que l'entreprise classique.
4d	Le modèle actuel d'entrepreneuriat classique montre l'image ancrée d'un entrepreneur seul et qui revend plus tard son entreprise avec une grosse plus-value.
4e	L'économie sociale & coopérative ne parle pas assez d'entrepreneuriat et de processus entrepreneurial. L'économie sociale pourrait devenir plus attrayante si l'on mettait en avant la dimension entrepreneuriale de l'économie sociale, parce que l'économie classique le fait très fort, joue très fort sur cette image d'entrepreneur inventif, jeune, disruptif.
5a	Avoir un modèle dominant capitaliste empêche la croissance de modèles alternatifs qui sont alors destinés à rester des phénomènes de niche.
7a	Le secteur coopératif n'offre pas assez un front uni en Belgique. Il n'existe pas aujourd'hui de fédération (que ce soit pour l'entreprise sociale ou la coopération) qui porte le message d'une seule voix. De plus, le modèle coopératif a eu tendance à se complaire, il se veut militant, qui n'a pas toujours eu envie de se mélanger avec l'économie traditionnelle.
8d	La gouvernance partagée est un frein pour l'adoption du modèle car elle est beaucoup plus compliquée que d'avoir un gestionnaire, un conseil d'administration et quelques actionnaires. Le dirigeant peut être freiné par le système démocratique "d'un homme une voix".
8h+5c	Le tissu politique et économique joue sur l'apprentissage du modèle coopératif. La méconnaissance sera plus forte dans des régions où il y a peu de coopératives.

III-b. Document for data analysis: Responses from the two panels

Responses from the Academics group

	The cooperative model in the higher education sector									
3.a + 3.c	A1	A2	A3	A4	A5	A6	A7	A8	Ri	(Ri-R)²
3h + 3o)	10	8	9	9	8	3	10	6	63	361
3d + 3n	8	4	10	8	1	9	7	4	51	49
3.i+ j	1	9	8	7	9	5	5	3	47	9
3k	6	2	1	10	10	1	8	7	45	1
3m	4	6	3	5	5	8	6	8	45	1
3b	7	5	6	2	7	7	3	5	42	4
3.e + g	9	7	7	3	4	6	4	2	42	4
3l	3	3	5	4	3	10	9	1	38	36
3.f	2	10	2	6	2	2	2	10	36	64
3.a + 3.c	5	1	4	1	6	4	1	9	31	169
Total									440	698

Top 10 rank		Top 5 rank	
k	10	k	5
m	8	m	8
W	0,132	W	0,357
r	0,008	r	0,265
X²	9,518	X²	11,44
df	9	df	4
p-value	0,39	p-value	0,022

	The cooperative model in the society and among entrepreneurs									
	A1	A2	A3	A4	A5	A6	A7	A8	Ri	(Ri-R)²
5b	9	7	6	8	3	10	9	10	62	324
4e	4	3	7	9	8	8	7	9	55	121
1f	3	8	8	10	5	7	6	7	54	100
4b	6	6	9	5	7	6	5	8	52	64
5e	10	10	5	7	2	3	8	3	48	16
1a	7	9	4	4	10	9	1	2	46	4
6a	1	4	10	2	6	2	10	5	40	16
5c	5	1	3	1	9	5	3	6	33	121
8c	8	2	1	6	4	1	2	1	25	361
7b	2	5	2	3	1	4	4	4	25	361
Total									440	1488

Top 10 rank		Top 5 rank	
k	10	k	5
m	8	m	8
W	0,282	W	0,164
r	0,179	r	0,044
X²	20,29	X²	5,24
df	9	df	4
p-value	0,016	p-value	0,26

Responses from the Group Supports

	The cooperative model in the higher education sector										Top 10 rank		Top 5 rank	
	S1	S2	S3	S4	S5	S6	S7	S8	Ri	(Ri-R)²	k	10	k	5
3.a + 3.c	10	9	10	10	6	6	7	10	68	576	m	8	m	8
3b	7	4	7	6	2	5	10	9	50	36	W	0,211	W	0,555
3d + 3n	4	7	8	3	4	10	5	6	47	9	r	0,099	r	0,481
3.i+ j	1	8	3	1	8	8	9	8	46	4	X²	15,29	X²	15,54
3m	8	10	6	7	7	2	4	2	46	4	df	9	df	4
3k	5	6	5	5	5	7	6	5	44	0	p-value	0,085	p-value	0,0037
1f	2	3	9	4	10	4	8	3	43	1				
3.e + g	6	1	1	9	3	9	2	4	35	81				
3h + 3o)	3	2	2	8	9	1	3	7	35	81				
3.f	9	5	4	2	1	3	1	1	26	324				
Total									440	1116				

	The cooperative model in the society and among entrepreneurs										Top 10 rank		Top 5 rank	
	S1	S2	S3	S4	S5	S6	S7	S8	Ri	(Ri-R)²	k	10	k	5
4e	5	10	4	8	10	9	9	5	60	256	m	8	m	8
4.d	10	9	10	10	5	7	2	6	59	225	W	0,304	W	0,1675
1b	8	3	5	7	8	10	6	10	57	169	r	0,2047	r	0,0486
4b	7	2	6	9	4	8	10	9	55	121	X²	21,9	X²	5,36
4.c	6	4	9	6	7	3	5	7	47	9	df	9	df	4
8d	3	8	2	1	6	6	8	4	38	36	p-value	0,009	p-value	0,252
5a	4	7	8	4	2	4	4	2	35	81				
7a	2	6	7	2	1	2	7	8	35	81				
8h + g	1	5	3	3	9	5	3	3	32	144				
2d	9	1	1	5	3	1	1	1	22	484				
Total									440	1606				

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