

SOCIAL ENTREPRENEURSHIP AS CREATIVE DESTRUCTORS

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Abstract

Most of the entrepreneurial ventures addresses the burgeoning needs that persist in the society however may not be fully addressed by the already existing ventures. The expected social value these businesses create is one of the key indicators to evaluate the opportunities for social entrepreneurship. This paper is based on single narrative case study and focuses on the issues and barriers that social enterprises face and the strategies they adopt to be successful in the market.

Introduction

Every act of entrepreneurship starts with the entrepreneurial dream of achieving something higher and with the vision of a striking opportunity. Within the stream of profit seeking entrepreneurs, the social entrepreneurs takes a different turn where the venture creation mainly aims at creating social value while the economic value is working side by side however not in lime light. The social entrepreneurs categorize the opportunity as “attractive” only when it has sufficient potential to bring about a positive social impact while justifying the investment of any kind of resources including time, financial, social, moral and economic values. Thus, the act of social entrepreneurship starts with a dream of creating a social value and making a contribution to the society.

However, just like main stream profit seeking entrepreneurial ventures, the social entrepreneurship process is also not independent of its context. The social entrepreneurs does not work in vacuum. Rather, the whole idea of social entrepreneurship is rooted in the context in which it is going to work. On other words, it is argued that context is central which defines whether it is social enterprise or not. From the contextual dynamics emerges the entrepreneurial dream and the idea of the social enterprise. This tends to disrupt the existing landscape and while

doing so, the institutional structure will shape and reshape the venture. Thus the existing institutional structures are of high value for the social enterprises. The institutions act both as facilitator and hinderer for business. However, the social entrepreneur act as creative destructor and make things work despite of all the impediments that the institutions might bring up. The current paper focuses on these issues by employing an integrated approach of process view of social entrepreneurship and the Schumpeterian concept of creative destruction. .

Entrepreneurship and the creative destruction

“What is identified as entrepreneurship depends on what is described as entrepreneurship, which, in turn, depends on what people do as they perform entrepreneurship, or the other way around. Different people like to start in different ends - practice or concepts - as they approach what is entrepreneurship” (Steyaert and Hjorth, 2003: 11).

Entrepreneurship is a phenomenon that was coined centuries ago but the temporal dynamics have infused various aspects into this concept and as a result various conceptions of entrepreneurship emerged. The early understandings of the concept were more individual focused. So the understanding elaborated entrepreneur as undertaker (Cantillon), risk bearer and supervisor (Jean Baptiste Say), Creative destructor and innovator (Schumpeter) opportunity maximizer (Drucker). The latter versions were more of process focused and explained the entrepreneurship as process of innovation and venture creation. So the concept gradually evolved from the initial understating of the entrepreneurship that start from an individual act to more in-depth understanding of entrepreneurship as progression towards venture creation.

Despite of the myriad of understandings, Joseph Schumpeter view of creative destruction till date dominates and remains valid and valued along with the main views on the entrepreneur. Schumpeter’s view has presented a totally different, heroic view of entrepreneurship. Being considered as the father of modern entrepreneurial thought by many (Olson, 1986; Hommen, 2002), he has staged his view on entrepreneurship in the early 20th century. His contribution changed the concept of entrepreneurship altogether. Various scholars have presented their work on the concept on entrepreneurship after Schumpeter, but his definition is still admitted as valid (Bull & Willard, 1995; Bengtsson and Peterson 2008).

Schumpeter mainly belonged to the Austrian Economics School. His theory was the first one which identified the Entrepreneur as an individual with extra ordinary capabilities to perform certain function that others cannot. Schumpeter main emphasis was one certain factors that are now puzzling todays theorists “the role of technology in the economy; how to incorporate social factors into economics theory; and how to develop a truly dynamic theory” (Swedberg, 1991 p1)

In Schumpeterian analysis, the entrepreneur is portrayed as a technological innovator. Furthermore, his analysis also makes a distinction between invention and innovation where the former is explained as a scientific activity not essentially envisioned at economic outcomes, and innovation encompasses a judgmental decision making regarding investing any resources on the advanced application of the invention. This type of judgmental decision making is subjected to experimentation with the invention which inturn is done by trying out new combinations. This also is explained in his book “The Theory of Economic Development” in following words: “Development (entrepreneurship) is then defined by carrying out of new combinations (of productive means or materials and forces)” (Schumpeter, 1934; 65-66). Hence an entrepreneur, by his creativity, moves the market from static equilibrium towards disequilibrium. These new combinations are carried out in various ways. According to Schumpeter (1911), entrepreneurial activity may consist of one of the following five tasks:

1. The creation of a new good or a new quality;
2. The creation of a new method of production;
3. The opening of a new market;
4. The conquest of a new source of supply;
5. The creation of a new organization or industry (Schumpeter, 1949: 66 cited in Van Praag, 1999).

These five criterions portrayed the kind of innovation that can prove a turning point in the economy and hence called as creative destruction. Creative destruction is the deliberate effort for altering of long established practices that pave way for innovation in the society. This is seen in many forms in today’s world. For instance, the shift from the use of type writers to the use of computers is creative destruction; the shift from desktop to laptops is creative destruction; the shift from push-button phones to the touch screen phones is creative destruction; in all these examples the shift and move is made towards more efficient means. This could imply that

economies when in equilibrium are not in the most efficient state. There is always more efficient way of doing things which is found by the entrepreneurs in carrying out new combinations and hence the result of those new combination is in the form is innovative product or services, more efficiency and hence economic disequilibrium.

The implications of the above five criterions of innovation for entrepreneurship could be extended to the concept of social entrepreneurship as well. There are goods and services that are meant for bringing about social change. These products and services are mainly aimed at solving the social problems. There is a new breed of entrepreneurs who work to bring about betterment in the society through their businesses. They adopt an integrated business model that enmeshes businesses with governmental and social organizations. This breed of entrepreneurs seems to have an intrinsic motivation to make an effort to bring about positive changes in the existing systems to make the life better for their fellow human beings. This breed is called as social entrepreneurs.

The Social Entrepreneurs and the creative destruction

The past decade has witnessed the rise of the ‘social entrepreneurship’ in entrepreneurship discourses on global level by introducing a new dimension of value creation (Johanna Mair, Jeffrey Robinson and Kai Hockerts). The idea that entrepreneurial individuals are not only driven by profit motives is now gaining legitimacy. Social entrepreneurs can be called as special breed of entrepreneurs whose main aim to bring about the change in the social dynamics of the society. Schuyler (1998) defined social entrepreneurs as “individuals who have a vision for social change”. These entrepreneurs play the role of change agents in the social sector (Dees 2001).

The individual view of Social entrepreneurs understand social entrepreneurs as entities who owns a unique blend of social-entrepreneurial characteristics which comprises of “the ability to mobilize under-utilized resources to meet unmet needs, being motivated by a “mission” rather than profits, the ability to create new services and organizations which are social in nature, and the ability to leverage social capital (relationships, networks, trust and co-operation)” Leadbeater (1997, p. 11). These special breed of entrepreneurs are often found to be willfully indulged in initiating community based activities which are focused on “finding innovative solutions to problems which face the most impoverished and marginalized communities” Catford (1998, p.

96). The social entrepreneurs initiate and establish a venture which moves with its social mission backed with the entrepreneurial income earning strategies (Social Enterprise Alliance, 2007). Hence, social entrepreneurship is a process which knots the heart of business with heart of the community services via individual creativity (McPherson, 2007).

Social entrepreneurship is the activity of launching new business ventures to achieve social change. The business employs creativity and innovation to bring social, financial, service, educational or other community benefits. The process of creating a social venture may be a very different story as compared to the main stream profit seeking entrepreneurial venture. The social enterprises break the opportunity creation process into two major steps. First, a social entrepreneur generates a promising idea. Second, the social entrepreneur attempts to develop that idea into an attractive opportunity. The five Stages of Social Entrepreneurship Model are

1. Opportunity
2. Individualized Activity
3. Organized Activity
4. Socialized Activity
5. Sustainability

Pateno added that there are 4 strategies on social enterprise that have made past start-ups succeed:

1. Empowerment strategies
2. Social inclusion strategies
3. Intermediation strategies
4. Resource mobilization

Table 1 (Source: Developed by authors from literature)

Schumpeter Criterion	Extension of Schumpeter criterion to social entrepreneurship
1. The creation of a new good or a new quality;	The social entrepreneurs create new enterprises for the purpose of creating social values and improving the social setup
2. The creation of a new method of	The social entrepreneurs find our new ways of empowering the society and addressing the

production;	issues that have been clung by the widespread social stigmas
3. The opening of a new market;	The social entrepreneurs tends to explore new areas where they can serve the society in better way by introducing specialized organization to address specialized issues with more focused approach. The social enterprise enables trade linkages between beneficiaries and the new markets.
4. The conquest of a new source of supply;	The social entrepreneurs tends to mobilize under-utilized resources to meet unmet needs like employing new talents, new use of technology and use of old raw material for making new products and services that will resultantly reduce the pressure of existing issues
5. The creation of a new organization or industry (Schumpeter, 1949: 66 cited in Van Praag, 1999).	The social entrepreneurs have the ability to create new services and organizations which are social in nature, and the ability to leverage social capital (relationships, networks, trust and co-operation)” any organization hat will be connected with the for profit organization a nd the profits are further invested to bring about social changes.

The table 1 shows the Extension of Schumpeter criterion to social entrepreneurship and explains that the social entrepreneurs are the creative destructors

The social entrepreneurs’ efforts are linked with finding a plausible solution for unmet needs of the communities that were long overlook before their attention towards it. They have a special ability to look deeper into the root causes and solutions of the societal problems. These entrepreneurs seek to address the inequalities and disparities in the social setup particularly if those issues are being wrapped up in social stigmas. Hence, the social entrepreneurs’ primary motivation is to address the issues and not to earn profit; rather, they aim at implementation of improvements into the society that will spread beyond its initial target. However, it should not

lead us to the conclusion that social entrepreneurs do not earn profit, rather, the point is that profit hold a secondary yet crucial connotation

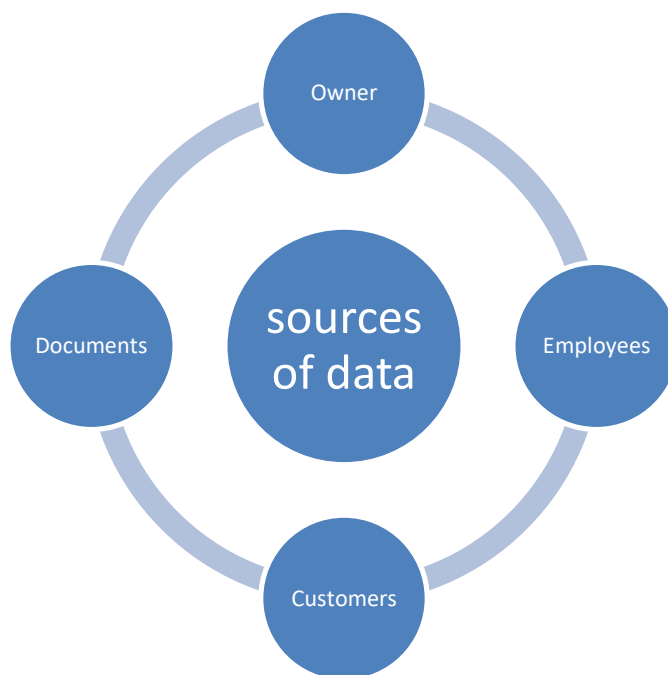
Methodology

A qualitative method was employed to conduct this research project. Narrative case study method was adopted to collect and analyses the data. The narrative case study is a qualitative technique that is often employed when the intention is to carry out an in-depth study of various social issues, particularly, to understand the stages or phases in processes, and to explore a phenomenon within its context (Gilgun, 1994). The narrative case study is mainly focused on close readings of stories told by participants. This method also seek to understand human experience and/or social phenomena through the form and content of stories analyzed as textual units.

The narrative case study was coupled with the depth of the information obtained from a single case study defined as intrinsic case study by Stake (2013, 1995). The intrinsic case study is based on the logic of exploration and the overall research is based on the specific interest in the case rather than theory extension or generalizations (Stake, 1995). This approach has a particular utility for the current study as the current study aims to understand the case under consideration due to its own uniqueness in many ways and being a first of its kind. The intrinsic case study allowed us to understand particularities and to deeply study the case within the context in which it is situated. Intrinsic case study proposed by Stake (2013) is aligned with the philosophy of the qualitative study “where researcher, participants, and readers play a role in reconstructing experience” (Appleton, 2002).

The intrinsic case study requires the researchers to prepare for data collection by deciding whom to talk with, where to gather data, and which events to observe (Appleton, 2002).. We selected Honey Academy as our case not only because of the unique and extensive services that it is rendering to the women, but also because of the number of years it has been serving the women of KP. The time this academy was launched, there was no one providing these services. In this

way this provided the first ever opportunity to women of KP to learn the life skills that will help them to survive. We spoke to the owner of the Honey Academy Ms Neelofer. Since the intrinsic case aims at capturing the richness and complexity of the case under consideration (Grandy, 2010), we decided to go for multiple rounds of in-depth interview with the owner, employees and customers of this academy. There were three rounds of indepth interview with which enabled us to go into any kind of detail that we thought is important to know about this case. This also helped to generate rich and thick case descriptions. We also spoke to three of her employees who joined some time ago and were on good terms with the owner of Honey Academy. Furthermore, we spoke to 10 customers who availed different services from honey academy and were able to utilize it for making their own lives comfortable. Some of the customers were earning income through the skills learnt at honey academy. In addition, the data was also gathered by using in depth interviews, observation and document analysis.



In the intrinsic case study, “the structure of the case report is likely to be emergent in nature, largely determined by the stories and experiences that surface from the data collected” (Grandy, 2010). In the current study, we developed the case description, explaining the background information, the social entrepreneurship drivers and barriers, Social Enterprise Development Strategies. The data was analyzed by combining the thematic and narrative analysis of the interviews with the venture owner.

The case description

A strong entrepreneurial culture is the backbone of a robust economy. Particularly, social entrepreneurship helps to promote entrepreneurial culture, which creates job opportunities and resolve social and economic problem. This effect is magnified in developing countries due to unhealthy and weak socioeconomic conditions. Like other developing countries, in Khyber Pukhtunkhawa (KP), Pakistan women entrepreneurs do not enjoy the same opportunities as men due to the deep rooted cultural norms of the Pukhtoon society. Often, women are thought best suited to be at home rather than being bread earners. Their spatial mobility is limited due to the dearth of social capitol. In recent times, as the rest of the world is encouraging their female entrepreneurs and calling them an inspiration, however, Women do not get a chance to celebrate their success stories in country like Pakistan and area like KP. Therefore, we are unaware of the challenges and struggles, women of our society face in order to set a path to follow. Interestingly, Pakistan has produced many inspiring women entrepreneurs that are determined to change the world's point of view. This case study is focused on the Honey academy established by an inspiring lady, Mrs. Nilofar Sami.

Honey academy is a social enterprise established in 2002. The academy provides vocational skill training and development to the women of KP. Mrs. Nilofar Sami is the owner, Managing Director and Chief Executive of the Honey academy. She belongs to a very traditional and conservative Pukhtun¹ family. Being married at a very young age of fourteen, Mrs. Nilofar could not continue her formal higher education. Owing to the cultural norms and local expectations to take care of household activities, Mrs. Nilofar focused on her family and domestic responsibilities. Over the years, she became a mother of four children. However, with all her domestic responsibilities, she also made a decision to resume her studies. Thankfully, her husband supported her for higher education. She resumed her studies and completed bachelor's in Education degree in 1990. After her education, she realized that going for a job is not practical due to the conservative nature of her family and cultural norms of the KP region. Therefore Mrs. Nilofar had to do something that she could manage from home.

¹ Pukhtuns (also known as Pashtuns) are an ethnic group native to Afghanistan and North-Western Pakistan.

Mrs. Nilofar always wished to be a working lady and financially independent. Like many others woman in KP, Mrs. Nilofar faced many challenges to start her own business, because as it was against the Pukhtun culture and norms. In 1991, she started a small Boutique at her house. Her family was particularly very supportive for this initiative. However, she made this brave and courageous decision that young females could reflect upon. In the start the prospects of the new business were not clear. She was not sure how the society will react to her venture but Mrs. Nilofar was determined to make it work. At the start of the business she was short of funds, however, she did not get financial support from others due to self-respect. Therefore, she decided to sell her own wedding jewelry (2000 Rupees) for initial investment. With this small amount of cash, she bought low cost cloth, some laces and other raw materials. Furthermore, due to the limited resources and money she could not afford to employ any support staff. So she decided to work mostly at night time so that her family would not suffer. The business gradually started reaping profits and Mrs. Nilofar got motivated, she reinvested the profits and within a year time she was able to employ staff and established four embroidery centers in the surrounding areas (Swat, Charsadda, Chamkani and jalozai) respectively. This initial success gave her the strength and motivation to work for the females of her region who were facing the similar problems. Hence she decided to help the local women by providing relevant skills to become independent and earn on their own and she could help in changing women image in the KP.

In 1992, Mrs. Nilofar joined Association of business professional and agricultural women in and became the president of the Peshawar branch locally. She received training of trainers (TOT) from international trainers and started training of the local women on business startups. Additionally, she started providing small loans to under privileged deserving young women for business startups.

In 1994, Mrs. Nilofar started a non-formal training school (stitching centers) for young girls in the sounding rural areas. In next five years, Mrs. Nilofar was able to ameliorate her business and started an export firm (registered as Honey enterprises in year 2000). The firm mainly exported garments and carpets. She also had business trips to India, Dubai and USA to arrange exhibitions. Honey enterprise was awarded the "Export Trophy" for the year 2006 by Sarhad chamber of commerce, Peshawar KP and started getting recognition.

ORGANIZATIONAL BACKGROUND

The Honey Academy is registered with the Technical education and trade testing board (TTB) Peshawar, Pakistan. The Honey Academy has more than 15 years of technical education and practical training experience. It has increased its technical training expertise by acquiring affiliations and trainings from the technical board Peshawar, Pakistan. In addition, the Honey academy participated in various skill development projects on the provincial level that ensured effective operational procedures, such as better and effective training of the future women entrepreneurs. The academy has trained more than 7,500 women in the respected and nominated skill programs. The academy has gained the reputation as an institute where women from urban and rural are trained in a culturally sensitized, safe and protected environment and has contributed effectively in economic empowerment of the local women.

In 2014 and 2015 the academy collaborated with the Government and worked on the “Prime Minister Youth Skills Development Program”. It was a 6 month project. Around 50 women were enrolled, trained and certified as skilled members of the program, who are now successfully running their own businesses in rural and urban areas of KP. Keeping in view the success of this project, the academy is currently enrolling more individuals under Technology Up gradation and Skills development company (TUSDEC). It is a funded 6 months program in which multiple skill learning and technical courses are offered. After the required skill training, business and marketing training is also given to capitalize individual’s skills in order to set up their own business. This project is accredited and supported by the technical board, Government of KP, Pakistan.

Honey academy offers following skills development programs for women.

- Cutting, stitching dress and Fashion designing
- Cooking, baking and food preservation
- Self grooming and Professional beautician training.
- Ladies Driving,
- Computer training.
- English language

- Art painting.
- Photography
- Gym, Aerobic exercise and yoga.
- Basic business and marketing training.
- Established Beauty salon services

Analysis

The data analysis revealed various issues and barriers faced by a social enterprise initiated by women and the Social Enterprise Development Strategies adopted

SOCIAL ENTREPRENURSHIP DRIVERS AND BARRIERS

A) Drivers

1. Personal traits

Mrs. Nilofar is an ambitious woman, passionate, dedicated, brave and a risk taker. She completed her education after marriage, maintained work life balance, sold her wedding jewelry and did not ask anyone for financial help, started her business from a small amount of Rs.2000 and converted that into one of the well known and large social enterprise locally. In 2012 when she received a letter from Taliban (Terrorist groups working in Pakistan at that time) she did not panic. She knew that this letter means her and her family's lives are at stake but she did not felt threatened. She fought back with courage. She created an example that young females could reflect upon.

2. Support from Immediate family

Traditionally, In Pakistan and KP, Women are depending on the support of the family, friends and other important people in their lives while deciding for their future. Mrs. Nilofar was fortunate in this regard that her immediate family was very supportive of her. Mrs. Nilofar's husband is very supportive and accommodative husband who takes in interest in her work and problems. Women empowerment is not possible without the support and efforts of men (men empowerment). Such attitude

from men reminds us that oversimplifications as such undermine the possibility of a lasting change.

3. Collaboration with Government and NGO

Mrs. Nilofar received numerous projects from government. She has been recognized by the government for her efforts on multiple forums. She was also sent on multiple trainings overseas to present Pakistan. The NGO sector also continuously supported Mrs. Nilofar in organizing multiple trainings for women empowerment. Hence, a successful social entrepreneur needs to have meaningful partnership with two key stakeholders (Government and NGOs).

4. Acceptance and Growth due to Local Social Impact

Honey academy has trained thousands of women around KP, Pakistan in various skills to make them independent. Mrs. Nilofar provided small loans to those females who had limited resources and could not start their own business. Mrs. Nilofar is focused on women empowerment from the start. This preserving attitude resulted in acceptance and recognition in society which resulted in expansion and growth of the business

5. Work in Line With Social Norms

The academy has gained the reputation as an institute where women from urban and rural are trained in a culturally sensitized, safe and protected environment. Mrs. Nilofar respects the cultural norms and her decisions and actions have always been in accordance with the traditional expectations of the Pukhtoon society. Therefore, in culture like KP and Pakistan, it becomes vital to have business practices in line with local norms and values.

6. Focus on Growth and Sustainability

Mrs. Nilofar continuously reinvested incoming profits; she established four embroidery centers in surrounding areas, started export firm, worked on government projects. She was focused on growth and the sustainability of her organization and that resulted in the success of the organization. A successful and

sustainable social enterprise needs ambitious goals and focus on growth and development.

B) Barriers

1. Scarcity of Resources

Mrs. Nilofar did not have any financial support in the start. She was a house wife and had no proper sources. Due to self respect (also a local norm) she could not ask others for financial support so she sold her wedding jewelry in order to pursue her dreams. Moreover, Mrs. Nilofar needed a proper place to start her setup, raw materials, support staff but she could afford any of these in the start due to limited resources. So it can be concluded that also woman face problem of scarce resources. However, innovative solution is still possible.

2. Lack of Awareness about Rules and Regulations/ Rules and Regulations are Complicated

Even after so much exposure Mrs. Nilofar lacks awareness about the rules and regulation of SME in Pakistan. According to the law she cannot have a business setup at home as that is not a commercial area. Her lack of awareness created serious complications for her and she had to move her setup of 15 years to a commercial area in one only one month's time. She lost a great deal of money because of her limited knowledge about the rules and regulations. It is also implied here that rules are so complicated neither Mrs. Nilofar nor government agency (PDA) realized after 15 years that she could not operate from her home.

3. Security Issues

Security issues in KP, Pakistan created a major hurdle for Mrs. Nilofar. Her and her family's life was threatened. The lives of her students were threatened as the terrorists clearly stated that if she did not closed her academy there will be serious consequences. In addition, she also faced security issues while looking for new safe and secure location for her set up. Secure and healthy environment is important to establish a relationship of trust with her students and society.

4. Managerial Issues

Mrs. Nilofar faced some managerial issues while dealing with her staff due to her lack of management skills and training. She lost students and staff members. This cost her a lot as she had to then train and manage individuals at the same time in order to cover up for those employees who left. Furthermore she had to look for replacements and train them all over again.

5. Institutional Corruption

Pakistan tax department is susceptible to bribery and other corrupt practices. Corruption, tax rates and regulations represent a problem to business. Mrs. Nilofar is a victim to such institutional corruption by the tax department. She reported being expected to pay bribes to the tax department officials and employees so that they would stop creating difficulties for her business. She stated that these institutions misuse their power and continuously tries to discourage her.

Social Enterprise Development Strategies

Ms Neelofer adopted following strategies to sustain their venture in long run

- 1. Resource Mobilization Strategies**
- 2. Social Inclusion Strategies**
- 3. Intermediation Strategies**
- 4. Empowerment Strategies**

- 1. Resource Mobilization Strategies were** adopted to generate income from the sale of products and services to finance the operations of the venture.
- 2. Social inclusion strategies were** particular the part of this venture which assisted groups of women who are stigmatized or marginalized by virtue of their social circumstance. This helped in restoring their dignity and create avenues for their participation as productive members of society. Most of her clients latter created their own ventures and were earning money.
- 3. Intermediation Strategies** were employed for raising funds, in particular for the marginalized group of women so that she can create a social impact by making these women more independent. Where ever Ms Nelofer found funding, she offered her services free of cost to the women and provided them with finances to initiate their ventures too.

4. **Empowerment strategies were** adopted by Ms Neelofer to enable marginalized women to own and control social enterprises, so they may reap maximum benefits from it.

Conclusion:

Most of the entrepreneurial ventures addresses the burgeoning needs that persist in the society however may not be fully addressed by the already existing ventures. Social entrepreneurship is as a process of creative destruction in the social setup of the society. The expected social value these businesses create is one of the key indicators to evaluate the opportunities for social entrepreneurship. The innovations that these businesses make are aimed at initiating the social change. The basic inclination is not towards making the profit but rather towards maximization of social value. Like the mainstream profit oriented business, these businesses also emphasize on innovation however innovation is translated as the ability to discover unmet social needs. These businesses also require strategy for success. However, their strategies act as enablers in the society. These strategies are molded to work for the betterment of the society. Creative destruction is the altering of long established practices that pave way for innovation in the society. It should be emphasized here that the social harmony is attained fully via social innovation keeping in view that the factors of production are not fixed and there are mostly instances where the old production technique are employed for new outcomes. This also is the negation of the assumptions that these old production techniques have no alternative use. The social entrepreneurs' find those alternative use which no one else found before. This is what Schumpeter called as 'creative destruction', and hence it is concluded here that social enterprises could be really called as creative destructors!

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