

## A Note on Social Entrepreneurship: Scopes and Objectives

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**Abstract.** Social Entrepreneurship is one of the most important paradigms in the world of management and economics and has helped many countries to be well developed in a variety of areas. This paper aims to review and study the recent developments in social entrepreneurship as an important phenomenon in today's entrepreneurship era.

**Keywords:** Entrepreneurship, Social Entrepreneurship, Social Entrepreneurship Training

### 1. Introduction

The concept of entrepreneurship, long hallowed in the context of business ventures, has been increasingly applied to the context of social problem solving (e.g., Dees, 1998; Emerson & Twerksy, 1996; Thake & Zadek, 1997). The challenges of finding effective and sustainable solutions to many social problems are substantial, and solutions may require many of the ingredients associated with successful business innovation of the constellation of problems associated with long-term poverty; such problems often demand fundamental transformations in political, economic, and social systems (Alvord et al,2004).

Some research in the development literature has assessed characteristics common to large-scale, successful poverty alleviation initiatives (e.g., Krishna, Uphoff, & Esman, 1997; Tendlar, 1989). Some investigators have focused on the organizational and institutional characteristics of effective development agencies (e.g., Brown & Covey, 1987; Korten, 1980; Paul, 1982), and others have looked at the characteristics of successful social movements (Alvord et al, 2004).

This paper presents an overview of entrepreneurship broadly first, then social entrepreneurship specifically, and highlights the behavioral traits possessed by entrepreneurs. First, we introduce the concept of entrepreneurship and then social entrepreneurship, while providing a brief introduction to social entrepreneurs and their activities. Finally, we present an analysis of the traits and major standards of entrepreneurship education that a social entrepreneur is expected to possess in learning the social entrepreneurship process.

### 2. Entrepreneurship

#### 2.1. Importance of Social Entrepreneurship in the Society

The entrepreneurial process is started by sensing that certain practices form an anomaly and can thus be done differently. Crucial is how one can hold onto this anomaly and reveal how the commonsense way of acting somehow fails and is doomed to perish as a new practice is slowly developed and becomes visible. For instance, digital technology has quickly rendered the taping of sound and images on music and video cassettes obsolete. This anomaly that drives the entrepreneurial process forms a historical possibility that, once recognized through a new shared practice, will be practiced by most people in roughly the same way. In the example of the cell phone, the idea of wireless phoning was at first unbelievable but very quickly, people saw the advantages of this artefact and even further developed it by practicing, for instance, a text-messaging

culture. Now some people no longer have a fixed (“landline”) phone connection at home, or in the city of Nokia there is no longer the possibility to install a fixed connection (Steyaert, 2007).

As entrepreneurship is more and more connected to everyday life and practices, it is clear that entrepreneurship and entrepreneurs become less exclusive and can be observed in less obvious contexts than one normally expects. This pervasiveness, however, differs from the increasing homogeneity pinpointed by the critique of entrepreneurial selves, since it is assumed that entrepreneurship—as it changes significantly people's forms and styles of living—is continuously questioning and bringing variations to how life is organized. Ultimately, when entrepreneurs give form to the future face of society and when it is the task of entrepreneurship to create from the society people have to live in, the society people want to live in, as Saras Sarasvathy has noted, entrepreneurship brings multiplicity and creativity to the organizing of society (Steyaert, 2007).

## 2.2. Scope of Social Entrepreneurship

The social entrepreneurship research arena is hindered by the many terms and definitions adopted by researchers and policy-makers. Social enterprises have been varyingly described as “a private enterprise conducted in the public interest” (OECD 1999:10), a for-profit social venture (Dees and Anderson 2003), and a social purpose enterprise (Wallace 1999). Further, social enterprises adopt differing legal formats and abide by different legal frameworks and fiscal responsibilities and duties in different countries. These factors make national and international comparisons of social enterprise activity unreliable at present. Although universally acceptable definitions of social entrepreneurship, social enterprise and social entrepreneur do not exist (OECD 1999), there appears to be a converging consensus on the meaning of social enterprise, and from this it is possible to draw out a definition of a social entrepreneur and social entrepreneurship (Haugh, 2005,p.2).

## 2.3. Objectives of Good Social Entrepreneurship Training

Entrepreneurship education is often seen as a special kind of training to become an entrepreneur or to enlarge job prospects of the individual. With this kind of education, various goals are combined. Based on the Expert Group "Education for Entrepreneurship" of the European Commission and the National Consortium of Entrepreneurship Education U.S.A, this section will show the main arguments promoting entrepreneurship education and point out their main objectives.

There are two special objectives of entrepreneurship education. In a broader view, entrepreneurial attitudes and skills shall be promoted, in a narrow sense a specific training on how to create a business is provided. The European Expert Group agreed about five objectives of Entrepreneurship Education:

<b>Expert group: Education for Entrepreneurship: Objectives of teaching about entrepreneurship</b> (EGEE 2004: 12)	
"Promoting the development of <b>personal qualities</b> that are relevant to entrepreneurship, such as creativity, spirit of initiative, risk-taking and responsibility; Offering <b>early knowledge</b> of and <b>contact</b> with the world of business, and some understanding of the role of entrepreneurs in the community; Raising students' <b>awareness of self-employment</b> as a career option (the message being that you can become not only an employee, but also an entrepreneur); Organising activities based on <b>learning by doing</b> — for example by means of students running mini-companies or virtual firms; Providing <b>specific training</b> on how to start a business (especially in vocational or technical schools and at university level)."	

Similarly the US-American Consortium of Entrepreneurship Education points out five stages to the entrepreneurial spirit.

<b>Entrepreneurship Education, a Lifelong Learning Process</b> (NCSEE 2004 ... <i>nurturing.htm</i> )		
<i>Stage</i>	<i>supposed to</i>	<i>Target group</i>
Basics	understand economics and free enterprise identify career options gain prerequisite basic skills	primary grades, junior high, high school
Competency	understand problems of employers	career and technical education

awareness	discover entrepreneurship competencies	
Creative applications	learn how to create new businesses apply specific occupational training learn entrepreneurship competencies	advanced high school career and technical programs, Colleges
Start Up	develop policies and procedures for a new or existing businesses become self-employed	training programs for adults
Growth	solve business problems effectively expand existing businesses	programs to assistant entrepreneurs

Finally the US-National Consortium develops 403 content standards, grouped to 15 major standards, again to three sections of entrepreneurial skills, ready skills and business function.

Major Standards of entrepreneurship education ( <i>NCSEE 2004... standards detail.htm</i> )		
Entrepreneurial Skills	Ready Skills	Business Functions
<ul style="list-style-type: none"> <li>– <b>Entrepreneurial Processes:</b> discovery, concept development, resourcing, Actualization, Harvesting</li> <li>– <b>Entrepreneurial Traits / Behaviour:</b> Leadership, Personal Assessment and Management</li> </ul>	<ul style="list-style-type: none"> <li>– <b>Business Foundations:</b> Business concepts and business activities</li> <li>– <b>Communications and Interpersonal Skills</b></li> <li>– <b>Digital skills</b></li> <li>– <b>Economics:</b> Basic Concepts, Cost-Profit Relationships, Economic Indicators / Trends, Economic Systems, International Concepts</li> <li>– <b>Financial Literacy:</b> Money Basics, Financial Services, Personal Money Management</li> <li>– <b>Professional Development:</b> Career Planning, Job-Seeking Skills</li> </ul>	<ul style="list-style-type: none"> <li>– Financial Management</li> <li>– Human Resource Management</li> <li>– Information Management</li> <li>– Marketing Management</li> <li>– Operations Management</li> <li>– Risk Management</li> <li>– Strategic Management</li> </ul>

The content standards have to be understood as a kind of comprehensive tool box including business and economic knowledge as well as personal and ethical competences. However, they are not targeted to specific grade levels.

### 3. Conclusion

Social Entrepreneurship by itself shows up frequently in the media, is referenced by public officials, has become a common topic of discussion on university campuses, and informs the strategy of several prominent social sector organizations. The reasons behind the popularity of social entrepreneurship are many. On the most basic level, there's something inherently interesting and appealing about entrepreneurs and the stories of why and how they do what they do. As well, government officials and policy makers should try to expand social entrepreneurship talents in the society for expanding economic conditions and the quality of life (Austin, 2006).

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