



Social Entrepreneurship

- A Case Study of SIFE Umeå University

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Abstract

Today the world faces a lot of societal challenges in the economical, social and environmental spheres that needs to be overcome. Global warming, poverty and increasing economic inequality are only some of these challenges. The public debate has been focused on finding solutions to them and one of these has been addressed as social entrepreneurship. This phenomenon is about the era of the new type of entrepreneurs – social entrepreneurs – that recognize these challenges as opportunities that can be exploited in a both profitable and sustainable manner. Social entrepreneurship has in this way emerged as an interesting phenomenon and a new area in the entrepreneurship research.

This study examines the phenomenon of social entrepreneurship by scrutinizing the concept SIFE - Students In Free Enterprise. SIFE is a non-profit organization that claims to be actively engaged in working with social entrepreneurship. The general purpose of this study is to bring a deeper understanding of the social entrepreneurship phenomenon, by describing the particular purpose, the case of SIFE Umeå University as a social entrepreneurship model.

Our study is a qualitative case study using semi-structured interviews. Six respondents have been interviewed from different levels of the organization - SIFE Umeå University - in order to reflect the entire organization. We have used a deductive approach by establishing a theoretical framework that guided the interviews and has been used in the analysis of the empirical data.

The main conclusions in this study show that SIFE Umeå University's work with social entrepreneurship is mainly about socioeconomic and personal development. Another conclusion is that cooperation with partners from different sectors of the society is an important fundament in their work with social entrepreneurship. Furthermore, SIFE Umeå University can be considered as hybrid of a voluntary organization and social enterprise since it includes similarities of both organizational forms. Moreover, the study shows that the entrepreneurial skills play an important role in SIFE Umeå University's work with social entrepreneurship. Finally, we can from this study draw the conclusion that SIFE Umeå University's work with social entrepreneurship can be divided in six steps: Target group, Job/life training, Commercial enterprises, Personal development, Socioeconomic development, Partnership Network.

Keywords: Social Entrepreneurship, Social Entrepreneur, Non-profit organizations

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1. Introduction

In this chapter we will introduce the reader into the subject “Social Entrepreneurship”. We will do that by giving the reader a background of our study and its origin. We will state the research question and then draw upon a general purpose, regarding “Social Entrepreneurship” as a phenomenon, and a particular purpose, the case of SIFE Umeå University.

1.1 Background

The 20th century was all about profit making for companies¹, paying no or little attention to the environment or the social responsibility to its co-workers, or to anybody in the value chain, for more than just monetary payback. However, this situation or narrow perspective has changed over time, thanks to the process of which industrialism has started to move from an industrial society and transformed into the information – society. Many people name this process, moving from industrial society to information society, as: *Globalization*².

Today’s globalization has an impact on a variety of perspectives, and two of those are the cultural- and the social perspective. As our world becomes more globalized people and ideas come together in a much wider and deeper extent making business ideas come true from all corners of the world. On the one hand, globalization has a huge impact making the Western culture take place in the eastern part of the world and vice versa³. These cultural and social changes, that for instance, contain a simple (or not so simple) change like Europe starting to use Chop sticks instead of forks and knives while eating, or the fact that two Sushi restaurants recently has open its doors in a small city like Umeå. On the other hand the globalization process, going from a industrial society to a information society, has also made it easier for customers in the Western world to easier be informed about the working conditions for the producers of a specific good e.g. thanks to the Internet or the travel possibilities and connections these days. Especially the revolution of the Internet has made it very easy to get the information that you want and Internet has also been a huge flattener in helping us interconnect our world together from different continents. This flattening process (information society) has made us as consumers more conscious about the social and ethical issues when buying products or services. Today walking around in a supermarket you can find plenty of different groceries that are saying that they are either ethical or social responsible. As Anette Cerne (2008) argues, even if we are just sipping a cup of coffee we are yet a part of a complex value chain consisting of both business and society⁴. Cerne (2008) argues that since coffee is a very branded product, in which customers can buy many varieties of different coffee brands or types, it has also turned out to be a political issue where globalization and human rights is a major concern for a product like coffee, since coffee is being consumed in highly industrialized countries and produced in very poor countries. Having these

¹ Peattie, K. (1995). *Environmental marketing management: Meeting the green challenge*. UK: Pitman Publishing London.

² Webster, F. (2002). *Theories of the information society*. UK: Routledge London. UK. p136

³ Asgary, N., & Walle, A.H. (2002). The Cultural Impact of Globalisation: Economiv Activity and Social Change. *Cross Cultural Management: An International Journal*, 9, (3), pp. 58- 75.

⁴ Cerne, A. (2008). *Working with and Working on Corporate Social Responsibility*. Lund: KFS Lund AB 2. pp.1-3.

choices as a customer, choosing between coffee and a coffee that actively takes social responsibility by certifying that a certain sum of the money that you pay for that coffee will go to make sure that the coffee producers will work under social acceptable conditions⁵. This action from companies producing and offering these kinds of social responsible products in collaboration with non-profit organizations has come to be called – CSR – Corporate Social Responsibility.

1.2 Problem Discussion

In parallel with the ongoing research debate about CSR there has also started to come up a notion called: “Social Entrepreneurship”. This phenomenon is about the era of the new type of entrepreneurs that combines profit with long-term social responsibility⁶. CSR and social entrepreneurship can be regarded as means or solutions that could help to alleviate or solve the societal problems that the world faces today.

The difference between CSR and social entrepreneurship is that the latter is founded upon a social responsibility or a societal problem in which the purpose for social entrepreneurship is to solve it, rather than create an economic profit⁷. Further, the social entrepreneur identifies a problem in the society and afterwards creates an organization that is trying to solve the problem. The success is defined on how well the organization treats the societal problem⁸. This study focuses on social entrepreneurship as a solution that could help to solve societal problems.

The debate among researchers that has arisen around the phenomenon “Social Entrepreneurship” is what it really means in practice, and what the exact definition of it is? To start with, many researchers within the entrepreneurship field often argue that the entrepreneurship-definition is very fuzzy by nature since it has different definitions depending on the context in which it is announced. According to Brooks (2008), the entrepreneurship phenomenon has tried to be described for over 200 years from which one can find the French definition of an entrepreneur “*entreprendre*” – to undertake⁹. Hence, there are some general attributes about entrepreneurship that can be more or less projected on the notion “Social Entrepreneurship” e.g. (1) *opportunity recognition*, (2) *concept development*, (3) *resource determination and acquisition*, (4) *launch and venture growth and last*, (5) *harvest the venture*, are some of the general attributes¹⁰. These five steps are stated in the book “Social Entrepreneurship – A modern Approach to Social Venture Creation” (2008), even though these steps or headlines are to be found in this book, one can still find similar descriptions of these steps in related entrepreneurship-literature. Nevertheless, these steps are not given us the whole picture of the social entrepreneurship notion. “Social Entrepreneurship” - theory is not as widely spread as the “Commercial entrepreneurship” - theory, and many theorists have been trying to define “Social Entrepreneurship” in many ways the past few years. Thus, Brooks (2008) argue that one can see that the different definitions of “Social

⁵ www.rattvisemarkt.se 2009-04-16

⁶ Gawell, M., Johannisson, B., & Lundqvist, M. (Eds.). (2009). *Samhällets entreprenörer*. Stockholm: Östertälje Tryckeri AB.

⁷ Ibid., p.40.

⁸ Ibid.

⁹ Brooks, A. C. (2008). *Social Entrepreneurship*. Upper Saddle River, New Jersey: Pearson Education. p.2.

¹⁰ Ibid., p.3.

Entrepreneurship” are to some extent, containing similar descriptions¹¹. Nevertheless, in overall, they do include following three aspects:

- 1) *Social entrepreneurship addresses social problems or needs that are unmet by private markets or governments.*
- 2) *Social entrepreneurship is motivated primarily by social benefit.*
- 3) *Social entrepreneurship generally works with – not against – market forces.*¹²

1.2.1 The Case of SIFE Umeå University

In the academia there have been several attempts to start fostering social entrepreneurship spirit among university students. One of these attempts is, SIFE – Students In Free Enterprise. SIFE is a non-profit organization that combines entrepreneurship with a social engagement. SIFE-students come together and start different projects that either will help a specific group in society or projects that will spread knowledge about a certain issue that the business world or government are lacking¹³, this process is called social entrepreneurship.

The SIFE – concept was founded in the U.S. in the 1970’s, but came to Sweden only five years ago, in 2004. SIFE Umeå University was founded in 2005. Since this concept are relatively new in a Swedish context this gives us the opportunity to research about Social Entrepreneurship since there is still much to research and analyze about. For instance, how different parts of the Swedish society can work with social entrepreneurship in a swedish context. SIFE Umeå University represents an interdisciplinary group of students who year 2008/2009 accomplished 6 different projects.

SIFE Umeå University will be examined as a case for this study and thus work as a model to find out more about social entrepreneurship. Hence, this study will examine the following research question.

1.3 Research Question

How does SIFE Umeå University work with social entrepreneurship?

1.4 Purpose

In order to answer the research question, a general and particular purpose has been formulated. The general purpose of this study is to bring a deeper understanding of the phenomenon of social entrepreneurship in a Swedish context by analyzing and describing how SIFE Umeå University is working with social entrepreneurship. We also seek to achieve this deeper understanding by describing and examine the particular purpose, the case of SIFE Umeå University as a social entrepreneurship model.

¹¹ Ibid., p.4.

¹² Ibid., pp.4-5.

¹³ www.sife.org, 2009-04-16

2. Starting Points of the Study

This chapter will introduce the reader into the scientific starting points that this study is based upon. The chapter will examine why we choose to study the subject Social Entrepreneurship and how we as authors view the reality. Furthermore, we will describe how our preconceptions are going to influence this study and elucidate the research; philosophies, approach and design. Finally, the chapter ends with an explanation of the chosen sources in this study and critique against them.

2.1 Choice of Subject

Since the publishing of Milton Friedman's article (1970) "*The Social Responsibility of Business is to Increase its Profits*" in *The New York Times Magazine*¹⁴, the public debate on CSR has been a frequent issue and has mainly been addressed to large established corporations as a part of their policies and agendas making a goodwill contribution to the society. In the Swedish media and for sure in other parts of the world we can follow a general debate about the trustworthiness of the CSR policies in large corporations. Some argue that the CSR policy is just there for marketing purposes with no substance, meanwhile others participating in the discussion claims that even though it is for marketing purposes, the policies and engagement still do have an impact that change our world.

However, we find the phenomenon social entrepreneurship even more interesting since it is about creating entirely new ventures in order to solve the same issues as the already established large corporations upon social responsibilities and not just a part of an agenda. We seldom hear about the social entrepreneurs and their role in society. This in combination with the fact that there is little said about social entrepreneurship and entrepreneurs in the literature has got us interested in studying this phenomenon.

Another reason for the chosen subject at hand derives from our studies in entrepreneurship, our interest for social entrepreneurship has in this way emerged, and that is why we have chosen to study the phenomenon more in depth.

Further reasons why we chose to study social entrepreneurship in particular is that we have practical experience from running social entrepreneurship projects. Due to our practical experience, we still lack theoretical knowledge about this phenomenon. Hence, we believe that through this study we could get theoretical knowledge/input that could help us to get a deeper understanding of our previous experiences from social entrepreneurship, and thereby increase our total stock of knowledge.

¹⁴ Friedman, M. (1970, September, 13). *The Social Responsibility of Business is to Increase its Profits. The New York Times Magazine.*

2.2 Preconceptions

According to Johansson – Lindfors (1993) the preconceptions of a researcher are founded within the researcher's accumulated experiences and knowledge. This will affect our perception of this study's subject – social entrepreneurship.¹⁵ There are two different types of preconceptions; primary- and secondary preconception. The primary preconceptions constitute the researchers experience and practical skills, meanwhile the secondary preconceptions contain the theoretical knowledge from scientific articles or books.¹⁶

2.2.1 Practical Experience

Our primary preconceptions about social entrepreneurship are based on our practical experience from our previous participation in the concept SIFE – Students in Free Enterprise. During our engagement in SIFE we have been involved in several different social entrepreneurship projects, two of them are *The Coffee Duel* and *Entreprenom*.

The project “The Coffee Duel” aimed to increase the awareness, knowledge and consumption among students at Umeå University. We did a marketing campaign at the Campus area were informed and offered fair-trade labeled coffee for free. Before the campaign the University cafeterias and restaurants did serve coffee that did not ensure that the coffee was produced under social acceptable conditions. The result of the campaign was that all the cafeterias and restaurants at Umeå University started to serve only fair-trade labeled coffee.

In Sweden today we face a problem that a very low level of the population starts up their own companies. Sweden has built their welfare through history by successful companies e.g. IKEA, H&M, ABB and Electrolux. However, to sustain welfare for Sweden in the future we need more entrepreneurs that come up with new companies such as IKEA, H&M etc to be able to sustain competitive in today's globalized world. We therefore carried out a social entrepreneurship project called Entreprenom.

Entreprenom aims to stimulate students to start their own companies, through a series of workshops that guides the participants in the entrepreneurial process - from opportunity recognition to harvesting the venture. During the project they get a chance to meet successful entrepreneurs that share their experience and knowledge. The students have in this way increased their awareness and understanding for starting their own companies, and thus not only seeing employment as the only solution for a future sustention or option.

We believe that our practical experience will have an influence in this study. Maybe we may have an over optimistic view of this phenomenon which can cause some troubles when doing the literature search where the literature at hand would be a framework that encourages social entrepreneurship. Furthermore, our experience of working with social entrepreneurship may have given us a clearer view of what this phenomenon is about in practice. On the one hand, we are conscious about our preunderstanding of social entrepreneurship and that the chance may exist that we

¹⁵ Johansson-Lindfors, M-B. (1993). *Att utveckla kunskap*. Lund: Studentlitteratur. p.25.

¹⁶ Ibid., p.76.

might miss out some relevant findings and/or theory that do not go in line with our previous experience. However, we believe that our practical experience will support our understanding and interpretation of social entrepreneurship in this study.

2.2.2 Theoretical Preconceptions

Our secondary preconceptions are mainly rooted in our studies in Business Administration at Umeå School of Business where we have studied entrepreneurship on both undergraduate- as well as graduate level. Therefore we have gained foundational knowledge about business administration and furthermore we have chosen Entrepreneurship as the area of specialization. During our time at Umeå School of Business we have studied several courses in Entrepreneurship; Entrepreneurship and Business Development 7,5 ECTS, Innovation in changing Business Environment 7,5 ECTS, Dynamic Business Settings 7,5 ECTS, Entrepreneurial Activity 7,5 ECTS and Entrepreneurial Method and Design 7,5 ECTS. The notion Social Entrepreneurship was absent in the curriculum as well as during the time of the courses. A reasonable explanation might be that social entrepreneurship is a new emerging research area that we would like to explore further and that is why we are conducting this study.

2.3 Research Philosophy

We as authors of this study have a hermeneutic view on reality, since we believe that social entrepreneurship as a phenomenon has emerged from a social and a historical construction back from the 18th and the 19th century. This means that we believe that social entrepreneurship has emerged in the meeting process among individuals that wanted to do something good for the society or a specific group in the society e.g. helping alcoholics to get cured or finding housework and job possibilities among houseless people. Different theories and authors within the entrepreneurship field have tried to develop and interpret the social entrepreneurship phenomenon and hence made it emerge as a notion. Hence, this study is an interpretative one. We as researchers behind this study will try to give a deeper understanding of the whole notion social entrepreneurship by analysis and observation of our data collection¹⁷. Furthermore, Jansson & Ljung (2004) uphold that the hermeneutic view also try to focus on the difference between human beings and science. Thus, our view on reality as hermeneutic grows even stronger since our study aims to draw specific conclusions about the social entrepreneurship notion (*science*) in the case of SIFE Umeå University (*human beings*). This means that we will by interviewing people in the organization SIFE Umeå University that actively works and are engaged in social entrepreneurship in practice, draw some conclusions about the phenomenon and thereby contribute to a deeper understanding of it.

Once again we need to stress out our practical experience and how it has influenced our hermeneutic view on reality when trying to make a study of the phenomenon: social entrepreneurship. Our previous engagement in SIFE – Students In Free Enterprise will affect how we interpret social entrepreneurship as a phenomenon. The

¹⁷ Jansson, T., & Ljung, L. (2004). *Projektledningsmetodik*. Lund: Studentlitteratur. p.28

reason of why we choose to write in this subject is due to SIFE and its concept that encourage to more social entrepreneurship. Furthermore, our first contact with social entrepreneurship is due to SIFE. Indeed, SIFE has been coloring our interpretation of social entrepreneurship as a phenomenon that can be actively engaged into helping others in society. The SIFE organizations slogan is: “*A head for business, A Heart for the world*”¹⁸, which we have adopted into our interpretation of social entrepreneurship.

2.4 Scientific Approach

Even if there exist relatively little about social entrepreneurship as a notion in theory we have still succeeded to gather relevant theory in order to be able to build a theoretical framework. The framework of our study will work as a foundation when we are going to gather our empirical data. Since we are hermeneutics we will conduct interviews. This means that, we afterwards can draw our own conclusions from the answer of our respondents. Our study seeks to find out more about social entrepreneurship and how SIFE Umeå University works with it. Thus, this ends up in that our study will go from theory into reality, thus we are using a deductive research approach¹⁹. Hence, our interview guide will be based on theoretical knowledge about social entrepreneurship that we found in theory.

2.5 Research Design

Case study as research design is the method that is preferred when having research questions like “how” or “why”²⁰. Since our research question is: “*How does SIFE Umeå University work with social entrepreneurship?*” our choice of research design feels right for us in the conduction of this study. Not only because we have a “how” in the research question, but also because we in fact only do study one case: SIFE Umeå University.

Our argumentation in this study also shows that a case study of social entrepreneurship would be an appropriate choice of research design since its procedure makes it possible to see the complexity and the specific nature of our specific case – SIFE Umeå University²¹. However, our choice of research design feels natural according to our hermeneutic view on reality, as we view social entrepreneurship as a social construction from the reality that can be interpreted differently. Case study aims to give interpretative results and many variables that can be analyzed. A case study is thus an investigation method that can be used when the researcher is studying a specific phenomenon, e.g. a program, an event, a process or a social group²².

We believe that doing a case study of SIFE-team Umeå University is a good way of carry out this study due to our preconception. We think that our previous experience in social entrepreneurship could help us in the process of getting to the cornerstones

¹⁸ www.sife.org 2009-08-10

¹⁹ Rienecker, L., & Jørgensen, P.S. (2002). *Att skriva en bra uppsats*. Lund: Wallin och Dalholm boktryckeri AB. p.160.

²⁰ Roberts, K. Y. (2007). *Fallstudier: design och genomförande*. Malmö: Liber AB. p.17.

²¹ Bryman, A., & Bell, E. (2005). *Företagsekonomiska forskningsmetoder*. Malmö: Liber Ekonomi. p.71.

²² Merriam, S. B. (1994). *Fallstudien som forskningsmetod*. Lund: Studentlitteratur. p.24.

of social entrepreneurship. We also find case study as a research design that fits us according to time and cost. Since we have been a part of SIFE Umeå University it is easy for us to make an initial contact with the respondents who today are active in SIFE.

2.6 Sources

The purpose of searching for literature is to bring the knowledge about social entrepreneurship that already exists in the theory²³. Doing the searching for secondary sources we found a lot of scientific articles, and just a few books in the area of social entrepreneurship. The process in which we searched for literature, we used databases like *Business Source Premier*, *Emerald Fulltext* and *Google Scholar*. We have found some books that we could use for this study at the university library of Umeå University.

Our theoretical foundation is built upon social entrepreneurship theories. These theories are derived from general entrepreneurship theories from the beginning of its essence. However, more updated theories treats social entrepreneurship as an independent phenomenon that just have some mutual attributes with entrepreneurship theories.

The keywords used when we did our literature research were mainly: Social Entrepreneurship, Social Entrepreneurs, Corporate Social Responsibility, Entrepreneurship, Socialt Entreprenörskap.

According to Mair & Maiti (2006), social entrepreneurship is a relatively new research area²⁴, that many books have not been published. However we found an anthology of different articles dealing with Social Entrepreneurship and Corporate Social Responsibility, (CSR) which has helped us a lot for not going into a not relevant theoretical jungle. Due to this anthology we could easily find relevant theory through different articles.

2.7 Source Critique to Secondary Data

We are criticizing our secondary data in order to assess the trustworthiness of our literature²⁵ and to gain legitimacy for the study itself. The criteria of our secondary data should be based upon three principles: the source should be up-to-date, the secondary data should be correct and not confusing, the last principle is that the sources should be impartial and objective.

Considering the first principle we think that our secondary data is up-to-date due to the relatively new research area as the social entrepreneurship is considered to be. And as one can find in our list of references most of them are from the 21st century.

²³ Winter, J. (1982). *Problemformulering, undersökning och rapport*. Lund: LiberFörlag. p.22.

²⁴ Mair, J., & Martí, I. (2006). Social entrepreneurship research: A source of explanation, prediction and delight. *Journal of World Business*, 41, pp.36-44.

²⁵ Thurén, T. (2005). *Källkritik* (2.a rev. uppl.). Stockholm: Liber.

Second, we think we have chosen relevant literature for this type of study, using fundamental entrepreneurship theory like the theories of Schumpeter (1883-1950) and Kirzner and further moving on to one of the branch of entrepreneurship, as social entrepreneurship theory. When using social entrepreneurship theory we have started from the most established ones e.g. Leadbeater (1997) and/or Brooks (2008). Since we have used original secondary sources this will minimize the risk for misinterpretations and will also make it easier for the reader to get to our secondary data by themselves. However, all of the methodology books are written in Swedish, which can make a misinterpretation, partly from our side as authors as the possibility exist that we may translate the Swedish methodology books in a way that are not one hundred percent clear. The fact that we have chosen Swedish methodology books will make it more difficult for non-Swedish to evaluate what the secondary data are saying. The same argumentation could also be projected on our theory chapter where some of the sources are in Swedish. However, we decided to use the Swedish sources because they do describe the methodological procedure in relatively understandable manner. Considering the theories in Swedish we have chosen well known Swedish authors within this field, e.g. Malin Gawell and Bengt Johannisson.

To ensure that we have used sources that are impartial and objective, we have used articles and books that are well cited and are legitimate in our particular field – social entrepreneurship. Still, many sources have not been well cited since they are so newly published. Although, we have included them because they bring a new perspective to our subject and those kinds of new sources has a news-value for our field of study. Since many of our theoretical sources considering social entrepreneurship are highlighting similar things we think that our sources also would be more objective in their view of social entrepreneurship theories.

Considering the Internet we have used internet sources that have a strong connection with our research. However, since these sources are not peer-reviewed or well cited, these sources may be used with some caution.

3. Theoretical approach to Social Entrepreneurship

In this chapter we present the theoretical framework, which is the foundation for this study. In the beginning we will start with presenting introductory entrepreneurship theory and thereafter address social entrepreneurship as a notion and phenomenon. Second, we will highlight the importance of the social entrepreneur and his or her different qualities. Finally, we will present a social entrepreneurship model.

3.1 General Entrepreneurship Theory – an introduction

Entrepreneurship as a phenomenon is not new. Richard Cantillon and Jean Baptiste Say described entrepreneurship as a theoretical notion already in the 17th century. The definition of an entrepreneur back then was an individual that are active and that get things done²⁶. Hence, it took some hundred years later for the researchers to really get the consensus about a theory behind the entrepreneur. Thus, the emergence of the theories from Schumpeter (1883-1950) and Kirzner won a lot of attention within the entrepreneurship field in the 20th century²⁷.

3.1.1 Entrepreneurship according to Schumpeter

Schumpeter was an emerging author that grew stronger within the field of entrepreneurship theory in the beginning of the 20th century. Schumpeter's view of the entrepreneur starts from a macro economy perspective, talking about an economic equilibrium that is the rule of the existing economy. New products and services could destroy or cause unbalance to the equilibrium. The entrepreneur is the one behind these unbalances of the economy. With special characteristics and skills the entrepreneur is considered as a rare breed that carries out different products and/or services in a total new way that competitors cannot compete with – that is what makes the unbalance in the economy. To get back to economic equilibrium the competitors needs time to find a similar product or service.²⁸

The entrepreneur itself is seen as a special individual; there are only few of them in the world that can cause this unbalance in the economy. Schumpeter argues that the entrepreneur is driven by a desire to conquer the world and a positive will to create things and also to be an independent individual.²⁹

3.1.2 Entrepreneurship according to Kirzner

The Kirznerian perspective differs a bit on the view of the entrepreneur's role in the market. The market in which the entrepreneur is acting is characterized by an unbalance. Different entrepreneurs see these unbalances as unexploited and potential

²⁶ Landström, H. (2005). *Entreprenörskapets rötter* (3:e rev. uppl.). Lund: Studentlitteratur. pp.23-26.

²⁷ Ibid., pp.37-54.

²⁸ Ibid., pp.40-41.

²⁹ Ibid.

business opportunities. When the Kirznerian entrepreneurs exploit these unbalances in the economy are being brought back into the equilibrium.³⁰

The Kirznerian entrepreneur is not as rare as the Schumpeterian entrepreneur. Instead Kirzners entrepreneur is seen as an agent of opportunities. The entrepreneur does not have any special characteristics, but the exploitation of a business opportunity could be unique since it has to do with the entrepreneur's everyday work, social network and situation etc.³¹

From these two initial theories about the entrepreneur's role in the economy, many different scholars have been engaged in further development of entrepreneurship as a research field. New concepts has in this way emerged, among those one can find, Intrapreneurship – Entrepreneurship within organizations and Social Entrepreneurship – Entrepreneurship in the society that is anchored for making a social benefit.

3.2 Social Entrepreneurship

“We can't solve problems by using the same kind of thinking we used when we created them” - Albert Einstein.

Today we face a lot of problems; global warming, poverty, increasing economic inequality, famine and terrorism are some of them³². Finding solutions and opportunities to solve these problems are today shown to us as being very critical. Thus, in all these critical issues and debates, there is an increasingly small segment called *Social Entrepreneurship* that announces to be the effective solution for many kinds of the abovementioned social problems³³. Even though SE (Social Entrepreneurship) has emerged as a new label recent years, thanks to the media coverage and the increased consciousness among the world citizens, one could draw the conclusion that our living standards needs to be improved from a climate perspective. However, SE could be discern already in the eighteenth and nineteenth centuries in UK, when the famous industrialist Robert Owen demonstrated an alarm for the wellbeing of the employees by improving their working, knowledge and enriching lives. Ever since, the SE has been related with the community enterprise, the non-profit sector as well as voluntary organizations³⁴. Furthermore, Thompson (2002) states that even though SE has been a part of history it has yet got a little attention in the theoretical framework. *“Social entrepreneurship has not been the subject of many academic papers, but research projects are beginning to be reported, certainly in the national press. Social entrepreneurs do not generally receive the same media coverage that certain business entrepreneurs do, however successful they*

³⁰ Ibid., pp.46-47.

³¹ Ibid.

³² Baogous, A. M., Sud, M., & VanSandt, C. V. (2009). Social Entrepreneurship: The Role of Institutions. *Journal of Business Ethics*, 85, 201-216. p.201.

³³ Ibid., pp.201-202.

³⁴ Shaw, E., & Carter, S. (2007). Social Entrepreneurship; Theoretical antecedents and empirical analysis of entrepreneurial processes and outcomes. *Journal of Small Business and Enterprise Development*, 14, (3), pp.418-434.

might be and however significant their contribution - although, inevitably, there are exceptions to this”³⁵

Social entrepreneurship can be interpreted and has been addressed in many different ways. However, the existing definitions of this phenomenon and notion are, in overall, based on the following three characteristics:

- 1) *Social entrepreneurship addresses social problems or needs that are unmet by private markets or governments.*
- 2) *Social entrepreneurship is motivated primarily by social benefit.*
- 3) *Social entrepreneurship generally works with – not against – market forces.³⁶*

3.2.1 Organizational Form

Baogous et al (2009) argue in their article that the “legitimacy issue” is a big concern for the social entrepreneurship, why is that? There is still a long way to go for the social entrepreneurship notion and its organizations. Social enterprises are the most up to date organizations, and therefore still seeking legitimacy. Furthermore, these social enterprises are an innovation within the non-profit organization’s category. However, the legitimacy issue is starting from a non-profit organization perspective. From history we can tell that the non-profit organizations have not been brought into light in comparison to the profit organizations or the government. Thus, the most of the times when the non-profit organization is brought into light it is (almost in every case) about their cleaning up after the private sector- or government’s failure for not being able to bring a certain product or service to its citizens. When the non-profit organization has cleaned up, they are being brought back into the dark side of the market again, that means not be as visible as the profit organizations or the government. Since this issue is still a concern for long time established non-profit organizations like Greenpeace for instance, this should be an even bigger concern for social enterprises since they are new innovations within the non-profit organization’s category.³⁷

More than just stating that social enterprises are a new innovation in the non-profit organization category, there is rather a more interesting question to ask; how do they differ from the non-profit organization? Baogous et al (2009) say it is in the values, strategies and norms that differs a social enterprise from a non-profit organization. Since the birth of the non-profit organizations, they have always tried to tackle the governmental- and market failures. However, social enterprises and its purposes are to take it one step further. Scholars are arguing for social enterprises and the social entrepreneurship notion as an “*encompassing set of strategic responses to many of the varieties of environmental turbulence and situational challenges that non profit organizations face*”³⁸. The strategic sets that social enterprises do have are still remaining fuzzy as the definition from which it is derived – social entrepreneurship.

³⁵ Thompson, J. L. (2002). The world of the Social Entrepreneur. *The Journal of Public Sector Management*, 2, (15). pp. 412-431.

³⁶ Brooks, A. C. (2008). *Social Entrepreneurship*. Upper Saddle River, New Jersey: Pearson Education. pp. 4-5.

³⁷ Baogous, A. M., Sud, M., & VanSandt, C. V. (2009). Social Entrepreneurship: The Role of Institutions. *Journal of Business Ethics*, 85, 201-216. p.201.

³⁸ Baogous, A. M., Sud, M., & VanSandt, C. V. (2009). Social Entrepreneurship: The Role of Institutions. *Journal of Business Ethics*, 85, 201-216. p.203.

However, there has been an broaden view on this emerging notion, saying that social entrepreneurship is a new phenomenon that explore and exploit opportunities that meet a social need with a sustainable manner³⁹. We believe that this could be permeated in the world today and want to illustrate it by comparing two different organizations – Red Cross and Fairtrade Foundation. The comparison will be made in terms of the following two organizational forms: voluntary organization and social enterprise.

3.2.1.1. Voluntary Organization versus Social Enterprise

The Red Cross was founded in 1863 and is a voluntary organization that works as a complement to the safety nets for the society. The Red Cross is focusing on the humanitarian issues, and their mission or objective is to prevent human suffering. The Red Cross is often engaged to work in a certain country or nation that is in war or in conflict, taking a neutral part in the war or conflict. The Red Cross has four different areas in which they are working actively.

- 1) To promote the Red Cross and the red half moon movement.
- 2) Assist in catastrophes
- 3) To build up a preparedness before a catastrophe
- 4) Work actively with health and social commitment in the local regions⁴⁰

The Fairtrade Foundation considers itself as an independent non-profit organization and was founded in 1992. They are the institution that licenses the use of the Fairtrade mark to companies. The vision of the Fairtrade Foundation “*is of a world in which justice and sustainable development are at the heart of trade structures and practices so that everyone, through their work, can maintain a decent and dignified livelihood and develop their full potential*”⁴¹. To achieve this vision the Fairtrade Foundation is about to change and transform the trading structures that are deeply rooted. This will be done in favor for the poor and those that consider today’s trading structures or traditions as a disadvantage⁴². Having the Fairtrade mark on a company product certifies in accordance to the Fairtrade Foundation, that the company product make sure that producers of that certain good will work and live under social acceptable conditions.

To what extent are these two organizations characterized by the general characteristics of social entrepreneurship?

- 1) *Social entrepreneurship addresses social problems or needs that are unmet by private markets or governments.*

³⁹ Ibid.

⁴⁰ www.redcross.se 2009-04-27

⁴¹ <http://www.fairtrade.org.uk> 2009-04-27

⁴² <http://www.fairtrade.org.uk> 2009-04-27

Without Fairtrade Foundation as a social enterprise working for making the conditions better among the producers of a certain good, who knows when these kinds of initiatives would have been taken from the market or the government?

In the case of the Red Cross it also addresses social problems or need that are unmet, but they are not working actively by changing a problem with a long-term perspective. Of course this could be very difficult since the Red Cross is a big supplier of food and water in war or a conflict. However, they solve the problem for the individual, but not for a whole population.

2) Social entrepreneurship is motivated primarily by social benefit

In this case both Red Cross and The Fair-trade Foundation will fulfill the criterion, but still they are motivated by different purpose. The Red Cross will fulfill the social benefit by assist in catastrophes; meanwhile The Fairtrade Foundation will change the justice and the fairness for a many kinds of products. This will not just end with Fairtrade marked products it will rather help and sustain a more justified and a more fair market and lives for millions of people in producing countries. However, we are not trying to neglect the work of The Red Cross, nevertheless they are helping people that for sure are in a much more critical situation at a specific time in a specific situation, compared of those to be helped in the Fairtrade Foundation.

3) Social entrepreneurship generally works with – not against – market forces

In this case we think that The Red Cross and the Fairtrade Foundation differ a lot. We think that the Red Cross does not fulfill this criterion. Why is that? The mission of the Red Cross is as stated above, to be active help in case of emergency in catastrophes. By having said that, they also underline that they are not taking anyone's part in a conflict or a war. Their only mission it so serve the individuals that is caused by a conflict or war. To sum up the case of the Red Cross they do not take any active part in any market activities, which means that they are not working against or with their market forces.

In the case of Fairtrade Foundation they are very active in working with the market forces in which they are active, for instance the coffee market. They have clearly taken the market forces in consideration. Making the coffee business more sustainable by improving the working conditions for the coffee producers by certifying increased improvements in social responsibility and not just pragmatism for monetary profit.

We can from this comparison discern some differences between The Red Cross and The Fairtrade Foundation. Social enterprises are characterized by the aforementioned characteristics of social entrepreneurship. Therefore, we uphold that the Fairtrade Foundation is a more adequate example of a social enterprise compared to Red Cross, since it corresponds to all three characteristics while the latter do not.

3.3 The Social Entrepreneur

When it comes to the social entrepreneur and its definition, it has been almost the same case as the definition of its own phenomenon – social entrepreneurship. Many theorists have been trying to define them, and there is not just one clear definition. However, there is one definition that one could use of social entrepreneurs: “*change agents in the social sector*”⁴³. This means in practice:

- Adopt a mission to create and sustain social value (not just private value)
- Recognize and relentlessly pursue new opportunities to serve that mission
- Act boldly without being limited by resources currently in hand.
- Exhibit a heightened sense of accountability to the constituencies served and for the outcomes created⁴⁴

Above it is stated what the social entrepreneurs do, but not how they are. Brooks (2008) argues that the social entrepreneur faces problems that are characterized with huge complexity. Social entrepreneurs are able to bind these challenges into a strong vision that make it possible to change public attitudes when it is implemented. Second, social entrepreneurs are persons with a high credibility, which they utilize when collection relevant resources to build up a network with organizations. Finally Brooks (2008) says that the social entrepreneur is someone who can gather a group of people’s interest to a strong commitment in a specific project. This strong commitment is based upon social values rather than purely pragmatic monetary goals.⁴⁵

Thompson (2002) argues that the social Entrepreneur is equipped with similar qualities and manners that are being attached to the business entrepreneur. Furthermore, Thompson (2002) argues that the purpose of their work differ a lot since they are operating in different places. The social entrepreneur is active in the community and change people’s lives because they value social causes so much. However, they still find fundraising and financial resources as important tasks to manage and skills they will need⁴⁶.

3.3.1 The Playing Field

Leadbeater (1997) presents a model that is highlighting the social entrepreneur’s playing field. The model constitutes three big areas, *the public sector, private sector* and the *voluntary sector*.

⁴³ Brooks, A. C. (2008). *Social Entrepreneurship*. Upper Saddle River, New Jersey: Pearson Education. p.11

⁴⁴ Ibid.

⁴⁵ Ibid., pp.13-15.

⁴⁶ Thompson, J. L. (2002). The world of the Social Entrepreneur. *The Journal of Public Sector Management*, 2, (15). 412-431. p.413

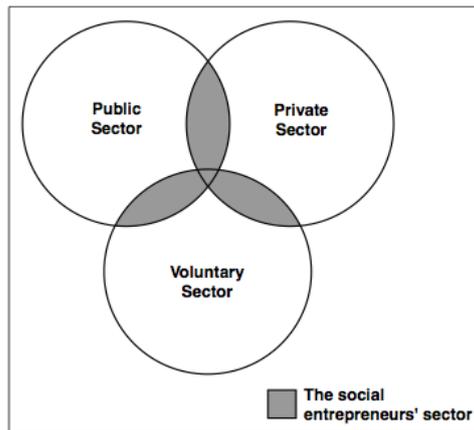


Figure 1: Sources of Social Entrepreneurship⁴⁷.

The grey area in the model is where the social entrepreneurs usually are located. Being in the intersection of these three areas are sometimes very tough for the social entrepreneur since the resources are very scarce and the motivation low on doing something good for the nearby society. Thus, to be able managing to start up and run social enterprises within this playing field you have to have strong entrepreneurial skills⁴⁸.

3.3.2 Entrepreneurial Skills

Leadbeater (1997) says that social entrepreneurs have abundance of entrepreneurial skills, thus making it possible for other following individuals to feel a strong commitment to the social enterprise and its mission. Leadbeater (1997) uphold that the mission of the social enterprise is crucial because it will bring the ones active in the organization a sense of purpose. This could be looked at as the same reason as companies gives their owners dividends or commercial measures⁴⁹. It is not just to create a mission, it also means that the social entrepreneur have to create different steps. The importance of the mission being connected to the unmet need is highly relevant, it cannot be too abstract. Further Leadbeater (1997) says that social entrepreneurs have to be good at mission statement and mission management⁵⁰. Nevertheless the importance of entrepreneurial skills is crucial to the social entrepreneurs to be able to meet the unmet needs that exist in the society.

Leadbeater (1997) addresses different entrepreneurial skills that characterize social entrepreneurs in general. Leadbeater claim that these skills are the sources that drive the actions of the social entrepreneur and are important for the existence of the organization. The common entrepreneurial skills that characterize the social entrepreneur are the abilities of being: *Entrepreneurial, Innovative, transformatory*.

The first skill deals with the ability of being entrepreneurial in general, it refers to the way individuals undertake under-utilized, discarded resources and how they identify

⁴⁷ Leadbeater, C. (1997). *The rise of the social entrepreneur*. London: Demos. p.10.

⁴⁸ Ibid., p.53.

⁴⁹ Ibid., p.54.

⁵⁰ Ibid., pp.54-55.

ways of using them to satisfy unmet needs. The second entrepreneurial skill is about being *innovative*, referring to the ability to create something new. It could be a matter of creating new services and products, new approaches of dealing with problems, which is often done by bringing together approaches that traditionally have been kept separate. The third skill, *transformatory*, has to do with the way social entrepreneurs tend to transform the organizations they are involved in as well as the neighborhoods and communities they serve by creating opportunities for self-development.⁵¹

3.3.2.1 Storytelling

Storytelling is not in this case telling fairytales. It is about communication, the social entrepreneur has to be good at communicate the mission of the social enterprise. Leadbeater (1997) stress three different scenarios when trying to describe how communication can vary, and show what marks out the social entrepreneur. First, asking a business leader about their specific business, they will most likely start to talk analytically about their business, market shares and product segment. Second, asks a politician about his or her party, they will start giving you an argumentation about the values, norms, and policies that the particular party finds of most importance. Third, asking a social entrepreneur they will start talking about how individuals participating in a program or project developed their self-esteem, motivation and driving force during that time. In contrast, the social entrepreneur communicates the values and motives through real stories and memories. This is what encourages staff and other participants to really get involved and be enthusiastic about the mission⁵².

3.3.2.2 Alliance Building

Leadbeater (1997) argues that social entrepreneurs are great at building networks. They are for different reasons socially confident. Since social enterprises within a start up process usually doesn't have strong risk capitalists or financial strength, the social entrepreneur has to rely on his or her network. This network will be crucial for the success for the social enterprise, which will make it easier for the enterprise to maybe find financial strength, marketing campaigns or public relations. Social entrepreneurs recognize that economic displacement and the globalization to some extent has been contributing to the social problems that we have today. This does not make them anti-business. This should rather be seen as an information advantage in which they could use bridging gaps trough networking. For instance we could see that in the case of Fairtrade Foundation, which initiative started from different groups that already were fighting for the rights for poor people. However, many of these groups are using their network lobbying towards the decision makers about what make people poor. Gathering these groups together makes it possible to collect a huge knowledge stock, which they can use for making the lobbying more effective⁵³.

⁵¹ Ibid., p.53.

⁵² Ibid., pp.54-55.

⁵³ <http://www.wdm.org.uk> 2009-05-10

3.4 Social Entrepreneurship Model

Martha Rollins is the founder of the social enterprise Boaz & Ruth and has developed a social entrepreneurship model for the organization. Martha Rollins was a famous entrepreneur in Richmond Virginia, where they had big issues and a huge gap between rich and poor citizens. However, Martha Rollins paid big attention and personal concern to this problem and decided to do something about it. She got the idea of how she could change the gap between rich and poor in Highland Park, a poor and crime ridden area. Highland Park was a real tragedy for those living outside and even a threat of walking through that area. The problems there were an effect of high crime rates and extraordinary high unemployment rate and drug problems. In this troubled area, it was there which Mrs. Rollins saw an idea of a social enterprise. She saw an increasing number of future employees where other just saw criminals and already lost people. The potential for revitalizing the area of Highland Park and its citizens was a great idea and implemented an organization. In this organization the people of Highland Park could work as apprentices in retail establishments.⁵⁴

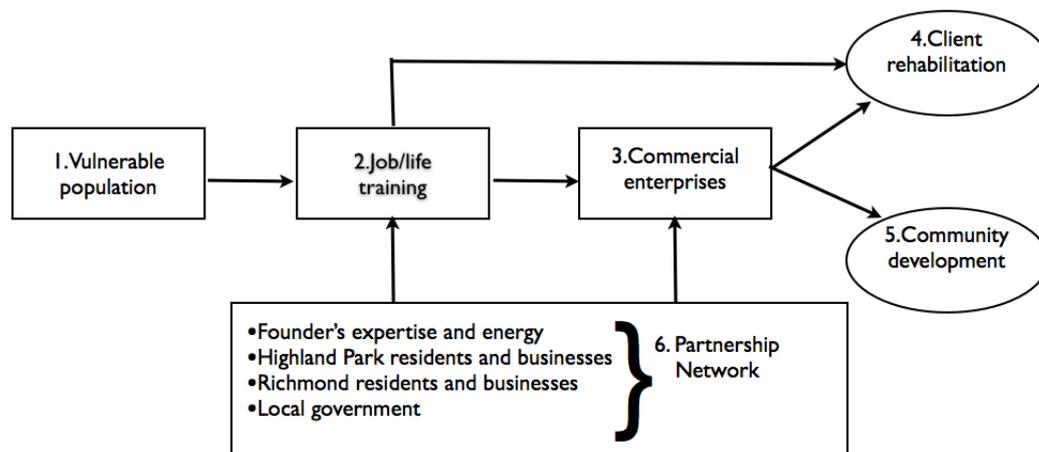


Figure 2: Social Entrepreneurship Model (remodeled)⁵⁵.

Consider the social entrepreneurship model of Boaz & Ruth, it consists of six parts: 1) *Vulnerable population*, 2) *Job/life training*, 3) *Commercial enterprises*, 4) *Client rehabilitation*, 5) *Community development*, 6) *Partnership network*.

- 1) *Vulnerable population*, the area of Richmond Highland Park is characterized by high rate of unemployment, crimes and is suffering from drug problems as well as poverty. It was due to this situation that Martha Rollins saw an opportunity to change the state for this vulnerable population.
- 2) *Job/life training*, Martha Rollins recognized the high unemployment level to be the primary problem in this area. The available jobs were few because of the few local employers and many people could not get an available job because of the criminal system in their backgrounds. Nevertheless, Mrs. Rollins saw great potential in these individuals as she perceived them as excess labor supply that could revitalize the human capital for Highland Park.

⁵⁴ Brooks, A. C. (2008). *Social Entrepreneurship*. Upper Saddle River, New Jersey: Pearson Education. p.23.

⁵⁵ *Ibid.*, p.45.

- 3) *Commercial enterprises*, Boaz & Ruth started to arrange apprenticeships for the unemployed people in order for them to enter the labor market. The organization used these people as in retail establishments and in the skilled crafts necessary to revitalize properties in the neighborhood. The unemployed people are also offered entrepreneurship training and assistance in establishing commercial enterprises.
- 4) *Client rehabilitation*, the vulnerable population of Richmond Highland Park can be regarded as clients that are going through a rehabilitation process, by letting them take part of job and life training programs and to create commercial enterprises. In this way they are given an opportunity to empower themselves by actively taking part of the society and community development.
- 5) *Community development*, the high crime and unemployment levels can for instance be reduced as a result of involving more people in the labor market as well as creating new job opportunities by the establishment of new commercial enterprises. Thus, these efforts can in the long run solve many of the social problems in Richmond Highland Park and thereby works as a catalyst for the community development.
- 6) *Partnership network*, the Boaz & Ruth organization consists of a network of partners from different sectors of the society representing the business world, public- and voluntary sector. The partnership network involves local foundations, Richmond residents in Highland Park, local businesses and government officials. This network serves as a platform that produces benefits for its clients – who are rehabilitated, its community – which is developed and those providing support – who are enriched.

The three major missions of the social enterprise are to:

- 1) To provide job and life training, life skills, emotional competencies and entrepreneurship opportunities for individuals seeking to move beyond poverty. Here it will be an opportunity for individuals to start commercial enterprises as shown in the model.
- 2) To serve as an economic catalyst to the citizens of Highland Park commercial district. This will work as an opportunity for development for the community, as well as for the client rehabilitation.
- 3) To provide an opportunity for all inhabitants of Richmond to cross cultural, economic, and geographic divisions that is characterized in Richmond.

To sum up the business model for Boaz and Ruth's they will help vulnerable people through job/life training. This will be done by expertise and energy from Martha Rollins and professional network, government and from the residents and businesses in the area of Highland Park and Richmond. These three steps above will finally end up in client rehabilitation and community development.⁵⁶

⁵⁶ Ibid.

Brooks (2008) uphold that the purpose for a social enterprise lies in its missions. The first thing an emerging social enterprise would do is to communicate its concept, to gain legitimacy and certify that the potential target group can get the idea behind the concept. Nevertheless, social entrepreneurs have got the critic that they often skip this “mission statement” step. Thus, they begin with formulating a business model instead; this could lead to unnecessary confusions. First a clear mission will make the social entrepreneur focus on what the Enterprise intend to bring into reality; otherwise it is shown that a lack of focus in the early stages could be very critical for the success of the mission. Second, the marketing tool is very important to the mission statement, because of the fact that it will bring other interested to the mission, or at least intend to do. For instance, a social enterprise that are working with something that are going to solve the problems behind terrorism cannot have a inadequately expressed objective or mission, then again it will bring us back to the legitimacy issue⁵⁷.

However, when the mission is set, the next step is to bring the business model up to the surface. Arthur C. Brooks (2008) decompose the three characteristics, which we have gone through in the example of the Red Cross and the Fairtrade Foundation stated above and develop these to a “business model”. Brooks (2008) argues that after the social mission clearly have been defined, expressed and refined it is time to put together a business model for the social enterprise⁵⁸. The business model is a model of Boaz & Ruth’s, which is a social enterprise that has a mission to “rebuild lives and communities through relationships, training, transnational jobs, and economic revitalization”⁵⁹.

This social entrepreneurship model is the one that we are going to apply to our particular purpose, in which we will describe and examine SIFE Umeå University as a social entrepreneurship model.

⁵⁷ Ibid., p.42-43.

⁵⁸ Ibid., pp.44-45.

⁵⁹ www.boazandruth.com 2009-04-22

4. Practical Methodology

In this chapter will we present the research procedure, namely how we have conducted this study. We will begin by arguing for our qualitative research approach. Then we will describe how we have proceeded in the collection of data through interviews and the way we selected our respondents. We will end this chapter by providing a detailed overview of the respondents.

4.1 Qualitative Research Approach

We have applied a qualitative research approach in this study since we have a hermeneutic and interpretative view of social entrepreneurship as the social phenomenon to be studied. The qualitative research approach has been chosen since we chose to conduct a case study as our research design in order to get a deeper understanding of social entrepreneurship through studying our specific case – SIFE Umeå University. Holme and Solvang (1997) claim that this kind of research approach is adequate when the research interest is to go into depth in order to attain an increased understanding of a limited number of entities⁶⁰. This goes in line with our research purpose; to bring a deeper understanding of social entrepreneurship in a Swedish context. The other general research approach is the quantitative research approach, which is normally related to collected data in the form of numbers, analyzed through the use of diagrams and statistics. Furthermore, this research method is normally connected to the positivistic view of knowledge⁶¹. Consequently, in regard to the aforementioned, we find the qualitative research approach to be suitable for our study.

4.2 Semi Structured Interviews

The empirical data that we have collected in this study comes from semi-structured interviews from different individuals that are connected to SIFE Umeå University. Semi structured interviews is a way of interviewing that involves a balance between openness and structure. The semi-structured interview is normally based upon predetermined themes that should be emphasized, yet the respondent is free to answer the questions from an individual point of view. The same predetermined themes and questions are being addressed to different respondents. However, the respondents have the same possibility to express their individual opinion because of the quite open questions. The conduction of semi-structured interviews can be very time consuming since the interview is followed by transcription and analysis⁶². Flexibility is another aspect that characterizes semi-structured interviews, since the questions do not always follow a chronological order and the interviewer can complement with follow-up questions if necessary⁶³. We chose to conduct semi-structured interviews since we wanted a good coverage of different aspects through the different individual

⁶⁰ Holme, I.M., & Solvang B.K. (1997). *Forskningsmetodik: om kvalitativa och kvantitativa metoder* (2:a rev. Uppl.). Lund, Studentlitteratur.

⁶¹ Neuman, W.L., & Kreuger, L.W. (2006). *Social Work – Research Methods* (2nd ed.). Boston: Pearson Education.

⁶² Gillham, B. (2005). *Research interviewing: range of techniques*. Maidenhead: Open University Press.

⁶³ Berg, B. L. (2004). *Qualitative Research Methods* (5th ed.). Boston: Pearson Education.

perspectives. The predetermined themes and the interview questions derive from the theoretical framework.

There exist some disadvantages using semi-structured interviews to collect data. One disadvantage that could be seen in this study is that the respondents will feel uncomfortable to answer their true answer and instead they answer in a way that they anticipate will be more acceptable⁶⁴. Since we have been a part of SIFE Umeå University this scenario could occur. Regarding the fuzzy definitions, this might cause problems with meaning since the interviewer and the interviewee might have different preconceptions. Thus, the interviewer and the interviewee could talk about the same phenomenon using different languages that could result in misunderstandings during the conversation.⁶⁵

4.3 Construction of the Interview Guide

To be able to conduct the semi structured interviews we first formulated questions based on the theoretical framework⁶⁶ that guided the interviews with the different respondents. We constructed an interview guide that is divided into three main parts; general questions regarding social entrepreneurship, Projectrelated questions, questions related to the social entrepreneur. The interview guide was written in the Swedish language because the students in SIFE Team Umeå University are Swedish and we find it appropriate to have the conversation in their mother tongue language in order to make it more comfortable for the interviewees to express themselves. However a translated version of the interview guide could be found in Appendix 2. The interview questions were constructed in an open way so that each and one of the respondents could share their particular view on social entrepreneurship.

4.4 Selection of Respondents

Our previous experience from carrying out different social entrepreneurship projects in SIFE Umeå University has influenced the selection of our respondents. Therefore, we used a subjective method in the selection, meaning that we already had the knowledge and information about the population from where we selected the respondents⁶⁷. Since this study aims to answer the research question: *How does SIFE Umeå University work with social entrepreneurship?* We therefore wanted to select individuals involved in the SIFE Umeå University. We chose to select individuals whom can be considered to be the actors – social entrepreneurs – that work closely with the social entrepreneurship by carrying out projects in practice.

From an organizational point of view, we wanted to reach individuals at different levels of the organization in order to reflect the entire organization. Therefore, we chose to interview individuals from the board, project management and operative personnel. Nevertheless, SIFE Umeå University has a flat organizational structure, the

⁶⁴ Bryman, A., & Bell, E. (2003). *Business Research Methods*. New York: Oxford University. p.137 .

⁶⁵ Ibid.

⁶⁶ Saunders, M., Lewis, P., & Thornhill, A. (2007). *Research Methods for Business Students* (4th ed.). Harlow: Pearson Education.

⁶⁷ Holme, I.M., & Solvang B.K. (1997). *Forskningsmetodik: om kvalitativa och kvantitativa metoder* (2:a rev. Uppl.). Lund, Studentlitteratur.

board members and project managers have therefore been involved in an operative level as well. We believe that this organizational structure will give an overall picture of how the organization is working with social entrepreneurship.

4.5 Conduction of Interviews

All of the interviews were conducted in Umeå University. The proximity to the respondents was beneficial from a practical point of view since we could arrange the interviews quite fast in time and space. Thus, the interview process was both time and cost efficient for us. The proximity to the respondents enabled us to have face-to-face interviews in which we could pay attention to signals expressed through body language, facial expressions and personal chemistry between the interviewer and the interviewee. Having face-to-face interviews enabled us to visually describe what we wanted to say for clarification purposes⁶⁸, it was both encouraged and appreciated by both the interviewers and the interviewees. We chose to interview the respondents in a place on the University campus where the individual was not normally located and that was not crowded in order to conduct the interviews in a relaxed, comfortable environment and so that the confidentiality of the interview could be secured.

Initially during the interview, we asked the respondents if we could record the interview and thereafter told them about their confidentiality in the study. We wanted to record the interview since it enabled us to focus more on the conversation and interaction with the interviewee, we found this to be even more important since we chose to conduct semi structured interviews which requires the interviewer to be attentive to the answers being given so that one could keep the conversation flowing by asking follow up questions. Recording is also helpful aid when it comes to further analysis of the empirical data gathered through the recorded interviews⁶⁹. Nevertheless, the recording of an interview can cause the respondent to feel uncomfortable and nervous about it⁷⁰. However, this was not our experience from our interviews with the different respondents, they were comfortable and engaged in the conversation.

The six interviews were conducted in three days during the same week and each interview was in average between 30 – 40 minutes.

4.6 Access

Access to relevant information is important and a necessity for the collection of data that enables the conduction of a study. How have we as researchers gained access to the interviewees in this study? We had, due to our previous involvement in SIFE Umeå University, a clear overview of the organizational structure and the different roles and areas of responsibility. We could in this way easily target adequate informants for this study. Hence, we contacted the informants directly through phone calls in which we briefly told the respondent about our study and thereafter asked them if they were interested to participate as interviews in the study. Once they

⁶⁸ Shuy, R.W. in Gubrium, J.F., & Holstein, J.A. (2001). *Handbook of Interview Research, Context & Method*. Thousand Oaks: Sage Publications.

⁶⁹ Gillham, B. (2005). *Research interviewing: range of techniques*. Maidenhead: Open University Press.

⁷⁰ Trost, J. (1997). *Kvalitativa intervjuer* (2:a rev. uppl.). Lund: Studentlitteratur.

decided to participate we agreed upon an appointment for the interview and then send an email with the interview questions so that they could prepare themselves before it. Thus, as researchers we believe that we have obtained good access to all of our respondents.

4.7 Overview of Respondents

We have interviewed respondents that represent SIFE Umeå University from three different levels: as board members, project managers and project members. The different roles that the respondents have in the organization are presented together with other details as follows.

Respondent A,

Role: Board member

Date: 2009-05-26

Time: 09:00 – 09:38

Our first respondent was one of the members in the board of SIFE Umeå University. The respondent's involvement in SIFE has been since year 2007. The working tasks in the organization are working with kick off events, by-laws for the organization and preparation before the national competition in social entrepreneurship. The respondent became a SIFE student because two classmates from the University told about the SIFE concept and told the respondent that the respondent would be interested of the concept, and ever since the respondent is enthusiastic about the work of SIFE.

Respondent B,

Role: Board member

Date: 2009-05-26

Time: 15:00 – 15:47

Our second respondent was also a part of the board of SIFE Umeå University and respondent B has been involved in SIFE Umeå University from the start up in 2005. The respondent's working tasks is to be the responsible for the hand over to the new board members as well as spread gained knowledge and experiences to them. The respondent chose to be involved in SIFE since it fits the core values of the respondent. The respondent also says that one more reason to why joining SIFE was because of the fact that the respondent, was during high school part of the concept Young Enterprise. Young Enterprise is a concept with focus on high school students. During one year at high school the students get the chance to start up and wind up a business. The respondent says that the same process of getting the chance to experience ones entrepreneurial spirit can be found within the concept of SIFE and Young Enterprise. That is why the respondent chose to get involved in SIFE from the start.

Respondent C

Role: Project member

Date: 2009-05-26

Time: 14:00 – 14:36

Our third respondent has been involved in SIFE Umeå University for almost one year now. The respondent's involvement in SIFE has been as a project member in the project Entreprenom High School. The working tasks as a project member in the SIFE – team was to initiate a contact with the teacher at the topical high school as well as coaching and follow-up. The respondent became a member of SIFE since a friend told about the concept. By a coincidence the respondent went to one of the information gatherings about SIFE Umeå University and after that meeting the respondent has been a SIFE member ever since.

Respondent D

Role: Board member and project member

Date: 2009-05-29

Time: 10:00 – 10:38

Our fourth respondent has been involved in SIFE Umeå University since October 2008. The respondent has been a project member in the project Landmines and is also a part of the board. The respondent chose to get involved in SIFE through an information meeting which was held by the SIFE-students. The respondent thought that this was an extraordinary organization and decided later on to join. The respondent says that the other alternatives on students associations did not attract the respondent's interest.

Respondent E

Role: Project manager

Date: 2009-05-27

Time: 12:00 – 12:45

The fifth respondent has been the project manager of the project Entreprenom High School. The respondent has been involved in SIFE since the autumn 2008. The respondent told us that the reason why joining SIFE from the beginning was because of the need of being active in some sort of activity in parallel with studying. Furthermore, the respondent was convinced by a friend to join a SIFE meeting to just get a quick view of what the SIFE Umeå University actually was doing. The respondent upholds that as a student, one gets multiple choices about which organization one should join, e.g. HHUS, AIESEC, and SIFE. However, the respondent chose SIFE since the respondent thought that SIFE is not such a bureaucratic organization. The respondent says that entrepreneurial and flat organizations are very developing to be a part of.

Respondent F

Role: Project manager

Date: 2009-05-29

Time: 15:00 – 15:28

The last respondent in our study has been involved in SIFE as the project manager of the project Landmines. The respondent became a member of SIFE in December 2008. The respondent became engaged in SIFE due to some of his friends who already were involved in SIFE. The respondent says that one reason why joining SIFE was because of that the respondent wanted to work in a new dimension – social entrepreneurship, since this is an upcoming and a popular dimension to work in. Our respondent F also reckons that the network and the members of SIFE is a good platform for the future.

We believe that this selection of individuals as respondents from the different levels of the organization could give us different perspectives that generate a wider perspective when it comes to the analysis of the empirical data in the following chapter. Hence, this wider perspective will thereby provide the overall picture of how SIFE Umeå University is working with social entrepreneurship and helps us to answer the purpose of this study.

5. Empirical Findings and Analysis

In this chapter we will first give an overview of the concept SIFE- Students in Free Enterprise. Further, we will highlight some theoretical arguments and then clarify what the respondent has answered and finally analyze and interpret the answers given in the light of our theoretical framework.

5.1 The SIFE Concept

SIFE – Students In Free Enterprise is an international non-profit organization that has its origin in the United States of America where it was founded in 1975. The mission of the organization is to: *“To bring together the top leaders of today and tomorrow to create a better, more sustainable world through the positive power of business”*⁷¹. How does the organization work to accomplish this mission?

SIFE is based on a platform that brings together people from the academia and the business world in order to make a difference in their communities through social entrepreneurship. The SIFE organization encourages university students to identify a gap in the society that has not been covered by the government or the business world for the people in need. The university students then recognize this gap as an opportunity to make a difference by using their theoretical knowledge in practice through the implementation of social entrepreneurship projects in co-operation with stakeholders from the business world and other non-profit organizations. The projects are addressed within the framework of the following six topics: *market economics, entrepreneurship, financial literacy, personal success skills, environmental sustainability and business ethics.*⁷²

The university students work in teams where each university represents a SIFE Team. Once in a year, different universities or teams compete against each other on a regional, national and international competition. The SIFE Teams present the results and effects of their social entrepreneurship projects in front of a jury of business leaders that evaluates their work. The winning SIFE Team of the national competition becomes a national champion and thereafter represents the country in a world cup – SIFE World Cup.⁷³

The SIFE organization involves people in social entrepreneurship in this way. The organization operates in 41 countries and engages 34 074 students in 1 376 teams. The SIFE organization operates in these countries through national SIFE organizations. The national SIFE organization in Sweden – SIFE Sweden – was established 2003 by the Confederation of Swedish Enterprise, Investor and Electrolux. SIFE Sweden engages 512 students in 7 teams. SIFE Umeå University is one of them and will be described as follows.⁷⁴

⁷¹ www.sife.org, 2009-06-11

⁷² Ibid.

⁷³ Ibid.

⁷⁴ Ibid.

5.1.1 SIFE Umeå University

Ten university students at Umeå School of Business at Umeå University in Sweden started up SIFE Umeå University in the fall 2005. Umeå School of Business has is the owner of the concept at Umeå University and has thereby supported the SIFE organization since its foundation both administratively and financially. The administrative support is primary connected to an employee at the Umeå School of Business who has an official role as a Faculty Advisor. The function of this role is to support the organization on a regular basis. SIFE Umeå University is working closely to the local business world and other non-profit organizations, not only in order to obtain financial support but also in order to obtain support in knowledge and engagement that can be connected to different projects of various educational topics.

SIFE Umeå University has expanded as an organization throughout the years in many ways. The members are still mainly business students, but the team has become more diverse through the participation of students from several different academic disciplines such as political science, psychology and informatics. The organization has also shown a strong growth in numbers of social entrepreneurship projects, project participants, and partners from the business world as well as non-profit organizations. The team has been recognized for their efforts by ending up as national champions in social entrepreneurship two years in a row, 2007 and 2008. Consequently, SIFE Umeå University represented Sweden in SIFE World Cup 2007 in New York and 2008 in Singapore.

5.1.2 The Social Entrepreneurship Projects

The first social entrepreneurship project that the SIFE Umeå University implemented in 2005 is Entreprenom High School. This project is still running up to date and two of the interviewed respondents in this study have been working with this project during the spring semester.

Entreprenom High School is designed as a series of lectures and workshops in entrepreneurship where the university students in the project group coach the high school students through these lectures and workshops during one semester. The project seeks to fill a gap in the society, namely in high school concerning students in vocational training programs. The high school students in these programs have seldom experienced entrepreneurship training or entrepreneurship education in their education even though they have large potential of becoming self-employed entrepreneurs in regards to their practical skills. The consequence of this lack of entrepreneurship training and education is that the high school students are fostered to become an employee throughout their vocational training program, self-employment as an entrepreneur is thereby never highlighted as an equal and attractive option. The SIFE Umeå University saw this gap as an opportunity to make a difference and therefore decided to implement this social entrepreneurship.

Landmines is the other social entrepreneurship project that is going to be emphasized in this session. Two of the interviewed respondents have managed this project. Landmines is a project that aims to create a safe environment for the people working in Cambodia by contributing to the clearing of landmines. Approximately 4000-km²

piece of land in Cambodia contains mines that lead to the death and serious injuries of innocent people. The infrastructure of the country has also been affected since these land mines have destroyed buildings, schools and hospitals. Furthermore, the minefields also prevent the economic development of the country since Cambodia is dependent on agriculture and large parts of the land cannot be used for this purpose. Thus, the project Landmines aims to create economic opportunities for the working people in Cambodia by contributing to the clearing of landmines so the same piece of land can be used for agriculture-based entrepreneurship instead.

SIFE Umeå University has developed the project Landmines in collaboration with the United Nations Association of Sweden. The team has through this association adopted a minefield that corresponds to 2000 m² piece of land in the village Ampil in Cambodia. The team needs to collect around 200 000 Swedish krona in order to clear the adopted minefield. The collection of money has been done in different ways. For instance, gifts certificates and t-shirts have been sold. SIFE Umeå University also arranged a special benefit event for the public with a combination of lectures and entertainment where well-known speakers were invited to talk about topics concerning the situation in Cambodia, Corporate Social Responsibility and personal development. The incomes from this event and the sales of gift certificates and t-shirts were paid in full to the clearing of landmines in Cambodia.

5.2 The Analysis of the Social Entrepreneurship Notion

In the theory we can find that theorists uphold that there exist some different definitions on the notion “Social Entrepreneurship”⁷⁵. It covers everything from helping others in the society to start up and run new enterprises⁷⁶. Gawell et al view Social Entrepreneurship as an innovative initiative that develops new functions for the society⁷⁷. Furthermore, Brooks (2008) argues that social entrepreneurship is generally motivated by social benefit⁷⁸. Leadbeater (1997) argues that social entrepreneurs is communicating their message and values through storytelling from different events that the social entrepreneur has experienced. For instance, the social entrepreneur starts to talk about some of the participants in a particular program were that Social Entrepreneur himself/herself has been involved⁷⁹.

Regarding the social entrepreneurship notion the respondent had almost the same starting points from where the social entrepreneurship phenomenon emerges. The respondents described the starting points of social entrepreneurship as: engaging people, driving force, and helping others. When the respondents got the chance to develop their answers further, some differences in their perspectives on social entrepreneurship could be discern.

Respondent F who has been involved in the project Landmines told us about something he/she called “a new dimension”, where organization does not only see the monetary profits. The respondent argue that social entrepreneurship in the long run

⁷⁵ Brooks, A. C. (2008). *Social Entrepreneurship*. Upper Saddle River, New Jersey: Pearson Education. p.4.

⁷⁶ Ibid., p.5-7.

⁷⁷ Gawell, M., Johannisson, B., & Lundqvist, M. (Eds.). (2009). *Samhällets entreprenörer*. Stockholm: Östertälje Tryckeri AB. p.8.

⁷⁸ Brooks, A. C. (2008). *Social Entrepreneurship*. Upper Saddle River, New Jersey: Pearson Education. p.4.

⁷⁹ Leadbeater, C. (1997). *The rise of the social entrepreneur*. London: Demos. p.54-55.

would make win – win situations and thus creates social value for the society and thus bring in this new dimension to society. Furthermore, respondent F is arguing that social entrepreneurship should be, integrated in companies, so that a particular part of a certain company would invest in social entrepreneurship e.g. helping others, or the environment.

Respondent B says that social entrepreneurship is about development. The development could be on an organizational level and/or at an individual level. Meanwhile respondent C is saying that social entrepreneurship gives you an opportunity to use your creativity and thereby develop your own ideas.

With the information given from our respondent we can discern that all of our respondents told us that the motives behind their engagement in SIFE was because they wanted to do make something good for someone else. Through the SIFE concept the respondents says that they have develop themselves by helping others to develop. One example is respondent A, who answers the question why other students should join SIFE:

”För att det är roligt, dels så är det ett avbrott från studierna...man får göra något praktiskt av det man lär sig i skolan, dels så utvecklas du mycket själv, du får glädjas av att se andra utvecklas...personligen har jag lärt mig att ta för mig mer, man har lärt sig att vissa saker måste man göra själv, annars blir det inte gjort”

- Respondent A

”Because it is fun, a break from the studies...you get the chance to do something practical with your gained theoretical knowledge, and thus develop yourself, you get the chance to enjoy the development of others...On a personal level I learned the hard way, that if you want to get things done, do it yourself”

- Respondent A

Hence, one big reason of why other students should be joining SIFE is because of the fact that it feels so great to be in the process in which one can see the development in the participants that you are working with. Further, respondent A says that by working along in projects, as a member or a project manager you learn how to use your theoretical knowledge in practice. Hence respondent A brings in that, a result of this is that you learn how to execute problems and conquer even bigger challenges on a more independent level.

We will as follows present, interpret and analyze the respondent’s answers in relation to the three general characteristics of social entrepreneurship.

1) *“Social entrepreneurship addresses social problems or needs that are unmet by private markets or government”*⁸⁰

⁸⁰ Brooks, A. C. (2008). *Social Entrepreneurship*. Upper Saddle River, New Jersey: Pearson Education. p.4.

One pattern that we have discerned is that the respondents described why and how the Entreprenom High School project was developed and implemented. They mentioned that initially they got surprised while taking on the project since the high schools students in the vocational training program already had their own teachers that could train and educate them in entrepreneurship. Thus, the resources were available to meet the needs of entrepreneurship training and education among the students but the high school was still interested in involving actors outside the high school. The need was clear but the public high school was not sure that they could meet this need sufficiently due to the lack of experience in entrepreneurship education.

Respondent E claimed during the interview that SIFE Umeå University could break old patterns in the classroom through their involvement because of a different approach and outline of the entrepreneurship education. For instance, the communication in the classroom became more of a two-way communication rather than one-way communication. The age did also play a role according to respondent C, who mentioned that she found it easier to catch the high school students' attention since the students could identify themselves with them in a better way than their regular teacher. The fact that Entreprenom High School has been carried out in the same high school for five years in row is an indication that SIFE Umeå University are mobilizing resources (Entreprenom) in order to meet the need of entrepreneurship education among high school students in vocational training programs. We interpret this initiative as a social arrangement that can lead to sustainable social transformations at the high school⁸¹.

On the one hand, the high school teachers recognized the social need of their students but decided to involve SIFE Umeå University to meet these needs instead of using resources at hand. This is one example of how the government – high school – lacks to meet social problems or needs and thereby creates space for social entrepreneurship – SIFE Umeå University. On the other hand, Entreprenom High School involves actors from the local business as lecturers and coaches during the series of workshops in entrepreneurship. The social need is in this way also approached by the private market, perhaps more in an indirect way through SIFE Umeå University. This shows how the different sectors overlap each other in order to meet a social need.

2) *"Social entrepreneurship is motivated primarily by social benefit."*⁸²

Common for every respondent is that they during their interview made comments, now and then that, we are not doing this primarily for ourselves, rather it is about helping others and make a difference in the society. On the other hand, respondent F says that economical benefits are a necessity to achieve the social benefits, meaning that social entrepreneurship projects must be financed in one way or another. The respondent states:

"Det är ju så att du måste tjäna pengar för att överleva, du måste ju tjäna pengar på din verksamhet annars kommer du aldrig att kunna driva den..."

– Respondent F

⁸¹ Ibid.

⁸² Ibid.

“You must earn money in order to survive, you must earn money in the organization otherwise you will not be able to run it...”

– Respondent F

Brooks (2008), makes a quote by David Bornstein (2004): *“Social Entrepreneurship is a multidimensional construct involving the expression of entrepreneurially virtuous behavior to achieve a social mission”*⁸³. SIFE Umeå University has carried out several projects that addresses different social problems and reaches out to different target groups in the society. Every project has been developed for a specific need and therefore has its own social dimension. Consequently, this leads to a multidimensional portfolio of social entrepreneurship projects. The organization is the gathering platform from where these different projects emerge – this is what makes the SIFE Umeå University multidimensional in order to achieve social missions.

3) *“Social entrepreneurship generally work with – not against – market forces”*⁸⁴

The sources of social entrepreneurship in the public-, private-, voluntary sector as shown in the theory chapter, comes from the conjunctions of the three sectors in which Leadbeater (1997) upholds that social entrepreneurship emerge. When we conducted the interviews we could discern that SIFE Umeå University operates in all three sectors to some extent. Respondent C explained how they involve different partners to the project and they chose the most suitable for the particular lecture or workshop. When the respondent continued to describe the partners that had been involved we could recognize that there were representatives from the three different sectors. However, when asking the question regarding which type of organization that they would like to compare SIFE Umeå University with, the respondent mentioned that it had characteristics from on the one hand voluntary organizations such as Medecins Sans Frontieres (Läkare Utan Gränser) and on the other hand companies such as Body Shop. Nevertheless, SIFE Umeå University could be viewed as a border-crossing organization that unifies actors from private-, public- and voluntary sector to serve a common social mission.

SIFE Umeå University is a non-profit organization. However, the social entrepreneurship projects do in most cases involve companies from the business world that have an interest in the projects. Respondent F believes that one of the reasons for why the companies decide to get involved in the projects is because of the increased demand from the society on companies to take their social responsibility. The respondent describes this as a trend in the society in general and the business world where for instance more and more companies get eager to have their products fair-trade certified and thereby creates a brand associated with sustainability. We interpret it as the market forces shows a greater interest in issues regarding sustainability or social responsibility and this interest goes in line with the SIFE Umeå University’s work in making a difference in the society through social entrepreneurship. In this case, we can see a mutual interest in practicing social entrepreneurship between the SIFE organization and actors from the business world.

⁸³ Ibid.

⁸⁴ Ibid.

According to Brooks (2008) social entrepreneurship can be considered as a balance act between moral imperatives and profit motives. The respondent A states that SIFE Umeå University could be compared to an enterprise since the team sell their services to other organizations like other companies, the main difference is that the team members work for free and the price do not exceed the cost price. Respondent D mentions one example in which the project resulted in profit and that the team decided to re-invest the profit in the organization. We believe that the team in this way have a profit motive but at the same time make sure that the money goes back to the organization and the projects. This is an indication of the aforementioned balance act.

5.2.1 Organizational Form

Baogous et al (2009) stresses a major problem with social enterprises. The legitimacy issue is a big concern since the social enterprise is the most up to date organization within non-profit organization's category. Consequently, this type of non-profit organization is facing liabilities of newness, meaning challenges in gaining legitimacy for its reason for being, because of the novelty that follows from being an innovation within this category. This legitimacy issue is not specific for the social enterprise as an organization, yet this is common for the non-profit organization in general.

5.2.1.1 Voluntary Organization versus Social Enterprise

We have previously in this study stressed two different examples in order to easier get understand what a social enterprise might be. The Red Cross and the Fairtrade Foundation were distinguished since they fulfill different needs. We have according to our understanding distinguished many similarities between the latter and SIFE Umeå University. The Fairtrade Foundation is a non-profit organization offers a range of different fair trade labeled products such as coffee, sugar, rice, chocolate. The profits from the sales go back to the organization. This scenario could be projected on the way the SIFE Umeå University is organized. This corresponds to the empirical findings in the answer of respondent B who describes the organization as an enterprise offering its own products to its clients. Furthermore, the profits that comes from implementing the social entrepreneurship projects are being re-invested in the organization. Another similarity is that the Fairtrade Foundation works on a long-term basis in trying to change the behavior and attitude among consumers concerning Fairtrade labeled products. Entreprenom High School do also work on a long-term basis aiming to encourage an entrepreneurial behavior and attitude among high school students in vocational training programs. Respondent E gave an example about a group of students that lacked motivation and were passive in the initial lectures and workshops, at the end of the project they showed entrepreneurial spirit and were in the forefront with their business concept in the final sessions. The respondent recognized this change of behavior as an important outcome of the services.

Some of the respondents compared SIFE Umeå University with a regular company with board meetings, planning and evaluation. Meanwhile some of the respondents have not reflected upon which kind of organization it is. Resondent E claims that it is about giving the participants the tools they need:

“Vi ger folk verktyg, vi ger de fiskespöet, vi ger de inte fisken”

- Respondent E

“We give people tools, we give them the fishing rod, we do not give them the fish”

- Respondent E

Respondent F describes the SIFE Umeå University as identical to other non-profit organizations that take social responsibility and are involved in humanitarian work. Respondent B draws parallels between the SIFE organization and other companies and to the social enterprise – Grameen bank in Bangladesh that offers micro loan credits to women so that they can start up their own business.

5.3 The Social Entrepreneur

5.3.1 Entrepreneurial Skills

There are certain entrepreneurial skills that motivate the social entrepreneur to undertake the actions that determines the existence of an organization's involvement in social entrepreneurship. These certain skills are the abilities of being: *Entrepreneurial, Innovative* and *Transformatory*. The ability of being entrepreneurial is about seeing opportunities where others see obstacles and problems. The social entrepreneur then finds new ways to use resources that are underutilized in order to satisfy unmet needs. The innovative skill generally refers to the creation of something new. More specifically, being innovative can be demonstrated by the creation of new products and services that meets a social mission. Furthermore, coming up with new approaches of dealing with social problems is also a part of being innovative. The driving force of making a difference in the society by transforming human beings and organizations that leads to the development of the society in large is what characterizes the entrepreneurial skill of being transformatory.⁸⁵

The ability of being entrepreneurial has been emphasized among the respondents, expressed in different ways. For instance, respondent E described the motive behind the project Entreprenom High School and how the respondent experienced the situation at the specific class that was given training and education in entrepreneurship. In the description about the motive the respondent pointed out that the project group saw great potential in inspiring and motivating the students in the vocational training programs to become entrepreneurs by presenting a new entrepreneurial perspective into their curriculum, where entrepreneurship is absent as one of the subjects. The respondent C talked about how the project group could arrange and implement the lectures and workshops in entrepreneurship in a satisfying way because of their own experiences of being high school students. The respondent pointed out that the project group in this way could complement the existing

⁸⁵ Leadbeater, C. (1997). *The rise of the social entrepreneur*. London: Demos. p.53.

education with the elements that they found was missing in the education when they themselves were high school students.

In regards to our understanding, we interpret these answers from respondent E and C as a demonstration of entrepreneurial skills. The way that respondent E described the motive and that it saw great potential in the target group do we interpret as an indication of recognizing opportunities in the current education of high school students in vocational training programs. Hence, the respondent recognized that their education was under-utilized due to the lack of entrepreneurship education and in relation to the potential the respondent saw in the high school student when it comes to their ability of becoming entrepreneurs in the future. The respondent C's answer can also be understood as an indication of entrepreneurial skills. The project group had, due to their prior experiences from high school, a good understanding of the situation and the needs of the high school students. They could thereby satisfy the unmet needs of the target group by utilizing the resources in vocational training programs in a better way.

The project group behind the social entrepreneurship project Landmines aim to create opportunities for agricultural-based entrepreneurship for the people in Cambodia by clearing away landmines that stands in the way for the economic development in this country. The piece of land that is occupied with landmines is not seen as discarded by the project group, instead they see this piece of land as an under-utilized resource for agricultural-based entrepreneurship. The clearing of landmines do of course prevent people from dying and do also prevent the damaging of the infrastructure in the country, this is the direct effect of the landmines and the short-term goal of the project. However, the indirect effect is that the landmines at the same time are a hinder for agriculture. Consequently, the clearing of landmines makes it possible to satisfy the unmet need of agricultural-based entrepreneurship. This is the long-term goal for the project group and shows their ability of being entrepreneurial in terms of undertaking under-utilized, discarded resources and identifying ways of using them to satisfy unmet needs.

The ability of being innovative is an entrepreneurial skill that characterizes the organization SIFE Umeå University as a whole since one of the main ideas behind the SIFE concept is to create new projects that can solve problems in the society. For instance, Entreprenom High School is one example of how the innovativeness is being used in the SIFE organization by creating opportunities for high school students to become more innovative through their creation of new business concepts that could lead to the creation of new ventures.

The social entrepreneurship projects, can according to respondent B, be perceived as products that the SIFE Umeå University offers like any other company. We interpret this similarity that the respondent B sees between the SIFE Umeå University and a regular company is that the latter can be interpreted as a innovative company that create new services and products. Respondent A argues the same way by making comparisons between social- and traditional entrepreneurship when it comes to the entrepreneur. The respondent sees no major difference between a social- and traditional entrepreneur in terms of entrepreneurial skills:

“tycker inte att skillnaden är så stor för att det handlar fortfarande om att en entreprenör är ju innovativ, brinner för det den gör och har drivkraften och det stämmer överens med båda”

– Respondent A

“I don’t believe that’s a big difference, in the end it still comes down to the entrepreneur being innovative, having great passion and the driving force and this is common for them both.”

- Respondent A

The third entrepreneurial skill, transformatory emerged during the interview regarding the characteristics of the social entrepreneur. The majority of the respondents pointed out that the social entrepreneur is characterized by a strong commitment of making a difference for other people in the society. This will of transforming the society by transforming individuals in different social entrepreneurship projects was, for the majority of the respondents, the motive for joining SIFE Umeå University in the first place.

The respondent B described how SIFE Umeå University has been promoting entrepreneurship relentlessly among students since its foundation. The respondent claimed that the workshops and lectures in entrepreneurship actually developed general entrepreneurial skills such as creativity and self-reliance that could lead to new start-ups in the long run. Nevertheless, the respondent pointed out that the general entrepreneurial skills that the student acquired could be useful in a career as an employee as well.

We interpret the answers from respondent B in two ways regarding the entrepreneurial skill of being transformatory. First, SIFE Umeå University’s ambition to promote new start-ups among students do we interpret as that they find entrepreneurship to be crucial for the growth and the development of the society in general. This can be seen as a way of creating opportunities for self-development that could transform the society in the long run through start ups by the participants in the Entreprenom High School project. Secondly, the argument that the students would benefit from the general entrepreneurial skills also as employees indicate that SIFE Umeå University believe that they motivate the students to be transformatory, meaning that they actually could transform the organizations they choose to be involved in a future career as employee.

5.3.1.1 Storytelling

According to Leadbeater (1997) the social entrepreneur is good at communicating the mission of the social enterprise. Leadbeater (1997) stress that what differentiates a social entrepreneur from a business leader or a politician is that the social entrepreneur will start storytelling from a specific event or from participants that has been involved in a project that is connected to the Social Enterprise⁸⁶. Further,

⁸⁶ Leadbeater, C. (1997). *The rise of the social entrepreneur*. London: Demos. p.54-55.

Leadbeater (1997) argues that this will become more obvious if one ask a business leader about the business he or she would rather start analyzing the business. The business leader rather tend to talk about the different product segments and market shares and thus draw some conclusions from how the business is doing at the moment⁸⁷. Why Leadbeater (1997) highlights storytelling as an important factor is because it makes the staff and the participant within to really engage and get involved in the different projects regarding social entrepreneurship.

Since SIFE is an organization that is almost built up around different projects we believe that this theory could be used on the SIFE students, which are involved and responsible for the different social entrepreneurship projects. During the interviews all of the respondents did tell stories and their specific experiences from the different projects. For instance, Respondent E that was involved in Entreprenom High School shared us a story about three girls that had a lack of motivation, coming up with a business idea, during the project. However, later on in the workshops series, the girls become more and more motivated and at the end of the project they were one of the best in their school class creating and working with their business idea. Another example that we can highlight in this study was when respondent D shared his/her story about the final day of the project Landmines. Only 2-3 days before the social benefit event with more than 300 people coming in the audience one of the entertainers, the most famous one, calls and says that he has got a stomachache and cannot appear at the evening. Respondent D continues by saying that at that moment he/she felt that everything felt useless and that nothing could bring the project back on track again. However, with luck and hard work the project management team could manage to get another speaker that could inspire and entertain the audience. Afterwards the respondent D says that the whole project management learned a lot and had to work hard and be very creative and only be looking for solutions under a huge time pressure during 2-3 days.

According to the interviews, and how we as interviewers interpreted them we can state that the respondents used a lot of storytelling when talking about their specific projects and the different missions of them. We also felt that regarding to the respondents tone and body language that they felt very engaged and enthusiastic when talking about those stories from their latest SIFE year. Nevertheless we should also add that this study cannot say anything or make any analysis about the business leaders nor the politicians. Thus, we cannot and do not intend to make any generalization and draw the conclusion that every business leader and politicians do not use storytelling as a communication tool. However, our own experiences from the communication of business leaders when reading about their statements in business magazines and talking to them is that they often talk about new markets or new product launches.

5.3.1.2 Alliance Building

Thompson (1999) argues that entrepreneurs has good “know-who”, meaning that they have a broad social network where they can find people that can contribute the entrepreneurial process e.g. when it comes to the acquisition of resources needed in

⁸⁷ Ibid.

order to harvest a venture.⁸⁸ Thus, entrepreneurs are good networkers in general that helps them to build alliances. Leadbeater (1997) argues that the social network and alliance building is crucial for the social entrepreneur since their organizations often find it difficult to survive on their own resources and are usually not supported by strong risk capitalists or other sponsors.

SIFE Umeå University has many cooperation partners connected to the organization and its social entrepreneurship projects. This cooperation can be seen as the links or the bridge to the local community in where they want to make a difference together with companies, non-profit organizations and governmental organization. The four social entrepreneurship projects that the six respondents were involved in were executed together with different cooperation partners. Respondent C described how they involved partners to Entreprenom High School by making phone calls and sending e-mails to potential partners that were suitable for the lectures or workshops at hand in entrepreneurship. Furthermore, respondent C claims that the relationship to the partners can be useful in the future when the project runs again and that they also become a part of the personal network. The partnerships create value into the project Entreprenom High School since companies contribute with their valuable knowledge and experience without getting paid and thereby enables SIFE Umeå University to run cost-efficient projects due to the lack of strong financial resources as a non-for profit organization.

Respondent D uphold the role of networking in the project Landmines in regards to the long-term sustainability of the project. The respondent claimed that they built a platform of partners around the project which makes it easier to run the project upcoming years, instead of beginning from scratch again. Respondent F described the benefits of networking for the projects in this way:

“Kan man gå ut till ett nätverk där man redan är känd så underlättar det så mycket, mycket har vi gjort från scratch, det har krävt otroligt mycket tid, engagemang svett och tårar nästan för att få ut varumärket. För röja mina 2009 i sig är ett starkt varumärke i framtiden som en del av SIFE. Jag tror vårt arbete det här året kommer underlätta mycket för framtiden för nu finns det uppbyggda nätverk och människor är intresserade redan”

– Respondent F

“If you have an existing network it helps you on your way. For us it has been a journey from the beginning since it requires blood sweat and tears when promoting the brand. Landmines 2009 is in itself is a strong brand as a part of SIFE. I believe that the work effort we have put down in Landmines will help coming students in building our own network since it made people hear about the project”

- Respondent F

⁸⁸ Thompson, J. L. (1999). The world of the entrepreneur – a new perspective. *Journal of Workplace Learning*, 11, (6). pp.209-224.

Furthermore, respondent F upholds that the project group has developed their networking skills during the project. The respondent describes how they initiated the first contact with different organizations and companies in the local business world. This was a new experience for many of the students, and it required a strong self confidence in order to act persuasive in front of the potential partners. Leadbeater (1997) argues that the social entrepreneur is a socially confident person, they will talk to anyone if they think the conversation will help their projects⁸⁹.

The involvement of partners can have some implications concerning the influence in the project. According to Brooks (2008) the funding of external partners such as government funding can be sufficient way to obtain financial support for social entrepreneurs. The flipside of the coin is that funding can threaten the independence of their organizations.⁹⁰ Companies with their profit-maximizing behavior could for instance compete with the social goals of the social entrepreneurship project. The involvement of different partners could in this way be perceived as a risk for conflicting goals and interests. According to the respondents, the partners had limited influence in the projects, the counterclaim that the companies demanded was in most cases about having their brand advertised in the marketing of the project. Respondent F claims that the motive behind their involvement is to exposure their brand and to associate it with social responsibility. Respondent C states that partners in the project Entreprenom High School are involved entirely on the conditions of the project. The respondent claimed that they set the framework for the potential partners and thereby circumvent the threatening of the independence of the project.

In the case of SIFE Umeå University, regarding the alliance building we think that building up a network always having in mind the purpose of the project and its mission may be a good thing – customizing the network for the purposes of the projects. Thus, the SIFE organization gets a proper network to execute the specific project that they aim to accomplish. However, we also need to stress the fact that SIFE Umeå University has to pay some attention to the involvement of its partners. For instance in the project Landmines the UN did have a strong impact on the project since they were one of the main partners as well as having a lecture about landmines in general under the social benefit event. The UN is an organization with good intentions and is well renowned in many parts of the world. However, we believe that once the project is run again the situation in which a company is to be involved is a realistic scenario (instead of the UN) as a main partner. Companies, that has (in most cases) their own agenda, may take advantage of the opportunity to been seen in the right spotlight. Thus, SIFE Umeå University has to take this in their consideration, so the impact of companies does not overtake the purpose of the project as stressed by Brooks (2008).

Furthermore, we have to say that we also think that alliance building is a good opportunity for the students that are involved in SIFE. Here they get a chance to really show their skills as well as use their theoretical knowledge into practice. In future this may lead to an employment or another type of cooperation. Finally we believe that since SIFE is a student organization for every student, no matter of what kind of education that you study, this is turn would also create a strong alliance building since

⁸⁹ Leadbeater, C. (1997). *The rise of the social entrepreneur*. London: Demos. p.56.

⁹⁰ Brooks, A. C. (2008). *Social Entrepreneurship*. Upper Saddle River, New Jersey: Pearson Education. pp.116-117.

SIFE thereby can gather many kinds of disciplines and skills required to accomplish different projects.

Alliance building can also be connected to the social entrepreneur’s playing field as shown in the theory chapter figure 3.1. Overcoming social problems and hinders are in some sense solved by cooperation between the three parts: the private sector, the public sector and the voluntary sector. We stress, that the “business model” of SIFE Umeå University could be seen as the figure 3.1 in our theory chapter, combining the three parts together in order to solve social problems. For instance, in the project Entreprenom High School the SIFE organization wanted to increase the number of the Swedish population that start own enterprises. The private sector is represented by the local companies that Respondent C involved in Entreprenom High School in order to attract the high school students. The public sector in Entreprenom High School is the customer, the actual high school that is having the need for the services that the offers. The voluntary sector is the students running the project Entreprenom High School that are not getting paid and thus do this on a voluntary basis. Working in this manner both alliance building and the figure 3.1 in the theory chapter could be connected to each other due to the fact that both of them require skills of cross-border cooperation.

5.4 Social Entrepreneurship Model

Boaz & Ruth works with social entrepreneurship according to a social entrepreneurship model that consists of six parts: 1) *Vulnerable population*, 2) *Job/life training*, 3) *Commercial enterprises*, 4) *Client rehabilitation*, 5) *Community development*, 6) *Partnership network*. We will apply this model on SIFE Umeå University and analyze how the different parts can be related to how the organization is working with social entrepreneurship. Finally, we will present a concluding model that is remodeled after the way SIFE Umeå University is working with social entrepreneurship.

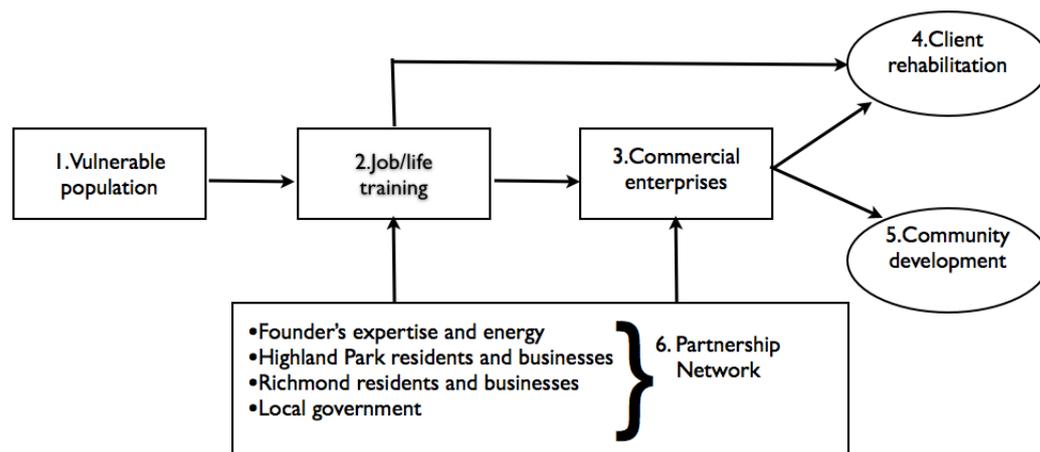


Figure 3: Social Entrepreneurship Model (remodeled)⁹¹.

⁹¹ Brooks, A. C. (2008). *Social Entrepreneurship*. Upper Saddle River, New Jersey: Pearson Education. p.45.



- 1) *Vulnerable population*, the social problems derived from high unemployment and crime levels along with drug problems in Richmond Highland Park caused Martha Rollins to do something about the situation.

SIFE Umeå University reaches out to different vulnerable populations through their social entrepreneurship projects. Respondent F described that the starting point of the project Landmines was the population in Cambodia who were exposed to a huge risk of being harmed by one of the many hidden landmines. The respondent continued to address the problem with the landmines for the population in Cambodia not only as a threat to their lives but also as an obstacle for them to use the land for agricultural-based entrepreneurship. The first step of clearing the landmines can be seen as traditional charity where money is raised to reach a final goal, namely to save the lives of the people in Cambodia. This kind of charity immediately helps the vulnerable population and the mission seems to be accomplished once the landmines are cleared away. However, the project Landmines serves as an example of how traditional charity is distinguished from social entrepreneurship. While the latter perceive the clearing of landmines as a first step in the process of developing Cambodia in the long run, both economically and socially through agricultural-based entrepreneurship. Thus, the focal point of this social entrepreneurship project lies in the process *after* the landmines has been cleared away instead of treating the clearing of landmines as a purpose of its own as in traditional charity.

The project Landmines addresses a population that is vulnerable like the case of the people in Richmond Highland Park. What determines the vulnerability of a population in order to consider certain efforts as social entrepreneurship? The project Entreprenom High School reaches out to students which is a quite different target group compared to the aforementioned ones, in terms of vulnerability, or their situation is at least not as critical. However, SIFE Umeå University has recognized the target group in Entreprenom High School to be in need of their efforts in educating and training them in entrepreneurship through a series of lectures and workshops. This indicates that vulnerability can be seen in different ways. For instance, the project Entreprenom High School was from the beginning initiated as a measure towards the low level of entrepreneurship (start-ups) in Sweden compared to other countries. SIFE Umeå University then chose to reach out to high school students in vocational training programs where they identified a gap of entrepreneurship education in the curriculum. On the one hand, one can argue that this population is not a vulnerable one since it does not suffer from any physical problems. On the other hand, we believe that social entrepreneurship is not only about helping people in critical need, it is also about working proactively on a long-term basis to enhance the personal development of other people.

Respondent B upholds that social entrepreneurship can be used in different contexts or sectors. For instance, the respondent claims that role of social entrepreneurship will become more important for the business world in the future as one clear trend is that more companies are actively taking their social responsibility when it comes to e.g. environmental issues. Furthermore, the respondent B also believes that social entrepreneurship also can be sufficient in the public sector in terms of renewal and innovativeness in e.g. education and health care. Hence, this broadens the view of where and to whom social entrepreneurship efforts should be carried out to. Thus, SIFE Umeå University addresses different target groups in different contexts in their work with social entrepreneurship. The target group does not necessarily have to be critically vulnerable or belong to a certain context or sector. That is why we, in the case of SIFE Umeå University, find it more adequate to change the first part of the social entrepreneurship model, from *Vulnerable population* to *Target group*.

- 2) *Job/life training*, Martha Rollins recognized the high unemployment level to be the primary problem in Richmond, Highland Park. The available jobs were few and many people could not get an available job because of the high crime rate. Nevertheless, Mrs. Rollins saw potential in these individuals, being a forgotten group in the society that could turn the situation in Richmond, Highland Park into a prosperous area.

In the case of SIFE Umeå University, they offer different types of job/life training. Since the organization of SIFE Umeå University is built upon different projects each project serve a specific need. In the project *Entreprenom* high school, the members of SIFE offer an education in entrepreneurship, where high school student get a chance to feel how it is to start up and run an own company.

“Genom vårt koncept så får eleverna en ökad medvetenhet om sin egen ekonomi, eleverna blir också mer medvetna om näringslivet och vad som sker utanför skolan”

- Respondent C

“Through our concept, we give the students an increased knowledge about their p economy, they gain knowledge about the local business world and what’s going on outside the school”

- Respondent C

We interpret the process of teaching high school students entrepreneurship as a future choice of career as a way of job/life training for the high school students. Since this process could be seen as a way of introducing the high school students in entrepreneurship, the probability of getting more individuals to start up their own companies increases. Due to *Entreprenom* High School more and more high school students are getting more conscious about this career option instead of just having an employment. Furthermore, *Entreprenom* High School is an education that differs a lot from the traditional subjects. This workshop series is actively engaging the students to accomplish something that will be beneficial for the students themselves in

preparation for a future career as an entrepreneur. Nevertheless they will get practical experiences of entrepreneurship as a complement to their specific profession. The process of developing a new business concept is not common practice in high schools today. The students really need to push their ability to be creative and try a new way of learning through the Entreprenom High School project.

In the case of Cambodia the need of Job/life training is a bit different from the Entreprenom project. The next step after clearing the landmines was to help the people in Cambodia to be able to use the land for agriculture business. The humanitarian efforts to the afflicted citizens are provided through job and life training programs that gives them the preconditions necessary to run their agriculture business in a profitable and a sustainable way.

3. Commercial enterprises

3) *Commercial enterprises*, Boaz & Ruth's started to arrange apprenticeships for the unemployed people in order for them to get an opportunity to easier enter the labor market. The organization used these people as in retail establishments and in the skilled crafts necessary to renew the properties in the neighborhood. The unemployed people are also offered entrepreneurship training and assistance in establishing commercial enterprises.

According to the information that we got from our respondents in this study we could not discern any define apprenticeship in the work of SIFE, just as the exposed apprenticeships in the organization of Boaz & Ruth's. What we learned from the case of Boaz & Ruth's was that the individuals taking part of their program could get an internship at a local company. That is not the case in the work of SIFE. However, the university students who are active in SIFE that are working in the intersection of the *public sector*, the *voluntary sector* and the *private sector*, and who are running the different projects are really getting the chance of networking with people outside the University area. Thus, they can build up a network that will get them a future internship in one of these aforementioned sectors. Since SIFE – Students In Free Enterprise is an organization that is financed by Electrolux, Investor and the Confederation of Swedish Enterprise, which are some well known organizations in Sweden, thus the chance of getting an internship exists.

“Man ska delta i SIFE för att därför att man får dels utvecklas som person och lär känna sig själv, verkligen pusha sig själv till det yttersta, använda sina teoretiska

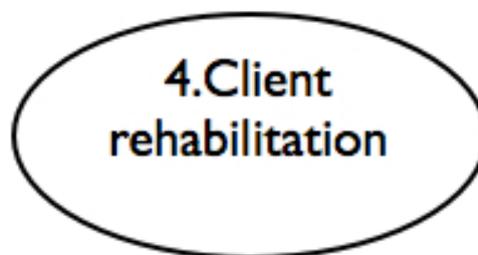
kunskaper i praktiken samt utveckla nya kontakter som kan vara till nytta inför arbetslivet”

- Respondent D

”One should join SIFE because of the fact that you develop as an individual and get to know yourself better, really gain the knowledge on how to push yourself to the fullest, use your theoretical knowledge into practice and develop new relationships that can be useful in the future career”

- Respondent D

However, regarding this third step “Commercial Enterprises” in the model of Boaz & Ruth’s is maybe too narrow in order to be applied on our case study SIFE Umeå University. Hence, our interpretation of this step could be seen in different ways. For instance, the project Entreprenom High School may be the first time where the participants come in contact with entrepreneurship. We interpret the entrepreneurship education and training that SIFE Umeå University is offering high schools, could be seen as a similar training that the model of Boaz & Ruth’s are using. Using a long – term perspective these participants in the Entreprenom project may start up and run their own business and thus end up with “Commercial Enterprises”. Furthermore, graduated students in the SIFE organization have already started up their own companies.



4. Client rehabilitation

- 4) *Client rehabilitation*, the vulnerable population of Richmond Highland Park can be regarded as clients that are going through a rehabilitation process, by letting them take part of job and life training programs and to create commercial enterprises. In this way they are given an opportunity to empower themselves by actively taking part of the society and community development.

The fourth step in the model of Boaz & Ruth’s that are used to be applied in our case study of SIFE Umeå University has a lot in common of the work that is done within the organization. Whether it is about clearing landmines for a nation or bringing out the creativity in youths it is about client rehabilitation but on different levels. In each projects SIFE Umeå University has accomplished our respondents mentions that they have seen how people have grown in self-esteem or in self-confidence. This process could be seen both in the project management group and also among the participants in the SIFE projects. The Client rehabilitation could be a little bit harder to see in the

project No landmines since the geographical distance between the project members and the receiver plays a key role. However, another way of seeing the client rehabilitation could be to look at the project members themselves - the students and future employees or employers.

For instance, starting up and running a social entrepreneurship project could gather some new experiences and new knowledge about social entrepreneurship in general or about oneself. In the project Landmines respondent D mention that they had a really hard time to manage their preliminary time schedule. The preparation before their social benefit event that was gathering about 300 guests was tough. Only 3 days before the event the main speaker call himself in and tell the project management team in Landmines that he was having a stomachache. Respondent D continues to say that in that new situation we really got panicked and started to wonder if we should cancel the social benefit event. However, respondent D says that during these three days they had never been more creative. Calling around to different people that could maybe deliver a good speech about the same theme as the social benefit event was tough but they made it.

“Att vara med i SIFE gör att man utvecklas, man anstränger sig själv till max, man blir mer förebredd inför sitt kommande arbetsliv”

- Respondent D

“Being a part of SIFE makes you develop as an individual, you push yourself to maximum, the effort you put in makes you more prepared for future working life”

- Respondent D

With those past experiences in their rucksack they will be more prepared before their working career as entrepreneurs or as employees.

The personal development of the individuals is something that SIFE Umeå University emphasizes in their social entrepreneurship projects. This can be permeated due to the planned job and life training programs offered in the project Landmines that seeks to enhance the quality of life for the people in Cambodia by engaging them in agriculture. SIFE Umeå University also enhances the personal development of themselves as well as high school students by educating and training them in entrepreneurship. Thereby, we argue that it is more suitable to change the fourth part from *Client rehabilitation* to *Personal development* since the latter has shown to be a recurring central part in the organizations work with social entrepreneurship

5. Community development

- 5) *Community development*, the high crime and unemployment levels can for instance be reduced as a result of involving more people in the labor market as well as creating new job opportunities by the establishment of new commercial enterprises. Thus, these efforts can in the long run solve many of the social problems in Richmond Highland Park and thereby works as a catalyst for the community development.

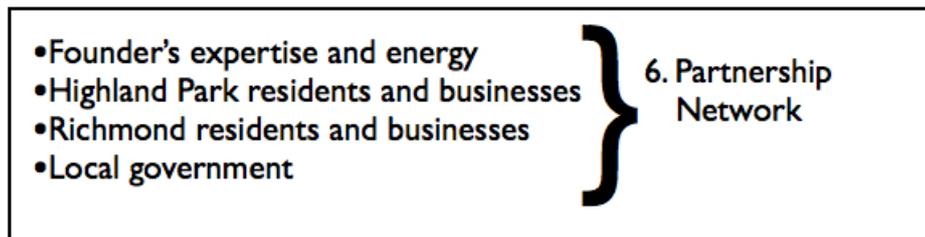
SIFE Umeå University have developed social entrepreneurship projects that primary are anchored locally in order to make a difference in the local community in which they themselves are a part of. The project Entreprenom High School aims, in a long term perspective, to inspire and motivate students to pursue a career as an entrepreneur or to become an entrepreneurial employee. This project has become even more important nowadays when the youth unemployment has increased due to the current financial crisis. Therefore, SIFE Umeå University believe that they through the training in entrepreneurship can help high school students to find a employment as either entrepreneurs or employees since the high school in the vocational training programs aim at entering the labor market immediately after their high school education. Thus, we believe that SIFE Umeå University does in this way contribute the community development by striving to reduce the youth unemployment rate through the creation of new job opportunities as well as preparing the youth with skills that makes them more attractive on the job market.

The project Landmines is another example of how SIFE Umeå University works to develop the community by clearing away landmines in the village Ampil in Cambodia. This project is not anchored locally in Umeå in the same way as the project Entreprenom. However, SIFE Umeå University has engaged people locally in Umeå to make a difference in another local place (Ampil) through the establishment of commercial activities such as the selling of gift certificates, t- shirts and the arrangement of the gala evening. Thus, as a result the community development works in two-ways, the SIFE Team Umeå University develop themselves by developing other people in Ampil – Cambodia.

Respondent A gives another example of how SIFE Umeå University works with community development. The respondent mentioned that the team carried out a project last year called Mentor that aims to provide newly arrived youth immigrants in Umeå with a Swedish mentor in order to help them in to the Swedish society. The respondent A claimed that the project was initiated after an incident at a high school

where the newly arrived youth immigrants had been involved in fighting. The respondent argues that the project mentor has contributed to make the situation at the school better and more secure which has contributed to decreased number of fights.

SIFE Umeå University works for the development of economic activity as well as social life through their social entrepreneurship projects. This process of both social and economic development is apparent in the organizations work with social entrepreneurship. Thus, we believe that *Socioeconomic development* reflects this in a better way than *Community development*. We have therefore chosen to use the former in the concluding social entrepreneurship model mentioned below.



6) *Partnership network*, the Boaz & Ruth organization consists of a network of partners from different sectors of the society representing the private-, public- and voluntary sector. The partnership network involves local foundations, Richmond residents in Highland Park, local businesses and government officials. This network serves as a platform that produces benefits for its clients – who are rehabilitated, its community – which is developed and those providing support – who are enriched.

SIFE Umeå University combines different constellations of local businesses, organizations from the public sector and non-profit organizations. Each of the projects in the project-portfolio is carried out together with different partners that fulfill the specific need of the project. For instance, in the project Entreprenom High School, entrepreneurs from different industries gave lectures about their own entrepreneurial process. Lecturers from Umeå School of Business held workshops in marketing for new ventures. The project was implemented in collaboration with the non-profit organization junior achievement; an organization specialized in offering entrepreneurship education in high school. This project shows how SIFE Umeå University works in a partnership network that produces benefits for their clients.

We have also discerned one major difference between Boaz & Ruth's and SIFE Umeå University. The latter does not only connect different partners to the specific projects. The organization does also have partners in a business advisory board connected to the organization. The function of this board is to support the organization strategically and to work as a bounce back whenever the SIFE Umeå University is in need of any assistance. For instance, the Business advisory board is often engaged in the preparations to the national competition in social entrepreneurship. Thus, the partnership network can be found at two different levels, on a management- and project level.

The following social entrepreneurship model concludes and illustrates how SIFE Umeå University is working with social entrepreneurship. The first, fourth, fifth and sixth part from Boaz & Ruth's model (compare with figure 3) have been modified in order to make the schema fit more adequately to the case of SIFE Umeå University.

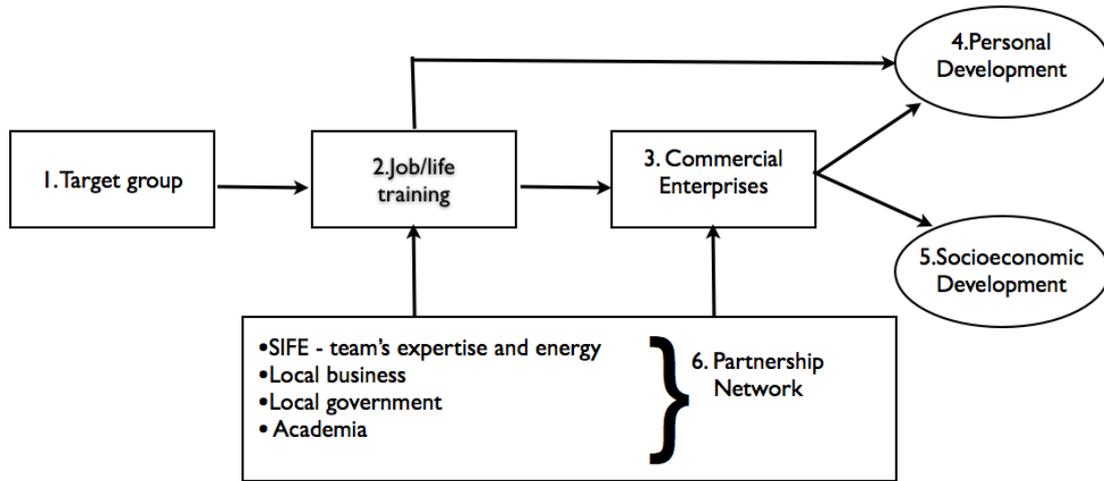


Figure 4: A Social Entrepreneurship Model for SIFE Umeå University.

6. Conclusions

This part aims to present the conclusions, derived from the empirical findings and analysis in this study that answers the research question and the research purpose. Therefore, we will as follows, recall the research question and the purpose of this study.

How does SIFE Umeå University work with social entrepreneurship?

The general purpose of this study is to bring a deeper understanding of the phenomenon of social entrepreneurship in a Swedish context by analyzing and describing how SIFE Umeå University is working with social entrepreneurship. We also seek to achieve this deeper understanding by describing and examine the particular purpose, the case of SIFE Umeå University as a social entrepreneurship model.

- SIFE Umeå University's work with social entrepreneurship is mainly about ***socioeconomic and personal development***. The socioeconomic development has to do with the common aim of the social entrepreneurship projects – to create economic opportunities for others. This is evident in both the Entreprenom High School and Landmines, in which the earlier creates economic opportunities by entrepreneurship education and training, while the latter by clearing landmines in Cambodia in order to prepare the land for agriculture business. The personal development has to do with the development of individuals of both the SIFE students at Umeå University and the target group. This development appears in two-ways, meaning that the members of the SIFE organization develop themselves on a personal level by working for the personal development of others.
- ***Cross-border cooperation*** is an important fundament in the way SIFE Umeå University works with social entrepreneurship. The SIFE organization acts in the intersection of the three sectors; voluntary, public and private. This is their playing field in which they act and interact with different organizations representing each one of the sectors. The social entrepreneurship projects Entreprenom High School and Landmines have been carried out in close cooperation with companies, non-profit- and public organizations. However, the different partners that the SIFE organization chooses to cooperate with are not primary determined by sector. The cooperation is rather determined by suitability, in regards to adequate knowledge and commitment one organization can contribute with to the specific need and purpose of a project.
- The organizational form that SIFE Umeå University identifies their work with social entrepreneurship can be viewed as a ***hybrid of voluntary organization and social enterprise***. On the one hand, some respondents identified their organization with other voluntary organizations that actively take social responsibility. On the other hand, other respondents compared their organization with a regular company

or social enterprise since SIFE Umeå University gets paid for their services by offering social entrepreneurship projects. The projects are offered to cost price and eventual profit is being re-invested in the organization and its projects. Indeed, SIFE Umeå University is formally a non-profit organization and the members are involved on a voluntary basis since they do not get any salary for their efforts. However, SIFE Umeå University tends to approach the social enterprise as an organizational form since the social enterprise is seen as a role model for their organization. Thus, the organizational form of SIFE Umeå University shares characteristics from both the voluntary organization and the social enterprise - that makes it a combination of them both.

- ***Entrepreneurial skills play an important role*** in SIFE Umeå University's work with social entrepreneurship. This work is critically determined by the undertaking of a set of actions as follows. The ability of being *entrepreneurial* has shown to be an essential skill that made the two social entrepreneurship projects happen in the first place, by recognizing a gap of opportunities - where others see problems - in the society and then take the initiatives necessary to exploit them. The latter required one to be *innovative* in order to create new activities or projects for this endeavor. The willingness of making a difference for other people in the society was a common driving force for all of the respondents – the importance of being *transformatory*. The SIFE Team uses *storytelling* when they communicate how they work with social entrepreneurship in order to create meaning, understanding and engagement for their projects. Finally, the ability of *alliance building* has played a key role in connecting important partners to the management and the respective project.

We can in this study, with regard to the particular purpose, conclude that SIFE Umeå University works with social entrepreneurship according to a model consisting of six parts as follows: 1) *Target group*, 2) *Job/life training*, 3) *Commercial enterprises*, 4) *Personal development*, 5) *Socioeconomic development*, 6) *Partnership Network*.

- 1) *Target group*: SIFE Umeå University addresses different target groups in their social entrepreneurship project. The SIFE organization identifies or recognizes a target group in the society that does not have the same economic or social pre-conditions as other target groups in the society. In the case of SIFE Umeå University, these are high school students in vocational training programmes - Entreprenom High School, and the people in the village Ampil in Cambodia – Landmines
- 2) *Job/life training*: SIFE Umeå University offers education and training in entrepreneurship through the project Entreprenom High School and Landmines. Hence, the high school students in the vocational training programs are becoming more prepared for a future career in the job market as both a skilled employee and self-employed entrepreneur. The SIFE organization aims to offer job and life training programs for the people in the village Ampil in Cambodia, once the landmines have been cleared away in order to prepare them for agriculture.

- 3) *Commercial enterprises:* The project Entreprenom High School aims to provide the students with the inspiration, motivation and tools necessary to start up their own enterprises. The project also aims to develop their entrepreneurial skills in order to increase their employability on the job market. Furthermore, several companies were involved to educate and train the students in entrepreneurship. This opened up the opportunities for the high school students as well as the project group to establish and develop relationships to potential future employers.
- 4) *Personal development:* SIFE Umeå University emphasizes the personal development of the individuals participating in their social entrepreneurship projects. The job and life training programs offered in the project Landmines seeks to enhance the quality of life for the people in Cambodia by engaging them in agriculture. Furthermore, SIFE Umeå University enhances the personal development of high school students by educating and training them in entrepreneurship.
- 5) *Socioeconomic development:* The project Landmines creates a safer environment for the people in Cambodia and better conditions for socioeconomic development. The adopted minefield in Cambodia is planned to be used for agriculture after the removal of mines. The latter prevents the damage of the social infrastructure in the country since the landmines tends to destroy hospitals and schools. Nevertheless, SIFE Umeå University seeks to change the attitude and behavior towards entrepreneurship so that more young people chose's so start up their own companies. Hence, the start up of new companies can in this way create new jobs and stimulate the economic development.
- 6) *Partnership network:* SIFE Umeå University has built up a network of partners supporting the organization on a managerial- and project level. The partners are a constellation of actors represented by different people from the local business world, governmental organizations and non-profit organization. This partnership network constitutes a pool of resources that enhance SIFE Umeå University in their work with social entrepreneurship.

7. Closing Chapter

In this closing chapter we will present the criteria that verify the scientificity of our study. In the end we will also give some implications on further research within this area – social entrepreneurship.

7.1 Truth Criteria

There are different criteria that can be used for the judgment and evaluation of qualitative studies. However, Bryman & Bell (2003) presents some of these and we have chosen to verify the scientificity of this study through the following criteria: Credibility, Transferability, Confirmability⁹².

7.1.2 Credibility

This criterion deals with how the reader understands the conclusions made by the authors as trustworthy in relation to the reality. How to measure this is to replicate this study and test it into reality once more.⁹³ However, we have used open questions in a major extent and thus making our interviews a dialog between the interviewee and us. This has gained us some new perspectives and approach angles. Using a semi-structured interview technique has brought our respondents the opportunity to come up with their own answers and arguments using their experience as a point of reference. To be sure that we have understood our respondent we have recorded and transcribed the interviews in order to assure that no misinterpretations or mistakes have been done.

At the beginning of this study we thought that maybe we could see how the answers should look like. In this writing moment having the thesis almost done we feel that we have got a deeper understanding and a broader view on social entrepreneurship, doing the interviews. This could be a result of that we are old members of the SIFE organization having our preconceived interpretations and knowledge about what social entrepreneurship is. Thus, this mix of new and old SIFE students at Umeå University could with their different education and family – backgrounds give us some new knowledge about social entrepreneurship. Finally, we argue that since our final model reflects the reality we have been investigated as well as it is derived from the organization Boaz & Ruth's we believe that we have reached a good credibility of this study.

⁹² Bryman, A., & Bell, E. (2003). *Business Research Methods*. New York: Oxford University. pp. 288-289.

⁹³ Bryman, A., & Bell, E. (2005). *Företagsekonomiska forskningsmetoder*. Malmö: Liber Ekonomi. p.307.

7.1.3 Transferability

Since this is a qualitative study, the context and the situations in which this study are being done are critical. Transferability is examining how our result in this study can be refined into more practical situations and surroundings⁹⁴. We are conscious of that our hermeneutic view on reality will influence the transferability of this study. We have interviewed people from an organization that we have a lot of experience from. The respondents have in turn different perspectives, views and background from which we made our own interpretations about social entrepreneurship. Going through the different interviews we found out that the respondents had a lot of things in common, they just expressed themselves in different ways. We stress that this will increase the transferability of this study since we received similar answers to the same questions even if the respondents had worked with social entrepreneurship in different projects or contexts. Finally we must say that since there are SIFE organizations all over the world that works on a project level with social entrepreneurship, our study could in this way be replicated many times.

7.1.4 Confirmability

The fact that there is hard to be objective in a qualitative study is something that we are conscious about. Nevertheless we must say that we now that we have a substantially preconception about social entrepreneurship, we must show that we are conscious about our personal interpretations and ideas may have had an impact on this study.⁹⁵ We are conscious about that since we both have been a part of SIFE Umeå University, we believe that this has influenced the empirical data and thus our analysis. However, we believe that our previous experience and involvement has been a resource while conducting this study with regards to our preunderstanding, hermeneutic view and qualitative research approach.

7.2 Further Research

This study introduces social entrepreneurship in the framework of non-profit organizations. Nevertheless, there are many companies today that have embraced social entrepreneurship as their core business. Therefore, it would be interesting to conduct a comparative study of social entrepreneurship in the framework of *non-profit organizations* and *companies*, in order to compare their respective social entrepreneurship models.

Another suggestion of further research that also emphasizes social entrepreneurship in the framework of companies is to study the characteristics of their engagement in social entrepreneurship, and to compare them with the concept of corporate social responsibility in order to distinguish the practices that are specific for social entrepreneurship.

⁹⁴ Ibid.

⁹⁵ Bryman, A., & Bell, E. (2005). *Företagsekonomiska forskningsmetoder*. Malmö: Liber Ekonomi. pp.307-308.

Finally, it would also be interesting to study and evaluate the effects and impact of different social entrepreneurship projects, in order to highlight what difference they make for others in creating social benefits.

8. References

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Appendix 1

Intervjuguide - SIFE Umeå universitet

Bakgrundsfrågor

1. Namn?
2. Ålder?
3. Vilken utbildning har du? Hur långt har du kommit i utbildningen?
4. Hur är du involverad i arbetet med SIFE?
5. Vilken befattning har du i organisationen SIFE?
6. Vilka är dina arbetsuppgifter?
7. Hur länge har du arbetat med SIFE?
8. Varför gick du med i SIFE?

Allmänna frågor om Socialt Entreprenörskap

9. Vad betyder Socialt Entreprenörskap för dig?
10. Vilken betydelse anser du att Socialt Entreprenörskap har för näringslivet?
11. Vilken betydelse anser du att Socialt Entreprenörskap har för offentlig sektor?
13. Anser du att det går att kombinera samhällsnytta med att göra affärer?
14. Vilken typ av organisation skulle ni vilja jämföra SIFE Umeås verksamhet med?
15. Vilka intressenter har verksamheten?
16. Har intressenterna inflytande över ert Sociala Entreprenörskap?
17. Hur tror du arbetet med Socialt Entreprenörskap ser ut om 10 år?
18. Varför ska man delta i SIFE?

Projektrelaterade frågor

19. Beskriv projekten du har varit delaktig i?
20. Vilket behov fyller projektet?
21. Vilken målgrupp riktar sig projektet till?
22. Hur har ni valt att lägga upp projektet?
23. Hur skapar erat projekt ekonomiska fördelar för andra människor i samhället?
24. På vilket sätt har erat projekt bidragit till Socialt Entreprenörskap?
25. På vilket sätt har ni jobbat med att etablera samarbetspartners för era projekt?
26. Hur har ni arbetat med finansiering av projektet?
27. Vad är det huvudsakliga syftet med projektet? Vad är Ert projektmål?
 - A) Vinstmaximering
 - B) Samhällsnytta
28. Hur kommunicerar ni att projektet handlar om Socialt Entreprenörskap till intressenter? På vilket sätt gör ni för att intressenterna ska förstå vad ni håller på med?
29. Hur uppfylls era Sociala Entreprenörskaps – mål inom projektet?

Sociala Entreprenören

30. Vad karakteriserar en social entreprenör?
31. Vad driver dig till att engagera dig i socialt entreprenörskap?
32. Skiljer sig en entreprenör från en social entreprenör? Kan man vara både och?
33. Vilken är målgruppen för Socialt Entreprenörskap?
34. Vilka mål är viktigast för en social entreprenör? Vinstmaximering och/eller Sociala mål?
35. Vilka resurser är viktiga för en social entreprenör?
36. Vilka färdigheter anser du en Social Entreprenör bör ha?

Appendix 2

Interview guide - SIFE Umeå University

Background questions

1. Name?
2. Age?
3. What do you study? How far have you come in your education?
4. How are you involved in the work with SIFE?
5. What position do you have in the organization SIFE?
6. What are your job tasks?
7. How long have you been working with SIFE?
8. Why did you join SIFE?

General questions about Social Entrepreneurship

9. What does Social Entrepreneurship mean to you?
10. Which meaning do you believe that Social Entrepreneurship could have for the business world?
11. Which meaning do you believe that Social Entrepreneurship could have for the public sector?
13. Do you believe that it is possible to combine public welfare with business?
14. What kind of organization would you like to compare SIFE Umeå University with?
15. Which stakeholders does the organization have?
16. What influence do the stakeholders have in your work with Social Entrepreneurship?
17. How do you think the work with Social Entrepreneurship would look like in 10 years?
18. Why should anyone join SIFE?

Project related questions

19. Could you describe the projects you have been involved with?
20. What need does the project fulfill?
21. Which target group does the project reach out to?
22. How have you chosen to outline the project?
23. How does your project create economic benefits for other people in the society?
24. In what way has your project contributed to Social Entrepreneurship?
25. In what way have you worked to establish cooperation partners for your project?
26. How have you worked with the funding of your project?
27. What is the main purpose of your project? What are your project goals?
 - A) Profit maximization
 - B) Public Welfare
28. How do you communicate that the project is about Social Entrepreneurship to the stakeholders? In what way do you make sure that the stakeholders understand what you are doing?
29. How do you fulfill the social Entrepreneurship goals in your project?

The Social Entrepreneur

30. What characterizes a social entrepreneur?
31. What drives you to get engaged in Social Entrepreneurship?
32. Is there any difference between an entrepreneur and a social entrepreneur? Can you be both?
33. What is the target group for Social Entrepreneurship?
34. What goal is the most important for a social entrepreneur? Profit maximization and/or social goals?
35. What resources are important for a social entrepreneur?
36. What skills do you believe that a social entrepreneur should have?



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