# Social Entrepreneurship – Discourses and Contributions: A Literature Analysis

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## Abstract

Differing from traditional type of entrepreneurship (i.e. business/commercial entrepreneurship), social entrepreneurship embeds social value creation as its main objective. Recently, social entrepreneurship research is gaining popularity; meanwhile, ethics within social enterprises have not been comprehensively analyzed and debated. How to teach and train social entrepreneurs has also become a point of pedagogical significance. With a critical review of extant literature related to social entrepreneurship, a series of concepts emanate. We categorized our findings into three conceptual groups – ethics, corporate social responsibility (CSR), and sustainability. Based on a qualitative meta-analysis of relevant socially-constructed discourses, we summarized our findings as to articulate the relationships between these three concepts and social entrepreneurship. Relevant educational perspectives have also been discussed. Considering the corresponding concepts, social entrepreneurship is providing inspiring ideas and vitalizing traditional entrepreneurship research. More relevant concepts will evolve in social entrepreneurship research; they can be taken into consideration and debated. As social entrepreneurship emerges as a developing field, it is important to realize ways to educate students and train entrepreneurs for social changes.

**Key Words:** Social entrepreneurship, ethics and morality, CSR (corporate social responsibility), sustainability, social entrepreneurship education

> "In particular, it will be enterprising academic leaders of the future, in 'universities for Modern Renaissance', who will: look where every one is looking / See what no one else can see / Do what no one else can do / Uniquely by / Co-identifying worthy problems / Co-designing their systemic solution / Co-producing sustainable outputs and outcomes / Which are fit-for-purpose for / All in the knowledge economy / Enabling socially inclusive wealth creation / And the highest impact for real improvement" Powell (2012, p. 414-415)

## Introduction

In his theory of economic development, Schumpeter (1934) remarks that individual profit orientation initiates both private company and social wealth, and that entrepreneurship has already been perceived as bridging the reciprocation between the whole of society and profit-based enterprises (Anderson & Smith, 2007). Entrepreneurship, in this sense, can be beneficial not only in a traditional sense of being generated from and for personal wealth accumulation, but also as a source of common-value achievement (Anderson & Smith, 2007; Lajovic, 2012). Throughout history, many contextual factors - society, the economy, culture, environment and education - have affected views about entrepreneurship. In today's contemporary world, entrepreneurship has been described as "an explosion of innovation and experimentation caused by [a] rising international community of individuals" (Lajovic, 2012, p. 90-91). Concern for humanity is increasing due to conflicts in our social and economic environments, as well as certain irreversible damage caused in our natural surroundings. Meanwhile, the imbalance derived from certain educational institutions also calls for our attention, due to asymmetry between actual knowledge production and the inner didactical system (Rae, 2010). The "old" nature (Rae, 2010) and "mold and cliché" (Lajovic, 2012) of entrepreneurship is therefore moving towards a new direction, developed with more care not just for the economy but also for the community and environment (Evans & Sawyer, 2010; Rahman & Hussain, 2012). Gonin (2015) has also claimed that business and local community are closely connected by emphasizing Adam Smith's oeuvre "addressing business-society issues, such as corporate social responsibility/corporate citizenship (CSR/CC), social entrepreneurship, and organization theory" (p. 221).

Social entrepreneurship, as a concept per se, is not novel. In fact, the field is gaining its popularity recently and only 14 articles published after 2005, discussed in the paper written by Mark Hand (2006). His colleagues and him did a literature review and found there is still research gap in social entrepreneurship and no consensus has been achieved related to the definitions of social entrepreneurship, social enterprise and social entrepreneur. Hence, it would be worthwhile exploring relevant discourses and contributions in social entrepreneurship research.

A concept for "social entrepreneurship" is defined as it is "emerging as an inventive approach for dealing with complex social needs" and its "socially entrepreneurial activities emphasize hybrid models of for-profit and non-profit activities…as the process of applying entrepreneurial principles to creative vision, leadership, and the will to succeed in inducing social change" (Prieto, Phipps & Friedrich, 2012, p. 1). With the notion that "social entrepreneurship has taken the world by storm giving rise to a new wave of civil consciousness and movement" (Tsai, 2013, p. 176), social enterprises are booming globally and particularly in the U.K., U.S.A and the South East Asian regions (Tsai, 2013). To differentiate from traditional type of entrepreneurs (i.e. business/commercial

entrepreneurs), social entrepreneurs have been defined as "innovative, opportunity-oriented, resourceful, value-creating" (Dees et al. 2001) as well as "social change agents" (Nandan & London, 2013); with a mission "to recognize when a part of society is not working and to solve the problem by fixing the system" (Prieto, Phipps & Friedrich, 2012, p. 1-2) and with a vision "spreading solutions and persuading entire societies to take new leaps" (Prieto, Phipps & Friedrich, 2012, p. 2). By taking social concerns into consideration, orthodox entrepreneurial behavior to some extent, is by comparison seen as "unproductive or destructive of value" or even involving an "amoral concept" (Rae, 2010). Instead, social entrepreneurs tend to "balance the economic and social goals" (Nandan & London, 2013) by setting out to solve "social", "ethical" and "environmental" issues (Evans & Sawyer, 2010; Rae, 2010; Tsai, 2013). Their final objective is to produce "social value" and promote "social justice" as a whole, blurring the edges between "society and enterprise" and also between the "public, private and non-profit sectors" (Nandan & London, 2013; Tsai, 2013).

Anderson & Smith (2007) explore whether or not there is a moral space within entrepreneurship by utilizing a social constructivism theoretical lens. Although they analyzed narratives and discourses of two case studies, we can borrow this theoretical lens into our literature review because of the essence of social entrepreneurship concept and similarities between our empirical materials and theirs. "A key assumption of the sociology of enterprise is that entrepreneurship, development and related economic activities are primarily complex social processes" (Zafirovski (1999) cited in Anderson & Smith 2007, p. 483). Social entrepreneurship, apparently and essentially conceptualized as highly socially related, can therefore be studied as a socially constructed phenomenon. Meanwhile, social constructivism can provide a framework for "interpreting the social environment" with "language which guides our sense of social reality, by framing, filtering and creation to transform the subjective into a more tangible reality", which "reflects the relationships between processes, context, and discourse" (Anderson & Smith, 2007, p. 483-484). Social constructivism fits well in our study which is a qualitative meta-analysis of the literature discourses concerning social entrepreneurship research. We will gather our findings based on the texts in order to see how the concepts in social entrepreneurship research are constructed in social context. By critically thinking about the related literature corresponding to social entrepreneurship, our goal is to answer research questions such as:

1) Theoretically, why is it important to analyze social entrepreneurship? Are there, and if so, what concepts are emerging within the social the entrepreneurship domain? If there are emerging concepts within social entrepreneurship research, what are the relationships among them? Moreover, what relationships exist between any of the emerging concepts and social entrepreneurship?

2) What are the contributions concerning social entrepreneurship education made by the literature, and how can this knowledge be applied in teaching?

Creating social wealth is not usually or naturally embraced within the objective of an entrepreneurial venture; sometimes by pursuing financial goals, entrepreneurs will choose to neglect the concept of social good. Social entrepreneurs, however, counteract the negative effects of entrepreneurial ventures to achieve social equilibrium, sustainable goals, and balance social and financial values. In fact, social entrepreneurs may encounter greater challenges; while if they try not to undermine the public good embedded in their long-term aims, they need to avoid behaving unethically. Ethical issues in social entrepreneurship are gaining considerable academic interests. Notwithstanding, research concerning ethical issues in social entrepreneurship is still vague, not so abundant findings have been achieved in recent years; an explicit exploration is needed (Chell et al. 2016). Zahra et al. (2009) explored how different types of social entrepreneurs develop their systems to ensure they do not "cut ethical corners", become involved in "ethical violations" or experience "unethical transgressions". Various concepts relating to ethics have also emerged such as: "social justice" (Peterson & Jun, 2006; Strautmanis, 2008; James & Schmitz, 2011; Berkovich, 2014), "philanthropy and charity" (Peterson & Jun, 2006; James & Schmitz, 2011; Tsai, 2013), "altruism" (Peterson & Jun, 2006), and "virtue" (Peterson & Jun, 2006; Venezia et al. 2011). Absorbing the ethical concerns into education and training, is a practical way of reinforcing its importance to social entrepreneurship and its pedagogical significance. The pedagogical significance is related to our second research question. Therefore, we set up the key search words in our literature review to include mainly ethical issues and social entrepreneurship education.

The rest of our study is structured as followings: Methodology and methods (a qualitative meta-analytical literature review), findings (theoretical findings: discourses of relevant concepts within social entrepreneurship; practical findings: points of social entrepreneurship education), discussions and implications (theoretical perspectives discussing the relationships between social entrepreneurship and relevant concepts, practical perspectives discussing items of social entrepreneurship education) and a conclusion (limitation and future concern).

## Methodology and methods

In this study, we applied a qualitative meta-analysis to synthesize our findings in the field of social entrepreneurship research. Relevant literature has been identified and reviewed by searching two databases: EBSCOhost and ProQuest. At the beginning, we tried to use the same keywords for both databases by "social entrepreneur", "social enterprise", "socially responsible", "ethical issues", "social entrepreneurship education", but only 3 papers showed up in EBSCOhost. As a result, we tried other relevant keywords in a more broad sense for EBSCOhost with "social entrepreneurship", "ethical issues", and "education". After the first-round search for keywords, there were 485 papers found in ProQuest and 113 papers from EBSCOhost. We targeted 33 papers from ProQuest and 15 papers from EBSCOhost, after reading through the articles and removing duplicates. Our final sample included a total of 48 papers (marked with * in the reference list) which were identified as containing an appropriate quantity and quality of data for further analysis. Publications range from January in 2006 to December in 2016. We have concentrated on papers published in peer-reviewed scholarly journals and written in English. We used ATLAS.ti as a software supporting tool for defining codes by searching concepts relevant to social entrepreneurship and our chosen keywords. Borrowing the social constructivism lens as our theoretical basis, we explored relevant discourses from the texts in the literature. We discuss our findings in the following section.

## Findings

The concepts emerging in the literature analysis have been categorized into three general themes: 1) Morality and ethics (mentioned in 15 papers); 2) Corporate social responsibility (CSR)

(13 papers); and 3) Sustainability (9 papers). In this section, using critical analysis, we explored whether a socially responsible element exists within any emerging theoretical concepts identified. Furthermore, we will explore the interactions and relationships between these three themes and social entrepreneurship. Theoretical debates within the discourses will also be illustrated using the literature. We will also group our practical findings on the subject of education and pedagogy.

## Theoretical concepts

### Morality and ethics

Morality is usually related to "personal values" and "individual behavior" (Anderson & Smith, 2007), and refers to "the set of beliefs, attitudes, and values providing a framework for shaping and considering ethical dilemmas" (Neubaum et al. 2009, p. 10). Morality changes alongside with "the growth of a person's ability to distinguish right from wrong, to develop a system of ethical values, and to learn to act morally" (Venezia et al. 2011, p. 17). While no universal definition exists, ethics is frequently systematically defined as "socialized moral norms that reflect the social systems in which morals are embedded" (Anderson & Smith, 2007, p. 480). There is a distinction between those two concepts, whereby morality is relatively subjective and often influenced by contingent environmental factors (Acevedo, 2013; Venezia et al. 2011), while ethics "identifies, develops, and justifies basic universal and objective principles regarding what the moral agent ought to be and do" (Acevedo, 2013, p. 64). Thus in this paper, we concentrate more on ethics-related issues which is consistent with our social constructivism orientation.

Contextualized in a business or commercial setting, pertinent ethical rules and principles can be applied to regulate entrepreneurial values and behaviors. Buckley and Casson ((2001) cited in Anderson & Smith 2007) posited that "entrepreneurship is a morally ambiguous role" (p. 480), in that entrepreneurs could act ethically or conversely, unethically. Sometimes, entrepreneurs may be enterprising simply to maximize profits, thereby displaying a cynical disregard for the advancement of social good - entrepreneurially good is not analogues to socially good (Anderson & Smith, 2007; Rae, 2010; Tang, Khan & Zhu, 2012). By examining a representative sample of Chinese enterprises, two papers written by the same group of researchers illustrate a rather comprehensive picture with regard to how the levels of ethically suspect behavior (ESB) influences information acquisition by these firms (Tang, Khan, & Zhu, 2012) and what produces ethically suspect behavior (ESB) (i.e. dynamism, firm performance and relational social capital (Khan, Tang & Zhu (2013). However, to judge certain behavior as ethical or unethical is extremely context specific. To overcome this limitation, Anderson and Smith (2007) interviewed two entrepreneurs in the UK to contrast the quantitative approach used in Tang, Khan and Zhu (2012) and Khan, Tang & Zhu (2013). Anderson and Smith (2007) also found two sides of being an entrepreneur – a "decent" or "notorious" side. As defined, negative behavior conducted by entrepreneurs, has been perceived as ESB which is "those acts of omission or commission, by individuals acting in their entrepreneurial roles, which violate socially constructed normative, regulatory, and/or legal structures, on behalf of firm goals" (Khan, Tang & Zhu, 2013, p. 638). On the other hand, Dreyfus ((1997) cited in Anderson & Smith, 2007) posited that in contrast to an entrepreneur undertaking ESB, a "virtuous citizen" in business is judged as authentic because they combine "entrepreneurship and social solidarity together" (p. 487). In their attempt to provide solutions, Khan, Tang & Zhu (2013, p. 653) seemingly provide more critical suggestions for entrepreneurs to avoid ESB, such as "to actively develop their social networks and engage in mutually benefiting firm network relationships…evaluate their actions in light of socially accepted ethical criteria".

Based on the conceptual understanding of social entrepreneurship, social entrepreneurs – described as "a new generation of entrepreneurs" - are "more sensitive to community problems" with "a more modern vision of business in which environmental sustainability concern for employees and wealth distribution provide both ethical and economic returns" ((Vives (2005) cited in Evans & Sawyer, 2010, p. 437). Social entrepreneurs are proved socially responsible when endorsing "positive social change" and anchoring "social inclusion" by advocating for "environmental and economic development" and endowing "communities to take responsibility for themselves", which is to promote "the level of ethical business standards and corporate social responsibilities (CSR)" (Lajovic, 2012, p. 90).

When searching the articles, we found that ethics and social entrepreneurship, as one topic, has been scarcely researched. Therefore, one special issue of the Journal of Business Ethics gained our attention: The special edition on "Social Entrepreneurship, Social Innovation and Business Ethics" published recently in 2016 and edited by Chell et al. (2016). We have selected and listed the articles relevant to the main themes in this paper and categorized relevant items to examine how they explore ethical issues within the social entrepreneurship domain. See table 1 (p. 17).

These papers embark on many meaningful future directions for research into the ethical issues of social entrepreneurship. Research on ethics is highly context-dependent and Chell et al. (2016) suggested the perspectives highlighted in the Table 1 will inspire more researchers to engage in this field: "…the developmental issues arising, the need for different capitals (i.e. economic, social and ethical capitals), especially financial, and the relationships engendered; all may contribute to mission drift (e.g. a change in focus from ethically caring to ceasing to care) (p. 624). From this analysis, Chell et al. (2016) pose some interesting questions such as: "What does it mean to be a social entrepreneur? What are the different ways in which scaling-up social enterprises can be successfully achieved and how can social enterprises maintain an ethical stance in a capitalist environment where there may be pressures to compromise in order to pursue a sustainable course? What are the different ways in which social enterprises can deal with intangible aspects of the environment, in particular power and cultural norms, and how can this be carried out ethically? Further how, in a capitalist system, can social enterprises be funded ethically such that the greater good and social outcomes are shown to be achieved and are achievable?" (Chell et al. 2016, p. 624). In the following sessions, we will synthesize ethics into corporate social responsibility (CSR) and sustainability, respectively.

### Corporate social responsibility (CSR)

According to Campopiano, Massis and Cassia (2012), CSR has been defined as "all situations where the firm goes beyond compliance and engages in actions that appear to further some social good, beyond the interests of the firm and the social obligations required by law" (p. 392). In their paper, they analyzed 25 teaching cases on CSR executed by 25 social enterprises from various industries with different cultural backgrounds. As suggested by definition, CSR is naturally embedded in social good and its outcome. Linking CSR motivations (i.e. profit, image,

| Method | Author year | Title | Main theme |
|---|---|---|---|
| Conceptual development | André & Pache (2016) | From Caring Entrepreneur to Caring Enterprise: Addressing the Ethical Challenges of Scaling up Social Enterprise | Caring ethics embedded in a model built by the authors to reinforce an ethical entrepreneur to an ethical enterprise. (Model: "Scaling up from caring entrepreneur to a caring enterprise through organizational care" p. 671). |
| | Smith, Kistruck & Cannatelli (2016) | The Impact of Moral Intensity and Desire for Control on Scaling Decisions in Social Entrepreneurship | Two propositions depicting the relationship between entrepreneurs' personal moral intensity and the application of organizational scaling modes, which will be moderated by either degree of openness or desire for control. |
| Qualitative methodology | Dey & Steyaert (2016) | Rethinking the Space of Ethics in Social Entrepreneurship: Power, Subjectivity, and Practices of Freedom | Interviews of 30 social entrepreneurs exploring how they practice and understand ethical behaviour. Concepts such as power, subjectivity, and practices of freedom have been neglected in social entrepreneurship research. Linked to Foucault's seminal work on ethics, this study critically analyzes the discourses collected and introduces three vignette ("practices of problematization, practices of relating, and practices of reflected affirmation"). This study supports and endorses a moral space in social entrepreneurship. |
| | Waddock & Steckler (2016) | Visionaries and Wayfinders: Deliberate Emergent Pathways to Vision in Social Entrepreneurship | Inductive analysis grounded in the narratives of 23 social entrepreneurs. The finding was that the relationship between vision and action follows an iterative process. |
| Quantitative methodology | Bacq, Hartog & Hoogendoom (2016) | Beyond the Moral Portrayal of Social Entrepreneurs: An Empirical Approach to Who They Are and What Drives Them | Survey results collected by gathering data from social entrepreneurs in Belgium and The Netherlands based on Global Entrepreneurship Monitor (GEM) – propositions generated: social entrepreneurs are in favour of social value creation over economic value creation, which is the primary point differentiating them from commercial entrepreneurs. |

Table 1. Articles selected in special issue of the Journal of Business Ethics

community welfare and environment) with CSR actions can benefit the enterprise, employees, society and the environment. If an enterprise is able to implement CSR successfully, it can be featured as applying "responsible entrepreneurship" and an organization with a "responsible business practice" (Nandan & London, 2013). After reviewing literature regarding the domain of "social change" and "various disciplines and professions", Nandan and London (2013) propose that solving "community-based challenges" demanded in contemporary society, requires an inter-professional collaboration between CSR and social entrepreneurship venture initiatives, as together they can explicate "a non-dichotomous, integrated knowledge framework and action system" (Lawson (2010) cited in Nandan & London 2013, p. 817).

In addition to creating values for social welfare as a whole, CSR emphasizes such responsibilities for their stakeholders as "economic (profitability), legal (no environmental or safety judicial problems), ethical (expectations…over and above legal requirements) and discretionary (philanthropic activities and the nature of the firm's involvement in the communities) responsibilities" (Campopiano, Massis & Cassia, 2012). CSR in small businesses has not been focused on very much. However, Evans and Sawyer (2010), designed research using an "interview-driven qualitative method" to investigate small enterprises in Australia. They found challenging to retain suitable employees, though they are able to build up a good connection with stakeholders, local community, and doing good to environment. "Generally they did so because it was the 'right thing to do' and gave them a sense of pride, but also because it could save costs, improve the image of the business, and build long-term value (Evans & Sawyer, 2010, p. 446). While different from small companies, interviews and speeches given by 25 top-level business leaders and entrepreneurs across different industries throughout the world were content-analyzed by Pless, Maak and Waldman (2012). They outlined four responsible leadership orientations which can influence CSR – "traditional economist" (who concentrates on "legal policies and processes"), "opportunity seeker" (who will "engage more actively with stakeholders"), "integrator" (who is able to go "beyond social responsiveness or economic return for 'doing good'") and "idealist" (who is referred to as "traditional morality characterized by a strong concern for the needs of others"). However, both analyses of small and large companies show that company attitudes are mainly in line with the essential points of CSR.

In a recently published article which gathered data from 155 French SMEs, Vo, Delchet-Cochet and Akeb (2015) argued that "economic motive is more important than the social and environmental ones" espoused by local SMEs. More encouraging results have been produced by Amaechi, et al. (2016) using a qualitative exploratory approach by collecting empirical data from 39 SMEs in Nigeria and Tanzania, which underpinned the philanthropic perception in CSR and even progressed it. This research aims to fill a research gap on "CSR in developing countries particularly in Africa which has not explored how CSR in SMEs may go beyond philanthropy to address institutional gaps in local context" (p. 388).

Although concepts of CSR vary a lot, it is intrinsically a "voluntary activity" which is not detached from business strategy and considers social and environmental side-effects of entrepreneurship (Strautmanis, 2008). Presenting triple-bottom line information (economy, society and environment), CSR helps enterprises focus on long-term interests. Being considered part of business ethics or at least as an important element of it, CSR reflects "successive compliance with the ethical norms of the enterprise and participation in the economical development along with improvement of… society" (Holme & Watts (1999) cited in Strautmanis 2008, p. 348). CSR and ethical codes are not mutually exclusive but undertaking social responsibilities, the enterprise does not necessarily act ethically - its entrepreneurial behavior still needs to be assessed by sound ethical judgments. Acevedo (2013) uses Enron as an example to illustrate how CSR policies can be merely executed for increasing profit and enhancing social image rather than social responsibility. "Strategic philanthropy" and "charity efforts" should be grounded in both "effectiveness (corporate competitiveness) and efficiency (social welfare)" (Tsai, 2013, p. 175). Miragaia et al. (2015) have confirmed such findings by distributing a survey among 32 managers from 15 sponsor companies. They found that profit-orientation is not the most important reason aligned with producing benefits for others or the community as a whole; on the contrary, social responsibility plays an important role.

The concept of sustainability, while concerned mainly with the proper use of natural resources, can be interchanged with certain terms and elements within CSR (Lourenço, 2013; Mathew, 2009). The concept of sustainability will be further explored in the following section.

### Sustainability

Using a case study of small sustainable enterprises in Oman, Mathew (2009) defines sustainability as being "conjoint with improving the organizational performance and increase in the responsibilities of organizations towards stakeholders", which indicates "a match of resources, investment, process, technology, organizational change essential for the current implementation beneficial for the future generation" (p. 42). The long-term vision for "the adoption of sustainable entrepreneurship" in small companies cannot be that different from large ones, which is "to look forward to the new opportunities to create advantage" and "to create positive impact on the society and nation as a whole" (Mathew, 2009, p. 59). Brundtland ((1987) cited in Matthew, 2009) proposes another definition of sustainable development: "development that meets the needs of the present without compromising the ability of future generations to meet their needs" (p. 44). However, this definition is still ambiguous in reinforcing appropriate behavior which can be aligned with social responsibility. The conceptual paper written by Lourenço (2013) which argues that social and environmental responsibilities are not considered burdensome any longer when compared with historical views. Indeed, a sustainable enterprise is not merely to facilitate incremental solutions in favor of economic and environmental benefits. Rather, the long term objective is for legislation focused on creating social good (e.g. social justice and social equity) for communities despite the corporate goal being profit. This viewpoint has consensus amongst Lourenço (2013), Mathew (2009) and Mysen (2012), even though the extreme case analysed by Mysen (2012), "The Eden Project" in England, "in contrast to most companies… represents a corporate that from the very start does not primarily assess its performance by financial criteria, but reports to the trustees on social sustainability goals" (p. 506). Its logic is still in line with Lourenço's (2013) development and Mathew's (2009) application that sustainability is linked with social responsibility. Their argumentation contributes to a multifaceted perception which is akin to the understanding of "sustainable entrepreneurship" in Gibbs' (2009) literature review. Within a wider political and social context – a sustainable economy, "sustainable entrepreneurship draws on the long-standing concept of creative destruction in entrepreneurship research so that it becomes the driving force for establishment of a holistic and sustainable economic-environmental-social system" (Gibbs, 2009, p. 65).

Undertaking quantitative analysis using survey data from 109 SMEs in Romania (a developing country), Soto-Acosta et al.'s (2016) found that "sustainable entrepreneurship has come to inherently encapsulate social and economic issues in an interconnected dyad of elements which accounts for long-term performance" – in other words, people and profit (out of triple-bottom line) are positively correlated with business performance towards "people and collective benefits". Economic and non-economic purposes are sometimes "counterforces to sheer profit-driven actions" (p. 9). Therefore, CSR policies of larger firms with elements of sustainability can be considered as "corporate sustainability", which when applied to SMEs represents "responsible entrepreneurship" (Lourenço, 2013).

Pacheco et al. ((2010) cited in Lourenço, 2013) demonstrated that sustainable entrepreneurship is "the discovery, creation, evaluation, and exploration of opportunities to create future goods and services that is consistent with sustainable development goals" (p. 294) and Mathew (2009) goes further by adding "the continuing commitment by businesses to behave ethically and contribute to economic development while improving the quality of life of the workforce, their families, the local and global community as well as future generations"; corporate sustainability entrepreneurship was also described as involving a "continuous process contributing to changing corporate responsibilities and behavior to the community" from a micro dimensional perspective within an enterprise (p. 42). Relevant sustainable behavior also needs to be evaluated according to certain ethical principles as mentioned above.

Sustainability corresponds closely to the fundamental points of social entrepreneurship ("social value-creating" in this sense) but it does not mean they can substitute for each other. This idea furnishes an "interdisciplinary" and "inter-professional" approach found in both social enterprise programs and sustainability education over the last few years (James & Schmitz, 2011; Tsai, 2013). Furthermore, a crucial sub-concept which cannot be neglected is that of the "ecopreneur" who "aspires to restructure the corporate culture and social relations of their business sectors through proactive, ecologically oriented business strategies" (Isaak (1998) cited in Gibbs, 2009, p. 69). Ecopreneurship is a novel pedagogical source which has been recently engaged in business studies and is seen to shed light on some "exemplary solutions for a social transformation". Meanwhile, Isaak terms "'green-green' businesses – businesses that are founded from the outset on an environmentally friendly basis which seek to achieve the social and ethical transformation…" (Isaak (1998) cited in Gibbs, 2009, p. 70).

## Social entrepreneurship education – how to teach and learn

In total, 17 papers found for this study delineate certain points concerning social entrepreneurship education as a whole and those from different perspectives, such as education of ethics, CSR and sustainability (either separately or as interrelated concepts). We have so far focused on theoretical findings. This

section explores the practical application of the theory through pedagogy.

How to educate entrepreneurs has been frequently discussed in the literature. Contemporary studies on entrepreneurship education are gaining strength, with attempts at furthering analysis in with a broader perspective (Honig, 2004). Meanwhile, a relatively new discipline – social entrepreneurship education - is emerging from conventional disciplines, as entrepreneurship education is becoming strongly oriented towards concern for responsibility and sustainability (Rae, 2010; 2011). Defined by Muscat and Whitty (2009), social entrepreneurship training is "a new paradigm for management education taking form within the untapped market niche of serving real societal needs without producing 'good' profit margins. Part of this new thinking intersects the tools of traditional entrepreneurship with small-scale economic and community development." (p. 31-32). Literally and naturally, social entrepreneurs are aiming for common good – not only associated with the judgments made by relevant stakeholders but also their expectations for social entrepreneurs to meet social obligation. Teaching social entrepreneurship is thus identified as containing a "hybrid set of knowledge and skills grounded by and a reflection of personal and organizational values, ethics, and attitudes" (Miller, Wesley II & Williams, 2011, p. 351). At the same time, the programs and curricular are highly context-specific and differentiated as they need to be set taking into consideration different cultural settings. Moreover, it is important to engage students or entrepreneurs with relatively new pedagogical approaches by taking ethics, CSR and sustainability concepts into consideration.

We have found theoretical concepts frequently discussed in the literature related to social entrepreneurship education: Ethics education has been mentioned in 8 papers (Christensen et al. 2007; Strautmanis, 2008; Neubaum et al. 2009; Tesfayohannes & Driscoll, 2010; James & Schmitz, 2011; Venezia et al. 2011; Kwong, Thompson & Cheung, 2012; Acevedo, 2013); CSR education has been mentioned in 8 papers (Christensen et al. 2007; Strautmanis, 2008; Evans & Sawyer, 2010; Prieto, Phipps & Friedrich, 2012; Wang & Juslin, 2012; Acevedo, 2013; Nandan & London, 2013; Tokarčíková, Kucharčíková & Ďurišová,2015); and education in sustainable development has been mentioned in 5 papers (Johannisson et al. 2007; Christensen et al. 2007; James & Smith, 2011; Lourenço, 2013; Tsai, 2013).

The researchers also gave us useful suggestions concerning pedagogical mind-set - "interdisciplinary and interprofessional" (Nandan & London, 2013) and models of social entrepreneurship education (e.g. model bridging institutional, social-welfare and commercial logics proposed by Pache and Chowdhury in 2012; model of social-practice wisdom curriculum matrix developed by Zhu, Rooney and Phillips in 2016) as well as teaching tools which include, for instance, "experiential and social learning" mentioned in 4 papers (Johannisson et al. 2007; James & Schmitz, 2011; Baden & Parkes, 2013; Muff, 2013) ; "social business plan" mentioned in one paper written by Kwong, Thompson and Cheung (2012); "work-based learning" mentioned in one paper written by Huq and Gilbert (2013); "service learning" mentioned in two papers (James & Schmitz, 2011; Kinsella & Wood, 2014).

## Discussions and implications

### Relationship between concepts and social entrepreneurship

Anderson and Smith (2007) suggested there is indeed a moral space existing in entrepreneurship besides its purely profit-oriented concern. By borrowing the social constructivism theoretical lens, we found ethical behavior has a role in connecting both CSR with social entrepreneurship and sustainability with social entrepreneurship. Environmental responsibilities are related more to the sustainability concept but also concerns social impacts as a whole (See Figure 1). In this sense, we are able to answer our research questions:

Relationship: between CSR and sustainability – overlapping area as numbered with 1 is social and environmental responsibilities; Relationship: between CSR and social entrepreneurship – number 2 means socially responsible, ethical behavior; between sustainability and social entrepreneurship – number 3 refers to social and environmental responsibilities, ethical behavior; an ethical space is in the intersecting area linking CSR, sustainability and social entrepreneurship.

Ethics, in the domain of social entrepreneurship, can be understood better with instructional or institutional functions, as an epistemological belief. Social entrepreneurs can act ethically by taking social and environmental responsibilities (a "virtuous" entrepreneur with "strategic philanthropy" and "charity efforts"); otherwise, they are assessed as unethical (ethical suspect behavior). In this case, we can propose the idea that there is space for ethics in social entrepreneurship by considering a corporation's social role in society, and an environmental role

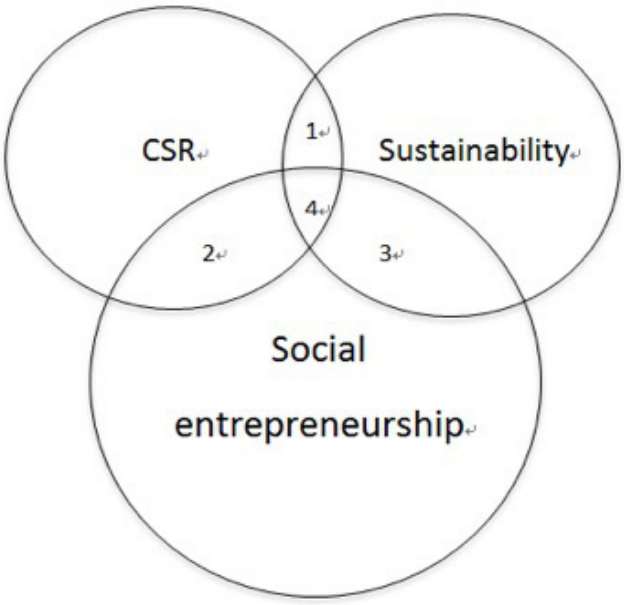


Figure 1. Relationship between concepts and social entrepreneurship

for a sustainable scenario. Chell et al. (2016) has also developed this idea in the special issue of the Journal of Business Ethics in their editorial notes "Social Entrepreneurship and Business Ethics: Does Social Equal Ethical?". While to some extent it is rather early and the level of analysis thus far too simplistic to give a proper answer to this question. Even the first article (Dey & Steyaert, 2016) listed in the special issue of the Journal of Business Ethics, revisited the concept of ethical space in social entrepreneurship developed in the seminal work by Foucault on ethics and power. More research using different approaches is required, since this paper has shown that social entrepreneurship concepts are very context specific. Hence, there are various angles which can be explored:

1) As presented in Table 1 (p. 17), two theoretical frameworks have been developed in two conceptual papers respective-

ly (André & Pache, 2016; Smith, Kistruck & Cannatelli, 2016). In the former paper, André and Pache (2016) proposed a model concerning "scaling up from caring entrepreneur to a caring enterprise through organizational care" by "fostering", "encouraging" and "developing" care in organization and the ultimate aim is to achieve care among all the organizational members. Smith, Kistruck and Cannatelli (2016) introduced us a model concerning how degree of openness or desire for control moderates the relationship between personal moral intensity and the application of organizational scaling modes (i.e. "three primary organizational modes to scaling social solutions: branching, affiliation, and dissemination" p. 681). Not so many theories linking ethics to social entrepreneurship have been developed in recent papers, nevertheless the other concepts such as CSR and sustainability; hence, this point could be considered as a perspective leading future research.

2) Case studies with a longitudinal approach have not been frequently applied in social entrepreneurship research. Mathew (2009) did research by analyzing two case studies and a rather big amount of cases (25 cases) has been analyzed in the article written by Campopiano, Massis and Cassia (2012). Neither of them applied methods from a longitudinal approach. Behavioral pattern conducted by a social entrepreneur could change alongside with time and also vary a lot if comparing different stages of lifespan in an organization. A longer period of time needs to be considered or at least it is necessary to set the case with a certain range of time.

3) In the literature we analyzed, researchers still naturally prioritized developed countries as the main research target. We did not find so many cases explored by collecting materials from developing countries, for instance, African cases collected by Amaechi et al. (2016) and Chinese cases collected by Tang, Khan and Zhu (2012) Khan, Tang and Zhu (2013). Since social enterprises also emerge as an important section in developing countries, it is worth gathering data from other cultural background than the western-oriented norms. Various or diverse locally embedded norms will provide a valuable realm for current research.

4) Many studies are related to personal moral development; there is a lack of a meso-level analysis (i.e. research conducted from an organizational perspective). Morality concerns individual subjectivity; while ethics relates more to collectivism. Personal moral perception sometimes needs to be justified and/or judged by ethical criteria within certain organizational culture. As a matter of fact, André and Pache (2016) provided us a meaningful example by trying to link personal moral development to the organizational concern in the model proposed by them. As for achieving organizational care, entrepreneurs need to think and behave beyond their own personal moral system.

5) Many social enterprise are naturally featured as SMEs (Leadbeater, 1997). However, few studies are concerning SMEs (e.g. Evans and Sawyer collected cases in southern Australia); they are focused more on large organizations. We need to study the questions of social entrepreneurship in the light of ethics, CSR and sustainable behavior both in SMEs' and in large organizations'.

### Social entrepreneurship education

Social entrepreneurship can be taught and learnt and therefore is applicable to entrepreneurship education even though it has not been frequently focused on. In the research concerning entrepreneurship education, social entrepreneurship education which emanates as a meaningful session it needs to be analyzed separately (Aaltio & Wang, 2015). Unequivocally, only few studies have emphasized the significance of social entrepreneurship training as a program in business schools. Well-structured social entrepreneurship education research which calls for both deeper theoretical analysis and practical development still remains outstanding (Howorth, Smith & Parkinson, 2012; Miller, Wesley II & Williams, 2012; Pache & Chowdhury, 2012; Smith & Woodworth, 2012). Nevertheless, we can obtain useful ideas from "a generic teaching model in entrepreneurship education" as suggested by Fayolle (2013) who has asked a series of important questions at both "philosophical and didactical levels" including "what, why, how, for whom, and for which results?". Additionally, there is another idea which is very inspiring for social entrepreneurship in our contemporary society – "critical pedagogy" tracked in Freire's influential work (Prieto, Phipps & Friedrich 2012) which "adamantly and steadfastly dismisses the mainstream assumption of knowledge as objective and neutral" (Cho (2010) cited in Prieto, Phipps & Friedrich, 2012, p. 6). To be in accordance with the social reality is the starting point for a transformation in the old educational system; "university education needs to move beyond normalized conceptions of knowledge and truth and include counter and oppositional narratives" (Prieto, Phipps & Friedrich 2012, p. 7).

As for educational concerns, these perspectives are also in line with the summary presented above (Figure 1) whereby social entrepreneurship education that embraces ethics, CSR and sustainability education requires new methods for outside-of-the box thinking and taking learning outside of the classroom. Similar to the social constructivist point we borrowed here, it is impossible to analyze a trajectory of pedagogical or curriculum progress without considering the context or culture embedded. "Constructivism" as a way of teaching social entrepreneurship has been proposed by Huq and Gilbert (2013). They state that knowledge taught inside and outside of the classroom are equally important and must be closely connected with and fulfill local community needs. Johannisson et al. (2007), mentions that one important axiom to teaching social entrepreneurship is to pay attention to the symmetry within the model developed by them "academic quality as a three-dimensional criterion – research, education, and community dialogue". By such means, the ultimate objective can be realized – to achieve social-value creation. Every pedagogical mind-set and teaching tool needs to be considered within a certain social context. Similar to the angles we introduced in section 4.1, it is necessary to investigate how to teach social entrepreneurship by comparing different cultural backgrounds (e.g. in developed and developing countries) and organizations (e.g. large companies and SMEs).

## Conclusion

In this literature review, we contributed to social entrepreneurship research with our findings categorized by with two perspectives: theoretical concepts (i.e. morality and ethics, CSR and sustainability) emerging in social entrepreneurship research and practical concern of social entrepreneurship education. By borrowing social constructivism as our theoretical lens, we built up links among those three concepts and relationship between each concept and social entrepreneurship. Meanwhile, we also gathered our findings concerning social entrepreneurship education to see how ethics, CSR and sustainability have been applied in pedagogy and curriculum design.

Social entrepreneurship, as an emerging concept, has gained interests from current researchers found in pertinent literature. Different from traditional type of entrepreneurs, social entre-

preneurs set their aims for solving social problems and creating social value. For future analysis, it is worthwhile a more thorough exploration to see if there are other relevant concepts appear in the light of social entrepreneurship research. We have also argued that there exist needs to build up more theoretical frameworks and to gain support from other methodological approaches. It is also necessary to analyze how the social entrepreneurship progresses in developing countries. Diversity among different cultural background can enrich the current research. Different level of analysis in addition to personal moral development is needed as well. Not only large enterprises but also SMEs could be analyzed, since a large quantity of social enterprises originally grows up from SMEs. Those perspectives (e.g. more materials collected from developing countries and SMEs) can also be applied to the research concerning social entrepreneurship education. Additionally, a comprehensive understanding of social entrepreneurship education could be approached with consideration about its pedagogical significance and curriculum development.

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