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GORDON INSTITUTE
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The Role of Non-traditional Business School Programmes in Fostering Social Entrepreneurship Networks

A Research Report

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Abstract

The research aims to establish what role non-traditional business school programmes play in fostering social entrepreneurial networks. The research highlights what role AMBA-accredited business schools play in fostering social entrepreneurial networks through the use of their non-traditional business school programmes. Central to any discussion on social entrepreneurship are the questions of who should and who can take responsibility for the needs of civil society (Roper and Cheney, 2005). Indeed, ideologically based questions emerge regarding the continuance and health of a civil society that is necessarily distinct from either the political or economic sector (Roper and Cheney, 2005). The importance of this research lies in the fact that it will highlight the current shortcomings of non-traditional business school programmes of AMBA-accredited business schools in South Africa, as well as the positive role that these business schools play in fostering social entrepreneurial networks.

According to the results of this study, non-traditional business school products do foster social entrepreneurial networks; however it seems that these networks are not producing the results that are needed to solve the social needs of South Africa. The main finding of this research is the fact that individuals and organisations donate rather than getting actively involved in social entrepreneurial ventures. This results in social entrepreneurial ventures being reliant on donor funds rather than being self sufficient.

This study relies heavily on literature from traditional entrepreneurship and could perform as a foundation for future studies on social entrepreneurship and the networks it consists of. As was pointed out by most of the expert interviews, the more research that is done in South Africa, the better the results on the economic and social fronts could be.

Declaration

I declare that this research project is my own work. It is submitted in partial fulfillment of the requirements for the degree of Master of Business Administration at The Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

.....

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Abbreviations used

CSR	-	Corporate Social Responsibility
EMPRETEC	-	Emprendedores and Tecnología (Entrepreneurs and Technology)
FVA	-	Financial Value Additions
GEM Report	-	Global Entrepreneurship Monitor Report
GIBS	-	The Gordon Institute of Business Science
RDP	-	Reconstruction and Development Programme
ROI	-	Return on Investment
SROI	-	Social Return on Investment
StatsSA	-	Statistics South Africa
SVA	-	Social Value Additions
UNCTAD	-	United Nations Conference on Trade and Development

Table of contents

1.	Chapter 1: Problem Definition.....	1
1.1	Introduction	1
1.2	Research Scope	4
1.3	Research Motivation	8
1.4	Research Problem	10
1.5	Structure of the Report.....	12
2.	Chapter 2: Theory and Literature Review	13
2.1	Introduction	13
2.2	Definition of Entrepreneurship.....	16
2.2.1	The South African Perspective on Entrepreneurship	18
2.2.2	Socially Responsible Entrepreneurs	19
2.2.3	Conclusion	20
2.3.	Social Entrepreneurship.....	20
2.3.1	Conditions for Fostering Social Entrepreneurship	22
2.3.2	The South African Perspective on Social Entrepreneurship	25
2.3.3	Conclusion on Social Entrepreneurship	26
2.3.4	Concluding Differences between Traditional Entrepreneurship and Social Entrepreneurship.....	27
2.4	Definition of a Network.....	32
2.4.1	Networks in General	32
2.4.2	The South African Perspective on Networks.....	35
2.4.3	Conclusion	36
2.5	The Social Contract	36
2.6	Social Networks	37
2.6.1	The South African Perspective on Networks.....	39
2.6.2	Conclusion	41
2.7	Definition of a Non-traditional Business School Programme.....	41

2.7.1	Business Schools.....	41
2.7.2	The Role of Education in Fostering Social Entrepreneurship.....	43
2.7.3	The South African Perspective on Business Education	45
2.7.4	Conclusion	45
2.8	Literature Conclusion	46
3.	Chapter 3: Research Questions.....	48
4.	Chapter 4: Research Methodology	50
4.1	Rationale for Research Method	50
4.2	Research Process.....	51
4.3	Units of Analysis	53
4.4	Population of Relevance	53
4.5	Sampling Method and Size	54
4.6	Respondent Selection.....	55
4.6.1	Business School	55
4.6.2	Experts.....	56
4.6.3	Attendees of the non-traditional business school programmes.....	57
4.7	Data Collection Process.....	57
4.8	Data Analysis	60
4.8.1	Data Validity and Reliability	62
4.8.2	Research Methodology Summary.....	63
4.9	Data Management	64
4.10	Potential Research Limitations.....	64
4.10.1	Willingness of Attendees.....	64
4.10.2	Knowledge Constraints	64
4.10.3	Accessibility of the Attendees of the Non-traditional Business School Programmes	65
4.10.4	Other Constraints.....	65

5.	Chapter 5: Research Results	67
5.1	Assist in the detection of opportunities (Echols and Neck, 1998) ..	67
5.2	Assist in opportunity facilitation (Echols and Neck, 1998)	75
5.3	Assist in the motivation to pursue opportunities (Echols and Neck, 1998).....	81
6.	Chapter 6: Discussion of Research Results	93
6.1	Assist in the detection of opportunities (Echols and Neck, 1998) ..	93
6.2	Assist in opportunity facilitation (Echols and Neck, 1998)	101
6.3	Assist in the motivation to pursue opportunities (Echols and Neck, 1998).....	106
6.4	Conclusion	115
7.	Chapter 7: Conclusion	116
7.1	Commit to a meaningful purpose	116
7.2	Future studies	117
7.3	Conclusion	118
8.	References.....	122
9.	List of Appendices.....	136

List of Tables

Table 1.1:	The Labour Market in South Africa (StatsSA, 1998)	6
Table 1.2:	Employment and Labour Force Statistics: Sept 2001 - Sept 2007 StatsSA (2007).....	7
Table 2.1:	Employment Growth in Existing SMMEs (Chandra et al, 2001)	19
Table 2.2:	Characteristics of Social Enterprises (Shaw & Carter, 2007)	21
Table 4.1:	Research Methodology Summary	64
Table 5.1:	The Current Non-Traditional Business School Programmes that GIBS offers	68
Table 5.2:	Rating GIBS as a Non-Traditional Business School according to Hawawini (2005)	69
Table 5.3:	Question 1: Rank your personal emotional connection to the programme?.....	71
Table 5.4:	Question 2: Rank your own past experience of the following business areas?.....	71
Table 5.5:	Question 5: Do you have past experience of social entrepreneurship?.....	72
Table 5.6:	Question 6: If you answered Yes or Unsure in Question 5, please state what the experience was?	72
Table 5.7:	Question 7: Did the programme you attended raise your awareness of the current social issues in South Africa?	73
Table 5.8:	Question 8: What were the social issues in South Africa you became aware of and if there were none, what would you attribute that to?	73
Table 5.9:	Question 9: Did the programme you attended raise your awareness of the current economic issues in South Africa?	74
Table 5.10:	Question 10: What were the economic issues in South Africa you became aware of and if there were none, what would you attribute that to?	74

Table 5.11:	Question 3: How would you rate the trust between the following?	77
Table 5.12:	Question 11: Do you believe that social entrepreneurship networks were formed as a result of the programme you attended?.....	77
Table 5.13:	Question 12: Could you please describe the social entrepreneurship networks that were formed (e.g. A new forum, a new business etc.) and if there were none, what would you attribute that to?	78
Table 5.14:	Question 13: Were the networks that were formed across sectors, e.g. between an attendee with a manufacturing background and an attendee with a financial background?.....	79
Table 5.15:	Question 14: Were the networks that were formed across race?..	79
Table 5.16:	Question 15: Were the networks that were formed across gender?	80
Table 5.17:	Question 16: Were the networks that were formed across religious beliefs?	80
Table 5.18:	Question 25: Do you believe the current facilities at GIBS assist in the fostering of social entrepreneurship networks?.....	81
Table 5.19:	Question 5: b) Leading from Question 5a; is this the case for other AMBA-accredited business schools in South Africa?.....	84
Table 5.20:	Question 4: How do you believe trust could be built during the attendance of this programme?	85
Table 5.21:	Question 17: Do you believe that you formed new ideas as a result of the programme you attended?	86
Table 5.22:	Question 18: Could you please describe the new ideas that you formed and if there were none, what would you attribute that to?..	86
Table 5.23:	Question 19: Did you apply the learnings that you got from attending the programme you attended to your everyday life?	87
Table 5.24:	Question 20: Could you please describe the learnings that you got and if there were none, what would you attribute that to?	88

Table 5.25:	Question 21: What do you feel could be the main factors that could assist in the fostering of social entrepreneurship networks whilst attending a programme at GIBS?	89
Table 5.26:	Question 22: What do you feel could be the main factors that could prevent the fostering of social entrepreneurship networks whilst attending a programme at GIBS?	90
Table 5.27:	Question 23: Would you suggest that GIBS start new programmes?	91
Table 5.28:	Question 24: If you answered Yes to question 23, what should be the subject areas of these new programmes at GIBS?	91
Table 6.1:	Hawawini (2005) and GIBS Non-traditional Business School Programmes comparison	95
Table 6.2:	McClelland (1961) and Expert Interview comparison	96

List of Figures

Figure 2.1:	Corporate Entrepreneurship Framework (Echols & Neck, 1998) ...	14
Figure 2.2:	Literature Analysis Diagram	15
Figure 2.3:	The Triadic Model of Entrepreneurial Learning (Rae, 2005)	17
Figure 2.4:	Total Income of the Social Industry rendering Social Work Activities according to Type of Income: 1995 (StatsSA, 1995).....	25
Figure 2.5:	Attendance at an Educational Institution amongst Persons aged 5 - 24 years: 1996, 2001 and 2007 (StatsSA, 2007)	26
Figure 2.6:	Synthesis of the Three Key Elements of Entrepreneurship (Thompson <i>et al</i> , 2000)	28
Figure 2.7:	The Value Add Conundrum (Parris, 2008)	31
Figure 4.1:	The process of inductive analysis	60
Figure 6.1:	A Desired Business School Model that will fit the South African context	101

List of Appendices

Appendix 1: Approval from GIBS	136
Appendix 2: Semi-Structured Interview Guidelines	138
Appendix 3: Questionnaire.....	140
Appendix 4: Proof of Ethical Clearance	145
Appendix 5: Summary transcripts of the in-depth interviews	146

1. Chapter 1: Problem Definition

1.1 Introduction

Kase & Liu (1996) emphasise the importance of networking based on personal relationships and what networks could mean for any innovation process, particularly in the social sector. Individuals need a structure (programme) to exchange information and therefore to form networks. It is this specific area of social entrepreneurship that this study researches. Social entrepreneurs are one species in the genus entrepreneur, and are entrepreneurs with a social mission (Dees, Haas & Haas, 1998). For social entrepreneurs, the social mission is explicit and central, and this obviously affects how social entrepreneurs perceive and assess opportunities (Dees, Haas & Haas, 1998). Business entrepreneurs focus on wealth creation as a way of measuring value creation, whereas social entrepreneurs are mission-related and the impact becomes the central criterion, not wealth creation (Dees, Haas & Haas, 1998). Wealth is thus just a means to an end for social entrepreneurs. Social networks focus the attention of relationships between social entrepreneurs and other role players that provide the resources that are important in establishing a business of a social nature (Greve & Salaff, 2003).

More than 1.4 million non-profit organisations in the United States of America (USA) generate \$1.36 trillion in revenue, constituting at least 5 percent of the GDP of the USA, while individual charitable giving alone has reached a high of \$300 billion (Rangan, Leonard and McDonald, 2008). In addition to these figures, both traditional and social entrepreneurship currently occur at significantly higher rates than at any time in the last 100 years (Gartner & Shane 1995) (Thornton, 1999). Along with the increase in entrepreneurship has come growth in the number of endowed chairs in business schools, positions in research institutions, foundations, professional organisations, and journals in the field of entrepreneurship (Katz, 1991) (Robinson & Haynes, 1991) (Sandberg & Gatewood, 1991) (Thornton,

1999). Yet in spite of these developments, little consensus or research exists as to how new social entrepreneurship networks could be formed.

In one of the most recent studies published by Said, Wegman, Sharabati and Rigsby (2007), social network analysis is defined as being concerned with understanding the linkages among social entities and the implications of these linkages. Said *et al* (2007) further found that most social networks revolve around certain people or organisations. Bedard and Herman (2008) believe that individuals with different educational backgrounds or levels of ability may wish to enrol in advanced degree programmes during different phases of the business cycle and their career cycles. This results in inter-cohort skill differentials, even within narrowly-defined categories of education (Bedard & Herman, 2008). This implies that the centrifugal positioning of these people or organisations allows them better access to information and its dissemination.

There are numerous reasons for the contemporary interest in both traditional and social entrepreneurship and what their networks have to offer. Klandt and Fayolle (2006) found essentially three reasons why these are important;

1. Job creation and economic development (Klandt and Fayolle, 2006) – According to Jesselyn Co and Mitchell (2006) it is estimated that more than 8 million people will be unemployed in South Africa by 2010. It is widely believed that the only way for South Africa to effectively address unemployment and revitalise the economy is through the rediscovery of the entrepreneur who takes risks, breaks new ground and innovates (Jesselyn Co & Mitchell, 2006).
2. Strategic adjustment/realignment (Klandt and Fayolle, 2006) – In order to readjust and align strategically with the economic and employment needs of South Africa, Nieuwenhuizen and Kroon (2002) suggest that a holistic approach is necessary to foster an entrepreneurial culture in society. The

educational system has to be supported by economic and political institutions to inculcate the entrepreneurial culture in society and to ensure the facilitation and actual establishment of enterprises (Jesselyn Co & Mitchell, 2006). This culminates in a scenario where the furthering of traditional or social entrepreneurship networks is crucial for economic and social growth in society (Jesselyn Co & Mitchell, 2006).

3. The deregulation and privatisation of public utilities and state-owned enterprises (Klandt and Fayolle, 2006) - According to Pollitt (1999), the benefits of deregulation and privatisation of public utilities lies in the following:

- a. It will reduce government involvement in industry (Pollitt, 1999).
- b. It will increase efficiency (Pollitt, 1999).
- c. It will reduce public sector borrowing requirements (Pollitt, 1999).
- d. It will curb public sector union power (Pollitt, 1999).
- e. It will increase share ownership and employee share ownership (Pollitt, 1999).
- f. It will gain political advantage (Pollitt, 1999).

The importance of this study for the South African environment will be further elaborated on in the remainder of Chapter 1. Chapter 2, where literature sources were researched and collated, will aim to provide evidence of the perspective of the South African and in certain instances the global environment on the research topic.

A research study will be conducted to assess whether or not non-traditional business school programmes do, in fact, foster social entrepreneurship networks.

1.2 Research Scope

The *Global Entrepreneurship Monitor* (GEM) is an executive report conducted annually in order to assess the current state of entrepreneurship in a specific country compared to the rest of the world (Antonites, 2003). The 2007 report includes a comparison of 58 countries in the adult population group (Bosma, Jones, Autio & Levie, 2007). To highlight a small number of conclusions regarding the South African ranking:

- South Africa is ranked in the 33rd position in the GEM Red Tape Index based on GEM expert survey ratings of regulations for starting a business (Bosma *et al*, 2007).
- South Africa is ranked in the 23rd position in the World Bank Red Tape Index based on World Bank estimates of ease of registering a business (Bosma *et al*, 2007).
- For middle and low income countries, South Africa, alongside Hungary and Croatia, has the lowest rating for the development of early stage entrepreneurial activity (Bosma *et al*, 2007).
- South Africa and Jordan have high proportions of innovative entrepreneurs in the early stage entrepreneurial activity for new product-market combinations, which is in contrast to the ratings they have when it comes to early stage entrepreneurial activity (Bosma *et al*, 2007).

According to Antonites (2003), entrepreneurship is of the utmost importance. The results of the GEM report indicates that the image of South Africa in the entrepreneurial community is seen as negative, especially the role that

entrepreneurship, and in particular social entrepreneurship and its related networks, plays in the South African economy (Antonites, 2003).

According to Jones & English (2004), traditional business education programmes, although well attended, have come under criticism for failing to be relevant to the needs of the changing business environment. Entrepreneurial education provides an opportunity to address some of the contemporary needs of business education in ways that the traditional system does not (Mitra, 2002). What culminates as a result thereof is the lack of development of social entrepreneurship networks and as a direct result contributes to the economic and social state of South Africa.

Kingdon & Knight (2006) and StatsSA (1998) found that unemployment has increased in South Africa and Table 1.1 is evidence thereof. To highlight but one dilemma, unemployment in South Africa, Table 1.1 clearly indicates the unemployment rate that was measured in 1998. From Section 1 of Table 1.1 it is evident that the labour absorption rate has declined from 1994 to 1997. It has decreased from 38.2% to 33.9%, meaning that less people have been employed during this period. This is a contributing factor to unemployment. Although the StatsSA (2007) publication indicates that the number of employed people has risen from 11,181,000 in September 2001 to 13,234,000 in September 2007, the number of economically active persons (labour force) was slightly lower at 17,178,000 compared with September 2006 (17,191,000). This, coupled with an expansion in the working age population, resulted in a decline in the labour force participation/activity rate from 57.3% in September 2006 to 56.7% in September 2007. StatsSA (2007) highlights the same issues as those that were highlighted by the StatsSA (1998) findings.

Section 2 furthermore indicates that the official unemployment rate, as well as the labour force participation rate, declined from 1994 to 1997. Table 1.2 indicates that the employment rate in South Africa grew by 3.33 % from 2001 to 2007, which is not enough if one is to take into consideration the findings of Antonites (2003) and

Van Tonder (2003). Antonites (2003) and Van Tonder (2003) state that South Africa's economy needs to growth 7.7% per annum until 2014 in order to bring unemployment under 11% in South Africa. The conclusion reached from Tables 1.1 to 1.2 indicates that the number of individuals actively employed and consequently contributing to the South African economy and the social needs of South Africa declined during the period from 1994 to 1997 and have not grown adequately over the period 2001 to 2007 to provide for all the economic and social needs of South Africa.

1: Employed measured by OHS 1994-1997, and labour absorption		1994	1995	1996	1997
a	Population 15-65 years (000s)¹	20 866	21 324	21 815	22 294
b	Employed measured by OHS (000s)	7 971	8 069	7 590	7 548
c=100*b/a	Labour absorption rate (%)	38,2	37,8	34,8	33,9

2: Official unemployment rate measured by OHS 1994-1997, and corollaries		1994	1995	1996	1997
d	Unemployed measured by OHS: official definition (000s)	1 988	1 644	2 019	2 238
e=b+d	Economically active (000s)	9 959	9 713	9 609	9 787
f=a-e	Not economically active (000s) ²	10 907	11 612	12 206	12 507
g=100*d/e	Official unemployment rate (%)	20,0	16,9	21,0	22,9
h=100*e/a	Labour force participation rate (%)	47,7	45,5	44,0	43,9

3: Expanded unemployment rate measured by OHS 1994-97, and corollaries		1994	1995	1996	1997
i	Unemployed measured by OHS: expanded definition: (000s)	3 672	3 321	4 197	4 551
j=b+i	Economically active (000s)	11 643	11 390	11 787	12 100
k=a-j	Not economically active (000s)	9 223	9 934	10 028	10 195
l=100*i/j	Expanded unemployment rate (%)	31,5	29,2	35,6	37,6
m=100*j/a	Labour force participation rate (%)	55,8	53,4	54,0	54,3

1. The population figures are derived from preliminary population estimates of Census '96.

2. The not-economically active include pensioners, full-time students, disabled, people and full-time homemakers.

Table 1.1: The Labour Market in South Africa (StatsSA, 1998)

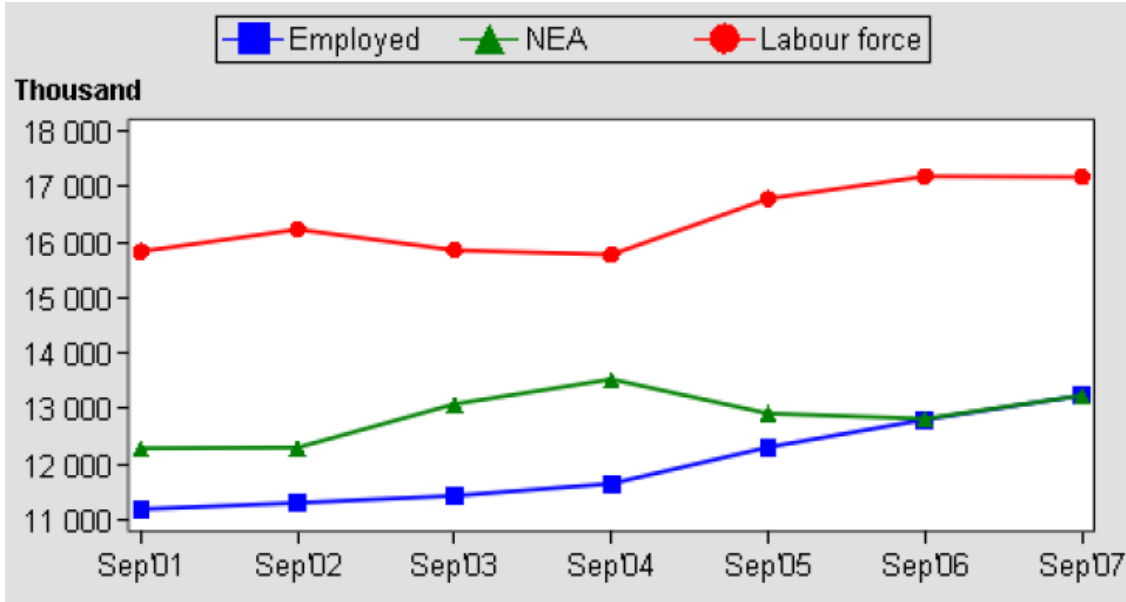


Table 1.2: Employment and Labour Force Statistics: Sept 2001 - Sept 2007
StatsSA (2007)

South Africa's high unemployment rate alludes to the fact that entrepreneurship education in the past has lacked an accepted paradigm or theories which could assist the trainer and educator to include material which will assist in the ability to (Nieman, 2001):

- convince the student or attendee to become actively involved in entrepreneurship (Nieman, 2001).
- understand the dynamic world of entrepreneurship (Nieman, 2001).
- curb the reality shock of the real world by means of formal tuition (Nieman, 2001).

Nieman (2001) states that for social entrepreneurs and their networks to function optimally and to grow faster and stronger businesses, education will need to play a more integral and influential role. This is due to the close linkage of traditional and

social entrepreneurship, bearing in mind that the purpose of the ventures could be different.

There is a growing consensus amongst policy makers and other important stakeholders that entrepreneurship and business education can increase both the quality and the quantity of entrepreneurs entering an economy (Matlay, 2006). This could impact on the social entrepreneurship networks that could be formed as a direct result thereof. The scope of the research is further aimed at business schools in South Africa and the various non-traditional business school programmes they have. Due to the limitation of time, the following factors will be used in the analysis of business schools in South Africa:

1. Business schools will be used as an umbrella term to include all AMBA (Association of MBAs) accredited business schools in South Africa.
2. GIBS (The Gordon Institute of Business Science) will form the focus of the study owing to its status as an accredited AMBA member.
3. Official access granted to their non-traditional business school programmes by the director of GIBS, Prof. Binedell and Mr. Prangley, (see Appendix 1), further aided the decision to focus on GIBS.

1.3 Research Motivation

Fiet (1996) states that most research on entrepreneurship investigates the entrepreneurial process after opportunities have been discovered. The Heinonen and Poikkijoki (2006) study recognises that entrepreneurship has been recognised as of fundamental importance for the economy owing to its considerable macro- and micro-level effects. Due to the fact that both Fiet (1996) and Heinonen and Poikkijoki (2006) had mentioned the importance of entrepreneurship, it has been decided that social entrepreneurship, and specifically social entrepreneurship

networking, be the main focus of the research, in order to further the research on social entrepreneurship networking. Networking has been found to be a central component of traditional entrepreneurship - a cultural, social, and economic milieu that encourages and nurtures the creation of new business ventures (Pages & Garmise, 2003). It is envisaged that social entrepreneurial networks would provide the same attributes for social entrepreneurial ventures as traditional entrepreneurship networks provide for traditional entrepreneurial ventures, and is therefore the focus area of this study.

The accessibility of information is linked to the concept of distance; the closer one is to other people in the network, the shorter the path required for information to travel in order to reach partners, making it easier to acquire information (Said *et al*, 2007). The aim of this research report is to determine whether or not non-traditional business school programmes do foster social entrepreneurship networks and shorten the flow of information. More specifically; it will be investigated whether or not non-traditional business school programmes of South African AMBA accredited business schools (that is, The Gordon Institute of Business Science), including such programmes as the Dialogue Circle and Nexus of GIBS, will impact social entrepreneurship networks. This research is aimed at:

1. Providing entrepreneurs, and particularly current or future social entrepreneurs, the means of establishing whether or not non-traditional business school programmes will assist in their entrepreneurship network extension and building.
2. Affording business schools the opportunity to promote themselves as helping to foster social entrepreneurship networks through their non-traditional business school programmes, thereby making them more attractive as institutions of choice for a postgraduate education or a management course.

3. Benefiting the South African economic environment by means of:
 - a. Assisting in the development of potential social entrepreneurs as future business leaders in the South African and international field of business and therefore limiting the growth of factors such as unemployment (Antonites, 2003).
 - b. Assisting with potentially finding solutions to the social needs of South Africa (Own conclusion).

1.4 Research Problem

The introductory part of this chapter highlighted the general problems and issues pertaining to social entrepreneurship. It has highlighted social entrepreneurship networks in South African business schools and the education and training of entrepreneurs in these institutions (Antonites, 2003). According to Magner (2008), business education in South Africa is being challenged to meet the requirements of the fast-changing business environment. A resource-based approach to entrepreneurship through the following four activities characterises what Magner (2008) and Antonites (2003) are aiming for (Jones and English, 2004):

1. The transformation of resources and skills into a product or service (Jones and English, 2004).
2. The deployment and implementation of an entrepreneurial strategy (Jones and English, 2004).
3. The selling or development of a product or service to maximise both financial (ROI) and social (SROI) returns (Jones and English, 2004).
4. The efficient acquisition of strategically relevant resources and capabilities (Jones and English, 2004).

Birley, Cromie & Myers (1990) and Brereton & Jones (2002) noted that entrepreneurs at an early stage of enterprise development rely heavily on informal networks of friends, family members and social contacts from the local neighbourhoods to gather relevant data. Gradually, entrepreneurs extend their networks to include bankers, accountants, lawyers, suppliers, government agencies, customers and consultants (Brereton & Jones, 2002). Research on the growth of small firms confirms the importance of entrepreneurial teams and networks which expand the organisation's network of contacts and provide the balance of expertise required to profit from certain types of cooperative activity (Brereton & Jones, 2002).

Taylor & Thorpe's (2004) assertion that economic action is embedded in networks of personal relations has a resonance with the social and conversational model of experiential learning. It is this embeddedness perspective of networks that forms the 'backdrop' for this investigation into and understanding of the role that non-traditional business school programmes play in fostering social entrepreneurship networks.

The research aims to achieve the following:

1. Establish whether or not a non-traditional business school programme can, in fact, foster social entrepreneurship networks.
2. Establish the factors within a learning environment which create effective social entrepreneurs, aspiring social entrepreneurs, traditional entrepreneurs or any other delegates who attend non-traditional business school programmes.
3. Make programme recommendations that will enable non-traditional business school programmes to foster social entrepreneurship and social entrepreneurship networks.

1.5 Structure of the Report

Chapter 2 reviews the main bodies of literature relevant to this research, namely non-traditional business school programmes, entrepreneurship and networks (Fourie, 2007). Entrepreneurship includes a specific focus on traditional entrepreneurship and social entrepreneurship, while non-traditional business school programmes include a specific focus on two non-traditional business school programmes of GIBS'. All of these topics focus on the South African environment.

Chapter 3 identifies the research questions and interview guide that addresses the research objective (Fourie, 2007).

Chapter 4 describes the qualitative research methods employed for the research, including detail around the population, sample size and the research design (Fourie, 2007).

Chapter 5 presents the key results of the research against the research methodology identified in Chapter 3 (Fourie, 2007).

Chapter 6 analyses the results presented in Chapter 5, relating these results back to the literature of Chapter 1 and 2, and the research questions and the interviews determined in Chapter 3 (Fourie, 2007).

Finally, Chapter 7 concludes with key recommendations following on from the objectives set out in Chapter 1, and the findings presented in Chapter 6 (Fourie, 2007).

2. Chapter 2: Theory and Literature Review

2.1 Introduction

The theory that is reviewed in this section defines and describes the role of non-traditional business school programmes in fostering social entrepreneurship networks. When defined as such, the research problem refers to influences that these non-traditional business school programmes have in fostering social entrepreneurship networks. Each of these influencing factors will be reviewed in order to clarify an understanding of their role in fostering social entrepreneurship networks. The study is exploratory and qualitative, and the literature review presented in this research is not exhaustive; literature was constantly reviewed and refined as data was collected and analysed (Creswell, 1994).

Networking is found by some to be of more value than business counselling sessions with business advisors (Maniukiewicz, Williams and Keogh, 1998). Maniukiewicz *et al* (1998) further found that these networks or collaborations benefit strategic alliances formed between organisations and individuals, and they can reduce the resource needs of the collaborators in achieving their end goal. Lastly, Maniukiewicz *et al* (1998) found that universities and business schools should play a role in meeting the challenges of building social entrepreneurship networks and providing effective support for students or attendees to gain experience from the other attendees and the business community.

The corporate entrepreneurship framework (Figure 2.1) developed by Echols and Neck (1998) is aimed at illustrating the network interaction in a corporate or traditional entrepreneurship environment. Due to the lack of research on the subject of social entrepreneurship networks, the same framework would be used to illustrate the impact on social entrepreneurship.

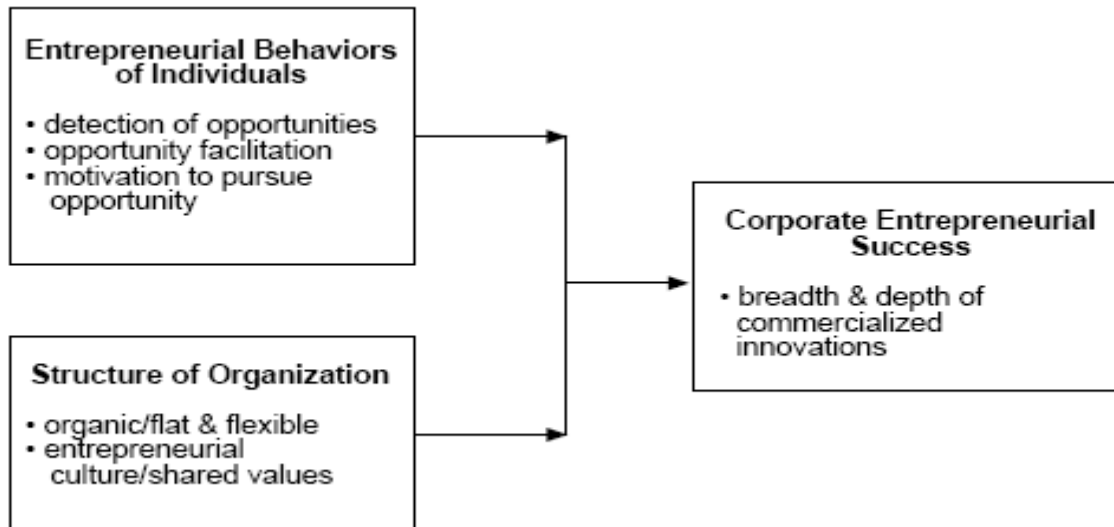


Figure 2.1: Corporate Entrepreneurship Framework (Echols & Neck, 1998)

The relationship or network as indicated by Figure 2.1 shows that there are strong ties between entrepreneurial behaviours of individuals, the structure of an organisation or potential organisation, and entrepreneurial success. In order for non-traditional business school programmes to influence social entrepreneurship behaviour and assist in building social entrepreneurship networks, the main focus of these programmes will need to adhere to the following (Echols and Neck, 1998):

1. Assist in the detection of opportunities (Echols and Neck, 1998) - Opportunity detection includes the existence of unconstrained relationships and networks (Krackhardt, 1995), being well informed, and having access to information (Echols and Neck, 1998).
2. Assist in opportunity facilitation (Echols and Neck, 1998) - Facilitating opportunities is only possible if opportunities have first been detected (Echols and Neck, 1998). Facilitation hence achieves nothing unless motivation exists for future transactions or networks.
3. Assist in the motivation to pursue opportunities (Echols and Neck, 1998) - Being able to detect and facilitate opportunities, as well as having the

motivation to pursue opportunities, establishes an entrepreneurial climate for innovative success (Echols and Neck, 1998). This climate needs a structure to support it, i.e. social entrepreneurship networks.

According to Low (2005), entrepreneurs can be either achievers, “net-workers”, or those who display a certain level of people-centeredness in their business dealings. The latter group believes in the importance and influence of relationships; the specific focus of this study.

In order to formulate this study and establish whether or not the model of Echols and Neck (1998) would be adequate in order to establish whether or not non-traditional business school programmes could foster social entrepreneurship networks, the following structure will be used in the literature analysis:

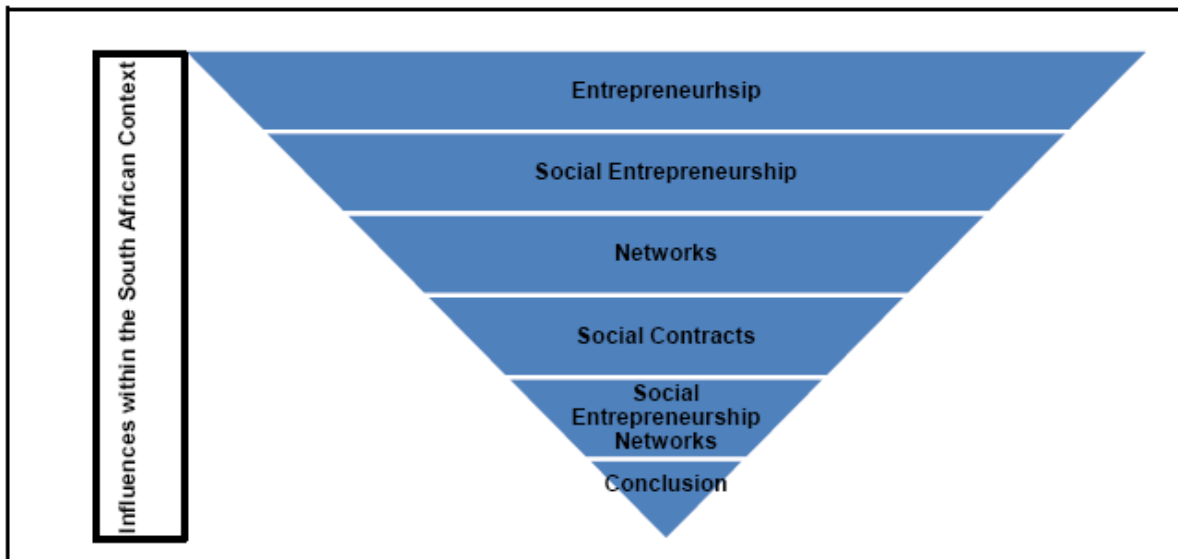


Figure 2.2: Literature Analysis Diagram

As indicated by Figure 2.2 the literature study will continue by defining entrepreneurship.

2.2 Definition of Entrepreneurship

According to Antonites (2003), Richard Cantillon (1755) is regarded as the first champion of the argument that entrepreneurs are seen as the flagships of complete uncertainty and risk, and further regarded the entrepreneur as someone who has the ability, inclination and willingness to estimate a certain risk and take action accordingly. The entrepreneur is furthermore regarded as a creative manager and organiser who is totally dependent on innovation and initiation (Antonites, 2003).

In contradiction to the above statements, Morrison (2006, p. 94) found that there exists little consensus as to a universally accepted definition of entrepreneurship, as it *“is about creating or seizing an opportunity, and pursuing it regardless of the resources currently personally controlled”* Shane (2000) however stated that entrepreneurial opportunities are opportunities to bring into existence new goods, services and raw materials, as well as to devise methods that allow outputs to be sold at a profit, and that these opportunities exist due to the fact that different people possess different information.

Hisrich and Drnovsek (2002, p. 175) define entrepreneurship as *“the creation and management of new businesses, small businesses and family businesses, and the characteristics and special problems of entrepreneurs”*. Hill *et al* (1999) explain that the individual entrepreneur plays a focal role in building relationships within his or her society and s/he may become of material importance in further developing society's current networks and/or organisations. It is argued that individual entrepreneurs take primary responsibility for creating and maintaining networks and that this is necessary until the venture has been established in the market place (Jones, Cabral & Beckinsale, 1997). Entrepreneurs or aspiring entrepreneurs inform themselves by networking (Brereton & Jones, 2002) and this process helps with the identification, articulation and evaluation of business opportunities. Such opportunities are not 'out there' waiting to be recognised by the entrepreneur or aspiring entrepreneur, but are social constructions, such as the non-traditional

business programmes, which become part of the mental space between entrepreneurs and their perception of reality (Brereton & Jones, 2002).

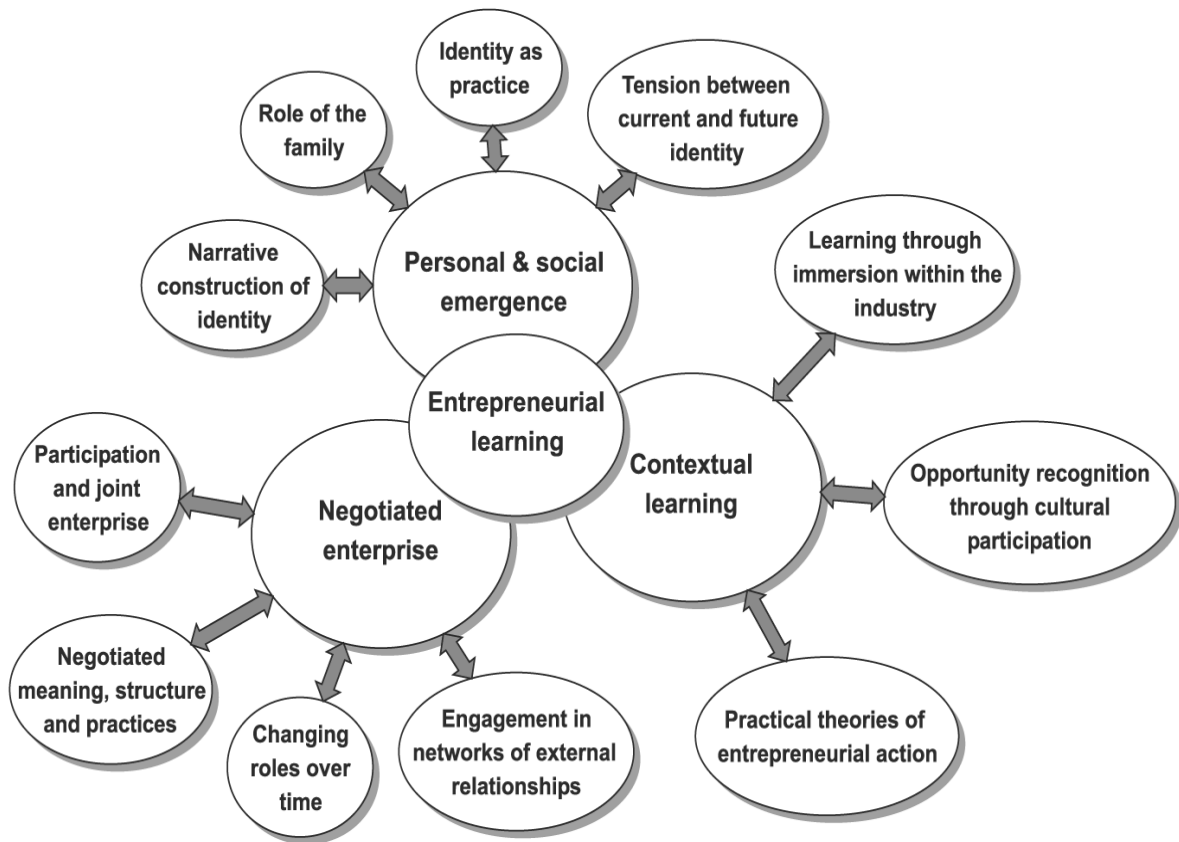


Figure 2.3: The Triadic Model of Entrepreneurial Learning (Rae, 2005)

Figure 2.3, the Triadic Model of Entrepreneurial Learning, clearly illustrates the likelihood of ways of learning and establishing social entrepreneurship networks for those attendees of non-traditional business school programmes (Rae, 2005).

According to Rae (2005), **Personal and Social Emergence** is the development of the entrepreneurial identity and includes the formation of a sense of self and future aspirations. It is the aim of this study to establish the aspirations of the individual attending the non-traditional business school programme (Echols and Neck, 1998). **Contextual Learning** occurs through participation in networks in which individual experiences are related, compared and a shared meaning is constructed (Rae, 2005). It is through these experiences and relationships that individuals can

develop intuition and the ability to recognise opportunities (Rae, 2005), and it is the aim of this research to establish whether or not non-traditional business school programmes do indeed assist contextual learning (Echols and Neck, 1998). The concept of **The Negotiated Enterprise** is that current and future business ventures are not created by individuals alone, but through negotiated relationships with others (Rae, 2005). It is the aim of this research to establish whether or not ideas and aspirations of individuals are realised through attendance of non-traditional business school programmes (Echols and Neck, 1998).

It is concluded therefore, that social entrepreneurship and thus successful social entrepreneurs appear to mirror those traits of traditional entrepreneurial businessmen and women in the profit-seeking sectors (Thompson, Alvy & Lees, 2000). The South African perspective on entrepreneurship that follows aims to illustrate the role of entrepreneurship in South Africa.

2.2.1 The South African Perspective on Entrepreneurship

Entrepreneurial skills training is relatively new in South Africa (Watson & Van Vuuren (2002) and is crucial to the success of South Africa's economy. According to Watson & Van Vuuren (2002), the South African government's Reconstruction and Development Programme (RDP) places major emphasis on entrepreneurial awareness and training. If employment is taken as an indicator of entrepreneurial success during 1997 to 1999, it is evident from Table 2.1 that there was an overall decline of 7% (Chandra, Moorty, Nganou, Rajaratnam & Schaefer, 2001). According to Antonites (2003) and Van Tonder (2003), the economic activity of South Africa should be elevated to 7.7% until the year 2014, if the extreme unemployment rate is to be lowered to an acceptable level of 11%. It is thus important to place specific emphasis on entrepreneurs that are socially responsible as opposed to social entrepreneurs.

Net change in employment 1997-99 (%)	
All firms	-7
Clothing and textiles	-14
Metal products	-18
Paper & furniture	-1
Prep. Food & beverages	-2
Tourism	9
Construction	-28
Retail	10
IT	25
Black	-3
Asian & Colored	4
White	-5
Foreign	-17

Table 2.1: Employment Growth in Existing SMMEs (Chandra et al, 2001)

2.2.2 Socially Responsible Entrepreneurs

Corporate social responsibility (CSR) is not a new concept (Choi and Gray, 2008). According to Choi and Gray (2008, p. 342) CSR *“was first defined in 1953 as the obligation of businessmen to pursue those policies, to make those decisions, or to follow those lines of action which are desirable in terms of the objectives and values of our society.”*

According to Urban (2007), corporate governance and/or corporate social responsibility (CSR) is not new in the commercial/business sector and has gained unprecedented prominence in the modern world. The aim of various entrepreneurs is to gain market share by focusing on CSR and thus their own triple bottom line by concentrating on issues such as global warming, carbon credits and paperless offices. Urban (2007, p. 347) further stated that *“in South Africa, where SE remains an under-researched area, the importance of SE as a phenomenon in social life is critical; social entrepreneurs contribute to an economy by providing an alternative business model for firms to trade commercially in an environmentally and socially sustainable way.”*

2.2.3 Conclusion

According to the United Nations Conference on Trade and Development (2005) and the GEM Report (2007), the national level of entrepreneurial activity has a statistically significant association with subsequent levels of economic growth. GEM (2007) and the United Nations Conference on Trade and Development (2005) data suggests that there are no countries with high levels of entrepreneurship and low levels of economic growth. An increase in the importance of entrepreneurship as a feature of the economy, often referred to as the transformation from a “managed” to an “entrepreneurial” economy, will need an increase in the number of competitors, as the introduction of a new product or the start-up of a new firm is an entrepreneurial act. This act can only be achieved should the training of entrepreneurs increase in South Africa (Antonites, 2003). The literature study will now continue to analyse social entrepreneurship as oppose to those for-profit entrepreneurs with a social aim.

2.3. Social Entrepreneurship

Social entrepreneurship is not a new phenomenon. The term ‘social entrepreneur’ has more recently been used to describe those individuals who establish enterprises primarily to meet social objectives rather than to generate personal

financial profit (Shaw & Carter, 2007). According to Farruggia (2007), a social entrepreneur is defined as someone who is engaged in breaking new ground, finding new organisations and developing and implementing new programmes and methods. Farruggia (2007) stated that non-profits can be thought of as businesses with social missions, and described social entrepreneurs as those adventurous individuals who seem to enjoy nothing more than creating new businesses out of thin air, who are reformers and revolutionaries in our societies and who make fundamental changes in the way that things are done in the social sector.

Table 2.2 provides the characteristics of typical social enterprises according to Shaw & Carter (2007). Shaw & Carter (2007) believe that the apparent contrast to the perceived centrality of the founding entrepreneur is that most enterprises, social in nature or not, are dependent on the involvement of other individuals, organisations, committees and volunteers, and that the terms 'community' and 'collective' were popular in describing the structures of their enterprises. These findings reflect the social aims and ownership characteristics identified in Table 2.2 as common to social enterprises (Shaw & Carter, 2007).

Multi-agency environments	Social enterprises operate within complex environments comprised of diverse stakeholders and client groups
Enterprise orientation	As viable trading organisations, making an operating surplus, they are directly involved in producing goods or providing services to a market
Social aims	They have explicit social aims such as job creation, training or the provision of local services. They have strong social values and mission, including a commitment to local capacity building. They are accountable to their members and the wider community for their social, environmental and economic impact
Social ownership	They are autonomous organisations often with loose governance and ownership structures, based on participation by clients, users, local community groups or trustees. Profits are distributed to stakeholders or for the benefit of the community

Table 2.2: Characteristics of Social Enterprises (Shaw & Carter, 2007)

Bornstein (2008) found that there were six qualities that successful social entrepreneurs had. These are a strong ethical impetus and willingness to self-correct (because of motivation to succeed), the will to share credit, to break free of established structures, to cross disciplinary boundaries, and to work quietly. These qualities should be evident in the further analysis of the conditions for fostering social entrepreneurship.

2.3.1 Conditions for Fostering Social Entrepreneurship

Due to a lack of research done on the conditions and factors that contribute to social entrepreneurial activity and social networks, research will be used that was undertaken by Papanek (1962), Stevenson (2000) and Fisher (2004), to formulate the factors and conditions prevalent in fostering social entrepreneurship.

Fisher (2004, p. 36) listed the following four non-economic factors that could be necessary to develop social entrepreneurship:

1. *“A government and civil service able to maintain law and order, to prevent massive capital flight, to enforce import controls, and to provide reasonably adequate overhead facilities.*
2. *At least a very small proportion of the population accustomed to responding to market incentives.*
3. *A value system and institutions that were not so hostile to entrepreneurial activity that only a strongly deviant group would be prepared to undertake it.*
4. *A political system which did not collapse despite high prices to consumers, high profits for industrialists, and the presence of many foreign technicians.”*

Based on the examination of history and culture in more than 40 countries for the period 1980 to 2000, Stevenson (2000) and Fisher (2004, p. 37) identified four conditions for fostering entrepreneurship and entrepreneurship networks. Due to the lack of research on social entrepreneurship and social entrepreneurship networks, the conditions by Stevenson (2000) and Fisher (2004, p. 37) will be used:

1. *“Entrepreneurship flourishes in communities where resources are mobile.*
2. *Entrepreneurship is greater when successful members of a community reinvest excess capital in the projects of other community members.*
3. *Entrepreneurship flourishes in communities in which success of other community members is celebrated rather than derided.*
4. *Entrepreneurship is greater in communities that see change as positive rather than negative.”*

All of these scholars illustrate the importance of communities and networks to foster social entrepreneurship. The additional factors as illustrated by Papanek (1962) and Fisher (2004) in particular, are indicative to be of extreme importance in the fostering of social entrepreneurship.

The United Nations Conference on Trade and Development (2005) found that the following factors would foster entrepreneurship, but again due to the lack of research on social entrepreneurship, these factors will be applied to the social entrepreneurship context:

2.3.1.1 Foster Entrepreneurial Traits

According to the United Nations Conference on Trade and Development (2005), individuals are the primary agents of social entrepreneurial activity. Since the origin

of any innovation, start-up or entrepreneurial decision is traceable to one or two people, one approach to fostering entrepreneurial traits would be to strengthen the entrepreneurial traits of individuals.

According to the United Nations Conference on Trade and Development (2005), psychological studies on entrepreneurship concentrate on studying who an entrepreneur is and what the personality traits of an entrepreneur are. McClelland (1961) emphasises the importance of the motivational aspect of the entrepreneur. In both the McClelland (1961) and the United Nations Conference on Trade and Development (2005) studies it was found that entrepreneurial behaviour is driven by the need for personal achievement, leading to a clear proclivity for becoming an entrepreneur. McClelland (1961) identified ten personal entrepreneurial competencies for detecting and strengthening entrepreneurial potential, which are remarkably consistent from country to country: (1) opportunity seeking and initiative; (2) risk taking; (3) demand for efficiency and quality; (4) persistence; (5) commitment to the work contract; (6) information seeking; (7) goal setting; (8) systematic planning and monitoring; (9) persuasion and networking; and (10) independence and self-confidence (McClelland 1961).

2.3.1.2 The EMPRETEC Programme

EMPRETEC is an integrated capacity-building programme of the United Nations Conference on Trade and Development (UNCTAD) in the area of SMEs and entrepreneurial skills promotion. It is dedicated to helping promising entrepreneurs put their ideas into action and fledgling businesses to grow (Guide to authors, 2008). By promoting similar programmes in society, entrepreneurship and in this instance social entrepreneurship, would be promoted.

By focusing on the South African perspective on social entrepreneurship, the aim would be to indicate the unequivocal application of social entrepreneurship where

traditional business and government initiatives are unable to satisfy the entire social deficit (Urban, 2007).

2.3.2 The South African Perspective on Social Entrepreneurship

When examining the current sustainability of social enterprises and the current education progress of South Africa, it was found that the total income of enterprises rendering social work activities in 1995 amounted to R1, 816, 9 billion (StatsSA, 1995). StatsSA (1995) further found that subsidies and contributions received from the South African government accounted for 39.4% (R715, 6 million); grants and donations received accounted for 21.4% (R389 million) and trading income only generated 19.8% (R360, 5 million) of the total income of the industry. Figure 2.4 highlights the fact that the majority of funding available to social enterprises is a direct inflow from donations, grants and government subsidies. It is thus evident that most social enterprises rely heavily on other sources of income, and not internal funding, which will ultimately curb sustainability and longevity.

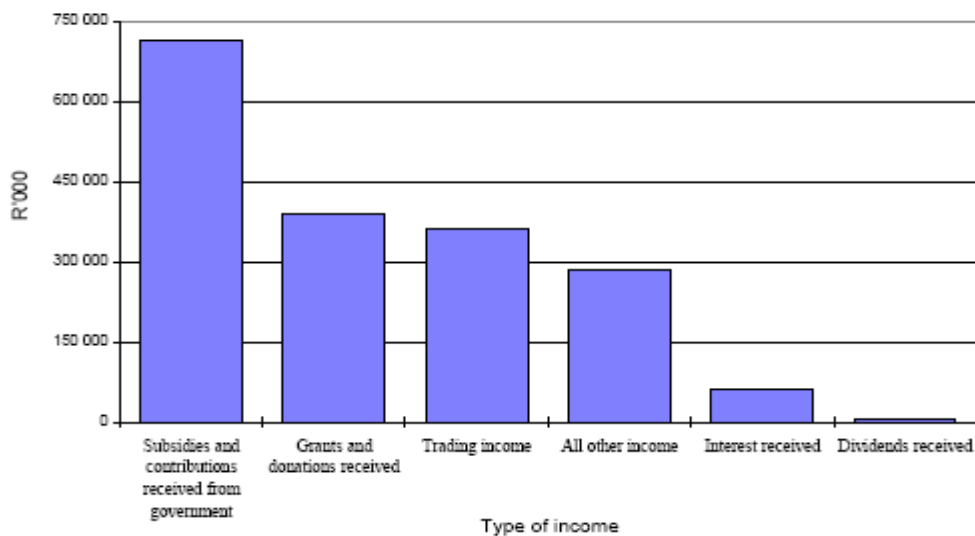


Figure 2.4: Total Income of the Social Industry rendering Social Work Activities according to Type of Income: 1995 (StatsSA, 1995)

StatsSA (2007) further indicates that there was a decline in the number of individuals between the ages of 5 and 24 attending educational institutions for the periods 1996, 2001 and 2007. Figure 2.5 will provide more information and a schematic outlay of these numbers.

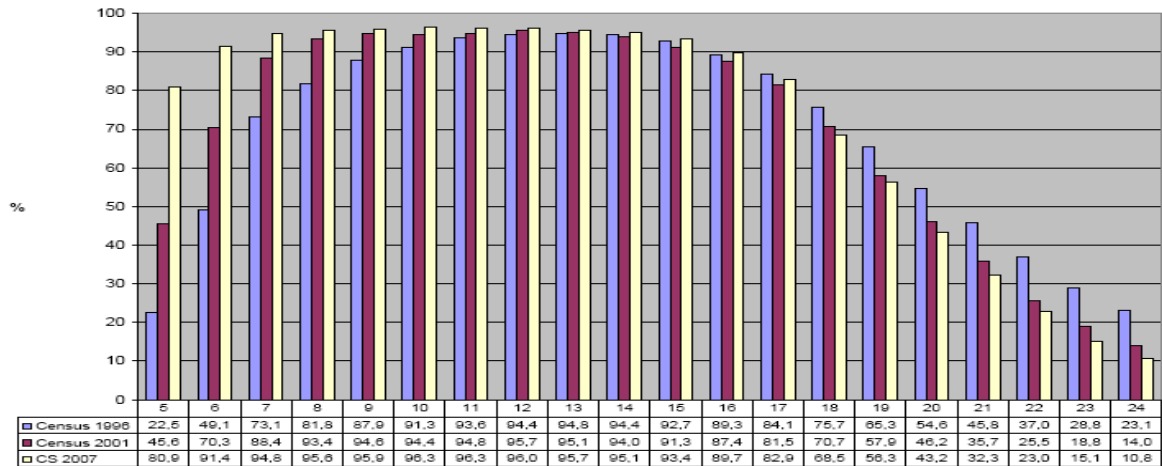


Figure 2.5: Attendance at an Educational Institution amongst Persons aged 5-24 years: 1996, 2001 and 2007 (StatsSA, 2007)

It is clear that there is a need for a greater number of internally funded social entrepreneurs. It could also be concluded from Figure 2.5 that education in general is in great need and should be on the priority list for all institutions focused on education, as well as the government.

2.3.3 Conclusion on Social Entrepreneurship

According to Robert & Woods (2005, p. 4), “*Social entrepreneurship is the construction, evaluation and pursuit of opportunities for transformative social change carried out by visionary, passionately dedicated individuals*”. These individuals are motivated to address social needs as opposed to commercial entrepreneurs wanting to address financial needs (Roberts & Woods, 2005). “*It is important to note that social entrepreneurship is not the same thing as charity or benevolence; it is not necessarily even not-for-profit. At the core there is a*

benevolent attitude that is motivated by a deep-seated need to give to others, but it goes beyond this” (Robert & Woods, 2005, p. 4). To further aid the identification of the differences between traditional and social entrepreneurs and the influences that these groups have in fostering networks, a literature comparison follows to distinguish between traditional entrepreneurship and social entrepreneurship.

2.3.4 Concluding Differences between Traditional Entrepreneurship and Social Entrepreneurship

Entrepreneurial intention, and by default social entrepreneurship, has been described as a conscious state of mind that directs attention (and therefore experience and action) toward a specific object (goal) or pathway to achieve it (means) (Hamidi, Wennberg, Berglund, 2008). Entrepreneurship, regardless of its context, involves three key elements (Thompson *et al*, 2000):

1. A vision (Thompson *et al*, 2000);
2. Someone with leadership skills who can operationalise the vision - which often involves finding a suitable partner, engaging the support of a range of sometimes voluntary helpers and dealing with the inevitable setbacks. (The vision may be that of the social entrepreneur who starts the venture or one which is bought.) (Thompson *et al*, 2000); and
3. A will to build something which will grow and endure (Thompson *et al*, 2000). Carter & Shaw (2007) support findings relating to the local embeddedness of social enterprises and suggest that it is in common with for-profit entrepreneurs, whereas social entrepreneurs were found to be effective networkers who sought to develop relationships and embed their enterprises.

Figure 2.6 illustrates the key elements of entrepreneurship as discussed by Thompson *et al* (2000) in a schematic format:

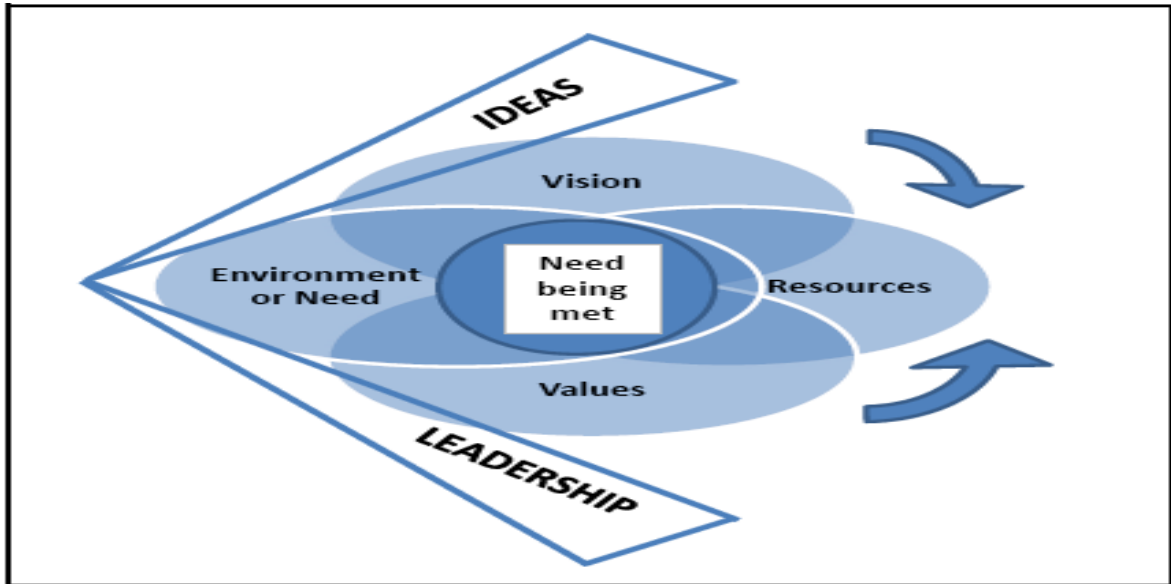


Figure 2.6: Synthesis of the Three Key Elements of Entrepreneurship (Thompson *et al*, 2000)

According to Spear (2006), an entrepreneur is a person who organises, manages and assumes the risks of a business enterprise, whereas the most commonly quoted definition of social entrepreneurship currently was formulated by Professor J. Gregory Dees of Stanford University in 1998. His essay contains four factors that define social entrepreneurship, but have a fundamental oversight (Spear, 2006). The four factors that define social entrepreneurship are (Spear, 2006):

1. Adopting a mission to create and sustain social value (not just private value);
2. Recognising and relentlessly pursuing new opportunities to serve that mission;
3. Engaging in a process of continuous innovation, adaptation, and learning; acting boldly without being limited by resources currently in hand; and

4. Exhibiting a heightened sense of accountability to the constituencies served and for the outcomes created.

These factors as highlighted by Professor Dees are consistent with the key elements of Thompson *et al* (2000). Both researchers found that innovation and leadership, with a combined vision and mission, could lead to new innovations and henceforth the fulfilment of needs in the environment.

The flaw of Professor Dees was in the fact that he did not mention earned income and the need of a sustainable cash flow, thus letting non-profits off the hook. It therefore allows social entrepreneurs to congratulate themselves for being entrepreneurial without ever seriously pursuing sustainability or self-sufficiency (Spear, 2006).

A social entrepreneur is any person, in any sector, who uses earned income strategies to pursue a social objective, and a social entrepreneur differs from a traditional entrepreneur in two important ways (Spear, 2006):

- Traditional entrepreneurs frequently act in a socially responsible manner. They donate money to nonprofits; they refuse to engage in certain types of businesses; they use environmentally safe materials and practices; they treat their employees with dignity and respect. All of this is admirable, but their efforts are only indirectly attached to social problems. Social entrepreneurs are different because their earned income strategies are tied directly to their mission: They either employ people who are developmentally disabled, chronically mentally ill, physically challenged, poverty-stricken or otherwise disadvantaged; or they sell mission-driven programmes and services that have a direct impact on a specific social problem (e.g. working with potential dropouts to keep them in school, manufacturing assistive devices for people with physical disabilities,

providing home care services that help elderly people stay out of nursing homes, developing and selling curricula).

- Secondly, traditional entrepreneurs are ultimately measured by financial results. The success or failure of their companies is determined by their ability to generate profits for their owners. On the other hand, social entrepreneurs are driven by a double bottom line - a virtual blend of financial and social returns. Profitability is still a goal, but it is not the only goal, and profits are re-invested in the mission rather than being distributed to shareholders.

Lastly, from a value add perspective, the value add conundrum clearly indicates the different value additions applicable in the traditional business enterprise and in that of a social business enterprise (Parris, 2008). The value add conundrum follows as Figure 2.7. It is evident from Figure 2.7 that the social value additions (SVA) amounts to 65% for social enterprises whereas the social value additions of a traditional enterprise amount to only 6%. It is important to note from Figure 2.7 that the benefits to customers and/or beneficiaries are only 22% in the traditional enterprise, whilst the benefits to customers and/or beneficiaries in the social enterprise are estimated to be 60%. This leaves the question as to why more enterprises do not adopt the social enterprise way of existence. The possible answer to the focus on more financial value additions (FVA) could lie in the fact that established enterprises have always focused on staff benefits, which in this case includes shareholders. (Examples include General Electric and HSBC.) Social enterprises on the other hand focus on the customer and society. (Examples include Grameen Bank and MyC4.com.) According to Hussain, Maskooki & Gunasekaran (2001, p. 27), the most striking elements of Grameen Bank as a social enterprise example are:

(1) *“The vast majority of its customers are women - a fact linked with the low number of defaults; and*

(2) *Its vision extends beyond mere finance. Grameen is perhaps the only bank in the world that encourages birth control and a clean environment as part of its lending policy.*

It is clear from Figure 2.7 and the findings of Hussain *et al* (2001) that there is a current difference in the way traditional enterprises conduct their business as compared to non-traditional enterprises.

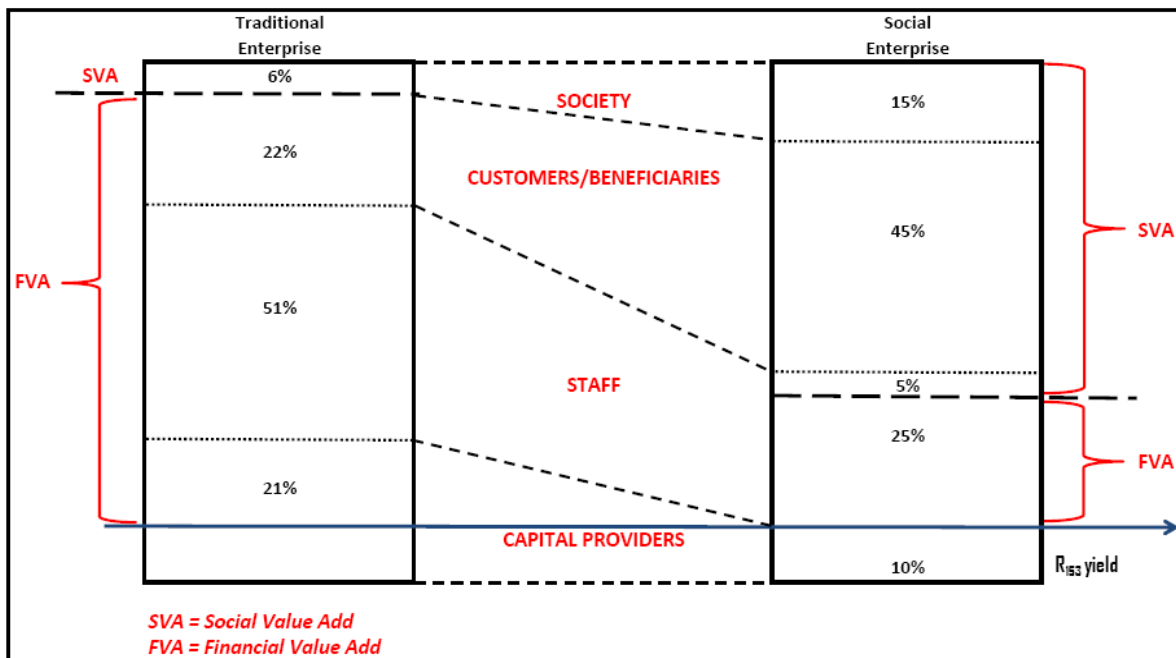


Figure 2.7: The Value Add Conundrum (Parris, 2008)

According to Thompson (1999), entrepreneurs are constrained by resource limitations, especially finance, and use creativity, social networking and bargaining to obtain favours, deals and action. Thompson (1999, p. 211) further states that *“there is a paradigm that ideas can be found anywhere, anytime and people need to be alert for opportunities. In this context, successful entrepreneurs will realise where they can obtain sound and often free advice. In a number of cases, part of this networking is replaced by the careful choice of a suitable partner for the*

venture. In summary: Entrepreneurs know where they can obtain the resources they require.” A literature study of networking will follow.

2.4 Definition of a Network

2.4.1 Networks in General

Focusing on social network analysis turns attention to relationships between entrepreneurs and others that provide the resources that are important in establishing a business (Greve & Salaff, 2003). According to Kase & Liu (1996), networking is based on personal relationships. O'Donnell, Gilmore, Cummins & Carson (2001) further explain that the fundamental constructs of a network are nodes and connections. A network therefore consists of a series of direct and indirect ties from one actor to a collection of others (O'Donnell et al, 2001). Granovetter's (1983) argument asserts that our acquaintances (weak ties) are less likely to be socially involved with one another as compared to our close friends (strong ties). This defines the strength of an interpersonal tie as its character feature as a combination of the amount of time, the emotional intensity, the intimacy and its reciprocal services (Granovetter, 1983). Johannisson (1986) expands on this by describing defining factors of the interpersonal tie as the regularity of use of the relationship, its level of maturity and the degree of trust and the nature of past experiences between the two actors. According to Marsden & Campbell (1984), the most common tactic used to measure tie strength has been to use indications of the "closeness" of a relationship; thus, close friends have been said to be "strong" ties, while acquaintances or friends of friends have been called "weak" ties. It is the weak ties that will mostly be researched in this report as the research mainly focuses on new acquaintances having met on a non-frequent basis.

Entrepreneurs have ideas to test, and require knowledge and competence to run the business. They also need complementary resources to produce and deliver their goods or services, making social networks not fixed due to the fact that they

are the social context of businesses and can be activated according to different needs (Greve & Salaff, 2003).

Hill, McGowan & Drummond (1999) explain that networking is defined as the management of relationships or alliances which the individual has, or wishes to have, with others in society. This social aspect of networks is crucial as it not only enhances trust between individuals, but also between firms that can in turn mitigate the moral hazards anticipated at the outset (Gulati, Nohria & Zaheer, 2000). Trust refers to the confidence that partners or alliances have formed and the mutual understanding and belief that the partners or alliances will not exploit the vulnerabilities of one another (Barney & Hansen, 1994). In order to adhere to the prerequisites of Echols and Neck (1998) as indicated previously, Gulati *et al* (2000) further found that this inter-firm or inter-individual trust is an extraordinary lubricant for alliances that involve considerable interdependence and task coordination, and due to the positive impact of trust, it enforces cost reduction and personal and interpersonal connections in several ways:

- It enables individuals and firms to gather information on each other and greatly reduce the informational asymmetries that can increase contracting costs (Gulati *et al*, 2000).
- It will enhance the value created in alliances by improving coordination between individuals and the current and potential firms they represent (Gulati *et al*, 2000).

The personal networks created by entrepreneurs fulfil a number of roles, including the provision of social support, extending strategic competencies by identifying threats and opportunities, and supplementing internal resources to resolve particular problems (Brereton & Jones, 2002), thus making social entrepreneurship networks an intangible asset. The value of these assets is intrinsic to the individual

and informed by the personal way in which relationships are nurtured and developed (Hill *et al*, 1999).

According to Greve & Salaff (2003, p. 6), networks have several useful properties for current or aspiring entrepreneurs:

- *“The first is size. Entrepreneurs can enlarge their networks to get crucial information and other resources from knowledgeable others.*
- *The next is positioning. Entrepreneurs can position themselves within a social network to shorten the path to knowledgeable others to get what they need.*
- *Finally comes relationship structure. Social contacts may be related to the entrepreneur or to each other through several types of relations or interactions.”*

The following factors were noted as important during the research:

1. Actors and their actions are viewed as interdependent rather than independent, autonomous units (Wasserman & Faust, 1994).
2. Relational ties exist between actors and these are channels for the transfer or “flow” of resources (either material or nonmaterial) (Wasserman & Faust, 1994).
3. Network models (non-traditional business school programmes) focus on how individuals view the network in a structural environment (Wasserman & Faust, 1994).

4. Network models (non-traditional business school programmes) conceptualise structure as lasting patterns or relations among actors (Wasserman & Faust, 1994).

The following section will highlight the perspective of networks in South Africa.

2.4.2 The South African Perspective on Networks

In the contemporary post-apartheid period, segregation continues to frame South Africa (Oldfield, 2004). It causes restrictive patterns of racial inequality, as well as delimiting individual and communal access to economic opportunities, political networks and traditional and social entrepreneurial networks (Oldfield, 2004). For instance; Black Economic Empowerment depends, amongst other things, on networking with other entrepreneurs, irrespective of the nature of the entrepreneur, and other more experienced players (Rwigema & Venter, 2004). The entrepreneurs and experienced players should, as their social contribution, arrange events and forums such as non-traditional business school programmes, where fledgling individuals can voice their opinions, find solutions and find other homogenous companies or individuals (Rwigema & Venter, 2004). The following 1999 statistics were highlighted by Rwigema & Venter (2004, p.150):

- *“Only 27% of respondents that took part in the research on networking claimed to know how to tender for contracts.*
- *Worse, only 6% of respondents had ever tendered for a government contract, despite government attempts to capacitate small, medium and micro enterprises.*
- *This suggests that membership of networks can help struggling entrepreneurs with opportunity identification and exploitation due to the fact that entrepreneurs, irrespective of the nature, benefit from working together rather than being in isolation”.*

2.4.3 Conclusion

According to Kuratko & Hodgetts (1998) one of the ways of relieving the loneliness of running a business is to share experiences of networking with other business owners. This assistance and camaraderie is therapeutic in itself, and if all players of the network work together, a proper social contract will be concluded which could lead to more social networks being formed (Kuratko & Hodgetts, 1998).

The social contract or contractual trust which is based on the expectation that by written, oral or perceived agreements parties uphold a universal ethical standard of keeping promises will be the next discussion point (Zsolnai, 2004).

2.5 The Social Contract

Rwigema & Venter (2004, p.151) states *“The social ‘contract’ is an important driver of social responsibility and the social network. It defines the mutual expectations of business and its stakeholders, thus meta-phrasing the different expectations of how an agreement will work in practice (Mouzas & Naude, 2007). This contract is not a legal contract, nor is it necessarily a written one, but rather reflects the perceived terms of engagement between society and business, thus the role that each participant should play”*. The prevailing contract is governed by the rules of bureaucratic rationality, with society linked to people, primarily through representative institutions (Gibbons, 1999). A contract will require more open, socially distributed, self-organising systems of knowledge production that generate their own accountability and audit systems (Gibbons, 1999).

According to Mouzas & Naude (2007), a social contract has two sides. While the underlying social contract answers the question of the nature, extent and duration of an agreement, the ongoing social contract answers questions concerning handling contingencies and resolving disputes. Watkins & Bazerman (2003) and Mouzas & Naude (2007) present three steps as keys for disaster prevention that need to be incorporated into any social contract:

1. Recognition (Mouzas & Naude, 2007) – Lansbury (2004) found recognition of the abilities of all involved to be crucial to not only build trust, but also the credibility of the network.
2. Prioritisation (Mouzas & Naude, 2007) – The prioritisation of networks to be attended and the frequency of attendance will not only save time but also ensure better overall planning.
3. Mobilisation (Mouzas & Naude, 2007) – Although entitlement of all partners to education and training in a social contract will ensure efficient networking, networks will provide a array of skills to all attendees of a network (Lansbury, 2004).

The solution to meeting the three key steps is collective action (a network) and the ability to aggregate and mobilise convergent interests (Mouzas & Naude, 2007). The social contract will be the conduit between the entrepreneur and the network, which in this instance is of a social nature

2.6 Social Networks

A social network is a collection of individuals and their ideas linked together by a set of relations (Downes, 2005). Ideas cannot be disassociated from interests. Conceptualising becomes paradigmatic when a group of individuals reaches consensus about the premises of knowledge and undertakes the initiative to articulate problem solving methodologies in the public sphere (Pumar, 2005). This situation gives rise to multiple competing paradigms, which capture the imagination and engage other intellectuals and decision-makers because theoretical and political controversies have a contagion effect (Pumar, 2005).

According to Jenssen & Greve (2002), social networks are beneficial to entrepreneurship in their different formats. Current and future social entrepreneurs

can directly reach a number of people or institutions who are willing to support their new venture or cause, and as a result establish direct contacts (Jenssen & Greve, 2002). These direct contacts normally possess complementary resources and information that help the social entrepreneur to establish and/or run the venture (Jenssen & Greve, 2002).

Taatila, Suomala, Siltala & Keskinen (2006) state that social networks define four high-level phases in the process of creating economic or social innovations:

1. The period prior to innovation – Inner resources are the accumulated and structured knowledge that humans have, while the outer resources are the physical and social environments in which humans live. Before the innovation process can begin, people will need to interact and share ideas with other people, and some of these ideas may be formed into innovative ideas (Taatila *et al*, 2006).
2. The idea development – Innovation is often a long and cumulative process involving a great number of organisational and individual reasoning processes. Whether a process is considered as innovative will depend on the properties of that process, as an innovative idea is formed by a social network which concentrates the network's knowledge via one or more central persons; the innovators (Taatila *et al*, 2006).
3. The implementation culminating in economic or social success – Implementation is what distinguishes an innovation from a pure idea and changes an abstract idea into action or into a concrete product (Taatila *et al*, 2006).
4. The period after economic or social success – Social structures do not end immediately after an innovation becomes economically or socially successful. They continue to develop something new or to support the

existing innovation, or if they transform into some other type of network, are no longer connected to innovation activities (Taatila et al, 2006).

2.6.1 The South African Perspective on Networks

De Klerk & Kroon (2007) found the following factors to be important during their study of networks in South African businesses:

2.6.1.1 Sharing of Information and Data

Table 2.8 indicates the relationship between the business sector and the benefits derived from the use of networks. Apart from vertical integration all other benefits indicated a positive effect. There is a large practical significance in the relationship between business sectors and coordinated strategies as a network benefit in South Africa (De Klerk & Kroon, 2007). The benefits of networking in South Africa were found to outweigh the negativities regarding the sharing of information and data.

Network benefits	Effect size (<i>w</i>)	Effect
Shared knowledge	0.12	Small
Shared resources	0.08	Small
Pooled bargaining power	0.28	Medium
Coordinated strategies	0.45	Large
Vertical integration	-0.02	No effect
Alliances	0.08	Small

Table 2.8: Relation between Micro-small Businesses and Medium-large Businesses and the Network Benefits Derived (De Klerk & Kroon, 2007).

2.6.1.2 Business Culture

During the study of networks in South Africa it was found that a flat organisational structure with an encouraging business culture can assist networking and motivate employees to share in the vision and collaborative climate of the business internally (De Klerk & Kroon, 2007). Table 2.9 illustrates the relationship between

the current and the ideal situation of a business in the changes that occur with the implementation of technology (De Klerk & Kroon, 2007) as a contributor to networks. A business culture should enhance and stimulate innovation to establish a competitive advantage and good networking if technology is used optimally. The effect size of 0.63 as indicated by Table 2.9 indicates that the majority of respondents felt that technology could change the business culture. Technology was used as a test element in order to establish how easily business culture could be affected.

Business changed the business culture due to technological changes	Effect size (<i>w</i>)	Effect
Your business had to change the business culture due to technological changes	0.63	Large

Table 2.9: Relation between Micro-small Businesses and Medium-large Businesses and the Network Benefits Derived (De Klerk & Kroon, 2007).

2.6.1.3 Trust

All relationships and/or networks require trust (De Klerk & Kroon, 2007). Trust involves expecting a partner to performing their role competently - such trust is called “competence trust” (Zsolnai, 2004). Trust also refers to expectations of open commitment to each other, and this trust in open commitment is labelled “goodwill trust” (Zsolnai, 2004). De Klerk & Kroon (2007) found that South African businesses currently have a low reliance on trust and shared risks. Businesses, individuals and current and future social or traditional entrepreneurs therefore need to adapt to the requirements of the networked economy and form the required internal and external relationships (De Klerk & Kroon, 2007).

2.6.1.4 Commitment to Value Creation

Networks and the interpersonal communication it enhances results in the collective enactment of reality, and in the enactment of knowledge of reality (Olkkonen,

Tikkanen & Alajoutsijarvi, 2000). There is an inherent duality between the individual and the level of interaction processes on the one hand, and the social structure and its cause forming a collective actor on the other (Olkkonen *et al*, 2000).

2.6.2 Conclusion

In today's economic environment, social networks such as the programmes presented by business schools represent a source of competitive advantage (De Pablos, 2005). By adopting not an atomistic approach but a relational one, we can deepen our understanding of social networks as sources of sustained competitive advantage in different contexts (De Pablos, 2005). These social networks could enable and empower current or future social entrepreneurs to start their own social enterprises or to broaden their networks.

2.7 Definition of a Non-traditional Business School Programme

Cooper, Hornady & Vesper (1997) and Antonites (2003) found that from a historical perspective, the first entrepreneurial programme was taught at the Harvard Business School as early as 1947. Antonites (2003) and Hirsowitz (1992) argue that training and other learning gatherings create new opportunities and possibilities as well as a consciousness to attempt and complete certain tasks in different ways.

2.7.1 Business Schools

According to Hawawini (2005), traditional business schools have been in operation for over a century and still operate under the same basic model as they did 100 years ago. Wild (1995) further found that residential, general or strategic management courses are an important activity for business schools, due not only to the fact that they provide discrete, developmental "interventions", but also that such contributions must be re-examined given the need to treat management development as an ongoing and cumulative process. The basic model of the

business school (or any other type of school, for that matter) consists of a physical location in which faculties are assembled, and which attracts students, delivers courses and ultimately produces graduates (Hawawini, 2005).

Bennis & O'Toole (2005) found that current business schools and especially MBA programmes face intense criticism for failing to impart useful skills, failing to prepare leaders, failing to instil norms of ethical behaviour and even failing to lead graduates to good corporate jobs.

The business schools that have taken up the challenge of providing non-traditional business school programmes are those institutions that have addressed the following challenges and opportunities:

- the effects of globalisation on business education and how to respond to this phenomenon (Hawawini, 2005);
- the shortage of highly-qualified staff and how to compensate for the shortfall (Hawawini, 2005);
- the need to introduce more soft skills into the curriculum while preserving the more analytical and concept-based courses (Hawawini, 2005);
- the effects of information and communication technologies on teaching and learning methods (Hawawini, 2005);
- the need to achieve financial balance and the questionable sustainability of current or alternative funding models (Hawawini, 2005);
- the need to adopt more effective governance structures and to make the appropriate strategic choices that will allow the school to cope better with competitive pressures (Hawawini, 2005); and

- the need to strengthen reputations and develop the school's brand in order to secure its long-term, competitive position (Hawawini, 2005).

The non-traditional business school programme of the traditional business school would need to adhere to the aforementioned challenges and opportunities in order to be used during this research.

Learning institutions such as business schools in South Africa are under increasing pressure from government agencies, the public and even students to show that graduates are achieving the desired learning goals (Pretorius, 2008).

2.7.2 The Role of Education in Fostering Social Entrepreneurship

Initially the goal of management education was twofold (Augier & March, 2007):

1. Business schools are responsible for the education of future teachers and researchers.
2. The education of these teachers and researchers should be based on the foundational disciplines of economics and of behavioural science.

The focus has changed during the period of two decades from 1960 to 1980, to a curriculum that became more analytical and demanding as well as more focused on changing attendees (Augier & March, 2007). The importance of the role that education can play in fostering social entrepreneurship networks and to question whether the appropriate type of non-traditional business school programme can contribute to foster social entrepreneurship networks is the crux of this research. The conditions put forward by Papanek (1962), Stevenson (2000) and Fisher (2004) suggest that the most important types of resources for an entrepreneur and the forming of the necessary networks are:

- Intellectual capital in the form of infrastructure and social norms (Papanek, 1962) (Stevenson, 2000) (Fisher, 2004).
- Human capital in the form of infrastructure and social norms (Papanek, 1962) (Stevenson, 2000) (Fisher, 2004).
- Public capital in the form of infrastructure and social norms (Papanek, 1962) (Stevenson, 2000) (Fisher, 2004).

Lüthje & Franke (2002, p.7) found the following conditions needed to be prevalent in order to foster social entrepreneurship and social entrepreneurship networks during the attendance of educational programmes:

1. *“The institution actively promotes the process of founding a new company.*
2. *The creative atmosphere inspires to develop ideas for new businesses.*
3. *The courses foster the social and leadership skills needed by entrepreneurs.*
4. *The courses provide attendees with knowledge required to start a new company.*
5. *The institution supports the building of multi-disciplinary teams.*
6. *The institution provides a strong network of new venture investors (Lüthje & Franke, 2002).”*

In summary, education has been highlighted as a key driver of social entrepreneurship in an economy (Stevenson (2000), Lüthje & Franke (2002) and Fisher (2004)). Bennis & O’Toole (2005) found that in order for business schools and education in business schools to be reformed it will need to add more courses in humanities (social areas). The MBA and other business school programmes,

irrespective if they are traditional or not, must be infused with multidisciplinary, practical, and ethical questions (Bennis & O'Toole, 2005). It must also include analyses, reflecting the complex challenges business leaders and society face (Bennis & O'Toole, 2005).

2.7.3 The South African Perspective on Business Education

Dhliwayo (2008, p. 338) stated the following during his research on business education in South Africa: *“Entrepreneurial education and training in South Africa is characterised by shortfalls and weaknesses. Yet evidence from within the country and outside indicates that experiential learning can transform experience into entrepreneurial knowledge. It is possible to produce entrepreneurs in the same way nurses are produced through appropriately designed work and integrated learning. However, a new approach needs to be put in place if entrepreneurship education and training is indeed to produce entrepreneurs; one should start as early as possible to allow for maximum impact and effect”*.

2.7.4 Conclusion

Prince & Stewart (2000) identified the following three value added factors of business education:

- Strategic education – two types are identified:
 - Developing key staff – Strategic education can take a number of forms from graduate management trainee schemes to fast track senior management development programmes (Prince & Stewart, 2000).
 - Implementing board policy and driving change initiatives – A major impetus for business education programmes is as a means of changing the behaviours and attitudes of all attendees and thus

allows issues to be discussed and new ideas taken on board in a rational and logical manner (Prince & Stewart, 2000).

- Performance driven education – Organisations are increasingly seeking outside accreditation and qualifications for their development activities as an incentive for managers undertaking these programmes and as an external benchmark of quality, such as the AMBA accreditation of GIBS (Prince & Stewart, 2000).
- Individual needs driven education – Individuals identify a particular need and seek a suitable business programme to meet their specific demands. Prince & Stewart (2000) conclude that the South African market is currently suffering from a lack of focus and relevance in its education programmes.

2.8 Literature Conclusion

From the literature review it is clear that it is important for entrepreneurs, either traditional or social in nature, to link up with current or future entrepreneurs, technicians and engineers, providers of finance, suppliers, professional and other business-orientated people (Fisher, 2004) in order to ease the creation of value for society. These social value additions could be aimed at addressing the social problem needs in South Africa, or any other social need such as education. It is important to highlight the differences between socially responsible entrepreneurs and social entrepreneurs delivering a direct social value add.

Business schools have a valuable role to play in facilitating these types of connections due to the fact that they generally create a community of people with a diverse range of skills and with a common interest in business or social aspects (Fisher, 2004). For the current or potential social entrepreneur in South Africa, the importance of networks through non-traditional business school programmes lies in (Barnes, 1995):

- The generation of knowledge and new product development
- Increase in the quality of attendees
- Increase in the quality of the economy as a whole
- Strategic direction for companies, prospective companies and individuals
- It is a building brick for other programmes.

Roper and Cheney (2005, p.95) state: *“If there is one theme that runs through the discussions of social entrepreneurship in every sector, it is adaptability. According to Baumgartner and Jones (2002), “feedback loops” are crucial to the success of socially entrepreneurial ventures: positive feedback loops (such as non-traditional business school programmes) are self-reinforcing, whereas negative ones help adjust an organization that is clearly off course”.*

The research questions and semi-structured in-depth interview schedule as indicated in Chapter 3 to follow will aim to answer the following:

1. Establish whether or not a non-traditional business school programme can in fact foster social entrepreneurship networks.
2. Establish the factors within the learning environment which create effective social entrepreneurs, aspiring social entrepreneurs, traditional entrepreneurs or any other delegate attending non-traditional business school programmes.
3. Make programme recommendations that will enable non-traditional business school programmes to foster social entrepreneurship and social entrepreneurship networks.

3. Chapter 3: Research Questions

Business school programmes are often perceived to be a fertile area for the formation of effective networks (Terziovski, 2003), however, research to date has focused primarily on traditional business school programmes and their ability to foster entrepreneurial networks. Due to the lack of research on the impact of non-traditional business school programmes in fostering social entrepreneurship networks, a qualitative research method was followed in an attempt to establish whether or not non-traditional business school programmes do foster social entrepreneurship networks. This qualitative research method will consist of an open-ended approach that will be discussed in detail in Chapter 4 of this document. In summary, this qualitative method consisted of a questionnaire and a semi-structured in-depth interview schedule. These collection methods were used in order to collect responses to make an assessment. Secondly the aim would be to understand what the enablers and constraints are, if any, of non-traditional business school programmes to foster social entrepreneurship networks (Fourie, 2007). The model that Fourie (2007) followed will be used during this research as the model whereon the research methodology was based. The semi structured interview guide schedule is attached as Appendix 2 and the questionnaire is attached as Appendix 3. Both the semi-structured interview guide and questions aim to understand how business school programmes influence social entrepreneurship behaviour and assist in building social entrepreneurship networks (Echols and Neck, 1998)

The literature study highlights the difficulty in defining the impact of non-traditional business school programmes in fostering entrepreneurship networks. O' Donnell's (2004) view of an interpersonal tie or a network will be used as a base from which to formulate the questionnaire and semi-structured interview guide. The interpersonal tie as defined by O' Donnell (2004) is characterised by a combination of:

- the amount of resources utilised by the business schools in facilitating these non-traditional business school programmes.
- the emotional intelligence, the trust between the attendees and the nature of past experiences between the actors/attendees of the non-traditional business school programmes.
- the reciprocal services of the non-traditional business school programmes and the frequency of the attendance of the attendees of these non-traditional business school programmes.

By taking cognisance of the findings of O' Donnell (2004), the following semi-structured in-depth interview schedule was formulated to use during interviews with the social entrepreneurship experts and a research questionnaire was formulated in conjunction with the experts. The semi-structured interview guide is attached as Appendix 2 and the questionnaire is attached as Appendix 3. The rationale for asking the questions forms part of appendices 2 and 3.

The detail of the research methodology follows as Chapter 4.

4. Chapter 4: Research Methodology

The study aims at exploring the underlying reasons as to the role of non-traditional business school programmes in fostering social entrepreneurship networks.

4.1 Rationale for Research Method

Given the uncertain nature of the extent of the problem and the lack of literature on the impact of non-traditional business school programmes in fostering social entrepreneurship networks, an exploratory research methodology was selected (Fourie, 2007). Zikmund (2003) and (Fourie, 2007) state that exploratory research is conducted to clarify ambiguous problems and assists in gaining a better understanding of the dimensions of a general problem that has been identified.

In order to establish whether or not the focus points of Echols and Neck (1998), which are the ability to assist in the detection of opportunities, the ability to assist in opportunity facilitation, and the ability to assist in the motivation to pursue opportunities, would be answered, Borch & Arthur (1995) and O'Donnell & Cummins (1999) recommend a methodology which will increase contextual insights and allow for a greater understanding of forces affecting the phenomena in question. It will highlight the "how and why" of the networking actions that are found. According to O'Donnell & Cummins (1999), a research study into network analysis should:

- Allow the phenomenon to be examined within its social context (O'Donnell & Cummins, 1999);
- Allow the phenomenon to be examined in its totality (O'Donnell & Cummins, 1999);

- Allow the researcher to get close to the participants (O'Donnell & Cummins, 1999);
- Be sensitive to the holistic nature of the phenomenon (O'Donnell & Cummins, 1999);
- Be carried out longitudinally (O'Donnell & Cummins, 1999).

The research process that will aim to provide a possible answer and adhere to the conditions as was set out by O'Donnell & Cummins (1999) and Echols & Neck (1998) will now be further discussed in section 4.2.

4.2 Research Process

McMullan & Vesper (2000) and Brereton & Jones (2002) differentiate between three approaches for generating evidence on links between education and entrepreneurship. First, sociological surveys provide a 'wide angle lens' by which it is possible to compare programmes in terms of their design and inputs. Secondly, single institutional studies which are similar to a 'normal lens' help explain the way specific programmes utilise their own knowledge and resources. Thirdly, single person studies are like a 'fish-eye lens' which give a detailed "but subjectively distorted close-up" of entrepreneurial activity (McMullan and Vesper, 2000; Brereton & Jones, 2002). Here, the single case methodology is extended by utilising the attendees or experts' own account of interactions between education and the exploitation of business opportunities.

Given the paucity of research on social entrepreneurship and more specifically social entrepreneurship networks and the exploratory nature of this study, a phenomenological approach during Phase 1 allowed the researcher to get close to participants (Shaw & Carter, 2007). It further gave the researcher the ability to penetrate realities and generate an understanding of the contemporary practices of

social enterprises and how social entrepreneurship networks could be fostered as a result of non-traditional business school programmes (Shaw & Carter, 2007). The Phase 1 sample comprised of two experts of The Gordon Institute of Business Science and an independent expert, and the Phase 2 respondents consisted of attendees of the Colloquium of Social Entrepreneurs non-traditional business school programme at GIBS, and attendees of the Nexus non-traditional business school programme at GIBS. Within this paradigm, the semi-structured in-depth interview schedule and the questionnaire was identified as appropriate. Taking cognisance of the above, the proposed research process consisted of a two-phase qualitative study.

During the first phase, an explorative semi-structured in-depth interview with the three experts was held to inform the questionnaire framework. Elite interviewing protocol is appropriate when approaching an expert in a particular field being researched because of their particular experience, influence, and ability to assist with access to further people who should form part of the research and to facilitate the questionnaire design (Leedy & Ormrod, 2001) (Fourie, 2007).

The chosen experts from GIBS were Anthony Prangle and Kojo M. Parris who are both facilitators at the GIBS Dialogue Circle and who have extensive experience in the field of social entrepreneurship. Anthony Prangle is the current head of the GIBS Dialogue Circle. Kojo M. Parris is currently facilitating the Colloquium of Social Entrepreneurs at GIBS.

The independent expert was Beulah Thumbadoo, an Ashoka Fellow since 2000 and a sole proprietor since 2001, who is a strategist that provides practical and supportive service to those individuals, institutions and governments that are focused on making planet earth a better place.

The interviews explored the perceptions of the experts as to the role of non-traditional business school programmes in fostering social entrepreneurship

networks. It further explored the definition of a non-traditional business school programme at GIBS and aimed at establishing whether or not GIBS do facilitate such business school programmes. The experts gave further guidance in terms of how to approach the respondents and the framing of questions to solicit the best data (Fourie, 2007). Once the questionnaire was developed, it was pre-tested only on Anthony Prangley, due to the time constraints of interviewing both experts.

Phase 2 consisted of a questionnaire send to past and current attendees of the non-traditional business school programmes. These attendees were selected on a random basis and their willingness to attend.

The semi-structured in-depth interviews and questionnaire aimed to establish what the values of networks are for the success of a social entrepreneurship network, and whether or not non-traditional business school programmes foster social entrepreneurship networks.

4.3 Units of Analysis

In order to assert the key factor in selecting and making decisions about the appropriate unit of analysis, one must decide what unit it is that you want to be able to say something about (Shaw, 1999). The units of analysis are the business school and the attendees of the non-traditional business school programmes.

4.4 Population of Relevance

Population can be defined as individuals, groups, organisations, human programmes and events, and the conditions to which that population is exposed (Masito, 2007).

The population of relevance will consist of:

- The non-traditional business school programmes' attendees (the primary population of relevance);
- Attendees of the business school/s that are accredited to the Association of MBAs (AMBA) (the secondary population of relevance); and
- The experts employed by GIBS, the independent expert and attendees of the non-traditional business school programmes (the tertiary population of relevance).

4.5 Sampling Method and Size

Given the scarcity of dedicated research on social enterprises and their networks, this study took an exploratory approach (Shaw & Carter, 2007). According to Ambert, Adler, Adler & Detzner (1995) it is critical to delineate the foci and goals of qualitative research. First, qualitative research seeks depth rather than breadth (Ambert *et al*, 1995). Second, the aim of qualitative research is to learn about how and why people behave, think, and make meaning as they do, rather than focusing on what people do or believe on a large scale (Ambert *et al*, 1995). Third, the goals of qualitative research can be situated on several levels (Ambert *et al*, 1995). The aim was to investigate and document contemporary practices of social entrepreneurs, compare these practices with extant entrepreneurship research, create a more nuanced view of social entrepreneurship and develop greater theoretical insight into the phenomenon and its recent expansion with a specific focus on social entrepreneurship networks (Shaw & Carter, 2007).

A non-probability sampling technique was applied to select the attendees that were interviewed (Fourie, 2007). According to Zikmund (2003) and Fourie (2007) this method takes place when an expert selects a sample using the relevant criteria. Due to the fact that a non-probability sampling method was selected, findings will not be able to be inferred beyond the sample (Fourie, 2007).

The researcher aims to approach 40 past and current attendees of each of the non-traditional business school programmes as recommended by the experts, and aims to acquire a total of 19 completed questionnaires of the attendees of these non-traditional business school programmes. It was found that this number of attendees provided a saturation point which is described as a point where after a certain number of interviews, for instance, major trends begin to recur, and outlying or secondary themes have already emerged (Ambert *et al*, 1995). At that point, researchers can stop adding new individuals, couples, or families to their sample (Ambert *et al*, 1995).

4.6 Respondent Selection

In order to ensure that the business school, the experts and the past and current attendees of the non-traditional business school programmes fit the criteria as set out by Zikmund (2003) and Fourie (2007), the following tools were used:

4.6.1 Business School

As previously stated, the business school needs to adhere to the findings of Hawawini (2005). It has been decided that GIBS, due to the availability of its resources, its location and its conformity to the conditions as set out by Hawawini (2005) and its accreditation as an AMBA member was chosen as the business school.

GIBS has taken up the challenge of providing non-traditional business school programmes and have addressed the challenges and opportunities as stated by Hawawini (2005). In the specific case of GIBS, and as a direct reference, these non-traditional business school programmes are the Dialogue Circle which consists of the following two non-traditional business school programmes (GIBS, 2007):

- Nexus – *“Nexus is a network for leaders across institutions, which creates a peer mentoring environment to address leadership challenges, as*

well as developing a deeper understanding of socio-economic issues affecting SA. It is aimed at delegates between the ages of 28 and 35.”
(GIBS, 2007)

- Colloquium for social entrepreneurs – *“The colloquium **builds a network of Social Entrepreneurs** in the region, creates a body of knowledge, and supports the effectiveness of Social Entrepreneurs in the NGO sector.”*
(GIBS, 2007)

4.6.2 Experts

Anthony Prangley currently works for the University of Pretoria (GIBS), where he is the head of the Dialogue Circle (SEE-GIBS, 2008). Prior to joining GIBS he was the founder of the Gumboots Foundation (SEE-GIBS, 2008), an NGO working to connect overseas and locally based South African to positive change in their country (www.gumboots.org.za) (SEE-GIBS, 2008).

Kojo Malcolm Parris is a former investment banker with NM Rothschild’s, Merchant Bank of Central Africa and African Banking Corporation Holdings; he oversaw investment portfolios at TA Holdings and Takura Ventures Funding Zimbabwe and worked in operational management for Booker Tate in Papa New Guinea, Australia, Kenya and London (SEE-GIBS, 2008). Since 2003, he has been conceptualising and now leads Social Private Equity South Africa (SPESA) (SEE-GIBS, 2008). Kojo is Head of the Colloquium for Social Entrepreneurs at GIBS, chairman of Homeless Talk, a newspaper for indigent persons in Johannesburg, and mentors young adults privately through formations such as Youth Alliance for Leadership & Development in Africa (YALDA) (SEE-GIBS, 2008).

Beulah Dhevioum Thumbadoo has worked as a sole proprietor since 2001, taking on short and medium term assignments with clients in Africa. Working on a variety of projects in different environments has grown her skills base and knowledge

across sectors. Dubbed Ms Reading by the editor of the Mail & Guardian, she is an advocacy worker and motivator of businesses, government and civil society sectors of South Africa towards a common vision. In 2000 she was elected an Ashoka Fellow. Prior to this, she fundraised for, produced and managed all of the products associated with the ERA Initiative when it was based at Wits University and later as an education trust.

4.6.3 Attendees of the non-traditional business school programmes

The past and current and current attendees of the non-traditional business school programmes were randomly selected and the 40 chosen candidates were selected without any notion of bias. Due to the fact that the researcher has no information regarding the attendees of the non-traditional business school programmes, the researcher will make the following assumption by making use of the GIBS website (SEE-GIBS, 2008):

- They are young socially conscious individuals or entrepreneurs trying to make a difference to the current economical and social dilemmas in South Africa.

This conclusion will be used during the analysis of this research.

4.7 Data Collection Process

The choice of an appropriate data collection method is dependent on (i) the volume and variety of the data required (ii) the objectivity and reliability of data required and (iii) the cost and duration of the study (Masito, 2007).

During Phase 1 a panel of experts was appointed to help in the design of the questionnaire and to pilot the questionnaire (Shaw & Carter, 2007). This panel included individuals working in social enterprises as well as staff from the non-traditional business school programmes of GIBS that provided specialist advice

and support to the non-traditional business school programmes. Fourie (2007) found that this approach assisted in highlighting emergent insights, hunches, and tentative hypotheses to direct the next phase of data collection, which in turn leads to the refinement or reformulation of questions.

Once the questionnaire is piloted, Phase 2, which will consist of questionnaires, which will be administered through an electronic media. Purposive sampling will be used to collect the data and no differentiation will be made between the attendees of the non-traditional business school programmes in order to provide more integrity to the question of the role that that non-traditional business school programmes play in fostering social entrepreneurship networks.

The usage of semi-structured in-depth interviews during Phase 1 can be defined as an unstructured personal interview which uses extensive probing to get a single respondent to talk freely and to express detailed beliefs and feelings on a topic (Stokes & Bergin, 2006). The following pros and cons of individual in-depth interviews are highlighted by Stokes & Bergin (2006):

1. Pros:

- It creates circumstances that are unique in its applicability, especially to those involving sensitive or personal topics (Stokes & Bergin, 2006).
- It allows for sampling advantages such as greater control over respondent selection and as a direct result allow for more depth, context and flexibility in the process of inquiry (Stokes & Bergin, 2006).
- *“Preferential outcome, in terms of the depth and comprehensiveness of information that they can yield (Hedges, 1985). Berent (1966) suggested two main reasons for this: firstly the opportunity for the*

respondent – frequently for the first time – really to analyse the motivations for a particular action. Secondly, and more crucially in Berent’s view, is the unusualness of being listened to, which, together with the anonymity afforded, gives the respondent a feeling of empowerment. Webb (1995) listed specific preferential outcomes: it is possible to ascribe the views to individual respondents, allowing for more precise interpretation; it affords the opportunity to build a close rapport and a high degree of trust, thus improving the quality of the data; and it allows for easier expression of non-conformity (Stokes & Bergin, 2006, p. 28)”.

2. “Cons:

- *The main criticism of individual in-depth interviews is that they miss out on the advantages of interaction with other consumers (Robson, 1990) (Stokes & Bergin, 2006, p. 28)”.*

The semi-structured in-depth interview guideline schedule which is available as Appendix 2 clearly indicates the key areas that these interviews wish to address.

It is envisaged that the majority of the questionnaires would be conducted electronically on the internet through the use of www.surveymonkey.com. All respondents were given a chance to comment freely and the experts of Phase 1 could provide additional information that had not formed part of the semi-structured interview guide that was used during the interviews. These comments, should they have any significance on the research topic, were reported on.

All questionnaires were stored and the interviews with the experts were voice recorded with the permission of the experts. The recordings were supplemented with notes that were taken during the interviews. The interviews and completed questionnaires were transcribed where necessary, collated and categorised per research question into a master document where the themes were analysed, and

enabled a holistic analysis (Fourie, 2007). The summary of the transcripts are attached as Appendix 5.

4.8 Data Analysis

According to Zikmund (2003), data analysis is the application of reasoning to understand and interpret data that have been collected. Descriptive analysis refers to the transformation of raw data into a form that will make them easy to understand and interpret (Zikmund, 2003). The process of analysing the data collected for this study was characterised by the fact that it began as soon as the researcher started collecting data, it was ongoing and inductive, and as soon as the researcher began the process of collecting data, the researcher simultaneously engaged in analysing and interpreting the perspectives of those being interviewed and observed (Shaw, 1999).

Figure 4.1 clearly indicates the inductive analysis approach that will be taken during the process of data analysis (Shaw, 1999).

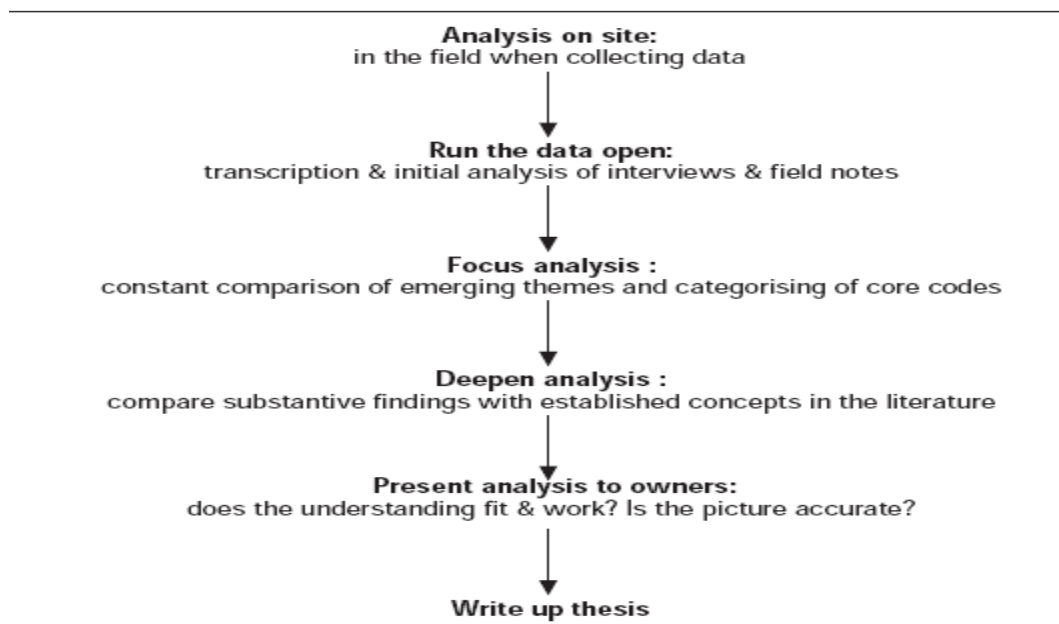


Figure 4.1: The process of inductive analysis

As indicated by Figure 4.1 the analysis was initially be done on site, which in this case is wherever the interviews physically took place or where the completed questionnaires were accessed from. The data was collected by making use of the semi-structured in-depth interviews and online questionnaires. The semi-structured in-depth interviews were kept open for the collection of interesting responses and perspectives around which further data collection could focus, whereas the questionnaire was fixed (Shaw, 1999). The tape recording of interviews allowed the researcher to make written as well as mental notes of any analysis that was made during interviews and permitted the identification of particular responses to probe further during that interview (Shaw, 1999)

Immediately following the interviews and observations, the interviews were transcribed and recorded; any analysis was typed onto the transcript or written into the field notes (Shaw, 1999). This second stage in inductive analysis involved reading and rereading the transcripts, the field notes and the questionnaire'. The results ultimately served two related purposes.

1. The first familiarised the researcher with the data (Shaw, 1999)
2. The second started the process of structuring and organising the data into meaningful units (Shaw, 1999).

To complement the analysis, the constant comparative method was employed (Fourie, 2007). Merriam (1998) and Fourie(2007) describe the constant comparative method where a specific incident in an interview or field note is compared within the same set of data or across data elicited from different respondents, and recommends this as a useful method to develop tentative categories. These comments were used during the development of the final questionnaire.

By interpreting the relationships between core categories and seeking to understand why these relationships existed, the analysis was deepened (Shaw, 1999).

This systematic comparison of similarities and core categories and the interpretation of relationships with relevant concepts from the literature were important for two reasons (Shaw, 1999, p. 66):

1. *“Comparisons between existing concepts and theories with the relationships that had emerged between categories of empirical data were useful in reevaluating the reasons why these relationships exist, and;*
2. *Comparisons with the concepts and theories used in relevant social entrepreneurship network literature revealed the extent to which the understanding of potential social entrepreneurship networks which emerged from the in-depth, qualitative study that contributed to the current knowledge and understanding of the substantive area” (Shaw, 1999).*

By evaluating the results of all the previous processes of the data analysis it was evaluated and established whether or not the findings did make sense. The results were critically evaluated against the literature of Chapter 1 and 2 in order to ascertain that results and conclusions had meaning and were meeting academic criteria.

4.8.1 Data Validity and Reliability

Issues of reliability and validity (or authenticity) are of paramount importance in exploratory research (Ambert *et al*, 1995). It was found by Ambert *et al* (1995) that the depth associated with qualitative research, coupled with the researchers'

efforts to triangulate and cross check their data, gives this methodology strength in the area of validity.

One of the methods identified by Fourie (2007, p. 46) to enhance the validity and reliability of data is:

1. *“Confirming conclusions drawn from data with the interview source. This was done at appropriate intervals during the interview and upon concluding the interviews.*
2. *Obtaining insight from colleagues and experts as the findings emerge. Discussions will be held with fellow MBAs, the experts and the attendees of the non-traditional business school programmes.*
3. *Identifying and clarifying researcher biases and other research limitations at the beginning of the research (Refer to 4.10)”* (Fourie, 2007).

4.8.2 Research Methodology Summary

Table 4.1 provides a summary of the research methods used to address each of the research questions (Fourie, 2007). The research methodology summary was broken down into the two phases, being the interview with the experts and the questionnaires send to all other identified individuals.

		SAMPLE	DATA COLLECTION	DATA ANALYSIS
Phase 1	Development of framework for Phase 2 and identification of sample. Research Questions 1 to 25	Social Entrepreneurial Experts at GIBS and independent expert Purposive Non-Probability Sampling	Elite Interview: Unstructured in-depth interview digitally recorded with key take-outs transcribed	Content analysis

Phase 2	Questionnaire Questions 1 to 25.	40 Attendees of the non-traditional business school programmes with a minimum of five respondents per programme Purposive Non-Probability Sampling	A questionnaire with open-ended and close-ended questions.	Content analysis and Constant Comparative
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Table 4.1: Research Methodology Summary

4.9 Data Management

In order to manage the data collected and to ensure reliability and validity of the data, all transcriptions, voice recordings, field notes and completed questionnaires were collected, filed and stored in a safe place. These files included the summary of each respondent and the comparisons were tabulated and highlighted to ensure that the conclusions as a result of the data collected could be easily reported on.

4.10 Potential Research Limitations

4.10.1 Willingness of Attendees

Due to time constraints or any other potential reason for decline, attendees of the programmes and/or other targeted individuals may choose not to participate in the research, and thus result in research that may not be representative of the population.

4.10.2 Knowledge Constraints

The possibility exists for data and interviewer errors and biases to occur, due to the fact that the researcher was doing this for the first time. Every effort was made to eliminate bias as far as possible (Masito, 2007).

4.10.3 Accessibility of the Attendees of the Non-traditional Business School Programmes

The researcher had no access to the demographic, racial, age or any other specific information of any of the delegates/attendees of the two non-traditional business school programmes. This resulted in the inability of the researcher to draw conclusions from the demographic information of the attendees of the non-traditional business school programmes, the results of the questionnaire, and the literature discussed in chapters 1 and 2 of this document.

4.10.4 Other Constraints

Dembkowski & Hanmer-Lloyd (1995) outlined four major perceived constraints which have traditionally mitigated against the use of qualitative approaches in practice despite the excitement about their potential in theory. These are:

- (1) Volume of data – Too much data may lead to a situation where it is impossible to compare the data of all samples due to time constraints and the lack of resources such as time and money (Dembkowski & Hanmer-Lloyd, 1995);
- (2) Complexity of analysis – The results of the research may be too complex for the researcher to find any meaning in it due to the lack of expert knowledge (Dembkowski & Hanmer-Lloyd, 1995);
- (3) Detail of classification record – Respondents may feel that the data potentially supplied by them could be harmful and hence respond to questions without being sincere and honest (Dembkowski & Hanmer-Lloyd, 1995); and

- (4) Flexibility and momentum of analysis – The sheer time consuming nature of the clerical efforts required prevents a thorough examination of the data (Dembkowski & Hanmer-Lloyd, 1995).

The research results follow as Chapter 5.

5. Chapter 5: Research Results

The research results are portrayed by making use of the focus points of Echols and Neck (1998). All experts gave their approval to continue with the questionnaire as indicated in Appendix 3 of this document. All the responses have been populated and are presented in a table format per question.

5.1: Assist in the detection of opportunities (Echols and Neck, 1998)

Opportunity detection includes the existence of unconstrained relationships and networks (Krackhardt, 1995), being well informed, and having access to information (Echols and Neck, 1998). The following semi-structured interview questions and results fell into this category:

5.1.1 Question 1: What are the non-traditional business school programmes that GIBS currently offers?

To introduce the topic of non-traditional business school programmes, the experts were asked what the current non-traditional business programmes are that GIBS currently offers. The answers to this open ended question are detailed in Table 5.1.

All the experts suggested that the current Dialogue Circle which constitutes of all the programmes as indicated by Table 5.1 is the current non-traditional business school programme that GIBS offers. Only Expert 1 furthermore indicated that GIBS also offered other non-traditional business school programmes which constituted the following:

- The executive learning network
- The African business network
- The various MBA visiting trips, i.e. the global electives
- Various other forums that GIBS organises

Non-traditional business school programmes that GIBS currently offers	Expert 1	Expert 2	Expert 3	Total
Nexus	Yes	Yes	Yes	3
Imagination	Yes	Yes	Yes	3
Imbokodo	Yes	Yes	Yes	3
Colloquium for social entrepreneurs	Yes	Yes	Yes	3
Spirit of youth	Yes	Yes	Yes	3
Breakfast with champions	Yes	Yes	Yes	3

Table 5.1: The Current Non-Traditional Business School Programmes that GIBS offers

The Hawawini (2005) definition of a non-traditional business school was explained to the experts and they were then asked if the business school, namely GIBS and its programmes, fit the description of a typical non-traditional business school. Table 5.2 highlights the various responses on the elements that are raised by Hawawini (2005). Table 5.2 furthermore highlights the fact that in most of the categories the experts agreed that GIBS could be rated as a non-traditional business school.

5.1.2 Question 3: Does the business school, namely GIBS, facilitate non-traditional business school programmes?

Hawawini (2005) elements of a non-traditional business school	Expert 1	Expert 2	Expert 3	Total
the effects of globalisation on business education and how to respond to this phenomenon (Hawawini, 2005);	Yes	Yes	Yes	3
the shortage of highly-qualified staff and how to compensate for the shortfall (Hawawini, 2005);	Yes	Yes	Yes	3
the need to introduce more soft skills into the curriculum while preserving the more analytical and concept-based courses (Hawawini, 2005);	Yes	Yes	Unsure	2
the effects of information and communication technologies on teaching and learning methods (Hawawini, 2005);	Yes	Yes	Unsure	2
the need to achieve financial balance and the questionable sustainability of current or alternative funding models (Hawawini, 2005);	Yes	Yes	Unsure	2
the need to adopt more effective governance structures and to make the appropriate strategic choices that will allow the school better to cope with competitive pressures (Hawawini, 2005); and	Unsure	Yes	Yes	2
the need to strengthen reputation and develop the school's brand in order to secure its long-term, competitive position (Hawawini, 2005).	Yes	Yes	Yes	3

Table 5.2: Rating GIBS as a Non-Traditional Business School according to Hawawini (2005)

Expert 2 further concluded that GIBS is innovative and a leader in the business school environment of South Africa. GIBS not only looks at economic issues, but also addresses social issues, although it could have a better mainstream focus on social issues.

5.1.3 Question 6: What resources does GIBS make available in order for the identified non-traditional business school programmes to foster social entrepreneurship networks?

The experts listed the following resources GIBS makes available for the non-traditional business school programmes it currently offers.

Expert 1: Expert 1 listed the following as resources that GIBS makes available:

- A very good brand name
- Time and financial support
- Readily develop new programmes
- Have good sponsors
- Have good internal funding through the MBA
- Takes risks
- Allows all attendees to access the various networks that are formed
- It has the necessary facilities
- Has quality lecturers

Expert 2: Expert 2 listed the following as resources that GIBS makes available:

- Creates the needed environment for non-traditional business school programmes to succeed
- Has a good brand

Expert 3: Expert 3 listed the following as resources that GIBS makes available:

- Bring communities together
- Food – Lorenzo's
- Facilities
- Lecturers
- Bring business leaders together

The following online questionnaire questions and results fell into this category:

5.1.4 Question 1: Rank your personal emotional connection to the programme?

Question 1. Rank your personal emotional connection to the program?						
	No emotional connection	Minor emotional connection	A emotional connection	A substantial emotional connection	Rating Average	Response Count
Learnings from the program	1	2	6	10	3.32	19
Material discussed during the program	1	5	8	5	2.89	19
Fellow attendees of the program	2	4	8	5	2.84	19
Facilitator/s of the program	3	11	3	2	2.21	19
Guest speaker/s of the program	5	8	4	2	2.16	19
	answered question					19
	skipped question					0

Table 5.3: Question 1: Rank your personal emotional connection to the programme?

5.1.5 Question 2: Rank your own past experience of the following business areas?

Question 2. Rank your own past experience of the following business areas?						
	No knowledge and experience	Minor knowledge and	Average knowledge and	Extensive knowledge and	Rating Average	Response Count
Knowledge of business strategy in general	1	5	9	4	2.84	19
Knowledge of business risk	4	4	7	4	2.58	19
Knowledge of marketing	3	9	4	3	2.37	19
Knowledge of market research	7	8	2	2	1.95	19
Knowledge of finance	2	10	5	2	2.37	19
Knowledge of human resources	3	11	4	1	2.16	19
Knowledge of business planning	4	3	7	5	2.68	19
Knowledge of business idea development	6	3	7	3	2.37	19
Knowledge of politics in South Africa	1	6	9	3	2.74	19
	answered question					19
	skipped question					0

Table 5.4: Question 2: Rank your own past experience of the following business areas?

5.1.6 Question 5: Do you have past experience of social entrepreneurship?

Question 5. Do you have past experience of social entrepreneurship?		
	Response Percent	Response Count
Yes	42.11%	8
No	57.89%	11
Unsure	0.00%	0
	answered question	19
	skipped question	0

Table 5.5: Question 5: Do you have past experience of social entrepreneurship?

5.1.7 Question 6: If you answered Yes or Unsure in Question 5, please state what the experience was?

Question 6. If you answered Yes or Unsure in Question 5, please state what the experience was?
Responses
<ul style="list-style-type: none"> - Involvement with the work of social entrepreneurs. - Programme coordinator. - I have worked at Ashoka: Innovators for the Public for a bit more than 3 years. Ashoka works solely with leading Social Entrepreneurs. I know many of them and their work although I do not regard myself as a Social Entrepreneur.

Table 5.6: Question 6: If you answered Yes or Unsure in Question 5, please state what the experience was?

5.1.8 Question 7: Did the programme you attended raise your awareness of the current social issues in South Africa?

Question 7. Did the program you attended raise your awareness of the current social issues in South Africa?		
	Response Percent	Response Count
Yes	89.47%	17
No	10.53%	2
	answered question	19
	skipped question	0

Table 5.7: Question 7: Did the programme you attended raise your awareness of the current social issues in South Africa?

5.1.9 Question 8: What were the social issues in South Africa you became aware of and if there were none, what would you attribute that to?

Question 8. What were the social issues in South Africa you became aware off and if there were none, what would you contribute that to?
Responses
<ul style="list-style-type: none"> - The necessity of looking after everyone in the country, but also the balance between economics VS politics VS social issues. - Language barriers, BEE appointments and the difference in urgency between cultural groups. - Nothing in particular was raised that I was not already aware of. - HIV, Unemployment, Skill Development. - I do some work on the social space. - Basic services and lack of government support. - Are well informed. - Unemployment & poverty is perpetuated by the by the protectionism strategies of unions. - Inner City Development - limited exposure to, how politics affect the economy and society in general. - Major issue with tribalism. - Housing in SA. Informed individuals. - Race divide still a very big issue. Struggle to forgive and move forward. Poverty. - Emotional intelligence, entrepreneurship, historical context. - Creation of jobs. - Poverty, lack of government involvement, bureaucracy in places of need. - We attended the programme at a time when racialism actually worsened in SA. - Housing and management of housing for the poor. The plight of sex workers, especially girls. (The general attitude of CSI managers.) - Culture of lawlessness in business & how it prevents growth.

Table 5.8: Question 8: What were the social issues in South Africa you became aware of and if there were none, what would you attribute that to?

5.1.10 Question 9: Did the programme you attended raise your awareness of the current economic issues in South Africa?

Question 9. Did the program you attended raise your awareness of the current economic issues in South Africa?		
	Response Percent	Response Count
Yes	68.42%	13
No	31.58%	6
	answered question	19
	skipped question	0

Table 5.9: Question 9: Did the programme you attended raise your awareness of the current economic issues in South Africa?

5.1.11 Question 10: What were the economic issues in South Africa you became aware of and if there were none, what would you attribute that to?

Question 10. What were the economic issues in South Africa you became aware off and if there were none, what would you contribute that to?
Responses
<ul style="list-style-type: none"> - Macro Economic principles were new for me, I realised that programs such as BEE is necessary but is also affecting SA's competitiveness. - South Africa's lack of competitiveness and low GDP in comparison to China and India. - Macro economic situation SA is facing. - National monetary and fiscal policies and the economic impacts. - I read widely. - Unemployment, lack of basic primary services. - Are well informed. - Unemployment, poverty and HIV - the needs of unemployable & unskilled. - Management of Govt projects - no access to this information except through presentations by the experts. - The relationship between consumer habits and spending inflation in SA. - I am quite informed where we are. - The level of poverty. Informed individuals. - I missed out on the session dealing with entrepreneurship and Joburg 2010. - Growing middle class, impact of 2010, income gap. - Opportunities that exist. - I did not see the program as an awareness to economics, but rather on how current economics affect social issues. - The dynamics of the emerging economy and markets. - I attended three events (one on fundraising, another on strategic planning and catalyst). None of them focussed on economic issues. - Wasn't directly relevant to discussion of strategy theory - but would have been interesting and given a broader perspective.

Table 5.10: Question 10: What were the economic issues in South Africa you became aware of and if there were none, what would you attribute that to?

5.2 Assist in opportunity facilitation (Echols and Neck, 1998)

Facilitating opportunities is only possible if opportunities have first been detected (Echols and Neck, 1998). Facilitation hence achieves nothing unless motivation exists for future transactions or networks. The following semi-structured interview questions and results fell into this category:

5.2.1 Question 2: a) What programmes should a business school provide to be relevant in the South African context?

Once it had been established that GIBS does facilitate non-traditional business school programmes, the platform for the following seven questions was laid. The experts answered these questions as follows:

Expert 1: Any business school in South Africa should make use of elements of the Harvard Business School model, around which non-traditional business schools should be built.

Expert 2: A common set of values are essential for a business school and its non-traditional business school programmes, thus making the Dialogue Circle of GIBS a perfect example of a set of non-traditional business school programmes that are relevant to the South African context.

Expert 3: There needs to be a link between business thinking and corporate social responsibility and how to make this link more practical. The link should allow for a hands-on experience, as this is critical in taking a next step to assist social businesses to reach targets and to continue their existence.

5.2.2 Question 2: b) What is needed for non-traditional business school programmes to be relevant to the South African context?

Here the experts were prompted to highlight pertinent issues that are solely connected to the South African context and the responses were:

Expert 1: A non-traditional business school programme should address and include the following:

1. Political matters should be discussed and addressed according to the following:
 - a. Political savvy for leaders, and
 - b. Better political engagement for all attendees
2. Social matters that should be discussed and addressed are:
 - a. Crime
 - b. Education
 - c. Aids, and
 - d. Poverty
3. On an economic front inequalities needs to be addressed and discussed.
4. Race, gender and religious issues needs to be addressed and discussed.

Expert 2: Education that is specifically aimed at South African social and financial issues is crucial for the success of non-traditional business school programmes in South Africa. It would allow non-traditional business school programmes the necessary additions to be more relevant to the South African context.

Expert 3: Business schools should get more feedback and these business schools should accept critical as well as good feedback. Business schools need to implement feedback received. Business schools should also entice attendees to

look past the specific day's emotion and to really evaluate the programme. The crux however is to develop an action plan from the feedback.

The following online questionnaire questions and results fell into this category:

5.2.3 Question 3: How would you rate the trust between the following?

Question 3. How would you rate the trust between the following:						
	No trust	Low trust	Moderate trust	Trust	Rating Average	Response Count
Trust between attendees	0	1	7	11	3.53	19
Trust between attendees and facilitator/s	1	2	12	4	3.00	19
Trust between attendees and guest speaker/s	1	7	10	1	2.58	19
Trust between facilitator/s and guest speaker/s	0	1	12	6	3.26	19
answered question						19
skipped question						0

Table 5.11: Question 3: How would you rate the trust between the following?

5.2.4 Question 11: Do you believe that social entrepreneurship networks were formed as a result of the programme you attended?

Question 11. Do you believe that social entrepreneurship networks were formed as a result of the program you attended?		
	Response Percent	Response Count
Yes	68.42%	13
No	21.05%	4
Unsure	5.26%	1
answered question		19
skipped question		0

Table 5.12: Question 11: Do you believe that social entrepreneurship networks were formed as a result of the programme you attended?

5.2.5 Question 12: Could you please describe the social entrepreneurship networks that were formed (e.g. A new forum, a new business etc.) and if there were none, what would you attribute that to?

Question 12. Could you please describe the social entrepreneurship networks that were formed (i.e. A new forum, a new business etc.) and if there were none, what would you contribute that to?
<p>Responses</p> <ul style="list-style-type: none"> - Nothing yet, but some planning and discussion about future endeavours. - New business opportunity. - I am aware of a number of new ventures that were created as a result of interactions between attendees although not for me personally. - Getting more involved in aspects of business sustainability. - 4 Days are too short. - New Business. - Class mates as well as connecting to visits in the community, i.e. Hillbrow Health Precinct. - New business. - N/a. - No common interest developed. - Still in the beginning phase but I am sure it will happen. - A new forum. - Broad network of contacts. - Need to spend more time together. - New Business. - New network connections only - Representatives of business developed relationships with social entrepreneurs that may turn out be - I am not aware of any formal structures that were formed. I think it is loose relationships between individuals. The Catalyst programme was not focussed on Social Entrepreneurs, but a new network flowed - My guess is that all participants are too busy and the nature of the course didn't facilitate practical connections / there were no natural connections between our organisations.

Table 5.13: Question 12: Could you please describe the social entrepreneurship networks that were formed (e.g. A new forum, a new business etc.) and if there were none, what would you attribute that to?

5.2.6 Question 13: Were the networks that were formed across sectors, e.g. between an attendee with a manufacturing background and an attendee with a financial background?

Question 13. Was the networks that were formed across sectors, i.e. between a attendee with a manufacturing background and an attendee with a financial background?		
	Response Percent	Response Count
Yes	63.16%	12
No	10.53%	2
Unsure	26.32%	5
	answered question	19
	skipped question	0

Table 5.14: Question 13: Were the networks that were formed across sectors, e.g. between an attendee with a manufacturing background and an attendee with a financial background?

5.2.7 Question 14: Were the networks that were formed across race?

Question 14. Was the networks that were formed across race?		
	Response Percent	Response Count
Yes	52.63%	10
No	21.05%	4
Unsure	26.32%	5
	answered question	19
	skipped question	0

Table 5.15: Question 14: Were the networks that were formed across race?

5.2.8 Question 15: Were the networks that were formed across gender?

Question 15. Was the networks that were formed across gender?		
	Response Percent	Response Count
Yes	63.16%	12
No	10.53%	2
Unsure	26.32%	5
	answered question	19
	skipped question	0

Table 5.16: Question 15: Were the networks that were formed across gender?

5.2.9 Question 16: Were the networks that were formed across religious beliefs?

Question 16. Was the networks that were formed across religious believes?		
	Response Percent	Response Count
Yes	52.63%	10
No	15.79%	3
Unsure	31.58%	6
	answered question	19
	skipped question	0

Table 5.17: Question 16: Were the networks that were formed across religious beliefs?

5.2.10 Question 25: Do you believe the current facilities at GIBS assist in the fostering of social entrepreneurship networks?

Question 25. Do you believe the current facilities at GIBS assist in the fostering of social entrepreneurship networks?		
	Response Percent	Response Count
Yes	94.74%	18
No	5.26%	1
answered question		19
skipped question		0

Table 5.18: Question 25: Do you believe the current facilities at GIBS assist in the fostering of social entrepreneurship networks?

5.3 Assist in the motivation to pursue opportunities (Echols and Neck, 1998)

Being able to detect and facilitate opportunities, as well as having the motivation to pursue opportunities, establishes an entrepreneurial climate for innovative success (Echols and Neck, 1998). This climate needs a structure to support it, i.e. social entrepreneurship networks. The following semi-structured interview questions and results fell into this category:

5.3.1 Question 4: What is GIBS doing to facilitate social entrepreneurship networks?

The question was answered as follows by the experts:

Expert 1: Apart from GIBS using its current reputation of having the ability to foster networks, GIBS follows a three-pronged approach:

1. Broad approach – By making use of the MBA and PDBA programmes
2. Narrow approach – The Colloquium of Social Entrepreneurs programme
3. A broad/narrow approach – The Dialogue Circle as a whole

Expert 2: The expert deemed GIBS to have a lot of integrity. GIBS offers a set of programmes that could potentially foster or facilitate social entrepreneurship networks and they are:

- The Colloquium of Social Entrepreneurs
- Nexus
- The Spirit of Youth, and
- Imbokodo

Expert 3: The Dialogue Circle and a previous programme such as Catalyst are indicative of an effort of an institution doing something. The programmes at GIBS are “clever” programmes, inexpensive, well planned, and all have interesting formats. The programmes are designed to force attendees to interact and therefore take relationships to another level.

5.3.2 Question 5: a) What more can GIBS do to facilitate social entrepreneurship networks?

The question was answered as follows:

Expert 1: There should be a division of the focus that GIBS has:

1. Broad focus – GIBS should focus on the following:
 - a. The inequalities that exist in South Africa as they are currently naïve about them
 - b. The current involvement of government
 - c. Look into an entrepreneurship incubator irrespective of the intention, i.e. social in nature or not
 - d. Should focus on Africa as a whole
2. Narrow Focus – GIBS should focus on the following:

- a. A more social entrepreneurship focus in general
- b. A more social entrepreneurship focus in the traditional business school programmes, e.g. MBA

Expert 2: GIBS should focus on research as a whole, and should make more funds and resources available for proper research. They should empower more students to do research as is the case in business schools at universities such as Harvard and Stanford.

Expert 3: Get more government involvement through institutions like Ashoka and individuals such as Kojo M Parris. Aim should be on more research and books like 'From Dust to Diamonds', thus facilitating research. More teaching should be on social entrepreneurs and about the necessary development of all the skills required. More informal gatherings should be held. GIBS should realise the element of being alone when you are an entrepreneur and should assist more in this regard. Evaluate what is working and what is not, thus doing less but more. Ask for help from other institutions, experiment more. Get involvement from retired business people.

5.3.3 Question 5: b) Leading from Question 5a; is this the case for other AMBA-accredited business schools in South Africa?

The answers of the experts are highlighted in Table 5.3. It was found that all the experts agreed that the issues raised in Question 5a are relevant to all AMBA-accredited business schools in South Africa.

Leading from Question 5.a) is this the case for all AMBA accredited business schools in South Africa?	Expert 1	Expert 2	Expert 3	Total
Does the expert feel that all AMBA accredited business school in South Africa need to address the issues as was raised in Question 5.a)?	Yes	Yes	Yes	3

Table 5.19: Question 5: b) Leading from Question 5a; is this the case for other AMBA-accredited business schools in South Africa?

Although Expert 3 felt that all AMBA-accredited business schools in South Africa need to address the issues that were raised in Question 5a, the expert further felt that the focus should be even bigger. The focus should be widened to incorporate local communities and get their involvement. There should be a presence in different towns, and it is here where organisations such as Common Purpose plays a big role.

5.3.4 Question 7: What does GIBS continuously do to foster these non-traditional business school programmes?

The experts listed the following.

Expert 1: According to Expert 1, GIBS does the following continuously:

- Asks attendees to complete evaluation forms to constantly better their performance
- Although it takes risks, it does so with a lot of care
- It tries be innovative
- Continuous assessments on all aspects of GIBS are undergone
- It “kills” non-successful programmes
- Everything is judged on a business case

Expert 2: According to Expert 2 GIBS does the following continuously:

- It empowers the leadership of GIBS

Expert 3: They get attendees involvement through different communication channels such as Blogs. Regular correspondence through mediums such as newsletters is also common.

The following online questionnaire questions and results fell into this category:

5.3.5 Question 4: How do you believe trust could be built during the attendance of this programme?

Question 4. How do you believe trust could be built during the attendance of this program?
<p>Responses</p> <ul style="list-style-type: none"> - Teambuilding exercises focussed on trust. - More interaction between, and dependence on individuals. - More practical projects rather than typical academic assignments. - Work groups that are intensive and pressurised. - Frequent / dependant interaction. - By ensuring that all class attendees participate and share in talks. The facilitation is vital to set the trend. - By delivering on promises. - More offsite personal interaction similar to the introduction session. - The trust level is manage effectively. - Establish expectations. - More interaction before hand. Less people! - Sharing of opinions without fear of judgement. - Sharing of personal experience. Not afraid to be exposed in front of others. - I think the trust levels are sufficient for this type of programme. - By delivering on promises. - Making a personal connection. - More dialogue and less lecturing. - If the facilitators are open and honest it helps participants to do the same. A lot lies in the perception of the attendant. They need to feel that the facilitators are interested in them as people, open, honest, non-judgmental and would like them to be the same. It does not help that the facilitator just mentions it, they must lead by example. Edification also helps. If the GIBS staff tells participants that the facilitators are fantastic and they in turn are genuinely interested in and exited about what the attendants do, you have a winner. - The programme I have attended was quite cooperative and collaborative - I don't really have further suggestions.

Table 5.20: Question 4: How do you believe trust could be built during the attendance of this programme?

5.3.6 Question 17: Do you believe that you formed new ideas as a result of the programme you attended?

Question 17. Do you believe that you formed new ideas as a result of the program you attended?		
	Response Percent	Response Count
Yes	84.21%	16
No	5.26%	1
Unsure	10.53%	2
	answered question	19
	skipped question	0

Table 5.21: Question 17: Do you believe that you formed new ideas as a result of the programme you attended?

5.3.7 Question 18: Could you please describe the new ideas that you formed and if there were none, what would you attribute that to?

Question 18. Could you please describe the new ideas that you formed and if there were none, what would you contribute that to?
Responses
<ul style="list-style-type: none"> - Nothing yet, but some planning and discussion about future endeavours. - Making use of innovative business models such as the & quote; Facebook Model & quote; to do online - Market research. - Many ideas related to the course learning's and synergies between them. - Personal engagement is key to success. - New perspective on social entrepreneurship. - Were just more open for trying new things and taking risk. - New ventures to assist in the social struggles in SA can be done be taking your own professional abilities and skill and implementing it to help small NGO's. - Agricultural production following land restitution to create capital while transferring skills. - Bringing bright young minds together to action a specific vision for the greater good of our country - not to just leave it to the politicians. - No meaningful mutual relationship formed. - Saw things from a different perspective and that always gives you new ideas. - Getting into big-time entrepreneurship without fear. - New ideas about the development of business ideas and what makes a good entrepreneur. - In SA we are still struggling to cope with race whereas a new threat in poverty is not really attended to. - Measurement Company in untapped market. - Identifying and possibly filling the gaps in the current SE space. - I now have a better idea about the dynamics of emerging markets. - I grew in my knowledge of strategic planning and have a picture in my head of what it is. I'm not sure that that amounts to a new idea or just an informed picture. - I left with a good sense of the driving force behind strategy formulation and some practical ideas about processes of implementation.

Table 5.22: Question 18: Could you please describe the new ideas that you formed and if there were none, what would you attribute that to?

5.3.8 Question 19: Did you apply the learnings that you got from attending the programme you attended to your everyday life?

Question 19. Did you apply the learnings that you got from attending the program you attended to your everyday life?		
	Response Percent	Response Count
Yes	94.74%	18
No	5.26%	1
Unsure	0.00%	0
	answered question	19
	skipped question	0

Table 5.23: Question 19: Did you apply the learnings that you got from attending the programme you attended to your everyday life?

5.3.9 Question 20: Could you please describe the learnings that you got and if there were none, what would you attribute that to?

Question 20. Could you please describe the learning's that you got and if there were none, what would you contribute that to?
Responses
<ul style="list-style-type: none"> - Focus on the core business. - I have done it recently and haven't had the time to start up yet. - Applied insights in my training programmes. - Well, I wrote my first fundraising proposal for one! I also know much more about strategic planning than I did and though I have not used it yet, I now know what people are talking about at least and I can join in the discussion. - Model for developing / assessing strategy. - Speak up, action your ideas and celebrate the successes. - Self awareness, emotional intelligence, how our past and history is still affecting us even after 10 years of democracy. - Reading more diverse press now. - People are people who have concerns about their country, family and future. - Implications of the historical context of South Africa for my everyday interactions in business and socially. - Be more patient and understanding for different views. Talk about stuff. It results in better understanding. - A lot of development in the leadership management field, also operations and it provided a very good financial base to work from. - Understanding of behaviour in corporate organisations; Imperative that businesses continue to innovate. - Again, many of the learning's have changed my outlook and therefore have an impact on day to day life. In particular, diversity and understanding others has been key for me. - None specific - Just an holistic different way of viewing things. - There is a great need. - Research and networking. - How to assist without thinking to big and to begin by helping someone. - I look at the bottom of the pyramid differently with more hope.

Table 5.24: Question 20: Could you please describe the learnings that you got and if there were none, what would you attribute that to?

5.3.10 Question 21: What do you feel could be the main factors that could assist in the fostering of social entrepreneurship networks whilst attending a programme at GIBS?

<p>Question 21. What do you feel could be the main factors that could assist the fostering of social entrepreneurship networks whilst attending a program at GIBS?</p>
<p>Responses</p> <ul style="list-style-type: none"> - I think that social aspect is a key driver for fostering social entrepreneurship. - Development of business ideas over the period of the programme and to see if a business starts after - Intensity of direct interaction between members. - Let the program run over 2 years. - A formal forum to establish these networks. - To be open to other suggestions and getting in contact with so many other people from different business - Getting a structure program at GIBS that students can partake in. - Increased social interaction between diverse groups & professions off campus. - More specific outcomes. <p>end of the programme. to put together people in groups according to their interest and not into a group with people they have nothing in common with. then people pretend a lot or try to accommodate each other for the sake of the programme.</p> <ul style="list-style-type: none"> - Selecting the right people. And by that I mean not accepting anyone that wants to attend NEXUS! - Regular meetings. - Creation of safe environment for deep engagement on sensitive issues and broad based participation by - Excellent discussion forms created. - Variety of backgrounds, cultures and views. - Involving current SE in the program, get GIBS attendees to work on specific current issues they have. - More attention to interaction, dialogue and debate and less on presentations. - Making sure that a variety of SEs come (a very extended database and prices that makes it possible for even very small organisations to attend). Giving the SEs enough time to describe their projects. Creating an open and trusting environment. Mixing SEs with corporate and CSI managers. - Synergy between participating organisations.

Table 5.25: Question 21: What do you feel could be the main factors that could assist in the fostering of social entrepreneurship networks whilst attending a programme at GIBS?

5.3.11 Question 22: What do you feel could be the main factors that could prevent the fostering of social entrepreneurship networks whilst attending a programme at GIBS?

Question 22. What do you feel could be the main factors that could prevent the fostering of social entrepreneurship networks whilst attending a program at GIBS?
Responses
<ul style="list-style-type: none"> - Racism. - People not having enough opportunity to get together. - Too little structured interaction. - If the same people attend each event (it is not at all bad, but you do want to get new people and organisations in the mix. Not having an open and trusting environment in which everyone feels valued. - No natural meeting points between programmes. - Time and availability. - Give candidates the responsibility of grouping themselves without being prescribed to as to which group they must belong to. if it end up being an all white group or all black of female group its ok. - Make the initial groups smaller - Nexus has too many attendees. - Policing. - Lack of regular attendance by some participants. - Need to provide deliverables for groups after the program has formally end. - Division, or perceived division between cultural groups. - Individual effort. - Limited time, unwillingness of members to contribute. - A variety of individuals. - Limited time to engage at the social entrepreneurship level. - Force individuals to network. - The fear of the unknown and people's lack of involvement. - Insufficient interaction of professional groups.

Table 5.26: Question 22: What do you feel could be the main factors that could prevent the fostering of social entrepreneurship networks whilst attending a programme at GIBS?

5.3.12 Question 23: Would you suggest that GIBS start new programmes?

Question 23. Would you suggest that GIBS start new programs?		
	Response Percent	Response Count
Yes	26.32%	5
No	26.32%	5
Unsure	47.37%	9
	answered question	19
	skipped question	0

Table 5.27: Question 23: Would you suggest that GIBS start new programmes?

5.3.13 Question 24: If you answered Yes to question 23, what should be the subject areas of these new programmes at GIBS?

Question 24. If you answered Yes to question 23, what should be the subject areas of these new programs
<p>Responses</p> <ul style="list-style-type: none"> - Rather build on the existing ones. - Succession planning (very often a Social Entrepreneur's organisation dies when s/he leaves). Mentoring employees. Volunteer management (not sure if you've had that). The Catalyst programme needs to run for a longer period. NGO finances - kind of like finance 101 for NGOs (do you have that?). People management (employees and beneficiaries). Blue ocean thinking strategies and creativity. - Just to improve on the current programmes. - Continuation of a Nexus but in a more precise environment - actually having a program with content and - Brainstorming about how poverty is to relieved in SA including assignments to prove it. - Business incubator program where the entire group must develop a business idea, present it to business - Political Science. - Political science and law. The benefits of lobbying.

Table 5.28: Question 24: If you answered Yes to question 23, what should be the subject areas of these new programmes at GIBS?

The results of the semi structured in-depth interviews and the online questionnaire will now be analysed in Chapter 6 of this document by making use of the focus points of Echols and Neck (1998).

6. Chapter 6: Discussion of Research Results

Given the importance of the role of social entrepreneurial networks in society Farruggia (2007) and the lack of research on this subject matter, this research seeks to determine the role of non-traditional business school programmes in fostering social entrepreneurship networks. The focus point of Echols and Neck (1998) were used to discuss the research results. These focus points will now be used during the discussion of the research results and to compare the results to Chapters 1 and 2 of this document. As previously stated it is impossible to comment on the demographics of the attendees due to the fact that no information was made available about the attendees of the two non-traditional business school programmes at GIBS.

6.1: Assist in the detection of opportunities (Echols and Neck, 1998)

Opportunity detection includes the existence of unconstrained relationships and networks (Krackhardt, 1995), being well informed, and having access to information (Echols and Neck, 1998). The following semi-structured interview results fell into this category:

6.1.1 What are the non-traditional business school programmes that GIBS currently offers?

- By making use of Table 5.1 it was recognised that all the experts identified the key programmes that GIBS currently offers. This correlates with the current information posted on the GIBS website, namely www.gibs.co.za. This key programme is the Dialogue Circle and the following programmes are part of the Dialogue Circle as was highlighted by the experts are (GIBS, 2007):

- Nexus – “Nexus is a **network for leaders across institutions**, which creates a peer mentoring environment to address leadership challenges, as well as developing a deeper understanding of socio-economic issues

affecting SA. It is aimed at delegates between the ages of 28 and 35.”
(GIBS, 2007)

- ImagiNation – “ImagiNation **builds leadership for broad economic prosperity**. It is a yearlong programme that develops a network of senior leaders (generally over the age of 35) who learn from leading thinkers and experiential events. They leave with a better understanding of the country and an improved ability to lead their organisations.” (GIBS, 2007)
- Imbokodo – “The Imbokodo Programme **aims to create a network of women** with an emphasis on examining policy issues, creating dialogue opportunities and developing leadership skills.” (GIBS, 2007)
- Colloquium for Social Entrepreneurs – “The colloquium **builds a network of Social Entrepreneurs** in the region, creates a body of knowledge, and supports the effectiveness of Social Entrepreneurs in the NGO sector.” (GIBS, 2007)
- Spirit of Youth – “The Spirit of Youth programme **engages leaders** in their final two years of schooling, and creates opportunities for them to experience South Africa in a world context.” (GIBS, 2007)
- Breakfast with Champions – “Breakfast with Champions **brings together former and current Chairpersons and CEOs** of large companies and senior government officials, with the objective of learning from their experience.” (GIBS, 2007)

The other non-traditional business school programmes include the Executive Learning Network, The African Business Network, the various MBA international trips (i.e. the global electives) and the various other forums that GIBS organises.

6.1.2 Does the business school, namely GIBS, facilitate non-traditional business school programmes? - Table 5.2, which highlights the various responses on the elements of Hawawini (2005), indicates that GIBS does facilitate non-traditional business school programmes. Table 6.1 indicates the current non-traditional business school programmes and how they compare to the requirements of Hawawini (2005). Table 6.1 aims to summarise the Hawawini (2005) and GIBS non-traditional business school programme comparison. The comparison which was done by using the Hawawini (2005) elements and the findings of the experts clearly indicates that the current non-traditional business school programmes of GIBS are part of a business school that is non-traditional in its views and therefore non-traditional, dynamic and innovative in its approach.

6.1.3 What resources does GIBS make available in order for the identified business school programmes to foster social entrepreneurship networks? - Table 6.2 again confirms the findings of McClelland (1961) and the critical resources needed for the fostering of social entrepreneurial networks. Table 6.1 indicates that GIBS are providing these resources.

Conditions as set by Hawawini (2005)	Programs run by GIBS (2007)
The effects of globalisation on business education and how to respond to this phenomenon (Hawawini, 2005);	Nexus, Imagination
The shortage of highly-qualified staff and how to compensate for the shortfall (Hawawini, 2005);	Imagination, Imbokodo
The need to introduce more soft skills into the curriculum while preserving the more analytical and concept-based courses (Hawawini, 2005);	Colloquium for social entrepreneurs
The effects of information and communication technologies on teaching and learning methods (Hawawini, 2005);	Nexus, Imagination
The need to achieve financial balance and the questionable sustainability of current or alternative funding models (Hawawini, 2005);	Brakfast with champions
The need to adopt more effective governance structures and to make the appropriate strategic choices that will allow the school better to cope with competitive pressures (Hawawini, 2005); and	Nexus, Spirit of Youth

Table 6.1: Hawawini (2005) and GIBS Non-traditional Business School Programmes comparison

McClelland (1961) competencies	Experts comments during interviews
Opportunity seeking and initiative	"GIBS are constantly seeking new opportunities to better themselves" - Expert 1
Risk taking	"GIBS are not scared to take risks by trying out new things" - Expert 1
Demand for efficiency and quality	"I met with Nick Binedell and he is adamant about the quality of the CSE" - Expert 2
Persistence	"If there is one thing that GIBS does without fail, it is evaluating itself" - Expert 1
Commitment to the work contract	"The CSE and I are committed to building a lasting relationship with all attendees and the two changes prior to my appointment does not help the cause" - Expert 2
Information seeking	"GIBS although young needs more research, as does all of the SA business schools" - Expert 2
Goal setting	"GIBS and its leadership challenges itself to become the best business school" - Expert 1
Systematic planning and monitoring	"If there is one thing that GIBS does without fail, it is evaluating itself" - Expert 1
Persuasion and networking	"Networking is crucial for GIBS and its good name is assisting in this regard" - Expert 1
Independence and self-confidence	"GIBS is a trend setter with the confidence to evaluate each program as an individual business case" - Experts 1 and 2

Table 6.2: McClelland (1961) and Expert Interview comparison

According to the experts the following resources that are made available by GIBS are:

- *Time and financial support*
- *Have good sponsors*
- *Have good internal funding through the MBA*
- *Takes risks*
- *Allows all attendees to access the various networks that were formed through:*
 - *Its state of the art facilities – thus creating the necessary environment for non-traditional business school programmes to succeed, and*
 - *The quality lecturers it has – faculty are invited from business schools across the globe to ensure quality lecturing takes place.*

The following online questionnaire results fell into this category:

6.1.4 The ranking of a personal and emotional connection of attendees to the programmes? - According to Table 5.3 the majority of the attendees felt that they had an emotional connection to the programme they attended with an average mean of above 2 across all the criteria. The results further indicate that the attendees felt that they were also emotionally attached to their fellow attendees on the non-traditional business school programmes, substantiating the findings of Lüthje & Franke (2002) in Section 2.7.2 of this document. It highlights the fact that these programmes could provide the necessary platform for attendees to emotionally connect, and as a result form social entrepreneurship networks. It should be noted that the lowest emotional connection of attendees was to the facilitators and guest speakers at the programmes. This is a positive in the sense that attendees use the learnings of the programmes, the material discussed during the programme and each other to emotionally connect, and not only to rely on programme facilitators and guest speakers to make emotional connections.

6.1.5 The past business experience of attendees - The past experience emphasises meta-cognitive knowledge (e.g. learning to learn, awareness of one's strengths) alongside formal and practical knowledge (Paloniemi, 2006), making experience not only something possessed by an individual but something more collective in its nature as highlighted by Table 5.4. It is evident from the results of question 2 of the questionnaire that the majority of the attendees felt that they had experience across the areas highlighted, apart from the area of research. It must be stated that the issue of lack of research done at the business school was highlighted by the experts during their interviews.

The knowledge base of those respondents that completed the questionnaire seems appropriate for the development of new networks as they had a lot in

common and hence could easily form new networks from a business experience point of view.

6.1.6 Did the attendees have past experience of social entrepreneurship? -

Table 5.5 indicates the majority of respondents did not have any past experience of social entrepreneurship. The fact that 42.11% of respondents answered yes to this question is evidence of the fact that most social entrepreneurship ventures rely heavily on donors rather than internal funding as was found by StatsSA (1995). The rationale beyond this conclusion lies in the fact that social work activities only amounted to R1, 816 billion versus a GDP of +/- US\$300 billion in South Africa in 1995 (StatsSA, 1995). The ratio of US\$300 billion divided by R1, 816 billion equals +/- 1300 %. This figure in comparison to the results of Table 5.5 is totally skewed and thus the reason for the comment that most respondents actively support or are involved with social entrepreneurial ventures.

6.1.7 The social entrepreneurial ventures of the attendees -

The answers as indicated in Table 5.6 of the respondents to question 5 of the questionnaire relate to the conclusions of Section 6.1.6 of Chapter 6. Only three of the nineteen respondents gave examples of previous experience in social entrepreneurship. It is evident from the results that individuals support social entrepreneurship ventures rather than initiate them. These findings are in contrast with the factors needed for social entrepreneurs to start social ventures as was stipulated by Spear (2006) and Robert & Woods (2005).

The conclusion is that individuals that attend these non-traditional business school programmes support social entrepreneurship ventures in various ways (donations, occasional assistance), rather than actually starting social entrepreneurship ventures.

6.1.8 Did the programmes raise awareness of the current social issues in South Africa? - From Table 5.7 it is clear that the current non-traditional business school programmes do raise awareness of social issues in South Africa. This speaks to the fact that current non-traditional business school programmes do follow the phases of social network forming, namely the period prior to innovation, where prospective entrepreneurs are informed regarding a certain issue (Taatila *et al*, 2006). The fact that non-traditional business school programmes do raise the awareness of social issues correlates with the findings of De Pablos (2005), that social networks such as the non-traditional business school programmes at GIBS represent a source of competitive advantage and therefore deepen the understanding of social networks as a source of sustained competitive advantage.

6.1.9 The current social issues in South Africa the attendees became aware of - It is evident that the current non-traditional business school programmes at GIBS do communicate the current realities in South Africa (Olkkonen *et al*, 2000). The fact that there are synergies in the answers of the respondents further provides evidence that current non-traditional business school programmes are beneficial for linking ideas of various individuals and institutions (Downes, 2005) (Pumar, 2005), i.e.:

- *“Unemployment; poverty is perpetuated by the by the protectionism strategies of unions.”*
- *“Poverty, lack of government involvement, bureaucracy in places of need.”*
- *“HIV, Unemployment, Skills Development.”*

6.1.10 Did the programmes raise the awareness of the current economic issues in South Africa?

From Table 5.9 it is clear that the current non-traditional business school programmes do raise awareness of economic issues in South Africa. GIBS being

the business school used to conduct the research on could thus be qualified as a typical non-traditional business school due to the fact that it addresses the challenges and opportunities in South Africa (Hawawini, 2005). The fact that the majority of the respondents felt that the non-traditional business school programmes do raise awareness of economic issues in South Africa will assist GIBS to make suggestions to individuals, organisations and government structures regarding global and South African challenges.

6.1.11 The economic issues in South Africa the attendees became aware of -

The fact that the non-traditional business school programmes do raise awareness of both social and economic needs in South Africa can be seen from Tables 5.8 and 5.15, and could be used as evidence to substantiate the fact that networks could be formed as a result (Papanek, 1962) (Stevenson, 2000) (Fisher, 2004). These programmes do provide the following resources:

- Intellectual Capital – Comments regarding this point were:
 - *“Macro Economic principles were new for me, I realised that programmes such as BEE are necessary but are also affecting SA's competitiveness”*
 - Conclusion – Intellectually, attendees were challenged with realities in South Africa (Rwigema & Venter, 2004).

- Public Capital – Comments regarding this point were:
 - *“The level of poverty”*
 - Conclusion – Attendees were challenged with the realities of economic issues in the public domain of South Africa (Oldfield, 2004). The results provide further evidence that the findings of Chandra *et al* (2001), Antonites (2003), Watson & Van Vuuren (2002) and Van Tonder (2003) are true for the social dilemmas in South Africa.

6.2 Assist in opportunity facilitation (Echols and Neck, 1998)

Facilitating opportunities is only possible if opportunities have first been detected (Echols and Neck, 1998). Facilitation hence achieves nothing unless motivation exists for future transactions or networks. The following semi-structured interview results fell into this category:

6.2.1 What programmes should a business school provide to be relevant in the South African context? - Once it had been established that GIBS did facilitate non-traditional business school programmes, the platform for the questionnaire were laid. In order to allow business school programmes to be relevant to the South African context, one of the experts described the desired business school model to look like Figure 6.1.

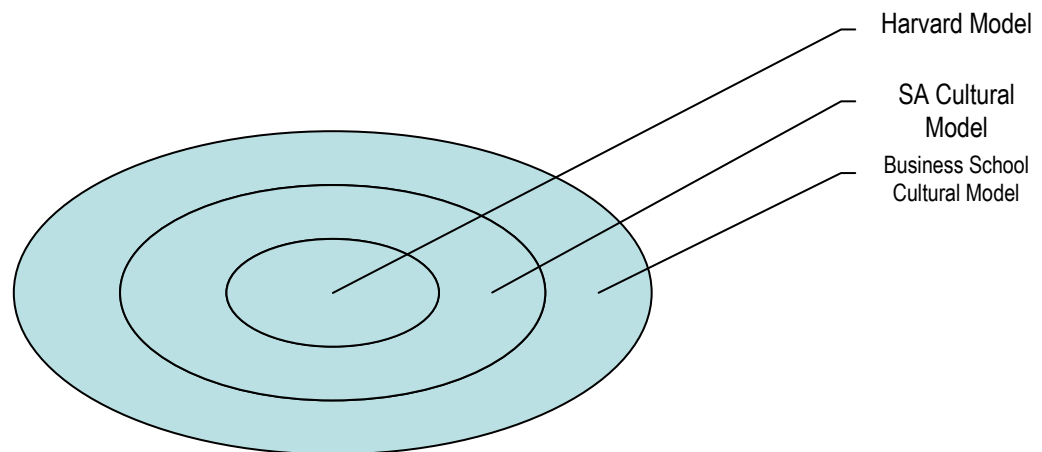


Figure 6.1: A Desired Business School Model that will fit the South African context

A common set of values will be established through the usage of this model, and by making use of the Harvard Business School Model which constitutes of the following (Guide to authors, 2008):

“One of the most distinctive features of Harvard Business School is its use of the business case method, an active learning model that teaches participants how to assess, analyse, and act upon complex business issues. Rooted in real-life experiences, the business case method develops analytical skills, sound judgment, and the leadership potential within each participant.”

For an AMBA-accredited business school in South Africa and the non-traditional business school programmes it offers to be relevant, it will need to ensure that the non-traditional business school programmes it offers are similar to those currently used by the business schools such as the Harvard Business School.

6.2.2 What is needed for non-traditional business school programmes to be relevant in the South African context? - By taking cognisance of Section 2.7 of this document, the experts were prompted to highlight pertinent issues that are solely connected to the South African context. It was found by the responses of the experts that the findings of Dhliwayo (2008) as highlighted in Chapter 2 of this document, were in fact real and true to the current issues in South Africa. The responses of the experts also correlate with the four non-economic factors of Papanek (1962) and Fisher (2004) needed for the development of social entrepreneurship.

The experts found that the discussion of political matters was needed for non-traditional business school programmes to be more relevant to the South African context. This according to the experts would allow for social contracts, as highlighted in Section 2.5, and trust, as highlighted in Section 2.6.1.3, to be addressed and would henceforth allow for politicians or aspirant politicians to become political leaders with better political savvy. This would further allow their fellow South Africans to become politically active and hopefully address the social problems of South Africa.

The non-traditional programmes need elements that would specifically address the social issues in South Africa. These non-traditional business school programmes should address social needs such as unemployment and education, but also address the South African-specific social issues such as those highlighted by the experts.

Lastly it was found that current educational programmes that are specifically aimed at the South African social and financial issues are crucial for the success of non-traditional business school programmes in South Africa. Education was found by the experts to be imperative for all non-traditional business schools in South Africa, which again emphasises the importance of the findings by Dhliwayo (2008), Papanek (1962), Stevenson (2000) and Fisher (2004) in Sections 2.6.1 and 2.7.2 of this document.

The following online questionnaire results fell into this category:

6.2.3 How trust was rated by the attendees - The majority of attendees felt that there was trust between them and the other attendees. Due to the absence of hierarchies on a programme, it could be concluded that the findings of De Klerk & Kroon in Section 2.6 indeed proves that the culture of a group could in fact influence network formation. The fact that all attendees are equal could contribute to the fact that trust is high between attendees. This result is in contrast to the further findings of De Klerk & Kroon that South African businesses currently have a low reliance on trust. It seems that programmes such as non-traditional business school programmes could build trust, which is the core element of any current and future network.

6.2.4 Were social entrepreneurship networks formed as a result of the non-traditional business school programmes? - According to Table 5.12, 68.42% or

respondents believe that social entrepreneurship networks were formed as a result of the programme they attended. The fact that these networks were formed could classify non-traditional business school programmes at GIBS as intangible assets (Brereton & Jones, 2002), and as a direct result address the useful properties of Greve & Salaff (2003) and Wasserman & Faust (1994). These properties can be found in Chapter 2 of this document.

6.2.5 Could you please describe the different social entrepreneurship networks that were formed as result of the non-traditional business school programmes - In order to further elaborate on the question 12 of the questionnaire, a sample of the responses from Table 5.13 will be divided into positive and negative comments:

- Negatives:
 - *“4 Days are too short.”*
 - *“I am not aware of any formal structures that were formed. I think it is loose relationships between individuals. The Catalyst programme was not focussed on Social Entrepreneurs, but a new network flowed out of that.”*
 - *“My guess is that all participants are too busy and the nature of the course didn't facilitate practical connections / there were no natural connections between our organisations.”*

- Positives:
 - *“New business opportunity.”*
 - *“I am aware of a number of new ventures that were created as a result of interactions between attendees although not for me personally.”*
 - *“Broad network of contacts.”*

From the responses it is clear that the non-traditional business school programmes allowed the attendees to form networks or not. Where there were positive remarks it is clear that these networks did lead to new social entrepreneurial activities. This correlates with the findings of Jenssen & Greve (2002) and Taatila *et al* (2006) that social networks do foster social entrepreneurial networks and as a result social entrepreneurship activity.

6.2.6 Were the networks that were formed across sectors? - From Table 5.14 it could be concluded that sharing of knowledge took place due to the fact that the majority of respondents felt that networks that were formed were formed across sectors (De Klerk & Kroon, 2007). These results correspond with those of De Klerk en Kroon (2007) where it was found that the sharing of knowledge took place. These findings furthermore correlate with the entrepreneurial competencies as identified by McClelland (1961), where for instance attendees are committed to a work contract due to the fact that new ventures were formed.

6.2.7 Were the networks that were formed across race, across gender and across religious beliefs? - According to Stevenson (2000) and Fisher (2004), social entrepreneurship flourishes when the successful members of a community reinvest excess capital in the projects of other community members. By taking cognisance of the history of South Africa it is clear that the current trend, according to the results from Tables 5.15, 5.16 and 5.17, highlight the fact that networks are formed across racial boundaries, across gender and across religious beliefs. This would also allow for a programme such as EMPRETEC to be more successful in the South African context.

6.2.8 Are the current facilities at GIBS assisting in the fostering of social entrepreneurship networks? - The GIBS facilities do assist with the formation of

social entrepreneurship networks. It was mentioned by all the experts as well as 94.74% of the respondents (Table 5.18) of the questionnaire that GIBS' facilities are a contributing factor to the formation of social entrepreneurship networks. This meets the requirements of Lüthje & Franke (2002) in the sense that the institution actively promotes new networks and creates an atmosphere that inspires the development of new businesses.

6.3 Assist in the motivation to pursue opportunities (Echols and Neck, 1998)

Being able to detect and facilitate opportunities, as well as having the motivation to pursue opportunities, establishes an entrepreneurial climate for innovative success (Echols and Neck, 1998). This climate needs a structure to support it, i.e. social entrepreneurship networks. The following semi-structured interview results fell into this category:

6.3.1 What is GIBS doing to facilitate social entrepreneurship networks? -

GIBS have a good brand name for a business school that has only been in existence for 8 years. GIBS has been rated one of the top business schools in South Africa by the Financial Mail of August the 29th 2008. GIBS uses this brand name and the coverage that it gets from publications such as the annual Financial Mail ratings to influence the fostering of social entrepreneurship networks.

GIBS uses a three-pronged approach as previously indicated in Section 5.3.1, whereby it has different programmes dedicated to address the three approaches. Whilst this study is focused on non-traditional business school programmes, the value of a traditional business school programme such as an MBA or PDBA could not be excluded as being of importance in the fostering of social entrepreneurial networks at GIBS.

If the results from the expert interviews are used as a guide, it was found that GIBS - if compared to the findings of McClelland (1961) in Section 2.3.1 - does foster entrepreneurial traits. Table 6.2 indicates the comparison between the interview results and the competencies of McClelland (1961).

In conclusion, it seems that GIBS is using its brand name and competencies to ensure that all its current and future programmes are aimed at complying with competencies and elements similar to those set by McClelland (1961) in Section 2.3.1 of this document and Hawawini (2005) in Section 2.6.1 of this document.

6.3.2 What more can GIBS do to facilitate social entrepreneurship networks? - In order to comply with the literature of Chapter 2 GIBS should, according to the experts, attend to the following social needs in particular:

1. The inequalities that exist in South Africa - the experts stated that GIBS was not adequately attending to this matter. Table 2.1 indicates the change in employment in existing SMMEs in South Africa, clearly indicating that the suggestions of the experts are on par with what is happening in the South African employment statistics. Lack of employment is a direct result of the lack of adequate and well structured education.
2. The current involvement of government – Section 2.3.1 highlights the core areas that are needed for government to attend to in order to foster social entrepreneurial networks. The experts agreed with these findings and identified the same areas where the current non-traditional business programmes of GIBS were lagging. To highlight but a few of these areas:
 - a. *The lack of opportunity seeking and initiative* – Expert 1 suggested an entrepreneurial incubator.

- b. *Demand for efficiency and quality* – Expert 1 suggested more investment into proper research.
3. *Look into an entrepreneurship incubator irrespective of the intention, i.e. social in nature or not.* If the GEM Report (2007) is used as an indicator of entrepreneurship and the lack of employment in South Africa as indicated by Table 1.1, the conclusion of the experts could be seen as accurate. The need for more entrepreneurs is greater than ever due to the growing demand for employment and all the social issues it could possibly resolve.
4. *Research* – Figure 2.5 indicates a decrease in the number of attendees at educational institutions which is indicative of the lack of research. It should be noted that GIBS is still a young business school and research results should only become evident in the future, due to the time and resources it requires.

6.3.3 Leading from Section 6.3.2; should this be the case for other AMBA-accredited business schools in South Africa? - The association of MBAs, or AMBA as it is known, stands for (Guide to authors, 2008):

- *“Our strong brand is internationally-recognised as the quality benchmark for the MBA.*
- *Our networks and insights mean we are positioned as the international authority on MBA issues.*
- *We are seen as independent and impartial in a complex business environment.*

- *Our accreditation philosophy is based on a developmental approach and is designed to meet employers' changing needs.*
- *We are in touch with our members and their concerns as practising business leaders.”*

The highlighted issues of Section 6.3.2 should further the brand name AMBA and address the current needs of South Africa, especially the fostering of social entrepreneurial networks. It is not possible to comment further on this section due to the lack of information on other AMBA-accredited business schools in South Africa.

6.3.4 What does GIBS continuously do to foster non-traditional business school programmes? - Through the responses of the attendees it was found that GIBS as a business school does provide the network conditions as were set by Stevenson (2000) and Fisher (2004) under Section 2.3.1. GIBS furthermore address the characteristics of a social enterprise as indicated by Table 2.2. According to the experts, GIBS ensures that they actively aim to achieve the conditions as were set out by Lüthje & Franke (2002) in Section 2.7 of this document. Through the responses of the experts and the past attendees of the two non-traditional business school programmes it was evident that GIBS as an institution:

1. Actively promotes the process of founding new companies, but are still lacking real results.
2. It has a creative atmosphere that could possibly inspire new ideas.
3. The current non-traditional business school programmes foster social leadership skills, and provide attendees with a “toolkit” to start a business or to grow an existing business.

4. The institution supports multi-disciplinary teams.

The following online questionnaire results fell into this category:

6.3.5 How trust could be built during the attendance of a non-traditional business school programme? - From Table 5.20 it is evident that most attendees on the non-traditional business school programmes suggested a more interactive environment where attendees could debate and interact without fear of rejection. These elements suggested by the attendees correlate with those findings of Mouzas & Naude (2007) and Lansbury (2004) in Section 2.5 of this document, where it is suggested that the following takes place:

- Recognition – The following direct quotes were made in this regard:
 - *“Teambuilding exercises focused on trust”*
 - *“By ensuring that all class attendees participate and share in talks. The facilitation is vital to set a trend”*
- Prioritisation - The following direct quotes were made in this regard:
 - *“More interaction beforehand. Less people!”*
 - *“Teambuilding exercises focused on trust”*
- Mobilisation - The following direct quotes were made in this regard:
 - *“Establish expectations”*
 - *“By delivering on promises”*
 - *“If the facilitators are open and honest it helps participants to do the same. A lot lies in the perception of the attendee. They need to feel that the facilitators are interested in them as people, open, honest, non-judgmental and would like them to be the same. It does not help that the facilitator just mentions it, they must lead by example.*

Edification also helps. If the GIBS staff tells participants that the facilitators are fantastic and they in turn are genuinely interested in and excited about what the attendees do, you have a winner.”

These suggestions correspond with the suggestions of Hawawini (2005) where it is suggested that a business should constantly evaluate itself in order to strengthen its reputation and develop the school’s brand in order to secure its long term, competitive position and as a direct result allow for more social entrepreneurship networks to be formed.

Lastly, these suggestions correlate with the conditions as set out by Stevenson (2000) and Fisher (2004), where it is suggested that entrepreneurship (in this instance social entrepreneurship) flourishes in communities and/or programmes in which the successes of other community members are celebrated rather than derided (see prior comments of recognition). It also substantiates positivity rather than negativity (see prior comments on recognition), as was found by Stevenson (2000) and Fisher (2004).

6.3.6 Were new ideas formed as a direct result of the attendance of non-traditional business school programmes? - Table 5.21 indicates that 84.21% of all respondents found that new ideas were formed as a result of the non-traditional business school programme they attended. This result indicates that the non-traditional business school programmes are adhering to the phases of Taatila *et al* (2006), where idea development is the second high-level phase. This in turn will have a positive influence on data gathering and alliances formed (Gulati *et al*, 2000).

If the Echols & Neck (1998) framework of corporate entrepreneurship is used it is clear from Table 5.22 that the majority of the attendees, apart from one attendee, were still in the detection phase. It can be concluded that this opportunity detection

includes the detection of unconstrained relationships and networks (Krackhardt, 1995). Evidence of this lies in the following responses:

- *“Nothing yet, but some planning and discussion about future endeavours.”*
- *“Bringing bright young minds together to action a specific vision for the greater good of our country - not to just leave it to the politicians.”*
- *“Making use of innovative business models such as the Face Book Model to do online business.”*

It is evident from the responses in Table 5.22 that detection took place that could develop into new networks and ultimately new ventures. This also collates with the triadic model of entrepreneurial learning of Rae (2005). The evidence of entrepreneurial learning lies in the following comments;

- *“New perspective on social entrepreneurship.”*
- *“Saw things from a different perspective that always gives you new ideas.”*
- *“I now have a better idea about the dynamics of emerging markets.”*

What is worrying is the fact that none of the respondents provided a response that could be linked to a successful business. This substantiates the findings of Brereton & Jones (2002) that opportunities are not just “out there” waiting to be recognised, but are in fact difficult to find and more difficult to bring to fulfilment. This issue is critical from a South African perspective.

6.3.7 Did attendees of the non-traditional business school programmes apply the learnings that they got from attending the programmes to their everyday life? - From the results of Table 5.23 it is clear that contextual learning, which is part of the triadic model of learning, took place (Rae, 2005). 94.74% of respondents indicated that they did apply the learnings that they got from attending the non-traditional business school programmes to their everyday life.

If the results from question 18 of the questionnaire are compared to that of questions 19 and 20 of the questionnaire, it is clear why South Africa according to the GEM (2007) Report is portraying such poor results on entrepreneurship. Although 94.74% of respondents said they applied their learnings, only one respondent in question 18 of the questionnaire stated that s/he started a venture. Shaw & Carter (2007) and Farruggia (2007) stated that social entrepreneurs are there to break “new” ground and to make substantial social differences, but it is clear from the results that this is not happening. As was previously stated, the conclusion is that South Africans donate on a social front rather than starting social entrepreneurial ventures. It is however evident from the remarks and results that social entrepreneurship networks are being formed as a result of non-traditional business school programmes.

6.3.8 What are the main factors that could assist the fostering of social entrepreneurship networks whilst attending a non-traditional business school programme at GIBS? - From Table 5.25 the following comments are highlighted:

- *“Increased social interaction between diverse groups professions off campus.”*
- *“If attendees could be involved in a meaningful mini research programme where they have to present at the end of the programme. To put together people in groups according to their interest and not into a group with people they have nothing in common with. Then people pretend a lot or try to accommodate each other for the sake of the programme.”*
- *“Involving current SE in the programme, get GIBS attendees to work on specific current issues they have.”*
- *“More attention to interaction, dialogue and debate and less on presentations.”*

- *“Making sure that a variety of SEs comes (a much extended database and prices that make it possible for even very small organisations to attend). Giving the SEs enough time to describe their projects. Creating an open and trusting environment. Mixing SEs with corporate and CSI managers.”*

The conclusion from these responses is that the focus from a business school perspective should be on trust, social contracts and the importance of communication (Barney & Hansen, 1994) (Hill *et al*, 1999) (Johannisson, 1986) and (Marsden & Campbell, 1984).

6.3.9 What are the main factors that could prevent the fostering of social entrepreneurship networks whilst attending a non-traditional business school programme at GIBS?

- Kuratko & Hodgetts (1998) stated that networks relieve loneliness. Bornstein (2008) addressed the fact that working “quietly” is important for individuals to provide relevant contributions to a social network. From the results of Table 5.26 both these findings are touched on:

- *“Make the initial groups smaller - Nexus has too many attendees.”* (Bornstein, 2008) – It seems that the above-mentioned non-traditional business school programme has too many attendees and as a result does not allow for quality contributions.
- *“People not having enough opportunity to get together.”* (Kuratko & Hodgetts, 1998) – It seems that due to the fact that there are too many attendees and other factors such as those highlighted by Table 5.26, not enough time is provided for networks to be formed, thus not relieving loneliness.

6.3.10 Should GIBS start new non-traditional business school programmes? -

The majority of the respondents in Table 5.27 felt that it would not be necessary for GIBS to start new programmes. The comments made suggest that current programmes should be bettered and should incorporate political matters as was suggested by the experts. The Parris (2008) Value Add Conundrum could play a significant role in enhancing the social returns of non-traditional business school programmes. This could possibly eliminate the weakness highlighted by Dhliwayo (2008) and assist with the adaptability of GIBS to the social needs of South Africa (Roper & Cheney, 2005).

6.4: Conclusion

If the results of the interviews and questionnaires are used as a guideline due to their qualitative nature, it could be stated that GIBS, although seen as being a young business school, has had substantial success in the formation of social entrepreneurship networks. It is currently using the Harvard Business School Model as the core concept, but has successfully implemented the required needs that are addressed in Chapter 1 and 2 of this document. GIBS have incorporated their own culture and that of South Africa into its non-traditional business school programmes.

The results indicate that although social entrepreneurship networks are formed as a result of non-traditional business school programmes, a very small percentage of these formed social entrepreneurship networks complete the circle and lead to new social entrepreneurship ventures. The biggest attributing factor to this statement is the fact that South Africans donate rather than innovate. It would be difficult to exclude an old saying: *"It is easy to give money, but difficult to give time"* (Unknown).

7. Chapter 7: Conclusion

Social entrepreneurship should not be thought of as existing in a domain of its own, exclusive from other forms or applications of entrepreneurship (Roberts & Woods, 2005). Due to the lack of research done on this subject and the networks it consists of, the boundaries are far more blurred, particularly as commercial businesses become more socially responsible and develop triple bottom line reporting measures. As a result social entrepreneurship could be seen as a mindset or a paradigm that has a place in any business, be it in the for-profit sector or in the voluntary sector (Roberts & Woods, 2005). The situation for South Africa is even more blurred if we make use of documents such as StatsSA (2007) and the GEM Report (2007), where it is indicated that poverty and other social issues are rising.

7.1 Commit to a meaningful purpose

Research shows that conventional entrepreneurs start businesses for various honourable reasons that include a desire for more autonomy and a more significant role, greater financial upside and dissatisfaction with current position, among others (Dobrev & Barnett, 2005; Lee & Venkataraman, 2006; Segal, Borgia, & Schoenfeld, 2005). While most conventional entrepreneurs are personally ethical and socially conscious individuals, research from this study indicates that making an environmental or social difference was not a key motivation for the attendees on non-traditional business school programmes, but that the situation could possibly change in the near future (Choi & Gray, 2008).

All AMBA-accredited business schools in South Africa should emphasis the importance of not only adhering to the rules and regulations as set out by the Association of MBAs, but also focus on the development of social entrepreneurial networks. There should be a global and African tendency to make use of social elements to enhance businesses to the good of all. The Parris (2008) study provides evidence that there would be substantial advantages for the client should

entities follow a more social approach. The current emphasis on triple bottom line reporting would also benefit as a direct result.

What could culminate as a direct result of this research is the true empowerment of business school attendees. This research could potentially change the way that companies, individuals and governments see the way that businesses should be run and henceforth change policies and attitudes.

Pedagogical insight is crucial for assessment purposes (Pretorius, 2008). Implications for business educators and education policy makers are that research such as this study can be successfully applied to assess current non-traditional business school programmes used for the development of entrepreneurs, social or not, in South Africa (Pretorius, 2008).

7.2 Future studies

Further studies should focus on how the ratings of a business school in South Africa influence its ability to influence social entrepreneurship networks. This would assist with the choice of any individual, entity or government to empower themselves and their social causes. It will furthermore allow the Association of MBAs and other grading institutions to better themselves and possibly provide them with other grading tools and criteria.

It could not be established if the current measurement tools of GIBS and the measurement tools of other business schools are adequate to properly measure network results. A research study into these tools and other measuring tools such as those used by the Harvard Business School would allow business schools in South Africa to provide non-traditional business school programmes that are focused and as a result deliver students or attendees that can make an impact on society in general.

This study focused on the impact of non-traditional business school programmes in fostering social entrepreneurial networks, but does not measure the success and maturity of the social entrepreneurial network after the initial establishment of the network. It furthermore does not state what the ability of the network is to foster other social entrepreneurial networks. It would provide significant insight if further research could be done on these two aspects.

The significant work done by Parris (2008) will require further research. This model, if compared to current institutions such as MyC4.com and Grameen Bank, has proven the importance of such institutions as suggested by the Parris (2008) and the impact of such institutions could be not only on the South African environment, but also on the global environment and markets.

It would be interesting to know whether or not current donations are really benefiting the social needs in South Africa. This question was raised due to the fact that this research provides evidence that most attendees donate rather than operate their own social ventures. The assumption is that donations are invested in bank accounts rather than in the causes it is directed at.

Lastly it is suggested that research be done on the value that Social Return on Investment (SROI) could potentially have for companies in South Africa and abroad.

7.3 Conclusion

Pages & Garmise (2003) found that entrepreneurs thrive in situations where they can effectively network with other entrepreneurs. These networks not only help entrepreneurs to help themselves, but they offer advantages for the wider community, and it is in this regard that social entrepreneurship networks benefit.

A current problem area of social networking was found to be the true understanding of the term social entrepreneurial networking. Traditional networking was found to be a term that was used commonly and with understanding, whereas social entrepreneurial networking was found to be a term rarely used and not thoroughly researched. Due to the fact that most individuals, companies and governments are not informed or are ill-informed about this term and what it stands for, social entrepreneurial growth is hampered and the current social state of South Africa is evidence thereof.

To conclude; the following roles are currently played by non-traditional business school programmes in fostering social entrepreneurship networks;

1. The venue where the programmes are hosted – the venue setup and the equipment provided are critical for the successful fostering of social entrepreneurship networks.
2. The institution that hosts the non-traditional business school programmes – due to the fact that this study focused on business schools that are AMBA-accredited, the institution of choice will play an impact on the fostering of social entrepreneurship networks.
3. The diversity of the non-traditional business school programmes – the diversity of the programmes offered by the business schools will allow different members of the public to attend different programmes. It is this diversity of attendees that will allow social entrepreneurial networks to be formed and to henceforth take the responsibility of social issues to a broader group.
4. Non-traditional business school programmes aimed at fostering social entrepreneurship networks should follow a model similar to that of the

Harvard Business School model, but also ensure that it always incorporates the current culture of the business school and that of South Africa.

5. The lecturers and their abilities are crucial for the success of any program, irrespective if they are traditional or not. Currently a business school like GIBS empowers their lecturers, but also monitors them constantly through the use of evaluation forms in order to ensure quality of programmes.

Finally it will be evaluated if the initial questions as set out in Chapter 1 are answered:

1. The current non-traditional business school programmes, namely Nexus and The Colloquium of Social Entrepreneurs, are fostering social entrepreneurship networks. The evidence for this conclusion lies in the results of the respondents as was discussed in Chapter 6 of this document. It is concluded that by taking the discussions of Chapter 6 into consideration that the Nexus non-traditional business school programme and The Colloquium of Social Entrepreneurs non-traditional business school programme is fostering social entrepreneurial networks.
2. The attractiveness of GIBS lies in its current brand name, its facilities, its professional manner of approaching the attendees of these non-traditional business schools in South Africa (lecturers, variety of programmes, assessments) and its AMBA accreditation. Other business schools in South Africa should aspire to these elements as it seems that they do foster social entrepreneurship networks.
3. Benefiting the South African economic environment in respect of which benefits are achieved by means of:

- a. Various networks were formed as a result of the non-traditional business school programmes. The results of actual social enterprises being established were small, and as previously discussed, it could be due to the fact that individuals and enterprises donate rather than to innovate or to start their own social enterprises. It is in this regard that entities such as Grameen Bank and MyC4.com play a leading role.

- b. Due to the previous point discussed it is unclear whether or not non-traditional business school programmes could prevent unemployment in South Africa, however literature states that entrepreneurship assists in job creation, and as a result non-traditional business school programmes could assist in creating employment (Lüthje & Franke, 2002). Government and social structures that support entrepreneurship are needed to assist non-traditional business school programmes in fostering social entrepreneurship ventures and networks.

Finally, the best practices as are highlighted in this document should be researched in more detail in order for current non-traditional business school programmes to become more dynamic. It is envisaged that more research into the subject of social entrepreneurship, with the assistance of models such as the Value Add Conundrum, could benefit South Africa and other developing countries.

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9. List of Appendices

Appendix 1: Approval from GIBS

E-mail received from Professor Nick Binedell on Tuesday 25 March 2008:

From: Glynnis Borgstein [mailto:borgsteing@gibs.co.za] **On Behalf Of** Nick Binedell
Sent: 25 March 2008 09:35 AM
To: Christo Enslin; Nick Binedell; Kerry Chipp; Margie Sutherland; Adele Bekker
Cc: Anthony Pranglely
Subject: RE: Research

Dear Christo,

Thank you for sending me through your proposal.

In principle, so long as the intervention is well managed, I have no problem with you accessing the Dialogue Circle, subject to Anthony Pranglely's approval. Anthony is the Dialogue Circle Project Manager.

Can I suggest that you discuss the matter with him?

With best wishes,
Nick Binedell

Nick Binedell
Director
Gordon Institute of Business Science

Main Tel: +27 11 771 4000
Direct Tel: +27 11 7714118
Fax: +27 11 7714123
E-mail: binedelln@gibs.co.za
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E-mail received from Anthony Prangley on Wednesday 23 April 2008:

From: Anthony Prangley [mailto:prangleya@gibs.co.za]
Sent: 23 April 2008 09:59 AM
To: Christo Enslin
Subject: RE: Research

Looks fine. Let's go.

Ant

Anthony Prangley
Dialogue Circle Manager
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Appendix 2: Semi-Structured Interview Guideline

Question 1: What are the non-traditional business school programmes that GIBS currently offers?

This question will act as a leading question for questions 2 and 3.

Question 2: a) What programmes should a business school provide to be relevant in the South African context?

Question 2: b) What is needed for non-traditional business school programmes to be relevant in the South African context?

By making use of the findings of Lüthje & Franke (2002) it will be established whether or not the current programmes, as suggested by the experts, do provide relevant programmes in the South African context and what more is needed for better relevance.

Question 3: Does the business school, namely GIBS, facilitate non-traditional business school programmes?

By making use of the definition of Hawawini, 2005, research question 3 will establish if these business school programmes fit the description of a typical non-traditional business school programme. This question will be asked to the experts of social entrepreneurship networks due to the fact that they had extensive knowledge about the research topic and GIBS.

Question 4: What is GIBS doing to facilitate social entrepreneurship networks?

The question aims to establish what the current contributions of GIBS are to foster social entrepreneurship networks.

Question 5: a) What more can GIBS do to facilitate social entrepreneurship networks?

Question 5: b) Leading from Question 5 a; is this the case for other AMBA accredited business schools in South Africa?

It will aim to establish as part of further recommendations what more an institution such as GIBS can do to foster social entrepreneurship networks.

Question 6: What resources does GIBS make available in order for the identified non-traditional business school programmes to foster social entrepreneurship networks?

Once it has been established that GIBS does facilitate non-traditional business school programmes and that these identified non-traditional business school programmes fall within the framework as was set out by the literature study, the next step would be to establish what resources were made available by GIBS to facilitate these non-traditional business school programmes. This question will be asked to the experts on social entrepreneurship networks due to the fact that they have extensive knowledge about the research topic, GIBS and the identified non-traditional business school programme.

Question 7: What does GIBS continuously do to foster these non-traditional business school programmes?

With the assistance of GIBS it will be evaluated whether or not these non-traditional business school programmes are a frequent occurrence and if these non-traditional business school programmes lure the same attendees, different attendees or a mixture of existing and new attendees.

Appendix 3: Questionnaire

Question 1: Rank your personal emotional connection to the programme?

The concept is an assessment of the level of emotional intensity in the attendees' perceptions of the particular non-traditional business school programmes (Keane, 2006). The range of emotional intensity runs along a continuum from passion to ambivalence (Keane, 2006). Emotional intensity is a reflection of the business school and the attendees' reputation, the nature of the non-traditional business schools programmes, as well as the level of public awareness and access to those programmes (Keane, 2006).

Question 2: Rank your own past experience of the following business areas?

Past experience emphasises meta-cognitive knowledge (e.g. learning to learn, awareness of one's strengths) alongside formal and practical knowledge (Paloniemi, 2006), making experience not only something possessed by an individual but something more collective in its nature. The past experience intelligence would be measured according a subset of questions where participants will be asked to rate themselves on a predetermined Likert scale. The questionnaire attached as Appendix 3 under Questions 1 and 2 highlights the questions in detail.

Question 3: How would you rate the trust between the following?

Trust is described by Zsolnai (2004) as a state of mind, an expectation held by an economic agent or in these instances attendees of the non-traditional business school programmes about one another and that the other behaves or responds in a predictable and mutually acceptable manner. It is these attributes that will be evaluated during the interviews.

Question 4: How do you believe trust could be built during attendance on this programme?

The question aims to determine how trust could be built during attendance on these non-traditional business school programmes.

Question 5: Do you have past experience of social entrepreneurship?

This question aims to determine if the respondent is currently involved, or has previously been involved, in social entrepreneurship.

Question 6: If you answered Yes or Unsure to Question 5, please state what the experience was?

This question aims to determine what past experiences the attendees had and ultimately if these experiences influence the fostering of social entrepreneurship networks.

Question 7: Did the programme you attended raise your awareness of the current social issues in South Africa?

This question aims to determine whether or not the current social problems in South Africa are highlighted during these non-traditional business school programmes and whether or not they could possibly assist with the fostering of social entrepreneurship networks.

Question 8: What were the social issues in South Africa that you became aware of, and if there were none, what would you attribute that to?

This question aims to determine what the current social issues are in South Africa, and if no issues become apparent what the reason for that would be.

Question 9: Did the programme you attended raise your awareness of the current economic issues in South Africa?

This question aims to determine whether or not the current economic problems in South Africa are highlighted during these non-traditional business school

programmes and whether or not they could possibly assist with the fostering of social entrepreneurship networks.

Question 10: What were the economic issues in South Africa you became aware of, and if there were none, what would you attribute that to?

This question aims to determine what the current economic issues are in South Africa and if no issues become apparent what the reason for that would be.

Question 11: Do you believe that social entrepreneurship networks were formed as a result of the programme you attended?

The aim would be to establish whether or social entrepreneurship networks were formed.

Question 12: Could you please describe the social entrepreneurship networks that were formed (e.g. a new forum, a new business etc.) and if there were none, what would you attribute that to?

The question aims to determine what networks were formed and if not, what the reasons are for no network forming.

Question 13: Were the networks that were formed created across sectors, e.g. between an attendee with a manufacturing background and an attendee with a financial background?

The aim is to establish what sectors, if any, are more likely to form new social entrepreneurship networks.

Question 14: Were the networks that were formed across race?

The aim of the question is to establish whether or not race plays a role in the ability of non-traditional business school programmes to foster social entrepreneurship networks.

Question 15: Were the networks that were formed across gender?

The aim of the question is to establish whether or not gender plays a role in the ability of non-traditional business school programmes to foster social entrepreneurship networks.

Question 16: Were the networks that were formed across religious beliefs?

The aim of the question is to establish whether or not religion plays a role in the ability of non-traditional business school programmes to foster social entrepreneurship networks.

Question 17: Do you believe that you formed new ideas as a result of the programme you attended?

The aim of the question is to establish if non-traditional business school programmes could be seen as entrepreneurial incubators.

Question 18: Could you please describe the new ideas that you formed and if there were none, what would you attribute that to?

The question aims to establish what ideas were formed and if none were formed what the reasons for that would be.

Question 19: Did you apply the learnings that you got from attending the programme to your everyday life?

The aim of this question is to establish whether or not current non-traditional business school programmes provide tools that could be applied to everyday life and because of this could assist in the fostering of social entrepreneurship networks.

Question 20: Could you please describe the learnings that you got and if there were none, what would you attribute that to?

The question determines what learnings are evident at non-traditional business school programmes and if there are none, what the reasons for this would be.

Question 21: What do you feel could be the main factors that could assist the fostering of social entrepreneurship networks whilst attending a programme at GIBS?

This question aims to establish what, from an attendee point of view, the main factors are that could foster social entrepreneurship networks.

Question 22: What do you feel could be the main factors that could prevent the fostering of social entrepreneurship networks whilst attending a programme at GIBS?

This question aims to establish what, from an attendee point of view, the main preventative factors are that could foster social entrepreneurship networks.

Question 23: Would you suggest that GIBS start new programmes?

The questions would try and establish what new programmes current attendees would like to attend, which could possibly suggest that these new programmes would foster social entrepreneurship networks.

Question 24: If you answered Yes to question 23, what should be the subject areas of these new programmes at GIBS?

An extension of question 23 which aims at getting new ideas for non-traditional business school programmes.

Question 25: Do you believe the current facilities at GIBS assist in the fostering of social entrepreneurship networks?

The question aims to determine whether or not current facilities at GIBS promote social entrepreneurship networks.

Appendix 4: Proof of Ethical Clearance

E-mail received from Shirlene Smits on Monday 18 August 2008:

Hi Christo,

Hope you are well.

I am pleased to let you know that your ethical clearance application has been approved. Best of luck with the remainder of your research.

Kind regards,

Shirlene

Shirlene Smits
Programme Marketer
The Gordon Institute of Business Science

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Appendix 5: Summary transcripts of the in-depth interviews

1. Interview summary – Anthony Prangley

Question 1: What are the non-traditional business school programmes that GIBS currently offer?

The Dialogue Circle, the Executive Learning Network, the African Business Network, the MBA Visiting Trips (i.e. Global Electives) and the different forums it has.

Question 2: a) What programmes should a business school provide to be relevant in the South African context?

I believe we should incorporate more of the Harvard Business Model and establish a framework from that that will incorporate the GIBS culture and well as the needs of the various programmes of The Dialogue Circle.

Question 2: b) What is needed for non-traditional business school programmes to be relevant in the South African context?

The programmes should also address the following:

- Political matters
 - Political savvy for leaders
 - Political engagement
- Social matters
 - Crime
 - Education
 - HIV/AIDS
- Economic matters
 - Inequalities
- Racial differences

- Gender differences
- Religious differences, although I feel that out of all of this, this is a positive

Question 3: Does the business school, namely GIBS, facilitate non-traditional business school programmes?

Yes

Question 4: What is GIBS doing to facilitate social entrepreneurship networks?

They are fostering networks and have the attitude to ensure that network building does take place. They also have a hard and broad approach:

Hard Approach - Colloquium for Social Entrepreneurs, and their involvement in the action for a safer South Africa

Broad Approach - The MBA itself

Hard and Broad Approach - The Dialogue Circle

Question 5: a) What more can GIBS do to facilitate social entrepreneurship networks?

They have a narrow and broad focus:

Narrow Focus - A bigger social entrepreneurship focus
- Bigger social entrepreneurship focus during the MBA

Narrow Focus - They are naïve about inequalities
- Need to have more government involvement
- Get more actual entrepreneurial involvement (incubation)
- Look at Africa as a whole

Hard and Broad Approach - The Dialogue Circle

Question 5: b) Leading from Question 5 a; is this the case for other AMBA accredited business schools in South Africa?

Yes

Question 6: What resources does GIBS make available in order for the identified non-traditional business school programmes to foster social entrepreneurship networks?

- Its brand name
- Time and money
- New programmes
- Sponsors
- Internal funding through the MBA
- Risk taking
- Alumni network accessibility
- Have an instinct for creating learning spaces
- Good facilities
- A negative is the lack of research

Question 7: What does GIBS continuously do to foster these non-traditional business school programmes?

They do the following:

- Make use of evaluation forms to better themselves
- When they take risk they do proper risk assessment and control
- They try out new things continuously
- They apply continuous assessment
- They “kill” unsuccessful programmes
- Everything is judged on a business case

2. Interview summary – Kojo M. Parris

Question 1: What are the non-traditional business school programmes that GIBS currently offer?

The Dialogue Circle and the programmes it consists of. It must be noted that all of these programmes are important for network development and how they link back to the community.

Question 2: a) What programmes should a business school provide to be relevant in the South African context?

Let's take a step back and ask what the real challenges are in South Africa. In my mind it is the lack of a common set of values and this makes the Dialogue Circle and the programmes it consists of relevant.

Question 2: b) What is needed for non-traditional business school programmes to be relevant in the South African context?

The programmes should be more accessible to the man on the street and must aspire to be more in line with a common set of values of GIBS.

Question 3: Does the business school, namely GIBS, facilitate non-traditional business school programmes?

GIBS are innovative, so yes I would say they are fostering non-traditional business school programmes. I also believe that they are leaders in this field in South Africa. They not only look at the economic issues in South Africa, but also address the social issues: however they need to have a more mainstream focus as previously discussed.

Question 4: What are GIBS doing to facilitate social entrepreneurship networks?

They incorporate not only social or traditional entrepreneurs but also get the youth involved in these non-traditional business school programmes. They have a lot of integrity.

Question 5: a) What more can GIBS do to facilitate social entrepreneurship networks?

GIBS need to invest a lot more in research. We must realise that the field of social entrepreneurship is a new one and hence will need a lot of time and resources to properly research this field.

Question 5: b) Leading from Question 5 a; is this the case for other AMBA accredited business schools in South Africa?

Yes, the more empirical value created the sooner we will see real results.

Question 6: What resources does GIBS make available in order for the identified non-traditional business school programmes to foster social entrepreneurship networks?

- An environment that is conducive for the development of ideas
- GIBS use its brand well
- GIBS needs to be an advocate for social entrepreneurship as a to do, thus needing to be a movement.

Question 7: What does GIBS continuously do to foster these non-traditional business school programmes?

They welcome challenging ideas and empower their lecturers. I want to emphasise the fact that they use their brand extremely well.

3. Interview summary - Beulah Thumbadoo

Question 1: What are the non-traditional business school programmes that GIBS currently offer?

The expert knows about Dialogue Circle and the programmes it consists of. She also knows that some of the previous programmes have been cancelled.

Question 2: a) What programmes should a business school provide to be relevant in the South African context?

There needs to be a link between business thinking and corporate social responsibility and how to make this link more practical. The link should allow for a hands-on experience, as this is critical in taking a next step to assist social businesses to reach targets and to continue their existence.

Question 2: b) What is needed for non-traditional business school programmes to be relevant in the South African context?

That business schools should get more feedback and these business schools should accept critical feedback as well as good feedback. Business schools need to implement feedback received. Business schools should also entice attendees to look past the specific days' emotion and to really evaluate the programme. The crux however is to develop an action plan from the feedback.

Question 3: Does the business school, namely GIBS, facilitate non-traditional business school programmes?

Yes, they are leaders.

Question 4: What are GIBS doing to facilitate social entrepreneurship networks?

The Dialogue Circle and old programmes such as Catalyst are indicative of an effort of an institution doing something. The programmes at GIBS are “clever” programmes, inexpensive, well planned, and all have interesting formats. The

programmes are designed to force attendees to interact, and therefore take relationships to another level.

Question 5: a) What more can GIBS do to facilitate social entrepreneurship networks?

Get more government involvement through institutions like Ashoka and individuals such as Kojo M Parris. The aim should be on more research, books like From Dust to Diamonds, thus facilitating research. More teaching should be on social entrepreneurs and about the necessary development of all the skills required. More informal gatherings should be held. GIBS should realise the element of being alone when you are an entrepreneur and GIBS should assist more in this regard. Evaluate what is working and what is not, thus doing less but more. Ask help from other institutions, experiment more. Get involvement from retired business people.

Question 5: b) Leading from Question 5 a; is this the case for other AMBA accredited business schools in South Africa?

Yes, but even further than that. Get the local communities involved, e.g. in different towns get different involvement from organisations such as Common Purpose.

Question 6: What resources does GIBS make available in order for the identified non-traditional business school programmes to foster social entrepreneurship networks?

- Bring communities together
- Food – Lorenzo's
- Facilities
- Lecturers
- Bring business leaders together

Question 7: What does GIBS continuously do to foster these non-traditional business school programmes?

They get attendee involvement through different communication channels such as Blogs. Regular correspondence through mediums such as newsletters is also common.