

Service Learning to Social Entrepreneurship: A Continuum of Action Learning

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Service-Learning (SL) pedagogy is recognized as providing a dynamic and holistic education. Social Entrepreneurship is expressed as a learning outcome that will enhance community sustainability as well as innovative and ethical values. In this article the author bridges two fields of study by proposing a continuum in which the greatest level of SL exposure, in conjunction with the optimal structuring of the teaching contextual variables, result in social entrepreneur behaviors. The model explores the contextual variables which impact the student, including: the nature of the service experience, the expectations of the community client, and the academic parameters guiding the experience.

INTRODUCTION

In an environment where graduating ethical and creative managers who can operate within an increasingly complex global context is a core outcome for business school education, SL is recognized for its effectiveness as a teaching methodology. Further, social entrepreneurial behaviors have been identified as highly sought after capabilities for organizational managers, both as an economic driver and demonstration of corporate social responsibility (Mars & Garrison 2009). This paper explores a conceptual model which ties the factors implicit in the teaching construct of a Service-Learning pedagogy to the development of student skill development and the adoption of social entrepreneurial behaviors, and the resultant degree of impact upon society.

BENEFITS OF SERVICE LEARNING

The SL methodology builds upon Dewy's 'primacy of experience', which advocates active learning and reflection, and the evolving body of 'experiential learning' research, which entails students applying academic models to solve problems outside the classroom (Dewy 1933). The experiential learning model developed by David Kolb (1984) provides an important theoretical framework demonstrating that experiential learning is effective because it facilitates cognitive development for students with different learning styles. The key differential between SL and experiential learning is the dual nature of the interaction: benefit is derived by both the students providing a service and the beneficiary (Govekar & Rishi 2007).

Although several definitions of SL exist, four core features are commonly referenced: a hands-on learning experience, the requirement for reflection, a community-based service which fosters civic values, and a beneficial experience both for the student and the community organization. The SL methodology encompasses a plethora of effective teaching strategies which range from short volunteer placements to

semester-long consulting projects, as well as individual or group based activities that may be mandatory or optional, and either embedded in the course content or offered as an extra-curricular activity (Godfrey, Illes, & Berry 2005).

While educators and community leaders gradually recognized the rationale for incorporating pedagogies to enhance ethical values, SL as a core teaching gained traction subsequent to the 1996 Journal of Business Ethics special issue in which SL pedagogy was profiled (Kenworth-U'Ren 2008, Godfrey & Grasso 2000). The credibility of SL as an effective teaching process for cognitive and skill development has been established by numerous empirical articles. Govekar and Rishi have argued that SL has the potential to transform business graduates, thereby ensuring the continued relevancy of business education. They have reported an enhanced ability to respond to change, better teamwork, an increased awareness of diversity, and improved critical and creative thinking for students who were involved in SL projects (Govekar & Rishi 2007). Research has also documented that technical and cognitive capabilities are enhanced by SL student projects (Rama, Ravenscroft, Wolcott, & Zlotkowski 2000).

Empirical studies validating the effectiveness of SL identify the following outcomes: enhanced personal growth, self-esteem, the greater development of personal responsibility (Eyler & Giles 1999), leadership, communication, and interpersonal skills (Tomkovick, Lester, Flunker, & Wells 2008), and CSR values (Lester, Tomkovick, Wells, Flunker, & Kickul, 2005). The effectiveness of SL to reinforce and provide deeper understanding of academic content is a transcendent theme (Kenworth-U'Ren 2008). The SL pedagogy has been adopted across a wide range of disciplines; a recent study by Sheil and Bahk (2010) examined an innovation in service learning that amplifies the pedagogical outcomes for international public relations students.

Business education has been widely criticized for generating graduates with shallow moral values who employ a 'tool-box' mentality for resolving problems (Hsu & Hamilton 2008). The cognitive ability and enhanced skills attained through real-world experiences while addressing real-world issues through SL have been accepted as at least a partial solution (Godfrey, Illes, and Berry 2005). de Janasz and Whiting (2009) assert that the complex and unanticipated global change necessitates the adoption of a holistic approach to management education where adaptability, moral behavior, and global awareness is emphasized. They argue that traditional skill-set-focused curriculum is inadequate and that teaching pedagogy must be modified to enable students to adapt quickly within a moral framework. The literature recognizes the capability of the SL methodology to provide the structure for the critical learning experiences needed by current and future business graduates and indicates SL is 'best practice' for student experience, course content, and community sustainability (Kenworthy-U'Ren 2008).

DEFINING SOCIAL ENTREPRENEURSHIP

Social entrepreneurship as a field of study evolved within the domain of public sector studies, and only emerged as a focus of study within entrepreneurship in the late 1990's. A broad definition characterizes social entrepreneurship as innovative social ventures (Cochran 2007), which may occur across nonprofit, business, or government sectors (Austin, Stevenson, & Wei-Skillern, 2006). The definition provided by Gregory Dees (1998) described social entrepreneurs as agents of change within nonprofit organizations who create entrepreneurial solutions in the pursuit of organizational sustainability. His research provided a framework of social entrepreneurial behaviors as follows:

- A social mission is pursued,
- New opportunities that serve the mission are recognized and pursued; problems become opportunities, and the agent is relentless in their pursuit,
- A process of continuous innovation, that entails adaption and learning, is implemented,
- Actions are not limited by current resources: tight financial budgets do not restrict strategies or decisions as new sources are sought,
- Value is created; the constituents are served in a cost-effective manner and a 'fit' between community needs and social investors is created to ensure accountability.

A common theme of social entrepreneurship literature portrays the phenomena as exclusive to not-for-profit organizations as a means to attain social goals (Dees, Emerson, & Economy, 2002). Social entrepreneurial activities would include better ways to create and sustain social value, as well as integrated programs that provide revenue to the organization. This approach emphasizes creativity and entrepreneurial actions that will lend to sustainable organizations. Other researchers espouse a broader definition of integrated social entrepreneurship in which income-generating activities produce beneficial social outcomes (Fowler, 2000). Examples of such organizations would include Banks which offer micro-financing programs or organizations which pursue a 'social mission', such as environmentalism. Numerous researchers provide illustrations of social entrepreneurship within the context of corporations such as Newman's Own or Honest Tea (Choi & Gray, 2008). Typically, such ventures have founders or managers who are driven by social values but also have profits that are distributed to owners (Peredo & McLean 2006).

Austin et al provided a useful framework for distinguishing between commercial and social entrepreneurship. The first point of division is the mission: commercial entrepreneurs produce innovative ventures for the purpose of private financial gain; social entrepreneurs embed social value within the core. The performance metrics for social enterprises usually entails a dual bottom line, financial and social, while the success of commercial ventures is defined by their financial performance. Finally, resource mobilization is much easier for commercial ventures who offer financial returns to an array of investors such as angels, venture capitalists and the founders. The ability to secure financing further enables expansion of profit oriented ventures, as staff may receive higher compensation, systems that enhance operational efficiencies may be purchased, and funds are available for research that creates product differentiation and competitive advantage.

Social enterprises are recognized as facing inherent challenges because of their nature and the dual bottom line (Tracey & Phillips, 2007). The theme of social entrepreneurs being adaptable by creating agile organizations with self-correcting systems and a learning organization provides credence to the entrepreneurial type of behaviors necessary for the sustainability of such ventures (Roper & Cheney, 2005).

Dacin, Dacin and Matear (2010) provided clarity regarding the definition of social entrepreneurship by examining conventional, cultural, and institutional entrepreneurship frameworks. They concluded that while social entrepreneurship is not a distinct form of entrepreneurship, the unique phenomena that contribute to or exist within social entrepreneurial organizations may be unique and require further inquiry. The model introduced in this paper seeks to contribute to further understanding of the contextual factors that contribute to the development of social entrepreneurs.

Why does Social Entrepreneurship Matter as an Educational Outcome?

Tracey and Phillips (2007) argue that Social Entrepreneurship should be included in business curriculum not only because of the increasing relevance of the phenomena for organizational sustainability, but also due to the significant number of students who are entering business schools specifically to gain the skills they need to launch social enterprises. They cite the growing number of social entrepreneurship business plan competitions, as well as the Social Enterprise initiatives of several institutions such as Harvard Business School, Stanford University, and Duke University as evidence of the trend.

Social Entrepreneurs contribute to the social and economic fiber of communities because they have an inherent incentive to find opportunities others overlook, and they have the drive and creativity to develop innovative approaches that generate viable enterprises (Dees 2008). Social entrepreneurship is perceived by many to be part of the 'tool kit' for managers of non-profit organizations, as well as a capability in managers who creates a hybrid value chain enabling competitiveness for commercial enterprises (Weerawardena and Mort 2006). Further the creativity and CSR orientation contributes to the competitive advantage and potential new revenue streams of both nonprofit and commercial enterprises (London 2008).

The economic importance of social enterprises is recognized as significant; however, certainty as to the economic impact has not been empirically articulated on a global basis. Harding (2007) cites government sources in the United Kingdom that 55,000 social enterprises constitute 5% of all businesses with employees, and annual sales of approximately 27 billion pounds. The nascent contributions of social enterprises to the global economy is illustrated both by monitoring by organizations such as the Global Entrepreneurship Monitor (GEM), and as well government initiatives.

The impetus to create a learning environment where social entrepreneurship is encouraged and developed is clear. Business schools, as well as the broader educational milieu, need to graduate skilled and ethical people who value corporate social responsibility, but who also have the attributes of entrepreneurs (Steiner and Watson, 2006, Tracey and Phillips, 2007, Mars and Garrison, 2009). While there is a growing consensus that the attributes of social entrepreneurship are desirable as an academic outcome (Weerawardena and Mort 2006), debates regarding the optimal teaching pedagogy to achieve that outcome remains contentious, and empirical evidence to verify success is lacking (Tracey and Phillips 2007).

Can Social Entrepreneurship be Taught?

The teaching of social entrepreneurship will be addressed by examining the two components that define the phenomenon: a community orientation as expressed by CSR, and entrepreneurial behaviors engaged in social missions. Starkey and Tempest (2008) propose business schools should experiment with a new 'hybrid' approach to designing curriculum, one that involves knowledge and practice in which graduates will become managers who shape sustainable social, economic and cultural conditions which align with ethical social and environmental values. Baveye (2008) proposes non-traditional course formats, meant to prepare students effectively for lifelong, self-directed learning Hay (2008) argues that business schools must redefine their purpose to generate social value not only through academic research and teaching, but through social value creations. He supports training practitioners in the not-for-profit sector as well as business leaders who espouse SCR values, through action learning.

Entrepreneurship education literature cites some widely adopted teaching methodologies, such as courses that are primarily comprised of business plan preparation, that do not contribute to entrepreneurial behaviors (Honig 2004). Rather, a holistic approach comprised of a variety of integrated experiential techniques may contribute to entrepreneurial and social entrepreneurship development (Calvert, Jagoda, & Jensen, forthcoming, Moroz, Hindle & Anderson 2010). Tracey and Philips (2007) articulate the challenges of teaching social entrepreneurship, as well as strategies for implementation. They cite the dual nature of social entrepreneurship, which entails both recognizing and successfully seizing market opportunities through innovation and flexibility with the additional complexity of achieving a social outcome as creating a distinctive challenge. They submit three issues that need to be addressed in social entrepreneurship education as follows:

- **Managerial accountability:** social entrepreneurs require a distinct set of competencies pertaining to governance, in particular regarding communication with stakeholders,
- **Tools and frameworks:** social entrepreneurs need training to create competitive advantage within the scope of their social purpose and their limited financial resources,
- **Leadership and Management capability:** the complex and dual nature creates motivational issues, contributed to by restricted budgets and multiple stakeholders, necessitating not only managerial competency, but also leadership.

Tracey and Philips (2007) provide six strategies for teaching social entrepreneurship which entail weaving social entrepreneurship topics throughout traditional courses, sparking interest with speakers, using 'real' social enterprises as teaching examples, and incorporating social entrepreneurship through a range of action learning methodologies including business plans, consulting projects, and social enterprise internships. The experiential aspect of teaching social entrepreneurship is espoused by several researchers, with some providing examples of major project work creating social value not only for nonprofit organizations and SMEs, but also contributing to ethical and innovative behaviors by students (Calvert 2009, Calvert, Jagoda, and Jensen, forthcoming).

Service learning as a successful pedagogy for entrepreneurship education is supported by numerous researchers. One such program is the Minding Our Business (MOB) program at Rider University, which advances the personal and vocational development of urban youth through entrepreneurship education (Hernandez and Newman 2006). The course enables graduates to develop social responsibility and entrepreneurship skill development as they mentored venture creation in middle school children. Specific outcomes as measured by student perception for those who received the mentoring perception: 72% indicated they had improved their entrepreneurship skills, 71% leadership skills, 69% positive self-concept, 59% team skills, and 53% communication ability. Of great interest is the 65% of the participating students who indicated they were more interested in entrepreneurship. Assessment of the business students providing mentorship indicated similar behavioral and entrepreneurship skill enhancement. Student based micro-business incubators are recognized as a popular social enterprise initiative (Kenworthy-U'Ren 2007).

The literature review provided earlier pertaining to service learning clearly shows that a plethora of outcomes pertaining to cognitive, skill, leadership, and ethical development may be derived from the teaching pedagogy. The service learning frameworks and methods that contribute to the development of social entrepreneurial behaviors, frequently espouse a sequential learning process that entails a range of CSR exposure and entrepreneurship training. One model suggests social entrepreneurial behaviors may be developed through an integrated undergraduate business curriculum in which students are exposed to CSR in junior classes, typically functional in nature, then exposed to projects which require creativity and adaptability within a social context in senior course with project based service learning (Calvert, Jagoda, and Jensen, 2010). Service-Learning projects that require demonstration of social entrepreneurship, such as students travelling to disadvantaged regions to create sustainable initiatives, are provided as effective teaching methods (de Janasz and Whiting 2009). Such teaching pedagogies provide dual outcomes, the development of creative and adaptive behaviors, and the keening of CSR values, and are necessary for economic survival in a changing global environment which entails decreased barriers and increased economic uncertainty.

Vega (2007) concurs with the need for ethics and CSR themes to be embedded throughout business curriculum, and states the need for service learning is broader than skill development and community orientation for graduates. She emphasizes the ability for flexibility and adaptability generated by complex service learning engagement when twinned with an ethical value system are crucial attributes for graduates who will become corporate citizens.

This paper contributes to the SL and social entrepreneurship education field by proposing a framework for social entrepreneurship development which examines the factors which frame the experience, and by articulating a continuum of outcomes from SL pedagogies pursued within the context of social entrepreneurship.

THE SERVICE-LEARNING CONTINUUM: A CONTEXTUAL FRAMEWORK

The themes and frameworks of the SL and Social Entrepreneurship literature have been integrated to develop a grounded model for social entrepreneurship education. The model proposes that the attributes commonly ascribed to social entrepreneurs, such as an innovative approach to opportunity creation, the ability to adapt to complex environments, an action orientation, a strong sense of CSR, and the capability to be effective in resource restricted circumstances, may be developed through well structured, and layered SL experiences. The model implies that the faculty member and community agency may vary the impact of the learning experience by managing the contextual variables, resulting in a variant of impact upon the student, and ultimately society. The model implies a direct relationship between the development of social entrepreneurs and a greater degree on impact on societal factors such as employers, non-profit organizations, and the economy. A visualization of the model is provided in Figure I. The model builds upon the conceptual models developed by Weerawardena et al. (2006) and Lester et al. (2005), and incorporates contextual variables provided by the literature.

Figure 1. A SL Contextual Framework : from skill development to social entrepreneurship



The Weerawardena and Wort (2005) model suggests that social entrepreneurship can be conceptualized in terms of a constrained optimization model where the social entrepreneurship outcomes are dependent upon effective risk management, pro-activeness, and innovativeness within the constraining forces of the competitive environment, the social mission, and the need for sustainability.

The Lester et al. Multiple Stakeholder model emphasizes the dynamic relationship between students, the SL community organization recipient, and future employers. Recruiters and non-profit project supervisors were queried about their perceptions, and degree of support for SL experiences. Research indicated that the degree to which recruiters valued student SL varied directly with the level of Corporate Social Responsibility (CSR) practiced by their organization. The recruiter's perceived value of SL thereby positively influences the student's perception of the experience. The impact of the SL experience also varied directly with the structure and management of the experience by the supervisor of the nonprofit organization. Specifically, the greater the level of responsibility entailed in the SL experience, the greater the perceived value by students. Further, the degree of articulation by the project supervisor of the value of the SL provided by the student to the community organization directly influenced the student's desire to learn. The model provides insight as to the dyadic nature of the SL experience by exploring the diverse perceptions and their impact on the perceived value by student participants, employers, and the community organization. Further research supplemented the model by examining specific aspects of the student perception of the experience. Results support the premise that if students perceived the SL experiences as contributing to their personal and skill development, their efforts and their engagement in the experience was positively influenced (Tomkovick, Lester, Flucker, and Wells 2008).

Choi and Gray (2008) provide clarification as to employer's perception of value for 30 organizations, such as Ikea, Patagoina, and Starbucks, with strong environmental and social foci. Their research indicated that while most organizations hire employees based upon criteria such as skills, personal connections and shared interests (Heneman, Tansky, and Camp 2000) socially responsible organizations placed heavy importance on both shared values and skills.

Taylor and Pancer (2007) added another factor to the SL learning context by examining the impact of prior volunteer experiences. Their research employed the Inventory of Service Experience survey to assess the inclination of undergraduate students towards future volunteering. Results clearly indicated that

prior volunteer experience, both negative and positive, impacted future community service, with a positive experience predisposing them to future volunteerism.

Whereas the Weerawardena and Wort model provides the environment context and defines social entrepreneurship behaviors, the Lester model frames the contextual factors that will impact the student SL experience, and hence the propensity for developing the skills and values ascribed to social entrepreneurs. The elements and relationships conceptualized by their models may be woven into contextual factors that impact the SL experience as follows:

1. The student: The impact of the SL experience will be influenced by the student's values and learning style (Kolb, 1984), prior volunteer experience (Taylor and Pancer, 2007), student identification with the project and perception of opportunity to develop skills and personal attributes (Tomkovick et al. 2008), and the perceived value of the experience to potential employers (Lester et al, 2005).
2. Non-Profit Organizations: Student SL provides both short-term benefit through service, as well as the potential long-term benefits of employees, beneficiaries, and emergent service organizations through the creation of social enterprises (Kenworthy-U'Ren, 2008, Mars and Garrison, 2009). Communication of the impact of the student effort on the organization and the nature of feedback from the organization impact the student perception and willingness to exert effort.
3. The Faculty: The faculty role is crucial in creating and managing the experience. The emergent model proposed here-in ties together the relationship the nature of the SL experience upon direct participants and other beneficiaries. A review of SL literature provides numerous contextual factors controlled or impacted by the faculty, potential employers, and the community organization structuring the learning experience, include:
4. The SL pedagogy: the time requirements range from a few hours to semester length projects (Kenworthy-U'Ren, 2008, Godfrey et al. 2005, Vega, 2007), the level of project complexity and the adaptability required (Godfrey and Grasso, 2000), whether the project is compulsory or non-compulsory (Taylor and Pancer, 2007), and the level of creativity required of the student (de Janasz and Whiting, 2009), the integration into curriculum (Govekar and Rishi, 2007), a team versus individual approach, and the nature of reflective exercise required (Kracher 1998) impact the SL experience.
5. Faculty management of the experience: the clarity of instruction, level of communication with community clients (Kracher 1998), the quality of student contact with the community organization and the effectiveness and positive nature of the client feedback (Tomkovick et al, 2008), articulation of benefits for the student and the organization (Taylor and Pancer, 2007), strong partner relationship between faculty and the client organization (Papamarcos 2005), and employers articulating the value of CSR and community service to recruits (Lester et al., 2005) influence the SL experience. Likar (2007) notes the challenge of teaching innovation, and cites the role of faculty in employing a systematic approach as essential to the process.

The degree of impact upon student learning is reflected in Stage Two of the model as illustrated in Figure 1. The student learning outcomes, as gleaned from the literature, may be summarized into the following outcomes:

1. Skills: SL is recognized an effective pedagogy for building interpersonal and managerial skills. While SL methodology is more frequently employed in Management and marketing than in finance and accounting within the business curriculum (Andrews 2007), it has been adopted internationally at all educational levels, and across educational disciplines (Kenworthy-U'Ren, 2008).
2. Development of Cognitive Ability: SL pedagogies enhance cognitive abilities including: communication skills (Lueng, Liu, Wang and Chen, 2007), personal growth, self-esteem, personal efficacy (Primavera, 1999), development of personal responsibility (Eyler and Giles, 1999), and adaptability behavior (De Janasz and Whiting, 2009).

3. Community service orientation and development of ethical values: The SL experience link to the development of ethical values and community service is well documented (Godfrey et al. 2005, Weber, 2006, Salimbene, Buone, LaFarge, and Nurick, 2005).
4. Creation of Social Entrepreneurial Behavior: this outcome for SL has been broached but not proven. The exploration of methods to facilitate social entrepreneurial behavior has begun, with limited empirical research available (Calvert, Jagoda, and Jensen, 2010). While experiential learning has been voiced as a potentially effective pedagogy (Mars and Garrison, 2009), the relationship between SL and social entrepreneurship has not been explored in-depth. The model provided in this paper was developed to partially address this gap.

A CONTINUUM OF SERVICE-LEARNING IMPACT

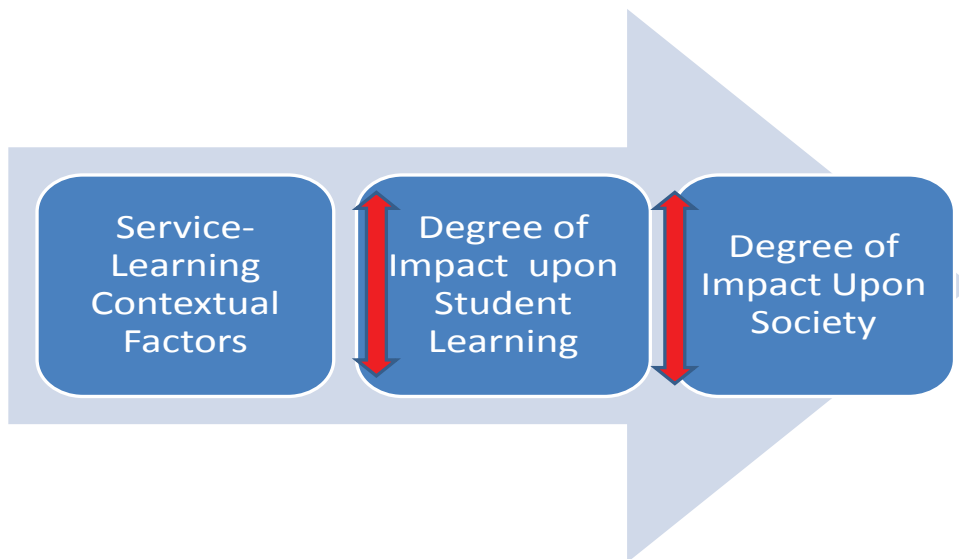
The impact upon society as conceptualized by the literature may be formed into three clusters: employers, non-profit organizations, and the broader community including the economy. The author conjectures that there is a direct and meaningful relationship between the degree to which students develop social entrepreneurial behaviors, and the degree to which society will be influenced. In essence, the greater the adoption of social entrepreneurial beliefs and behaviors, the greater the long-term benefit to society.

Researchers assessing SL based curriculum typically articulate the enhanced ethical behavior and skill enhancement of students, which benefit employers, as well as the direct short-term benefit to community organizations of the fund-raising or activity based service, in conjunction with the potential long-term benefit of attracting volunteers or donors who were exposed to the organization during the process.

This model adds another dimension and explains the degree of impact on both the student, and society, through a continuum structure. It is proposed that development of social entrepreneurs through optimal guidance of the contextual factors will result in the usual benefits, as well as an enhanced long-term impact upon society. Essentially, social entrepreneurs will create dynamic opportunities to improve society through social enterprises, either driven by a dual mission, where their venture contributes to a social mission while creating profit, or through nonprofit enterprises which adopt a social entrepreneurial intuitive through their involvement. The dyadic relationship illustrated by the model shows that well orchestrated SL experiences which include the development of social entrepreneurial behaviors as a desired learning outcome, result in the development of those behaviors, resulting in a greater long-term impact upon society. The diagram implies that a SL experience with lesser student impact upon would result in less learning, which would imply that employers, nonprofit organizations and the community would gain marginal rewards. A well-structured SL methodology which not only develops student skills and cognitive ability but also entrepreneurial capabilities and orientation, would provide the greatest long-term benefit to employers, nonprofit organizations, and the community. The degree of impact as portrayed through a continuum is illustrated in Figure 2.

The dyadic relationship illustrated by the model shows that well orchestrated SL experiences which include the development of social entrepreneurial behaviors as a desired learning outcome, result in the development of those behaviors, resulting in a greater long-term impact upon society. The diagram implies that a SL experience with lesser student impact upon would result in less learning, which would imply that employers, nonprofit organizations and the community would gain marginal rewards. While most faculty focus upon student skill and cognitive development, the purposeful development of teaching methodologies that contribute to emergent social entrepreneurs is a feasible and desirable goal. As such, creating an awareness of faculty of the broader impact of SL methodology, and the greater unrecognized potential, is the underlying logic for development and the promotion of discussion of SL Continuum Model.

A Continuum of Service-Learning Impact



CONCLUSION

The author proposes the conceptualization and clarification of the SL contextual factors upon both the student and the broader society. It is suggested that significant opportunity exists to develop SL experiences which will not only promote the development of technical and cognitive skills, but entrepreneurial behaviors which would subsequently have greater import to society through employers, nonprofit organizations, and the economy through the creation of social value driven organizations.

The Service-Learning Continuum, as structured as a contextual framework, builds upon the frameworks developed by Lester et al. and Weerawardena and Wort by articulating a dyadic relationship between the contextual factors influencing the SL experience, and the development of social entrepreneurial behaviors. The SL contextual Framework provides a conceptual approach for faculty and academic institutions seeking a greater understanding of the inter-relationship between SL pedagogy and the degree and nature of societal impact. The model suggests that faculty managing the contextual factors can directly influence the development of social behaviors by students, and thereby provide greater impact upon the community.

The model provides a range of promising avenues for further research by defining parameters pertaining to social entrepreneurship education through SL methodology. The author encourages other researchers to evaluate the wealth of existing theories pertaining to entrepreneurship education and to explore their interpretation through SL projects. It is anticipated that researchers will apply the model to their teaching practice, and provide further clarification of the techniques they have employed, and the impact upon the broader community, in the development of social entrepreneurs through SL androgyny. In doing so, the legitimacy of SL as an effective pedagogy for influencing society will broaden to include social entrepreneurship inquiry, deepening our understanding of both fields of study.

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