

# Hochschule für Technik Stuttgart

Study Programme Business Psychology

**Exploring Social Entrepreneurial Intentions by means of  
the Theory of Planned Behavior:  
An Interview Study with Social Entrepreneurs**

Research Project

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## **Abstract**

The main purpose of this research project is to explore the determinants of social entrepreneurial intentions. The research is based on an interview study with social entrepreneurs. Thereby, the theory of planned behaviour (TPB) is applied to the field of social entrepreneurship in order to receive a better understanding about why people engage in social entrepreneurship. To achieve this, the research project utilises a qualitative content analysis and derives three main categories referred to as attitudes, subjective norms and perceived behavioral control. As a result, intellectual stimulation, social responsibility, entrepreneurial drive and impact orientation are identified as favourable attitudes of social entrepreneurs. The most frequent encouragements in the initial founding process are hands-on experience, financial security and endurance. Beyond the TPB, this research project made two observations about role models and personal experiences impacting social entrepreneurial intentions. However, there was no considerable finding about subjective norms.

**Keywords:** Social entrepreneurship, Social entrepreneur, Theory of planned behavior, TPB, Social entrepreneurial intentions

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## **List of Abbreviations**

CSR	Corporate social responsibility
GEM	Global Entrepreneurship Monitor
NPO	Non-profit organisation
SEA	Social entrepreneurial activity
TPB	Theory of planned behavior

## 1 Introduction

"Many young people today feel frustrated because they cannot recognize any worthy challenge that excites them within the present capitalist system. When you have grown up with ready access to the consumer goods of the world, earning a lot of money isn't a particularly inspiring goal. Social Business can fill this void." (Muhammad Yunus, 2007)

Muhammad Yunus received the Nobel Peace Prize in 2006 for his social entrepreneurial activities in Bangladesh. He is the founder of the Grameen Bank that offers microcredits to people in need. The concept of the Grameen Bank acts as a business and simultaneously creates social profit, representing a prominent example for social entrepreneurship. Yunus (2007) stated that today's generation is not primarily attracted by financial incentives, but instead seeks to meet a challenge and bring about change. Hence, social entrepreneurship might serve as a rewarding working life.

Generally speaking, social entrepreneurship is referred to as changing society for the better. Social entrepreneurship is important since it carries out business activities in order to tackle societal concerns. In 2006, searching for the term "social entrepreneurship" in Google generated approximately one million hits (Seelos & Mair, 2009). Ten years later, in 2016, the search results generated over four million hits. This increasing interest in the field of social entrepreneurship is also portrayed in academia. However, the concept of social entrepreneurship lacks knowledge concerning solid theoretical foundations (Pierre, von Friedrichs, & Wincent, 2014).

Social entrepreneurship is an interdisciplinary field that links to sociology, psychology and business. In practice, it is not limited to a discrete sector but can be associated with any field of work such as IT, journalism or health (Huybrechts & Nicholls, 2012). Therefore, the labour market has great potential to contribute to social causes and to pursue issues that affect society.

This research project aims to explore knowledge about intentions of social entrepreneurs within the German society. The next section introduces the problem of social entrepreneurship in Germany.



## 1.1 Research Problem

As stated above, social entrepreneurship is of increasing interest in academia. In practice, the situation is as follows: The Global Entrepreneurship Monitor (GEM) published a global report with the focus on social entrepreneurship in 2009, comprising a sample of 4200 adults among 49 countries<sup>1</sup>. In this respect, it is the first and only survey on social entrepreneurial activities (SEA) to date having collected such a huge empirical data base. Thus, it allows to draw global comparisons in terms of social entrepreneurship (Scheuerle, Glänzel, Knust, & Then, 2013). The report determined an average SEA rate of 1,8% across all investigated countries (ranging from 0,1% in Guatemala to 4,3% in the United Arab Emirates). In this study, Germany accounted for a SEA rate of 0,7%. Thereby, Germany was significantly under the average SEA rate and also showed a low SEA level compared to European countries such as the UK with 2,1 % and France with 2,2% (Bosma & Levie, 2010).

Hence, the question arises why social entrepreneurship is underrepresented in Germany. This phenomenon can primarily be derived from two major reasons: First, there is the mentality in society that the welfare state and the church are responsible for social affairs, leading to the belief that society does not need to take action (Leppert, 2008). Second, legal conditions as government regulations serve as a barrier in initiating SEA. These regulations exist due to the fact that government and social entrepreneurs compete over the same scarce resources in this context (Achleitner, Heister, & Stahl, 2007).

By neglecting the motor of society, great potential to find solutions for societal issues is wasted. To counteract this circumstance, it is essential to gain knowledge about why people engage in social entrepreneurship. The small amount of research on that topic considers the reasons for social entrepreneurial behavior merely from a motivational perspective (Pierre et al., 2014). This one-dimensional approach lacks insight about the encompassing factors that influence behavior. Thus, the purpose of this research project is to explore social entrepreneurial behavior from an intention-based approach. More precisely, the research project aims to understand favourable aspects in terms of being a social entrepreneur and to learn about the factors that

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<sup>1</sup> The GEM is the biggest study on entrepreneurship that is issued in annual intervals. The purpose is to compare the degree of entrepreneurship globally. More information on the GEM can be accessed on <http://www.gemconsortium.org/>.

encourage people in the decision to become a social entrepreneur. This contribution is relevant since it increases the understanding of social entrepreneurial intentions; consequently provides further input to current research on social entrepreneurship.

As it is depicted in chapter 2.2.3., various research domains utilise the TPB to contemplate intentions. Therefore, this research project pioneers in employing the TPB to the context of social entrepreneurship. According to the findings, it is discussed how these insights could be used to stimulate social entrepreneurship in society in order to raise the level of SEA in Germany.

## **1.2 Research Question and Objectives of the Research Project**

Building on the above explanations, the purpose of this research project is to explore the underlying determinants of social entrepreneurial intentions.

Hence the research question is the following, underpinned by three key questions:

*Which determinants drive social entrepreneurial intentions?*

1. What kind of attitudes drive social entrepreneurs towards social entrepreneurial behavior?
2. What do social entrepreneurs think how social reference groups evaluate their professional activity?
3. What did encourage social entrepreneurs in performing social entrepreneurial behavior in the initial founding phase?

By raising these questions, the research project aims to add value both to academia and practice. All three objectives of this research project are portrayed below. The first two objectives contribute to current research while the last one is of practical nature:

- Expanding knowledge about social entrepreneurial intentions:  
The small body of research on intentions of social entrepreneurs leaves intentions' underlying determinants relatively unexplored (Pierre et al., 2014). In this regard, there is a lack of knowledge in current social entrepreneurship research. Thus, this research project aims to enhance comprehension on social entrepreneurial intentions by using qualitative methods. The corresponding results are illustrated in chapter 4.

- Employing the TPB in the context of social entrepreneurship:  
In research, the TPB has been applied to a large variety of disciplines such as entrepreneurship. This is described in chapter 2.2. The research project takes the approach to adopt the TPB to the field of social entrepreneurship. Thereby, it is not the objective to test the theory but to utilise it in order to come up with intentions that are unique to social entrepreneurs.
- Exploring possible ways to raise social entrepreneurial activity in Germany:  
Based on the results, chapter 5 outlines ideas how to improve engagement in social entrepreneurship. In the long run, it is the aim to increase the SEA rate by implementation specific actions. However, a comprehensive plan of action would need further elaboration using findings of this essay.

### **1.3 Structure of the Research Project**

This section gives a structural overview of the research project: The second chapter builds the theoretical basis by depicting two major theoretical concepts- social entrepreneurship and intention models- and provides an empirical framework. First, social entrepreneurship is defined, explained in its role in society and reviewed in both academia and practice. Second, models in entrepreneurship research are outlined. The two most relevant intention models are described and compared against each other. As a result, the TPB is applied to the empirical research.

The third chapter introduces the qualitative research method being employed for this research project. First, the selection process of the sample (here: social entrepreneurs) is portrayed. Second, the development of the interview guideline is explained that is grounded on the TPB. Third, the process of data collection is characterised which represents the foundation for the subsequent analysis.

Chapter four displays the results of the qualitative interviews. First, results are described which directly link to the TPB. In a second step, further observations are addressed that go beyond the scope of the TPB.

The fifth chapter is based on the previous results and discusses relevant findings with regard to theoretical concepts about social entrepreneurship. Second, research limitations are outlined that critically examine the research process. Third, some practical implications are given on how this matter can be approached in practice. Forth, the results are summarised and the research project concludes with open questions for future research.

## **2 Theoretical Basis and Empirical Framework**

This research project is expected to examine two theoretical concepts which are social entrepreneurship and intention models in order to explore social entrepreneurial intentions. In the first part, the terms social entrepreneurship and social entrepreneurs are defined. Then, social entrepreneurship is embedded into the societal context to present its role among other existing institutions. Subsequently, social entrepreneurship is depicted in the frame of academia and in its beginnings in practice. In the second part, intention models are displayed on the basis of entrepreneurship research to date. Next, one model is selected out of the literature review. Hence, this model builds the foundation to investigate intentions of social entrepreneurs within the empirical part of this research project.

### **2.1 Social Entrepreneurship**

For this research project it is essential to have a common understanding about specific terminology. Therefore, in a first step different definitions of social entrepreneurship are discussed in terms of similarities and differences. Then, it is differentiated from related concepts. Second, the term social entrepreneur is defined, marking the selection criteria for the sample.

#### **2.1.1 Definitions**

*Social entrepreneurship* is a widely used concept in literature even though there is no generally accepted definition of the term so far (Phillips, Lee, Ghobadian, O'Regan, & James, 2015). The definition itself is the most discussed topic in social entrepreneurial research, addressed by more than 50 percent of all articles (Sassmannshausen & Volkmann, 2013). Why does such a great debate about the definition exist? As social entrepreneurship is at the interface between various disciplines, it is depicted in literature within a range of contexts and thus discussed from diverse perspectives (Volkmann, Tokarski, & Ernst, 2012). Therefore, a holistic picture on the definition of social entrepreneurship would go beyond the scope of this research project. Instead, this section focuses on selected definitions in order to highlight both differences and similarities among the concept of social entrepreneurship.

Definitions differ in the extent of whether social entrepreneurship is used in a broader or narrower sense (Light, 2008). A broad perspective on social entrepreneurship states that “any definition, measurement or evaluation of social entrepreneurship should reflect both social and economic considerations” (Zahra, Gedajlovic, Naubaum, & Shulman, 2009, p. 522). In contrast Austin, Stevenson and Wei-Skillern (2006) construed social entrepreneurship narrowly by means of “applying business expertise and market-based skills in the nonprofit sector” (p. 2). These two examples display an extensive definition compared to a definition wherein social entrepreneurship is put in a tight framework.

The next paragraph elaborates similarities among definitions on social entrepreneurship. To receive a more profound understanding of the concept, three definitions will be exemplified below. These definitions are drawn from “A Bibliometric Based Review on Social Entrepreneurship and its Establishment as a Field of Research” (Sassmannshausen & Volkmann, 2013) that determined the top twenty most cited contributions on social entrepreneurship:

- Social entrepreneurship “creates innovative solutions to immediate social problems and mobilizes the ideas, capacities, resources, and social arrangements required for sustainable social transformations” (Alvord, Brown, & Letts, 2004, p.262).
- Social entrepreneurship is an “innovative, social value creating activity that can occur within or across the nonprofit, business, or government sectors” (Austin et al., 2006, p. 2).
- Social entrepreneurship is “a process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs” (Mair & Marti, 2006, p. 37).

As shown in the three definitions on social entrepreneurship, they all incorporate the same characteristics. According to Nicholls and Cho (2006), these key characteristics are sociality, innovation and market orientation. In the following, they are briefly outlined individually: *Sociality* means that the main purpose of social entrepreneurship is to foster social impact instead of maximizing financial profit. Thus, sociality is indicated in the definitions by wordings such as focusing on ‘immediate social problems’ and aiming for ‘social change and/ or address social needs’. Next, *innovation* is achievable through different approaches in the social

entrepreneurial context. An innovative character is either manifested through the way how a social issue is tackled, the organisational design or specific products and services. All three definitions emphasise the innovative nature of social entrepreneurship. Finally, the dimension *market orientation* focuses on the exploitation of opportunities. It is desired to enter into cooperation with organisations and interact with the environment in order to generate sustainable impact. Market orientation is expressed by phrases as ‘mobilizes the ideas, capacities, resources, and social arrangements required for sustainable social transformations’ and ‘combination of resources to pursue opportunities’ (Huybrechts & Nicholls, 2012).

A second approach that appears in literature to define social entrepreneurship is to examine the two components “social” and “entrepreneurship” individually (Mair & Marti, 2006; Peredo & McLean, 2006). The social component targets to fill the void of unmet needs and initiate social change by tackling a societal issue. That is why social value is considered of higher priority than economic value (Mair & Marti, 2006). The entrepreneurship element stands for founding a business and is characterised by innovation. Additionally, the entrepreneurial process comprises the mobilisation of resources to exploit an opportunity (Peredo & McLean, 2006).

After having defined social entrepreneurship, this paragraph briefly differentiates social entrepreneurship from related concepts in research such as social business and corporate social responsibility (CSR). To draw the line between social entrepreneurship and *social business* two distinct differences are outlined: First, social entrepreneurship is allowed to practice mission-aligned profit distribution whereas that process is prohibited in a social business. In social business, supporting investors are not allowed to take any profits from the company (Yunus, 2007). Second, social businesses are characterised by full cost recovery through the market. In contrast, social entrepreneurship frequently use mixed income models that incorporate public funding (Yunus, 2007). Another related concept to social entrepreneurship is *CSR*. *CSR* deals with social issues that are embedded in the activities of corporations - here again two distinguishing aspects are decisive: First, whereas social entrepreneurship is characterised by its innovative nature, *CSR* does not require being innovative. Since *CSR* is bound by corporate structures, it oftentimes lacks innovation. Second, social entrepreneurship and *CSR* differ in their goals. Compared to social entrepreneurship, profit maximization is of top priority because *CSR* is an integral part of the corporation (Huybrechts & Nicholls, 2012).

In short, definitions about social entrepreneurship differ in scope but largely share the key characteristics sociality, innovation and market orientation. The second definitional approach identifies similar characteristics and thus confirms the findings of the initial approach. Beyond, social entrepreneurship differs in specific criteria from related concepts such as social business and CSR.

*Social entrepreneur* is referred to the person who conducts social entrepreneurship. For the research project it is important to agree on one definition of this term since that definition subsequently sets the selection criteria for the sample.

According to the previously described bibliometric review from Sassmannshausen and Volkmann in 2013, the most cited work in the context of social entrepreneurship is the article “The Meaning of Social Entrepreneurship” by Dees (1998). Social entrepreneurs are therein defined as “change agents in the social sector” (p. 4). This means that social entrepreneurs initiate and implement larger changes, always pursuing their social mission. Hereby, they do not tackle the symptoms but address the root of the problem to guarantee sustainable change (Dees, 1998). Zahra et al. (2009) recognised differences in definitions about social entrepreneurs in terms of their content orientation. Accordingly, social entrepreneurs thrive for diverse objectives that are clustered into four main content areas: social wealth, total wealth, social justice and the resolution of social problems.

Similar to the discussion on the definition of social entrepreneurship, the term social entrepreneur is defined in very different ways as well. Based on the analysis of Zahra et al. (2009), who dealt in detail with definitions on social entrepreneurs, the following definition is opted for the purposes of this research project:

“Social entrepreneurs create social value through innovation and leveraging financial resources – regardless of source – for social, economic and community development.” (Reis, 1999, p. 3).

This definition is selected for the following reasons: Firstly, the definition comprises the key characteristics of social entrepreneurship that have been explored in advance. Secondly, the definition is not based on any personality traits since it would go beyond the scope to conduct personality tests prior to the interviews to guarantee that the interview partners meet the requirements of the definition. The definition of Reis is picked up later when describing the selection criteria for the sample.

### **2.1.2 The Role of Social Entrepreneurship**

The concept of social entrepreneurship is embedded in an ecosystem interrelating with various stakeholders such as the state, the public and non-profit organisations (NPOs). The role of social entrepreneurship is in between several agents of the institutional landscape. Despite this vast system of institutions, there are still considerable gaps in society. One of the most pressing issues is poverty that the world faces every day (Volkman et al., 2012). Hence, two questions arise in the social entrepreneurial context:

1. Why is the institutional landscape not capable of tackling unmet social needs?
2. Why is social entrepreneurship relevant?

To answer the first question, the above named stakeholders are briefly explored. In government, the high degree of bureaucracy of the apparatus hinders to create human bonds that are necessary to take social entrepreneurial action (Leadbeater, 1997). Moreover, the government lacks appropriate structures that allow to cope with such complex issues in that context. From the business perspective, other topics are possibly regarded as more relevant and pressing (Mair and Marti, 2006). To integrate societal matters, businesses lately started to establish CSR departments. Yet, CSR activities frequently reach limits since they lack innovative character to try out ideas in new ways (Huybrechts & Nicholls, 2012). For a long time, NPOs have attempted to bridge that institutional gap. But they are confronted by two major problems: First, the number of NPOs has increased in recent years which is why financial means are highly limited. Second, NPOs have oftentimes difficulties to find sustainable solutions that generate a major impact (Dees, 1998).

The second question asks for the relevance of social entrepreneurship. Due to the mentioned obstacles from above, existing institutions are not able to meet these social needs. As described in the previous section, social entrepreneurship aims to address unmet social needs. Theoretically, social entrepreneurship combines all necessary characteristics to fill this void and could hence contribute significantly to the overall ecosystem (Mair and Marti, 2006). Still, it is essential to bear in mind that social entrepreneurship is no universal remedy for all sorts of social problems. There are also other models such as third sector initiatives that drive social innovation (Phills, Deiglmeier, & Miller, 2008).



The following case illustrates an example of how social entrepreneurship approached an unmet societal concern: Munir Hasan had the social mission to foster the value of mathematics in Bangladesh. In the late 1990s, mathematics was neither appreciated in society nor popular among students in Bangladesh. To counteract this circumstance, Hasan initiated huge mathematics festivals. These events combined mathematical contests with entertaining activities such as dancing and singing. Hence, mathematics gained immensely in popularity which enabled Hasan to capture this spirit and turn it into the improvement of teaching. This was primarily achieved through media attention that generated financial means. In 2009, Bangladesh reached the third place in the International Mathematical Olympiad in Bremen (Praszkie, 2012). This example highlights the competitive advantage of social entrepreneurship. The social entrepreneurial approach of Hasan revolutionised the education system in Bangladesh and therefore obtained a great impact.

To sum up, this section has depicted the reasons why institutions frequently fail to meet social needs and why social entrepreneurship has the potential to bridge this institutional gap. After having clarified the role of social entrepreneurship, the next chapter examines this concept from a historical perspective.

### **2.1.3 Social Entrepreneurship in Practice and Academia**

Social entrepreneurship is not a new phenomenon of the 21<sup>st</sup> century. Even though social entrepreneurial activities can draw on a long history, the term itself did not exist these days (Bornstein & Davis, 2010). Subsequently, this section will answer the following three questions:

1. Which circumstances paved the way for the development of social entrepreneurship?
2. How has social entrepreneurship been depicted in literature?
3. How does social entrepreneurship differ between now and then?

To understand how social entrepreneurship developed, the historical setting is briefly outlined. In this context, it is necessary to go back to times when authoritarian regimes ruled. In the Western world, the Enlightenment movement served as a turning point concerning the political thinking in the 17<sup>th</sup> century. Later on, laws were passed that protected intellectual property. Thus, people were increasingly founding enterprises which led to the rise of entrepreneurship and enhanced the prevalence of the private sector (Bornstein & Davis, 2010; Volkmann et al., 2012).

Moreover, NPOs started to occupy the niche for themselves and worked alongside both government and business. In the 19<sup>th</sup> century, entrepreneurship was first combined with a social cause in the UK marking the beginning of social entrepreneurial activities in Europe. Florence Nightingale who founded a nursing school that lived by modern nursing practices is one of the early examples (Shaw & Carter, 2007).

Second, this section gives an overview of social entrepreneurship development in academia. The following part is based on “A Review of Social Entrepreneurship Research” from Pierre et al. (2014) and “A Bibliometric Based Review on Social Entrepreneurship and its Establishment as a Field of Research” from Sassmannshausen and Volkmann (2013):

As outlined in the previous paragraph, social entrepreneurship has its roots in the 19th century. Yet, the term social entrepreneurship has not been mentioned in literature during that time. It is suggested that “social entrepreneurship” was first mentioned by Parker (1954) who associated social entrepreneurship with social mobility that is to climb the social ladder in an organisation. Within the next forty years, there was no significant contribution to the topic of social entrepreneurship (Sassmannshausen & Volkmann, 2013). During the 1990s, the first publications on social entrepreneurship exposed the notion of entrepreneurship as an advantage when it comes to counteracting environmental issues. Prochaska (1994) and Sundar (1996) claimed that it would be beneficial for NPOs to implement entrepreneurial thoughts in their organisations since these organisational structures could adapt more flexible to the fast-changing environment (Pierre et al., 2014). Thereafter, two publications - “The rise of the social entrepreneur” by Leadbeater (1997) and “The Meaning of Social Entrepreneurship” by Dees (1998) - played a decisive role within the development of social entrepreneurship. These first pieces of literature discussed the relevance of social entrepreneurship, definitional issues as well as key characteristics of social entrepreneurs. Hence, both publications contributed to the understanding of the concept of social entrepreneurship and led to an increase in publications in social entrepreneurship research. In the timeframe of one year (from 1999 to 2000), the number of publications doubled (Sassmannshausen & Volkmann, 2013).

After 2000, research focused on definitional issues in order to increase understanding of social entrepreneurship. In this line, Austin et al. (2006) proposed to differentiate social from commercial entrepreneurship. Peredo and McLean (2006) criticised that

the concept of social entrepreneurship oftentimes focuses on individual persons, neglecting team effort in achieving social entrepreneurial impact. Mair and Marti (2006) emphasised to consider organisational processes for the success of social entrepreneurship as well. They stated that the reach of social entrepreneurial activities depends on the organisational structure. Afterwards, research was especially engaged in categorising types of social entrepreneurs (Pierre et al., 2014). For instance, Zahra et al. (2009) developed a typology that identified social bricoleurs (thrive for their social mission on a local level), social constructionists (use unconventional ways to tackle social needs unmet by existing providers) and social engineers (create advanced social systems intended to replace inefficient systems). Lately, the topic of social impact measurement is widely discussed in social entrepreneurship literature (e.g. Repp, 2013). Repp explored the difficulties in measuring social impact, such as the abstract conception of social impact, deficits of measurable scales, and a lack of implementation expertise.

Throughout the years, the focus in social entrepreneurship research shifted repeatedly. That is why the most relevant topics of social entrepreneurial research are thematically assigned to major research areas. Pierre et al. (2014) identified thirteen research areas: need for sustainable organisations, local social enterprise, poverty alleviation through microfinancing, social innovation frameworks, start-up processes in social entrepreneurship, clarification of social entrepreneurship, social value creation and commercialization, community development, social capital mobilization, marketization of NPOs, characteristics of social entrepreneurs, organisations of social enterprises, how to solve social challenges. The most discussed category represents “clarification of social entrepreneurship” (including definitional issues, conceptualisation, typologies etc.) in research (Pierre et al., 2014; Sassmannshausen & Volkmann, 2013). The research topic of this research project on social entrepreneurial intentions fits best into the category “characteristics of social entrepreneurs”. Therefore, this category is described more precisely in the following to show the current state of research within the topic of interest of this research project.

Research on characteristics of social entrepreneurs stems from the assumption that it takes a “special” motivation to act entrepreneurially for a social mission. Derived from this thinking, research addressed two core questions: 1. What is the difference between business entrepreneurs and social entrepreneurs? 2. Which factors motivate

social entrepreneurs? Recently, Ruvio, Rosenblatt and Hertz-Lazarowitz (2010) studied differences between social entrepreneurs and business entrepreneurs. Thereby, the two groups differed significantly in three dimensions: social entrepreneurs scored higher in the communicative and inspirational dimension whereas business entrepreneurs turned out to be more conservative. The biggest difference was however reflected in the dimension “inspirational”. In this line, Hwee and Shamuganathan (2010) identified that social entrepreneurs are characterised by their innovative character, social vision and their focus on sustainability and social networking. These studies expanded the knowledge on differences in personality traits between business and social entrepreneurs. The second core question addresses the motivation of social entrepreneurs. In research, this is reflected by two contrasting conceptions: London (2008) argued that social advocacy is a dominant motivational factor for social entrepreneurs which is to support people who are in need. Unlike this approach, Litzky, Godshalk and Walton-Bongers (2010) proposed that social entrepreneurs are motivated by their inner aspiration to implement own ideas, accepting to take risks and unconventional paths. In this sense, research is as yet conducted from a motivational perspective to analyse the factors that drive social entrepreneurs. In short, there are more consistent findings about social entrepreneurial traits and its distinction from business entrepreneurs whereas factors that drive social entrepreneurs are relatively unexplored in research (Pierre et al., 2014).

For future research, the influence of contextual factors on social entrepreneurship are predicted to be the biggest topic. This topic is followed by innovations within social entrepreneurship ventures in second place and sustainability of social entrepreneurship ventures in third place. These insights were gained through an extensive Delphi study by Gras, Mosakowski, & Lumpkin (2011) who identified the top 27 future research topics on social entrepreneurship. In this context, the topic about motivational factors of social entrepreneurs was also named in the selection list.

Next, the question arises how research is conducted in the field of social entrepreneurship. The majority of research on social entrepreneurship utilises qualitative methods such as case studies or narratives. Since social entrepreneurship is a young research area, qualitative methods are used in order to broaden scientific knowledge and to receive a better understanding of certain concepts. In contrast,

quantitative research requires a sound understanding of theoretical constructs. Until now, quantitative methods are mainly constrained to the topics of social impact measurement and social venture financing (Sassmannshausen & Volkmann, 2013).

After having reviewed literature on social entrepreneurship research, the third question in the beginning of this section asked for the differences in social entrepreneurial activities between today and earlier times in the 19<sup>th</sup> century. The core principles of social entrepreneurship have not changed substantially throughout the years. What is different though is the scale of social entrepreneurship. Today, it is possible for social entrepreneurs to impact society at large and bring about positive change for a greater amount of people. This is achieved through the use of technology that enables to broaden social value globally (Nicholls & Cho, 2006). Furthermore, the range of approaches applied by social entrepreneurs is continuously increasing. For instance, as depicted previously in the case of Hasan, he reacted towards the disinterest in mathematics by establishing maths festivals. This innovative approach reversed the situation and turned maths into a fun event (Praszkier, 2012).

The next chapter examines the question why people engage in certain activities from a theoretical basis. What drives individuals such as Hasan to dedicate themselves to social entrepreneurship? The following chapter contemplates different theoretical models in order to choose an approach that is applicable to answer this question in the further course of this research project.

## **2.2 Models in Entrepreneurship Research**

As stated previously, factors that drive social entrepreneurs are fairly unexplored thus far. Since there are no theoretical models about that matter in social entrepreneurship research (Dacin, Dacin, & Matear, 2010; Pierre et al., 2014), this research project employs models from entrepreneurship research instead. Models about entrepreneurial behavior are introduced and compared to each other. Subsequently, one model is selected which represents the methodical foundation for the empirical part of this research project.

### **2.2.1 Models of Entrepreneurial Behavior**

According to the article “Models of the Determinants of Entrepreneurial Behaviour: A Literature Review” by Botsaris and Vamvaka (2012), models that examine influencing factors of entrepreneurial behavior are clustered into three categories - traits models, situational models and intention-based models. These types of models are briefly situated in the context of academia. The following literature review aims to select that model which fits best to the purposes of this research project:

*Traits models* initially dominated the research about entrepreneurial behavior since there was the notion that the reason for engaging in entrepreneurial activity was located within the entrepreneur itself (Botsaris & Vamvaka, 2012). In 1989, Gartner differentiated entrepreneurs from non-entrepreneurs by identifying traits to picture the entrepreneurial personality. Brandstätter (1997) and Gorman (1997) contributed to this research and determined three distinct personality traits of entrepreneurs- high need for achievement, moderate risk-taking propensity and internal locus of control. However, this traits approach also attracted wide criticism throughout research. Firstly, Krueger, Reilly and Carsrud (2000) argued that considering the person without the environmental surroundings would have small explanatory power and predictive validity. Secondly, Rauch and Frese (2007) questioned the whole approach by saying that personality might not have any impact on the entrepreneurial process. Hence, they proposed to consider traits in future research being linked to the task of entrepreneurs (e.g. need for achievement, innovativeness) and not focusing on general traits (e.g. Big Five).

*Situational models* introduced the next phase since traits models reached its limits in predicting entrepreneurial behavior. The notion that entrepreneurial behaviour depended on contextual factors gained in importance (Botsaris & Vamvaka, 2012).

That is why Schwarz, Almer-Jarz and Wdowiak (2006) suggested integrating personality traits and environmental conditions into one model, the so-called situational model. Situational factors were for instance time constraints, social pressure (Lee & Wong, 2004), family commitments (Lawrence & Hamilton, 1997) and entrepreneurial role models (Zhao, Seibert, & Hills, 2005). However, situational models also failed to predict entrepreneurial behavior significantly (Krueger et al., 2000).

*Intention-based models* were the reaction in research to fill this void. Bandura's social cognitive theory in 1986 was one of the first pieces that contributed to research on intentions (Botsaris & Vamvaka, 2012). The social cognitive theory is derived from the idea that the behavior of a person is primarily learned from the observation of other people. The interaction of observed behavior, personal traits and environmental factors constitute the behavior of a person (Krueger et al., 2000). Subsequently, the term "entrepreneurial intention" was defined among researchers. Boyd and Vozikis (1994) referred to it as the plan to start a business. Research was dominated by the question on how intentions and entrepreneurship are related to each other. Krueger et al. (2000) demonstrated that founding a business is a conscious decision which is why entrepreneurship is regarded as planned behavior and thus intentional. Due to the relation between intentions and entrepreneurship, it is reasonable to analyse entrepreneurial intentions by means of intention models. Next, meta-analyses by Armitage and Conner (2001) as well as Sutton (1998) revealed that intentions are the direct antecedent and best predictor of behavior. This finding was supported in a study where intentions explained over 30% of the variance in behavior whereas traits amounted for 10% (Kim & Hunter, 1993; Krueger et al., 2000).

As a consequence, this research project adopts an intention model for its empirical section. The most important reason for this decision is the fact that traits models and situational models scored worse results in terms of explanatory power and predictive validity. In contrast, intention-based models are best suited to explain entrepreneurial behavior from all outlined models of the literature review.

### **2.2.2 Models of Entrepreneurial Intentions**

Throughout entrepreneurship research, there are a variety of intention models. However, the theory of planned behavior by Ajzen and the entrepreneurial event model by Shapero and Sokol are the two intention models that dominate entrepreneurship research (Botsaris & Vamvaka, 2012). Beyond, both models are grounded on profound theoretical frameworks and are thus appropriate for empirical investigations (Lortie & Castogiovanni, 2015; Schlaegel & Koenig, 2014). Various scholars extended and refined these classical models, such as Krueger et al. with the “Entrepreneurial Intention Model” in 1993. Still, there is no alternative established in research (Kautonen, Van Gelderen, & Fink, 2013). Therefore, the theory of planned behavior and the entrepreneurial event model are described in the following.

*Theory of Planned Behavior (TPB):* First, the research project presents major influences of the TPB. Second, the TPB is examined from a content-related perspective.

The psychologist Fishbein initiated research on attitudes. In 1961, he found empirical support for the link between attitudes and behaviour. Fishbein developed the expectancy-value theory stating that attitudes are influenced by how individuals assess their beliefs and values. In 1975, the theory of reasoned action from Ajzen and Fishbein was grounded on the previous findings of Fishbein. The theory of reasoned action identified intentions as the exclusive determinants for target behavior. Since intentions are deliberate decisions, the theory was limited to volitional behaviour (Bird, 1988). Hence, Ajzen developed the TPB in 1991 which enabled to predict both volitional and non-volitional behaviour. In the meantime, the TPB is found in a large number of studies within entrepreneurship (e.g. Kolvereid & Isaksen, 2006; Krueger et al., 2000).

In a second step, this paragraph outlines the key statements of the TPB and describes the individual components of the theory.

In short, the TPB explains the formation of intentions and how these in turn predict the behavior of an individual. The TPB is summarized in two key statements:

1. Attitudes, subjective norms and perceived behavioral control explain the intentions of an individual.
2. Intentions towards a specific behavior and perceived behavioral control predict the planned behavior (Ajzen, 1991).



This figure illustrates the TPB:

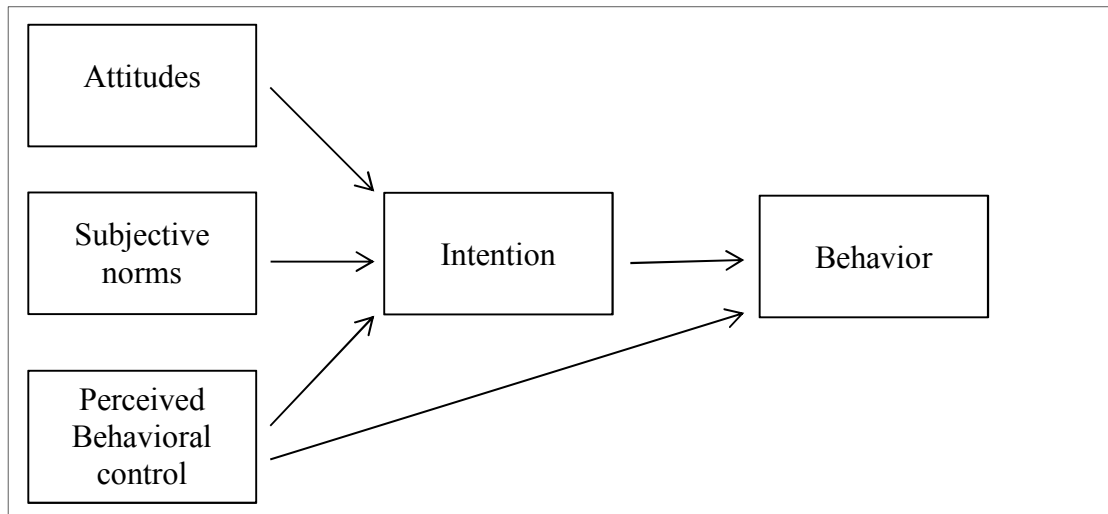


Figure 1 Theory of Planned Behavior (based on Ajzen, 1991, p. 182)

Subsequently, the individual constructs of the TPB are explained:

*Attitudes* towards the behavior are defined as the degree of how favourable or unfavourable an individual regards a specific behavior. If the person evaluates the behavior positively, the intention will be stronger (Ajzen, 1991).

*Subjective norms* are the belief of an individual on how social reference groups evaluate the behavior. In this context, social reference groups count family members, friends and important others (Ibid.).

*Perceived behavioral control* is the perceived ease or difficulty of a person towards the behavior. This estimation incorporates past experiences, possible difficulties in the future and other circumstances (Ibid.). Perceived behavioral control additionally influences the target behaviour in a direct way. Thus, the perceived control of an individual over the behavior impacts the intention and also directly the behavior.

*Intentions* are the notion that a person will take a specific action. They are influenced by attitudes, subjective norms and perceived behavioral control. The more favourable the attitude, subjective norm and the greater the perceived behavioural control, the stronger the intention will be (Ibid.).

*Behavior* refers to the behavior in question. Intentions and the perceived behavioral control of an individual predict the intentional behavior (Ibid.). The link between intentions and behavior has found empirical support in various meta-analyses (Armitage & Connor, 2001; Schlaegel & Koenig, 2014).

*Entrepreneurial Event Model (EEM)*: The second intention model that is widespread in entrepreneurial literature is the EEM from Shapero and Sokol in 1982. The EEM has been tested empirically in various studies (e.g. Krueger et al., 2000; Peterman & Kennedy, 2003). The following depicts the basic concept of the EEM.

The EEM focuses on intentions in the context of entrepreneurship; more precisely on intentions in the foundation process of a business (Valliere, 2015). The model is based on the idea that special incidents trigger entrepreneurial events. These disruptions in life evoke the desire in individuals to initiate a change by exploiting entrepreneurial opportunities (Shapero & Sokol, 1982).

This figure illustrates the EEM:

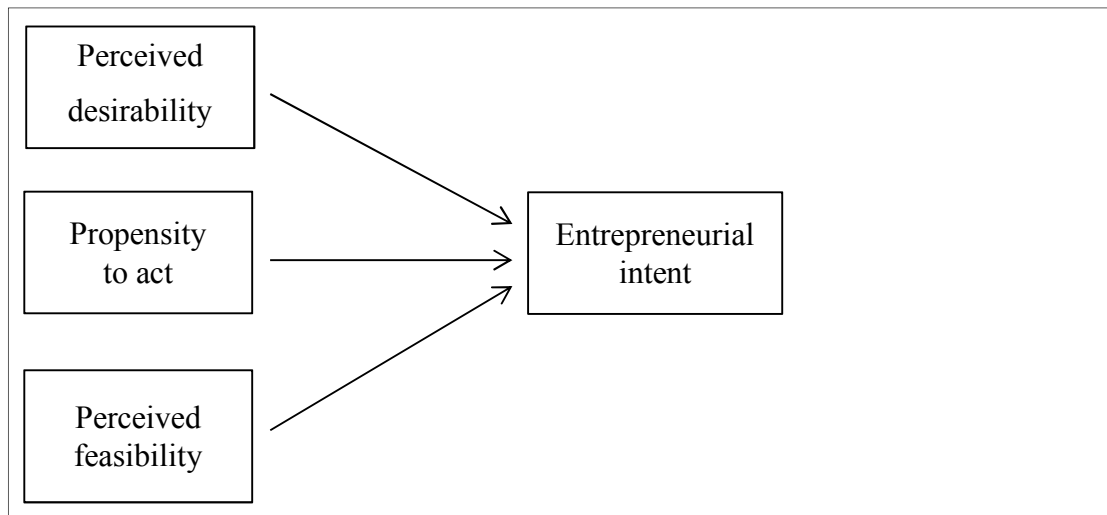


Figure 2 Entrepreneurial Event Model (based on Krueger et al., 2000, p. 418)

Subsequently, the components of the EEM are described below:

*Perceived desirability* is the extent to which a person longs for entrepreneurial behavior. Perceived desirability is influenced by cultural and social factors (Shapero & Sokol, 1982).

*Propensity to act* refers to the readiness of an individual to make a decision and bear the consequences (Ibid.). This is linked to the request to take control over entrepreneurial intention and grasp existing opportunities (Krueger et al., 2000).

*Perceived feasibility* is the extent to which an individual is optimistic about the own potential to become an entrepreneur. Beyond, it depends on the perceived presence of resources currently at hand and the attitude towards obstacles during the entrepreneurial process (Shapero & Sokol, 1982).

*Entrepreneurial intent* is the intention towards becoming an entrepreneur. This is influenced by all three components - perceived desirability, propensity to act and perceived feasibility (Schlaegel & Koenig, 2014).

After having described both intention models, the next section draws comparisons between the TPB and the EEM in order to select one model that builds the methodical foundation for the empirical investigation of this research project.

### **2.2.3 Comparison of Intention Models**

To decide for one intention model, this section takes two steps. First, it is considered how the models are structured. Second, the TPB and the EEM are compared in terms of their predictive power.

The two intention models overlap in their structural components. Perceived behavioral control from the TPB and perceived feasibility from the EEM underlie the same notion that is the perceived control of an individual to realise the behavior in question. Moreover, attitudes from the TPB and perceived desirability from the EEM incorporate similar features (Krueger et al., 2000). Since the two models share great similarities, they are both appropriate to explore entrepreneurial intentions.

However, Krueger et. al (2000) found out that the TPB and the EEM differ to some extent in the predictability of entrepreneurial intentions. Generally speaking, both models received statistical support. In the following, the respective results are presented more in detail: Among the TPB, the overall regression upon intentions accounted for  $R^2 = 0.350$  ( $p < 0.0001$ ). Attitudes towards the behavior ( $p < 0.05$ ) and perceived behavioral control ( $p < 0.005$ ) predicted intentions significantly, while subjective norms only showed significant raw correlations. Among the EEM, the overall regression upon intentions accounted for  $R^2 = 0.408$  ( $p < 0.0001$ ). Perceived desirability ( $p < 0.005$ ), perceived feasibility ( $p < 0.004$ ) as well as propensity to act ( $p < 0.04$ ) all correlated significantly with intentions (Krueger et al., 2000). In contrast, other meta-analyses and studies indicated a slightly higher value for the TPB in explaining the variance in entrepreneurial intentions, ranging from 30 to 45% (Godin & Kok, 1996; Liñán & Chen, 2009; Sutton, 1998). Krueger et al. (2000) stated that both the TPB and the EEM are equally suitable to predict intentions.

In short, research shows strong support for both models. The TPB and the EEM are appropriate to explore entrepreneurial intentions in regard to their content orientation

and their predictive power. Nevertheless, the TPB is adopted for the empirical part of this research project. The two major reasons for this decision are outlined below:

- Widespread application of the TPB:

The TPB is the most applied theory in the context of intentions (Lorz, 2011)<sup>2</sup>. The theory is not limited to the discipline of entrepreneurship, but used throughout a large variety of research domains. In health sciences, the TPB is for instance employed in studies about weight loss (Conner, Kirk, Cade, & Barrett, 2003). Other application areas are for example (viral) marketing (Yang & Zhou, 2011) and the investigation of pro-social behavior such as charitable intentions (van der Linden, 2011). The TPB is also used in environmental psychology to determine factors that prevent people from behaving environmentally friendly (Koger & Winter, 2010). Therefore, the findings of this research project can be compared to studies within and beyond the entrepreneurial scope.

- Subjective norms in the context of social entrepreneurship:

Why does this research project opt for the TPB even though subjective norms were not found significant in the study of Krueger et al. (2000)? In that study, intentions were explored in the context of entrepreneurship. However, in social entrepreneurship subjective norms might be more relevant since the social character of an organisation possibly sets value on human bonds between colleagues which increases the impact of subjective norms on intentions (Krueger et al., 2000).

As mentioned in the initial chapter of this research project, Germany shows little SEA both compared to surrounding countries and on a global scale. The literature review on social entrepreneurship showed that the question concerning factors that drive social entrepreneurs are fairly unexplored in research. Therefore, it is time to get a better understanding about why people engage in this field to foster social entrepreneurship in the future. As previously described, the TPB has been widely used in entrepreneurship research and turned out to be suitable to explore entrepreneurial intentions. This research project takes the approach and applies the TPB to the context of social entrepreneurship in order to answer the research question of this research project:

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<sup>2</sup> According to the web of science in 2016, the TPB has been cited about 5000 times since Ajzen's publication.

*Which determinants drive social entrepreneurial intentions?*

1. What kind of attitudes drive social entrepreneurs towards social entrepreneurial behavior?
2. What do social entrepreneurs think how social reference groups evaluate their professional activity?
3. What did encourage social entrepreneurs in performing social entrepreneurial behavior in the initial founding phase?

Similar to many studies that utilise the TPB, this research project does not consider the link between social entrepreneurial intentions and social entrepreneurial behavior (Lortie & Castogiovanni, 2015). Due to reasons of capacity, the research question is limited to investigate the formation of intentions. The next chapter describes the methodological approach how the TPB is used to explore social entrepreneurial intentions.

### 3 Methodology

This section addresses the research method that is utilised in regard to the research question. First, the sample selection process is outlined. Second, it is shown how the interview guideline was constructed to study social entrepreneurial intentions. Third, it is depicted how this research procedure was employed to obtain data.

The author conducted qualitative semi-structured interviews for the empirical investigation. In the following, the term qualitative semi structured interviews is split into its three components - qualitative, semi-structured and interview - in order to explain the reasons for opting this research method:

*Qualitative research* is undertaken when a matter lacks theoretical knowledge and the purpose is to generate first theoretical statements. Contrastingly, quantitative research is done to build on a solid research foundation with the purpose to verify hypotheses by using numeric data (Brüsemeister, 2008). As it was pointed out in literature review, social entrepreneurial intentions are barely depicted in research. This research project conducts qualitative research since it is the purpose to approach intentions of social entrepreneurs in an exploratory way.

Secondly, the narrative nature of sensemaking directed the research project to utilise *interviews* (Weick, 1995). Interviews enable individuals to address personal experiences that contribute to intention formation. By doing so, the interviewee verbalises thoughts and feelings in his/ her own words whereby answers are more salient and have high information content (Mack, Woodsong, MacQueen, Guest & Namey, 2005). Thus, interviews provide insights into the underlying determinants of social entrepreneurial intentions that are of importance for this research project.

Thirdly, the nature of *semi-structured* interviews allows the interviewer to react towards responses and elicits information by asking for the 'why' in order to understand the reasons behind certain statements (Mack et al., 2005). Moreover, the interviewee is in the position to formulate intentions more precisely.

In short, qualitative semi-structured interviews are an adequate research method to explore social entrepreneurial intentions due to the given reasons.

### 3.1 Sample

First, the different steps of the sample selection process are depicted. Second, the sample size and the according organisations of the interview partners are outlined. Third, the structure of the sample is described by presenting relevant data.

According to a review on the TPB in entrepreneurship research by Lortie and Castogiovanni (2015), 35% of the examined studies used student samples whereas 65% used non-student samples. However, this tendency towards non-convenience samples has become apparent in recent years. This research project also did not use a convenience sample but selected social entrepreneurs instead.

In this regard, the following paragraph employs the five-stage sample selection process of Böhler (2004):

1. Define the population: At this point, the definition from chapter 2 is picked up.  
*“Social entrepreneurs create social value through innovation and leveraging financial resources –regardless of source– for social, economic and community development.”* (Reis, 1999, p. 3).

The following selection criteria are derived from this definition in order to ensure eligible interview partners:

- (1) Operates as a social entrepreneur
  - a. creates social value
  - b. through innovation
  - c. by leveraging financial resources
- (2) Works as a social entrepreneur for at least two years
- (3) Is employed in Germany

The first criterion was assessed based on the information about the organisations. Then, the second criterion was added in order to assure that the social entrepreneurs draw on some work experience in this area. The last criterion is established against the background that this research project focuses on social entrepreneurial activities in Germany (still the impact of the organisation is allowed to have an international outreach). The second and third criteria are a component of the interview guideline that have been asked in the course of the interview.

2. Determine the selection foundation: During the initial search via Google, social impact labs were found. These were contacted by email in order to learn about established social entrepreneurs from their portfolio. Moreover, the author of this research project visited a social entrepreneurship meetup in Stuttgart and contacted Ashoka fellows via Xing<sup>3</sup>. The Social Entrepreneurship Academy in Munich and different student initiatives such as Enactus were asked for referral as well. As a result, a list of possible interview partners was generated.
3. Define the sample size: It was required to conduct between 8-10 interviews.
4. Select a sampling method: This research project applied nonprobability sampling, more precisely purposive sampling since it was necessary that the interviewees had specific expertise. Purposive sampling selects individuals on the basis of subjective assessment to meet the sample demands (Bühner & Ziegler, 2009).
5. Collect the data: This step of the selection process is described in chapter 3.3.

In total, interviews were conducted with ten social entrepreneurs from nine different organisations. Here are the organisations in alphabetical order: AfB social & green IT, auticon, ChangeMakerSpace, mehrwert, Perspective Daily, Recycle Up! Ghana, Tausche Bildung für Wohnen, Trott-war and wellcome. The interview partners cover a wide range of social entrepreneurship fields. A brief portrayal of each organisation can be found in Appendix 1.

The sample was distributed equally among gender, consisting of five male and five female interview partners. Four interview partners were under the age of 35, two ranged between 35 and 50 years, and four were over 50 years of age. Thus, a wide age range was represented among the interview partners. The academic degree level was high; all interview partners obtained a study degree. During the selection process, it was taken into account to recruit people who had broad knowledge about the social entrepreneurial concept of the organisation. Five of the ten interview partners were the founders of the organisation itself and partially held further positions. Two interview partners were managers, two business segment development consultants and one social business development manager.

The next section shows how the interview guideline was developed on the basis of the TPB to survey the intentions of the social entrepreneurs.

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<sup>3</sup> Ashoka is an international association that identifies and fosters social entrepreneurs.



### **3.2 Interview Guide Development**

During literature research, various studies were reviewed that applied the TPB in a qualitative manner. Therefore, the development of the interview guideline was inspired by studies of different research domains (e.g. beverage behaviour in Zoellner et al., 2012). However, the interview guideline was primarily derived from the TPB itself which builds the foundation. The interview guideline is divided into four parts. In the following, questions are highlighted that play a prominent role in regard to intention formation:

In general, the interview used open-ended questions to prompt interviewees to speak freely. The first part focused on the organisation and the personal background of the interviewee. The interviewee was asked to introduce himself/ herself and to talk about the concept of the organisation to get an idea of the organisation from a social entrepreneurial perspective. Then, the focus shifted to the interviewee in order to learn about personal experiences (e.g. travels, previous workplaces) that contributed to the decision to become a social entrepreneur.

The second part was strongly linked to the TPB which is most relevant for the analysis. Thereby, several questions were asked about all three constructs (attitude, subjective norm, perceived behavioral control) that determine intentions. In terms of attitudes the interviewer questions activities that the interviewee likes and dislikes about being a social entrepreneur. Subsequently, the interview raised the question of what the interviewee thinks on how family, friends and customers evaluate social entrepreneurial behavior. In addition, the guideline asked for how likely the interviewee had regarded the situation in the beginning of the social entrepreneurial process to persist with the organisation. This was driven by the notion to understand what encourages social entrepreneurs and why obstacles do not let them give up on their plan. The guideline did not ask for intentions directly since it might influence the answers when stating the research question in particular (Silverman, 2013).

In the third part it was questioned whether additional influences existed that had not been mentioned yet but played an essential role on the way to become a social entrepreneur. This part concluded with final remarks of the interviewee.

Finally, some personal data was collected (e.g. gender, age, highest education level) in order to examine if specific personal characteristics tend to impact social entrepreneurial behavior in a certain way.

Before conducting the first interview, the guideline was piloted in advance. According to these observations, the guideline was slightly refined concerning formulations of specific questions. The final version of the interview guideline can be found in Appendix 2. The next section describes the process of data collection based on the developed guideline.

### **3.3 Data Collection**

The data set was collected in eight phone interviews and two face-to-face interviews at the workplace of interview partners who were located in Stuttgart in the period between April and the beginning of May 2016. The interviews were conducted by the author of this research project.

In the beginning, the interviewer welcomed the interviewee, thanked for the participation and introduced herself. Then, some background information about the research project was provided to establish a common understanding about the topic. This procedure simultaneously built up trust which contributes positively to the data quality (Zalan & Lewis, 2004). Next, it was given an overview on the different parts of the interview to create transparency. Afterwards, it was obtained approval to record the interview. To follow the ethical guidelines, the interviewee was informed about confidentiality. During the interview notes were taken on a printed copy of the guideline in order to probe at relevant aspects. Moreover, the interviewer paid attention to paraphrase the academic jargon of the TPB for two reasons: First, indicating specific terminology bears the risk to influence interviewees' responses. Second, the use of comprehensible words maintains a fluent conversation. Subsequently, the interviewee had the opportunity to give comments before some personal data was collected. Finally, the interviewee was informed about the further process (e.g. sending of the research project). In total, the interviews ranged from 45 to 80 minutes, with an average interview length of 63 minutes.

After having completed the interview, additional information such as atmosphere was recalled from memory and indicated in the interview guideline. In the following, the audio-recorded interviews were transcribed, including specific remarks such as laughter. Hence, these transcriptions represented the raw material for the subsequent analysis.

### **3.4 Qualitative Content Analysis**

To analyse the transcribed interviews, this research project used a qualitative content analysis based on Mayring. The aim of qualitative content analysis is to explore categories and interpret them in order to enhance understanding about the topic in question. Mayring (2015) utilises a categorisation system for qualitative content analysis since it presents the analysis in a systematic way so that it is transparent and comprehensible in regard to the research question. Therefore, this research project established a categorisation system as well. The main categories were derived deductively from the research questions. In contrast, the sub categories were determined by an inductive approach from the transcripts. Then, the categories were trialled in a test run by allocating an extract of the data and thus realigning the categories. Subsequently, the transcripts were analysed based on the categories and evaluated by means of frequency analysis.<sup>4</sup>

The following main categories were extracted from the research questions:

- C1 Attitudes
- C2 Subjective norms
- C3 Perceived behavioral control

The main categories and sub categories are depicted in detail within the categorisation system in Appendix C.

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<sup>4</sup> The author of this research project decided to outline all sub categories with three or more mentions since above this level the category seems to be of relevance for the sample.

## 4 Results

In the following, the results of the qualitative content analysis are presented. First, results are shown that directly link to the TPB by depicting the main categories (attitudes, subjective norms and perceived behaviour control) in chronological order. Second, further results are outlined that were identified beyond the scope of the TPB and which are considered as relevant in regard to the research question about social entrepreneurial intentions.

### 4.1 Results within the TPB

The focus in each main category is set on the research question that also builds the foundation for the categorisation system. Subsequently, the results of the main category about attitudes are presented.

*Results of the category C1:*

The category C1 is derived from the first sub research question:

1. What kind of attitudes drive social entrepreneurs towards social entrepreneurial behavior?

According to the definition of the TPB, attitudes are defined as the degree of how favourable or unfavourable an individual regards a specific behavior (Ajzen, 1991). Thus, this definition differentiates between favourable and unfavourable attitudes. However, the above research question intends to understand the factors that attract social entrepreneurs to social entrepreneurship and not the factors that discourage them. Therefore, in the following it is focused on the results that were indicated as favourable attitudes, meaning positively associated attitudes of social entrepreneurs. Four sub categories were identified by the inductive approach of content analysis:

C1a Intellectual stimulation

C1b Social responsibility

C1c Entrepreneurial drive

C1d Impact orientation

In this research project, intellectual stimulation is referred to the nature of social entrepreneurship that challenges social entrepreneurs mentally in daily work. This category was addressed by eight out of ten social entrepreneurs. For instance, it was stated “what I find especially exciting is the wide range of topics and also people that I get to face in work. This challenges me steadily and causes me to think about new

questions” (IP08) <sup>5</sup>. This statement reflects that social entrepreneurs like the character of social entrepreneurship through varied work. In addition, IP03 (interview partner 3) claimed that social entrepreneurship is the supreme discipline of entrepreneurship since it takes to satisfy two target groups, both investors and the persons in question.

Next, the category of social responsibility was referred to by eight social entrepreneurs as well. Social responsibility means to assume responsibility beyond one’s own scope in order to provide service to society. IP03 argued that the best educational infrastructure is required in socially deprived districts. However, these areas oftentimes lack adequate structures. To counteract this circumstance she dedicates her time to the improvement of educational standards in a socially deprived area. IP06 added the equation that the more privileged a person is, the more that person is obliged to give back to society and commit to the common good.

In third place comes entrepreneurial drive that was mentioned by seven social entrepreneurs. This category is characterised by the aspiration to create an innovative product or service that drives a change. Three out of the seven interview partners mentioned entrepreneurial drive in the context when talking about their prior occupation in a conventional business. Thereby, they compared their limited creative freedom to the present legitimacy of taking decisions. IP02 stated that in a corporation one is frequently denied the chance to guide the implementation of actions. Contrastingly, social entrepreneurship embraces the spirit of getting things done in a self-determined way which is regarded as particularly attractive by social entrepreneurs.

The forth attitude that was indicated by six out of ten social entrepreneurs was impact orientation. In this category, social entrepreneurs formulated different views about the purpose of impact orientation: Four of the six interviewees addressed impact orientation by means of reaching as many people as possible. IP02 put the idea into words, saying that he felt “the need to take action for an entire group of people that face a certain handicap.” Unlike this thinking, IP10 described impact orientation in the sense of establishing close bonds with a few people in question. Thus, the intention of impact orientation can be distinguished in generating the biggest impact possible or having intense contact to a limited number of people.

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<sup>5</sup> In this chapter, all direct quotes by interview partners are translated from German to English.

In short, the highest relevance represents intellectual stimulation and social responsibility, followed by entrepreneurial drive and impact orientation.

*Results of the category C2:*

The category C2 is derived from the second sub research question:

2. What do social entrepreneurs think how social reference groups evaluate their professional activity?

According to the definition of the TPB, subjective norms are defined as the belief of an individual on how social reference groups (family members, friends, important others) evaluate the behavior (Ajzen, 1991). This research project places the evaluation of social entrepreneurial activity in a continuum. Hence, the following build the categories for subjective norms in the categorisation system:

C2a Positive evaluation

C2b Neutral evaluation

C2c Negative evaluation

These sub categories are differentiated according to the determined dimensions of social reference groups from the above definition. Important others are defined as employees/ colleagues and customers since the author of this research project regarded these two target groups as most relevant in the work context. Thus, the dimensions of social reference groups adopted for this research project are family members, friends, employees/ colleagues and customers.

Within the interview, the social entrepreneurs were asked about what they believe how social reference groups evaluate their social entrepreneurial behavior. In the following, the results of the first sub category are shown: Positive evaluation was mentioned throughout all interviews in twelve statements made by social entrepreneurs. From these twelve statements, five were related to family members, three to friends, two to employees/ colleagues and two to customers. This relation between evaluations and social reference groups is shown in Appendix D.

Family members represented the biggest group in terms of positive evaluation. IP02 said that he received full support from his wife which is especially important to him since social entrepreneurship bears a considerable financial risk. Moreover, IP05 told that his daughter chose to do her apprenticeship at his social enterprise symbolising that she is intrigued by the idea of the organisation as well.

Three times friends were mentioned to react positively to social entrepreneurial activity. IP04 exemplified the support of her friends explaining that they were involved in practical tasks within the foundation process, for instance in finding suitable premises. In another case, IP07 remarked that some of his friends even use the business model for their own purposes and spread the idea which is the highest form of appreciation to him.

Beyond, two social entrepreneurs highlighted the support they receive from their employees and colleagues. IP04 expressed that she values to work together with like-minded colleagues. It is of particular importance for a small team that all members foster the same target. However, she emphasised welcoming different backgrounds of people in order to portray a wide spectrum of thoughts. IP05 told an anecdote of his work life where he experienced full solidarity from his employees. He said that this is traced back to the fact that everyone treats each other with respect and communicates on the same eye level.

Additionally, two statements were referred to the group of customers. IP03 who is engaged in fostering the education of children received feedback from a teacher that “the children [from the programme] are not only recognisable by improved school performances but they also developed a more upright walk.” This statement depicts that the work is appreciated on an educational and personal level. Thereby, social entrepreneurship fulfils societal demands by strengthening the self-confidence of children to become independent personalities.

Subsequently, the results of the neutral evaluation are shown: This category depicts all statements by social entrepreneurs who believe that social reference groups evaluate their profession neutrally. In this context, two statements were identified which both link to the evaluation of friends. IP08 indicated that it is not relevant for her friends what kind of professional activity she carries out. The only thing they are interested in is her well-being.

The third sub category of subjective norms is about negative evaluations. In this category, two statements were identified that were again related to the thinking of friends. One reaction was “whether he was crazy to give up his job in order to start this unsecure journey” (IP02). IP06 received similar reactions from his friends. They questioned why he wanted to take up this effort. His friends deemed it as rather useless and did not understand his intent to engage in social entrepreneurship.

In short, social entrepreneurs believe that the vast majority of their social preference groups evaluate their profession positively since twelve of the sixteen statements have fallen under the category of positive evaluation. The four statements that are placed in the category of neutral or negative evaluation are all associated with the evaluation by friends.

*Results of the category C3:*

The category C3 is derived from the third sub research question:

3. What did encourage social entrepreneurs in performing social entrepreneurial behavior in the initial founding phase?

According to the definition of the TPB, perceived behavioural control is defined as the perceived ease or difficulty of a person towards the behaviour (Ajzen, 1991). Thus, this definition differentiates between the perceived ease and difficulty towards behaviour. However, the above research question intends to understand the factors that encourage social entrepreneurs to pursue their passion and not the factors that represent an obstacle and hinder them from their plan. Therefore, the following focuses on the results that were indicated as encouraging factors fostering social entrepreneurial behavior. In this line, three sub categories were identified:

C3c Endurance

C3d Financial security

C3e Hands-on experience

Endurance describes the ability to get up after having suffered a setback and trying new ways instead. Six of ten social entrepreneurs referred to endurance which is the reason why they still continue to fight against obstacles. “The more difficulties we had, the more we really wanted to achieve it” (IP03). This implies the attitude to get up even stronger when facing barriers. Another argument was that social entrepreneurs do not take “no” when being rejected since they are highly intrigued by their social mission.

Moreover, financial security was stated by four social entrepreneurs as a reason why they had been optimistic about their social entrepreneurial idea. Social entrepreneurs who had a scholarship or were supported by foundations expressed to be more courageous towards their plan. For instance, IP01 said that financial security enabled her to be more carefree about her professional objectives.



The third category that encourages pursuing social entrepreneurial behavior was hands-on experience. Three social entrepreneurs with profound work experience mentioned that it made them feel more confident in the founding process. IP01 outlined that she felt well-prepared for her upcoming challenge due to her previous work which was related to the social entrepreneurship field. As a result, expertise (especially in a close discipline to social entrepreneurship) contributes positively to perceived control in order to perform social entrepreneurial behavior.

#### **4.2 Results beyond the TPB**

Beyond the main categories (attitudes, subjective norms, perceived behavioural control) that directly link to the TPB, this research project identified two further factors that impact the intentions of social entrepreneurs: role models and personal experiences.

Within the interview, the social entrepreneurs were asked about whether any of their family members were engaged in a) the field of entrepreneurship, b) the social sector or c) the field of social entrepreneurship. Three of ten interview partners reported that one of their parents operated in any of the above areas. One parent operated as an entrepreneur and two parents were assigned to the social sector. However, none had family members who were involved in the field of social entrepreneurship. IP07 stated that his father served as a role model for his professional career and inspired him to take responsibility within the work context. His father founded an enterprise where he employed some family members amongst others and thereby assumed responsibility in the entrepreneurial context. Moreover, it is striking that social entrepreneurs either operated in the same or a related field as their role models. Thus, role models impacted the intent of social entrepreneurs in this sample.

Secondly, this research project made the observation that special incidents in life influence individuals in their decision to become social entrepreneurs. In two cases, social entrepreneurial behavior was especially driven by personal experiences. When one social entrepreneur learnt about his child having autism, he decided to found a consultancy that exclusively employs IT consultants with autism. In this context, the diagnosis of his child was the trigger for him to engage in social entrepreneurial behavior. In the second case, the founder of an organisation was raised in a socially deprived area. Despite the difficulties he had to face in his youth, he felt strong

attachment to this region. Based on this personal background, he and a colleague decided to establish an organisation in that location fostering children both educationally and personally in regard to the problems they encounter in everyday life. As a result, both examples show that personal experiences are able to impact the intentions of social entrepreneurs to a large extent. Even though the option to engage in social entrepreneurial behavior might not have been considered before, special incidents or personal backgrounds can change peoples' minds and revise their plans.

## **5 Discussion**

This chapter is based on the previous results and discusses the findings concerning theoretical concepts of social entrepreneurship. Second, research limitations are outlined that critically examine the process of data acquisition, data collection and data analysis. Third, some practical implications are given on how this matter can be approached in practice. Forth, the results are summarised in regard to the initial formulated objectives of this research project and it is concluded with open questions for future research.

### **5.1 Discussion of the Results**

This research project set out to understand the underlying determinants of social entrepreneurial intentions. Accordingly, the TPB was applied to the context of social entrepreneurship. Favourable attitudes, reactions of social reference groups and encouragements were determined that indicate a pursuit of social entrepreneurial behavior. Further, role models and personal experiences were identified beyond the TPB which influenced social entrepreneurial intentions. As the literature review on social entrepreneurship showed, social entrepreneurial intentions are relatively unexplored in research. Therefore, this discussion is not able to draw comparisons to sound qualitative studies in that matter but classifies the findings below:

First, the individual constructs of the TPB are discussed in terms of their results. Within the category of attitudes, it was found out that intellectual stimulation, social responsibility, entrepreneurial drive and impact orientation were most favourable among social entrepreneurs. Regarding content, these results seem to link to the characteristics of social entrepreneurship. In the initial part, the author of this research project characterised social entrepreneurship as sociality, innovation and market orientation. Similarities can be drawn between sociality and social responsibility as well as innovation and entrepreneurial drive (Litzky et al., 2010). The overlap between characteristics and attitudes supports the findings since it is reasonable that the core features of social entrepreneurship simultaneously represent the favourable attitudes of social entrepreneurs. Moreover, the attitude of impact orientation reflects the mind among today's social entrepreneurs. As described previously, impact orientation and scalability have become of relevance in the field of social entrepreneurship in recent years (Nicholls & Cho, 2006). The purpose to

address as many people as possible by one's social mission is enabled through technological advances.

Second, results on subjective norms indicated support from family members, employees/ colleagues and customers. However, this is not really surprising since the notion of social entrepreneurship is considered as positive for society and therefore a profession that might be socially valued. What is surprising though is the fact that four out of seven statements by social entrepreneurs about the belief on how their friends evaluate their social entrepreneurial behavior indicate an either neutral or negative evaluation. The author of this research project suggests that this estimation might be possibly related to friends who are not very close to the social entrepreneur and only know the person to a limited extent. Therefore, they might not understand the underlying motivation towards social entrepreneurial behavior which is why they can hardly grasp the reasons for this decision. On the other hand, this finding might be of limited information value due to the small sample size. Quantitative studies about entrepreneurial intentions have shown that subjective norms is the weakest predictor for intentions within the TPB (Krueger et. al, 2000). However, the assumption was expressed that subjective norms might play a major role in the field of social entrepreneurship due to the social character of social entrepreneurial organisations. Future research would benefit to examine subjective norms in the context of social entrepreneurship.

Third, the way how perceived behavioral control was used in this research project is critically discussed. This construct refers to the time of the initial founding phase and asks for encouraging factors which contributed to pursue social entrepreneurial behavior at that time. Since this research project opted for experienced social entrepreneurs, they answered this question in a retrospective view. This circumstance might evoke recall bias and lead to distorted results. Recall bias is particularly relevant in retrospective studies when participants are supposed to recall memories from past events (Last, 2000). Therefore it would be possible to receive different results, if individuals during the foundation process were asked that question. As a result, this research project proposes that the point of time is relevant for the outcome of the results about perceived behavioral control.

Until now, the described constructs were covered by the TPB. However, this research project additionally recognised two factors that impacted the intentions of social entrepreneurs – role models and personal experiences. The results indicated that family members working in the social sector or as entrepreneurs served as a role model and affected the occupational choice of the social entrepreneurs. Beyond, the social entrepreneurs even worked in a related field as their role models. Role models seem to be, if known, rather unconsidered in social entrepreneurship research yet in the context of intentions. The idea about role models was derived from the thinking of the author that her career prospects are influenced by the occupation of her parents as well. Likely with the preliminary expectation that commonalities would exist for social entrepreneurs, this matter was transferred to the case of social entrepreneurship. In the larger context, the linkage between role models and the intentions of social entrepreneurs raises the question whether social entrepreneurship is partly “inheritable” from one generation to another.

Furthermore, this research project noticed that personal experiences impact intentions of social entrepreneurs. In two scenarios, the foundation process was initiated by reason of an incisive experience within the biography of the founder. This phenomenon is depicted in research under the concept of critical incidents. Critical incidents are disruptions in life that evoke the desire in individuals to initiate a professional reorientation by exploiting entrepreneurial opportunities (Shapiro & Sokol, 1982). The concept of critical incidents is connected to the push and pull factor model which was first applied for migration studies and later adopted by Buttner and Moore (1997) to the psychological context. They determined two categories for foundation a business: push factors (e.g. job frustration) and pull factors (e.g. work independently). Future research might enhance understanding about social entrepreneurial intentions by considering the push and pull factor model. Thereby, factors could be explored which are neglected by the TPB.

The purpose of this research project was to explore factors that drive social entrepreneurial intentions. Nevertheless, there are research limitations that are considered in the following section.

## 5.2 Research Limitations

The limitations are differentiated in regard to the different stages within the research process – data acquisition, data collection and data analysis.

Social science is supposed to conduct research from an absolutely objective standpoint, without any biased opinion about the research topic (Glaser & Strauss, 1967). However, this ideal conception is hardly given in the research process. In this line, the researcher was influenced regarding the topic of social entrepreneurship by means of her interest in that field from an occupational perspective and her membership with Mach Schule e.V., a non-profit that fosters interdisciplinary learning among pupils from all school types. The development of the interview guideline might have unconsciously been affected by the personal picture of social entrepreneurship. Still, these influences are negligible since the researcher cannot draw on any professional work experience in the field of social entrepreneurship.

In the process of data acquisition, sampling represented a research limitation. Due to the sample size of ten social entrepreneurs, it is only possible to make statements of limited informative value. The small sample size is attributed to the following reasons: First, the research question required to conduct interviews with social entrepreneurs who had broad knowledge about the social entrepreneurial concept of the organisation. Thus, it was ideally attempted to speak to the founders themselves. Their busy schedule complicated the process to arrange timely meetings. Second, some responses indicated that they receive many requests and have therefore only the capacity to participate in a limited number of studies which is already fulfilled for this year. Third, the long interview duration of at least an hour also represented a barrier to acquire appropriate interview partners. For the outlined reasons, the sample size was restricted to ten social entrepreneurs. Further research would benefit from conducting a qualitative study with a larger sample to explore social entrepreneurial intentions to receive a more representative and meaningful outcome.

For the data collection, the interviewer selected a comfortable setting in face-to-face interviews that enabled to be undisturbed. In addition, it was given an introduction in the beginning where the interviewer described her personal motivation in the topic of social entrepreneurship to create an atmosphere of trust. However, the interviewer perceived herself to have difficulties in addressing sensitive topics which was the case in the section about subjective norms. This part implied personal questions

about the relationship with family and friends. It felt easier to discuss such issues with interviewees in more advanced age whereas it was more difficult to extract the desired information in interviews with younger interview partners. At some points, it would have been useful for research purposes to ask for the why of given answers. The interviewer lacked to do this to some extent due to the uncertainty concerning the response. As a result, this is reflected in the quality of results about subjective norms. For the next research investigation, it is essential to be emotionally better prepared to ask such questions and to take the courage to probe at relevant points.

The data analysis was based on qualitative content analysis that allows to present the results in a systematic and transparent manner. The process of reviewing the transcripts and understanding the meaning behind the words still implies some sort of interpretation in order to cluster themes into categories. Hence, the approach of qualitative content analysis is partially influenced by the subjective view of the researcher. In order to limit the subjectiveness, the categories were distinctly defined which simplified the development of the categorisation system.

The next section explores ways to raise social entrepreneurial activity in Germany. This project identified two major implications that are depicted in the following.

### **5.3 Practical Implications**

First, the participants were driven by the notion to have a socially responsible impact on customers and beneficiaries through their business. This is not surprising given that the purpose of social entrepreneurship is to foster social impact instead of maximizing financial profit (Nicholls & Cho, 2006). However, the way business and economics is taught in universities encourages students to think in terms of profit maximization (Rubinstein, 2006). According to this study, the overly mathematical approach to these subjects impacted decision-making among the participants. It seems that the field of social entrepreneurship would benefit from a more nuanced view on success measurement in business (Mair & Marti, 2006). The challenges for establishing alternative measures such as social impact measurements are still multifaceted: unclear understanding of the term, methodological deficits and lacking competence of implementation (Repp, 2013). Based on the above, it is suggested to promote social impact measurement and evaluate ways to include them in German university curriculums for both business and economics. However, this may be a long way to go since social impact measurement is a recent topic in academia (Ibid.).

Second, whereas education on social entrepreneurship is needed without any doubt, it is exposure to social injustice and inspiration through role models that raises attitude and intention and increases the likelihood that someone becomes a social entrepreneur. Souitaris et al. (2007) found this to be true in the context of entrepreneurship as well. Social entrepreneurs in this study regarded people they personally met and had a relationship with as inspirational for their engagement. This means that the topic of social entrepreneurship needs to be more prominent in Germany so people can identify with social entrepreneurs and follow them in their footsteps. Munduate and Dorado (1998) found that individuals identify with leaders that possess charisma. Therefore, it is suggested to identify charismatic social entrepreneurs to serve as role models in schools and keynote speakers at business events in order to persuade and encourage others to become social entrepreneurs as well. Since inspiration is particularly important for high school and university students in order to develop sense of career direction, it is proposed to conduct social entrepreneurship challenges in schools. A practical suggestion would be to design these challenges in the format of a work group or simulations such as „Schule als Staat“.

#### **5.4 Conclusion and Future Research Topics**

In the first chapter, three objectives for this research project had been determined. Two objectives referred to add value to academia whereas one objective was of practical nature. The first objective was to expand knowledge about social entrepreneurial intentions by means of the research question of this research project: *Which determinants drive social entrepreneurial intentions?* Hence, the results are summarised:

1. Intellectual stimulation, social responsibility, entrepreneurial drive and impact orientation as well as
2. positive evaluation of social entrepreneurial behavior by social reference groups (family, friends, employees/ colleagues and customers) as well as
3. the presence of hands-on experience, financial security and high powers of endurance.



The second objective was to employ the TPB in the context of social entrepreneurship. This objective was fulfilled since the TPB built both the foundation for the interview guide and the sub research questions. Thereby, a qualitative content analysis was utilised in which the main categories were derived deductively from the research questions and the sub categories were determined by an inductive approach.

The third objective was to explore possible ways to increase social entrepreneurial activity in Germany. One approach is to include social impact measurement in the curriculum of business in German universities to present alternative ways of success measurement. Beyond, charismatic social entrepreneurs could serve as role models in order to inspire pupils and students to become social entrepreneurs.

Future research would benefit from further investigating the determinants underlying social entrepreneurs' intentions. Since this research project solely included ten interviews, it is useful to conduct the study with a larger sample of social entrepreneurs in order to validate the findings. For further validation, this research could be conducted in a different cultural context. For instance, it might be of value to repeat this study in a collectivistic society. It can be assumed that image and status of social entrepreneurs differ amongst collectivistic societies because community is valued more strongly. Finally, since one of the findings identified personal experience with social injustice as a drive for social entrepreneurs, it seems interesting to pay further attention to perceptions and impact of social injustice on individuals in the context of social entrepreneurship.

## Appendices

### Appendix A Participating organisations

Category	Organisation	Description
Socially disadvantaged people	Trott-war	The association Trott-war publishes street magazines on a monthly basis in which it is reported about the concerns of socially disadvantaged people. In addition, the sales of the magazines is run by the socially disadvantaged people whereby they earn salary.
Education	Tausche Bildung für Wohnen	Tausche Bildung für Wohnen offers free accomodation for young people. In return, they support socially disadvantaged children in school affairs and spend free time together. It is located in Duisburg-Marxloh which is a district that faces huge difficulties, for instance an unemployment rate of over 20%.
Education (Social learning)	mehrwert	Mehrwert fosters social learning by accompanying pupils, students and professionals in their experience of exploring foreign living environments of old or disabled people. Thus, people from different backgrounds learn from each other and enhance their competencies.
Environment	Recycle Up! Ghana	Recycle Up! Ghana has the mission to raise pupils' awareness in Ghana concerning environmental issues, to achieve a better understanding of the negative effects caused by plastic waste pollution and to develop a sustainable recycling solution.
Inclusion of people with disabilities	AfB social & green IT	AfB picks-up decommissioned IT hardware from corporations or public institutions, then erase all data, repair and resell the devices. The entire work is carried out by employees with and without a disability. Beyond, the process decreases the environmental impact due to the life expansion of the devices.
Social and Inclusion of people with disabilities	auticon	Auticon is a consultancy that exclusively employs people with autism as IT consultants. Their mission is to create as many jobs as possible for people with autism. Auticon operates in the area of IT services since autistic persons tend to have special skills in that matter.

Social services, Family	wellcome	The purpose of wellcome is a society in which everyone can embark on the family journey. Thus, welcome develops support offers for families that integrate both professional help systems and civic engagement. Wellcome is present in about 250 locations within Germany, Switzerland and Austria.
Awareness for Social Business	ChangeMakerSpace	The ChangerMakerSpace supports people in founding their social enterprise or developing an idea for a social project. The mission of the ChangeMakerSpace is to create spaces wherein people shape social innovation and drive social change.
Journalism	Perspective Daily	Perspective Daily is an online medium that stands for journalism which does not only depict problems but also discusses solutions. The purpose of Perspective Daily is to address topics in its context in order to enable people to understand societal concerns.

## Appendix B Final interview guideline

Lieber Interviewpartner,

vielen Dank, dass Sie sich dafür Zeit genommen haben mit mir ein Interview im Rahmen meiner Bachelorarbeit zu führen!

Ziel meiner Bachelorarbeit ist es motivationale Beweggründe von Social Entrepreneuren herauszufinden. Um dies zu untersuchen, stütze ich mich auf eine Theorie aus der Sozialpsychologie.

Ich habe einen standardisierten Interviewleitfaden vorliegen, den ich gerne mit Ihnen durchgehen möchte. Im ersten Teil gerne es vor allem darum etwas über Sie und Ihre Organisation erfahren und im Anschluss werden einzelne Elemente aus der Theorie zu Ihren Intensionen hinsichtlich Social Entrepreneurship betrachtet.

Haben Sie soweit fragen?

a) Hintergründe zur Person und ihrer Organisation:

1. Könnten Sie sich bitte kurz vorstellen?

---

2. Können Sie mir von dem Konzept Ihrer Organisation erzählen? (wer ist Kunde? Wirkungskreis etc.)

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3. Mit welchem thematischen Überbegriff würden Sie die Tätigkeit der Organisation beschreiben?

---

4. Wie sieht ihr berufliches Netzwerk aus z.B. hinsichtlich Kooperationen mit anderen Sozialunternehmen?

---

5. Wann wurde die Organisation gegründet? Wo (in welcher Stadt) sind Sie beschäftigt?

---

6. Was ist Ihre Funktion in der Organisation? Wie lange sind Sie dort bereits tätig?

---

7. Seit wie vielen Jahren sind Sie als Social Entrepreneur tätig?

---

8. Wieviel Jahre haben Sie insgesamt Berufserfahrung?

---

9. In welchen Bereichen lagen Ihre ersten beruflichen Stationen?

---

10. Haben Sie sich davor privat in Ihrem Umfeld sozial engagiert? Falls ja, wo?

---

b) Theoriebasierte Fragen:

1. Was ist Ihnen generell an Arbeit wichtig?

---

2. Welche Aspekte gefallen Ihnen an Ihrer Tätigkeit als Social Entrepreneur?

---

3. Welche Aspekte gefallen Ihnen nicht an Ihrer Tätigkeit als Social Entrepreneur?

---

4. Was denken Sie halten Personen, die Ihnen wichtig sind, von Ihrer Tätigkeit als SE?

- a. Familie
- b. Freunde
- c. Kollegen/ MA
- d. Kunden/ Zielgruppe

---

5. Was bedeutet Ihnen die Meinung dieser Personen zu Ihrem Beruf?

---

6. Wie haben Sie anfangs Ihre Erfolgswahrscheinlichkeit eingeschätzt eine Tätigkeit als Social Entrepreneur umzusetzen?

---

7. Wie erfolgreich würden Sie Ihre Organisation heute einschätzen (Beispiel nennen)?

---

8. Wie haben Sie sich zu Beginn auf Ihre Rolle als Social Entrepreneur vorbereitet gefühlt (Bildungsweg, Qualifikationen etc.)?

---

9. Was waren die größten Hindernisse im Kontext von Social Entrepreneurship, denen Sie zu Beginn ausgesetzt waren?

---

10. Warum haben Sie sich von diesen Hindernissen nicht abhalten lassen?

---

11. Was könnte man tun, um diese Hindernisse zu minimieren?

---

c) Abschließende Bemerkungen:

1. Hatten Sie innerhalb Ihrer Familie Vorbilder, die tätig waren im ...

- a) Entrepreneurship Bereich
- b) sozialen Sektor
- c) Social Entrepreneurship Bereich?

---

2. Gibt es aus Ihrer Sicht weitere Faktoren, die entscheidend für Ihren Werdegang als Social Entrepreneur waren?

---

3. Was würden Sie jungen Leuten mit auf den Weg geben, die sich in eine solche berufliche Richtung orientieren wollen?

---

4. Möchten Sie sonst noch gerne etwas anmerken?

---

d) Demographische Daten:

- 1. Geschlecht       männlich       weiblich
- 2. Alter             20-35 Jahre    35-50 Jahre    50+
- 3. Höchster Bildungsabschluss?

---

Herzlichen Dank für Ihre Teilnahme am Interview! Durch Ihre Einblicke haben Sie mehr sehr weitergeholfen.

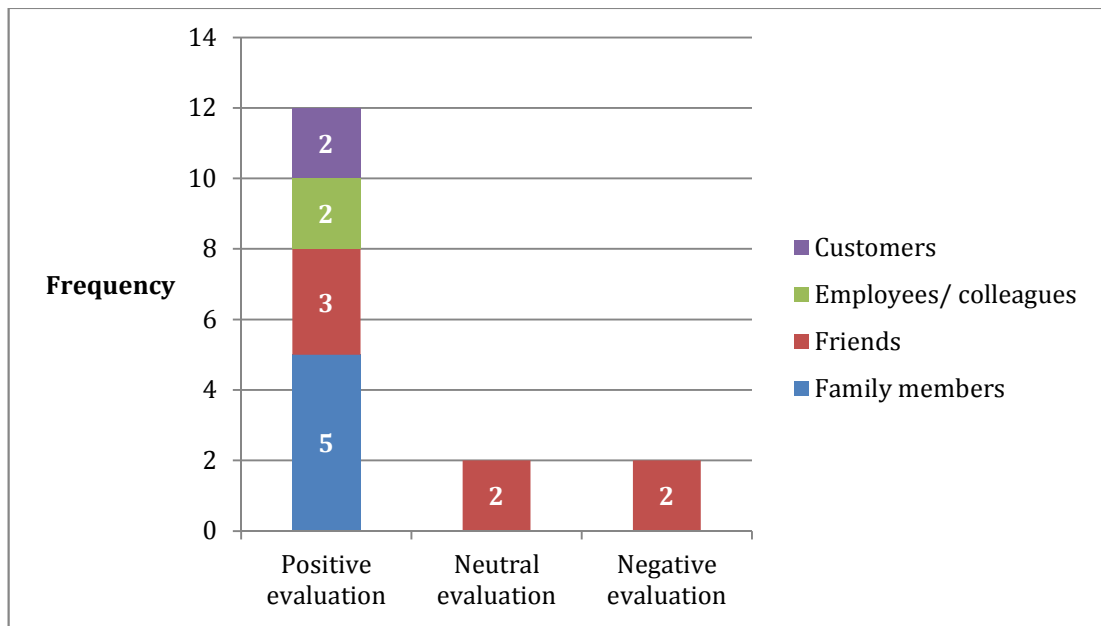
## Appendix C Qualitative content analysis - Categorisation system

Coding	Category name (frequency)	Definition
<b>C1</b>	<b>Attitudes</b>	Attitudes are favourable and unfavourable aspects that an individual holds towards a specific behavior. Here it is listed what social entrepreneurs indicated positively and negatively about social entrepreneurial behavior.
C1a	Intellectual stimulation (8)	This category is mentioned in a positive manner with social entrepreneurship and refers to the nature of social entrepreneurship that challenges social entrepreneurs mentally in daily work.
C1b	Social responsibility (8)	This category is mentioned in a positive manner with social entrepreneurship and comprises to assume responsibility for the service of society by tackling societal concerns.
C1c	Entrepreneurial drive (7)	This category is mentioned in a positive manner with social entrepreneurship and is characterised by the aspiration to create an innovative product or service that drives a change.
C1d	Impact orientation (6)	This category is mentioned in a positive manner with social entrepreneurship and describes the desired effect that is intended by a social entrepreneurial action.
<b>C2</b>	<b>Subjective norms</b>	The belief of an individual on how social reference groups evaluate the behavior. Here it is listed what social entrepreneurs believe how their social environment evaluates their profession. This is categorised on a continuum from positive to neutral to negative evaluation.
C2a	Positive evaluation (12)	This category depicts all statements from social entrepreneurs who believe that social reference groups evaluate their profession positively.
C2b	Neutral evaluation (2)	This category depicts all statements from social entrepreneurs who believe that social reference groups evaluate their profession neutrally.

Coding	Category name (frequency)	Definition
C2c	Negative evaluation (2)	This category depicts all statements from social entrepreneurs who believe that social reference groups evaluate their profession negatively.
<b>C3</b>	<b>Perceived behavioral control</b>	It is the perceived ease or difficulty of a person towards the behavior. Here are listed the difficulties and encouragements to pursue social entrepreneurial behavior in the initial foundation process.
C3c	Endurance (6)	This category targets a major encouragement which is about the ability to get up after having suffered a setback and trying new ways instead.
C3d	Financial security (4)	This category targets a major encouragement which is about the notion that the presence of financial resources foster social entrepreneurial behavior.
C3e	Hands-on experience (3)	This category targets a major encouragement which is the fact that expertise contributes to feel more confident in the founding process.



## Appendix D Subjective norms differentiated in social reference groups



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## **Declaration**

I declare that I have authored this paper independently, that I have not used other than the declared sources, and that I have explicitly marked all material which has been quoted either literally or by content from the used sources.

Stuttgart, June 3, 2016

Selen Kurt