

## **Soci(et)al entrepreneurship from a Quality Management perspective**

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*The purpose of this paper was to visualize and describe a general social/societal entrepreneurship process and to describe essential parts within the processes with the aim of contributing to the understanding of the features of the phenomenon. By studying the area from a Quality Management view and with a focus on processes this study shows a proposed visualization of the soci(et)al entrepreneurship development processes. The visualization shows processes, activities, output, input, and the value to the customer within soci(et)al entrepreneurship. The process starts with various unidentified needs and ends in the soci(et)al values. The study focused on literature that was found through databases, previous knowledge within the area and from other scientists. The results were confirmed in literature that describes social or societal entrepreneurship cases. This is an attempt to contribute to the understanding of soci(et)al entrepreneurship and help practitioners to understand their work and develop within the field.*

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## ***Introduction***

For nearly twenty years, soci(et)al entrepreneurship has been a topic of academic research but comparatively little has been materialized in the management and entrepreneurship journals, (Short, Moss, and Lumpkin 2009). Short, Moss, and Lumpkin (2009) argue that the research concerning soci(et)al entrepreneurship remains in an embryonic state, because of the conceptual articles' outnumbered and the empirical studies' lack of formal hypotheses and rigorous methods. Mair and Martí (2006) also claim that further empirical and conceptual work has to be done to show a comprehensive picture of soci(et)al entrepreneurship. They are of the opinion that soci(et)al entrepreneurship is a field that needs considerable attention (ibid). There also seems to be a need for further knowledge within the field among those who are studying it and practitioners. A small-scale investigation was conducted in the beginning of 2011 at a course at Mid Sweden University within the subject Societal Entrepreneurship, where the students were asked about their needs. It showed that the students were asking for a deeper understanding of the soci(et)al entrepreneurship phenomenon.

All in all there seems to be a need for further knowledge both within the science and by practitioners in the soci(et)al entrepreneurship field. One way to contribute to research and education, and assist practitioners and policy makers is to visualize and describe a general process of how soci(et)al entrepreneurship develops, starting from the beginning of the process and examining it the whole way through up until value for society is created.

By using the Quality Management perspective and focusing on the processes, an opportunity is provided that might give an understanding of the development of soci(et)al

entrepreneurship and the relation between different areas and parts within soci(et)al entrepreneurship. The purpose of this paper is to visualize and describe a general soci(et)al entrepreneurship process from a Quality Management perspective. The purpose is also to describe essential parts within the soci(et)al entrepreneurship process in the sense of contributing to the understanding of the features of the phenomenon.

### ***Theory***

Within Quality Management, process orientation and focus on processes are the basis and one of the values of Total Quality Management (TQM), see for instance; Lagrosen (2006) and Bergman, and Klefsjö, (2010). A process is a set of activities that is repeated with the same pattern each time creating value to external or internal customers, (Bergman, and Klefsjö, 2010). The process makes it possible to predict the future since the past and the future are tied together. Identifying the process allows implementations of improvements in activities along the way (ibid) and a holistic view (Ljungberg, and Larsson, 2001). Therefore, it is interesting to identify and understand the processes whereby soci(et)al value is reached. This could be done with a Quality Management perspective

### **Quality Management**

Historically, quality has been given many different definitions; see for example, Juran (1951), who defines quality as “fitness for use” and the narrow definition by Crosby (1979), which has a producer perspective; “conformance of requirements”. According to Deming (1986), quality should be “aimed as the needs of the customer, present and future”. The fact that the quality concept should originate from the needs and wants of the customers was something

that post-war Japanese managers soon became aware of (Bergman, and Klefsjö, 2010). Bergman and Klefsjö (2010) define quality as a wider concept: “quality is to satisfy, and preferably exceed, the needs and expectations of the customers”. Since quality is judged by the customer, work that aims to increase quality within organizations has to start by identifying the customers. Different organizations have different kinds of customers. Even though some organizations do not refer to them as customers, they all have both external and internal customers. The meaning and the definition of the concept of ‘customer’ vary. From as narrow as in the ISO 9000:2000 standard “an organization or person that receives a product” and Deming (1986) “those who judge the quality” to the wider Bergman and Klefsjö (2010) “those we want to create value to” and the even wider by Juran and Gryna (1988) “anyone who is affected by the product or by the process used to produce the product”.

One common interpretation of the development of Quality Management lists four phases leading up to the concept of Total Quality Management (TQM); see, for instance, Garvin (1988) and Dale (2003). The current fourth phase is Total Quality Management: which covers understanding and implementation of principles and concepts in every aspect of business and it has a clear system approach (Bergman and Klefsjö, 2010). Some researchers have even presented a possible future stage of Quality Management with an enlarged view of customers as stakeholders; see, for instance, (Bergquist, Fredriksson, and Svensson 2005; Foley, 2005). Irrespective of the fact that the interpretations of the development of Quality Management differ, Total Quality Management (TQM) can be seen as the current phase.

The values within TQM can be seen as the basis of Quality Management and they vary from author to author (Lagrosen, 2006). According to Lagrosen (2000), these values are both the outcome and the ingredients of a successful TQM implementation. Different authors use different terms for the ingredients of TQM , for instance, factors, key elements, values, corner stones, or principles (Foster, 2004; Dale, 2003; Bergman and Klefsjö, 2010; Sila and,

Ebrahimpour, 2002; Lagrosen, 2006) According to Bergman and Klefsjö (2003), the base of TQM is made up of the core values and they list them as; ‘Focus on Customers’, ‘Improve Continuously’, ‘Focus on Processes’, ‘Base Decisions on Fact’, ‘Let Everybody be Committed’ and ‘Top Management Commitment’. Lagrosen (2003) found in a literature study that many authors within Quality Management agreed on those core values.

### **Processes within Quality Management**

Palmberg (2009) conducted a study of about 200 articles on processes and process management which had been published from 1994 to 2007. She summarized the study by concluding that there was no common definition of process in the articles as almost all authors define process in their own words (ibid). There are six components that are in the majority of the definitions in that study; 1) input and output, 2) interrelated activities, 3) horizontal: intra-functional or cross-functional, 4) purpose or value for customer, 5) the use of resources, 6) repeatability, (Palmberg, 2009). Based on the study her definition is: a process is a horizontal sequence of activities to meet the needs of customers or stakeholders, (Palmberg, 2009). This is similar to Bergman and Klefsjö (2010) who define a process as: “a repetitive network of activities that are repeated in time, whose objective is to create value to external or internal customers”. They maintain that the rationale behind focusing on processes is “redirecting attention from the individual products to the activity chains that create them” and that this “generates better chances of achieving a shared vision (ibid). The processes are predictable since the past is connected with the future and the process makes it possible to implement improvements (Bergman, and Klefsjö 2010). In all organizations there are and have always been processes. By making them visible, understanding and knowledge about what happens in the organization is reached, (Ljungberg, and Larsson, 2001). The meaning of focusing on processes is to direct attention to the activity chains that create value (Bergman, and Klefsjö

2010). Those networks of processes within the company can be divided into different categories. These are management processes, main processes and support processes. (Ljungberg, and Larsson 2001). The Management Process has internal customers and its purpose is to decide about the organization's targets and strategies (Rentzog 1996; Egnell 1994). It coordinates and manoeuvres (Ljungberg, and Larsson 2001) and provides improvements to other processes within the organization (Rentzog 1996; Egnell 1994).

The Main Process describes the purpose of the activity of the organization and gives an overview of the most important parts (Ljungberg, and Larsson 2001). It has external customers and its purpose is to fulfill their needs by using and refining the access that are provided to the process (Rentzog 1996; Egnell 1994). The Support Process has internal customers and its purpose is to supply the main process with the resources that it needs (Rentzog 1996; Egnell 1994). Those processes are not absolutely critical to the organization but they are needed to help the organization to achieve success. They are evaluated on how well they support the main process (Ljungberg, and Larsson 2001).

The processes can be divided into different levels: process, subprocess, activity and task (Palmberg 2009). The Quality Management perspective and a focus on the processes gives an overall view (Ljungberg, and Larsson 2001). The process has five different components. The input starts the processes; activities are a series of actions; resources are needed to perform; information supports and controls the process; and the output is the result of the transformation of the resources through the activities (Ljungberg, and Larsson 2001).

### **Societal Entrepreneurship**

Soci(et)al entrepreneurship is found in all levels of society (Frankelius, and Ogeborg 2009). A key interest for practices and policy is the use of entrepreneurship for social purposes and profit used for social purpose (Fowler 2000; Harding 2004). The soci(et)al entrepreneur has a

strong connection to the place where Soci(et)al entrepreneurship will be performed (Sundin 2009; Asplund 2009) and the soci(et)al entrepreneur is very familiar with the context (Johannisson, and Wigren 2009). Societal entrepreneurship should be understood in the context of its time and place (Sundin 2009; Frankelius, and Ogeborg 2009). Soci(et)al entrepreneurship liberates locations that have been paralyzed (Ekstrand, and Wallmon 2009). This, for instance, can be a community in Africa, (Blombäck, and Wigren, 2009), an activity in Sweden (Fredriksson 2004; Johannisson, and Wigren 2009; Asplund 2009), a country (Frankelius, and Ogeborg, 2009), an activity at a university (Lundqvist 2009), or at a working place (Tillmar 2009; Sundin 2009) or even a global one (Gawell 2009). ) The processes have a social intention (Sundin 2009). The first intention of the actors is not always soci(et)al entrepreneurship but it can turn out to be that in the end. (Lundqvist 2009). Within the area of soci(et)al entrepreneurship there is a feeling of necessity for action and to realize the need for change and development (Frankelius, and Ogeborg 2009). Generally, societal entrepreneurship can be viewed as a process which creates value by combining resources in new ways intended primarily to explore and exploit opportunities to create social value by stimulation of social change or meeting social needs, (Mair, and Marti 2006).

## **Methods**

Literature within the area of soci(et)al entrepreneurship was studied from a Quality Management perspective to find the essential parts within the area. From the literature study a visualization of the soci(et)al entrepreneurship process was designed. The process was first tested and discussed with researchers both within the soci(et)al entrepreneurship area and the Quality Management area. Then the visualization of the process was updated and modified. The process was then tested against soci(et)al entrepreneurship cases and other descriptions of the phenomenon within the literature with the purpose of further development and

confirmation. A hermeneutical view and the hermeneutic circle have been used, (Egidius 2002). Literature was found through databases, previous knowledge about literature and from other scientists.

Previous knowledge within the areas has influenced the study. This knowledge is from the areas of entrepreneurship, Quality Management, sociology, psychology, and processes of learning. The visualization of the processes was designed and discussed with researchers within soci(et)al entrepreneurship and the Quality Management areas and redesigned a number of times as the literature studies and discussions proceeded. Ljungberg and Larsson's (2001) methods of working were used to identify and map out the processes. The activities were identified within the literature. The main process turned out to be the focus of the research and has been further investigated. Some support processes were also identified but they have not been the focus of the research. The purposes of the soci(et)al entrepreneurship processes were defined. The activities and results of the activities were identified within the literature. Those activities and results were then laid out as a puzzle and arranged in an order that was found to be satisfactory. By using previous knowledge the puzzle was completed in some areas. The activities that had been identified were put together into processes. The main process was visualized on a more detailed level. Then the subprocesses were identified with the input and output between the subprocesses. The different processes were investigated to see if they were on the same level concerning details. The names of the processes, subprocesses and results were considered to evaluate whether they were suitable several times. The processes were taken into consideration several times to see if a suitable description had been made. The mapping of the processes was made on a general level in order to be flexible and not force soci(et)al entrepreneurship into how things should be done.

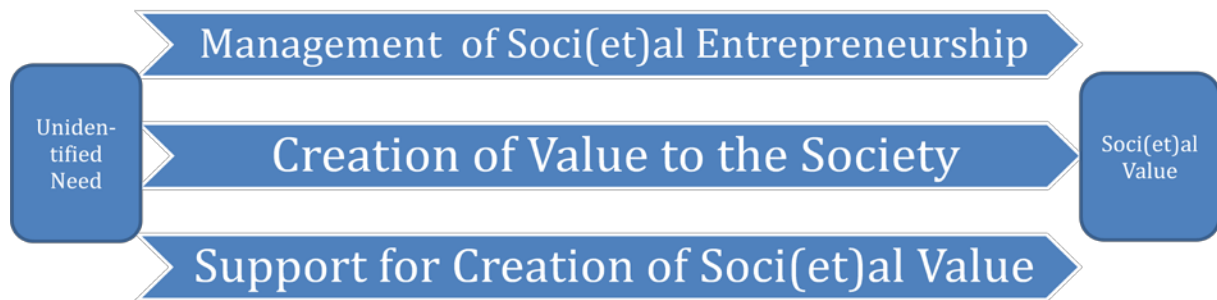


Instead it focused on what was being done and left it up to the soci(et)al entrepreneurs and the context as to how it should be done. This also makes it easier to consider why the activities are being done. (Ljungberg, and Larsson 2001). The research showed that how things are done differs from case to case. To get a general model that can be used and understood in several cases within soci(et)al entrepreneurship the model was kept on a general level without going into the activities and tasks. Activities and tasks are only showed so that the reader will understand what the different processes and input and output can consist of.

### ***Visualization of the soci(et)al entrepreneurship process***

The results show a general description of the processes of soci(et)al entrepreneurship, see Figure one, the main process and its activities are in focus, see Figure two. The study also has identified some support processes that are presented. It is an attempt to describe the essential parts in the soci(et)al entrepreneurship process and briefly illustrate the influence from the connected areas. The input to the soci(et)al entrepreneurship process has been identified as ‘Unidentified Needs’ and the output as ‘Soci(et)al Value’. The main process is called ‘Creation of Value to the Society’ and is described with activities, input and output below. The management process is called ‘Management of Soci(et)al Entrepreneurship’ and the support process ‘Support for Creation of Soci(et)al Value’. These processes, input and output are described below.

Figure 1. The proposed model of the soci(et)al entrepreneurship process.



The input is ‘Unidentified Needs’ and the output ‘Soci(et)al Value’. The main process is ‘Creation of Value to the Society’. The management process is ‘Management of Soci(et)al Entrepreneurship’ and the support process ‘Support for Creation of Soci(et)al Value’

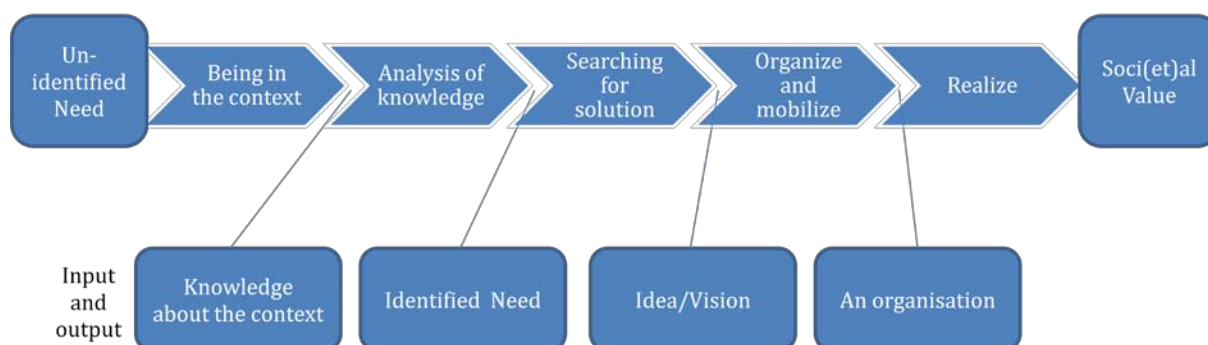
### **Unidentified Needs and Soci(et)al Value**

According to Ljungberg and Larsson (2001) and Bergman & Klefsjö (2010) the input, the start of the processes, is the needs of the customer. This study shows that the processes of societal entrepreneurship start before the needs are clearly identified. They can be there but they are not identified so the input to the processes are these unidentified needs (Austin, Stevenson, and Wei-Skillern 2006; Gawell, Johannisson, and Lundqvist 2009; Tillmar 2009; Blombäck, and Wigren, 2009; Frankelius, and Ogeborg 2009; Johannisson, and Wigren 2009; Asplund 2009) The identified output, the result after the transformation has been done within the processes (Ljungberg, and Larsson 2001), is social value (see for instance: Mair, and Marti 2006; Austin, Stevenson, and Wei-Skillern 2006; Moe 2009; Frankelius, and Ogeborg 2009).

## Creation of Value to the Society

The Main process shows the most important parts and is significant to the organization. It helps the organization to reach the goal (Ljunberg, and Larsson 2001). The purpose is to fulfil the customer needs of the external customer (Bergman, and Klefsjö 2010). Things that others have not seen are observed (Sundin 2009) and visions are transformed into actions (Frankelius, and Ogeborg 2009; Johannisson, and Wigren 2009) in the main process, that has been given the name **‘Creation of Value to the Society’**. The investigation revealed subprocesses. The identified subprocesses are **‘Being in the context’**, **‘Analysis of knowledge’**, **‘Searching for solution’**, **‘Organize and mobilize’** and **‘Realize’**. It also showed input and output to the subprocesses. The input and outputs that have been identified are **‘Unidentified need’**, **‘Knowledge about the context’**, **‘Identified need’**, **‘Idea/Vision’**, **‘An organization’** and **‘Soci(et)al value’**.

Figure 2. The Main process of the soci(et)al entrepreneurship.



The main process starts with the input **‘Unidentified Need’**. It is in the context the problems are addressed (Austin, J, Stevenson, H, and Wei-Skillern, J 2006) and the soci(et)al

entrepreneurship can be seen as a starting force of the needs which do not have been articulated (Gawell, Johannisson, and Lundqvist 2009) .

By '**Being in the context**' knowledge is gathered (Tillmar 2009; Blombäck, and Wigren, 2009; Frankelius, and Ogeborg 2009; Johannisson, and Wigren 2009; Asplund 2009) and it can be a long process. The entrepreneur can move around and gather knowledge that helps them to understand the context from other locations and other periods than where the soci(et)al entrepreneurship will be performed (Tillmar 2009; Johannisson, and Wigren 2009). For instance through study (Tillmar 2009), visits to other countries (Johannisson, and Wigren 2009), for example as a former owner of a company (Blombäck, and Wigren, 2009) or as a politician (Asplund 2009). Examples of the kind of '**knowledge about the context**' that are gathered include: that it is cold and the rain comes in through the roof in the club house (Asplund 2009); things that are happening in other places (Gawell 2009); there is no growth in the society, a large national debt and well educated young people are moving out of the country (Frankelius, and Ogeborg 2009); or that a library is going to close (Sundin 2009). When knowledge from the context has been collected the '**Analyze of knowledge**' begins. The different pieces of information are put together as a whole and a picture of the reality emerges (Arbnor, and Bjerke 2009) the needs are becoming visible. Examples of '**Identified need**' are drinking water, education (Blombäck, and Wigren 2009), exercise for mothers to be and the need for discussion conversation among fathers to be (Tillmar 2009), the opportunity to recharge mobile phones (Lundqvist 2009), sex education for those with learning difficulties, access to literature at times that suit the customer, preserving the home town (Sundin 2009), or functions in the society (Asplund 2009), job creation (Sundin 2009; Johannisson, and Wigren 2009) and to save a nation that is in a crisis. It does not have to be those who are in need that are discovering the need (Frankelius, and Ogeborg 2009). Once those needs have been identified the '**Searching for solution**' begins. (Blombäck, and

Wigren, 2009; Tillmar 2009; Lundqvist 2009; Frankelius, and Ogeborg 2009) The opportunities are investigated and questions are posed to be answered (Asplund 2009). Out of this research for solutions an **'Idea/Vision'** appears: 'This is what we will do!' It can be to build a school (Blombäck, and Wigren, 2009), to start a company (Tillmar 2009), to make science useful (Lundqvist 2009), to maintain the opportunity to go to the library or an employment (Sundin 2009), provide companies and working opportunities to a country (Frankelius, and Ogeborg 2009) or increase the number of inhabitants and working opportunities (Fredriksson 2004). When this idea or vision has emerged the **'Organize and mobilize'** phase begins. The form the organization takes should be the one that is most effective (Austin, Stevenson, and Wei-Skillern, 2006) and its opportunities should be considered (Asplund 2009). That, which is mobilized are other people, (Moe 2009; Tillmar 2009; Frankelius, and Ogeborg 2009), networks (Lundqvist 2009), organizations (Blombäck, and Wigren 2009), knowledge (Gawell, Johannisson, and Lundqvist 2009; Frankelius, and Ogeborg 2009; Lundqvist 2009), business opportunities (Gawell, Johannisson, and Lundqvist 2009), financing resources (Asplund 2009; Gawell, Johannisson, and Lundqvist 2009) and customers (Tillmar 2009). The organization can be built within an already existing organization (Blombäck, and Wigren, 2009; Lundqvist 2009; Frankelius, and Ogeborg 2009; Johannisson, and Wigren 2009; Gawell 2009), by starting a new company as a part-time or full-time soci(et)al entrepreneur (Tillmar 2009; Sundin 2009), as a nonprofit organization (Fredriksson 2004), as a project (Lundqvist 2009), partnership among different actors (Lindhult 2009), development of groups (Fredriksson 2004), national gathering and collective acting (Frankelius, and Ogeborg 2009; Asplund 2009), putting up strategies (Frankelius, and Ogeborg 2009) and building networks (Gawell 2009; Lindhult 2009; Fredriksson 2004). This could be done with those that are sharing the values that the organization has and can be helpful in realizing the idea or vision (Lindhult 2009). Other things that can be done within

this subprocess are development of the offer to the society (Lundqvist 2009) and the idea or vision (Asplund 2009) and anchoring the need and the vision or idea in the society with those that it needs to be anchored with and making others believe in the mission (Frankelius, and Ogeborg 2009). Organization and mobilization can be done through discussions, planning, co working (Asplund 2009), by using the media (Lundqvist 2009; Johannisson, and Wigren 2009; Gawell 2009; Asplund 2009) written articles (Gawell 2009) and a belief that anything is possible (Asplund 2009). Out of the organization and mobilization **‘an organization’** emerges. The organization can be formal or informal or indeed a chaos. Even if it is a chaos, an organization still exists (Gawell 2009). With an organization it is possible to **‘Realize’** the creation of value, (see for instance Frankelius, and Ogeborg 2009; Fredriksson 2004; Sundin 2009). Examples of realization are drilling a well, building a school house, having a food program (Blombäck, and Wigren, 2009), continuing with the service that was about to close (Sundin 2009), breaking the law (Johannisson, and Wigren 2009), writing articles, having conversations (Gawell 2009), sending messages out to politicians and others (Gawell 2009), going through with local and regional development (Asplund 2009) and improving the environment for children (Fredriksson 2004). By the realization the **‘Societal Value’** is reached. The soci(et)al value can be social or ecological (Gawell, Johannisson, and Lundqvist 2009). It can be fresh water, health care (Blombäck, and Wigren, 2009), self-confident mothers and fathers to be, others adopting the methods (Tillmar 2009), stopping child pornography, electricity, knowledge of mathematic for young pupils, an permissive context to develop soci(et)al entrepreneurship (Lundqvist 2009), new companies, new working opportunities, secure families (Frankelius, and Ogeborg 2009), a raised level of awareness among politicians (Gawell 2009), growth within the society (Asplund 2009) and lower speed when driving by a school (Fredriksson 2004). All of those subprocesses and input/output that

have been identified are the contents of the main process which has been identified as 'Creation of Societal Value'.

### **Management of Soci(et)al Entrepreneurship**

In the Management process decisions are made, targets and strategies are set and implementations of improvements in the other processes are made (Bergman, and Klefsjö 2010) and coordinating and directing the organization are carried out (Ljungberg, and Larsson 2001). The identified management process is 'Management of Soci(et)al Entrepreneurship'.

In the management process a need to realize the idea (Sundin 2009) is found and the soci(et)al entrepreneur takes an overall responsibility (Asplund 2009) and a step towards the goal, soci(et)al value, is taken. The entrepreneurs are the visionaries and they will engage and mobilize others (Moe, 2009). It is a creative and independent management (Lundqvist 2009). In the process responsibility is delegated (Asplund 2009), new ways are found and borders are crossed (Frankelius, and Ogerborg 2009). There is an ability to penetrate the problems and divide up cases and symptoms (ibid). The soci(et)al entrepreneur leads the soci(et)al entrepreneurship towards the goal, soci(et)al value. (Frankelius, and Ogeborg 2009) It does not have to be the same soci(et)al entrepreneur throughout the whole process: a change can take place on the way through the process. (Blombäck, and Wigren, 2009) and there can be several (Fredriksson 2004; Asplund 2009). The actors can be from private practice, organizations and companies (Fredriksson 2004) and be handpicked with specialized competence (Asplund 2009). The management process is about getting those that are involved to gather around a common vision and to create engagement. (Frankelius, and Ogeborg 2009).

## **Support for Creation of Soci(et)al Value**

The support processes provide the main process with resources (Egnell, P-O 1994) . They are not critical to the organization but help it to reach success (Ljungberg, and Larsson 2001).

Support processes that have been identified are:

- Development of competence - Education and knowledge about soci(et)al entrepreneurship (Lundqvist 2009; Moe 2009), guidance to those that are active within the area (Moe 2009; Lundqvist 2009), coaching and development discussions (Lundqvist 2009), enhancing previous knowledge (Tillmar 2009) and knowledge about different ways of financing (Asplund 2009)
- Networking - Soci(et)al entrepreneurs make use of their networks (Gawell, Johannisson, and Lundqvist 2009; Moe 2009; Tillmar 2009; Lundqvist 2009; Frankelius, and Ogeborg 2009; Lindhult 2009; Johannisson, and Wigren 2009; Lindhult 2009) The network can contribute with knowledge flow (Moe 2009; Lundqvist 2009; Lidhult 2009), into the main process, ideas, contacts, experience (Lindhult 2009) new perspectives, partnership (Lundqvist 2009), bridges between different sectors (Tilmar 2009), possibilities to be legitimized and making the work public (Lindhult 2009). Persons, in the network can be supporters, partners, givers (Lindhult 2009) and decisionmakers (Sundin 2009; Asplund 2009). They can be found in the nearby area or contribute from a greater distance (Lundqvist 2009; Tilmar 2009).The idea is that the soci(et)al entrepreneurship influences the kind of network that is needed (Sundin 2009).
- Financing - The process that provides forms of financing through banks, risk capital, account, system of contribution and the establishing of different kinds of company (nya bolagsformer)(Moe 2009)



- Science - Contribution to knowledge about the area, ( Moe 2009), by participating (Asplund 2009, Gunnarsson, and Ghaye 2009) and helping different ideas to come through (Lundqvist 2009)
- Establish - The idea of what Soci(et)al entrepreneurship is (Moe 2009), how to get others to believe in the idea (Asplund 2009), the written and unwritten rules (Moe 2009), the social structures that influence what the people are doing and what is expected from them (Blombäck, and Wigren, 2009; Ekstrand, and Wallmon 2009; Johannisson, and Wigren 2009) and convincing others about the necessity of going through with the idea or vision(Sundin 2009).
- Politics (conversations with politicians to change the conditions) (Tillmar 2009) (Fredriksson 2004 A). The way the soci(et)al entrepreneur is working is received by the politicians (Sundin 2009)
- Media – The media provides the opportunity for attention and to get messages out to others (Lundqvist 2009; Johannisson, and Wigren 2009; Gawell 2009; Asplund 2009)

All of these processes, activities, inputs and outputs that have been identified contribute to the soci(et)al value.

## **Conclusions and Discussion**

Soci(et)al entrepreneurship is influenced by a lot of different factors on the way towards soci(et)al value and quality. This study has shown some of these. From a Quality Management perspective it shows that all of those parts are contributing to soci(et)al entrepreneurship and the opportunity to reach soci(et)al value and a high degree of quality. That might indicate that an actor does not have to be a part of the organization, the Main process or the Management process, to contribute to soci(et)al entrepreneurship. They can be

one of those that are found within the Support Processes and in that way can contribute to the soci(et)al entrepreneurship and to the degree the soci(et)al value and quality is reached.

It can be concluded that soci(et)al entrepreneurship is a complex phenomenon and that there are some general activities before soci(et)al value is created. The proposed soci(et)al entrepreneurship process has been confirmed when the activities' within the sub process were indentified in the described cases within the literature. This indicates that the description of the soci(et)al entrepreneurial process is general and can be used to further understand the soci(et)al process and structures at work when creating soci(et)al value.

This area needs to be studied further within the field where the soci(et)al entrepreneurs are working to see whether it corresponds with those described in acc this study. It is also necessary to investigate if there are other factors that are influencing the processes of soci(et)al entrepreneurship and the result of their work, the quality or degree of soci(et)al value. It is also necessary to investigate all of the different processes and their activities and working operations. If this is to be done the opportunity to work with continuous improvements is possible and a higher degree of quality, a higher degree of soci(et)al value, can be reached. That would also provide practical examples and further understanding of soci(et)al entrepreneurs that are active in the field, for the benefit of educators and politicians.

Most of the research within the field of soci(et)al entrepreneurship seems to have been focused on the definition and description of cases. This is an attempt to contribute to the understanding of soci(et)al entrepreneurship, to help practitioners to understand their work and develop within the field, a further step within the science, to give the educators a visualization of the development and connection in the process, to help policy makers to understand that there is a need for support from the structures within the society and an understanding of soci(et)al entrepreneurship as a whole. This visualization starts a long time

before the needs are visualized. From a Quality Management point of view it is necessary to start at this point to understand what is influencing the societal value and to get the opportunity to make improvements that give a high societal value. As an example the quality of the knowledge that is collected within the context affects the rest of the process. If the knowledge is not clear enough to make a good analysis, it might be the wrong kind or just a part of the needs that are identified. Then values that the society does not need are created. It can also give information to what kind of organization and mobilization that are needed.

This visualization is done as a linear process but within the different subprocesses it might be seen as an wandering and searching process. This also needs to be further investigated.

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