Mittuniversitetet
MID SWEDEN UNIVERSITY

Thesis for the degree of Licentiate of Philosophy, Östersund 2013

VALUE CREATION WITHIN SOCIETAL ENTREPRENEURSHIP

A Process Perspective

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ISSN 1652-8948
Mid Sweden University Licentiate Thesis 104
ISBN 978-91-87557-00-2

Akademisk avhandling som med tillstånd av Mittuniversitetet framläggs till offentlig granskning för avläggande av filosofie licentiatexamen fredag den 25 oktober, 2013, klockan 10.00 i sal Q221, Mittuniversitetet Östersund.
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Printed by Kopieringen, Mid Sweden University, Sundsvall, Sweden, 2013

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ACKNOWLEDGEMENT

I would like to start by thanking my supervisors, Håkan Wiklund and Ingela Bäckström, for the support, knowledge and advice. I would like to offer a special thank you to Ingela for all her patience, encouragement, and her laughter and, last but not least, her never-ending belief in me and that she has been there for me whenever I have needed her.

I would also like to thank my colleagues at the Quality Technology and Management research group at Mid Sweden University for all your advice, encouragement, discussions and support. You have all made this journey fun, interesting and special.

Furthermore I would like to thank all the societal entrepreneurs that are providing societal value to the world and have been a part of my research journey. Without your cooperation and willingness to share your stories this research would never have been possible. I would also like to thank all of you that have given me the opportunity to discuss this business area and given me new ideas. The European Regional Development Fund, Länsstyrelsen Jämtland, Länsstyrelsen Västernorrland, Entreprenörskapsform and Mid Sweden University also deserve thanks, as does Gary Watson for editing my work.

Finally I would like to thanks all my friends and family for all the support and encouragement during my research journey. A special thanks to my father who was always there for me but sadly is no longer here to see me finish my research journey – I miss you. I would also like to give a special thanks to Hans my companion in life and my dear children Albin and Adéle for being by my side. Thanks for all the support that you have given me, for the patience that you have shown when you have not been able to make contact with me because of all the thoughts that have occupied my head. You have believed in me and always dragged me off to have some fun that gave me energy to continue this research journey.

There are a lot of things that I would like to thank you all for but if I continue to thank you for all the things that I am thankful for the list will be too long. You have all contributed to the result that is presented in this thesis – Thanks!

Östersund October 2013

Anna Åslund

ABSTRACT

Social entrepreneurship is given considerable attention within literature and academic research despite that fact it is an area that needs considerable attention and research. The main purpose for societal entrepreneurs is to create societal value but there can be difficulties to understand value creation within the area. Important components within Total Quality Management (TQM) are process orientation and value creation. A TQM perspective with processes in focus provides opportunities to clarify societal value creation within societal entrepreneurship initiatives.

The main purpose of this thesis has been to explore how societal value is created within the area of societal entrepreneurship and the underlying purpose has been to contribute to the development of knowledge and understanding about the societal entrepreneurship area. In order to fulfil the purpose one literature case study and three empirical case studies have been conducted with processes in focus. The literature case study was conducted first and it resulted in a theoretical process map based on a process perspective, which showed how societal value was created within a societal entrepreneurship initiative. After that the three empirical case studies were conducted separately and the findings from the empirical case studies were compared with the previously developed theoretical process map. A cross case analysis was made to find out if the process map could be confirmed, developed or rejected.

The result of the case studies contributes to earlier findings within research and gives a common, comprehensive and simplified picture of a complex phenomenon and an opportunity to understand how societal value is created. A general overall process map is presented that gives a picture of how value is created within the area of societal entrepreneurship. The result shows the management process and support process fields. The map also shows a main process that is further developed with input, output and sub processes. The studies point out that societal value is created through processes and that societal value creation can be described out of a process orientation perspective. Important components to create societal value have been found to be: 'unidentified needs'; 'knowledge about the context'; 'identified need'; 'an idea or a vision'; and some kind of 'organization' and important activities to create value seem to be: 'being in the context'; 'analysis of knowledge'; 'searching for solution'; 'organize and mobilize'; and 'realize'. Fields where support processes are performed that are of importance in societal value creation have been identified. Those fields are 'creation of financing opportunities';

'performance of political decisions and acts'; 'development and use of networks'; 'establishment of initiative'; 'creation of media information'; 'development and use of scientific results'; and 'development and use of competence'.

The map does have potential for development. Further studies need to be done within the area concerning how societal value is created and to get an even more comprehensive process map of the societal entrepreneurship area but the result presented in this thesis is a start to understanding how societal value is created and to develop knowledge and understanding of the societal entrepreneurship area.

Keywords: Societal entrepreneurship; social entrepreneurship; societal value; process; process map, Total Quality Management (TQM).

SAMMANFATTNING

Socialt entreprenörskap ges stor uppmärksamhet inom litteratur och akademisk forskning trots detta är det ett område som behöver mer uppmärksamhet och forskning. Det främsta syftet för samhällsentreprenörer är att skapa värde för samhället, men det kan vara svårt att förstå detta värdeskapande. Viktiga komponenter inom Total Quality Management (TQM) är processorientering och värdeskapande. Ett TQM-perspektiv med processer i fokus ger möjligheter att klargöra det samhällsvärde som skapas inom samhällsentreprenöriella initiativ.

Det huvudsakliga syftet med denna avhandling har varit att undersöka hur samhällsvärde skapas inom området samhällsentreprenörskap och det bakomliggande syftet har varit att bidra till utvecklingen av kunskap och förståelse för området. För att uppfylla syftet har fallstudier genomförts, en litteraturstudie och tre empiriska studier, med fokus på processer. Den litterära fallstudien genomfördes först utifrån ett processperspektiv och det resulterade i en teoretisk processkarta som visade hur samhällsvärde skapas inom samhällsentreprenörskapets område. Efter det genomfördes de tre empiriska fallstudierna och resultatet jämfördes med den tidigare utvecklade teoretiska processkartan. En cross-case-analys gjordes för att ta reda på om processkartan kunde bekräftas, utvecklas eller förkastas.

Resultatet av fallstudierna bidrar till tidigare rön inom forskning och ger en gemensam, övergripande och förenklad bild av ett komplext fenomen och en möjlighet att förstå hur samhällsvärde skapas . En allmän och övergripande processkarta presenteras som ger en bild av hur värde skapas inom området samhällsentreprenörskap . Resultatet visar ledningsprocessen och fält med stödprocesser. Kartan visar också en huvudprocess som vidareutvecklas med input, output och delprocesser . Studierna visar att samhällsvärden skapas genom processer och att samhällsvärdeskapande kan beskrivas ur ett processorienterings perspektiv . Viktiga komponenter för att skapa samhällsvärde har visat sig vara: "oidentifierade behov", "kunskap om kontexten", "identifierat behov", "en idé eller en vision”, och någon form av "organisation". Viktiga aktiviteter för att skapa värde verkar vara: "att vara i kontexten", "analys av kunskap”, "söka efter lösning”, "organisera och mobilisera”, och "förverkliga". Områden där stödprocesser utförs som är av betydelse för skapande av samhällsvärde har identifierats. Dessa områden är "skapa finansieringsmöjligheter”, ”genomförande av politiska beslut och handlingar", "utveckling och användande av nätverk", "etablering av

initiativet", "skapandet av information i media", "utveckling och användning av vetenskapliga resultat”, och "utveckling och användning av kompetens".

Kartan har utvecklingspotential. Ytterligare studier behöver göras inom området gällande hur samhällsvärde skapas och för att få en mer omfattande processkarta av samhällsentreprenörskapets område, men resultatet som presenteras i denna avhandling är en början för att förstå hur samhällsvärde skapas och för att utveckla kunskap och förståelse för samhällsentreprenörskapets område.

Nyckelord: samhällsentreprenörskap, socialt entreprenörskap, samhällsvärde, process, processkarta, Total Quality Management (TQM)

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LIST OF APPENDED PAPERS

This thesis is mainly based on the papers presented below.

Paper A — Åslund, A., Bäckström, I., and Wiklund, H., (2011), *Soci(et)al entrepreneurship from a Quality Management perspective*, Presented at the 56th annual ICSB World Conference, Back to the future, Changes in perspectives of global entrepreneurship and innovation, Stockholm, Sweden

Paper B — Åslund, A., and Bäckström, I., (2012), A Process towards Societal Value within a Community-Based Regional Development Project, *Quality Innovation Prosperity*, Vol. 16, No. 2 pp 71-83

An earlier version was presented and published in the proceedings of 15th QMOD Conference on Quality and Service Sciences, Poznan, Poland, 2012.

Paper C — Åslund, A., and Bäckström, I. (2013), Creation of Value to the Society – a Process Map of the Societal Entrepreneurship Area, Accepted for publication in *Total Quality Management & Business Excellence*

1. INTRODUCTION

The purpose of this chapter is to give an introduction and background to the research area and to present the purpose, the research questions and delimitations of the research. The thesis structure is also presented.

1.1 BACKGROUND

Quality issues are spreading and increasing all over the world and this will have consequences in all sectors of society (Bergman and Klefsjö, 2010). Environmental issues are growing in importance and negotiations concerning those areas are conducted on an international level and influence public awareness. They are also gaining strength in public opinion (ibid). Climate, migration and segregation, globalization and unequal distribution are boundless issues and too complex to solve for single actors (Moe, 2009). New ideas and new methods of working are needed on both an international and a local level (ibid).

Initiatives taken by societal entrepreneurs are social innovations and have obviously societal benefits. Those innovations are important for growth and prosperity (Moe, 2009). Societal entrepreneurs can be found everywhere; you find them in non-profit activities and organizations, the public sector, enterprises and academia. In Sweden societal entrepreneurship is one key to the future since it highlights things that do not work in the welfare society and turn shortcomings into possibilities. The societal entrepreneurs think in new ways, solve societal problems and open up new markets (ibid).

Social entrepreneurship has been a topic within academic research for nearly twenty years but little has materialized in the management and entrepreneurship journals (Short, Moss, and Lumpkin, 2009). All this, despite the fact that it is an area that has been given considerable attention in literature and academic research; see for instance Short et al. (2009), Smith and Stevens, (2010) and Zahra, Gedajlovic, Neubaum and Shulman (2009). According to Short et al. (2009) and Mair and Martí (2006) research concerning social entrepreneurship remains in an embryonic state. Several authors state that it is an area that needs further studies; see for instance Mair and Marti, 2006; Short et al., 2009; Zahra et al., 2009. According to Mair et al (2006) it is an area that needs great attention on both an empirical and conceptual level, to reach a comprehensive picture. The area needs to be explained and theories need to be developed about the specific empirical phenomena (Smith and Stevens, 2010).

Social entrepreneurs start up social changes and take care of social needs in social value creation (Mair and Marti, 2006). Values delivered by social entrepreneurship initiatives vary greatly and they depend on the context where they are performed and thereby vary greatly from context to context (Zahra et al., 2009). There are differences in the discovery of social needs, finding social opportunities and affecting a broader social system and difficulties in understanding value creation within social entrepreneurship areas and what social values are (ibid). Zahra et al, (2009, pp 522) ask " *what is the social value of clean water in remote villages, the adoption of orphans from wartorn nations or the empowerment of women entrepreneurs in oppressive societies?*". Management schools can agree that value creation is important but there are difficulties in reaching agreements on what value creation is and the process in which value is created (Lepak, Smith and Taylor, 2007).

A future stage that is possible for Quality Management has been presented within the literature. It has an enlarged view of customers as stakeholders; see, for instance, Bergquist, Fredriksson, and Svensson (2005); Foley, (2005). Bergman and Klefsjö (2010) state that quality issues have now started to include environmental issues and sustainable development. Total Quality Management (TQM) has been used in studies within social and societal entrepreneurship areas (see for instance Fredriksson, 2004; Bergvall-Kåreborn, Bergquist and Klefsjö, 2009). Duh, Hsu and Huang (2012) point out the positive effects on non-financial performance when implementing TQM as does Fredriksson (2004) who also points out the positive effects on societal entrepreneurial initiatives of community development using TQM. According to Bergman and Klefsjö (2010) TQM has 'entered a new epoch' and now includes a wider concept of both quality and customer which includes quality of life and they introduce the concept 'Total Quality Society'. This indicates that the quality movement and the societal entrepreneurship sector are moving towards each other.

An area that is of interest both within TQM and the societal entrepreneurial area is processes (see for instance Lagrosen, 2006; Bergman and Klefsjö, 2010; Berglund and Johansson, 2007; Westlund and Gawell, 2012; Skoglund, 2005; Sundin, 2009; Mair and Marti, 2006). According to Mari and Marti (2006), the processes of social entrepreneurship can be seen as a process that creates social value and Sundin (2009) claims that it can be seen as a process with social intentions that creates social value. Process orientation and focus on processes are the foundation stone and one of the values of TQM (Lagrosen, 2006).

Ljungberg and Larsson (2012) claim that all organizations have and always have had processes and that those processes need to be actively identified. Bergman and

Klefsjö (2010) claim that the meaning of process focus is to direct attention to the chains of activities that create value. If the processes of an organization are made visible, understanding and knowledge about performed work in the organization can be reached according to Ljungberg, and Larsson (2012). Ljungberg, and Larsson (2012) claim that by paying attention to the processes and work performed in the processes an interest is created as to how value is created within the organization. Palmberg (2009) states that value-creation flows and how to manage these is of interest to both researcher and practitioners. A focus on the processes gives an overall view of the organization (for instance see: Bergman and Klefsjö, 2010; Sörqvist, 2004, Ljungberg, and Larsson 2012) and according to Ljungberg and Larsson (2012) a process focus makes it possible to find out how value is created.

1.2 PURPOSE AND RESEARCH QUESTIONS

The main purpose of this thesis is to explore how societal value is created within the area of societal entrepreneurship. The underlying purpose is also to contribute to the development of knowledge and understanding about the societal entrepreneurship area.

The following research questions have been put up:

RQ1 How can a societal entrepreneurship initiative be described out of a process perspective?

RQ2 How is societal value created within a societal entrepreneurship initiative?

1.3 THESIS STRUCTURE

Chapter 1 gives an introduction to the area in focus. It presents the purpose, research questions and delimitations.

Chapter 2 presents the theoretical frame of reference.

Chapter 3 presents the research methodology used in this study to fulfil the purpose. It also includes reliability, validity and generalization.

Chapter 4 presents a summary of appended papers.

Chapter 5 presents the main findings of the research with reconnection to the research questions and the purpose.

Chapter 6 presents discussion and conclusions including further research.

The thesis closes with references followed by appended papers.

2. THEORETICAL FRAME OF REFERENCE

The aim of this chapter is to present theoretical framework that is relevant to the area of the research and general concepts and definitions.

2.1 SOCIETAL ENTREPRENEURSHIP

A social entrepreneurship initiative can take different forms and its specific purpose is defined by the ones taking the steps to start the initiative, as are the available and needed recourses and the problem size (Smith and Stevens, 2010). Societal entrepreneurship initiatives can be found on different levels all over the world, in different contexts and they can be a small or a global initiative (Gawell et al, 2009a) and involve a mixture of non-profit organizations (NPO) and commercial organizations, public and private market, academy and surroundings (Moe, 2009).

According to Sundin (2009) and Asplund (2009) a societal entrepreneurship is closely connected to the place where it is realized and Sundin (2009) and Frankelius and Ogeborg, (2009), write that it should be understood in terms of its time and place. The context where it is performed is where the problems are (Austin, Stevenson and Wei-Skillern, 2006) and it is a context that is well known to the societal entrepreneurs that are involved (Johannisson and Wigren, 2009). The context is important in order to understand who gets involved and when, how and why it happens (Welter, 2011) and the resulting product or service development are influenced by how, when and who are involved (Stenmark, 2012).

Within a social entrepreneurship initiative the entrepreneurship and profit are used for social purposes according to Fowler (2000) and Harding (2004) and profitability is not the primary interest according to Mair and Martí (2006). But it also can be found that the social goals of social entrepreneurship can be various and that the commercial exchange can vary within a social entrepreneurship initiative. Pedro and McLean (2006, pp 63) present an overview of the range within social entrepreneurship concerning social goals and commercial exchange, see Table 2.1. In the overview it is seen that the goals range from being exclusively social, where the social goals are subordinated and the commercial exchanges are none, to where the social goals can be found among other goals but are subordinated and the commercial exchange is the prime or prominent object (ibid).

Table 2.1. The range of social entrepreneurship concerning social goals and commercial exchange (after Pedro and McLean, 2006, pp 63).

Place of Social Goals	Role of Commercial Exchange	Example
Enterprise goals are exclusively social	No commercial exchange	NGOs
Enterprise goals are exclusively social	Some commercial exchange, any profit directly to social benefit ('integrated') or in support of enterprise ('complementary')	Grameen Bank ('integrated'); Bangladesh Rural Advancement Committee printing press, cold storage, garment factory ('complementary'), Newman´s Own
Enterprise goals are chiefly social, but not exclusively	Commercial exchange; profits in part to benefit entrepreneur and/or supporters	Missouri Home Care Ciudad Salud
Social goals are prominent among other goals of the enterprise	Commercial exchange; profit-making to entrepreneur & others is strong objective	Ben & Jerry´s
Social goals are among the goals of the enterprise, but subordinate to others	Commercial exchange; profit-making to entrepreneur & others is prominent or prime objective	'Cause-branding'; social-objectivities undertaken by corporations such as banks.

Zahra et al. (2009) point out that to meet social needs the social entrepreneurs create new initiatives or use organizations that already exist. To find out and exploit opportunities they combine recourses in new ways and use existing organizations or start new ones to create social value (Mair, and Marti 2006; Zahra et al, 2009).

Within literature the processes of social and societal entrepreneurship are referred to (see for instance Berglund and Johansson, 2007; Westlund and Gawell, 2012; Skoglund, 2005; Sundin, 2009; Mair and Marti, 2006) and focus on processes is one of the important parts within the TQM area (Lagrosen, 2006; Bergman and Klefsjö, 2010). The processes of creative and innovative social entrepreneurship initiatives are mainly assumed instead of theoretically and empirically studied (Perrini, Burro and Costanzo, 2010). Perrini et al. (2010) have studied a single case, San Patrignano, which can be seen as a social entrepreneurship initiative. They propose a model of a process that presents the formation of a new organization for a social entrepreneurial initiative. The process has not been presented out of a TQM and a value creation perspective. The main stages start with opportunity identification and then as follows: opportunity evaluation, opportunity formalization, opportunity exploitation and opportunity scaling-up. The process model presents

variables connected to both individual and contextual variables that impact on the process as it develops (ibid), see Figure 2.1.

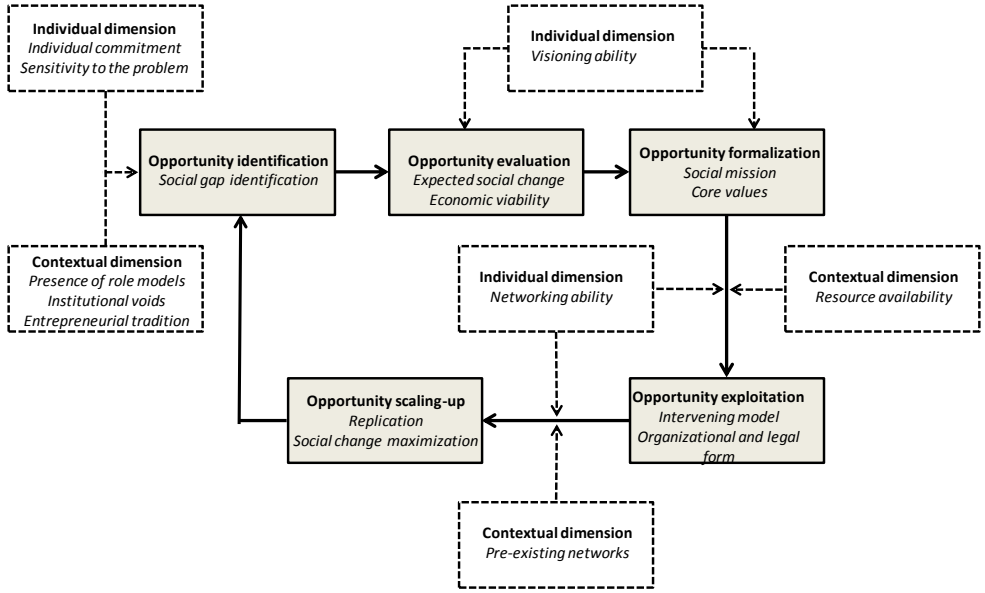

Figure 2.1. A suggested process by Perrini, Burro and Costanzo (2010) of the main stages of a social entrepreneurship initiative and individual and contextual variables.

An initiative with a process perspective to study a societal entrepreneurial initiative has been put forward by Fredriksson (2004) but it does not present the processes of creation and innovation of a new societal or social initiative. Fredriksson (2004) suggests a model for cooperation in community development modified out of "quality circles". The model presents how cooperation develops, presented as a process, between different stakeholders and it gives a structured way to work with societal improvements (ibid). According to Fredriksson (2004) the model can be used in temporary organizations and non-profit organisations.

In Swedish publications and research societal entrepreneurship is a wider concept that includes social entrepreneurship (see e.g. Gawell, Johannisson and Lundqvist, 2009b, Lundqvist and Williams Middleton 2010; Westlund and Gawell 2012). Accordning to Gawell, Johannisson and Lundqvist (2009b) societal entrepreneurship can be seen as an umbrella concept for activities that are entrepreneurial with mainly social or societal aims. Different entrepreneurial concepts can be found in the societal entrepreneurship concept, entrepreneurial

initiatives such as social entrepreneurship, public entrepreneurship, social economy, community entrepreneurship, activist entrepreneurship and corporate social responsibility (CSR) (Gawell et al, 2009b).

The definition of societal entrepreneurship in this thesis is cases where an activity is started to create societal value. There could have been an interest in economic exchange but the main purpose had to be societal value creation and economic exchange had to be invested in the initiative so that more societal value could be created. Societal value that was delivered should present values that had social or societal intentions that created social or societal changes to reach social or societal advantages or values and meet social or societal needs.

2.2 VALUE CREATION

Value creation at a societal level intends to innovate and expand value to society and its members in existing organizations and new ventures of entrepreneurships (Lepak et al 2007). It differs from the individual or organizational level since value creation can be either intentional or unintentional for both the initiative taker and the society (ibid). It should be noted that the one for whom the organization creates value is not always the one that pays for the product or service in an exchange of money and product or service (Bergman and Klersjö, 2010).

When describing value creation, this cannot be done in general terms instead one needs to involve the source initiating the activity and the target users (Lepak et al., 2007). Value is seen from the customers' perspective (see for instance; Goldenberg, Levav, Mazursky, and Solomon, 2009, and Womack and Jones, 2003) and is based on experienced benefit and gain from a certain product or service attribute (Goldenberg et al, 2009). It can be presented from the customer's view as; "I feel…; I get…., I will…" (ibid). The judgment of value depends on perceived price, perceived quality and perceived sacrifice (Monroe, 2003). Lepak et al (2007) divide value into '*use value*' and '*exchange value*'. The ´use value' refers to the quality of a new product or service as it is perceived by the user in relation to the needs and the 'exchange value' is the sum of implemented money at a specific time when the exchange of new service or product is done or the sum that is paid by the user to the seller for user value of service or product in question. Together those definitions make apparent that value creation is dependent on the amount of subjective value that is realized by the user or buyer that is in focus for value creation and the subjective value realization needs at least to be translated into an interest to exchange a sum of money for the value that is given (ibid).

Value is meaningful when it is connected to a specific product that meets customers' needs at a certain price and at a certain time and it is the producer that creates the value (Womack and Jones, 2003). To create customer value attributes in a product or a service are used and those attributes can consist of and be broken down into basic attributes (Goldenberg et al, 2009). Exceptional customer value influences the result of the business by profit, growth and shareholder value (Gale, 1994) and that it is the customer who dictates the work that needs to be done to create value and that work dictates the need of expertise required (Seddon, 2005). According to Womack and Jones (2003) value is a crucial starting point in lean thinking and they state that value can only be determined by the customer.

The customer needs can also be connected to different categories of quality and Kano (1984) presents categories of quality connected to different customer needs. The categories and needs presented by Kano (1984) are: 'must-be-quality' and basic needs; 'expected quality' and expected needs; and 'attractive quality' and excitement needs. Yang (2005) presents a refined model of Kano's model with eight categories of quality attributes. The quality attributes are 'highly attractive quality attributes', 'less attractive quality attributes', 'high-value-added quality attributes', 'low-value added quality attribute', critical quality attributes', 'necessary quality attributes', potential quality attributes' and 'care-free quality attributes' (Yang, 2005). Yang and Yang (2011, pp 931) consider that Kano's category 'reverse attributes' also 'should be noted'. The reverse attributes are attributes that the customer does not want but are included in the product (Bergman and Klefsjö, 2010). According to Goldenberg et al (2009) attributes are distinctive for the product and do not include an interpretation of the meaning for customer.

Ljungberg and Larsson (2012) claim that value and value creation can be described out of a comprehensive perspective that starts with a customer need, then value adding activities are performed which results in customer satisfaction. A need is a lack of something and those needs are transformed into demands when the needs are described. It can be concluded that value is created within processes (ibid). And as Mair and Martí (2006) state the social value is created out of a process of societal entrepreneurship.

2.3 PROCESSES ORIENTATION

Process orientation has been of interest since the quality movement developed from focusing on products to include the characteristics of processes in the organisation (Shewart, 1931). After that the processes were given more interest and the whole organisations were seen as a system with processes that needed to be

mapped, improved and controlled (Ishikawa, 1985; Deming, 1986; Juran, 1989). The process orientation turned out to be an important part of the TQM (see for instance Lagrosen 2006; Bergman and Klefsjö, 2010). Even though an interest in processes has existed within the quality movement for quite some time there is no common view on what a process is (Armistead, Pritchard and Machin, 1999; Belmiro, Gardiner, Simmons and Tentes, 2000; Isaksson, 2006; Palmberg, 2009)

According to a study by Palmberg (2009) almost all authors define process in their own words. She found that there are six components in the majority of the presented definitions of process within literature concerning process management: 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). Palmberg (2009, pp 207) presents a definition as a result of her study: "A horizontal sequence of activities that transforms an input (need) to an output (result) to meet the needs of customers or stakeholders". Her definition has similarities to the definition presented by Bergman and Klefsjö (2010, pp 457): "a process is a network of activities that are repeated in time, whose objective is to create value to external or internal customers".

Processes in an organization can have different purposes (Palmberg, 2009) and they can be divided into categories (Harrington, 1991; Conti, 1991; Melan, 1992; Rentzhog, 1998; Palmberg, 2009; Bergman and Klefsjö, 2010; and Ljungberg and Larsson, 2012). According to Palmberg (2009) the processes can be divided into Strategic management processes, Operational delivery processes and Supportive administrative processes. Another way is to divide them into management processes, main processes and support processes, see for instance Ljungberg, and Larsson (2012) and Bergman and Klefsjö (2010). The latter alternative is the most common way according to Ljungberg and Larsson (2012). Those categories can be described as follows.

The most important processes are main processes and they give an overview of the most important parts of the organization (Ljungberg and Larsson, 2012). Their purpose is to fulfil external customers' needs (see for instance Bergman and Klefsjö, 2010, Ljungberg and Larsson, 2012, Rentzog 1996; Egnell 1994). According to Ljungberg and Larsson (2012) it is possible to adjust and harmonize support to the main processes and their ability to create value once they are identified. The management process coordinates and manoeuvres the organization (ibid). Its purpose is to set up targets and strategies for the organization and it has internal customers (Rentzog 1996; Egnell 1994, Bergman and Klefsjö, 2010). It supplies other processes with improvements (Rentzog 1996; Egnell 1994). Support processes have

internal customers and supply main processes with resources that they need (Rentzog 1996; Egnell 1994, Bergman and Klefsjö, 2010). Support processes are there so that main processes can function as well as possible; they help the organization to reach success.

Processes can be divided into hierarchical levels (see for instance Melan, 1992; Palmberg, 2009; and Ljungberg and Larsson, 2012). According to Palmberg (2009) those levels are, with the highest level presented first: process, sub process, activity and task which is similar to Ljungerg and Larsson's (2012) description, but they do not include tasks, see Figure 2.2. Processes have five different components: object in, activities, resources, information and object out (ibid).

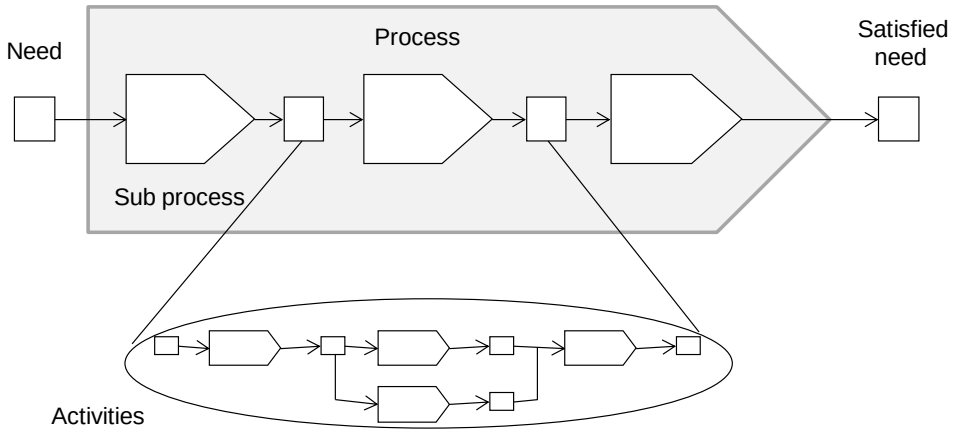

Figure 2.2. Process, sub process and activities (after Ljungerg and Larsson, 2012, pp 204).

Process mapping can be seen as a tool for improvement on its own or in combination with process management (Hellström and Eriksson, 2008). Ljungberg and Larsson (2012) are of the opinion that processes should never be seen on their own but in relationship to their environment.

Palmberg (2009) has identified that there seem to be two separate movements in the process management area: "process management for single process improvement" and "process management for system management" (ibid, pp 209).

She presents definitions for those different movements and states that there is a need for both. She also presents approaches and tools for process management, see Figure 2.3.

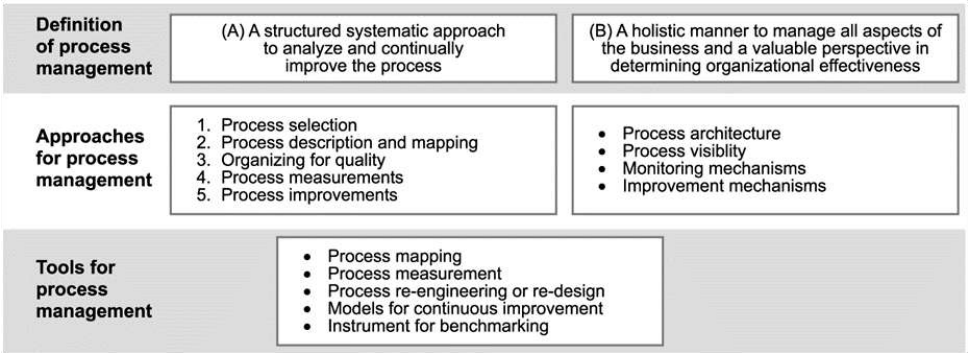

Figure 2.3. Definitions of two movements considering process management "process management for single process improvement" (A) and "process management for system management" (B), and approaches and tools for process management presented by Palmberg (2009, pp 204).

Hellström and Eriksson (2012) claim there are four groups of users within process orientation. These are 'Fumblers', 'Talkers', 'Mappers' and 'Organisers'. 'Fumblers' are the ones who just fumble with applications of processes, 'Talkers' mainly talk about their processes, 'Mappers' mainly identify and map their processes and 'Organisers' manage their processes and apply process owners and measurement systems. They also found that just mapping the processes had little effect on performance. They found that the 'Talkers' and 'Organisers' gave the best result. They found that the more resource intensive, 'Organisers' gave a relatively weak result concerning the demanding of resources when implementing a new management structure. They suggest talking about the value chain continuously to reach higher performance (ibid). To summarise, it can be concluded that a focus on processes is central within Quality Management and a cornerstone within TQM, see for instance; Lagrosen (2006) and Bergman and Klefsjö (2010).

2.4 QUALITY AND QUALITY MANAGEMENT

Quality has been given different definitions over time; see for example, Juran (1951), "fitness for use" and the perspective of the producer by Crosby (1979); "conformance of requirements". Deming (1986), describes quality as being "aimed as the needs of the customer, present and future". Post-war Japanese managers soon became aware how the quality concept should originate from the needs and wants of customers (Bergman, and Klefsjö, 2010). Bergman and Klefsjö (2010) have

a wider concept of quality: "quality is to satisfy, and preferably exceed, the needs and expectations of the customers". Closely connected to quality and quality judgement is the customers and the work of increasing quality in organizations has to start by identifying the customers since they are the ones that judge the quality (Bergman and Klefsjö, 2010). What is a customer then? The meaning and the definition of customer vary. The ISO 9000:2000 standard presents it as "an organization or person that receives a product"; Deming (1986) as "those who judge the quality"; and Juran and Gryna (1988) "anyone who is affected by the product or by the process used to produce the product" and Bergman and Klefsjö (2010) "those we want to create value to".

Bergman and Klefsjö (2010) state that the quality movement has a long history yet it did not become established in the academic world until the last few years. A common way to present Quality Management development is four phases that lead to TQM; see, for instance, Garvin (1988) and Dale (2003). According to Bergman and Klefsjö (2010) the development of Quality Management can be presented is in four phases that leads up to TQM: 'Quality Inspection'; 'Quality Control'; 'Quality Assurance' and 'Total Quality Management', see Figure 2.4.

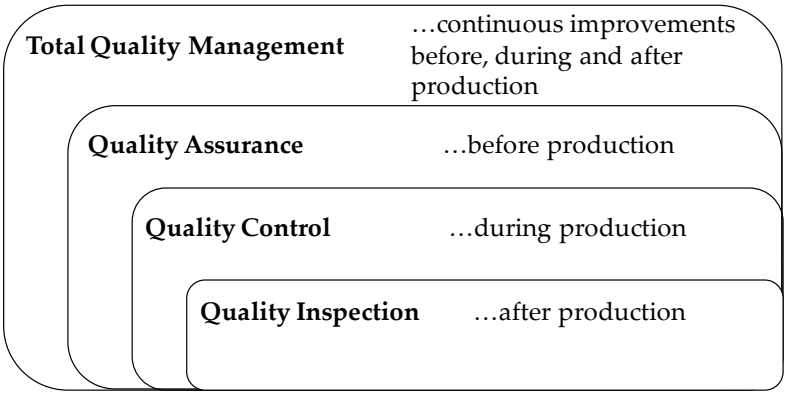

Figure 2.4. Illustration of the concepts of Quality Inspection, Quality Control, Quality Assurance and Total Quality Management (TQM). The diagram shows one common description of the evolution of the Quality Management (after Bergman and Klefsjö, 2010, pp 97).

There is an argument about whether the description of the four stages shows the development of the quality movement. Another view on the quality development is Kroslid's (1999): he presents a theory about two different schools: 'the Deterministic School of Thought' and 'the Continuous Improvement School of thought'. According to Bergman and Klefsjö (2010) those different schools have become closer to each other.

Dahlgaard-Park (2011) has reflected on the history of TQM. She states that there is an indication that TQM was born and that well-known pioneers within quality started to communicate TQM in the period of 1988-1989. She presents a timeline of progression of learning patterns towards TQM by following the quality history in Japan and in Western countries. She explains how the TQM started in Japan in the late 1940s and in Western countries in the late 1980s. She found that Japan and Western countries have a quite similar development but with some differences (ibid), see Table 2.2.

Table 2.2. Differences between Japanese and Western approaches of quality management (Dahlgaard-Park, 2011, pp 513).

	Japanese quality approach	Western quality approach
Attitude 1	Long-term view	Short-term view
Attitude 2	Process-oriented	Result-oriented
Attitude 3	Step-by-step building	'Quickfix'
Attitude 4	Practical-oriented	Theoretical-oriented
Attitude 5	Non-critical and non-sceptical, Critical & sceptical. ('Let's learn and lets it make it ('I wonder whether it work' mood).	Critical & sceptical. ('I wonder whether it works or not – it must be another fad' mood)
Attitude 6	Experimental	Analytical
Perception of QM	Long-lasting approach	A fad-like temporal approach
Focus area	Building people, org. culture and process (focus on enablers)	Measurements and results
Methods	Continuous training and education of people	Temporal and sectional training and education
Approach Direction	Top-down, middle-up-down, and bottom-up (multiple directions)	Top-down (single direction)
Process	Collective and systematic approach	Fragmental/unsystematic approach
Evaluation criteria	Gradual process improvement for better results in a long term	Quick profit
QM started	Late 1940s	Late 1980s
Movement Tendency	Humanisation and commonality	Mechanisation and specialization

Different opinions about TQM can be found: some see it as something necessary and some see it as a fad. According to Hellsten and Klefsjö (2000) the reason for

that is that quality fathers have not approved of the concept, that there are different names for the same concept and that there have been few definitions of TQM and many of these have been vague. According to Dahlgaard-Park (2011) TQM is an approach that is of great interest both in eastern European countries and in emerging industrial countries despite the fact that new terms such as 'Business Exellence, Organisational Excellence, Six Sigma and Lean' seem to have taken over and that TQM has lost its attractiveness within the industrialised part of the world. She also writes that those new terms can be "understood within the framework of TQM" (ibid, pp 494) and that they are not new management approaches.

Hellsten and Klefsjö (2000) state that there is no clear definition of what TQM is. They see TQM as a holistic perspective with values, methodologies and tools that create a complete framework (ibid), see Figure 2.5. When combining them it is possible to reach higher customer satisfaction with less consumption of resources according to Bergman and Klefsjö (2010).

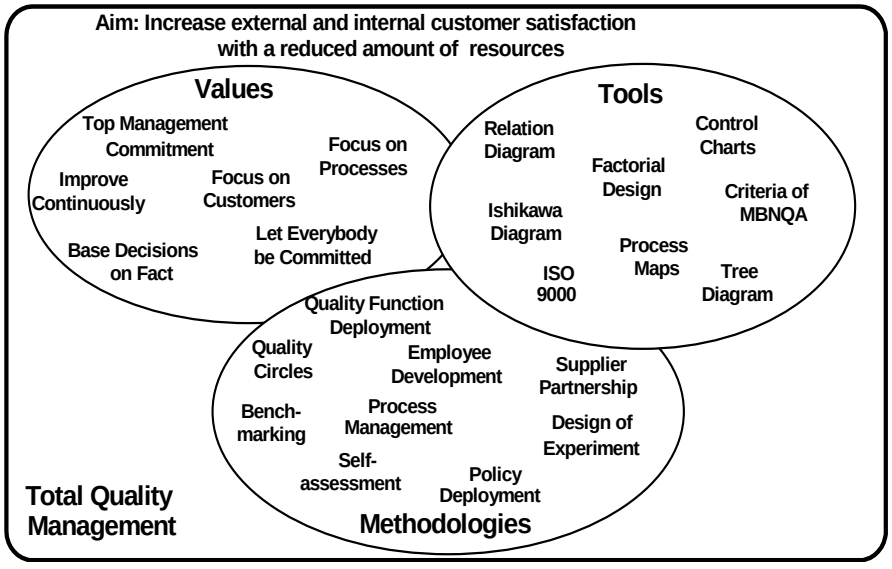

Figure 2.5. Total Quality Management (TQM) can be seen as a management system made up of values, methodologies and tools (Hellsten and Klefsjö, 2000).

The values of 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 the outcome and the ingredients of a successful TQM implementation. Different expressions are used by different authors to present TQM components, for instance, factors, key elements, values, corner stones, or principles (Lagrosen,

2006, Foster, 2004; Dale, 2003; Bergman and Klefsjö, 2010; Sila and, Ebrahimpour, 2002;). Bergman and Klefsjö (2010) present the foundation of TQM as values in 'the cornerstone model', see Figure 2.6 (Bergman and Klefsjö, 2010, pp 38) which are the same values presented in the management system made up of values, methodologies and tools by Hellsten and Klefsjö (2000). In a literature study Lagrosen (2003) found that many authors agreed on those core values.

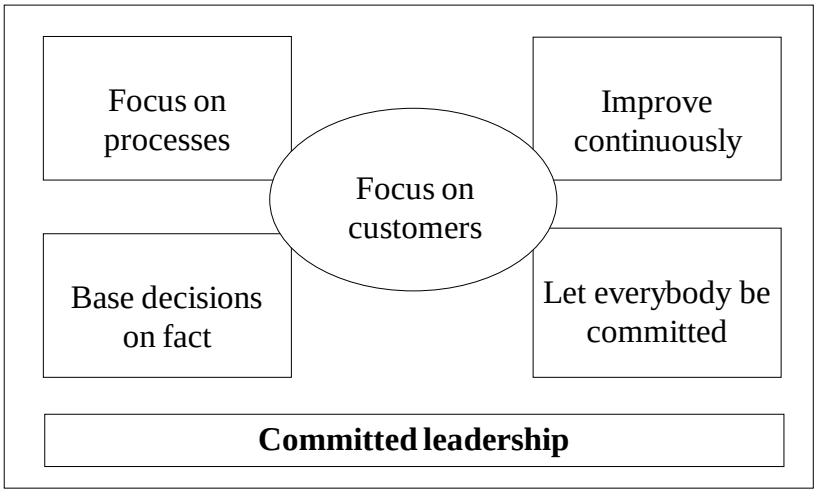

Figure 2.6. Values, or cornerstones, presented by Bergman and Klefsjö (2010, pp 38) as the basis of TQM in the 'Cornerstone Model'.

3. RESEARCH METHODOLOGY

The purpose of this chapter is to describe the research methodologies that have been used to answer the questions of the research. The reliability, validity and generalization are also discussed.

3.1 INTRODUCTION TO THE RESEARCH METHOD

According to Cresswell (2007), a research develops out of the researcher's philosophical and theoretical point of view. A researcher brings their world view, paradigms or beliefs into the research and the researcher uses interpretation and theoretical frameworks (ibid). According to Cresswell (2007) it is important that the researcher makes those explicit in presenting a study.

The conducted research has been influenced by previous knowledge within the areas of entrepreneurship, societal entrepreneurship, Quality Management, sociology, psychology, and processes of learning. It has also been influenced by earlier knowledge concerning data collection and analysis of data since those parts have been a part of my earlier career. Another area that has influenced the studies is a personal interest in societal development and value to the society and personal commitment in different associations that can be seen as societal entrepreneurial initiatives.

3.2 THE PURPOSE OF THE RESEARCH

A study can be exploratory, descriptive or explanatory (Saunders, Lewis and Thornhill, 2000). According to Sanders et al (2000) the exploratory studies are used when there is a need to 'clarify your understanding of a problem'. According to Yin (2012) exploratory studies are conducted when there is some uncertainty about major aspects. He also states that it is when a researcher 'explains how and why event x led to even y' (Yin, 2009). According to Sanders et al (2000) descriptive studies can be a prolongation of the exploratory research. When starting with a descriptive study it is necessary to have a clear picture of what is about to be studied (ibid). Sanders et al (2000) state that an explanatory study is conducted when the research aim is to establish a causal relationship between different variables. According to Yin (2012) a case study is relevant when research questions are put up that are descriptive or explanatory. According to Yin (2012) descriptive studies concern what has happened or is happening and exploratory studies concern how or why something happened. Since the purpose of the conducted research in this thesis was to explore how societal value is created within the area of societal entrepreneurship with an underlying purpose to contribute to the development of knowledge and understanding about the societal entrepreneurship

area and with the research questions; 'How is societal value created within a societal entrepreneurship initiative?' and 'How can a societal entrepreneurship initiative be described out of a process perspective?' a exploratory study has been conducted out of a need to clarify the understanding on how societal value was delivered and that it presents explanations as to how and why event x led to event y. But it has also been of an explanatory character since it presents that event x led to event y and so on.

3.3 RESEARCH APPROACH

3.3.1 Positivism and Hermeneutics

According to Sanders et al (2000) positivism and hermeneutics is the research processes that dominates literature. Positivism and hermeneutics is according to Hartman (2004) two different theories of science. According to Hartman (2004) the differences between those two theories are not crystal clear while Sanders et al (2000) claim that they are mutually exclusive according to how knowledge should be developed.

Hartman (2004) claims that positivism describes the world out of what is observable and that it is a scientific knowledge with theories and terms that refer to measurable phenomena and statements and connections between those phenomena The most important way to gather knowledge about reality is through observations of the reality in natural settings or by experiment. Developed theories are then used to explain the course of events in the world (ibid). Hartman (2004) states that hermeneutic science strives to understand how people perceive the world. These perceptions are seen as not measurable, instead human behaviour needs to be interpreted to achieve an understanding of how they perceive the world (ibid). The positivism theories are not suitable when it comes to getting an understanding of human behaviour according to Hartman (2004). According to Abnor and Bjerke (2009) the positivist strives to explain and the hermeneutics strives to understand.

The studies presented in this thesis have strived after an understanding of and is an interpretation of how people perceived how societal values have been created within the societal entrepreneurship area; thereby a hermeneutic approach has been followed.

3.3.2 Induction and Deduction

Sanders et al (2000) claims that when conducting research a choice needs to be made between a deductive or inductive approach. Abnor and Bjerke (2009) claim that abduction is a third method that sometimes is pointed out. Abduction is a

combination of induction and deduction where a studied case is put into hypothetical pattern and/or being confirmed by new observations (ibid). According to Sanders et al (2000) a deduction is about developing a theoretical or conceptual framework that is then tested. Theoretical or conceptual frameworks are developed or found by studying literature to identify theories and ideas that are tested by using data (ibid). The deductive approach is about testing hypotheses (Sanders et al 2000; Abnor and Bjerke, 2009). It has a highly structured methodology with ways of enable facts to be measured quantitatively and must have a sufficient numerical sixe of samples (Sanders et al 2000). According to Sanders et al (2000) an inductive approach is when data will be explored and developed into theories that are subsequently related to literature. Out of the empirical reality general theories are developed and new knowledge is created (Abnor and Bjerke, 2009). An inductive approach does not start with theoretical theories or a conceptual framework according to Sanders et al (2000). Within an inductive approach theory follows data and not the opposite as in a deductive approach. The inductive approach is concerned with the context of the case which makes it more appropriate with a small number of cases (ibid). Sanders et al (2000) present major differences between deductive and inductive approaches, see Table 3.1.

Table 3.1. Major differences between deductive and inductive approaches to research (After Sanders et al, 2000, pp 91).

Deduction emphasises	Induction emphasises
• Scientific principles • Moving from theory to data • The need to explain causal relationships between variables • The collection of quantitative data • The application of controls to ensure validity of data • The operationalisation of concepts to ensure clarity of definition • A highly structured approach • Researcher independence of what is being researched • The necessity to select samples of sufficient size in order to generalise conclusions	• Gaining an understanding of the meanings humans attach to events • A close understanding of the research context • The collection of qualitative data • A more flexible structure to permit changes of research emphasis as the research progresses • A realisation that the researcher is a part of the research process • Less concern with the need to generalise

Out of the differences and description made by Sanders et al (2000) and Abnor and Bjerke (2009), the performed studies have been performed with an inductive approach. Previous data about the area or a hypothesis about the area were not tested and a qualitative approach was not used. The research focus was on exploring and reaching an understanding to develop a theory on how societal value is delivered and the context was of concern to get an understanding. Data that was gathered was qualitative and an understanding of the researcher was a part of the research process. The research focus was mainly on getting an understanding and to learn from the studies and not to make any statistical generalization.

3.3.3 Qualitative and Quantitative Approach

Both a quantitative and qualitative study can be conducted within research. According to Patton (2002) qualitative methods support depth and detailed issues. Since the field is approached without predetermined categories, this contributes to depth, openness and details (ibid). Patton (2002) states that quantitative studies use standardized measures. Patton (2002) also states that limited sets of predetermined response categories that represent people perspectives and experiences assigned with numbers are used. The quantitative approach gives opportunities to measure a great number of people's reactions with a limited set of questions, which simplifies comparison and statistical aggregations (ibid). According to Hartman (2004) quantitative studies divides the world into different categories and puts up quantitative questions about those categories. Quantitative research puts up numerical questions about qualities that are measurable and studies the numerical relationship between two or more measurable qualities (ibid). If the qualities are not measurable there is no opportunity to conduct a quantitative study according to Hartman (2004). Patton (2002) states that both qualitative and quantitative research can be done in the same study and Yin (2012) claims that a case study can be both qualitative and quantitative.

The qualitative study has some common characteristics according to Cresswell (2007): data are collected in 'natural settings'; the researcher is a 'key instrument'; multiple data sources are used; an inductive analysis are made; the participants' meaning is in focus; the research process is of an emergent design; a theoretical lens is used; 'interpretive inquiry' influenced by the researcher; and it has an 'holistic account' (ibid). Those are characteristics that suited the studies that have been presented in this thesis. The philosophical assumptions presented by Cresswell (2007) also seemed appealing to the studies that were about to be done. In the performed studies the qualitative approach seemed appropriate since it was

an issue that was complex and needed detailed understanding, persons had to share their story to find out how value was created, an understanding of the context was needed, a theory had to be developed to complement existing theories and quantitative measurements and statistical analyses seemed inappropriate.

3.4 THE RESEARCH PROCESS

The research started with a literature review and out of that the purpose of the studies was put forward, then the research questions. Both the research questions are connected to all of the case studies that have been conducted. Out of the literature case study Paper A was conducted. Out of empirical case study 1 paper B was conducted and out of empirical case studies 1, 2 and 3 paper C was conducted. All were then presented as main findings and conclusions in this thesis, see Figure 3.1.

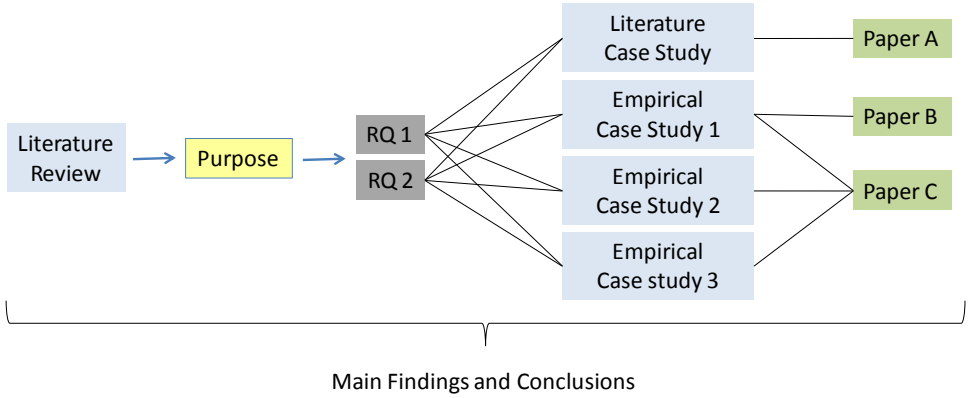

Figure 3.1. Parts and connections within the research from literature until completed papers and main findings and conclusions.

Figure 3.2 presents the research process on a time axis from start to completed thesis. The research journey started in January 2011 and during the whole research process literature has been studied within the area of societal entrepreneurship, TQM, processes, process mapping and value creation. The purpose and the research questions were established out of a literature review, see further information below. A literature case study was conducted that resulted in paper A. After that empirical case study 1 was conducted and paper B was presented. Empirical case study no 2 and 3 were accomplished and paper C was written.

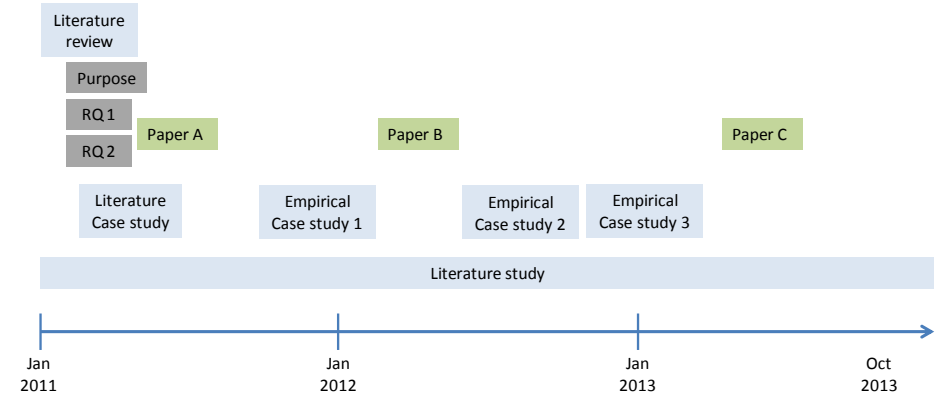

Figure 3.2. The research process presented on a time axis from January 2011 until October 2013.

3.5 RESEARCH STRATEGY

The research strategy was developed in four different stages inspired by COSMOS Corporation in Yin (2009), see Figure 3.3;

1. Define developed theory and research method;
2. literature case study with design, conducting, analysis and findings;
3. empirical case study with design and choice of cases, conduct and analysis;
4. and analysis and conclusion with cross case findings, modified findings and developed conclusions

The research strategy started with a literature review to define developed theory concerning the area that was about to be studied and what kind of research method that was going to be used. The literature review was done to find out what had been published earlier by other researchers and to enhance the scientific knowledge and help clarify the research questions and the purpose. It was also made to define cases and criteria for finding and selecting cases, find relevant topics and data to collect. That was done since some theoretical propositions add accuracy to analysis, save time, reduce risk-taking from false start-ups and shows that the study contributes to the field according to Yin (2012). The literature review was made within the area of social and societal entrepreneurship, TQM, processes, process mapping and value creation.

During the literature review a picture of in the various aspects of the societal entrepreneurship processes was emerging as the literature was read. It was not the intention at first to find the processes that deliver societal value within the societal entrepreneurship area, but since societal value seemed to be an important result of

societal entrepreneurial initiatives and since an interest on how societal values was created emerged out of the TQM perspective with a focus on processes. It also seemed to be possible to find processes connected to how societal value was created and to describe a societal entrepreneurial initiative out of a process perspective. Out of those circumstances the studies of the societal entrepreneurship started and the purpose and research questions were put up.

After the literature review a literature case study design was made. The literature case study was conducted and, from an analysis of the literature, findings were arrived at about how societal value seemed to be created and how the process map seemed to be constructed concerning the societal entrepreneurship area. Then empirical cases that were to be studied were selected and the data collection design was made. The cases was then studied and analyzed on their own and conclusions out of the separate cases were drawn. Out of the conclusions from the separate cases a cross case analysis was made and cross case findings were made. Out of the cross case analysis and the modified findings the earlier developed process map and thereby my view about how societal value was created was modified and developed conclusions could be presented.

Before the research started and during performed case studies, questions have constantly been put up to be answered by the researcher directly or later on to make the studies as exhaustive as possible and prevent anything being overlooked.

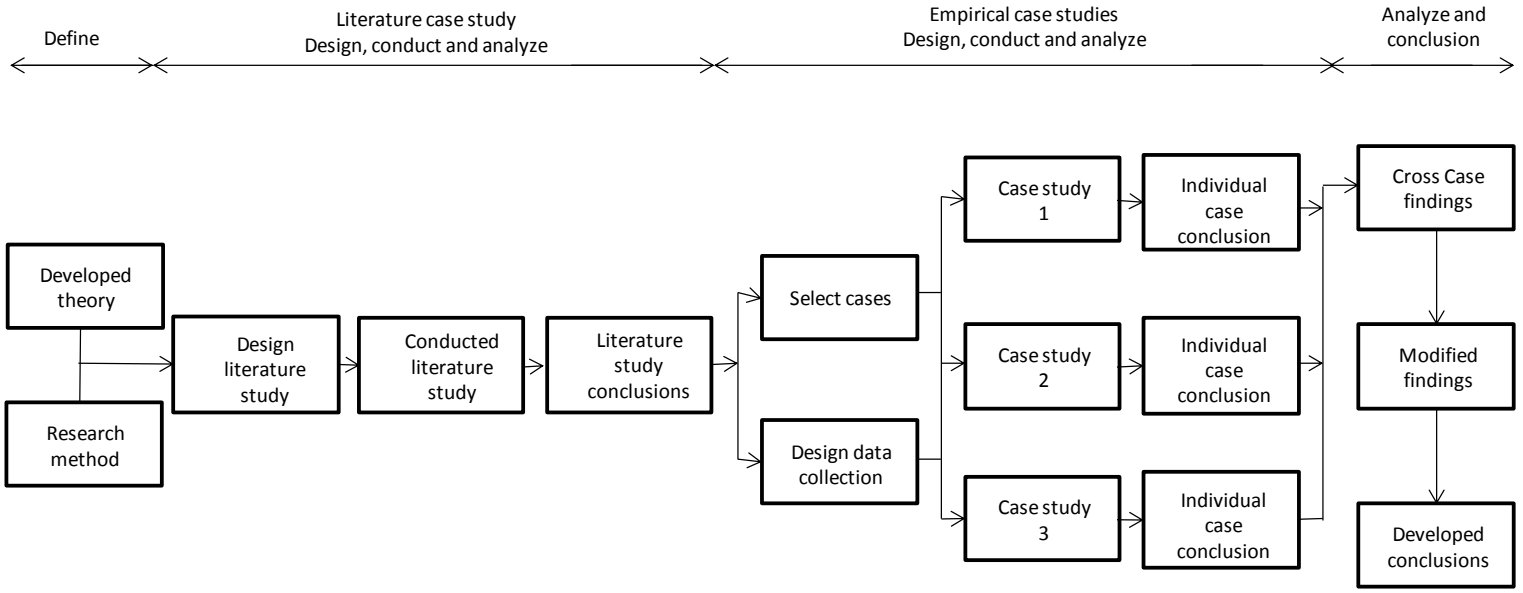

Figure 3.3. Research strategy of performed studies inspired by COSMOS Corporation in Yin (2009).

3.6 METHODOLOGICAL CHOICES IN THE PERFORMED STUDIES

3.6.1 Research Method

A qualitative research study can be approached in several ways according to Cresswell (2007). Some of the qualitative methods that can be chosen are Narrative research, Phenomenology, Grounded Theory, Ethnographic Theory and Case study (Cresswell, 2007). According to Yin (2007) each method has its advantages and disadvantages. He claims that the different approaches overlap each other and that the researcher can chose any of them depending on what is going to be studied and if it is current or historical events that are going to be studied (ibid). According to Yin (2009) there are three conditions that need to be considered when choosing research method: the type of research question; extent of control over behavioural events; and contemporary events.

Different research methods were studied and questioned several times to find out which one would be best suited for the purpose, research questions and the researcher's worldview. The choice ended up as case studies since, according to Yin (2012), this gives an opportunity to find new results and gives a deep understanding, rich descriptions and explanations that are insightful. There was also a need to study "real-world situations" and get answers to exploratory and explanatory questions about how societal value was created. The research question was concerning "how", there was no need for control of behavioural events and focus was on contemporary events and not historical.

3.6.2 Choice of Recommendations Concerning Case Studies

There is a lot of literature within the research area that presents many different ways of conducting studies. After searching within the literature, Robert K. Yin was chosen as the main source concerning how to conduct a case study. This was done since he was referred to in many literature sources concerning case study research, see for instance Cresswell, (2007), Saunders et al (2000) and Patton (2002) and because Yin was recommended by other researchers. After studying Yin's (2007; 2009; 2012) recommendations concerning a case study it seemed to be a source that gave a comprehensive picture of case study research and design. Another reason to choose one main source of how to conduct a case study was to strive to maintain a good level of validity and reliability.

3.6.3 Case Studies and Design

According to Yin (2009), a single-case study can either be done holistically where a single unit is analysed or as embedded in the context where multiple units are

being analyzed. A multiple case study can be made embedded or holistic and can be selected to predict similar results, i.e. direct replication, or contrasting results, i.e. theoretical replication (Yin, 2012). Yin (2012) claims that a multiple case study provides greater confidence in the findings.

The literature case study was made to find out what earlier conducted research showed concerning how societal value was created. Within the literature case study different cases were embedded and seen as one context. That was done to get as comprehensive a picture as possible of how societal value was created in the societal entrepreneurship area and since the different cases within the literature did not show a comprehensive picture on their own. The different cases needed to be blended into a bigger picture. The following empirical studies were seen as holistic and each case was analyzed on their own. This was done to be able to find out data and conclusions connected to the specific case and out of that make comparison with the empirical case studies to find out if the theoretical process map could be verified or needed to be developed, modified or rejected to be able to present a theory.

By first conducting a literature study, the findings were established in earlier research and findings. Since there were both literature and empirical studies it was possible to see if literature and practice showed the same result and if a theory could be built and presented.

3.6.4 Data Collection

The studies that were performed gave opportunities for data collection activities connected to the case study presented by Cresswell (2007), see Table 3.2.

Table 3.2. Data collection activities within case study, after Cresswell (2007, pp 120-121), and possibilities and activities of the conducted studies.

Data collection activities within case study according to Cresswell (2007)		**Conducted studies Possibilities and activities**
Sites or individuals	A bounded system, such as a process, an activity, an event, a program or multiple individuals	A bounded system of societal entrepreneurship initiatives and its processes were studied.
Access and report	Gaining access through the gatekeeper, gaining the confidence of participants	Access to the cases could be gain through key figures and confidence was possible to reach by the participants
Purposeful sampling strategies	Finding a "case" or "cases", an "atypical" case or a "maximum variation" or "extreme" case	It was possible to find cases that created societal value and was typical for the societal entrepreneurship area.
Forms of data	Extensive forms, such as documents and records, interviews, observations and physical artifacts	Different forms of data collections were accessible and used
Recording information	Field notes, interview and observational protocols	Field notes, interviews and observational protocols could be made and were used.
Field issues	Interviewing and observing issues	Both interviews and observations could be done and were made
Storing data	Field notes, transcriptions, computer files	Data could and was stored by field notes, transcriptions and in computer files

Data collection in literature case study

Within the conducted case's literature studies multiple data sources have been used which is recommended by Yin (2012). Within the literature case study documents and archival records have been used. Those were searched for within the area of societal entrepreneurship describing different cases, how they had developed and the work that they performed and what they delivered. Those were found through databases, previous knowledge about literature and from other scientists through a hermeneutical view. The search words in databases were "societal entrepreneurship" and "social entrepreneurship" and the databases that were used were "SCOPUS" and "Google Scholar". This gave a broad picture of different types of societal entrepreneurship initiatives from all over the world.

Data collection in the empirical case studies

Within the empirical case studies the research design and different cases have provided different opportunities to use different data sources, see description for each case.

Non-structured interviews were chosen and performed in all empirical cases to collect data since, according to Yin (2012), this gives rich and extensive material of data, gives lengthy conversational mode, an opportunity for the interviewee to

give his or her perception of reality and thoughts about reality and not just give answers to the researcher's questions and their construction of reality.

The persons that have been chosen to participate in interviews have been key figures such as project leaders, work managers and board members as Yin (2012) states that these give more value to a study than an ordinary project participant. The interviews varied a bit since the interviewees had different ways of presenting their knowledge about what had happened and describing the situation. Some of them did not get so many questions since they talked about the area of interest on their own while some needed more encouragement.

Previously conducted questions were noted to be sure that no area of interest was lost. The questions were of an open character so that the interviewee could tell the story in her/his one way. During the interview the interviewer confirmed and at some points asked for clarification of what was being said. There was an earlier experience in conducting open-ended interviews that intervened in the choice of interview technique.

A second interview was done where the findings from analysis about the specific case was explained. The process map was presented and explained to those who had been interviewed earlier. That was done so that they could complement and/or contradict the findings. At the beginning of the interview the interviewee was asked to comment on the map and the findings if she/he felt anything was incorrect in what was presented. They were also asked to complement the data that were presented. Some complementary questions that had been prepared from the earlier results of the case had been noted down before the second interview to make sure missing parts was covered. The interviewee was also specifically asked if they thought that the process map represented the reality.

All of the interviews were recorded and transcribed except for one, in the first Case notes were taken during the second interview as it was not possible to record the interview.

In two of the studied empirical cases direct observations and participating studies were made: these were done to get a picture of an event in real time and to cover the case context. Field notes were made out of what was seen, heard and sensed.

Documentation was used to find data for all three cases. In the descriptions of the cases below more information is given about the documentation that was used in the different studies. Data from mass media sources was used, but not to find

information about the case, just to see if the media can be seen as a support process.

Studied empirical cases

Three empirical cases were chosen based on previous knowledge about their work and through information from other researchers; the cases were convenience samples. The cases were chosen since they showed some inequalities, see description of each case, to get a broader picture of the societal entrepreneurship and opportunity to see if there are any differences between different cases of societal entrepreneurship initiatives. All of the studied cases are located in the north of Sweden and can be seen as initiatives within the societal entrepreneurship area.

The first case that was studied is a community-based local development project in one area of a medium-sized town. The studied project is a part of a larger project in the municipality. They are working to create and encourage local development, establish a positive picture of the future and attract more residents to the municipality. The project is active in two different locations: one in the countryside and one in the city. The city location is the focus of this study. The target group of the project is local inhabitants, schools, organizations, associations and business managers with a special focus on youth. To do this they build networks and support local meeting points, actors and residents. In this project the municipality is the initiator and it is financed by the municipality, voluntary resources and resources from other associations. The project will continue until the end of 2013, thereby they have time to achieve results after the study has been completed. The case was chosen on the basis of information from other researchers in the area of societal entrepreneurship.

The second case is a work integrating enterprise that helps people that are excluded from the labour market to integrate into employment and society. It is a business cooperative that is registered as an incorporated association. They find and create job opportunities for people that are going back to employment or that are going in to employment both within their own organisation and in other organisation. They are located in a small community and have about 20 employees, of which approximately half are seasonal and work 4-6 months during the year. It is a cooperative which is registered as an economic association with stipulated regulations that includes that all profit will be invested in the association or in similar activities. All of the employees in the association are offered the chance to become a member in the association. Together the members create opportunities for themselves which are central to the business activity. They finance their activity

by wage allowance (lönebidrag) financed by the state and commercial incomes. The goal is that 50% of their activities will be financed by commercial incomes. Their customers are the municipality, companies and private persons. Some of the things that they offer are porter services, forestry, a flea market, graphic production, staffing for local businesses. They are constantly looking for other things to offer and in that way they can employ more people. The case was chosen based on previous knowledge about the case and its activities.

The third case is located in a small village. It is a local development initiative with a focus on: development of the area; comfort, well-being and activities for inhabitants and visitors of different ages; development of associations and enterprises in the village; and to create a positive view of the village. The work is performed on a voluntary basis and new initiatives are taken by private persons that are residents in the village. The village has profit interests and once a year they organise a huge event that generates income for the village. The money is invested in different projects connected to the rural community centre in the village. Both inhabitants and holiday visitors in the village are very active in coming up with different activities to carry out, mostly for inhabitants and holiday visitors with cabins in the village, but also for people from other places. They have succeeded , to quite a remarkable extent, in increasing the number of residents and enterprises in the village during the last 10 years. The case was chosen out of earlier knowledge about the work performed in the village.

Data Collection for Empirical Case Study 1

The study of case 1 included data from two direct observations studies, one participant observation conducted at a workshop, one interview with one of the project leaders, one interview with two project leaders and documentation concerning the project.

Studied documentation were project directives, invitation to the inhabitants in the area, memorandum from activities and meetings within the project, information about the project, growth program of the municipality, plan of action for the growth program of the municipality, surrounding analysis of the municipality and publications within different media. Documentation was given from the project leader and found on the internet.

The first interview with the project leader took place at the interviewer's office. The second interview was done with two of the project leaders at a room in a school where the project leader had held a presentation about the project.

The participating observation was conducted at a workshop concerning the project. Participants were representatives from different local associations, such as schools, the police, university, a youth recreation centre, sports clubs, pensioners and the church. During the meeting notes were made concerning the method that was used during the meeting, who participated and how the discussions proceeded.

Two direct observation studies were conducted at workshops with residents that had been invited to the workshops. The residents had been invited to come up with viewpoints and ideas that concerned their local area. The meetings were observed and notes were made concerning the method that was used during the meeting, who participated and how the discussions proceeded.

Data Collection for Empirical Case Study 2

Data that were collected concerning case 2 were obtained through two interviews with one leader of the association, and documentation.

Documentation that was studied was brochure from Tillväxtverket (the Swedish Agency for Economic and Regional Growth) about social enterprises where the case was described, from the homepage of the EFS-council (EFS-rådet), the municipalities homepage where the case is active, Studieförbundet vuxenskolan, the homepage of the case, a information brochure about the case, project applications and the internet. The documentation was found on the internet using the case´s enterprise name as the search word in Google and with the help of the interviewed leader of the case.

Both interviews were conducted at the office of the interviewee.

Data Collection for Empirical Case Study 3

To collect data for case 3 two interviews were conducted with one of the initiative takers, documentation was studied, direct observations and participant observations were done.

Documentation concerning the project that was used included: invitations to the annual event, information from homepages connected to the event and organisations and enterprises within the village and media reports. These documents were mainly found through the internet with the village name as the search word. The observations and participation observations were made at the annual village event which presents the village and the opportunities it offers to visitors and also generates income. During the direct observations notes were

taken about what people were doing, both visitors at the event and those active in work concerning the event. The participating observations were conducted by the researcher by participating as a volunteer during the evening of the event. The participating observation made it possible to ask other persons that were staff about the initiative. After participating, observation notes were made about what was done, who participated and what people had said.

Interviews were made at the office of the initiative taker on both occasions.

3.6.5 Analysis of Collected Data

According to Yin (2009) analysis is dependent on the researcher's style and empirical thinking and Yin (2012) claims that it should be influenced by the research questions. As the research questions were about finding out how societal value was created and how a societal entrepreneurship initiative could be described out of a process perspective Ljungberg and Larsson's description of process mapping were used to analysis collected data, see Table 3.3.

Table 3.3. A structured 8 step working method for process mapping presented by Ljungberg and Larsson (2001, pp 207-208).

1.	Define the purpose of the process and its start and end point
2.	Use "brainstorming" to find all possible activities of the process and write them down on post-it notes
3.	Arrange the activities in the right order
4.	Put together and set up new activities
5.	Define output and input to each activity
6.	Ensure that all activities are connected by the objects
7.	Control that the activities are on a common and "proper" level concerning details and that they have suitable names
8.	Correct until a proper description of the process is obtained.

Those instructions were followed to be able to construct and describe processes of value creating within the area of societal entrepreneurship with some differences. Instead of brainstorming activities the collected data were examined to find tasks, activities, events and results. Those have not been arranged by using post-it notes instead a database was constructed where files were created to arrange data.

The main process was further developed followed by the support processes and the management process. The main process was mapped on a level with sub processes, output and input. The management process were identified and given

suitable names. The support processes were identified and divided into different areas of support that were given suitable names.

Next the activities were arranged in the right order and put together with activities in step 3 and 4 according to Ljungberg and Larsson's (2001) recommendations on how to conduct a process map. This was similar to the content analysis presented by Patton (2002) since activities, tasks, events and results were merged together in processes, sub processes, inputs and outputs.

Process mapping gave opportunities to make sense out of a huge amount of data and find patterns and create a framework to present the essence of the data which are a challenge in analyzing data according to Patton (2002). Five different analytic techniques presented by Yin (2009) concerning data analysis in the case study are pattern match; explanation building; time series analysis; logic models and cross case synthesis. The process mapping provided opportunities to carry out explanation building; time series analysis; and to present a logic model. Explanation building could be done on how societal value was created and time series analysis in the main process showed what comes first and then second and the causal relationship. It was also possible to create a logic model in the main process that explained the complex chain of events over a longer period of time in a chain of cause-effect-cause-effect pattern. Since the literature case study was available, it also was possible to conduct a pattern match analysis between the empirical findings and the literature findings. Also, as the different empirical cases were seen as independent cases, it was possible to make a cross-case synthesis concerning findings within all the studied cases. This cross-case synthesis was first carried out on a high level concluding that all the cases had similarities to the previously conducted literature case study. Next it was done on a deeper level where the case-specific findings were also examined to find out if there was anything that had been overlooked.

In the cross-case analysis the support process names were further developed since previously developed support process names were not found to be suitable. That was done by means of an analysis of the results that showed that there were more similar fields where support processes were carried out and by using Ljungberg and Larsson's (2012) proposal of how to create process names.

Within these studies all data that were found have been used in analysis and rival interpretations were constantly searched for. Rival hypotheses have been put up and tested. The aim has been to find the most important aspects of the studies and literature were studied to find out present thinking and discourses on the topic. i.e.

through the literature case study. That was done to get as good a quality of analysis as possible. Through the whole performed case studies explanations have been search for, results have been questioned and a sceptical attitude has been used.

There was a need in the analysis of the data to use the hermeneutical circle presented by Egidius (2002) since this puts separate phenomena into their context and thereby increases the ability to understand those phenomena. It was also a need to get a deeper understanding of the whole context that led to new understanding and deeper knowledge concerning the parts of the context. The knowledge was made hermeneutical-dialectical where earlier experiences and knowledge were put into new context as the studies proceeded; new meanings were given to earlier knowledge and understanding. Thereby a deeper understanding of the different parts of the result was gained as well as a deeper understanding of the whole picture of the processes as the studies proceeded.

Triangulation was used when possible on the available data. This was possible for the literature case study and the three empirical case studies. According to Yin (2012) triangulation of data supports the findings of a study.

Within the conducted studies data analysis has been represented, see Table 3.4.

Table 3.4. Data Analysis and representation within case study, after Cresswell (2007, pp 156-157+163) (in white) and activities conducted in the performed studies (in gray).

Data Analysis and representation within case study, after Cresswell (2007)		**Conducted studies**
Data managing	Create and organize files for data	Collected data was organized in created files for data
Reading, memoing	Read through text, make formal notes, formal initial codes	Text was read through, formal notes were made and initial codes were established.
Describing	Describe the case and its context	The cases and their context were briefly described.
Classifying	Use categorical aggregation to establish themes or patterns	Collected data were analyzed to find categories and to establish themes and patterns by using Ljungberg and Larsson's (2001) working methodology and the result presented through process mapping.
Interpreting	Use direct interpretation Develop naturalistic generalizations	Direct interpretation, was made to find single pieces of evidence to draw conclusions during data collection and analysis. These interpretations were then merged into the total result. A naturalistic generalization seems to be possible from the findings, see comments below.
Representing, visualizing	Present in-depth picture of the case (or cases) using narrative, tables and figures	Tables and figures have been used to present the results of the studies.

Since analysis of data from the literature study and the empirical studies were somewhat different, those are presented separately below.

Analysis of collected data in literature case study

During the mapping previous knowledge within the area was used to complete the main process in some areas. This knowledge is from the areas of entrepreneurship, Quality Management, sociology, psychology, and processes of learning. Names of the processes, sub processes and input/output were evaluated, questioned and redefined several times to see if they were suitable.

Since the research showed that things are done in different ways within different societal entrepreneurship cases the process map needed to be done at a level that was flexible and could be understood and used in several cases. To achieve a flexible process map seemed important so that it did not force the societal entrepreneurs into how things should be done since the societal entrepreneurs are influenced by the time and place where their activities are performed. It also

seemed important to keep the map on a general level so that it would suit different kinds of societal entrepreneurship initiatives.

The theoretical process map that was developed out of the literature study was tested and discussed with researchers in the societal entrepreneurship and quality management areas. It was modified, questioned and updated several times as literature studies and discussions proceeded. The process was also tested against societal entrepreneurship cases and other descriptions of the phenomenon within the literature with the purpose of further development and confirmation.

Analysis of collected data in empirical cases studies
Analysis of the empirical cases was done on each case separately. Analysis of a case started with one data source, then the next source and so on. That was done according to Ljungberg and Larsson's (2001) recommendations on how to map processes until stage 6 but with the diversities described above. The results from the different sources were merged into a total result of the case. During the analysis of the different sources, the findings were compared with the different parts of the previously developed theoretical process map that had been developed out of the literature case study to see if the data fitted into the different themes and patterns that had been found earlier, i.e. processes, sub process, input and output, or if there were any new findings.

In empirical case 1 comparisons and analysis of the time axis and the main process became a bit different. Data concerning the main process showed no similarities with the previously developed main process because the data did not fit into the map. Data that had been put into a time axis were studied over and over again to find other patterns to see if the process was different in this case, but after a lot of analyzing the time axis sub processes, output and input, it turned out that the process could be used over and over again.

When the second interview was done (where the result was presented and explained to the interviewee) tasks, activities, events and results were picked out and analyzed to see if there were any contradicting results or if the earlier result could be further strengthened and the result from the interview was merged in to the total result of the single case in question.

3.7 RELIABILITY, VALIDITY AND GENERALIZABILITY

According to Yin (2012), the quality of a case study can be judged by means of four different tests; construct validity, internal validity, external validity and reliability. He also presents tactics for those four tests, see Table 3.5.

Table 3.5. Tactics in case studies (modified after Yin, 2012, pp 40-45).

Test	**Meaning**	**Case study tactic**	**Phase of research in which tactic occurs**
Construct validity	Correct operational measures for the concepts being studied	Use multiple sources of evidence	Data collection
		Establish chain of evidence	Data collection
		Have key informants review draft case study report	Composition
Internal validity	Try to establish a causal relationship that shows a condition that seems to lead to other conditions without false relationships Explanations about how and why event x led to event y Mainly for explanatory studies	Do pattern matching	Data analysis
		Do explanation building	Data analysis
		Address rival explanations	Data analysis
		Use logic models	Data analysis
Extern validity	Find out if the findings are able to generalize beside the conducted study	Use theory in single-case studies	Research design
		Use replication logic in multiple-case studies	Research design
Reliability	Make sure that if the procedure described in the conducted study was to be used all over again by another researcher it would end up with the same result Data collection	Use case study protocol	Data collection
		Develop case study database	Data collection

Within the conducted studies different attempt to conduct high level of validity and reliability were carried out, see Table 3.6.

Table 3.6. Tactics in the conducted case studies to strengthen construct validity, internal validity, external validity and reliability.

Test	Conducted case studies and tactics
Construct validity	• Within the studies multiple sources of evidence were used and triangulation where it was possible. Triangulation was made between the three empirical cases and the literature study. • A chain of evidence was maintained. A case study protocol was conducted. Citations connected to evidentiary sources were made. A case study database was established. All those different parts are connected to the case study questions and the reported findings. • Key informants, the interviewees, were asked to review the results from the specific case that they were involved in. They were also asked if the findings correlated to the practice.
Internal validity	• A pattern match was made since a literature case study was first conducted that gave predicted data and then empirical case to compare with the predicted data. • An explanation building was made through the process mapping • Rival explanations were addressed by continuously searching for them in the data and during analysis. The results were questioned, and rival theories were put up. • Logical models were used that shows events over time and a chain of cause-effect-cause-effect pattern
Extern validity	• Single case studies were made • Direct replication were made • See discussion about generalization below.
Reliability	• A case study database was developed where data was stored and the different analyzing steps can be found.

The result of the studies presented in this thesis seems to provide an analytical generalization. Analytical generalization is appropriate for a case study according to Yin (2009). An analytical generalization can be made since it presents a logical generalization that relates to other situations (Yin, 2012). Findings from the conducted studies focus on other situations of societal entrepreneurship generating societal value and not on population. The result presents a framework that seems to be usable in other situations. The literature study that was first performed makes it possible to find statement in the literature that supports the findings from the empirical case studies. It seems possible to generalize those findings to other situations that are similar to the studied cases when it comes to creating societal value and to describing societal entrepreneurship out of a process perspective.

A naturalistic generalization seems possible since people can learn from studied cases of their own or apply them to a population of cases; those are criteria for a naturalistic generalization according to Cresswell (2007).

4. SUMMARY OF APPENDED PAPERS

In this chapter a brief summary of the conducted studies is presented. More details are found in the papers that are presented in the Appendix.

4.1 PAPER A

Anna Åslund. A., Bäckström. I., and Wiklund. H (2011) *Soci(et)al entrepreneurship from a Quality Management perspective,* Presented at the proceeding, at the 56th ICSB International Conference, International Council for Small Business, Back to the future, Changes in perspectives of global entrepreneurship and innovation, Stockholm, Sweden

This first paper presents a suggestion as to how societal value is created and how a societal entrepreneurship initiative can be described out of a process perspective.

4.1.1 Purpose

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.

4.1.2 Methodology

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

Previous knowledge within the areas has influenced the study. 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 identified. The purposes of the soci(et)al entrepreneurship

processes were defined. The activities and results of the activities were identified within the literature. The activities that had been identified were put together into processes. The main process was visualized on a more detailed level. The processes were taken into consideration several times to see if a suitable description had been made. 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.

4.1.3 Main Results

The results show a general description of the processes of soci(et)al. 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 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. The management process is called 'Management of Soci(et)al Entrepreneurship' and the support process 'Support for Creation of Soci(et)al Value'.

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).

The main process shows the most important parts and is significant to the organization. The purpose is to fulfil the customer needs of the external customer (Bergman, and Klefsjö 2010). The main process has been given the name 'Creation of Value to the Society'. The investigation revealed sub processes. The identified sub processes are 'Being in the context', 'Analysis of knowledge', 'Searching for solution', 'Organize and mobilize' and 'Realize'. It also showed input and output to the sub processes. 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', see Figure 4.1.

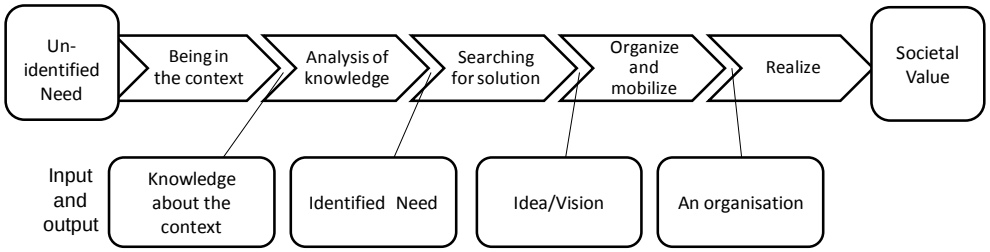

Figure 4.1. The main process of soci(et)al entrepreneurship.

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'.

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; Networking; Financing; Science; Establish; Politics; and Media

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

4.2 PAPER B

Åslund, A., Bäckström, I. (2012) A process towards societal value within a community-based regional development project, *Quality Innovation Prosperity*, Vol. 16, No. 2 pp 71-83

An earlier version was presented and published in the proceedings of 15th QMOD Conference on Quality and Service Sciences, Poznan, Poland, 2012.

The second paper presents a community-based area development project, how societal value is created and how societal entrepreneurship initiative can be described out of a process perspective in the particular case and a comparison to the previously developed theoretical process map.

4.2.1 Purpose

The purpose of this paper is to study and describe the processes of a community-based area development project compared with a previously developed process map of societal entrepreneurship. The purpose is also to verify the process map.

4.2.2 Methodology

The study started with a literature study within the area of social entrepreneurship, societal entrepreneurship, quality management and processes. An empirical case study was conducted on a community-based area development project. The project leader was interviewed, project documents were studied, and one participant observation and two observation studies were conducted. The internet was used to find documentation about what could be found within papers. From the gathered data, the tasks and activities were picked out and analyzed against the different parts of the earlier developed process map to see if they fitted. First, the different data sources were analyzed on their own and then they were merged together according to a time axis into a total result. This was used to verify the process map.

The management process and the support process have not been the main focus of the study. For those processes, data have been recognized and presented in the result. This means that those processes are not mapped out, just those parts that have been identified and can be a part of those processes that are presented.

4.2.3 Main Results

The study of the project showed that the earlier developed theoretical process map could be confirmed and that steps of the main process "Creation of Value to the Society" seem to have been followed several times.

To go through the main process was found to take different amounts of time. When the main process is used, it is filled with different activities and tasks depending on the different purposes, the time and place where it is performed.

Three main processes were presented with some of the activities and tasks that have been found. They are sorted under the headings connected to the different parts in the earlier developed process map, see Table 4.1.

Table 4.1. The main processes within the case with its tasks and activities.

Parts in the Main Process	Main Process no. 1 Development of the Project	Main Process no. 2 Preparatory Work	Main Process no. 3 Dialogues with the Inhabitants
Unidentified Needs	It seems as if the needs were already there but not identified when the work started to create growth in the municipality.	The needs were not identified when the meeting started. The project leaders wanted to identify them.	When the work with the dialogs started, the exact needs of the inhabitants were not known.
Being in the Context	Information was collected about facts that showed central development areas and threats and opportunities for the municipality.	Different representatives were invited to the meeting, persons that had been in the context of the area.	Those that were invited were living in or were active in the area.
Knowledge about the Context	Knowledge about trends in the surroundings was collected.	The participants brought different knowledge about the context to the meeting	Those who participated had knowledge about the context that came from being in the context.
Analysis of Knowledge	An analysis was made of the trends that had been found, the connections between the trend and the competition that the municipality was exposed to.	During the meeting, discussions and brainstorming sessions were held in which the participants' knowledge was utilized.	Based on the participants different knowledge, discussions and brainstorming sessions were held.
Identified Need	A written report showed parts that have been identified. Those parts can be seen as needs to be considered.	Different needs were identified in the discussions and brainstorming.	During the discussions and the brainstorming, the needs emerged
Searching for Solution	Analysis of the surroundings, policy documents and information from close cooperation and dialogs with thousands of representatives from trade and industry, the university, the student union, the Youth Council, tourism, commerce and non-profit organizations to find out what to do.	Needs and ideas were discussed back and forth to find the ideas to go on with.	To find a solution to the needs, discussions and brainstorming were held and the needs and ideas were discussed back and forth.

Tasks and activities that could be connected to the management process "Management of Societal Entrepreneurship" was found and support processes that could be connected to the project were Financing, Politics, Networking, Establishment, Media, Science and Development of competence.

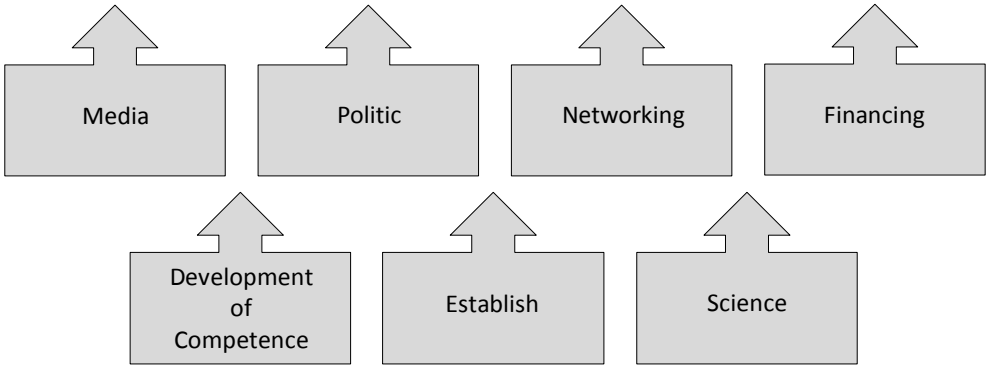

Figure 4.2. Support processes that seem to be found within the area of societal entrepreneurship.

The earlier developed process map was confirmed by analyzing the activities and tasks in the examined project against the process map.

The main process "Creation of Societal Value to the Society" was used over and over again within the project. The different "turns" or "loops" in the main process "Creation of Value to the Society" was found to create the total result of the societal entrepreneurial initiative.

A general visualization of the societal entrepreneurship processes was presented

4.3 PAPER C

Åslund, A., and Bäckström, I., (2013), Creation of Value to the Society – a Process Map of the Societal Entrepreneurship Area

Accepted for publication in *Total Quality Management & Business Excellence*

The third paper presents the result out of a cross case analysis concerning how societal value is created and how societal entrepreneurship initiative can be described out of a process perspective. That are done out of three conducted case studies and a comparison to the earlier developed theoretical suggestions and developed findings.

4.3.1 Purpose

The purpose of this study has been to empirically study processes within societal entrepreneurship initiatives and compare them with a theoretical process map. The purpose has also been to confirm and develop the theoretical process map.

4.3.2 Methodology

Three different cases of societal entrepreneurship were studied to find out how the different initiatives have developed and created societal value. The data sources that have been used has depended on what opportunities the different initiatives have provided. In all cases, interviews have been carried out and the Internet has been used as a source. Other sources have been documentation concerning the initiative; project applications; articles; invitations to the initiative; mail conversations; participants' observations; and the researchers' observations.

The different cases have first been studied and analyzed separately. Tasks and activities that have been found to be connected to the case have continuously been analyzed versus the process map and its parts to see and question if the case confirms, rejects or complements it. The data connected to the main process data also have been put into a time axis to question the order of parts in the main process. Some data materials have been analyzed in greater depth. When the different cases had confirmed the process map, a total result was merged together out of the results from the different cases to a general process map.

Data and results have been questioned several times through the whole research process including an examination of whether the process map has been presented at an appropriate level. The management process and the support processes have not been mapped out just confirmed by the different tasks and activities that can be connected to those processes. The support process names have been further developed and turned into fields where support processes are carried out and by using Ljungberg and Larsson's (2012) proposal of how to create process names.

4.3.3 Main Results

The study of the different cases showed that there is a main process that creates societal value.

The earlier main processes and their sub-processes, inputs and outputs have been confirmed. The study has showed that there can be one or several initiative takers and they can come in at different parts of the main process. It appears as if they are gathering around a common identified need or a common idea or vision that they want to achieve. The sub-process seems to be a wandering and searching process

to go from input to output. How long the different sub processes last can vary depending on the initiative itself, sometimes it can take years and sometime an hour. That means that the time of development of an initiative from unidentified needs to delivery of societal value can vary a lot both when it comes to the different sub-processes in detail and to the main process in totality.

The earlier process map pointed out support processes. This study showed that there are more like fields where support processes can be found. The different fields can be seen as support processes fields.

All of the earlier names of the different support processes needed further development; the result of this is shown in Table 4.2.

Table 4.2. Earlier names of support processes and new names of the fields.

Earlier names	New names
Financing	Creation of financing opportunities
Politics	Performance of political decisions and acts
Networking	Development and use of Networks
Establishment	Establishment of initiative
Media	Creation of media information
Science	Development and use of Scientific results
Development of Competence	Development and use of Competence

Tasks and activities have been found that can be connected to different support processes. Tasks and activities performed in the support processes influence the ability of the societal entrepreneurship initiative to perform tasks and activities in the main process. In that way they influence the delivered societal value and its quality. Sometimes activities and tasks performed in support processes go against or are actively holding a neutral attitude to the work of the societal entrepreneurship initiative and by that they are working against the initiative and preventing it from deliver societal value. Also the time that the different support processes are taking influences the ability to perform societal value. If support processes are taking much time they delay the work in the main process.

All of the cases seem to have been influences in some degree by the different areas of support processes.

There seems to be an interaction between some support processes and the initiative of societal entrepreneurship. The societal entrepreneurship influences the support processes and the support processes influence the societal entrepreneurship process. Some examples are that, thanks to the societal entrepreneurship, different

political organizations have came into contact with each other, scientific knowledge can develop thanks to the interest of the societal entrepreneurs in participating in research and scientific knowledge can contribute to development of the societal entrepreneurship.

The study of the management has not been in focus in this study but the studied cases have confirmed that there is a management process. Activities and tasks that can be connected to management and processes within this area have been found.

5. MAIN FINDINGS

This chapter presents main findings concerning the research questions and the purpose of the research.

5.1 RECONNECTION TO THE RESEARCH PURPOSE

The main purpose of this thesis has been to explore how societal value is created within the area of societal entrepreneurship and the underlying purpose has been to contribute to the development of knowledge and understanding about the societal entrepreneurship area.

This thesis result is presented out of several studied cases both empirically and theoretically that have made it possible to give a general description of a societal entrepreneurship initiative out of a process perspective. The result does not just focus on an organisation of a societal entrepreneurial initiative in isolation; it has an overall view that includes the surroundings where areas of support have been identified that are of importance for a societal entrepreneurial initiative.

5.2 RECONNECTION TO THE RESEARCH QUESTIONS

RQ1 How can a societal entrepreneurship initiative be described out of a processes perspective?

Societal entrepreneurship has been found to include management, main activities and support in the environment, namely different processes. These processes have been found to be the management process 'management of societal entrepreneurship'; the main process 'creation of value to the society' and the support process 'support for creation of societal value'. The input has been found to be 'unidentified needs' and the output 'societal value', see Figure 5.1 and Paper A.

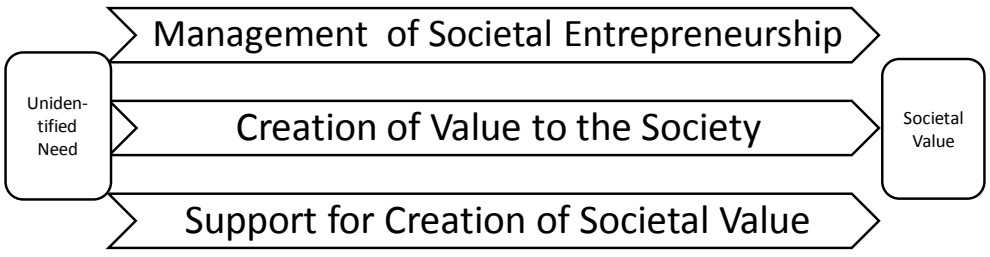

Figure 5.1. Processes that creates societal value.

In many other cases when an organisation is described out of a process perspective the process map begin with the identified needs but in the case of societal entrepreneurship it was found to be important to start the mapping as early as the unidentified needs. The societal entrepreneurship initiative was found to be a "product" of the context and thereby the different sub processes and their output and input before the need was identified have been found to be of importance. That has also made it possible to include important parts in value creation that would have been overseen if the process map had started by the identified need.

The result also presents a comprehensive picture and a more detailed description of a societal entrepreneurship initiative where the parts of the main process are further developed and different areas of support are presented; see Figure 5.2 and Paper C.

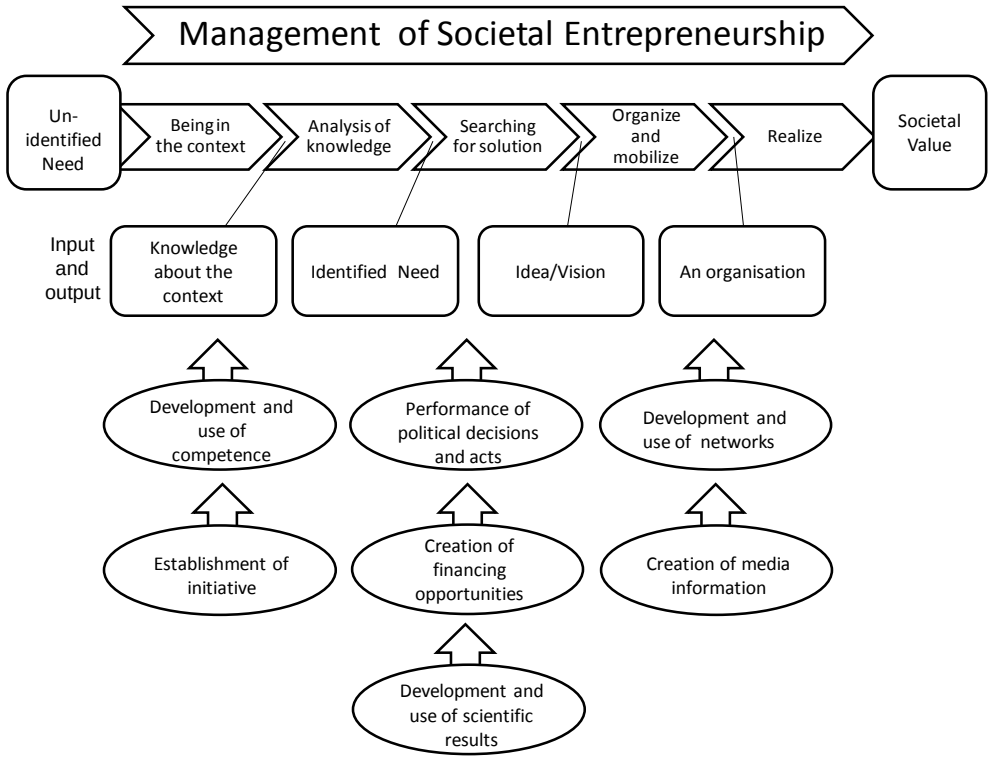

Figure 5.2. An overall picture of societal entrepreneurship with management process, main process with input, output and sub processes, and support process fields.

The research has also shown that the main process have been used several times in one of the cases, i.e. the area development project managed by the municipality,

see Paper B. Those different times that the main process has been used all contribute to the total amount of societal value that is created.

Since the process map has been used several times the result indicates that the main process could be presented as a cycle where the input to the circle is the unidentified needs, with the societal entrepreneur/-s as a central part in all of the different stages of the main process, see Figure 5.3.

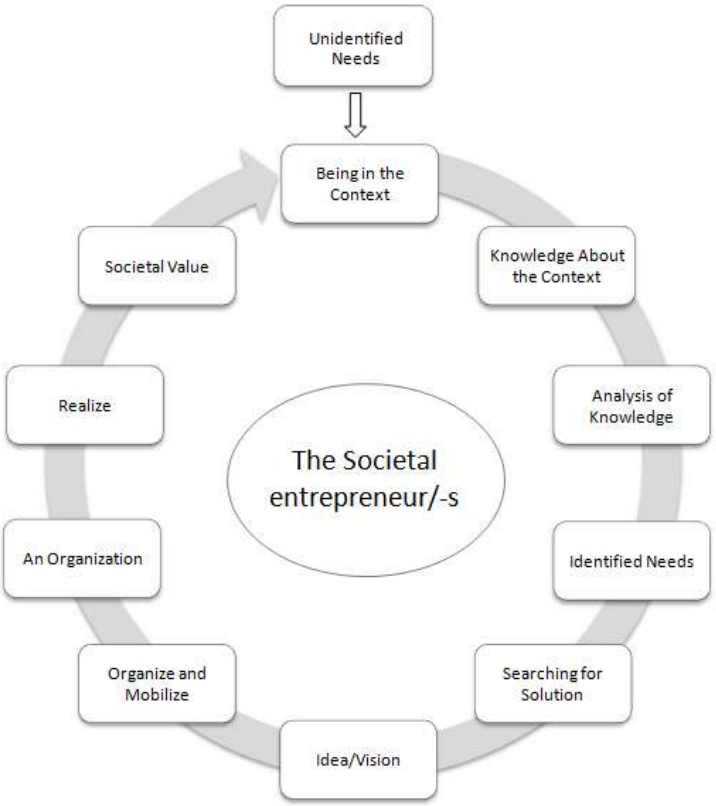

Figure 5.3. The main process presented as a cycle where the societal entrepreneur is a key figure and the unidentified needs are the input to the process.

The studies has also shown that the quality of the different parts in the earlier stages influences the quality of the consequent parts in the value creation chain of the main process and in the end the quality of the social value that is created, see Paper C.

RQ2 **How is societal value created within a societal entrepreneurship initiative?**

It can also be concluded that all the different parts in the overall picture of the process map that are presented in Paper C and Figure 5.2 above, contribute to the societal value that is created.

All the different parts in the overall picture, see Figure 5.2 above, of the societal entrepreneurship with management process, main process with input, output and sub processes, and support process fields contribute to the societal value that is created within a societal entrepreneurship initiative.

The result shows that to create societal value the main processes start with unidentified needs, needs that those behind the initiative are not aware of, see Figure 5.4.

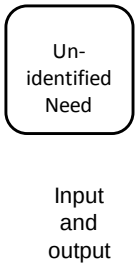

Figure 5.4. The main processes start with unidentified needs

When initiative taker is being in the context she or he gets knowledge of the context. It can be through different places and experiences; what they do, see and hear; people they meet; different occurrences; things they are exposed to; environments; meetings; conversations; and information sources. By being in the context an understanding and connection to where the initiative is going to be performed. All of those different things that the initiative taker is exposed to, experiences and so on in the context contribute to the knowledge about the context, the output, see Figure 5.5.

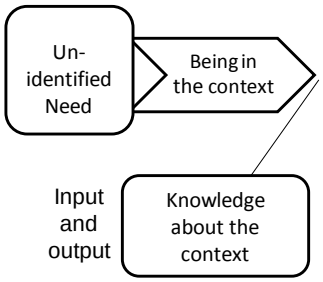

Figure 5.5. By being in the context knowledge about the context is given.

'Knowledge about the context' is input to 'analysis of knowledge'. In the analysis of the knowledge the initiative taker uses the collected knowledge about the context. Exactly how the analysis is been performed has not been clearly identified but it has been found that discussions with others and thinking are carried out. The output from the analysis of knowledge is an identified need, this can be one specific need but it can also be several but not all of them are being realized. The identified needs can be specific and clearly expressed but also vague to the initiative takers at this stage, there is a need but the initiative takers cannot clearly identify it, see Figure 5.6.

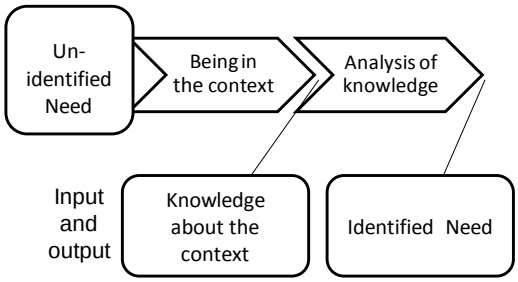

Figure 5.6. Knowledge from the context is analyzed and out of that an identified need is identified

When there is an identified need a searching for a solution for the identified need or needs starts. The initiative taker searches for different solutions and thinks them through. Exactly how that is done is not studied in detail but discussions with others, seeing and hearing others' solutions, analysis of the identified need, looking for different solutions and trying them out and rejecting them are examples of things that seem to be done in this part of the process. The search for solutions leads to an idea or vision emerging according to what needs to be done, see Figure 5.7.

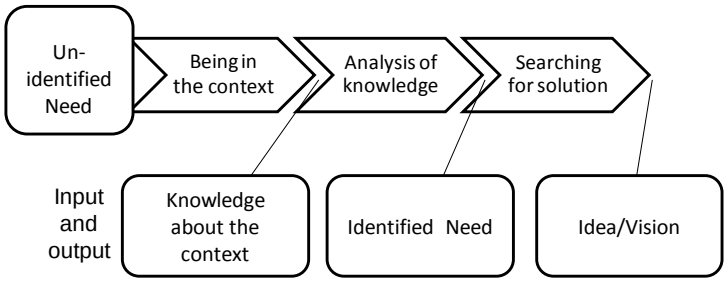

Figure 5.7. When the need has been identified a search for solutions starts and an idea or a vision of what needs to be done emerges

When an idea or a vision has been found 'organizing and mobilizing' starts. Initiative takers search for possibilities to reach the identified idea or vision by creating some kind of an organization and mobilizing resources that are needed. It can be: people that they need to get involved; location; money; building networks; knowledge; identifying customers; developing strategies. Out of the organization and mobilization they create some kind of an organization, an organization that can be of various kinds, for instance: a company, a public organisation, a non-profit organisation, or as a project. In the organizing and mobilizing part it also seems as if the idea or vision can be clarified and modified depending on the opportunities that are given in the organization and mobilization part, see Figure 5.8.

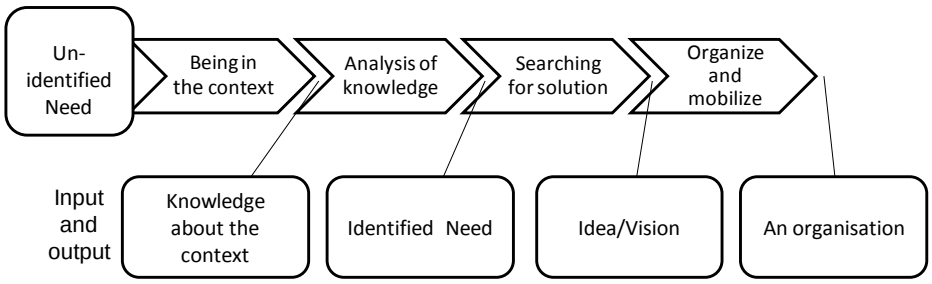

Figure 5.8. When an idea or vision has emerged organization and mobilization starts and it ends up in some kind of organization

When an organization is in place it is possible to realize the idea or vision to meet the identified need. The organization provides an opportunity to realize the idea or vision and create societal value, see Figure 5.9. The kind of societal values that are created depends on input, output and sub processes in the main process.

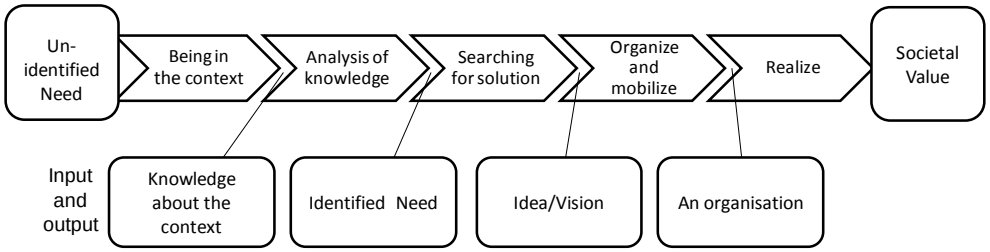

Figure 5.9. When some kind of organization has emerged the initiative is able to realize and create societal value.

On the way towards value creation the sub-processes are not a straight line but rather it seems as if there is a wandering and searching process from input to output. The time that the different sub processes demand varies depending on the initiative; some processes can take years and some an hour. That implies that the time from unidentified needs to delivery of societal value varies a lot between different initiatives of societal entrepreneurship, both concerning different single sub-processes and the whole main process.

The result also shows that there are tasks and activities performed in fields outside the initiative itself that influence how value is created and the ability to create value. Those fields are found in the support processes "Support for Creation of Societal Value". Those fields all seem to have influenced all the empirical studied initiatives and they are: Creation of financing opportunities; Performance of political decisions and acts; Development and use of Networks; Establishment of initiative; Creation of media information; Development and use of scientific results; and Development and use of Competence. In some cases activities and tasks carried out in the support processes prevent the societal entrepreneurs from creating societal value. Activities and tasks in the support processes can go against or hold a neutral attitude to the societal entrepreneurship initiative. This influences the ability to create societal value in a negative way and it also influences the quality of the delivered societal value. The time consumed by the support fields also influences the ability to create societal value.

The management process has been identified and activities and tasks connected to it have been found that influence how societal value is created. The result points to that fact that there is one or several initiative takers and that those can be active at different parts of the main process. It seems as if they assemble together around a common identified need or an idea or vision that they want to achieve.

The result shows that it seems as if important components within a societal entrepreneurship initiative in the main process to create value are 'unidentified needs'; 'knowledge about the context'; 'identified need'; an 'idea or a vision'; and some kind of 'an organisation', see Figure 5.10.

Important '*components*' in societal value creation

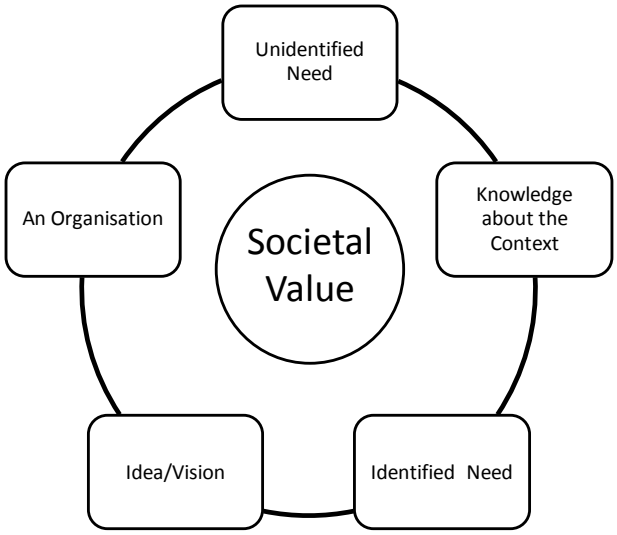

Figure 5.10. Components that seem to be important within the societal entrepreneurship to create societal value are Unidentified Need, Knowledge about the context, Identified Need, Idea/Vision and An organisation.

Those components are the output from different activities performed in value creation and the input to the next activity; see the main process in Figure 5.9 above. Activities that seem important are: to be present in the context, i.e. 'being in the context'; analysing knowledge that is gained from the context, i.e. 'analysis of knowledge'; to search a solution for the need that has been identified, i.e. 'searching for a solution'; and to organize and mobilize to be able to realize the identified idea, i.e. 'organize and mobilize'; and to realize the idea or vision, i.e. 'realize', see Figure 5.11.

Important '*activities*' in societal value creation

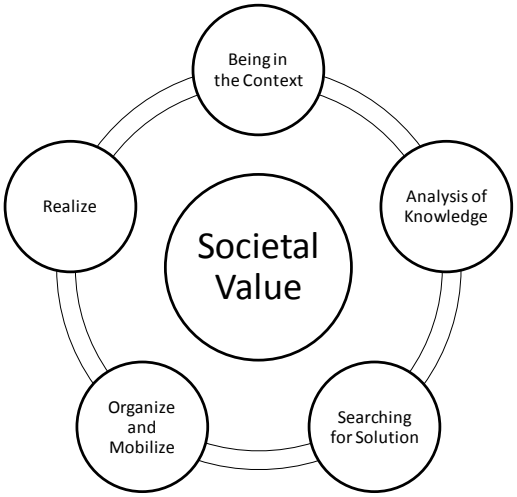

Figure 5.11. Activities that seem to be important within the societal entrepreneurship: Being in the context, Analysis of knowledge, Searching for solution, Organize and mobilize and Realize.

The result has also shown that there seems to be an interaction between some support processes areas and the initiative of societal entrepreneurship. The societal entrepreneurship influences the areas of support processes and those influence the societal entrepreneurship initiative.

Exactly how different activities, output and input in the different processes, looks like and how they are performed, and thereby exactly how value is created in an initiative in specific, is of great importance to where the societal entrepreneurship initiative is performed and its time and place according to the studies that has been performed. It also has shown that what happens in the early stages of the main process influences what will happen in the next steps of the main process.

The result presented in this thesis has been made at a high level of description to present as comprehensive picture as possible of the societal entrepreneurship area. That means that it can be applied on many different kinds and approaches of societal entrepreneurial initiatives. The high level description has also been made to present a picture that makes it possible to learn about how social value is created in general within the societal entrepreneurship area.

It has been found that societal value is created through different processes in a cause-effect-case-effect chain. All in all, the identified main process is the most

important aspect of the societal entrepreneurship processes to create societal value but activities and tasks within management process and support processes are also needed to be able to create societal value. That means that activities and tasks that are performed in all of those processes contribute to the value creation within societal entrepreneurship areas.

5.3 RECONNECTING TO THE LITERATURE

It has been concluded in this thesis that the context is of importance and that the delivered social value varies greatly form context to context as Zahra et al (2009) have also claimed but it can also be concluded that there are similarities between the different societal entrepreneurship initiatives presented in this thesis. The overall and general process map gives an opportunity to apply the findings into different contexts and different types of societal entrepreneurships and societal value creation. It can be used in the time and place, as Sundin (2009) and Frankelius and Ogeborg, (2009) claims that it should be done, of different societal entrepreneurial initiatives and it can be connected to the place where it is realized which also Asplund (2009) and Sundin (2009) claim. The overall process map gives opportunities to understand value creation within the societal entrepreneurship area which Zahra, et al (2009) claim is difficult. This process map makes it easier.

The process map of this studies has similarities to the model presented by Perrini, et al (2010) yet their map is not presented from a TQM and quality perspective which includes main processes, management processes and support processes with value creation in focus. The studies presented in this thesis show a result out of several initiatives within the area of societal entrepreneurship, both from literature studies and empirical studies and provide a picture of how value is created within the area of societal entrepreneurship.

The findings of these studies show that there are several steps before a need is identified and Palmberg (2009) states that a need is a necessary input for a process. The result of these studies shows that an unidentified need seems to be a requirement in the context to start the process of value creation within the societal entrepreneurship area, a need that is different depending on the context, the time and place where it is performed. It indicates that a societal entrepreneur does not create a need on purpose in order to bring about societal value instead they identify the need in the context.

This result offers a general process map on how societal value is created within a societal entrepreneurial initiative. Hellström and Eriksson (2012) claim that users that are ´Talkers´ and 'Organisers' are the ones that get the best results and that

just mapping out the processes has little effect on performance. That means that out of the processes that are identified in this studies there is a need to talk about those identified processes and organise and manage them, to apply process owners and measurement systems to be able to reach the best result and the best societal value but also to help societal initiative to be able to come alive, survive and be able to deliver societal value and get people to understand the societal entrepreneurship process so that they can be a societal entrepreneur and start initiatives or to support the societal entrepreneurship initiative and the societal value cration.

6. DISCUSSION AND CONCLUSIONS

The main purpose of this thesis has been to explore how societal value is created within the area of societal entrepreneurship. The underlying purpose has also been to contribute to the development of knowledge and understanding about the societal entrepreneurship area. By using the TQM perspective and with processes in focus it has been possible to identify a suggestion as to how societal value is created within the societal entrepreneurship area and to present how a societal entrepreneurship initiative can be described out of a processes perspective. It can be concluded that societal entrepreneurship is a complex phenomenon and common activities are conducted to create societal value. The overall process map gives an overall view and opportunities to simplify the phenomenon and to capture possibilities of improvements and to implement improvements within the area. The process map shows how value is created and customers are satisfied. Since it seems as if the result can be generalized it makes it possible to get an understanding and contributed to the knowledge about the societal entrepreneurship area and societal value creation.

All of the empirical cases showed the same pattern and confirmed the map that was developed out of the literature study. That indicates that the process map shows how societal value is created and that the map is presented at a level that seems to be appropriate to present how societal value is created within initiatives of the societal entrepreneurship area.

The findings in this thesis show that there are needs that are about to be identified by someone, someone who is taking the opportunity to go ahead and create societal value. The presented result does not present a handbook on how societal value is created in detail but the findings can help initiative takers to find the unidentified needs, plan a societal entrepreneurial initiative and understand what contribute to the value creation. The findings also can be of value to decision makers and other interested parties that are involved in, will be influenced by or want more initiatives to start within the societal entrepreneurship area.

Since the overall process map presented in this thesis is comprehensive and includes areas of support that are found outside the organisation of the societal entrepreneurship, one conclusion is that societal entrepreneurs are dependent on several support processes that they have little or none opportunity to control. To be able to produce a higher degree of societal value the main process needs support from the support processes areas. That indicates that people and processes that can be found on the outside of the main process and the management process can contribute to the amount of societal value creation by supporting those found in

the main process. That also indicates that there is a need for an overview in the society to find improvement opportunities and to implement those in the support areas to support the societal initiatives in a better way to create higher degrees of societal value.

The process map that is presented shows that the earlier stages of the process map influence the following steps that indicates that what are found in the early stages of an societal entrepreneurship initiative, i.e. what is being done and the result of that, influences the degree of societal value that is created. Thereby it is of great importance that all the steps in the process are made with a high degree of accuracy to develop as high a degree of societal value as possible. To start the process mapping at a stage where the needs are unidentified also gives opportunities to understand how the needs are found and that the process to identify those needs also influences the kind of societal value that is delivered. It also shows that there are a lot of opportunities out in the world that are just waiting to be identified and taken care of.

The map gives opportunity to study and analyse flows, processes and separate parts of the processes within the societal entrepreneurship areas to see if they are functioning well and are effective. It gives possibilities to improve customer focus and to compare different societal entrepreneurial initiatives and/or other organisations. The studies indicate that a focus on improvement in single processes and the whole system of the societal entrepreneurship area is needed. A holistic focus on both those areas gives possibilities to improve separate processes and the whole pictures of the overall process map, including management process, main process and support processes.

The result in this thesis contributes to the earlier findings within research and it gives a common, comprehensive and simplified picture of a complex phenomenon and opportunity to understand how societal value is created and what creates societal value. It also provides opportunities to find improvement areas and thereby improvements to implement in the societal value creation processes. It can help societal entrepreneurs to understand their work and see what obstacles and opportunities might come along the way towards value creation. The result of this studies can also help people on the outside of the main process and the management process to understand their part in the societal value creation and that they also are influencing the amount and quality of societal value that is delivered. It can also help people to understand that there are unidentified needs all over the world that need to be identified so that an organisation can be created to meet those needs and create more societal value. If we, all over the society, help

more societal entrepreneurships to start, we could give people all over the world higher societal value and high quality of life concerning areas such as climate, migration and segregation, globalization, unequal distribution and many other things connected to societal value. Part of this process is to get all the parts in the overall picture of the societal entrepreneurship to function as well as possible namely management process, main process with input, output and sub processes, and support process fields. The result presented in this thesis is a step towards a higher degree of societal value creation all over the world.

6.1 FUTURE RESEARCH

The research in this area has been of great interest and many further research areas have emerged. Some areas that have been identified for further investigation are presented below.

During the research presented in this thesis the management processes have not been in focus. It seems to be an important area to study further to find out how the management contributes to the value creation within the societal entrepreneurship area, both concerning the tasks and activities performed by the societal entrepreneurship managers and the kind of management processes that can be found. Also the areas that have been identified as providing support to the main process need further studies. Both to find out when in the main processes the different areas influence the value creation in the main process and to map out processes within those areas. That would make the presented process map of the societal entrepreneurship area more complete.

During the research presented in this thesis it has been found that the societal entrepreneurs have difficulties to present what they are offering and what they deliver to get the support and understanding that they need from the support areas that have been identified in the studies. It has also been found in literature that questions have been asked as to whether social wealth is delivered. This indicates that that there is a need to find ways for the societal entrepreneurs to be able to present what kind of value they have created and what creates that value i.e. attributes. Therefore a study on how to find out values, attributes and the connection between those is of interest.

It would also be interesting to find out if the map can be of use and conduct an action research where the process map is used to start up and carry through a societal entrepreneurial initiative to create societal value. And, as an outcome of that, to find out which obstacles and opportunities come to light when conducting a societal entrepreneurial initiative. It would also be of interest to study

opportunities to present a practical guide on how to go about things for people that would like to start a societal entrepreneurial initiative. If that would be done it can help those who are interested in starting up an initiative but do not know where to begin and how to act to be able to create societal value.

The values that can be found within an organisation of a societal entrepreneurship initiative and how those values can be identified is another area of interest for further research. To investigate that area can lead to an understanding of what makes people start up or get involved in a societal entrepreneurship initiative and why some initiatives go on while some of them die.

The process orientation area and process mapping would also be of interest to study. The result presented within this thesis has shown that there are steps before a need is identified, steps that are of importance to the value that is created and the quality of the created value. It would be of interest to study how needs are identified in cases other than in societal entrepreneurship areas and the importance of the need identification process and the identified need for the value and quality delivered to the customers. Could it be so that process orientation and process mapping should include and start with unidentified need/-s and a need identification process, instead of starting with an identified need in order to reach higher degrees of value and quality? And do organisations that include 'unidentified needs' and the process to identify those needs get better opportunities to be flexible to the changes of customer needs and to catch those needs earlier?

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