
Social Entrepreneurs as Institutionally Embedded Entrepreneurs: Toward a New Model of Social Entrepreneurship Education

ANNE-CLAIRE PACHE
ESSEC Business School

IMRAN CHOWDHURY
Pace University

Building upon recent developments in entrepreneurship education, we propose a novel framework for social entrepreneurship education founded upon a conception of social entrepreneurs as entrepreneurs embedded in competing institutional logics. Our model, in addition to teaching students “about” social entrepreneurship to allow them to acquire the knowledge and expertise required to successfully engage in social entrepreneurial activities, proposes to educate students “for” social entrepreneurship, by allowing them to acquire the skill of bridging three distinct and sometimes competing institutional logics: the social-welfare logic, the commercial logic, and the public-sector logic. To achieve this goal, we propose that social entrepreneurship education needs to make students aware of these different logics, to allow them to enact these competing logics and to enable them to combine logics when necessary to create innovative hybrid strategies. We explore how this overall strategy can be achieved by highlighting how various pedagogical tools can be adapted to contribute to each step.

In the past few decades, the emergence of the phenomenon of *social entrepreneurship*, understood as the process through which so-called social entrepreneurs create social value through the innovative use and combination of resources (Mair & Marti, 2006), has concomitantly produced a steady stream of social entrepreneurship educational activities (Brock, Kim, & Davis, 2008; Brock & Steiner, 2009). In 2011, more than 500 faculty were reported to be involved in social entrepreneurship teaching in a variety of institutions across the globe, ranging from business schools to public policy schools or schools of engi-

neering (Brock & Kim, 2011). As with most new educational fields, social entrepreneurship education has developed through an emergent process, first with a few courses developed by faculty pioneers, then by university-led events on social entrepreneurship, followed by the development of comprehensive educational offers targeted to students intending to specialize in social entrepreneurship or to social entrepreneurs themselves (Brock & Kim, 2011; Sarasvathy, 2001). Important efforts have been made to promote such educational approaches and to encourage the sharing of pedagogical tools, often by organizations such as the Aspen Institute or Ashoka, as a means to encourage the development and the strengthening of the social entrepreneurship field.

To date, however, social entrepreneurship education suffers from a lack of a clear theorizing. While different definitions compete to qualify the phenomenon of social entrepreneurship (Dacin,

We are deeply grateful to Thierry Sibieude for the inspiration that he provided us as cofounder of ESSEC’s Social Entrepreneurship Chair. We would also like to thank Filipe Santos for his valuable insights and suggestions as we developed this paper. Finally, we would like to thank Associate Editor Nelson Philips and the two anonymous reviewers for their developmental comments throughout the review process.

Dacin, & Matear, 2010), most converge on the notion that social entrepreneurs are a specific breed of entrepreneurs (Austin, Stevenson, & Wei-Skillern, 2006; Chell, 2007; Dees, 1998; Tracey & Phillips, 2007), thus suggesting that social entrepreneurship education should build upon entrepreneurship education. Despite some recent attempts to conceptualize social entrepreneurship education (Brock & Steiner, 2009; Kickul, Griffiths, & Bacq, 2010; Smith, Barr, Barbosa, & Kickul, 2008; Tracey & Phillips, 2007), we still lack a clear understanding of the way in which social entrepreneurship education may position itself vis-à-vis entrepreneurship education.

To date, however, social entrepreneurship education suffers from a lack of a clear theorizing.

Tracey and Phillips (2007), for instance, emphasize the need for social entrepreneurs to acquire the same skills and expertise as traditional entrepreneurs with respect to opportunity recognition, resource mobilization, and organization building. They argue, however, that social entrepreneurship education should, in addition, acquaint students with the specific challenges faced by entrepreneurs who pursue a social mission. According to Tracey and Phillips, these specific challenges relate to three dimensions: the management of accountability, the management of the double bottom line, and the management of identity. In highlighting these three dimensions, they also shed light on the challenges associated with the embeddedness of social entrepreneurs in a wide web of relationships with stakeholders (ranging from beneficiaries to funders, clients, or partners), who may impose potentially conflicting demands on their operations (Smith, Barr, Barbosa, & Kickul, 2008). Although they are an important first step toward the development of a theory of social entrepreneurship education, Tracey and Phillips' (2007) propositions do not clearly articulate the ways in which social entrepreneurship students can be trained to understand and manage the complex relationships that social entrepreneurs entertain with key stakeholders. What is missing is a clear theoretical framework to allow students to understand and make sense of the world in which social entrepreneurs operate.

We argue that while social entrepreneurs engage in entrepreneurial activities similar to any entrepreneur, they do so in a very different context. While traditional entrepreneurs operate within the

boundaries of the commercial sector and, within this sector, interact with actors who share relatively similar views of the world, social entrepreneurs, to achieve their mission and sustain their innovations, rely on a complex web of stakeholders who belong to distinct institutional spheres (Meyer & Rowan, 1977). On the one hand, social entrepreneurs rely on the support of the social sector: They rely on grassroots organizations to reach out to their beneficiaries; they collaborate with social organizations to coordinate social services; they rely on local social actors to provide strategic resources such as legitimacy, volunteer work, or social expertise. On the other hand, in mobilizing funds and practices from the business sector, social entrepreneurs are embedded in the commercial world. They adopt commercial practices, develop business relationships with commercial entities, and build partnerships with industrial partners. Finally, in most countries, social entrepreneurs also directly interact with governments and public agencies accountable for the welfare of citizens, in order to negotiate political or financial support or to influence changes in policies and regulations.

Actors in these spheres adhere to distinct goals, norms, and values (DiMaggio & Powell, 1983), which lead them to view the world, behave, and interact with others in specific ways. To mobilize the resources that are critical to the success of their enterprise from these various institutional spheres, social entrepreneurs thus need to be able to understand the culture, interests, and norms of various stakeholders and to satisfy enough of their expectations to secure their social or financial support (Seelos, Mair, Battilana, & Dacin, 2011). In other words, to succeed, they need to be skilled at bridging the competing institutional logics (Battilana & Dorado, 2010; Pache & Santos, 2010; Thornton & Ocasio, 2008; Tracey, Phillips, & Jarvis, 2011) in which they are embedded.

Building upon the work of Tracey and Phillips (2007) as well as recent developments in entrepreneurship education (Kirby, 2004), we thus propose a model of social entrepreneurship education that allows students to operate across various institutional worlds. Our model, in addition to teaching students "about" social entrepreneurship to allow them to acquire the knowledge and expertise required to successfully engage in social entrepreneurial activities, educates students "for" social entrepreneurship, by allowing them to acquire the skill of bridging three distinct and sometimes competing institutional logics: the *social-welfare* logic, the *commercial* logic and the *public-sector* logic. To achieve this goal, we propose that social entre-

preneurship education needs (1) to make students aware of these different logics and of their specificities; (2) to allow students to enact these competing logics; and (3) to enable students to combine logics when necessary to create innovative hybrid strategies. We explore how this overall strategy can be achieved by highlighting various pedagogical tools that can be adapted to contribute to each step. For the sake of clarity, we focus on the way in which such a strategy can be deployed in the context of business schools to educate *aspiring social entrepreneurs*, that is, students who have no prior experience as social entrepreneurs yet who express interest in becoming one or in pursuing a career in the social entrepreneurship world.

The structure of our article is as follows. We start out by characterizing social entrepreneurs as entrepreneurs embedded in competing social welfare, commercial, and public-sector institutional logics. We define social entrepreneurship as a process that requires entrepreneurs to bridge these logics. Building on the entrepreneurship education literature, we subsequently outline our model of social entrepreneurship education, detailing the overall educational strategy through which aspiring social entrepreneurs can be trained to become entrepreneurs skilled to bridge three competing institutional logics. Finally, we discuss the implications of our propositions and their boundary conditions.

SOCIAL ENTREPRENEURS AS ENTREPRENEURS EMBEDDED IN COMPETING INSTITUTIONAL LOGICS

Social Entrepreneurs as Institutionally Embedded Entrepreneurs

Social entrepreneurs engage in entrepreneurial activity with the goal of addressing neglected social problems (Mair & Marti, 2006; Santos, 2009). Their ability to recognize opportunities allows them to generate social value through innovation: They invent sustainable ways to provide assisted living for the disabled (Bornstein, 2004), they come up with new schemes to revitalize neglected urban and rural school systems (Sandler, 2010), or design new ways to deliver low-cost, high-quality medical services on a large scale (Elkington & Hartigan, 2008). Social entrepreneurs often design innovative resource mobilization strategies to sustain their social missions (Boschee, 2001). These innovations range from the development of products and services that achieve social goals, to the generation of surpluses that can be reinvested in a social project, to the empowerment of local com-

munities through coproduction of social innovations (Tracey & Phillips, 2007). They may develop earned income strategies, mobilize the power of e-platforms, design coproduction models, build partnerships or joint ventures with for-profit business partners or exploit specific market opportunities that serve the unmet needs of the poor. Finally, whether they create platforms, networks, or organizations, social entrepreneurs build the systems required to deliver their social value in a sustainable fashion. While experimenting with these systems at the local level, social entrepreneurs are often simultaneously involved in their scaling up nationally or internationally as a way to maximize social impact.

The defining characteristics of social entrepreneurs are thus that they recognize opportunities to generate social value by finding solutions to neglected social problems, they find innovative ways to mobilize the resources required to design these solutions, and they build the infrastructure (for example, an organization or a network) to sustain the creation of social value. As such, social entrepreneurs are, as highlighted by Dees (1998), "one species in the genus entrepreneur" (2).

However, despite their status as a species of entrepreneur, social entrepreneurs operate in contexts that are very different from those in which traditional entrepreneurs operate. While traditional entrepreneurs interact primarily with organizations guided by a commercial logic, a defining and distinctive feature of social entrepreneurs is that they operate at the intersection of three institutional spheres from which they mobilize important social and material resources: the social sector, the commercial sector, and the public sector. These sectors are characterized by specific institutional logics (Thornton & Ocasio, 2008), which are the collective taken-for-granted norms and values that guide the behavior of actors in the sector and provide them with prescriptions of goals appropriate to pursue and means appropriate to achieve them. Below, we briefly present the social-welfare logic, the commercial logic, and the public-welfare logic that predominate in these sectors and highlight how they impact the behavior of social entrepreneurs. These logics are outlined and summarized in Table 1.

Social Entrepreneurs' Embeddedness in the Social-Welfare Logic

Successful social entrepreneurs need to manage a web of relationships with stakeholders from the social sector. These include nonprofit social partners who may work with the focal social enterprise

TABLE 1
Social Entrepreneurs and the Social-Welfare, Commercial, and Public-Sector Logics

	Social-Welfare Logic	Commercial Logic	Public-Sector Logic
Goals	Improve social conditions and relieve suffering of beneficiaries	Maximize surplus revenue from organizational activities	Ensure fairness and transparency across different levels of society
Institutional stakeholders	Nonprofit social partners, charitable and philanthropic funders, beneficiaries	Clients, business partners, investors, shareholders	National and local government entities, multilateral funding agencies, regulators, elected officials
Social entrepreneurs' interactions with stakeholders	Collaboration on specific projects, knowledge transfer from organizational peers, service delivery to beneficiaries	Delivering goods and services to clients, developing relationships with suppliers, managing investor and shareholder expectations	Managing relationships with elected officials, regulators, and funding agency officials
Social entrepreneurs' dependencies on stakeholders	Funding from charitable and philanthropic organizations, legitimacy and material resources from social organizations	Revenues from sales to clients, reliable service from suppliers and other business partners, investment from shareholders and investors	Certification from regulators, funding from government agencies and multilaterals, political backing from elected officials

on a specific project, charitable organizations and philanthropic funders, and the ultimate beneficiaries of the social enterprise's activities. Through these relationships, social entrepreneurs mobilize resources essential to their success. For instance, nascent or early-stage social enterprises gain legitimacy by associating with prominent community actors. ENVIE, a French work integration social enterprise involved in the recycling household appliances (Pache & Hansen, 2006), was able to draw a lot of attention and political support very early on because of its close partnership with Emmaus, a very prominent and highly legitimate community organization working with homeless people since the fifties. Alternatively, social enterprises may receive the provision of important social services, such as social counseling for their beneficiaries or expertise and advice on a specific social issue from partnering with local social organizations. City Year (Moss Kanter & Weber, 2001), an innovative youth service corps developed in Boston (USA) in the late eighties, relied on close partnerships with local social-sector organizations to provide useful and transformative service projects for its corps. Additionally, social enterprises usually recruit strategic human resources (staff or volunteers) through the networks that they maintain with social-sector partners. Gram Vikas, an innovative social change organization involved in water and sanitation issues in rural India, recruits many of its field staff from the local-level institutions in the communities in which it operates (Chowdhury & Santos, 2010). Finally, social entre-

preneurs may receive financial or in-kind support from philanthropic funders to maintain their social enterprise.

By way of their interactions and dependence relationships with these important stakeholders, social entrepreneurs are thus embedded in the dominant institutional logic in this field, the social-welfare logic. According to the *social-welfare* logic, an organization's appropriate goal is to improve the social conditions or to relieve the suffering of beneficiaries (Austin et al., 2006; Dees, Anderson, B., & Wei-Skillern, 2004). The social-welfare logic further prescribes specific ways of organizing, such as the use of the not-for-profit status, the reinvestment of profits in the social mission, as well as participative governance structures (Pache & Santos, 2012).

Social Entrepreneurs' Embeddedness in the Commercial Logic

To successfully sustain their operations, social enterprises typically also rely on a web of commercial stakeholders. These include, but are not limited to, clients, industrial supporters, and suppliers of goods and services. Satisfied and faithful clients are essential for social enterprises' financial sustainability. If unsatisfied with their purchasing experience with the social enterprise, these clients can often turn to profit-oriented enterprises for alternative goods and services. In addition, social enterprises often mobilize strategic resources, such as capital or key assets from for-profit part-

ners. ENVIE, the French social enterprise mentioned earlier, was able to grow very quickly because it partnered with Darty, a household appliances retailer, to source the used appliances that were subsequently refurbished by its beneficiaries and sold in its shops (Pache & Hansen, 2006). City Year raised 50% of its budget from corporate sponsors eager to see their company names associated with the positive image of the highly visible youth corps (Moss Kanter & Weber, 2001). Waste Concern, a Bangladesh-based organization working on sustainable waste management issues for the developing world, received substantial revenues from the sale of fertilizer produced at a plant built by World Wide Recycling BV, one of the world's leading private sector actors in the treatment of municipal wastes (Enayetullah & Sinha, 2010).

By way of these interactions with commercial stakeholders, social entrepreneurs are thus also embedded in the commercial logic. According to the *commercial* logic, an organization's appropriate goal is to sell products and services to generate and appropriate profit. In terms of practices, the commercial logic prescribes the use of for-profit statuses, the distribution of dividends to shareholders, and hierarchical governance structures (Pache & Santos, 2012).

Social Entrepreneurs' Embeddedness in the Public-Sector Logic

Finally, the success of social entrepreneurs often depends upon their ability to garner resources from public-sector stakeholders—although this may be contingent upon the level of maturity of governmental institutions in the country in which they operate. These include regulatory agencies that, in some contexts, grant social enterprises with the right to operate and subsequently evaluate their compliance with regulatory frames. Other potentially important stakeholders include local, national, and multinational public funding agencies that may contribute financial resources to the enterprise when they are engaged in transferring and scaling their social innovations, especially when earned-income components of their business models remain underdeveloped. Political bodies (national and local governments, elected representatives) are another important group of stakeholders for social entrepreneurs. They design and vote the policies that impact the overall provision of social goods.

For instance, not only did ENVIE succeed at building strong financial partnerships with local governments to secure financial support for its

local sites, it also actively lobbied the French and European parliamentarians to influence the definition of European and French regulations on the management of electrical waste in order to secure a specific niche for social enterprises in an emergent competitive market (Pache & Hansen, 2006). This strategy allowed the organization to double its social impact in 2 years. Similarly, City Year was able to convince President Clinton of the pertinence of national service and to work with the Clinton administration to help design a national civic service policy. This, in turn, secured half of City Year's budget from government sources (Moss Kanter & Weber, 2001). Finally, to grow its operations, Gram Vikas relied very heavily on government financial support at the national and state levels as well as political support for their activities from local leaders in rural Orissa, the Indian state where the majority of Gram Vikas' programs are based (Chowdhury & Santos, 2010). By way of these interactions with public-sector stakeholders, social entrepreneurs are thus also embedded in the public-sector logic. The public-sector logic is focused on the goal of ensuring fairness and transparency across different sets of activities. It is further founded upon bureaucratic principles and, in many countries, on the notion of democratic governance.

Because they constitute collective designations of what goals are appropriate to pursue and what means are appropriate to achieve these goals, institutional logics shape in important ways what behavior actors in a given field expect from the actors with whom they interact. Some degree of compliance with the logics at play in a given field is thus an important condition for acceptance and mobilization of support from stakeholders in this field. Social entrepreneurs thus need to reach sufficient levels of compliance with each logic to generate the support needed to survive and thrive. Further, given their innovative approach to achieve social goals with economic means, social entrepreneurs not only need to be aware and enact each logic to satisfy stakeholders' demands, they also need to be able to internally combine social-welfare and commercial logics in order to build sustainable and stable hybrid strategies. Overall, building upon recent work in institutional theory (Battilana & Dorado, 2010; Pache & Santos, 2012; Tracey et al., 2010), we argue that to be successful, social entrepreneurs thus need to be skilled at bridging competing social-welfare, commercial, and public-sector logics.

TOWARD A MODEL OF SOCIAL ENTREPRENEURSHIP EDUCATION

This conceptualization of social entrepreneurs as institutionally embedded entrepreneurs impacts in important ways how one should conceive of social entrepreneurship education. If social entrepreneurs are first and foremost entrepreneurs, aspiring social entrepreneurs should first be educated to become entrepreneurs. Social entrepreneurship education should thus build thoroughly upon the advances of entrepreneurship education to benefit from several decades of experience in this field.

Taking Stock of Advances in Entrepreneurship Education

Since the 1980s, as the entrepreneurship discipline has grown and gained legitimacy in universities worldwide, the field of entrepreneurship education has simultaneously developed and matured (Fayolle, 2008; Katz, 2003; Kuratko, 2005; Neck & Greene, 2011; Pittaway & Cope, 2007). While empirical studies corroborate that entrepreneurship education positively impacts students' intentions of becoming entrepreneurs (Pittaway & Cope, 2007) and positively influences students' entrepreneurial attributes (Dickson, Solomon, & Weaver, 2008; Gorman & Hanlon, 1997), there is no consensus on the best way to teach entrepreneurship to students (Fayolle, 2008; Kuratko, 2005).

In terms of content, various topics have been highlighted as key components of entrepreneurship programs (Bygrave, 1994; DeTienne & Chandler, 2004; Solomon, Duffy, & Tarabishy, 2002), including the entrepreneurial process, opportunity recognition, entry strategies, creative thinking, negotiation, or fundraising. Overall, the recommendation is to teach, in addition to general management knowledge offered in business schools (including strategy, marketing, human resources, accounting or finance), a combination of opportunity-specific knowledge and venture-specific knowledge (Vesper, 1998). *Opportunity-specific knowledge* refers to information about specific market holes or resources available for venturing. *Venture-specific knowledge* refers to the practical know-how for performing the set-up and conduct of the operations of a particular product or service.

However, a recent trend in entrepreneurship education emphasizes the need to move away from educating "about" entrepreneurship (i.e., teaching students about entrepreneurship principles and practices) to educating "for" entrepreneurship (i.e., equipping students with a set of personal skills, attributes, and behaviors to allow them to succeed

as entrepreneurs; Fayolle, 2008; Kirby, 2004; Kozlinska, 2011). More precisely, Kirby (2004) recognizes the need for aspiring entrepreneurs to understand entrepreneurship principles, practices, and tools, yet he argues that this is "a minor element in the equation" (514), emphasizing the need for students to acquire the skills and behaviors characteristic of the entrepreneurial individual. Under this view, developing students' communication skills, creativity skills, critical-thinking skills, leadership skills, problem-solving skills or social-networking skills becomes essential in entrepreneurship education (Rae, 1997).

From Entrepreneurship Education to Social Entrepreneurship Education

Building upon this trend, we propose a comprehensive model of social entrepreneurship education. We recognize the need for aspiring social entrepreneurs to be trained "about" entrepreneurship and propose to complement that approach with training "about" the specificities of the social entrepreneurship process. We further propose that aspiring social entrepreneurs should be educated "for" entrepreneurship, to acquire the skills, attitudes and behaviors required to succeed as entrepreneurs. Yet we complement Kirby's (2004) model by outlining a skill that is essential and unique to social entrepreneurs' success: the skill to bridge competing social-welfare, commercial and public-sector logics.

Educating About Social Entrepreneurship

As future entrepreneurs, aspiring social entrepreneurs need to acquire a combination of managerial, opportunity-specific and venture-specific knowledge, which will allow them to understand how to set up and manage an organization, how to seize new market opportunities, as well as how to conduct related operations. In addition to this business knowledge, we believe that aspiring social entrepreneurs should learn about the specificities of social opportunities as well as of social ventures.

The social needs that social entrepreneurs address are different from the market needs that traditional entrepreneurs address. They may concern clients that cannot afford to pay for the product or service offered. They may involve public or social goods which are, in nature, difficult to charge for. They may require a very elaborate understanding of specific social issues. Given these constraints, addressing these needs may require specific resource mobilization strategies, including clients

paying for the service but not benefiting from it (through private gifts or public subsidies), cross-subsidization, and the mobilization of volunteer work, among other strategies. For these reasons, it is important that aspiring social entrepreneurs be acquainted with the specific knowledge related to social opportunities, to allow them to craft sustainable solutions to social problems.

The social needs that social entrepreneurs address are different from the market needs that traditional entrepreneurs address.

In addition, aspiring social entrepreneurs should be taught about the specificities of social ventures. Given their social mission, social entrepreneurs can build ventures of various forms, including nonprofits, foundations, cooperatives, as well as the whole range of for-profit forms. Since these various forms widely differ with respect to their governance, financial, fiscal, or growth constraints, we believe it is important to make aspiring social entrepreneurs aware of these specificities. The acquisition of this knowledge, however, will not suffice to contribute to aspiring social entrepreneurs' success.

Educating for Social Entrepreneurship

As future entrepreneurs, aspiring social entrepreneurs should develop the skills, attributes, and behaviors of successful entrepreneurs: This part of the program should encourage the development of

students' role orientation emphasizing effectiveness, their abilities to think both intuitively and rationally, and their motivation (Kirby, 2004). In addition, building upon our description of social entrepreneurs as actors embedded in conflicting institutional logics, we argue that a key skill that they need to develop is the ability to bridge the three institutional logics in which they are embedded. The acquisition of this skill is a necessary condition for aspiring social entrepreneurs to succeed at sustaining their social ventures and ultimately, their social impact. Figure 1 summarizes our proposed model of social entrepreneurship education.

In the following section, we detail the component of this model which we believe constitutes its major innovation: a pedagogical strategy to help students acquire the skills to bridge competing social-welfare, commercial and public-sector logics.

EDUCATING ASPIRING SOCIAL ENTREPRENEURS TO BRIDGE SOCIAL-WELFARE, COMMERCIAL AND PUBLIC-SECTOR LOGICS

To allow aspiring entrepreneurs to acquire the skills to bridge social-welfare, commercial and public-sector logics, social entrepreneurship education should focus on socializing students into these logics. We thus detail the process of logics socialization and explore how various pedagogical strategies can be mobilized to serve the purpose of logic socialization. We further point to strategies allowing students to deal with the identity issues associated with this process. In most cases, we propose to combine formal and experi-

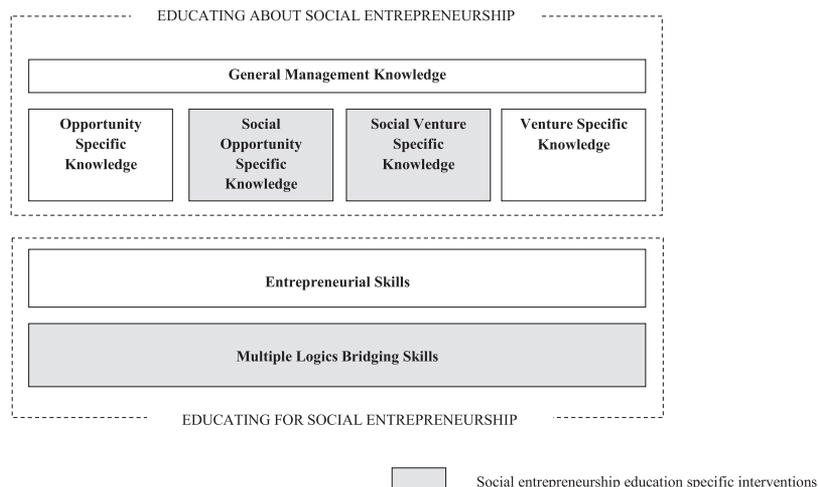


FIGURE 1
A Model of Social Entrepreneurship Education

ential learning, as widely promoted in the field of entrepreneurship education (Fayolle, 2008; Kuratko, 2005; Neck & Greene, 2011). While the tools and approaches we describe below are not necessarily new, we outline in detail how they can be mobilized and adapted in new ways in order to develop students' logics bridging skills.

The Process of Logics Socialization

How does one get socialized into a specific institutional logic? Building upon previous institutional studies, we argue that two main processes introduce individuals to the norms and values promoted by a given logic: formal education and experience. DiMaggio and Powell (1983) highlight the key role of formal education in shaping the cognitive and value frames of participants, and in turning them into carriers and enactors of the norms of a given professional field. This socialization process is powerful because the status of university specialists legitimizes the content of the formal training, thus increasing the likelihood that such content is considered as appropriate and readily adopted by participants. Experience is a second powerful mechanism through which individuals become socialized into institutional logics. As the taken-for-granted rules guiding behavior of actors (Thornton & Ocasio, 2008), logics are enacted by individuals as they respond to the various demands generated by organizational life. Logics shape the way in which goals are perceived, decisions are made, constituencies are prioritized, tools are mobilized, and investments are chosen. In addition, they are potentially reinforced by internal training, promotion, and incentive systems (Battilana & Dorado, 2010). Experience in a given field acts as a powerful socialization vehicle, allowing individuals to process this highly tacit information. It does so by providing the involved actor with repeated opportunities to socially interact and communicate with members of a given social group (White, 1992) as well as to observe and enact its norms (Thornton, 2004).

An important feature of institutional logics is that they are taken-for-granted prescriptions, of which individual actors are not necessarily aware (Meyer & Scott, 1991; Scott, 2001). Socializing individuals into multiple logics is thus particularly challenging because it requires making these individuals aware of the availability of these multiple models of action, helping them understand the specificities of each model, and teaching them how to mobilize the logics depending on the institutional environment in which they operate. We therefore argue that, in the context of social entre-

preneurship education in business schools, the socialization process into the social-welfare, commercial and public-sector logics proceeds in three distinct and iterative steps. First, students need to be made aware of the existence and specificities of each logic. Second, students need to be given the opportunity to understand each logic in order to concretely perceive their influence on actors and organizations. Finally, they have to be encouraged to see the complementarities and incompatibilities between logics, in order to be able to combine them when necessary.

It is important to emphasize the fact that institutional logics are highly context specific. While ideas, norms and values clearly travel and diffuse (Djelic & Quack, 2004), institutional logics remain, mostly national, if not local phenomena. The social-welfare and public-sector logics, in particular, are highly dependent upon the sociopolitical regime of a country. Socializing a group of international students into logics is thus highly challenging, since it will not be clear which logics they should be introduced to. We propose below a few strategies to address the specific challenges associated with educating a group of international aspiring social entrepreneurs.

Raising Students' Awareness of the Existence and Specificities of the Three Logics

For instructors, raising business students' awareness about the three competing logics is not an easy task. It requires the combination of two processes: immersing students in each of the logics in order to allow them to conceive of the worldviews that each logic promotes, and helping students to take enough distance from them to contrast them and challenge their taken-for-grantedness.

The first important step in this process is to expose students to the three competing logics. In the context of business schools, students get a lot of exposure to the logic of the commercial sector. By way of the business courses that they can take, of the interactions that they have with fellow business school students and professors, of the internships that they can conduct in business environments, of the guest speakers that they meet during conferences and courses, business school students get acquainted with the norms of the commercial logic, emphasizing the principles of profit generation, efficiency, and hierarchical coordination (D'Aunno, Succi, & Alexander, 2000).

Further, it is important to expose students to the specificities of the traditional social sector, which is a world that business school students are, typi-

cally, not familiar with. The social sector, where the social-welfare logic finds its roots, is a world where organizations operate with idiosyncratic legal statuses (e.g., nonprofit, foundations, or cooperatives); where specific professions (e.g., social workers or grant makers) or work commitments (e.g., volunteer work) dominate; and where funding patterns are quite specific (often involving a combination of subsidies and gifts). A formal introduction to the social sector, its values, and practices thus appears as a necessary step in the socialization of social entrepreneurship students into the social-welfare logic, clearly distinct from social entrepreneurship courses, where students get introduced to the combination of commercial and social-welfare logic. This can take the form of a course, a seminar, or a module within in a broader course, focusing on introducing students to the social sector, including its evolution, specificities, and its contemporary challenges.

To make students aware of the public-sector logic, a formal public policy course or module can help students understand how the public sector is organized, how public services are managed, and what logic guides the behavior of agents in this sector. Social entrepreneurs are particularly likely to interact with public-sector referents in three different contexts: to raise funds, to change legislation, or to transfer and scale social innovations. It is thus important that the formal courses address these specific topics and emphasize the ways in which the public sector is set up to distribute funds, to conceive or revise legislation, and to design social innovation policies.

Real-life exposure to the logics is important for students to properly apprehend their materiality and their influence on actors' behaviors. Various approaches can be combined to allow students to experience the logics firsthand. Inviting leaders from each sector as guest speakers to share their views and experience with students is a powerful means of allowing students perceive the norms, values, and practices predominant in each sector. Site visits, where students are invited by a specific social, public, or business organization to spend a few hours on their site to meet with various stakeholders are also powerful means for students to enter into a given world. They allow students to get a much clearer perception of the dynamics at play in the organization than any school-based guest lecture can offer. If time and students' availability permits, volunteering days, where students are invited by a social-sector organization to help with a specific project, are powerful means to introduce students to the social-sector world. By meeting

with beneficiaries, by interacting with social workers or project leaders, students get to enter, for a few hours, into a specific world, and to understand the rationale that guides action in this world. International field trips (Klatt, 1988; Kuratko, 2005), during which students spend a week in a foreign country to meet with local social-, business- and public-sector leaders in their organizations further provides students with a powerful exposure to social, public, and commercial logics that may be different from those at play in their countries, thus encouraging students to engage in comparisons and to challenge what they may take for granted.

Given the taken-for-granted character of institutional logics, students exposed to the three logics may still not be fully aware of the existence and specificities of each one. Reflection is thus a very important process to allow students to take distance from their experience (Neck & Greene, 2011) and become aware of these logics. Instructors play an important role in helping students reflect upon that exposure, then distance from their experiences to progressively make sense of them. This can be done in the context of specific sessions, where instructors can guide students in the identification of each logic, or through individual or team exercises, where students can be asked to reflect upon what they have been exposed to, to compare and contrast the values, norms, and practices prevalent in different sectors, progressively identifying commonalities and differences across organizations and sectors and formalizing their understanding of the "rules of the game" in each sector. This can also be achieved in the context of class debates, or role-plays, where students, or groups of students, can be asked to put themselves in the shoes of different actors.

In instances where the group of students taught includes multiple nationalities, it is important that the instructor adapts these interventions to the audience. It is first important that instructors draw students' attention to the fact that these sectors and their respective norms are highly context specific. This can be powerfully done by asking students with different nationalities to report on the respective shape, role, and norms of the social and public sectors in their countries. This can be further done by the mobilization of international cases, examples, and guest speakers, which will allow students to discover new approaches and put their context-specific knowledge in perspective.

Providing Students With Opportunities to Enact the Logics

Raising students' awareness about the existence and differences between logics is not sufficient to transform them into proficient social entrepreneurs. Learning to enact the logics is an important next step: In this context, *logic enactment* refers to the experience of engaging in activities and social interactions in a logic-compliant way, that is, in compliance with the rules and norms set by the logic. Allowing students to enact the various competing logics is as important as allowing students to speak when they learn a new language.

Internships (Liu, Xu, & Weitz, 2011) are the most obvious tool to allow students to enact the logic of a given field. By interacting with organizational members and by observing what they do, by being rewarded and potentially sanctioned for their behavior in the organizations, students learn—sometimes the hard way—what behavior is appropriate in a given field and progressively become “fluent” in the idiosyncratic language of the field. The important recommendation that we make here is to encourage students, when possible, to conduct different internships in different sectors (social, public, and commercial), in order to develop their fluency in the three logics. If that is not possible, it may be wise to encourage students to choose internships that allow them to get exposure to institutional worlds that they are not yet familiar with.

In addition to internships, consulting projects (Kickul et al., 2010; Tracey & Phillips, 2007) also provide students with very valuable enactment opportunities. In a team of two to five, students consult an organization that is facing a specific strategic issue and provide it with a set of actionable recommendations. To do this task properly, students are required to find the right balance between empathy and distance with the organization to come up with recommendations that not only take into account the organization's constraints and opportunities but also are compatible with the organizational and sector culture.

With respect to enactment of the social-welfare logic, service-learning opportunities (Godfrey, Illes, & Berry, 2005; Kenworthy-U'Ren & Peterson, 2005), by putting students in the position to serve the community while engaging in a structured process of reflection and learning, is also a powerful opportunity for students to engage with actors adhering to the social logic and to learn how to adapt to this world.

Logics enactment opportunities allow social entrepreneurship students to experiment with the norms and practices of a given sector and, most

important, receive feedback from actors in this sector. Observing the reactions of coworkers, making sense of these, and adapting one's behavior to these cues are very powerful learning experiences that will allow students to navigate the complex social entrepreneurship web of relations. The experience of cultural shock and the practice of overcoming it can help students to interact with a wide range of organizations much more efficiently in the future: They become aware of the image that people in a given sector may project on them as outsiders and are thus better equipped to send the appropriate cues of adhesion to this sector's logic (for instance, through the adhesion to the logic's goals), to reduce resistance and hostility on the part of members of this given sector.

Creating a space to allow students to reflect upon these enactment experiences is, again, a key step in the process of logics socialization. Of particular importance is the need to allow students to express the difficulties that they faced when engaging with actors from different institutional worlds. Because students are likely to have institutional attachments of their own, immersion in worlds with values and norms that they do not adhere to may lead to the experience of conflicts and tensions, either internal or interpersonal. These tensions constitute very valuable material for the logics socialization process as long as they are analyzed and reflected upon. This can be done through group discussions, individual mentoring sessions, or written reports.

Allowing Students to Combine Multiple Logics

Becoming aware of the multiple logics at play in the social entrepreneurship world and practicing their enactment are two important and necessary steps toward becoming a proficient social entrepreneur. These are, however, not sufficient. Social entrepreneurs need to combine multiple logics in ways that allow social impact to be maximized.

Building a successful social enterprise by combining social goals and economic means is not an easy task. Studies have shown that social enterprises run the risk of abandoning their social mission, under the pressure to satisfy commercial logic referents (Battilana, Pache, Sengul, & Model, 2011; Weisbrod, 2004). For instance, some microfinance institutions have been found to charge very high interest rates (IRIN, 2011) in order to meet the demands of investors for more financial returns. Yet, if they choose to defy the demands of their commercial-logic referents, social enterprises further risk bankruptcy or organizational break up (Pache & Santos, 2010). Tracey et al. (2010) show

well how *Aspire*, a very successful British social enterprise developed as a household catalog delivery business to provide jobs to homeless people went bankrupt because it failed to provide clients with sufficiently appealing products. Various pedagogical strategies thus need to be implemented to help students acquire the rare skill of logics combination.

Learning about how to combine logics starts with the observation of organizations that have successfully managed to do so as well as the observation of those that have failed at doing so. Teaching cases on successful social enterprises that have managed to combine the pursuit of social goals through market-based mechanisms is a powerful introduction for students into the practice of logic combination. A wealth of teaching cases from very different countries exist these days that allow instructors to explore with students the various steps of building a successful social enterprise, from the early start-up stage to subsequent stabilization and scale-up phases. These cases are very valuable tools to emphasize the conditions under which entrepreneurial approaches can be used and adapted to serve social purposes. What is important here is to pick cases that provide students with enough data about the institutional context in which the social entrepreneur operates: These cases should, in particular, include information about the important external stakeholders (clients, partners, funders, government) of the focal social venture, about their expectations as well as about the way in which the focal venture responded to these demands. Of further importance is to structure the case discussion in a way that shows students how successful social entrepreneurs managed to deal with the complexity of these relationships by responding, in strategic ways, to their demands. Such a discussion should rely on a careful analysis of how this was achieved and what challenges were overcome.

Also important, students need to realize how challenging the combination of logics can be. As more broadly in the context of entrepreneurship education, learning from failure (Shepherd, 2004) is an important way to learn about the challenges of the social entrepreneurship process. To achieve the goal of training students to combine logics, it is important to show them how the incapacity to bridge competing logics has led social ventures to fail. This can be done through teaching cases, although few such cases currently exist. In the absence of such cases, this can also be done by inviting social entrepreneurs who went through failure experiences and invite them to openly share their experience with students. Again, what

will be important in this process is the careful analysis of the way in which competing logics were dealt with (or not dealt with) and its impact on the social venture's failure.

In addition to the careful analysis of challenges associated with logics combination and the skills required to achieve it, it is important to provide students with opportunities to practice and experiment concretely with this process. Encouraging students to craft the business plan of a social venture can be a first step. While there is legitimate debate in the academic community about the effectiveness of business plans to lead to successful ventures (Honig, 2004; Honig & Karlsson, 2004; Sarasvathy, 2001), we believe that the process of creating the business plan can have value in the context of social entrepreneurship education, as a means to allow students to experiment with logics combination. Building upon their understanding of the three competing social-welfare, commercial-and public-sector logics, aspiring social entrepreneurs can use the business plan development process as a way to test patterns of logics combination: What goal should I pursue? To what extent can I blend my social goal with profit distribution goals? What types of resources can I mobilize? What balance can I achieve between revenues from sales and revenue from gifts and subsidies? What stakeholders do I prioritize: beneficiaries, clients, funders, regulators? How do I respond to their various expectations? What governance mechanisms would best allow me to combine my social goals with economic efficiency? How will my social partners react to the fact that I comply with the commercial logic by choosing a for-profit legal status? Would my adherence to social goals, as demonstrated by my mobilization of a nonprofit entity as a majority shareholder, compensate for that compliance with the commercial logic? While we do not contend that the business-planning process will ensure that students craft the most effective responses to these questions, we believe that it will help students raise these very specific questions and allow them to experiment with potential responses. This, in itself, is a valuable exercise to help them acquire the skill of logics bridging.

Mentoring students through this process requires instructors to adapt traditional business-planning tools to the social entrepreneurship context. In particular, in addition to teaching or reminding students about the specificities of social ventures, it requires instructors to draw students' attention to the demands of important stakeholders and the strategic importance of taking these demands into account. They further need to highlight ways in which compatible elements of the

various logics can be combined. This can be either done by complementing a traditional business-planning course with specific support and mentoring for aspiring social entrepreneurs or by offering a specifically tailored course on developing a social business plan.

The business plan development exercise can be complemented by a formal evaluation process of the business plan. This can be organized in the context of the school itself through a pitching session in front of a jury, or through encouraging students to participate to social business plan competitions. Again, while the real impact of these competitions on social ventures in terms of enhanced survival—social impact and economic sustainability—remains to be demonstrated, we believe that these competitions are valuable if they provide students with the opportunity to access valuable feedback from actors embedded in competing institutional logics. Many different social business plan competitions exist nowadays, both at national and international levels. To the extent that the formal feedback process is provided by competent actors adhering to competing logics, it further allows students to practice selling their ideas to various audiences and to assess the ways in which the logic combinations they have conceived are received by different audiences. Identifying the competitions that offer that pluralistic feedback is thus important before engaging students in this process.

Dealing With the Identity Challenges Associated With Logics Bridging

In the preceding paragraphs, we have highlighted the different pedagogical strategies that can be mobilized to allow aspiring social entrepreneurs to acquire the skills to bridge social-welfare, commercial and public-sector logics. In addition to these approaches, we stress the importance of providing aspiring social entrepreneurs with a holding environment (Petriglieri & Petriglieri, 2010) that allows them to develop a new complex identity built upon the multiple values promoted by the various logics in which the field is embedded. Making sense of and combining multiple logics is likely to trigger identity conflicts (Battilana & Dorado, 2010; Moss, Short, Payne, & Lumpkin, 2011) for social entrepreneurship students. Within the context of a business school in particular, choosing a professional path that combines social with commercial objectives is not an easy move. Students who think about getting involved in the field of social entrepreneurship may face various challenges: (1) the reactions of other students, who

may not understand such choices or who may dismiss them; (2) the reactions of their families, who may be concerned that the student is choosing a low status and not-well-paying professional path; (3) their own doubts about the impact of this choice on their salary, status, or ability to revert back to the business sector; and (4) internal struggles to cope with the various norms and values which are combined within social ventures. Leaving students to deal with these strong and potentially negative cues on their own is likely to lead to negative emotions. It may also lead them to diminish their commitment to social entrepreneurship as a means to avoid these negative signals.

It is therefore very important to introduce components into the social entrepreneurship curriculum that allow students to engage in relevant identity work (Sveningsson & Alvensson, 2003) in order to help them manage this identity transition and solidify their commitment to the field. As defined by Sveningsson and Alvensson (2003), *identity work* is a set of active processes which serve to construct, strengthen, and revise one's conception of and commitment to a particular identity (whether in the personal or professional realms). Identity work that takes place around a work role or profession can be linked to or go against an individual's core values and beliefs. Going beyond course content and experiential learning, identity work interventions in the context of a social entrepreneurship program should be aimed at supporting students in understanding and shaping their future professional and personal identities as social entrepreneurs operating at the intersection of distinct worlds. We believe that Petriglieri and Petriglieri's (2010) concept of *identity workspaces*—which are defined as "institutions that provide a holding environment for individuals' identity work"—may be particularly relevant to bring identity work concepts and tools to social entrepreneurship curricula, by providing social entrepreneurship students with a structure through which they can explore their emerging identities as social entrepreneurs. There are several concrete steps that educators can take to create that space.

Students can get the greatest benefit from social entrepreneurship programs to the extent that they are "encapsulated" within them and have intense engagement with the field by sharing these experiences with a cohort of like-minded individuals. There are several implications which follow from this line of thinking. As noted above, developing an encapsulating program means that rather than focusing on a set of social entrepreneurship courses, schools may need to develop programs which specially select students for a "social entre-

preneurship track." This might mean, for instance, having a competitive application process whereby students apply to join for a limited number of seats in the program. Thereafter, intensive engagement between students themselves, as well as with faculty members and working social entrepreneurs, helps students start to develop their identities as social entrepreneurs. This engagement is achieved not only through courses, but also, or especially, through off-campus retreats, workshops with visiting social entrepreneurs, and team-building exercises that help to build very strong social bonds between students and with the social entrepreneurship field. In this sense, social entrepreneurship programs provide an environment in which students can begin to engage in identity work—they do not push students to adopt the identity of social entrepreneur, but rather give them a safe space in which they can engage in reflection, self-clarification, and emotional processing about what that identity would feel like (Petriglieri & Petriglieri, 2010).

Beyond the social entrepreneurship programs in which students are embedded, it may also be valuable to develop a broader social entrepreneurship community—for instance, through kick off and closing seminars, regular social events, and relationships with alumni involved in social entrepreneurship—to facilitate students' identity work. Such a community provides a relational environment that sends positive feedback about who students are, how they are valued, and who they can be in the future (Gersick, Bartunek, & Dutton, 2000). This community further provides students with opportunities to ask for and receive support as they potentially engage in transitions toward adopting a social entrepreneurial identity.

DISCUSSION

We argue here that social entrepreneurship education may be conceived as a process through which students are taught "about" entrepreneurship and social entrepreneurship as well as "for" entrepreneurship and social entrepreneurship. We propose, in particular, that aspiring social entrepreneurs need to acquire the behavioral skill of bridging competing social-welfare, commercial and public-sector logics. We thus view social entrepreneurship education as a process through which aspiring social entrepreneurs become "trilingual" students. In other words, they are taught to become fluent in the three different languages and conventions of the worlds in which they garner resources, to be at ease with the cultures of these different worlds, and to be able to interact with

members of these worlds in a culturally sensitive way. We further show how a variety of pedagogical tools can be mobilized and adapted to train students to become "trilingual" in this manner.

Assessing the efficacy of our model will be an important next step. The extent to which entrepreneurship education impacts entrepreneurial attributes (Dickson et al., 2008) and entrepreneurial outcomes (Matlay, 2008) is much debated in the entrepreneurship field, suggesting that the relationship between education and entrepreneurial success is at times tenuous (Fayolle, Gailly, & Lassar-Clerc, 2006; Vesper & Gartner, 1997). It is likely that similar results will apply to the field of social entrepreneurship. To assess the performance of our model, it will be important to identify clear pedagogical objectives that will be measured against outcomes and impact. We argue that our model of social entrepreneurship education has the potential to impact entrepreneurial outcomes in different ways. First, it will allow aspiring social entrepreneurs to better identify the opportunities that lie at the intersections of the three institutional spheres. Second, it will enable them to mobilize resources more efficiently from different types of stakeholders. Third, by providing aspiring social entrepreneurs the tools to build a network of institutional supporters across sectors, it may ensure the sustainability of their ventures. Assessing the outcomes of the program against these goals would thus be an important first step.

Our model of social entrepreneurship education is novel in two important ways. First, it links social entrepreneurship education to advances in entrepreneurship education, highlighting elements from entrepreneurship education that are particularly relevant for social entrepreneurship education and elements that are specific to the latter field. Second, it is the first to recognize the dependencies that are constitutive to social enterprises. Our model therefore emphasizes the need for aspiring social entrepreneurs to familiarize themselves with both the traditional social and the public sectors, two sectors from which social enterprises have traditionally wanted to distance. We contend that training future social entrepreneurs without making them aware of the logics of these two worlds and without training them to interact with their actors is problematic: Such students would run the risk of alienating themselves from very important resource providers who could play strategic roles in the maximization of their social enterprises' impact. We thus encourage the development of social entrepreneurship curricula that introduce content and experiences related to the social and public sectors. Traditionally, cover-

age of these sectors in social entrepreneurship programs has been inadequate.

The approach that we promote does not suggest that students in social entrepreneurship programs should be enticed to adhere to and promote the logics of the three sectors. Rather, we believe that students should be encouraged to think critically about their potential impact and to adopt the norms and values that best fit with their personal views. We argue that what is important is that students develop the skills to productively interact with actors from all three institutional spheres within which they will have to operate to succeed as social entrepreneurs.

This conception operates across all subsectors of the social entrepreneurship space. However, students should be made aware that the patterns of institutional influences vary by subsector. While, for instance, the microfinance sector might be highly dependent upon the commercial logic, given its need for capital and its focus on financial activities, other sectors, such as education, for instance, might be built on stronger connections to the public sector. In any case, social entrepreneurship curricula should raise students' awareness about these specificities and allow them to combine logics in different ways, depending on the particular influence patterns present.

We additionally argue that such a conception of social entrepreneurship education is relevant independent of the national context in which it is proposed. However, we recognize that the degree to which the social entrepreneurship sector is dependent upon the three institutional logics that we have outlined in this paper varies by country. For example, in some contexts, the influence of the state may be very strong, as in Scandinavian countries. In other instances, it is much weaker, as in many emerging economies (Khanna & Rivkin, 2001). Social entrepreneurship programs should therefore adapt the emphasis put on the socialization into a given logic depending on the degree to which the sector is dependent upon this logic for social or material support. We further recognize that other institutional logics may influence social enterprises in important ways, such as, for instance, the community logic or religious logics. Depending on the profile of the students and the environments in which they plan to launch their social ventures, it may be highly relevant to add to our framework pathways for socialization into these additional logics.

The approach that we propose here should further be tailored to the backgrounds of participants. Students enter programs with different degrees of exposure to the world of social entrepreneurship.

While some students might start as a blank slates, not steeped in any of the three logics (Battilana & Dorado, 2010), others—such as executive education participants—may join social entrepreneurship programs with some degree of presocialization into one or several logics (either through previous training or through work experiences). Any program targeted at educating social entrepreneurs should thus take participants' backgrounds into account and adapt program content as a function of the new socialization required.

Our model is primarily designed for business school contexts, but it is important to note that it can be adapted to other pedagogical settings, such as public policy or engineering schools. However, since it builds in important ways on a core "entrepreneurship" curriculum, designing a social entrepreneurship program in these other schools may require an important investment in the development of entrepreneurship material, in addition to the social entrepreneurship material emphasized here.

The approach that we propose has important implications with respect to the profile of instructors who deliver such a social entrepreneurship program. To conceive the formal courses, structure, the experiential-learning modules, and help students in their discovery process of the multiple logics, it is essential that instructors are themselves socialized into the three logics. This might be the case if a single instructor combines training and experience in the various sectors, or if the social entrepreneurship program is lead by multiple instructors who each bring a deep understanding of a given logic.

Finally, we hope that management education and entrepreneurship education scholars can further develop the pedagogical strategies proposed here and test their implications in the classroom. For instance, by comparing social entrepreneurship curricula which explicitly incorporate multiple logics-building skills to those which mainly focus on providing social-venture and social opportunity-specific knowledge, we may be able to get an idea of the relative efficacy of the type of program we propose. With such testing, initiatives for educating social entrepreneurs and social innovators can be refined and extended for even more diverse settings and audiences.

CONCLUSION

Societal needs have become, in all parts of the world, more pressing, and business school students are expressing a growing interest in addressing them. As scholars and educators in busi-

ness schools, we cannot remain oblivious to these important trends. The promise of the field of social entrepreneurship has only recently started to become recognized in business schools, following the long struggle by entrepreneurship scholars and educators to have their field recognized (Katz, 2003). If it manages to teach students about and for social entrepreneurship, social entrepreneurship education has the potential to radically and positively impact the lives of students and, through the social ventures that they create and help to operate, the lives of many others outside the walls of business schools. By starting a process of linking recent advances in entrepreneurship education to organization theory, we hope to inspire educators to embrace this field as an exciting scholarly opportunity and to develop targeted programs that help aspiring social entrepreneurs explore their future profession and develop social ventures that thrive in pluralistic environments. More important, we hope to contribute to the foundations of a field of social entrepreneurship education which exhibits relevance for business school students, for the ventures that they will manage as well as for the societal needs that they will address.

REFERENCES

- Austin, J., Stevenson, H., & Wei-Skillern, J. 2006. Social and commercial entrepreneurship: Same, different, or both? *Entrepreneurship: Theory and Practice*, 30: 1–22.
- Battilana, J., & Dorado, S. 2010. Building sustainable hybrid organizations: The case of commercial microfinance organizations. *Academy of Management Journal*, 6: 1419–1440.
- Battilana, J., Pache, A. C., Sengul, M., & Model, J. 2011. Combining social and economic objectives: On the challenges of sustaining a hybrid organisational form, Working Paper.
- Bornstein, D. 2004. *How to change the world: Social entrepreneurs and the power of new ideas*. New York, NY: Oxford University Press.
- Boschee, J. 2001. *The social enterprise sourcebook*. Minneapolis: Northland Institute.
- Brock, D., & Kim, M. 2011. *Social entrepreneurship education handbook*. Washington, DC: Ashoka U.
- Brock, D., Kim, M., & Davis, S. 2008. *Social entrepreneurship teaching resources handbook*. Washington, DC: Ashoka.
- Brock, D. D., & Steiner, S.D. 2009. Social entrepreneurship education: Is it achieving the desired aims? SSRN Working Paper Series.
- Bygrave, W. B. 1994. *The portable MBA in entrepreneurship*. New York: Wiley.
- Chell, E. 2007. Social enterprise and entrepreneurship. *International Small Business Journal*, 25: 5–26.
- Chowdhury, I., & Santos, F. 2010. Scaling social innovations: The case of Gram Vikas. In *Scaling social impact: New thinking*. New York: Palgrave Macmillan.
- D'Aunno, T. A., Succi, M., & Alexander, J. A. 2000. The role of institutional and market forces in divergent organizational change. *Administrative Science Quarterly*, 45: 679–703.
- Dacin, P. A., Dacin, M. T., & Matear, M. 2010. Social entrepreneurship: Why we don't need a new theory and how we move from here. *Academy of Management Perspectives*, 24: 37–57.
- Dees, G. J. 1998. *The meaning of social entrepreneurship*. Stanford, CA: Stanford Graduate School of Business.
- Dees, G., Anderson, B., & Wei-Skillern, J. 2004. Scaling social innovation: Strategies for spreading social innovations. *Stanford Social Innovation Review*, 1: 34–43.
- DeTienne, D., & Chandler, G. N. 2004. Opportunity identification and its role in the entrepreneurial classroom: A pedagogical approach and empirical test. *Academy of Management Learning and Education*, 3: 242–257.
- Dickson, P., Solomon, G., & Weaver, K. M. 2008. Entrepreneurial selection and success: Does education matter? *Journal of Small Business and Enterprise Development*, 15: 239–258.
- DiMaggio, P., & Powell, W. W. 1983. The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. *American Sociological Review*, 48: 147–160.
- Djelic, M. L., & Quack, S. 2004. *Globalization and institutions: Redefining the rule of the economic game*. Northampton, MA: Edward Elgar.
- Elkington, J., & Hartigan, P. 2008. *The power of unreasonable people: How social entrepreneurs create markets that change the world*. Cambridge: Harvard Business Press.
- Enayetullah, I., & Sinha, M. 2010. *Hazardous waste management in Bangladesh: A country inventory*. Dhaka: Bangladesh Department of Environment and Forests.
- Fayolle, A. 2008. Entrepreneurship education at the crossroads: Towards a more mature teaching field. *Journal of Entrepreneurship Culture*, 16: 325–337.
- Fayolle, A., Gailly, B., & Lassas-Clerc, N. 2006. Assessing the impact of entrepreneurship education programmes: A new methodology. *Journal of European Industrial Training*, 30: 701–720.
- Gersick, C. J., Bartunek, J. M., & Dutton, J. E. 2000. Learning from academia: The importance of relationships in professional lives. *Academy of Management Journal*, 43: 1026–1044.
- Godfrey, P. C., Illes, L. M., & Berry, G. R. 2005. Creating breadth in business education through service-learning. *Academy of Management Learning and Education*, 4: 309–323.
- Gorman, G., & Hanlon, D. 1997. Some research perspectives on entrepreneurship education, enterprise education and education for small business management: A ten-year literature review. *International Small Business Journal*, 15: 56–78.
- Honig, B. 2004. Entrepreneurship education: Toward a model of contingency based business planning. *Academy of Management Learning and Education*, 3: 258–273.
- Honig, B., & Karlsson, T. 2004. Institutional forces and the written business plan. *Journal of Management*, 30: 29–48.
- Integrated Regional Information Network. 2011. *Bangladesh: Microfinance institutions pushed loans, admits major NGO*. United Nations Office of the Coordination of Humanitarian Affairs.

- Katz, J. A. 2003. The chronology and intellectual trajectory of American entrepreneurship education 1876–1999. *Journal of Business Venturing*, 18: 283–300.
- Kenworthy-U'Ren, A. L., & Peterson, T. O. 2005. Service-learning and management education: Introducing the “WE CARE” approach. *Academy of Management Learning and Education*, 4: 272–277.
- Khanna, T., & Rivkin, J. 2001. Estimating the performance effects of business groups in emerging markets. *Strategic Management Journal*, 22: 45–74.
- Kickul, J., Griffiths, M., & Bacq, S. 2010. The boundary-less classroom: Extending social innovation and impact learning to the field. *Journal of Small Business and Enterprise Development*, 17: 652–663.
- Kirby, D. A. 2004. Entrepreneurship education: Can business schools meet the challenge? *Education + Training*, 46: 510–519.
- Klatt, L. A. 1988. A study of small business/entrepreneurial education in colleges and universities. *Journal of Private Enterprise*, 4: 103–108.
- Kozlinska, I. 2011. Contemporary approaches to entrepreneurship education. *Journal of Business Management*, 4: 205–220.
- Kuratko, D. F. 2005. The emergence of entrepreneurship education: Development, trends and challenges. *Entrepreneurship: Theory and Practice*, 29: 577–597.
- Liu, Y., Xu, J., & Weitz, B. 2011. The role of emotional expression and mentoring in internship learning. *Academy of Management Learning and Education*, 10: 94–110.
- Mair, J., & Marti, I. 2006. Social entrepreneurship research: A source of explanation, prediction, and delight. *Journal of World Business*, 41: 36–44.
- Matlay, H. 2008. The impact of entrepreneurship education on entrepreneurial outcomes. *Journal of Small Business and Enterprise Development*, 15: 382–396.
- Meyer, J. W., & Rowan, B. 1977. Institutionalized organizations: Formal structure as myth and ceremony. *American Journal of Sociology*, 83: 340–363.
- Meyer, J. W., & Scott, R. W. 1991. *Organizational environments: Ritual and rationality* (2nd ed.). Newbury Park, CA: Sage.
- Moss Kanter, R., & Weber, J. 2001. City Year Harvard Business School teaching case.
- Moss, T. W., Short, J. C., Payne, G. T., & Lumpkin, G. T. 2011. Dual identities in social ventures: An exploratory study. *Entrepreneurship: Theory and Practice*, 35: 805–830.
- Neck, H. M., & Greene, P. G. 2011. Entrepreneurship education: Known worlds and new frontiers. *Journal of Small Business Management*, 49: 55–70.
- Pache, A. C., & Hansen, M. T. 2006. Scaling social enterprises: The case of ENVIE and ACTIF in France: INSEAD teaching case.
- Pache, A. C., & Santos, F. 2010. When worlds collide: The internal dynamics of organizational responses to conflicting institutional demands. *Academy of Management Review*, 35: 455–476.
- Pache, A. C., & Santos, F. In Press. Inside the hybrid organization: Selective coupling as a response to enduringly competing institutional logics, *Academy of Management Journal*, forthcoming.
- Petriglieri, G., & Petriglieri, J. 2010. Identity workspaces: The case of business schools. *Academy of Management Learning and Education*, 9: 44–60.
- Pittaway, L., & Cope, J. 2007. Entrepreneurship education. *International Small Business Journal*, 25: 479–510.
- Rae, D. M. 1997. Teaching entrepreneurship in Asia: Impact of pedagogical innovation. *Entrepreneurship, Innovation and Change*, 6: 193–227.
- Sandler, M. 2010. Social entrepreneurship in education: Private ventures for the public good. *Journal of School Choice*, 4: 348–352.
- Santos, F. 2009. A positive theory of social entrepreneurship: INSEAD Working Paper.
- Sarasvathy, S. D. 2001. Causation and effectuation: Toward a theoretical shift from economic inevitability to entrepreneurial contingency. *Academy of Management Review*, 26: 243–263.
- Scott, W. R. 2001. *Institutions and organizations*. Thousand Oaks, CA: Sage Publications.
- Seelos, C., Mair, J., Battilana, J., & Dacin, M. T. 2011. The embeddedness of social entrepreneurship: Understanding variation across local communities. *Research in the sociology of organizations*, vol. 33: 333–363. Emerald Pub.
- Shepherd, D. 2004. Educating entrepreneurship students about emotion and learning from failure. *Academy of Management Learning and Education*, 3: 274–287.
- Smith, B. R., Barr, T. F., Barbosa, S. D., & Kickul, J. R. 2008. Social entrepreneurship: A grounded learning approach to social value creation. *Journal of Enterprising Culture*, 16: 339–362.
- Solomon, G., Duffy, S., & Tarabishy, A. 2002. The state of entrepreneurship education in the United States: A nation wide survey and analysis. *International Journal of Entrepreneurship Education*, 1: 65–86.
- Sveningsson, S. F., & Alvesson, M. 2003. Managing managerial identities: Organizational fragmentation, discourse and identity struggle. *Human Relations*, 56: 1163–1193.
- Thornton, P. H. 2004. *Markets from culture: Institutional logics and organizational decisions in higher educational publishing*. Stanford, CA: Stanford University Press.
- Thornton, P. H., & Ocasio, W. 2008. Institutional logics. In R. Greenwood, C. Oliver, R. Suddaby & K. Sahlin-Andresson, (Eds.), *The Sage handbook of organizational institutionalism*, vol. 840. London: Sage.
- Tracey, P., & Phillips, N. 2007. The distinctive challenge of educating social entrepreneurs: A postscript and rejoinder to the special issue on entrepreneurship education. *Academy of Management Learning and Education*, 6: 264–271.
- Tracey, P., Phillips, N., & Jarvis, O. 2011. Bridging institutional entrepreneurship and the creation of new organizational forms: A multilevel model. *Organization Science*, 22: 60–80.
- Vesper, K. H. 1998. *Unfinished business entrepreneurship of the 20th century*. San Diego, CA: USASBE.
- Vesper, K. H., & Gartner, W. B. 1997. Measuring progress in entrepreneurship education. *Journal of Business Venturing*, 12: 403–421.
- Weisbrod, B. 2004. The pitfalls of profits. *Stanford Social Innovation Review*, 2: 40–47.
- White, H. 1992. *Identity and control: A structural theory of social action*. Princeton, NJ: Princeton University Press.



Anne-Claire Pache is associate professor of social entrepreneurship at ESSEC Business School (France), holder of ESSEC's Chair in Philanthropy. Pache holds a PhD in organizational behavior from INSEAD. Her research focuses on social

enterprises, and more broadly on hybrid organizations, to understand how they sustainably incorporate multiple institutional logics.



Imran Chowdhury is assistant professor of management at the Lubin School of Business, Pace University. Chowdhury's re-

search focuses on social entrepreneurship, social responsibility, and business in emerging economies. He received his PhD from ESSEC Business School.