
BRISTOL: A FERTILE GROUND FOR BUDDING SOCIAL ENTREPRENEURS

HOW THE BRISTOL CONTEXT AND SUPPORT INFRASTRUCTURE TURNS STUDENTS INTO
ASPIRING SOCIAL ENTREPRENEURS AND WHAT UTRECHT CAN LEARN FROM IT



INFORMATION

Masterthesis

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Finishing this thesis marks the end of a part of my life journey called university. It was a long road with a lot of twists and turns along the way. Going on this journey I experienced moments of success, achievement and adventure. But these highs were alternated with a number of mistakes, failures and moments of self-doubt. I'm grateful for having this journey, both the highs and the lows. It prepared me in the best way for the biggest adventure of all, which is life. After a quarter of a century it is time to take of my training wheels, leave the comfort of university and go on a real adventure. I don't know yet where this adventure will take me, but for now I will live by the following wisdom of Ernest Hemingway.

"It is good to have an end to journey toward; but it is the journey that matters, in the end."

I want to thank all the people I had around me for the last few years and in a lot of different ways they had a part in this moment. First and foremost I want to thank my parents for their patience, love and support. There were a lot of twists and turns and I'm sure some choices were not easy for them. All I can hope is that they are proud of the person I turned out to be.

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Along the way I met great people. Some will be friends for life and with others I lost touch. Whatever the case, I know each and every person contributed to where I am today. That is why I want to finish of this acknowledgement and pledge of gratitude with the famous African Proverb.

If you want to go fast - go alone. If you want to go far - go together.

- Chris Schuchmann

ABSTRACT

The goal behind this thesis is to find out how we can create an environment, which promotes the development of intentions towards Social Entrepreneurship under students. With this goal in mind the following research question is formulated.

In what way do the Social Entrepreneurial Ecosystem and the university-based infrastructure around Social Entrepreneurship contribute to the development of Social Entrepreneurship-related intentions under students and recent graduates in Bristol?

In this multiple case study Bristol is chosen as the ideal case and most of the interviews and observation took place in Bristol. It is awarded with the titles “Social Enterprise city of the UK” and “European Green Capital”. They have a well-developed infrastructure and ecosystem around social entrepreneurship. By interviewing experts and students, important themes are identified and interrelationships between the Social Entrepreneurial Intentions and the infrastructure and ecosystem are identified. The findings in Bristol are compared to Utrecht to identify the key differences and provide solid recommendations to support the development of social entrepreneurial intentions under students.

The study resulted in a number of important findings and conclusions.

(1) The process of how students develop social entrepreneurial intentions is uncovered. The process can be described as an unintentional and organic that consists of different stages. During this process interest and engagement of students in the concept of social entrepreneurship grows steadily. Progress towards higher intentions requires the development of a number of key conditions and characteristics.

(2) A number of key organizations were identified that together form the social entrepreneurial Infrastructure around Bristol’s universities. These organizations play an essential role by providing activities and programs to get involved in social entrepreneurship. These activities and programs are essential, because by participating students develop the essential conditions and characteristics that they need to develop higher levels of Social Entrepreneurial Intentions.

(3) Different elements were mapped in the Bristol context that together form a Social Entrepreneurial Ecosystem. The presence of these elements supports the existence of the Bristol infrastructure and at the same time positively influences the conditions for developing Social Entrepreneurial Intentions under students in multiple ways. The social entrepreneurial ecosystem in Bristol provides inspiration, resources, and it creates awareness and validation around the concept of Social Entrepreneurship.

(4) By comparing the state of the Social Entrepreneurial infrastructure and ecosystem in Utrecht with the one in Bristol, we discovered that those elements were less developed in Utrecht. And this underdevelopment could explain the lower Social Entrepreneurial Intentions under Utrecht students compared to Bristol.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	3
ABSTRACT.....	4

PART 1: SETTING UP THE RESEARCH

CHAPTER 1: Introduction	9
1.1 SETTING THE STAGE.....	9
1.2 INTRODUCING THE MAIN CONCEPTS	11
1.3 THE MAIN RESEARCH QUESTION	15
1.4 RELEVANCE	16
CHAPTER 2: RESEARCH METHODOLOGY.....	19
2.1 QUALITATIVE RESEARCH STRATEGY	19
2.2 COMPARATIVE RESEARCH DESIGN	20
2.3 RESEARCH METHODS	22
2.4 OTHER CONSIDERATIONS IN QUALITATIVE RESEARCH	28
2.5 OPERATIONALIZING THE RESEARCH	32
2.6 PROCESSING THE DATA	32
CHAPTER 3: LITERATURE REVIEW.....	36
3.1 EXPLORING THE FIELD OF SOCIAL ENTREPRENEURSHIP	36
3.2 CONCEPTS FOR DEVELOPING ENTREPRENEURIAL INTENTIONS	38
3.3 EXTERNAL INFLUENCES: THE ENTREPRENEURIAL ECOSYSTEM, INFRASTRUCTURE AND STARTUP COMMUNITIES	47
3.4 BUILDING BLOCKS FOR THE DEVELOPMENT OF SOCIAL ENTREPRENEURIAL MODELS	54
CONCEPTUAL FINDINGS	58

PART 2: FINDINGS AND RESULTS

CHAPTER 4: DEVELOPING SOCIAL ENTREPRENEURIAL INTENTIONS	60
4.1 THEMATIC NETWORK: SOCIAL ENTREPRENEURIAL INTENTIONS	61
4.2 EXPLORING THE THEMES.....	63
4.3 ANALYSIS.....	68
4.4 CONCLUSION	74
CHAPTER 5: SOCIAL ENTREPRENEURIAL INFRASTRUCTURE	75
5.1 THEMATIC NETWORK SOCIAL ENTREPRENEURIAL INFRASTRUCTURE	75
5.2 EXPLORING THE THEMES.....	77
5.3 ANALYSIS.....	82

5.4 CONCLUSION	93
THE SOCIAL ENTERPRISE ECOSYSTEM IN BRISTOL.....	95
6.1 THEMATIC NETWORK SOCIAL ENTREPRENEURIAL ECOSYSTEM	95
6.2 EXPLORING THE THEMES.....	97
6.3 ANALYSIS.....	100
6.4 CONCLUSION	112

PART 3: INTEGRATION AND CONCLUSION

CHAPTER 7 BUILDING A COMPREHENSIVE MODEL	113
7.1 DEFINING THE BUILDING BLOCKS FOR THE MODEL	114
7.2 THE SOCIAL ENTREPRENEURIAL ECOSYSTEMS AS SELF-EMERGING SYSTEM	118
7.3 TOWARDS A COMPREHENSIVE MODEL	120
CHAPTER 8: COMPARING THE BRISTOL AND UTRECHT ECOSYSTEM	124
8.1 THE SOCIAL ENTREPRENEURIAL INTENTIONS, INFRASTRUCTURE AND ECOSYSTEM IN UTRECHT	124
8.2 UNDERSTANDING THE DIFFERENCES BETWEEN BRISTOL AND UTRECHT	127
8.3 LESSONS COMPARISON BRISTOL AND UTRECHT	129
CHAPTER 9 CONCLUSION AND DISCUSSION	130
9.1 CONCLUSION	130
9.2 DISCUSSION	131
9.3 EVALUATING THE RESEARCH	134
9.4 RECOMMENDATIONS FOR FUTURE RESEARCH	135
CHAPTER 10: POLICY RECOMMENDATIONS.....	135
10.1 RECOMMENDATIONS BRISTOL	136
10.2 RECOMMENDATIONS UTRECHT	137
REFERENCES.....	141
APPENDIX	147
APPENDIX 1: DEFINITIONS SOCIAL ENTREPRENEURSHIP	147
APPENDIX 2: OVERVIEW OF DATA.....	148
APPENDIX 3: COLLECTED DATA (CODES, MEMO'S AND MENTIONED RELATIONSHIPS)	149

List of figures

Figure 1.1 Variations in Business forms	9
Figure 2.1 Format Thematic Network.....	29
Figure 2.2 Overview research activities	33
Figure 3.1 Researchdomains Social Entrepreneurship	38
Figure 3.2 Model for developing Entrepreneurial intentions	39
Figure 3.3 concepts in the development of entrepreneurial Intentions	39
Figure 3.4 Model for developing Social Entrepreneurial Intentions.....	41
Figure 3.5 Process of SOcial venture Creation.....	41
figure 3.6 Vision Pathways of Social Entrepreneurs	42
Figure 3.7 Managerial and Entrepreneurial Skills	43
Figure 3.8 Model Entrepreneurial Ecosystem.....	48
Figure 3.9 Elements in the Entrepreneurial Ecosystem	48
Figure 3.10 Mechanisms Cognitive infrastructure.....	51
Figure 3.11 Characteristics Social Infrastructure	52
Figure 3.12 Types of Business support infrastructure	52
Figure 3.13 The concept of the embedded entrepreneur	53
Figure 3.14 Contextual factors influencing Social Entrepreneurial Action	57
Figure 4.1 Thematic Network Entrepreneurial Intentions.....	61
Figure 4.2: Bristol Students categorized per stage	68
Figure 4.3 Illustration Characteristics students	69
Figure 4.4 different stages in the process of developing SE intentions	70
Figure 4.5 Essential Conditions for the process of developing intentions.....	71
Figure 4.6 Model for the process of developing intentions.....	72
Figure 4.7 Lack of competences compared to theory	73
Figure 5.1 Thematic network University based infrastructure	76
Figure 5.2 Different types of organizations	77
Figure 5.3 Functions of the different organizations	78
Figure 5.4 Activities organized by the organizations	79
Figure 5.5 Students and the perceived impact of the different activities on the development of social Entrepreneurial Intentions.....	82

Figure 5.6 The impact of pre-startup experiences on conditions for developing intentions	84
Figure 5.7 Impact support infrastructure on conditions.....	84
Figure 5.8 Linking organizations to specific stages	85
Figure 5.9 Assessing the cognitive infrastructure in Bristol.....	88
Figure 5.10 Assessing the Bristol Social infrastructure	89
Figure 5.11 The Business support infrastructure in Bristol.....	89
Figure 6.1 Thematic Network Social Entrepreneurial Ecosystem	96
Figure 6.2 Non-entrepreneurial factors part of the social entrepreneurial ecosystem.....	101
Figure 6.3 Entrepreneurial factors part of the social entrepreneurial ecosystem.....	101
Figure 6.4 Distinctive characteristics Social Entrepreneurial ecosystem.....	103
Figure 6.5 Non-entrepreneurial factors part of the ideal social entrepreneurial ecosystem	104
Figure 6.6 Entrepreneurial factors part of the ideal social entrepreneurial ecosystem.....	104
Figure 6.7 Student perceptions of the Bristol ecosystem and its impact	105
Figure 6.8 Impact Social entrepreneurial ecosystem on the key conditions	106
Figure 6.9 Overview Key conditions affected by the different Social Entrepreneurship related elements in the Bristol Social Entrepreneurial Ecosystem	107
Figure 6.10 Overview Key conditions affected by the institutional context and non-tangible characteristics	109
Figure 6.11 Key conditions effected by the negative spatial factors in Bristol.....	110
Figure 6.12 Conditions affected indirectly via the infrastructure.....	110
Figure 7.1 Summery individual characteristics High Intentions.....	114
Figure 7.2 Model of the key conditions for developing intentions towards SE	115
Figure 7.3 Summary important elements Social Entrepreneurial infrastructure	115
Figure 7.4 The impact of activities, experiences and programs on the conditions developing intentions.	116
Figure 7.5 Summary key elements SOcial Entrepreneurial Ecosystem.....	117
Figure 7.6 Two way relationship Social entrepreneurial Ecosystem and university based, Social Entrepreneurial ecosystem	117
Figure 7.7 Ecosystem Elements and the impact on conditions	118
Figure 7.8 effects of higher intentions towards SE strengthening the Ecosystem and infrastructure	120
Figure 7.9 COmplete model linking the process of developing intentions towards SE to the Ecosystem and infrastructure	121
Figure 9.1 Criteria for assesing the quality of qualitative research	134

PART 1: SETTING UP THE RESEARCH

As been shown in the table of contents, this thesis contains three main parts. The first part consists of a number of chapters that describe the pre-research activities. The introduction, research methodology, and literature review are discussed in this part.

CHAPTER 1: INTRODUCTION

The purpose of this research is to offer a contribution to the analysis how students and recent alumni developed their intentions towards Social Entrepreneurship. It is explored which elements in the local context influence the development of those intentions and how. The goal is to identify the local elements that are part of the Bristol Social Entrepreneurial Ecosystem and how these elements influence the development of intentions towards SE.

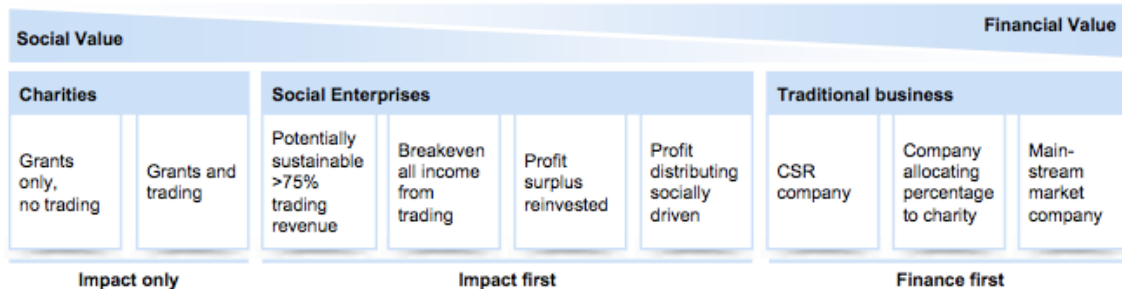
One of the elements this research focuses on is the university-based infrastructure that provides social entrepreneurship related support and activities. This infrastructure is something that can be directly influenced by universities and other partners. Insights in the interrelationships between support infrastructure and the development of the intentions towards social entrepreneurship can help in developing policy that support students in developing those intentions.

1.1 SETTING THE STAGE

1.1.1 INTRODUCTION INTO SOCIAL ENTREPRENEURSHIP

In recent years social entrepreneurship is starting to become a widely debated topic, both in science and the real world. In both domains a lot of different definitions are used to describe social entrepreneurs and social enterprises. In McKinsey (2011), the following figure is used to describe the different forms of social enterprises.

FIGURE 1.1 VARIATIONS IN BUSINESS FORMS



Source: McKinsey (2011)

They define a social enterprise as “a company with the primary goal to deliver social value in a financially sustainable and independent way” (McKinsey, 2011). As can be seen in the picture, there are different types of social enterprises. There are different definitions used depending on the organization, geographical location or culture. For example at Social Enterprise UK, reinvesting the profits in the organization is an important criteria to be perceived as a social enterprise (Social Enterprise UK).

Despite the difficulties framing the concept of social entrepreneurship, a number of characteristics are accepted. The general characteristic accepted is that social enterprises are organizations, which in a financial sustainably way contribute to their social or sustainable mission.

Also in the domain of science the phenomenon of social entrepreneurship is widely debated. In Braunerhjelm and Hamilton (2012), an analysis is done of the current research on social entrepreneurship. Their conclusion is that the concept of social entrepreneurship “lacks a rigorous definition”. A sizable amount of researchers have tried to define it. In Braunerhjelm and Hamilton (2012) a number of those definitions are mentioned. In Choi and Majumdar (2013) Social Entrepreneurship is described as a contestant concept, meaning there is no generally accepted definition or framework. They mention the importance to be transparent in the definition used. The scientific definition of social entrepreneurship accepted in this thesis is:

“Social entrepreneurship is the creation of viable (socio-) economic structures relations, institutions, organizations and practices that yield and sustain social benefits” (Fowler, 2000).

One noticeable thing is that despite of the contestant nature, the popularity of social entrepreneurship is increasing. Social entrepreneurship is seen as an important tool in tackling the social and sustainable challenges in society. Considering the potential of social entrepreneurship in tackling these issues, some interesting questions pop up. How do you make people aware of the existence and potential of Social Entrepreneurship? And more important, how do you stimulate them really acting in a social entrepreneurial way?

One way to start is at higher education institutions. More and more young people follow higher education, which makes it an ideal place to start making young people aware of the importance of social entrepreneurship.

1.1.2 DIRECT CAUSE FOR WRITING THESIS

Slowly social entrepreneurship starts to get more attention at higher education institutions. The University of Utrecht is one of the frontrunners at Dutch universities and started with the Social Entrepreneurship Initiative (SEI). The goal of this initiative is to bundle Social Entrepreneurship related knowledge and activities taking place at the university. There is already attention for Social Entrepreneurship in the regular curriculum, a special minor in social entrepreneurship, a number of extracurricular activities and research at the university (University of Utrecht). In March this year they even introduced the first Dutch professorship in Social Entrepreneurship.

Despite the ambitions and focus, the main issue is that Social Entrepreneurship is still a niche and only a small number of students are familiar with the principles behind it or are involved in related activities. The process of attracting more students is a slow process. At the same time the demand for professionals with a social entrepreneurial mindset is growing. Because of the decentralization at the government and budget cuts at the different levels of government, some social services and issues need to be tackled by private organizations (Sociaalondernemen.nu). Social Entrepreneurship is seen as one of the ways to solve social issues.

Now this brings me to one of the main goals of this dissertation. Which is to provide insights in how students develop positive intentions towards social entrepreneurship and what kind of experiences and environment they need to promote these intentions. Ultimately, this must result in a number of recommendations to accelerate the development of positive intentions towards Social Entrepreneurship under students.

SE.LAB IN UTRECHT

The main theme explored in this dissertation is a very good match with the mission and activities of Social Enterprise Lab (Se.Lab) in Utrecht. The main ambition of Se.Lab is to connect researchers and students with social businesses, societal and public organizations. The main mission is to create an environment in which all involved stakeholders create knowledge, learn and come up with innovate solutions together that create impact (Se.Lab).

They are involved in an explorative research agenda in which the role of the higher education institutions in the development of knowledge related to social entrepreneurship. The vision resulting from this research agenda is that societal impact should be integrated in the mission of higher education institutions. In an ideal situation, higher education institutions and students are partners in co-creating social impact in cooperation with other local stakeholders like the public sector, non-profit organizations and social enterprises. Social entrepreneurship is seen as one of the tools to create this impact (Se.Lab, 2014).

One of the important tasks of the university in this respect is to educate students to develop the right characteristics for co-creating this social impact. According to the research Agenda (Se.Lab, 2014), most higher education institutions fail to teach the right competences for students to take on this role.

FOCUS IN THIS STUDY

First of all, the emphasis in the research agenda is on developing social entrepreneurship related competences under students. The main focus is on providing opportunities in which students work together with stakeholders in creating social impact and this way developing competences and learn. Taking a step back there is hardly any attention for the motivation to be involved in social entrepreneurship in the first place. Providing the opportunities to be involved is one thing, but when a majority of students does not perceive it as attractive, they won't be involved. In the research agenda one of the needs of mentioned by students is that institutions need to spark the interest for social entrepreneurship under students (Se.Lab, 2014). The research agenda does not provide a solution of how to promote the interest in Social Entrepreneurship.

That is why in this study, the focus is on the issue how to motivate more students to be involved in social entrepreneurship. Originating from the domain of cognitive psychology, the concept of intentions which is defined as *"the cognitive state immediately prior executing a type of behaviour"* is an interesting concept that relates well to the focus of this thesis (Krueger 2002). Understanding how intentions towards social entrepreneurship develop can provide very useful insights for promoting social entrepreneurship under students.

Another emphasis in the research agenda is on the role of higher education institutions in providing opportunities for students to be involved. Now in practice the student life is much broader than the institutions alone and students are involved in so many extra curricular activities outside the institutions. Students are involved in their student associations, in internships or volunteering experiences and most of the times they have a connection with the local context they live in.

In Roberts and Easley (2009) the importance of MIT to promote entrepreneurship under its students and alumni is discussed. It is estimated that 6900 active companies are founded by MIT Alumni. In the report it is argued that the MIT entrepreneurial ecosystem and the student run activities are an important factor in increasing the entrepreneurial output of MIT. That is why a second focus will be on how a social entrepreneurship related ecosystem can be created that promote students to be more involved in social entrepreneurship.

Taking these points in account the main challenge to be solved in this thesis is how higher education institutions can provide a social entrepreneurship related ecosystem that promotes social entrepreneurial intentions under the students. In the next paragraph the mentioned concepts are introduced more thoroughly.

1.2 INTRODUCING THE MAIN CONCEPTS

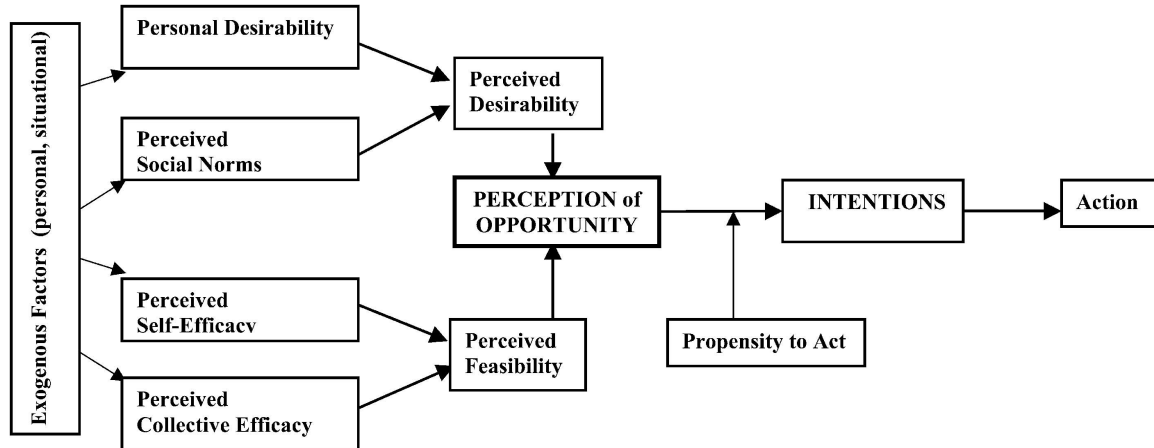
In this paragraph some concepts and models are explored that provide a good framework for this study. Unfortunately in the field of social entrepreneurship theoretic models offering a framework are not yet developed for all the concepts. According to Braunerhjelm and Hamilton (2012) the state of the research

in Social Entrepreneurship is mainly focused on definitions and challenges. That is why initially, concepts of regular entrepreneurship are used when the literature on SE does not provide the right concepts.

1.2.1 ENTREPRENEURIAL INTENTIONS: INSIGHTS FROM COGNITIVE PSYCHOLOGY

According to Krueger (2002) cognitive psychology offers insights in the way entrepreneurs think, see and act on opportunities. Especially intentions are emphasized as the key concept that influences action. Krueger (2000; 2002) introduces the following model how intentions in entrepreneurship are formed.

FIGURE 1.2 ENTREPRENEURIAL INTENTIONS



Source: Krueger (2002)

This model provides insights in the development of entrepreneurial intentions. The main drivers behind this model will be explored more elaborate in the literature review.

1.2.2 THE ECOSYSTEM APPROACH

Earlier in this chapter the Entrepreneurial Ecosystem is introduced. In Isenberg (2010) this is defined as “an environment that nurtures and sustains entrepreneurship”. The last few years, different models for the ecosystem are introduced with some variation in exact components, form and visualization. An example of components are listed in Cohen (2006).

- Formal and informal networks
- University
- Government
- Professional and support services
- Capital services
- Talent pool

Higher education institutions can play a crucial role in the success of entrepreneurial ecosystems. In the Roberts and Eesly (2009) report, the importance of MIT for entrepreneurial success of the region is emphasized.

THE ROLE OF THE LOCAL CONTEXT

In the model of Entrepreneurial Intentions (Figure 1.2), contextual factors are described as an influential concept. The model shows that exogenous factors are an important variable in influencing intentions indirectly, via factors like desirability, social norms and personal and collective efficacy.

Also in the ecosystem approach the local context is relevant. One of the important recommendations for success in Isenberg (2010) is that the ecosystem should be shaped around local conditions. Some

examples of components of the ecosystem that have a local character are the local culture, clustering of businesses or human capital, local regulations, success stories or formal and informal networks.

Welter (2011) did a study focusing on the relationship between the local context and entrepreneurship. He identifies four types of context, which are the business, social, spatial and institutional context. In the spatial context social, business and institutional elements come together.

1.2.3 SUPPORTIVE INFRASTRUCTURE WITHIN THE ENTREPRENEURIAL ECOSYSTEM

Within the Entrepreneurial Ecosystem extra attention goes towards the supportive infrastructure. In Krueger (2000) a concept called cognitive infrastructure is introduced. This entails creating an environment in which “opportunity seeking is personally and socially desirable and that members are personally and collectively competent to pursue new opportunities.” This concept was mentioned in the context of organizations, but is usable in an ecosystem perspective.

In Lichtenstein and Lyons (2001) a related concept for the entrepreneurial ecosystem, the Enterprise Development System, is introduced. Enterprise development is described as “an economic development strategy that seeks to create a supportive environment in which new ventures can flourish”. Part of enterprise development is providing supportive infrastructure that “includes a host of non-profit, private and public organizations,” also called assistance or service providers. A number of examples are given without exactly defining them. This concept of infrastructure can be compared to components of the ecosystem like support services and formal and informal networks.

1.2.4 FROM REGULAR TO SOCIAL ENTREPRENEURSHIP RELATED MODELS

Though the explored concepts are very useful in further research, it can be contested that a conceptual model based on these concepts would provide the necessary insights in the specific situation of Social Entrepreneurial Intentions. It is already mentioned that social entrepreneurship is a different kind of entrepreneurship. In Austin et al (2006) the PCDO-framework, introduced by Sahlman (1996), is used to structure the main differences between commercial and social entrepreneurship.

OPPORTUNITIES

This is considered one of the fundamental differences between social and commercial entrepreneurship. Social entrepreneurs are fundamentally motivated by their social mission to solve market failures. For them opportunities are found in markets where social needs exist. Where commercial entrepreneurs focus on high growth opportunities or needs in markets that have a large potential for growth.

CONTEXT

The relationship that social entrepreneurs have with the context is different. Social entrepreneurs are more likely to find opportunities in an adverse environment. In these environments the social needs are bigger, which is a source of opportunity for social entrepreneurs.

A consequence is that they need to be more aware of threats and opportunities in the context. One of the big challenges is the lack of resources in these types of environments.

PEOPLE AND RESOURCES

Limited financial resources are a well-known issue for social entrepreneurs. Consequently they also have more difficulties attracting talented people. Social entrepreneurs are much more dependent on a broader range of funding sources from different partners. Because building a profitable company is only a secondary goal, it is more difficult to attract investors. Also because of the limited resources they can't pay market rates for talented personnel. They depend much more on voluntary contributions from people. So social entrepreneurs need a much stronger network of supporters to attract resources and people.

DEALS

The value transactions are fundamentally different for social entrepreneurs compared to commercial ones, because of the limited resources. Social entrepreneurial deals consist of:

- More non-financial transactions
- Different relationship with the customer. Third party payers are involved to pay for the product or service
- Greater complexity in measuring social impact
- A compelling case and theory of change

Source: Austin et al (2006)

It is safe to assume that these differences have implications for the main concepts and models in this research.

SOCIAL ENTREPRENEURIAL INTENTIONS

Because of the difference in motivation and opportunity recognition of social entrepreneurs compared to regular entrepreneurs, the assumption is made that the Social entrepreneurial intentions look and develop different compared to their commercial counterpart.

SOCIAL ENTREPRENEURIAL SUPPORT INFRASTRUCTURE

The different characteristics described in the PCDO-framework, make some things more challenging for the social entrepreneur compared to the traditional entrepreneur. Social entrepreneurs deal with the need to attract a wide range of grants and funding, more challenging markets and customers and the creative use of non-financial transactions. New skills and expertise is necessary for social entrepreneurs. They also need a larger and more specific support network that can provide grants and resources. A more diverse range of partners and communities need to be involved in these support networks. All together, these challenges require a specific form of support and infrastructure that help social entrepreneurs to deal with those challenges.

SOCIAL ENTREPRENEURIAL ECOSYSTEM

The context is another key differential factor in the PCDO-framework that set social entrepreneurship apart from regular entrepreneurship. The following examples are mentioned as social entrepreneurship specific characteristics in the local context.

- Social Entrepreneurship is more focused on the problems in the local context.
- Social entrepreneur are more dependent from networks and partners in acquiring their resources.
- Social entrepreneurs are more dependent from a broader range of different organizations in acquiring their resources.

Based on these characteristics the assumption could be made that social entrepreneurs are engaging with a wider range of stakeholders in the local context for acquiring resources and are more dependent from those stakeholders in the local environment for the necessary resources.

1.2.5 APPROACH

In previous part differences between social and regular entrepreneurs are discussed, which led to the conclusion that specific support is necessary to promote the development of social entrepreneurship and that the social entrepreneurial ecosystem look different for Social Entrepreneurs. We also noticed that currently the research on social entrepreneurship doesn't provide the necessary models and insights. That

is why this research focuses on the development of social entrepreneurship specific model of the ecosystem and infrastructure.

To be able to do this, we need to identify the social entrepreneurship specific characteristics of the of the main concepts like intentions, the entrepreneurial ecosystem and the entrepreneurial support infrastructure. Based on these characteristics, new social entrepreneurship related concepts, models and frameworks could be developed. With these new concepts and models in place, it is possible to analyse the interrelationships between the different concepts. So there is a need to explore and develop new concepts and models that are more specific for social entrepreneurship.

The goal of developing new concept and models is relevant for the research methodology. The main strategy of Grounded theory combines well with the explorative nature of this research. Grounded theory is defined in Strauss and Corbin (1998) as *“theory that was derived from data, systematically gathered and analysed through the research process. In this method, data collection, analysis, and eventual theory stand in close relationship to one another.”*

A second element concerning research methodology is the importance of finding a unique case (Bryman, 2008), in which a well-established and functioning social entrepreneurship related ecosystem exists around a higher education institution and at the same time where social entrepreneurial intentions under students are high. Such a case should be selected to be able to develop new concepts and models. In the Netherlands such a case does not exist, which requires the research activities to take place in a foreign case. Then by comparing this foreign case to a Dutch case via a comparative research design, we can identify which specific components are necessary in a Social Entrepreneurial Ecosystem.

Now the last important decision is to focus on a limited number of concepts in this research. The entrepreneurship ecosystem is a broad concept and researching all the components in relationship to social entrepreneurship related intentions is not feasible in the available time. In the exploration of the main concepts the infrastructure and local spatial context were identified as interesting components of an entrepreneurial ecosystem. Therefore the focus will be on these specific components.

1.3 THE MAIN RESEARCH QUESTION

Based on the direct cause and the goal of this research, which are described in previous sections, the following main research question is formulated in such a way that it captures the main goal of this research.

In what way do the Social Entrepreneurial Ecosystem and the university-based infrastructure around Social Entrepreneurship contribute to the development of Social Entrepreneurship-related intentions under students and recent graduates in Bristol?

This question captures the main goal of providing insights in what elements in the Social Entrepreneurial Ecosystem and infrastructure are crucial in promoting Social Entrepreneurial intentions under students and recent graduates.

A number of sub questions are formulated to be able to answer the main research question and at the same time guide and structure the research process. The different chapters in part 2 that discuss the findings and results of this research, start off with the sub-question relevant for the topic in that chapter. The following table shows the sub questions per topic and chapter.

Topic	Sub questions
Social Entrepreneurial Intentions	<i>What are the common individual characteristics students and recent graduates in Bristol with high Social Entrepreneurial intentions possess? How does the process of developing Social Entrepreneurial Intentions under students and recent graduates in Bristol looks like?</i>
Social Entrepreneurial Infrastructure	<i>What student-focused, social entrepreneurship related infrastructure is relevant in the development of intentions towards Social entrepreneurship under students in Bristol? How does the student-focused and social entrepreneurship oriented infrastructure in Bristol supports the development of intentions towards social entrepreneurship?</i>
Social Entrepreneurial Ecosystem	<i>What elements of the Bristol Social Entrepreneurial ecosystem are perceived as relevant for the development of intentions towards SE under Bristol students? In what way does the Bristol Social Enterprise Ecosystem influence the process of developing intentions towards SE under Bristol students? What are the interrelationships between the Social Enterprise Ecosystem and the social enterprise infrastructure around the universities in Bristol?</i>

Posing these questions structures the analysis of the different findings per topic. Answering these questions in the concluding parts of every chapter also ensures the right insights and results are developed to answer the main research question. In the different chapters the sub questions are explained more thoroughly.

1.4 RELEVANCE

Both the practical and theoretical relevance were important sources of motivation to focus on the topic of social entrepreneurship and the specific concepts of the intentions, ecosystem and infrastructure. In paragraph the relevance is further elaborated.

1.4.1 PRACTICAL RELEVANCE

Considering the need of new solutions for societal issues and the potential of Social Entrepreneurship in providing these solutions, it is urgent to promote students being involved in it. As the future workforce students are an important target group. From own experiences however, it is observed that it is a slow and difficult process to attract a broader group of students to be involved in social entrepreneurship. It is still a relatively unknown niche, and even if students know about it, they don't see it as a feasible career.

Also higher education institutions themselves are starting to get interested in the topic of social entrepreneurship. However they are uncertain about what their role should be in promoting social entrepreneurship under the students. Currently Se.Lab is involved in a broad research agenda exploring this issue. However earlier in this chapter it is suggested that the research agenda left out some relevant research topics. The development of social entrepreneurial intentions is an interesting addition to the findings of the Se.Lab research agenda.

By researching the role of infrastructure and ecosystem in developing Social Entrepreneurial intentions, institutions have a better understanding in what components in their ecosystem are important to provide the right opportunities for students. These topics and insights are were not getting a lot of attention in the research agenda that Se.Lab implemented. Which makes the additional insights developed in this thesis valuable for several groups of stakeholders.

POLICYMAKERS AND (LOCAL) GOVERNMENT

Policy makers encounter different social challenges and transitions in society and social entrepreneurship is one of the tools to offer solutions and create impact. Promoting social entrepreneurship under students, could potentially lead to a larger number of students that are involved in social entrepreneurial

activities. The current situation is that role of the support infrastructure and elements in the spatial context in the development of Social Entrepreneurial Intentions, is still unknown. This study provides these insights, which enables local policymakers to improve their strategies and focus on promoting elements that have the most impact on developing Social Entrepreneurial Intentions.

HIGHER EDUCATION INSTITUTIONS

Higher education institutions have an interest in promoting social entrepreneurial intentions under students. In a direct way, a growing number of institutions start to include social entrepreneurship in the policy or education program. The University of Utrecht is a frontrunner with the Social Entrepreneurship Initiative, the first Dutch professorship in Social Entrepreneurship or the involvement in the Research agenda of Se.Lab. Indirectly, the task of higher education institutions is to provide students the right knowledge and competences for the needs in society. If the society demands more people with an expertise in social entrepreneurship, institutions need to prepare the students for this. A better understanding in how intentions towards social entrepreneurship are formed and in what way the support infrastructure and spatial context are relevant, enable institutions to build a more supportive environment to motivate more students to be involved in social entrepreneurship.

RELEVANT PROFIT, NON-PROFIT ORGANIZATIONS AND SOCIAL ENTERPRISES

Different social enterprises and non-profits need to attract talented graduates to scale up their impact. As organizations grow they need to attract the right talent that enables them to implement their products and services on a bigger scale. In a situation where talented students chose for a regular career, it is difficult for them to get the right talent. To make sure those organizations succeed in attracting the right people, positive intentions towards Social Entrepreneurship under students and recent graduates need to be promoted. Insights in how students develop positive intentions help social enterprise and other relevant organizations to play their part in providing a supportive environment for students to develop positive intentions towards Social Entrepreneurship.

1.4.2 THEORETICAL RELEVANCE

The theoretical contributions resulting from this research are also very significant. Considering that in social entrepreneurship, relevant theories and models similar to the ecosystem or intentional model are mostly non-existent. In Braunerhjelm and Hamilton (2012) a survey is done on the current state of the research on the topic of social entrepreneurship. In this paper it is concluded that the majority of research in this field is about defining social entrepreneurship or about the characteristics of the social entrepreneur.

The second category of research about the motivation and characteristics of social entrepreneurs could be relevant to understand social entrepreneurship relations under students. According to Braunerhjelm and Hamilton (2012), it is known that the motivation of social entrepreneurs varies from regular entrepreneurs. In general, social entrepreneurs are more motivated by social aims, to meet local needs or to tackle social issues. However, it is empirically unknown what the underlying determinants are of the choice to engage in social entrepreneurial activities. A model like the intentional model, that could show how Social Entrepreneurial Intentions are developed, would contribute to understanding the underlying determinants.

Besides these two categories of research there is a small number of studies about the support structures in social enterprise (Braunerhjelm and Hamilton, 2012). Most studies are focused on a specific set of support, like church networks (Ndemo, 2006) or municipal support (Korosec and Berman, 2006). A broader ecosystem approach towards Social Entrepreneurship, providing insights in a broader set of relevant elements in the support infrastructure and spatial context does not exist yet.

Current theory and models in regular entrepreneurship provide relevant concepts to understanding the gaps in current social entrepreneurship related theory. But it is mentioned that there are some crucial differences between social and regular entrepreneurs. Therefore the assumption is made that the social entrepreneurial models would be different from the current models. So to understand the social entrepreneurial intentions and the social entrepreneurial ecosystem better, specific entrepreneurial models are necessary.

Another element that makes this study unique and theoretically relevant is the specific focus on the intentions of students. Insights in specifically student intentions in (social) entrepreneurship are even more limited.

CHAPTER 2: RESEARCH METHODOLOGY

In this chapter the main choices concerning the research methodology are explained. The main source of this chapter is the third edition of Social Research Methods from Bryman (2008), supplemented with additional methods when needed.

2.1 QUALITATIVE RESEARCH STRATEGY

WHAT IS QUALITATIVE RESEARCH?

As mentioned in the introduction, this thesis follows the approach of Grounded Theory as framework for qualitative research. This qualitative research strategy follows an inductive approach to the role of theory. Which means that the emphasis is placed on the generation of new theories, instead of testing existing theory (Bryman, 2008).

Compared to the quantitative research strategy, the qualitative research strategy is a better fit considering the epistemological and ontological orientation in this research. The epistemological position in the qualitative strategy is known as interpretivism. The essence of this position is the assumption that the subjects researched in the social sciences cannot be explained and understood by applying the same principles and rules from the natural sciences. In this position it is assumed that there is a subjective meaning in social action that cannot be understood by the natural laws (Bryman, 2008).

This can be explained by the ontological position in qualitative research, which is called constructionism or constructivism. In constructivism it is assumed that "social phenomena and their meanings are continually accomplished by social actors" and that "they are in a constant state of revision" (Bryman, 2008). The main idea is that categories like culture and organization are not given but also in constant change, influenced by external factors. So the relationship between categories cannot be determined without considering the interactions with the social context. Another consequence is that categories themselves that are used to describe social phenomena are social constructions.

WHY QUALITATIVE RESEARCH

The choice for a qualitative research strategy is based on a number of considerations. The emphasis in this research is on generating new social entrepreneurship specific concepts, theories and models. The inductive nature of qualitative research is the best option in the situation, in which the main goal is to develop new theories and models. .

The epistemological and ontological considerations in qualitative research are also better suited for subjects of this research. It is assumed the local spatial context is relevant for a supportive ecosystem and influences the social entrepreneurial intentions under students. Also important to mention is that the ecosystem approach itself is based on the idea that the entrepreneurial ecosystem consists of a set of different components that are interrelated. According to Isenberg (2010) the form of local ecosystems depends on local condition and there is no ideal framework or formula, which is similar to a constructivist approach.

CRITERIA FOR QUALITATIVE RESEARCH

Methodological choices made in the research design have consequences for the quality of the findings. Criteria are measures used to judge the quality of the findings. Different frameworks exist for the criteria. The main traditional criteria are reliability and validity, which are mostly used in quantitative research (Bryman, 2008). Some researchers like Guba and Lincoln (1994) and Yardley (2000) suggest a number of alternative variables for qualitative research. According to them the traditional criteria assume an absolute truth, which interferes with the ontological and epistemological position of qualitative research. For this research the four criteria of Yardley (2000) are used to evaluate qualitative research.

1) The researcher need to be sensitive for the social setting, in which the research is conducted, the theoretical positions and ethical issues.

2) Commitment and rigor in the research process are important. The researcher needs engagement with the subject matter, the necessary skills and a thorough data collection and analysis.

3) The researcher needs to be transparent and coherent. The research needs to consist of clearly specified research methods, clearly articulated arguments and a reflexive stance. Which is the influence of the researcher on the research process and the findings presented in the report.

4) The research has impact and importance, which means it is significant for the development of theory, the community on which the research is conducted and for practitioners.

Certain methodological choices and actions during the research were made to improve the measures determining the quality of the findings. The following general principles are taken into account.

- Transparency of the research process.
- As much rigor and structure in the research process as possible.
- Evaluating different steps of the research process and awareness of the limitations and consequences of different choices and actions.

2.2 COMPARATIVE RESEARCH DESIGN

The next step is determining the research design. The comparative research design is chosen as the best fit (Bryman, 2008). When this design is applied in qualitative research it takes the form of a multiple case study. In this design two or more contrasting cases are compared to create a better understanding of social phenomena. This design improves theory building, because by comparing two contrasting cases, it is possible to determine the circumstances in which a theory holds or not (Bryman, 2008).

Considering the research question, ideally a unique is chosen in which the social entrepreneurial intentions, infrastructure and ecosystem are developed well. By comparing this case to a contrasting case with lower levels of social entrepreneurial intentions and infrastructure, differences between the two cases can be easily identified. This could provide the necessary insights in patterns and relationships between the different concepts.

2.2.1 SAMPLING THE CASES

For this research Bristol in the UK is chosen as the ideal case. The choice for Bristol is based on purposive sampling. Which is defined in Bryman (2008) as a non-probability form of sampling, in which cases or participants are sampled in a strategic way, to make it is relevant as possible for the research question. Though some elements of convenience sampling are also relevant in sampling the cases. According to Bryman (2008) "a convenience sample is simply available to the researcher by the virtue of its accessibility". Because of the time constraints, accessibility to relevant participants is an important requirement for choosing the case.

CRITERIA

The following criteria are used to select the right case.

- A well-developed social entrepreneurship related ecosystem and support system around the universities.
- A well-established social enterprise sector, of which several active social enterprises by students.
- Ample opportunities for students to get involved in opportunities related to social enterprise.

BRISTOL AS SOCIAL ENTERPRISE CITY

Since 2013 Social Enterprise UK recognizes areas where social entrepreneurship is thriving with the status of social enterprise place (Social enterprise UK).

Currently 8 places are identified by Social enterprise UK as Social enterprise place, of which 5 have universities located in them.

- Birmingham (Digbeth)
- Bristol
- Oxford
- Plymouth
- Sunderland

From these 5 options, Bristol is considered the best case for this research. Considering the status of social enterprise city, all have a well-developed social enterprise system. What distinguishes Bristol from the other cities, are the access to and visibility of the different elements in the ecosystem.

During the time visiting Bristol, a number of events are organized that offered the necessary access to a big number of students and key persons related to relevant organizations. One of the events is a big once a year social enterprise conference, in which most of the relevant organizations are involved. Participation in this event gives the necessary access to relevant organizations, students and the opportunity to meet the required number of interviewees in a relatively short time. The events also offer opportunities to for observations.

UTRECHT AS THE CONTRASTING CASE

Utrecht is chosen as the contrasting case in this research. There are a number of clear differences between Utrecht and Bristol that are relevant for the main themes in this study.

First of all, Utrecht lacks the status of a so-called social enterprise place, which allows the assumption there is some variation in the state of the social entrepreneurial ecosystem. Also from personal experience, finding support as a student aspiring social entrepreneurship is hard. While in Bristol this support infrastructure is clearly visible on the Internet and accessible for students. Other interesting differences are related to the UK and NL differences. Cultural, legal and policy differences as contextual elements might be relevant for the interrelationships between the ecosystem and the Social Entrepreneurial Intentions under students.

Besides the contrasting elements compared to Bristol, Utrecht has a number of other advantages as contrasting case. From the university there is a clear ambition to support Social Entrepreneurship via the Social Entrepreneurship Initiative (University of Utrecht) and at the same time there are several organizations that are in some way involved in social entrepreneurship around the university.

Considering practical considerations, choosing Utrecht has a number of advantages. As I live in Utrecht myself, having interviews is less time consuming in Utrecht. Besides that my personal network I have in the social enterprise sector, provides easier access to relevant interviewees.

2.3 RESEARCH METHODS

For the collection of data a combination of methods is used. The main reason is that additional methods can provide insights that cannot be explored with only one method. To understand the role of the spatial context and Social Entrepreneurial Infrastructure in determining the intentions, observations are necessary to understand the specific elements of the infrastructure and spatial context myself

This also will positively impact the quality of the findings. By using different data sources and methods of data collection, it is possible to crosscheck the findings via the technique of Triangulation (Bryman, 2008). Triangulation is described as “an approach that uses multiple observers, theoretical perspectives, sources of data, and methodologies”. Making use of triangulation increases the confidence in the findings, because the results of the different methods can be crosschecked. One method could provide the researcher with insights that contribute to analysis of data collected by the other method (Bryman 2008)

2.3.1 RESEARCH METHOD 1: INTERVIEWS

The main research method in this study is the qualitative interview. In the qualitative interview qualitative data is collected from different subjects. In the qualitative interview it is possible to collect rich data in which the point of view and perception of the interviewee are considered important. Compared to quantitative interviewing it is a very flexible method in which it is possible to let the interviewee “ramble” and to leave the interview topic to ask follow-up questions based on the answers of the interviewee (Bryman, 2008).

This is a good method to explore Social Entrepreneurial Intentions and the perception of the social entrepreneurial infrastructure, ecosystem and spatial context. There are two types of qualitative interviews, which are the semi-structured and unstructured interview. In this research is chosen for a semi-structured interview. In this approach a small list of topics and questions and an interview guide are made to provide some structure during the interviews. The questions or topics are quite open so there is still a lot of space for the interviewee to answer the questions in their own way. From the side of the interviewer there is still some flexibility to adjust questions or to ask new questions based on the answers of the interviewee (Bryman, 2008).

There are different considerations to go for the semi-structured interview. There’s already quite some structure and focus in the research, in a way that the main concepts in the research are clear. Via a semi-structured interview it is possible to make sure relevant information concerning the main concepts are discussed during the interviews. Another reason is that to compare multiple cases, some structure is necessary to ensure cross-case comparability (Bryman, 2008). Finally there are multiple constraints on time during this research process, which makes it important to provide focus and structure. Time constraints are the limited time and size of the master dissertation and the limited time to stay abroad for collecting the data for the international case.

SAMPLING

In terms of sampling the interviewees are determined by purposive sampling. The idea is to select interviewees, which are able to provide the most relevant insights for answering the research question (Bryman, 2008). The goal is to get a diverse group of interviewees and have a range of perceptions of the infrastructure and ecosystem in Bristol.

SAMPLING STUDENTS

First of all a number of students or recent graduates are selected for the interviews. For this, students had to meet the following conditions.

- (1) They have to be engaged in social entrepreneurial activities and programs offered by the university-based infrastructure in some way. Or they are involved in starting their own social enterprise.
- (2) They have to be a student at one of the two main universities in Bristol or a recent graduate from one of the universities.

Some students ran organizations, so they can be categorized as both students and as key person of an organization.

SAMPLING KEY PERSONS FROM RELEVANT ORGANIZATIONS

A second group that is interviewed for this research are the key persons from relevant organizations in the university-based infrastructure focused on social entrepreneurship. The following criteria are used when selecting the right organizations.

- (1) They need to organize activities, programs or other experiences that have social entrepreneurship as a key topic or at least a strong connection with social entrepreneurship.
- (2) The activities, programs or other experiences have students or recent graduates of the 2 main universities in Bristol as a target group.
- (3) The organization should have a clear link to the university. The link could be based on one or more of the following links;
 - a. Being located at the university
 - b. Having their main activities at the university
 - c. Being (partly) funded by the university
 - d. Being run by students from one of the universities

Organizations without a direct link with the university that provide experiences are seen as external partners. A number of key persons linked to these kinds of organizations are also approached for an interview. They ideally have insights in both the strategic side of the organization and experience with working with students.

TYPES OF SAMPLING

Considering purposive sampling there are two different approaches to sampling, theoretical and convenience sampling. Theoretical sampling can be defined as “Data gathering driven by concepts derived from evolving theory and based on the concept of making comparisons, whose purpose is to go to places, people or events that will maximize opportunities to discover variations among concepts and to densify categories in terms of their properties and dimensions” (Bryman, 2008). During the process of collecting data this was done in various ways. Selection of the first sample of interviewees was based on characteristics found in existing theories and models. A number of students and organizations are selected with the highest expectation that they can provide the most information on the explored themes in the literature review.

Convenience sampling is a second approach towards sampling that is used in this research. This is a sample that “is simply available to the researcher by the virtue of its accessibility” (Bryman, 2008). This is the case in some parts of sampling process. Selecting the organizations to find interviewees is done via selection via the Internet. It could be argued that not all the organizations are easy to find via the Internet so this is something to take into account during the selection of the interviewees. Another example of convenience sampling is that students were selected that are involved in the organizations that were present at the visited events. Which implicates that selected interviewees are not purely selected on the ideal fit, but on the easier access.

Snowball sampling is a form of convenience sampling and is used in multiple occasions during this research. In snowball sampling the researcher comes in contact with a small group of interviewees and comes into contact with other interviewees via this first group (Bryman, 2008). In this research the first sample of interviewees were asked to provide contact information of people they would find relevant for this research. The consequence of these sampling approaches is that it is not possible to generalize findings, because it can be questioned if the sample is representative for the whole population (Bryman,

2008). In this research the sampling of interviews happens in three different phases, via different approaches.

1. Selecting relevant organizations and events for observation via a desk study, and selecting the right persons inside those organizations. Ideally this is done via the sampling approach of theoretical sampling. But with the situation in mind that not every relevant organization is accessible via the Internet this might also be considered convenience sampling.
2. During observations at the selected events, potential interviewees are approached and asked for an interview. Potential interviewees are selected based on their expected value for this research. In this phase the approach of convenience sampling is used.
3. After the interviews the interviewees are asked if they know additional people that might be relevant for this research. The decision to approach them as an interviewee is then based on their expected value for this research. This phase is based on the approach of snowball sampling.

SAMPLE SIZE

There is no ideal sample size in qualitative research. The exact number of interviewees that is necessary varies per study. The aim is to reach data saturation, which is defined in Bryman (2008) as “the number of interviews needed to get a reliable sense of thematic exhaustion and variability within the dataset.” In practice this means that after processing the data, no new codes will be generated and adding another interview will not require a lot of adjustments concerning the codes. At the same time it is already mentioned that there are some time constraints, which might limit the goal of theoretical saturation. There are only 3 weeks to visit the Bristol to collect data. In this period of time 20 interviews were done besides a number of observations. During the analysis of the data saturation was mostly reached.

USING A INTERVIEW GUIDE

Because of the semi-structured nature an interview guide is used, as is suggested by Bryman (2008). This interview guide mainly consists of possible topics and examples of relevant questions for each topic. The topics are based on the relevant concepts that are explored in the literature review. Further along in the research methods the interview guide used in this research is showed in the operationalization of this research. After each interview there is a reflection on the topics and questions. If relevant, possible topics or questions are added, changed or removed.

INTERVIEWING VIA SKYPE

Ideally regular in person interviews are preferred over Skype interviews. Because of the limited time at the foreign location, it was not possible to find a possible moment for one of the interviews. So in this occasion an interview was done via Skype. In Cater (2012), Skype is discussed as a method in qualitative research. According to this article, Skype is an effective tool to collect data as an alternative for an interview. There are some issues that the researcher needs to be aware of when using Skype. The authenticity of the person on the other side, the informed consent of the interviewee and the security of Skype need to be considered.

CHALLENGES WHEN EXECUTING INTERVIEWS

When interviewing for the first time, there are a lot of challenges to consider. According to Bryman (2008) there are several common mistakes made by inexperienced interviewers; unexpected interviewee behaviour and environmental problems, intrusion of own biases and expectations, maintaining focus in asking questions, dealing with sensitive issues, transcription. First of all, it is important to be aware of those mistakes and prepare as good as possible to prevent them. And second, after the interviews an evaluation is done about the experiences during the interview and how it might have influenced the results. The goal is to be transparent about it. According to Bryman (2008) there are several criteria for a successful interviewer. See Bryman (2008:445) to see the full list. During the evaluation of the interview these criteria will be taken into account.

RECORDING AND TRANSCRIBING INTERVIEWS

Unless serious protests of the interviewee, the intention is to record all the interviews. Without records, transcription is not possible. In this research (partial) transcription is part of the process of analysing the data. Transcription is an important step in collecting, presenting and analysing the data. In Bryman (2008) several advantages of recording and transcribing interviews are mentioned.

- It corrects natural limitations of our memories
- By re-listening the interviews, and optionally repeating a crucial part, a more thorough analysis is possible.
- It makes it possible for other researchers to check and analyse the data, or to use it in future research
- There is transparency about the influence of the researchers' values or biases.

Because of the large amount of data transcription is time-costly. Considering the time restraints and the nature of the topics in this research complete transcription is not necessary. Especially in studies in which the analysis of language plays an important role, complete transcription is a necessary step. In McLellan et al (2003), it is stated that in some analysis, fragments, sentences, passages and stories relevant for the research questions are enough. Or in some cases no transcription is needed and the records are only used to clean up the researchers' notes. The decision to transcribe the notes is based on the expected contribution to the analysis and the level of analysis. In Bryman (2008) the same argument is made. It is advised to first listen through the audio again and then determine which parts are relevant for transcription. In this research full transcription is not necessary for the level of analysis. The exact language and ways interviewees are saying or describing things is not relevant. Besides that my research is focused on a number of specific main concepts. It happens that interviewees ramble about topics that are not related and not relevant for this research. Still some fragments that are relevant for the research question, are interesting enough for transcription. Considering this situation partial transcription of the relevant parts of the interview, combined with detailed notes during the interview is the best option. Determining the relevance of a fragment is based on a coding framework. This coding framework is made after the analysis of the notes of all the interviews and listening to all the interviews. The exact method of analysing the data is discussed later in this chapter. In this part it is explained how the coding framework is a result from the notes via the method of thematic network analysis.

2.3.2 RESEARCH METHOD 2: PARTICIPANT OBSERVATION

The second research method that has been used in this research is participant observation, also called ethnography. Defined in Bryman (2008) as "a research method in which the researcher:

- ...Is immersed in a social setting for an extended period of time
- ...Makes regular observations of the members of the setting
- ...Listen to and engage in activities
- ...Interviews informants on issues that are not directly amenable to observation or that the ethnographer is unclear about.
- ...Collect documents about the group
- ...Develops an understanding of the culture of the group and people's behaviour within the context of that culture
- ...And writes up a detailed account of that setting"

(Bryman, 2008)

This is a valuable addition to the information provided in the interviews. Experiencing the different main elements myself provide very useful insights in better understanding the perceptions of the students regarding their intentions, their involvement in activities related to social entrepreneurship and the role of the Bristol ecosystem in their involvement in social entrepreneurship. For example, when a student talks about the impact of participating in an activity, having it experienced myself helps me better

understand and value the meaning of this activity for the development of Social Entrepreneurial intentions.

There are some constraints in applying this research method fully. Only 2,5 weeks are spent at the foreign case study, which is not enough for conducting a full-scale ethnography. To solve this issue a variant called micro-ethnography is carried out. In this approach the focus is on observation concerning a certain topic. In a relative short period spend in the social context to collect enough data around this specific topic (Bryman, 2008). Narrowing the focus is done by structuring the observations via a framework or observation guide with relevant topics that must be explored during the observation.

Another issue to keep in mind is that the ethnography is only a secondary research method, and the emphasis is on qualitative interviews. Still a limited form of ethnography is considered valuable. First of all it provides information relevant to the research question that is not available with only the qualitative interview. Part of the research is about understanding the role of the Bristol context and support infrastructure, and ethnography is very useful in developing insights in these concepts. Another reason is the possibility of triangulation mentioned in a previous part. The way interviewees experience their local context can be compare to own observations. Plus the extra insights provided by the observations gives a frame of reference to better understand and analyse the findings in the interview. According to Bryman (2008) ethnographers typically collect additional data besides their observations via qualitative interviews or collecting documents. Before carrying out ethnography different considerations must be taken into account when preparing for it.

SAMPLING

SAMPLING INFRASTRUCTURE EVENTS AND ACTIVITIES

These selected organizations have different events and activities organized. A number of these events and activities are visited for the collection of data via observations. The main criteria to select these experiences are that they should have a central topic related to social entrepreneurship and that they should be aimed on students and/or recent graduates.

Other considerations to select events and activities are the aim to visit a diverse set of events and also to select events that gives access to new possible interviewees.

SAMPLING ECOSYSTEM ELEMENTS

The entrepreneurial ecosystem is a broad concept consisting of a large number of elements and stakeholders. Because of this broad nature and the limited time, not all the elements in the ecosystem will be part of the research scope.

The main question in the research is around the interrelationships between the Social Entrepreneurial ecosystem and the development of intentions under students. The analysis of the ecosystem therefore is limited to the elements that are perceived as relevant to the students or university based infrastructure.

So elements of the social entrepreneurial ecosystem are taken into account in the research when they meet one or both of the following conditions.

- (1) Elements that are mentioned as relevant during the interviews.
- (2) Elements with a decent chance to bump into by accident, with a common student lifestyle.

OWN EXPERIENCES AND NETWORK IN THE UTRECHT CASE

Besides the research activities in Utrecht, a number of observations and insights are used from previous personal experiences in the Utrecht Social Entrepreneurial ecosystem. If relevant these observations are taken into account into the Bristol-Utrecht comparison chapter.

OVERT VS COVERT ROLE

A researcher can choose two roles as an observer, the overt or covert role. In the first role the researcher discloses the fact that he is a researcher, in contrast to the covert role. In which the researcher chose to not disclose the fact he is a researcher (Bryman, 2008). The role of the researcher is mainly overt in this research. There are multiple arguments for this role. Talking to people and asking questions, is an important part of the observations and from an overt role it was much easier to get them talking. Another advantage was that the observations were a good source of finding new interviewees. For this it is necessary to inform them about your role as researcher. Also making notes is easier in this role.

Another reason was that the advantages of a covert role, are less relevant for this research. A covert role is useful for getting access, but because of the public setting this is not an issue. Also the topic of the research is not a sensitive issue, so there's less chance of participant reactivity. Meaning that participants will act differently because of the researcher's presence.

CLOSED VS PUBLIC SETTING

The difference between these two options seems self-evident. The difference between the two is that for the first setting you need permission to access in the social setting and collect data, whereas for the second kind there is no issue with access and it is possible to collect data without permission (Bryman, 2008). Most settings are public in nature. Because of this public nature, access is not a big issue. Still, even with easy access, knowing key informants is valuable. In multiple situations the cooperation of key informants is beneficial. As described in Bryman (2008) they can help in different ways during the period of data collection, mainly by providing information about interesting events or places to visit or relevant potential interviewees that are relevant for the research. So they provide extra opportunities for collecting data. Also they provide extra insights that are not able to collect with only observing.

Another necessary consideration before carrying out ethnography is the role the ethnographer adopts in relationship to the social setting. Which could vary from complete participant to complete observer. The complete participant role means the researcher is a fully functioning member of the social setting without knowing about the role of researcher. In the complete observer in contrast the researcher doesn't interact with the social setting (Bryman, 2008) In this research is chosen for a participant-as observer role which means that the researcher is fully functioning in the social setting, but the members are aware of the role of researcher (Bryman, 2008). By participating in the same events it is easier to understand how members could experience such events. This is important information for answering the research question. Because the visited events and places are part of the infrastructure, that might create the social entrepreneurial intentions under students. Another reason is that by participating it is easier to create a bond and connect with members. At the same time it is useful to present yourself as researcher because it is easier taking notes and it provides a good excuse to ask deeper questions. It also is necessary to suggest potential interviewees to do an interview.

The way of sampling the right cases and informants is a process of different phases, which is very similar to the sampling of the interviewees.

1. The first phase is characterized by purposive sampling, ideally the theoretical form. Meaning that the selected cases (events or places) and informants provide the best findings in order to answer the research questions.
2. By participating in those events additional informants are selected on the basis of convenience sampling. They are just there by chance.
3. Finally additional cases are selected on the basis of snowball sampling. Ideally informants at a specific event or place are asked about other interesting cases for observation.

During the observations field notes are made. First jotted notes are made, which are just brief notes written down on a piece of paper or small notebook. When it is not possible to get my notebook mental

notes are taken (Bryman, 2008). After returning home those notes are processed into fuller field notes. But because of nature of secondary data collection method, these full notes were kept simple and short.

Besides the use of participant observation, visual ethnography (Bryman, 2008) plays a small role too. During observations pictures are taken to use later on as an aide-mémoire.

2.4 OTHER CONSIDERATIONS IN QUALITATIVE RESEARCH

2.4.1 THE ROLE OF THEORY

In general, the theory is approached in an inductive way, which is exemplary for qualitative research. The inductive approach towards theories is that the main goal of the research is to develop new theories that will emerge from the data, instead of testing existing theories (Bryman, 2008). Still a literature review is a necessary part in the research process. Even with a very constructivist approach, an understanding of the previous research is valuable. In Corbin and Straus (2008) it is mentioned that a literature review can be used to decide on the research topic, to formulate a research plan and to enhance the researchers understanding of the different relevant concepts and topics. Though they emphasize researchers to be careful with previous research and make sure that the emerging theory and findings of the researcher is based on own perceptions of the data, instead of being influenced by expectations based on existing literature (Corbin and Strauss, 2008).

In this research the literature review is approached in a similar way as Corbin and Strauss (2008) describe. A technique to review literature that suits this approach is the narrative review, described by Bryman (2008). In this interpretation, the goal of the literature review is to gain a better understanding of the topic area, which is researched. In contrast to the systemic review, which is a very extensive and structured method of doing a literature review, the narrative review is a rather unfocused and uncertain process. This method is less explicit about criteria for including and excluding literature (Bryman, 2008). There is also a downside on using the narrative approach. The systemic approach uses very systemic and rigid procedures to find, select and process literature. Some people see this as less biased, more reliable and more replicable because of its transparency (Bryman, 2008).

The reason to choose for the narrative review is that the systemic review is difficult to use with an inductive approach to review. With the inductive approach it is impossible to define all the relevant concepts and terms prior to data collection. So researchers with an inductive approach need more flexibility in their approach to the literature review. In contrast with the systemic review, the narrative approach offers this flexibility (Bryman, 2008).

In this literature review the following aims are important. First of all it is important to recognize which underlying themes and concepts are relevant for understanding the main concepts that were identified in the introduction and the general research question. This understanding is crucial for bringing focus, limiting the scope of this research and determining more specific and concrete research questions. It also helps developing a topic list and framework for the interviews and observations, sampling the right interviewees and cases for data collection. And on top of that the literature review should provide a framework for understanding, analysing and discussing the different findings of this research. Additionally, an insight in relevant previous research gives understanding about the gaps, controversial points and limitations in previous research. This helps in determining the relevance of this study.

The literature review is done in two steps. In the first step the main concepts are explored. Theory about social Entrepreneurship, the entrepreneurial support infrastructure and the entrepreneurial ecosystem are discussed to identify relevant concepts that need to be part of the research. This step helps in the design and operationalization of the research. Some choices require a deeper understanding of the main concepts. Selecting the right case, fine-tuning the research questions and developing the topic lists are some steps that require a basic understanding of the main concepts.

The second step of the literature review is done after the collection of the data and processing the first findings. New concepts and patterns that have emerged from the data are giving new directions to a further exploration of the literature. The goal of this second step is to identify literature that is relevant for the further analysis of the initial findings.

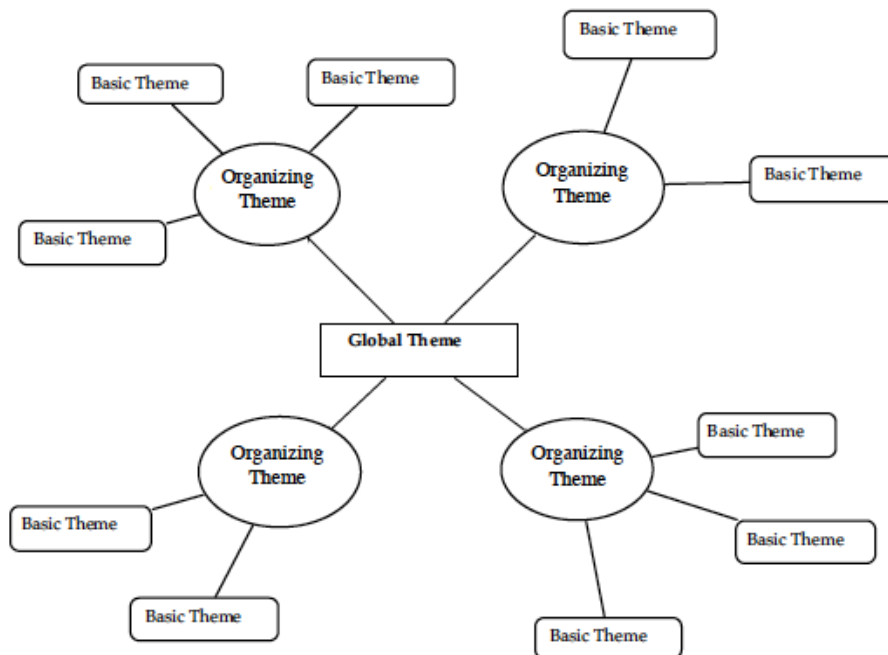
2.4.1 QUALITATIVE DATA ANALYSIS: A THEMATIC NETWORK ANALYSIS

The way Qualitative Data Analysis (QDA) is done in this research is based on the principles of grounded theory, which is earlier described as “theory that got derived from data, systematically gathered and analysed through the research method. In this method, data collection, analysis and eventual theory stand in close relationship to one another” (Bryman, 2008).

The issue with qualitative analysis is that the methods and processes are not very explicit or well formulated (Miles & Huberman, 1994). The same issue goes for grounded theory. There are multiple approaches of grounded theory and there are different definitions for what grounded theory exactly entails (Bryman, 2008). Also the activities that are part of the QDA are happening at the same time or are very iterative in nature, which makes it difficult to define clear steps (Wolcott, 1990). Also there is no clarity concerning the codification of procedures or the analytical steps (Eisenhardt, 1989; Miles & Huberman, 1994).

To deal with these challenges a more specific and concrete analytic tool is used to organize the process of QDA. Thematic Networks Analysis (TNA) is a procedure “for breaking up text, and finding within it explicit rationalizations and their implicit signification” in order to “unearth the themes salient in a text at different levels, and thematic networks aim to facilitate the structuring and depiction of these themes” (Attride–Stirling, 2001). The essence of TNA is creating a structured network of themes that relate to each other. The basic structure of a thematic network looks like the following figure.

FIGURE 2.1 FORMAT THEMATIC NETWORK



Source (Attride–Stirling, 2001).

It is important to emphasize that the thematic networks themselves are only a tool for analysis and not the analysis itself. After constructing the networks, they serve as organizing framework and illustration and the analysis itself still has to be done (Attride–Stirling, 2001).

The basic steps of this procedure mentioned in Attride–Stirling (2001) are used and slightly adapted to the specific situation and needs of this research. The process consists of a three-stage process and every stage consists of different actions.

STAGE 1: REDUCTION OR BREAKDOWN OF THE TEXT

During this step the data is reduced by dissecting the texts into more meaningful fragments. A coding framework is used to dissect the text.

- Step 1. Devise a coding framework and dissect the text into fragments using the coding framework.
- Step 2. Identify themes from the coded segments and refine themes.
- Step 3. Construct thematic networks in which basic, organizing and global themes are recognized and illustrated in a network. The process is to start with regrouping the selected themes and selecting the basic themes. Then themes are clustered into organizational themes and the core principles of those teams form the global themes.

STAGE 2: ANALYSIS

The thematic networks themselves are only structures and visualizations of the different themes. The analysis itself is still necessary. In this second stage the analysis takes place by exploring the texts with the thematic networks.

- Step 4. The different themes are used to read through the texts again. Fragments are used to support the researchers description and interpretation of the networks. Then underlying patterns and a deeper level of analysis are added.
- Step 5. Summarizing thematic networks, by description of the principle themes and making the patterns explicit.

STAGE 3: INTEGRATION OF EXPLORATION

This third stage can be seen as the conclusion of the analysis. In which the analysis of the patterns is used to answer the research questions and to discuss the different patterns that emerged out of the data.

- Step 6. Interpret Patterns
This is done by bringing together the deductions of the summaries of thematic networks, relevant theory and then return to the original research questions

The different stages and steps are used as a framework for operationalizing the different steps in this research. In the operationalization of this research a more detailed description is shown on how the steps are implemented in this research.

2.4.2 TECHNIQUES USED IN QUALITATIVE DATA ANALYSIS

During the Qualitative Data Analysis a number of techniques originating from grounded theory are used. This paragraph summarizes the key techniques.

CODING

This is seen as one of the key processes in grounded theory. Coding consists of breaking down the data into smaller parts and giving meaning to it (Bryman, 2008). He identifies different types and levels of coding.

1. Open coding
“The process of breaking down, examining, comparing conceptualizing and categorizing data”. This results in a number of concepts to build your theory on
2. Axial coding
“A set of procedures whereby data are put back together in new ways after open coding, by making connections between categories.” By linking codes to contexts, consequences, patterns of interactions and causes, new models are build and possible relationships identified.
3. Selective coding
“The procedure of selecting the core category, systematically relating it to other categories, validating those relationships and filling in categories that need further refinement and development”.
Bryman (2008) identifies the core category as “the central issue or focus around which all other categories are integrated”, which is called the “storyline that frames your account” by Corbin and Straus.

Coding is an important technique in developing the thematic networks. The first stage of the process of developing the network is about open coding. In the second stage, the techniques of axial and selective coding are used. In step 4 axial coding is used to identify underlying patterns. In step 5 the principle themes and patterns are determined by using the technique of selective coding.

USING MEMOS

Creating memos is an important technique in this thesis. During the process of coding and processing the data, a number of interesting observations are done regarding potential interrelationships and patterns. Creating memos help to collect those observations and use them in the later steps of the research process. Those memos are very helpful in recognizing patterns and relationships and to build a new model (Bryman, 2008)

USING TABLES TO REDUCE AND DISPLAY DATA

Besides the thematic network approach, tables are used to present the findings in a structured and compact way (Miles and Huberman, 1994). The data is collected in tables as presented in the appendix. Also in the research tables are used regularly to summarize some key points.

TRIANGULATIONS

The use of triangulation is already mentioned earlier in this chapter. In this research, triangulation is applied in different ways.

(1) Besides interviewing, observations are used as a method to get more insights and confirm the findings.

(2) Combining real time data, like observations and current perceptions, with retrospective data of the interviewees about their background, helps to identify experiences and individual characteristics that are supportive for developing Social Entrepreneurial intentions.

(3) Combing data with theoretic perspectives to gain insights that help me understand the underlying interrelationships and help me develop a better model to explain these interrelationships.

CONSTANT COMPARISON

Another crucial technique in grounded theory is constant comparison. Which is defined as a process of maintaining a close connection between data and conceptualization. The goal is to keep the connection between the emerging concepts and categories and the indicators provided by the data. By comparing phenomena from the data with the current categories and concepts, theory can slowly emerge (Bryman, 2008). Writing memos during the coding process helps with taking into account the emerging patterns.

USING COMPUTER ASSISTED TOOLS

During the process and analysis of the data computer assisted tools are used. The first two steps of coding and identifying themes are done manually without the use of computer-assisted tools. But the thematic networks in step 3 are made using CMAP, a tool to create concept maps.

Initially the intention was to use NVivo as an aid in analysing the data. In the end it is decided not to use it. Manual coding with pen and paper is more flexible and offers a better visibility of emerging patterns. By using a more personal method analysing the data, the researcher gets more familiar with the different themes. According to Bryman (2008) using computer assisted tools the researcher could be detached from the findings.

2.5 OPERATIONALIZING THE RESEARCH

2.5.1 INTERVIEWS: TOPIC LISTS & INITIATING QUESTIONS

As a part of the semi-structured nature of the interview a number of main topics and related exemplary questions is necessary. The topics are determined based on the main concepts of this research. The related questions are possible questions that could be asked to collect data relevant for the main topic. The initial plan is to start of with a basic question and from there let the conversation flow around the central topic. Depending on how the interview progress these questions might be helpful to keep the conversation going. Appendix 2.8 shows the different lists used during the period of data collection.

The list of questions is not a complete list. During the interviews follow up questions are triggered that are not part of this initial list. And at the same time not all the questions are relevant for all the key persons or students. Some questions for example might be only relevant for students or recent graduates that already have a social enterprise, in contrast to students who are not yet involved in starting up.

2.6 PROCESSING THE DATA

In the research methodology the thematic network approach is used as main method of analysis. A number of general steps are described on the procedure of developing those thematic networks. In this chapter the way this process is implemented in this research is described.

The goal of this chapter is to provide insights in the process of analysis and how the raw data led to the different findings. As mentioned in the research methodology, transparency is one of the key indicators to determine the quality of qualitative research (Yardley, 2000).

2.6.1 STEP 0: OVERVIEW OF THE DATA

The research resulted in a number of research activities executed in the 3-week period in Bristol and in the month after in Utrecht. The following table gives an overview of the different research activities.

FIGURE 2.1 OVERVIEW RESEARCH ACTIVITIES

	Bristol	Utrecht
Interviews	18 interviews <ul style="list-style-type: none"> • 11 students • 8 key persons 	11 interviews <ul style="list-style-type: none"> • 6 students • 5 key persons
Experiences infrastructure	6 experiences <ul style="list-style-type: none"> • RISE • 2 workshops Basecamp • 1 networking event Bristolinc • Changemaker Challenge • Enactus meeting 	4 experience <ul style="list-style-type: none"> • Nest & social entrepreneurship challenge • SE learninglab • Green office • Previous experiences
Ecosystem elements visited	5 elements <ul style="list-style-type: none"> • Mshed • The Create Centre • Several cafés with a sustainable and social story • Sustainable and social elements at the university • A number of unintentional walk-ins on social spaces or initiatives 	Previous personal experiences social entrepreneurship <ul style="list-style-type: none"> • Inderuimte • Impacthub • Social enterprise conference • Social Startup Day

Note: Appendix 2.1, shows an overview of the people interviewed for this research

This step resulted in a number of initial primary data collected during the different research activities.

- (1) Records and quick notes of the interviews
- (2) Notes taken during interviews and observations

2.6.2 STEP 1: FROM INTERVIEWS TO SUMMARIES

The first step in processing the data is creating a number of summaries of all the interviews and observations made in Bristol. By re-listening the interviews and reading through the notes of the interviews on the same day, the summaries captured all the relevant data.

In these summaries relevant notes and memos were added that popped up during this first steps. In appendix 2.2 an overview of the created data reports are listed. A digital folder in which all the data is collected can be sent on request.

2.6.3 STEP 2: OVERVIEW OF CODES

The second step in this process was the reduction of the text of the summaries into codes. As described in the research methods, it is a conscious decision doing this by hand, instead of using computer-assisted tools. This manual approach offered more flexibility and a better visibility of the emerging patterns. In

Appendix 2.6 an example of physical process is shown in the form of pictures. A folder containing all the pictures can be given on request.

During this process a broad coding framework is used based on the first findings processing the data. A number of broad categories were identified and the different codes were assigned to one of these categories.

- (1) Codes related to the individual entrepreneurial
- (2) Codes related to the process of developing intentions
- (3) Codes related to the infrastructure elements
- (4) Codes related to the Bristol context

Related to the codes extra info was added on the source of the code. Different numbers were added, which showed in which interview the code was mentioned. There was also a table capturing all the relevant memos on possible relationships and patterns between different codes.

2.6.4 STEP 3: FINDING OVERARCHING CHARACTERISTICS AND SELECTION

Then the next step is processing this initial collection of codes into themes. The goal is to further reduce the data into a manageable set of themes, which can be used as the building blocks for the concepts and models developed in this research.

This is done by refining and combining different codes into more meaningful themes that capture relevant elements and attributes mentioned in the different summaries. In refining the codes into themes happens by taking into account both quantitative and qualitative considerations. So the number of text segments that can be related to a code is relevant. And besides that the nature of the source of the code is relevant. The role or position of a specific interviewee can strengthen the value of the text segment.

This step also consists of categorizing the identified themes and developing overarching organizational themes based on clusters of themes that are connected to each other. By re-reading the summaries of the data, it is checked if the identified themes and patterns still represent the main elements in the data.

This resulted in a document with all the identified themes and categorized in different overarching categories. In appendix 3 the different tables are presented that show these core themes and attributes that were filtered out of the data.

The data was initially categorized in the following overarching categories.

- (1) Individual characteristics for developing intentions
- (2) Necessary Skills and attitude
- (3) The process for developing intentions towards SE
- (4) Characteristics of the Infrastructure
- (5) Elements of the ecosystem
- (6) Social Entrepreneurial support
- (7) Possible links between initial themes
- (8) Memos

2.6.5 STEP 4: DEVELOPING THE THEMATIC NETWORKS

After identifying the different levels of themes, the thematic networks are constructed. This process of developing the thematic networks is an iterative and organic process. After developing the initial thematic networks, they were adapted several times while writing down the findings of this research. While writing

down the findings, the insights in the different topics developed and influenced the perceived structure of the thematic networks.

Ultimately, three thematic networks are identified. In part 2 of this thesis the different findings are discussed. Each chapter contains the findings and analysis related to one of the identified thematic networks.

2.6.6 STEP 5: FROM THEMATIC NETWORKS TO FINDINGS AND MODEL

The thematic networks are used as a basic framework to structure the related findings. In the findings, the themes related to the network and the characteristics of those themes are discussed.

After presenting the main findings, the analysis of those findings follows. In three ways the data is analysed. First of all by looking for patterns and relationship between the different themes within the thematic network. The tables in appendices 3.2 and 3.3 show the memos and perceived relationships and are helpful while identifying potential interrelationships. A second step in the analysis is using theoretic concepts as a framework to better understand the findings. Then finally the key themes in a specific chapter are linked to previously discussed themes and concepts to discover more detailed information on the potential interrelationships.

Ultimately in part 3 the different results related of the three chapters are summarized and connected in order to create a comprehensive model linking the different global themes identified in this research (see figure 7.9).

CHAPTER 3: LITERATURE REVIEW

In this study the role of theory and literature is approached in an inductive way, which is exemplary for qualitative research. The inductive approach entails that theory is something that emerge from data, instead of testing existing theory (Bryman, 2008). Still a literature review is a necessary and important step in the research process.

First of all it helps mapping the current state of the research in the field of social entrepreneurship. It also provides insights in the gaps in the current research. With these insights it is possible to identify the gaps in the concepts of this study. It also enables me to focus on areas that contribute to the further development of the field of Social Entrepreneurship.

Besides mapping the current state of the research it also helps identifying concepts are relevant for the questions in this research. These concepts provide a first framework in the further design of the research. It gives focus in formulating the research questions and in designing the topic lists for the interviews and observations

A third main function of the literature review is that it provides a frame of reference for understanding the emerging concepts and theory during the analysis and discussion of the research data. This improves the quality of analysis in this research.

This literature review is structured in such a way, that it fulfils the mentioned functions.

(1) In the first part of the literature review the state of the research on Social Entrepreneurship is explored, to better understand the main areas of research and the gaps of the research.

(2) The second part deals with the different concepts, models and theory related to the main concepts in this research.

(3) The last part of this literature review summarizes the main findings and conclusions based on the explorations of the review. In this chapter the main gaps in the research are identified.

3.1 EXPLORING THE FIELD OF SOCIAL ENTREPRENEURSHIP

In this first part of the literature review the state of field of social entrepreneurship as a research area is explored. First of all, the contested nature of the concept is emphasized. It is argued that there is no unifying definition and framework of the concepts of Social Entrepreneurship. After that the definition and approach used in this research is determined. This part ends with exploring the main domains related to Social Entrepreneurship.

3.1.1 SOCIAL ENTREPRENEURSHIP AS A CONTESTANT CONCEPT

In recent years social entrepreneurship is starting to become a widely debated topic, in science as well as the real world. Even after two decades of research, the concept of social entrepreneurship remains contested (Choi and Majumdar, 2013). They argue there are multiple competing definitions and a unifying framework is lacking. Consequently, it is a research field still considered to be in its infancy and it prevents progressive research (Choi and Majumdar, 2013).

A big challenge lies in the fact that a lot of studies are based on case studies and success stories, resulting in a lack of generalizability (Choi and Majumdar, 2013). Also the context of social entrepreneurship plays a role. In Anglo-Saxon countries Social Entrepreneurship refers to a wide array of non-profit and for profit experiences. In the European tradition it is seen as a different way of doing business (Braunerhjelm and Hamilton, 2012). The cultural and geographical context in which Social Entrepreneurship activities appear

in different places is different. Which explains the difference in what it means to people (Mair and Martí, 2006).

Another explanation for the debates is the internal complexity of Social Entrepreneurship. In Choi and Majumdar (2013) a concept is internally complex when there are multiple parts that “together constitute the concept’s valued achievement”. Other researchers recognize Social Entrepreneurship as a complex, multi-dimensional and multi-faceted phenomenon (Nicholls, 2008; Weerewardena and Mort, 2006; Bacq and Janssen, 2011).

Different researchers emphasize different components of Social entrepreneurship, which makes it impossible to find a standardized definition (Choi and Majumdar, 2013). They argue that this internal complexity leads to *“the possibility of a variety of descriptions of the concept in which its different aspects are graded in different orders of importance”* and that *“definitional disputes over essentially contested concepts are disputes, which cannot be settled by appeal to empirical evidence, linguistic usage, or the canons of logic alone”* (Choi and Majumdar, 2013).

Based on these arguments Choi and Majumdar (2013) see the acceptance of the contestant nature of Social Entrepreneurship as a necessary part to move the field forward. If researchers don’t accept it, it is not possible to collaboratively develop the concept.

Their solution to deal with the contestant nature is to see SE as a cluster concept with different elements to it. It is important then to explicitly state that understanding and to describe which component(s) you focus on as a researcher. This way other researchers in the field of social entrepreneurship can easier identify the relevant to their approach to social entrepreneurship and to build further on the relevant literature in their approach.

Despite the different definitions and components, there is one overarching element that can be defined as a key condition. Choi and Majumdar (2013) identify the component of social value creation as an essential condition that comes back in all the other components they identified.

However, the problem is that even the components in itself might be essentially contestant. In Braunerhjelm and Hamilton (2012), a meta-analysis of the literature in social entrepreneurship, it is argued that even around the main component of social value creation is a lot of discussion. They identify two main streams of thought.

1. A group of scholars argue the creation of social value is the core goal of the social entrepreneurial organization and, as such, the economic value creation represents a necessary but not sufficient condition.
2. A second group of scholars emphasize the creation of blended value, which means that those social enterprises serve multiple goals, ranging from economical, social and socio-political goals at the same time. Under this group of scholars there is no clear goal that is more important than other goals. (Braunerhjelm and Hamilton, 2012)

3.1.2 DEFINING SOCIAL ENTREPRENEURSHIP

As a definition I follow the line of thought of the first group of scholars, meaning that in social entrepreneurship the social goal and social value they create is the main drive of social entrepreneurs. But I also emphasize the need of other goals, like financial profits or an effective organization, as necessary conditions to achieve the social goals of the organization. Another important element in this study is the principle that the definition of social entrepreneurship captures the broad contestant nature of the concept and should not be too narrow.

There are dozens of definitions of social entrepreneurship and in Braunerhjelm and Hamilton (2012) alone there are multiple definitions mentioned. The following definition of Fowler (2000) captures my vision on social entrepreneurship.

“Social entrepreneurship is the creation of viable (socio-) economic structures relations, institutions, organizations and practices that yield and sustain social benefits”

3.1.3 THE DOMAINS IN THE RESEARCH ON SOCIAL ENTREPRENEURSHIP

This study focuses on a few components of the concept of social entrepreneurship. According to Braunerhjelm and Hamilton (2012) the current literature can be categorized in 4 broad domains. Figure 3.1 shows the different domains, with the related topics for every domain.

FIGURE 3.1 RESEARCH DOMAINS SOCIAL ENTREPRENEURSHIP

Domain	Topic
The individual social entrepreneur	(1) Skills, (2) Background & experiences, (3) Discourse, (4) Demographics, (5) Motives
The core elements of social entrepreneurial process	Stages, (2) Opportunity identification, (3) Innovation (4) Scaling, (5) Networking, (6) Process traits, (7) Risk
Comparison between SE and other forms of organizations	Different strategic, tactical and operational topics related to the internal organizational characteristics of social enterprises
Identifying the environmental factors	(1) Environmental dynamics (2) Support structures

Source: Braunerhjelm and Hamilton (2012)

In this study 2 domains are emphasized. The first one is the domain of the individual social entrepreneur. Braunerhjelm and Hamilton (2012) assume that the individual social entrepreneur is different from the commercial entrepreneur and the non-entrepreneur. This is based on differences in five characteristics; skills, background and experiences, discourse, demographics and motives.

Then the second domain is about the environmental factors relevant for social entrepreneurship. In this domain the interplay between social entrepreneurs and their environment is explained.

When discussing the development of entrepreneurial intentions in the next part of this literature review, it is discussed how the elements in these 2 domains influence the development of intentions towards entrepreneurship.

After a short exploration of the field of social entrepreneurship, the next step is to create a better understanding around the main concepts in this thesis. When exploring the literature relevant for the main concepts, the following structure is applied to capture the literature. This part is divided in 3 topics, consisting of a number of subtopics.

3.2 CONCEPTS FOR DEVELOPING ENTREPRENEURIAL INTENTIONS

In this paragraph literature relevant to explain the development of Social Entrepreneurial intentions is captured. The relevant literature is divided in the following subtopics.

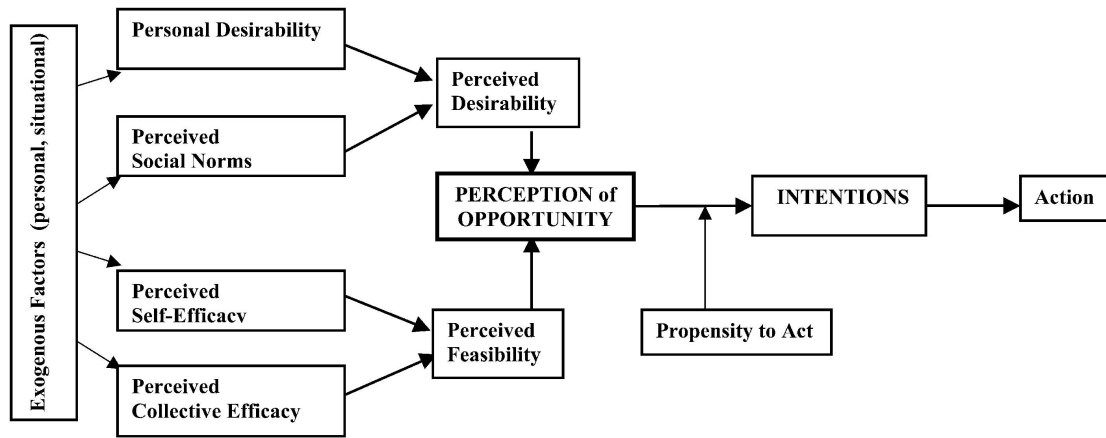
- Models for developing entrepreneurial intentions
- Individual characteristics that distinguishes social entrepreneurs
- Obstacles for developing Social Entrepreneurial intentions

3.2.1 TRADITIONAL MODEL FOR ENTREPRENEURIAL INTENTIONS

One of the key topics in this research is on the Social Entrepreneurial intentions towards Social entrepreneurship under students. To start understanding the nature and development of entrepreneurial

intentions it is good to start with the basic model of how entrepreneurial intentions develop build by Krueger (2002).

FIGURE 3.2 MODEL FOR DEVELOPING ENTREPRENEURIAL INTENTIONS



Source: Krueger (2002)

In the introduction this model is already introduced shortly and in this chapter this model is further explored. The model originates from the field of cognitive psychology. According to Krueger (2002) the field of cognitive psychology offers insights in the way entrepreneurs think and see and act on opportunities. He mentions three core concepts, which are presented in figure 3.3.

FIGURE 3.3: CONCEPTS IN THE DEVELOPMENT OF ENTREPRENEURIAL INTENTIONS

	Meaning
Perception	The idea behind perceptions is that we apprehend reality not directly, but through perceptual lenses. People are not able to pursue an opportunity they don't perceive.
Intentions	As mentioned earlier, Intention is the cognitive state immediately prior executing a behavior. It is influenced by two main variables, perceived desirability and perceived feasibility
Belief structures	According to the research underlying beliefs and attitudes influence the perception and intentions, for example via the perceived self-efficacy. Which is defined in the study is the perception of the own competences to do a specific job.

Source: Krueger (2002)

Walking through the model the intentions towards entrepreneurship are determined by the perceived opportunities of the individual. The way individuals perceive opportunities, is influenced by 2 main drivers.

PERCEIVED DESIRABILITY

Defined as the “perceptions of what an individual finds desirable” Krueger (1994). In the basic model two main elements explain the perceived desirability of entrepreneurship.

The first one is the personal desirability, which is determined by the perceptions of the outcome of the act of entrepreneurship. If the positive outcomes outweigh the negatives, there is an intrinsic reward and interest to act (Krueger, 1994 & 2002). Mentors, personal experiences or external rewards can externally influence the perceived desirability.

Then there are also the perceived social norms, defined as “our perceptions of what important people in our lives would think about launching a venture” (Krueger, 1994). This perceived social norms are a function of the perceived normative beliefs of significant others weighted by the individual’s motive to comply with each normative believe (Krueger, 2002). The climate and culture towards entrepreneurship are important external factors influencing this (Krueger, 2000).

PERCEIVED FEASIBILITY

The perceived ability to execute the target behaviour (Krueger 2002)

Personal self-efficacy, defined as the perceived personal capability to do a particular job or task (Krueger, 2002) is seen as one of the critical elements to understand planned and intentional behaviour. High self-efficacy leads to high effort and persistence, and consequently higher performance. Low self-efficacy leads to seeing obstacles and lower effort and persistence, and consequently lowers performance.

The key message is that not the level of skills and competences itself but the way you perceive them is crucial. Getting experience and mastering skills and competences, increases the confidence in the individual’s competences. The key role of confidence in the personal competences, explains the importance of personal, emotional and psychological development of an individual.

Then besides self-efficacy there is also the perceived collective efficacy, which is the ability of the organization, group or community to act. When support is necessary for an intended behaviour, perceptions of the collective efficacy are important. Even with high self-efficacy, low trust in the capabilities of the organization or group can hinder the actions (Krueger, 2002).

The intention to act on the opportunities they perceive is also mediated by a concept called the propensity to act. This is defined as a form of pro-activeness to act on perceived opportunities. In another article Krueger (2002) describes the same element as precipitating factors. Which are factors that determine the realization of intentions. Those factors can function as barriers that stop people from acting on the opportunities they see, and could be both externally influenced or externally.

Individuals could be influenced externally by the perception of the availability of resources and by events like getting fired or getting a new contract. Internally cognitive barriers could arise because of perceptions of personal situation like age.

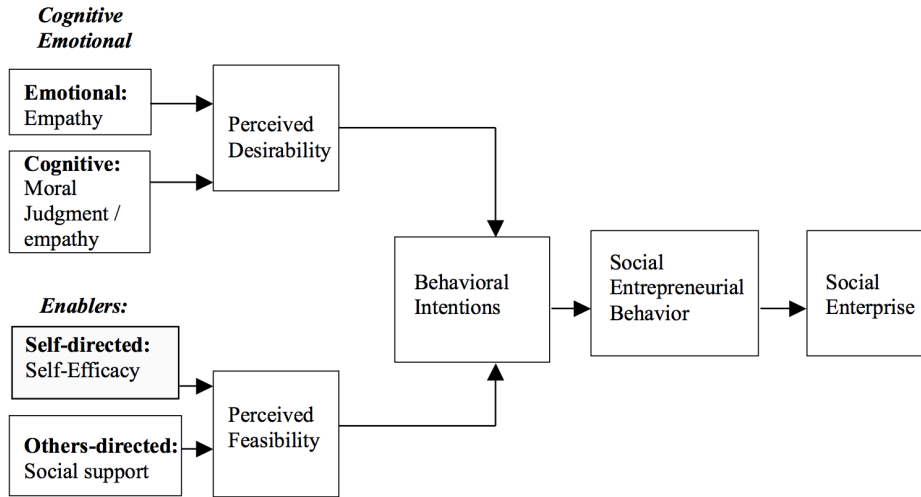
What makes the model useful in the context of this study is that it takes in account the exogenous factors that influences the perceptions of both the desirability and feasibility and also in the propensity to act on the opportunities individuals perceive. So it leaves a lot of space open to explore the influence of the local context and infrastructure as exogenous factors that influence the perceptions and propensity to act.

Also notable is the assumption in Krueger (1994) that the propensity to act can be trained.

HOW DO SOCIAL ENTREPRENEURIAL INTENTIONS DEVELOP?

Mair and Noboa (2003) build on the traditional intentional model developed by Krueger (2002). They specified the different determinants in the traditional model and identified a number of specific key concepts relevant for the development of social entrepreneurship related intentions.

FIGURE 3.4: MODEL FOR DEVELOPING SOCIAL ENTREPRENEURIAL INTENTIONS



Source Mair and Noba (2003)

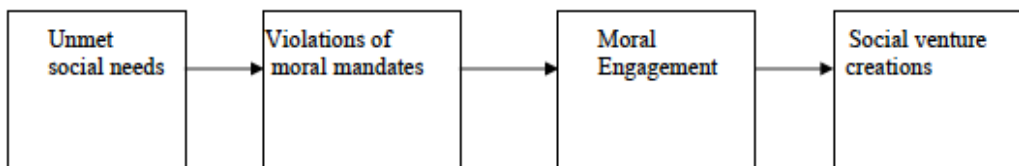
The first contribution of the model of Mair and Naobo (2003) is the identification of the key determinants of perceived desirability of social entrepreneurs. Two concepts are mentioned.

Empathy, defined as the sensitivity for the feeling of others, is an essential foundation for the desirability of starting a social enterprise. It is argued that empathy leads to the willingness to help and the need to do something to end the suffering of other people (Mair and Noba, 2003). Social enterprise is one way to make that happen.

They also mention the additional concept of moral judgement, which is defined as “the reasoning an individual follows to justify his/her actions in the face of a moral dilemma”.

Beugre (2011) focuses on the process of how morals influence the development of social venture creation. He sums this up in his theory of moral engagement

FIGURE 3.5 PROCESS OF SOCIAL VENTURE CREATION



Source: Beugre (2011)

He found out that social entrepreneurs feel deeply committed to their ideals and feel morally obliged to do something about it. For them solving a social issue is the right thing to do (Beugre, 2011).

He distinguishes inner- and outer-directed moral engagement. The former is intrinsically driven by the individual’s goals and values. The outer-directed form of moral engagement refers to the situation where a personal feels the moral obligation based on external expectations.

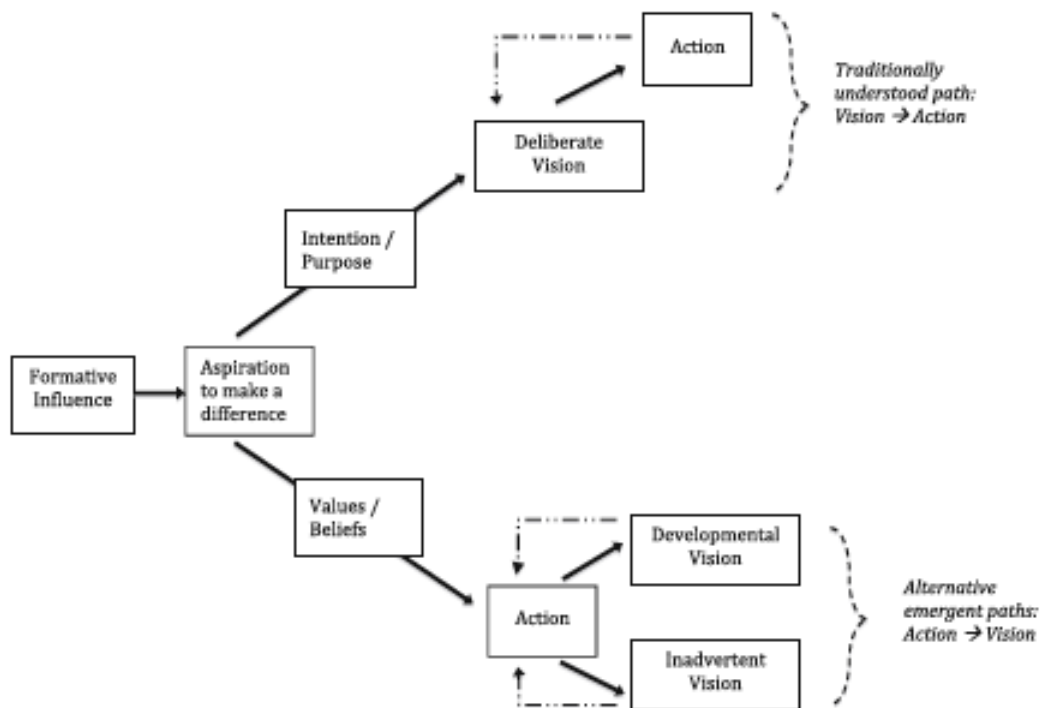
The intensity of moral engagement influences the commitment and determination to start a social enterprise. A higher level of intensity increases the likelihood of a person starting a social venture. (Beugre, 2011).

Besides perceived desirability Mair and Noba (2003) also stress a second key determinant, which is the perceived feasibility. Similar as in the traditional Krueger model, perceived feasibility determines of an individual acts on his ideas and preferences. In essence starting a social enterprise is an entrepreneurial action and as been mentioned in the traditional model a high level of self-efficacy are considered as a powerful indicator of entrepreneurial behaviour.

Instead of collective efficacy Mair and Noboa (2003) mention the concept of Social support. It is emphasized that not all the individuals that have a high-perceived desirability and self-efficacy automatically set up a social enterprise. Social support is defined as the tangible outcomes, either actual as potential, that individuals derive from their social networks (Baron, 2000). It provides the resources needed to engage in and implement social ventures (Aldrich and Martinez, 2001). However social support is also a supportive condition in regular entrepreneurship, social entrepreneurship depends more on the collaboration between different stakeholders. Ambitious Social Entrepreneurial projects require the engagement of all the partners in the civic society and not one group alone (Mair and Noboa, 2003).

Besides the adapted model of the intentional model of Mair and Noboa (2003) there are also other models that create more insights in the process of developing social entrepreneurship related intentions. One of them is Wadlock and Steckler (2014), who researched how social entrepreneurs develop their vision and actions. They created a conceptual model called the Vision Pathways of social entrepreneurs, which is visualized in the following figure.

FIGURE 3.6 VISION PATHWAYS OF SOCIAL ENTREPRENEURS



1 Vision pathways of social entrepreneurs

Source Wadlock and Steckler (2014)

The essence of this model is that there are 2 main ways of developing vision and action. The first one is the traditional deliberate path. Here the whole development from aspiration towards action is very intentional and planned out. They had a clear sense of where they were going (Wadlock and Steckler, 2014).

The alternative one is the emergent one, in which actions are not based on a deliberate vision, but the vision emerges out of the actions. By making sense of their actions in retrospective, they made sense of it and developed their visions based on those actions (Wadlock and Stickler, 2014).

They actually found out that the process of developing vision and actions of the majority of social entrepreneurs could be characterized as emergent. They categorized 14 of out 23 respondents as emergent social entrepreneurs.

Another interesting article that goes deeper into the process of Social Venture creation is Haugh (2007). He identified six stages of developing a social enterprise; (1) opportunity identification, (2) idea articulation, (3) idea ownership, (4) Stakeholder mobilization, (5) opportunity exploitation and (6) Stakeholder reflection.

He also mentions a number of elements in the social entrepreneurship process that is different from regular entrepreneurship. Examples are the different level of challenge in collecting resources or the difficulty of dealing with more stakeholders.

3.2.2 MAIN INDIVIDUAL CHARACTERISTICS SOCIAL ENTREPRENEURS

Having discussed the different models that show how entrepreneurial intentions develop, the next step is to dig deeper into the specific individual conditions that are necessary to develop Social Entrepreneurial intentions. So the focus is on identifying key individual characteristics Social Entrepreneurs normally possess. In Braunerhjelm and Hamilton (2012) a number of characteristics are mentioned that Social Entrepreneurs need: (1) Skills (2) Personality (3) Demographics (4) Motives

SKILLS

In Turner and Martin (2005) a number of specific skills that a Social Entrepreneur need are mentioned. They distinguish between 2 types of skills, which are managerial and entrepreneurial skills.

FIGURE 3.7 MANAGERIAL AND ENTREPRENEURIAL SKILLS

types of skills	
Managerial Skills	Managing budgets Monitoring outcomes Administrating a funded program
Entrepreneurial Skills	Risk taking Raising funds Partnerships and networking Delivering Innovative work

Datasource Turner and Martin (2005)

An important thing mentioned is that when social entrepreneurs work in a team, they don't necessarily need all the mentioned skills. The different skills could be spread out over the different team members or those skills could be available in their personal network.

In Alvord, Brown, and Letts (2004) and Sharir and Lerner (2006) networking is emphasized as a critical skill of Social Entrepreneurs. Those networking skills are necessary because of the number of stakeholders that is involved with setting up a social enterprise. The networking skills help social entrepreneurs in both building the network and efficiently making use of the network. Sharir and Lerner (2006) concluded from their research that from the 8 variables they considered, only the networking skills and total dedication are identified as necessary conditions. Good networking leads to the development of social capital, which provide flows of information, resources and shared norms between the different partners (Purdue, 2001).

EXPERIENCE AND BACKGROUND

Having certain experiences is something that social entrepreneurs need to be more successful as a social entrepreneur. Specific experiences that are mentioned are related to managing or initiating projects. These experiences are described as important indicators for an entrepreneurial mind and having success as a social entrepreneur (Sharir and Lerner, 2006 ; Van der Scheer, 2007).

Also relevant is the notion that the main discourse in the social entrepreneurship literature is around the assumption that a more entrepreneurial and business-minded approach is good for creating social impact. This explains the emphasis on regular entrepreneurial and business related skills and experience (Van der Scheer, 2007; Dart, 2004).

PERSONALITY

So it is argued that success in Social Entrepreneurship is determined by entrepreneurial and business related skills. However in Bacq et al (2011) they found out that the profile of social entrepreneurs is less supportive for entrepreneurial action. They are less confident and have less desirability to put in the effort necessary for starting an enterprise. They also see themselves less as an entrepreneur.

In Mair and Noboa (2003) the importance of both desirability and self-efficacy is already emphasized. It is already mentioned that having the right skills can improve the chance of success. But without the belief in your own capabilities to perform a task, you never see social entrepreneurship as a feasible option.

DEMOGRAPHICS

The study of Hoogendorn et al (2010) shows that demographics is something that distinguishes social entrepreneurs from regular entrepreneurs, who are more often male. Social entrepreneurs in the contrary are more female.

MOTIVES

Motives are a much-emphasized topic in the field of social entrepreneurship. Sharir & Lerner (2006) discuss that a number of motives are similar to regular entrepreneurs. Motives like self-fulfilment, achievement, and occupational independence are important for both types of entrepreneurs. However some motivations are more specific for social entrepreneurs. Examples of these motivations mentioned in Sharir & Lerner (2006) are personal rehabilitation, search for solutions to individual distress, and fulfilment of obligations to one's community by meeting local needs or addressing social issues.

Getting back on what determines the perceived desirability, empathy is an important one. It is argued that empathy leads to the willingness to help and the need to do something to end the suffering of other people (Mair and Noboa, 2003). Social enterprise is one way to make that happen.

Bacq et al (2014) explore the drive of social entrepreneurs. According to them, Social entrepreneurs are much more driven by their moral judgment and empathy. They also found out that they are not motivated by the idea of being self-employed. Their need of doing something is a very important drive. This causes that they are less focused on the outcome and results, but more on the process of being involved.

In Beugre (2011) moral engagement is emphasized as the key concept. Moral engagement is defined as *“a cognitive process in which the individual feels strongly committed and determined to create a social venture to address a social need”* (Beugre, 2011).

Tams and Marshall (2011) try to explain the shift towards a more responsible form of careers in a more systemic way. The domain of a career is broadened beyond the scope of the organization and people are more concerned about their impact on the wider society. Living in a globalizing society that is more connected and interdependent, makes everything more uncertain and risky and creates the feeling that people need to be more engaged in a systemic way.

In their study on the preference for impact careers, Tams and Marshall (2011) also mention that the shifting career preferences is influenced by multiple factors, ranging from societal dynamics, organizations, relationships, meaning-making and communities.

Bacq et al (2014) discuss the specific process of opportunity recognition in the case of social entrepreneurship. They argue social entrepreneurs start from the context they work in. They are driven by their empathy and moral judgement and see a number of issues in the social structures they are embedded in.

COMMON OBSTACLES FOR SOCIAL ENTREPRENEURS

Based on a large survey of 26000 entrepreneurs in 36 countries Hoogendorn et al (2010) tested a number of variables that challenged social entrepreneurs in turning their ideas and efforts into sustained businesses.

The conclusion was that three perceptions of barriers and other variables are different for socially motivated entrepreneurs than for profit entrepreneurs. There are three main factors that distinguish social entrepreneurs.

Social entrepreneurs perceive a lack of financial support and a lack of startup information. Besides that they also have higher levels of fear of personal failure and bankruptcy. Lastly there is a demographic profile that seems less ideal for strong performance and success. So there are relatively more female entrepreneurs, there are less entrepreneurs in the best performing age range under entrepreneurs of people in their thirties and forties. Young people tend to lack the necessary experience and confidence and older generations do generally have a little less energy and a lower drive (Hoogendorn et al, 2010).

Bacq and Janssen (2011) elaborate on the entrepreneurial profile of social entrepreneurs. They argue that the entrepreneurial profile is not ideal for being successful in creating a sustained social enterprise.

The first disadvantage is that relatively a lot of social entrepreneurs are engaged part-time in their enterprise instead of fulltime. They put less effort in mobilizing resources and being successful. This limits their chance of being successful.

It is also a signal that a number of social entrepreneurs don't perceive a social enterprise as a fulltime opportunity. Bacq and Janssen (2011) argue that this might be caused by a perception of limited earning potential and resources. And this prevents social entrepreneurs to fully engage in their social enterprise.

Another finding in this research is that social entrepreneurs regularly don't see themselves as entrepreneurs. They are not focused on the results of their business, but instead are just focused on the idea of contributing. As if it is a different way of volunteering instead of starting a business (Bacq and Janssen, 2011).

3.2.3 ENTREPRENEURIAL LEARNING

In previous parts of the literature review on the Entrepreneurial Intentions and individual characteristics of entrepreneurs, several elements were mentioned that doesn't develop naturally. The right skills, the right personality and mindset are some of the examples that people develop over years via learning and experiences. To better understand this process, literature around entrepreneurial learning and education is explored. In Jones and English (2004) entrepreneurial education is defined as:

"Entrepreneurial education is the process of providing individuals with the ability to recognize commercial opportunities and the insight, self-esteem, knowledge and skills to act on them"

Entrepreneurial learning results in the development of both competences and entrepreneurial identity. Entrepreneurial identity determines if they perceive themselves as entrepreneurs, which is an important part of developing intentions towards entrepreneurship (Markowska, 2011).

METHODS OF ENTREPRENEURIAL LEARNING

In Higgins et al (2011) and Ollila and Middleton (2011) different forms of entrepreneurial education are discussed, which are shortly introduced in this literature review.

PASSIVE FORMATIVE LEARNING AT BUSINESS SCHOOLS

The traditional way of entrepreneurship education is the entrepreneurship programs taught at university as part of their business program. These programs tend to be based on corporate values and rational institutionalism and make use of passive learning methods like lectures, assignment and tests (Higgins et al, 2011). Even if projects are part of the program, students are usually more involved spectators than active participants. Because of the current trend towards more experiential learning, the criticism on this type of education grows. The notion is made that the essential skills and the entrepreneurial attitude are better developed via experiential type of learning (Higgins et al, 2011). In Ollila they argue that;

“ most existing entrepreneurship programs were focused on teaching about entrepreneurship, rather than actually developing entrepreneurs “

EXPERIENTIAL AND SOCIAL LEARNING

Higgins et al (2011) discuss in their approach the necessity of experiential and social learning approaches to entrepreneurial education. They refer to a number of authors who support their preference for a more experiential approach of learning. In Ollila and Middleton (2011) the so-called enterprising is discussed, which is introduced by Gibb (1996). This approach aims for real world the learning via real enterprising activities. By internalizing those experiences entrepreneurial skills and behavior are practiced (Ollila and Middleton, 2011). However they also acknowledge that students might not yet have the capacity to start up their enterprise.

MIXED PROGRAMS LIKE THE VENTURE CREATION APPROACH

More and more programs at universities are turning towards a more mixed approach. One of the mixed approaches is the Venture Creation Approach (Ollila and Middleton, 2011). In this approach education is combined with a venture creation process linked to an incubator program. There are still academic assignments, but they are linked to the steps in the process of developing their enterprise. In one of the cases they applied this approach, students start with a combination of theory and simulation to build the first set of entrepreneurial skills and at the same time forming teams around possible ideas, supported by staff. The second year, the venture teams become part of an incubator, which provides the startups with support of a business developer. In this year the students learn practical skills and knowledge like marketing and finance that they can directly apply. The philosophy is that the practical courses and incubator support provide the necessary support for students to set up a successful venture (Ollila and Middleton, 2011).

CHALLENGES AND CONSIDERATIONS IN ENTREPRENEURIAL LEARNING

The Venture Creation Approach deals with a number of challenges according to (Ollila and Middleton, 2011). First of all there could be difficulties in balancing commercial and learning needs and facilitating the connections between the courses and practical activities. It requires care to make sure the courses are relevant at that specific time of the startup process. Another issue is that the different mindset between the academic and the entrepreneurial part. The academic part has a more problem-focused approach, which entails that learning comes from analysis of the situation and reflecting on it. While at the same time, the entrepreneurial part the entrepreneurial part is more action oriented (Ollila and Middleton, 2011).

3.3 EXTERNAL INFLUENCES: THE ROLE OF THE ENTREPRENEURIAL ECOSYSTEM, INFRASTRUCTURE AND STARTUP COMMUNITIES

While reviewing the literature around the concepts of individual intentions and characteristics of social entrepreneurs already showed a number of connections with the external context of the entrepreneur.

In both models of entrepreneurial intentions exogenous factors, like social support or collective norms have a strong influence of other variables in the model. Also external expectations are mentioned as an important determinant of moral engagement of an individual, which is an important motivation for social entrepreneurs to start. A final example is the presence or lack of resources and funding that is an important enabler of an individual social entrepreneur to take action on his ambitions

The next step in this literature review is exploring the relationship between external factors in the local context and the Social Entrepreneurial intentions of social entrepreneurs. First the concept of the entrepreneurial ecosystem and related concepts are introduced as a model that explains the role of different elements in the local context in the development of ventures. Then the literature review zooms in on the role of startup communities, as an overarching concept that captures the formal and informal networks of entrepreneurs and the infrastructure that facilitates the interaction between the different elements within the entrepreneurial ecosystem. Then finally this chapter ends with integrating the different concepts in this literature review. This integration consists of exploring the interrelationships between the intentions and individual characteristics of social entrepreneurs and the entrepreneurial ecosystem they are part of.

In this part a number of concepts are discussed that are relevant for explaining the role of the Entrepreneurial infrastructure and ecosystem in explaining entrepreneurial activities. The current literature only takes into account infrastructure and ecosystem concepts related to regular entrepreneurial activities. Because of this reason theory and models for regular entrepreneurship is discussed. The following concepts are explored in this part.

- The entrepreneurial ecosystem
- Different forms of entrepreneurial infrastructure
- Startup communities
- The embedded entrepreneur

3.3.1 THE ENTREPRENEURIAL ECOSYSTEM

Vogel (2013) describes the conceptual development of the theory around the entrepreneurial ecosystem. The ecosystem approach itself originates from the field of ecology, where it is first mentioned in writing in 1935. A recent definition of an ecosystem is:

“a unit comprising a community (or communities) of organisms and their physical and chemical environments, at any scale, desirably specified, in which there are continuous fluxes of matter and energy in an interactive open system” (Willis 1997)

In the nineties the ecosystem is approach is used as a strategic planning concept in the business literature. James F. Moore defines the business ecosystem as;

“An economic community supported by a foundation of interacting organizations and individuals... producing goods and services of value to customers, who are themselves members of the ecosystem. The member organisms also include suppliers, lead producers, competitors, and other stakeholders. Over time, they coevolve their capabilities and roles, and tend to align themselves with the directions set by one or more central companies...” (Moore, 1996: 29).

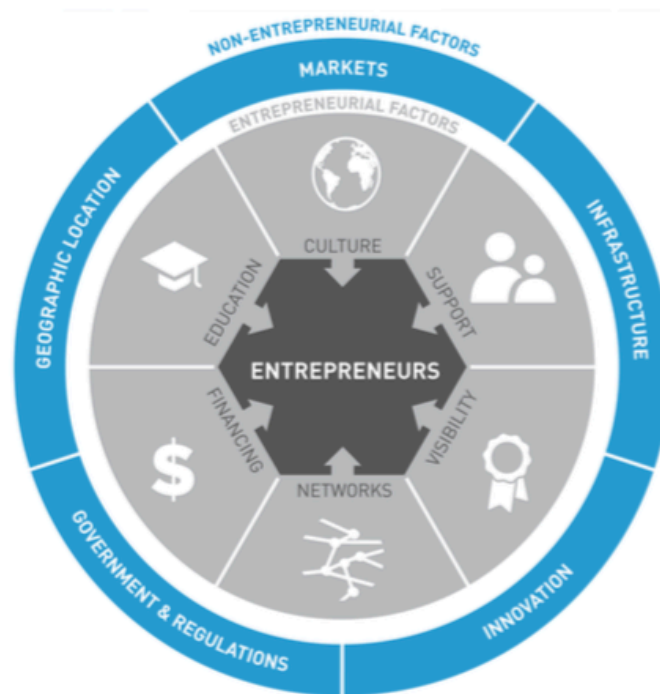
Research around the entrepreneurial ecosystem is scarce. Most entrepreneurship literature focuses on the individual traits of the entrepreneur. However it gained more momentum in recent years.

Based on previous literature Vogel (2013) comes up with the following definition of the entrepreneurial ecosystem.

“An interactive community within a geographic region, composed of varied and inter-dependent actors (e.g. entrepreneurs, institutions and organizations) and factors (e.g. markets, regulatory framework, support setting, entrepreneurial culture), which evolves over time and whose actors and factors coexist and interact to promote new venture creation.” (Vogel, 2013)

Vogel (2013) identified three overarching categories, each consisting of a number of a number of components. The non-entrepreneurial factors are the exogenous factors that are not entrepreneurship specific. Then there is a entrepreneurship specific environment, consisting of a number of components and finally individual entrepreneurs are part of the system. The following table shows the main components per category.

FIGURE 3.8 MODEL ENTREPRENEURIAL ECOSYSTEM



Source: Vogel (2013)

FIGURE 3.9 ELEMENTS IN THE ENTREPRENEURIAL ECOSYSTEM

Elements of the ecosystem	
Non entrepreneurial factors	(1) Markets, (2) Infrastructure, (3) Innovation, (4) Government and regulations, (5) Geographic location
Entrepreneurial factors	(1) Culture, (2) Support, (3) Visibility, (4) Networks, (5) Financing, (6) Education
Entrepreneurs	(1) Novice entrepreneurs, (2) Serial Entrepreneurs

Source Vogel (2013)

Every component consists of a wide number of subcomponents. Some examples for the Market element are the customers, competitors, distribution channels, suppliers and large corporations. The financing element consists of parties like accelerators, debt, micro-finance or crowdfunding. The main message is that a large number of elements are linked to the local entrepreneurial ecosystem. A complete list can be found in the appendix 3 (List in literature Vogel).

Cohen (2006) discusses the importance of well-functioning and connected ecosystems. He argues that the success of entrepreneurial regions like Silicon Valley can be explained by the state of the regional ecosystem.

There are several underlying mechanisms that explain how well functioning ecosystems support the growth of new companies. Based on Porter's Cluster theory and the theory of industrial ecology, Cohen (2006) explains a number of mechanisms that explain the importance of the ecosystem. There are 2 broad categories of arguments supporting the importance of the entrepreneurial ecosystem.

First of all the different actors in defined region together facilitate and support the development of new ventures. The different actors could provide different resources and mentorship that increases the chance of success for startups.

Also based on the cluster theory is the argument of Cohen (2006) that the presence of a large number of actors attracts a pool of different resources, increasing the access and lowering the costs of the resources. An example mentioned is the presence of a large labour pool, which increases the access to specific knowledge provided by the talent pool.

The most important function of a functioning ecosystem is that successful entrepreneurs create broad spillovers for less experienced entrepreneurs in the ecosystem, which helps aspiring and less experienced launch their business. A functioning entrepreneurial ecosystem generates new start-ups by improving the different domains in the system (Isenberg, 2011).

Ideally, experienced entrepreneurs have a mix of motives to stay involved in the ecosystem. Entrepreneurship is a lifestyle and addiction for them and they use their profits to become angel investors, mentors, advisors and/or board members for new startups. In the different steps of the entrepreneurial process seasoned entrepreneurs support the new generation of entrepreneurs.

(1) They provide training opportunities for human capital development. (2) Their success stories create inspiration and ideas for the new generation of entrepreneurs and promote an entrepreneurial mindset. (3) They provide the capital and other resources like network for start-ups to successfully launch their business. (4) Sometimes they become part of a new start-up as a cofounder or boardmember, and in that role they use their experience and network to make it more successful.

There are a number of other relevant concepts that show similarities to the concept of the entrepreneurial ecosystem:

- (1) The Enterprise development system introduced by (Lichtenstein et al, 2001)
- (2) the entrepreneurial system (Neck and Meyer, 2004)
- (3) The Regional system of entrepreneurship (Qian et al, 2013)

3.3.2 THE INFRASTRUCTURE AND STARTUP COMMUNITIES

In Cohen (2006) the notion is made that a well functioning ecosystem goes beyond the presence of the specific businesses and organizations in a geographical context. According to Spilling (1996) the interaction of the interdependent elements inside an entrepreneurial ecosystem is essential in the economic development of the ecosystem. Ventures develop in close interaction with each other and the environmental factors. Specific infrastructure is necessary to facilitate this interaction. *"The development of communities requires more than just the development of a number of businesses; it is also about infrastructure, public institutions, and about firms that can match together in advanced production systems* (Spilling, 1996: p. 91).

That is why within the wider ecosystem approach, the nexus of the analysis will be on the infrastructure and related institutions that facilitate the interactions between the different elements in this ecosystem.

Weele et al (2014) focuses on the role of the so-called startup communities within the entrepreneurial ecosystem to facilitate interaction. Based on previous work he concludes that the actors inside an ecosystem should be well connected through formal and informal networks that facilitate the flow of resources between them (Weele et al, 2014).

He defines start-up communities as *“local informal networks of entrepreneurs that support and encourage each other by sharing their resources and passion, thereby facilitating learning and innovation “* (Weele et al, 2014).

Considering the function of start-up communities in providing a network and facilitating interaction, trust and sharing resources, it seems that startup communities play an important role the functioning of the ecosystem.

CHARACTERISTICS START-UP COMMUNITY

Building on the key definition there are multiple factors that are characteristic for start-up communities. First of all there are different forms of communities. They could cluster around either Incubators, co-working spaces, business communities or communities of practice (Weele et al, 2014).

The network perspective is the most known element of start-up communities. Communities are not about egocentric relations of an individual member, but about the formal and informal network as a whole. However more characteristics are emphasized. Start-up communities are tight-knit, self-emergent and their passion and commitment are crucial for holding the community together. There is a high willingness to help and share experiences in start-up communities, with the principle of “give before you get”.

Within start-up communities shared norms develop. Those shared norms help against opportunistic behaviour and violation damages the reputation and the chances to survival of the business (Weele et al, 2014).

Weele et al (2014) further defines a number of benefits of the existence of startup communities. First of all it strengthens the entrepreneurial ecosystems by attracting new entrepreneurs and create partnerships inside the network. It helps to promote trust-based relationships between the different partners in the network. It makes partners more accessible for each other and decreases the need of formal arrangement. This lowers the costs of doing business.

Weele et al (2014) also mentioned that for the individual entrepreneur being part of a community also provides a sense of belonging to a group of like-minded entrepreneurs. It gives comfort and helps coping with challenges. The presence of other entrepreneurs also helps in setting higher goals because the other entrepreneurs provide a benchmark with their own performance.

A really big advantage is the access to resources and ideas. Start-up communities are regularly clustered around co-working spaces and they can share facilities, which lowers costs. Members also exchange business ideas, experiences and capabilities that help the individual members of the community. Indirectly, the reputation and success stories of the start-up community also improve the credibility and reputation of individual members. This helps entrepreneurs to expand their network and attract investors.

THE TYPES OF INFRASTRUCTURE THAT EXIST IN AN ECOSYSTEM

While discussing the characteristics of start-up communities, it became clear there are multiple ways they are important for the different entrepreneurs.

Because start-up communities play such an important role in supporting the networks and relationships crucial for the functioning of the ecosystem, the assumption is made that they are also critical in actively providing different forms of infrastructure that are essential for entrepreneurs. And indirectly start-up

communities facilitate the development of essential infrastructure. In the following part the different types of infrastructure essential for entrepreneurs are mentioned.

COGNITIVE INFRASTRUCTURE

In Krueger (2002) cognitive infrastructure consists of a number of mechanisms that spread entrepreneurial thinking and provide an environment, which is perceived as supportive for entrepreneurial action. The infrastructure helps individuals to perceive new opportunities and entrepreneurial action as credible and viable and enables a greater orientation on seeing and acting on opportunities.

In such an opportunity-friendly environment the perceived desirability and feasibility of opportunity seeking are increased, by creating supportive social norms, improving the individual and collective efficacy and the personal attitude. He mentioned a number of mechanisms that helps in developing a supportive environment.

FIGURE 3.10 MECHANISMS COGNITIVE INFRASTRUCTURE

Mechanisms related to the cognitive infrastructure

Explicit cues

Proactively communicating messages that improve the perceived collective efficacy in an organization or community. Success stories help with creating the perception things are feasible.

Developmental experiences

Creating opportunities that makes it possible to master certain skills with a lower risk.

Mentors

Experienced mentor help starting entrepreneurs to increase skills and become more confident in their level of skills, which improve the self-efficacy.

Teams

When working in teams, members of that team have more resources and skills around to be successful. Besides that teams provide the social support.

Benchmarking and best practices

Making visible what is possible creates credibility in what is possible and create the desirability to innovate.

Information flows

Information flows facilitates supportive knowledge that shows how to innovate and the importance of innovation.

Source: Krueger (2002)

SOCIAL INFRASTRUCTURE

The concept of Entrepreneurial Social Infrastructure (ESI) is introduced in Flora et al (1997). The importance of ESI is based on the principles that economic action is embedded in the social structure. An essential concept in the social structure is social capital. It refers to *“Features of social organization, such as networks, norms and trust, that facilitate coordination and cooperation for mutual benefit.”* (Robert D. Putnam (1993, pp. 35-36) He adds that social capital enhances the benefits of investing in physical and human capital.

Main advantages of social capital are that it promotes interaction and trust, which helps lowering transaction costs. Lowering the transactions costs increases the efficiency and return on other forms of capital.

ESI is defined as structures or formats that convert social capital in organizational forms. Without these structures social capital can't develop because of low levels of interaction and trust.

In Flora et al (1997) three main groupings of structures are identified, each with a few key components. The main groupings are (1) Legitimacy of alternatives, (2) Mobilization of resources, and (3) Network qualities.

FIGURE 3.11 CHARACTERISTICS SOCIAL INFRASTRUCTURE

Characteristics Social Infrastructure	
Legitimacy of alternatives	<p><i>Acceptance of controversy:</i> When there is acceptance of controversy, people can disagree, but still appreciate each other and keep working together on alternative solutions</p> <p><i>Depersonalization of politics:</i> People do not avoid taking a public stand when their identity is not based on their current view on an issue</p> <p><i>Focus on process:</i> When they focus on building capacity during the process instead of focusing on the end result, they develop mechanisms to solve with issues.</p>
Mobilization of resources	<p>For collective action and community level social infrastructure the ability to mobilize resources is critical. 2 forms of investment are necessary; (1) <i>Individual local investment</i> and (2) <i>Collective local investment</i>. In structures like the local community development cooperation, the willingness to invest is high.</p>
Network qualities	<p><i>Diverse and inclusive:</i> a network with a number of smaller homogeneous groups, with active links to groups with other characteristics increases the flow of new information and resources. This is based on the importance of weak ties (Granovetter, 1973).</p> <p><i>Linkages and boundaries:</i> Direct links and permeable boundaries to other types of groups, networks and institutions outside their community provides the opportunity to interact and mobilize resources outside the boundaries of the community, which helps with access to new markets and resources.</p>

Source: Flora et al (1997)

The findings of the research in Flora et al (1997) showed that there is a significant relationship between the different components of the ESI and the quality of social relationships. The presence of ESI structure social relationships and promotes successful local economic development.

BUSINESS SUPPORT INFRASTRUCTURE

Tan (2000) provides a framework to characterize business support infrastructure. He mentions four basic categories of support infrastructure that are based on four basic support related tasks. Organizations are part of the business support infrastructure when they contribute to one or more of these basic tasks. The following table shows the 4 categories of support infrastructure and examples of organizations that fit the task.

FIGURE 3.12 TYPES OF BUSINESS SUPPORT INFRASTRUCTURE

Task assistance	Resources	Information	Knowledge
<ul style="list-style-type: none"> • Business support organizations • University programs 	<ul style="list-style-type: none"> • Incubators • Funded acceleration programs 	<ul style="list-style-type: none"> • Chambers of commerce • Business support organizations • Associations 	<ul style="list-style-type: none"> • Support networks • Know-How networks

Source: Tan (2000)

INFRASTRUCTURE AND THE IMPORTANCE OF START-UP COMMUNITIES

In the last parts different types of infrastructure and their functions were mentioned. However in Woolly (2014) the point is made that without the high interdependency and interaction the different forms of infrastructure can't develop. The infrastructure is more than a sum of its parts and exists in the space between people and organizations. This is the part where boundaries between the organizations and

other actors and elements get challenged in changed and enables members to align with a changing environment.

It is already mentioned that start-up communities promote interaction, by creating a shared identity and high levels of trust. It also improves the size of the network and the ability to cope with challenges. These effects of being part of a start-up community creates the right environment in which infrastructure can develop.

THE RELATIONSHIP BETWEEN THE ECOSYSTEM, INFRASTRUCTURE AND THE INDIVIDUAL ENTREPRENEUR

THE EMBEDDED ENTREPRENEUR

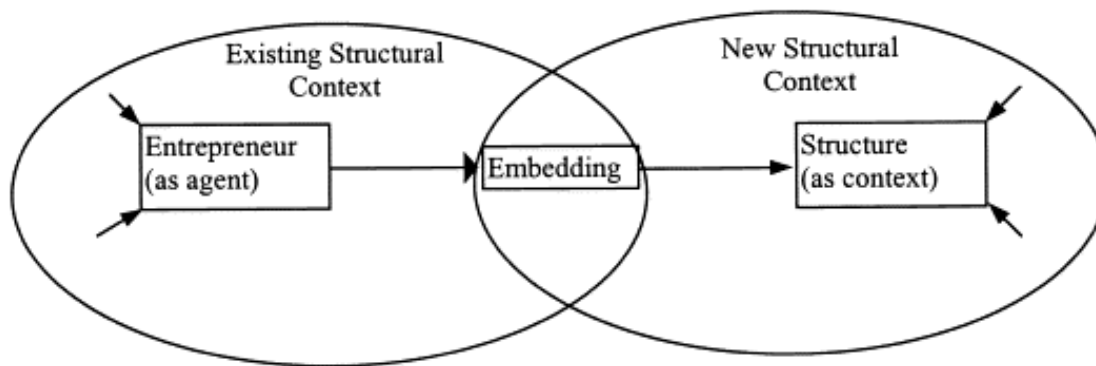
The idea of the 'embedded entrepreneur' is based on the theory of structuration (Giddens, 1984). The theory recognizes the duality of agency and structure in explaining social action.

Firstly, this principle explains how a specific environment determines the social structures in the local context of the entrepreneur. These social structures are the playing field of the entrepreneur.

Secondly, the agency part consists of the assumption that within those social structures, the individual entrepreneur has the freedom to interact with this context.

The concept of the embedded entrepreneur assumes a dynamic relationship between structure and agency. The mechanism of embedding creates the link between the entrepreneur and its environment.

FIGURE 3.13 THE CONCEPT OF THE EMBEDDED ENTREPRENEUR



Source: Jack and Anderson (2002)

The level of embeddedness of the entrepreneur in the social structure determines to what extent the entrepreneur can recognize and realize opportunities in its environment (Jack and Anderson, (2002).

Embeddedness is defined as "the nature, depth, and extent of an individual's ties into the environment" in Jack and Anderson (2002). In this qualitative study it is researched how embeddedness influences the entrepreneurial process of seven rural entrepreneurs. This research led to the conclusion that being embedded provides a lot of opportunities for entrepreneurs and that the successful entrepreneurs were more successful in making use of the opportunities and resources provided in their environment (Jack and Anderson, 2002).

SOCIAL CAPITAL

Portes (1998) discusses the work of earlier theorists discussing social capital, like Bourdieu, Coleman and Lourdy. The authors all emphasize different elements of the concept of social capital. However some consensus about the main elements haven been reached. Based on this consensus he comes up with the following definition of social capital.

“the consensus is growing in the literature that social capital stands for the ability of actors to secure benefits by virtue of membership in social networks or other social structures.” (Portes, 1998)

Portes (1998) defines two main sources of social. He distinguishes between consummatory and instrumental motivations. The consummatory motivation is based on the feeling of obligation based and existing norms. Those norms make social capital available as a resource. An example is a norm that inhibits crime so we can walk across the street safely at night. The second motivation is based on a more under socialized view on human behavior. In this second view, people see social capital according to the norms of reciprocity. When they give donations they expect to receive future privileges that outweigh the donations. Social capital is an important factor that links the behavior and successes of an entrepreneur to others in the local context. In his literature study Portes (1998) mentions a number of studies that mention the importance of social capital in ethnic and immigrant communities, in which it is identified as a key resource for the creation of small businesses.

In the next part these elements are important building blocks for the development of social entrepreneurial models that link social entrepreneurial behavior to the local context.

3.4 BUILDING BLOCKS FOR THE DEVELOPMENT OF SOCIAL ENTREPRENEURIAL MODELS

As been mentioned already, comprehensive models for the Social Entrepreneurial Ecosystem and infrastructure do not exist. However when connecting a number of specific findings in the theory that link elements in the spatial context to Social Entrepreneurial action, we find a number of clear patterns and elements that support a number of theoretically proven assumptions. In this paragraph it is described which assumptions could be made, based on integrating the different literature.

3.4.1 KEY ELEMENTS PART OF THE SOCIAL ENTREPRENEURIAL ECOSYSTEM

EMBEDDEDNES AND SOCIAL CAPITAL AS IMPORTANT MODERATING FACTORS INFLUENCING SOCIAL ENTREPRENEURIAL ACTION

A number of authors mention the importance embeddedness and social capital as two related concepts that are essential in social entrepreneurial actions.

First of all, Ndemo (2006) researched why the practice of social entrepreneurship accelerated in a specific region in Kenya. He found the following essential elements; (1) a local forerunner that promoted the development of pockets of entrepreneurship by showing inspiring examples and teaching the know how, (2) Embeddnes of the local champion in the local culture to develop understanding of the specific issues and norms in the areas he’s active. This embeddedness helps him creating effective solutions that really solve the issues in that area.

Also In Ruebottom (2011) the importance of embeddedness in the local context is described. A case study of 10 social entrepreneurs gave the insights that the successful social entrepreneurs had to ability to frame their story in the meta-narratives in the local context. They used a rhetorical strategy, which consists of creating legitimacy by using a vocabulary that supports the socially accepted meta-narrative.

Finally Seelos et all (2011) came to similar conclusion on the role of embeddedness to better understand the needs of the local community. They describe how an opportunity space for social enterprises is created based on local institutional factors. They describe how the emergence of a social enterprise is determined by three conditions; (1) a service proposition that creates value for the community, (2) the access to resources, (3) and the sustained motivation to act. Embeddedness in the local context supports these three conditions. it helps social enterprises to better understand the needs of the local community, which helps in developing better services. It also helps with access to the necessary resources. And finally being connected to the local community increases the motivation to act and solve the local issues.

Closely related to the embeddedness is the concept of social capital. Evans and Syrett (2007) studied the interrelationships between the development of social enterprises and the social economy and local production and use of social capital. They used a mixed method research, in which they made use of quantitative surveys, a desk study and interviews to gather data on indicators about social engagement.

They found out it is difficult to find a statistically significant relationship between social capital and the emergence of social enterprises. However with the qualitative approach they found out that areas with high levels of social capital had a larger presence of strong social enterprises. Generally speaking social enterprises in areas with high levels of social capital are highly regarded, firmly rooted and embedded in the local context. Those social enterprises are successful in serving the local needs. In areas with lower social capital there were still social enterprises, but they are less intrinsically involved in local networks and issues. Via local networks they are more connected to stakeholders outside the local boundaries.

Also other authors mentioned the importance of social capital. One of them is Nell and Mcquaid (2002), who studied the local economic development promoted in post-apartheid South Africa, also showed the impact of social capital. In their research they saw local economic development as a key factor in reconciling the different races. Social entrepreneurs played an important role in this. They found out that social capital was one of the success factors of the economic development of the town of Stutterheim. The initial act of building social capital, bringing different groups together and build networks, gave access to resources that was one of the reasons that made the project successful.

THE IMPACT ON SOCIAL ENTREPRENEURIAL ACTION

When discussing the importance of social capital and embeddedness some links with social entrepreneurial action were implicitly mentioned. A number of authors discuss the link between social capital, embeddedness and social entrepreneurial action.

In Oprica (2013) it is explored how the Rotary club promoted the development of social capital and used it as a key strategy to increase their social impact. The study concluded that the use of a strong, viral social media campaign helped in building trust and a strong reputation and engaged people to be involved in the campaign. They made use of strong connections in the local community and with their donor base. This was critical in raising the funds to create the impact they want.

The role of social capital in social entrepreneurship is also visible in Purdue (2001). They concluded that the social capital, consisting of trust and relationships between community leaders and other actors and local government, contribute to the effectiveness of regeneration partnerships in neighbourhoods.

They showed that both internal social capital in the community and external social capital towards other stakeholders like local government, helped transformative leaders in creating partnerships that were more successful in regenerating the neighbourhood. A big challenge was that creating trust costs a lot of effort and resources and that regularly there is a lack of resources to promote the development of trust and resources.

Also according to Urbano et al (2010) the strength of the local social networks influences the implementation of SE.

KEY DRIVERS IMPACTING SOCIAL CAPITAL, EMBEDDEDNESS AND SOCIAL ENTREPRENEURIAL ACTION

Another important take away from the literature is that social capital and embeddedness are influenced by a number of elements in the local environment. There are 3 key concepts identified in the theory.

(1) THE INFRASTRUCTURE

Different authors mention the role of infrastructure. Different forms of infrastructure are mentioned that either influenced the development of Social capital, or directly influenced social entrepreneurial activities.

In Ndemo (2006) a qualitative research is done exploring the role of Faith based organizations (FBO's) in the development of small enterprises as an alternative for development aid in Kenya. He found out that the FBO's supported those organizations via help with marketing, skills training and micro-finance. The support of these FBO's helped in the success of small entrepreneurs.

In a study from Squazzoni (2008) a case study is done on the role of the Community Development Corporations (CDC) in local economic development. The results of this case study show the importance of formal infrastructure in promoting social oriented economic initiatives, like community development. In the study the positive effects of the presence of the CDC were emphasized. The key element of success in this case study is that the CDC functions as a platform in which collaboration between different actors is facilitated and the voice of single individuals and organizations is heard.

Earlier Oprica (2013) is already mentioned who researched the role of the Rotary Club creating social capital to increase their impact. This study concluded that the Rotary Club made use of a strong, viral social media campaign that helped in building trust and a strong reputation and engaged people to be involved in the campaign.

Also one of the key concepts in the study of Urbano et al (2010) is the support mechanisms that promote the implementation of Social entrepreneurship. Finally Haugh (2007) shows that working in multi-stakeholder environments is a more common to social entrepreneurs than regular entrepreneurs. A formal part of infrastructure that promotes cooperation between different actors is very relevant in the case of entrepreneurship.

(2) LOCAL GOVERNMENT

A second key driver is the local government. In Berzin et al (2014) the role of government support in the context of social innovation is discussed. The relationship is explored between government support and policies and the development of social innovation and social entrepreneurship. It showed that a number of policies and laws are important enablers in the process of developing hybrid social business models.

It is concluded a number of policies and support affects the development of hybrid social business models; (1) New laws for social enterprise organizations and new funding models for social enterprises, (2) The development of social impact bonds as a possible new way of funding social businesses. (3) The efforts in drawing attention and generating interest towards the concept of social innovation, (4) Implementing strategies that aim for creating new partnerships and collaborating, (5) Providing seed money for social entrepreneurs (Berzin et al, 2014). It is concluded that these policies are effective in promoting social innovation and entrepreneurship. In states with well-developed policies, more people and organizations are involved in social entrepreneurship (Berzin et al, 2014).

Also Korosec and Berman (2006) discussed the importance of municipal support for the development of social entrepreneurship in the area. They did a survey under city officials in US cities with over 50000 citizens (with a response of 202) about their efforts in supporting social enterprises and in their perception of the level of social entrepreneurship in their city. They found out that in cities with high levels of social entrepreneurship support, both the quality and the level of entrepreneurship prevalence are perceived as higher. Especially the perceived quality is higher. Success factors they found were a long history of social engagement, existing relationships and willingness of senior workers in city supporting it. Municipal workers need trust in the relationships and in the individuals and organizations in the communities

They found two challenges for municipalities for supporting social entrepreneurship. The first challenge is the absence of measurement. In policy the general rule of thumb is "what is measured gets done". Another challenge is legitimacy of giving preference to social entrepreneurs instead of the traditional ones. This might not be fair for other companies (Korosec and Berman, 2006)

Ferri and Urbano (2010) found a rather unexpected result. They did a quantitative study exploring the relationships between 6 variables and social entrepreneurial activities, based on the global entrepreneurship monitor. In their study they found out that the public support in financing social

enterprises isn't statistically significant in promoting social entrepreneurship. Another conclusion is that public spending on social services actually lowers the presence of social enterprises. They argue that when governments lower spending on social services, social enterprises fill that gap.

Evans and Syrett (2007) came to similar conclusions. First of all, they found out that in places where local spending is cut, the social economy takes over some of the services previously provided by the government. And secondly, with specific policy governments can promote the creation of social bridging capital by bringing stakeholders together. And finally they found out that providing resources could have negative side effects, because different social enterprises compete for a limited number of funds.

(3) ROLE OF THE LOCAL CONTEXT

In the study of Evans and Syrett (2007) it is concluded that differences in the local context influence the presence of social capital, which influences the development of social enterprises.

Rural areas have higher forms bonding capital, but lack bridging capital that is necessary to access new resources. Social enterprises in this area are very much focused on local issues. In urban areas there is a higher level of bridging capital, meaning there are more links to other communities, providing new resources and opportunities. The social enterprises in these places are much more connected to a wider network in the region.

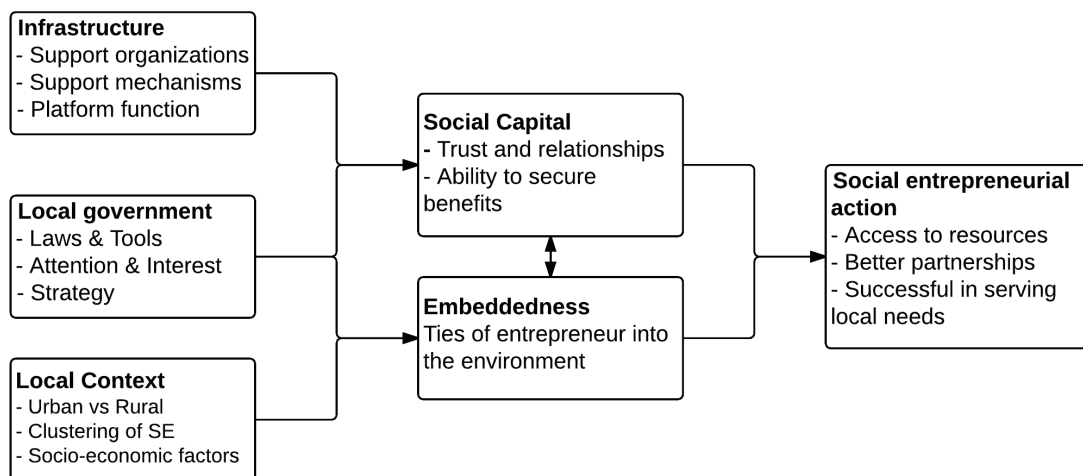
A final remark was that the presence of social enterprises strengthens the social capital present in an area. So a growing social economy creates the social capital that individual social enterprises can tap into, especially if there are more enterprises in the later stages of entrepreneurial development. Evans and Syrett (2007) showed that early stage social enterprises are mainly using their bonding capital and when they grow, they start to develop their bridging capital more.

Griffiths et al (2013) carried out a quantitative study based on the General Entrepreneurship monitor. They explored the relationship between social entrepreneurial activity and the macro factors in the national context.

Surprisingly they found out that factors that traditionally influenced regular entrepreneurial activities (like the economy or quality of life), didn't affect the level of social entrepreneurship of a country. Socio-economic factors explained most of the variance of levels in social entrepreneurship.

Specific variables that were significant are gender equality and religion. In places with high levels of gender equality and a diverse religious background, there are higher levels of social entrepreneurship.

FIGURE 3.14 CONTEXTUAL FACTORS INFLUENCING SOCIAL ENTREPRENEURIAL ACTION



CONCEPTUAL FINDINGS

The traditional intentional model described the factors influencing the intentions towards entrepreneurship. Mair and Noba (2003) turned this mode into a social entrepreneurial version. They recognized a number of key enablers that drive social entrepreneurial intentions and that are different from the traditional model. (1) Empathy, (2) moral Judgment and (3) social support are the key enablers of social entrepreneurial intentions.

Other literature further expends on the specific characteristics that explain the motives and challenges related to social entrepreneurial activities. Several authors mentioned a number of characteristics that differentiate social entrepreneurs from regular entrepreneurs. A key finding is that their entrepreneurial motivation developed in a more unintentional way. The vision pathway model developed by Wadlock and Steckler (2014) describes that a majority of social entrepreneurs start from their need to make a difference and that the development of their vision of becoming an entrepreneur is more of an emergent process, driven by their value-based actions.

This different way of getting involved in social entrepreneurship could be one of the explanations for the more limiting profile that social entrepreneurs generally have compared to regular entrepreneurs. Because the social entrepreneurial drive and actions are less intentional and driven by willingness to make a difference, they never developed a strong enough entrepreneurial personality and skill level as Bacq et al (2011) and Turner and Martin (2005) describe. This profile can explain the challenges social entrepreneurs struggle with, like lack of fulltime commitment, confidence and fear. This hinders the chance of success for social entrepreneurs.

Besides literature on the individual social entrepreneur, a number of concepts related to the entrepreneurial context were discussed. Both in the literature on intentions, as well as additional literature, the importance of the local context is emphasized. We found out that entrepreneurs are part of an entrepreneurial ecosystem of different elements and organizations that provide several opportunities and provide advantages for the individual entrepreneurs. Within this ecosystem, supportive infrastructure and startup community are specifically mentioned as important concepts. The embeddedness of entrepreneurs in their ecosystem and the different infrastructure and community contributes to the success of the entrepreneur.

Even with the absence of specific concepts and models for social entrepreneurship, there are enough reasons to believe that concepts like the ecosystem, infrastructure and startup communities are equally important. The reviewed literature showed different interrelationships between social entrepreneurial activities and the elements in the local context as shown in figure 3.14. The infrastructure, local government and local context are mentioned as drivers that strengthens the social capital of the individual entrepreneur and helps those entrepreneurs getting more embedded in their local context. Finally the increased social capital and embeddedness support social entrepreneurial action.

These findings show the relevance to better understand and identify the Social Entrepreneurial versions of the ecosystem, infrastructure and startup communities and understand their role in the development of intentions towards social entrepreneurship.

GAPS IN THE RESEARCH

Based on the literature review it could be concluded that there is still a lot to explore and research in the field of social entrepreneurship. During the exploration of the main concepts it was necessary using literature based on regular entrepreneurship, because social entrepreneurship focused theory was mostly lacking.

From the different gaps in the current social entrepreneurship research 3 of them are crucial for answering the research question of this research. The following 3 gaps are considered crucial.

STUDENT-SPECIFIC MOTIVES AND CHARACTERISTICS RELATED TO SOCIAL ENTREPRENEURSHIP

There is hardly any research that identifies student-specific motives and characteristics for social entrepreneurial activities or intentions. As been mentioned in Hoogendoorn et al (2011) social entrepreneurs in general have a negative profile that provide barriers for a successful sustainable

business. It could be argued the barriers are even more present in the case of students. They lack the experience, confidence, network and time which makes becoming successful very challenging. In this research the goal is to provide a better understanding of the individual characteristics of students and recent graduates that are involved and sometimes even successful in social entrepreneurship.

A SPECIFIC MODEL FOR THE SOCIAL ENTREPRENEURIAL ECOSYSTEM

There are several contextual elements identified in the literature that have clear interrelationships with the emergence of social entrepreneurial activities and intentions.

An example is in the research of Purdue (2001), in which he describes how successful and effective community projects are the result of different stakeholders working together in partnerships. A strong social capital between the different stakeholders is necessary to succeed.

A model like the entrepreneurial ecosystem as presented by Vogel (2013) is an example of a framework that clearly visualizes the key stakeholders and elements that are relevant for an environment that provide the right resources and support for social entrepreneurs to thrive.

At the moment there is no complete overview of a similar model that show all the relevant local elements in the context that influence the development of social entrepreneurial activities.

A COMPLETE MODEL LINKING THE DEVELOPMENT OF SOCIAL ENTREPRENEURIAL INTENTIONS TO THE DIFFERENT ELEMENTS IN THE CONTEXT

Mair and Naobo (2003) developed a model showing the development of social entrepreneurial intentions. In this model they mentioned a few contextual elements relevant for the development of those intentions. Social support is identified as the main contextual element, providing the resources necessary for developing social entrepreneurial intentions.

However exploring other literature that relate the local context to the development of social entrepreneurial activities, justify the assumptions that there are more elements that influence the Social Entrepreneurial intentions.

PART 2: FINDINGS AND RESULTS

The second part of this research includes the chapters that contain the key findings and results of this research. The findings and results are structured in 3 different chapters, based on the main topics in this research.

1. Characteristics of the individual social entrepreneurs and the process of developing Social Entrepreneurial intentions.
2. Characteristics of the Social Entrepreneurial Infrastructure focused on students that is present in and around the Bristol Universities.
3. Characteristics of the Social Entrepreneurial Ecosystem in Bristol.

Every chapter is structured in a similar way. Every chapter starts of with an introduction that proposes one or multiple questions that focuses the exploration and analysis of the data. What follows are the thematic network that gives an overview of the identified themes that are relevant for the main topic and an exploration of those themes. After discussing the themes, an analysis follows that explores connections between the different identified themes and link the results to findings in the literature review. The chapters end with conclusion that answers the research questions proposed in the introduction. So summarized, the chapters in the second part contain the following elements.

- Introduction with proposed research question(s)
- Thematic Network
- Exploring the themes
- Analysis
- Conclusion

CHAPTER 4: DEVELOPING SOCIAL ENTREPRENEURIAL INTENTIONS

The individual aspect of Social Entrepreneurial intentions is the main topic of interest in this first of three content oriented chapters.

The first goal is to identify individual elements that explain the development of Social entrepreneurship related intentions under students. Part of this is to understand also the main obstacles that prevent students from developing Social Entrepreneurship related intentions. The following research question is answered at the end of the chapter.

What are the individual conditions that explain high Social Entrepreneurial Intentions under students in Bristol?

The second goal is to identify the process of how students develop the right ingredients for SE related intentions. More specifically the goal is to map the different steps students go through, the characteristics of this process and the practical experiences that drive students through the different steps of the process. A second research question is answered at the end of this chapter.

How do intentions related to Social Entrepreneurship develop among students in Bristol?

This chapter is structured in the following manner.

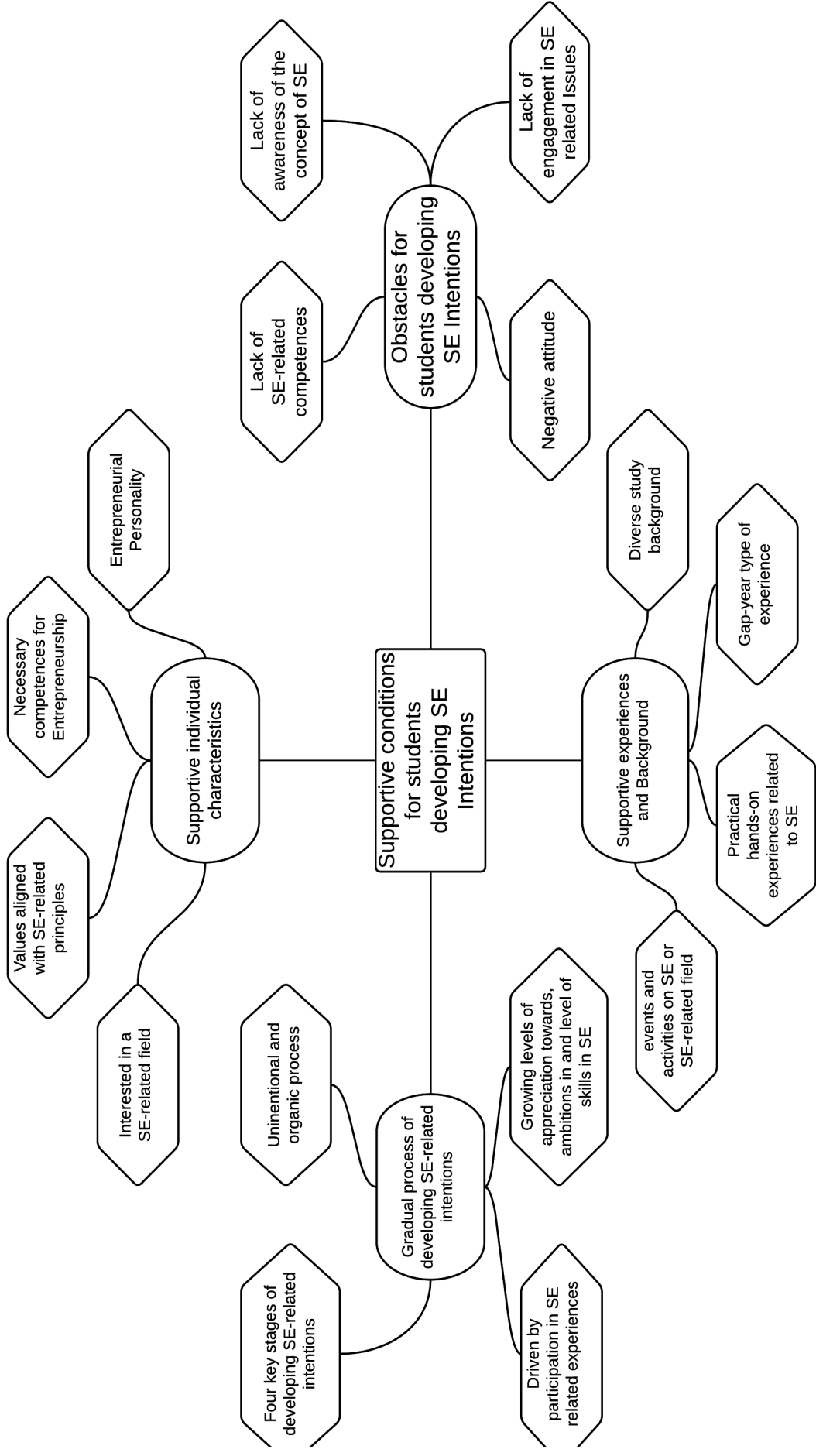
1. It starts of with a thematic network that shows the main global theme and connected organizational themes that are relevant for the research questions in this chapter.

2. After the main overarching concepts are introduced, the underlying themes identified during the research are presented. These themes and their main attributes are explored more thoroughly.
3. After exploring the main themes, an analysis follows. The goal of this analysis is to find patterns, explore interrelationships and link the findings to the current literature.

4.1 THEMATIC NETWORK: SOCIAL ENTREPRENEURIAL INTENTIONS

In this chapter the first global theme is discussed, which is around the conditions for the process of developing Social Entrepreneurial Intentions under students. The following figure shows the thematic network around the process of developing Social Entrepreneurial intentions. Related to this theme are 4 organizational themes that capture the different themes identified in this research related to the development process. After showing the thematic network, the four main organizational themes are introduced.

FIGURE 4.1 THEMATIC NETWORK ENTREPRENEURIAL INTENTIONS



4.2 EXPLORING THE THEMES

1. SUPPORTIVE INDIVIDUAL CHARACTERISTICS

As been mentioned, there are a number of common characteristics that students with high Social Entrepreneurial intentions seem to share. The related themes are further explored in this paragraph. These findings are based on core data presented in the appendices 3.1, 3.2, 3.3 and 3.4.

INTEREST IN A SOCIAL ENTREPRENEURSHIP RELATED FIELD

First of a large majority of the students had an interest in a Social Entrepreneurship-related field before they came into contact with the concept of Social Entrepreneurship itself. The respondents mention a diverse set of fields. Common nature of the fields is that they are all linked to a cause or mission to make the world a better place. The most popular fields are food, international development, sustainability and poverty reduction. 9 out of 10 interviewed students had an interest or previous engagement in one of the mentioned related fields. A good example is Lucy, who described herself as green minded and had a previous experience with working on a sustainable farm.

Most of the times this cause they are interested in or even passionate about is their initial motivation to hear more about social entrepreneurship. By visiting workshops or events on the topic about their field, or doing research about this field they get introduced to the concept of Social Entrepreneurship for the first time. This initial contact motivates them to get more engaged in the social entrepreneurial opportunities offered by the Bristol infrastructure. For example Catherine describes in her interview how she was visited a lot of events on causes she liked, and ones she heard of the Bristolhub she got connected to a number of internship opportunities and she decided doing 2.

ENTREPRENEURIAL PERSONALITY

A second characteristic is the personality and attitude of the students with high Social Entrepreneurial intentions. They are quite similar to a regular entrepreneurial personality. In appendix 1.3 a number of codes and memos are linked to the category of attitude.

Students with the highest levels of Social Entrepreneurial intentions are in general self-confident and believe they can have their impact in this world. They also like to solve challenges in more innovative ways and see entrepreneurship as an attractive challenge.

They are also able to act and perform under circumstances of uncertainty and they don't let fears stop them from taking action. A characteristic of entrepreneurship is the uncertainty and risk surrounding it, and this stops a lot of regular students from taking action. There is a bigger chance of failure in situations of uncertainty and risk. This is something students with high Social Entrepreneurial intentions are able to accept. They are not afraid to make mistakes and fix things on the go.

It is also necessary to be persistent and hold on to your goals when times get rough. Starting a social enterprise is hard, even more so for students. Without a lot of experience and savings and a high student debt it is very difficult to chose for the uncertainty of becoming a social entrepreneur. Most of the times student social entrepreneurs don't earn anything in the beginning and they have to combine starting up with a side job and studying. They have to be willing going through this. In his interview Rob Owen describes his struggles with his startups, where he had to combine working on his startup with a side job and high student debts.

VALUES RELATED TO SOCIAL ENTREPRENEURSHIP

Another feature of social entrepreneurial students is that they possess a common set of values. They consciously chose to be a social entrepreneur or considering it, even if they know it is easier and most of the times also more financially rewarding to have a regular career.

Making money does not drive students with higher levels of Social Entrepreneurial intentions. But instead they are driven by some key values. They have a strong personal drive to take responsibility and contribute to the causes they are passionate about.

Having those values are not explicitly mentioned in the interviews by the students, but they do mention that they are passionate and driven to have an impact and get involved. A lot of the students also state they prefer having a career in which they have impact. Diane Lorgeré, an exchange student from France, described how she was really motivated to get involved in a charity and that she felt bad because apparently charities in France prefer working with older people. After she finally found a charity, she saw how badly run and organized it was and felt a need to improve it. Now she is in Bristol and aware of the concept of social entrepreneurship, she prefers having a career in social impact.

NECESSARY COMPETENCES

Setting up a social enterprise is very challenging for students. Besides having the right personality, values and motivation students with high Social Entrepreneurial intentions possess certain competences to be really able starting a social enterprise.

General Business competences

Regardless of some of the differences between Social and regular entrepreneurship, social enterprises are businesses in the first place and a set of business skills is necessary to run them. Competences like budgeting, how to start an organization and dealing with legal issues are some of the competences that students need.

General business competences are developed by specific involvement in business related experiences. A remarkable observation is that students see business as an essential characteristic to have before starting. However the alumni with startups mention that they didn't have the skills when starting and they learned them on the go.

Essential professional competences

When setting up the social enterprise, students need to a set of professional competences to be effective in setting up and running a social enterprise.

- Problem solving skills
- Being creative with resources
- Networking
- Working in multidisciplinary teams
- Pitching their ideas in an attractive way
- Managing their own learning experiences

The difference between the professional and business competences is that those professional competences are useful and a broader context of professional environments than starting a business. Engaging in practical experiences like internships and positions in committees develop a number of those professional competences.

CONNECTED TO A DIVERSE NETWORK

In half of the interviews, being connected to a network is directly mentioned as an essential element social entrepreneurs need. Interviewees talked in different ways about the importance of being connected.

(1) When some interviewees talk about being connected to a network, they mean a support network that offers help in starting your social enterprise. A support network helps by increasing skills and confidence, getting connected to a mentor for personal support or getting connected to resources (Appendix 3.7, 3.12 and 3.13).

(2) Another function mentioned of the network is to be connected to entrepreneurs and other partners in the community in an informal way (App 3.11 and 4.4).

Other interviewees mentioned the benefits of a network in a more indirect way. They didn't mention the exact word network but emphasized characteristics of a network like being connected, collaborating or being surrounded by inspirational people.

2. A UNINTENTIONAL AND GRADUAL PROCESS OF DEVELOPING SOCIAL ENTREPRENEURIAL INTENTIONS

In general, students with high Social Entrepreneurial intentions went through a gradual process before they recognized social entrepreneurship as their preferred career choice. The themes related to this process are based on core data mentioned in appendices 3.1, 3.2, 3.12. Based on this data the following themes are identified.

DIFFERENT STAGES IN DEVELOPMENT

Both students and Experts from relevant organizations confirm a gradual process of growing passion for and engagement in Social Entrepreneurship. This process is explicitly mentioned by three of the expert interviewees from organizations as deliberate part of their vision and strategy. They describe a series of steps that lead students to the intention to be involved in Social Entrepreneurship. Students are more implicit about this process, but the general trend is that students have experienced a similar trajectory that fuelled their involvement and intentions towards Social Entrepreneurship (Appendix 3.12)

- (1) Normally they describe how they start with an interest or passion in a Social Entrepreneurship related field. Being part of events or activities in a related field they get aware of Social Entrepreneurship via mouth-to-mouth info or an organization like the Bristol Hub.
- (2) The next step is participation in Social Entrepreneurship specific events or activities like a workshop or committee. During this phase their understanding of the concept of Social Entrepreneurship grows and they got more related experience and skills.
- (3) What follows then are more engaged experiences; an internship or volunteering position at a charity, NGO or social enterprise or a leading position in a committee of the Bristolhub.
- (4) Then the last step is a future in social enterprise, either as a social entrepreneur or working for a social enterprise.

During the process of developing Social Entrepreneurial intentions a number of individual characteristics develop. First of all their interest in Social Entrepreneurship grows. From a minor interest in the first stage, their interest evolves into an ambition of starting their own social enterprise in the last stage (Appendix 3.12).

Also the type of activities students are engaged in and the level of their engagement change. In the first phase they only are casually involved in a number of events and activities. In later stages they are more actively involved in setting up initiatives and projects that take more time (Appendix 3.12). In most interviews this is the case. Catherine Draper is especially a student who developed a strong drive and got engaged more intensely. From going to events about causes to doing multiple internships, committees and a more leadership role in the Bristolhub.

ORGANIC AND UNINTENTIONAL PROCESS

Another attribute characterizing the development of Social Entrepreneurial Intentions is the unintentional nature of the process. None of the students that were further in the process of developing Social Entrepreneurial Intentions showed deliberate actions to become an entrepreneur or a social entrepreneur in earlier stages of the process. Their intentions grew slowly, while they advanced through the process. This observation is supported by the fact that most involved students were last year students or already graduated (Appendix 3.2).

A last attribute of strong Social Entrepreneurial intentions is that Social Entrepreneurship itself is not seen as a goal or core identity, but that they are driven by and focused on a cause or something they are passionate about. This is the case for all the students in the last stage of development, and a majority of the other students (Appendix 3.12). An exemplary student in this case is Rob Owen. Most of his study he wasn't specifically involved in social enterprise. He loved skateboarding as a hobby. Influenced by his boss in Thailand, who was conscious of social impact, he recognized a need and made his plan. With help of the support infrastructure he developed this into a business (Rob Owen).

ADVANCING TO THE NEXT STAGE IS INFLUENCED BY EXPERIENCES

Students involved in SE take part in different Social Entrepreneurial experiences, activities and programs. All the interviewed students have been involved in one or more Social Entrepreneurial experiences offered in Bristol. Those experiences have influenced them in multiple ways. The main impact is awareness about social entrepreneurship; about the potential of the concept and the different issues and challenges in Social Entrepreneurship. It changed their ambitions towards a social impact career and provided them with the inspiration, network and competences (Appendix 3.8, 3.12).

Getting introduced to the Bristolhub and going to events are the most common experiences that motivated people to get more involved in more time-consuming practical experiences. Lucy described in her interview how the RISE-event and the impact challenge motivated her to apply for the International Citizen Service, an international experience where young people set up initiatives related to social impact.

3. COMMON EXPERIENCES AND BACKGROUND

A number of interesting observations were made regarding the study background and common experiences of students with high Social Entrepreneurial Intentions. They showed a lot of similarities in the experiences they are involved in. This led to the identification of the following themes, which are based on the data from Appendices 3.1 and 3.8.

A DIVERSE, MOSTLY NON-BUSINESS STUDY BACKGROUND

Most students don't have a background in business. In general the observation is made that none of the interviewed students were registered for a business degree. Most common were studies on Social Entrepreneurship related fields like environmental studies or sustainable development, social studies or international development studies (Appendix 3.1).

A NUMBER OF EXTRA-CURRICULAR EXPERIENCES

Most of the mentioned experiences were extra-curricular of nature. The following three experiences were mentioned as most influential (Appendix 3.1).

1. Active participation in student association-related experiences, for example in committees, events and activities is a common characteristic for students with high social entrepreneurial intentions.
2. Most students also had previous hands-on and practical experiences related to Social Entrepreneurship, like an internship or volunteering. A majority of the students with high Social Entrepreneurial intentions mentioned one or more of these types of experiences.
3. Finally, personal gap year-type of experiences are mentioned by a number of the students as key experiences in the development of their intentions, though they are not experienced by all the students. For the ones that had such an experience, it had a profound influence on their broader level of personal development. It had a big effect on their growth as a person. It helped them in exploring and discovering what causes drives them. Multiple students committed to pursuing their passion after their year abroad or gained the inspiration for taking the next step in their personal growth. David developed his idea based on insights during his years abroad and Catherine decided that she really wanted to pursue a social impact career, after which she got engaged in more engaging activities.

4. COMMON INDIVIDUAL OBSTACLES

Developing Social Entrepreneurial intentions is not as straightforward as it seems in the last paragraphs. It is not as simple as offering the right experiences for students so they can develop the right characteristics, competences and attitude for Social Entrepreneurship. There are a number of challenges students encounter in developing the intentions towards Social Entrepreneurship. There are challenges that stop more students being interested in Social Entrepreneurship, and challenges that stop interested students in developing the highest levels of intentions. Appendix 3.5 shows the data related to the common obstacles.

LACK OF COMPETENCES

Earlier in this chapter, a number of competences are identified that are necessary for developing the highest levels of Social Entrepreneurial Intentions. An important observation is that some specific competences are regularly lacking at students currently in the lower levels of Social Entrepreneurial Intentions. The lack of these specific competences is an obstacle in developing higher levels of Social Entrepreneurial intentions. The following themes are identified related to the lacking competences (Appendix 3.5).

1. A very obvious one and mentioned a lot is that students in general lack the practical business skills required for Social Entrepreneurship. Because they don't have a business-related study background or business-related experiences, they never developed a number of practical business skills. It prevents students interested in Social Entrepreneurship in really starting a social enterprise or initiative. However, not the lack of skills itself, but the so-called "skills worry" is the most important element. The ones that did start their own social enterprise mention that with the support infrastructure it is doable to set up your own startup. However a number of students end up going for a job instead of a social enterprise, because they feel not competent enough.

2. The ability to manage your own learning experience is another important competence students need to really take the decision of starting your own social enterprise. This competence is lacking at the ones in the lower levels of intentions towards SE. They don't take the initiative to develop the competences they are lacking.

The students or recent graduates that are starting their own social enterprise emphasized that they developed the right competences by learning from the practical experiences they were involved in. They stress the importance of strategically getting yourself in situations where you can develop those skills. Students with lower levels of intentions have difficulties in recognizing the opportunities in which they can develop the right competences.

3. The last critical competence multiple students are missing is the skill of creative problem solving. This is observed during own experiences in some Social Entrepreneurial activities. Social entrepreneurial solutions require new solutions to social challenges. Most students have difficulties with out of the box thinking and come up with solutions they are already familiar with. When some students have to come up with solutions for business models they for example suggest traditional sponsoring, funds and grants instead of entrepreneurial solutions.

These three skills are the critical skills that the students already starting their own social enterprise or initiative have, but that are lacking at the students with lower levels of intentions toward SE.

NEGATIVE PERSONALITY FACTORS

Another set of obstacles is clustered around the organizational theme of negative personality characteristics. The following themes are uncovered (Appendix 3.5).

Related to the so-called "skills-worry" is the lack of confidence. Students lack the confidence in their own skills and they believe the lack of skills prevents them from successfully starting their own social enterprise. Students that are influenced by the skills worry, believe that it is not possible to succeed without the

specific skills. And because of this belief it prevents them getting engaged in starting their own social enterprise. Students like Lucy and Catherine are some of the examples where they feel a need for more experience to gain the necessary skills.

Another key negative personality of students is risk aversion. This is something that prevents students from choosing an entrepreneurial career. In the interview with Rob Owen it is mentioned that entrepreneurship is hard. There is a lot of uncertainty, disappointments when things are not going as planned, there is no salary when you start up so you need to work a side job and you need to work extremely hard to make things work. At the same time appendix 4.3 shows that students want to have stability and income before they start something. However during and right after their study, students usually lack the stability and income, which makes it feel very risky for them.

LACK OF AWARENESS AND ENGAGEMENT

A third set of themes mentioned is the lack of awareness of Social Entrepreneurial elements under students. This lack of awareness manifests itself in different ways. There is a lack of awareness of the existence SE and a lack of awareness of the issues related to Social Entrepreneurship (Appendix 3.5).

The problem is that when people are not aware of the presence of Social Entrepreneurship, they don't consider it as an option and at the same time they are also less aware of the potential of SE. And when they are not aware of it, it won't be on their radar. David mentioned that once he was aware of the concept, he got outside of the so-called "student-bubble" and got inspired by what happens in Bristol related to Social Entrepreneurship.

Then there is also a lack of awareness of the issues related to Social Entrepreneurship. When people don't know about the different issues that others are trying to solve with SE, they can't relate to the necessity to really do something about these issues. And when they can't relate to the issues, there is less of a need and drive to be engaged in Social Entrepreneurship. Isabel Schmidt is one of the students mentioning the lack of awareness as a problem in Bristol under certain groups. Especially the ones that live close to the centre.

Related to this lack of awareness, is the lack of engagement. When there is a lack of awareness of both the concept as the issues related to SE, it is unlikely people will get involved in the topic of SE in the first place. And when they never get engaged in social entrepreneurship, they also never enter the process of developing stronger intentions towards social entrepreneurship. Adam Flood mentions the challenge of lack of engagement. Students need to care about the issue, before they start to get engaged in social entrepreneurship. He sees the lack of awareness as one of key causes of the low engagement.

Unlike the previous 2 themes, this theme is prevents students developing any SE- related intentions at all and getting at least a little involved in SE.

4.3 ANALYSIS

4.3.1 STUDENT EXPERIENCES DEVELOPING SOCIAL ENTREPRENEURIAL INTENTIONS

In the analysis data is more thoroughly re-visited to better understand the relationships between the different themes identified in this chapter. A number of steps are taken to make sense of the different findings.

The first step is to categorize the different interviewed students and recent graduates in the four stages of the process of developing Social Entrepreneurial Intentions identified in this chapter. The stage those students are assigned to is based on the current activities they are involved in.

FIGURE 4.2: BRISTOL STUDENTS CATEGORIZED PER STAGE

Stage 1	Stage 2	Stage 3	Stage 4
	Lucy	Catherine	David
	Lukasz	Ruth	Adam
	Diane	Zoe	Rob
		Jack	
		Isabel	

An important note is that the way of recruiting interviewees influenced the stage of the students recruited. First of all, the students that were selected in advance or approached at different activities already were involved in multiple organizations or activities (Lucy, Lukasz, Ruth, Jack, David and Adam). The other students were referred via the snowball method. Experts like Claire Fenner or Julie Ellison mentioned the other students (Diane, Catherine, Zoe, Isabel, Rob). Students selected by those key persons seemed to be mostly proactive students, which are already involved in a number of activities or programs. This explains the observation that there are no students that could be assigned to stage one.

Having categorized the students, the second step is then to go back to the interview data and re-collect the different characteristics of the specific students. The goal is to connect the specific characteristics of the students to the stage the specific students are assigned to. This is done by introducing a specific student from every stage and by illustrating their characteristics and the activities they are involved in. The following table summarizes the different characteristics of the three students in different phases.

FIGURE 4.3 ILLUSTRATION CHARACTERISTICS STUDENTS

Lucy Stage 2 <i>Introductions, Background and experiences</i>	Came from a small town where social enterprise is not developed yet. However she was always a bit green minded. She had some abroad experience by working at a sustainable farm in Norway and traveled to Austria. These experiences helped her in being inspired and raising awareness about green and social issues.
<i>Individual Characteristics</i>	She has an interest in social causes and aligned values. She has the ambition to make a career out of this. At the same time her commercial skills are not yet developed enough and she doesn't see herself as an entrepreneur.
<i>Intentions</i>	Her ambition is having a social impact career and being at RISE validated the possibility of this. Her intentions are to first have a number of practical experiences, internship to develop commercial skills and relevant experience and taking part in the ICS Entrepreneur experience, a 3-month project in another country to set up projects there. And with those experiences building the skills and foundations for a social impact career. She sees the worthwhile graduate traineeship as a possible first step.
Catherine Stage 3 <i>Introductions, Background and experiences</i>	She has been interested in social causes before university. She got those from growing up in Brighton, which also has a supportive environment of social values. Has been involved in a significant number of activities committees and internships via the Bristol hub and has Abroad experience.
<i>Individual Characteristics</i>	She has the interest in social causes and the values aligned with SE. With her practical experience she learned some general professional skills. However she doesn't see herself as a social entrepreneur, so she misses that entrepreneurial mindset and a clear idea for a Social Enterprise.
<i>Intentions</i>	Her ambition is to have a career in social impact and believes in the concept of SE as future career. However not as an entrepreneur herself, but as an employee at a social enterprise.
David Stage 4 <i>Introductions, Background and experiences</i>	He grew up in Spain before going to Bristol. Influenced the values that he has on being part of a community. Was in the first two year not aware of and involved in social enterprise scene Also studied abroad in Singapore where his values were rekindled and he developed his idea. Just this year he got aware of social enterprise via a course and this triggered to use a for profit social enterprise model for his idea. This motivated him getting further involved in the Basecamp and Bristol Inc support program.

<i>Individual Characteristics</i>	He has all the necessary characteristics. Besides the ones already mentioned, he also has this drive to take his idea and developing the necessary skills. This is a sign of a strong entrepreneurial mentality.
<i>Intentions</i>	He is currently already involved in setting up his own social enterprise.

Looking to the background, characteristics and intentions in the specific cases, a number of shared characteristics are observed. All students possess; (1) sustainable and socially oriented values and interests, (2) A clear ambition to add social impact in their future career, (3) an experience abroad that had a significant impact on their values and ideas.

Another relevant analysis is that the students differ in the level of experience with social entrepreneurship related activities and personal development. Students with more experience normally show higher intentions towards social entrepreneurship and better-developed skills.

Lucy has the least experiences, and she hasn't been able to develop a number of necessary skills and confidence in her skills. Practical experiences like Catherine had, helped with gaining a number of professional skills, validating and strengthening the interest for a future in social impact and made her more aware of what is needed in the sector. However those experiences didn't help Catherine yet in developing the entrepreneurial mindset and a specific idea that might trigger her to become a social entrepreneur.

The example of David is interesting and the fact he started a for-profit social enterprise is surprising at first sight. He hasn't been involved in social entrepreneurship until recently. His study abroad period triggered his idea and that idea has been the main driver of being involved in the social enterprise infrastructure in Bristol, like the different events and Basecamp courses and support. There he gained the skills and support to really start.

This also shows that there are variations in how quickly people develop in this process of developing social entrepreneurial intentions. Some people take time and slowly develop from internships, to a career in social impact and maybe later a social enterprise. Others like David, who are driven by a specific idea, are immediately motivated to take the leap and aim for creating their social enterprise. A possible explanation is that some people already developed some necessary skills and attitude in other activities, which enables them to go through the different stages quicker.

4.3.2 KEY PATTERNS AND INTERRELATIONSHIPS

Based on the mentioned exemplary students and rereading the other interviews, the process of developing Social Entrepreneurial intentions is categorized in four stages varying in levels of intentions, type of activities they are involved in and the role it has in their future career.

FIGURE 4.4 DIFFERENT STAGES IN THE PROCESS OF DEVELOPING SE INTENTIONS

Stages	Level of SE Intentions	Activities students are involved in	The role of SE in their future career
Stage 1	Mild interest in SE	SE events	No significant meaning for career
Stage 2	Growing interest in SE and the expectation and feeling that SE is a relevant trend	Challenges Smaller course or workshop Supporting Committees Project at Enactus	Awareness of the issues involved in SE and considering SE principles their life, but still mainly focuses on a regular career.
Stage 3	Strong preference for SE over a regular career and the conviction it is a necessary development	Impact internships Leading or proactive function in Social Entrepreneurship related study association Demanding programs for	The preference to integrate as an element in their future. Regularly involved in SE initiatives

		developing skills	
Stage 4	Passion for SE. Not considering another type of career.	Involved in pre-start-up preparations Involved in	They are planning, starting or engaged in their own social enterprise

In the first stage students hardly know about Social Entrepreneurship and they just came across it via word of mouth, events in related field or by bumping into Social Entrepreneurship related projects or places. They are just mildly interested in Social Entrepreneurship and involved in easily accessible related activities like events.

When their understanding and awareness of Social Entrepreneurship grows, they start getting more interested in the potential of Social Entrepreneurship. Their intentions in SE are growing and they get involved in more demanding activities, like challenges, committees or workshops. By participating in these more demanding activities their enthusiasm grows and they start to see it as a potential career path. They start to get involved in even more demanding activities like internships or leading positions in committees. A select group of students that have an idea that they are extremely passionate about and possess the right attitude to take the leap, starts to get involved in programs to starting up a social business around their passion.

IDENTIFYING THE ESSENTIAL TIPPING POINTS

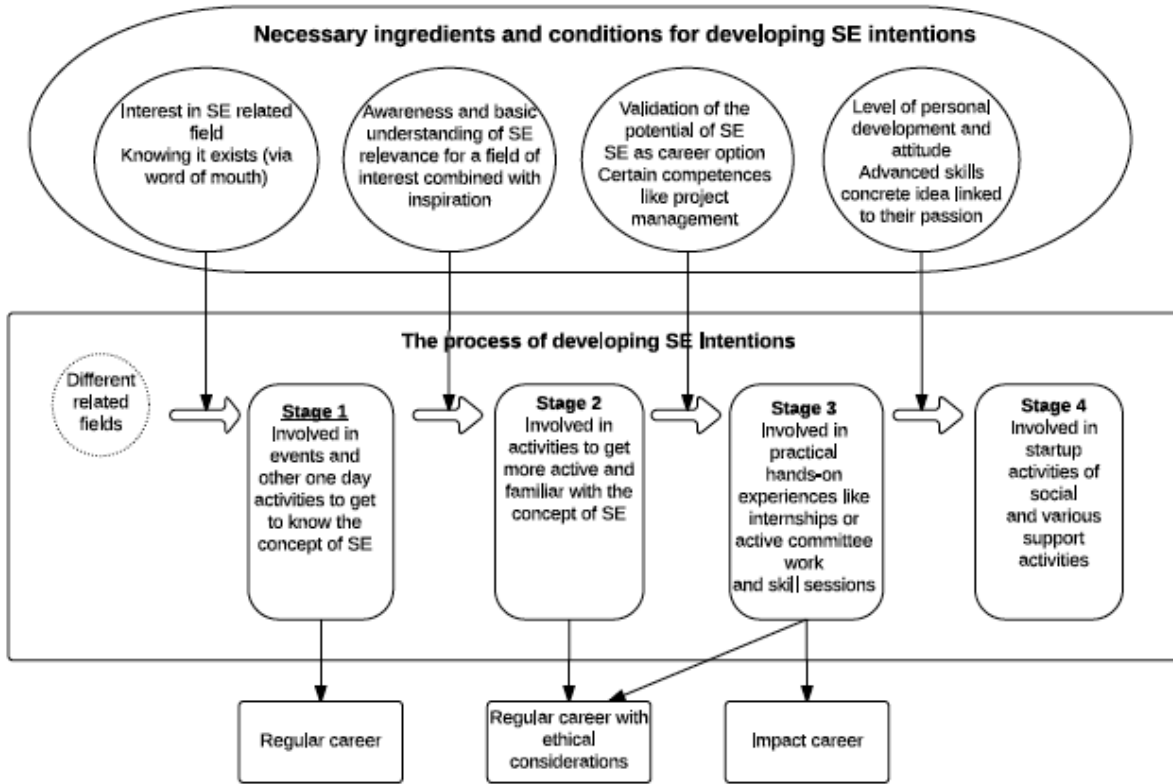
Then the third step is to take the different themes related to the conditions and individual characteristics into account and link them to the different students and their assigned stages as categorized in table 4.4. The goal is to find patterns that tie specific conditions to specific stages in the process of developing intentions towards Social Entrepreneurship. This helps in identifying the key conditions for advancing in the process of developing Social Entrepreneurial Intentions, The following table shows the results of this step.

FIGURE 4.5 ESSENTIAL CONDITIONS FOR THE PROCESS OF DEVELOPING INTENTIONS

Essential conditions for advancement in the process of developing SE Intentions	
Stage 1	<ul style="list-style-type: none"> • Interest in a SE related field
Stage 2	<ul style="list-style-type: none"> • Awareness of the concept of SE and its potential • A trigger to be involved which could be a inspirational speaker or interest for a specific project
Stage 3	<ul style="list-style-type: none"> • Validation of the concept • Seeing possible career options • A certain level of skills
Stage 4	<ul style="list-style-type: none"> • More advanced skill level • Developed a certain entrepreneurial attitude and level of personal development • Access to a diverse range of networks • A concrete idea

Based on the information collected in the different steps of the analysis of the individual characteristics and conditions, the following model is developed to visualize and understand how the different characteristics relate to the process of developing intentions towards social entrepreneurship.

FIGURE 4.6 MODEL FOR THE PROCESS OF DEVELOPING INTENTIONS



LINKING THE COMMON OBSTACLES TO SPECIFIC STAGES IN THE PROCESS OF DEVELOPING INTENTIONS

There are three main obstacles students deal identified in this research, which are mentioned in this chapter. With the essential tipping identified these challenges can actually be linked to a number of specific stages. The lack of awareness can first of all be linked to the first stages of the process of developing intentions. Knowing it exists and interest in a related field is necessary for students to enter the process. However, when students are simply not aware of either Social Entrepreneurship or related fields, they never enter the process of developing those intentions in the first place. So this obstacle prevents students from entering the process in the first place and because of that limits the number of students involved in the process of developing Social Entrepreneurial Intentions.

The lack of competences and lack of an entrepreneurial personality are 2 obstacles that can be linked to reaching higher stages Social Entrepreneurial Intentions. The essential conditions in the first stages of the process are all about knowing it exists, having the passion and validation of the concept. In the later stages the level of engagement and type of responsibilities increase. Especially in the last stage, in which students decide on starting their own social enterprise, a number of specific competences and personality are necessary. A lack of these competences and personality as identified in the common obstacles prevents students getting to the higher stages. So this supports the assumption the two mentioned obstacles prevent students reaching the higher levels of intentions.

An interesting connection could be made between the network theme and other conditions in the later stages of developing intentions. Earlier in this chapter it is mentioned how access to a support network

can help developing skills and personal support from a mentor. So building a strong network can actually help overcoming some of the common obstacles.

4.3.3 SOCIAL ENTREPRENEURIAL INTENTIONS AND THE LITERATURE

In this paragraph the findings and identified patterns are compared to the literature to understand how the results in this chapter relate to the current literature and in what way they provide new insights.

CONDITIONS FOR DEVELOPING SOCIAL ENTREPRENEURIAL INTENTIONS

Successful students that already are running or starting a social enterprise in general had more experiences in positions in which they had a more proactive role with more responsibilities. Experiences mentioned in stage 3 of the process are examples.

This finding relates to previous conclusions in Sharir and Lerner (2006) and Van der Scheer (2007). They mention that social entrepreneurs need the experiences in which they have more responsibility and initiative to act. The experiences students have in different stages of the process provide the opportunity to have these experiences.

In Bacq et al (2014) it is mentioned that in the process of opportunity recognition, social entrepreneurs start from the context they work from. Students normally don't have enough working experience to recognize a lot of opportunities. Indirectly this confirms the importance of students getting into the process of developing Social Entrepreneurial Intentions. Because being involved in this process helps students gaining the experiences that promote opportunity recognition.

In the literature review, multiple authors discuss the skills relevant for social entrepreneurship. Turner and Martin (2005), Alvord et al (2004) and Sharir and Lerner (2006) all mention a number of skills relevant for social entrepreneurs. For example Turner and Martin (2005), mention a number of relevant managerial and entrepreneurial skills. Some skills mentioned by Turner and Martin (2005), also were identified as common competences that students regularly lack. The following table compares the skills mentioned in Turner and Martin (2005) with the findings in this research

FIGURE 4.7 LACK OF COMPETENCES COMPARED TO THEORY

Turner and Martin (2005)	Findings Lack of competences & personality
<i>Managerial skills</i>	<i>Practical business skills</i>
<ul style="list-style-type: none"> • Managing budgets • Monitoring outcomes • Administrating a funded program 	<ul style="list-style-type: none"> • Budgeting • Legal issues
<i>Entrepreneurial skills</i>	<i>Creative problem solving</i>
<ul style="list-style-type: none"> • Risk taking • Raising funds • Partnerships and networking • Delivering Innovative work 	<i>Negative personality</i> <ul style="list-style-type: none"> • Skills worry • Lack of confidence

The obstacles lack of competences and negative personality show broad similarities with the skills mentioned by Turner and Martin (2005). The difference is that Turner and Martin have a more detailed description of the specific skills.

In the literature review, self-efficacy is identified as a key concept explaining (social) entrepreneurial intentions (Krueger, 2002; Mair and Noba, 2003). It is confirmed that students in general lack the self-efficacy, which is a key concept in determining the level of entrepreneurial intentions. The so-called 'skills worry', identified in the findings on the negative personality, is one of the critical obstacles that explain the lack of entrepreneurial behaviour at students. According to Bacq et al (2014) this is a more common

problem in social entrepreneurship. They describe social entrepreneurs in general have a limited profile compared to regular entrepreneurs.

This research also confirms two of the key critical concepts related to intentions and motives related to social entrepreneurship. Bacq et al (2014) and Beugre (2011) mention high levels of moral engagement and empathy as key concepts explaining the drive of people to be engaged in social entrepreneurial activities. Empathy leads to a high willingness to help. In this study the need to be actively engaged in a cause that they want to solve is identified as one of the key values that are part of the conditions for developing Social Entrepreneurial intentions.

Finally the findings could be linked to the theory on social capital and embeddedness discussed on the literature review. Multiple authors (Urbano et al, 2010) ; (Nell and Mcquaid, 2002), Evans and Syrett (2007) Seelos et al (2011) Ruebottom (2011) Ndemo (2006) connected the social capital and embeddedness of an social entrepreneur in the local community to success of implementing social entrepreneurship.

VERIFYING THE KEY OBSTACLES FOR SOCIAL ENTREPRENEURIAL ACTION

The individual obstacles identified in this research help in determining a few key obstacles that are mentioned in the literature review. Hoogendoorn et al (2011) lists a number of variables that challenged social entrepreneurs. The perception of lack of finance and financial support is a challenge that is also visible in this study.

This can also be linked to the negative personality previously mentioned. Students perceive higher fear of failure and bankruptcy, which is strengthened by the fact they generally worry about study loans. The lack of experience that students usually have makes it also more difficult to deal with those fears (Hoogendoorn et al, 2011).

4.4 CONCLUSION

What are the individual conditions that explain high Social Entrepreneurial Intentions under students in Bristol?

In the findings a number of themes are identified that relate to the ingredients for developing intentions towards SE under students in Bristol. First of all there were a number of individual characteristics identified that are supportive for developing those intentions; (1) Interested in a field related to SE, like sustainability, international development or community issues, (2) Certain values that are aligned with the principles of SE and related fields, like the appreciation of sustainable and social values and a personal commitment to be involved, (3) A developed entrepreneurial personality and (4) a set of competences necessary for successfully starting a social enterprise.

Another set of themes is about a number of supportive experiences. (1) Events, (2) Practical hands-on experiences like an internship or volunteering or (3) a gap year are mentioned as influential experiences that helped the students developing their intentions towards Social Entrepreneurship.

How do intentions related to Social Entrepreneurship develop among students in Bristol?

The process of developing the right intentions can be described as an unintentional and gradual process. Students develop their intentions in multiple stages, which are characterized by an increasing level of engagement and enthusiasm in social enterprise.

Progress to the next stage depends on a number of key conditions that students need. Every stage requires a specific set of key conditions. Key conditions range from awareness, understanding and interest related to the concept of Social Entrepreneurship, to the right entrepreneurial personality and important competences. These key conditions are influenced by the supportive experiences mentioned in the previous question.

CHAPTER 5: SOCIAL ENTREPRENEURIAL INFRASTRUCTURE

This chapter is all about identifying the relevant Social Entrepreneurial infrastructure in Bristol focused on students. One of the conclusions of the previous chapter is that certain experiences are important in developing the individual characteristics of students supportive of Social Entrepreneurial intentions, and that these experiences are one of the driving forces of students progressing in the process of developing higher intentions.

A significant amount of those experiences can be related to the different elements of the student-focused infrastructure related to social entrepreneurship in Bristol. For example student societies or other student driven organizations and university funded support organizations play a facilitating role by organizing the different programs and experiences. In this part the infrastructure relevant for developing Social Entrepreneurial intentions under students is identified and categorized.

Two research questions will be answered at the end of this chapter. The first question focuses on mapping the relevant infrastructure.

What student-focused, social entrepreneurship related infrastructure is relevant in the development of Social Entrepreneurial Intentions under students in Bristol?

The second goal of this chapter is to understand how the identified infrastructure is linked to the process of developing Social Entrepreneurial Intentions under students in Bristol. In a deeper analysis of the findings these interrelationships are explored. The following question is answered in the conclusion of this chapter.

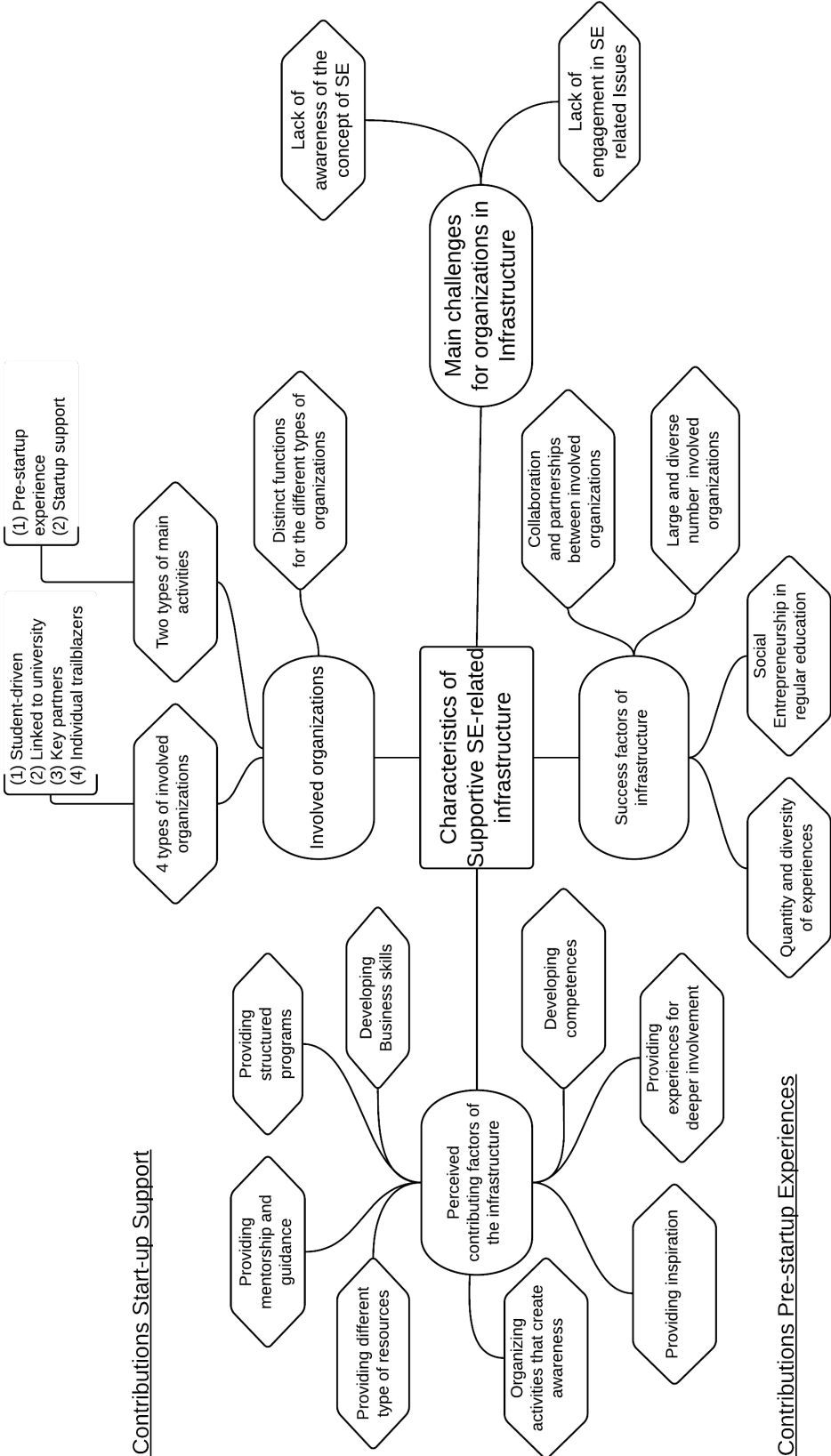
How does the student-focused, social entrepreneurship-related infrastructure in Bristol supports the development of intentions towards social entrepreneurship?

This chapter starts of presenting the thematic network as the starting point of exploring the related findings in this chapter. After the findings there is a deeper analysis that identifies the interrelationships between the infrastructure and the process of developing intentions.

5.1 THEMATIC NETWORK SOCIAL ENTREPRENEURIAL INFRASTRUCTURE

Related to overarching global theme of the infrastructure, the following thematic network shows the different underlying themes connected to the global theme.

FIGURE 5.1 THEMATIC NETWORK UNIVERSITY BASED INFRASTRUCTURE



Contributions Start-up Support

Contributions Pre-startup Experiences

5.2 EXPLORING THE THEMES

The relevant themes mapped in the thematic network are further explored in this paragraph. The identified themes are structured into four organizational themes, which are used as a framework to structure the exploration of the themes.

1. THE INVOLVED ORGANIZATIONS

Multiple organizations are involved in the Social Entrepreneurship related infrastructure around both universities. These organizations vary from each other on their function, the type of organization and the type of activities they organize. To provide a framework for analysing the different organizations, the following categorizations are made.

- Types of organizations based on their background
- The type of activities organized
- The main functions of the organizations

4 TYPES OF ORGANIZATIONS

First of all the organizations can be categorized by their background. The respective categories and the related organizations mentioned by interviewees are shown in the following table. The organizations mentioned in Appendix 3.7 are categorized in a number of categories.

FIGURE 5.2 DIFFERENT TYPES OF ORGANIZATIONS

Types of organizations	Examples organizations
Student-driven organizations	(1) Enactus (2) Bristol Inc (3) Bristol Hub (4) Different related study associations
Organizations supported and run by the University	(1) Basecamp (2) RED Enterprise Team (3) UWE Enterprise Team (4) UBU Get Green
External key partners	(1) Social Enterprise Works (2) UNLTD
Individual trailblazers	Inside several organizations and faculties

Important to mention is that this list is by no means a complete list of all the involved organizations. It is a partial list mentioned by the interviewees. These are considered the best-known organizations, but it is likely more organizations that are smaller and less known are contributing to the Social Entrepreneurial infrastructure focused on students in Bristol.

Interviewees identify four types of organizations, which vary on the background of the organization. (1) First of all, the student-driven organizations are those that are led and organized by students.

(2) Then there are also organizations that are related to the university and run by employees hired by the university.

(3) A third group of organizations are the external key partners. These organizations are private independent organizations or linked to the government and are important partners in co-creating the infrastructure.

(4) Often forgotten but very important are the individual trailblazers that are involved in the infrastructure. These trailblazers are individuals that take a leading role in building and supporting the

Social Entrepreneurial infrastructure. Their contributions in the form of resources, knowledge and individual commitment are crucial for the development of Social Entrepreneurial infrastructure.

MAIN FUNCTIONS OF THE DIFFERENT ORGANIZATIONS

After categorizing the different types of organizations, the specific functions of the different organizations are identified. For every type of organization a distinct set of functions are uncovered. By scanning through the interviews again, listing the specific activities and linking those activities to a specific organization is the key step to understand the differences between the organizations. The following table is added to give an overview of those functions for the respective categories.

FIGURE 5.3 FUNCTIONS OF THE DIFFERENT ORGANIZATIONS

Type of organization	Main functions
Student-driven organizations	(1) Organizing Social Entrepreneurship-related events, programs, activities and experiences (2) Bristolhub specific: providing a platform and communicating SE related opportunities
Linked to, supported and run by the universities	(1) Funding and running support programs (resources, structure, guidance, skills improvement) for aspiring student entrepreneurs (2) Involvement in student-organized activities and events by providing resources or a specific expertise
External key partners	(1) Providing essential elements to support programs or activities. In the form of Grants (UNLTD) and expertise and network (Social enterprise works)
Individual trailblazers	(1) Individual trailblazer spread the enthusiasm in their own organization for the topic of SE and drive the development (2) Individual trailblazer are important for gaining strategic support and resources (3) Individual trailblazers have essential knowledge or networks.

Based on the findings it can be concluded there is a clear distinction between the functions they have in supporting the development of Social Entrepreneurial intentions under Bristol students. Most activities and events are organized by the student-driven organizations. The university-linked organizations are mostly involved in the support infrastructure. However they are sometimes involved in the pre-startup activities too, mostly as partners in those activities and providing resources and access to networks to make them happen.

TWO TYPES OF ACTIVITIES

The activities, experiences and programs organized by the different organizations can be grouped in 2 main types of activities with different sub-categories of activities.

1. PRE-STARTUP EXPERIENCES

First of all there are a large number of pre-startup experiences, activities and programs offered by the different, organizations (Appendix 3.8). Interested students can participate in them to increase their understanding of the concept of Social Entrepreneurship. Events, conferences, challenges and workshops are some of the examples that are organized frequently by organizations that are part of the infrastructure.

Then there are also opportunities to gain hands-on work experience and develop relevant competences and experiences in Social Entrepreneurship-related organizations. Volunteering internships and committees are the main activities in this category.

2. SUPPORT PROGRAMS ACTIVITIES FOR ASPIRING SOCIAL ENTREPRENEURS

Besides the pre-startup experiences there are a number of activities, experiences or programs that are specifically aimed on supporting the students that are in the process of starting a social enterprise or planning to start one. Appendix 3.8 consists of a number of those support experiences.

Important examples are the different grant programs offered to students in the process of starting a social enterprise. There are grants for different stages in the entrepreneurial process. The most influential grant program is the UNLTD program. They offer three types of grants from idea phase to implementation phase. Students that want to be considered for such a grant need to be part of a competitive application process. Besides that there are different smaller grants or prizes related to specific challenges.

Besides grants there are also other forms of support. There is a sort of accelerator program, called the enternship, where students can participate and they combine working for Social Enterprise Works with getting a framework providing a structure to bring their idea to reality. To also get different steps of funding during this process, linked to specific goals in the process.

Then there is also the option to acquire some working space as starting social entrepreneur. If the student satisfy the requirements and get chosen by the respective organization, there are some spaces they can use. Recently the two Bristol universities started a space called the Goodlab that offer shared working space for both students and graduates.

And at last there is also a specific organization Basecamp that provides different forms of support for starting social entrepreneurs. They organize the New Venture Challenge (NVC) that provides a structured process for students with an idea to bring it into reality. And besides this program they have 2 in-house entrepreneurs that offer support where they can. They offer mentoring, facilitate skill sessions and network opportunities.

The following table shows an overview of the different types and subcategories of experiences, activities and programs discussed in the previous paragraph.

FIGURE 5.4 ACTIVITIES ORGANIZED BY THE ORGANIZATIONS

Pre-startup experiences and activities	Support for aspiring social entrepreneurs
<ul style="list-style-type: none"> • Events and activities for networking and inspiration • Activities for developing competences and skills • Practical hands-on experiences • Opportunities after graduation 	<ul style="list-style-type: none"> • Grants – related to competition – UNLTD • Accelerator – Summer enternship • Space is provided • General support via basecamp

2. CONTRIBUTING FACTORS BRISTOL INFRASTRUCTURE

In general the interviewees are very positive about the pre-startup experiences and support infrastructure present around university. Both students and the experts shared that opinion. Appendix 3.9 shows an overview of the different perceptions and experiences of participation in the different activities. Students appreciate the great diversity of activities to be involved in. They also mention the large number of students that are involved, which validates the concept for them. A positive effect of the diversity mentioned by Ruth is that with the great diversity of experiences there is always something that is attractive for someone. Which promotes more people to get involved in Social Entrepreneurship

Specifically related to the Pre-startup experiences, students emphasize the importance of the events that are organized. Because they are around a diverse range of topics, there is always some topic that someone likes. The events help in introducing the concept of Social Entrepreneurship and create awareness under a larger group of students. They also make it possible to connect to fellow students with a similar interest and to experts and social entrepreneurs. The speakers and examples mentioned are perceived as inspiring by the students. And because it is inspiring, people are more inclined to explore SE more deeply. For example Catherine mentioned the importance of her experience at the Emerge

Conference for her decision take have a social impact career. Lucy is another example where participation at the RISE event triggered her to get more experience in Social Entrepreneurship.

Besides events, students also appreciate that there are multiple possibilities for deeper involvement in social enterprise. After visiting a number of events they are inspired to do more and be more involved in this activity. The infrastructure in Bristol provides these opportunities with sessions to develop skills, internships, volunteering projects to be involved in and so on. These experiences help them to develop the right competences and gain meaningful experience (Appendix 3.9).

Considering the support infrastructure for aspiring social entrepreneurs the main perceptions are also positive. Mostly students who are already planning to set something up or students and graduates who already have a social startup emphasize the importance of the support infrastructure. Rob mentions that without the support infrastructure he wouldn't be where he was now. The support program gave the structure necessary to move forward. Specific goals were connected to getting a small portion of financial support, which made him focused on those essential steps. Also important individuals inside the support system like Julie Ellison were appreciated. For David the value was that via Basecamp, he got connected to a lot of other events and workshops to develop the necessary knowledge and competences. There are a number of others with similar positive remarks. So in short, the support infrastructure provides the following value for students interested in starting their social enterprise.

(1) The infrastructure helps the students with the access to support and guidance with practical issues they don't have any experience with administrative and legal issues are examples of practical but necessary issues to deal with.

(2) The infrastructure consists of a number of programs that provide a clear structure in the process of developing their social enterprise.

(3) The infrastructure provides the students with access to mentorship type of relationships and support.

(4) The infrastructure helps with developing business skills that are important for setting up social enterprises successfully.

(5) The infrastructure gives access to different types resources.

Experts from the different organizations in the infrastructure add a number of important contributions of the infrastructure. First of all the infrastructure provides a safe space to try and learn and even to fail. Especially when students are part of a collaborative, there is a supportive ecosystem in which they help and support each other. The experts further mention that the grants are important to promote action and to deal with the risk aversion of students. Because of the grants students don't need to put in their own money. Getting awarded a grant is also something that give students confidence. The mentorship provided in the support programs also helps students deal with the uncertainty and boost confidence.

3. ESSENTIAL SUCCESS FACTORS OF THE BRISTOL INFRASTRUCTURE

Based on the previous parts there are a number of characteristics of the Social Entrepreneurial that go beyond the services they provide, but which are essential for the success and the impact of the infrastructure.

(1) First of all the quantity and diversity of the offered experiences, activities and programs is appreciated. As already mentioned in the previous chapter, people are initially drawn to social entrepreneurship because of the link to a cause they are interested in. Because of the broad range of activities and topics, there is always some topic that might be interesting for an individual. This helps to attract more people into the social impact domain and to get them aware of the concept of social entrepreneurship.

(2) Connected to the previous point is the large number of involved organizations in the infrastructure. This explains the large offering of opportunities and at the same time, they can connect students to a much larger network.

(3) A last important characteristic is the collaboration between the different organizations that are part of the Social Entrepreneurial infrastructure around the universities in Bristol. An important observation is that in a significant amount of events and programs there are more partners involved, even in the limited time of my presence there. An example is the Changemaker Challenge, in which the Bristolhub collaborated with Basecamp and also worked together with Julie Ellison. Also in most of the support programs and infrastructure mentioned, multiple partners are involved. Social Enterprise Works and Julie Ellison is involved in a lot of them as external partner.

4. MAIN CHALLENGES PERCEIVED BY THE ORGANIZATIONS IN THE INFRASTRUCTURE

So overall the students in all stages of the process of developing Social Entrepreneurial intentions are positive about the Social Entrepreneurial infrastructure present in or around the university. However there are two main challenges identified by the interviewees, especially mentioned by the experts and people part of the infrastructure.

Ideally they want to attract a broader group of mainstream students and they currently feel social entrepreneurship is a niche, not yet known and appreciated by the general student population. For example Amy and Clair mention the difficulties in attracting the significant number of well-off students that have values that are not really aligned with social entrepreneurship. The infrastructure is not yet accessible enough for a broader group of students. Their communication is not yet succeeding in creating awareness and engagement around social entrepreneurship under the mainstream students. Multiple experts see the creation of a broader awareness under the student population as one of the main challenges. Ruth from Enactus illustrates how important this is and the impact it can have. Unlike other organizations, Enactus attracts quite some business students who are initially driven by their CV. However being involved in Enactus really changed their mindset and ambitions. One of the current board members is mentioned as an example of this trajectory.

Another important challenge is that they feel that more and more students get interested and involved in social entrepreneurship, but they fail in reaching higher levels of Social Entrepreneurial intentions. They fail to see concrete career opportunities in the social enterprise sector to work and lack the confidence in their own skills to start their own social enterprise. Several interviewees, which included Julie Ellison (Social Enterprise Works) and Will Churchill (Studentshub), mention the limited career opportunities as an important challenge (Appendix 3.10). Because a social impact career could be a way to gain the confidence, and create a stable situation from which to start an own enterprise. Also a broader set of career opportunities contribute to the validation of the concept of Social Entrepreneurship, which is described as one of the key conditions in figure 4.5.

Most experts recognize that this challenge is related to the individual challenges that were already mentioned in the previous chapter. For example Ruth (Enactus) mention the lack of confidence and risk aversion related money as important challenges for students. Multiple experts mention that this cause also relates to the lacking resources of the organizations to do something about it. Claire (Bristolhub), Amy (UBU get Green) and Zoe (UWE enterprise team) pointed out that the funding and resources are limited, which prevents them from expanding their support services.

Different interviewees identified the following solutions to solve the mentioned challenges. Related to the first challenge a number of suggestions are done to get social entrepreneurship on the radar of the mainstream student population (which are summarized in Appendix 3.10).

- (1) A larger presence in regular education. At the moment it is possible to follow some extra curricular programs on social entrepreneurship, but the presence in regular programs is limited (Appendix 3.6).
- (2) The communication should be more aimed on the mainstream students, instead of the niche students that are already interested in it. The language and the communication channels should be changed for this (Appendix 3.10).
- (3) Related to that the projects and activities organized to students should also be more attractive for the mainstream group of students. An example is the new project “the Wave”, which is an artificial surf wave that at the same time is based on a number of social and sustainable values.

But first and foremost it is an artificial wave, which is attractive for a bigger group of students (Appendix 3.10).

Related to the challenge to support students reaching the higher levels of Social Entrepreneurial intentions, interviewees suggest the following improvements (Appendix 3.10).

- (1) Creating more opportunities for a social impact career after graduation, as a step in between towards their own social enterprise. This improves the perception at students that social entrepreneurship is a valid career option.
- (2) Better communication of the support opportunities as a safe place to try, fail and learn for students. And with that also communicate that students don't have to be perfect to start and that the support infrastructure provide the support and resources to compensate for the lack of experiences, skills and resources.

In the next part the findings related to the Social Entrepreneurial Infrastructure are further analysed.

5.3 ANALYSIS

5.3.1 STUDENT PERCEPTIONS OF THE IMPACT OF THE INFRASTRUCTURE

In the previous paragraph it is mentioned that students perceive a number of positive effects of participation in the different experiences provided by the infrastructure (the theme of contributing factors). Based on these perceptions it is safe to assume that the different organizations that are part of the Bristol infrastructure have a big impact on the Social Entrepreneurial Intentions of Bristol students. In the analysis this assumed impact is further explored. This analysis is done in a number of ways. First of all, similar to the previous chapter the same three students are studied a bit closer to see the impact they experienced from participating in the opportunities provide by the infrastructure. Additional insights from rereading the other interviews and key relationships mentioned in appendix 3.13 are added to expand our insights. By comparing this to figure 4.4, which shows the key conditions per stage, we can link specific experiences to specific stages of the process.

FIGURE 5.5 STUDENTS AND THE PERCEIVED IMPACT OF THE DIFFERENT ACTIVITIES ON THE DEVELOPMENT OF SOCIAL ENTREPRENEURIAL INTENTIONS

Experienced impact of activities, programs and experiences	
Lucy	
<i>Abroad</i>	Abroad experiences in Norway and Austria are important → To get inspired and be aware
<i>Events and challenges</i>	The RISE event showed social impact could be a viable career via Social Enterprise and motivated her to be involved in other SE related activities. Once you are aware of this social enterprise approach → she got frustrated with the traditional approach of regular business
<i>Points of improvement</i>	Integrating social entrepreneurship and sustainability into regular courses is helpful More job opportunities related to social entrepreneurship, so at least people have idea they can earn money with it
Catherine	
<i>Abroad</i>	She went abroad when she was already involved in some activities at the Bristolhub → her time abroad made her realize she wanted to deepen her engagement and possibly aiming for a career in social entrepreneurship
<i>Event</i>	Events of Social Entrepreneurship related causes → Made her aware of existence of Studentshub and the concept of Social Entrepreneurship The more SE specific Emerge Conference → validated social entrepreneurship as a business trend of the future and a possible career.
<i>Internships and Committees</i>	Being more involved in the Bristolhub creates connection between students and different opportunities
David	

<i>Abroad</i>	Being abroad influenced his values of community and sharing meals It sparked the idea for his social enterprise
<i>Innovation Entrepreneurship course</i>	Being involved in this course made him aware of the concept of social entrepreneurship & inspired to combine starting a business with doing social good
<i>Events and challenges</i>	Participation in events and workshops gets him connected to other events and people
<i>Involvement in own startup</i>	The development of his idea busted his bubble and motivated him to get aware of social entrepreneurship → made him take part in different activities organized by Basecamp → helped him developing his skills
<i>Support infrastructure</i>	Participation in Basecamp → got him connected to other events and people → This was important for the development of his idea to a real business

Based on the perceptions and experiences of these students the following patterns are recognized regarding the relationship between participation in the different experiences and the impact on Social Entrepreneurial Intentions under students.

First of all it shows the empowering role of a period abroad. All three people have experienced being abroad and also a majority of the other interviewees had a similar experience. For most people the period abroad had a significant impact. They either came up with a concrete idea for their product (David), realization of her ambitions and deepening of her engagement in social impact (Catherine) and being inspired and aware of social and sustainable issues (Lucy). A remarkable thing is that the abroad experience is most of the times not part of the Social Entrepreneurial infrastructure, but most of the times linked to travel, a gap year or studying abroad. Considering the significant impact providing more Social Entrepreneurship-related abroad experiences might be a good addition to the Bristol infrastructure.

Another relevant effect is that being involved in activities, experiences and programs promotes a deeper involvement in other, and often more responsible activities. Participating in the RISE event motivated Lucy to get more practical experience to develop commercial skills). Being involved in the different Bristol Hub experiences changed Catherines intentions from an interest in social causes to the ambition of having a social impact career. And participating in the Innovation Entrepreneurship course made David aware of the concept of social entrepreneurship and the potential of this of the social enterprise model.

Also interesting is the specific sequence of engagement in the different activities students are involved in. Most students start hearing about Social Entrepreneurship via events on related topics (Catherine and Lucy), or via courses they follow (David). After that they decide to participate in more demanding activities, like internships, committees and so on. This can be explained by the fact that some experiences take more effort and students need to be more enthusiastic about the concept to put in this effort. Diving into the specific interview of David and Catherine shows the importance of more demanding and practical experiences and support programs to develop the necessary skills.

Finally in the case of David, it becomes clear that having a clear idea that you are intrinsically motivated about is a big driver of being really involved and engaged. This is an important motivation to progress through the stages quicker.

5.3.2 KEY PATTERNS AND INTERRELATIONSHIPS SOCIAL ENTREPRENEURIAL INFRASTRUCTURE AND THE CONDITIONS

With this information and also rereading the other interviews and Appendix 3.13, two figures are created that summarizes the influence of the specific elements of both the pre-startup experiences as well as the support infrastructure on the development of the key conditions for developing Social Entrepreneurial intentions. The following figure shows the influence of pre-startup experiences on the conditions for developing intentions. This figure also shows the stages of the process that are most impacted. This is determined by linking the perceived influence to the key conditions per stage as determined in figure 4.4.

FIGURE 5.6 THE IMPACT OF PRE-STARTUP EXPERIENCES ON CONDITIONS FOR DEVELOPING INTENTIONS

	Perceived Influence on conditions for developing intentions	Stage
Events	Events are easy opportunities for people to get familiar with the concept. It creates <u>awareness of the concept</u> Events can be <u>inspirational</u> for people, which could be a <u>trigger</u> to get deeper involved in Social Entrepreneurship. Or it provides <u>inspiration for developing own ideas</u> . Getting to know a lot of other Social Enterprises <u>validates the concept of Social Entrepreneurship</u> . They also could provide a <u>possibility to network</u> . Sometimes <u>skill sessions</u> are part of events	Mainly 1 & 2
Skills related sessions	These sessions provide the <u>necessary skills</u> , which enables students to be more involved in more demanding activities and setting up their own social enterprise. It also gives people more <u>confidence in own skills</u> , which supports the development of a <u>entrepreneurial personality</u>	Mainly 3 & 4
Internships	Internships provide opportunities to <u>develop practical skills</u> Learning to be <u>resourceful</u> to deal with the complexity of real life. To get working experience in field of passion, which is important for further exploring <u>own passion and own qualities</u> and <u>getting inspiration</u> for own ideas.	Mainly 3 & 4
Volunteering	As a related field volunteering could be a <u>entry point to hear about SE for the first time</u> It could be a way to develop <u>supportive norms and values</u> and develop the a number of skills It could develop a <u>positive attitude</u> or a <u>passion for a cause</u>	Mainly 1, 2 & 3
Going abroad and gap year	It could be a way to get <u>interested into related field</u> It could be a <u>source of inspiration</u> or a way to <u>develop norms and explore which qualities and passions you have</u> . It also could <u>Trigger an idea</u> for a future startup	Mainly 1 & 4

Analysing the impact of the pre-startup experiences it can be concluded that the broad range of pre-startup experiences has a significant and wide impact on the different conditions of different stages in the process of developing Social Entrepreneurial Intentions. It can also be concluded that the different experiences impact conditions in all the stages of the process of developing intentions towards Social Entrepreneurship.

Besides the pre-startup experiences, there are also different support programs and experiences part of the Bristol support infrastructure. These support programs also contribute to the conditions for developing SE related intentions. These experiences are mainly relevant for students in the last two stages of developing SE intentions. The following figure summarizes how these support programs influence the conditions for developing Social Entrepreneurial intentions.

FIGURE 5.7 IMPACT SUPPORT INFRASTRUCTURE ON CONDITIONS

	Influence on conditions for developing SE related intentions	Stage
A support network	The support network provides <u>resources</u> and offers an environment, which functions as a <u>melting pot for new ideas</u> . It also helps with <u>developing skills</u>	4
Funding opportunities	Those opportunities are useful in <u>acquiring the necessary resources</u> They create a <u>Safe place to fail</u> by making it possible that students don't have to invest a lot of personal capital → This helps students dealing with the <u>risk aversion</u> , which is common under students and alumni The presence of funding also <u>validates the concept of SE</u> and in the case they are part of a award, it supports a growing confidence	3 & 4
Guidance and structure	Mentorship helps students developing <u>confidence and the right attitude</u> And a structured program that students can follow provides more <u>certainty in uncertainty</u>	3 & 4

	Both characteristics deal with the individual challenges students encounter. Like the negative personality and risk aversion	
Physical location for students with social startups	Being in a physical space surrounded by other social entrepreneurs provides students with a number of advantages: <ul style="list-style-type: none"> • More input and inspiration for <u>developing ideas</u> • Having other social entrepreneurs around helps student-entrepreneurs <u>enlarge their network</u> and <u>have access to resources</u> 	4
Skills development sessions	These sessions help students <u>acquiring relevant competences</u> and at the same time increasing the <u>confidence in their skills</u>	3 & 4

Analysing the findings summarized in this table, it can be concluded that the support programs and activities are very important in getting students into the last stage of developing Social Entrepreneurial intentions under students. The different programs are much more focused on improving the conditions in the later stages of process. They are mostly meant for students already interested in starting a social enterprise in the near future and seem to be focused on the specific challenges in this stage.

Besides supporting the conditions relevant for the last two stages, the support programs and activities also help in tackling several individual challenges a lot of students encounter as mentioned in chapter 4.4. By providing funding it becomes less risky for students because they don't have to invest their own money. Sometimes funding can even be used for living expenses. Also participation in certain programs like the self-placement program provides a structure and clear goals, which creates certainty in an uncertain process. So these support elements deal with the risk aversion of students.

There are also some examples of support elements that help students with solving the skills worry. One of them is providing the funding in the form of awards. The students perceive awards as a sign of appreciation. Which boosts the confidence in their skills. Also participation in skills sessions not only improves the necessary skills of students, it also improves the perceptions about their own skills, which gives them more confidence in their own skills. Support of a mentor and other people in the support network also helps raising the confidence of students.

LINKING KEY ORGANIZATIONS TO SPECIFIC STAGES OF DEVELOPING INTENTIONS TOWARDS SE

Figure 5.3 shows that the different types of organizations have specific roles and functions in the process of developing Social Entrepreneurial intentions. At the same time Figure 5.6 shows that specific experiences are linked to specific stages in the process of developing intentions towards SE.

Combining these two insights helps us linking the different types of organizations to specific stages of the process. This resulted on the following figure, which shows the involvement of the different organizations in the different stages. The goal is to show which stages are most influenced by the different organizations. An important note is that only their core activities are considered. For example, Social Enterprise works is mostly involved in the support programs, but indirectly influences previous stages by partnering with other organizations in events. These indirect influences are not taken into account.

FIGURE 5.8 LINKING ORGANIZATIONS TO SPECIFIC STAGES

Organization	Stage 1	Stage 2	Stage 3	Stage 4
Student driven organizations				
Bristol Inc				
Related student associations				
Bristolhub				
Enactus				

University supported organizations	
Basecamp	
UWE enterprise team	
External partners	
UNLTD	
Social enterprise works	
Explaining the symbols	Main function

Looking to the relevance of the different type of organizations, there is a pattern emerging.

The emphasis of student-driven organizations is on the first two stages in the process of developing Social Entrepreneurial intentions. Their main activities are around organizing events, conferences and activities. However Bristolhub and Bristolinc are involved in a broader range of activities than most other student-driven organizations. They are involved in organizing a number of skills related sessions and at the same time connect students to relevant practical experiences. So they have a broader scope than the usual student-driven organization.

University supported organizations are mainly involved in the last two stages of developing Social Entrepreneurial intentions. Their main activities are organizing support programs for students planning or already in their own social enterprise. They also provide individual support for starting social entrepreneurs, connecting them to relevant organizations or providing task assistance when necessary. Some of these University supported organizations are also offering co-working space. Another key role is that they offer workshop sessions around specific skills like pitching for students interested in starting their own social enterprise. These sessions are also relevant for students, which are one stage earlier in the process of developing their Social Entrepreneurial intentions. It helps them developing the right skillset. The main responsibilities of Social Enterprise Works fall in the later stages of the process. They contribute mainly to the support programs with their network and expertise. At the same time this network is also useful for partnerships for events.

A very distinctive characteristic is that most of the organizations are involved in multiple ways, either in direct or more indirect way. Via partnerships they are not only involved in their main function, but also in other events, activities and programs that are part of the Bristol infrastructure. This is crucial for the access of students to next level activities that help them progress better through the process of developing Social Entrepreneurial Intentions.

KEY ORGANIZATIONS IN THE PROCESS OF DEVELOPING SOCIAL ENTREPRENEURIAL INTENTIONS

As mentioned all organizations play their part and are essential in their way. Still some organizations distinguish themselves by providing something unique role into the equation.

First of all, Bristolhub is one of the organizations in this category. Compared to other student driven organizations they bring something extra that contributes to the functioning of the so-called Social Action Journey.

- They provide a platform that links students to all the opportunities for students related to SE and more. This way they create awareness about these opportunities and make it easier for students to get involved in new opportunities and progress into the Social Action Journey.
- They are linked to a national organization called Studentshub, which provide knowledge, new programs and a support network.
- They offer extra opportunities to have a so-called impact career. They organize internships at non-profit organizations and via Studentshub they even have a graduate program. These are all validations that an impact career is achievable.

Also the support activities and programs are really appreciated by the students that are involved in a start-up. Especially the organizations Basecamp (at UoB) and Enterprise Team (at UWE), provide the needed structure, guidance and resources to students. Without that support students mentioned they would never have been able to start something. It not only provides students with the right conditions, as mentioned in table ... but also helps students in solving some of the challenges they encounter.

- Skills worry
- Risk aversion

On the background two of the external partners are essential in the support activities and programs. One of them is Social Enterprise Works. They provide important expertise and networks for the quality of the support. This helps students getting the right resources; improving their business idea or developing the right competences and attitude. Also the specific role of Julie Ellison as a mentor and trailblazer is appreciated by a lot of people.

The second external partner is UNLTD, which provide a structure and funding via the Try it, Do it and Build it awards. Which provide dozens of possible social entrepreneurial students with funding in different steps. This way it helps them with the Risk aversion that is common under students. And because it is an award it gives students confidence.

THE IMPACT OF MISSING LINKS AND CHALLENGES IN THE INFRASTRUCTURE

In the previous chapter three main obstacles students deal with are identified. (1) A lack of awareness, (2) Lack of competences and (3) lacking entrepreneurial personality prevent students from getting involved in the process of developing intentions and to reach the higher levels intention. These individual obstacles can be linked to challenges organizations in the infrastructure deal with as were mentioned earlier in this chapter.

First of all, the challenge of attracting mainstream students can be directly linked to the individual lack of awareness and differences in values of the mainstream students. The difficulties of organizations to help students developing the highest intentions are caused by the lacking entrepreneurial competences and personality.

A more important observation is that improvements in the infrastructure can actually help in solving the individual obstacles and contributing to overcoming the challenges organizations in the infrastructure deal with.

(1) A first example is the integrating more opportunities for social enterprise in regular education. One of the findings (appendix 3.13) is that this helps in creating a broader awareness under students, so more students find out about the existence and basic characteristics of social entrepreneurship.

In Bristol we can see the impact of social entrepreneurship in the regular curriculum when we compare the social entrepreneurial behavior of students of the University of West England (UWE) and University of Bristol (UoB) students. At the UWE there is a special full bachelor in Entrepreneurship, which is focused on entrepreneurial projects instead of regular tests. According to the interviewee at the UWE enterprise team, quite some students of this program are involved in social entrepreneurial projects that end up applying for the HEFCE grants. At UWE this resulted in 31 grants awarded to the different student initiatives. At the UoB, where such a specific program doesn't exist, only 8 initiatives got awarded a grant.

(2) The tools and language of communicating is also an important point for improvement. At the moment organizations are not succeeding in reaching and convincing the mainstream students. By changing the channels of communication and the message and language used, they might reach more students. In the next chapter it is more thoroughly discussed how fun and interesting places, projects and initiatives that are more implicit in their social and sustainable message, seem to attract a broader group of students. Cafes or restaurants that are in the first place just really nice places, reach the mainstream student better than too alternative places. This way of thinking should be used when developing new projects and promoting the infrastructure.

(3) Organizations in the infrastructure could focus on providing more experiences, programs and activities that specifically target promoting personal growth of the students, to help students becoming more confident and able to deal with the uncertainty. The insights in figure 6.5 and 6.6 are very helpful in determining what experiences to focus on for organizations. For example, organizations could provide opportunities for students or recent graduates to spend their gap year in a more meaningful way.

5.3.3 THE BRISTOL INFRASTRUCTURE AND THE LITERATURE

FUNCTIONING AS COGNITIVE INFRASTRUCTURE

In the literature review the concept of cognitive infrastructure (Krueger, 2000) is discussed. Figure 3.10 shows the different mechanisms of cognitive infrastructure. These mechanisms provide a framework for reviewing the cognitive contribution of the Bristol. The following figure shows per mechanism in what way the Bristol infrastructure functions as cognitive infrastructure.

FIGURE 5.9 ASSESSING THE COGNITIVE INFRASTRUCTURE IN BRISTOL

Mechanism	Presence of mechanism in the Bristol infrastructure
Explicit cues	Different elements in the infrastructure provide both explicit and sometimes more implicit cues. (1) By promoting during events (2) In messages from organizations like the Bristolhub and Basecamp if a student is receiving their newsletter
Developmental experiences	The Social Entrepreneurial Infrastructure offers different developmental experiences. (1) Workshops and challenges (2) Internships and volunteering experiences (3) Support programs and co-working spaces
Mentors	Mentorship is a big part in especially the support activities and programs that are part of the infrastructure. (1) When you take part in the different support programs, mentorship is a explicit element of the program (2) Even when you are not in a specific program you still can get support from the in house entrepreneurs at Basecamp, Social Enterprise Works or the UWE enterprise team.
Teams	In a number of events and activities the forming of multi-disciplinary teams is promoted. In challenges students are promoted to work together on a social venture that solves a specific issue. However these teams are most of the times only temporarily formed around this specific challenge
Benchmarking and best practices	Best practices are mostly shown at the events and activities organized by the different student-driven organizations. (1) During bigger conferences most of the times entrepreneurs function as speakers or present their business via a booth at the information market (2) There are also smaller inspirational events where alumni with a social enterprise share their businesses
Information flows	Different organizations in the infrastructure contribute to the flow of supportive knowledge. (1) Student-driven organizations during events and workshops (2) Bristolhub in their platform role (3) Support organizations like Basecamp and social enterprise works provide frameworks and other knowledge as part of their support program

The table shows that the Social Entrepreneurial infrastructure focused on students in Bristol comprises a lot of the mechanisms that are linked to the concept of the cognitive infrastructure. These mechanisms support the development of entrepreneurial thinking according the Krueger (2000). Based on presence of these mechanisms in the Bristol infrastructure we can conclude that the infrastructure helps creating an environment that promotes entrepreneurial thinking.

SOCIAL INFRASTRUCTURE

Figure 3.11 in the literature review shows the main elements of the entrepreneurial social infrastructure (ESI). According to Flora et al (1997) the presence of this ESI determines the quality of social relationships. In the following table the state of the social infrastructure in Bristol is assessed based on the main elements of the ESI.

FIGURE 5.10 ASSESSING THE BRISTOL SOCIAL INFRASTRUCTURE

ESI elements	Presence of ESI elements in the Bristol infrastructure
Legitimacy of alternatives	In the Bristol infrastructure the legitimacy of alternatives is very common. In the chapter on the Social Entrepreneurial intentions of students it is mentioned that both the background of the students as the issues they are involved are very diverse.
Mobilization of resources	The mobilization of resources provided by the infrastructure is somewhat limited. Students depend mainly on different forms of grants, crowdfunding and sponsorship. The number of investors that would consider social enterprises is limited. Also the private investment of students in their own social enterprise is limited.
Network qualities	The students don't have a lot of social networks themselves. However the network of the partners providing the infrastructure is quite big.

Based on this observations it can be concluded that the considering the social infrastructure, there is some room for development. Mobilization of resources and network qualities of the involved students are not developed well.

This explains that the main relationship in the infrastructure is student to infrastructure and not student to student. This makes sense because of the lacking mobilization of resources and network qualities. Because of the limited mobilization of resources there is less interdependency between the different students that are part of the infrastructure. Also because of the lacking quality of their personal networks, the interrelationships between students and other individuals in the community is limited.

BUSINESS SUPPORT INFRASTRUCTURE

Another concept explored in the literature review is the business support infrastructure. Tan (2000) identified 4 categories of business support infrastructure. In the following table which organizations in the Bristol infrastructure is responsible for the different responsibilities in the Business support infrastructure.

FIGURE 5.11 THE BUSINESS SUPPORT INFRASTRUCTURE IN BRISTOL

Task assistance	Resources	Information	Knowledge
Basecamp	UNLTD	Bristolhub	Bristolhub
Social Enterprise Works	UWE Social Enterprise team	Basecamp Social Enterprise Works	Basecamp Works
UWE Social enterprise team	Goodlab	Works	UWE Social enterprise team

As can be seen in Figure 6.10, all the roles are taken on by multiple organizations in the Bristol infrastructure. This explains the perceptions of the interviewed students that all the necessary support is present in the Bristol infrastructure. It also shows how most organizations have different roles in the infrastructure.

THE SOCIAL ENTREPRENEURIAL INFRASTRUCTURE AROUND BRISTOL UNIVERSITY AS A STARTUP COMMUNITY

In the literature review the concept of startup communities is introduced Weele et al (2014) mentions a number of characteristics of startup communities. He shows the value of startup communities for both the ecosystem as the individual social entrepreneurs. The characteristics of startup communities mentioned by Weele (2014) in the literature review are used as a framework to determine the functioning of the infrastructure as a startup community.

FACILITATING INTERACTION WITH FORMAL AND INFORMAL NETWORKS

The infrastructure in Bristol and the students part of it are facilitating different types of networks. Formal networks of membership are facilitated around a number of student-driven organizations, like Enactus. However the infrastructure is mainly focused and succeeding in facilitating informal networks.

- (1) By organizing events, face-to-face opportunities are offered to create new connections and networks. Students from different study backgrounds, and different people from the field of social entrepreneurship don't usually meet otherwise. The events can create interactions between these groups.
- (2) The in-house entrepreneurs that are involved in organizations like Bristol Basecamp have a big network themselves in the field of social entrepreneurship. By hiring these entrepreneurs aspiring social entrepreneurs have access to these networks.
- (3) Recently, there are opportunities for Bristol students to start their startup in co-working spaces like the Goodlab. By locating in these co-working spaces, students can connect to other members and their networks, which helps in expanding their own network.

FLOW OF RESOURCES

The infrastructure in Bristol also promotes the flow of resources. The following ways are identified:

- (1) The most direct way is by providing different types of grants to finance the first activities of the social startup.
- (2) Via the in-house entrepreneurs networks are accessed to gain additional resources. One recent graduate got help finding an affordable location and a part-time work experience via the involvement of Julie Ellison from Social Enterprise Works.
- (3) Indirectly, networking opportunities provided by the infrastructure also helps with getting access to different types of resources. The events for example attract a number of external partners that could provide resources. Triodos Bank for example visits multiple events.

However, compared to regular startup communities an important part is missing. In those startup communities there is a strong flow of money from investors and experienced entrepreneurs towards the new starting entrepreneurs. This is far less the case in the Bristol infrastructure.

TIGHT KNIT

Across the different networks you see a number of tight networks forming related to the Bristol infrastructure.

- (1) Around a number of student organizations like the Bristol hub, engaged members create strong connections with other members of the organizations and with some of the network partners.
- (2) By collaborating, different organizations in the infrastructure create new connections between their organizations and other organizations.
- (3) Tight relationships could develop between students participating in the support network and individuals in the support network. Working intensely together starting something creates strong ties between people. Also mentorship-relationships could grow between students and individuals part of the Bristol infrastructure.

Most strong ties will develop between students with higher levels of Social Entrepreneurial intentions and people related to the support infrastructure.

SELF-EMERGENT

Some elements in the Bristol infrastructure are self-emergent. The different organizations create a number of activities and events on their own or in collaboration with partners.

However a significant number of activities and events are more intentional in nature with external input. External partners like UNLTD, the city of Bristol or the university are proactively involved in the activities and events that are part of the Bristol infrastructure. They support organizations in the Bristol infrastructure as part of their own strategic goals. They mainly provide resources to fund different activities, events and programs. These resources are critical for making this infrastructure possible. So the Bristol infrastructure is not yet fully self-emergent regarding the financial resources.

BASED ON PASSION AND COMMITMENT

Passion is a big part of the reason students and also stakeholders are involved. The students involved are generally motivated by their passion for a specific cause or mission. And especially when students are developing higher level of intentions the passion for Social Entrepreneurship as a concept also starts to develop. Besides students, trailblazers like Julie Ellison and experienced social entrepreneurs are involved because of their passion. They love what they do and enjoy sharing this.

However the level of commitment is a different story. Only the students that develop higher levels of intentions are committed to Social Entrepreneurship as their future career and the Bristol infrastructure. They are involved more in demanding activities, for example in the different committees that are responsible for organizing different activities. Students with lower levels of Social Entrepreneurial intentions on the other hand are less involved in the Bristol infrastructure by participating in committees and so on. So they are contributing less to the Bristol infrastructure.

This is a weakness, because it prevents long mutual valuable relationships. Students have less to offer win relationships with experienced entrepreneurs in the network when they are not committed to contribute and take action.

WILLINGNESS TO HELP AND SHARE EXPERIENCES AND GIVE BEFORE YOU GET

The commitment level discussed in the last part relates to the willingness to help, share experiences and give before you get. This willingness is there both at the students with higher levels of intentions, the individual trailblazers and some of the experienced social entrepreneurs. However, because of the lack of commitment with the group with lower intentions, the willingness is not yet present in the whole group of involved students.

SHARED NORMS AND VALUES

A natural characteristic in social entrepreneurship is that making an impact is prioritized above profits. So despite the different causes and topics people are interested they share this value together.

THE BRISTOL INFRASTRUCTURE AS A STARTUP COMMUNITY IN DEVELOPMENT

Based on these elements it could be argued the Bristol infrastructure shows quite some similar characteristics compared to the startup community as described by Weele et al (2014). There are shared norms and values; The infrastructure facilitates the development of formal and informal networks and some flow of resources; Some elements in the Bristol infrastructure are self-emerging and a group of members in the community is passionate, committed with a strong willingness to help and share.

However because of a number of limitations, it can be considered a startup community in development. A number of characteristics are not yet as developed as ideally described by Weele et al (2014). There are two key challenges in that prevent the Bristol infrastructure functioning fully as a startup community. The first problem is the lack of students and graduates with the highest level of Social Entrepreneurial intentions. Because of this lower level of intentions they are not motivated enough to be engaged and put effort in the community and develop strong mutual relationships. Another limitation is that only a small number of students are successful in starting a social enterprise. In the long run this limits the number of experienced entrepreneurs that could help and provide resources for future generations of aspiring social entrepreneurs.

Another important challenge is the lack of financial resources Bristol infrastructure and startup community. Currently there is a dependency on grants and support provided by UNLTD, the city government and the university. While in regular entrepreneurship financial resources in the infrastructure and startup community are provided by investors and experienced entrepreneurs. Currently these flows of resources are currently lacking in the Bristol infrastructure around social entrepreneurship.

These two key challenges explain the other limitations in the performance of the Bristol infrastructure as a startup community. The lack of a self-emergent nature, tight connections, commitment to the community and willingness to help could be solved when there are more students with high Social Entrepreneurial Intentions that decide on getting engaged in the Social Entrepreneurial activities. More financial resources provided by investors to support both the starting social entrepreneurs and elements of the Bristol infrastructure could support this goal.

THE BRISTOL INFRASTRUCTURE AS A PLATFORM FOR SOCIAL CAPITAL AND EMBEDDEDNESS

The conceptual model (figure 3.14) in the literature review shows the interrelationships between social capital and embeddedness and social entrepreneurial action. A number of drivers are mentioned in the model, which promote the development of social capital. One of those drivers is infrastructure. Infrastructure is introduced as a concept that helps developing social capital and embeddedness. Organizations like the Rotary Club are mentioned that are used as a platform to build relationships, improve reputations and provide opportunities to create connections.

A similar function is noticeable regarding the Bristol infrastructure. A number of organizations in the Bristol infrastructure function as a platform where connections and relationships are created and social capital is build. Some examples are:

- (1) Organizations like the Bristolhub and Basecamp connect students to organizations in their network, developing the social capital of the students. By getting connected to local partners students get more embedded in the local context.
- (2) Activities, events and experiences function as platforms for students and stakeholders to connect. They offer networking opportunities to connect different groups of people with an interest and involvement in Social Entrepreneurship.

By helping students build their social capital the Bristol infrastructure actually also contributes to other conditions in the process of developing Social Entrepreneurial Intentions. When discussing the access to networks in the chapter of intentions, it is mentioned that those networks could actually contribute to development of Social Entrepreneurial Intentions. Networks can support the development of skills, access to resources or personal development by support of mentors in that network. As mentioned these are part of the conditions for developing Social Entrepreneurial Intentions.

ENTREPRENEURIAL LEARNING IN THE BRISTOL INFRASTRUCTURE

If we approach the activities and experiences that are part of the Bristol infrastructure as entrepreneurial education as discussed in the literature review, we can compare it with models from the theory. If we assume that the Venture Creation approach (Ollila and Middleton, 2011) is the most integral approach to develop entrepreneurial competences and identity, we can conclude most of the elements in the Bristol infrastructure are insufficient.

In regular education social entrepreneurship is integrated on a small, project-based scale. Developing real social enterprises supported by an incubator and full practical courses are not part of the program at Bristol University. The extracurricular experiences provided by the infrastructure do offer some possibilities of entrepreneurial learning, but are not as comprehensive as described in the Venture Creation Approach, where students get both a diverse range of courses, support and real enterprise experience in their own enterprise. This might explain the perceived individual limitations of lacking skills and entrepreneurial attitude, as mentioned in the previous chapter.

The 4-year team Entrepreneurship program at the University of West England (UWE) is an exception. This is a comprehensive program that mixes venture creation with organizational support from the university and academic courses. The results of this program are significant. A significantly higher number of student enterprises apply successfully for a grant and award at the end of the program, compared to University of Bristol students.

CONCLUDING REMARKS LITERATURE COMPARISON

Comparing the state of the Bristol infrastructure we can conclude that it is overall well developed. There is a cognitive infrastructure that promotes entrepreneurial thinking and all the types of business support infrastructure are present. And overall the infrastructure has some of the functions and mechanisms of a startup community. A well functioning startup community provides a lot of advantages for individual entrepreneurs and at the same time creates an environment that is friendly for entrepreneurial action.

We also identified the function of the Bristol infrastructure as platform that contributes to the development of social capital of the involved students. By improving their social capital, students have better access to resources, mentors to help them develop skills and personality.

However comparing the Bristol infrastructure with the theoretic concepts, also helped in identifying a number of weaknesses in the Bristol infrastructure. The assessment of the social infrastructure led to the conclusion that the limited mobilization of resources and the quality of the social networks between students to other stakeholders in the infrastructure limits the development of social capital in the network.

These identified limitations in the social infrastructure were similar to the limitations identified when exploring the functioning of the Bristol infrastructure as a startup community. A number of characteristics of startup communities seemed to be less developed in the Bristol infrastructure, which leads to a number of limitations.

- Limited flows of resources
- Not yet fully self-emergent
- Not really tight-knit
- Lacking commitment and willingness to contribute for students with lower levels of Social Entrepreneurial Intentions.

Also when comparing the possibilities of Entrepreneurial learning in the Bristol infrastructure with the model of the Venture Creation approach (Ollila and Middleton, 2011), we concluded that the learning opportunities are insufficient. With the exception of the team entrepreneurship program, the learning opportunities provided by the Bristol infrastructure are not as comprehensive as described in the Venture Creation approach.

Improving the limitations in the infrastructure identified in this chapter improves the functioning of the Bristol infrastructure as a startup community and platform for entrepreneurial learning. This should help stimulating the development of Social Entrepreneurial Intentions under students.

5.4 CONCLUSION

With the findings and results from the analysis, the different leading questions formulated at the start of this chapter can be answered.

Q1 What student-focused, social entrepreneurship related infrastructure is relevant in the development of intentions towards Social entrepreneurship under students in Bristol?

This first question is to map the different elements and characteristics of the Bristol Student focused, Social Entrepreneurial infrastructure. Four categories of elements are identified as part of the Bristol

infrastructure; (1) Student-driven organizations, (2) University initiated organizations (3) Key partners and (4) Individual Trailblazers.

These 4 categories each have their own role in promoting social entrepreneurial actions and intentions under students. As part of the infrastructure they are mainly responsible for organizing experiences, activities and programs related to Social Entrepreneurship for students to participate in.

Q2 How does the student-focused, social entrepreneurship related infrastructure in Bristol supports the development of intentions towards social entrepreneurship?

The infrastructure offered the students the opportunity to be involved in Social Entrepreneurship-related experiences. We found out that participating in these experiences contributed to the development of key conditions in all the stages of the process of developing intentions towards Social Entrepreneurship.

THE SOCIAL ENTERPRISE ECOSYSTEM IN BRISTOL

As been discussed in the literature review, entrepreneurial activities are taking place in a wider ecosystem of elements and stakeholders that support entrepreneurial activities (Vogel, 2013). The same counts for Social Entrepreneurship. In the literature review a number of authors mentioned links between the spatial context and social entrepreneurial action. This resulted in the conceptual model in figure 3.14 that shows a number of ways the local context influenced the development of Social Entrepreneurial Actions.

In this part the specific elements that are part of the Social Enterprise Ecosystem in Bristol are identified. In this step the focus is specifically on the elements in the Bristol ecosystem that are relevant for the development of student intentions related to Social Entrepreneurship. Part of the interviews with students and experts was about their perception of the supportive elements in the Bristol ecosystem.

The first part of this chapter is all about mapping the relevant elements of the Bristol Social Enterprise Ecosystem. The goal is to identify the elements that students and experts perceive as relevant for the development of intentions towards social entrepreneurship. The following question will be answered at the end of the chapter.

What elements of the Bristol Social Entrepreneurial ecosystem are perceived as relevant for the development of Social Entrepreneurial Intentions under Bristol students?

In the second part of this chapter the role of the Social Enterprise Ecosystem is further analysed. This analysis focuses on the interrelationships between the Social Enterprise Ecosystem and the process of developing intentions towards Social Entrepreneurship. The goal is to answer the following questions.

In what way does the Bristol Social Enterprise Ecosystem influence the process of developing Social Entrepreneurial Intentions under Bristol students?

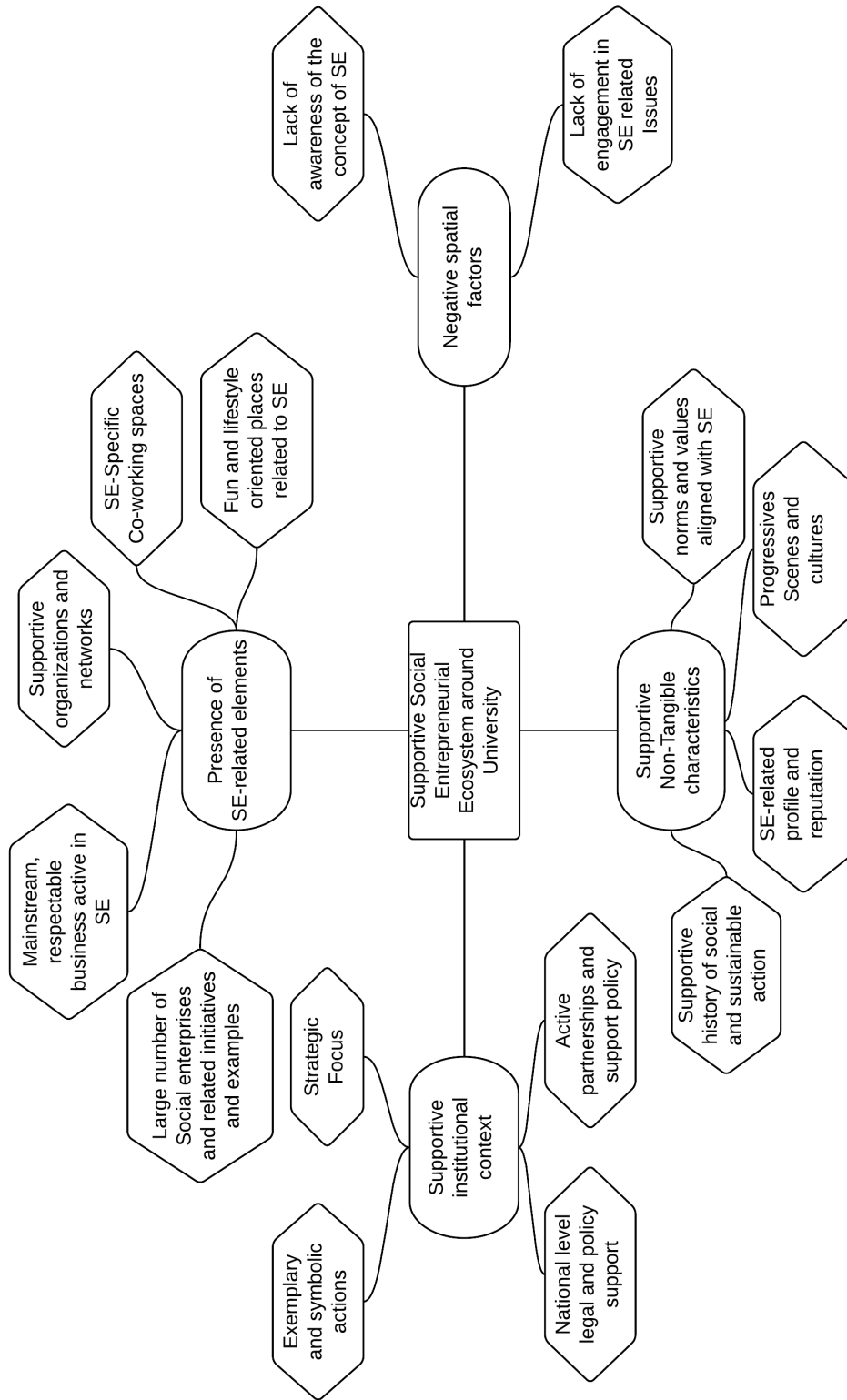
In the literature on regular entrepreneurship some connections are identified between the infrastructure and other elements in the entrepreneurial ecosystem. Additionally specific Social Entrepreneurship related literature showed some interrelationships between the local context and the infrastructure part of this ecosystem. To explore the interrelationships between the infrastructure and the Social Entrepreneurial Ecosystem more thoroughly, the following question is answered.

What are the interrelationships between the Social Entrepreneurial Ecosystem and the related infrastructure around the universities in Bristol?

6.1 THEMATIC NETWORK SOCIAL ENTREPRENEURIAL ECOSYSTEM

The following thematic network shows the key themes identified and related to the Social Enterprise Ecosystem in Bristol. These themes function as a starting point exploring the findings of this research.

FIGURE 6.1 THEMATIC NETWORK SOCIAL ENTREPRENEURIAL ECOSYSTEM



6.2 EXPLORING THE THEMES

A number of relevant themes are identified regarding the Social Entrepreneurial Ecosystem. The themes are based on the core data summarized in Appendix 3.11 and supplemented with related information from the different interviews.

1. LARGE PRESENCE OF SOCIAL ENTREPRENEURSHIP RELATED ELEMENTS

One of the main characteristics mentioned about the Bristol Ecosystem is the presence of a high number of Social Entrepreneurship related elements in Bristol. These elements can be categorized in a number of different themes.

PRESENCE OF A LARGE NUMBER OF SOCIAL ENTERPRISES AND SOCIAL ENTREPRENEURSHIP RELATED EXAMPLES AND INITIATIVES

One very important observation in Bristol mentioned in both the interviews as the personal observations, is the large number of social enterprises and related examples and initiatives in Bristol. There is so much happening that it is easily possible for students to unintentionally bump into one of those.

According to the interviewees this is what makes Social Entrepreneurship visible in the city and something they encounter often. This visibility positively influences the awareness of the concept of Social Entrepreneurship under Bristol students and it also validates the concept as something that is real and possible.

BIGGER MORE MAINSTREAM BUSINESSES AND ORGANIZATIONS INVOLVED IN THE FIELD OF SOCIAL ENTREPRENEURSHIP

Another important element in the Bristol Social Entrepreneur Ecosystem is that bigger, well-known market organizations are involved as partner organizations in different activities and events. Bristol is for example the main location for the Triodos Bank in the UK. Also big corporates like IBM are involved in the social enterprise scene by supporting events and activities like the IBM Civic Enterprise Challenge.

NUMBER OF INVOLVED SUPPORTIVE ORGANIZATIONS, PROGRAMS AND NETWORKS

Another theme that stands out in the Social Entrepreneurial Ecosystem is the high number of organizations, programs and networks that in some way provide support for the social enterprise sector. They provide a diverse range of support and help social enterprises with mentoring opportunities, access to networks and access to resources like grants, funding and affordable workspace. Social Enterprise Works, The School for Social Entrepreneurs and several informal networks are some of the examples. Organizations in the infrastructure mentioned in the previous chapter like Basecamp are also part of this category.

SOCIAL ENTERPRISE SPECIFIC CO-WORKING SPACES

There are multiple Social Enterprise-specific co-working spaces in Bristol. These spaces normally focus on social conscious organizations, from for profit enterprises to non-profit organizations. The Create Centre, Can Mezzanine, the Pervasive Media Studio or Knowlwest Media Centre are some examples.

There are even some Co-working spaces that are specifically focused on students. At UWE they offer space and support to a number of students. This is part of a larger program where they also receive UNLTD grants.

Then there is also the Goodlab, which is a cooperation between the two universities, support organizations and UNLTD. It is a co-working space that offers a support ecosystem and space for both students and graduates from the two Bristol Universities and other local social enterprises. This space specifically aims on connecting the university to other local social enterprises.

Then there is also a non-profit organization Emmaus that manages a number of affordable office spaces and rent them out to starting social or non-profit organizations.

Both interviewed students as experts emphasized the importance of availability of those spaces for students. It offers students starting a social enterprise the possibility to acquire their own affordable space. These co-working spaces also function as ecosystems stimulating interaction and networking. It stimulates the development of ideas and gives access to resources.

RECREATIONAL, FUN AND LIFESTYLE ORIENTED PLACES RELATED TO SOCIAL ENTREPRENEURSHIP

What also stood out in Bristol is the high number of recreational spaces and places that in some way have an underlying message that relate to social and sustainable entrepreneurship. Ranging from cafés, restaurants and other lifestyle and fun related places. These places are attractive for the general student population regardless their interest in Social entrepreneurship or not. The Friska Café, the Watershed and Boston Tea Party are some examples that value social and sustainable principles but are in the first place popular places for a broader public.

But especially the Wave is an example worth to mention. First and foremost it is an artificial lake with an artificial wave making technology where people can surf, surrounded by recreational gardens where people can hangout and socialize. What makes them worth to mention is that they have a strong social mission connected to that initial function. They see surfing as a way to inspire positive social change. They provide educational centres and work together with partners to inspire social change via art, culture, adventure and film.

These places make it possible for a larger more mainstream group of students to get aware of the concept of Social Entrepreneurship and sustainability in a more unintentional way. If a place or experience is fun and even fashionable, it creates a motivation for the student to come, regardless of the underlying values. This gives the opportunity to implicitly introduce a bigger group to the concept of social entrepreneurship.

2. NON-TANGIBLE CHARACTERISTICS SUPPORTING SOCIAL ENTREPRENEURSHIP

The previous organizational theme captured the physical Social Entrepreneurship related elements in the Bristol Social Entrepreneurial Ecosystem. Besides those physical elements there are also non-tangible elements in the Bristol ecosystem that supports the development of Social Entrepreneurial intentions under the student population.

SOCIAL ENTREPRENEURSHIP RELATED PROFILE AND REPUTATION

People perceive Bristol as a city known for its commitment to sustainable development and local engagement. The ambitions, strategy and support of the city government for sustainable and social initiatives and the historically strong civic engagement create the reputation of Bristol as a sustainable and social city.

SOCIAL AND SUSTAINABLE NORMS AND VALUES

Related to the previous element is the presence of a number of social and sustainable norms in Bristol. Students perceive the Bristol citizens as very engaged in local issues on motivated to contribute to solving those issues. It is seen as normal in Bristol to take into account social and sustainable considerations, which students perceive as the “Bristol way” to do things.

SCENES AND ATMOSPHERE IN BRISTOL

Another element the interviewees mentioned as characteristic for Bristol, are the diverse collection of scenes and cultures present in Bristol. Scenes mentioned are the alternative music and arts scene, the creative digital scene and the skating and cycling scene.

The nature of these scenes makes people in or around those scenes more prone to be open for social entrepreneurship as an alternative way to see business or your career. Interviewees describe the nature of these scenes as progressive, diverse, open towards alternative systems or new ways of doing things. This creates a supportive atmosphere for innovative new ways of doing business.

3. SUPPORTIVE INSTITUTIONAL CONTEXT

The strategy of the city of Bristol is perceived as supportive and inspiring by the interviewees. But there are also other institutional elements supportive for Social Entrepreneurship.

STRATEGIC SUPPORT

Strategic plans like Green Capital 2015 and Bristol 2015 accelerates the development of Social Entrepreneurship in the city in a number of ways.

It provides extra resources for social entrepreneurial initiatives and activities. It also puts social enterprise on the agenda and creates a larger awareness of it. Initiatives, actions and events organized around these strategies bring stakeholders together and promote concrete actions and collaboration.

PARTNERSHIPS, SUPPORTIVE POLICY AND EXEMPLARY ACTIONS

The city government promotes Social Entrepreneurship in more ways than just strategic policy. First of all, the city promotes social entrepreneurship by participating as a partner in events, activities or initiatives. Either in kind or via funding they contribute to the development of initiatives, events and projects of a social entrepreneurial nature. A good example is the Bristol Create Centre, which is owned and managed by the Bristol City Council. It is an innovative centre, combining a co-working space with event and meeting spaces and a showcase for different sustainable and social solutions like an eco home.

The interviewees experienced the efforts of the city government and especially the mayor as inspirational. The mayor has an activist background and he takes this proactive nature into his actions to promote social entrepreneurship. He lets himself being paid in the local currency (the Bristol Pound), he is very actively involved in student events, speaking on his vision and promoting social entrepreneurship. Students feel supported and inspired by his actions.

SUPPORTIVE NATIONAL LEVEL CONTEXT

Besides the city level, the larger nationwide context also provides support for the development of social enterprise.

It provides for example the legal framework that supports SE. There is a special legal form for social enterprises, which is more conscious on the specific characteristics of social enterprises.

Besides that, the UNLTD grant program that is so important for students to stimulate them taking the first steps towards a social enterprise is part of a nationwide program and nationally funded. Then historically, there is a strong culture of cooperative movements and local engagement. A lot of big and well-known entities and brands are cooperatives themselves in the UK. The cooperative brand of supermarkets and banks are one of the largest chains of retail and banking in the UK.

Then there is a strong history of the community interest companies. A legal form that is very suitable for social enterprise-like organizations, which want to reinvest their profits into social good.

4. NEGATIVE SPATIAL FACTORS

The previous themes identified related to the Bristol context are positive and supportive of nature. However, interviewees also mentioned a number of elements in the Bristol context that can be considered negative.

SOCIAL INEQUALITY

First of all there is a large presence of the so-called Ox-Bridge rejects. They are group of students that are from well off backgrounds. However they lacked the academic level to get into Oxford or Cambridge. The University of Bristol is perceived as the next best option to study. Besides that Bristol has a good performing economy and there are quite some well-off people in the city.

The consequence is that there are quite some people that live affluent lives. According to the interviewees those people generally grew up secluded from the social issues that are central in social entrepreneurship and with different values. Because of this, they are less aware of the social issues around them and they don't feel the need to engage in them.

SPATIAL SEGREGATION

Related to the issue of social inequality there is the issue of spatial segregation. Interviewees speak about the so-called "university bubble". Especially the previously mentioned "Ox-bridge rejects", and also a number of other students mainly live in the city centre or good are closes to the centre. The university itself and most entertainment are also close to those areas.

However, the local social issues related to social enterprise are mainly located in the more deprived areas of Bristol. There seems to be a spatial divide between a large population of the students and the issues in the deprived areas. According to the interviewees this caused low levels of interaction and a low awareness under the general student population.

6.3 ANALYSIS

The analysis consists of a number of steps and elements. In the first part of the analysis the goal is to build a conceptual model for the Social Entrepreneurial Ecosystem. By comparing the findings in this chapter with the traditional model of the entrepreneurial ecosystem it is possible to identify differences and additional elements that are relevant for the Social Entrepreneurial Ecosystems. Taking the literature on the traditional entrepreneurial ecosystems in account also helps with assessing the performance and state of the Bristol Social Entrepreneurial ecosystem.

In the second part of the analysis the interrelationships between the Social Entrepreneurial Ecosystem, the process of developing intentions towards SE and the Bristol infrastructure around SE are explored. Additionally, with the insights in these interrelationships, it is possible to understand how limitations in the ecosystem can be linked to challenges in the development of intentions towards SE.

6.3.1 BUILDING A FRAMEWORK FOR THE SOCIAL ENTREPRENEURIAL ECOSYSTEM

In this chapter the findings in this chapter are compared with the existing theory on the entrepreneurial ecosystem. By using the model for the ecosystem presented by Vogel (2013) as a benchmark a number of relevant insights can be provided on the distinctive elements of a Social Entrepreneurial Ecosystem and on the state of this ecosystem in Bristol.

Additionally these insights help us in better understanding the ecosystem elements necessary to develop Social Entrepreneurial actions and intentions. These insights also help us identifying the missing links in the Social Entrepreneurial ecosystems in Bristol and linking those to the functioning and effectiveness of the ecosystem. Missing elements in the ecosystem can explain challenges in developing Social Entrepreneurial intentions under students. Developing these insights, are very relevant and helpful in answering the different research questions later on in this study.

In the next part the identified themes related are analysed using the model of Vogel (2013) Figure 3.8 and 3.9 as a framework

The categories of this model are used to fill in the basic elements captured by the different themes identified in the findings. The following tables discuss the non-entrepreneurial and entrepreneurial elements of the Social Entrepreneurial Ecosystem in Bristol.

FIGURE 6.2 NON-ENTREPRENEURIAL FACTORS PART OF THE SOCIAL ENTREPRENEURIAL ECOSYSTEM

Markets	Infrastructure	Innovation
More diverse groups of market stakeholders. More smaller social enterprises, involved non-profits, different types of client groups with social issues	Overall well-developed infrastructure around the university and additional support organizations besides that. Also a number of SE-specific Co-working spaces	Innovation is less focused on IP, research and new technologies. Solutions are more low tech and about developing hybrid business models
Geographic Location		Government and regulations
There is a strong link between social entrepreneurship and local geographical context. Local issues are an important motivation to get involved. However also there is also a situation of spatial segregation. There is a geographic clustering of certain elements (students, spaces, and fun related spaces in centre and the most social issues in deprived areas), which makes it difficult for students to get connected to some of the issues in deprived areas (University Bubble)		Strong city government involvement and support. Financial support and proactive policy supporting Social Entrepreneurship Symbolic action and exemplary behaviour, by the city government. Besides that some national regulations that support Social enterprises like the legal form.

FIGURE 6.3 ENTREPRENEURIAL FACTORS PART OF THE SOCIAL ENTREPRENEURIAL ECOSYSTEM

Culture	Support	Visibility
The culture is influenced by a number of progressive scenes and is characterized by the presence of social, sustainable and proactive values	Around university there is quite some support provided by the involved infrastructure. Bristol wide there are additional organizations providing support, like the City Government.	High visibility because of strategic support, physical spaces like the Create Centre, the large number of social enterprises and recreational spaces with a Social Entrepreneurial character
Networks	Financing	Education
Informal networks exist between different organizations in the Bristol Ecosystem. Also some informal networks around co-working spaces	More hybrid forms of financing. More public funding, grants and donation as an addition to the commercial earnings. Lack of private investments	Hardly any specific social enterprise programs in curriculum. It is a small part in some courses. For the rest extra curricular programs to learn about SE

CHARACTERISTICS OF THE SOCIAL ENTREPRENEURIAL ECOSYSTEM

When we compare the components mapped out in the Social Entrepreneurial ecosystem in Bristol with the components of the traditional ecosystem mapped out in figure 3.8 and 3.9, a number of conclusions can be drawn.

DIFFERENT ELEMENTS COMPARED TO TRADITIONAL ENTREPRENEURIAL ECOSYSTEM

In the Bristol Social Entrepreneurial Ecosystem some elements looks different or function different compared to the traditional entrepreneurial ecosystem.

- a) First of all, the market organizations involved are different in the Social Entrepreneurial ecosystem. There is a wider range of organizations involved in the creation of social entrepreneurial activities. Especially civic organizations and different types of non-governmental organizations are important partners for social enterprises to create social impact. Their contribution to the development of social entrepreneurial activities makes them important elements in the social enterprise ecosystem.
- b) Secondly, the importance of the geographic location changes. In the Social Entrepreneurial ecosystem there are more geographical elements playing a role in the ecosystem than the Vogel (2013) model. Elements like local cultures and scenes, local norms and values and social challenges in the city like social inequality and spatial segregation are influential factors in the functioning of the Social Entrepreneurial ecosystem. Also in general social entrepreneurs are smaller and more focused on local issues.
- c) Another element that functions different in the Social Entrepreneurial ecosystem in Bristol compared to the traditional entrepreneurial ecosystem is the innovation element. Going back to the chapter of the infrastructure, there is a big emphasis on interaction with other entrepreneurs or other stakeholders. The assumption is that innovative solutions are based on interacting and creating shared solutions. In the model of Vogel (2013) the components of innovation are scientific research and knowledge, IP and technology. The traditional model is more a representation of a tech ecosystem, depending on the protection of your technology.
- d) A very clear difference is the financing element in the Social Entrepreneurial ecosystem. In the traditional ecosystem investors, venture capitalists, angel investors and loans are the main way of financing start-ups. Looking to the infrastructure and ecosystem related to social entrepreneurs, starting social entrepreneurs are mainly dependant on the different grants or crowdfunding to raise their first capital.
- e) There is also a difference in the type of entrepreneurs involved in the ecosystem, which is the central element in the Vogel (2013) model for the entrepreneurial ecosystem. In figure 3.9 of the Vogel (2013) only novice and serial entrepreneurs are mentioned. The findings regarding the Social entrepreneurial ecosystem in Bristol show there is more diversity in the type of entrepreneurs involved in the Social Entrepreneurial ecosystem. Organizations like non-profits that are part of the entrepreneurial ecosystem, are actually actively involved as collaborators in different social entrepreneurial initiatives. People inside those kinds of organizations can be seen as social intrapreneurs and are regularly involved in the Social Entrepreneurial Ecosystem in Bristol. The findings on the infrastructure show that in-house entrepreneurs in organizations like Basecamp or Social Enterprise Works, are not pure entrepreneurs themselves, but acted as intrapreneurs in their previous organizations and gained their entrepreneurial expertise and network in that role.
- f) Also the novice entrepreneurs themselves are changing. In the regular entrepreneurial ecosystem there is a certain perception of the culture like the mindset, ambition and drive of the entrepreneur. As already mentioned in the literature review by Bacq et al (2011) social Entrepreneurs have a different profile compared to regular entrepreneurs. Instead of a specific mindset, ambition or drive, the values and empathy are important drivers of social entrepreneurial actions. Bacq et al (2011) also mentioned that social entrepreneurs regularly don't see themselves as entrepreneurs and are involved part time, besides their daily work. The findings in the chapter about entrepreneurial intentions show similar conclusions. Even students that are very positive and passionate about social enterprise make the choice to go for a regular career instead of becoming a social entrepreneur. They don't see themselves as social entrepreneurs yet, even when they are involved in social entrepreneurial initiatives.

DIFFERENT FUNCTIONS OF THE ELEMENTS COMPARED THE TRADITIONAL ECOSYSTEM

The second conclusion, which follows up on the first conclusion, is that some elements or components are more relevant for creating a well-functioning Social Entrepreneurial ecosystem compared to the traditional entrepreneurial ecosystem. They not only look different but they also play a different role in promoting social entrepreneurial action and intentions. The following figure summarizes the elements that are different compared to the Vogel (2013) model of the traditional entrepreneurial ecosystem.

FIGURE 6.4 DISTINCTIVE CHARACTERISTICS SOCIAL ENTREPRENEURIAL ECOSYSTEM

Interaction and shared knowledge as central components in innovation

Business and organisational models in social entrepreneurship depends much more on interaction, collaboration and shared knowledge.

The importance of more diverse and stronger relationships in the different entrepreneurial networks

Because of the precious point, formal and informal networks of relationships are more important and need to be promoted.

The importance of a well-developed infrastructure that deals with the SE-specific challenges

The Social Entrepreneurial infrastructure needs to be much more focused on the different nature, needs and challenges of social enterprises. For example the increased importance of strong relationships and networks need to be tackled by changing the type of services provided in the infrastructure.

The importance of the geographical context

Because of the increased importance of the geographical context there should be more focus on the embeddedness of aspiring and experienced social entrepreneurs in this context. Also the infrastructure should be adapted to promote the embeddedness of both infrastructure and individual entrepreneurs in the context.

UNDERDEVELOPED AND MISSING ELEMENTS IN THE BRISTOL SOCIAL ENTREPRENEURIAL ECOSYSTEM

The final conclusion is that some of the elements in the Bristol Social Entrepreneurial ecosystem are underdeveloped and need improvement for a better functioning ecosystem. The focus needs to be on the more crucial elements mentioned in the previous figure and on the specific challenges students deal with when developing Social Entrepreneurial Intentions.

- a) First of all the financing element could be developed better. The number of private social impact investors is low. The result is that the financial resources are not always accessible and that there is a lot of dependency on other income streams like donations and grants. In an ideal system more specific Social impact investors are part of the ecosystem
- b) Currently the infrastructure not always focuses on specific Social Entrepreneurship related challenges and needs. Aspiring social entrepreneurs are mixed in with regular aspiring student entrepreneurs. Both Basecamp and the UWE enterprise team offer shared programs and services. Their programs and services are not yet fully adapted to the specific needs and challenges related to the aspiring social entrepreneurs.
- c) There seems to be a lack of embeddedness of students in the local context, and specifically in the deprived areas with social issues because of spatial segregation. The Bristol infrastructure currently fails in creating enough connections between students and the deprived areas.
- d) Another element is the lack of opportunities to participate in a comprehensive entrepreneurial learning experience focused on Social Entrepreneurship, like the Venture Creation Approach. Currently there are a number of informal programs that develop the necessary skills and competences. However, the presence of social entrepreneurship in regular education is limited. The Team Entrepreneurship program at the UWE, could be a good inspiration for a Social Enterprise program in regular education.

THE BUILDING BLOCKS FOR AN SOCIAL ENTREPRENEURIAL ECOSYSTEM

To build on the previous parts, the findings for the Bristol Social Entrepreneurial ecosystem are complemented with the mentioned points of improvements. By combining the different insights, the building blocks are created for an improved model of the Social Entrepreneurial ecosystem. The categories of the Vogel (2013) model of the ecosystem are used as a framework to present an ideal version of the Social Entrepreneurial Ecosystem.

FIGURE 6.5 NON-ENTREPRENEURIAL FACTORS PART OF THE IDEAL SOCIAL ENTREPRENEURIAL ECOSYSTEM

Markets	Infrastructure	Innovation
A wide range of involved stakeholders involved in the social enterprise sector. From non-profit organizations, problem owners to small social enterprises and big firms and organizations. Involvement of public sector services is also important.	A set of well-developed support organizations, both around university and for other entrepreneurs. These support organizations should be focused on a number of SE-specific challenges aspiring social entrepreneurs deal with, like character development and specific business skills.	Innovation that is both focused on new hybrid business models and ways of working together, as well as innovative tech solutions. There should be services and support that is focused on implementing tech solutions for social good
Geographic Location	Government and regulations	
There are multiple interactions and strong interrelationships between students and other actors in central areas and deprived areas and the local issues. There should be awareness, understanding and moral engagement of people to be involved in those areas. There should be more inclusive projects that create those interactions.	A city government that contributes to a supportive environment for SE, by; a supportive regulation and policy, strategic focus, financial support, initiating partnership building and exemplary and symbolic action. And a national government that provide the necessary legal and tax system that enables the existence of social enterprises	

FIGURE 6.6 ENTREPRENEURIAL FACTORS PART OF THE IDEAL SOCIAL ENTREPRENEURIAL ECOSYSTEM

Culture	Support	Visibility
A melting pot with progressive scenes that share values of local engagement and social and sustainable values. The culture has to be inclusive for a wide range of people, from mainstream culture to deprived groups.	A well-developed set of support is necessary to support social entrepreneurial behaviour and intentions. This support should be aimed on the specific challenges aspiring social entrepreneurs deal with.	Visibility of SE should be promoted in different ways. <ul style="list-style-type: none"> • Strategic focus and exemplary actions by the city government. • By implementing it in mainstream culture, activities and business • By creating events, platforms and awards for recognition.
Networks	Financing	Education
Collaborative action is more important in SE. A Presence of both formal and informal networks for social entrepreneurs that promote interaction and relationships. Consistent interaction and relationships between aspiring and experienced entrepreneurs and relevant actor is crucial. Both	A wide range of hybrid financial instruments to provide funding for social entrepreneurs. Traditional entrepreneurial investments should be present for the growth oriented enterprises and different forms of grants	Significant presence of both curricular and extracurricular opportunities to learn about SE. It should be implemented in regular education as a fixed part of other programs and as a full SE-specific program. Extra-curricular opportunities are pto gain more practical

informal networks as well as formal and flexible loans and experience and build new networks to create those crowdfunding, for the connections interactions and relationships is smaller organizations. important .

6.3.2 STUDENT PERCEPTIONS OF THE BRISTOL ECOSYSTEM

FIGURE 6.7 STUDENT PERCEPTIONS OF THE BRISTOL ECOSYSTEM AND ITS IMPACT

Perceived elements and impact Bristol ecosystem	
Lucy	<p>Attitude of Mayor Important → Gives a feeling of being supported by the city Feeling that sustainable norms are accepted in Bristol and considered normal There are a lot of social and sustainable elements in Bristol → It is easy to bump into those elements and get involved in them</p> <p>Those opportunities are only clear when you are aware of the concept</p>
Catherine	<p>Growing trend of social enterprise in Bristol → Validation Alternative and progressive city Culture of social enterprise → It gives the perception that it is normal to do it Examples like the Wavegarden → Inspiring Awareness is crucial to recognize the options present in Bristol</p> <p>Mainstream activities are important</p>
David	<p>He was part of the “Uni-Bubble” in the first two year In first two years he wasn’t aware of the social stuff Now he is aware → He got inspired to be engaged in the concept of (for-profit) Social Entrepreneurship</p> <p>There is a apathy and lacking awareness under students Awareness of the concept of SE is really important for noticing all the elements in Bristol</p>

Analyzing these cases, a number of patterns are noticeable. In a number of ways the students feel positively affected by the Bristol context in the following ways.

First of all the students perceive Bristol as a progressive city, in which social and sustainable norms are considered normal. The support of city government and the mayor, the presence of a number of progressive scenes and the quantity of social and sustainable elements in the city contribute to this perception. This positive perception also validates the concept of social entrepreneurship as a realistic concept that is more than just a niche or hobby and at the same time it gives a feeling of support for the people who are involved in this scene.

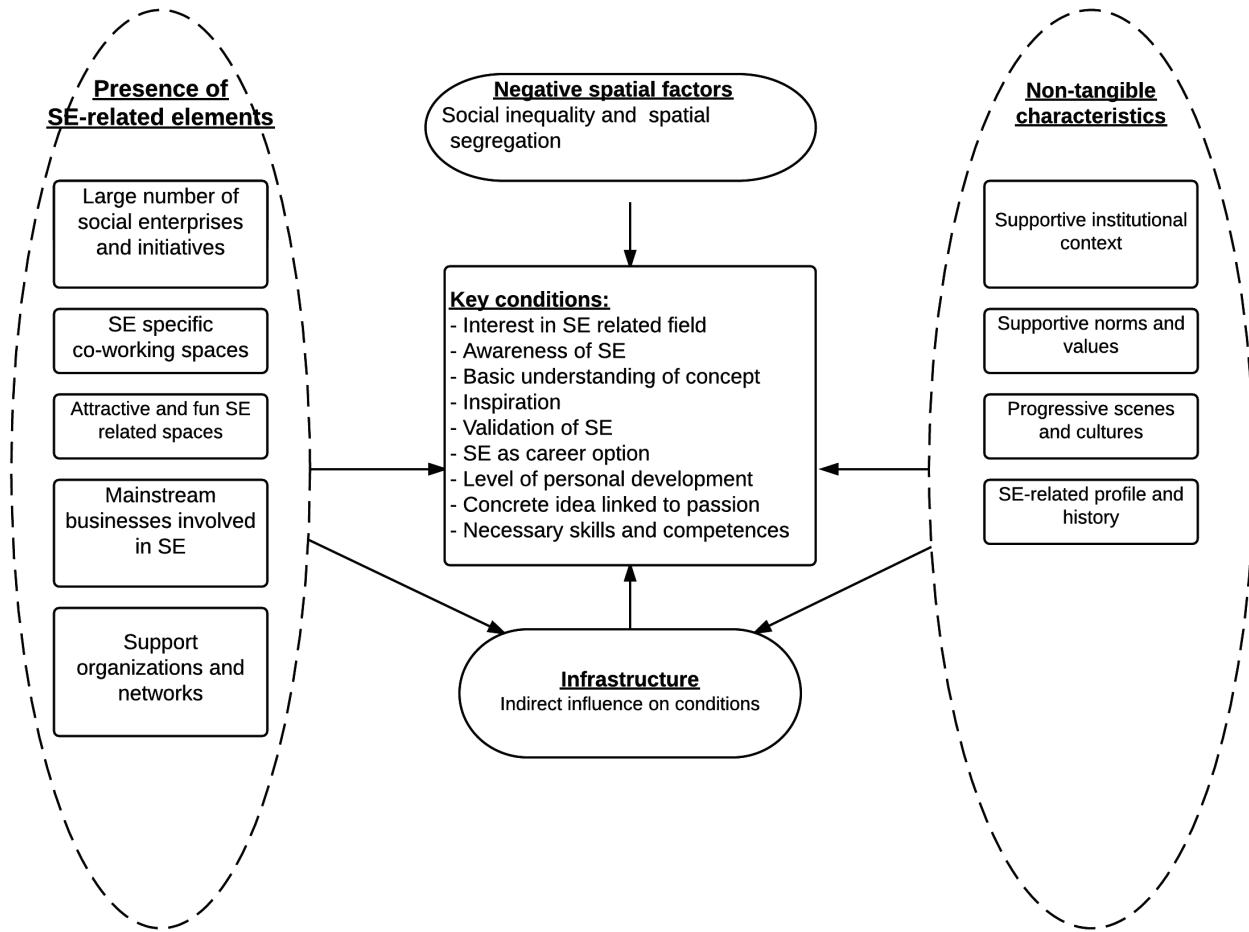
Another important consequence of the quantity of social and sustainable elements and norms is the high awareness under Bristol people and students. As mentioned earlier, this awareness is a crucial first step for students being involved in the process of developing Social Entrepreneurial intentions.

A last important effect of the Bristol context is the inspiration it gives. Inspirational examples mentioned by the students and inspirational behavior of the mayor are some of the examples.

6.3.3 KEY PATTERNS AND INTERRELATIONSHIPS

Additionally the other interviews are analyzed to explore the interrelationships between the infrastructure and the process of developing of Social Entrepreneurial Intentions. The following figure summarizes the different relationships.

FIGURE 6.8 IMPACT SOCIAL ENTREPRENEURIAL ECOSYSTEM ON THE KEY CONDITIONS



In the next paragraph the presented interrelationships are more thoroughly explained.

PRESENCE OF SOCIAL ENTREPRENEURSHIP RELATED ELEMENTS AND THE IMPACT ON THE KEY CONDITIONS

SOCIAL ENTERPRISES AND INITIATIVES

The presence of a high number of social enterprises, initiatives and other related organizations in Bristol is in multiple ways beneficial for the development of Social Entrepreneurial Intentions under students.

Because of the high number of examples it is easier to stumble into them and get aware of the concept of Social Entrepreneurship. Which makes it easier to get into contact with the concept of Social Entrepreneurship. It also creates a perception of broad support and a well-developed sector, which is a validation of the concepts of Social Entrepreneurship for the students. A large number of involved organizations also create more opportunities for a possible career in Social Impact. Which makes it more rewarding for students to move their careers towards Social Enterprise. Finally the present examples also function as a source of inspiration and ideas for aspiring social entrepreneurs.

SOCIAL ENTREPRENEURSHIP SPECIFIC CO-WORKING SPACES

Another important element observed in the spatial context in Bristol is the presence of a large number of Social Entrepreneurship related co-working or incubator spaces. From which three already have a focus on students (Goodlab, Emmaus, UWE Incubatorspace).

It contributes to the conditions for developing Social Entrepreneurial intentions. Being in an incubator space is described as a melting pot for ideas, helping the students further develop their ideas and business model. Interaction with other social start-ups also provides students with the opportunity to learn from experienced social entrepreneurs, helping them to develop competences. It also offers a sense of shared experiences, in which they mentally support each other when things get difficult or challenging. Seeing social start-ups that are a bit further also gives the idea it is possible to be successful. Together it helps students developing the right attitude and level of personal development. Finally those co-working spaces also provide a 'safe place to fail, which helps students overcome their risk aversion.

ATTRACTIVE AND FUN SOCIAL ENTREPRENEURSHIP RELATED SPACES AND PLACES

Another noticeable element is the presence of a large number of fun, attractive or recreational places that are related to Social Entrepreneurship. A large number of popular cafes and bars and other recreational oriented places have sustainable or social principles in the way they operate. There are also even more spectacular places like the Watershed (including a affordable cinema) and The Wave, which offers an artificial wave combined with an emphasis on the 'Triple Bottom Line' of sustainability.

These kinds of examples are supportive for the conditions for developing Social Entrepreneurial intentions. It creates awareness of Social Entrepreneurship in a very accessible way. Especially because it is also attractive for the mainstream population of students that normally don't connect with Social Entrepreneurship related issues. These places align more with the passion and interests of the students and are a source of inspiration for students in developing their own idea. Considering the challenges, these kind of fun, attractive and recreational spaces and places are crucial in solving the challenge to attract the mainstream students. So those spaces offer an example for future projects to further tackle the challenge of attracting the mainstream students.

PRESENCE OF SUPPORTIVE ORGANIZATIONS

Supportive organizations and networks are important because they can contribute to the development of important skills and competences students regularly lacks. With the mentorship provided by this kind of organizations students also can work on their personal development. A number of competences and an entrepreneurial are mentioned as key conditions for developing Social Entrepreneurial Intentions. At the same time a lack of those conditions is identified as one of the key challenges students have to deal with. So supportive organizations play an important role in promoting the development of supportive conditions at students. Which makes the presence of these organizations very important for the development of Social Entrepreneurial Intentions.

INVOLVEMENT OF MAINSTREAM BUSINESSES IN SOCIAL ENTERPRISE

More and more regular mainstream businesses and big organizations get involved in Social Entrepreneurship. They are involved as partners and/or sponsors in events and activities in the infrastructure and ecosystem.

Involvement of these kinds of organizations is important for taking the sector to the next level. First of all these kind of organizations have a bigger reach under mainstream students. They not only create more awareness, but also act as validation that confirms that the Social Enterprise sector becomes a serious type of business. A high number of involved mainstream organizations also creates the idea Social Entrepreneurship is a serious career opportunity.

INFLUENCING KEY CONDITIONS FOR DEVELOPING INTENTIONS

In this paragraph it is explained how the presence of different Social Entrepreneurship related elements influenced the key conditions for developing intentions towards Social Entrepreneurship under students. The following figure gives an overview of the key conditions that got affected by the different elements.

FIGURE 6.9 OVERVIEW KEY CONDITIONS AFFECTED BY THE DIFFERENT SOCIAL ENTREPRENEURSHIP RELATED ELEMENTS IN THE BRISTOL SOCIAL ENTREPRENEURIAL ECOSYSTEM

Element Ecosystem	Effected key conditions
Large number of social enterprises	(1) Validation of the concept, (2) Awareness of SE, (3) Inspiration (4) more opportunities for SE as a career option (5) Concrete ideas linked to passion
SE-Specific Co-Working Spaces	(1) Inspiration for developing ideas, (2) developing skills and competences (3) Personal development
Attractive and fun SE related spaces	(1) Awareness of SE (2) inspiration (3) Basic understanding of concept of SE
Supportive organizations	(1) Level of personal development (2) Necessary skills and competences
Mainstream business involved in SE	(1) Awareness of SE, (2) Validation of SE (3) SE as career option

THE SUPPORTIVE INSTITUTIONAL CONTEXT AND NON-TANGIBLE CHARACTERISTICS INFLUENCING KEY CONDITIONS

Besides the presence of more tangible Social Entrepreneurship related elements, there are also a number of non-tangible characteristics in Bristol that are also significant for the development of Social Entrepreneurial intentions under students

SUPPORTIVE INSTITUTIONAL CONTEXT

A first crucial element concerning the non-tangible characteristics is the supportive institutional context for Social Entrepreneurship in Bristol, both in the local and national context. Examples in the UK context are the special legal form for social enterprises, the funding opportunities and the cooperative history. In Bristol the strategic focus via Green Capital 2015 and Bristol 2015, and the investments in projects like the Create Centre are good examples. This institutional context influences conditions for developing Social Entrepreneurial intentions.

First of all, the strategic focus creates extra awareness about the topic. For example Green Capital 2015 and the focus on sustainability are already mentioned in the opening speech of the UoB. Plus it creates the perception of the importance of sustainability (also social) in the Bristol norms. Some students even mentioned the sustainable reputation as one of the reasons for choosing Bristol. It is also perceived as a validation for the concept of Social Entrepreneurship, because it is taken seriously by politics. And finally the progressive and activist actions and efforts of the Mayor are considered as inspirational by a number of the interviewees.

PROGRESSIVE SCENES AND CULTURES AND SUPPORTIVE SOCIAL NORMS AND VALUES

Other elements in the Bristol context are the progressive culture and scenes. Interviewees perceive a set of specific social and sustainable norms that are typical for Bristol. They also considered the presence of a number of progressive scenes, like the biking and food scene, as an important element in the Bristol context. These elements influence some of the conditions for developing Social Entrepreneurial intentions.

The Bristol norms indirectly influence the norms of the students. Because of those norms they are more open for and aware of Social Entrepreneurship related issues. This also has a self-reinforcing effect. The sustainable and social culture attracts a certain kind of students. Some of the students mentioned choosing Bristol because of the social and sustainable reputation. The norms also give the idea it is normal to be aware of social and sustainable issues. Some of the interviewees mentioned this changes their norms too. It also validates the concept of Social Entrepreneurship as a generally accepted sector in Bristol.

Another example is the influence of the supportive scenes in Bristol on the process of developing intentions. When people are part of such a scene, chances are bigger they get into contact with Social

Entrepreneurship. Via word of mouth via other members of that scene they get aware of the concept and issues of Social Entrepreneurship.

UNDERLYING PROFILE, HISTORY AND REPUTATION OF SOCIAL ENTREPRENEURSHIP

A last element to be discussed regarding this theme is the underlying profile of Bristol. There are some sectors developed in Bristol that can be related to the concept and principles of Social Entrepreneurship. There are a lot of organizations and businesses active in sectors like the sustainability or digital-creative sector. The presence of this kind of sector supports the conditions for developing Social Entrepreneurial intentions under students.

The same as with the theme of related scenes and cultures, students or businesses that are active or interested in sectors more related to social entrepreneurship, are much easier to attract towards the Social Enterprise scene. It is easier for them to feel related with the issues and concept of Social Entrepreneurship. And they probably have a better chance of really valuing and appreciating the concept of Social Entrepreneurship, which makes them more prone to get engaged in social entrepreneurial activities once they got aware of the concept of Social Entrepreneurship. They are also more likely to get into contact with Social Entrepreneurship, by getting aware of it via people in their network. So students involved in these related sectors are more likely to be aware of the concept of Social Entrepreneurship and are easier to align with the norms and values.

FIGURE 6.10 OVERVIEW KEY CONDITIONS AFFECTED BY THE INSTITUTIONAL CONTEXT AND NON-TANGIBLE CHARACTERISTICS

Element Ecosystem	Effected key condition
Supportive institutional context	(1) Awareness of concept, (2) Inspiration, (3) Validation
Supportive norms and values	(1) Interest in SE related fields (2) Validation of SE
Progressive scenes and cultures	(1) Interest in Social Entrepreneurship related fields
Social Entrepreneurship related profile, reputation and history	(1) Interest in Social Entrepreneurship related fields (2) Awareness of SE (3) Validation of SE (4) Basic understanding of SE

THE IMPACT OF NEGATIVE SPATIAL FACTORS

In this chapter a number of themes and issues related to social inequality are identified. After analysing these themes it can be concluded that these factors negatively influence the development of Social Entrepreneurial intentions.

SOCIAL INEQUALITY AND SPATIAL SEGREGATION AS NEGATIVE FACTORS

Bristol attracts a large number of the so-called 'Ox-Bridge rejects', which are well of students from private schools that are not accepted at Oxford or Cambridge. As mentioned previously in this chapter, their background and values don't relate to the issues that are relevant in Social Entrepreneurship. They are not aware of the opportunities, examples and developments related to Social Entrepreneurship and they feel motivated to engage in Social Entrepreneurship because the message of Social Entrepreneurship doesn't motivate to get involved in Social Entrepreneurship.

This makes it really difficult to reach those students and make them aware. Both students and organizations perceive this as a challenge that limits the development of Social Entrepreneurial Intentions. These challenges influence the development of Social Entrepreneurial intentions under this group of students in a negative way because it influences the key conditions for developing Social Entrepreneurial Intentions. Because they are less aware of the concept and they don't feel aligned to the norms and values of the concept, they will never get engaged in Social Entrepreneurial activities and

programs provided by the infrastructure. And because of this, they will never get into the process of developing Social Entrepreneurial Intentions.

The spatial segregation actually strengthens this situation for the Ox-bridge rejects, especially for UoB students. Both students and other interviewees describe the existence of a “uni-bubble” or the university as “ivory tower”. Meaning that students mainly stay in the centre of Bristol, in contrast to most of the Social Entrepreneurship related issues, which are more visible in deprived areas outside the city centre. This way it is difficult for them to experience any of those issues. In the following table the exact conditions that are influenced by the negative spatial factors are showed.

FIGURE 6.12 KEY CONDITIONS EFFECTED BY THE NEGATIVE SPATIAL FACTORS IN BRISTOL

Element Ecosystem	Effected key condition
Social inequality and spatial segregation	(1) Lack of awareness (2) Lack of interest in related fields (3) Basic understanding of concept (4) More difficult for them to validate it (5) Less interesting as a career opportunity

INDIRECT INFLUENCES BY SUPPORTING THE PRESENCE OF A WELL-DEVELOPED SYSTEM OF SUPPORT INFRASTRUCTURE

Elements in the Social Entrepreneurial ecosystem also influence the process of developing Social Entrepreneurial intentions in a more indirect way. By enabling the development of the supportive infrastructure for students the Social Entrepreneurial Ecosystem they contribute to the presence of the Bristol Infrastructure. And as we discussed in the previous chapter, plays the Bristol infrastructure an important role in developing the key conditions for developing Social Entrepreneurial Intentions. The ecosystem enables the Bristol infrastructure in a number of ways.

First of all, the presence of Social Entrepreneurship related elements in the ecosystem supports the development of the support infrastructure in the first place. Because there are more partners that could provide resources for activities or events. Also the presence of Social Entrepreneurial co-working spaces creates more opportunities to offer support to students.

Also the institutional context is important for developing the right supportive infrastructure. It helps with providing the funding to sustain the organizations and activities. And the city government supports activities and projects in kind, by working together in partnerships to support those activities and events to happen.

By enabling a better functioning infrastructure, the Social Entrepreneurial ecosystems also indirectly contributes to a better process of developing Social Entrepreneurial intentions. In the previous chapter it is already explained how the infrastructure contributes to the development of Social Entrepreneurial Intentions.

The interrelationships between the Social Entrepreneurial Ecosystem and the infrastructure, confirms the different observations in the literature review about the Startup community.

FIGURE 6.13 CONDITIONS AFFECTED INDIRECTLY VIA THE INFRASTRUCTURE

Element ecosystems	Effected key condition
Allowing more and better support opportunities	(1) Inspiration, (2) SE as a career option (3) Level of personal development, (4) Concrete ideas linked to passion (5) Skills and competences
Allowing more and better events, activities and programs	(1) Awareness of SE (2) Better understanding of concept SE (3) Inspiration, (4) Skills and competences

INTERRELATIONSHIPS BETWEEN THE ECOSYSTEM AND INFRASTRUCTURE

Building on the observation in the previous paragraph, we have identified a number of interrelationships between the ecosystem and the infrastructure. In this part these interrelationships are further discussed.

THE INFRASTRUCTURE AS GATEWAY FOR STUDENTS TO ACCESS THE DIFFERENT ELEMENTS OF THE BRISTOL ECOSYSTEM

Via the different activities, programs and experiences the infrastructure helps students connecting with different elements in the Social Entrepreneurial Ecosystem in Bristol.

(1) Events and challenges organized by the different student-driven organizations help students to get into contact with relevant people and organizations that are part of the social entrepreneurial ecosystem in Bristol. At events students meet social entrepreneurs presenting their social enterprise and other experts from organizations like Social Enterprise Works.

They also get connected to students outside their field of study or department. This helps students creating multidisciplinary teams with a wider range of qualities.

(2) The hands-on experiences like internships or volunteering at social enterprises or non-profits also helps in connecting to different elements in the ecosystem. It provides opportunities to build more meaningful relationships with the organization they are working with. At the same time by working for a social enterprise or non-profit they get a better sense for the issues they are trying to solve and the local context of that issue. In that way students get better embedded in the ecosystem.

(3) The different persons and organizations that are part of the support infrastructure are helping aspiring student-social entrepreneurs with creating relevant connections with different elements in the ecosystem. The in-house entrepreneurs from organizations like Basecamp or Social Enterprise Works use their network to bring the students into contact with all sorts of partners they need. For example potential clients or investors that provide the financial resources or experienced social entrepreneurs that could act as mentor and provide ideas and knowledge as a resource. And by offering co-working spaces like the Goodlab, it is easier for starting social enterprises to get into contact with other entrepreneurs.

Most programs in the support infrastructure also provide organized showcase or pitch opportunities to offer students the opportunity to spread their message and find partners or investors.

THE INFRASTRUCTURE AS AN ESSENTIAL PART THAT STRENGTHENS THE FUNCTIONING OF ECOSYSTEM IN SUPPORTING SOCIAL ENTREPRENEURIAL ACTIVITIES

Bringing students in contact with the different elements of the ecosystem not only provides advantages for the students. But it also provides advantages for the functioning of the ecosystem as a whole and provides advantages for the other individual elements in the ecosystem.

Supporting students in starting their own social enterprise increases the number of social entrepreneurs that are active in the ecosystem. This has a number of advantages. Based on the cluster theory increasing the scale helps lowering the costs of services and it promotes the presence of new knowledge and innovations in the area (Porter, 1996).

It also helps in increasing the embeddedness of the universities as a part of the ecosystem. A specific piece of infrastructure like the Goodlab, creates a physical place of interaction between staff and students of university and market organizations. This increased interaction can lead to new opportunities and collaborations.

Then the activities and programs that are part of the infrastructure also create advantages for the individual social entrepreneurs and other organizations already in the system.

Social enterprises and non-profits normally struggle with hiring new manpower to increase their impact. They generally have lower profits, which limits their resources to invest in hiring new people and growing

their impact. The different internship and volunteering programs organized by student organizations that provide them with extra support, helps them in increasing their impact in an affordable way.

Events and activities organized by the different organizations in the infrastructure also functions for social entrepreneurs and other organizations as important opportunities to network and get connected to new people and gain new knowledge, ideas and inspiration. This increases the spill over of local knowledge, which is valuable for a well-functioning ecosystems (Isenberg, 2011).

6.4 CONCLUSION

Based on the findings and conclusions in this chapter a number of key conclusions are possible. By answering the two questions proposed in the beginning of this chapter helps structuring the main conclusion.

Question 1: What are the elements in the Social Entrepreneurial relevant for the development of Social Entrepreneurial Intentions under students in Bristol?

In the findings a number of themes are identified that relate to elements in the social entrepreneurial ecosystems.

(1) A presence of social entrepreneurial elements like a large number of social entrepreneurs, supporting organizations, large companies involved in SE, SE-specific co-working spaces are some of the examples mentioned by the interviewees.

(2) A supportive institutional context, in which there is strategic support for SE, a number of supportive regulations and policy, supportive legal conditions on a national level and exemplary actions.

(3) A number of non-tangible characteristics supportive of SE like progressive scenes, supportive norms and values, a strong history and reputation in social and sustainable development

Question 2: In what way does the Bristol Social Enterprise Ecosystem influence the process of developing intentions towards SE under Bristol students?

Based on the findings and analysis in this chapter the Social entrepreneurial Ecosystem in Bristol promotes the development of Social Entrepreneurship related intentions in two main ways.

First of all by providing elements in the ecosystem that support the development of the individual key conditions for developing intentions towards SE. Figure ... shows an overview of all the interrelationships between the ecosystem elements and the development of the individual conditions. An important detail is that all the key conditions are in some way influenced by the ecosystem elements.

A second way is the indirect influence of the ecosystem in sustaining the supportive infrastructure in Bristol. Indirectly the Bristol Ecosystem contributes to the positive influences of the infrastructure in developing the intentions.

Question 3: What are the interrelationships between the Social Enterprise Ecosystem and the social enterprise infrastructure around the universities in Bristol?

In the analysis a two-way relationship between the Social Entrepreneurial Ecosystem and the infrastructure is identified. The ecosystem is important in enabling the infrastructure in Bristol. By providing funding, resources and partnerships, the ecosystem makes it possible for organizations to exist and to support the presence of activities and programs.

At the same time, the infrastructure contributes to the functioning of the ecosystem. The activities organized by the different organizations function as networking opportunities and source of inspiration for different organizations in the ecosystem. The infrastructure also gives access to a talented labour pool and new ideas.

PART 3: INTEGRATION AND CONCLUSION

In the third part of this thesis the findings and results in the different chapters are grouped together to answer the main research question. Before the final concluding chapters and answering the main research questions there are two other chapters. First off there is a chapter that combines the different models into one comprehensive model that captures the main themes and the interrelationships between those themes. After this chapter the functioning of the model is illustrated and validated by comparing the situation in Bristol with the situation in Utrecht. The themes and model are used as a framework to analyse Utrecht and understand how the differences impact the development of Social Entrepreneurial intentions in Utrecht. After gaining these insights final chapters like the conclusion and recommendations follow. So summarized, the following chapters conclude this thesis.

- Building a comprehensive model
- Utrecht-Bristol Comparison
- Conclusion and discussion
- Recommendations

CHAPTER 7 BUILDING A COMPREHENSIVE MODEL

In part 2 of this thesis the three main concepts were thoroughly explored. This resulted in a number of identified themes related to the different concepts and a number of models explaining the relationships between the specific concepts. In this chapter the different identified themes and interrelationships are linked together and used to develop an overarching conceptual model that captures the different themes and interrelationships discussed in the previous chapters.

The goal is twofold. First of all to verify the observations made in the literature review the Social Entrepreneurial Ecosystem and the related infrastructure are important elements explaining the emergence and success of social entrepreneurial activities in a certain regions. As been mentioned in the literature review, the current literature on Social Entrepreneurship does not provide the necessary insights to fully answer this question. Which leads to the second goal of providing a clear conceptual model that captures both the newly developed Social Entrepreneurship specific concepts as well as clarifying the interrelationships between those concepts. The conceptual model also functions as a framework to answer the main research question in the conclusion.

The comprehensive model is build by using the results of the different chapters as building blocks. In three stages the different findings, insights and results are used to build up this comprehensive model.

Stage 1: The first part of this chapter is to summarize the results of those chapters and defining the key elements.

Stage 2: Then the second stage is to approach the Social Entrepreneurial Ecosystem as an independent, self-emergent system and elaborate how this system sustains itself.

Stage 3: In the last stage the identified key elements of the different chapters are visualized in an overarching conceptual model.

7.1 DEFINING THE BUILDING BLOCKS FOR THE MODEL

The first step is to identify and summarize the key elements discussed and identified in the previous chapters. The main concepts and interrelationships identified in the findings and analysis are identified. These key elements function as the building blocks in developing a comprehensive model.

PROCESS OF DEVELOPING SE INTENTIONS

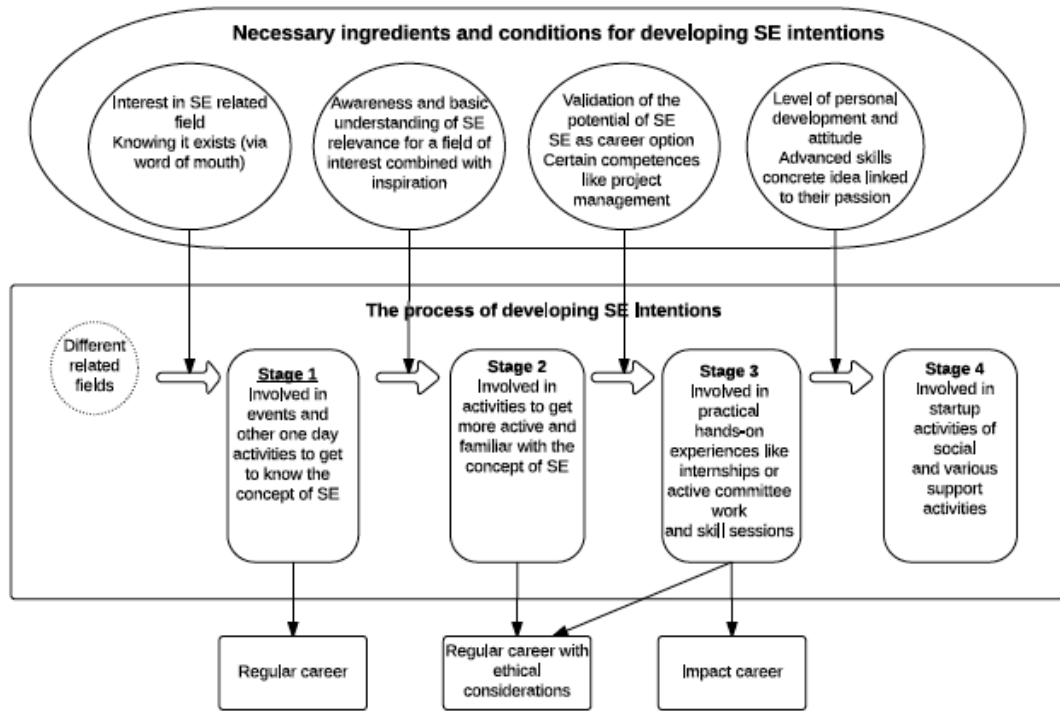
In Chapter 4 the individual characteristics and process of developing Social Entrepreneurial Intentions are discussed. First of all a number of individual characteristics were identified that students with high Social Entrepreneurial Intentions possessed. The following table summarizes these individual characteristics.

FIGURE 7.1 SUMMARY INDIVIDUAL CHARACTERISTICS HIGH INTENTIONS

<i>SUMMARY INDIVIDUAL CHARACTERISTICS</i>	
<i>SUPPORTIVE INDIVIDUAL CHARACTERISTICS</i>	<i>SUPPORTIVE EXPERIENCES AND BACKGROUND</i>
Interest in a Social Entrepreneurship related field	Events and activities related to SE
Certain set of values	Internship or volunteering experience related to SE
Entrepreneurial personality	SE
Business competences	Gap Year type of experiences
<i>GRADUAL PROCESS OF DEVELOPING INTENTIONS</i>	
A multi-stage process	
Unintentional nature of the process	
Increasing levels of engagement and interest in SE	
A process driven by different experiences	

In the analysis students were categorized in the stages that are part of the process of developing Social Entrepreneurial Intentions. Then the analysis explored which characteristics were generally developed per stage. Based on this analysis, for a number of key conditions were identified that were necessary to progress to this stage. The following figure was already shown in the intentions chapter and shows the key conditions per stage.

FIGURE 7.2 MODEL OF THE KEY CONDITIONS FOR DEVELOPING INTENTIONS TOWARDS SE



THE INFRASTRUCTURE SUPPORTING THE DEVELOPMENT OF THE NECESSARY CONDITIONS

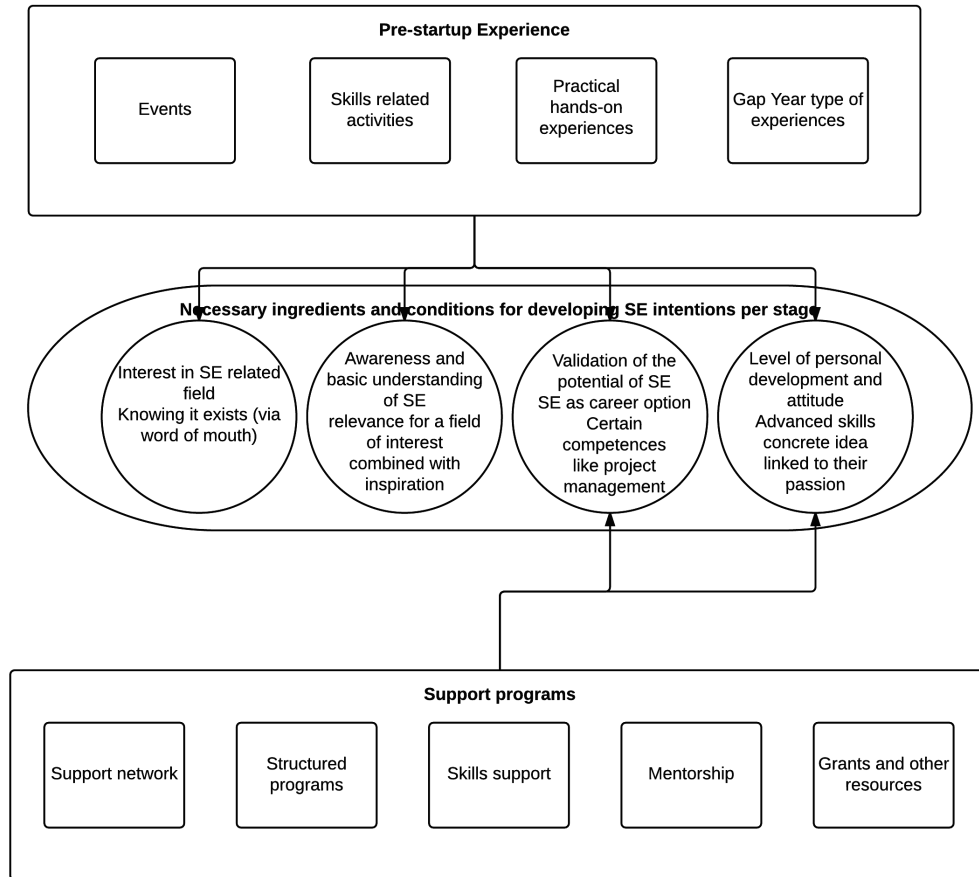
In chapter 5 the focus is on the student-focused, Social Entrepreneurial infrastructure. In the findings a number of involved organizations and the activities, experiences and programs organized were identified. The following table shows an overview of the essential findings.

FIGURE 7.3 SUMMARY IMPORTANT ELEMENTS SOCIAL ENTREPRENEURIAL INFRASTRUCTURE

TYPES OF ORGANIZATIONS	ORGANIZED EXPERIENCES AND PROGRAMS
<p>Three types of organizations</p> <ul style="list-style-type: none"> Student-driven organizations University initiated organizations Key partners Individual trailblazers 	<p>Two main type of experiences</p> <ul style="list-style-type: none"> pre-startup experiences, like events, challenges, internships and committees Startup Support programs, consisting of mentorship, physical location, structured program and funding

In the analysis the uncovered themes are connected to the key conditions for developing intentions towards. In this analysis it is discussed how the experiences, activities and programs provided by the organizations that are part of the infrastructure, promote the development of the necessary conditions for developing Social Entrepreneurial Intentions. The following figure visualizes the identified interrelationships.

FIGURE 7.4 THE IMPACT OF ACTIVITIES, EXPERIENCES AND PROGRAMS ON THE CONDITIONS DEVELOPING INTENTIONS



The figure shows that a wide range of pre-startup experiences help students to develop conditions in all stages of the process of developing intentions. Support programs are specifically focused on the later stages by focusing on mentorship, business support and skill development.

Besides that we also found out that certain obstacles in the infrastructure could be linked to individual challenges of the students. For example the limited presence in regular education impacts the general awareness negatively. At UWE where it is more integrated in the regular education, the number of people that are aware of it and decided to be involved is significantly bigger compared to the University of Bristol.

In the analysis in the infrastructure chapter the impact is described more thoroughly.

THE SUPPORTIVE ROLE OF THE SOCIAL ENTREPRENEURIAL ECOSYSTEM

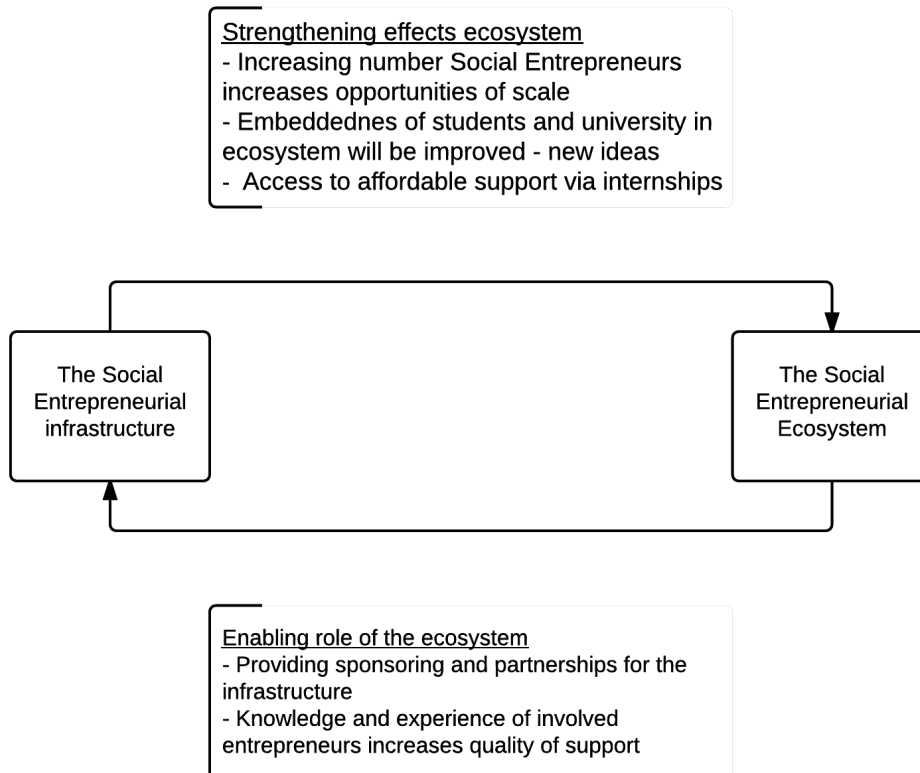
In the chapter that follows the Social Entrepreneurial ecosystem is explored. In the findings the themes related to this ecosystem are uncovered and explored. The following table summarizes the key characteristics of the Social Entrepreneurial Ecosystem, identified in this research.

FIGURE 7.5 SUMMARY KEY ELEMENTS SOCIAL ENTREPRENEURIAL ECOSYSTEM

Presence of Social Entrepreneurial elements	Supportive institutional context
Large number of Social enterprises	Strategic Focus
Mainstream businesses involved in SE	Exemplary action
Supportive organizations	Supportive regulation and policy
SE-specific co-working spaces	Active partnerships
Fun and lifestyle oriented spaces	
Supportive non-tangible characteristics	
Supportive history or reputation in social and sustainable action	
Social Entrepreneurship related profile	
Progressive scenes and cultures	
Supportive norms and values aligned with SE	

In the analysis these themes are linked to both the conditions for developing Social Entrepreneurial Intentions, as well as the Social Entrepreneurial infrastructure. A number of interrelationships between the Social Entrepreneurial Ecosystem and the other concepts are identified. First of all, a two-way interrelationship between infrastructure between the ecosystem and infrastructure were uncovered, as visualized in the following model.

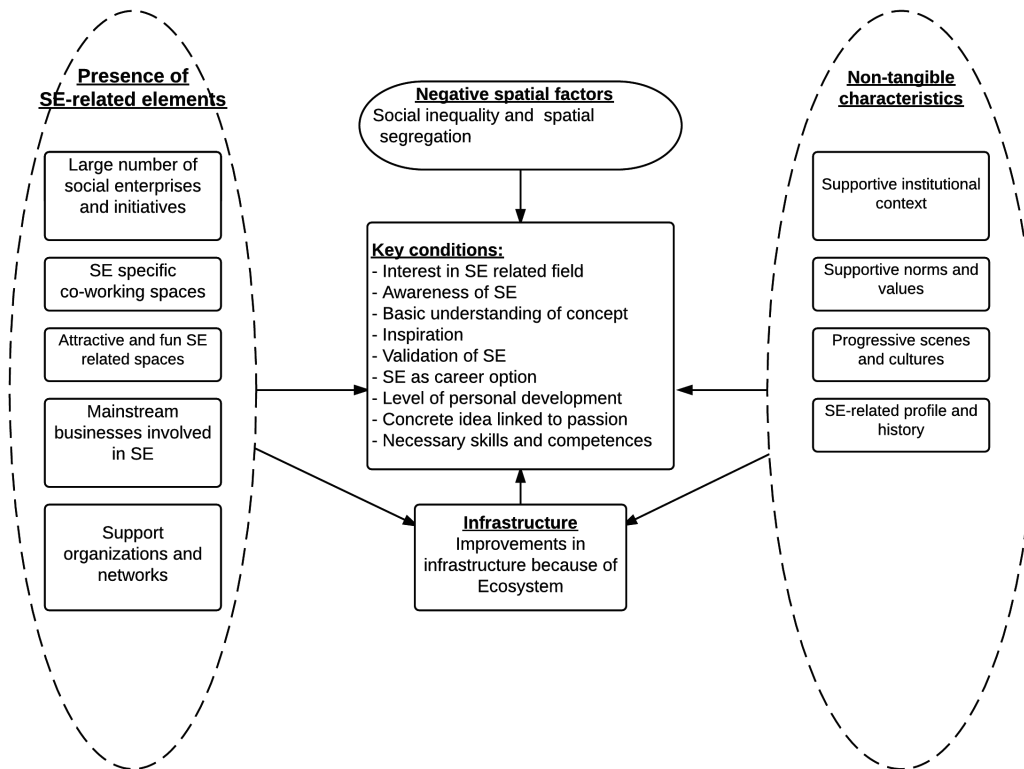
FIGURE 7.6 TWO WAY RELATIONSHIP SOCIAL ENTREPRENEURIAL ECOSYSTEM AND UNIVERSITY BASED, SOCIAL ENTREPRENEURIAL ECOSYSTEM



More important relationships were found between the ecosystem and the conditions for developing Social Entrepreneurial Intentions. It is argued that in some way the ecosystem could be linked to the

conditions in all stages of the process for developing intentions both directly as well as indirect via the infrastructure. The following figure shows the different interrelationships.

FIGURE 7.7 ECOSYSTEM ELEMENTS AND THE IMPACT ON CONDITIONS



7.2 THE SOCIAL ENTREPRENEURIAL ECOSYSTEMS AS SELF-EMERGING SYSTEM

Until now, most identified relationships are about the influence of the Social Entrepreneurial Ecosystem and infrastructure on the development of Social Entrepreneurial Intentions. However we did identified some signs that the other way around, higher Social Entrepreneurial Intentions also is beneficial for partners in the ecosystem. In this paragraph this line of thought is explored more thoroughly.

THE IMPACT OF HIGH INTENTIONS ON THE BRISTOL INFRASTRUCTURE

(1) In the first place, a higher number of students with high Social Entrepreneurial intentions causes more students to be actively involved in Social Entrepreneurship related activities that are part of the infrastructure and more students to be engaged in activities with more responsibility.

This increases the number of students participating in committees and organizing more events, experiences or activities for students. This provides more opportunities for students to be involved in and also makes the infrastructure more self-emergent.

Mouth to mouth promotion is an important way to hear about events and experiences related to social entrepreneurship for the first time. A higher number of students with high Social Entrepreneurial intentions, means more students sharing their interest with their friends, which helps in promoting more students entering the process of developing Social Entrepreneurial intentions.

Because if their increased interest students are more committed and driven to engage in informal networks, which also creates a more tight-knit community of students with an interest in Social Entrepreneurship. This also makes students more driven to create longer-term relationships in this community.

(2) More students with a higher level of Social Entrepreneurial intentions also means a higher number of students involved in starting up their own social enterprise. This increased number of students actually creates more value for the students participating. It helps with finding potential co-founders, which increases the chance of being more successful as an entrepreneur. It also increases the input of new ideas and knowledge in the community. Students involved in starting their own social enterprise can use these ideas and knowledge to improve their own startup.

If there are more students involved in the startup support programs, students have access to a larger network of peers. This also increases the access to the so-called weak ties, which provides a lot of value and resources for entrepreneurs (Granovetter, 1973).

In the literature review it is mentioned by Weele et al (2014) that the other entrepreneurs inside the startup community act as a benchmark. More involved social entrepreneurial students create a higher benchmark for involved students. This drives students increasing the quality of their startup. Which ultimately makes the startups in the community more attractive for investors and partners. This creates an interest for partners and investors to be involved in the university based infrastructure, and provide sponsoring and grants to support the infrastructure.

(3) Ultimately, more starting social entrepreneurs also leads to more experienced entrepreneurs in the future. Which also strengthens the infrastructure in the long run. More social entrepreneurs means (a) more potential mentors for starting social entrepreneurs, (b) more inspiring examples for involved students, (c) more opportunities for internships, (d) more potential partners taking part or sponsoring events and activities.

THE SELF-REINFORCING EFFECT OF HIGH INTENTIONS

Besides strengthening the infrastructure, an increased number of students with higher levels of intentions also strengthens the ecosystem as a whole. In Vogel (2013) the element of innovation is mentioned as part of the ecosystem. In the chapter on the ecosystem and infrastructure it is argued that in a social entrepreneurial ecosystem interaction and collaboration with other partners is an important characteristic of creating innovative solutions. With more students motivated being part of the ecosystem there is new input of ideas and insights

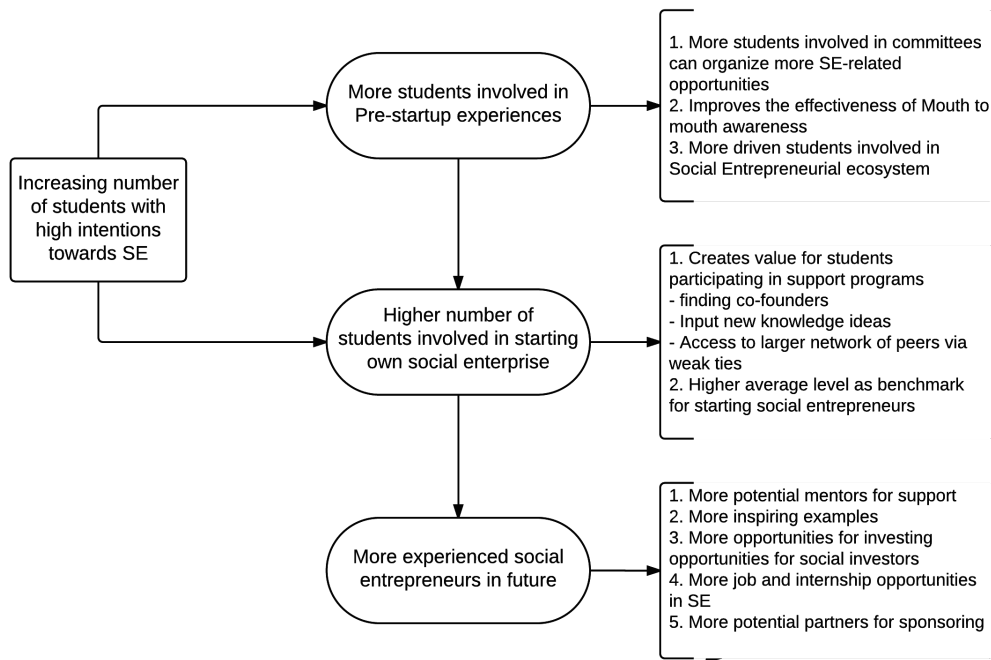
There is another way motivated students create value for the organizations in the ecosystem. Internships and volunteering is mentioned as two important experiences provided by the infrastructure of organizations. The lack of resources is something social enterprises and non-profits struggle with. This prevents them hiring expertise to grow their impact. With more students with higher levels Social Entrepreneurial Intentions there is a bigger pool of committed people that can contribute to the different social enterprises. Internships and volunteering positions are an affordable way for social enterprises to grow their impact.

As already mentioned, more students with higher Social Entrepreneurial intentions, ultimately leads to more experienced entrepreneurs in the future. Besides strengthening infrastructure, it also strengthens the ecosystem as a whole. A higher number of social entrepreneurs offer advantages based on scale and clustering. According to Porter (1998) clustering improves the productivity of individual enterprises, by; better access to resources, access to pools of specialized knowledge and personnel, alliances and complementarities. Strengthening the cluster effect in Bristol could strengthen the sector as a whole. Also as mentioned already by Weele (2014) a higher number of social entrepreneurs also raise the benchmark for social entrepreneurs and ultimately the quality of the social entrepreneurship in that ecosystem. This increases performance, which makes social enterprises in the ecosystem better investable. This attracts

more social impact investors towards the ecosystem, which solves one of the biggest challenges the social entrepreneurial ecosystems struggles with.

Then there are still two other ways a larger number of social entrepreneurs contribute to improving the individual elements in the Social Entrepreneurial Ecosystem. First of all it increases the visibility of social entrepreneurs in Bristol by providing more examples. This helps with solving the awareness challenge as described in previous chapters. It also grows the different networks that are part of this ecosystem. Not only in the direct way of growing the number of entrepreneurs in the network, but also by growing the network of weak ties, linked to the Social Entrepreneurial ecosystem. The following figure summarizes the possible impact.

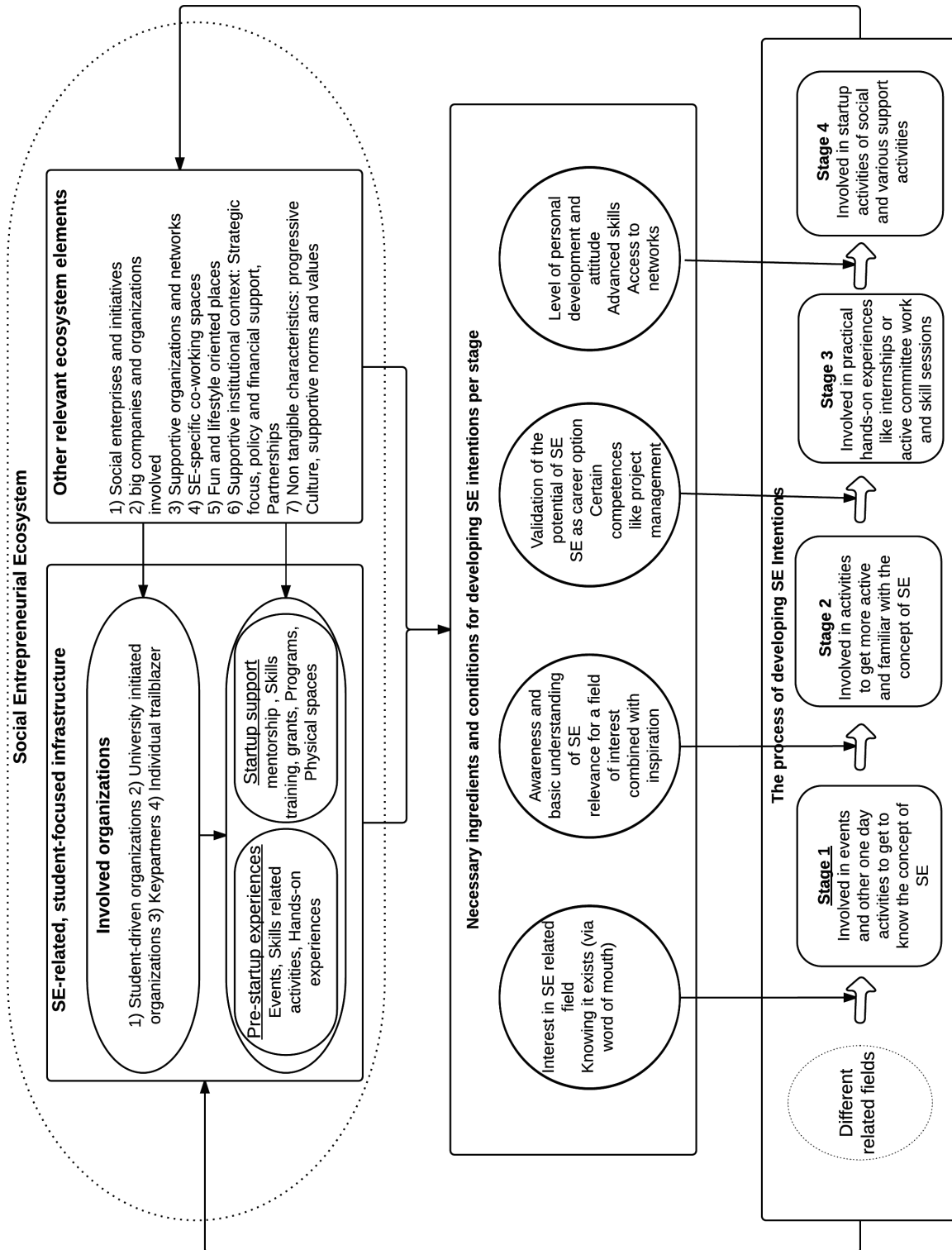
FIGURE 7.8 EFFECTS OF HIGHER INTENTIONS TOWARDS SE STRENGTHENING THE ECOSYSTEM AND INFRASTRUCTURE



7.3 TOWARDS A COMPREHENSIVE MODEL

The two previous stages summarize the key concepts, interrelationships and related insights identified until now. In this stage they are combined into a comprehensive and holistic model that shows how all the mentioned concepts ideally form a complex, interrelated and self-emergent system. The following conceptual model visualizes this system.

FIGURE 7.9 COMPLETE MODEL LINKING THE PROCESS OF DEVELOPING INTENTIONS TOWARDS SE TO THE ECOSYSTEM AND INFRASTRUCTURE



KEY CONCEPTS OF THE MODEL

The model consists of three main concepts that were identified and explored in part two of this thesis.

THE SOCIAL ENTREPRENEURIAL ECOSYSTEM AND INFRASTRUCTURE

As a part of this social entrepreneurial ecosystem, the social entrepreneurial infrastructure is researched more thoroughly in chapter 5 and is identified as a critical component in the functioning of the ecosystem and the development of Social Entrepreneurial Intentions.

The infrastructure consists of a number of organizations that has their own specific function. They provide a number of Social Entrepreneurship related activities and experiences, in which students and recent graduates can participate in.

THE SOCIAL ACTION JOURNEY: A MULTI-STAGE PROCESS OF DEVELOPING INTENTIONS

Another key concept uncovered in chapter 4 is the unintentional and multi-stage process of developing Social Entrepreneurial Intentions, named the Social Action Journey. Analysing the experiences of the different students in how they develop their intentions, it became clear that students go through a number of stages before they reach the level of intentions in which they decide to get actively involved in setting up their social enterprise.

While progressing in the Social Action Journey, the understanding and interest of students grow and they increase their engagement in Social Entrepreneurship related activities.

KEY CONDITIONS FOR DEVELOPING SOCIAL ENTREPRENEURIAL INTENTIONS

In chapter 4 a number of individual characteristics of social entrepreneurial students are discussed. In the analysis the different individual characteristics are linked to the different stages of the process of developing Social Entrepreneurial Intentions. Based on this analysis, a number of essential conditions are identified that are necessary to progress to a specific stage. For reaching the higher levels of intentions, an increasing level of interest in and understanding of the concept of Social Entrepreneurship and an increasing level of skills and personal development is necessary.

KEY INTERRELATIONSHIPS

In figure 7.9, which shows the comprehensive model, there are clear interrelationships visualized between the different uncovered themes in this thesis. This paragraph illustrates those interrelationships.

INTERRELATIONSHIPS BETWEEN THE INFRASTRUCTURE AND OTHER ECOSYSTEM ELEMENTS

First of all, based on the analysis in chapter 6 and 7 a number of two-way interrelationships are identified between the student-focused Social Entrepreneurial infrastructure and other elements in the ecosystem.

- I. The Social Entrepreneurial ecosystem is critical in supporting the existence and effectiveness of the organizations that are part of the ecosystem. Partners from the ecosystem provide funding and other resources that support the organizations to exist and provide better support services and pre-startup experiences related to Social Entrepreneurship.
- II. The Social Entrepreneurial Ecosystem provides the necessary resources for the activities, experiences and programs that students can participate in. Partners in the ecosystem provide funding and relevant partnerships that contribute to the Social Entrepreneurship related opportunities.
- III. The activities, experiences and programs contribute to the different elements in the Social Entrepreneurial ecosystem. Events and activities function as opportunities to develop and strengthen networks and the internship programs provide an affordable pool of talent and new input for the organizations.

THE IMPACT OF THE INFRASTRUCTURE AND OTHER ECOSYSTEM ELEMENTS ON THE CONDITIONS FOR DEVELOPING SOCIAL ENTREPRENEURIAL INTENTIONS

In the analysis in chapter 5 and chapter 6 the interrelationships between the infrastructure, ecosystem and the conditions for developing Social Entrepreneurial Intentions are discussed and identified.

- I. The activities, experiences and programs part of the infrastructure support the development of the necessary conditions in all stages of the process of developing Social Entrepreneurial Intentions. The pre-startup experiences contribute to conditions in all the different stages of the process. Events contribute to the awareness and understanding of the concept. Hands-on experiences like internships or volunteering contribute to the development of skills and a deeper understanding of the concept. The startup support provide the opportunities to develop the necessary business related skills and provide mentorship that help students develop an entrepreneurial mindset. This support is most helpful in later stages of the process of developing Social Entrepreneurial Intentions.
- II. Other elements in the Social Entrepreneurial ecosystem further promote the development of conditions for developing Social Entrepreneurial Intentions. Examples mentioned in chapter 6 are the presence of a lot social enterprises and lifestyle oriented places that create awareness of the concept and provide inspiration for students. Progressive scenes and supportive local values support the development of individual values and an entrepreneurial personality under students.

DEVELOPING THE KEY CONDITIONS FOR PROGRESS IN THE SOCIAL ACTION JOURNEY

A specific set of conditions is necessary for students for developing the level of Social Entrepreneurial Intentions. Without those specific conditions, progress to the next stage of interest in the concept of Social Entrepreneurship is limited in a number of ways.

Without the development of these conditions students are either not aware of Social Entrepreneurship, not attracted to the concept of Social Entrepreneurship or not capable of implementing their interest in Social Entrepreneurship into their own social enterprise. This limits the overall progress in the progress of developing the right intentions.

THE STRENGTHENING EFFECT OF HIGH SOCIAL ENTREPRENEURIAL INTENTIONS

Finally it is identified that in an well-functioning ecosystem, growing numbers of students with higher Social Entrepreneurial Intentions can strengthen both the ecosystem and the infrastructure and create a self-reinforcing effect.

The infrastructure is strengthened because motivated students contribute to the development of more Social Entrepreneurial opportunities to be involved in. Also when there are a lot of students involved in starting up social enterprises, it provides a bigger and stronger startup community with a bigger network and more inspiration and ideas.

Also for the ecosystem as a whole, a bigger pool of motivated students and aspiring social entrepreneurs provide advantages for the functioning and individual members of the ecosystem. Motivated students can contribute to the success of social enterprises via internships and volunteering by doing necessary work or providing input for new ideas. A higher number of starting social entrepreneurs create more opportunities for partnerships, input of new ideas and inspiration for the current social entrepreneurs, a stronger support base for shared services and resources for social entrepreneurs like shared work space and a overall higher level of quality. This overall quality improvement also attracts social impact investors to the community.

CHAPTER 8: COMPARING THE BRISTOL AND UTRECHT ECOSYSTEM

In the second part of the thesis the process of developing intentions, the university-based infrastructure around social entrepreneurship and the Social Entrepreneurial ecosystem in Bristol are discussed as main topics. The findings around the main concepts have resulted in a model that captured the key elements and interrelationships between the main concepts (figure 7.9).

In this chapter the model is used as a framework to assess the state of the Social Entrepreneurial ecosystem and infrastructure and Utrecht. A secondary use of the model is to argue how differences in the ecosystem and infrastructure are affecting the development of Social Entrepreneurial intentions under students.

An underlying goal of this step is to validate the model. To explore if the model captures all the themes that are relevant to the three main concepts. If necessary newly identified themes can be added to the model to create a more complete model.

Research Questions

In what way does the model resulting from ... explain the differences between Utrecht and Bristol regarding Social Entrepreneurial intentions under the student population?

8.1 THE SOCIAL ENTREPRENEURIAL INTENTIONS, INFRASTRUCTURE AND ECOSYSTEM IN UTRECHT

So the first part of this chapter is the assessment of the situation in Utrecht. The global themes are used to structure this comparison.

8.1.1 INDIVIDUAL CONDITIONS FOR DEVELOPING SOCIAL ENTREPRENEURIAL INTENTIONS IN UTRECHT

Analysing the Utrecht results, a lot of the same individual characteristics are identified as in the Bristol model. Also related to the experiences and obstacles there weren't many notable differences between Bristol and Utrecht students.

PROCESS

The main difference recognized is related to the process of developing these intentions. The process is less successful in developing Social Entrepreneurial intentions. There are far less people involved in Social Entrepreneurial activities in Utrecht compared to Bristol. First of all, fewer students are entering the process of developing intentions. Another big difference is that there seems to be less people with high Social Entrepreneurial intentions. Students who could be categorized as students further in the process of developing intentions regularly don't see their career in social enterprise. There were students who were involved in highly responsible Social Entrepreneurship related activities. But most students weren't seriously considering or didn't see any serious opportunities for a career in social enterprise.

Another difference was the transition between stages. Students were less involved in a lot of different activities and had usually only a few Social Entrepreneurship related experiences.

8.1.2 THE STATE OF THE UTRECHT INFRASTRUCTURE

SIMILARITIES UTRECHT AND BRISTOL

There are quite some experiences available for students to be involved in Social Entrepreneurship related activities. A small number of events and activities are organized around university. There are also multiple hands-experiences available like the Social Entrepreneurship related projects offered by Enactus and SOON. There is even a popup store that can be used by students or recent graduates starting their social enterprise.

Similar as in Bristol these experiences were much appreciated by participants, because of the effect on the development of their skills.

The university of Utrecht even offered a minor in Social Entrepreneurship and a dedicated professor in Social Entrepreneurship, which is the only one in the Netherlands.

However in general the elements aren't as developed as in Bristol. The following elements mentioned in the Bristol model are lacking or underperforming in the Utrecht infrastructure.

1. LESS COLLABORATION AND CONNECTIONS BETWEEN DIFFERENT ORGANIZATIONS PART OF THE INFRASTRUCTURE

There are less signs for organizations working together. Some interviewees described the different organizations as an island. They mentioned it should be something they should consider but didn't do because of low priority. One interviewee even mentioned there seems to be a feeling of competition between the different organizations.

Less collaboration means also less shared activities. Which decreases the number of experiences and activities offered. This also means less shared activities related to topics brushing social entrepreneurship like volunteering. Which prevents students interested in those topics entering the process of developing Social Entrepreneurial intentions.

The Bristolhub is an important organization creating links between organizations and being a co-creator of shared activities. There isn't a similar organization in Utrecht filling in this role.

2. LACKING QUANTITY AND DIVERSITY IN SE RELATED ACTIVITIES, EXPERIENCES AND PROGRAMS

Another difference regarding the infrastructure is the low quantity of experiences, activities and programs offered by the organizations that were part of the infrastructure. Especially events and training activities were very common in Bristol, with multiple events per week. Which is absolutely not the case in Utrecht.

Related to this is also the lack of diversity in the offered activities and programs. In Bristol there was a lot of diversity in their offering to the students. A broad range of topics from sustainability to international development to local engagement was part in one or multiple Social Entrepreneurial events and activities. Students appreciated that there would be always a topic that was linked to their passion. There were also more types of activities offered in Bristol, from conferences to panel discussions, and from challenges to workshops. Such large and diverse number of activities and programs weren't offered in the Utrecht infrastructure.

3. LACK OF UNIVERSITY-BASED SUPPORT INFRASTRUCTURE IN UTRECHT

One of the elements that interviewees really appreciated was the level of support for students starting to engage in their own social enterprise. Similar support programs are lacking in Utrecht.

Examples of key elements lacking are;

(1) Funding opportunities and related support programs similar to the UNLTD program.

(2) A specific organization like basecamp that is specialized in SE and can provide SE-specific support programs that consist of mentoring, skills and knowledge workshops, different sorts of resources and networking.

What Utrecht does have to offer are a specific co-working space offered by SOON, a student accelerator and workshops for regular startups.

Besides that there might some paid programs offered by partners outside the direct university based infrastructure. These are mostly quite expensive and not aimed on students as a target group. Because if the financial investment not a lot of students consider such a program.

8.1.3 UTRECHT: AN SOCIAL ENTREPRENEURIAL ECOSYSTEM IN DEVELOPMENT

A GROWING PRESENCE OF SOCIAL ENTREPRENEURIAL ELEMENTS IN UTRECHT

In Utrecht we see a Social Entrepreneurial Ecosystem in development. Though the quantity is still lacking and you won't bump into social entrepreneurial elements unintentionally, there are some supportive developments.

If you're somehow embedded in the ecosystem a growing number of starting social enterprises are active in Utrecht. The activities even start to get more mainstream. The "Daktuin", a yearly-organized rooftop garden and café initiated by SOON is an example. Also in fashion a lot of conscious aspiring entrepreneurs are starting their initiatives.

Another development is a growing number of creative co-working spaces with a social entrepreneurial nature. Spaces like Inderuimte, Dok030 and Nest are all focused on Social Entrepreneurship related types of entrepreneurs. They are related to progressive scenes that share some norms with social entrepreneurship.

Besides the social entrepreneurial elements there is also a group of stakeholders outside the sector that are exploring to get involved. For profit organizations are exploring how they can get involved in social entrepreneurship.

There is also a growing sense of urgency at the municipality to do more in social entrepreneurship. They are currently involved in some research to map the social enterprise sector and to explore the challenges and what role they might play.

MISSING ELEMENTS: A WORK IN PROGRESS

The main difference is that Social Entrepreneurial Ecosystem in Utrecht, regardless of the elements that are present, is not yet as matured as the one in Bristol. Several findings support this statement.

The interviewees have trouble mentioning any good or inspiring examples. It is less integrated in the mainstream lifestyle as in Bristol, where a lot of restaurants, cafés and other recreational spaces like the Watershed and the Wave implement a social and sustainable story in their main message.

There seems to be a lack of famous success stories and ambassadors that reaches the mainstream public.

Progressive scenes and sectors that are better aligned with the norms and values of social enterprise are smaller and less visible in Utrecht.

There is less strategic support for social enterprises in Utrecht. There is no clear policy supporting SE, hardly any financial support and no proactive role in facilitating social entrepreneurial activities.

Also on a national level there are less supportive elements. Big funding opportunities like UNLTD, or supportive legal forms are not present in the Netherlands. The lack of legal forms supportive of social enterprises sometimes leads to legal issues and uncertainty for social enterprises. Also on a local level social enterprises have to deal with legal or administrative issues, hindering their development.

The consequences of the less matured ecosystem is that some elements are lacking and elements are less visible for the mainstream public. This limits the awareness of SE under the mainstream public in Utrecht. Another consequence is that the social and sustainable norms necessary for the motivation for social entrepreneurship are less strong and

8.1.4 CONCLUDING COMPARISON

A general pattern comparing Utrecht with Bristol is the lower level of maturity of the Social Entrepreneurship sector in Utrecht. The development of all the main concepts, ranging from the process of developing intentions, the infrastructure and the ecosystem, is less developed in the case of Utrecht.

The social entrepreneurial ecosystem in Utrecht is developing, but also shows signs of a not yet matured nature. Which consists of a lower number of involved organizations, a number of missing critical elements and less strategic and financial support. The same could be said of the infrastructure. There are quite some organizations involved and activities and experiences offered. However, there are again signs of immaturity. The lower number of organizations and activities and programs offered, the less developed relationships and collaboration between the different involved organizations are some examples of this lack of development.

8.2 UNDERSTANDING THE DIFFERENCES BETWEEN BRISTOL AND UTRECHT

One of the conclusions of the Utrecht-Bristol comparison is the observation that the process of developing Social Entrepreneurial Intentions under students is less successful in Utrecht.

The model developed in the previous chapter could explain the less successful process in Utrecht by linking it to the less developed university-based infrastructure and Social Entrepreneurial Ecosystem in Utrecht. In this part the difference interrelationships between these concepts are further explored.

LINK THE DIFFERENCES IN PERFORMANCE OF THE INFRASTRUCTURE AND ECOSYSTEM TO THE DIFFERENCES IN THE DEVELOPMENT OF INTENTIONS

STARTING FROM THE ECOSYSTEM

A first crucial element lacking in the ecosystem is the access to funding. There are fewer stakeholders involved in the ecosystem, which limits the number of sources for potential funds. This has a number of implications.

There are fewer resources for organizing and funding different support programs and activities. This limits the number of activities and level of support offered by the infrastructure.

Another implication is the lack of resources available for starting social entrepreneurs. In Bristol it is explored that the possibility of getting a first grant is an important part in explaining the relative high number of people trying to start. Students are risk-averse and the need of invest your own money is for a lot of students too much risk.

Besides the availability of resources, the lower number of involved organizations and some missing stakeholders in the ecosystem also has some other implications for the level of Social Entrepreneurial intentions under students.

- (1) First of all, because of the lower number of involved enterprises, initiatives and events related to SE it is much more difficult to get aware of the principles of SE for the first time. Unlike Bristol, where you can bump into it by visiting the university restaurants or other social and sustainable conscious cafes and restaurants, it is much more difficult to get introduced to social entrepreneurship for the first time.

- (2) Another implication is that the lower numbers of social enterprises and involved organizations doesn't provide the validation of the concept of Social Entrepreneurship students need. It gives students the perception there is a lack of opportunities to make a career out of SE. Which prevents students from seriously considering it as a career and get more involved in the process of developing intentions. Instead they chose for a regular career.
- (3) When discussing the impact of the Bristol ecosystem, it is mentioned that current social enterprises and organizations also provide inspiration and ideas for students interested . A lower number of good examples give less inspiration for new ideas of students.

A last element in the context that is lacking in Utrecht, which influences the development of Social Entrepreneurial intentions under students is the lack of social and sustainable norms. In Bristol, the high number of social enterprises and the strategic focus on social and sustainable entrepreneurship creates the perception it is normal in Bristol to consider social and sustainable considerations in your career choice. With the lower number of social entrepreneur and the passive role of the municipality, social and sustainable norms are not considered common. Which explains these are considered less in the thought process of students.

BUILDING ON THE LIMITATIONS OF THE INFRASTRUCTURE

Besides the ecosystem the state of the Utrecht infrastructure also limits the development of Social Entrepreneurial intentions in Utrecht.

The lack of collaboration between different organizations in the Utrecht university-based infrastructure creates a rather fragmented landscape of activities, experiences and programs. This negatively influences the process of developing Social Entrepreneurial intentions under students. Because of the lacking connections it is more difficult for Utrecht students to get into contact with other activities and experiences that are part of the infrastructure. The process of developing intentions is driven by getting involved in multiple experiences and activities with growing levels of responsibilities and skills developed. This happens less in Utrecht so there is less development of the right individual characteristics for Social Entrepreneurial intentions.

Another limitation mentioned in the Utrecht infrastructure is the low number of events and activities organized. This specifically limits the number of students flowing into the process of developing Social Entrepreneurial intentions.

In the model it is mentioned that especially events are very important in creating a buzz and awareness around SE and at the same time events are an interesting way for students to get introduced and excited about SE. In Bristol, events were perceived as inspirational and an important motivation to get involved in Social Entrepreneurship related activities.

Also the lack of diversity of activities and events in Utrecht limits the development of Social Entrepreneurial intentions. Passion for a specific topic or cause is an important motivation to get involved in social entrepreneurial activities. If there are less events linking social entrepreneurship to those specific topics, less students will be motivated to enter the process of developing Social Entrepreneurial intentions.

A last crucial limitation mentioned is the lack of support infrastructure in Utrecht for students and recent graduates willing to start their own social enterprise. This significantly lowers the number of students willing to take the leap. Because of the challenges students in general deal with, they need the support infrastructure to have the confidence to start. Both the financial as other support are important to build this confidence. This explains the low number of students in Utrecht that decide to really start something.

8.3 LESSONS COMPARISON BRISTOL AND UTRECHT

(1) The model developed in the previous chapter is able to capture and structure all the relevant findings in the Utrecht Context. It gives a good structure in mapping the state of the Social Entrepreneurial ecosystem.

(2) The model functions as a tool for identifying and understanding the interrelationships between the social entrepreneurial ecosystem and the development of individual social entrepreneurial intentions.

(3) The model is also helpful in identifying possible explanations for what specific elements explain the success or failure of the infrastructure and ecosystem to promote the development of Social Entrepreneurial Intentions.

(4) Building on the previous note, the model is also very helpful as a tool for identifying solutions for challenges in the specific cases. Providing insights in how the infrastructure and ecosystem ideally looks like, it also shows possible solutions for improving the infrastructure and ecosystem.

WHAT CAN'T WE EXPLAIN? A NEED FOR FURTHER RESEARCH

This model made it possible to identify the interrelationships between the different concepts, but does not help with identifying the exact strength and significance of the relationships and how the effects of different elements relate to each other. Statistic research is necessary to understand the strength and the significance of the specific elements.

CHAPTER 9 CONCLUSION AND DISCUSSION

9.1 CONCLUSION

9.1.1 MAIN RESEARCH QUESTION

In what way do the Social Entrepreneurial Ecosystem and the university-based infrastructure around Social Entrepreneurship contribute to the development of Social Entrepreneurial intentions under students and recent graduates in Bristol?

The comprehensive model developed in chapter 7 (fig 7.9) and the key conclusions in the different chapters provide the necessary insights to answer this question.

In chapter 4 the process of developing Social Entrepreneurial intentions is explored. We found out that this process has an organic nature with different stages with increasing levels of Social Entrepreneurial intentions. Developing higher levels of Social Entrepreneurial intentions requires a set of specific individual characteristics as a student. These characteristics consist are showed in the thematic network in figure 4.1. In the process of developing intentions every stage has its specific requirements. The different requirements per phase are visualized in the model in figure 4.6.

Based on the analysis regarding the university-based infrastructure and the conceptual model described in chapter 7 it can be argued that the infrastructure plays an important role in the development of intentions towards Social Entrepreneurship under students. By participating in the activities, experiences and process students develop the necessary conditions that help students to progress in the process of developing intentions towards Social Entrepreneurship.

So the main role of the infrastructure is to provide the experiences, activities and programs that help students develop the right individual conditions for Social Entrepreneurial intentions. Three types of organizations were identified (1) *Student-driven organizations* (2) *University-supported organizations*, and (3) *Key partners*. Every type of organizations has their own role in developing the right characteristics. *Student-driven organizations* are mainly focusing on providing pre-startup experiences, events and programs. *University supported organizations* are involved in supporting students involved in starting their own social enterprise and programs to bring students to that level of starting. *Key partners* provide key resources like their network, Social Entrepreneurial knowledge and experience.

Some essential characteristics of the Bristol infrastructure further promote the development of individual conditions. First of all the collaboration between different organizations promoted the link between different types of activities and programs, which helps students to progress faster through the process of developing Social Entrepreneurial Intentions. Also the presence of the Bristolhub as an important platform to reach a lot of students and to give an overview of al the Social Entrepreneurship related opportunities in Bristol is important. And finally the large quantity and diversity of Social Entrepreneurial opportunities in Bristol made sure there is always something that attracts individual students to be involved in SE.

The model in figure 6.8 and the explanatory text further shows the interrelatedness of the Social Entrepreneurial ecosystem and the development of the key conditions for developing intentions towards Social Entrepreneurship. In chapter 6 it is also concluded that besides the infrastructure, the Social Entrepreneurial ecosystem further promotes the development of intentions towards Social Entrepreneurship under students by influencing the individual conditions for developing intentions.

Actors in the Social Entrepreneurial ecosystem provide both the financial resources and partnerships for the infrastructure to sustain this level of support for the students. They provide the resources for grants, sponsorships for events and activities, and act as partners that have the necessary knowledge. Experienced entrepreneurs in the ecosystem also help with providing resources, mentorship and knowledge for students starting up their own social enterprise. For students less far in the process of developing intentions, social entrepreneurs provide ideas, inspiration and awareness around the concept of Social Entrepreneurship. Finally the supportive policy of the city government and the culture of sustainability and social engagement further support the development of social and sustainable norms and values under Bristol students.

The comprehensive model presented in figure 7.9 does not only provide the insights necessary to explain the relatively high level of intentions of students in Bristol. The model can also explain the challenges in developing intentions towards Social Entrepreneurship. Limiting factors in the ecosystem like the spatial segregation and inequality influence the conditions of a part of the student population. The group of the so-called Oxbridge rejects have different values, and combined with the spatial segregation, they have a low change of developing interests and awareness of Social entrepreneurship. This prevents that specific group of students from developing intentions towards Social Entrepreneurship.

By comparing the situation in Utrecht to the findings in Bristol, the influencing role of the infrastructure and the Social Entrepreneurial Ecosystem is supported. It showed that these are much more developed in Bristol compared to Utrecht. In the comparison it is argued how the underdevelopment of these elements in Utrecht can explain the lower levels of Social Entrepreneurial intentions under Bristol Students.

9.2 DISCUSSION

9.2.1 CONCLUSIONS AND THE LITERATURE

INDIVIDUAL CHARACTERISTICS

Regarding the individual characteristics there are quite some similarities between this research and characteristics already mentioned in the literature.

Like the necessary skills mentioned by Turner and Martin (2005) and Alvord, Brown and Letts (2004), competences and skills are also identified as key conditions in this thesis too. Also the type of skills is quite similar. And not only the skills itself, but also the belief in their skills, the self-efficacy is identified as an important characteristic in this research. The skills-worry, which is identified as one of the biggest individual obstacles, is similar to a common lack of self-efficacy at students. This confirms the importance of self-efficacy, stated in the traditional entrepreneurial models from Krueger (2000).

Regarding the process, the model mentioned by Wadlock and Stickler (2014), mention two potential pathways to develop vision and actions related to Social Entrepreneurship. This research supports the emergent path as described in Wadlock and Stickler (2014).

A number of individual characteristics of social entrepreneurs that were mentioned in the literature are also identified as a theme in the thematic network (Figure 4.1). Empathy, norms and values and moral engagement are mentioned both identified in the literature review as well as the themes identified in this research.

The individual obstacles identified in this research are also mentioned in the theory regarding the obstacles for social entrepreneurs. Hoogendoorn et al (2010) identified that young people under thirty are less successful because of their lack of experience and confidence. This lack of experience and confidence is also identified as a key individual obstacle in this research. The lack of confidence can be seen as part of the skills worry of students. Also the lack of experience could related to the obstacle of

lacking skills. Bacq and Janssen (2011) mention that social entrepreneurs do not see themselves as entrepreneurs. Which is also a lack of entrepreneurial attitude as identified in the research. In the interview with Catherine Draper this is described perfectly. She is extremely enthusiast of the concept of social entrepreneurship and wants to have a career in social impact as a part of a team. She has been involved in a number of projects during her time at the Bristolhub. But she does not see herself as somebody initiating a new social enterprise.

In the model of Mair and Noba (2003) the role of the infrastructure and ecosystem is rather limited. In contrary the comprehensive model (Figure 7.9) described in this research emphasizes the role of the infrastructure and ecosystem much more as a driving force in developing intentions. So this research differentiates itself from the current literature by directly linking the development of Social Entrepreneurial Intentions to the state of the Social Entrepreneurial Infrastructure and Ecosystem surrounding the students.

THE NATURE AND ROLE OF THE INFRASTRUCTURE IN BRISTOL

In the infrastructure chapter in the analysis the Bristol infrastructure is compared to the models and concepts mentioned in the literature review. The main conclusion was that the Bristol infrastructure had some characteristics and functions of cognitive, business and social infrastructure and also functioned as a startup community in development. Infrastructure elements lacking in the Bristol infrastructure were linked to underperformance of the Bristol infrastructure in supporting the development of entrepreneurial intentions.

However, what we also have identified in the analysis of the infrastructure chapter is that it is actually necessary to adapt the infrastructure to a number of specific challenges and characteristics of social entrepreneurship. The negative profile of social entrepreneurs, the challenge of attracting mainstream students, different involved stakeholders and new ways to create value are some SE specific examples of challenges. Instead of copying the regular entrepreneurship models for infrastructure they actually need to be different.

THE NATURE AND ROLE OF THE ECOSYSTEM

The Vogel-model (2013) is used in this research as a framework to analyse the Bristol ecosystem. The main categories of ecosystem elements mentioned by Vogel (2013) were a good starting point to analyse the Bristol Ecosystem. However there were a number of differences noticeable in the nature and functioning of the Social Entrepreneurial Ecosystem as described in this research compared to the model of Vogel (2013).

The categories mentioned have different characteristics in the social enterprise ecosystem. There are differences in types of stakeholders, culture and types of innovations and business models. It is also observed that some elements are more important or less important in the Social Entrepreneurial Ecosystem compared to the model mentioned by Vogel (2013). The importance of norms and values and collaboration with other market partners are some examples of elements where the Social Entrepreneurial Ecosystem differentiates itself.

9.2.2 DISCUSS AND EVALUATE CONFLICTING RESULTS

CONFLICTS WITHIN RESULTS

Within the results there was sometimes a small difference between the perceptions of the Social Entrepreneurial Ecosystem and Infrastructure and the analysis of the Social Entrepreneurial ecosystem and infrastructure.

Based on frameworks provided by the literature on the ecosystem, the analysis resulted in a number of points for improvement and missing elements in Social Entrepreneurial Ecosystem and infrastructure in Bristol. However these elements are not always perceived during the interviews.

This raises the question if all the findings and conclusions based on the Bristol-model can be seen as an ideal model for the Social Entrepreneurial Ecosystem or that adaptations are necessary.

CONFLICTS RESULTS AND PRACTICE

Quite some students start with setting up a social enterprise stimulated by the social enterprise infrastructure like grants. According to the findings and models this is perceived as a positive element in the ecosystem.

However, in practice it is uncertain if this really contributes to strong social enterprises. It could be argued that the presence of grants and support makes it too easy to start, for students without a necessity of the highest level of Social Entrepreneurial intentions. It is unclear and outside of the scope of the research how much initiatives are really successful, and how much end up failing after the support is gone. In Selos (2011) three necessary conditions should be met for starting a social enterprise. The third one of these three conditions is sustained motivation. It could be questioned if this sustained motivation is really present or that they quite once the funding and support is gone and it becomes more challenging and uncertain.

9.2.3 CONTRIBUTIONS OF RESEARCH

This research has a number of important contributions to the state of the research in the related fields relevant for SE.

First of all it deepened the knowledge base on the concept of Social Entrepreneurial intentions and the process of developing those. There were some very general models [mention 2 from the literature], which were lacking the level of detail and elements that are taken into account in this study. Especially the development of a comprehensive model taken into account a broad set of elements in the infrastructure and ecosystem and the influence on the development of entrepreneurial intentions is unique and not yet present in the literature.

Previous research on individual characteristics of Social Entrepreneurs is focused on the motivation for social entrepreneurship or the individual values. In this research the focus on intentions is broader and takes into account more concepts that influence those intentions, which creates a better understanding why people end up choosing to start a SE.

Another contribution is the development of Social Entrepreneurial models for different concepts as the intentions, infrastructure and ecosystem. This research contributes both by providing much more detailed themes and by offering a comprehensive model connecting the development of individual intentions to the other concepts. This level of detail and connection with external influences has never been so detailed. Comprehensive SE specific models for the entrepreneurial ecosystem and infrastructure are not yet developed.

A very important extra insight is the specific focus on students. Because of focusing on students, much more insights are provided on the complete development of Social Entrepreneurial intentions. The current models were based on people that are already familiar with the social enterprise sector and already had developed some conditions. Focusing on students, who are most of the time new to the sector, provide new insights on the specific challenges that inexperienced people have in developing intentions towards SE.

9.3 EVALUATING THE RESEARCH

There are two limiting factors that negatively influenced the implementation of my research.

(1) First of all there are a number of consequences resulting from the limited time, resources and capacity during my research. The fieldwork was only two and a half weeks and during that time, most of the interviews needed to be arranged and carried out. Because of the limited time, the deeper processing and analysis of the data was done back in the Netherlands. The insights developed in this process would have helped me to adapt the questioning and empowered me to ask better follow up questions, allowing me to retrieve better data and insights. Ideally, a two-month fieldwork in another country would allow this more iterative approach.

The fact that this is a master thesis and not a full PhD research, also limited the time and resources for this research. With more time and financial resources a multiple case study could be done in different types of environments across the globe, with sufficient time for a high quality research process. Doing a multiple case-study instead of a single case study, would have made it possible to distinguish between context specific themes and themes that are found in all cases

(2) The last limitation is around my lack of experience and expertise as a researcher. During planning of the research I made a number of irreversible choices that influenced the remainder of the research.

With a better understanding of the research process, I would have limited the scope of my research. The chosen research question and topic were too broad and ambitious. Realistically, it was too much considering the limited time I had, and negatively affected the quality of some of the work. A more limited scope would have helped me focusing my time on a smaller number of themes and questions, which might have improved the quality overall. Being more critical during the process of planning the thesis could have prevented this.

In the following table, the four criteria for qualitative research mentioned by Yardley (2000) are used as a framework to further evaluate the quality of this research.

FIGURE 9.1 CRITERIA FOR ASSESING THE QUALITY OF QUALITATIVE RESEARCH

Criteria	Choices made or actions performed
<i>Sensitivity to the context</i>	My personal experience with social entrepreneurship helped me in understanding the importance of the context. Also the central role of the Social Entrepreneurial ecosystem put a lot of emphasis on the context. However the limited time for observations, limited the opportunity for more detailed observations in the context.
<i>Commitment and rigor</i>	Because of my experience with and personal interest in Social Entrepreneurship created a big understanding of the concept, which helped in engaging the subject. As been mentioned in the limitations my inexperience and not yet fully developed skills, a number of choices have been made that made the research process challenging.
<i>Transparency and coherence</i>	There is a constant effort to be open on the process. In the research method I took a lot of time explaining the methods and approach and be clear on the different steps. In the appendix a number of documents are added that are the sources of the findings and developed themes. However, because of the manual and iterative process and interpretative nature, full transparency is challenging. Also my limited experience in research made it challenging to constantly be as structured and coherent as possible. However being open about this helps.
<i>Impact and importance</i>	It is argued that this thesis provides a considerable number of new insights, concepts and identified relationships between the different concepts. Also considering the societal need for promoting social entrepreneurship, the impact and importance of this thesis is significant.

Based on these criteria the strengths of this research are; (1) the personal experience and interest in the topic of social entrepreneurship and the impact this had on the sensitivity for the context and the results

of the study, (2) the effort to be as transparent and clear as possible in my process, (3) The impact and importance of the research.

Limitations of the research according to the criteria of Yardley are; (1) the occasionally lacking rigor and coherence because of my inexperience as a researcher and some choices I made during the planning of the research, and (2) the limited attention for the context because of the time limitations in this research.

9.4 RECOMMENDATIONS FOR FUTURE RESEARCH

This research is an important first step in identifying a number of relevant themes related to Social Entrepreneurial intentions, university-based infrastructure and the SE ecosystem. And also a first step in identifying and understanding the relationships between those concepts. Based on this research 2 strings of research are recommended.

(1) Bristol was chosen as a case, because it seemed to be an ideal case with a strong presence of students with high Social Entrepreneurial intentions and a well-developed SE ecosystem and infrastructure.

The next step is to study multiple cases in different types of environments. By exploring how the model works in different contexts, it is possible to distinguish between key themes that can be found in all cases and context specific themes. This could be the first step to develop a more generally accepted model. Next cases could be chosen on variations in; urban vs. rural places, different continents and regions or developing vs. developed world.

(2) A second string of research should be statistic of nature. Statistical research is crucial in order to test the significance and strength of the different interrelationships between the key concepts in this research.

This is necessary to identify causal relationships in the model and develop a theoretic framework that is generally accepted.

(3) A deeper exploration of a number of elements in the Social Entrepreneurial ecosystem. As been discussed in the analysis of the Social Entrepreneurial ecosystem, a number of elements were missing or underdeveloped in the Bristol case compared to the model for the traditional model of the traditional entrepreneurial ecosystem. Elements like social impact investors and SE in formal education are not yet developed fully in Bristol, which made it difficult to provide insights on the role of these elements.

CHAPTER 10: POLICY RECOMMENDATIONS

INTRODUCTION

Based on the findings and results in this thesis, a number of policy recommendations are done with the goal of improving the Social Entrepreneurial Ecosystem and supportive infrastructure in both cities. Ideally this leads to increasing the level of social entrepreneurial intentions under students. The recommendations are based on the specific challenges and points of improvement identified in the different cities.

Because the challenges are very location specific, a separate set of recommendations is given for both locations. The recommendations are not only meant for policymakers from the government, but specific recommendations are aimed on the different organizations that are part of the infrastructure. At the same time, the recommendations are meant to be helpful for other cities that have similar challenges.

10.1 RECOMMENDATIONS BRISTOL

In Bristol the Social Entrepreneurial Ecosystem and the university-based infrastructure are overall quite well developed and well functioning. Related to the intentions and infrastructure a few specific challenges are mentioned. And regarding the social entrepreneurial ecosystem in Bristol, a number of negative factors and underdeveloped elements are identified. In the integration it is analysed that these specific challenges limits the development of Social Entrepreneurial Intentions under Bristol students.

10.1.1 CHALLENGE 1: ATTRACTING MAINSTREAM STUDENTS – SPECIFICALLY OX-BRIDGE REJECTS

The first challenge mentioned is around the difficulties attracting a more mainstream group of students in Bristol, especially the so-called Ox-bridge rejects.

In the current situation they are not attracted to get involved in the activities, programs or experiences that are part of the infrastructure. Together with the spatial segregation and differences in values, this leads to the situation where they are not part of the Social Entrepreneurial Ecosystem.

The background of these students cannot be changed, but by engaging them more in this scene, it is actually possible that their values shift a little.

So the main strategy is to develop activities and programs that are more attractive and resonate more with their current values and lifestyle. During this initial experience they can be slowly convinced of the values related to social entrepreneurship.

SOLUTIONS: STRATEGIC APPROACH AND A NEW CATEGORY OF ACTIVITIES AND EXPERIENCES

The first part of the solution is to create partnerships with organizations that are more attractive for the mainstream group of students. Normally these students are more attracted by corporate partners. Building relationships and working together with those partners could be a first incentive for this group to get social entrepreneurship on their radar and validate it.

Then the second step is to intentionally create activities and programs, together with the corporate partners that are more attractive for them. Changing the whole narrative and language helps in making it more attractive. Create topics like impact investing and use examples that are more tech and grow oriented. These topics relate to the more business minded group of students. Also the type of events should be adapted to make it more business oriented. Inhouse days and master classes are typical events that are organized by corporate partners.

Besides using a more business-oriented approach, the infrastructure could also aim for a more lifestyle-oriented approach. Previously mentioned is the Wave, which is in the first place an artificial surf wave. The sustainable and social element is part of the underlying profile, instead of the main activity. Based on the philosophy the infrastructure could offer more activities that are related to the lifestyle attractive for the mainstream students, which could be around sports, going out or traveling.

Related to this, organizations part of the infrastructure should focus on creating new unexpected partnerships like local sport teams, trendy bars, clubs and so on.

10.1.2 CHALLENGE 2: SUPPORTING THE DEVELOPMENT OF HIGHER LEVELS OF SOCIAL ENTREPRENEURIAL INTENTIONS

The other big challenge in Bristol is the fact that students fail to achieve the highest levels of Social Entrepreneurial Intentions. There are quite some students that are very interested in social entrepreneurship. But a significant amount of students end up not having a career in social

entrepreneurship. First of all, the lack of experience and confidence in their own skills prevent them to reach the highest levels of intentions and pursue a social enterprise.

A second problem is that there are limited options for a social enterprise career, in which people could gain the experience and confidence. Quite some students are struggling with this. They have difficulties finding suitable positions they like because in general social enterprises and non-profits have very limited resources to hire recent graduates for a decent salary.

ADDITIONAL ACTIVITIES AND EXPERIENCES OFFERED BY THE ORGANIZATIONS PART OF THE INFRASTRUCTURE

To solve this issue, organizations have experiment more with creating programs that offer the possibility for almost or recent graduates to start a social impact career. Ideally, there should be more positions within a social entrepreneurial context that give students the opportunity to get well-paid work experience, but in which it is still possible to make mistakes and learn. The Worthwhile program that is recently introduced by Studentshub, the overarching organization of the Bristolhub, is the first program that offers this. However with 10 places for the whole UK the number of positions is limited.

Also a bigger place of Social Entrepreneurship in the regular curriculum could have a big impact on the development of higher Social Entrepreneurial intentions. The specific Team Entrepreneurship bachelor at UWE shows the impact of this compared to the absence at the University of Bristol. At the UWE much more students are engaged in setting up their own social entrepreneurial initiatives because of this bachelor.

Another type of experiences that has a meaningful impact on the students is the gap year experience. A lot of the students already involved in a social enterprise, mention this type of experiences as very influential in their motivation, personal development or as a spark for their idea. Currently those experiences are mostly organized on a personal basis. People go backpacking or volunteering in a faraway country. The different organizations could explore the possibility of offering an experience that has the characteristics of a gap year experience, but clustered around the theme of social entrepreneurship.

FOCUS MORE ON PERSONAL DEVELOPMENT IN THE DIFFERENT PROGRAMS

Both in their current activities as in new activities, organizations should be aware of the Social Entrepreneurship specific challenges students deal with. Because some of their individual challenges they are ultimately not seeing a social enterprise as a feasible option. Because of their lack of competences and entrepreneurial they struggle with the uncertainty, which prevents them from taking action. This requires a lot of extra attention on personal development.

The Bristol accelerator-like programs are quite similar to regular entrepreneurship. Instead it would be better if they take into account the issues related to personal development that stops students from taking the leap. Implementing elements of personal development that specifically help students with dealing with the mentioned issues might be effective.

10.2 RECOMMENDATIONS UTRECHT

In the Bristol-Utrecht comparison one of the conclusions was that the Utrecht Social Entrepreneurial Ecosystem is not yet as mature and developed as the Bristol Ecosystem. The same could be said about the infrastructure. This resulted in an ecosystem and infrastructure that is not yet succeeding in promoting the development of a higher level of Social Entrepreneurial Intentions under students.

10.2.1 CHALLENGE 1: THE DEVELOPMENT OF COLLABORATIVE AND INTEGRATED INFRASTRUCTURE

In the comparison it is mentioned that there are quite some organizations involved in offering opportunities for students to be involved in social enterprise. Enactus, SOON and Starters4communities are some of the examples identified in the Utrecht infrastructure. The main problem however, is the lack of connections between the different organizations and activities they organize. Because of the connectivity between the different organizations and activities in Bristol students easily participate in other activities, which is happening less in Utrecht.

STRENGTHEN THE CONNECTIONS WITHIN THE SOCIAL ENTREPRENEURIAL ECOSYSTEM

The key to solve this challenge lies mostly in the hands of the different organization and people that are part of the infrastructure.

(1) Create connections and develop collaborative programs and activities. Pooling the resources, networks and the expertise of organizations can help in creating more and better activities and programs.

(2) Offer a shared platform that connects the different activities and programs related to Social Entrepreneurship. Bristolhub could serve as an example of what activities and services could help and how such a platform could look like. The example of the Bristolhub also shows this organization can generate its own revenues without the need of putting money into it.

IDENTIFY MISSING LINKS IN THE ECOSYSTEM

Organizations inside the infrastructure could also take a broader ecosystem approach in which they strategically map the ecosystem as a whole and identify which elements are missing. Based on the gaps they need to proactively involve organizations that are not yet part of the infrastructure.

An example is the level of grants provided in the infrastructure. In Bristol the national UNLTD program provides this grants. In Utrecht such an organization is still missing. The goal would be to find other organizations that could be connected to the infrastructure and provide funding for student initiatives. For example a number of societal foundations could be engaged to put a part of their yearly grants in social entrepreneurial initiatives of students.

10.2.2 CHALLENGE 2: BUILDING A SE-SPECIFIC SUPPORT INFRASTRUCTURE AROUND UNIVERSITY

One of the conclusions is that Social Entrepreneurship-specific support for aspiring social entrepreneurs are mostly non-existent in Utrecht. In Bristol the level of support for those students is much higher.

START FROM EXISTING INFRASTRUCTURE AND IMPROVE TO FULL SUPPORT PROGRAMS

The current organizations already have the expertise and most resources to provide support for starting social entrepreneurs. By working together and pooling expertise and resources the different organizations in the Utrecht infrastructure could provide a decent level of support for aspiring social entrepreneurs at university.

Enactus, SOON and Starters4communities already have an internal training program and connections with established social entrepreneurial organizations. SOON even runs the Nest, a popup store where starting social entrepreneurs can present and sell their products. Even without extra funds, together they could already provide students a program that helps them developing the right knowledge and skill, mentorship and connections to support the startup process and a location to create new connections.

CREATE CONNECTIONS WITH RELEVANT NON-SOCIAL ENTREPRENEURIAL PARTNERS THAT COULD BECOME KEY PARTNERS

There is a student-accelerator for regular entrepreneurship funded partly by the university that has more specific knowledge of the startup process in general. In a similar way as Basecamp, they could also make their services available for social entrepreneurs with a little extra effort. Current organization in the social entrepreneurial infrastructure can help implement some SE-specific elements in the current startup support.

Another organization is a fund provided by the university that offers different grants to promote student activities. Currently there is an innovation grant offered in this fund. In collaboration with the organization managing this fund it could be explored if they could set apart a specific amount for social entrepreneurial initiatives of students.

10.3.3 CHALLENGE 3: INCREASING THE VISIBILITY OF SOCIAL ENTREPRENEURS AND THE RELATED ECOSYSTEM

The third challenge is around the lack of a visible Social Entrepreneurial Ecosystem in Utrecht and at the same time a lacking connection of students with this ecosystem.

ROLE OF POLICY MAKERS

Policy makers in Utrecht could learn from their counterparts in Bristol about the possible role of the city government to promote social entrepreneurial activities in the city.

A crucial lesson is on the importance of strategic support from the city government. When policymakers in Utrecht take a more active approach on promoting Social Entrepreneurship this could support the development of the Social Entrepreneurial Ecosystem in Utrecht. Different types of policy are recommended.

(1) A clear presence in strategic documents strengthens the reputation of the concept of Social Entrepreneurship as a serious form of business. It also sets Utrecht more on the map as a social enterprise city. This reputation also could influence the perceived social norms in Utrecht. A second advantage is that this sets it on the agenda of policymakers so it is taken into account in related policy.

(2) Proactively create connections and collaborations with organizations in related areas to explore how the concept of Social Entrepreneurship could be implemented. This could be for example applied within the context of the current transitions in social and care programs facilitated by the government. Because of the transitions, less government money goes to social services and the government could take a leading role by organizing dialogue sessions between health and social organizations, entrepreneurs, corporations and the government to explore possible collaborations and social entrepreneurial solutions.

(3) It is also advised to add some financial support for social entrepreneurial initiatives. A high number of social entrepreneurial examples strengthen the visibility of the sector, which creates more awareness of the concept. It also helps to inspire students by providing innovative ideas and increase the presence of experienced social entrepreneurs that could act as mentors.

The financial support could also be used for supporting symbolic landmark projects. An example in Bristol is the Create Centre, a co-working and event space for conscious entrepreneurs. Which is partly financed with the help of the city. This centre is located in a very visible and famous old industrial building. This place really strengthens the presence of Social Entrepreneurship in Bristol.

This combination of these different policies has the potential to bring the Social Entrepreneurial Ecosystem in Utrecht to the next level. It increases the visibility of Social Entrepreneurship, it helps developing the reputation of Utrecht as Social Enterprise city, it engages new stakeholders like

corporations to the Social Entrepreneurial Ecosystem and finally it makes sure there is enough financial support for social entrepreneurial initiatives.

THE ENABLING ROLE OF ORGANIZATIONS IN THE INFRASTRUCTURE

Organizations in the infrastructure can contribute to the development of a well-functioning Social Entrepreneurial Ecosystem. By organizing events and activities that bring different stakeholders together, they can create new relationships. They could also organize showcases, awards or challenges that create a buzz around SE and increases the visibility of SE in Utrecht.

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APPENDIX

APPENDIX 1: DEFINITIONS SOCIAL ENTREPRENEURSHIP

Year	Author	Definition
2001	Dees	"Play the role of change agents in the social sector, by: 1) Adopting a mission to create and sustain social value (not just private value), 2) Recognizing and relentlessly pursuing new opportunities to serve that mission, 3) Engaging in a process of continuous innovation, adaptation, and learning, 4) Acting boldly without being limited by resources currently in hand, and 5) Exhibiting heightened accountability to the constituencies served and for the outcomes created." (p.4)
2000	Fowler	"Social entrepreneurship is the creation of viable (socio-) economic structures, relations, institutions, organisations and practices that yield and sustain social benefits." (p.649)
2004	Alvord, Brown and Letts	"Social entrepreneurship that creates innovative solutions to immediate social problems and mobilizes the ideas, capacities, resources, and social arrangements required for sustainable social transformations." (p.262)
2006	Austin, Stevenson and Wei-Skillern	"We define social entrepreneurship as innovative, social value creating activity that can occur within or across the non-profit, business, or government sectors." (p.2)
	Mair and Marti	"We view social entrepreneurship broadly, as a process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs." (p.37)
	Peredo and McLean	"Social entrepreneurship is exercised where some person or group: (1) aim(s) at creating social value, either exclusively or at least in some prominent way; (2) show(s) a capacity to recognize and take advantage of opportunities to create that value ("envision"); (3) employ(s) innovation, ranging from outright invention to adapting someone else's novelty, in creating and/or distributing social value; (4) is/are willing to accept an above-average degree of risk in creating and disseminating social value; and (5) is/are unusually resourceful in being relatively undaunted by scarce assets in pursuing their social venture." (p.64)
	Weerawardena and Mort	"We define social entrepreneurship as a behavioral phenomenon expressed in a NFP organization context aimed at delivering social value through the exploitation of perceived opportunities." (p.25)
	Sharir and Lerner	"To apply business strategies for the purpose of more effective confrontation with complex social problems." (p.16)
2009	Zahra, Gedajlovic, Neubaum and Shulman	"Social entrepreneurship encompasses the activities and processes undertaken to discover, define, and exploit opportunities in order to enhance social wealth by creating new ventures or managing existing organizations in an innovative manner." (p.522)

Braunerhjelm and Hamilton (2012)

APPENDIX 2: OVERVIEW OF DATA

OVERVIEW INTERVIEWS

The reports of the interviews are available upon request

Appendix 2.1

	Naam		Info
1	Molly	Expert	Basecamp
2	Catherine	Student	Student + Bristolhub
3	Claire	Expert	BristolHub
4	Julie	Expert	Social Enterprise Works
5	Will	Expert	Studenthubs
6	Ruth & David	Student	Students + Enactus
8	Amy	Expert	UBU Get Green
9	Lucy	Student	Student
10	Lukasz	Student	Student
11	Zoe C.	Student	Student & Bristolhub
12	Hope	Expert	Social enterprise works & Goodlabs
13	Zoe E.	Expert	UWE – Enterprise team
14	Diane	Student	Student
15	David	Student	Alumnus + Entrepreneur
16	Adam	Student	Alumnus + Entrepreneur
17	Rebecca	Expert	Bristol Green capital and UoB
18	Issy	Student	Student
19	Jack	Student	Student
20	Rob	Student	Alumnus + Entrepreneur

Appendix 2.2

Naam event	Info
RISE event	Student Conference Social enterprise
Enactus meeting	Team meeting student project team
2 Masterclasses Basecamp	Skills oriented sessions
Changemaker Challenge	Teams of students working on solutions for social issues
BristolInc Sessie 3 ondernemers	Inspiring talk and Q&A session with 3 experienced entrepreneurs

Appendix 2.3

	Naam	Type	Kenmerk
1	Laura	Expert	Utrecht CE + ervarings-deskundige
2	Elena	Student	Student +
3	Peter	Expert	SE Lab + Teacher + experienced entrepreneur
4	Joeri	Student	Alumni + current coordinator
5	Teun	Student	Alumni + Entrepreneur
6	Martijn	Expert	Utrecht CE + social business coach and investor
7	Ingrid	Student	Student + coordinator Nest (via SOON)
8	Robert	Student	Student + Aspiring social entrepreneur

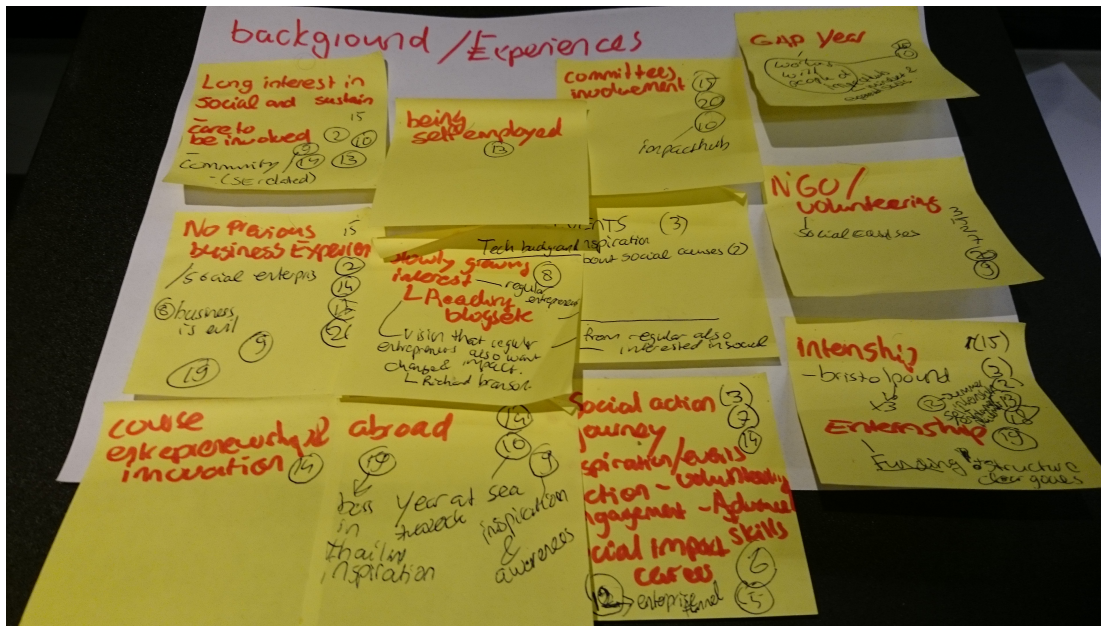
9	Rutger	Expert	S4C coordinator +
10	Laura	Expert	SOON coordinator
11	Danique	Student	Student + Alumni SOON

Appendix 2.5

Event	Info
Nest	Co-working space run by SOON
DOK030	Co-working space in Overvecht
Presentatie Social entrepreneurship challenge	Student-run project to start a Social initiative

PHYSICAL PROCESS OF CODING

Appendix 2.6 Example of physical process of coding



APPENDIX 3: COLLECTED DATA (CODES, MEMO'S AND MENTIONED RELATIONSHIPS)

CODES

App 3.1 Background and experiences

Codes	Source interviews
Long interest in social, community related & sustainable issues	2,9,10, 11, 13, 14, 15, 18, 19
Being self-employed	13
Committee involvement	10, 15, 20
Gap Year / Abroad	2, 9, 10, 14, 15, 19
No previous Business Experience	2,8,9,14, 15, 16, 19, 20
Slowly growing interest in SE	8

NGO / Volunteering	2,3,7,9, 15, 20
Course on entrepreneurship	14
Internships (Bristol pound popular)	2, 3, 12, 13, 15, 18, 19

App 3.2 What sparked intention / motivation to get involved

Codes	Source interviews
Validation of concept	2, 6, 9, 19, 20
The need for having impact	2, 4, 6, 9, 13, 14, 20
Preference for career in social impact after experiences	2, 5, 6, 9, 14, 18, 20
From passion and care to be involved	3, 6, 8, 9, 13, 14, 15
Idea spark	3, 6, 14, 20
CV as original motivation	2, 6
Entrepreneurship not a conscious decision	14, 15, 19, 20
Awareness (because of some activity)	1, 3, 4, 5, 6, 13, 14, 15, 20
Inspiration	2, 3, 6, 9, 14, 18, 19

App 3.3 Attitudes

Codes	Source interviews
Motivation and inner discipline to hold on	1, 8, 19
Being excited by challenge and entrepreneurial action	2, 8, 10, 14, 19
Being interested and curious	8, 14
Innovating and thinking different	1, 10
Not letting actions to be limited by fear	1, 10, 14, 19
Optimistic outlook	14, 19
The drive to do more than just getting by	14
Look at bigger picture	15
Confident	1,2,3,5, 10,15,18
Taking responsibility and self steering	5,10,15

App 3.4 Skills / competences

Codes	Source interviews
Managing own learning journey	8, 10, 15, 16, 19
Problem solving	1, 10, 18, 19
Work in multidisciplinary teams	1, 16
Being creative with resources	8, 15, 18
Pitching & budgeting	5, 7, 9, 15, 18, 20

Network

Rob Owen, Isabel Schmidt, Jack Farmer, Adam, Diane, Hope Will Julie

App 3.5 Challenges students

Codes	Source interviews
Handling with practical business skills	15
Lack of engagement and awareness – Ivory tower	2, 3, 4, 6, 8, 9, 10, 11, 14, 15, 16, 18, 20
Skills worry	2, 3, 6, 9, 10, 16 20
Insecurity and risk aversion related to money	3, 5, 6, 9, 12
Influenced by traditional career choices	3, 14
Limited resources infrastructure	3, 7, 12
Lack of right mindset	10, 12, 14

App 3.6 Points for improvement

Codes	Source interviews
Offer opportunities that connect to what students like and care about	2, 7, 10, 11, 14, 15
Entrepreneurial course in regular education	1, 2, 3, 4, 6, 7, 9, 11, 14, 15, 16, 18
Better communication of opportunities (link with awareness issue)	3, 5, 6, 13, 14, 18, 19
More collaboration	1, 3, 16, 18
More international experiences / Gap year type	16
Support for scaling up	1, 4,
Physical space	1, (3?), 4, 6, 9, 11, 16, 19

App 3.7 Infrastructure organizations

Codes	Source interviews
Basecamp – Spark course	1, 6, 14,15, 19
UBU get green	3, 7, 14,
Social enterprise works	1, 4, 11, 19
Bristolhub	5, 10, 13, 18
Student societies as important first entrance	1, 3, 7, 11, 13
Enactus	6
Important trailblazers with vision	1
UNLTD	1, 4, 11, 14, 15
Bristol Inc	6, 14
Goodlab	19
Enterprise support universities (RED at Uob and UWE enterprise team)	19, ...
Memo's	
Diversity of support and networks of basecamp important	19
Students perceive a lot of support and resources	2, 4, 6, 11, 14, 15, 18, 19, 20

App 3.8 Infrastructure opportunities

Codes	Source interviews
Skills training – spark course – Basecamp support	3, 4, 9, 12, 15, 19
Events	1, 2, 4, 8, 9, 13, 14, 18,
Hands-on experiences	2, 8, 9, 10, 18,
Course entrepreneurship	12
Mentor	5, 8, 10, 19
Access to interns for starting social enterprises	4
Goodlab	12
UNLTD Grants	1, 11, 12, 14, 15, 18
Worthwhile program (after graduate)	2, 5, 9
Memo's	

Via events hear about other opportunities

App. 3.9 Impact of participation in activities

Codes	Source interviews
Increasing awareness	2, 6, 13, 14
Preference impact career	5, 6, 8, 9, 20
Inspired by examples	1, 18
Changed values	6
More innovative thinking	1
Aversion regular career	9
Created Network	3, 18
Memo's	
Awards at UWE (31) Awards at UoB (8)	1, 12
20-25 actively engaged at UBU and 460 registered as volunteers	2

App 3.10 Points of improvements for infrastructure

Codes	Source interviews
Student bubble	4, 6, 15, 20
Lack of broad awareness	3, 7, 8, 9, 11, 14, 16, 18
Lack of career opportunities in Impact sector + lower pay	3, 4, 5, 9,
Better way of community narrative that connects to mainstream students	16
More examples and opportunities connected to mainstream lifestyle	2, 6, 9, 10, 18, 20

App 3.11 Local context (elements and culture)

Codes	Source interviews
Bristol Green capital	7, 14, 15, 18
Ox-bridge rejects (negative)	3, 4,
Appreciative environment for entrepreneurship	1, 3, 8,
Culture of local and social engagement – Different forms	2, 7, 9, 11, 12, 13, 16, 18 19
Symbolic action mayor	1, 9, 11
Sustainable norms	7, 9
A lot of activities to get involved in	9, 12, 14
Informal networks + opportunities to get connected + partners	5, 10, 13, 15, 18, 20
Champions spreading success stories	10, 19
Number of involved infrastructure organizations	
Embeddedness UoB in center Bristol	1
Important places and projects (examples)	1, 2, 4, 9, 10, 11, 12, 16, 19, 20
Goodlab and other related co-working spaces	4, 11
Strategic support	7, 16
Progressive and alternative scenes	9
Growing interest from investors	1

MEMO'S

App. 3.12 Memo's

Memo's

- Deeper analysis of the people that grew up outside Bristol to understand the Bristol culture

Diane (France), Lucy (From small village), Jack

Quotes Lucy: In Bristol you just bump into things + I got triggered to get involved

- The role of SE support is crucial in solving the challenges of students to get into SE

It gives certainty in uncertainty + Safe place to fail

- **Social action journey** confirmed in multiple interviews – Key concept for development of intentions

There is a growing interest and increasing engagement after getting involved (Importance of awareness)

Multiple exports implicitly or explicitly mention a staged process or different levels of involvement

- UBU get Green
- UWE Social Enterprise Club
- Bristol Hub

- Look specifically why UWE has so much SE students

* Program Team entrepreneurship – In regular curriculum

* Broader support (incubator space)

* Better access support infrastructure – Linked to career department and busy location in University

- Zoe Cremer that had a very alternative Gap Year (also abroad) – perceived as very promising student (impacthub mentality)

- About the context

People don't perceive Bristol purely as social enterprise city, but appreciate a number of underlying characteristics that relate well to social enterprise. So there's a better foundation for social enterprise

* Sustainability

* Social engagement

* Local engagement

(Signal that SE is not a goal on itself but a way of solving social and sustainable issues)

The strategic support strengthens the profile of Bristol as social and sustainable city and has a strong symbolic function (feeling of support)

And instead of a niche it starts to get a broader support. Because there are places and examples that more regular people feel related too

- Distinctive characteristics of the infrastructure

* Places and support to try and fail and learn (Grants and goodlab)

* Places and support to feel safe and reduce risk (Grants, Enternship)

* Support and program to increase skills and confidence (Workshops and support network)

* The collaboration between the different organizations in order to organize programs and events

* Bristolhub as portal

* Broad set of activities (events or experiences) – Not SE purely, but something they relate to

(Sustainability, development issues, social issues) (Signal that SE is not a goal but a way of doing) + functioning of the funnel / journey

* Important role of communication and access to new opportunities

- The importance of creating mass

broader awareness crucial

the importance of creating places and examples that are attractive for people

example: The wave, all the cafes and restaurants, hip places

- Most students already were involved in a lot of social entrepreneurship related causes, which were not labelled as social entrepreneurship.

- About the coding process - after 12 – 14 interviews not a lot of new codes anymore → Theoretical saturation

Own observation after interviews: Most students show a trajectory of increasing involvement in social entrepreneurship

INITIAL LINKS AND RELATIONSHIPS MENTIONED

App. 3.13 mentioned relationships

Overarching theme	Relationships
Characteristics of SE students	Managing own learning experience → to deal with everyday business challenges Passion in sustainability and social issues → involvement in first activities → awareness of SE → further steps in process Need for impact → Involvement in activities
Social entrepreneurial infrastructure	The organizations in the infrastructure → provide opportunities for experiences of students → increases the awareness + inspires students + ... Participating in (hub) activities → SE related career ambitions + improved skills + awareness + inspiration Participating in events (Emerge) → contacts / network of inspiring partners and people → Involvement big companies → Validation of SE as a concept SE in regular degree → Broader awareness → First activities student societies (events) → contact with Hub and SE → awareness (hearing about more activities and opportunities + inspiration → bigger involvement Participating in Spark course → awareness of concept of social enterprise Support network → Learning

	<p>Broad interesting events → Attracting broader group of people</p> <p>Basecamp – provides a support network → mentoring opportunities → resources + inspiration + confidence</p> <p>Events and workshops → provide a network</p> <p>Incubator space / office space → Place for interaction + Network + Safe place to fail</p> <p>Grants → (safe place to fail) decreases risk aversion</p> <p>Events → (Create a buzz) Promotion/ communication → broader awareness</p> <p>Regular enterprise education → Crucial for broader awareness students</p> <p>Hands-on experiences (internships / enternships) → Connections / Support network + awareness / understanding of issues + learning skills</p>
Presence of social entrepreneurship related elements	<p>Mainstream attractive examples / projects and places → attracts broader group of people → broader awareness of SE</p> <p>A large number of examples in SE (Places, projects, businesses) → validation of the business model + inspiration → Students know it's possible</p> <p>Organizations in the local context → are involved in providing opportunities for experiences of students</p> <p>Shared office spaces → space to interact</p>
Suitable Culture and atmosphere for SE	<p>Culture in Bristol → Inspiration + validation + norms + awareness → Changes the perception of students + the ambitions/ intentions</p> <p>Norms and values in the city → influences the norms and values of the people</p> <p>Profile of the city attracts a certain kind of people</p>
Institutional elements	<p>Attitude Mayor → Feeling supported + inspired (Symbolic)</p> <p>Strategic support (Green capital & Bristol 2015) → Profile of Bristol as social and sustainable city + Support and funding</p>
Negative environmental factors	<p>Student Bubble → Lack of awareness + Lack of understanding SE and the related issues → lack of engagement</p>