

Non-Linear Learning Education for Practitioner Social Entrepreneurs: Toward a new paradigm.

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Summary of the article: Education for social entrepreneurs generally follows a pre-determined linear design based upon academic assumptions and traditional approaches. For practitioner social entrepreneurs non-linear, self-determined learning journeys afford learners opportunity to develop the skills, knowledge and competencies in self-defined context-rich learning environments. This paper presents an approach to practitioner entrepreneurship education that is learner centric, where learning is based upon the demands stimulated by previously learnt knowledge in order to develop self-determined levels of mastery in the creation and development of social enterprise.

Key words: “Non-linear learning” “Social entrepreneurs”

Towards defining social entrepreneurship

The first question could not be simpler: what is social entrepreneurship? In order to develop a paradigm for social entrepreneurship education, a general understanding of what social entrepreneurs “need to know” and how they should be provided with opportunity to learn these functions should be established through examining first entrepreneurship and progressing to social entrepreneurship.

Entrepreneurship can be viewed as an endemic tendency of humans. Learning (Eckert et al 1997) and entrepreneurship may occur naturally: Stevenson (1983, 1985) defined entrepreneurship as “the pursuit of opportunity without regard to resources currently controlled” and Isenberg suggests that “entrepreneurship is a natural act, a normal aspect of the human condition that spans geography, culture, and history” (Isenberg 2013). But there is a failure to reach consensus on a definition suggesting that entrepreneurship is a multidimensional concept (Audretsch 2003, Kibassa 2012, and Ștefănescu 2012). The historical search for definition and the exploration of the traits and characteristics, foibles and strengths of entrepreneurs and their entrepreneurship has been the work of many authors over centuries, (Cantillon 1755, Say 1803, Marshall 1890, Knight 1921, Shumpeter 1934, Stevenson 1983, Drucker 1985, McClelland 1987, Herbert & Link 1989, Porter 1990, Reynolds 1991, Man et al 2002, Storey 2006, Shane 2007, Chell 2008, Kirzner 2009) to identify just a few and their deliberations have been well documented elsewhere. McLean (2005) exemplifies the dilemma of definition: “McClelland (1987) points to numerous studies he describes as flawed largely because they attempt to create a list of attributes (*of entrepreneurs*), which are not specific to entrepreneurship and end up being a list of socially desirable traits, ... Pickle (1964), came up with 27 attributes and Hornaday and Bunker (1970), came up with a shorter list of 16.”

Despite researchers examining and commenting on different aspects of the entrepreneur, entrepreneurship, enterprise development and the enterprising organisation, the lack of a commonly accepted definition of the entrepreneur indicates that we are still developing our understanding of the factors and conditions that affect, effect, impact and are influenced by entrepreneurs. Thus, one of the most striking features of entrepreneurship is that it crosses a number of key units of analysis. “Entrepreneurship is a heterogeneous activity encompassing a broad spectrum of disparate organisations and types of activities” (Audretsch 2003).

Within the general spectrum of entrepreneurship lies social entrepreneurship: it too being a multi-disciplinary field which draws together two distinct aspects, social and entrepreneurial parts. If entrepreneurship is defined diversely, it follows that there will be a diverse range of views on social entrepreneurs and social entrepreneurship. This problem of definition is clearly shown by Zahra et al (2009) who cite 20 different definitions and descriptions of social entrepreneurship put forward by authors. Similarly Martin and Osberg (2007), Fischer (2011) Choi and Majumdar (2013) all comment that the definition of what a social entrepreneur does is not conclusive. As a case in point Zahra et al (2009) identified three arenas of activity of social entrepreneurs: the social bricoleur (see also Di Domenico et al 2010), the social constructionist, and the social engineer, each of which operates within the business environment, but acting and utilising different aspects of that environment, for different purposes and with differing ambitions. Gartner’s (1988) position was that the key question concerns entrepreneurial behaviour: what the entrepreneur does defines them rather than being of a certain type, coming from a particular place or circumstance. Social entrepreneurs are entrepreneurs with a social mission (Dees 1998), but defining what they do is fraught with either a definition that is overarching, or more than likely, an incomplete ultra-detailed inventory of entrepreneurial activities. “We have a category of people who carry out specific functions, broadly labelled (*social*) enterprise, so what they do can be labelled (*social*) entrepreneurship’. The problem arises when we ask what precisely is this range of functions, because these are variously interpreted” (Anderson & Starnawska (2008)).

Summarising the “what social entrepreneurs do” outcomes from various schools leads to a view that in general they appear to have in common a set of features which may be used to start to define an educational approach: they

- recognise and relentlessly pursue new opportunities (Sahlman and Stevenson, 1992) generating a business idea (service or product) to address opportunity, and revenue generation strategies (Dart 2004), through trading, increasing the autonomy and flexibility of the organization to adapt to and meet the needs of the constituencies they serve.
- create an operating business organization to implement the opportunity-motivated business idea (Sahlman and Stevenson 1992) and vary in size, scale, sector and purpose. (Zahra et al 2009)
- aim to achieve social and environmental goals going beyond revenue generation to include producing goods and services in response to the needs of a community (Borgaza & Defourny 2001). Their ethos of financing social purpose through commercial activity (Pearce 2003; SEC 2004) ensures that their social outcomes are integral to their economic performance (Peredo & Chrisman 2006), adopting a mission to create and sustain social value (not just private value) (Dees 2001)
- seek to generate benefits such as increased social capital and become embedded in and remain accountable to, the communities that they serve (Pearce, 2003).
- act boldly without being limited by resources currently at hand (Dees 2001), marshalling and commitment of resources in the face of risk to pursue the opportunity (Sahlman & Stevenson, 1992), though they are often associated with communities characterized by limited access to resources (Peredo & Chrisman, 2006) typically emerging as a response to the lack of facilities and services.
- engage in a process of continuous innovation, adaptation, and learning (Dees 2001)
- display sense of initiative and proactivity, high levels of motivation risk propensity, creativity, self-efficacy, and a need for achievement. They are critically analytical, courageous, have a commitment to others, and have knowledge of entrepreneurship and the role of the entrepreneur (Dees 2001, Martin & Osberg 2007, McClelland 1987).

As is to be expected the features exhibited by social entrepreneurs comprises a heterogeneous mix of traits, characteristics and features: it is these features that would appear to be fundamental to the process of enterprise development by social entrepreneurs and if we are to provide education for social entrepreneurs, we need to develop a learning environment that will enable the development of such wide ranging and individual qualities.

Educational aspects

Cognitive learning theory is based on assumptions that learners come with knowledge, skills and related experiences to the learning environment, are active participants in learning processes, and relate new information to that which has been previously learnt (Piaget 1957), deepening the connections between the new knowledge, through direct experience with the learning environment and its content, (Dewey 1902). Learning is cumulative, comprises hierarchical levels (based on Blooms Revised Taxonomy (Pohl 2000)), is concerned with the development of conceptual understanding, cognitive and critical thinking skills and learning strategies. Bruner (1966) recommended that learners should be encouraged to discover solutions via appropriate tasks, integrated with frequent opportunities for reviewing previously learnt material. Ausubel et al (1978) suggests that learning needs to be “anchored to what is already known” to become effective and permanent learning, and Rogers (1969, 1994) that learning must have relevance to the learner. Lindeman (1926) relating to andragogy, proposed that adults are motivated to learn when learning will satisfy a need, when it is life-centered, experiential, and self-directed. Rogers goes further, “A person cannot teach another person directly; a person can only facilitate another’s learning” (Rogers 1951). Gattnego (1970) proposed that the role of teachers is not to try to transmit knowledge, but to develop the learning experience, leading students through a succession (stages) of awareness’s – (1) from being aware that something new is available for exploration, through (2) exploring that new awareness, internalising feedback given by the environment, (3) (transition) developing and absorbing responses and gaining in confidence, through to (4) transfer and auto application of the skill. Illich (1970) in “Deschooling Society” posited self-directed education, supported by intentional social relations, in fluid informal arrangements: he suggested that “educational webs heighten the opportunity for each one to transform each moment of his living into one of learning, sharing, and caring.”

The gaining of experience has a central role in the theories of human learning and development exemplified by Lewin’s (1946) proposal of action research, Vygotsky’s (1978) “internalization“, Freire (1970), and Rogers (1951). These experiential learning theorists assist in creating a “process whereby knowledge is created through the transformation of experience”, explored further through Kolb’s dynamic view of learning based on a learning cycle driven by the resolution of the dual dialectics of action/reflection and experience /abstraction. “Knowledge results from the combination of grasping and transforming experiences“(Kolb 1984). This is supported by Boud et al (1993) who concluded that experience is the foundation of and stimulus for learning, through which learners should actively construct their own experiences. This learning provision should adopt a holistic approach.

The concept of holism refers to the idea that all the properties of a given system in any field of study cannot be determined or explained by the sum of its component parts in opposition to the “mechanistic” (Cartesian-Newtonian) worldview where learning is broken down into smaller parts and analyzed (assessed) separately. Holistic education challenges the fragmented, reductionist assumptions of mainstream culture and education. The main elements of holistic pedagogy are a focus on the interconnectedness of experience, utilisation of reality and the requirement for cross-disciplinary recognition (Mahmoudi et al. 2012) - a pedagogy that is interconnected and dynamic. In contrast, much of traditional education tends to be static and fragmented, ultimately promoting alienation from subject matter (Neves 2009). Fragmentation is prolific in current educational systems.

Systems thinking is the process of understanding how things, regarded as systems, influence one another within a whole, and that the world is not created of separate unrelated forces. Systems thinking as a conceptual framework, can be used to identify, construct, develop, change things effectively and with the least amount of effort (Senge 1990), by finding critical interventions within systems (Kitchen 2008)

Dividing learning into discrete blocks and modules is a mechanistic application of the reductionist approach to learning. The system, often camouflaged and promoted as being “student centred” has been designed around the needs of governments, learning organisations, awarding bodies, assessment processes and influenced by the economic costs per unit of delivery. Linear unitisation creates an individual who is knowledgeable about isolated bits of information or experience but ignorant of the operative whole of which these alienated bits are a part. Leggett and Robertson (1996) and Rodeiro and Náda (2010) identified that unitisation was a strong factor in forcing students to create boundaries between subjects and implicates the unitisation of the curriculum in further strengthening the compartmentalisation of students’ knowledge. The approach disrupted the provision of a coherent and developmental learning experience, where assessment becomes dominant throughout, teachers fit assessable learning into blocks at the cost of other learning and short-term targets frequently dominate long term goals. “When learning is about the transmission of knowledge and some skills in chunks which are tested for a standard quality then this still looks like school as a production line“(Webster and Johnson 2010).

Examples of unitised theoretical teaching of entrepreneurship are common (McLean et al 2004, Kickul et al. 2012, Henderson 2012). According to Kourilsky (1995) “these programs miss the heart of the entrepreneurship process. The students do not personally, experience the search for the market opportunity and the generation of the new business idea; they do not personally experience the challenge of securing resources over which they have no control for a business idea that may not work; and they do not personally experience the risk of investing their own resources, time, and even reputation in an entrepreneurship venture which may succeed or may fail. All of these key personal entrepreneurship experiences are either missing entirely or are fatally compromised by group dilution and by intervention of the teacher”.

Learning should provide discovery, excitement, self-motivation and purpose for personal development, self-efficacy, accommodating those personal faculties of life-centeredness, experientialism, self-direction, cognitive resonance and relevance. Our formal educational systems uphold the processes and attitudes instigated for the education of the masses centuries ago. The industrial revolution and the mass education alienated our understanding and recognition of natural learning systems in humans and the very nature of our personal enterprise. Learning is not natural when it involves adults imposing their ideas of the learning. Formal education is merely an institutionalised and standardised method for the imposition of what is perceived as important to learn and how to it is to be learnt.

Towards non-linear learning

Education systems are still very much rooted in providing education for the masses resembling work systems developed during earlier industrial settings. The requirements of the individual are sacrificed for the efficiency of production-belt education, delivered in a linear format, where a learner has to start at an externally defined beginning, and end at an externally defined time and attainment level delineated by an external body. This linear delivery system has been established and evolved in clear conflict with the learning theories reported earlier in this paper. We each will recognise that in nature, there is no such plan to learning. There linear learning does not exist. Natural experiential learning and survival formed our learning. On this basis is scientific experimentation derived: it’s not possible to experiment without doing something and discovering new “learning “as experience progresses. In agreement with Carroll (2012) when he states “But most of all, we learned through making connections between stuff we already knew and the stuff we didn’t. This meant we actively constructed the knowledge as we needed it. It was all very subjective and individual and not linear. If anything, non-linear learning has more to do with a network than a line. It’s about experience and connecting the dots. “

Kempster and Cope (2010) identified that numerous theorists concur that the dominant crucible of (leadership) learning is through naturalistic processes and accidental events, rather than a deliberate and consciously planned approach to development (Burgoyne & Hodgson 1983; Davies & Easterby-Smith 1984; McCall et al. 1988; Cox & Cooper 1989; Jackson & Parry 2001; Bennis & Thomas 2002; Hill 2003; Luthans & Avolio 2003). Conger (2004) and Burgoyne (2004) have re-emphasized the dominance of naturalistic experience to the processes of learning and development as essential aspects of entrepreneurship.

Erdelyi (2010) following an in depth review of entrepreneurial learning states that entrepreneurs evolve by learning from experience and that the formation of the entrepreneur as a person is considered, in a large part, to be due to learning from experience“ He sites Deakins and Freel 1998, Rae and Carswell 2001, Taylor and Thorpe 2004, . Corbett 2005, Politis 2005, Rae 2006 and Holcomb et al. 2009 as authors who also uphold this belief.

Entrepreneurial learning (Bateson 1994) may be characterised by creative search, incessant experimentation, the regular transgression of social norms and institutional boundaries, and the imaginative reconfiguring of sources of potentialities into resources and productive outcomes. It is about “learning along the way”.

Recognising the non-linear nature of learning drew Cleveland, Neuroth and Marshal (1997) to define an outline schema for non-linear organisational learning, which I suggest is a learning system applicable for practitioner social entrepreneurs. They maintain that:

- The learners are provided with a rich variety of inputs;
- Different learners follow different paths;
- The outcomes are emergent and cannot be foretold;
- Learning is self-organized by the learner’s activity in designing it;
- Disciplines are integrated and roles are flexible;
- People co-evolve together in a learning community.

Volkman et al (2009) recognised that “mainstream pedagogy will have to change, leading to the hands-on, project-based, multidisciplinary, non-linear approaches that entrepreneurship education requires. Entrepreneurship is reflective action; no amount of book-based learning on its own will allow the student to progress in this field. The pedagogy should be interactive, encouraging students to experiment and experience entrepreneurship.” Rootzen (2007) proposed learning could be done non-linearly by letting the students decide when and how to work with different topics.” However, Rootzen clings to the use of a fragmented learning methodology based on discrete learning objects but through the use of various media affords the student increased levels of direction and selection. Though Robberecht (2007) writes in relation to computer-based learning, he summarises the essence of non-linear learning: it should be “nonlinear (learners determining their own learning pathway), interactive (engaging), contain context-sensitive (meaningful) and active learning elements (experiential learning (European Commission 2012)), thus accommodating learning levels and styles (Lee et al. 2004, Swaak et al. 2004, Phelps 2003, Chen and Macredie 2002). As educators Robberecht states, “we should have a fundamental goal in education to provide each learner a personalised learning experience, that is self-determined by the learner. Non-sequential learning shifts the responsibility for mastering a particular subject to the learner. The facilitator (guide) is required to promote thinking, provide guidance and assurance.” According to Felder (2005) such learner-centred pedagogy will ultimately be more effective than the instructor-centred pedagogy.

Towards A New Paradigm

Based upon the above discussions relating to social entrepreneurship and educational methodologies, we would seem to need to create a new methodology for the development of practitioner social entrepreneurs. In principle it is suggested that learning:

1. is self directed (learning is self-organized by the learner’s activity in designing it)
2. uses naturally occurring learning environments: there are no restrictions on the “learning environment” (providing a rich variety of inputs)
3. is based in “reality” – prone to risks, weaknesses, strengths and opportunities
4. supports the adoption of a systems thinking approach (holistic)
5. occurs non-linearly
6. is not time-bound
7. outcomes are emergent and cannot be foretold;
8. demands different learners follow different paths of learning
9. through “ learning by doing” , is experiential
10. affords self and and peer reflection with frequent reconnections to the aim and purpose of a learning “stage” , what was learnt and what further needs to be learnt (iteration of learning in relation to the “part” and the whole)
11. is skilfully mentored and facilitated, roles being flexible between members of the learning community
12. is facilitated by experienced social entrepreneurs who have established credible organisations and who are skilled in mentoring to success (e.g. removal of fears, encouraging change in practices, and promoting “can-do” attitudes.)
13. affords co-evolution in all members of the learning community.

A typical programme in a tertiary education in Scotland comprises unitised compartmentalisation of the curriculum (Fig. 1). It is pre-determined by a “central authority” (accreditor) and delivered to students in groups, the larger the better except in areas of special education or high risk learning environments. The system is standardised, mass produced, scheduled and designed by the delivering authority. Student centred learning does not afford opportunity for the student to change the delivery schedule, its content, its relationship/relevance, previous experiences and knowledge are largely ignored; it tends to relate more to the didactic instructional relationship than anything pertaining to real learner choice and relevance for individual learner.

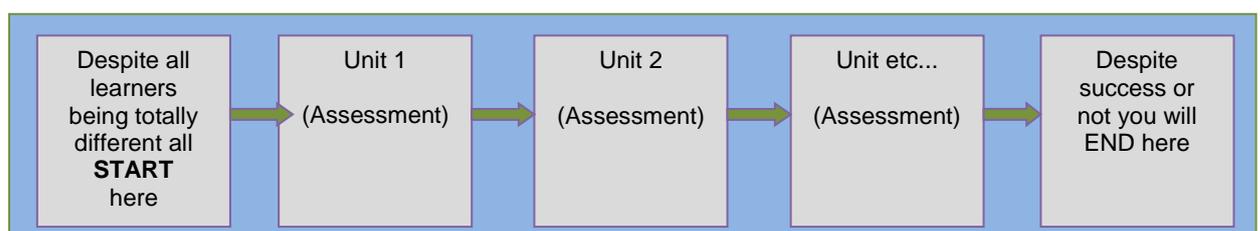


Figure 1 Linear Learning: Point to Point learning; assumes that teaching inevitably leads to learning

Non-linear learning is totally focussed on the learner: the unit of learning experience (a “learning stage”), (Fig 2) in which the learner, provided with guidance and support, identifies and develops a learning goal, and designs a learning action, a plan as to how that goal is to be explored, examined, and the experience utilised and developed into “lessons learnt”: Through active and action learning set(s), designed by the learner, experiences, knowledge and skills are developed. The learning stage is not time bound. Learning is an activity designed by the individual to synthesise the lessons of learning and the experience: i.e. what has been learned: and relates this to past knowledge, future implications, (with or without their learning community), and on attaining a clear rationale for progressing the learning theme the next sequence of learning is devised. The sequence of learning stages is not prescribed: it is determined by the learner who, drawing on previous experiences and learning, explores what they determine to be the next learning stage for their own development. See Figure 3. (The line outside the box is deliberate as experience may lead a learner into new environments and unpredicted circumstances.)

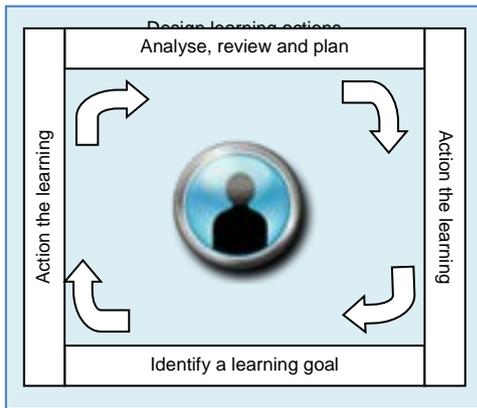


Figure 2 A Learning Stage

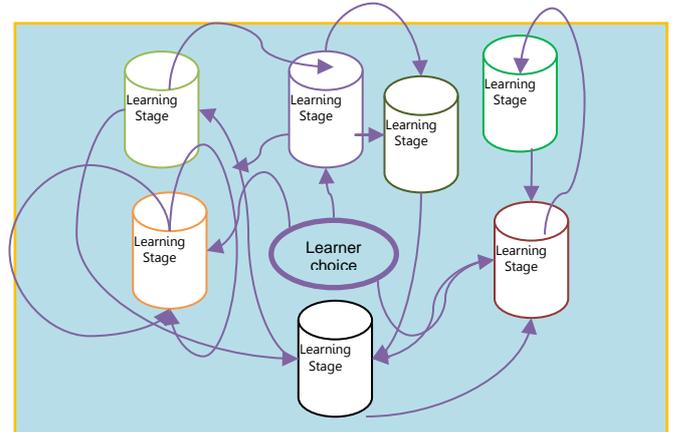


Figure 3 Learner choice in a series of non-linear learning stages

During the learning process it essential that the learner is provided with positive support structures. The guide/facilitator is purely that: by utilising coaching , mentoring, Socratic dialogue and similar techniques, the “teacher” challenges learning outcomes (through questioning), facilitates the dialogue utilising critical path learning support methodology (see Fig 4) encouraging the learner through the consequences of learning challenges faced, providing a “sounding board” for the learners development and plan future learning and activities. The rationale being that the next learning stage taken on the learning journey is internally rationalised and understood – leading to a learning outcome, conclusion and the definition of future learning actions.

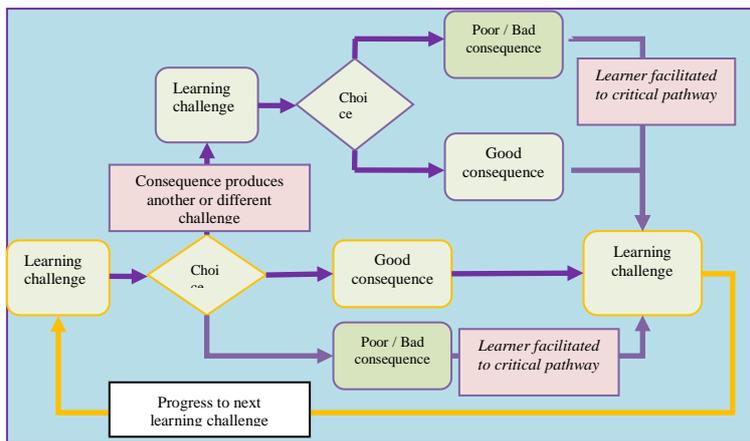


Figure 4 Critical path learner support during Learning Stages

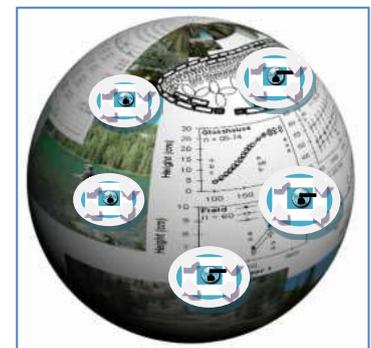


Figure 5. A 3 dimensional learning sphere (after Robberecht 2007)

The aim of the series of learning stages is to enable the learner to amass an array of skills, experiences and knowledge concerning a topic (for example: researching market opportunities or any other topic). The learning of a topic can be envisaged as a sphere (See Fig 5) containing a self determined set of required information. Learners are free to select the starting point of their learning anywhere on the sphere, rather than at a predetermined point. Learning can be determined in conjunction with the guide to become increasingly more detailed and complex as the learner probes deeper into the sphere.

As the learner progresses through a range of learning stages, developing spheres of knowledge, developing knowledge through various learning actions, encountering risk, encouragement/opposition, difficulty and success it is

imperative that the journey includes interaction with a community of people. These people may be fellow learners, advisors, entrepreneurs. It should not be possible for a learner to progress through any learning journey without the use and support of a community of people (See Figs 6, 7 and 8), which may or may not include the guide.

The learner will self-determine the pattern of the learning journey and call upon the elements required (community of people, guide, learning materials) according to requirements of learning. For example when the learner is in doubt over an action, debating the dilemma with an entrepreneur, mentor or group may be the preferred option. Equally if requiring information relating to business structures, reference materials might be sought. The learner should be encouraged to explore all learning channels around them.

Figure 6. Learning route through lattice (after Robberecht 2007) that represent the universe of knowledge on a broad topic in a multi-verse of related knowledge.

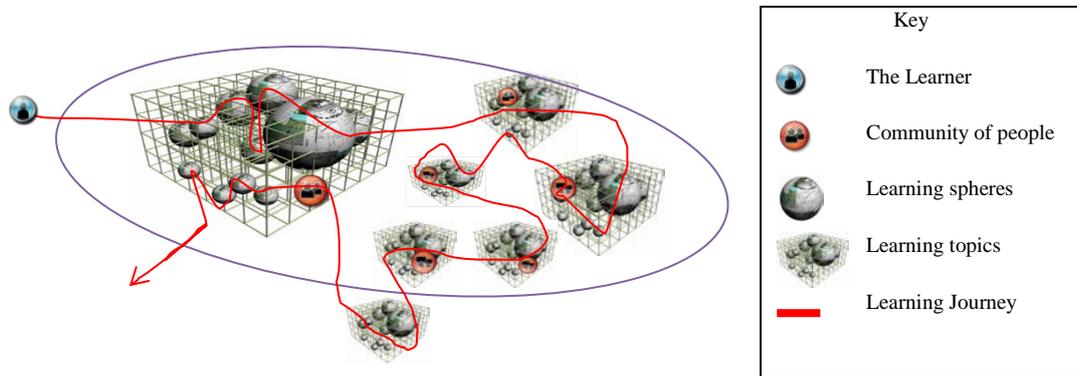


Figure 7: The continuous journey of learning in a risk environment

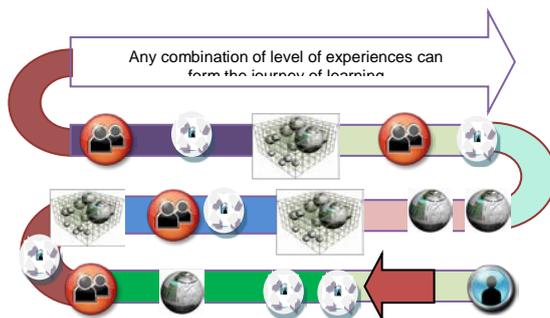
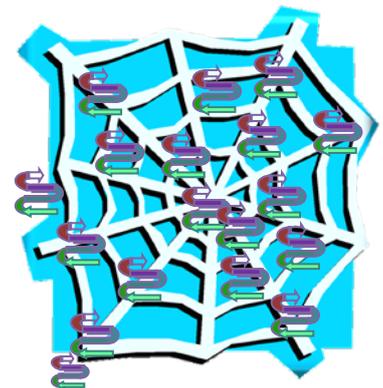


Fig 8. A web of non-linear learning



As the learner progresses through their self-determined learning journeys, they may require to revisit stages of learning in the light of new knowledge attained. The learner must self determine when a level of mastery of a topic has been sufficiently achieved in order to carry out the self-determined functions, tasks, practitioner actions, successfully. This approach will bring about a realization of the requirement for continued self-determined learning.

Conclusion

This proposed self-directed non-linear learning is totally driven by the learner demanding and seeking personal learning solutions to the environment in which they will establish their social enterprise. It is fundamentally opposed to the linear, mass delivery methodology often associated with formal linear learning.

Earlier in the paper I stated that social entrepreneurs will recognise and relentlessly pursue new opportunities, generating a business idea (service or product) to address opportunity, they will create an operating business organization to implement the opportunity-motivated business idea, achieve social and environmental goals by acting boldly without being limited by resources, knowledge, marshalling and commitment of resources in the face of risk to pursue the opportunity. As entrepreneurs they will engage in processes of continuous innovation, adaptation, and learning, display a sense of initiative and proactivity, high levels of motivation risk propensity, creativity, self-efficacy, and a need for achievement. Is it not then that the facilitated educational methodology used to develop such characteristics is itself devised in line with the expectations of entrepreneurs?

This proposed non-linear methodology exacerbates those characteristics of entrepreneurs by ensuring that learning is self directed, uses naturally occurring learning environments, is based in reality – prone to risks, weaknesses, strengths and opportunities, and supports the adoption of a systems thinking approach.

If the creation and development of an enterprise followed a standardised, linear, predictable pattern then the solutions to entrepreneur education may lie in the delivery of theoretical and linear learning. However this is far from

what happens in reality: enterprises are created by individuals in very individual environments, having a variety of motives, aspirations and resources; in fact as we have seen it has been difficult to define what entrepreneurs and social entrepreneurs do, what they do and why they do it, but the formal education system must know: after all they devise courses based on their assumptions as to what entrepreneurs need. I suggest that only entrepreneurs and entrepreneurs-in-development know and we should define a natural experiential learning paradigm in which the outcomes are emergent and cannot be foretold, are based in absolute reality in real-time and where learning is individualized, meaningful and uses the aptitudes and attitudes of practitioner entrepreneurs for the development of their social enterprises.

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The Summary

Learning for practitioner social entrepreneurs is frequently based on a linear modularised pre-determined curriculum, despite there being no firm conclusion about what it is that social entrepreneurs need to develop in terms of skills, competencies, knowledge. It could be said that there is no agreed definition as to exactly what it is that entrepreneurs do yet alone what they should be taught. This paper proposes a new approach to practitioner social entrepreneur education based on self-defined, self-directed non-linear learning that is totally driven by the learner demanding and seeking personal learning solutions to the environment in which they will establish their social enterprise.

Exploring aspects of entrepreneurship and social entrepreneurship leads to a conclusion, not unexpectedly, that entrepreneurs display a heterogeneous mix of traits, characteristics, skills and predispositions. However current learning systems for entrepreneurs are based upon mass educational delivery systems where these individualistic features are not taken into account in the development of curricula. Some of the features of social entrepreneurs are stated, not to be conclusive but to outline the divergence of practices and characteristics and to assist in the definition of a suitable learning framework.

A review of the literature relating to learning concludes that learning should relate directly to the knowledge and experiences of the individual; that learners should be active in defining, designing and undertaking learning, probing for information to enhance their capabilities to a point when they are confident of being competent. Learning, it is proposed, is developed through natural, holistic learning, extracted from active experiences, where learners are stimulated by a rich variety of inputs, follow individually determined learning journeys paths defined through “learning stages”, where emergent outcomes cannot be foretold, where academic disciplines are integrated and where learners co-evolve together in a learning community.

This paper proposes a new paradigm for practitioner social entrepreneur education based upon non-linear learning methodologies. The proposal is radical in that it proposes that learners define what learning they have to carry out, design how they will learn it and how they will utilise that learnt. The role of the teacher-guide becomes secondary in the process. This framework does not aim to develop complete autodidacticism, far from it: the roles of peers, guides and other people (entrepreneurs, bankers, marketers, customers etc) in the learning environment are essential components of the learning environment. To assist practitioner social entrepreneurs in creating their enterprises, this methodology draws upon their individualistic social, educational and entrepreneurial backgrounds and realities which potential entrepreneurs can utilise for the continuation of their lifelong learning and the creation of social enterprises.