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Community Practice Social Entrepreneurship: An Interdisciplinary Approach to Graduate Education

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Abstract

The rapidly changing global environment for community practice social workers (CPSWs) has challenged these practitioners to devise innovative intervention strategies. Some practitioners are utilizing community organizing, community planning, community development and policy practice intervention strategies simultaneously to create sustainable changes and are unwittingly, or purposefully, acting as social entrepreneurs. This article delineates similarities between community practice social work and social entrepreneurship—orientation and behaviors—and introduces the concept of community practice social entrepreneurship (CPSE). The authors propose interdisciplinary venues to teach graduate students in social work and in other disciplines skills for practicing as community practice social entrepreneurs.

Keywords: social entrepreneurship, interdisciplinary education, community practice social work, community practice social entrepreneurship.

Introduction

Community practice has been an integral part of social work practice since its inception in the Settlement House Movement and Charity Organization Societies, including grassroots organizing; community, social, and economic development; program development; political and social action; advocacy; coalition building; community/social planning; capacity building; and initiating or participating in social movements (Rothman, 1995; 2008; Weil & Gamble, 2005). Community practice social workers (CPSWs) alter social, cultural and economic patterns, promoting sustainable community change and social justice by creating empowering environments for community members (Dominelli, 2004; Lappin, 1985). With changing economic and political climates, CPSWs are challenged to champion new paradigms of practice, wherein they can straddle the diverse demands of sustainability—social, economic and environmental—with empowerment and community participation. According to Weil and Gamble (2005), the purpose of community practice is to strengthen and transform communities ensuring equal access to services and community empowerment by facilitating resident-initiated social change and promotion of social justice.

Social Entrepreneurship has been promoted as a series of strategies to address social problems. Though the nonprofit and business literatures make extensive reference to social entrepreneurship, the field of social work is almost silent about its relevance for community practice (Perrini, 2006). Often, social workers as administrator or community practitioners in nonprofit organizations operate as change agents using innovative strategies to address endemic social problems, sometimes demonstrating behaviors exhibited by social entrepreneurs. Ironically, very few graduate social work programs provide any formal training on social entrepreneurship (Nandan & Scott, 2012).

Changes in operating environments require CPSWs to utilize traditional intervention strategies in new ways. Weil (2005b) states that "many practice strategies are likely to prove tried and true, others will need modifications for diverse settings or changing populations, and doubtless other strategies will be

conceived in the future as needed" (p. xi). Relationships between CPSWs and target populations influence the choice of intervention strategies and tactics, because practitioners have to be flexible in their approaches while working with communities. We are proposing that often when CPSWs simultaneously utilize community organizing (CO), community planning (CP), community development (CD), and policy practice (PP) macro intervention strategies to address root causes of social problems, they could, perhaps unwittingly, be operating as social entrepreneurs. Thus, we propose the concept of community practice social entrepreneurs, similar to the concept of social work entrepreneurship developed by Bent-Goodley (2002) and public entrepreneurship developed by Hjorth and Bjerke (2006).

With the dynamic and complex community contexts for community practice social work—economic meltdown, declining commitment of public dollars for social services, absence of commitment to permanent solutions for social issues—macro practice social work academicians may need to reinvent and retool their intervention and prevention strategies, especially when they teach at the graduate level (Rothman, 2008a; Stoesen & Pace, 2007).   More community-based solutions that are economically and environmentally sustainable as they address social issues will need to be designed and taught by academicians (Prigoff, 2000).

The five foci of this article are to: a) present an overview of current community practice social work intervention models; b) briefly describe social entrepreneurship; c) provide a brief rationale for preparing CPSWs to also behave as social entrepreneurs; d) conceptualize community practice social entrepreneurship; e) present the background rationale to bolster CPSW education with social entrepreneurship contents; and f) present principles and pedagogy for preparing community practice social entrepreneurs. The main thesis of the article is that community practice social work and social entrepreneurship are related intervention strategies and should be regarded as such in the social work, business and nonprofit education literature. These terms—community practice social work, community practice, community social work practice, and social work—are used interchangeably in the article.

Overview of Current Community Practice Social Work Intervention Models

Community based problems require community based solutions: "If America's social problems are to be solved, they will only be solved in the social sector….Without strong communities, healthy social selves may fail to be developed adequately and massive bureaucratic and corporate organizations may continue to dominate the social landscape" (Brueggemann, 2006, p.220). Involving community residents in understanding and defining their problems—self-determination—as well as in generating solutions that are sustainable is quintessential to community social work practice. Community practitioners recognize that public welfare is a bane and a boon for impoverished communities—while it may provide an immediate shock absorber for the disenfranchised population, years of public assistance can generate chronic unemployment (Karger & Stoesz, 2010). Therefore, community practice approaches that attend to community participation and democratic processes in designing sustainable solutions and community empowerment to break the cycle of powerlessness among disenfranchised population segments are crucial in today's context.

Although the four macro practice intervention strategies (see Table 1) are listed separately to highlight their distinct features, Rothman (2008a) describes in detail, with illustrations, how two or more strategies or models often overlap in practice. For instance, the National Center for Neighborhood Enterprise, Farm Workers' Union, Institute for Democratic Socialism and the Citizens' Advisory Committees to Community Hospitals employ two or more macro intervention strategies. Depending on the issue, goals established by key community players, nature of social engagement, power structures within the community, the role of CPSW as an "insider" in the community and the time frame within which the solution(s) has to be launched, CPSWs can choose a combination of models to deploy simultaneously.

Hess (1999) draws parallels between CPSW models or what he calls "comprehensive community initiatives" proposed by Ganz (2006), Rothman (1995), Fisher (1995) and his model. These models align

in the area of community organizing/social action, locality/community development, service delivery, and advocacy/social action/political activism; although, social planning and neighborhood maintenance are not common across these models. It is beyond the scope of this article to describe each of the strategies in detail. It is safe to state that even though in the social entrepreneurship literature these strategies are not explicated, they are, to some extent, employed by social entrepreneurs who are working in communities attempting to address endemic social, environmental or economic issues (e.g., Brinckerhoff, 2000).

<Insert Table 1 about here>

Social Entrepreneurship

A plethora of articles exist on this topic in the nonprofit and business literatures. Dacin, Dacin, and Matear's (2010) recent article listed thirty-seven definitions of social entrepreneurship/entrepreneurs. Underneath the most expansive understanding of social entrepreneurship (SE), there is general agreement that social entrepreneurs pursue opportunities and create social value and social change (Dees, 1998; Mair & Marti, 2006; Peredo & McLean, 2006). According to Brinckerhoff (2000), social entrepreneurs add value to existing services and take reasonable risks on behalf of the people they serve by ensuring both social and financial returns on their investments.

The following four definitions on social entrepreneurs best resonate with community practice.

- A social entrepreneur is "an individual, group, network, organization, or alliance of organizations that seeks sustainable, large-scale change through pattern-breaking ideas in what governments, nonprofits, and businesses do to address significant social problems" (Light, 2006, p. 50).

- Social entrepreneurs are "social change agents" who "create and sustain social value without being limited to resources currently in hand" (Sharir & Lerner, 2006, p. 3).

- Zahra and his colleagues identify three types of social entrepreneurs who encompass the activities and processes undertaken to discover, define, and exploit opportunities in order to enhance social

value by creating new ventures or managing existing organizations in an innovative manner. The "social bricoleur" discovers and addresses small scale local social needs; the social constructionist reforms and diffuses innovations to the broader social system; and the social engineer recognizes systemic problems within existing social structures and addresses them by introducing revolutionary change. These entrepreneurs often destroy dated systems and replace them with newer and more suitable ones (Zahra, Gedajlovic, Neubaum, & Shulman, 2009, p. 519-520).

- The Skoll Foundation views social entrepreneurs as transformational change agents who "pioneer innovative and systemic approaches for meeting the needs of the marginalized—the disadvantaged and the disenfranchised—populations that lack the financial means or political clout to achieve lasting benefits on their own" (Dacin, Dacin, & Matear, 2010, p. 41).

Consistent with the entrepreneurial tradition, social entrepreneurs exhibit characteristics and leadership qualities that engender desired social change (Shaw, Shaw, & Wilson, 2002; Thompson, Alvey, & Lees, 2000). Social entrepreneurial activity (see Figure 1) is produced through an intersection of innovation, proactivity, and risk taking - the three primary components of an entrepreneurial orientation (Miller, 1983; Mort, Weerawardena & Carnegie, 2003). Innovative disposition of entrepreneurial organizations or social entrepreneurs support and engage creativity and novelty; proactivity pertains to their ability to seek opportunities for identifying and fulfilling future needs; and risk-taking refers to their ability to venture into the unknown (Lumpkin & Dess, 1996; Miller, 1983; Miller & Friesen, 1982). Social entrepreneurs meet social needs in a sustainable fashion and thus alleviate social problems while promoting social change. They innovatively combine social needs with social assets and create social impact (Perrini, 2006).

<Insert Figure 1 about here>

Scholarship from the business model perspective has focused on SE that generates commercial outputs (Alter, 2004; Boschee, 1995, 1998; LeRoux, 2005). Commercial definitions view social entrepreneurs as individuals who apply earned income strategies in the social sector. From this perspective, SE is defined as, "…any income-generating strategies that are characteristic of for-profit businesses" (LeRoux, 2005, p. 351). The basic thesis of SE from a business perspective is that social problems, when perceived through an entrepreneurial lens, create opportunities to launch ventures that generate revenue in the process. Success in SE is measured by the entrepreneur's ability to generate self-sustaining flow of resources and profits, or total wealth–social and economic value (Prahalad, 2005; Perrini, 2006; Zahra et al. 2009).

Rationale for Preparing CPSWs as Social Entrepreneurs

Constantly evolving complexity in community environments and resource limitations can frustrate some CPSWs who wish to create sustainable changes in communities. Unfortunately, the pool of public and philanthropic funds is not increasing proportionately with demand; hence, competition for grants, contracts, and donated dollars is increasing in the social service sector. Yunus (2003) believes that people and groups are poor or marginalized because of social systems that disallow access to nutrients for success, such as resources, quality education, information, markets, social equity, and affordable credit. Prigoff (2000) points out that when clients face economic insecurity, CPSWs assist families and communities to mobilize and develop their own social and economic resources. In order to create sustainable change within communities, CPSWs may need a new set of intervention strategies. They must focus on the social, economic and environmental wellbeing of communities.

True social entrepreneurs have the foresight and creative energy to address tomorrow's problems today (Elkington, 2006). Some CPSWs fit this description when they attempt to subvert societal homeostatic processes by providing marginalized populations with empowering environments to improve their circumstances (Hartman, 1989). Unfortunately, many times, CPSWs experience roadblocks in their

attempts to be creative and initiate preventive interventions. Consequently, they experience burnout and

frustration in traditional community-based organizations. As Rego and Bhandary (2006) simply stated,

"people burn out…when they don't enjoy what they are doing" (p. 11). This is true of all professionals

and more so of CPSWs who often work in unsupportive environments with limited means. Trying to

champion social change in institutions that prefer the status quo is exceedingly frustrating. As a result,

some social workers are identifying with—or have relented to—intervention paradigms used by their

employment or health-insurance agencies, and have become "disparaging of their own idealism"

(Hartman, 1989, p. 387).

Bertha Reynolds—a pioneer social worker—proposed that social workers can be true to their

mission of promoting social justice through social change by reorganizing the various institutions in

society to serve the interest of all and promoting the participation of the masses in "political and

economic power" (Reynolds, 1982, p. 126). This recommendation is as true today as it was during World

War II. Social workers are natural community catalysts for institutional change (Zadek & Thake, 1997).

The literature of the past decade pointed to the complex and multidimensional nature of personal and

social problems warranting that social work practitioners deploy "knowledge, skills, and sensibilities that

would enable them to competently assess and respond to current social, economic, political,

technological, and environmental contexts of social issues" by working across several systems in a

multidimensional and transformational fashion (Abdullah, 1999, cited in Scherch, 2004, p. 94; Menefee,

2004). Community social work practice has to be constantly redefined for it to be responsive and relevant

to the evolving context and demands (Dominelli, 2004). The current context is a clarion call to social

work educators to equip graduates, social work administrators[1] and CPSWs, with tools to recognize

opportunities, take risks, be proactive and create sustainable community change, while maintaining

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[1] Most community practice authors recognize that community practice is a legitimate and vial part of social work administration because many of them depend on community based funding, mange relationship with civic and business leaders as well as with several community groups (Taylor, 1985).

professional standards in addressing ethical challenges that often arise in the entrepreneurial process—for instance, during resource acquisition.

Conceptualization of Community Practice Social Entrepreneurship

In this section we pictorially display the CPSW model, draw parallels between CPSW tasks and skills and SE orientations and behaviors. We propose that when CPSWs implement all intervention strategies simultaneously or sequentially, and create sustainable change (social and economic) within communities, they could be acting as social entrepreneurs or as community practice social entrepreneurs. In fact, community practice social entrepreneurs (CPSE) leverage the overlap in traditional CPSW and social entrepreneurial processes and behaviors to create synergies and social impact.

<Insert Figure 2 about here>

Theoretical relationships between the intervention strategies for community practice are traditionally illustrated in a linear model that depicts the strategies as being mutually exclusive (see Figure 2). On the one hand, CPSWs could choose to stop at the community organizing or community planning stage without proceeding towards community development or policy practice. On the other hand, all these strategies could be completed simultaneously or sequentially by CPSWs wishing to create sustainable change (Rothman, 2008a).

Our model differentiates the CPSE from the non-entrepreneur, or traditional CPSWs. The latter could implement one or more strategies in Table 1, while the former would complete all strategies in concert with the social entrepreneurship process. Just as entrepreneurial organizations are differentiated from other ventures through innovation, proactivity and risk-taking orientations (Weerawardena & Mort, 2006), CPSE can be distinguished from integral CPSWs. Unlike typical community practitioners, community practice social entrepreneurs implement all four intervention strategies (CO, CP, CD, and PP) while engaging in the process of opportunity recognition through discovery or creation (Alvarez & Barney, 2007). They acquire resources and actualize value creation—referred to in the business literature

as opportunity exploitation—to bring about the desired social change in ways that are socially, financially

and environmentally sound (Weerawardena & Mort, 2006). Another way to distinguish CPSWs from

CPSE is, when CPSE engage in community organizing and planning, they are enabling the discovery or

creation of opportunity (essentially opportunity recognition); when they engage in community

development, they launch the innovative idea; and when they act as policy practitioners, they are raising

resources (through public funding allocations) for an innovative idea or launching an innovative idea

through policy, or both, for sustained impact. Generally, during each of these interventions, CPSE are

taking more risks than traditional CPSWs.

        In addition to describing the relationships between the four intervention strategies, our model also

builds on the skills and tasks that comprise CO, CP, CD, and PP in the social work literature

(Brueggemann, 2006; Jansson, 2010; Thomas, O'Connor, & Netting, 2011). Table 2 provides a summary

of skills and tasks for each of the intervention strategies of community practice and the corresponding

social entrepreneurial processes and behaviors, demonstrating the complementary nature of the two

intervention frameworks.

<center><Insert Table 2 about here></center>

        Unlike community practice that is often described as separate/distinct intervention strategies (see

Figure 2), SE scholars view the underlying constructs (innovation, risk-tolerance, and proactivity) as one

unified strategic orientation that distinguishes entrepreneurial activity (see Figure 1). Notwithstanding

this conceptual difference, skills and tasks for each of the community practice intervention strategies

translate into specific social entrepreneurial actions that enable the actualization of value from the

entrepreneurial process of opportunity recognition, seizing of resources to realize those opportunities, and

deployment of, and benefits from, those resources (see Table 2). While community organizing,

community practitioners are being proactive in forming networks, assessing the strength and potential of

the network, using the network to understand issues and generate new ideas, building leadership and

recognizing opportunities to institute social change. During community planning, they are inviting innovative ideas from community members, ideas that are unprecedented and long-term sustainable solutions for endemic community challenges. In facilitating community development, launching the community plan can be risky, especially in an uncertain context where the solution or the plan is unparalleled in the field. Finally, during policy practice, again, the introduction, development and implementation of the innovative policy solution could be proactive—if they prevent a social problem from arising or getting more complex—and risky for CPSWs. While implementing all community intervention strategies, if practitioners simultaneously demonstrate social entrepreneurial orientation and behaviors in Table 3, they are acting as CPSE. In turn, CPSW skills can enhance SE processes and quality of social value created because these skills can complement the processes often discussed in the business and nonprofit literature. Austin (2002) coined the term "managing out" to emphasize the evolving and rapidly expanding roles of community practitioners to include coalition building, developing programs, starting and managing nonprofit organizations, and engaging in financial, managerial and planning functions. Austin's concept of "managing out" has elements of community practice social entrepreneurship.

In order to bridge the practice theories of community practice and SE, we examined strengths and weaknesses of both models. On the one hand, community practice clearly articulates the tasks and skills associated with CO, CP, CD, and PP; though existing social work scholarship has not explicitly explored how CPSWs can utilize these skills to create innovative, entrepreneurial and sustainable solutions. On the other hand, the volume of debate over, and preoccupation with, what is and what is not SE, has deterred focus from social entrepreneurial skills (e.g., Dees & Anderson, 2006). Instead, inquiry has focused on clarifying underlying social entrepreneurial behaviors (see Figure 3) and the relationship between those behaviors. Hence, by combining CPSW and SE into a new concept, CPSE, we are proposing an important contribution to both the community practice literature in social work and social entrepreneurship literature in the nonprofit and business fields.

<Insert Figure 3 about here>

Background and Rationale to bolster CPSW education with SE contents

The status of the social work profession, responsiveness of social work education to the evolving context, historical evolution of social work education, and today's reality provide the rationale for preparing CPSWs as social entrepreneurs. Wheeler and Gibbons (1992) proposed that "social work has confused its own identity, and others have picked up on that confusion….If social work professional education does not define what it is, others will—and it will most likely be done incorrectly" (p. 301 & 303). The profession has long struggled to gain public recognition and approbations on university campuses and despite the various public relations effort in the community and on campuses, the image still suffers (Wheeler & Gibbons, 1992). Consequently—according to the executive director of the National Association of Social Workers—recruiting and retaining graduate level students is becoming more challenging in today's global context (Stoesen & Pace, 2007).

Social work education has focused primarily on teaching intervention models, paying scant attention to prevention of social and psychological problems among individuals—proactive behaviors of social entrepreneurs (Reisch & Jarman-Rohde, 2000). Karger and Stoesz (2010) noted that the global economy is contributing to social workers—across the world—practicing their craft in a climate that is antagonistic to social programs. This context provides a more difficult terrain, and yet a more intense need for social work expertise in addressing community issues. Academia has been producing primarily functionaries for community organizations that often devalue social work, and cannot understand the breadth of skills and competencies that social workers bring to an organization (Specht & Courtney, 1994). As Green (2006) noted, "a huge cleavage is emerging between what social workers learn about in universities regarding the importance of inequalities and values, …and what service users and providers…want or expect from them" (p. 259). Today in academia we need to provide transformative intervention models and experiences especially for graduate social work students, enabling them to take

the steps and risks for creating large-scale sustainable social change (Edmonds-Cady & Sosulski, 2012; Kotter, 1996).

Historically, social work education reacted to challenges and opportunities created by dynamic social, political, demographic and economic contexts. Community practice in America emerged at a time of great societal change, precipitated by industrialization and vast waves of immigrants from rural to urban communities in America and from Europe. Early community practitioners learned by doing, and as demand for more scientific and research-based approach escalated, specialized courses on community practice were brought into institutions of higher education, with contents predominantly from sociology, psychology and political science (Weil, 2005a). Graduate social work programs with a macro focus have variously combined planning, organizing, development, management/administration, and policy curriculum into their courses, based on the interest of faculty members and the fiscal health of the school/department or program (Austin, 2002).

Global economy reinforces the "production of creative graduates who are not merely job seekers but rather [social] entrepreneurs who are able to balance international trends against historical, socio-economic, political and cultural realities of local contexts" (Wint & Sewpaul, 2000, p. 60). Owing to the major shifts in the socio-eco-political contexts of communities—similar to the changes at the turn of the 20th century—new community practice approaches for sustainable solutions are needed today. These modifications to practice modalities should not only draw from the aforementioned fields, but should also include contents from the economics and business management fields (Warren, 1978). Hence, while schools respond to increased demands for community-based practitioners, attend to strengths and resiliency perspectives, teach students how to create empowering environments for social change to occur through indigenous means, include curriculum on social change theory and ideology, and increase students' understanding about the impact of economic and political systems on local economies (Weil, 2005a), they should also include specific contents on SE into the community practice or macro practice

courses at the graduate level. We believe that sometimes community practice social entrepreneurs can approach complex and variegated social problems with greater penetration and impact.

Principles and Pedagogy

Richard Cherwitz clearly stated that "collaboration across disciplines and partnerships with the community must produce solutions to society's most vexing problems" (Cherwitz, 2007, p. 22). When intellectual capital at universities is put to practical use, it can transform lives and change communities. The best academics are "intellectual entrepreneurs—scholars who take risks and seize opportunities, discover and create knowledge, innovate, collaborate, and solve problems in any number of social realms—corporate, non-profit, government and education" (Cherwitz, 2007, p. 21).

Unfortunately, emerging social workers who are exploring entrepreneurial solutions for the communities they serve rely on training and instruction outside traditional social work academic programs. While this can serve the purposes of knowledge acquisition, the motives and values underlying other disciplinary approaches to social entrepreneurship may leave the students with less integrated experiences. In other words, if social workers are attending courses on social entrepreneurship offered by business or nonprofit programs, the faculty in these programs may be unable to effectively assist the social workers with integrating their core competencies and foci on community empowerment and social justice—much needed to realize the social value creations—with social entrepreneurial behaviors and orientations. Weil (2005a) recommends that graduate schools should tailor the macro practice concentration to address complex realities of practice, and offer certificates along with continuing education courses that provide management and community practice skills to graduates and post-MSW practitioners alike. She also recommends that schools should teach students to initiate and promote sustainable social and economic development in communities. Graduate schools of social work should "provide challenging and cutting edge content to prepare students for realities of current practice and emerging societal changes" (Weil, 2005a, p. 27). Several models for teaching community practice exist,

however, "as times and societies change, methods necessarily evolve" (Edmonds-Cady & Sosulski, 2012, p. 47). Ideally, any academic program directed towards educating future community practitioners, social entrepreneurs or community practice social entrepreneurs should adhere to the following ten principles and objectives (see Table 3). These principles and objectives speak to the importance of faculty and students from different disciplines and professions collaboratively teaching and learning community practice social entrepreneurship skills.

<Insert Table 3 about here>

Based on the resources within the university and level of collaboration among faculty and programs, an institution could select and pursue any one of the following four venues we are proposing for nurturing community practice social entrepreneurs (see Figure 4).

<Insert Figure 4 about here>

- Social work, business, economics, public administration and public policy faculty can develop interdisciplinary capstone course and internship. These courses can focus on developing skills and competencies for community practice social entrepreneurs, as well as provide opportunities for practicing them in real-life community environments. These courses, ideally, must employ generative and transformative learning tools as well as promote and increase awareness of different motives and values among those from alternative disciplines.

- Interdisciplinary certificate programs including a capstone course and internship could be expanded to offer a different course sequence to social work students (e.g., social innovation, budgeting and organization development) and to students in non-social work fields (e.g., courses in group work, social policy and community assessments).

- Multidisciplinary faculty could offer continuing education courses—a contracted version of the aforementioned certificate program—for practicing CPSWs and practitioners from other disciplines.

- Dual degree programs (e.g., MPA/MSW; MBA/MSW) exist in several universities. A true interdisciplinary focus that integrates macro practice and social entrepreneurship contents could greatly enrich the dual degree curriculum and prepare community practice social entrepreneurs.

More specifically, by tapping the proficiency of faculty members from these programs—e.g., social work, nonprofit management, public administration and business—an interdisciplinary teaching module could be devised for graduates of these programs. Several models exist for interprofessional pedagogy and describing them is beyond the scope of this article (e.g., Barr, 2002; Brown, 2009; Garcia & Robin, 2008; Holley, 2009). Suffice it to say that "education of helping professionals must be relevant to the practice conditions" that graduates will encounter in the community and interprofessional educational experience can prepare social workers for complex and dynamic realities (Zlotnick et al., 1999, p.7). According to Jarman-Rohde, McFall, Kolar, & Strom, (1997), "projects with businesses or business schools, for example, provide opportunities for sharing expertise and for developing proposals and field placements in employee assistance or wellness programs, community development, [social entrepreneurship] or empowerment zone projects. Taking part in projects such as these enhances social work's leverage when dealing with the private sector" (p. 38). Similarly, several community sites—corporations and social service agencies—can be used for internships where social work, public administration, nonprofit management and/or business students are placed together to plan and implement joint projects under the tutelage of faculty from these disciplines, providing powerful interdisciplinary experiential learning opportunity for students who are committed to creating a different future.

Conclusion

"The shaping of change methods is an endless and evolving process" (Rothman, 2008a, p. 98). As social workers grapple with the influence of a dynamic context, the imperative to be creative in their intervention strategies will continue to grow. The social work profession is considering redefining itself and its focus because of the evolving, complex and contentious socio-political environment. Social work educators should produce graduates who change the practice environments, shape the roles they occupy in various settings, and pursue the possibilities instead of being constrained by the fiscal exigencies. Preparing students to be flexible and creative in their approaches is significant today—especially if situations demand that they incorporate entrepreneurial process of opportunity recognition, resource procurement, and value creation, embracing risk, proactive and innovation strategies to solve challenges addressed by the human service sector.

Social workers should forge new alliances with constituents, especially in the for-profit sector as they have in the non-profit and the public sectors, promoting their CPSW skills in combination with the lexicon, processes and behaviors of SE. Social work educators should also create new paradigms for intervention, which address root causes of social problems rather than the symptoms. Creatively meeting the needs of the vulnerable population should not preclude social workers from being compensated for their professionalism and for assuming risks for developing innovative ventures. It is essential for social work faculty, especially, to nurture students and professionals as they develop their innovative ideas— ideas that can address community-based challenges, provide leadership opportunities for social work students and practitioners, and improve the public image of the profession. Not all community practice social workers will be predisposed to social entrepreneurship; however, those who demonstrate strong inclinations towards this end should be nurtured and educated accordingly. These social workers can bring a whole new dimension and perspective to opportunity recognition, resource acquisition and value creation behaviors of social entrepreneurs. By combining the outcome orientation and discipline of the business sector and the process orientation of the social welfare sector, community practice social entrepreneurs can truly flourish.

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Table 1

Community Practice Intervention Strategies

Intervention Strategy	Description
Community Organizing (CO)	Mobilizes community residents who then take actions to influence social policy and program development. Community organizing improves communication links between different service providers, eliminates waste, and avoids duplication in existing resources. This is similar to Rothman's (1995) social action wherein groups of people are organized to influence political process. Through this strategy, CPSW assist community residents to address problems that are beyond the scope of welfare government or large corporations (Brueggemann, 2006). Community organizing is a precursor, in many instances, to community planning and development (Weil, 2005).
Community Planning (CP)	In community planning, citizens, advocacy groups, and planners in the public and voluntary sectors coalesce to design programs and services to best meet the needs of communities, regions and countries (Weil & Gamble, 2005). "Social work planners insist that communities of people who have fewer resources, less power, and little influence be given the opportunity to develop plans for their welfare which compete on an equal footing, recognition, funding, and entitlement with plans developed by powerful business corporations and governmental bureaucracies" (Brueggemann, 2006, p. 138). Social work community planners engage people through community organizing strategies, gather empirical facts, and assist community residents to engage in organizational politics within city or state government.

Community Development (CD)	Social and economic development is empowering for the citizens, in that, it improves their living conditions and the environment simultaneously, while creating sustainable change (Weil, 2005). It entails using local "human, social, institutional, and physical resources to build self-sustaining" economies, with a long-term approach to development (Blakely, 1994, p. 48). While facilitating community development, social workers use democratic procedures with community residents to develop resources and networks that meet the social, economic, political and cultural needs of residents. Ideally, community planning is an excellent prelude to community development because it promotes developing strategies that are comprehensive, coordinated, feasible and responsive to the community's diverse needs (Blakely, 1994). Community Development Corporations (CDCs) are community-controlled real-estate organizations committed to revitalizing the social, economic and political structures in a neighborhood (Brueggemann, 2006)
Policy Practice (PP)	Bruce Jansson coined the term policy practice and conceptually developed it in the 1980s (Jansson, 2010). Jansson proposed that social workers serve as policy practitioners when their efforts are directed at changing legislation, or at policies within agencies and communities; these efforts to change policies can result in either establishment of new policies, improving existing policies, or defeating initiatives that are destructive to the disenfranchised populations. In some ways, this concept is similar to the political and social action strategies proposed by Rothman (1995).

Table 2

Parallels Between Community Practice Skills and Tasks, and Social Entrepreneurship Orientation and Behaviors

Community Intervention & Community Practice Skills		Community Practice Tasks	Social Entrepreneurship Orientation and Behaviors
Community Organizing	Group development and facilitation Communication Motivation Empathy	• Understand community members' values & issues • Engage community and create empowering environments for community members • Enable community members to learn skills and assume leadership to assess problems and develop solutions • Build/mobilize networks	*Proactiveness/ Opportunity Recognition.* • Form new & access existing networks • Assess social issues or anticipate issues ahead of their occurrence. • Recognize opportunities that can be tapped to address issues.

Community Intervention & Community Practice Skills		Community Practice Tasks	Social Entrepreneurship Orientation and Behaviors
Community Planning	Group development and facilitation Network development Leadership training	• Build/mobilize networks collaboratively with community members • Assess and build community leadership • Co-create guiding values for planning meetings • Collaboratively gather information about issue & problem(s) • Complete power mapping • Compare alternative solutions • Provide technical assistant to community planning	*Innovation/Resource Acquisition* • Develop ideas for new programs, interventions, and solutions. • Develop compelling theory of change • Understand outcomes and

		group • Present solutions to community members and decision makers.	metrics • Identify stakeholders and resources to develop these ideas. • Create the value proposition *Risk Tolerance/Resource Deployment* • Tap resources to bring ideas to fruition. • Take risks in deploying the resources. • Make changes or pursue ideas inconsistent with norms. • Assure legitimacy among stakeholders
	Budgeting Asset mapping Research and analytical		

Community Intervention & Community Practice Skills	Community Practice Tasks	Social Entrepreneurship Orientation and Behaviors

Community Development	Conducting focus groups	• Develop action group • Assess and build community leadership • Conduct asset mapping/ inventory • Develop & implement projects, programs & organizations • Ensure sustainability of projects, programs and organizations.	*Innovation/Value Creation.* • Become market leaders in product/service delivery. • Understand and implement the service delivery/product delivery mechanisms • Understand the cost structures and revenues • Refine and communicate the value proposition *Risk Tolerance/Actualization* • Alter public image, and staff and stakeholder composition • Take relationship and credibility risks with individuals in network • Take financial risks for implementing program/organization • Bring fruition to innovative projects and ideas • Define and assess metrics for performance • Ensure sustainable outcomes—social, environmental and financial.
	Network facilitation		
	Organization		
	Governance, management and administration		
	Negotiation		

Community Intervention & Community Practice Skills		Community Practice Tasks	Social Entrepreneurship Orientation and Behaviors
Policy Practice	Analytical and research Value-clarification Interpersonal Political	• Agenda setting • Policy proposal development • Enactment of policy • Implementation of policy • Evaluation of policy	*Proactiveness/Opportunity recognition* • Recognize need to develop preventive policies for endemic issues • Scale solutions • Influence policies to attain more resources *Innovation/Value Creation* • Develop unprecedented preventive oriented policy proposals. *Risk Tolerance/Resource Acquisition and Deployment* • Mobilize networks to enact unprecedented policies. • Scale and replicate

Note: Adapted from "The Meaning of Social Entrepreneurship," by J.G. Dees, 1998; "Becoming an Effective Policy Advocate (6th ed.)," by B.S. Jansson, 2010 published by Brooks/Cole; "Reshaping Social Entrepreneurship," by P.C. Light, 2006, from *Stanford Social Innovation Review,*4 (3), 47-51; "Evolution, Models, and the Changing Context of Community Practice," by M. O. Weil & D.N. Gamble, 2005, from *The Handbook of Community Practice* published by Sage Publications; "A Typology of Social Entrepreneurs: Motives, Search Processes, and Ethical Challenge, by S.A. Zahra, E. Gedajlovic, D.O. Neubaum, J.M. Shulman, 2009, from *Journal of Business Venturing,* 24(5), 519-532.

Table 3

Program Principles & Objectives

1.   To view themselves as social entrepreneurs when they are enrolled in macro practice courses so they can learn the skills for being initiators of opportunities.
2.   To take calculated risks while implementing innovative strategies in communities.
3.   To not only partner with other social entrepreneurs in the community, but also spearhead and cultivate similar initiatives themselves.
4.   To create empowering contexts for community members so that these members can start their own social enterprises.
5.   To learn and focus on the economics in macro practice classes so that they can understand the implications of globalization, devolution, and starting self-sustaining social enterprises.
6.   To invite, in all earnestness, community members, to devise their own economically and environmentally sustainable solutions for community issues, to address the root causes of these issues, and thereby ensure that the community strategies are not mere appeasements but solutions to community problems.
7.   To become comfortable with business skills (e.g., financial management, business planning, personnel management, marketing, and communication), social accounting, and learn to focus on financial and social returns for the entrepreneurial intervention strategy.
8.   To be adaptive, flexible and creative in procuring resources and capital for their activities, and seek appropriate mentors for the same in the community.
9.   To practice comfortably in interdisciplinary environments, especially with corporations and city government as partners.
10.   To influence public policy to create conducive environment for social entrepreneurship to grow and prosper.
11. To pursue mission driven innovations and balance ethical conflicts in line with Code of Ethics of the social work profession.

Note: Adapted from "Defining and Conceptualizing Social Work Entrepreneurship," by T.B. Bent-Goodley, 2002, from *Journal of Social Work Education, 38*(2), 291-302; " Economics for Social Workers: Social Outcomes of Economic Globalization with Strategies for Community Action, by A.W. Prigoff, 2000, published by Brookes/Cole; "What Counts: Social Accounting for Nonprofits and Cooperatives," by J. Quarter, L. Mook, &B.J. Richmond, 2003, published by Prentice Hall; "A Typology of Social Entrepreneurs: Motives, Search Processes, and Ethical Challenge, by S.A. Zahra, E. Gedajlovic, D.O. Neubaum, J.M. Shulman, 2009, from *Journal of Business Venturing,* 24 (5), 519-532.
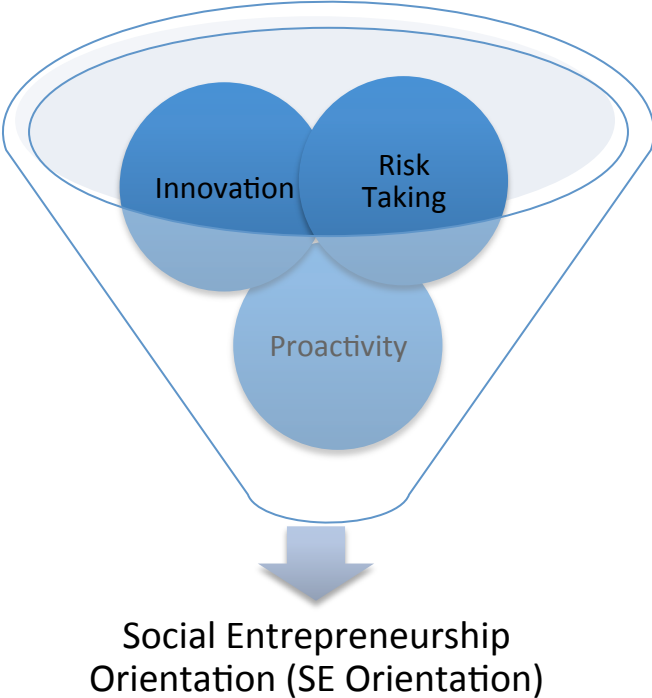
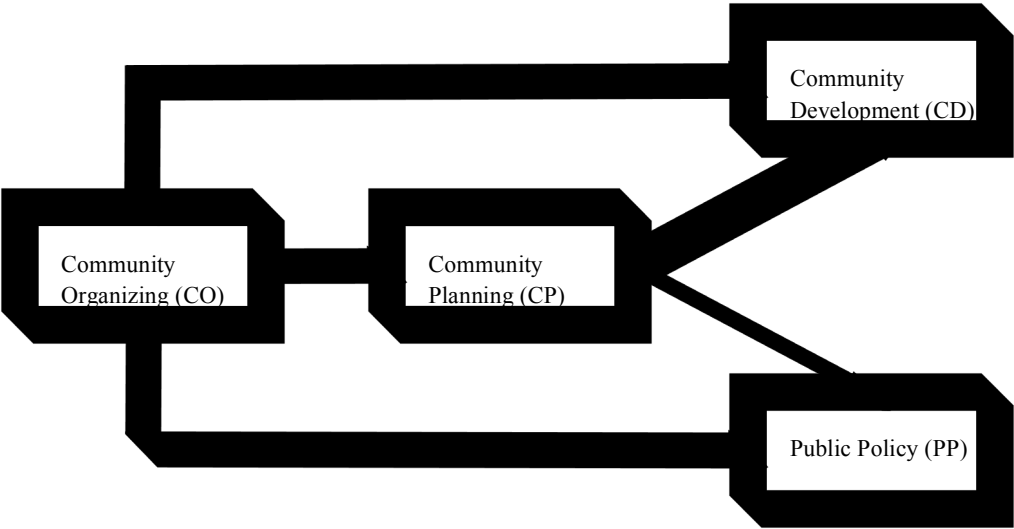*Figure 1.* Confluence of Three Social Entrepreneurship Orientations

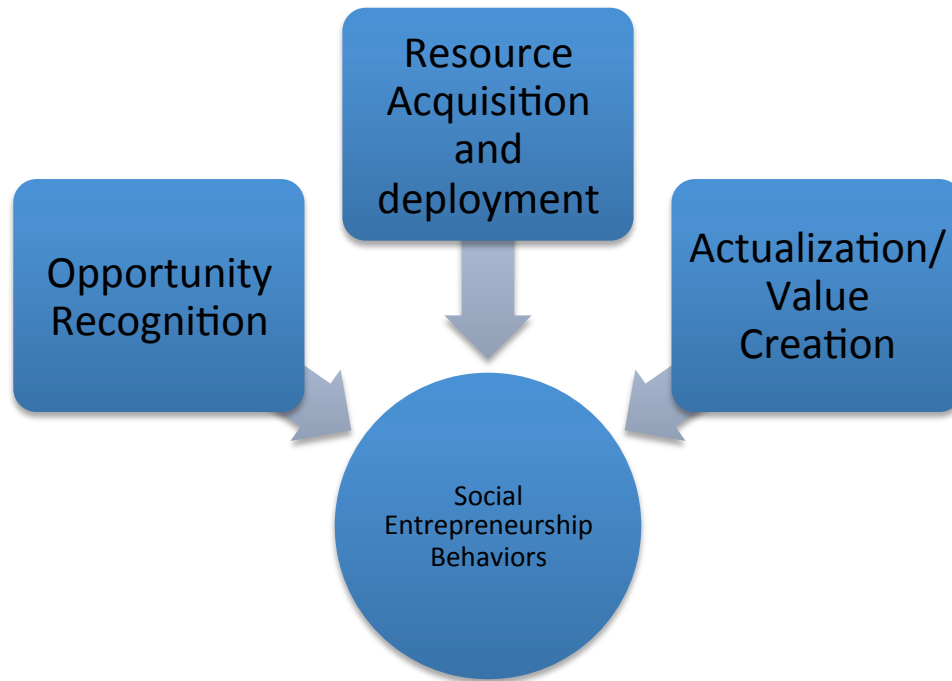*Figure 2.* Community social work practice intervention strategies

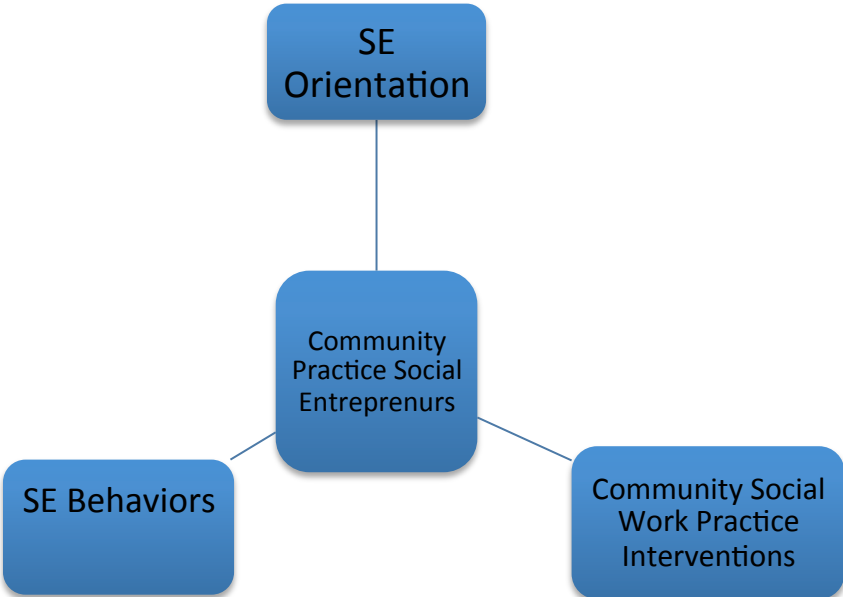*Figure 3.* Social Entrepreneurship Behaviors (SE Behaviors)

Figure 4. Strategies, Orientations and Behaviors Confluence for CPSE