

**COMPETENCES, SOCIAL CAPITAL AND PERCEIVED PERFORMANCE  
OF SOCIAL ENTREPRENEURS**

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## **Declaration**

I Keneth Kabwigo Gumisiriza hereby declare that this dissertation is my original work and has never been submitted to any institution of higher learning for any academic award. Where it is indebted to the work of others, due acknowledgements have been made.

Signed.....

Keneth Kabwigo Gumisiriza

Date.....

## Approval

This is to approve that Keneth Kabwigo Gumisiriza carried out the research titled; competences of social entrepreneurs, social Capital and perceived performance of social entrepreneurs under our supervision as University Supervisors.

Signature.....

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Date.....

Signature.....

Ms. Jolly K Byarugaba

Date.....

## **Dedication**

I dedicate this book first to God the almighty for the gift of life, knowledge, protection and love. My beloved parents Gertrude and Geoffrey Kabwigo who made a great and noble sacrifice by raising me and taking me to school which many of us tend to take for granted, brothers, sisters, Nephews, Nieces, all relatives and friends whose company I have missed in trying to dedicate all the time to studying and compiling this book. My teachers at different levels whose moral and academic nourishment shaped me to what I am. Lastly, to all those men and women who are tirelessly trying to improve or change the face of humanity by making other peoples' lives more meaningful and worth living.

All the people named above are responsible for my moral, academic and social upbringing and all the goodness in me. However, I must exonerate them for the imperfections in me which are exclusively my own personal making.

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“In future we shall be able to forget the noise of our enemies but we shall never forget the silence of our friends” Rev. Dr. Martin Luther King Jr.

“What we have done for ourselves dies with us, but what we have done for others and the world lives and is immortal” Albert Pike

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## **List of acronyms**

ANOVAs	Analysis of Variances
CBOs	Community Based Organizations
CEOs	Chief Executive Officers
DENIVA	Development Network of Indigenous Voluntary Associations
EO	Entrepreneurial Orientation
GEM	Global Entrepreneurship Monitor
GRC	Graduate and Research Centre
KPCs	Key Personal Competences
MUBS	Makerere University Business School
NC	Network Capability
NGDOs	Non Government Development Organisations
O B	Organizational Behaviour
OCB	Organizational Citizenship Behaviour
OD	Organizational Development
OPCs	Operant Competences
SE	Social Entrepreneur

## ABSTRACT

This study aimed at finding out the relationship between competences (operant and key personal competences) of social entrepreneurs, social capital and perceived performance of social entrepreneurs. The study was carried out after developing a conceptual framework that related competencies to perceived performance of social entrepreneurs as well as social capital to perceived performance of social entrepreneurs. A cross-sectional correlational survey design was used to collect data using a close-ended questionnaire that was developed from data of competence profile of social entrepreneurs. 181 respondents who were subordinates of social entrepreneurs at a managerial level were asked to rate their employers' (social entrepreneurs') competencies, social capital and performance. These respondents were conveniently selected. Data was entered using Statistical Package for Social Scientists (SPSS) and analysis outputs were generated for correlation, multiple regression, cross-tabulation and ANOVA test.

A bivariate correlation produced positive correlation between competencies, social capital and perceived performance of social entrepreneurs. A multiple regression indicated that competences and social capital account for 20.4% of the variance in the perceived performance of social entrepreneurs and this prompted the researcher to recommend for further research to find out the other factors that may determine performance of social entrepreneurs whose contribution was found to be 79.6%. The researcher recommended a more wide-spread study of competences of social entrepreneurs in preparation for improvement in performance of social entrepreneurs including competence-based social entrepreneurship training as well as sensitization of social entrepreneurs about the importance of social capital towards their performance. The researcher also recommended that future researchers should use probability sampling that could provide more comprehensive results as opposed to convenience sampling.

## **CHAPTER ONE**

### **1.0 Introduction**

This section introduces the background to the study, statement of the problem, purpose of the study, objectives of the study and research questions that guided the study, significance of the study, followed by the scope of the study and ends with the conceptual frame work.

### **1.1 Background**

The field of social entrepreneurship has grown and the environment within which the social entrepreneurs operate is changing whereby community needs are growing in both size and diversity. The work and growth of social entrepreneurs is being experienced in most communities as they are involved in addressing many of the underlying causes of social ills in the various communities that include; global instability, lack of education, women's and children's rights, destruction of the environment, poverty, hunger and disease (Boschee & McClurg, 2003).

Social Entrepreneurs are just as innovative and change oriented as their business counterparts through searching for new and better ways to solve the problem that plague the society, and are most usually found in the voluntary sector (Leadbeater, 1997). Social entrepreneurs are not motivated by direct financial benefit and give relatively higher priority to promoting social value and development against economic value (Mair & Marti, 2005).

These social entrepreneurs are often supported by funding agencies, who judge the operations of the entrepreneurs they are supporting based on their 'project reports'. A professionally developed project report convincingly sold, goes through funding bureaucracy like on greased rails, the funding agency itself is neither in touch with grass roots nor does it have a mechanism to review effectiveness of the use of funds. They become aware of apparent mis-use of funds, but considerable mis-use of resources would have already occurred (Easo, 2004).

Besides lack of reliable source of funding, the social entrepreneurs are faced with corruption and lack of transparency. Most of them depend fully on hope, prayer, word of mouth publicity and voluntary contributions as they lack an organized system of fund raising. They end up stagnating or even collapsing before they succeed in what they had intended to do within the targeted time schedule (Baron & Markman, 2003). For example, in one of the major cities in India, the 'Slum clearance Board' started special programme for slum children to supplement their diet and put them into transit schools. In five years, they used up the Rs 100 million grants and since no new grants were forthcoming, the scheme involving 6,050 children was abandoned (Easo 2004). It has been also observed that some entrepreneurship start and collapse, while others remain in business but nothing to show; still others are marred by corruption and controversies. There is also inefficient utilization of resources and corruption, many organizations do not have the capacity to sustain enough staff to implement programmes (The New Vision 14<sup>th</sup> December 2009).

According to the GEM Executive Report (2004) on the trends of entrepreneurship in Uganda, the rate of failure was high, for every project that started, nearly one other closed. However, the majority of those who failed expected to start another business project within three years.

Entrepreneurship theory argues that to achieve strong growth, many new projects/firms must be started but at the same time, some have to fail to allow the strongest to emerge (Walter *et al.*, 2004).

The challenge is how to manage the 'blended' mission of social and profit orientation in a capitalistic environment, and to develop and groom a competent breed of social entrepreneurs with the required competences (skills, knowledge, attitudes, abilities, and resilience) and harness social capital so as to stand up to the challenge in order to perform to the expectations and respond to the dynamic needs of the communities they serve, and sustain their survival in business and at the same time creating a high social value per dollar/shilling invested.

## **1.2 Statement of the Problem**

Many social entrepreneurs in developing countries have failed to live up to their expectations (Cannon, 2000) and have continued to face a number of challenges in their endeavour to satisfy their beneficiaries (Baron & Markman, 2003). Their projects are poorly managed, undercapitalized, and are inherently vulnerable, which sometimes leads to disruption or loss of service to the would-be beneficiaries (Easo, 2004). This could be attributed to low levels of both personal and technical competences among the social entrepreneurs. As a result, their initiatives have continued to face financial suffocation, which has adversely impacted on the social entrepreneurs and their employees. The problem seems to have been escalated by low levels of social capital among the social entrepreneurs, a factor that consequently makes their impact to remain unrealized by the intended beneficiaries.

### **1.3 Purpose of the study**

The study sought to examine the relationship between competences of social entrepreneurs, social capital and perceived performance of social entrepreneurs.

### **1.4 Objectives of the study**

- (i) To find out the relationship between competences of social entrepreneur and perceived performance of social entrepreneurs.
- (ii) To find out the relationship between social capital and perceived performance of social entrepreneurs.

### **1.5 Research questions**

- (i) What is the relationship between competences of social entrepreneurs and perceived performance of social entrepreneurs?
- (ii) What is the relationship between social capital and perceived performance of social entrepreneurs?

### **1.6 Significance of the study**

The findings of the study are expected to make contribution in the following ways:

- (i) The Study findings are expected to stimulate more research in the field of social entrepreneurship.
- (ii) Practitioners are expected to find new ways to enhance effectiveness of social entrepreneurships and researchers are expected to find new models for understanding

competences of social entrepreneurs and their contributions to the effectiveness and success of their projects.

(iii)The study findings are expected to contribute to the available literature in the field of social entrepreneurs.

(iv)The study is expected to improve on the understanding of the relationship between competences of social entrepreneurs and perceived performance of social entrepreneurs.

(v) The study findings are expected to improve on the understanding of the relationship between social capital and perceived performance of social entrepreneurs.

## **1.7 Scope of the study**

The scope of the study was looked at considering both area and content perspectives.

### **1.7.1 Conceptual Scope**

The study confined itself to the study variables which included competences of social entrepreneurs, social capital and perceived performance of social entrepreneurs.

### **1.7.2 Area Scope**

The study focused on Western and central Uganda, which were found have the highest concentration of social entrepreneurs. The central region was chosen because it has the highest concentration of CBOs within a small radius which makes them(CBOs) easily accessible with



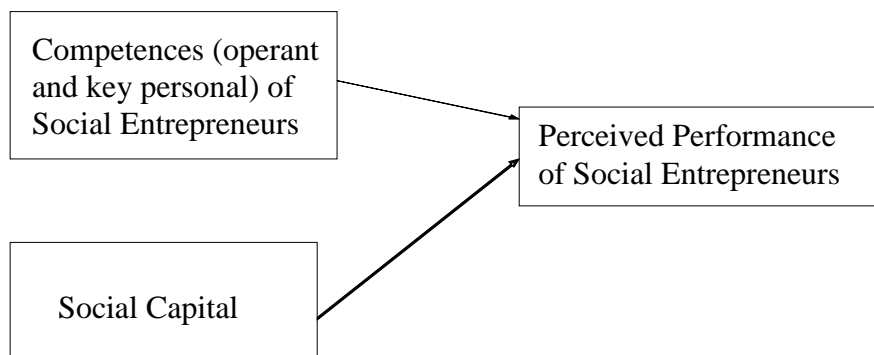
minimum transport costs while western Uganda was chosen to get a different perspective, if any, from the rural respondents and besides it was convenient and familiar to the researcher.

### 1.7.3 Sampling scope

The study targeted a total sample of 181 respondents picked from a study population of 340 respondents. This number was considered by using a sample guide for sample size decisions provided by Krejcie and Morgan (1970) to estimate the sample size above. The study sample comprised of 181 subordinate staff of social entrepreneurs at a managerial level.

Subordinate staff was specifically chosen because they were deemed knowledgeable about the actual issues affecting social entrepreneurs since they are involved in the actual management of the social projects, and were thought to give more objective and informed ideas about the social entrepreneurs.

### CONCEPTUAL FRAME WORK



**Figure 1: Source: Literature Review.**

## **Description of the conceptual framework**

There is a general consensus about the central role of competence development as instrument of growing importance for enhancing perceived performance of social entrepreneurs. The above conceptual framework therefore emphasizes that competences boost perceived performance of social entrepreneurs. Actually, the existing competence literature has confirmed that competences are a primary antecedent of perceived performance of social entrepreneurs. According to Munene (2009), competences are both operant (task-oriented or technical) and key personal (behavioral) competences. These competences are reflected in terms of entrepreneurial education, ability to monitor results, mobilize resources, improvise, negotiate, articulate the importance and rationale of transformation and actively listening to all stake holders, all of which help to optimize performance of social entrepreneurs (De Leeuw, 1999).

Social capital was also found to be conceptually leading to perceived performance of social entrepreneurs since it enables bridging activities that motivate individual actors to find ways to overcome problems and to take action that will enable greater control over the environment which makes venture performance easier (Woolcock & Narayan, 2000). Social capital also helps social entrepreneurs to get supportive social networks which widen the availability of resources that sustain project performance (Greve & Salaff, 2003). It is understood that social capital is aligned with sustained competitive advantage, reduced costs, knowledge sharing, innovation and financial performance which ultimately facilitate superior performance of social entrepreneurs (Bouty, 2000; Cohen & Prusak, 2000). It can be said that, other factors notwithstanding, perceived performance of social entrepreneurs is a function of competences of social entrepreneurs and social capital.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This section unveils the literature available on the study variables and the relationship between them with specific reference to various scholars who have studied and written on the subject under investigation. It begins with the relationship between competences of social entrepreneurs and perceived performance and then, the relationship between social capital and perceived performance.

#### **2.1 Competences of Social Entrepreneurs and Perceived Performance of Social Entrepreneurs**

A competence is an underlying characteristic of a person which results in effective and/ or superior performance in a job (Boyatzis, 1982). A competence can be defined as a knowledge, skill, ability or characteristic associated with high performance on a job (Hinson, 2006). Green (1999) considers a competence as a written description of measurable work habits and personal skills used to achieve work objectives.

Competence modeling appears to have been inspired by the influential work of Prahalad and Hamel (1990), who described core competences of businesses. The idea was to focus on the essential skills that form the competitive advantage of business (not the individual) and concerns identifying organizationally valued personal traits in individuals (Brannick & Levine, 2002). Such traits tend to be broad and not linked directly to specific tasks (Weigel & Mulder, 2006).

The need for skills and competences is influenced by evolutionary change caused by global transformation and wide-spread social and cultural changes in order to work effectively and meet the requirements of the job or organization. To achieve this, workers must combine knowledge, skills and other work-related capacities into specific competences that are actually needed (Logma, 2004).

The concept of competency has achieved prominence because it is essentially about performance (Armstrong, 2006). Mansfield (1999) contends that competency is an underlying characteristic of a person that results in effective or superior performance. Competences have also been linked to skills and behaviours that organizations expect their staff to practice. They represent the language of performance and articulate the expected outcomes from an individual's efforts and the manner in which these activities are carried out (Rankin, 2002). There is a general consensus about the central role of competences and work place learning as instruments of growing importance for enhancing productivity, competitiveness of organizations and flexibility of workers (Tessaring & Descy 2002).

Munene *et al* (2005) defines operant competences as a relationship between an employee and his or her task, job or work environment. Operant competences are competences that directly influence the work environment and contain their own reinforcements. Operant competences unlike other forms of competences are accessible to the five senses. They articulate precisely what competences should be exhibited by a job or role holder to meet performance expectations in a job or role (Munene *et al.*, 2004).

Cannon (2000) asserts that a job or group of jobs will require a specific set of competences to optimize performance. These competences may vary by job category, level or function. When addressing such a well defined population, the resulting competences and behavioral indicators clearly help the process of performance management and if competences define in crystal-clear terms the behaviors required by everyone in conduct of their jobs, they will drive individual performance and development so as to convert strategic priorities into organizational performance and business success.

The challenge of service management increases the importance of identifying the specific competences which are most appropriate to managing in a services context. A good knowledge of service blue printing and its design is a vital competence for successful service management (Hinson, 2006). Growing evidence suggests that cognitive and social factors influence the success of social entrepreneurs. Successful social entrepreneurs appear to think differently than other persons in many respects; for example, they are less likely to engage in counterfactual thinking, but more likely to show over confidence in their judgments. Successful social entrepreneurs appear to be higher in social competence- the ability to interact effectively with others, for example, they are better at social perception and adapt to new social situations (Baron, 1998). Baron however notes that there is a general prediction that social entrepreneurs may be more likely than other people to employ heuristics and fall prey to various forms of cognitive errors for example, over confidence and escalation of commitment.

Social entrepreneurs need competences to manage the changing social needs of the communities they serve and the uncertain environment they work in. These competences may be in form of mobilizing financial resources (Narayan, 1997), financial management, right partnerships with

the public, Non-for-profit and profit making organizations, and the understanding of the needs and culture of the clients they serve (Peredo & McLean 2006). It has been argued that those that enter into joint venture do better.

There is an increasing awareness that competences and management techniques are crucial to project success and performance in the social entrepreneurship Industry (Mukasa 2002). Nicholls (2006), stresses that social entrepreneurs exhibit their competences through various attributes as described here under; social entrepreneurs are; calculators who project and monitor results, contributors who support the work and success of others, coordinators who reach across internal and external boundaries, inspire, mobilize and harmonise action. They are involved in mobilizing and configuring resources and actions in ways that transcend traditional boundaries, act as catalysts who inspire and create synergies in the work of others and catalyse the process that unleashes the transformative process and energy of people. Also, social entrepreneurs are creators who invent new possibilities; they are not managers of the status-quo but creators of the new, communicators who articulate about the rationale and importance of transformation. They are skilled and active listeners to various stakeholders and are able to speak to them in ways that reveal how the social action is relevant to their needs and interests; champions and advocates for the cause that is, they continually stand up and push for the generation of social value.

Social entrepreneurs are ambitious in character, mission driven, resourceful, and charismatic and result oriented, which drives them to high performance. Altruism and self-efficacy are some of the behavioral competences identified to be positively related to performance of social entrepreneurs (Thompson *et al.*, 2000). It is argued that, whether they are working on a local or international scale, social entrepreneurs are solution minded, and share a commitment to

pioneering innovation that re-shapes society and benefit humanity. As such, the social entrepreneur emerges as a rare individual with multiple talents and competences including but not limited to the ability to analyze, envision, communicate, empathize, enthuse, advocate, mediate, enable and empower a wide range of desperate individuals and organizations (De Leeuw, 1999). Continuing along this theme, Bornstein (1998) characterizes a social entrepreneur as a path-breaker with a powerful idea, who combines visionary and real world problem-solving creativity, who has a strong ethical fibre and who is totally possessed by his or her vision for change.

Logma (2004) identifies five criteria that social entrepreneurs possess: adopting a mission to create and sustain social value; recognizing and relentlessly pursuing new opportunities to serve that mission; engaging in a process of continuous innovation, adaptation and learning; acting boldly without being limited by resources currently in hand; and exhibiting a heightened sense of accountability to the constituencies served and to the outcomes created. Accordingly, the closer an individual gets to satisfy these criteria, the more that individual fits the model of a social entrepreneur. But he also recognizes that in many ways, the literature on social entrepreneurship describes a set of behaviours and competences that are exceptional. These behaviours should be encouraged and rewarded in those that have the capabilities and temperament for this kind of work.

While common sense dictates that not everyone will have the skills and talents required of undertaking entrepreneurial activity for social and/or economic purposes, Thompson *et al.*, (2000) raise the issue of latent entrepreneurial ability. It is possible that latent social

entrepreneurship exists in individuals with the potential to be entrepreneurial but, for some reason or another, the talent is not trapped and needs spotting and releasing.

De Leeuw (1999) asserts that a social entrepreneur's competences is reflected in his ability to negotiate, advocate, explain, connect, prove and convince the different stakeholders and assure them of the added value of trying something new. This is called the process of 'alternative specification'. The effective social entrepreneur will never stick to one version of her 'truth'. Truth is contextual and can be sold in different ways to different stakeholders. Particularly when the social entrepreneur already has access to resources that would support her specification of alternatives, windows of opportunity may more readily be opened.

Zampetakis (2008) ascribes to the role of social entrepreneur as that of a change agent. The social entrepreneur, in his view, is not necessarily concerned with the management of change. There is a marked difference between the two designations. The change agent would primarily act as a catalyst of change, whereas the manager of change would be involved in change processes themselves, that is; the monitoring and supervision of resources and visions towards desired changes. Cannon (2000) recognizes three general types of people who become social entrepreneurs. The first are individuals who have made a lot of money elsewhere and are interested in giving some of it back to further social goals. The second are 'recovering social workers' who are disenchanted with the existing social support system and looking for a more effective approach. The third type is a new breed that has gone to business schools (or along a similar path) with social enterprise in mind. Thompson *et al.*, (2000) distinguish between 'vision-



oriented' motivations for socially entrepreneurial activities and 'crisis-oriented' ones, while Prabhu (1999) notes uneasiness with the status quo, a need to be true to one's values, and a need to be socially responsible as other motivations for social entrepreneurs.

Catford (1998) summarizes these issues nicely in his eloquent discussion of social entrepreneurs. Accordingly, social entrepreneurs combine street pragmatism with professional skills, visionary insights with pragmatism, an ethical fibre with tactical thrust. They see opportunities where others only see empty buildings, unemployable people and unvalued resources. Radical thinking is what makes social entrepreneurs different from simply 'good' people. They make markets work for people, not the other way around, and gain strength from a wide network of alliances. Cannon (2000) notes that before non-profits try to run a small business, most of them need to master basic business principles and practices. Reis (1999), echoes this sentiment, commenting that most small and medium-sized non-profit organizations are missing useful financial expertise, above and beyond basic bookkeeping skills.

Zampetakis (2008) emphasizes that proactivity and creativity were related concepts which form an essential competence in the entrepreneurial process and performance. It is imperative to note that another key social entrepreneurial competence that is critical for performance is the willingness to self-correct, a quality that seems to distinguish a young social entrepreneur and their older and established counterparts. For example, the most recent case of a high performing contemporary re-known social entrepreneur is Muhammad Yunus of Bangladesh, the founder of Grameen Bank, a micro-lending project giving money to poor people in Bangladesh. In 1990s, Muhammad Yunus learned through management channels that "internal weaknesses" in the bank's loan system were causing payment problems and difficulties for borrowers. It took Yunus

and his managers a number of years to fully understand and diagnose the problem, develop a solution, field test that solution and finally retrain the bank's 12,000 employees. In 2002, Yunus formally launched Grameen Bank II, an overhaul of the bank's loan program, shifting from a "one-size-fits-all" approach to a flexible banking system that is designed to be more responsive to the borrowers' needs and problems. This sort of social entrepreneurial behavior is almost unheard of in the large bureaucracies that wield power in today's world. Yunus' and more others' experience is a testimony that some social entrepreneurial competences such as the ability to self-correct is critical for performance of social entrepreneurs (Fowler, 2000).

The demand for competences of skilled entrepreneur is a function of personality traits and affective factors like responsibility, initiative, loyalty, honesty and independence (Logma, 2004). These personal attributes of social entrepreneurs are positively related to their performance in a way that, social entrepreneurs are inspired to alter the unpleasant equilibrium. A social entrepreneur thinks creatively and develops a new solution that dramatically breaks with the existing one. Social entrepreneur demonstrates courage throughout the process of innovation, bearing the burden of risk and staring at failure squarely if not repeatedly in the face, social entrepreneurs always search for change, respond to it, and exploit it as an opportunity. Social entrepreneurs possess unique set of personal characteristics which include among others; alertness, inspiration, creativity, direct action, courage and fortitude. They excel at spotting unmet needs and mobilizing under- utilized resources to meet these needs, (Leadbeater 1997).

Logma (2004) further asserts that managers of organizations may experience pressures to behave entrepreneurially in order to improve or maintain the performance of their organizations, while Peredo & Mclean (2006) and Rodermand (2004) stress a strong confidence in the relationship

between Entrepreneurial Orientation (EO) and performance of entrepreneurs while Walter, Auer and Ritter (2006) add that Network Capability (NC) is another competence that is positively related to perceived performance of social entrepreneurs. Rodermund (2004) shows that social entrepreneur's personality traits such as low agreeableness and neuroticism, high extraversion, openness and conscientiousness, and authoritative parenting are related to entrepreneur's career prospects and success.

Business education and entrepreneur's previous general managerial experience lay the foundation work for a successful entrepreneurial career (Peredo & Mclean, 2006 & Rodermund, 2004), while Hmieleski and Corbett (2007), contend that improvisational behavior among social entrepreneurs was found to have a positive relationship with their venture performance. Baron and Markman (2003) put it out in their investigative study that the higher entrepreneur's social competence which includes the ability to interact effectively with others, discrete social skills and persuasiveness, the greater the financial success which is critical for their performance.

Muzychenko (2008) argues that since social entrepreneurs may operate in diverse cultures, Cross-Cultural entrepreneurial competence is important in moderating entrepreneurial opportunity competences and entrepreneurial self-efficacy and therefore the overall international opportunity identification that drives their performance.

As a necessary competence, social entrepreneurs should have the ambition to achieve. People of ambition fall in two groups; those who want to be "some one" and those who want to "be something". Social entrepreneurs should have the skill to train young generation, target specific audiences, use new technologies to deliver social impact, marshal resources to meet their needs,

and become constantly creative (Hmieleski and Corbett, 2007). Networking is also a key to success and perceived performance of social entrepreneurs particularly when they can feel isolated and disillusioned. Social entrepreneurs perform by keeping credible and practical where doing things is paramount than talking about things.

## **2.2 Social Capital and Perceived Performance of Social Entrepreneurs.**

In recent years, researchers from several disciplines have become increasingly interested in the structure and strength of interpersonal relationships in social systems (Baker 1990, Burt 1997, Coleman 1998, Fukuyama 1998).

Social capital refers to the social networks, informal structures and norms that facilitate individual and collective action. To possess social capital, a person must be related to others, and it is those others, not himself who are the actual source of his or her advantage (Portes, 1998). There is a growing body of evidence that social capital has an enormous effect on functioning of institutions (Halpern, 2005). The term refers to the shared cognitions that people chose to sustain through structures such as roles, rules and networks. These structures or repetitive behaviours and social organizations create mutual expectations that are used as assets to benefit those who share similar cognition (Munene, Schwartz and Kibanja, 2005). Social capital consists of the knowledge derived from network of relationships within and outside the organization (Armstrong, 2006), while the World Bank (2000) stresses that social capital refers to institutions, relations and norms that shape the quality and quantity of society's social interactions, the argument here is that social capital is not just the sum of institutions that underpin society, it is the glue that holds them together.

According to Hmieleski and Corbett (2007), Social capital refers to whom the individual knows rather than to how the local person is connected to others. From this perspective, net works can not only provide access to information regarding opportunities (Kwesiga 2000), but can also serve as a source of status (D'Aveni & Kesner, 1993). Baron & Markman (2003) noted that Social capital is most valuable where an individual has to figure out for him/ her to best perform the Job, and then persuade others that job performance is legitimate. Research has shown that network ties help actors gain information about job opportunities. Inter organizational network helps firms acquire new skills and knowledge. Woolcock & Narayan (2000) realized that social embeddedness allows firms to exchange fine-grained information. They have continued to show how social capital enables brokering activities to bring fine-grained information from the other actor to the focal actor and accordingly, information benefits that accrue to an individual through net work ties include; access, timing and referral, are critical resources for the survival of social entrepreneurs.

Social capital is a mediator for collective action and can help build common property resources, such as fresh water wells (Walter, Auer Ritter 2006). Not only can Social Capital improve access to natural resources, it can also improve access to physical Capital. The Grameen Micro-lending (Rural) Bank of Bangladesh that provides access to credit to poor people in 35 villages is a good example. Members have developed rules to maximize repayment of loans, but trust plays a critical role in the 98% success rate, particularly in the absence of collateral. Social capital is reflected by existence of close interpersonal relationship among individuals (Lin, 2001). The relational social capital is characterized by high levels of trust, shared norms and perceived obligations and a sense of mutual identification. Previous research indicates that interpersonal

attraction is often related to aspects of group performance (Hmieleski & Corbett 2007).

Hmieleski & Corbett (2007) found out that individuals in a group are more comfortable with uncertainty and less resistant to change when they like one another, while Woolcock & Narayan (2000), agree that interpersonal attraction is also a key component of cohesiveness, which tends to contribute to group performance particularly smaller groups. Putnam et al (1993), identify two mechanisms of social capital, generally referred to as bonding and bridging social capitals. Bridging social capital is both the process and a channel through which societies and individuals are able to get means (often from outside) by which they overcome a shortage of resources that stops them from functioning progressively (Temkin & Rohe, 1998). Bonding social capital refers to volunteerism involving premeditated willingness to help an acquaintance or one's community, which involves processes of trust and reciprocity (Munene, 2009). Bridging through social connections can link the community or individual to others who can give a helping hand and provide leverage in solving problems (Temkin & Rohe, 1998). Bridging activities depend on the individual actors who must be motivated to find ways to surmount problems and to take actions that will enable greater control over the environment (Munene, 2009).

Because social entrepreneurship often demands establishing credibility across multiple constituencies, and the ability to mobilize support within those constituencies, networking is a critical skill for social entrepreneurs (Greve & Salaf 2003). Unlike economic entrepreneurs, they argue that social entrepreneurs are often highly supportive of each other's efforts, in some cases writing letters to one another to show this support. Group communication and information are shown to have a positive relationship to group performance (Burderson and Sutcliffe, 2002). Additionally, having linkage to others not directly part of the group is believed to add and

enhance performance (Clark et al, 2002). Group functioning and performance largely rely on the ability of group members to cooperate with one another and to effectively integrate individual knowledge, skills and abilities in a collective effort toward a collective goal (Randy and Charles, 2005).

Bunderson and Sutcliff (2002), suggest that productive and supportive relationships are a mechanism to minimize process losses that encumber a team's effectiveness. Relational networks are believed to allow individuals to work more effectively (Lean and Van Buren, 1999). Examples of resources available from social capital include access to information and a collective orientation with supportive relationships (Lin, 2001). These implications reveal the importance of having a network of quality and productive relationships, such relationships are classified capital, which is an asset that resides in social relationship that may be used of purposive action (Lin, 2001).

The relationships between social entrepreneurs and others provide the resources that are important in establishing a venture. Social Entrepreneurs have ideas to test, and some knowledge and competence to run the ventures, but they also need complementary resources to produce and deliver their goods or services. They get support, knowledge, and access to distribution channels through their social networks. Social entrepreneurs are also linked to people and organizations that interact among themselves and these contacts can widen the availability of resources that sustain a new project (Greve and Salaff, 2003).

Researchers have recognized that the interpersonal trust between employees enhances the development of social capital within organization (Spagnolo, 1999). As such, it is understood

that social capital is aligned with sustained competitive advantage, reduced transaction costs, organizational learning (Bouty, 2000), knowledge sharing (Cohen and Prusak, 2000), innovation and improvement in financial performance, and that, employee's perceived organizational support contributes to his or her subsequent commitment to the organization, lowers intentions to leave and promotes superior performance (Rhoades and Eisenberger, 2002). The primary function of social capital in any goal-oriented behaviour is to enhance the efficiency of action through effective allocation of resources and co-operation (Munene, 2009), which is an essential asset for organizational performance (Leana and Van Buren, 1999). The overall findings are consistent with the view that a high level of social capital for example; favourable reputation and extensive social networks assist social entrepreneurs in gaining access to persons important to their success (Davidsson, Delmar and Wiklund, 2006).

### **2.3 Conclusion**

The majority of social entrepreneurship activities are premised on one form or another of inter-sectoral collaboration. While there is a lot of support in principle for this, the implementation of collaborative partnerships is much more difficult to achieve. Little has been written on this topic explicitly, but the tentative findings that have been done show that competences of social entrepreneurs and social capital form an important component of performance of social entrepreneurs.



## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.0 Introduction**

This chapter presents the research design that was used in the research, sampling design, the population, sample size, data collection, study instruments, measurement of study variables, data collection procedure, data processing, data analysis and the limitations that the researcher faced during the study.

#### **3.1 Research Design**

The researcher adopted a cross-sectional correlational design in order to find out the relationship between the study variables. A cross sectional study was adopted by the researcher because of resource and time constraints and also opted for correlational research design because it was considered most appropriate to find out relationship between the study variables.

#### **3.2 Sampling Design**

The researcher used convenience sampling of respondents whereby out of 340, only 181 respondents who were found at the places of work were used to provide information. This technique was cheap and convenient because the researcher could obtain respondents without spending a great deal of money and time on selecting the sample. Convenience sampling was preferred since research was conducted to study relationships between variables rather than to accurately estimate the population values (Cozby 2001).

### **3.3 Sources of Data**

Primary and secondary data were used in this study

#### **3.3.1 Primary Data**

Primary data was collected at two stages. The first stage was done by profiling competences of social entrepreneurs who were asked to describe what they exactly do in terms of tasks and how they need to do it in terms of behaviours. The data from competence profiling was used to generate questionnaire that was used in the actual collection of data. According to Uma Sekaran (2000), primary data is information that is first obtained by the researcher on the variables of interest for the specific purpose of study. To obtain the information, the researcher distributed a set of questionnaires to the staff of different social entrepreneurs.

#### **3.3.2 Secondary Data**

Secondary data refers to the information that is gathered by someone else other than the researcher conducting the current study such as company record, publication, industry analysis offered by the media, web publications and so on (Uma Sekaran, 2000). Secondary data is less time-consuming and cheap to obtain as it is already prepared by other experts. The secondary data was intended to get more information that could support the primary data, strengthen the information and also assist the researcher to interpret the primary data correctly. For this study, the researcher gathered the secondary data from DENIVA website, annual reports of different projects of social entrepreneurs, articles, and magazines which was relevant and able to support the literature review. There is little written about social entrepreneurs, but the general impression

is that a great majority of these social entrepreneurs in developing countries are in informal sector, where they operate micro enterprises with strong emphasis on survival rather than service delivery to their beneficiaries.

### **3.4 Study Population**

The study comprised of 340 subordinates of social entrepreneurs at a managerial level selected from several Community Based Organisations (CBOs) of selected districts from central and western parts of Uganda. The sample was taken from this population as it is further clarified by Saunders, Lewis & Thornhil (1996), who indicate that cases from which a sample is taken is referred to as population.

### **3.5 Sample Size**

Title	Population Size	Sample Size
Subordinate Staff	340	181

Adapted from Krejcie & Morgan (1970).

### **3.6 Measurement of the Study Variables**

#### **3.6.1 Competencies**

Competencies of social entrepreneurs were measured at both operant and key personal levels. Items that were measured included the social entrepreneurs' ability to develop proposals and work plans, capacity building, key strategic partnerships, monitoring of service providers,

flexibility, risk taking, teamwork, transparency and innovation as adopted from Munene (2009) model of competence profile.

### **3.6.2 Social Capital**

Social Capital was measured based on items like; the social entrepreneurs' knowledge derived from network of relationships within and outside the projects, social interactions, information exchange, building common property resources and the level of individual interaction as adopted from Eckstein and Apter (1998).

### **3.6.3 Perceived performance of social entrepreneurs**

Perceived performance of social entrepreneurs was measured based on whether there was evidence of achievement of objectives in terms of increase in the number of awareness workshops about the services provided by the social entrepreneurs, the number of seminars for local leaders through which a framework of operation in terms of services provided by social entrepreneurs, improvement in people's standards of living as a result of social entrepreneurs' activities, improvement in personal initiatives to improve on personal development among the people living in communities served by the social entrepreneurs, the level of planning with stake holders, and the degree of satisfaction with the support provided by the social entrepreneurs to their beneficiaries. This was adopted from Eckstein and Apter (1998).

### 3.7 Validity and Reliability

Validity was tested by submitting the set of the questionnaire to the lecturers (supervisors) in management at MUBS who were requested to examine and comment about the contents of the instrument. This was done to check for any ambiguity and ensure that the contents were relevant. The questionnaire was later approved implying that the items in the questionnaire were highly valid. After establishing the validity of the questionnaire, the researcher proceeded to pre-test the questionnaire to few respondents in various CBOs. Reliability test was done using Chronbach's Coefficient Alpha to determine the internal consistence of the questionnaire.

**Table 1: Reliability and validity testing**

Item	Cronbach's alpha
Operant competences	0.96
Key personal competences	0.94
Perceived performance of social entrepreneurs	0.62
Social capital	0.81

**Source: Primary Data**

The Alpha coefficient for operant competences, key personal competences and social capital, and perceived performance of social entrepreneurs is 0.96, 0.94, 0.81, and 0.62 respectively. This shows that to a larger extent the instrument used was reliable since the cronbach alpha values of most the variables were above 0.7, except for perceived performance of social entrepreneurs which was slightly lower.

### **3.8 Data Collection Procedure**

The letter of introduction was obtained from the Graduate Research Centre (GRC) of Makerere University Business School for the research project, which was used for purposes of introducing the researcher to the CBOs' officials and other expected respondents. After introducing himself, the researcher would proceed to administer the questionnaires to the subordinate staff of social entrepreneurs. Since the questionnaire was big, and respondents normally had busy schedules, the researcher would leave the questionnaire behind to be filled and would come back to pick them at an agreed time after which data would be assembled for eventual analysis.

### **3.9 Data Processing and Analysis**

The data collected was processed and analyzed in accordance with the laid down purpose at the time of developing a research plan. The data was then edited, coded, classified according to the study parameters and tabulated accordingly so that they are amenable to analysis. Data editing helped to remove errors and inconsistencies. The data was entered using Statistical Package for Social Scientists (SPSS) presented in statistical tables. Analysis outputs were generated for correlation to establish the relationship between variables, multiple regression to show the effect of competences of social entrepreneurs and social capital on perceived performance of social entrepreneurs, cross- tabulation, and ANOVA Test to show other factors that affect the findings of the study.

### **3.10 Response Rate**

A total of 181 questionnaires were administered but only 120 were filled and returned, out of which only 93(51%) were usable.

### **3.11 Limitations of the study**

The researcher faced the following problems during the study.

- (i) Respondents in most social entrepreneurships could not be easily accessible due to the busy schedules dictated by the nature of their work since most of the time is spent in the field work. This necessitated the researcher to make frequent visits and sometimes would meet respondents at their places of convenience.
- (ii) Some aspects in the Questionnaires were left unanswered which made it difficult to get adequate information and the researcher had to distribute more questionnaires to get adequate data. This could have been as a result of different level of education and background of respondents which created differences in understanding of the questionnaire.
- (iii) Convenience sampling technique limits the ability of the researcher to use sample data to accurately estimate the actual population values. This means that the results may not generalize to the researcher's intended population but instead describes only the biased sample that the researcher obtained.
- (iv) The variables under study were measured based on perception where by subordinates were relied on to rate their seniors on competences, social capital and performance. This may not truly reflect the actual facts since difference in perception may yield different results.

The limitations notwithstanding, the study was successful and makes significant contribution to knowledge in the field of social entrepreneurship.

**CHAPTER FOUR**  
**DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

**4.0 Introduction**

This chapter covers presentation, analysis and interpretation of data in line with the study findings.

**4.1 Demographic Characteristics of the study sample**

The demographic characteristics of the sample studied were; age, sex, marital status, education level, and length of service.

**Table 2: Distribution of respondents by their Sex and age**

Sex	Age of respondents (Years)			Total
	20-25 N (%)	26-30 N (%)	31 and above N (%)	
<b>Male</b>	5 (8.9)	19 (33.9)	32 (57.1)	56
<b>Female</b>	7 (19.4)	14 (38.9)	15 (41.7)	36
<b>Total</b>	12 (13.0)	33 (35.9)	47 (51.1)	92

Chi square=3.035, P-value=0.219

**Source: Primary Data.**

Results have revealed that out of 92 respondents, 56 were males and 36 were females and majority of these were aged 31+ years. Of the male respondents, 5 (8.9%) were aged between 20-25 years, 19(33.9%) aged between 26-30 years and 32(57.1%) aged 31 years and above. Out of the 36 female respondents, 7(19.4%) were aged 20-25, 14(38.9%) were aged 26-30 and 15 (41.7%) were aged 31 and above years (Table 2). Also that, there is no significant correlation between sex of respondents and their Age (Chi square=3.035, P-value=0.219).



**Table 3: Distribution of respondents by their sex and level of education**

Sex	Level of education				Total
	Diploma N (%)	Degree N (%)	Post graduate N (%)	Others N (%)	
Male	15 (26.8)	24 (42.9)	7 (12.5)	10 (17.9)	56
Female	7 (18.9)	21 (56.8)	3 (8.1)	6 (16.2)	37
<b>Total</b>	22 (23.7)	45 (48.4)	10 (10.8)	16 (17.2)	93

Chi square =1.907, P-Value =.592

**Source: Primary Data**

According to the results, out of the 56 male respondents, 15(26.8%), had diploma, 24(42.9%) had a degree, 7(12.5%) were post graduates, and 10(17.9%) had other qualifications. And out of 37 female respondents, 7(18.9%) had diploma, 21(56.9%) had degree, 3(8.1%), had postgraduate qualification, and 6(16.2%) had other qualifications (Table 3). Also that, there is no significant correlation between sex of respondents and their level of education (Chi square =1.907, P-Value =.592).

**Table 4: Distribution of respondents by their sex and the number of years worked in the organization.**

Sex	Period (years) spent working in CBOs					Total
	0-1 N (%)	2-3 N (%)	4-5 N (%)	6-7 N (%)	7 and above	
Male	10 (17.9)	20 (35.7)	16 (28.6)	4 (7.1)	6 (10.7)	56
Female	4 (10.8)	13 (35.1)	13 (35.1)	5 (13.5)	2 (5.4)	37
<b>Total</b>	14 (15.1)	33 (35.5)	29 (31.2)	9 (9.7)	8 (8.6)	93

Chi square=2.709, P-value= 608

**Source: Primary data**

Findings have revealed that out of the 14 respondents, 10 males (17.9%) had worked in the social entrepreneurship for 0-1 year, 20(37.5%) had worked for 2-3years, 16(28.6%) had worked for 4-5 years, 4(7.1%) had worked for 6-7 years, and 6(10.7%) had worked for 7 and above years. Out of the female respondents, 4(10.8%) have worked 0-1 year, 13(35.1%) for 2-3 years, 13(35.1%) for 4-5 years, 5 (13.5%) for 6-7 years and 2(5.4%) for 7 years and above (Table 4). Results further revealed that there was no significant correlation between sex of respondents and the number years worked in their respective organizations (Chi square=2.709, P-value= 608).

**Table 5: Distribution of respondents by their Sex and marital status**

Sex of Respondents	What is your marital status			Total
	Single N (%)	Married N (%)	Others N (%)	Total
Male	16 (28.6)	40 (71.4)	0	56
Female	14 (37.8)	21 (56.8)	2 (5.4)	37
Total	30 (32.3)	61 (65.6)	2 (2.2)	93

Chi square=4.351, P-value=0.114

**Source: Primary Data**

Findings indicate that 16(28.6%) of male respondents were single, 40(71.4%) were married, and none belonged to the other category (neither married nor single). It also indicates that 14(37.8%) of female respondents were single, 21(56.8%) were married and 2(5.4%) were neither married nor single. The table shows that there were more single-female respondents than males. There was also a much higher percentage of married male (71.4%) than female respondents (56.8%). Only 2(5.4%) female respondents were neither married nor single. The total number of married respondents for both sexes more than doubled that of single respondents for both sexes.

The table reveals that there is no significant relationship between sex of respondents and their marital status (Chi square=4.351, P-value=0.114).

#### 4.2 Inferential Statistics

In the inferential statistics, results of the study are provided according to the study objectives.

**Table 6: Bivariate Correlation between competences of social entrepreneurs, social capital and their perceived Performance**

	Social capital	Operant competences	Key personal competences	Perceived performance of Social entrepreneurs
Social capital	1 87			
Operant competences	.720** .000 62	1		
Key personal competences	.746** .000 70	.900** .000 58	1 80	
Perceived Performance of Social entrepreneurs	.235* .030 85	.303* .012 68	.352** .002 78	1 96

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

#### **4.2.1 Relationship between competences of social entrepreneur and perceived performance of social entrepreneurs**

Competences of social entrepreneurs were considered in two categories which included both operant and key personal competences. The results showed a positive correlation between operant competences and perceived performance of social entrepreneurs ( $r=0.303$ ,  $P\text{-value}=0.05$ ). Also that, there is a positive correlation between key personal competences and perceived performance of social entrepreneurs ( $r=0.352$ ,  $P\text{-value}=0.01$ ). Statistical evidence has supported the conceptual link between competences and perceived performance of social entrepreneurs, and it can therefore be deduced that competences of social entrepreneurs lead to their perceived performance.

#### **4.2.2 Relationship between social capital and perceived performance of social entrepreneurs**

Results have revealed a positive correlation between social capital and perceived performance of social entrepreneurs ( $r= 0.235$ ,  $P\text{-value} 0.05$ ). The conceptual link between social capital and perceived performance of social entrepreneurs has supported the statistical evidence, and from this statistical evidence, it can be deduced that social capital of social entrepreneurs leads to perceived performance.

**Table 7: Regression analysis showing the effect of competences of social entrepreneurs and social capital on their perceived performance**

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	R <sup>2</sup>	Adjusted R <sup>2</sup>	F	Sig
	B	Std. Error	Beta						
(Constant)	3.85	.25		14.91	.000	.25	.204	5.18	.004
Social Capital	.27	.18	.36	1.55	.12				
Operant competence	.072	.19	.11	.36	.71				
Key personal competence	.40	.19	.66	2.14	.037				

Dependent variable: Perceived performance of social entrepreneurs

**Source: Primary Data.**

Research findings revealed that 20.4% of the variance in perceived performance of social entrepreneurs can be attributed to their competencies and social capital (Adjusted R<sup>2</sup>=.204, p=.004). Therefore, social capital, operant competence and key personal competence explain at least 20.4% of social entrepreneur performance, implying that there are other factors that account for 79.6% variance in perceived performance of social entrepreneurs. Results also showed that key personal competences of social entrepreneurs on their own can independently influence variance in perceived performance.

### 4.3 Other Findings

Other findings of the study that were considered important were established by the use of the independent T test and the analysis of findings.

**Table 8: Independent T test**

Variables	sex of respondents	N	Mean	T	Df	Sig
Social Capital	Male	47	2.36	.66	80	.50
	Female	35	2.48	.66	71.78	.51
Operant Competences	Male	44	2.46	1.02	64	.30
	Female	22	2.71	.979	37.14	.33
Key Personal Competences	Male	48	2.37	1.19	75	.23
	Female	29	2.62	1.226	64.135	.225
Perceived performance of Social Entrepreneurs	Male	55	3.47	.115	89	.909
	Female	36	3.45	.110	64.418	.913

**Source: Primary Data**

Female respondents scored the highest mean on social capital, operant competences and key personal competences, whereas their male counterparts scored the highest on perceived performance of social entrepreneur. Further findings revealed that sex groups (males and females) do not significantly differ on any of the main variables.

**Table 9: Age of the respondents and the variables**

Variables	Age	N	Mean	Df	F	Sig
Operant competences	20-25	7	3.26	2	3.42	.039
	26-30	24	2.53	63		
	31 and above	35	2.34	65		
	Total	66	2.51			
Key personal competences	20-25	10	3.27	2	5.66	.005
	26-30	30	2.39	75		
	31 and above	38	2.28	77		
Social capital	20-25	11	2.94	2	3.46	.036
	26-30	29	2.36	80		
	31 and above	43	2.26	82		
Perceived performance of Social entrepreneurs	20-25	12	2.89	2	6.03	.003
	26-30	32	3.51	89		
	31 and above	48	3.56	91		
	Total	92	3.46			

**Source: Primary Data**

Respondents aged 20-25 scored the highest mean on all the study variables except perceived performance whose highest mean was scored by respondents aged 31 years and above. Results also revealed that there was a significant difference between the age of the respondents and the study variables (competencies, social capital of social and perceived performance).

**Table10: The level of education and the variables**

Variables	Education	N	Mean	Df	F	Sig
Operant competences	Diploma	15	2.5	3	1.18	0.325
	Degree	32	2.74	64		
	Post graduate	8	2.26	67		
	Others	13	2.28			
	Total	68	2.54			
Key personal competences	Diploma	18	2.34	3	1.2	0.316
	Degree	37	2.64	75		
	Post graduate	10	2.11	78		
	Others	14	2.38			
	Total	79	2.46			
Social capital	Diploma	20	2.31	3	0.594	0.621
	Degree	42	2.45	81		
	Post graduate	11	2.18	84		
	Others	12	2.55			
	Total	85	2.4			
Perceived performance of social entrepreneur	Diploma	21	3.6	3	0.971	0.41
	Degree	46	3.37	90		
	Post graduate	11	3.36	93		
	Others	16	3.6			
	Total	94	3.46			

**Source: Primary Data.**

Respondents with degrees as their formal level of education scored the highest mean on operant competences, key personal competences and social capital whereas those with diplomas and other formal qualifications tied to score the highest mean on perceived social entrepreneur performance. Results showed no significant difference between the level of education and, competencies, social capital and perceived performance of social entrepreneurs.



**Table 11: The years worked and the variables**

Variables	Years worked	N	Mean	Df	F	Sig
Operant competences	0-1	10	2.75	4	2.52	.050
	2-3	24	2.88	63		
	4-5	21	2.36	67		
	6-7	7	2.20			
	7 and above	6	1.85			
	Total	68	2.54			
Key personal competences	0-1	12	2.33	4	2.04	.097
	2-3	27	2.81	74		
	4-5	25	2.33	78		
	6-7	7	2.34			
	7 and above	8	1.96			
	Total	79	2.46			
Social capital	0-1	11	2.40	4	1.01	.409
	2-3	32	2.58	80		
	4-5	27	2.31	84		
	6-7	7	2.32			
	7 and above	8	2.03			
	Total	85	2.40			
Perceived performance of social entrepreneurs	0-1	14	3.59	4	1.66	.165
	2-3	33	3.29	89		
	4-5	30	3.43	93		
	6-7	9	3.70			
	7 and above	8	3.79			
	Total	94	3.46			

**Source: Primary Data**

Respondents who had worked for a period of 2-3 years with the CBOs had the highest mean score on key personal competences, operant competences and social capital though scored the lowest on perceived social entrepreneur performance whose highest was scored by those who had served for 7 and more years. The results showed that there is a significant difference between years worked and OPC's though there was no significant difference between the years worked and, KPC's, social capital and perceived performance of social entrepreneurs.

**Table 12: Marital status and the variables**

<b>Variables</b>	<b>Marital status</b>	<b>N</b>	<b>Mean</b>	<b>Df</b>	<b>F</b>	<b>Sig</b>
Operant Competences	Single	21	3.13	2	7.87	.001
	Married	43	2.26	64		
	Others	3	2.27	66		
	Total	67	2.54			
Key Personal Competences	Single	26	2.86	2	4.98	.009
	Married	50	2.23	76		
	Others	3	2.79	78		
	Total	79	2.46			
Social Capital	Single	27	2.63	2	2.14	.125
	Married	53	2.31	81		
	Others	4	1.98	83		
	Total	84	2.39			
Perceived performance of Social Entrepreneurs	Single	29	3.33	2	.831	.439
	Married	60	3.51	90		
	Others	4	3.39	92		
	Total	93	3.45			

**Source: Primary Data**

Single respondents scored the highest mean on operant competences, key personal competences and social capital though scored the lowest on perceived social entrepreneur performance whose highest was scored by the married. Results have shown that there was a significant difference between marital status and competencies of social entrepreneurs. However, findings have further revealed no significant difference between marital status, social capital and perceived performance of social entrepreneurs.

## **CHAPTER FIVE**

### **DISCUSSION OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.0 Introduction**

The study was guided by the following objectives; to establish the relationship between competences of social entrepreneurs and perceived performance of social entrepreneurs, and to establish the relationship between social capital and perceived performance of social entrepreneurs. Subordinates of social entrepreneurs all of whom were at the managerial level were asked to rate social entrepreneur (employers) benchmarking on an imaginary individual (in the questionnaire) in terms of how they perceived their competences, social capital and performance. This chapter gives a comprehensive discussion of findings, conclusions recommendations and suggestions for further research.

#### **5.1 Relationship between competences of social entrepreneurs and perceived performance of social entrepreneurs**

Results have shown a positive correlation between competences (operant and key personal competences) and perceived performance social entrepreneurs. The findings revealed that high level of social entrepreneur performance is achieved by increasing key personal competences. The explanation for this could be because; a social entrepreneur's role is more behavioural than task oriented which calls for more key personal competences which are reflected in terms of behaviours. This is consistent with the view of most scholars earlier quoted in literature review such as (Mukasa, 2002 and Nicholls, 2006) who emphasized the increasing awareness that competences and management techniques are crucial to project success and performance. This

view is shared by (Armstrong, 2006, and Munene *et al.*, 2004) who contend that competence is all about performance and results into superior performance. They have continued to substantiate that operant competences are reflected in a relationship between an employee and his or her task, job or work environment, they directly influence work environment and contain their own reinforcements. Accordingly, competencies articulate precisely what should be done to meet performance expectations.

According to Tessaring & Descy (2002) and Hinson (2006), a good knowledge of service blue-printing and its designs form a vital competence for successful service management, the role of competences, work place learning, and orientation towards social entrepreneurial performance cannot be emphasized. Social entrepreneur's personality traits such as high extraversion, openness, conscientiousness, self-efficacy, persuasiveness, creativity, proactivity, self-correction, improvisational behaviour and other social competences have an enduring direct relationship with social entrepreneurial performance as was advanced by Rodermund (2004) and Baron & Markman (2003).

## **5.2 Relationship between social capital and perceived performance of social entrepreneurs**

It has also been unveiled by the findings that there was a positive relationship between social capital and perceived performance of social entrepreneurs. This could be because social capital has got a multiplier effect that helps social entrepreneurs (SEs) to gain access to others who become source of their strength. It should however be noted that the relationship between social capital and perceived performance of social entrepreneurs is tentative since the results from the regression analysis did not show its presence.

These findings are in line with the theoretical findings of Lin, (2001) and Armstrong (2006), who explains that social capital is reflected by the existence of close interpersonal relationship among individuals and knowledge derived from net work relationship with in and outside the organizations/institutions' relations and norms that shape the quality and quantity of people's interaction (World Bank 2000). The above perspectives confirm the relationship between social capital and performance of SEs. This is supported by Wiklund *et al.*, (2006), who emphasized that high level of social capital for example, favorable reputation and extensive social networks assist SEs in gaining access to persons important to their success. This is consistent with the findings of Greve's *et al.*, (2003) who emphasized that SEs are also linked to people and organizations that interact among themselves and these contacts can widen the availability of resources that sustain a project performance.

Further research findings from the regression analysis revealed that 20.4% of the variance in perceived performance of social entrepreneurs can be attributed to their competencies and social capital (Adjusted  $R^2=.204$ ,  $p=.004$ ). Therefore, social capital, operant competences and key personal competences explain at least 20.4% of social entrepreneur performance, implying that there are other factors that account for 79.6% variance in perceived performance of social entrepreneurs. Results also showed that key personal competences of social entrepreneurs on their own can independently influence variance in perceived performance.

### **5.3 Other findings from the study**

Analysis of variance (ANOVA) revealed no significant relationship between sex of respondents and the variables.

Results have revealed a significant relationship between the age of respondents and all the variables (Operant competences, Key Personal Competences, Social Capital and perceived performance of social entrepreneurs) as represented by sig = 0.039, sig = 0.005, sig = 0.036, and sig = 0.003 respectively. Respondents who were aged between 20 and 25 were found to have high operant competences, key personal competences, and social capital, while those aged 31 and above had high perceived performance of social entrepreneur. The implication of this is that people are perceived to perform highly when they are mature enough, may be because of long time experience, high sense of maturity, commitment and seriousness with which they deal with the pressing challenges during project implementation.

Results showed a significant relationship between years worked and operant competences (sig=0.05). However, results show no significant relationship between years worked and key personal competences (sig=0.09), social capital (0.41) and social entrepreneurs performance (0.16). The relationship between years worked and operant competences could be as a result of a long time experience and orientation that is acquired and since operant competences are technical (task- oriented), they can be gained through repetitive exposure and training that is gained over time, ironically, respondents who had worked for at least 2-3 years in these organizations rated higher in both operant and key personal competences than those who had worked for at least seven years and above. Time may not have any significant relationship with key personal competences since they are behavioral and in-born and dictated by other factors that may be beyond an individual's control. Years worked were also found not to have any relationship with social capital, because social capital is gained through network-ability, social ties and relationships which are a function of an individual's in-born traits to attract others

around him/her, not years worked. Perceived social entrepreneur performance was found to be high among the respondents who had worked for seven years and more.

Results have shown a significant relationship between marital status of respondents and operant competences (sig=0.001) and key personal competences (sig=0.009). This could be attributed to high level of concentration and un-divided attention that single people tend to give their projects than married ones. On the other hand, results show no significant relationship between marital status and social capital (0.025) and perceived performance of social entrepreneurs (sig=0.043).

#### **5.4 Conclusion**

The study findings confirm that both competences of social entrepreneurs (operant and key personal competences) have a significant relationship with perceived performance of social entrepreneurs. This is in agreement with other previous researchers who have written about the subject. Both competences and social capital contribute about 20.4% of perceived performance of social entrepreneurs though operant competences and social capital were found not to independently influence variance in perceived performance of social entrepreneur. According to results from the regression analysis, key personal competences account for a greater part of performance of social entrepreneurs which explains the nature of a social entrepreneur's role which is more behavioral than technical, therefore calling for more key personal competences than operant ones. Since it has been found out that there are other factors that can influence perceived performance of social entrepreneurs, future researchers should direct their effort to finding out the other perspectives that explain the performance of social entrepreneurs in order to

gain a holistic view. Social entrepreneurs and their funders face a exceptional task of developing and harnessing competences if their efforts are to bear fruits.

## **5.5 Recommendations**

The purpose of the study was to establish the relationship between competencies, social capital and perceived performance of social entrepreneurs and, the following recommendations were made:-

Policy makers should focus on developing key personal competences which were found to independently influence variance in perceived performance of social entrepreneurs. Therefore, increasing key personal competences increases performance of social entrepreneurs. By nature of their work, social entrepreneurs should undertake specialized training aimed at increasing their key personal competences in order to increase the rate of service delivery since they interact with people of different categories and who have different needs, yet all these need to be served effectively.

There is need for social entrepreneurs to create an enabling environment for their staff aimed at unearthing and increasing their degree of interaction within themselves and with the communities that they serve, which will ultimately help in improving on their social capital that can be used to attract potential funders and as well to sustain relationship with the existing ones. This would positively impact on their performance levels since social capital was found to have a relationship with the perceived performance of social entrepreneurs.



Convenience sampling technique was used because of limited time and finance and this does not allow generalization because it focuses on relationship between the variables under study rather than to accurately estimate population values, this leaves room for potential bias since it does not provide a representative of the whole population values. Future researchers should use probability sampling that provides more comprehensive results.

The variables under study were measured based on perception where by subordinates were relied on to rate their seniors on competences, social capital and performance. This may not truly reflect the actual facts since difference in perception may yield different results. More research is needed to capture actual competences, social capital and performance of social entrepreneurs. There is need to provide incentives to motivate respondents such as cash, gifts, and recognition certificates for agreeing to participate in order to maximize response rates as this may minimize chances of unfilled questionnaires.

In all, social entrepreneurs should take the initiatives to improve on their competencies (both key personal and operant) and enable their employees to gain social capital, which when combined together will help them overcome the different community problems and the dynamics that arise by the nature of the works they are engaged in. Once, this issue is addressed, the social entrepreneurs will appreciate their work, get to like what they do and go an extra mile in addressing all pressing social issues as they emerge, all of which will enhance performance of the social entrepreneurs. The limitations notwithstanding

## **5.6 Areas for further research.**

Research efforts should be made to establish the other factors that influence performance of social entrepreneurs since findings have revealed that the variables under study contribute at least 20.4% of perceived performance social entrepreneurs, highlighting the presence of a gap in research. These factors must still remain of great interest to researchers since they contribute at least 79.6%.

Under normal circumstances, it is assumed that operant competences which are technical (task-oriented), would increase with age and length of time worked, it was however found other wise, since respondents who were aged 20-25, and those who had worked for at least 2-3 years had high operant competences than their older colleagues who had worked for more years. This calls for more thorough investigation to find the causal relationship of this phenomenon.

However, regression analysis showed statistically that operant competences and social capital do not significantly influence performance of social entrepreneurs contrary to findings of previous scholars. More research is needed to find out the cause of this contradiction.

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APPENDIX 1

**MAKERERE**



**UNIVERSITY**

**Masters of Human Resource**

**Management**

A research survey on Competencies of Social Entrepreneur, Social capital, Perceived Performance of Social Entrepreneurs:

A subordinate view of selected social entrepreneurs in selected districts of Central and Western Uganda

**Dear respondent,**

You have been conveniently selected to participate in a research survey on the above mentioned topic. Your response will be treated with utmost confidentiality and your identity disclosure remains purely to your own discretion.

The questions are simple and straight forward but coded to help the researcher gather information insights. Kindly try and answer all the questions by reading carefully and responding appropriately to them.

There is no wrong or correct response but try to be very honest in all your responses that you will give.

**Your cooperation is highly appreciated.**

**Note:** A Key Result Area (KRA) is an output oriented statement which describes an area where a role incumbent must get results.

A Key Personal Competence is an attribute that helps someone perform a task.

**SECTION A**  
**BACKGROUND INFORMATION**

(Tick the correct box)

1 Sex Male

Female

2. How old are you

20 - 25

26 - 30

31 and above

3. Level of education

Diploma

Degree

Post graduate

Others

4. How many years have you worked in this organisation?

0 - 1

2 - 3

4 - 5

6 - 7

7 and above

5. What is your marital status?

Single  married  others

6 How many children do you have?

Non  1 - 5

7. Do you have other dependants?

Yes  No

**SUBORDINATE- RATED COMPETENCIES**

Please rate your Superior on the following practices and behaviours by comparing him/her to an imaginary individual described below. Please use the following response scale by ticking the right number which you think is most appropriate. Kindly be as objective as possible.

Very much like him/her	Like him/her	Somewhat like him/her	A little like him/her	Not like him/her	Not like him/her at all
1	2	3	4	5	6

**KRA 1: In order to develop proposals, work plans, concept notes and integrate them in the program of the project, the following should be done.**

How much like him/her is this person?

		1	2	3	4	5	6
1	S/he Identifies key concepts of a program work plan						
2	S/he Drafts a summary of a program work plan						
3	S/he Identifies and selects the implementers of the program						
4	S/he Identifies the beneficiaries of the program						
5	S/he Confirms the availability of funds with the funders						
6	S/he Identifies areas of interest of the beneficiaries						
7	S/he Forwards program proposals to the funders						

**KRA 2: In order to develop capacity building proposals for equipping partner staff, the following should be done.**

How much like him/her is this person?

		1	2	3	4	5	6
1	S/he Identifies the content and context of capacity building proposal.						
2	S/he Identifies the partner staff and their competences so as to be able to design appropriate proposals.						
3	S/he Identifies the objectives of capacity building to determine their requirements						
4	S/he Convenes consultative meetings with different stake holders to solicit ideas for capacity building						
5	S/he Drafts a budget for capacity building to determine the required resources						
6	S/he Presents a draft for a proposal and solicits funding.						
7	S/he Identifies the subject areas that best describe the area coverage						

**KRA 3: In order to develop key strategic partnerships with other organisations having similar goals and objectives, the following should be done.**

How much like him/her is this person?

		1	2	3	4	5	6
1	S/he Consults with the Organisations to be able to analyse the differences and similarities						
2	S/he Coordinates and harmonises the similar service providers to realise compatibility						
3	S/he Identifies the willingness of probable strategic partners to determine the levels of transacting business						
4	S/he Initiates the partnership process to achieve collaboration.						
5	S/he Proposes offers to the identified partners to enter into partnerships						
6	S/he Benchmarks to establish the core values and levels of experience of the identified partner organisations.						
7	S/he Carries out a survey to establish trust of partners in service delivery.						

**KRA 4: In order to provide support supervision and participate in monitoring of service providers of the project, the following should be done.**

How much like him/her is this person?

		1	2	3	4	5	6
1	S/he Designs a checklist for services so as to formulate time tables for different activities						
2	S/he Identifies particular services offered by various service providers for easy monitoring						
3	S/he Designs an inventory for easy identification of and access to the beneficiaries.						
4	S/he establishes performance standards to measure performance gaps						
5	S/he Designs a performance measurement tool to determine the contribution of service providers.						
6	S/he Carries out pilot survey to understand the conditions under which service providers work.						
7	S/he Equips supervisors with the necessary skills so as to be able to execute their supervisory roles perfectly.						

**KRA 5: In order to provide leadership in development of project ideas in line with the Organisational business, the following should be done.**

How much like him/her is this person?

		1	2	3	4	5	6
1	S/he consults with project managers on the organisation's strategic direction.						
2	S/he reviews the organisation's profile for clarity on the organisations mission, vision and objectives.						
3	S/he assesses the performance of previous ideas to offer leadership in generation of new ideas.						
4	S/he involves the beneficiaries to assist in identification of gaps to generate new project ideas.						
5	S/he trains in leadership roles to be able to provide quality leadership.						
6	S/he consults with other project managers to clarify the roles to play.						
7	S/he carries out stakeholder analysis to ascertain their needs						
8	S/he reviews minutes of previous meetings in order to ascertain management questions.						

**KRA 6: In order to design and facilitate the project activities according to work plans, the following should be done.**

How much like him/her is this person?

		1	2	3	4	5	6
1	S/he accesses guidelines that direct provision of services.						
2	S/he Identifies the discrepancy in order to have appropriate facilitation.						
3	S/he lists out activities and ranks them in order of priority for easy resource allocation.						
4	S/he assigns responsibilities to service providers.						
5	S/he agrees on the dates and duration of activities to meet the deadlines						
6	S/he aligns the available resources with particular activities for effective and efficient resource utilisation						
7	S/he ascertains the particular support that is needed by particular providers for easy running of the organisation activities.						
8	S/he reviews the set guidelines to minimise errors as well as coming with the alternatives.						

**KEY PERSONAL COMPETENCES**

**KPC 1: The ability to deliver reports on time**

		1	2	3	4	5	6
1	S/he keeps focus on the organisation mission and vision.						
2	S/he makes personal timetable						
3	S/he makes a thorough follow up of the daily organisation activities.						
4	S/he encourages service providers always to provide their services time.						



**KPC 2: The ability to be flexible.**

		1	2	3	4	5	6
1	S/he works cooperatively and constructively with her/his subordinates.						
2	S/he exercises effective listening skills with her/ his subordinates						
3	S/he has the ability to respond to the ever changing social, political and economic environment.						
4	S/he exercises the ability to quickly ascertain organisational changes so as to respond to them.						
5	S/he has the love for innovation						

**KPC 3: The ability to take risks.**

		1	2	3	4	5	6
1	S/he seeks enough information before making any decision.						
2	S/he does not fear investing in community development activities.						
3	S/he does not fear failure in any business undertaking.						
4	S/he carries out stakeholders analysis to ascertain their needs						
5	S/he does not mind using her/his own resources in a case of any shortage in funding.						

**KPC 4: Ability to work in a team to achieve the set targets.**

		1	2	3	4	5	6
1	S/he works cooperatively and constructively with team members to ensure that services are perfectly provided to the beneficiaries.						
2	S/he develops trusting relationships with team members.						
3	S/he has the ability to demonstrate group decision-making skills						
4	S/he has the ability to learn from and share with others.						
5	S/he likes valuing and appreciating others' contributions.						

**KPC 5: The ability to demonstrate high levels of transparency.**

		1	2	3	4	5	6
1	S/he seeks guidance from other partners for role clarity						
2	S/he keeps focus on organisational values						
3	S/he visits the location (where necessary) where activities are to be carried out.						
4	S/he ascertains what particular support is needed by particular service beneficiaries.						
5	S/he involves the beneficiaries in identification of gaps to generate new idea.						

**KPC 6: Ability to demonstrate innovative skills.**

		1	2	3	4	5	6
1	S/he identifies key concepts of the project work plan.						
2	S/he drafts a summary of project work plan						
3	S/he identifies which objectives would lead to achievement of						

	project work plan.						
4	S/he develops the implementation strategies of the project.						
5	S/he ascertains the activities and ranks them in order of preference for easy resource allocation.						

## SOCIAL CAPITAL

### Value Based Social Capital

1	2	3	4	5	6
Very much like me	Like me	Somewhat like me	A little like me	Not like me	Not like me at all

How much like you is this person?

0		1	2	3	4	5	6
1	It's important to him/her to be polite to others all the time. He/ she believes that he/she should show respect to his or her parents and to old people						
2	The safety of his/her country is very important to him/her. He/she wants his/her country to safe from its enemies.						
3	He/she thinks it's important not to ask more than what you have. He/she believes that people should be satisfied with what they have.						
4	It's important to him/her that everything is clean and in order. He/she really does not want things to be in a mess.						
5	He/she thinks its important that every person in the world should be treated properly. He/she wants justice for everybody even for people he/she doesn't know.						

6	He/she believes that people should do what they are told. He/she thinks that people should follow rules at all times. Even no one is watching.						
7	His/her families' safety is extremely important to him/her. He/she would do anything to make sure that his/her family is always safe.						
8	It is important to him or her to fit in and do things the way other people do. He/she thinks he/she should do their customs and traditions.						
9	He/she thinks it is important to do things the way he/she learned from his family. He/she wants to follow their customs expected of him/her.						
10	Being very successful is very important to him/her. He/she likes to stand out and impress other people.						
11	He/she likes to make his own decisions about what he/she does. It is important to him or her to be free to plan and choose activities for him/herself.						
12	He/she always wants to help the people who are close to him/her. It is very important to him/her to care for the people he/ she knows and likes.						
13	Honesty is very important to him/her. He/she must be honest in any situation and always tell the truth.						
14	It is important to him/her that friends can always trust him/her. He/ she want to be loyal and always look out for their interests.						

**PERCEIVED PERFORMANCE OF SOCIAL ENTREPRENEUR**

For the following questions (1 - 7), insert the code that in your opinion best represents your choice on the following categories.

*(1). No evidence. (2). Low evidence. (3). Reasonable evidence. (4). Much evidence. (5). High evidence.*(Adapted from Eckstein &Apter, 1998)

- 1. There has been an increase in the number of beneficiaries of this project.
- 2. There has been an increase in the number of awareness workshops about the services provided by this organization in this community.
- 3. There has been an increase in the number of seminars for local leaders through which a framework of operation in terms of services provided by this organisation is established.
- 4. People’s standards of living have improved in this community as a result of this organisation’s activities.
- 5. Personal initiatives to improve on personal development among the people living in this community have improved as a result of production and distribution of educational materials by this organization.
- 6. Planning with all stake holders, through meetings, to discuss the way forward has increased as a result of this organization’s initiatives.
- 7. I am satisfied with the level of support given by this Community Based Organisation to the local people.

***Thank you for your cooperation.***

**APPENDIX II**  
**LETTER OF AUTHORITY FROM MUBS**