Examining Leadership and Stakeholder Relationships of Social Entrepreneurs: A Stewardship Approach

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Abstract

Social entrepreneurship addresses social problems using innovative business strategies and concepts to create a non-profit or for-profit organization/venture whose primary objective is to lessen a specific problem affecting a given population. This definition is consistent with the work of researchers such as Dees & Anderson (2006), Mort, Weerawardena, & Carnegie (2003), and Pomerantz (2003). For the purposes of this paper, this definition serves as the fundamental conceptualization of social entrepreneurship. In an effort to improve the welfare of society, the phenomenon of social entrepreneurship must be studied because of the economic and social value it generates. Research does not explain the relationship between social entrepreneurial management skills and stakeholders engaged in social enterprise, but this area of study is significant because these stakeholders’ motivation is essential to accomplishing whatever the goal of the social enterprise may be. My research will examine the relationship and leadership/organizational qualities needed to be successful by reviewing literature relevant to this topic. Analyzing the effectiveness of social enterprises through the stewardship theory, I aim to describe and explain what leadership skills increase stakeholders’ motivation, and attract volunteers and donors, as well as what organizational qualities are needed for a social venture to be successful. The results of my inquiry show that the most important skills for social entrepreneurs to possess are innovativeness, the ability to be risk-takers, and proactiveness. In addition, it is crucial that social entrepreneurs possess the ability to be advocates and develop a strong relationship with stakeholders.

College Prep for Whom?: The Changing Architecture of an African American School in a Gentrifying Community

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Abstract

This study focuses on architectural transformations to Martin Luther King High School as it transformed to Martin Luther King College Preparatory High School in a gentrified neighborhood on the south side of Chicago called North Kenwood. Gentrification is the renovation of low-income neighborhoods by middle-class individuals. Scholars argue that when a neighborhood undergoes gentrification, the schools are also renovated to reflect the new residents’ demands for quality education. This study also focuses on the school’s renovations between 1997 and 2002. In 1997, KHS was underperforming in attendance and test scores. In 1999 KHS was targeted for renovation and major changes in curriculum that would make it a selective enrollment college preparatory high school. I use data from eight in-depth interviews of students and staff to get their perspectives on King High School before the changes, King College Prep after the changes, the neighborhood during the different eras of the school, and how these changes affected staff and students. Utilizing Critical Race Theory (CRT) and how it interconnects with the issue of class, I argue that King College Preparatory High School’s renovations and curriculum changes served as a signal to more affluent African American families that the refurbished high school was of good quality.