

Reconstructing authorizing environment of the public value creation in social entrepreneurship practice

Bagus Hary Prakoso

Ph.D. Candidate in Public Administration & Policy, FISIP, Universitas Indonesia,
Jl. Salemba Raya, Jakarta Pusat, Indonesia
bagushprakoso@gmail.com

Abstract. The purposes of this study are to analyze and reconstruct the learning process of authorizing environment of the public value creation in social entrepreneurship practice. The study applied Soft Systems Methodology (SSM). Through the choice, the feasible and desirable change, by considering the systematically desirable and culturally feasible factors, is the consideration among the researchers and reviewers, not on the problem owners. This study used a hybrid voluntary organization located in Bandung - West Java - Indonesia as a case study. The study found that the learning process of authorizing environment of the public value creation occurred in on going participatory based on culture through social entrepreneurship practice. In authorizing environment activities, it is found that the case study with its core strategy called 5M (convincing, rallying, mobilizing, monitoring, and protecting) supported by the basic values and paternalistic leadership. Thereafter, it actually employed conceptual model activities explicitly veiled conform to its capability to generate trust, support, and legitimacy from its stakeholders. When carries out those activities, it fully depends on its strenght of collaborative networks (institutionally and functionally connected) with different weight in function and contribution.

Keywords: authorizing environment, public value creation, social entrepreneurship, soft systems methodology, collaborative network.

1 INTRODUCTION

In multilateral connection, Indonesia will face the regional policy called ASEAN Economic Community (AEC) that apply the single market and production base, competitive economic region, equitable economic development, and the integration into the global economy. The policy that will be implemented at the end of 2015, requires strategic steps which should be applied e.g. (1) improving human resources quality in bureaucracy and business sector, (2) strengthening position for small and medium scale enterprise, (3) strengthening partnership between public and business sector, and (4) creating climate business conducively and reducing higher cost economy.

The policy implementation itself will generate some opportunities such as the increasing of manpower mobility, productivity, expertise availability. These facts were supported by ASEAN's demography factor of the market share for about 600 million consumers and other benefits. On other side, the potential threat of this policy is just occupying Indonesia as an energy and raw material supplier for ASEAN' industry. The other problems are related to the brain drain and the foreign manpower flood that have affected the higher remittance. AEC also will create serious threat of fluctuation in export import activities, and the competitive advantage on prime sectors and human resources.

Entrepreneurship has pivotal and strategic roles to overcome those problems above, and can support the Creative Economic Development (CED) initiated by Ministry of Trade of the Republic of Indonesia. In CED plan 2025, this concept can be trusted to respond the short-term and middle-term problems for Indonesia e.g. the low of economic growth of 4.5 percent in average per year, the high of unemployment rate (9-10 percent), the high of poverty rate (16-17 percent), and the low of Indonesia industry for competitiveness.

As Landes (1998) said that wealth and poverty of developing countries has been linked in modern times to the entrepreneurial nature of their economies. The State of Entrepreneurship from Canada (2010) also stated that entrepreneurship is a powerful force for driving innovation, productivity, job creation and economic growth. While Reynolds, Hay, dan Camp (1999) described how entrepreneurship process model affected national economic growth.

In order to strengthen entrepreneurial traits among students, it can't be separated from educational institution (meso level) as a way to foster innovation (Cooper & Bruno, 1975; Burgelman, 1983). The research of this level incline to focus on the process attainment for social aims (Covin & Slevin, 1986), include the shape, aim, and organizational structure (Curtis & Zurcher, 1974) in Cukier et al. (2011), and the management approach usage in the public sector (Leadbeater, 1997).

The educational institutions such as university, public and religious schools, and training center are the strategic institutions to internalize entrepreneurship education in the form of subject, materials, extracurricular, and self development activities. Alberti, Sciascia, dan Poli (2004) who examined entrepreneurship education stated that the successful person in entrepreneurship was affected by climate business created by the state, education support, the business world themselves that should be passionate too.

Kourilsky dan Walstad (1998) mentioned that the influence of entrepreneurship education has been considered as one of the pivotal factors to grow and to develop the entrepreneurial spirit and behavior for young generation. Environmental factors like social connection, physical infrastructure, institution, and culture may affect the interest to become entrepreneurs (Kristiansen, 2001; 2002).

Social entrepreneurship has grown up fast in the private, public, and nonprofit sectors, and people who interests in this concept are increasing in recent years (John, 2000; Nicholls, 2008) in Jiao (2011). In many literatures explicitly explained that social entrepreneurship related to public and social values as the major aim and motivation. Weerawardena and Mort (2005) in their proposition stated that social entrepreneurship has efforted to realize social value creation through the evidence of innovativeness, proactivity, and risk management.

In conceptual problems, social entrepreneurship was very few within research using empirical data, now it requires the exploration of successful measurement, and other disciplines to support social entrepreneurship (Cukier, W., Trenholm, S., & Gekas, G., 2011). Social entrepreneurship is oftenly connected to public value creation like a guarantor for social goals applied in legitimate and trusted manner by the community (Moore, 1995). As a concept, public value provides a framework that helps us connect what we believe is valuable ... and requires public resources, with improved ways of understanding what our 'publics' value and how we connect to them.

The critique of public value came from Erridge (2005) which noted that they're difficult to define and to measure the concepts, the values are contested, a strong emphasis on participation, may become tautological argument, and the concept has not been developed very far either by government or academic. Then Horner, L. and Hutton, W. (2011) asserted that many public value literatures focused on government sector as the main actors and creator of public value.

Considering those complex issues, they are provoking me to explore public value theory (strategic triangle framework) with focusing on authorizing environment within the third sector (Al Ittifaq's Islamic Boarding School for Agribusiness or PPAI) as single case study. In factual problems, PPAI as a hybrid voluntary organization is a successful school in implementing social entrepreneurship through agribusiness development; however, PPAI also has some problems of authorizing environment of how to nurture, to oversee, and to develop good collaboration among stakeholders. This is also associated with the leadership owned by their leader, that's characterized by paternalistic and charismatic leadership. Commonly it happens that in the Islamic boarding schools called traditional pesantren, their existence will be declining when their leader (kyai) had died. Even though, PPAI has been recognized as pesantren model for its independency and autonomy in creating social and economic values, but unfortunately it doesn't have standardized management that explicitly written of how to structurally manage the environmental authority. Apparently, the situations above are fit with Chapman (2003) that the strategic triangle theory suggests that without strong mandates backed by consistent and enthusiastic public support, public sector executives will be unlikely to sustain resources, stakeholder cooperation and employee motivation to accomplish objectives.

Those conceptual and factual issues are attractive to be explored in order to become inspirative solution from the messo level perspective. To acquire the lesson learned and do improvements systematically desirable and culturally feasible, it needs study to analyze and to reconstruct the learning process of authorizing environment of the public value creation in social entrepreneurship practice by using Soft Systems Methodology.

2 SOFT SYSTEMS METHODOLOGY

Checkland's SSM methodology (Checkland, 1981) lies firmly within the tradition of action research which aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework (Rapport, 1970). According to Checkland and Scholes (1990), SSM was a cycle stage which consist of seven stages: (1) problem situation considered problematic; (2) problem situation expressed; (3) root definition of relevant purposeful activity; (4) conceptual models of the named in the root definitions; (5) comparison of models and real world; (6) changes systematically desirable, culturally feasible; and (7) action to improve the situation (shown in Fig. 1). While, Susman and Evered, (1978) noted that SSM is a methodology that explores the notion of purposeful human activity. SSM not only enhances knowledge of the problem and situation but comes up with the on a useful intervention for such situations. The action research tradition recognizes that the priority is one of reaching practical solutions to the problem at hand instead of only testing and generating theory.

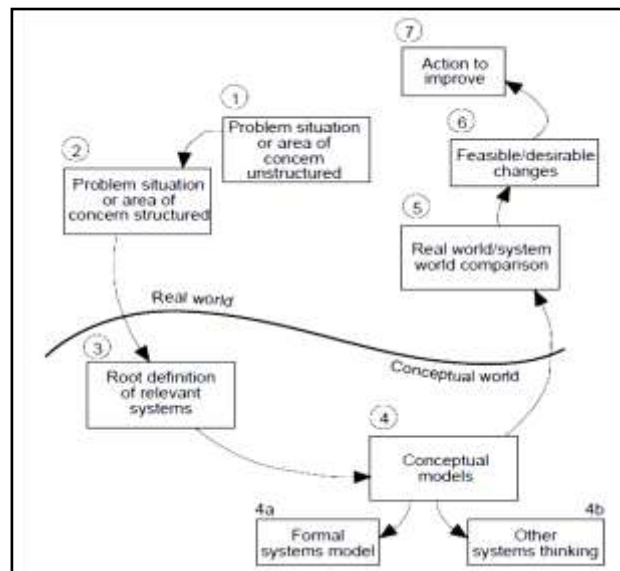


Fig.1. Seven stage model of SSM, source: Checkland (1999)

In applying of SSM (Checkland and Scholes, 1990, pp. 28, 29; Holwell 2000, p. 778), it uses the concise account into two categories, namely the (1) stream of cultural analysis, is a cultural based analysis which is ongoing in the real world situation happened at the stage of one, two, five, six, and seven. While in (2) the logic-based stream of analysis is the logic based enquiry which is ongoing in systems thinking occurred at the stage three and four (Hardjosoekarto, 2012)

3 CASE STUDY

The field research is conducted at the Al Ittifaq's Islamic Boarding School for Agribusiness. It shortly called PPAI, located in Alam Endah Village, Ciwidey, West Java, Indonesia, led by a religious social entrepreneur. As a hybrid voluntary organization, PPAI is a community foundation has several objectives: (1) to encourage entrepreneurial spirit for students and community, (2) to develop highly competitive business center, (3) to set up the Islamic micro finance institution, (4) to develop

economic and budgeting networks for Islamic boarding schools (pesantren) horizontally and vertically. To achieve the objectives, PPAI has established and cooperated with some institutions such as informally religious school, public schools, and some technical, social, and business institutions (cooperative, markets, and others) for social and economic purposes.

PPAI as single case study has reached many prestigious awards and achievements related to agribusiness and sustainable development (good agricultural practices, food security, and environmental preservation), social entrepreneurship (school based social entrepreneurship collaborated with British Council, Islamic nonprofit organization model), education and social (agribusiness school model, *tut wuri handayani* or teacher's support and direction, etc).

3.1 Applying Soft Systems Methodology to the Case Study - The Stream of Cultural Enquiry

In the stream of cultural enquiry, there are three analysis, namely: intervention, social, and political analysis (Checkland and Scholes, 1990), conducted at stage 1 and 2 of SSM. To understand the real world situation, Checkland and Poulter (2006) suggested to do intervention analysis that determines the roles of clients, practitioners, and owners. Social system analysis describes the important elements (role, norm, and value) of each stakeholders. Then, in political system analysis, it focuses on disposition of power in the certain situation and how the process conducted. A series of interview and observation were undertaken to fulfill those three analysis during the field research as part of finding out. To meet validity of the real world situation, the finding out was also conducted through the analysis of related documents.

Using the rich information, an interpretive approach expose researcher to a wider scope to address issues of cultural, social, and political analysis that will shape social environment related to the problem situation. This information enables researcher to gain insights into the psychological and sociological aspects of the case study. Once the social relation issues have been analyzed, the researcher has to design a pictorial representation that would present the nature of the problem situation. Then, the rich picture is constructed (shown in figure 2) as a tool for expressing crucial relationships in the situation and most important for providing something which could be tabled as a basis for discussion (Checkland and Poulter, 2006). While in the table 1 shows the summary of the real world situation at the PPAI in the context of authorizing environment.

Table 1. Cultural, social, and political analysis.

Type of Analysis	Authorizing Environment in the Strategic Triangle
Cultural Analysis	Client : UI's academic consultants, Problem Solver : Researcher, Problem Owner: People who directly involved at PPAI
Social Analysis	<ul style="list-style-type: none"> • Institutionally, PPAI has roles related to its mission in social, economic, and religious motives. • Personally, PPAI has a leader with multi-roles and privileges: as the owner, decision maker, educator, & role model for his pesantren and rural community. • In the context of collaborative network, PPAI has a leader with multi-roles as a social entrepreneur, a passionate advocate, a dedicated coach and mentor, and a tireless communicator (a choreographer oftently involved in various activities operationally and strategically).
Political Analysis	<ul style="list-style-type: none"> • Institutionally, PPAI practices various of network types that inwardly and outwardly connected • Institutionally, PP AI practices a hybrid governance e.g. hierarchy-like, market-like, community-like, and democracy-like.

3.2 The Stream of Logic Based Enquiry: Root Definition and Conceptual Model

This logic based stream of thinking is conducted at the stages 3 and 4, in which relevant systems are selected, named, modeled, and compared with perceptions of the real world situation (Checkland and Scholes, 1990). These stages are to identify the Root Definition (RD) and Conceptual Model. At this stage, the systems thinking process are initiated where the main concern is to formulate root definition. The SSM Practitioner defines the key words refer to SSM terms which is called root definition, that either clearly stated or probably occurred at the organization observed which are depiction of core way of describing the system (Checkland and Poulter, 2006).

Meanwhile, by using Checkland and Poulter's PQR formula, a root definition of the system to reconstruct the learning process of authorizing environment of the public value creation in social entrepreneurship practice is named, as follows:

"A system which is belonged to and operated by Author and Academic Advisors is to reconstruct authorizing environment of the strategic triangle (P), by using SSM to develop authorizing environment implemented by PPAI (Q) in order to improve authorizing environment legitimate and politically sustainable (R)."

A root definition produced using CATWOE must take into account six important factors, that can be easily remembered by the letters of mnemonic CATWOE. The CATWOE analysis is the relevant system to reconstruct authorizing environment (shown in table 2).

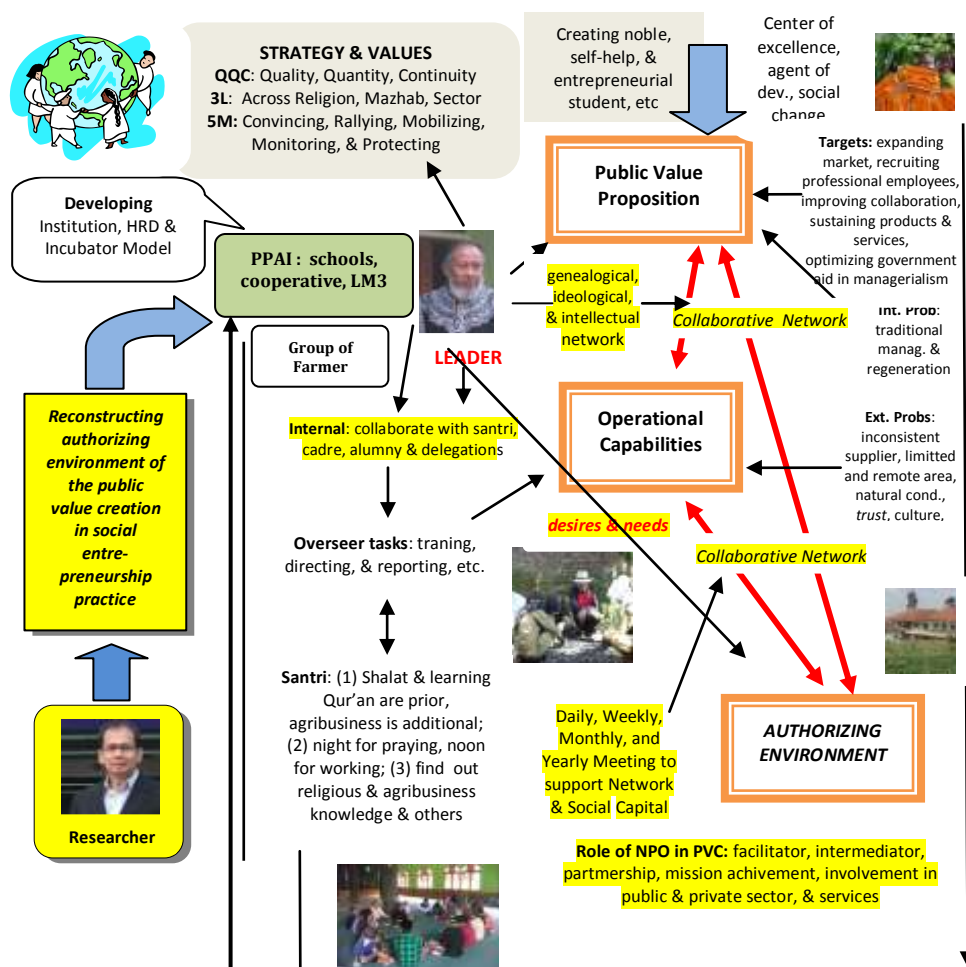


Fig. 2. Rich picture of public value creation

Notes:

- DKM : Council for the Prosperous Mosque
 RW : Community Group that structurally at one step under the Head of Village Authority
 LM3 : Technical institution supported by the Ministry of Agriculture
 Santri : Muslim Students who study at the Islamic Boarding School (pesantren)
 Functional = structural : affecting or involved in structure or construction

Table 2. CATWOE analysis.

Type of Analysis	In the context of Authorizing Environment
Customer	Author and Academic Advisors
Actors	Author and Academic Advisors
Transformation	PPAI has stronger support and legitimacy from its authorizing environment (business, social, and public sector)
Weltanschauung (worldview)	Doing intensive and extensive support and legitimacy through the functions of authority environment in order to build trust, services, and outcomes
Owner	Author and Academic Advisors
Environment	Institutional capability and resources, social and cultural factors at PPAI environment

The transformation process identified at the CATWOE which is modeled into some activities is assessed successful or unsuccessful on three different criteria (Checkland and Scholes, 1990). Three criteria are relevant in every case and should always be named. They are efficacy (whether the transformation T is working), efficiency (whether the transformation is being achieved with minimum use of resources), and effectiveness (whether this transformation is helping to achieve some higher levels).

Conceptual model is concerned on the human activities depicting activity system in which their elements are the verbs. Constructing conceptual model is based on root definition and the verb structure in the logic base. In this model is to highlight the gap between the current processes and to

find improvement on the desired objective. Figure 3 is a conceptual model of the human activity system to reconstruct authorizing environment of public value creation formulated at stage four.

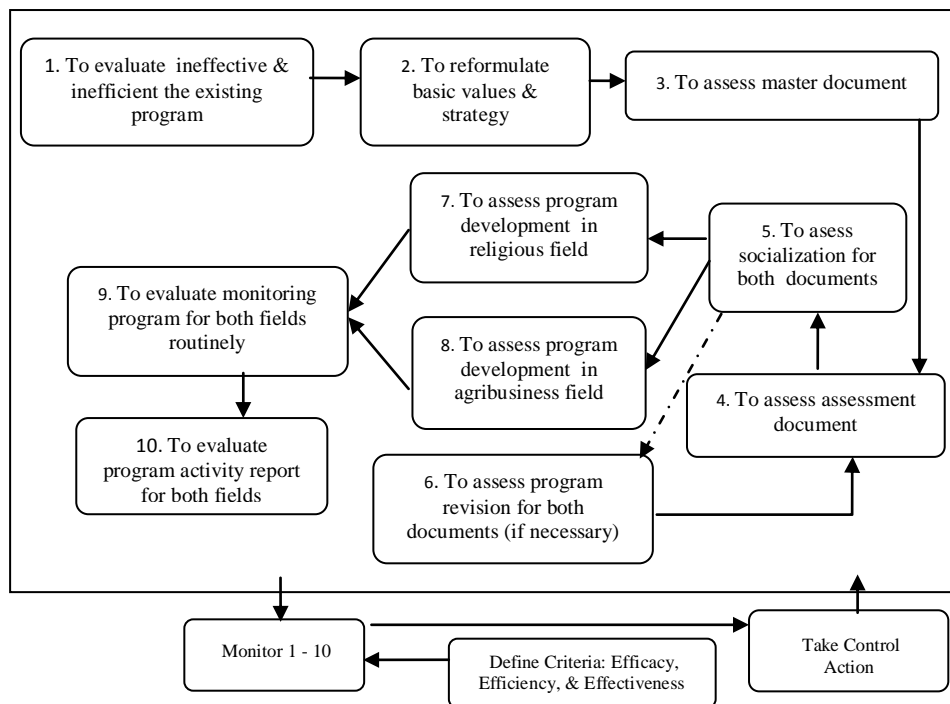


Fig. 3. Conceptual model for authorizing environment at PPAI.

The tenth activities of conceptual model can be described that in order to create public value through extending support and legitimacy of the authorizing environment that politically sustainable to meet the improvement of trust, services, and outcomes. To achieve those aims, PPAI has employed the core strategy called 5M that consist of convincing, rallying, mobilizing, monitoring, and protecting. Besides that it is supported by the basic values which shortly called INPEKBI consisting of Illahi (Because of God), Nations, Personality, Economy, Family, Passion, and Knowledge. In organizing the foundation, it's led by charismatic and paternalistic leader usually called kyai (teacher and leader in Islamic school).

The fifth strategies have been applied by developing and controlling the collaborative network in which they have established. The collaborative network institutionally connected to some institutions (Community Group that structurally at one step under the Head of Village Authority or RW, Council for the Prosperous Mosque or DKM, modern and traditional markets, farmer group, santri or muslim student, santri alumny, etc) and collaborative network that functionally connected through genealogical network (through blood and brotherhood relationship), ideological network (through the equality of ideological interest politically and faithfully), and educational network (through formal and informal learning process between teachers and students). These works are applied through the implementation of programs (religious, social, agribusiness, and economic programs) in daily, weekly, monthly, and yearly program activities. The implementation of those collaborative networks typically conformed to Drucker (2001) that he said a collaborative network is the collection of business, individuals and other organizational entities that possess the capabilities and resources needed to achieve a specific outcome.

3.3 Comparing Conceptual Model and Real World

Model in SSM is only means to an end, which is to have a well-structured and coherent debate about a problematical situation in order to decide how to improve it. Thereafter, in conducting comparison

between model and real word at stage 5, there are four ways can be carried out e.g. formal questioning, scenario writing based on operating the models, and trying to model the real world in the same structure as the conceptual models (Checkland and Scholes, 1990). The investigation from the comparison stage to find how conceptual model compared to real world situation allowed the researcher to get a clear picture of the complex situation involving various factors incorporated public value, conceptual and technical issues to be improved. Comparison at this stage is conducted by constructing table 3. In comparison stage, conceptual models are compared with the theoretical framework which fit to the research interest. The comparison table consist of conceptual model, activity description, activity objective, and theories used. The main theoretical framework used in this study is public value theory (Moore, 1995) through assessing the one of three measurement dots which is called strategic triangle. Some related theories and concepts such as social entrepreneurship, public management, and others are incorporated.

The comparative result between conceptual model activities and real world situation, found that a number of conceptual model activities could not fully performed, especially: (1) to evaluate ineffective and inefficient programs, (2) to formulate the basic values and strategy, (3) to assess the master and assessment documents, (4) to assess the socialization for both documents, and (5) to assess the program activity reports, that those all activities should be respectfully conducted toward theoretical framework and normative aspects.

When implementing the whole conceptual models, it is found that all activities conducted were always nearly embedded in collaborative networks through routine programs and activities (shown in figure 4). In this framework, collaborative networks are the core engines to gear program activities to generate outcomes.

Table 3. Conceptual model activity for reconstructing authorizing environment.

No	Conceptual Model Activity	Real World		Reflection on Theoretical Framework
		Activity Description	Output	
1	To evaluate ineffective & inefficient the existing program activity in order to develop support & legitimacy	Doing evaluation by reading previous report, discussion, and distributing questionnaires related to relevance, efficiency, effectiveness, impact, and sustainability	A comprehensive evaluation document consist of achievements and findings that has benefits in making decision and program improvement for the next program activity	<p>Publicly funded organizations (and individuals within them) should understand, articulated, and continually review their public values aims (Moore, 1995)</p> <p>Public value framework has employed as a means of analyzing reforms and modes of public sector practice (Bossert et al. 1998; Bozeman 2002; Talbot and Wiggan, 2009).</p> <p>Kelly, Mulgan, and Muers (2002) have argued that public value can form a rough yardstick and or holistic approach to measuring public sector performance.</p> <p>Grimsley and Meehan (2007) develop a framework for evaluating e-government project with a particular focus on the concept of public value taken to include dimensions of outcomes, services, satisfaction, and trust.</p> <p>We should evaluate the effort of public sector managers not in the economic marketplace of individual consumers, but in the political marketplace of citizens and the collective decisions of representative democratic institutions (Moore, 1995)</p>

2	To reformulate basic values & strategy in order to develop support and legitimacy	Reformulating basic values and strategy which has relevance, effectiveness, and competitiveness to develop support & legitimacy program	To have compilation of basic values and strategy which has relevance, effectiveness, and competitiveness to develop support & legitimacy	A framework that helps us connect what we believe is valuable ... and requires public resources, with improved ways of understanding what our public value and how we connect to them (Moore, 1995)
3	To assess master document in order to develop support and legitimacy	Assessing master document based on evaluation document, basic values, and strategy to develop support & legitimacy	To have master document which address some indicators: comprehensive, up to date, and effective in developing support & legitimacy	Strategic planning and management practices should be geared towards the generation (and demonstration) of public value (Moore, 1995). public value as potential blueprint for public sector improvement (Kelly et al, 2002; Smith, 2004; Blaug et al. 2006).
4	To assess document in order to develop support and legitimacy	Assessing document that can assess some indicators: appropriate, holistic, democratic, trustworthy, and generating public value.	To have assessment document which address some indicators: holistic, appropriate, democratic, trustworthy, and generating public value.	Performance against these public value aims must be measured (Moore, 1995) Questions concerning method of measurement related to some items whether: appropriate, holistic, democratic, trustworthy, generating public value? (Hills and Sullivan, 2006)

No	Conceptual Model Activity	Real World		Reflection on Theoretical Framework
		Activity Description	Output	
5	To assess socialization for both documents	Assessing 3 strategies: convincing, rallying, and mobilizing that those activities are should be managed based on planning, programming, and documenting.	Through socialization process which contain of dialog, suggestion, and deliberation from stakeholders. Santri, management, teacher, community, and others understand and support to PPAI programs	... it is possible to assert the importance of each link in the chain of public value creation as well as the ways in which co-producers and partner agencies feed into the delivery of public value outcomes (Benington, 2011). In general terms it is clear that participation was more likely in those local authorities where institutional arrangements were informed by the precepts of public value management (Lowndes et al, 2006)
6	To assess program revision for both documents (if required)	Assessing program revision of master and assessment document based on suggestions from socialization activity (if necessary)	PPAI has legitimacy through dialog and two ways interaction process. PPAI has account of suggestions and critics for document improvements	Public value aims must be authorized by political overseers and the broader public in an ongoing process of dialogue and deliberation (Moore, 1995)
		Assessing some strategies: rallying, mobilizing, and protecting through	Santri (student),	

7	To assess program development in religious field	regular meeting: every morning after morning prayer, Monday night meeting, and annual meeting Assessing annual program such as public wedding and circumcision, other religious and social programs to strengthen collaborative network	management, and community have more knowledge in religion, Islamic behavior and have excellent culture Santri, management, and community have stronger social and ideological values	Public value outcomes of improved strategies and tactics employed by public managers (Moore, 1995, p.4) as it arises through a normative consensus Bozeman, 2007, p.13), then defining and understanding public value theory may best be advanced if we take into account the differing perspective of the phenomenon from all three sectors.
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No	Conceptual Model Activity	Real World		Reflection on Theoretical Framework
		Act. Description	Output	
8	To assess program development in agribusiness field	Assessing some strategies e.g.: rallying, mobilizing, and protecting conducted every Thursday night, every morning, and particular time collaborate with other institutions e.g. Ministry of Agriculture, LM3, Cooperative, etc	Santri and community have agribusiness skill so that they have sustainable competitive advantage Santri, management, and community have stronger economic & strategic value	Public value outcomes of improved strategies and tactics employed by public managers (Moore, 1995, p.4) as it arises through a normative consensus Bozeman, 2007, p.13), then defining and understanding public value theory may best be advanced if we take into account the differing perspective of the phenomenon from all three sectors.
9	To evaluate monitoring program for both fields routinely	Evaluating the monitoring program by visiting and listening to them in daily morning and weekly night meeting	Santri and community do religious and agribusiness activities consistently and properly	Using framework of public value measurement to measure public value by questioning some aspects: appropriate, holistic, democratic, trustworthy, and

10	To evaluate program activity report for both fields	Assessing program activity report starting from evaluation, formulation, construction, socialization, and implementation of development program, and monitoring in the field of religion and agribusiness.	PPAI has systematic, valid, and comprehensive program activity report	generating public value. They should incorporate circulation process that consist of needs assessment/agenda setting, task specification, delivery/ implementation, outcomes, and impacts. (Hills & Sullivan, 2006)
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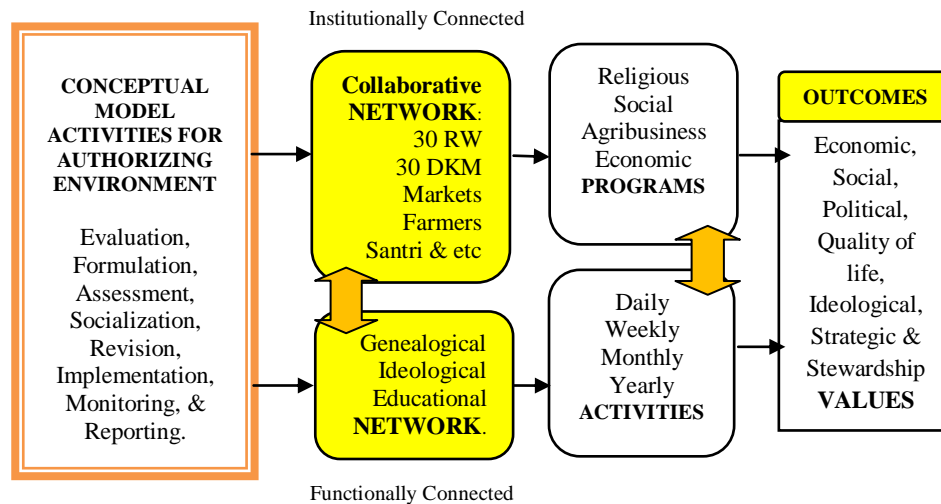


Fig. 4. Chain of public value creation through authorizing environment at PPAI.

3.4 Recommendations for Actions

At the stages 6 and 7 of SSM are about recommendations for change and actions to solve the problem situation. According to Hardjosoekarto (2012), the formulation of recommendation basically obtained from accomodation of various people and perspectives. Through discussions and accomodations structurally will generate recommendations for changes which meet two qualifications: systematically desirable and culturally feasible. In this case, Checkland and Poulter (2006) suggested of three aspects that should be considered for changes consisting of structure, process, and attitudes.

Considering the findings and gaps between conceptual model activities and real world situation, there are some recommendations should be acted: (1) evaluating of authorizing environment strategy in the political market place of citizens and the collective decisions of representative democratic institutions as stated by Moore; (2) having a framework that helps them connect what they believe is valuable; (3) having strategic planning and management practices should be geared towards the generation (and demonstration) of public value; (4) considering method of measurement that relates to some items whether: appropriate, holistic, democratic, trustworthy, generating public value; and (5) having production process and value chain consisting of activities, processes, procedures, and programs.

Empirically, reconstructing authorizing environment of public value creation by using PPAI as research laboratory recommends that collaborative network is most likely to be added to the Moore's public value scorecard (shown in figure 5).

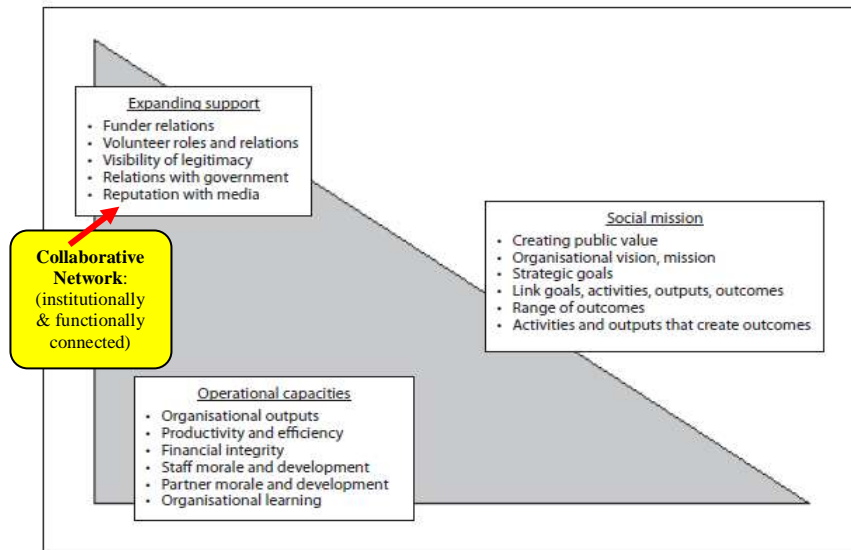


Fig. 5.

Moore's public value scorecard at PPAI.

4 CONCLUSION

This study provides the process of reconstructing authorizing environment of the public value creation by using PPAI as single case study which practices social entrepreneurship. It also provides illustration of the recommendation for changes and improvements for Moore's public value scorecard especially to authorizing environment as part of novelty to the body of knowledge.

To strengthen the support and legitimacy, PPAI has core strategy supported by the basic values and paternalistic leadership, actually implemented conceptual model activities explicitly veiled conform to its capability. When carrying out the conceptual model activities, it has fully dependent on its strength of collaborative networks that practically embedded in each program activity.

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Bagus Hary Prakoso is a Ph.D student at the Department of Public Administration and Policy, Faculty of Social and Political Science, Universitas Indonesia. He received Master of Arts in Philanthropy and Social Entrepreneurship from the Alma Mater Studiorum - Università di Bologna - Italy in 2007. He is an Editor in Chief for Journal of VALUE (Educational Evaluation and Assessment) and Bulletin of Asesmen, the Center for Educational Assessment, Ministry of Education and Culture. He is the author of more than 20 articles and national journal papers. His current research interest include public entrepreneurship, public management, public policy, and program evaluation. He actively involved in research projects in comparative study and research consultation.