



# Tourism Social Entrepreneurship Pedagogy as an Approach for the Development of Family Business Enterprise Competencies

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**ABSTRACT**

The study explores tourism social entrepreneurship pedagogy as an approach for the development of family business enterprise competencies. Tourism scholars and educators are challenging the long-standing assumption that education should meet the needs of industry and have begun asking what can be done to help tourism students think more broadly and critically about the tourism social entrepreneurship. The paper moved 'beyond' the classroom to assess tourism's broader role as (critical) pedagogy in the application of competency skills for innovative development. One of the aim of the study is to examine the possibility of using pedagogy approach to develop a family business enterprise competencies that will change the status quo of social injustices, tackle some of humanity's greatest social problems, and launch businesses to create markets that advance the common good of the local populace. The study adopted the descriptive-survey design method where a sample of one hundred and fifteen respondents were administered with a questionnaire and data was obtained and use to test the hypotheses based on t-test using SPSS version 21. Results from the findings revealed that provision of training and development is the major pedagogical approach leading to higher and better competency skills in social entrepreneurship. This relationship was found statistically significant at  $P < 0.05$ . This implied that the receiving tourism social entrepreneurship training increases the score of quality job performance of entrepreneurs where pedagogy approach is applied. The study concludes that pedagogy approach to tourism social entrepreneurship will serve as a good strategy for family business competency skill development that could yield to greater innovation in tourism entrepreneurship technology and related business enterprises. The study however, recommends that the pedagogy approach should be incorporated into the hospitality and tourism entrepreneurship curriculum to serve as a holistic approach to teaching and learning among final year students.

**Keywords:** Tourism, Social entrepreneurship, Pedagogy, Family business and Competency.

## Introduction

Social entrepreneurship demonstrates a new way to apply business principles to address social needs (Elkington & Hartigan, 2008; Kickul & Lyons, 2012). It proposes a fresh solution methodology for addressing the needs of the poor and a pathway to sustainable, pro-poor economic development. In short, social entrepreneurship can the global poor participate in economic life.

Gregory Dees (2001) definition of social entrepreneurs outlines the project of this social change movement: "Social entrepreneurs play the role of change agents in the social sector by adopting a mission to create and sustain social value (not just private 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 for the outcomes created." When applied to the Global South, or frontier economies, this definition illuminates the importance of social value creation, in other words, the promotion of an inclusive economy for the common good.

Social entrepreneurs work to change the status quo of social injustices. They tackle some of humanity's greatest social problems, and launch businesses to create markets that advance the common good.

Tourism relies on various enterprises to mobilise the industry (Solvoll, Alsos, & Bulanova, 2015); this gives tourism businesses a critical role in delivering desired community development outcomes. Consequently, the orthodox tourism entrepreneurship and development models are squid towards a capitalist approach that weakens the intended benefits of the industry, especially for host communities (Brookes, Altinay, & Ringham, 2014; Pollock, 2015). Dredge (2017) depicts that there is little indication that tourism delivers these outcomes sustainably, challenging the traditional business models employed in the tourism and hospitality industry.

By creating social value and inducing societal transformation at large, 'social entrepreneurship' practiced in tourism has the potential to counter these negative externalities (Altinay, Sigala, & Waligo, 2016; Newbert & Hill, 2014; Sheldon, Pollock, & Daniele, 2017). Widely adopted since the 1980s, social entrepreneurship promotes an alternative business model established from non-profit ventures, also known as social enterprises, having the goal of eradicating various social problems such as poverty, lack of education, poor public health, unemployment, and other social needs unmet by the public and private sectors (Bornstein & Davis, 2010; Johnson, 2000).

Apart from having social aims, social entrepreneurship is directed at eliminating the negative consequences or externalities that may arise from commercial operations, while distributing positive and sustainable outcomes to local communities and beneficiaries (Newbert & Hill, 2014; Shaw & Carter, 2007). In recent years, the application of social entrepreneurship in tourism, or tourism social entrepreneurship (TSE), has been emerging given the fact that tourism is one of the first industries to incorporate sustainable development in its agenda (Sloan, Legrand, & Simons-Kaufmann, 2014; von der Weppen & Cochrane, 2012).

### Broad aim of the paper

The broad aim of the paper is to examine social tourism entrepreneurship pedagogy as a vital approach for the development of family business enterprise competencies.

### Specific objectives:

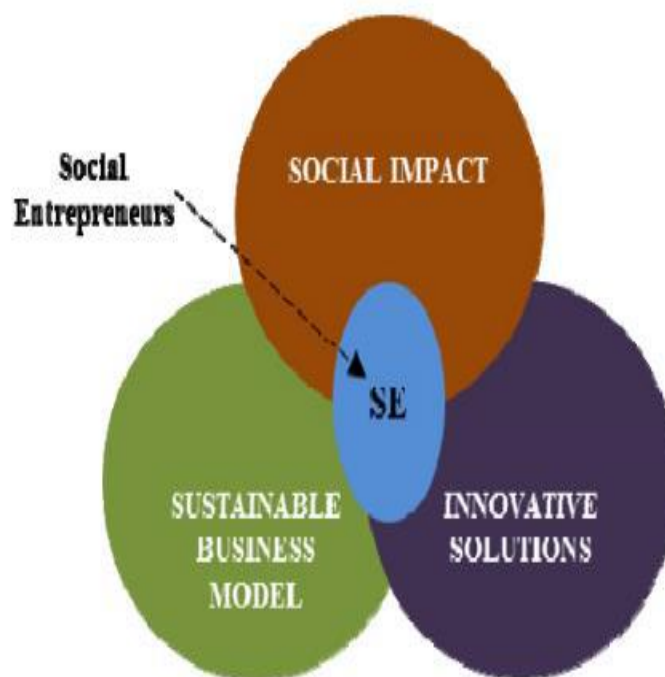
1. To find out if pedagogical approach can be a good medium to social entrepreneurship
2. To suggest various tourism social entrepreneurship skills for the sustainable development of family business.
3. To examine the possibility of using pedagogy approach to develop a family business enterprise competencies

## Literature Review

The social entrepreneurship focuses on producing social change beyond the profit-seeking motive of private sector entrepreneurship; the concept of social entrepreneurship interest is whether tourism plays a role in this emerging arena. The little nominal research held in research written scholarly literature about tourism as a vehicle for social entrepreneurship (Buzinde et al., 2017). It is clearly indicating that there is number of difference between the goals of social entrepreneurship, entrepreneurship, and sustainable development, as well as current views regarding the benefits of sustainable tourism development for various stakeholders in the destination. In their discussion of

sustainable development, (Hall et al., 2010) note that, in general, the need for a fundamental change to reduce the negative social and environmental impacts of businesses is becoming increasingly evident to become sustainable destination development. Social entrepreneurship (SE) is worried with the economic, social, and environmental well-being of communities (Urbano et al., 2010) and has been promoted as a strategy for addressing poverty in the developing world Dees, (1998); Hall et al., (2010). According to Situmorang & Mirzanti, (2012), social entrepreneurship is the creation of social impact by developing and implementing a sustainable ecotourism business which involves innovative solutions those benefits to local communities.

Fig.1 Social entrepreneurship business model



Source: Brock and Steiner. (2010)

According to social entrepreneurs, having some roles and responsibilities in terms of shaping social values to in society and creating complex system of humanity. There are several goals to create the social values in the communities: reducing the poverty, improving the wellbeing of local people, improving the health system of the environment and sustainability. Tourism

enterprises must go beyond the reduction of negative social consequences and create social value. An entrepreneurial social venture, whether for-profit, nonprofit, governmental, or a hybrid, is explicitly designed to serve a social purpose; it aims to create social value and serve the public good.

According to Dees & Anderson (2003), it is important to note that some types of socially entrepreneurial tourism ventures could be considered examples of sustainable development, however the values may not always be true. Academic discussions on tourism and social entrepreneurship have remained rare.

A study by Vonder et al., (2012) that investigated several for-profit tourism ventures to understand how they balanced commercial with social and environmental objectives toward sustainability. The UNWTO advocates for social change directed towards accomplishing the Sustainable Development Goals (previously the Millennium Development Goals), which focus on social issues like: basic quality education; reduced inequalities; poverty reduction; sustainable cities and communities; and, responsible consumption and production. Social enterprise encompasses the notion that business expertise can be employed to a public cause in order to relocate economic and social resources to disadvantaged groups and people (Situmorang & Mirzanti, 2012).

### **Social Capital Approach**

Social capital has given a non-monetary and economic perspective to seeking solutions to poverty problems. Examples of social capital cited in the literature include formal and informal networks with institutions, associations, families and community social relations (Dredge, 2006). Putnam, a pioneer of the social capital concept, described it as: 'features of social organization, such as networks, norms, and trust that facilitate action and cooperation for mutual benefits...Working together is easier in a community blessed with a substantial stock of social capital' (Putnam, 1993).

Portes (1998), emphasizes that whereas financial capital stresses access to credits and human capital deals with acquisition of training and skills, social capital is inherent in the structures of peoples' formal and informal relationships to others, that enable them to access financial and human resources. Portes (1998), further argues that 'to possess social

capital a person must be related to others', in a community or association based on trust and acceptable institutional arrangements. In his view, social capital performs three important functions as:

- (i) A source of social control;
- (ii) A source of family support; and
- (iii) A source of benefits through extra familial Isoanetworks.

However, he also noted that social capital also has negative aspects, including the exclusion of outsiders, restrictions on individual freedoms and excessive claims on group members. These negative aspects give rise to other key issues of social capital: marginalization; concept of stakeholders; empowerment; gender inequality; and decentralization. The term 'marginalization' has become synonymous with a partial inclusion in the participatory process of society.

Lister (2004) notes that marginalisation refers to a situation whereby people are seen to be included, but in reality are partly excluded in a number of ways, including being employed in menial and lowly paid jobs or invited to participate in meetings without having their views seriously considered by decision-makers. To overcome this, Shaffer (2008) argues that governing structures, either formal or informal, should be representative of, and give voice to, a wide range of diverse interests, including poor people. This implies that poor people should be able to participate in decision-making process as a stakeholder group.

### **Concept Of Family Business Enterprise Conceptual Definition**

According to AMiller, Le-Breton Miller, Lester, and Canella (2007), family Firms are those in which multiple members of the same family are involved as major owners or managers, either contemporaneously or over time.

Also, Sciascia and Mazzola (2008), opined that family firms are those in which the family controls the business through involvement in ownership and management positions. Family involvement in ownership (FIO) and family involvement in management (FIM) is measured as the percentage of equity held by family

members and the percentage of a firm’s managers who are also family members. Several years ago, researchers David Sirmon and Michael Hitt examined the strategies behind successful family businesses. They found that success is tied directly to how well a company manages the five unique resources every family business possesses:

- 1. Human capital.** The first resource is the family's human capital, or "inner circle." When the skill sets of different family members are coordinated as a complementary cache of knowledge, with a clear division of labor, the likelihood of success improves significantly.
- 2. Social capital.** The family members bring valuable social capital to the business in the form of networking and other external relationships that complement the insiders' skill sets.
- 3. Patient financial capital.** The family firm typically has patient financial capital in the form of both equity and debt financing from family members. The family relationship between the investors and the managers reduces the threat of liquidation.
- 4. Survivability capital.** The family company must manage its survivability capital-family members' willingness to provide free labor or emergency loans so the venture doesn't fail.
- 5. Lower costs of governance.** The family business must manage its ability to hold down

the costs of governance. In nonfamily firms, these include costs for things such as special accounting systems, security systems, policy manuals, legal documents and other mechanisms to reduce theft and monitor employees' work habits. The family firm can minimize or eliminate these costs because employees and managers are related and trust each other.

Juday, who is also a family business consultant and director of the Initiative for Family Business and Entrepreneurship at St. Joseph’s University in Philadelphia, describes the three types of family business ROI as follows:

- **Financial return.** Family members need a financial return as an acknowledgment from the company that their assets are invested in an enterprise with a long time horizon.
- **Emotional return.** Family members need to feel connected to the company -- its history, its products, its relationship to the community, its loyalty to employees or its philanthropic activities.
- **Relationship return.** Family members need to feel good about being business partners together. Getting together must be a fun, rewarding and fulfilling experience; every family interaction should not engender a feeling of dread or fear of conflict.

**Some Ten Selected Tourism Entrepreneurship Businesses**

S/NO	CATEGORIES OF BUSINESS ENTERPRISE
1	Retail business
2	Souvenir Shops
3	Artisans
4	Photography and Audio visual
5	Catering
6	Local handicraft
7	Trainings programs
8	Sailing and canoeing
9	Tour operation and travel agency
10	Tour guiding

Source: Field Research (2021)

**The 4 Principles Of Social Entrepreneurial Pedagogy**

The aim of entrepreneurial pedagogy is to implement tools, expertise, strategies and

pedagogical approaches to develop entrepreneurial values, attitudes and skills among students. In order to implement entrepreneurial pedagogy in the classrooms,

Kearney (1999), proposes some operational considerations. To be entrepreneurial, a pedagogical sequence must contain the 4 following characteristics:

1. **It is empowering.** It encourages students to take charge of their own learning.
2. **It is experiential.** It allows the student to learn through experience rather than learn from the experience of others.

The following table illustrates the learning outcomes of each of these 4 principles.

<b>The 4 principles of entrepreneurial pedagogy and their objectives</b>	
<b>Pedagogical Principle</b>	<b>Objectives</b>
<b>Empowering activity</b>	Increase autonomy and the sense of responsibility
<b>Experiential activity</b>	Engage students in concrete experiences Promote learning through authentic and meaningful situations
<b>Reflexive activity</b>	Help structure ideas by systematically exploiting knowledge Promote mental activity (metacognition) and the construction of knowledge Stimulate attitudes of commitment, perseverance, creativity, pride and self-confidence
<b>Cooperative activity</b>	Encourage teamwork at a distance Develop and strengthen social skills Support learning by social interactions (Sociocognitive conflict) Reinforce team spirit, motivation, active listening, sharing and humility

3. **It is reflexive.** It encourages students to think about what is learned and how it is learned.
4. **It is cooperative.** Collaborative work enables the different members of a team to contribute to the learning process of others.

### **The teacher's roles in entrepreneurial pedagogy**

The use of entrepreneurial pedagogy assumes that the teacher take on many roles, sometimes different from those associated with lecture-based teaching. It is a rich resource for methods and tools to create teaching activities. These activities encourage the development of professional attitudes similar to those entrepreneurial pedagogy help develop

**These roles can be, among others:**

1. **Motivator.** The teacher motivates the student in order to foster commitment.
2. **Guide.** The teacher accompanies the student throughout the learning process and serves as a guide. The teacher can

refocus the student's interest on the real objects of learning.

3. **Facilitator.** The teacher provides access to knowledge, but students are given the autonomy to construct their own learning.
4. These roles require that the teacher develop *leadership* and management skills, as well as the ability to create meaningful educational environments and situations for the students.

## Approaches and tools to implement entrepreneurial pedagogy

Teachers use various entrepreneurial approaches, often in an implicit manner. In this section you will explore various examples of the practical implementation of the entrepreneurial pedagogy at the college level. These examples will be accompanied by suggestions for tools, including digital tools, to help you set up an entrepreneurial teaching activity.

## Problem-based approach

It is a pedagogical method where the student must mobilize informational resources in order to understand and then find a solution to a problem found in trigger material. Whether it is used in a collaborative or individual learning context, the problem-based approach engages the student in a cognitive process through the use of concrete situations and a constructivist approach to learning. This approach is similar to the case study in management.

### The Fourth Dimension of the pedagogy approach

S/NO	Participants activities	Remark
1	Think about the meaning of the 4 <sup>th</sup> dimension to have a better sense of meaning	
2	Solve a problem that is not their own	
3	Use resourcres external to the members of the team	
4	Share the task at arandom	
5	Come up with proposals during brainstorming	
6	Keep traces of their reflexive processes	
7	Create a pro-type of their pawn	

This 40-minute exercise allows them to develop attitudes and behaviors that will serve them in the ideation process, later on.

## Pedagogical Project Entrepreneurship Approach

The project approach places the student at the heart of the learning process. This formula stimulates several entrepreneurial values (self-confidence, motivation, commitment, team spirit). By joining forces and finding the necessary means, the students are called upon to exploit concrete situations, in order to foster learning or to create a value-added offering for the benefit of a target audience. Games and simulations can be used in an educational setting in order to help students develop critical thinking skills and to foster students' metacognition by providing them with

commonplace situations from professional life or from the business world.

## Example of how to implement

Business plan competitions, entrepreneurial pitches or stock market software simulations are all learning strategies that present different aspects of entrepreneurship.

## Activities Integrating the 4 Principles of Entrepreneurial Pedagogy

Here are a few examples of activities for each of the 4 principles of entrepreneurial pedagogy. These activities will require the use of cognitive, affective and psychomotor domains of human learning. These activities may make use of digital technology: you will find a few examples that integrate well into a pedagogical approach with entrepreneurial aims.

## Examples of Activities for Each of the 4 Principles of Entrepreneurial Pedagogy

Principles of entrepreneurial pedagogy	Examples with digital technology
<b>Empowering activity</b>	<p>Use video capsules (YouTube) so that the student can acquire new knowledge autonomously</p> <p>Use virtual learning environments (Moodle, LEA) so that students actively participate in the learning process and take responsibility for their own learning</p>
<b>Reflexive activity</b>	<p>Ask students to use a mind map to structure their thoughts (Cmaptool, Mindmeister, Mindup, Xmind)</p> <p>Use a template such as <i>Business Model Generation</i> or a business plan to develop a business concept</p> <p>Create discussion forums to follow the construction of learning and the manner in which this learning structures the student's thoughts (Facebook, Twitter et autres réseaux sociaux )</p> <p>Request students produce a written summary or video that will allow them to reflect on their learning and then report on it</p>
<b>Cooperative activity</b>	<p>Resort to group learning activities</p> <p>Opt for digital applications that allow groups to collaborate remotely Asana, Trello, GoogleDrive, Office 365, Skype or VIA</p>
<b>Experiential activity</b>	<p>Select concrete experiences and propose activities that would simulate the tasks carried out in their profession or in the business world</p> <p>Use applications or software that will be useful for their profession or in business (accounting software for example)</p> <p>Carry out simulations using relevant tools or technologies</p> <p>Propose internships, participation in a mini enterprise or on site visits</p>

Entrepreneurial pedagogy provides avenues and operational principles for active learning pedagogy that is centered on the student. Several pedagogical approaches are consistent with entrepreneurial pedagogy, which targets the development of the student's transversal competencies. This teaching design may require that teachers transform their role and review the educational sequence of their course.

### The use of the technology will be useful to:

1. Create learning environments
2. Enable students to organize their work
3. Exchange through collaborative tools
4. Promote the learning of the tools that can be found in the work place



and thus focus on authentic learning situations

**Methodology**

The research design is based on descriptive-survey method because the instrument employed to collect data has to be described and data analyzed. Survey is the form of investigation that intends to study people’s view towards a particular phenomenon in the society. This approach enables the study to systematically draw out a framework upon which the study is conducted.

However, the sample size and the sampling technique give credence to the research work to arrive at good conclusion. Questionnaire was also designed to collect data from respondents, as primary data while secondary data sources were through; books, internet materials, magazines and other unpublished works which were consulted to have extensive knowledge of the subject matter on literature review.

The sample size of one hundred and fifteen was drawn for the study using simple random sampling technique in order to include all categories of the population. Pana (2009),

considered sample size to be “a representative of a population if it has been properly selected and if the size is appropriate. The data collected for this study are primary data and secondary data for this study; for primary data an open ended questionnaire was designed to elicit required data from respondents, the questionnaire was structured containing two parts; part A. personal information while the B. part is on the subject matter. Provision is made for expression of opinion of respondents’. The combination of Questionnaires with interview; to allow for flexibility of questions and answers provided qualitative data (Syed, M.S.K., 2016).

The data was analyzed by recording the results in frequency and percentage using the SPSS computer package version 21. Statistical technique was used to analyze the collected data presentation in frequency distribution using percentage in determining the outcome of the study and in order to test the stated hypothesis; a t-test inferential statistics was used using the calculated value and t-value at 5% level of significance in order to determine the level of acceptance and rejection of hypothesis respectively.

**Results**

**Hypothesis I**

To what extent is the relationship between pedagogical approach to tourism social entrepreneurship and family business enterprise competency?

**Table 3: Cross tabulation of pedagogical approach in achieving tourism social entrepreneurship and family business enterprise competency**

	Use of pedagogical approach to develop competency skills						Total	χ <sup>2</sup> Value	p. value
	SA	A	U	D	SD				
Trainings via various methods and approaches	SA	15(10.7 )	16(16.8 )	3(4.6)	3(5.3)	4(3.6)	41(41)	30.757	0.014
	A	12(9.4)	18(14.7 )	2(4.1)	2(4.7)	2(3.1)	36(36)		
	U	1(3.1)	5(4.9)	1(1.4)	4(1.6)	1(1)	12(12)		
	D	0(3.7)	4(5.7)	3(1.6)	4(1.8)	3(1.2)	14(14)		
	SD	2(3.1)	4(4.9)	4(1.4)	2(1.6)	0(1)	12(12)		
<b>Total</b>		30(30)	47(47)	13(13 )	15(15 )	10(10)	115(115)		

*Authors Compilation from SPSS; Freq. (Expected count): P.value < 0.05 is sig r = 0.613*

The result from Table 3 depicts cross tabulation of respondents' opinion on provision of training and development as the major approach leading to higher and better competency skills in social entrepreneurship.

## Hypothesis II

**Table 2: Cross tabulation of possibility of using pedagogical approach to develop a business enterprise competency**

	Opinion of respondents on the possibility of the pedagogy in entrepreneurship development.						Total	$\chi^2$ Value	p. value
	SA	A	U	D	SD				
Possibility of using such approach for entrepreneurship development	SA	13(9.7)	14(13.5)	3(4.8)	4(5.8)	3(3.2)	37(37)	29.628	0.020
	A	8(8.6)	19(12.1)	2(4.3)	2(5.2)	2(2.9)	33(33)		
	U	5(4.2)	0(5.8)	4(2.1)	6(2.5)	1(1.4)	16(16)		
	D	4(4.7)	5(6.6)	4(2.3)	3(2.8)	2(1.6)	18(18)		
	SD	0(2.9)	4(4)	2(1.4)	3(1.7)	2(1)	11(11)		
<b>Total</b>		30(30)	42(42)	15(15)	18(18)	10(10)	115(115)		

*Authors Compilation from SPSS; Freq. (Expected count): P.value < 0.05 is sig; r = 0.341)*

The result from Table 2 depicts cross tabulation of respondents' opinion on the possibility of using the pedagogical approach in entrepreneurship training and development as the major approach leading to higher and better competency skills in social entrepreneurship.

## Discussion

The finding from the chi square analysis shows that there is significant influence on receiving training and development on quality of methods and approaches required by an entrepreneur. ( $\chi^2=30.757$ ;  $df=16$ ;  $p=0.014$ ). The correlation coefficient for receiving training by trainees via various methods was 0.613, relationship is positive, which means that when the score of training on social entrepreneurship increases the score of quality performance increase. This relationship was found statistically significant at  $P < 0.05$ . This implied that the receiving training increases the score of quality job performance of entrepreneurs where pedagogy approach is applied.

The findings from the chi square statistics also shows that there is significant influence on receiving training and development on quality of methods and approaches required by an entrepreneur. ( $\chi^2=29.628$ ;  $df=16$ ;  $p=0.020$ ). The correlation coefficient for receiving training and employee via various methods was 0.020, relationship is positive, which means that when the score of training on entrepreneurship increases the score of quality performance increase. This relationship was found statistically significant at  $P < 0.05$ . This implied that the receiving training increases the score of quality job performance of entrepreneurs.

## Conclusion

In conclusion, the paper finds out that

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