

SOCIAL ENTERPRISE LEADERSHIP CHALLENGES

OVERCOMING BARRIERS TO SOCIAL ENTERPRISE EXPANSION, GROWTH, AND
FINANCIAL SUSTAINABILITY: THE LEADERSHIP CHALLENGES

by

Elizabeth A. Lee

Dissertation

Submitted in Partial Fulfillment
of the Requirements for the Degree of
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Abstract

Social enterprise organizations are emerging worldwide as effective businesses that are willing and able to address major social problems, yet leadership challenges exist that impede long-term survival, financial viability, and positive social impact. The general problem addressed was the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams resulting in the inability to expand the business, while achieving growth and financial sustainability. The purpose of this qualitative, flexible design, single case study was to understand the reasons behind the failure of social enterprise organizational leaders to delegate tasks and responsibilities and build strong teams. This larger issue was explored through in-depth interviews that provided rich data about the potential failure of social enterprise organizational leaders in the United States to practice delegation and team building. Four themes emerged through a process of coding the textual data, which included (a) leadership challenges with delegation, (b) leadership challenges with building strong teams, (c) leadership challenges with business expansion, and (d) leadership influence on organizational culture. Two sub-themes, relationships, feedback, and communication and shared knowledge and responsibilities emerged from the themes of leadership challenges with delegation and leadership challenges with building strong teams, respectively. Analysis of these themes, sub-themes, and current academic literature facilitated the development of potential application strategies that organizations can utilize to improve general business practice. This study increased understanding of the direct impact leadership challenges with delegation and team building has on a social enterprise organization's people, performance, productivity, proficiency, and profitability.

Keywords: social enterprise, leadership, challenges, delegate, team, United States

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Approvals

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Dr. Kimberly Anthony, Committee Member

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Edward M. Moore, Ph.D., Director of Doctoral Programs

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Section 1: Foundation of the Study

Social enterprise organizations are emerging in the United States and worldwide as an important and effective business that can play a key role in helping to address some of the most persistent and challenging environmental, political, economic, and social problems that affect both society and business (Abramson & Billings, 2019; Bacq & Lumpkin, 2021; Oberoi et al., 2021; Saebi et al., 2019). Social enterprises place both social and economic goals at the core of organizational activities and can function as profit-maximizing businesses capable of minimizing societal issues by providing innovative solutions to social problems ignored by the government, public, market, and private sectors (da Silva Nascimento & Salazar, 2020; Hojnik & Crnogaj, 2020; Xu & Xi, 2020; Yin & Chen, 2019). However, the emerging trend toward starting and expanding social enterprise organizations has also resulted in many unsuccessful startups and business failures (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018). The authors concluded that leadership challenges related to the lack of essential managerial skills that contribute to organizational effectiveness, such as effective delegation and strong team building resulted in barriers to successful business expansion, growth, and financial sustainability.

There is limited scholarly literature focused on social enterprise organizational failures related to leaders that lack the distinct managerial competences required to effectively expand and grow a business to achieve its long-term financial and social goals (Ćwiklicki, 2019; Ilac, 2018; Popescu et al., 2020). There are fewer business leadership studies that address the intra-organizational causes of social enterprise failures and whether its leaders are utilizing effective managerial skills, such as delegating tasks and responsibilities and building strong teams in daily operations (Saebi et al., 2019; Yaari et al., 2020). There is a need for further business leadership research to fill this gap in knowledge that can address social enterprise organizational failures

stemming from leaders that lack the essential managerial skills required to achieve successful business expansion, growth, and financial sustainability, such as effective delegation and strong team building (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018).

This section begins with the background of the problem, which provides an overview of both the background and context of the business problem that was explored in this study. The problem statement establishes the existence of the general problem addressed that can be found in the current scholarly literature and the specific problem specifies the business organizations and geographic region within which the problem was explored. The purpose statement describes the focus/intent, specific research design, and research goals of this study. The research questions introduce the qualitative research questions and sub-questions that seek to understand and form the basis of inquiry to better appreciate the problem studied and its consequences. The nature of the study explains the researcher's paradigm, the research design, the research method, and the reasons for these selections. The conceptual framework describes the conditions surrounding the problem studied that can be found in the current scholarly literature and offers a related research framework diagram that shows all of the framework elements, flow of action, and information.

The definition of terms lists important terms used in this study and provides definitions obtained from scholarly sources. The assumptions, limitations, and delimitations describe the (a) assumptions, limitations, and related potential risks supported by citations; (b) mitigation plan for each risk; and (c) delimiting boundaries or scope conditions and how they impact this study. The significance of the study section explains (a) the rationale for conducting this study, (b) how this study aims to fill a gap where knowledge is missing, (c) the connection between this study and the Bible, and (d) how this study can benefit general business practice and effective practice of leadership in business. A review of the professional and academic literature is the last topic in

this section. A comprehensive review of the current literature is presented to show the foundation provided by the connection between the existing body of knowledge and this study and examine all sides of the literature related to the problem, not only the researcher's or a single perspective.

The main elements of the literature review include (a) the business practices related to the general and specific problems studied, such as organizational effectiveness; (b) the context and background of the general and specific problems, such as the background of social enterprise organizations and the barriers to social enterprise organizational success; and (c) the concepts, theories, and constructs found in the conceptual framework, such as social enterprise leadership, servant leadership, and leadership transitions. The literature review also examines (a) related studies, such as leadership succession; (b) anticipated themes known prior to the study, such as informal learning; and (c) the discovered themes following the study, such as micromanagement. A summary of the literature review describes how the review of the professional and academic literature provides a foundation for this study. This section concludes with a summary of Section 1 and a transition that provides a brief overview of the information that is presented in Section 2.

Background of the Problem

Social enterprises are organizations that operate as profit-maximizing businesses focused on minimizing social challenges by implementing innovative solutions to major social problems that are overlooked by the market, public, private, and voluntary sectors (da Silva Nascimento & Salazar, 2020; Hojnik & Crnogaj, 2020; Xu & Xi, 2020; Yin & Chen, 2019). Social enterprise organizations' business operations are self-sustained through funding and contemporary market activities that generate revenue and profits reinvested in the business (Ashraf et al., 2019; da Silva Nascimento & Salazar, 2020; Hojnik & Crnogaj, 2020; Yin & Chen, 2019). The number of social enterprises in the United States and worldwide is increasing because these organizations

are earning widespread praise as a key tool for addressing social problems by operating revenue-generating businesses (Ferdousi, 2017; Hojnik & Crnogaj, 2020; Ip et al., 2018; Wry & York, 2017). Social enterprise expansions and new startups can attract funding, donations, volunteers, and creative talent to create social and economic value by developing innovative products and services that can solve social problems (Abramson & Billings, 2019; Hojnik & Crnogaj, 2020).

However, the rise in number of social enterprise organizations starting and expanding often results in many unsuccessful startups and business expansion failures caused by different barriers to achieving long-term growth and financial sustainability (Abramson & Billings, 2019; Battilana, 2018; Davies et al., 2019). Vázquez-Maguirre (2020) informed that 38.3% of social enterprise organizations in Mexico have a life expectancy of less than 1 year and 5.2% survive more than 10 years. Wu et al. (2018) concluded that 57.9% of social enterprise organizations in Taiwan are startups that have been established for less than 5 years, 40% are experiencing losses, and 21.2% have been established for 6 to 10 years. Social enterprise organizations striving to expand often achieve organizational growth solely in terms of size, scope, sites, and activities, but fail to achieve economic, operational, and other growth dimensions required for financial sustainability (Bretos et al., 2020; Davies et al., 2019; Han & Shah, 2020; Zhao & Han, 2020). Tykkyläinen (2019) averred that the common approach to social enterprise organizational growth fails to look beyond expansion processes focused on scaling social impact and should involve a more comprehensive growth orientation that extends to the operational environment, business development, economic considerations, and financial gain.

Several authors informed that establishing social enterprises that can grow and be stable financially requires that an organization's leadership must be able to expand and develop the business at every stage of its life cycle (Battilana, 2018; Diakanastasi et al., 2018; Klada, 2018).

Leadership competencies required to achieve a social enterprise organization's dual objectives, performance, and impact include innovative ideation, dual-goal mindset, emotional intelligence, financial acuity, risk-taking tendency, visionary thinking, strategic focus, and business operations experience (de Souza João-Roland & Granados, 2020; Halberstadt et al., 2021; Ilac, 2018).

Several authors concluded that barriers to social enterprise organizational growth and financial sustainability are largely focused on governance challenges related to preserving dual objectives and preventing mission drift and funding challenges related to unclear legal identity and social impact measurements (Abramson & Billings, 2019; Battilana, 2018; Davies et al., 2019).

There is limited literature that explores if leaders within social enterprise organizations are utilizing effective managerial skills, such as delegating tasks and responsibilities and building strong teams when working with followers in daily operations (Saebi et al., 2019; Yaari et al., 2020). This study aimed to address this gap in existing knowledge and contribute to the current literature by sharing what is learned about why social enterprise organizational leaders fail to delegate tasks and responsibilities and build strong teams within businesses. Business research can uncover the information needed to provide social enterprise organizational leaders with the practical knowledge, tools, and skills required to prevent the failure of an organization due to the lack of effective delegation and team-building skills.

Problem Statement

The general problem addressed was the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams resulting in the inability to expand the business, while achieving growth and financial sustainability. Wronka-Pośpiech (2018) informed that social enterprise organizations fail when leaders do not delegate responsibilities and duties effectively because a chaotic environment prevails and employees are

non-productive. Bacq et al. (2019) concluded that the failure of leaders within social enterprise organizations to delegate more responsibilities results in a poor organizational structure that impedes long-term organizational survival, growth, and success. Hodges and Howieson (2017) found that social enterprise organizational leaders facing challenges, such as developing the capability of others and building strong teams, are striving to expand their businesses and attract new funding. The specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Purpose Statement

The purpose of this qualitative, flexible design, single case study was to add to the existing body of knowledge and increase the understanding of the reasons behind the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams and the effects of these leadership failures on business expansion, growth, and financial sustainability. The research aimed to determine what behaviors, characteristics, and motivations leaders have that result in the failure to delegate tasks and responsibilities and build strong teams within social enterprise organizations. The research aimed to explore if there are any potential challenges impeding a leader's ability to delegate tasks and responsibilities and build strong teams within social enterprise organizations and sought to discover practical tools and resources for improving leaders' poor delegation and team-building skills. The research aimed to gain insight about what cultural contexts support leaders building strong teams and delegating tasks and responsibilities. The research aimed to learn how the readiness of a social enterprise organization to expand manifests itself in the necessity of its leaders to build strong

teams and delegate tasks and responsibilities. The larger issue of the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams was explored through an in-depth study of the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability within social enterprise organizations in the United States.

Research Questions

The central research questions and corresponding sub-questions that address facets of the broad research questions relate to and completely address the specific problem that was studied. All of the research questions used provided guidance on addressing the problem and the choice of methodology used for this study. Robson and McCartan (2016) explained that the value of research questions is to help define what the research is concerned with, focus efforts, and provide direction. The authors further explained that researchers should limit the time spent on matters not pertinent to the research questions, particularly with flexible research designs. The authors underscored that success is defined in terms of whether the research study provided reliable answers to the research questions.

In an effort to maximize the value of the research questions, different aspects of the problem studied were separated out and addressed as areas that needed to be explored to gain an understanding of potential solutions that can help address leadership challenges that increase the likelihood of social enterprise organizational failure. The four research questions (RQ) and related sub-questions were designed to gain in-depth responses, rather than yes or no answers. The research questions, RQ1, RQ2, RQ3, and RQ4 and corresponding sub-questions that related to the general and specific problems studied are addressed below.

Research Question (RQ1)

RQ1 and sub-questions address the assertions of the specific problem that was studied and explore the ability and willingness of leaders within successful, growing social enterprise organizations to delegate tasks and responsibilities and build strong teams.

RQ1. What are the leader behaviors, characteristics, and motivations that influence the process and practice of delegating tasks and responsibilities and building strong teams in successful, growing social enterprise organizations?

RQ1a. What are the behaviors, characteristics, and motivations that leaders describe as beneficial for delegating tasks and responsibilities and building strong teams?

RQ1b. What are the leader behaviors, characteristics, and motivations that direct-reports perceive as favorable for delegating tasks and responsibilities and building strong teams?

RQ1c. What are behaviors, characteristics, and motivations that leaders describe as damaging to delegating tasks and responsibilities and building strong teams?

RQ1d. What are the leader behaviors, characteristics, and motivations that direct-reports perceive as detrimental to delegating tasks and responsibilities and building strong teams?

Research Question (RQ2)

RQ2 and sub-questions address the assertions of the specific problem that was studied and explore the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams. RQ2 and sub-questions

explore potential obstacles to delegating tasks and responsibilities and building strong teams and the leadership tools and resources that are attributable to delegating tasks and responsibilities and building strong teams successfully.

RQ2. What are the practical tools and resources that can help leaders within social enterprise organizations to overcome the failure to delegate tasks and responsibilities and build strong teams and progress to expanding the business successfully?

RQ2a. What are the leadership tools and resources that are attributable to delegating tasks and responsibilities and building strong teams successfully?

RQ2b. What are the potential obstacles to delegating tasks and responsibilities and building strong teams successfully?

Research Question (RQ3)

RQ3 and sub-questions explore the unique requirements for expanding social enterprise organizations and the distinct challenges that leaders must face, including operational readiness.

RQ3. What are the requirements for expanding social enterprise organizations?

RQ3a. What are the distinct challenges leaders within social enterprise organizations face in meeting the requirements to expand the business?

RQ3b. How does the operational readiness to expand a social enterprise organization manifest itself in the necessity of leaders to delegate tasks and responsibilities and build strong teams?

Research Question (RQ4)

RQ4 and sub-question explore and address social enterprise organizations in the United States. The region is a boundary for the study to narrow the focus and explore the distinctive cultural contexts of social enterprise organizations.

RQ4. How do leaders within successful, growing social enterprise organizations in the United States create a culture that supports delegating tasks and responsibilities and building strong teams necessary to expand the business?

RQ4a. What are the cultural contexts within successful, growing social enterprise organizations that encourage leaders to delegate tasks and responsibilities and build strong teams?

Collectively, RQ1, RQ2, RQ3, and RQ4 and related sub-questions completely address the specific problem that was studied by asking four broad questions that explore different aspects of the specific problem to maximize the value of the research questions. RQ1 and RQ2 and related sub-questions explore both the reasons for failure and success from the viewpoints of both leader and direct-report. The open-ended nature of RQ3 and RQ4 seeks to gain information about the particular requirements for successfully expanding social enterprise organizations and the unique cultural contexts of successful social enterprise organizations by asking how. The open-ended nature of RQ3 and RQ4 can produce rich data that is not bounded by any preconceived notions regarding the research study topic.

Nature of the Study

Business research is important because the study findings can provide new information to help find solutions to critical issues facing the contemporary business environment. To ensure the quality of the research findings, a researcher should acknowledge one's research paradigm prior to conducting the study (Bradshaw et al., 2017; Creswell, 2016; Creswell & Poth, 2018; Robson & McCartan, 2016). The authors posited that a research paradigm recognizes the beliefs and inherent biases that could impact the natural approach to research and the construction of a research design that is as unbiased as possible. Creswell and Poth (2018) asserted that close ties

exist between the researcher's philosophy brought to the study and how a framework can be used to shroud inquiry. Bradshaw et al. (2017) stated that demonstration of impartiality and integrity of the research study from inception to conclusion requires acknowledgment of the researcher's philosophical presumptions and constant focus on demonstrating objectivity, truth, and validity.

Creswell and Creswell (2017) advised that a good research proposal aligns three aspects, which include (a) the philosophical worldview a researcher espouses, (b) the research design related to the researcher's worldview assumptions, and (c) the specific research method that translates the researcher's proposal into practice. Robson and McCartan (2016) stated that open acknowledgement of what a researcher brings to the study in terms of experiential knowledge and perceptions that shape one's worldview is vital, especially with research proposals because the potential for bias exists and should be eliminated. Galdas (2017) underscored that research proposals lacking detail on the methods used to minimize researcher bias will most likely be deemed unfavorable because mitigating any source of bias is a critical determining factor of the credibility and utility of research results. The nature of the study described (a) the research paradigm, (b) the research design, (c) the research method, and (d) the triangulation approach, which are addressed below.

Discussion of Research Paradigms

A research paradigm is important because it establishes the beliefs and principles that describe a researcher's philosophical orientation and influences the decisions made in the research process regarding the research topic, questions, design, and method and data collection, analysis, and interpretation (Abutabenjeh & Jaradat, 2018; Kaushik & Walsh, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). There are four primary research paradigms that can be found in the literature that influence and structure the practice of modern research and are useful for

researchers to understand, which include (a) positivism, (b) post-positivism, (c) constructivism, and (d) pragmatism (Brierley, 2017; Kaushik & Walsh, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). Brierley (2017) asserted that these four primary research paradigms can be represented on a continuum between objectivism and subjectivism, with positivism and post-positivism at one end, pragmatism in the middle, and constructivism at the other end. The author explained that the differences along the continuum lie in the shared beliefs about the research questions asked and the methods used by quantitative, qualitative, and mixed methods researchers.

All four of the primary research paradigms are essentially philosophical in nature and are linked to the following four core elements that guide the way research is conducted: (a) axiology, (b) epistemology, (c) ontology, and (d) methodology (Kivunja & Kuyini, 2017; Nguyen, 2019). All four of these core elements characterize each of the four research paradigms based on its particular position on (a) axiology, which involves bias and values in research; (b) epistemology, which involves what is known in the world; (c) ontology, which involves the nature of reality; and (d) methodology, which involves the processes used in research (Kaushik & Walsh, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019; Young & Ryan, 2020). The authors emphasized the importance of understanding the four core elements of each research paradigm because a given study will be guided by and uphold the position of the selected research paradigm's four core elements (Kivunja & Kuyini, 2017; Nguyen, 2019). In summary, the four primary research paradigms include (a) positivism, (b) post-positivism, (c) constructivism, and (d) pragmatism (Brierley, 2017; Kaushik & Walsh, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). The four core elements that characterize each of the four primary research paradigms include (a) axiology, (b) epistemology, (c) ontology, and (d) methodology (Kaushik & Walsh, 2019; Kivunja &

Kuyini, 2017; Nguyen, 2019; Young & Ryan, 2020). Each research paradigm and its associated four core elements are addressed below.

Positivism. The positivism research paradigm is considered the standard view of natural sciences, where the notion is that science is credible because the reality of the world conforms to laws of causation that are unchanging and can be identified, understood, and measured in the same way by scientists looking at the same thing (Bonache & Festing, 2020; Kivunja & Kuyini, 2017; Nguyen, 2019; Park et al., 2020). Positivism supports studying actual occurrences in the world and verifying scientific truths through logical analysis of empirical observations and explanatory associations or universal causal laws that lead to prediction and control in a causal framework (Kankam, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019; Park et al., 2020). Bonache and Festing (2020) stated that positivism assumes the researcher's role is to provide explanations that represent reality through causal mechanisms that can be measured and verified empirically because entities in the world are known by regularities, relations among variables, and models. Abdullah Kamal (2019) avowed that positivism supports the belief that the nature of reality is an objective truth that is discoverable, quantifiable, unchanging, and dependent on universal laws.

The positivism paradigm involves the process of collecting data, extracting laws, and observing regularities, which makes it favorable for use with a quantitative research method, such as statistical analysis and experimental methods that aim to discover cause-and-effect relationships and predict the study findings (Abdullah Kamal, 2019; Bonache & Festing, 2020; Kankam, 2019). In terms of the four core elements, for the positivist paradigm (a) axiology is beneficence, a belief that research should maximize good outcomes; (b) epistemology is objectivist, a belief that knowledge can be gained objectively through research; (c) ontology is naive realism, a belief that reality is stable, measurable, and knowable; and (d) methodology

used is causal comparative experimental, and correlational (Bisel & Adame, 2017; Kankam, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). Positivism can be characterized as supporting a position that favors epistemology because what is known in the world can be tested scientifically for causal relationships and regularities between different elements (Abdullah Kamal, 2019; Bonache & Festing, 2020). Positivism can also be characterized as holding a position that favors the ontology principle that the existence of truth, facts, and entities in the research domain are objective and independent of the observer's mindset (Bonache & Festing, 2020; Kankam, 2019).

The positivism research paradigm was not selected because its key aspects and four core elements do not align with the researcher's worldview and are not appropriate for guiding the specific problem studied. Positivism focuses on a single objective truth or reality that is not focal in context and the research purpose is to find generalizations that can explain observed human behaviors across contexts with study results that can be quantified (Bonache & Festing, 2020; Kankam, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). The focus of this study does not involve a single objective truth or reality and the research purpose does not involve finding generalizations that can explain observed human behaviors across contexts with quantifiable study results. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Post-Positivism. The post-positivism research paradigm represents the social-scientific thinking after positivism and defies the idea of the single reality and absolute truth of knowledge of positivism by supporting multiple perspectives and knowledge that is developed by dialogue (Creswell & Poth, 2018; Gamlen & McIntyre, 2018; Kankam, 2019; Robson & McCartan,

2016). Gamlen and McIntyre (2018) asserted that post-positivism focuses on providing a better understanding of social reality using explanations instead of predicting social actions based on reliable patterns and data without an explanation of why it occurs. The authors informed that a post-positivist explanation should describe the general patterns of the social actions and explain what such actions mean to the participants involved. Kankam (2019) argued that post-positivism does not negate positivism ideas, but differs with the belief that all truths are subjective, formed by dialogue, socially constructed, and biased because knowledge in the world is value-laden and not based on cause-and-effect relationships.

The characteristics of the post-positivism paradigm make it favorable for the application of both quantitative data collection and qualitative evaluation techniques used with mixed methods research designs (Gamlen & McIntyre, 2018; Kankam, 2019). The post-positivist emphasis on explanations makes it conducive to a mixed methods design because describing social actions is best achieved through quantitative data analysis and exploring what particular social actions mean to the participants is best achieved through qualitative observation (Gamlen & McIntyre, 2018; Kankam, 2019). Nguyen (2019) contended that post-positivism thinking evolved because human beings are involved in the world, hence social reality is not absolute, nor value-free and causal explanations are not always possible. In terms of the four core elements, for the post-positivist paradigm (a) axiology is bias, a belief that bias is likely because of the researcher's influence; (b) epistemology is objectivist deductive, a belief that social reality is measured objectively and gained through research; (c) ontology is scientific realism, a belief that reality is coherent and can be patterned; and (d) methodology used is quantitative and qualitative (Bisel & Adame, 2017; Kankam, 2019; Kivunja & Kuyini, 2017; Young & Ryan, 2020).

The post-positivism research paradigm was not selected because its key aspects and four core elements do not align with the researcher's worldview and are not proper for guiding the specific problem studied. Post-positivism focuses on a probabilistic reality that is not complete and the research purpose is to explore social concerns using both quantitative and qualitative methods, as well as researcher influence that will likely be biased and value-laden (Kankam, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). The focus of the specific problem studied does not involve a probabilistic reality and the research purpose is not to explore social concerns using quantitative and qualitative methods and researcher influence. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Constructivism. The constructivism research paradigm focuses on the subjective meanings of individuals' world experiences and the specific contexts in which individuals live and work in an effort to understand the world based on cultural norms and historical and social perspectives (Abdullah Kamal, 2019; Bonache & Festing, 2020; Kankam, 2019). Constructivism supports the belief that the nature of reality is multiple realities and there is not an ultimate truth or universal worldview because entities in reality are subjective truths that change as persons' mind and orientation change (Abdullah Kamal, 2019; Kankam, 2019). The constructivism paradigm is also known as the interpretive paradigm because the researcher's interpretative effort is needed to study an issue that relies heavily on participants' viewpoints and the meanings of their subjective intentions (Abdullah Kamal, 2019; Bonache & Festing, 2020; Kankam, 2019). Constructivism assumes that people live in a reality that is constructed by the social views and

interpretations of multiple researchers and participants, instead of a reality that can be discovered that has a single meaning (Bonache & Festing, 2020; Kankam, 2019).

The characteristics of the constructivism paradigm make it favorable for use with qualitative research methods, such as a case study that uses interviews to explore participants' minds and make sense out of contextual meanings and activities (Abdullah Kamal, 2019; Bonache & Festing, 2020). In terms of the four core elements, for the constructivism paradigm (a) axiology is balanced, a belief that research outcomes will be presented in a balanced report; (b) epistemology is subjectivist, a belief that reality should be created by the researcher's interpretation of the data; (c) ontology is relativist, a belief that a single reality does not exist and must be created through researcher and participant interactions; and (d) methodology used is naturalist, a belief that the researcher can capture participants' behaviors (Kankam, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). Constructivism can be characterized as holding a position that favors epistemology because it explores the relationship and multiple realities that exist between the researcher and participants (Abdullah Kamal, 2019; Bonache & Festing, 2020; Kankam, 2019). Constructivism can also be characterized as holding a position that favors methodology because it aims to understand human behaviors in a given context and avoid decontextualizing variables, which can be achieved using qualitative methods, such as a case study with observations (Abdullah Kamal, 2019; Bonache & Festing, 2020; Kankam, 2019).

The constructivism research paradigm was not selected because its key aspects and four core elements do not align with the researcher's worldview and are not proper for guiding the specific problem studied. Constructivism focuses on the subjective meanings of individuals' world experiences in an effort to understand the world based on interpretations of multiple researchers and participants and cultural norms (Abdullah Kamal, 2019; Bonache & Festing,

2020; Creswell & Poth, 2018; Kankam, 2019). The focus of the specific problem studied was not on the subjective meanings of individuals' world experiences or to understand the world based on interpretations of multiple researchers and participants and cultural norms. The focus of the specific problem addressed was the potential failure of social enterprise organizational leaders in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Pragmatism. The pragmatism research paradigm asserts that human experiences are shaped through actions and intelligence instead of external forces and the world is dynamic, where knowledge, truth, and meaning are evolving over time (Creswell & Creswell, 2017; Kaushik & Walsh, 2019; Robson & McCartan, 2016). The authors stated that pragmatism occurs in social contexts and is focused on taking action to solve a problem instead of philosophizing about different views of reality. Kaushik and Walsh (2019) averred that pragmatists believe that human thoughts are inherently linked to actions that can change the world because humans' past experiences and beliefs originating from those experiences are connected and predictors of future actions and consequences. Robson and McCartan (2016) informed that the pragmatic approach is suitable for real-world researchers who consider practical experience to be more constructive than theory and want to find answers to practical problems that can be put into action quickly.

Abutabenjeh and Jaradat (2018) avowed that pragmatism stems from current situations instead of past issues and the researcher focuses on these problems and uses all approaches to seek answers. Pragmatism aligns closely with the way a researcher views problems in the world because it focuses on people in actual social situations and begins with what a researcher thinks is known and evolves based on the desired or anticipated outcomes (Robson & McCartan, 2016). The authors argued that pragmatism strongly endorses practical empiricism and human inquiry to

explore how to survive and solve real-world problems. In terms of the four core elements, for the pragmatism paradigm (a) axiology is value-laden, a belief that conducting research benefits people; (b) epistemology is relational, a belief that the researcher should determine the proper relationships for a particular study; (c) ontology is non-singular reality, a belief that a single reality does not exist because peoples' view of reality changes constantly; and (d) methodology used is quantitative and/or qualitative (Kankam, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). Kaushik and Walsh (2019) contended that pragmatists define social research as real-world social problems in natural settings that can be described from various participants' perspectives and are focused on the future and the human capacity to learn, adapt, and shape their environments in practical and improved ways.

The research paradigm for this study is pragmatism. The pragmatism research paradigm was selected because its key aspects and four core elements do align with the researcher's worldview and are appropriate for guiding the specific problem that was studied. Pragmatism focuses on studying a problem of interest and concern rather than trying to understand different views of reality (Creswell & Creswell, 2017; Kaushik & Walsh, 2019; Robson & McCartan, 2016). Pragmatists are focused on real-world social problems in natural settings, the future, and the human capacity to learn, adapt, and shape their environments in practical ways (Kaushik & Walsh, 2019). Pragmatism favors exploring practical experiences over relying on historical perspectives and seeks answers to real-life problems that can be applied right away (Robson & McCartan, 2016). Similarly, the focus of the specific problem studied is on the (a) future; (b) the human capacity to learn, adapt, and shape their environments in practical and improved ways; and (c) finding solutions that can be employed now, rather than trying to understand different views of reality (Kaushik & Walsh, 2019; Robson & McCartan, 2016). The focus of the specific

problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Discussion of Design

The selection of a research design is necessary because it is concerned with linking critical aspects of the research process, such as achieving the study purpose, inter-relating the conceptual framework, collecting and analyzing the data, and answering the research questions (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016).

Abutabenjeh and Jaradat (2018) advised that after identifying a research topic and formulating research questions, a proper research design choice is key because it facilitates collecting and analyzing data to answer the research questions and increase understanding of the research topic. Selecting the appropriate research design is essential because research designs are strategies of inquiry within a selected research method approach that provide direction on how the study will move from research purpose and questions to specific outcomes and/or processes (Abutabenjeh & Jaradat, 2018; Creswell, 2016; Creswell & Creswell, 2017; Robson & McCartan, 2016).

Alignment in a framework for research design is achieved when both the purpose of the study and conceptual framework are directly relevant to the research questions needing answers (Robson & McCartan, 2016). The authors described that after these correlations are achieved, the next stage is the framework design involving decisions about research methods for (a) collecting data, (b) procedures for sampling, and (c) design strategy. All of these decisions are guided by the (a) study problem and purpose, (b) research questions, and (c) research types (Abutabenjeh & Jaradat, 2018; Creswell, 2016; Creswell & Creswell, 2017; Robson & McCartan, 2016).

Research designs can be used with a specific research method to form the following research

approaches that are used to conduct research: (a) fixed design using a quantitative method, (b) mixed methods design using both quantitative and qualitative methods, and (c) flexible design using a qualitative method (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016). The three primary research designs specified by the authors that can be found in the literature include (a) fixed design, (b) mixed methods design, and (c) flexible design, which are addressed below.

Fixed Design. Fixed design is a theory-driven link to research that is used with quantitative methods to conduct research using a study design that is fixed and tightly pre-specified prior to collecting data that is numerical and quantifiable (Abutabenjeh & Jaradat, 2018; Boeren, 2018; Robson & McCartan, 2016). Boeren (2018) informed that one of the major goals of fixed design using a quantitative method is collecting facts with the intention to observe and quantify trends using non-experimental questionnaires that are structured and fixed before data collection has started. The focus of the problem and purpose of the study and the research questions asked are also influencing factors for choosing a research design (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016). Fixed design is appropriate if the purpose of the study is linked to surveys or non-experimental strategies for descriptive studies, the focus is on outcomes, and the research questions asked seek quantitative data by asking how much or how many (Abutabenjeh & Jaradat, 2018; Boeren, 2018; Robson & McCartan, 2016).

The fixed design was not selected because its key aspects are not proper for guiding the specific problem studied. Fixed design focuses on aggregate trends and reporting group behavior averages and proportions using quantitative measures instead of qualitative methods that can explore individuals' differences and capture the complexities and subtleties of each participant's unique behaviors (Robson & McCartan, 2016). The focus of the specific problem studied was

not on aggregate trends and reporting group behavior proportions and averages using quantitative measures. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Mixed Methods Design. Mixed methods design is used with both quantitative and qualitative methods to conduct research using a study design that combines fixed and flexible design features into a single study (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Schoonenboom & Johnson, 2017; Sushil, 2018). The authors explained that data collection in a mixed methods design has a flexible phase followed by a fixed phase, which is useful for a single study with quantitative experiments linked to qualitative case studies. Mixed methods design facilitates purposeful integration of both quantitative and qualitative research methods to match the broad purposes, components, and requirements of complex studies, which can lead to the creation of innovative frameworks through combined conclusions (Schoonenboom & Johnson, 2017; Sushil, 2018).

Mixed methods design can lead to integrative research designs that use case method, empirical analysis, big data analytics, interviews, and observation to collect data in multiple and different forms (Sushil, 2018). This is typified by a mixed-methods research design that focuses on the status and sequencing of data collection methods, which include exploratory, explanatory, and embedded mixed-method research designs (Robson & McCartan, 2016; Salvador, 2016). The sequences for data collection involve (a) exploratory studies that collect qualitative data first, followed by quantitative data collection and analysis; (b) explanatory studies that collect quantitative data first, followed by qualitative data collection and analysis; and (c) embedded

studies that collect data using the exploratory sequence first, followed by the exploratory sequence or vice versa (Robson & McCartan, 2016; Salvador, 2016). The focus of the problem and purpose of the study and the research questions asked are influencing factors for choosing a research design (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016). Mixed methods design is appropriate if (a) the purpose of the study is linked to experiments or triangulation, (b) the focus is on both processes and outcomes using a multi-strategy design, and (c) the research questions are broad in an effort to tackle complex issues impossible to answer using only fixed or flexible designs (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Schoonenboom & Johnson, 2017; Sushil, 2018). Robson and McCartan (2016) described that mixed methods design is appropriate for studies that aim to collect and analyze quantitative data to capture aggregate group behaviors and qualitative data to capture participants' individual complexities and subtleties.

The mixed methods design was not selected because its key aspects are not appropriate for guiding the specific problem studied. Mixed methods design is focused on forming both quantitative and qualitative assumptions, integrating qualitative and quantitative research within a single study, and collecting data in qualitative and quantitative forms across databases for numerical and non-numerical analysis (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016). The focus of the specific problem studied was not on forming quantitative and qualitative assumptions, integrating qualitative and quantitative research within a single study, or collecting data in qualitative and quantitative forms across databases for both non-numerical and numerical analysis. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and

responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Flexible Design. Flexible design is used with qualitative methods to conduct research using a study design that is fluid and developing, while collecting data that are generally in the form of words and are non-numerical (Abutabenjeh & Jaradat, 2018; Ebneyamini & Moghadam, 2018; Haven & Van Grootel, 2019; Robson & McCartan, 2016). Haven and Van Grootel (2019) emphasized that the flexibility of a study design that is fluid and evolving during data collection allows the full potential of a qualitative method because any unexpected findings can be explored and the research design can be changed during the study. Ebneyamini and Moghadam (2018) contended that unlike a fixed design with a very tight and structured design, a flexible design allows researchers to make major changes even after advancing from design to carrying out the study. Robson and McCartan (2016) asserted that all of the flexible design elements should be re-examined throughout the study because the detailed framework is emerging as data are being collected and analyzed, intended samples are being changed to seek new answers, and research questions are being modified.

The focus of the problem and purpose of the study and the research questions asked are influencing factors for choosing a research design (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016). Flexible design is appropriate if (a) the purpose of the study is linked to qualitative strategies for exploratory work, (b) the focus is on practices, and (c) the research questions ask how and why and are investigative in nature (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016). Robson and McCartan (2016) informed that the relative strength of flexible design compared to fixed and mixed methods designs is its ability

to collect and analyze qualitative data that captures individual differences and the complexities and subtleties of each participant's unique behaviors.

The flexible design was selected because its key aspects are appropriate for guiding the specific problem studied. Flexible designs are focused on exploratory work using qualitative strategies and collecting and analyzing qualitative data that captures clear differences and the complexities and subtleties of each participant's characteristic behaviors (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016). Similarly, the focus of the specific problem studied was on exploratory work using qualitative strategies, collecting qualitative data, and analyzing qualitative data that captures the complexities and subtleties of each participant's characteristic behaviors. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Flexible Design Approaches

Qualitative research encompasses a variety of research designs and each design can employ a specific qualitative approach to inquiry that has its own philosophical and theoretical underpinnings to establish the study methodology (Abutabenjeh & Jaradat, 2018; Creswell & Poth, 2018; Haven & Van Grootel, 2019). Creswell and Creswell (2017) informed that research designs encompass different types of inquiry within a given research method that provide specific directions for procedures in a research design. There are five primary qualitative approaches that can be employed within a flexible design using a qualitative method that can be found in the literature, which include (a) narrative research, (b) phenomenology, (c) grounded theory, (d) ethnography, and (e) case study (Abutabenjeh & Jaradat, 2018; Creswell & Poth,

2018; Haven & Van Grootel, 2019; Robson & McCartan, 2016). Each of these five primary qualitative approaches have different characteristics, procedures, logic, and data collection and analysis, which are addressed below.

Narrative Research. Narrative research originates from different social and humanities disciplines and uses multiple forms of data from interviews, observations, and documents to explore an individual's life by analyzing their stories and capturing elements that describe each participant's experiences (Creswell & Poth, 2018). The research focus of the narrative approach is to explore the life experiences of an individual by studying one or two participants who have stories to tell, gathering data by collecting their stories, and finding themes and contexts that emerge from those stories (Creswell, 2016; Creswell & Poth, 2018; Haven & Van Grootel, 2019). Analyzing the data for stories involves capturing details of life experiences, finding the meaning of words and themes in lived experiences, exposing silences and dichotomies, and reorganizing the stories by restorying to create a chronological story line (Creswell & Poth, 2018; Haven & Van Grootel, 2019). Narrative research can be a challenging approach to use because collecting, analyzing, and restorying participants' stories requires the researcher to gather vast information and actively engage and collaborate with participants to gain a better understanding of the multi-layered context of their lives (Creswell, 2016; Creswell & Poth, 2018; Haven & Van Grootel, 2019).

The narrative research approach was not selected because its features are not appropriate for guiding the specific problem studied. Narrative research is focused on exploring the life experiences of an individual by studying one or two participants with stories to tell and finding emergent themes and contexts from those stories (Creswell, 2016; Creswell & Poth, 2018; Haven & Van Grootel, 2019). The focus of the specific problem studied does not involve exploring the

life experiences of an individual through stories told and finding emergent themes and contexts from those stories. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Phenomenology. Phenomenological research is rooted in philosophy and uses data from interviews and documents to explore what participants have in common when experiencing a phenomenon by analyzing their interviews and capturing elements that describe the essence of the phenomenon (Creswell & Poth, 2018). The research focus of the phenomenological approach is to understand the essence of a phenomenon by studying several participants who shared an experience, gathering data by collecting their interviews, and finding significant statements that appear in those interviews (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016). Analyzing the data involves uncovering significant statements which can be developed into themes and textural and structural descriptions of participants' experiences to provide a better understanding of the common experience or the essence of a phenomenon (Creswell, 2016; Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016). Phenomenology can be a challenging approach to use because describing the essence of a phenomenon requires the researcher to identify with the broader philosophical assumptions of the phenomenon to form a shared understanding with the participants (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016).

The phenomenological approach was not selected because its features are not appropriate for guiding the specific problem studied. Phenomenology focuses on understanding the essence of a phenomenon by studying several participants who shared an experience and capturing the

elements that describe the essence of the phenomenon (Creswell & Poth, 2018; Haven & Van Grootel, 2019). The focus of the specific problem studied does not involve understanding the essence of a phenomenon by studying several participants who shared an experience and capturing the elements that describe the essence of the phenomenon. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Grounded Theory. Grounded theory draws from sociology and uses data from interviews with 20 to 60 participants to explore what participants experienced in a process by analyzing their interviews and capturing elements that describe the process of the experience and the steps in the process (Creswell & Poth, 2018). The research focus of the grounded theory approach is to develop a theory grounded in data by studying participants who have experienced a process, gathering data by collecting their interviews and memoing, and finding ideas to uncover a theory (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016). Analyzing data from the participants involves reviewing and memoing interviews and forming categories to aggregate the data through open, axial, and selective coding to create a theory that is shaped by participants' views (Creswell, 2016; Creswell & Poth, 2018; Haven & Van Grootel, 2019). Grounded theory research can be a challenging approach to utilize because a theory grounded in participants' views requires conducting many focus groups and interviews and verifying when new ideas are not emerging, categories are saturated, and theory is detailed enough (Creswell, 2016; Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016).

The grounded theory approach was not selected because its features are not appropriate for guiding the specific problem studied. Grounded theory focuses on developing a theory

grounded in data by studying participants who have experienced a process and finding themes and patterns to uncover a theory (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016). The focus of the specific problem studied does not involve the development of a theory grounded in data by studying participants who have experienced a process and finding themes and patterns to uncover a theory. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Ethnography. Ethnographic research is rooted in cultural anthropology and uses data from interviews and observations to explore shared and learned patterns of language, behavior, and beliefs by analyzing the daily interactions among a culture-sharing group and capturing discernible patterns (Creswell & Poth, 2018). The research focus of the ethnographic approach is to describe and interpret how a culture-sharing group works by studying participants in a distinct group that have been together for a long time, collecting data through many interviews and extensive observations, and finding themes or issues to make a general cultural interpretation (Creswell & Poth, 2018; Haven & Van Grootel, 2019). Analyzing the data of a culture-sharing group involves in-depth review of field interviews to find themes and patterns reflective of cultural concepts and views that can be developed into a holistic cultural portrait of the group (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016). Ethnography can be a challenging approach to use because describing and interpreting the shared patterns of culture of a group requires the researcher to have knowledge of cultural anthropology and social culture to properly honor field issues of reciprocity when spending time at the field site (Creswell, 2016; Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016).

The ethnographic approach was not selected because its features are not appropriate for guiding the specific problem studied. Ethnography focuses on describing and interpreting how a culture-sharing group works by going to the field site and observing how participants in a discernible group work and live their daily lives and finding themes or issues to generate an overall cultural interpretation (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016). The focus of the specific problem studied does not involve interpreting and describing and how a culture-sharing group works by studying participants in a discernible group and finding themes or issues to generate an overall cultural interpretation. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Case Study. Case study research stems from psychology and science and uses multiple forms of data from interviews, observations, and documents to explore an issue or problem by analyzing an entity, such as an organization and capturing elements that describe the conditions surrounding an issue or problem (Creswell & Poth, 2018; Yin, 2018). The research focus of the case study approach is to develop an in-depth understanding of an issue or problem by studying a concrete entity, gathering data by collecting interviews and documents, and finding themes and contexts that describe the study (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016; Yin, 2018). Analyzing the data of a case study involves identifying key situations and themes that describe the context and complexity of the case that can be developed into a holistic analysis using case assertions (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Yin, 2018).

Ebneyamini and Moghadam (2018) emphasized that the object of a case study should be a particular case that is contemporary, is a functioning unit in progress in its natural context, and

is observable in actual practice using multiple methods. Case study research can be a challenging approach to use because it requires selecting a real-life case that is in progress and collecting multiple sources of information to ensure having enough accurate data not lost by time, which can be limited by time, processes, and resources (Creswell & Poth, 2018; Salvador, 2016; Yin, 2018). Additionally, the case study approach has been met with criticism and skepticism amid concerns that it lacks methodological rigor and its results are not generally applicable because focus on a particular bounded case or cases is not representative of a whole population (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Ridder, 2017; Yin, 2018).

The case study approach was selected because its features are appropriate for guiding the specific problem studied. Ridder (2017) stated that case study research facilitates an in-depth investigation of a case within its environmental context that is a phenomenon of interest occurring in real life, such as an anomaly, event, or organization. Ebneyamini and Moghadam (2018) averred that a case study approach to inquiry is useful for exploring the real-life context of contemporary cases and interventions and answering research questions of why, what, and how. A qualitative case study approach is focused on exploring a relevant contemporary problem that is bounded within certain parameters by analyzing actual practice and identifying key aspects that describe the context of the problem (Creswell & Poth, 2018; Yin, 2018). Similarly, the specific problem studied was focused on exploring a contemporary problem of interest that is bounded within specific parameters by analyzing actual practice and identifying key aspects that describe the context of the problem. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Case Study Types

Qualitative case study designs offer rigorous exploration of a certain topic through study of a single case for a holistic in-depth analysis or multiple cases for a holistic complex analysis (Salvador, 2016). Creswell and Poth (2018) stated that different types of qualitative case studies are discerned by the focus and intent of the analysis, such as whether the case involves studying an individual or issue, at multiple sites or within a site, or using a single case or multiple cases to illustrate the study problem. Ridder (2017) averred that case study designs differ in application and objectives in terms of contributing to theory, such as creating new theories using one single case that offers rich, context-related descriptions or advancing theories using multiple cases that offer replication and corroboration among cases. Yin (2018) argued that the use of multiple cases or a single case in a case study depends on the research design rationale and unit of analysis, such as using multiple cases to strengthen a significant finding or using a single case to explore an issue and contribute to knowledge. Ebneyamini and Moghadam (2018) stated that case study research can be categorized in many ways, but the two main case study types that can be found in the literature include multiple case study and single case study, which are addressed below.

Multiple Case Study. In a case study design with multiple cases, the researcher focuses on an identified problem, process, or issue and then selects multiple cases to compare and present different perspectives on the particular problem, process, or issue (Creswell & Poth, 2018). Yin (2018) argued that a case study design with multiple cases has the distinct advantage of being a more robust overall study because more evidence can be collected from multiple cases, which is more compelling than evidence collected from just one single case and it offers greater analytic benefits. Ridder (2017) asserted that the potential advantages of a multiple case study are seen in its ability to compare similarities and differences among multiple cases through

cross-analysis, which can facilitate replication between cases, corroboration of propositions, and theory advancement. Ebneyamini and Moghadam (2018) suggested that a multiple case study design is preferred for addressing qualitative inquiry validity and reliability issues because of the insights, validity, and meaningfulness generated from the rich information of the multiple cases selected. The authors stated that examining multiple cases studies facilitates testing multiple theories that can (a) address case study research generalization concerns; (b) support literal and theoretical replication; and (c) enhance internal, external, and construct validity.

A case study design with multiple cases was not selected because its features are not appropriate for guiding the specific problem studied. A case study design with multiple cases focuses on strengthening a significant finding, presenting and comparing different perspectives that illustrate an issue, and testing, generalizing, and advancing theories through multiple cases that offer corroboration and replication between cases (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Yin, 2018). The focus of the specific problem studied does not involve testing, generalizing, or advancing theories, presenting and comparing different perspectives that illustrate an issue, or strengthening a significant finding. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Single Case Study. A single case study design allows the researcher to focus on a specific issue or concern that requires greater understanding by using one bounded case to illustrate that issue or concern (Creswell & Poth, 2018). Ebneyamini and Moghadam (2018) described that the true essence of case study design with a single case is to gain understanding of a contemporary phenomenon through observation of actual practice and an in-depth contextual

analysis of a limited number of conditions and corresponding relationships. Machalicek and Horner (2018) posited that the single case study design differs from a group experimental design in the unit of analysis, which is at the individual participant-level rather than between groups. In a case study design with a single case, the researcher conducts an in-depth analysis of a single case issue or problem in its natural setting bounded by time-frame and location parameters and describes in detail how the selected case exemplifies a relevant real-world problem (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018; Yin, 2018).

Ebneyamini and Moghadam (2018) asserted that a single case study design is frequently used in the business community. The authors explained that case study designs with a single case have consistently been useful for analyzing and solving business problems and building and testing new theories in business technology and operations management. A case study design with a single case facilitates exploring (a) specific concerns by using investigating one bounded case within time-frame and location parameters, (b) pertinent solutions and interventions by observing actual practice, and (c) contemporary cases of interest (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018; Yin, 2018). The authors described that features of a single case study design that make it the best choice for a flexible design using a qualitative method include detailed descriptions of themes and patterns emerging from the data to provide understanding of real-world issues and in-depth analysis of multiple sources of qualitative data to present a broad investigation of the single case.

A case study design with a single case was selected because its features are appropriate for guiding the specific problem studied. A single case study design facilitates the researcher conducting an in-depth exploration of a single case contemporary problem or issue by analyzing a concrete entity in its real-world context and setting bounded by specific time-frame and

location parameters to give rise to a robust analysis (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018). Similarly, the specific problem studied was focused on exploring a single case contemporary problem by analyzing a concrete entity in its natural setting and real-world context bounded by specific time-frame and location parameters. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. The larger issue of the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams is explored through an in-depth study of the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability in social enterprise organizations within the United States. Research questions RQ1, RQ2, RQ3, and RQ4 and sub-questions capture the complexity of a single case and clearly identify a distinct entity recognized as social enterprise organizations.

Discussion of Method

The research method chosen is important because it should address the research questions and align with the researcher's selected philosophical worldviews or paradigm, research design, and approach to inquiry (Abutabenjeh & Jaradat, 2018; Creswell, 2016; Creswell & Creswell, 2017; Robson & McCartan, 2016). The researcher's selected paradigm is pragmatism, the selected research design is flexible, and the selected qualitative approach is a case study design with a single case. The research study was conducted with a flexible design using a qualitative method; specifically, a single case study design was used.

Creswell and Creswell (2017) advised that the selection of a research method is based on the researcher's personal experiences, the audiences for the study, and the nature of the research problem being addressed. Robson and McCartan (2016) stated that the research method selected should be based on what type of information the researcher is looking for, who the participants of the study are, and what the circumstances of the research study are. The three primary research methods that can be found in the literature include (a) quantitative, (b) mixed, and (c) qualitative (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016), which are addressed below.

Quantitative Method. The quantitative method evolved in the late 19th century and throughout the 20th century when numerical procedures for experimental and non-experimental designs and statistical analysis of quantified data were developed (Creswell & Creswell, 2017; Robson & McCartan, 2016). The two primary quantitative designs are experimental designs that involve true experiments with randomized assignment of participants to specific experimental conditions and non-experimental designs that involve quasi-experiments with non-randomized assignments, such as surveys (Creswell & Creswell, 2017). Experimental research aims to decide if a specific condition influences an outcome by applying the specific condition to one group of subjects and withholding it from another to assess the numerical outcome score for each group (Creswell & Creswell, 2017). Whereas non-experimental research, such as surveys, seeks to study a sample of a population and generalize it to the whole population with longitudinal and cross-sectional studies that utilize structured interviews or questionnaires to collect data and provide quantified results (Creswell & Creswell, 2017).

All research methods are characterized by the following three features: (a) type of data, (b) type of analysis, and (c) type of interpretation (Abutabenjeh & Jaradat, 2018; Creswell &

Creswell, 2017; Salvador, 2016). A quantitative method is characterized by the following three features: (a) data includes numbers obtained from close-ended questions, (b) analysis includes statistical and numerical, and (c) interpretation is objective and verifiable with systematic critical processes and experimentations (Abutabenjeh & Jaradat, 2018; Salvador, 2016). A quantitative method provides reliable results that are objective and easily obtained in a short amount of time through numerical forms, such as survey questionnaires (Salvador, 2016). Quantitative research involves a fixed design with pre-determined research questions, hypotheses, and data collection before the study begins and variables that are numbered data that are measured using statistical analysis to test objective theories (Creswell & Creswell, 2017; Robson & McCartan, 2016).

The quantitative method was not selected because its key aspects are not appropriate for guiding the specific problem studied. A quantitative method involves a fixed design with pre-set research questions, hypotheses, and data collection before the study begins (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Salvador, 2016). The authors informed that the data includes numbers collected from close-ended questions that are analyzed using statistics and objective interpretation with systematic critical processes and experimentations. The intent of a quantitative method is to collect, analyze, and interpret quantifiable data using statistical analysis to test objective theories (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016). A quantitative method is pre-determined, uses questions that are instrument-based, and focuses on statistical analysis and interpretation of attitudes and observational data (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016). The focus of the problem specific problem studied was not on statistical analysis or interpretation of observational data and the intent is not to collect, analyze, or interpret quantifiable data to test objective theories. The focus of the specific problem addressed was the potential failure of leaders within

social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Mixed Methods. The mixed methods approach evolved last, after quantitative and qualitative methods, in the late 1980s to facilitate mixing both qualitative and quantitative methods into a single project (Creswell & Creswell, 2017; Robson & McCartan, 2016). Mixed methods research collects and combines quantitative and qualitative data and approaches using distinct research designs to undertake complex, multidisciplinary research problems using philosophical assumptions and theoretical frameworks (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016). Mixed methods incorporates both fixed and flexible designs to blend the principles, ideologies, and strengths of quantitative and qualitative methodology approaches (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016). A mixed methods approach is characterized by (a) data that exists in multiple forms and possibilities obtained from close-ended and open-ended questions; (b) analysis that includes text and statistical analysis; and (c) interpretation that is objective, subjective, and cross-sectional across databases (Abutabenjeh & Jaradat, 2018; Salvador, 2016).

Creswell and Creswell (2017) stated that quantitative and qualitative research methods represent different ends on a continuum and should not be regarded as separate categories, rigid opposites, or dichotomies. The authors described that along this continuum, a study can lean toward one end and be more quantitative than qualitative or vice versa and a mixed methods approach exists in the middle because it encompasses both quantitative and qualitative approach features. The authors further described that mixed methods research uses distinct designs that integrate both qualitative and quantitative approaches and data to provide a more comprehensive

understanding of a research problem. The three types of mixed methods strategies that can be used to increase understanding of a research problem include (a) transformative mixed methods, (b) concurrent mixed methods, and (c) sequential mixed methods (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016). The objectives of these three distinct mixed methods include transformative mixed methods that aim to look at both quantitative and qualitative data through a theoretical lens as an overarching perspective and concurrent mixed methods that aims to collect quantitative and qualitative data simultaneously and then integrate the information to interpret the results (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016). The authors stated described that sequential mixed methods seek to expand the findings of a qualitative method with a quantitative method and vice versa.

The mixed methods approach was not selected because its key aspects are not appropriate for guiding the specific problem studied. A mixed methods approach is (a) both emerging and pre-determined, (b) uses questions that are both closed-ended and open-ended, and (c) focuses on both statistical and text analysis and interpretation across databases of multiple forms of data (Creswell & Creswell, 2017; Robson & McCartan, 2016). The intent of a mixed methods approach is to use the combined strengths of both quantitative and qualitative methods and data to tackle complex, multidisciplinary problems using philosophical assumptions and multiple and mixed methods (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017). The focus of the problem specific problem studied was not on using philosophical assumptions and questions that are closed-ended and open-ended to tackle multidisciplinary problems using both quantitative and qualitative methods and data. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and

responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Qualitative Method. The qualitative research method evolved in the late 20th century when sociology and anthropology writings for social and behavioral sciences research were developed (Creswell & Creswell, 2017; Robson & McCartan, 2016). In the context of social research, a qualitative method focuses on human language and consciousness encompassing the interactions among people in real-world social situations, which facilitates descriptions from the perspectives of participants involved in the process or phenomenon (Robson & McCartan, 2016). Kaushik and Walsh (2019) averred that a qualitative method seeks to understand people and their world and the nature, quality, and context of any interventions that can lead to advancement, which is crucial when participants' perceptions are needed to verify the effectiveness of any interventions. A qualitative method is characterized by the following three features: (a) data are text obtained from open-ended questions and in-depth interviews; (b) analysis is image, theme, pattern, and text analysis; and (c) interpretation is subjective, lacks routine criteria, and has potential for researcher bias (Abutabenjeh & Jaradat, 2018; Salvador, 2016).

The research method selected depends on the researcher's intent to gather the specified type of information in advance of the study or to allow it to emerge from participants involved in the study, the latter of which is applicable to qualitative methods (Creswell, 2016; Creswell & Creswell, 2017; Robson & McCartan, 2016). Haven and Van Grootel (2019) described that qualitative research seeks to explore a topic or phenomenon by uncovering participants' answers to research questions. The authors further described that qualitative data are in the form of oral or written language and the qualitative processes of data collection, preliminary data inspection, and combining data are emergent and iterative, which can strengthen the validity and rigor of the

study. Bradshaw et al. (2017) asserted that qualitative studies aim to understand a process or phenomenon, and its use is critical when information is required directly from the participants actually experiencing the process or phenomenon under inquiry. The authors emphasized that qualitative research demonstrates the quality of the data and rigor of the research with the truthful representation of the participants' experience and voice. Gupta et al. (2020) asserted that reliability and validity is critical in all types of research, and in qualitative research, reliability is the result of validity of the study, which is established with techniques such as content analysis of in-depth interviews to ensure reliability of themes.

The qualitative method was selected because its key aspects are appropriate for guiding the specific problem studied. A qualitative method is evolving, uses open-ended questions, and is focused on text and image analysis and interpretation of themes and patterns that may emerge from interview, documents, observations, and audiovisual data (Creswell & Creswell, 2017; Robson & McCartan, 2016). The intent of a qualitative method is to provide an emerging design with flexible research questions, collection of non-numerical data, and an open plan for analysis if new participants or research sites become available to explore (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016; Salvador, 2016). A qualitative method is focused on understanding people and their world (Bradshaw et al., 2017; Gupta et al., 2020; Haven & Van Grootel, 2019; Kaushik & Walsh, 2019). The authors described that a qualitative method can facilitate interpreting information from the truthful representations of the participants actually experiencing the process or problem to uncover any potential solutions or interventions that can contribute to advancement. Similarly, the specific problem studied was focused on understanding people and their world and seeks to collect data from the participants actually experiencing the real-world problem to uncover any potential solutions or interventions that can

contribute to effective business and leadership advancement. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Discussion of Triangulation

A qualitative method facilitates researchers (a) building rapport with study participants, (b) inspiring active feedback and engagement, and (c) personally collecting and interpreting data (Creswell & Poth, 2018; da Silva Santos et al., 2020; Robson & McCartan, 2016). However, these features of a qualitative methodology draw constant criticism related to (a) researcher bias, (b) lack of objectivity, (c) lack of codified design, (d) lack of scientific and academic rigor, and (e) lack of customary criteria to collect the data and verify the study findings (Creswell & Poth, 2018; da Silva Santos et al., 2020; Ebneyamini & Moghadam, 2018; Yin, 2018). Triangulation is a research validation strategy that documents consistency in findings using multiple sources, particularly in qualitative research studies to (a) mitigate bias, (b) enhance objectivity, and (c) establish the legitimacy of the data and study findings (da Silva Santos et al., 2020; Farquhar et al., 2020; Moon, 2019). The four primary types of triangulation that can be found in the literature include (a) investigator triangulation, (b) theory triangulation, (c) method triangulation, and (d) data triangulation (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Noble & Heale, 2019), which are addressed below.

Investigator Triangulation. Investigator triangulation addresses subjective distortions arising from a single researcher exploring, collecting, analyzing, and correlating data by letting multiple investigators (a) mitigate researcher bias, (b) explore a given study problem, (c) observe the same data, and (d) gain a wider theoretical view (da Silva Santos et al., 2020; Farquhar et al.,

2020; Fusch et al., 2018; Moon, 2019). Investigator triangulation can be used for correlating the findings and mitigating the bias from multiple researchers when different researchers observing the same data may disagree with one another's interpretation (Fusch et al., 2018). Investigator triangulation facilitates better control of researcher bias by requiring multiple researchers to collect and analyze the same data in a given research process (Moon, 2019). When multiple researchers in a given study are involved in the decision-making and collection, analysis, and interpretation of the same data, the entire research design is reinforced and can be intensified to include external peer review of inferences, coding, and conclusions (Farquhar et al., 2020).

Investigator triangulation was not selected because its key aspects are not appropriate for triangulation of the specific problem studied. da Silva Santos et al. (2020) described that investigator triangulation mitigates bias by using different researchers to observe the same study to minimize subjective distortions that can occur with the interpretation of just one researcher. Investigator triangulation involves using multiple researchers to strengthen the validity and credibility of the entire study by observing the same data and correlating and comparing the findings to mitigate researcher bias and minimize subjective distortions (da Silva Santos et al., 2020; Farquhar et al., 2020). The specific problem studied was not focused on employing multiple investigators to link the findings or collect, analyze, and interpret the data to mitigate researcher bias. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Theory Triangulation. Theory triangulation focuses on viewing the data through a theoretical lens and applying different theories and angles to enhance interpretation of the data,

discover or create new theories, and expand the researcher's theoretical perspective (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Theory triangulation is used to correlate multiple different, alternative, and contradictory theories that can be applied to a raw data set to widen the researcher's theoretical lens and increase knowledge to support and build a new theory (Fusch et al., 2018). In theory triangulation, the researcher ponders more than one theory and perspective to help guide the implementation of the research study, the research design, and the interpretation of the research data (Moon, 2019). Theory triangulation embraces the use of more than one disciplinary or theoretical perspective during the process of interpreting study findings in an effort to foster theory-extension or theory-building (Farquhar et al., 2020).

Theory triangulation was not selected because its key aspects are not appropriate for triangulation of the specific problem studied. da Silva Santos et al. (2020) advised that theory triangulation involves addressing a research event and interpreting it by using different and multiple theories and angles to gain further knowledge and understanding about the study. Theory triangulation involves viewing the data through a theoretical lens and applying multiple and different theories and disciplinary perspectives to enhance the interpretation of the data, discover new theories, and expand the researcher's theoretical perspective (da Silva Santos et al., 2020; Farquhar et al., 2020; Moon, 2019). The specific problem studied was not focused on viewing the data through a theoretical lens or applying different theories and disciplinary perspectives to discover new theories about the study and expand the researcher's theoretical perspective. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Method Triangulation. Method triangulation focuses on obtaining data from different data collection methods in the following two ways: within one data collection method, which is referred to as within-method triangulation or across different data collection methods, which is referred to as between-method triangulation (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Within-method involves triangulation within a selected data collection method in a given study, such as qualitative interviews, qualitative surveys, and qualitative focus groups (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018). Between-method involves triangulation using a mixed methods approach across different data collection methods in a given study by combining both quantitative and qualitative data collection methods, such as employing qualitative interviews and quantitative numerical surveys (da Silva Santos et al., 2020; Farquhar et al., 2020). Method triangulation can be used for correlating data from multiple data collection methods within one method and specific design, such as a flexible design using different qualitative data collection methods (Fusch et al., 2018). The author explained that method triangulation can also be used for correlating data across different methods and multiple designs, such as a mixed methods design using quantitative and qualitative methods.

Farquhar et al. (2020) asserted that method triangulation is sub-divided into two types referred to as within-method and between-method triangulation, which differ in benefit, level of detail, and presentation. The author described that within-method triangulation uses multiple techniques from the same data collection method, such as qualitative evidence from focus groups and qualitative archival analysis, which can increase the credibility and internal validity of the study findings. The author further described that between-method triangulation uses multiple techniques across different data collection methods, such as qualitative focus groups and

quantitative survey data, which can offset any weaknesses of a qualitative method with a quantitative method strength and vice versa. Method triangulation employed across data collection methods in any given study engages inter-method validation and method triangulation implemented within one data collection method engages intra-method validation, which is used more frequently (da Silva Santos et al., 2020).

Method triangulation was not selected because its key aspects are not appropriate for triangulation of the specific problem studied. Method triangulation can be used for correlating data from multiple data collection methods either within one method and specific design, such as a flexible design using different qualitative data collection methods or across different methods and multiple designs, such as a mixed methods design using both quantitative and qualitative methods (Fusch et al., 2018). Method triangulation is subdivided into within-method, which engages intra-method validation and between-method triangulation, which engages inter-method validation; both of which differ in level of detail, benefit, and presentation (da Silva Santos et al., 2020; Farquhar et al., 2020). The specific problem studied was not focused on correlating data from multiple data collection methods or across different methods and multiple designs, such as a mixed methods design using both quantitative and qualitative methods. The specific problem studied involved the correlation of different qualitative data sources that can be produced with different people, at different times, in different spaces to increase the internal validity of the findings. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Data Triangulation. Data triangulation focuses on obtaining data from multiple data sources within a single data collection method in any given study, such as qualitative in-depth interviews with math teachers, qualitative in-depth interviews with math teachers' students, and qualitative in-depth interviews with teachers not teaching math (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). A distinct feature of data triangulation is the correlation of time, space, and people to produce different data points of the same event that will lead to uncovering any similarities within dissimilar settings that may exist and achieve a more robust perspective (Creswell & Poth, 2018; Fusch et al., 2018; Moon, 2019; Yin, 2018). Data triangulation is used for correlating people, time, and space to explore ongoing events by generating data from different sources using one method, which should not be viewed as data generated from different methods because each data point is a different point of the same event (Fusch et al., 2018).

da Silva Santos et al. (2020) informed that data triangulation uses different data sources that can be produced at different times, in different spaces, with different people and can be used in conjunction with with-in method triangulation to achieve an in-depth, intra-method validation. Moon (2019) stated that data triangulation is similar to within-method triangulation but focuses more on collecting data from different sources within a data collection method instead of data that is collected using different methods. Collecting data from different sources using a single method, instead of collecting data using multiple methods, such as interviewing different people in different places at different times, offers a broader perspective that strengthens the validity of the study (Farquhar et al., 2020).

Data triangulation was selected because its key aspects are appropriate for triangulation for the specific problem studied. Data triangulation involves correlating different data sources

that can be produced with different people at different times and spaces to produce different data points of the same event, reveal any similarities within dissimilar settings, and increase the internal validity of the findings (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Similarly, the specific problem studied involves the correlation of different qualitative data sources that can be produced with different people, at different times, in different spaces, to produce different data points of the same event, reveal any similarities within dissimilar settings, and increase the internal validity of the findings.

Multiple Triangulation Approach. The four primary types of triangulation which include data, method, investigator, and theory triangulation have different benefits, weaknesses, and applications (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). The fundamental concept of the multiple triangulation approach is that when multiple and different sources of data, methods, theories, and investigators produce the same results there is corroborating evidence from multiple sources, which verifies the reliability, credibility, and validity of a qualitative study (Creswell & Poth, 2018; Johnson et al., 2017; Yin, 2018). A multiple triangulation approach employed in any given qualitative study using at least two triangulation strategies will help enhance the validity of the study results, improve the rigor and accuracy of the study, and achieve a more robust picture of the study problem and purpose (Creswell & Poth, 2018; Johnson et al., 2017; Yin, 2018). Fusch et al. (2018) averred that a multiple triangulation approach is desirable, particularly in qualitative studies because it prevents focus on just one source of data and collection method, such as qualitative interviews.

A multiple triangulation approach can integrate multiple and different sources of data, methods of data collection, investigator areas of expertise, and disciplinary perspectives or theories to mitigate single-source data, method, investigator, and theory biases (Creswell & Poth,

2018; Gibson, 2017; Johnson et al., 2017; Yin, 2018). Johnson et al. (2017) suggested that multiple triangulation approaches are beneficial because the contribution of each validation strategy uncovers a different aspect of reality, which enhances the strength, reliability, and ability to confirm the given qualitative study results. Gibson (2017) asserted that multiple triangulation facilitates obtaining converged findings and documenting consistency in findings using different sources and methods of obtaining those findings, which increases trust that the findings are not the result of a single source or method.

Summary of the Nature of the Study

The nature of the study describes the selected (a) research paradigm, (b) research design, (c) research method, and (d) triangulation approach, and why the choices are appropriate for the specific problem studied (Creswell & Poth, 2018; Fusch et al., 2018; Robson & McCartan, 2016; Yin, 2018). Planning a research study should begin with acknowledgement of the researcher's paradigm because the researcher's philosophical orientation will influence all of the decisions related to the research questions, research method, research design, and triangulation approach (Abutabenjeh & Jaradat, 2018; Creswell & Poth, 2018; Robson & McCartan, 2016; Yin, 2018). The acknowledged research paradigm is pragmatism. The research study was conducted with a flexible design using a qualitative method; specifically, a single case study design was used. Data triangulation was used to validate the study findings. Explanations of why these choices were appropriate for the specific problem studied are addressed below.

There are four primary research paradigms that can be found in the literature, which include (a) positivism, (b) postpositivism, (c) constructivism, and (d) pragmatism (Creswell & Creswell, 2017; Kaushik & Walsh, 2019; Nguyen, 2019). The pragmatic paradigm is suitable for guiding the specific problem studied because the influence of its key aspects promote exploring practical

experiences over relying on historical perspectives and seeking answers to practical business problems that can be applied immediately (Robson & McCartan, 2016). Pragmatism was the appropriate choice because it best describes the researcher's view of the world and reality and focuses on the specific problem studied, rather than trying to understand different views of reality (Creswell & Creswell, 2017; Kaushik & Walsh, 2019; Robson & McCartan, 2016).

There are three primary research designs that can be found in the literature, which include (a) fixed design, (b) mixed methods design, and (c) flexible design (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016). A flexible design was the proper choice because its key aspects are appropriate for guiding the specific problem studied. Flexible designs are connected to qualitative strategies for exploratory work, the focus is on particular practices and collecting and analyzing qualitative data that captures individual differences, and the research questions that ask how and why are investigative in nature (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016).

There are five primary qualitative approaches that can be employed within a flexible design using a qualitative method that can be found in the literature, which include (a) narrative research, (b) phenomenology, (c) grounded theory, (d) ethnography, and (e) case study (Abutabenjeh & Jaradat, 2018; Creswell & Poth, 2018; Haven & Van Grootel, 2019; Robson & McCartan, 2016). The case study approach was the appropriate choice because its key aspects are appropriate for guiding the specific problem studied. A case study approach is focused on exploring a real-world problem in a concrete entity in its natural setting that is bound within specific time-frame and location parameters by analyzing actual practice and identifying key aspects that describe the context of the problem and any potential solutions or interventions (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Yin, 2018).

There are two primary ways that case study research can be categorized that can be found in the literature, which include multiple case study and single case study (Ebneyamini & Moghadam, 2018). A case study design with a single case is the proper choice because its key aspects are appropriate for guiding the specific problem studied. A single case study design facilitates the exploration of a single case contemporary problem by analyzing a concrete entity in its real-world setting and context within time-frame and location parameters to give rise to an in-depth analysis (Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018; Yin, 2018).

There are three primary research methods that can be found in the literature, which include (a) quantitative, (b) mixed methods, and (c) qualitative (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016). A qualitative method was the proper choice because its key aspects are suitable for guiding the specific problem studied. A qualitative method is focused on understanding people and their world and facilitates collecting, analyzing, and interpreting information from the truthful representations of the participants who are actually experiencing the problem (Bradshaw et al., 2017; Gupta et al., 2020; Haven & Van Grootel, 2019; Kaushik & Walsh, 2019). The authors described that a qualitative method can uncover potential effective solutions or interventions that can contribute to advancement.

There are four primary types of triangulation that can be found in the literature, which include (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data triangulation (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Data triangulation was selected because of its key aspects that are appropriate for triangulation of the specific problem studied. Data triangulation focuses on obtaining data from multiple data sources within a single data collection method in a given study, such as qualitative interviews with different people, in different spaces, at different times, to yield corroborating

evidence which can increase the credibility and internal validity of the study findings (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019).

Jentoft and Olsen (2017) advised that utilizing a case study approach and semi-structured interviews to investigate a contemporary phenomenon within its real-life context results in more variables of interest than data points and the need to rely on multiple sources of evidence to converge in a triangulating manner. The authors explained that utilizing a combination of both semi-structured interviews and data triangulation can play a central role in ensuring information-rich data and the validity of the findings. The authors explained this further, stating that data triangulation broadens the analysis by informing the research topic from different participants' perspectives and interviews provide depth through the establishment of trust and rapport between the researcher and the participant. The authors stated that the validity of the findings and quality of the data are increased when participants' perspectives are confirmed through data analysis because semi-structured interviews cover the same themes and are structured the same manner, but allow for multiple and different individual perspectives.

Looking at this qualitative, flexible design, single case study through a pragmatic lens is appropriate because qualitative research has strong humanistic and interactional characteristics that facilitate a practical understanding of leadership problems in contemporary businesses, such as social enterprise organizations (Abutabenjeh & Jaradat, 2018; da Silva Santos et al., 2020; Haven & Van Grootel, 2019). The research paradigm, research design, research method, and triangulation choices are appropriate for the specific problem studied because the aspects of each selection can generate an accurate and holistic collection of solutions to leadership problems prevailing in the contemporary business environment (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016; Yin, 2018). The research paradigm, research design, research

method, and triangulation choices are appropriate for the specific problem studied because the aspects of each selection can generate an accurate and holistic collection of potential solutions to leadership problems prevailing in the contemporary business environment, such as the failure of social enterprise leaders to delegate tasks and responsibilities and build strong teams.

Conceptual Framework

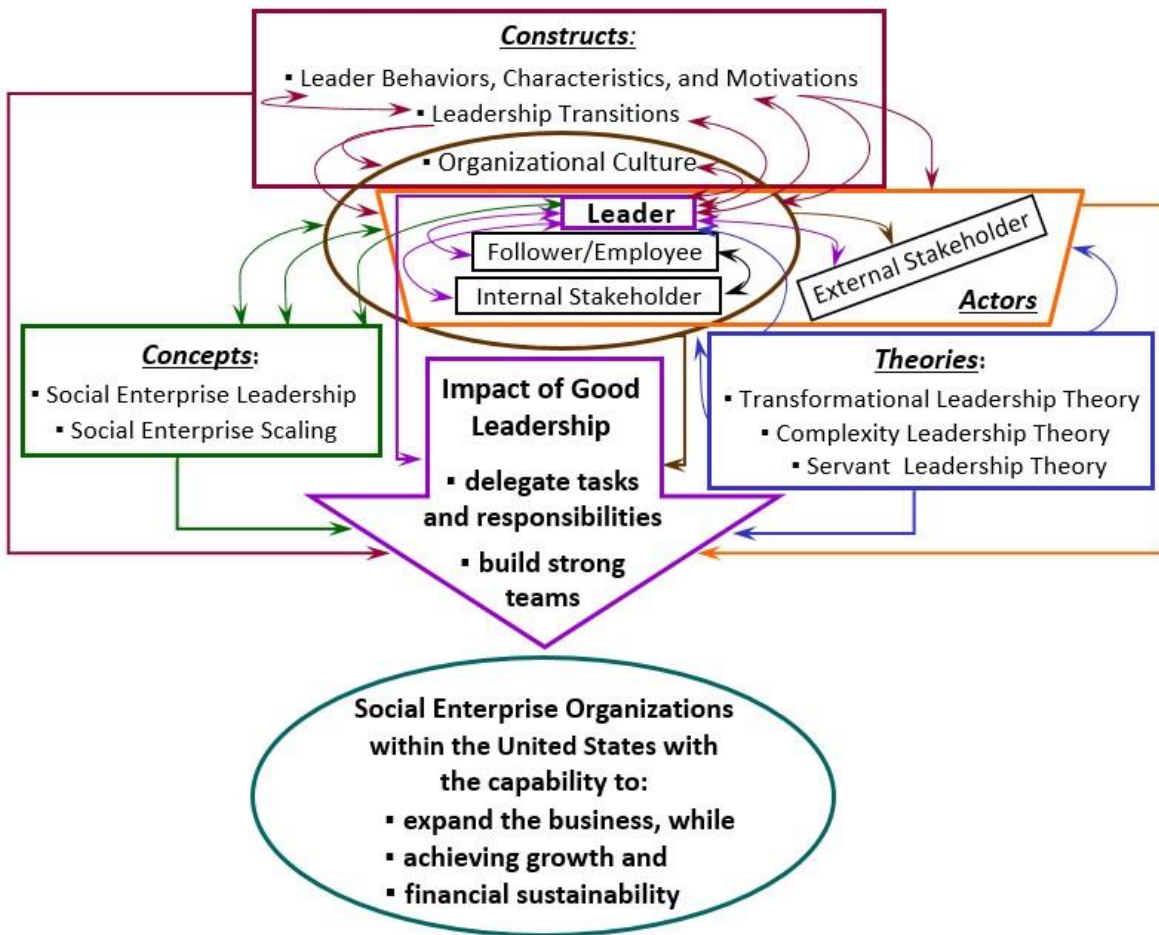
This research study was conducted with a flexible design using a qualitative method; specifically, a single case study design was used. The concepts, theories, actors, and constructs that can be found in the literature that are central to the research problem can be illustrated in conceptual framework diagram that displays the relationships, information flows, and actions that lead to outcomes (Robson & McCartan, 2016; Varpio et al., 2020). A conceptual framework diagram not only displays a graphic of the key elements that support and inform the study, but it also requires the researcher to identify what is of greatest importance for inquiry and determines what should be researched (Robson & McCartan, 2016). Conceptual frameworks (a) justify the need for a given study, (b) answer why the research is important, (c) answer what contributions the study findings will make to what is already known, and (d) shape the study design and guides its development (Varpio et al., 2020).

The conceptual framework of a given study may take on multiple forms as it evolves with the development of new inputs and different questions about justifying the inclusion of particular relationships and features to the framework (Robson & McCartan, 2016; Varpio et al., 2020). The authors advised that the conceptual framework and research framework diagram should offer insight into (a) the specific problem, (b) the conditions surrounding the problem, (c) how the inputs relate to the actors, and (d) how the outputs are determined. The research framework

diagram of the study problem, flow of actions, and relationships between the conceptual framework elements are presented below in Figure 1.

Figure 1

Research Framework Diagram



Concepts

Figure 1 illustrates that the concepts of social enterprise leadership and social enterprise scaling influence an organization’s culture, actors, and directly impact business outcomes. These concepts can facilitate successful business outcomes by positively influencing an organization’s culture and all of the actors who support the organization, particularly the leader who works with all of the actors inside and outside an organization and shapes its culture. Figure 1 shows that the

concepts of social enterprise leadership and social enterprise scaling influence the action and information flows between all of the actors, have a direct impact on business outcomes, and are central to the research problem. The requirements for leading and scaling social enterprise organizations successfully, such as leaders with effective managerial skills and a culture of engagement are important conditions surrounding the problem that can be found in the literature (Aboramadan & Dahleez, 2020; Bauwens et al., 2019; Bretos et al., 2020; van Lunenburg et al., 2020). Figure 1 shows that the concepts of social enterprise leadership and social enterprise scaling are related to the specific problem that addressed the failure of leaders in social enterprise organizations within the United States to delegate tasks and responsibilities and build strong teams resulting in the inability to expand the business, while achieving growth and financial sustainability. The concepts of social enterprise leadership and social enterprise culture are addressed below.

Social Enterprise Leadership. Social enterprise leadership is a concept that can be found in the literature that is fundamental to the research problem because social enterprise organizations have dual-value creation goals that challenge leaders with the dual mission of delivering social value, while ensuring financial sustainability (Gibbons & Hazy, 2017; Ilac, 2018; Smith & Besharov, 2019; van Lunenburg et al., 2020). Social enterprise organizations require effective leaders with learning agility, business acumen, and proper managerial skills, such as delegation, team-building, and collective problem-solving to better serve stakeholders, create social value, and maintain revenue streams (Ilac, 2018; Smith & Besharov, 2019; van Lunenburg et al., 2020; Weerawardena et al., 2021). A social enterprise organization's leadership is a key predictor of its success because leaders play a key role in cultivating an organizational culture that supports collective organizational engagement to achieve positive business outcomes

(Aboramadan & Dahleez, 2020; Bauwens et al., 2019; Bretos et al., 2020). Effective social enterprise organizational leaders are team-oriented and can cultivate a culture of collective decision-making and common purpose that facilitates the integration of social and economic value and the continuation of human and economic well-being (Muralidharan & Pathak, 2018).

Social Enterprise Scaling. Social enterprise scaling is a concept that can be found in the literature that is central to the research problem because a social enterprise organization must expand quickly and correctly to maximize its organizational growth, financial sustainability, and social impact (Dobson et al., 2018; van Lunenburg et al., 2020; Zhao & Han, 2020). Scaling a social enterprise organization is more complex than scaling a traditional for-profit corporate firm because it involves consideration of distinct parameters that require a leader with the ambition to scale and the skills to effectively manage the internal environment, while proactively contending with the external situation (Bauwens et al., 2019; van Lunenburg et al., 2020; Zhao & Han, 2020). The authors described that social enterprise scaling that results in profitable business outcomes requires a leader who is capable of effectively managing both the organization's internal actors to increase ambition and ability to scale and the external actors to increase customers, funders, resources, and supportive network relations. The authors further described that social enterprise leaders striving to scale their organization must consider economic and social logic to manage funding and donations and build strong supportive networks and joint advocacy to expand the business, while achieving growth and financial sustainability.

Theories

Figure 1 illustrates that transformational leadership, complexity leadership, and servant leadership theories influence an organization's culture and actors and directly impacts business outcomes. All of these leadership theories can facilitate successful business outcomes by

positively influencing the organization's culture and all of the actors who support the social enterprise, particularly the leader who works with all of the actors inside and outside the business and shapes its culture. Transformational leadership theory, complexity leadership theory, and servant leadership theory are all regarded as useful approaches for managing complex business organizations that are evolving, such as social enterprise organizations (Gibbons & Hazy, 2017; Naderi et al., 2019; Newman et al., 2018).

Figure 1 shows that transformational leadership, complexity leadership, and servant leadership theories have a direct impact on business outcomes. The leadership practices that facilitate successful business outcomes such as (a) team learning; (b) collective efforts; and (c) shared-learning are consistent with transformational leadership, complexity leadership, and servant leadership and are important conditions surrounding the problem that can be found in the literature (Fischer, 2017; Naderi et al., 2019; Newman et al., 2018; Rosenhead et al., 2019). Transformational, complexity, and servant leadership theories are central to the research problem because the significant leadership practices that exemplify all of these theories, such as delegating task and responsibilities and building strong teams correspond to those required to lead a successful social enterprise organization (Gibbons & Hazy, 2017; Naderi et al., 2019; Newman et al., 2018; Rosenhead et al., 2019). The specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. Figure 1 shows that the theories of transformational leadership, complexity leadership, and servant leadership are related to the specific problem. The theories of transformational leadership, complexity leadership, and servant leadership are addressed below.

Transformational Leadership Theory. Transformational leaders should exhibit key leader behaviors and activities, such as cultivating an organizational culture that embraces team cohesion and working collectively to create the economic and social value required for the long-term growth and survival of the social enterprise business (Naderi et al., 2019). Transformational leaders employ effective team-building processes and develop values of team cohesiveness and common purpose, which are key leadership qualities that can motivate followers to achieve the economic and social goals of the social enterprise organization (Muralidharan & Pathak, 2018). Transformational leadership theory is characterized by leadership styles that can foster trusting relationships, team orientation, and innovative thinking, which improves the social and financial performance of a social enterprise organization with the development of products and services that meet social needs and generate revenue (Muralidharan & Pathak, 2018; Naderi et al., 2019). Transformational leadership behaviors are relationship-oriented instead of task-oriented, which can positively influence and motivate employee innovation and positively impact organizational performance, growth, and profitability because innovation is a source of competitive advantage (Agha et al., 2019; Ng & Kee, 2018).

Complexity Leadership Theory. Leaders that exemplify complexity leadership theory practices should create organizational conditions that enable collective learning, innovation, and leadership efforts that improve organizational processes, performance, adaptability, and survival (Mendes et al., 2016). Complexity leadership theory contends that leadership interactions and activities can be performed at all levels of a social enterprise organization when individuals are equipped with the skills, structure, and resources needed to feel empowered to lead and form a system of action that sustains mission focus and business operations (Gibbons & Hazy, 2017). Complexity leadership theory focuses on the entrepreneurial, operational, and enabling roles of

leadership that can facilitate organizational adaptability, competitive advantage, and long-term sustainability, such as promoting integrated teams and joint decision-making to advance novel ideas (Uhl-Bien & Arena, 2017). Complexity leadership theory supports empowerment of teams and individuals to foster a culture of shared emergent leadership that is performed by all members across an organization to enable collective learning and implementation of innovative solutions that ensure economic sustainability (Gibbons & Hazy, 2017; Mendes et al., 2016).

Servant Leadership Theory. Servant leadership is focused on key leadership behaviors that can inspire an organization-wide caring for and investing in others and increase a social enterprise organization's long-term growth and success (Fischer, 2017; Samuel et al., 2018). The positive influence of follower-centered servant leadership behaviors, such as building strong relationships and empowering through mentoring, improves followers' work attitudes, behavior, and performance, which improves the overall effectiveness and sustainability of social enterprise organizations (Newman et al., 2018). The key leadership behaviors that servant leaders should exhibit include engaging, empowering, and developing individuals and teams to foster collective efforts to serve others both inside and outside the social enterprise organization, which increases the economic and social value of the business (Fischer, 2017; Newman et al., 2018; Samuel et al., 2018). Servant leader-follower relationships can be linked to both positive organizational and individual outcomes, such as increased levels of operational performance, team effectiveness and innovation, and organizational commitment (Eva et al., 2019; Petrovskaya & Mirakyan, 2018).

Actors

Figure 1 shows that the actors in a social enterprise organization include (a) the leader, (b) follower/employee, (c) internal stakeholder, and (d) external stakeholder. All of these actors in the organization influence the interactions and flow of information and action and directly

impact business outcomes. All of these actors are the key people-groups that are central to the research problem, fundamental to all of the research framework element relationships, and are influenced by the concepts, theories, and constructs shown in Figure 1. All of the actors who work in and support the organization, particularly the leader who works with all of the actors inside and outside the organization and shapes its culture can have a positive influence on business outcomes. Figure 1 shows that the leader, follower/employee, and internal and external stakeholders are important actors related to the specific problem that addressed the failure of leaders in social enterprise organizations within the United States to delegate tasks and responsibilities and build strong teams resulting in the inability to expand the business, while achieving growth and financial sustainability. The actors in an organization, which include the leader, follower/employee, internal stakeholder, and external stakeholder are addressed below.

Leader. Leaders are key people-groups required in social enterprise organizations to lead the internal environment by developing effective business policies and managerial practices that facilitate teamwork, innovation, and collaboration to maximize social and economic outcomes (de Souza João-Roland & Granados, 2020; Jackson et al., 2018). Social enterprise leaders must also contend with the external environment by meeting the expectations of different stakeholders outside the organization and obtaining funding to sustain and/or expand the business to achieve social and economic goals (Abramson & Billings, 2019; Granados & Rosli, 2020; Pacut, 2020). Leaders in social enterprise organizations must have the capability and willingness to build trusting relationships and engage with employees and internal and external stakeholders because leveraging human, relational, and financial capital is critical to the long-term sustainability of the business (Gibbons & Hazy, 2017; Jackson et al., 2018; Yin & Chen, 2019). The key factors for social enterprise success include having an effective leader who is focused on integrating sound

business practices with social mission activities to create value for all organizational stakeholders by achieving optimal social impact, while ensuring financial viability (Gibbons & Hazy, 2017).

Abramson and Billings (2019) informed that dual-minded leadership can facilitate the structuring and staffing of a social enterprise organization to pursue both social and economic objectives, the integration of social and economic activities, and the achievement of social and economic goals.

Follower/Employee. Follower and employee are organizational actors who work inside a social enterprise and their collective traits, behaviors, values, traditions, and beliefs represent and help define the organizational culture (Eskiler et al., 2016; Napathorn, 2020; Shin & Park, 2019). Followers, subordinates, and staff are all employees who are key people-groups needed in social enterprise organizations to work individually and in teams in collaborative and creative ways to solve community problems using business models that create both social and economic value (Gibbons & Hazy, 2017; Granados & Rosli, 2020; Pacut, 2020). Strong communication and collaboration between leader and follower/employee and strong alignment between leader and follower/employee goals and values must exist in a social enterprise to achieve both social and financial objectives and maximize organizational performance, social impact, and income/profits (Granados & Rosli, 2020; Napathorn, 2020). It is essential for leaders within social enterprises to have continuous and informal communications with employees because it facilitates employees' participation in and clearer understanding of decisions made, discussions about economic and social mission implementation, and improved organizational performance (Argyrou et al., 2017).

Internal and External Stakeholder. Figure 1 shows that in addition to the leader and follower/employee, two actors that are key people-groups in a social enterprise organization include the internal and external stakeholder. The internal stakeholder functions inside the social enterprise, works with the leader, has an impact on the organization's performance, and is part of

its culture, whereas the external stakeholder conducts business with and functions outside the social enterprise and is interested in the organization's goals and its leader (Hiswals et al., 2020). Xu and Xi (2020) advised that social enterprises must cooperate and collaborate with different stakeholders to achieve the dual goals of social mission and profitability, which are critical to maintaining stakeholder support and trust, legitimacy of the organization, and financial returns. Establishing trusting relationships and engaging with multiple stakeholders positively influences a social enterprise's non-financial and financial performance, gains, and sustainability because satisfying the diverse interests of multiple stakeholders enhances the organization's reputation, purpose, impact, and profits (Abramson & Billings, 2019; Khan et al., 2019; Xu & Xi, 2020).

Distinct core internal stakeholders that function inside a social enterprise organization include functional managers involved in daily operations and senior management, shareholders, investors, and board of directors involved in organizational governance (Jackson et al., 2018; Khan et al., 2019; Raza et al., 2018). Distinct core external stakeholders that function outside a social enterprise organization include beneficiaries, customers, suppliers, funders, foundations, local communities, partnership organizations, and government institutions (Jackson et al., 2018; Khan et al., 2019; Raza et al., 2018). Figure 1 shows that internal and external stakeholders can directly and indirectly positively influence the performance, impact, and outcomes of a social enterprise and are critical to its long-term organizational growth and financial sustainability (Abramson & Billings, 2019; Jackson et al., 2018; Khan et al., 2019; Xu & Xi, 2020).

Constructs

Figure 1 shows that leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture are constructs that influence a social enterprise's actors and business outcomes. These constructs facilitate successful business outcomes by positively

influencing all of the actors who support the organization, particularly the leader who works with all the actors inside and outside the organization and shapes its culture. Figure 1 shows that all three constructs have reciprocal links or influences with the social enterprise leader who in turn has reciprocal links or influences with follower/employee, internal stakeholder, and external stakeholder. The constructs influence the interactions and flow of information and action and directly impact business outcomes.

Leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture are important conditions surrounding the problem that can be found in the literature that are central to the research problem. The lack of leader behaviors, characteristics, and motivations and leader transition planning, such as delegating tasks and responsibilities and building strong teams impedes the ability to fund and expand a social enterprise organization, while achieving growth and financial sustainability (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018). A social enterprise organization with a culture that is shaped by a leader who supports shared-tasks, employee development, delegation, and teamwork has better prospects for long-term growth and financial sustainability (Gibbons & Hazy, 2017; Hodges & Howieson, 2017; Khan et al., 2019). Figure 1 shows that leader behaviors, characteristics, and motivations and leadership transitions influence each other as well as the social enterprise culture and all of the organizational actors (Bacq et al., 2019; Napathorn, 2020; Shin & Park, 2019). Figure 1 shows that leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture are related to the specific problem that addressed the failure of leaders in social enterprise organizations within the United States to delegate tasks and responsibilities and build strong teams resulting in the inability to expand the business, while achieving growth and

financial sustainability. Leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture are addressed below.

Leader Behaviors, Characteristics, and Motivations. Leader behaviors, characteristics, and motivations, such as building strong management teams to facilitate the growth and financial sustainability of a social enterprise organization are essential conditions surrounding the problem that can be found in the literature that are central to the research problem (Abramson & Billings, 2019; Gibbons & Hazy, 2017; Hodges & Howieson, 2017). The key success factors for effective leadership within social enterprise organizations include a leader's (a) management knowledge, skills, and efficiency, (b) personality, characteristics, and behaviors, (c) strategic practices, and (d) ability to motivate and involve individuals working in the organization as well as the local community (Jackson et al., 2018; Pacut, 2020). The appropriate leader characteristics, behaviors, and motivations, such as the commitment to embracing strong teams, collaborative relationships, and leadership development across the organization, are required to positively influence a social enterprise's financial sustainability because it is an important consideration for funders' choices (Abramson & Billings, 2019; Gibbons & Hazy, 2017; Hodges & Howieson, 2017; Pacut, 2020).

An organization shaped by leadership that embraces delegation may be more productive, successful, and easier to expand because effective delegation facilitates clear communication of tasks and goals that must be achieved, leadership development, and specialization advantages (McKenna, 2016; Saebi et al., 2019). Strong leadership characteristics evidenced by delegation, teamwork, and career development are important positive influencing factors for advancing a social enterprise organization's objective of creating social and economic value by retaining talented employees and attracting stable funding (Pacut, 2020; Saebi et al., 2019). Ineffective leadership behaviors, such as the reluctance to delegate, build strong teams, employ participative

decision-making, and develop future leaders results in the lack of collaboration, knowledge, and talent needed to maximize social and economic value, funding, social outcomes, and profitability (Bacq et al., 2019; Hodges & Howieson, 2017; Saebi et al., 2019; Wronka-Pośpiech, 2018).

Leadership Transitions. Leadership transitions are important conditions surrounding the problem that can be found in the literature that are central to the research problem because social enterprise organizations experiencing poor leadership transitions can expect lower social impact, market share, funding, growth, financial sustainability, and survival chances (Bacq et al., 2019). Leadership transition and succession is a natural part the organizational life cycle that applies to firms of all types and must be completed successfully to maintain positive organizational and financial outcomes, which is vital for social enterprises that must survive and thrive to continue solving social problems (Bacq et al., 2019; Hillen & Lavarda, 2020; Li, 2019; Napathorn, 2020). Successful leadership transition, which is a necessity for social enterprise growth and financial sustainability, requires a leader who has the key managerial skills for improving organizational performance, funding, and influence, such as building cohesive teams, delegating effectively, and developing employees (Bacq et al., 2019; Li, 2019; McKenna, 2016; Napathorn, 2020).

Figure 1 shows that leadership transitions has reciprocal links or influences with the leader and leader behaviors, characteristics, and motivations and also influences the actors, organizational culture, and business outcomes. Bacq et al. (2019) advised that positive changes created by successful leadership transitions can be perceived by employees as opportunities for organizational growth and development, which can improve a social enterprise's performance and profitability. McKenna (2016) averred that successful leadership transitions involve leaders who actively build capable teams that are inspired to take full responsibility and accountability and are given the authority necessary to achieve delegated tasks and responsibilities successfully.

The ability to build strong teams and delegate more tasks and responsibilities to more people is vital to effective leadership, a smooth leadership transition and succession process, leadership development, and the survival and growth of a social enterprise's social and economic missions (Bacq et al., 2019; McKenna, 2016; Napathorn, 2020).

Organizational Culture. Organizational culture is an important condition surrounding the problem that can be found in the literature that is central to the research problem because a social enterprise's organizational culture is a paradigm that affects its development and growth by informing the values, beliefs, and habits that direct individuals' behaviors and performance (Napathorn, 2020; Shin & Park, 2019). The leader, follower/employee, internal stakeholder, and external stakeholder are key people-groups that work for or work with the social enterprise organization and their collective personalities, traits, values, beliefs, and efforts help define the organization's culture and influence the social enterprise's business outcomes (Eskiler et al., 2016; Napathorn, 2020; Shin & Park, 2019). In the contemporary business environment where both knowledge and human capital are an organization's greatest asset, leaders should play a mentor and facilitator role with all of the organizational members and cultivate a culture of collaboration that encourages and empowers knowledge-sharing among employees (Eskiler et al., 2016). Figure 1 shows that an organization's culture can facilitate successful business outcomes by positively influencing the actors that support the organization, particularly the leader who works with all of the actors in an organization and shapes its culture. An organizational culture that is shaped by a leader that supports delegation, teamwork, shared-tasks, and knowledge-sharing has better prospects for long-term growth and financial viability (Battilana, 2018; Daft, 2018; Granados & Rosli, 2020).

Eskiler et al. (2016) emphasized that an organization's leader has the important role of developing an organization's culture, which is one of the most critical factors in an organization because its cultural dimensions affect its long-run ability to be successful. The authors described that organizational culture is comprised of four dimensions, which include (a) cooperativeness, (b) innovativeness, (c) effectiveness, and (d) consistency. The authors further described that the four cultural dimensions of (a) cooperativeness focuses on teamwork, flexibility, trust, and knowledge-sharing; (b) innovativeness focuses on adaptability and creativity; (c) effectiveness focuses on production, target goals, and competitiveness; and (d) consistency focuses on new opportunities, productivity, and regulations. Muralidharan and Pathak (2019) advised that social enterprise success requires an organizational culture that endorses and expects team-oriented leaders that motivate and empower followers to be innovative and provide products and services that facilitate both positive social change and profitable financial performance. An organization's distinct cultural influences that support alignment between organizational culture, leadership, processes, people, and metrics through its structural components best facilitates the pursuit of shared goals (Burton & Obel, 2018; Muralidharan & Pathak, 2019).

Relationships Between Concepts, Theories, Actors, and Constructs

The specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. Figure 1 presents a visual explanation of the specific problem statement and the concepts, theories, actors, and constructs that surround the problem that can be found in the literature that are central to the research problem. Figure 1 illustrates that (a) the concepts are social enterprise leadership and social enterprise scaling; (b) the theories are

transformational leadership, complexity leadership, and servant leadership; (c) the actors associated with the social enterprise organization include the leader, follower/employee, internal stakeholder, and external stakeholder; and (d) the constructs are leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture. The interaction and flow of information among all of these research framework diagram elements shown in Figure 1 are addressed below.

Concepts Relationships. Figure 1 illustrates that the concepts of social enterprise leadership and social enterprise scaling influence an organization's culture, actors, and business outcomes. These concepts shown in Figure 1 in the green box labeled as concepts can facilitate successful business outcomes by positively influencing an organization's culture and the actors that support the organization, particularly the leader who works with all the actors inside and outside an organization and shapes its culture. Figure 1 shows that the concepts of social enterprise leadership and social enterprise scaling influence the leader in particular and can also influence all of the action and information flows between all of the actors and have a direct impact on business outcomes. The failure of a social enterprise leader to utilize the managerial practices exemplified by the concepts, such as managing the organization effectively by delegating tasks and responsibilities and building strong teams, prevents a social enterprise's organizational actors from achieving the desired positive and profitable business outcomes shown in the aqua oval at the bottom of the research framework diagram in Figure 1. The positive influence contributions of the social enterprise leadership and social enterprise scaling concepts are necessary for the desired positive and profitable business outcomes shown in the large purple arrow in Figure 1.

Theories Relationships. Figure 1 illustrates that transformational leadership, complexity leadership, and servant leadership theories influence an organization's culture, actors, and business outcomes. These theories shown in Figure 1 in the blue box labeled as theories can facilitate successful business outcomes by positively influencing an organization's culture and the actors that support the organization, particularly the leader who works with all the actors inside and outside an organization and shapes its culture. Figure 1 shows that servant leadership, transformational leadership, and complexity leadership theories influence the leader in particular and can also influence all of the action and information flows between all of the actors and have a direct impact on business outcomes. The failure of a social enterprise leader to apply the key leadership practices that exemplify all of these theories to daily operations, such as delegating task and responsibilities and building strong teams prevents a social enterprise's organizational actors from achieving the desired positive and profitable business outcomes shown in the aqua oval at the bottom of the research framework diagram in Figure 1. The positive influence contributions of the transformational leadership, complexity leadership, and servant leadership theories are necessary for the desired positive and profitable business outcomes shown in the large purple arrow in Figure 1.

Actors Relationships. Figure 1 illustrates that the social enterprise organizational actors include the leader, follower/employee, internal stakeholder, and external stakeholder. All of these actors shown in Figure 1 in the orange trapezoid labeled as actors directly influence the interaction and flow of information and action that lead to business outcomes. All of these actors are people-groups that are fundamental to all of the research framework element relationships and are influenced by the concepts, theories, and constructs shown in Figure 1. The left side of the orange trapezoid in Figure 1 labeled as actors shows that the leader, follower/employee, and

internal stakeholder function inside the organization. Together, all of these actors inside the organization represent and define the organizational culture and have a direct impact on business outcomes through their behaviors and performance that are guided and influenced by the organizational culture shown in Figure 1 in the brown oval.

The external stakeholder does not function inside the organization, but is still influenced by its culture and its leader shown in Figure 1 with the reciprocal purple arrow from the leader and the brown arrow from the organizational culture pointing toward the external stakeholder. The leader works with all of the actors inside and outside of the organization and shapes the organizational culture with modeled behaviors and gestures shown in Figure 1 in the purple box. The follower/employee and internal stakeholder work with and are influenced by the leader as shown in Figure 1, with reciprocal purple arrows pointing between the follower/employee and leader as well as the internal stakeholder and the leader. Together, all of the actors inside the organization represent and define the organizational culture and have a direct impact on business outcomes through their actions that are guided and influenced by the impact of good leadership shown in the brown oval Figure 1. The positive influence contributions of all of the social enterprise actors are necessary for the desired positive and profitable business outcomes shown in the large purple arrow in Figure 1.

Constructs Relationships. Figure 1 illustrates that leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture are constructs that can influence an organization's culture, actors, and business outcomes. These constructs shown in Figure 1 in the maroon box labeled as constructs can facilitate successful business outcomes by positively influencing an organization's culture and the actors that support the organization, particularly the leader who works with all the actors inside and outside an organization and shapes its culture.

Figure 1 shows that the constructs of leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture influence the leader in particular and can also influence all of the action and information flows between all of the actors and have a direct impact on business outcomes. The failure of a social enterprise organizational leader to practice positive leader behaviors, characteristics, and motivations and active leader transition planning in daily operations by cultivating a culture that embraces delegating tasks and responsibilities and building strong teams, prevents achievement of positive and profitable business outcomes, as shown in the aqua oval in Figure 1 (Saebi et al., 2019; Yaari et al., 2020). The direct and positive influence of (a) leader behaviors, characteristics, and motivations; (b) leadership transitions; and (c) organizational culture contribute to the direct and positive impact of good leadership shown in the large purple arrow in Figure 1, which promotes the desired positive and profitable business outcomes shown in the aqua oval in Figure 1.

Summary of the Research Framework

The conceptual framework and its related research framework diagram should offer clear insight into the specific problem, the conditions surrounding the problem, and the connection to the literature (Robson & McCartan, 2016; Varpio et al., 2020). The authors described that the research framework diagram should depict (a) the flow of action and information between the actors, (b) the influence of inputs on the actors, (c) how the outputs are determined, and (d) how the study is connected to the literature. A visual representation of the specific problem, the conditions surrounding the problem, and the actions, information, influences, and relationships between all of the research framework diagram elements is presented in Figure 1.

Figure 1 illustrates the concepts, theories, actors, and constructs surrounding the specific problem that can be found in the literature. The concepts include social enterprise leadership and

social enterprise scaling. The theories include (a) transformational leadership, (b) complexity leadership, and (c) servant leadership. The actors include (a) leader, (b) follower/employee, (c) internal stakeholder, and (d) external stakeholder. The constructs include (a) leader behaviors, characteristics, and motivations, (b) leadership transitions, and (c) organizational culture.

The concepts of social enterprise leadership and social enterprise scaling promote the requirements for leading and scaling social enterprise organizations successfully, such as leaders with effective managerial skills and leaders cultivating a culture of engagement, which are important conditions surrounding the problem that can be found in the literature (Aboramadan & Dahleez, 2020; Bretos et al., 2020; Ilac, 2018; Muralidharan & Pathak, 2019). The three theories of transformational leadership, complexity leadership, and servant leadership are all supportive of the leadership practices that facilitate positive and profitable business outcomes, such as team-learning, collective efforts, and knowledge-sharing, which are important conditions surrounding the problem that can be found in the literature (Agha et al., 2019; Gibbons & Hazy, 2017; Naderi et al., 2019; Rosenhead et al., 2019).

The organizational actors include the leader, follower/employee, internal stakeholder, and external stakeholder, who are the people groups needed for providing products and services that achieve positive business and social outcomes, which are important conditions surrounding the problem that can be found in the literature (Granados & Rosli, 2020; Pacut, 2020; Shin & Park, 2019; van Lunenburg et al., 2020). The leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture constructs embrace the leadership actions that impact business and social outcomes, such as delegation and team building to cultivate a culture of teamwork and shared decision-making and shared responsibilities through delegation, which

are important conditions surrounding the problem that can be found in the literature (Granados & Rosli, 2020; Khan et al., 2019; Monteiro et al., 2020).

Figure 1 provides a visual explanation of the specific problem statement. Figure 1 illustrates that all six of the colors, which include the (a) concepts in green, (b) theories in blue, (c) actors in orange, (d) constructs in maroon, (e) organizational culture in brown, and (f) leader in purple must be pointing toward the impact of good leadership as positive driving forces for successful business outcomes. Figure 1 shows that the large purple arrow pointing downward toward the aqua oval represents the impact of good leadership required for successful business outcomes. Figure 1 shows that all of the research framework diagram elements relate to and are important conditions surrounding this study's specific problem and purpose and research questions that address the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Definition of Terms

Characteristics of Social Enterprise Organizations

This section presents definitions that describe the key characteristics of social enterprise organizations to provide an understanding of the context and background of the stated problem statement. van Mil and Henman (2016) advised that it is important for a researcher to state the definitions of the terms used to describe the problem, topics, concepts, and findings presented in a given study. The authors argued that it is essential to provide precise definitions of important terms used in a study because the reader may not have the opportunity to check the meaning of the term(s) and/or may come from another background where the same term has a different meaning. The definition of terms lists important terms used in this study and provides definitions

obtained from scholarly sources. The definition of terms examines the purpose, barriers, hybridity, and scaling of social enterprise organizations, which are discussed below.

Social Enterprise. Social enterprises are organizations that operate as profit-maximizing businesses focused on minimizing social challenges by implementing innovative solutions to major social problems overlooked by the market and public sector (Ashraf et al., 2019; da Silva Nascimento & Salazar, 2020; Hojnik & Crnogaj, 2020; Yin & Chen, 2019). Social enterprise organizations place both social mission and economic profitability goals at the core of their operations and activities and balance both charity and business logic to fulfill a social need, increase social impact, and attain financial sustainability (Bauwens et al., 2019; Xu & Xi, 2020). Lubberink et al. (2019) described that social enterprises are organizations that (a) embrace a business logic focused on efficiency, (b) aim to find innovative solutions that solve societal issues, and (c) engage in actions that create both positive social impact and economic value.

Social Enterprise Barriers. Social enterprise organizations aim to achieve the complex dual goal of creating social and economic value simultaneously, which can present a complex array of barriers to growth and survival on multiple dimensions, including (a) market barriers, related to entry and opportunities; (b) economic barriers, related to cost advantages; (c) social barriers, related to network support; (d) external barriers, related to funding; and (e) internal barriers, related to effective management (Davies et al., 2019). A social enterprise organization that combines social and profit goals faces major obstacles that are barriers to successful scaling, growth, and funding, such as governance and management challenges related to lack of clear identity, difficulties measuring social impact, accountability to multiple stakeholders, and management tensions (Abramson & Billings, 2019). According to Wu et al. (2018), social enterprises often encounter barriers to expansion and growth because leaders within these

organizations often lack professional business expertise and management talent, which results in barriers to (a) funding streams and financial resources, (b) social mission and organizational governance, and (c) human resource management skills.

Social Enterprise Hybridity. A social enterprise organization has dual management, strategies, and goals that are all integrated into one shared identity focused on solving social problems through innovation, while gaining financial self-sufficiency, which characterizes a typical hybrid organizational identity (Yin & Chen, 2019). The central defining characteristic of organizational hybridity in a social enterprise is the duality of pursuing social and economic missions, creating economic and social value, combining social and economic goals and advancing economic and social goals through market-based transactions that generate social impact (Bauwens et al., 2019; Zhao & Han, 2020). Bauwens et al. (2019) described that social enterprises are hybrid organizations that interconnect different activities and logics and pursue its social and economic goals, activities, operations, and funding simultaneously.

Social Enterprise Scaling. Social enterprise organizations usually start small in terms of size and social impact, but can scale, which is a strategy to achieve more social impact by scaling out in breadth to reach more beneficiaries and extend geographic space or scaling up in-depth to increase diversity of services and create awareness and advocacy (Bauwens et al., 2019; van Lunenburg et al., 2020). Scaling a social enterprise organization is more complex than scaling a traditional for-profit corporate firm because it involves consideration of distinct parameters that require a leader with the ambition to scale and the skills to effectively manage the internal environment, while proactively contending with the external situation (Bauwens et al., 2019; van Lunenburg et al., 2020; Zhao & Han, 2020). There are two general strategies for scaling a social enterprise organization to increase its social impact, while pursuing financial sustainability,

which include scaling wide or breadth-scaling to expand geographically and serve more people or scaling deep or depth-scaling to address social problems more in depth and generate comprehensive social change (Zhao & Han, 2020).

Assumptions, Limitations, Delimitations

All researchers should acknowledge the shortcomings and uncertainties of their study by identifying the assumptions, limitations, and delimitations of the research to provide a complete presentation that will improve readers' understanding of the findings, evidence, and conclusions (Amini et al., 2018; Ross & Zaidi, 2019; Theofanidis & Fountouki, 2019). The following section identifies the assumptions, limitations, and delimitations of this study. The discussion of the assumptions identifies each assumption that was presumed to be true, the potential risk of each assumption to the study, and how the risk for each assumption was mitigated. Likewise, the discussion of the limitations identifies each limitation, the potential weakness of each limiting factor to the study, and the risk mitigation for each limitation. The discussion of the delimitations describes each delimitation, the boundaries or scope conditions set, and the impact on the study.

Assumptions

Research assumptions are generally any ideas, positions, or issues that can be found anywhere in a given study from the start of the research design to the final report that are taken for granted, commonly accepted, and regarded as reasonable (Theofanidis & Fountouki, 2019). Assumptions can involve fundamental theories, data collection and analysis, study location, or participants' willingness to disclose the truth, and should be described and documented during the research process to improve the quality of the findings, the interpretation of the evidence, and the reputation of the study (Amini et al., 2018; Theofanidis & Fountouki, 2019). The following three assumptions for this qualitative study are discussed in detail below: (a) participants will be

knowledgeable regarding the study topic, (b) participants will answer the interview questions with truthful responses, and (c) participant interviews will be conducted from a secure location.

The first assumption was that participants will be knowledgeable regarding the study topic. Haven and Van Grootel (2019) averred that qualitative research aims to answer questions about the topic or phenomenon a researcher desires to explore by uncovering participants' answers to the research questions. Bradshaw et al. (2017) stated that qualitative studies seek to understand a problem, and its use is important when information is required from the participants actually experiencing the problem under inquiry. Kaushik and Walsh (2019) asserted that a qualitative method aims to understand people and their world and involves gathering participants' perceptions, which is valuable for understanding the context and effectiveness of any interventions. A qualitative method is focused on the interactions among people in real-world situations, which facilitates descriptions from the perspectives of participants involved in the process or phenomenon (Robson & McCartan, 2016).

The risks of this first assumption were mitigated by using purposive sampling to ensure that the participants identified and selected for the study sample will be most likely to provide rich information that is detailed and credible (Asiamah et al., 2017; Campbell et al., 2020; Forero et al., 2018). Purposive sampling improves the rigor of the study and the trustworthiness of the data and results by matching the purposes of the research to the criteria for identifying and selecting participants (Campbell et al., 2020; Forero et al., 2018). Purposive sampling is a non-probability sampling method that is primarily applied based on certain criteria aimed at selecting participants with specific attributes and follows the determination of the accessible population, which is a refinement of the target population (Asiamah et al., 2017), as shown in Figure 2.

The second assumption was that the participants will answer the interview questions with truthful responses. Theofanidis and Fountouki (2019) emphasized that a researcher must rely on the honesty of participants' responses and presumed willingness to disclose the truth. Bradshaw et al. (2017) suggested that qualitative studies aim to understand a process or phenomenon directly from the truthful representation of the participants' experience and voice, and its use demonstrates the rigor of the research and the quality of the data. A qualitative method aims to understand people and their world and facilitates collecting, analyzing, and interpreting information directly from the truthful representations of the participants who are actually experiencing the problem to uncover any potential solutions or interventions that can contribute to advancement (Bradshaw et al., 2017; Gupta et al., 2020; Haven & Van Grootel, 2019; Kaushik & Walsh, 2019). Gupta et al. (2020) informed that reliability and validity is established in qualitative research with techniques such as content analysis of in-depth participant interviews.

The risks of this second assumption were mitigated by using the proper informed consent process and documents that include an information section that explains the study purpose and confidentiality and security of personal information and a signature section that explains the participant's free and informed consent to a recorded, online interview, which must be signed by the participant and the researcher (Al Tajir, 2018; Surmiak, 2018; Xu et al., 2020). Guillemin et al. (2018) argued that the information statement and process of written informed consent given to participants can be perceived as a contract of trust between participant, researcher, and institution and not just provisional information, which can motivate participants to provide truthful answers. Xu et al. (2020) emphasized that protection of participant privacy and informed consent are important ethical research practices that facilitate trusting and transparent relationships between researcher and participants, which improves participants' compliance, ongoing participation, and

engagement. Surmiak (2018) averred that it is assumed that qualitative researchers will guarantee anonymity and confidentiality of interview data collected because it is an ethical standard. The author explained that the assurance of anonymity and confidentiality can decrease participants' self-censorship and serve as an assurance of both truthful and accurate responses. The researcher should never state any identifying information during the recording and transcription of the online interview sessions to ensure participants' privacy and anonymity (Santhosh et al., 2021).

The third assumption was that participant interviews will be conducted from a secure location to ensure the safe recording, management, and storage of this study's data, particularly during this Coronavirus disease 2019 (COVID-19) pandemic when interviews with participants must be conducted online to comply with social distancing restrictions (Dodds & Hess, 2020). Zahle (2017) asserted that in social research, it is assumed that the researcher will employ all of the necessary strategies to protect participants' privacy, such as obtaining a secure location to keep collected data safe by restricting access to prevent theft and anonymizing all data prior to storage to secure confidentiality. Creswell and Poth (2018) stated the importance of responsibly managing how qualitative data are accessed, organized, shared, stored, and secured, particularly with the extensive use of computers. Appropriate data storage, handling, and security measures include the researcher creating backup copies of research files, masking participants' identity in the data to ensure anonymity, and storing research information separately for safety (Creswell & Poth, 2018; Surmiak, 2018). Santhosh et al. (2021) emphasized that researchers must avoid the pitfalls of privacy risks associated with online interviewing tools that do not guarantee both secure data storage and electronic transfer.

The risks of this third assumption were mitigated by conducting all interviews from the secure location of the researcher's home. The researcher's password-locked computer was used

to conduct each interview using the Zoom or Microsoft Teams online meeting application to ensure safe recording and data management. The private meeting location, secure equipment, and safe video-conferencing applications guaranteed (a) secure recording to collect data safely, without third-party software; (b) secure data transfer to save and store the interview recordings directly to password-protected cloud storage and local storage device; and (c) secure login to protect the study data and participants' confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). Qualitative researchers must be mindful of the ethical issues related to conducting online interviews and verify that the computer and software used has the capability to record the interviews, save the recordings, and download files directly to cloud storage and/or a local storage device or to prevent damage or theft (Archibald et al., 2019; Santhosh et al., 2021).

Limitations

The acknowledgement of a given study's limitations supports the validity of the findings and provides meaningful information that can inform readers on the appropriate interpretation, generalization, and application of a given study's findings (Ross & Zaidi, 2019; Theofanidis & Fountouki, 2019). The limitations of a given study represent the potential weaknesses closely associated with the selected research design that are out of the researcher's control and occur at various stages of the research process, but can still influence the study design, outcomes, and conclusions and should not be overlooked (Ross & Zaidi, 2019; Theofanidis & Fountouki, 2019). This study was conducted with a flexible design using a qualitative method; specifically, a single case study design was used. The following three limitations for this study are addressed below: (a) data collection, (b) sample size, and (c) study validity.

The first limitation was that qualitative data collection using face-to-face interviews can be limited by participants' accessibility and availability, especially during the COVID-19

pandemic and period of social distancing mandates. A qualitative method is characterized by data in the form of descriptive text which is normally collected through in-person interviews conducted to obtain participants' responses to open-ended questions (Abutabenjeh & Jaradat, 2018; Salvador, 2016). Semi-structured, face-to-face interviews are among the most common qualitative data collection methods in which participants can describe their experiences and perspectives related to the open-ended research questions posed (DeJonckheere & Vaughn, 2019; Santhosh et al., 2021). Qualitative researchers normally rely on well-known data collection methods such as in-person participant interviews to obtain valuable information, but compliance with COVID-19 social distancing guidelines requires that field research originally planned as face-to-face interviews must be changed to online interviewing (Dodds & Hess, 2020). Lobe et al. (2020) informed that COVID-19 disruptions are forcing qualitative researchers to modify their study designs and use online tools that can serve as trustworthy alternatives to in-person participant interviews and data collection.

The risks of this first limitation were mitigated by conducting participant interviews online using the Zoom or Microsoft Teams video-conferencing application as an alternative to face-to-face qualitative inquiry and data collection. Zoom or Microsoft Teams was used because these online meeting applications support real-time audio and video screen-sharing as well as simultaneous recording to facilitate better focus, meaningful interactions, and automatic data collection (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). Santhosh et al. (2021) suggested that video-conferencing applications designed for online interviewing, such as Zoom provide researchers and participants alike, with a straightforward, convenient, and comfortable alternative to in-person qualitative inquiry and data collection during the COVID-19 pandemic.

The second limitation was that sample size can be limited in a qualitative, flexible design, single case study bounded by time-frame and location parameters. A single case study design allows the researcher to focus on a single case phenomenon that is in progress in its natural setting and explore specific concerns by using one bounded case within time-frame and location parameters (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018; Yin, 2018). Sample sizes in qualitative studies are often characterized as insufficient and small, but researchers should consider sample size sufficiency in terms of the study at-hand and its specific parameters, instead of any decontextualized numerical guidelines (Vasileiou et al., 2018). The authors stated that qualitative samples tend to be smaller and are purposive because the participants are selected based on their ability to support an in-depth, case-oriented analysis and provide useful, rich information and insights relevant to the single case being studied. Asiamah et al. (2017) stated that qualitative research sample sizes are relatively small because the general population is refined to remove the persons who do not satisfy the selection criteria dictated by the research goal and the persons who do not want to participate in the study, until an eligible population with persons who are most qualified, willing, and available is reached.

This second limitation was mitigated by utilizing purposive sampling to identify the participants most qualified, willing, and available to include in the study sample based on the parameters of social enterprise organization locations within the United States and time-frame for conducting online interviews to collect qualitative data and selection criteria dictated by the research goal (Asiamah et al., 2017; Creswell & Poth, 2018; Etikan et al., 2016; Vasileiou et al., 2018). Purposive sampling facilitates non-random, deliberate focus on specific participants to include in the study sample based on what information must be known and which participants

are well-informed and willing to share relevant experiences that can assist with the research (Etikan et al., 2016).

The third limitation was that using a qualitative research methodology can limit the validity of the study findings. The features of a qualitative methodology draw constant criticism related to (a) researcher bias, (b) lack of objectivity, (c) lack of codified design, (c) lack of scientific and academic rigor, and (d) lack of customary criteria to collect the data and verify the study findings (Creswell & Poth, 2018; da Silva Santos et al., 2020; Ebneyamini & Moghadam, 2018). Qualitative research has historically been questioned for its validity, but the use of validation strategies such as triangulation can minimize researcher bias, confirm that the study findings are objective, and verify that participants' perspectives and experiences are accurately reflected, which can improve the trustworthiness of qualitative findings (Forero et al., 2018).

This third limitation was mitigated by utilizing data triangulation to increase the internal validity of this study's qualitative findings (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Data triangulation can be utilized to collect qualitative data that is accurate and not from a single data source, acquire corroborating evidence that will increase the validity of the findings, and improve the rigor of the research to achieve trustworthy qualitative findings (Creswell & Poth, 2018; Farquhar et al., 2020; Yin, 2018). Data triangulation was achieved by conducting in-depth, online qualitative interviews with different individuals, performing different functions, working in different social enterprise organizations, in different locations across the United States to collect a broad source of qualitative data that contributes to the credibility and confirmability of the findings (da Silva Santos et al., 2020; Fusch et al., 2018).

Delimitations

The delimitations of a given study are essentially the limitations that the researcher consciously establishes to narrow the scope of the study, such as designing the study for a specific organization, geographic region, or attribute that will limit the generalization of the findings (Ross & Zaidi, 2019; Theofanidis & Fountouki, 2019). Delimitations are the purposeful, intentional decisions made by the researcher during the development of the research study plan that encompass setting boundaries or limits on the study objectives, research questions, and/or study sample to facilitate successful achievement of the study goals and purposes; all of which should be acknowledged to fully inform the reader (Theofanidis & Fountouki, 2019). The three delimitations, which are the limitations the researcher consciously created to narrow the scope and set the boundaries of this study include (a) geographic region, (b) participant attributes, and (c) number of qualitative interviews, which are addressed below.

The first delimitation was that the geographic region of study is limited to locations in the United States. Delimiting a study to a certain geographical region narrows the scope of overall responses (Theofanidis & Fountouki, 2019). Several authors described that a single case study design facilitates researchers conducting an investigation of a single case contemporary problem by analyzing a concrete entity in its real-world context and setting bounded by specific location and time-frame parameters to give rise to an in-depth analysis (Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018; Yin, 2018).

This delimitation facilitates obtaining a narrow sub-population of the general population that is practical enough to study within time, process, event, and resource constraints, but broad enough to provide enough data and information for this study (Creswell & Poth, 2018; Salvador, 2016; van Rijnsoever, 2017; Yin, 2018). The general problem addressed was the failure of

leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams resulting in the inability to expand the business, while achieving growth and financial sustainability. This delimitation narrows the scope and sets the geographic boundaries of the study to explore the larger issue of the general problem through an in-depth investigation of the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability in social enterprise organizations within the United States.

The second delimitation was that the participants selected for this study are restricted to those individuals with the particular attributes of individuals presently employed in a leadership or direct-report position within a social enterprise organization in the United States. The general study population is the total of all sub-population sources of information, which can be further refined to a smaller group of readily identifiable participants with specific attributes, experiences, and insights that better address the research goal based on traits, such as tenure and experience in a certain field (Asiamah et al., 2017; van Rijnsoever, 2017). Qualitative researchers should be familiar with the attributes of a study population and have a systematic approach for finding the most qualified participants because there are data quality, time, and cost implications related to overlooking persons who are good sources of quality information (Vasileiou et al., 2018). Effective screening of a large study population can include inclusionary and exclusionary delimitation decisions to systematically narrow the scope of the population from the general population that shares one basic characteristic of interest to the smaller target population that shares specific attributes of interest and relevance that best address the research goal (Asiamah et al., 2017; Ross & Zaidi, 2019; Vasileiou et al., 2018).

The third delimitation was that the number of qualitative online interviews conducted is limited to 20 to 25 participants. The estimation of qualitative sample sizes is largely guided by the goal of conducting enough in-depth interviews to reach saturation, where new or surprising information is no longer being provided by the last participant interviewed and added participant interviews are no longer augmenting the study, which occurs in the range of 20 to 60 interviews (Boddy, 2016; Guest et al., 2020; Sim et al., 2018; Vasileiou et al., 2018). Qualitative interview data can be analyzed for code saturation, where additional issues are no longer being identified and meaning saturation, where additional insight on issues, dimensions, and nuances are no longer being identified (Vasileiou et al., 2018). The authors explained that code saturation is related to the breadth of an interview and can be achieved fairly soon at nine interviews, whereas meaning saturation is more conceptual and is related to the depth of an interview, which requires 16 to 24 interviews to gather more data and information.

Guest et al. (2020) averred that additional interviews beyond the saturation point should be conducted to avoid overlooking additional and important data because the most common and salient information is generated early and new and important information emerges over time at a decreased rate. The delimitation set to 20 to 25 participants facilitates conducting enough online interviews to meet and exceed both the code saturation point, which is typically achieved at nine interviews and the meaning saturation point, which is typically achieved in the range between 16 and 24 interviews (Vasileiou et al., 2018). All three of the delimitations set the geographic boundaries and narrowed the scope of this study by limiting the number of online interviews conducted to 20 to 25 participants that have the specific attributes of individuals employed in leadership or direct-report positions within social enterprise organization in the United States.

Significance of the Study

Economic, political, social, and environmental issues affect both society and business, and, some businesses, such as social enterprise organizations want to play a role in helping to address these challenging societal problems (Bacq & Alt, 2018; Davies et al., 2019; Haugh et al., 2021; Saebi et al., 2019). The number of social enterprises in the United States continues to rise because these organizations continue to earn widespread acclaim as self-sustaining businesses that are capable of solving social problems, while generating revenue and profits (Abramson & Billings, 2019; Ferdousi, 2017; Hojnik & Crnogaj, 2020; Wry & York, 2017). However, the continual increase in the number of social enterprise organizations founded results in many unsuccessful startups and business expansion failures due to leadership challenges that create barriers to achieving growth and financial sustainability (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018). The significance of this study is that business research can explore and identify the information needed to help leaders within social enterprises prevent the failure of their organization. Social enterprise organizational failures result in negative economic consequences for its founders and funders and negative social consequences for society at large (Bacq & Lumpkin, 2021; Davies et al., 2019; Saebi et al., 2019). The following section addresses how this study can reduce gaps in the literature, the connection between this study and the Bible, and how this study can benefit the practice of business and the role of leadership in business.

Reduction of Gaps in the Literature

There are many different barriers to social enterprise organizations achieving successful expansion, growth, and financial sustainability that can be found in the literature. Most social enterprise organizational barriers involve issues arising from the lack of a clear definition of social enterprise and an established system for measuring social impact (Abramson & Billings,

2019; Davies et al., 2019; Saebi et al., 2019). Several authors concluded that barriers to social enterprise organizational expansion, growth, and financial sustainability include (a) governance challenges related to preserving dual objectives and preventing mission drift, (b) inadequate access to funding related to the lack of a clear identity and social impact measurement system, and (c) weak supportive networks related to the lack of access to necessary human resources (Abramson & Billings, 2019; Battilana, 2018; Davies et al., 2019; Hojnik & Crnogaj, 2020).

There are fewer studies focused on the intra-organizational causes of social enterprise organizational failures related to leaders that are unable to expand and grow the business and accomplish its long-term financial and social goals by effectively managing, motivating, and empowering both individuals and teams (Ćwiklicki, 2019; Ilac, 2018; Jackson et al., 2018). There is limited business research that explores if leaders within social enterprise organizations are employing key managerial skills, such as delegating tasks and responsibilities and building strong teams when working with their direct-reports in daily operations (Saebi et al., 2019; Yaari et al., 2020). This study aimed to fill this gap in missing knowledge by sharing what is learned about social enterprise organizational leaders' inability to practice effective delegation and team building with direct-reports. Business research can uncover the information and interventions needed to help leaders within social enterprises address potential challenges with delegating tasks and responsibilities and building strong teams to prevent the failure of their organization.

Social enterprise organizations striving to expand often achieve organizational growth solely in terms of expansion of sites and activities, but fail to achieve economic, operational, and other growth dimensions required for long-term growth and financial sustainability (Abramson & Billings, 2019; Bretos et al., 2020; Davies et al., 2019; Han & Shah, 2020). Social enterprises are internally challenged by the lack of training and resources needed to address leaders' skills

gaps related to leadership, management, and marketing, as well as the development of new skills needed to access new markets (Phillips et al., 2019). This study aimed to improve the practice of leadership within social enterprise organizations by sharing the knowledge gained through a real-world analysis of (a) what behaviors, motivations, and characteristics leaders lack that result in failure to delegate tasks and responsibilities and build strong teams; (b) what challenges leaders face that can impede the ability to practice effective delegation and team building; and (c) what tools, training, and resources leaders need to improve poor delegation and team-building skills.

Implications for Biblical Integration

Conducting research in an effort to seek, study, validate, and share truths that others can learn and benefit from is one way to (a) glorify one's God-given potential, (b) function as His steward, and (c) contribute to what God wants done in His world. The Bible informed that Luke was led by the Holy Spirit and inspired by God to study in-depth the truths told by the Apostles about the life of Jesus and how He lived to serve God first, so that in the future, all who read Luke's Gospel "can be certain of the truth of everything" (*Holy Bible, New Living Translation*, 1996/2015, Luke 1:4). A faith-based perspective can help advance research on social enterprise success because faith-based values underpin these organizations' aim to solve societal issues, while earning a profit, which provides a foundation from which to develop research questions that enable understanding of and potential solutions to social enterprise barriers (Busenitz & Lichtenstein, 2019). Man's work in business and research can intersect to play a role in serving society because God "put man in the Garden of Eden to tend and watch over it" (Genesis 2:15).

Romans 12:6 informed that God blessed everyone with different talents to do particular things well, which should be used "with as much faith as God has given you" (*New International Version Bible*, 1978/2011). Ephesians 2:10 advised that all people are His unique masterpieces

created anew in Jesus Christ and are given spiritual talent to “to do good works, which God prepared in advance for us to do.” Keller and Alsdorf (2014) described that when God creates anything in the world, He deliberately leaves a deep untapped potential that is unlocked through the talents of His faithful stewards who are called to carry on His work. The Bible makes many references to the value and purpose of individuals’ God-given talents, which offers a foundation for the integration of faith and research to inform this study of which talents God has given to individuals are necessary to lead a social enterprise successfully (Busenitz & Lichtenstein, 2019).

Cafferky (2016) asserted that business activities should function as an organized means of obeying God’s plan for man to work and serve others through community interdependencies and covenant relationships that build communal economic wealth, particularly marketplace activities that must open channels of justice for all to gain blessings. The Bible advised that “righteousness and justice are the foundation of Your throne” (*King James Bible*, 1769/2017, Psalm 89:14). Social enterprise initiatives inspire hope for the humanization of society through innovative social and business activities that alter social conditions, promote positive social change, and free people from oppression or limitations that block autonomy (Manyaka-Boshielo, 2017). The Scripture described that some may wander, lost, homeless, hungry, thirsty and near death, but they praise God for His great love and mercy because when “they cried unto the Lord in their trouble, and He delivered them out of their distresses” (Psalm 107:6). Business research conducted to explore the reasons behind the leadership failures that constrain social enterprise organizational growth and financial sustainability and discover potential interventions or solutions to address these leadership challenges is important because it is important to God.

Benefit to Business Practice and Relationship to Cognate

This study can benefit business practice and effective practice of leadership by offering information, insight, and increased understanding of the leader's behaviors, motivations, and characteristics required for social enterprise organizational leaders to effectively expand the business, while achieving growth and financial sustainability. Metwally et al. (2019) averred that a leader's behaviors, characteristics, and motivation can positively impact employees' behavior, skills, and commitment, which is essential because an organization can only act efficiently and implement changes effectively through its skilled and willing members. Knowledge and insight on potential solutions or interventions to help social enterprise organizational leaders overcome the challenge of delegating tasks and responsibilities and building strong teams were explored from the perspectives of both leader and follower to identify any practical, salient solutions. Any insight and knowledge gained to improve poor delegation and team-building skills that applies to social enterprise organizational leaders can be used by any leader in any organization that aims to achieve long-term expansion, growth, and financial sustainability (Daft, 2018; Mello, 2019).

Metwally et al. (2019) contended that all organizations operating in the unstable contemporary business environment require leaders that can help the entire organization adapt continuously by creating a culture of organizational effectiveness that proactively helps to increase employees' ability, willingness, and readiness to change. Ibrahim and Daniel (2019) informed that effective leadership is vitally linked to high organizational performance because leaders' personal influence and characteristics can positively affect followers' task and goals completion, work behaviors and attitudes, and willingness to contribute. Popescu et al. (2020) emphasized that leaders in organizations of all types should have integrated skills that achieve

managerial efficiency, improve overall performance, and motivate collective goals, such as creating strong, self-managed teams and delegating tasks to coordinate and empower employees.

The focus of this study on finding solutions that can help leaders overcome the challenge of delegating tasks and responsibilities can benefit general business practice and effective practice of leadership in business because it is central to empowerment and inspiring employees to seek constructive feedback, which plays a key role in improving organizational effectiveness and performance (Zhang et al., 2017). The authors underscored that the effective leadership practice of delegating of tasks and responsibilities is also an essential business practice and critical managerial skill that grows increasingly important as an increasing number of organizations adopt flatter structures and talented employees increasingly demand a workplace environment where decision-making is collective and authority is delegated.

The focus of this study on finding solutions that can help leaders overcome the challenge of building strong teams can benefit general business practice and effective practice of leadership in business because team members' constructive behaviors, such as shaping a team-based work context and establishing strong relationships between team members can improve organizational problem-solving and performance (Qi & Liu, 2017). Gamble et al. (2019) stated that the benefit and goal of delegating decision-making and authority to strong management teams closest to and most knowledgeable about a situation is to combine complementary strengths and skills in key areas, increase knowledge-sharing, and inspire collective learning.

Summary of the Significance of the Study

Business research is significant because the findings can provide new information that improves the long-term growth and success of organizations. The significance of this study is that business research can uncover the information needed to provide social enterprise leaders

with the practical knowledge and skills necessary to prevent the failure of a business, which is a way to serve God first and serve others by facilitating the continuity of care of the organization's beneficiaries. The existing literature on social enterprise organizational failures identifies different barriers that hinder growth and financial sustainability, which are largely focused on external environment constraints related to institutional-level barriers to suitable legal forms, effective governance, and impact valuation that stems from the lack of a clear definition of social enterprise (Abramson & Billings, 2019; Davies et al., 2019). There is limited literature that explores internal environment constraints and organizational-level causes of social enterprise failures related to leadership challenges (Ilac, 2018; Jackson et al., 2018). This study aimed to fill a gap where knowledge is missing to help leaders within social enterprises effectively attain their organization's social mission and financial goals, which benefits both business and society with both positive economic and social impact. The aims of this study is a divine vocation because God is commissioning the task of serving by helping others, remembering that "you did not choose Me, but I chose you and appointed you that you should go and bear fruit" (John 15:16).

A Review of the Professional and Academic Literature

This section presents a comprehensive review of the professional and academic literature that intends to show that the existing body of knowledge is connected to and provides a solid foundation for this research study that aims to fill a gap in missing knowledge. The literature review is a key element in all academic work that identifies the up-to-date knowledge in a particular field, clarifies the existing information, and highlights current gaps in literature in a particular field (Leite et al., 2019). Xiao and Watson (2019) underscored that the literature review is a key part of academic research in all disciplines that establishes the foundation for advancing knowledge, which must be built on the existing body of knowledge and requires a

comprehensive review of relevant literature to identify any research gaps. Snyder (2019) stated that well-conducted literature reviews can (a) provide evidence of an effect, (b) create guidelines for policy and practice, (c) serve as a basis for knowledge development, and (d) engender new directions and ideas for a specific field.

The literature search strategy applied to identify the most current and relevant literature included entering multiple and different search terms into electronic academic research databases that specialize in peer-reviewed journal articles. The following academic research databases were utilized: Emerald Insight, ERIC, Google Scholar, Jerry Falwell Library, JSTOR, SAGE Open, ScienceDirect, PLoS ONE, and ProQuest. The following search terms were used separately and in combination to generate the most relevant results: social enterprise, failure, barriers, success, leader, leadership, behaviors, characteristics, motivation, delegate, tasks, responsibilities, team, growth, financial, sustainability, organization, stakeholder, culture, structure, economic, social, servant, complexity, transformational, scale, transitions, succession, development and business. The literature review included only primary scholarly sources published within the last 5 years.

Main Elements of the Literature Review

The primary goal of the literature review was to show the connection between the existing body of knowledge that is connected to and provides a solid foundation for this study. The main elements of the literature review included comprehensive discussions pertaining to (a) business practices, (b) the problem, (c) concepts, (d) theories, (e) constructs, (f) related studies, (g) anticipated themes known prior to this study, and (h) discovered themes following the study as well as a concluding overall summary. The literature review encompassed both supporting and contradictory standpoints related to the problem studied to explain all sides of the discussion, not only the viewpoints that support the researcher's views or a single point of view.

The literature review began with a detailed discussion of the business practices related to the specific problem studied. The review of the literature examines what a business practice is and why it is important for leaders to have a good understanding of effective business practices that facilitate higher organizational performance (Williams et al., 2020). The business practices examined included (a) organizational effectiveness, (b) effective leadership, (c) delegating tasks and responsibilities, and (d) building strong teams.

The literature review of the problem presents a detailed discussion regarding the problem statement and the associated general and specific problem sentences. This section begins with an informational overview of social enterprise organizations to provide the context and background of the problem statement. The overview examines social enterprise organization (a) background, (b) relevance, (c) definitions, (d) hybridity, (e) criticisms, (f) business model, and (g) barriers. A detailed discussion of the problem statement and general and specific problem sentences follows, which includes the literature review centered on the importance of effective leadership practices within social enterprise organizations and the negative outcomes that result from the existence of the general problem (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018).

The literature review of the concepts presents a detailed discussion of the concepts found in the conceptual framework. The concepts are examined with discussions about the definitions and key practices of social enterprise leadership and social enterprise scaling. The literature reviewed centers on the leadership requirements for successfully leading and scaling a social enterprise organization (Aboramadan & Dahleez, 2020; Bauwens et al., 2019; Bretos et al., 2020; van Lunenburg et al., 2020). The literature review of the theories presents a detailed discussion of the theories found in the conceptual framework. The theories are examined with discussions pertaining to the definitions and key practices of (a) transformational leadership, (b) complexity

leadership, and (c) servant leadership theories. The relevant literature centers on the leadership practices exemplified by the theories of transformational leadership, complexity leadership, and servant leadership that facilitate successful business outcomes in social enterprise organizations (Fischer, 2017; Naderi et al., 2019; Newman et al., 2018; Rosenhead et al., 2019).

The literature review of the constructs presents a detailed discussion of the constructs found in the conceptual framework. The constructs are examined with discussions about the definitions and key facets of (a) leader behaviors, characteristics, and motivations, (b) leadership transitions, and (c) organizational culture. The relevant literature centers on the leader behaviors, characteristics, and motivations that lead to successful leadership transitions and organizational cultures (Napathorn, 2020; Saebi et al., 2019; Yaari et al., 2020). The literature review of related studies presents detailed discussions that examine both the definitions and important features of organizational structure and leadership succession. The relevant literature centers on how the related studies can contribute to long-term social enterprise organizational growth and success (Hillen & Lavarda, 2020, Napathorn, 2020; Yaari et al., 2020).

The final section of the literature review examines anticipated and discovered themes. The literature review of anticipated themes known prior to the study presents discussions about informal workplace learning and collaborative networking. The literature review of the themes that were discovered following the study presents discussions about workplace transparency and micromanagement. The relevant literature centers on how the anticipated and discovered themes can contribute to enhanced social enterprise organizational learning and shared problem-solving to produce greater positive social impact and economic value (Balushi, 2021; Eskiler et al., 2016; Gold et al., 2019; Wang, 2021). The literature review for this study concludes with an overall summary that includes a description of how this section provides a foundation for this study.

Business Practices

The literature review of business practices presents an extensive discussion of the business practices related to the specific problem studied, which include (a) organizational effectiveness, (b) effective leadership, (c) delegating tasks and responsibilities, and (d) building strong teams. The literature review begins with a detailed discussion of what a business practice is and why it is important for organizational leaders to have a good understanding of effective business practices. The business practices of organizational effectiveness, effective leadership, delegating tasks and responsibilities, and building strong teams are discussed below to show the connection between these essential business practices, the existing body of knowledge, and the specific problem of this research study. Organizational effectiveness and effective leaders who delegate tasks and responsibilities and build strong teams are essential business practices that are the key to achieving high organizational productivity, performance, and profitability (Ibrahim & Daniel, 2019; Zhang et al., 2017).

Business Practice Definitions. There is not a clear or single definition of what a business practice is, but there is agreement in the literature that business practices involve activities that facilitate attainment of organizational objectives and enhancement of business performance (Camilleri, 2017; Cho et al., 2017; McKenzie & Woodruff, 2017; Williams et al., 2020). Camilleri (2017) described that business practices are responsible behaviors and activities that enhance organizational performance and create value for both businesses and society. McKenzie and Woodruff (2017) expanded on these descriptions, stating that business practices can be characterized as the activities that (a) positively impact business outcomes, (b) require some effort, (c) are necessary to run day-to-day business operations, (d) are largely beneficial to adopt, and (e) can be learned and applied to firms of all sizes in all industry sectors. Williams et al.

(2020) agreed with these descriptions and added that leaders should have a good understanding of different business practices to facilitate higher business performance in their organizations. The authors explained that business practices must be well-understood and well-executed by organizational leaders to be effective and accomplish performance objectives.

Effective Business Practices. Effective business practices not only facilitate positive business outcomes, but also positive organizational and societal outcomes (Williams et al., 2020). The authors described that effective business practices that enhance organizational performance can also benefit the communities and economies in which they operate by creating jobs and providing products and services. The authors explained that effective business practices that help businesses perform well financially, also strengthen their local communities through charitable donations, tax revenues, and strong supplier, investor, and network relationships.

Camilleri (2017) agreed with the impact of business practices on society, explaining that businesses must align their business practices with societal expectations and exhibit responsible corporate and social behaviors to ensure long-term growth and financial sustainability.

McKenzie and Woodruff (2017) emphasized that there is a strong positive relationship between (a) business practices; (b) business performance; (c) organizational outcomes in terms of profits, productivity, human capital, and growth; and (d) organizational survival rates. Cho et al. (2017) concurred with these positive relationships and added that business practices and processes are at the core of all contemporary organizations and should evolve continuously to respond appropriately to the changing requirements of the competitive business environment.

Organizational Effectiveness. Organizational effectiveness is an example of an effective business practice that enhances organizational performance and facilitates positive organizational outcomes (Mwai et al., 2018; Sharma & Singh, 2019). Organizational effectiveness involves the

proficiency with which a firm can accomplish its performance objectives and planned outcomes (Mwai et al., 2018). The authors described that organizational effectiveness can be achieved by providing maximum quality products and services with minimum waste of energy, labor, money, and time resources. Ibrahim and Daniel (2019) and Meraku (2017) argued that the key element of organizational effectiveness is an effective leader who can define objectives and guide an organization's structure, culture, and resources. The authors stated that these leadership actions can positively influence the activities of individuals and teams towards the collective attainment of organizational goals. From a different perspective, Mwai et al. (2018) described that poor leadership leads to poor guidance, communication, commitment, adaptability, utilization of resources, and funding, which leads to poor organizational effectiveness and failed organizations.

Organizational Effectiveness Definitions. There is little consensus in the literature on the definition of organizational effectiveness because the concept means different things to and is perceived and measured in different ways by different individuals and different organizations (Akhtar et al., 2018; Webb, 2017). According to Webb (2017), organizational effectiveness lacks a general consensus on definition because of (a) the abundant criteria of overall effectiveness, (b) the different research approaches, and (c) the different analytical tools used to measure organizational effectiveness. According to Arnett et al. (2018), different researchers define organizational effectiveness in terms of important organizational factors associated with successful performance. The authors described that key indicators of successful performance include (a) the achievement of organizational goals, (b) strong performance in the marketplace, and (c) the efficient use of organizational resources.

Mwai et al. (2018) defined organizational effectiveness as the ability of an organization to achieve its main tasks, set objectives, and strategy efficiently, without wasting limited resources.

The authors described that minimal use of scarce resources, such as labor, raw materials, and funds can enhance organizational performance in terms of process efficiency. Regarding the measurement of organizational effectiveness, the authors suggested that commonly used measures include criteria related to (a) customer satisfaction, (b) market share, (c) profitability, (d) innovation, (e) growth rate, and (f) overall success.

From a different perspective, Arnett et al. (2018) considered the importance of the customer foremost and defined organizational effectiveness as the ability of an organization to differentiate itself from other competitors by delivering more value to customers. The authors explained that increased customer satisfaction can be facilitated through business processes and procedures that customize products and services to meet customers' needs. The authors further explained that increased customer satisfaction increases customer value, which in turn enhances organizational performance in terms of marketplace position and performance. With regard to the measurement of organizational effectiveness, the authors suggested that typical measures include criteria connected to an organization's (a) product advantage, (b) new product development capability, and (c) product life-cycle flexibility in comparison to its competitors.

Organizational Effectiveness Models. There are four general models of organizational effectiveness that can be found in the literature, which include the (a) goal model, involving level of output; (b) system resource model, involving input resource utilization; (c) process model, involving efficiency of internal processes and procedures; and (d) participant satisfaction model, involving organizational stakeholder satisfaction (Cameron, 2017; Sharma & Singh, 2019; Webb, 2017). The authors described that the goal model emphasizes the importance of desired outputs and defines organizational effectiveness as the extent to which an organization achieves its official and operative goals. In contrast, the authors described that the system resource model

emphasizes the importance of inputs and defines organizational effectiveness as the ability of an organization to acquire necessary limited input resources. Integrating the key facets of both the goal model and system resource model, the authors explained that the process model emphasizes the importance of both inputs and outputs and defines organizational effectiveness as the health, efficiency, and feasibility of an organization's internal procedures and processes that transform inputs into outputs.

From a different perspective, the participant satisfaction model does not consider organizational procedures or processes, but instead focuses on a customer-based perspective (Cameron, 2017; Sharma & Singh, 2019). The authors advised that the participant satisfaction model emphasized the importance of organizational stakeholders and defines organizational effectiveness as the degree to which an organization satisfies the needs and expectations of its key stakeholders. Although the different definitions of organizational effectiveness have different measurement criteria, performance determinants, and targeted outcomes, all the definitions have the same basic purpose of evaluating how well an organization has performed against its stated goals and objectives (Sharma & Singh, 2019).

Mwai et al. (2018) stated that organizational effectiveness helps in the assessment of an organization's progress toward successful fulfillment of its mission and achievement of its goals. Akhtar et al. (2018) elaborated on this perspective, stating that organizations in the contemporary business environment must adopt strategies that enhance organizational effectiveness to remain competitive, while remaining consistent in their vision and mission. The authors explained this further, stating that the achievement of organizational effectiveness allows an organization to quickly adapt to the changing external environment and appropriately adjust its internal environment in terms of processes and systems. Arnett et al. (2018) stated that enhancing

organizational effectiveness facilitates the development of processes and procedures that improve an organization's ability to agilely, appropriately, and continuously adapt and respond to external environment changes.

Effective Leadership. Ibrahim and Daniel (2019) argued that any organization without effective leadership is “in trouble” (p. 369). The authors underscored that many organizations have experienced failure due to ineffective leadership that resulted in low productivity, high operating costs, and poor morale among employees that were not coordinated, cooperative, or committed, resulting in the ultimate closure of the business. According to Mwai et al. (2018), the achievement of organizational effectiveness requires a strong and effective leader that can guide the internal environment and increase its adaptability to the external environment with effective direction, communication, and interactions. The authors advised that effective leaders are able to enhance organizational effectiveness through (a) efficient utilization of organizational processes, (b) effective distribution of organizational resources, (c) productive fundraising and subsequent allocation of funds, and (d) goal attainment. The authors argued that organizational effectiveness is a paradigm that is directly, positively, and significantly influenced by effective leadership.

From a different perspective, Akhtar et al. (2018) focused on employees, stating that effective employees are needed to achieve organizational effectiveness, particularly concerning productivity, which necessitates effective leadership. The authors explained that an effective leader is needed to empower and inspire employees and create an environment that ensures employees' skills and experiences are developed continuously and appropriately. Akhtar et al. (2018) and Eskiler et al. (2016) stated that employee development is a key business imperative because employees' skill-building can be used as leverage to overcome the growing performance and sustainability challenges arising in the changing business environment. Akhtar et al. (2018)

reiterated that not only does continuous learning in an organization have a positive influence on employees' organizational effectiveness, but continuous learning in an organization can also help leaders' professional growth and development.

Barriers to Effective Leadership. According to Akhtar et al. (2018), leaders should participate regularly in leadership training and executive coaching to enhance their interpersonal skills and increase employees' trust. The authors explained this further, stating that leaders must continuously become more agile, adaptive, empathetic, and effective in their approach towards employees in dealing with challenges in daily operations to increase employee commitment and productivity. Sharma and Singh (2019) agreed with the importance of organizational leaders' professional development and executive coaching and stated that one of the principal reasons businesses fail is their leaders' inability to recognize and properly evaluate the multi-variable performance determinants of organizational effectiveness, such as employee satisfaction.

Suárez (2016) agreed with the importance of employee satisfaction, stating that leaders' implementation of best management practices is necessary to positively impact organizational effectiveness. The author described that leaders should be focused on continuous improvement of multiple organizational effectiveness performance determinants, which include (a) employee satisfaction, (b) operational efficiency, (c) key stakeholder satisfaction, and (d) financial and market performance. The author further described that operational inefficiencies and reduced employee satisfaction and engagement are both major leadership challenges and potential barriers to organizational value and success. Effective leaders can proactively prevent potential barriers to organizational value and success by employing best management practices that have internal controls at their core and are adequately coordinated with performance requirements (Sharma & Singh, 2019; Suarez, 2016). The authors suggested that best management practices,

which include (a) strong delegation, (b) grouping employees to achieve goals, and (c) strategic planning are critical for ensuring effective outcomes and strategically measuring performance.

Ibrahim and Daniel (2019) also stated the importance of leaders employing effective managerial practices focused on empowering and inspiring employees instead of just improving internal controls to enhance organizational effectiveness. The authors described that effective leaders should have good interpersonal skills that enhance organizational effectiveness by inspiring the collective attainment of organizational goals through delegation. The authors further described that effective delegation and team building helps to develop employees' and teams' skills, knowledge, and abilities, which increases satisfaction and provides the inspiration to improve organizational performance. Popescu et al. (2020) agreed with the importance of leaders having soft skills to be effective and successful, stating that a potential barrier towards the long-term success and sustainability of an organization is a leader who lacks emotional intelligence, self-awareness, and strong interpersonal skills.

Popescu et al. (2020) emphasized that organizational leaders should have both soft interpersonal skills and hard management skills to inspire collective goals that facilitate organizational effectiveness. The authors underscored that an effective leader who employs managerial skills to organize employees, while using leadership skills to develop, empower, and inspire employees is the difference between a successful organization and one that has failed. From a different perspective, Cantamessa et al. (2018) argued that an organization's success or failure cannot be attributed solely to the presence or absence of leaders' human competencies. There are multiple factors and domains of activity during an organization's life cycle that should be considered as potential leadership challenges and contributors to business failure, such as political, economic, market, and global situations in the external environment. Ibrahim and

Daniel (2019) concluded that for any organization to survive and thrive, its employees must have continuous positive influence and guidance from a strong and effective leader who can empower and inspire collective organizational commitment. McKenna (2016) agreed with the importance of employees' continuous training and development and reiterated that delegation of tasks and responsibilities is a key effective leader competency that can empower employees and enhance organization-wide trust, shared leadership, and commitment.

Delegating Tasks and Responsibilities. There are different definitions of delegation that can be found in different contexts in the different types of literature. In the business literature, delegation is defined as an effective leadership practice that helps leaders reduce routine work overload, increase time for strategic and long-term issues, and empower and develop employees, which in turn, enhances organizational effectiveness and performance (Akinola et al., 2018; McKenna, 2016). In the medical literature, delegation is defined as the intentional transfer of clinical tasks from a general practitioner to their practice staff or another healthcare professional with clinical training to increase work autonomy, while improving job performance and patient satisfaction (Riisgaard et al., 2017). In the education literature, delegation is defined as an effective practice that school principals should use to promote shared leadership by transferring authority that empowers teachers to improve the learning climate, school program coherence, and key school decisions and processes (Sebastian et al., 2016).

The different definitions of delegation found in the literature all focus on effective leadership behaviors that are characterized by effective assignment of tasks and transfer of authority that facilitates enhanced (a) task coordination, (b) productivity, (c) employee motivation, and (d) organizational performance (Akinola et al., 2018; Zhang et al., 2017). Williams et al. (2020) emphasized that delegation proves to be a leadership practice that is

required for any organization's endurance and prosperity. The authors concluded that many leaders striving to sustain their businesses additionally suffer from time constraints due to heavy involvement in daily operations and lack of management teams to whom tasks can be delegated. McKenna (2016) concurred with the importance of delegation, stating that many leaders consider delegation to be something that they should do more of to be more effective, but some are still unwilling and insist that every task have their "own fingerprints" (p. 8). The author emphasized that the end result of leaders who are unwilling to delegate to employees and teams is that leaders' time and attention taken up by routine tasks is diverted from more important strategic issues and initiatives, which puts both the leader's and organization's future at great risk.

Effective Delegation. Serrat (2017) argued that effective delegation in the workplace not only benefits the leader but it is a win-win-win managerial process that also benefits employees and the organization because it leads to the effective (a) division of authority and responsibilities, (b) execution of tasks, and (c) performance of employees. Akinola et al. (2018) concurred that leaders' willingness and ability to delegate tasks, responsibilities, and authority is a win-win-win managerial process. The authors described that effective delegation benefits (a) the leader by easing work overload and improving speed and quality of decisions; (b) the employee by developing work skills, relationships, and experiences; and (c) the organization by enhancing coordination, productivity, specializations, and performance. Akinola et al. (2018) and Serrat (2017) expanded on these win-win-win conditions, stating that the predictors of active delegation include the leader's willingness to delegate, workload, and trust in an employee as well as an employee's trust in a leader and an organization's management and decision-making processes.

Delegation and Organizational Trust. According to McKenna (2016), delegating effectively such that it benefits the leader, employee, and organization should involve the

delegation of one of the leader's own job tasks or duties that were delegated to them by their boss, which is the organization. Effective leadership requires effective delegation because the overall desired result is that an employee knows that they are being entrusted with an important task and feels inspired to do a good job at work and contribute to the organization's success (McKenna, 2016; Serrat, 2017). Several authors stated that a leader's effective delegation can help build and strengthen mutually trusting relationships, not only between leader and employee, but also among employees and between employees and key stakeholders, such as customers (Agha et al., 2019; Akinola et al., 2018; Zhang et al., 2017).

McKenna (2016) and Serrat (2017) explained that effective delegation that results in positive outcomes for the leader, employee, and organization must involve the (a) successful performance of an entrusted task or responsibility; (b) sharing or transfer of a leader's authority and accountability; and (c) existence of mutual trust among the employer, leader, and employee. McKenna (2016) further explained that effective delegation requires trust because delegating an entrusted task is not simply assigning an employee a task that is already part of their normal job experience. The fundamental principle of delegation is that it is concerned with more than just the assignment of a routine task because empowerment, trust, and accountability are involved.

Delegation and Organizational Success. Agha et al. (2019) and Zhang et al. (2017) stated that effective leadership and delegation enhances both individual and organizational performance by empowering employees with experiential knowledge gained from successfully performing a delegated task. The authors described that employees' experiential information learned and skills gained can then be shared throughout the organization to promote shared leadership and inspire collective innovative problem-solving. According to Zhang et al. (2017), another key benefit of delegating tasks and responsibilities that exemplifies it is an effective

leadership practice is that it motivates employees to proactively seek feedback, which helps in the specialization of skills and enhances performance. The authors explained this further, stating that promoting employees' feedback-seeking behavior facilitates increased self-evaluation of work and self-improvement of work quality and work performance, which in turn, increases employees' job satisfaction, commitment, and performance quality.

Zhang et al. (2017) asserted that from a financial standpoint, increasing employees' feedback-seeking behavior is a business imperative. The authors concluded that nearly 14% of all leaders' time in the workplace is spent on either correcting employees' mistakes or re-doing tasks, which increases costs and decreases organizational productivity and profitability. Several authors concurred, stating that delegating effectively is a key competency for effective leadership that facilitates productive work relationships and motivates employees to improve the quality, productivity, and performance of their work (Akinola et al., 2018; McKenna, 2016; Zhang et al., 2017). The authors emphasized that effective delegation leads to long-term organizational growth and success because developing and empowering employees prepares an organization for future leadership transitions, succession, and continuous growth and sustainability. McKenna (2016) stated that strong and effective leaders are successful leaders because they delegate to individuals who are smarter than they are and build and surround themselves with strong management teams that are delegated significant responsibilities, authority, and accountability.

Building Strong Teams. According to Lacerenza et al. (2018), teamwork is a rising global workforce trend that spans industries of all types, including healthcare and science because employees function more interdependently and collaboratively and produce positive team-based outcomes that exceed the sum of each employee's contributions. The authors concluded that the amount of time employees spend on team-related tasks has increased at least

50% because working in teams, sharing team cognitions, and making collective decisions is necessary for successful and high-quality project completion. A real-world example of how effective teamwork can help organizations of all types overcome all types of challenges is the National Aeronautics and Space Administration dependence on the teamwork research of many different teams, such as military and spaceflight teams to support a successful mission to Mars (Lacerenza et al., 2018; Landon et al., 2018).

Chakraborty et al. (2020) agreed with the importance of organizations working in teams, stating that extensive teamwork and collaboration among different employees, staff, professions, and organizations around the world is essential to constructive research efforts that can stop the devastation of the COVID-19 pandemic. According to Qi and Liu (2017), employees exhibit behaviors that are more constructive and more caring when they are on teams, such as building trusting relationships and listening to all employee voices. The authors explained this further, stating that the significance of these caring team-based behaviors is the potential to increase the trust, engagement, satisfaction, and commitment among all team members and all individuals, which improves performance at the individual, team, and organizational level. Lacerenza et al. (2018) concurred with the existence and importance of caring behaviors within teams and added that interpersonal-relationship management within and among teams promotes trust among team members and provides ways to manage inter-departmental and intra-organizational conflict.

Team Building and Organizational Success. Qi and Liu (2017) agreed with the value of managing conflicts within and among teams and added that building strong, diverse teams can create a competitive advantage for the organization. The authors explained this further, stating that team members can confront complex problems in a more diverse and creative manner than individuals alone, which inspires creation of the innovative solutions, products, and services

required to compete and excel in the contemporary marketplace. Eskiler et al. (2016) echoed the critical connection between teams and gaining a competitive advantage, describing that building strong teams can help an organization survive and thrive in the competitive business environment that requires innovative problem-solving in the workplace to succeed. The authors asserted that a collaborative workplace environment that is strongly focused on goal attainment through strong teams and shared learning and knowledge can respond more quickly and appropriately to the changing external conditions and opportunities and risks in the market.

Lacerenza et al. (2018) agreed that teams can improve complex task completion, stating that teams' strong interpersonal-relationship management also has a problem-solving component that helps team members (a) identify and solve task-related problems, (b) develop enhanced decision-making skills, and (c) implement solutions linked to effective team performance. Itam and Bagali (2018) concurred with the benefits of teamwork and knowledge-sharing and added that teams should consist of individuals with diverse backgrounds, characteristics, and talents to promote diversity and inclusion among team members and different teams in the organization. According to Itam and Bagali (2018) and Yaari et al. (2020), when organizational leaders build teams with different talents, complementary skills, and multicultural backgrounds, the result is the creation of intellectual capital that can be leveraged to enhance organizational performance and competitive advantage. The authors explained that organizational diversity and inclusion increases employees' (a) commitment to the organization, (b) perception of belongingness, (c) belief they are vital to the organization, and (d) overall satisfaction and performance.

Brimhall and Mor Barack (2018) echoed the importance of team diversity and inclusion, stating that creativity and innovation is stronger in teams that include members from diverse backgrounds because employees feel that their unique perspectives are valued and are more

willing to collaborate and share ideas with others. Although Itam and Bagali (2018) concurred with the benefits of teamwork as contributors to the enhancement of organizational performance, the authors did not agree with an exclusively strong focus on teamwork to successfully achieve organizational goals. The authors argued that an effective leader should cultivate an engaging work environment with the ultimate goal of developing employees who can demonstrate high levels of performance at both the individual level and team level to ensure the overall growth and success of the organization.

Disadvantages of Teams. From a different perspective, Will et al. (2019) stated that the use of teams in the workplace does not always result in (a) good decision-making, (b) creation of innovations, or (c) better economic and organizational performance. The authors argued that one organizational architecture, such as team structures cannot always achieve optimal results and be appropriate for all professions, environments, developmental stages of businesses, and designs, sizes, and complexities of organizations. The authors elaborated further on the argument against exclusive use of teams in the workplace, stating that despite any positive motivational effects teams may have on organizational behavior, teams can also exhibit problematic work behaviors. The authors stated that extensive or exclusive use of teams can result in poor task completion and poor-quality team projects arising from team interdependence and “collective myopia” (p. 266). The authors contended that team members tend to blindly accept their peers’ suggestions and behaviors, instead of critically questioning their peers’ work or decisions, which results in bad projects and poor-quality performance that can potentially be spread throughout the organization.

Zajac et al. (2021) concurred with the potential for team-based negligence and stated that groupthink, which is an individual’s loss of perspective and an extreme level of team consensus, does have a tendency to occur in organizational team structures. The authors further explained

that groupthink can impair (a) teams' final decision-making adequacy, (b) individual team members' judgment, (c) teams' task performance and quality, and (d) overall organizational performance. The authors also expressed an additional concern regarding team decision-making, stating that team decisions are often put to a majority vote, which can result in team members with the dissenting votes having less commitment to positive outcomes.

Leadership Influence on Teams. Qi and Liu (2017) asserted that organizational teams will always require improvements in terms of team coordination, work methods, behavior, and decision-making. The authors described that the single, greatest, positive factor contributing to continuously enhancing teams' performance and ultimately, overall organizational performance and profitability, is strong and effective leadership focused on positive change. The authors further described that leaders can improve overall organizational performance by improving performance both at the individual level and team level. The authors suggested that effective leaders should actively play a mentor and facilitator role to both individuals and teams by sharing proven methods and ideas for effective decision-making, task completion, and total quality assurance. The authors further suggested that at the organizational level, leaders can cultivate a positive social environment that promotes inclusiveness by recognizing employees' value, which increases team members' motivation, commitment, and task-completion.

Lucia (2018) echoed the importance of these positive values-based leader behaviors, stating that effective leaders can positively influence both teams' and overall organizational performance by cultivating a culture of trust. The author explained that effective leaders should play a major role in promoting an organization's positive culture, vision, and direction and communicate it throughout the organization through everyday actions to set a visible example. The author described that leaders' everyday organizational behaviors should include (a) creating

a culture of mutual trust that increases respect among organizational teams; (b) enhancing the knowledge of teams with the use of rituals, symbols, ceremonies, and formalities; and (c) using incentives that are both team-oriented and individual-oriented to achieve organizational goals.

The Problem

The literature review of the problem for this qualitative, flexible design, single case study is divided into two key sections. The first section provides a detailed literature review of social enterprise organizations. The second section provides a detailed literature review of the problem studied through analysis of the problem statement and general and specific problems addressed. A literature review of social enterprise organizations is discussed first to provide the context and background of the problem statement, general problem sentence, and specific problem sentence.

The background, characteristics, and circumstances of social enterprise organizations are discussed to provide an understanding of the key role leadership plays in the expansion, growth, and financial sustainability of these businesses (Battilana, 2018; Ilac, 2018; Yaari et al., 2020). The detailed literature review of social enterprise organizations encompasses the key topics of (a) background, (b) relevance, (c) definitions, (d) hybridity, (e) business model, (f) criticisms, and (g) barriers. All of these key aspects of social enterprise organizations are discussed below.

Social Enterprise Organizations

Social Enterprise Organization Background. Social enterprises are emerging in the United States and worldwide as an important business organization with pro-social motives that can effectively (a) manage market activities, (b) interact with institutions, and (c) create solutions that lead to positive societal and economic outcomes (Bacq & Lumpkin, 2021). According to Besley and Ghatak (2017), social enterprises are flexible, hybrid organizational forms that can facilitate the achievement of both social purpose and economic profit by achieving the correct

balance between pro-social behavior and business efficiency. Lubberink et al. (2019) expanded on these characteristics, stating that social enterprises are organizations that (a) embrace a business logic focused on efficiency, (b) aim to find innovative solutions that solve societal issues, and (c) engage in actions that create both positive social impact and economic value.

From a different perspective, several authors described a social enterprise as an altruistic organization with dual organizational goals that can attract the creative talent and community-wide funding needed to develop innovative products and services that can solve social problems, while achieving economic value to sustain the business (Abramson & Billings, 2019; Bretos et al., 2020; da Silva Nascimento & Salazar, 2020). Several authors stated that the core of a social enterprise organization is its founding mission to help others and make the world a better place (Bacq & Lumpkin, 2021; Halberstadt et al., 2021; Hojnik & Crnogaj, 2020; Xu & Xi, 2020). The authors described that the mission of a social enterprise organization is realized by providing innovative solutions to chronic social problems persistently ignored by the voluntary, public, private, and market sectors through business pursuits that create both social and economic value.

Social Enterprise Organization Relevance. According to Gonçalves et al. (2016), despite social enterprises being most popular in Europe, the term social enterprise first arose during the 1970s in the United States. The author explained that the term was first coined to describe social activities that non-profit entities created to provide employment opportunities for members of disadvantaged populations. The concept of a social enterprise organization has been in existence since the 1950s and has become very influential in the literature stream within the last 10 years (Saebi et al., 2019). The authors emphasized that social enterprise organizations have been identified in the many and different literature disciplines as powerful business mechanisms that can be utilized to address intractable societal problems, such as poverty.

Dionisio (2019) concurred with the increasing recognition of social enterprises, stating that these organizations have also become quite relevant in the research literature, particularly during recent years because of the ever-increasing societal challenges that are not being addressed by private, government, and public institutions.

Dionisio (2019) and Saebi et al. (2019) stated that social enterprise organizations are diverse in their initiatives, products, services, markets, and target populations within their local communities. The authors described that type of diversity also results in diverse definitions, criticisms, and relevance in different literature disciplines, such as anthropology, sociology, ethics, and economics. Ilac (2018) agreed with the diverse interest in social enterprises, stating that these organizations continue to gain interest among different types of literature, professions, and institutions because the activities of these businesses are addressing and solving persistent social problems and positively impacting local communities as well as lives all over the world.

Social Enterprise Organization Definitions. In general, an organization is defined as a social entity consisting of two or more people that is founded to achieve a desired goal, such as selling a product or providing a service to generate revenues that exceed expenses to earn a profit (Abubakar et al., 2019). The authors explained that the organization is structured specifically to facilitate the achievement of its stated goals by dividing tasks and assigning responsibilities for performance among its members. According to several authors, a social enterprise organization, in particular, is defined as a social entity consisting of two or more people that is founded with the purpose of achieving two specific goals (da Silva Nascimento & Salazar, 2020; Hojnik & Crnogaj, 2020; Yin & Chen, 2019). The authors described that the two specific dual goals of a social enterprise are to operate as a profit-maximizing business organization that is focused on minimizing social challenges by providing innovative solutions to enduring social problems.

According to da Silva Nascimento and Salazar (2020), a social enterprise is defined as an organization whose basic mission, vision, and goal is to have a positive social impact on society. At the same time, the social enterprise functions as a business organization to create both social and economic value through business activities that provide innovative products and services that solve social issues and earn profits. Ilac (2018) described a social enterprise as self-sustaining, hybrid organization that generates business activities that have a positive social impact on members of their local communities who desperately need help. The author further described that in contrast to traditional non-profit organizations, social enterprises are organizations that strive to be financially sustainable by being innovative in business, while being charitable in society.

From a different perspective, Szijarto et al. (2018) explained that social enterprises are defined in a variety of broad and vague ways, but the essence of these organizations is primarily their unique characteristics as opposed to an intervention or a process. Szijarto et al. (2018) and Yaari et al. (2020) elaborated on these varying social enterprise descriptions, stating that the key defining factors of these organizations include their hybrid sources of funding, such as private donations, commercial loans, and crowdfunding and dual economic and social goals. The authors suggested that other unique organizational features of a social enterprise include the business' pursuit of a double bottom line of both financial profits and social gain. The authors added that an additional novel feature of a social enterprise organization is its founding mission to provide innovative products and services in the market to solve social problems specifically ignored by traditional private and public firms. According to Yin and Chen (2019), a social enterprise organization characterizes a typical organization with a hybrid identity stemming from its dual (a) management, (b) strategies, and (c) goals that are all integrated into one shared identity focused on solving social issues, while achieving growth and financial self-sufficiency.

Social Enterprise Organizational Hybridity. Ilac (2018) described a social enterprise as a hybrid organization that is both economically and socially oriented and uses both market-based and mission-focused practices to expand, grow, and survive. The author explained that a social enterprise organization's hybridity stems from its business activities that offer innovative products and services, while their mission-focused activities solve serious societal problems. The author further explained that all of a social enterprise's organizational goals, activities, funding, and operations are dual in nature to create positive social impact, while achieving financial sustainability. Bauwens et al. (2019) agreed with these characteristics and added that social enterprises exemplify hybrid organizations that interconnect different activities and logics, but always pursue its social and economic goals, activities, operations, and funding simultaneously.

Bauwens et al. (2019) described that a social enterprise organization's distinct dual goals can also present distinct dual-goal challenges related to navigating its competing and potentially conflicting (a) logics, (b) intra-organizational tensions, and (c) diverging stakeholder demands. Bauwens et al. (2019) and Zhao and Han (2020) described that the key defining characteristics of social enterprise organizational hybridity is the duality of (a) combining and pursuing social and economic missions, (b) creating and increasing social and economic value, and (c) maximizing economic goals and social impact through market transactions. Yin and Chen (2019) argued that the hybrid organizational identity characterized by social enterprise businesses is demonstrated in its dual management, strategies, and goals that are integrated into one shared identity focused on solving social issues, while achieving financial sustainability. Xu and Xi (2020) emphasized the significance of social enterprises' dual goals and stated that these organizations must place both social mission and economic profitability goals at the center of their business operations. The authors explained that social enterprise organizations' business activities should navigate

and balance charity and business logics to effectively (a) fulfill societal needs, (b) increase social impact, and (c) achieve financial sustainability.

Social Enterprise Organization Business Model. According to da Silva Nascimento and Salazar (2020), a social enterprise organization is a relatively new business model because of its focus on dual objectives that encompasses creating social value with a positive social impact, while simultaneously creating economic value. The authors stated that social enterprises' focus on dual objectives makes the organization hybrid in nature because both benevolence and business logics must be balanced within one activity. Hojnik and Crnogaj (2020) suggested that although a social enterprise's mission are social in nature, its operations and business principles are similar to traditional businesses, especially regarding profit maximization.

Yaari et al. (2020) stated that there has been an increase in the number of social enterprises around the world in recent years, and this trend is expected to rise because many governments are now offering financial incentives to operate these firms that employ neglected populations. Israel is an example of a country where hundreds of successful social enterprises are operating as hybrid organizations and attaining many different social goals by using a broad range of business resources, structures, and strategies to promote positive social change. Hojnik and Crnogaj (2020) agreed that social enterprises require many different business resources, structures, and strategies to promote positive social change and remain a self-sustained organization. The authors stated that in spite of a social enterprise's characteristics being social in nature, it must (a) adopt a market orientation, (b) integrate business principles into its operations, and (c) compete and thrive in the contemporary marketplace to contribute to the income needed to ensure its long-term growth and sustainability.

Social Enterprises as Business Organizations. Wu et al. (2018) concurred that a social enterprise's operations must be a priority and reiterated that although the organization's positive social impact comes from the social value they create, the foremost objective of the business must be to generate earned income to sustain its long-term existence. Several authors echoed the same concerns with regard to social enterprises' long-term financial sustainability and described that these organizations require earned income to remain self-sustained, despite having various income sources (Ashraf et al., 2019; Yaari et al., 2020; Yin & Chen, 2019). The authors asserted that although a social enterprise may be able to secure various types of funding, such as private capital, public donations, and crowdfunding, these organization must actively earn income to generate revenue that exceeds expenses and earns profits that can be reinvested in the business.

Yaari et al. (2020) expanded on these characteristics, stating that social enterprises may require different external income sources at different phases of the organization's lifecycle. The authors explained that in the startup phase, a social enterprise's financial profit is not the main challenge because (a) the founder may have private capital to start the organization, (b) the social enterprise is gaining new business clients, and (c) the business is generating revenue and earning profits that are reinvested in the organization. The authors further explained that in the maturity stage, when the organization is in growth mode, funding, donations, and financial profit become more critical because personal financial resources are expended and revenue earned from the business may not exceed expenses to generate a profit. According to Xu and Xi (2020), social enterprises must achieve their dual organizational goals of creating positive social impact and economic profitability simultaneously because it is critical to attracting the funding needed to expand, grow, and keep the business sustainable in the future.

From a different perspective, several authors described that a social enterprise's distinct business model that combines charity and commercial logic is what attracts the creative talent, activists, volunteers, and funding needed to start and sustain the novel organization (Abramson & Billings, 2019; Bretos et al., 2020; da Silva Nascimento & Salazar, 2020). Several authors concurred with the rising attraction to social enterprises, stating that these organization are growing in number in the United States and worldwide (Ferdousi, 2017; Hojnik & Crnogaj, 2020; Ip et al., 2018; Wry & York, 2017). The authors stated that social enterprises are gaining global acclaim because these revenue-generating businesses are able and willing to solve serious societal issues that have been disregarded by other public, private, and non-profit organizations.

Social Enterprise Organization Criticisms. According to Szijarto et al. (2018), most criticisms of social enterprises are typically related to issues regarding the inability to measure or assign a value to social impact or benefit. The authors explained that solving a social problem, such as social inclusion is hard to measure, which raises stakeholders' concerns about a social enterprise organization's reliability and validity of social goals achievement. Likoko and Kini (2017) echoed the same concerns, stating that social enterprise organizations that are focused on positive social change typically have trouble with funding and donations because of potential funders' uncertainty regarding measurement of social impact and achievement of investment outcomes. From a different perspective, several authors stated that criticisms of social enterprise are typically focused on issues regarding these organizations inherent risks of failure and barriers to success and growth due to mission drift (Abramson & Billings, 2019; Battilana, 2018; Wolf & Mair, 2019). The authors explained that social enterprises frequently have trouble with funding, donations, and investments because of potential sponsors' skepticism about these organizations' simultaneous achievement of both social impact and economic value goals.

Mission Drift. Several authors explained mission drift, stating that a social enterprise organization has a high risk of drifting away from its founding social mission, while struggling to balance financial and operational pressures to satisfy social and business stakeholders to achieve its financial goals and sustainability (Abramson & Billings, 2019; Battilana, 2018; Wolf & Mair, 2019). From a different perspective, several authors stated that social enterprises face barriers to growth and financial sustainability because of internal governance challenges related to conflict with board members, shareholders, or founders over mission drift away from social goals toward business goals (Abramson & Billings, 2019; Battilana, 2018; Davies et al., 2019). The authors explained that board members may influence how a social enterprise pursues its social and financial goals to satisfy the organization's different social, business, and stakeholder demands with divergent interests, resulting in conflicts over accountability and prioritization decisions. Mersland et al. (2019) conducted research to explore the existence of mission drift in social enterprises by comparing the organizations' founding mission statements and business practices. The authors stated that the research findings concluded that social enterprise organizations do, in fact, conform to their mission statements when pursuing social goals through business practices.

Social Enterprise Organizational Barriers. According to Davies et al. (2019), social enterprises will face more barriers to long-term growth and financial sustainability than what traditional businesses would typically encounter because these organizations are motivated by the dual mission to achieve both social and economic goals. The authors explained this further by stating that social enterprises must face a complex array of barriers on multiple and different dimensions because of their hybrid organizational nature and intention to achieve both their dual social and economic goals simultaneously. The multiple and different barriers social enterprise organizations face include (a) market barriers to entry and opportunities, (b) economic barriers to

cost advantages, and (c) social barriers to network support. Additional barriers social enterprise organization may face include challenges related to (a) cultural barriers to market alignment, (b) external barriers to adequate funding, and (c) internal barriers to business acumen.

According to Abramson and Billings (2019), the uniqueness of social enterprises combining both social and commercial objectives produces major obstacles that hinder the organization's scaling, growth, and funding. The authors explained this further, stating that six major challenges that social enterprise organizations in the United States typically face include (a) governance challenges, (b) lack of clear identity, (c) ill-fitting legal forms, (d) problems in accessing capital, (e) difficulties in measuring social impact, and (f) management tensions. From a different perspective, Wu et al. (2018) stated that social enterprises often encounter barriers to expansion and growth because these organizations are often established by entrepreneurs who do not have experience with business administration and commercial models. The authors explained that leaders within social enterprise organizations often lack professional business expertise and management talent, which leads to insufficiencies in (a) funding streams and financial resources, (b) social mission and organizational governance, and (c) human resource management skills.

From a different perspective, several authors stated that social enterprises face barriers to expansion and long-term growth and financial sustainability because these organizations expand solely in terms of size, scope, sites, and social mission activities, without any associated business activities (Bretos et al., 2020; Davies et al., 2019; Han & Shah, 2020; Zhao & Han, 2020). Han and Shah (2020) and Zhao and Han (2020) explained this further, stating that social enterprises must strive to achieve economic, operational, and other business-related growth, while scaling social impact to expand the business and achieve long-term growth, and financial sustainability. Tykkyläinen (2019) agreed with the importance of associated business activities, reiterating that

social enterprises tend to focus only on scaling impact to expand the organization, which results in the failure to achieve economic goals required for growth and financial sustainability. The author stated that the achievement of social enterprise organizational growth and financial viability requires a leader with an all-encompassing growth orientation that is focused on (a) the operational environment, (b) economic and market considerations, and (c) financial gain.

General and Specific Problems Addressed

A comprehensive review of the current literature related to the problem statement, which includes the general and specific problem sentences is discussed below. The detailed discussion starts with a review of the problem statement and the current literature identified that supports the assertions made in the general problem sentence. The discussion narrows to a review of the literature connected to the importance of social enterprise organizational leaders employing the two effective and essential leadership business practices specified in the general and specific problem sentences, which include delegating tasks and responsibilities and building strong teams. The literature review of delegating tasks and responsibilities and building strong teams within social enterprise organizations demonstrates the negative outcomes that result from the existence of the general problem sentence and the negative effects that can result from the potential existence of the specific problem sentence. A social enterprise's expansion, growth, and financial sustainability depends on the organization's leader's ability to empower and develop employees appropriately through effective leadership practices and managerial skills (Eiselein & Dentchev, 2020; Saebi et al., 2019; Yaari et al., 2020).

Problem Statement. The general problem addressed was the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams resulting in the inability to expand the business, while achieving growth and financial

sustainability. Wronka-Pośpiech (2018) stated that social enterprise organizations fail when leaders do not delegate tasks and responsibilities because work is not distributed fairly, duties are not enforced, employees are not happy, cooperative, or productive, and chaos prevails. Bacq et al. (2019) concluded that the failure of leaders within social enterprise organizations to delegate more responsibilities results in a poor organizational structure that causes confusion and lack of task completion, coordination, and accountability, all of which hinders operational efficiency, growth, and financial sustainability. Hodges and Howieson (2017) found that social enterprise organizational leaders that are facing challenges, such as developing employees' skills and committing to building strong management teams are also struggling to expand the business, attract and retain talent, and secure funding. The specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

General Problem Sentence. The general problem is the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams resulting in the inability to expand the business, while achieving growth and financial sustainability (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018). The importance of delegating tasks in social enterprise organizations was emphasized by Saebi et al. (2019), stating that social enterprises under the direction of leaders who are willing to delegate to managers, employees, and teams are easier to scale up in size and more successful. The authors explained that effective delegation allows a leader to properly distribute tasks, responsibilities, and authority among individuals and teams with different knowledge, skills, and abilities to accomplish organizational goals. The importance of leaders building strong teams within a business was emphasized by

Eiselein and Dentchev (2020), explaining that building strong core teams in social enterprises is especially important and necessary for the successful and simultaneous achievement of its dual organizational goals. The authors described that social enterprises that aim to solve social issues and earn economic profits simultaneously, require simultaneous attention, actions, and abilities to manage both objectives through a single activity, within one organization.

Delegating in Social Enterprise Organizations. Bacq et al. (2019) and Saebi et al. (2019) stated that delegation is an effective leadership practice that enhances organizational productivity, performance, and profitability. The authors explained this further, describing that effective delegation facilitates (a) employee development and empowerment; (b) division of tasks and responsibilities; and (c) specialization of skills, which enhances employee motivation, satisfaction, and commitment to the organization. Kovanen (2021) concurred with the benefits of delegation and emphasized that delegating is important in social enterprises because leaders' failure to delegate can have a negative effect on the leader and the organization. The author explained that recent experiences of burnout among urban self-employed social entrepreneurs were attributed to inadequate delegation and lack of engagement by employees.

Employee Development. Yaari et al. (2020) stated that delegation and the development of employees, teamwork, and management teams is especially important after a social enterprise organization is founded, stabilizes, reaches maturity, and is ready to grow. The authors explained that during all stages, and particularly the maturity-growth stage of a social enterprise's life cycle, the main leadership challenge is financial sustainability, and delegation can facilitate the constant improvement in employee development, teamwork, and commitment needed to grow the organization profitably. Bauwens et al. (2019) and Saebi et al. (2019) concurred and further explained that a social enterprise organizational leader's willingness to delegate can positively

impact employees' productivity and performance through the continuous development of new knowledge, skills, and abilities.

Organizational Growth. Bauwens et al. (2019) and Saebi et al. (2019) stated that scaling up a social enterprise organization to increase the social impact and economic value of the business requires effective delegation to internal employees as well as external professionals, such as consultants. According to Yaari et al. (2020), a social enterprise's long-term growth and financial sustainability depends on the organizational leader's ability to empower and develop employees to increase both the economic and social value of the business through effective delegation. The authors explained this further, stating that social enterprise organizational leaders should have the ability to leverage the correct mix of individual and team talents and specialized skills that can achieve the organization's dual goals.

Saebi et al. (2019) stated that social enterprise organizations run by leaders who willingly delegate generally grow faster and better compared to social enterprise organizations led by leaders reluctant to delegate. The authors argued that a leader's willingness to delegate facilitates faster completion of tasks and better fundraising efforts. The authors further argued that social enterprise organizational leaders who delegate effectively typically have strong communication skills, which is a key leadership competency required to (a) develop and motivate employees; (b) engage key internal and external stakeholders, and (c) attract needed short-term and long-term funding, all of which increases the organization's social and economic value.

Organizational Performance. McKenna (2016) and Saebi et al. (2019) also emphasized the importance of leaders with good communication, stating that effective delegation requires a leader who can (a) explained the task being delegated clearly, (b) provide clear directions and expectations, and (c) describe how successful task completion clearly contributes to end-goals.

The authors further explained that effective leaders strive to be good communicators to enhance employees' task performance, development, and commitment. Several authors concurred, stating that a social enterprise leader's effective delegation and strong communication skills can enhance organizational performance by providing open channels of communication, which stimulates employees' feedback-seeking behaviors (Akinola et al., 2018; Lucia, 2018; Zhang et al., 2017). Social enterprises are emerging organizations that require effective leaders who have the ability and willingness to use key managerial skills, such as delegation to leverage both human and financial capital to promote and develop the business (Saebi et al., 2019; Yaari et al., 2020).

According to Zhang et al. (2017), delegation is a valuable managerial skill that grows increasingly important and popular as more businesses adopt non-hierarchical organizational structures to remain competitive. Billinger and Workiewicz (2019) and Zhang et al. (2017) explained this further, stating that businesses must adapt to the ongoing trend of contemporary businesses flattening their organizational structure. A more decentralized structure is needed to recruit and retain talented employees who are attracted to leadership that delegates authority and involves employees in decision-making. Cantamessa et al. (2018) stated that enterprises that are just starting or expanding will typically have a chaotic environment that requires a leader who delegates effectively and assigns tasks and roles to individuals and teams efficiently to avoid failure due to bad organization.

Organizational Expansion. Bretos et al. (2020) and Saebi et al. (2019) agreed that the failure to delegate can cause a chaotic environment and added that a leader's unwillingness to delegate can negatively impact a social enterprise organization's efforts to scale and increase social impact, which requires active delegation to both internal and external stakeholders. Bretos et al. (2020) described that when social enterprise organizations attempt to scale up in size and

expand business operations to increase social and economic value, they must recruit new employees, volunteers, and funding, which further increases the need for a leader who delegates effectively. The authors explained this further, stating that delegation becomes more critical as a social enterprise organization expands because there is typically a decrease in (a) the efficient flow of information, (b) the delegation of authority, and (c) employees' involvement in decision-making. Delegation is a useful managerial skill and a key competency for effective leadership (McKenna, 2016), that is vital when a social enterprise is in its startup stage (Cantamessa et al., 2018), its maturity-growth stage (Bretos et al., 2020; Saebi et al., 2019; Yaari et al., 2020), and its succession stage (Akinola et al., 2018; McKenna, 2016; Zhang et al., 2017).

Building Strong Teams in Social Enterprise Organizations. According to Saebi et al. (2019), teams are a fundamental feature of social enterprise organizations because many social ventures are started by and/or operated by a team of entrepreneurs. Hlady-Rispal and Servantie (2018) concurred, stating that social entrepreneurs, together with their teams, are a major source of value creation that benefits different external stakeholders, such as beneficiaries, customers, employees, volunteers, and investors. Cantamessa et al. (2018) stated that the existence of strong and cohesive teams is a critical success factor for both the startup and survival of many types of enterprises because disharmony on a team can result in poor communication and acrimony among founders, leaders, and team members.

Saebi et al. (2019) suggested that social enterprise organizational leaders should be focused on the (a) growth and development of teams; (b) size, motivations, and characteristics of teams; and (c) internal power relations within teams. The authors explained that these team aspects are important to develop and improve because they influence teams' actions, attitudes, and achievement of a social enterprise's dual social and economic organizational goals. Wolf and

Mair (2019) agreed and stated that organizations are often unable to accomplish their desired end-goals because different parts of the overarching strategic goal are not divided into smaller, more attainable goals. Eiselein and Dentchev (2020) suggested that working in agile structures, such as organizational teams can facilitate alignment between founder, leader, team members, and volunteers in the successful attainment of the dual goals of the social enterprise.

Dual Goal Achievement. Eiselein and Dentchev (2020) described that social enterprise organizations can balance their dual organizational goals by delegating different responsibilities for economic and social objectives among agile teams across different functions within the organization. The authors explained this further, stating that organizational alignment can be accomplished through team structures by (a) open discussions among different teams across different functions, (b) collective efforts, (c) shared responsibilities, and (d) reduced power distances among team members and different functional teams. Yaari et al. (2020) concurred regarding the value of the diversity of abilities of teams and added that it is important for social enterprise leaders to build teams that have members who complement each other in terms of values, skills, norms, and field of expertise to achieve the sometimes-conflicting dual goals of the organization. Hlady-Rispal and Servantie (2018) explained that many successful social enterprises are well-managed using teams composed of members that have complementary management skills, potentially conflicting values, and distinctive networking relationships.

Gupta et al. (2020) stated that one of the most important skills of an effective social enterprise organizational leader is the ability to manage and build strong teams. The authors explained this further by stating that the key to the success of a social enterprise is its leader's ability to effectively mobilize the organization's structural, relational, and human capital to increase both its social and economic performance, the most critical of which is its human

capital. According to da Silva Nascimento and Salazar (2020), a social enterprise organization's human capital is its most critical asset because it is the set of knowledge, skills, abilities, and experiences that an individual has developed or acquired, which can be leveraged as both an organizational resource and competitive advantage in business and social processes. Gupta et al. (2020) concurred with these characteristics, stating that the achievements, growth, and successes of a social enterprise can be attributed to the different levels and types of experience, skillsets, and efforts of its organizational teams.

Teamwork Competency. From a different perspective, Wongphuka et al. (2017) agreed with the importance of social enterprise organizational leaders building and managing teams and leveraging human capital, but expanded on these concepts to include leaders' facilitating role. The authors explained that social enterprise organizational leaders should continuously guide team members toward positive achievements by disseminating information and transferring knowledge. The authors further explained that leaders within social enterprise organizations should have a strong teamwork competency, which reflects their potential for (a) building strong teams, (b) promoting team harmony, (c) supporting continuous team training and development, and (d) inspiring employees to work as a team to successfully achieve goals.

Yaari et al. (2020) agreed with the importance of building strong teams through strong teamwork competencies. The authors argued that leaders within social enterprise organizations should constantly develop and strengthen teams by introducing best practices that promote team order. The authors described that best practices include structured processes, role definitions, and project quality indicators to enhance teams' performance and commitment to the organization. Wongphuka et al. (2017) agreed with the importance of leaders adding structured processes to achieve positive team-based outcomes, stating that a leader's level of teamwork competency is

essential because it encompasses the skills and experiences required for cultivating a productive atmosphere among team members. The authors described that a social enterprise organizational leader should have a high teamwork competency because it places emphasis on the values and essence of teamwork and it is a visible threshold competency for effective team performance.

Specific Problem Sentence. The specific problem is the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. There is limited current scholarly literature available to explore the potential failure of leaders to delegate tasks and responsibilities and build strong teams and its effect on business expansion, growth, and financial sustainability within social enterprise organizations in the United States specifically. Abramson and Billings (2019) stated that social enterprises have grown significantly in number within the United States in recent decades, but these hybrid organizations continue to face major challenges that are barriers to expansion, growth, delivery of greater societal benefits, realization of profits, and financial sustainability. The authors explained that social enterprise organizations within the United States typically fail because of the inability to overcome major challenges in both the internal and external environment in two particular areas, which include management and funding.

Concepts

The literature review of the concepts presented a detailed discussion of the concepts found in the conceptual framework, which include social enterprise leadership and social enterprise scaling. The literature related to social enterprise leadership and social enterprise scaling is discussed to show the connection between these concepts, the existing body of knowledge, and the specific problem of this research study. The requirements for successfully

leading and scaling a social enterprise includes leaders with effective managerial skills who can also inspire a culture of engagement to collectively increase the organization's social impact and economic profits (Aboramadan & Dahleez, 2020; Bauwens et al., 2019; Bretos et al., 2020; van Lunenburg et al., 2020). The concepts of social enterprise leadership and social enterprise scaling are discussed below.

Social Enterprise Leadership. Battilana (2018) stated that social enterprise leadership plays a critical role in how these hybrid organizations develop, grow, and survive throughout their entire life cycle. The author explained that a social enterprise's leader must manage, on a daily basis, the achievement of the organization's dual goals through effective leadership that inspires employees, satisfies stakeholders, and sustains high levels of both social and financial performance simultaneously. Several authors agreed, stating that social enterprise organizations have dual-value creation goals that challenge its leaders with the dual task of continuously delivering social value, while ensuring profitability (Ilac, 2018; Smith & Besharov, 2019; van Lunenburg et al., 2020; Weerawardena et al., 2021). According to Ilac (2018), social enterprise leadership is focused on strategic activities and responses that can exploit opportunities to create businesses that offer innovative solutions to persistent social problems, while balancing and achieving financial profit and social impact goals. From a different perspective, Yin and Chen (2019) asserted that social enterprise leadership is focused on both employees and strategy. The authors explained this further, describing that effective social enterprise leadership requires an effective leader with good planning and strategic foresight who (a) creates a vision and sets long-term plans, (b) works to unite all organizational members, and (c) ensures everyone is working in the same direction to successfully achieve both social and business goals.

Social Enterprise Leadership Competencies. According to several authors, social enterprise organizations require effective leaders with learning agility, business acumen, and appropriate managerial skills, such as delegation, team-building, and collective problem-solving to better serve stakeholders, create social value, and maintain revenue streams (Ilac, 2018; Smith & Besharov, 2019; van Lunenburg et al., 2020; Weerawardena et al., 2021). Muralidharan and Pathak (2018) agreed and further described that effective social enterprise organizational leaders are team-oriented and can foster a culture of collective decision-making and common purpose. The authors argued that strong social enterprise organizational leadership competencies facilitate achievement of the dual goals of a social enterprise business with the simultaneous integration of both social and economic value and human and financial well-being.

Several authors suggested that a successful social enterprise organization requires an effective leader who can develop and expand the business by integrating the organization's dual goals into one collective identity that involves all stakeholders and embeds economic goals into social services to increase social impact and economic profits (Diakanastasi et al., 2018; Klada, 2018; Yin & Chen, 2019). Several authors concurred, stating that the leadership competencies required to achieve a social enterprise organization's dual mission, objectives, and performance include innovative ideation, emotional intelligence, dual-goal mindset, financial acuity, risk propensity, visionary thinking, strategic focus, and business experience (de Souza João-Roland & Granados, 2020; Halberstadt et al., 2021; Ilac, 2018). According to Saebi et al. (2019) and Yaari et al. (2020), the key leadership competencies required to achieve long-term social enterprise organizational success and financial sustainability must include the ability to use effective managerial skills, such as delegating authority, tasks, and responsibilities and building strong management teams when working with employees in daily business operations.

Dual-Goal Orientation. Wolf and Mair (2019) stated that effective leadership can help mitigate the multiple, inter-related, and changing risks to social enterprise organization success with all-encompassing consideration of both the internal and external environments. The authors elaborated further, describing that the success and survival of hybrid businesses, such as social enterprise organizations, requires effective leadership that not only facilitates, but also inspires the organization to collectively achieve both its social and economic goals within one single activity. Battilana (2018) concurred with the importance of the external environment and stated that a social enterprise's leader plays a key role in the organization's successful and simultaneous generation of social and economic value by constantly managing both the internal situation and the external challenges. Several authors stated that a social enterprise's leadership is a significant predictor of its success because organizational leaders play a key role in cultivating a culture that supports collective empowerment, engagement, and effectiveness to achieve positive social and business outcomes (Aboramadan & Dahleez, 2020; Bauwens et al., 2019; Bretos et al., 2020).

Phillips et al. (2019) expanded on these characteristics, stating that sustaining a successful social enterprise must include continuous improvement of the internal organization through leadership that continuously develops (a) employees' skills, knowledge, and expertise; (b) innovative processes and systems; (c) business capabilities and organizational structures; and (d) organizational stakeholder relationships. The authors explained that many social enterprises are unsuccessful because they are internally challenged by the lack of organizational training and resources needed to address gaps in their employees' abilities. The authors stressed in particular, the need to address social enterprise organizational leaders' skills gaps related to effective human capital development, finance management, and marketing, as well as professional development related to new skills needed to access new competitive markets and business relationships.

Wronka-Pośpiech (2018) concurred with the importance of the internal environment, stating that social enterprise barriers that lead to the failure of an organization include those related to the internal environment. The author explained that social enterprise organizations must make an investment in building and leading with teams, which requires leadership that can appropriately integrate people, time, tasks, and energy.

Social Enterprise Scaling. Bauwens et al. (2019) and van Lunenburg et al. (2020) stated that social enterprise scaling is a strategy to positively impact more people with social change that is bigger and better by increasing the organization's size and products and services offered. The authors explained that there are essentially two ways that a social enterprise can scale and increase its social impact, which include size and strength (Bauwens et al., 2019; van Lunenburg et al., 2020). The authors further explained that a social enterprise typically starts out small, but can either scale out by increasing its size to impact more people in more areas or scale up by enhancing the services and products offered to increase awareness and advocacy.

Several authors emphasized that scaling a social enterprise is more complex than scaling a for-profit corporate organization (Bauwens et al., 2019; Ćwiklicki, 2019; van Lunenburg et al., 2020; Zhao & Han, 2020). The authors described that successful social enterprise scaling involves consideration of distinct parameters that require an effective leader with distinct scaling competencies. The authors further described that the primary competency for successfully scaling a social enterprise is that the organization's leader should have the ambition to scale the business simultaneously with equal focus on the both the economic and social goals. The authors suggested that other distinct scaling competencies include the leadership skills to effectively engage employees in scaling the business with knowledge-sharing and empowerment and the ability to manage the internal situation, while proactively contending with external challenges.

Dual-Goal Orientation. Several authors agreed with the importance of the internal environment of a social enterprise organization, stating that scaling a business for expansion that results in profitable social and business outcomes requires a leader who can effectively manage the internal situation (Abramson & Billings, 2019; Bretos et al., 2020; van Lunenburg et al., 2020). The authors stated that successful scaling requires a strong leader who can empower and motivate individual employees and teams and develop a cooperative system to achieve collective positive social change, while creating economic profits. The authors argued that social enterprise organizational leaders must have the business skills required to manage the external situation by satisfying stakeholders to increase the number of customers, funders, and network relationships.

Scaling Strategies. Ćwiklicki (2019) concluded that the most significant success factors for successfully scaling a social enterprise organization include (a) staffing, including volunteers, (b) organization-wide communication; (c) earnings generation; and (d) network support and alliance-building. Bauwens et al. (2019) and Zhao and Han (2020) echoed the importance of these success factors, stating that leaders' scaling strategy must ensure that (a) employees are empowered with the skills to expand the organization's principles and profits, (b) funding is maximized and secured, and (c) a social network of support is built to expand the business. Leaders' scaling strategies should involve consideration of both economic and social logic, which encompasses satisfying all internal and external stakeholders to maximize the social enterprise organization's social impact and economic profits (Bauwens et al., 2019; Ćwiklicki, 2019; Zhao & Han, 2020).

According to Zhao and Han (2020), there are two fundamental strategies for scaling a social enterprise organization to increase its positive social impact, while pursuing financial sustainability. The authors described that one strategy is breadth-scaling or scaling wide to

expand the business geographically by serving more people in terms of size, scope, sites, and activities. The authors further described that the second scaling strategy is depth-scaling or scaling deep to increase product and service diversity and create more wide-ranging social change by creating a more in-depth positive social impact. From a different perspective, Bauwens et al. (2019) and van Lunenburg et al. (2020) suggested that the hybrid nature of social enterprise organizations with its socio-economic organizational goals allows for the use of different and diverse scaling strategies and hybrid leadership, logic, and entrepreneurial skills, which are all positively related to the level of social impact realized through scaling.

Several authors stated that the scaling strategy leaders decide to implement is critical because a social enterprise organization must expand quickly and appropriately (Bretos et al., 2020; van Lunenburg et al., 2020; Zhao & Han, 2020). The authors explained that scaling speed is important because social enterprise organizations are involved in market activities with time-to-market considerations and scaling appropriateness is important to both maintain its founding mission and avoid mission drift. A successful scaling strategy is one that maximizes social impact, organizational growth, profits, and funding, while simultaneously generating both social and economic value to attain long-term growth and financial sustainability.

Theories

The literature review of the theories presents a detailed discussion of the theories found in the conceptual framework, which include transformational leadership theory, complexity leadership theory, and servant leadership theory. The theories of transformational leadership, complexity leadership, and servant leadership are discussed to show the connection between these theories, the existing body of knowledge, and the specific problem of this research study. The theories of transformational leadership, complexity leadership, and servant leadership

facilitate successful business outcomes, such as team-learning and employee development, which are useful practices for managing complex business organizations that are evolving, such as social enterprises (Fischer, 2017; Naderi et al., 2019; Newman et al., 2018; Rosenhead et al., 2019). The theories of transformational leadership, complexity leadership, and servant leadership are discussed below.

Transformational Leadership. Agha et al. (2019) and Ng and Kee (2018) described that transformational leadership behaviors are relationship-oriented instead of task-oriented, which inspires employee innovation and creativity and improves organizational performance, growth, and profitability because innovation is a source of competitive advantage. Agha et al. (2019) suggested that leaders who embrace the behaviors espoused by transformational leadership encourage and facilitate employee development, empowerment, and sharing of experiential information and knowledge, which is a key source of organizational innovation, improvement, and success. Lin et al. (2016) explained that transformational leadership processes, such as developing a shared identity and teams characterized by mutual trust can improve organizational performance, profits, and viability because these positive leadership influences cascade down to lower-level managers, employees, and staff. The authors also suggested that positive leadership influences that cascade down to lower-level managers can decrease distrust and conflict between leaders and managers, which improves organizational effectiveness.

Employee and Team Development. Lin et al. (2016) described that transformational leadership theory is characterized by four leadership practices that can create a proactive organizational team environment by motivating teams to convert self-interests into collective interests, which enhances team performance. The authors further described that the four transformational leadership practices include (a) inspirational motivation, (b) intellectual

stimulation, (c) idealized influence, and (d) individualized consideration. From a different perspective, Ng and Kee (2018) stated that transformational leadership is a style of leadership that not only stimulates and inspires enhanced team organizational performance but also develops employees' own future leadership capacity. The authors explained that transformational leadership is characterized by five leadership dimensions that place emphasis on intrinsic motivation and employee development to optimize performance and align individual employees' values with organizational values. The authors described that the five leadership dimensions include (a) idealized influence attributes, (b) idealized influence behaviors, (c) inspirational motivation, (d) intellectual stimulation, and (e) individualized consideration.

Transformational Leadership and Social Enterprise Success. Muralidharan and Pathak (2018) and Naderi et al. (2019) stated that transformational leadership theory is characterized by a leadership style that fosters trusting relationships, team orientation, and innovative thinking, all of which contribute to maximizing a social enterprise's dual organizational social and economic value. The authors suggested that transformational leadership can improve both the social and financial performance of a social enterprise because the leader's style inspires followers to work beyond self-interests, which cultivates a supportive and productive culture that facilitates high organizational performance. According to Naderi et al. (2019), transformational leaders exhibit key leader behaviors and characteristics which include cultivating an organizational culture that embraces working collectively and in teams to create the dual economic and social value required for the long-term growth and survival of the social enterprise. Muralidharan and Pathak (2018) agreed and added that transformational leaders are team-oriented and support a humane-oriented organizational culture that emphasizes concern for others' well-being, which facilitates

the integration of human and economic well-being required to achieve both the dual social and economic goals of a social enterprise organization.

Complexity Leadership. The complexity leadership theory encourages leaders to empower individuals and teams to foster a culture of shared leadership that is performed by all employees in the organization resulting in knowledge sharing and actions that achieve positive business outcomes (Bäcklander, 2019; Mendes et al., 2016; Rosenhead et al., 2019). The authors described that leaders who exhibit complexity leadership behaviors enable collective learning and implementation of new solutions and collective constructive dialogue to discuss errors and gain new knowledge to improve future performance. Mendes et al. (2016) stated that complexity leadership theory leverages collective leadership, learning, and innovation to improve overall organizational processes, performance, adaptability, and survival. Uhl-Bien and Arena (2017) concurred with the assertion that learning can be leveraged, suggesting that the enabling role of complexity leadership, such as collective creativity can facilitate organizational adaptability, competitive advantage, and long-term sustainability.

Collective Leadership. Mendes et al. (2016) and Rosenhead et al. (2019) stated that complexity leadership theory promotes leadership that can be shared and achieved through three different leadership interactions. The authors suggested that leadership interactions can be achieved throughout the organization through three functions, which include (a) administrative leadership, which involves managerial and formal functions; (b) adaptive leadership, which involves informal interactions that generate innovative outcomes; and (c) enabling leadership, which involves fostering adaptive leadership and relaxing administrative leadership. From a different perspective, Bäcklander (2019) and Uhl-Bien and Arena (2017) argued that the role of the leader under the complexity leadership theory is to facilitate both organizational agility and

adaptability using three main leadership functions. The authors informed that the three leadership functions include (a) operational leadership, which helps transform novel ideas into practices that enhance performance; (b) enabling leadership, which promotes creativity; and (c) entrepreneurial leadership, which facilitates innovation to ensure the long-term sustainability of the organization.

Complexity Leadership and Social Enterprise Success. According to Gibbons and Hazy (2017), the leadership functions described in complexity leadership theory, such as community-building across the organization can positively influence social enterprise success. The authors explained that complexity leadership functions are grounded in collective value creation through business operations and collective value distribution through social mission. The authors stated that complexity leadership facilitates social enterprise success because shared leadership, strong teams, and a shared identity achieves optimal positive social impact, while ensuring positive economic sustainability. Leaders that exhibit complexity leadership behaviors form capabilities for action, such as organization-wide empowerment to collectively understand and implement innovative solutions that can simultaneously achieve both optimal growth and financial success (Gibbons & Hazy, 2017; Mendes et al., 2016; Rosenhead et al., 2019).

Servant Leadership. According to Anderson (2019), servant leadership is an approach that promotes putting the interest of others before self-interest. The author stated that servant leadership facilitates relational interactions and emotions that form relationships based on trust and personal influence instead of position and formal authority. Thao and Kang (2020) agreed that servant leadership behaviors exemplify putting others' interest first, stating that servant leaders' actions go beyond self-interest and belief in reciprocity, which positively influences how followers feel, behave, decide, and perform in the workplace. Erdurmazli (2019) suggested that the positive influences of a servant leader can promote organizational citizenship behaviors by

inspiring employees to volunteer and engage in behaviors that can benefit the entire organization, the local community, and the larger society.

Trusting Organizational Relationships. Eva et al. (2019) concurred that servant leaders inspire citizenship behaviors, describing that servant leadership is a more holistic approach to leading because the priority of serving others, strengthens others, which inspires others to serve, resulting in improved community-building and performance in the workplace. Fischer (2017) and Ragnarsson et al. (2018) stated that true servant leadership embraces relational aspects, such as mutual accountability and caring. The authors described that servant leadership espouses less focus on the leader and more focus on the serving, which requires that leaders make and take the time to listen to employees to ensure mutual understanding. Saleem et al. (2020) described that a servant leader focuses on inspiring people to meet a particular goal instead of just focusing on the goal itself. McNeff and Irving (2017) agreed with the importance of servant leaders inspiring employees and stated that servant leaders can inspire employees by making themselves visible and readily available in the workplace. The authors explained this further by stating that servant leaders engage in personal interactions with employees to build mutually trusting and productive relationships that positively impact organizational loyalty, quality, service, and performance.

Positive Organizational Outcomes. Ragnarsson et al. (2018) stated that true servant leadership can be described as two key pillars, which include inner strength and intrinsic interest in others as the key pillar of serving and foresight as the key pillar of leading. A true servant leader exemplifies these two key pillars with leadership that is drawn from the inner strength that provides the foresight to be focused on the intrinsic interest of others. According to Fischer (2017), servant leadership promotes a non-centralized, non-coercive workplace culture that improves individual and organizational outcomes, which in turn, improves morale, customer

satisfaction, and vision achievement. Alonso et al. (2019) and Savel and Munro (2017) agreed that servant leadership facilitates positive outcomes, stating that a servant leader's compelling vision exemplifies personal humility, and the professional will to empower, nurture, and be ambitious for employees to continuously learn.

A servant leader's ultimate intent for empowering employees is to progressively stand back and allow employees to use the knowledge learned to accomplish their personal goals (Alonso et al., 2019; Fischer, 2017; Savel & Munro, 2017). The authors described that a leader's ambition for followers to learn and succeed are key servant leader attributes needed to facilitate successful long-term organizational growth and success. The essential leadership behaviors that organizational servant leaders should exhibit include developing and empowering individuals and collective teams to collectively raise the levels of productivity and overall effectiveness of the business (Fischer, 2017; Samuel et al., 2018). Eva et al. (2019) and Petrovskaya and Mirakyan (2018) advised that servant leader and employee relationships can be linked to both positive individual and organizational outcomes, such as increased levels of both individual and team innovation, commitment, effectiveness, and performance.

Servant Leadership and Social Enterprise Success. Servant leadership is focused on a leader's behavior and beliefs and how it inspires an organization-wide caring for and investing in others to increase a social enterprise's growth and success (Akella & Eid, 2020; Newman et al., 2017). According to Brouns et al. (2020), servant leaders who have a propensity for compassion are more likely to engage in servant leadership behaviors that create value and are meaningful for all organizational stakeholders. The authors suggested that servant leaders' compassionate behaviors create value for employees because they are meaningful, which motivates employees to engage in behaviors that create value and are meaningful to the organization, resulting in a

collective effort to complete tasks and create positive social impact and economic value.

Newman et al. (2017) concurred with the importance of inspiring collective efforts, stating that the key behaviors that servant leaders exhibit include engaging, empowering, and developing individuals and teams to foster collective efforts to serve others both inside and outside the social enterprise organization. The authors emphasized that employees' commitment to others inside and outside the organization increases the (a) creation of economic value, (b) delivery of social value, and (c) financial sustainability of the social enterprise.

Servant leadership within a social enterprise supports leaders' behaviors aim at inspiring employees to work collectively within the organization to serve others in need by offering innovative products and services that have a positive social impact and increase the economic growth of the social enterprise (Akella & Eid, 2020; Newman et al., 2017). Akella and Eid (2020) further described that servant leadership is the intersection of effective leadership, servanthood, and a third dimension of influence that shapes the hearts, minds, and behaviors of followers to have a strong sense of mission and serve the needs of others before self. Newman et al. (2017) stated that the relationship between servant leadership and organizational commitment is significantly and positively related. The authors explained this further stating that social enterprise organizational leaders that practice servant leadership positively impact employees' focus on the social mission of serving the community and the economic mission of developing innovative products and services to keep the business financially sustainable.

Constructs

The literature review of the constructs presents a detailed discussion of the constructs found in the conceptual framework, which include leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture. The leader behaviors,

characteristics, and motivations, leadership transitions, and organizational culture constructs are discussed to show the connection between these constructs, the existing body of knowledge, and the specific problem of this research study. A social enterprise organization with a collective culture that is shaped by a leader who supports shared-tasks, employee development, delegation, and teamwork has better prospects for long-term growth and financial sustainability (Saebi et al., 2019; Yaari et al., 2020). The leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture constructs are discussed below.

Leader Behaviors, Characteristics, and Motivations. Pacut (2020) stated that a key factor in the development, growth, and success of social enterprises is the organizational leader's behaviors, characteristics, and motivations. The author described that the key leader behaviors, characteristics, and motivations positively related to the success of a social enterprise include (a) personal characteristics, goals, values, and beliefs; (b) managerial leadership; (c) management knowledge; (d) involvement with stakeholders and the local community; and (e) desire to increase knowledge to promote innovativeness. According to Jackson et al. (2018), the particular leader qualities that positively impact the performance and ultimate success of a social enterprise organization include (a) superior knowledge, (b) skills and experience, (c) beliefs, (d) motives, (e) special values, and (f) charismatic presence. The authors concluded that some of the common characteristics exhibited by social enterprise organizational leaders include (a) high levels of creativity and autonomy, (b) risk-taking and achievement-oriented and behaviors, and (c) focus on creating social instead of economic value and altruism instead of commercial gain. From a different perspective, Jackson et al. (2018) concluded that the common leader characteristics, behaviors, and motivations that prevent effective leadership and cause the failure of social

enterprise organizations include (a) ruthlessness, (b) inflexibility, (c) fear of failure, and (d) an overreliance on existing systems and processes.

Key Leader Behaviors, Characteristics, and Motivations. According to Metwally et al. (2019), a leader's effective behaviors, characteristics, and motivations can positively impact employees' behavior, skills development, and commitment to the organization. From a different perspective, several authors suggested that ineffective leader behaviors, characteristics, and motivations negatively impact employees' behavior, skills development, and commitment to the organization and ultimately the future of the social enterprise (Bacq et al., 2019; Saebi et al., 2019; Wronka-Pośpiech, 2018). The authors described that the ineffective leader behaviors, characteristics, and motivations that result in the inability to achieve both social and economic goals and attract needed funding include a social enterprise organizational leaders' reluctance to (a) delegate to others, (b) build and utilize teams, and (c) develop and empower employees.

Positive Organizational Impact. Pacut (2020) agreed with the negative impact of these poor leadership practices, particularly with regard to the inability to secure funding, stating that strong leadership within social enterprise organizations is evidenced by teamwork and employee development, which are critical positive influencing factors for funders' choices. Akinola et al. (2018) emphasized the importance of leaders' willingness to delegate, stating that delegation increases employees' development, decreases leaders' work overload, and improves the speed and quality of leaders' strategic decisions that are vital to the organization's future. Metwally et al. (2019) stated that good leadership practices can result in positive employee mindsets and outcomes. The authors described that positive employee outcomes include (a) increased trust in the leader, (b) feedback-seeking behaviors, and (c) job satisfaction are vital because a business can only succeed through its skilled, satisfied, and willing employees.

Several authors stated that leaders' reluctance to relinquish control, delegate more often, and build teams results in missed opportunities for the organization to develop, strengthen, and leverage its human capital (Bacq et al., 2019; Fernández-Laviada et al., 2020; Wronka-Pośpiech, 2018). The authors explained this further, stating that effective leaders exhibit behaviors that facilitate employee development because employees' knowledge, skills, and abilities are an organization's most valuable asset needed to achieve growth, a competitive advantage, and financial sustainability. According to Gandhi and Raina (2018), leaders within strong and successful social enterprises are characterized by distinct behaviors, which include (a) a desire to realize the organization's vision, (b) specialized management skills, and (c) a strong ethical and moral fiber. Napathorn (2020) echoed these positive leader characteristics stating that leaders within social enterprises should possess both a business mindset and a benevolent spirit to inspire and empower the organization to achieve both social and financial missions simultaneously.

Leadership Transitions. Bacq et al. (2019) stated that leadership transitions are important because social enterprise organizations experiencing poor leadership transitions can expect lower social impact, market share, funding, growth, financial sustainability, and survival chances. Several authors stated that leadership transitions are a natural part of the organizational life cycle that applies to businesses of all types and is particularly important for social enterprises to continue its founding mission, positive social impact, and social and economic value creation (Bacq et al., 2019; Hillen & Lavarda, 2020; Li, 2019; Napathorn, 2020). The authors described that successful leadership transitions require a current leader who can enhance the organization's performance through delegation, team building, and employee development to maximize social and economic value and secure the funding needed to ensure financial sustainability. Gandhi and Raina (2018) concurred, stating that social enterprise organizations experiencing poor leadership

transitions also suffer from (a) poor productivity and performance, (b) reduced social mission impact, (c) decreased growth, (d) weak market value, and (e) low working capital stemming from the inability to attract and secure funding and donations.

Key Practices of Leadership Transitions. Bacq et al. (2019) stated that organizational changes occurring with leadership transitions can be perceived by employees as either threats or opportunities, which can impact performance and business outcomes positively or negatively. The authors explained this further by describing that positive changes created by successful leadership transitions can be perceived by employees as opportunities for organizational growth, which can positively impact a social enterprise's productivity, performance, and profitability. McKenna (2016) agreed with the importance of ensuring smooth leadership transitions, stating that leaders should progressively and proactively build capable teams that are empowered to take full responsibility and accountability and are given the authority needed to achieve delegated tasks and responsibilities successfully.

Employee Development. McKenna (2016) emphasized that delegation and team building should be constructive and involve the development of both individuals and teams, as opposed to mere allocation of tasks. The author explained this further, stating that effective leaders should build strong management teams capable of achieving the leader's own tasks and duties, key aspects of business operations, and strategic activities to ensure continued social impact and economic profits during leadership transitions. Leaders within successful, growing social enterprise organizations should have adaptive skills that facilitate smooth strategic leadership transitions by constantly responding to changing internal and external challenges required for long-term growth and financial viability (Gandhi & Raina, 2018).

Bacq et al. (2019) and Weston (2018) stated that leadership transitions are an important stage of the organizational life cycle that requires the departing leader's knowledge, expertise, and insights to improve the success of the incoming leader and ensure the sustainability of the organization. Napathorn (2020) concurred with the influence of the departing leader, stating that leadership transitions in social enterprises are more difficult because these organizations start out small in size and have limited resources to put standardized operational systems and practices in place that ensure that both economic and social goals are achieved. The author explained this further, stating that departing social enterprise leaders usually must be heavily involved in the transition process because unlike other businesses, it is not practical to hire an interim leader to ensure that both financial and social goals are achieved simultaneously to prevent mission drift.

Organizational Culture. According to Metwally et al. (2019), all organizations require leaders that can help everyone in an organization adapt continuously and agilely to the external environment by cultivating a culture of organizational effectiveness that proactively helps to increase employees' ability, willingness, and readiness to change. Several authors stated that organizational culture is an important paradigm that affects the growth, success, and financial sustainability of a social enterprise by informing the values, beliefs, and practices that directly influence individuals' behaviors and performance (Eskiler et al., 2016; Napathorn, 2020; Shin & Park, 2019). The authors described that a social enterprise's working culture is defined and influenced by its leader, employees, and other internal and external stakeholders that work for or work with the organization. The authors further described that the collective personalities, traits, values, beliefs, and efforts of all organizational members help define the culture and influence the organization's performance, productivity, and long-term growth and sustainability. Several authors described that an organization's members represent and define the organizational culture

and have a direct impact on business outcomes through their actions and attitudes that are influenced, driven, and guided by the leader (Burton & Obel, 2018; Granados & Rosli, 2020; Monteiro et al., 2020).

Importance of Organizational Culture. According to Burton and Obel (2018) and Muralidharan and Pathak (2019), an organization's distinct cultural influences can support alignment between culture, leadership, processes, people, structure, and metrics, which facilitates the collective pursuit of mission and goals. Eskiler et al. (2016) concurred, explaining that an organization's leader has the important task of cultivating the culture, which is a critical success factor because cultural dimensions directly influence an organization's overall capabilities. The authors further explained that organizational culture has four critical dimensions, which include (a) cooperativeness, (b) innovativeness, (c) effectiveness, and (d) consistency. The authors described that the focus of these four cultural dimensions encompasses (a) cooperativeness focused on teamwork, flexibility, knowledge-sharing and trust; (b) innovativeness focused on adaptability and creativity; (c) consistency focused on productivity, new opportunities, and regulations; and (d) effectiveness focused on production, target goals, and competitiveness.

Gochhayat et al. (2017) described that an organization's culture can be characterized as weak or strong, based on the extent to which employees are in alignment with and committed to its organizational beliefs, practices, and goals. The authors argued that the wider the consensus and alignment between espoused beliefs and actual practices, the greater the goal alignment, the stronger the culture, and the higher the performance because goal alignment facilitates clarity, coordination, and commitment. Muralidharan and Pathak (2018) described that social enterprise organizational success requires effective leaders that can foster a culture that supports working cooperatively individually and in teams to form a collective identity and develop a common

purpose to achieve the dual goals of the organization. Eskiler et al. (2016) emphasized the importance of organizational leaders nurturing a collaborative culture to promote collective decision-making and added that leaders should play a mentor and facilitator role to encourage and empower knowledge-sharing among employees. Battilana (2018) and Granados and Rosli (2020) concurred with the value of knowledge-sharing, explaining that an organization with a workplace culture that is shaped by a leader who espouses delegation, teamwork, shared-tasks, and knowledge-sharing has better prospects for long-term growth and financial sustainability.

Related Studies

The literature review of related studies presents a detailed discussion of studies related to business practice and the effective practice of leadership within social enterprise organizations, which include organizational structures and leadership succession. The related studies of organizational structures and leadership succession are discussed to show the connection between these concepts, the existing body of knowledge, and the specific problem of this research study. Social enterprises are hybrid organizations that must consider different organizational structures to adapt to different life cycle stages and leadership succession is a natural and important part the life cycle that must be completed effectively to ensure the future of the organization (Bacq et al., 2019; Hillen & Lavarda, 2020, Napathorn, 2020; Yaari et al., 2020). The concepts of organizational structures and leadership succession are discussed below.

Organizational Structures. According to Kleinknecht et al. (2020), organizational structure embodies how different tasks are integrated, managed, and divided across various parts of an organization. The authors explained this further, stating that an organization's structure determines (a) roles, responsibilities, and tasks of employees; (b) employees' direct-reporting relationships; (c) distribution of resources; and (d) the flow of communication and information.

San Cristóbal et al. (2018) concurred that organizational structure defines authority, roles, and communication, but add the importance of location, stating that organizational structure determines the location of organizational members, which creates physical and operational decision-making boundaries. Tajeddini et al. (2017) expanded on the establishment of decision-making boundaries, explaining that organizational structure designates the internal pattern of authority, connections, and flow of information through established lines of communication between different administrative departments. The authors further explained that organizational structure is a means to facilitate appropriate (a) decision-making; (b) reactions to the external environment; (c) conflict resolution between departments, individuals, and management; and (d) achievement of organizational goals.

Organizational Structure Functions. Bai et al. (2017) stated that organizational structure specifies an organization's (a) formal work-role arrangements, (b) mechanisms of management, and (c) integration of organization-wide activities to achieve business goals. The authors also stated that an organization's structure is increasingly the explanatory variable that can facilitate effective convergence, communication, and coordination of its people to support strategic themes and improve its competitive position. Burton and Obel (2018) stated that organizational structure encompasses the designation of authority, functions, assignments, departments, resources, and customers. The authors described that organizational structure facilitates coordination and order by bringing individuals and subunits together through the management of routines, procedures, and communications. Billinger and Workiewicz (2019) suggested that novel organizational structures are emerging because of (a) increased use of the Internet in the workplace; (b) shifting societal requirements; (c) the greater need to attract talented, autonomy-seeking millennials; and (d) innovative technological advancements.

Organizational Structure Types. All organizations have the choice of utilizing a centralized or decentralized organizational structure (Burton & Obel, 2018; Monteiro et al., 2020). The authors described that a centralized organizational structure is inflexible, with a top-down hierarchy of authority, formal reporting systems, and few teams, which is designed for control and efficient performance in a stable environment. The authors explained that in contrast, a decentralized organizational structure is flexible, with a flat, relaxed hierarchy of authority, informal reporting systems, and many teams, which is designed for learning and adaptation in a fast-changing, unstable environment. From a different perspective, Hunter et al. (2020) stated that there are two notions of organizational structure, which include a formal structure based on designated roles, responsibilities, and relationships and an informal structure based on undefined relationships and repeated patterns of social and network interactions.

Organizational Structure Appropriateness. According to Campbell (2020), the appropriateness of an organization's structure should begin with consideration of its strategy because (a) organizational structure and strategy need to be aligned, (b) strategy identifies the activities that need to be completed and under whose direction, and (c) strategy clarifies the appropriate controls and information flows. Stelzl et al. (2020) suggested that organizational structure should coordinate the activities, units, and information flows that determine how an organization operates to achieve its goals. The authors contended that organizational structure should also strengthen joint decision-making, collaboration, and information-sharing that better manages the tension between exploitation and exploration. The authors stated that exploitation refers to the improvement of existing services, products, and processes to achieve operational productivity and control. In contrast, the authors informed that exploration refers to the major innovation of services, products, and processes to achieve growth and adaptability. The authors

described that an organization's structure balances exploitation to advance efficient operations and exploration to further innovation. The authors emphasized that an effective and efficient organizational structure manages the tensions of (a) competition for scarce organizational resources, (b) conflicting managerial demands, and (c) development of different capabilities.

From a different perspective, several authors stated that an organization's appropriate structure is a design that effectively balances and fits the needs of its members who control the creation of value, which controls the achievement of profitability and competitive advantage (Billinger & Workiewicz, 2019; Burton & Obel, 2018; Romme, 2019). According to Basten and Haamann (2018), an organization's structure should be designed to accommodate a flexible learning environment that facilitates sharing knowledge, expertise, and information because a collaborative culture is important for enhanced organizational performance and competitiveness. Billinger and Workiewicz (2019) agreed with the importance of structural flexibility, explaining that organizations operating under the changing conditions of the global business environment require more team-oriented, decentralized structures. The authors explained this further, stating that team-oriented structures are flatter, more flexible, and facilitate knowledge sharing across the entire organization. The authors explained the importance of decentralized, team-oriented structures to accommodate the rising trend of strong management teams with delegated authority created to relieve leaders of top-down duties to spend more time on long-term strategic decision making and planning. From a different perspective, Will et al. (2019) expressed skepticism regarding the effectiveness of team structures, stating that abuse of team power, poor team decisions, and poor team projects can spread throughout the organization resulting in high financial and reputational losses.

Organizational Structure and Social Enterprise Success. Burton (2020) stated that organizational structure appropriateness and strategic fit is at the core of business growth and success because an organization's structure needs to align with its strategy and other contingency factors, such as technology, environment, size, culture, and life cycle. Yaari et al. (2020) echoed the same concerns regarding the need for proper organizational structure fit, stating that hybrid businesses, such as social enterprises that are in pursuit of a double bottom line gain, require a broad range of organizational structures, and business strategies. The authors further described that during a social enterprise's founding and startup stage, a centralized structure is needed to stabilize operations, whereas during the maturity and growth stage a more decentralized structure is needed to facilitate teamwork, collaboration, and innovation to achieve both increased social impact and economic value.

Bacq et al. (2019) agreed and expanded on the importance of organizational structure for social enterprise success, stating that although many social enterprises start out small in size, every organization should sufficiently detail their organizational structure for the future. The authors explained that social enterprises' organizational chart should reflect requirements for the organization's intended future successful growth and development. The authors further explained that future requirements should reflect different positions, necessary management skills, and business experiences that may not be present internally early in a social enterprise's life-cycle stages, but represent potential internal development for new positions as the organization grows.

Leadership Succession. According to Li (2019), leadership succession is an event that all organizations will face in their life cycle that will result in a smooth transition with continued organizational performance and sustainability or an unsuccessful succession that could possibly result in "organizational death" (p. 341). Ritchie (2020) concurred and asserted that leadership

succession is an inevitable change in business, and failure to plan for an inevitable change can lead to business failure. The author explained that smooth transition and succession planning from one leader to the next is necessary to minimize chaos, maintain a sense of confidence among employees, and ensure the operational efficiency and financial sustainability of the organization. The author emphasized that succession planning is an opportunity to proactively cultivate leadership within an organization through leadership development that is focused on employees' ability to learn, as opposed to their existing capabilities.

Several authors emphasized the significance of future leadership and career development and expanded the concept to include the importance of leaders' effective delegation and team-building skills to develop, empower, and increase employees' authority, experiential knowledge, roles, and specialized skills (Bacq et al., 2019; Hillen & Lavarda, 2020; Ilac, 2018; Li, 2019). According to McKenna (2016), effective delegation is important not only for employees' future leadership development and ongoing training, but also for the smooth transition of a potential new leader successor. The author explained that one of the most frequent problems observed with new leadership transitions is that the new leader is overwhelmed with a host of issues awaiting their attention, many of which could have simply been delegated to the former leader's direct-reports. Hillen and Lavarda (2020) stated that delegation of authority and managerial responsibilities should begin after an organization passes the founding and establishment stage of its life cycle, as it enters its survival stage to avoid future conflict among potential candidates who may remain and provide continuity to the business.

Leadership Succession and Social Enterprise Success. According to several authors, leadership transition and leadership succession is a natural part the organizational lifecycle that social enterprises must complete effectively for the organization to survive (Bacq et al., 2019;

Jackson et al., 2018; Napathorn, 2020). The authors explained this further, stating that a social enterprise organization must be able to demonstrate successful leadership transition as well as leadership succession to gain both social and financial credibility with employees, stakeholders, and funders and ensure the continued success and sustainability of the business. According to Bacq et al. (2019), effective leadership transition and smooth leadership succession are critical determining factors of how a social enterprise organization (a) maintains its founding social mission, (b) solves its internal integration problems, (c) survives external environment changes, (d) differentiates itself from other organizations, and (e) sustains long-term business growth.

Ilac (2018) stated that professional development activities for potential internal leadership candidates, such as managers, through (a) delegation, (b) formation of strong management teams, (c) special assignments, (d) coaching, (e) mentoring, (f) action-learning, and (g) job rotation improves leadership succession outcomes. The author explained this further, stating that future leadership development through employee empowerment enhances the future social and economic sustainability of the social enterprise. Employee development is essential for smooth leadership transitions because it enhances employee motivation and commitment to the organization, and it develops employees' citizenship within the context of the social enterprise's vision, mission, and goals.

Bacq et al. (2019) stated that current leaders' active delegation of more of their own tasks, duties, and authority to more people within the social enterprise can improve a future leadership succession process, while proactively ensuring the organization's future sustainability. Napathorn (2020) echoed the same concerns with regard to future leader development in social enterprises in particular, stating that potential future leader candidates must be developed internally because these types of organization needs successors who have unique human capital.

The author stated that the hybrid nature of the organization's dual goals requires candidates not likely to exist in the external labor market because the leader position requires tacit expertise and knowledge that can only be gained through actual leadership experience in a social enterprise.

The author posited that social enterprise organizational leaders play a critical role in informally cultivating their future successors through the active internal development and effective leadership practices that inspire employees, which include effective delegation to and active development of employees.

The following section concludes the literature review with detailed discussions about anticipated and discovered themes as well as an overall summary that describes how this review of the most current and relevant academic and professional literature provides a foundation for this study. The discussion of anticipated themes known prior to the study examines the topics of informal workplace learning and collaborative networking. The discussion of themes discovered following the study examines the topics of workplace transparency and micromanagement.

Section 3 also examines the anticipated and discovered themes. An in-depth discussion of how the study findings related to the anticipated themes, with a focus on any differences, missing themes, or unanticipated themes is presented in the relationship of the findings. How the study findings related to the themes discovered following the study is also presented in the relationship of findings. The literature review of the anticipated and discovered themes is discussed below.

Anticipated Themes

The topics of informal workplace learning and collaborative networking are discussed to show the connection between these themes, the existing body of knowledge, and the specific problem of this research study. Leaders within social enterprises that cultivate collaborative cultures which support informal workplace learning can respond better to changing external

conditions and collaborative networking can help these organizations learn and share knowledge that creates social and economic value (Eskiler et al., 2016; Gold et al., 2019). The anticipated themes of informal workplace learning and collaborative networking are discussed below.

Informal Workplace Learning. Susomrith and Coetzer (2019) described informal workplace learning as an essentially unstructured process that involves learning through interactions with leaders and peers in an organizational context. The authors further described that informal learning practices that are integrated into the workplace can address the employee's learning needs, job-specific needs, and serve as a motivational process that increases employees' levels of trust, work engagement, and performance. Decius et al. (2019) agreed that autonomous learning processes are involved and described informal workplace learning as employees' self-directed, intentional learning efforts to improve work-related skills that serves as an effective supplement to formal work-related skills development. According to the authors, informal learning in the workplace can take place through (a) feedback from supervisors, (b) sharing knowledge with colleagues, (c) informal on-the-job training, (d) experimentation, (e) interactions with colleagues and supervisors, (f) trial and error, and (g) reflection. From a different perspective, Cakir and Adiguzel (2020) described informal workplace learning as employees' ongoing efforts to learn and share information within the organization to (a) develop new skills; (b) increase levels of knowledge held; and (c) create and share new information, experiences, and actions with others.

Informal Workplace Learning and Social Enterprise Success. According to Cakir and Adiguzel (2020) and Susomrith and Coetzer (2019), an effective leader with positive individual characteristics, behaviors, and leadership style has a significant positive effect on informal workplace learning. The authors described that successful informal workplace learning increases

employee engagement, which has a significant positive effect on the organization's performance, growth, and financial sustainability. Argyrou et al. (2017) echoed the same concerns with regard to the need for effective leadership to increase employees' engagement. The authors concluded that despite never participating in formal decision-making activities, employees felt like they influenced decisions and were able to learn when they communicated informally and often with their leaders. Eskiler et al. (2016) stated that human capital is power in the contemporary business environment, therefore organizational leaders should play a mentor and facilitator role and cultivate a learning culture that promotes employee empowerment through informal learning and knowledge-sharing.

Granados and Rosli (2020) stated that a key dimension of social enterprise success is an effective leader who creates a work environment that promotes informal learning to facilitate employees' development and knowledge-sharing with others throughout the organization. Cakir and Adiguzel (2020) explained the importance of informal workplace learning and the positive effects of leadership effectiveness on work performance, employee behavior, organizational strategy, and overall performance. The authors advised that the positive effects of leadership effectiveness on informal workplace learning must be facilitated by a leader who fosters a culture of collaboration, employee development, positive feedback, and other employee-empowering behaviors that help employees achieve and set performance goals.

Susomrith and Coetzer (2019) concluded that informal workplace learning facilitated through (a) interactions with supervisors, (b) task-based learning, and (c) learning-intensive jobs results in higher levels of work engagement and performance. The authors described that leaders must foster high-quality relationships with employees and empower them through delegation of key tasks and decision responsibilities. The authors shared that the research findings suggested

that employees' informal learning through interactions with leaders resulted in higher levels of work engagement than learning that occurs through workplace peer interactions.

Collaborative Networking. According to Yahia et al. (2021), collaborative networking is a network of different entities, including people and organizations that are different in terms of geographic location, culture, operating environment, and social capital. The authors explained that the network of different entities share the common desire to collaborate and work together to achieve enhanced collective goals. Camarinha-Matos et al. (2019) agreed that different types of organizations are involved, but specified that collaborative networking is a network of business-oriented organizations. The authors stated that business-oriented organizations in collaborative networks have established governance rules, organizational structure, and role definition, which can be categorized as being long-term strategic networks or the goal-oriented networks.

From a different perspective, Bonomi et al. (2020) described collaborative networking as an important source of new relationships, competencies, and insights to better understand any external environment changes. The authors stated that organizations involved in collaborative networking tend to be businesses that are focused on innovation and gaining access to resources to pursue innovation. Tahmooresnejad and Beaudry (2018) agreed with the focus on innovation and described that collaborative networks involve activities that facilitate the creation of new knowledge and enhanced productivity, such as access to innovative equipment, ideas, resources, and tacit knowledge.

Collaborative Networking and Social Enterprise Success. In the context of social enterprise organizations, Phillips et al. (2019) stated that collaborative networking involves identifying knowledge, learning, and training opportunities that can be transferred among social enterprise organizations to obtain valuable information and collaborate with more technically

proficient and experienced business consultants. The authors also stated that many social enterprise organizations are addressing the critical internal challenge of leaders with skills gaps in effective management practices through collaborative networking to seek training and advice from other firms, consultants, and business support agencies. Gold et al. (2019) concurred that social enterprises face many internal challenges and described that collaborative networking helps different these organizations share and contribute complementary resources that can help attract volunteers and funding to sustain their businesses. The authors further described that many social enterprises bring their own specialized skills and knowledge into the collaborative network and share information related to marketing, accounting, management, and computer skills, which helps network partners enhance their contributions to society, while improving economic profits.

Abramson and Billings (2019) stated that social enterprises in the United States continue to face major obstacles that are barriers to these organizations' successful scaling, growth, and funding, which include the lack of collaborative peer and supportive networks available to lend assistance to these businesses. Several authors explained further, stating that social enterprise organizations' lack of collaborative peer networks constrains the development of important peer associations that can facilitate locating and securing needed funding (Abramson & Billings, 2019; Davies et al., 2019; Phillips et al., 2019). The authors described that social enterprise organizations in particular need to participate in collaborative peer networks to develop relationships with key stakeholders, such as philanthropic and government funders that are steadier and larger sources of funding. Collaborative networking can also help social enterprise organizations develop relationships with other types of supportive coalitions and alliances, such as fellowship and network organizations that can help increase the social and political clout of social enterprises' missions to benefit society (Abramson & Billings, 2019; Phillips et al., 2019).

According to Davies et al. (2019), social enterprises must face a myriad of complex barriers to growth and survival on multiple dimensions, including social barriers, related to weak network support because of these organizations' mission to achieve dual social and economic goals simultaneously. Several authors explained further, stating that social enterprises need collaborative network relationships to facilitate important relationships and connections that will help these organizations adapt quickly and correctly to the changing external conditions, such as markets (Abramson & Billings, 2019; Davies et al., 2019; Gold et al., 2019; Phillips et al., 2019). As businesses, social enterprises need strong collaborative network relationships to constantly be well-oriented to the best way to advance their organization's economic and social goals through market-based transactions, such as online versus brick and mortar stores for distribution and the best access to financing, such as community loans versus crowdfunding (Davies et al., 2019).

Discovered Themes

The themes of workplace transparency and micromanagement were discovered after the completion of this study and are discussed to show the connection between these discovered themes, the existing body of knowledge, and the specific problem that was studied. Social enterprise organizational leader behaviors that positively influence employees' engagement to spark innovation that creates both positive social impact and economic value include enhanced internal transparency and delegating instead of micromanaging (Balushi, 2021; Wang, 2021). The discovered themes of workplace transparency and micromanagement are discussed below.

Workplace Transparency. Balushi (2021) informed that internal transparency involves communication behaviors within the workplace and the extent to which employees have access to information required for their job responsibilities. The author described that enhanced internal transparency leads to increased employee empowerment, engagement, learning, and continuous

improvement. The author further described that information that facilitates employees' increased understanding of work processes, procedures, and performance criteria beyond mere descriptions of specific job steps empowers and motivates individuals to take responsibility, accountability, and ownership of their job performance. The author concluded that workplace transparency can be enhanced through improved communication, information flow, extensive documentation and reporting, and teamwork throughout the whole organization.

Zheng et al. (2021) concurred with the importance of leaders sharing more information to empower and motivate employees and added the perspective that workplace transparency can increase manager-worker communications and joint decision-making, which increases worker trust, commitment, and loyalty. The authors explained that transparency with organizational information, such as disclosure of financial information and strategic plans provides employees with a framework to better understand wages, benefits, and policies. The authors concluded that transparency in the workplace is a managerial best practice because full disclosure can have the positive effect of (a) re-distributing power downward through information-sharing, (b) boosting employees' sense of community and connection to the company, and (c) eliminating potential mistrust of the employer. The authors informed that these ameliorating effects reduce workers' job-related distress and misconceptions about job stability and security, which reduces job dissatisfaction and supports their well-being.

From a different perspective, Hossiep et al. (2021) and Venkatesh et al. (2016) agreed that transparency in the workplace is a managerial practice that can increase employees' trust and job satisfaction, but emphasized that the perceived quality of transparency is significant. The authors explained that leaders must consider the relevance, accuracy, clarity, and timeliness of disclosed information because the presence of these transparency dimensions positively affects employees'

trust-related open communication, feedback, and job satisfaction. The authors further explained that when employees' trust is high due to perceived high-quality transparency, such as disclosed information that is perceived as relevant and accurate, the leader is perceived as having integrity and transparent behavior, which leads to trustworthy relationships and job satisfaction. Practical implications include the need for an organization as a whole to be more transparent from the top down because leaders share information with their employees based on the information that was shared with them (Hossiep et al., 2021).

Workplace Transparency and Social Enterprise Success. Transparency in the workplace positively affects employees' open communication, feedback, job satisfaction, and commitment (Balushi, 2021; Hossiep et al., 2021; Venkatesh et al., 2016; Zheng et al., 2021). The authors described that workplace transparency facilitates the creation of transparency-trust relationships between employees, leaders, and an organization as a whole. Several authors concurred stating that leaders within social enterprises can enhance organizational performance by establishing open channels of communication throughout the organization to improve employees' feedback-seeking behaviors and commitment (Akinola et al., 2018; Lucia, 2018; Zhang et al., 2017).

According to Pasricha and Rao (2018), successful people management within social enterprise organizations requires effective leaders that encourage (a) transparency, (b) mutual trust, (c) open communications, (d) knowledge development, and (e) collaborative work. The authors concluded that effective social enterprise organizational leaders are ethical leaders that use moral business practices, such as transparency in the sharing of information, use of limited resources, and accomplishment of collective goals among all employees beyond self-interests. The authors determined that these positive behavioral attributes have a positive effect on the perceived social capital among employees, which in turn has a positive effect on employees'

social innovation tendencies necessary for social enterprise organizations to apply innovative approaches to solve societal problems.

Micromanagement. According to Aguilar and Kosheleva (2021), micromanagement is harmful to an organization's productivity because excessive control is harmful to employees' morale. The authors asserted that micromanagement is detrimental to employees' morale because (a) autonomy is reduced, (b) creativity is restricted, and (c) optimal task performance is hindered by individuals' requirement to work at rates determined by their leader, instead of their personal optimal working rates. The authors concluded that even when leaders were keeping employees happy, micromanagement still had the negative economic consequence of decreased productivity.

From a different perspective, Limon and Dilekçi (2021) agreed that micromanagement decreases employees' morale, creativity, task performance, and productivity, but emphasized that there may be organizational factors that contribute to the use of this management style, which is not a "one-sided evil" (p. 126). The authors described that micromanagement may exist within an organization if its structure has many hierarchical levels with little decision-making authority delegated to lower levels and top leaders' behavior influences the culture and becomes the norm. The authors further described that micromanagement can be used in the short term for positive outcomes with increasing the effectiveness of employees who cannot perform at the desired level and employees who are young and inexperienced working in organizations, such as restaurant and retail, where job motivation is low and turnover is high. The authors concluded that despite any short-term increase in employee productivity, micromanagement limits the effectiveness and efficiency of employees, due to low trust, commitment, motivation, and job satisfaction as well as micromanagers, due to burnout, bottlenecks, and inability to find quick solutions and support.

van de Ridder et al. (2020) concurred that micromanagement weakens employees' trust, autonomy, and motivation and added the perspective that the relationship between leader and subordinate is also harmed, which creates an unsupportive, de-motivated learning environment that interferes with performance. The authors argued that micromanagement stems from leaders' personal insecurities, which are influenced by hesitation to trust employees' competence. The authors further argued that professional development, mentoring, and coaching can create self-awareness that leads to the desired behavior change of refraining from micromanagement.

Micromanagement and Social Enterprise Success. Micromanagement has the potential to bring about employee-level, managerial-level, and organizational-level problems in all types of organizations, including educational and clinical settings (Aguilar & Kosheleva, 2021; Limon & Dilekçi, 2021; van de Ridder et al., 2020). Sumi (2016) stated that micromanagement is “bad news” (p. 794), for both business and employees. The author explained that a micromanager's focus is on details, instead of the big picture, such as overseeing subordinates' tasks that should have been delegated, instead of creating a winning business model or bringing in new business. Several authors posited that a social enterprise organization's members must work individually and in teams in collaborative and creative ways to apply innovative business models that create both social and economic value (Gibbons & Hazy, 2017; Granados & Rosli, 2020; Pacut, 2020).

Wang (2021) stated that leaders within social enterprises must avoid micromanagement to achieve the dual goals of the organization. The author explained that effective social enterprise organizational leadership involves delegating instead of micromanaging to develop employees' self-motivation and provide a supportive and autonomous environment that encourages shared problem-solving, innovation, and passion for fulfilling the social mission. The author concluded that social enterprise organizations need to focus more on formalized daily operations to ensure

workplace professionalism, which includes leaders' willingness to (a) listen to employees' needs and act on their recommendations, (b) avoid micromanaging to foster accountability and provide agency to achieve organizational goals, and (c) invest in employees' professional development.

Summary of the Literature Review

A comprehensive review of the professional and academic literature established that the existing body of knowledge is clearly connected to and provides a firm foundation for this study. The main elements of this literature review provided an all-around view of the existing literature related to the general and specific problems that were studied, which included the most current and relevant literature on (a) business practices; (b) concepts, theories, and constructs found in the conceptual framework; (c) related studies; (d) anticipated themes known prior to the study; and (e) discovered themes following the study. All sides of the discussion were presented by including many and different perspectives from both supporting and contradictory scholarly reference material. Snyder (2019) advised that an effective literature review that integrates many perspectives and findings establishes a firm foundation for advancing knowledge in research of all types and is significant within the field of business research, where knowledge production is accelerating. A summary of this study's literature review is presented below.

Business Practices. The literature review began with a detailed discussion of business practices related to the general and specific problems that were studied. Social enterprises are organizations that compete in the marketplace and generate revenues from business activities to address important social problems (Hojnik & Crnogaj, 2020; Wu et al., 2018; Yaari et al., 2020). Although a social enterprise's influence and characteristics originate from its social mission and positive social impact and value created, these organizations have to integrate effective business practices into their operations to generate the financial profits needed to ensure long-term growth

and sustainability (Ashraf et al., 2019; Hojnik & Crnogaj, 2020; Yaari et al., 2020; Yin & Chen, 2019). The essential business practices discussed included organizational effectiveness, effective leadership, delegating tasks and responsibilities, and building strong teams, all of which enhance organizational performance and profits and are key to the success of all types of organizations (Ibrahim & Daniel, 2019; Lucia, 2018; Popescu et al., 2020; Williams et al., 2020).

The Problem. The detailed discussion of the problem began with an overview of social enterprise organizations to provide the context and background of the problem statement and the general and specific problems that were studied. The overview included detailed discussions on social enterprise (a) background, (b) relevance, (c) definitions, (d) hybridity, (e) business model, (f) criticisms, and (g) barriers. The background, characteristics, and circumstances of social enterprise organizations were discussed to provide an understanding of the key role leadership plays in the expansion, growth, and financial sustainability of these businesses (Battilana, 2018; Ilac, 2018; Jackson et al., 2018; Yaari et al., 2020). The literature review of the problem focused on the need to delegate tasks and responsibilities and build strong teams within social enterprise organizations and the negative outcomes that resulted from the existence of the general problem (Bacq et al., 2019; Hodges & Howieson, 2017; Saebi et al., 2019; Wronka-Pośpiech, 2018).

Concepts, Theories, and Constructs. The detailed discussion of the concepts found in the research framework included social enterprise leadership and social enterprise scaling. The discussion began with the definitions and key practices of social enterprise leadership and social enterprise scaling and expanded to the requirements for successfully leading and scaling a social enterprise. Several authors posited that leadership requirements for success with both leading and scaling a social enterprise include effective managerial skills, such as delegation and the ability to cultivate a culture of employee engagement to increase the organization's social impact and

profits (Aboramadan & Dahleez, 2020; Bauwens et al., 2019; Bretos et al., 2020; van Lunenburg et al., 2020; Wang, 2021).

The detailed discussion of the theories found in the research framework included transformational leadership theory, complexity leadership theory, and servant leadership theory. . The discussion began with the definitions and key practices of transformational leadership, complexity leadership, and servant leadership theories and expanded to the identifiable leader behaviors that exemplify these theories. Several authors stated that transformational leadership, complexity leadership, and servant leadership behaviors facilitate successful business outcomes through ongoing employee training and development and good teamwork, which are useful practices for managing complex business organizations that are evolving, such as social enterprises (Fischer, 2017; Naderi et al., 2019; Newman et al., 2018; Rosenhead et al., 2019).

The detailed discussion of the constructs found in the research framework included leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture. The discussion focused on the key leader behaviors, characteristics, and motivations, leadership transition practices, and leadership influences required for positive organizational impact. Several authors emphasized the significant influence of leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture on the achievement of both social and economic goals and the ability to attract funding needed for the financial sustainability of social enterprise organizations (Bacq et al., 2019; Saebi et al., 2019; Wronka-Pośpiech, 2018).

Related Studies. The detailed discussion of related studies included organizational structure and leadership succession. The discussion began with the definitions and key aspects of organizational structure and leadership succession and expanded to their particular relevance within social enterprise organizations. Several authors argued that because social enterprises are

hybrid in nature, these organization must have the proper organizational structure and strategy for smooth leadership succession to ensure the continued success of the business and impact of the social mission (Hillen & Lavarda, 2020, Napathorn, 2020; Ritchie, 2020; Yaari et al., 2020).

Anticipated Themes. The detailed discussion of anticipated themes known prior to the study included the topics of workplace learning and collaborative networking. The discussion began with the definitions and key benefits of workplace learning and collaborative networking and expanded to the key role that both of these knowledge-sharing processes play in facilitating social enterprise organizational expansion, growth, and financial sustainability. Several authors emphasized the importance of active leader involvement with facilitation of workplace learning and collaborative networking to increase employees' engagement, commitment, and professional training and development (Cakir & Adiguzel, 2020; Granados & Rosli, 2020; Yahia et al., 2021).

Discovered Themes. The literature review concluded with a detailed discussion of the discovered themes following the study, which included the topics of workplace transparency and micromanagement. The discussion began with the characterizations of workplace transparency and micromanagement and expanded to the benefits of disclosing information and delegating, instead of micromanaging. Several authors underscored that sharing information and avoiding micromanagement in the workplace is a managerial best practice that can increase organization-wide trust, autonomy, and creativity to encourage shared learning, problem-solving, innovation, and passion for fulfilling both the social mission and economic goals of the social enterprise (Balushi, 2021; van de Ridder et al., 2020; Wang, 2021; Zheng et al., 2021).

Summary of Section 1 and Transition

Social enterprise organizations are emerging as an effective business that can play an important role in helping to address some of the intractable issues that affect both society and

business that are disregarded by the market, public, private, and voluntary sectors (da Silva Nascimento & Salazar, 2020; Hojnik & Crnogaj, 2020; Xu & Xi, 2020; Yin & Chen, 2019). However, there are many eventual failures and unsuccessful startups due to the failure of leaders in social enterprise organizations to utilize effective managerial skills, such as delegating tasks and responsibilities and build strong teams, which inhibits successful business expansion, growth and financial sustainability (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018). There is limited literature focused on social enterprise organizational failures related to leadership challenges associated with the inability to utilize effective managerial skills, such as delegation and team-building in daily operations (Saebi et al., 2019; Yaari et al., 2020).

The current literature on social enterprise organizational failures identifies different barriers that hinder growth and financial sustainability, many of which are largely focused on external environment constraints related to institutional-level barriers to suitable legal forms, effective governance, and social impact valuation that stem from the lack of a clear definition of social enterprise (Abramson & Billings, 2019; Battilana, 2018; Davies et al., 2019). In contrast, there is limited literature that explores internal environment constraints and organizational-level causes of social enterprise failures related to leadership challenges (Ilac, 2018; Jackson et al., 2018). There are fewer studies focused on the intra-organizational causes of social enterprise organizational failures related to leaders that are unable to expand and grow the business and accomplish its long-term financial and social goals by effectively managing, motivating, and empowering both individuals and teams (Ćwiklicki, 2019; Ilac, 2018; Jackson et al., 2018).

There is limited business research that explores if leaders within social enterprise organizations are employing key managerial skills, such as delegating tasks and responsibilities and building strong teams when working with their direct-reports in daily operations (Saebi et

al., 2019; Yaari et al., 2020). This study aimed to fill this gap in missing knowledge by sharing what is learned about social enterprise organizational leaders' inability to practice effective delegation and team building with direct-reports. The focus of this study on finding solutions that can help leaders overcome the challenge of delegating tasks and responsibilities can benefit general business practice and effective practice of leadership in business because it is central to empowerment and inspiring employees to seek constructive feedback, which plays a key role in improving organizational effectiveness and performance (Zhang et al., 2017). Equally, the focus of this study on finding solutions that can help leaders overcome the challenge of building strong teams can benefit general business practice and effective practice of leadership in business because team members' constructive behaviors, such as shaping a team-based work context and establishing strong relationships between team members can improve organizational problem-solving and performance (Qi & Liu, 2017).

Looking through a pragmatic lens, this qualitative, flexible design, single case study aimed to address this gap in knowledge and contribute to the literature by sharing what is learned about why social enterprise organizational leaders fail to delegate tasks and responsibilities and build strong teams within businesses. The significance of this study is that business research can uncover the information needed to provide social enterprise leaders with the practical tools, knowledge, and skills necessary to prevent the failure of an organization due to the lack of delegation and team-building skills. The belief in faith-based values can advance research on social enterprise organizations because faith-based values underpin these businesses' mission to address and solve social problems, while earning a profit, which provides a biblical foundation from which good research questions can be developed (Busenitz & Lichtenstein, 2019). This study can benefit business practice and the function of leadership in business because any

information gained that can strengthen social enterprise organizational leaders' delegation and team-building skills can help any organizational leader that seeks to expand a business, while achieving growth and financial sustainability (Daft, 2018; Gamble et al., 2019; Mello, 2019).

Section 2 begins with the stated purpose statement that describes the focus/intent of this study as well as the specific research design and research goals that address the specific problem. The role of the researcher explains what actions the researcher took to conduct this study, which includes a discussion of how bracketing was employed to avoid personal bias. The research methodology describes the appropriateness of a flexible design, a qualitative method, and data triangulation for this research study. The discussion of participants describes the type of individuals who were eligible to participate in this study and why it was appropriate. The population and sampling explains (a) the characteristics and size of the eligible population, (b) the sampling method and sample frame, (c) the desired sample and sample size, (d) how saturation is reached, and (e) how access to the sample population is gained. The data collection plan and data organization provides an overview of the plan for the data collected, how the data is collected, and how the data should be organized. The data analysis examines the processes for reading and memoing emergent ideas, describing and classifying coding themes, developing and accessing interpretations, and triangulation of interview data. The reliability and validity section provides a discussion of how bracketing, data triangulation, and saturation are used to ensure reliability in this study to include credibility, transferability, dependability, and confirmability. Section 2 concludes with a transition and summary and provides an overview of the information that is included in Section 3, which presents the findings of this a qualitative, flexible design, single case study.

Section 2: The Project

The literature review from Section 1, which was guided by the research questions, established the connection between the existing body of knowledge and this research study through comprehensive, integrated discussions of the most current and relevant literature related to the specific problem studied. Snyder (2019) and Xiao and Watson (2019) advised that a literature review process driven by the research questions and geared towards addressing the research questions, lays a firm foundation for academic research and knowledge advancement. The literature review addresses the research questions stated in Section 1 and provides a firm foundation for this qualitative, flexible design, single case study that aimed to explore the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. There is limited literature that explores if leaders within social enterprise organizations are using effective managerial skills, such as delegating tasks and responsibilities and building strong teams when working with their direct-reports in daily business operations (Saebi et al., 2019; Yaari et al., 2020).

This research project aimed to reduce this gap in the literature by discovering knowledge and insights about why leaders within social enterprise organizations potentially fail to delegate tasks and responsibilities and build strong teams through the research questions asked and the research approach selected (Creswell & Poth, 2018; Gupta et al., 2020). The proper research method and research design is required to (a) accomplish the study purpose; (b) inter-relate the conceptual framework; and (c) collect, analyze, and interpret the data to answer the research questions (Abutabenjeh & Jaradat, 2018; Creswell & Poth, 2018; Robson & McCartan, 2016). This section examines how the selected research design and method are guided by the research

problem, research purpose, and research questions and the best approach to answer the research questions and related sub-questions posed in Section 1 that address the stated specific problem.

In its entirety, Section 2 addresses the research project through comprehensive, integrated discussions that examine the importance of the (a) purpose statement, (b) role of the researcher, (c) research methodology, (d) participants, (e) population and sampling, (f) data collection and organization, (g) data analysis, and (h) reliability and validity, as well as a concluding summary of Section 2. This section begins with a re-introduction of the purpose statement that describes the (a) focus/intent of this study, (b) specific research design used in the study, and (c) research goals that address the specific problem. A detailed discussion about the role of the researcher explains what actions the researcher took to conduct the study, which includes the importance of bracketing to avoid personal bias. The research methodology discussion examines the suitability of selecting a (a) pragmatism research paradigm, (b) flexible design, (b) qualitative method, and (c) data triangulation for this study. A summary of the research methodology is presented before discussing the study participants. The importance of the purpose statement is discussed below.

Purpose Statement

The purpose statement is an important element of the research process because of its connection with the research questions that are shaped by study objectives and consideration of the specific problem (Thelwall & Mas-Bleda, 2020). According to Creswell and Poth (2018), the purpose statement is a vital part of a qualitative study because the researcher (a) states the intent, (b) identifies the specific approach, (c) describes the participants, and (d) gives the geographic location for the research. Sawatsky et al. (2019) advised that the purpose statement should be clearly articulated because the specific qualitative method selected to conduct the study is based on the stated purpose of the research. The purpose statement from Section 1 is discussed below.

The purpose statement from Section 1 described that the purpose of this qualitative, flexible design, single case study was to add to the existing body of knowledge and increase the understanding of the reasons behind the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams and the effects of these leadership failures on business expansion, growth, and financial sustainability. The research aimed to determine what behaviors, characteristics, and motivations leaders have that result in the failure to delegate tasks and responsibilities and build strong teams within social enterprise organizations. The research aimed to explore if there are any potential challenges impeding a leader's ability to delegate tasks and responsibilities and build strong teams within social enterprise organizations and sought to discover practical tools and resources for improving leaders' poor delegation and team-building skills. The research aimed to gain insight about what cultural contexts support leaders building strong teams and delegating tasks and responsibilities. The research aimed to learn how the readiness of a social enterprise organization to expand manifests itself in the necessity of its leaders to build strong teams and delegate tasks and responsibilities. The larger issue of the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams was explored through an in-depth study of the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability within social enterprise organizations in the United States.

Role of the Researcher

Cumyn et al. (2019) emphasized that an understanding of how a researcher perceives and performs their role and responsibility when conducting research is paramount because the ethical conduct of research, with transparency, integrity, and honesty, both scientifically and ethically

depends on the researcher's mindset. Bradshaw et al. (2017) underscored that the integrity and impartiality of a research study from inception to conclusion requires the researcher to keep a constant focus on and commitment to demonstrating objectivity, validity, and trustworthiness. The researcher's role in this qualitative study is important because the typical features of the qualitative research process in particular, such as subjective interpretation and lack of evaluation criteria, presents questions of bias, validity, and rigor, which makes both the researcher and the research more vulnerable to ethical scrutiny (Aspers & Corte, 2019; Salvador, 2016). The actions qualitative researchers should take to conduct research ethically and honestly is discussed below.

Qualitative Researchers' Best Practices

According to Bonache and Festing (2020), the appropriate actions a researcher should take when conducting qualitative research include remaining detached, value-free, and objective. The authors also emphasized the importance of qualitative researchers developing a rapport with and empathy for the study participants to understand the true experience of the research purpose. Bashir (2020) expanded on these behaviors, stating that qualitative researchers should go beyond just asking research questions by (a) reducing participants' discomfort, (b) generating insight into the wider context of participants' reality, and (c) learning about the environments within which the participants live, work, and negotiate their daily lives.

Qualitative researchers can learn more than they set out to discover by posing open-ended questions that are without restrictions on content or manner of reply during in-depth participant interviews (Hammarberg et al., 2016). The author suggested that the researcher should build rapport and trust with participants to gain maximum insight, knowledge, and understanding of their experiences. Lisi (2016) concurred with the value of building a trusting rapport with

participants, but reiterated the importance of researchers maintaining a certain level of distance to avoid personal bias and undue influence that can jeopardize the trustworthiness of the study.

Ethical Obligations. According to Hammarberg et al. (2016), qualitative research should (a) be ethical, (b) intelligibly describe important real-life experiences, and (c) utilize appropriate and rigorous verification methods. Cumyn et al. (2019) expanded on these attributes, stating that qualitative researchers have a social responsibility to (a) collect the best data to conduct research, (b) transmit and publish verified research results for effective use, and (c) be both scientific and ethical models of integrity. Chauvette et al. (2019) emphasized that before research is shared, the qualitative researcher's role includes (a) rigorous analysis of thick, rich data, (b) development of a data management and sharing plan that honors ethical and legal obligations to the participants, and (c) restriction of potentially identifiable information to protect participants' confidentiality.

Participant Protection. Surmiak (2018) stated that a qualitative researcher's primary duty is to guarantee the privacy, anonymity, and confidentiality of interview data collected during a given study. The author stated that the assurance of participants' confidentiality, anonymity, and privacy is an ethical standard that can decrease participants' self-censorship and serve as an assurance of truthful and accurate responses. Zahle (2017) stated that in social research, it is assumed that the researcher will employ all of the necessary strategies to protect participants' privacy, such as obtaining a secure location to keep collected data safe by restricting access to prevent theft and anonymizing all data prior to storage to secure confidentiality. Santhosh et al. (2021) advised that qualitative researchers should never state any identifying information during the recording and transcription of online interview sessions to ensure participants' privacy and anonymity. Qualitative research ethics in the social sciences is wide-ranging and explores the emergent and situational nature of ethical issues, but the focus stays on the key ethical principle

of placing participants' interests at the center of all ethical considerations to minimize harm (Bashir, 2020).

Informed Consent. According to Chauvette et al. (2019), qualitative researchers are responsible for constant consideration of minimizing potential harm to participants, such as protection of participants' rights to privacy and confidentiality of data by obtaining informed consent to disclose information collected during the research study. Cumyn et al. (2019) stated that qualitative researchers' role in the ethical conduct of research involves constant protection of and respect for the confidentiality and privacy of participants engaged in the study. The authors described that this is best achieved through the continuous process of free and informed consent and the continuous secure management of raw data.

Salvador (2016) stated that ethically acceptable qualitative data collection, transcription, interpretation, and presentation must include participants' informed consent because any type of research process has some potential for harm. Several authors advised that qualitative researchers must use an informed consent process that is proper and effective (Al Tajir, 2018; Surmiak, 2018; Xu et al., 2020). The authors described that appropriate informed consent should include documents that contain an information section explaining the study purpose, data confidentiality, and participant privacy as well as a signature section explaining the participant's informed and voluntary consent to a recorded, online interview.

The qualitative researcher's role in terms of ethics and research participation includes the constant focus on free and informed consent (Cumyn et al., 2019). The authors underscored that the informed consent process should encompass the researcher clearly and simply explaining to the participants that their agreement to participate in the study can be retracted at any time by exercising the right to withdraw-consent option, which should be available in the consent form.

Guillemin et al. (2018) stated that the written informed consent process given to participants can be perceived as a contract of trust between the researcher, participant, and institution and not just a matter of procedure, which can motivate participants to provide truthful answers. Qualitative researchers' commitment to participant privacy, data confidentiality, and informed consent are important ethical research practices that enable transparent and trusting participant relationships, which can increase participants' compliance, participation, and engagement (Xu et al., 2020).

Reflexivity. Dodgson (2019) defined reflexivity as a researcher's continual and deep self-examination to recognize the effect one's political and professional beliefs, personal preferences, and social position may have on the study participants, interview questions, and data collected and interpreted. Raheim et al. (2016) described that reflexivity involves a researcher's thoughtful and analytic self-awareness of experiences, pre-understandings, and reasoning that have an overall impact the qualitative research process. Hammarberg et al. (2016) stated that reflexivity, which involves the researcher's reflection on their influence on the research process, is necessary to defend the integrity of the study because the qualitative researcher is the primary instrument used to collect, interpret, and analyze the data generated by the study participants. Busetto et al. (2020) stated that the qualitative researcher serves as an instrument that cannot be separated from the research process. The author explained that this circumstance necessitates an extra quality criterion, such as reflexivity to become sensitive to the researcher-participant relationship and potential details that can influence participant interviews, including the researcher's background.

Creswell and Poth (2018) stated that reflexivity involves researchers letting readers know (a) how their background informs interpretation of the study data, (b) what prompted interest in the topic being researched, (c) to whom is the research is being reported, and (d) what stands to be gained from the study. Dodgson (2019) advised that some scholarly journals require authors

to be transparent and address reflexivity in practical ways that inform readers about their qualitative research method influences. The author explained that qualitative researchers should describe sample selection criteria and choices not only in terms of research goals, but also the researcher's position in relation to the social and environmental contexts of the study. Raheim et al. (2016) argued that a researcher's excessive reflexive self-analysis can hamper research aims, but the lack of reflexive self-awareness can lead to ambiguity about the research context, methodology, and perspectives chosen, which can hamper knowledge advancement.

Research proposals lacking detail on the methods used to minimize researcher bias will most likely be deemed deficient because mitigation of personal bias is a key determining factor of the credibility and validity of qualitative research results (Galdas, 2017). A critical action that researchers must take in a qualitative study is verbalizing the interview questions in an unbiased manner, and being sensitive to the existence of reflexive threats, such as the researcher's view having a subtle undue influence on participants' responses, can help prevent such threats and avoid personal bias (Yin, 2018). Researchers' self-reflection plays a key role in any chosen qualitative method, both in the planning of the study and analyzing of data, because a researcher must reflect on their personal pre-understandings and experience of the phenomenon studied to minimize any personal bias that can have undue influence (Bengtsson, 2016). Creswell and Poth (2018) described the process of researchers reflecting on and setting aside any preconceived notions as bracketing out personal experiences and views and before exploring the participants' experiences and views to have a fresh perspective on the problem being studied. The process of bracketing to avoid personal bias and ensure the validity of a given study is discussed below.

Bracketing. According to Neubauer et al. (2019), bracketing is the process through which qualitative researchers bracket-off or set-aside their past knowledge, such as scientific theories,

definitions, or explanations, as well as previous understandings, such as personal expectations, interpretations, and experiences. The authors posited that qualitative researchers should bracket-out their assumptions or hypotheses about the phenomenon being studied in an effort to start with a blank mind and explore participants' views and experiences. Sohn et al. (2017) suggested that bracketing is a strategy that can help qualitative researchers become more aware of their personal assumptions, expectations, and intentionality, which may have developed over a lifetime that should be bracketed out to prevent any undue influence on participants' perceptions and data analysis and prevent the researcher from asking any biased questions in the interview. Dörfler and Stierand (2020) explained that bracketing is a methodological tool that researchers can use to explicitly acknowledge and bracket out previous pre-understandings, assumptions, beliefs, and experiences to refrain from judgement when making sense of experiences studied.

Qualitative researchers should bracket their preconceived notions throughout the course of the research study and be called to task if personal biases are brought to the table during data analysis of participant interviews (Sohn et al., 2017). Kim et al. (2020) advised that qualitative researchers should employ bracketing when first initiating the research proposal, during the interview stage, during the data collection stage, and during the data analysis stage to maintain an objective attitude during all stages of research. Bracketing is an approach that should be used by qualitative researchers to avoid personal bias, and when used in conjunction with reflexivity and self-reflection, the researcher can also become attentive to their beliefs, assumptions, and presuppositions that might be brought to and adversely affect the research study (Cypress, 2017). Qualitative researchers should use self-reflexive bracketing practices before, during, and after data collection and analysis to practice self-awareness and prevent personal bias (Dörfler &

Stierand, 2020; McGrath et al., 2019). Different methods of bracketing qualitative researchers should use when memoing, coding, and conducting interviews are discussed below.

Bracketing is pursued by the researcher alone and involves personal reflection and reflexivity before, during, and after data collection and analysis (Dörfler & Stierand, 2020). Memo-writing is a reflexive practice that persuades qualitative researchers to be mindful of and manage their personal subjectivities and biases during data collection and analysis (Lisi, 2016). The author described that memoing also helps the researcher (a) reflect on the data, (b) capture connections, (c) make meanings, and (d) operationalize codes and categories. DeJonckheere and Vaughn (2019) stated that immediately after each participant's interview, the qualitative researcher should begin memoing and reflecting on both the interview process and the data generated from the interview to recall particular moments with sufficient detail, create a running list of thoughts, and improve the quality of future interviews.

Wu et al. (2016) stated that conducting qualitative research requires collecting large amounts of data that must be transcribed, managed, and well-documented for data analysis, which includes the researcher memoing meticulous details and reflecting on emerging ideas about the data throughout the analytic process. Memo-writing facilitates researchers reflecting on what is not seen in the data throughout a qualitative study (Moser & Korstjens, 2018; Sawatsky et al., 2019). The authors described that memo-writing includes documenting (a) categories, open codes, concepts, and patterns that might be emerging in the data; (b) comments on the existence of or potential for personal bias; (c) meaning made from the data; and (d) ongoing mini-analyses of what is being learned throughout the course of the study. Daily memoing of the date, place, time, and context noted, facilitates the researcher being constantly engaged with and reflecting on the data collected (Ravindran, 2019). The author explained that constant memoing helps the

researcher find tacit meanings or hidden personal biases and progress toward the key phases of qualitative data analysis, which include coding, categorizing, and developing themes.

The data collection stage is joined with the data analysis stage through coding, which is an exploratory process that requires qualitative researchers to identify their personal biases, predispositions, and subjectivities to make judgment calls in coding that will increase the validity of the study (Rogers, 2018). Bracketing to avoid personal bias should be incorporated into the coding and data analysis process that requires the qualitative researcher to listen to the interview recordings and read the transcripts before interpreting the data, which can vary based on any intentional or unintentional biases of the researcher or coder (Parameswaran et al., 2020). Bracketing and the coding process is an important part of qualitative analysis because different researchers with different backgrounds, experiences, and theoretical commitments will code and categorize data into themes in different ways, which requires transparency about the rationale used to characterize the data and develop the thematic structure (O'Connor & Joffe, 2020).

The coding process facilitates practical analysis of qualitative text data that is dense and disparate by coding data segments that relate to a specific topic of interest and retrieving enough data to find emerging ideas, such as sentence segments that refer to a specific research question (Elliott, 2018). Busetto et al. (2020) explained that data analysis of participants' interviews requires that the recorded interviews first be transcribed into transcripts that can be read and the written words can be coded to make the raw data easier to examine, summarize, and categorize. Rogers (2018) emphasized the value of re-coding a second time as a self-reflexive practice that can help the researcher re-organize, re-analyze, and compare the data that was coded the first time to determine if any personal biases occurred and change, add, or drop codes to develop emergent patterns, categories, and themes for the study.

The qualitative researcher, who is both the interviewer and the prime instrument of data collection and analysis must conduct interviews properly by practicing self-awareness to monitor and prevent personal bias (McGrath et al., 2019). The authors stated that qualitative researchers should employ self-reflexive bracketing practices when conducting interviews to be intentionally conscious of how one's experiences, abilities, and position might influence the questions and conversation, leading to biased results and contamination of the data. Researchers conducting qualitative interviews must strive to balance the relational focus of the interview and the rigor of research to establish the trustworthiness of the study with findings that are consistent and not influenced by personal bias (DeJonckheere & Vaughn, 2019). The authors stated that bracketing can facilitate the researcher's (a) actively listening, (b) clear language, (c) openness to the participant's worldview, and (d) empathy. Busetto et al. (2020) posited that bracketing is useful when conducting qualitative interviews because any potential for researcher-centered bias or undue influence can impede full discovery of the study participants' insights and experiences and the emergence of valuable unexpected topics.

The Researcher's Responsibilities

The researcher's responsibilities specifically in conducting this qualitative, flexible design, single case study included the first step in conducting research ethically and responsibly, which was completing the internal review board (IRB) review process (see Appendix H). The IRB review process is required to gain written IRB approval to begin (a) participant recruitment, (b) participant consent, and (c) data collection (DiGiacinto, 2019). The author advised that the IRB approval process requires submission of supplemental documents that state the research purpose, methods, and participants and the processes for informed consent and participants' confidentiality. However, the author emphasized that the purpose of the IRB process is to review

the risk to and protect the rights of the study participants, not to review the value of the research. Singh and Wassenaar (2016) stated that researchers need to assure research ethics committees by clearly articulating and outlining strategies for ensuring study participants' privacy, anonymity, and confidentiality in the formal IRB application process. The responsible and required ethical actions the researcher engaged in when conducting this study specifically are discussed below.

Specifically, in conducting this study, after obtaining IRB approval (see Appendix H), the researcher requested permission from numerous social enterprise organizations across the United States to utilize their staff list to invite potential participants to join this study (see Appendix A). The permission request letter (see Appendix A) was sent to each social enterprise organization's gatekeeper, who is the authorized agent designated to permit or deny access to the organization's space, personnel, and information, such as the human resources officer or organizational director (Singh & Wassenaar, 2016). A permission response letter (see Appendix B) was also included with each permission request letter for organizational gatekeepers to send their responses.

Once the researcher received signed permission response letters from the organizational gatekeepers granting permission and the information to contact their staff regarding participation in this study (see Appendix B), potential participants were sent invitation letters (see Appendix C) to join this study on a volunteer-basis and contact the researcher to schedule an interview. The researcher also sent follow-up invitation letters (see Appendix D) when needed due to lack of response (Sapleton & Lourenço, 2016). As potential participants agreed to join this study and participate in a 60- to 90-minute, audio-and-video recorded, online interview via Microsoft Teams or Zoom on a volunteer-basis, their interviews were scheduled and the researcher sent confirmation emails with meeting details and the IRB-stamped consent form attached (see Appendix E) for the participants to sign and return to the researcher prior to the interview.

The gatekeeper or any sender of staff contact information did not have access to or any knowledge of (a) the names of the individuals who were invited to join this study, (b) the names of the individuals who were scheduled for an interview, or (c) the names of the individuals who ultimately became participants in this study on a volunteer-basis. No person had any knowledge of the names of the participants who were interviewed, except for the researcher. The researcher never disclosed the names of any of the study participants to anyone to ensure each participant's privacy, anonymity, and confidentiality (Santhosh et al., 2021).

A qualitative researcher's single most vital responsibility is to ensure the confidentiality of interview data collected because guaranteeing participants' privacy (a) is an ethical standard, (b) decreases participants' self-censorship, and (c) serves as an assurance of truthful and accurate responses (Santhosh et al., 2021; Surmiak, 2018; Zahle, 2017). The researcher concealed the identities of all participants interviewed using a distinctive coding system created to safeguard each individual's anonymity, privacy, and confidentiality (Santhosh et al., 2021; Surmiak, 2018; Zahle, 2017). The participants' signed IRB-stamped consent forms (see Appendix E) were downloaded directly to the researcher's password-locked computer and saved using assigned coded names to ensure the protection of participants' privacy and confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). The researcher created backup copies and saved all files to a storage device as well as secure cloud storage for safekeeping for three years before deletion (Manti & Licari, 2018; Nusbaum et al., 2017; Young et al., 2018). Informed consent and the protection of participants' privacy are important ethical research practices and qualitative researcher responsibilities that facilitate trusting and transparent relationships between researcher and participants, which improves participants' compliance, engagement, and ongoing participation (Creswell & Poth, 2018; Xu et al., 2020).

The researcher conducted the online participant interviews from the secure location of the researcher's home using the Zoom and Microsoft Teams video-conferencing application installed on the researcher's computer to guarantee secure recording, login, and data transfer to protect all of the data and participants' confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). The researcher developed an interview guide (see Appendix G), which was used for all participants to pace the interview process and ensure that all of the interview questions (see Appendix F) were addressed within the scheduled meeting time (Adeoye-Olatunde & Olenik, 2021; Busetto et al., 2020; DeJonckheere & Vaughn, 2019). The interview guide (see Appendix G) was also used to apply different methods of bracketing during data collection, such as memo-writing to prevent personal bias (Dörfler & Stierand, 2020; Ravindran, 2019).

The interview questions (see Appendix F) included (a) 15 open-ended questions for participants in leadership positions; (b) 10 open-ended questions for participants in direct-report positions; and (c) seven open-ended follow-up questions if needed, based on the answers given by the participants. All of the interview questions were anchored in the literature and based on the four central research questions RQ1, RQ2, RQ3, and RQ4 and corresponding sub-questions stated in Section 1. All of the interview questions and follow-up questions for participants in both leadership positions and direct-report positions were pre-determined, open-ended questions that were neutral, clear, and devoid of any leading language (DeJonckheere & Vaughn, 2019).

Summary of Role of the Researcher

The role of qualitative researchers is crucial because of the typical features of qualitative research in particular, such as the lack of standard criteria to follow and subjective interpretations that can vary (Aspers & Corte, 2019; Salvador, 2016). The authors emphasized that qualitative research can present questions of bias, validity, and rigor, which makes both the researcher and

study findings more open to ethical scrutiny. Dörfler and Stierand (2020) asserted that one of the distinguishing features of superior qualitative research is reflexivity. Reflexivity and bracketing are two essential actions that should be employed by qualitative researchers to (a) confirm the validity of the data collection and analysis, (b) prevent personal bias, and (c) demonstrate the rigor of the research process (Bengtsson, 2016; Cypress, 2017; Dörfler & Stierand, 2020). One of the most important roles of a qualitative researcher is being a reflexive researcher who reflects on and stays mindful of their subjectivities, assumptions, and positionality throughout the entire research process to contribute to the study's credibility (Lisi, 2016).

Personal bias can occur at various stages of a qualitative research process, such as the participant selection and data collection and analysis phases, however any biases that can be mitigated by the researcher at any stage will improve the overall research process (Carroll et al., 2017). Memoing is a reflexive practice that prompts qualitative researchers to be mindful of and manage their personal subjectivities and biases during data collection and analysis as well as a useful tool to engage with and reflect on the data, make meanings, capture connections, and operationalize codes and categories to develop themes (Lisi, 2016; Ravindran, 2019). Coding and re-coding a second time is a self-reflexive practice that can help the researcher compare and reflect on the data that was coded the first time to determine if any personal biases occurred and re-analyze the data to develop salient categories and themes (Rogers, 2018). Researchers must conduct qualitative interviews properly by being reflexive and conscious of how one's abilities, experiences, and position might influence the conversation with the participant to prevent personal bias that can contaminate the data (McGrath et al., 2019).

Conducting This Study. This qualitative study was conducted using semi-structured, online interviews as the sole method of data collection. Specifically, in conducting this study, the

responsible and required ethical actions the researcher employed included first completing the IRB review process to obtain written approval (see Appendix H) to begin participant recruitment, participant consent, and data collection (DiGiacinto, 2019). The author explained that the IRB approval process requires submission of supplemental documents that explain the research purpose, methods, and participants and the processes for consent and confidentiality to review the risk to and protect the rights of the study participants, not to review the value of the research.

After obtaining IRB approval to conduct this study (see Appendix H), the researcher sent permission request letters (see Appendix A) to numerous social enterprise organizations across the United States asking to utilize their staff list to invite potential participants to join this study. A permission response letter (see Appendix B) was included with each permission request letter for organizational gatekeepers to send their responses. As the researcher received organizational gatekeepers' signed permission responses granting permission and the information to contact their staff to participate in this study (see Appendix B), potential participants were sent invitation letters (see Appendix C) to join this study on a volunteer-basis and contact the researcher to schedule an interview. The researcher sent follow-up invitation letters (see Appendix D) when needed due to lack of response (Sappleton & Lourenço, 2016).

As potential participants agreed to join the study and participate in a 60- to 90-minute, audio-and-video recorded, online interview on a volunteer-basis, interviews were scheduled and confirmation emails with meeting details and the IRB-stamped consent form (see Appendix E) were sent for the participants to sign and return to the researcher prior to the interview. The gatekeeper or any sender of staff contact information did not have access to or any knowledge of the names of the participants who were invited to join the study or the names of the participants who were ultimately scheduled for interviews. The researcher never disclosed the names of any

of the study participants to anyone to ensure each participant's privacy, anonymity, and confidentiality (Santhosh et al., 2021).

The researcher concealed the identities of all participants interviewed using a distinctive coding system created to safeguard each individual's anonymity, privacy, and confidentiality (Santhosh et al., 2021; Surmiak, 2018; Zahle, 2017). The participants' signed consent forms were downloaded directly to the researcher's password-locked computer and saved using assigned coded names to protect participants' privacy and confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). The participants' online interviews were conducted from the secure location of the researcher's home using both the Zoom and Microsoft Teams meeting applications installed on the researcher's computer to guarantee secure recording, login, and data transfer to protect all of the data and participants' confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021).

The researcher developed an interview guide (see Appendix G), which was used for all participants to ensure that all of the interview questions (see Appendix F) were addressed within the scheduled time (Adeoye-Olatunde & Olenik, 2021; Busetto et al., 2020; DeJonckheere & Vaughn, 2019). The interview guide (see Appendix G) was also used to apply different methods of bracketing during data collection, such as memo-writing to prevent personal bias (Dörfler & Stierand, 2020; Ravindran, 2019). The interview questions (see Appendix F) included (a) 15 open-ended questions for participants in leadership positions, (b) 10 open-ended questions for participants in direct-report positions, and (c) seven open-ended follow-up questions if needed, depending on the answers given by the participants. All of the interview questions and follow-up questions for all participants were pre-determined, open-ended questions that were neutral, clear, and devoid of any leading language (DeJonckheere & Vaughn, 2019).

Research Methodology

The section examines the nature of the study, which describes the selected (a) research paradigm, (b) research design, (c) research method, and (d) triangulation approach, and why the choices are appropriate for the specific problem studied (Creswell & Poth, 2018; Fusch et al., 2018; Robson & McCartan, 2016; Yin, 2018). To ensure the quality of the research findings, a research study should begin with open acknowledgement of the research paradigm, which recognizes the researcher's philosophy, beliefs, and inherent biases brought to the study that could influence the natural approach to research and the construction of a research design that is unbiased (Bradshaw et al., 2017; Creswell, 2016; Creswell & Poth, 2018). Acknowledgement of the research paradigm and what a researcher brings to the study in terms of the knowledge and perceptions that shape the researcher's worldview is critical, particularly because of the potential for bias that exists with research proposals that must be eliminated (Robson & McCartan, 2016).

A good research proposal aligns three aspects, which include (a) the philosophical worldview a researcher espouses, (b) the research design related to the researcher's worldview assumptions, and (c) the specific research method that translates the researcher's proposal into practice (Creswell & Creswell, 2017). The research paradigm is pragmatism. The research study will be conducted with a flexible design using a qualitative method; specifically, a single case study design will be used. Data triangulation was used to validate the study findings. The appropriateness of these research methodology choices for the research study are discussed below. This section begins with a re-introduction of the research paradigm from Section 1 to align the (a) researcher's philosophical worldview, (b) research design, and (c) research method (Creswell & Creswell, 2017).

Research Paradigms. There are four primary research paradigms that can be found in the literature that influence and structure the research process and are important for qualitative researchers to understand, which include (a) positivism, (b) post-positivism, (c) constructivism, and (d) pragmatism (Brierley, 2017; Kaushik & Walsh, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). These four fundamental research paradigms can be identified on a continuum between objectivism and subjectivism, with positivism and post-positivism at one end, pragmatism in the middle, and constructivism at the opposite end (Brierley, 2017). The author explained that the differences along the continuum lie in the shared beliefs about the research questions asked and the research methods used by quantitative, qualitative, and mixed methods researchers.

All four of these primary research paradigms are largely philosophical in nature and are linked to four core elements that guide the way research is conducted, which include axiology, epistemology, ontology, and methodology (Kivunja & Kuyini, 2017; Nguyen, 2019). The four core elements characterize each of the four research paradigms based on its particular position on (a) axiology, which involves bias and values in research, (b) epistemology, which involves what is known in the world, (c) ontology, which involves the nature of reality, and (d) methodology, which involves the processes used in research (Kaushik & Walsh, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019; Young & Ryan, 2020). The authors stated that it is important to understand each research paradigm's four core elements because the research will be guided by and uphold the position of the selected research paradigm's four core elements. The four primary research paradigms and each research paradigm's four core elements are discussed below.

Positivism. According to several authors, the positivism research paradigm is considered the standard view of natural sciences, where the perception is that science is credible because the reality of the world conforms to laws of causation that are unchanging and can be identified and

measured in the same way by scientists looking at the same thing (Bonache & Festing, 2020; Kivunja & Kuyini, 2017; Nguyen, 2019; Park et al., 2020). Positivism espouses that the nature of reality is an objective truth that is discoverable, quantifiable, unchanging, and dependent on laws that are universal laws (Abdullah Kamal, 2019). Bonache and Festing (2020) suggested that positivism assumes the researcher's role is to provide explanations that represent reality through causal mechanisms that can be measured and verified empirically because entities in the world are known by regularities, relations among variables, and models.

In terms of the four core elements, for the positivist paradigm (a) axiology is beneficence, a belief that research should maximize good outcomes; (b) epistemology is objectivist, a belief that knowledge can be gained objectively through research; (c) ontology is naive realism, a belief that reality is stable, measurable, and knowable; and (d) methodology used is causal comparative experimental, and correlational (Bisel & Adame, 2017; Kankam, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). Positivism is not appropriate for this study because the focus of this study does not involve a single objective truth or reality and the research purpose does not involve finding generalizations that can explain observed human behaviors across contexts with quantifiable study results (Bonache & Festing, 2020; Kankam, 2019; Kivunja & Kuyini, 2017).

Post-Positivism. According to several authors, the post-positivism research paradigm represents the social-scientific thinking after positivism and challenges the idea of the single reality and absolute truth of knowledge of positivism by supporting multiple perspectives and knowledge that is developed by dialogue (Creswell & Poth, 2018; Gamlen & McIntyre, 2018; Kankam, 2019; Robson & McCartan, 2016). Post-positivism focuses on providing a better understanding of social reality using explanations instead of predicting social actions based on reliable patterns and data without an explanation of why it occurs (Gamlen & McIntyre, 2018).

Kankam (2019) argued that post-positivism does not negate positivism ideas, but differs with the belief that all truths are subjective, formed by dialogue, socially constructed, and biased because knowledge in the world is value-laden and not based on cause-and-effect relationships.

In terms of the four core elements, for the post-positivist paradigm (a) axiology is bias, with the belief that bias is likely because of the researcher's influence; (b) epistemology is objectivist deductive, a belief that social reality is measured objectively and gained through research; (c) ontology is scientific realism, a belief that reality is coherent and can be patterned; and (d) methodology used is quantitative and qualitative (Bisel & Adame, 2017; Kankam, 2019; Kivunja & Kuyini, 2017; Young & Ryan, 2020). Post-positivism is not appropriate for this study because the focus of this study does not involve a probabilistic reality and the research purpose is not to explore social concerns using both quantitative data collection and qualitative evaluation and researcher influence (Kankam, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019).

Constructivism. According to several authors, the constructivism research paradigm focuses on the subjective meanings of individuals' world experiences and the specific contexts in which individuals live and work in an effort to understand the world based on cultural norms and historical and social perspectives (Abdullah Kamal, 2019; Bonache & Festing, 2020; Kankam, 2019). Constructivism supports the belief that the nature of reality is multiple realities and there is not an ultimate truth or universal worldview because entities in reality are subjective truths that change as persons' mind and orientation change (Abdullah Kamal, 2019; Kankam, 2019). The constructivism paradigm is also known as the interpretive paradigm because the researcher's interpretation is needed to study issues that rely heavily on participants' views and the meanings of their subjective intentions (Abdullah Kamal, 2019; Bonache & Festing, 2020; Kankam, 2019).

In terms of the four core elements, for the constructivism paradigm (a) axiology is balanced, a belief that research outcomes are presented in a balanced report; (b) epistemology is subjectivist, a belief that reality should be created by the researcher's interpretation of the data; (c) ontology is relativist, a belief that a single reality does not exist and must be created through researcher and participant interactions; and (d) methodology used is naturalist, a belief that the researcher can capture participants' behaviors (Kankam, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). Constructivism is not appropriate for this study because the focus of this study does not involve the subjective meanings of individuals' world experiences or to understand the world based on interpretations of multiple researchers and participants and cultural norms (Abdullah Kamal, 2019; Bonache & Festing, 2020; Creswell & Poth, 2018; Kankam, 2019).

Pragmatism. According to several authors, the pragmatism research paradigm affirms that human experiences are shaped through actions and intelligence instead of external forces and the world is dynamic, where knowledge, truth, and meaning evolve over time (Creswell & Creswell, 2017; Kaushik & Walsh, 2019; Robson & McCartan, 2016). The authors stated that pragmatism occurs in social contexts and is focused on taking action to solve a problem instead of philosophizing about different views of reality. Pragmatists believe that human thoughts are inherently linked to actions that can change the world because humans' past experiences and beliefs originating from those experiences are connected and predictors of future actions and consequences (Kaushik & Walsh, 2019). The pragmatic approach is appropriate for real-world researchers who believe that practical experiences are more constructive than theory and want to find answers to practical problems that can be used immediately (Robson & McCartan, 2016).

In terms of the four core elements, for the pragmatism paradigm (a) axiology is value-laden, a belief that conducting research benefits people; (b) epistemology is relational, a belief

that the researcher should determine the proper relationships for a particular study; (c) ontology is non-singular reality, a belief that a single reality does not exist because individuals' view of reality changes constantly; and (d) methodology used is quantitative and/or qualitative (Kankam, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). Pragmatists define social research as real-life social problems in natural settings that are focused on the future and the human capacity to learn, adapt, and shape their environments in practical and improved ways (Kaushik & Walsh, 2019). Abutabenjeh and Jaradat (2018) avowed that pragmatism stems from current situations instead of past issues and the researcher focuses on these problems and uses all approaches to seek answers.

Appropriateness of Pragmatism Research Paradigm. The appropriate research paradigm for this qualitative, flexible design, single case study is pragmatism. The pragmatism research paradigm was selected because its key aspects and four core elements align with the researcher's worldview and are appropriate for guiding the specific problem studied. Pragmatism focuses on studying a problem of interest and concern rather than trying to understand different views of reality (Creswell & Creswell, 2017; Kaushik & Walsh, 2019; Robson & McCartan, 2016). Pragmatists are focused on real-world social problems in natural settings, the future, and the human capacity to learn, adapt, and shape their environments in practical ways (Kaushik & Walsh, 2019). Pragmatism favors exploring practical experiences over relying on historical views and aims to solve real-life problems with solutions and strategies that can be applied right away (Robson & McCartan, 2016). Similarly, the specific problem studied is focused on the future, a real-world social problem in its natural setting, and the human capacity to learn, adapt, and find solutions that can be applied right away, instead of trying to understand different views of reality (Kaushik & Walsh, 2019; Robson & McCartan, 2016). The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in

the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Discussion of Flexible Design

Research Designs. According to several authors, selecting the appropriate research design is essential because research designs are strategies of inquiry within a selected research method approach that provide direction on how the study will progress from research purpose and research questions to specific outcomes and/or processes (Abutabenjeh & Jaradat, 2018; Creswell, 2016; Creswell & Creswell, 2017; Robson & McCartan, 2016). After a research topic is identified and the research questions are formulated, choosing the appropriate research design is significant because the research design facilitates the data collection and data analysis process, which answers the research questions and increases the understanding of the research topic (Abutabenjeh & Jaradat, 2018). The appropriate research design choice is important because research designs are concerned with integrating essential parts of the research process, such as achieving the study purpose, relating the conceptual framework, collecting the data, analyzing the data, and answering the research questions (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016).

Alignment in a framework for research design is achieved when both the purpose of the study and conceptual framework are directly relevant to the research questions needing answers (Robson & McCartan, 2016). The authors explained that after these correlations are achieved, the next stage is the framework design involving decisions about research methods for collecting data, procedures for sampling, and design strategy. Research designs can be used with a specific research method to form three fundamental research approaches to conducting research, which include (a) fixed design using a quantitative method, (b) mixed methods design using both

quantitative and qualitative methods, and (c) flexible design using a qualitative method (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016). The three primary research designs specified by the authors that can be found in the literature include (a) fixed, (b) mixed methods, and (c) flexible, which are discussed below.

Fixed Design. According to several authors, fixed design is a theory-driven link to research that is used with quantitative methods to conduct research using a study design that is fixed and tightly pre-specified prior to collecting data that is numerical and quantifiable (Abutabenjeh & Jaradat, 2018; Boeren, 2018; Robson & McCartan, 2016). One of the major goals of fixed design using a quantitative method is collecting facts with the intention to observe and quantify trends using non-experimental questionnaires that are structured and fixed before data collection has started (Boeren, 2018). The focus of the problem, study purpose, and research questions are influencing factors for selecting a research design (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016).

Fixed design is appropriate if (a) the purpose of the study is linked to surveys or non-experimental strategies for descriptive studies, (b) the focus is on outcomes, and (c) the research questions seek quantitative data by asking how much or how many (Abutabenjeh & Jaradat, 2018; Boeren, 2018; Robson & McCartan, 2016). Fixed design focuses on aggregate trends and reporting group behavior averages and proportions using quantitative measures, rather than using qualitative methods that can explore individuals' differences and capture the complexities and subtleties of each participant's unique behaviors (Robson & McCartan, 2016). A fixed design is not an appropriate research design for this study because its key aspects are focused on aggregate trends and reporting group behavior proportions and averages using quantitative measures.

Mixed Methods Design. According to several authors, mixed methods design is used with both quantitative and qualitative methods to conduct research using a study design that combines fixed and flexible design features into a single study (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Schoonenboom & Johnson, 2017; Sushil, 2018). The authors stated that data collection in a mixed methods design typically has a flexible phase followed by a fixed phase, which is useful for a single study with quantitative experiments linked to qualitative case studies. Mixed methods design facilitates purposeful integration of both quantitative and qualitative research methods to match the broad purposes, components, and requirements of complex studies, which can lead to the creation of innovative frameworks through combined conclusions (Schoonenboom & Johnson, 2017; Sushil, 2018).

Mixed methods design is appropriate if (a) the purpose of the study is linked to experiments or triangulation, (b) the focus is on both processes and outcomes using a multi-strategy design, and (c) the research questions are broad in an effort to tackle complex issues impossible to answer using only fixed or flexible designs (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Schoonenboom & Johnson, 2017; Sushil, 2018). Mixed methods design is appropriate for studies that aim to collect and analyze quantitative data to capture aggregate group behaviors and qualitative data to capture participants' individual complexities and subtleties (Robson & McCartan, 2016). The mixed methods design is not an appropriate research design for this study because its key aspects are focused on forming both quantitative and qualitative assumptions, integrating qualitative and quantitative research within a single study, and collecting data in qualitative and quantitative forms across databases for numerical and non-numerical analysis (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016).

Flexible Design. According to several authors, flexible design is used with qualitative methods to conduct research using a study design that is fluid and developing, while collecting data that are generally in the form of words and are non-numerical (Abutabenjeh & Jaradat, 2018; Ebneyamini & Moghadam, 2018; Haven & Van Grootel, 2019; Robson & McCartan, 2016). The flexibility of a study design that is fluid and evolving during data collection allows the full potential of a qualitative method because any unexpected findings can be explored and the research design can be changed during the study (Haven & Van Grootel, 2019). In contrast to a fixed design with a very tight and structured design, a flexible design allows researchers to make major changes even after advancing from design to carrying out the study (Ebneyamini & Moghadam, 2018). All of the flexible design elements should be re-examined throughout a given research study because the detailed framework emerges as (a) data are collected and analyzed, (b) samples are changed, and (c) research questions are modified (Robson & McCartan, 2016).

The focus of the problem and purpose of this study and the research questions asked are influencing factors for choosing a research design (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016). Flexible design is appropriate if (a) the purpose of the study is linked to qualitative strategies for exploratory work, (b) the focus is on practices, and (c) the research questions ask how and why and are investigative in nature (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016). The relative strength of flexible design compared to fixed and mixed methods designs is its ability to collect and analyze qualitative data that captures individual differences and the complexities and subtleties of each participant's unique behaviors (Robson & McCartan, 2016).

Appropriateness of Flexible Design. The flexible design was selected because its key aspects are appropriate for guiding the specific problem studied. Flexible designs are focused on

exploratory work using qualitative strategies and collecting and analyzing qualitative data that captures clear differences and the complexities and subtleties of each participant's characteristic behaviors (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016). Similarly, the focus of the specific problem studied was on exploratory work using qualitative strategies, and collecting and analyzing qualitative data that captures distinct differences and the subtleties and complexities of each participant's characteristic behaviors. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Flexible Design Approaches. Qualitative research encompasses a variety of research designs and each design can employ a specific qualitative approach to inquiry that has its own philosophical and theoretical underpinnings to establish the study methodology (Abutabenjeh & Jaradat, 2018; Creswell & Poth, 2018; Haven & Van Grootel, 2019). Qualitative research designs include different types of inquiry within a given research method that provide specific directions for procedures in a research design (Creswell & Creswell, 2017). There are five main qualitative approaches that can be employed within a flexible design using a qualitative method that can be found in the literature, which include (a) narrative research, (b) phenomenology, (c) grounded theory, (d) ethnography, and (e) case study (Abutabenjeh & Jaradat, 2018; Creswell & Poth, 2018; Haven & Van Grootel, 2019; Robson & McCartan, 2016). These five main qualitative approaches that can be applied within a flexible design using a qualitative method have different characteristics, procedures, logic, and data collection and analysis, which are discussed below.

Narrative Research. According to several authors, the research focus of the narrative approach is to explore the life experiences of an individual by studying one or two participants

who have stories to tell, gathering data by collecting their stories, and finding themes and contexts that emerge from those stories (Creswell, 2016; Creswell & Poth, 2018; Haven & Van Grootel, 2019). Narrative research originates from different social and humanities disciplines and can generate multiple forms of data from interviews, observations, and documents to explore an individual's life by analyzing their stories and capturing elements that describe each participant's experiences (Creswell & Poth, 2018). Analyzing the data for stories involves capturing details of life experiences, finding the meaning of words and themes in lived experiences, exposing silences and dichotomies, and reorganizing the stories by restorying to create a chronological story line (Creswell & Poth, 2018; Haven & Van Grootel, 2019).

The narrative research approach was not selected because its features are not appropriate for guiding the specific problem studied. Narrative research focuses on exploring an individual's life experiences by studying one or two participants with stories to tell and finding emergent themes and contexts from those stories (Creswell, 2016; Creswell & Poth, 2018; Haven & Van Grootel, 2019). The focus of the specific problem studied does not involve exploring an individual's life experiences through stories told and finding emergent themes.

Phenomenology. According to several authors, the research focus of phenomenology is gaining an understanding of the essence of a phenomenon by studying several participants who shared an experience, collecting data through interviews, and finding significant statements in those interviews (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016). Phenomenological research is rooted in philosophy and uses data from interviews and documents to explore what participants have in common when experiencing a phenomenon by analyzing their interviews and capturing elements that describe the essence of the phenomenon (Creswell & Poth, 2018). Analyzing the data involves uncovering significant statements which can be

developed into themes and textural and structural descriptions of participants' experiences to provide a better understanding of the common experience or the essence of a phenomenon (Creswell, 2016; Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016).

The phenomenological approach was not selected because its features are not appropriate for guiding the specific problem studied. Phenomenology focuses on understanding the essence of a phenomenon by studying several participants who shared an experience and capturing elements that describe the essence of the phenomenon (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016). The focus of the specific problem studied does not involve understanding the essence of a phenomenon by studying several participants who shared an experience and capturing the elements that describe the essence of the phenomenon.

Grounded Theory. According to several authors, the research focus of the grounded theory approach is to develop a theory grounded in data by studying participants who have experienced a process, gathering data by collecting their interviews and memoing, and finding ideas to uncover a theory (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016). Grounded theory draws from sociology and uses data from interviews with 20 to 60 participants to explore what participants experienced in a process by analyzing their interviews and capturing elements that describe the process of the experience and the steps in the process (Creswell & Poth, 2018). Analyzing data from the participants involves reviewing and memoing interviews and forming categories to aggregate the data through open, axial, and selective coding to create a theory that is shaped by participants' views (Creswell, 2016; Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016).

The grounded theory approach was not selected because its features are not appropriate for guiding the specific problem studied. Grounded theory focuses on developing a theory

grounded in data by studying participants who have experienced a process and finding themes and patterns to uncover a theory (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016). The focus of the specific problem studied does not involve the development of a theory grounded in data by studying participants who have experienced a process and finding themes and patterns to uncover a theory.

Ethnography. According to several authors, the research focus of the ethnographic approach is to describe and interpret how a culture-sharing group works by studying participants in a distinct group that have been together for a long time, collecting data through many interviews and extensive observations, and finding themes or issues to make a general cultural interpretation (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016). Ethnographic research is rooted in cultural anthropology and uses data from interviews and observations to explore shared and learned patterns of language, behavior, and beliefs by analyzing the daily interactions among a culture-sharing group and capturing discernible patterns (Creswell & Poth, 2018). Analyzing the data of a culture-sharing group involves review of field interviews to find themes and patterns reflective of cultural concepts and views that can be developed into a holistic cultural portrait of the group (Creswell, 2016; Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016).

The ethnographic approach was not selected because its features are not appropriate for guiding the specific problem studied. Ethnography focuses on describing and interpreting how a culture-sharing group works by going to the field site and observing how participants in a discernible group work and live their daily lives and finding themes or issues to generate an overall cultural interpretation (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016). The focus of the specific problem studied does not involve interpreting and describing and

how a culture-sharing group works by studying participants in a discernible group and finding themes or issues to generate an overall cultural interpretation.

Case Study. According to several authors, the research focus of the case study approach is to develop an in-depth understanding of an issue or problem by studying a concrete entity, gathering data by collecting interviews and documents, and finding themes and contexts that describe the study (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016; Yin, 2018). Case study research stems from psychology and science and uses multiple forms of data from interviews, observations, and documents to explore an issue or problem by analyzing an entity, such as an organization and capturing elements that describe the conditions surrounding an issue or problem (Creswell & Poth, 2018; Yin, 2018). Analyzing the data of a case study involves identifying key situations and themes that describe the context and complexity of the case that can be developed into a holistic analysis using case assertions (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Salvador, 2016; Yin, 2018).

The object of a case study should be a particular case that is (a) contemporary, (b) a functioning unit in progress in its natural context, and (c) observable in actual practice using multiple methods (Ebneyamini & Moghadam, 2018). Case study research has been met with criticism amid concerns that the approach lacks methodological rigor and its results are not generalizable because focus on a particular bounded case or cases is not representative of a whole population (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Ridder, 2017; Yin, 2018). Case study research can be a challenging approach to use because it requires selecting a real-life case that is in progress and collecting multiple sources of information to ensure having enough accurate data not lost by time, which can be limited by time, processes, and resources (Creswell & Poth, 2018; Salvador, 2016; Yin, 2018).

Appropriateness of Case Study. The case study approach was selected because its key features are appropriate for guiding the specific problem studied. Case study research facilitates an in-depth investigation of a case within its environmental context that is a phenomenon of current interest occurring in real life, such as an anomaly, event, or organization (Ridder, 2017). A qualitative case study approach is focused on exploring a relevant contemporary problem that is bounded within certain parameters by analyzing actual practice and identifying key aspects that describe the context of the problem being studied (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Yin, 2018). Similarly, the specific problem studied was focused on exploring a relevant real-world problem of interest that is bounded within certain parameters by analyzing real-life practice and finding key aspects that describe the context of the study problem. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Qualitative case study designs offer rigorous exploration of a certain topic through study of a single case for a holistic in-depth analysis or multiple cases for a holistic complex analysis (Salvador, 2016). Different types of qualitative case studies are discerned by the focus and intent of the analysis, such as whether the case involves studying an individual or issue, at multiple sites or within a site, or using a single case or multiple cases to illustrate the study problem (Creswell & Poth, 2018). Case study designs differ in application and objectives in terms of contributing to theory, such as creating new theories using one single case that offers rich, context-related descriptions or advancing theories using multiple cases that offer replication and corroboration among cases (Ridder, 2017). Yin (2018) argued that the use of multiple cases or a

single case in a case study depends on the research design rationale and unit of analysis, such as using multiple cases to strengthen a significant finding or using a single case to explore an issue and contribute to knowledge. Case study research can be categorized in many ways, but the two primary case study types that can be found in the literature include multiple case study and single case study (Ebneyamini & Moghadam, 2018), which are discussed below.

Multiple Case Study. In a case study design with multiple cases, the researcher focuses on an identified problem, process, or issue and then selects multiple cases to compare and present different perspectives on the particular problem, process, or issue (Creswell & Poth, 2018). A case study design with multiple cases has the distinct advantage of being a more robust overall study because more evidence can be collected from multiple cases, which is more compelling than evidence collected from just one single case and it offers greater analytic benefits (Yin, 2018). A multiple case study design is preferred for addressing qualitative inquiry validity and reliability issues because of the insights, validity, and meaningfulness generated from the rich information of the multiple cases selected (Ebneyamini & Moghadam, 2018). Ridder (2017) asserted that the potential advantages of a multiple case study are seen in its ability to compare similarities and differences among multiple cases through cross-analysis to facilitate replication between cases, corroboration of propositions, and theory advancement.

A case study design with multiple cases was not selected because its features are not appropriate for guiding the specific problem studied. A case study design with multiple cases focuses on strengthening a significant finding, presenting and comparing different perspectives that illustrate an issue, and testing, generalizing, and advancing theories through multiple cases that offer corroboration and replication between cases (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Ridder, 2017; Yin, 2018). The focus of the specific problem studied does not

involve testing, generalizing, or advancing theories, presenting and comparing different perspectives that illustrate an issue, or strengthening a significant finding.

Single Case Study. A single case study design allows the researcher to focus on a specific issue or concern that requires greater understanding by using one bounded case to illustrate that issue or concern (Creswell & Poth, 2018). The true essence of case study design with a single case is to gain understanding of a contemporary phenomenon through observation of actual practice and an in-depth contextual analysis of a limited number of conditions and corresponding relationships (Ebneyamini & Moghadam, 2018). The single case study design differs from a group experimental design in the unit of analysis, which is at the individual participant-level rather than between groups (Machalicek & Horner, 2018). In a case study design with a single case, the researcher conducts an in-depth analysis of a single case issue or problem in its natural setting bounded by time-frame and location parameters and describes in detail how the selected case exemplifies a relevant real-world problem (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018; Yin, 2018).

Ebneyamini and Moghadam (2018) stated that a single case study design is frequently used in the business community because case studies with a single case have consistently been useful for analyzing and solving business problems and building and testing new theories in business technology and operations management. Several authors described that a case study design with a single case facilitates exploring (a) contemporary cases of interest, (b) specific concerns by using investigating one bounded case within time-frame and location parameters, and (c) pertinent solutions and interventions by observing actual practice (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018; Yin, 2018). The authors further described that other features of a single case study design that make it appropriate for a

flexible design using a qualitative method include detailed descriptions of themes and patterns emerging from the data to provide understanding of real-world issues. The authors emphasized that in-depth analysis of multiple sources of qualitative data provide a broad investigation of the single case.

Appropriateness of Single Case Study. A case study design with a single case was selected because its features are appropriate for guiding the specific problem studied. A single case study design facilitates the researcher conducting an in-depth exploration of a single case contemporary problem or issue by analyzing a concrete entity in its real-world context and setting bounded by specific location and time-frame parameters to give rise to a robust analysis (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Yin, 2018). Similarly, the specific problem studied was focused on exploring a single case contemporary problem or issue by analyzing a concrete entity in its natural setting and real-world context bounded by specific time-frame and location parameters. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Discussion of Qualitative Method

According to several authors, the research method chosen is important because it must address the research questions and align with the research paradigm, the research design, and the approach to inquiry (Abutabenjeh & Jaradat, 2018; Creswell, 2016; Creswell & Creswell, 2017; Robson & McCartan, 2016). The research paradigm is pragmatism, the selected research design is flexible, and the selected qualitative approach is a case study design with a single case. This

study was conducted with a flexible design using a qualitative method; specifically, a single case study design was used. The appropriateness of a qualitative method is discussed below.

The selection of a research method is based on the researcher's personal experiences, the study's audiences, and the nature of the research problem being addressed (Creswell & Creswell, 2017). Robson and McCartan (2016) stated that the research method selected should be based on what type of information the researcher is looking for, who the participants of the study are, and what the circumstances of the research study are. The three primary research methods discussed below that can be found in the literature include (a) quantitative, (b) mixed, and (c) qualitative (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016).

Quantitative Method. Several authors explained that research methods are typically characterized by the following three features: (a) type of data, (b) type of analysis, and (c) type of interpretation (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Salvador, 2016). Quantitative methods are characterized by three distinct features, which include (a) data that consists of numbers obtained from close-ended questions, (b) analysis that is statistical and/or numerical, and (c) interpretation that is objective and verifiable with systematic critical processes and experimentations (Abutabenjeh & Jaradat, 2018; Salvador, 2016). A quantitative method provides reliable results that are objective and easily obtained in a short amount of time through numerical forms, such as survey questionnaires (Salvador, 2016). Quantitative research involves a fixed design with pre-determined research questions, hypotheses, and data collection before the study begins and variables that are numbered data that are measured using statistical analysis to test objective theories (Creswell & Creswell, 2017; Robson & McCartan, 2016).

The quantitative method was not selected because its key aspects are not appropriate for guiding the specific problem studied. A quantitative method involves a fixed design with pre-set

research questions, hypotheses, and data collection before the study begins, data that includes numbers collected from close-ended questions that are analyzed using statistics, and objective interpretation with systematic critical processes and experimentations (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Salvador, 2016). A quantitative method is pre-determined, uses questions that are instrument-based, and focuses on statistical analysis and interpretation of attitudes and observational data (Creswell & Creswell, 2017; Robson & McCartan, 2016). The intended use of a quantitative method is to collect, analyze, and interpret quantifiable data using statistical analysis to test objective theories (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016). The focus of the specific problem studied is not on statistical analysis or interpretation of observational data and the intent of the research is not to collect, analyze, or interpret quantifiable data to test objective theories.

Mixed Methods. According to several authors, mixed methods incorporate both fixed and flexible designs to blend the principles, ideologies, and strengths of both quantitative and qualitative methodology approaches (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016; Salvador, 2016). Mixed methods research collects and combines quantitative and qualitative data and approaches using distinct research designs to undertake complex, multidisciplinary research problems using philosophical assumptions and theoretical frameworks (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016). A mixed methods approach is characterized by (a) data that exists in multiple forms and possibilities obtained from close-ended and open-ended questions; (b) analysis that includes text and statistical analysis; and (c) interpretation that is objective, subjective, and cross-sectional across databases (Abutabenjeh & Jaradat, 2018; Salvador, 2016).

The mixed methods approach was not selected because its key aspects are not appropriate for guiding the specific problem studied. A mixed methods approach is (a) both pre-determined

and emerging, (b) uses questions that are both closed-ended and open-ended, and (c) focuses on both statistical and text analysis and interpretation across databases of multiple forms of data (Creswell & Creswell, 2017; Robson & McCartan, 2016). The intent of a mixed methods approach is to use the combined strengths of both quantitative and qualitative methods and data to tackle complex, multidisciplinary problems using philosophical assumptions and multiple and mixed methods (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016; Salvador, 2016). The focus of the specific problem studied is not on using philosophical assumptions and questions that are closed-ended and open-ended to tackle multidisciplinary problems using both quantitative and qualitative methods and data.

Qualitative Method. According to Kaushik and Walsh (2019), a qualitative method aims to understand people and their world and the nature, quality, and context of any interventions that can lead to advancement, which is particularly critical when participants' perceptions are needed to verify the effectiveness of any interventions. A qualitative method focuses on human language and consciousness encompassing the interactions among people in real-world social situations, which facilitates descriptions from the perspectives of participants involved in the process or phenomenon (Robson & McCartan, 2016). A qualitative method is characterized by the following three features: (a) data are text obtained from open-ended questions and in-depth interviews; (b) analysis is image, theme, pattern, and text analysis; and (c) interpretation is subjective, lacks routine criteria, and has potential for researcher bias (Abutabenjeh & Jaradat, 2018; Salvador, 2016).

Qualitative studies aim to understand a process or phenomenon, and its use is critical when information is required directly from the participants actually experiencing the process or phenomenon under inquiry (Bradshaw et al., 2017). The author emphasized that qualitative

research demonstrates the quality of the data and rigor of the research with the truthful representation of the participants' experience and voice. Gupta et al. (2020) informed that in qualitative research, reliability is the result of validity of the study, which is established with techniques such as content analysis of in-depth interviews to ensure reliability of themes. Qualitative data are in the form of oral or written language and the qualitative processes of data collection, preliminary data inspection, and combining data are emergent and iterative, which can strengthen the validity and rigor of the study (Haven & Van Grootel, 2019).

Appropriateness of Qualitative Method. The qualitative method was selected because its features are appropriate for guiding the specific problem studied. A qualitative method (a) uses open-ended questions; (b) examines text and oral language; and (c) focuses on interpretation of themes and patterns that may emerge from interview, documents, observations, and audiovisual data (Creswell & Creswell, 2017; Robson & McCartan, 2016). The intent of a qualitative method is to provide an emerging design with flexible research questions, collection of non-numerical data, and an open plan for analysis if new participants become available to explore (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016; Salvador, 2016).

A qualitative method is focused on understanding people and their world and can facilitate interpreting information from the truthful representations of the participants actually experiencing the problem to uncover any potential solutions or interventions that can contribute to advancement (Bradshaw et al., 2017; Gupta et al., 2020; Haven & Van Grootel, 2019; Kaushik & Walsh, 2019). Similarly, the specific problem studied was focused on understanding people and their world and aims to collect data from the participants actually experiencing the real-life problem to reveal any potential solutions or interventions that can contribute to effective business leadership advancement. The focus of the specific problem addressed was the potential failure of

leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Discussion of Triangulation Methods

According to several authors, the features of a qualitative methodology, such as the researcher collecting and analyzing the data, draw constant criticism related to (a) researcher bias, (b) lack of objectivity, (c) lack of codified design, (d) lack of scientific and academic rigor, and (e) lack of customary criteria to collect the data and verify the study findings (Creswell & Poth, 2018; da Silva Santos et al., 2020; Ebneyamini & Moghadam, 2018; Yin, 2018).

Triangulation is a research validation strategy that documents consistency in findings using multiple sources, particularly in qualitative studies, in an effort to (a) mitigate bias, (b) enhance objectivity, and (c) establish the legitimacy of the data and study findings (da Silva Santos et al., 2020; Farquhar et al., 2020; Moon, 2019; Noble & Heale, 2019). The four primary types of triangulation that can be found in the literature include (a) investigator triangulation, (b) theory triangulation, (c) method triangulation, and (d) data triangulation (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018). These four types of triangulation are discussed below.

Investigator Triangulation. According to several authors, investigator triangulation addresses subjective distortions arising from a single researcher collecting, analyzing, and correlating data by letting multiple investigators (a) mitigate researcher bias, (b) explore a given study problem, (c) observe the same data, and (d) gain a wider theoretical view (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Investigator triangulation can be used for correlating the findings and mitigating the bias from multiple researchers when different researchers observing the same data may disagree with one another's interpretation

(Fusch et al., 2018). Investigator triangulation facilitates better control of researcher bias by requiring multiple researchers to collect and analyze the same data in a given research process (Moon, 2019). When multiple researchers in a given study are involved in the collection, analysis, and interpretation of the same data, the research design is reinforced and can be intensified to include external peer review of coding, and conclusions (Farquhar et al., 2020).

Investigator triangulation was not selected because its key aspects are not appropriate for triangulation of the specific problem studied. Investigator triangulation mitigates bias by using more than one researcher to observe the same study to minimize subjective distortions that can occur with the interpretation of just one researcher (da Silva Santos et al., 2020). Investigator triangulation involves multiple researchers to strengthen the validity and credibility of the study by observing the same data and correlating and comparing the findings to mitigate researcher bias and minimize subjective distortions (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). The specific problem studied was not focused on employing multiple investigators to correlate the findings or collect, analyze, and interpret the data to mitigate researcher bias.

Theory Triangulation. According to several authors, theory triangulation focuses on viewing the data through a theoretical lens and applying different theories and angles to enhance interpretation of the data, discover or create new theories, and expand the researcher's theoretical perspective (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Theory triangulation is used to correlate multiple different, alternative, and contradictory theories that can be applied to a raw data set to widen the researcher's theoretical lens and increase knowledge to support and build a new theory (Fusch et al., 2018). In theory triangulation, the researcher ponders more than one theory and perspective to help guide the implementation of the

research study, the research design, and the interpretation of the research data (Moon, 2019).

Theory triangulation embraces the use of more than one disciplinary or theoretical perspective during the process of interpreting study findings in an effort to foster theory-extension or theory-building (Farquhar et al., 2020).

Theory triangulation was not selected because its key aspects are not appropriate for triangulation of the specific problem studied. Theory triangulation involves addressing a research event and interpreting it by using different and multiple theories and angles to gain further knowledge and understanding about the study (da Silva Santos et al., 2020). Theory triangulation involves viewing the data through a theoretical lens and applying multiple and different theories and disciplinary perspectives to enhance the interpretation of the data, discover new theories, and expand the researcher's theoretical perspective (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). The specific problem studied was not focused on viewing the data through a theoretical lens or applying different theories and disciplinary perspectives to discover new theories and expand the researcher's theoretical perspective.

Method Triangulation. According to Fusch et al. (2018), method triangulation can be used for correlating data from multiple data collection methods within one method and specific design, such as a flexible design using different qualitative data collection methods or across different methods and multiple designs, such as a mixed methods design using quantitative and qualitative methods (Fusch et al., 2018). Farquhar et al. (2020) asserted that method triangulation is sub-divided into two types referred to as within-method and between-method triangulation, which differ in benefit, level of detail, and presentation. The author explained that within-method triangulation uses multiple techniques from the same data collection method, such as qualitative evidence from focus groups and qualitative archival analysis, which can increase the credibility

and internal validity of the study findings. The author stated that between-method triangulation uses multiple techniques across different data collection methods, such as qualitative focus groups and quantitative survey data, which can offset any weaknesses of a qualitative method with a quantitative method strength and vice versa. Method triangulation employed across data collection methods in any given study engages inter-method validation and method triangulation implemented within one data collection method engages intra-method validation, which is used more frequently (da Silva Santos et al., 2020).

Method triangulation was not selected because its key aspects are not appropriate for triangulation of the specific problem studied. Method triangulation can be used for correlating data from multiple data collection methods either within one method and specific design, such as a flexible design using different qualitative data collection methods or across different methods and multiple designs, such as a mixed methods design using both quantitative and qualitative methods (Fusch et al., 2018). Method triangulation is subdivided into within-method, which engages intra-method validation and between-method triangulation, which engages inter-method validation; both of which differ in level of detail, benefit, and presentation (da Silva Santos et al., 2020; Farquhar et al., 2020). The specific problem studied was not focused on correlating data from multiple data collection methods or across different methods and multiple designs, such as a mixed methods design using both quantitative and qualitative methods. The problem studied involved correlating different qualitative data sources that can be produced with different people, at different times, in different spaces to increase the internal validity of the findings.

Data Triangulation. According to several authors, data triangulation is focused on obtaining data from multiple data sources within one single data collection method in any given study (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019).

A distinct feature of data triangulation is the correlation of time, space, and people to produce different data points of the same event that will lead to uncovering any similarities within dissimilar settings that may exist and achieve a more robust perspective (Creswell & Poth, 2018; Fusch et al., 2018; Moon, 2019; Yin, 2018). Data triangulation is used for correlating people, time, and space to explore ongoing events by generating data from different sources using one method, which should not be viewed as data generated from different methods because each data point is a different point of the same event (Fusch et al., 2018).

da Silva Santos et al. (2020) informed that data triangulation uses different data sources that can be produced at different times, in different spaces, with different people and can be used in conjunction with with-in method triangulation to achieve an in-depth, intra-method validation. Data triangulation is similar to within-method triangulation but focuses more on collecting data from different sources within a data collection method instead of data that is collected using different methods (Moon, 2019). Collecting data from different sources using a single method, instead of collecting data using multiple methods, such as interviewing different people in different places at different times, offers a broader perspective that strengthens the validity of the study (Farquhar et al., 2020).

Appropriateness of Data Triangulation. Data triangulation was selected because its key features are proper for triangulation for the specific problem studied. Data triangulation involves correlating different data sources that can be produced with different people at different times and spaces to produce different data points of the same event, reveal any similarities within dissimilar settings, and increase the internal validity of the findings (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Similarly, the specific problem studied involves the correlation of different qualitative data sources that can be produced with different

people, at different times, in different spaces, to produce different data points of the same event in an effort to discover any similarities within dissimilar settings and increase the internal validity of the findings. The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Summary of Research Methodology

The research methodology discussion examined the nature of the study, which describes the selected (a) research paradigm, (b) research design, (c) research method, and (d) triangulation approach for this research study and why the choices are appropriate for the specific problem addressed (Creswell & Poth, 2018; Fusch et al., 2018; Robson & McCartan, 2016; Yin, 2018). The discussion began with the re-introduction of the research paradigm from Section 1. The research paradigm is important to discuss because it establishes the beliefs and principles that describe a researcher's philosophical orientation and influences decisions in the research process. (Kaushik & Walsh, 2019; Kivunja & Kuyini, 2017; Nguyen, 2019). The research paradigm is pragmatism. The research study was conducted with a flexible design using a qualitative method; specifically, a single case study design will be used. Data triangulation was used to validate the study findings. A summary of the appropriateness of these choices for the specific problem studied are addressed below.

There are four primary research paradigms that can be found the current literature, which include (a) positivism, (b) postpositivism, (c) constructivism, and (d) pragmatism (Creswell & Creswell, 2017; Kaushik & Walsh, 2019; Nguyen, 2019). Pragmatism espouses the exploration of practical, real-life experiences to find answers to contemporary problems that can be used

immediately, instead of relying on historical perspectives for (Kaushik & Walsh, 2019; Robson & McCartan, 2016). Pragmatism is suitable for this study because this paradigm best describes the researcher's worldview and focuses on finding solutions now rather than trying to understand different views of reality (Kaushik & Walsh, 2019; Nguyen, 2019; Robson & McCartan, 2016).

There are three primary research designs that can be found in the current academic and professional literature, which include (a) fixed, (b) mixed methods, and (c) flexible (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016). Flexible designs are focused on exploratory work using qualitative strategies, collecting and analyzing qualitative data that capture complexities and subtleties of participants' characteristic behaviors, and research questions that ask how and why are investigative in nature (Abutabenjeh & Jaradat, 2018; Robson & McCartan, 2016). A flexible design is appropriate for this research study because the focus of the specific problem studied is on exploratory work using qualitative strategies, collecting qualitative data, and analyzing qualitative data that captures the complexities and subtleties of each participant's characteristic behaviors.

There are five primary qualitative approaches that can be applied within a flexible design using a qualitative method that can be found in the current academic and professional literature, which include (a) narrative research, (b) phenomenology, (c) grounded theory, (d) ethnography, and (e) case study (Abutabenjeh & Jaradat, 2018; Creswell & Poth, 2018; Haven & Van Grootel, 2019; Robson & McCartan, 2016). A case study approach is focused on exploring a real-world problem in a concrete entity in its natural setting that is bound within specific parameters by analyzing actual practice and identifying key aspects that describe the context of the problem and any potential solutions or interventions (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Yin, 2018). The case study approach is appropriate for this research study because the

specific problem studied is focused on exploring a contemporary problem of interest in a concrete entity in its natural setting that is bounded within time-frame and location parameters by analyzing actual practice and identifying key aspects that describe the context of the problem.

There are two primary ways that case study research can be categorized that can be found in the current academic and professional literature, which include multiple case study and single case study (Ebneyamini & Moghadam, 2018). A single case study design facilitates examination of a single case contemporary problem by analyzing a concrete entity in its real-world setting and context within time-frame and location parameters to give rise to a robust, in-depth analysis (Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018; Yin, 2018). A case study design with a single case is appropriate for this research study because the specific problem studied is focused on exploring a single case contemporary problem by analyzing a concrete entity in its natural setting and real-world context bounded by specific time-frame and location parameters.

There are three primary research methods that can be found in the literature, which include (a) quantitative, (b) mixed methods, and (c) qualitative (Abutabenjeh & Jaradat, 2018; Creswell & Creswell, 2017; Robson & McCartan, 2016). A qualitative method is focused on understanding people and their world and facilitates collecting, analyzing, and interpreting information from the truthful representations of the participants who are actually experiencing the problem to uncover potential effective solutions or interventions that can contribute to advancement (Bradshaw et al., 2017; Gupta et al., 2020; Haven & Van Grootel, 2019; Kaushik & Walsh, 2019). A qualitative method is appropriate for this research study because the specific problem studied is focused on understanding people and their world and seeks to collect data from the participants actually experiencing the real-world problem to discover any potential solutions or interventions that can contribute to effective business and leadership advancement.

There are four primary types of triangulation that can be found in the current literature, which include (a) method triangulation, (b) investigator triangulation, (c) theory triangulation, and (d) data triangulation (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Data triangulation focuses on obtaining data from multiple data sources within a single data collection method in a given study, such as qualitative interviews with different people, in different spaces, at different times, to yield corroborating evidence which can increase the credibility and internal validity of the study findings (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Data triangulation is appropriate for this research study because the specific problem studied involves the correlation of different qualitative data sources that can be produced with different people, at different times, in different spaces, to produce different data points of the same event, reveal any similarities within dissimilar settings, and increase the internal validity of the findings.

The selected research paradigm, research design, research method, and triangulation method are appropriate for the specific problem studied. The key aspects of these approaches can help qualitative researchers identify an accurate and holistic collection of solutions to prevailing business leadership problems in the contemporary business environment (Creswell & Poth, 2018; Haven & Van Grootel, 2019; Yin, 2018). A qualitative, flexible design, single case study is the best approach to answer the research questions, address the specific problem, and increase the credibility and internal validity of the study findings.

Participants

Qualitative research is a social process that involves interactions between a researcher and a variety of participants who can examine, describe, and explain phenomena in real-world contexts from a variety of perspectives to gain an in-depth understanding of real-world problems

(Korstjens & Moser, 2017). The authors described that qualitative researchers interact in a social process with study participants to (a) build short-term relationships during interviews to collect data; (b) take into account the natural settings in which participants function and the underlying forces; (c) provide context-rich descriptions of participants' behaviors, experiences, and insights; and (d) facilitate rich and unexpected findings. The authors asserted that qualitative researchers should look for a variety of participants to gain a broader understanding of the problem being studied and present findings in a holistic way using detailed descriptions of participants' contexts that allow readers to consider whether and how the study findings can be transferred to their contexts. Creswell and Poth (2018) concurred with the importance of variety in participants, describing that qualitative research is characterized by researchers focused on learning about the problem being studied from the information provided in participants' multiple perspectives, diverse views, and context-dependent meanings, experiences, actions, and events. The type of individuals who are eligible to become participants in this study, and why is discussed below.

Participant Eligibility

Participant eligibility criteria, which are the characteristics that determine whether an individual is qualified to be a participant in a research study, consists of both inclusion and exclusion criteria (Majid, 2018). The author explained that inclusion criteria are the criteria that a potential participant must satisfy to participate in a given research study, which include the main characteristics of the population of interest. The author further explained that in contrast, if a potential participant meets any of the exclusion criteria, they will be excluded from participating in the given study because the exclusion criteria are characteristics that interfere with successful data collection, follow-up, and the safety of research participants.

Patino and Ferreira (2018) emphasized that determining inclusion and exclusion criteria for participants is a standard practice required for high-quality qualitative research processes. The authors defined inclusion criteria as the major characteristics of the target population that researchers will use to answer the research questions, such as demographic and geographic characteristics. In contrast, the authors defined exclusion criteria as the characteristics of potential study participants that interfere with the success of the study and increase the likelihood of lost follow-up and missed appointments to collect data, such as conditions that could bias the results and refusal to give informed consent. Garg (2016) advised that (a) inclusion criteria characterizes the study population, (b) exclusion criteria characterizes the population ineligible for the study, (c) exclusion criteria take into account inclusion criteria, and (d) inclusion and exclusion criteria, together, characterize who is included and excluded from the study sample.

Participant Eligibility Criteria. The intent of eligibility criteria is to (a) identify a well-defined population, (b) effectively address the research questions of a given research study, and (c) protect participants from harm (Lee et al., 2020). The authors advised that researchers should not include eligibility criteria that are used as a matter of routine or simply copied from prior research protocols because inclusion and exclusion criteria impact both study efficacy and participant safety. The authors further advised that researchers should re-evaluate the continuing value of each individual inclusion and exclusion criterion relative to a particular study's risks and research questions, goals, and design to ensure that as many potential participants, who signed consent and have the ability to answer the research questions, as possible can participate.

Majid (2018) advised that researchers should first examine the literature when designing participant eligibility criteria to determine key variables and confounding factors related to a given study. Garg (2016) concurred with the importance of studying the literature, stating that

the essential pre-defined components of a research study, such as the recruited population inclusion and exclusion criteria, should be fully understood through literature analysis and specified before the study starts. The general eligibility criteria across different types of research on humans and common errors regarding inclusion and exclusion criteria found in the current literature are addressed below before presentation of this study's participant eligibility criteria.

General Eligibility Criteria. General eligibility criteria across social, medical, clinical, and other types of research that involve human participants include an inclusion criterion of adults age 18 and older and an exclusion criterion of lack of signed informed consent (de Rojas et al., 2019; Lee et al., 2020; Manti & Licari, 2018). The participant inclusion criterion of adults age 18 and older is significant because it is the legal age of majority when a person is classified as an adult who has the legal capacity to make research-related decisions and the authority to consent to participation in research (Dalpé et al., 2019). The authors advised that the lower-limit criterion of age of 18 years is recognized by research ethics norms because individuals must reach the age of majority to gain legal capacity and authority over decision-making, which is a pre-condition of providing valid informed consent and participating in research that may have potential physical and privacy risks (Dalpé et al., 2019; Lee et al., 2020; Manti & Licari, 2018).

Biros (2018) stated that adult research decisional capacity and valid informed consent for research participation are essential guidelines and policies that ensure both the ethical treatment of research participants and the appropriate conduct of researchers. The author informed that the capacity to make decisions regarding research consent and participation requires (a) the ability to assess the consequences and impact of study participation or non-participation, (b) the ability to understand that research goals do not necessarily include direct personal benefits, and (c) the ability to communicate a logical choice. Xu et al. (2020) argued that protection of participant

privacy and informed consent are important ethical research practices that facilitate trusting and transparent relationships between researcher and participants, which improves participants' compliance, ongoing participation, and engagement.

Inclusion and Exclusion Criteria Errors. According to Patino and Ferreira (2018), when designing a study, it is crucial that researchers not only define the proper inclusion and exclusion criteria, but also assess the impact of these decisions on the external validity of the study results. The authors advised that researchers should avoid common inclusion and exclusion criteria errors, including the use of the same variable to define both inclusion and exclusion criteria, such as an inclusion criterion of females and an exclusion criterion of males. The authors also advised that two important inclusion and exclusion criteria errors research must avoid include the use of variables in the inclusion criteria that are not related to answering the research questions and the use of inclusion and exclusion criteria that could bias the results and affect the external validity of both the results and the overall study.

Porzsolt et al. (2019) advised that choosing participant eligibility criteria is a difficult task because there must be a balance between inclusion criteria that establishes participant safety and study efficacy and exclusion criteria defined by ethical and scientific reasons. The authors stated that researchers should improve the clarity with which participant selection criteria are described to enhance both the quality and utility of the study conclusions and avoid inclusion and exclusion criteria errors. The authors concluded that the following three inclusion and exclusion criteria errors frequently appear in research publications: (a) incomplete reporting, where the reader is unable to find the inclusion and/or exclusion criteria; (b) lack of precise definitions, where the same criteria is used for both inclusion and exclusion criteria, instead of specifying inclusion and

exclusion criteria separately; and (c) waste of information, where there is not a clear description of inclusion and exclusion criteria.

Participant Eligibility Criteria. The participant eligibility criteria for a given study should have proper citing of previous studies in the literature that have used similar criteria as a basis for selecting the inclusion and exclusion criteria (Garg, 2016; Majid, 2018; Patino & Ferreira, 2018). The participant eligibility criteria should be presented in a two-column table with the inclusion criteria on the left side and exclusion criteria on the right (Majid, 2018; Patino & Ferreira, 2018). Asiamah et al. (2017) forewarned that researchers often present inclusion criteria without indicating how the application of these criteria leads to the general, target, and accessible populations, which withholds information that readers need to align the population structure with the sampling technique applied. The authors underscored that all inclusion and exclusion criteria must indicate the corresponding population level to enable readers to assess the appropriateness and rigor of sampling methods used.

Study Participant Eligibility Criteria. The participant eligibility criteria for this study (see Table 1), which included four inclusion criteria and one exclusion criterion is discussed below. Each criterion includes proper citing of previous studies in the literature that have used similar criteria as a basis for the inclusion and exclusion criterion selection (Garg, 2016; Majid, 2018; Patino & Ferreira, 2018). The same variable was not used to define both the inclusion and exclusion criterion (Patino & Ferreira, 2018).

According to Asiamah et al. (2017), the participant eligibility criteria should be presented in a two-column table. The authors described that the inclusion criteria should be exhibited on the left side, while the exclusion criteria should be exhibited on the right side. The authors further described that the corresponding level of population, which includes the general, target,

accessible, and sample population, should be indicated next to each inclusion criteria on the left side and each exclusion criteria on the right side to facilitate readers' assessment of the rigor and appropriateness of the sampling methods used (see Table 1).

Study Inclusion Criteria. The participant eligibility criteria for this study included four inclusion criteria. The first inclusion criterion was the age inclusion criterion and demographic characteristic of adults, age 18 and older (de Rojas et al., 2019; Lee et al., 2020; Patino & Ferreira, 2018). The application of this criterion leads to the general population.

The second inclusion criterion was the demographic characteristic of geographic area of study, which is limited to the United States (Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018; Theofanidis & Fountouki, 2019; Yin, 2018). The application of this criterion leads to the general population. The third inclusion criterion was the specific attributes of a potential participant that is related to the research goal and questions, which is individuals employed in leadership or direct-report positions within social enterprise organizations (Asiamah et al., 2017; Ilac, 2018). The application of this criterion leads to the target population.

The fourth inclusion criterion involved the identification of individuals who are both willing and available to participate in a 60- to 90-minute, audio-and-video recorded, online interview on a volunteer-basis (Asiamah et al., 2017; Ilac, 2018). The application of this criterion leads to the accessible population. All of the inclusion criteria is presented in Table 1.

Study Exclusion Criterion. There was just one exclusion criterion for this study. The sole exclusion criterion for this study was the lack of signed informed consent (Biros, 2018; Dalpé et al., 2019; Lee et al., 2020; Manti & Licari, 2018). If the exclusion criterion of lack of signed informed consent applied to any potential participant, the result would be exclusion from this study. In this study, there were not any potential participants, who were scheduled for interviews

that failed to sign and return the IRB-stamped consent form (see Appendix E) to the researcher before the interview. The exclusion criterion as well as the four inclusion criteria is presented in Table 1. The importance of population, sampling method, and sample frame to appropriately select participants for a qualitative study is discussed in the section below.

Table 1

Participant Eligibility Criteria

Inclusion criteria	Exclusion criterion
Adults age 18 and older (general population)	Lack of signed informed consent (exclusion from the study)
Geographic region in the United States (general population)	
Individuals employed in leadership or direct-report positions within social enterprise organizations (target population)	
Individuals who are both willing and available to participate in a 60- to 90-minute recorded online interview (accessible population)	

Population and Sampling

The purpose of this study was to add to the body of knowledge and increase the understanding of the reasons behind the failure of leaders in social enterprise organizations to delegate tasks and responsibilities and build strong teams and the effects of these leadership failures on business expansion, growth, and financial sustainability. Asiamah et al. (2017) explained that qualitative researchers must collect data from study participants to contribute to academic knowledge, but potential study participants belong to a larger population, which makes it necessary for the researcher to assess the larger study population and select the best sample of participants for the research purpose. The authors stated that researchers should fully understand the study population, sampling, and the connection between these two concepts to (a) properly

define the population, (b) avoid poor population specification and bias samples of participants, and (c) select the most eligible and convenient sample of participants that can provide superior data to maximize the credibility of the study results. A key underlying assumption of qualitative research is that the data source allows the researcher to examine the phenomenon of interest in detail and the selection of the data source is based on purposeful sampling that is focused on obtaining rich information that can illuminate an in-depth study (Ebneyamini & Moghadam, 2018; Onwuegbuzie & Collins, 2017). Specifying the study population and sampling procedure in a qualitative context is discussed below.

Discussion of Population

A study population is a larger group of individuals that have one or more characteristics of interest and are potential participants in a qualitative study that can raise the credibility of the study results by providing researchers with rich information about the phenomenon being studied (Asiamah et al., 2017). The authors explained that in contrast to quantitative studies that use large representative samples from the study population, qualitative researchers aim to use a smaller sample of the most qualified participants who can best describe their experiences to address the research goal. The authors further explained that qualitative researchers can select the best and most convenient study sample from the larger study population. The authors described that selecting the best study sample involves specifying the (a) general population, which is the largest group of potential participants that share at least one basic attribute; (b) target population, which is a smaller participant group with specific attributes of interest relevant to address the research goal; and (c) accessible population, which is the smallest group of participants, who are eligible, willing, and available to participate at the time of data collection. The specification of the general, target, and accessible populations for this study is discussed below.

Discussion of the Study's Eligible Population

Once a given study's research goal, assumptions, and context are identified, the study's population can be specified, which facilitates the qualitative researcher's identification of the general, target, and accessible populations and the appropriate sampling procedure and sample (Asiamah et al., 2017). The research goal of this qualitative, flexible design, single case study was to explore the larger issue of the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams through an in-depth study of the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability in social enterprise organizations within the United States. The authors stated that general population assumptions can be identified by what is generally specified by researchers.

General Population. The general eligibility criteria across social, medical, educational, and other types of research that involve human participants include an age inclusion criterion of adults, 18 and older (de Rojas et al., 2019; Lee et al., 2020). The participant inclusion criterion of adults, age 18 and older is vital because it is the legal age of majority when a person is classified as an adult who has the legal capacity to make research-related decisions and the authority to consent to participation in research (Dalpé et al., 2019). The authors stated that the lower-limit inclusion age of 18 years is recognized by research ethics norms because individuals must reach the age of majority to gain legal capacity and authority over decision-making, which is a precondition of providing valid informed consent and participating in research that may have potential physical and privacy risks (Dalpé et al., 2019; Lee et al., 2020; Manti & Licari, 2018).

The geographic area of study was limited to the United States for this qualitative study. Theofanidis and Fountouki (2019) stated that limiting a study to a certain geographic region can

narrow the scope of overall responses. Several authors informed that a single case study design facilitates the researcher conducting an investigation of a single case contemporary problem by exploring a concrete entity in its real-life context and setting bounded by specific time-frame and location parameters to give rise to an in-depth analysis (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018; Yin, 2018). Setting limitations on the geographic region of study can facilitate obtaining a narrower sub-population of the general population that is practical enough to study within time, process, event, and resource constraints, but broad enough to provide enough data and information for this study (Creswell & Poth, 2018; Salvador, 2016; van Rijnsoever, 2017; Yin, 2018).

The general population for this qualitative study was comprised of individuals who are adults, age 18 and older working in the United States, which is specified by identifying the most basic shared characteristics implied by the research goal and topic (Asiamah et al., 2017). The specified geographic region of the United States is large and consequently, will contain a large number of potential participants. The authors advised that specification of a given study's target and accessible populations is a useful way of making a large general population more practical for qualitative sampling. The authors also advised that the general population is the largest group of potential participants of a qualitative study because both the target and accessible populations are embodied within the general population. The specifications of this study's target and accessible populations that can screen the general population and large number of potential participants for the most qualified and convenient group of participants is discussed below.

Target Population. The number of potential participants in the general population is large because there are individuals included, who violate the research goal and context that a potential participant must be employed in a leadership or direct-report position within a social

enterprise organization (Asiamah et al., 2017). The authors explained that the target population is specified by factoring in the specific attributes of interest relevant to address the research goal that were not specified when identifying the general population, to remove the individuals who fail to satisfy the selection criteria. The target population, which is described in Table 1 and shown in the green area in Figure 2, is the part of the general population that remains after the removal of individuals without the specific attributes of interest and relevance to the research goal, which is those individuals not employed in leadership or direct-report positions within social enterprise organizations.

In Figure 2, the target population represented by the area is green is smaller in size than the general population, which is represented by the area in blue because the target population specifications ensure that the individuals who are included do not have any attributes that contradict the study's research goal, context, or assumptions (Asiamah et al., 2017). The general population is the total of all sub-population sources of data or information (Asiamah et al., 2017; van Rijnsoever, 2017). The authors described that the general population can be further refined to a smaller group of readily identifiable participants with specific attributes, experiences, and thoughts that address the study goal based on key characteristics, such as tenure and experience in a field of work. Qualitative researchers should be familiar with the characteristics of a study population and have a systematic approach for selecting qualified participants because there are data quality, time, and cost implications related to overlooking persons who are valuable sources of quality information (Asiamah et al., 2017; Vasileiou et al., 2018).

Effective screening of a large study population can include both inclusionary and exclusionary delimitation decisions to systematically narrow the scope of the population (Asiamah et al., 2017; Ross & Zaidi, 2019; Vasileiou et al., 2018). The authors described that the

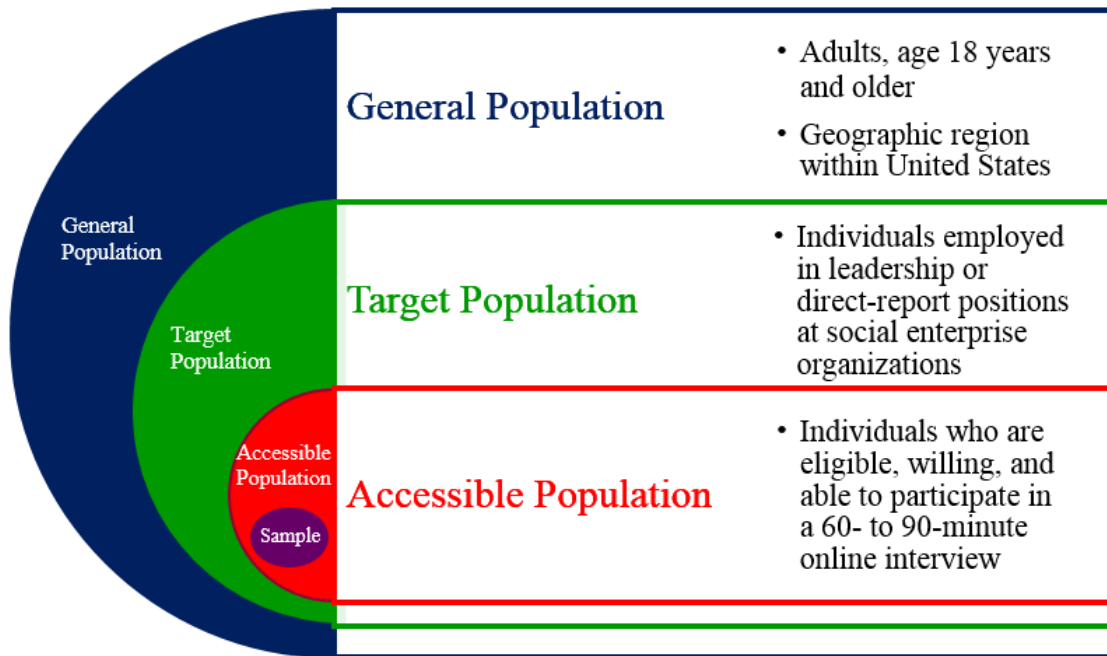
general population, who share one basic characteristic of interest, as shown in the blue area in Figure 2, can be further specified to the target population, who share specific attributes of interest and relevance that best address the research goal, as shown in the green area in Figure 2. The target population specification included individuals with the particular attributes of adults, age 18 and older employed in leadership or direct-report positions within social enterprise organizations in the United States.

Asiamah et al. (2017) warned that many qualitative researchers make the error of drawing samples from the target population before further refinement to the accessible population, which includes specification of both the inclusion criteria and exclusion criterion identified in Table 1, as shown in the red area in Figure 2. From a different perspective, Martínez-Mesa et al. (2016) argued that purposive sampling is the process through which a sample is selected from the sample frame, and the sample frame is the target population, as shown in the green area in Figure 2. The authors asserted that sample sizes can be increased by 10% to compensate for potential deficits of participants due to non-responses, refusals, and lack of signed informed consent.

Accessible Population. According to Asiamah et al. (2017), the identification of the accessible population shown in the red area in Figure 2 requires the systematic removal of individuals from the target population shown in the green area in Table 2. The authors described that the accessible population shown in the red area in Figure 2 was specified by the systematic removal of individuals who are (a) ineligible to participate in the study due to the exclusion criteria of lack of informed consent, (b) unwilling to participate and/or give informed consent, and/or (c) willing to participate and give informed consent, but are unavailable to participate in the online interview.

Researchers' attempts to sample the target population shown in the green area in Figure 2 before specification of the accessible population shown in the red area in Figure 2 can result in unwanted and inaccurate outcomes (Asiamah et al., 2017; Ross & Zaidi, 2019; Vasileiou et al., 2018). The authors stated that the unwanted outcomes include the inclusion of ineligible and inaccessible participants in the sample, which leads to the existence of incomplete data and inaccurate sample size requirements. Figure 2 shows that population refinement occurred from the target population shown in the green area to the accessible population shown in the red area to the smallest participant sample shown in the purple area.

Biros (2018) agreed with the concern that researchers' attempts to sample the target population before specification of the accessible population can lead to unwanted outcomes, but added the concern that notwithstanding the negative consequences of not excluding potential participants that are ineligible, the lack of informed consent is a critical eligibility exclusion criterion that should not be overlooked. The author argued that voluntary informed consent is significant because adult research decisional capacity and consent are critical guidelines and policies that ensure both the ethical treatment of participants and the appropriate conduct of researchers. Chauvette et al. (2019) concurred, emphasizing that qualitative researchers are responsible for continuing ethical efforts to minimize harm to participants, such as the protection of participants' rights to privacy and confidentiality of data by obtaining valid informed consent. Manti and Licari (2018) advised that the voluntary expression of informed consent to participate in a research study by competent adult participants is essential. The authors underscored that individuals who understand the research-related information, benefits, and risks conveyed by the researcher is an essential element of an ethically-valid informed consent process and an essential element of a high-quality qualitative research process.

Figure 2*Study Population Refinement for Sampling*

Accessible Population Size. Qualitative accessible population sizes are relatively small because the general population is progressively refined to remove specified potential participants until the accessible population is identified, which includes only the most eligible, accessible, and available participants with respect to the research goal and participant eligibility criteria (Asiamah et al., 2017). Sample sizes in qualitative studies are smaller and more purposive because the participants are selected based on their ability to support an in-depth, case-oriented analysis and provide useful, rich information and insights relevant to the single case being studied (Vasileiou et al., 2018). Purposive sampling facilitates researchers' deliberate selection of the participants who are most qualified, willing, and available to include in the study sample based on the participant eligibility criteria and research time-frame for conducting interviews (Asiamah et al., 2017; Etikan et al., 2016; Vasileiou et al., 2018). The sampling methods, such as purposive sampling, which are important in qualitative research are discussed below.

Discussion of Sampling

Sampling is an important factor in qualitative research that determines the accuracy, quality, trustworthiness, and validity of a study (Bhardwaj, 2019; Moser & Korstjens, 2018; Vasileiou et al., 2018). Gill (2020) underscored that generalizability is not a consideration of qualitative sampling and it is not a goal of qualitative research. Majid (2018) and Onwuegbuzie and Collins (2017) advised that the role of sampling in qualitative research includes identifying a sampling design and logic that fits, operates, and is consistent with the research goals, purpose, and questions to facilitate justifiable data collection, analysis, and interpretation.

Sampling plays an essential role in real-world research and knowledge advancement, as demonstrated by Liu et al. (2020) who concluded that a critical component of a qualitative study conducted during the early stages of the COVID-19 pandemic to increase understanding of the virus and its prevention was the sampling method. The authors described that physicians and nurses working in five COVID-19-designated hospitals, who had experience caring for patients with COVID-19 were selected using the purposive and snowball sampling method. The authors further described that the purposively selected sample facilitated the participants sharing vital experiences and expertise through in-depth interviews.

In contrast, Brynildsrud (2020) stated that with quantitative research studies, accurate knowledge of the detected cases of COVID-19 in particular populations depended heavily on statistical sampling, sampling intensity, sample pooling, and other numerical sample-related criteria. Onwuegbuzie and Collins (2017) argued that sampling plays a significant role in any type of research because regardless of how appropriate the research design and data collection procedures are, and how important the underlying research questions are, if the sampling design is not proper, then any subsequent interpretations lacks credibility, confirmability, transferability,

and dependability. Several authors underscored that unless a study population is fairly small, such that the researcher can easily determine eligibility, recruit, and obtain informed consent from the entire population, refinement to a target and accessible population and subsequent sampling is required (Asiamah et al., 2017; Tyrer & Heyman, 2016). Sampling, sample planning, sample methods, sample frame, desired sample, and sample size are discussed below.

Sampling Definition. According to Bhardwaj (2019), sampling is a procedure to select a smaller sample of individuals from a large population to seek and understand their knowledge, experience, and feedback about a particular research subject. The author explained that sampling can be biased, time-consuming, and expensive, but if there is a large population, sampling is a best practice in qualitative research that facilitates obtaining a sample size that is smaller and more feasible than the size of a large population. The author also explained that the advantages of sampling in qualitative research include the researcher's ability to (a) identify, specify, and select the participants in a sample; (b) communicate directly with the participants in a sample; and (c) choose the samples and refine the samples chosen if a smaller sample size is needed.

Tyrer and Heyman (2016) explained that in contrast to quantitative researchers that use sampling to achieve large representative samples, qualitative researchers use sampling, such as purposive sampling, as a strategy to group participants according to criteria that is relevant to the research questions to explore complex processes. Moser and Korstjens (2018) defined sampling as the deliberate or purposeful process of selecting participants who can provide information-rich data about the phenomenon being studied. The authors posited that the sampling strategies used in qualitative research include (a) purposive sampling, (b) snowball sampling, (c) convenience sampling, (d) theoretical sampling, and (e) criterion sampling. The different types of sampling methods used in qualitative research are discussed below.

Qualitative Sampling Methods. According to several authors, the non-probability sampling methods typically used in qualitative research for identification and recruitment of participants include (a) purposive sampling, (b) theoretical sampling, (c) convenience sampling, and (d) snowball sampling (Gill, 2020; Moser & Korstjens, 2018; Valerio et al., 2016). The authors described that purposive sampling involves the selection of participants based on the researcher's expertise and judgement about who will most likely be informative about the study problem. In contrast, the authors described that and theoretical sampling involves the selection of participants who will provide adequate representation of theories. From a different perspective, the authors described that convenience sampling involves the selection of participants who will be readily available and snowball sampling involves the selection of participants based on former or current participants' referrals.

With regard to the strengths and limitations of the sampling methods, several authors explained that purposive sampling facilitates the selection of information-rich participants, but the process can take time to locate and recruit individuals who match the characteristics sought (Gill, 2020; Moser & Korstjens, 2018; Valerio et al., 2016). The authors advised that theoretical sampling facilitates clearer understanding of emerging theories, but the participants must amply represent the theoretical concepts. The strengths of convenience sampling suggested by the authors included its economical, efficient, and easy use, but the limitation is that the strategy is less rigorous and may not provide information-rich participants needed. Concerning snowball sampling, the authors argued that this sampling method facilitates contact with other participants who share basic characteristics, but the referrals may not be effective in characterizing diverse individuals and gaining participants' trust and willingness.

Study Sampling Method. Qualitative researchers should utilize a sampling method that facilitates deliberate, purposeful sampling of participants, instead of random, and a sample size that is reasonably small enough to include a variety of participants, who are qualified, capable, and willing to provide rich information to answer the research questions (Gill, 2020; Moser & Korstjens, 2018). The authors advised that qualitative studies require a sampling method that allows a sample that will emerge during the study based on further questions that may arise during data collection and analysis and/or altered inclusion and exclusion criteria. Gill (2020) stated that all qualitative samples are non-random, and only non-probability sampling methods are used to facilitate an iterative sampling process of selecting participants to collect enough quality data to answer the research questions. The non-probability sampling method that was used in this qualitative, flexible design, single case study was purposive sampling. The purposive sampling method is discussed below.

Purposive Sampling. As stated in the assumptions in Section 1, an essential assumption of this qualitative study is that participants will be knowledgeable regarding the study topic. Haven and Van Grootel (2019) informed that qualitative research aims to answer questions about the topic or phenomenon a researcher desires to explore by uncovering participants' answers to the research questions. Kaushik and Walsh (2019) suggested that a qualitative method aims to understand people and their world and involves gathering participants' perceptions, which is valuable for understanding both the context and effectiveness of any interventions. The risks of this assumption were mitigated by using purposive sampling to ensure that the final participants selected for the sample were most likely to provide rich information that is detailed and credible (Asiamah et al., 2017; Campbell et al., 2020; Forero et al., 2018).

Purposive sampling is a non-probability sampling method that samples deliberately and purposefully, not randomly, to select a study sample determined by conceptual requirements, not by representativeness (Gill, 2020; Moser & Korstjens, 2018). Campbell et al. (2020) described purposive sampling as the improved matching of the sample to the aims and objectives of the research to improve the rigor of a qualitative study and trustworthiness of the data and findings. According to several authors, purposive sampling is a deliberate method that seeks to maintain the rigor of qualitative research and the trustworthiness of the data and findings by moving away from random sampling toward a purposeful matching of the final sample of participants to the objectives of the study (Asiamah et al., 2017; Campbell et al., 2020; Forero et al., 2018).

Liu et al. (2020) concluded that the purposive sampling method utilized in a qualitative study conducted to better understand COVID-19 and its prevention, was effective in the planned and purposeful selection of a sample of physicians and nurses with experience in treating patients with COVID-19. The authors explained that a purposive sampling method facilitates finding the participants who can provide vital information that can be transformed into valuable solutions and interventions for urgent use. The main strategy of a purposive sampling method is to maintain rigor, while identifying and selecting participants who will be most beneficial to the study (Gill, 2020; Moser & Korstjens, 2018; Valerio et al., 2016). The authors explained that participants most beneficial to the study are those individuals with the capability, willingness, and availability to share information-rich knowledge, insights, and experiences that increase understanding of the study topic.

Campbell et al. (2020) stated that adopting a purposive sampling method facilitates selecting participants that are most likely to provide valuable information that increases the depth, not the breadth, of understanding of the research topic. Asiamah et al. (2017) advised that

purposive sampling is primarily applied based on specific criteria aimed at selecting participants with specific attributes, and follows the determination of the accessible population, which is a further refinement of the target population, as shown in the red area in Figure 2. Regarding the accessible population, the authors advised that this final group of participants is an improved target population, with the removal of individuals who are ineligible, unwilling, or unavailable to participate. The authors further advised that the accessible population is the final source of data collection through interviews with all or a sample of participants, and the accessible population is also the sample frame, if samples are drawn because not all individuals will be interviewed. Purposive sampling, sample frame, and their connection is discussed below.

Purposive Sampling and Sample Frame. In qualitative research, a large study sample results in a large number of participants and data, which hinders efforts to perform an efficient and effective in-depth analysis (Ames et al., 2019). The authors stated that the development of a purposive sampling framework can facilitate attainment of a smaller sample size that represents a wide geographic area and rich data. The authors further explained that the first step required in the development and application of a purposive sampling framework for a qualitative study is the identification of members for inclusion in the sample, based on the participant eligibility criteria. Following this step, the authors stated that the researcher must decide whether further sampling from this sample population is necessary because the sample is too large for an in-depth analysis. The authors instructed that if sampling continues in an effort to achieve an in-depth analysis with a smaller, more manageable sample, the final step is the development of a purposive sampling framework that samples for (a) maximum variety; (b) information richness; and (c) alignment with research goals, context, assumptions, and questions.

Martínez-Mesa et al. (2016) asserted that purposive sampling is the process through which a sample is selected from the sample frame, and the sample frame is the target population, as shown in the green area in Figure 2. The authors argued that sample sizes can be increased by 10% to compensate for potential deficits of participants due to non-responses, refusals, and lack of consent. In contrast, Asiamah et al. (2017) argued that the accessible population is the sample frame if the entire accessible population will not be used for data collection, and further samples will be drawn. The authors explained that the precursor to qualitative sampling is specification of the accessible population because its members are the best improvement of the target population, with the most qualified, willing, and available group of participants who can contribute to the study. The accessible population for this study is shown in the red area in Figure 2.

Appropriateness of Sample Frame. The research goal of this qualitative, flexible design, single case study was to explore the larger issue of the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams through an in-depth study of the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business growth and financial sustainability in social enterprise organizations within the United States. The geographic area for this study was the United States, which is large, and consequently, contained a large number of potential participants. The specification and identification of the general, target, and accessible populations based on the participant eligibility criteria presented in Table 1 and bounded by the location and time-frame limits made the larger study population more manageable for qualitative sampling and data collection and in-depth analysis (Ames et al., 2019; Asiamah et al., 2017).

The development of a purposive sampling framework facilitates sampling from the accessible population, which is the sample frame from which samples are drawn to achieve a

smaller sample size and rich data (Ames et al., 2019; Asiamah et al., 2017; Gill, 2020). The authors advised that a purposive sampling framework facilitates sampling for maximum variety, data richness, and alignment with the research goals, assumptions, and questions. Purposive sampling aims to maintain study rigor and identify a sampling frame based on study-driven characteristics (Valerio et al., 2016). Purposive sampling was used to identify the participants most qualified, willing, and available to include in the study sample (Asiamah et al., 2017). Creating a purposive sampling framework facilitated achievement of study samples with rich data to improve adequacy of data as well as the related issue of reaching data saturation, which determines sampling and sample size (Ames et al., 2019; Gill, 2020). Data saturation and sample size is discussed below.

Data Saturation. As stated in the delimitations in Section 1, three delimitations were set to narrow the scope and set the boundaries of this qualitative study. The delimitations included (a) geographic region in the United States, (b) potential participants with particular attributes of leader or direct-report currently employed in a social enterprise organization, and (c) qualitative online interviews limited to 20 to 25 participants. The delimitation set to 20 to 25 participants facilitated conducting enough qualitative online interviews to reach data saturation by meeting the meaning saturation point, which is usually achieved in the range between 16 and 24 interviews and the code saturation point, which is usually achieved at nine interviews (Vasileiou et al., 2018). Data saturation was also connected to sample size because sufficient sample sizes were needed for quality data (Gill, 2020). Qualitative sample, sample size, data saturation, and access to the sample is discussed below.

Qualitative Sample and Sample Size. As stated in the delimitations in Section 1, a primary limitation of this qualitative, flexible design, single case study was that sample size can

be limited by time-frame and geographic location parameters. A single case study design allows the researcher to focus on a single case phenomenon that is in progress in its natural setting and explore specific concerns by using one bounded case within time-frame and location parameters (Creswell & Poth, 2018; Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018). As shown in Table 1, qualitative research samples are smaller in size because the general population is progressively improved and refined to remove the potential participants who (a) do not satisfy the participant eligibility criteria dictated by the research goal, (b) do not wish to participate in the study, and (c) do not have availability at the time of data collection (Asiamah et al., 2017). The authors explained that this systematic and organized approach to selecting study participants results in a final, accessible population with potential participants who are most qualified, willing, and available, from which a sample can be drawn, as shown in the red area in Figure 2.

Small Sample Size. Creswell and Poth (2018) advised that the question of sample size is an important decision in the sampling strategy that will be used to collect qualitative data. The authors stated that a guiding principle for sample size in qualitative research is to purposefully select a few participants and collect information-rich data from each participant because the intent is not to generalize, but to elucidate specifics. Young and Casey (2019) concluded that study findings provide strong evidence that researchers can discover rich qualitative findings and achieve robust results with relatively small sample sizes. The authors further concluded that a small sample size also minimizes participant burden and maximizes limited time and resources.

Sample sizes in qualitative studies are small because generalizability is not a goal of qualitative researchers (Gill, 2020; Tyrer & Heyman, 2016). The authors argued that qualitative researchers are focused on exploring complex real-world phenomenon to examine what exists, rather than how much exists. Purposive sampling is often associated with qualitative research

and case study research that is focused on small samples to examine a real-life problem, not large samples to make statistical inferences (Taherdoost, 2016).

Purposive Sampling Design. The risks of the limitation stated in Section 1 that sample size can be limited by time-frame and geographic location parameters was mitigated by using purposive sampling to select the participants most qualified, willing, and available to include in the study sample based on the participant eligibility criteria presented in Table 1 and the research time-frame of three weeks for conducting online interviews (Asiamah et al., 2017; Creswell & Poth, 2018; Etikan et al., 2016; Vasileiou et al., 2018). Sample sizes in qualitative studies are frequently characterized as being small and insufficient (Vasileiou et al., 2018). The authors argued that instead, qualitative samples are small and purposeful because the participants are selected based on their ability to support an in-depth, case-oriented analysis and provide useful, rich information, insights, and experiences relevant to the single case being studied

A purposive sampling design considers specific inclusion and exclusion criteria, which makes the inclusion of participants in a given sample a deliberate, purposive, non-random, and non-probabilistic process of selecting participants based on what information is needed and which participants are well-informed and willing to share their experiences on the study topic (Campbell et al., 2020; Etikan et al., 2016). Young and Casey (2019) concluded that qualitative data collected rigorously from small samples can sufficiently represent the full dimensions of participants' experiences, and small sample size should not be considered a limitation of qualitative research. The desired sample size and data saturation that determines sample size is discussed below.

Data Saturation and Sampling Interactions. As demonstrated in the comprehensive discussion of qualitative data saturation assessment for this study in Section 3 and corresponding

representation in Figure 3, qualitative research, data saturation and sampling interact because when data saturation was reached, new analytical information no longer appeared and new data yielded redundant information (Moser & Korstjens, 2018). The authors described that reaching data saturation in a given study indicates that the (a) information on the research phenomenon is maximized, (b) sampling can be ended, and (c) the sample size is sufficient. The authors further described that the guiding principle in qualitative research is that sampling should occur until data saturation has been achieved, and data saturation will determine the sample size because the most important criterion is the availability of enough in-depth data. The authors explained that qualitative sample size depends on the (a) information richness of the data, (b) extensiveness of the research questions, and (c) variety of participants. The authors stated that a qualitative study sample size depends on the (a) problem being studied, (b) qualitative data collection method, and (c) sampling plan, which will vary for each study.

Study Sample Size and Data Saturation. According to Gill (2020) and Young and Casey (2019), qualitative researchers should make decisions about their study's anticipated sample sizes both before data collection for ethics committee review and after the study is underway to evaluate if the sample is robust enough to address the research goal. Vasileiou et al. (2018) advised that qualitative interview data can be analyzed for sample-meaning saturation, where additional insight on issues, dimensions, and nuances are no longer being identified and sample-code saturation, where additional issues are no longer being identified and. The authors informed meaning saturation is more conceptual and concerns the depth of an interview, which requires 16 to 24 interviews to gather more data and information in contrast to code saturation that concerns the breadth of an interview and is achieved more quickly at nine interviews.

The estimation of qualitative sample sizes is largely guided by the goal of conducting enough in-depth interviews to reach saturation, where new information is no longer being provided by the last participant interviewed and added participant interviews are no longer augmenting the study, which occurs in the range of 20 to 60 interviews (Boddy, 2016; Guest et al., 2020; Vasileiou et al., 2018). The number of online interviews conducted for this study was limited to 20 to 25 participants. This sample size facilitated conducting enough qualitative online interviews to meet and exceed both the code saturation point, which is typically achieved at nine interviews and the meaning saturation point, which is typically achieved in the range between 16 and 24 interviews (Vasileiou et al., 2018). As shown in Figure 3, the researcher did not need to extend the sample size in this study beyond 20 participants to achieve data saturation because the common information is generated early and new information emerges over time at a decreased rate (Guest et al., 2020). Table 2 shows a summary of the key information related to participants, population, and sampling that correlate to Table 1 and Figure 2.

Table 2

Population, Sampling Method, and Sample Frame

Attribute	Definition
General population	Adults, age 18 years and older, working in the United States
Target population	Adults, age 18 years and older, working in the United States in leadership or direct-report positions within social enterprise organizations
Accessible population	Adults, age 18 years and older, working in the United States in leadership or direct-report positions within social enterprise organizations, who are eligible, willing, and available to participate in a 60- to 90-minute recorded, online interview
Sampling method	Purposive sampling
Sample frame	Accessible population
Sample size	20 to 25 participants

Summary of Population and Sampling

Participants, population, and sampling are three key inter-related facets of the qualitative research process because (a) the population is all of the people who have the basic characteristics to potentially participate in a study; (b) sampling is the process through which the most qualified and capable members, who are willing to consent to and be available for an interview are chosen; and (c) the sample is all the people who are ultimately selected to be participants in the study (Asiamah et al., 2017; Lee et al., 2020; Majid, 2018; Patino & Ferreira, 2018). A summary of the key information related to participants, population, and sampling discussed in this section is shown in Table 1, Table 2, and Figure 2. Qualitative researchers are focused on learning about the problem being studied through a variety of participants' multiple perspectives, diverse views, and context-rich descriptions, to gain a deep understanding of the study problem and present findings in a holistic way (Creswell & Poth, 2018; Korstjens & Moser, 2017).

The research goal of this study was to explore the larger issue of the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams through an in-depth study of the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability in social enterprise organizations within the United States. A qualitative, flexible design, single case study was used because the exploratory nature of qualitative research facilitates interpreting information directly from the participants actually experiencing the problem being studied and uncovering any real-world practical solutions that can contribute to knowledge advancement (Bradshaw et al., 2017; Gupta et al., 2020; Haven & Van Grootel, 2019; Kaushik & Walsh, 2019).

Discussion of Participants. The discussion of participants addressed that participants are vital to the success of qualitative research, which is a social process that requires interactions between a researcher and multiple participants who can examine, describe, and explain the problem being studied in real-world contexts from multiple perspectives to gain an in-depth understanding of real-world issues (Korstjens & Moser, 2017). The establishment of participant eligibility criteria facilitates the non-random, deliberate focus on specific participants to include in the study sample (Asiamah et al., 2017; Etikan et al., 2016). The authors described that a given study's participant eligibility criteria should be based on the (a) research goals, (b) information needed to answer the research questions, and (c) participants who are informative and have the willingness to share relevant experiences to advance knowledge. Participant eligibility criteria that includes both inclusionary and exclusionary criteria can effectively narrow the scope of a large study population (Asiamah et al., 2017; Vasileiou et al., 2018). The authors explained that participant eligibility criteria can specify the general population that has basic characteristics of interest, to the target population that has specific attributes of interest that best address the research goal, which can be further specified to the accessible population that has participants, who are qualified, willing, and available to participate in the study. The participant eligibility criteria for this study is shown in Table 1, Table 2, and Figure 2.

Discussion of Population. The discussion of population addressed that qualitative researchers must collect data from study participants to contribute to academic knowledge (Asiamah et al., 2017). However, the authors advised that study participants typically belong to a larger population, which makes it necessary for the researcher to assess the study population and select the best sample of participants for the research purpose. The authors further advised that researchers should fully understand the study population, sampling, and the connection between

these two important facets to (a) properly define the population, (b) avoid poor population specification and bias participant samples, and (c) select the most eligible and convenient sample of participants that can provide superior data to maximize the credibility of the study results.

General, Target, and Accessible Populations. Once a given study's research objectives, assumptions, and context are identified, the study's population can be specified, which facilitates the qualitative researcher's identification of the general, target, and accessible populations and the appropriate sampling procedure and sample (Asiamah et al., 2017). The authors stated that the general population is specified by identifying the most basic shared characteristics implied by the research goal and topic. The general population for this study included individuals who were adults, age 18 and older working in the United States. Figure 2 shows the progressive refinement of this largest general population in the blue area, to the smaller target population in the green area, to the smallest accessible population in the red area. The general, target, and accessible populations are all specified and identified by the participant eligibility criteria shown in Table 1, Table 2, and Figure 2. A key underlying assumption of qualitative research is that the data source allows the researcher to examine the phenomenon of interest in detail, and the selection of the data source is based on purposeful sampling that focuses on obtaining rich information that can illuminate an in-depth study (Ebneyamini & Moghadam, 2018; Onwuegbuzie & Collins, 2017).

Accessible Population Size. Sample sizes in qualitative studies are smaller and more purposive because the participants are selected based on their ability to support an in-depth, case-oriented analysis and provide useful, rich information and insights relevant to the single case being studied (Vasileiou et al., 2018). Qualitative accessible population sizes are relatively small because the general population is progressively refined to remove specified potential participants until the accessible population is identified, which includes only the most eligible, accessible,

and available participants with respect to the research goal and participant eligibility criteria (Asiamah et al., 2017). Purposive sampling facilitated the deliberate selection of participants most qualified, willing, and available to include in this study sample based on the participant eligibility criteria shown in Table 1, Table 2, and Figure 2 and the three-week research time-frame to conduct interviews (Asiamah et al., 2017; Etikan et al., 2016; Vasileiou et al., 2018).

Discussion of Sampling. The discussion of sampling addressed that sampling is an important factor in qualitative research that determines the accuracy, quality, trustworthiness, and validity of a study (Bhardwaj, 2019; Moser & Korstjens, 2018; Vasileiou et al., 2018). Unlike quantitative studies, generalizability is not a consideration of qualitative sampling nor a goal of qualitative research (Gill, 2020). The role of sampling in qualitative research includes identifying a sampling design and logic that fits, operates, and is consistent with the research goals, purpose, and questions to facilitate justifiable data collection, analysis, and interpretation (Majid, 2018; Onwuegbuzie & Collins, 2017).

Importance in Research. Sampling plays an essential role in real-world research conducted to advance new information and insights on urgent problems needing urgent understanding and solutions. Liu et al. (2020) concluded that an essential component of a qualitative study conducted during the early stages of the COVID-19 pandemic to increase understanding of the virus and its prevention was sampling. The authors stated that physicians and nurses working in five COVID-19-designated hospitals, who had vast experience caring for patients with COVID-19 were successfully recruited through purposive sampling to share their experiences and expertise through in-depth phone interviews. Onwuegbuzie and Collins (2017) posited that the chosen sampling method plays a significant role in any type of research because regardless of the appropriateness of the research design and data collection procedures and the

importance of the research questions, if the sampling design is not appropriate, then any subsequent interpretations will lack credibility, confirmability, transferability, and dependability.

Sampling Definition. According to Bhardwaj (2019), sampling is a procedure to select a smaller sample of individuals from a large population to seek and understand their knowledge, experience, and feedback about a particular research subject. Tyrer and Heyman (2016) stated that unlike quantitative researchers that use sampling to achieve large representative samples, qualitative researchers use sampling, such as purposive sampling to group participants according to criteria that is relevant to the research questions to explore complex processes. Moser and Korstjens (2018) defined sampling as the deliberate or purposeful process of searching for and selecting participants who can provide rich information about the phenomenon being studied.

Qualitative Sampling Methods. According to several authors, the non-probability sampling methods typically used in qualitative research for identification of participants include (a) purposive sampling, (b) theoretical sampling, (c) convenience sampling, and (d) snowball sampling (Gill, 2020; Moser & Korstjens, 2018; Valerio et al., 2016). Gill (2020) underscored that all qualitative samples are non-random. The author stated that only non-probability sampling methods are used to facilitate an iterative sampling process of selecting participants to collect enough quality data to answer the research questions. Qualitative researchers should utilize a sampling method that facilitates deliberate, purposeful sampling of participants, not random and a sample size that is reasonably small enough to include a variety of participants who are willing and qualified to provide rich information to answer the research questions (Gill, 2020; Moser & Korstjens, 2018). The sampling method that was used in this qualitative, flexible design, single case study is purposive sampling.

Purposive Sampling. An essential assumption of this qualitative study stated in Section 1 was that participants will be knowledgeable regarding the study topic. Kaushik and Walsh (2019) stated that a qualitative method aims to understand people and their world and involves gathering participants' perceptions, which is valuable for understanding both the context and effectiveness of any interventions. The risks of the assumption regarding participants' knowledge about the study topic was mitigated by using purposive sampling to ensure that the participants selected for the sample were most likely to provide rich information that is detailed and credible (Asiamah et al., 2017; Campbell et al., 2020; Forero et al., 2018). Purposive sampling is a non-probability sampling method that samples deliberately, not randomly, to select a sample determined by conceptual requirements, not by representativeness (Gill, 2020; Moser & Korstjens, 2018). Campbell et al. (2020) described purposive sampling as the improved matching of the sample to the research purpose to improve the rigor of the qualitative study and credibility of the findings.

Purposive Sampling and Sample Frame. In qualitative research, a large study sample results in a large number of participants and data, which hinders efforts to perform an efficient and effective in-depth qualitative analysis (Ames et al., 2019). The authors explained that the development of a purposive sampling framework can facilitate attainment of a smaller sample size that represents a wide geographic area and rich data. Martínez-Mesa et al. (2016) stated that purposive sampling is the process through which a sample is selected from the sample frame, which is the target population, as shown in the green area in Figure 2. The authors stated that sample sizes can be increased by 10% to compensate for potential deficits of participants due to non-responses, refusals, and lack of consent. In contrast, Asiamah et al. (2017) argued that the accessible population is the sample frame, as shown in the red area in Figure 2. The authors stated that the precursor to qualitative sampling is specification of the accessible population

because its members will be the best refinement of the target population, with the most qualified, willing, and available participants, who can contribute to the study to advance knowledge.

Appropriateness of Sample Frame. Purposive sampling aims to maintain study rigor and identify a sampling frame based on study-driven characteristics (Valerio et al., 2016). Creation of a purposive sampling framework facilitates sampling from the accessible population, which is the sample frame from which samples are drawn to achieve of a smaller sample size and rich data (Ames et al., 2019; Asiamah et al., 2017; Gill, 2020). The authors advised that a purposive sampling framework facilitates sampling for maximum variety, data richness, and alignment with the research goals, assumptions, and questions. Purposive sampling is used in qualitative studies to identify the participants most qualified, willing, and available to include in the study sample (Asiamah et al., 2017). In this qualitative study, a purposive sampling framework enabled achievement of a participant sample with rich data to improve data quality and address the related issue of reaching data saturation, as shown in Figure 3 (Ames et al., 2019; Gill, 2020).

Qualitative Sample and Sample Size. Sample sizes in qualitative studies are small because generalizability is not a goal of qualitative researchers, who are focused on exploring complex real-world phenomenon to examine what exists, rather than how much exists (Gill, 2020; Tyrer & Heyman, 2016). Purposive sampling is often associated with qualitative research and case study research focused on small samples to examine a real-life problem, not large samples to make statistical inferences (Taherdoost, 2016). Qualitative data collected rigorously from small samples can sufficiently represent the full dimensions of participants' experiences, and small sample size should not be considered a limitation of qualitative research (Young & Casey, 2019). Sample sizes in qualitative studies are often characterized as small in size and insufficient, but qualitative samples are small and purposive because the participants are selected

based on their ability to support an in-depth, case-oriented analysis and provide useful, rich information and insights relevant to the single case being studied (Vasileiou et al., 2018).

Study Sample Size and Data Saturation. The estimation of qualitative sample sizes is largely guided by the goal of conducting enough qualitative interviews to reach saturation, where new information is no longer being provided by the last participant interviewed and additional participant interviews are no longer augmenting the study, which usually occurs in the range of 20 to 60 interviews (Boddy, 2016; Guest et al., 2020; Vasileiou et al., 2018). Guest et al. (2020) advised that qualitative researchers should conduct additional interviews beyond the saturation point to avoid neglecting additional and important data because the most common information is generated early and new and important information emerges over time at a decreased rate. The number of interviews that were conducted for this study was limited to 20 to 25 participants. This sample size limitation facilitated conducting enough qualitative interviews to meet and exceed both the code saturation point, which is typically achieved at nine interviews and the meaning saturation point, which is typically achieved in the range between 16 and 24 interviews (Vasileiou et al., 2018). As described in the qualitative data saturation assessment in Section 3, and shown in Figure 3, data saturation was clearly achieved after conducting 20 interviews.

Data Collection and Organization

Qualitative data collection is typically focused on the type of data needed and the typical process required to gather the data, such as conducting interviews and observations (Creswell & Poth, 2018). However, the authors emphasized that there are important components and phases involved in data collection, which a qualitative researcher must be cognizant of and engage in to gather data ethically and appropriately. Effective and efficient data collection and organization is required to achieve proper data analysis and interpretation, particularly because of the openness

and flexibility of qualitative research (Busetto et al., 2020). According to McGrath et al. (2019), one of the major difficulties with qualitative research is that data from qualitative data collection is generated very quickly, which leads to a large amount of data that must be checked, organized, analyzed, and interpreted very quickly. The data collection and data organization plan discussed below provides an overview of what data were collected, the plan used to collect the data, and why the data collection plan was appropriate for this research project.

Data Collection Plan

Data collection involves a progression of seven related activities aimed at gathering useful information that can answer a given study's research questions (Creswell & Poth, 2018). The authors stated that qualitative researchers should consider seven important and inter-related activities involved in the process of collecting data. The authors described that these seven essential activities include (a) locating a study site, (b) gaining permissions, (c) sampling purposefully, (d) collecting data, (e) recording data, (f) minimizing field issues, and (g) storing data securely. The authors stated that regardless of the qualitative approach to data collection, all qualitative researchers must attend to ethical considerations, such as obtaining IRB approval.

Specifically, in conducting this study, the researcher attended to ethical considerations first, which involved obtaining IRB approval (see Appendix H). The researcher progressively employed six more essential inter-related data collection activities, which included (a) locating a study site, (b) gaining permissions, (c) sampling purposefully, (d) collecting data, (e) recording information, and (f) storing data securely (Creswell & Poth, 2018). The importance of these ethical considerations and six essential inter-related activities are discussed in detail below.

Obtaining IRB Approval. Creswell and Poth (2018) underscored that prior to beginning any data collection, a required activity the researcher must attend to is seeking and gaining IRB

approval to conduct the study. The researcher should not begin data collection for a given study until written IRB approval to conduct the research is obtained (DiGiacinto, 2019; Riese, 2018; Singh & Wassenaar, 2016). Riese (2018) asserted that qualitative researchers must have an awareness of the process and complexity of obtaining organizational access to take appropriate actions that will enable participants to take part in research projects and generate data that can be collected. According to Riese (2018) and Singh and Wassenaar (2016), research ethics review committees may agree to provisional approval of a study until a researcher can gain gatekeeper permission or may issue full approval, with the condition that the researcher attains written proof of gatekeeper permission before starting recruitment and data collection.

The actions the researcher took in conducting this study specifically included the first step of conducting research ethically and responsibly, which was obtaining written IRB approval (see Appendix H) to begin data collection (DiGiacinto, 2019; Riese, 2018; Singh & Wassenaar, 2016). The authors stated that the IRB application process requires submission of supplemental documents that outline the research purpose, methods, and processes for participants' consent and confidentiality to review the risk to and protect the rights of the study participants. Singh and Wassenaar (2016) advised that qualitative researchers must assure research ethics committees by clearly articulating and outlining strategies for ensuring participants' privacy and confidentiality.

Locating a Study Site. The purpose of this qualitative, flexible design, single case study was to add to the existing body of knowledge and increase the understanding of the reasons behind the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams and the effects of these leadership failures on business expansion, growth, and financial sustainability. The larger issue of the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams was

explored through an in-depth study of the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability within social enterprise organizations in the United States. Creswell and Poth (2018) advised that traditionally studied sites in a case study involve a bounded system, such as a process, activity, event, or organization.

The specific problem addressed in this qualitative, flexible design, single case study was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. This study's location site was among the traditionally studied sites in a case study, which includes a bounded system, such as an organization (Creswell & Poth, 2018). This study was focused on exploring a relevant contemporary problem that is bounded within certain parameters by analyzing actual practice and identifying key aspects that describe the context of the problem (Ebneyamini & Moghadam, 2018; Yin, 2018). This study applied a single case study design, which facilitated the exploration of a single case contemporary problem by analyzing a concrete entity in its real-world context and setting bounded by specific time-frame and location parameters to give rise to an in-depth analysis (Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018; Yin, 2018).

Gaining Permissions. In qualitative research, data collection depends on successful access to the participants, which depends on an organization's gatekeeper, who must first grant written permission to access their employees (Pratt & Yeziarski, 2018; Riese, 2018; Santana et al., 2021; Singh & Wassenaar, 2016). Riese (2018) and Singh and Wassenaar (2016) stated that after written IRB approval is obtained, the researcher must seek access to potential participants by sending a permission request letter to the gatekeeper of each organization that employs the

intended study participants. The authors described that an organization's gatekeeper is the person who is authorized to permit or deny access to an organization's information, site, and personnel. The authors further described that letters sent to an organization's gatekeeper must clearly state the permissions needed to facilitate participant recruitment.

Specifically, in conducting this study, after obtaining IRB approval (see Appendix H), the researcher requested permission from numerous social enterprise organizations across the United States to utilize their staff list to invite potential participants to join this study (see Appendix A). The permission request letter (see Appendix A) was sent to each social enterprise organization's gatekeeper, who is the authorized agent designated to permit or deny access to the organization's space, personnel, and information, such as the human resources officer or organizational director (Singh & Wassenaar, 2016). A permission response letter (see Appendix B) was also included with each permission request letter for organizational gatekeepers to send their responses.

Once the researcher received signed permission response letters from organizational gatekeepers granting permission and the information to contact their staff regarding participation in this study (see Appendix B), potential participants were sent invitation letters (see Appendix C) to join this study on a volunteer-basis and contact the researcher to schedule an interview. The researcher sent also follow-up invitation letters (see Appendix D) when needed due to lack of response (Sappleton & Lourenço, 2016). As potential participants agreed to join the study and participate in a 60- to 90-minute, audio-and-video recorded, online interview on a volunteer-basis, their interviews were scheduled and the researcher sent confirmation emails with meeting details and the IRB-stamped consent form (see Appendix E) for the participants to sign and return to the researcher prior to the interview.

The gatekeeper or any sender of staff contact information did not have access to or any knowledge of the names of the participants who were invited to join the study or the names of the participants who were ultimately scheduled for interviews. No individual had any knowledge of the names of the participants who were interviewed, except for the researcher. The researcher never disclosed the names of any of the study participants to anyone to ensure each participant's privacy, anonymity, and confidentiality (Santhosh et al., 2021).

A qualitative researcher's single most vital responsibility is to ensure the confidentiality of interview data collected because guaranteeing participants' privacy (a) is an ethical standard, (b) decreases participants' self-censorship, and (c) serves as an assurance of truthful and accurate responses (Santhosh et al., 2021; Surmiak, 2018; Zahle, 2017). The researcher concealed the identities of all participants interviewed using a distinctive coding system created to safeguard each individual's anonymity, privacy, and confidentiality (Santhosh et al., 2021; Surmiak, 2018; Zahle, 2017). The participants' signed consent forms (see Appendix E) were downloaded directly to the researcher's password-locked computer and saved using assigned coded names to protect participants' privacy and confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). The researcher created backup copies and saved all files to a storage device and secure cloud storage for safekeeping for three years before deletion (Manti & Licari, 2018; Nusbaum et al., 2017; Young et al., 2018). Informed consent and the protection of participants' privacy and are essential ethical research practices and qualitative researcher responsibilities that facilitate trusting and transparent relationships between researcher and participants, which improves participants' compliance, engagement, knowledge-sharing, and ongoing participation (Creswell & Poth, 2018; Xu et al., 2020).

Sampling Purposefully. Purposive sampling was used in this qualitative, flexible design, single case study to identify the participants most qualified, willing, and available to include in the study sample. This study's sample population was based on the parameters specified in the participant eligibility criteria shown in Table 1, population, sampling method, and sample frame shown in Table 2, and study population refinement for sampling shown in Figure 2 (Asiamah et al., 2017; Etikan et al., 2016; Vasileiou et al., 2018). Purposive sampling facilitated non-random, deliberate focus on specific participants to include in the study sample, which is represented by the purple circle in Figure 2. Purposive sampling was based on what information must be known and which participants were qualified to provide in-depth information that is both detailed and credible and were willing and available to share on a volunteer-basis, real-life experiences that can assist with the research (Asiamah et al., 2017; Campbell et al., 2020; Etikan et al., 2016; Forero et al., 2018). Purposive sampling improved the rigor of this study and the trustworthiness of both the data and findings by matching the purposes of the research to the criteria for identifying and selecting participants (Campbell et al., 2020; Forero et al., 2018).

Purposive sampling is a non-probability, non-random sampling method that is applied based on specific criteria aimed at selecting participants with certain attributes (Asiamah et al., 2017). Specifically, in conducting this study, purposive sampling followed the determination of the accessible population, which is shown in the red area in Figure 2, and is a further refinement of the target population, which is shown in the green area in Figure 2. Creswell and Poth (2018) described that a purposeful sample involves an intentional sampling of people who can best inform the researcher about the problem being studied. The main strategy of purposive sampling is to maintain rigor, while identifying and selecting participants who will be most beneficial to the study because of their capability, willingness, and availability to share information-rich

knowledge, insights, and experiences that increase understanding of the study topic (Gill, 2020; Moser & Korstjens, 2018; Valerio et al., 2016).

Sample Size. According to Creswell and Poth (2018), the question of sample size is an important decision in the sampling strategy is used to collect data. The authors stated that a key guideline for sample size in qualitative research is to purposefully select a few participants and collect information-rich data from each participant. The authors asserted that the intent is not to generalize, but to elucidate specifics.

Specifically, in conducting this study, the researcher used purposive sampling to select 20 to 25 participants who (a) were employed in leadership or direct-report positions within social enterprise organizations in the United States, (b) were willing and available to participate in a 60- to 90-minute, audio-and-video recorded, online interview on a volunteer-basis, and (c) did not meet the exclusion criteria. This purposeful sample size facilitated conducting enough qualitative online interviews to meet and exceed both the code saturation point, which is typically achieved at nine interviews and the meaning saturation point, which is typically achieved in the range between 16 and 24 interviews (Vasileiou et al., 2018). The qualitative data saturation assessment in Section 3 and corresponding representation in Figure 3, shows that the researcher did not have to conduct interviews beyond 20 participants to reach data saturation in this study.

Collecting Data. Semi-structured, in-person interviews are among the most common qualitative data collection methods in which participants can describe their experiences and perspectives related to open-ended research questions posed (DeJonckheere & Vaughn, 2019; Santhosh et al., 2021). Dodds and Hess (2020) explained that qualitative researchers normally rely on well-known data collection methods such as in-person participant interviews to obtain valuable information, but compliance with COVID-19 social distancing guidelines requires that

field research originally planned as in-person interviews must be changed to online interviewing. Santhosh et al. (2021) stated that computer applications designed for online interviewing, such as the Zoom video-conferencing tool can provide researchers and participants with a convenient, straightforward, and comfortable alternative to in-person inquiry and data collection during the COVID-19 pandemic.

Specifically, in conducting this study, all of the data for this qualitative, flexible design, single case study was collected exclusively through online, semi-structured interviews. The researcher conducted 20 online interviews using the Zoom or Microsoft Teams application, depending on the participants' preference, as an alternative to face-to-face qualitative data collection and inquiry. Either Zoom or Microsoft Teams was used because both applications support real-time audio and video screen-sharing and recording to facilitate better concentration, meaningful interactions, and secure automatic data collection (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). Creswell and Poth (2018) informed that the type of information or form of data usually collected in qualitative studies is from participant interviews. The authors described that besides in-person interviews, qualitative data collection via online interviewing is commonly used because participants can enjoy the benefits of greater time and space flexibility and a more comfortable environment, which allows more time to reflect on the topics discussed.

Pratt and Yeziarski (2018) stated that qualitative studies require researchers to have both the ability to access study participants and the techniques to elicit and collect meaningful data from the participants. The authors explained that qualitative interviews, both online and face-to-face, enable researchers to obtain rich descriptions of participants' experiences and insights, but the major limitation associated with both types of interviews revolves around gaining access to participants. The authors further explained that both face-to-face and online interviews require

the presence of both the researcher and the participant, which requires that everyone's schedules and time constraints align, which can lead to a smaller number of potential interviewees.

COVID-19 Limitations. Qualitative data collection using face-to-face interviews can be limited by participants' accessibility and availability, especially during the COVID-19 pandemic and period of social distancing mandates (Dodds & Hess, 2020; Lobe et al., 2020). COVID-19 disruptions are forcing qualitative researchers to modify their study designs and use online tools that can serve as trustworthy alternatives to in-person participant interviews and data collection (Lobe et al., 2020). Santana et al. (2021) described that global COVID-19 and social distancing protocols present qualitative researchers with physical, psychological, and ethical challenges that affect access to participants and interactions with participants once access is granted. The authors further described that in spite of technologies that can facilitate online qualitative data collection via video-conferencing, there exists new barriers to quality qualitative research, such as the inability to build trust and establish rapport with participants during an online interview.

Recording Information. Due to the COVID-19 social distancing restrictions, in-person data collection normally used for qualitative data collection is prohibited and must be changed to online interviews (Dodds & Hess, 2020). Specifically, in conducting this study, participant interviews were conducted online and audio-and-video recorded using either the Zoom or Microsoft Teams application, depending on each participant's preference. Both online meeting applications were installed on the researcher's secure password-locked computer and the online interviews were conducted in the safe location of the researcher's home. The use of either the Zoom or Microsoft Teams application ensured secure real-time recording to collect data directly, without third-party software and secure user login to protect recorded data and all participants' privacy and confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021).

Creswell and Poth (2018) advised that participant interviews should be conducted in a physical setting where the interview conversation can be held in private and in a distraction-free environment that lends itself to clear audio and video recording. In this study, all 20 participants' online, semi-structured interviews were conducted in the researcher's home in a location where others could not easily overhear or disrupt the interview meetings. Several authors advised that during the participants' interviews, qualitative researchers should utilize an interview guide or protocol to (a) record notes, participants' responses, comments, concluding ideas, and other details; (b) pace the interview process; and (c) ensure that all interview questions are posed within the scheduled time (Adeoye-Olatunde & Olenik, 2021; Busetto et al., 2020; Creswell & Poth, 2018). The researcher developed an interview guide specifically for this study (see Appendix G), which was used to pace the interview process, ensure that all of the interview questions (see Appendix F) were addressed, and apply different methods of bracketing, such as memoing to prevent researcher bias (Creswell & Poth, 2018; Dörfler & Stierand, 2020; Ravindran, 2019).

Storing Data Securely. Qualitative researchers must be mindful of the ethical issues associated with online interviews and verify that the specific equipment and applications used have the capability to securely record interviews, without using a third party and securely store recordings directly to the researcher's local device to prevent damage or theft (Archibald et al., 2019; Santhosh et al., 2021). Specifically, in conducting this study, the researcher conducted online interviews using Zoom or Teams, depending on each participant's preference and/or accessibility to either platform. Both video-conferencing applications were installed on the researcher's secure, password-protected computer to avoid the pitfalls of privacy risks associated

with online interviewing tools that do not guarantee safe and secure recording, data storage, and electronic data transfer (Santhosh et al., 2021).

The use of either the Zoom or Microsoft Teams video-conferencing application ensured direct data transfer to securely save and store the interview recordings to the researcher's storage drive and cloud storage and secure login to protect all study data and participants' confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). The researcher responsibly managed how the study data were collected and stored by using the secure location of the researcher's home office that can be locked to keep all of the study files safe by restricting access to the researcher only (Creswell & Poth, 2018; Zahle, 2017). The researcher anonymized all identifying data using a unique coding system to conceal all participants' identity and ensure the participants' privacy prior to storage (Santhosh et al., 2021; Surmiak, 2018; Zahle, 2017). The researcher created backup copies and saved all research-related files to a storage device as well as secure cloud storage for safekeeping for three years before deletion (Manti & Licari, 2018; Nusbaum et al., 2017; Young et al., 2018).

Appropriateness of Data Collection Plan

According to Creswell and Poth (2018), data collection involves a progression of inter-related activities designed to gather useful information that can answer a given study's research questions, such as gaining permissions, sampling purposefully, collecting data, recording data, and storing data securely. All of the data for this a qualitative, flexible design, single case study was collected solely through the 20 participants' online, semi-structured interviews conducted via Zoom or Microsoft Teams within a three-week research time-frame. Semi-structured in-person and online interviews are among the most common data collection methods used in qualitative research because participants are able to talk about their experiences, insights, and

perspectives related to the open-ended research questions posed (Creswell & Poth, 2018; DeJonckheere & Vaughn, 2019; Santhosh et al., 2021). A qualitative method seeks to understand people and their world and facilitates collecting, analyzing, and interpreting data that comes directly from the participants (Bradshaw et al., 2017; Gupta et al., 2020; Haven & Van Grootel, 2019; Kaushik & Walsh, 2019). The authors stated that the truthful and insightful representations of the participants, who are actually experiencing the real-world issue being studied, is important for uncovering any potential solutions or explanations that can contribute to advancement.

Benefits of Qualitative Interviews. The benefits of qualitative interviews include study participants providing high-quality information on complex issues and validating or explaining existing qualitative data (Young et al., 2018). The authors described that the advantages of qualitative interviews include the practical and flexible nature of collecting data because this method is an accurate and effective way to obtain in-depth data. The authors further described that qualitative data collection through participant interviews (a) enables relationships and trust-building, (b) takes less time compared to participatory methods, and (c) faster and less expensive compared to field-based methods. The authors also reminded that analysis and write-up of collected qualitative data includes verbatim transcription of the interviews and member checking to share to the interview transcript with participants and ensure accuracy before coding. The need for and importance of member checking, particularly in qualitative research is discussed below.

Member Checking. Following the completion of each participant's online interview, the audio recording was transcribed verbatim and follow-up member checking was implemented to provide each participant with the opportunity to review their interview transcript and check for accuracy (Birt et al., 2016; McGrath et al., 2019; Young et al., 2018). In qualitative research, which is data-driven, the process of member checking or participant validation can be used in

different ways to check for accuracy of the interview transcript (Birt et al., 2016; McGrath et al., 2019). The authors explained that member checking can be performed by (a) returning a paper copy of the interview transcript to each participant for review and agreement, (b) conducting a follow-up member check interview with each participant to have a shared discussion about the interview transcript, and (c) holding a member check focus group meeting to talk about the interview transcript. The authors also explained the potential drawbacks of member checking, which include (a) the need for prompt follow up, while the interview is still fresh in participants' minds, (b) losing participants to follow-up, and (c) conflict with participants' interpretations.

Iivari (2018) advised that member checking is a process that invites participants to check and approve researchers' interview transcripts to increase (a) the trustworthiness and credibility of the qualitative study, (b) the involvement of participants in the research process, and (c) the faithfulness and integrity of the researcher in maintaining participants' integrity and worth. The authors explained that member checking may also result in new information and discoveries due to participants challenging the researcher's interpretations and/or expanding on or changing any information provided in the initial interview.

Thomas (2017) informed that member checking can be used to seek new information, but a lack of response from most participants is a common problem that exists with follow-up and member checking. McGrath et al. (2019) advised that building rapport with participants during a qualitative interview is very important because establishing comfortable interactions enables the participant to provide information-rich data and an in-depth account of experiences pertaining to the phenomenon being studied. Young et al. (2018) posited that interactions involved in member checking, such as follow-up member checking interviews with participants to share and discuss

the interview transcript, can increase researchers' rapport with participants and increase understanding of different participants' perspectives.

Specifically, in conducting this study, the researcher employed the process of member checking to share a copy of the interview transcript with each participant and check for accuracy. McGrath et al. (2019) stated that member checking is a process that invites participants to check the researcher's interview transcript for accuracy to increase the credibility and reliability of the qualitative study. Member checking can be performed in different ways to check for accuracy of the interview transcript, including returning a paper copy of interview transcripts to participants for review and agreement (Birt et al., 2016; McGrath et al., 2019). The researcher performed this form of member checking, but returned an electronic copy of participants' interview transcripts for review and agreement via email, instead of a paper copy. The member checking employed by the researcher for this study is discussed below.

After the initial interview, the researcher sent each participant a follow-up member checking email with a copy of their confidential transcription of the interview attached, asking for review of the interview transcript for accuracy. The participants' member checking email stated that if the participant agreed the interview transcript was accurate, the researcher kindly requests that a confirmation email be sent affirming the accuracy of the interview transcript. If the participant had any questions or concerns, the researcher offered the options of emailing or calling the researcher to schedule a follow-up online meeting to discuss the interview transcript. The follow-up email also reminded the participants that as noted in the terms of the IRB-stamped consent form (see Appendix E), all records of this study are kept confidential, and only the researcher has access to all study information, which is securely stored in a password-locked

computer for safekeeping for three years before deletion (Manti & Licari, 2018; Nusbaum et al., 2017; Young et al., 2018).

Follow-Up Interviews. Member checking can be performed in different ways to check for accuracy of the interview transcript, including member check follow-up interviews or focus group meetings to verify the study results or pose any new interview questions that arise from responses to the initial interviews (Birt et al., 2016; Iivari, 2018; McGrath et al., 2019; Zairul, 2021). The authors described that during follow-up interviews, the interview transcript can be shared with the participants to facilitate an in-person member check to discuss any questions and confirm the accuracy of the interview transcript. Several authors advised that follow-up meetings conducted after the initial interview are a valuable interactive process that facilitates feedback between researcher and participant and validation of the findings, which can ensure accuracy and credibility as well as result in new questions, new information, and new data to add to the study (DeJonckheere & Vaughn, 2019; Iivari, 2018; Zairul, 2021).

Specifically, in conducting this study, the researcher did not conduct any follow-up member interviews because the participants returned confirmation emails affirming the accuracy of their interview transcripts and the researcher did not have any new interview questions in response to the initial interviews (DeJonckheere & Vaughn, 2019; Iivari, 2018; McGrath et al., 2019; Zairul, 2021). To reduce any potential bias, it is essential to employ methods, such as member checking and follow-up interviews to ensure that other people beside the researcher are checking on the research process and actively validating the results (DeJonckheere & Vaughn, 2019; Iivari, 2018; Zairul, 2021). The researcher, who serves as the primary instrument in a qualitative study and other instruments is discussed below.

Instruments

McGrath et al. (2019) advised that in qualitative research, interviews should not be considered as informal chats with participants because in-depth semi-structured interviews are critical and powerful data collection instruments that can be used to penetrate and answer a given study's research questions. The authors emphasized that the qualitative researcher does not play a passive role in the interview process, but is instead the prime instrument, whose competencies, experiences, and abilities in the interview affect the data collection process. The instruments that were used in this qualitative, flexible design, single case study included the researcher, semi-structured interviews, interview questions, and an interview guide, which are discussed below.

The Researcher. According to Busetto et al. (2020), the qualitative researcher, as a person, cannot be separated from the research process because unlike quantitative research, qualitative research requires methodological transparency, complete reporting, and reflexivity, which involves the sensitivity of the researcher. The qualitative researcher is both the interviewer and the principal instrument of data collection and analysis, who must conduct and participate in qualitative interviews appropriately by practicing self-awareness to monitor and prevent personal bias (McGrath et al., 2019). The authors explained that qualitative researchers should employ self-reflexive bracketing practices when conducting interviews to be intentionally conscious of how one's experiences, abilities, and position might influence the questions and conversation, leading to biased results and contamination of the data.

DeJonckheere and Vaughn (2019) stated that qualitative researchers are the prime instruments conducting both the interview and the study, who must strive to balance the relational focus of the interview and the rigor of research to establish the trustworthiness of the study. The authors further described that qualitative researchers must ensure that study findings

are consistent and not influenced by personal bias with the use of bracketing that can facilitate (a) actively listening, (b) using clear language, (c) demonstrating openness to the participant's worldview, and (d) expressing empathy. Busetto et al. (2020) stated that bracketing is important for qualitative researchers, who are the instruments conducting qualitative interviews because any potential for researcher-centered bias or undue influence can impede full discovery of participants' insights and experiences and the emergence of unexpected, valuable topics.

Semi-Structured Interviews. This qualitative, flexible design, single case study was conducted using semi-structured, online participant interviews as the sole method data collection. Face-to-face semi-structured interviews are among the most common qualitative data collection methods in which participants can describe their experiences and perspectives related to open-ended and specific research questions posed (Adeoye-Olatunde & Olenik, 2021; DeJonckheere & Vaughn, 2019; Santhosh et al., 2021). To continue qualitative research and data collection through semi-structured participant interviews during the COVID-19 pandemic, the utilization of video-conferencing applications for online interviewing, such as Zoom or Microsoft Teams can provide a straightforward, convenient, and comfortable alternative to in-person interviewing (Santhosh et al., 2021). Both the Zoom and Microsoft Teams meeting applications were used to conduct qualitative interview-based data collection online because these programs support real-time audio and video screen-sharing, simultaneous recording, and secure login and data transfer (DeJonckheere & Vaughn, 2019; Lobe et al., 2020; Santhosh et al., 2021). The authors stated that online interviewing with real-time audio and video facilitates natural in-person interactions, better relational focus, meaningful interactions, and automatic data collection of open-ended data to explore participants' beliefs, thoughts, and feelings.

Appropriateness and Benefits. According to DeJonckheere and Vaughn (2019), the overall purpose of using semi-structured interviews as an instrument for data collection is to gather information-rich data from different participants who have personal experiences, attitudes, perceptions, and beliefs related to the research topic. Adeoye-Olatunde and Olenik (2021) stated that a key benefit of using semi-structured interviews in qualitative research is that interviews can be focused, while allowing the researcher flexibility. The authors explained that having the flexibility to explore other ideas related to the research that may come up during the course of an interview conversation can enhance understanding of the topic being studied. The authors argued that semi-structured interviews are the preferred method of data collection for qualitative studies because the qualitative researcher's goal is to better understand real-world issues by exploring participants' unique perspective of the problem being studied, not a generalized understanding. The authors asserted that semi-structured interviews are vital for determining qualitative sample size because qualitative research is an iterative process in which sample size is determined by data saturation of codes and themes, which is determined by the data collected through open-ended questions asked in semi-structured interviews.

Interview Questions. Santhosh et al. (2021) concurred with the importance of open-ended questions in qualitative research, stating that semi-structured interviews are critical for qualitative research because the researcher asks pre-determined, open-ended, research questions that are probing questions. The authors emphasized that qualitative researchers asking probing, open questions instead of closed or leading questions prevents missteps that could contribute to bias. DeJonckheere and Vaughn (2019) advised that a given study's research questions are the driving force of a given qualitative study because data collection begins with the qualitative interview questions, which address the qualitative research questions and asks open-ended how,

what, and why questions to explore a single concept based on multiple participants' in-depth responses. The interview questions that address the research questions, RQ1, RQ2, RQ3, and RQ4 stated in Section 1 are discussed below.

Study Interview Questions

The interview questions for this study (see Appendix F) were derived from the research questions stated in Section 1 and were incorporated into the interview guide (see Appendix G). The interview questions included (a) 15 open-ended questions for participants in leadership positions, (b) 10 open-ended questions for participants in direct-report positions, and (c) seven open-ended follow-up questions if needed, based on the answers given by the participants (see Appendix F). All of the interview questions were anchored in the literature review and addressed the research questions RQ1, RQ2, RQ3, and RQ4 and sub-questions in Section 1. All of the interview questions and related follow-up questions for participants in both leadership positions and direct-report positions were pre-determined, open-ended questions that were neutral, clear, and without any leading language (DeJonckheere & Vaughn, 2019).

All of the interview questions and related follow-up questions (a) were directly related to the information the researcher needed, (b) answered the research questions, and (c) helped the participants talk about key aspects of the research topic in an open-ended and exploratory way (DeJonckheere & Vaughn, 2019). The study's target population specified in the participant eligibility criteria presented in Table 1 and shown in green area in Figure 2, includes individuals employed in leadership positions or direct-report positions at social enterprise organizations in the United States. Accordingly, there were specific open-ended questions created for participants in leadership positions and direct-report positions (see Appendix F), who are key people-groups that are (a) central to the research problem; (b) essential to the research framework relationships;

and (c) are influenced by the concepts, theories, and constructs shown in Figure 1. Bird (2016) suggested that the interview guide questions should reflect an organized list of high-level topics and matching high-level questions. The open-ended interview questions (see Appendix F) used in the interview guide (see Appendix G) are presented below.

Research Question (RQ1). What are the leader behaviors, characteristics, and motivations that influence the process and practice of delegating tasks and responsibilities and building strong teams in successful, growing social enterprise organizations? RQ1 aimed to explore the ability and willingness of leaders within successful, growing social enterprise organizations to delegate tasks and responsibilities and build strong management teams. The interview questions for participants in leadership positions that addressed RQ1 were:

1. As a leader, what are your experiences with delegating tasks and responsibilities to your direct-reports in this social enterprise organization?
2. What are your experiences with building strong teams with your direct-reports?
3. What are the behaviors, characteristics, and motivations that you, as a leader, describe as beneficial for delegating tasks and responsibilities and building strong teams?
4. What are the behaviors, characteristics, and motivations that you, as a leader, describe as damaging to delegating tasks and responsibilities and building strong teams?

Follow-up probing questions related to the literature review and conceptual framework constructs included the importance of positive organizational impact. Pacut (2020) stated that a key factor in the development, growth, and success of social enterprises is the organizational leader's behaviors, characteristics, and motivations. The author described that the key leader behaviors, characteristics, and motivations positively related to the success of a social enterprise include (a) personal characteristics, goals, values, and beliefs, (b) involvement with stakeholders

and the local community, (c) managerial leadership, (d) management knowledge, and (e) desire to increase knowledge to promote innovativeness. The interview questions for participants in direct-report positions that addressed RQ1 were:

1. What are your experiences with performing delegated tasks and responsibilities?
2. What are your experiences with being assigned to work as part of a team?
3. What are the behaviors, characteristics, and motivations that you perceive as favorable for leaders delegating tasks and responsibilities and building strong teams?
4. What are the behaviors, characteristics, and motivations that you perceive as detrimental to leaders delegating tasks and responsibilities and building strong teams?

Follow-up probing questions related to the literature review and conceptual framework constructs included the importance of ongoing employee development. McKenna (2016) stated that delegation and team building should be constructive and involve development of individuals and teams, as opposed to mere allocation of tasks. The author explained that effective leaders should build strong management teams capable of achieving the leader's own tasks and duties, key aspects of business operations, and strategic activities to ensure continued positive social impact and economic profits during leadership transitions. An organization shaped by leadership that embraces delegation may be more productive, successful, and easier to expand because effective delegation facilitates clear communication of tasks and goals that must be achieved, leadership development, and specialization advantages (McKenna, 2016; Saebi et al., 2019).

Research Question (RQ2). What are the practical tools and resources that can help leaders within social enterprise organizations to overcome the failure to delegate tasks and responsibilities and build strong teams and progress to expanding the business successfully? RQ2 aimed to explore (a) the potential failure of leaders within social enterprise organizations in the

United States to delegate tasks and responsibilities and build strong teams, (b) the potential obstacles to delegating tasks and responsibilities and building strong teams, and (c) the leadership tools and resources that are attributable to delegating tasks and responsibilities and building strong teams successfully. The interview questions for participants in leadership positions that addressed RQ2 were:

1. What would you say was a major problem you encountered in leading this social enterprise business and what leadership practices helped to facilitate the resolution?
2. What obstacles, if any, do you face when delegating tasks and responsibilities to your direct-reports?
3. What obstacles, if any, do you face when building strong teams that include your direct-reports?
4. What are the leadership tools and resources that you use to overcome potential obstacles to delegating tasks and responsibilities and building strong teams?

Follow-up probing questions related to the literature review and conceptual framework constructs included the importance of effective leadership, Ibrahim and Daniel (2019) informed that effective leadership is vitally linked to high organizational performance because leaders' personal influence and characteristics can positively affect followers' task and goals completion, work behaviors and attitudes, and willingness to contribute. Popescu et al. (2020) emphasized that leaders in organizations of all types should have integrated skills that achieve managerial efficiency, improve overall performance, and motivate collective goals, such as creating strong, self-managed teams and delegating tasks to coordinate and empower employees. The interview questions for participants in direct-report positions that addressed RQ2 were:

1. What are the obstacles, if any, you have experienced with being delegated to perform tasks and responsibilities?
2. What are the obstacles, if any, you have experienced with being assigned to work on a team?
3. What do you believe are solutions that can help leaders overcome potential obstacles to delegating tasks and responsibilities and building strong teams?

Follow-up probing questions related to the literature review and conceptual framework constructs included the importance of effective delegation and employee development. Yaari et al. (2020) stated that delegation and the development of employees, teamwork, and management teams is especially important after a social enterprise organization is founded, stabilizes, reaches maturity, and is ready to grow. The authors explained that during all stages, and particularly the maturity-growth stage of a social enterprise's life cycle, the main leadership challenge is financial sustainability, and delegation can facilitate the constant improvement in employee development, teamwork, and commitment needed to grow the organization profitably.

Research Question (RQ3). What are the requirements for expanding social enterprise organizations? RQ3 aimed to explore the requirements for expanding a social enterprise, the distinct challenges that leaders must face, and the organization's operational readiness. The interview questions for leadership positions only that addressed RQ3 were:

1. As a leader, what are the requirements for expanding a social enterprise organization?
2. What are the challenges you face in meeting the requirements to expand this social enterprise organization?
3. What are the leadership practices you use to overcome these challenges to expand the business, while achieving growth and financial sustainability?

4. As a leader, what role does delegating tasks and responsibilities and building strong teams play in the operational readiness to expand a social enterprise organization?

Follow-up probing questions related to the literature review and conceptual framework constructs included the importance of the operational environment. Tykkyläinen (2019) averred that the usual approach to social enterprise organizational growth fails to look beyond expansion processes focused on scaling social impact and should involve a broad growth orientation that extends to the operational environment, business development, economic considerations, and financial gain. Social enterprise organizational failures can be attributed to leadership challenges with using key managerial skills needed for organizational effectiveness, such as delegating tasks and responsibilities and building strong teams, which results in failed expansion, growth, and financial sustainability (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018).

Research Question (RQ4). How do leaders within successful, growing social enterprise organizations in the United States cultivate a culture that espouses active delegation and strong team building, which is necessary to expand the business? RQ4 aimed to explore and address social enterprise organizations within the United States. The region is a boundary to narrow the focus and explore the distinct cultural contexts of social enterprises. The interview questions for participants in leadership positions that addressed RQ4 were:

1. As a leader, what type of organizational culture do you cultivate and communicate to foster collective organizational engagement that facilitates positive social change and profitable financial performance?
2. What are the commonly-shared values in this social enterprise that promote trust, commitment, and organizational success?

3. Do you believe this organization's culture supports and inspires delegation of tasks and responsibilities and empowerment of strong teams? Please explain.

Follow-up probing questions related to the literature review and conceptual framework constructs and theories included the importance of complexity leadership theory. Complexity leadership theory encourages empowerment of teams to foster a culture of shared emergent leadership that is performed by all members across an organization to enable collective learning and implementation of innovative solutions that ensure economic sustainability (Gibbons & Hazy, 2017; Mendes et al., 2016). Leaders within social enterprise organizations must be team-oriented and cultivate a culture of collective decision-making and common purpose to facilitate the integration of social and economic value and the continuation of human and economic well-being (Muralidharan & Pathak, 2018). The interview questions for participants in direct-report positions that addressed RQ4 were:

1. How would you describe the culture of this social enterprise organization?
2. What are the commonly-shared values in this social enterprise that promote trust, commitment, and organizational success?
3. Do you believe this organization's culture supports and inspires delegation of tasks and responsibilities and empowerment of strong teams? Please explain.

Follow-up probing questions related to the literature review and conceptual framework included the importance of organizational actors on culture and organizational success. Leader, direct-reports, and internal stakeholder as key people-groups that work for the social enterprise organization, and their collective personalities, traits, values, beliefs, and efforts help define the organization's culture and influence the social enterprise's business outcomes (Eskiler et al., 2016; Napathorn, 2020; Shin & Park, 2019).

The researcher used the same interview guide (see Appendix G) when interviewing all participants and paced the interview process to ensure that all of the interview questions (see Appendix F) were presented within the allotted time of 60 to 90 minutes (Adeoye-Olatunde & Olenik, 2021; Busetto et al., 2020; DeJonckheere & Vaughn, 2019). The authors advised that familiarity with an interview guide before participants' interviews can help researchers (a) focus and make necessary adjustments to questions, (b) use a conversational tone, (c) keep track of questions answered to avoid repeating a question, and (d) complete interviews within the allowed time. The specific interview guide developed for this study (see Appendix G) is discussed below.

Study Interview Guide

Constructing an interview guide can help a researcher organize a list of high-level topics and corresponding high-level questions under each topic that should be covered in participant interviews (Bird, 2016). The author described that an interview guide can help the researcher stay on track, check the questions that were answered, and monitor what topics and questions are left to be covered in the remaining allotted time. McGrath et al. (2019) advised that interview guides should be created in advance and used in test interviews with peers to explore the clarity of the interview questions.

Busetto et al. (2020) stated that an interview guide provides a list of broad topics or areas of interest with corresponding questions that can be modified across interviews. The authors described that an interview guide can facilitate and retain the flexibility of questions asked during semi-structured interviews, particularly if the focus on different blocks of questions changes or questions have to be skipped entirely because the participant is unable or unwilling to answer. Adeoye-Olatunde and Olenik (2021) advised that interview guides are essential for qualitative semi-structured interviews, which involve specific open-ended questions that address

the research objective because the interview guide can provide focus and structure for each unique interview's natural flow of conversation. The authors described that a semi-structured interview guide should include central open-ended questions along with probing follow-up questions the researcher can refer to throughout the interview, instead of closed-ended or yes/no questions typically used in quantitative analysis. The interview guide (See Appendix G) created specifically for this study is discussed below.

Study Interview Guide. To ensure reliability, the researcher used the same interview guide (see Appendix G) to interview all of the participants and pace the interview process to ensure that all interview questions (see Appendix F) were answered within the scheduled time (Adeoye-Olatunde & Olenik, 2021; Busetto et al., 2020; DeJonckheere & Vaughn, 2019). The researcher used a clean copy of the interview guide for each participant's interview and noted the date of the interview and the participant's assigned coded name to maintain confidentiality (see Appendix G). The interview guide included pre-determined open-ended interview questions (see Appendix F), comprised of (a) 15 open-ended questions for participants in leadership positions, (b) 10 open-ended questions for participants in direct-report positions, and (c) seven open-ended follow-up questions if needed, based on the answers given by the participants (see Appendix G).

The researcher recorded descriptive and reflexive notes in the interview guide during each interview, including notation of any unplanned follow-up questions that arise during the course of each participants' interview (Creswell & Poth, 2018; DeJonckheere & Vaughn, 2019). The interview guide (see Appendix G) was used during each interview to (a) achieve focus and flexibility, (b) keep track of questions answered to avoid repeating a question, (c) complete interviews within the allowed time, and (d) document researcher's reflexive thoughts (Adeoye-Olatunde & Olenik, 2021; Bird, 2016; Busetto et al., 2020). The interview guide (see Appendix

G) included an introductory and closing script to establish rapport, welcome and thank each participant, and explain the confidentiality of the interview process as well as the follow-up member checking process (Creswell & Poth, 2018). The authors emphasized that researchers should build rapport with participants to establish trust and inspire and motivate information-rich responses and insights.

Creswell and Poth (2018) emphasized that ethical issues in qualitative research include the researcher using participants to simply collect data, without showing any appreciation for their participation, which can negatively impact future participation. The authors described that the hallmark of good qualitative research is the reporting of multiple participants' perspectives that range over the entire spectrum of perspectives. McGrath et al. (2019) advised that building rapport with participants during a qualitative interview is essential because establishing comfortable interactions enables the participant to provide information-rich data and an in-depth account of experiences pertaining to the phenomenon being studied.

Data Organization Plan

Creswell and Poth (2018) described that managing and organizing qualitative data should begin at an early stage and involve (a) organization of data into digital files; (b) creation of a file naming system; and (c) development of a spreadsheet that is searchable by participant, data form, and data collection. The authors explained that data organization is critical for file management and locating files quickly and correctly. The authors also suggested that in addition to organizing files, qualitative researchers should convert the data for long-term file storage that is secure.

Vaughn and Turner (2016) emphasized that a systematic process of data organization that highlights the meaning(s) in the data is a precursor to effective qualitative data analysis. The authors described that good data organization can facilitate data interpretation and practical

methods of navigating the challenges of organizing and classifying qualitative data through the use of thematic coding. The authors also described that good data organization can facilitate the re-organization of vast amounts of textual data into meaningful themes. The authors outlined that the challenges of organizing, managing, and analyzing large amounts of qualitative data include (a) systematic organization, (b) proper data management tool selection, (c) accessible storage post analysis, (d) consistent coding, and (e) proper use of data interpretation. Data organization involves the steps from data collection through recorded online interviews, to transcription of interview recordings, to coding and analysis of interview transcripts (Busetto et al., 2020).

Watkins (2017) emphasized that prior to the data coding and data analysis phases, qualitative researchers must efficiently and effectively organize data collection as well as transcription to expedite the data analysis with streamlined coding, analysis, and reduction of data. El Hussein et al. (2016) stated that the organization of participants' experiences generated in the data affects the goal of qualitative research, which includes understanding how people make sense of their experiences. Woods et al. (2016) informed that computer-assisted qualitative data analysis software (CAQDAS), such as NVivo 12 can help qualitative researchers with data organization efforts before data analysis begins through its advanced technology applications that can facilitate investigation of conceptual relationships, differentiation of coded data by participant characteristics, and coding and retrieval of data.

Specifically, in conducting this study, the researcher's actions for effective and efficient data organization included verbatim transcription to convert Zoom and Microsoft Teams audio-recorded verbal data to typed text in Microsoft Word (da Silva Nascimento & Steinbruch, 2019; McGrath et al., 2019). The researcher used both Microsoft Excel and Microsoft Word jointly to code, sort, and structure the vast amount of unstructured qualitative data transcribed from online

interviews to organize the data for data analysis (Ose, 2016). The researcher utilized CAQDAS, such as NVivo 12 to assist with data organization and visualization and representation of the qualitative data (Salahudin et al., 2020; Woods et al., 2016). The importance of an effective file-naming system and systematic data organization, particularly with essential files generated from online interviews, transcription, and CAQDAS, such as NVivo 12, to facilitate faster and easier location of files within large qualitative databases is discussed below (Creswell & Poth, 2018).

Systematic Data Organization

Recorded Interviews. Due to the COVID-19 social distancing restrictions that prohibit in-person interviews, the participant interviews for this study were conducted online and audio-and-video recorded using the Zoom or Microsoft Teams meeting application installed on the researcher's secure password-locked computer (Dodds & Hess, 2020). The use of either Zoom or Microsoft Teams ensured (a) secure recording without third-party software, (b) secure data transfer to directly to the researcher's device, and (c) secure login to protect study data and participants' confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). Both Zoom and Microsoft Teams were ideal forms of qualitative, online, interview-based data collection because these applications supported real-time audio and video screen-sharing and simultaneous recording and data collection (Archibald et al., 2019; DeJonckheere & Vaughn, 2019; Lobe et al., 2020; Santhosh et al., 2021).

The real-time audio and video screen-sharing and simultaneous recording in Zoom or Microsoft Teams resulted in the creation of numerous data, video, and audio files with different file extensions, such as video MP4 files and audio M4A files (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). At the conclusion of each participant's interview, these file formats were securely downloaded directly to the researcher's password-locked computer, organized

systematically, and saved securely using assigned coded names to protect participants' privacy and confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). The secure and systematic data organization and storage measures used for the online interview audio and video recordings included the researcher creating backup copies and saving the files to a storage device as well as secure cloud storage for safekeeping for three years before deletion (Manti & Licari, 2018; Nusbaum et al., 2017; Young et al., 2018).

Transcription. In qualitative research, the precursor to data analysis is transcription (da Silva Nascimento & Steinbruch, 2019). The authors explained that there must be a step that is the link between data collection and data analysis because verbal data collected through in-person or online interview audio recordings must be transcribed to typed text first to prepare the data for the textual analysis. Once the informed consent process was completed (see Appendix E), the online participant interviews via Zoom or Microsoft Teams commenced with real-time audio and video screen-sharing and simultaneous recording, which resulted in the creation of audio files. Transcription was required to convert the verbal data to textual data to prepare for data analysis.

The researcher transcribed the recorded online interview conversations using verbatim transcription to produce typed text in Microsoft Word that was an exact replication of recorded verbal data (da Silva Nascimento & Steinbruch, 2019; McGrath et al., 2019). The transcribed interview transcripts were organized and saved securely using assigned coded names to protect participants' privacy and confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). Transcription facilitated systematic data organization with the creation of a document that can be organized and analyzed (Creswell & Poth, 2018).

NVivo 12. Specifically, in conducting this study, NVivo 12 was used primarily for data organization and visualization and representation of the qualitative data (Salahudin et al., 2020;

Woods et al., 2016). After the researcher transcribed the verbal data collected from participant interviews to produce interview transcripts with typed text in Microsoft Word, NVivo 12 was useful for organizing different parts of the participants' voices in the interview transcripts and finalized codebook to facilitate visualization and representation of the qualitative data. Salahudin et al. (2020) explained that researchers must continuously organize and analyze qualitative data to maximize the use of NVivo 12. The authors further explained that NVivo 12 can be used to facilitate (a) data management, importing, and folder creation; (b) data classification and attribute entry; (c) data coding and theme creation; and (d) data and thematic analysis.

All of the research records, which included the participants' consent forms, Zoom or Microsoft Teams interview audio and video files, interview guides, interview transcripts, and various NVivo 12 text and graphics files were organized systematically and saved and stored securely with assigned coded names only. The document containing the origin and assignment of the participants' coded names was stored in a secure file separate from all other research files to ensure the protection of participants' privacy and anonymity (Santhosh et al., 2021). The authors further advised that all research study information should be organized and stored separately from other non-research files for safekeeping and restricted access.

For safekeeping, all of the files related to this research study were stored securely and separately from other non-research files for safekeeping and restricted access (Santhosh et al., 2021). Access to any files pertaining to this study is restricted to the researcher only. Vaughn and Turner (2016) advised that maintaining consistency in coding and file-naming systems can facilitate storing data more accessibly and searching data more readily.

Summary of Data Collection and Organization

The data collection and data organization plan provided an overview of what data were collected, the plan to collect the data, and why the data collection plan was appropriate for this research study. According to Creswell and Poth (2018), qualitative data collection, management, and organization is typically focused on the type of data needed and the typical process required to gather the data, such as conducting interviews and making observations. However, the authors emphasized that there are several important components and phases involved in data collection, which a qualitative researcher must be cognizant of and engage in to gather data ethically and appropriately. According to McGrath et al. (2019), one of the major difficulties with qualitative research is that data from qualitative data collection is generated very quickly, which leads to a large amount of data that must be managed and organized very quickly.

Creswell and Poth (2018) advised that data collection involves a progression of related activities aimed at collecting useful information that can answer a given study's research questions. The authors stated that a qualitative researcher should consider seven activities involved in the process of collecting data, which include (a) locating a study site, (b) gaining permissions, (c) sampling purposefully, (d) collecting data, (e) recording data, (f) minimizing field issues, and (g) storing data securely. The authors emphasized that regardless of the qualitative approach to inquiry and data collection, all qualitative researchers must attend to ethical considerations. The data collection activities the researcher employed to conduct this qualitative, flexible design, single case study followed the progression of the seven inter-related activities discussed by the authors, which included (a) obtaining IRB approval, (b) locating a site, (c) gaining permissions, (d) sampling purposefully, (e) collecting data, (f) recording information, and (g) storing data securely.

All seven of these inter-related data collection activities were discussed in detail, with references to the supplemental documents related to the IRB approval process, which included Appendix A, Appendix B, Appendix C, Appendix D, Appendix E, Appendix F, Appendix G, and Appendix H. Obtaining IRB approval (see Appendix H) was discussed as the first step in data collection for this study because individuals' participation is required to conduct interviews and collect qualitative data. Asiamah et al. (2017) stated that qualitative researchers must collect data from study participants to contribute to academic knowledge. Creswell and Poth (2018) stated that prior to beginning qualitative data collection, a required activity the researcher must be cognizant of and contend with is seeking and gaining IRB approval to conduct the study. The actions the researcher took to begin the field study and conduct online interviews began with the first step in conducting research ethically, which is seeking and gaining written IRB approval (social enterprise Appendix H) to begin (a) participant recruitment, (b) participant consent, and (c) participant interviews (DiGiacinto, 2019).

Specifically, in conducting this qualitative, flexible design, single case study, the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. Regarding the data collection activity of locating a site, the location site for this study involved a bounded system, such as a process, activity, event, or organization (Creswell & Poth, 2018). Regarding the data collection activity of gaining permissions, gaining permissions for this study involved the researcher requesting permission from numerous social enterprise organizations across the United States to utilize their staff list to invite potential participants to join this study (see Appendix A). Once the researcher received signed permission response letters (see

Appendix B) from organizational gatekeepers granting permission and the information to contact their staff regarding participation in this study, potential participants were sent invitation letters (see Appendix C) to join this study on a volunteer-basis and contact the researcher to schedule an interview. As potential participants accepted invitations to join the study their interviews were scheduled and the researcher sent confirmation emails with meeting details and the IRB-stamped consent form (see Appendix E) for the participants to sign and return to the researcher prior to the interview.

Regarding the data collection activity of sampling purposefully, purposive sampling was used to identify the participants most qualified, willing, and available to include in the study sample. This study's sample population was based on the parameters specified in the participant eligibility criteria shown in Table 1, population, sampling method, and sample frame shown in Table 2, and study population refinement for sampling shown in Figure 2 (Asiamah et al., 2017; Etikan et al., 2016; Vasileiou et al., 2018). Regarding the data collection activity of collecting data, all of the data for this qualitative, flexible design, single case study was collected solely through online, semi-structured interviews. The researcher conducted 20 online interviews using the Zoom or Microsoft Teams application, depending on the participants' preference, as an alternative to in-person qualitative data collection and inquiry.

Regarding the data collection activity of recording information, all participant interviews were conducted online and audio-and-video recorded using either the Zoom or Microsoft Teams video-conferencing applications. Both Zoom and Microsoft Teams provided immediate audio and video recordings to facilitate immediate data collection, without a third-party and secure login to ensure protection of collected data and participants' confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). Regarding the data collection activity of storing

data securely, the use of either Zoom or Microsoft Teams ensured secure data transfer to save and store the interview recordings directly to the researcher's password-locked computer, storage drive, and cloud storage as well as secure login to protect access to any data stored and participants' privacy (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021).

The researcher responsibly managed how the study data were collected and stored by using the secure location of the researcher's home. The researcher's office was locked at all times to keep all of the study files safe by restricting access to the researcher only (Creswell & Poth, 2018; Zahle, 2017). The researcher created backup copies and saved all research-related files to a secure storage device as well as secure cloud storage for safekeeping for three years before deletion (Manti & Licari, 2018; Nusbaum et al., 2017; Young et al., 2018).

Following completion of the initial interviews and verbatim transcription, follow-up member checking was performed to provide participants with the opportunity to read their interview transcripts and check for accuracy (Birt et al., 2016; McGrath et al., 2019; Young et al., 2018). Member checking can be performed by the researcher (a) returning a paper copy of interview transcripts to participants for review and agreement, (b) conducting follow-up member check interviews to have a shared discussion about the interview transcripts, and (c) holding member check focus group meetings to verify study results (Birt et al., 2016; McGrath et al., 2019). The instruments that were used in this qualitative, flexible design, single case study included (a) the researcher, (b) semi-structured interviews, (c) interview questions (see Appendix F), and (d) an interview guide (see Appendix G). The qualitative researcher, as a person, could not be separated from the interview process because unlike quantitative research, qualitative research requires methodological transparency, complete reporting, and reflexivity, which involves the sensitivity of the researcher (Busetto et al., 2020).

Data collection through semi-structured participant interviews during the COVID-19 pandemic was facilitated by the utilization of both Zoom and Microsoft Teams online meeting applications, which provided a secure, straightforward, convenient, and comfortable alternative to in-person interviewing (Santhosh et al., 2021). The interview questions for this study (see Appendix F) were derived from the research questions stated in Section 1 and were incorporated into the interview guide (see Appendix G). The interview questions included (a) 15 open-ended questions for participants in leadership positions, (b) 10 open-ended questions for participants in direct report positions, and (c) seven open-ended follow-up questions if needed, based on the answers given by the participants (see Appendix F).

The same interview guide (see Appendix G) was used throughout this study during all participants' interviews to (a) ensure reliability, (b) achieve focus and flexibility, (c) keep track of questions asked and answered to avoid repetition, (d) complete interviews within the allowed time, and (e) document the researcher's reflexive thoughts (Adeoye-Olatunde & Olenik, 2021; Bird, 2016; Busetto et al., 2020). The interview guide (see Appendix G) included an introductory and closing script to establish rapport with the participants and explain the confidentiality of the interview process as well as the follow-up member checking process (Creswell & Poth, 2018). The authors reminded that researchers should build rapport with participants to establish trust and inspire information-rich responses and insights. The data organization plan concluded this section before the presentation of detailed discussions that addressed the topic of data analysis.

Creswell and Poth (2018) described that managing and organizing qualitative data should begin at an early stage and involve (a) organization of data into digital files; (b) creation of a file naming system; and (c) development of a spreadsheet that is searchable by participant, data form, and data collection. The authors explained that data organization is critical for file management

and locating files quickly and correctly. The authors advised that in addition to organizing data, qualitative researchers should convert the study data for long-term file storage that is secure.

Vaughn and Turner (2016) emphasized that the challenges of organizing and managing sizeable amounts of qualitative data collected include (a) systematic organization, (b) appropriate data management tool selection, (c) consistent coding, (d) appropriate use of data interpretation, and (e) accessible storage after analysis.

The researcher's actions for appropriate and effective data organization included verbatim transcription to convert Zoom and Microsoft Teams audio-recorded verbal data to typed text in Microsoft Word (da Silva Nascimento & Steinbruch, 2019; McGrath et al., 2019). In qualitative research, the precursor to data analysis is transcription (da Silva Nascimento & Steinbruch, 2019). The researcher used both Microsoft Excel and Microsoft Word jointly to code, sort, and structure the vast amount of unstructured qualitative data transcribed from online interviews to organize the data for data analysis (Ose, 2016). The researcher used the textual data in all of the participants' interview transcripts as well as the finalized codebook (see Figure 5) to import data into NVivo 12 to assist with visualization and representation of the qualitative data (Salahudin et al., 2020; Woods et al., 2016).

This section on data collection and organization concluded with detailed discussions regarding the importance of developing a good file-naming system and applying systematic data organization throughout the study. Creswell and Poth (2018) advised that good file-naming and systematic data organization of the essential files generated after each online interview and subsequent transcription can facilitate faster and easier location of different files within large qualitative databases needed for data analysis. The topic of data analysis is discussed below.

Data Analysis

According to Creswell and Poth (2018), qualitative researchers often make the mistake of thinking that data analysis is limited to approaches for text analysis and image data analysis, but there are many distinct data analysis activities required to prepare for analysis and understanding of the vast amount of data generated by qualitative research. The authors stated that there are five stages of data analysis that qualitative researchers must contend with to analyze the vast amount of information that emerges after data collection has ended. The authors described that there are five data analysis spiral activities necessary to prepare the qualitative data collected for analysis and presentation of detailed and displayed account of findings. These five data analysis spiral activities include (a) managing and organizing data, (b) reading and memoing emergent ideas, (c) describing and classifying codes into themes, (d) developing and assessing interpretations, and (e) representing and visualizing data, all of which are discussed in detail below.

Managing and Organizing Data

The analytic strategies involved in the data analysis spiral activity of organizing and managing data that the researcher engaged in included preparing files and ensuring continuous and secure file storage (Creswell & Poth, 2018). The authors informed that converting data for long-term storage and organizing files can facilitate positive analytic outcomes, such as creating a long-term file storage plan, a good system for naming files, and an organized database of files and interview recordings. The researcher managed and organized the data first before moving in the spiral of data analysis to breaking the data apart by reading and memoing emergent ideas. The authors described that it is important for qualitative researchers to start the spiral of data analysis of collected data by first organizing the data with an organized naming and filing system

for files and recordings of the interviews before getting a sense of the whole database with the process of reading, memoing, and summarizing emergent ideas.

Organized Naming and Filing. There was just one exclusion criterion for this study. The sole exclusion criterion for this study was the lack of signed informed consent (Biros, 2018; Dalpé et al., 2019; Lee et al., 2020; Manti & Licari, 2018). If the exclusion criterion of lack of signed informed consent applied to any potential participant, the result would be exclusion from the study and the scheduled interview could not occur. Specifically, in conducting this study, there were not any potential participants, who were scheduled for interviews that did not sign and return the IRB-stamped consent form (see Appendix E) to the researcher before the interview took place. The exclusion criterion as well as the four inclusion criteria is presented in Table 1.

Once a potential participant returned their signed copy of the IRB-stamped consent form (see Appendix E), all of the participant eligibility criteria requirements for this study (see Table 1) were confirmed. The confirmed study participants were assigned a coded name and thereafter, all of the research materials that pertained to a participant was named, saved, and securely stored using their corresponding specified coded name only. The document containing the origin and assignment of the participants' coded names was stored in a secure file separate from all other research files to ensure and protect participants' privacy and anonymity (Santhosh et al., 2021).

Emergent Ideas

The analytic strategies involved in the data analysis spiral activity of reading and memoing emergent ideas that the researcher engaged in included (a) memoing when reading transcripts, (b) thinking reflexively about the data, and (c) integrating and summarizing memos (Creswell & Poth, 2018). The authors informed that prioritizing memoing and developing a system for memo organization and memo-sorting facilitates positive analytic outcomes, such as

early analysis and evolution of codes and development of themes across files. The researcher wrote memos, took notes, and thought reflexively when reading interview transcripts to break the data apart by reading and memoing emergent ideas before moving to the data analysis spiral activity of describing and classifying codes into themes. The authors described that it is essential for qualitative researchers to start the five stages of data analysis of collected data by organizing the data and getting a sense of the whole database with the process of reading, memoing, and summarizing emergent ideas before describing and classifying codes into themes.

Memo-writing is a reflexive practice that persuades qualitative researchers to be mindful of and manage their personal subjectivities and biases during data collection and analysis (Lisi, 2016). The author suggested that memoing also helps the qualitative researcher (a) reflect on the data, (b) capture connections, (c) make meanings, and (d) operationalize codes and categories. DeJonckheere and Vaughn (2019) stated that immediately after each participant interview, the qualitative researcher should begin memoing and reflecting on both the interview process and the data generated from the interview to recall particular moments with sufficient detail, create a running list of thoughts, and improve the quality of future interviews. Daily memoing with the date, place, time, and context noted, facilitates the researcher being constantly engaged with and reflecting on the data gathered (Ravindran, 2019).

Coding Themes

The analytic strategies involved in the data analysis spiral activity of describing and classifying codes into themes that the researcher engaged in included (a) developing a list of codes for themes, (b) creating descriptions of themes, and (c) classifying by looking for themes and categories (Creswell & Poth, 2018). The authors informed that coding facilitates positive analytic outcomes, such as making sense of the text collected from interviews, creating a

finalized codebook, and capturing emergent themes. The researcher used memoing to track the development of ideas, which helped to capture and uncover information based on intuition to make a codebook, before moving to the data analysis spiral activity of developing and assessing interpretations. The authors described that it is important for qualitative researchers to make a final codebook by describing and classifying codes into themes before beginning the process of developing and assessing interpretations.

The coding process facilitated practical analysis of qualitative text data that is dense and disparate by coding data segments related to a specific topic of interest and retrieving enough data to find emerging ideas, such as sentence segments that refer to a specific research question (Elliott, 2018). Busetto et al. (2020) explained that analysis of data collected through participant interviews requires that the recorded interviews first be transcribed into transcripts, which are then coded with short descriptors of the sentence contexts. The author explained that coding makes the raw data easier to extract, sort, examine, synthesize, summarize, and categorize to develop patterns and themes. Rogers (2018) emphasized the value of re-coding a second time as a self-reflexive practice that can help the researcher re-organize, re-analyze, and compare the data that was coded the first time to determine if any personal biases occurred and change, add, or drop codes to develop emergent patterns, categories, and themes for the study.

Interpretations

The analytic strategies involved in the data analysis spiral activity of developing and assessing interpretations that the researcher engaged in included interpreting the data by relating categories and making sense of the data using diagramming to represent relationships among concepts (Creswell & Poth, 2018). The authors described that making sense of the data through patterns, themes, and categories generated by analysis can facilitate positive analytic outcomes.

The authors further described that positive analytic outcomes include progressing from the development of codes, to the formation of themes, to the organization of themes, to making sense of the larger meaning of the data.

The researcher completed data analysis of the collected data by developing and assessing interpretations to determine what is meaningful in the patterns and themes developed in the data before the final data analysis spiral activity of representing and visualizing the data. The authors stated that qualitative researchers should complete data analysis of collected data by describing and classifying codes into themes and developing and assessing interpretations to facilitate the process of representing and visualizing the data to present a detailed and displayed account an account of findings. The final data analysis spiral activity of representing and visualizing the data is discussed below.

Data Representation

The analytic strategies involved in the final data analysis spiral activity of representing and visualizing the data that the researcher engaged in included creating a point of view by creating matrices, trees, and models and displaying the data to present an account of the findings (Creswell & Poth, 2018). The authors described that creating a visual image of the study data that displays themes, categories, and data patterns, such as a hierarchical tree diagram can facilitate positive analytic outcomes such as representing the data using innovative styles of data displays, including analyses of metaphors. The authors further described that it is important for qualitative researchers to develop and assess interpretations before starting the final process of representing and visualizing the data to present a detailed and displayed account of findings.

The researcher engaged in establishing a picture or display of data patterns, themes, or ranges, such as a hierarchical tree diagram to present metaphors to analyze the data. Specifically,

in conducting this study, NVivo 12 was useful for visualization and representation of the qualitative data. Robson and McCartan (2016) asserted that it is important for qualitative researchers to use diagrams because diagramming displays a graphic of central elements that support and inform the study.

Analysis for Triangulation

Qualitative research has historically been questioned for its validity, but the use of validation strategies such as triangulation can minimize researcher bias, confirm that the study findings are objective, and verify that participants' perspectives and experiences are accurately reflected, which can improve the trustworthiness of qualitative findings (Forero et al., 2018). Several authors argued that the characteristics of a qualitative method invite criticism related to (a) researcher bias, (b) lack of codified design, (c) lack of scientific and academic rigor, (d) lack of objectivity, and (e) lack of customary criteria to collect the data and verify the study findings (Creswell & Poth, 2018; da Silva Santos et al., 2020; Yin, 2018). Triangulation is a research validation strategy that the researcher used in this study to document consistency in qualitative findings using multiple sources to (a) mitigate bias, (b) enhance objectivity, and (c) establish the legitimacy of the data and study findings (da Silva Santos et al., 2020; Farquhar et al., 2020). The authors described that the four primary types of qualitative triangulation that can be found in the literature include (a) investigator triangulation, (b) theory triangulation, (c) method triangulation, and (d) data triangulation. These four qualitative triangulation types and an analysis of which type is most appropriate for the triangulation of this study's interview data is discussed below.

Investigator Triangulation. Investigator triangulation can be used for correlating the findings and mitigating the bias from multiple researchers when different researchers observing the same data may disagree with one another's interpretation (Fusch et al., 2018). Investigator

triangulation facilitates better control of researcher bias by requiring multiple researchers to collect and analyze the same data in a given research process (Moon, 2019). When multiple researchers in a given study are involved in the decision-making and collection, analysis, and interpretation of the same data, the entire research design is reinforced and can be intensified to include external peer review of inferences, coding, and conclusions (Farquhar et al., 2020).

Investigator triangulation addresses subjective distortions arising from one researcher exploring, collecting, analyzing, and correlating data by allowing multiple investigators to mitigate bias by (a) exploring a given study problem, (b) gaining a wider theoretical view, and (c) observing the same data (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019).

Appropriateness for Interview Data. Investigator triangulation was not selected to conduct analysis for the triangulation of the interview data because its key aspects are not proper for triangulation of the specific problem studied. Investigator triangulation mitigates bias by using different researchers to observe the same study to minimize subjective distortions that can occur with the interpretation of just one researcher (da Silva Santos et al., 2020). Investigator triangulation involves using multiple researchers to strengthen the validity and credibility of the entire study by observing the same data and correlating and comparing the findings to mitigate researcher bias and minimize subjective distortions (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). The specific problem studied involved the researcher only and was not focused on employing multiple investigators to correlate the findings or collect, analyze, and interpret the data to mitigate researcher bias.

Theory Triangulation. Theory triangulation focuses on viewing the data through a theoretical lens and applying different theories and angles to enhance interpretation of the data, discover or create new theories, and expand the researcher's theoretical perspective (da Silva

Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Theory triangulation is used to correlate multiple different, alternative, and contradictory theories that can be applied to a raw data set to widen the researcher's theoretical lens and increase knowledge to support and build a new theory (Fusch et al., 2018). In theory triangulation, the researcher ponders more than one theory and perspective to help guide the implementation of the research study, the research design, and the interpretation of the research data (Moon, 2019). Theory triangulation embraces the use of more than one disciplinary or theoretical perspective during the process of interpreting study findings in an effort to foster theory-extension or theory-building (Farquhar et al., 2020).

Appropriateness for Interview Data. Theory triangulation was not be selected to conduct analysis for the triangulation of the interview data because its key aspects are not appropriate for triangulation of the specific problem studied. Theory triangulation involves interpretation of a research event using different and multiple theories and angles to gain further knowledge and understanding about the study (da Silva Santos et al., 2020). Theory triangulation involves viewing the data through a theoretical lens and applying multiple and different theories and disciplinary perspectives to enhance the interpretation of the data, discover new theories, and expand the researcher's theoretical perspective (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). The specific problem studied was not focused on viewing the data through a theoretical lens or applying different theories and disciplinary perspectives to discover new theories about the study and expand the researcher's theoretical perspective.

Method Triangulation. Method triangulation focuses on obtaining data from different data collection methods in the following two ways: within one data collection method, which is referred to as within-method triangulation or across different data collection methods, which is referred to as between-method triangulation (da Silva Santos et al., 2020; Farquhar et al., 2020;

Fusch et al., 2018; Moon, 2019). Within-method involves triangulation within a selected data collection method in a given study, such as qualitative interviews, qualitative surveys, and qualitative focus groups (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018). Between-method involves triangulation using a mixed methods approach across different data collection methods in a given study by combining both quantitative and qualitative data collection methods, such as employing qualitative interviews and quantitative numerical surveys (da Silva Santos et al., 2020; Farquhar et al., 2020). Method triangulation can be used for correlating data from multiple data collection methods within one method and specific design, such as a flexible design using different qualitative data collection methods or across different methods and multiple designs, such as a mixed methods design using quantitative and qualitative methods (Fusch et al., 2018).

Appropriateness for Interview Data. Method triangulation was not be selected to conduct analysis for the triangulation of the interview data because its key aspects are not appropriate for triangulation of the specific problem studied. Method triangulation can be used for correlating data from multiple data collection methods either within one method and specific design, such as a flexible design using different qualitative data collection methods or across different methods and multiple designs, such as a mixed methods design using both quantitative and qualitative methods (Fusch et al., 2018). Method triangulation is sub-divided into within-method, which engages intra-method validation and between-method triangulation, which engages inter-method validation; which differ in level of detail, benefit, and presentation (da Silva Santos et al., 2020; Farquhar et al., 2020). The specific problem studied was not focused on correlating data from multiple data collection methods or across different methods and multiple designs, such as a mixed methods design using both quantitative and qualitative methods.

Data Triangulation. Triangulation of the interview data for this qualitative, flexible design, single case study was achieved using data triangulation. Data triangulation focuses on obtaining data from multiple data sources within a single data collection method in any given study, such as qualitative in-depth interviews with leaders, qualitative in-depth interviews with leaders' direct-reports, and qualitative in-depth interviews at different times with both leaders and direct-reports within different social enterprise organizations in different locations in the United States (da Silva Santos et al., 2020; Fusch et al., 2018). A distinctive feature of data triangulation is the correlation of time, space, and people to produce different data points of the same event that can uncover any similarities within dissimilar settings that may exist and achieve a more robust perspective (Creswell & Poth, 2018; Fusch et al., 2018; Moon, 2019; Yin, 2018). Data triangulation is used for correlating people, time, and space to explore ongoing events by generating data from different sources using one method, which should not be viewed as data generated from different methods because each data point is a different point of the same event (Fusch et al., 2018).

Jentoft and Olsen (2017) advised that using a case study approach and semi-structured interviews to explore a contemporary issue within its real-life context results in more variables of interest than data points, which necessitates reliance on multiple sources of evidence to converge in a triangulating manner. The authors stated that using a combination of both semi-structured interviews and data triangulation can play a critical role in ensuring rich data and the validity of the findings because data triangulation informs the research topic from different participants' perspectives and semi-structured interviews provide depth through the establishment of trust and rapport between the researcher and the participant. McGrath et al. (2019) reiterated that building rapport with participants during a qualitative interview is essential because establishing

comfortable interactions enables the participant to provide information-rich data and an in-depth account of experiences pertaining to the phenomenon being studied.

Appropriateness for Interview Data. Data triangulation was selected to conduct analysis for the triangulation of this study's interview data because its key aspects are appropriate for triangulation of the specific problem studied. Collecting data from different sources using a single method, such as the single qualitative method of interviewing different people, in different organizational positions, at different times, in different places, instead of collecting data using multiple methods from a single source offers a broader perspective that strengthens the validity of the study (Farquhar et al., 2020). Data triangulation correlated different data sources that can be produced with different people at different times in different places to (a) produce many data points of the same event, (b) reveal any similarities within dissimilar settings, and (c) increase the internal validity of the findings (da Silva Santos et al., 2020; Fusch et al., 2018; Moon, 2019).

Correspondingly, the specific problem studied involved the correlation of different qualitative data sources that can be produced with different participants, at different times, in different places, to produce different data points of the same event, reveal any similarities within dissimilar settings, and increase the internal validity of the findings. As shown in Table 1, the participant eligibility criteria for this study included the four inclusion criteria of (a) adults age 18 and older, (b) geographic region within the United States, (c) individuals employed in leadership or direct report positions at social enterprise organizations, and (d) individuals who are both willing and available to participate in a 60- to 90-minute recorded online interview. Data triangulation was achieved by conducting semi-structured, in-depth, qualitative interviews online with different individuals, performing different functions, working in different social enterprise organizations, in different locations in the United States to collect a broad source of qualitative

data that contributes to the credibility and confirmability of the findings (da Silva Santos et al., 2020; Fusch et al., 2018).

Purposive sampling facilitated the researcher's deliberate selection of sample participants most qualified, willing, and available (see Figure 2) to include in the study sample based on the participant eligibility criteria shown in Table 1 and research time-frame of three weeks for completion of the online interviews (Asiamah et al., 2017; Etikan et al., 2016; Vasileiou et al., 2018). The focus of the specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. Data triangulation was used to (a) collect qualitative data that was accurate and not from a single data source, (b) acquire corroborating evidence that increased the validity of the findings, and (c) improve the rigor of the research to achieve trustworthy qualitative findings (Creswell & Poth, 2018; Farquhar et al., 2020; Fusch et al., 2018).

Summary of Data Analysis

According to DeJonckheere and Vaughn (2019), the data analysis strategy for a given qualitative study should be developed during the planning stages because data analysis occurs concurrently with data collection. The authors explained that a data analysis strategy is necessary for the researcher to take notes, modify data collection procedures, and write reflective memos throughout the data collection process. From a different perspective, Creswell and Poth (2018) asserted that qualitative researchers typically make the mistake of thinking that data analysis is limited to approaches for text analysis and image data analysis, but there are many distinct data analysis activities required to prepare for analysis and understanding of the vast amount of data generated by qualitative research. The authors described that there are five stages of data analysis

that qualitative researchers must contend with to analyze the vast amount of information that will emerge after data collection has ended. The authors described that there are five stages of data analysis activities necessary to prepare the data collected for analysis and present a detailed and displayed account of findings. The five stages of data analysis described by the authors included (a) managing and organizing data, (b) reading and memoing emergent ideas, (c) describing and classifying codes into themes, (d) developing and assessing interpretations, and (e) representing and visualizing data. The research employed these five data analysis spiral activities.

The researcher managed and organized the data first before breaking the data apart by reading and memoing emergent ideas. The researcher wrote memos, took notes, and applied reflexive thinking when reading interview transcripts to break the data apart by reading and memoing emergent ideas before describing and classifying codes into themes. The researcher used memoing to track the development of ideas, which facilitated capturing and uncovering information based on intuition to make a finalized codebook before the process of developing and assessing interpretations.

The researcher interpreted the data by reflecting on what is meaningful in the themes generated in the data before completing the final data analysis activity of representing and visualizing the data to present a detailed and displayed account of findings. The researcher established a picture or display of data patterns or ranges, such as a hierarchical tree diagram to present metaphors to analyze the data. Creswell and Poth (2018) stated that it is important for qualitative researchers to start the spiral of data analysis of collected data by organizing the data and reading, memoing, and summarizing emergent ideas to get a sense of the entire database. The authors described that the next progression data analysis activities include (a) developing a final codebook by describing and classifying codes into themes, (b) developing and assessing

interpretations, and (c) representing and visualizing the qualitative data to present a detailed and displayed account of findings using matrix displays and metaphors.

Data triangulation was used to increase the internal validity of this study's qualitative findings (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). The authors described that data triangulation is focused on obtaining data from multiple and different data sources within a single data collection method in any given study, such as the qualitative method of data collection that was used in this study, which can increase the reliability, validity, and dependability of this study's findings. Data triangulation was achieved by using the single qualitative data collection method of semi-structured, online interviews to collect data from multiple data sources, such as different individuals performing different functions in leadership and direct-report positions, working in different social enterprise organizations, in different locations across the United States (da Silva Santos et al., 2020; Fusch et al., 2018). A distinct feature of data triangulation is the correlation of time, space, and people to produce different data points of the same event that will lead to uncovering any similarities within dissimilar settings that may exist to achieve a more robust perspective (Farquhar et al., 2020; Fusch et al., 2018).

Jentoft and Olsen (2017) suggested that using a combination of both semi-structured interviews and data triangulation can ensure rich data and the validity of the findings. The authors explained that data triangulation broadens the analysis by informing the research topic from different participants' perspectives and the semi-structured interviews provide depth through the establishment of trust and rapport between the researcher and the participant. The detailed discussion of how the researcher conducted analysis for the triangulation of this study's interview data concluded this section. The final topics of this section, which include reliability, validity, and bracketing are discussed below.

Reliability and Validity

Qualitative research has historically been questioned for its validity, but the use of validation strategies such as triangulation can minimize researcher bias, confirm that the study findings are objective, and verify that participants' perspectives and experiences are accurately reflected, which can improve the trustworthiness of qualitative findings (Forero et al., 2018). A qualitative method is characterized by interpretation that is subjective, lacks routine criteria, and has potential for researcher bias (Abutabenjeh & Jaradat, 2018; Salvador, 2016). Gupta et al. (2020) asserted that reliability and validity is critical in all types of research, and for qualitative research in particular, reliability is the result of validity of the study, which is established with techniques such as content analysis of in-depth interviews to ensure reliability of themes. Bradshaw et al. (2017) underscored that the integrity and impartiality of a research study from inception to conclusion requires the researcher to keep a constant focus on and commitment to demonstrating objectivity, validity, and trustworthiness.

A qualitative method draws constant criticism related to (a) researcher bias, (b) lack of objectivity, (c) lack of codified design, (d) lack of scientific and academic rigor, and (e) lack of customary criteria to collect the data and verify the study findings (Creswell & Poth, 2018; da Silva Santos et al., 2020; Ebneyamini & Moghadam, 2018; Yin, 2018). Cumyn et al. (2019) argued that an understanding of how a researcher performs their role and responsibility when conducting qualitative research is paramount because the ethical conduct of research, with transparency, integrity, and honesty, both scientifically and ethically depends on the researcher's mindset. Aspers and Corte (2019) and Salvador (2016) echoed the importance of the researcher's role, stating that the typical features of the qualitative research process in particular, such as

subjective interpretation and lack of evaluation criteria, presents questions of bias, validity, and rigor, which makes the both researcher and the research more vulnerable to ethical scrutiny.

This section examines how reliability, validity, and bracketing were ensured in this study. The researcher's role in ensuring reliability to include credibility, transferability, dependability, and confirmability is discussed. Validity is discussed to include bracketing, triangulation, and saturation. The bracketing techniques employed to address bias in this study is also examined.

Reliability

Establishing the reliability of the research required the researcher to demonstrate the credibility of this study based on criteria, such as whether the results of this study represented the data accurately and showing transferability required the researcher to show that the findings of this study are applicable to other contexts and settings as well (DeJonckheere & Vaughn, 2019). The researcher ensured the reliability of this study by mitigating any bias implied in the findings through bracketing, data triangulation, memoing, and self-reflexive thinking throughout the research. The authors stated that qualitative researchers can ensure the reliability of their study by mitigating any bias implied in the findings to achieve confirmability and confirming that the study findings are sustainable and consistent over time to establish dependability. The researcher showed the reliability, credibility, validity, and transferability of the results of this study, which are applicable to other contexts and settings, through the discussions in both the presentation of findings and the application to professional practice in Section 3. The application to professional practice section provides detailed discussions related to potential application strategies that organizations can use to leverage the findings of this study.

Establishing transferability involved the researcher demonstrating that the study findings have meaning to others in similar situations, contexts, and setting and ensuring confirmability

involved systematic recording of data sources and analytical procedures to create an audit trail of research findings that others can follow to reach the same conclusions (El Hussein et al., 2016).

The researcher ensured credibility by conveying a faithful and vivid description of the problem that was studied so that individuals who had the same experience or were in the same conditions could recognize it as their own. The authors suggested that a qualitative researcher can prove the trustworthiness of their study based on the level of confidence in the data and findings, which is exemplified by the degree of credibility, confirmability, and transferability demonstrated. The researcher showed the credibility, dependability, transferability, and reliability of the findings of this study, which have meaning to others in similar situations, contexts, and setting, through the detailed discussions in both the presentation of findings and the application to professional practice in Section 3. The application to professional practice section provides discussions that describe how the findings of this study can be used to improve general business practice.

Explanations of other ways the researcher ensured reliability in this study to include credibility, transferability, dependability, and confirmability, which includes semi-structured interviews, interview guide, member checking, codes, and NVivo 12 is discussed below.

Semi-Structured Interviews. Semi-structured, in-person interviews are among the most common qualitative data collection methods in which participants can describe their experiences and perspectives related to open-ended research questions posed (DeJonckheere & Vaughn, 2019; Santhosh et al., 2021). Robson and McCartan (2016) concurred with the importance of open-ended research questions in qualitative studies, stating that qualitative researchers can define success in terms of whether the research study will provide reliable answers to the research questions asked. Qualitative researchers normally rely on well-known data collection methods such as in-person participant interviews to obtain in-depth information, but COVID-19

social distancing guidelines require that in-person interviews be changed to an online interview (Dodds & Hess, 2020; Lobe et al., 2020).

Semi-structured, online interviews were used to ensure reliability in this qualitative, flexible design, single case study. Semi-structured online interviews ensured the reliability and validity of this study because the truthful representation of the participants' experiences and voices demonstrated the quality of the data and rigor of the research (Bradshaw et al., 2017). Haven and Van Grootel (2019) stated that qualitative data are in the form of oral or written language and the qualitative processes of data collection, preliminary data inspection, and combining data are emergent and iterative, which can strengthen the validity and rigor of the study.

Interview Guide. The researcher ensured reliability through the use of the same interview guide (see Appendix G) throughout the study for all participants' interviews. The interview guide provided interview questions and follow-up questions (see Appendix F) for participants in both leadership positions and direct-report positions that were pre-determined, open-ended questions that are neutral, clear, and devoid of any leading language (DeJonckheere & Vaughn, 2019; Robson & McCartan, 2016). The researcher used the same interview guide (see Appendix G) to interview all participants and pace the interview process to ensure that all interview questions (see Appendix F) were addressed within the scheduled time (Adeoye-Olatunde & Olenik, 2021; Bird, 2016; Busetto et al., 2020; DeJonckheere & Vaughn, 2019).

The researcher used a clean copy of the same interview guide for each participant's interview, with the date of the interview and the participant's coded name noted on the cover page (see Appendix G). The interview guide incorporated the pre-determined open-ended interview questions (see Appendix F) developed by the researcher, which were derived from the

research questions presented in Section 1. The interview questions included (a) 15 open-ended questions for participants in leadership positions, (b) 10 open-ended questions for participants in direct-report positions, and (c) seven open-ended follow-up questions if needed, based on the answers given by the participants (see Appendix F). The pre-determined nature of the interview questions (see Appendix F) and the consistent protocol across all participants of using the same interview guide (see Appendix G) for all interviews ensured the reliability of this study because of the standardization across all participants for all interviews (Robson & McCartan, 2016).

Member Checking. Member checking was used to ensure reliability in this study. Birt et al. (2016) and McGrath et al. (2019) stated that in qualitative research, which is data-driven, the process of member checking can be used to check for accuracy of the interview transcript. The authors described that member checking is a validation process that invites participants to check and approve the researcher's interview transcripts, which can increase the trustworthiness and credibility of a qualitative study. A member check conducted after the initial interview is an interactive process that facilitates feedback between the researcher and participant and validation of the findings, which can result in new questions, new information, and new data to add to the study (DeJonckheere & Vaughn, 2019; Iivari, 2018; Zairul, 2021). Iivari (2018) informed that member checking is a valuable validation process that invites participants verify the researcher's interview transcripts to increase the (a) trustworthiness and credibility of the qualitative study, (b) involvement of participants in the research process, and (c) faithfulness and integrity of the researcher in maintaining participants' integrity and worth.

The researcher was the principal instrument in this qualitative study, who collected, transcribed, analyzed, and interpreted, the qualitative data. Several authors underscored that because the researcher is the primary instrument of a qualitative study, any potential bias must be

reduced (DeJonckheere & Vaughn, 2019; Iivari, 2018; Zairul, 2021). The authors emphasized that it is essential to employ methods, such as member checking to ensure that others beside the researcher are checking on the research process and actively validating the results. Qualitative research aims to understand a process or phenomenon, and its use is critical when information is acquired directly from the participants actually experiencing the process or phenomenon under inquiry (Bradshaw et al., 2017). The author emphasized that qualitative research demonstrates the quality of the data and rigor of the research with the truthful representation of the participants' experience and voice. Birt et al. (2016) emphasized that member checking is a qualitative research imperative that qualitative researchers must employ as a participant validation technique to explore and ensure the credibility of the study findings. Specifically, in conducting this study, the researcher employed the process of member checking to share a copy of the interview transcript with each participant and check for accuracy. After the initial interview, the researcher sent each participant a follow-up member checking email, with a copy of their confidential transcription of the interview attached, asking for review of the interview transcript for accuracy.

Coding. Coding was used to ensure reliability in this study. Rogers (2018) advised that the data collection stage is connected to the data analysis stage through coding, which is an exploratory process that requires qualitative researchers to recognize their personal biases, subjectivities and pre-dispositions to make judgment calls in coding that increase the validity of the study. The author described that re-coding a second time is a self-reflexive practice that can further increase the validity of the study. The author further described that re-coding can help the researcher re-organize, re-analyze, and re-examine the data that was coded the first time to find

out if any personal biases occurred and change, add, or drop codes to develop emergent patterns, categories, and themes for the study.

Parameswaran et al. (2020) suggested that bracketing should be incorporated into the coding and data analysis process to avoid personal bias. The authors explained that bracketing in coding and data analysis requires the qualitative researcher to listen to the interview recordings and read the transcripts before interpreting the data, which can vary based on any intentional or unintentional biases of the researcher or coder. O'Connor and Joffe (2020) argued that both the bracketing and the coding process is vital to qualitative research and analysis because different researchers with different backgrounds, experiences, and theoretical commitments will code and categorize data into themes in different ways. The authors posited that coding and categorizing the data collected requires transparency about the rationale used to characterize the data and develop the thematic structure.

NVivo 12. CAQDAS, such as NVivo 12 was used to ensure reliability in this study. Woods et al. (2016) informed that the credibility of a given study can be enhanced with the use of CAQDAS, such as NVivo 12 that can support data organization before data analysis to facilitate investigation of conceptual relationships, differentiation of coded data by participant characteristics, and coding and retrieval of data. Specifically, in conducting this study, to ensure credibility, the researcher performed the coding process repeatedly on different pages of the text to increase the reliability with the use of NVivo 12 to facilitate the process by locating codes and grouping data in categories (Bengtsson, 2016).

Salahudin et al. (2020) advised that use of CAQDAS, such as NVivo 12 by qualitative researchers facilitates coding of the document text, which is one of the most vital elements of qualitative content analysis. The authors further advised that the use of NVivo 12 facilitates

qualitative data collection, management, classification, and analysis, node creation, and thematic and topical coding, all of which can improve the credibility of the data and subsequent findings of the study. The authors posited that NVivo 12 can also be used to ensure the credibility of a given study with the use node coding to facilitate coding of the document text with the names of node codes that correspond to a research concept found in the literature review. The techniques that can be used to increase the validity of qualitative research, which includes data triangulation, data saturation, and bracketing to mitigate potential researcher or any bias are discussed below.

Validity

Data Triangulation. Data triangulation was used to ensure validity in this study. Data triangulation focuses on obtaining data from multiple data sources within a single data collection method in a given study, such as qualitative interviews with different people, in different spaces, at different times, to yield corroborating evidence which can increase the credibility and internal validity of the study findings (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018). Data triangulation involves correlating different data sources that can be produced with different people at different times and spaces to produce different data points of the same event, reveal any similarities within dissimilar settings, and increase the internal validity of the findings (Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Collecting data from different sources using a single method, instead of collecting data using multiple methods, such as the single method of interviewing used with different people in different organizational positions in different geographic locations at different times, offers a broader perspective that strengthens the validity of the study (Farquhar et al., 2020). According to da Silva Santos et al. (2020), an in-depth study validation can be accomplished with data triangulation that uses different data

sources that can be produced at different times, in different spaces, with different people using a single qualitative research method.

Jentoft and Olsen (2017) advised that utilizing a case study approach and semi-structured interviews to investigate a contemporary phenomenon within its real-life context results in more variables of interest than data points and the need to rely on multiple sources of evidence to converge in a triangulating manner. The authors explained that utilizing a combination of both semi-structured interviews and data triangulation can ensure rich data and the validity of the findings because data triangulation broadens the analysis by informing the research topic from different participants' perspectives and the semi-structured interviews provide depth. The authors described that the validity of the findings and quality of the data are increased when participants' perspectives are confirmed through data analysis because semi-structured interviews cover the same themes and are structured the same manner, but allow for multiple and different individual perspectives. Specifically, in conducting this study, data triangulation was accomplished by conducting semi-structured, online qualitative interviews with different participants, performing different functions, working in different social enterprise organizations, in different locations across the United States to collect a broad source of qualitative data that contributes to the credibility and confirmability of the findings (da Silva Santos et al., 2020; Fusch et al., 2018).

Member Checking. According to Young et al. (2018), interactions in member checking, such as follow-up interviews with participants to share and discuss the interview transcript for accuracy can increase researchers' rapport with participants and increase understanding of different participants' perspectives. McGrath et al. (2019) advised that building rapport with participants during a qualitative interview is important because establishing comfortable interactions inspires the participant to provide information-rich data and an in-depth account of

experiences pertaining to the problem being studied to increase the credibility of the study. The authors further advised that member checking is a process that invites participants to check the researcher's interview transcript for accuracy, which can increase the trustworthiness, credibility, reliability, and validity of the study.

The researcher used member checking to ensure validity in this study by employing the process of sharing a copy of the interview transcript with each participant to check for accuracy. Member checking is a process in qualitative research that involves inviting participants to validate researchers' interview transcripts to increase the trustworthiness and credibility of the qualitative study as well as the integrity of the researcher in maintaining participants' integrity and worth (Iivari, 2018). The authors explained that member checking can result in the discovery of new information if participants challenge the researcher's interpretations or want to expand on or change any information provided in the initial interview.

Birt et al. (2016) and McGrath et al. (2019) suggested that member checking is a participant validation that can be used in different ways to check for accuracy of the interview transcript. The authors described that member checking can be performed by (a) returning a paper copy of interview transcripts to participants for review and agreement, (b) conducting follow-up member check interviews to have a shared discussion about the interview transcripts, and (c) holding member check focus group meetings to verify study results. The authors further described that the potential drawbacks of member checking include (a) the need for prompt follow up, while the interview is still fresh in participants' minds, (b) losing participants to follow-up, and (c) conflict with participants' interpretations. Specifically, in conducting this study, after the initial interview, the researcher sent each participant a follow-up member

checking email, with a copy of their confidential transcription of the interview attached, asking for review of the interview transcript for accuracy.

Data Saturation. According to El Hussein et al. (2016), data saturation can ensure validity in a given study. The authors explained that qualitative research saturation is achieved when new information is no longer being observed by the researcher and adding more data would be of no further value to the analysis, which establishes the validity of the study. Qualitative interview data can be analyzed for both code saturation, where additional issues are no longer being identified and meaning saturation, where additional insight on issues, dimensions, and nuances are no longer being identified (Vasileiou et al., 2018). The authors explained that code saturation is related to the breadth of an interview and can be achieved fairly soon at nine interviews, whereas meaning saturation is more conceptual and is related to the depth of an interview, which requires 16 to 24 interviews to gather more data and information.

Guest et al. (2020) emphasized that additional interviews beyond the data saturation point should be conducted to avoid overlooking any additional and important data because the most common and salient information is generated early and new and important information emerges over time at a decreased rate. Several authors stated that the estimation of qualitative sample sizes is largely guided by conducting enough in-depth interviews to reach data saturation, where added participant interviews are no longer providing new information or enhancing the study, which occurs in the range of 20 to 60 interviews (Boddy, 2016; Sim et al., 2018; Vasileiou et al., 2018). Specifically, in conducting this study, the number of interviews that were conducted was limited to 20 to 25 participants. This sample size limitation facilitated conducting enough qualitative interviews to meet and exceed both the code saturation point, which is typically achieved at nine interviews and the meaning saturation point, which is typically achieved in the

range between 16 and 24 interviews (Vasileiou et al., 2018). As described in the qualitative data saturation assessment in Section 3, and shown in Figure 3, data saturation for this study was reached after conducting 20 interviews.

Bracketing

Mitigation of personal bias through bracketing is a key determining factor of the credibility and validity of qualitative research (Galdas, 2017). The author underscored that research proposals lacking detail on the methods used to minimize researcher bias will most likely be deemed deficient. According to Yin (2018), bracketing is a key action that researchers must take throughout a qualitative study, such as verbalizing the interview questions in an unbiased manner and being sensitive to the existence of reflexive threats. The author described that the researcher's perspective has a subtle undue influence on participants' responses, and bracketing can help prevent such threats to avoid personal bias.

Researchers' self-reflection plays a key role in any chosen qualitative method, both in the planning of the study and analyzing of data (Bengtsson, 2016). The author emphasized that a researcher must reflect on their personal pre-understandings and experience of the phenomenon being studied to minimize any personal bias that can have undue influence the study participants. Creswell and Poth (2018) described the process of researchers reflecting on and setting aside their previous pre-understandings as bracketing out personal views and experiences. The authors argued that bracketing is required before qualitative researches explore participants' views and experiences to have a fresh perspective on the phenomenon being studied. DeJonckheere and Vaughn (2019) suggested that immediately after each participant's interview, the qualitative researcher should begin bracketing through memoing and reflecting on both the interview

process and the data generated from the interview to recall particular moments with sufficient detail, create a running list of thoughts, and improve the quality of future interviews.

Bracketing in Qualitative Research. According to Kim et al. (2020), qualitative researchers should employ bracketing when first initiating the research proposal and during the interview stage. The authors contended that bracketing should then continue during both the data collection stage and the data analysis stage to maintain an objective attitude during all stages of research. Sohn et al. (2017) concurred, stating that qualitative researchers should bracket their preconceived notions throughout the course of the research study and be called to task if personal biases are brought to the table during data analysis of participant interviews.

Dörfler and Stierand (2020) and McGrath et al. (2019) argued that qualitative researchers should use self-reflexive bracketing practices before, during, and after data collection and data analysis to practice self-awareness and prevent personal bias. Bracketing is an approach that can be used by qualitative researchers to avoid personal bias, and when used in conjunction with reflexivity and self-reflection, the researcher can also become attentive to their assumptions and presuppositions that might be brought to and adversely affect the study (Cypress, 2017). Memo writing is a reflexive practice that persuades qualitative researchers to be mindful of and manage their personal subjectivities and biases during data collection and analysis (Lisi, 2016). The author described that memoing also helps the researcher reflect on the data, capture connections, and make meanings. Neubauer et al. (2019) argued that qualitative researchers should bracket-out their assumptions or hypotheses about the phenomenon being studied in an effort to start with a blank mind and explore participants' views and experiences.

Self-Reflexivity and Personal Bias. Ravindran, (2019) suggested that continuous bracketing throughout a given study through constant memoing helps the researcher find tacit

meanings or hidden personal biases and progress toward the key phases of qualitative data analysis, which include coding, categorizing, and developing themes. Conducting qualitative research requires collecting large amounts of data that must be transcribed, managed, and well-documented for data analysis, which includes the researcher memoing meticulous details and self-reflecting on emerging ideas about the data throughout the research study (Wu et al., 2016). According to Moser and Korstjens (2018) and Sawatsky et al. (2019), bracketing through memo-writing facilitates researchers reflecting on what is not seen in the data throughout a qualitative study and documenting categories, open codes, concepts, and patterns that might be emerging in the data. The authors described that bracketing through memoing and self-reflection facilitates (a) discovering a qualitative researcher's potential for personal bias, (b) making meanings from the data, and (c) an ongoing mini-analyses of what is being learned throughout the study.

Specifically, in conducting this study, the bracketing techniques the researcher used to mitigate personal, professional, and any other potential bias included bracketing-out any preconceived notions when first initiating the research proposal, during the interview stage, during the data collection stage, and during the data analysis stage to maintain an objective attitude during all stages of research (Kim et al., 2020; Sohn et al., 2017). The researcher engaged in memo-writing during data collection when using the interview guide (see Appendix G) as a reflexive practice to remain mindful of and manage any personal subjectivities and biases during data analysis that followed data collection (Lisi, 2016). The author described that bracketing through memoing helps the qualitative researcher (a) reflect on the data collected during participant interview, (b) capture connections, (c) make meanings, and (d) operationalize codes and categories. The researcher also engaged in bracketing at the conclusion of each participant's interview through both memoing and self-reflexive thinking on both the interview

process and the data generated from the interview to recall key moments with sufficient detail, create a running list of thoughts, and improve the quality of future interviews (DeJonckheere & Vaughn, 2019). The authors stated that bracketing can facilitate the qualitative researcher's (a) active listening, (b) clear language, (c) openness to the participants' worldview, and (d) empathy.

Summary of Reliability and Validity

Qualitative research has historically been questioned for its validity, but the use of validation strategies can minimize researcher bias, confirm that the study findings are objective, and verify that participants' perspectives and experiences are accurately reflected, which can improve the trustworthiness of qualitative findings (Forero et al., 2018). A qualitative method draws constant criticism related to (a) researcher bias, (b) lack of objectivity, (c) lack of codified design, (d) lack of scientific and academic rigor, and (e) lack of customary criteria to collect the data and verify the study findings (da Silva Santos et al., 2020; Ebneyamini & Moghadam, 2018; Yin, 2018). Busetto et al. (2020) emphasized that the researcher serves as the primary instrument in a qualitative study that cannot be separated from the research process, which necessitates an extra quality criterion, such as bracketing to become sensitive to the researcher-participant relationship. The researcher's role in this qualitative, flexible design, single case study was essential because the typical features of qualitative research in particular, such as subjective interpretation and lack of evaluation criteria, presents questions of validity, bias, and rigor, which makes both the researcher and the research more vulnerable to ethical scrutiny (Aspers & Corte, 2019; Salvador, 2016).

Establishing the reliability of the research required the researcher to demonstrate the credibility of this study based on criteria, such as whether the results of this study represented the data accurately and showing transferability required the researcher to show that the findings of

this study are applicable to other contexts and settings as well (DeJonckheere & Vaughn, 2019). Establishing transferability involved the researcher demonstrating that the study findings have meaning to others in similar situations, contexts, and setting and ensuring confirmability involved systematic recording of data sources and analytical procedures to create an audit trail of research findings that others can follow to reach the same conclusions (El Hussein et al., 2016). This section focused on discussions of how the researcher ensured reliability and validity in this qualitative, flexible design, single case study using techniques such as data triangulation, data saturation, and various approaches to bracketing, such as memoing and self-reflexive thinking. The researcher also showed the reliability, credibility, dependability, validity, and transferability of the findings of this study, which are applicable to other contexts and settings, and have meaning to others in similar situations, contexts, and setting, through the detailed discussions in both the presentation of findings and the application to professional practice in Section 3. The application to professional practice section provides discussions related to how this study's findings can improve general business practice and potential application strategies that organizations can use to leverage the findings of this study.

Semi-structured online interviews were used to ensure the reliability and validity of this study. Bradshaw et al. (2017) argued that the truthful representation of the participants' experiences and voices demonstrate the quality of the data and rigor of the qualitative research. Haven and Van Grootel (2019) asserted that the qualitative process of data collection through participant interviews is an emergent and iterative process, which can strengthen the validity and rigor of the study. The researcher ensured reliability through the use of the same interview guide (see Appendix G) throughout the study for all participants' interviews. The interview guide provided interview questions and follow-up questions (see Appendix F) for participants in both

leadership positions and direct-report positions that were pre-determined, open-ended questions that are neutral, clear, and devoid of any leading language (DeJonckheere & Vaughn, 2019; Robson & McCartan, 2016). The pre-determined nature of the interview questions (see Appendix F) and the consistent protocol across all participants of using the same interview guide (see Appendix G) for all interviews ensured the reliability of this study because of the standardization across all participants for all interviews (Robson & McCartan, 2016).

Member checking was used to ensure reliability in this study. The researcher employed the process of member checking to share a copy of the interview transcript with each participant and check for accuracy. Birt et al. (2016) and McGrath et al. (2019) stated that in qualitative research, which is data-driven, the process of member checking is a validation process that invites participants to check and approve the researcher's interview transcripts, which can increase the trustworthiness and credibility of a qualitative study. Iivari (2018) informed that member checking is a valuable validation process that invites participants verify the researcher's interview transcripts to increase the trustworthiness and credibility of the qualitative study.

The researcher utilized coding and re-coding multiple times before creating the finalized codebook (see Figure 10 and Figure 11) to ensure reliability and practice reflexivity in this study. Coding is an exploratory process that requires qualitative researchers to recognize their personal biases, subjectivities, and pre-dispositions to make judgment calls in coding that increase the validity of the study (Rogers, 2018). The author stated that re-coding a second time is a self-reflexive practice that can further increase the validity of the study. The author described that re-coding can help the researcher re-organize, re-analyze, and re-examine the data that was coded the first time to find out if any personal biases occurred and change, add, or drop codes to develop emergent patterns, categories, and themes for the study.

NVivo 12 was used to ensure reliability and credibility in this study. Woods et al. (2016) informed that the credibility of a given study can be enhanced with the use of CAQDAS, such as NVivo 12 that can support data organization before data analysis to facilitate investigation of conceptual relationships, differentiation of coded data by participant characteristics, and coding of data. The researcher performed the coding process repeatedly on different pages of the text to increase the reliability with the use of NVivo 12 to facilitate the process by locating codes and grouping data in categories (Bengtsson, 2016).

Data triangulation was used to ensure validity in this study. Data triangulation involves correlating different data sources that can be produced with different people at different times and spaces to produce different data points of the same event, reveal any similarities within dissimilar settings, and increase the internal validity of the findings (Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Data triangulation was accomplished by conducting semi-structured, online interviews with different participants, performing different functions, working in different social enterprise organizations, in different locations across the United States to collect a broad source of qualitative data that contributes to the credibility and confirmability of the findings (da Silva Santos et al., 2020; Fusch et al., 2018).

Data saturation was reached in this study to ensure validity. El Hussein et al. (2016) explained that qualitative research saturation is achieved when new information is no longer being observed by the researcher and adding more data would be of no further value to the analysis, which establishes the validity of the study. Qualitative interview data can be analyzed for both code saturation, where additional issues are no longer being identified and meaning saturation, where additional insight on issues, dimensions, and nuances are no longer being identified (Vasileiou et al., 2018). The authors explained that code saturation is related to the

breadth of an interview and can be achieved fairly soon at nine interviews, whereas meaning saturation is more conceptual and is related to the depth of an interview, which requires 16 to 24 interviews to gather more data and information. As described in the qualitative data saturation assessment in Section 3, and shown in Figure 3, data saturation for this study was reached after conducting 20 interviews.

The bracketing techniques the researcher used to mitigate personal, professional, and any other potential bias included bracketing-out any preconceived notions when first initiating the research proposal, during the interview stage, during the data collection stage, and during the data analysis stage to maintain an objective attitude during all stages of research (Kim et al., 2020; Sohn et al., 2017). The researcher engaged in memo-writing during data collection when using the interview guide (see Appendix G) as a reflexive practice to remain mindful of and manage any personal subjectivities and biases during data analysis that followed data collection (Lisi, 2016). The researcher also engaged in bracketing at the conclusion of each participant's interview through both memoing and self-reflexive thinking on both the interview process and the data generated from the interview to recall the details of key moments, create a list of thoughts, and improve the quality of future interviews (DeJonckheere & Vaughn, 2019).

Summary of Section 2 and Transition

The literature review from Section 1 established the connection between the existing body of knowledge and this research study through comprehensive, integrated discussions of the most current and relevant academic and professional literature related to the specific problem studied. The literature review addressed the research questions, RQ1, RQ2, RQ3, and RQ4 stated in Section 1. The literature review provided the foundation for this qualitative, flexible design, single case study to explore the potential failure of leaders within social enterprise organizations

in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. There is limited literature that explores if social enterprise organizational leaders use effective managerial skills, such as delegating tasks and responsibilities and building strong teams when working with employees in daily business operations (Saebi et al., 2019; Yaari et al., 2020).

This qualitative study aimed to discover knowledge and insights about why leaders within social enterprise organizations fail to delegate tasks and responsibilities and build strong teams through the research questions asked and the research approach selected (Creswell & Poth, 2018; Gupta et al., 2020; Haven & Van Grootel, 2019). An appropriate research method and design choice was essential to accomplishing the study purpose, inter-relating the conceptual framework, and collecting and analyzing data to answer the research questions (Abutabenjeh & Jaradat, 2018; Creswell & Poth, 2018; Robson & McCartan, 2016). Qualitative research involves a variety of research designs (Abutabenjeh & Jaradat, 2018; Creswell & Poth, 2018; Haven & Van Grootel, 2019). The authors described that each design can employ a specific qualitative approach to inquiry that has its own philosophical and theoretical underpinnings to establish the study methodology.

Creswell and Creswell (2017) informed that research designs encompass different types of inquiry within a given research method that provide specific directions for procedures in a research design. Section 2 addressed this research project through eight comprehensive, related topics. This section included discussions related to the importance of the (a) purpose statement, (b) role of the researcher, (c) research methodology, (d) participants, (e) population and sampling, (f) data collection and organization, (g) data analysis, and (h) reliability and validity.

Section 2 began with the a re-introduction of the purpose statement that clearly communicated the (a) focus/intent of this study, (b) specific research design used in the study, and (c) research goals that address the specific problem. A detailed discussion about the role of the researcher explained what actions the researcher took to conduct the study, which includes the importance of bracketing to avoid personal bias. The research methodology explained the appropriateness of the (a) pragmatism research paradigm, (b) flexible design, (c) qualitative method, and (d) data triangulation. The discussion of participants included the determination of participant eligibility criteria, which are the characteristics that determine whether an individual is qualified to be a participant in a given research study based upon inclusion and exclusion criteria (Majid, 2018). The participant eligibility criteria for this study was presented in Table 1, with the inclusion criteria on the left side, exclusion criteria on the right side, and the corresponding level of population next to each criterion to enable readers to assess the appropriateness and rigor of sampling methods used (Asiamah et al., 2017).

The discussion regarding population and sampling explained the characteristics and size of the eligible population, the sampling method, and sample frame, as well as the desired sample and sample size (see Table 2), how saturation will be reached, and how access to the sample population will be gained. Qualitative accessible population sizes are relatively small because the general population is progressively refined to remove specified potential participants until the accessible population is identified, which includes only the most eligible, accessible, and available participants with respect to the research goal and participant eligibility criteria (Asiamah et al., 2017). The systematic study population refinement for sampling was discussed. Figure 2 incorporates the participant eligibility criteria stated in Table 1 and the population, sampling method, and sample frame criteria stated in Table 2. Figure shows the population

refinement from the general population (shown in the blue area), to the target population (shown in the green area), to the accessible population (shown the red area), to the smallest population, which is the study sample population (shown in the purple circle).

The discussion of sampling included explanations of how purposive sampling facilitated the researcher's purposeful selection of potential participants, who were most qualified, willing, and available to include in the study sample based on the participant eligibility criteria shown in Table 1, Table 2, and Figure 2 as well as the research time-frame of three weeks for conducting the online interviews (Asiamah et al., 2017; Etikan et al., 2016; Vasileiou et al., 2018). The delimitation for the number of online interviews conducted for this study, which was discussed in Section 1 was limited to 20 to 25 participants. This sample size facilitated conducting enough qualitative online interviews to meet and exceed both the code saturation point, which is typically achieved at nine interviews and the meaning saturation point, which is typically achieved in the range between 16 and 24 interviews (Vasileiou et al., 2018). The qualitative data saturation assessment in Section 3 and related representation in Figure 3 shows that the number of interviews beyond 20 participants was not required to reach data saturation in this study.

The data collection and organization discussion provided an overview of what data were collected, the plan used to collect the data, and why the data collection plan was appropriate for this research study. Creswell and Poth (2018) suggested that a qualitative researcher should consider seven activities involved in the process of collecting data, which include (a) locating a study site, (b) gaining permissions, (c) sampling purposefully, (d) collecting data, (e) recording data, (f) minimizing field issues, and (g) storing data securely. The authors underscored that prior to beginning qualitative data collection, a required activity the researcher must be cognizant of and contend with is seeking and gaining IRB approval to conduct the study. The actions the

researcher took to begin data collection included the first step in conducting research ethically and responsibly, which was seeking and gaining written IRB approval (see Appendix H) to begin (a) participant recruitment, (b) participant consent, and (c) data collection through participant interviews (DiGiacinto, 2019). All seven of these inter-related data collection activities were discussed in detail, with references to the supplemental documents required for the IRB approval process, which included Appendix A, Appendix B, Appendix C, Appendix D, Appendix E, Appendix F, Appendix G, and Appendix H.

The specific problem addressed in this study was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. The location site for this study involved a bounded system, such as a process, activity, event, or organization (Creswell & Poth, 2018). Gaining permissions for this study involved the researcher requesting permission from numerous social enterprise organizations across the United States to utilize their staff list to invite potential participants to join this study (see Appendix A). Once the researcher received signed permission response letters (see Appendix B) from organizational gatekeepers granting permission and the information to contact their staff regarding participation in this study, potential participants were sent invitation letters (see Appendix C) to join this study on a volunteer-basis and contact the researcher to schedule an interview. As potential participants accepted invitations to join the study their interviews were scheduled and the researcher sent confirmation emails with meeting details and the IRB-stamped consent form (see Appendix E) for the participants to sign and return to the researcher prior to the interview.

Purposive sampling was used to identify the participants most qualified, willing, and available to include in the study sample. This study's sample population was based on the parameters specified in the participant eligibility criteria shown in Table 1, population, sampling method, and sample frame shown in Table 2, and study population refinement for sampling shown in Figure 2 (Asiamah et al., 2017; Etikan et al., 2016; Vasileiou et al., 2018). All of the data for this qualitative, flexible design, single case study was collected solely through online, semi-structured interviews. The researcher conducted 20 online interviews using the Zoom or Microsoft Teams application, depending on the participants' preference, as an alternative to traditional in-person qualitative data collection and inquiry in compliance with COVID-19 social distancing guidelines (Dodds & Hess, 2020).

Regarding the data collection activity of recording information, all participant interviews were conducted online and audio-and-video recorded using either the Zoom or Microsoft Teams online meeting applications. Both the Zoom or Microsoft Teams applications ensure (a) secure recording to collect data safely without third-party software and secure login to protect data and participant privacy and confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). Secure storage of the data collected was accomplished using either the Zoom or Microsoft Teams applications, both of which ensured secure data transfer to save, transcribe, and store the recorded interview video MP4 files and audio M4A files directly to the researcher's password-locked computer and storage drive, with secure login to protect the study data and participant confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). The researcher created backup copies and saved all research-related files to a storage device as well as secure cloud storage for safekeeping for 3 years before deletion (Manti & Licari, 2018; Nusbaum et al., 2017; Young et al., 2018).

Following the completion of the initial interviews and verbatim transcription, follow-up member checking was performed to provide participants with the opportunity to read their interview transcripts and check for accuracy (Birt et al., 2016; McGrath et al., 2019; Young et al., 2018). The instruments that were used in this study were discussed in detail, which included the researcher, who was the primary instrument, semi-structured interviews, pre-determined interview questions (see Appendix F), and an interview guide (see Appendix G). The interview questions for this study (see Appendix F) were derived from the research questions stated in Section 1 and were incorporated into the interview guide (see Appendix G).

The data organization plan concluded this section before the addressing the topic of data analysis. Creswell and Poth (2018) stated that managing and organizing qualitative data should begin at an early stage and involve (a) organization of data into digital files; (b) creation of a file naming system; and (c) development of a spreadsheet that is searchable by participant, data form, and data collection. The authors explained that data organization is critical for file management and locating files quickly and correctly.

The researcher's actions for appropriate and effective data organization included verbatim transcription to convert Zoom and Microsoft Teams audio-recorded verbal data to typed text in Microsoft Word (da Silva Nascimento & Steinbruch, 2019; McGrath et al., 2019). The researcher used both Microsoft Excel and Microsoft Word jointly to code, sort, and structure the vast amount of unstructured qualitative data transcribed from online interviews to organize the data for data analysis (Ose, 2016). The researcher was able to use the textual data in the interview transcripts and finalized codebook to organize data in NVivo 12 to assist visualization and representation of the qualitative data (Salahudin et al., 2020; Woods et al., 2016). A good file-naming system and systematic data organization of the essential files generated from online

interviews via Zoom or Microsoft Teams, transcription, and NVivo 12 to facilitate faster and easier location of files within large qualitative databases was discussed in detail to conclude this section on data collection and organization. The next topic addressed was data analysis.

Creswell and Poth (2018) asserted that qualitative researchers typically make the mistake of thinking that data analysis is limited to approaches for text analysis and image data analysis, but there are many distinct data analysis activities required to prepare for understanding and analysis of the vast amount of data generated by qualitative research. The authors described that there are five stages of data analysis that qualitative researchers must contend with to analyze the vast amount of information that emerges after data collection has ended. The authors described that there are five stages of data analysis activities necessary to prepare the data collected for analysis and present a detailed and displayed account of findings. The five stages of data analysis described by the authors included (a) managing and organizing data, (b) reading and memoing emergent ideas, (c) describing and classifying codes into themes, (d) developing and assessing interpretations, and (e) representing and visualizing data. All five of the data analysis spiral activities were utilized by the researcher in this qualitative, flexible design, single case study. This section provided a comprehensive discussion of the features and application of these five essential sequential five data analysis spiral activities necessary to prepare the data collected for analysis and present a detailed and displayed account of findings (Creswell & Poth, 2018).

The researcher completed the first stage of data analysis by managing and organizing the data first before breaking the data apart by reading and memoing emergent ideas. The second stage was completed by the researcher memoing and applying reflexive thinking when reading interview transcripts to break the data apart by reading and memoing emergent ideas before progressing to the third stage of describing and classifying codes into themes. The researcher

used memoing to track the development of ideas, which facilitated capturing and uncovering information based on intuition to make a finalized codebook before starting the fourth stage of developing and assessing interpretations.

The researcher interpreted the data by reflecting on what is meaningful in the themes generated in the data before completing the fifth and final data analysis stage of representing and visualizing the data to present a detailed and displayed account of findings. The activities in the fifth stage of representing and visualizing the data included the researcher creating a display of data patterns, such as a hierarchical tree diagram to present metaphors to analyze the data. Creswell and Poth (2018) stated that it is important for qualitative researchers to start the spiral of data analysis of collected data by organizing the data and reading, memoing, and summarizing emergent ideas to get a sense of the entire database first.

Analysis for triangulation was discussed to explain how the researcher conducted analysis for the triangulation of this study's interview data. Data triangulation, which focuses on obtaining data from multiple data sources within a single data collection method in any given study, was used to increase the internal validity of this study's qualitative findings (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). A distinct feature of data triangulation is the correlation of time, space, and people to produce different data points of the same event that will lead to uncovering any similarities within dissimilar settings that may exist and achieve a more robust perspective (Creswell & Poth, 2018; Fusch et al., 2018). Data triangulation was achieved by using the single data collection method of semi-structured, online interviews and obtaining data from multiple data sources, such as different leaders and direct-reports, performing different functions, working in different social enterprise organizations, in different locations across the United States (da Silva Santos et al., 2020; Fusch et al., 2018). The

discussion of how the researcher conducted analysis for the triangulation of this study's interview data concluded the data analysis section.

Section 2 concluded with a discussion about reliability and validity and how bracketing, triangulation, and saturation were used to ensure the credibility of the study. Qualitative research has historically been questioned for its validity, but the use of validation strategies can reduce any potential bias, confirm the objectivity of the study results, and verify the accuracy of the participants' perspectives to improve the reliability of the study findings (Forero et al., 2018). Busetto et al. (2020) stated that the researcher serves as the primary instrument in a qualitative study that cannot be separated from the research process, which necessitates an extra quality criterion, such as bracketing to become sensitive to the researcher-participant relationship. The researcher's role in this qualitative, flexible design, single case study was essential because the typical features of qualitative research in particular, such as subjective interpretation and lack of evaluation criteria, presents questions of validity, bias, and rigor, which make both the researcher and the research more vulnerable to ethical scrutiny (Aspers & Corte, 2019; Salvador, 2016).

Establishing the reliability of the research required the researcher to demonstrate the credibility of this study based on criteria, such as whether the results of this study represented the data accurately and showing transferability required the researcher to show that the findings of this study are applicable to other contexts and settings as well (DeJonckheere & Vaughn, 2019). Establishing transferability involved the researcher demonstrating that the study findings have meaning to others in similar situations, contexts, and setting and ensuring confirmability involved systematic recording of data sources and analytical procedures to create an audit trail of research findings that others can follow to reach the same conclusions (El Hussein et al., 2016). This section focused on discussions of how the researcher ensured reliability and validity in this

qualitative, flexible design, single case study using techniques such as data triangulation, data saturation, and various approaches to bracketing, such as memoing and self-reflexive thinking.

Semi-structured online interviews were used to ensure the reliability and validity of this study. Haven and Van Grootel (2019) asserted that the qualitative process of data collection through participant interviews is an emergent and iterative process, which can strengthen the validity and rigor of the study. The researcher ensured reliability through the use of the same interview guide (see Appendix G) throughout the study for all participants' interviews. The interview guide provided interview questions and follow-up questions (see Appendix F) for participants in both leadership positions and direct-report positions that were pre-determined, open-ended questions that are neutral, clear, and devoid of any leading language (DeJonckheere & Vaughn, 2019; Robson & McCartan, 2016). The pre-determined nature of the interview questions (see Appendix F) and the consistent protocol across all participants of using the same interview guide (see Appendix G) for all interviews ensured the reliability of this study because of the standardization across all participants for all interviews (Robson & McCartan, 2016).

Member checking was used to ensure reliability in this study. The researcher employed the process of member checking to share a copy of the interview transcript with each participant and check for accuracy. Iivari (2018) informed that member checking is a valuable validation process that invites participants verify the researcher's interview transcripts to increase the trustworthiness and credibility of the qualitative study. Birt et al. (2016) and McGrath et al. (2019) stated that the process of member checking is a validation process that invites participants to check and approve the researcher's interview transcripts, which can increase the trustworthiness and credibility of a qualitative study.

Coding is an exploratory process that requires qualitative researchers to recognize their personal biases, subjectivities, and pre-dispositions to make judgment calls in coding that increase the validity of the study (Rogers, 2018). The author described that re-coding can help the researcher re-organize, re-analyze, and re-examine the data that was coded the first time to find out if any personal biases occurred and change, add, or drop codes to develop emergent patterns, categories, and themes for the study. The researcher utilized coding and re-coding multiple times before creating the finalized codebook (see Figure 10 and Figure 11) to ensure reliability and practice reflexivity in this study.

NVivo 12 was used to ensure reliability and credibility in this study. The researcher performed the coding process repeatedly on different pages of the text to increase the reliability with the use of NVivo 12 to facilitate the process by locating codes and grouping data in categories (Bengtsson, 2016). Woods et al. (2016) informed that the credibility of a given study can be enhanced with the use of CAQDAS, such as NVivo 12 that can support data organization before data analysis to facilitate investigation of conceptual relationships, differentiation of coded data by participant characteristics, and coding of data.

Data triangulation was used to ensure validity in this study. Data triangulation involves correlating different data sources that can be produced with different people at different times and spaces to produce different data points of the same event, reveal any similarities within dissimilar settings, and increase the internal validity of the findings (Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Data triangulation was accomplished in this study by conducting semi-structured, online interviews with different participants, performing different functions, working in different social enterprise organizations, in different locations across the United

States to collect a broad source of qualitative data that contributes to the credibility and confirmability of the findings (da Silva Santos et al., 2020; Fusch et al., 2018).

Data saturation was reached in this study to ensure validity. The qualitative data saturation assessment in Section 3 and related representation in Figure 3, shows that data saturation for this study was reached after conducting 20 interviews. El Hussein et al. (2016) explained that qualitative research saturation is achieved when new information is no longer being observed by the researcher and adding more data would be of no further value to the analysis, which establishes the validity of the study. Qualitative interview data can be analyzed for both code saturation, where additional issues are no longer being identified and meaning saturation, where additional insight on issues, dimensions, and nuances are no longer being identified (Vasileiou et al., 2018). The authors explained that code saturation is related to the breadth of an interview and can be achieved fairly soon at nine interviews, whereas meaning saturation is more conceptual and is related to the depth of an interview, which requires 16 to 24 interviews to gather more data and information.

The bracketing techniques the researcher used to mitigate personal, professional, and any other potential bias included bracketing-out any preconceived notions when first initiating the research proposal, during the interview stage, during the data collection stage, and during the data analysis stage to maintain an objective attitude during all stages of research (Kim et al., 2020; Sohn et al., 2017). The researcher engaged in memo-writing during data collection when using the interview guide (see Appendix G) as a reflexive practice to remain mindful of and manage any personal subjectivities and biases during data analysis that followed data collection (Lisi, 2016). The researcher also engaged in bracketing at the conclusion of each participant's interview through both memoing and self-reflexive thinking on both the interview process and

the data generated from the interview to recall the details of key moments, create a list of thoughts, and improve the quality of future interviews (DeJonckheere & Vaughn, 2019).

Section 3 begins with a discussion of the presentation of the findings. The discussion includes the topics of (a) themes discovered, (b) interpretation of the themes, (c) representation and visualization of the data, and (d) relationship of the findings. The relationship of the findings provides a detailed discussion of how the findings relate to key areas from the research proposal. The relationship of the findings addresses topics including the (a) research questions to discuss how the findings addressed each of the research questions, (b) conceptual framework to discuss how the findings related to each of the elements in the research framework, and (c) anticipated themes to discuss how the findings related to the anticipated themes, with a focus on any differences, unanticipated themes, or missing themes. The relationship of the findings also addresses the literature to discuss how the findings related to the literature, with a focus on both similarities and differences and the problem, to discuss how the findings related to the specific problem that was studied. A summary of the findings is provided to present an overview of how the findings addressed the specific problem that was studied, the purpose of the research, and the research questions. The key conclusions drawn from the findings are highlighted.

Following the presentation of the findings, the final section presents supporting material in three areas, which include (a) application to professional practice, (b) recommendations for further study, and (c) reflections. The application to professional practice is comprised of two topics, which include improving general business practice and potential application strategies. These topics explain how the findings of this study can improve general business practice as well as potential application strategies that organizations can use to leverage the findings of the study.

The next area in this final section is recommendations for further study, which provides specific examples of further areas that should be studied based upon the findings from this study and specifically addresses why this study and its results suggest these areas of study. The last area and final topic presented in this dissertation is reflections, which is comprised of detailed discussions about personal and professional growth and biblical perspectives. The topic of personal and professional growth explains how conducting this research project has provided for personal and professional growth.

The biblical perspective provides a detailed discussion of how the business functions explored and the findings of this study relate to and integrate with a Christian worldview. Specific scripture references from both the Old Testament and New Testament are discussed in detail to illustrate the biblical connection to the study findings. The reflections section concludes with an overall summary of personal and professional growth and the biblical perspective.

Section 3 concludes with an overall summary of the presentation of the findings and supporting material in the three areas of application to professional practice, recommendations for further study, and reflections. An overall summary of this study in its entirety and study conclusions concludes this research study and dissertation. A comprehensive overview that provides a detailed discussion of how this qualitative, flexible design, single case study was conducted begins Section 3, which is discussed below.

Section 3: Application to Professional Practice and Implications for Change

The literature review from Section 1 established the connection between the existing body of knowledge and this research study through comprehensive, integrated discussions of the most current and relevant academic and professional literature related to the study problem. The literature review addressed the research questions and provided the foundation for this qualitative study that explored the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability within social enterprise organizations in the United States. Section 2 began with a re-introduction of the purpose statement that clearly described the (a) focus/intent of this study, (b) specific research design used in the study, and (c) research goals that addressed the specific problem. In its entirety, Section 2 addressed this study through comprehensive and inter-related discussions that examined the importance of the (a) purpose statement, (b) role of the researcher, (c) research methodology, (d) participants, (e) population and sampling, (f) data collection and organization, (g) data analysis, and (h) reliability and validity.

Section 3 is the conclusion of this research study. This section begins with an overview of the study. This overview provides a detailed discussion of how this qualitative, flexible design, single case study was conducted. The presentation of the findings follows, which encompasses comprehensive discussions pertaining to the (a) themes discovered, (b) interpretation of the themes, (c) representation and visualization of the data, and (d) relationship of the findings. A summary of the findings provides an overview of how the findings addressed the study problem, the purpose of this research, and the research questions and key conclusions drawn from the findings are highlighted. Following the summary of the findings is the final section, which

presents supporting material to discuss the results of this study in the context of (a) application to professional practice, (b) recommendations for further study, and (c) reflections.

The application to professional practice is comprised of two sections, which include detailed discussions about improving general business practice as well as potential application strategies. The recommendations for further study section provides specific examples of further areas that should be studied based upon the findings from this study and specifically addresses why this study's results suggest these areas of study. Following this is the reflection section, which is comprised of two sections, which include reflections about personal and professional growth and a biblical perspective. A summary of Section 3 and an overall summary of the entire study and study conclusions concludes this study. A comprehensive overview of this study and how the field study was conducted is discussed below.

Overview of the Study

Social enterprise organizations are emerging as an effective business that can play an important role in helping to address some of the intractable issues that affect both society and business, which are disregarded by the market, public, private, and voluntary sectors (da Silva Nascimento & Salazar, 2020; Hojnik & Crnogaj, 2020; Xu & Xi, 2020; Yin & Chen, 2019). However, there are many eventual failures and unsuccessful startups due to the failure of leaders in social enterprise organizations to utilize effective managerial skills, such as delegating tasks and responsibilities and build strong teams, which inhibits successful business expansion, growth and financial sustainability (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018). The current literature on social enterprise organizational failures identifies different barriers that hinder growth and financial sustainability, which are largely focused on external environment constraints related to institutional-level barriers to suitable legal forms, effective

governance, and social impact valuation that stem from the lack of a clear definition of social enterprise (Abramson & Billings, 2019; Battilana, 2018; Davies et al., 2019). In contrast, there is limited literature that explores internal environment constraints and organizational-level causes of social enterprise organizational failures related to leadership challenges associated with the inability to utilize effective managerial skills, such as effective delegation and team building when working with direct-reports in daily operations (Saebi et al., 2019; Yaari et al., 2020).

Looking through a pragmatic lens, this qualitative, flexible design, single case study aimed to address this gap in knowledge and contribute to the existing literature by sharing what was learned about why leaders within social enterprises in the United States may potentially fail to delegate tasks and responsibilities and build strong teams. The significance of this study is that research can uncover the information needed to provide leaders within social enterprises and all businesses with the practical tools, knowledge, and skills necessary to prevent the failure of an organization due to the lack of delegation and team-building skills. Any information gained that can strengthen social enterprise organizational leaders' delegation and team-building skills can also help any organizational leader that seeks to expand a business, while achieving growth and financial sustainability (Daft, 2018; Gamble et al., 2019; Mello, 2019). The belief in faith-based values can advance research on social enterprise organizations because faith-based values are the underpinnings of these businesses (Busenitz & Lichtenstein, 2019). The authors posited that the mission of social enterprise businesses is to solve social issues, while earning a profit, which offers a biblical foundation from which rich research questions can be developed and studied.

The purpose of this qualitative, flexible design, single case study was to add to the existing body of knowledge and increase the understanding of the reasons behind the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of

these potential leadership failures on business expansion, growth, and financial sustainability within social enterprise organizations in the United States. The research aimed to determine what behaviors, characteristics, and motivations leaders have that result in the failure to delegate tasks and responsibilities and build strong teams in social enterprise organizations. The research aimed to explore if there are any potential challenges impeding a leader's ability to delegate tasks and responsibilities and build strong teams in social enterprise organizations and aimed to discover practical leadership skills, tool, and resources for improving poor delegation and team-building skills. The research aimed to gain insight about what cultural contexts support leaders building strong teams and delegating tasks and responsibilities. The research sought to learn how the readiness of a social enterprise to expand manifests itself in the necessity of its leaders to build strong teams and delegate tasks and responsibilities.

Conducting the Study

Prior to commencing with the field study, the researcher obtained written IRB approval (see Appendix H) to conduct this research ethically and responsibly and begin (a) participant recruitment, (b) participant consent, and (c) qualitative data collection (Creswell & Poth, 2018; DiGiacinto, 2019). This qualitative, flexible design, single case study was conducted using semi-structured, online interviews as the sole method of data collection. The researcher sent over 500 permission request letters (see Appendix A) to social enterprise organizations throughout the United States to recruit potential participants for this research study. The permission request letters (see Appendix A) and attached permission response enclosures (see Appendix B) were sent to each organization's gatekeeper, such as the human resources manager or executive director, who is the authorized representative designated to permit or deny access to their organization's information, space, and staff (Singh & Wassenaar, 2016). The organizational

gatekeepers responded to the researcher with signed permission letters (see Appendix B), which granted permission to conduct the interviews and provided the contact information needed to invite participants to join the study. The gatekeepers did not have access to or any knowledge of the names of the participants who were asked or agreed to join the study. No individual had access to or any knowledge of the names of the participants who were asked or agreed to join the study, except for the researcher. The researcher never disclosed the names of any participants to ensure all of study participants' confidentiality, privacy, and anonymity (Santhosh et al., 2021).

Once the researcher received signed permission letters from the gatekeepers to conduct the interviews (see Appendix B), as well as the contact information needed to invite participants to join the study, the researcher sent potential participants a letter of invitation (see Appendix C). The researcher also sent follow-up invitation reminder letters (see Appendix D), when needed, due to a lack of response (Sapleton & Lourenço, 2016). The researcher utilized a purposive sampling framework to randomly select 25 potential participants who had responded to the invitation letter (see Appendix C) and voiced an interest in joining the study to compensate for potential deficits due to ineligibility, lack of response, negative response, and lack of consent (Asiamah et al., 2017; Martínez-Mesa et al., 2016). The selected study sample population consisted of individuals in both leadership and direct-report positions within social enterprise organizations in the United States and met all the participant eligibility criteria shown in Table 1, Table 2, and Figure 2.

The researcher concealed the identities of all selected participants using a distinctive coding system created to safeguard each individual's anonymity, privacy, and confidentiality (Santhosh et al., 2021; Surmiak, 2018; Zahle, 2017). The researcher sent the IRB-stamped consent form (see Appendix E) to each participant that agreed to participate after their online

interview was scheduled, with the reminder that the form must be signed and returned to the researcher's email prior to their scheduled interview. The researcher stored all participants' signed consent forms, along with all study files, recordings, and documents as well as all data collected for this study in a secure password-locked computer for safekeeping for three years before deletion (Manti & Licari, 2018; Nusbaum et al., 2017; Young et al., 2018). The constant protection of participants' privacy and ongoing informed consent (see Appendix E) throughout this study was among the many important ethical research practices the researcher upheld to foster trusting and transparent relationships that improve participants' compliance, motivation, engagement, and ongoing participation (Creswell & Poth, 2018; Xu et al., 2020).

The researcher developed an interview guide (see Appendix G) that was used when conducting participants' interviews to organize and pace the interview process and ensure that all interview questions (see Appendix F) were answered within the agreed scheduled time (Adeoye-Olatunde & Olenik, 2021; Bird, 2016; Busetto et al., 2020; DeJonckheere & Vaughn, 2019). To ensure reliability and reflexivity, the researcher used the same interview guide (see Appendix G) when interviewing all participants. The researcher used a clean copy of the interview guide for each participant's interview to document the date of the interview and the participant's assigned coded name, take descriptive notes, and sketch reflexive thoughts (Adeoye-Olatunde & Olenik, 2021; Bird, 2016; Busetto et al., 2020; DeJonckheere & Vaughn, 2019). The researcher created interview questions that consisted of (a) 15 open-ended questions for participants in leadership positions, (b) 10 open-ended questions for participants in direct-report positions, and (c) seven open-ended follow-up questions for both leadership and direct-report positions, if needed, based on the answers given by the participants (see Appendix F). All of the interview questions were grounded in the academic literature and based on the four central research questions RQ1, RQ2,

RQ3, and RQ4 and corresponding sub-questions presented in Section 1 (see Appendix F). All of the interview questions and follow-up questions for participants in both leadership positions and direct-report positions were pre-determined and open-ended questions that were neutral, clear, and devoid of any leading questions or language (DeJonckheere & Vaughn, 2019).

Due to the COVID-19 social distancing restrictions that prohibited face-to-face data collection, the participant interviews were conducted online from the secure location of the researcher's home (Dodds & Hess, 2020). Depending on the participants' preference, either the Zoom or Microsoft Teams video-conferencing application was used to meet and conduct the interviews online. All of the interview meetings were recorded and stored on a password-locked computer to guarantee secure login, data transfer, and storage, as well as to protect all study data files and the participants' confidentiality and privacy (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021). The researcher ensured that the interviews were held in a location that was free from any distractions, was conducive to clear, real-time audio and video recording to facilitate accurate transcription, and was not in an open area where others could easily overhear the conversation (Archibald et al., 2019; DeJonckheere & Vaughn, 2019; Lobe et al., 2020; Santhosh et al., 2021). Prior to beginning of each interview, the researcher explained to each participant that their participation in this study was totally voluntary and they were free to not answer any question or withdraw from the study at any time (Cumyn et al., 2019).

The researcher personally transcribed all of the recorded interview conversations using naturalized transcription to produce written text in Microsoft Word that is a verbatim transcript of the verbal data in the recorded interviews (da Silva Nascimento & Steinbruch, 2019). The researcher also watched the video recordings of the online interviews to facilitate clarification of any unclear speech and provide context around any facial expressions, hand gestures, and pauses

(da Silva Nascimento & Steinbruch, 2019; DeJonckheere & Vaughn, 2019; Santhosh et al., 2021). Following completion of each participant's interview transcription, follow-up member checking was employed to ensure the accuracy of the data collected and transcribed. Participants were given the opportunity to review and change any information in their interview transcript. The researcher asked each participant to attest to the accuracy of their transcript before coding began to increase the credibility and trustworthiness of this study (Iivari, 2018; McGrath et al., 2019; Thomas, 2017; Young et al., 2018).

The researcher utilized both Microsoft Excel and Microsoft Word jointly to code, sort, and structure the vast amount of unstructured qualitative data transcribed from online interviews to organize the data for data analysis (Ose, 2016; Saldaña, 2021). The researcher also employed CAQDAS, such as NVivo 12 to assist with data organization, content analysis, text querying, and interpretation of data as codes and themes as well as visualization of the qualitative data to organize and manage the vast amount of data collected (Salahudin et al., 2020; Saldaña, 2021; Woods et al., 2016). The researcher gained a sense of the entire database through the process of memoing emergent ideas before creating an In Vivo codebook (see Figure 5) comprised of the participants' quotes (Saldaña, 2021). Familiarity with the database facilitated describing and classifying codes into themes before developing and assessing interpretations, representing and visualizing the data, and presenting the findings. The presentation of findings is discussed below.

Presentation of the Findings

This section provides a thorough discussion of the study findings to answer the four research questions and related sub-questions presented in Section 1 that fully address the stated specific problem. The purpose of this qualitative, flexible design, single case study was to add to the existing body of knowledge and increase the understanding of the reasons behind the

potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability within social enterprise organizations in the United States. The researcher aimed to increase understanding of and learn about the study topic by uncovering participants' answers to the research questions (Haven & Van Grootel, 2019). Stenfors et al. (2020) stated that qualitative researchers' write-up of study findings should directly address their research questions. Korstjens and Moser (2018) suggested that the findings section in qualitative papers should present themes, interpretations, relationships, and interview quotes to answer the research questions and visualize and illustrate the richness and variety of the findings.

The presentation of findings section includes (a) themes discovered, (b) interpretation of the themes, (c) representation and visualization of the data, and (d) relationship of the findings. The relationship of the findings section provides a detailed discussion of how the findings related to key areas from the research proposal, research questions, conceptual framework, anticipated themes, the literature, and the problem. A summary of the findings provides an overview of how the findings addressed the study problem, the purpose of the research study, and the research questions, as well as highlights of the key conclusions drawn from the findings to conclude the section on the presentation of findings. The themes discovered is divided into three related areas to provide a holistic discussion of how the study sample population, data analysis, and codebook were integral to the development of themes discovered. Themes discovered is discussed below.

Themes Discovered

The comprehensive discussion of themes discovered is divided into three related areas. These areas describe this study's (a) sample population, data triangulation, purposive sampling, data saturation, and participants' descriptions and demographics; (b) five data analysis activities;

and (c) In Vivo coding process and the integral role of the finalized codebook in the development of themes and the formation of themes from the codes. The first section describes this study's sample population with discussions about data triangulation, sample size and data saturation, and participants' descriptions and demographics. Korstjens and Moser (2017) and Yin (2018) stated that qualitative researchers should pursue an appropriate sample of participants to gain a broad and in-depth understanding of the problem being studied. The authors emphasized that detailed descriptions and demographics of the study's sample population should be explained to present findings in a holistic way. The second section provides descriptions of how the five stages of the data analysis spiral was applied after starting the field study to constantly manage, analyze, and reduce the vast amounts of qualitative data collected and organized into themes or categories (Creswell & Poth, 2018). The authors informed that data analysis spiral activities and analytic strategies encompass general analysis procedures that are commonly used and fundamental to all forms of qualitative research. The third section provides a discussion of the key role of In Vivo coding in the creation of a finalized codebook that can be used to guide the formation of themes.

Study Sample Population

Participants, population, and sampling were three essential foundational facets of this qualitative, flexible design, single case study. The study participants were vital to the success of this research, which was a social process that required interactions between the researcher and a variety of individuals who could examine, describe, and explain the problem being studied in real-world contexts and provide both rich information from multiple and diverse perspectives, as well as unexpected findings (Creswell & Poth, 2018; Korstjens & Moser, 2017). The short-term relationships built with the different study participants during the online interviews facilitated collection of data in the form of context-rich descriptions of behaviors, experiences, and insights,

which supports presentation of the findings in a holistic way that allows readers to consider whether and how the study findings can be transferred to their contexts (Haven & Van Grootel, 2019; Korstjens & Moser, 2017; Yin, 2018).

Once the research goal, questions, assumptions, and context were determined, the study's participant eligibility criteria shown in Table 1 were defined to help identify the general, target, accessible, and sample populations shown in Figure 2 (Asiamah et al., 2017). The accessible population shown in red in Figure 2 was used as the sample frame to compensate for potential deficits of participants in the target population due to ineligibility, lack of response, negative response, and lack of consent (Asiamah et al., 2017; Martínez-Mesa et al., 2016). Purposive sampling from the accessible population facilitated deliberate selection of participants who were eligible, available, and willing voluntarily to consent to meeting with the researcher within a three-week research time-frame set for conducting online interviews (Asiamah et al., 2017; Lee et al., 2020; Majid, 2018; Patino & Ferreira, 2018). The selected sample became the small study population of 20 individuals who were purposefully chosen from the larger general, target, and accessible populations to become participants in this study, as shown in purple in Figure 2 and outlined in Table 3 (Ames et al., 2019; Asiamah et al., 2017; Gill, 2020; Vasileiou et al., 2018).

Data Triangulation. A key limitation of this study was that using a qualitative research methodology can limit the validity of the study findings. The risks of this key limitation were mitigated by utilizing data triangulation to increase the internal validity of this study's qualitative findings (da Silva Santos et al., 2020; Farquhar et al., 2020; Fusch et al., 2018; Moon, 2019). Data triangulation was utilized to (a) collect qualitative data that was accurate and not from a single data source, (b) acquire corroborating evidence that increased the validity of the findings, and (c) improve the rigor of the research to achieve trustworthy qualitative findings (Creswell &

Poth, 2018; Farquhar et al., 2020; Fusch et al., 2018; Yin, 2018). Data triangulation was achieved by conducting online, semi-structured, in-depth, qualitative interviews with different individuals, who were performing different functions in different organizational roles, while employed within different social enterprise organizations located in different locations covering all four regions of the United States (see Table 1, Table 2, Table 3, and Figure 2). This triangulation of data allowed the researcher to collect a broad source of qualitative data that contributes to the credibility and confirmability of the findings (da Silva Santos et al., 2020; Fusch et al., 2018).

Purposive Sampling. A key assumption of this study was that participants would be knowledgeable regarding the study topic. The risks of this assumption were mitigated with the creation of a purposive sampling framework that facilitated achievement of a study sample with a variety of participants who were most likely to provide information that was rich, detailed, and aligned with the research purpose and questions (Asiamah et al., 2017; Campbell et al., 2020; Forero et al., 2018). The use of purposive sampling also improved the related issue of reaching data saturation and sufficient sample size because maximization of the information richness of the data through non-random selection of participants facilitated faster availability of adequate in-depth data (Ames et al., 2019; Gill, 2020; Moser & Korstjens, 2018; Young & Casey, 2019).

Data Saturation and Sample Size. The researcher's estimation of this study's sample size was largely guided by the goal of conducting enough in-depth interviews to reach saturation, where new information is no longer being provided by the last participant interviewed and added participant interviews are no longer augmenting the study, which typically occurs in the range of 20 to 60 qualitative interviews (Boddy, 2016; Guest et al., 2020; Sim et al., 2018; Vasileiou et al., 2018). Prior to the field study, the delimitation of number of qualitative online interviews conducted was limited to 20 to 25 participants to facilitate conducting sufficient participant

interviews to meet and exceed the code saturation point, which is typically achieved at nine interviews and the meaning saturation point, which is typically achieved in the range between 16 and 24 interviews (Vasileiou et al., 2018). The researcher had intended to conduct additional interviews beyond the saturation point to avoid neglecting any additional new or important data because the most common information is generated early and new and pivotal information emerges over time at a decreased rate (Guest et al., 2020).

The researcher coded each participant interview manually with In Vivo or verbatim coding using both Microsoft Word and Microsoft Excel to create an In Vivo codebook (see Figure 5) derived from the participants' quotes (Ose, 2016; Saldaña, 2021). Progressive data collection through 20 online, semi-structured qualitative interviews and subsequent systematic first-round and second-round manual In Vivo coding of each participant's interview transcript revealed that data saturation was achieved fairly early in the interview process. The number of new In Vivo codes created from the interview transcripts of the first few participants was high initially, but then decreased progressively until new or important information was no longer detected after coding the interview transcript of Participant 10. The researcher also used a seven-step method to assess and give an account of thematic data saturation in qualitative research (Guest et al., 2020). The results of this assessment also indicated that data saturation would likely occur after the interview with Participant 10, as shown in Figure 3 and described in detail below.

Qualitative Data Saturation Assessment. Guest et al. (2020) stated that a seven-step approach can be used to prospectively calculate data saturation in a given qualitative study. The authors described that after the first four interviews are conducted and new themes are identified, a prospective data saturation calculation can be used to determine if a new information threshold of $\leq 5\%$ has been reached to indicate adequate qualitative data saturation has been attained. The

researcher applied the following step-by-step process for assessing qualitative data saturation provided by the authors using this study's data as shown in Figure 3:

1. Added the number of unique themes identified within the first four participant interviews to determine the total base set number of themes. The researcher identified (a) 44 new themes within Participant 1's interview, (b) 33 new themes within Participant 2's interview, (c) 27 new themes within Participant 3's interview, and (d) 24 new themes within Participant 4's interview. The resulting sum, 128, shown in the small black box in Figure 3 is the denominator in the data saturation ratio equation.
2. Added the total number of unique themes identified within the next two interviews after the base set. The researcher identified 16 new themes within Participant 5's interview and 12 new themes within Participant 6's interview. The resulting sum, 28, shown in Figure 3 under the column for Participants 6's interview, is the number of new themes in the first run length of two, and the numerator in the data saturation ratio equation.
3. Calculated the data saturation ratio by dividing the number of new themes in the run length of two by the number of unique themes in the base set to reveal the new information threshold percentage, which should be $\leq 5\%$ to indicate adequate data saturation had been attained. The number of new themes in the run length of two is 28 from step two, which is divided by the number of unique themes in the base set, which is the denominator of 128 from step 1. The quotient revealed a 22% new information threshold, which is shown in Figure 3 under the column for Participant 6's interview, which is not $\leq 5\%$ to indicate adequate data saturation had not yet been attained.

4. Added the total number of unique themes identified within the next two interviews, with an overlap of the previous participant's interview. The researcher previously identified 12 new themes within Participant 6's interview and five new themes were identified in Participant 7's interview. The resulting sum, 17, shown in Figure 3 under the column for Participant 7's interview, is the number of new themes in the second run length of two, and the numerator in the data saturation ratio equation.
5. Calculated the data saturation ratio by dividing the number of new themes in the run length of two by the number of unique themes in the base set to reveal the new information threshold percentage, which should be $\leq 5\%$ to indicate adequate data saturation has been reached. The number of new themes in the run length of two is 17 from step four, which is divided by the number of unique themes in the base set, which is the denominator of 128 from step 1. The quotient revealed a 13% new information threshold, shown in Figure 3 under the column for Participant 7's interview, which is not $\leq 5\%$ to indicate adequate data saturation had not yet been attained.
6. Added the total number of unique themes identified within the next two interviews, with an overlap of the previous participant's interview. The researcher previously identified five new themes within Participant 7's interview and seven new themes were identified in Participant 8's interview. The resulting sum, 12, shown in Figure 3 under the column for Participant 8's interview, is the number of new themes in the second run length of two, and the numerator in the data saturation ratio equation.
7. Calculated the data saturation ratio by dividing the number of new themes in the run length of two by the number of unique themes in the base set to reveal the new

information threshold percentage. The number of new themes in the run length of two is 12 from step six, which is divided by the number of unique themes in the base set, which is the denominator of 128 from step 1. The quotient revealed a 9% new information threshold, shown in Figure 3 under the column for Participant 8’s interview, which is not $\leq 5\%$ to indicate adequate data saturation had not yet been attained.

The researcher continued to repeat the process until the new information threshold percentage was $\leq 5\%$ to indicate adequate data saturation had been attained. As shown in Figure 3 under the column for Participant 10, the new information threshold percentage reached 3% to indicate adequate qualitative data saturation. After the interview for Participant 10, the new information threshold percentage continued to decrease until reaching zero after the interview for Participant 13, which is shown in Figure 3 within the yellow block.

Figure 3

Qualitative Data Saturation Assessment

	Base size of 4 interviews				Run length of 2 interviews																		Total		
Interview & participant number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					
New themes per interview	44	33	27	24	16	12	5	7	3	1	1	0	0	0	0	0	0	0	0	0	0	173			
Number of base themes	128																					—			
New themes in run length of 2					28	17	12	10	4	2	1	0	0	0	0	0	0	0	0	0	0	—			
Saturation rate					22%	13%	9%	8%	3%	2%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%				
											Saturation point at $\leq 5\%$ threshold		Saturation point at 0% threshold												

The researcher conducted additional interviews beyond Participant 10 because (a) all 20 participants had been scheduled in advance and expressed a strong interest in contributing to this study, (b) common information is usually generated early, whereas any pivotal, key information emerges over time at a decreased rate (Guest et al., 2020), and (c) it was required to reach a 0%

threshold for new information and 100% data saturation, using the qualitative thematic saturation method, as shown in Figure 3. Participants' descriptions and demographics are discussed below.

Participants' Descriptions and Demographics. All of the participants met the eligibility criteria shown in Table 1, Table 2, and Figure 2. Six participants were employed in direct-report positions and 14 participants were employed in leadership positions, five of which were the founders of their organization. The participants' years of experience within their current organizations ranged from a minimum of 2 years to a maximum of 35 years, with an average of 14 years of experience. The number of employees within the organizations ranged from three to 4,000. The annual budget of the organizations ranged from \$100,000 to over \$20 million. The ages of the participants ranged from 35 years to 69 years. The participants consisted of both males and females. All four geographic regions within the United States, which included the Northeast, Midwest, South, and West regions were represented by the locations of all the participants' organizations (Kelley-Sohn et al., 2017). The specific state(s) in which each participant's organization is located and any other specific information that made it possible to identify any participant was not disclosed in Table 3 to maintain the constant protection of all participants' rights to privacy and confidentiality of data (Chauvette et al., 2019; Cumyn et al., 2019; Santhosh et al., 2021; Surmiak, 2018). The numbers shown under the Participant column in Table 3 correspond to the unique code assigned to each participant to conceal their identity and ensure anonymity, privacy, and confidentiality (Santhosh et al., 2021; Surmiak, 2018; Zahle, 2017). The same assigned code number is used throughout Section 3 when presenting a specific participant's voice and experience.

Table 3*Participants' Descriptions and Demographics*

Participant	Role within organization	Geographic region in the United States
1	Direct-Report	South
2	Leader	West
3	Leader	West
4	Direct-Report	West
5	Leader	South
6	Leader	Midwest
7	Leader	South
8	Direct-Report	South
9	Leader	South
10	Leader	Northeast
11	Leader	Northeast
12	Leader	Midwest
13	Direct-Report	West
14	Leader	Midwest
15	Leader	South
16	Direct-Report	South
17	Direct-Report	South
18	Leader	South
19	Leader	Northeast
20	Leader	Midwest
Total Leaders	14	—
Total Direct-Reports	6	—

Study Data Collected. McGrath et al. (2019) underscored that one of the fundamental difficulties with qualitative research is that data are generated very quickly, which leads to a large amount of data that must be managed and organized very quickly to facilitate quality data

analysis and a detailed account of findings. The 60- to 90-minute, audio-and-video recorded, online semi-structured, interviews for all 20 study participants in this qualitative study generated in excess of (a) 720 single-spaced pages of transcribed interview transcripts; (b) 312 pages of interview scripts, reflections, written memos, and descriptive categories, diagrams, and patterns; (c) 266 pages of first cycle a priori, In Vivo, and finalized codebook codes; and (d) 38 pages of codebook codes generated by NVivo 12.

Study Data Analysis

Creswell and Poth (2018) emphasized that there are five stages of data analysis that researchers must contend with to effectively analyze the considerable amount of information that will emerge after qualitative data collection has ended. The authors described five stages of data analysis and strategies that start with data collection and spirals downward and narrows toward a detailed and displayed account of findings, which include (a) managing and organizing the data, (b) reading and memoing any emergent ideas, (c) describing and classifying codes into themes, (d) developing and assessing interpretations, and (e) representing and visualizing the data. The researcher's application of these inter-related and simultaneous five data analysis spiral activities to reduce the extensive amount of data collected into themes discovered is discussed below.

Managing and Organizing Data. The researcher managed and organized the data first before moving in the spiral to break the data apart by reading and memoing emergent ideas. A naming and filing system was established for various files, documents, and interview recordings to organize the collected data pertaining to each of the 20 study participants. Each participant was assigned a coded name and all of the research materials were identified with the coded name only. The analytic strategies involved in organizing and managing data that facilitated positive analytic outcomes included the researcher preparing an organized database of files and interview

recordings and ensuring continuous and secure file storage by converting data for long-term storage and creating a long-term file storage plan (Creswell & Poth, 2018).

Reading and Memoing Emergent Ideas. The analytic strategies involved in reading and memoing emergent ideas the researcher engaged in included (a) memoing when reading each participant's interview transcripts, (b) thinking reflexively about the data collected during the online interviews, and (c) integrating and summarizing memos. The prioritization of memoing and developing a system for memo organization and memo sorting facilitated positive analytic outcomes, such as early analysis and evolution of codes and development of themes across files (Creswell & Poth, 2018). The researcher's segment memos, notes on emergent ideas, identifiable captions, and reflexive thoughts documented in the margins of each participant's interview transcript, as well as sticky notes helped to organize and break the data apart before describing and classifying codes into themes. Daily memoing and reflection on the interview process and the data generated from the interview facilitated the researcher (a) being constantly engaged with the collected data, (b) managing personal subjectivities, and (c) operationalizing categories and codes (DeJonckheere & Vaughn, 2019; Lisi, 2016; Ravindran, 2019).

Describing and Classifying Codes Into Themes. The analytic strategies involved in describing and classifying codes into themes the researcher engaged in included (a) developing a list of a priori and In Vivo codes for themes (Saldaña, 2021), (b) creating descriptions of themes (Ose, 2016), and (c) classifying by looking for themes and categories (Woods et al., 2016). Describing and classifying codes facilitated positive analytic outcomes, including (a) making sense of the text collected from interviews, (b) using memoing to track the development of ideas, (c) creating a finalized codebook, and (d) capturing emergent themes (Creswell & Poth, 2018).

The coding process facilitated practical analysis of qualitative text data that was dense and disparate by coding data segments that pertain to a specific topic and retrieving sentence segments that refer to a specific research question to find emerging (Elliott, 2018). Transcripts of the recorded interviews, which were coded with short descriptors of the sentence contexts made the raw data easier to extract, sort, examine, synthesize, summarize, and categorize to develop patterns and themes (Busetto et al., 2020). The researcher engaged in re-coding a second time as a self-reflexive practice that helped re-organize, re-analyze, and compare the data that was coded initially to determine if any personal biases occurred and to change codes to develop emergent patterns, categories, and themes (Rogers, 2018).

Developing and Assessing Interpretations. The analytic strategies involved in developing and assessing interpretations the researcher engaged in included interpreting the data by relating categories and making sense of the data using diagramming to represent relationships among concepts. Making sense of the data through patterns, themes, and categories facilitated positive analytic outcomes, such as progressing from the development of codes, to the formation of themes, to the organization of themes, to making sense of the larger meaning of the data (Creswell & Poth, 2018). The researcher engaged in interpreting the data by considering what is meaningful in the patterns, themes, and categories generated in the data before the final data analysis step of spiral representing and visualizing the data to present an account of findings.

The recognition of themes was important because it was one of the key features of this qualitative, flexible design, single case study. Flexible, qualitative, single case studies include detailed descriptions of themes and patterns emerging from the data to provide understanding of real-world issues and in-depth analysis of multiple sources of qualitative data to present a broad investigation of the single case (Ebneyamini & Moghadam, 2018; Machalicek & Horner, 2018;

Yin, 2018). This study was characterized by (a) data that were text obtained from open-ended questions and in-depth interviews; (b) theme, pattern, and text analysis; and (c) interpretations that were subjective and lacked routine criteria (Abutabenjeh & Jaradat, 2018; Salvador, 2016). This study was evolving because it used open-ended questions and was focused on text analysis and interpretation of themes and patterns that emerged from the online interviews and related documents, such as memos, codebooks, and participants' transcripts (Creswell & Creswell, 2017; Robson & McCartan, 2016).

Representing and Visualizing Data. The analytic strategies involved in the final data analysis spiral activity of representing and visualizing the data that the researcher engaged in included creating a point of view by creating matrices, trees, and models and displaying and reporting the data to present an account of the findings using both Microsoft Word and Microsoft Excel as well as NVivo 12. Creating a visual image of the study information that displays data categories, such as hierarchical tree diagrams can support positive analytic outcomes (Creswell & Poth, 2018). The authors described that representing the study data using innovative styles of data displays can facilitate analyses of metaphors. Robson and McCartan (2016) advised that the use of diagrams not only displays a graphic of the central elements that support and inform the study, but it also requires the researcher to identify what is of greatest importance for inquiry.

Study Coding Process

Before transitioning to focus on the themes discovered, it is important to recognize the critical and fundamental role of coding in the formation of themes from codes for this study. Creswell and Poth (2018) suggested that the development of themes is dependent upon the existence of qualitative data that has previously been coded. The researcher used systematic manual In Vivo coding to ensure that all of the content within this study's 20 participant files

was considered for coding and the development of themes, not only the words, terms, and fragments that could be extracted from the text using CAQDAS (Creswell & Poth, 2018; Ose, 2016; Saldaña, 2021). The researcher utilized NVivo 12 only to support and enhance the data analysis process by employing its useful core functions, such as text search querying and querying by item to structure the text and retrieve text fragments for word frequency and word clouds. NVivo 12 was also instrumental in the creation of multiple diagrams, trees, maps, and models presented in this study. Ose (2016) underscored that no CAQDAS can carefully sort and structure the textual data and perform true analysis of qualitative data because that is something “only the human mind can do” (p. 2).

Salahudin et al. (2020) suggested that after a researcher transcribes the audio-recorded data from the online participant interviews, NVivo 12 can be particularly useful for coding of the document text, which can facilitate organization of the data using codes to identify themes for data analysis and interpretation. The authors stated that qualitative researchers must continuously organize and analyze the collected qualitative data to maximize the use of NVivo 12. The authors explained that NVivo 12 can be particularly useful in facilitating (a) data management, folder creation, and importing; (b) data coding and theme creation; (c) data analysis and thematic analysis; and (d) data classification and attribute entry.

Manual In Vivo Coding. The researcher used Microsoft Word and Excel to sort, structure the text, and systematically code all of this study’s qualitative data (Ose, 2016). All of the data for this qualitative study was collected solely through the 20 online, semi-structured participant interviews conducted within a three-week research time-frame. The researcher utilized In Vivo or verbatim coding to preserve the participants’ verbalizations. Saldaña (2021) suggested that In Vivo coding is an appropriate coding method particularly functional for novice

After the researcher transcribed the audio files from each participant's online interview into 20 separate Microsoft Word documents, all of the transcribed text within the 20 documents was copied and pasted into 20 separate sheets in a blank Excel workbook (Ose, 2016; Saldaña, 2021). The authors explained how to effectively use Microsoft Excel's formatting, data, and concatenate functions to easily merge qualitative data from specified cells. These steps prepared the Microsoft Excel workbook for starting the coding process of all 20 transcribed interviews that were kept in separate sheets, along with the In Vivo code list, all of which were contained within one Microsoft Excel workbook (see Figure 5) throughout the coding process. The organized structure of the Microsoft Excel workbook also made the extraction of codes and formation of themes from codes a more manageable task.

Finalized Codebook. The same Excel workbook that was used for the coding process also became the researcher's finalized codebook, which contained 173 In Vivo codes used in the development and analysis of themes. Creswell and Poth (2018) described that the finalized codebook should contain code segments to accurately describe information and help develop themes. The authors further described that code names should best explain the information and represent (a) expected information that researchers hoped to find, (b) unexpected information that researchers were surprised to find, and (c) conceptually interesting information for a given study's researcher, participants, and potential audiences.

As shown in Figure 5, the finalized codebook for this study was contained within one Microsoft Excel workbook comprised of 21 sheets. Sheets 1 through 20 corresponded to each of the 20 participants coded names and one additional sheet was named CODES, which contained the list of In Vivo quotes and corresponding code numbers shown in Figure 4. Figure 5 shows an example of the structure of one sheet in the Microsoft Excel workbook codebook.

Figure 5

Microsoft Excel Workbook Codebook

	A	B	C	D	E	F	G
13	P14	L	19	I	What, if any, are your practices with regard to delegating tasks and responsibilities to your direct-reports and what is the reason or motivation for adopting these practices?	IN VIVO QUOTE	CODE
				R	Delegations is huge as well. So you're always working to keep your team busy, and you know, and you'll find within your team there's certain people that do certain things better than others, but you also have to take the time to train them, and you also have to be OK with them failing, and that's how they learn. I think a lot of times people don't want failure, so they keep it all themselves. And then after a while they're doing everything. And that to me, that's, that's not good. I, I believe in delegation, and I believe you know, there's people that do certain things better than other people, and that's your job, to kind of coordinate all that.	people don't want failure, so they keep it all themselves	170
14	P14	L	20	I	What is the difference between a leader who just delegates or a leader who delegates effectively?		38
15	P14	L	25	R	Nobody likes to be micromanaged. I tend to only step in when see things going in a negative direction. Otherwise, delegation is important. I cannot do ten other jobs and I can't be so heavily involved in the details of those ten other positions. I have to allow other people to lead or we will never get anything done. And I think people want that sense of freedom in their position to know that yes, they check in. What do you think about this? Are we moving things forward? And sometimes I ask them some key questions to help them arrive at their own answers. But at the end of the day, it's all about trust, and so you have more trust with some employees than others, and it makes it harder to delegate	not hang over them, don't micromanage them	38
16	P14	L	26	I	What obstacles, conflicts, or negative outcomes if any, did you encounter when delegating tasks and responsibilities to your direct-reports and how did you overcome them?		131
17	P14	L	31	R	Very much so. My philosophy is always to get the right people in the right places and turn them loose, let them do their thing. And I guess, you know, I would say that's more like a, as a leader who has guardrails, like you're not driving the car for everybody, but you're providing the guardrails. I'm certainly not going to let somebody run so far off the road that they torpedo the company, but allowing people who know their job to make mistakes. Whether it's in marketing or accounting or management operations. Now, I'm on the phone with my directors all the time, but I'm not constantly calling them every morning saying what are you doing today? How are you doing it? Why are you doing it? Its like I've got the right person, the right place, and if something starts coming up, we'll have those conversations and then talk through it. So I think, yes delegation.	there is going to be mistakes and you have to be OK with that	131
18	P14	L	32	I	Do you consider feedback from both from the leader and the follower to be an integral part of the success of delegation?		103
19	P14	L	41	R	Absolutely, and I'll tell people that all the time. Tell me, give me some ideas, and I'll give you some, and just give them the opportunity to be vested in it as well. You can't squash ideas you can't, you have to, you have to let your people speak up. Like I said, some of the best ideas I ever heard came from other people and I think it's vital to allow your team to be able to speak and allow them to tell you, hey, I think that was good, that's not good, and you have to accept that. But if you have that team concept and not I am the boss and you're below, it goes a lot further. You get a lot more done and it's a lot more fun of a workplace as well.	team concept and not I am the boss and you're below	103
20	P14	L	42	I	What leadership skills and/or resources have you used to resolve a problem that you faced?		83
21	P14	L	55	R	Oh wow, I mean, we've had everything over the years, just a vast variety of things. I would say the leadership skill of being direct. So, it's not, let's, let's not tiptoe around it. Let's go right to the problem. Let's talk. Let's be honest. And you know, if we can fix it and rectify it, great. If it's something that hey, we're gonna have to move on from, so be it. But I, I take the direct approach, no tiptoeing around. I try not to hurt people's feelings. I'm just going to be direct and upfront and honest.	be direct and upfront and honest	83
22	P14	L	56	I	So trust is very important, establishing trust between leader and follower?		128
23	P14	L	59	R	I encourage a group to work on their project and then come back as a team as a whole to report to everybody where they are with that project. And since we meet on a weekly basis, it's a good check in opportunity, but it really becomes their responsibility to run things on that side and dictate the schedule. But it's the coming back together and the check in points that become really important. I think just learning over time. What seems to work what does not. Reading good business books. I think. Trial and error.	I feel better if I'm straight up	128
24	P14	L	60				

After the completion of the In Vivo coding process, which incorporated all of the participants' unique, diverse, and powerful quotes from their transcribed interviews located within the Microsoft Excel sheets, the software's formatting, concatenate, and sorting functions were used to sort the data (Ose, 2016; Saldaña, 2021). The authors described how references and quotes could be transferred from Microsoft Excel to Microsoft Word to sort the text into logical structures and strings. The authors further described how the creation of logical headings, levels, and categories within Microsoft Word could be used to analyze the data for themes because the systematic manual coding process enabled the researcher to have enormous familiarity with the data, codes, and In Vivo quotes.

Formation of Themes. After organizing the collected data and getting a sense of the whole database through the process of reading, memoing, summarizing, and reflecting on emergent ideas, the researcher created the final In Vivo codebook (see Figure 5), which was used to guide the development of themes. Describing and classifying codes into themes involved moving beyond coding to taking the text and qualitative information apart and looking for

themes or categories, which were broad units of information that formed a common idea (Creswell & Poth, 2018). The authors explained that upon completion of a process that began with the development of codes and ended with the formation of themes from the codes, themes would emerge. The following four themes emerged:

1. Leadership challenges with delegation.
2. Leadership challenges with building strong teams.
3. Leadership challenges with business expansion.
4. Leadership influence on organizational culture.

The authors reminded that qualitative researchers' finalized codebook should contain coded data segments with detailed information needed to develop child sub-themes within a larger family of themes that consist of various codes aggregated to form a common idea. The interpretation of the four themes and the two related sub-themes which emerged in this study are discussed below.

Interpretation of the Themes

The In Vivo codes used to reduce the data into themes were developed from the 20 participants' answers to the interview questions (see Appendix F). The interview questions were derived from and are directly related to the research questions, conceptual framework elements, and literature review of current scholarly sources focused on the specific problem stated in Section 1. The specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. The interpretation of the four themes and two related sub-themes examines the participants' verbatim quotes that were used to develop each theme and sub-theme and provides an analysis of the correlation of these themes to the broader literature reviewed in

Section 1 (Creswell, 2016; Creswell & Poth, 2018). Any specific information within each participant's quote that made it possible to identify a participant was not disclosed to maintain the constant protection of participants' rights to privacy and confidentiality of data (Chauvette et al., 2019; Cumyn et al., 2019; Santhosh et al., 2021; Surmiak, 2018).

Theme 1: Leadership Challenges With Delegation

The theme of leadership challenges with delegation emerged by uncovering participants' answers to interview questions for both leader and direct-report positions that address RQ1 and RQ2 (see Appendix F). RQ1 aimed to explore the ability and willingness of leaders within successful, growing social enterprise organizations to delegate tasks and responsibilities, which is discussed in the larger, common theme. RQ2 aimed to explore the potential obstacles to delegating tasks and responsibilities and the practical solutions that may help leaders in social enterprise organizations to overcome the potential failure to delegate tasks and responsibilities, which is discussed in the narrower, related sub-theme.

Leaders. When participants in leadership positions within successful, growing social enterprise organizations were asked what their perspectives were regarding delegating tasks and responsibilities (see Appendix F), all 14 leaders (100%) responded that they considered delegating tasks and responsibilities to be an effective leadership practice required for organizational success. However, when leaders were asked what their day-to-day practices were regarding delegating tasks and responsibilities to their direct-reports, 12 of the 14 leaders (86%) acknowledged that delegating is a leadership practice that is "challenging" and something they "struggle" with. The theme of leadership challenges with delegation provided insight into the ability and willingness of leaders within successful, growing social enterprise organizations to delegate tasks and responsibilities (see Appendix F).

Participants' Voices. Participant 11 stated, "I think your conversation with me is relevant because we had a smaller group, but now we have a larger group and the issues of delegation of responsibility and teamwork is all pertinent." Participant 7 stated, "I do a lot of delegating. I'm a pretty hands-on manager. I meet with each of those direct reports on a weekly basis, going over kind of what they do." Participant 2 stated, "And that has allowed . . . to delegate off some of things he was doing in the business. Because now he is more managing things versus actually doing a lot of that work." Participant 18 stated, "delegation is important. I cannot do ten other jobs and I can't be so heavily involved in the details of those ten other positions. I have to allow other people to lead or we will never get anything done." Participant 14 stated, "a few good managers over the years taught me, you need to delegate and empower your team. After 10 years of feeling stressed out and overworked, I got the picture that I should do things differently."

Delegation Struggles. Participant 5 stated, "delegation is something that is very hard for me and I have to work at it every single day." Participant 18 stated, "I think delegating is something everybody struggles with because not everybody is going to do something the way you do it and see it." Participant 15 stated, "delegating, it's effective to be able to do when you have individuals who you can delegate to, sometimes in social enterprises, you just don't have enough human resources." Participant 14 stated, "delegating things to do and seeing if they get things done on time, if they're getting things done the way you want them done, it's not something that happens overnight. There is a process and it takes time." Participant 3 stated:

For me, delegation is hard because most of the time it requires a lot of training because I have to teach them what I'm delegating them to do. So sometimes I would definitely end up in that cycle where I doing things myself.

Participant 9 stated:

Honestly, the topic of delegation I find fascinating because I've struggled with that process. Because it's always been a matter of do I have the time to train someone else how to do this? And then secondarily, do they get it right? Or, do I then have to go back and correct the mistakes that they've made versus do I just put in the time and continue to do this piece myself?

Participant 19 stated, "delegation also starts with making sure you've got the right people in place. If you bring in the wrong person and delegate it obviously becomes a challenge."

Correlation With Literature Review. The participants' voices confirmed that leaders consider delegation to be something that they should do more of to be more effective, but some remain unwilling and insist on doing every task (McKenna, 2016). The author cautioned that the end result of leaders who are unwilling to delegate to employees is that time and attention taken up by routine tasks is diverted from more strategic initiatives, which puts both the leader's and organization's future at great risk. Correlation with this aspect of the literature review was also confirmed by Participant 2, Participant 9, and Participant 14. Participant 2 stated:

I need to delegate off certain tasks because we're taking on more and I'm not doing enough customer relationship building and that's what I need to do. As a CEO, I need to be out there. You know, getting more, doing more podcasts, doing the things more that a CEO does, versus more operational.

Participant 9 stated:

If you don't delegate tasks, then you're doing yourself and your team a disservice because you're not growing future leaders, you're wearing yourself out in the process, and you're role modeling something for your team that is not what you want them to be. And it's hard for me to say that because I've acted differently. It's only until recently that

I've started to really take my own advice. I'm still learning, I'm still growing in that process. I'm not exactly where I want to be just yet. I'd like to be able to get these to-do lists down so that it's like one or two things and then I can navigate throughout the day without those daily tasks and have those strategic conversations.

Participant 14 stated:

Within your team there's certain people that do certain things better than others, but you also have to take the time to train them, and you also have to be OK with them failing, and that's how they learn. I think a lot of times people don't want failure involved, so they keep it all themselves and then after a while they're doing everything.

Williams et al. (2020) concluded that many leaders striving to sustain their businesses also suffered from time constraints due to heavy involvement in daily operations and lack of management teams to whom tasks can be delegated. The authors asserted that delegation is a leadership practice that proves to be crucial for any organization's endurance and prosperity.

Correlation with this aspect of the literature review was confirmed by Participant 9, who stated:

From a time management standpoint, I've seen my calendar, where I'm triple booked all day and I have to go through and delete meetings because I can't be in two or three places at one time. But it's a busy role. I'm currently the busiest I've been in my career ever.

Kovanen (2021) emphasized that delegating is important in social enterprises because leaders' failure to delegate can have a negative effect on both the leader and the organization. The author explained this further, stating that recent experiences of burnout among urban self-employed social entrepreneurs were attributed to inadequate delegation and lack of engagement by employees. Correlation with this aspect of the literature review was confirmed by Participant 9 and Participant 14. Participant 9 stated:

I probably would hit that point where I would have to look elsewhere because I enjoy what I do, but you can only take so much before your break. I always looked at it like everyone's a bubble. You have all these tasks that are coming in your way and those bubbles add to your own personal bubble and eventually the bubble bursts. There's a bubble theory or something to that effect, but yeah, if you don't delegate, I think it adds to your own stress and dissatisfaction for your role.

Participant 14 stated:

Delegation goes a long way. To keep everything and do everything yourself never works out. You will burnout, you will get stressed, and when you're burned out and stressed out that bleeds down to your team. It's like a cancer and before you know it, everybody is feeling like that.

Participant 2 stated, "I have too much on my plate. I am doing too much now and we're growing and I just can't take on any more. I am a burning out."

Direct-Reports. When participants in direct-reports positions within successful, growing social enterprise organizations were asked what their perspectives were regarding performing tasks and responsibilities delegated by their leader (see Appendix F), all six direct-reports (100%) responded that performing tasks and responsibilities delegated by their leader was something they welcomed, enjoyed, and appreciated. However, when direct-reports were asked what their day-to-day experiences were regarding performing tasks and responsibilities delegated by their leader, three of the six direct-reports (50%) acknowledged that their leader does not actively delegate tasks and responsibilities to the extent that they desire and feel is appropriate for their professional development. The theme of leadership challenges with delegation provided insight into the perceptions that direct-reports within successful, growing social enterprise

organizations have regarding being asked to perform delegated tasks and responsibilities (see Appendix F).

Participants' Voices. Participant 1 stated, “we switch it up maybe so you don’t get bored with it or tired of it. . . . flip flop who takes on what role so that you can have a kind of a change scenery.” Participant 13 stated, “I think delegation in social enterprise organizations is one way to try to get the word out about the benefits of social responsibility and social impact.”

Participant 4 stated:

If there’s some weeks where . . . have a lot going on . . . will ask me to fill in for some of the tasks. I think . . . tries to do as much as . . . can, and it’s only when . . . filled to the brim with work that . . . reach out and ask me.

Participant 16 stated:

If a leader is doing everything, nothing is going to get done. It’s gonna take time from their job if they feel like they’ve got to do everything. So I think you’re just gonna have to trust you know the people that are under you.

Participant 8 stated, “I feel like . . . delegates everything that . . . possibly can that is related to . . . and there are very few things that . . . has to be involved in. . . . I do feel like . . . has delegated everything possible.” Participant 13 stated, “delegates things to me quite often, which I appreciate because I know I have the capacity for more things.”

Correlation With Literature Review. The voices of the direct-report participants’ confirmed that effective leadership requires effective delegation because the overall desired result is that an employee knows that they are being entrusted with an important task and feels inspired to do a good job at work and contribute to the organization’s success (McKenna, 2016; Serrat, 2017). The authors emphasized that delegating effectively such that it benefits the leader,

employee, and organization should involve the delegation of one of the leader's own job tasks or duties that were delegated to them by their boss, which is the organization, instead of a task that is already part of their normal job experience. Correlation with this aspect of the literature review was confirmed by Participant 8, who stated:

When I first started, anything I needed to talk to . . . about or get a decision from . . . did that. Now, that has really been delegated to me because . . . knows I can do it. Once . . . did it along with me and . . . felt comfortable, and now it is just no question.

Bauwens et al. (2019) and Saebi et al. (2019) posited that social enterprise organizational leaders' willingness to delegate tasks and responsibilities can positively impact employees' productivity and performance through the continuous development of new knowledge and skills. The authors explained that effective delegation facilitates (a) employee development and empowerment; (b) division of tasks and responsibilities; and (c) specialization of skills, which enhances employee motivation, satisfaction, and commitment to the organization. Correlation with this aspect of the literature review was confirmed by Participant 4, Participant 13, and Participant 17. Participant 4 stated, "It's development. . . . There's been times . . . will delegate . . . and not only does it help develop the person . . . it helps them develop their skills . . . to work on some of the higher level, organizational tasks that need to be done."

Participant 13 stated:

At delegating . . . I know I have the capacity for more things, I like to have some diversity. . . was great at getting me a little bit outside of my comfort zone and I was glad that . . . pushed me a bit. It really helped me grow professionally.

Participant 17 stated, “Tasks that might impede my professional development would be tasks that . . . performs related to the . . . those kinds of things . . . If somebody on the team hoped to be . . . someday they would need to know those things.”

Yaari et al. (2020) stated that delegation to and the development of employees is especially important after a social enterprise is founded, stabilizes, and reaches the maturity-growth stage. The authors explained that the maturity-growth stage of an organization’s life cycle presents the main leadership challenge of financial sustainability. The authors emphasized that delegation can facilitate the constant improvement in employee development, teamwork, and strong commitment needed to grow the organization profitably. Correlation with this aspect of the literature review was confirmed by Participant 5 and Participant 8. Participant 5 stated, “I want to invest in my team and make sure that they are getting the professional development that they deserve so we can set them up for success in their future career.” Participant 8 stated:

It is a good working relationship in my opinion. . . . The more that I am able to do, the more I feel validated, I feel trusted, I feel like okay, you know this entire institution really does think that I can do this job and they are very supportive. Of course, then, that makes me feel more committed to the organization.

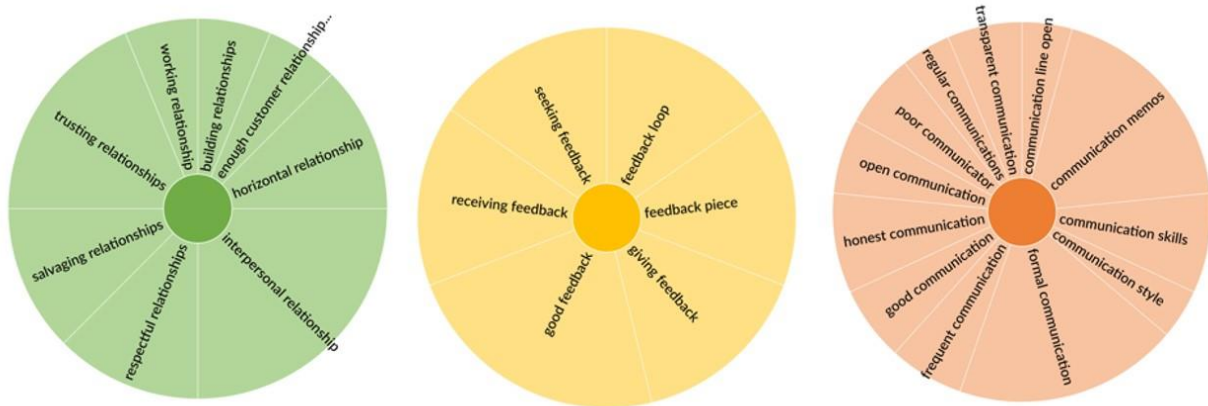
Sub-Theme 1: Strong Relationships, Feedback, and Communication

The sub-theme of relationships, feedback, and communication is related to the larger theme of leadership challenges with delegation. This sub-theme provided insight into the importance of strong relationships, feedback, and communication to prevent the potential failure of leaders to delegate tasks and responsibilities (see Appendix F). When both leaders and direct-reports within successful, growing social enterprise organizations were asked what they thought was important and necessary for effective delegation that results in positive outcomes for all

organizational stakeholders, all 20 participants' (100%) responses included references to the words relationships, feedback, and/or communication. Figure 6 shows three pie charts created in NVivo 12 that show the different coding references for how the words were used in responses.

Figure 6

Coding References for Relationship, Feedback, and Communication



Participants' Voices. Participant 18 stated, "it makes it harder to delegate to the employees that you don't have 100% trust in. So that is where delegation sometimes doesn't work as well." Participant 1 stated:

I think that communication style is very important and the listening obviously is incredibly important. But also someone who really can just take in the information and you know, then break it down and get to the heart of if there is really an issue, what is that issue, and then and try to assist with working through that.

Participant 8 stated:

The only way that delegation could work and the way that it has worked here is that we just talk all the time. I mean, it is just ongoing. It was from the day I started, we talk multiple times a day . . . We ask a question, get an answer, and go.

Participant 16 stated, “you need to have somebody that’s willing to listen and think outside the box and be willing to take a chance. And to trust. I think a good leader just has to trust you.” Participant 5 stated, “delegation, you can do it right when you trust your team members to take ownership of it.” Participant 11 stated, “in my experience, a new hire tends to be averse to delegating and I think the reason for that goes back to the trust and the relationships that haven’t been established yet.”

Correlation With Literature Review. The voices of both leaders and direct-reports confirmed that leaders’ willingness and ability to delegate tasks, responsibilities, and authority effectively is a win-win-win managerial process as described by Akinola et al. (2018). The authors contended that effective delegation results in a triple organizational win because the use of this key managerial process benefits (a) the leader by easing work overload and improving speed and quality of decisions; (b) the employee by developing work skills, relationships, and experiences; and (c) the organization by enhancing coordination, productivity, specializations, and performance. Correlation with this aspect of the literature review was confirmed by Participant 14, who stated:

It needs to be an effective type of delegation. I think if certain people do certain things better than others, then you have to do that, where you're not going to offend other people, so you have to be conscious of how you delegate it because you do not want to upset anyone within the team. But I believe you need to empower them. You have to give them, certain authorities. Let them make certain decisions and not hang over them, don't micromanage them. And, be OK with people making mistakes. The more they do it, the better they'll get and it just helps everyone out in the long run, if you're able to take things off your plate.

Serrat (2017) described that the predictors of organizational leaders' effective delegation include the (a) leader's decision to delegate, (b) leader's workload, (c) leader's trust in an employee, and (d) employee's trust in a leader. Correlation with this aspect of the literature review was confirmed by Participant 15, who stated, "I spend a lot of time working with individuals on establishing mutually trustful, mutually respectful relationships. We work hand-in-hand and it doesn't matter if I'm your boss or your whatever, we got to do it all together."

McKenna (2016) and Saebi et al. (2019) emphasized the importance of leaders having good communication skills because effective delegation requires a leader who can (a) explain the task being delegated clearly, (b) provide clear directions and expectations, and (c) describe how successful task completion clearly contributes to end-goals. Several authors emphasized that social enterprise organizational leaders' effective delegation and strong communication skills can enhance business performance by providing open channels of communication throughout the organization, which stimulates employees' feedback-seeking behaviors (Akinola et al., 2018; Lucia, 2018; Zhang et al., 2017). Correlation with this aspect of the literature review was confirmed by Participant 5, Participant 9, and Participant 15. Participant 5 stated:

What's important is how we are communicating that to the team member. Here's what I'm seeing, I'm asking you to do X, Y, and Z, and here's where you're landing, which is not meeting our expectations. I'm wondering if this is a good fit for you still or here's evidence that supports this question and giving them an opportunity to speak out. . . . We check in because that's important, that feedback piece is important.

Participant 9 stated:

What you're delegating or the communication that has to go on around that delegation I think is extremely important and I also recognize the fact that it helps my team members

grow . . . and I need to be able to build skills in that way and when I do, they're receptive to it. You know, they appreciate feedback even if they've done something incorrectly, they'll say, no, I'm glad you showed me how to do it the right way, now, I get it. So there's a lot to it.

Participant 15 stated:

Especially when trying to communicate the task or assignment itself, if you're are a poor communicator and you're trying to explain what you need, and you don't do it well . . . what that person hears may be very different than what your expectations are. If you're not aligned in terms of being able to communicate and share what your objective is and what the expectations are and what the person heard, you lose it from the beginning, in terms of effectiveness. There is absolutely no doubt that good communication is critical. It's not just communicating, it's communicating well, and communicating in the way that is going to make everybody understand and share alignment on whatever the task is.

Theme 2: Leadership Challenges With Building Strong Teams

The theme of leadership challenges with building strong teams emerged by uncovering participants' answers to interview questions for both leader and direct-report positions that address RQ1 and RQ2 (see Appendix F). RQ1 aimed to explore the ability and willingness of leaders within successful, growing social enterprise organizations to build strong teams, which is discussed in the larger, common theme. RQ2 aimed to explore any potential obstacles to building strong teams and the practical tools and resources that may help leaders in social enterprise organizations to overcome the potential failure to build strong teams, which is discussed in the narrower, related sub-theme.

Leaders. When participants in leadership positions within successful, growing social enterprise organizations were asked what their perspectives were regarding building strong teams (see Appendix F), all 14 leaders (100%) responded that they considered building strong teams to be an effective leadership practice required for organizational success. However, when leaders were asked what their day-to-day practices were regarding building strong teams, 10 of the 14 leaders (71%) acknowledged that building strong teams is a leadership practice that can be challenging. The theme of leadership challenges with building strong teams provided insight into the ability and willingness of leaders within successful, growing social enterprise organizations to build strong teams (see Appendix F).

Participants' Voices. Participant 18 stated, "my leadership style is to work as a team so can we fill the holes where the holes need to be filled. I think that's the only way you can survive is through teamwork." Participant 14 stated, "we do it together as a team. I don't ever put myself up here. We, succeed as a team and we fail as a team. I believe teamwork is a number one part of being successful with leadership." Participant 9 stated, "The team can also see my calendar on Microsoft Outlook. As a leader, I never want to give the impression of I'm going to ask you to do a million things and I'm just gonna sit back."

Team-Building Struggles. Participant 5 stated, "asking do you have what it takes to be successful, I think sometimes people are scared to ask that. But it's important because you learn a lot from your team when you ask that question." Participant 18 stated:

You try to foster a positive culture with what you do in your leadership and there are some people who are never going to buy into it despite everything that you try and sometimes they have to be uninvited to be part of the team for the better of the organization.

Participant 15 stated:

A new person joined, the new . . . manager joined the team, but didn't take any time to establish a relationship with . . . and everyone else on the team and came in really like a bull in a China shop. And we didn't see this behavior during the interview process, which is what took us all off guard.

Participant 12 stated, "when a team doesn't work in my experience, it's because of one person. And if you can figure that out and make a change there, then the team can then move on."

Correlation With Literature Review. The participants' voices confirmed that organizational teams will always require improvements in terms of team coordination, work methods, behavior, and decision-making (Qi & Liu, 2017). The authors underscored that the single, greatest positive factor contributing to continuously enhancing teams' performance and ultimately, overall organizational productivity, performance and profitability, is strong and effective leadership focused on positive change. The authors advised that at the organizational-level, leaders can cultivate a positive social environment that promotes inclusiveness by recognizing employees' value, which increases team members' motivation, commitment, and task-completion. Correlation with this aspect of the literature review was confirmed by

Participant 2 and Participant 3. Participant 2 stated:

When we're in our team meetings, I have everyone talk about what they are working on and are you having any challenges? I want the team to be able to step in and say I can help with that or so and so knows how to do that so you guys should get together and work with each other. I encourage that because a lot of people are very siloed.

Participant 3 stated, "everybody on the team knows that they have a really valuable role to play and, like their opinions matter."

Lucia (2018) asserted that effective leaders should play a major role in establishing the organization's positive culture, vision, and direction and communicate it throughout the organization through everyday actions to set an example. Correlation with this aspect of the literature review was confirmed by Participant 9, who stated:

The team can also see my calendar on Microsoft Outlook. I think as a leader, I never want to give the impression of I'm going to ask you to do a million things and I'm just gonna sit back. . . . Because I like to be the one who's not afraid to jump in . . . and if I'm asking you to do it, then I'm willing to do the exact same thing.

Itam and Bagali (2018) argued that an effective leader should cultivate an engaging work environment with the ultimate goal of developing employees who can demonstrate high levels of performance at both the individual level and team level. The authors explained that this type of agile workplace environment will ensure the overall growth and dual success of the organization. Correlation with this aspect of the literature review was confirmed by Participant 11, who stated:

I meet with every one of my team members every week individually and then I meet with the entire staff once a week as well and during those meetings we go over a to do list. . . . where there is a running tally of what we're doing and what we hope to accomplish during the week. . . . we can look back and say, okay, what didn't we do? Why weren't we able to do it? And then what are the next set of tasks for the next week. We do that both individually and then we have a to do list for the entire department. So it gives everybody an opportunity to speak and to help one another so that we avoid any kind of slowing that can easily take place in these kinds of organizations.

Direct-Reports. When participants in direct-reports positions within successful, growing social enterprise organizations were asked what their perspectives were regarding being assigned

to work as part of a strong team (see Appendix F), all six direct-reports (100%) responded that being part of and working in strong teams in daily operations was something they currently participated in, found to be productive, and enjoyed. None of the six direct-reports (0%) responded negatively to being assigned to work in teams by their leader. The theme of leadership challenges with building strong teams provided insight into the perceptions that direct-reports within successful, growing social enterprise organizations have regarding being assigned to work in teams and any potential obstacles or solutions to achieving goals as part of a team built by their leader (see Appendix F).

Participants' Voices. Participant 1 stated, “we have always worked in teams from the time I joined the organization.” Participant 4 stated, “you’re leading a team. And your team is just people. . . . connect with your employees and with your people.” Participant 13 stated, “I think it's important to have teams in social entrepreneurship organizations, I think it can be extremely valuable as the organization grows.” Participant 8 stated, “we work so well together as a team, I think I am just really lucky . . . almost everyone I’ve worked with here is very open to working in a team environment, which is not always the case.” Participant 16 stated, “we all get along great. I mean, we really do, and everybody pitches in. Everybody is willing to help.”

Correlation With Literature Review. The voices of the direct-report participants’ confirmed that building strong core teams in social enterprises is especially important and necessary for the successful and simultaneous achievement of its dual organizational goals (Eiselein & Dentchev, 2020). The authors described that social enterprises that aim to solve social issues and earn economic profits simultaneously, require simultaneous attention, actions, and abilities to manage both objectives through a single activity, within one organization. Gupta et al. (2020) asserted that the achievements, growth, and successes of a social enterprise can be

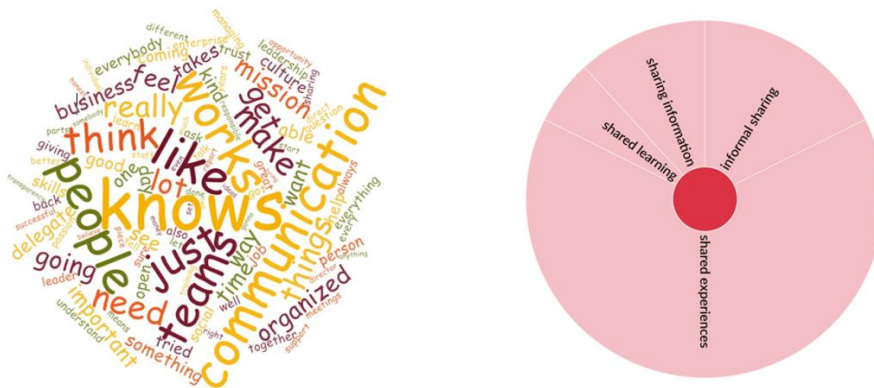
attributed to the different levels of experience, skillsets, and efforts of its organizational teams. Correlation with this aspect of the literature review was confirmed by Participant 8, who stated, “multiple people from a department and sometimes multiple departments . . . with everybody in the institution. At some point, I feel like I’ve had the opportunity to work with someone in every department on at least one project.

Sub-Theme 1: Shared Knowledge and Responsibilities

The sub-theme of shared knowledge and responsibilities is related to the larger theme of leadership challenges with building strong teams. This sub-theme provided insight into the importance of sharing both knowledge and responsibilities to prevent the potential failure of leaders building strong teams (see Appendix F). When both leaders and direct-reports within successful, growing social enterprise organizations were asked what they thought was important and necessary for strong team building that results in positive outcomes for all organizational stakeholders, all 20 participants’ (100%) responses included references to the words sharing, knowledge, and people. Figure 7 shows a word cloud and pie chart created in NVivo 12 that shows the different coding references for how the words were used in participants’ responses.

Figure 7

Coding References for Sharing, Knowledge, and People



Participants' Voices. Participant 11 stated, “the entire team is communicating as a team, everybody gets an opportunity to talk and to learn and to develop.” Participant 16 stated, “I think shared calendars helps as well because if I’m scheduling a meeting with somebody I can look on their calendar and see what they’re doing.” Participant 2 stated:

Yes, it’s because of the people. I’ve been very fortunate to get some really great people to work with us in the business, and I think what’s been amazing is that many of the interns I have, they have found me so they’ve reached out to me and I think that is the best thing in the world when someone reaches out to you and wants to work with you because that means they have done their research and they are passionate about what you are doing.

Participant 1 stated:

Groups have ongoing conversations and planning and things, we also have an overall staff team channel for all staff purposes for sharing information if there’s any changes in our policies, procedures, or getting input about that. That is something that we do have a lot of input in the organization and our input is sought by the administrative level.

Participant 11 stated:

One individual was averse to any kind of partnering or collaborating . . . routine was very siloed . . . didn’t share information with people . . . and I said that I really feel that you definitely have the capability, but you don’t have the skill set to keep moving on in this direction, especially the relational skill set with working with the team.

Participant 14 stated:

You have to engage with them and you can just be hanging out with them or talking about work or talking about current events, whatever. But engage yourself with those people in the team and you’ll start picking up who has certain gifts, who has things that

you can think can help with what you are trying to do. But be engaged. Be with them. Do not just kind of sit in your office and close yourself off from your team. I don't know how you can consider that a team, your team, if you're not out and involved with your team. I mean you have to be out doing it. You gotta roll your sleeves up and get dirty with them, just like they are doing to show them that you are a teammate.

Participant 18 stated, "we share that with the Board. So we're always giving ourselves a level of accountability. We know we must do it."

Correlation With Literature Review. The voices of both leaders and direct-reports confirmed the importance of social enterprise organizational leaders building and managing teams, leveraging human capital, and playing a facilitating role (Wongphuka et al., 2017). The authors stated that effective social enterprise organizational leaders should continuously guide team members toward positive achievements by disseminating information and transferring knowledge. Eiselein and Dentchev (2020) stated that social enterprise organizations can balance their dual organizational goals by delegating different responsibilities for economic and social objectives among agile teams across different functions within the organization to increase collective efforts and shared responsibilities and reduce power distances among team members. Correlation with this aspect of the literature review was confirmed by Participant 9, Participant 10, and Participant 19. Participant 9 stated:

Outside of our collective team, they meet with one another so that they can look at ways to integrate their business lines. . . . I had asked those two to get together and talk about . . . how do we put . . . units so that they work with that program providing support or insight to cases, recommendations, so that the two are interacting with each other. . . . asking how do we create that spider web of sorts, so that were interconnected.

Participant 10 stated:

Definitely putting together a team that is diverse. Everybody has strengths. Everybody has weaknesses and when you look at your team, you really want to make sure that each individual complements each other, but each one brings particular strengths to the operation and the organization.

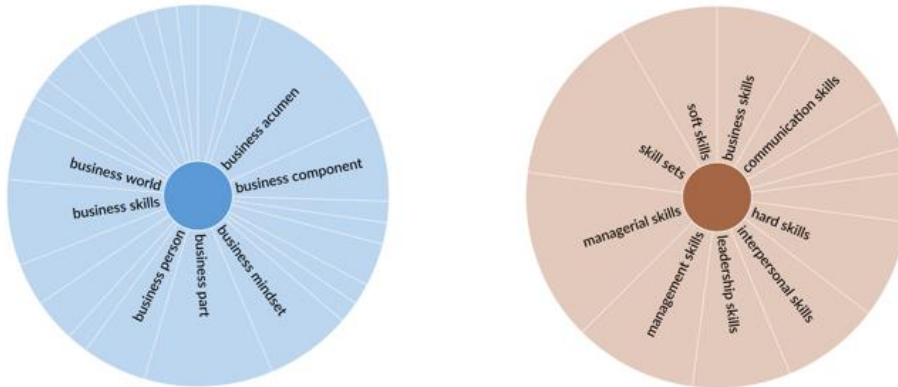
Participant 19 stated, “there is so much in the business that I’m working on, it is important that everybody is working together at a high level and sharing work when you have to.”

Theme 3: Leadership Challenges with Business Expansion

The theme of leadership challenges with business expansion emerged by uncovering participants’ answers to interview questions for leader positions only that address RQ3 (see Appendix F). RQ3 aimed to explore the leadership challenges of expanding a social enterprise organization, while achieving growth and financial sustainability.

Leaders. When participants in leadership positions within successful, growing social enterprise organizations were asked what their perspectives were regarding the requirements for expanding a social enterprise business (see Appendix F), all 14 leaders (100%) responded that leaders must have a business mindset and the ability to build a strong team with complementary skill sets to whom tasks and responsibilities are delegated to effectively. The theme of leadership challenges with business expansion provided insight into the challenges social enterprise organizational leaders must face to expand the business and the role delegating tasks and responsibilities and building strong teams plays in operational readiness (see Appendix F).

Figure 8 shows two pie charts created in NVivo 12 that depict the different coding references for the words business and skills used in leader participants’ responses.

Figure 8*Coding References for Business and Skills*

Leader Participants' Voices. Participant 7 stated, “it’s our belief, that if you don’t run it like a business, you’re not going to be able to keep doing the social piece because you’re not going to have the money, you’re not going to have the infrastructure.” Participant 15 stated:

Social enterprises can tend to suck a lot of the resources out of the organization, from a marketing standpoint, a financial standpoint, and human resources. So to me, when I look at why some social enterprises don’t last, it’s because they didn’t prepare well enough for what a social enterprise does to the organization, and the bandwidth that you need to be able to run this business, while you’re still doing services.

Participant 10 stated:

You have to have a strategic plan. You have to have a business plan and if you actually do a thorough business plan, you will have ticked all these boxes in developing your plan. You can’t just wake up one morning and say, oh I have this great idea. I want to help my community and this is how I’m gonna do it.

Participant 12 stated:

It's a capacity thing. So if you're already up to your eyeballs in the stuff that you're doing, why in the world would you expand? But if you have capacity or you say OK, we are going to expand, but you recognize you don't have the internal capacity, then the next conversation is how do we get those people on board and how that automatically means those people are going to have delegated tasks and they are going to be doing XYZ with the expansion. So that is a really important conversation to have and that you don't just say, oh hey, we're going to go do XYZ when you don't have the people on board to lead it and run it.

Participant 6 stated, "with a social enterprise, you kind of do two questions within one question. There's the financial half of that question because to be there, you have to answer that financial question to be a business, to be an organization."

Participant 9 stated:

We want to be the organization that has the nonprofit heart and the business mind and I think for many years, we have been the nonprofit with the nonprofit heart and nonprofit mind. So we are focusing a little more on developing our skills as business leaders, as opposed to just experts in the field.

Participant 20 stated:

That's a difficult challenge . . . okay, great, you've got this idea that makes sense, but you have to make it a business, it has to operate effectively. You have to be able to appeal to a specific market effectively, you have to be able to operate it within the scope of expenses that your revenues will cover. You have to make it a business, you have to go from idea to business, and it's hard to do that.

Participant 19 stated:

I think everything is a business. Yeah. I mean, you look at even a church is a business, even though they don't say that they have to have revenue to work. Everybody has to have some sense of being business minded . . . if I'm a good pastor of a church, but I'm not necessarily good at business, I would hire a good administrative business pastor to run the business side . . . you got to have both skill sets . . . nothing happens until something is sold . . . there's a sales component to everything we all do. Whether that's through constituents, getting donations, or selling widgets. That's the long way of saying yes, I think everything is a business at its core.

Correlation With Literature Review. The leader participants' voices confirmed that the common approach to social enterprise expansion and growth fails to look beyond expansion processes focused on scaling social impact and should involve a more comprehensive growth orientation that extends to the operational environment, economic considerations, business development, and financial gain (Tykkyläinen, 2019). Social enterprise organizations striving to expand often attain organizational growth solely in terms of size, scope, sites, and activities, but fail to achieve economic, operational, and other growth dimensions required for financial sustainability (Bretos et al., 2020; Davies et al., 2019; Han & Shah, 2020; Zhao & Han, 2020). Several authors concluded that the leadership competencies required to accomplish a social enterprise organization's dual performance, objectives, and mission include business acumen and experience, innovative ideation, financial acuity, risk propensity, and strategic focus (de Souza João-Roland & Granados, 2020; Halberstadt et al., 2021; Ilac, 2018). Correlation with this aspect of the literature review was confirmed by Participant 6 and Participant 12. Participant 6 stated:

You have to be good at administrative, you have to be good at building a team, you have to be good at social media, you have to be good at marketing, you have to be good at being creative with all those things.

Participant 12 stated:

Hiring people with complementary skills is absolutely paramount. Every organization needs five different type of skill sets. One they need an entrepreneur that can kind of push the envelope and do creative things, they need leaders, they need managers, they need people with accountant-type skill sets, as well as sales people skill sets. Not necessarily meaning people with those titles, but people with those particular type of skill sets. . . . that's what I've learned over the years, hire complementary people within those skill sets.

Theme 4: Leadership Influence on Organizational Culture

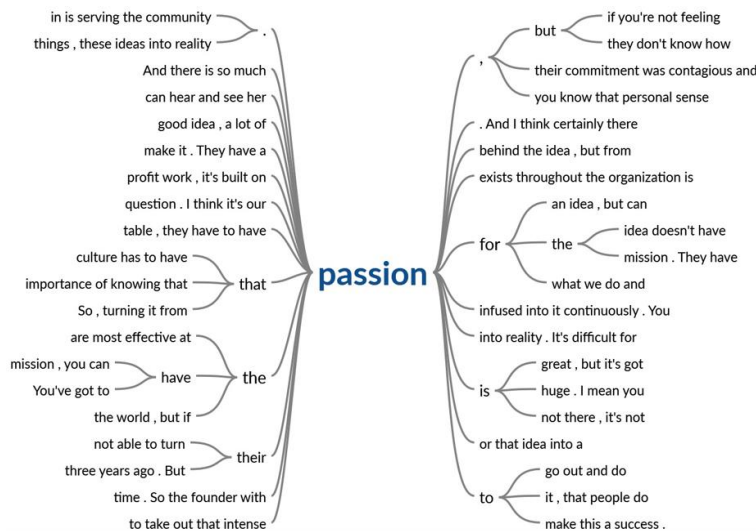
The theme of leadership influence on organizational culture emerged by uncovering participants' answers to interview questions for both leader and direct-report positions that address RQ4 (see Appendix F). RQ4 aimed to explore the distinct organizational culture of successful, growing social enterprises that is cultivated and influenced by its leaders.

Leaders. When participants in leadership positions within successful, growing social enterprise organizations were asked what their perspectives were regarding the distinctive culture of their organization (see Appendix F), all 14 leaders (100%) and all six direct-reports (100%) described the passion for fulfilling the mission of the organization and serving the community. The theme of leadership influence on organizational culture provided insight into what type of organizational culture leaders cultivate and communicate to foster collective organizational engagement that facilitates both positive social change and profitable financial performance (see

Appendix F). Figure 9 shows a text search query created in NVivo 12 that illustrates the contexts in which leaders and direct-reports used the word passion to describe their organizational culture.

Figure 9

Text Search Query for Passion



Leader Participants’ Voices. Participant 10 stated, “everybody has respect for each other, the skills that everybody brings to the table, the expertise that everybody brings to the table, they have to have passion for the mission, compassion for their constituents who they’re serving.” Participant 3 stated, “it’s important to have fun. One of our values is have fun while you are doing work. I think life is too serious. A culture where people enjoy where they are working helps them care about the work.” Participant 19 stated:

I think the biggest thing is going to be making sure that everybody understands the why. If you’re showing up to work at Walmart to stock shelves, you should understand why you’re doing that. If you’re showing up to work at a thrift store to stock shelves, you should understand why you’re doing that and also understand that the time you’re spending doing that is having an impact on the community or the homeless population.

That storytelling is gonna be huge in the leadership and the management role and the ongoing day-to-day work routine because you're probably not making as much money in a thrift store as you would in a Walmart. So you got to have that culture of where we're kind of at a next level. . . . we make sure that we have an environment that you enjoy working in and we make sure that you're always understood and thanked for the impact that you're making.

Participant 18 stated:

Being mission-focused and that is the center of your culture and everything stems out from there. There are a lot of people who talk about culture, but do they live it out and practice it on a daily basis? . . . how does that play out on a day-to-day focus and I think that's a little bit of what's different from the corporate world versus the nonprofit world. You live every day with that mission up in the forefront of everything that you do. I think when you remove yourself out of the center of that equation and it becomes more selfless.

Participant 15 stated:

We really work with all of our staff to be ambassadors, for everything we do within the organization. You may be in our after-school program, but you have a responsibility to the greater good, right? . . . We work with our team members to really get everybody to understand you're an ambassador for this organization and all that we do. And, we're not successful without everybody coming to the plate with it. You know, people have to be engaged, they have to be active, they have to be purposeful, or else we're not gonna have the impact that we hope to have.

Participant 9 stated:

We tried to utilize the technique of tell the story as much as you can because someone that is brand new that walks into the organization needs to hear why we do what we do. When they ask the question how long have you been here and why have you been here this long, it allows us a chance to tell the story, not just about the organization, but the services that we provide and the impact that we have on the clients. People generally get into this field because they feel like it's a calling, whether it's religious or not. There is some internal feeling that they need to do this type of work and that is often what keeps them around if they stay in this field. So absolutely, the importance of knowing that that passion exists throughout the organization is critical. It's great.

Participant 5 stated:

I think the biggest mistake that I've learned is not sharing the vision with your team. So you know it's really easy for us to get our full time team members on board because we are meeting once a week and we're talking about where we want to go and we're talking about who we want to be. But then our part time team members are left out of that.

Direct-Report Participants' Voices. Participant 1 stated, "I enjoy what I do here and a lot of that I will say is greatly helped by having an administration that supports us." Participant 16 stated, "we know that we're here to help . . . so I think just having a family mentality. And like we're all in this together, we need to help the best we can." Participant 4 stated, "A lot of it was from seeing the CEO interact with other people, always helping, always willing to help out different founders." Participant 13 stated, "I feel like trust is very strong between us. . . . I sincerely believe the CEO is one of the most remarkable people I've ever met. So it's an honor to be involved in this organization."

Correlation With Literature Review. The voices of leaders and direct-reports confirmed that a social enterprise's organizational culture is a critical paradigm that affects its development and growth by informing the values, beliefs, and habits that influence individuals' perceptions, behaviors, and performance (Eskiler et al., 2016; Napathorn, 2020; Shin & Park, 2019).

Correlation with this aspect of the literature review was confirmed by both Participant 8, who is a direct report and Participant 9, who is a leader. Participant 8 stated:

I think that our culture is very, very team oriented and very, very mission-focused. Those are the two things that stand out the most to me. . . . Why are we doing this? It's much more about that, so I say, mission-focused. It's a great culture and really and truly, almost everyone I've worked with here is very open to working in a team environment . . . We have the senior staff, so that is all of the executive directors, vice presidents, and the president, but it doesn't seem hierarchical the way meetings are run and in the discussions at those meetings, there does definitely seem to be a sense of shared responsibility across the board. I have never had the sense that the President makes decisions and he just tells everybody what to do. I've never felt that here. . . . It was all communicated very clearly, the focus on the mission . . . but more of it was once I started and I actually saw that being lived out, that is what was inspirational to me.

Participant 9 stated:

The right approach to connect to our team members across the state . . . they can hear and see the CEO's passion for what we do and why we do it. So I think that messaging is pretty critical . . . it really is coming from the heart in the way that the CEO leads. And then that is absorbed by the rest of the executive team, which really, when it goes beyond

the chiefs, it's more like 20 people, and then we're kind of communicating that same message across the organization.

A social enterprise's distinct cultural influences that support alignment between organizational leadership, processes, people, and mission through its structural components best facilitates the pursuit of shared goals (Burton & Obel, 2018; Muralidharan & Pathak, 2019).

Correlation with this aspect of the literature review was confirmed by Participant 7, Participant 10, and Participant 12. Participant 7 stated:

The mission statement, we repeat it a lot. . . . every strategic planning session, we talk about it at our staff meetings . . . get everybody to participate in what really is the mission . . . social enterprise . . . was separate from the offices, but we've relocated them, we put them side by side in the building so that there is a lot of interaction and more communication about the whole ministry. . . everybody is required to go . . . about eight to 10 times a year and help out there. Whether its welcoming volunteers, parking cars . . . those shared experiences . . . augmented by formal communication . . . memos that come out from the CEO . . . all help bring people back to the mission.

Participant 10 stated:

First of all, have the team come up with the words. What does everybody agree to? What are the seven principles that we all agree that we're going to adhere to and put them up on the wall. Let everybody that walks in the building see them. Let everybody that sits in the building every day see them and, and say this is what we have agreed to and it should be part of the DNA of the organization.

Participant 12 stated:

I think having a solid mission and having people understand that mission and incorporate it, that is important. I think that's probably the only thing really that we do across that would be a cultural thing is we really stress our culture. There are our mission and our people. That's what they learn when they apply for the job. That's what they learn as they're doing their interviews.

Representation and Visualization of the Data

The analytic strategies involved in the final data analysis spiral activity of representing and visualizing the data included the researcher representing the data using graphs and charts to create a visual image of the study information (Creswell & Poth, 2018). The authors informed that creating a visual image of the study information should display themes and data patterns to show innovative styles of data displays. The authors described that it is important for qualitative researchers to develop and assess interpretations before starting the final process of representing and visualizing the data to present a detailed and displayed account of findings. Robson and McCartan (2016) emphasized that it is important for qualitative researchers to use diagrams because diagramming displays a graphic of central elements that support and inform the study.

The visual images of this study's findings and information were created in NVivo 12 using imported data, which included the researcher's (a) finalized Microsoft Excel workbook codebook, (b) sorted interview data separated into logical chapters, and (c) interview transcripts. The researcher utilized NVivo 12 only to support and enhance the data analysis process by employing its useful core functions, such as text search querying and querying by item to structure the text and retrieve text fragments for word frequency and word clouds. NVivo 12 was also instrumental in the creation of multiple diagrams, trees, maps, and models presented in this study. The representation and visualization of the data is presented in the section below.

Figure 10 shows the many codebook themes that emerged within the interview questions.

Figure 10

Finalized Codebook Themes

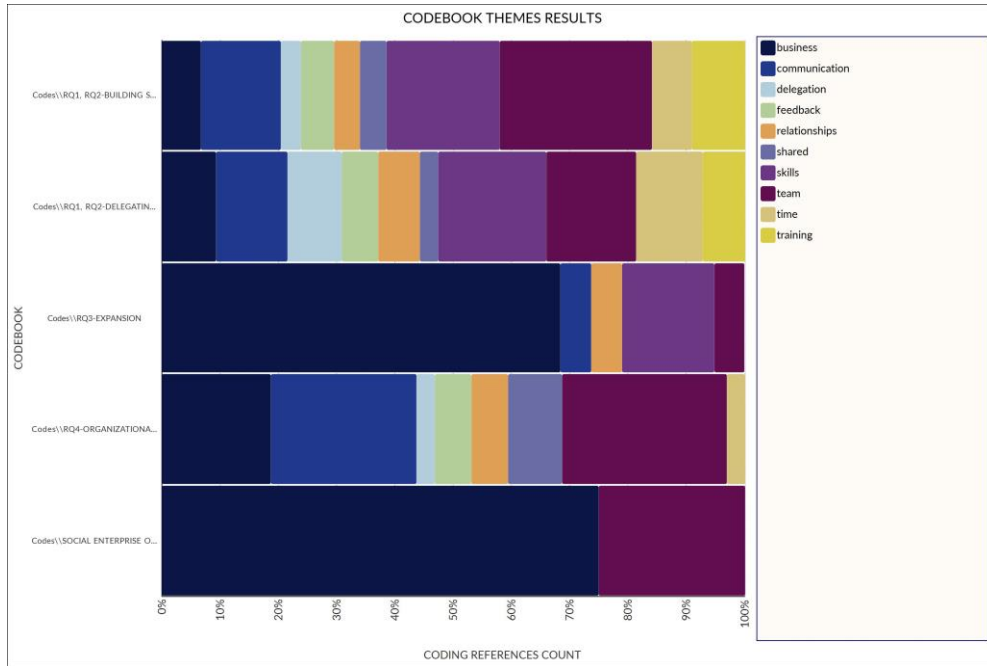


Figure 11 shows the distribution of the coding references of the finalized codebook.

Figure 11

Finalized Codebook Coding References

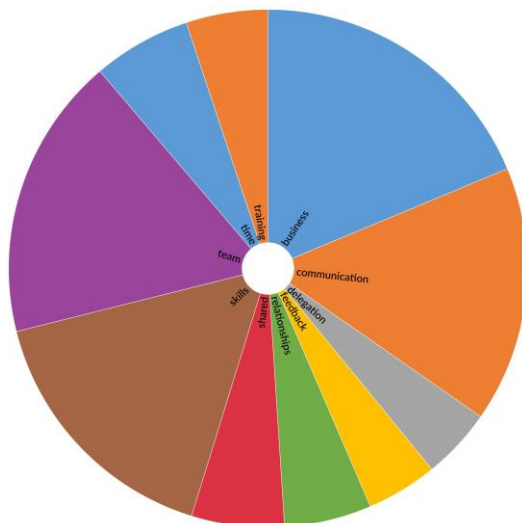


Figure 12 shows the number of coding references among participants for Theme 1.

Figure 12

RQ1, RQ2-Delegating Tasks & Responsibilities - Coding References, Theme 1

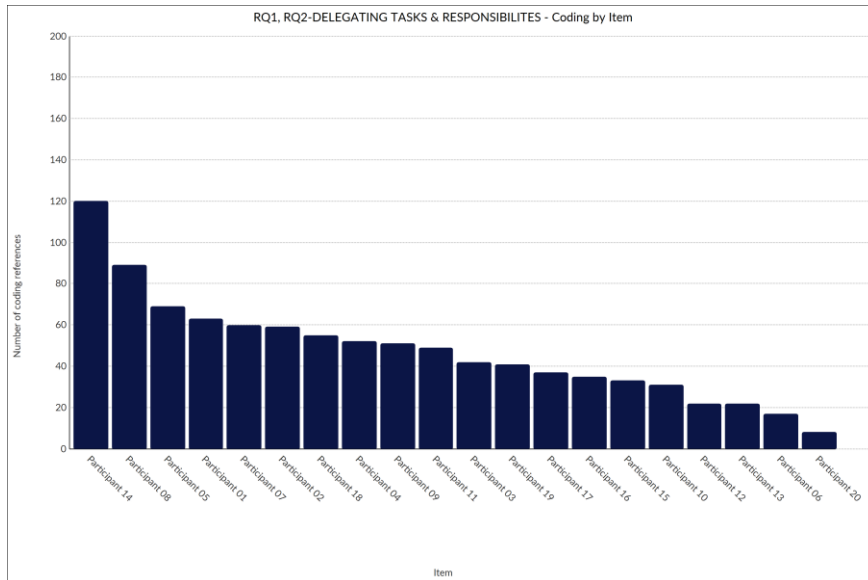


Figure 13 shows the number of coding references among participants for Theme 2.

Figure 13

RQ1, RQ2 - Building Strong Teams - Coding References, Theme 2

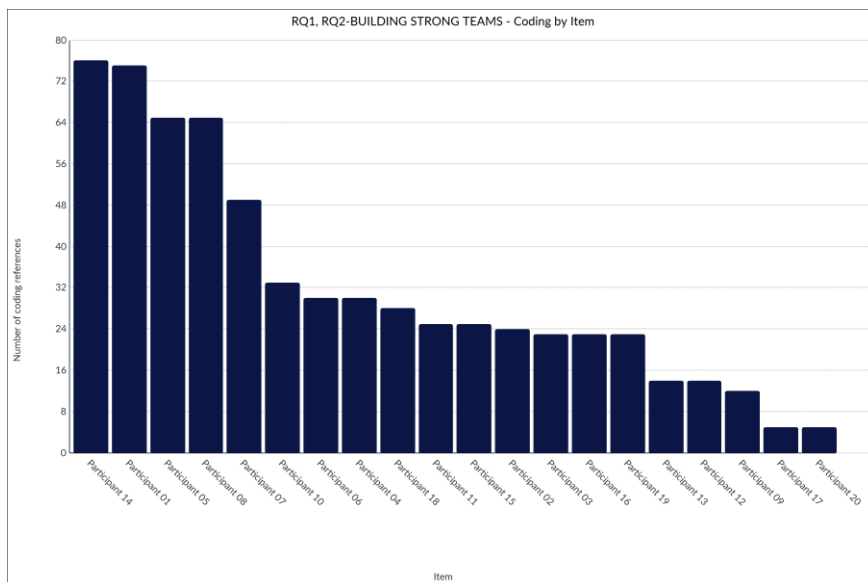


Figure 14 shows the number of coding references among participants for Theme 3.

Figure 14

RQ3-Expansion - Coding References, Theme 3

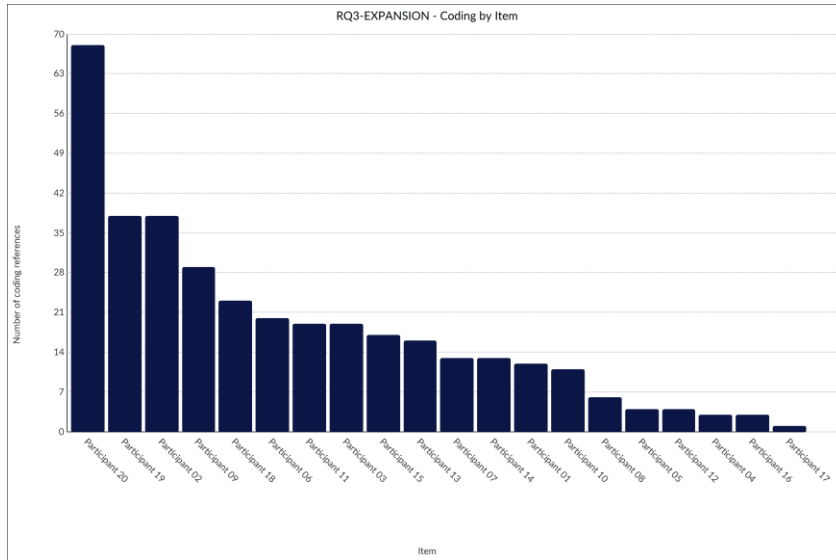
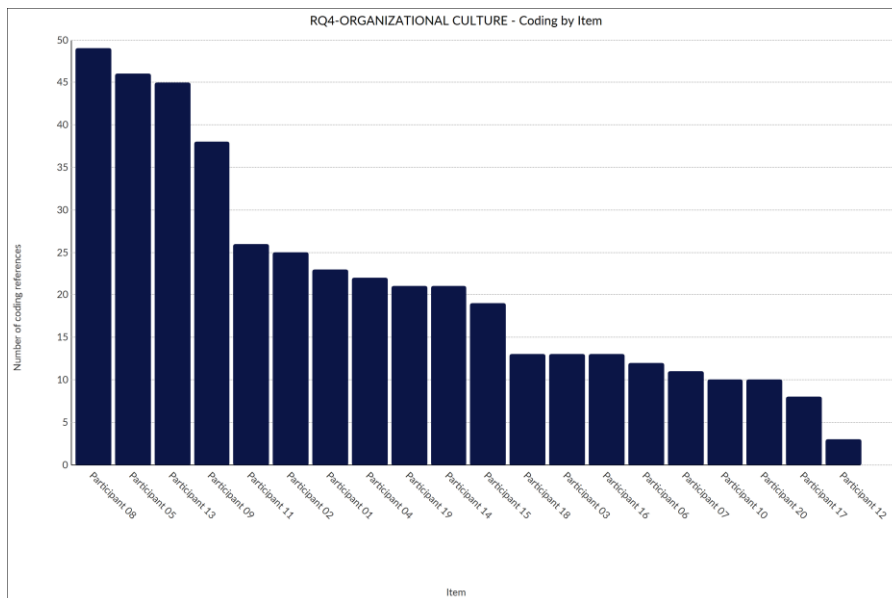


Figure 15 shows the number of coding references among participants for Theme 4.

Figure 15

RQ4-Organizational Culture - Coding References, Theme 4



Relationship of the Findings

The relationship of the findings provides a detailed discussion of how the study findings related to the key areas in the research proposal from Section 1. The key areas include (a) the research questions, (b), the conceptual framework, (c) anticipated themes, (d) the literature, and (e) the problem. The analysis of (a) the research questions describes how the findings addressed each of the research questions; (b) the conceptual framework describes how the findings related to each of the elements in the research framework diagram (see Figure 1); and (c) the anticipated themes describes how the findings related to the anticipated themes known prior to the study, with a focus on any differences, unanticipated themes, or missing themes. The analysis of the literature provides a detailed discussion of how the study findings related to the literature review of (a) business practices, (b) related studies, and (c) discovered themes from Section 1. The last analysis involves the problem, which describes how the study findings related to the general and specific problems that were studied. A summary of the findings follows this discussion.

The summary of findings provides an overview of how the study findings addressed the (a) general and specific problems that were studied, (b) purpose of the research, and (c) research questions. Key conclusions drawn from the findings are also highlighted. The configuration of the interview questions (see Appendix F) to uncover the participants' answers to the research questions, RQ1, RQ1, RQ3, and RQ4 and sub-questions stated in Section 1 is discussed below.

Interview Questions

The interview questions (see Appendix F) were derived from the four research questions, RQ1, RQ2, RQ3, and RQ4 and sub-questions presented in Section 1 in an effort to uncover participants' answers to the research questions. The purpose of this qualitative, flexible design, single case study was to add to the existing body of knowledge and the effective practice of

leadership by sharing what was learned about the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability within social enterprise organizations in the United States. Haven and Van Grootel (2019) underscored that qualitative researchers must aim to increase understanding of and learn about their study problem by uncovering participants' answers to the research questions.

The interview questions (see Appendix F) fully addressed the study problem by asking four broad questions that explore different aspects of the study problem from the perspectives of individuals currently in leadership or direct-report positions within successful, growing social enterprise organizations in the United States. The open-ended nature of the interview questions facilitated consideration of (a) the ability and willingness of leaders to delegate tasks and responsibilities and build strong teams (RQ1), (b) the practical tools and resources that can help leaders overcome the potential obstacles to delegating tasks and responsibilities and building strong teams (RQ2), (c) the distinct challenges leaders must face with social enterprise expansion and the role of delegating tasks and responsibilities and building strong teams in the operational readiness to expand the business (RQ3), and (d) what type of organizational culture leaders cultivate and communicate to foster collective organizational engagement and commitment that facilitates both positive social change and profitable financial performance (RQ4). The open-ended nature of the interview questions facilitated the collection of rich data not bounded by any preconceived notions regarding the study topic (Robson & McCartan, 2016). The design and layout of the interview questions to uncover participants' answers to the research questions is discussed below.

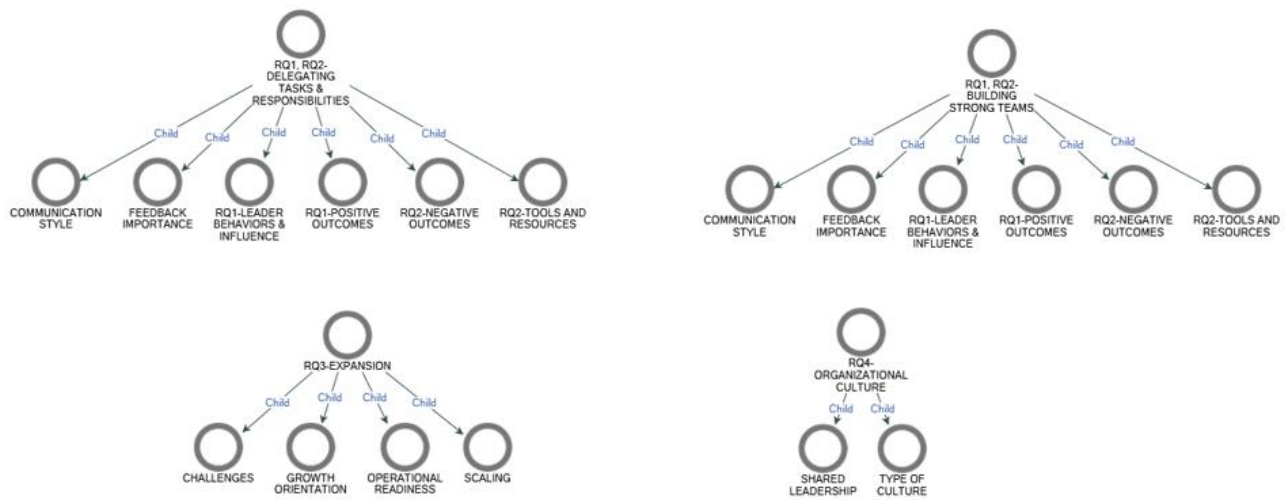
Interview Questions Map. Creswell and Poth (2018) informed that creating matrices and hierarchical trees to present study information can facilitate positive analytic outcomes, such as representing the data using innovative display maps. Figure 16 is a hierarchical tree diagram created in NVivo 12 that maps out the four categories of interview questions presented to the 20 participants in this qualitative study. The four families or categories of interview questions with children or sub-categories shown in Figure 16 correlate to the four research questions RQ1, RQ2, RQ3, and RQ4 and sub-questions stated in Section 1. The four categories and sub-categories of interview questions also facilitated the development of the four family themes with children or sub-themes discussed in the interpretation of the themes. Collectively, Figure 16 represents how the interview questions for both leaders and direct-reports were organized (see Appendix F) to fully address the two effective leadership practices grounded in the literature and specified in the specific study problem, which includes delegating tasks and responsibilities and building strong teams. The mapping of Figure 16 is discussed below.

The cluster labeled RQ1, RQ2-Delegating Tasks & Responsibilities in the upper left corner of Figure 16 shows the interview questions for both leaders and direct-reports that address RQ1, RQ2, and sub-questions regarding the ability and willingness of leaders within successful, growing social enterprise organizations to delegate tasks and responsibilities (see Appendix F). The cluster labeled RQ1, RQ2-Building Strong Teams in the upper right corner of Figure 16 shows the interview questions for both leaders and direct-reports that address RQ1, RQ2, and sub-questions regarding the ability and willingness of leaders within successful, growing social enterprise organizations to build strong teams (see Appendix F). The cluster labeled RQ3-Expansion in the lower left corner of Figure 16 shows the interview questions for leadership positions only that address RQ3 and sub-questions regarding the challenges for expanding a

social enterprise organization, including operational readiness (see Appendix F). The cluster labeled RQ4-Organizational Culture in the lower right corner of Figure 16 shows the interview questions for both leaders and direct-reports that addressed RQ4 and sub-questions regarding the organizational culture that exists within successful, growing social enterprise organizations (see Appendix F). The findings that addressed each of the research questions through the participants’ answers to the interview questions is discussed below.

Figure 16

Interview Questions Map



The Research Questions

The quality and success of a qualitative study is defined in terms of whether the research questions implied that the study was original, rigorous, relevant, and timely and whether the study provided reliable answers to the research questions (Robson & McCartan, 2016; Stenfors et al., 2017). In an effort to maximize the value of the research questions, different aspects of the study problem were separated into four key areas that required in-depth exploration to better

understand strategies and solutions to address leadership challenges that increase the likelihood of social enterprise organizational failure. Correspondingly, the four research questions, RQ1, RQ2, RQ3, and RQ4 and sub-questions were designed to solicit in-depth participant responses.

As shown in Figure 16, the interview questions were designed to embody the research questions to uncover participants' answers to the research questions. The four research questions, sub-questions, and corresponding interview questions are presented separately to explain the answers to RQ1, RQ2, RQ3, and RQ4 that the study participants provided. The relationship of the findings to the research questions is discussed below.

Research Question (RQ1). RQ1 and sub-questions addressed the assertions of the study problem and explored the ability and willingness of leaders within successful, growing social enterprise organizations to delegate tasks and responsibilities and build strong teams.

RQ1. What are the leader behaviors, characteristics, and motivations that influence the process and practice of delegating tasks and responsibilities and building strong teams in successful, growing social enterprise organizations?

RQ1a. What are the behaviors, characteristics, and motivations that leaders describe as beneficial for delegating tasks and responsibilities and building strong teams?

RQ1b. What are the leader behaviors, characteristics, and motivations that direct-reports perceive as favorable for delegating tasks and responsibilities and building strong teams?

RQ1c. What are behaviors, characteristics, and motivations that leaders describe as damaging to delegating tasks and responsibilities and building strong teams?

RQ1d. What are the leader behaviors, characteristics, and motivations that direct-reports perceive as detrimental to delegating tasks and responsibilities and building strong teams?

Interview Questions for Leadership Positions That Address RQ1 (Delegation):

1. As a leader, what are your experiences with delegating tasks and responsibilities to your direct reports in this social enterprise organization?
2. What are the behaviors, characteristics, and motivations that you, as a leader, describe as beneficial for delegating tasks and responsibilities?
3. What are behaviors, characteristics, and motivations that you, as a leader, describe as damaging to delegating tasks and responsibilities?

Leaders. The interview questions for leadership positions that address RQ1 aimed to explore the ability and willingness of leaders within successful, growing social enterprise organizations to delegate tasks and responsibilities. The theme of leadership challenges with delegation that emerged provided insight into the ability and willingness of leaders to delegate tasks and responsibilities in daily operations. The participants' responses that addressed RQ1 in response to interview questions one, two, and three are discussed below.

Ability and Willingness. When participants in leadership positions within successful, growing social enterprise organizations were asked what their perspectives were regarding delegating tasks and responsibilities (RQ1), all 14 leaders (100%) responded that they considered delegating tasks and responsibilities to be an effective leadership practice required for organizational success. However, when leaders were asked what their day-to-day practices were regarding delegating tasks and responsibilities to their direct-reports, 12 of the 14 leaders (86%) acknowledged that delegating is a leadership practice that is “challenging” and something they

“struggle” with. The participants were cognizant of and conscientious about the potential failure of leaders to delegate tasks and responsibilities. Participant 11 stated, “I think your conversation with me is relevant because we had a smaller group, but now we have a larger group and the issues of delegation of responsibility and teamwork is all pertinent.” Participant 2 stated, “it’s so funny, the timing is really great because I’m actually tomorrow, talking with someone about hiring a virtual assistant because I have too much on my plate. I am doing too much now and we’re growing.” Participant 9 stated, “I’ve been receiving a lot of guidance from my boss . . . she has said, I don’t want you doing anything. I want you facilitating and being strategic. And that makes sense to me.”

Some of the participants were actively practicing delegation successfully in their daily operations. Participant 7 stated, “I do a lot of delegating. I’m a pretty hands-on manager. I meet with each of those direct reports on a weekly basis, going over kind of what they do.” Participant 2 stated, “and that has allowed . . . to delegate off some of things he was doing in the business, because now he is more managing things versus actually doing a lot of that work.” Participant 18 stated, “delegation is important. I cannot do ten other jobs and I can’t be so heavily involved in the details of those ten other positions. I have to allow other people to lead or we will never get anything done.” Participant 14 stated:

I’ve worked for a few good managers over the years that taught me you need to delegate and empower your team. And you know, after 10 years of feeling stressed out and overworked, I got the picture that hey, I should do things differently and the next 20 years have been a lot better.

Participant 11 stated, “I do like to delegate to an individual and I don’t get upset when something fails. You know you tried something, it didn’t work, great. You know we both learned, let’s not do it again. Let’s move forward.”

Delegation Struggles. Some of the participants were struggling with the process and practice of delegation, but were willing to actively learn to how to delegate effectively in their daily operations. Participant 5 stated, “delegation is something that is very hard for me and I have to work at it every single day. It has taken a lot of professional coaching for me to really frame this in my mind.” Participant 18 stated, “I think delegating is something everybody struggles with because not everybody is going to do something the way you do it and see it.” Participant 15 stated, “delegating, it’s effective to be able to do when you have individuals who you can delegate to, sometimes in social enterprises, you just don’t have enough human resources.” Participant 14 stated, “delegating things to do and seeing if they get things done on time, if they’re getting things done the way you want them done, it’s not something that happens overnight. There is a process and it takes time.” Participant 3 stated:

For me, delegation is hard because most of the time it requires a lot of training because I have to teach them what I’m delegating them to do. So sometimes I would definitely end up in that cycle where I doing things myself.

Participant 9 stated:

Honestly, the topic of delegation I find fascinating because I’ve struggled with that process. Because it’s always been a matter of do I have the time to train someone else how to do this? And then secondarily, do they get it right? Or, do I then have to go back and correct the mistakes that they’ve made versus do I just put in the time and continue to do this piece myself?

Participant 19 stated that “delegation also starts with making sure you’ve got the right people in place. If you bring in the wrong person and delegate it obviously becomes a challenge.”

Leader Behaviors, Characteristics, and Motivations. The participants’ responses to interview questions two and three that address RQ1a and RQ1c, respectively, (RQ1, Delegation) provided insight into leader behaviors, characteristics, and motivations that leaders themselves consider beneficial or damaging to the practice of delegating tasks and responsibilities.

Participant 14 stated:

A lot of young people that I’ve seen in management positions have a very hard time delegating. Sometimes they want the glory themselves, but I want the team to have the glory. I don’t even I don’t care, I’m not here for the glory, I’m here for the ministry. I’m here for the mission and I’d rather see my team get those accolades than myself. So I think, young people, I don’t know, but it seems that that age group has been the hardest one to get to delegate. Perfection, they want things done perfect and they don’t think that their team can do it.

Participant 11 stated:

One thing is, and I don’t mean to be humorous when I say this, but they’re not old enough yet. So I think the older we get, the more comfortable we are in our skin and knowing who we are and not being threatened by individuals and knowing what we’re capable of doing and what we’re not capable of doing. I think that some younger, and it’s not always age determined, but in my experience, it has something to do with experience and something to do with the team leaders are afraid to delegate because they’re afraid that a direct report might outshine them to the larger organization.

Participant 9 stated:

I think that need for control is a big one. But it also connects to, self esteem, self efficacy. I always tie it back to the self. If you look at in general, do they have an optimistic personality or do they lean toward a pessimistic approach? Even just some of those personality tests about what a personality would be. It's hard to say because everyone is so different and personality traits can interact differently. And when you add on work experience, if they've been burned by delegation in the past that can play a big role too.

Participant 2 described that, "some of it being a type A personality, you know that control thing."

Participant 3 stated, "I'm still like on the control side and I need to get over to the I wanna make money side."

Participant 5 explained that a direct-report, who was "younger and newer in her career, there's some delegation pieces I've gotta help breakdown and say like OK, here's step

one, step two, and step three to make sure that she feels successful as well." Participant 14 stated:

You have to be conscious of how you delegate it because you do not want to upset anyone within the team. But I believe you need to empower them. You have to give them, you know, certain authorities. Let them make certain decisions and not hang over them, don't micromanage them. And, be OK with people making mistakes. The more they do it, the better they'll get and it just helps everyone out in the long run, if you're able to take things off your plate.

Participant 11 stated:

I'm not a micromanager at all. I like to hire people who I can trust. That is important.

They trust me and I allow them to think outside the box because creativity is very important to me. I don't like to become routine. I like us to keep pushing the envelope and growing and developing. So I delegate full authority to an individual with a project.

As long as we're communicating one on one and the entire team is communicating as a team, everybody gets an opportunity to talk and to learn and to develop.

Participant 19 stated:

You bring in the right people, you put them in the right places, and give them the responsibility, but also give them the authority to make decisions. Yeah, sure, they're gonna, they're gonna make mistakes. But you know, it, it's gonna empower them to help you grow the company versus being that micromanager saying you, you are responsible for this and make sure you ask me every time you make a move. It is just not efficient that way.

Interview Questions for Direct-Report Positions That Address RQ1 (Delegation):

1. What are your experiences with performing delegated tasks and responsibilities?
2. What are the behaviors, characteristics, and motivations that you perceive as favorable for leaders delegating tasks and responsibilities?
3. What are the behaviors, characteristics, and motivations that you perceive as detrimental to leaders delegating tasks and responsibilities?

Direct-Reports. The interview questions for direct-report positions that address RQ1 aimed to explore the ability and willingness of leaders within successful, growing social enterprise organizations to delegate tasks and responsibilities from the perspective of the direct-reports. The theme of leadership challenges with delegation that emerged provided insight into the ability and willingness of leaders to delegate tasks and responsibilities in daily operations. The participants' responses that addressed RQ1 in response to interview questions one, two, and three are discussed below.

Delegation Experiences. When participants in direct-reports positions within successful, growing social enterprise organizations were asked what their perspectives were regarding performing tasks and responsibilities delegated by their leader (RQ1), all six direct-reports (100%) responded that performing tasks and responsibilities delegated by their leader was something they welcomed, enjoyed, and appreciated. However, when direct-reports were asked what their day-to-day experiences were regarding performing tasks and responsibilities delegated by their leader, three of the six direct-reports (50%) acknowledged that their leader does not actively delegate tasks and responsibilities to the extent that they desire and feel is appropriate for their professional development. The theme of leadership challenges with delegation that emerged provided insight into the perceptions that direct-reports within successful, growing social enterprise organizations have regarding being asked to perform delegated tasks and responsibilities.

Participant 1 stated, “we switch it up maybe so you don’t get bored with it or tired of it. . . flip flop who takes on what role so that you can have a kind of a change scenery.” Participant 13 stated, “delegates things to me quite often, which I appreciate because I know I have the capacity for more things.” Participant 8 stated, “I feel like . . . delegates everything that . . . possibly can that is related to . . . and there are very few things that . . . has to be involved in. . . I do feel like . . . has delegated everything possible.”

Lack of Delegation. Some of the participants acknowledged that their leader does not actively delegate tasks and responsibilities to the extent that they desire and feel is appropriate for their professional development. Participant 4 stated:

If there's some weeks where . . . have a lot going on . . . will ask me to fill in for some of the tasks. I think . . . tries to do as much as . . . can, and it's only when . . . filled to the brim with work that . . . reach out and ask me.

Participant 17 stated:

I can say that . . . does not delegate as much as she should. I think her team is very capable. . . .concerns about timely execution and I know that this is all over the research that you've read, but you know anybody that has tried to delegate unsuccessfully knows that sometimes it's just easier to do it yourself. And so I see in her also keeping things . . . in my estimation, could and should be performed by other members of her team. But maybe she's asked them and they're not getting it done or . . . and it's not done well. . . . concern about a more timely or quality execution . . . I think our leader has been slower than she might have been to play out the rope . . . and I think sometimes things are delegated . . . and then pulled back a little bit and then delegated and then and then pulled back. It's kind of that, I think you can do it, but maybe it might not turn out right. I think you can do it, but I'm going to check on you just in case, and that's counterproductive.

Participant 16 stated, "If a leader is doing everything, nothing is going to get done. It's gonna take time from their job if they feel like they've got to do everything."

Leader Behaviors, Characteristics, and Motivations. The participants' responses to interview questions two and three that address RQ1a and RQ1c, respectively, (RQ1, Delegation) provided insight regarding leader behaviors, characteristics, and motivations that direct-reports consider useful or damaging to the practice of delegating tasks and responsibilities. Participant 13 stated, "I think delegation is something that can be learned, but in startups and small organizations, you usually don't have access to much training. It's better if delegation is a

priority of the CEO.” Participant 16 stated, “so I think you’re just gonna have to trust you know the people that are under you.”

Participant 17 stated:

I think trusting your team members may be something that’s really important in a person. You have to allow people to fail. You absolutely have to allow people to fail, and you can’t enable. It’s like parenting. You have to let your kids fail and you can’t enable bad behavior, right? And so you know you have the team member that you delegate something to, and then the task is not performed well or it’s not performed on time or accurately and then you come in behind and fix it. Why, should they do it? Well, the next time you know you’re enabling poor performance. By the same token, you’ve got to be willing to sit back and let a team member go down in flames. You know, there is a delicate balance there, right? . . . And nobody wants to hear a leader say, well, you know, I delegated it and I saw it going poorly and I just let it go.

Participant 1 stated:

I think it’s important for you to feel that you can trust the individual as an individual, but also that you can trust their knowledge of the subject. And when they provide input to you it’s important that you know that they understand what you’re talking about.

Participant 4 stated:

I’m always open to receiving feedback and criticism. That’s how I feel. That’s how I develop. You know, I feel like sometimes there is times where I have to ask them, hey, you know, how did I do on this project or this week’s task?

Participant 8 stated:

You have to learn to give people a chance and an opportunity to prove themselves if you want to work together and you want them to stay in your organization. I think it is incredibly important to trust them to do the work that you gave them to do. Trust them to learn from the mistakes that they make and give them the opportunity to fail. It's not the end of the world and I think you have to be open to accepting failures.

Interview Questions for Leadership Positions That Address RQ1 (Building Strong Teams):

1. As a leader, what your experiences with building strong teams and empowering your direct reports?
2. What are the behaviors, characteristics, and motivations that you, as a leader, describe as beneficial for building strong teams?
3. What are behaviors, characteristics, and motivations that you, as a leader, describe as damaging to building strong teams?

Leaders. The interview questions for leadership positions that address RQ1 aimed to explore the ability and willingness of leaders within successful, growing social enterprise organizations to build strong teams. The theme of leadership challenges with building strong teams that emerged provided insight into the ability and willingness of leaders to build strong teams in daily operations. The participants' responses that addressed RQ1 in response to interview questions one, two, and three are discussed below.

Ability and Willingness. When participants in leadership positions within successful, growing social enterprise organizations were asked what their perspectives were regarding building strong teams (RQ1), all 14 leaders (100%) responded that they considered building strong teams to be an effective leadership practice required for organizational success. However, when leaders were asked what their day-to-day practices were regarding building strong teams,

10 of the 14 leaders (71%) acknowledged that building strong teams is a leadership practice that can be challenging. The participants were cognizant of and conscientious about the potential failure of leaders to build strong teams.

Several participants informed that they were actively building strong teams successfully in their daily operations. Participant 18 stated, “my leadership style is to work as a team so can we fill the holes where the holes need to be filled. I think that's the only way you can survive is through teamwork.” Participant 14 stated, “we do it together as a team. I don't ever put myself up here. We, succeed as a team and we fail as a team. I believe teamwork is a number one part of being successful with leadership.” Participant 9 stated, “The team can also see my calendar on Microsoft Outlook. As a leader, I never want to give the impression of I'm going to ask you to do a million things and I'm just gonna sit back.” Participant 11 stated, “I delegate full authority to an individual with a project. As long as we're communicating one on one and the entire team is communicating as a team, everybody gets an opportunity to talk and to learn and to develop.”

Team-Building Struggles. Some participants experienced challenges with the practice and process of team-building, but were willing to learn from past experiences and actively build strong teams in their daily operations. Participant 12 stated, “when a team doesn't work in my experience, it's because of one person. And if you can figure that out and make a change there, then the team can then move on.” Participant 5 stated:

There is always things that we can do better and we have to look critically at that. And then also, there comes a point when culturally it's just not a fit and we have to be OK with that and we have to be comfortable with that. So what's important is how are we communicating that to the team member? Here's what I'm seeing, you know, I'm asking you to do X, Y, and Z, and here's where you're landing, which is not meeting our

expectations. I'm wondering if this is a good fit for you still or here's evidence that supports this question and giving them an opportunity to speak out.

Participant 18 stated:

You try to foster a positive culture with what you do in your leadership and there are some people who are never going to buy into it despite everything that you try and sometimes they have to be uninvited to be part of the team for the better of the organization.

Participant 15 stated:

A new person joined, the new . . . manager joined the team, but didn't take any time to establish a relationship with . . . and everyone else on the team and came in really like a bull in a china shop. And we didn't see this behavior during the interview process, which is what took us all off guard.

Participant 11 stated:

When I came on board there was an existing staff. It was a smaller staff and one individual was averse to any kind of partnering or collaborating . . . had been with the organization for many years . . . routine was very siloed . . . didn't share information. . . an opportunity to rectify and I recommended seminars . . . that we were willing to pay for . . . because this is the direction we're moving in, we're moving away from people working in their offices and being more collaborative in the projects . . . reached the point where . . . had to leave.

Leader Behaviors, Characteristics, and Motivations. The participants' responses to interview questions two and three that address RQ1b and RQ1d, respectively, (RQ1, Building Strong Teams) provided insight into the leader behaviors, characteristics, and motivations that

leaders themselves consider beneficial or damaging to the practice of building strong teams.

Participant 9 stated that “the entire team is communicating as a team, everybody gets an opportunity to talk and to learn and to develop.” Participant 19 stated that “there is so much in the business that I’m working on, so it is important that everybody is working together at a high level and sharing work when you have to.” Participant 3 described the importance of “like more organized efforts like quarterly meetings and like I used to bring people in to do like thinking shops and, you know have lots more fun ways to be creative.” Participant 12 stated:

Sometimes I’ll go group meetings or when I’m in meeting, I’ll say who can tell me what the mission is and the first person to raise their hand, I’ll give them 20 bucks. Sometimes I give out a lot of \$20 bills, and that’s great.

Participant 2 stated:

Yes, it’s because of the people. I’ve been very fortunate to get some really great people to work with us in the business, and I think what’s been amazing is that many of the interns I have, they have found me so they’ve reached out to me and I think that is the best thing in the world when someone reaches out to you and wants to work with you because that means they have done their research and they are passionate about what you are doing.

Participant 14 stated:

You have to engage with them and you can just be hanging out with them or talking about work or talking about current events, whatever. But engage yourself with those people in the team and you’ll start picking up who has certain gifts, who has things that you can think can help with what you are trying to do. But be engaged. Be with them. Do not just kind of sit in your office and close yourself off from your team. I don’t know how you can consider that a team, your team, if you’re not out and involved with your team. I

mean you have to be out doing it. You gotta roll your sleeves up and get dirty with them, just like they are doing to show them that you are a teammate.

Participant 11 stated:

I like to spend time with my staff outside of the business environment as well. So we'll go out for lunch individually and during lunch we talk about different kinds of books, we talk about things that we did. So I think that building the relationship is very important.

Participant 10 stated:

Definitely putting together a team that is diverse. Everybody has strengths. Everybody has weaknesses and when you look at your team, you really want to make sure that each individual complements each other, but each one brings particular strengths to the operation and the organization.

Interview Questions for Direct-Report Positions That Address RQ1 (Building Strong Teams):

1. What are your experiences with being assigned to work as part of a team?
2. What are the behaviors, characteristics, and motivations that you perceive as favorable for leaders building strong teams?
3. What are the behaviors, characteristics, and motivations that you perceive as detrimental to leaders building strong teams?

Direct-Reports. The interview questions for direct-report positions that address RQ1 aimed to explore the ability and willingness of leaders within successful, growing social enterprise organizations to build strong teams from the perspectives of direct-reports. The theme of leadership challenges with building strong teams that emerged provided insight into the perceptions that direct-reports within successful, growing social enterprise organizations have regarding being assigned to work in teams and any potential obstacles or solutions to achieving

goals as part of a team built by their leader. The participants' responses that addressed RQ1 in response to interview questions one, two, and three are discussed below.

Working in Teams. When participants in direct-reports positions within successful, growing social enterprise organizations were asked what their perspectives were regarding being assigned to work as part of a strong team (RQ1), all six direct-reports (100%) responded that being part of and working in strong teams in daily operations was something they currently participated in, found to be productive, and enjoyed. None of the six direct-reports (0%) responded negatively to being assigned to work in teams by their leader.

Participant 1 stated, "we have always worked in teams from the time I joined the organization." Participant 4 stated, "you're leading a team. And your team is just people. . . . connect with your employees and with your people." Participant 13 stated, "I think it's important to have teams in social entrepreneurship organizations, I think it can be extremely valuable as the organization grows." Participant 8 stated, "we work so well together as a team, I think I am just really lucky . . . almost everyone I've worked with here is very open to working in a team environment, which is not always the case." Participant 13 stated:

Well, in my experience, some of it's been good and some of it's been not so great. And I mean, over the years, it varies by the organization but it didn't seem like we really got much done. I think it has to do with the culture of the organization and the team members involved. If they work well together and they're productive, then it could be a great experience and you really get a lot done. Unfortunately, many teams seem to engage in a lot of infighting divisiveness between the teams. In those situations, hardly anything ever gets accomplished.

Participant 16 stated, “we all get along great. I mean, we really do, and everybody pitches in. Everybody is willing to help.”

Leader Behaviors, Characteristics, and Motivations. The participants’ responses to interview questions two and three that address RQ1b and RQ1d, respectively, (RQ1, Building Strong Teams) provided insight into the leader behaviors, characteristics, and motivations that direct-reports consider favorable or detrimental to the practice of building strong teams in daily operations. Participant 16 stated, “I think shared calendars helps because if I’m scheduling a meeting with somebody I can look on their calendar and see what they’re doing.” Participant 4 stated, “we meet once a week on Tuesdays and kind of talk about the plan for things and then you know, from Wednesday to Monday, we just do our own thing.” Participant 1 stated:

For all the different groups to have ongoing conversations and planning and things, we also have an overall staff team channel for all staff purposes for sharing information, if there’s any changes in our policies, procedures, or getting input about that. So, that is something I will say that we do have a lot of input in the organization and our input is sought by the administrative level.

Participant 13 stated:

There is a lot to do with a company’s culture and how management works and that sort of thing. Also, how management enables team leaders and rewards leadership capabilities. I think teams can be effective, however, I’ve had mixed experiences with team membership in the past.

Participant 8 stated:

Now, we’re very accustomed to doing virtual meetings like this using Zoom and Teams all the time and it works. In the beginning, I was very, you know, we need to be face to

face to do this, I need to write on my white board and chart things out and all of that, I can't do it this way, but, we did.

Research Question (RQ2). RQ2 and sub-questions addressed the assertions of the study problem and explored the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams. RQ2 sub-questions explored potential obstacles to delegating tasks and responsibilities and building strong teams and the leadership tools and resources that are attributable to delegating tasks and responsibilities and building strong teams successfully.

RQ2. What are the practical tools and resources that can help leaders within social enterprise organizations to overcome the failure to delegate tasks and responsibilities and build strong teams and progress to expanding the business successfully?

RQ2a. What are the leadership tools and resources that are attributable to delegating tasks and responsibilities and building strong teams successfully?

RQ2b. What are the potential obstacles to delegating tasks and responsibilities and building strong teams successfully?

Interview Questions for Leadership Positions That Address RQ2:

1. What would you say was a major problem you encountered in leading this social enterprise business and what leadership practices helped to facilitate the resolution?
2. What obstacles, if any, do you face when delegating tasks and responsibilities to your direct reports?
3. What obstacles, if any, do you face when building strong teams that include your direct reports?

4. What are the leadership tools and resources that you use to overcome potential obstacles to delegating tasks and responsibilities and building strong teams?

Leaders. The interview questions for leadership positions that address RQ2 aimed to explore any major problems or obstacles leaders faced when delegating tasks and responsibilities and building strong teams in daily operations. The themes of leadership challenges with delegation and leadership challenges with building strong teams, along with the sub-theme of relationships, feedback, and communication that emerged provided insight into useful leadership practices that can be used to overcome potential obstacles to delegating tasks and responsibilities and building strong teams in daily operations. The participants' responses that addressed RQ2 in response to interview questions one, two, three, and four are discussed below.

Leadership Problems. Some participants described the problems they encountered in delegating tasks and responsibilities and building strong teams in daily operations. Participant 11 stated, "in my experience, a new hire tends to be averse to delegating and I think the reason for that goes back to the trust and the relationships that haven't been established yet." Participant 18 stated, "it makes it harder to delegate to the employees that you don't have 100% trust in. So that is where delegation sometimes doesn't work as well." Participant 19 stated:

I'll use an example of one of my directors in one of our markets, who is responsible for running the whole company in that market. He calls me one day and says the engine in the truck blew up because we forgot to change the oil. And it's probably not on any like list that I gave him to make sure you change the oil, but it's just one of those common sense things that you, as a leader, have got to try to spot things. . . . in this leadership role, you have to be somebody who, I feel like is taking the ball and running with it and doing what you are supposed to be doing. So you will have those occasional big mistakes like

that. And then in another market, you may have somebody who is calling you all the time. And so those are the ends of the spectrum, We've got to find, like a middle ground of making sure we're having the ongoing conversation.

Participant 15 stated:

Sometimes when I have delegated, perhaps I wasn't so insightful or intuitive in terms of what was also going on in the person's day-to-day activities. So I was delegating activities, but they just didn't have the time to do it or I didn't work with them close enough to prioritize and reprioritize their activities. So sometimes it's been that issue. And other times, I've delegated things, and the person didn't have the skills to really do it. And I didn't know that yet. It was one of those you don't know what you don't know. And so until I was able to know that, we had that challenge.

Leadership Solutions. The importance of strong relationships, feedback, and constant communication to prevent the potential failure of leaders to effectively delegate tasks and responsibilities and build strong teams was expressed by the participants. Participant 7 stated:

I think it was an active coaching. I actually do that with all of my direct reports. And that is part of the weekly meetings. It's not just okay, you tell me everything you're doing. It is like brainstorming, is there a way to do it better, more effectively? Approaches that I have used in the past that helped to get cooperation out of others, those sorts of things.

Participant 14 stated:

There is delegation going on, but it needs to be an effective type of delegation. I think if certain people do certain things better than others, then you have to do that, where you're not going to offend other people, so you have to be conscious of how you delegate it because you do not want to upset anyone within the team. But I believe you need to

empower them. You have to give them, you know, certain authorities. Let them make certain decisions and not hang over them, don't micromanage them. And, be OK with people making mistakes. The more they do it, the better they'll get and it just helps everyone out in the long run, if you're able to take things off your plate.

Participant 15 stated, "I spend a lot of time working with individuals on establishing mutually trustful, mutually respectful relationships. We work hand-in-hand and it doesn't matter if I'm your boss or your whatever, we got to do it all together." Participant 5 stated, "delegation, you can do it right when you trust your team members to take ownership of it." Participant 5 stated:

So what's important is how we are communicating that to the team member. Here's what I'm seeing, I'm asking you to do X, Y, and Z, and here's where you're landing, which is not meeting our expectations. I'm wondering if this is a good fit for you still or here's evidence that supports this question and giving them an opportunity to speak out. . . . We check in because that's important, that feedback piece is important.

Participant 9 stated:

What you're delegating or the communication that has to go on around that delegation I think is extremely important and I also recognize the fact that it helps my team members grow . . . and I need to be able to build skills in that way and when I do, they're receptive to it. You know, they appreciate feedback even if they've done something incorrectly, they'll say, no, I'm glad you showed me how to do it the right way, now, I get it. So there's a lot to it.

Participant 15 stated:

Especially when trying to communicate the task or assignment itself, if you're are a poor communicator and you're trying to explain what you need, and you don't do it well . . .

what that person hears may be very different than what your expectations are. If you're not aligned in terms of being able to communicate and share what your objective is and what the expectations are and what the person heard, you lose it from the beginning, in terms of effectiveness. There is absolutely no doubt that good communication is critical. It's not just communicating, it's communicating well, and communicating in the way that is going to make everybody understand and share alignment on whatever the task is.

Participant 2 stated:

I think again, it is about just being supportive, laying out the expectations up front and being, I guess, what's the word I'm looking for? Being in a work environment, particularly in a group space, where people can hear and see that oh my gosh, you really appreciated what she did, I need to do that too so I can maybe get that praise too. So I think those are key in terms of building that culture and trust.

Interview Questions for Direct-Report Positions That Address RQ2:

1. What are the obstacles, if any, you have experienced with being delegated to perform tasks and responsibilities?
2. What are the obstacles, if any, you have experienced with being assigned to work on a team?
3. What do you believe are solutions that can help leaders overcome potential obstacles to delegating tasks and responsibilities and building strong teams?

Direct-Reports. The interview questions for direct-report positions that address RQ2 aimed to explore any obstacles to being delegated to perform tasks and responsibilities or being assigned to work in teams by their leader. The themes of leadership challenges with delegation and leadership challenges with building strong teams, along with the sub-theme of relationships,

feedback, and communication that emerged provided insight into the solutions that direct-reports believe can help leaders to overcome potential obstacles to delegating tasks and responsibilities and building strong teams. The participants' responses that addressed RQ2 in response to interview questions one, two, and three are discussed below.

Participants' Voices. Participant 16 stated that “you need to have somebody that’s willing to listen and think outside the box and be willing to take a chance. And to trust. I think a good leader just has to trust you.” Participant 1 stated:

I think that communication style is very important and the listening obviously is incredibly important. But also someone who really can just take in the information and you know, then break it down and get to the heart of if there is really an issue, what is that issue, and then and try to assist with working through that.

Participant 8 stated:

I think that the only way that delegation could work and the way that it has worked here is that we just talk all the time. I mean, it is just ongoing. It was from the day I started, we talk multiple times a day, and even now working remotely, we are on Teams several times a day. We ask a question, get an answer, and go about and do what we need to do.

Participant 17 stated:

Delegated and then and then pulled back. You know, it’s kind of that, I think you can do it, maybe it might not turn out right. I think you can do it, but I’m going to check on you just in case, and that, that's counterproductive.

Research Question (RQ3). RQ3 and sub-questions explored the unique requirements for expanding social enterprise organizations and the distinct challenges that leaders must face, including operational readiness.

RQ3. What are the requirements for expanding social enterprise organizations?

RQ3a. What are the distinct challenges leaders within successful, growing social enterprise organizations face in meeting requirements to expand the business?

RQ3b. How does the operational readiness to expand a social enterprise organization manifest itself in the necessity of leaders to delegate tasks and responsibilities and build strong teams?

Interview Questions for Leadership Positions Only That Address RQ3:

1. As a leader, what are the requirements for expanding a social enterprise organization?
2. What are the challenges you face in meeting the requirements to expand this social enterprise organization?
3. What are the leadership practices you use to overcome these challenges to expand the business while achieving growth and financial sustainability?
4. As a leader, what role does delegating tasks and responsibilities and building strong teams play in the operational readiness to expand a social enterprise organization?

Leaders. The interview questions for leaders only that address RQ3 aimed to explore what, if any, challenges leaders faced in meeting the requirements to successfully expand their social enterprise organization. The theme of leadership challenges with business expansion that emerged provided insight into the leadership practices that can be used to overcome challenges to expand the business, while achieving growth and financial sustainability. The participants' responses that addressed RQ3 in response to interview questions one, two, three, and four are discussed below.

Business Mindset. When participants in leadership positions within successful, growing social enterprise organizations were asked what their views were regarding the requirements for expanding a social enterprise business, all 14 leaders (100%) responded that leaders must have a business mindset and the ability to build a strong team with complementary skill sets to whom tasks and responsibilities are delegated to effectively. The theme of leadership challenges with business expansion provided insight into the challenges social enterprise organizational leaders must face to expand the business and the role delegating tasks and responsibilities and building strong teams plays in operational readiness.

Participant 7 stated, “it’s our belief, that if you don’t run it like a business, you’re not going to be able to keep doing the social piece because you’re not going to have the money, you’re not going to have the infrastructure.” Participant 10 stated:

You have to have a strategic plan. You have to have a business plan and if you actually do a thorough business plan, you will have ticked all these boxes in developing your plan. You can’t just wake up one morning and say, oh I have this great idea. I want to help my community and this is how I’m gonna do it.

Participant 12 stated:

If you have capacity or you say OK, well we are going to expand, but you recognize you don’t have the internal capacity, then the next conversation is how do we get those people on board and how that automatically means those people are going to have delegated tasks and they are going to be doing XYZ. With the expansion, that is a really important conversation to have and that you don’t just say, oh hey, we’ll just we’re going to go do XYZ when you don’t have, you don’t have the people on board to lead it and run it.

Participant 15 stated:

Social enterprises can tend to suck a lot of the resources out of the organization, from a marketing standpoint, a financial standpoint, and human resources. So to me, when I look at why some social enterprises don't last, it's because they didn't prepare well enough for what a social enterprise does to the organization, and the bandwidth that you need to be able to run this business, while you're still doing services..

Participant 6 stated that “with a social enterprise, you kind of do two questions within one question. There's the financial half of that question because to be there, you have to answer that financial question to be a business, to be an organization.”

Participant 9 stated:

We want to be the organization that has the nonprofit heart and the business mind and I think for many years, we have been the nonprofit with the nonprofit heart and nonprofit mind. So we are focusing a little more on developing our skills as business leaders, as opposed to just experts in the field.

Participant 20 stated:

That's a difficult challenge . . . okay, great, you've got this idea that makes sense, but you have to make it a business, it has to operate effectively. You have to be able to appeal to a specific market effectively, you have to be able to operate it within the scope of expenses that your revenues will cover. You have to make it a business, you have to go from idea to business, and it's hard to do that.

Participant 19 stated:

I think everything is a business. Yeah. I mean, you look at even a church is a business, even though they don't say that they have to have revenue to work. Everybody has to have some sense of being business minded . . . if I'm a good pastor of a church, but I'm

not necessarily good at business, I would hire a good administrative business pastor to run the business side . . . you got to have both skill sets . . . nothing happens until something is sold . . . there's a sales component to everything we all do. Whether that's through constituents, getting donations, or selling widgets. That's the long way of saying yes, I think everything is a business at its core.

Participant 7 stated:

I think because of the view of this executive management that, you know, we need the business side to be able to continue to serve our mission, you know, if push comes to shove, you know, we would probably err on the side of the business.

Participant 12 stated:

I think what it really comes down to is it's back to the entrepreneur. A lot of nonprofits don't have that an entrepreneur involved with them and it's the entrepreneur that starts looking at, so how do we make money? That's the skill set that is, I see lacking in a lot of nonprofits. The other people, the other skill sets, leaders, managers, accountants, and sales people they're easy to find. Entrepreneurs are tough, so many nonprofits are basically at the whim of, of donors or they just kind of they don't really expand because they don't have an entrepreneur working with them.

Complementary Skills. The participants emphasized that a key leadership competency required for social enterprise expansion is the ability and willingness to build a strong team with complementary skills to achieve the dual goals of the organization. Participant 20 stated:

The founder with passion for the idea doesn't have to be all those things. They just have to find the right person to join them. Some people know how to do that. Some people don't. And so it's, they all have this different mix of skills. Some founders, you look at

and you go, they're never going to make it. They have a passion, but they don't know how to manage an operation, they don't know how to lead an organization, and they're going to struggle. You can just tell by their aptitude or what they focus on that they're gonna struggle with that.

Participant 12 stated:

Hiring people with complementary skills is absolutely paramount. Every organization needs five different type of skill sets. One they need an entrepreneur that can kind of push the envelope and do creative things, they need leaders, they need managers, they need people with accountant-type skill sets, as well as sales people skill sets. Not necessarily meaning people with those titles, but people with those particular type of skill sets. . . . that's what I've learned over the years, hire complementary people within those skill sets.

Participant 6 stated:

Leadership is gathering people. And so the first step of any business, regardless of whether you're someone that has a social impact or not, the first step is recognizing your strengths and weaknesses about yourself and being honest with that. And then, how do I recognize my weaknesses? Who are the people that I can surround myself with that have strengths in those areas that could complement my weaknesses and you form that team together . . . when I talk about social enterprise, it really is just about business in general. But, you know, clearly, with social impact businesses the challenges are there. They are just magnified, it's the same challenges, it's just that the impact makes it that much more important to make sure you're trying to do it successfully.

Participant 10 stated:

Well, definitely putting together a team that is diverse. Everybody has strengths, everybody has weaknesses and when you look at your team, you really want to make sure that each individual complements each other, but each one brings particular strengths to the operation and the organization, and then once you recognize what their strengths are, letting them take the ball and run with it. Give them input, give them guidance, but really, I mean they know more than me.

Research Question (RQ4). RQ4 and sub-question explored and addressed social enterprise organizations in the United States. The region is a boundary for the study to narrow the focus and explore the distinctive cultural contexts of social enterprises.

RQ4. How do leaders within successful, growing social enterprise organizations in the United States create a culture that supports delegating tasks and responsibilities and building strong teams necessary to expand the business?

RQ4a. What are the cultural contexts within successful, growing social enterprise organizations that encourage leaders to delegate tasks and responsibilities and build strong teams?

Interview Questions for Leadership Positions That Address RQ4:

1. As a leader, what type of organizational culture do you cultivate and communicate to foster collective organizational engagement that facilitates positive social change and profitable financial performance?
2. What are the commonly shared values in this social enterprise that promote trust, commitment, and organizational success?
3. Do you believe this organization's culture supports and inspires delegation of tasks and responsibilities and empowerment of strong teams? Please explain.

Leaders. The interview questions for leadership positions that address RQ4 aimed to explore what type of organizational culture is cultivated and communicated to foster collective organizational engagement that facilitates positive social change and profitable financial performance. The themes of leadership challenges with organizational culture that emerged provided insight into how leaders can create a culture that supports delegating tasks and responsibilities and building strong teams. The participants' responses that addressed RQ4 in response to interview questions one, two, and three are discussed below.

Passion for the Mission. When participants in leadership positions within successful, growing social enterprise organizations were asked what their perspectives were regarding the distinctive culture of their organization, all 14 leaders (100%) described the passion for fulfilling the mission of the organization and serving the community. The theme of leadership influence on organizational culture that emerged provided insight into what type of organizational culture leaders cultivate and communicate to foster collective organizational engagement that facilitates both positive social change and profitable financial performance. Participant 10 stated that “everybody has respect for each other, the skills that everybody brings to the table, the expertise that everybody brings to the table, they have to have passion for the mission, compassion for their constituents who they’re serving.” Participant 9 stated:

The right approach to connect to our team members across the state . . . they can hear and see the CEO’s passion for what we do and why we do it. So I think that messaging is pretty critical . . . it really is coming from the heart in the way that the CEO leads. And then that is absorbed by the rest of the executive team, which really, when it goes beyond the chiefs, it’s more like 20 people, and then we’re kind of communicating that same message across the organization.

Participant 5 stated:

I think the biggest mistake that I've learned is not sharing the vision with your team. So you know it's really easy for us to get our full time team members on board because we are meeting once a week and we're talking about where we want to go and we're talking about who we want to be. But then our part time team members are left out of that.

Participant 3 stated that "it's important to have fun. One of our values is have fun while you are doing work. I think life is too serious. A culture where people enjoy where they are working helps them care about the work." Participant 19 stated:

I think the biggest thing is going to be making sure that everybody understands the why. If you're showing up to work at Walmart to stock shelves, you should understand why you're doing that. If you're showing up to work at a thrift store to stock shelves, you should understand why you're doing that and also understand that the time you're spending doing that is having an impact on the community or the homeless population. That storytelling is gonna be huge in the leadership and the management role and the ongoing day-to-day work routine because you're probably not making as much money in a thrift store as you would in a Walmart. So you got to have that culture of where we're kind of at a next level. . . . we make sure that we have an environment that you enjoy working in and we make sure that you're always understood and thanked for the impact that you're making.

Participant 18 stated:

Being mission-focused and that is the center of your culture and everything stems out from there. There are a lot of people who talk about culture, but do they live it out and practice it on a daily basis? . . . how does that play out on a day-to-day focus and I think

that's a little bit of what's different from the corporate world versus the nonprofit world.

You live every day with that mission up in the forefront of everything that you do. I think when you remove yourself out of the center of that equation and it becomes more selfless.

Participant 15 stated:

We really work with all of our staff to be ambassadors, for everything we do within the organization. You may be in our after-school program, but you have a responsibility to the greater good, right? . . . We work with our team members to really get everybody to understand you're an ambassador for this organization and all that we do. And, we're not successful without everybody coming to the plate with it. You know, people have to be engaged, they have to be active, they have to be purposeful, or else we're not gonna have the impact that we hope to have.

Participant 9 stated:

We tried to utilize the technique of tell the story as much as you can because someone that is brand new that walks into the organization needs to hear why we do what we do. When they ask the question how long have you been here and why have you been here this long, it allows us a chance to tell the story, not just about the organization, but the services that we provide and the impact that we have on the clients. People generally get into this field because they feel like it's a calling, whether it's religious or not. There is some internal feeling that they need to do this type of work and that is often what keeps them around if they stay in this field. So absolutely, the importance of knowing that that passion exists throughout the organization is critical. It's great.

Interview Questions for Direct-Report Positions That Address RQ4:

1. How would you describe the culture of this social enterprise organization?

2. What are the commonly shared values in this social enterprise that promote trust, commitment, and organizational success?
3. Do you believe this organization's culture supports and inspires delegation of tasks and responsibilities and empowerment of strong teams? Please explain.

Direct-Reports. The interview questions for direct-report positions that address RQ4 aimed to explore what type of organizational culture is cultivated and communicated by leaders to foster collective organizational engagement that facilitates positive social change and profitable financial performance. The themes of leadership challenges with organizational culture that emerged provided insight into how direct-reports perceive leaders can create a culture that supports delegating tasks and responsibilities and building strong teams. The participants' responses that addressed RQ4 in response to interview questions one, two, and three are discussed below.

Passion for the Mission. When participants in direct-report positions within successful, growing social enterprise organizations were asked what their perspectives were regarding the distinctive culture of their organization, all six direct-reports (100%) described the passion for fulfilling the mission of the organization and serving the community. The theme of leadership influence on organizational culture that emerged provided insight into what type of organizational culture leaders cultivate and communicate to foster collective organizational engagement that facilitates both positive social change and profitable financial performance. Participant 1 stated, "I enjoy what I do here and a lot of that I will say is greatly helped by having an administration that supports us."

Participant 16 stated, "we know that we're here to help . . . so I think just having a family mentality. Like we're all in this together, we need to help the best we can." Participant 4 stated,

“a lot of it was from seeing the CEO interact with other people, always helping, always willing to help out different founders.” Participant 13 stated, “I feel like trust is very strong between us. . . . I sincerely believe the CEO is one of the most remarkable people I’ve ever met. So it’s an honor to be involved in his organization.” Participant 8 stated:

I think that our culture is very, very team oriented and very, very mission-focused. Those are the two things that stand out the most to me. . . . Why are we doing this? It’s much more about that, so I say, mission-focused. It’s a great culture and really and truly, almost everyone I’ve worked with here is very open to working in a team environment . . . We have the senior staff, so that is all of the executive directors, vice presidents, and the president, but it doesn’t seem hierarchical the way meetings are run and in the discussions at those meetings, there does definitely seem to be a sense of shared responsibility across the board. I have never had the sense that the President makes decisions and he just tells everybody what to do. I’ve never felt that here. . . . It was all communicated very clearly, the focus on the mission . . . but more of it was once I started and I actually saw that being lived out, that is what was inspirational to me.

Participant 14 stated:

The type of culture bleeds into the people we are serving. . . . the type of people we serve most of the time are people down on their luck. The last thing they need to do is come in and see more negativity. We need to be positive, optimistic, hey, things are going to get better that kind of mentality and I think that having that bleeds over.

The Conceptual Framework

The specific problem addressed in this qualitative, flexible design, single case study was the potential failure of leaders within social enterprise organizations in the United States to

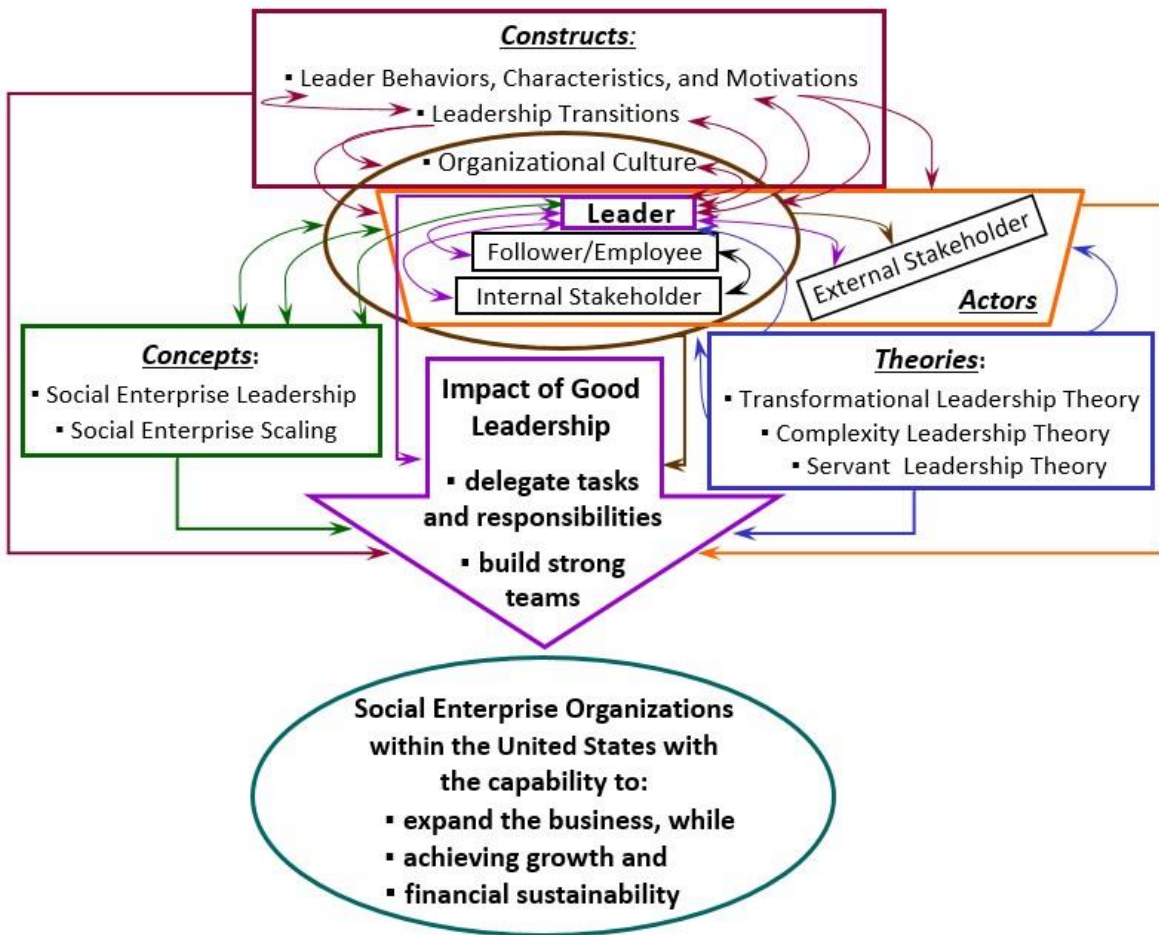
delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. The concepts, theories, actors, and constructs central to the specific problem addressed are shown in Figure 17, which is the conceptual framework diagram that displays the relationships, information flows, and actions that lead to outcomes (Robson & McCartan, 2016; Varpio et al., 2020). The authors stated that the conceptual framework of a given study (a) answers why the research is important, (b) shapes the study design and development, and (c) informs what contributions the study findings will make to what is already known. The conceptual framework and associated research framework diagram presented in Section 1 is re-introduced in this section to discuss the how the study findings relate to each of the conceptual framework elements found in the research framework. Stenfors et al. (2020) stated that an important marker for a high-quality qualitative study is the alignment of the conceptual framework with the research design, research method, research questions, and research findings.

The conceptual framework elements shown in Figure 17 include the concepts, theories, actors, and constructs surrounding the specific problem addressed that are in alignment with the research design, research method, research questions, and research findings and are found in the current literature. The concepts include social enterprise leadership and social enterprise scaling. The theories include (a) transformational leadership, (b) complexity leadership, and (c) servant leadership. The actors include (a) leader, (b) follower/employee, (c) internal stakeholder, and (d) external stakeholder. The constructs include (a) leader behaviors, characteristics, and motivations; (b) leadership transitions; and (c) organizational culture. The conceptual framework elements shown in Figure 17 were encompassed in the interview questions presented to the study

participants and aligned with the findings. The study findings related to each of the elements in the conceptual framework is discussed below.

Figure 17

Conceptual Framework Alignment With Findings



Concepts

The concepts of social enterprise leadership and social enterprise scaling support the requirements for successfully leading and scaling a social enterprise organization. The study participants’ voices confirmed that the requirements for successfully leading and scaling a social enterprise include leaders with effective managerial skills who can also inspire a culture of engagement to collectively increase the organization’s social impact and economic profits

(Aboramadan & Dahleez, 2020; Bauwens et al., 2019; Bretos et al., 2020; van Lunenburg et al., 2020). The relationship of the study findings to the concepts of social enterprise leadership and social enterprise scaling are discussed below.

Social Enterprise Leadership. Battilana (2018) stated that the leadership within social enterprises plays a critical role in how these hybrid organizations develop, grow, and survive throughout their entire life cycle. Social enterprise organizations have dual-value creation goals that challenge its leaders with the dual task of continuously delivering positive social value and impact, while ensuring profitability (Ilac, 2018; Smith & Besharov, 2019; van Lunenburg et al., 2020; Weerawardena et al., 2021). The study findings aligned with the assertion that a social enterprise's leader must manage, on a daily basis, the achievement of the organization's dual goals through effective leadership that inspires employees, satisfies stakeholders, and sustains high levels of both social and financial performance simultaneously (Battilana, 2018; Ilac, 2018; van Lunenburg et al., 2020; Weerawardena et al., 2021). Participant 6 stated:

You have to have that skill set of whatever service or product that you're providing, in addition to so many other hats. You have to be good at administrative, you have to be good at building a team, you have to be good at social media, you have to be good at marketing, you have to be good at being creative with all those things.

Participant 12 stated:

Complementary skills is absolutely paramount. Every organization needs five different type of skill sets. One they need an entrepreneur that can kind of push the envelope and do creative things, they need leaders, they need managers, they need people with accountant-type skill sets, as well as sales people skill sets. . . . I see managers as implementers and they're very important. I see leaders as organizing things. They

organize the people to accomplish a goal, so that's where there are very different skill sets. A leader is somebody really that can demonstrate that they can bring people together to accomplish a task. A manager may or may not do that so much, but they're the best people to complete the task. I think it's just recognizing from working with people if they just naturally kind of take charge, that's really the leaders. Managers won't do that, but leaders will.

Social Enterprise Leadership Competencies. Social enterprise organizations require effective leaders with learning agility, business acumen, and appropriate managerial skills, such as delegation, team-building, and collective problem-solving to better serve stakeholders, create social value, and maintain revenue streams (Ilac, 2018; Smith & Besharov, 2019; van Lunenburg et al., 2020; Weerawardena et al., 2021). The authors described that leading and sustaining a social enterprise organization well, requires constant improvement of the internal organization through leadership that continuously develops employees' skills, knowledge, and expertise, which requires a leader that can properly integrate people, time, tasks, and energy. The study findings aligned with these assertions that emphasized leadership competencies required to achieve long-term social enterprise success and financial sustainability include the ability to use effective managerial skills, such as delegating and team-building when working with employees in daily business operations (Saebi et al., 2019; Yaari et al., 2020).

Participant 18 stated, "my leadership style is to work as a team so can we fill the holes where the holes need to be filled. I think that's the only way you can survive is through teamwork." Participant 14 stated, "we do it together as a team. I don't ever put myself up here. We, succeed as a team and we fail as a team. I believe teamwork is a number one part of being successful with leadership." Participant 3 stated, "everybody on the team knows that they have a

really valuable role to play and, like their opinions matter.” Participant 9 stated, “I set forth an expectation that they meet individually outside of our collective team that they meet with one another so that they can look at ways to integrate their business lines. Participant 18 stated, “delegation is important. I cannot do ten other jobs and I can’t be so heavily involved in the details of those ten other positions. I have to allow other people to lead or we will never get anything done.” Participant 11 stated, “I delegate full authority to an individual with a project. As long as we’re communicating one on one and the entire team is communicating as a team, everybody gets an opportunity to talk and to learn and to develop.”

Social Enterprise Scaling. Social enterprise scaling is a strategy to positively impact more people with social change that is bigger and better by increasing the organization’s size and/or products and services offered (Bauwens et al., 2019; van Lunenburg et al., 2020). Scaling a social enterprise is more complex than scaling a traditional for-profit organization because the primary competency for successfully scaling a social enterprise is that the leader must have the ambition to scale the business simultaneously with equal focus on the both the economic and social organizational goals (Bauwens et al., 2019; Ćwiklicki, 2019; van Lunenburg et al., 2020; Zhao & Han, 2020). The study findings aligned with the assertion that leaders’ scaling strategy must include ensuring that employees are empowered with the skills to expand the organization’s people, principles, and profits (Bauwens et al., 2019; Zhao & Han, 2020).

Participant 7 stated, “it’s our belief, that if you don’t run it like a business, you’re not going to be able to keep doing the social piece because you’re not going to have the money, you’re not going to have the infrastructure.” Participant 15 stated:

Social enterprises can tend to suck a lot of the resources out of the organization, from a marketing standpoint, a financial standpoint, and human resources. So to me, when I look

at why some social enterprises don't last, it's because they didn't prepare well enough for what a social enterprise does to the organization, and the bandwidth that you need to be able to run this business, while you're still doing services. . . . our Board recognized that we needed more human resources to scale, so we brought on a director"

Participant 12 stated:

I think the leaders get the operational stuff they know they know how to do a good product or provide a good service. They got that and they know how to get people involved in it. What they don't have is though is that is the ability to step back and go so how do we get paid for this? That is typically lacking and that is not a leadership skill. That's an entrepreneurial skill.

Theories

The theories of transformational leadership theory, complexity leadership theory, and servant leadership theory are all regarded as useful approaches for managing complex business organizations that are evolving, such as social enterprise organizations (Gibbons & Hazy, 2017; Naderi et al., 2019; Newman et al., 2018). The study participants' voices confirmed that effective leadership practices that facilitate successful business outcomes such as team-building, informal-learning, and knowledge-sharing are consistent with the theories of transformational leadership, complexity leadership, and servant leadership (Fischer, 2017; Naderi et al., 2019; Newman et al., 2018; Rosenhead et al., 2019). The relationship of the findings of this study to transformational leadership, complexity leadership, and servant leadership are discussed below.

Transformational Leadership. Transformational leadership is characterized by leader behaviors that are relationship-oriented instead of task-oriented, which inspires creativity in the workplace and improves organizational problem-solving, performance, growth, and profitability

because innovation is a source of competitive advantage (Agha et al., 2019; Ng & Kee, 2018). Lin et al. (2016) suggested that transformational leadership processes, such as building strong teams and a shared identity supported by mutual trust can improve organizational performance, profits, and viability because these positive leadership influences cascade down to lower-level staff to decrease organization-wide distrust and conflict. The study findings aligned with the assertion that transformational leadership theory is characterized by a leadership style that fosters trusting relationships, team orientation, and innovative thinking, all of which contribute to maximizing a social enterprise's dual organizational social and economic value (Phillips et al., 2019; Wronka-Pośpiech, 2018). Participant 9 stated:

They know the why and as they're continuing to grow, they're hearing some of the discussion like within our leadership meetings around how we approach things and I'm saying the same thing to them as my boss is saying to me. I mean there are some things that are appropriate for your level, but as much as you can, you need to identify what is going to be delegated to your direct reports and be able to grow them so that we have that true succession planning.

Participant 11 stated:

I like to spend time with my staff outside of the business environment as well. So we'll go out for lunch individually and during lunch we talk about different kinds of books, we talk about things that we did. So I think that building the relationship is very, very important. But I do like to delegate to an individual and I don't get upset when something fails. You know you tried something, it didn't work, great. You know we both learned, let's not do it again. Let's move forward. So I think that the more trust exists, the more

the environment allows for risk taking. Because I think if we're risk averse than creativity gets stifled.

Participant 3 stated, "bring people in to do like thinking shops and, you know have lots more fun ways to be creative." Participant 9 stated:

I'll tell people that all the time. Tell me, give me some ideas, and I'll give you some, and just give them the opportunity to be vested in it as well. You can't squash ideas, you have to let your people speak up. Like I said, some of the best ideas I ever heard came from other people and I think it's vital to allow your team to be able to speak and allow them to tell you, hey, I think that was good, that's not good, and you have to accept that. My workers will have told me several times that they thought that was pretty stupid and I was like, yeah, you're right that was, let's not do that again. But if you have that team concept and not I am the boss and you're underneath, it goes a lot further. You get a lot more done and it's a lot more fun of a workplace as well.

Complexity Leadership. The complexity leadership theory encourages leaders to empower individuals and teams to foster a culture of shared-leadership that is performed by all employees in the organization resulting in knowledge-sharing and actions that achieve positive business outcomes (Bäcklander, 2019; Mendes et al., 2016; Rosenhead et al., 2019). The authors described that leaders who exhibit complexity leadership behaviors enable collective learning and collective constructive dialogue to discuss errors and gain new knowledge to improve future performance. The study findings aligned with the assertion that complexity leadership achieves optimal social impact, while ensuring economic sustainability because complexity leadership functions are grounded in collective value distribution through social mission and collective value creation through daily operations that exemplify shared leadership, strong teams, and a

shared identity (Gibbons & Hazy, 2017; Mendes et al., 2016; Rosenhead et al., 2019). Participant 8 stated, “It doesn't seem hierarchical. The way meetings are run and in the discussions at those meetings, there does definitely seem to be a sense of shared responsibility across the board.”

Participant 11 stated:

I think it's an issue of trust, and again, mutual trust. I don't believe in hierarchy. I believe in more of a horizontal relationship. You know, there comes a time obviously when people have their rules and we have different roles to play, but at the same time the issue here is to get the job done, get the task done to the best of our ability. And as long as we keep the mission forefront in what we're doing, then I think we can work together so it doesn't become personal.

Participant 14 stated:

I want the team to have the glory. I don't even I don't care, I'm not here for the glory, I'm here for the ministry. I'm here for the mission and I'd rather see my team get those accolades than myself.

Participant 7 stated:

I think those shared experiences and, you know, on an ongoing, even informal basis, augmented by formal communication, whether that's things like staff meetings, or, you know, communication memos that come out from the CEO, or those sorts of things, help to bring people back to, back to the mission.

Servant Leadership. Servant leadership is an approach that (a) promotes putting the interest of others before self-interest; (b) facilitates the formation of relationships based on trust and personal influence instead of position and formal authority; and (c) exemplifies actions and belief in reciprocity, all of which positively influences how followers feel, behave, and perform

in the workplace (Anderson, 2019; Thao & Kang, 2020). The study findings aligned with the assertion that servant leaders focus on inspiring people to meet goals, instead of just focusing on the goals, by making themselves visible and readily available in the workplace and engaging in personal interactions with employees to build mutually trusting and productive relationships that positively impact organizational quality, service, and allegiance (McNeff & Irving, 2017; Saleem et al., 2020). Participant 11 stated:

In faith based organizations, you're dealing with volunteers. In the business world, you're dealing with employees. In the non-profit world, you're dealing with both. So you have to be, and I use this word intentionally, a leadership style that is pastoral . . . to be pastoral in the business sense is to be able to maintain business principles, advanced business principles, with respecting and nurturing and caring for the individual at the same time. . . . the individual is foremost, and if the individual is healthy, then the profits and success and the results will follow that. . . . leadership tends to be hierarchical, which I am averse to because I find that trying to be pastoral and hierarchical at the same time is very difficult.

Participant 14 stated:

You have to be engaged with your team. You cannot build your team from your office without being out with your team. You have to engage with them and you can just be hanging out with them or talking about work or talking about current events, whatever. But engage yourself with those people in the team and you'll start picking up who has certain gifts, who has things that you can think can help with what you are trying to do. But be engaged. Be with them. Do not just kind of sit in your office and close yourself off from your team. I don't know how you can consider that a team, your team, if you're not

out and involved with your team. I mean you have to be out doing it. You gotta roll your sleeves up and get dirty with them, just like they are doing to show them that you are a teammate. You're not just their boss, you're on the team with them.

Participant 8 stated:

The more that I am able to do, the more I feel validated, I feel trusted, I feel like okay, you know this entire institution really does think that I can do this job and they are very supportive. And yeah, it's a good feeling. So yes, of course, then, that makes me feel more committed to the organization.

Actors

As shown in Figure 17, the actors in a social enterprise organization include (a) the leader, (b) follower/employee, (c) internal stakeholder, and (d) external stakeholder. All of these actors in the organization influence the interactions and flow of information and action and directly impact business outcomes. All of these actors are the key people-groups that are central to the research problem, fundamental to all of the research framework element relationships, and are influenced by the concepts, theories, and constructs. All of the actors who work in and support the organization, particularly the leader who works with all of the actors inside and outside the organization and shapes its culture can have a positive influence on business outcomes. The study participants' voices confirmed that leaders in social enterprise organizations must have the capability and willingness to build trusting relationships and engage with all employees and internal and external stakeholders because leveraging human, relational, and financial capital is critical to the long-term sustainability of the business (Gibbons & Hazy, 2017; Jackson et al., 2018; Yin & Chen, 2019). The relationship of the study findings to the actors in an

organization, which include the leader, follower/employee, internal stakeholder, and external stakeholder are discussed below.

Leader. The key factors for social enterprise success include having an effective leader who is focused on integrating sound business practices with social mission activities to create value for all organizational stakeholders by achieving optimal social impact, while ensuring financial viability (Gibbons & Hazy, 2017). The study findings aligned with the assertion that leaders within social enterprises should have a dual mindset that facilitates both the structuring and staffing of the organization to integrate both the social and economic activities that achieve both the social and economic goals (Abramson & Billings, 2019). Participant 7 stated, “it’s our belief, that if you don’t run it like a business, you’re not going to be able to keep doing the social piece because you’re not going to have the money, you’re not going to have the infrastructure.”

Participant 10 stated:

When I look at social enterprises, it’s either an opportunity, employment, or workforce development type of social enterprise that has a supportive working environment and provides job experience or it’s an operation that has a transformative product or service and then the third is an organization that either donates or invests a percentage of their profits to a cause.

Participant 20 stated:

I’ve been successful in some ways. And I guess, so even though I have a strategic mind, I tend to be more operational and financially inclined. And so my focus tends to be on running a really effective business or really effective operation. I’m not necessarily the big idea guy. I can evaluate big ideas, and figure out if that makes sense, if they will work. My best practices are, I guess, as a manager or a leader, to motivate, you know, get

good people involved. And then guide them, but get out of their way. And so let them, let them be good at what they're good at and don't hinder them by micromanaging.

Although sometimes it's challenging.

Follower/Employee. Followers, subordinates, and staff are all employees who are key people-groups needed in social enterprise organizations to work individually and in teams in collaborative and creative ways to solve community problems using business models that create both social and economic value (Gibbons & Hazy, 2017; Granados & Rosli, 2020; Pacut, 2020). The study findings aligned with the assertion that it is key for leaders within social enterprises to have continuous and informal communications with employees because it facilitates employees' participation in and clearer understanding of decisions made, discussions about economic and social mission implementation, and improved organizational performance (Argyrou et al., 2017). Participant 16 stated, "So I think we make it a good, more of a collaborative thing. . . . talking to and communicating with each other." Participant 14 stated:

Attitude reflects the leadership. It sure does and it comes all the way down, even, even if there's certain people that don't report to you directly. You are still responsible for that at the end of the day, so you need to make sure everybody is on the same page. And let's, let's talk things out. Let's get a plan together and keep that communication line open.

Participant 15 stated:

Starting with communication and transparency, moving on to evaluating where we're at in operating the business, and then next is, is really devoting a lot of time into talent management, you know, making sure that folks have the opportunities for development that they need to be successful, whether that is managerial skills or leadership skills or specific tasks related to the job.

Internal and External Stakeholder. As shown in Figure 17, in addition to the leader and follower/employee, two actors that are key people-groups in a social enterprise organization include the internal and external stakeholder. The internal stakeholder functions inside the social enterprise, works with the leader, has an impact on the organization's performance, and is part of its culture, whereas the external stakeholder conducts business with and functions outside the social enterprise and is interested in the organization's goals and its leader (Hiswals et al., 2020). Distinct core internal stakeholders that function inside a social enterprise organization include senior management, shareholders, investors, and board of directors involved in organizational governance (Jackson et al., 2018; Khan et al., 2019; Raza et al., 2018). Distinct core external stakeholders that function outside a social enterprise organization include customers, suppliers, funders, foundations, local communities, partnership organizations, and government institutions (Jackson et al., 2018; Khan et al., 2019; Raza et al., 2018). The study findings aligned with the assertion that internal and external stakeholders can directly and indirectly positively influence the performance, impact, and outcomes of a social enterprise and are critical to its long-term organizational growth and financial sustainability (Abramson & Billings, 2019; Jackson et al., 2018; Khan et al., 2019; Xu & Xi, 2020). Participant 6 stated, "The more that you're able then to communicate not only to your team members, but to your customers, to your clients, to people that are your future employees, to your stakeholders, whatever it is." Participant 18 stated:

I keep us on a very tight development plan that includes fundraising and administrative goals and achievements, and we look at that on an ongoing basis to review where we are . . . and we share that with the Board. So we're always giving ourselves a level of accountability. We know we must do it. We said we would do this. And if we're not hitting those marks, how can I help you achieve this administrative goal?

Constructs

The constructs in the conceptual framework include leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture. The study participants' voices confirmed that ineffective leadership behaviors, such as the reluctance to delegate, build strong teams, employ participative decision-making, and develop future leaders results in the lack of collaboration, knowledge, and talent needed to maximize social and economic value, funding, social outcomes, and profitability (Bacq et al., 2019; Hodges & Howieson, 2017; Saebi et al., 2019; Wronka-Pośpiech, 2018). The relationship of the study findings to the constructs of leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture constructs are discussed below.

Leader Behaviors, Characteristics, and Motivations. Akinola et al. (2018) emphasized the importance of social enterprise organizational leaders' willingness to delegate, stating that delegation increases employees' development, decreases leaders' work overload, and improves the speed and quality of leaders' strategic decisions that are vital to the future of the business. Metwally et al. (2019) contended that good leadership practices can result in positive employee mindsets and positive employee outcomes, such as (a) increased trust in the leader; (b) feedback-seeking behaviors; and (c) job satisfaction, all of which are vital because a business can only succeed through its skilled, satisfied, and willing employees. The study findings aligned with the assertion that leaders within successful social enterprise organizations exhibit positive leader behaviors, utilize a business mindset, and possess a benevolent spirit to inspire and empower the organization to achieve social missions and economic goals simultaneously (Napathorn, 2020). Participant 9 stated:

We want to be the organization that has the non-profit heart and the business mind and I think for many years, we have been the non-profit with the non-profit heart and non-profit mind. So we are focusing a little more on developing our skills as business leaders, as opposed to just experts in the field.

Participant 14 stated:

We make sure in our orientation that we go over and tell exactly what we do and then we give them stats on what money we raised last year and how many people we were able to serve with that and kind of give them a little bit of why they're out there working. It's not just a job, but what they're doing is helping you know hundreds of people who are less fortunate.

Participant 15 stated:

I've been at our organization for 35 years . . . it's been an incredible journey. I mean, I don't look at it as a career or job or anything, because I mean, I have relationships with folks that we have supported for more than three decades . . . working hard, and, it's been everything that I feel like my calling was supposed to be in this world. And it's been an opportunity to learn so much and be with an organization that's transformative, that's progressive, and innovative. That's been a real gift. But you soak it all in every day and you just got to be open and flexible and really committed to being present all the time.

Participant 9 stated:

People generally get into this field because they feel like it's a calling, whether it's religious or not. There is some internal feeling that they need to do this type of work and that is often what keeps them around if they stay in this field. So absolutely, the

importance of knowing that that passion exists throughout the organization is critical. It's great.

Leadership Transitions. Smooth and successful leadership transitions are particularly vital for social enterprises because if these organizations experience poor leadership transitions, the result can be decreased funding, mission impact, growth, financial sustainability, and survival chances (Bacq et al., 2019; Hillen & Lavarda, 2020; Li, 2019; Napathorn, 2020). The study findings aligned with the assertion that smooth and successful leadership transitions require a current leader that can enhance the social enterprise organization's performance through effective delegation and team building, as well as ongoing employee development to maximize social and economic value and secure needed funding to ensure financial sustainability (Bacq et al., 2019; Hillen & Lavarda, 2020; McKenna, 2016; Napathorn, 2020). Participant 5 stated, "I want to invest in my team and make sure that they are getting the professional development that they deserve so we can set them up for success in their future career as well."

Participant 11 stated:

It's not always age determined, but in my experience, it has something to do with experience and something to do with the team leaders are afraid to delegate because they're afraid that a direct report might outshine them to the larger organization and that's unfortunate because then we don't do any kind of preparation for the next generation to take over. So there is no preparation for that, and that exists in a lot of leaders, in Boards, as well as CEOs and presidents. If they are not comfortable in their own skin, they won't select someone and help that individual mentor somebody in order for them to take over when it's time for them to leave the stage.

Participant 9 stated:

I think that delegation is extremely important and I also recognize the fact that it helps my team members grow because if I continue to do everything for them, they're not going to be ready from a succession standpoint. Succession planning is important and I need to be able to build skills in that way and when I do, they're receptive to it. You know, they appreciate feedback even if they've done something incorrectly, they'll say, no, I'm glad you showed me how to do it the right way, now, I get it. . . . as much as you can, you need to identify what is going to be delegated to your direct reports and be able to grow them so that we have that true succession planning.

Participant 18 stated:

I'm always thinking about who could move up into areas? Who could, if I had to be out for an extended period of time, who could carry on as me? Even though you could be out for five days and you don't need to name a successor, I think it's important to do that. I sort of have an unofficial deputy director, so to speak, that people know that while I'm out, if a decision has to be made to first try to move to this peer who I have delegated. And I think that builds that person's confidence and their skills as they have to try to work through some of the day-to-day issues that you usually have. So you know, I think it's important sometimes for leaders to remove themselves from the equation and see how that decision making happens in your absence and come back in and reevaluate how that went and how did that go when you had to make the decision on . . . I think is key. So getting more experience along the way with the different aspects of the top administrator or top executive's job is really important as you think about slipping people into an interim position, should it be necessary.

Organizational Culture. A social enterprise's organizational culture, which is defined and influenced by its leader, employees, and other internal and external stakeholders, is critical paradigm that directly influences individuals' values, beliefs, and practices that affect social impact and financial sustainability (Eskiler et al., 2016; Metwally et al., 2019; Napathorn, 2020; Shin & Park, 2019). The study findings aligned with the assertion that social enterprise success requires effective leaders that can play a mentor and facilitator role to encourage and empower knowledge-sharing among employees and cultivate a culture that espouses delegation, teamwork, and shared-tasks to form a collective identity with the common purpose of achieving dual goals (Battilana, 2018; Eskiler et al., 2016; Granados & Rosli, 2020; Muralidharan & Pathak, 2018).

Participant 9 stated:

I've been receiving a lot of guidance from my boss or chief operating officer. Her expectation, and I think this is really helpful for me in the process, is that she has said, I don't want you doing anything. I want you facilitating and being strategic and that makes sense to me.

Participant 14 stated:

I try to create a culture and make this fun. Don't make it work. I hope the work gets done, but if you can do something that's fun. You know, my door is always open. Come in, let's talk. It doesn't always have to be about work either. You can come in and we can just talk about your friends or how's your kids, how's your wife, how's your husband, and kind of make it more of not as boss and employee, but as friends and a team. The team atmosphere and the whole culture I try to create is let's have fun with whatever we're doing.

Participant 20 stated:

A simple way of describing our mission, it helped keep that passion in everybody's mind as they went about their daily work. So you know, that's the hook. You got to have that hook and everybody's got to feel it. And that's it, there's no secret to infusing that except to live it sincerely in everything you do, every day has to be about that mission.

Participant 7 stated:

I also think that there is a coaching aspect to it that's kind of akin to kind of the delegating, but is different. . . . I've been here 12 years, one of the people who is a direct report to me now, so she's been here 14 years, she had been here two years . . . I guess things were delegated to her, but maybe almost more relegated and really had not had any coaching in terms of how do we say things, what are the processes, and what tools do we need to put in place . . . leveraging my business knowledge and management knowledge, I really helped to share that with her. So I would call part of that delegation, but I think it was an active coaching. And I actually do that with all of, all of my direct reports.

Participant 6 stated:

It's almost that the mission is the leader. The area of impact is what leads and of course, it's not human, it's this thing that's, you know, you can't touch it, but it's what drives the whole thing. And so that's where the values principle comes in. You just have to be so value driven that even if you have to take a step back or you have to find another leader or you have to learn how to be a better leader or whatever it is, the mission is the most important thing. And it leads the whole thing

Anticipated Themes

The literature review of anticipated themes in Section 1 presented a detailed discussion of the themes that were anticipated prior to the start of this study. The anticipated themes included

informal workplace learning and collaborative networking. The concepts of informal workplace learning and collaborative networking were anticipated based on the connection between these concepts, the existing body of knowledge, and the specific problem addressed. The study participants' voices confirmed that feedback from supervisors and knowledge-sharing among peers facilitated informal workplace learning (Decius et al., 2019) and collaborative networking facilitated key training opportunities (Abramson & Billings, 2019; Gold et al., 2019; Phillips et al., 2019). The relationship of the study findings to the anticipated themes of informal workplace learning and collaborative networking are discussed below.

Informal Workplace Learning. Informal workplace learning is largely an unstructured process that involves learning through interactions with leaders and peers in an organizational context (Susomrith & Coetzer, 2019). The authors described that informal learning practices that are integrated into the workplace can address employees' learning needs, job-specific needs, and serve as a motivational process that increases employees' levels of trust, work engagement, and performance. The study findings aligned with the assertion that an effective leader fosters high-quality relationships with employees and empowers them through delegation of key tasks and decision responsibilities to cultivate a culture that promotes employee empowerment through informal learning and knowledge-sharing, which helps employees achieve and set performance goals (Argyrou et al., 2017; Cakir & Adiguzel, 2020; Eskiler et al., 2016; Susomrith & Coetzer, 2019). Participant 9 stated:

What you're delegating or the communication that has to go on around that as well, I think that delegation is extremely important and I also recognize the fact that it helps my team members grow because if I continue to do everything for them, they're not going to be ready from a succession standpoint. Succession planning is important and I need to be

able to build skills in that way and when I do, they're receptive to it. You know, they appreciate feedback even if they've done something incorrectly, they'll say, no, I'm glad you showed me how to do it the right way, now, I get it. So there's a lot to it and I think it's like an art.

Participant 11 stated:

I do like to delegate to an individual and I don't get upset when something fails. You know you tried something, it didn't work, great. You know we both learned, let's not do it again. Let's move forward. So I think that the more trust exists, the more the environment allows for risk taking. Because I think if we're risk averse than creativity gets stifled.

Participant 14 stated:

I'll tell people that all the time. Tell me, give me some ideas, and I'll give you some, and just give them the opportunity to be vested in it as well. You can't squash ideas, you have to let your people speak up. Like I said, some of the best ideas I ever heard came from other people and I think it's vital to allow your team to be able to speak and allow them to tell you, hey, I think that was good, that's not good, and you have to accept that. . . . And it takes a little bit of time. With some people you can say whatever is on your mind and they are alright. I've been in this place before and it takes a little bit time. You know, feeling each other out and establishing a relationship. But it all goes back again to communication. The more you communicate with them and the more opportunities you give them to be vested in what you're doing. It makes for a lot happier time in the office.

Participant 1 stated:

It is a more positive culture now than when I started with the agency. And I will be quite blunt and say a lot of that, most of that has to do with our executive director. She just

comes from a different perspective in the way she works and she's grown over the years to come and realize the need for more input from the staff because the staff members are those who are in the field and working with the individuals and seeing the issues and the needs and what works and what doesn't. So she sees that and she appreciates that and requests that input from the staff. I think that was a big morale booster for the team.

Participant 3 stated:

I think in a culture where people enjoy where they are working, I think that helps them care about the work. It helps it not really feel like work and I have an extremely loyal team. . . . I think part of it is just having a good time and I also think I mentioned early on in the conversation like that sense of empowerment. Like everybody on the team knows that they have a really valuable role to play and, like their opinions matter. I take their opinions into consideration and most of the time, whatever they say is a change that will make right away. So like to add to what I said like an open ears sort of policy, it's not just having open ears, it's also like the action that follows. I'm still learning. We're all still learning.

Collaborative Networking. Collaborative networking is an important source of new relationships, competencies, and insights to better understand any external environment changes through people and organizations that are different in terms of geographic location, culture, and operations, but the same in terms of the desire to work together to achieve enhanced common goals (Bonomi et al., 2020; Yahia et al., 2021). In the context of social enterprise organizations, collaborative networking involves identifying knowledge, learning, and training opportunities that can be transferred among social enterprises to obtain valuable information and collaborate with more technically proficient and experienced business consultants (Phillips et al., 2019). The

study findings aligned with the assertion that collaborative networking can help social enterprise organizations address the critical internal challenge of leaders with skills gaps in effective management by obtaining training and advice from other firms, consultants, and business support agencies and forming collaborative relationships (Abramson & Billings, 2019; Davies et al., 2019; Gold et al., 2019; Phillips et al., 2019).

Participant 11 stated, “I recommended that you take these courses and go to these seminars that we would pay for to help you learn to do this.” Participant 3 stated, “I used to bring people in to do like thinking shops and have lots more fun ways to be creative.” Participant 20 stated, “I do a fair amount of pro bono consulting work for those entrepreneurs that don’t have money, but need a little help. And so we’re willing to help them in that regard.” Participant 4 stated, “he’s always willing to help out different founders. . . . he’ll spend an hour on the phone, telling them what he thinks is the best opportunity for them.” Participant 17 stated, “knowing about some of those tasks might be important. I think though that our leader would be, is very encouraging of professional development.”

Participant 1 stated:

Our board of directors and our administration agreed that we needed to provide some assistance and training for staff around diversity and inclusion. So the agency hired a professional and after searching . . . sought input from different ones in-state, but some out-of-state as well who did that kind of work in diversity, equity, and inclusion . . . and we had a training across the board that everyone participated in regarding those issues and I think that helped a lot of people to feel heard because there was an opportunity to participate. I mean it wasn't just all sitting here watching our computers and being

lectured to. There was a lot of participation in it and follow-up activities and we still have a committee, a team that works in that area too.

Participant 10 stated:

Through retreats take the people out of the building, get them away, let them have a fun activity, even if it's half a day. Build some team building into it, but make it like a light fun time to restore people and to build that spirit back up.

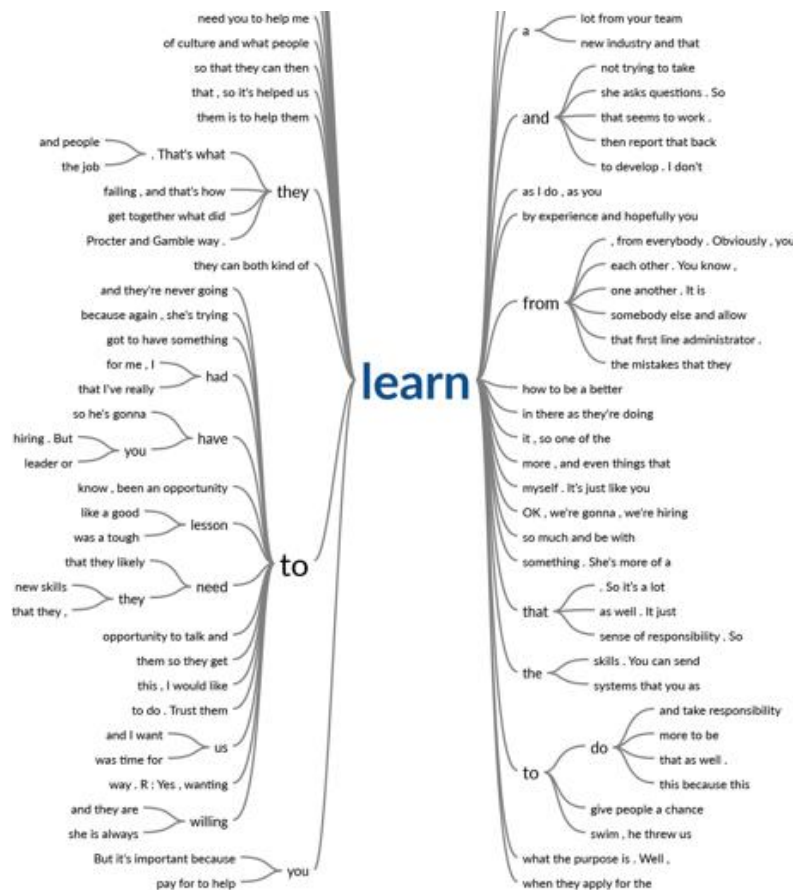
Participant 7 stated:

There is this entity called center for non-profit management and they actually do training. We are a member and other non-profits are members and the way it works is there is a fairly nominal fee and larger non-profits pay a higher fee than some non-profits with three people, and they do training and since the COVID thing, a lot of it has been online and they do training in just general kind of leadership training and we have sent a lot of people to it. It is relatively inexpensive, it takes a day, it is local. . . . So, we do take advantage of that. We've actually had an individual person that I knew and my supervisor knew her, who does kind of coaching and she has helped us with our department heads. But then a lot of it is during meetings and individual one-on-one sessions. So I think it is a combination of things. . . . The other tip we've kind of learned is when we send people to one of those center for non-profit management sorts of things, we will send three or four people and then we get them to come back and sort of report out, like get together what did they learn and then report that back out. So not only do we get the advantage of having them been trained, but we develop a little bit of a common bond through that shared experience of the training and then kind of an accountability for reporting back. So I think that's actually a best practice.

The participants' voices confirmed the existence of the anticipated themes of informal workplace learning and collaborative networking. The study findings related to and aligned with the assertions of the existing knowledge pertaining to informal workplace learning and collaborative networking found in the review of the academic and professional literature in Section 1. The participants' voices did not provide any different, unanticipated, or missing themes. All of the participants' responses reflected their commitment to constantly learning, both internally through informal workplace learning and externally through collaborative networking. Figure 18 shows a text search query created in NVivo 12 that illustrates the many contexts in which both leaders and direct-reports used the word learn in their responses.

Figure 18

Text Search Query for Learn



The Literature

This section provides a detailed discussion of how the study findings related to the literature review of (a) business practices, (b) related studies, and (c) discovered themes from Section 1, with a focus on both similarities and differences. The discussion of how the findings related to the literature review of (a) business practices examines organizational effectiveness and effective leadership, (b) related studies examines organizational structure and leadership succession, and (c) discovered themes following the study examines workplace transparency and micromanagement. The discussion pertaining to business practices is presented below.

Business Practices

The literature review of business practices in Section 1 presented a detailed discussion about the importance of social enterprise organizational leaders understanding and employing effective business practices, such as organizational effectiveness and effective leadership. The study participants' voices confirmed that organizational effectiveness and effective leaders who delegate tasks and responsibilities and build strong teams are essential business practices needed to achieve high organizational productivity, performance, and profitability (Ibrahim & Daniel, 2019; Zhang et al., 2017). The relationship of the study findings to organizational effectiveness and effective leadership are discussed below.

Effective Business Practices. McKenzie and Woodruff (2017) stated that there is a positive relationship between (a) business practices; (b) business performance; (c) organizational outcomes in terms of profits, productivity, human capital, and growth; and (d) organizational survival rates. Camilleri (2017) advised that businesses must align their business practices with societal expectations and exhibit responsible corporate and social behaviors to ensure long-term growth and financial sustainability. The study findings aligned with the assertion that effective

business practices not only facilitate positive business outcomes, but also positive organizational and societal outcomes that benefit the local communities and economies in which they operate by creating jobs and providing products and services. Participant 10 stated:

It depends on the purpose of the social enterprise. In the case of the one that I'm talking about . . . the concept is going to be about eco-friendly products and it has a dual purpose. One is providing workplace based skills training, but also to have a positive impact on the local environment. And so that's a nice sell when you go out and you talk about it. So the revenue piece of this is we want revenue to be able to ultimately support the program, but initially we're going to need startup funding to get the thing rolled out to get the facility set up and hire some staff and things like that. So yes, and this is also gonna be an economic impact to the local community. Because they will be a local business. So you know there are different arms in different places, but it all has to balance at the center. It can't be like all for economic impact or all for vocational skills training or all just for environmental impact. It has to all blend together.

Organizational Effectiveness. Organizational effectiveness involves the proficiency with which a firm can accomplish its performance objectives and planned outcomes (Mwai et al., 2018). The authors described that organizational effectiveness can be achieved by providing maximum quality products and services with minimum waste of energy, labor, money, and time resources. The study findings aligned with the assertion that the key element of organizational effectiveness is an effective leader who can define objectives and guide an organization's structure, culture, and resources to positively influence the activities of individuals and teams towards the collective achievement of organizational goals (Ibrahim & Daniel, 2019; Meraku, 2017). Participant 15 stated:

Social enterprises can tend to suck a lot of the resources out of the organization, from a marketing standpoint, a financial standpoint, and human resources. So to me, when I look at why some social enterprises don't last, it's because they didn't prepare well enough for what a social enterprise does to the organization and the bandwidth that you need to be able to run this business, while you're still doing services. . . . sometimes in social enterprises, you just don't have enough human resources built within them,, but we stay really nimble and flexible in that way and we're able to add positions when we need to and make an investment in the business. . . . because we've grown . . . we can't do that with the same staff and our Board recognized that we needed more human resources to scale, so we brought on a director. . . . I fairly say that running a nonprofit is one of the hardest things that happens. You know, nonprofits are generally underfunded, but tasks to solve our community's biggest problems and they can't be competitive with wages often.

From a different perspective, the study findings aligned with the assertion that poor leadership leads to poor guidance, communication, commitment, adaptability, utilization of resources, and funding, which leads to poor organizational effectiveness and failed organizations (Mwai et al., 2018). Participant 9 stated:

We were able to get to a place where he was more comfortable in saying what needs to be done and then not having to micromanage. Not checking in every day, but you're calling up and saying where are we had at on such and such? Okay, we said it was gonna be two weeks, so let me work on it for the two weeks. I have things in motion, I've got it handled, I'll make sure we meet the deadline. And because he was able to grow trust, then he's been able to develop that in his personality.

Effective Leadership. Many organizations have experienced failure due to ineffective leadership that caused high operating costs, low productivity, and poor morale among employees that were not committed, coordinated, or cooperative, resulting in the ultimate closure of the business (Ibrahim & Daniel, 2019). The findings of the study confirmed the assertion that organizational effectiveness requires an effective leader who can increase the adaptability of the organization with good and constant communication that facilitates attaining set goals efficiently, without wasting limited resources (Mwai et al., 2018). Participant 9 stated:

We are a large organization. . . . and we've condensed a little bit, especially under the pandemic, looking at how we can streamline services and the support that they receive. We have a chief executive officer . . . a series of chiefs, like our chief financial officer, chief of information technology, there's several, one for each department . . . there is quality management, quality improvement, research, training and accreditation, and risk and compliance . . . connected to operations through a series of senior directors, one for each business line . . . we try to standardize practice throughout the state by program type and look at efficiencies within process flows and systems process and performance-related activities. We have programs, which are in the field working directly with the clients and they each have leadership roles as well. They have program directors, supervisors, and direct care staff, depending on the type of program that it is, as well as the requirements for the position and whatever level of education or level of experience . . . We oftentimes say that we want to be the organization that has the nonprofit heart and the business mind.

Participant 13 stated:

I keep us on a very tight development plan that both includes fundraising and administrative goals and achievements, and we look at that on an ongoing basis to review where we are, and we share that with the President and the Board.

From a different perspective, with focus on the employees, instead of the leader, the study findings aligned with the assertion that effective employees are needed to achieve organizational effectiveness, and an effective leader is needed to ensure employees' skills and experiences are developed continuously and appropriately (Akhtar et al., 2018; Eskiler et al., 2016). Participant 5 stated, "I want to invest in my team and make sure that they are getting the professional development that they deserve so we can set them up for success in their future career as well."

Participant 14 stated:

If you give them the chance and empower them and be prepared for them to make mistakes, be prepared. I mean, if you've done it long enough, you should already know what mistakes are going to happen, and you're there to fix them when they happen. But you gotta let these people have their chance. And when you empower people, they become more vested in what you do.

Participant 18 stated:

We try to make sense with if we have an area that needs some cross training. In other words, an organization can get itself into a tremendous amount of vulnerability when all the expertise lies within one position. So asking what other position is related to this position and makes the most sense for the cross training to occur and can this occur like this or does that require cross training? There needs to be a variety of ways.

Participant 7 stated:

Training in just general kind of leadership training and we have sent a lot of people to it. It is relatively inexpensive, it takes a day, it is local. . . . We do take advantage of that. We've actually had an individual person . . . who does kind of coaching and she has helped us with our department heads. But then a lot of it is during meetings and individual one-on-one sessions. So I think it is a combination of things.

Barriers to Effective Leadership. Sharma and Singh (2019) emphasized the importance of organizational leaders' professional development, asserting that one of the principal reasons businesses fail is their leaders' inability to recognize and properly evaluate the multi-variable performance determinants of organizational effectiveness, such as employee satisfaction. The study findings aligned with the assertion that leaders should participate regularly in leadership training and executive coaching to continuously become more agile, adaptive, empathetic, and effective in their approach towards employees in dealing with challenges in daily operations to increase employee trust, commitment, and productivity (Akhtar et al., 2018). Participant 5 stated, "delegation is something that is very hard for me and I have to work at it every single day. It has taken a lot of professional coaching for me to really frame this in my mind." Participant 9 stated:

I had to really carve out what it was that my duties were, as opposed to what is being delegated to other team members. And I've kind of reached that point, I think. I've been receiving a lot of guidance from my boss or chief operating officer. Her expectation, and I think this is really helpful for me in the process, is that she has said, I don't want you doing anything. I want you facilitating and being strategic. That makes sense to me.

From a different perspective, Participant 12 stated:

Well, most of them fail because they can't monetize. I think that is the number one cause for failure of nonprofit organizations is they fail to, to monetize the mission. They can't

figure out how to overcome that hurdle. I don't think it's a matter of talent or willing people. I don't think it's a matter of leadership. Of course, leadership is responsible for the monetization of the nonprofit, but I really think that it comes down to a dollars and cents issue. Now, can it be all volunteer and be very successful where money is not involved? Yes it can, but its chances of failure increase proportionately . . . I've worked with many, many, many nonprofits over the years, I see that as a common problem with most all of them is that they're undercapitalized.

Related Studies

The literature review of related studies in Section 1 presented a detailed discussion of studies related to the practice of business and effective leadership within social enterprise organizations, which included organizational structure and leadership succession. The study findings aligned with the assertion that social enterprises must flatten their organizational structures and proactively prepare for leadership succession to ensure the future success of the organization (Bacq et al., 2019; Hillen & Lavarda, 2020; Napathorn, 2020; Yaari et al., 2020). The relationship of the study findings to the related studies of organizational structures and leadership succession is discussed below.

Organizational Structure. The study participants' voices confirmed that an appropriate organizational structure for a social enterprise organization is a more decentralized structure that can facilitate teamwork, collaboration, and innovation to achieve both increased social impact and economic value (Bacq et al., 2019; Burton, 2020; Yaari et al., 2020). Participant 8 stated:

We have the senior staff, so that is all of the executive directors, vice presidents, and the president, but it doesn't seem hierarchical the way meetings are run and in the discussions at those meetings, there does definitely seem to be a sense of shared

responsibility across the board. I have never had the sense that the President makes decisions and he just tells everybody what to do. I've never felt that here.

Participant 11 stated:

I think it's an issue of trust, and again, mutual trust. I don't believe in hierarchy. I believe in more of a horizontal relationship. You know, there comes a time obviously when people have their rules and we have different roles to play, but at the same time the issue here is to get the job done, get the task done to the best of our ability. And as long as we keep the mission forefront in what we're doing, then I think we can work together.

Leadership Succession. The study participants' voices confirmed that both leadership transition and leadership succession is a natural part the social enterprise's lifecycle that leaders must prepare for to ensure the continued success and sustainability the organization (Bacq et al., 2019; Jackson et al., 2018; Napathorn, 2020). Participant 9 stated:

I think that delegation is extremely important and I also recognize the fact that it helps my team members grow because if I continue to do everything for them, they're not going to be ready from a succession standpoint. Succession planning is important and I need to be able to build skills in that way and when I do, they're receptive to it. You know, they appreciate feedback even if they've done something incorrectly, they'll say, no, I'm glad you showed me how to do it the right way, now, I get it. . . . as much as you can, you need to identify what is going to be delegated to your direct reports and be able to grow them so that we have that true succession planning.

Participant 5 stated, "I want to invest in my team and make sure that they are getting the professional development that they deserve so we can set them up for success in their future career as well."

Participant 11 stated:

In my experience, it has something to do with experience and something to do with the team leaders are afraid to delegate because they're afraid that a direct report might outshine them to the larger organization and that's unfortunate because then we don't do any kind of preparation for the next generation to take over. So there is no preparation for that, and that exists in a lot of leaders, in boards, as well as CEOs and presidents. If they are not comfortable in their own skin, they won't select someone and help that individual mentor somebody in order for them to take over when it's time for them to, you know, leave the stage. So I think that's part of it.

Participant 18 stated:

I'm always thinking about who could move up into areas? Who could, if I had to be out for an extended period of time, who could carry on as me? Even though you could be out for five days and you don't need to name a successor, I think it's important to do that. I sort of have an unofficial deputy director, so to speak, that people know that while I'm out, if a decision has to be made to first try to move to this peer who I have delegated. And I think that builds that person's confidence and their skills as they have to try to work through some of the day-to-day issues that you usually have. So you know, I think it's important sometimes for leaders to remove themselves from the equation and see how that decision making happens in your absence and come back in and re-evaluate.

Discovered Themes

The literature review of themes discovered following the study presented in Section 1 included workplace transparency and micromanagement. The study findings aligned with the assertion that social enterprise organizational leaders' failure to uphold transparency and avoid

micromanagement in the workplace decreases employees' trust, morale, productivity, and organizational commitment (Aguilar & Kosheleva, 2021; Hossiep et al., 2021; Limon & Dilekçi, 2021; Zheng et al., 2021). The relationship of the study findings to the discovered themes of workplace transparency and micromanagement is discussed below.

Workplace Transparency. The study participants' voices confirmed that transparency and open communication in the workplace leads to increased employee empowerment, feedback, and commitment and decreased job-related dissatisfaction, misconceptions, and distrust (Balushi, 2021; Hossiep et al., 2021; Venkatesh et al., 2016; Zheng et al., 2021). Participant 15 stated:

Personally, I really come from the spirit of transparency and communication, effective and frequent communication with the team that I am blessed to work with, and that team has grown over time. But I think that certainly being open about the enterprise itself, the business, how it's doing, and communicating well, is really where I primarily come from.

Participant 8 stated:

To me, again, it is the open and honest communication and transparency and that has just always been how I've worked. Maybe I share too much, I don't know, I mean I don't share anything that's confidential that I'm required not to share, but I'm very open and honest about anything that I see as an issue, anything that I might be struggling with professionally. . . . I don't see anything wrong with being transparent. At the same time, I think sharing and communicating how I get past the things that are difficult, sharing what's been successful for me, sharing what's worked for me has been beneficial for me in building trust with my employees in every situation, even when it wasn't a great situation. Even when I had staff that I don't feel I could rely on incredibly well, I still

think we all had a pretty decent relationship by the time I left there because I did have that willingness to be honest and transparent.

From a different perspective, the study findings aligned with the assertion that transparency with organizational information, such as disclosure of financial information and strategic plans, is a managerial best practice that can positively affect employees' trust-related open communication and commitment and eliminate potential mistrust and job dissatisfaction (Hossiep et al., 2021; Zheng et al., 2021). Participant 5 stated:

I see that mistake with a lot of organizations of where they're not effectively communicating. So transparency with your finances is really critical. Once a month, we will sit with our entire team and review finances together. . . . Because if we're not getting raises, if we're not getting bonuses, I want them to know why. Hey, here's what's going on financially or here is our unexpected expenses. Or, you know, if the kids don't have great field trips like this is why they're not going on field trips because the money is just not there. We didn't get this grant or whatever. So I think transparency, good or bad is really helpful. And then being willing to take questions, no matter how hard they are.

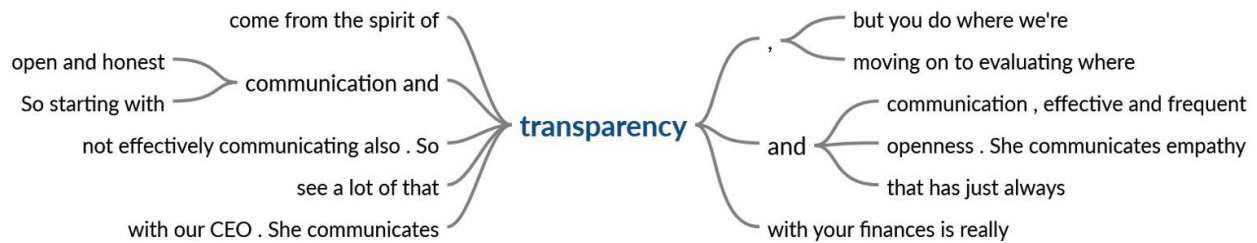
From another pertinent perspective, the study findings aligned with the assertion that practical implications include the need for an organization as a whole to be more transparent from the top down because leaders share information with their employees based on the information that was shared with them (Hossiep et al., 2021). Participant 9 stated:

The team . . . they know why and as they're continuing to grow, they're hearing some of the discussion like within our leadership meetings around how we approach things and I'm saying the same thing to them as my boss is saying to me.

All of the participants’ responses reflected the strong belief in and commitment to open communication and workplace transparency to promote mutual trust, information-sharing, joint decision-making, collective teamwork, and communal accomplishment of organizational goals. Figure 19 shows a text search query created in NVivo 12 that illustrates the multiple contexts in which both leaders and direct-reports used the word transparency in their responses.

Figure 19

Text Search Query for Transparency



Micromanagement. The study findings aligned with the assertion that leaders within social enterprises must avoid micromanagement to (a) boost workplace morale; (b) develop employees’ self-motivation; and (c) provide a supportive and autonomous environment that encourages shared problem-solving, innovation, and passion for fulfilling the social mission (Aguilar & Kosheleva, 2021; Limon & Dilekçi, 2021; van de Ridder et al., 2020; Wang, 2021). Participant 10 stated, “You can micromanage and, first of all, it feels horrible to the person that is being micromanaged, but second of all, you know, sometimes people need time to be able to produce and demonstrate what they're able to accomplish.” Participant 11 stated:

I’m not a micro manager at all. I like to hire people who I can trust. That is important. And they trust me and I allow them to think outside the box because creativity is very important to me. I don’t like to become routine. I like us to keep pushing the envelope and growing and developing.

Participant 20 stated, “let them be good at what they’re good at and don’t hinder them by micromanaging.” Participant 19 stated:

You bring in the right people, you put them in the right places, and give them the responsibility, but also give them the authority to make decisions. Yeah, sure, they’re gonna, they’re gonna make mistakes. But it’s gonna empower them to help you grow the company versus being that micromanager saying you are responsible for this and make sure you ask me every time you make a move. It is just not efficient that way.

From a different perspective, the study findings aligned with the assertion that effective social enterprise organizational leadership involves delegation instead of micromanagement to focus on the big picture and accomplish the dual goals of the organization, instead of overseeing subordinates’ tasks that should have been delegated and creating an unsupportive, de-motivated learning environment that interferes with performance (Sumi, 2016; van de Ridder et al., 2020; Wang, 2021). Participant 14 stated:

I believe you need to empower them. You have to give them certain authorities. Let them make certain decisions and not hang over them, don’t micromanage them. And, be OK with people making mistakes. The more they do it, the better they’ll get and it just helps everyone out in the long run, if you’re able to take things off your plate.

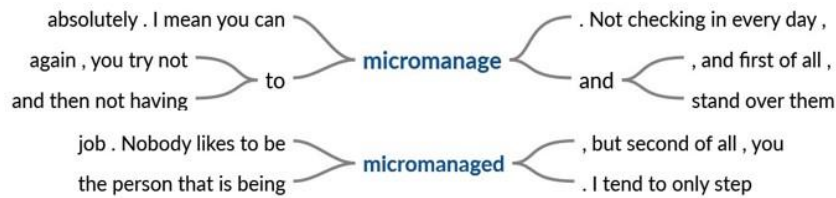
Participant 18 stated:

I think there has to be some flexibility within the way that they implement their project or their program that fosters some excitement, enthusiasm about their own job. Nobody likes to be micromanaged. I tend to only step in when see things going in a negative direction. Otherwise, delegation is important.

All of the participants’ responses reflected social enterprise organizational leaders’ willingness to avoid micromanagement to increase employees’ morale, autonomy, accountability, creativity, and job satisfaction. Figure 20 shows a text search query created in NVivo 12 that illustrates the various contexts in which leaders used the word micromanage in their responses.

Figure 20

Text Search Query for Micromanage



The Problem

The literature review in Section 1 for the problem provided a comprehensive literature review of the problem, which included the problem statement, general problem sentence, and specific problem sentence. An overview of social enterprise organizations was discussed first to provide the context and background of the problem statement, general problem sentence, and specific problem sentence. The relationship of the study findings to the overview of social enterprise organizations as businesses, the problem, and the effective business practices of delegating tasks and responsibilities and building strong teams are discussed below.

Social Enterprises as Business Organizations. A social enterprise organization’s business operations must be a priority even though the organization’s social influence comes from the social value they create because the primary objective of the organization must be to generate earned income to sustain their existence (Wu et al., 2018). The study findings aligned with the assertion that a social enterprise may secure various types of funding, such as private capital, public donations, and crowdfunding, but these organization must earn income to generate

revenue that exceeds expenses and earns profits that can be reinvested in the business (Ashraf et al., 2019; Yaari et al., 2020; Yin & Chen, 2019). Participant 7 stated:

We've focused on the social piece of it. It's our belief, though, that if you don't run it like a business, you're not going to be able to keep doing the social piece because you're not going to have the money, you're not going to have the infrastructure. The view of this executive management that, you know, we need the business side to be able to continue to serve our mission, if push comes to shove, we would probably err on the side of, of the business.

Participant 6 stated:

A social enterprise, you kind of do two questions within that one question. There's the financial half of that question because to be there, you have to answer that financial question to be a business, to be an organization. But you're also asking what, in what ways am I having impact.

Participant 19 stated:

I think everything is a business. Yeah. I mean, you look at even a church is a business, even though they don't say that they have to have revenue to work. Everybody has to have some sense of being business minded . . . if I'm a good pastor of a church, but I'm not necessarily good at business, I would hire a good administrative business pastor to run the business side . . . you got to have both skill sets . . . nothing happens until something is sold . . . there's a sales component to everything we all do. Whether that's through constituents, getting donations, or selling widgets. That's the long way of saying yes, I think everything is a business at its core.

Participant 20 stated:

That's a difficult challenge . . . okay, great, you've got this idea that makes sense, but you have to make it a business, it has to operate effectively. You have to be able to appeal to a specific market effectively, you have to be able to operate it within the scope of expenses that your revenues will cover. You have to make it a business, you have to go from idea to business, and it's hard to do that.

From a different perspective, Participant 10 stated, "profit versus purpose? 50/50, it has to be right down the middle."

Problem Statement. The comprehensive review of the literature focused on the problem statement, which included the general and specific problem sentences was discussed in Section 1. The discussion started with a review of the problem statement and the current literature identified that supported the assertions made in the general problem sentence. The discussion then narrowed to a review of the literature connected to the importance of social enterprise organizational leaders employing the two effective leadership business practices specified in the general and specific problem sentences, which included delegating tasks and responsibilities and building strong teams. The narrowed literature review that examined the importance of social enterprise organizational leaders employing the two effective leadership practices of delegating tasks and responsibilities and building strong teams demonstrated the negative outcomes that resulted from the existence of the general problem sentence and the negative effects that can result from the potential existence of the specific problem sentence. Several authors asserted that a social enterprise's expansion, growth, and financial sustainability depends on the organization's leader's ability to empower and develop employees appropriately through effective leadership practices (Eiselein & Dentchev, 2020; Saebi et al., 2019; Yaari et al., 2020).

The relationship of the study findings to the effective leadership practices of delegating tasks and responsibilities and building strong teams are discussed below.

Findings Related to the Problem

The general problem addressed in this study is the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams resulting in the inability to expand the business, while achieving growth and financial sustainability. Wronka-Pośpiech (2018) stated that social enterprise organizations fail when leaders do not delegate tasks and responsibilities because work is not distributed fairly, duties are not enforced, employees are not happy, cooperative, or productive, and chaos prevails. Bacq et al. (2019) concluded that the failure of leaders within social enterprise organizations to delegate more responsibilities resulted in a poor organizational structure that causes confusion and lack of coordination, task completion, and accountability, all of which prevent operational efficiency, growth, and financial sustainability. Hodges and Howieson (2017) found that social enterprise organizational leaders who were facing challenges, such as developing employee skills and committing to building strong leadership teams were also struggling to expand the business, attract and retain talent, and secure funding. The specific problem addressed in this study was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability. The relationship of the study findings to the practice of delegating tasks and responsibilities is discussed below.

Delegating Tasks and Responsibilities. The study participants' voices confirmed that social enterprises under the direction of leaders who are willing to delegate to direct-reports and teams are more successful and easier to scale because effective delegation allows a leader to

appropriately distribute tasks, responsibilities, and authority among individuals and teams with different knowledge, skills, and abilities to accomplish organizational goals (Saebi et al., 2019).

Participant 18 stated, “delegation is important. I cannot do ten other jobs and I can’t be so heavily involved in the details of those ten other positions. I have to allow other people to lead or we will never get anything done.” Participant 9 stated:

I probably would hit that point where I would have to look elsewhere because I enjoy what I do, but you can only take so much before your break. I always looked at it like everyone’s a bubble. You have all these tasks that are coming in your way and those bubbles add to your own personal bubble and eventually the bubble bursts. There’s a bubble theory or something to that effect, but yeah, if you don’t delegate, I think it adds to your own stress and dissatisfaction for your role.

Participant 14 stated:

Delegation goes a long way. To keep everything and do everything yourself never works out. You will burnout, you will get stressed, and when you’re burned out and stressed out that bleeds down to your team. It’s like a cancer and before you know it, everybody is feeling like that.

Employee Development. The study participants’ voices confirmed that a social enterprise organizational leader’s willingness to delegate can positively impact employees’ productivity and performance through the continuous development of new knowledge, skills, and abilities (Bauwens et al., 2019; Saebi et al., 2019; Yaari et al., 2020). Participant 15 stated:

Part of my role is making sure that I am always evaluating where we are and what is the next step that we need. So starting with communication and transparency, moving on to evaluating where we’re at in operating the business, and then next is, is really devoting a

lot of time into talent management, you know, making sure that folks have the opportunities for development that they need to be successful, whether that is managerial skills or leadership skills or specific tasks related to the job.

Participant 5 stated:

I also think that developing your team and making sure they are given opportunities that are challenging for them is a really, really important part. But again, asking them that question of do you feel like you have what it takes to be successful? Because I think that's a missing piece that a lot of people don't ask and expect people to break it down on their own.

Organizational Expansion. The study participants' voices confirmed that when social enterprise organizations attempt to scale up in size and expand business operations to increase social and economic value, they must recruit new employees, volunteers, and funding, which further increases the need for a leader who delegates effectively (Bretos et al., 2020; Saebi et al., 2019; Yaari et al., 2020). Participant 15 stated, "we can't do that with the same staff and our Board recognized that we needed more human resources to scale. So we brought on a director."

Participant 12 stated:

It's a capacity thing. So if you're already up to your eyeballs in the stuff that you're doing, why in the world would you expand? But if you have capacity or you say OK, we are going to expand, but you recognize you don't have the internal capacity, then the next conversation is how do we get those people on board and how that automatically means those people are going to have delegated tasks and they are going to be doing XYZ with the expansion. So that is a really important conversation to have and that you don't just

say, oh hey, we're going to go do XYZ when you don't have the people on board to lead it and run it.

Building Strong Teams in Social Enterprise Organizations. The study participants' voices confirmed that one of the most important skills of an effective social enterprise organizational leader is the ability to manage and build strong organizational teams because working in agile structures can facilitate alignment between founder, leader, team members, and volunteers in the successful attainment of the dual goals of the social enterprise (Eiselein & Dentchev, 2020; Gupta et al., 2020). Participant 14 stated:

You have to engage with them and you can just be hanging out with them or talking about work or talking about current events, whatever. But engage yourself with those people in the team and you'll start picking up who has certain gifts, who has things that you can think can help with what you are trying to do. But be engaged. Be with them. Do not just kind of sit in your office and close yourself off from your team. I don't know how you can consider that a team, your team, if you're not out and involved with your team. I mean you have to be out doing it. You gotta roll your sleeves up and get dirty with them, just like they are doing to show them that you are a teammate.

Participant 1 stated:

Groups have ongoing conversations and planning and things, we also have an overall staff team channel for all staff purposes for sharing information if there's any changes in our policies, procedures, or getting input about that. That is something that we do have a lot of input in the organization and our input is sought by the administrative level.

Participant 11 stated:

I like to spend time with my staff outside of the business environment as well. So we'll go out for lunch individually and during lunch we talk about different kinds of books, we talk about things that we did. So I think that building the relationship is very, very important. But I do like to delegate to an individual and I don't get upset when something fails. You know you tried something, it didn't work, great. You know we both learned, let's not do it again. Let's move forward. So I think that the more trust exists, the more the environment allows for risk taking. Because I think if we're risk averse than creativity gets stifled.

Dual Goal Achievement. The study participants' voices confirmed that social enterprise organizations can balance their dual organizational goals by delegating different responsibilities for economic and social objectives among agile teams across different functions within the organization (Yaari et al., 2020). Participant 19 stated, "there is so much in the business that I'm working on, it is important that everybody is working together at a high level and sharing work when you have to." Participant 2 stated:

When we're in our team meetings, I have everyone talk about what they are working on and are you having any challenges? I want the team to be able to step in and say I can help with that or so and so knows how to do that so you guys should get together and work with each other. I encourage that because a lot of people are very siloed.

Participant 3 stated, "everybody on the team knows that they have a really valuable role to play and, like their opinions matter."

Participant 9 stated:

Outside of our collective team, they meet with one another so that they can look at ways to integrate their business lines. . . . I had asked those two to get together and talk about . .

. how do we put . . . units so that they work with that program providing support or insight to cases, recommendations, so that the two are interacting with each other. . . . asking how do we create that spider web of sorts, so that were interconnected.

Complementary Skills. The study participants' voices confirmed that many successful social enterprises are well-managed using teams composed of members that have complementary management skills, potentially conflicting values, and distinctive networking relationships (Hlady-Rispa & Servantie, 2018). Participant 12 stated:

Hiring people with complementary skills is absolutely paramount. Every organization needs five different type of skill sets. One they need an entrepreneur that can kind of push the envelope and do creative things, they need leaders, they need managers, they need people with accountant-type skill sets, as well as sales people skill sets. Not necessarily meaning people with those titles, but people with those particular type of skill sets. . . . that's what I've learned over the years, hire complementary people within those skill sets.

Participant 10 stated:

Well, definitely putting together a team that is diverse. Everybody has strengths, everybody has weaknesses and when you look at your team, you really want to make sure that each individual complements each other, but each one brings particular strengths to the operation and the organization, and then once you recognize what their strengths are, letting them take the ball and run with it. Give them input, give them guidance, but really, I mean they know more than me.

Participant 6 stated:

Leadership is gathering people. So the first step of any business, regardless of whether you're someone that has a social impact or not, the first step is recognizing your strengths

and weaknesses about yourself and being honest with that. And then, how do I recognize my weaknesses? Who are the people that I can surround myself with that have strengths in those areas that could complement my weaknesses and you form that team together.

Teamwork Competency. The study participants' voices confirmed that effective social enterprise organizational leaders should continuously guide team members toward positive achievements by disseminating information and transferring knowledge and encouraging employees to work as a team to successfully achieve goals (Wongphuka et al., 2017). Participant 11 stated, "as long as we're communicating one on one and the entire team is communicating as a team, everybody gets an opportunity to talk and to learn and to develop." Participant 14 stated:

All I can do is share with them with my experience and in my experience, communication and delegation goes a long way. To keep everything and do everything yourself never works out. You will burnout, you will get stressed, and when you're burned out and stressed out that bleeds down to your team. It is like a cancer and before you know it, everybody is feeling like that. But if you're optimistic, positive, happy, and energetic that also will bleed down to your people and then you've got a group of people on fire that wants to get things done. And as a team, if one falls down the other ones are there to pick them up and we work together as a group and we get good things done and it makes for a better work environment.

Summary of the Findings

This purpose of this section of Section 3, the presentation of the findings, was to present a detailed discussion of the findings of this qualitative, flexible design, single case study. The presentation of findings began with an introductory overview of the key academic research processes required in Section 1 and Section 2 prior to data collection, such as the comprehensive

review of the professional and academic literature discussed in Section 1 that established the connection to the existing body of knowledge, which provided a solid foundation for this study. The overview of Section 2 included comprehensive and connected discussions that examined the importance of the (a) purpose statement, which was re-introduced from Section 1, (b) role of the researcher, (c) research methodology, (d) participants, (e) population and sampling, (f) data collection and organization, (g) data analysis, and (h) reliability and validity. The researcher's required actions prior to beginning the study, such as obtaining written IRB approval to conduct the study and written permission from each social enterprise organization's gatekeeper's to recruit participants for the study was also discussed.

Section 3 represents the conclusion of this study after the completion of data collection, interpretation, and analysis. The presentation of findings include discussions of the (a) themes discovered, (b) interpretation of the themes, (c) representation and visualization of the data, and (d) relationship of the findings. The relationship of the findings provided a detailed discussion of how the findings related to key areas from the research proposal in Section 1 and Section 2 prior to the start of the field study. The key conclusions drawn from the findings of these four detailed sections will highlight this summary of findings.

The themes discovered was divided into four areas to provide a holistic discussion of how the finalized study sample, data saturation, data triangulation, and codebook were integral and connected to the development of themes discovered. After completing a process that began with the development of codes and ended with the formation of themes from the codes, four themes emerged, which included (a) leadership challenges with delegation, (b) leadership challenges with building strong teams, (c) leadership challenges with business expansion, and (d) leadership influence on organizational culture. Two sub-themes related to the larger themes also emerged,

which included relationships, feedback, and communication that related to the larger theme of leadership challenges with delegation and shared knowledge and responsibilities that is related to the larger theme of leadership challenges with building strong teams.

The interpretation of themes included the examination of these four themes and two related sub-themes in the context of the participants' verbatim quotes that were used to develop each theme and sub-theme as well as an analysis of the correlation of these themes to the broader literature reviewed in Section 1 (Creswell, 2016; Creswell & Poth, 2018). The four themes and two sub-themes were interpreted with analysis of the coding references that formed the themes and correlation to the (a) research questions presented in Section 1, (b) interview questions posed to the participants (see Appendix F), and (c) current scholarly literature. The rich and powerful responses of the study participants were presented throughout the presentation of the findings to demonstrate alignment with and confirmation of current scholarly literature assertions.

The representation and visualization of the data began in the themes discovered section to illustrate the 7-step qualitative data saturation assessment process, In Vivo codebook list, finalized codebook, and participant demographics and continued throughout the interpretation of themes section to show numerous coding reference pie charts and word clouds that facilitated development of the themes. The representation and visualization of the data section showed the NVivo 12 displays of the codebook themes, codebook references, and theme references from the four themes discovered. All of the NVivo 12 images were generated by using the researcher's imported data, including the interview transcripts transcribed by the researcher and the In Vivo codebook (see Figure 5), both of which were created in Microsoft Excel and Microsoft Word.

The relationship of the findings provided a detailed discussion of how the findings related to key areas from the research proposal in Section 1 and Section 2. The relationship of the

findings provided detailed discussions of how the findings related to the (a) research questions, (b) conceptual framework elements, (c) anticipated themes of the literature review in Section 1, (d) the literature, (e) the problems, and (f) the related themes of the literature review in Section 1.

The discussion of how the findings related to the research questions addressed the answers to RQ1, RQ2, RQ3, and RQ4 through the participants' responses to the interview questions that were derived from the research questions (see Appendix F). RQ1, RQ2, RQ3, and RQ4 and related sub-questions were fully addressed by uncovering all 20 participants' answers to the research questions and sub-questions through the data collection process of the qualitative online interviews. The research questions and corresponding interview questions asked four broad questions that explored key aspects of the specific problem addressed.

The discussion of how the findings related to the conceptual framework addressed how the findings related to each of the elements in the conceptual framework, which included the concepts, theories, actors, and constructs related to the specific problem addressed, which were found in the current scholarly literature. The concepts discussed included social enterprise leadership and social enterprise scaling. The theories discussed included transformational leadership, complexity leadership theory, and servant leadership theory. The organizational actors discussed included the leader, follower/employee, internal stakeholder, and external stakeholder. The constructs discussed included leader behaviors, characteristics, and motivations, leadership transitions, and organizational culture.

The discussion of how the findings related to the anticipated themes from the literature review in Section 1 addressed the anticipated themes of informal workplace learning and collaborative networking. The participants' responses confirmed both anticipated themes, without any differences, unanticipated themes, or missing themes. The discussion of how the

findings related to the related themes in the literature review in Section 1 addressed the related themes of organizational structure and leadership succession. The participants' responses confirmed both related themes of organizational structure and leadership succession, without any differences, unanticipated themes, or missing themes.

The discussion of how the findings related to the literature reviewed in Section 1 addressed both the similarities and differences of the key business practices of organizational effectiveness and effective leadership. The discussion of how the findings related to the problem statement presented in Section 1 addressed both the similarities and differences of the two main effective leadership practices identified in the specific problem addressed, which included delegating tasks and responsibilities and building strong teams.

The key conclusions drawn from the themes discovered are that the themes correlated to the research questions and were grounded in the literature reviewed in Section 1. The key conclusions drawn from the interpretation of the themes is that the themes analyzed correlated to the research questions, incorporated the conceptual framework elements, and were grounded in the literature reviewed in Section 1. The key conclusions drawn from the relationship of the findings to the research questions is that the participants' responses answered all of the research questions with reliable answers grounded in the current scholarly literature.

The key conclusions drawn from the relationship of the findings to the conceptual framework are that all of the participants' responses were in the context of and aligned with all of the conceptual framework elements. The participants' responses were so rich that every concept, theory, actor, and construct was addressed by the participants' responses. The key conclusions drawn from the relationship of the findings to the both the anticipated themes and related themes of the literature reviewed in Section 1 is that the participants' responses directly

addressed the anticipated themes of informal workplace learning and collaborative networking and the related themes of organizational structure and leadership succession in discussing daily operations. The interview questions did not directly address either the anticipated themes or related themes to ensure bracketing and avoid personal bias.

The key conclusions drawn from the relationship of the findings to the literature and the relationship of the findings to the problem are that the participants' responses strongly aligned with and positively confirmed the assertions of the current scholarly literature reviewed in Section 1. The relationship of the findings to the literature and the relationship of the findings to the problem demonstrated that the participants' responses reliably answered research questions RQ1, RQ2, RQ3, and RQ4 and sub-questions presented in Section 1. The key conclusions drawn from the relationship of the findings to the literature and the relationship of the findings to the problem determined that the participants' responses were grounded in the conceptual framework elements and research framework diagram presented in Section 1.

In its entirety, the presentation of the findings, which is comprised of the (a) themes discovered; (b) interpretation of the themes; (c) representation and visualization of the data; and (d) relationship of the findings, directly addressed the research problem, the aim of this research study, and the research questions. The relationship of the findings section demonstrated that the study findings related directly to the key areas in the research proposal from Section 1, which included the research questions, the conceptual framework, anticipated themes, the literature, and the problem. Overall, the presentation of the findings of this qualitative, flexible design, single case study indicated the alignment of the conceptual framework with the research design, research method, research questions, and research findings, which is an important marker for assessing the quality of qualitative research (Stenfors et al., 2020).

Application to Professional Practice

The next section, which is the final section and conclusion of this dissertation, is divided into three topics to introduce supporting material that provides added depth to the results of this qualitative, flexible design, single case study. The three topics are (a) application to professional practice, (b) recommendations for further study, and (c) reflections. Both the application to professional practice and reflection sections are further divided into two additional sub-topics and a summary.

The application to professional practice section is divided into two sub-topics, which include improving general business practice and potential application strategies as well as a summary. The focus on improving general business practice provides a detailed discussion of how the results of this study can improve general business practice. The subject of potential application strategies provides a detailed discussion of potential application strategies that organizations can use to leverage the findings of this study.

The recommendations for further study section provides specific examples of further areas that should be studied based upon the findings from this study. This detailed discussion addresses why the results of this qualitative, flexible design, single case study suggest these areas of study. Following this is the reflection section, which includes considerations pertaining to personal and professional growth and a biblical perspective.

The reflections section is divided into the two sub-topics of personal and professional growth and biblical perspective as well as a summary. The topic of personal and professional growth explained how conducting this research project has provided for both personal and professional growth. The biblical perspective describes how the business functions explored in

this study strongly and directly relate to and integrate with a Christian worldview, with specific references to the Scripture included to clearly illustrate these relationships.

A summary of Section 3 and an overall summary of the study and study conclusions concludes this research project. In its entirety, Section 3 consisted of the following five topics: (a) overview of the study, (b) presentation of the findings, (c) application to professional practice, (d) recommendations for further study, and (e) reflections. The following section begins with the application to professional practice, which is discussed below.

Application to Professional Practice Overview

Business research is important because research-based findings can provide new and vital information that addresses contemporary business environment challenges and informs strategic decision-making. Cole (2017) posited that ever-increasing competitiveness in the contemporary business world requires that organizational leaders meet the challenge of making accurate and responsible strategic decisions that facilitate long-term business growth and survival. Turner et al. (2017) suggested that a range of evidence can accurately inform decision-making regarding critical contemporary business environment issues, such as innovation, which includes local data, professional opinion, and formal research findings.

The research conducted in this qualitative, flexible design, single case study is significant because the findings can help prevent social enterprise organizational failure due to leadership challenges with delegating tasks and responsibilities and building strong teams. The findings of this study provided practical knowledge and insight from the perspectives of both leaders and direct-reports to identify any salient solutions and interventions to overcome the challenge of delegating tasks and responsibilities and building strong teams. The knowledge and insight gained that can help social enterprise organizational leaders improve their poor delegation and

team-building skills is also beneficial to any leader within any organization that aims to increase time spent on strategic issues, employee empowerment, and team-based work to boost organizational effectiveness, performance, and competitive advantage (Akinola et al., 2018; Yaari et al., 2020).

The findings of this study can benefit social enterprises and all organizations, as well as general business practice and the practice of effective leadership. Mazzei and Roy (2017) and Oberoi et al. (2021) argued that the term social enterprise captures different organizational forms and the leadership challenges within social enterprises related to organizational success exist in all types of organizations, whether it be private, public, or third sector. The application of the findings of this study to professional practice is divided into the two topics of improving general business practice and potential application strategies. These topics are discussed in detail below.

Improving General Business Practice

Although there is not a single, clear definition of what a business practice is, the general consensus in the literature is that business practices involve specific activities that (a) enhance business performance and outcomes, (b) facilitate achievement of organizational objectives, and (c) can be learned by and applied to firms of all sizes in all sectors (Camilleri, 2017; Cho et al., 2017; McKenzie & Woodruff, 2017; Williams et al., 2020). Improving general business practice is important because effective business practices that help organizations grow and perform well financially can also create broad benefits for society by creating jobs and providing products and services, which strengthens communities and economies (Camilleri, 2017; Williams et al., 2020). General business practices are at the core of all contemporary organizations and should evolve continuously to respond appropriately to the ever-changing requirements of the competitive business environment (Cho et al., 2017).

The presentation of the findings section included the interpretation of four themes and two sub-themes that emerged from analysis of the participants' in-depth interview responses (Gupta et al., 2020; Haven & Van Grootel, 2019). The four themes included (a) leadership challenges with delegation, (b) leadership challenges with building strong teams, (c) leadership challenges with business expansion, and (d) leadership influence on organizational culture. The two sub-themes included relationships, feedback, and communication and shared knowledge and responsibilities. All of these themes and sub-themes, which are connected to key areas of the research proposal and grounded in the literature review from Section 1, are derived from the voices of the participants. All of these themes and sub-themes provide research-based insight into four essential business practices that facilitate higher business performance, which include (a) organizational effectiveness, (b) effective leadership, (c) delegating tasks and responsibilities, and (d) building strong teams (Williams et al., 2020). The importance of these four essential business functions to improving general business practice, as evidenced by the participants' interview responses, is discussed below.

Organizational Effectiveness. The participants' interview responses confirmed that organizational effectiveness is an essential general business practice that facilitates enhanced organizational performance, efficient use of organizational resources, and accomplishment of organizational goals (Arnett et al., 2018; Sharma & Singh, 2019). The study findings aligned with the assertion that organizational effectiveness involves the proficiency with which a firm can maximize the quality of its products and services, while minimizing the waste of its time, energy, and labor to accomplish its organizational goals, performance objectives, and planned outcomes (Mwai et al., 2018). Participant 20 stated:

I have a strategic mind, I tend to be more operational and financially inclined. And so my focus tends to be on running a really effective business or really effective operation. . . .

You've got this idea that makes sense, but you have to make it a business, it has to operate effectively. You have to be able to appeal to a specific market effectively, you have to be able to operate it within the scope of expenses that your revenues will cover. You have to make it a business, you have to go from idea to business, and it's hard to do that. . . . You have to know how you're going to operate, what resources do you need, what processes do you need to be really good at, how do you take your idea and convert it to a service that you can deliver over and over again very effectively, and then get enough customers to buy it over and over again and get them to keep coming back? So how do you do all of that efficiently and effectively? How do you know you'll get there?

Participant 15 stated:

We refocused a lot of our leadership and other support, because one of the things we learned early on was, and we may not be traditional, so we are an organization that has a lot of programs and services, and very diverse, and then we got into social enterprises. And social enterprises can tend to suck a lot of the resources out of the organization, from a marketing standpoint, a financial standpoint, and human resources. So to me, when I look at why some social enterprises don't last, it's because they didn't prepare well enough for what a social enterprise does to the organization and the bandwidth that you need to be able to run this business, while you're still doing services.

Participant 12 stated:

An organization needs to have three things going. The leader in an organization needs to have three things in their head. The first is the here and now. What's going on now and

what keeps our doors open? OK, fine. The next is the near future. What do we need to be looking at for the in the near future to accomplish? And the next thing is the far future. If, you don't have those three components you're going to fail, but they are not necessarily, you know, thirds. Maybe most of it is the here and now, but you have got to be thinking about, so what's just around the bend? What do we need to be working on, as well as way down the road? So my role is, I am focused on way down the road. I'm four or five years down the road and some of the relationships and stuff that I am cultivating right now won't be harvested for four, five, six, ten years, but I've got a whole team that keeps the doors open to make sure that we're fulfilling our contracts. So if you have your head in the clouds all the time and are not worried about the here and now, you're going to fail. So you gotta have all those in balance. So, hunkering down is good in a crisis, but then eventually you've got to open the doors and look at what's going to happen down the road or you're not going to succeed. So you got to have those three components. Any good business leader has got to be focused in three ways.

The voices of the participants supported the assertion that organizational effectiveness requires an effective leader who can define objectives and guide an organization's structure, culture, and resources to achieve maximum organizational productivity, performance, and profitability (Ibrahim & Daniel, 2019; Meraku, 2017; Mwai et al., 2018). The importance of effective leadership to improving general business practice is discussed below.

Effective Leadership. The participants' interview responses confirmed that many organizations have failed due to ineffective leadership that caused high operating costs, high turnover, low productivity, and low morale among employees that were not coordinated, cooperative, or content, resulting in closure of the business (Ibrahim & Daniel, 2019). The

participants' interview responses supported the assertion that effective leaders have both hard managerial skills and soft interpersonal skills to organize, develop, and empower employees, increase trust in and commitment to the organization, and inspire collective goals that will achieve organizational effectiveness (Popescu et al., 2020). Participant 10 stated:

Not everybody brings emotional intelligence to the job . . . I haven't figured out how to train anybody in that honestly. I think they either have an instinct of that emotion and, really we're in the business of supporting people . . . usually providing some kind of supported service that affects mankind or animal or our environment, but ultimately it's for people and the benefit and quality of their life. And you have to have a soft touch.

Participant 14 stated:

You have to be engaged with your team. You cannot build your team from your office without being out with your team. You have to engage with them and you can just be hanging out with them or talking about work or talking about current events, whatever. But engage yourself with those people in the team and you'll start picking up who has certain gifts, who has things that you can think can help with what you are trying to do. But be engaged. Be with them. Do not just kind of sit in your office and close yourself off from your team. I don't know how you can consider that a team, your team, if you're not out and involved with your team. I mean you have to be out doing it. You gotta roll your sleeves up and get dirty with them, just like they are doing to show them that you are a teammate. You're not just their boss, you're on the team with them.

Participant 2 stated:

Well, I think the whole being collaborative has to happen. I can't do this myself. . . . in terms of culture, one of the things when I bring anyone on is that I wanna make sure they

understand that we're a culture that is very open door. I am transparent in terms of my goals, my vision, and you know what I expect of you and people told me they liked that, they prefer that I am like that versus being that passive aggressive. So I try to make sure that everyone understands that they are going to be supported. If you make a mistake, that's OK. I mean, we all make mistakes, so I wanna make sure there is a culture that they understand . . . that you have learned something and you can build your resume based on what you've learned here with me. I kind of create that mentoring type of culture that when you come in I'm here to help you, mentor you, and help you achieve those goals you're working toward . . . I create more of a mentoring culture and a very supportive culture that I'm here for you . . . you know I'm here to support you.

The voices of the participants aligned with the assertion that effective leaders prevent potential barriers to organizational effectiveness, such as operational deficiencies arising from poor employee satisfaction and engagement, by employing managerial best practices, which include delegation and team-building to constantly develop employees' skills, knowledge, and abilities (Sharma & Singh, 2019; Suarez, 2016). The importance of effective delegation and strong team building to improving general business practice is discussed below.

Delegating Tasks and Responsibilities. The participants' interview responses confirmed that effective delegation is a key leadership competency and managerial process that benefits the (a) leader by easing work overload, (b) employee by increasing job skills, and (c) organization by preparing for future leadership succession and continuous growth and sustainability (Akinola et al., 2018; McKenna, 2016; Zhang et al., 2017). Participant 9 stated:

I think that delegation is extremely important and I also recognize the fact that it helps my team members grow because if I continue to do everything for them, they're not going to grow and be ready from a succession standpoint.

The study findings aligned with the assertion that effective delegation facilitates long-term organizational success because more than just the assignment of a routine task is involved, authority and accountability are transferred, which strengthens mutual trust between leader and direct-report (McKenna, 2016; Serrat, 2017). Participant 11 stated:

I like to hire people who I can trust. That is important. And they trust me and I allow them to think outside the box because creativity is very important to me. I don't like to become routine. I like us to keep pushing the envelope and growing and developing. So I delegate full authority to an individual with a project. As long as we're communicating one on one and the entire team is communicating as a team, everybody gets an opportunity to talk and to learn and to develop.

Participant 19 stated:

I think what we learned early on is . . . we appreciated on such a high level, which was giving somebody responsibility, but also giving them the authority. I think in the non-profit world, oftentimes you see a lot of responsibility given but not the authority to make decisions. So if you bring in the right people, you put them in the right places, and give them the responsibility, but also give them the authority to make decisions. Yeah, sure, they're gonna make mistakes. But it's gonna empower them to help you grow the company versus being that micromanager saying you, you are responsible for this and make sure you ask me every time you make a move. It is just not efficient that way.

From the perspective of a direct-report, Participant 8 stated:

You have to learn to give people a chance and an opportunity to prove themselves if you want to work together and you want them to stay in your organization. I think it is incredibly important to trust them to do the work that you gave them to do.

The voices of the participants supported the assertion that effective leaders are successful because they delegate their own duties to individuals who are smarter than they are and build and surround themselves with strong teams that are delegated major responsibilities, authority, and accountability, which supports an organization's endurance and prosperity (Gamble et al., 2019; McKenna, 2016; Williams et al., 2020). Participant 12 stated, "I hired a CEO . . . He's a better leader than I am. . . he actually gets the teams rallied and accountable." The importance of a team-based work context to improving organizational performance (Qi & Liu, 2017), as well as general business practice is discussed below.

Building Strong Teams. The participants' interview responses confirmed that teamwork is a rising workforce trend in industries of all types that facilitates organizational success because strong teams function more collaboratively and confront complex problems more creatively than individuals alone, which sparks innovative problem-solving and high-quality project completion (Eskiler et al., 2016; Lacerenza et al., 2018; Qi & Liu, 2017). Participant 18 expressed that a key business practice essential to being an effective leader and achieving organizational success is to "work as a team so can we fill the holes where the holes need to be filled. I think that's the only way you can survive is through teamwork." Participant 14 stated:

Teamwork, I believe that's number one if you want successful programs . . . You have to have kind of a team atmosphere and allow your team to be a part of the decision process. And don't take on like a dictator role over everybody. Some of the best ideas I've ever received is from somebody you wouldn't think would have one, but I allow everyone's

input and we do it together as a team. . . . We succeed as a team and we have fail as a team. But I believe teamwork is a number one part of being successful with leadership.

The study findings aligned with the assertion that effective organizational leaders build strong teams with complementary skills, different talents, and diverse backgrounds because it combines unique intellectual capital that can be leveraged to enhance organizational performance and competitive advantage (Brimhall & Mor Barack, 2018; Itam & Bagali, 2018; Yaari et al., 2020). Participant 3 stated, “when I hire people it’s a very diverse team . . . I think creativity and innovation is definitely a challenge.” Participant 10 stated that a key business practice essential to effective leadership and attaining organizational success is “definitely putting together a team that is diverse. Everybody has strengths. Everybody has weaknesses and when you look at your team, you really want to make sure that each individual complements each other, but each one brings particular strengths.” Participant 6 stated:

I think the first challenge of being a leader is ultimately to recognize your own strengths and weaknesses and then adding to them by building out a team. It could be hiring people to fill out your team, it could be finding people that are your partners or cofounders and forming a team together. It could be that you are hiring contractors. But I think the first step is realizing that just no one person has the skills necessary. . . . you want a team to be surrounding any business. . . . Leadership is gathering people. And so the first step of any business . . . is recognizing your strengths and weaknesses . . . Who are the people that I can surround myself with that have strengths in those areas that could complement my weaknesses and you form that team.

As evidenced by the participants’ interview responses, improving the general business practices discussed in this section facilitates an organization’s continuous progression toward

successful organizational performance, which includes efficient use of organizational resources and effective achievement of organizational goals (Mwai et al., 2018; Sharma & Singh, 2019). Akhtar et al. (2018) and Arnett et al. (2018) elaborated on this assessment, stating that long-term organizational success requires both the creation and effective implementation of strategies that facilitate development of internal processes that improve an organization's ability to quickly and correctly respond to the changing external environment. Participant 20 confirmed this assertion, stating that "some people would say a good strategy is everything. Well, I would say that good implementation of a good strategy is when you have everything." The potential application strategies that organizations can use to leverage the findings of this study is discussed below.

Potential Application Strategies

Easterling and McDuffee (2018) stated that an overarching recommendation regarding strategy development is that decision-makers should conduct a realistic and research-informed analysis of what it will take for their organization to achieve its goals. The authors explained that research-based evidence and strategic analysis are required to develop a strategy that is capable of achieving its intended goals and outcomes and being fully operationalized and implemented. Metz and Easterling (2016) further explained that effective implementation of a good strategy not only carries out the necessary work the strategy requires, but also puts in place internal plans and procedures that evaluate and promote continuous learning and improvement.

Bradshaw et al. (2017) explained that qualitative research aims to understand a phenomenon or process and, its use is critical when information is required directly from the participants actually experiencing the phenomenon or process under inquiry. The authors stated that qualitative studies demonstrate the quality of the data and rigor of the research with the truthful representation of participants' in-depth interview responses. The potential application

strategies discussed below were learned from the study participants, who are actually experiencing and actively addressing the leadership challenges of delegation, the leadership challenges of building strong teams, and the leadership challenges of organizational expansion. These strategic leadership practices, tools, and resources used within successful social enterprise organizations can be leveraged to support development of potential application strategies that any organization can use to prevent barriers to effective leadership and organizational expansion, growth, and financial sustainability.

The presentation of the findings section included the interpretation of two anticipated themes known prior to the field study and two themes discovered after the field study, which emerged from analysis of the participants' in-depth interview responses (Gupta et al., 2020; Haven & Van Grootel, 2019). The two anticipated themes included informal workplace learning and collaborative networking. The two discovered themes included workplace transparency and micromanagement. All of these themes, which are linked to key areas of the research proposal and grounded in the literature review from Section 1, are derived from the participants' voices. All of these themes provided research-based insight into four organizational development practices, which can be leveraged as potential application strategies that organizations can use to achieve strategic objectives, which include (a) executive coaching, (b) professional development, (c) collaborative networking, and (d) workplace transparency (Mello, 2019). The importance of these organizational development practices to employing potential application strategies that organizations can use, as evidenced by the participants' interview responses, is discussed below.

Executive Coaching. The participants' interview responses confirmed that organizational leaders should participate regularly in executive coaching to enhance their interpersonal skills and increase employees' trust and commitment (Akhtar et al., 2018). The

authors explained that leaders must continuously become more agile, adaptive, and empathetic in their approach with employees to be more effective at dealing with challenges in daily operations that impede organizational performance, productivity, and profits. Ibrahim and Daniel (2019) described that effective leaders have strong interpersonal skills that enhance organizational effectiveness by empowering and inspiring employees to achieve shared goals through delegation and teamwork, instead of just applying internal controls and measures. Popescu et al. (2020) argued that a potential barrier towards an organization's long-term growth and success is a leader who lacks emotional intelligence, self-awareness, and interpersonal skills.

The participants in leadership roles that acknowledged they were struggling with the practice and process of delegation also described the practical strategy being used to actively address this leadership challenge, which included executive coaching. Participant 5 stated that “delegation is something that is very hard for me and I have to work at it every single day. It has taken a lot of professional coaching for me to really frame this in my mind.” Hunt and Weintraub (2017) stated that executive coaching gives leaders the rare opportunity to receive one-on-one attention and support in leadership development and talent management. The authors argued that executive coaching facilitates the strategic development of the business by offering opportunities for learning, development, and improvement that benefit both the executive and the organization. Participant 9 expressed that executive coaching assisted with prioritizing business objectives and balancing work with delegation to direct-reports, stating:

I had to really carve out what it was that my duties were, as opposed to what is being delegated to other team members. . . . I've been receiving a lot of guidance from my boss or Chief Operating Officer. . . . expectations, and I think this is really helpful for me in

the process, is that . . . has said, I don't want you doing anything. I want you facilitating and being strategic. And that makes sense to me.

Organizational Coaching. The participants' interview responses confirmed that strategic organizational development can be strengthened when executives, who received coaching, in turn, provide their direct-reports with the coaching and development needed to lead the entire organization to high performance (Daft, 2018). Organizational coaching is a strategic learning and development tool that can build the capability and capacity of both people and organizations to embrace and capitalize on new challenges and learning opportunities arising from the accelerating pace of change (Hunt & Weintraub, 2017; Mello, 2019). The authors described that organizational coaching offers a learning opportunity for employees to discover and develop personal needs and goals that are aligned with and satisfy the organization's needs and goals, which facilitates achievement of strategic needs and goals. Participant 7 confirmed these assertions, stating that continuous learning and development opportunities are offered to direct-reports when leaders employ the strategic practice of:

Coaching in terms of how do we say things and what are the processes and what tools do we need to put in place to be sure that we have . . . in the program . . . an active coaching. I actually do that with all of my direct reports. And that is part of the weekly meetings. It's not just okay, you tell me everything you're doing. It is like brainstorming. Is there a way to do things better, more effectively?

Participant 2 stated, "I create more of a mentoring culture and a very supportive culture that I'm here for you to help you do better."

Professional Development. Professional development is essential because one of the principal reasons organizations fail is leaders' inability to recognize and properly evaluate the

multi-variable performance determinants of organizational effectiveness, such as operational efficiencies and employee satisfaction and engagement (Sharma & Singh, 2019; Suarez, 2016). The participants' interview responses confirmed that sustaining a social enterprise organization requires continuous improvement of its internal environment through continuous development of employees' skills, knowledge, and expertise (Phillips et al., 2019). The authors described that many social enterprises are unsuccessful because they are internally challenged by the lack of organizational training and resources that can address leadership skills gaps related to finance, marketing, and talent development, as well as professional development related to new skills needed to enter new markets and relationships. Participant 15 confirmed the importance of providing employees with learning and professional development opportunities, stating:

I am always evaluating where we are and what is the next step that we need. . . . really devoting a lot of time into talent management, you know, making sure that folks have the opportunities for development that they need to be successful, whether that is managerial skills or leadership skills or specific tasks related to the job. . . . really making sure that we're always investing in the development of our team. A lot of organizations don't do that and you'll see where their quality suffers from that and customer service.

Future Leadership Development. The voices of the participants supported the assertion that professional development prepares potential internal leadership candidates through employee learning and empowerment opportunities that improve smooth leadership transition and succession outcomes, which improves the sustainability of a social enterprise organization (Ilac, 2018). Participant 5 stated, "I want to invest in my team and make sure that they are getting the professional development that they deserve so we can set them up for success in their future career as well." Participant 10 stated:

Sometimes you'll discover somebody needs training . . . they may not have expertise in all the areas that you want them to grow and develop . . . training to me is very important . . . It may be internal, it may be external.

Participant 7 described the importance of strategic training and professional development for both leaders and direct-reports within the organization using external resources, stating:

There is this entity called center for nonprofit management and they actually do training. . . So, we do take advantage of that. We've actually had an individual person . . . who does kind of coaching and she has helped us with our department heads. But then a lot of it is during meetings and individual one-on-one sessions. So I think it is a combination of things. The training opportunities are not as great . . . because the budgets are more limited, but trying to find some ways to leverage things that are relatively inexpensive. . . . The other tip we've kind of learned is when we send people to one of those center for nonprofit management sorts of things, we will send three or four people and then we get them to come back and sort of report out . . . So not only do we get the advantage of having them been trained, but we develop a little bit of a common bond through that shared experience of the training and then kind of an accountability for reporting back. So I think that's actually a best practice.

Retreats, Workshops, and Seminars. The participants' interview responses confirmed that organizational challenges pertaining to both leaders and direct-reports can be addressed strategically through learning outside the organization that enhances professional growth and development (Akhtar et al., 2018). The study participants' voices confirmed the benefits of off-site modes of learning and professional development, such as retreats, seminars, and workshops. Good leadership retreats encompass a break from the physical workplace and daily routines to

provide leaders with the opportunity for camaraderie, deep reflection, and thoughtful planning (Brower, 2016). Participant 10 stated that proactive strategies to prevent barriers to effective leadership, such as leadership burnout include:

Retreats that take the people out of the building, get them away, let them have a fun activity, if it's 1/2 a day. Build some team building into it, but make it a light, fun time to restore people and to build that spirit back up. . . . I think quarterly, but at least twice a year . . . especially now because most people are functioning so much virtually that they're not even like getting to see their colleagues . . . you have to find a way to bring people together to celebrate each other. Have some fun.

The participants' interview responses confirmed that workshops are an important and practical mode of learning because participants can gain state-of-the-art knowledge and learn about external developments in their profession and industry sector by actively contributing and exchanging ideas (de Grip & Pleijers, 2019). Participant 20 described the benefit of attending workshops, stating, "I've been involved in workshops, these are brainstorming sessions . . . they might say, hey, I've got this particular challenge, and we'll set up an hour- and a-half-long brainstorming session with them to help them with ideas." Participant 3 explained the value of "organized efforts like quarterly meetings and I used to bring people in to do thinking shops and have lots more fun ways to be creative."

The voices of the participants confirmed that seminars are a good mode of learning and knowledge-sharing and a convenient way for professionals to keep up-to-date in their field, gain a deeper understanding of information, and improve communication and management skills (Al'Adawi, 2017). The author informed that well-implemented seminars conducted either online or in-person can yield the positive effect of enriching an attendee's knowledge and skills.

Participant 11 advised that seminars can be offered as a learning tool to improve employees' performance, stating that:

I recommended seminars for . . . to go to that we were willing to pay for . . . I said that I really feel that you definitely have the capability, but you don't have the skill set to keep moving on in this direction, especially the relational skill set with working with the team. I recommend that you take these courses and go to these seminars that we would pay for to help you learn to do this because this is the direction we're moving in. We're moving away from people working in their offices and being more collaborative in the projects.

Professional Literature and Books. The participants' interview responses confirmed that strategic professional development practices included reading professional literature and books. Blanton et al. (2020) argued that reading professional books is an important form of self-directed adult learning that supports professional learning and development. The authors concluded that reading professional books facilitates adult learners gaining new knowledge, insight, and mindset that can be integrated into workplace practice to solve problems, fill in professional knowledge gaps, and be more adept at job performance. Participant 18 stated, "I like to spend time with my staff outside of the business environment as well. So we'll go out for lunch individually and during lunch we talk about different kinds of books."

Participant 6 stated, "I usually encourage people to read a fantastic book . . . a classic called from *Good to Great* by Jim Collins. . . . every business person should read that book. It's the first one that I recommend." Participant 19 stated, "Jim Collins' book *Good to Great* is about getting the right people in the right seats on the bus. You know, it's the key to having a successful business. I think the same in our situation as well." Participant 12 stated that adopting

good business practices is facilitated by “just learning over time. . . . reading good business books. Reading good things.”

Collaborative Networking. The study participants’ voices confirmed that collaborative networking is an important organizational strategy and source of new insights, competencies, and relationships to gain information about and adapt to the always changing external environment (Bonomi et al., 2020; Yahia et al., 2021). Collaborative networking can help organizations and social enterprises in particular, address the potential external challenge of weak supportive and peer networks needed to assist with financial support and potential internal challenge of lack of organizational training and resources needed to assist with gaps in employees’ skills (Abramson & Billings, 2019; Davies et al., 2019; Gold et al., 2019; Phillips et al., 2019). The participants’ interview responses demonstrated the importance of collaborative networking to creating new network relationships that can facilitate exposure to (a) larger organizations that can fill human resource gaps with the use of interns and pro bono work, (b) support agencies capable of training employees, and (c) new knowledge bases, such as information technology to increase innovation (Phillips et al., 2019).

Participant 2 shared the importance of forming a collaborative network relationship with a larger organization that provides the services of interns, stating:

We partner with a, a group called . . . Wonderful group, they work with nonprofits and social enterprises. They just expanded to add on social enterprises because they used to strictly just work with nonprofits, but they realized, oh, social enterprises need services and resources just like the nonprofits. So now they do great with social enterprises and I’ve got some really great interns from them.

The study participants' interview responses confirmed the positive impact of forming network stakeholder relationships to share knowledge, insights, and abilities with other social enterprise organizations to work together to achieve enhanced common goals (Bonomi et al., 2020; Yahia et al., 2021). Participant 12 stated:

I do a lot of consulting, pro bono consulting for nonprofits from all over the place and a lot of them are startups and they mean well and they want to do good things and they have good people on board . . . it's a different conversation in the nonprofit world.

Participant 1 explained the significance of collaborative networking to obtaining training and advice from professional consultants and business support agencies regarding federal laws, such as diversity in the workplace (Abramson & Billings, 2019; Phillips et al., 2019), stating:

Our board of directors and our administration agreed that we needed to provide some assistance and training for staff around diversity and inclusion. . . . hired a professional and after searching . . . sought input from different ones in-state, but some out-of-state as well who did that kind of work in diversity, equity, and inclusion . . . and we had training across the board that everyone participated in regarding those issues and I think that helped a lot of people to feel heard because there was an opportunity to participate.

Participant 20 stated, "I do a fair amount of pro bono consulting work for those entrepreneurs that don't have money, but need a little help. And so we're willing to help them in that regard."

Participant 4 stated that his social enterprise organization's founder is "always helping, he's always willing to help out different founders. . . . he'll spend an hour on the phone telling them what he thinks is the best opportunity for them."

Workplace Transparency. The study participants' voices confirmed the assertion that transparency in the workplace is an organizational best practice that can have the positive effect

of increasing employees' sense of community, connection, and commitment to the company because any potential mistrust of the employer is eliminated (Zheng et al., 2021). Workplace transparency with organizational information, such as disclosure of financial information and strategic plans provides employees with a framework to better understand wages, benefits, and policies and eliminates potential mistrust and job dissatisfaction (Hossiep et al., 2021; Zheng et al., 2021). Participant 5 echoed this assertion with regard to the importance of workplace transparency and disclosure of financial information, stating:

Transparency with your finances is really critical. Once a month, we will sit with our entire team and review finances together. . . . Because if we're not getting raises, if we're not getting bonuses, I want them to know why. Hey, here's what's going on financially or here is our unexpected expenses. Or, if the kids don't have great field trips this is why they're not going on field trips because the money is just not there. We didn't get this grant or whatever. So I think transparency, good or bad is really helpful.

The participants interview responses aligned with the assertion that enhanced workplace transparency, which involves leaders sharing more information with employees beyond mere descriptions of specific job steps, such as performance metrics, leads to increased employee development, empowerment, accountability, and motivation to improve their job performance, which facilitates continuous improvement (Balushi, 2021; Zheng et al., 2021). Participant 15 shared how enhanced workplace transparency through improved communication, information flow, and disclosure throughout the organization is applied (Balushi, 2021), stating:

Transparency and communication. . . . Individuals in the organization know about the successes and challenges of every program we have, not just our social enterprises. We make it a point through regular meetings and opportunities and huddles, as we call them,

newsletters and E blast and, just sort of informal sharing of information in a transparent way. So how's everybody doing? Not everybody has to be doing well at the same time. . . . right now, our . . . is having some funding challenges . . . but we make sure everybody knows that and we can all share in that and own that together and try to problem-solve that way. . . . So it's education, exposure, and transparent communication.

The participants' voices aligned with the assertion that when relevant information is disclosed, the leader is perceived as having integrity because both leaders and followers are being guided by the same principles (Hossiep et al., 2021). Participant 8 expressed the importance of leaders demonstrating transparency to build trusting workplace relationships, stating:

The open and honest communication and transparency has just always been how I've worked. Maybe I share too much, I don't know, I mean I don't share anything that's confidential that I'm required not to share, but I'm very open and honest about anything that I see as an issue, anything that I might be struggling with professionally. . . . I don't see anything wrong with being transparent. . . . I think sharing and communicating how I get past the things that are difficult, sharing what's been successful for me, sharing what's worked for me has been beneficial for me in building trust with my employees in every situation, even when it wasn't a great situation. Even when I had staff that I don't feel I could rely on incredibly well, I still think we all had a pretty decent relationship by the time I left there because I did have that willingness to be honest and transparent.

The participants' voices confirmed the assertion that the practical implications of workplace transparency include the need for an organization as a whole to be more transparent from top management down because leaders share information with their employees based on the information that was shared with them (Hossiep et al., 2021). Participant 9 stated:

The team can also see my calendar . . . they know why and as they're continuing to grow, they're hearing some of the discussion within our leadership meetings around how we approach things and I'm saying the same thing to them as my boss is saying to me. . . . It starts with our CEO. . . . communicates transparency and openness. . . . communicates empathy. . . . communicates partnership and appreciation of everyone at the organization.

Participant 2 stated, "I am transparent in terms of my goals, my vision, and what I expect of you and people told me they liked that and prefer that I am like that versus being passive aggressive."

Summary of Application to Professional Practice

Several authors concluded that barriers to successful social enterprise organizational expansion, growth, and financial sustainability include governance, legal identity, and funding challenges (Abramson & Billings, 2019; Davies et al., 2019; Hojnik & Crnogaj, 2020). However, there are fewer studies focused on intra-organizational barriers, including leadership challenges with practicing essential managerial skills, such as effective delegation and strong team-building (Saebi et al., 2019; Yaari et al., 2020). The findings of this study reduced this gap in the literature by exploring leadership challenges with delegation and team building within social enterprise organizations in the United States. Semi-structured interviews conducted with both leaders and direct-reports provided rich data that facilitated the generation of knowledge for application to professional practice. The application to professional practice section examined how the findings of this study can positively contribute to improving general business practice and potential application strategies that organizations can use. The general business practices that can be improved and the potential strategies that can be applied are summarized below.

Improving General Business Practice. The topic of improving general business practice provided a detailed discussion of how the findings of this study can improve general business

practice. The presentation of the findings identified and interpreted four themes and two related sub-themes, which emerged from analysis of the participants' rich interview responses (Gupta et al., 2020; Haven & Van Grootel, 2019). The four themes included (a) leadership challenges with delegation, (b) leadership challenges with building strong teams, (c) leadership challenges with business expansion, and (d) leadership influence on organizational culture. The two sub-themes included relationships, feedback, and communication and shared knowledge and responsibilities.

All of these themes and sub-themes provided research-based insight into four essential business practices that can be improved to facilitate higher business performance, which include (a) organizational effectiveness, (b) effective leadership, (c) delegating tasks and responsibilities, and (d) building strong teams (Williams et al., 2020). These essential business practices can be learned by and applied to organizations of all sizes in all industry sectors to attain organizational objectives, enhance business performance, and create both economic and social value (Camilleri, 2017; McKenzie & Woodruff, 2017). The importance of each of these key business practices to improving general business practice was evidenced by the participants' truthful interview responses, real-world experiences, and practical insights (Bradshaw et al., 2017).

Potential Application Strategies. The topic of potential application strategies provided a detailed discussion of potential application strategies that organizations can use to leverage the findings of this study. The presentation of the findings identified and interpreted two anticipated themes known prior to the field study and two themes discovered after the field study, both of which emerged from analysis of the participants' rich interview responses (Gupta et al., 2020; Haven & Van Grootel, 2019). The two anticipated themes included informal workplace learning and collaborative networking. The two discovered themes included workplace transparency and micromanagement.

All of these themes provided research-based insight into four organizational development practices, which can be leveraged as potential application strategies that organizations can use to achieve strategic objectives, which include (a) executive coaching, (b) professional development, (c) collaborative networking, and (d) workplace transparency (Hunt & Weintraub, 2017; Mello, 2019). Potential strategies, such as executive coaching and professional development can create leaders' self-awareness and develop employees' self-motivation (Balushi, 2021; Gold et al., 2019; Wang, 2021). The authors argued that these organizational strategies can foster an autonomous organizational culture that supports shared problem-solving through informal workplace learning, collaborative networking, workplace transparency, and delegation and teamwork, instead of micromanagement, to respond effectively to changing external conditions. The importance of these organizational development practices to employing potential strategies that organizations can use was evidenced by the participants' truthful interview responses, real-world experiences, and practical insights (Bradshaw et al., 2017).

Recommendations for Further Study

This section provides specific examples of further areas that should be studied based on the findings from this qualitative, flexible design, single case study and addresses why the study findings suggest these areas for further study. Creswell (2016) stated that it is standard practice for high-quality qualitative studies to include recommendations for future research to build on the current findings and provide topics for new scholars to study. The author suggested that this section should list recommendations and potential directions for further study that directly build on the themes stated in the presentation of findings section, and may cite other authors who also made the recommendations. The author advised that the recommendations for further study may seek to repeat a study within a different context, develop new practices, or add to the literature.

Abramson and Billings (2019) concluded that social enterprises in the United States have grown significantly in number in recent decades, however these organizations continue to face major challenges that are barriers to long-term expansion, growth, social impact, and financial sustainability. The authors stated that social enterprises in the United States typically fail due to the inability of these hybrid organizations to overcome challenges related to dual governance, identity, impact, funding, and management tensions. There are fewer research studies that explore the intra-organizational barriers to social enterprise organizational success related to leadership challenges with key managerial skills, such as delegating tasks and responsibilities and building strong teams (Saebi et al., 2019; Yaari et al., 2020). A search of primary scholarly sources published within the last 5 years failed to identify any research studies that explored the potential failure of leaders to delegate tasks and responsibilities and build strong teams within social enterprise organizations in the United States specifically.

The findings of this research study reduced this gap in the current literature through the knowledge gained from the in-depth interviews conducted with both leaders and direct-reports within social enterprise organizations across the United States. The participants' responses to the interview questions (see Appendix F) that were derived from the research questions, RQ1, RQ2, RQ3, and RQ4 posed in Section 1, added to the existing body of knowledge by sharing what was learned about the ability and willingness of leaders within successful, growing social enterprises to delegate tasks and responsibilities and build strong teams in daily operations (RQ1) and the leadership challenges of delegating tasks and responsibilities and building strong teams (RQ2). This study also added to the existing body of knowledge by sharing insights about the leadership challenges of expanding a social enterprise organization (RQ3) and the distinct organizational culture of successful, growing social enterprises (RQ4).

Themes Stated in the Presentation of Findings. Based on the 20 semi-structured, online interviews conducted with both leaders and direct-reports within successful, growing social enterprise organizations across the United States, (a) four themes, (b) two related sub-themes, (c) two anticipated themes, and (d) two discovered themes emerged. All of these themes were stated in the presentation of findings section. The four themes included (a) leadership challenges with delegation, (b) leadership challenges with building strong teams, (c) leadership challenges with business expansion, and (d) leadership influence on organizational culture. The two sub-themes included relationships, feedback, and communication, which is related to the theme of leadership challenges with delegation and shared knowledge and responsibilities, which is related to the theme of leadership challenges with building strong teams.

The presentation of the findings section also reported the two anticipated themes known prior to conducting the field study and two themes discovered after conducting the field study. The two anticipated themes included informal workplace learning and collaborative networking. The two discovered themes included workplace transparency and micromanagement.

Recommendations for Further Research. The three recommendations for further research directly build on all of the themes stated in the presentation of findings section (Creswell, 2016). These recommendations for further research also directly build on the participants' rich responses during the interviews and aim to explore three key questions that were identified after comprehensive analysis of the participants' interview transcripts (Creswell & Poth, 2018). A search of primary scholarly sources published within the last 5 years failed to identify any studies that explored these three key questions in the context of social enterprise organizations in the United States, which provides the topics recommended for further study.

The three recommendations for further study seek to explore three essential questions that (a) directly build on all of the themes stated in the presentation of findings section, (b) directly build on the participants' rich responses during the interviews, and (c) directly build on in-depth analysis of the participants' interview transcripts (Creswell, 2016; Creswell & Poth, 2018). The first recommendation for further study seeks to explore the role of formal internal and/or external employee training in helping to address leadership challenges with delegation, team building, and business expansion. The second recommendation for further study seeks to explore the impact of leaders' clear and regular communication of the organization's mission on attainment of social enterprise success. The third recommendation for further study seeks to explore the influence of workplace transparency on motivating shared problem-solving to achieve the dual goals of the social enterprise. These three recommendations for further study as well as the fourth recommendation to repeat this study within a new context are discussed below.

Recommendation One. The first recommendation for further study is to explore the role of formal internal and/or external employee training in helping to address social enterprise organizational leadership challenges with delegation, team building, and business expansion. Hunt and Weintraub (2017) underscored that organizational decision-makers must provide opportunities for employees to learn whenever and however they can. The authors explained that the opportunities for learning, more than the specific mode of learning, is what helps employees appreciate and align what the organization wants and what they need to learn. When the study participants were asked about their practices regarding (a) delegation, 12 of the 14 leaders (86%) described that delegating can be a struggle, (b) team building, 10 of the 14 leaders (71%) described that building strong teams can be challenging, and (c) business expansion, 14 of the 14

leaders (100%) described that business expansion requires a strong team with complementary skills and knowledge to whom decision-making and authority can be delegated.

The participants in leadership positions highlighted that delegation, team building, and business expansion is constrained by the lack of skills, the lack of training, and the lack of time. Participant 9 stated, “the topic of delegation I find fascinating because I’ve struggled with that process because it’s always been a matter of do I have the time to train someone else how to do this?” Participant 3 stated, “delegation is hard because most of the time it requires a lot of training because I have to teach them what I’m delegating them to do.” Participant 19 stated, “I think there’s times when you have got to invest more in training with that one person and spend more one-on-one time.” With regard to business expansion, Participant 12 stated:

You say OK, well we are going to expand, but you recognize you don’t have the internal capacity, then the next conversation is how do we get those people on board and that automatically means those people are going to have delegated tasks and they are going to be doing XYZ. With expansion, that is a really important conversation to have . . . when you don’t have the people on board to lead it and run it.

Participant 14 stated, “you’ll find within your team there’s certain people that do certain things better than others, but you also have to take the time to train them.” Participant 8 stated, “I do invest time as often as possible and as needed in teaching . . . make the budget available for . . . training outside of what we can do internally.” Participant 10 stated:

Sometimes you’ll discover somebody needs training and that you’re expecting or asking them to do something that they may not have expertise in all the areas that you want them to grow and develop in and so training to me is very important as well. It may be internal, it may be external.

Participant 12 stated, “We have a leadership academy . . . We want to have our different leaders with whatever kind of skills we can provide them with. Participant 18 stated, “there needs to be a variety of ways and I think that is the first key decision. . . . where we’re not piece mealing out cross training, but we’re finding partners.

This first recommendation directly builds on all of these insightful participant interview responses presented, which confirm the assertion that sustaining a successful social enterprise organization must include continuous improvement of the internal organization through leaders that continuously develop employees’ skills, knowledge, and expertise (Phillips et al., 2019). The authors explained that many social enterprise are unsuccessful because these organizations are internally challenged by the lack of organizational training and resources needed to address gaps in their employees’ abilities.

Recommendation Two. The second recommendation for further study is to explore the impact of leaders’ clear and regular communication of the organization’s mission on attainment of social enterprise organizational success. Qi and Liu (2017) suggested that the single, greatest, positive factor contributing to continuously enhancing overall organizational performance and profitability is strong leadership focused on positive change. The study participants emphasized the importance of making sure that all employees understand the organization’s mission to inspire a collective passion for achieving organizational success. Participant 15 described the importance of clearly communicating the organizational mission to the entire team, stating:

We really work with all of our staff to be ambassadors for everything we do within the organization. . . . we work with our team members to really get everybody to understand you’re an ambassador for this organization and all that we do, and we’re not successful without everybody coming to the plate with it. . . . we’re not gonna have the impact.

Participant 7 stated, “on our website, you would see the mission statement, we repeat it a lot, every strategic planning session, we talk about it at our staff meetings.” From the perspective of a direct-report, Participant 8 stated:

When I came here, I wasn't necessarily passionate about the place because I didn't know the people, I didn't have any connection to this community . . . but their passion, their commitment was contagious and hearing the stories that's how it grew for me.

Participant 10 stated:

Put the words all over the building, put it on the walls. . . . have the team come up with the words. . . . principles that we all agree that we're going to adhere to and put them up on the wall. Let everybody that walks in the building see them. Let everybody that sits in the building every day see them . . . it should be part of the DNA of the organization.

Participant 9 stated:

We tried to utilize the technique of tell the story as much as you can because someone that is brand new that walks into the organization needs to hear why we do what we do. I love it when we do interviews . . . especially for a frontline team member that provides direct care, when they ask the question at the end of the interview, how long have you been here and why have you been here this long, it allows us a chance to tell the story, not just about the organization, but the services that we provide and the impact that we have on the clients. . . . the importance of knowing that that passion exists throughout the organization is critical.

Participant 19 stated:

You can almost tell when you walk into a store who's doing a good job of telling that story and who's not based on the atmosphere, the smiles, the welcome to the store, and

the so glad you came because your purchase helped us do X, Y, Z in the community versus the ones that are just kind of down and blah, they're there just for a job.

Participant 14 stated:

You can feel the passion of the business we are in is serving the community. Passion is huge. I mean you can have all the degrees in the world and all the experience in the world, but if the passion is not there, it's not going to work. You've got to have the passion to go out and do the mission. . . . all the programs, and all the lives we touch.

Participant 3 stated:

The mission part of it is definitely important. I think it's where their heart is at. You kind of want to measure is your heart is in the right place and then do you have a head to get us to where we need to go?

Participant 12 stated:

Having a solid mission and having people understand that mission and incorporate that is important. . . . That's what they learn when they apply for the job. That's what they learn as they're doing their interviews. . . . When I'm in a group meeting, I'll say who can tell me what the mission is and the first person to raise their hand, I'll give them 20 bucks. Sometimes I give out a lot of \$20 bills but, that's great. I'll say, so what's our vision? What's our values? And that can be direct-line employees, that can be first-level people, or that can be upper-level people. So having that is very important.

Participant 4 stated, "every business has a story, and every person has a story. You can tell people your story, while telling them what you're working for and why you're working for it."

This second recommendation directly builds on all of these insightful participant interview responses presented, which confirm the assertion that a social enterprise organization's

leadership is a key predictor of its success because leaders play a key role in cultivating an organizational culture that supports collective organizational engagement to achieve positive business outcomes (Aboramadan & Dahleez, 2020; Bauwens et al., 2019; Bretos et al., 2020).

Recommendation Three. The third recommendation for further study is to explore the influence of workplace transparency on motivating shared problem-solving to achieve the dual goals of the social enterprise. Balushi (2021) argued that enhanced internal transparency that facilitates employees' increased understanding of an organization's overall performance goals empowers and motivates them to take responsibility and ownership of their job performance. The participants stressed the importance of sharing information with all employees so that employees across the organization share in problem-solving to achieve both the social and economic goals of the social enterprise. Participant 5 stated the importance of:

Helping the entire team from top to bottom see how they're fundraisers and what their piece of the pie or their responsibility is for the financial piece. Because everybody on the team, whether they like it or is willing to admit it has a role in financial success. . . . is fund raising just asking someone for money? No, it's not. It's so much more than that, it's so much bigger than that, and everyone on our team has a role in that. I see that mistake with a lot of organizations of where they're not effectively communicating that. Transparency with your finances is really critical. . . . if we're not getting raises, if we're not getting bonuses, I want them to know why. Hey, here's what's going on financially or here is our unexpected expenses.

Participant 14 stated:

All I can do is share with them . . . and in my experience, communication and delegation goes a long way. To keep everything and do everything yourself never works out. You

will burnout, you will get stressed, and when you're burned out and stressed out that bleeds down to your team. . . . as a team, if one falls down the other ones are there to pick them up and we work together as a group and we get good things done and it makes for a better work environment.

Participant 15 stated:

I really come from the spirit of transparency and communication, effective and frequent communication. . . . certainly being open about the enterprise itself, the business, how it's doing, and communicating . . . evaluating where we're at in operating the business. . . . So we're always talking about what we do with all our programs. Individuals in the organization know about the successes and challenges of every program we have . . . program is struggling a little, it's having some funding challenges . . . but we make sure everybody knows that and we can all share in that and own that together and try to problem-solve that way. . . . It's education, exposure, and transparent communication.

Participant 2 stated, "it is about just being supportive. . . . being in a work environment, particularly in a group space, where people can hear and see . . . are key in terms of building that culture and trust."

This third recommendation directly builds on all of these insightful participant interview responses presented, which confirm the assertion that transparency in the workplace positively affects employees' open communication, feedback, job satisfaction, teamwork, and commitment (Balushi, 2021; Hossiep et al., 2021; Venkatesh et al., 2016; Zheng et al., 2021). The authors described that workplace transparency facilitates the creation of transparency-trust relationships between employees, leaders, and an organization as a whole.

Recommendation Four. The fourth recommendation for further study is to repeat this study within a new context (Creswell, 2016). The shortcomings and uncertainties of this study were acknowledged in the assumptions, limitations, and delimitations described in Section 1 (Amini et al., 2018; Ross & Zaidi, 2019; Theofanidis & Fountouki, 2019). The findings of this qualitative, flexible design, single case study were based on semi-structured, online interviews conducted with participants in both leadership and direct-report positions within 20 social enterprise organizations across the United States. It is recommended to expand this study to different participants in different sectors and organizations outside of social enterprises and geographic locations beyond the United States to explore if the same themes or themes consistent with the themes in this study would emerge. Expanding this study beyond social enterprise organizations can add new information and perspectives, which can be leveraged to create potential application strategies that social enterprises as well as other organizations can use. Further research outside the scope of this study can extend the existing body of knowledge beyond the specific context identified in the general and specific problems stated in Section 1.

Reflections

This doctoral journey and dissertation process was the greatest learning experience in the researcher's life, academically, professionally and personally. At the beginning of the doctoral journey, the researcher's primary task was to discover and practice the scholarly behaviors and approaches necessary to undertake the special challenges of pursuing a doctoral-level education. The foremost challenge in the doctoral journey was transitioning to a scholarly level of reading, writing, thinking, and behaving. The coursework in the Liberty University Doctor of Business Administration (DBA) program helped the researcher gain the knowledge, skills, abilities, and

perhaps, most importantly, the motivation and growth mindset needed to learn and develop the scholarly habits required for successful outcomes (Limeri et al., 2020).

This section is divided into two sub-topics, which include personal and professional growth and biblical perspective as well as a summary. The topic of personal and professional growth describes how different aspects of conducting this study has provided for personal and professional growth. The biblical perspective provides a detailed discussion of how the business functions explored in this study relate to and integrate with a Christian worldview, with specific references to the Scripture that illustrate the relationships. Reflections on the personal and professional growth achieved is discussed below.

Personal and Professional Growth

The researcher learned three practices necessary for successful outcomes throughout this doctoral journey, which included (a) critical thinking and analysis, (b) American Psychological Association (APA) Style, and (c) time management. These three key practices facilitated success in the DBA program when learning all of the prerequisite coursework and later in the doctoral journey when learning about the (a) dissertation-writing process; (b) duties and responsibilities associated with conducting research with human participants; and (c) collection, management, and analysis of qualitative research data. The advanced knowledge, skills, and abilities gained by conducting this research study provided for professional and personal growth by improving the researcher's performance at work teaching undergraduate-level college business courses and at home pursuing personal business ventures. Discussions of how the three important practices of (a) critical thinking and analysis, (b) APA Style, and (c) time management enabled professional and personal growth are discussed below.

Critical Thinking and Analysis. Critical thinking was required to read, analyze, and evaluate the concepts communicated in scholarly journal articles and books before writing a literature review, discussion board post, or contributing to a group presentation. All of these academic experiences strengthened and promoted the development of critical thinking, listening, asking, reading, writing, and researching skills (Limeri et al., 2020). Browne and Keeley (2018) advised that doctoral students must learn to take the knowledge gained from critical reading and use it in a scholarly context to take action and find improved decisions and conclusions by using not only critical skills, but having critical habits and attitudes.

Critical thinking and analysis provided for personal growth by enabling more controlled and effective day-to-day decision-making, interactions, and problem-solving regarding issues at home with children, neighbors, and other members of the local community. Critical thinking and analysis also provided for professional growth by enabling effective communications, objective decision-making, and productive problem-solving and interactions with students, staff, and other members of the college and local community. The use of critical thinking and analysis at work and at home encouraged self-reflection, which facilitated accurate evaluation of information and practical determination of what details and issues were most critical to consider by first looking through a short-term lens versus a big-picture perspective.

The researcher was required to demonstrate critical thinking and analysis to complete the presentation of findings section, which included representation and visualization of the data. Strong critical thinking and in-depth data analysis was required to maximize the capabilities of advanced data analysis software, such as NVivo 12 to assist with qualitative data organization, interpretation, and visualization (DeJonckheere & Vaughn, 2019; Salahudin et al., 2020). Conducting this research study facilitated both personal and professional growth by enhancing

the critical and analytical thinking needed to foster productive living and personal development at home and productive decision-making and professional development in the workplace.

APA Style. All of the courses in the DBA program required effective use of (a) critical writing and interpretation skills, (b) proper application of up-to-date APA Style and guidelines, and (c) scholarly writing that is properly cited when communicating ideas in coursework. The increased knowledge of APA Style helped the researcher perform critical research using primary scholarly and professional sources and produce scholarly writing in a style, tone, and format that was acceptable for dissertation completion and publication in peer-reviewed journals. The ability to properly apply APA Style and formatting proved to be very beneficial for professional growth because attention to detail and the ability to communicate effectively in writing are key traits that employers value (Landrum, 2013). The author concluded that employer-based surveys clearly identified writing as an important skill, and poor writing competency can prevent an individual from securing gainful employment.

The researcher's understanding and use of APA Style and formatting was strengthened throughout the dissertation-writing process. Effective scholarly communication and attention to detail was required throughout the IRB review process to obtain written approval (see Appendix H) to begin the field study. The IRB application process included submission of supplemental documents that clearly articulated and outlined the research purpose, methods, participants, and processes for consent as well as the strategies for ensuring participant privacy and confidentiality (DiGiacinto, 2019; Singh & Wassenaar, 2016).

Conducting this research study facilitated both personal and professional growth because the progressive increase in knowledge and application of APA Style throughout the dissertation, IRB, and field study process progressively increased the researcher's attention-to-detail skills,

which increased accuracy and the ability to produce high-quality results at home and at work. At work, increased accuracy and quality of written communication helped the researcher produce clear and concise instructions and assignments for students and powerful and concise scholarly communications and projects for professional development tasks. At home, increased accuracy and quality of written communication helped the researcher produce powerful personal written communications, such as business letters, applications, proposals, and other correspondence used for personal development.

Time Management. Learning improved time management and task organization skills, which included personal time audits and self-assessment was required throughout the doctoral journey. This highly effective habit helped the researcher examine in great detail how and where time is spent daily. Learning, applying, and consistently practicing this proactive strategy helped the researcher set aside enough time for doctoral studies and establish a good shift in priorities.

Conducting this research study facilitated both personal and professional growth by proving the importance of and need for strict time management. Time management facilitated professional growth at work by enabling the researcher to create time-frames to help students accomplish existing goals and create new ones to further their academic careers and prioritize other tasks in the workplace to achieve existing professional goals and establish new ones. Time management facilitated personal growth at home by enabling the researcher to set time-frames and limits on to-do lists to help family members more effectively, complete existing goals, create new ones, and model positive behaviors that further personal development and productive living.

Conducting this research study facilitated both personal and professional growth because the academic practices learned in this doctoral journey strengthened the growth mindset needed for constant learning, continuous advancement, and successful achievement of goals at school, at

home, and in the workplace (Limeri et al., 2020). All of the requirements for completion of this doctoral journey were supportive of the routines that must be developed to meet the challenges of transitioning from student to scholar. The resilience and resolve gained to meet the challenges of conducting this research study laid a firm foundation for meeting future challenges and life transitions. The second topic of this section is the biblical perspective, which addresses how the business functions explored in this study relate to and integrate with a Christian worldview. The biblical perspective is discussed below.

Biblical Perspective

The business functions explored in this study, which included effective delegation of tasks and responsibilities and building strong teams within social enterprise organizations, relate to and integrate with a Christian worldview. From a business perspective, delegating tasks and responsibilities and building strong teams are two key managerial tasks and effective leadership practices that facilitate not only positive business outcomes, but also positive organizational and societal outcomes (Eiselein & Dentchev, 2020; Saebi et al., 2019; Williams et al., 2020). From a biblical perspective, delegating tasks and responsibilities and building strong teams are two key Christian stewardship and servant leadership practices that facilitate not only positive societal outcomes, but also positive organizational outcomes (Du Plessis & Nkambule, 2020).

Delegating tasks and responsibilities and building strong teams are two essential effective leadership practices that are significant to God's purposes. Scriptural truths informed that Jesus' mission and leadership paradigm involved delegating tasks and responsibilities to give "authority to his servants, and to every man his work" (*New International Version Bible*, 1978/2011, Mark 13:34), and building strong teams to empower and "make disciples of all the nations" (Matthew

28:19). The Christian concept of work and the importance of adding more decision-making and authority to workplace jobs through effective delegation and team building are discussed below.

Christian Concept of Delegation and Team Building

Hardy (1990) stated that individuals' work in organizational settings has been simplified and routinized to the extent that it is hard for Christian employees to consider their job a Divine vocation that benefits society because their God-given gifts are not being used in the workplace. The author described that Christian employers can restore a sense of vocation to the workplace by recognizing the need to build more responsibility and teamwork into jobs to create a place where employees can jointly employ their spiritual gifts to serve others and increase joy, while increasing interdependency and productivity. The author suggested that leaders should engage and develop employees as whole persons in Jesus with high-level abilities for thought, creativity, and responsible actions through jobs that are designed or re-designed to allow for and encourage more responsibility and autonomy with the specific work God has enabled and called them to do.

Busuttill and Weelden (2018) asserted that a biblical view of people management in the workplace recognizes that all people are created in God's image, which has implications for leaders, who are cultivators of His creation to make effective decisions that motivate and enable employees to achieve both their career goals and the organization's goals. The authors explained that leaders have a responsibility to effectively cultivate the skills and abilities of the employees God has entrusted to their care through appropriate job design, job enlargement, job enrichment, promotions, and training and development. The authors further explained that Christian leaders' calling to steward God's creation includes nurturing employees by designing jobs that increase (a) responsibility through shared decision-making, (b) learning through information-sharing, problem-solving, and feedback, and (c) organizational commitment through personal growth.

Drovdahl and Jones (2020) stated that Christian leaders must be filled with and led by the Holy Spirit to have a Christ-like influence on followers and demonstrate the active presence of the Living God that empowers and unites everyone in the organization to achieve shared goals. The authors advised that granting authority and cooperative task completion are characteristic of holistic biblical leadership that joins spiritual, servant, and empowering leadership to influence followers to serve the Lord by serving others and enables followers to pursue the Lord's will and fulfill His purposes for business on earth. Friedman and Friedman (2019) averred that effective leaders reframe their leadership to integrate a spiritual and servanthood component rooted in the Bible. The authors argued that biblical leaders can make meaningful contributions by supporting employees' growth to develop their full potential and collaborative learning in the workplace to serve God, one's followers, and the organization. The study findings and themes uncovered that relate to and integrate with the leadership lessons from the Old Testament and New Testament that teach the importance of effective delegation and strong team building are discussed below.

Scripture References to Delegation and Team Building

Old Testament Perspectives. The story of Moses and his father-in-law, Jethro told in Exodus 18:13–26 showed the importance of delegating tasks and responsibilities and building strong teams to effectively serve God, lead others, and manage organizational problems (*New International Version Bible*, 1978/2011). Exodus 18:13 informed that Moses was working diligently in his leadership role as a judge appointed to hear individuals' disputes and render a judgment according to the Ten Commandments and the Law given by God. However, it became apparent that Moses was struggling and was ineffective in his leadership role because Jethro asked him "what is this you are doing for the people? Why do you alone sit as judge, while all these people stand around you from morning till evening?" (Exodus 18:14).

Moses and Shared Leadership. Andronic and Dumitraşcu (2018) emphasized that Moses lacked the required management skills, leadership philosophy, and innate understanding that his responsibilities and authority as a leader must be divided and delegated among his staff to lead and inform the public of God's statutes and instructions. When Jethro saw that people had to wait in line all day to present their disputes because Moses was trying take responsibility for all cases, he warned his son-in-law that representing people before God is too difficult to achieve alone and leadership must be shared or he and the people seeking God's decrees "will certainly wear yourselves out" (*Holy Bible, New Living Translation, 1996/2015, Exodus 18:18*).

Jethro assured Moses that decentralizing his power and developing the talent of potential future leaders by delegating tasks and responsibilities to capable God-fearing men would help him work more efficiently and serve more faithfully because God will direct and enable him to "endure the pressures, and all these people will go home in peace" (*Exodus 18:23*). Du Plessis and Nkambule (2020) informed that Moses' managerial skills and leadership qualities improved because of his willingness to follow Jethro's advice to practice delegation and shared leadership. The authors stated that Moses' obedience to Jethro and trust in God was not to garner any praise, but to fulfill God's Divine purpose and his calling to serve.

Exodus 18:25 informed that Moses' implementation of Jethro's suggestion to select able men out of all Israel and make them "heads over the people, leaders over thousands, hundreds, fifties, and tens" (*English Standard Version Bible, 2001*), facilitated organizational efficiency, effectiveness, and productivity because strong teams were serving people at all times. Moses let his team "take care of the smaller matters themselves" (*Exodus 18: 26*), while he judged difficult matters. Moses demonstrated the essential managerial practice of leaders delegating tasks and responsibilities and building strong teams to empower followers and share leadership, which

supports succession planning to ensure the long-term sustainability of the organization (Du Plessis & Nkambule, 2020). Moses exhibited delegative leadership, which involves leaders' willingness to delegate not only the execution of tasks, but also the related power to act, make decisions, and bear responsibility, which facilitates faster organizational development by preventing job burnout, enhancing employee autonomy, and fostering innovation to gain a competitive advantage (Andronic & Dumitraşcu, 2018).

Joshua and Leadership Succession. The essential leadership practices Moses learned from Jethro, which included delegating tasks and responsibilities and building strong teams proved to be necessary for achieving not only positive servant leadership outcomes but also positive leadership transition and succession outcomes (Du Plessis & Nkambule, 2020). Several authors advised that effective and ongoing delegation and teamwork is essential to smooth and successful leadership transitions and succession, and required to ensure long-term organizational growth and sustainability (Bacq et al., 2019; McKenna, 2016; Napathorn, 2020; Ritchie, 2020). Numbers 27:18 described that God's Plan was for Moses to "take Joshua son of Nun, a man in whom is the spirit of leadership and lay your hand on him" (*New International Version Bible*, 1978/2011). God commanded Moses to strengthen and encourage his servant Joshua and develop him for future leadership "for he will lead this people across and will cause them to inherit the land that you will see" (Deuteronomy 3:28).

Freeks (2016) suggested that the events explained in the Bible demonstrated that Joshua became one of most qualified and best-trained leaders of Israel's people as a result of God's instructions to Moses to mentor him and groom him to be his successor. The author posited that Joshua observed and learned many things from Moses, and later, "did the same things" (p. 243). Andronic and Dumitraşcu (2018) argued that Deuteronomy 34:9 confirms that owing to Moses'

delegative leadership, “now Joshua son of Nun was filled with the spirit of wisdom because Moses had laid his hands on him. So the Israelites listened to him and did what the Lord had commanded Moses.”

Joshua delegated tasks and responsibilities and built strong teams of “three men from each tribe, and I will send them out to explore the land and map it out. They will then return to me with a written report” (Joshua 18:4). Joshua’s trust in and obedience to Moses empowered him with the effective leadership knowledge, skills, and abilities needed to fulfill God’s Divine purpose and his calling to obey what God had commanded Moses. Joshua’s roles as a mentee, delegatee, and eventual successor to Moses were key aspects of his job designed by God to give Israel “all the land He had sworn to give their ancestors, and they took possession of it and settled there with the specific work God has enabled and called them to do” (Joshua 21:43).

New Testament Perspectives. In addition to the leadership lessons on delegation and team building learned from the Old Testament, the scriptural truths of 2 Timothy 1:1–14 and 2 Timothy 2:1–19 also highlighted the importance of delegation and teamwork. Paul had written two letters, an appeal (2 Timothy 1), and a renewed appeal (2 Timothy 2) to Timothy expressing the importance of preserving and upholding God’s inerrant wisdom and knowledge when leading to spread the Gospel. These Bible verses focused on of the magnitude of effective delegation and team building with the use of the words entrust, reliable, and people, which is discussed below.

Effective Delegation. In 2 Timothy 1:2, Paul wrote to “Timothy, my dear son” to make an appeal for loyalty to the “grace, mercy and peace from God the Father and Christ Jesus our Lord” and the gospel. Paul reminded Timothy to “fan into flame the gift of God, which is in you through the laying on of my hands” (2 Timothy 1:6). Paul reassured Timothy that despite his sufferings from being an appointed a “herald and an apostle and a teacher” of the Gospel (2

Timothy 1:11), he wanted Timothy to “join with me in suffering for the Gospel” (2 Timothy 1:8). Paul emphasized that he believed and had faith that Timothy was “able to guard what I have entrusted to him until that day” (2 Timothy 1:12).

Paul’s effective delegation to Timothy was evidenced by the fact that he entrusted “the pattern of sound teaching, with faith and love in Christ Jesus” (2 Timothy 1:13), to a delegatee, whose “sincere faith, which first lived in your grandmother Lois and in your mother Eunice and, I am persuaded, now lives in you also” (2 Timothy 1:5). Paul delegated to Timothy the task and responsibility of guarding “the good deposit that was entrusted to you, guard it with the help of the Holy Spirit” (2 Timothy 1:14). Effective delegation requires a leader’s trust in the delegatee because the delegated task is not just a mundane or routine task, the task involves faith, belief, empowerment, and the transfer of authority and accountability (McKenna, 2016; Serrat, 2017).

Effective Team Building. In 2 Timothy 2:1, Paul renewed his appeal to Timothy to “be strong in the grace that is in Christ Jesus.” Paul further emphasized that serving Him faithfully required that Timothy “correctly handles the word of truth” (2 Timothy 2:15). Paul urged that “the things you have heard me say in the presence of many witnesses” (2 Timothy 2:2), should only be entrusted to reliable people, who are qualified to teach His Word and honor His Will.

Paul emphasized the need for and importance of Timothy entrusting only reliable and qualified people, who can correctly handle God’s Words of Truth and clearly spread the Gospel to “avoid godless chatter, because those who indulge in it will become more and more ungodly” (2 Timothy 2:2: 16). Paul’s leadership lesson to Timothy communicated that leaders should be focused on the appropriate growth and development of teams, which includes the right size, qualifications, motivations, and characteristics, as well as potential internal power struggles

within a team, because these aspects influence the teams' actions, attitudes, and achievement of organizational goals (Saebi et al., 2019).

Biblical Connection to Study Findings. The findings of this study included (a) four themes, (b) two sub-themes, (c) two anticipated themes, and (d) two discovered themes. All of these themes and sub-themes relate to and integrate with the Bible and a Christian worldview. The four themes included (a) leadership challenges with delegation, (b) leadership challenges with building strong teams, (c) leadership challenges with business expansion, and (d) leadership influence on organizational culture. The two related sub-themes included relationships, feedback, and communication and shared knowledge and responsibilities, which emerged from the larger themes of leadership challenges with delegation and leadership challenges with building strong teams, respectively. The two anticipated themes known prior to this study included informal workplace learning and collaborative networking. The two discovered themes following this study included workplace transparency and micromanagement.

Delegating effectively and building strong teams are two essential business and Christian leadership practices that glorify Him by enabling a leader to appropriately entrust different tasks and responsibilities among individuals with different God-given knowledge and skills to achieve shared leadership and learning across the organization (Du Plessis & Nkambule, 2020; Saebi et al., 2019). Paul stated that “the things you have heard me say in the presence of many witnesses” must only be entrusted to reliable people, who are qualified to teach the Gospel (2 Timothy 2:2). The themes of leadership challenges with delegation and leadership challenges with building strong teams provided insight into the importance of social enterprise organizational leaders faithfully developing and engaging employees as whole persons with high-level abilities, such as creativity through effective delegation and teamwork (Hardy, 1990). Christian servant leaders

should actively delegate more tasks in daily operations and design jobs in the workplace that encourage and allow for more responsibility and autonomy through increased decision-making, team-based work, informal learning, joint problem-solving, and constructive feedback (Busuttill & Weelden, 2018). Paul informed Timothy that Scripture is breathed out by God for training in righteousness so that a man of God may be equipped for every good work (2 Timothy 3:16–17).

Moses was a strong leader because he applied the leadership lessons from Jethro, which taught him that sharing his leadership and developing his followers by delegating effectively and building strong teams would help him be more efficient at work, prepare for his succession, and serve God more faithfully (Exodus 18:23; Numbers 27:18). Figure 21 shows that the findings of this study, which embody the teachings of the Bible are related to essential leadership practices that integrate with a Christian worldview and glorify God. Each of the themes and sub-themes presented in this study pertain to how God wants organizational leaders to manage the practice of business. Cafferky (2016) posited that themes which represent biblical truths regarding business functions can form the link between business activities, stewardship, social relationships, such as marketplace activities, and worshipping Jesus Christ, who is the link between heaven and earth.

Figure 21

Findings From a Christian Worldview Perspective



Summary of Reflections

The reflections section examined the two topics of personal and professional growth and biblical perspective. The topic of personal and professional growth addressed how conducting this research project facilitated both personal and professional growth. The biblical perspective reported how the business functions explored in this study relate to and integrate with a Christian worldview, with specific references to the Bible included to clearly illustrate the relationships.

Personal and Professional Growth. Conducting this research study facilitated both personal and professional growth because the researcher learned three key practices necessary for successful outcomes throughout this doctoral journey, which included (a) critical thinking and analysis, (b) APA Style, and (c) time management. These three key practices were required for success in all of the prerequisite coursework and later in the doctoral journey when learning about the (a) dissertation-writing process; (b) duties and responsibilities of conducting research with human participants; and (c) collection, management, and analysis of qualitative research data. The advanced knowledge, skills, and abilities gained by conducting this research study provided for both professional growth by improving the researcher's performance at work teaching undergraduate college business courses and personal growth at home by improving the researcher's performance in productive living, such as entrepreneurial endeavors.

Critical Thinking and Analysis. The increased understanding and use of critical thinking and analysis encouraged self-reflection at work and at home, which facilitated professional and personal growth through accurate evaluation of information and practical determination of what should be considered through a short-term versus a big-picture lens. At work, critical thinking and analysis enabled effective oral and written communications, objective decision-making, and productive problem-solving with students, colleagues, and other members of the college and

local community. At home, critical thinking and analysis enabled effective oral and written communications, controlled day-to-day decision-making, and creative problem-solving with family members, neighbors, and other members of the local community.

APA Style. The increased understanding and use of APA Style facilitated professional and personal growth by increasing the researcher's attention-to-detail skills, which heightened accuracy and the ability to produce high-quality communications at home and at work. At work, increased accuracy and quality of written communication helped the researcher produce clear and concise instructions and assignments for students as well as powerful and concise scholarly communications and projects for professional development tasks. At home, increased accuracy and quality of written communication helped the researcher produce powerful personal written correspondence, such as business letters, applications, proposals, and other communications used for personal development.

Time Management. The increased understanding and use of time management facilitated professional and personal growth by increasing the researcher's self-assessment and personal time audits, which improved task organization and completion at home and at work. At work, strict time management enabled the researcher to create time-frames to help students accomplish existing goals and create new ones as well as prioritize other tasks in the workplace to achieve existing professional goals and establish new ones. At home, strict time management enabled the researcher to set time-frames and limits on to-do lists to help family members more effectively, model positive behaviors, accomplish existing goals, and create new ones that further personal development and productive living.

Biblical Perspective. Conducting this research study also strengthened the researcher's faith because the essential business functions explored in the literature review in Section 1 that

correlate to the findings and themes that emerged in this study relate to and integrate with a Christian worldview. The essential business functions explored in this study, which included strong delegation and team building are two Christian stewardship tasks and servant leadership practices that are significant to God's purposes (Du Plessis & Nkambule, 2020). The Scripture explained that Jesus' mission and leadership paradigm included delegation to give "authority to his servants, and to every man his work" (*New International Version Bible*, 1978/2011, Mark 13:34), and building strong teams to "make disciples of all the nations" (Matthew 28:19).

Christian Concept of Delegation and Team Building. Christian organizational leaders can restore a sense of divine vocation to the workplace by practicing effective delegation and team building to (a) develop employees as whole persons in Christ with abilities for responsible actions, (b) inspire employees to jointly use their spiritual gifts to serve others, and (c) increase interdependency and productivity (Hardy, 1990). A biblical view of workplace management realizes that all people are created in God's image, which has implications for leaders to engage employees through jobs that increase (a) responsibility through shared decisions, (b) learning through shared knowledge, and (c) commitment through empowerment and training (Busuttill & Weelden, 2018). According to Friedman and Friedman (2019), effective Christian organizational leadership reframes leadership to encompass a spiritual and servanthood component rooted in the Bible. The authors stated that leaders can help their organization through spiritual leadership that accomplishes more by serving the people they lead, such as supporting employees' development to grow their full God-given potential and inspiring collaborative learning by listening to others.

Old Testament Perspectives. Exodus 18:13–26 conveyed the story of Moses and his father-in-law, Jethro, who helped Moses become a better leader by teaching him the importance of delegating tasks and responsibilities and building strong teams to faithfully serve God, lead

others, and manage organizational problems (*New International Version Bible*, 1978/2011). The essential leadership practices Moses learned from Jethro proved to be necessary for leadership transition and future succession. Moses decentralized his authority and developed the talent of potential future leaders through delegation and team building to share leadership with capable God-fearing men and “endure the pressures, and all these people will go home in peace” (*Holy Bible, New Living Translation*, 1996/2015, Exodus 18:23).

Leadership succession was ensured through God’s Plan for Moses to “take Joshua son of Nun, a man in whom is the spirit of leadership and lay your hand on him” (*English Standard Version Bible*, 2001, Numbers 27:18). God commanded Moses to strengthen and encourage his servant Joshua and develop him for future leadership “for he will lead this people across and will cause them to inherit the land that you will see” (Deuteronomy 3:28). Owing to Moses’ strong delegative practices and leadership, “now Joshua son of Nun was filled with the spirit of wisdom because Moses had laid his hands on him. So the Israelites listened to him and did what the Lord had commanded Moses” (Deuteronomy 34:9).

New Testament Perspectives. The scriptural truths of 2 Timothy 1:1–14 and 2 Timothy 2:1–19 also emphasized the importance of effective delegation and team building (*King James Bible*, 1769/2017). In 2 Timothy 1:2, Paul wrote to “Timothy, my dear son” to make an appeal for loyalty to the “grace, mercy and peace from God the Father and Christ Jesus our Lord” and the gospel. Paul emphasized that he believed and had faith that Timothy was “able to guard what I have entrusted to him until that day” (2 Timothy 1:12). Paul delegated to Timothy the task and responsibility of guarding “the good deposit that was entrusted to you, guard it with the help of the Holy Spirit” (2 Timothy 1:14).

Paul urged that serving Him faithfully required that Timothy “correctly handles the word of truth” (2 Timothy 2:15). Paul implored that “the things you have heard me say in the presence of many witnesses” should only be entrusted to reliable people, who are qualified to teach His Word and honor His Will (2 Timothy 2:2). Paul’s leadership lesson to Timothy included focus on the appropriate characteristics of members to build strong teams. Paul stated the importance of Timothy entrusting only reliable and qualified people, who can correctly handle God’s Words of Truth and clearly spread the Gospel to “avoid godless chatter, because those who indulge in it will become more and more ungodly” (2 Timothy 2:2: 16).

Paul’s two letters to Timothy, an appeal (2 Timothy 1), and a renewed appeal (2 Timothy 2), communicated the importance of preserving and upholding God’s inerrant knowledge and wisdom when leading his team to spread the Gospel. Moses became a strong and effective leader after leadership lessons from Jethro taught him that sharing the tasks and responsibilities of his leadership by decentralizing his power and developing the God-given talents of his staff through strong delegation and team building would help him work more efficiently and serve the Lord more faithfully (Exodus 18:23). The business functions of delegating tasks and responsibilities and building strong teams explored in this study through the literature review in Section 1 and themes of leadership challenges with delegation and leadership challenges with building strong teams discovered in the findings of this study relate to and integrate with a Christian worldview.

Summary of Section 3

The summary of Section 3 discussed below concludes the third and last major section of this dissertation before the summary and study conclusions. In its entirety, Section 3 included the following topics: (a) overview of the study, (b) presentation of the findings, (c) application to professional practice, (d) recommendations for further study, and (e) reflections. Section 3 began

with a comprehensive overview of the study to provide a synopsis of the major areas in Section 1: Foundation of the Study and Section 2: The Project that were addressed before conducting the study and addressing the major areas in Section 3: Application to Professional Practice and Implications for Change. The topics that were included in Section 3 are summarized below.

Section 1 Topics. The major topics addressed in Section 1 related to the general and specific problems that were studied and the review of the professional and academic literature that showed the existing body of knowledge is connected to and provides a solid foundation for this research study. The literature review related to the topic of leaders within social enterprise organizations delegating tasks and responsibilities and building strong teams demonstrated the negative outcomes that resulted from the existence of the general problem and the negative effects that can result from the potential existence of the specific problem (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018). The literature review was driven by the research questions stated in Section 1, which were addressed in this study that explored the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability.

Section 2 Topics. The major topics addressed in Section 2 related to the tasks required to conduct qualitative research. The essential considerations of conducting this qualitative study were explained through detailed discussions that analyzed the importance of the (a) role of the researcher, (b) research methodology, (c) participants, (d) population and sampling, (e) data collection and organization, (f) data analysis, and (g) reliability and validity. The purpose statement from Section 1 was re-introduced because it is an important element of the qualitative

research process that provides the (a) intent, (b) specific qualitative approach, (c) central phenomenon, (d) participants, and (e) geographic location of this study (Creswell & Poth, 2018).

Section 3 Topics. The major topics addressed in Section 3 related to the presentation of the findings and supporting material that provided added depth to the findings of this qualitative, flexible design, single case study. The presentation of findings section provided comprehensive discussions regarding (a) themes discovered, (b) interpretation of the themes, (c) representation and visualization of the data, and (d) relationship of the findings. Supporting material that added depth to the study findings was considered in three valuable areas, which included (a) application to professional practice, (b) recommendations for further study, and (c) reflections. These topics and corresponding related sub-topics are summarized below.

Presentation of the Findings. The presentation of findings section was divided into four topics as well as a summary of the findings. The four topics included detailed discussions about the (a) themes discovered, (b) interpretation of the themes, (c) representation and visualization of the data, and (d) relationship of the findings. The themes discovered was divided into four related areas, which included details about this study's (a) sample population, data triangulation, and the participants' description and demographics; (b) purposive sampling strategy and data saturation point; (c) data analysis activities, the integral role of coding, and the finalized codebook in the development of themes; and (d) themes discovered. These four related areas provided a holistic discussion of how the finalized study sample, data saturation, and codebook were integral and connected to the development of themes discovered.

The themes discovered section provided in-depth discussions of how themes emerged after a process that began with the development of codes and ended with the formation of themes from the codes (Creswell & Poth, 2018). The final development of the themes was guided by the

final In Vivo codebook (see Figure 5). The four themes that emerged included (a) leadership challenges with delegation, (b) leadership challenges with building strong teams, (c) leadership challenges with business expansion, and (d) leadership influence on organizational culture. Two sub-themes related to the larger themes also emerged, which included relationships, feedback, and communication that related to the larger theme of leadership challenges with delegation and shared knowledge and responsibilities that is related to the larger theme of leadership challenges with building strong teams. The two anticipated themes known prior to conducting the field study that emerged included informal workplace learning and collaborative networking. The two themes discovered after conducting the field that emerged included workplace transparency and micromanagement.

The interpretation of themes section included the examination of these four themes and two related sub-themes in the context of the participants' verbatim quotes that were used to form each theme and sub-theme as well as an analysis of the correlation of these themes to the broader literature reviewed in Section 1 (Creswell, 2016; Creswell & Poth, 2018). The representation and visualization of the data section included the researcher representing the data using graphs and charts to create a visual image of the study information that displays themes and data patterns to show innovative styles of data displays (Creswell & Poth, 2018). The visual images of the study information were developed in NVivo 12 using imported data, which included the researcher's (a) finalized Microsoft Excel workbook codebook, (b) sorted interview data separated into logical chapters, and (c) interview transcripts.

The relationship of the findings provided a detailed discussion of how the study findings related to the key areas in the research proposal from Section 1. The key areas included (a) the research questions, (b), the conceptual framework, (c) anticipated themes, (d) the literature, and

(e) the problem. The analysis of (a) the research questions described how the findings addressed each of the research questions; (b) the conceptual framework described how the findings related to each of the elements in the research framework diagram (see Figure 1); and (c) the anticipated themes described how the findings related to the anticipated themes known prior to the study, with a focus on any differences, unanticipated themes, or missing themes. The analysis of the literature provided a detailed discussion of how the study findings related to the literature review of (a) business practices, (b) related studies, and (c) discovered themes from Section 1. The last analysis involved the problem, which described how the study findings related to the general and specific problems that were studied.

A summary of the findings concluded the presentation of findings section. The summary of findings provided an overview of how the findings addressed the (a) general and specific problems that were studied, (b) purpose of the research, and (c) research questions. Highlights of the key conclusions drawn from the findings concluded the presentation of findings section.

In its entirety, the presentation of the findings directly addressed the research problem, the aim of this research study, and the research questions stated in Section 1. The relationship of the findings section demonstrated that the study findings related to the key areas in the research proposal from Section 1, which included the research questions, the conceptual framework, anticipated themes, the literature, and the problem. Overall, the presentation of the findings of this study indicated the alignment of the conceptual framework with the research design, research method, research questions, and research findings.

Application to Professional Practice. The application to professional practice section was divided into the two sub-topics of improving general business practice and potential application strategies as well as a summary of application to professional practice. This section

examined how the findings of this study can positively contribute to improving general business practice and the potential application strategies that organizations can use. The focus on improving general business practice provided a detailed discussion of how the results of this study can improve general business practice. The focus on potential application strategies provided a detailed discussion of potential application strategies that organizations can use to leverage the findings of this study. The general business practices that can be improved and potential strategies that can be used are summarized below.

Improving General Business Practice. Four themes and two related sub-themes emerged from analysis of the participants' in-depth interview responses (Gupta et al., 2020; Haven & Van Grootel, 2019). The four themes that were identified and interpreted in the presentation of findings section included (a) leadership challenges with delegation, (b) leadership challenges with building strong teams, (c) leadership challenges with business expansion, and (d) leadership influence on organizational culture. The two related sub-themes included relationships, feedback, and communication and shared knowledge and responsibilities.

All of these themes and sub-themes provided research-based insight into four essential business practices that can be improved to facilitate higher business performance, which include (a) organizational effectiveness, (b) effective leadership, (c) delegating tasks and responsibilities, and (d) building strong teams (Williams et al., 2020). These essential business practices can be learned by and applied to social enterprises and organizations of all sizes in all industry sectors to accomplish organizational objectives, enhance business performance, and create both economic and social value (Camilleri, 2017; McKenzie & Woodruff, 2017). The participants' practical experiences and insightful responses pertaining to each of these essential business practices were

discussed in detail to demonstrate the significance to improving general business practice (Bradshaw et al., 2017).

Potential Application Strategies. Two anticipated themes known prior to conducting this study and two themes discovered after conducting this study emerged from analysis of the participants' in-depth interview responses (Gupta et al., 2020; Haven & Van Grootel, 2019). The two anticipated themes identified and interpreted in the presentation of findings section included informal workplace learning and collaborative networking. The two discovered themes identified and interpreted in the presentation of findings section included workplace transparency and micromanagement.

All of these themes provided research-based insight into four organizational development practices, which can be leveraged as potential application strategies that organizations can use to achieve strategic objectives, which include (a) executive coaching, (b) professional development, (c) collaborative networking, and (d) workplace transparency (Hunt & Weintraub, 2017; Mello, 2019). Potential strategies, such as executive coaching and professional development can create leaders' self-awareness to promote cultivation of an organizational culture that supports informal workplace learning, collaborative networking, and workplace transparency to respond better to changing external conditions (Balushi, 2021; Gold et al., 2019; Wang, 2021). The importance of these organizational development practices to employing potential strategies that organizations can use was demonstrated by the participants' practical experiences and insightful interview responses (Bradshaw et al., 2017).

Recommendations for Further Study. This section provided specific examples of further areas that should be studied based on the findings of this qualitative study and addressed why the study findings suggested these areas for further study. High-quality qualitative studies

should list recommendations and potential directions for further study, which directly build on the themes stated in the presentation of findings section to build on the current findings and provide topics for new scholars to study (Creswell, 2016). There were four themes and two related sub-themes stated in the presentation of findings section. There were also two anticipated themes known prior to conducting the field study and two themes discovered after conducting the field study stated in the presentation of findings section.

The recommendations for future research directly build on all of the themes stated in the presentation of findings section (Creswell, 2016). The four themes included (a) leadership challenges with delegation, (b) leadership challenges with building strong teams, (c) leadership challenges with business expansion, and (d) leadership influence on organizational culture. The two sub-themes included relationships, feedback, and communication, which is related to the larger theme of leadership challenges with delegation and shared knowledge and responsibilities, which is related to the larger theme of leadership challenges with building strong teams. The two anticipated included informal workplace learning and collaborative networking. The two themes discovered after conducting study included workplace transparency and micromanagement.

The recommendations for further study, which directly build on the study participants' responses during the interviews, aimed to explore key questions that were identified after in-depth analysis of the participants' interview transcripts (Creswell & Poth, 2018). A search of primary scholarly sources published within the last 5 years failed to find any studies that explored these questions in the context of social enterprise organizations in the United States, which provides the topics recommended for further study. Three recommendations for further study aimed to explore three questions. The first recommendation aims to explore the role of formal internal and/or external employee training in helping to address leadership challenges

with delegation, team building, and business expansion. The second recommendation aims to explore the impact of leaders' clear and regular communication of the organization's mission on attainment of social enterprise success. The third recommendation aims to explore the influence of workplace transparency on motivating shared problem-solving to achieve the dual goals of a social enterprise organization.

The fourth recommendation for further study was to repeat this study within a new context because of the shortcomings and uncertainties of this study that were acknowledged in the assumptions, limitations, and delimitations described in Section 1 (Amini et al., 2018; Creswell & Poth, 2018; Ross & Zaidi, 2019; Theofanidis & Fountouki, 2019). The findings of this qualitative, flexible design, single case study were based on semi-structured, online interviews conducted with participants in both leadership and direct-report positions within 20 social enterprise organizations across the United States. It was recommended to expand this study to different participants in different sectors and organizations outside of social enterprises and geographic locations beyond the United States to explore if the same themes or themes consistent with the themes in this study would emerge. Further research outside the scope of this study can add new information and perspectives that can be leveraged to create potential application strategies that social enterprises and other organizations can use. Expanding this study beyond social enterprise organizations can extend the existing body of knowledge beyond the specific context identified in the general and specific problems stated in Section 1.

Reflections. The reflections section was divided into the two sub-topics of personal and professional growth and biblical perspective as well as a summary of reflections. The topic of personal and professional growth stated how different aspects of conducting this research project facilitated both personal and professional growth. The biblical perspective explained of how the

business functions explored in this study relate to and integrate with a Christian worldview, with specific references to the Scripture included to clearly illustrate the relationships.

Personal and Professional Growth. Conducting this research study facilitated both personal and professional growth because the researcher learned three key practices necessary for successful outcomes throughout this doctoral journey, which included (a) critical thinking and analysis, (b) APA Style, and (c) time management. These three key practices enabled successful outcomes in the prerequisite coursework of the DBA program and later in the doctoral journey when learning about the (a) dissertation-writing process; (b) duties and responsibilities of conducting research with human participants; and (c) collection, management, and analysis of qualitative research data. The knowledge, skills, and abilities gained by conducting this research study provided for both professional growth by improving the researcher's performance at work teaching undergraduate college business courses and personal growth at home by improving the researcher's performance in productive living, such as entrepreneurial endeavors.

Biblical Perspective. The key business functions of strong delegation and team building explored in the literature review in Section 1 correlated to the findings and themes that emerged in this study and relate to and integrate with a Christian worldview and the leadership lessons from both the Old Testament and New Testament about delegation and strong team building. The inerrant Scripture explained that Jesus' mission and leadership paradigm included delegation to give "authority to his servants, and to every man his work" (*New International Version Bible*, 1978/2011, Mark 13:34), and building strong teams to "make disciples of all the nations" (Matthew 28:19). Exodus 18:13–26 conveyed the story of Moses and his father-in-law, Jethro, who helped Moses become a better leader by teaching him the importance of delegating tasks and responsibilities and building strong teams to faithfully serve God, lead others, and manage

organizational problems (*New International Version Bible*, 1978/2011). The scriptural truths of 2 Timothy 1:1–14 and 2 Timothy 2:1–19 also emphasized the importance of effective delegation and team building (*King James Bible*, 1769/2017). Paul delegated to Timothy the task and responsibility of guarding “the good deposit that was entrusted to you, guard it with the help of the Holy Spirit” (2 Timothy 1:14).

Leadership succession was ensured through God’s Plan for Moses to “take Joshua son of Nun, a man in whom is the spirit of leadership and lay your hand on him” (*English Standard Version Bible*, 2001, Numbers 27:18). God commanded Moses to strengthen and encourage his servant Joshua and develop him for future leadership “for he will lead this people across and will cause them to inherit the land that you will see” (Deuteronomy 3:28). Owing to Moses’ strong delegative practices and leadership, “now Joshua son of Nun was filled with the spirit of wisdom because Moses had laid his hands on him. So the Israelites listened to him and did what the Lord had commanded Moses” (Deuteronomy 34:9).

Paul’s leadership lesson to Timothy included focus on the appropriate characteristics of members to build strong teams. Paul stated the importance of Timothy entrusting only reliable and qualified people, who can correctly handle God’s Words of Truth and clearly spread the Gospel to “avoid godless chatter, because those who indulge in it will become more and more ungodly” (2 Timothy 2:2: 16). Moses became a strong and effective leader after learning and applying the leadership lessons from Jethro that taught him the importance of shared leadership to facilitate successful leadership succession to honor God. Jethro taught Moses that sharing the tasks and responsibilities as well as the authority of his leadership by decentralizing his power and developing the God-given talents of his staff through strong delegation and team building, would help him work more efficiently and serve the Lord more faithfully (Exodus 18:23).

Summary and Study Conclusions

Social enterprise organizations are emerging in the United States and worldwide as an effective business that can play a key role in helping to address some of the most persistent and challenging environmental, political, economic, and social problems that affect both society and business (Abramson & Billings, 2019; Bacq & Lumpkin, 2021; Lubberink et al., 2019). Social enterprises place both social and economic goals at the core of organizational activities and can function as profit-maximizing businesses capable of minimizing societal problems by providing innovative solutions to social issues ignored by the market, public, and private sectors (da Silva Nascimento & Salazar, 2020; Hojnik & Crnogaj, 2020; Xu & Xi, 2020). According to Oberoi et al. (2021), social enterprise organizations will play an even more vital role both during and after the current COVID-19 crisis because these businesses are founded to address challenging social needs and identify and provide innovative solutions to problems presented. The authors stated that the positive social impact and economic contributions of social enterprise organizations in the growth of both local communities and societies worldwide should not be “disregarded nor underestimated” (p. 129). Bacq and Lumpkin (2021) advised that social enterprises have a vital role to play in the era of COVID-19 because the demands and drastic measures surrounding this pandemic has implications for major social problems, such as unemployment, homelessness, and healthcare deficiencies. The authors argued that these altruistic organizations are recognized not only for their ambition, but also their ability to defy the status quo, navigate market interactions, and “make the world a better place” (p. 288).

However, the rise in number of social enterprise organizations starting and expanding often results in many unsuccessful startups and business expansion failures caused by different barriers to achieving growth and financial sustainability (Abramson & Billings, 2019; Davies et

al., 2019; Hojnik & Crnogaj, 2020). Social enterprise organizations striving to expand often attain organizational growth solely in terms of size, scope, sites, and activities, but fail to achieve economic, operational, and other growth dimensions required for financial sustainability (Bretos et al., 2020; Han & Shah, 2020; Zhao & Han, 2020). Tykkyläinen (2019) stated that the common approach to social enterprise growth fails to look beyond expansion processes focused on scaling social impact and should involve a more comprehensive growth orientation that extends to the operational environment, economic considerations, business development, and financial gain.

Several authors concluded that barriers to social enterprise organizational growth and financial sustainability arise from governance challenges related to preserving dual objectives and preventing mission drift as well as funding challenges related to unclear identity and social impact measurements (Abramson & Billings, 2019; Battilana, 2018; Davies et al., 2019). There are fewer studies that explore the intra-organizational causes of social enterprise organizational failures, particularly leadership challenges with practicing effective managerial skills, such as delegating tasks and responsibilities and building strong teams when working with direct-reports in daily operations (Saebi et al., 2019; Yaari et al., 2020). This study aimed to reduce this gap in the current literature by sharing what is learned about social enterprise organizational leaders' inability to delegate tasks and responsibilities and build strong teams within businesses.

The general problem addressed was the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams resulting in the inability to expand the business, while achieving growth and financial sustainability (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018). The purpose of this qualitative, flexible design, single case study was to add to the existing body of knowledge and increase the understanding of the reasons behind the failure of leaders within social enterprise organizations

to delegate tasks and responsibilities and build strong teams and the effects of these leadership failures on business expansion, growth, and financial sustainability. The larger issue of the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams was explored through an in-depth study of the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability within social enterprise organizations in the United States. The specific problem addressed was the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

A comprehensive review of the professional and academic literature published within the last 5 years demonstrated that the existing body of knowledge is connected to and provides a solid foundation for this research study. The significance of this study was that business research can uncover the information needed to provide social enterprise organizational leaders with the practical tools, knowledge, and skills necessary to prevent the failure of a business due to the lack of delegation and team-building skills. This study can benefit business practice and the function of leadership in business because any information gained that can strengthen social enterprise organizational leaders' delegation and team-building skills can help any organizational leader that seeks to expand a business, while achieving growth and financial sustainability (Daft, 2018; Gamble et al., 2019; Mello, 2019).

The research questions, RQ1, RQ2, RQ3, and RQ4 introduced the qualitative research questions and sub-questions that aimed to understand and form the basis of inquiry to better appreciate the specific problem addressed and its consequences. The nature of the study

described that the researcher's paradigm was pragmatism, which is focused on real-world social problems in natural settings, the future, and the human capacity to learn, adapt, and shape their environments in practical ways (Kaushik & Walsh, 2019). The research design and research method for this study was a flexible design using a qualitative method; specifically, a single case study design. The conceptual framework described the conditions surrounding the specific problem studied that can be found in the literature and presented a research framework diagram (see Figure 1) that shows all of the framework elements and flow of action and information.

The assumptions, limitations, and delimitations for this qualitative, flexible design, single case study described the potential risks of identified assumptions and limitations, how each risk will be mitigated, and how the boundary or scope conditions set by the delimitations will impact this study. The study's participant eligibility criteria shown in Table 1 was defined to help identify the general, target, accessible, and sample populations shown in Figure 2 (Asiamah et al., 2017). The accessible population shown in red in Figure 2 was used as the sample frame to compensate for potential deficits of participants in the target population due to ineligibility, lack of response, negative response, and lack of consent (Asiamah et al., 2017; Martínez-Mesa et al., 2016). Purposive sampling from the accessible population facilitated deliberate selection of participants who were eligible, available, and willing voluntarily to consent to meeting with the researcher within a three-week research time-frame set for conducting online interviews (Asiamah et al., 2017; Lee et al., 2020; Majid, 2018; Patino & Ferreira, 2018).

The sample became the small study population of 20 individuals who were purposefully selected from the larger general, target, and accessible populations to be participants in this study, as shown in purple in Figure 2 and outlined in Table 3 (Ames et al., 2019; Asiamah et al., 2017; Gill, 2020; Vasileiou et al., 2018). Data triangulation was used to validate the study

findings, which was achieved by conducting online, semi-structured, in-depth, qualitative interviews with different individuals, who were performing different functions in different organizational roles, while employed within different social enterprise organizations located in different locations covering all four regions of the United States (see Table 1, Table 2, Table 3, and Figure 2). This triangulation of data allowed the researcher to collect a broad source of qualitative data that contributes to the credibility and confirmability of the findings (da Silva Santos et al., 2020; Fusch et al., 2018).

The researcher conducted the study ethically and responsibly by completing the IRB review process to attain written approval (see Appendix H) to begin participant recruitment, participant consent, and data collection (DiGiacinto, 2019). The researcher purposefully selected 20 participants that are employed in leadership positions and direct-report positions within social enterprise organizations, in accordance with the participant eligibility criteria shown in Table 1, Table 2, and Figure 2. The researcher sent the IRB-stamped consent form (see Appendix E) to each participant that agreed to participate after their online interview was scheduled.

This qualitative study was conducted using semi-structured, online interviews as the sole method of data collection. Specifically, in conducting this study, the researcher created an interview guide (see Appendix G) to interview the participants and ensure that all interview questions (see Appendix F) were answered within the scheduled time (Adeoye-Olatunde & Olenik, 2021; Busetto et al., 2020; DeJonckheere & Vaughn, 2019). To ensure reliability and reflexivity, the researcher used the same interview guide (see Appendix G) when interviewing all participants. All of the interview questions were anchored in the current academic literature and based on the four central research questions RQ1, RQ2, RQ3, and RQ4 and corresponding sub-questions of this study (see Appendix F).

Based on the 20 semi-structured, online interviews conducted with participants in both leadership and direct-report positions within successful, growing social enterprise organizations across the United States (see Table 3), (a) four main themes, (b) two related sub-themes, (c) two anticipated themes, and (d) two discovered themes emerged. All of these themes were stated in the presentation of findings section. The four main themes included (a) leadership challenges with delegation, (b) leadership challenges with building strong teams, (c) leadership challenges with business expansion, and (d) leadership influence on organizational culture. The two related sub-themes included relationships, feedback, and communication, which is related to the theme of leadership challenges with delegation and shared knowledge and responsibilities, which is related to the theme of leadership challenges with building strong teams. The two anticipated themes known prior to conducting the field study included informal workplace learning and collaborative networking. The two themes discovered after conducting the field study included workplace transparency and micromanagement.

The interpretation of themes section included the detailed examination of these four main themes, two related sub-themes, two anticipated themes, and discovered themes in the context of the participants' verbatim quotes that were used to form all of these themes as well as an analysis of the correlation of these themes to the broader literature reviewed in Section 1 (Creswell, 2016; Creswell & Poth, 2018). The representation and visualization of the data section presented the data in graphs and charts to create a visual image of the study information that displays themes and data patterns using innovative styles of data displays (Creswell & Poth, 2018). The visual images of the of the study information that displays themes and data patterns were developed in NVivo 12 using imported data, which included the researcher's (a) finalized workbook codebook (see Figure 5), (b) sorted interview data, and (c) interview transcripts. The relationship of the

findings provided a detailed discussion of how the study findings related to the key areas in the research proposal from Section 1.

The application to professional practice section examined how the findings of this study can positively contribute to improving general business practice and the potential application strategies that organizations can use. The four main themes of (a) leadership challenges with delegation; (b) leadership challenges with building strong teams; (c) leadership challenges with business expansion; and (d) leadership influence on organizational culture and two sub-themes of relationships, feedback, and communication and shared knowledge and responsibilities emerged from analysis of the participants' in-depth interview responses (Gupta et al., 2020; Haven & Van Grootel, 2019). All of these themes and sub-themes provided research-based insight into four essential business practices that can be improved to facilitate higher business performance, which include (a) organizational effectiveness, (b) effective leadership, (c) delegating tasks and responsibilities, and (d) building strong teams (Williams et al., 2020). These essential business practices can be learned by and applied to social enterprises and organizations of all sizes in all industry sectors to accomplish organizational objectives, enhance business performance, and create both economic and social value (Camilleri, 2017; McKenzie & Woodruff, 2017). The participants' practical experiences and insightful responses pertaining to each of these essential business practices were discussed in detail to demonstrate the significance to improving general business practice (Bradshaw et al., 2017).

The two anticipated themes of informal workplace learning and collaborative networking known prior to conducting this study and the two discovered themes of workplace transparency and micromanagement known after conducting this study emerged from analysis of the participants' in-depth interview responses (Gupta et al., 2020; Haven & Van Grootel, 2019). All

of these themes provided research-based insight into four organizational development practices, which can be leveraged as potential application strategies that organizations can use to achieve strategic organizational objectives, which include (a) executive coaching, (b) professional development, (c) collaborative networking, and (d) workplace transparency (Hunt & Weintraub, 2017; Mello, 2019). Potential organizational strategies, such as executive coaching and professional development can create leaders' self-awareness to promote cultivation of an organizational culture that supports informal workplace learning, collaborative networking, and workplace transparency to respond better to changing external conditions (Balushi, 2021; Gold et al., 2019; Wang, 2021). The importance of these organizational development practices to applying potential strategies that organizations can use was demonstrated by the participants' practical experiences and insightful interview responses (Bradshaw et al., 2017).

There are four recommendations for further study. Recommendations one, two, and three directly build on all of the themes and sub-themes stated in the presentation of findings in Section 3 as well as the participants' responses during the interviews and seek to explore key questions that were identified after in-depth analysis of the participants' interview transcripts (Creswell & Poth, 2018). The first recommendation for further study is to explore the role of formal internal and/or external employee training in helping to address social enterprise organizational leadership challenges with delegation, team building, and business expansion. Hunt and Weintraub (2017) underscored that organizational decision-makers must provide opportunities for employees to learn whenever and however they can because it is the opportunities for learning more than the specific mode that helps employees understand and align what the organization wants and what they need to learn. The second recommendation for further study is to explore the impact of leaders' clear and regular communication of the

organization's mission on achievement of social enterprise organizational success. Qi and Liu (2017) stated that the greatest positive factor contributing to continuously enhancing overall organizational performance and profitability is strong leadership focused on positive change.

The third recommendation for further study is to explore the influence of workplace transparency on motivating shared problem-solving to achieve the distinct dual goals of a social enterprise organization. Balushi (2021) argued that enhanced internal transparency that facilitates employees' increased understanding of an organization's overall performance goals empowers and motivates them to take responsibility and ownership of their job performance. The fourth recommendation for further study is to repeat this study within a new context due to the flaws and uncertainties of this study that were stated in the assumptions, limitations, and delimitations in Section 1 (Amini et al., 2018; Ross & Zaidi, 2019; Theofanidis & Fountouki, 2019).

The findings of this qualitative, flexible design, single case study were based on semi-structured, online interviews conducted with participants in both leadership and direct-report positions within 20 social enterprise organizations across the United States. It is recommended to expand this study to different participants in different sectors and organizations outside of social enterprise businesses as well as geographic locations beyond the United States to explore if the same themes or themes consistent with the themes discovered in this study would emerge. Further research outside the scope of this study may add new information, experiences, and perspectives that can be leveraged to create potential application strategies that social enterprise organizations and other businesses can use to improve general business practice and effective practice of leadership in business. Expanding this study beyond social enterprise organizations can extend the existing body of knowledge beyond the specific context identified in the general and specific problems that were studied.

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Appendix A: Permission Request Letter to Interview Participants

[Date]

Dear [Recipient]:

As a doctoral student in the School of Business at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The title of my research project is *Overcoming Barriers to Social Enterprise Expansion, Growth, and Financial Sustainability: The Leadership Challenges*. The purpose of my research is to add to the body of knowledge and increase the understanding of the reasons behind the potential failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability.

I am writing to request your permission to utilize your staff list to recruit participants for my research. If it is not an allowable policy to provide your staff list, I would like to request that you please agree to send/provide my study information to members of your organization who are 18 years of age or older and employed in a leadership or direct-report position on my behalf.

Participants will be asked to contact me to schedule a 60- to 90-minute, audio-and-video recorded, online interview. Following the initial online interview, participants will be asked if they would like to participate in a 30- to 60-minute, audio-and-video recorded, online member check interview to verify the interview transcript for accuracy. Participants will be presented with informed consent information prior to participating in the online interview. Taking part in this study is completely voluntary, and participants are welcome to discontinue participation at any time.

Thank you for considering my request. If you choose to grant permission, please respond to this email. A permission letter document is attached for your convenience.

Sincerely,

Elizabeth Lee
Doctoral Candidate, Liberty University

Appendix B: Permission Response Letter to Interview Participants

[Date]

Dear Elizabeth Lee:

After careful review of your research proposal entitled Overcoming Barriers to Social Enterprise Expansion, Growth, and Financial Sustainability: The Leadership Challenges, [I/we] have decided to grant you permission to access our staff list and contact our staff to invite them to participate in your study.

Please check the following boxes, as applicable:

[I/We] will provide our staff list to Elizabeth Lee, and Elizabeth Lee may use the list to contact our members to invite them to participate in her research study.

[I/We] will not provide potential participant information to Elizabeth Lee, but we agree to [send/provide] Elizabeth Lee's study information to our members who are 18 years of age or older and employed in a leadership or direct-report position on her behalf.

[I/We] are requesting a copy of the results upon study completion and/or publication.

Sincerely,

[Official's Name]

[Official's Title]

[Official's Company/Organization]

Appendix C: Letter of Invitation

[Date]

Dear [Recipient]:

As a doctoral student in the School of Business at Liberty University, I am conducting research as part of the requirements for a doctoral degree. The purpose of my research is to increase the understanding of the reasons behind the potential failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business success, and I am writing to invite eligible participants to join my study.

Participants must be 18 years of age or older and employed in a leadership or direct-report position within a social enterprise organization in the United States. Participants, if willing, will be asked to participate in a 60- to 90-minute, audio-and-video recorded, online interview via Zoom. Following the initial online interview, participants will be asked if they would like to participate in a 30- to 60-minute, audio-and-video recorded, online member check interview to verify the interview transcript for accuracy. Names and other identifying information will be requested as part of this study, but the information will remain confidential.

To participate, please contact me via email for more information and to schedule an interview.

A consent document will be given to you via email after the interview is scheduled. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document electronically and return it to me via email before the time of the interview.

Sincerely,

Elizabeth Lee
Doctoral Candidate

Appendix D: Letter of Invitation Follow-Up Letter

[Date]

Dear [Recipient]:

As a doctoral student in the School of Business at Liberty University, I am conducting research as part of the requirements for a doctoral degree. Two weeks ago, an email was sent to you inviting you to participate in my research study. This follow-up email is being sent to remind you to respond if you would like to participate and have not already done so. The deadline for participation is November 05, 2021.

Participants, if willing, will be asked to participate in a 60- to 90-minute, audio-and-video recorded, online interview via Zoom. Following the initial online interview, participants will be asked if they would like to participate in a 30- to 60-minute, audio-and-video recorded, online member check interview via Zoom to verify the interview transcript for accuracy. Names and other identifying information will be requested as part of this study, but the information will remain confidential.

To participate, please contact me via email for more information and to schedule an interview.

A consent document will be given to you via email after the interview is scheduled. The consent document contains additional information about my research. If you choose to participate, you will need to sign the consent document electronically and return it to me via email before the time of the interview.

Sincerely,

Elizabeth Lee
Doctoral Candidate

Appendix E: IRB-Stamped Consent Form

Consent

Title of the Project: Overcoming Barriers to Social Enterprise Expansion, Growth, and Financial Sustainability: The Leadership Challenges

Principal Investigator: Elizabeth Lee, Doctoral Candidate, Liberty University

Invitation to be Part of a Research Study

You are invited to participate in a research study. To participate, you must be 18 years of age or older and employed in leadership or direct-report position at a social enterprise organization within the United States. Taking part in this research project is voluntary.

Please take time to read this entire form and ask questions before deciding whether to take part in this research.

What is the study about and why is it being done?

The purpose of the study is to add to the existing business research that explores the leadership of social enterprise organizations. This study aims to understand the reasons behind the potential failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability.

What will happen if you take part in this study?

If you agree to be in this study, I will ask you to do the following things:

1. Participate on a volunteer basis, in a 60- to 90-minute interview, which will be conducted online via Zoom and recorded using audio and video. The interview will include 10 to 15 standard questions, with the possibility of additional questions.
2. Participate on a volunteer basis, in a 30- to 60-minute member check interview following the initial interview, which will be conducted online via Zoom and recorded using audio and video. The member check interview will allow the participant to verify the interview transcript for accuracy.

How could you or others benefit from this study?

Participants should not expect to receive a direct benefit from taking part in this study.

Benefits to society include the knowledge gained that can help leaders within social enterprises delegate tasks and responsibilities and build strong teams to effectively expand the business while achieving growth and financial sustainability, which facilitates successful achievement of the organization's social mission that aims to find innovative solutions to major social problems.

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IRB-FY21-22-137
Approved on 9-24-2021

Appendix E: IRB-Stamped Consent Form (continued)**What risks might you experience from being in this study?**

The risks involved in this study are minimal, which means they are equal to the risks you would encounter in everyday life. The potential risks involved in this study include the risk of stress and fatigue during the 60 to 90 minute recorded online interview and/or the 30 to 60 minute recorded online member check interview after the initial interview. To mitigate these risks, the researcher will offer the participant an opportunity to take a break whenever they wish. Another potential risk may be a participant's fear of providing their personal opinions, which can cause uneasy feelings from a prior experience. To mitigate this risk, the researcher will advise the participant of the option to skip the question.

How will personal information be protected?

The records of this study will be kept private. Published reports will not include any information that will make it possible to identify a subject. Research records will be stored securely, and only the researcher will have access to the records. Data collected from you may be shared for use in future research studies or with other researchers. If data collected from you is shared, any information that could identify you, if applicable, will be removed before the data is shared.

- Participant responses will be kept confidential through the use of codes. Online interviews will be conducted in a location where others will not easily overhear the conversation.
- Data will be stored on a password-locked computer and may be used in future presentations. After three years, all electronic records will be deleted.
- Online interviews will be recorded and transcribed. Recordings will be stored on a password-locked computer for three years and then erased. Only the researcher will have access to these recordings.

Is study participation voluntary?

Participation in this study is voluntary. Your decision whether or not to participate will not affect your current or future relations with Liberty University. If you decide to participate, you are free to not answer any question or withdraw at any time without affecting those relationships.

What should you do if you decide to withdraw from the study?

If you choose to withdraw from the study, please contact the researcher at the email address or phone number included in the next paragraph. Should you choose to withdraw, data collected from you will be destroyed immediately and will not be included in this study.

Whom do you contact if you have questions or concerns about the study?

The researcher conducting this study is Elizabeth Lee. You may ask any questions you have now. If you have questions later, **you are encouraged** to contact her at [REDACTED]. You may also contact the researcher's faculty sponsor, Dr. Melissa Connell, at [REDACTED].

Appendix E: IRB-Stamped Consent Form (continued)**Whom do you contact if you have questions about your rights as a research participant?**

If you have any questions or concerns regarding this study and would like to talk to someone other than the researcher, **you are encouraged** to contact the Institutional Review Board, 1971 University Blvd., Green Hall Ste. 2845, Lynchburg, VA 24515 or email at irb@liberty.edu.

Disclaimer: The Institutional Review Board (IRB) is tasked with ensuring that human subjects research will be conducted in an ethical manner as defined and required by federal regulations. The topics covered and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Consent

By signing this document, you are agreeing to be in this study. Make sure you understand what the study is about before you sign. You will be given a copy of this document for your records. The researcher will keep a copy with the study records. If you have any questions about the study after you sign this document, you can contact the study team using the information provided above.

I have read and understood the above information. I have asked questions and have received answers. I consent to participate in the study.

The researcher has my permission to audio-record and video-record me as part of my participation in this study.

Printed Subject Name

Signature & Date

Liberty University
IRB-FY21-22-137
Approved on 9-24-2021

Appendix F: Interview Questions

Research Question (RQ1)

What are the leader behaviors, characteristics, and motivations that influence the process and practice of delegating tasks and responsibilities and building strong teams in successful, growing social enterprise organizations?

- RQ1 aimed to explore the ability and willingness of leaders within successful, growing social enterprise organizations to delegate tasks and responsibilities and build strong teams.

Interview Questions for Leadership Positions That Address RQ1:

1. As a leader, what are your experiences with delegating tasks and responsibilities to your direct reports in this social enterprise organization?
 2. What are your experiences with building strong teams and empowering your direct reports?
 3. What are the behaviors, characteristics, and motivations that you, as a leader, describe as beneficial for delegating tasks and responsibilities and building strong teams?
 4. What are the behaviors, characteristics, and motivations that you, as a leader, describe as damaging to delegating tasks and responsibilities and building strong teams?
- ✚ Follow-up probing question(s), depending on the participant's response, related to the literature review and conceptual framework constructs, such as the importance of positive organizational impact. Pacut (2020) advised that a key factor in the development, growth, and success of social enterprises is the organizational leader's behaviors, characteristics, and motivations. The author states that the key leader behaviors, characteristics, and motivations positively related to the success

of a social enterprise organization include (a) personal characteristics, goals, values, and beliefs, (b) managerial leadership, (c) management knowledge, (d) the desire to increase knowledge to promote innovativeness, and (e) involvement with stakeholders and the local community. Potential follow-up question, such as

✚ What is the importance of managerial leadership and management knowledge to a leader's positive organizational impact?

Interview Questions for Direct-Report Positions That Address RQ1:

1. What are your experiences with performing delegated tasks and responsibilities?
2. What are your experiences with being assigned to work as part of a team?
3. What are the behaviors, characteristics, and motivations that you perceive as favorable for leaders delegating tasks and responsibilities and building strong teams?
4. What are the behaviors, characteristics, and motivations that you perceive as detrimental to leaders delegating tasks and responsibilities and building strong teams?

✚ Follow-up probing question(s), depending on the participant's response, such as the importance of ongoing employee development. McKenna (2016) suggested that delegation and team building should be constructive and involve the growth and development of individuals and teams as opposed to the mere allocation of tasks. The author explained this further, stating that effective leaders should build strong management teams capable of achieving the leader's own tasks and duties, key aspects of business operations, and strategic activities to ensure continued social impact and economic profits during potential leadership transitions and future leadership succession. Potential follow-up question, such as

- ✚ What is the importance of learning key aspects of business operations and strategic activities through delegation and working in teams to improving your performance in the organization?

Research Question (RQ2)

What are the practical tools and resources that can help leaders within social enterprise organizations to overcome the failure to delegate tasks and responsibilities and build strong teams and progress to expanding the business successfully?

- RQ2 aimed to explore (a) the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams, (b) the potential obstacles to delegating tasks and responsibilities and building strong teams, and (c) the leadership tools and resources that are attributable to delegating tasks and responsibilities and building strong teams successfully.

Interview Questions for Leadership Positions That Address RQ2:

1. What would you say was a major problem you encountered in leading this social enterprise business and what leadership practices helped to facilitate the resolution?
2. What obstacles, if any, do you face when delegating tasks and responsibilities to your direct reports?
3. What obstacles, if any, do you face when building strong teams that include your direct reports?
4. What are the leadership tools and resources that you use to overcome potential obstacles to delegating tasks and responsibilities and building strong teams?

- ✚ Follow-up probing question(s), depending on the participant's response, such as the importance of effective leadership. Ibrahim and Daniel (2019) inform that

effective leadership is vitally linked to high organizational performance because leaders' personal influence and characteristics can positively affect followers' task and goals completion, work behaviors and attitudes, and willingness to contribute. Popescu et al. (2020) emphasized that leaders in organizations of all types should have integrated skills that achieve managerial efficiency, improve overall performance, and motivate collective goals, such as creating strong, self-managed teams and delegating tasks to coordinate and empower employees.

Potential follow-up question, such as

- ✚ What is the importance of a leader motivating collective goals, such as creating strong, self-managed teams and delegating tasks to coordinate and empower employees?

Interview Questions for Direct-Report Positions That Address RQ2:

1. What are the obstacles, if any, you have experienced with being delegated to perform tasks and responsibilities?
2. What are the obstacles, if any, you have experienced with being assigned to work on a team?
3. What do you believe are solutions that can help leaders overcome potential obstacles to delegating tasks and responsibilities and building strong teams?

- ✚ Follow-up probing question(s), depending on the participant's response, such as the importance of effective delegation and employee development. Yaari et al. (2020) emphasized that delegation and the development of employees, teamwork, and management teams is especially important after a social enterprise organization is founded, stabilizes, reaches maturity, and is ready to grow. The

authors explained that during all stages, and particularly the maturity-growth stage of a social enterprise's life cycle, the main leadership challenge is financial sustainability, and delegation can facilitate the constant improvement in employee development, teamwork, and commitment needed to grow the organization profitably. Potential follow-up question, such as

- ✚ What is the importance of ongoing employee development through delegation and teamwork to increasing your commitment to the organization?

Research Question (RQ3)

What are the requirements for expanding social enterprise organizations?

- RQ3 aimed to explore the requirements for expanding a social enterprise organization, the distinct challenges social enterprise organizational leaders must face, and what role delegating tasks and responsibilities and building strong teams plays in the operational readiness to expand the business.

Interview Questions for Leadership Positions Only, That Address RQ3:

1. As a leader, what are the requirements for expanding a social enterprise organization?
2. What are the challenges you face in meeting the requirements to expand this social enterprise organization?
3. What are the leadership practices you use to overcome these challenges to expand the business while achieving growth and financial sustainability?
4. As a leader, what role does delegating tasks and responsibilities and building strong teams play in the operational readiness to expand a social enterprise organization?

- ✚ Follow-up probing question(s), depending on the participant's response, such as the importance of the operational environment. Tykkyläinen (2019) advised that the common approach to social enterprise growth fails to look beyond expansion processes focused on scaling social impact. The author explained that social enterprise organizational growth should involve a more comprehensive growth orientation that extends to the operational environment, economic considerations, business development, and financial gain. There is an emerging trend toward many business failures due to leadership challenges related to the lack of key managerial skills that contribute to organizational effectiveness, such as strong delegation and team-building, which results in barriers to successful business expansion, growth, and financial sustainability (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018). Potential follow-up question, such as
 - ✚ What is the importance of looking beyond expansion processes focused on scaling social impact when expanding the social enterprise organization?

Research Question (RQ4)

How do leaders within successful, growing social enterprise organizations in the United States create a culture that supports delegating tasks and responsibilities and building strong teams necessary to expand the business?

- RQ4 aimed to explore what type of organizational culture leaders cultivate and communicate to foster collective organizational engagement and commitment that facilitates both positive social change and profitable financial performance. The region of the United States is a boundary for the study to narrow the focus and explore the distinctive cultural contexts of social enterprises.

Interview Questions for Leadership Positions That Address RQ4:

1. As a leader, what type of organizational culture do you cultivate and communicate to foster collective organizational engagement that facilitates positive social change and profitable financial performance?
2. What are the commonly shared values in this social enterprise that promote trust, commitment, and organizational success?
3. Do you believe this organization's culture supports and inspires delegation of tasks and responsibilities and empowerment of strong teams? Please explain.

✚ Follow-up probing question(s), depending on the participant's response, such as the importance of complexity leadership theory. Complexity leadership theory supports the empowerment of teams to foster a culture of shared emergent leadership that is performed by all members across an organization to enable collective learning and implementation of innovative solutions that ensure economic sustainability (Gibbons & Hazy, 2017; Mendes et al., 2016). Leaders within social enterprises must be team-oriented and cultivate an organizational culture of collective decision-making and common purpose to facilitate the integration of social and economic value and the continuation of human and economic well-being (Muralidharan & Pathak, 2018). Potential follow-up question, such as

✚ What is the importance of cultivating an organizational culture of collective decision-making and common purpose to enable shared emergent leadership, collective learning, and implementation of innovative solutions that ensure positive social impact and financial sustainability?

Interview Questions for Direct-Report Positions That Address RQ4:

1. How would you describe the culture of this social enterprise organization?
2. What are the commonly shared values in this social enterprise that promote trust, commitment, and organizational success?
3. Do you believe this organization's culture supports and inspires delegation of tasks and responsibilities and empowerment of strong teams? Please explain.
 - ✚ Follow-up probing question(s), depending on the participant's response, such as the importance of organizational culture on organizational success. Leader, direct-reports, and internal stakeholders are key people-groups that work for the social enterprise organization, and their collective personalities, traits, values, beliefs, and efforts help define the organization's culture and influence the social enterprise's business outcomes (Eskiler et al., 2016; Napathorn, 2020; Shin & Park, 2019). Potential follow-up question, such as
 - ✚ What are the positive and negative influences on the organization's culture that influence the social enterprise's business outcomes?

Appendix G: Interview Guide

Date:

Participant's Coded Name:

Interview Preparation

Prior to the beginning of every interview, the participant's signed consent form was downloaded directly to the researcher's password-locked computer and saved using assigned coded names to protect each participant's privacy and confidentiality (Archibald et al., 2019; Lobe et al., 2020; Santhosh et al., 2021).

Interview Introductory Statement

I would like to begin by thanking you for volunteering to be part of this research study. The title of this research project is *Overcoming Barriers to Social Enterprise Expansion, Growth, and Financial Sustainability: The Leadership Challenges*. The purpose of this research is to add to the existing business research that explores the leadership of social enterprise organizations. The objective of this study is to understand the reasons behind the potential failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams, and the effects of these potential leadership failures on business expansion, growth, and financial sustainability. This business research can uncover the information and solutions needed to provide leaders within social enterprises with the practical knowledge, tools, and skills needed to prevent the failure of an organization due to the lack of delegation and team-building skills.

I would like to take a moment to remind you that to protect the privacy of all participants, all interview transcripts will conceal each participant's identity with the use of a coding system to assign coded names. Your responses are totally confidential and no information can be traced

back to any specific individual. Your participation is completely voluntary, and you can refuse to participate at any time. You may also choose not to answer any question. The interview should take 60 to 90 minutes and will be audio and video recorded for transcription purposes. I will be asking you approximately 10 to 15 main questions, but I may ask more for clarification. If you would like to share any information related to the research topic, but did not have the opportunity to do so through answering the interview question, please feel free to do so at any time.

Researcher's References

Specific Problem Statement

The specific problem addressed in this study is the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams resulting in the potential inability to expand the business, while achieving growth and financial sustainability.

Purpose Statement

The purpose of this qualitative, flexible design, single case study was to add to the existing body of knowledge and increase the understanding of the reasons behind the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams and the effects of these leadership failures on business expansion, growth, and financial sustainability. The research aimed to determine what behaviors, characteristics, and motivations leaders have that result in the failure to delegate tasks and responsibilities and build strong teams within social enterprise organizations. The research aimed to explore if there are any potential challenges impeding a leader's ability to delegate tasks and responsibilities and build strong teams within social enterprise organizations and sought to discover practical tools

and resources for improving leaders' poor delegation and team-building skills. The research aimed to gain insight about what cultural contexts support leaders building strong teams and delegating tasks and responsibilities. The research aimed to learn how the readiness of a social enterprise organization to expand manifests itself in the necessity of its leaders to build strong teams and delegate tasks and responsibilities. The larger issue of the failure of leaders within social enterprise organizations to delegate tasks and responsibilities and build strong teams was explored through an in-depth study of the potential failure of leaders to delegate tasks and responsibilities and build strong teams and the effects of these potential leadership failures on business expansion, growth, and financial sustainability within social enterprise organizations in the United States.

Main Interview

Unless you have any questions or concerns, would it be alright to begin the interview and start the recording?

Introductory Question

Can you please tell me a little about your organization, what your role is there, and the organizational structure regarding your direct reports and who you report directly to?

Research Question (RQ1)

What are the leader behaviors, characteristics, and motivations that influence the process and practice of delegating tasks and responsibilities and building strong teams in successful, growing social enterprise organizations?

- RQ1 aimed to explore the ability and willingness of leaders within successful, growing social enterprise organizations to delegate tasks and responsibilities and build strong teams.

Interview Questions for Leadership Positions That Address RQ1:

1. As a leader, what are your experiences with delegating tasks and responsibilities to your direct reports in this social enterprise organization?
 2. What are your experiences with building strong teams and empowering your direct reports?
 3. What are the behaviors, characteristics, and motivations that you, as a leader, describe as beneficial for delegating tasks and responsibilities and building strong teams?
 4. What are the behaviors, characteristics, and motivations that you, as a leader, describe as damaging to delegating tasks and responsibilities and building strong teams?
- ✚ Follow-up probing question(s), depending on the participant's response, related to the literature review and conceptual framework constructs, such as the importance of positive organizational impact. Pacut (2020) advised that a key factor in the development, growth, and success of social enterprises is the organizational leader's behaviors, characteristics, and motivations. The author stated that the key leader behaviors, characteristics, and motivations positively related to the success of a social enterprise organization include (a) personal characteristics, goals, values, and beliefs, (b) managerial leadership, (c) management knowledge, (d) the desire to increase knowledge to promote innovativeness, and (e) involvement with stakeholders and the local community. Potential follow-up question, such as

- ✚ What is the importance of managerial leadership and management knowledge to a leader's positive organizational impact?

Interview Questions for Direct-Report Positions That Address RQ1:

1. What are your experiences with performing delegated tasks and responsibilities?
2. What are your experiences with being assigned to work as part of a team?
3. What are the behaviors, characteristics, and motivations that you perceive as favorable for leaders delegating tasks and responsibilities and building strong teams?
4. What are the behaviors, characteristics, and motivations that you perceive as detrimental to leaders delegating tasks and responsibilities and building strong teams?

✚ Follow-up probing question(s), depending on the participant's response, such as the importance of ongoing employee development. McKenna (2016) suggested that delegation and team building should be constructive and involve the growth and development of individuals and teams as opposed to the mere allocation of mundane and routine tasks. The author explained that effective leaders should build strong management teams capable of achieving the leader's own tasks and responsibilities. The author further explained that effective delegation facilitates individuals' professional development regarding essential aspects of business operations and strategic activities to ensure continued social impact and economic profits during potential leadership transitions and future leadership succession.

Potential follow-up question, such as

- ✚ What is the importance of learning key aspects of business operations and strategic activities through delegation and working in teams to improving your performance in the organization?

Research Question (RQ2)

What are the practical tools and resources that can help leaders in social enterprise organizations to overcome the failure to delegate tasks and responsibilities and build strong teams and progress to expanding the business successfully?

- RQ2 aimed to explore (a) the potential failure of leaders within social enterprise organizations in the United States to delegate tasks and responsibilities and build strong teams, (b) the potential obstacles to delegating tasks and responsibilities and building strong teams, and (c) the leadership tools and resources that are attributable to delegating tasks and responsibilities and building strong teams successfully.

Interview Questions for Leadership Positions That Address RQ2:

1. What would you say was a major problem you encountered in leading this social enterprise business and what leadership practices helped to facilitate the resolution?
 2. What obstacles, if any, do you face when delegating tasks and responsibilities to your direct reports?
 3. What obstacles, if any, do you face when building strong teams that include your direct reports?
 4. What are the leadership tools and resources that you use to overcome potential obstacles to delegating tasks and responsibilities and building strong teams?
- ✚ Follow-up probing question(s), depending on the participant's response, such as the importance of effective leadership. Ibrahim and Daniel (2019) informed that effective leadership is vitally linked to high organizational performance because leaders' personal influence and characteristics can positively affect followers' task and goals completion, work behaviors and attitudes, and willingness to

contribute. Popescu et al. (2020) emphasized that leaders in organizations of all types should have integrated skills that achieve managerial efficiency, improve overall performance, and motivate collective goals, such as creating strong, self-managed teams and delegating tasks to coordinate and empower employees.

Potential follow-up question, such as

- ✚ What is the importance of a leader motivating collective goals, such as creating strong, self-managed teams and delegating tasks to coordinate and empower employees?

Interview Questions for Direct-Report Positions That Address RQ2:

1. What are the obstacles, if any, you have experienced with being delegated to perform tasks and responsibilities?
2. What are the obstacles, if any, you have experienced with being assigned to work on a team?
3. What do you believe are solutions that can help leaders overcome potential obstacles to delegating tasks and responsibilities and building strong teams?

- ✚ Follow-up probing question(s), depending on the participant's response, such as the importance of effective delegation and employee development. Yaari et al. (2020) asserted that delegation and the development of employees, teamwork, and management teams is especially important after a social enterprise organization is founded, stabilizes, reaches maturity, and is ready to grow. The authors explained that during all stages of a social enterprise's life cycle, and particularly the stage of maturity-growth, the main leadership challenge is financial sustainability. The authors further explained that delegation can facilitate the constant improvement

in employee development, teamwork, and commitment needed to grow the organization profitably. Potential follow-up question, such as

- ✚ What is the importance of ongoing employee development through delegation of tasks and responsibilities and teamwork to increasing your commitment to the organization?

Research Question (RQ3)

What are the requirements for expanding social enterprise organizations?

- RQ3 aimed to explore the distinct challenges that leaders must face when expanding a social enterprise organization, including operational readiness.

Interview Questions for Leadership Positions Only, That Address RQ3:

1. As a leader, what are the requirements for expanding a social enterprise organization?
2. What are the challenges you face in meeting the requirements to expand this social enterprise organization?
3. What are the leadership practices you use to overcome these challenges to expand the business while achieving growth and financial sustainability?
4. As a leader, what role does delegating tasks and responsibilities and building strong teams play in the operational readiness to expand a social enterprise organization?

- ✚ Follow-up probing question(s), depending on the participant's response, such as the importance of the operational environment. Tykkyläinen (2019) advised that the common approach to social enterprise growth fails to look beyond expansion processes focused on scaling social impact. The author emphasized that social enterprise organizational growth should involve a more comprehensive growth orientation that extends to the operational environment, economic considerations,

business development, and financial gain. There is an emerging trend toward many social enterprise organizational failures due to leadership challenges related to the lack of key managerial skills required for organizational effectiveness, such as delegation and team-building, which results in barriers to successful business expansion, growth, and financial sustainability (Bacq et al., 2019; Hodges & Howieson, 2017; Wronka-Pośpiech, 2018). Potential follow-up question, such as

✚ What is the importance of looking beyond expansion processes focused on scaling social impact when expanding the social enterprise organization?

Research Question (RQ4)

How do leaders within successful, growing social enterprise organizations in the United States create a culture that supports delegating tasks and responsibilities and building strong teams necessary to expand the business?

- RQ4 aimed to explore and address social enterprise organizations in the United States. The region is a boundary for the study to narrow the focus and explore the distinctive cultural contexts of social enterprises.

Interview Questions for Leadership Positions That Address RQ4:

1. As a leader, what type of organizational culture do you cultivate and communicate to foster collective organizational engagement that facilitates positive social change and profitable financial performance?
2. What are the commonly shared values in this social enterprise that promote trust, commitment, and organizational success?
3. Do you believe this organization's culture supports and inspires delegation of tasks and responsibilities and empowerment of strong teams? Please explain.

✚ Follow-up probing question(s), depending on the participant's response, such as the importance of complexity leadership theory. Complexity leadership theory supports the empowerment of teams to cultivate a culture of shared emergent leadership that is performed by all members across an organization to enable collective learning and implementation of innovative solutions that facilitate positive social impact and economic profits (Gibbons & Hazy, 2017; Mendes et al., 2016). Leaders within social enterprises must be team-oriented and cultivate an organizational culture of collective decision-making and common purpose to facilitate the integration of social and economic value and the continuation of human and economic well-being (Muralidharan & Pathak, 2018). Potential follow-up question, such as

✚ What is the importance of cultivating an organizational culture of collective decision-making and common purpose to enable shared emergent leadership, collective learning, and implementation of innovative solutions that ensure positive social impact and financial sustainability?

Interview Questions for Direct-Report Positions That Address RQ4:

1. How would you describe the culture of this social enterprise organization?
2. What are the commonly shared values in this social enterprise that promote trust, commitment, and organizational success?
3. Do you believe this organization's culture supports and inspires delegation of tasks and responsibilities and empowerment of strong teams? Please explain.

✚ Follow-up probing question(s), depending on the participant's response, such as the importance of organizational culture on organizational success. Leader, direct-

reports, and internal stakeholders are key people-groups that work for the social enterprise organization, and their collective personalities, traits, values, beliefs, and efforts help define the organization's culture and influence the social enterprise's business outcomes (Eskiler et al., 2016; Napathorn, 2020; Shin & Park, 2019). Potential follow-up question, such as

✚ What are the positive and negative influences on the organization's culture that influence the social enterprise's business outcomes?

Closing Statement

Again, I would like to thank you for your time and the valuable information and insights you have provided today. I will send you a copy of your interview transcript via email within one week to check for accuracy. If you would like, we can also schedule a follow-up 30- to 60-minute, audio-and-video recorded, online member check interview to verify the interview transcript for accuracy. All of your information will remain confidential. Your name or any identifying information will never be used in any part of this research project. All of the study information will be stored in a secure password-protected file that only the researcher has access to for safekeeping for three years before being deleted. Thank you again and please take care.

Appendix H: IRB Approval Letter**LIBERTY UNIVERSITY.**
INSTITUTIONAL REVIEW BOARD

September 24, 2021

Elizabeth Lee
Melissa Connell

Re: IRB Exemption - IRB-FY21-22-137 Overcoming Barriers to Social Enterprise Expansion, Growth, and Financial Sustainability: The Leadership Challenges

Dear Elizabeth Lee, Melissa Connell,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(iii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met:

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects can readily be ascertained, directly or through identifiers linked to the subjects, and an IRB conducts a limited IRB review to make the determination required by §46.111(a)(7).

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at irb@liberty.edu.

Sincerely,

G. Michele Baker, MA, CIP
Administrative Chair of Institutional Research
Research Ethics Office