

Social Entrepreneurship in the Japanese Context Through the Lens of a Social Entrepreneur's Experience

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Abstract: Social entrepreneurship (SE) demand has increased globally, highlighting the importance of understanding the activities and processes involved to enhance entrepreneurial awareness and social well-being. This study examines the experience of a social entrepreneur in Japan who manages twin parenting and transportation, aiming to clarify the development of social entrepreneurial competency. The entrepreneur's eight-year state-up experience was shared through a book in 2022, a narrative lecture observed in November 2023, and interviews conducted in April and May 2024. These data were analyzed using Trajectory Equifinality Modeling (TEM). Throughout the creation of a bicycle for parents of twins, the entrepreneur faced conflicts with a partner during the prototype development and created a community for parents of twins through SNS and face-to-face events. The effectuation in these processes considers the essence of who you are, what you know, and whom you know. The entrepreneur focused on affordable loss, partnership creation, and maintaining flexibility despite unexpected challenges. She overcame these issues by studying social welfare at a university and business at community learning schools. Twin bicycles are a tool not only for transportation, but also for life. They are a symbol of an open-free mind given the constraints of society and are joyful in their own warm place for twin children, parents, and their communities.

Keywords: Social entrepreneurship, Social entrepreneur, Effectuation, Well-being

1. Introduction

Social entrepreneurship (SE) involves creating value for society as a whole, rather than for individuals, by developing better solutions for social issues, such as poverty, hunger, and environmental issues, while maintaining efficiency and sustainability over existing solutions (Phills, Deiglmerier, & Miller, 2008). SE belongs to the field of entrepreneurship (Bornstein & Davis, 2010; Martin & Osberg, 2007). Social issues have traditionally been addressed by the government; however, as social issues have become more diverse and complex, it has become difficult for governments to address them in a top-down manner. Economic fundamentalism instigates traditional entrepreneurs to be reluctant to address social issues that are not directly linked to profit. Nevertheless, human resources that undertake the challenge of creating businesses that combine broad perspectives, expertise, and the ability to identify and solve problems are required to find effective solutions to social issues. Accumulated solutions to these issues will eventually lead to measures that will move large governments and significantly impact society from the bottom up to realize a better society (Tanimoto, 2006; Yunus, 2010). There is limited understanding of the essence of SE. Therefore, this study investigates how SE is linked to the life experiences of social entrepreneurs. This study used a qualitative approach that combined document analysis, observation, and interviews. The key study participant was a social entrepreneur who had launched several novel and effective social businesses and services. The remainder of this paper is structured as follows: Section 1 provides a literature review of the main concepts of the entrepreneurial ecosystem. Section 2 provides a brief explanation of the analytical methodology used. Sections 3 and 4 present the results and discussion, while Section 5 provides the conclusion.

1.1 Entrepreneurship

Entrepreneurship is the creation of a business through opportunity acquisition, business development, self-employment, and venture creation and development (Fayolle & Gailly, 2008; Mahieu, 2006; QAA, 2012). One theory of entrepreneurship is effectuation, which is a practical approach. Sarasvathy developed a theory of effectuation by studying the decision-making processes of accomplished serial entrepreneurs when facing problems in their new ventures (Sarasvathy, 2001; Sarasvathy, 2008; Sarasvathy & Dew, 2005; Sarasvathy & Venkataraman, 2011). There are five principles of effectuation: 1) bird in hand, 2) affordable loss, 3) crazy-quilt, 4) lemonade, and 5) pilot-in-the-plane. A bird-in-hand approach refers to understanding who you are, what you know, and whom you know and then creating something new using these three existing tools. Affordable loss implies that commitments are made based on the extent to which a loss is possible. In crazy-quilt, a person negotiates with all parties willing to do the same so that partnerships can be formed. The lemonade approach highlights traits, such as not shying away from the unexpected, acknowledging uncertainty, and responding appropriately. The pilot-in-the-plane method implies that a person adjusts flexibly and produces results when faced with uncertainty. The person focuses on controllable activities rather than external factors, such as

socioeconomic trends, and work with humans as agents to drive business creation (Sarasvathy, 2008, 2015). The effectuation process is an evaluation of existing means of identifying who you are, what you know, and whom you know. A person then considers what can be done within their tolerance for loss and interacts with old acquaintances and new people to gain a commitment from their partners. Finally, the person arrives at new means and new ends and creates new companies, new products, and new markets (Read, Sarasvathy, Dew, Wiltbank, and Ohlsson, 2011).

1.2 SE

In a systematic review of SE, Miah, Lakner, and Fekete-Farkas (2024) showed an SE trend from 1998 to 2022. From 1998 to 2006, there was no activity. Since 2009, research on SE has grown, and the number of articles has consistently exceeded 40% per year since 2019. According to the author's corresponding country of residence, the United Kingdom contributed the most to the research, especially in social innovation and entrepreneurship, sustainable development and policy implications, and value creation in addressing global challenges. Spain and the United States followed with the number of SE research articles. Collaborative research has emerged from most European countries (the United Kingdom, Spain, Italy, Germany, and the Netherlands), the United States, and Asia (China, India, and Malaysia). Van Lunenburg, Geuijen, and Meijer (2020) showed rules and support of networks, financial aides, and knowledge as institutional factors. Social entrepreneurs' characteristics include willingness of ambition, desire to control, logic and entrepreneurial skills, leadership and dependency, geographical volume or influence on public discourses, political agendas and legislation, and level of social and sustainable impact in the framework of the social and sustainable initiative scale in 133 articles. SE research, including collaborative research, has expanded, and some characteristics of SE have been discovered.

SE is still poorly defined (Mairm and Martí, 2006). Austin, Stevenson, and Wei-Skiller (2006) define SE as an "innovative, social value creating activity that can occur within or across the nonprofit, business, or government sectors." Austin, Stevenson, and Wei-Skiller (2006) mentioned that SE revolves around addressing a specific social issue, and the choice of organizational structure should be driven by its effectiveness in mobilizing resources to tackle a problem. Instances of SE can emerge within or traverse nonprofit, business, or governmental sectors. According to Peredo and McLean (2006) SE aims to create social value and pursue goals, employ innovation, tolerate risk, and use limited resources. Bornstein and Davis (2010) mentioned that SE progresses from observation and experimentation to the institutionalization of innovative solutions, which are subsequently independently adopted. Bornstein and Davis (2010) described SE as a process aimed at solving social problems and categorized the history of SE. In the first stage, SE focused on three key objectives: identifying individuals with innovative ideas to achieve significant social impact, highlighting their work in society, and establishing support systems to facilitate their success. The emphasis then shifted toward organizational excellence and drawing upon business strategies and management principles to assist social entrepreneurs in building sustainable and impactful organizations. Today, the focus is expanding beyond individual founders and institutions to harness the transformative potential of all individuals and their interactions. Mairm and Martí (2006) mentioned that SE integrates economic and social value creation. SE drives social change by addressing societal needs. Although value creation encompasses both social and economic dimensions, the primary emphasis is on generating social value, with economic viability viewed as essential for sustainability. Additionally, it is crucial to recognize that the examples provided focus on SE in developing nations to underscore its global relevance or in developed countries, such as the United States, Canada, and the UK. Numerous studies have explored SE in the context of community development in these regions. Wang and Yee (2023) demonstrated that SE encompasses a broad spectrum of research areas, but the research output in the field tends to be diversification and decentralization. Therefore, it is important to investigate SE in a specific region.

Dees (1998) delineates the multifaceted nature of SE and highlights its diverse manifestations. SE includes not-for-profit organizations, social responsibility in business operations, or not-for-profit organizations starting with profit or earned-income ventures. SE combines passion for a social mission with an image of a business-like discipline and innovation. It encompasses not only traditional not-for-profit organizations with alternative funding (Austin, Stevenson, and Wei-Skiller, 2006) but also for-profit ventures infused with social responsibility (Sagawa and Segal, 2000), a mix of profit and non-profit approaches (Dees, 1998), and a focus on social problems, transformation, and impact (Alvord, Brown, and Letts, 2004; Zahra *et al.*, 2009). Moreover, SE creates social value rather than personal and shareholder wealth (Mairm and Martí, 2006; Martin and Osberg, 2007; Peredo and McLean, 2006). Furthermore, Dees (1998) describes social entrepreneurs as reformers and revolutionaries. In further expounding the 5 traits of social entrepreneurs delineated their modus operandi. First, a deep-rooted dedication to a social mission forms the cornerstone of their endeavors, driving them to create and perpetuate

social value. Second, they possess a keen eye toward identifying novel opportunities aligned with their mission, demonstrating a propensity to view challenges as prospects for positive change. Third, social entrepreneurs exhibit a relentless pursuit of innovation, embracing uncertainty, and leveraging failure as stepping stones toward progress. Fourth, they exhibit boldness in action and maximize scarce resources through strategic partnerships and collaborative ventures. Finally, social entrepreneurs display a heightened sense of accountability not only to their constituents but also to the outcomes generated by their initiatives. Tanimoto (2008, p.2) describes a social entrepreneur as “a person who finds a social need, starts a new business and promotes social innovation.”

1.3 Authentic Social Entrepreneurial Leadership

Nakamura and Horimoto (2020) proposed a conceptual framework for authentic social entrepreneurial leadership development among Japanese women. Triggering life events plays a pivotal role in shaping women's entrepreneurial pursuits. These moments of crisis prompted deep introspection, compelling women to reevaluate their core values, origins, and significance. Through this introspective process, women clarify their values in relation to their professional aspirations. Self-efficacy has emerged as a key determinant contributing to a better society, and social space provides a platform for networking. However, social norms toward women's roles and enterprises and the lack of social networks make it difficult to start and maintain a business. To overcome this problem, an authentic social entrepreneurial leadership is required. Kernis (2003) suggested that the awareness aspect of authenticity entails understanding one's own needs, values, emotions, personality traits, and how these factors influence behavior. Liu, Leanne, and Grant (2015) mentioned that authenticity is related to leadership and leaders perform authentic leadership rather than they have or they are.

To date, little attention has been paid to the essence of social entrepreneurial and SE process in Japan. This study aimed to investigate SE as a key aspect of life and how it is linked to creating value and contributing to a community.

2. Methods

Yasuda *et al.* (2015, p. 32,33) explained the purpose of trajectory equifinality modeling (TEM). TEM focuses on the trajectory equifinality point and aims to write about the aspects of human behavior and development and the transformation and maintenance of choices and perceptions that lead to it, in terms of home and emergence, in historical, cultural, and social contexts and time.

Sato *et al.* (2006, p.257,258) have explained the history of TEM. It starts with the general system theory by Bertalanffy (1968), followed by the development of TEM theory around 2000, the conceptualization of TEM around 2004, and TEM as a qualitative method around 2005. In the first stage, the significance of the isochronous concept and the concept of multiple pathways are explained in the treatment of development in cultural psychology. Valsiner (2001) demonstrated the concept of equifinality, which is the core of TEM. Sato (2009) highlights that the history of TEM is intricately linked to a sampling methodology known as HSS (historically structured sampling), in contrast to random sampling. A sample system should reflect both the real-life experience of any person within an irreversible time and non-random sampling of individual cases, not the systematic practice of random sampling (Valsiner, 2009; Valsiner & Sato, 2006; Sato, 2007).

Yasuda *et al.* (2015) explained that the TEM conceptual tools include equifinality point (EFP), the point in a person's life where their actions and experiences are important to them in some way and are the focus of research; Bifurcation Point (BFP), the point at which a path originates or branches off; Obligatory Passage Point (OPP), an event that is experienced as essential to reaching the equinoctial point; Social Guidance (SG), the force that encourages the steps toward the equilibrium point; and Social Direction (SD), the force that hinders the steps toward the equilibrium point.

The researcher samples the businesses and experiences of interest as EFP. Data are collected and divided into the smallest units of interviewed or cursors, which will serve as the unit of analysis. The researcher then establishes BFP and OPP employing not only the information obtained through deception but also social, institutional, and cultural knowledge. The polarized EFP is then established. Finally, the researcher writes down the repairing events of the project they are interested in and draws a path to the two polarized EFP, charting them as a TEM and taking into account the multiple paths.

Sato (2007) suggests that the TEM theory provides valuable insights into understanding processes at three distinct levels. At the macro level, TEM offers a lens through which one comprehends the irreversible progression of time and the historical evolution of societies, social groups, and institutions. At the meso-level, TEM elucidates

the developmental trajectory of individual lives, encompassing the human life course. Finally, at the micro level, TEM sheds light on decision-making processes within the context of semiotically complex everyday situations influenced by various symbolic meanings and interpretations.

According to TEM, the "rule of 1 / 4 / 9" proposes a guideline for the number of researchers involved in a study. Specifically, one case is sufficient for delving deeply into the individual experience, whereas approximately four cases (up/down to one) offer insights into the diversity of experiences. Furthermore, approximately nine cases (up to one) enable the researchers to discern typologies or patterns of pathways. One social entrepreneur was selected to thoroughly investigate the process of developing competence through the startup creation process (Yasuda *et al.*, 2015).

Sato (2009) mentioned that the TEM method has a short history, and there were only a few studies using TEM in 2009. Studies using TEM have expanded self-reassessment in infertility treatment (Yasuda, 2005), young women's abortion experience (Yasuda *et al.*, 2015), nursing teachers' experience (Tanaka *et al.*, 2004), and career history (Nishino, Tubone, & Yata, 2020; Yamamoto, 2019; Okuyama, 2018).

In this study, a social entrepreneur was selected to explore the depth of the experience of forming competence by creating a state-up process. TEM, based on cultural psychology, is used to analyze and discover the process of entrepreneurial competence in the face of a lack of twin transportation. The author had the opportunity to listen to her lecture and interviews at a university in Japan in November 2023. Data were collected from Nakahara's (2022) experience and interviewed in April and May 2024. The author explained the purpose of the study and the participants provided informed consent.

3. Results

The process of Ms. Nakahara's SE is described in chronological order, starting with the birth of twins and continuing for eight years, through TEM analysis, as shown in Figure 1. The first period involved epic twin-rearing, the second period was longing and despair for twin bicycles, the third period was reactivation of twin bicycles, the fourth period was reaffirmation of the need for twin bicycles, and the fifth period was new activity as a non-profit as well as a profit-making company. A detailed chronological description of the experiences and perceptions during each period was provided.

3.1 Fierce Twin Parenting

Ms. Nakahara gave birth to her first son in 2003, followed by twins, the second and third sons, in 2010. During this period, [there was no time to spare or leave, and multiple births were psychologically and physically difficult. The mother was isolated from the rest of the society, and there was a lack of understanding of twin births in society and insufficient support from the local government] (SD1). She had experience raising singletons but was distressed by the differences between raising singletons and twins and keenly felt the difficulties] (OPP1). In particular, [not being able to go out freely with multiple children] (BFP1) became a burden for her. She tried to go out, using a stroller, and even used a bicycle to travel easily; however, she once fell over while carrying the twins on the front and back of the bicycle. After gaining such experience [looking for a commercialized twin bicycle] (BFP2), she could not find an off-the-shelf product, and it was impossible to manufacture a custom product. In other words, [an ideal commercial bicycle is not available in Japan] (OPP2). Under these circumstances, she chose to [commercialize twin bicycles herself] (BFP3).

Ms. Nakahara says, If I stop the twin bicycle now, the same problem will just repeat itself again. If I'm the closest to solving this problem and I'm just going to keep living, I know that raising twins is hard.

3.2 Longing and Despair for Twin Bicycles

To commercialize the twin bicycles, Ms. Nakahara activated two things: first, she searched for a manufacturer of twin bicycles; second, she opened a personal blog to disseminate information. [The Amagasaki City bicycle network development policy was released] (SG1). To find a manufacturer, she researched the road traffic law and conducted prior research on design and patent rights. Through the experience of requesting and creating a prototype, she learned about the difficulties in creating a prototype. However, in the prototype, she recognized the joy of mobility and felt the pleasure of having her mind freed by it. Owing to concerns regarding the safety of the twin bicycles, the relationship with the manufacturer that created the prototype was terminated. The lesson learned from this activity was to continue to try to achieve her goals.

Ms. Nakahara says, There is nothing you can't do that you can imagine. I used the money I had saved at the time, and I decided to do it within that. I thought it would be interesting and fun.

3.3 Re-Activating Twin Bicycles

Ms. Nakahara was [looking for a partner for the product from scratch] (BFP4). She re-examined the road traffic law and consulted the Japan Bicycle Promotion Institute. She also sought referrals to identify product partners. She learned how to create businesses at Amagasaki business support agencies. She gathered supporters through a blog and organized a test-ride event at the twin association.

Ms. Nakahara says, I tried to stay close to mothers and just pick up the voice of their help where they would be using it.

3.4 Recognizing the Need for Twin Bicycles

Moreover, [she obtained information and learned from the local government and community] (OPP3). While learning about the twin bicycles, she encountered the business model canvas, a tool for creating business plans that gave her confidence in visualizing the value proposition that she had implemented. In addition, her experience as a mother, who faced difficulties in achieving mobility with twin children, motivated her activities. She was convinced that the twin bicycles would allow her to move freely and of her own will. These encounters and activities allowed her to [redefine the significance of commercializing twin bicycles] (OPP4). However, a fear overtook her in moving on with the project. As a result of her continuous efforts, she was able to negotiate with a manufacturer of child sheets after receiving a pamphlet that she had created. [The manufacturer's philosophy matched] (BFP5). She attended a mother's event and obtained 1,000 likes on Facebook. She was able to connect with other parents of twins online; later, an event was held in Kansai for the first time. There is a clear demand for twin bicycles. [A mass-production model of twin bicycles is completed] (BFP6). [She recognized the joy of mobility and the pleasure of having a free mind] (OPS5). After graduating from university [she obtained her Bachelor of Social Work degree] (BFT7), she began selling the twin bicycles (OPP6).

Ms. Nakahara says, When an executive director of the company saw the twin bicycles, he said I wonder what kind of expression a mother of twins has. I thought this person would be fine because of the words that show care for people.

3.5 New Activities

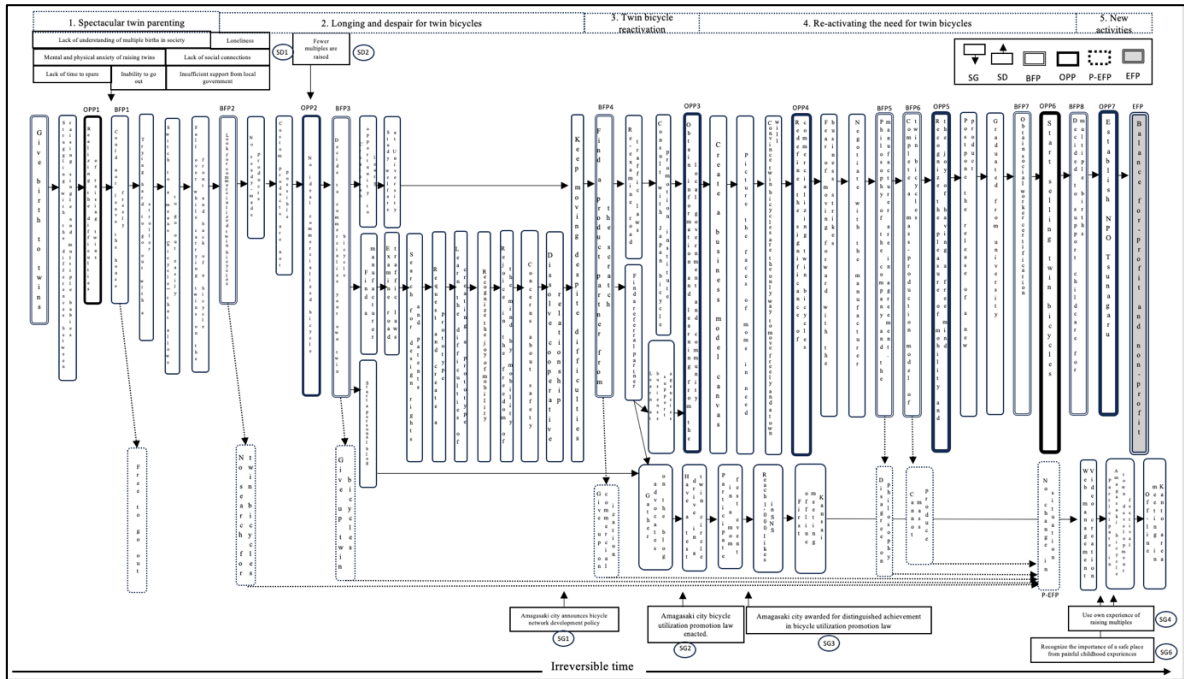
[After experiencing painful childhood experiences, she reaffirmed the importance of having a safe place to live] (SG4). [She used her own experience of multiple births] (SG5). [She decided to support multiple births] (BFT8). [She established the NPO Tsunagaru] (OPP6). [She implemented a balance between for-profit and non-profit] (EFP). She created a video to inform people about the twin bicycle initiative and provided accurate information about twin bicycles. She participated in the Amagasaki City bicycle town development fest and held face-to-face meetings with the parents of twins in the Kanto region.

Ms. Nakahara says, I would like to create a connection and freedom for parents of twins through a non-profit organization.

The key processes involved in Ms. Nakahara's activities and social movements are listed in Table 1. EFP is a balance between for-profit company and non-profit organizations. The P-EFP is not a social change in the status of twin bicycles as a transportation or support activity. BFP includes 8 points. She was unable to go out freely and founded a commercial twin bicycle company. She decided to commercialize the twin bicycle, find a product partner, reach an agreement with the manufacturer, complete a mass-produced twin bicycle model, acquire a license to be a social worker, and support childcare for multiple children. The OPP includes the fact that she realized the difficulty of raising twins and realized that there were no ideal commercialized bicycles for twins on the market. She obtained information and learned from the local government and community, reconfirmed the significance of commercializing twin bicycles, recognized the joy of mobility, enjoyed having a free mind, started selling the twin bicycles, and established the NPO Tsunagaru. SG shows that she learned diverse perspectives and reflections at university, used the Amagasaki city bicycle network, reaffirmed the importance of a safe place through painful childhood experiences, and used her own experience of raising multiple children. SD shows a lack of understanding of twins in society, social connections, time, and support from the local government. Loneliness, mental and physical anxiety related to raising twins, inability to go out, and only a few people raising multiple children are affected by SD.

The results revealed several key characteristics of these social entrepreneurs, including notification of difficulties, willingness to create a better society, challenges for passion, personal resilience, empathy, knowledge, and networking abilities. Additionally, identifying social issues through problem-based learning and discussion has been highlighted as an effective approach to SE education. To foster a culture of SE in higher

education, it is essential to understand how to cultivate these key characteristics of SE and instill their values into future generations.



Source: Author

Figure 1: The process of Ms. Nakahara’s action and social movement

Table 1: The key process of Ms. Nakahara’s activities and social movement. Source: Author

Point	Explanation
EFP	Balance for-profit and non-profit
P-EFP	No social change in the status of twin bicycles as transportation and support activities
BFP	<ol style="list-style-type: none"> 1. Can't go out freely 2. Find a commercialized twin bicycle 3. Decide to commercialize a twin bicycle 4. Find a product partner 5. Make an agreement with a manufacturer 6. Complete a mass-produced twin bicycle model 7. Acquire a license to be a social worker 8. Decides to support childcare for multiple birth children
OPP	<ol style="list-style-type: none"> 1. Realize the difficulty of raising twins 2. No ideal commercialized bicycle on the market. 3. Obtain information and learning from the local government and community 4. Reconfirm the significance of commercializing twin bicycles 5. Recognize the joy of mobility 6. Pleasure of having a free mind 7. Start selling twin bicycles 8. Establish NPO Tsunagaru
SG	<ol style="list-style-type: none"> 1. Use Amagasaki City Bicycle Network 2. Amagasaki city bicycle utilization promotion law enacted 3. Amagasaki city awarded for distinguished achievement in bicycle utilization promotion law 4. Reaffirm the importance of a safe place through painful childhood experiences 5. Use my own experience of raising multiple children
SD	<ol style="list-style-type: none"> 1. Lack of understanding of twins in a society 2. Loneliness 3. Mental and physical anxiety of raising twins 4. Lack of social connections 5. Lack of time 6. Inability to go out 7. Inadequate support from local government 8. Only few people raising multiple birth children

4. Discussion

While SE spans a wide array of topics, research is often varied and spread across different areas. Thus, conducting research focused on SE within a particular region has become crucial to better understand localized dynamics. This study examined the process of the social entrepreneur Ms. Nakahara, who faced the issue of twin parenting and transportation in Japan. It aimed to clarify the process of entrepreneurial competency using TEM. TEM uses EFP, bifurcation point as BFP, polarized EFP, and OPP and describes SG and SD in an irreversible time. There are 5 periods for epic twin-rearing, the longing and despair for twin bicycles, the re-activation of twin bicycles, the reaffirmation of the need for twin bicycles, and the new activity as a non-profit as well as a profit-making company, is shown as EFP. As Tanimoto (2006) mentioned, the door to social issues through profit is not completely open; Ms. Nakahara also faced this challenge. She faced social issues and was challenged to overcome them by accumulating knowledge in universities and community schools and by networking with private and public community members. Twin bicycles evolved beyond mere transportation, representing liberation from societal limitations and offering a joyful, inclusive environment for twin children, parents, and their communities. Following the establishment of her twin-bicycle company, she launched a non-profit organization aimed at supporting families with multiple children and fostering community values.

According to Peredo and McLean's (2006) definition, Ms. Nakahara had a clear vision of creating social value by creating twin bicycles, recognizing opportunities, employing innovation, and considering risks with limited available resources. As Bornstein and Davis (2010) mentioned, SE progresses from observation and experimentation to innovative solutions; she observed mothers' behaviors on the road and listened to the real voices of mothers with twins. Making a mockup, she tried to look for manufacturers many times and experimented with creating prototypes. As Bornstein and Davis (2010) mentioned, SE describes a process aimed at solving social problems; Ms. Nakahara considered social issues seriously. She said, "the same problem will just repeat itself again if she does not take up the challenge to solve the issue."

Following Sarasvathy's (2008, 2015) five principles of effectuation, Ms. Nakahara reflected on her words and notes many times to know who she was and used her knowledge of SE, creating a business and community, demonstrating the bird-in-hand concept. She mentioned that she would create a business with her savings as an affordable loss. She used her parents-of-twins community and members of the community school where she studied business. Even though her work experience was as an office worker, she built and expanded her new twin family community like a crazy-quilt, both online and offline, and her supporters helped her find a manufacturer. Unexpectedly, she found her first partner to create the twin bicycles. However, her opportunity to learn about the law, mechanism of twin bicycles, and business creation was open, and she moved forward to the next step while making weak ties in the local community and government. Dreaming of having a twin bicycle, she adjusted flexibly to conflicts and produced results in the face of resolving the mobility of parents of twins in uncertain situations.

Her behavior adjusted for Dees's (1998) five criteria for social entrepreneurs. Her mission was clear and sustained social value for profit and non-profit organizations. She recognized new opportunities in spectacular twin parenting and pursued new opportunities to serve that mission. During the process, she improved the parents' well-being and satisfied herself as to well-being.

She adapted what she had learned in university and community schools regarding how to manage scarce resources through collaboration with others. Additionally, she learned about the laws, affordable loss, and philosophy for agreement with a manufacturer. All processes resulted in better mobility for parents of twins. Collecting the information from parents, she cared about her own needs, valued emotions mentioned by Kernis (2003), and learned and activated authentic leadership, as mentioned by Liu, Leanne, and Grant (2015).

Yin (1994) highlights the importance of a single case study. However, the main limitation of this study was its lack of objective thoughts and analyses. Another method, or a combination of analyses, can be used to understand the in-depth process of a social entrepreneur. Future studies should conduct longitudinal research on the SE process.

5. Conclusion

It is essential that SE research focuses on a specific area to gain deeper insights into entrepreneurial competency of SE. This study explores a crucial element of SE and its connection to life experiences of the social entrepreneur in Japan. Japanese society is still culturally closed to for-profit companies and open to government support in solving social issues. Ms. Nakahara suffered from community issues in achieving mobility as a parent of twins.

Her challenge with the new type of twin bicycle, which was officially supported by law, was a long journey. While creating a twin bicycle and building a twin community through social media and face-to-face events, she encountered conflicts with her partner. Throughout this process, she utilized effectuation principles by considering her identity, knowledge, and connections. She assessed affordable losses, formed partnerships, and adapted to sudden changes. She continuously learned to navigate these challenges while studying social welfare at universities and business in community learning schools. Twin bicycles have become more than simply a means of transportation. They symbolize freedom from societal constraints and provide a joyful and welcoming space for twin children, parents, and their communities. After creating a twin-bicycle company, she opened a non-profit organization to support multiple children and their parents and create value for communities. It is important to accumulate and use the life processes of social entrepreneurs for value creation in communities and for research.

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