



Incubator for Social Innovation: HELP International as an NGO Start-Up for Deep Impact

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ABSTRACT: *The thrust of this article focuses on transforming MBA and other management programs in order to address global problems—poverty, hunger, disease, and other forms of human suffering. I will report on methodologies used in response to Hurricane Mitch in Honduras, the earthquakes that hit El Salvador, and more. Key issues to be addressed are how business schools may serve to transform the world and fight poverty. What leading edge tools can be applied in new and creative ways to build civil society? What learning experiences in universities can empower students and faculty to become agents of world benefit by strengthening NGOs, starting new nonprofits, and facilitating microfinance and social entrepreneurship globally? After analyzing these cases, I will explore how other academics may adopt/adapt these cutting-edge approaches in launching new projects to reduce human problems by extending their traditional professional practices into new frontiers for social and economic justice.*

KEYWORDS: *NGOs, Civil Society, Social and Economic Impacts, Microfinance, Social Entrepreneurship*

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I. INTRODUCTION

“It is a very great poverty to decide that a child must die that you might live as you wish.”

– Mother

Teresa

The why about the need for academics to engage faculty and students in reducing human suffering is considerable. There are roughly 3 billion poor people struggling with illiteracy, disease, war, natural disasters, hunger, unemployment, droughts, wildfires, inaccessible capital, government corruption, and more. In short, the world is immoral, unjust, and lacks equality and opportunity for the masses. Added to these tragedies currently in 2020 is the horrific devastation of the global Coronavirus pandemic that is increasingly reducing the world’s economy. It has also afflicted some 17 million people with the disease, resulting in the tragic deaths of over 600,000 human beings (WHO, 2020).

So our question explores enquiries such as these:

- What can business schools offer to solve Third World problems and alleviate human suffering?
- Do we have skills and tools that can make a difference?
- How much do we care?

Looking at the context of poverty we see that traditional approaches to international development have had both successes and failures through such institutions as the United Nations, World Bank, Red Cross, Green Revolution, and more methodologies. There have been ample analyses through books and research articles explaining the complexities, successes, and failures (Allen and Thomas, 2000; Bhaduri, 2005; Fukuyama, 2006; Human Security Trust Fund, 2019; Korten, 1995; Mosse, 2010; Oxford, 2020; USAID, 2020).

For several decades, I’ve sought to develop and apply innovative new poverty-alleviating tools that utilize concepts and practices such as social entrepreneurship, NGOs, microcredit, microenterprise, microentrepreneurship, microfinance institution (MFI) and village banking (Yunus, 2009). My definitions of these microlending methodologies may be summarized as follows with respect to what they are, how they operate, and their results:

- Microcredit (tiny loans to the poor)
- Microentrepreneur (recipient of a micro-loan with which to start/expand small business)

- Microenterprise (a very small income-generating activity or family business)
- Micro-bank (village or communal bank group)
- Microfinance (a more inclusive term for all the above, plus perhaps such programs as client savings, health insurance for the poor, education loans, etc.)
- MFI (MicroFinance Institution - all financial services for the poor)
- NGO (Non-Governmental Organization that may provide a range of humanitarian and development services such as literacy, healthcare, education and schools, crisis response and aid, computer skills, village progress, agriculture, women's empowerment, as well as microcredit itself)

Our inquiry in this paper is along the lines of the following questions: How may the above development tools be utilized in business school models of learning such that students and faculty may collaborate as global change agents? In what ways might they partner as co-learners and design ways to join forces with emerging new development strategies to operate and succeed in the Third World, not just in the classroom or on their college campuses?

II. THE MARRIOTT SCHOOL AS AN INCUBATOR FOR GLOBAL CHANGE

The university where I've taught and done research for decades is Brigham Young University (BYU), the largest private school in the world (2020). It was founded in 1875 by Mormon pioneers who were expelled from the United States because of religious persecution. Facing extermination orders, they fled to the Utah Territory which was then part of Mexico, in order to worship, educate their children, and create communal colonies. The school emphasizes ethics, community, and caring, as well as science and all approaches to higher education.

As a young professor beginning in the 1980s, I sought to raise issues of social and economic justice globally in my work. My research explored successful pathways for utilizing new entrepreneurship processes for fighting global poverty. Our work has fostered new directions at other universities who are also seeking to create a social entrepreneurial, pro-poor track or emphasis. Microfinance has increasingly become a hot issue. In recent years across the U.S., Pierre Omidyar, the founder of eBay donated \$100 million for microfinance. Corporate partnerships have been developed by such organizations as Deutsche Bank and MasterCard for hundreds of millions more. The Bill and Melinda Gates Foundation has contributed over \$50 million, and so forth.

At BYU, my university in the state of Utah, we have been growing empowerment strategies for the poor for over three decades. I had begun designing new courses in microfinance and social entrepreneurship in the late 1980s, and they became quite popular as students realized they could gain new concepts to then practice in Asia and Latin America, at first. These courses I designed were among the first in the USA and today, the concepts and methods are being taught at over 600 colleges.

The department in which I taught was housed in the Marriott School of Business where there are highly ranked programs such as MBA, Accounting, MPA, Marketing, Ethics, Organizational Behavior, Supply Chain, Entrepreneurship, Strategy, and more. A colleague and I sought private funding from several wealthy alumni who ultimately gave us \$3 million to establish a new Center for Economic Self-Reliance (CESR) on campus, now known as the Ballard Center for Social Impact (2019). Over the decades since, we've rolled out new courses on social innovation, microfinance, nonprofit management and more. We've had 11 conferences with well-known speakers such as Muhammad Yunus (founder of Grameen Bank in Bangladesh), John Hatch (founder of FINCA throughout Latin America and Africa), Stephen Covey (author *The 7 Habits of Highly Successful People*), and many others. We have launched field research supported by the World Bank, CGAP, and FINCA on microcredit impacts, social innovation, microfranchise, and launched the first academic publication on microcredit, *The Journal of Microfinance*. Our work has led to several pioneering books about these new models for Third World social change and numerous other academic publications.

My efforts as an educational innovator and advocate for social innovation have resulted in the design and creation of some 41 NGOs as of today that operate in 62 countries. The NGOs we have founded have received a number of awards from such entities as Grameen Foundation-USA, the Clinton Global Initiative, *Fast Company Magazine*, Monitor Consulting Group, and many more around the planet.

Collectively in 2019 alone, all our NGOs achieved the following:

- Raised \$28 million;
- Trained 347,000 microentrepreneurs in small business skills worldwide;
- Provided microloans to more than 122,000 impoverished families in 58 nations;
- Mobilized more than 200 volunteers to raise their own funding and labor in 22 nations to empower the poor through various strategies.

Outcomes show significant change documented through seven internal research studies:

- New jobs created through microloans and training,
- Rising microentrepreneur household incomes,
- Improved food security,
- Higher participation of children in school,
- Better housing,
- Female empowerment,
- Increased social capital.

With this introduction, we turn to a concrete example of how faculty and college students can improve the world by engaging with those who struggle.

III. THE LAUNCH OF HELP INTERNATIONAL

The non-profit, non-governmental organization (NGO) HELP International was created at the Marriott School in spring 1999 in response to the late 1998 Hurricane Mitch disaster. It began as a course project, but has grown in numbers and expanded impacts for twenty years. Mitch flooded large areas of Central America, leaving thousands dead, many missing, and a million people homeless. The country of Honduras was hardest hit, with experts declaring it had been set back half a century. I decided that we could reframe my soon-to-start course for a new semester beginning January 1999, and HELP International grew out of it. In addition to my regular instruction load, I proposed a new BYU course titled Organizational Behavior 490: “Becoming a Global Change Agent/Social Entrepreneur.” It included students from such programs as MBA, MPA, MACC, management undergraduates, and others from across campus in the social sciences, engineering, the law school, and so on.

We formed the class as a “self-organizing system” into 8 teams to cover various aspects of the project: Each team did research on their topic, presented to and trained their colleagues, and prepared documentation for a volunteer manual. The strategy was designed so that after the semester ended, the first team of leaders would fly to Honduras to lay the groundwork for other teams that would be established in-country, finalize our partnership with an Microfinance organization that would keep operating the village banks we were to launch after we returned to college in the fall, and they would also arrange housing and other logistical things that would be needed.

Hurricane Mitch devastated much of Honduras, as well as other regions of Central America during late 1998. As a professor of social entrepreneurship and organizational behavior, I was scheduled to teach my regular load of MBA-type courses. But shocked by the unfolding havoc Mitch was causing as floods engulfed the area, I decided to teach a new elective for students that was going to be an action research experience at mobilizing college students, training them how to change the world, organizing teams of practitioners who would help to plan and/or actually go to Honduras during summer 1999 to serve as relief and reconstruction volunteers, as well as creators of new communal banks among the poor.

The course was a dynamic, participatory experience. All told, some 79 individuals, either registered for the course, or attended twice a week as auditing students. We formed teams to achieve the following: Plan the logistics of going to Honduras, determine where the needs were greatest, explore what microfinance institutions (MFIs) were already in the country, which ones we could partner with, and determine what kinds of relief and humanitarian aid we might offer to poor families. As well, we organized a Honduras culture team to teach volunteers about local norms, values, and technical terms in Spanish. Another group was established as a public relations group to obtain media attention. One of the most important student teams was a fundraising group to help generate monies. Finally, we created a group of microcredit resource people who would train everyone about in the class about village banking and how it operates.

As we initiated our adventure, university administrators, faculty colleagues and community professionals generally opposed this project. They claimed I would not find more than a half dozen students to go, and that we would not raise sufficient funds, as well as asserting that large relief organizations would take care of everything: USAID, the U.N., World Bank, churches and the Red Cross.

But they were wrong. Forty-six students went to Honduras, committed to volunteering six weeks or more each. We raised \$116,000. In Central America, we created 46 new communal banks with our partner, FINCA International. We also gave FINCA \$40,000 to recapitalize some of their own village bank groups whose microenterprises were destroyed by Hurricane Mitch; thus, in reality, creating a total of almost a hundred banks all together. These young HELP International social entrepreneurs became quite skilled very rapidly.

At first, they selected the name H.E.L.P Honduras for the new NGO (meaning “Help *EL*iminate Poverty”). We put together a packet of the deliverables from each of the OB 490 teams, and it was bound and distributed late in the semester as “The Honduras Stewardship Project Handbook.”

In May 1999, arriving in Central America, we were shocked at the destruction's impacts after a few months time. Even though we had seen TV footage, read press reports, and searched the internet to gain a comprehensive understanding of the crisis, we were not prepared for what we encountered in-country. Many hurricane survival victims were cramped into temporary lean-to shelters, make-shift "houses" of blue plastic tarps that were gradually being shredded by the strong blasts of evening winds. Dead bodies were still being found under the bushes along the banks of the main river that meandered through the capital, Tegucigalpa. Buzzards high up in the trees hovered around, waiting to get at the next torsos of rotting human flesh they knew would soon appear. Bridges and other sections of the great Pan American Highway were destroyed. Overturned automobiles, trashed downtown buildings that looked as though they had been thrown during a game of pick-up sticks, and other signs of devastation and garbage odors abounded. People were afraid, primarily women and children, especially during the night. Every time a bit of rain began falling, many ran screaming for help and safety. Hundreds of thousands of Mitch survivors struggled as they tried to cope with Post Traumatic Stress Disorders (PTSDs).

In this traumatic environment, we began our labors. While some NGOs told us nothing could be done, in fact much was accomplished. Hopefully, from our learning in the trenches, as well as citing the experience of others, some of this paper's ideas and suggestions may be useful to other professors and students in the future. Out of the mess and the mud and the homelessness, insights were acquired. This article is, thus, not about some ethereal concepts or theoretical treatise. Rather, it arises from the blood and guts of Third World realities.

To summarize the social and economic impacts is beyond the scope of this brief paper. But a brief overview is descriptive. Our HELP volunteers lived with poor families, paying them a per diem amount for room and board which aided in the Hondurans' financial recovery. Over 20,000 hours of volunteer service were provided—to women and children in refugee camps, to shoveling out the mud, washing the walls, disinfecting them, painting and re-opening village schools, to providing manpower to local governments—cleaning streets, rebuilding bridges, assisting groups of peasant farmers who suddenly had no tools, no seed, and no fertilizer. Many hours were given in loving aid at orphanages, to the children and the Catholic nuns who were overwhelmed by the growing number of new orphans. HELP purchased tools for farmers so they could jump-start farm preparations on their tiny plots of land and be ready for the next growing season. We also bought fertilizer and seed to enhance their future recovery.

Honduras, declared the multilateral aid institutions, was set back five decades by Hurricane Mitch. Seventy percent of the country's infrastructure was damaged. Nearly 90 percent of its agricultural produce was obliterated and the large MNC fruit companies pulled out. Throughout Central America 20,000 people died, an equal amount was missing and a million were homeless. HELP Honduras' microcredit efforts created some 800 jobs that summer benefiting nearly 4,000 individuals. Beyond microcredit, we taught computer skills, brought older street children into care centers, and served in understaffed rural medical clinics. One young BYU student even delivered five babies!

We sought donated relief supplies from church groups in Utah, Idaho, Arizona and California. We took toys to impoverished children in the Hurricane Mitch refugee camps, including lots of soccer balls and air pumps, which we gave away. We delivered quilts and baby blankets lovingly made by the hands of Mormon Relief Society women throughout communities in the Rocky Mountains. We took school kits--crayons, paper, pencils, pen, tape, scissors, etc., to give children when we got their schools reopened and ready. We assembled hundreds of newborn kits for expectant Honduran mothers. We also put together hygiene kits for refugee families—soap, towels, toothpaste and toothbrushes, washcloths, hair shampoo, and so on.

The results? Our social entrepreneurial efforts, new capital, training materials and organizing skills were supplemented with a host of other humanitarian aid strategies to help the poor get back on their feet. The needs were considerable for the thousands of families that HELP was able to assist. The result was a vision these business school students gained that, while they cannot do everything, they can at least do something. They can make a difference, even while young and without decent incomes. They learned the importance of preparation, financing and skill acquisition. Perhaps most importantly, they learned that young college students can become empowered to serve the poor and generate long-term impacts that may eventually become sustainable. By doing so, they begin to have a life-changing experience that will continue to be played out as other Third World crises occur in the future. Looking back some two decades now, one can see the ripple effects of HELP Honduras that have continued on into the rest of their lives as social entrepreneurs.

Below is a summary of HELP's initial outcomes:

- Participating students in the project were also recruited from other institutions: BYU, Utah Valley University, Stanford, Colorado State, Washington University of St. Louis, Virginia Tech, University of Utah, and more
- 79 students were trained as social entrepreneurs
- 46 students served in Honduras between May and September of 1999
- Funding raised: over \$116,000
- 47 new village banks were created and 50 FINCA village banks destroyed by Hurricane Mitch were re-capitalized
- Over 800 jobs were generated that benefited over 4,000 victims of Hurricane Mitch
- More than 20,000 community service hours were given in local governmental projects, refugee camps, schools, rural health clinics, orphanages, etc.
- Twenty years later, innovative social and economic outcomes are still occurring

From that humble beginning grew a much-expanded role for HELP Honduras to include other countries, gradually offering a wider range of products and services. The name of our NGO was changed from only mentioning Honduras to a more expanded view, that of HELP International. It grew within BYU as a sort of business incubator where we had computers, copy machines, phones and computers, as well as meeting facilities for recruiting and training the bulk of our volunteers. But it eventually became a university spin-off with its own small, but paid staff, office setup, and independence from the Marriott School in downtown Provo, Utah. This allowed us to take risks, be more innovative, and solicit a growing number of college age volunteers from other schools that has grown over the years to total over 2,500 students who have worked for a summer or longer.

HELP International volunteers found or created new life changing experiences in the early years of its efforts. Participants began to accelerate their impacts beyond college after graduation and their typical roles as young adults with new jobs, new families, new residences, and so on. They began going beyond their own summer experiences to create new ripple effects illustrated by the following examples of young people mobilizing other communities to assist those struggling in our first few years of service:

- Several volunteers established a 5-year Arizona/Honduras Partnership
- The power of one: A BYU athlete and swim champion mobilized Americans to volunteer for his Salvadoran medical services project
- The California Action Group of students raised more funds exclusively for microfinance
- Soles for Souls Project was launched to gather U.S. good used shoes to distribute to scavengers at the metropolitan dump in Tegucigalpa, Honduras
- The Payson School of another Utah community began an Annual Deliveries to Central America program
- Finally, some of our HELP social entrepreneurial alumni took initiatives upon graduating from the university to create their own new NGOs in other lands

Two years after the Honduras startup, further HELP interventions were needed because of a terrible 2001 earthquake in El Salvador. So the team organized a five person professional management consulting team of experts from the Utah community which traveled with HELP's board of directors on a 10-day site visit to project locations in El Salvador and to assess impacts that destroyed or weakened thousands of office buildings and homes throughout the nation, and to plan for the future. Their time and expertise was all pro bono. Composed of BYU faculty and/or alumni who had their own corporate consulting practices, the other goal was to provide professional services such as *pro bono* consulting that was typified by the following: Action research, process consultation, strategic direction and governance discussions, branding and marketing strategy, individual assessment with feedback and coaching of HELP's country leaders, team building, confrontation and conflict resolution techniques, and more. The resulting sophistication of organizational procedures greatly enhanced how the NGO operated. New capacities and capabilities emerged, better short and long term planning was implemented, and these successes continue until the present, 2020.

In those early days, back in the United States, greater management and organizational competencies were also beginning to be designed and implemented. The executive director, a former student, and myself as the faculty founder and chair of the board of trustees realized the U.S. office team needed more sophisticated and professional mechanisms because the demand for our services was quickly growing. That was accompanied with ever expanding numbers of students seeking an international opportunity to learn how to do good in society, develop new personal and professional competencies, and more.

Thus, a two person Organizational Development consulting team met with the chairman of the board and the executive director to further discuss strategy and direction. A clear set of alternative strategic choices was laid out. Ultimately, they presented the information to the rest of the board of directors and a major shift in purpose and direction was debated, voted on and selected. From simply recruiting a few students to be summer interns after a natural disaster, as occurred in 1999, HELP's primary mission shifted to "Creating a life-changing experience in the lives of our volunteers as they serve the poor." It was believed that this opportunity would then lead to a lifetime of service and future donations to causes of economic and social justice by past HELP volunteers. Serving the "poorest of the poor" thus became the secondary, but still vital purpose of HELP International.

IV. RESULTS OF NEW STRATEGIC DIRECTIONS

Participants in HELP International clearly accelerate their impacts beyond college and their typical roles as young adults with new jobs, new families, new residences, and so on. They've gone beyond their own summer experiences to create new ripple effects and life-changing experiences illustrated by rollouts and interventions around the globe.

From the beginning, HELP's work as an NGO has continually expanded with students from across the United States from dozens of colleges. In summarizing HELP's two decades of outreach as of 2020, the NGO has mobilized volunteers for between 3-12 months who have worked in one or more of the following nations:

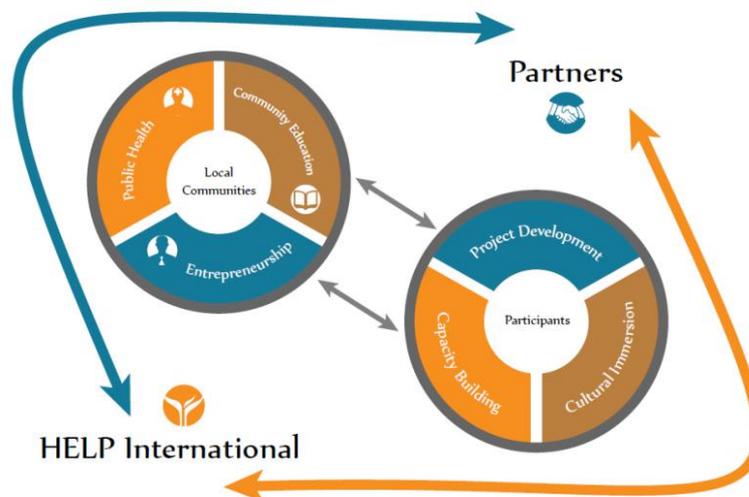
- Early 2000s – Projects in Honduras, Peru, Venezuela, Brazil, El Salvador
- Mid 2000s – Projects continued with above plus in Bolivia, Uganda, Guatemala
- Early 2010s – Projects continued with those above and in Fiji, Tanzania, Belize, India
- Late 2010s – Projects continued as above plus Jordan, the Philippines, Nepal, Thailand, Ecuador, Cambodia, and refugee camps in Greece and Syria

The number of countries continues to grow, although the organization has had to leave or at least delay working for a time in some circumstances of civil war (Syria), earthquakes (Nepal), cyclones (Philippines), gang violence (El Salvador), and so forth.

Types of social entrepreneurial projects HELP has offered include microcredit loans, microentrepreneurial training, square foot gardens, house construction, school teaching, rural health clinics, orphanage and street children care, teaching English, constructing Lorena stoves, teaching computer skills, starting women's cooperatives, other appropriate low tech village technologies, and so forth.

Many of our programs and innovations arose from my decades of partnering with my friend and mentor, Dr. Muhammad Yunus, the great Nobel Prize Laureate and founder of Grameen Bank in Bangladesh. He once told me as we dined at a conference in Halifax, Canada: "Credit to the poor must become a fundamental human right."

Over the years, HELP International has designed, tweaked, and continued to tweak its unique model for change and social innovation. The latest iteration showing the connections between the NGO and community partners as well as the synergy within and between local organizations and volunteers is depicted below:



V. REFLECTIONS ON THE BUSINESS SCHOOL AS AN INCUBATOR

As discussed throughout this analysis, HELP International was spun-off from BYU and became fully independent in order to be classified what the U.S. government defines as a 501(C)3 nonprofit social enterprise. The Marriott School was thus a nesting area in which to foster the birth of our efforts to assist the Honduran people after Hurricane Mitch's destruction in Central America.

Once independent, HELP could begin to access funding as a stand-alone-organization. The business school never provided us money, but acted more as a resource where courses could be taught, where we had venues in which to meet, connections with the internet, open spaces for promoting our work, plenty of access to fellow students in recruiting new volunteers, and more.

This way, donations became tax deductible for those who sought to offer funding because they could claim a benefit when their own personal federal taxes were due. This becomes a useful incentive for the public to contribute to organizations such as HELP International that labor to make the world a better place for people.

With such donations from a few small businesses, as well as volunteers raising their own \$2,800 or so to cover their travel and summer expenses in a Third World community where they labor, this is a benefit. HELP started with a one-person staffer and a budget of \$200,000. It's grown ever since and today operates on some \$400,000 in revenue. Today HELP has a small paid staff of 3-5 people, mostly part time college students, a simple office and a few overhead resources such as a couple of computers and cell phones. Its goal is to operate as lean as possible as a social enterprise and retain its founding spirit as a spontaneous culture, wild and creative, able to mobilize quickly to new innovations or when a crisis occurs anywhere in the world. Whether this informal, self-managing structure can be successfully maintained over the long haul has long been a question, but after 20 years, it seems to still be working.

It certainly seems that the rapid growth of social entrepreneurship around the world suggests such Third Sector approaches for alleviating human suffering and poverty will continue. This new social movement will expand, and university settings for fostering such innovations are accelerating, especially in American business schools, but hopefully in Europe, Latin America, and Africa, as well. The plain fact is this: More and more students believe they can change the world while yet young, relatively poor themselves, and still in college.

Another critical aspect of HELP's impacts is that it has not only empowered the Third World poor in their struggles to survive, feed their families, send their children to school, and develop jobs for a better future. HELP has also impacted thousands of college students to press forward in their own studies and careers. Past volunteers have not only obtained bachelor degrees from BYU, Virginia Tech, USC, Utah, Yale and more. But because of their extraordinary work with HELP International in the trenches with the poor, they were seen as extraordinarily capable of not only having high grades, but ethics and values that opened the doors to leading graduate schools like Harvard, Cornell, Michigan, Texas, and Stanford. They later have secured successful careers as doctors, accountants, biologists, social workers, engineers, school teachers, lawyers, neurologists, entrepreneurs, media experts, professional athletes, and management executives.

Perhaps the reflections from several HELP International students and volunteers captures the personal impacts of some young participants in our work as they reflect on their BYU course and their summer's field work in a HELP country:

"This has been life-changing.... I am new in the social entrepreneurship world, although I feel that I was born for it."

This course "inspires you to help others and become a social entrepreneur." It "challenges you to find out what your mission is and then to go and do it."

Help International "helped me to look at the world differently and look at myself differently."

HELP International was not the only NGO to grow out of the Marriott School. But it did become a model for additional social ventures. To describe them all is beyond the scope of this paper, but there are additional NGO spin-offs from our efforts and courses. Some were established by HELP's previous volunteers or earlier BYU alumni. Most are clearly connected to both institutions. Here are just a few: Empowering Nations (Paraguay, Ghana, Panama), MicroBusiness Mentors (Providing microloans and entrepreneurial training to Latino migrants in Utah), Wave of Hope (after the Asian tsunami wrecked Thailand and coastal areas of eleven countries around the Indian Ocean), Care for Life (Mozambique), orphanages (Haiti, Guatemala, and Brazil), PRINCE Cooperative Bakery (Kenya), Sustain Haiti (Haiti), SOAR Microfinance (China), Musana a small scale women's jewelry cooperative (Uganda), Humanitarian Link (Central America), and Chasqui Humanitarian (Peru).

VI. CALL TO ACTION

In concluding this article, I seek to exhort the global business school community to use action research tools in fighting poverty, launching new NGOs, carrying out microcredit impact studies, training future global change agents, and building corporate-NGO partnerships that emphasize doing good while doing well. The

questions: How can we generate new conceptual models and systems for the growing Third Sector? How can we apply business models in getting to the next stage of microfinance? What scaling up strategies can be developed to exponentially expand MFI resources for aiding the world's have-nots? Are there viable, workable social inventions to reduce the gap between available capital and financial needs of the poor?

I believe we should marry MBA programs with international development and generate a new synthesis. By doing so, NGOs can become more effective and sustainable income-generating social enterprises. Global enterprise at the grassroots offers a new arena for practice among the world's poor, perhaps creating a kind of Global Business School Peace Corps.

It may very well be that we are already seeing changes in which universities and corporations become more heavily involved in promoting anti-poverty efforts worldwide. One of the last articles published by the management guru, Peter Drucker, focused on social entrepreneurship as the next big career for managers and professionals who, he argues, will retire early with plenty of money and time to become volunteers in the betterment of society (2005). Likewise, my colleague Stephen Covey's book, *The 8th Habit: From Effectiveness to Greatness*, argues the same point: That we need to move from merely being effective to finding our own voice for improving the world, and then helping others to find their own voices, as well (2004).

Business school global practitioners, both faculty and students, should consider becoming voluntary social entrepreneurs in the new frontier of strengthening civil society and building socio-economic justice. Doing so will add meaning to their personal lives as well as enrich academic life and their professional careers. Pro bono consulting will enhance our reputation as business schools which do not only create effectiveness, efficiencies, and profits within corporate and government structures, but in our larger society as well – alleviating poverty, reducing hunger, creating jobs – in short, reinventing business so it truly becomes an agent for world benefit.

We conclude this call to action with the stirring words of the great Mahatma Gandhi: "You must be the change you wish to see in the world."

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