

**Volume 19, Number 2**

**ISSN 1948-5638**

**Allied Academies  
International Conference**

**San Antonio, Texas  
October 9-12, 2013**

**Academy of Entrepreneurship**

**PROCEEDINGS**

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# FOUR CRITICAL TRAITS OF INNOVATIVE ORGANIZATIONS

**Amod Choudhary, Lehman College, City University of New York**

## ABSTRACT

*Fast Company magazine annually lists the World's 50 Most Innovative Companies. Unfortunately, it does not list criteria for the list except to state that the list exemplifies the best in business from across the economy and around the world. It goes on to state that the list of innovative companies is different from other such lists, and not just based on revenue growth and profit margins but also on progressive business models and ethos of creativity. It is an axiom that in order to have long-term success, an organization needs to innovate. Over the years, many academicians and consultants in the field of management have tried to make lists of traits that an innovative organization possesses. This paper analyzes corporate cultures, number of patents, and R&D expenditures of Fast Company World's 50 Most Innovative companies from 2009-2013. The research shows that: (i) happy and motivated employees who have opportunities for collaborations and conversations among employees in all levels of the organization, (ii) customer focus based on higher calling, (iii) leadership committed to innovation, and (iv) sense of urgency/fear among the workforce are four critical traits of an organization that innovates for a sustained period.*



# **LOCATING PARTICIPANTS FOR EMPIRICAL STUDIES IN ENTREPRENEURSHIP**

**John Withey, St. Edward's University**

## **ABSTRACT**

*Empirical research focusing on entrepreneurship and entrepreneurial organizations depends upon the availability of relevant participants. Locating sources that supply such participants can be challenging for scholars. Research reported here offers descriptions of the nature and sources of participants used in empirical studies relating to entrepreneurship. The principal data sources used in the investigation are articles published in the Academy of Entrepreneurship Journal since 2007. Summary statistics are presented that relate research method, sample size, and topic of investigation to source and nature of research participants. Advice to researchers seeking sources of relevant groups of study participants is offered.*



# ETHICS AND CUSTOMER SERVICE DIFFERENCES BETWEEN ASIA AND THE USA

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**Cassandra Thompson, University of Texas at Dallas**  
**David Michael Bryant, University of Texas at Dallas**  
**Jonathan Allen, University of Texas at Dallas**  
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**Dan Nguyen, University of Texas at Dallas**  
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## ABSTRACT

*In the current paper we examine variations in ethics and customer service differences between business people and expatriates in China, Japan, Vietnam, and the USA. We find that the customer service constructs are quite different between China, Japan, Vietnam, and the USA. We also found large differences in the dominant customer service styles across the countries and cultures. We also found differences in terms of whether assessments are done in rural, suburbs, or urban areas – with larger variations within the countries than between the countries.*

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# AN EVALUATION OF THE PERFORMANCE OF SMALL AND MEDIUM ENTERPRISES (SMES) DEVELOPMENT IN NIGERIA.

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## ABSTRACT

*Small and medium enterprises have been considered as the engine of economic growth, development and the promotion of employment generation and potential at low capital cost. Although various government instituted policies and effort to develop small medium enterprises in Nigeria, not much has been achieved because of their inability to access funds to finance their development to bring about the much needed economic growth, development and employment generation in Nigeria. The main objective of the study is to critically assess the performance of SMEs as a catalyst for employment generation and wealth creation in Nigeria and also to examine the contribution of SMEs to socio-economic development of Nigeria. The study was conducted in Nasarawa State, North-central Nigeria with attention paid to the 13 local government areas in the state. Inadequate funding, poor location, poor government policies and programmes, insecurity and lack of management skill have been the major factors militating against the performance of small and medium enterprises towards employment generation in Nigeria. The study used questionnaire as an instrument of primary data collection from a stratified random sample of 150 SMEs from a population of 240 SMEs in Nasarawa state, Nigeria. Descriptive statistics and Regression Analysis Model were used to analyze the hypothesis through the use of SPSS. The study recommends that the government should provide secure, conducive, political environment that enhance greater performance of SMEs that guarantees employment generation. The government should as a matter of urgency prioritize the SMEs sector by giving it devoted practical and visible attention with a view to making it virile, vibrant, focused and productive. The study contributed to the literature by providing a contextual understanding of SMEs and its performance towards employment generation and wealth creation in Nigeria.*

**Keywords:** *SMEs, Development, Performance, Finance ,Wealth Creation, Employment.*



# ACTIVITY BASED COSTING FOR ENTREPRENEURS IN SERVICES INDUSTRY

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## ABSTRACT

*Services industry attracts many entrepreneurs especially in developed countries. Recent recession showed that economic recovery and job gains were initiated in services first. Increase in entrepreneurial activities in service sector is critical for growth in gross domestic product. However, services marketing require different management approaches from manufactured goods marketing. Distinctive characteristics of services make cost control and pricing challenging for entrepreneurs. Traditional cost accounting methods do not completely fulfill requirements of services, as they focus on units produced. Activity based costing (ABC), on the other hand, focuses on activities that create costs, and classification and allocation of costs via cost drivers. In this paper, a framework of integration of ABC costing into service activities is provided for entrepreneurs and on how to achieve this objective is shared through an illustration of allocation of advertising and promotion costs for an insurance company.*

**Keywords:** Activity Based Costing, Services Marketing, Entrepreneurship



# AGE DIFFERENCES IN ADVICE NETWORKS

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## ABSTRACT

*Information and knowledge are intangible resources that are vital to business success. Networks can help provide these resources to entrepreneurs starting and growing their ventures. As people grow older and gain more experience, they may develop more contacts from whom they can obtain advice and other resources. This study uses data from a survey conducted by Eurostat to examine the sources of advice used by business owners in Europe to determine if business owners in different age groups use the same networks. The results show that family/friends and professional acquaintances were the top two sources for all age groups, but there were significant differences in the proportion of each age group that named each source. Those under 30 were the most likely to list their friends/family, whereas those between 30 and 39 years of age were more likely to name professional acquaintances as a source of advice. Those 40 and over were most likely to say they needed no advice. These findings should be helpful to organizations that wish to assist entrepreneurs, especially young people.*

## INTRODUCTION

Networks can provide new business owners valuable information and knowledge that are essential for establishing and growing new firms. Research has shown that personal relationships are vital in providing knowledge and advice for decision-making and problem-solving, as well as more tangible resources such as financing and materials (Birley, 1985; Farr-Wharton & Brunetto, 2007; Gulati, Nohria & Zaheer, 2000; Hoang & Antoncic, 2003; Robinson & Stubberud, 2009; Taylor & Thorpe, 2004). Social networks are likely to change over time as people work with new colleagues, join industry and social associations, etc. This study seeks to determine whether new business owners of different age groups use similar advice networks. The following section provides a brief overview of networks in business. The method, data and results of this study are then presented.

## NETWORKS AND KNOWLEDGE

Granovetter's (1973) classic work on networks classified ties as either weak or strong depending on the frequency of contact and reciprocity within the relationship. Strong ties with frequent contact and high levels of reciprocity were most often found amongst family and friends, whereas weak ties characterized the connections between professional acquaintances, consultants and the like. Granovetter saw value in weak ties that provided diverse knowledge, even though they involved less contact and reciprocity. Contacts with relevant knowledge provide a better network in terms of the importance of the information they can provide (Bruderl & Preisendorfer, 1998; Frenzen & Nakamoto, 1993; March, 1991; Nebus, 2006; Zhao & Aram, 1995). People such as friends and family have come to be known as informal sources. Their contact with the business owner is generally based more on social connections associated with

strong ties rather than on the weak ties normally found in formal business relationships. Despite the quality of information that weak ties can provide, the time and effort required to access them can limit the net value as diminishing returns are reaped from numerous contacts with the same source (Haas & Hansen, 2005; Hansen & Haas, 2002; Watson, 2007).

Several studies (e.g. Bruderl & Preisendorfer, 1998; Cooper, Woo, Dunkelberg & William, 1989; Robinson, & Stubberud, 2009; Smeltzer, Fann & Nikolesean, 1988; Watson, 2007) have examined the different sources of advice used by small business owners. Watson (2007) determined that accountants were the most important source of advice for success. Robinson and Stubberud (2009) found that family/friends and professional acquaintances were the most commonly named sources. Such information sources were also popular in the study by Smeltzer and associates (1988).

The business owner's gender, age and the stage of business establishment have also been related to the source of advice used, with women and small companies using more friends/family (Cooper et al., 1989; Hisrich & Brusck, 1986; Klyver & Terjesen, 2007; Renzulli, Aldrich & Moody, 2000; Robinson & Stubberud, 2009; Sandberg, 2003; Smeltzer & Fann, 1989). Women tend to have more females in their networks and rely more on family and friends for advice, while men receive more advice from professional acquaintances (Robinson & Stubberud, 2009). Older entrepreneurs tend to have more experience and stronger social networks (Arkebauer, 1995; Barclays Economic Reports, 2001; Birley, 1985; Gray, 1998; Hindle & Rushworth, 2002; Weber & Schaper, 2004). In their initial stages, companies attempting to locate employees, buildings, equipment and supplies used business contacts, but then later on used banks (Birley, 1985).

Information is a valuable intangible resource for entrepreneurs. While no individual can possess all knowledge, business owners can obtain information through others in their networks. As people age and gain experience, their knowledge bases as well as their networks are likely to increase (Rae, 2005). The following section provides the results of this study, which examined the sources of advice named by business owners in different age groups.

## METHODOLOGY AND RESULTS

This study used data from Eurostat's metadata database (Eurostat, 2013). The participants in this 2005-2006 survey were business owners who had started firms in 2002 and were still personally managing them in 2005. Therefore, the respondents were all relatively new business owners. The countries included in the "European aggregate based on available data," were Austria, Bulgaria, the Czech Republic, Denmark, Estonia, France, Italy, Latvia, Lithuania, Luxembourg, Portugal, Slovakia, Slovenia and Sweden. For this study, Denmark, France, Luxembourg and Romania were excluded due to incomplete data. This left a total of 296,727 participants, 80,594 (27.2%) of whom were under 30, 107,893 (36.4%) of whom were between 30 and 39, and 108,240 (36.5%) of whom were 40 or over.

Table 1 shows the percentages of people in each age category who named a given source. Although friends and family were ranked first for each age group, the proportions were significantly different. The youngest business owners were far more likely than their older counterparts to use this informal source of advice. The oldest respondents tended to be the least likely to name this source (40.0% compared to 45.2% and 56.5%). Those in the middle age group were the most likely to name professional acquaintances (39.5%). Surprisingly, the percentage of those under 30 and over 40 were very similar (35.0% and 34.2%) for this source. It

stands to reason that young people would ask family and friends for advice because they have had less time to develop relationships with a variety of professional acquaintances. This does not, however, explain why those in the middle bracket would be the most likely to use this source. A similar pattern was found for professional consultants, with those 30-39 being the most likely to name this source. Those 40 and over were least likely to use consultants and this was their fourth, rather than third, ranked source.

Source	Under 30	30-39 years old	40 and over	Chi-sq	P<
Friends and family	56.5% (1)	45.2% (1)	40.0% (1)	5950	.001
Professional acquaintances	35.0 (2)	39.5 (2)	34.2 (2)	831	.001
Professional consultants	18.5 (3)	19.3 (3)	17.0 (4)	221	.001
No advice needed	12.9 (4)	15.2 (4)	21.2 (3)	2934	.001
No access to any relevant advice	11.5 (5)	13.3 (5)	10.9 (5)	353	.001
Organizations specializing in business start-up	6.4 (6)	8.1 (6)	6.0 (6)	491	.001
Training course for entrepreneurs	4.8 (7)	4.6 (7)	4.2 (7)	43	.001
Unemployment administration	2.7 (8)	3.2 (8)	2.6 (8)	90	.001
Financial institution	0.8 (9)	1.3 (9)	1.9 (9)	463	.001

A clue to understanding this pattern comes in the “source” ranked third among those 40 and over: no advice needed. Over 20% of those in this age category felt they did not need advice from anyone, perhaps due to their industrial or business experience and/or education. Only 13% and 15% of the younger business owners stated they needed no advice. The third ranked source for them was professional consultants. It should be noted that of the sources included in this study, professional consultants is the source most likely to require payment in return for advice.

Taken together, these results indicate that information sources such as family/friends, professional acquaintances and one’s self (no advice needed) were the most popular sources of advice. The proportions of people naming organizations specializing in business start-up and training courses for entrepreneurs were relatively small. Only unemployment administrations and financial institutions were named less frequently. This is rather surprising given that these groups often specialize in given advice to business owners. There also seems to be a lack of coordination in that the percentage of people who stated they had no access to any relevant advice was higher than the percentage that used these four formal sources.

## CONCLUSIONS

This study sought to examine the source of advice used by business owners in three age groups. For those who seek to help new business owners, those in the 30-39 age range seem to be the most open to accepting assistance. They were the most likely to take advice from professional consultants and organizational specializing in business start-up. They were also the most likely to state that they had no access to relevant advice. These results indicate that new business owners in this age group could be a prime “target market” for entrepreneurial advice. On the other hand, older business owners may need advice, but do not recognize that fact. Rae

(2005) suggests that mid-career entrepreneurs may have considerable knowledge and expertise, which itself can “restrict their entrepreneurial outlook” (p. 570). Future research should examine this issue by determining the if new business owners in each age group have access to (and are willing to accept) advice needed at various stages of business.

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# **CROWDFUNDING: A NEW OPPORTUNITY FOR SMALL BUSINESS AND ENTREPRENEURSHIP**

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## **ABSTRACT**

*Over the past few years, the area of entrepreneurship has grown significantly and with this growth, there has developed a new realm of funding: crowdfunding. Crowdfunding allows individuals to source their funding from a various amount of individuals from platforms that can be found from the internet. This type of funding can be traced back to the early 1700's and is continuing to evolve ever since its inception as microfinancing. As crowdfunding continues to evolve, it only becomes larger and more successful with projects raising millions of dollars and products being shipped worldwide. This type of financing is not only reserved for business projects, some platforms allow people to fund charities and allow these crowd funders to give back to society. This paper explores the process of crowdfunding and some of its pitfalls.*



# SOFT SKILLS IN ENTREPRENEURSHIP EDUCATION

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## ABSTRACT

*Skills such as the ability to be creative, recognize opportunities and network effectively are highly important to entrepreneurs. These “soft” skills are as important to entrepreneurship as “hard” skills, but can be challenging to teach and learn. This study presents the results of surveys conducted at the beginning and end of a two-week intensive entrepreneurship course. This program focused not on writing a business plan, but on developing these soft skills related to entrepreneurial orientation, especially the ability to be creative and innovative. Students from three countries and both business and engineering majors participated in the course, which emphasized hands-on activities. The course culminated in the presentation of product ideas to a group of community leaders.*

## INTRODUCTION

Entrepreneurial orientation for individuals is often thought of as a three-legged stool consisting of creativity/innovation, risk-taking and proactiveness (Bolton & Lane, 2012). These characteristics represent skills that are more challenging to teach and learn than more concrete knowledge areas such as accounting and finance. Given that over half of young people (ages 18-34) would like to start their own businesses, helping students develop these skills is an important endeavor (Kauffman Foundation, 2011). Training in relevant topics can not only improve skills, but also increase motivation to start a business (Barr, Baker, Markham & Kingson, 2009).

The interdisciplinary, international and interactive (emphasizing hands-on activities) program described in this study did not seek to turn all students into entrepreneurs. Similar to Barr and associates (2009), the instructor’s goal was simply to open the minds of students to their potential to become entrepreneurs. In fact, students who determined that entrepreneurship was not for them were considered equally successful as this would prevent them from pursuing a failing course of action. Von Graevenitz, Harhoff and Weber (2009) contend this is as valuable as helping students find that they are high in entrepreneurial orientation. Soft skills such as the ability to be creative, recognize opportunities and network effectively are very important to entrepreneurs. As Hamidi and associates (2008, p. 306) state, “There are both theoretical and practical reasons to move beyond the focus on business planning to a focus on other activities that can be key ingredients of future entrepreneurship programs.” This study reports the results of pre- and post-tests conducted before and after an intensive two-week interdisciplinary and international program focusing on the development of these soft skills important for entrepreneurship.

## ELEMENTS OF ENTREPRENEURIAL ORIENTATION

Many people possess strong business skills, yet they do not become entrepreneurs. Topic-based courses frequently focus on narrow fields such as accounting, finance, marketing, etc. These skills are indeed useful, but soft skills are also highly important in organizations of all sizes. Critical thinking, networking, negotiating, team work and creativity skills are valuable and must be practiced in order to develop them. Bolton and Lane (2012) found that innovativeness, proactiveness and a willingness to take risks are strongly related to the intent to become an entrepreneur. Other characteristics that have been associated with entrepreneurial orientation include competitive aggressiveness, autonomy and the ability to network (Covin & Slevin, 1989; Fillis & Rentschler, 2010; Hamidi, Wennberg & Bergland, 2008; Lumpkin & Dess, 1996; Rauch, Wiklund, Lumpkin & Frese, 2009; Tarabishy, Solomon, Fernald & Saghkin, 2005; Ward, 2004).

Innovation, putting a new idea into practice, finds its roots in creativity, which involves coming up with new ideas (Govindarajan, 2010; Gurteen, 1998). Creative ideas frequently develop from seemingly unrelated facts and ideas put together in new ways (Couger, 1995). Once a root idea spouts, new ideas can grow from the original thought and improve the end result (Couger, 1995; Kuratko, Goldsby & Hornsby, 2012). Risk-taking is related to creativity in that it is a risk to develop a new idea. There is no guarantee that others will like an idea for a new product or that it will be viable. It also takes creativity to recognize the potential in an opportunity. Once an opportunity is recognized, it takes proactiveness to actually act upon an idea rather than to simply think about it.

The following section presents the data from pre- and post-tests conducted in conjunction with an intensive two-week summer program in entrepreneurship. The program did not teach students to write a business plan. Instead, it focused on helping students develop soft skills related to entrepreneurial orientation.

## METHODOLOGY AND RESULTS

The intensive two-week summer program included 23 Norwegian students from business and law fields at 2 different campuses of a Norwegian university, 2 engineering students from an American university (which hosted the program) and 1 engineering student from a French university. This study presents the results of pre- and post-tests completed by the Norwegian students (20 females and 3 males). In these surveys, the students rated their own skill levels on a scale of 1 to 5 (5=excellent, 1= poor). Students were asked to write the month and day of their birthday or another memorable day on each survey so that they could be matched. The ratings shown in Table 1 have been rounded to the nearest tenth of a point. The order in which the skills are presented is based on the absolute difference between the pre-tests and post-tests rounded to the nearest one hundredth of a point.

Paired t-tests were performed on the data. There were statistically significant differences (at the .036 level or less) in the pre-test and post-test ratings for 15 of the 20 skills. The two lowest rated skills in the pre-test were “to start a business, if desired” and “to understand what it takes to start one’s own business.” The difference between these two items is that the latter deals with the basic concepts about what is necessary to start a business, including personal skills and

characteristics, whereas the former relates to actually putting ideas into action. This program focused primarily on developing creativity and understanding one's attitude toward risk. The essentials of writing a business plan were only touched upon given that the next course would go into more depth. Given the goals of the program, it is appropriate and unsurprising that "to understand what it takes to start one's own business" increased by 1.3 while "to start a business, if desired" rose by only 0.8 of a point. "To market a product" and "to plan a strategy and act on it" both rose by 0.7 of a point (a statistically significant increase). The improvement in these two skills may have contributed to students' perceptions that they could start a business if they wished.

**Table 1**  
**PRE-TEST AND POST-TEST SKILL RATINGS**

Skill	Pre-test	Post-test	t	P<
To understand what it takes to start one's own business	2.4	3.7	5.99	.001*
To communicate orally in English	2.8	3.8	4.55	.001*
To design something novel and innovative	2.5	3.3	3.95	.001*
To think creatively	2.9	3.7	3.65	.001*
To understand concepts about alternative (i.e. solar) energy	2.9	3.7	3.36	.003*
To start a business, if desired	2.3	3.1	3.60	.002*
To communicate in written English	3.0	3.7	3.94	.001*
To understand concepts regarding sustainability in business	3.0	3.7	4.83	.001*
To market a product	2.8	3.5	3.05	.006*
To plan a strategy and act on it	3.0	3.7	5.85	.001*
To understand the basic concepts of social entrepreneurship	2.9	3.5	2.61	.016*
To ask questions and think critically	3.2	3.8	2.66	.015*
To network with other people who can give you the help you need	3.6	4.1	3.76	.001*
To recognize a good opportunity	2.9	3.4	3.14	.005*
To take calculated risks	2.9	3.3	1.97	.062
To negotiate with others for a solution that is good for both sides	3.3	3.7	2.24	.036*
To solve an unstructured problem	3.3	3.6	2.03	.056
To motivate others to work together	3.7	3.6	0.25	.803
To understand how to manage inventory	3.3	3.2	0.51	.613
To work effectively in a team	4.0	3.9	1.23	.231

Only two of the students spoke English as their native language. English was the primary language for communication during class and social events, but Norwegian and French were also used daily to give all students a chance to improve their skills in a foreign language. Engaging in lessons and activities with non-Norwegians was apparently beneficial for the students from Norway since "to communicate orally in English" ratings rose a full point between the pre- and post-tests, and "to communicate in written English" rose by 0.7.

While "to design something novel and innovative" only rated 3.3 in the post-tests, this represented a 0.8 increase from the 2.5 pre-test ratings. "To think creatively" had started at 2.9 and rose to 3.7 at the end of the program. It can be challenging to teach creativity, but these results indicate that students' perceptions of the abilities to be creative and design innovative

products increased significantly over two weeks. “To ask questions and think critically” increased by 0.6 points, which was a statistically significant amount, but a somewhat related skill “to solve an unstructured problem” rose by only 0.3 between pre-tests and post-tests. The latter skill represents the use of critical thinking mixed with creativity, both of which can be challenging to teach and to learn.

The ratings for “to take calculated risks” rose from 2.9 to 3.3, but this was not a statistically significant increase. “To recognize a good opportunity” also started at 2.9, but ended at 3.4 (a statistically significant increase), only slightly higher than the risk taking item. As with other pairs, these two skills may represent a knowledge area (recognize an opportunity) and an action area (take a risk).

The top rated skill in the post-test was “to network with other people who can give you the help you need,” which rose significantly from 3.6 to 4.1, making it the top rated skill in the post-test. “To work effectively in a team,” which was the top rated skill in the pre-test, actually decreased from 4.0 to 3.9, but this was not statistically significant. Part of working effectively in a team would be negotiating with others for a solution that is good for both sides. Negotiating is often thought in a buyer-seller context, but the negotiation is important in any relationship in which there is the potential for conflict and the need for agreements, such as when working on team projects. The same might be said for motivation of team members. It is possible that “to motivate others to work together” and “to work effectively on a team” might be thought of as skills needed to work with people in one’s own organization. Networking and negotiating might be thought of as skills necessary for dealing with people outside one’s group. These two skills both increased significantly between the pre- and post-tests, suggesting students increased their perceived ability to work with “outsiders.” Given that both motivation and team work skills both decreased (but not at statistically significant levels), students may also have reflected upon challenges they faced in dealing with people from different majors, countries or campuses.

The theme of the program was based on the triple bottom line: people, planet, profit. The concepts related to these topics, particularly the first two, tended to be more knowledge oriented rather than falling into the soft skill category. Social entrepreneurship was introduced as an element of “people” in this framework. The post-test ratings were higher (0.6) than in the pre-test. Alternative energy sources and sustainability in general fell under the “planet” category. This worked particularly well given the interdisciplinary nature of the program. The engineering professor who lectured on two afternoons was the highest rated guest in post-program student evaluations. Ratings for “to understanding concepts about alternative energy” and “to understanding concepts regarding sustainability” increased by 0.8 and 0.7 respectively.

## CONCLUSIONS

The results of this study suggest that soft skills such as thinking in a creative way, thinking critically and networking can be taught. In the pre-tests, half of the 20 items were rated under 3 (good), but none were under 3 in the post-tests. Fifteen skills showed statistically significant increases between the pre- and post-tests, and two of the five that did not increase significantly started at 4.0 and 3.9, showing that students already felt they had very good skills.

It has been suggested earlier (Schmidt, Soper & Facca, 2012) and seems to be confirmed here that a supportive environment in which students can take risks and work on their soft skills is useful in education. The diversity of students in this program, including different nationalities and majors as well as different topics such as alternative energy and sustainability seem to have provided an environment in which students were able to develop their abilities to be creative, design novel and innovative products, network and negotiate.

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# **ENTREPRENEURIAL ORIENTATION AND SUCCESSION PROCESS: EVIDENCES IN MEXICAN AND EUROPEAN FAMILY FIRMS.**

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## **ABSTRACT**

*Research on entrepreneurial orientation and its relationship with family businesses has focused on value creation, but there is a gap in understanding how such value is generated from the perspective of Contingency Theory. The present research offers insights through the lens of entrepreneurial orientation, which generate entrepreneurial performance and value creation. A model is built based on literature and multiple case research. The crucial role of paternalism emerges through the empirical study. We find that family inertia depends on characteristics of the family business culture, where entrepreneurial orientation and paternalism influence family inertia positively and negatively, respectively. Family firms from western Mexico in different industries represent the empirical context. We compare our findings with a similar research recently made in Europe in order to remark some similarities and differences. Theoretical and practical implications are offered.*



# **INNOVATIVE MIDDLE MANAGERS LIKE CORPORATE ENTREPRENEURS: A CASE FROM CHILE**

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## **ABSTRACT**

*This work analyzes the entrepreneurial behavior of middle managers that execute corporate entrepreneurship initiatives. Corporate entrepreneurship was measured through the innovations introduced and implemented by these middle managers in their companies. In this study we used a sample of 397 middle managers in Chile. The results show that creativity and integrative experience are positive and significant upon innovation and that the market context is negative promoting corporate entrepreneurship. With this paper we want to contribute to the relative lack of knowledge on corporate entrepreneurship that exists in Latin-American region. We conclude with a discussion about practical implications that may be relevant to promote innovation and intrapreneurship activities using the case of Chile.*



# **THE DETERMINANTS OF SOCIOEMOTIONAL WEALTH AND THE FAMILY FIRM'S OUTCOMES**

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## **ABSTRACT**

Based on the Behavioral Agency Theory and the socio-emotional wealth model proposed by Berrone, Cruz & Gomez-Mejia (2012), this work focuses on measuring and validating the model and its relationship to family firm's results. It also analyzes some characteristics such as size, number of generation and age of the family businesses to determine their influence on socioemotional wealth generation. Unlike other studies, an empirical study was made in private family firms (not listed in the stock market). The study suggests that family firm's outcomes are positively related to socioemotional wealth. Furthermore, the 5 dimensions model of socioemotional wealth is valid but requires adjustments in some dimensions.

