

# The Effect of Work Experience on Entrepreneurship and Innovation: The Case of Study (Private Universities of Herat Province in Afghanistan)

Faisal Sarwariaan<sup>1</sup>, Cihan Tinaztepe<sup>2</sup>

Istanbul Aydin University, Master Business Administration, Istanbul, Turkey  
faisalsarwarian2014[at]gmail.com

Assistant Professor, Istanbul Aydin University, Master Business Administration, Istanbul, Turkey  
cihantinaztepe[at]aydin.edu.tr

**Abstract:** *Work experience plays an important role in every place. In every organization, especially universities, this research focus on it, there are many employees that they have enough knowledge, but they don't have much experience in their works, the exact organization should take responsibility how to manage the employees and also the employees should know how to learn from working as an experience. The goal of this paper is to recognize the effect of work experience on entrepreneurship and innovation in private universities in Herat province of Afghanistan. The study used a purposive sampling approach and included all private universities in Herat Afghanistan. The analysis followed a form of research by using quantitative methods of research. The study tool used in quantitative terminology by 16 self-administered questionnaires. These questionnaires were prepared on a 5 point likert-scale, distributed to the private universities in Herat Afghanistan. And analyzed using by SPSS statistical, based on the research results, management commitment and supports had a positive relationship with the work experience efficiency, to improving departmental performance and improving organizational efficiency, with clear and statistically significant consequences. In this respect, the employees need the management support in their works, how to use from their knowledge and learn more experience.*

**Keywords:** work experience, entrepreneurship, innovation, private universities in Herat - Afghanistan

## 1. Introduction

The research problem, the importance of this research and justification of conducting in this chapter we will discuss. In addition, the goals, objectives, questions and hypothesis that will eventually be answered by this research will be discussed here, furthermore, this study purpose is to probe the effect of work experience on entrepreneurship and innovation in Herat province of Afghanistan.

Work experience is one of the utmost consequential clash significance in all study. Work experience is relevance for multitude human resource goal such as selection, training, and career development (Ash & Levin 1985).

Primary research gather that work experience was not as main for successful job efficiency as had been formally thought (Fiedler 1970). A meta-analysis by (Hunter 1984), although, developed a relationship of 18 people between work experience and job performance. Later done by (Schmidt, Hunter, 1986) used path analysis to test more theoretical assumption on the role of work experience in forecasting work efficiency. At the end, a meta-analysis by (McDaniel, Schmidt & Hunter 1988) developed a reformed relevance of 32 people between work experience and job performance across number of profession.

There have been two primary categories of operationalizing work experience. The first and most common approach was to measure the accumulated experience the participants accrued at the same exact organization or firm (Goldsmith & Veum, 2002).

The alternative approach, more common to recent research, is to measure experience not only accrued at one organization or firm, but additionally all other experience accrued from other organizations or firms (Castilla, 2005; Dokko et al., 2009).

One of the important clear sources of studying is the store of experience (Argote and Miron - Spector 2011). Many employees increase their efficiency by obtaining new skills and learning from others. However, we also know from previous work that the accumulation of experience in only part of the story. As (Zollo and Winter 2002) argue, relatively passive experiential processes of learning should be studied together with more deliberate cognitive processes having to do with the articulation and codification of knowledge.

Entrepreneurship plays an important role in the economic development of each and every country. Though researchers from different disciplines studied entrepreneurship under their own premises, it is impossible for a particular discipline to explain the whole process of entrepreneurship in a comprehensive way. Realizing the importance of this comprehensive study, researchers were inclined to develop interdisciplinary models of entrepreneurship (Gartner, 1985; Bird, 1988; Greenberger & Sexton, 1988; Herron & Sapienza, 1992; Learned, 1992; Boyd & Vozikis, 1994; Krueger & Brazeal, 1994). Though these models are quite efficient in understanding entrepreneurial action and behavior, they are subjective in nature and there is a lack of quantification.

In this research we will discuss about the effect of work experience on entrepreneurship and innovation, and also there are some other factors that may have a deep relation with work experience will speak about them.

Employee adoptability is an important factor. It is observed that when Innovational activities are supported by organization, then workforce actively participates in different activities organized by the organization. Organization provides extra incentive and benefits to employees engaged in innovation and employee's contribution is strictly supervised and control for this purpose. This motivates employees to be a part of an innovation agenda.

The next factor that may have relation with the work experience is skill enhancement, since innovation adds value to the work done by the employee, Organization provides necessary training to employees to upgrade their skill sets.

From an historical perspective, the overall concept of self - efficacy was first introduced by Bandura [42]. According to the author, self - efficacy denotes the beliefs about an individual's capability to learn or perform behaviors at designated levels. Shelton [43] has noted that the term "self - efficacy" indicates an individual's conviction pertaining to

their capability in achieving goals as well as overcoming obstacles faced in their daily lives with the expectation that he/she can successfully perform a given behavior. Wilson et al. [16] have mentioned that an individual's self - efficacy is synonymous to his/her self - confidence about self - perceptions regarding skills as well as abilities for performing certain tasks successfully.

How the work experience effect on entrepreneurship and innovation? The results of this research will answer that.

## 2. Research hypotheses

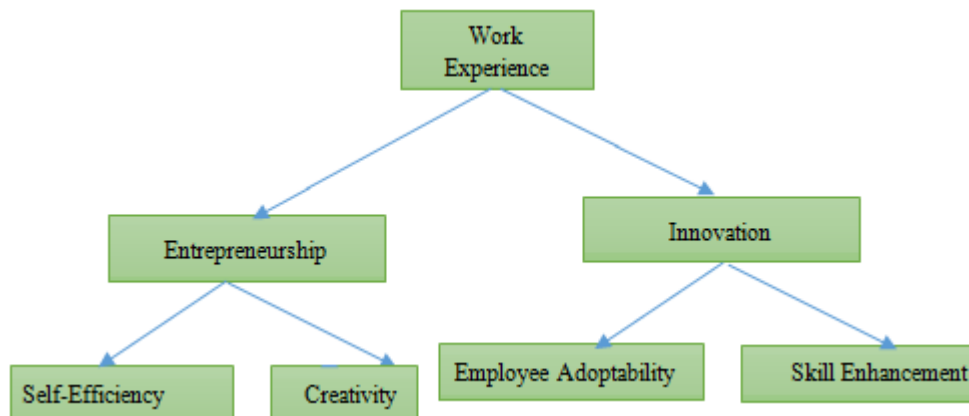
H<sub>1a</sub>: The work experience has a positive effect on employee adoptability in the private universities.

H<sub>1b</sub>: There is a positive relationship between work experience and skill enhancement.

H<sub>2a</sub>: Increasing work experience has a positive relationship with increasing self - efficiency.

H<sub>2b</sub>: The people who have a high work experience have a high creativity too.

## 3. Conceptual Framework



## 4. Research Methodology

This section demonstrates the approaches and methodology used in this research, as well as the instruments, and data collection methods:

- Descriptive Research: It takes an experimental and factual approach and seeks to establish clear and observable facts.
- Quantitative Research: It is a systematic investigation of phenomena by gathering quantifiable data and performing statistical, mathematical or computational techniques.
- Data Collection: Both primary and secondary methods of data collection were used. In order to collect primary data questionnaire was distributed as an instrument.
- Population: The population for current research is all private universities in Herat - Afghanistan.
- Sampling: All employees in private universities, with 95% confidence level and a margin error of 5%

- Response Rate: Response rate with regards to the distributed and received survey questionnaires is 99%, which makes it 177 responses.
- Data Analysis: Percentage, Mean and standard deviation were used, and hypothesis testing process was carried out using multiple regression analysis through SPSS software.

## 5. Literature Review

Through this chapter of the study the researcher looks at available defined literature about effect of work experience on entrepreneurship and innovation, in the following we will speak about measurement of experience, context of work, models of work experience, the challenge of entrepreneurship, the power of entrepreneurship, and the process of entrepreneurship and the end we will speak about innovation and stage models of innovation. In this study the researcher try to find the effect of work experience on entrepreneurship and innovation, beside this there are other factors that may have relation with work experience and in

the below we will speak about theme more, like employee adoptability, skill enhancement, self - efficiency and creativity. In every place work experience plays an important role, especially among employees, for example, employees who have more experience could be accept easily, and can do their duties in the best way. There are some people that have more experience but they are not good entrepreneur, instead, there are people who don't have much experience but they are good entrepreneur. And also we want to find the same relation of work experience on innovation, we want to know if people who are innovative it means that they have much experience. Because of that this research force me to find the relationship of work experience on entrepreneurship and innovation.

Although it seems obvious that work experience can play an important role in employee performance, surprisingly little research has been done on the exact definition of work experience. (See Quiñones, Ford, & Teachout, 1995; Tesluk & Jacobs, 1998 as notable exceptions), or considering the implications of different measurement options (see Burt, 2015 as a notable exception). Burt (2015) believes that this may be because the phrase or work tag seems easy to understand. However, work experience is actually a very multifaceted and dynamic structure. And a thorough understanding of the meaning of work experience is essential (Burt, 2015; Quiñones, et al., 1995; Tesluk & Jacobs, 1998).

In trying to define and understand work experience, Brett (2015) suggests distinguishing between being experience and experience something

Another major aspect of work experience is the similarity between the past and the present. This means that a new employee with experience will have a history of engaging in a particular job or occupation. Similarity have been described as matching the characteristics of a new job and changing experience from previous employment (Pinder & Schroeder, 1987).

A factor that increases the probability of similarity between the past and the present is the variability of past activities. That is, the more varied a person's past work is, the more likely it is that some aspects of it will be similar to aspects of a new job.

Once an entrepreneur understands how he or she wants to start or acquire a business, it is time to choose the legal form of the organization. The business organization should be decided based on the complexity and costs associated with the organization and the cost of doing the work. In addition, the amount of personal responsibility as well as the need to raise initial capital can affect how an organization is set up. Some other aspects of deciding on an organization are the amount of control, ownership, and management that an entrepreneur wants to share with others. The more an organization is shared with others, the greater the profit - sharing distribution.

Research on innovation within the organization is more focused on the innovation acceptance phase (Holahan, Aronson, Jurkat and Schoorman, 2004) the decision by organization to make use of an innovation (Rogers, 1995).

However, the adoption decision is only the beginning of innovation process. This process can only be considered a success if the innovation is accepted and implemented by the members of the organization and as a result the organization benefits or some improvements. (Bhattacharjee, 1998; Klein, Conn, and Sorra, 2001). Researchers have repeatedly argued that no real evidence has emerged that allows us to understand what factors contribute to the success of an innovation (Klein, 2001).

This section presents a wide history of study examined through the review of professional and academic literature. The purpose of this study is to take a look the effect of work experience on entrepreneurship and innovation.

In this chapter the researcher will speak about following sections: 1) introduction; 2) theoretical background; 3) work experience 4) meaning of work experience; 5) measurement of work experience; 6) models of work experience; 7) entrepreneurship 8) innovation; 9) background of the study area; and 10) contributions of each variables.

## 6. Work Experience

The current emphasis on work experience is symptomatic of the ever - more rapidly changing world of work. Work experience is increasingly sought by employers during recruitment and a range of relevant experiences will better equip graduates for the flexible workplace of the future.

Public and private department conformation have been forced to change in response to a number of factors. Financial pressures, worldwide rivalry, a focus on core value added, the impact of information technology and ever - increasing emphasis on meeting rising customer expectations have changed the nature of many organizations (Harvey, Moon and Geall, 1997). Changes inside organizations, such as 'downsizing' and the move to more flexible contractual adjustment, all have an impact on the occupations and necessity properties of graduate employees. Big companies that have a rule of hiring graduates, may no longer be presenting traditional, graduate - training schemes and, progressively, graduates, are being employed in small and medium enterprises (SMEs) with no primary training schemes. The result is increasing pressure on graduates to be immediately efficient in a range of roles (NCIHE, 1997).

Work experience has a significant impress to play in the development of work preparation but also in the development of students as lifelong learners. There is increasing attention being placed on lifelong learning, which offer that learning is something that goes on in the workplace as well as the academy. This enhances the profile of work experience, not just as a work - readiness chance, but as a means to assist the process of learning through work. Thus, work experience as part of the undergraduate experience can, for example, be seen as a pioneer to, and facilitator of, continuing professional development.

There have been an amount of main reviews of work experience (RISE, 1985; Davies 1990; Brennan and Little, 1996), and government sources creativity (such as Enterprise in Higher Education) achieve at motivating the development

of work experience chances (TIHR, 1990, EDG, 1991; Elton, 1993; HMI, 1993).

Previous study (Banta, et al, 1991; Hansen, 1991; Harvey with Green, 1994) has identified the significance of work experience as a main factor in development work readiness. Indeed, work experience is a 'missing ingredient' in undergraduate education, at least from the view of employers. Graduates 'work (Harvey, Moon and Geall, 1997, p.2).

## 7. Entrepreneurship

A common theme underlying the effectiveness (Sarasvathy 2001) and bricolage of entrepreneurship (Baker and Nelson 2005) of entrepreneurship theories is entrepreneurial action, the visible result of entrepreneurial attitude (i. e. motivation) and behavior.

But, like many entrepreneurship theories, these theories either ignore entrepreneurial motivation (Karsud and Branbeck 2011) or attribute an entrepreneur's action to inherently random traits (e. g., need for success, willingness to take risks) or external factors (e. g., economic benefits of Baumol (1968)). The limited available empirical studies assessing the influence of intrinsic and extrinsic factors on entrepreneurial motivation have failed to support the proposed relationships (e. g., Busenitz and Barney 1997), leaving a huge void in our understanding of how entrepreneurial motivation, the key antecedent to entrepreneurial behavior, develops (e. g., Alvarez 2005). Therefore, our limited understanding of the previous cases of entrepreneurial motivation has made entrepreneurial researchers unable to provide a conscious explanation for the non - entrepreneurial transfer to the entrepreneur. (Bird and Schjoedt 2009).

As entrepreneurship is a pragmatic phenomenon, entrepreneurial motivation is the main predictor of an individual's participation in the entrepreneurial process. (Carsrud and Brännback2011). An entrepreneurship phenomena is impossible without willingness of people to play the game (p.258, Shane et al.2003). In addition, Sheen et al. stated that understanding the development of human motivation (ie, entrepreneurial motivation) is important to explain someone seeking entrepreneurial opportunities. People without entrepreneurial motivation are unlikely to be able to engage in entrepreneurial behaviors or take steps to become entrepreneurs. (Miller et al.2012).

But despite the consensus among entrepreneurial scholars on the importance of entrepreneurial motivation in the entrepreneurial process, academic achievement in construction has not been able to grow significantly. (Carsrud and Brännback2011; Grimes et al.2013; Miller et al.2012; Shane et al.2003).

Given our limited understanding of entrepreneurial motivation, which Carsrud and Brännback (2011) termed as spark<sup>^</sup> that transforms a latent intention to real action, we have been unable to fully understand the intention - action relationship for would - be entrepreneurs (e. g., Bagozzi1992; Bird and Schjoedt2009).

Unconscious understanding of entrepreneurial motivation may lead many entrepreneurs and entrepreneurs to accept economic profit or maximum profit as the main motivation of entrepreneurs. (Casson1982; Kirzner1985; Knight 1921; Schumpeter 1934). This narrow perspective has failed not only to obtain consistent empirical support (Busenitz and Barney 1997) but also to incorporate noneconomic factors, such as autonomy, work - life balance, or prestige (Amit and Zott2001; Kolvereid1996; Shane et al.1991), in motivating entrepreneurial action. The traditional economic perspective has also tried to explain the emergence of new types of entrepreneurial phenomena, social entrepreneurship, which has non - economic factors at its core. (Miller et al.2012; Grimes et al.2013). In this paper, we build a theoretical model to explain how entrepreneurial motivations form in non - entrepreneurs.

In order to understand formation of entrepreneurial motivation, it is necessary to first understand the basis of human behavior, individual identity (e. g., Ashforth and Schinoff2016).

## 8. Innovation

An increasingly competitive national market, combined with the pressures of international competition, emphasizes the importance of organizations in successfully managing innovation - enhancing measures. Higher education, internet, fast communication, etc. are the things that force us to constantly improve our jobs in order to offer more complex and different products and services. Findings show that innovation is related to superior performance and acts as a mediator between organizational variables and financial performance. (vinent et al., 2004). However, organizational innovation is a complex issue, and its development involves many uncertainties and risks such as unsuccessful implementation of ideas, degree of human motivation and unexpected changes in market demands, determination and use of key drivers for organizational innovation. Is. Recently, a lot of attention has been paid to research, leading to numerous research articles that take different approaches and identify a large number of factors related to innovation. (Andreson et al.,2004; Huntler et al.,2007; Hulsheger et al.,2009; Hammond et al.,2011; Denti, 2012) Despite this extensive amount of literature, there is a degree of ambiguity regarding the critical factors for innovation and how to implement an innovation culture within an organization.

## 9. Data Results

The results of the quantitative data assessment in this section are presented. The hypotheses study is used to assess the major effect of independent variable on the dependent variables (Field Survey, 2020). Hypotheses are tested in this study for a major influence of work experience on entrepreneururship and innovation which was calculated to improving departmental performance and improving corporate efficiency. Table (4.14) shows that the p - value of abilities is statistically significant in terms of abilities among employees ( $p < 0.05$ ); which suggests excellent support for the fourth hypothesis.

In this respect, the investigator studied the effect of work



experience on entrepreneurship and innovation from the perspective of committed to their work among employees, efficient communication, and training.

## 10. Conclusion of the study

Work experience has a crucial role to play in assisting a firm reaches its goals while it is successfully managed, executed, and functioned. Organizations that coped, implemented, and operated efficiently were better able to recognize their organizational threats and system inefficiencies to take corrective actions and improve the process. The following relevant results are listed based on the survey.

In this study I analyzed between four different hypotheses, and here I list the results.

Firstly, the work experience has a positive effect on employee adoptability in private university. The sign of a positive scale and a t - value of less than 2 imply that the independent and dependent variables are not strongly linked. The researcher, therefore, reject the hypothesis that the work experience is positively linked to the employee adoptability. The result has shown that the work experience do not play a significant role on the employee adoptability.

Secondly, the work experience has a positive effect on skill enhancement in the private universities. The positive sign of magnitude and t - value of less than 2 shows a weak interaction between DV and IVs. Thus, the researcher does not support the study's hypothesis that work experience is positively correlated with the skill enhancement in private universities. The result shows that work experience performs a less influential position in the effectiveness of skill enhancement in the private universities. This means that the work experience has an insignificant effect on skill enhancement.

Thirdly, the work experience has a positive effect on self - efficiency in private universities. The results show that a statistical significance level of ( $P < 0.05$ ) has positively connected with the efficiency of work experience in the private universities. Thus, the researcher support the study's hypothesis that work experience is positively associated with the self - efficiency in the private universities. This means that there is a significant influence between work experience and self - efficiency in the private universities.

Fourthly, the work experience has a positive effect on creativity in private universities. The result shows that work experience correlated with the creativity of employees in the private universities at a statistically significant point ( $P < 0.05$ ).

## 11. Suggestions and Recommendations

The ultimate intention of the research is to recognize the effect of work experience on entrepreneurship and innovation in private universities. In this respect, quantitative data analysis is performed. The investigator provides the following recommendations to the relevant parties, based on the research objective and the data analysis.

- 1) In every area, especially private universities work experience play an important role. The head of each university should try to link the employees with their experience, it means in which area they have experience to do their works.
- 2) In every organization, especially private universities, there are different employees with different skills, but maybe they don't have much experience, it is the responsibility of that office, how they can use from employees skills with less experience.
- 3) Employees that they are creative, but they don't have enough experience can be useful in their works. The head of specific office should observe from their works and use from experience that the employees catch.

## 12. Acknowledgment

Firstly, Thanks to the Allah for everything he provided for me including opportunity and ability to end this study. My thoughts and gratitude a goes to my family who always supported me, my professor Assist. Prof CIHAN TINAZTEPE whose clear guidance made writing the thesis very easy and to learn a lot of new matters. For the last moment, I want to take opportunity of thanking my friends who have always been helpful to me.

## References

- [1] Ash & Levin. (1985): using work experience to predict job performance: author (Darryl L. Hunter Jr.2017)
- [2] Fiedler (1970): using work experience to predict job performance:
- [3] Hunter (1984): using work experience to predict job performance:
- [4] Goldsmith & Veum, (2002), Castilla, (2005); Dokko et al., (2009): using work experience to predict job performance:
- [5] Maria Mikkonen (2015): The influence of the entrepreneurship and innovation.
- [6] Argote and Miron - Spector (2011): Making experience count: the role of reflection in Individual learning. Vol.22 (5) 1123 - 1137
- [7] Zollo and Winter (2002): Making experience count: the role of reflection in Individual. Vol.22 (5) 1123 - 1137
- [8] Gartner, (1985); Bird, (1988): Entrepreneurial Intention Model - Based Quantitative Approach to Estimate Entrepreneurial Success
- [9] Farashah, A. D. (2013). The process of impact of entrepreneurship education and training on entrepreneurship perception and intention: Study of educational system of Iran", *Education + Training*, Vol.55 No.8/9, pp.865 - 885.
- [10] Drost, E. A. (2010). Entrepreneurial intentions of business students in Finland: implications for education", *Advanced Management*, Vol.3 No.7, pp.28 - 35.
- [11] Bandura, A. (1997). *Self - efficacy: The exercise of control*, Freeman, New York.
- [12] Shelton, S. H. (1990). Developing the construct of general self - efficacy. *Psychological Reports*, Vol.66, pp.987 - 994.

- [13] Harvey, Moon and Geall, (1997). Work Experience: Expanding Opportunities for Undergraduates.
- [14] NCIHE, (1997). Work Experience: Expanding Opportunities for Undergraduates.....
- [15] RISE, (1985). Davies (1990) Brennan and Little, (1996). Work Experience: Expanding Opportunities for Undergraduates.
- [16] Banta, et al, (1991); Hansen, (1991); Harvey with Green, (1994). Work Experience: Expanding Opportunities for Undergraduates.
- [17] Harvey, Moon and Geall, (1997). p.2. Work Experience: Expanding Opportunities for Undergraduates.
- [18] Haldane, (1926). The Relationship between Work Experience and Job Performance....
- [19] Hothersall, (1990). The Relationship between Work Experience and Job Performance. . .
- [20] Binning & Barrett, (1989). The Relationship between Work Experience and Job Performance.
- [21] Hofmann, Jacobs, &Gerras, (1992; Rowe, (1988). The Relationship between Work Experience and Job Performance.
- [22] Klein, Danserau, and Hall, (1994); Ostroff& Ford, (1989); Rousseau, (1985). The Relationship between Work Experience and Job Performance.
- [23] Ostroff& Ford, (1989). The Relationship between Work Experience and Job Performance.
- [24] DuBois & McKee, (1994). The Relationship between Work Experience and Job Performance.
- [25] Sego, Ford, &Teachout, (1995). The Relationship between Work Experience and Job Performance.
- [26] e. g., Lance, Hedge, & Alley, (1989). The Relationship between Work Experience and Job Performance.
- [27] Cole (1995). Learning through Work Experience: David Guile & Toni Griffiths.....
- [28] Keep & Mayhew (1999). Learning through Work Experience: David Guile & Toni Griffiths.
- [29] Brown & Lauder (1995). Learning through Work Experience: David Guile & Toni Griffiths.
- [30] Scarborough et al (1999). Learning through Work Experience: David Guile & Toni Griffiths.
- [31] (Coffield 1998). Learning through Work Experience: David Guile & Toni Griffiths....
- [32] Kindermann& Skinner (1992). Learning through Work Experience: David Guile & Toni Griffiths.
- [33] Dewey (1986). Learning through Work Experience: David Guile & Toni Griffiths.
- [34] Engestrom (1996). Learning through Work Experience: David Guile & Toni Griffiths...
- [35] Beach & Vyas (1998). Learning through Work Experience: David Guile & Toni Griffiths.
- [36] Vickers (1995), Stern & Wagner (1999), (1999). Learning through Work Experience: David Guile & Toni Griffiths.
- [37] Watts (1983). Learning through Work Experience: David Guile & Toni Griffiths.....
- [38] Lasonen& Young (1998). Learning through Work Experience: David Guile & Toni Griffiths.
- [39] Jamieson et al 1988, Miller et al (1991). Learning through Work Experience: David Guile & Toni.
- [40] Miller et al (1991), Wellington (1993). Learning through Work Experience: David Guile & Toni.
- [41] Griffiths & Guile (1998), Stern & Wagner (1999). Learning through Work Experience: David Guile & Toni.
- [42] Green et al (1999). Learning through Work Experience: David Guile & Toni.....
- [43] Kamarainen&Streumer (1998). Learning through Work Experience: David Guile & Toni.
- [44] Ecclestone (1998); Usher et al (1997). Learning through Work Experience: David Guile & Toni.
- [45] Jones & Moore (1995). Learning through Work Experience: David Guile & Toni.....
- [46] Ecclestone (1998), Usher et al (1997). Learning through Work Experience: David Guile & Toni.
- [47] Attwell&Jennes (1993). Learning through Work Experience: David Guile & Toni.....
- [48] Kindermann& Skinner (1992). Learning through Work Experience: David Guile & Toni.
- [49] Freire&Macedo (1999). Learning through Work Experience: David Guile & Toni.....
- [50] Lave & Wenger (1991), Wenger (1998). Learning through Work Experience: David Guile & Toni.
- [51] Guile & Fonda (1999). Learning through Work Experience: David Guile & Toni.....
- [52] Sarasvathy (2001). Entrepreneurial motivation: a non - entrepreneur's journey to become an entrepreneur.
- [53] Baker and Nelson (2005). Entrepreneurial motivation: a non - entrepreneur's journey to become an entrepreneur.
- [54] Karsud and Branbeck (2011). Entrepreneurial motivation: a non - entrepreneur's journey to become an entrepreneur.
- [55] e. g., Alvarez (2005). Entrepreneurial motivation: a non - entrepreneur's journey to become an entrepreneur.
- [56] Bird and Schjoedt (2009). Entrepreneurial motivation: a non - entrepreneur's journey to become an entrepreneur.
- [57] Carsrud and Brännback (2011). Entrepreneurial motivation: a non - entrepreneur's journey to become an entrepreneur.
- [58] Entrepreneurial motivation: a non - entrepreneur's journey to become an entrepreneur. (p.258, Shane et al. (2003).
- [59] Miller et al. (2012). Entrepreneurial motivation: a non - entrepreneur's journey to become an entrepreneur.
- [60] e. g., Bagozzi (1992); Bird and Schjoedt (2009). Entrepreneurial motivation: a non - entrepreneur's journey to become an entrepreneur.
- [61] Casson (1982); Kirzner (1985); Knight (1921); Schumpeter (1934). Entrepreneurial motivation: a non - entrepreneur's journey to become an entrepreneur.
- [62] Miller et al. (2012); Grimes et al. (2013). Entrepreneurial motivation: a non - entrepreneur's journey to become an entrepreneur.
- [63] e. g., Ashforth and Schinoff (2016). Entrepreneurial motivation: a non - entrepreneur's journey to become an entrepreneur.
- [64] The World of entrepreneurship: Essentials of Entrepreneurship and Small Business of Management. vinent et al., (2004). Measuring Organizational Innovation: Jonathan Chausset and Lorenz MC NAMARA.

- [65] Andreson et al, (2004); Huntler et al, (2007); Hulsheger et al, (2009); Hammond et al, (2011); Denti, (2012). Measuring Organizational Innovation: Jonathan Chausset and Lorenz MC NAMARA.
- [66] See Quiñones, Ford, & Teachout, (1995); Tesluk & Jacobs, 1998 as notable exceptions). An examination of different measures of work experience.
- [67] Burt (2015). An examination of different measures of work experience.
- [68] Burt, (2015); Quiñones, et al., (1995); Tesluk & Jacobs, (1998). An examination of different measures of work experience.
- [69] Pinder & Schroeder, (1987). An examination of different measures of work experience...
- [70] Holahan, Aronson, Jurkat and Schoorman, (2004). An examination of different measures of work experience.
- [71] Richard E. Kilstrom and Jean - Jacques Lafontaine was published in (1979). Entrepreneurial activity in developing countries.
- [72] Krzysztof Wach (2015), Entrepreneurial activity in developing countries.
- [73] Cronbach's, (1951). Psychometrika, 16, 297 - 334 (28, 307 citations in Google Scholar as of 4/1/2016).
- [74] Reisinger, (1997). Reisinger, H., "The Impact of Research Designs on R<sup>2</sup> in Linear Regression Models: an Exploratory Meta - Analysis" **Journal of Empirical Generalizations in Marketing Science**, 2 (1), 1997, p.1 - 13.
- [75] Thompson, (2002). B., ""Statistical", "Practical", and "Clinical": How Many Kinds of Significance Do Counselors Need to Consider?" **Journal of Counseling and Development**, Vol.80, 2002, p.63 - 72.