

Research at the Marketing/ Entrepreneurship Interface

Fabian Eggers
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2023

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Published by the

Global Research Conference on Marketing and Entrepreneurship ©
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www.marketing-entrepreneurship.org

2023

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MARY KAY ASH THE ENTREPRENEUR: THE POWER OF LANGUAGE TO INFLUENCE PEOPLE

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EXTENDED ABSTRACT

Merriam Webster describes influence as the power to cause changes without directly forcing the changes to happen. Thus, an influencer is someone or something that affects the opinions or actions of others. In today's 21st century world of social media, influencer marketing has become associated primarily with social media platforms. However, the principle behind an influencer is not new since individuals (i.e., influencers) have long had the power to affect decisions of others because of real or perceived variables (e.g., authority, knowledge, relationship, etc.).

In commemorating the 100th anniversary of the 19th amendment and women's right to vote in the United States, *USA TODAY* included Mary Kay Ash on its list of female icons who have had an influence on American society over the past century (Flores, 2020). As a business executive and philanthropist, Mary Kay Ash is legendary as a glass-ceiling breaker. With the belief that Mary Kay Ash is both modern and relevant, while simultaneously legendary, the overall purpose of this research is to explore the role of Mary Kay Ash, one of America's greatest women entrepreneurs, as a primogenitor of influencer marketing. To fit the profile of a primogenitor, Mary Kay Ash will need to have left a lasting legacy of influence.

The research utilized characteristics of influencers in a pentadic analysis of books written by Mary Kay Ash. Burke (1945) suggested that such human motivation could be discerned in one's written word and that the written word conveyed action rather than merely information. Mary Kay Ash's rhetoric appears to have had motive, and that motive was in the form of speech designed to persuade - seeking to have a formative effect on the recipient's attitude (Burke, 1950). Although Mary Kay Ash passed away in 2001, her rhetoric lives in the various books she authored over time (Ash, 1984 & 1994). With Mary Kay's written word as the artifact under investigation, Burke's pentad was used as the dominant rhetorical analysis in this research about Mary Kay Ash as an entrepreneurial predecessor to modern influencer marketing. Subsequently, the same written word was also examined via Linguistic Inquiry and Word Count (LIWC) and IBM Watson Emotion Analysis to see where the textual analyses might converge or diverge.

The pentad is comprised of five key elements (Burke, 1945): (1) Act (what was done), (2) Scene (when or where it was done), (3) Agent (who did it), (4) Agency (how it was done), and (5) Purpose (why it was done). Once the terms are labeled, the next step is to discover the dominant pentadic element. To accomplish this analysis, each of the terms must be paired to form 20 ratios. These ratios were determined by examining six key qualities (determination, imagination, passion, integrity, courage, compassion) that Adkins-Green (2019) identified in her description of Mary Kay Ash as an inspirational entrepreneurial leader.

The dominant term in the pentadic analysis for determination was *agency* as it controlled the second term of the ratios more often than the other terms exhibited control. This *agency* motivated Mary Kay to treat her employees, consultants, customers, and suppliers as family and likely led to her often applied motto of God first, family second, and career third. Philosophically, pragmatism is the school that is most relevant for *agency*. *Act* was the dominant term in the ratio analysis for imagination. Written metaphorically, the content of the text conveyed that the *act* of training the beauty consultants was critical to the success of the business. While there were symbolic gestures both in her writing and in the company's reward system, it was the training of people that was deemed the underlying motivation for the rest of the pentad. Mary Kay was a realist in this regard - train her people and her people could become successful and her company could then become successful. This corresponds to the philosophical doctrine of realism, in that the universal principles are more real than objects. Thus, Mary Kay was able to represent her realistic approach to training with imagery. But it was not the imagery that she was writing about; rather, she was motivated by, and writing about, the importance of the *act* of training. The dominant term in the remaining four pentads of passion, integrity, courage, and compassion was *agent*. According to Foss (2018, p. 377), "If the term *agent* is featured, the corresponding philosophy is idealism, the system that views the mind or spirit as each person experiences it as fundamentally real, with the universe seen as mind or spirit in its essence."

The data used in the pentadic analysis were also analyzed via Linguistic Inquiry and Word Count (LIWC) and IBM Watson Emotion Analysis. Based on an analysis of 1,553 of Mary Kay's words that were run through the LIWC program, Mary

Kay scored highest on clout and emotional tone. The scores are not surprising given that the pentadic analysis revealed the company and managers as the agents in four of the six pentads, suggesting that Mary Kay did not always place herself as the dominant term in her writing. But, when she did dominate, she exhibited considerable influence on others through her clout and emotional tone. Thus, these dimensions are consistent with the perception of Mary Kay as an inspirational leader, one whom others looked up to. In the IBM Watson Emotion Analysis, Mary Kay Ash displayed a high score on joy and a medium score on analytical and sadness. It is clear that Mary Kay Ash attempted to exhibit a positive (joyful) tone in the use of her words.

With findings from the pentadic, LIWC, and IBM Watson analyses, Mary Kay's focus on recruitment, training, and moving forward with the business underscored her analytical thinking. Thus, Mary Kay presented a balance in her writing. As seen in the pentads, she focused on people but not to the detriment of the company's success and her writings showed that she wanted to empower others. Based on an in-depth analysis of her written work, Mary Kay Ash was an entrepreneur who was also an influencer. Her primary rhetorical approach to influencing was idealism. Interwoven in her writings, she also exhibited both pragmatism and realism. She knew that she had to, pragmatically, start the business to have the future she desired and that she, realistically, needed to train her team appropriately for success to be forthcoming. The motivation in Mary Kay Ash's rhetoric was that of influencing people so that they would be the best that they could be whether as manager, beauty consultant, or person in general. As a primogenitor of the influencer phenomenon, Mary Kay Ash's legacy is expected to continue through generations of entrepreneurs.

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WHAT TO TEACH IN ENTREPRENEURIAL MARKETING AND ENTREPRENEURSHIP? TEACHER HEURISTICS BASED ON THEIR ENTREPRENEURSHIP PROFILE

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EXTENDED ABSTRACT

Experiential methodologies embedded in entrepreneurial marketing education depend on subjective interpretations of the feedback received from clients (Felin et al., 2019). Entrepreneurial learning becomes perceptual and incomplete, leading to significant practical and theoretical challenges to explain the process of opportunity recognition (Felin & Zenger, 2009). Hence, heuristics involve strategies to make frugal decisions in context-specific situations (Guercini, 2012) and, considering the lack of expertise among typical entrepreneurs, there is an increasing probability of heuristics and biases in entrepreneurs' marketing decisions (Nouri et al., 2017). This is why mentorship, education and other entrepreneurship-support programs become instrumental in helping entrepreneurs address a variety of risks and uncertainties embedded in new ventures. However, mentors and entrepreneurship educators face similar complexity challenges, in that they build their own heuristics based on a network of contacts and key partners (Guercini, 2012). In this sense, it becomes essential to understand the heuristics that govern the mentality of teachers during the selection of the entrepreneurial marketing methodologies to be taught.

The contextual qualities of mentors and educators have a definitive effect on the entrepreneurial marketing learning process (Audet & Couteret, 2012), which encompasses students, entrepreneurs, and would-be entrepreneurship instructors. In other words, instructors as well as entrepreneurs can acquire heuristics from others (Makings & Barnard, 2019). Mentors offer their expertise and experience, providing advice to entrepreneurs on recurring business dilemmas (Yitshaki & Drori, 2018), thus guiding entrepreneurs in their heuristic decisions.

Additionally, considering that a relevant number of entrepreneurship educators have not owned or operated a business enterprise (Bennett, 2006), heuristics is prevalent among them too, since they shape entrepreneurship education based on their own experience and believes, learning from third-party experiences and active reflection, confusing academic aims with practices in entrepreneurship education (Seikkula-Leino et al., 2010).

In this paper, a qualitative methodology was selected to understand the view of the participants and to study the process, action, or interaction of how they choose what to teach (Khan, 2014). All the data were collected through a convenience sampling in semi-structured interviews, which were recorded and transcribed. The sample included 20 interviewees, all of them entrepreneurship educators who were classified in four groups: academics (6), entrepreneurs (5), mentors (5), and experts (4). The interviewees were contacted by email or social media, and all of them provided the authorization to record the interviews. In addition, they were informed that the data will be used only for the purposes of this research. It is important to highlight that this kind of sampling was selected to provide a vision of educators of different profiles. The sample is limited. Nevertheless, the objective of the study is to analyze information at an exploratory level, for which it was considered enough.

After interviewees were selected, semi-structured interviews were conducted in the second half of 2019, either by videoconference or face to face, all of them were recorded and transcribed. After that, all transcripts were coded by segments (in this case, paragraphs), and NVivo software was used to analyze the data. NVivo software generated axial codes, which were manually re-classified and re-grouped by the authors in the main topics according to the research objective. After that, the three authors read all the paragraphs. We assigned turns, in which data were reviewed by each author, one followed by another. So, one of the authors did it first in an initial round to create open codes, then the next author did it for a second round and, finally, all of them did it for a third and a fourth round to assign categories and the main categories to the data taking the principles of grounded theory as a basis (Corbin & Strauss, 1998).

Previously, other studies on entrepreneurship education have used this tool for the analysis process (Nabi et al., 2018; Hakon Haneberg & Aadland, 2019; Rei Galvão et al., 2020; Wraee et al., 2020). Some differences in those approaches can be highlighted. The main differences are the focus on the educator's heuristics and the data analysis process. In this case, the

authors generated their own codes taking the NVivo codes as a basis, but a new coding process was elaborated after the software analysis.

As a result, by analyzing the heuristics present in each of the profiles, we find that entrepreneurial educators tend to choose the methodologies they teach themselves, use those they believe to be the best and most innovative, and consider that their choices are based on the established axioms. In addition, they see themselves as possible creators of methodologies and co-participants in a theoretical-practical process in education.

In the case of mentors, they state that they choose the methodologies themselves, based on what they were taught that they should teach, based on their own tastes or on what is easier for them. Like entrepreneurs, they see themselves as potential creators of methodology and describe their role in class as that of a mentor or a guide. Academics often base their choices on their experience, their own interpretation on what should be done and the best practices in the ecosystem. In this sense, the role of an academic educator ranges from being a protagonist or an expert in education to being a mentor, a guide, or a facilitator. Finally, expert teachers are governed in their choices by the established axioms, making their choices based on the best practices, selecting what they consider to be the best methodologies and what is done in the real world based on their own experience. Unlike the previous profiles, the perception of the expert focuses on the fact that the expert must have a practical, empathic profile that is closer to a facilitator.

In conclusion, in this paper it was shown that entrepreneurship educators use their own heuristics to make decisions considering methodologies to teach and how to do it. In the same vein, they use the same process to choose the role they should play in this process. This paper is an important contribution showing how heuristics not only influence the decision-making processes of entrepreneurs, but also influence the decision-making of educators.

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THE INFLUENCE OF INTEGRATED BUSINESS MODEL INNOVATION ON ENTREPRENEURIAL MARKETING AND FIRM PERFORMANCE

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EXTENDED ABSTRACT

Entrepreneurial Marketing (EM) is a growing research domain in the academic business discipline. Scholars have demonstrated its efficacy in achieving organisational performance in small and large businesses (Morrish et al., 2020). Recent studies have also indicated that EM as a culture (Kilenthong et al., 2016), a behavior (Haden et al., 2016), and a strategy (Morrish, 2011) can significantly influence different types and modes of innovations (Arunachalam et al., 2018; Bachmann et al., 2021; Jalilvand et al., 2017). Similarly, the impact of different types of innovation on firm performance has also been established in the literature (Martínez-Román et al., 2017). In this paper, we explore the mediation role of Integrated Business Model Innovation (IBMI) between EM and firm performance, an area that has not been explored in the literature yet.

IBIM is the process of dynamically integrating multiple types of innovation into a firm's business model (Sorescu, 2017). Every organisation, consciously or unconsciously, has a business model, which refers to the interdependent and interconnected activities performed by the focal firm and its stakeholders to create, deliver and capture value (Amit & Zott, 2012). All innovation types are interdependent; however, they are usually studied in isolation. Scholars have argued that SMEs use different innovations, so when conducting innovation studies among SMEs, it makes sense to use multiple innovations (Bianchini et al., 2018; Love & Roper, 2015). Investigating the impact of IBMI on firm performance will help us understand how using different innovations simultaneously can influence firm performance.

This study is underpinned by the Resource-Based View (RBV) and Dynamic Capability (DC) theories. EM is a strategy and a resource that can be leveraged through dynamic innovation capabilities to achieve a competitive advantage among SMEs (Morrish, 2011; Yadav & Bansal, 2021). Today, firms operate in a dynamic business environment, and it will take firms that can dynamically use multiple resources and capabilities to achieve a competitive advantage (Barney, 2001; Teece et al., 1997).

Hansen et al. (2020) have shown that any ambidextrous use of dimensions from entrepreneurship and marketing discipline can constitute EM. However, the seven established dimensions that dominate the EM literature include proactiveness, innovativeness, opportunity focus, risk-taking, customer orientation, resource leveraging, and value creation. The innovativeness dimension in EM constitutes a culture, mindset, or behavior that creates an atmosphere of creativity in the firm (Lumpkin & Dess, 1996). While innovativeness may be the ex-ante or front-end of innovation in this context, creativity is not the same as innovation. Creativity is thinking about something new, and innovation is doing something new (Scarborough & Cornwall, 2011). This is reflected in the Oslo manual that defines innovation as "...the implementation of a new or significantly improved product (goods or service), or process, a marketing method, or a new organisational method in business practice, workplace organization or external relations" (OECD, 2005, p. 46). Kahn (2018) suggests that innovation can be a mindset, a process, or an outcome. We, therefore, conceptualize the innovativeness dimension in EM as a mindset and IBMI as an outcome. Based on these conceptualizations, we argue that an EM mindset and culture can improve business performance through IBMI outcomes.

This study adopts a quantitative approach and a survey strategy to collect data from 480 owner-managers and managers of SMEs in Australia and New Zealand. EM was measured using eight dimensions: proactiveness, innovativeness, risk-taking, opportunity-focused, customer orientation, resource-leveraging, value creation, and internal marketing practice (IMP). EM was, however, modeled as a second-order reflective construct, and IBMI was measured as integrated product, process, and business model innovations. Firm performance was assessed by market share, sales, profitability, and employee growth. The analysis was performed using Smart PLS-SEM. The study's initial findings supported our hypotheses, confirming EM as an influential antecedent of firm performance. The results also show a positive relationship between EM and IBMI, and IBMI significantly mediates EM and firm performance. These findings suggest that EM firms must embark on IBMI to improve performance.

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THE SURPLUSES AND SHORTAGES IN THE MARKETING PHD CURRICULUM

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EXTENDED ABSTRACT

While scholarly attention to improving marketing pedagogy has focused on undergraduate programs primarily and MBA programs secondarily, efforts to revise and redevelop the Marketing PhD program have been relatively scant. There is an incommensurate emphasis on methods/tools but not enough on substantive issues and conceptual development across marketing doctoral programs (Hunt 2020). “Academic marketing research has become fragmented and polarized into narrow areas that do not provide holistic contributions to knowledge. Doctoral programs are focusing less on core marketing knowledge and theory and more on methodology” (Key et al. 2021, p.446). Consequently, marketing borrows theory and imports citations from adjacent disciplines and has sacrificed much of its relevance in its quest for rigor to become a respected science.

This paper examines the current status of marketing doctoral programs in the US and around the globe using secondary data. It identifies surpluses and shortages to stimulate curriculum redesign. We document a significant increase in the methodological courses accompanied by a reduction in theoretical and conceptual coursework. The ideal antidote for the conundrum of marketing doctoral education is a full updated course on marketing theory, but that is a rare sight across doctoral programs.

Surpluses: Maslow’s famous quote “if *all you have is a hammer*, everything looks like a nail” used to be commonly applicable to freshly-minted PhDs (e.g., using SEM for every project). The irony is that given the fast advancements in computing power and resulting new algorithms, it is increasingly unlikely for expertise in any given tool to last over one’s career. On the contrary, most marketing doctoral students are exposed to a multitude of methodological approaches, and the programs that do not have in-house expert faculty in one method encourage their students to take methodology courses offered by other departments, schools, or even universities. While there is no shortage of new techniques being applied to marketing problems, the novelty of the tool or methodological approach seems to have taken precedence over the strategic importance and managerial relevance of the research question to be addressed. Not surprisingly, we observe methodological training to be in surplus.

Shortages: The decline of conceptual and theoretical advancements in marketing has been well documented (Yadav 2010). Several scholars have pointed out that the dearth of original theory development in marketing may be linked to the lack of training in marketing theory (Crittenden and Peterson 2011). Indeed, only about a quarter of marketing doctoral programs worldwide require a theory course, and only about 11% offer it as an elective (Crittenden and Peterson 2011). “While marketing doctoral students are taught how to test a theory or hypotheses or parameterize a model, they are not taught how to properly create or develop a theory or conceptual model” (Crittenden and Peterson 2011, p.2). New PhDs from marketing programs do not know the history of their discipline, nor do they recognize giants such as Wroe Alderson. Without scholars to pass on this heritage, critical marketing knowledge is being lost to history, and advancement is hampered. Again, not surprisingly, but sadly, we note theoretical development in marketing to be in shortage.

Remedies: Suggested remedies to this prognosis naturally include re-incorporating marketing theory courses back into the doctoral curriculum. Doctoral seminars that morph theory development with an overview and discussion of marketing schools of thought are badly needed across curricula. We also observe the emergence of several new schools of thought in marketing over the last four decades (e.g., services marketing, relationship marketing, international marketing, marketing strategy, and to a certain degree, entrepreneurial marketing schools of thought) (Sheth, Parvatiyar and Uslay 2022), and the need to update existing marketing theory courses to reflect these developments in contemporary thinking, without omitting important historical schools (e.g., activist school, macromarketing school). Without such learning feedback loops and knowledge dissemination, neglected schools tend to morph into other disciplines such as supply chain management, international business, or entrepreneurship.

Recognizing the difficulty in adding a new course to curricula or even reviving and teaching it effectively, we also propose diffusing marketing theory into existing coursework by covering emerging and less mainstream schools of thought. We also offer practical advice by offering sample syllabi for a marketing theory and theory development seminar that covers all marketing schools of thought. We also offer ideas for dissemination of a subset of schools via Consumer Behavior and Marketing Strategy seminars.

Conclusion: Marketing discipline has fallen victim to marketing myopia and not defined nor recognized impactful scholarship adequately. An understanding of marketing theory and theory development is critical for the future of the marketing discipline. Without a comprehensive coverage of historical and emerging marketing schools of thought across doctoral curricula, the marketing field and junior faculty lack a holistic perspective, and we increasingly end up with marketing technicians as opposed to scholars.

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COMPARING THE EFFECTS OF ENTREPRENEURIAL MARKETING, MARKET ORIENTATION, AND ENTREPRENEURIAL ORIENTATION IN DRIVING FIRM PERFORMANCE

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EXTENDED ABSTRACT

It has been established in marketing and entrepreneurship literature that both market orientation (MO) and entrepreneurial orientation (EO) have positive and significant effects on firm performance (Kirca et al. 2005; Rauch et al. 2009). Similar claims have been made for entrepreneurial marketing (EM) (e.g., Alqahtani and Uslay 2020; Hills et al. 2008), however despite the increasing volume of work, an understanding of EM's efficacy in improving firm performance relative to MO and EO has been lacking. Therefore, this paper investigates and compares the simultaneous effects of EM, MO, and EO on firm performance under different environmental and organizational settings.

EM has been established as a distinct construct that has a positive effect on firm performance (Alqahtani, Uslay, and Yenyurt 2020), however, further investigation is warranted to understand under which circumstances, in comparison with MO and EO, embracing EM is more viable. As it originated initially from the interface of marketing and entrepreneurship, EM overlaps with EO and MO. Therefore, after recognizing the distinctiveness of EM from MO and EO by establishing its discriminant validity, there is a need to study the conditions under which each of the following approaches MO, EO, and EM drive firm performance the most under varying conditions. Therefore, we conducted a comparative analysis to study the effects of EM, MO, and EO on firm performance under different environmental (i.e., market turbulence, competitive intensity, supplier power, and market growth) and organizational (i.e., network structure and firm size) conditions.

Using structural equation modeling and 401 U.S.-based firms' data, the present research empirically demonstrates that EM excels (as compared to MO and EO) in improving the performance of firms operating under high market turbulence, high competitive intensity, and high supplier power. Furthermore, EM yields the best results for medium-size firms with low network strength. Nevertheless, MO surpasses EM and EO in boosting the performance of larger firms (with high network diversity and high network strength) operating under low market turbulence and low supplier power. Moreover, EO outrivals EM and MO in conditions of low competitive intensity, and both in high and low-growth markets. However, it is more viable for small firms and smaller firms with large network sizes (and low network diversity). These findings represent a significant contribution to the marketing/entrepreneurship interface literature. The proposed effects are tested through several hypotheses and the results are provided in Table 1.

Table 1: Summary of hypotheses testing results

Hypothesis	Result
<i>Hypothesis 1a:</i> In markets with high turbulence, EM tends to have higher efficacy in improving firm performance than MO and EO.	<i>Supported</i>
<i>Hypothesis 1b:</i> In markets with low turbulence, MO tends to have higher efficacy in improving firm performance than EO and EM.	<i>Supported</i>
<i>Hypothesis 2a:</i> In markets with high competitive intensity, EM tends to have higher efficacy in improving firm performance than MO and EO.	<i>Supported</i>
<i>Hypothesis 2b:</i> In markets with low competitive intensity, MO tends to have higher efficacy in improving firm performance than EO and EM.	<i>Not Supported</i>
<i>Hypothesis 3a:</i> In markets with high supplier power, EM tends to have higher efficacy in improving firm performance than MO and EO.	<i>Supported</i>
<i>Hypothesis 3b:</i> In markets with low supplier power, MO tends to have higher efficacy in improving firm performance than EO and EM.	<i>Supported</i>

<i>Hypothesis 4a:</i> In markets with high growth, MO tends to have higher efficacy in improving firm performance than EM and EO.	<i>Not Supported</i>
<i>Hypothesis 4b:</i> In markets with low growth, EO tends to have higher efficacy in improving firm performance than EO and EM.	<i>Supported</i>
<i>Hypothesis 5a:</i> For firms with large network size, EM tends to have higher efficacy in improving firm performance than MO and EO.	<i>Not Supported</i>
<i>Hypothesis 5b:</i> For firms with small network size, EO tends to have higher efficacy in improving firm performance than MO and EM.	<i>Supported</i>
<i>Hypothesis 5c:</i> For firms with high network diversity, MO tends to have higher efficacy in improving firm performance than EO and EM.	<i>Supported</i>
<i>Hypothesis 5d:</i> For firms with low network diversity, EO tends to have higher efficacy in improving firm performance than MO and EM.	<i>Supported</i>
<i>Hypothesis 5e:</i> For firms with high network strength (stronger ties), MO tends to have higher efficacy in improving firm performance than EO and EM.	<i>Supported</i>
<i>Hypothesis 5f:</i> For firms with low network strength (weaker ties), EM tends to have higher efficacy in improving firm performance than MO and EO.	<i>Supported</i>
<i>Hypothesis 6a:</i> EM tends to have higher efficacy than MO and EO in improving the performance of medium-sized firms.	<i>Supported</i>
<i>Hypothesis 6b:</i> EO tends to have higher efficacy than MO and EM in improving the performance of small-sized firms.	<i>Supported</i>
<i>Hypothesis 6c:</i> MO tends to have higher efficacy than EO and EM in improving the performance of large-sized firms.	<i>Supported</i>

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FRAMING ENTREPRENEURIAL MARKETING EDUCATION

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EXTENDED ABSTRACT

It is increasingly recognised that so-called business skills are deemed important for both business and non-business graduates (Cummins, 2016). It is argued that engineers, for example, need to be equipped with skills that include adaptive problem solving, creative and critical thinking, teamwork and project management (Fayolle et al., 2021) and they also need to be prepared for the increasingly global labour market (Huang-Saad et al., 2016). Yet it is also acknowledged that students in these disciplines do not fully appreciate the need for these skills nor how they might deploy them in their graduate employment (Bridge et al., 2010; Cummins, 2016).

This study posits that Entrepreneurial Marketing education (EME) represents an orientation and a skill-set that will enthruse students more than entrepreneurship education (EE) and/or marketing education (ME).

The economic impact of entrepreneurship is becoming increasingly recognised (Shekhar and Huang-Saad, 2021) and in tandem with this, universities are considered to have an important role in contributing to economic prosperity (Preedy and Jones, 2017). Accordingly, there has been an increased focus on the delivery of EE for students, with a particular focus on non-business students. Of the plentiful research into EE, most is ‘forward facing’ in that it examines the impact of EE on skill development (Shekhar and Huang-Saad, 2021). EE has been shown to lead to positive outcomes including enhanced employability and an engenderment of an entrepreneurial leadership orientation. However, amongst non-business students, EE is often offered as supplementary and is often dismissed as peripheral (Cummins, 2016; Shekhar and Huang-Saad, 2021). It is suggested that a core reason for a lack of enthusiasm is its implied association with starting a business (Bridge et al., 2010) which renders its perceived applicability limited; in the UK it is reported that only 5% of graduates go on to start their own business (Phillips, 2019). Recent incarnations of EE take a broader approach and are underpinned by the principles of autonomous and leadership behaviours (Preedy et al., 2020). Research would indicate that key entrepreneurial skills are those related to: positive attitude and initiative; communication and interaction; team-work and collaboration; critical and analytical thinking including risk assessment; creativity and innovation (Bolzani and Luppi, 2021). In terms of what someone emerging from EE should be able to do, business planning, financial planning and pitching are commonly cited (Watson et al., 2018; Watson and McGowan, 2020) but marketing is not given prominence, if mentioned at all.

ME, in both a business and non-business student context, suffers from a perceived gap between what is taught and what is practised and many researchers have lamented its lack of impact on other disciplines (Harrigan and Hulbert, 2011). Research into ME often refers to the competencies that graduates entering marketing jobs are expected to possess: macro – broad-based skills, common to most ‘business jobs’ and micro – specific to marketing positions (Honea et al., 2017). There is overlap with entrepreneurial competencies but there are skills, particularly micro skills, that are specific to marketing positions such as: brand management and marketing communications (Honea et al., 2017).

Morris et al. (2002) see Entrepreneurial Marketing as a perspective for proactively seeking novel ways to create value for customers and build customer equity. The facets of Entrepreneurial Marketing are considered to include: change/growth; entrepreneurial opportunities; entrepreneurial orientation (risk-taking, innovativeness, proactiveness); innovation/new product development; marketing orientation; resources (internal and external); uncertain turbulent dynamic markets; and value creation. Entrepreneurial Marketing is growing in importance in today’s hyper-competitive marketing place (Hansen et al., 2020) yet research into EME is very limited (Amjad et al., 2020) with a particular dearth of research into EME for non-business students. It is proposed that EME represents a more practicable, valuable, realistic and relatable framework than either EE or ME. However, it is also proposed that students will be influenced by the connotations of the label ‘entrepreneurial marketing education’ and may still question its relevancy.

With an acknowledged lack of research that takes a ‘pathway to entry’ perspective (Shekhar and Huang-Saad, 2021), the main objectives of the study are:

- To establish if EME is considered more relevant to business and non-business students than either EE or ME alone
- To propose critical features of EME to enhance participation of business and non-business students

Two quantitative studies were executed. Study 1 involved business and non-business students and ascertained the relative attractiveness of the facets of a programme of EME (not labelled as such), of a programme of EE (not labelled as such) and of a programme of ME (not labelled as such). The influence of personal characteristics such as gender and years in education was assessed. The study captured graduate intentions both towards employment and self-employment. Study 2 involved a different set of business and non-business and sought to assess the effect of a number of features in increasing the likelihood of participation in a programme of EME. Early analysis of Study 1's results shows that EME is not more attractive than EE or ME when the student sample is treated as a whole but differences are revealed when the data is analysed according to whether the students are in business or non-business courses and differences in relation to gender and graduate intentions also appear. It is hoped that the analysis of both strands of the research will surface critical features of EME that will enhance participation by both business and non-business students.

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SOURCING AND COCREATING COURSE-CLIENT ENTREPRENEURIAL-MARKETING PROJECTS

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EXTENDED ABSTRACT

The 2022 Global Research Conference on Marketing and Entrepreneurship call expressed the goal to “*stimulate conversations related to EM [Entrepreneurial Marketing] in education.*” Over two decades prior, LeClair and Stöttinger posited that “business students have increased expectations for real-world applications in their educational experience” (LeClair and Stöttinger, p. 31, 1999). More recently, marketing scholars have observed that “we will likely see an increase in the demand for a pedagogy characterized by critical and systems thinking, one that incorporates approaches to learning based on experiences, enquiry, and problem-solving” (Shapiro, et al., 2021). Notably, there is widespread agreement across marketing education sub-literatures – be the given sub-literature focused on standard-issue marketing pedagogy, teaching with an Entrepreneurial Marketing (EM) skew, teaching marketing in relation to social entrepreneurship, or teaching micromarketing – that there is high student demand for, engagement with, and learning outcome value in utilizing so-called live-cases: real-world course-client projects. Kennedy et al. (2001) posit that, “using teaching strategies that engage students in active, complex problem solving... through the use of live, or actual, business cases, students will be involved in the meaningful learning – discovery quadrant... this process is frequently very messy: often, students are unable to find everything they need in a single source, sources may provide contradictory information, or there may be no information on some important aspects of the case” (Kennedy et al. 2001). Elam and Spotts found that live cases lead to “a more involving and interesting experience for the student, creating a more memorable experience, and facilitating more effective and durable learning” (Elam and Spotts p. 50, 2004). Marketing education scholars have also found that “live cases are rated among the most preferred and effective teaching methods by students... live case usage drives the perceptions of development of student meta-skills regardless of marketing course... [and] this result was consistent across all six skill areas studied” (Cummins and Johnson p. 10, 2021).

However, marketing instructors observe that from an experiential learning course-client project sourcing standpoint “a major potential problem is lack of client interest and availability in working with students” (Kennedy et al., p. 150, 2001). Levin and Peterson submit that “the biggest obstacle is finding an appropriate [course] client” (Levin & Peterson p. 42, 2016). Likewise, O’Leary posits that “finding suitable [SME] clients” is frequently a challenge (O’Leary 2017). This project-sourcing “appropriateness-suitability” obstacle is compounded where entrepreneurial-marketing relevance is a priority, given that very few standard-issue, generic, off-the-shelf client marketing projects exhibit a high degree of explicit entrepreneurial-marketing (EM) characteristics – this is likewise the case for standard-issue marketing courses as described in their university’s course catalog, as well as with regards to standard-issue marketing textbooks. Some EM teaching-focused literature hints that adapting standard-issue marketing courses to an EM frame is an option, yet these tend to be observations made in passing with little to no detail regarding means by which to design said adaptation(s) (the current paper addresses the admittedly limited EM teaching literature later). The literature focused on marketing aspects of social entrepreneurship is equally scarce and includes passing observations such as, “the increased popularity of courses in social entrepreneurship and social venture competitions presents marketing educators with the challenge of adapting the marketing curriculum to address the curricular needs of students participating in such programs” (Schlee et. al. 2009). Some macromarketing teaching focused scholars underline that experiential learning course-client projects represent “a pedagogical path to macromarketing education” (Radford, et al., 2015).

Fortunately, there are many insights and cues in the literature focused on entrepreneurial marketing practitioners for marketing educators interested in teaching with an EM approach to consider. Stokes notes that, “entrepreneurs and small business owners interpret marketing in ways that do not conform to standard textbook theory and practice... they prefer interactive marketing methods to the traditional mix of the four or seven ‘P’s’. They gather information through informal networking rather than formalized intelligence systems” (Stokes 2000). Likewise, Hultman and Hills note that “Marketing Management by Philip Kotler and associates, are clearly normative and aim to be of general relevance in all marketing situations, cannot be regarded to cover entrepreneurs’ marketing behavior” (Hultman and Hills 2011). [It may well be that “Kotler and associates” took note of the gap, given that Kotler and a number of co-authors have the first edition of a book titled *Entrepreneurial Marketing: Beyond Professionalism to Creativity, Leadership, and Sustainability* scheduled for publication on March 14, 2023 (Amazon 2022)]. Concerning practitioners, Morris and Hills underscore Murray’s (1981) conclusion that “marketing must become the natural ‘home’ for the entrepreneurial process in established firms” (Morris

and Hills 1992). Likewise, Duke argues that, “marketing possesses the resources necessary to foster an entrepreneurial orientation... thus, marketing is most likely to become the natural home for entrepreneurial processes in established firms” (Duke 1996). In a section titled “New Venture Marketing,” Long and Ohtahni state: “New product development like new venture development is a risky business... A combination of the two is frequently the complex challenge facing the entrepreneur. Both tasks require the integration of a broad range of skills and the knowledge base of a number of disciplines” (Long and Ohtahni 1988).

Though using the term “market analyses” rather than “marketing research,” Hultman and Hills observe that in regards to entrepreneurial practitioners, “marketing actions were not accomplished through extensive market analyses and methods with roots in marketing theory. The entrepreneurs were driven by a vision to create value to customers and make money for themselves and applied their entrepreneurial skills” (Hultman and Hills 2011). Likewise, Stokes notes that rather than pursuing traditional marketing research, “entrepreneurs prefer interactive marketing. They specialize in interactions with their target markets because they have strong preferences for personal contact with customers rather than impersonal marketing through mass promotions. They seek conversational relationships in which they can listen to, and respond to, the voice of the customer, rather than undertake formal market research to understand the market place. In many smaller firms, *the ability of the owner-manager to have meaningful dialogues with customers is often the unique selling point of the business*” (Stokes 2000, current author’s emphasis). Though Stokes’ observations made in 2000 during the Web 1.0 era, long before video-conferencing became a dominant mode of “interactive marketing,” his observations may be even more relevant now given implications of eWOM vis-à-vis “interactive marketing” in our COVID + Web 3.0 era. Likewise, with regards to similar observations made by Gilmore: “Networking fits around the individual entrepreneur’s way of doing business, it can be informal, interactive, spontaneous, individualistic and opportunistic. However, it can also be disjointed and haphazard, consisting of one-to-one interactions with a few individuals in some circumstances. Marketing by networking is both a natural and an acquired competence. Entrepreneurs have different approaches to doing networking” (Gilmore 2011).

In addition to the cues from the literature above pertaining to EM practitioners, the very limited literature – passing remarks for the most part, as alluded to above – that discusses adaptations of standard-issue marketing courses to an EM frame does shed some light. The most salient insight being that there is a something of continuum vis-à-vis standard-issue marketing courses and the degree to which they are likely to represent good course-level candidates for EM adaptation. Morris and Hills state that “though entrepreneurship should be stressed throughout the curriculum, *specific marketing courses could be designated as areas of primary focus for entrepreneurial thinking*. Examples include *product management, advertising and sales promotion management, and marketing strategy*” (Morris and Hills 1992). Morris and Hills go on to suggest a number of potential special topics marketing courses with high EM potential, and based on observations from the practitioner literature touched on above, the current author would suggest an experiential-learning special topics EM course along the lines of “Networking as Marketing” as worthy of consideration. Of a piece with observations above regarding EM practitioners’ tendency to network and interact with prospects rather than take a statistically-informed textbook approach to marketing research, Bove and Davies offer a cautionary note when it comes to adapting traditional marketing research courses to fit with projects at certain firms – without mentioning EM / SME course-client projects per se, where the degree of fit would likely be much lower than in the case of large established firms (Bove and Davies 2009).

Towards the close, the current paper assesses the EM teaching-related issues detailed above vis-à-vis Riipen (<https://www.riipen.com>), a relatively new experiential learning pairing platform (launched by two Canadian University of Victoria students of entrepreneurship in 2014), designed to integrate real-world client projects into relevant business courses. Riipen’s web-copy states that it is “an experiential-learning platform which enables students, educators, and organizations to connect through real-world industry project experiences. Students acquire skills valuable in the work place and get to build their employer network, organizations get to improve their talent pipelines and interact with students, while educators provide better learning experiences for their students as well as grow their industry connections” (“Riipen is experiential learning,” n.d.). After reviewing a wide range of marketing courses where Riipen course-client projects were incorporated by the current author from Spring 2018 through Spring 2022, the paper concludes that the Riipen platform has the following positive characteristics: 1) it features an extremely wide array of prospective course-clients as well as a broad variety of searchable course projects reflective of the entire marketing discipline; 2) it is as accessible to marketing instructors in low-density rural and/or depressed rust-belt zones as to instructors teaching on campuses surrounded by thriving metropolitan areas; 3) it enables marketing instructors with limited – or even a nonexistent – networks of practitioners to access marketers who are eager to engage with marketing instructors and students; 4) it efficiently facilitates the crafting and description of a given course project’s initial focus and scope in clear and simple terms; 5) it enables and streamlines the communication

and project-iteration / cocreation process. A limited number of less-than-optimal aspects pertaining to the platform are also discussed. The current paper concludes that adapting a range of marketing courses and projects via a cocreative process where instructors and students collaborate course-client representatives to address EM considerations is a pathway well worth pursuing.

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BUSINESS TRANSFORMATION OF A COMPANY WITH THREE CENTURIES LONG HISTORY: A SUCCESSOR'S ENTREPRENEURIAL MINDSET AND STRATEGY BUILDING

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EXTENDED ABSTRACT

Family businesses are taking big roles in the world economy and the succession of the businesses is a great concern (PricewaterhouseCoopers 2021). Over 30,000 companies have more than a century-long history in Japan (Teikoku Databank, 2019). To keep a company in business for a long time, entrepreneurial business transformation at the right time is required. Therefore, successors should have an entrepreneurial mindset and behavior, though they are not founders of companies.

The purpose of this study is to reveal the key factors of a long-life company's successful business transformation from the point of view of marketing strategy using a case study methodology. The case company is a housebuilder, which was a lumber dealer for about 350 years. It changed their business structure taking advantage of the business succession. This paper discusses the reason why the successor transformed the old business, how he found the novelty in the house building industry which was not a business area with potential, and how he acquired new customers and developed a long-term relationship with them.

The case company is in the east area of Tokyo, where small and medium-sized manufacturers are accumulating. The company was established in 1657. They dealt with lumbers and their customers were builders. The 9th successor who took over the company in 2002 transformed the business drastically.

The author interviewed the successor in December 2021. The purpose of the interview was to clarify the key factors of how the company transformed the business model successfully. The results are stated below.

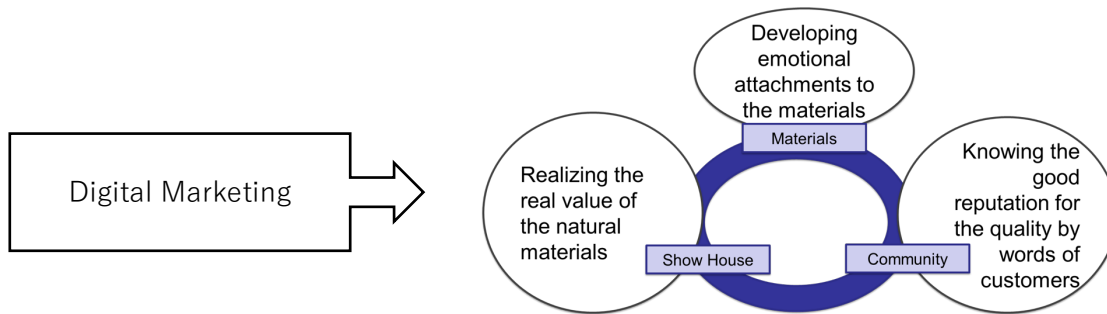
The successor's background: Since he was born in a family running a business, he was expected to be a 9th-generation heir. As many self-employed families lived in the area he grew up in, it was a natural career choice for him to own a company and run a business from a young age. He earned a degree in architecture and was certified as a first-class architect. He started his business career in a major construction company. After having a decade of experience there, he took over his family business as his father, the former manager and owner of the company, retired. Then, he entered a business school with the intent to make a business plan to rebuild their business model to be described later.

Trigger of transforming business: Ever since he worked for the big company, he felt something was not quite right with the home building business. He found that gaining profit was overemphasized and that the best products were not necessarily provided by manufacturers. He was most concerned about sick building syndrome (SBS) caused by chemical building materials. Right after he took over management, he decided to change the business model and build and sell houses in which he wanted to live. As a lumber dealer, the company had relations with loggers. Therefore, he could go to the lumber growing district and check the quality. He ordered the time when the wood should be cut down according to waxing and waning because he learned from books that the wood harvested in a waning moon was better for house building, for instance.

Marketing strategy: This business transformation was to change the business model from B-to-B to B-to-C. The company needed to develop a new marketing strategy. Three things were noteworthy. Firstly, the company built a prototype in which the prospective customers could stay overnight. They could enjoy the feeling of relaxation provided by the natural wooden materials. Some suffering from atopic dermatitis experienced an improvement in their skin after having stayed there for a few nights. The prototype was also opened to the area residents to deepen friendships. Sometimes it was used as venue for yoga or cooking classes. Secondly, the company owned a rice field and made it a hub for the interaction of prospective and existing customers. The field was chemical-free, and it attracted the attention of the people who were interested in such health-conscious housing. It developed a community for existing customers and prospects. The prospects could hear the real voice of users. The field was also used for a training program for the working staff. The customers and staff worked together on the field to grow rice. That helped the staff understand the customers' problems. Thirdly, the company offered the potential customers to visit the lumber growing district and check the quality of the lumbers. The customers could hew out woods for their own houses by themselves if they liked. Such real experiences helped customers to develop emotional attachments to the materials. Of course, they conducted digital marketing including Facebook, Instagram and Twitter, and

published books through Kindle. However, such digital marketing tools were only initial gates to acquiring potential customers. The essence and uniqueness of their marketing strategy lay in the activities which offered both potential customers and existing customers to enjoy real experiences.

Figure 1: Customer Acquisition Model



Innovative change is necessary to make a company’s life longer. The successor of this case has changed his family business with three centuries of history drastically. Three important factors are found in the interview. First, the successor takes social problems like SBS seriously and incorporates himself into the solution. Second, he persists in the quality of what he provides with less focus on profit. Finally, he provides an occasion to experience the products and community of customers.

The case company emphasizes offering real experiences: a prototype to stay and opportunities for customers to interact. Though the use and value of social media are greatly debated in the field of marketing strategy these days, the company takes another approach and shows its efficacy. The number of customers is limited in this approach but providing the market what they can be proud of without pursuing short-term profit is the key to a company’s long life.

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TIME IN BUSINESS, COMPETITIVE INTENSITY AND STARTUPS' BRAND IDENTITY CONSTRUCTION: THEORY AND EVIDENCE FROM SMALL AND LOCAL BUSINESSES STARTED BY UNDERGRADUATE STUDENTS

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EXTENDED ABSTRACT

Under the context of local startup businesses in USA founded by undergraduate students while in school, the current study compares the time in business effect of two brand identity construction (BIC) strategies. One BIC strategy builds a sticky brand identity with customer mobilization on the basis of innovative product features (Shi and Miles, 2020), while such startups offer customers innovative and functional products. The other BIC strategy builds a static brand identity with customer adaptation or a fluid brand identity with non-customer effectuation, while these startups offer customers new but functionally me-too products (Shi and Miles, 2020). We are interested in exploring whether entrepreneurs are more likely to enhance their chances of survival when they choose a more appropriate perception of competitive intensity or when they choose more appropriate startup brand identity construction strategies or both.

So far there appears to be insufficient literature on startup brand identity construction (or BIC in short) effect on startup survival (Shi and Miles 2020). Our research attempts to explore competitive sense-making of the relationships among perceived competitive intensity (Shi 2019) startup BIC strategies, and startup time in business. We hope to add to the insufficient literature on startup BIC effect on startup time in business. In this study, we are also interested in exploring whether entrepreneurs are more likely to enhance their chances of survival when they choose a more appropriate perception of competitive intensity in the course of competitive scanning. Our research appears to echo the call for more research studies on how different brand identities such as product-based versus social-capital-based ones might determine founding success (Carroll and Khessina 2005).

We are currently planning on collecting two undergraduate student startup samples. One sample will come from a regional public historically black college and university (HBCU) on the US east coast. The other sample will come from a regional public predominantly white institute (PWI) in the same region. Relative to those attending PWI's, students attending HBCU's in the USA tend to be underserved both academically and financially.

After sample collection is complete, startup student businesses will be median-split based on creativity scores into two types of product innovativeness – high innovation type and low innovation type. We will use a four-item seven-point semantic differential scale to score the creativity of each student startup. Since creativity is defined by novelty and meaningfulness (Im and Workman 2004), our measurement scales of creativity scores will include two items (fresh and unique) related to product novelty with two more (sense-making and appropriate) related to product meaningfulness.

We will also median split the founder perception of the market presence. We will use a two-item seven-point semantic differential scale to score the founder perception of the market presence based on Shi and Miles (2020). The two items refer to the level of agreement on the following three statements on the market presence: (1) our buyers are clear about what they want to buy and passionate about the long-term growth; (2) our sellers are clear about what they want to sell and passionate about the long-term growth.

In the current study we will use two different three-item seven-point semantic differential scales to score customer mobilization and adaptation respectively based on Coviello and Joseph (2012). For mobilization, the scale is made up of three-item-measurement of seeking, recognizing, and grafting. For adaptation, the scale consists of a three-item-measurement of responding, adapting, and transferring.

We will use the following three-item seven-point semantic differential scales to score perceived competitive intensity based on Kwiecinski (2017). The three items refer to the level of agreement on the following three statements on intensity of competition: (1) there appears to be a high number of rivals in our industry; (2) anything that one competitor can offer, others can match readily in our industry; (3) One hears of a new competitive move almost every day in our industry.

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ENTREPRENEURS AT THE MARKETING INTERFACE: SERIAL VERSUS NOVICE ENTREPRENEURS

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EXTENDED ABSTRACT

This exploratory study investigates the relationship between serial and novice entrepreneurs with respect to three variables of interest to entrepreneurship and marketing researchers: entrepreneurial orientation, market orientation, and opportunity recognition. For many regions, promoting entrepreneurship has become the focal strategy for stimulating economic growth and developing regional competitive advantage. It has been argued that differences should exist between entrepreneurs who start multiple businesses (serial entrepreneurs) and entrepreneurs who have been associated with only one business endeavor (novice entrepreneurs). This study seeks to empirically test whether differences exist between the entrepreneur types on these variables of interest.

Entrepreneurs are important contributors to economic development and are a key to technological innovations as well as job growth. They help their communities by providing new jobs, invest in projects within communities, participating in business locally and giving back to charities. As such, they do not just help with economic development but also with social development. In today's economic situation entrepreneurs are especially needed to help motivate economic growth. Many communities and governments realize the benefits derived from entrepreneurial activity and thus are fomenting strategies to enable entrepreneurial activity within their community and state. Any research undertaken that serves to illuminate our understanding of entrepreneurship and the entrepreneur would serve both practical and theoretical ends.

Defining entrepreneurship is rather difficult as there is no universal consensus regarding its definition. For the purposes of this study, we adopt Venkataraman's (1997) definition. According to Venkataraman entrepreneurship means "... how, by whom, and with what effects opportunities are created for future goods and services and how they are discovered, evaluated and exploited" (Shane and Venkataraman, 2000, p. 218). Whereas early research has focused on entrepreneurship in general, more recent research has increasingly focused on understanding entrepreneurial actions and entrepreneurial individuals (Westhead and Wright 1998a). Studies have shown that entrepreneurs cannot be seen as a homogenous group (Woo, Cooper, and Dunkelberg, 1991).

Other research has focused on comparing different types of entrepreneurs. Researchers suggest that entrepreneurs can be divided into novice, serial and portfolio entrepreneurs (Westhead and Wright, 1998a; Wright, Westhead, and Sohl, 1998). As defined by Westhead and Wright (1998a), novice entrepreneurs are described as having no previous entrepreneurship experience and having established, purchased and/or inherited only one business. Habitual entrepreneurs have previous entrepreneurship experience and established, purchased and/or inherited more than one business. Habitual entrepreneurs can also be divided into subgroups. They are described as either serial or portfolio entrepreneurs. This paper will focus on serial entrepreneurs, meaning they establish, purchase and/or inherit another business after having previously owned one, yet they do not own more than one business at a time as opposed to a portfolio entrepreneur, who owns more than one business at a time.

Research has found that different types of entrepreneurs differ in their personal characteristics and motivations. However, when business performance by entrepreneur type is compared, performance does not appear to differ (Westhead and Wright, 1998a, 1998b, 1999). These findings suggest that business success is not influenced by entrepreneur type and that businesses led by different types of entrepreneurs (e.g., novice or serial) can be equally successful. On the other hand, when founding a business by type of entrepreneur is compared, the extant research shows that portfolio entrepreneurs have a higher success rate in starting the business than do novice or serial entrepreneurs (Alsos and Kolvereid, 1998). It appears that portfolio entrepreneurs are more likely to follow through on identified opportunities than will novice or serial entrepreneurs. Based on the extant research it can be noted that entrepreneurs are a very heterogeneous group (Busenitz, 1999).

Most studies so far have looked at the EO construct from a firm-level perspective. However, the construct can also be viewed from the entrepreneur level. Research so far is rather limited on comparing different types of entrepreneurs in respect to characteristics such as entrepreneurial orientation. However, a Carland, Carland and Stewart (2000) study on serial entrepreneurs suggests that serial entrepreneurs have a stronger propensity for risk taking and innovation. That is why they should exhibit a greater EO since, by definition, serial entrepreneurs undertake the risk of creating a new business more

than once and hence, they have to be more innovative as well as they have established more than one business. Therefore, it follows that: *H1: Serial entrepreneurs will exhibit greater entrepreneurial orientation than will novice entrepreneurs.*

We might expect that serial entrepreneurs will have built up more knowledge, relevant experiences as well as resources and systems to collect specific information concerning markets and customers and are better to translate this information into effective strategies. As a result, we should expect that serial entrepreneurs would differ from novice entrepreneurs with respect to market orientation due to their more numerous and varied experiences. Therefore, it follows that: *H2: Serial entrepreneurs will exhibit a greater market orientation than will novice entrepreneurs.*

Cognitive thinking influences the way entrepreneurs identify opportunities and search for information. For instance, search behavior depends on the person's ability to process information and on the amount of information the person needs to gather (Woo, Folta, and Cooper, 1992). Studies have found that experience plays a role in this process. Over time, however, habitual entrepreneurs, who are more experienced, will acquire more information and useful business contacts that can provide them with insight regarding business opportunities. We should expect that serial and novice entrepreneurs will differ in regard to opportunity recognition. As such, we might expect that: *H3: Serial Entrepreneurs will exhibit greater opportunity recognition than will novice entrepreneurs.*

Hypotheses were tested using survey data elicited from small business owners located in the northwest U.S. state of Washington. Business owners were identified using the U.S. Small Business Administration's (SBA) Central Contractor Registry (CCR). Small business definitions vary according to each firm's NAICS code and are summarized in the SBA's "Table of Small Business Standards" (SBA 2006). Only those firm's registering 200 or fewer employees were included in the sample. An email was sent to 1,200 business owners in Washington State who were identified through the SBA CCR meeting the criteria of 200 or fewer employees. The email explained the nature of the research and invited respondents to follow a link to a website where a survey questionnaire was prepared utilizing the Survey Monkey program. In all 78 respondents answered. The firms ranged from newly established to the oldest being 159 years old. A final sample of 61 entrepreneurs (37 novice and 24 serial) resulted.

Entrepreneurial orientation (EO) was measured using a 6-item Likert type scale adapted from Vitale et al. (2004). This scale measures Entrepreneurial Orientation along the dimensions of innovativeness, acting proactively, and risk management. In a similar fashion, Market Orientation (MO) was measured using the Narver and Slater's 15-item market orientation scale (Narver and Slater, 1990). Lastly, Opportunity recognition was measured with a 12-item scale adapted from Ucbasaran et al. (2003). Responses to EO, MO, and OR measures were recorded using six-point forced choice Likert-type scales to force a non-neutral response. Means testing was utilized to evaluate the hypotheses.

H1 proposed that serial entrepreneurs will exhibit a higher level of entrepreneurial orientation than will novice entrepreneurs. An initial scale analysis was conducted to assess scale reliability and validity. After eliminating items with cross loadings, a three factor EO measure was determined (EO_{innovating}, $\alpha = .73$; EO_{proactive}, $\alpha = .72$; and EO_{manage risks}, $\alpha = .65$). Two-sample t-tests on the entrepreneurial orientation variable were conducted. The results indicate that serial entrepreneurs do differ from novice entrepreneurs with respect to their entrepreneurial orientation. Specifically, serial entrepreneurs' rate higher with respect to innovating (4.67 vs. 4.29, $t = 1.39$, $p < .10$) and managing risks (4.80 vs. 4.46, $t = 1.62$, $p < .05$) when compared to novice entrepreneurs. No differences were found between serial entrepreneurs and novice entrepreneurs with respect to being proactive (4.12 vs. 3.89, $t = 0.98$, $p = 0.17$ (Table 2). Consequently, H1 is supported.

H2 proposed a similar set of predictions for serial entrepreneurs with respect to market orientation. That is, serial entrepreneur will tend to be more market oriented than will novice entrepreneurs. Market orientation was measured using Narver and Slater's 1990 Market Orientation scale ($\alpha = .88$). As with H1, a two-sample t-test on market orientation was utilized to evaluate this hypothesis. The results suggest that serial entrepreneurs and novice entrepreneurs display similar levels of market orientation (4.77 vs. 4.81, $t = 0.19$, $p = .42$). As a result, no empirical support is found with regards to H2.

The third hypothesis suggested that there should be a difference in respect to opportunity recognition between serial and novice entrepreneurs. More specifically, serial entrepreneurs should rate higher in opportunity recognition than novice entrepreneurs by nature of the experience and assets they have accrued in starting and running multiple business ventures. Opportunity recognition was measured using an eight item OR scale adapted from Ucbasaran et al. (2003) ($\alpha = .79$). As with the previous hypotheses two-sample means tests were utilized in the hypothesis test. Initial results appear to suggest

that serial and novice entrepreneurs do not differ significantly with respect to opportunity recognition (4.33 vs. 4.21, $t = 0.64$, $p = .26$).

Overall, the results provide some empirical support for the proposition made in this study that serial entrepreneurs differ from novice entrepreneurs in terms of entrepreneurial orientation, market orientation, and opportunity recognition. More specifically, the results show that serial entrepreneurs do differ from novice entrepreneurs in terms of their innovating and proactive entrepreneurial orientation. Interestingly, the results did not provide convincing evidence that serial and novice entrepreneurs are more or less proactive with regards to their entrepreneurial orientation. Although serial entrepreneurs did rate higher in proactiveness, the difference was not large enough to approach significance at the 0.10 level. This result might be explained, in part, due to the nature of the sample used in this study.

This paper sought to explore differences between entrepreneur types (serial versus novice) with respect to several important variables of interest to both researchers and practitioners - entrepreneurial orientation, market orientation, and opportunity recognition. The findings are mixed. There appears to be empirical support for the contention that serial entrepreneurs (those who have engaged in starting and operating multiple businesses) do differ from novice entrepreneurs (those whose efforts have been wholly focused on starting and operating one business venture) with respect to entrepreneurial orientation and opportunity recognition. However, no differences appear to emerge with respect to market orientation. It may be that over time, differences may fade as entrepreneurs compete and survive in the marketplace. Likewise, entrepreneurs may instinctively recognize that a market orientation is necessary for firm survival and growth.

As research in entrepreneurship is still rather fragmented it is important to keep focus on this phenomenon, especially as entrepreneurs are significant contributors to economic development. Although previous research has recognized varying types of entrepreneurs and that these types may differ regarding behavior, actions and decision making (e.g., Ucbasaran and Westhead, 2002, 2003; Westhead, Ucbasaran, and Wright, 2005) this study was undertaken to elucidate the factors that motivate entrepreneurship and entrepreneurs at the interface and further our understanding of the same. Hopefully this research will serve this purpose.

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