

Q.I. OF BEAUTY: MODELS, VALUES AND ENTREPRENEURIAL MIND SET

Valeria Caggiano

Department of Educational Science
Professor of Work and Organizational Psychology
Roma Tre University,
Via Manin 53, 00195 Roma
vcaggiano@uniroma3.it

Alfonsina Calderon

Burgos University-PHD Student
Faculty of Educational Science
angelafurfari@gmail.com

Silvio Manuel da Rocha Brito,

Prof. Adjunto on Polytechnic Institute of Tomar,
Portugal, Quinta do Contador Estradada Serra, 2300-313,
Tomar, 00351 249 328 100 ext: 42

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ABSTRACT

The theme of Entrepreneurial Education has acquired more and more importance in the last years as, in the present economic situation, there is a growth of the exigency, above all among young people, to reinvent themselves and to create their own personal business. This happens in every field of the labor market, even in the fashion world. The present research has, in fact, the goal to introduce a real course on entrepreneurial education inside fashion agencies, to offer young models the basics to become entrepreneurs and make the most of their skills and attitudes, to make their way in a world which, contrary to what it seems, is not only made of beauty. The sample is represented by a group of eighty five (85) models who are part of different fashion agencies. The focus of this study is represented by the subject and his intraentrepreneurial being inside the work context.

Keywords: entrepreneurship, labor market, fashion world

INTRODUCTION

The last years has witnessed the emergence of entrepreneurship research worldwide (Kuratko, 2003). There seems to be widespread recognition that entrepreneurship is the driver the economy and global society (Brock and Evans, 1989; Acs, 1992; Carree and Thurik, 2002). Although entre-

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preneurship is not a new assumpt, entrepreneurship is considered the essential lever to cope with the new competitive landscape (Hitt and Reed, 2000). Indeed growth and wealth creation are entrepreneurship's defining macro aims (Certo, Covin, Daily & Dalton, 2001 ; Ireland, Kuratko & Covin, 2003). In addition, entrepreneurship increasingly is viewed as a stimulus to wealth creation in emerging, developing, and developed economies like result of the actions of individual firms (Peng, 2001 ; Zahra, Ireland, Gutierrez & Hitt, 2000).

The entrepreneurship is perceived as bringing benefits, the macro level of economic development (Birch, 1979) and also at the micro level of personal satisfaction and achievement (Anderson, Kirkwood and Jack, 1998).

One of the field of entrepreneurship we can note an increasing interest in the development of educational programs to encourage and foster entrepreneurship (Solomon et al., 2002). Recent studies (Finkle and Deeds, 2001) show that the demand for entrepreneurship faculty has increased remarkably during the last decade.

In this paper entrepreneurship education is considered as the structured formal conveyance of entrepreneurial competencies (Fiet, 2001), which in turn refer to the

concepts, skills and entrepreneurial mind set used by individuals during their experience like owner of themselves. Moreover, entrepreneurial learning refers to the active and cognitive processes individuals employ as they acquire, retain and use entrepreneurial competencies (Young, 1997). An entrepreneurial mindset is required to successfully engage in SE. In McGrath and MacMillan's (2000) words, "*The successful future strategists will exploit an entrepreneurial mindset, melding the best of what older models have to tell us with the ability to rapidly sense, act, and mobilize, even under highly uncertain conditions.*" An entrepreneurial mindset is considered like individualistic and collective phenomenon; that is, an entrepreneurial mindset is pregnant to individual entrepreneurs as well as to managers and employees in established firms to think and act entrepreneurially (Covin & Slevin, 2002).

OBJECTIVES AND RESEARCH HYPOTHESES

The present study aims to investigate the relationships between variables related to entrepreneurial skills and values within a specific population composed of individuals who are professional models. The study has the dual purpose of investigating the issue in question by extending it to a type of population on which there is still a vast literature, and to use the information gleaned in view of a larger project of entrepreneurship education, through stimulation on the emergence trends and entrepreneurial skills in different and specific types of people and jobs. For this reason, different analyzes were carried out both descriptive, providing a broader framework of information, but also inferential theories and based on the theories considered.

Regards the inferential part of the research, the following hypotheses were formulated:

Hypothesis 1: Based on the studies by Schwartz, S. H. and Bilsky, W. (1987), Lidaka (2012) e Begley, T. M., & Boyd, D. P. (1987), it is assumed that in the present research sample the value of self-direction turns out to be significantly correlated positively on the variables related to the Internal Locus of Control, Employability and Engagement, while in the negative one related to the External Locus of Control;

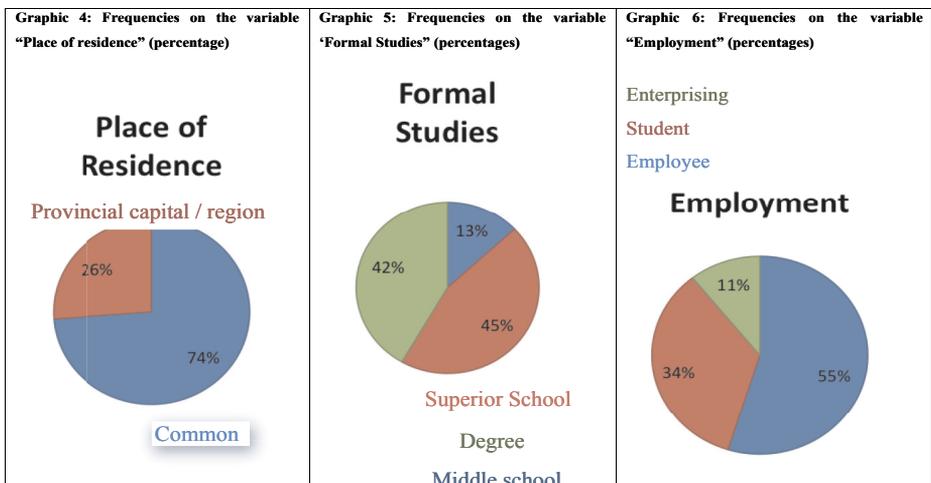
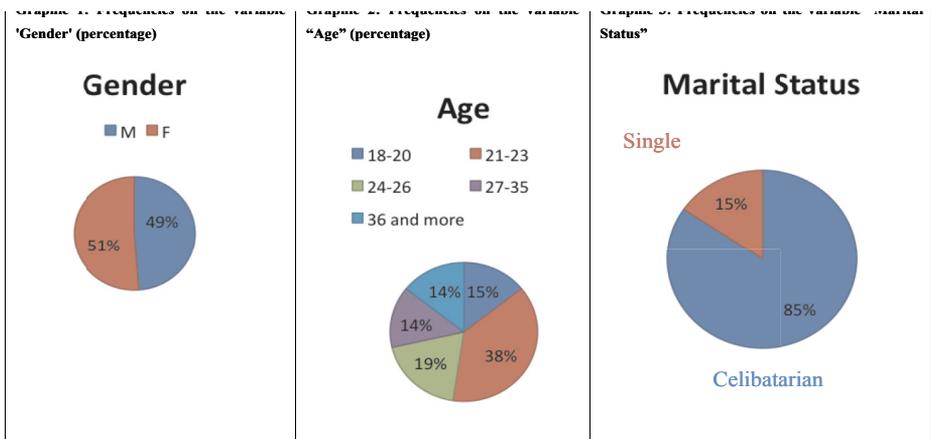
Hypothesis 2: As described in the theories of Osborne (1995), Sanchez (2010) and Begley, T. M., & Boyd, D. P. (1987), it is assumed that the variable risk taking is significantly correlated positively on the Internal Locus of Control and Pro-activity during employment transitions, and correlated negatively on the External Locus of Control.

Hypothesis 3: Based on the theories of Sanchez (2010), Schwartz, S. H. and Bilsky, W. (1987) and Begley, T. M., & Boyd, D. P. (1987), it is assumed that the pro-activeness and job transitions in

both are positively correlated to employability, self-efficacy in regards to work transitions and values of success.

RESEARCH SAMPLE

The sample used in this research is made up of eighty four (84) models. It is a homogeneous sample by gender, as can be seen in Figure 1, divided into age groups, with predominant subjects in the age ranging from 21 to 26 years (48). The information age is shown in Figure 2. The sample was also divided by marital status mostly on subjects married / unmarried (71) and the remainder: cohabitate / living together, as can be seen on Figure 3. Most people live in the capital of a province or region, while the rest of the sample lives in a municipality (Chart 4). As for the title of the study, these are mainly graduates (73), as can be seen on Figure 5. Finally, the persons who work as employees (46), while only a small minority is involved on their own business activities (9). This information can be observed on Figure 6.



METHODOLOGY

Survey / Instruments

The questionnaire is divided into two parts: the first concerns skills and entrepreneurial values and the second section intent to collect socio-demographic variables.

Locus of Control: this construct was developed by Rotter (1966) and concerns the ways in which people interpret events, according to the polarity inside / outside. When the locus is internal, the person is deemed responsible for the events, through their commitment and personal skills, on the contrary, if it is external events are attributed to external causes, such as luck, favorable cases and none. Begley and Boyd (1987) have noted that the ultimate combination of this construct is especially typical on individuals with entrepreneurial inclinations, which have a general tendency to make internal attributions on what they live. For this reason it was chosen to use in this research the scale used by these authors, which requires subjects to indicate their level of agreement on the ten statements, through a Likert scale from 0 to 5. An example is "what I get in my life will be related to the commitment that I'll put".

Risk Taking: This construct is believed to be related to personality traits that drive people who possess it fairly high, to seek risky situations and to reject the contrary, in the presence of low levels of it (Lyng, 1990). In contrast to the conventional wisdom, however, entrepreneurs are not "reckless gamblers" because are able to calibrate the level of risk that combines potential rewards with personal ability to manage uncertainty (Osborne, 1995).

This scale is divided into two parts: the first requires subjects that indicate whether they feel to take the actions described in the items, while the second ones will be prompted to specify the degree of confidence with which they feel that would undertake, on a scale ranging from 1 to 10.

Engagement: understood by Schaufeli and colleagues (2006) as a pervasive and positive work-related state of mind characterized by vigor, dedication and absorption.

The scale consists on 9 items that measure the degree of agreement and disagreement of the participants with a series of statements related to the activities carried out by people who have a personality characterized by high engagement through a Likert scale ranging from 0 to 6. One example is: "In my work, I feel full of energy."

Employability: Studies self-employability arises mainly in relation to changes in the labor market and in the light of the gradual modification of the contracts and the fragmentation of careers. Kluytmans & Ott (1999) identify between the skills that characterize a worker "employable" from: ability of know-how (problem solving in situations of sudden change), availability to travel; knowledge of the labor market (to find work and to improve the work already owned). The reference scale used by Sanchez (2010), consisting on 5 items, which measure the degree of agreement or disagreement of the participants with a series of statements that usually refer to actions performed by people characterized by the ability of employability, through a Likert scale that ranges from 1 to 5. One example is: "what is the probability of finding an acceptable job outside of your company?"

Pro-activity: is the "ability to anticipate future problems, needs, changes." A proactive person is one who can operate without waiting for something to happen and takes the initiative to realize what is right and necessary. The proactive approach improves the performance (Bateman and GRANT, 1993) and promotes the ability to reach career goals, while also reducing the levels of uncertainty and anxiety (Saks & Ashforth, 1996).

The scale consists of 13 items, which measure the degree of agreement and disagreement of the subjects with a series of statements, through a Likert scale ranging from 0 to 6. One example is "I think I am ready to put into play a bit of my current professional security to get something better."

Self-efficacy: It is believed that individuals are prompt to develop an entrepreneurial career to extent what they believe they possess as necessary skills to operate on this environment (Chen, Greene, and Crick, 1998 Krueger & Brazeal, 1994).

The scale used is Vieira, Maia and Coimbra (2007), dealing specifically with the transition on working, as the situation experienced with high probability especially by entrepreneurs. It consists on 10 items that measure the degree of agreement and disagreement of the subjects with a series of statements that usually refer to actions carried out by people with high self-efficacy traits, through a Likert scale ranging from 0 to 6. An example is: "I feel safe to run effectively this career transition."

Values: The second value mentioned by Schwartz is: "a concept that an individual has as a transitional purpose (instrumental vs. terminal), expressing interests (individualist vs. collectivist) connected to motivational domains, and evaluated on a continuum importance as a guiding principle in their lives" (Hut, Nerd and Schwartz, 2005). On the basis of considerations about the existence of three universal needs of people (biological, social interaction coordination, survival and well-being of the groups), the author identifies ten motivational types of values that assume a common meaning in all groups and the culture. They are organized on the following two bipolar dimensions:

Openness to change:

Self-direction and stimulation vs. conservatism (conformity, tradition and security)

Self-transcendence (universalism and benevolence) vs. self-affirmation (success and power).

Hedonism: correlated with openness to change and with the self-assertion, since it is associated with variability of stimulation and success.

Procedures

The questionnaire was administrated through the use of the online platform for investigations and scientific research "Survey Monkey" a convenience sample, consisting on eighty four (84) subjects recruited consecutively contacting models and models from all over Italy, so that the findings were influenced by disturbance variables, such as territorial and cultural difference typical of a single place of residence. In general, it is tried to recruit a heterogeneous sample as possible and at the same time been able to reflect best, the population in question.

Data Analysis

The responses to the questionnaires were recorded on an electronic medium - SPSS database - and analyzed through it, with the following methods:

- Descriptive analyzes of frequencies and central tendencies of distributions of response to the items under study;

- Parametric Analysis (Pair Student's samples and independent eco-efficient of Correlation by Pearson), as the variables considered were found to be characterized as a trend, tending to "normal" Gaussian;

Each test used was based on a significance level set as alpha equal to .05.

They were carried out through descriptive analysis and the verification of research hypotheses. They are all discussed and commented as conclusions. Before proceeding with the analysis of the data we verified the reliability of the scales used.

They are already validated scales and we wanted to verify the reliability for the present sample. Over them, we calculated Cronbach's alpha reliability coefficient, which was found to be acceptable or higher for all the variables considered. Below are listed the values for the variable:

- External Locus of control: .756;

- Locus of internal against: .685;

- Orientation to the risk: .909;

- Engagement: .945;

- Employability: .893;

- Pro-activity: .883;

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- Self- efficacy in career transitions: .781;
- Values: .901.

RESULTS

Before proceeding with the verification of research hypotheses, the analyzes were carried out with the aim of gathering relevant information about the sample under study, and how was it with respect to the variables investigated.

The first finding is related to the construct of Locus of Control , which has been divided into two parts (Internal and External), then put in comparison to detect a significant difference between the two variables, thus covering, which of the two appears to be prevalent in the sample considered.

For this reason it has been calculated the Pair Student's sample, which was found to be significant.

So, looking at Table 1, it can be concluded that the sample presents significantly different levels in the two variables of Locus of Control and that the highest levels belong to the External Locus of Control.

Table 1: *Student's t- test by paired samples with the variables "Internal Locus of Control" and "External Locus of Control"*

PairedSamplesStatistics

		Mean	N	Std. Deviation	Std. ErrorMean
Pair1	ExternalLocus	12,4354	84	3,77358	,41173
	InternalLocus	9,5238	84	1,61675	,17640

PairedSamplesCorrelations

		N	Correlation	Sig.
Pair1	ExternalLocus&InternalLocus	84	-,189	,085

PairedSamples Test

		PairedDifferences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. ErrorMean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair1	ExternalLocus-InternalLocus	2,91156	4,37753	,47763	1,96158	3,86155	6,096	83	,000

The second concerned is the presence of salient gender differences in the variables under study. To determine this, we calculated the Student's *t* for independent samples, and how you can see on Table 2;

the only significant differences found related to the variable of pro-activity and the value of success. In the first, women have higher values, while men have more value to success.

Table 2: Student's *t*-test variables "Pro-activity in work transitions" and "Success" *f* or the grouping variable "Gender"

Group Statistics

	Thank you for completing the questionnaire, we ask one last effort.	N	Mean	Std. Deviation	Std. ErrorMean
	Gender:				
Proactivity	M	40	47,3231	12,31171	1,94665
	2,00	42	52,1007	8,14507	1,25681
Achievement	M	41	15,7195	3,06910	,47931
	2,00	43	14,2326	3,08770	,47087

IndependentSamples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	MeanDifference	Std. ErrorDifference	95% Confidence Interval of the Difference	
									Lower	Upper
Proactivity	Equal variances assumed	8,596	,004	-2,082	80	,041	-4,77766	2,29484	-9,34453	-,21078
	Equal variances not assumed			-2,062	67,185	,043	-4,77766	2,31712	-9,40241	-,15290
Achievement	Equal variances assumed	,097	,756	2,213	82	,030	1,48695	,67201	,15012	2,82379
	Equal variances not assumed			2,213	81,854	,030	1,48695	,67191	,15028	2,82363

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Hypothesis 1:

The first hypothesis was confirmed only with regard to positive relationships, as the External Locus of Control, was found not to be significantly and negatively correlated with the value of self-direction. (Table 3)

Table 3: Pearson correlation between the variables "Self-direction", "Internal Locus of Control", "engagement" and "Employability".

		Self Direction	External Locus	Internal Locus	Engagement	Employability
Self Direction	Pearson Correlation	1	-,136	,235*	,456**	,258*
	Sig. (2-tailed)		,221	,033	,000	,018
	N	83	83	83	83	83
External Locus	Pearson Correlation	-,136	1	-,189	-,190	-,207
	Sig. (2-tailed)	,221		,085	,083	,059
	N	83	84	84	84	84
Internal Locus	Pearson Correlation	,235*	-,189	1	,360**	,141
	Sig. (2-tailed)	,033	,085		,001	,200
	N	83	84	84	84	84
Engagement	Pearson Correlation	,456**	-,190	,360**	1	,081
	Sig. (2-tailed)	,000	,083	,001		,465
	N	83	84	84	84	84
Employability	Pearson Correlation	,258*	-,207	,141	,081	1
	Sig. (2-tailed)	,018	,059	,200	,465	
	N	83	84	84	84	84

*. Correlation is significant at the 0.05 level (2-tailed).

**.. Correlation is significant at the 0.01 level (2-tailed).

Hypothesis 2:

This hypothesis appears to be confirmed, since, as shown in Table 4, the variable "Risk Taking" correlates positively and significantly with the Internal Locus of Control and the Pro-activity in job transitions, while this correlation shows a negative trend, when considering the variable External Locus of Control.

Table 4: Pearson correlation between the variables “Risk Taking”, “Internal Locus of Control”, “External Locus of Control” and “Pro-activity in work transitions”

Correlations

		Risk Taking	Internal Locus	External Locus	Proactivity
Risk Taking	Pearson Correlation	1	,239	-,231*	,178
	Sig. (2-tailed)		,028	,034	,110
	N	84	84	84	82
Internal Locus	Pearson Correlation	,239*	1	-,189	,193
	Sig. (2-tailed)	,028		,085	,082
	N	84	84	84	82
ExternalLocus	Pearson Correlation	-,231*	-,189	1	-,089
	Sig. (2-tailed)	,034	,085		,427
	N	84	84	84	82
Proactivity	Pearson Correlation	,178	,193	-,089	1
	Sig. (2-tailed)	,110	,082	,427	
	N	82	82	82	82

*. Correlation is significant at the 0.05 level (2-tailed).

Hypothesis 3:

This hypothesis was confirmed in part, because according to the results emerged through the Pearson correlation coefficient, it could be seen that, as predicted by the hypothesis, this type of Pro-activity, correlates significantly and positively with the “employability” and the “value of success”, and is not be related to “self-efficacy in job transitions”From the analysis performed is however seen that, the value of success is not the only one to correlate significantly with the proactive in work transitions, since, as can be seen from Table 5, it appears to be positively linked also to the value of the stimulation.

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Table 5: Pearson correlation between the variables "Pro-activity in work transitions", "Employability", "stimulation" and "Success".

Correlations

		Proactivity	Employability	Stimulation	Achievement	Self Efficacy
Proactivity	Pearson Correlation	1	,372*	,298*	,222	,093
	Sig. (2-tailed)		,001	,008	,045	,410
	N	82	82	79	82	80
Employability	Pearson Correlation	,372**	1	,375**	,223*	,068
	Sig. (2-tailed)	,001		,001	,042	,549
	N	82	84	80	84	81
Stimulation	Pearson Correlation	,298**	,375**	1	,353**	,105
	Sig. (2-tailed)	,008	,001		,001	,360
	N	79	80	80	80	78
Achievement	Pearson Correlation	,222*	,223*	,353**	1	-,059
	Sig. (2-tailed)	,045	,042	,001		,603
	N	82	84	80	84	81
Self Efficacy	Pearson Correlation	,093	,068	,105	-,059	1
	Sig. (2-tailed)	,410	,549	,360	,603	
	N	80	81	78	81	81

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

CONCLUSIONS

The present research has been able to make more information regarding the broader scope of entrepreneurial skills and values. What has been obtained from the analysis can also provide some interesting insights for further in-depth studies aimed to identify training models for the different types of personalities and professions, which are effective in promoting and developing the skills on an entrepreneurial culture.

With regard to the first hypothesis, it shows that between entrepreneurial skills and specific values there is a significant association. Specifically, those with higher values of Internal Locus of Control, also tend to have personal value as well as self-direction and it seems that when both are present, the subjects feel more likely to find a job (employability) and are even more involved in the work they perform (engagement). However, what it could not be confirmed is the negative relationship of this value with the External Locus of Control.

So, even though it is a negative trend, the tendency to attribute the causes of events is not sufficient for the emergence of an internal value to the subject in connection with self - direction. For these data it was possible, however, only an analysis of the correlation, which does not give guidance on which variables are independent and which are dependent. Therefore, in the present study cannot be determined which of these variables are due to the other and future studies will be directed in such sense. The "External Locus of Control", on the other hand, it is found to be related to the variable "Risk Taking", so it seems that people tend to attribute the causes of events outside, will also avoid entering into risky situations, probably because they do not warn about the possibility of personal control. Even so, conversely, the more people tend to attach themselves to the situations

which they live, will be much more inclined to take risks. This behavioral tendency, in-depth hypothesis 2, also tends to increase when people demonstrate proactive in times of career transition, which precisely corresponds to a state of uncertainty.

Finally, regarding the third hypothesis, evidence was interesting, because we have seen that be proactive in situations of transition work; it is not the same as having good or high levels of self-efficacy at the same situations. This is probably because being quite uncertain situations and new people even if proven proactive, may not have developed a sense of self-efficacy, which as reported by Bandura, is also formed after the experiences as been experienced.

Or vice versa, it is said that those who feel effective in situations like these, they tend to act proactively, more probably because they did not know well in practice and what to do in such situations. Even in that case, will be useful further studies to identify the causative reasons behind these results.

This hypothesis, however, confirms the expectations for what concerns the employability and the value of success. The first shows how to be proactive in situations of transition work also involves the perception of a greater ease in finding a new job, while the second relationship may be interpreted on the basis of a motivational value of success, which as a result produces behaviors proactive on these situation. Other value, pro-activity during employment transitions, is also found or linked to another, not provided on the initial assumption: the value of stimulation. This could be due to the fact that people, who have the need and value as the search for new stimulation, would be more likely to act proactively in situations, but these conclusions are to be intensified in future studies.

So, this study brings certain evidence of explanation the entrepreneurship in psychological variables. As if conclude that cognitive s open cases as it enterprising self-efficacy, and strongly implicated on entrepreneurship initiatives through different effects from self intensions.

Since this point of view, this involves psychisological variables of this type intended to remedy the fault of enterprising people initiatives in some parts of Italy considered here. By the way, and having consideration in the entrepreneurship level of the youngest students and employees and his potential for changing business landscape and the economics in them region.

The locus of control and risk propensity approach is significant and explain the enterprising intentions. Therefore, despite the fact of an existent lack of a support it is prudent to conclude that these characteristics don't explain at all the entrepreneurship initiation, but other variables of personal behavior that can role to play. In sum, these findings we showed, among other things, the need to continue delving into this subject, both in regard to the design of scales and tighter reliable, and research on other components, both personal and contextual, that they can give a greater account of the variables involved in the emergence of initiatives of entrepreneurs.

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