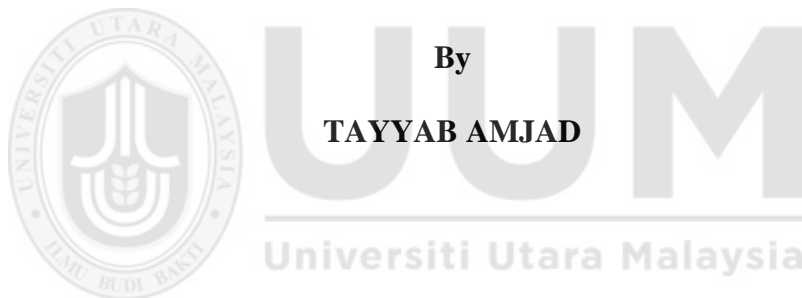


The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**ENTREPRENEURIAL MARKETING PRACTICES AND CHALLENGES:
DEVELOPMENT OF A PEDAGOGY MODEL**



**Thesis Submitted to
School of Business Management,
Universiti Utara Malaysia,
in Fulfillment of the Requirement for the Degree of Doctor of Philosophy**



Pusat Pengajian Pengurusan Perniagaan
(School of Business Management)

Kolej Perniagaan
(College of Business)

Universiti Utara Malaysia

PERAKUAN KERJA TESIS / DISERTASI
(Certification of thesis / dissertation)

Kami, yang bertandatangan, memperakukan bahawa
(We, the undersigned, certify that)

TAYYAB AMJAD (902614)

calon untuk Ijazah
(candidate for the degree of)

DOCTOR OF PHILOSOPHY (ENTREPRENEURSHIP)

telah mengemukakan tesis / disertasi yang bertajuk:
(has presented his/her thesis / dissertation of the following title):

**ENTREPRENEURIAL MARKETING PRACTICES AND CHALLENGES:
DEVELOPMENT OF A PEDAGOGY MODEL**

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.
(as it appears on the title page and front cover of the thesis / dissertation).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada:
22 April 2020

(That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on:
22nd April 2020

Pengerusi Viva
(Chairman for Viva)

: **Assoc. Prof. Dr. Kadzrina Bt. Abdul Kadir**

Tandatangan
(Signature)

Pemeriksa Luar
(External Examiner)

: **Assoc. Prof. Dr. Mazuri Bt. Abd. Ghani**

Tandatangan
(Signature)

Pemeriksa Dalam
(Internal Examiner)

: **Assoc. Prof. Dr. Norashidah Bt. Hashim**

Tandatangan
(Signature)

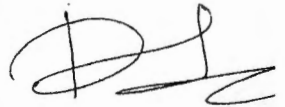
Tarikh: **22 April 2020**
(Date)

Nama Nama Pelajar
(Name of Student) : TAYYAB AMJAD

Tajuk Tesis / Disertasi
(Title of the Thesis /
Dissertation) : **ENTREPRENEURIAL MARKETING PRACTICES AND CHALLENGES:
DEVELOPMENT OF A PEDAGOGY MODEL**

Program Pengajian
(Programme of Study) : **Doctor of Philosophy (Entrepreneurship)**

Nama Penyelia/Penyelia-
penyelia
(Name of
Supervisor/Supervisors) : **Dr. Shamsul Huda Bt. Abd. Rani**

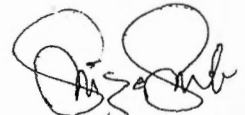


Tandatangan



UUM
Universiti Utara Malaysia

Dr. Shiza Bt. Sa'atar

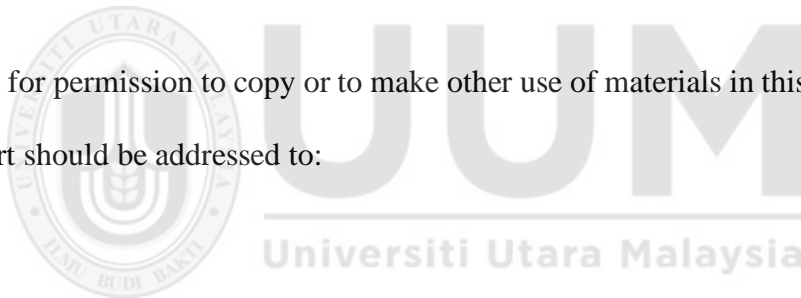


Tandatangan

PERMISSION TO USE

In presenting this thesis in fulfilment of the requirements for a Post Graduate degree from the Universiti Utara Malaysia (UUM), I agree that the library of this university may make its hard copy freely available for inspection. I further agree that permission for copying this thesis in any manner, in whole or in part, for scholarly purposes may be granted by my supervisors or in their absence, by the Dean of School of Business Management where I did my thesis. It is understood that any copying or publication or use of this thesis or parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and UUM in any scholarly use which may be made of any material in my thesis.

Request for permission to copy or to make other use of materials in this thesis in whole or in part should be addressed to:



Dean of School of Business Management

Universiti Utara Malaysia

06010 UUM Sintok

Kedah Darul Aman

ABSTRACT

Small and medium enterprise and entrepreneurship development are highly pivotal to economic growth. Small and medium enterprise is one of the largest economic sectors globally, whereas, marketing is one of the greatest challenges faced by small and medium enterprise entrepreneurs. The research in small and medium enterprise marketing, also commonly referred as entrepreneurial marketing, has progressed rapidly over the last decade, however, the theoretical developments in entrepreneurial marketing domain are inadequate as yet. Due to this, higher education institutions are also using outdated curricula to teach entrepreneurial marketing, as theoretical developments contribute towards the development of curricula. Moreover, pedagogical choices of business schools for entrepreneurship education are also mismatched with the practical entrepreneurial needs. Thus, a wide theory/pedagogy-practice gap has emerged in the domain of entrepreneurial marketing, due to which, graduates are lacking in practical entrepreneurial marketing skills that are required for the survival of small and medium enterprise ventures. To bridge this gap, the current research is aimed at: 1) exploring entrepreneurial marketing practices of graduate entrepreneurs during the start-up phase, 2) exploring entrepreneurial marketing challenges faced by graduate entrepreneurs during the start-up phase, and, 3) developing a practical model of entrepreneurial marketing pedagogy. For first two explorations, the current study has used a purely qualitative method i.e., the case study in which four small and medium enterprises owned and managed by graduate entrepreneurs were studied. The first exploration has foregrounded 11 entrepreneurial marketing dimensions, as well as how entrepreneurs practice each dimension within their network, thus, making significant theoretical developments. The second exploration has foregrounded two types of entrepreneurial marketing challenges i.e., social and educational. Using educational challenges, a practically implementable entrepreneurial marketing pedagogy model is developed to achieve the third objective, which is also the major and practical contribution of current study.

Keywords: Entrepreneurial marketing, entrepreneurship education, theory-practice gap, graduate entrepreneur, qualitative

ABSTRAK

Perusahaan kecil sederhana dan pembangunan keusahawanan amat penting untuk pertumbuhan ekonomi. Perusahaan kecil sederhana merupakan antara sektor ekonomi terbesar secara global, dan pemasaran adalah antara cabaran terhebat yang dihadapi oleh usahawan perusahaan kecil sederhana. Kajian tentang pemasaran perusahaan kecil sederhana atau lebih dikenali sebagai pemasaran keusahawan, telah berkembang pesat dalam dekad sebelum ini, namun, perkembangan ekonomi dalam domain pemasaran keusahawan secara teorinya masih belum mencukupi. Oleh demikian, institusi pengajian tinggi juga menggunakan kurikulum yang ketinggalan untuk mengajar pemasaran keusahawan, memandangkan perkembangan teori menyumbang terhadap pembangunan kurikulum. Selain itu, pilihan pedagogi pusat pengajian perniagaan untuk pendidikan keusahawanan juga tidak padan dengan keperluan amalan keusahawanan. Oleh itu, jurang teori/amalan pedagogi telah wujud dalam domain pemasaran keusahawan, memandangkan siswazah kekurangan kemahiran praktikal pemasaran keusahawan yang diperlukan untuk usaha kelangsungan perusahaan kecil sederhana. Untuk merapatkan jurang tersebut, kajian ini bertujuan; 1) meneroka amalan pemasaran keusahawan siswazah keusahawanan semasa fasa permulaan, 2) meneliti cabaran yang dihadapi siswazah keusahawanan semasa fasa permulaan, dan, 3) membangunkan model pedagogi pemasaran keusahawan yang praktikal. Bagi dua penerokaan yang pertama, kajian ini menggunakan kaedah kualitatif, iaitu kajian kes yang menyelidik empat perusahaan kecil sederhana yang dimiliki dan diuruskan oleh siswazah keusahawanan. Penerokaan pertama menumpukan kepada 11 dimensi pemasaran keusahawan serta cara usahawan mengamalkan setiap dimensi dalam jaringan mereka, kemudian teori dikembangkan secara signifikan. Penerokaan kedua menumpukan kepada dua jenis cabaran pemasaran keusahawan, iaitu sosial dan pendidikan. Dengan menggunakan cabaran pendidikan, model pedagogi pemasaran keusahawan yang dapat dilaksanakan secara praktikal telah dibangunkan untuk mencapai objektif ketiga yang juga merupakan penyumbang utama dan praktik untuk kajian semasa.

Kata kunci: pemasaran keusahawanan, pendidikan keusahawanan, jurang teori-amalan, siswazah keusahawanan, kualitatif

ACKNOWLEDGEMENTS

Alhamdulillah. First of all, praise to the Allah for granting me the ability, strength, patience, courage and inspiration to complete the thesis. After this, heaps of thanks to my parents, Samina Amjad and Muhammad Amjad, for praying for me and giving me moral and emotional support throughout.

Special thanks to my supervisors, Dr. Shamsul Huda Binti Abd. Rani and Dr. Shiza Binti Sa'atar, for accepting me under their supervision and guiding me in my research. Without their support, this research would have not been possible in the way and timeframe as it has been done now.

Many thanks to my colleagues as well who supported me during my research and made the processes smooth for me, such as, Associate Professor Dr. Armanurah Mohamad for validating my interview protocol; and Associate Professor Major Dr. Yahya Don and Dr. Mohd Faiz bin Mohd Yaakob for validating my model. I would also like to extend my thanks to the reviewers and chairpersons who evaluated my work at the times of proposal and thesis defense, particularly Associate Professor Dr. Norashidah Binti Hashim, who was in the panel at both occasions. Her guidance has enormously enhanced the quality of my work. Last but not least, I would like to thank my friends for accompanying me during the ups and downs of my journey and making this journey more beautiful and definitely memorable.

Table of Contents

Permission to Use	ii
Abstract	iii
Abstrak	iv
Acknowledgements	v
Table of Contents	vi
List of Tables	xii
List of Figures	xiii
List of Abbreviations	xv
CHAPTER ONE INTRODUCTION	1
1.1 Background of the Study	1
1.1.1 Recognition of EM by Higher Education Institutions (HEIs)	4
1.1.1.1 Consequences of Practical Gap	6
1.1.1.2 Theory/Pedagogy-Practice Gap in Entrepreneurial Marketing	7
1.2 Problem Statement	14
1.3 Research Objectives	21
1.4 Research Questions	21
1.5 Scope of the Study	22
1.6 Significance of the Research	22
1.7 Definition of Key Terms	23
1.7.1 Entrepreneur	23
1.7.2 Entrepreneurial Marketing (EM)	23
1.7.3 Small and Medium Enterprise (SME)	24
1.7.4 Theory-Practice Gap (T-Pgap)	24
1.8 Organization of the Thesis	24
CHAPTER TWO LITERATURE REVIEW	27
	vi

2.1	Introduction	27
2.2	Entrepreneurial Marketing (EM)	27
2.2.1	History of Entrepreneurial Marketing	27
2.2.1.1	Theoretical Developments in EM Over the Last Decade	29
2.2.2	The Domain of Entrepreneurial Marketing	33
2.2.3	Difference between EM and TM	35
2.2.4	Dimension of EM	37
2.2.4.1	Proactive Orientation / Proactiveness	37
2.2.4.2	Opportunity Driven	38
2.2.4.3	Risk Taking Orientation / Risk Management	39
2.2.4.4	Customer Intensity	40
2.2.4.5	Innovation Focused	41
2.2.4.6	Value Creation	42
2.2.4.7	Resource Leveraging	43
2.3	Challenges Commonly Faced by SMEs	44
2.3.1	Globalization	44
2.3.2	Increasing Monopolism	44
2.3.3	Lack of Interdisciplinary Research	45
2.3.4	Constrained Resources	46
2.4	Theory-Practice Gap (T-Pgap)	46
2.5	Theoretical Lenses of the Research	48
2.5.1	Theoretical Lens 1	48
2.5.1.1	Suitable Pedagogy for Entrepreneurial Marketing	49
2.5.2	Theoretical Lens 2	50
2.5.2.1	EM Dimensions	50
2.5.3	Theoretical Lens 3	52

2.5.3.1	Human Capital Theory	52
2.6	Chapter Summary	54
CHAPTER THREE RESEARCH METHODOLOGY		56
3.1	Introduction	56
3.2	Philosophical Assumptions	57
3.2.1	Ontology	57
3.2.2	Epistemology	58
3.2.3	Axiology	59
3.2.4	Rhetoric	60
3.2.5	Methodology	63
3.3	Research Design	64
3.3.1	Case Study Method	64
3.3.2	Research Contexts and Choice of Informants	67
3.3.3	Research Instruments	72
3.3.3.1	Semi Structured, In-Depth Interviews	73
3.3.3.2	Unstructured Narrative Interviews	75
3.3.3.3	Observations	78
3.3.3.4	Archival Data	81
3.3.3.5	Focus Group Discussion	81
3.3.4	Data Gathering	83
3.3.4.1	Research Tools for Data Analysis	84
3.3.5	Data Analysis	84
3.3.5.1	Data Analysis for Research Question 1	84
3.3.5.2	Data Analysis for Research Questions 2 and 3	86
3.3.6	Validation	88
3.3.6.1	Methodological Triangulation	90

3.3.6.2	Member Checking	91
3.3.6.3	Expert Validation	91
3.4	Research Paradigm or Worldview	93
3.4.1	Interpretivism	93
3.4.1.1	Background of the Researcher	94
3.5	Chapter Summary	95
CHAPTER FOUR RESEARCH FINDINGS		96
4.1	Introduction	96
4.2	The Narrative Data	96
4.2.1	History of Case SMEs	97
4.2.2	History of Focus Group Participants	109
4.3	Results and Findings	111
4.3.1	Entrepreneurial Marketing Dimensions	111
4.3.1.1	Proactiveness	112
4.3.1.2	Opportunity Driven	113
4.3.1.3	Risk Management	115
4.3.1.4	Innovation Focused	116
4.3.1.5	Customer Intensity	117
4.3.1.6	Resource Leveraging	118
4.3.1.7	Value Creation	119
4.3.1.8	Well-Being Driven	121
4.3.1.9	Legitimation	126
4.3.1.10	Entrepreneurial Networking (two levels of EM network)	130
4.3.1.11	Self-Reliance	132
4.3.2	Contemporary Entrepreneurial Marketing Challenges	134
4.3.2.1	Social Challenges	134

4.3.2.2	Educational Challenges	140
4.4	Chapter Summary	152
CHAPTER FIVE DISCUSSION AND CONCLUSION		153
5.1	Introduction	153
5.2	Discussion	153
5.2.1	Proactiveness	157
5.2.2	Innovation Focused	157
5.2.3	Risk Management	158
5.2.4	Resource Leveraging	159
5.2.5	Customer Intensity	159
5.2.6	Opportunity Driven	160
5.2.7	Value Creation	161
5.2.8	Legitimation	161
5.2.9	Well-Being Driven	162
5.2.10	Self-Reliance	163
5.2.11	Entrepreneurial Networking	163
5.3	Development of EM Pedagogy Model	170
5.4	Contributions	177
5.5	Practical Implications	178
5.5.1	Practical Implications for Entrepreneurs	178
5.5.2	Practical Implications for Business Schools' Policy Makers	180
5.6	Limitations and Future Research	182
5.7	Conclusion	183
REFERENCES		185
APPENDIX A: INTERVIEW PROTOCOL		239

APPENDIX B: ANALYTICAL CATEGORIZATION OF EM PRACTICES	242
APPENDIX C: ANALYTICAL CATEGORIZATION OF EM CHALLENGES	253
APPENDIX D: ANALYTICAL CATEGORIZATION OF RECOMMENDATIONS	260
APPENDIX E: VALIDATION OF EM PEDAGOGY MODEL	264
APPENDIX F: VALIDATION THROUGH MEMBER CHECKING	271



List of Tables

Table 1.1	University offerings versus entrepreneurs' needs: A contrasting view	11
Table 2.1	Models developed over the decade	30
Table 2.2	Difference between traditional marketing and entrepreneurial marketing	36
Table 3.1	Industrial context of each EM study from 2008 to 2018 indexed in Scopus database	68



List of Figures

Figure 1.1	Practical gap	5
Figure 1.2	Theory/pedagogy-practice gap in EM	10
Figure 1.3	Three components of theory-practice gap	12
Figure 1.4	Reason of theory-practice gap in EM	15
Figure 1.5	Consequences of theory-practice gap in EM	17
Figure 1.6	Further consequences of theory-practice gap in EM	18
Figure 1.7	Summary of the literature support for the theory-practice gap in EM	19
Figure 2.1	Number of EM articles per year	29
Figure 2.2	Seven dimensions of EM	52
Figure 2.3	Human Capital Theory	54
Figure 3.1	Number of qualitative studies for each methodological assumption from 2008 to 2018	66
Figure 3.2	The process of inductive analysis for Research Question 1	86
Figure 3.3	The process of inductive analysis for Research Questions 2 and 3	88
Figure 3.4	Processes for validation	92
Figure 5.1	11 dimensions of EM	156
Figure 5.2	Role of proactiveness in EM	157
Figure 5.3	Role of innovation in EM	158
Figure 5.4	Role of risk management in EM	159
Figure 5.5	Role of resource leveraging in EM	159
Figure 5.6	Role of customer intensity in EM	160
Figure 5.7	Role of legitimation in EM	161
Figure 5.8	Role of well-being in EM	162
Figure 5.9	Role of self-reliance in EM	163

Figure 5.10	Conceptual model of practicing EM	164
Figure 5.11	Effects of EM skills on social challenges	167
Figure 5.12	Process model of overcoming the EM challenges during business start-up through EE	170
Figure 5.13	EM pedagogy model	173
Figure 5.14	The process of EM pedagogy model development and validation	177



List of Abbreviations

B2B	Business to Business
BS	Business School
EE	Entrepreneurship Education
EM	Entrepreneurial Marketing
HEI	Higher Education Institution
SME	Small and Medium Enterprise
SKU	Stock Keeping Unit
TM	Traditional Marketing
T-Pgap	Theory-Practice Gap
UNESCO	United Nations Educational, Scientific and Cultural Organization



UUM
Universiti Utara Malaysia

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Economic growth through entrepreneurship development is a key concern globally (Ha & Hoa, 2018; Ogbari et al., 2019; Szerb & Trumbull 2018). Many countries are taking a range of initiatives to develop entrepreneurship in their economies (see Otchia, 2019; Pierrakis, 2018). This is because entrepreneurship holds a key importance in a country's economy as it contributes in the economic growth as well as creates employment opportunities for citizens (Evoma, 2017). In this context, "an entrepreneur is a person who perceives an opportunity and creates an organization to pursue it" (Bygrave & Hofer, 1991, p. 14). The foundation of any progressive country is entrepreneurship because the entrepreneurs create jobs, introduce new products and services and make the economy flexible enough to strive in the ever-changing world (Bakhtiari, 2017). Increased employment and higher earnings through entrepreneurship contribute to better national income in the form of higher tax revenue and higher government spending. This revenue can be used by the government to invest in other weak sectors and human capital (Seth, 2017).

Today, as with advancements in the automation, technology and artificial intelligence, more occupations are becoming obsolete, in such scenario, only the sustained entrepreneurship could open the doors for autonomous job creations (Bakhtiari, 2017). Entrepreneurs create small and medium enterprises (SMEs), and through that, they offer new goods and services, break away from tradition and indirectly support freedom by

REFERENCES

- Abreu, M., Oner, O., Brouwer, A., & van Leeuwen, E. (2018). Well-being effects of self-employment: A spatial inquiry. *Journal of Business Venturing*, (August 2017), 1–19.
- Adner, R., & Kapoor, R. (2010). Value creation in innovation ecosystems: how the structure of technological interdependence affects firm performance in new technology generations. *Strategic Management Journal*, 31(3), 306–333.
- Adomako, S., Danso, A., Boso, N., & Narteh, B. (2018). Entrepreneurial alertness and new venture performance: Facilitating roles of networking capability. *International Small Business Journal: Researching Entrepreneurship*, 36(5), 453–472.
- Agostini, L. (2016). Organizational and managerial activities in the development process of successful SME marketing networks. *European Management Review*, 13(2), 91–106.
- Ahmad, S. Z., & Buchanan, R. F. (2015). Entrepreneurship education in Malaysian universities. *Tertiary Education and Management*, 21(4), 349–366.

- Ahmad, S. Z., & Saber, H. (2015). Understanding marketing strategies with particular reference to small- and medium-sized hotel businesses in the United Arab Emirates. *Tourism and Hospitality Research*, 15(2), 115–129.
- Alabduljader, N., Ramani, R. S., & Solomon, G. T. (2018). Entrepreneurship education: A qualitative review of U.S. curricula for steady and high growth potential ventures. In *Annals of Entrepreneurship Education and Pedagogy – 2018* (pp. 37–57). Edward Elgar Publishing.
- Alford, P., & Page, S. J. (2015). Marketing technology for adoption by small business. *Service Industries Journal*, 35(11–12), 655–669.
- Ali, A., & Seiders, K. (2011). Entrepreneurial marketing. In *The portable MBA in entrepreneurship* (4th ed., Vol. 28, pp. 83–108). Hoboken, NJ, USA: John Wiley & Sons, Inc.
- Alonso, A. D. (2012). Promotional efforts of muscadine wines and muscadine-related products: The case of southern United States wineries. *International Journal of Consumer Studies*, 36(6), 702–709.
- Amjad, T., Abdul Rani, S. H., & Sa'atar, S. (2020). A new dimension of entrepreneurial marketing and key challenges: A case study from Pakistan. *SEISENSE Journal of Management*, 3(1), 1–14.
- Amjad, T., Abdul Rani, S. H., & Sa'atar, S. (2020). Entrepreneurial marketing theory: Current developments and future research directions. *SEISENSE Journal of Management*, 3(1), 27–46.
- Amjad, T., Abdul Rani, S. H. B., & Sa'atar, S. B. (2020). Entrepreneurship development and pedagogical gaps in entrepreneurial marketing education. *The International Journal of Management Education*, 18(2).

- Andersson, S., Evers, N., & Gliga, G. (2018). Entrepreneurial marketing and born global internationalisation in China. *Qualitative Market Research: An International Journal*, 21(2), 202–231.
- Angen, M. J. (2000). Evaluating interpretive inquiry: reviewing the validity debate and opening the dialogue. *Qualitative Health Research*, 10(3), 378–395.
- Anokhin, S., & Schulze, W. S. (2009). Entrepreneurship, innovation, and corruption. *Journal of Business Venturing*, 24(5), 465–476.
- Anwar, M. N., & Daniel, E. (2016). Entrepreneurial marketing in online businesses. *Qualitative Market Research: An International Journal*, 19(3), 310–338.
- Arizona State University. (2018). Retrieved October 10, 2018, from <https://wpcarey.asu.edu/undergraduate-degrees/business-entrepreneurship>
- Ash, M. R. (2014). *Knowledge that counts: An examination of the theory practice gap between business and marketing academics and business practitioners examined in respect of their respective epistemic stances*. University of Derby.
- Asher, S. R., Hymel, S., & Renshaw, P. D. (1984). Loneliness in children. *Child Development*, 55(4), 1456.
- Askary, S. (2006). Accounting professionalism – a cultural perspective of developing countries. *Managerial Auditing Journal*, 21(1), 102–111.
- Astuti, R. D., Afiff, A. Z., & Balqiah, T. E. (2018). Entrepreneurial marketing and marketing strategies of SMEs on marketing performance: An empirical analysis of fit. *Pertanika Journal of Social Sciences and Humanities*, 26(August), 39–53.
- Atkinson, R. (1998). *The Life Story Interviews*. London, UK: Sage Publications, Inc.
- ATLAS.ti. (2018). Retrieved March 31, 2018, from <http://atlasti.com/>

- Autor, D., Dorn, D., Hanson, G. H., Pisano, G., & Shu, P. (2016). *Foreign competition and domestic innovation: Evidence from U.S. patents*.
- Avon, E. (2008). Collective leadership and social logics: a new strategic change management challenge. *International Journal of Learning and Intellectual Capital*, 5(2), 241.
- Awan, J. H., Memon, S., Shah, M. H., & Awan, F. H. (2016). Security of e-government services and challenges in Pakistan. In *2016 SAI Computing Conference (SAI)* (Vol. 103, pp. 1082–1085). IEEE.
- Bai, X., Tsang, E. W. K., & Xia, W. (2018). Domestic versus foreign listing: Does a CEO's educational experience matter? *Journal of Business Venturing*, (October), 1–30.
- Baidoun, S. D., Lussier, R. N., Burbar, M., & Awashra, S. (2018). Prediction model of business success or failure for Palestinian small enterprises in the West Bank. *Journal of Entrepreneurship in Emerging Economies*, 10(1), 60–80.
- Baker, C., Wuest, J., & Stern, P. N. (1992). Method slurring: the grounded theory / phenomenology example. *Journal of Advanced Nursing*, 17, 1355–1360.
- Bakhtiari, S. (2017). *Entrepreneurship dynamics in Australia: Lessons from micro-data*. Retrieved from <https://industry.gov.au/Office-of-the-Chief-Economist/Research-Papers/Documents/2017-Research-Paper-5-Entrepreneurship-Dynamics-in-Australia.pdf>
- Baron, R. A., & Tang, J. (2011). The role of entrepreneurs in firm-level innovation: Joint effects of positive affect, creativity, and environmental dynamism. *Journal of Business Venturing*, 26(1), 49–60.

- Becherer, R. C., & Helms, M., M. (2016). The role of entrepreneurial marketing in improving market share for small business facing external environmental or resources challenges. *Journal of Business & Entrepreneurship*, 27(2), 119–147.
- Bennis, W. G., & O'Toole, J. (2005). How business schools lost their way. *Harvard Business Review*, 83(5), 96–104.
- Bernoster, I., Mukerjee, J., & Thurik, R. (2018). The role of affect in entrepreneurial orientation. *Small Business Economics*, (November), 1–22.
- Bettiol, M., Di Maria, E., & Finotto, V. (2012). Marketing in SMEs: The role of entrepreneurial sensemaking. *International Entrepreneurship and Management Journal*, 8(2), 223–248.
- Bhatli, D., Eggers, F., & Gundolf, K. (2012). Brand communities for market trend discovery: A study to advance entrepreneurial marketing research. *International Journal of Entrepreneurship and Small Business*, 16(4), 422–435.
- Bhattacharya, U., & Daouk, H. (2002). The world price of insider trading. *The Journal of Finance*, 57(1), 75–108.
- Bhuiyan, M. F., & Ivlevs, A. (2018). Micro-entrepreneurship and subjective well-being: Evidence from rural Bangladesh. *Journal of Business Venturing*, (August 2017), 1–21.
- Birch, C., Lichy, J., Mulholland, G., & Kachour, M. (2017). An enquiry into potential graduate entrepreneurship: Is higher education turning off the pipeline of graduate entrepreneurs? *Journal of Management Development*, 36(6), 743–760.
- Bjerke, B., & Hultman, C. (2004). *Entrepreneurial marketing: The growth of small firms in the new economic era*. Edward Elgar Publishing.

- Blakeslee, A. M. (2001). Bridging the workplace and the academy: Teaching professional genres through classroom-workplace collaborations. *Technical Communication Quarterly*, 10(2), 169–192.
- Blankson, C., Motwani, J. G., & Levenburg, N. M. (2006). Understanding the patterns of market orientation among small businesses. *Marketing Intelligence & Planning*, 24(6), 572–590.
- Bloor, M., Frankland, J., Thomas, M., & Robson, K. (2001). *Focus groups in social research*. Sage.
- Bluhm, D. J., Harman, W., Lee, T. W., & Mitchell, T. R. (2010). Qualitative research in management: A decade of progress. *Journal of Management Studies*, 48(8), 1866–1891.
- Boosting high-impact entrepreneurship in Australia*. (2015). Retrieved from <http://www.chiefscientist.gov.au/wp-content/uploads/Boosting-High-Impact-Entrepreneurship.pdf>
- Bosley, D. S. (1992). Broadening the base of a technical communication program: An industrial/academic alliance. *Technical Communication Quarterly*, 1(1), 41–56.
- Bouchikhi, H. (1993). A Constructivist Framework for Understanding Entrepreneurship Performance. *Organization Studies*, 14(4), 549–570.
- Bourelle, T. (2014). New perspectives on the technical communication internship: Professionalism in the workplace. *Journal of Technical Writing and Communication*, 44(2), 171–189.
- Boyatzis, R. E. (1998). *Transforming qualitative information: Thematic analysis and code development*. Sage.

- Bradley, S. W., & Klein, P. (2016). Institutions, Economic Freedom, and Entrepreneurship: The Contribution of Management Scholarship. *Academy of Management Perspectives*, 30(3), 211–221.
- Brassington, F., & Pettitt, S. (2007). *Principles of Marketing* (4th ed.). Harlow: FT/Prentice-Hall.
- Brown, A. D. (1995). Managing understandings: Politics, symbolism, niche marketing and the quest for legitimacy in IT implementation. *Organization Studies*, 16(6), 951–969.
- Butts, G. (2017). *Dream Now, Build for the Future* (1st ed.). New York: Page Publishing Inc.
- Bygrave, W. D., & Hofer, C. (1991). Theorizing about entrepreneurship. *Entrepreneurship: Theory and Practice*, (winter).
- Cacciolatti, L., & Lee, S. H. (2015). *Entrepreneurial Marketing for SMEs* (1st ed.). London: Palgrave Macmillan UK.
- Cant, M., & Wiid, J. (2017). The use of traditional marketing tools by SMEs in an emerging economy: A South African perspective. *Problems and Perspectives in Management*, 14(1), 64–70.
- Caputo, A., Ayoko, O. B., Amoo, N., & Menke, C. (2019). The relationship between cultural values, cultural intelligence and negotiation styles. *Journal of Business Research*, 99(September 2018), 23–36.
- Carson, D., Cromie, S., McGowan, P., & Hill, J. (1995). *Marketing and entrepreneurship in SMEs: an innovative approach*. Pearson Education.
- Carson, D., & Coviello, N. (1996). Qualitative research issues at the marketing/entrepreneurship interface. *Marketing Intelligence & Planning*, 14(6), 51–58.

- Carson, D., Gilmore, A., Cummins, D., O'Donnell, A., & Grant, K. (1998). Price setting in SMEs: Some empirical findings. *Journal of Product & Brand Management*, 7(1), 74–86.
- Cavusgil, S. T., & Cavusgil, E. (2012). Reflections on international marketing: Destructive regeneration and multinational firms. *Journal of the Academy of Marketing Science*, 40(2), 202–217.
- Chandler, D., & Munday, R. (2011). *A dictionary of media and communication*. Oxford University Press.
- Charmaz, K. (2000). Grounded theory: Objectivist and constructivist methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of qualitative research*.
- Charmaz, K. (1996). The search for meanings - grounded theory. *Rethinking Methods in Psychology*, 27–49.
- Charmaz, K., & Belgrave, L. L. (2015). Grounded theory. In G. Ritzer (Ed.), *The blackwell encyclopedia of sociology* (pp. 1–6). Oxford, UK: John Wiley & Sons, Ltd.
- Chaudhury, S. R., Albinsson, P. A., Shows, G. D., & Moench, V. (2014). The winemaker as entrepreneurial marketer: An exploratory study. *International Journal of Wine Business Research*, 26(4), 259–278.
- Cheng, M. Y., Chan, W. S., & Mahmood, A. (2009). The effectiveness of entrepreneurship education in Malaysia. *Education+ Training*, 51(7), 555–566.
- Cheng, R., Lourenço, F., & Resnick, S. (2016). Educating graduates for marketing in SMEs: An update for the traditional marketing curriculum. *Journal of Small Business and Enterprise Development*, 23(2), 495–513.

- Chin, T., Tsai, S. B., Fang, K., Zhu, W., Yang, D., Liu, R., & Tsuei, R. T. C. (2016). EO-performance relationships in reverse internationalization by Chinese global startup OEMs: Social networks and strategic flexibility. *PLoS ONE*, *11*(9), 1–19.
- Chreim, S., Williams, B. E. B., & Hinings, C. R. B. (2007). Interlevel influences on the reconstruction of professional role identity. *Academy of Management*, *50*(6), 1515–1539.
- Clifford, J. (1970). *From Puzzles to Portraits: Problems of a Literary Biographer*. Chapel Hill, NC: University of North Carolina Press.
- Cohen, D., & Crabtree, B. (2006). Semi-structured Interviews.
- Colaizzi, P. (1978). Psychological research as the phenomenologist views it. *Existential Phenomenological Alternative for Psychology*, 48–71.
- Collier, K. G. (1980). Peer-group learning in higher education: The development of higher order skills. *Studies in Higher Education*, *5*(1), 55–62.
- Collinson, E., & Shaw, E. (2001). Entrepreneurial marketing: A historical perspective on development and practice. *Management Decision*, *39*(2), 761–767.
- Copley, P. (2013). The need to deliver higher-order skills in the context of marketing in SMEs. *Industry and Higher Education*, *27*(6), 465–476.
- Corbin, J., & Strauss, A. (1990). Grounded theory research: Procedures, canons, and evaluative criteria. *Qualitative Sociology*, *13*(1), 418–427.
- Creswell, J. W. (1994). *Research Design: Qualitative and Quantitative Approaches*. Thousand Oaks, CA: Sage.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches (Vol. 4)*. Thousand Oaks, CA: Sage.

- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124–130.
- Creswell, J. W. (2007). *Qualitative Inquiry & Research Design: Choosing Among Five Approaches* (2nd ed.). SAGE Publications.
- Crick, D., Chaudhry, S., & Crick, J. M. (2018). Risks/rewards and an evolving business model: A case study of a small lifestyle business in the UK tourism sector. *Qualitative Market Research: An International Journal*, 21(2), 143–165.
- Crick, J. M. (2018). The facets, antecedents and consequences of coopetition. *Qualitative Market Research: An International Journal*, 21(2), 253–272.
- Crick, J. M. (2018). The facets, antecedents and consequences of coopetition: An entrepreneurial marketing perspective. *Qualitative Market Research: An International Journal*, 21(2), 253–272.
- Crick, J. M., & Crick, D. (2018). Angel investors' predictive and control funding criteria. *Journal of Research in Marketing and Entrepreneurship*, 20(1), 34–56.
- Crossroads report. (2016). *StartupAUS*. Retrieved from <https://startupaus.org/document/crossroads-2016/>
- Czarniawska, B. (2004). *Narratives in Social Science Research*. Thousand Oaks, CA: Sage.
- Dalecki, L. (2016). Sales as entrepreneurship at Ewing Kauffman's Marion Laboratories. *Journal of Research in Marketing and Entrepreneurship*, 18(1), 14–26.
- Day, J., Dean, A. A., & Reynolds, P. L. (1998). Relationship marketing: Its key role in entrepreneurship. *Long Range Planning*, 31(6), 828–837.

- Daymon, C., & Holloway, I. (2011). *Qualitative research methods in public relations and marketing communications* (2nd ed.).
- De Neve, J. J.-E., Diener, E., Tay, L., & Xuereb, C. (2013). The objective benefits of subjective well-being. In J. F. Helliwell, R. Layard, & J. Sachs (Eds.), *World Happiness Report 2013*, 2(New York City, NY: UN Sustainable Network Development Solutions Network), 54–79.
- Deci, E. L., Koestner, R., & Ryan, R. M. (2001). Extrinsic Rewards and Intrinsic Motivation in Education: Reconsidered Once Again. *Review of Educational Research*, 71(1), 1–27.
- Dehlen, T., Zellweger, T., Kammerlander, N., & Halter, F. (2014). The role of information asymmetry in the choice of entrepreneurial exit routes. *Journal of Business Venturing*, 29(2), 193–209.
- Denzin, N. K. (1978). *The research act: An introduction to triangulation–Sociological methods*.
- Denzin, N. K. (1978). *The research act: A theoretical introduction to sociological methods* (2nd ed). New York, NY: McGraw Hill.
- Denzin, N. K. (1970). *The research act: A theoretical introduction to sociological methods*. Chicago, IL: Aldine.
- Denzin, N. (1989). *The Research Act: A Theoretical Introduction to Sociological Methods* (3rd ed.). Eaglewood Cliffs, NJ: Prentice-Hall.
- Denzin, N., & Lincoln, Y. (2012). *The sage handbook of qualitative inquiry* (4th ed.). Sage Publications.
- Dias, P., Freedman, A., Medway, P., & Paré, A. (2013). *Worlds apart: Acting and writing in academic and workplace contexts*.

- Diener, E., Wirtz, D., Tov, W., Kim-Prieto, C., Choi, D., Oishi, S., & Biswas-Diener, R. (2010). New Well-being Measures: Short Scales to Assess Flourishing and Positive and Negative Feelings. *Social Indicators Research*, 97(2), 143–156.
- Dvir, D., Sadeh, A., Pines, A. M., & Shenhar, A. J. (2009). Key entrepreneurial traits and their relationship to venture uncertainty and venture success. In *PICMET 2009 Proceedings* (pp. 1811–1818).
- Dyck, B., Mauws, M., Starke, F. A., & Mischke, G. A. (2002). Passing the baton. *Journal of Business Venturing*, 17(2), 143–162.
- Easterby-Smith, M., Thorpe, R., & Jackson, P. R. (2012). *Management Research*. London: Sage.
- Ebbers, J. J., & Wijnberg, N. M. (2012). Nascent ventures competing for start-up capital: Matching reputations and investors. *Journal of Business Venturing*, 27(3), 372–384.
- Eisenhardt, K. M. (1991). Better stories and better constructs: The case for rigor and comparative logic. *Academy of Management Review*, 16(3), 620–627.
- Eisenhardt, K. M. (1989). Building theories from case study research. *Academy of Management Review*, 14(4), 532–550.
- Eisenhardt, K. M., & Graebner, M. E. (2007). Theory building from cases: Opportunities and challenges. *Academy of Management*, 50(1), 25–32.
- Ellis, J. (1993). *Keeping Archives* (2nd ed.). Melbourne: D.W. Thorpe.
- Elvira, F., Besa, X., & Elona, F. (2014). The spontaneity of international market and the need for entrepreneurial marketing: Evidence of Albanian entrepreneurs in Italy. *Business Management Dynamics*, 3(10), 14–20.

- Engel, Y., Kaandorp, M., & Elfring, T. (2017). Toward a dynamic process model of entrepreneurial networking under uncertainty. *Journal of Business Venturing*, 32(1), 35–51.
- Erdogan, B., Bauer, T. N., Truxillo, D. M., & Mansfield, L. R. (2012). Whistle While You Work: A Review of the Life Satisfaction Literature. *Journal of Management*, 38(4), 1038–1083.
- Evoma. (2017). 7 Roles of entrepreneurship in economic development of a country. Retrieved October 10, 2018, from <https://evoma.com/business-centre/7-roles-of-entrepreneurship-in-economic-development-of-a-country/>
- Ezeani, E. (2018). Barriers to graduate employment and entrepreneurship in Nigeria. *Journal of Entrepreneurship in Emerging Economies*, 10(3), 428–446.
- Fayolle, A., Verzat, C., & Wapshott, R. (2016). In quest of legitimacy: The theoretical and methodological foundations of entrepreneurship education research. *International Small Business Journal*, 34(7), 895–904.
- Fenton, M., & Barry, A. (2014). Breathing space – graduate entrepreneurs’ perspectives of entrepreneurship education in higher education. *Education + Training*, 56(8/9), 733–744.
- Ferrandiz, J., Fidel, P., & Conchado, A. (2018). Promoting entrepreneurial intention through a higher education program integrated in an entrepreneurship ecosystem. *International Journal of Innovation Science*, 10(1), 6–21.
- Ferris, W. P. (2014). Announcing new annual awards for best articles of the year plus four articles in teaching & learning and one in emerging conceptual scholarship. *Organisation Management Journal*, 11(1), 1–2.

- Fillis, I. (2014). The impact of aesthetics on the celtic craft market. *Consumption Markets and Culture*, 17(3), 274–294.
- Fillis, I. (2015). Biographical research as a methodology for understanding entrepreneurial marketing. *International Journal of Entrepreneurial Behavior & Research*, 21(3), 429–447.
- Fillis, I., Lehman, K., & Miles, M. P. (2017). The museum of old and new art: Leveraging entrepreneurial marketing to create a unique arts and vacation venture. *Journal of Vacation Marketing*, 23(1), 85–96.
- Fischer, E., & Reuber, R. A. (2014). Online entrepreneurial communication: Mitigating uncertainty and increasing differentiation via Twitter. *Journal of Business Venturing*, 29(4), 565–583.
- Fitzgerald, T. J. (1987). Understanding the differences and similarities between services and products to exploit your competitive advantage. *Journal of Business & Industrial Marketing*, 2(3), 29–34.
- Foo, M. Der, Uy, M. A., & Baron, R. A. (2009). How Do Feelings Influence Effort? An Empirical Study of Entrepreneurs' Affect and Venture Effort. *Journal of Applied Psychology*, 94(4), 1086–1094.
- Franco, M., de Fátima Santos, M., Ramalho, I., & Nunes, C. (2014). An exploratory study of entrepreneurial marketing in SMEs. *Journal of Small Business and Enterprise Development*, 21(2), 265–283.
- FSB. (2018). UK Small Business Statistics. Retrieved October 10, 2018, from <https://www.fsb.org.uk/media-centre/small-business-statistics>
- Fusch, L., & Ness, P. (2015). Are we there yet? Saturation in qualitative research. *The Qualitative Report*, 20(9), 1409–1416.

- Fusch, P., Fusch, G. E., & Ness, L. R. (2018). Denzin's Paradigm Shift: Revisiting Triangulation in Qualitative Research. *Journal of Social Change, 10*(1), 19–32.
- Gaddefors, J., & Anderson, A. R. (2009). Market creation: The epitome of entrepreneurial marketing practices. *Journal of Research in Marketing and Entrepreneurship, 10*(1), 19–39.
- Galkina, T., & Kock, S. (2011). The influence of entrepreneurial infrastructure on entrepreneur networking: a comparative case study of Russian and Finnish founding teams. *International Journal of Entrepreneurship and Small Business, 13*(3), 238.
- Garo, E. (2017). Gap between theory and practice in management education. In *Case studies as a teaching tool in management Education* (pp. 264–277). IGI Global.
- Gartner, W. B., Bird, B. J., & Starr, J. A. (1992). Acting as If: Differentiating entrepreneurial from organizational behavior. *Entrepreneurship Theory and Practice, 16*(3), 13–32.
- Ge, B., Wang, K., & Dong, B. (2009). An empirical study on the relationship between entrepreneur's traits and entrepreneurial success. In *2009 IITA International Conference on Control, Automation and Systems Engineering* (pp. 261–265). IEEE.
- Gelderen, V., Thurik, R., & Bosma, N. (2006). Success and risk factors in the pre-startup phase. *Small Business Economics, 26*(4), 319–335.
- Gibb, A. A. (1990). Organising small firms research to meet the needs of customers of the 21st century. *Toward the 21st Century: The Challenges of Small Business*.
- Gibb, A. A. (1993). Enterprise culture and education. *International Small Business Journal: Researching Entrepreneurship, 11*(3), 11–34.

- Gilgun, J. F. (1994). Hand into glove: The grounded theory approach and social work practice research. *Qualitative Research in Social Work*, 115–125.
- Gilgun, J. F. (2005). “Grab” and good science: Writing up the results of qualitative research. *Qualitative Health Research*, 15(2), 256–262.
- Gillies, D. (2015). Human Capital Theory in education. In *Encyclopedia of Educational Philosophy and Theory* (pp. 1–5). Singapore: Springer Singapore.
- Gilmore, A. (2011). Entrepreneurial and SME marketing. *Journal of Research in Marketing and Entrepreneurship*, 13(2), 137–145.
- Gilmore, A., Carson, D., & Grant, K. (2001). SME marketing in practice. *Marketing Intelligence & Planning*, 19(1), 6–11.
- Gilmore, A., McAuley, A., Gallagher, D., Massiera, P., & Gamble, J. (2013). Researching SME/entrepreneurial research. *Journal of Research in Marketing and Entrepreneurship*, 15(2), 87–100.
- Given, L. M. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. Los Angeles, CA: SAGE Publications.
- Glaser, B. G. (1978). *Advances in the methodology of grounded theory: theoretical sensitivity*. Mill Valley, CA: The Sociology Press.
- Glaser, B. G. (1992). *Basics of grounded theory analysis: Emergence vs forcing*. Sociology press.
- Glaser, B. G. (1998). *Doing grounded theory: Issues and discussions*. Sociology Press.
- Glaser, B. G., & Strauss, A. L. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago, IL: Aldine.
- Glesne, C., & Peshkin, A. (1992). *Becoming Qualitative Researchers: An Introduction*. White Plains, NY: Longman.

- Goldin, C. (2014). Human capital. In C. D. and M. Hauptert (Ed.), *Handbook of cliometrics*. Springer-Verlag, forthcoming.
- Goldin, C. (2016). Human capital. In *Handbook of Cliometrics* (pp. 55–86). Springer, Berlin, Heidelberg.
- Gomes, L. A. de V., Salerno, M. S., Phaal, R., & Probert, D. R. (2018). How entrepreneurs manage collective uncertainties in innovation ecosystems. *Technological Forecasting and Social Change*, 128(November), 164–185.
- Gordon, J. L. (2009). The pedagogical missions of professional and technical communication programs: What we say in the journals and what we say on the web. *Programmatic Perspectives*, 1(2), 112–138.
- Gosling, J., & Mintzberg, H. (2006). Management education as if both matter. *Management Learning*, 37(4), 419–428.
- Grichnik, D., Brinckmann, J., Singh, L., & Manigart, S. (2014). Beyond environmental scarcity: Human and social capital as driving forces of bootstrapping activities. *Journal of Business Venturing*, 29(2), 310–326.
- Grichnik, D., Smeja, A., & Welp, I. (2010). The importance of being emotional: How do emotions affect entrepreneurial opportunity evaluation and exploitation? *Journal of Economic Behavior and Organization*, 76(1), 15–29.
- Gross, N., Carson, D., & Jones, R. (2014). Beyond rhetoric: re-thinking entrepreneurial marketing from a practice perspective. *Journal of Research in Marketing and Entrepreneurship*, 16(2), 105–127.
- Grünhagen, M., & Mishra, C. S. (2008). Entrepreneurial and small business marketing: An introduction. *Journal of Small Business Management*, 46(1), 1–3.

- Guba, E. G. (1990). The alternative paradigm dialog. In *The paradigm dialog* (E. G. Guba, pp. 17–30). Newbury Park, CA: Sage.
- Guba, E. G., & Lincoln, Y. S. (1988). Do inquiry paradigms imply inquiry methodologies? In *Qualitative approaches to evaluation in education* (D. M. Fett, pp. 89–115). New York: Praeger.
- Guercini, S. (2004). Developing the researcher-manager interface in the case analysis process. *Management Decision*, 42(3/4), 464–472.
- Gummesson, E. (2014). The theory/practice gap in B2B marketing: Reflections and search for solutions. *Journal of Business & Industrial Marketing*, 29(7/8), 619–625.
- Ha, N. T. T., & Hoa, L. B. (2018). Evaluating entrepreneurship performance in Vietnam through the global entrepreneurship development index approach. *Journal of Developmental Entrepreneurship*, 23(1), 1–19.
- Hacioglu, G., Eren, S. S., Eren, M. S., & Celikkan, H. (2012). The effect of entrepreneurial marketing on firms' innovative performance in Turkish SMEs. *Procedia - Social and Behavioral Sciences*, 58, 871–878.
- Hagen, B., Zucchella, A., & Ghauri, P. N. (2019). From fragile to agile: marketing as a key driver of entrepreneurial internationalization. *International Marketing Review*, 36(2), 260–288.
- Hager, P. J. (1990). Mini-internships: Work-world technical writing experiences without leaving campus. *Technical Writing Teacher*, 17(2), 104–113.
- Hahn, V. C., Frese, M., Binnewies, C., & Schmitt, A. (2012). Happy and Proactive? The Role of Hedonic and Eudaimonic Well-Being in Business Owners' Personal Initiative. *Entrepreneurship Theory and Practice*, 36(1), 97–114.

- Haleem, F. (2015). Planning change in an organization; MCB bank limited, Pakistan. *Journal of Central Banking Theory and Practice*, 4(2), 75–107.
- Hall, N. (2015). Departmental positioning of technical and professional communication. *Programmatic Perspectives*, 7(2), 50–78.
- Hallböck, J., & Gabrielsson, P. (2013). Entrepreneurial marketing strategies during the growth of international new ventures originating in small and open economies. *International Business Review*, 22(6), 1008–1020.
- Hameed, W., Azeem, M., Ali, M., Nadeem, S., & Amjad, T. (2017). The role of distribution channels and educational level towards insurance awareness among the general public. *International Journal of Supply Chain Management*, 6(4), 308–318.
- Hamilton, E. (2006). Whose story is it anyway? *International Small Business Journal: Researching Entrepreneurship*, 24(3), 253–271.
- Hanage, R., Scott, J. M., & Davies, M. A. P. (2016). From “great expectations” to “hard times.” *International Journal of Entrepreneurial Behavior & Research*, 22(1), 17–38.
- Hansen, C., & Yee, C. (2001). Guest editor’s column. *Technical Communication Quarterly*, 10(2), 125–127.
- Hansen, D. J., & Eggers, F. (2010). The marketing/entrepreneurship interface: A report on the “Charleston Summit.” *Journal of Research in Marketing and Entrepreneurship*, 12(1), 42–53.
- Harrigan, P., Ramsey, E., & Ibbotson, P. (2012). Exploring and explaining SME marketing: Investigating e-CRM using a mixed methods approach. *Journal of Strategic Marketing*, 20(2), 127–163.

- Harrigan, P., Ramsey, E., & Ibbotson, P. (2012). Entrepreneurial marketing in SMEs: The key capabilities of e-CRM. *Journal of Research in Marketing and Entrepreneurship*, 14(1), 40–64.
- Harris, F., & de Chernatony, L. (2001). Corporate branding and corporate brand performance. *European Journal of Marketing*, 35(3/4), 441–456.
- Harrison, R. L., & Reilly, T. M. (2011). Mixed methods designs in marketing research. *Qualitative Market Research: An International Journal*, 14(1), 7–26.
- Helliwell, J. F., Layard, R., & Sachs, J. (2012). *World happiness report*.
- Hendrickson, L., Bucifal, S., Balaguer, A., & Hansell, D. (2015). *The employment dynamics of Australian entrepreneurship*.
- Hill, J. (2001). A multidimensional study of the key determinants of effective SME marketing activity: Part 1. *International Journal of Entrepreneurial Behavior & Research*, 7(5), 171–204.
- Hills, G. E. (1987). Marketing and entrepreneurship research issues: Scholarly justification. *Research at the Marketing/Entrepreneurship Interface*, 3–15.
- Hills, G., & Hultman, C. (2006). Entrepreneurial marketing. In S. Lagrosen & G. Svensson (Eds.), *Marketing – broadening the horizons*.
- Hills, G. E., Hultman, C. M., Kraus, S., & Schulte, R. (2010). History, theory and evidence of entrepreneurial marketing - an overview. *International Journal of Entrepreneurship and Innovation Management*, 11(1), 3–18.
- Hills, G. E., Hultman, C. M., & Miles, M. P. (2008). The evolution and development of entrepreneurial marketing. *Journal of Small Business Management*, 46(1), 99–112.

- Hines, T. (2000). An evaluation of two qualitative methods (focus group interviews and cognitive maps) for conducting research into entrepreneurial decision making. *Qualitative Market Research: An International Journal*, 3(1), 7–16.
- Hisrich, R. D. (1992). The need for marketing in entrepreneurship. *Journal of Business & Industrial Marketing*, 7(3), 53–57.
- Hisrich, R., & Ramadani, V. (2018). *Entrepreneurial Marketing: A Practical Managerial Approach*. Edward Elgar Publishing.
- Hjorth, D., & Steyaert, C. (2004). *Narrative and Discursive Approaches in Entrepreneurship*. Cheltenham: Edward Elgar.
- Hofstede, G. (2019). The 6 dimensions of national culture. Retrieved January 5, 2019, from <https://www.hofstede-insights.com/models/national-culture/>
- Homsy, D., Hashem, T. N., & Mohammed Freihat, S. (2020). How can entrepreneurial marketing promote the entrepreneurship culture in an organization: case of banking sector in Jordan. *Innovative Marketing*, 16(1), 29–42.
- Howorth, C., Westhead, P., & Wright, M. (2004). Buyouts, information asymmetry and the family management dyad. *Journal of Business Venturing*, 19(4), 509–534.
- Hu, X., Zhu, L., & Zhang, H. (2017). Entrepreneurial marketing and new venture performance: The mediating effects of ambidextrous innovation. *Journal of Advanced Computational Intelligence and Intelligent Informatics*, 21(6), 1073–1078.
- Hulbert, B., Day, J., & Shaw, E. (1998). No Title. In *Proceedings of the Academy of Marketing Symposia on the Marketing and Entrepreneurship Interface*.

- Hutt, M. D., & Walker, B. A. (2015). Bridging the theory-practice gap in business marketing: Lessons from the field—the JBBM at 21. *Journal of Business-to-Business Marketing*, 22(1–2), 67–72.
- Iacobucci, D., & Micozzi, A. (2012). Entrepreneurship education in Italian universities: Trend, situation and opportunities. *Education + Training*, 54(8/9), 673–696.
- Inglehart, R. (2018). The trend toward postmaterialist values continues. In *Citizen politics in post-industrial societies* (pp. 57–66). Routledge.
- Ismail, A., Abdullah, A. G. K., & Othman, A. T. (2010). Acceptance of entrepreneurship culture module at the Malaysian institutes of higher learning: A gender perspective. *Research Journal of International Studies*, 15, 46–54.
- Jaafar, M. (2012). Entrepreneurial marketing and accommodation businesses in East Peninsular Malaysia. *Journal of Research in Marketing and Entrepreneurship*, 14(2), 164–183.
- Jaafar, M. (2012). Entrepreneurial marketing and accommodation businesses in east Peninsular Malaysia. *Tourism and Hospitality Research*, 12(2), 89–100.
- James, W. (1975). *Pragmatism (Vol. 1)*. Harvard University Press.
- Jaskiewicz, P., Combs, J. G., & Rau, S. B. (2015). Entrepreneurial legacy: Toward a theory of how some family firms nurture transgenerational entrepreneurship. *Journal of Business Venturing*, 30(1), 29–49.
- Jobber, D. (2009). *Principles and Practice of Marketing* (6th ed.). London: McGraw-Hill Companies.
- Johansson, A. W. (2004). Narrating the entrepreneur. *International Small Business Journal: Researching Entrepreneurship*, 22(3), 273–293.

- Jones, R., & Rowley, J. (2012). Card-based game methods: Exploring SME entrepreneurial marketing practice. *International Journal of Entrepreneurship and Small Business*, 16(4), 485–502.
- Jones, R., & Rowley, J. (2009). Presentation of a generic “EMICO” framework for research exploration of entrepreneurial marketing in SMEs. *Journal of Research in Marketing and Entrepreneurship*, 11(1), 5–21.
- Jones, R., Suoranta, M., & Rowley, J. (2013b). Strategic network marketing in technology SMEs. *Journal of Marketing Management*, 29(5–6), 671–697.
- Jones, R., Suoranta, M., & Rowley, J. (2013a). Entrepreneurial marketing: A comparative study. *Service Industries Journal*, 33(7–8), 705–719.
- Jutla, D., Bodorik, P., & Dhaliwal, J. (2002). Supporting the e-business readiness of small and medium-sized enterprises: approaches and metrics. *Internet Research*, 12(2), 139–164.
- Kaandorp, M., van Burg, E., & Karlsson, T. (2019). Initial Networking Processes of Student Entrepreneurs: The Role of Action and Evaluation. *Entrepreneurship Theory and Practice*.
- Kannampuzha, M. J., & Suoranta, M. (2016). Bricolage in the marketing efforts of a social enterprise. *Journal of Research in Marketing and Entrepreneurship*, 18(2), 176–196.
- Karami, M., & Tang, J. (2019). Entrepreneurial orientation and SME international performance: The mediating role of networking capability and experiential learning. *International Small Business Journal: Researching Entrepreneurship*, 37(2), 105–124.

- Keyes, C. L. M. (2006). Mental health in adolescence: Is America's youth flourishing? *American Journal of Orthopsychiatry*, 76(3), 395–402.
- Khalid, R., & Sunikka-Blank, M. (2017). Homely social practices, uncanny electricity demands: Class, culture and material dynamics in Pakistan. *Energy Research and Social Science*, 34(June), 122–131.
- Khan, Q., Sultana, N., Bughio, Q., & Naz, A. (2014). Role of language in gender identity formation in Pakistani school textbooks. *Indian Journal of Gender Studies*, 21(1), 55–84.
- Khan, W. A., Yousaf, S., Mian, N. A., & Nawaz, Z. (2013). E-commerce in Pakistan: Growth potentials and e-payment solutions. In *2013 11th International Conference on Frontiers of Information Technology* (pp. 247–252). IEEE.
- Kibler, E., Wincent, J., Kautonen, T., Cacciotti, G., & Obschonka, M. (2018). Can prosocial motivation harm entrepreneurs' subjective well-being? *Journal of Business Venturing*, (October), 0–1.
- Knoben, J., & Bakker, R. M. (2019). The guppy and the whale: Relational pluralism and start-ups' expropriation dilemma in partnership formation. *Journal of Business Venturing*, 34(1), 103–121.
- Kocak, A., & Abimbola, T. (2009). The effects of entrepreneurial marketing on born global performance. *International Marketing Review*, 26(4/5), 439–452.
- Kollmann, T., Stöckmann, C., & Kensbock, J. M. (2018). I can't get no sleep—The differential impact of entrepreneurial stressors on work-home interference and insomnia among experienced versus novice entrepreneurs. *Journal of Business Venturing*, (July), 0–1.

- Kotler, P., Wong, V., Saunders, J., & Armstrong, G. (2008). *Principles of Marketing* (5th ed.). Harlow: FT/Prentice-Hall.
- Kotler, P. (2001). *Marketing management* (Millenium). Prentice Hall Inc.
- Krake, F. G. B. J. M. (2005). Successful brand management in SMEs: A new theory and practical hints. *Journal of Product and Brand Management*, 14(4), 228–238.
- Kraus, S., Fink, M., Rössel, D., & Jensen, S. H. (2007). Marketing in small and medium sized enterprises. *Review of Business Research*, 7(3), 1–10.
- Kraus, S., Harms, R., & Fink, M. (2010). Entrepreneurial marketing: Moving beyond marketing in new ventures. *International Journal of Entrepreneurship and Innovation Management*, 11(1), 19.
- Krisjanous, J., & Carruthers, J. (2018). Walking on the light side: Investigating the world of ghost tour operators and entrepreneurial marketing. *Qualitative Market Research: An International Journal*, 21(2), 232–252.
- Kucel, A., Róbert, P., Buil, M., & Masferrer, N. (2016). Entrepreneurial skills and education-job matching of higher education graduates. *European Journal of Education*, 51(1), 73–89.
- Kumar, N., Stern, L. W., & Anderson, J. C. (1993). Conducting interorganizational research using key informants. *Academy of Management*, 36(6), 1633–1651.
- Kurgun, H., Bagiran, D., Ozeren, E., & Maral, B. (2011). Entrepreneurial marketing- The interface between marketing and entrepreneurship: A qualitative research on boutique hotels. *European Journal of Social Sciences*, 26(3), 340–357.
- Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the Craft of Qualitative Research Interviewing* (2nd ed.). Sage Publications Thousand Oaks, CA.

- La Porta, R., Lopez-de-Silanes, F., Shleifer, A., & Vishny, R. W. (1998). Law and finance. *Journal of Political Economy*, *106*(6), 1113–1155.
- Larsson, J. P., & Thulin, P. (2018). Independent by necessity? The life satisfaction of necessity and opportunity entrepreneurs in 70 countries. *Small Business Economics*, (2017).
- Law, A. M., & Kelton, W. D. (2000). *Simulation Modeling and Analysis* (3rd ed.). Boston, MA: McGraw-Hill.
- Lehman, K., Ronald Fillis, I., & Miles, M. (2014). The art of entrepreneurial market creation. *Journal of Research in Marketing and Entrepreneurship*, *16*(2), 163–182.
- Leppäaho, T., Chetty, S., & Dimitratos, P. (2018). Network embeddedness in the internationalization of biotechnology entrepreneurs. *Entrepreneurship and Regional Development*, *30*(5–6), 562–584.
- Lewis, G., Crispin, S., Bonney, L., Woods, M., Fei, J., Ayala, S., & Miles, M. (2014). Branding as innovation within agribusiness value chains. *Journal of Research in Marketing and Entrepreneurship*, *16*(2), 146–162.
- Lewis, J., & Ritchie, J. (2003). Generalising from qualitative research. In J. Ritchie & J. Lewis (Eds.), *Qualitative Research Practice: A Guide for Social Science Students and Researchers* (pp. 263–286). Sage Publications.
- Lewis, K. V., & Walker, E. A. (2013). Third age self-employment: A business assistance perspective. *Journal of Small Business and Enterprise Development*, *20*(2), 399–419.
- Lewis, R. B. (2004). NVivo 2.0 and ATLAS.ti 5.0: A comparative review of two popular qualitative data-analysis programs. *Field Methods*, *16*(4), 439–464.

- Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In *Handbook of qualitative research (2nd ed)* (N. K. Denz, pp. 163–188). Thousand Oaks, CA: Sage.
- Lincoln, Y. S., & Guba, E. G. (2002). Judging the quality of case study reports. In *The qualitative researcher's companion* (pp. 205–215). CA: Sage.
- Lincoln, Y. S., & Guba, E. G. (1985). Establishing trustworthiness. *Naturalistic Inquiry*, 289–331.
- Lindman, M. (2004). Formation of customer bases in SMEs. *The Marketing Review*, 4(2), 134–156.
- Lloyd, R., Martin, M. J., Hyatt, J., & Tritt, A. (2019). A cold call on work-based learning: a “live” group project for the strategic selling classroom. *Higher Education, Skills and Work-Based Learning*.
- Lodish, L. M., Morgan, H. L., Archambeau, S., & Babin, J. A. (2016). *Marketing that Works: How Entrepreneurial Marketing can Add Sustainable Value to Any Sized Company* (2nd ed.). Old Tappan, New Jersey: Pearson Education, Inc.
- Lomborg, K., & Kirkevold, M. (2003). Truth and validity in grounded theory -- a reconsidered realist interpretation of the criteria: Fit, work, relevance and modifiability. *Nursing Philosophy: An International Journal for Healthcare Professionals*, 4(3), 189–200.
- Lubik, S., & Garnsey, E. (2014). Entrepreneurial innovation in science-based firms: the need for an ecosystem perspective. In *Handbook of Research on Small Business and Entrepreneurship* (pp. 599–633). Edward Elgar Publishing.

- Lumpkin, G. T., & Dess, G. G. (2001). Linking two dimensions of entrepreneurial orientation to firm performance: The moderating role of environment and industry life cycle. *Journal of Business Venturing*, 16(5), 429–451.
- Lux, S., Lamont, B. T., Ellis, K. M., Ferris, G. R., & Muchira, J. (2016). Developing and Utilizing Efficient Ties in Entrepreneurial Networks in Africa. *Africa Journal of Management*, 2(1), 73–92.
- Lyubomirsky, S. (2008). *The how of happiness: A scientific approach to getting the life you want*. New York: Penguin Books.
- Ma, H., Guo, H., & Shen, R. (2018). Organisational regulatory legitimacy, entrepreneurial orientation, and SME innovation: An optimal distinctiveness perspective. *Technology Analysis and Strategic Management*, 0(0), 1–15.
- Mamun, A. Al, Nawi, N. B. C., Mohiuddin, M., Shamsudin, S. F. F. B., & Fazal, S. A. (2017). Entrepreneurial intention and startup preparation: A study among business students in Malaysia. *Journal of Education for Business*, 92(6), 296–314.
- Manimala, M. J. (2017). Promoting entrepreneurship: The role of educators. In *Entrepreneurship Education* (pp. 393–407). Singapore: Springer Singapore.
- Maritz, A., Frederick, H., & Valos, M. (2010). A discursive approach to entrepreneurial marketing: Integrating academic and practice theory. *Small Enterprise Research*, 17(1), 74–86.
- Marshall, C., & Rossman, G. (1989). *Designing Qualitative Research*. Newbury Park, CA: Sage.
- Martin, D. M. (2009). The entrepreneurial marketing mix. *Qualitative Market Research: An International Journal*, 12(4), 391–403.

- Martin, P., & Chapman, D. (2006). An exploration of factors that contribute to the reluctance of SME owner-managers to employ first destination marketing graduates. *Marketing Intelligence & Planning*, 24(2), 158–173.
- Mattar, F. (1994). *Pesquisa de Marketing: Metodologia, Planeamento, Execucao e Analise*. Editora Atlas, Sao Paulo.
- Matthews, R. S., Chalmers, D. M., & Fraser, S. S. (2018). The intersection of entrepreneurship and selling: An interdisciplinary review, framework, and future research agenda. *Journal of Business Venturing*, 33(6), 691–719.
- Maxwell, J. A. (2012). *A realist approach for qualitative research*. SAGE Publications.
- McCormack, C. (2004). Storying stories: A narrative approach to in-depth interview conversations. *International Journal of Social Research Methodology*, 7(3), 219–236.
- McGowan, P., & Durkin, M. G. (2002). Toward an understanding of internet adoption at the marketing/entrepreneurship interface. *Journal of Marketing Management*, 18(3–4), 361–377.
- McGrath, H., O’Toole, T., Marino, L., & Sutton-Brady, C. (2018). A relational lifecycle model of the emergence of network capability in new ventures. *International Small Business Journal: Researching Entrepreneurship*, 36(5), 521–545.
- McKnight, B., & Zietsma, C. (2018). Finding the threshold: A configurational approach to optimal distinctiveness. *Journal of Business Venturing*, 33(4), 493–512.
- Medugu, P. Z. (2017). The effect of boko haram activities on educational development in Madagali local government area of Adamawa State. *International Journal of Academic Research and Development*, 2(1), 14–23.

- Mehrabian, A. (1972). *Nonverbal communication*. Aldine Transaction.
- Meisel, S., Giapponi, C., & Ritter, B. (2014). Context and content: Four ways to learn about management education. *Organisation Management Journal*, 11(1), 15–16.
- Melancon, J. P., Griffith, D. A., Noble, S. M., & Chen, Q. (2010). Synergistic effects of operant knowledge resources. *Journal of Services Marketing*, 24(5), 400–411.
- Merriam-Webster. (2014). Professionalism.
- Merriam, S. (1988). *Case Study Research in Education: A Qualitative Approach*. Francisco: Jossey-Bass.
- Merrill, B., & West, L. (2009). *Using Biographical Methods in Social Research*. London: Sage.
- Mertens, D. M. (1998). *Research Methods in Education and Psychology: Integrating Diversity with Quantitative and Qualitative Approaches*. Thousand Oaks, CA: Sage.
- Mertens, D. M. (2015). Philosophical assumptions and program evaluation. In *Valutazione* (pp. 75–85). SpazioFilosofico.
- Meyer, P. R., & Bernhardt, S. A. (1997). Workplace realities and the technical communication curriculum: A call for change. In *Foundations for teaching technical communication: Theory, practice, and program design* (pp. 85–98). Ablex Pub. Corp.
- Meyers, Y. J., & Harmeling, S. S. (2011). Best address: The use of innovative marketing in the real estate industry. *Journal of Research in Marketing and Entrepreneurship*, 13(1), 74–84.
- Miles, M. B., & Huberman, A. M. (1984). Drawing valid meaning from qualitative data: Toward a shared craft. *Educational Researcher*, 13(5), 20–30.

- Miles, M. P., & Arnold, D. R. (1991). The relationship between marketing orientation and entrepreneurial orientation. *Entrepreneurship Theory and Practice*, 15(4), 49–65.
- Miles, M. P., & Darroch, J. (2006). Large firms, entrepreneurial marketing processes, and the cycle of competitive advantage. *European Journal of Marketing*, 40(5/6), 485–501.
- Miles, M., Gilmore, A., Harrigan, P., Lewis, G., & Sethna, Z. (2014). Exploring entrepreneurial marketing. *Journal of Strategic Marketing*, 23(2), 94–111.
- Miles, S. J., Mangold, W. G., Asree, S., & Revell, J. (2011). Assessing the employee brand: A census of one company. *Journal of Managerial Issues*, XXIII(4), 491–507.
- Mingers, J. (2003). A classification of the philosophical assumptions of management science methods. *Journal of the Operational Research Society*, 54(6), 559–570.
- Minniti, M. (2016). The foundational contribution to entrepreneurship research of William J. Baumol. *Strategic Entrepreneurship Journal*, 10(2), 214–228.
- Mintzberg, H. (2009). *Managers not MBAs: A hard look at the soft practice of managing and management development*. Berrett-Koehler.
- Mishra, S., & Bathini, D. R. (2019). Uber's entrepreneurship discourse and its neoliberal appeal: analysis of coverage in English-language dailies in India. *Critical Discourse Studies*, 0(0), 1–18.
- Mitchell, R., Hutchinson, K., Quinn, B., & Gilmore, A. (2015). A framework for SME retail branding. *Journal of Marketing Management*, 31(17–18), 1818–1850.
- Mittelmeier, J. (2017). *Supporting intercultural collaborations in blended and online settings: A randomised control trial of internationalised academic content*. The

Open University. Retrieved from http://oro.open.ac.uk/52261/1/JM_Thesis_FINAL.pdf

- Mohamad, N., Eam, L. H., & Norhafezah, Y. (2014). Estimating the choice of entrepreneurship as a career: The case of Universiti Utara Malaysia. *International Journal of Business and Society*, 15(1), 65–80.
- Mohamad, N., Lim, H.-E., Yusof, N., & Soon, J.-J. (2015). Estimating the effect of entrepreneur education on graduates' intention to be entrepreneurs. *Education + Training*, 57(8/9), 874–890.
- Molin, S., & Sjöberg, A. (2017). *Addressing the gap between theory and practice: A marketing-as-practice approach*. Lund.
- Morgan, D. (1996). *Focus groups as qualitative research (Vol. 16)*. Sage publications.
- Morgan, D. L. (2007). Paradigms lost and pragmatism regained. *Journal of Mixed Methods Research*, 1(1), 48–76.
- Morgan, N. A., Whitley, K. A., Feng, H., & Chari, S. (2019). Research in marketing strategy. *Journal of the Academy of Marketing Science*, 47(1), 4–29.
- Moriarty, J., Jones, R., Rowley, J., & Kupiec-Teahan, B. (2008). Marketing in small hotels: A qualitative study. *Marketing Intelligence & Planning*, 26(3), 293–315.
- Morris, M. H., Schindehutte, M., & LaForge, R. W. (2002). Entrepreneurial marketing: A construct for integrating emerging entrepreneurship and marketing perspectives. *Journal of Marketing Theory and Practice*, 10(4), 1–19.
- Morrish, S. C. (2011). Entrepreneurial marketing: a strategy for the twenty-first century? *Journal of Research in Marketing and Entrepreneurship*, 13(2), 110–119.

- Morrish, S. C., Miles, M. P., & Deacon, J. H. (2010). Entrepreneurial marketing: Acknowledging the entrepreneur and customer-centric interrelationship. *Journal of Strategic Marketing*, 18(4), 303–316.
- Morrish, S., Coviello, N., McAuley, A., & Miles, M. (2015). Entrepreneurial marketing: Is entrepreneurship the way forward for marketing? In *The Sustainable Global Marketplace* (Vol. 6, pp. 446–446). Cham: Springer International Publishing.
- Morrison, A. (2001). Entrepreneurs transcend time: A biographical analysis. *Management Decision*, 39(9), 784–791.
- Mort, G. S., Weerawardena, J., & Liesch, P. (2012). Advancing entrepreneurial marketing: Evidence from born global firms. *European Journal of Marketing*, 46(3/4), 542–561.
- Mounce, H. O. (2000). Pragmatism. *Nursing Philosophy*, 1(1), 80–81.
- Moustakas, C. E. (1994). *Phenomenological research methods*. SAGE Publications.
- Mueller, S. L., & Thomas, A. S. (2001). Culture and entrepreneurial potential: A nine country study of locus of control and innovativeness. *Journal of Business Venturing*, 16(1), 51–75.
- Murray, J. A. (1981). Marketing is home for the entrepreneurial process. *Industrial Marketing Management*, 10(2), 93–99.
- Mwasalwiba, E., Dahles, H., & Wakkee, I. (2012). Graduate entrepreneurship in Tanzania: Contextual enablers and hindrances. *European Journal of Scientific Research*, 76(3), 386–402.

- Nabi, G., Holden, R., & Walmsley, A. (2010). Entrepreneurial intentions among students: Towards a re-focused research agenda. *Journal of Small Business and Enterprise Development*, 17(4), 537–551.
- Nabi, G., Liñán, F., Fayolle, A., Krueger, N., & Walmsley, A. (2017). The Impact of Entrepreneurship Education in Higher Education: A Systematic Review and Research Agenda. *Academy of Management Learning & Education*, 16(2), 277–299.
- Nagy, B. G., Pollack, J. M., Rutherford, M. W., & Lohrke, F. T. (2012). The influence of entrepreneurs' credentials and impression management behaviors on perceptions of new venture legitimacy. *Entrepreneurship Theory and Practice*, 36(5), 941–965.
- Nambisan, S., & Baron, R. A. (2013). Entrepreneurship in Innovation Ecosystems: Entrepreneurs' Self-Regulatory Processes and Their Implications for New Venture Success. *Entrepreneurship Theory and Practice*, 37(5), 1071–1097.
- Natarajan, T., Periaiya, S., Balasubramaniam, S. A., & Srinivasan, T. (2017). Identification and analysis of employee branding typology using fuzzy c-means clustering. *Benchmarking: An International Journal*, 24(5), 1253–1268.
- Nikolaev, B., Boudreaux, C. J., & Wood, M. (2019). Entrepreneurship and Subjective Well-Being: The Mediating Role of Psychological Functioning. *Entrepreneurship Theory and Practice*.
- Nikolova, M. (2018). Switching to self-employment can be good for your health. *Journal of Business Venturing*, (September), 1–28.
- Noor, K. B. M. (2008). Case study: A strategic research methodology. *American Journal of Applied Sciences*, 5(11), 1602–1604.

- Noordegraaf, M. (2007). From “pure” to “hybrid” professionalism: Present-day professionalism in ambiguous public domains. *Administration & Society*, 39(6), 761–785.
- Nunan, D. (2015). Addressing the market research skills gap. *International Journal of Market Research*, 57(2), 177–178.
- O’Cass, A., & Morrish, S. (2015). Anatomy of entrepreneurial marketing. *Journal of Strategic Marketing*, 24(1), 2–4.
- O’Dwyer, M., Gilmore, A., & Carson, D. (2009). Innovative marketing in SMEs. *European Journal of Marketing*, 43(1/2), 46–61.
- O’Donnell, A., Gilmore, A., Cummins, D., & Carson, D. (2001). The network construct in entrepreneurship research: A review and critique. *Management Decision*, 39(9), 749–760.
- Ogbari, M. E., Olokundun, M. A., Ibidunni, A. S., Obi, J. N., & Akpoanu, C. (2019). Imperatives of entrepreneurship development studies on university reputation in Nigeria. *Journal of Entrepreneurship Education*, 22(2), 1–10.
- Ojasalo, J., Nätti, S., & Olkkonen, R. (2008). Brand building in software SMEs: an empirical study. *Journal of Product & Brand Management*, 17(2), 92–107.
- Oklahoma State University. (2018). Retrieved October 10, 2018, from <http://catalog.okstate.edu/spears-business/entrepreneurship/bsba/>
- Okřęglicka, M., & Lemańska-Majdzik, A. (2018). Potential for autonomy as an antecedent of entrepreneurial orientation development. In *Proceedings of the 31st International Business Information Management Association Conference, IBIMA 2018: Innovation Management and Education Excellence through Vision 2020* (pp. 3278–3287).

- Oliver, C. (2012). Critical realist grounded theory: A new approach for social work research. *British Journal of Social Work*, 42(2), 371–387.
- Omura, G. S., Calantone, R. J., & Schmidt, J. B. (1993). Entrepreneurism as a market satisfying mechanism in a free market system. *Research at the Marketing/Entrepreneurship Interface*, 161–171.
- Orr, A. (1995). Customers for life. *Target Marketing*, 18(3), 20–21.
- Otchia, C. S. (2019). On promoting entrepreneurship and job creation in Africa: Evidence from Ghana and Kenya. *Economics Bulletin*, 39(2), 908–918.
- Oyighan, D., & Dennis, E. E. (2016). Education and human capacity building in library and information science education. *International Journal of Advanced Research Foundation*, 3(8), 17–20.
- Özdemir, Ö. G. (2013). Entrepreneurial marketing and social value creation in Turkish art industry. *Journal of Research in Marketing and Entrepreneurship*, 15(1), 39–60.
- Pandit, N. R. (1996). The creation of theory: A practical examination of the grounded theory method. *The Qualitative Report*, 2(4), 1–15.
- Papadopoulos, N., Heslop, L. A., & Bamossy, G. (1990). A comparative image analysis of domestic versus imported products. *International Journal of Research in Marketing*, 7(4), 283–294.
- Parhankangas, A., & Renko, M. (2017). Linguistic style and crowdfunding success among social and commercial entrepreneurs. *Journal of Business Venturing*, 32(2), 215–236.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. SAGE Publications, Inc.

- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative Social Work, 1*(3), 261–283.
- Penpece, D. (2014). The effect of socio-demographic variables on entrepreneurial marketing among potential SME owners: A case study in Turkey. *Journal of Business Economics and Finance, 3*(2), 138–152.
- Perks, K. J., & Shukla, P. (2008). An exploratory study conceptualising marketing thought in entrepreneurial medium-sized firms in high-tech and conventional industries in France, Germany and Italy. *International Journal of Entrepreneurship and Small Business, 6*(2), 192–211.
- Perren, L., & Ram, M. (2004). Case-study method in small business and entrepreneurial research: Mapping boundaries and perspectives. *International Small Business Journal, 22*(1), 83–101.
- Perry-Smith, J. E., & Coff, R. W. (2011). In the mood for entrepreneurial creativity? How optimal group affect differs for generating and selecting ideas for new ventures. *Strategic Entrepreneurship Journal, 5*(3), 247–268.
- Pfeffer, J., & Fong, C. T. (2004). The business school “business”: Some lessons from the US experience. *Journal of Management Studies, 41*(8), 1501–1520.
- Phua, S., & Jones, O. (2010). Marketing in new business ventures: examining the myth of informality. *International Journal of Entrepreneurship and Innovation Management, 11*(1), 35–55.
- Pierrakis, Y. (2018). Public Policies and Public Programs With a Regional Impact in Promoting Entrepreneurship. In *Global Business Expansion* (pp. 128–158). IGI Global.

- Pink, D. H. (2001). *Free agent nation: How Americans new independent workers are transforming the way we live*. Business Plus.
- Piperopoulos, P., & Dimov, D. (2015). Burst Bubbles or Build Steam? Entrepreneurship Education, Entrepreneurial Self-Efficacy, and Entrepreneurial Intentions. *Journal of Small Business Management*, 53(4), 970–985.
- Plewa, C., Galán-Muros, V., & Davey, T. (2015). Engaging business in curriculum design and delivery: A higher education institution perspective. *Higher Education*, 70(1), 35–53.
- Podoyntsyna, K., Van der Bij, H., & Song, M. (2012). The Role of Mixed Emotions in the Risk Perception of Novice and Serial Entrepreneurs. *Entrepreneurship Theory and Practice*, 36(1), 115–140.
- Polly, D., & Ausband, L. (2009). Developing higher-order thinking skills through WebQuests. *Journal of Computing in Teacher Education*, 26(September), 29–34.
- Potgieter, A., & Doubell, M. (2018). Employer Branding as a Strategic Corporate Reputation Management Tool. *African Journal of Business and Economic Research*, 13(1), 135–155.
- Pouratashi, M., & Zamani, A. (2019). University and graduates employability. *Higher Education, Skills and Work-Based Learning*.
- Prokop, D., Huggins, R., & Bristow, G. (2019). The survival of academic spinoff companies: An empirical study of key determinants. *International Small Business Journal: Researching Entrepreneurship*, 1–34.
- Qian, X., Cao, T., & Cao, C. (2018). Institutional environment and bank loans: Evidence from 25 developing countries. *Corporate Governance: An International Review*, 26(2), 84–96.

- Quatraro, F., & Vivarelli, M. (2015). Drivers of entrepreneurship and post-entry performance of newborn firms in developing countries. *World Bank Research Observer*, 30(2), 277–305.
- Raelin, J. A. (2007). Toward an epistemology of practice. *Academy of Management Learning & Education*, 6(4), 495–519.
- Raelin, J. A. (2009). The practice turn-away: Forty years of spoon-feeding in management education. *Management Learning*, 40(4), 401–410.
- Rahim, H. A., Ibrahim, S., Kamaruddin, S. B. A., Ghani, N. A. M., & Musirin, I. (2020). Exploration on digital marketing as business strategy model among Malaysian entrepreneurs via neurocomputing. *IAES International Journal of Artificial Intelligence*, 9(1), 18–24.
- Rani, S. H., & Tih, S. (2013). Entrepreneurial quality among graduate entrepreneurs. In *Proceedings of 8th Asian Business Research Conference*. Retrieved from https://wbiworldconpro.com/uploads/bangkok-conference-2013/management/1364451503_415-Shamsul.pdf
- Reed, M. I. (2009). The theory/practice gap: A problem for research in business schools? *Journal of Management Development*, 28(8), 685–693.
- Renton, M., Daellenbach, U., Davenport, S., & Richard, J. (2015). Small but sophisticated: Entrepreneurial marketing and SME approaches to brand management. *Journal of Research in Marketing and Entrepreneurship*, 17(2), 149–164.
- Resnick, S. M., Cheng, R., Simpson, M., & Lourenço, F. (2016). Marketing in SMEs: A “4Ps” self-branding model. *International Journal of Entrepreneurial Behavior & Research*, 22(1), 155–174.

- Resnick, S., Cheng, R., Brindley, C., & Foster, C. (2011). Aligning teaching and practice: A study of SME marketing. *Journal of Research in Marketing and Entrepreneurship*, 13(1), 37–46.
- Rettie, R., Robinson, H., Radke, A., & Ye, X. (2008). CAQDAS: A supplementary tool for qualitative market research. *Qualitative Market Research: An International Journal*, 11(1), 76–88.
- Richardson, C., & Rammal, H. G. (2018). Religious belief and international business negotiations: Does faith influence negotiator behaviour? *International Business Review*, 27(2), 401–409.
- Ricoeur, P. (1991). Life in quest of narrative. In *On Paul Ricoeur: Narrative and Interpretation* (Wood, D). London: Routledge.
- Rideout, E. C., & Gray, D. O. (2013). Does entrepreneurship education really work? A review and methodological critique of the empirical literature on the effects of university-based entrepreneurship education. *Journal of Small Business Management*, 51(3), 329–351.
- Riessman, C. (2004). Narrative interviewing. In *The Sage Encyclopaedia of Social Science Research Methods* (Lewis-Beck, pp. 1–3). Sage, CA.
- Ritala, P., Agouridas, V., Assimakopoulos, D., & Gies, O. (2013). Value creation and capture mechanisms in innovation ecosystems: a comparative case study. *International Journal of Technology Management*, 63(3/4), 244–267.
- Ritter, T., Walter, A., Sienknecht, M., & Coviello, N. (2018). Too Much of a Good Thing? The Nonlinear Effect of Dynamic Capabilities on New Venture Survival. *Academy of Management Proceedings*, 2018(1), 1–6.

- Rizvi, M., & Elliott, B. (2007). Enhancing and sustaining teacher professionalism in Pakistan. *Teachers and Teaching: Theory and Practice*, 13(1), 5–19.
- Roberts, B. (2002). *Biographical Research*. Buckingham: Open University Press.
- Rønningstad, C. (2018). Us and them – First-line management and change resistance. *Nordic Journal of Working Life Studies*, 8(2), 5–22.
- Rousseau, D. M. (2012). Designing a better business school: Channelling Herbert Simon, addressing the critics, and developing actionable knowledge for professionalizing managers. *Journal of Management Studies*, 49(3), 600–618.
- Rozali, N., Abdullah, S., Ishak, S. I. D., Azmi, A. A., & Akhmar, N. H. (2017). Challenges faced by people with disability for getting jobs: Entrepreneurship solution for unemployment. *International Journal of Academic Research in Business and Social Sciences*, 7(3), 2222–6990.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081.
- Ryff, C. D. (2018). Entrepreneurship and eudaimonic well-being: Five venues for new science. *Journal of Business Venturing*, (September 2017).
- Sadiku-Dushi, N., Dana, L. P., & Ramadani, V. (2019). Entrepreneurial marketing dimensions and SMEs performance. *Journal of Business Research*, 100(December 2018), 86–99.
- Samo, A. (2017). Entrepreneurship education: The role of universities in Pakistan. Retrieved October 10, 2018, from <https://www.linkedin.com/pulse/entrepreneurship-education-role-universities-pakistan-dr-altaf-samo/>

- Saunders, M., Lewis, P., & Thornhill, A. (2009). *Research methods for business students*. Pearson education.
- Sauro, J. (2015). 5 Reasons to perform a qualitative study. Retrieved March 17, 2018, from <https://measuringu.com/qualitative-study/>
- S. B. A. (2019). US Small Business Administration. Retrieved August 17, 2019, from <https://www.sba.gov/>
- Schellekens, A., Paas, F., Verbraeck, A., & van Merriënboer, J. J. G. (2010). Flexible programmes in higher professional education: Expert validation of a flexible educational model. *Innovations in Education and Teaching International*, 47(3), 283–294.
- Schmengler, K., & Kraus, S. (2010). Entrepreneurial marketing over the internet: An explorative qualitative empirical analysis. *International Journal of Entrepreneurial Venturing*, 2(1), 56–71.
- Schoemaker, P. J. H. (2008). The future challenges of business: Rethinking management education. *California Management Review*, 50(3), 119–139.
- Schulte, R., & Eggers, F. (2010). Entrepreneurial marketing and the role of information - Evidence from young service ventures. *International Journal of Entrepreneurship and Innovation Management*, 11(1), 56–74.
- Schwandt, T. A. (2001). *Dictionary of Qualitative Inquiry* (2nd ed.). Thousand Oaks, CA: Sage.
- Seligman, M. E. (2012). *Flourish: A visionary new understanding of happiness and well-being*. Simon and Schuster.

- Seth, S. (2017). Why entrepreneurs are important for the economy. Retrieved October 10, 2018, from <https://www.investopedia.com/articles/personal-finance/101414/why-entrepreneurs-are-important-economy.asp>
- Sevä, I. J., Larsson, D., & Strandh, M. (2016). The prevalence, characteristics and well-being of “necessity” self-employed and “latent” entrepreneurs: findings from Sweden. *International Journal of Entrepreneurship and Small Business*, 28(1), 58–77.
- Shahbani, M., Bakar, A., & Azmi, A. (2017). Improving entrepreneurial opportunity recognition through web content analytics. *Journal of Telecommunication, Electronic and Computer Engineering*, 9(2–11), 71–76.
- Shane, S., Locke, E. A., & Collins, C. J. (2012). Entrepreneurial motivation. *Human Resource Management Review*, 13(2), 257–279.
- Shane, S., & Venkataraman, S. (2000). The Promise of Entrepreneurship as a Field of Research. *Academy of Management Review*, 25(1), 217–226.
- Sharma, P., Tam, J. L. M., & Kim, N. (2015). Service role and outcome as moderators in intercultural service encounters. *Journal of Service Management*, 26(1), 137–155.
- Shaw, E., & Carson, D. (1995). The emergence of entrepreneurial marketing: A new paradigm? In *Proceedings of the Marketing Education Group Annual Conference* (pp. 713–723).
- Shaw, E. (1999). A guide to the qualitative research process: Evidence from a small firm study. *Qualitative Market Research: An International Journal*, 2(2), 59–70.
- Shaw, E. (2004). Marketing in the social enterprise context: Is it entrepreneurial? *Qualitative Market Research: An International Journal*, 7(3), 194–205.

- Shaw, G., & Williams, A. (1998). Entrepreneurship and tourism development. In *The Economic Geography the Tourist Industry* (pp. 235–255). London: Routledge.
- Sheehan, S. (2014). A conceptual framework for understanding transcendental phenomenology through the lived experiences of biblical leaders. *Emerging Leadership Journeys*, 7(1), 10–20.
- Sheilds, P. (2009). Solar power saves \$500k in annual energy costs. *Journal / American Water Works Association*, 101(7), 30–33.
- Shir, N., Nikolaev, B. N., & Wincent, J. (2018). Entrepreneurship and well-being: The role of psychological autonomy, competence, and relatedness. *Journal of Business Venturing*, (March 2017).
- Sigurdardottir, A. G., Ujwary-Gil, A., & Candi, M. (2018). B2B negotiation tactics in creative sectors. *Journal of Business and Industrial Marketing*, 33(4), 429–441.
- Silk, A. J., & Kalwani, M. U. (1982). Measuring influence in organizational purchase decisions. *Journal of Marketing Research*, 165–181.
- Simba, A., & Ndlovu, T. (2014). The entrepreneurial marketing management and commercialization arrangements of born-global bio-enterprises: The case of UK companies. *Journal of Small Business & Entrepreneurship*, 27(2), 143–170.
- Simkovic, M. (2013). Risk-based student loans. *Washington and Lee Law Review*, 70(1), 527–648. Retrieved from <http://scholarlycommons.law.wlu.edu/wlulr>
- Simpson, M., & Taylor, N. (2002). The role and relevance of marketing in SMEs: Towards a new model. *Journal of Small Business and Enterprise Development*, 9(4), 370–382.

- Singh, A., Saini, G. K., & Majumdar, S. (2015). Application of social marketing in social entrepreneurship: Evidence from India. *Social Marketing Quarterly*, 21(3), 152–172.
- Sinkovics, R. R., & Alfoldi, E. A. (2012). Progressive focusing and trustworthiness in qualitative research. *Management International Review*, 52(6), 817–845.
- Smith, A. M. J., Jones, D., Scott, B., & Stadler, A. (2017). Designing and Delivering Inclusive and Accessible Entrepreneurship Education. In *Contemporary Issues in Entrepreneurship Research* (Vol. 7, pp. 335–357).
- Soegoto, E. S. (2018). Effective enterprise communication and learning attitude in business performance: A case study on SMEs. *European Research Studies Journal*, 21(4), 55–68.
- Somers, M. J., Passerini, K., Parhankangas, A., & Casal, J. (2014). Using mind maps to study how business school students and faculty organize and apply general business knowledge. *The International Journal of Management Education*, 12(1), 1–13.
- Soon, J. J., Lim, H. E., & Ahmad, S. A. (2016). Be your own boss, anyone? Earnings, employment chances and job choice of fresh university graduates. *International Journal of Business and Society*, 17(3), 511–520.
- Spence, M., & Hamzaoui Essoussi, L. (2010). SME brand building and management: an exploratory study. *European Journal of Marketing*, 44(7/8), 1037–1054.
- Spiggle, S. (1994). Analysis and interpretation of qualitative data in consumer research. *Journal of Consumer Research*, 21(3), 491–503.
- Stake, R. E. (1995). *The Art of Case Study Design*. Sage.

- Stem, P., Allen, L., & Moxley, P. (1982). The nurses as a grounded theorist history, processes, and uses. *Review Journal of Philosophy and Social Science*, 7, 200–215.
- Stem, P., & Pyles, S. (1986). Using grounded theory methodology to study women's culturally based decisions about health. In *Women, Health and Culture*, 1–23.
- Stephens, S., Balan, C. G., & Callaghan, S. (2010). Theory and practice: The experience of marketing graduates. *Education and Training*, 52(6), 552–560.
- Stokes, D. (2000a). Entrepreneurial marketing: A conceptualisation from qualitative research. *Qualitative Market Research: An International Journal*, 3(1), 47–54.
- Stokes, D. (2000b). Putting entrepreneurship into marketing: The process of entrepreneurial marketing. *Journal of Research in Marketing and Entrepreneurship*, 2(1), 1–16.
- Strauss, A., & Corbin, J. M. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Sage Publications.
- Strauss, A., & Corbin, J. M. (1997). *Grounded theory in practice*. Thousand Oaks, CA, Sage.
- Suchman, M. C. (1995). Managing legitimacy: Strategic and institutional approaches. *Academy of Management*, 20(3), 571–610.
- Sukamolson, S. (2007). *Fundamentals of quantitative research*.
- Swanson, R. A., & Holton, E. F. (2001). *Foundations of human resource development*. Berrett-Koehler.
- Szabo, R. Z., Hortovanyi, L., Tarody, D. F., Ferincz, A., & Dobak, M. (2011). The role of knowledge in entrepreneurial marketing. *International Journal of Entrepreneurial Venturing*, 3(2), 149–167.

- Szerb, L., & Trumbull, W. N. (2018). Entrepreneurship development in Russia: Is Russia a normal country? An empirical analysis. *Journal of Small Business and Enterprise Development*, 25(6), 902–929.
- Tarka, P. (2019). Managers' cognitive capabilities and perception of market research usefulness. *Information Processing & Management*, 56(3), 541–553.
- Tashakkori, A., & Teddlie, C. (1998). *Mixed Methodology: Combining Qualitative and Quantitative Approaches (Vol. 46)* (L. Bickman). Thousand Oaks, CA: SAGE.
- Taylor, D. W., & Thorpe, R. (2004). Entrepreneurial learning: A process of co-participation. *Journal of Small Business and Enterprise Development*, 11(2), 203–211.
- Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: integrating quantitative and qualitative approaches in the social and behavioral sciences*. SAGE.
- Tellis, W. (1997). Application of a Case Study Methodology. *The Qualitative Report*, 3(3), 1–17.
- Thomas, L. C., Painb ni, S., & Barton, H. (2013). Entrepreneurial marketing within the French wine industry. *International Journal of Entrepreneurial Behavior & Research*, 19(2), 238–260.
- Thompson, T. A., Purdy, J. M., & Ventresca, M. J. (2018). How entrepreneurial ecosystems take form: Evidence from social impact initiatives in Seattle. *Strategic Entrepreneurship Journal*, 12(1), 96–116.
- Timmermans, J., & Blok, V. (2018). A critical hermeneutic reflection on the paradigm-level assumptions underlying responsible innovation. *Synthese*.

- Tornikoski, E. T., & Newbert, S. L. (2007). Exploring the determinants of organizational emergence: A legitimacy perspective. *Journal of Business Venturing*, 22(2), 311–335.
- Tovey, J. (2001). Building connections between industry and university: Implementing an internship program at a regional university. *Technical Communication Quarterly*, 10(2), 225–239.
- Tranfield, D., Denyer, D., & Smart, P. (2003). Towards a methodology for developing evidence-informed management knowledge by means of systematic review. *British Journal of Management*, 14(3), 207–222.
- Trank, C. Q., & Rynes, S. L. (2003). Who moved our cheese? Reclaiming professionalism in business education. *Academy of Management Learning & Education*, 2(2), 189–205.
- Trench, B. (2017). Universities, science communication and professionalism. *Journal of Science Communication*, 16(5), 1–8.
- Tsang, E. W. K. (2014). Generalizing from research findings: The merits of case studies. *International Journal of Management Reviews*, 16(4), 369–383.
- Turner, B. A. (1988). Connoisseurship in the study of organizational cultures. In A. Bryman (Ed.), *Doing Research in Organizations* (pp. 118–132). Routledge.
- UNESCO. (2018). Effective and appropriate pedagogy. Retrieved July 30, 2019, from <https://learningportal.iiep.unesco.org/en/issue-briefs/improve-learning/teachers-and-pedagogy/effective-and-appropriate-pedagogy>
- University of Liverpool. (2018). Retrieved October 10, 2018, from <https://www.liverpool.ac.uk/study/postgraduate-taught/taught/entrepreneurship-and-innovation-management-msc/module-details/>

- University of London. (2018). Retrieved October 10, 2018, from <https://london.ac.uk/courses/entrepreneurial-marketing>
- University of Southampton. (2018). Retrieved October 10, 2018, from <https://www.southampton.ac.uk/courses/modules/entr6034.page#syllabus>
- University of Westminster. (2018). Retrieved October 10, 2018, from <https://www.westminster.ac.uk/business-and-management-courses/2019-20/september/full-time/entrepreneurship-innovation-and-enterprise-development-msc>
- Vallaster, C., & de Chernatony, L. (2005). Internationalisation of services brands: The role of leadership during the internal brand building process. *Journal of Marketing Management*, 21(1–2), 181–203.
- Van Scheers, L. (2011). SMEs' marketing skills challenges in South Africa. *African Journal of Business Management*, 5(13), 5048–5056.
- Vanevenhoven, J. (2013). Advances and challenges in entrepreneurship education. *Journal of Small Business Management*, 51(3), 466–470.
- Velez, A. M. (2008). Evaluating research methods: Assumptions, strengths, and weaknesses of three educational research paradigms. *Academic Exchange Extra*, 9, 1–9.
- Vergunst, P. J. B. (2002). The potentials and limitations of self-reliance and self-sufficiency at the local level: Views from southern Sweden. *Local Environment*, 7(2), 149–161.
- Wallnöfer, M., & Hacklin, F. (2013). The business model in entrepreneurial marketing: A communication perspective on business angels' opportunity interpretation. *Industrial Marketing Management*, 42(5), 755–764.

- Wang, T., Thornhill, S., & De Castro, J. O. (2017). Entrepreneurial Orientation, Legitimation, and New Venture Performance. *Strategic Entrepreneurship Journal*, 11(4), 373–392.
- Washington State University. (2018). Retrieved October 10, 2018, from <https://catalog.wsu.edu/Pullman/Academics/Courses/ENTRP>
- Wee, T. T. T. (2001). The use of marketing research and intelligence in strategic planning: Key issues and future trends. *Marketing Intelligence & Planning*, 19(4), 245–253.
- Weerawardena, J., Mort, G. S., & Liesch, P. W. (2017). Capabilities development and deployment activities in born global B-to-B firms for early entry into international markets. *Industrial Marketing Management*, (May), 1–15.
- Welch, C. (2000). The archaeology of business of archival records in networks: The use case study research. *Journal of Strategic Marketing*, 8(2), 197–208.
- Welp, I. M., Spörrle, M., Grichnik, D., Michl, T., & Audretsch, D. B. (2012). Emotions and Opportunities: The Interplay of Opportunity Evaluation, Fear, Joy, and Anger as Antecedent of Entrepreneurial Exploitation. *Entrepreneurship Theory and Practice*, 36(1), 69–96.
- Western Carolina University. (2018). Retrieved October 10, 2018, from http://catalog.wcu.edu/preview_course_nopop.php?catoid=42&coid=104961
- Westgren, R., & Wuebker, R. (2019). An economic model of strategic entrepreneurship. *Strategic Entrepreneurship Journal*.
- Wiklund, J., Nikolaev, B., Shir, N., Foo, M.-D., & Bradley, S. (2019). Entrepreneurship and well-being: Past, present, and future. *Journal of Business Venturing*, 71(1), 1–27.

- Williams, P., & Fenton, M. (2013). Towards a good practice model for an entrepreneurial HEI: Perspectives of academics, enterprise enablers and graduate entrepreneurs. *Industry and Higher Education*, 27(6), 499–506.
- Williamson, A. J., Battisti, M., Leatherbee, M., & Gish, J. J. (2018). Rest, Zest, and My Innovative Best: Sleep and Mood as Drivers of Entrepreneurs' Innovative Behavior. *Entrepreneurship Theory and Practice*, 1–29.
- Wood, E., Khavul, S., Perez-Nordtvedt, L., Prakhya, S., Velarde Dabrowski, R., & Zheng, C. (2011). Strategic Commitment and Timing of Internationalization from Emerging Markets: Evidence from China, India, Mexico, and South Africa. *Journal of Small Business Management*, 49(2), 252–282.
- Wood, M. S., Bylund, P., & Bradley, S. (2016). The influence of tax and regulatory policies on entrepreneurs' opportunity evaluation decisions. *Management Decision*, 54(5), 1160–1182.
- Xheneti, M., Karki, S. T., & Madden, A. (2018). Negotiating business and family demands within a patriarchal society—the case of women entrepreneurs in the Nepalese context. *Entrepreneurship and Regional Development*, 00(00), 1–20.
- Xu, C., & Pistor, K. (2008). Law Enforcement under Incomplete Law: Theory and Evidence from Financial Market Regulation.
- Xu, C., & Pistor, K. (2003). Law Enforcement under Incomplete Law: Theory and Evidence from Financial Market Regulation. *SSRN Electronic Journal*, 1–43. <https://doi.org/10.2139/ssrn.396141>
- Yang, M., & Gabrielsson, P. (2017). Entrepreneurial marketing of international high-tech business-to-business new ventures: A decision-making process perspective. *Industrial Marketing Management*, 64, 147–160.

- Yin, R. K. (2014). *Case study research: Design and methods (5th ed)*. Thousand Oaks, CA: Sage.
- Yin, R. K. (2003). *Case study research: Design and methods (third edition)*. London: Sage Publications.
- Yin, R. K. (2009). *Case study research: Design and methods (applied social research methods)*. London and Singapore: Sage.
- Yin, Y. K. (1994). *Case Study Research: Design and Methods*. Thousand Oaks, CA: Sage.
- Younger, S., & Fisher, G. (2018). The exemplar enigma: New venture image formation in an emergent organizational category. *Journal of Business Venturing*, (September), 0–1.
- Zahra, S. A., & Covin, J. G. (1993). Business strategy, technology policy and firm performance. *Strategic Management Journal*, 14(6), 451–478.
- Zamani, N., & Mohammadi, M. (2018). Entrepreneurial learning as experienced by agricultural graduate entrepreneurs. *Higher Education*, 76(2), 301–316.
- Zimmerman, M. A., & Zeitz, G. J. (2002). Beyond survival: Achieving new venture growth by building legitimacy. *Academy of Management Review*, 27(3), 414–431.

Appendix A: Interview Protocol

Interview Protocol Approval

Research Question 1


How do the graduate entrepreneurs perform EM practices during the startup phase?

Research Question 2

Why do the graduate entrepreneurs face challenges while practicing EM during the startup phase?

Research Question 3


How to develop a practical model of EM pedagogy?

 Opening Questions	<p>Hello Sir, how are you?</p> <p>Thank you for giving your time to help me for my research. Let me introduce myself. My name is Tayyab Amjad, I am a PhD scholar from UUM. The purpose of this interview is to help me to collect data for my thesis. Our discussion is expected to be around 45 minutes, and we will talk about your experiences during your business start-up.</p> <p>If it is okay with you, I would like to audio tape our discussion to help ensure accuracy. The audiotape will only be used to help me in my transcription process and will be stored securely. So, may I have your approval to audio-tape this conversation?</p> <p>When did you start this business?</p> <p>May I know your education background?</p> <p>Have you studied marketing during your higher education?</p> <p>This interview is about my PhD research, and the data and information you would share with me, that would be used in my thesis. This would be your valuable contribution in improving the entrepreneurship education.</p> <p>Do you have any objection if I use your name or your company's name at any point if I need in my thesis?</p>
Transition	As I briefed you earlier that my research is about EM, and in EM, we

	<p>have seven dimensions. Now I will ask you few questions about each dimension. These questions would be regarding your experiences during the start-up phase, particularly the challenges you faced in marketing and then the solutions you came up with and lastly your recommendations for the education system.</p>
<p>Key Questions</p>	
<p>Research Question 1 and 2</p>	<ol style="list-style-type: none"> 1. How have you faced challenges in proactively making or implementing the decisions during your start-up? (share the practices). 2. How have you faced challenges in exploiting opportunities during your start-up? (share the practices). 3. How have you faced challenges in risk taking or management during your start-up? (share the practices). 4. How have you faced challenges in making innovations during your start-up? (share the practices). 5. How have you faced challenges in acquiring new customers during your start-up? (share the practices). 6. How have you faced challenges in leveraging your limited resources during your start-up? (share the practices). 7. How have you faced challenges in creating value of your product/service during your start-up? (share the practices).
<p>Research Question 2</p>	<p>Despite of having marketing education, why do you think you have experienced these challenges? (for each of the answers above).</p>
<p>Research Question 1 and 3</p>	<p>How you came up with solutions for overcoming these challenges? (for each of the answers above).</p>

<p>Research Question 3</p>	<ol style="list-style-type: none"> 1. How would you recommend to business schools to train the prospect entrepreneurs to learn and adopt proactiveness? 2. How would you recommend to business schools to train the prospect entrepreneurs to learn how to exploit opportunities well? 3. How would you recommend to business schools to train the prospect entrepreneurs to learn risk management? 4. How would you recommend to business schools to train the prospect entrepreneurs to learn and adopt innovation orientation? 5. How would you recommend to business schools to train the prospect entrepreneurs to learn how to acquire new customers/markets? 6. How would you recommend to business schools to train the prospect entrepreneurs to learn effective resource leveraging? 7. How would you recommend to business schools to train the prospect entrepreneurs to learn how to create value of a product/service?
<p>Closing</p>	<p>Thank you for your time and participation today. Your comments would be very helpful not only for my PhD research but for the upgradation and betterment of entrepreneurship education as well. If you have any question or anything to add, please do not hesitate to contact me. Thank you once again.</p>

I assure that all the interview questions are in line with the research questions and objectives, and also the interview questions are designed and phrased appropriately to get the relevant and in-depth answers sought in the research questions.



 Signature and Stamp

DR. ARMANURAH MOHAMAD
 Senior Lecturer
 Department of Management and Entrepreneurship
 School of Business Management (SBM)
 College of Business
 Universiti Utara Malaysia

Appendix B: Analytical Categorization of EM Practices

ATLAS.ti Report: Containing the Parts of Semi Structured Interviews, Narrative Interviews and Observations Used in the Current Research

Quotations grouped by Codes

○ Customer intensity

In Document:

1 Firm A

Content:

...we decided to open the gym on people's demand to tackle larger public on the larger scale

In Document:

2 Firm B

Content:

Process observation: They have a well-maintained database of all their customers (members) since the beginning. This database is highly confidential as it contains a wide range of personal information about their customers including their contact numbers and addresses, which the firm use to reach them back for promotion and other important communications

In Document:

3 Firm C

Content:

We accepted the customer's demands so that we can enter in the market and we have hired a marketing team to convince the customers, for selling our products

In Document:

4 Firm D

Content:

Well, we met the local customers, the restaurants and we used personal selling to gain the trust of the customers

● Entrepreneurial networking

In Document:

1 Firm A

Content:

Process observation: They have a well-maintained database of all their customers (members) since the beginning. This database is highly confidential as it contains a wide range of personal information about their customers including their contact numbers and addresses, which the firm uses to reach them back for promotion and other important communications

In Document:

1 Firm A

Content:

Supply chain observation: ...other than their customer's network, the geA has simple networks with his backward supply chain actors

In Document:

2 Firm B

Content:

Process observation: They have a well-maintained database of all their customers (members) since the beginning. This database is highly confidential as it contains a wide range of personal information about their customers including their contact numbers and addresses, which the firm use to reach them back for promotion and other important communications

In Document:

2 Firm B

Content:

Supply chain observation: ...other than their customer's network, the geB has simple networks with his backward supply chain actors

In Document:

3 Firm C

Content:

...we have proactively decided to engage the big dealers in the local market to start our customer base

In Document:

3 Firm C

Content:

...to engage the big dealers that are strong and sound in their business, that have a good network, so you wanted to join them and use their network to sell your product

In Document:

3 Firm C

Content:

Supply chain observation: If they would not have engaged big dealers in their supply chain, it would have been highly laborious for them to reach a wide range of retail stores as it requires high transportation cost, and considerable time and effort

In Document:

3 Firm C

Content:

Narrative data: The firm C also regularly participates in the provincial government's programs of selling flour bags on subsidized rates at Sunday markets and during Ramadan

In Document:

3 Firm C

Content:

Supply chain observation: The rely of geC on networking is very high because of the complex backward and forward supply chains. The geC is found to perform many of the routinised activities including buying raw materials and selling the products, by using his existing entrepreneurial networks

In Document:

4 Firm D

Content:

Narrative data: The firm D regularly participates in the provincial government's programs of selling flour bags on subsidized rates at Sunday markets and during Ramadan

In Document:

4 Firm D

Content:

Supply chain observation: The rely of geD on networking is very high because of the complex backward and forward supply chains. The geD is found to perform many of the routinised activities including buying raw materials and selling the products, by using his existing entrepreneurial networks

○ **Innovation focused**

In Document:

1 Firm A

Content:

...after some time, we decided to start few more (new) classes like MMA, Kickboxing and Zumba classes.

In Document:

1 Firm A

Content:

...this was the new service by any gym

In Document:

2 Firm B

Content:

So, innovation was that we introduced CrossFit in Lahore as one of the pioneers

In Document:

3 Firm C

Content:

Yes, we have made innovation like we produced pizza flour and the standard packaging in the market for pizza flour is 84 kg bag. So, we have introduced 50 kg pizza flour bag in the market. It was a totally new innovation in the market

In Document:

4 Firm D

Content:

...we tried to launch a new product which is a different type of product, a superior product as compared to our competitors

● **Legitimation**

In Document:

1 Firm A

Content:

Narrative data: ...by taking employment in a top health and fitness centre in Lahore, Pakistan as a fitness trainer, and from there he also completed his first-level fitness certification

In Document:

1 Firm A

Content:

Before we just operated the CrossFit studio but most of the people did not know the product or have product knowledge, so we added gym as well on people's demand

In Document:

1 Firm A

Content:

...after eight to nine months

In Document:

1 Firm A

Content:

...when we decided to open our gym, we ordered some equipment from outside of our country, through abroad

In Document:

1 Firm A

Content:

Customer behavior observation: The customers in this service firm are found to be highly concerned about the credibility of the service providing firm and its personnel. The major reason for that, is the high involvement of customers with the physical evidence and tangibles of the service providing firm

In Document:

1 Firm A

Content:

Customer behavior observation: ...through enhancing legitimation, the service firm is found to capture more customers as well

In Document:

1 Firm A

Content:

Narrative data: ...the applicants go through the physical test in which the body measurements are taken and only the applicants that possess a high level of physical fitness and a fit physique are hired

In Document:

2 Firm B

Content:

Customer behavior observation: The customers in this service firm are found to be highly concerned about the credibility of the service providing firm and its personnel. The major reason for that, is the high involvement of customers with the physical evidence and tangibles of the service providing firm

In Document:

2 Firm B

Content:

Customer behavior observation: ...through enhancing legitimation, the service firm is found to capture more customers as well

In Document:

2 Firm B

Content:

Narrative data: The second is the physical test in which the body measurements are taken and only the applicants that possess a high level of physical fitness and a fit physique are hired

In Document:

2 Firm B

Content:

Narrative data: Due to lack of industry experience, he purchased locally manufactured gym machinery (i.e., having substandard quality) at start-up. After three years, due to the consistent dissatisfaction from his clients, he decided to replace the complete gym machinery with the new and imported one

In Document:

2 Firm B

Content:

Narrative data: ...the geB started working hard on his physical fitness soon after the start-up to project a fit personal appearance (like an experienced fitness trainer). Moreover, within few months from his business launch, he strongly felt the need to project himself as technically expert in his field, therefore, he started working to achieve his trainer's certification as well

In Document:

3 Firm C

Content:

Narrative data: ...he also bought the rights to use the previously used brand names of all the products, by that flour mill

In Document:

3 Firm C

Content:

Customer behavior observation: To convince the customers that their products are reliable, and their firm is credible, it requires only basic (confirming) legitimation by the firm

In Document:

4 Firm D

Content:

Customer behavior observation: To convince the customers that their products are reliable, and their firm is credible, it requires only basic (confirming) legitimation by the firm

In Document:

4 Firm D

Content:

Well, it took long, it was a long process to convince the customers. We educated them that how our product is superior

○ **Opportunity driven**

In Document:

1 Firm A

Content:

...saw it as an opportunity to come in this area and open another gym and to capture their unsatisfied clients

In Document:

2 Firm B

Content:

Narrative data: ...he found an investment opportunity at a newly developed posh location in Lahore, Pakistan. He joined hands with an investment partner to finance his new business

In Document:

3 Firm C

Content:

Narrative data: ...he came across an opportunity to takeover an already established and operational flour mill on a rental contract. Thus, to become self-employed, gain more autonomy, grow his income, and achieve life satisfaction, he decided to exploit the opportunity

In Document:

4 Firm D

Content:

...we saw the opportunity that we choose the location where there is no other company or flour mills is working

○ **Proactiveness**

In Document:

1 Firm A

Content:

...made a proactive decision to install the solar panels to save the cost of electricity

In Document:

2 Firm B

Content:

...actually started targeting the clients before starting the gym, that's your proactiveness

In Document:

3 Firm C

Content:

When we started our business one and a half year ago, we have proactively decided to engage the big dealers in the local market to start our customer base by adding customers. This was our proactive approach

In Document:

4 Firm D

Content:

Before starting the business, while making the pricing strategy we came up with the idea that we should use penetration pricing in the start, so we could handle the market and capture the customers

○ **Resource leveraging**

In Document:

1 Firm A

Content:

...we decided to rent out our space in off-peak hours, so we can meet our expenses. Like rent out our space to other trainers those who want to train their members

In Document:

2 Firm B

Content:

...one is CrossFit and functional training and second is gym. You had both services, you have offered on the same floor to save your cost or save your rent

In Document:

3 Firm C

Content:

We have few silos installed in our mills, and we used these silos as godowns

In Document:

4 Firm D

Content:

We had few vehicles of our own but because the market was far from our facility, so we also used rental vehicles to increase our transportation

○ **Risk management**

In Document:

1 Firm A

Content:

...after nine months you opened the gym with the machines. That was the risk you took because your clients were not... [he cut on me and completed my sentence]
Interviewee: ...satisfied with the high intensity interval training, they actually needed gym

In Document:

2 Firm B

Content:

Risk was again the same that the area was not populated enough. So that was the big risk for me that the area is not populated, clients will come or not, I was not sure

In Document:

3 Firm C

Content:

In our business the biggest risk I think in my point of view is the credit sales

In Document:

4 Firm D

Content:

So, purchasing wheat increased our cost and it was a risk to keep in the large amount of wheat in our facility

● **Self-reliance**

In Document:

1 Firm A

Content:

Narrative data: ...the geA being experienced and a fitness expert holds the position of Master Trainer. Besides having many employees as fitness trainers working under him, he also engages himself with the clients during the training sessions and conducts classes as well

In Document:

2 Firm B

Content:

Narrative data: ...within few months from his business launch, he strongly felt the need to project himself as technically expert in his field, therefore, he started working to achieve his trainer's certification as well

In Document:

2 Firm B

Content:

Narrative data: The gaB has also hired extra trainers in his firm as the backup to ensure uninterrupted delivery of services in case of any employee leaving the job

In Document:

3 Firm C

Content:

Narrative data: ...the geC does not rely on his staff and personally inspects the quality of wheat. Without his approval, the wheat cannot be purchased even though the firm has quality checking tools and electronic equipment that any of the management staff could also use. After processing the wheat and producing the finished products, the geC again does the quality check for all finished products by himself at regular intervals

In Document:

4 Firm D

Content:

Narrative data: ...the geD does not rely on his employees and he either inspects the quality of wheat by himself or rely on his brothers who are the co-owners. Without any of the owner's approval, the wheat cannot be purchased even though the firm has quality checking tools and electronic equipment that any of the employees could also use. After processing the wheat and producing the finished products, the geD or any of the co-owners, depending on who is available, does the quality check for all finished products at regular intervals

○ **Value creation**

In Document:

1 Firm A

Content:

Continuous trainings sessions with our staff on customer service, so they can give their best

In Document:

2 Firm B

Content:

Normally a trainer has 40 to 45 clients allotted in normal gyms, so what we did was we gave them almost half the number of clients, so he can focus more on every client and the service level can increase

In Document:

3 Firm C

Content:

When we started our business, we were committed that our delivery to our customers will be fast. The fast delivery was our main point

In Document:

4 Firm D

Content:

Yes, for this we have used imported machinery. We used fine quality net in our shifters. We trained our millers and labor, so that our productivity would increase and the quality as well

● **Well-being driven**

In Document:

1 Firm A

Content:

...so, we hired more trainers and we had to pay them more salaries as well

In Document:

1 Firm A

Content:

Narrative data: The geA is the lifestyle entrepreneur

In Document:

1 Firm A

Content:

Narrative data: ...he followed his lifelong passion in the fitness industry

In Document:

 1 Firm A

Content:

Narrative data: ...it gives him great satisfaction when he teaches and inspires others to stay fit


In Document:

 1 Firm A

Content:

Narrative data: He chose a newly developed posh location nearby his home

In Document:

 1 Firm A

Content:

Narrative data: ...he also does not spend more than six to seven hours in total at his workplace

In Document:

 1 Firm A

Content:

Customer behavior observation: Due to geA's fit physique; and positive personality and attitude, he generally inspires his existing and prospective clients to stay physically and mentally healthy, due to that, the clients buy his services and retain


In Document:

 2 Firm B

Content:

Customer behavior observation: Due to geB's fit physique and positive personality and attitude, he generally inspires his existing and prospect clients to stay physically and mentally healthy, due to that the clients buy his services and retain


In Document:

 2 Firm B

Content:

Narrative data: ...he found an investment opportunity at a newly developed posh location


In Document:

 2 Firm B

Content:

Narrative data: ...he does not spend more than six to seven hours in total at his workplace

In Document:

 3 Firm C

Content:

Narrative data: ...to become self-employed, gain more autonomy, grow his income, and achieve life satisfaction, he decided to exploit the opportunity

In Document:

 3 Firm C

Content:

Management observation: Due to his high energy at workplace, he generally inspires and motivates his employees to keep the positive energy high, due to that they achieve the desired productivity levels


In Document:

 3 Firm C

Content:

Narrative data: ...geC personally follows is a good work-life balance. According to him, he does not stay more than six hours at work and spend leisure time with family and friends every day. He also takes a good eight hours of sleep per day

In Document:

 4 Firm D

Content:

Management observation: Due to his high energy at workplace, he generally inspires and motivates his employees to keep the positive energy high, due to that they achieve the desired productivity levels

In Document:

 4 Firm D

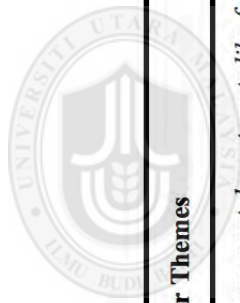
Content:

Narrative data: ...geD personally follows is a good work-life balance. According to him, he does not stay more than six hours at work and likes to spend leisure time at home

Appendix C: Analytical Categorization of EM Challenges Based on Three-Level Coding Process (Strauss & Corbin, 1990)

1 st Order Themes	2 nd Order Themes	Aggregate Themes
<p>“... we just operated CrossFit training studio but most of the people did not know the product or have product knowledge, so we added gym as well on people’s demand. [...] after eight to nine months” (geA).</p> <p>Management observation in firm A: [...] trainers are not open to learn new type of training and behaviour. They generally have extreme resistance against any progressive change, that makes them unlikely to make efforts to learn something new.</p> <p>“... they (trainers) were also creating problems to management” (geA).</p> <p>Customer behaviour observation in firm B: Most of their clients are not willing to pay a separate price for the CrossFit training. They are reluctant to try the new service even when they are already the active members of this fitness center.</p> <p>“Problem initially was that people were not accepting the new packaging. The acceptance was not 100%. It was difficult to convince the clients to purchase this packaging” (geC).</p> <p>“Well, one of the challenges was that people were not deviating from the conventional products like the same wheat products that everyone was selling. That was a challenge to convince people regarding our product” (geD).</p> <p>“The retailers actually feel very comfortable in maintaining their relations with the current suppliers and they are not really bothered to make or even try to make relationships with new potential suppliers. [...] and some of them give their own terms and conditions which are very strict, to buy your product, then we know that he is not interested to try our product” (jgpB).</p> <p>“Yes, we communicated with him earlier but at that time he was agreed, but after when we purchased the solar panels then he refused that to be fitted” (geA).</p>	<p>Change Resistant Culture</p> <p>Weak Legislation and Law Enforcement</p>	<p>Social Challenges</p>

Continued



1 st Order Themes	2 nd Order Themes	Aggregate Themes
<p>“ ... we face many issues related to government departments like four to five government departments engage in this activity, and there is strict monitoring about the scheme, the quality (of flour) and the non-cooperation of government officials is a big hurdle in availing this opportunity. [...] So, we have to convince them sometimes using bribe. We have to bribe them, or we try to make relationship with them ” (geC).</p> <p>Narrative data of firm C and firm D: More than 90% of their sales are on credit and most of their customers do not make payments on time and frequently overpromise. A few of them even straight-up refuse to make payments particularly if they intend to stop trading with them.</p> <p>Narrative data of firm D: They regularly participate in the provincial government's programs of selling flour bags on subsidised rates at Sunday markets and during Ramadan.</p> <p>“We had the problem of low voltage in our area. So, we often used to call the lineman from Wapda (electricity supply company). Almost every time when the lineman used to come, he never used to go back without taking money (bribe) ” (fgpB).</p> <p>Management observation in firm A: People's behavior and businesses in Punjab province generally lack professionalism. Due to this, entrepreneurs, marketers and customer serving staff prefer to make emotional business relationships in business are sometimes very hard to manage.</p> <p>“Our biggest challenge was staff because we had to train them for this type of services. [...] I think, we didn't know how to train our staff. [...] it took longer time to train them ” (geA).</p> <p>“Yes, our business is mostly on credit sales. [...] it is really big risk, and the basic problem we face is the recovery of the amount ” (geC).</p>	<p>Weak Legislation and Law Enforcement</p> <p>Lack of Professionalism</p>	<p>Social Challenges</p>

Continued

1 st Order Themes	2 nd Order Themes	Aggregate Themes
<p>Management observation in firm C and firm D: [...] At many occasions, the contractors frequently engage in the behaviours as those of opportunists. In critical times, they extort the firm owners to pay extra wages, or else they threaten to leave the firm.</p> <p>“Because we had limited capital and mostly the sales were on credit. Mostly customers gave late payments and that was a risk that we could not make profit in the start” (geD).</p> <p>“The behaviour of trainers was very unprofessional. Their attitude towards their job was not serious at all. Whenever they wanted to come, they used to come and whenever they don’t, they used to get absent without prior notice and specially the female trainers, they were even more irregular on the job. [...] Their communication and professionalism were lacking” (fgpA).</p> <p>“Yes, more than 90% of sales in flour mills is on credit, and its very difficult to do the recovery” (fgpB).</p>	<p>Lack of Professionalism</p>	<p>Social Challenges</p>
<p>“Actually, in our gym we have separate timings for male and female. So, this is the biggest problem because if females are coming with their male trainers, so our existing members feel hesitant” (geA).</p> <p>“... first we had only CrossFit studio and we were not able to convince people how effective it is for them. [...] Actually, people did not know about our product, they had lack of knowledge. This is the biggest problem we faced in start-up. [...] I think so our convincing skills were weak” (geA).</p> <p>“the clients were committed to join before opening but they did not join because of the delayed opening” (geB).</p> <p>“It was hard to convince actually, communicating the product value. [...] It was hard to convince the customers” (geB).</p> <p>“So, our proactive approach was to engage the big dealers. So, the problem we faced is to convince them to buy our product. [...] It was difficult to convince the clients to purchase this packaging. [...] In this case I can say that we were lacking in the convincing skills” (geC).</p>	<p>Entrepreneurial Negotiation Skills</p>	<p>Educational Challenges</p>

Continued

1 st Order Themes	2 nd Order Themes	Aggregate Themes
<p>“Well, one of the challenges was that people were not deviating from the conventional products like the same wheat products that everyone was selling. That was a challenge to convince people regarding our product. [...] Well, it took long, it was a long process to convince the customers” (geD).</p>	<p>Entrepreneurial Negotiation Skills</p>	<p>Educational Challenges</p>
<p>“I was unable to negotiate with the owner about the starting date of my (property rental) contract. [...] due to this I faced rental loss” (fgpA).</p> <p>“... So during that time I tried hard but couldn't negotiate with the big dealers and retailers to continue to buy from us” (fgpB).</p>		
<p>“When we decided to open our gym, we ordered some equipment through outside of our country, through abroad, and actually the equipment took too much time to arrive. [...] The delivery was late actually, so in this case we faced rent loss. [...] we waited for this for at least three to four months and paid a lot of (property) rent. [...] I should have gone to the customs office to check the time and duties on this, like how much time it will take, how much they will charge, how much time will it take to complete our gym or equipment. I think this is the main thing which I missed and I faced loss in shape of rent and money” (geA).</p>	<p>Industry and Market Research Skills</p>	<p>Educational Challenges</p>
<p>“... there is not enough population in this area for two gyms. [...] I think we've had lack of market research in this area” (geA).</p> <p>“Acquiring customers was the problem because of the lack of population in our area. [...] Actually I didn't do enough marketing research, so I think that was the problem. [...] Again I did not do marketing research pre-opening practically. So that was lacking. [...] before starting, there must have been a market research done” (geB).</p>		

Continued



1 st Order Themes	2 nd Order Themes	Aggregate Themes
<p>“ ... we were committed that our delivery to our customers will be fast. [...] This caused high fuel cost for us and there were time management issues, increased HR cost and increased the transportation cost. [...] we have said that we will deliver fast to our customers, but we were not aware that this will increase our cost that much. So, we were lacking in the cost analysis and a proper market research” (geC).</p> <p>“ ... if we could have done market research better, we could have known our competitors in a better way, then we would have been able to implement our proactive decision. [...] Yes, then it would have been easy for us in the start. [...] so, market research was the problem actually. [...] I have already told you that the lack of market research skills, due to this we faced these problems. [...] Before entering the business, you will know that the customer will demand this, customer will put their own conditions and you must be ready for that, you have that investment in your pocket” (geC).</p> <p>“ ... while making the pricing strategy we came up with the idea that we should use penetration pricing in the start. [...] then after starting our business, we have seen that the cost was going out of the hand. The cost increased, and we could not implement this pricing strategy in the start. [...] We had not been able to conduct a good cost analysis. We thought that it would be better to use such pricing strategy but then while entering the practical field, we realized that the cost was more than we actually thought” (geD).</p>	Industry and Market Research Skills	Educational Challenges

Continued



1 st Order Themes	2 nd Order Themes	Aggregate Themes
<p>“ ... we thought that it was a good opportunity for us, but after starting our business, we realized that it is far from the main area of the city. So, it was difficult to reach the main customers. [...] the market was actually in the city. [...] our flour mill is in the suburb. [...] That increased our transportation cost. [...] we were failed in conducting the research properly. [...] so, we had to use long transportation (routes) to reach the cities. So that increased our cost” (geD).</p> <p>“As we stocked the wheat, we did not have any financial back-up plan. [...] our finances were stuck in some heavy investments, and then due to that, our profitability and (running) cost were getting affected. [...] We were not been able to conduct effective cost analysis. For that, the cost strategies that we developed at that time were not so much effective. And also, the raw material feasibility. We were not been able to conduct the raw material feasibility in the start. We were also not been able to conduct market research, so did not know how the market works. [...] We didn't know how to do cost analysis effectively. Market research was not up to the mark. So, we lacked in these skills” (geD).</p> <p>“ ... But after I launched the gym, my local machinery was not very appreciated by the people of high social class. I came to know about this problem very late when I actually saw the imported machinery in another fitness centre. Then I came to know about the quality difference, and I was shocked about the mistake I have done. [...] I must have done a proper and thorough market research and industry research which I did not do at all. Maybe I didn't know well about it” (fgpA).</p> <p>“ ... So, I could not calculate the feasibility and cost of operations, and it created a big challenge for me throughout” (fgpB).</p> <p>“we have faced these challenges because of lack of networking and lack of relationship building with the government departments and government officials” (geC).</p>	<p>Industry and Market Research Skills</p> <p>Entrepreneurial Networking Skills</p>	<p>Educational Challenges</p>

Continued

1 st Order Themes	2 nd Order Themes	Aggregate Themes
<p>“In start, we did not have much of the network of transporter, drivers, vehicle owners. [...] Yes, we didn't know how to find those people. We did not have much contacts in the start. [...] we did not have relationships with the transporters and other firms who could contribute and share their resources with us. [...] We had poor relationships with our competitors as well. So, we didn't know how the market works and how to use the transportation effectively. [...] So, basically the problem was networking and relationship” (geD).</p> <p>“I did not know at that time that networking is that much important and also I had no idea how to do it” (jgpA).</p> <p>“Although I had an established network of customers, but I don't think that I have been able to maintain that well. [...] I was supposed to grow that network further, but it started getting smaller with time. I was not good in the skill of relationship building” (jgpB).</p>	<p>Entrepreneurial Networking Skills</p>	<p>Educational Challenges</p>
<p>“They (fitness trainers) were not supportive and they were not working properly according to our system. [...] we didn't know how HR issues impact on marketing and members (clients). [...] HR issues impact marketing and members. Actually, we were failed to control our members or actually trainers. [...] Yes, our trainers were hurting your clientele. [...] I think, we didn't know how to train our staff” (geA).</p> <p>Management observations in firm C and firm D: They mostly hire their employees through close references e.g., existing employees and family. As a result, many of their employees are not suited with the jobs they are doing. The behaviour and communication of those employees are totally contrasting with their roles in the firm. The firm also does not have on-job training programs to groom the employees.</p> <p>“... They (trainers) were not groomed according to the customers I was targeting. Their communication and professionalism were lacking. I didn't know how to groom them” (jgpA).</p> <p>“... I use to send them (salesmen) in market and they were totally failed to make any big sales. They were found to be wasting their time on-field and I also didn't know how to train them to become better salesmen” (jgpB).</p>	<p>Employee Branding Skills</p>	<p>Educational Challenges</p>

Appendix D: Analytical Categorization of Recommendations Based on Three-Level Coding Process (Strauss & Corbin, 1990)

1 st Order Themes	2 nd Order Themes	Aggregate Themes
<p>“despite of having marketing education we have faced these challenges because of lack of networking and lack of relationship building. [...] relationships and networking are more of use than education” (geC).</p>	<p>Entrepreneurial Networking Skills</p>	<p>Entrepreneurial Networking Project</p>
<p>“Students should learn networking. From the time they are getting education, they should know how to create networks. They should have networks in the start regarding every field of their business, like transportation, buying the raw material and so on. [...] business schools should train the students how to do networking” (geD).</p> <p>“The business schools should teach the students about the importance of networks and they should teach the students the art of networking” (fgpA).</p> <p>“The students should know how to maintain a long-term business relationship. [...] The students must learn the skill of relationship building and maintaining as well effectively” (fgpB).</p>		
<p>“... I think they need to teach more industry research, like in universities, practical research, so the students get to know more about it, that how to tackle these type of problems” (geA).</p>	<p>Industry Research Skills</p>	<p>Industry and Market Research Project</p>
<p>“I think market research should be more and more strong. [...] Universities are not focusing on market research skills” (geA).</p> <p>“... marketing research I think should be taught practically to the students. [...] Again marketing research is very important, so I think students should be taught this. [...] if we do it well, we can manage the risk well” (geB).</p>	<p>Market Research Skills</p>	<p>Market Research Project</p>

Continued

1 st Order Themes	2 nd Order Themes	Aggregate Themes
<p>“I will recommend business schools to teach the students about market research practically. [...] market research project is very good idea. [...] The lack of market research skills, due to this we faced these problems. So, students must be taught market research skills practically” (geC).</p> <p>“The students should learn about cost analysis and they should know how to conduct a good market research and should know the strategies of their competitors as well” (geD).</p> <p>“... The business schools should train the students regarding the cost analysis, regarding the effective market research. The students should know what are the needs of the customers, which segment they should target and what are the needs of that segment” (geD).</p> <p>“I think students must be taught about market research at business schools. [...] they teach a lot of marketing, but they don't teach how to practically explore the markets, how to know the technicalities about it especially before starting the business” (fgpA).</p>	<p>Market Research Skills</p>	<p>Industry and Market Research Project</p>
<p>“... I can say that the cost and feasibility analysis of the decisions you make, must be taught. For example, in our case when we promised our customers for fast delivery, we were lacking in cost analysis and feasibility that how we are going to fulfil this promise” (geC).</p> <p>“... Students should know how to conduct an effective market research. They should search for an opportunity and then conduct a feasibility on that opportunity that is it financially possible to work on that opportunity or not” (geD).</p> <p>“... business schools should train students regarding the forecasting, feasibility of different aspects of the business, the cost, the market, the pricing and the feasibility of the raw material as well” (geD).</p>	<p>Cost and Feasibility Analysis, and Pricing</p>	

Continued

1 st Order Themes	2 nd Order Themes	Aggregate Themes
<p>“The students should learn about cost analysis and they should know how to conduct a good market research and should know the strategies of their competitors as well” (geD). “... The business schools should train the students regarding the cost analysis, regarding the effective market research” (geD). “The students must be taught how to calculate the feasibility and cost of a project before starting. Their approach to calculate these things should be realistic, not just on paper” (fgpB).</p>	<p>Cost and Feasibility Analysis, and Pricing</p>	<p>Industry and Market Research Project</p>
<p>“... practically how to do better positioning of the product or service is one thing [...] positioning should be taught practically, that’s the recommendation I give” (geB). “... students should learn about positioning. How to position their product in the market so that the customer do not hesitate in buying their product. [...] students should learn how to sell their product in the market and show that their product is superior in some ways from others” (geD). “The students should know what are the needs of the customers, which segment they should target and what are the needs of that segment” (geD).</p>	<p>Positioning and Targeting Skills</p>	<p>Trading Project</p>
<p>“I think business schools should focus on personal communication skills, so the people can communicate more efficiently and better. [...] I think so effective convincing skills should be focused. The business schools should give projects, like practical projects to the students so they could learn some practical skills, communication skills and convincing skills” (geA).</p>	<p>Entrepreneurial Negotiation Skills</p>	

Continued

1 st Order Themes	2 nd Order Themes	Aggregate Themes
<p>“The communication was the reason I think we were getting hit by, so I think practical communication should be taught to the students. [...] The communication skills and convincing projects to the students that they should do and go in the field and then try to communicate with somebody. That’s the only way they can practically do it” (geB).</p> <p>“I will recommend that proper convincing skills must be taught, and the communication skills must be taught because at many times you have to convince the customers about your product, this is very important” (geC).</p> <p>“...students should learn about how to communicate effectively. How to convince customers and how to communicate with them in a way that shows that we care about their need, and we will give the product that they need” (geD).</p> <p>“The students must learn how to effectively negotiate. It is an art and the students must practice it during education” (fgpA).</p> <p>“The students should know how to maintain a long-term business relationship, especially in tough times how you can negotiate the deals so that everyone is happy with you like a win-win situation” (fgpB).</p>	<p>Entrepreneurial Negotiation Skills</p>	<p>Trading Project</p>
<p>“I think so business schools should focus more on HR issues’ impact on marketing. [...] I think so our universities did not emphasise on this problem that how to train staff and how to manage staff. [...] I think universities should focus on how to train the staff. [...] universities should teach this thing that how HR issues impact marketing” (geA).</p> <p>“The business schools should focus on teaching the future entrepreneurs the skill of how to train the employees, how to enhance their professionalism, their communication” (fgpA).</p> <p>“The students must be taught how to practically handle and train the employees in the firm. Also, how to make standards for their performance and how to strictly monitor them and evaluate their performance on your standards” (fgpB).</p>	<p>Employee Branding / Training Skill</p>	<p>Trading Project</p>

Appendix E: Validation of EM Pedagogy Model

Validation of Entrepreneurial Marketing (EM) Pedagogy Model

Research Objective 1

To explore the challenges in EM faced by the graduate entrepreneurs during the startup phase.

Research Objective 2

To develop a practical model of EM pedagogy.

Research Question 1

What challenges, and why do the graduate entrepreneurs face challenges while practicing EM during the startup phase?

Research Question 2

How to develop a practical model of EM pedagogy?

Research Findings (Objective 1)

1. Entrepreneurial negotiation skills

Negotiation is the discussion aimed at reaching an agreement, is widely used by the entrepreneurs of SMEs, and is simultaneously important and challenging (Sigurdardottir, Ujwary-Gil and Candi, 2018; Soegoto, 2018). In this sense, entrepreneurial negotiation could be referred to as the negotiation aiming at profitability of entrepreneurial ventures.

2. Industry and market research skills

To start a new venture, it is utmost important to have the in-depth knowledge of that industry (Melancon et al., 2010). Market research skills are also highly useful for the business, and the effective use of market research assists the firms in becoming more customer oriented, and therefore improves their chances to succeed in highly competitive markets (Tarka, 2019; Wee, 2001).

3. Entrepreneurial networking skills

Business networking capability of entrepreneurs is pivotal for their new venture's survival and success (Adomako et al., 2018; Karami and Tang, 2019; Prokop, Huggins, and Bristow, 2019; Ritter et al., 2018).

4. Employee branding

'Employee brand' is the brand image presented to the customers and other organisational stakeholders by employees (Miles et al., 2011). The process through which the employees internalise the desired brand image and project it to customers is known as employee branding (Miles and Mangold, 2004). Employees who are responsible for executing the brand promise (Harris and De Chernatony, 2001) are obligated to deliver consistent service to achieve and maintain the desired identity, image (Vallaster and De Chernatony, 2005) and reputation of the organisation (Fitzgerald, 1988). Any failure in delivering the promised service to customers by employees will result in negative perception of customers about the quality of the brand (Sharma et al., 2015). According to Potgieter and Doubell (2018), employee branding improves the profile of the firm and enhances the competitive advantage.

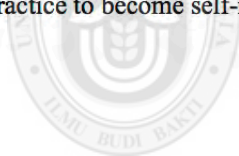
New Pedagogy Development (Objective 2)

Another research question of this study is how to develop a new model of EM pedagogy that is practically implementable at business schools and should be grounded in the current study's findings, past entrepreneurship education literature, and the key informants' recommendations. Many studies in the entrepreneurship education literature (e.g., Lloyd et al., 2019; Pouratashi & Zamini, 2019; Ferrandiz et al., 2018) recommend work-based learning pedagogies to be implemented at business schools. Ezeani (2018) finds low skills and technical incompetence; and lack of creativity and innovation among the HEI graduates, and therefore recommends incorporating skill development and enhancing technical competence in the entrepreneurship education. Ferrandiz et al. (2018) have also emphasised on acquisition of entrepreneurial skills, entrepreneurial learning and co-curricular activities at business schools. Moreover, Nabi et al. (2017) in their review, have highlighted many studies that are emphasising on intensive experiential programs to be the part of entrepreneurship education. Garo (2017) suggests that the students must have experiential learning and business schools should play the role of a facilitator in order to provide the right pedagogies and appropriate environment to the students to get real experiences and practical skills. Manimala (2017) recommends interdisciplinary programs; entrepreneurship skill development; specialized offerings in entrepreneurship; and real-life entrepreneurial opportunities as part of the pedagogy. In-line with the all above general recommendations to develop entrepreneurship pedagogies, Smith et al. (2017) more specifically recommend trading projects, group collaboration projects and networking for students. Kaandrop et al. (2019) also suggest that the students must be engaged in entrepreneurial networking during their education at business schools to get experiential learning. Researching experiential learning during the entrepreneurship education, Lloyd et al. (2019) argue that the students should be exposed to the real-life experiences, for example, live cold calling to enhance their selling skills. Such pedagogic approach would enhance the entrepreneurial and technical skill sets in the students. Figure 1 is integrating all the above past literature's recommendations to illustrate the

EM pedagogy model which is implementable over a period of 12 weeks (i.e., within one semester).

Besides the past entrepreneurship literature's recommendations, the EM pedagogy model is precisely based on the empirical findings of the current study and recommendations of all the key informants as well. The EM pedagogy model in Figure 1 is directly addressing all the educational challenges (i.e., the weak EM skills) faced by all the key informants in the current study. Explicating that, the model is comprised of three phases. In the first phase, the entrepreneurial networking skill is targeted where the students would be practically engaged in developing personal entrepreneurial networks (Kaandrop et al., 2019; Smith et al., 2017) as emphasised by the key informants (see Appendix F).

In the second phase, the researching and teamwork coordination skills are focused where the students would make group collaborations (Smith et al., 2017) to conduct industry and market research which includes cost analysis, formulating pricing strategy and feasibility analysis, as suggested by all the key informants in the current study (see Appendix F). In the third phase of pedagogy model, the positioning, customer targeting, entrepreneurial negotiation skill, and employee branding/training skill, are aimed through a real trading project (Smith et al., 2017). The sole purpose of such project is to make the students learn through experience (Kaandrop et al., 2019; Lloyd et al. 2019; Pouratashi & Zamini, 2019; Ferrandiz et al., 2018; Garo, 2017; Piperopoulos & Dimov, 2015) as recommended by all the key informants (see Appendix F). The trading project has purposefully been kept for each individual student in order to make them practice to become self-reliant which is a new EM dimension found in the current study.



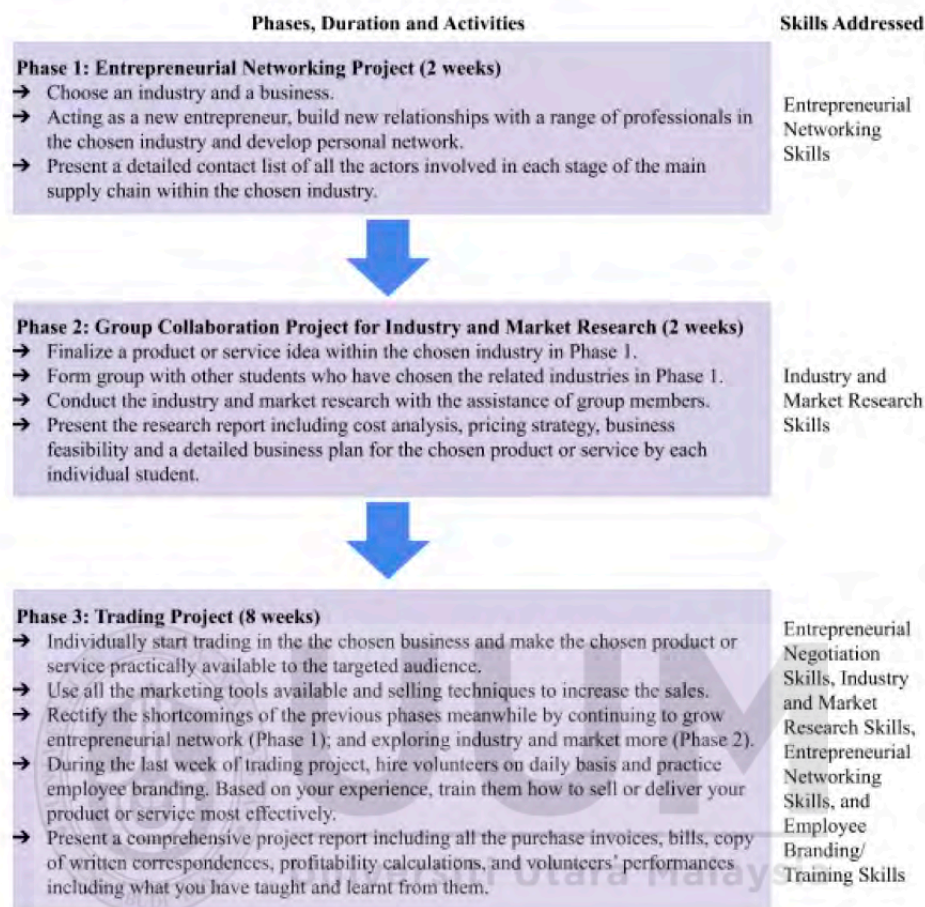


Figure 1
EM pedagogy model

The EM pedagogy model in Figure 1 is work-based (Lloyd et al. 2019; Pouratashi & Zamini, 2019; Ferrandiz et al., 2018) with the avenues of practical and experiential learning (Kaandrop et al., 2019; Garo, 2017; Piperopoulos & Dimov, 2015) for the skill development (Ezeani, 2018; Ferrandiz et al., 2018; Manimala, 2017; Ahmad & Buchanan, 2015) among the entrepreneurship students. The model also adheres to the recommendation of Kaandrop et al. (2019) to make the students develop entrepreneurial networks during the education, and moreover, it is aimed to provide experiential learning through real-life industry and market research; and trading experiences as well, as suggested by Lloyd et al. (2019), Garo (2017), and Manimala (2017). Copley (2013) suggest that theory can be put into practice through experiential learning. However, the need for simplicity in the experiential learning approach is a critical factor for success with skills training. There is some form of active learning pedagogy is needed rather than

passive learning, in order to achieve the development of skills. The solution to that is in the form of critical learning events that involve some type of critical reflection. Such critical learning events can take various forms in the SME context including 'what if' scenarios and networking events (Copley, 2013). Following that, the above pedagogy model is also totally based on the real life scenarios similar to the SME start-up context.

Based on the recommendations of the key informants, and the recent entrepreneurship education literature, the above pedagogy model is strongly addressing all the weak EM skills found in the current study, due to the weak entrepreneurship pedagogies at business schools. Thus, by implementing this model, the four weak EM skills found in the current study, that is, the entrepreneurial negotiation skill, industry and market research skills, entrepreneurial networking skill and employee branding/training skill, could be practically improved among the graduates. Improvement in these four skills would also assist the graduate entrepreneurs to overcome the social challenges found in the current study as discussed in the above section.

The pedagogic approach used in the development of EM pedagogy model (Figure 1) is recognised by various names in the literature, such as, student-centred, constructivist, participatory, or active learning pedagogy. UNESCO's International Institute for Educational Planning recognise this approach as 'Learner-Centred Pedagogy'. According to the institute, this pedagogic approach draws on learning theories that suggest learners to play an active role in the learning process. Students therefore use prior knowledge and new experiences to create knowledge. The teacher facilitates this process, but also creates and structures the conditions for learning. Considerable research and advocacy has promoted learner-centred pedagogy in recent years for cognitive and economic reasons (UNESCO, 2018).

The EM pedagogy model (Figure 1), which is developed in the light of recent entrepreneurship education literature, is also inline with the guidelines given in the older literature to bridge the theory-practice gap in the fields of management. For example, Matlay (2006) argues that practical EM education in higher education institutions can provide graduates with the necessary skills and knowledge to start up and manage SMEs. While studying about the theory-practice gap, Meyer, Bernhardt and Stephen (1997) suggested that students should be provided with the culture similar to that of workplace for learning. Blakeslee (2001), Hanson and Yee (2001) offered to design such management courses and curricula that put students in to dealing with professional situations. Many other researchers (e.g., Bosley, 1992; Tovey, 2001; Hager, 1990) also gave the similar suggestions to bridge the theory-practice gap. Zamini and Mohammadi (2018) suggest that upgrading the student learning experience at business schools could not only bridge the pedagogical gap but also encourage more number of graduates to become entrepreneurs.

I acknowledge that the EM pedagogy model (Figure 1) developed in this research, is practically implementable at higher education institutions, and is well capable to overcome all the educational challenges found in the current study.

Signature

ASSOC. PROF. MAJOR DR. YAHYA DON
School of Education and Modern Languages
UUM College of Arts and Sciences
Universiti Utara Malaysia



UUM
Universiti Utara Malaysia

I acknowledge that the EM pedagogy model (Figure 1) developed in this research, is practically implementable at higher education institutions, and is well capable to overcome all the educational challenges found in the current study.



Signature

DR. MOHD FAIZ BIN MOHD YAAKOB
Senior Lecturer
School of Education and Modern Languages
UUM College of Arts and Sciences
Universiti Utara Malaysia



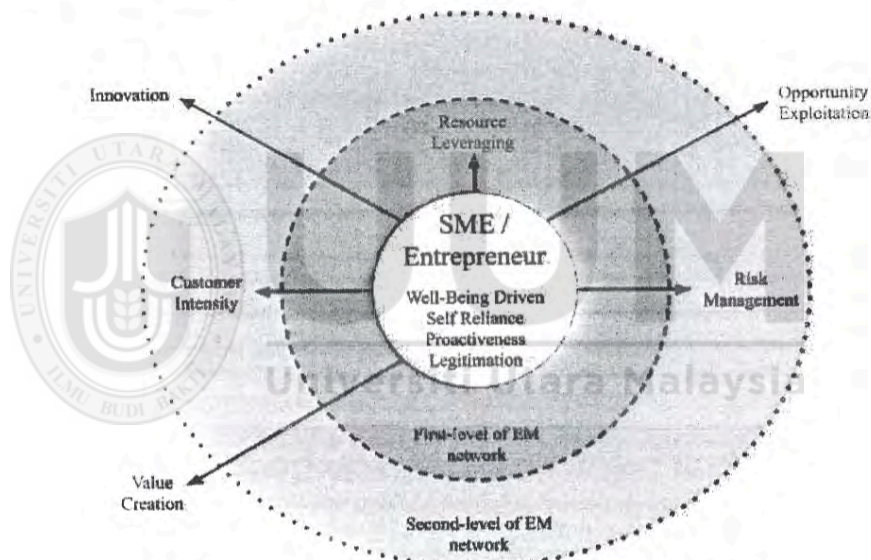
UUM
Universiti Utara Malaysia

Appendix F: Validation Through Member Checking

Validation (Member Checking)

Dear Graduate Entrepreneur,

I thank you for your cooperation and the valuable experiences you shared with me in our previous meetings. With reference to the data I have gathered from you, after in-depth analysis, I have come up with a 'conceptual model of practicing entrepreneurial marketing'. This model is one of the key outcomes of my research, and hence, a part of my thesis as well. As a key informant in my research, I need you to validate this model which is explained to you in my last presentation and also illustrated below. After your validation, I also intend to publish this model in the academic journal.



Conceptual Model of Practicing Entrepreneurial Marketing

Validation

I acknowledge that the above model truly reflects my experiences of practicing entrepreneurial marketing and summarizes all the information I had shared in my previous meetings with the researcher. I therefore, validate the above model and consider it credible to be shared or published as a piece of knowledge.

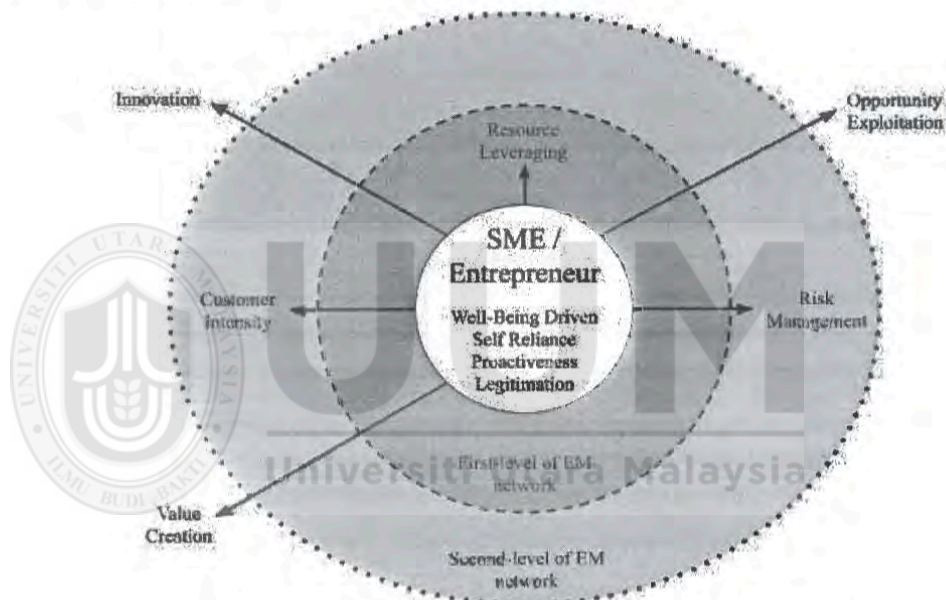


Graduate Entrepreneur

Validation (Member Checking)

Dear Graduate Entrepreneur,


I thank you for your cooperation and the valuable experiences you shared with me in our previous meetings. With reference to the data I have gathered from you, after in-depth analysis, I have come up with a 'conceptual model of practicing entrepreneurial marketing'. This model is one of the key outcomes of my research, and hence, a part of my thesis as well. As a key informant in my research, I need you to validate this model which is explained to you in my last presentation and also illustrated below. After your validation, I also intend to publish this model in the academic journal.



Conceptual Model of Practicing Entrepreneurial Marketing

Validation

I acknowledge that the above model truly reflects my experiences of practicing entrepreneurial marketing and summarizes all the information I had shared in my previous meetings with the researcher. I therefore, validate the above model and consider it credible to be shared or published as a piece of knowledge.

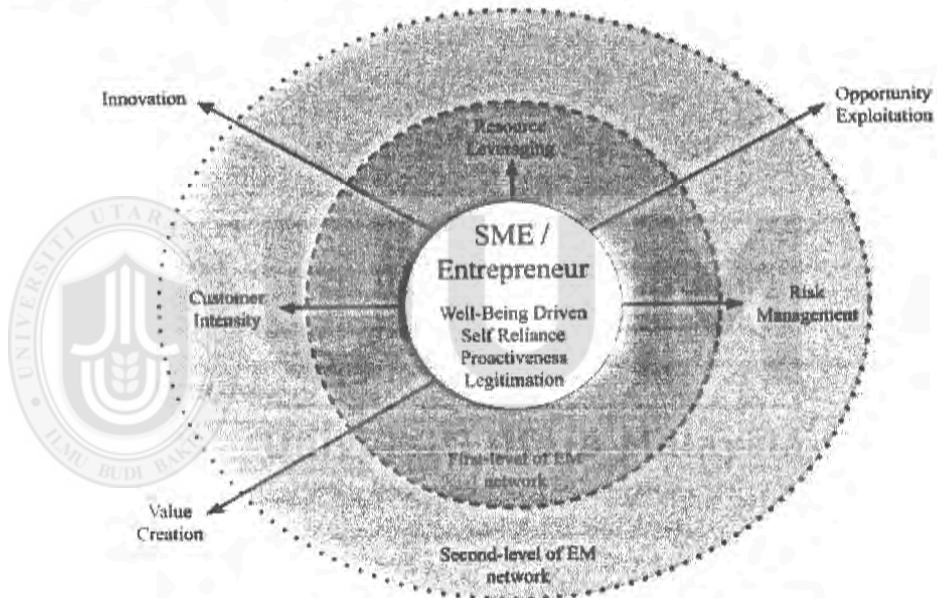


Graduate Entrepreneur

Validation (Member Checking)

Dear Graduate Entrepreneur,

I thank you for your cooperation and the valuable experiences you shared with me in our previous meetings. With reference to the data I have gathered from you, after in-depth analysis, I have come up with a 'conceptual model of practicing entrepreneurial marketing'. This model is one of the key outcomes of my research, and hence, a part of my thesis as well. As a key informant in my research, I need you to validate this model which is explained to you in my last presentation and also illustrated below. After your validation, I also intend to publish this model in the academic journal.



Conceptual Model of Practicing Entrepreneurial Marketing

Validation

I acknowledge that the above model truly reflects my experiences of practicing entrepreneurial marketing and summarizes all the information I had shared in my previous meetings with the researcher. I therefore, validate the above model and consider it credible to be shared or published as a piece of knowledge.

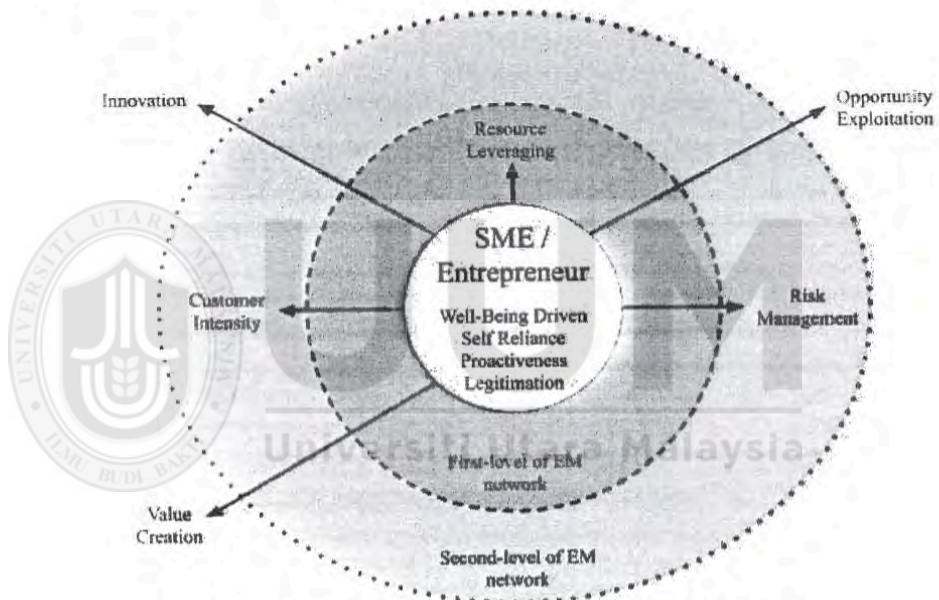


Graduate Entrepreneur

Validation (Member Checking)

Dear Graduate Entrepreneur,

I thank you for your cooperation and the valuable experiences you shared with me in our previous meetings. With reference to the data I have gathered from you, after in-depth analysis, I have come up with a 'conceptual model of practicing entrepreneurial marketing'. This model is one of the key outcomes of my research, and hence, a part of my thesis as well. As a key informant in my research, I need you to validate this model which is explained to you in my last presentation and also illustrated below. After your validation, I also intend to publish this model in the academic journal.



Conceptual Model of Practicing Entrepreneurial Marketing

Validation

I acknowledge that the above model truly reflects my experiences of practicing entrepreneurial marketing and summarizes all the information I had shared in my previous meetings with the researcher. I therefore, validate the above model and consider it credible to be shared or published as a piece of knowledge.

Sekiah

Graduate Entrepreneur