

INDEX

- Ability, 11, 13, 15
Achievement Goal, 33
Action research, 159, 163–164
Activities knowledge transfer/
exchange, 176, 177
Advantaged students, 39
Affective, 11
Agents, entrepreneurial, 67
Algerian exporters, 104–105
Algerian Export Promotion
Programmes, 96
Algerian firms, 104
Aligning entrepreneurship, 66
Amplification effect, entrepreneurial,
65
AR (avoidance responses), 138, 140,
144–145, 150
cycles, 159, 163–164, 167
Audience, 13, 19
Authentic/Inauthentic dichotomy, 12
Avoidance responses. *See* AR
- Black People, 52
Business
activities, 56, 59
context intersect, 86
development, 135, 150–151
entrepreneurial, 178
growing, 117
innovation, 180, 183
living, 73–74
management, entrepreneurial, 57
markets, 52
networks, 59
new, 64, 74–75
practices, 130, 151
realism, 124–125
resources, 52
sphere, 86
stakeholders, 115
Business opportunity creation process
model, 51
Business owner
local, 117
longer-standing, 121
Business reasoning, sound, 124
Busy hands policy, 120
- Cambodia, 66
Capital, entrepreneurial, 74–75
Causal combinations
for high export performance, 102
for low export performance, 102
CBO (creative business orientation),
132, 141, 144
Centre, 11–14
CEO (creative enterprise orientation),
132, 141, 150
Change, 64–67, 74
agent, 65
entrepreneurship, 65–68
China, 67
Chinese immigrants, 52
Chinese migrants, 51
Civic entrepreneurship, 125
Co-ethnic entrepreneurs, 55
Cognitive dimension, 11
Cognitive legitimacy, 12
Cognitive process, 9
Collaboration, 176–177, 184
Collaborative partnerships, 178,
183
Community context, 116
Company Programme, 27
Compete and pitch, 27
Competitions, 27–28
Competitive advantage, 93–95
Competitive learning, 27–28
Composite reliability (CR). *See* CR
Conative dimension, 11

- Conceptual framework, 160–162, 167, 169
- Consistency scores, 101–102
- Contacts, formal network, 150
- Context, 7–9, 11, 13–14, 16–17, 19–20, 29, 35–37, 51, 64–65, 67–70, 75, 137
and entrepreneurship, 68–69
institutional, 51, 56, 58
- Context matters, 65
- Context-Mechanism-Outcome (CMO), 30, 35–37
- Coping responses. *See* CR
- Countries
developing, 92–95, 104, 106
immigrant's home, 57
- CR (composite reliability), 99–100
- CR (coping responses), 138, 140–141, 143–146, 150
- Creation process, business venture/
opportunity, 56
- Creative business orientation (CBO).
See CBO
- Creative enterprise orientation (CEO).
See CEO
- Creative industries, 130, 132, 136, 139, 149
- Creativity, 26
- Critical themes, 36
- Cross-gender, 81
successor, 81
- Cultural endowments, 53
- Cultures, corporate, 83, 85
- Data, ethnographic, 70–71
- Demonstrating competence, 14
- Depleted communities, 64, 75, 114–115, 117, 119, 121, 123, 125
improving, 114
- Descriptor, 68–69, 75
- Design businesses, small independent, 131
- Designer fashion industry.
See DFI
- Design process, 132, 144, 151
- Development
enterprise, 148–150
personal, 158, 168
- DFI (designer fashion industry), 130–132, 140, 144, 150
- Discouragement-by-Peer-Excellence-Effect, 34
- Disinclined conscripts, 37–38
- Drivers leading, 103
- Duration, 51
- Economic sphere, 26
- Economies, 66
- Education
competitions, 27–28
competitive enterprise, 38
entrepreneurial, 15–16
enterprise/entrepreneurship, 27
school-based enterprise, 26
- Educational institution, 11
- Educational/management practice, 184
- Education Endowment Foundation, 28
- Education sciences, 15–16
- EE (entrepreneurship education), 7–20, 26, 28–29, 32, 39
clarity for, 12–14
programmes, 8, 38
teacher expertise, 16–17
- Effort, entrepreneurial, 65
- Embeddedness, mixed, 50–51, 57, 59
- Encompassing personal, 26
- Energy, entrepreneurial, 72, 75
- Engaged scholarship
image of, 181–182
practice of, 183
- Engagement, entrepreneurial, 69
- England, 27
- Enterprise, 64, 67, 69, 115, 117, 121
- Enterprise challenge, 27
- Enterprise development trajectory, 131, 135, 149–150
- Enterprise discourse, 115
- Enterprise education, 26–28, 35, 40–41
competitions, 27–28, 29, 31–33, 35, 37, 39–41

- fallacy, 30, 40
 - logic of, 31, 33, 36
 - logic underpinning, 40
 - model, 33
 - outcome patterns in, 37
 - Programme Logic, 32
- design, 41
- policy, 28
- programmes, 28
- Enterprise growth aspirations, 159
- Enterprise orientations, 131–132, 139
- Entrepreneurial change, 64
- Entrepreneurial development, 26
- Entrepreneurial endeavour, 115
 - growing, 114
- Entrepreneurialism, 121
- Entrepreneurial knowledge, 12
- Entrepreneurial revitalisation, 64
- Entrepreneurial scholarship, critical, 182
- Entrepreneurial skills, 36
- Entrepreneurs, 50, 52, 54, 64–69, 75, 114–119, 121–122, 133–135, 178–179, 182–183
 - first-time, 115
 - gardening, 67
 - incoming, 75
 - native-born, 50
 - new, 67–68
 - potential immigrant, 52
- Entrepreneurship, 9–13, 15–19, 50–55, 59, 64–70, 72, 74–75, 114–117, 121, 124, 134–136, 178–179
 - benefits, 114
 - catalyse, 75
 - change and, 65–68
 - context and, 68–69
 - outcomes, 64
 - primary, 75
 - rural, 69
 - secondary, 75
 - theories, 71
- Entrepreneurship appeals, 66
- Entrepreneurship education (EE).
 - See* EE
- Entrepreneurship opportunity
 - formation, 55, 57–58
- Entrepreneurship programmes, stages, 8
- Entrepreneurship research practices, 180
- Entrepreneurship scholars/communities, 184
- Entrepreneurship/small, 180–182, 184
- Entrepreneurship/small business management practitioner, 177
- Entrepreneurship teachers (ETs).
 - See* ETs
- Entrepreneur-teacher, ideal, 12
- Environment, 53, 58–59
 - institutional, 18
 - socialised gender role, 86
- Environmental factors, 59
- Ethnic families, 58–59
 - influence, 56
- Ethnicity, 50–55, 57–59
 - and entrepreneurship, 55, 59
 - and entrepreneurship dimensions, 52–54
 - examined, 52
 - role of, 51
 - understanding, 52–53
- Ethnic resources, 53, 55, 58
- ETs (entrepreneurship teachers), 7–20
 - re-establish the legitimacy of, 15–19
 - strategies of, 17–18
 - vectors of legitimisation, 16
- Europe, 65, 82
- European Commission, 27, 30, 32
- European Entrepreneurship Competence Framework, 30
- European Joint Research Centre, 31
- European Policy, 27, 31
- Evaluation, 29
- Events, entrepreneurial, 65, 75
- Evidence-based education, 28
- Evidence based practice, 28
- Exotic places, 69
- Experience, 10–11, 13, 17
- Export(s), non-oil, 96

- Export performance
 - high/low, 100–101
 - increased, 105
 - relational resources and, 95–96
- Export promotion organisation (EPO), 96, 105–106
- Export promotion programmes (EPPs), 92, 96
- Factors Influencing Immigrant Entrepreneurship Source, 54
- Family business(es), 80–83, 85–86, 88
- Family business context, 80, 83, 85–87
 - women, 80
- Family business, succession process, 88
- Farmers, 66, 69
- Fashion industry orientation (FIO). *See* FIO
- Female leaders, 84, 86
- Financial Challenge, 139–140
- FIO (fashion industry orientation), 132, 141, 144
- Food, 66, 73
- Foreign language learning, 12
- Foreign relational resources, 95–96, 102, 104–105
- Formal networks, 134, 143, 145–146, 148–149
- Formation activities, 53
- Formation perspectives, 59
- Formation process(es), 51–53, 56–59
- Fortunes, changing, 67
- Framework, 51–52
 - three-dimensional, 59
- FsQCA analysis, 98–99
- Gender, 80–81, 83, 85–88
- Gender bias, 80, 85
- Gender diversity, 84
- Gender divisions, traditional, 83
- Gendered family and business roles, 87
- Gender roles, 80, 85–86
 - determined, 81
 - female, 84
 - socialised, 85–86
- Gender stereotypes, 83–85
- Genuine knowledge, 11
- Global entrepreneurship week, 24
- Group characteristics, 53
- Group resources, 53, 59
- Groups, ethnic, 53–54, 59
- Growth capabilities, dynamic, 159, 160–161
- Growth, entrepreneurial, 125
- Growth-focussed SSFs, 158, 160, 162, 164, 169, 171
- Growth-related challenges, 144
- Growth strategies, 158
- Growth, sustainable, 161, 171
- Hero, entrepreneurial, 125
- Higher Education Institution (HEI), 177–178, 181, 183
 - business communities, 182
 - business schools and industry practitioners, 177
 - sector, 177
- High export performance, 101–105
- Immigrant
 - adults, 50
 - business, 50, 54, 57, 59
 - minority, group, 53
 - owners, 55
 - ventures, 55
 - communities, 55
 - enhancing, 55
 - entrepreneurs, 50–53, 55–59
 - entrepreneurship, 50, 51
 - mixed embeddedness theory, 56–59
 - strategies, 53–54
 - VMEF and, 57–58
- Immigrant entrepreneurship, 50, 57
 - development of, 59
 - formation process model, 51
 - model, 54

- Immigrant Entrepreneurship
 - Opportunity, 58
- Immigrant members, 55
- Immigrant mixed embeddedness, 51
- Immigrant organisational formation, 58
- Immigrant-owned businesses, 50
- Immigrant self-employment, 50
- Immigrant ventures, 53
- Inclined volunteers *vs.* competitively disinclined conscripts, 37–38
- Industrial Scottish central region, 65
- Industries, heavy, 65
- Industry networks, 146–148
 - existing, 145
 - formal, 146
 - fostered, 149
 - local, 149
- Influence immigrant entrepreneurship, 54
- Informal learning intervention, 170
- Innovative capabilities, 94, 96–98, 101–102, 104–105
- Institutional legitimacy, 12–14, 20
- Instructors, legitimate, 7, 13, 20
- Integration, 56, 58–59
- Intentions, entrepreneurial, 38, 41
- Interactive Model, 54
- Intervention components, 31–32
- Intervention, entrepreneurial, 117
- Investment, entrepreneurial, 74

- Junior Achievement-Young Enterprise (JA-YE), 27

- Knowledge, 10–12, 14–16, 18–20
 - academic, 183
 - actionable, 176, 180, 183
 - based economy, 176, 180
 - creation process, 182, 184
 - exchange, 176–177
 - research-based, 177
 - scholarly, 180, 184
 - theoretical, 177
 - transfer partnerships, 177
 - transfer practices, 177, 180
- Leadership positions, 83–85
- Leadership style, 85
- Leaders, male, 80–81
- Learning interventions, 160–161, 164, 166–167, 171
- Legitimacy
 - actor's, 13
 - perceived, 7–11, 14
 - personal, 13
 - professional, 12–14
 - teacher's, 11, 13–15
- Legitimate expert, 9, 16
- Legitimate field, 10
- Legitimation, 9
- Local people, 73
- Low export performance, 101–103

- Management research,
 - entrepreneurship/small business, 176
- Managerial resources
 - and export performance, 94
 - high, 102, 105
- Manufacturing business, 116
- Marketplace, 72
- Married Women's Property Act, 81
- Marxist theory, 67
- Mastery goals, 33
- Mechanism, 29–30, 35–37, 40–41
- Media, 117, 122
- Meta-cognitive strategies, 26
- Middle Range Theories, 32
- Mimetic isomorphism, 12
- Mini-company programmes, 24
- Mixed embeddedness theory, 50, 51, 56–59
- Mobilisation, resource, 53
- 'Model' behaviour, 20
- Model, immigrant entrepreneurship
 - process, 52
- Moral legitimacy, 12

- Motivation, 26
 - intrinsic, 34
- Multiplicity, 51
- Native entrepreneur(s), 50–52, 54, 56
- Native entrepreneurial approach, 58
- Native speaker, 12
- Necessity analysis, 100–101, 104
- Network, 11, 16, 19–20, 94–95, 119
 - associated, 136–137
 - change, 134, 151
 - development, 150–151
 - existing, 148–149
 - informal, 140–142, 146
 - social, 134
 - success, 135
- New Zealand, 64, 114–115, 118, 121–122, 125, 130–132, 135, 137, 142
- Non-cognitive skills, 26
- Non-entrepreneur teacher, 12
- Non-family businesses, 85
- Non-native speaker, 12
- Northern Ireland, 64
- Norway, 69
- Organisation for Economic
 - Co-operation and Development (OECD), 50
- Organisational efficiency, 14
- Organisational learning, 169–170
- Oslo Agenda, 30
- Outcome, 30, 35–37
 - patterns, 28, 30, 36–37, 39
- Patient-centredness, 14
- Pedagogical practice, 15
- Pedagogical sequence, 12
- Performance, 27, 32–34
 - goals, 33
 - outcomes, 34
- Perseverance, 26
- Personal legitimacy, 13–14
- Places imbue, 68
- Political economy, 66
- Political factors, 52
- Political legitimacy, 12
- Poorly resourced vs. well supported, 39
- Post-recessionary times, 130, 132
- Power, 67, 69
- PR companies, 138
- Pre-disposing factors, 53
- Profession, 13
- Professional development, 8–9, 16
- Professional legitimacy, 12, 14
- Professional recognition, 12
- Programme
 - competitive entrepreneurship, 38
 - logic, 31–32, 37
 - social, 28, 30, 40
 - theory, 29, 31
- RAMESES, 36
- Randomised control trials (RCTs), 28
- RBV (resource-based view), 92–95
- RCs (research cycles), 165, 167
- Reactive solidarity, 53
- Realism, 30
- Realist approach, 31, 40–41
- Realist evaluation, 29–30
- Regulatory legitimacy, 12
- Relational resources, 95–96
- Relational theory, 55–56
- Relationship quality SMEs, 98
- Renewal, entrepreneurial, 64
- Reputation criteria, 10
- Research cycles (RCs). *See* RCs
- Resilience/coping, 26
- Resource, 29–30, 32–33, 35, 39, 52–53, 57, 59
 - bundles, 96, 104
 - external, 93
 - internal, 93
 - network, 93, 98
 - potential, 133
 - relational, 95–98, 104
 - supplement, 92, 96
- Resource-based view (RBV). *See* RBV
- Resource-related challenges, 142
- Responses
 - avoidance, 138, 144, 150
 - coping, 138, 144, 150

- Revitalisation, entrepreneurial, 64
- Role model, entrepreneurial, 68
- Roles, traditional, 82–83
- Rural economy, 66
- Rural enterprise, 69
- Rural town, 64–65, 68, 71

- Scandinavia, 66
- ‘School’ culture, 10
- Second-generation immigrants, 55
- Self-control, 26
- Self-determination, 34
- Self-legitimacy, 13–14
- Self-perception, 26
- Silicon Valley, 67–68
- Skill development, 26, 31, 33–34
- Skilled entrepreneurial practitioners, 176
- Skoghem Adventures, 73
- Skoghem Art and Landscape, 73
- Skoghem Guesthouse, 73
- Small and medium enterprises (SMEs). *See* SMEs
- Small service firm. *See* SSF
- SMEs (small and medium enterprises)
 - exporting, 97
 - owner/managers, 105
 - relationship quality, 98
- Social capital, 55, 57, 131, 133–135, 139, 142, 146, 149–151
 - development, 149
 - formal industry-based, 142
 - and networks, 133
- Social capital-resources, 57
- Social comparison theory, 33–34
- Social competencies, 26
- Socialised role, 86
- Social learning, 158, 160–161, 168, 170
 - lens, 158, 163
 - perspective, 166
 - preference, 170
 - process, 161, 169
 - theory, 158–159
- Social relationships, 57
- Social reproduction, 34–35
- Social sphere, 26

- Socio-cultural features, 55
- Soft skills, 26
- Sojourning orientation, 53
- Soviets, 66
- Spain, 27
- Specialised expertise, 14
- SR (strategic responses), 138, 140–141, 143–146
- SSF (small service firm), 158–159, 161–165, 167–171
- Stakeholders, external, 14, 16, 18–19
- Stanton, 114, 116–119, 121–125
- Stanton Progressive Association, 118, 123
- Strategic learning
 - interventions, 163
 - outcome, 161
 - topics, 163
- Strategic planning, 163, 166
- Strategic responses. *See* SR
- Strategies of, ET, 17–18
- Structuration, 67
- Structure affects agency, 67
- Structure, local capital, 67
- Students, 27–28, 31, 33–36, 38–39
- Success, 26
- Succession
 - cross-gender, 80–81
 - planning, 81
 - process, 80–81, 86–88
 - same-gender, 81
- Sufficiency analysis, 99–101, 104
- Sweden, 65, 69, 71–73

- Taiwan, 65
- Teachers legitimacy
 - contextualise, 9
 - exploring the issue of, 10–15
 - external stakeholders and, 18–19
 - institutional needs and, 18
 - methodology, 9–10
 - peer expectations and, 18
 - re-establishing in entrepreneurship, 15–19
 - students’ needs and, 19
 - teacher needs and, 19

- vectors of, 16
- Teachers' professionalism, 13
- Technological resources, 102
 - and export performance, 94
 - marketing capabilities, 104
- Tension, creativity-business, 130, 139, 141
- Theoretical saturation criteria, 10
- Theories, entrepreneurial, 68
- Time pressure designers, 141
- Time-related challenges, 139, 141
 - and responses, 141
- Time-space constitution, 67
- Town, 114, 116–125
 - remote, 71, 73
 - rural, 121
- Tradition, entrepreneurial, 123
- Training, 10, 19
- Transmitters, 8–9, 11
- Tunisia, 66

- Unified grand relational theory, 55–56
- United Kingdom, 50
- United States, 50

- Universities, 11–13, 20
- Unmediated losing vs. Winning 'With Grace,' 38–39

- Variance inflation factor (VIFs), 99–100
- Visitor Centres, 123
- Visual Mixed Embeddedness
 - Framework (VMEF), 52, 57–58
 - and Immigrant Entrepreneurship Opportunity, 58
- Volunteer, 37–40

- Web of Science database, 9
- White People, 52
- Women, 80–86, 88, 120–121
 - leaders, 85
- World
 - real, 10, 12, 18–19
 - social, 179, 185