

6-7-2008

ENTREPRENEURIAL EXPERT SCRIPTS: DOES THE WAY ENTREPRENEURS LEARN MATTER FOR VENTURE PERFORMANCE? (SUMMARY)

Anthony Robinson

University of Alabama, USA, arobinson@cba.ua.edu

Recommended Citation

Robinson, Anthony (2008) "ENTREPRENEURIAL EXPERT SCRIPTS: DOES THE WAY ENTREPRENEURS LEARN MATTER FOR VENTURE PERFORMANCE? (SUMMARY)," *Frontiers of Entrepreneurship Research*: Vol. 28: Iss. 6, Article 12. Available at: <http://digitalknowledge.babson.edu/fer/vol28/iss6/12>

This Summary is brought to you for free and open access by the Entrepreneurship at Babson at Digital Knowledge at Babson. It has been accepted for inclusion in Frontiers of Entrepreneurship Research by an authorized administrator of Digital Knowledge at Babson. For more information, please contact digitalknowledge@babson.edu.

SUMMARY

ENTREPRENEURIAL EXPERT SCRIPTS: DOES THE WAY ENTREPRENEURS LEARN MATTER FOR VENTURE PERFORMANCE?

Anthony Robinson, University of Alabama, USA

Principal Topic

Entrepreneurship has been described as a process of learning. Therefore, the way in which entrepreneurs learn and form expert scripts that are expected to influence venture performance is worthy of theoretical and empirical examination. Hence, this study seeks to empirically test the following hypotheses:

Hypothesis 1: Expert scripts affect venture performance

Hypothesis 2: Learning modes affect expert scripts.

Hypothesis 3: Learning modes moderate the relationship between expert scripts and venture performance.

I argue that expert scripts (i.e. action-based knowledge structures) reflect improved information-processing capabilities of entrepreneurs. Those scripts include the following types: (1) arrangements scripts - mental maps about resources, networks and assets; (2) willingness scripts - mental maps that support commitment to and receptivity of a particular action and (3) ability scripts - knowledge structures to support capabilities, skills and attitudes. Professional and novice entrepreneurs are expected to have differences in their scripts, which lead to venture creation and subsequent performance. While these expert scripts are expected to offer meaningful differences for new venture performance, little is known about how they are formed. In ways yet explored, we expect that the differences in the way entrepreneurs learn will be associated with the formation of expert scripts. This novel approach may offer insights into the way in which learning modes affect the scripts that entrepreneurs and non-entrepreneurs form. Finally, I argue that the way in which entrepreneurs learn matter for the relationship between expert scripts and venture performance. For instance, some learning styles lend themselves more to specific situations/problems (converger), creativity (diverger), theories (assimilator) and new experiences (accommodators). Accommodators may be better suited for entrepreneurship.

Method

Data are collected from a sample of university students. The students attend or have attended an entrepreneurship course in which they formed teams for the purpose of introducing a new product. Data is collected through surveys to test hypotheses with regression analysis.

Results and Implications

The preliminary results of this exploratory study suggest that some expert scripts are associated with perceived venture performance. However, early results suggest that learning modes are not associated with expert scripts and do not moderate the hypothesized relationship.

CONTACT: Anthony Robinson; arobinson@cba.ua.edu; (T): 404-786-0800; P.O. Box 468441 – Atlanta, GA 31146.