

FUNDAÇÃO GETULIO VARGAS
ESCOLA DE ADMINISTRAÇÃO DE EMPRESAS DE SÃO PAULO

HENRIQUE ALVES BURITI

Analyzing the CEMS Intrapreneurial Level Using the GET2 Test

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Dissertação apresentada à Escola de Administração de Empresas de São Paulo da Fundação Getulio Vargas, como requisito para a obtenção do título de Mestre Profissional em Gestão Internacional.

Campo do Conhecimento:
Gestão e Competitividade em Empresas
Globais

Adviser: Prof. Dr. GILBERTO SARFATI

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Approval Date

____/____/____

Committee members:

Prof. Dr. Gilberto Sarfati

Prof. Dr. Edson Sadao Iizuka

Prof. Dr. Tales Andreassi

RESUMO

Esta tese está focada no nível de intraempreendedorismo dos alunos CEMS ao redor do mundo. Atualmente, organizações procuram cada vez mais empregar pessoas com um perfil e personalidade empreendedora. Portanto, a pergunta desta tese é “Qual o nível de intraempreendedorismo dos alunos do CEMS?”. A contribuição desta tese é de verificar o nível destes estudantes. Para isso, o teste *General measure Enterprising Tendency (GET)* foi empregado. A principal descoberta foi de que os alunos dos CEMS estão localizados no nível Médio, assim, possuem um nível de intraempreendedorismo mediano. Assim, é possível aumentar a percepção sobre o potencial intraempreendedor. Além disso, esta tese espera também atrair atenção a este tópico para que universidades introduzam e deem mais ênfase.

Palavras-chave: Intraempreendedorismo, Empreendedorismo, CEMS, teste GET

ABSTRACT

This thesis is mainly focused on the intrapreneurial level of CEMS students around the world. Organizations are seeking to hire people with an entrepreneurial personality. This means that companies are looking for someone with similar psychological traits as entrepreneurs who are capable of influence positively in firm's innovation. Therefore, the research question is "What is the CEMS intrapreneurial level?"

The contribution of this thesis is to check whether CEMS students have high intrapreneurship level or not. In order to find out, the General measure Enterprising Tendency (GET) test was sent to these students. The main finding is that CEMS students have score which can located them in the Medium range, meaning they have an average level of intrapreneurship. Thus, it is possible to raise awareness on the intrapreneurial potential that they can achieve. Furthermore, this thesis hopes to grow a concern on this topic so that universities give more emphasis on it.

Keywords: Intrapreneurship, Entrepreneurship, CEMS, GET test

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1. Introduction

Nowadays, it is common for companies to write in job descriptions that they are looking for someone with an entrepreneurial spirit (Nyström , 2012). If an entrepreneur is someone who chooses on not going to work for a company, but to start his/her own enterprise, why the firms would care about it?

The answer is linked to the entrepreneur's personality and behavior (Thornberry, 2001). Organizations are focusing their efforts on recruiting people with intrapreneurial characteristics (Pinchot & Pellman, 1999) due to the dynamic environment which multinationals face nowadays (Sinha & Srivastava, 2013). Companies started to realize that they need someone to drive the changes instead of just being passive towards problems and challenges (Hisrich, 1990). What they expect from the new employees is to have the motivation to change; challenge him/herself and come up with their own ideas to the solution using the company's broader resources (Khandwalla, 1977). Moreover, most of organizations know that intrapreneurship can affect positively firm growth (Felicio & Caldeirinha, 2012).

The most famous example is the invention of post-it at 3M by an employer who accidentally invented a glue which was not strong enough, but found a use for that using company's resource and his entrepreneurial attitude. This new product rendered the company and the general public some attention to the opportunities regarding product's innovation through intrapreneurship.

This relative new context matters to the undergraduate and newly graduate students. They need to learn how to adapt to this new situation and how to develop these intrapreneurial skills, especially those with a low intrapreneurial level. Evidently, anyone who is employed also need also to adjust to it, but this thesis is focus on the former group. For the purpose of making a reliable and manageable thesis, it is not possible to ask them all, thus, the chosen sample of this thesis is the CEMS students.

This group is formed by master's students from the CEMS Community – a worldwide alliance of 29 highly valued business schools – from over 70 nationalities whom in their majority have low work experience, and are about to graduate and, then, enter the job market. According to the 2013 published Master in Management Ranking by Financial Times, CEMS has been ranked within the top ten position since 2011 (Financial Times, 2013).

The research question is “What is the CEMS intrapreneurial level?” In line with the literature, the objective of this thesis is to assess these students’ entrepreneurial tendency level. In order to check if they have already abilities to become a potential intrapreneur for the companies they are applying for, they were tested using the General Enterprising Tendency 2 (GET2) test. It was used a mixed-method approach to the research using the results found in the test.

Moreover, since developing an entrepreneur spirit within the organization is a growing concern nowadays, the contribution is that this thesis could be useful to raise awareness of CEMS students as potential intrapreneurs, which could attract more attention from the companies to hire them. This is valuable contribution especially where CEMS is still a relative recent masters’ program such as Brazil, Chile, and China where some business schools have adopted it not quite long time ago.

2. Literature review

2.1. Intrapreneurship

The first time the word “intrapreneur” was coined in the literature was in 1985, by Gifford Pinchot III in his book “Intrapreneuring” which he defined it by being “one who takes a hands-on responsibility for creating innovation within the organization” (Pinchot III, 1985, p. xiii). At that same time, there were a few authors writing articles on their disbelief on the intrapreneurship applicability (e.g. Morse, 1986; Duncan, Ginter, Rucks, & Jacobs, 1988). For instance, Morse (1986) believed that intrapreneurship could not be successful since large organizations could not offer the rewards and autonomy required by an entrepreneur. However, various empirical studies (e.g., Burgelman, 1984; Kuratko & Montagno, 1989; Kanter, 1985) proved that entrepreneurial behavior could be possible within an organization and was related to leverage company’s performance. Furthermore, Kuratko, Ireland, Covin, and Hornsby (2005) point out that the change of the mindset was due to several companies were redefining their business model throughout the 1990’s, thus, many large organizations were trying to become more entrepreneurial. Several authors (e.g. Zahra, Kuratko, & Jennings, 1999; Antoncic & Hisrich, 2001; Ireland, Hitt, & Sirmon, 2003) linked the lack of an intrapreneurial behavior to a high probability of not surviving in the multifaceted and fast-paced global economy. This may be the reason why the academic contributions to the literature in the past ten years was mainly focus on firm-level scope (de Jong, Parker, Wennekers & Wu, 2011)

The meaning has not changed abruptly as Antoncic & Hisrich (2001, p. 497) have argued, Intrapreneurship is “the process of uncovering an opportunity to create value through innovation and seizing that opportunity without regard to either resources or the location of the entrepreneur in a new or existing company”. Intrapreneurs identify and exploit opportunities within an organization (de Jong et al., 2011). Bosma, Stam and Wennekers (2010) defined the intrapreneur as being the one initiates new business projects within the scope of the organization. This new business will be integrated into the firm’s overall business portfolio (Narayanan, Yang and Zahra, 2009). The scope of intrapreneurship is not only related to new business ventures creation. Intrapreneurship also refers to innovative orientations and activities. For instance, the intrapreneur’s work concerns the development of new products/services, administrative techniques, technologies, competitive postures and strategies (Antoncic & Hisrich, 2001).

Harms, Reschke, Kraus, and Fink (2010) states that this entrepreneurial orientation inside of an organization could be benefit to firm performance. The author found out that entrepreneurial orientation has a positive influence on growth and innovation, which are essential features of firm performance (Harms, et al., 2010). Intrapreneurial activities can foster innovation and creativity and also stimulate a culture of calculated risk-taking throughout organizational processes which could support the firm's position in existing markets by opening new business at new and profitable growth fields (Zahra, Filatotchev and Wright, 2009).

The term corporate entrepreneur is usually associated with intrapreneurship and it has produced some different interpretations (Sharma and Chrisman, 2007), thus causing ambiguity in the literature. Bosma, et al. (2010) give the best solution to the problem, according to them, the variances can be found on who is responsible for the intrapreneurship initiatives. For example, if the top management is creating new process to foster entrepreneurship attitudes among the employees within the organization, this is corporate entrepreneurship. However, if it is actually the employee who is being more pro-active in new business projects, this is an intrapreneur (Bosma et al., 2010). For the present thesis, corporate entrepreneurship will have the same meaning as it was done by several authors (e.g., Alipour, Idris, and Karimi, 2011; Zahra, 1991; Hornsby, Kuratko & Zahra, 2002).

For the present thesis, intrapreneur is an employee of a corporation (national or multinational) whom business-related initiatives will generate innovation for the firm's product and/or service, production process and ventures in new markets, establishments and outlets.

By studying the recent literature, it is easy to realize that not so much data has been produced concerning the relation between intrapreneurship and firm performance in emerging countries, even though it is a theme which has often been pointed out in the developed markets (Shamsuddin, Othman, Shahadan & Zakaria, 2012). Zahra (1991)'s study was the first one to empirically prove a positive correlation between corporate entrepreneurship and firm performance. According to his findings based on a research of 450 companies listed on the Fortune 500list, there are 50 out 60 correlations between intrapreneurship and firm performance measure (Zahra, 1991).

Organization growth can be highly subjected to intrapreneurship and intrapreneurship employee-related antecedents (Antoncic & Antoncic, 2011). These antecedents can be described as employee satisfaction which is formed by a set of factors: general satisfaction with work;

benefits, remuneration and organizational culture; employee relationships; and employee loyalty). Antoncic and Antoncic (2011)'s study confirmed that there is a positive relation between employee satisfaction, intrapreneurship and firm growth.

Although intrapreneurship is a relevant topic for organizations due to its competitive advantage (Lizote, Verdinelli & Silveira, 2014), intrapreneurs are in average far from being the majority of the personnel according to a cross cultural study proposed by Bosma et al., (2010). The authors found out that less than 5 percent of employees were intrapreneurs.

Researches on the relation between entrepreneurial orientations, demographical factors (age, gender, social class), and intrapreneur's country origin have produced different results. Organizations from high income and low income countries show different level of intrapreneurship: the results show that it is twice higher more intrapreneurs in the former group than in the latter one (Bosma et al., 2010). A possible explanation is based on the fact that employees from high income countries enjoy from higher levels of autonomy, which is an important predictor of intrapreneurship. In Hoeltgebaum, Andreassi, Andersson, Hensbergen and Amal (2014) by contrast, they found out that among multinationals from one emerging economy (Brazil) and two developed countries (Netherlands and Sweden), the one who had a higher perception of intrapreneurship was in Brazil. Their line of argument relies on the fact that in countries where there are certain institutional instabilities, and high market imperfections, aggressive market approaches and pro-activeness, which are essential elements of corporate entrepreneurship, will influence greatly the performance of the organization (Hoeltgebaum et al., 2014). Although this argument has some merit, a number of qualifications need to be made. Firstly, the small amount of organizations is a great limitation highlighted by the authors to generalize. Also, Bosma et al (2010) explain that in Brazil intrapreneur are relatively dominant especially in large organizations whereas in Netherlands they are underrepresented. This could explain the different results in both studies.

Gender also could also play a critical role regarding the entrepreneurial orientation of the individual (Lim & Envick, 2013). Overall, there are in average more male intrapreneurs than female ones due to a higher propensity; the difference is even greater especially in developed countries (Bosma et al., 2010). In emerging economies, male intrapreneurs are slightly prevalent than female, even though, it has found that women have a higher entrepreneurial tendency than men (Sethu, 2012). However, through a multivariate regression analysis, Douglas and

Fitzsimmons (2013) did not find any substantial relationship between corporate entrepreneurial tendencies and gender.

Moreover, there is a substantial amount of empirical research concerning the relation between age and intrapreneurial activities (Nyström, 2012). As proposed by Bosma, Wennekers and Amorós (2012), there is an inverted U-shaped relationship between intrapreneurial activity and age. They discovered that there is a prevalence of intrapreneurs on the range age of 25-34 and 45-54. Although this argument deserves some credit, it is needed to point out that the lack of multivariate regression analysis in their work may mislead some conclusions (Nyström, 2012). By applying these methods, Douglas and Fitzsimmons (2013) did not find any substantial relationship between corporate entrepreneurial tendencies and age.

Furthermore, the size of the company also generates different studies in the literature. Some authors (Pinchot III 1985; Rule & Irwin 1988; Kuratko, Hornsby, Naffziger & Montagno, 1993) had decided to dismiss smaller companies and switched the focus only onto the corporations. Others have not put any limits concerning the size of the organization (Antoncic & Hisrich, 2001). The reasoning for this discrepancy relies on the fact that most of these studies tried to assess the intrapreneurial level of their sample. So, they often disregarded small companies because they could be mostly composed by entrepreneurs which in turn means that they have a score above the average (Caird, 1993), affecting the overall score. However, according to Bosma et al. (2010), the prevalence of intrapreneurs increases as the size of the firm grows.

The term “intrapreneurship” is derived from the discussions on the entrepreneurship and corporate entrepreneurship researches (Hisrich, 1990). For Antoncic and Hisrich (2001), the intrapreneur is an entrepreneur inside an existing corporation. It is relevant to mention also the value of the word “existing” in the many definitions found in the literature which authors feel necessary because it reinforces the element of the intrapreneur being an employee of a big and established company and not the founder or owner of a new venture.

Apart the difference that one works for an established organization and the other does not, both terms carry some conceptual differences (Sharma and Chrismans, 2007). According to Gartner et al. (1992), entrepreneurship is a behavioral phenomenon or a process of emergence which can be found at the individual or organizational level. This emergence factor which can be defined by behavioral intentions such as innovation and organization formation is what

differentiates entrepreneurship from non-entrepreneurship (Antoncic & Hisrich, 2001). This distinction must be made in order to separate entrepreneurial from less-entrepreneurial small business owners and small business ventures (Carland, Hoy, Boulton, & Carland, 1984) entrepreneurial from administrative managerial behavior (Stevenson and Gumpert, 1985) and entrepreneurial from less entrepreneurial firm-behavior (Covin & Slevin, 1991).

Furthermore, another distinctive aspect between entrepreneurship and intrapreneurship is linked to how they can be viewed. The former can be seen in both absolute terms (for instance, new firm vs no new firm) and in relative terms (more entrepreneurial vs less entrepreneurial). However, in the intrapreneurship context at the organizational level, new firm or venture formation may also be viewed in relative terms. This happens because some established organizations might create more firms or units than other organizations. Thus, “entrepreneurship in organizations is a matter of degree.” (Antoncic & Hisrich, 2001, p. 9). The level of entrepreneurship differs from one company to another, ranging from less to more entrepreneurial. As observed by Antoncic and Hisrich, 2003, there is no such thing as fully entrepreneurial or fully non-entrepreneurial organizations. This is useful only for researchers to help comprehend reality. Several authors have described the range organizations could be defined: from conservative (non-innovative, risk averse, and reactive) to entrepreneurial firm (innovative, risk taking and proactive) by Covin and Slevin (1989); from entrepreneurially-challenged (with a non-existent commitment to entrepreneurship) to the entrepreneurial firm (with a complete commitment to entrepreneurship) by Brazeal and Herbert (1999).

Also, Antoncic (2001) indicates that there is a higher chance of an intrapreneur to become an entrepreneur than the opposite. One of the main motivational drivers for the individual to become an entrepreneur is based on the fact that the latter wants to be self-employed, while the intrapreneur is more likely to work under a superior.

2.2. Entrepreneurial Personality

Several authors in the literature have stressed the significance of personality traits to the success of the entrepreneurial venture (Luca, Cazan & Tomulescu, 2013). The behavioral theories of entrepreneurs are largely based on the studies of Atkinson and Feather (1966) and McClelland and Winter (1969). These authors have exerted great influence on the development of training programs for entrepreneurs around the world (da Rocha & de Tarso Guilhon, n.d.). The most

important behaviors are achievement motivation, average risk propensity, internal locus of control, tolerance of ambiguity, creativity, proactive, independence (Begley & Boyd, 1987; Crant, 1996; Kickul & Gundry, 2002; Zampetakis, 2008). These traits are known as the Type A behavior. Additionally, others good predictors of entrepreneurship and entrepreneurial intentions are entrepreneurial interests and skills (Schmitt-Rodermund, 2004), entrepreneurial self-efficacy (Prodan & Drnovsek, 2010), emotional intelligence (Ahmetoglu, Leutner & Chamorro-Prezumic, 2011).

Although entrepreneurship and corporate entrepreneurship are two different terms which have different meanings, there is however an important consistency between both of them. According to one research conducted by Mehta and Gupta (2014b), their study on sixty corporate entrepreneurs empirically proved that both shares similar personality traits. The research results indicated that achievement motivation, and internal locus of control are significant aspects of the intrapreneurial scope. Both traits are also present in the entrepreneurs' personality traits, which have been show before, thus, reinforcing the definition of intrapreneurship that is an entrepreneur within an organization. Competency profile is a set of characteristics which are usually present in successful entrepreneurs. A detailed explanation of these three dimensions can be found below:

- Achievement motivation: "Sense of achievement is associated with meeting personal performance standards" (Mehta & Gupta, 2014b, p. 306). Intrinsic factors of success are the main drivers for the person with a high achievement motivation, not the external rewards (Atkinson, 1966). McClelland (1965) indicated that knowledge is not an alternative for achievement motivation. According to his researches, success in entrepreneurial ventures is linked to individuals with a high motivation for achievement. McClelland (1965) also states that entrepreneurs develop their entrepreneurial skills; they are not just born with them.
- Locus of control: The concept of 'locus of control' was idealized by Julian Rotter in 1966 (Carrim, Basson & Coetzee, 2006). This dimension is connected to the perception of control over the outcomes of one's own actions, for instance whether they are the results of our actions or external forces (Zimbardo, 1985). Locus of control is a uni-dimensional continuum, where one end is defined by internal locus of control, and the other, external locus of control (Rotter, 1966). People with internal locus of control believe that the results of a certain venture are only caused by their personal decisions. While, external

locus of control is the opposite, the responsible for the results is not the person, but external forces, such as, God, luck and others (Mehta and Gupta, 2014b). A successful entrepreneur is an agent of change with an internal locus of control who tries to develop himself, the organization where he works and, his community (Pareek, 1981).

- Competence profile: it is a set of various entrepreneurial competencies which are crucial for successful entrepreneurs (Mehta and Gupta, 2014b). The list goes as follow: Initiative, Persistence, Concern for High Quality of Work, Efficiency Orientation, Problem Solving, Assertiveness, Use of Influence Strategies, Seek and Acts on Opportunities, Information Seeking, Commitment to Work Contract, Systematic Planning, Self-confidence, Persuasion (Mansfield, McClelland, Spence & Santiago, 1987).

Entrepreneurial personalities can also been analyzed under the “Big Five” factors scope. This concept is a set of characteristics which are openness to experiences, extraversion, neuroticism, conscientiousness, and agreeableness (Sinha & Srivastava, 2013). Researchers have discovered that high openness to experience and extraversion and low conscientiousness, agreeableness and neuroticism are connected to high risk taking (Nicholson, Soane, Fenton-O’Creevy, & Willman, 2005), which is a great element of intrapreneurship (Sinha & Srivastava, 2013).

Zhao and Hou (2009) stress that in order to achieve intrapreneurship, organizations must develop intrapreneurial teams. According to them, psychological capital is a fundamental point for companies that want to build intrapreneurial teams. (Zhao & Hou, 2009)

At the same time it could be argued that intrapreneurship belongs as well to the scope of the employee behavior and so the intrapreneurs do not share the same autonomy as the entrepreneur since they work under a hierarchy system where top management intentions can be imposed on individual initiatives (Bosma et al., 2010).

There were other factors which arguably counted for more. Some differences between entrepreneurial and intrapreneurial traits were also found in the literature. According to one research conducted by Nassif, Andreassi & Simões (2011), they confirm that there are similarities; yet they were able to identify some particular intrapreneurial traits. The result of the study shows that entrepreneurs are more affectively committed to the company, besides highly considered it as a big part of their lives. The company is their reason to live; they feel greatly

responsible for running the business in an effective way. In the intrapreneurial scope, it is true that the intrapreneur enjoy working for the company (Nassif et al., 2011), although they know that they have the required skills, knowledge and experience to start their own business (Nyström, 2012). However, their concerns are more focused on top management and company's recognition, rewards and bonuses (Nassif et al., 2011). This behavior can be explained by a fear of failure which is higher in intrapreneurs than entrepreneurs (Nyström, 2012).

Another aspect which distinguishes entrepreneurs from intrapreneurs is regarding those who own their business. They tend to build a better relationship with their peers and are more careful with the investments in the long term (Nassif et al., 2011).

2.3. Dimensions of Intrapreneurship

Many authors have discussed the scope of intrapreneurship (Miller & Friesen, 1983; Knight, 1997; Zahra, Neubaum, & Huse, 2000; Antoncic, 2007). In the literature, they also researched the dimensions, varying from three to eight (Covin & Slevin, 1991). The main four ones which are used to classify intrapreneurship will be presented below:

Innovativeness. The first one is regarding innovation. Since it is a great part of the discussion involving entrepreneurship, the ability of an organization to design new methods, ideas should definitely be considered (Avlonitis & Salavou, 2007). Creativity and innovation are crucial factors for the organization's survival because they are seen by many as being competitive advantages (Pessoa & Oliveira, 2014). Therefore, to any manager from an established organization, creating new ideas is (or at least, should be) one of the main concerns (Alipour et al., 2011). According to Antoncic & Hisrich (2001), innovativeness "refers to product and service innovation with emphasis on development and innovation in technology". Alipour et al. (2011) take a more broad approach to innovativeness. Without making any reference to technology, they understand innovativeness as the introduction of ideas and procedures in an established company to create new services with added value (Alipour et al., 2011). If the company has the opportunity to create something innovative (product, service, or even a market), it will be considered as a pioneer (Sharma & Chrisman, 2007) which can leverage the opportunity to attract more intrapreneurs to the organization (Kuratko, 2005).

Proactiveness. This dimension is much related to the intrapreneur's personality and behavior. It is expected from him/her to act proactively, which means create or control "a

situation rather than just responding to it after it has happened” (Oxford Dictionary). In the managerial context, according to Alipour et al. (2011), the employee’s Proactiveness is heavily linked to the strategic position of a firm concerning its willingness and ability to explore new markets, products/services. Thus, comparing it to a competitor, a proactive organization does not wait for others to make the first step and usually, it is regarded as being a pioneer (Hermann, Kessler, & Fink, 2010). In other words, this organization will always make a strong effort to lead instead of following its competitors (Antoncic & Hisrich, 2003). For instance, when a company decides to go to a different and new foreign market, it can be seen as manifestation of Proactiveness (Zahra, 1991).

Risk-Taking. In intrapreneurship, risk taking assumes a different and more complex meaning than in entrepreneurship. Entrepreneurs borrow profoundly, committing a high amount of resources to new ventures with indeterminate results (Lyon , Lumpkin & Dess, 2000)). Therefore, risk-taking is defined as an important element for the entrepreneurial behavior, where probability of failure or success is related to it (Antoncic & Hisrich, 2003). In the intrapreneurship context, this is also valid but the organizational level risk taking behavior needs to be taken into account (Antoncic & Hisrich, 2003). Established companies which do not build an intrapreneurial atmosphere for risk-taking are diminishing their chances to offer an innovative and successful product/service to their customers (Alipour et al., 2011). This happens because it decreases their managers and employees’ desire to take a risk within the organization. According to Nicholson et al., (2005), risk propensity is clear rooted in personality. As has been shown before, risk propensity has strong links with gender and age, and with objective measures of career-related risk taking (setting up a business venture and changing jobs).

Competitive Aggressiveness. It is “the intensity of a firm’s efforts to outperform rivals and is characterized by a strong offensive posture or aggressive responses to the actions of competitors” (Lumpkin & Dess, 1996, p.148). The organization intends to maintain its noticeability and dominance among its competitors (Alipour et al., 2011). Furthermore, competitive aggressiveness can also influence positively in leveraging the outcomes of intrapreneurial dimensions such as innovativeness and Proactiveness (Dess & Lumpkin, 2005).

Below, it is possible to find the main authors and their respective dimensions in order to show what each of them analyzed regarding intrapreneurship.

Table 1. Intrapreneurship dimensions.

Authors	Dimensions
Covin and Slevin (1991)	<ul style="list-style-type: none"> • Risk taking • Proactiveness • Innovativeness
Zahra (1991,1993)	<ul style="list-style-type: none"> • Innovation and venturing • Strategic renewal
Lumpkin and Dess (1996)	<ul style="list-style-type: none"> • Innovativeness • Proactiveness • Autonomy • Risk taking • Competitive aggressiveness
Knight (1997)	<ul style="list-style-type: none"> • Innovativeness • Proactiveness
Antoncic and Hisrich (2003)	<ul style="list-style-type: none"> • New ventures • New businesses • Product/service and process innovativeness • Self-renewal • Risk taking • Proactiveness • Competitive aggressiveness

2.4. Organizational Dynamic: Antecedents and Structure

Many factors can influence the level of intrapreneurship inside an organization. These factors can be originated not only from within the company but also the environment which it is involved. Dynamism, technological opportunities, industry growth and demand for new products are relevant aspects of the external environment capable of boosting intrapreneurial activities (Antoncic, 2007). Zahra (1993) adds also that a hostile environment can be positively associated to intrapreneurship. Unfavorability of change and competitive rivalry are the inherent factors in a hostile environment which can enhance intrapreneurial behaviors within the firm (Zahra, 1993).

Additionally, internal organizational characteristics have a great influence in the intrapreneurship attitude of the firm's employee (Moriano, Molero, Topa & Mangin, 2011). Organizational capabilities and resources are critical elements in the development of corporate entrepreneurship (Urbano, Alvarez & Turró, 2013). Most of these concepts stated in the literature are linked to their potential to foster innovation inside the organization (Kuratko, Hornsby & Covin, 2014). Communication openness, control mechanisms, environmental scanning intensity, organizational and management support and organizational values are some of the many predictors of intrapreneurship usually mentioned by authors (Urbano et al., 2013; Moriano et al., 2011). The effect that they have over the intrapreneurship behavior varies from one author to another.

This thesis research recognized five specific dimensions that are relevant determinants of an environment favorable to intrapreneurial behavior:

Top Management Support. The success of intrapreneurship is also related to the strategy carry out by top managers (Felício, Rodrigues, & Caldeirinha, 2012). Management support is vital for fostering the entrepreneurial spirit within the firm (Kuratko & Montagno, 1989) and “encourage the employees to embrace intrapreneurship culture within an organization” (Ahmad, Nasurdin, & Zainal, 2012, p.3). A study based on 162 Turkish family firms found out that a significant and positive relationship between entrepreneurial traits of these family members involved in top management and intrapreneurship process of these firms (Agca and Kizildag, 2013).

Top management support can be described in various forms such as: “Receptivity to employee's ideas, promotion of innovative ideas, management encouragement, financial support, awarding ideas and unconditional support” (Bhardwaj, Sushil, & Momaya, 2007). The result is that it will raise innovativeness and risk-taking attitudes among the employees due to change in their mindset (Rutherford & Holt, 2007). Without it, idea generation and application, two important elements of innovation process, cannot be sustained because the attention given by the top managers is fundamental. (Ahmad et al., 2012).

Work Discretion. Regularly termed as autonomy in the literature, work discretion is vital in pro-intrapreneurship organizational structure in order to enhance performance because is a powerful way to raise the level of initiative of the employees. According to several or one empirical studies in the literature (middle manager text), autonomy has a positive influence in

intrapreneurial behaviors. Work discretion is also related to a higher error tolerance given by the top management to the lower level managers. This error tolerance can be interpreted by “decentralization of decision-making power” (Alpkan, Bulut, Gunday, Ulusoy, & Kilic, 2010, p. 739) and minimum criticism when faults are done while innovating (Frederick, Kuratko, & Hodgetts, 2007).

In Alpkan et al. (2010) by contrast, work discretion has a negative effect on innovativeness mostly due to the “overshadowing effects of management support and tolerance for risk taking as the strongest drivers of innovativeness” (p. 50). Nonetheless, other studies empirically identified that work discretion as critical factor to entrepreneurial behavior (e.g., Beal, 2000; Kuratko et al., 2001). Therefore, this thesis proposes that work discretion has a positive effect to innovativeness.

Rewards and Reinforcement. According to Kuratko et al. (2005), reward system on a case of good performance could also be an important factor to enhance entrepreneurial behavior. “Rewards has been measured in terms of recognition, appraisal, increasing job responsibilities, and removing obstacles” (Kanter, 1985, cited in Bhardwaj et al., p. 50). This system needs to be developed in a way which aligns individual goals with the organization’s goals (Rutherford & Holt, 2007), thus encouraging entrepreneurial behavior. An appropriate reward structure is also critical in order to retain talents with entrepreneurial behavior; “these employees have a propensity to strike out on their own” (Rutherford & Holt, 2007, p. 432).

Not only financial resources can be used to motivate employees, time and physical resources are also relevant (De Jong and Wennekers, 2008). Chang (1998) states that organization resources may have a great influence on intrapreneurship which is also linked to the organization size. The larger the company, the more resources are available, leading to the fact that it can develop the firm’s predisposition to use intrapreneurship skills in innovative process (Chang, 1998). Therefore, resource allocation is a very important element to this discussion (Gilberstson, 2002). Innovative behaviors will not be effectively stimulated if these resources are not properly assigned by the top management (De Jong and Hartog, 2007).

On the other hand, according to Alpkan et al. (2010), the research reported that a reward could be ineffective to enhance intrapreneurial behavior. In spite of that, other studies found in the literature empirically reported that this dimension has a positive effect on intrapreneurship (e.g., Hornsby et al., 2002; Morris and Jones, 1999).

Therefore, in order to motivate employees to act more as intrapreneurs, management has to be willing to pay them as entrepreneurs in case of success.

Time Availability. Time availability is also critical to an environment favorable to intrapreneurial behavior (Ahmad et al., 2012). Kuratko et al. (2005) argue that companies should reflect on the employees' workload. For instance, if they are too occupied, they will not have time to pursue any challenging innovative work (Kuratko et al., 2005). Time availability refers to free time allocation for innovative initiatives (Alpkan et al., 2010). Goodale, Kuratko, Hornsby, & Covin (2011) affirm that the job should be aligned in a way which supports such determinations and achieve short and long-term organizational goals. Time availability has been interpreted by design of work methods and workload (Slevin & Covin, 1997). According to Ahmad et al. (2012), organizations should consider on a moderate workload, avoid setting restraints on the employees job and let on people work with the others. As observed by Ende, Wijnberg, Vogels, and Kerstens (2003), most intrapreneurs enjoy using their spare time for both daily routines and intrapreneurial activities and ideas. Therefore, allocation of free time inevitably stimulates employees to apply their innovative ideas into practice (Hornsby et al. 2002).

Organizational Boundaries. Kuratko et al. (2005) affirms that organization must explain precisely the expected outcomes from work and develop mechanisms able to evaluate, select and use the innovations. Furthermore, in order to foster innovative behavior, organizations must have flexible boundaries because it facilitates the flow of information between the organization and the external environment; also, between the divisions and departments within the firm (Miller, 2007). According to Ahmad et al. (2012), this kind of structure set helps the employees to look at the organization from a wider perspective. Consistent with this point, the author also argues that for all most critical parts of jobs top management should not permit standard operating procedures and try to avoid dependence on rigid performance criteria (Ahmad et al., 2012). The absence of these factors can raise the intrapreneurial behavior (Bhardwaj et al., 2007).

Below it is possible to find a summary of the results of a few empirical studies found in the literature regarding the effect of organization dimensions on the Intrapreneurial behavior (see Table 2).

Table 2. Organizational Dimensions and their influence on Intrapreneurial Behavior.

Author (s)	Organizational Dimensions	Effect on Intrapreneurial Behavior
Ahmad, Nasurdin & Zainal (2012)	<ul style="list-style-type: none">• Management Support• Work Discretion• Reward and Reinforcement• Time Availability• Organizational Boundaries	All of them except for Organizational Boundaries are perceived to have a positive effect on Intrapreneurship (Ahmad et al., 2012)
Alpkan, Bulut, Gunday, Ulusoy, & Kilic (2010)	<ul style="list-style-type: none">• Management Support• Tolerance Risk Taking• Reward System• Free time• Work Discretion	Innovative performance can be fostered by the first two dimensions. By contrast, Reward System and Free Time are ineffective to enhance intrapreneurial behavior. Work Discretion has a negative impact on innovative performance
Mehta & Gupta (2014)	<ul style="list-style-type: none">• Encouragement by Management and Organization• Individual Motivation• Transparency• Openness• Communalilty	All of the prerequisites mentioned indicated a positive relation towards Intrapreneurship

2.5. Intrapreneurship Level Tests

This chapter will show the discussion regarding the most relevant intrapreneurial level assessments in the literature. The tests can be divided in two groups: those which have an organizational scope, checking for instance how top management tries to foster intrapreneurship

inside the company (e.g.: ENTRESALE); and others which take the individual, focusing more on the entrepreneurial traits of the person (GET test).

ENTRESALE was the first test and was developed before the term intrapreneurship existed and it was used to measure organization's "general orientation towards entrepreneurship" (Antoncic & Hisrich, 2003). However, entrepreneurial activities in established organizations (intrapreneurship) are also included in the model (Antoncic and Hisrich, 2001). It was developed by Khandwalla (1977) which consisted on measuring innovation, risk-taking and proactiveness (Knight, 1997). The test has suffered some improvements by Miller and Friesen (1978) and by Colvin & Slevin (1989). This study indicates to be very useful on studies which involved cross-cultural and inter-languages topics (Knight, 1997). Furthermore, some authors showed that the ENTRESALE could predict an organization's performance, in an unreceptive context (Covin & Slevin, 1989; Knight, 1997).

At the same time it is true to say that this assessment tool measures not only the entrepreneurial orientation, but also how managers act and what they favor (Antoncic and Hisrich, 2001).

However, there are some limitations to this test. Some authors in the literature felt that the ENTRESALE was not sufficient so they added another questionnaire in their studies in order to achieve a broader understanding of the topic (Knight, 1997). Additionally, this test showed some poor results when tested in public or non-profit sectors (Mentoor & Friedrich, 2007; Morris & Jones, 1999).

Mention should also be made of ENTRESALE being tested in cross-cultural studies. There is a significant limitation when applied in these occasions. The problem relies on the fact that intrapreneurship theory have an American origin, which is why its generalizability has been limited (Antoncic & Hisrich, 2001).

Durham University Business School professor Dr. Sally Caird created in 1988 the GET test (Sethu, 2012). It is a 54-affirmation questionnaire which the participant has to answer "Agree" or "Disagree". Each answer generates a number that, when summed up with other answers, is connected to one of the five sections of the test. The five dimensions are "Need for Achievement", "Autonomy", "Drive and Determination", "Risk Taking" and "Creativity" (Stormer, Kline & Goldenberg, 1999). Afterwards, the participant can see whether has or nor high values on them (Caird, 2013).

The goal of the test is to identify some entrepreneurial personality's characteristics of the respondent. Different from the other test which take into account the corporate perspective; this test only takes into consideration the individual level. The advantages of this assessment is firstly for the respondent, if the person achieves a higher grade, it gives him a feedback if he whether would like to join an organization with a low entrepreneurial culture (Pinchot III, 1985).

Validity and reliability of this test was achieved when they proved that the test could measure key entrepreneurial aspects and also because it manages to validate, by looking at the results, the difference between undergraduates, managers and entrepreneurs (Cromie and O'Donoghue, 1991). This happened because the latter got higher scores than the average on the mentioned dimensions: "Need for Achievement", "Autonomy", "Drive and Determination", "Risk Taking", and "Creativity" (Caird, 1993). The preference for this test is also based on the fact that several author have already tested the GET, which provides some credibility in the literature (e.g., Cromie, Callaghan and Jansen, 1992; Stormer et al., 1999).

Thus, the author concluded that it could measure entrepreneur personality by testing these five dimensions. These are the dimensions also found by the literature to describe the entrepreneur personality traits (e.g., Begley & Boyd, 1987; Crant, 1996; Kickul & Gundry, 2002; Zampetakis, 2008). According to the research developed by the Mehta and Gupta (2014b), the intrapreneur's psychological traits are similar to the entrepreneur's one, therefore, this test can also be used for the intrapreneurship scope. Their study found that "achievement motivation", "internal locus of control" and competency profile" are important aspects of intrapreneurs. The first two can be easily linked to "Need for Achievement" and "Internal locus of control", which are one of the dimensions presented in this study (see below).

However, Caird (1993, p.12) also identifies some of the limitations of the GET test as being the "varying definitions of the entrepreneur, the numerous characteristics attributed to entrepreneurs and uncertainty about the significance of entrepreneurial characteristics".

After its publication, this test generated some criticisms regarding the inconsistency of the subscales which affected its reliability(Stormer et al., 1999). The authors' argument is based on the fact that it does not predict the success of individuals in small ventures (Stormer et al., 1999), nor measure his or her capacity to be an entrepreneur (Cromie, Callaghan & Jansen, 1992). There are other factors which can influence these results such as the person's life experience and his or her professional background (Cromie & O'Donoghue, 1992). Nevertheless, the GET test has

been used by several institutions for education and training (Caird, 2013), and it is considerable adequate for research purposes (Stormer et al., 1999).

Therefore, the developer of the test decided to make some changes based on the several feedbacks that she received and introduce the GET Version 2 in 2006 (Caird, 2013). It was not made any critical changes regarding the concept and the questions, except for the answers of the test which changed from “Agree” or “Disagree” to “Tend to Agree” or “Tend to Disagree”. No indications in any of her articles were made to explain these changes though. Furthermore, the dimensions remained the same concerning its broad meaning, but the author altered their nomenclature. “Autonomy” became “Need for Autonomy”; “Drive and Determination” changed to “Internal Locus of Control”; “Risk-taking” altered to “Calculated Risk-Taking”

As mentioned before in the text, the new five dimensions and their definitions according to the test’s methodology can be found below (Caird, 2013):

- *Need for Achievement*: A person with a high need for achievement has a very high motivation level, thus, manifesting a desire to “lead, shape and complete projects” (Caird, 2013, p.16).
- *Need for Autonomy*: Someone with a high level of autonomy has a great desire to develop projects on his/her way or has a preference to take the leadership.
- *Creative tendency*: In this case, the person who has a high score on this subscale can be interpreted as a source of innovation due his/her imaginative method towards challenges.
- *Calculated risk-taking*: A high calculated risk-taking person is usually opportunistic and analyzes context in order to pursue an opportunity.
- *Internal Locus of control*: It can defined as being a person who believes that has complete control over own destiny and does think that external luck have any influence on his/her success.

Then, after answering the questionnaire, the respondent receives a score on each subscale, varying from low to high. The table 3 shows the maximum and average score one person could get in each of dimension. A person with score above the average is considered to have a high level of a certain dimension, except for “Need for Autonomy” where the average is 4 and the high score starts on the same grade; whereas the scores below six for “Need for Achievement”, “Creative Tendency”, “Calculated risk-taking” and “Internal Locus of control” are taken as a low

score, except for “Need for Autonomy” where the scored below 2 are considered to be low. For example, the participant can be classified as having a high need to for autonomy with a score of 4, low creative tendency with 3, and so on so forth (Caird, 1993).

Table 3. Classification of GET2 test scores.

Dimension	Maximum Score	Average	High Score	Low Score
Need for Achievement	12	9	10-12	0-6
Need for Autonomy	6	4	4-6	0-2
Creative Tendency	12	8	10-12	0-6
Calculated risk-taking	12	8	10-12	0-6
Internal Locus of Control	12	8	10-12	0-6

By summing the results of each dimension, it is possible to see the individual’s GET2 Scores. Thus the maximum score that one can achieve is 54. According to the test methodology, the results can be divided in three groups:

- 44-54: achieving a score in this range means that the individual is very enterprising (High). This score suggest that the person has a tendency to manage projects and to start up. It is more frequent for this individual to set up projects, innovative ventures and to be more growth-oriented. Usually, this person knows well how to utilize the resources, such as, human, physical, technological and organizational resources. He or she tends to be very opportunistic.
- 27-43: being between these scores means that the person has some enterprising qualities (Medium). These qualities will flourish depending on the context which the person is in. Likely, he or she will not set up innovative venture, although the enterprising qualities have a better chance to be better used within an organization. Therefore, this result indicates that the person is better suited to be an intrapreneur rather than an entrepreneur.
- 0-26: the individual whom achieved the score in this range is probably comfortable working with guidance from superiors (Low). This result specifies that a person prefers to work under supervision than in an autonomous way or as the team leader. This cannot be interpreted as a negative result, every organization needs this professional profile in order to support and implement the plans, thus, helping to achieve company’s goals. This test does not focus on personal strengths, rather aims at assess enterprising characteristics.

The author states the results are not definitive. They may be a picture of a certain time of a person's life and also that anyone who does not accept the score can still look for a personal transformation.

2.6. Education Influence on Intrapreneurship

“Intrapreneurship education can be based on promoting behavior and skills needed in work and business” (Kasinkas & Murphy, 2010, p.54). Turker and Selcuk (2009) found out that educational support has the power to shape the entrepreneurial characteristics of university students. Vesper (1990) reveals that the success in entrepreneurial activities is positively related to the level of education which the intrapreneur have.

It is very doubtful to think that entrepreneurs are born ready, and need no conceptual background to make his business successful. Entrepreneurs' characteristics are adaptable to the work environment of each individual (da Rocha and Guilhon, n.d.). In other words, they are stimulated by the structure nature of the task and other work conditions, thus, they can be developed through the experience of each individual. Therefore, the most correct way to state is that entrepreneurs are both born and bred. Some are born with entrepreneurial behaviors and traits but they must develop these traits and in order to be successful they also need to learn skills as management skills (Brennan, McGovern & McGowan, 2007).. This lead to the fact that everyone has the potential to become an entrepreneur and use these skills in established organizations where they can be applied to innovate the business (Brennan, McGovern & McGowan, 2007).

Students from private and from state universities have different level of entrepreneurial intentions. As Yurtkoru, Acar and Teraman (2014) observed, the former group has more entrepreneurial intentions than others. The explanation to this result is based on the fact that these students have more contact to entrepreneurs, whether a member of the family is one or know a friend owns a business.

Gürol and Atsan (2006) found out some significant differences between entrepreneurially inclined undergraduate students and entrepreneurially non-inclined students. The results have shown that the former group achieved higher level for risk taking propensity, need for achievement, internal locus of control and innovativeness (Gürol & Atsan, 2006).

A study from Sethu (2012) provides a good insight regarding the entrepreneurial traits differences of Indian university students' scores from various courses and its comparison to the

international average. Based on the GET2test, the results indicate higher scores for the Management students in comparison to the students from other backgrounds. However, these students have lower scores for all the traits (Need for Achievement, Need for Autonomy, Creative Tendency, Calculated risk-taking and Internal Locus of Control).

Studies on entrepreneurship training and education encounter contextual and conceptual drawbacks which complicate the combination of the current knowledge with a profounder understanding concerning what is really taking place in the field (Matlay, 2005a). This problem is caused due the contrasting and contradictory views in studying entrepreneurship (Matlay, 2005b). The challenge arises when the emphasis is on teaching corporate entrepreneurship, which is entrenched in theories of entrepreneurship (Sharma and Chrisman, 2007), while its application is frequently considered more of a managerial matter (Heinonen, 2007).

Literature discussion is no longer focused on whether entrepreneurship or intrapreneurship can be taught at universities, but rather on the development and promotion of the elements which can be taught (Henry, Hill, & Leitch, 2005; Kuratko, 2005). Teaching entrepreneurship and its broad sense, corporate entrepreneurship, consists of two facets: the *art* facet which involves for instance the creative and innovation thinking and the *sciences* feature which is related to the functional management and business competencies (Jack & Anderson, 1999; Rae, 2004). The latter is considered to be easier to teach even by ordinary pedagogy methods than the art facet (Heinonen, 2007). This skill is greatly subjective and harder to teach due to its fundamentally experiential nature (Jack and Anderson, 1999).

According to Heinonen (2007), universities have apparently achieved a relative success in the science feature of entrepreneurship by presenting a theoretical background and fostering analytical reasoning processes. However, some of the critical notions may not have been transmitted in the process as this approach does not permit to stimulate the art facet of the students' imagination (Jack & Anderson, 1999), even though gives them a logical base for entrepreneurial ventures (Kirby, 2004). Even professors and researchers appear to suffer to glean the right meaning and intent of the term entrepreneurship (Kuratko, 2005). According to Hjorth (2003), the focus of entrepreneurship should not only be about management, and education should consider the creative and innovative aspect of the student.

The critical question involves finding the best or most suitable methods in delivering entrepreneurship courses in different frameworks (Edwards & Muir, 2005). As observed by

Kuratko (2005), pedagogy has the challenge to expand and include innovative process into teaching. Fiet (2000) also mentions the introduction of student-led activities in the classroom which leads to the fact that it stimulates the involvement in the learning process, but yet puts emphasis on the value of the primordial theories. Universities have the crucial role to support students in learning the theoretical concepts and allow them to apply the knowledge. Also, universities should help them putting the entrepreneurial process into practice which will probably lead to improve their individual performance (Edwards and Muir, 2005).

Intrapreneurship education is not a matter only of content, but also one of presentation.

Heinonen (2007) proposes two critical factors which any corporate entrepreneurship class should have. Firstly, students must reflect on the learning outcomes, right after the lecture and also for a long time. Secondly, the author highlights the importance of forming a class of students of different backgrounds to increase social learning. Thus, the idea of receiving entrepreneurs as guests is considered by the author as a valid idea (Heinonen, 2007).

3. Methodology

3.1.Participants

In order to remain aligned to the research's question and objectives, the participants need to accomplish some requirements. First one, they must be CEMS Students or CEMS Alumni, CEMS students who have already graduated.

Regarding the sample of the research, 94 people answered the test. It will be asked information such as age, gender, nationality and job role in order to connect it to the intrapreneurship level. Even though entrepreneurs usually score higher than average in the GET2 test, they were included just for the purpose to evaluate their entrepreneurial levels and validate the established argument that entrepreneurs usually get higher results on this test in average by comparing them with the non-entrepreneurs (Caird, 1993). In the sample, there were overall nineteen entrepreneurs, where twelve were males and seven, females.

3.1.1. CEMS Global Alliance in Management Education

In order to understand the central point of this research, namely the entrepreneurial and accordingly the intrapreneurial level of CEMS students, a clear understanding of CEMS as institution must be given.

Founded in 1988, CEMS was created as an alliance acting as community of European Management Schools and International Companies (CEMS, n.d., Global Presence). Within its development and an extension of sphere of influence to a global level, CEMS is since 2007 described as a strategic alliance of business schools and multinational companies, named CEMS Global Alliance in Management Education. 29 of the best-ranked and renowned business schools in the world five continents shape this global network (CEMS, n.d., Key Facts & Figures).

Based on the founding history, most of its members are in Europe (19). However, CEMS carries out its alliances in Latin America (Brazil and Chile), North America (Canada), Oceania (Australia) and Asia (China, India, Singapore and Japan) (CEMS, n.d., Global Presence). In order to gain the diploma, students must stay at least one semester abroad, thus creating a multicultural environment in every course taken in a CEMS university.

According to the 2013 published Master in Management Ranking by Financial Times, CEMS has been ranked within the top ten position since 2011 (Financial Times, 2013).

In the year of 2014, 1202 Master in Management students from over 70 nationalities were enrolled in this program. Out of these students, 53 percent are male while the remaining 47 percent are female (CEMS, n.d., Key Facts & Figures).

Students need to pass several stages to be accepted into the CEMS program. The selection process is among others focused to evaluate how suitable potential students behave and qualify for an international career (CEMS, n.d., Selection Criteria). Within the selection process, students must fulfill selection criteria such as academic achievements; interpersonal competencies and international orientation, as well as master English fluently (CEMS, n.d., How to become a CEMS MIM Student).

Highly valuable for this thesis is the fact that students are also evaluated on their desire to achieve (CEMS, n.d., How to become a CEMS MIM Student). Several competencies requested of the CEMS applicants can influence the entrepreneurial level. Students are demanded to be able to show effective performance in a fast changing and international environment, while demonstrating understanding and empathy values and behaviors from different cultural backgrounds. Furthermore, they are demanded to be willing to take responsibility with the society (CEMS, n.d., How to become a CEMS MIM Student).

Students must have obtained post-graduate status with high academic standards to enroll in the program, which implies a high level of education (CEMS, n.d., Selection Criteria).

Applications are conducted via the home university of the students, which needs to be a partner university in the CEMS program (CEMS, n.d., Selection Criteria).

All of the above-mentioned selective criteria indicate that this program is limited to a small number of highly qualified business students, leading to the fact that it enables the students to follow a renowned and high level education program. Equally important about CEMS is the fact that it is strongly linked to corporate partners as well as social partners (CEMS, n.d., Key Facts & Figures).

The CEMS Community is also a powerful network platform. Students have the possibility to encounter other students with different origins and cultural backgrounds in the class, and strengthen their international network at events organized by the CEMS office, most importantly the CEMS Career Forum and the CEMS graduation ceremony. This created personal international network is broadened by the CEMS club of each school, enforcing the professional international network between students and corporate CEMS partners. For example,

multinationals such as Google, Airbus, Beiersdorf, etc. (CEMS, n.d., Our Corporate Partners) Students themselves organize this organization, developing social and professional activities within the CEMS Community.

Especially relevant for this work is the strong focus that CEMS lays upon entrepreneurship. The CEMS program claims to provide entrepreneurial interested students the necessary knowledge, tools, and support during lectures and events to start their own business or help them become intrapreneurs inside a corporate environment (CEMS, n.d., CEMS Entrepreneurs networking event). However, mostly relevant for this work is also the objective to help students “or discover a career path close to entrepreneurial initiatives”

Events organized by CEMS, such as the CEMS Entrepreneur networking event that takes place worldwide (CEMS, n.d., CEMS Entrepreneurs networking event), underline the CEMS alliance ambition to deliver a platform for international students to increase their knowledge on entre- and intrapreneurship. This can strongly be linked to this thesis main research question in the level of intrapreneurship of CEMS students.

3.2. Procedures

3.2.1. Research approach and design

The applied approach in this research is the quantitative approach. This is the most suitable one for studies in the management field since it involves mathematics, statistics, economic data (Isaac and Michael, 1971). It is considered quantitative since the collected data is quantified in numbers and in graphs in order to achieve an easy understanding on the topic.

3.2.2. Data collection

3.2.2.1. Primary data collection

Many intrapreneurial level assessments have already been made and validated by a great amount of authors (Khandwalla, 1977; Colvin & Slevin, 1989; Zahra, 1995). The chosen one for this research is the General Enterprising Tendency (GET) Test version 2, designed by the Durham Business School professor, Sally Caird. As mentioned before, the GET test is great predictor which has not been tested in such context. The questionnaire does not take more than ten minutes to be filled and every participant will see his/her performance afterwards. The duration and the opportunity to see the results are important to attract as many people as possible. No critical

changes were made to the questionnaire. Even though, it was added some personal questions such as the gender of the respondent, if he or she is an entrepreneur and if the respondent was or still is a CEMS student. This last question is critical for the analysis of the test since it is only intended to study the CEMS Community, thus, excluding anyone who does not accomplish this requirement.

The language remained the same as the participants need to have a high English level in order to become a CEMS student either by being native English speakers or by taking English proficiency tests, such as TOEFL, IELTS, etc.

The questionnaire was created using the Form tools of Google Docs. Its advantage relies on the fact the link of the test can easily be shared via online and the answers are straightly gather in an online file as well. Also, the willingness to answer a web questionnaire is higher than printed questionnaire (Bälter, K. A., Bälter O., Fondell, & Lagerros, 2005).

In order to ease the data collection, an excel file was made with all the questions and answers helping to make the sum and to give the participants' result. As stated before in the Literature Review, each answer generates a number which will be translated to a description of the person's entrepreneurial personality.

Data for this study were generated through this online survey published on Facebook for three months starting in July 2014.

This is a suitable tool that, compared to mail or telephone surveys, involves less cost and can be sent out to a high amount of people all at the same time to increase representativeness (Malhotra, 2010).

In order to recruit the participants, the created link for the survey was displayed on particular founded social media groups of CEMS, such as "CEMS Worldwide" (which is the main group with almost 4.000 members), CEMS Cologne (Germany), CEMS HEC Paris (France) and CEMS FGV-EAESP (Brazil).

Respondents were selected from CEMS groups randomly, making the link visible for friends within the network and friends thereof. The link was posted in two occasions, one in July and the other in September

The constraint that the participant CEMS students need Internet access in order to participate is rather small, as usage of the Internet and social media is specifically high within this Generation Y (Freestone & Mitchell, 2004).

However, a major constraint to reach students was that the amount of information posted on a daily basis in “CEMS Worldwide” group is relative high. Therefore, if a post is published in the morning, there is a great probability that a person that checks Facebook at night would not see the post with the survey anymore because it would not be a recent post. The solution was to post the test on the weekends at the afternoon, since it is not a work day, and people would probably have more time to see the post and answer the questionnaire.

Another alternative was to message directly friends and acquaintance. It proved to be very helpful since the response rate increased after it. Also, the snowball effect (Lehmann, Gupta, and Steckel, 1998; Malhotra, 2010) was obtained, as they posted the link themselves, making it visible to a higher range of people.

Given the fact that the link was forwarded by others several times, the actual number of readers of the posts cannot be identified. Therefore the calculation of an accurate response rate is not possible.

Furthermore, the data was also collected by printed questionnaires. They were provided when the CEMS students of FGV-EAESP had a seminar, which they were obliged to attend. According to Bälter (2014), the response rate for printed questionnaire was considered to be higher than web questionnaire: 64% for the former and 50% for the latter. Overall, 10 students answered through printed questionnaire.

3.2.2.2. Secondary data collection

In this process, the most important and renowned studies regarding intrapreneurship and its level assessment will be reviewed. A throughout literature review is conducted in order to assess the underlying definitions and opinions related to the aspect of intrapreneurship.

As there is only a limited range of literature available regarding the intrapreneurial level of students, the objective of this Master’s thesis is to give a deeper insight into the intrapreneurial level of CEMS students assess the actual level using the GET test.

To build a basis for this work and to understand the theoretical background, intrapreneurship and entrepreneurship data is reviewed by research international literature.

The generating of a deeper understanding and statistical assessment of the intrapreneurial level of CEMS students to answer the research problem is academically and managerial highly relevant.

In this particular secondary data analysis, the main objective is to highlight the content discussed over the time and the evolution of the theme (Miller and Salkind, 2002). According to Creswell (2013), the aim is to show the reader what other researches have in common to the one which is being read. Marshall & Rossman (2010) go even further by writing that the purpose is to connect the research to a greater, ongoing dialogue in the literature, widening antecedents' works. It offers a supporting structure for setting up the importance of the thesis and also a comparison instrument of the results of others studies (Creswell, 2013).

3.2.3. Data Analysis

After the questionnaire process is over, all the results from the participants were gathered. First step, any participant who did not accomplish the requirements was removed from the database. Then, for the analysis, the results were analyzed by extracting the average and examining it on the five subscales scope (need for autonomy, need for achievement, internal locus of control, calculated risk-taking and creative tendency) and the GET2 score, which is the sum of the five subscales.

For this research, data transformation is the most suitable data analysis approach. According to Creswell (2013), in this approach, "a researcher may quantify the qualitative data" or "qualify quantitative data". According to the GET2 test methodology, data collected suffers two transformations. First, depending on the answers given, they change to values of "1" or "0" (quantifying the data). As mentioned before, each group of questions is linked to one of the subscales. After summing the correspondent answers of the set of questions, the respondent gets a score from low to high in each of the five subscales. Lastly, he or she gets the final score by counting the sum of each subscale.

The first approach is to take an overall view on the results. The idea is to calculate the average of the scores of all the respondents on each subscale and the total GET Score, then, from it analyze the CEMS students' entrepreneurial personality. Afterwards, the gender of the respondents is also going to be associated with the GET2 test score and compared to results found in the literature. Furthermore, the score obtained by CEMS entrepreneurs and non-CEMS entrepreneurs is also going to be analyzed.

It was also opted to use decimal number scores of the GET2 test (such as 8.12 or 7.13 and so on so forth), even though its methodology only refers to scores with whole numbers. This can be explained by the fact that using whole numbers of average makes analysis and comparison difficult since it can mislead the interpretation of results. For instance, if the average score for male students of a certain dimension is 9.2 and the female, 8.8, the software will automatically consider the score of both variables to be 9, thus, ignoring the differences of both variables. Also, it can enhance the performance of one variable and decrease of the other. Therefore, in order to enable the accuracy of the scores, the decimal numbers of the scores was chosen.

4. Results

The Figure x below shows the scores from all the students whom answered the questionnaire.



Figura 1. *Score distribution of all the students*

As the Figure 1 above shows, it is possible to infer that most of the scores are located in middle. To be more specific, Table 4 demonstrates that there are 76 students who achieved the Medium GET2 score (rating from 27 until 43). The average of the sample was 37.91. The lowest score in the sample was 23 which means that the respondent is in the LOW GET2 score, other five students were also labeled in this range. Finally, there are 14 people, whom scores were at least 44, making them a very enterprising group.

Table 4. Number of students per score range

Level	Number of Respondents	(%)
Low GET2 Score (0-26)	6	6%
Medium GET2 Score (27-43)	74	79%
High GET2 Score (44-54)	14	15%

In order to get a detailed analysis on the data concentration, a normal frequency distribution histogram was built based on all the scores of the respondents. By examining Figure 2 below, it is possible to conclude that there is a concentration of the scores between the limits 35 and 43. This indicates a relative high enterprising tendency of the CEMS students. It is true that they cannot be labeled in the highest range, from 44 onwards. However, in general, they seem to have entrepreneurial traits similar to the entrepreneurs.

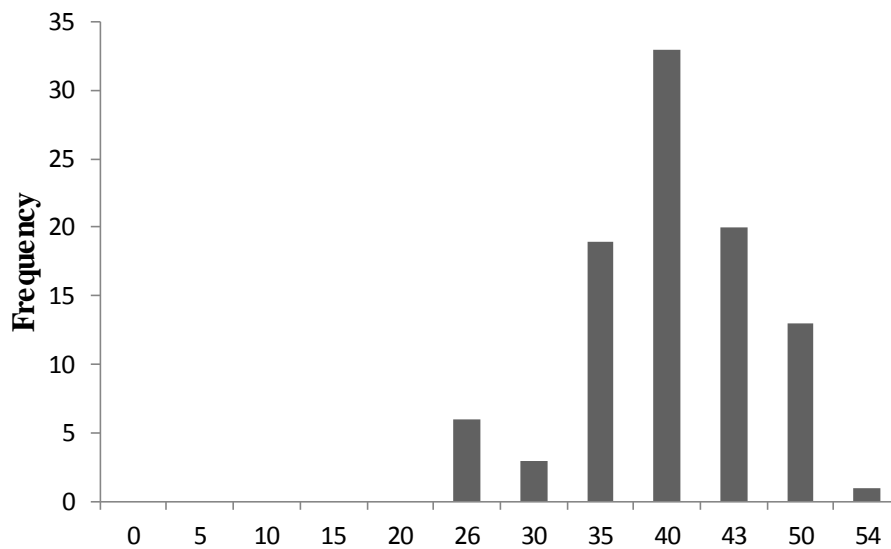


Figura 2. Score frequency

In order to verify if the CEMS students who answered this questionnaire are a homogeneous or heterogeneous group, it was analyzed the standard deviation and the coefficient of variation (see Figure 3) of the total score and the five subscales of the sample.

Figure 3 shows that the standard deviations and the coefficient of variation for all the subscales are low. This means that the individual scores have a relative low deviation from the mean value. Moreover, by calculating the coefficient of variation, which is the ratio between

standard deviation and the mean, it does not show a high variance either. Furthermore, taking into consideration the total score, the same phenomenon happens. Both indicators reveal that the scores are very concentrated close to the mean. Therefore, it is possible to conclude that the CEMS students are a very homogenous group in general

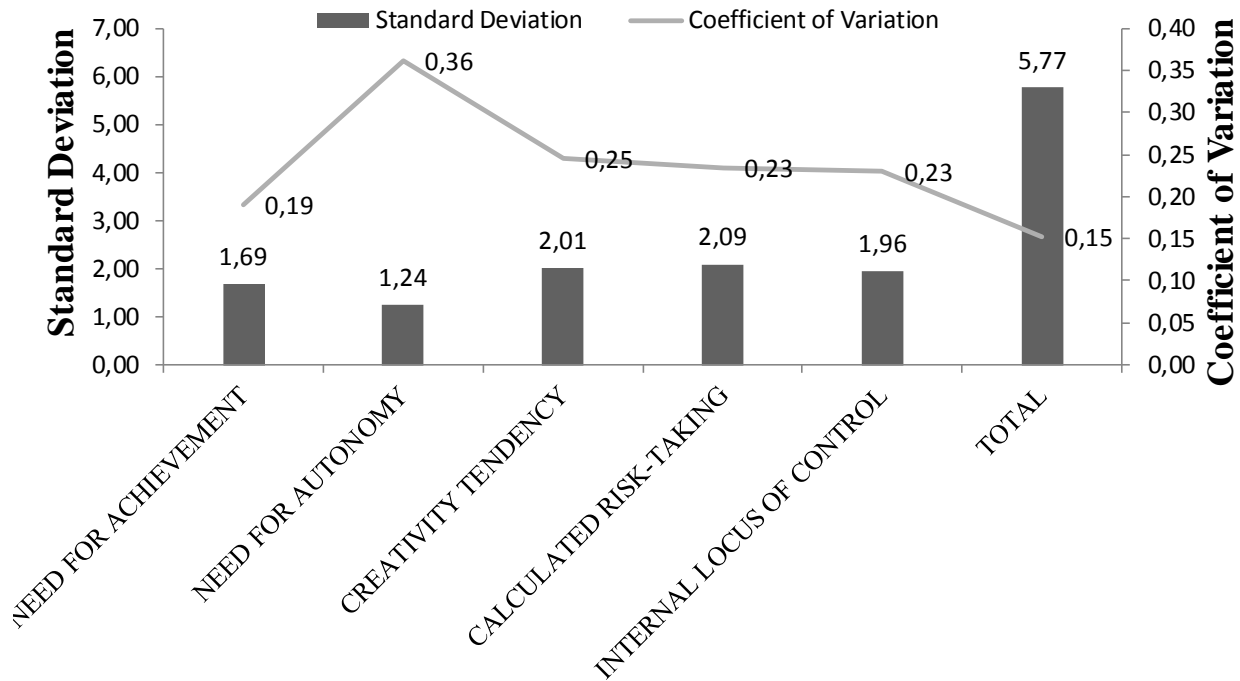


Figura 3. Standard Deviation and Coefficient of Variation of the sample

The overall results of the test are presented in the table below. Afterwards, each dimension is analyzed according the scores from each variable (see Table 5).

Table 5. Average scores of the GET2 test.

Dimensions	Female	Male	Entrepreneur	Non-Entrepreneur	CEMS Student
Need for Achievement	9.17	8.54	9.11	8.79	8.85
Need for Autonomy	3.28	3.56	3.63	3.37	3.43
Creative Tendency	7.80	8.58	8.68	8.08	8.20
Calculated Risk-taking	8.80	9.02	10.26	8.57	8.91
Internal Locus of Control	8.67	8.38	8.84	8.44	8.52
TOTAL	37.74	38.08	40.53	37.25	37.91

4.1. Need for Achievement

The GET2 test results of the CEMS student need for achievement shows that the score in this dimension is roughly the average, which is nine (see Figure 4). Although it is less than the average, the score cannot be considered low.

A comparison of gender indicates that women have not only higher than men but also above average. Regarding the entrepreneurs, they also got more points than the average (see Figure 4).

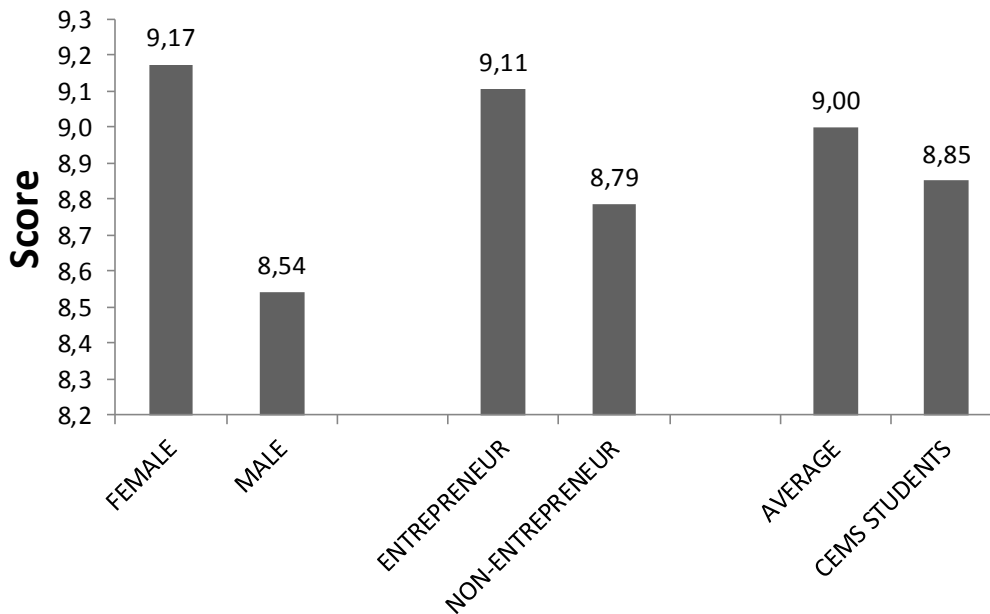


Figure 4. *Need for Achievement score of CEMS students. Gender and Occupation score also included.*

4.2. Need for Autonomy

The second dimension tested by GET2 is Need for Autonomy. Based on the table above, CEMS student achieved a score below four, which is the average for this trait (see Figure 5).

This is also true for the gender (Male and Female) and profession (Entrepreneurial and Non-entrepreneurial). Examining the gender scope, male CEMS students have a higher score than the female ones. The same can be said for entrepreneurs and non-entrepreneurs. The former group is slightly better than the latter one (see Figure 5).

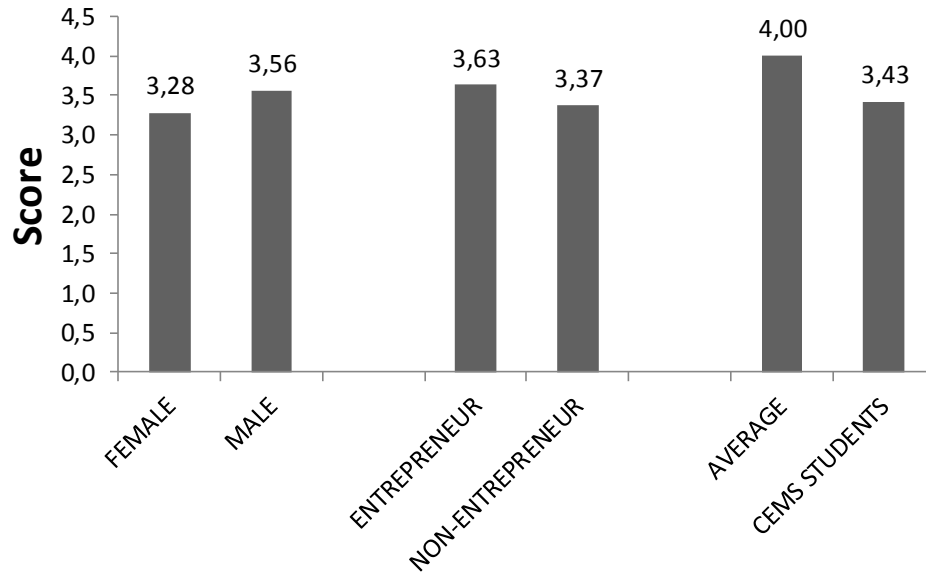


Figure 5. *Need for Autonomy score of CEMS students. Gender and Occupation score also included.*

4.3. Creative Tendency

According to test results, CEMS students have in general a tendency to be very creative. Their score was above the average eight.

The same is true for the other variables except the female students whom score was below eight. Entrepreneurs have achieved a better score than the non-entrepreneurs, even though the latter ones scored above the average (see Figure 6).

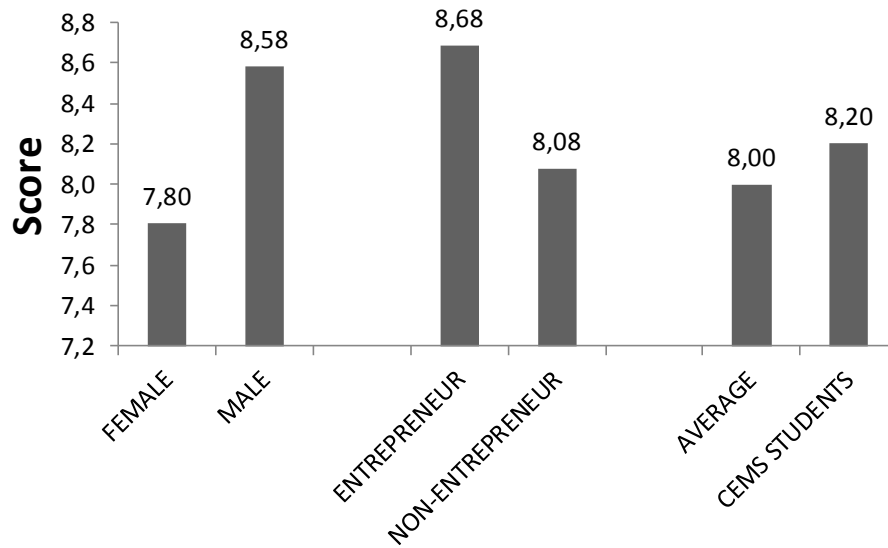


Figure 6. Creative Tendency score of CEMS students. Gender and Occupation score also included.

4.4. Calculated Risk-taking

Calculate Risk-taking was the dimension which CEMS students achieved the best score. For every variable the score was above the average, which is eight. Entrepreneur's score was the highest among the variables. Regarding the gender stream, male students were slightly better than the female students (see Figure 7).

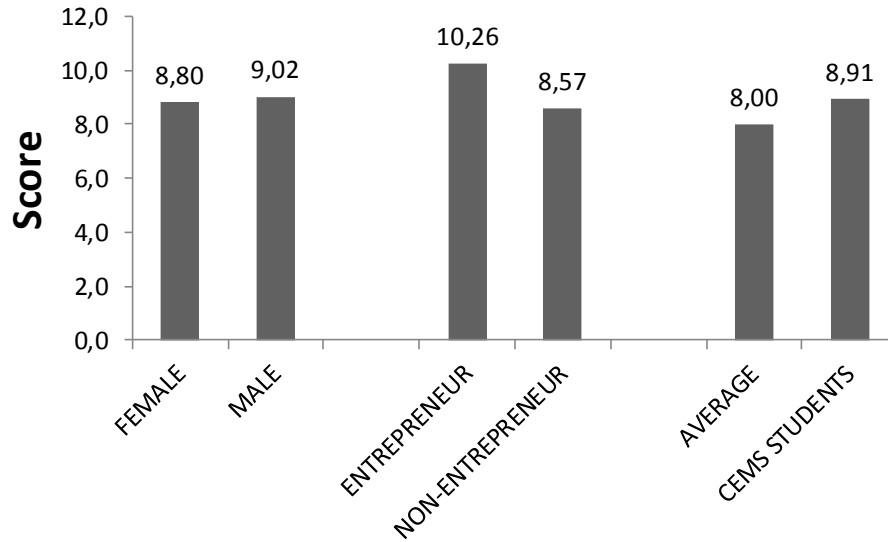


Figure 7. *Calculated Risk-taking score of CEMS students. Gender and Occupation score also included.*

4.5. Internal Locus of Control

The highlight of the performance of CEMS students in this dimension is that the score was above average. Regarding the variables, all of them had scores higher than the average. Concerning the gender, female students were marginally better than the male students. Finally, entrepreneurs also achieved a better score than the non-entrepreneurs (see Figure 8).

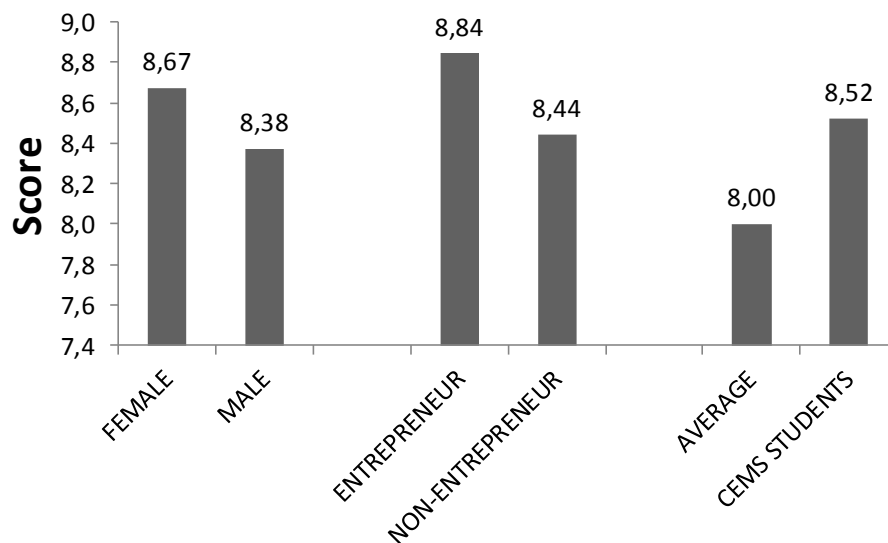


Figure 8. *Internal Locus of Control score of CEMS students. Gender and Occupation score also included.*

4.6. GET2 total score

Overall, the CEMS students have a medium level of entrepreneurial tendency with a GET2 score of 37.91 (see Figure 9). This score reveals that they do not have in general a high enterprising tendency, but they apparently have some of the entrepreneurial traits as their score is almost five points away from the start of the High GET 2 score range.

Additionally, the test indicates that male students have a higher entrepreneurial orientation than the female students. In general, male students performed better in the Need for Autonomy, Creative Tendency and Calculated Risk-Taking (see Table 6).

Moreover, CEMS entrepreneurs have the highest score, being the predominant in every dimension (see Table 6). However, their score is slightly far to be considered as a group with a high entrepreneurial tendency as the test should have predicted.

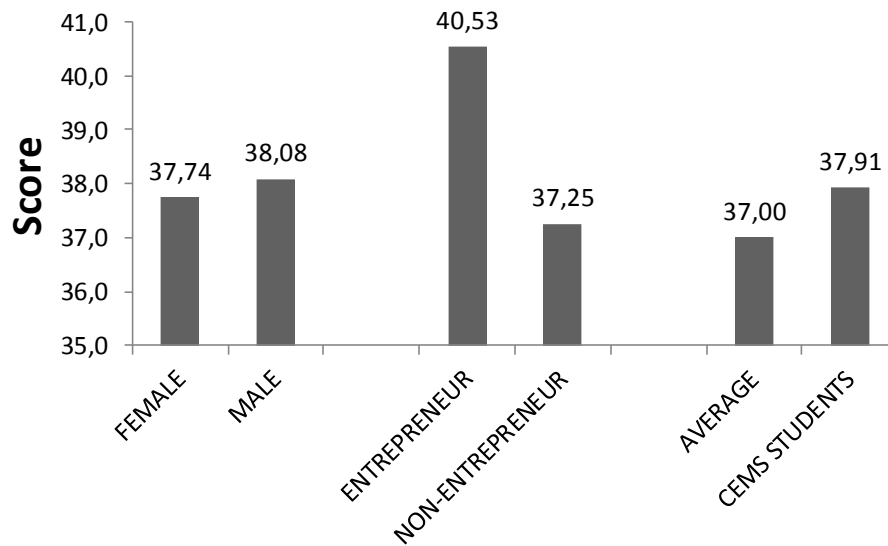


Figure 9. GET2 Total score of CEMS students. Gender and Occupation score also included.

Table 6. Prevalence of variables for each dimension.

Category/ Dimension	Need for Achievement	Need for Autonomy	Creative Tendency	Calculated Risk-taking	Internal Locus of Control	All traits
Gender	Female	Male	Male	Male	Female	Male
Occupation	Entrepreneur	Entrepreneur	Entrepreneur	Entrepreneur	Entrepreneur	Entrepreneur

The overall finding of the test indicates that CEMS students have a tendency to be intrapreneurs which answers the research question “What is the CEMS intrapreneurial level?” Their score, 37.91, is in the range of the Medium GET2 score. According to Caird (2013), this score indicates that employed individuals express their entrepreneurial tendencies in the form of intrapreneurship. This is due to the fact that although the individual has some entrepreneurial qualities, he or she prefers to express these skills within an organization rather than setting up a new business (Caird, 2013). The key point to note is that the score 37.91 is fairly closer to the High GET2 score range, which starts at 44, than the Low GET2, which ends at 26 (see Figure 2). Hence, it underlines the students’ entrepreneurial traits as being closer to a high entrepreneurial tendency than to a low one.

Another aspect that supports the argument is that education has a positive effect on the entrepreneurial intentions of the student (Turker & Selcuk, 2009). The fact that the CEMS program is a master’s degree also reflects positively on their entrepreneurial traits since higher education can enable entrepreneurial success (Okhomina, 2007). Consistent with this point, as it is a management course, it can indicate that its students have a higher entrepreneurial tendency than students from other courses (Sethu, 2012). Therefore, it indicates that the CEMS students can develop as potential intrapreneurs for the companies.

Under the five subscale analysis, it is also possible to understand the tendency for intrapreneurship of the CEMS students. Concerning each of the five dimensions, they have not achieved a high score in none of them (see Table 6) or a low score either, reinforcing their potential for entrepreneurial activities within an organization.

Regarding their Need for Achievement score, it can be suggested that they are likely to consider enterprising ideas which have already been tried and tested before (Caird, 2013). Also, they tend to maintain a better work life balance than individuals with a higher score in this subscale (Caird, 2013). Moreover, according to McClelland’s (1965) theory, he stress that Need for Achievement can be classified in three types. One of them is achievement motivation, which is a predictor of intrapreneurship (Mehta & Gupta, 2014b). Achievement motivation is critical to the success of the entrepreneurial venture because the individual is motivated by achievement, not money (Sethu, 2012).

Furthermore, the score on the trait Need for Autonomy suggests they can be equally efficient in working under supervision and taking charge of their own project (Caird, 2013). They

could also be valuable members for the team because the score may lead that they prefer to work in groups more than the people whom score was high in this category (Caird, 2013).

Their score on Creative Tendency could suggest that CEMS students are unlikely to be satisfied with traditional, proven approaches to business because they have a relative high creative tendency (Caird, 2013). Although not every creative person has entrepreneurial qualities, this dimension is nonetheless very relevant for important intrapreneurial activities (Caird, 2013).

Despite not achieving in the high score range, Calculated Risk-taking was the subscale which the CEMS students got their highest score (see Table 4) in comparison with the other ones. It could be suggested that CEMS students enjoy taking risk. However, it can also mean that they prefer to share the risk with a colleague or a partner, even though this might decrease a significant part of the rewards (Caird, 2013).

Lastly, CEMS students' score in Internal Locus of Control signify that in order to have success on their own ventures, they might need to improve their enterprising skills and self-confidence. Despite not being a low score, it indicates that their self-confidence needs to be developed (Caird, 2013) since it is a critical dimension for intrapreneurs (Mehta & Gupta, 2014).

Moreover, the test indicates a slight difference between genders regarding its entrepreneurial tendencies. According to the results, CEMS male students got a higher score than female students. As noted already, there are more male intrapreneurs than females ones (Bosma et al., 2010) which could explain a higher score. However, there is not a significant statically relationship connecting gender and intrapreneurs (Douglas & Fitzsimmons, 2013).

Finally, the test results show that entrepreneurs scored more than non-entrepreneurs as it was expected by the author of the test which predicts higher entrepreneurial tendencies for entrepreneurs. However, the entrepreneurs' score was lower than expected because it did not reach the High GET2 score.

Even though, CEMS students have scored below the average in several subscales, McClelland (1965) stresses that entrepreneurial skills can and must developed. Therefore, the score can indicate only a picture of the moment. Anyone can improve these traits on the assumption that the individual desires to succeed in intrapreneurial ventures (Caird, 2013).

5. Conclusion

The objective of this Master's thesis was to analyze the entrepreneurial traits of the CEMS students. The research question to be answered was: "What is the CEMS intrapreneurial level?" The instrument used for testing is the General Entrepreneurial Tendency Test 2 (GET2) developed by Durham University professor Sally Caird (1988).

The findings reveal that the CEMS students have an average entrepreneurial level. The score is in the medium range, which indicates that CEMS students have psychological traits which could make them valuable intrapreneurs for companies.

This thesis has contributed to understand the entrepreneurship traits difference among CEMS students. As high education has a positive influence on entrepreneurial traits, it is possible to understand that they have achieved a relative high score in the test.

Moreover, this thesis attempted to raise a bit of concern on the discussion of intrapreneurship in universities. Intrapreneurship course are still strongly linked to Entrepreneurship courses. Therefore, much attention is focused on this topic, although theory has revealed a positive Intrapreneurship correlation with firm growth (Felício & Caldeirinha, 2012). Also, this thesis hoped to raise awareness of Human Resource Management of companies from companies where CEMS is not as known as it is in Europe, for instance, in Asia, Latin America, and USA, thus, leveraging the CEMS students' chance to find a job in these places and also to attract new students to enter the Masters' program.

Even though this thesis has reached its objective, there were some unavoidable limitations. The empirical analysis of this thesis was done by comparing group averages. Statically this is not the most appropriate method to confirm any correlation between the variables.

Moreover, the number of respondents may not reflect completely the CEMS community. Due to a problem to reach all of them in the Facebook group, this thesis was carried out only on a small size of the population. Consequently, in order to generalize for larger groups, the thesis should have included more students.

This thesis approached students of only one Masters' program. Although the main study's objective was achieved as it was indicated that CEMS students have a high intrapreneurial level, future research should comprise a wider sample of students of other relevant

Masters' program. By doing it so, it will be possible to compare them, even though the GET2 test already gives a score between low and high.

Moreover, regarding future research, a valuable suggestion it would be to apply the GET2 test in the first and final year of university life of the CEMS students in order to check any remarkable change done by entrepreneurial courses. It will also be helpful to add some questions on the test regarding entrepreneurial intentions to trace the causes of the changes.

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7. Appendix

General Enterprising Tendency 2 (Get2) Test

Dear participant,

Thank you for taking part in this survey.

I am a Masters student at FGV-EAESP, Brazil and I am conducting this survey in the context of my master's thesis. The objective is to learn more about the intrapreneurship level of the CEMS community - both CEMS students and Alumni.

Overall, filling out this survey will take approx. 10 min. You will be asked to give your opinion and judge several statements regarding your personality.

If you have questions or comments regarding this survey, please do not hesitate to contact me at henrique.buriti@gmail.com.

Thank you for your support.

Best regards,

Henrique Buriti

Page 1

The test is used to give you an idea of your enterprising and entrepreneurial potential. Decide if you tend to agree or disagree with the statements. There are no right or wrong answers in this test. For each statement click the answer which best expresses your views. Answer quickly and honestly since this gives the best picture of yourself as you are now.

Page 2

Personal Details

Your gender:*

Female

Male

Are you currently enrolled at the CEMS Programme or have you been in the past?*

Yes

No

Are you an entrepreneur?*

Yes

No

Page 3

General Enterprising Tendency (Get) Test

1. I would not mind routine unchallenging work if the pay and pension prospects were good.*Erforderlich

Tend to Agree

Tend to Disagree

2. I like to test boundaries and get into areas where few have worked before.*Erforderlich

- Tend to Agree
- Tend to Disagree

3. I tend not to like to stand out or be unconventional.*Erforderlich

- Tend to Agree
- Tend to Disagree

4. Capable people who fail to become successful have not usually taken chances when they have occurred.*Erforderlich

- Tend to Agree
- Tend to Disagree

5. I rarely day dream.*Erforderlich

- Tend to Agree
- Tend to Disagree

6. I find it difficult to switch off from work completely.*Erforderlich

- Tend to Agree
- Tend to Disagree

7. You are either naturally good at something or you are not, effort makes no difference.*Erforderlich

- Tend to Agree
- Tend to Disagree

8. Sometimes people find my ideas unusual.*Erforderlich

- Tend to Agree
- Tend to Disagree

9. I would rather buy a lottery ticket than enter a competition.*Erforderlich

- Tend to Agree
- Tend to Disagree

10. I like challenges that stretch my abilities and get bored with things I can do quite easily.*Erforderlich

- Tend to Agree
- Tend to Disagree

11. I would prefer to have a moderate income in a secure job rather than a high income in a job that depended on my performance.*Erforderlich

- Tend to Agree
- Tend to Disagree

12. At work, I often take over projects and steer them my way without worrying about what other people think.*Erforderlich

- Tend to Agree
- Tend to Disagree

13. Many of the bad times that people experience are due to bad luck.*Erforderlich

- Tend to Agree
- Tend to Disagree

14. Sometimes I think about information almost obsessively until I come up with new ideas and solutions.*Erforderlich

- Tend to Agree
- Tend to Disagree

15. If I am having problems with a task I leave it, forget it and move on to something else.*Erforderlich

- Tend to Agree
- Tend to Disagree

16. When I make plans I nearly always achieve them.*Erforderlich

- Tend to Agree
- Tend to Disagree

17. I do not like unexpected changes to my weekly routines.*Erforderlich

- Tend to Agree
- Tend to Disagree

18. If I wanted to achieve something and the chances of success were 50/50 I would take the risk.*Erforderlich

- Tend to Agree
- Tend to Disagree

19. I think more of the present and past than of the future.*Erforderlich

- Tend to Agree
- Tend to Disagree

20. If I had a good idea for making some money, I would be willing to invest my time and

borrow money to enable me to do it.*Erforderlich

- Tend to Agree
- Tend to Disagree

21. I like a lot of guidance to be really clear about what to do in work.*Erforderlich

- Tend to Agree
- Tend to Disagree

22. People generally get what they deserve.*Erforderlich

- Tend to Agree
- Tend to Disagree

23. I am wary of new ideas, gadgets and technologies.*Erforderlich

- Tend to Agree
- Tend to Disagree

24. It is more important to do a job well than to try to please people.*Erforderlich

- Tend to Agree
- Tend to Disagree

25. I try to accept that things happen to me in life for a reason.*Erforderlich

- Tend to Agree
- Tend to Disagree

26. Other people think that I'm always making changes and trying out new ideas.*Erforderlich

- Tend to Agree
- Tend to Disagree

27. If there is a chance of failure I would rather not do it.*Erforderlich

- Tend to Agree
- Tend to Disagree

28. I get annoyed if people are not on time for meetings.*Erforderlich

- Tend to Agree
- Tend to Disagree

29. Before I make a decision I like to have all the facts no matter how long it takes.*Erforderlich

- Tend to Agree
- Tend to Disagree

30. I rarely need or want any assistance and like to put my own stamp on work that I do.*Erforderlich

- Tend to Agree
 Tend to Disagree

31. You are not likely to be successful unless you are in the right place at the right time.*Erforderlich

- Tend to Agree
 Tend to Disagree

32. I prefer to be quite good at several things rather than very good at one thing.*Erforderlich

- Tend to Agree
 Tend to Disagree

33. I would rather work with a person I liked who was not good at the job, rather than work with someone I did not like even if they were good at the job.*Erforderlich

- Tend to Agree
 Tend to Disagree

34. Being successful is a result of working hard, luck has little to do with it.*Erforderlich

- Tend to Agree
 Tend to Disagree

35. I prefer doing things in the usual way rather than trying out new methods.*Erforderlich

- Tend to Agree
 Tend to Disagree

36. Before making an important decision I prefer to weigh up the pro's and con's fairly quickly rather than spending a long time thinking about it.*Erforderlich

- Tend to Agree
 Tend to Disagree

37. I would rather work on a task as part of a team rather than take responsibility for it myself.*Erforderlich

- Tend to Agree
 Tend to Disagree

38. I would rather take an opportunity that might lead to even better things than have an experience that I am sure to enjoy.*Erforderlich

- Tend to Agree

Tend to Disagree

39. I usually do what is expected of me and follow instructions carefully.*Erforderlich

Tend to Agree

Tend to Disagree

40. For me, getting what I want is a just reward for my efforts.*Erforderlich

Tend to Agree

Tend to Disagree

41. I like to have my life organised so that it runs smoothly and to plan.*Erforderlich

Tend to Agree

Tend to Disagree

42. When I am faced with a challenge I think more about the results of succeeding than the effects of failing.*Erforderlich

Tend to Agree

Tend to Disagree

43. I believe that destiny determines what happens to me in life.*Erforderlich

Tend to Agree

Tend to Disagree

44. I like to spend time with people who have different ways of thinking.*Erforderlich

Tend to Agree

Tend to Disagree

45. I find it difficult to ask for favours from other people.*Erforderlich

Tend to Agree

Tend to Disagree

46. I get up early, stay late or skip meals if I have a deadline for some work that needs to be done.*Erforderlich

Tend to Agree

Tend to Disagree

47. What we are used to is usually better than what is unfamiliar.*Erforderlich

Tend to Agree

Tend to Disagree

48. I get annoyed if superiors or colleagues take credit for my work. *Erforderlich

- Tend to Agree
 Tend to Disagree

49. People's failures are rarely the result of their poor judgement. *Erforderlich

- Tend to Agree
 Tend to Disagree

50. Sometimes I have so many ideas that I feel pressurised. *Erforderlich

- Tend to Agree
 Tend to Disagree

51. I find it easy to relax on holiday and forget about work. *Erforderlich

- Tend to Agree
 Tend to Disagree

52. I get what I want from life because I work hard to make it happen. *Erforderlich

- Tend to Agree
 Tend to Disagree

53. It is harder for me to adapt to change than keep to a routine. *Erforderlich

- Tend to Agree
 Tend to Disagree

54. I like to start interesting projects even if there is no guaranteed payback for the money or time I have to put in. *Erforderlich

- Tend to Agree
 Tend to Disagree

Page 4

Thank you for participating! Your answer is registered./Obrigado por participar! Sua resposta foi registrada.

Page 5

*Questions were marked as mandatory