

Relationship Between Individual Entrepreneurship Culture and Creativity: Experience from the Field

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Culture manifests fact, beliefs, values and symbols of a nation. Entrepreneurship culture is a kind of culture which increases social conceptions toward the entrepreneurship. Indeed, entrepreneurship culture is a subculture which is affected by values and economical and political beliefs and in can be accepted as taking risk, searching opportunities, fulfilling the needs through culture creates a bed for entrepreneurship (creativity and innovation). Creativity is the skill of creating a new thing and valuating it and motivation is the basic skills of creativity. The purpose of this study is the review the relationship between individual entrepreneurship culture and creativity. It deals with intermediate school teachers of Guilan province in Iran. Developing creativity should be one of the goals of the education and training. If there is no a proper culture, the creativity will not develop, because improper culture is a kind of barrier. The research method is analytical and descriptive which included field study. The statistical data includes all the teachers of Guilan province intermediate schools for both girls and boys in semester 2008-9. The questionnaire was the tool of this research and in order to test the hypothesis we used SPSS and one way variance analysis method. The research results show that the more the level of individual entrepreneurship culture, the more the level of creativity and the more the levels of self-confidence, perseverance, dedication, risk taking, need to success, flexibility and optimism, the more the level of creativity.

JEL Codes: entrepreneurship, entrepreneurship culture, creativity, Guilan province teachers of intermediate schools, education and training

1. Introduction

One of the most recognizable features of present era is huge and constant developments that can be witnessed in beliefs, ideology, social values, work methods, and many other phenomena. In order to survive, modern organizations must be dynamic, and their managers and staff need to be creative so that these organizations can match with these developments and meet the needs of the society. In fact, in present competitive system, creativity is the key of survival and success of organizations, and the lack of this key, in the long run, results in the organization failure.

One of the results of lack of creativity is the low performance of organizations. So, organizations are constantly looking for ways to promote their creativity to remove the obstacles in their organizations. One of these organizations is education organization that is the source of growth and improvement of creativity that plays an

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important and critical role in creating an appropriate place for training and growth of thoughts and achieving creativity border. (khani jazie & Alijani, 2008). In fact, education organization needs creative and innovative teachers to survive. Entrepreneurship culture provides a good opportunity for this (Mohammadi, 2008). The spread of entrepreneurship will expand creativity, innovation, and risk taking.

Through the culture of entrepreneurship, the spirit of entrepreneurship can be inspired in society. In other words, the culture of entrepreneurship provides the bed for entrepreneurship (Emami and Saeedi 2008). Education organization is one of the important and encouraging organizations for other organizations in countries. It can be said that education organization is a determining channel to facilitate doing services and products of other executive organizations.

If educational organizations do their duties very well, it can be expected that all organizations can do their defined duties (kacheian 2003) Creative organizations should be called as fundamental environment for innovative attempts, and this issue needs the attention to the importance and necessity of training creativity in educational organizations.

Regarding the significance and the place of culture of entrepreneurship as one of the most reliable features of development in societies and provider of creativity, education organization has a key role in training and growth of thoughts and reaching creativity.

In general, it can be said that the culture of entrepreneurship provides the bed for entrepreneurship that can be called creativity and innovation. Since the culture of entrepreneurs affects entrepreneurship (creativity & innovation), the culture of entrepreneurship affects creativity and its elements too. With regard to what was said, the main question of research is “what kind of relationship is there between the individual entrepreneurship and teachers’ creativity in state schools of Guilan Province?”

Regarding the main question, the sub questions of research are as follows:

- What is the relationship between self-confidence and creativity?
- What is the relationship between courage and valor and creativity?
- What is the relationship between risk-taking and creativity?
- What is the relationship between the need to success and creativity?
- What is the relationship between flexibility and creativity?
- What is the relationship between optimism and creativity?

2. Literature Review

The term “entrepreneurship” has entered the literature of management and economics not more than two centuries and has undergone many changes and developments.

Studies indicate that since the beginning of human history, human beings have constantly been looking for the source of change, and the economists heeded entrepreneurship for the first time. The term “entrepreneurship” was translated to English in 1848 by John Stewart Mill. He believed entrepreneurship included

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guidance, control, and risk-taking and said the distinguishing element between management and entrepreneurship is risk-taking. After classism school, a person called Schumpeter who was a member of German Economics School, proposed the subject “entrepreneurship” and introduced it as the engine of economic development. In fact, entrepreneurship has been defined differently by different scientists and experts (Mahooshi 2008).

Table 1: Definition of entrepreneurship by experts

	Experts in entrepreneurship	Definition of entrepreneur & entrepreneurship
1	Jean Batistsay	Entrepreneur is a person that transfers economic sources from lower profits and efficiency to higher profits and efficiency.
2	Joseph Schumpeter	Entrepreneur is a person that creates new combination in production and entrepreneurship means supplying new goods, new methods in production process, creating new market, finding new sources, and making any kind of new business.
3	Krizner	Entrepreneurship emphasizes utilizing undiscovered opportunities.
4	Peter Druker	Entrepreneurship means utilizing opportunities to make changes, and Entrepreneur looks for changes and answers to those changes and exploits it as an opportunity.
5	Vesper	Entrepreneurs are those who increase competition, and look for suitable opportunities so that they can meet the unmet needs of markets and create new ideas to carry out.
6	Timmons	Entrepreneurship means creating something valuable.
7	Stevenson	Entrepreneurship means following the opportunities with no attention to the controlled sources.
8	Parston	Entrepreneurship is a managerial behavior that is constantly looking for opportunities to reach deficiency beyond individuals' capacity.
9	Thomson	Entrepreneurship means finding and utilizing the opportunities.
10	Stoner	Entrepreneur is the one who establishes new risky business and organization.
11	Ahmadppour & Moghimi	Entrepreneur is the one who has new idea mobilizing all resources through creating a business (electronic, internet, home, family, or small & average) with social and financial risks to make new service and products to be offered to market.

Source: Ahmadpour Dariani & Moghimi 2006

According to above definition, it can be stated that entrepreneur is a person who can expose valuable, outgoing position and new scope of service production and presentation by available facilities and resources.

An entrepreneur is an individual with the ability to realize a specific vision from virtually anything, a definite human creative action, and create an organization to pursue it (Antonites 2003; Bygrave 1994). There is a close relationship between learning and

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entrepreneurial achievement in which learning is the dynamic process, which enables entrepreneurial behavior to be enacted (Rae & Carswell 2000; Kuratko & Hodgetts 1998). In the field of entrepreneurship, the “trainability” of the entrepreneur is accepted as given (Hisrich & Peters 1989) while, research has revealed a link between entrepreneurship training and a higher propensity to venture (Petridou et al. 2009; Menzies & Tatoff 2006). The fundamental skill to create an idea and transform it into a viable growth-oriented business forms an unconditional and integrated necessity in entrepreneurship training programs (Antonites 2003).

In developing entrepreneurial individuals, what is clear from the existing literature that provides the underpinning of this study is that different entrepreneurs learn and operate in a multitude of ways depending on experience; this involves factors ranging from perceptions of risk through to the resources at their disposal (Crick 2011). Entrepreneurship needs positive social attitudes. Culture can be regarded as one of the appropriate opportunities for creativity and innovativeness.

The culture of entrepreneurship is a micro culture of the whole society culture. Since culture means value, attitudes, norms and behavior that comprises society identity, entrepreneur as surrounding society have a collection of different value, attitudes, norms and behaviors that can be called micro culture of entrepreneurship. Operational structure of this micro culture and its internal elements at different individual and social levels and also surrounding culture are in a way that can be said that According to the reciprocal basis of different scopes of culture and society, the culture of entrepreneurship is affected by other culture scopes like ethics, religion, value, political and economic beliefs. Business and entrepreneurship culture is a part of a society culture and is formed according to it. Joseph McGrier believes that the role of entrepreneurship in different society on the basis of cultural diversity is different. In his opinion, natural resources and cash asset can be equal but some factors like social beliefs, norms, behavioral rewards, individual and national goals, and religious schools should be regarded for behavioral differences understanding.

Regarding organizational culture, there is an agreement in the literature about its importance for innovation (Chang & Lee 2007; Higgins & McAllaster 2002). In order to innovate and adopt technological progress successfully, firms have to meet certain requirements in terms of their internal behaviour and their external relationships (Tylecote 1996). Furthermore, Siguaw et al. (2006) point out the organizational culture as a facet of operational competency shaped by the innovation orientation of the firm. Organizational culture can be defined as the values, beliefs and hidden assumptions that organizational members have in common (Cameron and Quinn 1999; Denison 1990). Various research works have been conclusive as to the key role of culture in innovation (Ahmed 1998; Jamrog et al. 2006). The main reason is that it can stimulate innovative behaviour among the members of an organization since it can lead them to accept innovation as a basic value of the organization and can foster commitment to it (Hartmann 2006). Furthermore, cultural aspects and management behaviour are closely related and can be serious impediments to change (Boonstra & Vink 1996). According to Tesluk et al. (1997) the basic elements of culture have a twofold effect on innovation—from the perspectives of socialization and of co-ordination. Through socialization, individuals can know whether creative and innovative behaviours are part of the path the business treads. At the same time, the business can, through activities, policies and procedures, generate values, which support creativity and innovation, and its innovative capacity will subsequently improve.

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The culture of entrepreneurship is creativity and innovativeness of value, attitudes, norms and behavior that comprises the identity of entrepreneurs. Entrepreneurs are creative and try to do activities with their distinguishing look toward surrounding events and show different ways of behavior in confronting them so that they represent new products and services to the society. Since society culture at national level has considerable effects on individual characteristics and provides limitations and opportunities for organization, it can have considerable effects on entrepreneurship procedure. This scope consists of characteristics like collectivism, traditionalism, perfectionism and profiteering. Entrepreneurship agencies have even structures instead of hierarchal ones that have relation with team working net and a group of supporters. In this culture, close working relations makes a reliable and counseling atmosphere. It also makes achieving goals and ideals easy. Furthermore, responsibilities are not regarded as hard and demanding jobs. People do their responsibility with special energies. In fact, entrepreneurship culture takes place in a situation that the dominant norms on that place improve value and beliefs of science and work culture. Not any society can achieve a constant development without passing through cultural change phases and public readiness. Idea and thought are considered as the most important human resources in developed societies. Culture acceptance or, in other words, discipline and regularity in all aspects of society can provide scientific thought opportunity.

These factors are necessary for achieving entrepreneurship culture:

1. having an effective organizational leader
2. forming business teams
3. giving rewards to business team
4. encouraging for recognizing problems
5. having effective organization culture
6. investment on human resources

Some authorities believe that entrepreneurs are potentially creative and disorder the balance and make a new regulation. Others believe that entrepreneurs make balance in existing disorders. In every condition, all authorities emphasize that an entrepreneur shows a condition better than existing condition with his creative looking. Therefore, entrepreneurs need creative looking so they can understand existing opportunities or they can make opportunities.

According to Lucier's (1997) definition, creativity is a kind of creative thought and outgoing so creativity is a kind of thought that can produce new ideas. Schumpeter believed that creativity is a spirit that can blow in entrepreneurship (Uecke 2002). Alvani believed that creativity is avoidance of obstacles that form our mind and people are used to systems and procedures (Alvani 2008). Other authorities considers creativity as using mental abilities for forming a new thought or definition (Bengtsson 2007). Amably recognized three elements of pertaining skills to subjects, creativity and external and internal motivation as the main elements of creativity (Saiedikia 2008). Some factors can be regarded as stimulants for creativity among which the most important factor in relation to above research is creative atmosphere.

In creative atmosphere, management should always be ready for hearing new ideas from everybody in organization and by using management ability system is an effective element in this direction.

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Management system has four ability elements as follows:

1. attracting ability
2. keeping ability
3. operating and managing ability
4. finding ability (Hallgren 2007)

Kuger states five phases of creativity procedure that are as follows:

1. describing problem
2. interpreting pertaining information
3. generalizing ideas
4. evaluating and preferencing ideas
5. developing plan implementation (Buijs 2007).

When the organization culture provides appropriate place, creativity in organization happens. People who are non-creative have both individual and organizational obstacles. But here individual obstacles are explained because of the article subject. In Schumpeter's theoretical framework it is the action of the entrepreneur who sets up "new combinations" (Schumpeter 2004) through innovation and methods that disturbs all sorts of "equilibrium in place" at the moment at which the change process takes place (Schumpeter 2002).

Individual obstacles are having much occupation and involvement with problem, opposing goals, not having enough relaxation, fear from criticism, lack of mental concentration and presence of stress, selfishness and pride, pessimism, and lack of self confidence (Richards 2008). But in creativity obstacles, other scopes exist like: historical, biological, social, physiological, mental, structural, organizational, and cultural obstacles (Hosseini 2008). It is no secret to anyone the importance of entrepreneurship and its considerable role in improving and changing the situation. Authorities consider the solution to developing countries problems as the tendency toward entrepreneurship. The culture of individual entrepreneurship and creativity is a reciprocal relation between them that is studied in this article as a case study in state schools of Guilan Province.

3. The Methodology and Model

This research is an applied, analytical, and descriptive research. Population of this research includes all teachers of girls and boys state guidance school of Guilan province in 2008-2009 educational years. For choosing necessary samples, simple random sampling is used. Population consists of 4643 teachers at 940 guidance school. Regarding the compatibility of statistical population, the statistical sample that was determined by Morgan-Karjsey table was 354 subjects. For collecting field information in this research, questionnaire is used.

For determining questionnaire validity, the researcher used opinions of professors in management department and for questionnaire reliability Krubnakh α coefficient is used.

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Reliability table is as follows:

Table 2: Reliability of variables

variables	Krubnakh coefficient	α
self-confidence	81.2	
courage and valor	88.59	
risk- taking	74.7	
need to success	83.8	
flexibility	75.8	
optimism	76.6	
Creativity	74.3	

The extracted raw information from this questionnaire was analyzed by SPSS software. The most important statistics that are used in this research are the following:

- a) Descriptive Statistics
- b) Deductive Statistics

According to the goal of the research, meaningful test in hypothesis variance analysis and f test are used. In descriptive statistics respondents opinions are described through frequencies.

In this study, hypotheses are as follows:

H₁: There is a significant difference between the different levels of self confidence and creativity.

H₂: There is a significant difference between the different levels of courage, valon and creativity.

H₃: There is a significant difference between the different levels of risk-taking and creativity.

H₄: There is a significant difference between the different levels of need to success and creativity.

H₅: There is a significant difference between the different levels of flexibility and creativity.

H₆: There is a significant difference between the different levels of optimism and creativity.

4. The Findings

a) Descriptive Statistic

According to the collected questionnaires, the following descriptive table of data variables can be shown:

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Table 3: data variables

Variables	Variance	Standard deviation	Mean	Maximum	Minimum	N
self-confidence	5.062	2.24979	21.0960	25	17	354
courage and valor	2.742	1.65581	12.6893	15	9	354
risk- taking	3.448	1.85677	10.0028	14	6	354
need to success	2.673	1.63506	12.0282	15	7	354
flexibility	2.563	1.60103	11.6017	15	8	354
optimism	3.883	1.97065	20.1239	24	14	347
culture of entrepreneurship	48.497	6.96400	87.7320	101	74	347
creativity	22.596	4.75353	50.4831	60	42	354

As it can be considered from the above table, mean variable of organization culture and creativity are more than average.

b) *Deductive Statistic*

Analysis variance test of entrepreneur and creativity variables are summarized in this table:

Table 4: variable test of entrepreneurship and creativity

Creativity			
	Variable	F	P-val
1	self-confidence	75.097	0.000
2	courage and valor	64.201	0.000
3	risk-taking	5.862	0.003
4	need to success	21.317	0.000
5	Flexibility	25.628	0.000
6	Optimism	13.368	0.000

Main hypothesis test: Analysis variance test table shows that there is a significance difference between the effect of different levels of individual entrepreneurship and creativity. And also by surveying Dunken test, it is determined that between the low and average culture of entrepreneurship with high levels there is a significant difference but there is no significant difference between the low and average level.

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So, the higher the level of individual culture of entrepreneurship, the higher the creativity.

First minor hypothesis test: According to the analysis variance test table and because $\text{sig}=0.000$ and it is lower than $\alpha=0.05$, it can be concluded that there is a significant difference between different of self-confidence and creativity.

Dunken test shows that there is a significant difference between the low and average and high levels of self confidence. The higher the level of self confidence, the higher the creativity.

Second minor hypothesis test: According to the variance test table and because $\text{sig}=0.000$ and it is lower than $\alpha=0.05$, it can be concluded that there is a significant difference between different levels of courage and valor and creativity. Dunken test shows that there is a significant difference between the low and average and high level of courage and valor. The higher the level of courage and valor, the higher the creativity. Third minor hypothesis test: According to the variance test table and because $\text{sig}=0.003$ and it is lower than $\alpha=0.05$, it can be concluded that there is a significant difference between different level of risk-taking and creativity.

Dunken test shows that there is a significant difference between the low and average level of risk-taking with high level but there isn't a significant difference between high and average level. So the higher the level of risk-taking, the higher the creativity. Forth minor hypothesis test: According to the analysis variance test table and because $\text{sig}=0.000$ and it is lower than $\alpha=0.05$, it can be concluded that there is a significant difference between different levels of need to success and creativity. Dunken test shows that there is a significant difference between the high and average level of need to success with the low level but there isn't a significance difference between the high and average level. The higher the level of need to success, the higher the creativity.

Fifth minor hypothesis test: According to the analysis variance test table and because $\text{sig}=0.000$ and it is lower than $\alpha=0.05$, it can be concluded that there is a significant difference between different levels of flexibility and creativity. Dunken test shows that there is a significant difference between the low and average and high levels of creativity. The higher the level of flexibility, the higher the creativity.

Sixth minor hypothesis test: According to the analysis variance test table and because $\text{sig}=0.000$ and it is lower than $\alpha=0.05$, it can be concluded that there is a significant difference between different levels of optimism and creativity. Dunken test shows that there is a significant difference between the high and average level of optimism with the low level but there isn't a significant difference between the high and average level. The higher the level optimism, the higher the creativity.

5. Summary and Conclusion

According to the first minor test hypothesis, there is a significant difference between the effect of different levels of self confidence and creativity. The higher the level of self confidence, the higher the creativity. It is suggested that for increasing the level of teachers' creativity, authorities with the help of plans and recognizing potential and intuitive teachers' ability provide assurance and self confidence. And, it also is

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attempted that by inspiring self confidence among teachers, a condition should be provided in such a way that they control their feeling while working and also a condition that can provide enough courage for creative affairs.

According to the second minor test hypothesis, there is a significant difference between different levels of courage, valor and creativity. The higher the level of courage and valor, the higher the creativity. It is suggested that for encouraging teachers to have more courage and valor in their jobs, education program should provide a condition that emphasizes the ability and there should be necessary supports for this courage. For example, some teachers that show courage in implementation of educational organization programs should be encouraged so that by creating the necessary abilities in teachers for having courage and resistance towards problems, their creativity is increased.

Since the result of the third minor hypothesis has shown that there is a significant difference between different levels of risk-taking and creativity. The higher the level of risk-taking, the higher the creativity. It is suggested that educational programs and their flexibility be in such a way that the level of risk-taking increases with regard to not making problem for the youth and endangering danger and their future.

Since the result of the forth minor hypothesis test shows that there is a significant difference between different levels of need to success and creativity, the higher the level of need to success is, the higher the creativity will be. A creative situation is suggested in that enlightens the success prospect and advantages of success in individual and social life on one hand, and provides the need to success among teachers that is one of the factors in achieving goals and innovativeness on the other hand. And, it also provides a situation for perfectionism that is a necessary and valuable measure for teachers.

According to the studies about the fifth minor test hypothesis, it is concluded that there is a significant difference between different levels of flexibility and creativity. The higher the level of flexibility, the higher the creativity. So, it is suggested that for providing creativity and innovativeness and a provided situation, it is necessary for teachers to have some skills in order to have adjustability in conditions and situations should be taught. Teachers should try to anticipate independence in codifying their individual and organizational strategy so they don't have critics while situational and organizational changes happens that their probability occurrence is high.

Since the result of the sixth minor test hypothesis shows that there is a significant difference between different levels of optimism and creativity, the higher the level of optimism is, the higher the creativity will be. So, it is suggested not only for the teachers but also for all cases creativity be encouraged so that optimism and hope is considered even in desperate situation except some necessary cases for achieving goals. By decreasing the destructive powers gathered in persons through disappointment and by providing necessary motivations for individual improvement, creativity, prosperity, and other goals can be achieved.

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