

**"THE RULES OF THE GAME": HOW TO FAVOR
ENTREPRENEURSHIP AND CREATIVITY IN A NON-
CAPITALISTIC ECONOMY?**

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ABSTRACT

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Abstract

The economy, nowadays, is leading us toward a huge crisis. An environmental crisis, a new financial crisis and finally a war crisis. The aim of this paper is to propose a way to change our economy to favor a better perspective of the future. In order to promote this new economy, two suggestions are proposed: promote entrepreneurship and promote creativity within an economy that would aim at getting full employment and at avoiding any unethical action towards the environment. Several propositions are made about education, culture and economy to obtain sustainable changes in the economic landscape and in order to promote entrepreneurship in this fictive economy.

Keywords: entrepreneurship, creativity, non-capitalistic, traits, characteristics, favor entrepreneurship, full employment

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The question of the importance of entrepreneurship and creativity to our economy is not new. It has been deeply discussed by economists but rarely the two concepts were associated in a causal relation. Is it creativity that leads to entrepreneurship or entrepreneurship that leads to creativity? Indeed, it seems that when you find one of them, the other one is not far. And that is why we are going to study both of them in order to get a broad view of our topic.

The capitalist system has evolved to now become a market-driven-economy, called liberalism. This economy is considered as the only viable possibility despite the numerous crises that occurred. Alternatives are not promoted whereas the model of the neo-liberal entrepreneur is seen as a goal everyone should achieve. Capitalism is seen as the only way to create wealth in the society (Tedmanson et al., 2012).

Of course this comes from the recent history with the rash of the communism in USSR. Two economic systems were competing against each other and the winner is now thought as being the best one. Capitalism is an economic system based on the private property of the means of production and with the goal of maximizing profits whereas communism was based on the idea to share the means of production. The economic theory underneath capitalism became so popular that it is now a political and sociologic concept too (Rand, 1967). Nowadays, capitalism is the major economic system in the world, adopted by most of the countries.

What tend to make it so interesting and so desirable by the society are the two effects that have been associated with this kind of economy and the many things that come directly from those effects. These effects are named entrepreneurship and innovativeness (Hull et al., 1980). This link between entrepreneurship and innovativeness has first been argued by Schumpeter (1934) and later on by Cole (1968) and is now generally accepted (Stevenson and Jarillo, 1990).

"Empirically, major consequences of entrepreneurship are innovativeness and growth (Schumpeter, 1934)" (Gupta, 2008; page 57)

From those things, the economies are experiencing growth and employment which are actually actively sought by the governments (Drucker, 1985; Zahra, 1999; Lee et al., 2005; Desai and Acs, 2007). Entrepreneurship brings also taxes to the governments¹ which are then able to use this money for social welfare and protection of the citizens but it also is considered as necessary in order for the economy to continue to grow (Henderson and Robertson, 1999). Therefore, entrepreneurship is seen, in the literature, as positive for the economy (Calás et al., 2009).

Despite its popularity among the economists and the politics, capitalism is criticized. Chia (1996; page 416), already warned us about the liberal democracies which try to *"'blind' us to critical issues in thought and fundamental principles"*. And that is what happened. Capitalism is considered as the best system because no alternative is proposed or no alternative is considered serious and tested. The liberalism and neo-liberalism are an evolution of the capitalism which promote a completely free market. It has started to emerge under the protection of Milton Friedman and it became popular in the United States after Kennedy (Brown, 2003). Neo-liberalism has also been

¹ See <http://www.tradingeconomics.com/country-list/corporate-tax-rate> for corporate tax rate per country.

argued to favor poverty and inequalities (Codburn, 2000) and to degrade the environment (Dean and McMullen, 2007).

It is already a lot against modern capitalism but there is more. Another problem is that from time to time, the capitalist system fails and the economy experiences unemployment, and economic recession which decrease the taxes and the money available by the government which in turn has no money to use to impulse the revival of the economy. There are various reasons to explain these failures (Posner, 2009) but this is not our concern. Our goal is to consider an economic system which would favor entrepreneurship and creativity while avoiding the failures lying in the conception of the capitalism. Many scientists, politicians and economists are aware that our actual economic system is not viable for long term and a first World Resources Forum took place for the first time in 2009 in Davos to discuss about the sustainability of our economy (Giljum et al., 2009). Modern capitalism does not look at the consequences but only at the profits and the exploitation of natural resources, the pollution of the environment and the slow destruction of the forest is not taken into account. A reorganization of entrepreneurship and of the whole economic system is necessary. In order to avoid a system which fails from time to time but also in order to build a new system which takes into account one of the major stockholder: the environment. Building a new economic system, although it is necessary, would be too much for this paper. The complexity of this work would require experts in the many areas of economics but also of sociologists, psychologists, politicians and many other experts. A whole encyclopedia would be necessary with a deep thinking about the whole economic system but also about the societal mechanisms related to our society and its economy, and about our consumptions habits and the behaviors related to it. Major changes that can not be explained in a small article.

This paper examines why entrepreneurship and creativity are so important, what are their main features and how to favor these two concepts in a different economic system. This economic system is seen as a non-market-economy-driven economy, which does not follow the rules of liberalism and which does not allow the same access to credit, does not promote the same goals (personal wealth) and does not allow the same tolerance for damaging the environment.

In a first part, we will define the main concepts and explain why we are not considering any previous experience about other economic systems (including communism). The second and third parts are respectively about entrepreneurship and creativity. We will present their characteristics and explain why they are necessary for a healthy economic system and why they are so much associated with capitalism. Then in the fourth part, will be about the conclusions and the limitations of this theoretical paper and will be used to summarize the features that should be promoted in order to favor entrepreneurship and creativity. Some thoughts about the different economic systems will be discussed (see the part on the past experiences) and some ideas for an evolution from our actual economic system toward a different economy will be considered in the conclusion.

The purpose here is not to criticize capitalism or to talk about its failures. I am part of the scholars who think that there is a problem – reflected by the recent crisis – and search a different way, a new way for entrepreneurship and for business in general.

Quite often, policy makers tend to extol austerity as a solution during the difficult economic times. But this is just a temporary solution – and a bad one (McKee et al., 2012) – because it has been proven that crises are recurrent and lay within the conception of capitalism (Panitch and Gindin, 2011). I strongly believe than to avoid these periods of economic downturn, the definitive solution is to conceive another economic system that would keep the advantages of modern capitalism, identified as entrepreneurship and creativity, and would steer clear of its disadvantages. The future of the field of entrepreneurship is to redesign it in a better way. Already some voices propose to orient entrepreneurship in a more environmentally friendly attitude (Kirkwood and Walton, 2010). This is one of the features we are going to include in this paper, the other one which concerns directly entrepreneurship is about its goal.

Another thing that we will avoid in the theoretical construction is to refer to communism as the only other possibility to modern capitalism. Different kinds of capitalisms have existed (Chiapello and Boltanski, 1999) and communism is not the only one other possibility. It is always possible to create something new and that is why we will base this theoretical paper on a fictive economy. A “better” economy that follows different rules and goals.

A stream of literature which can be named “anti-capitalistic” is becoming stronger since the last crisis. Many voices have said that the system was not good anymore and that it was time to change our lifestyle, our *economicstyle* and our habits of consumption². Politics observe the same phenomenon but no attempt to implement another system has been made. It is wise to wonder why it is like that and if that is just because other alternatives do not exist. It is time to question our political and economical choices. It seems that if other systems have been developed, they are jealously kept secret and unfortunately not enough exposed to the public. This paper is also meant to raise awareness about different economic policies. A change in our economic system would not be only an economic choice but also a political choice and the start of a new lifestyle for the citizens. We have the example of communism – which failed – which proposed a completely different lifestyle. What we will see here has no relation with communism. When it is mentioned “another system than capitalism”, people always start to think about communism. But the world is hopefully not limited to these two only choices. We have the possibility to create something else, to improve what is already done, to evolve toward another system which would step away from the inconvenient of the actual system. Evolution, or revolution, is necessary. Not only because this system is not viable on a long-term basis but also because it is not perfect. We have the possibility to build something better.

To challenge the actual stream of thoughts and to propose a new idea is not easy but that is what we will intend to do here. To open the horizons and orient new researches on the relation between economy and entrepreneurship in order to develop a new system avoiding the failures that the present economic system can experience.

Why capitalism has failed is a quite important question. It would not be necessary to think about a new economic system if the one actually working would be really effi-

² See “Les économistes atterrés” [The shocked economists] (<http://www.atterres.org/>) who are a group of French economists that called for a new economy and new economic policies.

cient. A simple thing that shows to everyone that capitalism has failed would be to look at the beggars. An economic system which let a class of poor citizens with nothing to live and almost no possibility to change their situation is clearly not a system that works efficiently. Some would argue that it is impossible to have a perfect economic system. That the perfection does not exist and it is an utopia to seek it and that we should leave well enough alone. But our system is clearly far from the perfection and there is certainly room for improvement. This is actually what we are examining. How to take the best characteristics of our actual economic system and avoid its defects.

The modern capitalism as we now experience it is named neoliberalism (Chaput, 2010; Heyes et al., 2012)³. The idea is to give the maximum of freedom to the markets and the enterprises to boost the economy (Friedman, 2009). Adam Smith in his book *The Wealth of Nations* (1776) is commonly known as the theorist of our modern economy. His theory of the “invisible hand” which explains that there is no need for any kind of regulation on the economy (including the markets) and that this freedom of the market will lead to self-adjustment or self-regulation of the market bears the liberalism. In other words, it is an apologia of the self-interest and the selfishness that will bring an economy working perfectly.

However, as explained by Sophie Ward, “John Nash [...] and his theory of non-cooperative games and Nash equilibria (Harsanyi, 1994: 165) challenged liberal assumptions about ‘cooperative propensities’, and laid the foundation for a more pessimistic view of the individual as inherently selfish” (Ward, 2013; page 114). And this selfishness leads the economic agents to forget about the stakeholders in order to think only about their profits. That is how lay off for economic and non-valid reasons happen. The term “economic dismissal” is used in France to refer to companies that are firing employees even though they are making profits (for example Michelin in France in 1999; Danone in France in 2001 and a lot more, more recently). This attitude of the economic agents has also a great impact on the nature. Pollution become a normal attitude in order to maximize profits, as well as overexploitation of non-renewable resources (see, for example, the scandal Volkswagen which was revealed only in September 2015).

If, as proposed by the liberals, we would not have law or regulation at all on the market, it would have been a total disaster. The regulation is made for the public interest (and not for the market interest) in order to improve social outcomes (Ardagna and Lusardi, 2008). However, after the crisis of 2007-2008, a lot of governments are still engaged in a deregulation process and a breakdown of the rules. This, in order to favor even more neo-liberalism and then entrepreneurship. However, as explained by Baumol in 1996, if our production problem (i.e. growth in a capitalistic economy) lie in the failure of entrepreneurship to boost the economy, policy makers have no idea of how to fix it. Thus their attempts to deregulate the economy may have other purposes than to boost it.

Sophie Ward also tells how the politics viewed “economic interventionism” as an attack against freedom and creativity. It seems that freedom (and so, on freedom of entre-

³ For a clear definition of the term, see the conclusions of Boas and Gans-Morse (2009) on their article about Neoliberalism.

preneurship) and creativity have been linked by politicians to deregulation and liberalism. Then they present the fact to favor deregulation and liberalism as an action supporting entrepreneurship and creativity.

“Blair [former English prime minister] praised his party’s economic record, declaring, ‘This is the time, and ours is the task, to set your talents free and build a land of hope and opportunity for all’” (Ward, 2013; page 111).

Tony Blair, a supporter of liberalism and deregulation (Nineham, 2014), talked about freedom and creativity during his years as prime minister in England. The notion of freedom, when it is used by liberals, is always carrying a meaning of freedom of the markets and freedom of entrepreneurship. It is not a freedom of the press or a freedom as population can experience it but it is a *financial freedom*. Shorten financial freedom to freedom is quite confusing. And, even worst, amalgamate freedom with financial freedom is a mistake or a serious fault.

That is what our society tends to make us believe. That the economy can bring freedom. But actually our economy is rather creating a situation of dominant and dominated (Duarte Rolo, 2015) and enroll the workers in an economic system that they have not chosen with a slow demolition of the social protection.

The consensus of the politicians about this new economy is so intense that it led the European Union to adopt the Maastricht agreement in 1991 and later, in 2007, the treaty of Lisbon. Both treaty promote a new financial regulation which is, in fact, a deregulation supported by the choice to have a unique currency (thus, not controlled by the state) and by a policy of privatization of public companies.

1 DEFINITIONS OF THE CONCEPTS AND PAST EXPERIENCES

1.1 Capitalism and the link entrepreneurship-creativity

We have started to talk about capitalism in the introduction. This is such a vast topic that we could make an encyclopedia about it. It is not the purpose of this paper and therefore we will cover the most important points for our matters (for more information see the different authors that have been cited).

The capitalism has evolved to be now conceived as a market-driven economy. Markets are the law. Financial speculation (even on raw materials and goods of first necessity) is impacting the economy in an abnormal way. These things have consequences on the world, on people and these consequences are sometimes very negative.

Our actual economic system is named capitalism. The capitalist system has evolved and has not always been the same (Baumol, 1996; Ward, 2013). The recent evolution of capitalism has seen the rise of the free trade market with an important effort on the creativity as a growth engine. The financial markets took recently an important place in the economy. In the liberal economy they are indeed a central place that is supposed to bring the offer and the demand together and participate to make the economy work better. Moreover, finance is not creating anything. It produces more money than concrete work. Rich are becoming richer by investing their money and seeking rents. This kind of unproductive entrepreneurship harms the economy and prevents the creation of more enterprises (see part 2.b). Moreover, it has the effect that we know during economic downturns. Get a loan become harder, more expensive and borrowers borrow less (Santos, 2011; Chava and Purnanandam, 2011). The economy is then slow downed.

Our economic system is based on Adam Smith (1776) and his theory of the invisible hand regulating the markets. According to him, there is no need for a state control and humans with logical behaviors will act for the good of all. The economy will be automatically regulated and everything will go well. Several economists (Milton Friedman for example) have defended this idea of deregulation (no intervention of the state in the economy allowed) and it is now a very popular opinion. However liberalism - which promotes that deregulation and that freedom of making money - had a dramatic impact on the workforce and on the environment (Peoples, 1998).

Free of constraints, the enterprises tend to maximize their profits by all means. The social protections of the workers are gradually taken down and the environment is polluted. For an example, see the Volkswagen scandal and its effects on health ex-

plained by Barrett et al. (2015). Even though they did not cover the environmental aspects and costs, the social costs and the costs for the health of the US citizens are well covered.

The Game Theory, developed further by John Nash during the 50's, set the basis for a view of the individual (and so the economic agents included) as selfish. His choices would generally lead him to choose the best for him without consideration to the others. That is exactly what is actually happening in our economy. Economic agents act according to their own interests, trying to get down the cost and do not hesitate, for that, to pollute (see Volkswagen scandal for example) or to play with the law (see the article by Duhigg and Kocieniewski (2012) for an example of a famous company: Apple).



Picture of polluted air in Shanghai by Tony Sagami



Picture of polluted water from worldwildlife.org

The economy became liberal and deregulated. The financial system of capitalism has become insane (see Eichengreen et al., (2012) for an explanation of the crisis of the subprimes in 2008). The banks finance projects with high return on investment even if the risks carried by these projects are huge (TV documentary *Inside Job* by Charles Ferguson, 2010).

It is now time for a new regulation of our economy. A new conception of the finance as a help for business creators or business developers instead of a way to gain more wealth. Our concern is now to favor a strong rate of entrepreneurship inside the society with financial institutions subordinate to these needs. Although it has been shown that poverty can result in high rate of necessity entrepreneurship (Rosa et al., 2006), it is not what we seek here and we will look only after opportunity entrepreneurship.

Capitalism is undoubtedly linked with entrepreneurship. Many definitions have been given about entrepreneurship and it varies according to the researchers and their conception of the concept (Gutterman, 2014). What we will consider to be entrepreneurship in this study is the fact to start a business. Legal or illegal, with an organization or without, with resources or without, in order to make profit or not, temporary or not, successful or unsuccessful. Entrepreneurship is the starting of new businesses. Therefore, entrepreneurs are people who start a business and bear a responsibility towards the stakeholders.

The reasons to start this business are not important, no more than the parameters that encompass it. From the first step of this settlement of a new business, which is the idea (named sometimes opportunity), through all the process of evaluation (sizing the opportunity), and creation of a structure (if necessary) until the adoption of routines, where ends the entrepreneurship and start the managerial part. The phase of entrepreneurship remains until routines are adopted. While there are still things to create in the process of production of the good or service, the person managing all these things is still an entrepreneur. But as soon as routines are adopted, this status ceases to be true, and the person becomes a manager. An entrepreneur is someone which start something but a manager doesn't start anything. He just manages what is already there. Gartner (1989) was wondering if an owner/manager could still be considered an entrepreneur after few years of existence of its structure. It is difficult to set a precise time deadline from where the entrepreneurs will become managers. Instead of that, we will consider the apparition of routines to delimit the change of status. Another important point to make is the difference of responsibilities that have a manager and an entrepreneur. In a capitalistic system, a manager might not be always the owner of the business by opposition to the entrepreneur. Therefore, they do not have the same kind of responsibilities. The first one is responsible in front of the shareholders to make profit whereas the second one does not have this responsibility and have more freedom. But this freedom induces a higher degree of responsibility towards the other stockholders (for example the employees and the environment (Sarason et al., 2006)). The responsibility is not diluted through mechanisms of power and ownership and the one taking the decisions is the same than the one owning the business.

Some studies have tried to look if it was possible to differentiate managers and entrepreneurs by possessing peculiar personal traits but it appears that there were no results (Brockhaus and Nord, 1979). Both positions require leadership skills and share common traits but they also have differences in the sense that the manager is an administrator whereas the entrepreneur is a creator. However, when nothing remains to create, entrepreneurs transform into managers and have to adapt to their new role. That might explain why no significant differences were found between the two roles.

It seems now logical that entrepreneurship is associated with creativity but it has not been always the case. It is due to a recent evolution of the capitalism. Ward (2013) explains how the creativity was promoted after the Cold War by neoliberals and how the capitalist system has changed little by little to fall in the maximization of profits without constraints. Creativity was then associated with freedom (freedom of entrepreneurship and of making money).

We are going to explain and define creativity and see when this became a hot topic. We are also going to see the evolution of the meaning of creativity and of its hidden sense before to look at which people are creative and what is required for that. It could also be interesting to have a look at the opposition of creativity and see which persons of firm are not creative and for which reasons and, important too, if those persons or firms can still succeed. But we will not study this here because it is slightly off-topic and we will remain focus on creativity, creative people and entrepreneurship and entrepreneurial traits. Our research problem will be: What can be done to develop entrepreneurship and creativity and how to favor them in a non-capitalistic economy? In order to answer to this question, a literature review will be conducted.

Creativity has been defined by several authors and since a quite long time has been of interest for the scholars (Runco and Jaeger, 2012). The definition requires two criteria: originality and effectiveness (also called value). This definition marries these two characteristics to avoid the trap of the originality without purpose: the creation of something new but totally useless.

"Originality can be found in the word salad of a psychotic and can be produced by monkeys on word processors." (Runco and Jaeger, 2012; page 92)

Once creativity is defined, it is time to consider and explain what the difference between creativity and innovation is. Both concepts are linked together around the same idea of novelty but Amabile and Fisher (2000) have explained them a bit better. Creativity is an idea whereas innovation is the implementation of the idea. Creativity is the theory and innovation is the practical implication of the theory. These are the two faces of the ideology that the concept creativity bears.

Thus, innovation can be the introduction of a new good or new process or new service in the society. Or the improvement of a good, service or process already existing. We have many examples from history about the different types of innovativeness. The invention of the printing (service), the invention of the car (good) and the improvement of the processes to create steel. All these things are innovations.

Innovativeness is a central point in capitalism. It is considered as a motor for growth and as absolutely necessary for a correct performance of the economy (Reagan, 1981).

Moreover, innovativeness allows to improve the economy through the introduction of new goods, new services and new processes and advances the society (medicine, physics, chemistry are domains which benefits of innovations and in turns produce improvements of the society) (De La Mothe, 2004; Ahlstrom, 2010). Innovativeness is vital for the economy because it brings growth and employment but also for the society due to all the improvements it brings (Ahlstrom, 2010).

Entrepreneurship and innovativeness are two concepts linked together (Napier et al., 2012). Especially because innovativeness has been identified as a survival mean for companies and as motor of growth (Cefis, 2005). This is why we are considering these two concepts in the same paper. Because Entrepreneurship is achieved through innovativeness and innovativeness is achieved through entrepreneurship (Desai and Acs, 2007). They are inseparables. An innovation will be introduced on the market due to a new entrepreneur proposing this innovation to the customers. And if entrepreneurship is strong it is because there are innovations that increase constantly the horizons of entrepreneurship.

Thinking of creativity as one of the main concept of capitalism is common nowadays. So common, that the idea that our economy could not work without creativity is well spread. Creativity is opposed to stagnation which leads to decline and death. But the paper of Ward (2013) drew a new insight on the vision of our economy. It questions creativity at the point to wonder if it is really necessary and if it is really associated with a healthy economy. Take for granted the fact that creativity is necessary is tempting and indeed, it seems present everywhere nowadays. However, it might not help the economy as much as we think it does.

Sophie Ward explains that liberalism, entrepreneurship and creativity are all linked together. They were a theme that was used to oppose to communism. "*Freedom and creativity*" those were the big words. Freedom meant, in reality, freedom for corporations to make money as explained Milton Friedman in his book "*Capitalism and freedom*" (2013). This freedom to make money lead to dismantle social protection of the workers which was costly for the big companies (Ward, 2013). Liberalism was also promoted outside of the United States. The Maastricht agreement in 1991 for the European Union set up the basis for liberalism and deregulation. Followed by the Lisbon treaty which continued in promoting liberalism and deregulation. The regulation was claimed to obstruct creativity whereas deregulation should favor it (Ward, 2013). One of the message was the public companies where underachieving creativity performance in their service which situation did not benefit to the tax payers.

Liberalism was supposed to favor growth with the expression of individualism. Individuals, through the use of free markets (deregulated, free of constraints) and pursuing self-interests, should achieve high economic performance and lead to growth and optimal market efficiency.

The principal terms have now been defined but for a full understanding of the topic, a brief come back in the past is necessary.

1.2 What history tells us

Of course a lot of other economic systems have existed and cohabited with capitalism. But they have never supplanted it in term of efficiency and popularity. Why our goal should not be to come back to one of them seems quite obvious: they have failed. Failed to provide viable economies for most of them or are structured to function in a delimited area with a delimited number of people. They are not applicable to a modern country as such.

1.2.1 Past experiences and their implications for our work

The first thing that history tells us is:

“It is often assumed that an economy of private enterprise has an automatic bias towards innovation, but this is not so. It has a bias only towards profit” (Hobsbawm and Wrigley, 1999; page 18).

This is correlating what we have seen earlier. We tend to link capitalism and entrepreneurship to innovation throughout the history but entrepreneurship is linked only to profit. Profit may come from innovation too but it might not be its only source. And innovation might not even be necessary to entrepreneurship. Our actual liberal system makes desirable for new entrants to be innovative in order to success but with some change in the economic behaviors and in the structure of the pay offs, it could be totally different.

Capitalism has not always been as it is experienced nowadays. Before to evolve to neo-liberalism, the path was long. Entrepreneurship too was not as important as it is. And entrepreneurs' acts depended of the time and place and the reward structure existing at the time (Baumol, 1996). Thus the behaviors of entrepreneurs have profoundly changed in the course of the history.

For example, during the middle age, wars were also started in order to obtain economic gain (Baumol, 1996). It was a kind of risky enterprise undertaken by nobles. Under the Roman Empire, labor was never considered as a way to become wealthier. And becoming rich implied as well a loss of status. Economic growth and production were not highly sought during those periods.

History teaches us that the economic system has been different. It is even possible to find several experiences of non-capitalistic economies. Some are well known such as the communism and the socialism and some are less well known such as the *phalans-tère* or *familistère*, auto-management (in Chili in 1973, community experiments by Robert Owen, cooperative Longo Mai, Paris Commune in 1871, the Makhnovshchina in Ukraine in 1919, the self-managed social centers in Italy in the 1970s, Tower Colliery in Wales, self-management in 2001 in Argentina, The Chiapas conflict, and many others). Most of them failed or were never implemented successfully, some still exist and some are quite recent and were born in order to fight against the capitalism and to defend the rights of some populations (workers, minorities). A lot of books about utopias were written. Some of these books describe perfect societies or the mechanisms to have in order to get a fair society (*Island* from Aldous Huxley),

some describe all the terrible things that can happen when we try to set up a perfect society over-controlled. Even some movies about perfect societies are more and more common nowadays (Irobot 2004, Transcendence 2014, Divergent 2014, The Giver 2014). Even in Hollywood a society over-controlled and too perfect is seen as a danger. This again favors conservatism and play against the idea to change our economic system. Control is once again seen as a danger for the freedom of the economy named liberalism and as factor that slowdowns growth (Ardagna and Lusardi, 2008). The experiences have something in common: they either failed or remained too small to have a positive impact. In many cases, those experiments did not try to bring a viable economic system which could ally high entrepreneurship activity and innovativeness because it was not their goal. Provided that, it is difficult to conclude that they were bad economic systems.

This paper is not linked to those experiments. Of course they have economic systems that are different from capitalism. But our focus will remain on developing entrepreneurship and creativity in an alternative economy, not defined, but which does not possess the traits of capitalism as it is experienced nowadays.

1.2.2 Productive and unproductive entrepreneurship, the problem of the ownership

Capitalism is a system that gives private property over the means of production to a small minority which then controls a vast majority of workers. Already in 1866, Proudhon criticized the private ownership:

"In France, twenty millions of workers, spread in all the branches of the science, art and industry, product all the things useful to live for men; the total of their days equal, every year, by hypothesis, 20 billion; but because of the right of the ownership and of the multitude of deadweights, bonuses, tithes, interests, bribes, profits, lease, rents, pensions, benefits of all nature and color, the products are estimated by the owners and the bosses at 25 billion: what does that mean? That the workers which are obligated to buy back those same products to live should pay 5 what they have produced for 4, or fast one day out of five" (Proudhon, 1866; page 18 [own translation]).

His major concern was the ownership and how it inflates the prices of the product. He proposed to delete the ownership in order to be all associated in order to form a collectivity. Moreover, this would also suppress rent seekers and replace them by productive workers. He promoted also the creation of public institutions among those collectivities such as mutual banks and mutual insurances.

He also suggested to remove interest rates on money loaned in order to avoid that the one having capital get richer and richer just by using their money. He wanted to erase that kind of unproductive entrepreneurship which consists to *"make work the money"*. This is actually very much what is neo-liberalism about.

To finish with Proudhon, we will examine two of his propositions:

- *"Any royalty payment for the operation of a building will give the farmer a part of ownership in the building, and will be valued as a mortgage"*. (Proudhon, 1866; page 30)
- To put high taxes on the profits made through leasing activities.

Those propositions have the purpose to dismiss the advantages that the owners have over the workers and to disable the possibility to create unproductive entrepreneurship (such as renting activities).

"Today, unproductive entrepreneurship takes many forms. Rent seeking, often via activities such as litigation and takeovers, and tax evasion and avoidance efforts seem now to constitute the prime threat to productive entrepreneurship. The spectacular fortunes amassed by the "arbitrageurs" revealed by the scandals of the mid-1980s were sometimes, surely, the reward of unproductive, occasionally illegal but entrepreneurial acts" (Baumol, 1996; page 18).

The unproductive entrepreneurship harms the productive entrepreneurship and thus the growth economy pursued by capitalism. However, instead of regulating it, de-regulation is still very much in mind of the economists and politicians.

According to Baumol, the fact that entrepreneurship is oriented toward productive, unproductive or destructive activities depends mainly of how those activities are rewarded and of the laws. He provides a lot of history facts to support his idea.

It sometimes happens, depending of place and time, that unproductive and destructive entrepreneurship are more rewarded than productive entrepreneurship. Then, instead of risking their capitals in activities with low payoffs, entrepreneurs will engage in rent seeking activities or tax evasion (unproductive entrepreneurship) and/or criminal activities (destructive entrepreneurship). Destructive entrepreneurship has been defined by Desai and Acs (2007) as activities that reduce the GDP of a country. Typically, they are rent-destructive activities.

	<i>Productive entrepreneurship</i>	<i>Unproductive entrepreneurship</i>	<i>Destructive entrepreneurship</i>
How does the entrepreneur treat rents?	Rent-creating	Rent-seeking	Rent-destroying
Does the entrepreneur capture rents?	Yes	Yes	Yes
Net effect on GDP	(+)	(0)	(-)

Table of the different kinds of entrepreneurship and their effects by Desai and Acs, 2007; page 15.

Baumol, came to the conclusion that we have to change the structure reward of the economy in order to modify the type of entrepreneurship and to push it towards a productive entrepreneurship. Change the structure of the reward is also change our economy and all the behaviors related to it. The rewards today are wealth and respect and people have never been so rich (Baumol, 1996). Another problem that he pointed out is that the legal system (in the United States) allows trials that can account for millions in penalties which can hinder the prosperity of promising companies. A pervert effect related to it is that entrepreneurs might then be tempted to choose their best advisors from lawyers instead of engineers, which does not benefit to creativity and innovativeness (Baumol, 1996).

Productive economies are better than other two types (Baumol, 1996) and we find most productive economies in developed countries which proves it (Desai and Acs, 2007).

To favor the allocation of entrepreneurs between the different kinds of entrepreneurship, the government can use the tax system (Baumol, 1996). However, in societies with high tax, it will be easier to become rich through unproductive and destructive entrepreneurship due to taxation systems and policy on speculative investments and absence of taxation of some forms of destructive entrepreneurship such as drug dealing (Lindbeck, 1987). Therefore, productive entrepreneurship is seen as more difficult and people that own assets to engage in it are less likely to do so. Moreover, if it is risky it is also less likely that people will decide to engage in it.

Another way to affect the allocation of entrepreneurs would be to modify the reward system and the goals of entrepreneurship (Baumol, 1996). In other words, that would mean to modify the culture that shape entrepreneurship. This would modify the behaviors but it would require to change as well the economic system. Baumol quotes some examples from the history to explain how this would work.

Unproductive entrepreneurship is unfortunately not limited to rent-seeking and related activities. Takeovers are also unproductive entrepreneurship. They do not create value and sometimes they are even destructive (Moeller et al., 2003). Quite often they result in employment loss (Lehto and Böckerman, 2008) which has then a cost for the national economy. Therefore, mergers and acquisitions and takeovers should be allowed only in particular cases. When the firm experience problems or when this takeover would be proven with a strategic plan to expand the activity of both firms it should be allowed. Whereas when the takeovers happen to kill a competitor, decrease competition and result in job loss, this should be forbidden.

The allocation of entrepreneurship is affected by different factors: reward structure, tax system, law system and culture mainly. To change efficiently this allocation, major changes in those areas would be necessary. That is what Baumol calls "*the rules of the game*" (page 3). We would need to change the rules of the game to get a productive entrepreneurship. An entrepreneurship that favors employment and creativity. This is what we want to make the economy benefits to everyone.

1.3 Method of analysis

Our topic is highly theoretical since it involves a fictive economy. Therefore, it is important to have a solid basis of knowledge issued from the literature to be able to conduct a valuable research (Dumez, 2011). This basis will be used in order to point out the main factors that impact entrepreneurship and creativity and finally, to draw propositions on it in order to bring a more analytical view. In order to gather this solid basis of knowledge, we will start by a literature review. However, it is important to examine how a literature review can help us in our goal and to fix some limitations.

1.3.1 The different types of literature reviews and their scope

Before to examine more in depth, the types of literature reviews, it is important to determine what is a literature review and why a literature review can help us in our understanding of our topic. A literature review is just the beginning to master a topic; it is a critical summary of the necessary research conducted on the field of interest defined by the research question (Hart, 1998; Webster and Watson, 2002; Boote and Beile, 2005).

"In essence, a literature review is a comprehensive overview of prior research regarding a specific topic" (Denney et Tewksbury, 2013; page 218).

It helps to get knowledge about the most important researchers and theories of the field and to get a deep understanding of the topic simultaneously accurate and up to date (Randolph, 2009; Denney et Tewksbury, 2013). According to Dumez, (2011) a literature review is also intended to help the researcher to evaluate what he does not know.

"A substantive, thorough, sophisticated literature review is a precondition to a substantive, thorough, sophisticated research" (Boote and Beile, 2005; page 3).

It seems difficult to build on a topic if we do not master its fundamentals. And, in order to propose practical solutions to improve entrepreneurship and creativity, we have to review carefully what has already been done. If our basis of knowledge is sufficiently large and, in the same time, credible, our propositions will result being stronger and the limitations of our work smaller than if we narrow our research. Again, since our topic is theoretical, having a strong literature review based on experiences and verified studies is quite important.

The literature review is not made only to get a deep knowledge of the topic but also to help delimitating the topic, discovering new elements of importance for the topic and set up a context around our research (Hart, 1988; Webster and Watson, 2002; Boote and Beile, 2005). It is a prequel, to a certain extent, for a work of quality but it also serves to synthetize what has been done on a topic. However, it should remain critical about it, with a careful examination of the previous researches otherwise it will fall into the basic summary (Boote and Beile, 2005; Dumez, 2011).

The literature review is affected by its author's opinions and will be biased (Randolph, 2009). This is certain but some authors think that a good literature review might exclude bias of this type (Cronin et al., 2008). We argue that it might even be desired that opinions and biases are included. This is where the critic of the literature review starts. With own opinions and thoughts. If a literature review remains a collection of articles with a neutral opinion, then it will be a basic summary. And it should not be like that (Randolph, 2009). On the contrary, if critical thoughts and opinions are expressed on the articles analyzed, then it will become an original work. A work where the basis for the knowledge allow to discuss about theories and to introduce new hypotheses. It has to bring something new and the literature review is actually conducted in purpose to master what has been done and to be able to build on it something more (Dumez, 2011).

It is important to keep in mind for who is intended the literature review. Randolph, in 2009, suggests to address our work to an academic audience. The idea underlined is that the vocabulary should be a vocabulary of specialist with accurate terms to conduct in depth analysis. However, too often the knowledge remains accessible to a little community, an elite. Knowledge should be made at first to be shared. Therefore, a good academic work should talk to specialists but also be able to be understood by profanes. It is probably hard to accomplish but we have to set up high standards for an academic work.

Now, we should enter into the type of literature review that we want to pursue. There are of several types and it seems like authors keep dividing them into more and more subtypes. The name of the big categories could be narrative, systematic, meta-analysis and meta synthesis as suggested by Cronin et al. (2008). But, for example, Torraco (2005) talks about integrative literature review. We will not enter in the characteristics of each of them but instead we will say which one we have chosen and explain why.

We will use a traditional literature review because it summarizes a great volume of previous researches and is used to draw conclusions on a topic (Cronin et al., 2008). According to the definition of integrative literature review made by Torraco (2005), we could also say that we will conduct an integrative literature review since we will present a new framework through propositions at the end of our review.

The building of a literature review is always very similar:

Table 2. The literature review process
<ul style="list-style-type: none"> • Selecting a review topic • Searching the literature • Gathering, reading and analysing the literature • Writing the review • References

Literature review process by (Cronin et al., 2008; page 39)

It is what we will follow without embellishments. At the end of our literature review, we will include a table to summarize clearly what has been seen for a purpose of clarity (Denney et Tewksbury, 2013).

The information advised to use by scholars is what have been published by scholars (Cronin et al., 2008; Denney et Tewksbury, 2013). The main idea is to get quality material to work on. Material that is reliable and that is retrievable because it has been published by a specialized journal. However, once again, it avoids taking into account a lot of other elements that could have been important. We remain in this vicious circle of scholars writing for scholars. A vocabulary aimed at scholars for materials targeted for scholars and with sources issued from other scholars. Knowledge seems to remain in the hands of a small private circle.

Most of the authors talk about a clear delimitation of our research for our literature review (Webster and Watson, 2002; Cronin et al., 2008; Randolph, 2009) but Dumez (2011), prefers to say that a literature review has been done at an extensive point when we realize that our starting point for our thinking was not that good. This is

what we will realize during our research and it will be discussed in the conclusions as a limitation for our work.

The scholars tend to agree that the students lack of preparation and of guidance to conduct a meaningful literature review making it challenging and increasing the value of a good literature review (Hart, 1998; Torraco, 2005; Boote et Beile, 2005; Cronin et al., 2008). Indeed, they have a capital importance (Denney et Tewksbury, 2013). They identify gaps in research and orientate new research which make them extremely valuable when they are well conducted (Cronin et al., 2008).

Our objective is not to identify gaps or to focus only on the literature review. We are going to make a literature review in order to develop propositions that will answer to our research question. Without an extensive literature review, we would not have enough material to make this research. It is the literature review that proves that we master our topic and that will make our propositions credible (Denney et Tewksbury, 2013). Since our topic remains theoretical, all our propositions will be based on what has been seen in our literature review.

1.3.2 The outcomes of the literature review

After a literature review, the topic should be familiar to the researcher (Dumez, 2011). It should also give a deep knowledge of the topic studied to help building on it. The main result of the literature review would be the gathering of all the information found in different places in only one article with this added value that is the analysis/critic. It helps spreading knowledge and in our peculiar case, it will help us to develop propositions in order to answer to our research question.

1.3.3 Method: boundaries and scope

According to what we have seen it is important to define some limits in order to do a work of quality. However, set up boundaries, even if they are justified, will make the literature review partial and uncomplete. Set up a boundary to this work is already say "We will consider only this part of the common knowledge available and our work will be valid only if this and only this knowledge applies to it". Of course, it seems important to set up a context where our work will apply. But set up a precise context is already say that the work is very limited.

Set up arbitrary limitations justified by fallacious arguments would only undermine the credibility of a work of quality. Randolph explains how the choice of a "*purposive sample*" (2009; page 4) can make believe that the articles chosen are central to a field of study.

The only limitation that we will consider was what was available in our research. We have tried to consider the most relevant articles, the most important authors and the best studies on our topic. We tried to gather knowledge from everywhere, every culture, every scholar but of course we did not use or read everything. We used what

seemed to be relevant and accurate for our topic. We read the maximum but we cannot say that we have considered everything and that some important information did not escape to our attention. So instead of fixing boundaries for our work, we have decided to build our literature review around our two main concepts, namely, entrepreneurship and creativity. No criteria of quantity have been taken into account for this literature review. Only the quality of the articles has lead the path for our research. We tried to bring an answer to every important point and to use the necessary literature for that.

Consequently, the scope of our literature review will incorporate entrepreneurship and creativity, their links with personal traits and characteristics and with the environment. We will focus on what can apply nowadays in a capitalistic economy. However, we will not include management research which have studied Marxism. Because, most of the time, those researches are linked with a peculiar economic system issued from the Marxist doctrine. And even though they generally apply to non-capitalistic economies, they are already anchored in another economic system that has its proper rules and values. Without referring to those researches, our work will remain free and applicable to other economic systems.

2 WHAT MAKES AN ENTREPRENEUR; TRAITS OR ENVIRONMENT?

Entrepreneurship is now anchored in our society. It is more than a simple fact, it is an ideology. The idea that entrepreneurship is linked with employment (Robichaud et al., 2001), with a dynamic economy (Lee et al., 2004) and with growth (Drucker, 1985; Turker and Sonmez Selcuk, 2009). The idea that social welfare can only be accomplished through high entrepreneurship. The idea that our economy needs entrepreneurship to survive. Finally, entrepreneurship is not any more considered like a business field but as a political choice that impacts the decisions of the policy makers. In 2004, the Global Entrepreneurship Monitor distinguished two types of entrepreneurship. The opportunity and the necessity entrepreneurship. The first one is based in developed countries whereas the second one is present in underdeveloped countries when people need to enter into entrepreneurship in order to have a job (Acs et al., 2005). Necessity entrepreneurs are forced entrepreneurs who do not have a choice for their career. Our goal, here, is not to focus on those forced entrepreneurs. These entrepreneurs do not have the will and the motivation to start a business (Rosa et al., 2006). They just don't have choice. We want to view at the characteristics needed to be an entrepreneur and at the environment favorable to start a business and how to foster those things in order to make it easier and more interesting for the people to choose this career.

Entrepreneurship is also a symbol of the capitalism. It is even more than that. It is capitalism. Both cannot exist without the other. Tedmanson et al. (2012; page 536) referred to it like that: *"Entrepreneurship is not only a social construct but also functions as political ideology"* and support the idea that entrepreneurship is stronger than the man or even than the economy. Even if the economy is facing a downturn, it is still possible to create new enterprises even though it may be a lot more difficult.

Entrepreneurship is also the only political ideology that is considered by our politicians nowadays and by many economists (Acs and Szerb, 2007) and it is a representation of our society as well. The society of massive consumption and need for innovativeness (Cohen, 2004).

Rapidly, the question turns around how to favor entrepreneurship since it is so important for us. But this is not enough. As we have seen, the economy is not working. So if we have to improve it, we should try to do it and fix the current problems in the same time. This is just like an entrepreneurial opportunity. And we are going to show how to favor entrepreneurship in a non-liberal and deregulated economy.

We have already seen why entrepreneurship became such a huge trend in the past years. Now, it is time to develop entrepreneurship. To look at what entrepreneurship regroups, what people need to start a business and under which condition it is possible to become an entrepreneur.

In the literature the efforts to explain from where entrepreneurship comes from have been put on inner traits and environment (Brockhaus and Nord, 1979). And indeed, the scholars are mainly divided into three groups. Those who think that entrepreneurship come from the personality and who consider that the people who start a business have an entrepreneurial personality with similar inner traits (Carland et al., 1988; Brandstatter, 1997). Those who think that entrepreneurs are determined via external factors such as the environment. And those who believe that there is something else that those two possibilities to create an entrepreneur or who believe that it is a combination of both that makes an entrepreneur (Stevenson and Jarillo, 1990; Bates, 1995). *“Entrepreneurship can not be explained solely by reference to factors external to individuals”* (Shane, 2000; page 466).

Among the third group, Hisrich in 1990 and later Krueger and Brazeal, in 1994, state that to become an entrepreneur, two factors are needed: the possibility/feasibility and the desirability. Aldrich and Zimmer (1986) talk about motivation (which we can be assimilated to desirability) and access to resources (which can be assimilated to possibility). Under the expression desirability, Hisrich regroups the famous inner characteristics of the people while under the expression possibility, he regroups the environmental factor. Which bring us back to the famous duality that rules entrepreneurship. They still assert that entrepreneurs are not born but made – Krueger and Brazael (1994) insist that we can teach entrepreneurship and entrepreneurs are created and not born – and that there is no *“typical entrepreneurial profile”* (Hisrich, 1990; page 211). That is what we are going to investigate in a first time.

2.1 The inner characteristics which favor entrepreneurship

First of all, we need to keep in mind the definition of an entrepreneur that have been set previously. The distinction between an entrepreneur and a manager, despite it is not obvious to make, is really important. The roles and responsibilities of an entrepreneur are different from those of a manager. An entrepreneur has to innovate (Schumpeter, 1934) while a manager is dealing with routines and manages the daily life of the business. Entrepreneur is just a short laps of time in the life of a person – although it can repeat several times. It is just a special mindset to adapt to a special situation. Obviously some people are able to get back again to this special mindset and, even, some need to do it again and again because they like it. Serial entrepreneurs like to create new structures, to face new challenges and to outperform their limits (Wright et al., 1997). They are the ones that should have the inner characteristics that favor the most entrepreneurship.

Some researchers believe in some special traits or behaviors that favor entrepreneurship and that loom for some individuals. Some characteristics that people bear inside them and which make the path to become an entrepreneur easier. More you have,

easier it is to start a business. A lot of studies have been conducted to sustain and feed this hypothesis.

Already in 1961, David McClelland examined the inner characteristics of entrepreneurs and their link with performance. This was the basis where all the studies linking inner characteristics or psychological mindsets with entrepreneurship started. Then it became a quite popular trend in the next years before to be abandoned little by little in favor of the theory that entrepreneurship comes from inner characteristics and from the environment. However, these studies have a strong basis and a lot of common features that help to recognize potential entrepreneurs. And if it is possible to develop these entrepreneurs' characteristics, then it would be possible to develop entrepreneurship even more. That is why we are now examining the characteristics which favor entrepreneurship. Or, to be correct, the characteristics that entrepreneurs are exhibiting when they have to create and to run a business.

Among the characteristics that have been recognized to favor entrepreneurship, they are of different types. We can group them around the cognitive factors (knowledge and experience, skills and abilities), the social factors (networks, education and culture) and the personality (traits and behaviors).

Although it might be quite difficult to make the distinction between some of them sometimes, it is important to classify them in different categories because those traits cannot be developed in the same way if they don't belong to the same category.

2.1.1 The social factors

The social factors refer to the interaction of the entrepreneur with the society as well as its education and its culture. Thus, the general knowledge that an individual has and its social networks are critical factors (Ardagna and Lusardi, 2008). Those two factors enter in the process of the opportunity identification (Ardichvili et al., 2003) even though opportunity identification belongs to the cognitive factors. Moreover, entrepreneurial alertness (Ardichvili et al., 2003) is also an important social factor. This describes the fact to be aware of what is happening in the world. Which kind of new materials, new technologies, new trends appear and then there are more possibilities to start a business if the entrepreneur knows what has not been done yet and what needs to be done.

Through social networks, it is possible to get access to resources and to new opportunities. "*It is not just what you know but who you know*" (Aldrich and Zimmer, 1986; page 20). And this can make the difference. It is undoubtedly a very important characteristic for the entrepreneurs. There are different kinds of circles of acquaintances. Personals with family and friends, professionals with other entrepreneurs, marketers, managers, engineers and circles of acquaintances developed through hobbies, clubs and schools. Those networks are providing a different kind of help. The first one will provide moral support. In this first circle, the mother, the siblings and then the father have been seen as the most powerful support groups for entrepreneurs in front of other family members and of friends (Young and Welsch, 1993). The two others will provide expert advice, ideas and solutions to problem. Both are important and have their role to play in entrepreneurship (Birley, 1989; Hisrich, 1990).

Education as well is to take into account in the start of a new business (Birley, 1989; Praag and Cramer, 2001; Wang and Wong, 2004) and many researchers believe that we can train individuals to become entrepreneurs (Lee et al., 2005). However, we can legitimately wonder if a special education in entrepreneurship is likely to increase the number of entrepreneurs. Some researchers have done studies to explore this link and found that on a short term, there is no evidence of a link but they suggest that an education in entrepreneurship is probably worthy on a long period and that fresh graduates, even if they do not start a business straight after their graduation, might take the opportunity later in their lives to create an enterprise (Galloway and Brown, 2002). This opinion is not shared by everyone and Hisrich (1990; page 210) claimed that *“Schools with exciting courses in entrepreneurship and innovation tend to spawn entrepreneurs and can actually drive the entrepreneurial environment in an economic area”*. Other studies have shown that students who have studied entrepreneurship are more likely to start a business or have more entrepreneurial intentions than other students and that doing a major in entrepreneurship increase the likeliness of becoming an entrepreneur (Kolvereid and Moen, 1997; Varela and Jimenez, 2001; Lee et al., 2005; Hamidi and Wennberg, 2008).

Despite this special education being an advantage, the normal education remains a healthy basis on which everyone can find the root for the creation of a new business. The education will provide a general culture shared by the other citizens of the country and a normalized way to communicate. It is not necessary but it is important in order to be understood and to be considered as a relevant partner to do business (Hisrich, 1990). Education related to the field of the business is also a good asset whereas fields of finance, strategic planning and management have been recognized by entrepreneurs themselves as areas where education is needed (Hisrich, 1990). This might signify that with a stronger education in those areas, people would be more likely to consider to start a new business.

Wang and Wong (2004) observed in their study that there was a difference of interest toward entrepreneurship between honors and non honors students. Honors students tended to be less interested than their colleagues to start their own business. They gave the hypothesis that it might be more risky for them to give up the better career prospects that they have obtained with their honors. This would suggest that they are expecting to get a satisfying job which would not force them to start their own venture in order to be satisfied with their job. It seems that a safer future blocks the possibility for the people to become entrepreneurs by avoiding one of the most important push factors such as job frustration. Thus, maybe a bad job perspective would be a great motivation for people to start their own venture. Although we risk, with this kind of strategy, to get forced entrepreneurs that did not have choice to enter into entrepreneurship and that is not what we really want. It has to remain desirable and to be actively desired.

Those points are related to our modern capitalistic and neoliberal economy as it is lived by the workers. They suffer in their enterprise which pressure them to obtain good results and do not reward them for those results (Duarte Rolo, 2015). Working life is becoming harder and some authors even consider that the new generations of people are going to face situations of employment, self-employment and unemploy-

ment all three in their lives and so must be prepared for that (Henderson and Robertson, 1999).

A lot of social factors have been investigated to determine if they have an incidence on the likelihood to become entrepreneurs. Some have been found irrelevant, some in turn relevant and irrelevant such as the birth order (Bowen and Hisrich (1986) and Robinson and Keith Hunt (1992) found it irrelevant whereas other authors found it irrelevant as explained by the seconds) and some relevant such as the occupation of the entrepreneurs' parents who are more likely to become entrepreneur if they have parents entrepreneurs themselves (Carroll and Mosakowski, 1987; Hisrich, 1990; Praag and Cramer, 2001; Wang and Wong, 2004).

2.1.2 The cognitive factors

The cognitive factors refer to the intelligence and the experience. The intelligence being the capacity of adaptation of a person to the environment. It has to be a process where people think about the environment and what they could do to improve it or to be best adapted.

Opportunity identification can only be done through adaptation to the environment. A person which would be sensitive to the change of the environment and to technological changes would be able to recognize a need or an opportunity but this is made easier thanks to the social factors. It is not obvious to identify an opportunity and experience and education can help in that way (Shane, 2000).

The process of opportunity identification belongs without any doubt to the entrepreneurial thinking which leads to entrepreneurship. This is again called by some researchers, the entrepreneurial mindset (Haynie and all, 2010).

Let's make a little digression here on the opportunity:

The opportunity is considered either as found/ discovered (Shane, 2000) or either as created by the entrepreneurs (Sarason et al., 2006). It can probably be both. But even if you find an opportunity, a creation process starts as how to use this opportunity correctly. That is where you have to adapt to the environment and to think about it. The things do not happen alone with divine providence. The creation process will necessarily be involved even just as a thought about this opportunity. Businesses are never settled alone with an angel falling of the sky and giving us the keys for a successful venture. Thus, that opportunities are created or found, will still involve a creation process of the structure to exploit this opportunity.

Some characteristics are closely associated with the creation of opportunities especially linked with the surrounding environment. But even though this involves the environment, some researchers think that this creation of opportunity is intrinsic to the people and believe that they possess a set of characteristics that make them more sensitive to the opportunity recognition. *"Careful investigation of and sensitivity to market needs and as well as an ability to spot suboptimal deployment of resources may help an entrepreneur begin to develop an opportunity"* (Ardichvili et al., 2003; page 106). They also recognize personality traits as a major factor that influences opportunity recognition.

Opportunity recognition, development and evaluation are definitely an important part of entrepreneurship. These are three phases of the global process associated with the opportunity. Different characteristics have been associated with each of these phases but if we look at what is necessary as a whole to be an entrepreneur – and in this case, the entrepreneur needs to be able to carry out each of these three phases – there is a set that is recognized by Ardichvili et al. (2003) as relevant; this is indeed the first step to become an entrepreneur.

Through this paper, we can also notice that the knowledge is really important. People that have more knowledge in a peculiar domain are more alert to new opportunities in this domain. But these people still need some practical knowledge about entrepreneurship to be able to exploit these opportunities.

The peculiar knowledge (not the general knowledge obtained through education and that is common to pretty much everyone) – especially the knowledge of the market or of the industry and every type of information asymmetry – (Ardichvili et al., 2003) is a great advantage that people use to launch their careers as entrepreneurs. Many people have worked somewhere and have started to think that they could do better than the enterprise they were working for and decided to start their own business in the exact same field but on a different manner (Hisrich, 1990). Many entrepreneurs start a business in a field in which they already have knowledge. You cannot do something if you don't know anything about it. Or this is called an experimentation and will probably fail as chemists' experimentations that have to try again and again and to get experience before to reach the success. It is not possible to swim in the dark as it is not possible to be successful if you do not know anything about your future business.

Of course, there are other things that the knowledge that accounts in entrepreneurship. And, for instance, the skills and the abilities that people have intrinsically can favor entrepreneurship (Shane et al., 2003; Casson, 1982; Sanders and Nee, 1996). If people have a gift or a talent for something, it is an advantage that they can use to become entrepreneurs. *"The more you know, the less you need"* (quoted from Yvon Chouinard, an American entrepreneur). This is also true for entrepreneurs where knowledge is a huge advantage (Sanders and Nee, 1996). If you have the knowledge, you need less skills or abilities to start a new business. *"More knowledge will generate more entrepreneurial opportunities"* and less knowledge less opportunities (Audretsch and Keilbach, 2007; page 1242). The information is indeed very important, maybe even more than the way to use it!

Obviously, the background of the people is a kind of experience very important and is indeed an advantage in terms of information but also in terms of skills and abilities (Birley, 1989; Hisrich, 1990; Sanders and Nee, 1996). The background may be professional or come from an experience in a sport club, from a hobby or from an association. Even education can provide a solid background to start a business. Although the work experience is better because *"people still tend to start successful businesses in fields in which they have worked"* (Hisrich, 1990; page 211).

The managerial experience and the entrepreneurial experience are making the start of a new venture easier as well. Start a new business when you have already done

that will be more natural and smoother (Hisrich, 1990). Generally speaking, any kind of enriching experience is good.

2.1.3 The personality

Verduijn et al. have identified a literature that focuses on the behavior that one should have in order to start a business. A kind of desirable and maybe necessary characteristics without which the creation of a new venture is less likely (Verduijn et al., 2014). This is why we are now exploring the famous behavior and traits of the entrepreneurs. The fact that we believe or not that the inner traits make entrepreneurs is not important. What matters is that some inner traits might help people to become entrepreneurs.

The personality of the people is playing a great role in the decision to become an entrepreneur. One of the most studied traits is the risk appetite. The risk taking is an attribute associated with entrepreneurship (McClelland, 1961; Casson, 1982; Koh, 1996; Ardichvili et al., 2003; Praag and Cramer, 2001). And indeed, to start a new venture is to take a big risk. Entrepreneurs bear the risk to fail and some individuals are not keen to do so. It is really an aspect of personality which plays a huge role in entrepreneurship but that is not the only one.

Innovativeness (Casson, 1982; Koh, 1996) or creativity (Ardichvili et al., 2003) is a second trait that has been recognized as very important, especially nowadays. Innovativeness is either an ability or either a behavior. This is a point where we could argue. Of course innovativeness is an ability. To be innovative, you need to think outside the box. You need to think differently, to free your imagination and to shut down the barriers that education creates in our minds. But innovativeness is also a behavior. Some people are innovative people. That is one of their intrinsic characteristics. They are innovative in everything they do and think innovatively. Steve Jobs was recognized as one of them (Dyer et al., 2009).

Other characteristics spotted by the researchers are need for achievement and independence (McClelland, 1961; Bowen and Hisrich 1986; Hisrich, 1990; Green et al., 1996; Taormina and Lao, 2007; Brandstatter, 1997). Basically the idea to be his/her own boss is closely associated with the independence. People that do not like the authority or to have a manager up to them are more likely to become entrepreneurs. Probably only because they do not support this situation (see motivations below). The need for achievement is also a factor that will motivate people to start something big. To achieve their dreams and start a business. Those people want to be recognized as someone important that has succeeded (see motivations below). These things are going together with the fact to be responsible. People afraid of responsibilities will not dare to start a new business while those used to it are more likely to enter into self-employment (Bowen and Hisrich 1986).

Optimism and tolerance to ambiguity, in link with risk-taking, have also been recognized as traits belonging to entrepreneurs (Koh, 1996; Ardichvili et al., 2003; Taormina and Lao, 2007). People starting a new project should have faith in the future and should believe that the risks they are taking are not so huge and that they can bear

them. They will have to evolve in an uncertain environment and should be able to comply with difficult situations and with vague information.

Inside the personality, one factor which has been pointed out many times is the internal locus of control (McClelland, 1961 (although he names it "*self-belief*", it is the same thing); Evans and Leighton, 1989; Green et al., 1996). This factor, which means that you believe that you can build your future, that your destiny is not predetermined and that you can control it, is quite important for entrepreneurs. They believe they can succeed. They have faith in themselves. And that is why they have the courage to start a new business. However, the validity of the internal locus of control is still debated. Some researchers have found after a study that the internal locus of control does not relate to the likelihood to become an entrepreneur (Brockhaus and Nord, 1979; Hull et al., 1980). Probably because an external locus of control associated with an environment perceived as favorable will not decrease the chances to become an entrepreneur of an individual. Because in this case, they do not have anymore to believe in themselves but can rely on the structures for an efficient support of their activity. This should be studied more deeply in order to understand its mechanisms and its real impact on potential entrepreneurs. This could have an important impact. In the case of a population with a more external locus of control, it would be very important to make the environment seen as propitious to start a business. Knowing which populations have a more external locus of control could be important. For example, if religious populations that believe that their destiny is in god's hands have an external locus of control, this could matter for entrepreneurship. Once again, it is difficult to evaluate the importance of this characteristic due to, first of all, the difficulty to evaluate the locus of control of a person (and even harder to evaluate the locus of control of a population which could be mixed due to the religions, geographic area, ethnicity and many more factors...), and secondly, the real impact of this characteristic in the life of an entrepreneur.

But, once again, in order to favor entrepreneurship we shouldn't neglect anything. We, either, want that people believe in their own capacities or believe in the environment to be good enough to start a new venture. If people believe in themselves (have internal locus of control) and perceive a favorable environment, then it should be easier for them to dare set up their own venture.

It might be better to have individuals with internal locus of control only... or to only the contrary! Or it might not matter so much if the population is mixed but if the general policies are such that the environment is well perceived and that the people are correctly trained. We will develop this point further in our new ideal economic world and pursue this theoretical discussion.

Associated with the argument that the managerial experience and the entrepreneurial experience make the start of a new business easier, the sense of responsibilities is an inner trait that has been seen in entrepreneurs and a needed characteristic to start a business (Bowen and Hisrich 1986). Indeed, new entrepreneurs should be able to bear a lot of responsibilities (this is also linked with the risk taking). They are responsible for the success and for the failure of their enterprise. They are responsible in front of their employees that have linked their fortune with them, in front of their in-

vestors that have invest their money and in front of their family members that have faith in them and, basically, in front of all the stakeholders.

Some more characteristics have been studied and Wang and Wong (2004) have found in their study on university students in Singapore that the gender was playing a role in entrepreneurship and that male were more likely than women to start a business. Of course the place in the society of women is different in Asia than in Europe (and is even not homogeneous in those two continents). This could explain why there were significant differences among the two genders but this has been proved to be true as well in different countries (Ardagna and Lusardi, 2008). Bates explains that "*Women are more likely to enter self-employment in skilled services fields*" and that high education and experience account for the decision for women to become entrepreneurs (Bates, 1995; page 143).

And, as they were wondering if ethnicity could be another factor, it appeared that it was not impacting the interest for entrepreneurship in their study. Chinese were having same interest level that the other minority ethnic groups. On the contrary, Bates, in a paper from 1995, explains that people issued from minorities in USA are less likely to become entrepreneurs.

The fact that the results are not the same everywhere in the world is not a problem. It just means that the culture and the environment are playing a role in the decision to become an entrepreneur.

To conclude this part about the inner characteristics, it is quite important to write the characteristics which do not account into the decision to become an entrepreneur. Among the variables which have been demonstrated as not having any impact on the willingness to become an entrepreneur or on the decision to start its own business, there are:

- Age and experience (Evans and Leighton, 1989; Hisrich, 1990). But Bates (1995) did not agree with those results.
- Family income status (Wang and Wong, 2004).

There are probably many more but those ones might signify that education is more important. If the age is not a variable that accounts in the decision to become an entrepreneur it might be because people reach an education level that they judge acceptable at different ages. And the same thing applies to experience. Some experiences are less enriching than some others. With the family income status, once again, if the education provided is good enough, this parameter is probably having no impact on the decision to start a business. It would be interesting to research more on this topic. And find the explanation why, exactly, these characteristics have no impact and what are the other characteristic that palliate this.

Something different from inner characteristics but undoubtedly related with them is the motivation of the people. The motivation is linked with experience, background and education but is still different and covers a wide range of different reasons to explain why people started their business.

2.2 The motivation to become an entrepreneur

Some researchers who believe that neither the trait approach nor the environmental approach allow to explain why some people become entrepreneurs have begun to investigate the motivations to start a business by looking at the intentions of the people (Krueger et al., 2000).

The fact to decide to start to be an entrepreneur is tightly linked with motivation. Individuals starting a new venture should be highly motivated to invest their time, their money and their energy into an enterprise which is not certain. This motivation arises from a lot of different sources (Herron and Sapienza, 1992) which all together create motivation to start a new venture. The model from Herron and Sapienza (1992; page 54) "*focuses largely on behaviors and explains how those behaviors are driven by additional variables such as context, values, aptitudes, and training*". All these features give the motivation to start the new venture. We can see that the context (the environment) play a role as well as the traits (values, aptitudes). However, we could also take that relation in the other sense: experience, aptitudes, trainings and context might also give the motivation to start a new business.

Motivation is also driven by the outcomes expected of the new venture. As explained by Kuratko et al. (1997), the extrinsic rewards are quite often materialized by money whereas the intrinsic rewards are linked to the social position obtained and the freedom (not the freedom of the money this time but the real freedom).

This element is crucial. An important part of the motivation to become an entrepreneur is linked with the economic profit that can be driven through the creation of the new venture. This is done with the wage but also with stock-options or other form of financial compensation in our capitalist and liberal economy.

The problem is how to keep this motivation entire in a different kind of economy. In an economy where the financial rewards expected would probably not be as interesting. Hopefully, the motivation has been deeply researched and the scholars have found a lot of reasons to explain from where arises the motivation to enter into self-employment. We are now coming back to what has been said to the beginning of this chapter: the desirability to become an entrepreneur is one of the two necessary points to start a business (Aldrich and Zimmer, 1986; Hisrich, 1990; Krueger and Brazeal, 1994).

In order to understand the motivations of the people to be entrepreneurs, we have to see the factors that influence these motivations. And we need to categorize the motivations in internal and external so we can distinguish the role played by the inner characteristics and the behaviors and the role played by the environment.

After an extensive literature review, Morales-Gualdrón et al. (2009) identified different types of motivation coming from different domains that they regrouped under a detailed figure. Their model is clear and allows to differentiate many different paths to be able to understand where the motivation comes from.

The motivation can, as it is suggested in their model, come from the external environment, as well as, of course, from internal factors such as the need for independ-

ence, for example. But once again we find the duality feasibility/desirability inside their motivation chart. So people are motivated about being an entrepreneur only if it is feasible and desirable. Which is logic. If it is too hard, no one will ever be willing to achieve it and if it is not rewarding, it is not desirable and once again no one will try to do it.

We can distinguish these motivations into to push and pull forces. Both forces impact greatly the decision to start a new business (Birley, 1989).

““Push” criteria such as redundancy, unemployment, frustration with previous employment and the need to earn a reasonable living are important motivators for start-up, more so for men than women. However, “pull” criteria such as independence, being ones’ own boss, using creative skills, doing enjoyable work and making a lot of money are more important motivators and these are more closely associated with survival.” (Watson et al., 1998; page 235).

But these motivations are to be placed in the environment. They are arising, as the push and pull forces show us, from the environment. Turker and Sonmez Selcuk (2009) describe the environment as a range of factors. The *“cultural, social, economical, political, demographical, and technological factors”* represent the environment and according to the authors, this environment has a direct effect on the motivations and the entrepreneurial intentions of the people. They recognize the importance of the environment and of the personal characteristics but subordinate those ones to the environment. *“Entrepreneurial traits should be nurtured by external factors”* (Turker and Sonmez Selcuk, 2009; page 145). The authors surveyed the students to know which factors are perceived as the most important. Educational support and structural support were considered as the most important. It is crucial to note that *“the level of self-confidence might affect one’s perception on external environment”* (page 155) and so the results of the study and of the other studies about favorable environment are biased by the confidence of the people surveyed. This self-confidence is once again an inner characteristic, which tends to prove us that inner traits and environment are to consider both to understand how to favor entrepreneurship.

The self-confidence can be taught. And that is why the university holds an important role and should teach entrepreneurship and motivate the students to become entrepreneurs (Turker and Sonmez Selcuk; 2009). Once the students have some theoretical knowledge and some “push” from their teachers, they just need a positive experience to be even more confident and dare to enter into self-employment.

Measure the motivation of the people would help to know what to do. Robichaud et al. (2001) tried to develop a tool to measure the entrepreneurial motivation. The idea for this tool was that it would allow governments to identify more easily the individuals supposed to become entrepreneurs and that it would be easier to help those people once they are known. Based on the study by Kuratko et al. (1997), they summarized the factors that are important in a table divided in several factors, named: Extrinsic Rewards, Independence/Autonomy, Intrinsic Rewards and Family security. Under this table appears a list of reasons (or motivations) to explain why people decide to enter into self-employment.

An interesting fact from this table are the rewards that take place as motivations as pull factors. The rewards impact greatly the decision to become an entrepreneur. And in our capitalist society, they are indeed quite important for successful entre-

preneurs. Recognition and money are the core of the system. It is money that brings recognition nowadays and not the contrary.

The chart made by Kuratko et al. (1997) gives another idea, very similar, about what motivates people to be an entrepreneur. In order to favor entrepreneurship, the governments should use incentives and advertising on the different factors listed and according to the determined influence of the factors. Extrinsic and Intrinsic rewards were found as very relevant goals to motivate people to enter into self-employment, Extrinsic rewards being even more powerful. Then comes family security and finally the independence/autonomy.

These goals that drive motivation can be economic (and those are powerful as we have seen) but not only and the goal of these entrepreneurs do not have to be to maximize profits (Shane et al., 2003). This is perfect for a non-capitalistic economy and it probably requires more research in order to determine if family security, intrinsic rewards or independence/autonomy could be substituted to extrinsic rewards.

As a summary, here is a table about the motivations. Just as entrepreneurship, the environment as well as the personal characteristics of the individuals influence the motivation. Those are the two main paths from where motivation can be found to start a business. In the bottom of the table, in red, we have the power paths that have the most impact on the decision to be an entrepreneur. If an opportunity appears or is discovered in the environment, and if this opportunity is a real opportunity (so that it has been recognized and evaluated), in this case, this will lead to the creation of a business even though the environment does not have the resources and even though the individual does not possess the resources. On the same level, the personal attitude of the individual towards the factor revealed by Kuratko et al. (1997) is seen as a major motivational factor to enter into self-employment. If they are deeply anchored in a person, they will lead, in their time, to self-employment. The personality will change the rewards sought and that is why there is an interaction between personality and rewards. Because the rewards sought also define the personality.

The individuals and the environment can provide resources which favors motivation as business creation is perceived easier if these resources are available. The culture as well, as we have seen, has a role to play. Moreover, the culture will also impact on the resources available, especially on the existence of supporting organizations. Finally, at the very end of this table, the rewards and their different types, classified by their importance with in first the extrinsic rewards, wealth and income and then the intrinsic rewards. Those cannot be ignored in order to motivate people to become an entrepreneur.

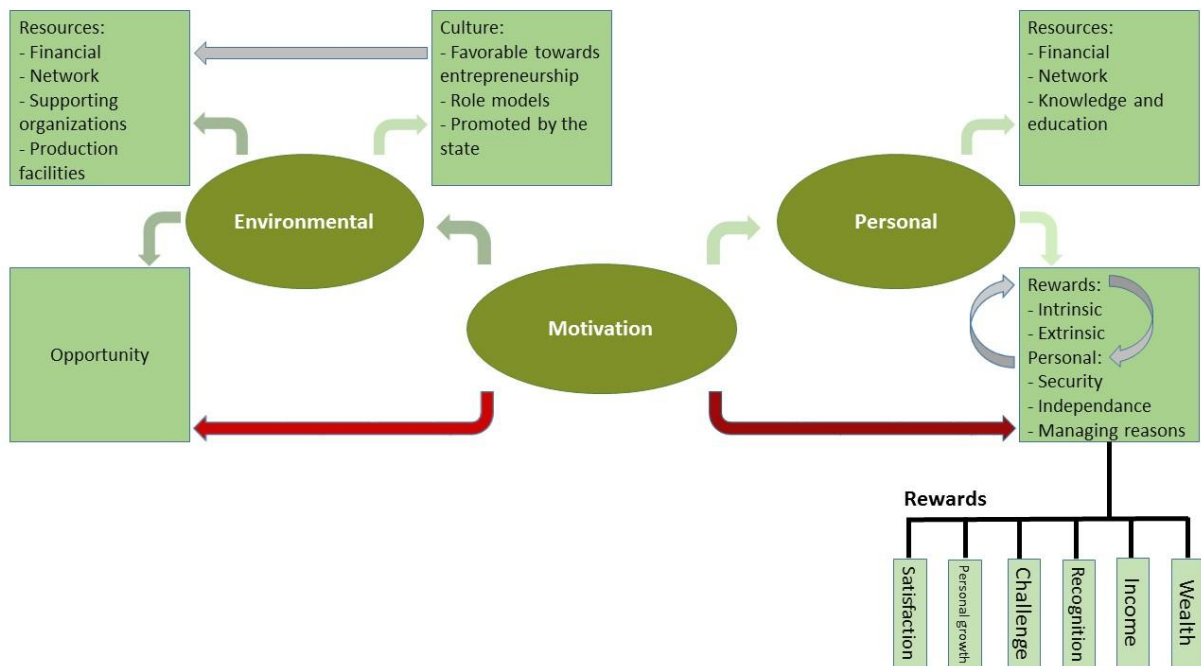


Figure 1: Motivation's paths and interactions

Some other researches have considered the opportunity cost as a function of the rate of entrepreneurship (Amit et al., 1995). They take into consideration the low wages of the employees as a motivation to switch to self-employment as well as the long periods of unemployment or frequent change in jobs (Evans and Leighton, 1989). "An individual will become an entrepreneur if the expected reward surpasses the wages of employment" (Praag and Cramer, 2001; page 45). In our capitalist liberal economy, most of the people are motivated to become entrepreneurs in order to earn more money. This fact could be a problem in an economy which would not favor such behaviors as a non-capitalistic economy would be.

Another factor is that entrepreneurship is seen as a good way to have a secured job and to be able to bring money to the family. We have seen in the social factors that the support from the family was really important and this is the expression of this link between the entrepreneur and his family.

The support that one can get from its relatives and its friends is transformed into motivation to pursue the goal to become an entrepreneur (Varela and Jimenez, 2001). A push factor that accounts in the process of opportunity recognition and development as well as in the creation of the business and its success as we have already seen. This moral support is named as "cheering squad" or "support resources" by Hisrich (1990). The role of the cheering squad is to provide support but also advice and guidance which is also important for the motivation and the feasibility aspect.

Other scholars have listed the motivations to become entrepreneur:

Many are directly issued from the environment such as: legal system, age of industry, availability of capital, the overall state of economy, the conditions of capital market, low operating cost (Shane et al., 2003; Taormina and Lao, 2007). Some have already been listed previously such as: independence, financial independence, money, sup-

plement family income, job satisfaction, achievement, opportunity (Hisrich and Brush, 1984; Hisrich and Peters, 1989; Young and Welsch, 1993; Taormina and Lao, 2007). And some are more personal such as: to face a challenge, family encouragement, resume business career, friends establish successful businesses, hobby that grew (Young and Welsch, 1993).

As we have seen, the inner traits are linked with the environment and the motivations as well. Let's now study which kind of environment favors entrepreneurship.

2.3 The environment which favors entrepreneurship

The environment is important but not as important as the perception of the environment by potential entrepreneurs (Krueger and Brazeal, 1994). The environment has an impact on the decision to start a business if it is perceived negatively or positively (Taormina and Lao, 2007).

Shane et al. (2003), identified that the external environment plays an important role in entrepreneurship. In their paper, they also consider how external factors impact the motivation to become entrepreneur. They pointed out three main points which, I think, are inseparable with the economic environment, if we want to consider it as a whole, which are: political factors, market forces and resources.

These points refer directly to the environment under which the enterprise will grow or perish. They are part of the decision to start a business or not. They affect the motivation in different ways and are more or less important for the decision to start a business. But if we want to create favorable conditions to start a business they are all to be taken into account and to be redesigned in order to be efficient in a non-capitalist economy.

One of the main concerns for the entrepreneurs, especially after the recent financial crisis, is the access to capital. It is absolutely necessary to start a new business. This problem is well known and has been described by several authors (Birley, 1989; Hisrich, 1990; Bates, 1995; Rasheed, 2004). In time of economic recession, the banks are less likely to give loans and start a business is perceived as more difficult (Neal, 1996). The state of the general economy is very important for the decision to become an entrepreneur and some people interested in starting a business might be stopped in their actions due to the difficulty to access to capital as we have seen with the motivations.

About the easy access to finance, it is definitely anchored in the environment and the regulation of the countries. In our economy, the investment in a new business is generally done through personal savings, family and friends from an immediate circle and then from institutional and private investors from a more distant perspective. But even the investment process is now changing! The crisis in 2007-2008 blocked the investment from the banks and scared the private investors to act. New solutions were then slowly implemented and the crowdfunding appeared and now the finan-

cial technologies (FinTech) are rapidly evolving to facilitate the access to credit to palliate the failure of the banks to lend money to start-ups or to individuals. This system has also the advantage to be less risky because the counterparts are not always to give back the money as a loan is working. This new form of investment is changing the game and changing our economy. A normal citizen can now do the same job as a bank and finance a project he believes in it. The difference is that banks usually finance projects in which they believe they will pay back the loans.

Risk-capital investors are still needed despite the changes happening. They still are, for the moment, the ones funding new businesses. The easier capital access is, the more new companies are founded (Hisrich, 1990; Rasheed, 2004) and the fact that new ways to access to capital are being developed augur well for the future.

On the point of view of the immediate local environment, some areas are well known to favor creativity and entrepreneurship. Some countries/areas where the creation of its own structure and the development of its own business idea is part of the culture (Hisrich, 1990; Lee et al., 2005; Audretsch and Keilbach, 2007). In those areas, most of the population tend to become an entrepreneur because everyone in those areas expect them to do that. They are supported, encouraged. It is in the culture of the local environment such as Silicon Valley which is a well-known example. The national culture or local subculture is important and needs to value the creation of the enterprises because the motivation of the people only is not enough (Lee and Peterson, 2000). If it is recognized by the population as a good thing, then it will become a trend and be well seen, desired and developed. This culture needs to be developed at a national level but the new generations would also need to be encouraged by their family, teachers and idols in order to perceive the environment as favorable for such a future (Hisrich, 1990).

It might appear like a truism but entrepreneurial activity is more important in areas with more populations (Audretsch and Keilbach, 2007). The density of entrepreneurs is higher and it is easier to share and develop his ideas and do business with businesses already set-up or with a huge population that has many needs. Moreover, supporting structures and services are more developed in those areas and they participate to the motivation to create a new business (Birley, 1989).

Morrison (2000) speaks of a "*spirit of enterprise*" from where entrepreneurship comes. This is another way to name and describe a culture which favors entrepreneurship. According to his paper entrepreneurship vary among the countries according to their cultural specificities. The culture is important in order to develop entrepreneurship (Morrison, 2000) and the entrepreneurial education has a role to play in it because if there is no entrepreneurial education then, there is no entrepreneurship culture (Lee et al., 2005). Lee et al. believe also that motivation is impacted by the environment where people grew-up and that a favorable culture will increase the motivation to become entrepreneur.

Michelacci and Silva, in 2007, have found than there are more entrepreneurs setting up businesses in the region where they were born than employees working in the region where they were born. The knowledge of the locality might help people who want to set up a business making credit access easier and having a trustful relationship with local customers and suppliers and other local entrepreneurs.

Different environments favor different kinds of entrepreneurship. Regions rich in knowledge favor knowledge based entrepreneurship whereas regions with high unemployment rate favor low-technology entrepreneurship and regions with social diversity favor high-technology entrepreneurship (Audretsch and Keilbach, 2007). *“Finally, the diversity of human capital, as measured by labour skills, is found to have a significant impact on all four measures of entrepreneurship”* (general, low-technology, high-technology and knowledge based) (Audretsch and Keilbach, 2007; page 1252).

The government has an important role to play in the sense that the general policies are modeling the culture of the country and the entrepreneurship. Thus, a careful planning is necessary in order to make the best choices for the future: more productive entrepreneurship, less unproductive and destructive entrepreneurship, control of the entrepreneurship, orientation of the entrepreneurship toward one business sector. The public policies established by the authorities are playing an important role in that sense.

Idols or role models should be pointed out because they are really important (Birley, 1989). As for sports or music, a role model will guide the new generations and increase their likelihood to follow their path and become at their turn entrepreneurs, athletes and musicians. They have a powerful effect on the young people and show successful entrepreneurs will exhort their desire to create their own structure and put their fate into their own hands. This has already been exploited (the movie Steve Jobs realized in 2015 is probably a marketing tool to promote entrepreneurship through the success of a figurehead of the business world). If the people believe in themselves, if they are confident in the future, then they will dare to start their own business. *“To see someone else do something and succeed makes it easier to picture oneself doing a similar, and of course, better, activity”* (Hisrich, 1990; page 211).

For immigrants, the culture is not the same and the role models neither. It might be harder for them to engage in the path to become an entrepreneur. But they are using different ways. The impact of the family for immigrant entrepreneurs has been studied and it appears that families are an important provider of resources at the same time, financials, humans (labor force) and intellectual (knowledge) (Sanders and Nee, 1996). This is called *social capital* and it helps immigrants to start a business because they have access to cheap labor with family members and to finances with ethnic communities.

The social capital is more important in regions that lack of supporting institutions (Bauernschuster et al., 2010) and probably is important for immigrants because they might not have access to these supporting institutions.

However, despite of supporting institutions and favorable culture, sometimes, some people do not want to start a business. The study by Taormina and Lao (2007) focuses on three different kinds of people. People who do not want to start a business, people planning to start a business and people that have started a business and succeeded. The result of the study is quite interesting. Despite what we might think, the environment is not playing such an important role on the motivation of future entrepreneurs.

“Circumstances in the business environment are taken into consideration to a moderately powerful extent by people who are planning to start a business” (Taormina and Lao, 2007; page 215).

Whereas it seems to be much more important for the people who have already started a business and succeeded. As a result, they find that the environment and the inner characteristics are both important for an entrepreneur. The first one has just more impact on the people who have already started a business and the second one has more impact on the people who plan to start a business.

Some scholars believe that good entrepreneurs are produced by the society. And that they are produced by societies that have cultures focusing on fostering entrepreneurs (Morrison, 1999; Lee and Peterson, 2000; Lee et al., 2005).

But even with a society which fosters an entrepreneurial culture, some supporting institutions are needed. They probably would be a way to express this culture. If the country really supports entrepreneurship then, nothing could be more normal than having supporting institutions and resources. But these resources should be available and visible (Krueger and Brazeal, 1994). People should know that they will have support to start their business and will not have to do everything without help. Otherwise, if they are not visible, it is like if they did not exist! The support can be in the form of *“information, advice, training, or finance to new firms or existing small firms”* (Van Stel et al., 2007; page 171).

The regulation is now well known as a blocking factor for entrepreneurship. It has been deeply studied as a mean to prevent entrepreneurship (Ardagna and Lusardi, 2008). Entry regulation on certain industries makes it more expensive for new comers and closes a wide range of opportunities for potential entrepreneurs (Ardagna and Lusardi, 2008). This is linked with the access to capital, of course. *“Regulation attenuates the effect of social networks, business skills, and working status on entrepreneurship while it strengthens the impact of attitudes toward risk”* (Ardagna and Lusardi, 2008; page 4).

Klapper et al., in 2006, have studied the effects of regulation on the new firm creation. They have demonstrated that when regulation is costly to enter in an industry, it harms new firm creation and force new entrants to be larger. They distinguished labor regulation from financial regulation and form property rights.

- Labor regulation is found to have a powerful impact on entries in labor-intensive industries and that stricter regulations correlate with firm entry.

- Finance regulation is found to have a powerful impact on entries in industries with high dependence of credit and entry in financially dependent industries is higher in countries that have higher financial development (Klapper et al., 2006).

- *“There is more entry in R&D intensive industries in countries that protect property better”* (Klapper et al., 2006; page 620).

They conclude that they have found evidences that regulations affect new entries in a negative way but they admit that since they have not measured the benefits of regulations it is not possible to make a general evaluation and to conclude on the negativity of the regulation. They are not the only one to find that regulation harms entrepreneurship. The capital requirement and the labor market regulation have been found to play a role in a study of 39 countries (Van Stel et al., 2007). Whereas some other parameters such as bank deregulation favors new business creation (Black and Strahan, 2002).

Liquidity constraints, in relation with the capital requirement, can also prevent people to become entrepreneurs. On another side, wealthier people are more likely to become entrepreneurs because they don't have these problems (Evans and Jovanovic, 1989).

An environment with bank competition is favorable to new firm creation but this favorable relationship may be altered in industrial sectors with more important informational asymmetries (Di Patti and Dell'Araccia, 2004). This indicates that it is more likely to have increasing business creations when there are a lot of banks. Or also that venture creation is made when access to credit is easier (Klapper et al., 2006). And this is to put in relation with the fact that it is easier to start a business in big communities than in smaller ones (Bauernschuster et al., 2010). Bigger communities have also proportionally more banks and a financing industry more developed as well as bigger population and supporting institutions as we have already seen before.

Possessing a high education and personal wealth make people more likely to enter into self-employment (Bates, 1995). But education alone has not been proved to be a viable characteristic to determine if an individual will create his own company. As an example, Bates (1995; page 143) writes: *"The likelihood of self-employment in skilled services increases greatly as level of education rises, whereas the opposite situation prevails in construction"*. It might be linked again with the difficulty to find capital to start a business. If you already have the capital and some valuable knowledge, the difficulties to become an entrepreneur are easier to overcome.

To conclude about the financial aspect, economies with financial systems more developed are propitious to new firm creation and even financial underdevelopment is seen as a barrier to new entries (Rajan and Zingales, 1998; Rajan and Zingales, 2003; Michelacci and Silva, 2007). But the environment is not only limited to the regulation and the finance and labor aspects. It is also a social construct which varies according to the countries but also within the borders of the country.

"There are social factors that act as structural barriers to new entry and mobility within an industry" (Rasheed, 2004; page 3).

Ethnicity, gender and education are social barriers that can be positive or negative, depending the local culture and sub-culture (Rasheed, 2004). These social factors are also known as discriminations. It is important to note that discrimination can be positive (Birley, 1989) or negative as racism and machismo are.

Reynolds (2005) analyzed the reasons for a high birth firm rate and found that large urban centers have positive impacts on firm birth rate due to various reasons coming from the environment. These reasons were related to income, population and demand growth; large amount of small businesses who dominate the market; the area is a large urban center with easy access to customers, capital and supply. These kinds of well developed areas have institutions and social structures which impact entrepreneurship (Carroll and Mosakowski, 1987).

Finally, some people do not conceive inner traits without environment and environment without inner traits to explain from where entrepreneurs come from.

2.4 The environment and inner traits

John Ogbor (2000; page 618) developed the idea that the inner traits “*are not only psychologically given, but are culturally and ethno-racially determined*”. The idea laying behind this sentence is that the inner traits are shaped by the environment. Another study on the entrepreneurial personality, the same year, inventories the ability to take risks, the innovativeness and the market knowledge as important inner characteristics of an entrepreneur. But the researcher explains than these characteristics are “*formed by the interplay between the individual and the environment*” (Littunen, 2000; page 296). And indeed, many scholars have been following the same path and developed alternate ideas that mix inner characteristics and environment or tend to explain where entrepreneurs come from in a different way.

The environment, in link with some characteristics can create entrepreneurs. And the indigenous entrepreneurship is issued from this mixture. It is a special entrepreneurship which happens in a peculiar environment and that links inner traits (background, culture, mentality) with an environment. This entrepreneurship is usually linked with a community based economic development (Peredo et al., 2004) which then favors the development of a region by providing jobs and increasing the economic activity of a population which is usually let aside in terms of education, infrastructures and financial incentives.

Brandstatter (1997; page 158), who firmly believes in the trait theory, thinks that “*the general economic conditions and the laws behind the economic processes would largely determine what entrepreneurs can do and will do.*” According to him, the environment has no effect on the decision to start a business but has an effect on what businesses will be. This would be a paradox. People would start a business only if they possess a set of traits but the business they would start would be impacted by the environment they are living in. It is another mix between the effects of the traits theory with the environment.

These characteristics (traits and environments) can provide a lot of entrepreneurs if they are correctly parameterized. We are not in the process to examine how to get great leaders, great managers or successful entrepreneurs. We are in the process to have the maximum of entrepreneurs by combining the inner characteristics that one should have with a favorable environment. Then, from this huge basis of entrepreneurs, some great and successful people will emerge who will in turn act as forehead and motivate new generations of entrepreneurs.

Below is a table of the factors that determine entrepreneurship. On the right side are the factors that play a role on the individual. The cognitive, social and personality factors. They refer to the personal lives of the individuals and take into account experience, knowledge, behavior and detail them with all the factors that have been studied in the literature. On the left side, we have the environment and the motivation. Those are the two other factors that play a major role on the decision to become an entrepreneur. The environment is complex and opens in a lot of boxes which remind

a PESTLE analysis. Those boxes also split in order to take into account all the factors studied through the literature review.

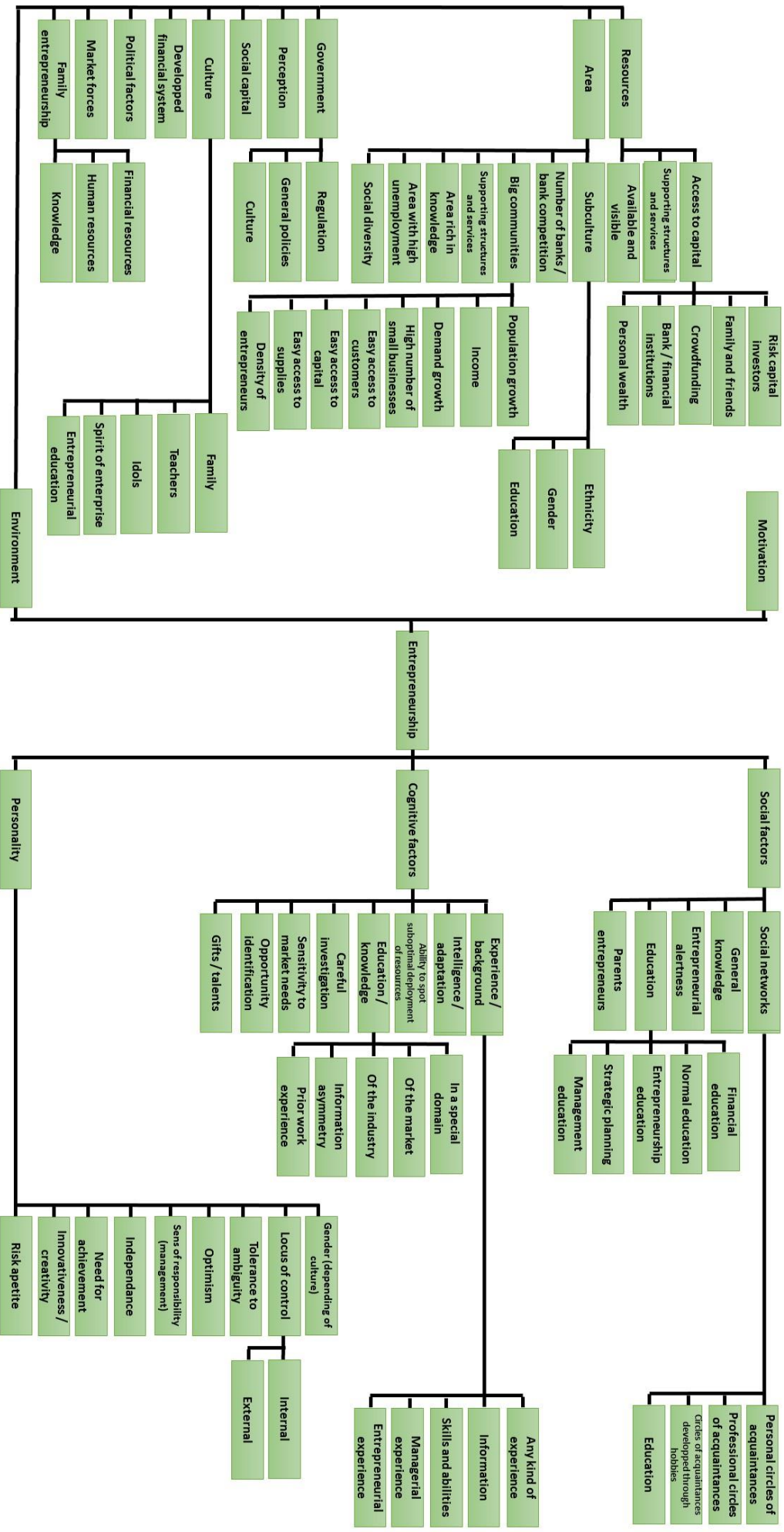


Figure 2: Factors that determine entrepreneurship

3 IS CREATIVITY A NEEDED CHARACTERISTIC FOR THE FUTURE?

Gartner (1989) wondered how do we identify innovative firms. The question to differentiate an entrepreneur from a small business owner has found an answer: the entrepreneur engages in an innovative behavior (Carland et al., 1984). This innovative behavior is defined by Schumpeter (1934) with five categories: 1. Introduction of new goods 2. Introduction of new methods of production 3. Opening of new markets 4. Opening of new sources of supply 5. Industrial reorganization. Then we can consider that an innovative firm is a firm which engages in an innovative behavior as well. Therefore, an entrepreneur is an owner of an innovative firm. Carland et al. consider that an entrepreneur is an innovative entrepreneur in the Schumpeterian sense. But an entrepreneur, as we have seen previously, is just someone which starts a new company. It does not require being innovative to start a company. Only a mix of the characteristics and the environmental factors that we have seen in the previous part is necessary.

The fact that creativity seems so important for entrepreneurship might also be problematic. Some people are not creative and if they want to set up a business, it will be a business which is not creative. The success might not be due entirely to the creativity but if it is the case, then it would be very difficult for this kind of structure. We are not going to study non-creative firms; it is beyond our topic. Moreover, the lack of scientific publications about it makes it very difficult to apprehend. Our focus is on creativity and on its relation with entrepreneurship.

Entrepreneurship and creativity have been linked together since a long time but nowadays this link is becoming stronger and stronger. Creativity has become more and more important in the recent years and is now one of the main aspects of the modern capitalism (Peters, 2009). Kirzner (1999) even considers that capitalism bears a destructive creativity. And Thomas Ward (2004) said that entrepreneurs must be creative nowadays. Creativity is highly desirable and related to entrepreneurship. It brings various improvements to our life and it carries economic growth (Schumpeter, 1934). Nowadays, we can even say that it is the motor of growth in many industries.

“Entrepreneurship has three central underlying dimensions: innovation, risk-taking and proactiveness” (Fillis and Rentschler, 2010; page 50)

Innovation – and thus creativity – is nowadays seen as a part of entrepreneurship itself and not as a separate field. This is principally because creativity is needed in our modern capitalistic world. It is essential for the enterprises in order to compete (Mumford and Simonton, 1997). From this competition depends the survival of the company. In order to be able to compete, the companies are looking for creative new graduates to join their teams and they want creative people able to detect and create the trends of the future (McIntyre et al., 2003). The changes in the economy following the trend of neoliberalism have also seen a change in the entrepreneurship and a shift is now made toward the creativity in order to compete and survive (Oke et al., 2009).

Innovation is a way to differentiate its products from the competitors and a way to experiment fast growth (Liu and Wu, 2011) (for example apple innovates in its product in order to sell the new generations). Creativity is entered in our life of consumer. We are expecting new products, new inventions, new innovations and the enterprises are trying to answer to this need.

This has even changed some industries. Before, the video gaming industry would not release and sell a game which would contain problems and would crash. Now, the contrary is happening. Video games are sold whereas they are not yet released! When they are released, they are not finished and the consumer has to wait for the numerous patches that will fix the problems of the game. A lot of paying DLCs (Downloadable content) are announced even before that the game is launched. Which means that the consumers are buying only a part of the game. A game not finished. This would have ashamed the studios of video games in the past. But not anymore. It is this need of creativity and innovativeness that made it possible and even necessary. Players are now expecting new contents for their games and they are ready to pay for it. There is a market for that.

The new capitalism offer room for new products which are cost effective (process innovation), which broaden the range of existing products (product innovation) and which raise the quality of previous generations (product innovation). The products answering to one of these three innovations types will generate profit (Greenhalgh, 2005). This explains also why the video games are released whereas they are not finished. To be able to bring some product innovations! And it explains why, in general, enterprises are now releasing new products or new services quite often and why they renew their range of products. Creativity is used to face competition and as a strategy to survive in a global world highly competitive (Ancona and Caldwell, 1987; Mirion et al., 2004).

Moreover, our actual economic system tends to favor innovation with property rights and with subsidies for R&D (Greenhalgh, 2005). The property rights protect the knowledge and allow enterprises which are developing new knowledge to use it to create protected products that cannot be copied. In order to develop these products, most of the time, some efforts are necessary. Companies need to invest time and money into research. This allow to get new knowledge, to develop new materials and new goods. These two points summarize the main advantage of capitalism. *A constant development of the actual knowledge in order to create new products or services with the final goal to create wealth for the creators/owners.* If the knowledge is not protected, then everyone will be able to exploit the new knowledge and that is why property rights are used. To protect knowledge. Knowledge is not anymore universal but it is in the hands of the people which have paid for. Knowledge is wealth and wealth is power in our economy.

Of course, if we want to favor creativity, innovation and the development of new products and services, we need to invest money in fundamental research. But the property right might as well be a hindrance to the creativity. With a more general sharing of knowledge, new products and major breakthroughs could come more often and more rapidly. But this would suppose to share the knowledge and not to privatize it anymore. An ideology which is not part of our actual economic system.

Creativity is important. Thus we need to be able to locate which individuals are creative, to determine the characteristics they possess and to find which environments allow them to express their talent.

3.1 How creativity entered in our lives

The environment is not predictable. It is a chaotic interplay of actions, which together, frame the context in which we live (Chia, 1996). In order to acclimatize to the environment, we need to constantly adapt and be able to think differently. Therefore, imagination and creativity is the best way to adjust to the dynamic environment. People stuck in the past and conservative are the one that are not able to think about something different of what already exists. The world is moving, the world is changing, and we need to follow this trend and to imagine our future.

According to Florida (2004), America's economic successes come from its openness to new ideas. The growth and the competitiveness that these new ideas supported by creative people have brought, has strengthened the American economy. He argues saying that important advances are brought through innovative ideas. Moreover, many of these new ideas are brought by foreign talents. Some of those immigrants changed or created a whole new industry sector and are therefore capital for the economic development. Florida insists on the fact that America should continue to attract foreign talents. According to him, the creativity brings innovation and economic growth. This economic growth is needed by the USA who are actively engaged in neoliberalism which requires constant growth.

This need of constant innovation is quite recent. It would be difficult to put a date on it to say when it started. Probably it started at different time for different industries. When the decisions to increase products range and depth occurred. Those decisions might have been implemented either due to the consumers, which in first, required new products or either due to the enterprises that wanted to take market shares or increase their turnover. Whether or not it was due to the consumers or to the companies, the economy changed radically and the behaviors as well.

What makes creativity in our modern capitalist economy so necessary and so important has been studied by Sophie Ward. Through a very detailed history of the rise of creativity as our modern business style, she shows how it became more and more important after the Second World War to promote another ideal life against communism (Ward, 2013). The association of creativity and freedom by politicians made it highly desirable and turned the public opinion in favor of that notion. Moreover, Sophie Ward proves the tight links between our modern neoliberal capitalist economy and creativity:

"the discourse of creativity was appropriated by neoliberals and incorporated into their account of the relationship between freedom and prosperity" (page 111)

So freedom, prosperity and creativity would be linked in the minds of the people and then creativity would be as necessary as freedom and as desirable as prosperity. Creativity is not anymore seen as an opportunity to promote other lifestyles but as the only new modern *businessstyle*, the one that represents the success!

Creativity is now a skill that people should possess if they want to succeed in a capitalistic system (Ward, 2013). Those who have it can become great entrepreneurs whereas those who don't have it are condemned to follow the others and to be servants of the economy. The creativity is now used to dismantle the social protection of the workers and to diminish the number of the workers of the public administration. They are considered as uncreative and unproductive and then useless to the society. But it might be because their jobs inhibit creativity.

Favor creativity seems undoubtedly the right choice for a capitalistic neoliberal and deregulated economy where individuals are in competition with each other to survive. We have been brainwashed by the political discourses (see Sophie Ward, 2013) and we have now understood that creativity is an absolutely needed skill.

3.2 The environments and the characteristics that favor creativity

The Hero Entrepreneur is undoubtedly considered as a creative character (Peters, 2009). Hero entrepreneurs are usually doing major breakthrough and changing the whole world with their inventions. They bear visions of the future that they want to accomplish and they are indeed leading the world through technological changes. These persons tend to foster the creativity of the ones working with them. Studies have shown that creativity brings creativity but that it also diminishes supervision from the managers and increases the support provided by them (Zhou, 2003). This is linked with intrinsic motivation which is found higher in a non-controlled environment (Shalley and Perry-Smith, 2001). All is linked, all is working together. To be creative, people need low control from their supervisors (no stress) and with this freedom they become more motivated which in turn benefits to their creativity and continue this virtuous circle.

High intrinsic motivation is also said to make people the most creative possible (Amabile, 1988; Amabile and Fischer, 2000). And indeed it seems that someone not motivated will never be able to demonstrate creative skills. In a paper from Mumford and Simonton (1997), it is said that creative ideas need two things: creative skills and motivation. But we still need to determine what kind of characteristics people need to get creative skills.

Some studies have been conducted to find out what kind of characteristics creative people have. Contrary to one might think, there is no relationship between IQ and creativity (Kim, 2005). Even people with low IQ can be highly creative. Therefore, it is not so easy to notice who is creative and who is not. Some tests have been administered and it has been agreed that they can usually quite clearly show if someone is

creative or not (see Harris, 1960; Torrance, 1966; Hu and Adey, 2002). But we are not sure that these tests are evaluating the whole personality and which characteristics do they perceive in the individuals. They might not be as complete as wished.

In 1988, Amabile conducted a research to determine which kinds of characteristics have creative people. He identified, thanks to the literature, that problem solving skills, persistence, energy, curiosity, self-motivation, creative thinking, risk orientation, experience, talent, knowledge were the main qualities that can impact creativity in a positive way and that lack of motivation, of skills, of flexibility were the main characteristics that can inhibit creativity. He conducted the same analysis about the environments and found that freedom, resources, support from the project manager, encouragement, positive atmosphere, recognition, time, pressure and challenge were factor which would improve the creativity whereas a negative atmosphere, constraints, disinterest, poor support from the project manager, lack of resources, competition and time pressure were inhibiting it (Amabile, 1988; Amabile and Fischer, 2000). These characteristics of organizational creativity have been corroborated by various researches and studies. For instance, Oldham and Cummings, (1996), found that the absence of any of the following characteristics had a negative impact on creativity: challenging job, freedom, support and positive environment. Taking the relation in another sense, Shalley and all (2000), explained that job requiring high creativity are usually complex, require autonomy and face relatively low control.

A study conducted by Schaefer, in 1969, was centered on the individuals and investigated their background and their personality to research the creativity. Two groups were opposed: artistic and scientific students. It concluded that they shared common traits but also differed greatly in other traits which would tend to prove that there is not only one way to be creative and that different sets of characteristics can lead to creativity. Schaefer found that creative students had often creative and well educated parents which were having intellectual interests (visiting museums and galleries, hobbies related to art or science), were surrounded by intellectual items (books, newspapers, musical instruments), did manifest "*a strong intellectual and "cultural" orientation*", showed few interests to sports, manifested creativity during childhood through different means, showed persistence in their interests, were highly intrinsically motivated, have a wide range of interests, were curious about novelty and diversity and were travelling more. The education, the culture, the interests and the open-mindedness seems to play a big role in this matter.

Despite creative people do not share always the exact same characteristics, there are still some common patterns among creative people. They tend to be more flexible, curious, to tolerate ambiguity and to be original (Guildford, 1973). Moreover, they are also described as sensitives, independents, committed and as having sense of humor (Guildford, 1973). However, these criteria for creativity are not seen as the same everywhere on the globe. Other researchers have conducted studies in Asia and have found various common traits, especially originality, flexibility, commitment, imagination but have also noticed that the sense of humor and artistic skills are not seen as creative (Rudowicz and Yue, 2000). Moreover, the commonly admitted creative skills are not perceived as desirable (Rudowicz and Yue, 2000). This means that the definition of creativity is a cultural construct (Chan and Chan, 1999). And as such,

it will be rewarded or punished in various societies. In Europe, during the inquisition, creativity was punished whereas now it is encouraged (Mallinson, 1960).

The idea of a set of core characteristics was already developed by Barron and Harrington in 1981 (page15):

“In general, a fairly stable set of core characteristics (e.g. high valuation of esthetic qualities in experience, broad interests, attraction to complexity, high energy, independence of judgment, autonomy, intuition, self-confidence, ability to resolve antinomies or to accommodate apparently opposite or conflicting traits in one’s self-concept, and, finally, a firm sense of self as “creative”) continued to emerge as correlates of creative achievement and activity in many domains”

Some traits of a creative individual have been gathered together in the following table:

Item/Descriptor	Performance Indicators
1. A fluent thinker	The student ... is full of ideas; finds different ways of doing things; answers questions fluently and readily; hypothesises easily; generally possesses high verbal fluency; can list, tell/retell, label and compile easily; answers (fluently) questions such as How many? Why? What are the possible reasons for? Just suppose ... ?
2. A flexible thinker	The student ... can solve, change, adapt, modify, magnify, rearrange, reverse and improve; is versatile and can cope with several ideas at once; is constructive and mentally builds and rebuilds; is sensitive to new ideas and flexible in approach to problems; can tolerate ambiguity.
3. An original thinker	The student ... can create, invent, make up, construct, substitute, combine, compose, improve and design; is attracted by novelty, complexity, mystery; asks What if? questions.
4. An elaborative thinker	The student ... can enlarge, extend, exchange, replace and modify; goes beyond assigned tasks; sees new possibilities in the familiar; embellishes stories/situations.
5. An intrinsically motivated student	The student ... often seeks out knowledge independently; does a job well for its own sake, not for rewards; appears to enjoy learning for learning’s sake.
6. A curious student who becomes immersed in the task	The student ... tries to discover the unusual or find out more about a topic of interest; unable to rest until the work is complete; possesses a sense of wonder and intrigue; possesses a high energy level; is adventurous and engages in spontaneous action; can uncover, investigate, question, research, analyse, seek out and ponder.
7. A risk taker	The student ... will challenge, criticise, judge, question, dispute and decide; not afraid to try new things; not afraid to fail; can rank and give reasons, justify and defend, contrast and compare, devise a plan, make a choice between.
8. An imaginative or intuitive thinker	The student ... will fantasise, create, compose, invent, suppose, dramatise, design, dream, wish; is perceptive and sees relationships; can make mental leaps from one idea to another and from the known to the unknown.
9. A student who engages in complex tasks and enjoys a challenge	The student ... can evaluate, generalise, abstract, reflect upon, move from concrete to abstract, move from general to specific, converge and has problem tolerance; is not easily stressed; does not give up easily; often irritated by the routine and obvious.

The creativity checklist and their performance indicators by (Proctor and Burnett, 2004; page 426)

These traits might make the creative students difficult to manage in a classroom and the teachers might prefer to avoid people like that in order to give their lessons. Originality in an organized place like the school or the classroom is not often well welcomed. Moreover, a curious student can also be perceived as disturbing the classroom by asking too many questions. Creativity has to be desired and welcomed in order to be developed. If creativity is not desired, it will not be a good idea to teach it. It should first be accepted in the culture in order to be seen as desirable and then developed.

Chia (1996) proposed to change the education and the programs of the business schools to cultivate the “entrepreneurial imagination” which is part of the creativity. He insists saying that we are living in a constantly changing environment and that is

why it is so important to keep a free spirit which allows new entrepreneurs to see the opportunities offered by this changing world. It is true that the environment is constantly changing. The emergence of NTIC has changed the business and the way to do business. The capitalism, following this new trend, has evolved (Groenewegen and Vromen, 1999). Computers and robots are now ruling the world and our imagination is the only way to escape to this world (Chia, 1996).

But it is not the only thing that is changing. The law is in constant evolution as well as the industries, the habits of consumption, and the culture. Chia suggests, in order to face this new world, to develop the imagination of the students and encourage them to "*think the unthinkable*" (1996; page 413). He also uses the paradox developed by Alfred North Whitehead and supported by other researchers (McIntyre et al., 2003) to point out the dilemma of developing the creativity:

"The tragedy of the world, [...], is that those who are imaginative have little experience while those who are experienced have feeble imagination" (page 415).

Chia calls for an "*intellectual entrepreneurship*" that is able to think out of the boundaries collectively fixed and generally accepted by the society. He develops many ideas to create an entrepreneurial education that is able to remain creative and innovative. Creativity can be accomplished through education (Peters, 2009), if education mutates...

Most of the people consider that being an entrepreneur requires creativity and that entrepreneurs are creative. Unless most of the researchers, some take the relation creativity-entrepreneur in the other direction. By thinking that creativity leads automatically to entrepreneurship. A study on entrepreneurial intentions showed that high scores on creativity tests are positively linked with higher intentions (Hamidi and Wennberg, 2008) suggesting that the more creative people naturally tend to be entrepreneurs because their creativity need to be expressed and they might see opportunities that other do not recognize.

According to the same study, creativity enhancement could function as entrepreneurship enhancement and creativity should be taught in entrepreneurship degrees (Hamidi and Wennberg, 2008).

School gives the knowledge. And even though knowledge and experience are considered as controversial characteristics, they are indeed necessary to be creative despite the fact that they can also inhibit creativity. Yet, it is impossible to be creative and innovative without having solid knowledge. Heterogeneity of knowledge has also been identified to favor innovation performance (Rodan and Galunic, 2004). Knowledge is the source of innovation and is absolutely necessary (Slater, 2008).

Another environment, different from school, where creativity can rise is inside the enterprise. There, people get experience and can share their thoughts with different persons that they wouldn't have met at school or through their hobbies or their daily lives. This professional world brings experience which can be used to be innovative or creative. Moreover, the companies want their employees to be creativity because this can boost their growth and secure their future. So in this kind of environment, creativity might be encouraged and actively sought.

Scott and Bruce (1994) have studied how employees can be creative in such environment and what kind of characteristics or support they require to help them. They

found that innovative behavior is related to innovation and that “*leadership, support for innovation, managerial role expectations, career stage, and systematic problem-solving style*” (page 600) are related to innovative behavior. The relation supervisor-subordinate is also related to it. And the quality of that relation impact a lot on that innovative behavior. When the relation is good, then there is trust, moral support, resources (despite in their study it was not related to innovation) and help available. This atmosphere thrives toward innovation. They are not the only authors that have been researching how creativity is impacted inside enterprises. Nevertheless, the characteristics identified are more or less the same about freedom in the job, challenge and manager’s behavior (Tierney and Farmer, 2002; Zhang and Bartol, 2010; Shalley et al., 2004). They also identified that the fact to be a “*systematic problem solvers appears to inhibit high levels of innovative behavior*” (Scott and Bruce, 1994; page 601). Tierney et al. worked on the relation “*leader-member exchange*” (1999) and found it did not affect the creative performance. They also pointed that employee working on subjects requiring creativity were displaying high levels of creativity and when the supervisor had the same intrinsic motivational orientation, the creativity was also enhanced. They especially emphasized the importance of intrinsic motivation.

Some personal characteristics help to be more creative whereas some others inhibit that skill. However, it seems that creativity can be created and arise from various ways inside the environment. One of those ways is to empower leadership. This has a positive impact on intrinsic motivation and then on creativity (Zhang and Bartol, 2010). But it is not the only manner and a study by Ohly and Fritz (2010) has shown that creativity can be increased through high level of perceived challenges, of job controls and time pressure. This counter intuitive approach suggests that pressure and control can lead to higher creativity whereas most of the other studies claim that it can be achieved through freedom and support. Probably this control and pressure are just to levels high enough to stimulate the people and increase their motivation. But it is also an indication that there are plenty of ways to proceed and that when we deal with human behaviors, there are not only one magic recipe for everyone.

To have a better understanding about the characteristics and the environment that favors creativity, it would make sense to read the paper by Barron and Harrington (1981) which summarizes all the studies that have been made in the field. Despite that the article is a bit old, it seems still quite important for the field and tackle issues such as, for example, use of alcohol and drugs to favor creativity that have received very little attention from the scholars.

Here we present a table as a summary of all the traits and environmental characteristics that impact creativity. One cannot possess all those characteristics well developed at the same time. Then it appears quite obvious that different mix of those characteristics will produce different creative people. This different creative people will express their creativity differently due to the environment around them and according to their own characteristics. It exists an infinity of creativities and we cannot find one set that could apply for everyone.

On the top, we have the environment which plays a role for the development of creativity. We have seen in the literature review how these factors were important and how they helped people to be creative. On the bottom, we have the personal charac-

teristics of the individuals. Those characteristics have been studied and pointed out to favor creativity. It is good to notice that the sense of humour and artistic skills are still under debate.

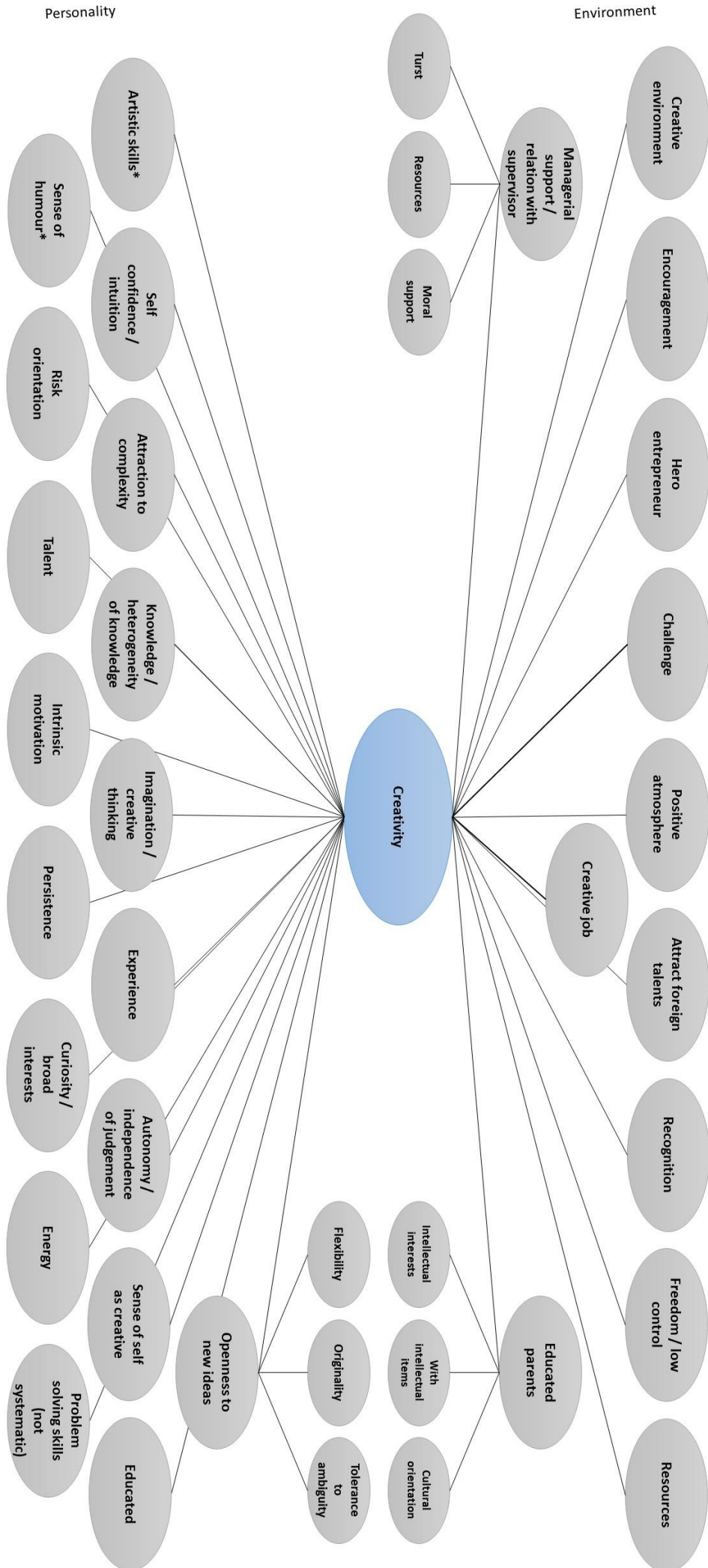


Figure 3: Creative characteristics and environmental factors

4 PROPOSITIONS TO DEVELOP ENTREPRENEURSHIP AND CREATIVITY

After an extensive literature review, it is now time to draw the conclusions and to exploit the literature through propositions for entrepreneurship and creativity. As we have seen, a literature review can also be used to propose hypotheses or propositions. These propositions will of course take place in the fictive non-capitalistic economy that we try to outline. Although the development of creativity might not be so much impacted by a difference in the economic system, the same does not apply to entrepreneurship.

4.1 How to favor entrepreneurship in a non-capitalistic economy

Before to really examine what is to do in order to favor entrepreneurship, we need to have a rapid look at what prevents people to enter into self-employment. This is the first barrier to entrepreneurship and be aware of it could allow to lower or delete these problems.

4.1.1 The restrictions to entrepreneurship

The researchers have found that some factors are restricting entrepreneurship to develop. Those are probably the first things to change in order to facilitate entrepreneurship.

When we were examining the characteristics, the environment and the motivations of the entrepreneurs, we had a very good overview of the situation and of the problems that were preventing people to become entrepreneurs. The risk, the problem to get a starting capital, the general economic problems and many more form the cohort of the reasons to not start his own business. In the table 3 below, we can acknowledge some of the problems.

Table 3
OBSTACLES TO START-UP

	Ranked Means
Bearing entire risk of start-up	3.51
Obtaining loan	3.37
Scheduling business/family activities	3.31
Finding good location	3.30
Extension of credit from suppliers	3.29
Lack of guidance and counsel	3.16
Finding enough time for children	3.14
Fatigue from long hours	3.13
Lack of knowledge of information sources	3.13
Narrow attitude toward women	2.79
Lack of confidence from customers	2.75
Lack of encouragement	2.65
Being taken seriously	2.63
Discriminatory practices	2.56

Obstacles to start-up by Young and Welsch (1993; page 83)

Another way to know what to change is to examine the motivation to start a business which, somehow, show the difficulties encountered by many people who desire to be entrepreneurs in order to not face these difficulties anymore. The desire to be independent (his own boss), to become richer, to bounce after an unemployment period or to secure the future are all ways to show what was not working and what needed to be changed in the life of those people who want to become entrepreneurs. Those motivations can arise from problems in our current economy.

4.1.2 What to change in order to improve entrepreneurship

This is a difficult question but in order to favor entrepreneurship, it seems fundamental to change and improve a lot of things. First of all, we should tend to develop the characteristics that lead to entrepreneurship and that we have recognized previously (see figure 2 page 39).

We have seen that knowledge is fundamental. Then it is important to have a strong education system accessible to everyone. The education should have a path dedicated to entrepreneurship and, in every other field, a course about entrepreneurship to allow the other students to have the basic knowledge and to develop their motivation to become entrepreneurs. Having students that are studying in a peculiar domain will provide them a peculiar knowledge which is not shared by everyone. And if

they get some knowledge in entrepreneurship as well, they will have the opportunity to create a business in the domain in which they have been trained. This method could largely extend the scope of the enterprises started. Entrepreneurship should also be made to encourage and motivate students to become entrepreneurs by providing positive experiences and doing some story telling about the different role models that the country or the world have.

These courses about entrepreneurship should motivate the students to start a business, and focus on strategic planning, finance and management to give healthy basis for the start of the business. Help students to identify opportunities should also be one of the aims of the course. Develop the alertness necessary to discover/create new opportunities. And teach how to adapt to the environment to be able to react to the changes happening and benefit from them. This will help for opportunity identification also.

Market and industry knowledge are both important. Having experts available that could answer questions about this topic would be important. These experts should be easily available and people should know that they can ask for their help. Their role would also be to help people to find a way to use information asymmetry and to detect when they possess such information.

Any kind of skills or talents that could be developed through sports or hobbies is an advantage. Then it is necessary to encourage kids to participate to such activities, propose them into the school or after the school to let the kids exploit all the possibilities. And maybe, one day, they will be able to use the skills they developed or to create something to improve their hobbies. Someone developing skills in painting could become an entrepreneur and create his own structure where he would sell his own works and paint walls of people.

The school should act as a mean to create social networks for students. Networks between students, between students and professionals and between students from different fields. A link between a student of entrepreneurship, a student from engineering and student from chemistry would work to bring together students with knowledge from different fields and that have different skills. These networks should also be developed through hobbies, sports clubs and with professionals.

The work experience (and any kind of experience through associations, clubs, hobbies or others) allow people to be able to think about being entrepreneurs themselves. More work experiences should be implemented at school and encouraged during summer. These positions should be easily available for students and help them understand how the working world is working. Managerial experience and entrepreneurial experience are major assets. It is not easy to procure to everyone these positions. But by creating project at schools, some people could experiment managerial positions and entrepreneurial positions. It could be a good idea to ask to a group of student to set up a store selling cookies inside the university or school. Then the activity could be dismantled after a month or so and new group of students could have to start a little store selling fresh juices. This kind of exercises would provide practical knowledge in finance, strategic planning, management and entrepreneurship. It would be a good way to learn, not really risky and still providing a real experience about entrepreneurship.

The work experience and the education will form the background of the people. Richer is this background, better will be the opportunities to get new entrepreneurs. In a tight link with the education, the culture should promote entrepreneurship. This is going hand in hand because if the students are taught about entrepreneurship, this field will enter in the culture of the country in only few generations. And then, if it is in the culture, it will be considered as normal to be taught entrepreneurship and to become an entrepreneur. Then, people dreaming about becoming entrepreneur, will be supported by their relatives and their friends. The family is the first supporting circle and the most important. Entrepreneurship should be set in the culture as a desirable future, a suitable career path in order to get support from your circles of acquaintances. Having parents entrepreneurs is also a good manner to become entrepreneurs. And this culture should generate entrepreneurs who will, at their turn support this culture and help generating new entrepreneurs. It is a self-reinforcing dynamic.

A too good future perspective as employee might decrease the motivation to become entrepreneur. The opportunity cost to start a business (the rewards should be superior to the wage as an employee and take into account the risks) should be lowered. Either as having motivating rewards for entrepreneurs or as having bad perspectives for employees (unsecure or unsatisfying job). The risks also enter into the equation and it could be good to have a population which is not afraid to take risks. Therefore, how to make that happen and knowing which kind of people take risks is really important. Gamblers might be a good example of people taking risks but it might not be a really good idea to try to push everyone towards gambling due to its negative sides and its addictive effect. In another way, the risks should be calculated and not accepted too easily. Because these people who will take risks will have responsibilities. And they should be responsible. By introducing students to managerial positions during school projects it should be possible to teach responsibilities. And by considering the risks associated to the different projects, the risk appetite could be developed in an educative way. It might be good as well to teach to students to fail in setting up a business. To make them understand the responsibilities they have and the risks associated with such undertaking. Failure should not be seen anymore as an end but as a way to learn and to adapt. Failure can be positive if we analyze it and learn from it. And that is what school should teach as well.

On the contrary, something that school doesn't teach - and probably can't teach - is to be innovative or creative. The school tends to make think everyone in the same way by teaching everyone the same things in the same manner. And by condemning answers not expected. So, the idea is to teach how to be creative and to think outside the box. For that, we need to change school. Or, more exactly, school should be a more open minded place where more than one answer is accepter for a question. This is not easy to make. Give a general knowledge is in inadequacy with the fact let the questions open for multiple answers. Knowledge requires sur facts and one firm answer. This is what school cannot teach and this is what art develops. Art lessons should exist to let people express their creativity. Some sports as well require creativity and it is good to let the pupils experiment and be creative in what they like. Creativity is a way to think, to conceive the world differently, to invent the future. Crea-

tivity cannot be taught but can be encouraged in order to be self-developed by the people. It is an ability and a culture. The culture should therefore promote and reward creative people.

Another factor which triggers entrepreneurship is the need for achievement. Maslow's pyramid (1943) shows that the need for achievement is on the top. So, in order to get many people that feel this need for achievement, all the other levels should be fulfilled. People should be able to get access to food and water, to sleep in their own habitation, to be well integrated in the society, to have confidence in themselves and to feel like a specialist of a domain. Then they will have this need of achievement which can lead them to become entrepreneurs. Especially if they have some knowledge about entrepreneurship and if role models are emphasized in a supportive culture. A minimum allowance in case of difficulties should be paid to people who need it. In this way, the two first levels would be filled. The education, through social networks and the knowledge distributed should help realize the two next levels. The next step is up for the people to accomplish what they want in their life.

The independence is another factors that motivate people to become entrepreneurs. But people who are not independent might not want to become independent. They could be lost and would not know what to do. Therefore, it also has to be taught at school. Two things are needed to be independent: self-confidence and skills. If you have the skills, then you probably have the self-confidence because you know what you are doing. If you are self-confident, it does not really matter if you do not have the skills. You will learn them and develop them. This has to be taught at school, once again. Give students responsibilities and expect them to fulfill their duties independently without too much guidance. Their success will increase both their skills and their self-confidence and then they will become independent and, more important feel independent and possess the desire to remain it and be the master of their own destiny.

Optimism is an important characteristic for the entrepreneurs and especially *economic optimism*. The faith in what they are doing, what they are creating will motivate them to pursue their efforts and to not give up at the first obstacle. Thus, it should be taught to be *economically optimistic*.

Optimism is anchored in us. Humans are optimistic. They are optimistic Because they have their destiny between their own hands. Optimism is a way to look at the future and to think that tomorrow will be better. And those next days are going to be better because you will make them better. This is optimism.

Economic optimism is based on problem solving and on the events happening in the environment. If the environment is changing in a positive way for the economy and if people have problem solving skills then the people will be economically optimistic. And will act as economically optimistic by investing, consuming and supporting the growth. Problem solving skills can be taught. Whereas the environment can difficultly be controlled. Therefore it is difficult to be economically optimistic. But if the environment is perceived in a favorable way, even though it might not be favorable, then it does not matter if people are optimistic. What matters is the perception of the environment. The environment is perceived through the Medias but also through the law,

the social welfare and the general policies implemented by the state. A tight control of the Medias, allowing them to announce only the good news and of the politicians, by suppressing the deviant discourses talking about disasters that differ from the official discourse for the general optimism should be implemented. Citizens should also belong to a system which protects them with general welfare policies well developed (social services, health care, insurances, and school are the most important) and with a law system that effectively protects their interests. With these parameters, the citizens will believe that the environment is favorable to them and will dare starting new businesses. The tolerance to ambiguity is linked to that optimism. People more tolerant to ambiguous situations will not see those as a threat. That is also an optimistic way to see the situation. People more educated and more trained will be able to face ambiguous situations. And once again, the way to develop this characteristic is via the education.

As we have seen, people can rely on themselves or on the environment. People with internal locus of control will be confident in their own capacities whereas people with external locus of control will tend to think that they do not have their own destiny in their hands. As we have seen, it is not easy to know if it is better to have a population with internal or external locus of control. This should be studied in order to know which populations have which kind of locus of control. Then we would be able to analyze this data and to link it with entrepreneurship and culture.

We have also seen that some discrimination harms entrepreneurship. Especially about gender and ethnicity. In order to change that, we need to change the culture. And in order to make ethnicity and gender equality part of the culture, we need to teach that at school.

Then, we have the motivations to become entrepreneur. We have seen that they are mainly economic (earn a lot of money, have a secured job) and personal (need for independence, need for achievement, secure future for family). They are related to extrinsic and intrinsic rewards (wealth and social position) and to push and pull factors. Actually, money being the main reason to become a business, the possibility to meet success and to be publicly rewarded should be developed. More reportages should be made in the media about entrepreneurs, more movies about their life and success and they should be more involved in the public life. These would help them to be part of the culture. Reward has also to be financial. Prizes, tax exemptions and high salary should be part of the set to favor entrepreneurship. However, this should stop once the entrepreneur becomes a manager. Therefore, it should be time-based or based on other parameters. We want to support entrepreneurship. The creation of enterprises, not the management of them.

The environment is composed of the culture, the social factors, political factors and the technology. All these parameters impact entrepreneurship.

The social factors incorporate education but also the structures set up to help the entrepreneurs. These structures should provide guidance about law, about the different manners to get a starting capital (or provide it directly), furnish a service of technological watch, propose trainings, advice and help build business networks and provide general help for questions, for setting up a business plan and all other tasks that might need someone in the process of business creation. Once these structures are set

up and efficient, once the education is oriented to favor entrepreneurship, the environment will be perceived favorably.

The legal system should allow the maximum of freedom for the entrepreneurs, the capital should be easily accessible and the operating costs should remain low for the new firms. The capital access should be provided by specialized investments banks, by private investors and also by these new trends such as the crowdfunding.

Urban areas should be developed and linked together in order to create huge economic centers where access to customers, resources providers, knowledge and support institutions is more easy, with a lot of banks and a competitive market for money lending. There economic centers would be rich in knowledge and in social diversity (due to a welcoming policy for the immigrants) and would make the labor market highly competitive which would provide high skilled and well trained workers at low cost.

Regulation is probably something to change. Labor regulation and financial regulation has pros and cons. A deeper analyze of the advantages and the inconvenient related to entrepreneurship should help to see more clearly what to change and what to keep. Property rights should be sacrosanct and the law should protect them in order to help new entrepreneurs bringing new technologies.

Since the liquidity constraint is a problem for many people who want to start their business and since wealthier people are more likely to start a business, it should be considered to provide a grant for the completion of high level studies (Master). The highly educated students which would have complete a master with compulsory entrepreneurship courses should receive a valuable grant (between 20000€ and 50000€) in order to be able to start their own business right after their studies. The entrepreneurship courses should be directed in a practical way to make them conceive plans about how to use this grant to create a business.

The income growth, the population growth and the demand growth are all favoring entrepreneurship. Therefore, once a new enterprise ceases to be a new enterprise (the entrepreneur become a manager) a shift should be made in order that the money generated by the business goes to the employees and that the salary of the manager comes back to a lower level, the contrary to what we have said for the entrepreneur who should earn a lot of money.

An economy composed of a lot of small businesses is more effective for entrepreneurship. Thus takeovers must be regulated and maybe forbidden unless some conditions are filled.

Of course if we apply things as they are here, we are going toward a disaster. Entrepreneurship needs to be included in general policies and monitored by the government. Otherwise we come back to our actual system where deregulation is a law, where the environment is destroyed without batting an eye, where money is the only goal and where all means are accepted to achieve it.

4.1.3 Propositions to favor entrepreneurship in a non-capitalistic economy

Some major changes are to plan in a non-market driven economy. Indeed, the environment would change a lot. But, as the environment change, the societal mechanisms, the culture, the values, the beliefs and the behaviors of the people will do so also! Thus the personal characteristics of the people would indeed be affected by this environmental change.

Of course, it is not easy to figure how to favor entrepreneurship in a fictive economy. First, we know that this economy doesn't have the financial basis that the capitalistic system has. Entrepreneurship cannot be the same as it is experienced nowadays. As we have seen, the major factor on which many characteristics are based and where behaviors can be taught is the education. Therefore, comes the proposition 1:

Proposition 1: In order to favor entrepreneurship in a non-capitalistic economy, education should be free and accessible to everyone.

Entrepreneurship should be taught at school and the courses should include strategic planning, practical managerial and entrepreneurial experience, finances courses and positive work experiences (Hisrich, 1990; Kolvereid and Moen, 1997; Varela and Jimenez, 2001; Lee et al., 2005). It should also be taught to manage the risks, to face and bear responsibilities, to use information asymmetry, to tolerate ambiguity, to identify opportunities (alertness), to adapt to the environment, to be innovative or think innovatively, to be self-confident, to be independent and to get practical skills and knowledge (Ardichvili et al., 2003). Entrepreneurship's courses should not be anymore a study field but be incorporated in all the other normal study fields (like mathematics, IT, philosophy, physics, languages or anything else). The education should also motivate and help people to socialize and create social networks that they will need in their future by grouping students from different fields.

The education does not stop at what the school teaches. And we have seen that knowledge can come from the different activities that the people have outside school. Therefore, comes the proposition 2:

Proposition 2: Activities should be promoted and sports club, hobbies and passions should be developed.

They should be easily accessible for everyone (cheap or free and geographically close) and should act as a social network as well as a way to get an interesting experience and a way to get more knowledge (Birley, 1989; Hisrich, 1990). Skills, talents and knowledge developed through these means should help to be more self-confident and to be more alert to the world (which helps for opportunity identification). Moreover, these activities can lead to found new enterprises if they are monitored and encouraged.

The education and the activities are part of the culture. They build the culture and are in their turn shaped by it. The culture is one of the most important elements of the environment and a culture that favors entrepreneurship should be developed. Therefore, comes the proposition 3:

Proposition 3: The culture should promote entrepreneurship.

Entrepreneurship should be seen as a way to improve the world and not to make a lot of money without caring about the consequences. Entrepreneurship should be ecological and should be made in order to obtain full employment and not anymore to obtain private wealth for only one individual. More movies or reportages should be made about successful entrepreneurs and these role models should be figurehead

of the nation. They should not be celebrated anymore because they were smart or visionaries or rich but because they provided jobs and/or products useful for the environment (for example: for the planet, animals, new energies). On the contrary entrepreneurship that propose a product which harms the environment or pollute should be forbidden. Entrepreneurship should be encouraged and advertised and seen as a desirable outcome. It has to be accepted and suitable. Discriminations based on gender, ethnicity, education, or discrimination based on any other criteria should be avoided.

The capitalism as we know it nowadays erects as a model the people that manage to obtain personal wealth. Thus this behavior is encouraged and seen as desirable. Here is where we have to make a shift for the culture. In a non-capitalistic economy, personal wealth should not be the goal number one of the entrepreneurs. Their goals should be to provide jobs for everyone and to participate to the general economy. Takeover bids often harm the general economy by diminishing the number of competitors and allowing economies of scale for huge companies which, in their turn, become a barrier to new entrants. These takeover bids should be controlled. The enterprise should not only be the property of its creator but of all the employees whose work inside the company make them the principal stakeholders of the enterprise. This retake of the property, or this shift in the possession of the company should not dispossess completely the creators that have done fabulous job for the economy. They should be rewarded as they deserve it but not anymore with financial rewards as the culture is not promoting those anymore. The rewards should be based on the media and the politics. The nation would have a debt towards the entrepreneurs and, as many of those do that in order to secure their future or the future of their family, the social systems of the country should be well advanced in order to take care of the unsuccessful entrepreneurs and of the retired entrepreneurs that have pay their due to the general economy of the nation. The wealth created through the enterprises should partly come back to them in the form of social advantages. Thus they would be fairly rewarded for their work.

The culture is directly related to the environment. But a favorable culture is not enough to make a favorable environment. The capital access, the knowledge access, the general policies and the regulation are part of it and impact directly entrepreneurship (Birley, 1989; Hisrich, 1990; Bates, 1995; Rasheed, 2004). Therefore, come the propositions 4, 5, 6, 7 and 8:

Proposition 4: The access to credit should be easy.

Entrepreneurs should be able to borrow from banks or directly from some private investors and alternative systems should be developed (crowdfunding). As a non-capitalistic economy, the access to credit could become a problem in the sense that financial markets where it is possible to borrow and lend money would not exist anymore (or at least, not in the same manner than it is experienced nowadays). This unproductive entrepreneurship which consists in lending money and earning interests harms the general economy. Richs become richer without being productive and that is how capitalism is now working. Thus money lending should be done at a 0% (or fairly close to that number) rate and through a bank controlled by the state. Projects should not be financed without taking into account the profits and the risks fig-

uring in the business plan. Businesses that harm stockholders (especially the nature) should be prohibited (or face drastic restrictions and be highly controlled) and the goals of a new business should always be to grow and employ new people and be well integrated in the general economy. The purpose of the bank should not be to make money anymore but to act as a social service for workers and for companies which manages their money with the purpose to make the economy smooth. Credit, as already said, should still be accessed under conditions and careful evaluation.

Proposition 5: Knowledge should be valued and developed by huge investments in fundamental research by the government but private organisms should be able as well to do fundamental research.

Fundamental research is a generator for new business opportunities. Since the benefits of the creation of new businesses will benefit to the general economy and be expressed by full employment (which generates taxes), a part of this money should serve to develop the knowledge. This knowledge could be displayed freely and used freely by the citizens and immigrants living in the country.

Proposition 6: Some structures should provide information, advice, market and industry knowledge, trainings, finance and other resources (about knowledge and labor) for people who want to set up their businesses and these structures should be efficient and well known.

The reportages about the successful entrepreneurs should mention them and they should be advertised in the entrepreneurship courses followed by the students. These structures should help to carry out projects and to build professional networks and they should be available to immigrants as well. They are important for the success of the entrepreneurs (Van Stel et al., 2007).

Proposition 7: Entrepreneurship should be sustained by general policies from the government and should bear the goal to obtain full employment and not anymore only to provide wealth for the creator. (Thus entrepreneurship would also enter in the culture more easily.)

Proposition 8: The regulation should protect property rights, help with financial access (by lowering the minimum requirements) but should not trample the rights of the workers which are entitled to decent social protection and decent wages. The entry regulation should be still controlled by the state because we shouldn't let anymore setting-up an enterprise that will pollute or release dangerous chemicals in the nature.

It is important that the new entrepreneurship bears in itself this mindset of sustainable entrepreneurship. We cannot anymore play with the planet, pollute and forget the consequences of our actions. Some authors are calling for a tool which would allow to measure the financial performance, the social wealth and the economic, social and environmental impacts (Cohen and Winn, 2007). Maybe a tax system based on this measurement could be more fair. Pollution of the environment has a cost and long term effects. Regulation should tend to diminish this cost. We cannot favor the economy without taking care of the environment in which this economy takes place. This is another major difference from the capitalism as it is nowadays.

We have seen that capital access was a problem but there are also many people who start their businesses who are using their own financial resources (personal savings and savings from family and friends). Students who, after the completion of their study (and their courses about entrepreneurship), have knowledge, a business plan and motivation (due to the courses, the general policies and the culture) to start a business, lack of personal savings for that. Therefore, comes the proposition 9:

Proposition 9: Students graduating and achieving a high level of studies such as a master should receive a financial incentive (between 20 000€ and 50 000€) that they could use to create their business.

Throughout the year they would have worked on a plan and set-up a business project in their entrepreneurship classes that they could realize thanks to this start-up capital. This financial independence at the start of their career and at the beginning of a new period in their life is important and has to be considered.

Finally, the creation of a business should still be incentivized in order to push new entrepreneurs to dedicate their time and their resources to it (Kuratko et al., 1997).

Therefore, comes the proposition 10:

Proposition 10: The new enterprises should benefit first to their creator.

Good wages and bonuses for new entrepreneurs would help to motivate people to start new businesses. But once the entrepreneur becomes a manager, the wealth earned by the company should be distributed between all the workers. The salary of the entrepreneur becoming manager should decrease to a more suitable level.

This proposition is paradoxical. The entrepreneurs setting up the businesses will probably not have a lot of resources to get a huge salary at the beginning. However, when the enterprise is set-up and have routines and that it finally might make profits, the entrepreneur would become a manager. An alternative system could be to offer a bonus to the entrepreneur becoming a manager. Clearly, it is not easy to set-up such a proposition but a system can be found to do it.

This proposition could allow to get more serial entrepreneurs searching wealth (because wealth would be available only for a short period of time, so they would have to found a new company when they are becoming a manager in order to get a better wage). However, entrepreneurs who succeed in providing many jobs should get rewarded with a special social position (a medal, a trophy, meet the president, belong to the people who have helped the nation, or anything that the culture would value (except money)) and, since many entrepreneurs want to secure their future or the future for their family, a pension fund (working like an unemployment allowance) should be settled for entrepreneurs that are facing difficulties in order to provide them some money to live decently. This would be an alternative way to compensate the research of wealth by a more secure future.

To this set of 10 propositions, we will add a bonus proposition. We have seen that the risks are an important factor that decreases entrepreneurship. Suppressing the risk, would probably not be a wise solution. Entrepreneurs might pop-up everywhere with business ideas without value. However, a control of the risk or a risk sharing system could be implemented in order to boost entrepreneurship.

Bonus proposition: A mechanism that would regulate the risks for the entrepreneurs and decrease them to acceptable level could be implemented.

Public policy or inter-branch organizations could be used in order to control the risk. Note that we do not prescribe to delete the risks of entrepreneurship, although it would definitely increase the number of businesses, it would probably be bad for the economy. But since our non-capitalistic fictive economy is not well defined, that still can be a possibility.

4.2 The development of creativity

It seems that creativity can be expressed in various environments and uses diverse sets of characteristics. A scientist will have a dissimilar creativity than an artist which will require another set of characteristics. Although there is not a clear path to lead us to creativity, we have identified key points where to focus if we are to improve creativity. The figure 3 page 49 will give us a guiding thread in order to look at what we can improve.

4.2.1 The changes we can make to foster creativity

According to what we have seen, creativity arises from cognitive factors, from personality, from intrinsic motivation and from the knowledge and the background of the people. Those are skills we acquire and develop throughout our lives. We are not born with knowledge, with a high motivation and with a predetermined personality. Jonah Lehrer, in an article from 2012 for the Wall Street Journal, explained that we can learn to be creative and to become better at it. Daydreaming, which is often perceived as a lack of effectiveness has been proven to enhance creativity (Blair et al., 2012). An exposure to other cultures through trips and exchange programs also help to be more creative (Leung et al., 2008). Open-mindedness to novelty and differences experienced through multicultural experiences improves creativity and one should be welcoming those new experiences and not fighting against in order to fully benefit of it. As Lehrer wrote in his article, this applies as well for the fashion-houses directors which are perceived as more creative if they have lived in different countries.

Paradoxically, children are seen as more creative than adults. Knowledge taught at school tends to make everyone think in the same way. But without the knowledge creativity cannot be expressed in a useful manner (Thomas Ward, 2004). To develop creativity, we must give knowledge in a non-destructive way. The new knowledge should not be a blockage for the creativity but a bridge for even more creativity.

Guildford (1973), has proposed a checklist to help teachers to teach creativity to their students. He says that the students have to work on every of the points he identified as key characteristics for creativity: fluency, curiosity, brainstorming, imagination, ingenuity, originality. This checklist is more like a general orientation and does not propose a constructed method to follow. The general idea is that to encourage creativity, you have to be a creative teacher and to create a favorable ambiance where people can express their original ideas and discuss about them. At the end of his paper, he gives example of how could look like a creative student. And as for the entrepreneurs, it appears that there is not only one style of creative students but many many different.

In a much more practical point of view, some researchers propose some exercises to develop the creativity. The creative mind should be trained and brainstorming is

once again proposed to help (Brito and Sanchez, 2015). The concept is to use original ideas to answer to simple questions. This could be achieved with courses of creativity. But instead of including courses of creativity at school, some researchers propose to change the existing courses in the manner that they promote team work (which is in many ways similar to brainstorming), divergent thinking and interpersonal communication (Hamidi and Wennberg, 2008).

However, it appears that the teachers do not have a clear idea of how students manifest their creativity (Aljughaiman and Mowrer-Reynolds, 2005). This can lead to situations where creativity is perceived as a threat and then is prohibited. The behavior of the creative students can disrupt the course of a normal lesson. They tend to be curious and ask questions, to be critic, to be open minded, to be emotional and obstinate (Aljughaiman and Mowrer-Reynolds, 2005).

As we have seen, and related to the societal mechanisms, the culture impacts the definition of creativity but also its desirability. But it appears that higher the social diversity is, higher is the firm formation. And it just works the same for the creativity: higher creativity is, higher is the number of firm created (Lee et al., 2004).

“Firm formation is positively and significantly associated with the Diversity Index” (Lee et al., 2004; page 879).

With these results comes a call for social and cultural diversity in order to increase the number of firm creation by *populationstorming* which generates new ideas and more creativity. There, again, it is proposed to lower the barriers to immigration in order to favor that input of fresh ideas and that general brainstorming. This diversity brings an heterogeneity of knowledge which is sustaining and nurturing creativity (Rodan and Galunic, 2004).

Finally, it appears that it is quite important to test the creativity. The tests to know who is creative and who is not are quite accurate and thus, it is not so hard to divide the population between creative and non-creative people. But it might be that individual showing good level of creativity are just in the right context: intrinsically motivated, knowledgeable and in a supportive environment with challenges. Once again the Maslow's pyramid (1943) could help to explain which individuals are able to display high levels of creativity. It is probably going to be only the people belonging to the top part (i.e. need for achievement) that will be able to show creativity. The people belonging to other inferior parts will have other priorities first.

If we are to improve creativity, it is important to consider those personal factors but also the environment (Oldham and Cummings, 1996). Another way to improve creativity would be to place creative individuals in situation where they feel comfortable and are highly intrinsically motivated (Oldham and Cummings, 1996). Environment which bring them support resources, freedom and challenge. Non creative individuals seem to not profit of such situations in a same way (Oldham and Cummings, 1996).

4.2.2 Propositions to develop creativity in a non-market driven economy?

A lot of things can be changed to improve creativity and to get a population full of creative minds which will bring the new trends of the future, the major breakthrough and all the little innovations to improve what already exists.

It looks quite clear that the creativity could be trained and developed. The knowledge is an important pre-requisite in order to be creative and the school system is usually providing this knowledge. However, the way we are taught at school quite often bans creativity (Chia, 1996). Therefore, come our propositions 11:

Proposition 11-a: The school system has to be redesigned and the knowledge has to be taught in a different manner.

A manner that allows curiosity and creative thinking to coexist with organization and efficiency. Courses of creativity should be included in the programs of undergraduate students and creativity should be present in the whole schooling.

Proposition 11-b: The exercises proposed by the teachers should be more diverse and encourage creative answers (Brito and Sanchez, 2015).

The material should also be different to foster different kind of creativities. The grades should encompass a part dedicated to creative thinking and original ideas and the homework given to the students should let a place for this creativity to be expressed (which requires freedom (non-too directive guidelines), intrinsic motivation (homework seen as interesting by the student) and support from the teacher (avoid punishing grades for a work judged too original or too different). Moreover, the creative exercises should focus on developing the characteristics recognized as creative (i.e. fluency, flexibility, originality, imagination, curiosity, independence, sense of humor for the main ones).

Proposition 11-c: Teachers should be trained to recognize creativity in all its various forms and to teach it.

They should be taught to spot the characteristics that help creativity to develop and how to deal with curious, energetic and original students (Aljughaiman and Mowrer-Reynolds, 2005). Finally, they should be qualified to promote creativity efficiently through their own teaching (change of style for different types of students, acceptance of the deviant behaviors and approval of humor in the classroom).

Proposition 11-d: The trips abroad are fully part of the education and they should be systematic for every student.

This will help them to be more open-minded, to develop their knowledge and their interests about different cultures and to be more autonomous and self-confident (Leung et al., 2008).

The education being fully part of the culture and vice versa, it is as important to have a general strategy for the culture. This strategy will be tightly linked with the education and will be set up with the general policies started by the governments. Those policies should be well thought, well studied and well defined in order to impact the culture on a long term.

Proposition 12: The culture should be able to unify a definition of creativity around central values that are commonly accepted and desired.

The originality should be promoted and accepted and creative lobbies should be encouraged. Arts and museums should be free for young people and at low cost for the families in order that this kind of leisure activity becomes more popular. Artistic activities should be granted by the state in order to develop and welcome the majority

of the young teenagers and intellectual items such as newspapers, books, paintings and music (but also smart tv shows) should be seen as status items (instead of big cars, helicopters, yachts, reality shows and big penthouses or mansion). A cultural orientation has to be developed in order to favor creativity.

With well-educated and knowledgeable people, the next steps should be easier. Even though nowadays the social diversity is perceived as a problem, it is an incredible advantage for the creativity (Audretsch and Keilbach, 2007). Therefore, comes the proposition 13:

Proposition 13: Immigration should be encouraged, especially in order to drain educated immigrants in order to favor the creativity.

The development of the social diversity is a chance for a mix of knowledge and culture which brings original ideas and helps a general brainstorming.

Many of the researchers have studied creativity inside an organization – a company. The state, at his general level is also an organization. And its members, the citizens could also develop their creativity. In an idea of generalization of the values and the principles we have found, here is the proposition 14:

Proposition 14: The freedom, the support and the challenge have a great impact on creativity and therefore, the state should provide resources and support (funding, consultancy, advice, structures and networks) and strengthen and defend the freedom of its citizens.

This would empower the citizens and make them able to express their creativity. The environment should be adapted to support creativity (Oldham and Cummings, 1996). One of the last but not least factors is the motivation. It appears to be one of the, if it is not the most, relevant factors to determine which individuals are creative.

Proposition 15: In order to have intrinsically motivated people able to demonstrate high levels of creativity, everyone should be able to fulfill their basic needs (see Maslow's pyramid, 1943).

The state should provide free education to help people climb the levels of the pyramid in order that they reach the last level. The state should also monitor that no one gets out of the society and is excluded which could be transcribed as descending the levels of the pyramid (help to integration, help to find a home, help to find food and a place to sleep for the most needy).

Finally, in order to open more opportunities to new creative minds, comes the proposition 16:

Proposition 16: The knowledge, protected by patents and secrets, should be more accessible.

Processes and agreements of knowledge sharing should be encouraged and incentives to share the knowledge should be high. The state, in order to favor the diffusion of the knowledge to the maximum of people, should favor its diffusion (either by acquiring the patents or by finding a system that rewards the creator of the patent if its idea has been used in a commercial way). Quite often, it is necessary to pay an insane amount of money to protect his patent. This money could be paid by the state and the protection could be ensured by the state as well, allowing more patents to be disclosed. In return the knowledge would be more accessible and could be used to inspire new inventions. Policy makers should also incentivize the production of greener innovative products or goods or services that would make life of the poor easier (Greenhalgh, 2005).

By following these propositions, creativity should increase. And as we have seen, in our actual economic system, this will bring prosperity and growth. Nevertheless, it

might not be the same in a non-capitalistic economic system. But, as we said, we tend to focus more on full employment than on economic growth (which in our actual economic system benefits mainly to financial institutions, unproductive entrepreneurship).

5 CONCLUSION AND LIMITATIONS

5.1 Limitations; When the theory is applied to the reality

It would be too easy to just try to apply those propositions without changing the whole structure of our society. Unfortunately, this is a really long process. We cannot change the culture and the attitudes towards entrepreneurship and creativity in one day. It is a long term work. Moreover, these propositions taking place in a fictive world are not without limitations for our world and our economy. However, in order to favor entrepreneurship and creativity, one can have a look at figures 2 and 3, pages 39 and 49 and try to develop or favor the factors that appear in them.

5.1.1 What kind of new research is necessary

First of all, more studies are required. Is creativity leading to entrepreneurship as suggested in the literature review or is creativity a characteristic of the entrepreneurs? A study that could monitor creative child and their path, taking into account if they have studied entrepreneurship or not and the rate of creative people that decide to become entrepreneurs because they are creative. Of course, as we have seen that creativity decreases as people grow older, it would be necessary to monitor their creativity level – thanks to creativity tests for example – and their own view on their creative skills.

A study which measures the effects of the movies/books about the great entrepreneurs/innovators on the young generation would also help to size the effects of the role models and of their promotion. In the future, it could be interesting to ask to the new generations of entrepreneurs who were their heroes when they were younger, if they knew about the great entrepreneurs we had in the past and how did they learn about those figures? Was it thanks to movies or books about their life? Or thanks to their work? Or something else?

More researches on the new funding facilities that appeared since the last economic crisis would be welcomed too. Does this easy credit access really impact entrepreneurship and if yes, in which manner? How much money is actually raised through these canals for new entrepreneurs? How easy/difficult is it to raise money? What kind of projects are financed on those platforms? What is the right marketing strategy to obtain financing through individuals? What is the average amount of money raised for an innovative project? And does marketing can increase this amount? So

many interesting questions that need an answer to understand how profanes of the finance decide to lend their money and for which reasons. In the meantime, a qualitative study on the motives of those people could help to understand them better and to rationalize their behavior.

Moreover, some of the propositions will have to be studied to prove their efficiency in such context. All of the propositions could be studied in order to gather data and to monitor their role on entrepreneurship and creativity. The most difficult part could be to try to create a study that would reflect the context of a non-capitalistic economy. But even though our work is mainly intended to foster an improvement of entrepreneurship and creativity in a different kind of economy which avoids the failure of the capitalistic system, most of the propositions could as well be studied and applied in a capitalistic economy. And most of the propositions would probably result in an improvement of the both factors even in a capitalistic economy.

In order to study the effect of education, entrepreneurship education, and other field education with entrepreneurship courses, monitoring the entrepreneurship aspirations of the students in different universities and countries would lead to valuable data. If this data could be compared with previous studies and have a follow up with the current situation of the students five, ten and fifteen years after their graduation, it would be possible to get a quantitative study on the efficacy of entrepreneurship courses and to actually measure what is the best path to become an entrepreneur: an entrepreneurship degree or another degree with education courses. The fact to monitor different universities would also allow to have data on the level at which entrepreneurship has been studied and would allow the researchers to notice if the number of lectures/courses impacts the rate of future entrepreneurs. How deep should entrepreneurship be studied in order to provide the tools for students to become entrepreneurs?

The effects of social networks, especially those built up through hobbies, could be evaluated thanks to a questionnaire that could be administrated to a large number of entrepreneurs (founders or young enterprises). This questionnaire would gather quantitative data to help quantify how and if people met during hobbies helped in the foundation of the enterprise and what was the help provided: extension of the social network, finances, advice or something else?

We have seen that another factor very important for entrepreneurship was the knowledge and its accessibility. Studies on the number of patents in relation with the creation of innovative companies would not be very hard to conduct if they do not exist already. However, study how the knowledge spreads and what is the laps of time before a new material, a new property or a new technology is discovered and its application could be more difficult to conduct. Nevertheless, through a qualitative study and thanks to interviews of start-up's founders or other kind of innovative firms' creators, we could have an idea of how the knowledge spreads and what are the best canals for finding new information and to keep u to date with the new technologies and the new knowledge.

On the same level that the spreading of the knowledge, the information about the availability of supportive structures for new entrepreneurs should be supervised constantly. The governments need to know if the policies they set up lack of efficien-

cy because new firm's creators do not know about those policies and the supportive tools that they provide. A qualitative study could help to understand how new entrepreneurs found out that they could have support from various institutions, what were their problems to access to this support and what would they preconized to make this support more visible. And a study on the efficacy of the general policies and how they improved entrepreneurship on several years would also be welcomed. One more study that would be important and in the spirit of a non-capitalistic economy this time, would be about how regulation protects entrepreneurship. How does it help and favor the creation of new companies? And what should be changed in order to have a better regulation that would not prevent people to enter into self-employment.

Then, on proposition 9, we argue that to provide a starting capital to students that have a project to found a company could really help them. This could also be studied. However, set up a study on this point could be a bit more difficult due to the capital necessary to study what would be the real impact of this measure.

Another difficult parameter to evaluate is the motivation. Studies about the psychology if the rewards proposed to people would not integrate money could help us understand on which motives to act in order to promote in a new culture another reward than money. However, this studied should be hard to conduct properly due to the bias introduced in the experimentation and would require a serious definition of its method.

Regarding creativity, develop exercises for the school where creativity is required to find a solution could be good idea. Then survey the efficacy of those exercises and if they help students to become more creative would probably give interesting results that could be used to develop general policies for the education. Can we teach humour (one of the characteristics of creative people)? This question might need a research to get an answer.

A study that would determine which level of freedom, of support and of challenge are generally enough for the majority of the people and raise their intrinsic motivation would definitely be a big step in the field. The motivations to become entrepreneur are very important and those characteristics have been spotted as deciding factors. This information would be very important for the managers so that they know the minimum freedom required by their employees to keep their creative abilities high and so that they do not put too much pressure on the employees.

Research on how to drain skilled immigrants, what are they searching, what do they need and how to attract them could also help to develop general policies for improvement of entrepreneurship and creativity. A qualitative study on the motives of the immigrants to join a peculiar country instead of another would help to list their motives and build these general policies.

Finally, study how to change the culture and how the changes impact the behaviors of the population would be one of the most interesting things to do but also one of the most difficult. Those changes generally need decades or generations before to be definitely set up and they need the same time to produce results. A change in the culture cannot appear suddenly. It has to be slowly implemented and carried out on a

very long period. Most of the countries have governments that might change every four, five or six years which is a too short period for a lasting cultural change.

All these supplementary researches that are necessary or desirable are also part of the limitations. And our theoretical paper is also limited due to the researches available and to their application in a different context, namely a non-capitalistic economy. But there are even more limitations.

5.1.2 Limitations that apply to a theoretical paper

Our propositions have tried to answer to our research question which was: What can be done to develop entrepreneurship and creativity and how to favor them in a non-capitalistic economy? Some of the propositions can probably be applied in a capitalistic system. But they are meant to be applied in a different kind of economy with a different culture and different behaviors from the people. The figures 2 and 3 pages 39 and 49 give enough information on what to improve in order to favor entrepreneurship and creativity. Those two parameters are both linked to the individual and to the environment as show the figures. The propositions are made in order to bring the analysis conducted through the literature review to another level. They are the core part of our thoughts of a non-capitalistic economy and draw guidelines to design such an economy.

However, this paper has a lot of limitations due to his theoretical nature. Of course our current economic system favors budget cut and debt reduction policies whereas most of the propositions refer to investments in education, culture and research. It appears unfair than countries massively paying for the education of their students have to see their young talents been drafted by foreign countries with better opportunities. The brain drain is a phenomena calling for a disinvestment in education due to the poor return on investment that the country will get from it. Once again, a solution is to find. Perhaps it could be interesting to model a system which would make the country host of the freshly graduate student, pay for a part of his education to the country where the graduate received its education and according to the cost involved in this education.

The economic incentives for entrepreneurs are too important sources of motivation to set up another reward system which would not value them as much. And nothing is possible without big changes in our society. The full employment focus should now be central to the government policies with high unemployment rates in Europe and entrepreneurship should therefore shift his focus from the main idea of starting a business for his self (i.e. personal reasons like to become wealthier, to have a secure job, to be independent) to an idea of wealth sharing (i.e. valuing employment and redistribution of profits to member of the organization). But to bring this system to life, an external rewarding system has to be instituted where bosses of companies act in the best value of the firm *and* of the employees *and* of the environment (two of the

most important stakeholders). A system where the consideration of “*white collar offenders*” and “*rogue bosses*” (Quoted from Olivier Besancenot⁴, French politician) would not make as much sense as it does nowadays. A system where the nature is protected as a common good and cannot be used for private reasons and be sold to entrepreneurs. A system where employees are recognized to be the first and more important resource of the company and where they get the benefits of their own productivity.

This new economic system is still to create but a basis for future researches is laid with some major rules. The finance industry has to be dismantled and reconstructed with a healthier basis and a fairer purpose. Finances should be made through big investments bank with low rates and with the only purpose to finance the economy (thanks to the savings of the citizens). It should not be possible to create wealth with wealth (rates of lending money around 0% and no dividends paid to shareholders). Probably such a system would be seen by the defenders of deregulation and liberalism as blocking the economy to function correctly but, despite that more theoretical research should be made on the topic and that practical experiences should be conducted to assess its validity, I firmly believe that there is another path for our financial institutions which does not consist to help rich people to become richer.

Baumol (1996) cites the example of China which used to confiscate the wealth of rich citizens when economic problems appeared and that this might have harmed investment and prevent economic expansion. Economy cannot grow without investments but those investments should be made by professional structures and should not be rewarded with money but instead with social status and recognition.

Moreover, researches have shown that when the regulation is stricter, the rate of entrepreneurship drops (Van Stel et al., 2007). However, this issue has been studied in capitalist systems with mindsets and institutions matching with the environment. Another environment, another culture and another education might not associate stricter regulation with lower entrepreneurship. It depends how entrepreneurship is incentivized and how the regulation is perceived (limiting business opportunities or protecting business creators and existing enterprises).

Another important limitation of the trait theory is that there are a lot of different cultures, of different markets and of different industries. Moreover, the already existing structures are constantly changing. The entry process differs from one industry to another and varies according to age, ethnicity, education, wealth and gender (Bates, 1995) and therefore the characteristics required are not exactly the same. Entrepreneurs probably share some major characteristics but such thing as a typical entrepreneurial personality does not exist and cannot be described.

We have also seen that the discourse of creativity is undoubtedly linked with neoliberalism (Ward, 2013). Consequently, its importance should be relativized and investigated in the scope of its real achievements, its errands and of the balance of the destructive creativity (Kirzner, 1999) in terms of employment, entrepreneurship and economic growth.

However, creativity might not be the future of neoliberalism:

⁴ <http://www.bfmtv.com/politique/besancenot-je-n-ai-jamais-vu-un-patron-voyou-se-faire-lever-a-6h-du-matin-921824.html> [Accessed 26/10/2016]

“it is unlikely that creativity will remain the favourite means to make popular the idea that education should serve the interests of capital” (Ward, 2013).

Instead, employability might be the next hot topic. In a global world, graduates student from all over the world are now competing with each other to get the better jobs, allowing salaries and social protections to be reduced due to the excess of job demands and the proportionally lower amount of job offers. The competition is made through access to the best schools (that are graded) with expensive fees, through the grades that the students get, through their previous work experiences as interns and through the low salaries that they are eager to accept. Sophie Ward (2013) explains that this discourse of employability shares some common patterns with the discourse of creativity as it seems that both discourses empower the individuals as the chief of their futures.

“Creativity and employability thus serve the same neoliberal agenda to promote individualism over collectivism; private gain rather than the common wealth” (Ward, 2013; page 123).

As well as creativity, we have considered that entrepreneurship was one of the good features to save from capitalism and to keep in a different economy. But, it might be that the same discourse is generalized about entrepreneurship to tell us how good it is and we might have been brainwashed as well on that topic (Tedmanson et al., 2012). It is not inconceivable to create an economy where entrepreneurship remains low but where full employment is reached and where creativity can still be expressed. The literature focuses in majority on the positive aspects of entrepreneurship and forgets about its errands, and its sometimes terrible impact on our lives (Tedmanson et al., 2012). We study entrepreneurship in universities where we learn what it brings and how to become an entrepreneur but it could be interesting that it would be taught *“a counter history of the entrepreneurship”* where students would be able to see the destruction, the chaos, the corruption, the sanitary disasters, the wars and the pollution started because of entrepreneurship. Not in order to discourage entrepreneurship but to promote a more responsible entrepreneurship.

The main purpose of this master thesis was to plan the development of entrepreneurship and creativity in the future and to determine which means should be used in order to increase the number of creative enterprises. The final goal was to get full employment through high entrepreneurship and to imagine entrepreneurship in a system which would take care of the environment and of the employees more than it values the private wealth of the owners.

We have seen that the education and the culture are two very powerful levers to implement such a program. Our main recommendation is to invest massively in the education and to design master programs which include courses about entrepreneurship and which favor networking.

5.2 Application of the theory to a country

If we want to organize a change in our economic system, it could be helpful to study first how Russia entered in capitalism to get a better understanding of how to make this transition (Green et al., 1996). Entrepreneurship was deeply modified and the brutal transition did not give time to policy makers to plan it carefully. More research about the modification of the behaviors of the entrepreneurs, of the culture and of the education which had to adapt to follow this entrance into a new economic system would be profitable to increase our understanding of the transition from one economic system to another.

Education seems to be the key to change the attitude of the people but the law is another factor that should not be neglected. The taxes, thanks to a low level, could be determinant in this long process. It is also a way to educate entrepreneurs. As we now have to protect our planet, an important point about our consumption's behavior is to be raised. We have to protect our environment and the resources of our planet.

This is intrinsically linked with the economy and should be our first concern if we plan to change our economic system. Taxes on scarce resources should be higher to avoid their massive consumption, taxes on possession of a second object of the same family (TV, car, house) in order to diminish pollution and over consumption (Greenhalgh, 2005). Such kind of tax system would drive us toward a culture of community ownership and service.

"In society, we need to create a new status culture that is critical of personal asset stock-building and the purchase of positional goods, while being very positive about community service. This requires the use of status rewards in companies and communities, so that people begin to view the conduct of 'Green' service activity to satisfy needs, rather than personal ownership of a wasteful excess of goods, as the basis of social status" (Greenhalgh, 2005; page 1104).

One of the propositions of Greenhalgh to decrease the pollution and change our inalienable need for luxury is to grade the objects we are using to determine taxes in relation to their cost for the environment and to their *"inequity cost"* (positional goods made for rich with unaffordable prices). She also described how to set taxes in order to face under-utilized capacities and private ownership, *"inversely to their length of life and to their rate of utilisation, to encourage full use and good maintenance"* (Greenhalgh, 2005; page 1104). Another of her concerns linked with the spirit of capitalism as it is nowadays is the useless advertisement made to brainwash us with the name of the most famous brand instead of giving us proper product information. She proposes to tax and control advertisement in order to prevent advertisement for positional goods (with high taxes) and avoid useless ads (i.e. car and perfume advertisement).

The state possesses the power to start those changes. The only thing lacking is a visionary leader to implement them. A change is never easy. But a change is now necessary to protect our planet and to reach full employment. Obviously, these kinds of reforms have a cost. And the investment in the education, which is a long term in-

vestment, has to be financed. Then it seems logical to include taxes on the benefits made by the companies. This issue has been objected by the defender of neoliberalism to harm the entrepreneurship but Van Stel et al. (2007) found that the influence of the tax system was marginal on new businesses. They also found:

“no significant impact on nascent or young business formations of administrative considerations such as the time, the cost, or the number of procedures needed to start a business. The only exception is that the minimum capital requirement required to start a business does seem to lower entrepreneurship rates across countries” (Van Stel et al., 2007; page 183).

According to them, countries with high entry regulation will not succeed to increase entrepreneurship by deregulating entry regulation. They found that labor market regulation has a more important impact than entry regulation on entrepreneurship.

The Indigenous entrepreneurship is a proper field of literature which has a different approach to entrepreneurship and wealth creation than us (Hindle and Moroz, 2010). They tend to create enterprises that provides good or services which profit to the whole community. That is how a proper government should act. It should listen to its citizens and make things that benefit to them first and which do not harm the environment. Maybe we should study more indigenous entrepreneurship. We might have a lot to learn from it in order to build a better economy. Calás et al. (2009) have decided to consider entrepreneurship not as a positive economic activity but as social change by reframing it. Thus they could discover what entrepreneurship could bring us if its main goal was not economic. This is exactly what we should do in order to promote new values. Entrepreneurship should be viewed as a social construction and not anymore only as an economic paradigm.

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