

A QUALITATIVE RESEARCH ON THE RELATIONSHIP BETWEEN ENTREPRENEURIAL BEHAVIOR AND INNOVATIVE WORK BEHAVIOR

DOI: 10.17261/Pressacademia.2022.1559

JBEF- V.11-ISS.2-2022(3)-p.88-101

Evrım Gunes, Resat Sekerdil

Ege University, Institute of Social Sciences, Bornova, Izmir, Turkey.

evrimgunes1988@gmail.com ORCID: 0000-0001-9281-3284

Medipol University, Institute of Social Sciences, Beykoz, İstanbul, Turkey,

resat121@hotmail.com ORCID: 0000-0002-3260-4314

Date Received: May 13, 2022

Date Accepted: June 29, 2022

OPEN ACCESS



To cite this document

Gunes, E., Sekerdil, R., (2022). A qualitative research on the relationship between entrepreneurial behaviour and innovative work behavior. Journal of Business, Economics and Finance (JBEF), 11(2), 88-101.

Permanent link to this document: <http://doi.org/10.17261/Pressacademia.2022.1559>

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ABSTRACT

Purpose – The purpose of this study is to reveal the entrepreneurial and innovative behavior tendencies and skills of Y and Z generations based on experiences and perceptions, and to provide an understanding of the problems these generations face while collaborating and the needs necessary for their cooperation.

Methodology– In order to obtain in-depth information about the subject, the qualitative research method was used in the research. Semi-structured interviews were conducted with the entrepreneur mentors of Ege University Technopolis and the entrepreneurs in the technopolis. The sample consists of 8 people in total. The data were analyzed with descriptive and content analysis.

Findings – The expressions of the participants were evaluated under the themes of entrepreneurship and innovation skills of the Z generation and the entrepreneurship and innovation perceptions of the Y generation, which emerged as a result of the analysis. Entrepreneurship and innovation skills for the Z generation; being a researcher, being aware of what one wants, agility, social relations, being able to offer different suggestions, self-confidence, being open-minded, being open to learning, being result-oriented, being proactive, taking risks, having business management knowledge. For the perception of entrepreneurship and innovation of the Y generation; commercial perception, innovation barriers, time, scaling, realism, and result-oriented qualities came to the fore.

Conclusion – Entrepreneurship is often defined in terms of risk taking, self-confidence and proactive behavior. These general behavior patterns are not well understood in entrepreneurship and innovation surveys. There are many more factors to be discovered for scaling these concepts. In this study, it was revealed that in order to be an entrepreneur, it is necessary to be innovative first, and being innovative is related to openness to learning and frequency of experimentation in addition to general behavior patterns.

Keywords: Innovative work behavior, entrepreneurial behavior, entrepreneurship, innovation.

JEL Codes: M10, O30, L26

1. INTRODUCTION

There are three trends in organizational innovation research, each of which has a different focus. The purpose of organizational design theory, which focuses on the relationship between structural forms and organizational innovation intensity, is to describe the structural features of the innovative organization or to identify organizational variables on product/process innovation. In contrast, organizational cognition and learning focuses on the processes by which organizations develop new ideas for problem solving and provides an understanding of the capacities of organizations for the creation of new knowledge needed for innovative activities. The third trend is related to the process of organizational change, adaptation and creation of new organizational forms (Yavuz, 2010 cited by Oğrak and Eldemir, 2020: 342).

This research examines how the individual acquires innovative work behavior in the work environment in relation to his innovativeness, and draws attention to the lines and relationships between entrepreneurship and innovation. In this context, firstly, entrepreneurial behavior, then innovative behavior was discussed, and innovation was evaluated in terms of business management. In the research part, answers to the questions “What skills should young people have if they want to be entrepreneurial and innovative?” and “How do current employees perceive and evaluate entrepreneurship and innovation?” were sought. Semi-structured interviews were conducted with the entrepreneur mentors of Ege University Technopolis and the entrepreneurs in the technopolis about entrepreneurship and innovation skills and perceptions of Generations Y and Z.

Every person has the potential to innovate, but it is important to know how to acquire this valuable feature, how to be an entrepreneur, in which situations innovative skills are activated in organizations and how they are managed. Today, in addition to very important issues for the organization such as entrepreneurship and innovation, the fact that members of two different generations work together in the organization reveals the necessity of evaluating all issues affecting working life within the scope of different generations at the same time (Altan, 2019: 84). Generation is defined as a group of individuals who come to life in a common time period, share common life and age periods, and are shaped in terms of the tendencies and events of a common period. Each generation has its own characteristics, value judgments, attitudes, strengths and weaknesses (Lower, 2008 cited in Altan, 2019: 86).

The following parts of the study continue with the literature review on the concepts of entrepreneurial behavior and innovative behavior, qualitative research method, data analysis, findings, results and conclusion.

2. LITERATURE REVIEW

2.1. Entrepreneurial Behavior

External shocks can force firms to downsize, shut down or leave the region. In such cases, new ventures arise in the resources or gaps freed by the exiting firms. Organizations allocate time, technology and money to their struggle for survival. These shocks create periods of economic instability and market instability. During these periods, opportunities arise and entrepreneurs emerge as vendors or service providers. The support provided by entrepreneurs helps existing organizations with positive results. In this way, restructuring facilitates the establishment of more resilient institutions and can even improve a business environment. The assumption underlying this process is that market inefficiencies create motivation, intentions and opportunities to provide new products and services. It is certain that entrepreneurs have a deeper qualified knowledge to recognize local problems and offer viable solutions. Existing markets are in a better position because they have knowledge about customer problems and how to solve them (Monllor and Murphy, 2017: 620). Entrepreneurship is a process that increases the individual's contribution to society, leads to new contributions, creates innovation opportunities, produces innovative businesses that continue to supply competition and support economic growth (Ghouse et al., 2017: 998).

Perceptions and attitudes play a decisive role in the transition to active entrepreneurship. It is stated that the intention to start a business arises from the knowledge and understanding of the person and the support and feasibility perceptions received by the corporate environment (Galanakis and Giourka, 2016: 320). As Shaver and Scott (1992) noted, "people do not force themselves by chance". For this reason, it expresses a decision-making result that combines the ability to see opportunities in the market and personal abilities for the intention of starting a business (Krueger et al., 2000 cited in Mawson and Kasem, 2019: 1131). In other words, it can also be understood as the belief that one can do this job. The common feature of all entrepreneurship types is that they include the dimension of opportunities. Therefore, entrepreneurial individuals perceive some types of entrepreneurship as more attractive than others, depending on their preference of entrepreneurship types according to their value perceptions (Baron, 2006 cited in Vuorio et al., 2017: 360). It has been stated that different types of entrepreneurs have different values and motivations, have different tendencies, and their intentions and interests are specific to certain types of entrepreneurship (Schwartz, 1992 cited in Vuorio et al., 2017: 363). Value-laden factors are very important for understanding the phenomenon of entrepreneurship. Values, attitudes, beliefs and perceptions are closely related to the intention to create a new business and to running the business. There are important relationships such as explaining sustainability with the motivation of the individual, individuals pursuing profitable business making it operational by prioritizing environmental and social business goals, finding that conscientiousness is the personality structure that shows the biggest difference between entrepreneurs and managers, as a result of the meta-analysis, the strongest connection between conscientiousness and entrepreneurial intention, conscientiousness showing a significant difference between entrepreneurs and non-entrepreneurs (Muñoz, 2017: 789; Şahin et al., 2019: 1191).

Planned behavior theory refers to three dimensions of intentions as attitudes, subjective norms, and perceived control or self-efficacy. An individual's positive evaluation of starting a new business is defined as his attitude towards behavior, the perceived social pressure to start a new business is defined as subjective norm, and the perceived ease of starting a new business is defined as self-efficacy or perceived behavioral control. It has been found that attitudes and perceived behavioral control have a positive and significant effect on entrepreneurial intentions (Aragon-Sanchez et al., 2017: 753).

There are different theories from different fields that deal with entrepreneurial behavior. Psychological approaches focuses on personality traits such as need for achievement, locus of control, ability to take risks, etc. (McClelland, 1987; Dyer, 1994; Rotter, 1966), Planned behavior theory (PBT), which claims that entrepreneurial behavior is intentional and emphasizes the importance of intention (Ajzen, 1987; Ajzen, 1991; Krueger et al., 2000; Audet, 2002; Kolvareid, 1996; Tkachev and Kolvareid, 1999) is used to explain entrepreneurship. Shapero's (1982) Entrepreneurial event model is based on a perception of opportunities and feasibility. Institutional economic theory (Krueger and Brazeal, 1994) is another theory that focuses on informal factors and formal factors such as policies, laws, regulations, government aid, culture, etc. Social network theory,

on the other hand, draws attention to the fact that as people enter business networks, their entrepreneurial skills can develop and they can access the information and business connections necessary for their success and sustainability (Singh Sandhu et al., 2011: 431).

Entrepreneurs demonstrate entrepreneurial intention to recognize opportunities, seek information, find resources, and create business strategies before starting their ventures. There are various models that reveal entrepreneurial intention; the most widely used model has been the Planned behavior theory (PBT). This model, which includes normative beliefs and attitudes, provides an adequate framework for the prediction of human behavior in many situations. Planned behavior theory (PBT) has been used in research to understand and explain entrepreneurial intention. Cognitive social theory has also been used to understand the phenomenon of entrepreneurship; argues that knowledge is gained through observing and interacting with others in a social context; social norms, social networks, and social capital can also influence entrepreneurial behavior. These ties form structures with other actors (suppliers, customers, and entrepreneurial networks) where they can influence entrepreneurial behavior, impact on personal and functional competencies, use leadership skills to organize resources, and support entrepreneurial goals. Leadership emerges as a skill that can be learned, acquired and developed. There are studies that deal with various aspects between entrepreneurship and leadership, with characteristics such as leadership skills, individual motivation, tolerance for uncertainty and risk-taking ability (Henley et al., 2017: 1017-1018).

Social capital includes processes that involve creating new ventures, identifying business opportunities, developing and mobilizing resources. Social capital theory (Lin, 2002) argues that it emerges from this network of relationships with colleagues, friends, family, and business people based on goodwill and resources; and strong social capital is necessary for the success of new business ventures, as those who are well connected can access valuable resources. Social capital is important for entrepreneurs to legitimize their work, to receive social and individual support, to access the needed resources on time and easily, and to provide cooperation (Lux et al., 2020: 1013-1014).

Ecological systems theory is necessary in order to understand how contextual factors at various levels affect human development, to examine the direct effects of context on development, to focus on context-individual interactions, to understand proximal processes, interactions between contextual systems. Individuals with desirable personality traits, assets, and abilities in terms of the individual's characteristics and the influence of their environment are more likely to be successful. Ecological systems theory positions an individual within five nested systems: "microsystem" refers to direct relationship between individual, group, institutions; "mesosystem" refers to systems between different groups and institutions; "exosystem" refers to larger systems in which the individual is not interacting; "macrosystem" refers to superior systems in which the individual is not interacting; and "chronosystem" refers to system indicating change over time. Ecological systems theory is used to understand the relations of systems with entrepreneurs and business environments, and to explain how the business environment is affected by the macro system (Neal and Neal, 2013 cited in Lux et al., 2020: 1015).

Identity theory (Stryker, 1980) and Social Identity theory (Tajfel, 1981; Tajfel and Turner, 1979, 1986) focus on the fundamental interaction between the individual and the social world. Both theories connect the individual to the social world through a concept of "self" that includes various social identities. Identity theory focuses on "roles" while social identity theory focuses on "social groups". While explaining entrepreneurial behavior, identity theory focuses on individuals and the various roles they adopt in a social context, and deals with the emergence of discrete identities related to their social roles that often become evident in various situations. Whether the entrepreneurial role is in that society or not, the opinion on the benefit to the structure is subject to individual interpretation. The concept of role identity was developed to emphasize the close link between the behaviors provided by that role and the individual's unique interpretation of that role. As the bond between role and identity gets closer to the individual, compatibility will increase. While self-determination by itself does not make an individual an entrepreneur, when combined with an internalized understanding of the values associated with self-identity, it does contribute to an individual's belief in one's own role as an entrepreneur. It brings entrepreneurship closer, but it is not enough to make the determination and entrepreneurial values necessary to be an entrepreneur a meaningful identity. The way an individual perceives himself generates energy to act as an entrepreneur. Self-perception is related to roles and values, beliefs. Being an entrepreneur means that the individual has an internalized set of values (needs, beliefs). The association of entrepreneurship with risk perception is generally characterized by individual initiatives due to the unique, creative and deliberate focus of entrepreneurial behavior on innovation. This extraordinary difference is perceived by others as different and inherently risky (Kirkley, 2016: 296-310). Perception of self-efficacy refers to the belief that a person has the ability to combine and apply a perception of self-confidence and self-control in perceiving the personal resources, skills and expertise required to be successful in a particular job. It is argued that individuals with high self-efficacy can be more productive and effective. Perception of self-efficacy can stimulate the tendency to be close to behavior (Uygun and Güner, 2016: 42). For this reason, the perception of self-efficacy, the perceptions of individual actors regarding the economic environment, their perceptions of the convenience of the local business environment, the relations between personal resources and firm performance enable entrepreneurship in a positive way (Bisgaard, 2015 cited in Lux et al., 2020: 1016).

2.2. Innovative Behavior

Today, the environment of uncertainty creates various opportunities and threats for organizations. Managers should be aware of the need to innovate in order to take advantage of these opportunities and protect themselves from threats (Zengin and Kaygin, 2019: 906). In the business environment that becomes dynamic with the increase in digitalization and the acceleration of technological developments, the fact that businesses are open to innovation accelerates their adaptation to change (Kaymakçı and Görener, 2019: 105; Nart, 2019: 12). Cohen and Levinthal (1990) stated that in acquiring the innovation capacity of an enterprise; recognition and awareness of new values, obtaining new information that will lead to innovation, business adaptation and application to commercial outputs are important factors (Akkoç et al., 2011: 87).

Firm-related reasons for innovation are; to be recognized as an innovator, to have a wide range of products, to increase profits, to keep employee morale high, to create an environment conducive to more innovation and creativity in the organization. In addition, there may be employee-related reasons such as attracting and retaining talented employees, giving employees the opportunity to enjoy their work and adding meaning to their work, and motivating them by asking for help in solving problems. Non-operational reasons are divided into two as market-related and social causes: market-related causes are based on concerns such as being a pioneer, providing a competitive advantage, and being the only one. Social reasons are; to satisfy customers waiting for change, to prove the social benefit and to leave a positive impression on the public (Taskiran, 2004 cited in Nart, 2019: 39).

Innovative work behavior is the main element in revealing innovative outputs in businesses (De Jong and Den Hartog 2010; Kanter 1988; Oldham and Cummings 1996; West and Farr 1989; De Spiegelaere et al. 2014 cited in Kale, 2019: 145). Innovative behaviors that will develop in a dynamic environment are vital for the effectiveness of organizational processes and the success of the company, as well as helping to overcome various problems and providing competitive advantage (Çevik Tekin and Akgemci, 2019: 1678). There are different definitions and approaches for innovative behavior. While according to one approach, innovative behavior is the individual's adoption of innovation faster than other employees in the work system he is in; according to another approach, it is the individual volunteering of an employee to create a new product or service (Blake et al., 2003 cited in İspir, 2018: 123). Various definitions found in the literature are shown in Table 1.

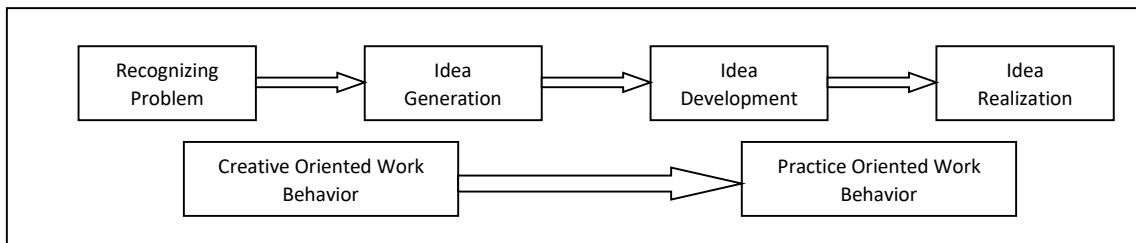
Table 1: Definitions of Innovative Behavior

Author	Definition of Innovative Behavior
West and Farr (1989)	All individual activities in an organization to develop, promote and implement a useful innovation.
Scott and Bruce (1994)	It is a multi-stage process that starts with the definition of the problem, the creation of new or previously accepted ideas and solutions, continues with the search for support for the innovative idea, and ends with the transformation of the idea into a visible and tangible model or prototype.
Janssen (2000)	It is the conscious creation and implementation of ideas for the benefit of the organization.
Amo and Kolvareid (2005)	It is the ability of employees in organizations to take initiatives for new products, new markets, new processes and new combinations.
Carmeli et al. (2006)	It is defining the problem, producing a solution and applying this solution in-house within the organization.
Jong and Hartog (2008)	It includes behaviors aimed at advancing the processes needed to implement change and new knowledge or improve performance, as well as the exploration of opportunities and the generation of new ideas.
Ards et al. (2010)	It is the process of revealing new problem solving practices.
Yuan and Woodman (2010)	An employee's deliberate initiation or implementation of new ideas, products, processes, and procedures for their job role, business unit, or organization.
Mura et al. (2012)	It is the individual behavior that enables the employees to add new and useful ideas, processes and products to the work environment and to introduce these added products.
De Spiegelaere et al. (2014)	An employee consciously develops, adopts, or implements new ideas (within a role, group, and organization) of products, processes, and procedures.
Li and Zheng (2014)	It is the creation, promotion and application of innovative thinking in the organization for the purpose of personal and organizational efficiency, which enables employees to use innovative ways of thinking and to respond quickly and accurately to changes in customer demands.
Prieto and Perez Santana (2014)	It is a behavior that consists of generating, promoting and implementing new viable ideas, processes and solutions.
Işık and Aydın (2016)	It is the process of voicing ideas that organizations will benefit from, being able to apply these ideas, defining the problems that arise during the implementation of these ideas, and solving the identified problems.

Source: İspir, 2018: 123; Turgut and Begenirbas, 2014: 149; Derin, 2018: 68; Kale, 2019: 145; Çevik Tekin and Akgemci, 2019: 1678; Kaymakçı and Görener, 2020: 107.

As seen in Figure 1, innovative behaviors are a multi-stage process that starts at the stage when the employee identifies a problem, then generates new ideas about the problem, and finally develops a suitable model to benefit from and use these applications. The first two stages reflect creative-oriented, and the last two stages reflect practice-oriented work behaviors (Turek, 2012; Dorenbosch et al., 2005 cited in Çevik Tekin and Akgemci, 2019: 1678).

Figure 1: Phases of Innovative Work Behavior



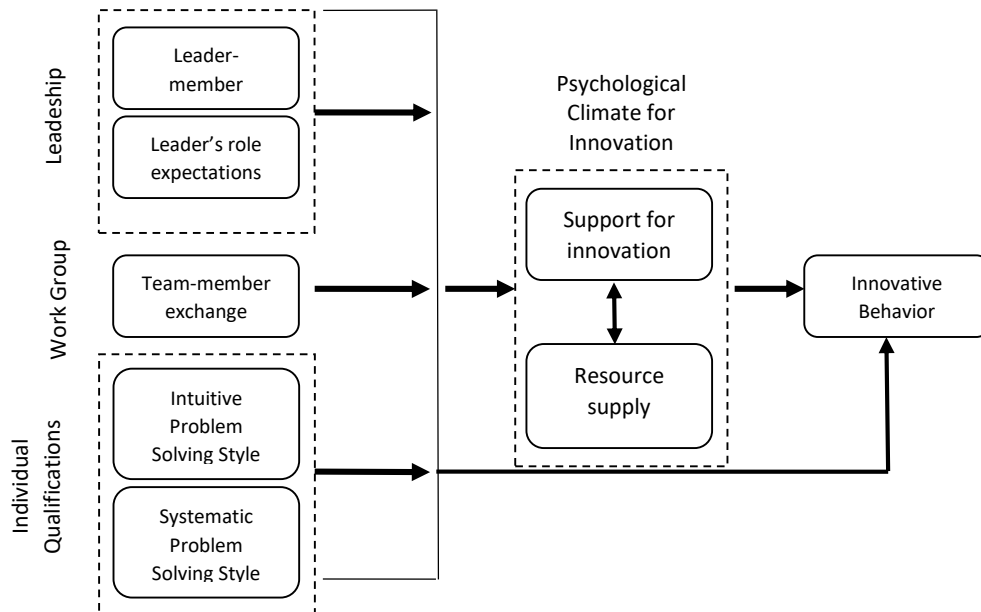
Source: Çevik Tekin and Akgemci, 2019: 1678.

According to De Jong and Den Hartog (2007), a perceived threat, a perceived problem, and a performance gap, necessity, or chance are necessary for the initiation of innovative work behavior phases. The need for innovation begins with the perception of the difference between current performance and potential performance. The idea generation phase is about breaking out of existing patterns by thinking about different business-related variables. After the idea is created, it should be shared in social networks and developed with feedback. At the phase of realizing the idea, the prototype of the idea should be developed and presented to the market (Kaymakçı and Görener, 2019: 108).

The source of innovation is creativity; the application of creative ideas constitutes innovative behavior (Pirola et al., 2004; West, 2002 cited by Caliskan et al., 2011: 369). While creativity expresses the ability to create new ideas, innovative behavior also includes the ability to implement and implement new ideas (Yunus et al., 2014 cited in Derin, 2018: 68). According to Kanter (1985), the innovative behavior process is a knowledge-intensive process. Intensive knowledge production depends on the individual's intelligence, creativity and interactive learning ability (Kaymakçı and Görener, 2019: 107-108). Examples of innovative behavior include researching new technologies, proposing new ways to achieve goals, applying new working methods, and seeking and securing resources to implement new ideas (Yuan and Woodman 2010: 324).

Scott and Bruce (1994: 582) defined innovative behavior as the result of four systems interacting with each other, as shown in Figure 2: individual, leader, workgroup and innovation climate.

Figure 2: Identifying Innovative Behavior



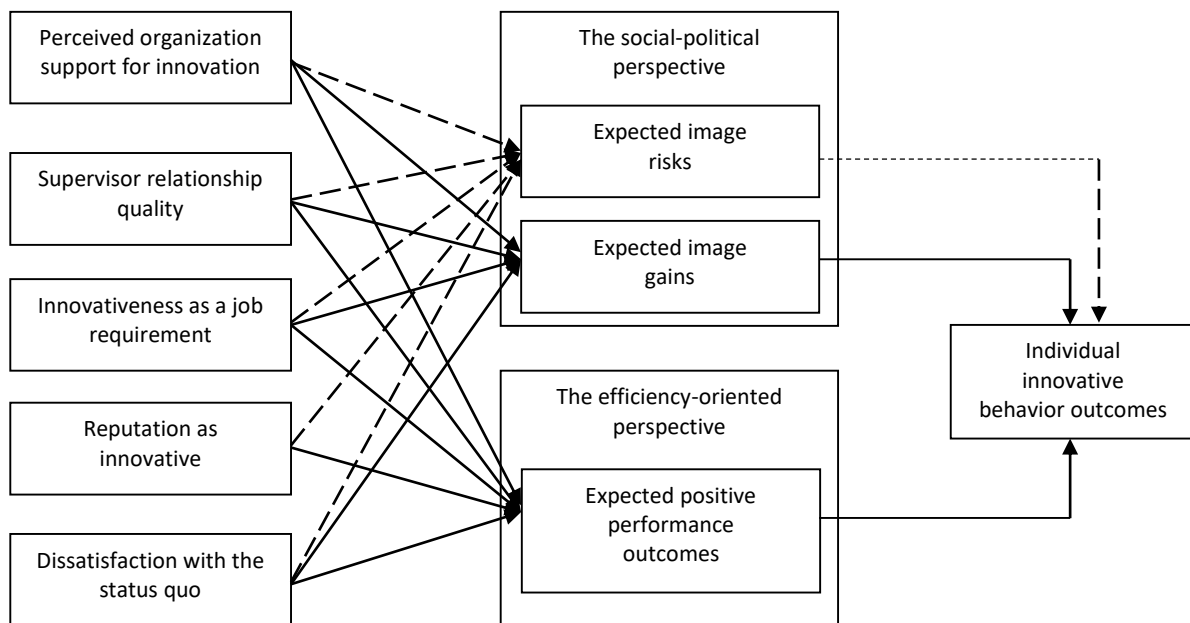
Source: Scott and Bruce, 1994: 583.

Some of the qualities required for the emergence of innovative behaviors in organizations are attributed to the personality structures and motivations of individuals, and some to the organizational structure, organizational culture and climate (Yahyagil, 2001 cited in Turgut and Begenirbaş, 2016: 122). Proactive personality positively affects innovative work behavior. Employees who take initiative are pioneers, and have the courage to change the current status quo, produce and implement more innovative ideas (Kale, 2019: 149). Motivational behaviors such as trust, leader-member interaction and job satisfaction

also increase innovative behavior and entrepreneurial behavior (Çalışkan et al., 2011: 387). In the context of leadership style, transformational leaders have the ability to encourage innovative behaviors by increasing the courage of their followers with effective communication and mutual trust. By supporting common organizational learning processes, proactivity and risk taking, it expects its followers to display high performance with ideas and behaviors that will make a positive difference (Arago'n-Correa et al., 2007; Karcioğlu and Kaygın, 2013 cited in Çalışkan and Arıkan, 2017: 23). Organizational citizenship behaviors have a mediating role in the effect of transformational leadership on innovative behavior. Li Yan and Jun Yan (2013) also found that organizational citizenship behaviors have a positive effect on innovative behavior (Çalışkan and Arıkan, 2017: 34). The psychological contract, which expresses the beliefs of employees about their mutual obligations with the organization, is also an important determinant of employee behavior. Perceptions of employees that their psychological contracts are violated cause them to remain silent because of their psychological and safety concerns. Employee silence can reduce innovations and hinder organizational change efforts (Morrison and Robinson, 1997; Rousseau, 1989; Argyris and Schön, 1978; Morrison and Milliken, 2000 cited in Köksal et al., 2018: 687-688). The sense of psychological ownership leads to change, transformation, innovation and creativity in the organization; can lead to innovative work behavior in employees (Sieger et al., 2013; Karadal and Akyazı, 2015; Biçkes, 2016 cited in Derin, 2018: 67).

Exhibiting an innovative behavior is not only related to personal characteristics, it is also important that how the individual will be perceived by his environment after this behavior (Turgut and Begenirbaş, 2014: 147). According to the planned behavior theory proposed by Ajzen (1991); attitudes towards behavior, subjective norms and perceived behavioral control affect the individual's intention towards behavior (Çetin and Şentürk, 2016: 244). While the norms that support knowledge sharing and innovative behavior in the organization may encourage individuals towards these behaviors, negative norms such as "bringing a new tradition to the old village" may have the opposite effect and lead the individual to maintain the existing rather than seeking innovation. One of the important elements in the realization of support for innovative behavior is relational social capital, which includes elements such as trust, norms and identification. Relational social capital, developed for knowledge sharing and innovative behavior in the organization, encourages the display of these behaviors (Turgut and Begenirbaş, 2014: 147; Turgut and Begenirbaş, 2016: 123). In various studies, the positive effect of social capital on innovative behavior has been determined (Çalışkan et al., 2011; Mura et al., 2012; Xerri and Brunetto, 2011 cited by Turgut and Begenirbaş, 2016: 133). Yuan and Woodman (2010: 323), on the other hand, put forward a model in which expectations to affect job performance (expected positive performance results) and image in the organization (expected image risks and expected image gains) affect the innovative behavior of employees. Contextual and individual difference factors such as perceived organizational support for innovation, quality of supervisor relationship, business necessity for innovation, employee reputation as an innovator, and dissatisfaction with the status quo are also added as psychological processes to this model seen in Figure 3.

Figure 3: Explanation of Innovative Behavior with Performance and Image Expectations



* Solid lines represent positive relationships and dashed lines represent negative relationships.
 Source: Yuan and Woodman, 2010: 326.

Since generating and implementing innovative ideas is defined as extra role behavior rather than typical for employees (Janssen, 2000), additional incentives are needed. For example, organizational climate is a guide that directs the behavior of employees. Employees' acceptance of innovative values, adopting an attitude towards them and exhibiting innovative work behavior are closely related to the organizational climate (Chen and Lin, 2004; Long, 2000; Sveiby and Simons, 2002 cited by Turgut and Begenirbaş, 2016: 121-122; Sezgin and Aksu, 2020: 577).

Studies have found that perceived organizational support positively affects innovative work behavior (Çapraz et al. 2014; Yıldız, et al. 2017; Qi, et al. 2019; Özer 2014 cited by Sü Eröz and Şittak, 2019: 1591). Organizations organize the innovative activities of their employees with their socio-political structures. One of the most important factors in creating a flexible and risk-taking atmosphere in the organization is the attitude of the manager towards employees (Khalili, 2016; Janssen, 2005; De Jong and Den Hartog, 2007; Kozłowski and Doherty, 1989; Sanders et al., 2010 cited in Sezgin and Aksu, 2020: 563). Management's support is important in creating an innovative and creative organizational culture, empowering employees and creating an environment where they will have a say in decision making. It is important for the managers to be willing to create an environment in which innovative and creative activities are intense, to support the new ideas of the employees about new ways and methods that will improve the way they do business, and to provide sufficient opportunities for the development of these ideas (Eren and Kılıç, 2013: 236). Rather than command, rule, stagnation, regulatory and organizational culture structures (hierarchical culture), an organizational culture that attaches importance to flexibility, entrepreneurial, creative and adaptive should be created (Yıldırım and Karabey, 2016: 451). The type of organizational culture that contains innovation in its structure is defined as the culture of innovation. Effectiveness of the employee and the management in the creation of an innovative culture will ensure that this culture is felt throughout the organization (Aksay, 2011; Bozkurt and Taşçioğlu, 2007 cited in Nart, 2019: 23).

Intense global competition and customer demands; the need for speed and flexibility, perfection and transparency; horizontal structures organized around business processes; emphasis on creating an environment that compels employees to use their talents and take personal responsibility for tasks; encouraging creativity, risk taking and commitment at all levels; managers delegate authority and assume a supporting role; the emphasis on communication, cooperation and building trust has created the need for employee empowerment (Coleman, 1990: 30). Employee empowerment can be expressed as the power to make decisions on their own without consulting their managers for their actions depending on the situation of the job (Ramesh and Kumar, 2014 cited in Zengin and Kaygin, 2019: 907). Empowerment is not just a series of external actions, but an act of strengthening the individual's belief in the sense of effectiveness (Conger, 1989: 18). It refers to practices and conditions in which employees are motivated, trust their knowledge and expertise, desire to act using initiative, and believe that events are under their control. In this way, employees think that they have the power to contribute more to the organization and they spend more effort for this (Koçel, 2005 cited in Zengin and Kaygin, 2019: 907). Employees in an organization where personnel are empowered see themselves as the owner of the job, learn to think and act as a group with the effect of high-level knowledge sharing, and reveal their innovative side (Kirkman & Rosen, 1999; Yukl, 2002; Spreitzer, 2007 cited in Çalışkan, 2013: 97).

Employee empowerment accelerates the innovation process in the business and encourages the employees to innovate, so that innovative behavior is carried out more easily (Yıldırım and Karabey, 2016: 432; Çalışkan, 2013: 97). As employees gain the freedom to make and implement independent decisions, the level of innovation also increases (Çavuş and Akgemci, 2008: 241). In addition, employee empowerment plays a role in reducing the negative impact of the hierarchy culture, which negatively affects innovation (Yıldırım and Karabey, 2016: 451). Approaches to empowerment are divided into two: Structural empowerment developed by Kanter focuses on the organization, while psychological empowerment developed by Spreitzer focuses on the individual. Psychological empowerment is a cognitive perception about how employees interpret the structural empowerment conditions in the organization. Studies have found positive relationships between psychological empowerment and innovative work behavior (Wiens, 2012; Bass, 1985; Spreitzer, 1995; Redmond et al., 1993; Çekmecelioğlu and Eren, 2007; Çavuş and Akgemci, 2008; Çetin and Evcim, 2009; Knol and VanLinge, 2009; Pieterse et al., 2010 cited by Çevik Tekin and Akgemci, 2019: 1675).

3. RESEARCH METHOD

3.1. Sample

Purposive sampling was used to discover the components of the innovative behavior tendencies of the Y and Z generations in the İzmir labor market and to create new assumptions about the effects of the assumptions tested in the literature in terms of innovation management and organizational behavior tendencies. Semi-structured interviews were conducted with the entrepreneur mentors of Ege University Technopolis and the owners of the companies (entrepreneurs) in the technopolis. Entrepreneurial mentors consist of 3 participants and 5 technopolis entrepreneurs, a total of 8 participants. Participants in the study are between the ages of 30 and 51. Education levels are undergraduate and postgraduate. All of the participants have more than 5 years of professional experience.

3.2. Analysis

Data were collected by interview technique, one of the qualitative research techniques. Within the scope of the field study, face-to-face, in-depth, semi-structured interview method was applied. Our first research question was “What skills should young people have if they want to be entrepreneurial and innovative?” and second was “How do current employees perceive and evaluate entrepreneurship and innovation?”. The interviews lasted approximately 1 hour. These interviews were analyzed by deciphering the audio recordings and converting them into transcripts. MAXQDA 2020 Pro qualitative data analysis program was used for the analysis of the research. The data were analyzed with descriptive and content analysis. In the descriptive analysis, direct quotations were included in order to reflect the views of the participants. After the descriptive analysis phase, content analysis was started. The purpose of content analysis is to reveal concepts and relationships. Content analysis consists of systematic and interpretive analysis sections. In the systematic analysis part, the codes and themes that could not be obtained in the descriptive analysis were created. For this purpose, the interviews of the participants were read several times, the expressions were coded, and the codes that were similar to each other in terms of meaning and relationship were brought together to form themes. In the interpretative analysis part, the findings were interpreted by the researchers and compared with the findings of some similar studies in the literature.

4. FINDINGS AND DISCUSSION

The aim of the research is to reveal the entrepreneurial and innovative behavior tendencies and skills of the Y and Z generations, to provide an understanding of the needs and imperatives necessary for the generations to work together, to explain how they cooperate, the advantages it provides and the problems they encounter, based on the experiences and perceptions of the participants. In this context, the statements of the participants regarding the research questions are stated under two themes: the elements of entrepreneurship and innovation skills of the Z generation and the entrepreneurship and innovation perceptions of the Y generation.

4.1. Elements of Entrepreneurship and Innovation Skills of Generation Z

Institutions' meeting with innovation started with the production of new ideas by the employees within the company; practices such as idea boxes were implemented within the organization, but R&D units were established due to reasons such as the ideas coming from the employees were below expectations and the good ideas did not turn out as desired, and through the creation of new uses, new revenues have been rather limited. In order to be successful, there has not been an established culture, sufficient human resources and time within the company to make continuous attempts and to be able to do this (TÜSİAD, 2019:14). The one that will meet this need of institutions will be the entrepreneurial new generation labor market. The answers given by the participants to the question “What skills do young people need if they want to be entrepreneurial and innovative?” are as follows:

P1, “He should be a researcher, a researcher who has a command of technology, knows the computer, will be active, know what he wants.”

P2, “I think an entrepreneur candidate should have a very good research ability, if he has different talents, he should follow his own enthusiasm and talents, have good social relations and be agile, not afraid to do something, able to offer different suggestions, self-confident and open-minded, and a certain level of education is a must.”

P3, “In general, developing learning abilities and learning habits, knowing a multidisciplinary approach, being familiar with various working methods, being away from clumsiness, being agile in human relations, being proactive, results-oriented, being patient in different subjects, knowing when to quit, knowing what issues to worry about and how much, knowing yourself, feeling yourself according to your abilities have started to become the qualities demanded by the workforce as of today.”

P4, “First of all, I think that entrepreneurship exists in personality. Likes to take risks, knows business management, marketing of products and services, cost calculations, investment decisions, etc. It is necessary that many issues can be considered by entrepreneurs. This is a commercial partnership and the entrepreneur must be able to protect their rights.”

P5, “For example, in order to carry out a business, you need to have technical skills, have strong bilateral relations, have sales skills, imagine a salable product while making the product, and be a good dialogue person.”

P6, “The ability to take initiative, to be hardworking, to have advanced research skills, the ability to find the right words, the ability to place, the ability to derive, the ability to compare, the ability to not believe in every information they find, the ability to compare, make sense of, they do not have to be a good salesperson or very super. It doesn't matter if he can do that work on technology or innovation, he needs to be a good teammate, able to assemble a team, respectful, understanding, they need to be open to digital tools or innovative tools, they should not be prejudiced and they should be able to try, they should have the ability to learn on their own.”

P7, "Knowing that it will not be easy, being enthusiastic, not playing bossy, being able to handle the intense work tempo, adapting to different jobs, having a high business awareness, being able to read innovation correctly; radical innovation and process innovation at the point of incremental innovation... I think it is important for an enterprise or business idea to act with the spirit of team friendship and motivation."

P8, "Problem solving ability, this doesn't usually happen, you give it later, you put it on, the talent that young people should have."

In the above statements, important trends and attitudes regarding the entrepreneurship and innovation skills of Generation Z are indicated. These trends and attitudes also form a part of entrepreneurship and innovation trends, as they express indicators such as understanding, developing and applying entrepreneurship and innovation. However, although these variables are compatible with the generally accepted structures of entrepreneurship in the classical sense, they will not represent the generality of entrepreneurship in different contexts for these phenomena. For this reason, in order to improve the existing entrepreneurial strategies and diversify the ecosystem, it is necessary to increase the knowledge of the routers in order to increase the quality of service. Otherwise, they will not be able to make good observations and their determinations will not be able to deepen.

The answers given by the participants to the question "What skills do young people need if they want to be entrepreneurial and innovative?" were subjected to content analysis to reveal their entrepreneurship and innovation skills, and the findings are given in the table below.

Table 2: Findings on Entrepreneurship and Innovation Skills

Skills	(f)
Researcher	3
Aware of What He Wants	3
Agile	2
Active	1
Social Relations	1
Able to Offer Different Suggestions	1
Self-confident	1
Open-minded	1
Openness to Learn	1
Result Oriented	1
Proactive	1
Risk Taking	1
Business Administration	1

The fact that the Z generation can have entrepreneurship and innovation skills means that they have an advantage in technology companies. The variables in Table 2 overlap with the sub-behavior dimensions of entrepreneurs and innovative individuals (Ahl, 2006: 600; Uygun et al., 2012: 147; Ballı and Üstün, 2019: 310-311; Esen and Şekerdil, 2017: 14-15; Yigit, 2014: 417). As can be seen in Table 2; being a researcher, being aware of what one wants, agility, social relations, being able to offer different suggestions, self-confidence, being open-minded, openness to learning, being result-oriented, being proactive, taking risks, having business management knowledge. Four of the participants expressed the advantages of having entrepreneurship and innovation skills as follows: "He should be a researcher, have a research spirit" (P1). "The ability to do research needs to be very good" (P2). "For young people to work in technology companies, if you ask me, two things; first, having the ability to research, secondly, having good social relations and being able to offer different suggestions that are not afraid to do something agile and self-confident, open-minded and a certain level of education are a must" (P3). "A person who does not like to take risks cannot be an entrepreneur. They call it youth fire, but it is also necessary to know business management. Because it is not only technically an enterprise, but also marketing the product and service, cost calculations, investment decisions, etc. It is necessary that many issues can be considered by entrepreneurs. Of course, investors can be beneficial in these areas, but after all, this is a commercial partnership and the entrepreneur must be able to protect their rights." (P4).

4.2. Perceptions of Entrepreneurship and Innovation of Generation Y

If the employees of the institutions are entrepreneurs, innovation will start to work. Today, the business world has started to shift entrepreneurship into the institution, and for this, the need for an in-depth understanding of entrepreneurship has emerged (TÜSİAD, 2019: 9). Employees are no longer expected to be satisfied with their jobs and duties within the organization; in order to take the company one step further, a number of new roles and tasks are given, such as gaining

entrepreneurial and innovation skills, activating them, and initiating applications. The answers given by the participants to the question "How do current employees perceive and evaluate entrepreneurship and innovation?" are as follows:

P1, "If you do something, you have to get an economic contribution from it. It is important to be results oriented. If you do something, it is perceived as having to contribute to humanity, it has to be beneficial."

P2, "Because they are pushed to the point of view of doing business, products turn into engineering services, therefore they either lose or abandon the perception of innovation, lose motivation, go through tiring and difficult processes, most of them fail, they cannot enter the process of developing something new."

P3, "First of all, it is not something that changes with age. Secondly, disconnections in communication may be differentiating between traditional and internalized business models. It can be education level, business model, working environment. If you have an entrepreneurial structure in a corporate company where 5,000 people work, you will strive for it and expect it to bear fruit. The sooner it starts, the better."

P4, "My personal opinion is that it is important to be young, to have energy and to adapt to innovation, and the maturity of Z's in the way they do business. Since the consumers of new products and services in companies are the Z generation, they understand it best. However, in the commercial field, that is, in the B2B field, the sectoral experience outweighs. At this point, I think that being experienced is more effective in determining the need".

P5, "My observation is that people over the age of 30 turn their own experiences into entrepreneurship, on the other hand, when they sit down with a manufacturer, they think they own half of the company, they think as old business partner rather than investment, sometimes they treat them like an employee, sometimes like a child, so they don't work with him, they may prefer to buy the product more expensively from a larger company"

P6, "Y is traditionalist, guaranteeing, in learned helplessness, does not try, and Z tries again in different ways, goes on, has higher motivation, has the ability to scan."

P7, "Because they are a little more assured with the problems at the point of commercialization, Y generation leave the customer meeting to the last. Generation Y is old enough and competent to know what to buy. Generation Y listen and ask questions because they came from such a culture."

P8, "I direct everyone to entrepreneurship, so I can't speak for them, but I can't hire an employee from our company who doesn't have a positive attitude towards entrepreneurship."

The above statements show that the Y generation focuses on the problems arising from the nature of the business and the difficulties arising from the commercialization phase while perceiving entrepreneurship and innovation. However, the impression has emerged that the commercialization and innovation barriers, which are the most difficult point for entrepreneurs in general, are important and cause many other issues to fall behind.

The answers given by the participants to the question "How do current employees perceive and evaluate entrepreneurship and innovation?" were subjected to content analysis for the Entrepreneurship and Innovation Perceptions of Generation Y and the results are given in the table below.

Table 3: Findings Regarding Entrepreneurship and Innovation Perceptions of Generation Y

Perceptions	(f)
Commercial Perception	3
Innovation Barriers	3
Time	2
Scaling	2
Realistic	1
Result Oriented	1

The way generation Y perceives entrepreneurship and innovation is very important. Because these perceptions project to the future, it is very important to create actions for possible risks and to understand the cooperation that will occur with the generation Z. The variables in Table 3 coincide with the barriers and concerns experienced by entrepreneurs and the innovative field. As can be seen in Table 3, commercial perception, innovation barriers, time, scaling, being realistic and result-oriented are emphasized. Commercial perception and innovation barriers are the most mentioned topics by the participants, and the issues that the Y generation's perception of entrepreneurship and innovation draws attention to also constitute the framework of the cooperation to be formed with the Z generation, they stated as follows: "It is always the basic principle to think commercially in entrepreneurship and innovation. There are startup teams that fail for this reason. 9 out of 10 startups are already failing because the part about what is needed to commercialize this innovative product is missing. He develops

a product, but his team disintegrates for commercialization, his motivation is lost, and he leaves because he cannot make any difference in this period” (P2). “Disruptions in communication may differ between traditional and internalized business models. It can be education level, business model, working environment” (P3).

5. CONCLUSION

In line with the findings obtained when the personal and organizational characteristics affecting this behavior were investigated in researches on innovative work behavior; it has been revealed that innovative work behavior is related to concepts such as organizational justice, job characteristics, psychological contract, intrinsic motivation, rewards, leadership, organizational climate, quality of working relations, and innovative organizational culture. In addition, it is thought that the individual's computer and internet use may also affect innovative work behavior (Afşar, 2015; Taştan and Davoudi, 2015 cited in Derin, 2018: 68). Some of the findings obtained within the scope of innovative behavior research conducted in Turkey are as follows:

- Job satisfaction and innovative behavior have a positive effect on individual performance (İspir, 2018: 122).
- Relational social capital positively affects innovative behavior (Turgut and Beğenirbas, 2014: 146).
- Satisfaction regarding human resources practices affects the innovation culture positively and significantly (Pelenk, 2020: 237).
- Motivational behaviors have a mediating effect on innovative and entrepreneurial behaviors (Çalışkan et al., 2011: 363).
- The exploratory and developer market orientation has a positive effect on management innovation (Aksoy, 2020: 234).
- Innovative organizational citizenship behavior increases as the age, total years of service and title of the employees increase (Oktay, 2016: 341).
- There is a positive relationship between psychological ownership and innovative work behavior; increasing psychological ownership towards the institution and reducing the rate of cyberloafing can increase innovative work behavior (Derin, 2017: 63).
- Managers' encouragement of their subordinates and their efforts to take action by their subordinates improves the perception of the expertise climate and increases the innovative behavior of the employees (Sezgin and Aksu, 2020: 561).
- There are significant relationships between organizational culture and organizational innovation, and between organizational innovation and personnel empowerment (Zengin and Kaygın, 2019: 903).
- Psychological contract violation negatively affects the innovative behavior of employees and organizational silence has a full mediation effect in this relationship (Köksal et al., 2018: 687).
- Proactive personality affects innovative work behavior positively, and external locus of control negatively affects innovative work behavior (Kale, 2019: 144).
- There is a positive relationship between perceived organizational support and innovative work behavior, also innovative work behavior is higher in married employees than singles, and it increases as age, position in the company, working time in the organization and sector (Sü Eröz and Şittak, 2019: 1574-1592).
- Psychological empowerment positively affects innovative work behavior (Akgemci and Çevik Tekin, 2019: 1674).
- Innovative climate positively affects social capital; social capital also positively affects innovative behavior and implicit knowledge sharing behavior (Turgut and Beğenirbaş, 2016: 113).
- There are significant and positive relationships between transformational leadership and innovative behavior, organizational citizenship behaviors have a mediating role in this relationship (Çalışkan and Arıkan, 2017: 17).

In order to contribute to economic development, there is a need for competition, employment, market and the ability to produce qualified goods. Productivity increase and competitiveness affect each other. While better meeting customer needs increases the efficiency of labor and production, the increase in productivity affects the acceleration of competition in the market. In this context, the most important way to keep the economy alive is the development of entrepreneurship (Güner and Korkmaz, 2011: 45). Entrepreneurship is the most important tool in reducing unemployment in economies, and it is possible to say that the basis of all policies developed in particular is to increase employment by reducing unemployment and to provide decent jobs. Good jobs and qualified employment are the basis of development. It is thought that as entrepreneurship reduces unemployment, unemployment also pushes entrepreneurship. With this thought, it is explained that being unemployed for a long time is related to the opportunity cost of entrepreneurship (Bozkurt, 2014: 27-28). According to another view; empirical studies have proven that innovative firms outperform non-innovative firms in terms of employment and output (Bozkurt, 2014: 82). Countries that want to benefit from this leverage effect need to bring entrepreneurship and innovation mentality to all individuals and institutions of the society. In this sense, the fact that individuals in the current labor market have entrepreneurship and innovation skills means both working in qualified jobs and increasing individual and social welfare, as well as the development of the country's economy and abilities. Today, institutions

want to carry entrepreneurship into companies and benefit from the effect of sustainable competitive advantage. The reason for this is that it creates a structure that directs a holistic change inside and outside the company, enabling developments such as economic stability, employment, creation of new industries, and the introduction of technology-based products to the market throughout the country (TÜSİAD, 2019: 14). Companies can establish entrepreneurship and innovation units to strengthen entrepreneurship. The establishment of governance structures for entrepreneurship and innovation in companies and the formalization of innovation and entrepreneurship policies in companies increase the attention of employees to the issue and ensure that it is perceived as important (TÜSİAD, 2019: 29). In today's rapidly changing business world, the main purpose of all businesses should be innovation and innovation-oriented business strategies should be developed. Employees should be encouraged to contribute to the organization. In order for them to develop innovative ideas, a suitable climate should be created, new ideas should be listened to, necessary resources should be provided, if the results are positive, employees should be rewarded etc. expectations must be met. Risks should be taken together, in case of failure only employees should not be held responsible. Information sharing between managers and employees should be given importance (Sü Eröz and Şittak, 2019: 1593). Managers should adopt and apply the employee empowerment approach; For this, first of all, they should create an innovative organizational culture by placing this understanding within the organizational culture. Employees should participate in decisions, show the courage to produce new ideas about the business, access information, share information and create a sense of responsibility (Gürbüz, et al., 2013 cited in Zengin and Kaygın, 2019: 908). While planning work in the organization, attention should be given to giving employees time to think and generate ideas for improving products and processes, as well as routine work. As a matter of fact, Budak (1998) stated that excessive preoccupation prevents allocating time for creativity (Turgut and Beğenirbaş, 2016: 134). In addition, identifying the personal characteristics that affect innovative behaviors and recruiting them according to these characteristics is an important issue in revealing and implementing innovative ideas by employees (Kale, 2019: 145).

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