2021

Strategies Nonprofit Leaders Use to Increase Client Engagement in Entrepreneurship Programs

Juanita Williams
Walden University

Walden University

College of Management and Technology

This is to certify that the doctoral study by

Juanita Williams

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Janice Garfield, Committee Chairperson, Doctor of Business Administration Faculty

Dr. Meridith Wentz, Committee Member, Doctor of Business Administration Faculty

Dr. Denise Land, University Reviewer, Doctor of Business Administration Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2021

Abstract

Strategies Nonprofit Leaders Use to Increase Client Engagement in Entrepreneurship Programs

by

Juanita Williams

MBA, American InterContinental University, 2018

BA, American InterContinental University, 2009

Consulting Capstone Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

October 2021

Abstract

Since 1990, entrepreneurship has been declining in the United States, which negatively impacts the standard of living in the United States by creating fewer jobs and fewer innovations. Identifying and implementing strategies to increase client's participation in entrepreneurship programs helps business leaders obtain additional funding sources, improve organizational performance, and obtain support from policymakers. Grounded in the human motivation theory, the purpose of this qualitative single case study was to explore strategies three senior business leaders of a nonprofit organization in the mid-Atlantic region of the United States used to increase client engagement in entrepreneurship programs. Data were collected from semistructured interviews, organizational documents, and public sources. Using Yin's 5-step thematic analysis to analyze the data, three themes emerged: the need for achievement, willingness to take risks, and entrepreneurial self-efficacy. In alignment with the theme of entrepreneurship self-efficacy, a key recommendation is that nonprofit leaders engage participants and community partners in the organization's processes, thereby allowing these customers and stakeholders to achieve goals to become entrepreneurs and develop a willingness to take risks. The implications for positive social change include the potential to increase entrepreneurship, thus, contributing to the economic development and growth of the mid-Atlantic region in the United States.

Strategies Nonprofit Leaders Use to Increase Client Engagement in Entrepreneurship Programs

by

Juanita Williams

MBA, American InterContinental University, 2018

BA, American InterContinental University, 2009

Consulting Capstone Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Business Administration

Walden University

August 2021

Dedication

To my spiritual Father, God, and my Lord and Savior, Jesus Christ, thank you for providing me with the strength necessary to complete this doctoral study. I also dedicate this study to my husband, my 11 children, and my parents. To my husband Herbert, thank you for always encouraging me not to give up and for supporting me in all my endeavors. Thank you to my grandson, Javonte Jr. Know that you can do anything that you put your mind to. Thank you to my 11 children: Javonte, Dashon, Trelonias, James (Bam), James (Smiley), James (Bboy), James (Punchie), James (Snugga), Jayla, Jay, and Joyce for your patience, understanding, and support while I pursued my doctorate degree. Thank you to my parents, Charles and Birtha, for giving me a spiritual foundation and instilling in me the confidence to know that I can achieve anything with God's help.

To my sisters, Vernette and Latonya, thank you for allowing me to be inquisitive when we were growing up. It allowed me to be the woman that I am today. To my sister, Latonya, may your soul find rest and peace. To my family members, former teachers, and my dear friend, Ken, who passed away from this world, thank you for leaving a positive impact on my life. You will be forever missed.

Acknowledgments

I would like to thank Dr. Garfield, my chair, for her support, feedback, guidance, and passion for making sure that I made it through my doctoral journey. I could not have asked for a better chair. Thanks to my second committee chair, Dr. Meridith Wentz, for her support and feedback on my study. Thanks to Dr. Land for your guidance as my University Research Reviewer for my study. I would also like to thank my friends and fellow scholars for their continued support and for coaching me through this process.

Table of Contents

List of Tables v

List of Figures vi

Section 1: Foundation of the Study 1

Background of the Problem 1

Problem Statement 2

Purpose Statement 2

Nature of the Study 3

Research Question 4

Interview Questions 4

Conceptual Framework 5

Operational Definitions 6

Assumptions, Limitations, and Delimitations 7

Assumptions 7

Limitations 7

Delimitations 7

Significance of the Study 8

A Review of the Professional and Academic Literature 8

Human Motivation Theory 9

Supporting Theory: Maslow Hierarchy of Needs 15

Contrasting Theory: Planned Behavior 16

Entrepreneurship Defined in Society 17

Decline in Entrepreneurship 20
Education and Training in Entrepreneurship 25
Entrepreneurial Self-Efficacy 35
Characteristics of an Entrepreneur 37
Traditional Learning vs. Online Learning 47
Celebrity Endorsement Strategy 50
Women in Entrepreneurship 52
Summary 54
Transition 55
Section 2: The Project 57
Purpose Statement 57
Role of the Researcher 57
Research Method and Design 61
Research Method 61
Research Design 63
Population and Sampling 65
Ethical Research 67
Data Collection Instruments 69
Data Collection Technique 71
Data Organization Techniques 72
Data Analysis 73
Reliability and Validity 75

Reliability 75

Validity 76

Transition and Summary 77

Section 3: Organizational Profile 79

Key Factors Worksheet 79

Organizational Description 79

Organizational Situation 90

Leadership Triad: Leadership, Strategy, and Customers 96

Leadership 96

Strategy 99

Customers 103

Results Triad: Workforce, Operations, and Results 107

Workforce 107

Operations 109

Measurement, Analysis, and Knowledge Management 111

Collection, Analysis, and Preparation of Results 113

Thematic Findings 113

Product and Process Results 117

Customer Results 119

Workforce Results 121

Leadership and Governance Results 123

Financial and Market Results 124

Key Themes 125
Project Summary 129
Contributions and Recommendations 131
Application to Professional Practice 133
Implications for Social Change 134
Recommendations for Action 135
Recommendations for Further Research 136
Reflections 137
Conclusion 137
References 139
Appendix: Interview Protocol 168

List of Tables

Table 1. Workforce Composition 85

Table 2. Organization ABC's Community Partners 90

Table 3. Organization ABC's Performance Improvement Process 96

Table 4. Organization ABC's Entrepreneurship Program Participants 2015-2020 119

Table 5. Organization ABC's Senior Leaders Cumulative Skills, Knowledge, and Expertise 122

Table 6. Enrolled Participants in Organization ABC's Entrepreneurship Program 123

Table 7. Organization ABC's Annual Revenue from 2018-2020 125

Table 8. Comparison Organization Entrepreneurship Certificates 129

List of Figures

Figure 1. Mission, Vision, and Values 83

Figure 2. Organization ABC's Organizational Structure and Governance Body 88

Figure 3. Organization ABC's Strategic Advantages 94

Figure 4. Organization ABC's Strategic Planning Process 100

Figure 5. Organization ABC's Risk Assessment 101

Figure 6. Organization ABC's Voice of the Customer Feedback Channels 104

Figure 7. Organization ABC's Systematic Approach to Complaint Resolution 106

Figure 8. Organization ABC's Executive Director Security Controls 111

Figure 9. Organization ABC's Customer Satisfaction Results from 2018-2020 120

Section 1: Foundation of the Study

In this study, I used the 2019 – 2020 Baldrige Performance Excellence Program framework to explore effective strategies that leaders of a nonprofit organization use to increase client engagement in entrepreneurship programs. Increasing client engagement might help people become entrepreneurs and contribute to the economic growth and development of the world in which we live. As required by Walden University for consulting capstone doctoral aspiring scholars, I served as a scholar consultant to a nonprofit organization using the Baldrige Performance Excellence Program framework and criteria as an assessment tool.

Background of the Problem

I explored strategies that nonprofit leaders used to increase client engagement in entrepreneurship programs so that people can become entrepreneurs and improve their standard of living. Entrepreneurship is a tool that can be used to maximize personal income and contribute to the welfare of society (Riad-Shams & Kaufmann, 2016). Driving change with innovation, boosting the national income, and investing in community projects are some of the fundamental reasons why entrepreneurship is critical to the economy (Riad-Shams & Kaufmann, 2016). While there are fundamental reasons to become an entrepreneur, evidence suggests that entrepreneurship is declining.

A decline in entrepreneurship poses a risk to the local economy. A recent study showed a 30-year decline in entrepreneurship in the United States (Heyman et al., 2019). Entrepreneurial activities result in job creation, innovation, and improvement of the economy. In 2015, 414,000 startup firms created 2.5 million new jobs (McCue &

Lawrence, 2018). However, business startups remain well below pre-Great Recession levels (McCue & Lawrence, 2018). Entrepreneurship plays a pivotal role in the sustainability of economic, social, and environmental structures. Without entrepreneurship, the world might not reach its full potential, and as a result, the global economy will see fewer products, innovations, and have a new standard of living as supplying consumers needs and wants are decreased.

Problem Statement

The statisticians at the United States Department of Labor, Bureau of Labor Statistics (2019) reported that there are 3,465,999 registered nonprofits in the United States as of 2017. In 2017, the United States Small Business Administration awarded over $2 million to two nonprofit organizations that provided entrepreneurship training programs (U.S. Small Business Administration, [SBA], 2017). The general business problem is that some nonprofit leaders lack the experience in motivating clients to remain engaged in entrepreneurship programs. The specific business problem is that some nonprofit leaders lack the strategies to increase client engagement in entrepreneurship programs.

Purpose Statement

The purpose of this qualitative single case study was to explore strategies that nonprofit leaders use to increase client engagement in entrepreneurship programs. The targeted population comprised three nonprofit leaders with 6 years' experience running a successful entrepreneurship training program. These leaders represent one nonprofit organization located in Maryland. The implication for social change may include developing entrepreneurs to help bring economic growth and sustainability to communities.

Nature of the Study

The research method that I used in this study was qualitative. The qualitative method is appropriate when researchers need to explore a subject to understand a phenomenon through in-depth interviews and exploring documentation that relates to the business problem (Saunders et al., 2016). Qualitative data are used to understand meanings expressed through words and images (Yin, 2018). The other two research methods are quantitative and mixed methods. When using a quantitative method, the researcher seeks to use data using a deductive approach to test a theory about variables' characteristics or relationships (Saunders et al., 2016). No theory was tested, and meanings were not being derived from numbers because the goal of this study was to learn about the phenomenon through themes that emerged from interviews and literature. The mixed method involves using both the quantitative and qualitative methods (Johnson et al., 2007). The mixed method was not appropriate because I did not employ the quantitative method to answer the research question. Therefore, the qualitative methodology was appropriate for this study.

I chose a single case study research design for the envisioned qualitative study. I considered other qualitative research designs such as ethnographic, narrative and phenomenology. A single case design is more favorable and advantageous when researchers are going to interview a number of individuals from one organization of particular interest (Yin, 2018).

A single case study was appropriate for this study because researchers can use single case design to conduct an exhaustive research approach on a single phenomenon (Yin, 2018). I decided against an ethnographic design because the ethnographic design is used in the field of anthropology to study a culture (see Seligmann & Estes, 2019). Choosing the narrative design would also be inappropriate. The narrative researcher focuses on a group or an individual's personal stories that are told by the use of spoken words or images from participants (Edwards, 2016). The phenomenology design is a description of the personal meanings of individuals lived experiences (Schwartz et al., 2013). Therefore, I decided against the phenomenology research design. I explored participants responses to a contemporary event in an uncontrolled environment, therefore, the single qualitative case study research design was appropriate.

Research Question

What strategies do nonprofit leaders use to increase client engagement in entrepreneurship programs?

Interview Questions

1. What strategies do you use to increase client engagement in your entrepreneurship program?
2. How do you measure client engagement in your entrepreneurship program?
3. What are some key challenges you experienced with keeping participants engaged in your entrepreneurship program?
4. How do you determine the success of your entrepreneurship program?

5. What other information can you share to help me understand your organization’s strategies for increasing client engagement in your entrepreneurship program?

Conceptual Framework

McClelland (1965) developed the human motivation theory, also known as the acquired needs theory. Human motivation theory is widely used in research on motivation. The key concepts of McClelland's human motivation theory are that individuals have three dominant motivators, and of the three motivators, one will be dominant. McClelland proposed that individual needs are acquired over time and are molded through one's life experiences. The three motivators are: (a) achievement, (b) affiliation, and (c) power (McClelland, 1965). Leaders are tasked with motivating others. To motivate others, leaders must understand an individual personally to equip themselves on how to motivate the individual.

The human motivation theory aligned with my study because learning what motivates individuals is a necessary tool that nonprofit leaders can use to help them achieve their goals. McClelland (1965) suggested that individuals who score high in need achievement were found in entrepreneurial occupations. Puzanova and Semenova (2015) stated that the need for achievement, affiliation, and power are motives that every human possesses. Achievement, affiliation, and power are motivators that may lead to the completion of entrepreneurship programs.

Becoming an entrepreneur is a life-changing decision. Boneva et al. (1998) concluded that understanding one's motivation behind a decision asks the critical question of "why?" The psychological and social construct of motivation theories are used to understand individuals' work habits, performance, and productivity (Moorer, 2014). Using McClelland's human motivation theory may enable nonprofit leaders to know what motivates an individual. Understanding individual motives might help nonprofit leaders develop and implement effective strategies to increase client engagement in their entrepreneurship programs.

Operational Definitions

Baldrige excellence framework: An assessment tool used by leaders to evaluate improvement efforts to achieve best-in-class levels of performance by implementing strategies and achieving organizational goals (Baldrige Performance Excellence Program, 2019).

Customer engagement: Customers' investment in or commitment to your brand and product offerings (Baldrige Performance Excellence Program, 2019).

Entrepreneurship training program: A structured program that teaches participants the necessary mindset and skillset to identify and launch new business ventures (Cope, 2005).

Workforce: All people actively supervised by an organization and involved in accomplishing the organization's work, including paid employees, as well as contract employees supervised by an organization, and volunteers, as appropriate (Baldrige Performance Excellence Program, 2019).

Assumptions, Limitations, and Delimitations

Assumptions

Assumptions are defined as accepting something as the truth without proof (Marshall & Rossman, 2016). In this study, I made a few assumptions. First, I assumed that the three nonprofit leaders I interviewed were honest, transparent, and provided detailed responses to the interview questions. Second, I assumed that I would have access to the assigned client’s organizational data. Third, I assumed that I would collect enough data through semistructured interviews and organizational documents to answer the overarching research question. Fourth, I assumed that using the Baldrige Excellence Framework and criteria would allow me to complete a holistic, system-based assessment of the organization.

Limitations

Limitations refer to the study's potential weaknesses that usually are outside of a researcher’s control (Theofanidis & Fountouki, 2018). A limitation of this study was that it included three nonprofit leaders' experiences from only one nonprofit organization in Maryland. This study did not include any other nonprofit organizations from different geographic regions in the United States. In the study, I used a single case study design, limiting the perspectives and knowledge that I could have obtained if using a multiple case study.

Delimitations

Delimitations refer to the limitations consciously set by the researcher to narrow the scope of the study (Marshall & Rossman, 2016; Theofanidis & Fountouki, 2018). The delimitations in this study included the (a) population comprising nonprofit leaders from one nonprofit organization, (b) geographical location in Maryland, (c) sample size of three nonprofit leaders, and (d) participants responses being subject to bias and poor recall.

Significance of the Study

The significance of this study is that there is a need for nonprofit leaders to implement strategies to increase client engagement in entrepreneurship programs. The failure rate for small businesses is high (Snider & Davies, 2018). Entrepreneurial programs can teach individuals the necessary business and management skills to improve business practices and foster innovation. The findings in the study might be of value to businesses as more support is needed to promote effective entrepreneurship.

This study has the potential to contribute to positive social change. Small businesses in the United States employed 56.8 million people in 2013 (SBA, 2019). Startups generate over 800,000 new jobs (SBA, 2019). Entrepreneurship is an essential tool for the economic development and growth of the global economy. This study's findings could enable and encourage entrepreneurs to contribute to the economic growth and development of the world by fostering innovation and providing prosperity to the communities in which they live, work, shop, and raise families.

A Review of the Professional and Academic Literature

The purpose of this qualitative, single case study was to explore the strategies that some nonprofit leaders use to increase client engagement in entrepreneurship programs. In this literature review, I will summarize past and current literature regarding strategies that nonprofit leaders have used to increase client engagement in entrepreneurship programs. The goal of this research was to identify strategies that nonprofit leaders have implemented to increase client engagement.

The databases and resources that I used in this research included EBSCOhost, Google Scholar, Science Direct, ProQuest, SAGE, Business Source Complete/Premier, Emerald Management, Research Gate, and ABI/INFORM Complete. I accessed these databases through Walden University Library. Key terms that I used to locate recent studies related to the topic included: *entrepreneurship defined, entrepreneurship education programs, decline in entrepreneurship, entrepreneurship history, entrepreneurship characteristics, human motivation theory and entrepreneurship, entrepreneurship strategies, entrepreneurship barriers,* and *female entrepreneurship*. I explored concepts related to human motivation theory, entrepreneurial activities and behaviors, and client engagement. To maintain compliance with Walden University Doctor of Business Administration requirements, and to support this study with scholarly research, I researched 196 sources of which 87% were published within 5 years of my anticipated graduation year of 2021, and over 90% of the sources are peer-reviewed.

Human Motivation Theory

McClelland's human motivation theory, also known as the three needs theory, acquired needs theory, learned needs theory, and the big three motives theory, is widely used to support assessment of needs and motives (Taylor, 2018). The human motivation theory is based on Abraham Maslow's work, hierarchy of needs theory, which identified the needs of individuals to follow a certain order or hierarchy (Maslow, 1943). Humans have three dominant needs: the need for achievement, power, and affiliation (McClelland, 1961). According to McClelland (1961), these three dominant needs can be learned and are mostly dependent on culture and life experiences. Regardless of age, gender, or culture, everyone has three motivating drivers, with one of the three drivers is the dominating driver (Maslow, 1943).

Ramsey et al. (2017) stated that the needs for achievement, power, and affiliation are self-attributed motives that are conscious and develop later in conjunction with language acquisition and are social evaluative. A need is an inner drive that triggers a behavior (Verma, 2017). Through the assessment of motivation levels, it becomes easy to understand and predict behaviors (Verma, 2017).

Human motivation theory has become a standard approach and practice in many corporations (Pulgarín & Acevedo, 2012). According to Verma (2017), McClelland's need theory has occupied a prominent research position in isolation, job satisfaction, decision-making, leadership, and entrepreneurship. McClelland's theory of needs has been linked directly to entrepreneurial behavior (Haroon & Usman, 2019; Pulgarín & Acevedo, 2012). McClelland’s human motivation theory can help determine one’s dominant motivator, which can influence goal setting and motivation for task completion (Ismail et al., 2015). Ramsey et al. (2017) stated that identifying the psychological characteristics that differentiate aspiring entrepreneurs and practicing entrepreneurs may help identify motivation profiles that render some less suitable for entrepreneurship.

Need for Achievement

McClelland's theory of needs states that the need for achievement (nAch) is defined as the willingness to succeed; that is, to achieve success concerning a set of norms (Haroon & Usman, 2019). Furthermore, McClelland (1965) observed that the nAch is a willingness to perform well for the intrinsic reward and not for the social recognition. Khurana and Joshi (2017) stated that people with a high nAch have a compelling drive to succeed.

Research has focused on the nAch as an attribute of entrepreneurs and its effect on the prosperity of businesses (Barba-Sánchez & Atienza-Sahuquillo, 2012). According to Johnson (1990), there is a significant association between needs for achievement and the intention to work as an entrepreneur. Khurana and Joshi (2017) noted that high achievers differentiate themselves from others by their desire to do things better.

Baum and Locke (2004) found that the nAch is significantly linked to establishing a business. The association with testosterone exposure and achievement needs has been found to predict entrepreneurial success (Haroon & Usman, 2019). Collins et al. (2004) observed that individuals with a higher demand for achievement prefer working as entrepreneurs due to the complexities. Entrepreneurial work provides possibilities to take advantage of the features connected with their high motivation for accomplishments. McClelland (1965) noted that individuals with an increased nAch would perform well in entrepreneurial roles.

Entrepreneurs have to overcome many different barriers to avoid business abandonment. Haroon and Usman (2019) noted that a high nAch is needed for founding support to overcome business abandonment. The nAch coupled with entrepreneurial passion will help entrepreneurs utilize resources to improve their abilities. Individual achievement motivation encourages entrepreneurs to complete their daily work tasks and encourages them to continue their journey in the face of barriers and challenges (Breugst et al., 2012). Verma (2017) argued that an achievement-oriented individual keeps focusing on setting and reaching goals and is not concerned with what people think about them.

Collins et al. (2004) stated that McClelland claimed that high achievers are more likely than low achievers to participate in vigorous and innovative tasks that involve future business planning and accountability of an individual for task results and outcomes. Functions that include planning and accountability have similar characteristics as entrepreneurial activities that imply that those with a greater nAch prefer to engage in entrepreneurial activities and behaviors (Haroon & Usman, 2019). The nAch is one motivational driver linked to entrepreneurship. However, other human motivational drivers such as the need for affiliation and power are also associating attributes linked to entrepreneurship.

Need for Power

According to Ramsey et al. (2017), previous research has indicated a healthy relationship between implicit motives and various career preferences and performance indices. The nAch and need for power (nPow) are found to be associated with entrepreneurship (Ramsey et al., 2017). Verma (2017) observed that power-oriented people know how to get things done and learn how to influence the people around them to build power through influence.

Power oriented individuals are motivated by their status and prestige in terms of their achievements to gain respect and stature. Ramsey et al. (2017) defined the nPow as a desire to influence, control, or impress others to receive acclaim or recognition. Receiving recognition, having a sense of belonging, and acceptance are some emotional needs that drives human behaviors. A leader's ability to influence or control others to satisfy their own intrinsic rewards can affect a leader's performance. Power is related to leadership because power involves influencing others (Northouse, 2016).

Leaders who are motivated by power focuses on results thus having a negative impact on relationship building. Power-oriented individuals are more likely to use their leadership position to control others; the nPow is less effective in management and might also negatively influence entrepreneurial effectiveness (Ramsey et al., 2017). Individuals that are controlled by power are controlling, demanding, and overwhelming (Northouse, 2016). However, the nPow should not always be taken negatively, as the nPow can be viewed as having a positive impact on supporting the organization goals (McClelland, 1965). Individuals with a high nPow will have to find the balance between managing and leading. Building relationships and having positive interactions with people are necessary skills that are found in individuals with a high need for affiliation (nAff).

Need for Affiliation

McClelland (1961) stated that an affiliation-motivated person seeks out harmonious relationships and interactions with other people. An affiliation-oriented individual focus is on popularity (Verma, 2017). Affiliated individuals need to be liked more rather than promoting organizational goals (Verma, 2017). People with a high nAff enjoy working with people and building relationships. Affiliation is the desire to have social contact, and positive interactions with others to establish or build healthy relationships, a motivator that has not been studied among entrepreneurs to the extent that nAch have been (Decker et al., 2012).

According to Decker et al. (2012), entrepreneurs may have a below-level nAff. However, being below average for the nAff does not classify entrepreneurs as lacking social skills, as social skills are critical to an entrepreneur's success (Decker et al., 2012). A study conducted by Decker et al. found that students less interested in pursuing entrepreneurship were characterized as having low nAff.

The nAff in entrepreneurship can affect decision-making and risk-taking based on the evidence that people who demonstrate a high level of affiliation want to feel accepted by others (Verma, 2017). An individual with a high nAff wants to be popular and focuses on gaining the approval of others. Leaders who demonstrate a high level of affiliation can be labeled as country club managers. According to Northouse (2016), country-club managers will create a positive environment by being agreeable and avoiding conflict. Therefore, an affiliated motivated individual might make decisions that are pleasing to others to maintain a positive relationship even if the decision goes against organizational goals.

Supporting Theory: Maslow Hierarchy of Needs

A supporting conceptual framework for this study was Maslow's (1943) hierarchy of needs. Abraham Maslow developed the hierarchy of needs theory in 1943. Maslow proposed five components for human needs including physiological needs (food, water, shelter, rest), safety needs (security), belongingness and love needs (relationships), esteem needs (feeling of accomplishment), and self-actualization (achieving full potential; Cizek, 2012). The five-tier model of human needs are ranked from the bottom upwards, starting from physiological needs and progressing to self-actualization (Cizek, 2012). Individuals must fulfill their basic human needs before attending to the needs higher up. An individual cannot fulfill their esteem needs if their physiological needs are not being met.

In terms of entrepreneurship, Maslow's hierarchy of needs can be used to understand human motivation. Entrepreneurs seek to have a better life and to fulfill their basic needs such as food, water, and shelter. However, entrepreneurs will sacrifice their basic needs to accomplish their goals. Entrepreneurs must sometimes work alone with no one motivating them. Therefore, entrepreneurs are self-motivated and determined to pursue and achieve their goals. Maslow suggested that individual basic needs be met first before moving upward to psychological needs and self-fulfillment needs. Individuals such as entrepreneurs are not bound by a strict hierarchy of motivation (Cizek, 2012).

Maslow's hierarchy of needs does not address the challenges and sacrifices of an entrepreneur but does address individuals' motives (Khurana & Joshi, 2017). Entrepreneurs will sacrifice basic needs such as rest and psychological needs such as relationships to reach self-actualization (Khurana & Joshi, 2017). According to Maslow (1943), individuals are driven by hierarchically organized urges. Hierarchies do not drive entrepreneurs (Rocha & Miles, 2009). Instead, entrepreneurs are driven by the nAch (McClelland, 1961). Maslow's hierarchy of needs applies to non-entrepreneur level of needs. However, McClelland's human motivation theory helps to explain the entrepreneurial behaviors of individuals. Both McClelland's human motivation theory and Maslow's hierarchy of needs are humanistic motivational theories. However, McClelland's human motivation theory was the best conceptual framework for my study.

Contrasting Theory: Planned Behavior

A contrasting theory for this study was Ajzen's theory of planned behavior (TPB). Ajzen's TPB, developed by Icek Ajzen in 1985, has been used to explain an individual's entrepreneurial intentions and considers entrepreneurial self-efficacy a vital contributor to entrepreneurial intentions (Neneh, 2020). TPB has been supported by widespread empirical evidence showing a significant positive relation between entrepreneurial self-efficacy and entrepreneurial intentions (Douglas & Fitzsimmons, 2013; Neneh, 2020; Nowinski et al., 2017).

Entrepreneurial intentions provide the best explanation for identifying opportunities and developing entrepreneurship (Valencia-Arias & Restrepo, 2020). One way to evaluate entrepreneurial intentions is through Ajzen's TPB. Entrepreneurship is taken as an intentionally planned behavior (Hartsenko & Venesaar, 2017). Ajzen's TPB links beliefs to behavior. According to Hartsenko and Venesaar (2017), TPB has three main components: attitudes, subjective norms, and behavioral control. TPB is an extension of entrepreneurial motivation, as entrepreneurial motivation affects intention and behaviors (Hartsenko & Venesaar, 2017).

Ajzen's TPB proposed two major sources of intention: motivation to act and the possibility of success for the given behavior (Valencia-Arias & Restrepo, 2020). Both theories can help in understanding what motivates entrepreneurs to act. I considered Ajzen's TPB before selecting McClelland's human motivation theory. However, Ajzen's TPB focused on entrepreneurial intentions rather than behaviors and motivators.

Entrepreneurship Defined in Society

To establish the role that entrepreneurship has on society will be difficult to determine without a working definition of the concept. Gartner (1989) listed 32 different definitions of entrepreneurship, some with a different purpose. The word entrepreneurship is derived from the French verb "entreprendre," which translates to "to undertake concrete imaginations of the future" (Savall & Cai-Hillon, 2016, p.1). Entrepreneurship can be traced back to 17,000 BCE (Hur, 2020). The first known trading between humans took place in New Guinea around 17,000 BCE, where locals would exchange a volcanic glass prized for its use in hunting tools with others needed goods like skins and food (Hur, 2020). The acquisition of material wealth and goods reinforces McClelland's human motivation theory by demonstrating the nPow and nAch.

The lack of a clear definition for entrepreneurship poses a problem for policymakers and academics. According to Attali and Yemini (2017), entrepreneurship is an individual pursuit of a discontinuous opportunity involving the creation of an organization with the expectation of value creation and wealth generation to the participants. The enlightened self-interest of man to convert pressures acting on the economic system from inside or outside into activities results in greater productivity or wealth (McClelland, 1965). In McClelland's human motivation theory, one aspect focuses on motives that lead man to exploit opportunities to take advantage of favorable trade conditions (Qing et al., 2020). Entrepreneurship is how new companies are formed to create jobs and wealth (Attali & Yemini, 2017).

New jobs created in the United States have come from firms with fewer than 500 employees (Heyman et al., 2019). Startups play a critical role in society by fostering competition, creating innovation, and supporting new opportunities. Startups' importance has sparked the realization that an emphasis needs to be put on governmental and educational communities on developing programs that will aid and train entrepreneurs (Katz, 2008). Moreover, rigorous and grounded research provided insight to policymakers to formulate, support and harvest entrepreneurial activities to improve life quality (Zahra, 2007). Schumpeter (1934) argued that new firms are the driving force of change and engine for economic development.

Scholars acknowledge that entrepreneurship is a good thing. However, it is a concept that remains unclear. There are many definitions of what entrepreneurship is. However, according to Packard and Burnham (2021), there is still little information known about the origination of the how and why of entrepreneurship. It is challenging to expect policymakers to create entrepreneurship programs and provide support for them if they do not know what entrepreneurship is. An individual cannot explain something that they cannot define. More importantly, in the Baldrige Excellence Framework, it is impossible to improve a process that cannot be defined. The number of operational definitions for entrepreneurship in recent and past literature is daunting. As a researcher, I seldomly found studies that agreed upon a definition of entrepreneurship. Having a lack of basic agreement as to what entrepreneurship is does not help policymakers or researchers.

Schumpeter (1934) defined entrepreneurship and entrepreneurs as the carrying out of new combinations that are called enterprise, the individuals whose function it is to carry them out are called entrepreneurs. Schumpeter approached entrepreneurship as an enterprise while carrying out the functions is classified as an entrepreneur. Schumpeter definition of entrepreneurship and entrepreneurs is consistent with McClelland’s human motivation theory because the theoretic approach focuses on the nature of entrepreneurship and the decision making within entrepreneur functions.

Entrepreneurship does not just exist with startups; it can exist within existing organizations (Meeks et al., 1998; Schumpeter, 1934). Bygrave and Hofer (1992) defined entrepreneurship as involving all the functions, activities, and actions in pursuing opportunities to create new organizations. Entrepreneurial activities relate back to McClelland’s human motivation nAch, nPow, and nAff. According to McClelland (1965), a successful way of dealing with the world occurs by diffusion; that is, other people see the advantages of new techniques and adopt them as soon as they learn about them.

Entrepreneurship is defined by the nature of the action performed and a transition from entrepreneurship to general management as the organization's nature and individual change activities (Meeks et al., 1998). Bygrave and Hofer (1992) stated that the focus of the field of entrepreneurship change from the focus on the entrepreneur's characteristics to the entrepreneurial process's characteristics. There are two different approaches to entrepreneurship: (a) defining what entrepreneurship is and (b) proposing a definition of entrepreneurship and its related behaviors (Meeks et al., 1998).

Synthesizing the concept of entrepreneur and entrepreneurship can assist policymakers and researchers on the appropriate course of action to better support organizations with entrepreneurship training programs. Entrepreneurship is behavioral, while entrepreneurs engage in entrepreneurship (Baum & Locke, 2004). Entrepreneur behaviors are consistent with McClelland's human motivation theory as entrepreneurs have the need to be successful and obtain a position of power and wealth.

Decline in Entrepreneurship

Entrepreneurship is the backbone and lifeblood of the United States economy (SBA, 2019). An entrepreneurial economy can change the way people live and work. The term entrepreneurial economy is used to describe entrepreneurship's economic contributions (Audretsch et al., 2007). McClelland’s human motivation theory focuses on economic growth and the internal factors that influence it like innovation and entrepreneur behaviors.

Innovations from entrepreneurship might improve residents' living standards while generating wealth and job creation for a growing economy. Entrepreneurs contribute to the gross domestic product (GDP), as entrepreneurship involves producing goods and services in the economy (SBA, 2019). Small businesses generated 44% of the

U.S. economic activity (SBA, 2019). Nominal small business GDP measured $5.9 trillion in 2014 (SBA, 2019); however, the overall share has declined gradually (SBA, 2019).

Over the last 40 years, entrepreneurship and innovation are on a steady decline in the U.S. (Liang et al., 2018). The entrepreneurial economy declined around 50% between 1978 and 2011 (Naudé, 2019, para. 3). According to Naudé (2019), new firms accounted for about 13% of all companies in the late 1980s, but only 8% two decades later. Over the past 30 years, all net new job creation in the United States came from businesses less than a year old (McCue & Lawrence, 2018). Startups have contributed less to U.S. job creation than they did in earlier decades (Liang et al., 2018). One indicator as the reason for the decline in entrepreneurship points to the Great Recession of 2008 because the 50% decline in entrepreneurship fell within the Great Recession era.

The Great Recession of 2008-2010, also known as the stock market crash of 2008, has played a significant role in entrepreneurs' perennial problems (Shane, 2011). The fear of failure caused by the stock market crash of 2008 has caused stress to entrepreneurs due to uncertainties (Shane, 2011). In McClelland's human motivation theory, the entrepreneur is concerned with the nAch (McClelland, 1965). Therefore, failure and uncertainties cause stress to entrepreneurs. However, McClelland identified one of the characteristics of entrepreneurship in his human motivation theory. That characteristic is the ability for entrepreneurs to make decisions under uncertainty.

Although United States based entrepreneurial business launches have declined over the last 4 decades, the catalyst of the U.S. economy last financial crisis has proven to be critical to new startups and growing existing businesses. According to McCue and

Lawrence (2018), before the stock market crisis of 2008, the number of entrepreneur launches fluctuated between 500,000-600,000 per year. However, since the financial crisis, entrepreneur launches are down to 400,000-500,000 (McCue & Lawrence, 2018).

Ratio of patents to GDP is declining, while the cost of patenting is increasing (SBA, 2019), suggesting that entrepreneurs are also less innovative. Detrimental effects on the launch of startups are still being felt in the economy today. Employees are less likely to leave what they consider a safe job and are more unlikely to take the risk of starting their business venture (Ferreira, 2020). The result is that people are willing to play it safe rather than take the risk, leaving their brilliant ideas on the proverbial table. Playing it safe rather than taking risks is a different approach from McClelland's human motivation theory because individuals that seek the nAch are willing to take risks to achieve goals.

The decline in entrepreneurship comes as a shock to the economy because scholars predicted that entrepreneurship would rise and not decline (Economic Innovation Group (EIG), 2017). For example, the EIG (2017) predicted an increase in entrepreneurship based on the increase in population in the U.S. and continued immigration. EIG (2017) argued that the economy had seen a shift from employees being managed to more of an entrepreneurial economy, which might be described as dynamic capitalism.

Dynamic capitalism is the process of wealth creation (EIG, 2017). Dynamic capitalism is characterized by creating new small firms while large firms decline and fail (EIG, 2017). However, the U.S. economy is experiencing just the opposite. While large firms are on the rise, new small firms' entry is on the decline, and many employees are making the shift from smaller firms to larger firms (Ferreira, 2020). However, while firm entry rates are on the decline, there is evidence that firm exit rates have declined. According to EIG (2017), aggregate exit rates in the United States dropped from 9.5% to 7.5% between 1980 and 2015.

Decline in entrepreneurship is simultaneously implicated in both the increase in income inequality and a decrease in labor productivity growth (EIG, 2017). The link between the decline in entrepreneurship and productivity slowdown is due to the entry and exit of businesses being a vital instrument to guarantee the proper allocation of resources based upon consumers' needs and wants, also known as allocative efficiency (EIG, 2017). Productivity slowdown is problematic for an economy because there can be no sustainable growth. As productivity declines, so does the GDP per capita.

Another reason entrepreneurship is precipitously declining in the United States is a result of challenges to accessing capital (Dearie & Geduldig, 2013; Liang et al., 2018). Accessing capital needed to start or grow a business has always been a historic challenge for entrepreneurs. Availability and access to finances are critical resources that influence small enterprises' start-up and growth (Boohene, 2018). Traditional bank loans for startups have been historically tough to secure. Small community banks are more prone to take a chance on potential business owners (United States Chamber of Commerce, 2019). However, due to the Great Recession of 2008, community banks are dwindling in the economy (United States Chamber of Commerce, 2019).

Banks with total assets of $250 billion or exposures of $10 billion in foreign assets are considered large banks by the Federal Reserve and are often unwilling to make loans under $100,000 due to the futile investment (United States Chamber of Commerce, 2019). Banks' financial objective is to make a profit. The higher the loan, the higher the profit. Most startups need access to capital around $30,000-$50,000 (United States Chamber of Commerce, 2019). Therefore, a large banks' willingness to make a loan of $100,000 or more hurts the average entrepreneur.

Additionally, traditional bank loans are likely to be made against a business asset (United States Chamber of Commerce, 2019). Without any collateral, many startups will not meet the underwriting requirement to secure the loan. Therefore, aspiring entrepreneurs are forced to look at alternate sources of funding. This relates to McClelland's nAch because individuals will create strategies to accomplish their goals, even if it means finding alternate ways of doing things.

Focusing on programs that celebrate and enable entrepreneurial activity is a short-term solution to a complex problem; decline in entrepreneurship (Regele & Neck, 2012). The root cause of the United States decline in entrepreneurship and competitiveness is the lack of entrepreneurship education training at all levels (Regele & Neck, 2012). Existing research demonstrates that education impacts economic growth in various ways (Hassan, 2020). Entrepreneurs are not born but are cultivated through education (Regele & Neck, 2012). Therefore, looking at the entrepreneurship education program as a long-term solution to address the decline of entrepreneurship in the U.S. is a good strategy.

Education and Training in Entrepreneurship

Generating high unemployment rates is something that is not desired by nations. Entrepreneurship has a positive impact on the resilience and economic growth of the United States; therefore, more emphasis is being placed on entrepreneurship education training programs (Katz, 2008). It is essential to understand the driving forces that spur an individual into pursuing entrepreneurship and explain why some individuals experience greater success in entrepreneurship than others (Taylor, 2018). McClelland's human motivation theory focuses on human values and motives to explain why some individuals have greater success than others.

The first entrepreneurship course was held in the United States in 1947, over 73 years ago, at Harvard Business School (Krakauer et al., 2017). Entrepreneurship education is a strategic approach to economic growth (Hassan, 2020). Higher education plays a role in increasing the development of entrepreneurs in a country through the process of providing education (Zimmer-Gembeck & Collins, 2003). Entrepreneurship education training programs relates to McClelland's human motivation theory because McClelland believed that traits of entrepreneurship are incorporated by individuals through learning.

Galvao et al. (2020) defined entrepreneurship education training program as a pedagogical or educational program focused on developing entrepreneurial attitudes, capacities, and personal qualities. The courses are designed to empower individuals with the tools needed to start a business (Fayolle, 2010). Entrepreneurship education develops students from all backgrounds and walks of life to think outside the box and nurture their unconventional talents and skills. The learning process of entrepreneurship education is a lifelong process. According to Ho et al. (2018), it is expected that students taking entrepreneurship courses are given the knowledge and skills to promote entrepreneurship.

Teaching vision formation communication and goal setting is one of the primary concepts behind an entrepreneurship education program (Baum & Locke, 2004). However, entrepreneurship education programs that are theoretically oriented might reduce an individual’s desire to follow an entrepreneurial career path (Piperopoulous & Dimov, 2015). According to Rideout and Gray (2013), more attention has been paid to actions and interventions than theory and instruction. Edelman et al. (2008) noted that research on entrepreneurial education training programs has not yet provided substantial evidence that these foster the most critical capacities for future entrepreneurship or that these programs help to create more or better entrepreneurs. The details surrounding the design and improvements of entrepreneurship programs to promote entrepreneurship effectiveness is limited (Ho et al., 2018). However, entrepreneurship training programs are being introduced worldwide.

Galvao et al. (2020) argued that many governments have introduced and funded entrepreneurship education and training programs as a policy instrument to foster innovation, create new companies, and improve the economic development of regions. Linan (2004) stated that the lack of consensus regarding entrepreneurship education training programs' effectiveness had given rise to such problems as inconclusive discussions about various objectives among entrepreneurship education programs. Gangi (2017) pointed out that entrepreneurship education training programs focus on building individual abilities and the skills needed to run a business in the United States and other countries. In relation to McClelland's human motivation theory, understanding entrepreneurship from a psychological perspective helps to determine whether society has a healthy supply of individuals possessing entrepreneurial characteristics. Studies have shown that despite many authors' diversity, entrepreneurship education training programs help increase the number of businesses and develop more entrepreneurial skills and behaviors (Fayolle et al., 2006; Galvao et al., 2020; Hansemark, 1998).

Many countries have shown their support given entrepreneurship education programs to promote entrepreneurship (Daneshjoovash & Hosseini, 2019). Rideout and Gray (2013) argued that entrepreneurship is a skill that can be taught by training. However, there is no agreed model for teaching entrepreneurship (Fayolle, 2010). Many policymakers, stakeholders, and researchers consider entrepreneurship educational training programs the first step in entrepreneurial activities (Rideout & Gray, 2013). Entrepreneurship education programs enable individuals and equip them with the tools they need to venture into a new business (Katz, 2008). According to Fulgence (2015), an educator's awareness of the nature of entrepreneurial education programs affects choosing the proper teaching method.

The main contents included in entrepreneurship education program consists of innovation, ability to manage resources, marketing, risk-taking, creativity, business planning, recognizing opportunities, learning about the history of entrepreneurship, and financial literacy (Daneshjoovash & Hosseini, 2019; Fayolle, 2010). The content outlined in entrepreneurship education programs strongly influences teaching methods

(Daneshjoovash & Hosseini, 2019; Fulgence, 2015). Also, the content outlined in entrepreneurship education programs relates back to McClelland's human motivation theory because individuals with a high nAch, nAff, and nPow will have the ability to innovate, manage resources, take risks, and recognize opportunities.

Implementation of entrepreneurship education programs at an early age is proven to be more effective (Purusottama & Akbar, 2019). Kim et al. (2020) argued that many countries had expanded the scope of entrepreneurship education programs to include adults and adolescents in recent years. Startup America Initiative was launched on January 31, 2011, to celebrate, inspire, and accelerate high-growth entrepreneurship throughout the nation (Obama, 2011). Since the launch of the Startup America Initiative in the United States, entrepreneurship education programs have been implemented in 40 states (Kim et al., 2020). In 2016, entrepreneurship education was developed for three grade levels: Grade 5, Grades 5-8, and Grades 9-12 (Kim et al., 2020). Startup America is a partnership between the government, universities, non-governmental organizations, and for-profit businesses (Regele & Neck, 2012). The initiative aims to connect entrepreneurs to resources such as mentors, funding, discounted services, and human capital (Obama, 2011).

In the United States, the purpose intended for the use of entrepreneurship education training programs is not only for starting a new business, but it is also designed to improve the competencies that are essential for entrepreneurs (Fayolle, 2010). Drucker (1985) argued that entrepreneurship can be learned, and that people are not born entrepreneurs. McClelland human motivation theory also noted that some entrepreneurial traits are learned and socially acquired by interacting with the individual environment. The effectiveness of U.S. entrepreneurship education programs provides evidence of the relationship between program graduates' entrepreneurship education and economic activity (Regele & Neck, 2012).

Junior Achievement is one of the largest global nonprofit organizations founded in 1919 by Horace A. Moses, Theodore Vail, and Senator Murray Crane (Junior Achievement, 2020). The program delivers experiential learning programs that focus on work readiness, financial literacy, and entrepreneurship to students ages 5 to 25 (Junior Achievement, 2020). At the K-12 level, the Junior Achievement Retrospective Study reported that 18% of Junior Achievement alumni-owned their own business, versus only 10% for the control group (Regele & Neck, 2012). The percentage increased for Junior Achievement alumni that had completed more significant portions of the program curriculum (Junior Achievement, 2009). Summit Consulting (2009) found that 39% of graduates who took higher education entrepreneurship courses had founded an entrepreneurial organization versus 26% of those who did not take a course.

Entrepreneurship education adds relevance and teaches students to approach problems in novel ways. Regele and Neck (2012) argued that if the United States wants to leverage its shrinking lead over emerging economies, the United States should develop a network of programs that fit together to maximize entrepreneurial activity and attitudes. A review of the current state of entrepreneurship education suggested that the United States fails to do this (Regele & Neck, 2012). Entrepreneurship training programs must focus on equipping participants with the skillset and knowledge to launch new business ventures. Keeping students engaged in entrepreneurship programs is critical for the success of favorable student outcomes.

Student Engagement

Successful entrepreneurship relies on effective teamwork, which ties back to McClelland nAff. In the nAff, the individual favors collaboration over competition. Therefore, it is important to actively engage entrepreneurship students to develop good teamwork capabilities (Balan & Metcalfe, 2012). Existing literature contains considerable variations in definitions and measurements for student engagement.

According to Kuh (2009), student engagement has been identified and defined as time on task, quality of effort, social and academic integration, and student involvement. Li et al. (2014) suggested that student engagement is defined in three ways: positive conduct, participation in learning and academic tasks, and participation in school-related activities. Balan et al. (2018) argued that engagement is most important for achieving learning objectives, attracting students, and retaining them once they are enrolled. To attract and retain entrepreneurship students once they are registered, educators need to identify and develop pedagogies that individually contribute to meeting these objectives (Balan et al., 2018).

Existing literature surrounding entrepreneurship education suggests that teaching needs to be learner-centered and designed to help students understand entrepreneurial activity elements (Balan & Metcalfe, 2012; Gibb, 2002; Jones & Iredale, 2010). There is a wide range of teaching methods that are considered appropriate for entrepreneurship education programs (Balan et al., 2018). Krakauer et al. (2017) suggested that entrepreneurship education has an increasing number of courses at various levels with different approaches. Fayolle (2010) identified both traditional and nontraditional approaches involving teaching and training methods and techniques.

Educators can bring tremendous value to entrepreneurship programs by identifying the teaching methods that are likely to be more engaging and adequate to meet students' specific profile (Balan et al., 2018). This ties into McClelland human motivation theory because teachers can utilize the theory to better understand how to motivate students. The nAff suggests that an affiliation seeker wants to create good relationships with other people. Teachers encouraging students to interact in class will show students that the teacher approve of their interaction thus fulfilling the nAff through engagement. Engagement has been recognized as a precursor for further educational understanding and enhancements (Balan et al., 2018).

The employees, students, and universities rely on applicable entrepreneurship ecosystems (Balan et al., 2018). The classroom environment is affected by the expectations of these stakeholders. Balan et al. (2018) noted that educators in entrepreneurship need to address these expectations and need to engage students to understand the best decision-making in all business aspects and in situations where there is a high level of ambiguity limited market knowledge.

Entrepreneurship education requires student engagement because of the entrepreneurship process's complexity (Balan & Metcalfe, 2012). Therefore, teaching methods should engage students to learn how to deal with new venture creation (Balan et al., 2018). Educators in entrepreneurship need to determine the objectives for their students, their course, and the teaching methods that they will employ to increase student engagement (Balan & Metcalfe, 2012).

There is a wide range of views regarding appropriate teaching methods that consider the teaching objectives and students' profile with their motivation (Balan et al., 2018; Balan & Metcalfe, 2012). Methods would be applicable depending on the situation and the institution. Hindle (2007) found that when staff and students learn together, students are inspired to create, innovate, and take risks. Taking a hands-on approach to learning could provide a basis for selecting appropriate teaching methods (Balan & Metcalfe, 2012). This claim is supported by Jones and Iredale (2010), who concluded that entrepreneurship education requires learning in real life scenarios so that students can interact with their environment to adapt and learn. McClelland human motivation theory teach that students are motivated to achieve and learn when they see that their teacher care about them. Therefore, it is important for teachers to have an interactive teaching style.

Kuh et al. (2008) described student engagement as a mixture of a student’s time, energy, dedication, and passion to their learning. Kuh et al. (2008) found that achieving engagement in entrepreneurship education can be reached when the student and teacher have a common understanding on the learning objectives, course outcomes, the student level of motivation, and the interactions between both parties. To deepen engagement with students, entrepreneurship educators must link course content with practices that the students find useful (Balan & Metcalfe, 2012). Haroon and Usman (2019) noted that practices that students find helpful would encourage them to develop the necessary skills for success as an entrepreneur. Due to the complexities of entrepreneurship, it is important that teachers implement methods that focuses on practices that will develop entrepreneurial behaviors and skills (Gibb, 2002).

Entrepreneurs must make assumptions and decisions in situations where their knowledge is imperfect (Balan & Metcalfe, 2012). Entrepreneurs’ complete assessments for risks and decide on factors to include and exclude in their business plan (Balan & Metcalfe, 2012). Balan and Metcalfe (2012) furthered argued that entrepreneurship students should be exposed to and engaged in practices that develop entrepreneurial behaviors. Some educators suggest that students will be engaged by using experiential approaches (Gibb, 2002). Experiential methods are active practices such as interviewing an entrepreneur, conducting a strength, weakness, opportunity, and threats (SWOT) analysis, or developing a business plan (Balan & Metcalfe, 2012). Creating a business plan is widely used in entrepreneurship education courses and is a major learning-by-doing component (Tan & Ng, 2006).

As a researcher, I found that the literature does not provide clear guidance on selecting specific teaching methods particularly for entrepreneurship, due to the variety of student needs. However, McClelland’s human motivation theory, the nAff, suggests that teachers who allow students to collaborate with others in the classroom creates a good learning environment. Henry et al. (2005) observed that educators consider assessments of entrepreneurship education courses' categories to help identify what might be engaging teaching methods. Educators must determine which teaching method will make the most significant contribution to overall student engagement.

Kuh et al. (2008) proposed that student success can be defined broadly to include engagement in purposeful activities. Students leave college and programs for many and varied reasons. Change of major, lack of money, family demands, lack of motivation, and student engagement are common reasons students leave programs (Kuh et al., 2008). For example, Hughes and Pace (2003) found that students who leave college and programs prematurely are less engaged than their counterparts who persist. However, Kuh et al. (2008) noted that it is unclear to what extent student engagement and other effective education measures contribute to student achievements and persistence above the students' abilities.

The National Survey of Student Engagement (NSSE) is an annual survey that collects information from undergraduate students at a four-year institution about their undergraduate experience's quality and characteristics (NSSE, 2020). The primary purpose of administering the survey is to measure how students engage in effective educational practices linked with learning, personal development, and other desired outcomes like persistence, satisfaction, and graduation (NSSE, 2020). NSSE (2020) reported that 97% of first-year students who felt valued by their institution intended to return the following year, while 89% did not feel valued intended to return. Kuh et al. (2008) observed that student engagement in an educationally purposeful activity is positively related to academic outcomes.

Student engagement is a range of behaviors that the institution can influence with teaching practices and programmatic intervention such as service-learning courses (Kuh et al., 2008). The institution influences on student engagement ties back to McClelland’s human motivation theory, the nPow. In the nPow, the individual wants to control other people so that they can reach their goals. In the case of student engagement, the institution holds the power to influence how and the depths that students engage in a course. Clarifying institutional values and expectations early in a program to prospective students is beneficial as students benefit from early interventions and attention to key transition points (Kuh et al., 2008). Clarifying values and expectations is vital for the institution to administer programs to understand who their students are and what the students expect from the institution and themselves.

Instructors are tasked with keeping student engaged. Engagement is determined by the interaction between the environment and the individuals (Li et al., 2014). Faculty and staff have to create an environment that fosters student success. Tan and Ng (2006) suggested that to create a climate of student success, faculty and staff must use effective educational practices throughout the institution to compensate for the shortcomings in student academic preparation. Student engagement is critical for students to be successful. Kuh et al. (2008) proposed that institutional programs and practices must be high quality and customized to meet students' needs. If student needs are not being met, students might disengage or withdraw from programs.

Entrepreneurial Self-Efficacy

How individuals think and act entrepreneurially has become an essential question in entrepreneurial research (Newman et al., 2019). Educators, policymakers, and researchers seeking to support entrepreneurial activities seek to understand how individuals think and act. McClelland’s human motivation theory outlines three dominant motivators, which provide a psychological perspective on entrepreneurship. McClelland (1965) found that 80 percent of daily mental activity or cognition could be related to his three dominant motivators. More emphasis is being placed on entrepreneurial thinking and acting in professional careers. Entrepreneurial thinking and behavior might help generations of people become producers of their career development (Baum & Locke, 2004).

There has been growing research on entrepreneurial self-efficacy (ESE) (Newman et al., 2019). ESE emerges from the broader concept of self-efficacy rooted in the social cognitive theory (Newman et al., 2019). A vital cognitive variable found in entrepreneurial research is ESE (Hassan, 2020). ESE is applying self-efficacy in entrepreneurial research, which refers to how entrepreneurs are confident in their entrepreneurial skills to complete various tasks and projects (Chen et al., 1998). When determining whether an individual will pursue entrepreneurial careers and engage in entrepreneurial behavior, ESE has played a critical role and is a significant predictor of entrepreneurial intentions (Hassan, 2020; Newman et al., 2019; Wang et al., 2019).

The lifecycle of entrepreneurship is full of setbacks, which requires entrepreneurs with good psychological qualities. ESE is a typical characteristic of entrepreneurs representing entrepreneurs' beliefs and attitudes to overcome various difficulties and achieve entrepreneurial success (Wei et al., 2020). Entrepreneurs with a substantial degree of self-efficacy assume they can achieve performance even in highly challenging and uncertain conditions (Hassan, 2020). This ties into McClelland’s human motivation theory, which states that individuals with high level of nAch may fail in any situation, but the commitment and concentration on the tasks will help them achieve their goals. Piperopoulous and Dimov (2015) noted that ESE is a valuable proposition for individuals' engagement toward self-efficacy.

Neneh (2020) suggested that ESE is a vital instrument to predicting an individual's decision to pursue an entrepreneurial career path. This would indicate that individuals with high ESE might be inclined to get involved with entrepreneurial activities at some point in their lives. While ESE is vital for entrepreneurial careers, there is evidence that individuals with low ESE levels might engage in entrepreneurial activities (Boukamcha, 2015). However, having low ESE levels does not indicate that an individual is incapable of starting up or running a business. According to Newman et al. (2019), ESE is malleable and can be enhanced over time through the startup experience.

Starting a business requires a set of entrepreneurial skills, resources, knowledge, experience, and beliefs. Even if an individual has the necessary entrepreneurial skill set to start a business, they might not start a business due to the lack of self-belief or ESE. One way to enhance ESE is through entrepreneurship educational programs (Neneh, 2020). Understanding entrepreneur's characteristics and traits are crucial to increase participation in entrepreneurship programs.

Characteristics of an Entrepreneur

An entrepreneur organizes, manages, and assumes risks of a business or enterprise (Attali & Yemini, 2017; Bygrave & Hofer, 1992; Schumpeter, 1934). Entrepreneurs come from all walks of life and many different backgrounds, educations, cultures, and work histories. It has been debatable over what qualities an entrepreneur should have to ensure success (Rideout & Gray, 2013). Exploring what skill set might be needed to ensure success as an entrepreneur is beneficial for understanding if they want to succeed in their entrepreneurial pursuits. Learning the critical traits of entrepreneurs might help nonprofit leaders with an entrepreneurship training program to develop and implement strategies to increase engagement.

Being an entrepreneur is a behavior and attitude that lives within people (Haroon & Usman, 2019). Through the lens of McClelland's human motivation theory, behaviors and attitudes can be assessed because the theory focuses on three major needs that affect human behavior. Although many individuals are born with the requisite skill set, they can develop entrepreneurial traits to become successful entrepreneurs (Rideout & Gray, 2013). The entrepreneur's learning process can influence the personality characteristics of the entrepreneur (Littunen, 2000).

During the startup phase, an entrepreneur's essential characteristics must include innovation and the will to act (Bird, 1988). Aside from innovation and the will to act, some other key attributes of an entrepreneur are problem solvers, willingness to take risks, tenacity, action-oriented, the need to achieve, self-motivated, flexibility, and resourceful (Dheer & Lenartowicz, 2019; Erden & Erden, 2020; Littunen, 2000).

Innovation

According to the Baldrige Performance Excellence Program (2019), innovation is defined as making meaningful change to improve products, processes, the organization, or societal well-being and new values for stakeholders. Drucker (1985) noted that innovation is the act that endows resources with a new capacity to create wealth.

Entrepreneurship requires innovation (Erden & Erden, 2020). An entrepreneur is tasked with innovating and successfully managing innovation. Innovation is linked with the entrepreneur’s abilities that are attained through training and experience (Littunen, 2000). Drucker (1985) identified four windows of opportunities for innovation: a) the unexpected event, b) incongruities, c) process need, and d) changes in market structure. Changes in market structure affects business operations.

Changes are a normal part of existence in society, individuals, and organizations. Change is inevitable, and nothing stays the same. To not become a victim of change, individuals and organizations must stay ahead of change. For organizations to survive and prosper, innovation must be a necessary management process (Drucker), 1985). Innovation is not a threat to an organization but is an opportunity that should be embraced (Drucker, 1985). Innovation is the power to create wealth. Innovation and the will to act are factors that will shape the entrepreneur's values and attitudes (Littunen, 2000). The will to act and to take risks are associated with McClelland’s human motivation theory, the nAch because an individual with a high nAch desires to excel will cause them to avoid situations that are too high of a risk and too low of a risk in nature.

Innovation and entrepreneurship are fundamental building blocks of a competitive and dynamic economy. Entrepreneurship and innovation go hand in hand. Innovation must be focused on addressing a specific issue or need (Erden & Erden, 2020). Entrepreneurs must innovate. Innovation requires work, knowledge, creativity, and the willingness to challenge the status quo.

Business strategy is necessary to further innovation. Resources need to be appropriately allocated to experiment with open innovation. Open innovation allows employees and external sources to participate in the research and development processes that might increase the organization's profits (Bogers et al., 2018). The concepts of innovation and entrepreneurship are financial growth and development while helping and making life easier.

Developing a business strategy that incorporates ingenuity and creativity can help small businesses sustain their competitive stance. A business strategy that cultivates innovation can bring long-term success (Bogers et al., 2018). Entrepreneurs must understand what kind of innovative goals they want to achieve and develop a strategic plan for achieving their goals. Innovation is a pillar of entrepreneurship (Ribeiro-Soriano & Kraus, 2018). Entrepreneurs must study their market to determine what products and services they can create to bring value to their customers. Long term economic growth and prosperity requires participation from entrepreneurs (Ribeiro-Soriano & Kraus, 2018). Innovation is a crucial source of knowledge-based competitive advantage (Jensen et al., 2010). Innovation makes products and services more competitive and allows businesses to introduce products and services into more markets (Galindo & Mendez, 2014). Society needs to create an environment that favors the innovation process as innovation is part of human development.

Risk and the Will to Act

Entrepreneurs are critical to the United States' surging economy (Obama, 2011). The United States is deeply rooted in entrepreneurialism. American students are raised on learning about entrepreneurs such as Benjamin Franklin, George Washington Carver, and Thomas Edison. American entrepreneurship dates back to settlers engaging in trade barters with Native Americans (Hur, 2020).

Some of the world's famous entrepreneurs like Oprah Winfrey, Steve Jobs, and Bill Gates have one thing in common: the will to act and take risks (McCormick & Folsom, 2020). Risks are defined as the extent to which uncertainty about whether potentially significant or disappointing outcomes of decisions would be realized (Sitkin & Pablo, 1992). Entrepreneurship does not start by having a thought or idea. Entrepreneurship begins by taking that thought or idea and turning it into a tangible reality to generate profit.

When starting a business venture, entrepreneurs must understand the risks involved. Successful entrepreneurs will take the risk and have an acute appreciation for the balance between risks and rewards. This relates to the high level of achievement in McClelland's human motivation theory. Individuals with a high level of nAch likes to be rewarded with personal recognition instead of monetary rewards. Also, individuals with a high level of achievement will constantly evaluate risk and will make choices when there is a greater than 50% chance for success. McCormick and Folsom (2020) defined the will to act as the cause of human agents with the power to understand their direct power and who exerts control. Taking risks and having the will to act allows entrepreneurs to distinguish themselves from competitors (McCormick & Folsom, 2020). In the competitive business world, those willing to take risks position themselves as leaders, while others get left behind.

Entrepreneurship involves taking risks (Dheer & Lenartowicz, 2019). Taking risks are part of McClelland's human motivation theory, the nAch. Individuals will take risks because they gather, process, and evaluate information and consider events in a way that is perceived to result in an optimistic outcome (Simon et al., 2000). Studies indicate that cognitive abilities affect attitudes towards risk-taking (Dheer & Lenartowicz, 2019). Cognitive skills allow entrepreneurs to discount the adverse outcomes of a risky situation and display positive attitudes toward risk-taking (Keh et al., 2002; Simon et al., 2000). Entrepreneurs need to have a risk-taking spirit. Not taking a risk can kill a business before it gets off the ground.

Self-Motivated

The world of entrepreneurship is a world of motivation for entrepreneurs in pursuit of winning. Entrepreneurs are motivated by events, progress, and actions that facilitate bringing their idea to life. Individuals are drawn to entrepreneurship for intrinsic and extrinsic rewards (Lanivich et al., 2020). An essential trait of entrepreneurs is self-motivation (Lanivich et al., 2020). Self-motivation is defined as internal and external factors that stimulate one's desire and ambitions to be continually interested and committed to a job, role, or to attain a goal (Lanivich et al., 2020).

Motivation can bring energy, enthusiasm, creativity, and efficiencies in fulfilling one's desire (Herzberg et al., 1959; Maslow, 1943; McClelland, 1965). A positive attitude is one of the most important factors which motivates individuals to become successful entrepreneurs. Most successful entrepreneurs are self-motivated (McCormick & Folsom, 2020). Self-motivated entrepreneurs fulfill their desires and goals by encouraging themselves. Self-motivated entrepreneurs align with McClelland's human motivation theory because individuals with a high nAch work effectively alone and often have to motivate themselves. Self-motivation is a key life skill necessary to achieve something valuable (Lanivich et al., 2020). An integral part of emotional intelligence is the concept of self-motivation (Lanivich et al., 2020). Having a positive attitude is vital for entrepreneurs to be able to run a business profitably and efficiently. There are times when the business's future will seem bleak. However, entrepreneurs do not give up (Baum & Locke, 2004).

Being an entrepreneur requires great determination and motivation (Pretti et al., 2020). Motivation is regularly treated as a singular concept; however, people are moved to act by various factors (Cnossen et al., 2019). Being an entrepreneur requires enthusiasm, risk-taking, and self-motivated energy. Motivation is empowering and pushes the mind, body, and talents to their capacities and beyond. An entrepreneur's ultimate cause remains in their work and their quest for success (Cnossen et al., 2019). An entrepreneur quest for success relates to McClelland's human motivation theory, the nAch. In the nAch dominant motivator, the individual has a strong need to set and accomplish challenging goals and their focus remains on their work.

Entrepreneurs have the same motivations as anyone else that wants to fulfill their dreams. However, entrepreneurs use their motivations in a different manner (Lanivich et al., 2020). Entrepreneurs will make new ventures instead of being employed by them (Lanivich et al., 2020). What differentiates entrepreneurs from ordinary people is the ability to remain self-motivated (McCormick & Folsom, 2020). A true entrepreneur will start an idea and see the concept through completion (Ramsey et al., 2017). As an entrepreneur there is no one else to rely on but oneself, which ties back to McClelland's human motivation theory, the nAch, because the individual often likes to work alone. Therefore, entrepreneurs must rely on themselves to succeed and remain motivated. Lack of self-motivation can be disastrous and might result in missed opportunities. Failure as an entrepreneur can be costly, and lost resources can damage the individual entrepreneur's finances and psychological aspects.

Passion and Tenacity

With entrepreneurship comes significant challenges and situations that must be overcome to achieve goals. According to Haroon and Usman (2019), entrepreneurs have duties that require more passion. Entrepreneurs need to take the lead in controlling and motivating their staff, talking to peers, mentoring people, focusing on how to start a company, and promoting trade associations (Haroon & Usman, 2019). Entrepreneurship requires passion and tenacity. Tenacity is an important entrepreneurial trait. Tenacity derives directly from the Latin word tenacitas, which means "an act of holding fast" (Zeng & Ouyang, 2020, p.2). Tenacity is never giving up easily and being determined (Zeng & Ouyang, 2020). In McClelland's human motivation theory, the high nAch is described as the need to perform well as evidenced by tenacity and effort in the face of difficulties.

According to Baum and Locke (2004), tenacity is the ability to persevere and never give up on your goals, even when faced with difficulties. Entrepreneurs will face uncertainties, setback, challenges, and disappointment. However, entrepreneurs must demonstrate perseverance to achieve their goals (Van Scotter & Garg, 2019). To support business startup success, an entrepreneur must combine their knowledge and skillset (Rauch & Frese, 2007).

Tenacity is labeled as entrepreneurial perseverance (Van Scotter & Garg, 2019). Entrepreneurial tenacity is related to founding new business ventures, overcoming setbacks, and achieving higher annual earnings (Van Scotter & Garg, 2019). Tenacity is crucial for starting a business (Tadajewski & Jones, 2017). Entrepreneurs have to fight against all odds and never give up and work tenaciously towards their goals and objectives. The requirements of problem-solving, task complexities and other diverse challenges suggest that successful entrepreneurs should have some entrepreneurial tenacity.

Entrepreneurs and financiers have pointed to personal traits such as passion, tenacity, and new resource skills, as dominant reasons for success (Baum & Locke, 2004). According to Zeng and Ouyang (2020), tenacity positively relates to the risky decisions in which commitment, endurance, and challenges play a pivotal role. The role of tenacity in entrepreneurship has aroused researchers' interest (Zeng & Ouyang, 2020). Murnieks et al. (2016) found that angel investors valued the tenacity and passion of entrepreneurs.

Individuals with tenacity are more likely to endure the pressures and setbacks of the entrepreneurial process and ultimately succeed in reaping the benefits (Zeng & Ouyang, 2020). Zeng and Ouyang (2020) suggested that the pursuit of high-risk return coupled with tenacity competes with the long-term return related to the future self in entrepreneurial activities. Tenacity can mean the difference between success and surrender.

Entrepreneurs' insistence on achieving their goals is common to tenacity (Toubes et al., 2019). Tenacity requires the entrepreneur to make thought-provoking decisions and help entrepreneurs overcome increasingly difficult situations (Toubes et al., 2019). Entrepreneurs possess tenacity to find alternative ways to achieve goals when traditional methods fail (Toubes et al., 2019). Tenacity is a trait that appears as entrepreneurs' values under challenging times. The trait allows entrepreneurs to maintain their business despite all the difficulties (Zeng & Ouyang, 2020).

Baum and Locke (2004) found that tenacity affects venture growth through communicated visions, goals, and self-efficacy. Tenacity seems more promising in terms of leadership and entrepreneurship theoretical support despite the scarce quantitative test using these variables as predictors (Baum & Locke, 2004). In addition to being associated with successful leadership, Gartner et al. (1991) identified tenacity as an archetypical entrepreneurship trait because of the formidable barriers to market entry in the startup process. Entrepreneurs who hold on stubbornly to their goals and do not give up increase their chances of start-up survival and success (Baum & Locke, 2004; Timmons, 2000). Personality traits, skill sets, and motivation training should be assessed as these factors play a key role in developing entrepreneurs (Baum & Locke, 2004). Looking through the lens of McClelland's human motivation theory will allow an individual to understand how a person is motivated and how to motivate different people. McClelland theory is unique in personality and motivation drives. Understanding the different needs could enhance learning and the learning environment.

Traditional Learning vs. Online Learning

Traditional learning styles have evolved to the demands of technology. We live in a digital age in which students have traded in their pen and paper for a computer. According to Li et al. (2014), students depend on computers to do their work. Using network technology to facilitate learning can enhance students' experience and knowledge (Li et al., 2014). Online learning has been described as a new way to teach (Benson, 2002). As defined by Benson (2002), online learning is the concept of using the internet and other web-based technologies to provide learning experiences. Li et al. (2014) stated that online learning means that students and teachers perform course tasks via the internet, which is different from the traditional classroom. Peak and Berge (2006) stated that online learning is simply another method of delivering instruction.

According to Kuh et al. (2008), the classroom is the only regular venue where students interact with other students and faculty. The classroom can create a community of learning. Using the classroom to foster learning and student success must be a high priority (Kuh et al., 2008). Peers are influential to student learning and values (Kuh et al., 2008). Therefore, institutions must be careful to reinforce the academic expectations and outcomes to students.

Li et al. (2014) proposed that online learning proponents have challenged the views that traditional learning is the most appropriate environment for facilitating learning over the last two decades. Li et al. defined a traditional classroom as a cleanroom consisting of pastel-colored walls and rows of desks and chairs facing the podium or instructor desk that will be providing instruction. Peak and Berge (2006) argued that because online learning is more accessible than classroom instructions, it changes the importance of training visibility.

For centuries education has been focused on student attendance and retention (Jones et al., 2009; Li et al., 2014). Students withdraw from courses for many different reasons. Jones et al. (2009) suggested that student withdrawal is dependent on the institutional environment and factors such as the student experience and engagement with the social environment. Diaz (2002) identified higher dropout rates for online courses than those for traditional classes. For example, McVay-Lynch (2002) stated that dropout rates ranged from 30% to 75% on courses in the United States, while Jones et al. (2009) reported withdrawal rates above 50% on the cohort of the E College Wales Entrepreneurship program.

Students drop out of school and programs for many reasons. According to Maroco et al. (2020) student burnout, interaction, and engagement are predictors of students drop out intentions. McVay-Lynch (2002), factors contributing to student withdrawal include technology, student experience, lack of motivation, lack of feedback, and miscommunication. Diaz (2002) argued that students withdraw from courses if they feel they have fallen behind in their studies. Jones et al. (2009) noted several domestic reasons contribute to students withdrawing from classes, including divorce, job loss, balancing work and family obligations, and illness. Keeping a student engaged is not enough to prevent a student from dropping out. Teachers must inspire students to achieve their goals, even when faced with resistance.

Li et al. (2014) argued that engagement in different learning environments has its characteristics, which mainly lean towards the concept of student engagement in online learning being more active than traditional classrooms. Transforming from a traditional classroom to online learning constitutes a change in the learning environment. Traditional classrooms focus on two different styles: teacher center and learner-centered (Li et al., 2014). Teacher-centered traditional classrooms concentrate on imparting knowledge to students in an environment in which the teacher performs the main role. Students focus on what the teacher is saying and think independently of what they are receiving (Li et al., 2014). Learner-centered classrooms focus on the learner's ability to listen, write, and think, and participate in courses (Li et al., 2014). Learner-centered classrooms have more opportunities to answer questions, ask questions, and collaborate with classmates, which is proven to be more effective for students' learning outcomes (Li et al., 2014). Ana (2019) stated that it is important to model the entrepreneurial programs according to different groups' requirements.

A study conducted by Li et al. (2014) found no significant difference between student engagement in traditional learning and online learning. Li et al. suggested that a simple change in the learning environment had no significant effect on student engagement in learning. Student engagement in the classroom was the result of learners' motivation (Kuh et al., 2008). Li et al. noted that student engagement in online learning had no significant advantage over traditional classrooms. Therefore, if the learning environment had no significant impact on students' engagement and motivation played a critical role in student engagement, it might be possible that other factors like persuasion or celebrity influence might impact student engagement.

Celebrity Endorsement Strategy

Celebrities are highly recognized and regarded in their society. Speck et al. (1988) defined celebrities as individuals who are well known to the public due to their accomplishments in areas such as sports, entertainment, politics, and broadcasting. People aspire to the values and lifestyles of celebrities (Vidyanata et al., 2018).

According to Agina and Ekwevugbe (2017), celebrities are effective promoters of persons, issues, products, and causes because they are perceived as believable, trustworthy, likable, and persuasive. De los Salmones and Dominguez (2016) observed that if a celebrity supports a cause, the public, media, and policy makers will notice. Celebrity promotion of a cause will receive attention and influence opinions (Agina & Ekwevugbe, 2017). Once a cause attracts a celebrity's attention, the celebrity can invite others through their social network.

Celebrity endorsement is a common marketing strategy for consumer products and services (Agina & Ekwevugbe, 2017). Vidyanata et al. (2018) noted that celebrity endorsements are the most important and widely used marketing strategy in the 21st Century. Agina and Ekwevugbe (2017) defined celebrity endorsers as individuals who enjoy public recognition and who use recognition on behalf of consumer goods or services and appear with it in an advertisement. Celebrities are hired because they are perceived to be more credible endorsers of products and services than noncelebrities and can produce desirable outcomes for the sponsor (Muda et al., 2014). When endorser's credibility is high, individuals are more likely to accept arguments presented in the communication (Agina & Ekwevugbe, 2017). De los Salmones and Dominguez (2016) observed that endorser credibility directly influences individuals' attitudes toward advertisements in the profit and nonprofit sector.

Individuals develop perceptions about an entity due to information and experience with a company over time (de los Salmones & Dominguez, 2016). These perceptions will directly influence an individual attitude toward the brand. De los Salmones and Dominguez (2016) stated that firms with good credibility are in a better position to get people to respond positively. Goldsmith et al. (2000) noted that the attitude toward a brand positively influences behavioral intentions.

Vidyanata et al. (2018) stated that other types of celebrity endorsements include explicit, implicit, imperative, and co-representational. Explicit celebrity endorsements mean that the person endorses the product. When celebrities implicitly endorse a product or service, they certify that they use the product (Vidyanata et al., 2018). Imperative endorsements are when a person impels the product, while co-representational endorsements allow the celebrity to merely appear with the product (Vidyanata et al., 2018).

There are many advantages and some disadvantages to celebrity endorsements. Using celebrities in advertising increases awareness, creates positive feelings toward the brand, leads to more favorable advertising ratings, and adds a new dimension to the brand (Vidyanata et al., 2018). These advantages lead to the increasing sales of the product (de los Salmones & Dominguez, 2016). Vidyanata et al. (2018) duly noted that some of the risk involved with using celebrity endorsements includes public controversy, celebrities might be viewed as the cobrand, and a general dislike for celebrity. However, a product promoted by a celebrity is seen as a winning formula to build an image and to increase sales (Vidyanata et al., 2018). An individual's positive perception associated with a brand helps to build and earn trust. Therefore, celebrity endorsements might be a strategy that nonprofit leaders can use to get clients to buy into a program and enhance engagement.

Women in Entrepreneurship

Women play a pivotal role in the world of entrepreneurship and business (Meyer & Hamilton, 2020). According to Özsungur (2019), women have an essential place in the world population. However, according to Ana (2019), women are underrepresented in the entrepreneurial field. Özsungur observed that the field is male dominant. Women have left the traditional roles of being a housewife or single mother and have traded in that role with the idea of being a successful individual in business (Özsungur, 2019).

The term single mother has a stigma, which represents underprivileged circumstances of single mothers who had to endure life and raise their children alone (Ismail et al., 2015). Single mothers have ventured into entrepreneurship with the hopes of making a better lifestyle for themselves and their families (Ismail et al., 2015). Single mothers that ventured into entrepreneurship have come out victorious. For example, Tory Burch, Martha Stewart, Oprah Winfrey, and Kylie Jenner are examples of successful female entrepreneurs.

Surangi (2020) stated that while female entrepreneurship is considered the main area of economic and social development in most countries, academic research on female entrepreneurship is limited. Brush and Cooper (2012) identified that less than 10% of the academic research on entrepreneurship includes research on female entrepreneurship. However, Surangi stated that female entrepreneurship has expanded within the last two decades, making it a separate research field.

As with entrepreneurship, female entrepreneurship does not have a standard definition, except that she is a woman (Surangi, 2020). Entrepreneurship is not gendered specific. According to Özsungur (2019), women's entrepreneurship is free from feminine characteristics. Anyone can be taught to become an entrepreneur (Rideout & Gray, 2013). People have various reasons for setting up businesses. These reasons include alleviating poverty, family work-life balance, and a better way of living. Surangi (2020) noted that entrepreneurs are motivated to start their own business to earn more money to fulfill their other desires and dreams.

Women worldwide are opening up businesses (Surangi, 2020). However, women are faced with more obstacles than their male counterparts, such as family obligations (Ana, 2019). Women entrepreneurship is one of the most important economic and social development factors as women entrepreneurship generates financial and social welfare worldwide (Ana, 2019; Turko, 2016). According to Surangi (2020), women entrepreneurs are regarded as agents of change. Meyer and Hamilton (2020) added that several countries had emphasized female entrepreneurship development's importance. However, Turko (2016) stated that women face barriers in their entrepreneurial activities.

Stereotypes are one of those barriers that women face as entrepreneurs. According to Turko, stereotypes may harm women entrepreneurs' performance as they invoke a stereotype-based expectation of poor performance.

Women entrepreneurs contribute to society by creating jobs, boost economic growth, reinvest the profit obtained in education for the development of the community, and contribute to their families' improvement (Ana, 2019). Özsungur (2019) noted that women entrepreneurship is at the forefront of what is important for contemporary issues and incentive policies. According to Surangi (2020), women entrepreneurs, compared to their male counterparts, are more responsible, more hardworking, more realistic, and have better pay morale. Meyer and Hamilton (2020) proposed that women who had entrepreneurship training and education reported higher intentions to grow their business. Turko (2016) reported that the modification of entrepreneurship education curricula would reduce stereotypes hindering women entrepreneurship.

Summary

The research question that served as a foundation of this study and literature review is relative to the strategies nonprofit leaders use to increase client engagement in entrepreneurship programs. By using the human motivation theory as a lens for this study, the client organization must develop a strategic plan to increase client engagement in entrepreneurship programs. Given that entrepreneurs are central to the market system, the key themes in the literature review such as women entrepreneurs, entrepreneurship education, tenacity, nAch, nPow, nAff, willingness to take risks, and a decline in entrepreneurship, provides support for strategies to increase client engagement in entrepreneurship programs.

Transition

In Section 1, I provided a comprehensive explanation of the foundation of this study. This section consists of the background of the problem, purpose statement, nature of the study, the central research question, the conceptual framework, the operational definitions, the assumptions, the limitations, the delimitations, and the significance of the study. Additionally, I provided a substantial review of academic and professional literature relevant to the research topic and conceptual framework. I used McClelland's (1965) human motivation theory as a lens through which to analyze the literature regarding strategies for increasing client engagement in entrepreneurship programs.

Section 2 consists of a detailed description of the project including the purpose of the study, my role as a researcher, and how I will ethically carry out my research in terms of collecting, organizing, and analyzing data. This section also contains the population and sampling of the study, data collection methods and techniques, data analysis process, and concludes with the reliability and validity considerations of the study.

In Section 3, I use the 2019 – 2020 Baldrige Performance Excellence Program framework to discuss the client organization. I interviewed the participants to collect data for this research study. Additionally, in Section 3, I provide a summary of the key themes, the findings of the study, and contributions and recommendations for future research. I also included the Organizational Profile of the client organization by exploring the components of the Baldrige Performance Excellence Program framework which are

(a) leadership, (b) strategy, (c) customers, (d) measurement, analysis, and knowledge management, (e) workforce, (f) operations, and (g) results.

Section 2: The Project

Purpose Statement

The purpose of this qualitative single case study was to explore strategies that nonprofit leaders use to increase client engagement in entrepreneurship programs. The targeted population comprised three nonprofit leaders with 6 years' experience running a successful entrepreneurship training program from one nonprofit organization located in Maryland. The implication for social change includes developing entrepreneurs to help bring economic growth and sustainability to communities.

Role of the Researcher

In qualitative research, the role of the researcher is to serve as the primary data collection instrument (Clark & Veale, 2018). Therefore, I performed the duties as the instrument of data collection. Researchers collect information about study objects by conducting interviews, observations, questionnaires, and collecting relevant documents. Qualitative research requires engaging in sampling, data collection, interpreting and analyzing results, and conducting observations. I was responsible for collecting data from participants who meet the eligibility criteria. Through the interviews and gathering of organization documents, I conducted data collection, thematized, analyzed and interpreted the results, and verified and reported the data.

As an entrepreneur in Cook County, Illinois, my interest is to help others become entrepreneurs by providing strategies to increase client engagement in entrepreneurial training programs. The nonprofit leaders I met expressed an interest in increasing client engagement in entrepreneurship training programs to help achieve economic development and sustainability. I had no prior personal or professional relationship with any of the participants in this study.

In my role as the researcher, I gathered information from three nonprofit leaders to answer the overarching research question. Gathering reliable information enriches one's understanding of a topic and can help support informed decision-making (Ormel et al., 2020). I ensured participants were treated with respect, dignity, and equality. Nonprofit leaders who participated in this study received information on the study's purpose, nature of the study, probable risk, and benefits. I informed participants that their participation was voluntary and that they could withdraw from the research at any time.

Researchers conducting studies are responsible for considering ethical principles while researching (Gharaveisi & Dastgoshadeh, 2020). I applied the ethical principles and guidelines of the *Belmont Report.* Written by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, the *Belmont Report* was published in 1979 and provides ethical principles and guidelines for protecting human subjects of research (U.S. Department of Health and Human Services, 1979). The three comprehensive ethical principles of the *Belmont Report* are respect for persons, beneficence, and justice, which are fundamental in guiding research (U.S. Department of Health & Human Services, 1979).

Qualitative researchers must ensure that personal biases do not hinder the study (Marshall & Rossman, 2016). The potential for researcher bias is a concern in qualitative studies because researchers may impose their own beliefs throughout the research process (Hadi & Closs, 2016). To mitigate bias and avoid viewing data through a personal lens, I reported only the data and did not manipulate the results by employing reflective journaling. Reflective journaling is a qualitative research method used to diminish preconceived notions in the research process (Lakshmi, 2014). Throughout the study, I kept a reflective journal, which allowed me to confront my personal opinions and prejudices. Reflective journaling allowed me to remain impartial. Being partial when conducting research might lead to unreliable and inaccurate results of a case study (Yin, 2018).

In addition to reflective journaling, I practiced member checking. Member checking is a technique for reducing researchers' bias (Birt et al., 2016). Researcher bias might lead to misinterpretation of an individual’s experience. Caretta and Perez (2019) found that member checking allows the researcher to involve the participant to ensure mutual understanding and consensus on the individual account of events. Therefore, I used member checking as a tool to enhance the accuracy of my study. I provided the participants with a summary of their interview answers to review for accuracy.

I completed three semistructured interviews with senior leaders of a nonprofit organization to determine strategies they use to increase client engagement in entrepreneurship programs. Researchers use semistructured interviews to seek a more in-depth understanding of the human experience (Bearman, 2019). Semistructured interviews provide structure for the interview protocol (Miller, 2019). I used a guided interview protocol for the collection of open-ended data and the exploration of the participant's thoughts, feelings, and beliefs (see Appendix). As the researcher in this study, it was crucial to collect content-rich data while keeping participants safe. I remained objective while collecting data and applied the ethical principles and guidelines of the *Belmont Report*.

Participants

A qualitative case study requires participants that have experience with the phenomenon under study (Yin, 2018). Researchers must find participants who are willing to speak about their experience with the phenomenon of interest and meet the eligibility criteria that will assist in answering the overarching research question. Participants for this study met the following criteria: were located in the United States, had an entrepreneurship training program, had successful strategies for increasing client engagement in entrepreneurship training programs, and had at least 6 years of experience running a successful entrepreneurship program.

Administrators and faculty at Walden University vetted and selected the client organization to participate in the DBA consulting capstone. My association with the consulting capstone and relationship with the organization as a scholar-consultant provided me with access to the participants. This study's participants included three senior leaders of a small nonprofit organization located in Maryland that specialize in operating an entrepreneurship program for low-income mothers.

The purpose of this qualitative single case study was to explore strategies that nonprofit leaders use to increase client engagement in entrepreneurship programs. Therefore, the client leader helped me select participants who are senior leaders in the organization and use strategies for increasing client engagement in the entrepreneurship program. I obtained their email addresses and emailed them a copy of the informed consent form. The researcher is obligated to go over the informed consent form and answer any questions the participants might have (Metselaar, 2019). I scheduled interviews on a date and time that was convenient for the participants. Each participant received the final summary of the study results in a one-page document sent as an email attachment.

Establishing a good rapport with participants is vital to generating productive results in a qualitative case study (Colombo-Dougovito, 2019). Building mutual trust and appreciation of a participant's phenomenon might help strengthen relationships. Developing a working relationship requires understanding expectations and purposes, which I developed as I explained my study's purpose. To enhance my working relationship with participants, I reminded participants that all communication were kept confidential and private and that their participation was voluntary and that they could withdraw at any time.

Research Method and Design

Research Method

A researcher must select the proper research method and design based upon the inquiry's nature to achieve significant results (Yin, 2018). Three methods used for research are qualitative, quantitative, and mixed methods (Saunders et al., 2016). A researcher uses the qualitative method to provide a deeper understanding of an individual lived experience (Druckman, 2005). Using the qualitative research method enhanced my knowledge of nonprofit leaders' strategies to increase client engagement in entrepreneurship programs in the mid-Atlantic region of the United States. A qualitative approach excels at generating detailed information when investigating complex and unique issues (Christenson & Guiterrez, 2016).

Alase (2017) advised that researchers who want to explore a phenomenon without knowing what to expect will use the qualitative research method. A researcher uses the qualitative research method to investigate the meanings of individuals' behaviors and actions in a naturalistic setting. I followed the qualitative approach to seek an in-depth understanding of the phenomenon by organizing, analyzing, and interpreting raw data to avoid generalization and to mitigate bias.

Quantitative research uses numerical data to test a theory or develop a theory (Saunders et al., 2016). According to Queiros et al. (2017), this research method involves producing numerical data and facts to establish cause-and-effect relationships between variables using computational and statistical methods. Quantitative research is associated with positivism and assimilates controls to ensure data validity (Saunders et al., 2016). The quantitative research method was not suitable for this study because a quantitative approach would involve testing a hypothesis using numerical data to understand the strategies nonprofit leaders use to increase client engagement in entrepreneurship training programs.

Researchers using the mixed-method combine qualitative and quantitative data collection techniques and analytical procedures to benefit both approaches in one study (Saunders et al., 2016). Researchers use the mixed method approach to investigate a phenomenon with a great diversity of views and more profound understanding (Czernek-Marszalek, 2019). Researchers who use the mixed method approach might develop new ideas for future research (McKim, 2017). Mixed method research was not suitable because I did not need quantitative data to explain the relationship between variables, because my study does not contain variables. A qualitative research method was suitable for my study as the qualitative method identified strategies needed for nonprofit leaders to increase client engagement in entrepreneurship training programs.

Research Design

A single case study research design is selected for this study. A researcher uses the case study design to explore key characteristics, meanings, and a holistic analysis of a problem (Yin, 2018). Researchers using a case study design to achieve an in-depth understanding of a phenomenon and its context (Yin, 2018). A single case study research design can be a descriptive exploration of an individual, organization, community, event, processes, programs, or institution (Yin, 2018). Qualitative methodology includes narrative, ethnography, phenomenology, and case study (Saunders et al., 2016).

Case study research is appropriate when exploring areas where current knowledge might be limited or inaccessible (Yin, 2018). I used a single case study design to gain insights from intensive and in-depth responses via open ended interviews with nonprofit leaders who have successful strategies for increasing client engagement in entrepreneurship programs. Case studies are the most suitable research design when the goal is to explore a topic or phenomenon within a real-world setting (Saunders et al., 2016). Yin (2018) argued that a case study design is appropriate when boundaries between the phenomenon and the studied context are not apparent. I explored the successful strategies nonprofit leaders have implemented to increase client engagement in entrepreneurship programs. A single case study is practical in representing a unique case and provides an opportunity to observe and analyze a phenomenon in its natural setting (Saunders et al., 2016).

Researchers use narrative inquiry to tell a personal account story to conceptual an event or series of events (Saunders et al., 2016). Narrative inquiry can be an applied design to describe the outcome of a participant's interview as a complete story. Ford (2020) described narrative inquiry as a story being told by the participants as a sequence of events to demonstrate a chronological connection and enrich the understanding and aid analysis. Data used in narrative inquiry are diaries, field notes, stories, informal discussions, and autobiographies (Nolan et al., 2018; Saunders et al., 2016). Narrative inquiry was not appropriate for this study as I did not use storytelling or the participant's interpretation of events to derive meaning. Nolan et al. (2018) recognized that narrative inquiry design is more suited when the participant's sample is an individual or small group.

The phenomenological research design is not appropriate for this study, as it does not include the analysis of secondary data. Finlay (2009) noted that phenomenological studies capture individuals' lived experiences from an individual's interpretations and perspectives. In a phenomenological interview, the researcher will seek to understand the participants lived experiences through recollections and interpretations (Flood, 2010; Saunders et al., 2016). During the interview, the researcher will gain insight by discovering the phenomenon's logic and interrelations under study (Ejimabo, 2015). The purpose of this research did not support the use of a phenomenological design, because I did not seek to understand the commonality of participants in the phenomenon under study.

Data saturation is essential in qualitative research as it ensures the study's validity (Morse, 2015). Fusch and Ness (2015) noted that data saturation occurs when no new information and themes are observed within additional data collection methods. Researchers can achieve data saturation by ensuring the sampling size is appropriate and adequate (Morse, 2015). The lack of data saturation in a study communicates to the reader the researcher's lack of competence and confidence as data will be poorly linked to others' work (O'Reilly & Parker, 2013). I achieved data saturation by interviewing participants until no new concepts and themes were developed from these sources.

Population and Sampling

As part of the Doctor of Business Administration consulting capstone program at Walden University, learners are paired with a vetted nonprofit organization. The vetted nonprofit organization worked directly with me as a research consultant. The nonprofit organization entered into an agreement with Walden University that aligned with the IRB requirements. Participants for this study included three senior leaders of a small nonprofit organization in Maryland with experience running a successful entrepreneurship program. I used the two cofounders and the director as participants in this study.

I facilitated a series of calls with the client leader to describe the purpose of the research and to confirm participation in this study. The senior leaders of the nonprofit organization electronically signed a consent form on the day of the interview. I conducted semistructured interviews embedding the interview questions into the 2019 – 2020

Baldrige Performance Excellence Program framework. In addition to the semistructured interviews, I used data from public documents, organizational documents provided by the senior leader of the nonprofit organization, and the client’s website to obtain additional information for this study.

Population and sampling are two critical concepts in research studies. Research studies require sampling and provide researchers with a valid alternative to a census when an entire population is inaccessible and when there are budget and time constraints (Saunders et al., 2016). In qualitative research, the objective of sampling is to draw samples from the target population to obtain data that is useful for understanding the breadth of a phenomenon (Gentles et al., 2015).

I explored and acquired the strategies nonprofit leaders use to increase client engagement in entrepreneurship programs through a purposive sample of three nonprofit leaders to obtain rich data. When working with very small samples, purposive sampling is often used to achieve a manageable amount of data (Ames et al., 2019). Purposive sampling is described as a nonprobability sampling strategy in which researchers can select participants based on expertise and knowledge on a phenomenon (Gentles et al., 2015; Saunders et al., 2016). The selected leaders for this study have significant knowledge and experience in strategies to increase client engagement in entrepreneurship programs. Purposive sampling of three nonprofit leaders running a successful entrepreneurship program enabled me to answer my research question.

Semistructured interviews are best for understanding the research participants' reasons for their decisions, attitudes, and opinions (Saunders et al., 2016). I conducted semistructured interviews with open-ended questions to obtain rich data from the participants. According to the Institutional Review Board (IRB) guidelines of Walden University, the researcher is required to conduct interviews away from the organization's location. The participants and I selected our specific locations that were free of distractions, and I conducted the interviews by phone. I obtained permission to record the phone calls, and once approval was received, the phone calls were recorded. After the interviews, each participant was provided with a synthesized summary of their interview.

To reach data saturation, I used open-ended questions during the interview process to obtain in-depth information. I used member checking to enhance the validity and credibility of the study's findings. Data saturation is obtained when the researcher has obtained enough information to replicate the study, the ability to obtain information has been attained, and any additional coding is no longer feasible (Fusch & Ness, 2015). Saturation is a tool used to ensure that adequate and quality data is collected to support the study (Fusch & Ness, 2015). In qualitative research, one criterion for the researcher to achieve data saturation is to make sure to choose an appropriate sample size (Yin, 2018). I reached data saturation by collecting information from the interviews, organizational documents, and by analyzing publicly available documents on the organization.

Ethical Research

Researchers conducting qualitative or quantitative research need to consider the ethical implications of their study (Ellis, 2019a). Before contacting any participants, I obtained approval from the IRB at Walden University (approval no. 11-20-19-0997678) on November 20, 2019, which allowed me to collect and analyze data from the client organization. Before collecting and analyzing data, the Walden University research ethics and compliance administrators require learners to obtain IRB approval. To prepare for this research, I completed the Collaborative Institutional Training Initiative (CITI) web-based training ethics training course and received certification #32285398. After receiving approval from the Institutional Review Board, I started research.

The founder of my assigned client organization signed the Doctor of Business Administration Research Agreement that outlined the learner’s, assigned clients, and Walden University's responsibilities. The client organization could withdraw from the study at any time. According to Gordon and Prohaska (2006), a participant's right to withdraw participation in a research study is recognized in all national and international guidelines.

As a researcher, a researcher's ethical obligation is to state how data will be stored securely. To protect participants' privacy and confidentiality, I stored all information and collected data in a secure and electronic file on a Universal Serial Bus (USB) encrypted security hard drive. After 5 years, all data related to this study will be destroyed. I will erase all data from the hard drive and shred all printed documentation related to the identity of participants in this study. To protect the participants' identity and the client organization, the names of participants and the organization will be masked. I used pseudonyms for each participant, such as P1, P2, and P3. To protect the identity of the client organization I used the pseudonym “ABC” and redacted all identifying information from interview transcripts and other collected data.

In case study research, the researcher addresses ethical issues, including obtaining informed consent (Yin, 2018). Obtaining informed consent is the foundation for conducting ethical research (Widmer et al., 2020). To ensure compliance with this critical ethical component of Walden University, I requested and obtained a consent form via email from all participants involved in this study. Each participant received a separate email. I outlined the interview procedures, study's nature, risks and benefits of participation, privacy rights, and the process to withdraw from the study if the participants choose to. Each participant responded to the email consenting to their participation in the study. Participants were informed that they could withdraw from the study at any time without repercussions by either contacting me verbally or by written communication. Research participants did not receive any monetary incentives or compensation to participate.

Data Collection Instruments

I served as the primary data collection instrument in this qualitative research study. Clark and Veale (2018) noted that the researcher serves as the primary data collection instrument. Yin (2018) stated that researchers could use several data collection tools such as interviews, observations, organizational data, and archival records. In case studies, researchers must have a minimum of two data collection methods (Yin, 2018). In this study, I conducted semistructured phone interviews with open-ended questions and reviewed public and internal documents provided by the senior leaders of the nonprofit organization to gain insight into nonprofit leaders' strategies to increase client engagement in entrepreneurship programs.

Semistructured interviews with open-ended questions help researchers understand the participants' experiences through their perceptions (Denzin & Lincoln, 2018). Semistructured interviews are the most commonly used in qualitative studies (Denzin & Lincoln, 2018). I ensured that participants were fully able to answer the interview questions by reading the questions precisely as worded to each participant. The interviews were guided by the interview protocol. I followed the interview protocol by taking notes, asking the interview questions exactly how they were written, and by transcribing the data that I collected. Besides semistructured interviews, I also reviewed organizational documents and results from the Baldrige Performance Excellence framework assessment tool as the primary source to collect data on current operations and key work processes of the client organization.

I enhanced the reliability and validity of the data collection instrument by member checking. Naidu and Prose (2018) noted that researchers use member checking to verify data accuracy once data collection and analysis are completed. Researchers can reduce bias and enhance credibility by providing the participants with a copy of the interview transcripts and confirming the results (Hadi & Closs, 2016). I used member checking and provided participants with a summary of their interview answers for an opportunity to review the information for accuracy and to provide feedback. Once the feedback was received from the participants, I reviewed and eliminated any inaccurate data to ensure validity and reliability of the study. The participants in this study did not receive any compensation or incentives for participating in this study.

Data Collection Technique

The two primary data collection techniques I used for this study are semistructured interviews and the review of organizational documents. Semistructured interviews are an effective data collection technique because they allow the participants the freedom to express their views on their terms (Peesker et al., 2019). The process involved scheduling interviews with each nonprofit organizational leader and conducting the interviews virtually via phone due to geographical constraints. Conducting virtual interviews is also a requirement of the IRB guidelines of Walden University.

During the interview, I used an interview protocol to ensure that I followed a consistent structure and format for each participant. Some of the advantages of using semistructured interviews are: (a) the researchers’ ability to guide the conversation, (b) the participants ability to answer questions at their own pace, and (c) the ability of the researcher to facilitate the sharing of the participants perspectives and experiences (Yin, 2018). While semistructured interviews are advantageous, they also present some challenges. One of the primary disadvantages of semistructured interviews is that participants' responses are subject to bias and poor recall (Yin, 2018). Not all interviewees make great participants as some individuals might find it hard to recall certain events. Participant responses are subjective in semistructured interviews, which makes it possible for accusations of discrimination.

I did not conduct a pilot study. I focused on refining and using semistructured interview questions to collect the necessary data to answer the research question. Member checking was used once I gathered and analyzed the data. Member checking helps to ensure the accuracy of results and enhance the study's credibility (Birt et al., 2016). I transcribed the data to create codes and themes. Researchers use codes to label and organize data to identify themes within the data (Clark & Veale, 2018). I provided documentation to the participants so that they could evaluate for accuracy. In addition to semistructured interviews, I reviewed organizational documents. I obtained and reviewed the organizational structure, annual reports, website information, and policies. Some of the advantages of using organizational documents as a source of evidence are: (a) documents can cover an extended time span, (b) documents can be reviewed at any time, and (c) contains specific information surrounding the details of an event (Yin, 2018). These advantages allow the researcher to collect and analyze rich data about the context and enhances the researcher understanding of the organizational culture. One disadvantage of researchers reviewing documents as a data collection technique are the documents were written for other purposes rather than for research and may be incomplete or contains inaccurate information (Yin, 2018).

Data Organization Techniques

After I conducted the interviews, I summarized the recording and created codes. A code in qualitative research is a single word or phrase used to label a unit of data (Clark & Veale, 2018). I grouped the codes based on the interview findings that represented a thematic analysis of the participant's responses. When no new themes and codes emerged, data saturation had been reached.

I used codes to label and organize the data that I collected from participants' phone interviews. I conducted interviews to gather information and placed it into categories to create a thematic analysis. I color-coded each theme. Each theme was labeled by using a different color to help differentiate between the main ideas and issues. According to Clark and Veale (2018), researchers use color coding to capture the main ideas and issues from the data. Researchers use patterns and themes to categorize the codes (Clark & Veale, 2018). I used color coding to capture the main ideas and to develop statements from the interview data.

I maintained a handwritten journal to document my notes from the interviews. Reflective journaling is a methodological decision that researchers use to document their concepts and ideas (Hadi & Closs, 2016). In addition to reflective journaling, I created and maintained a secured electronic file for each participant interview transcript. I used pseudonyms to protect the identity of the participants and the client organization. All documentation is stored on a password-protected USB flash drive stored in a numeric combination safe for 5 years after completion of the study. After 5 years, the data and information related to this study will be destroyed by erasing all data from the USB flash drive.

Data Analysis

Data analysis procedures are necessary to reduce large amounts of data into smaller fragments to promote research findings' transparency (Hadi & Closs, 2016). I performed interviews and was responsible for recording responses and collecting necessary documentation. Methodological triangulation is commonly used in qualitative research case studies (Fusch et al., 2018). I used methodological triangulation to conduct my data analysis of the data derived from nonprofit leaders' interviews and multiple sources of data, including organizational documents. Methodological triangulation increases the validity and enhances the study results (Baillie, 2015; Hadi & Closs, 2016). I used an electronic organization system to organize the data. I also triangulated the data from the interviews and organizational documents after I completed the data collection and member checking. Methodological triangulation is the most appropriate data analysis process for this research design as the process allowed me to verify and re-verify the results.

For this study, I used Yin's five-step thematic approach to analyze data. Yin's five-step approach includes: (1) compiling the data, (2) disassembling the data, (3) reassembling the data, (4) interpreting the data, and (5) drawing conclusions about the data (Yin, 2018). I analyzed the data that I collected, which involved emerging themes and patterns, through the lens of McClelland's human motivation theory. I used coding to summarize and organize the data from participant interview responses, organizational documents, and results from the client 2019 – 2020 Baldrige Performance Excellence Program framework assessment into Microsoft Word and Excel. Researchers use Microsoft Office tools to arrange narrative data (Yin, 2018).

After I identified the codes and themes, I compared them to McClelland's (1965) human motivation theory and with scholarly literature relevant to increasing client engagement in entrepreneurship programs. Correlating themes with a conceptual framework and academic literature enhances the research rigor (Yin, 2018). I cross-referenced the Baldrige Performance Excellence framework, organizational documents, data from the interviews, and principles of the human motivation theory to analyze the collected data to understand strategies nonprofit leaders use to increase client engagement in entrepreneurship programs.

Reliability and Validity

Reliability

It is necessary to establish reliability in qualitative research (Marshall & Rossman, 2016). Reliability in qualitative research refers to how a researcher will address dependability (Saunders et al., 2016). Researchers enhance reliability by using multiple methods of data analysis to achieve uniformity. Assessing the reliability of a study requires researchers to evaluate the applications and methods used to ensure the results' integrity. Reliability occurs when consistency and an earlier research design can be replicated (Noble & Smith, 2015). Dependability refers to the quality of data collection over time and the reliability of the findings (Ellis, 2019b).

To ensure reliability and dependability, I used member checking to ensure accuracy and dependability of the data. I performed member checking of the data, and each participant was sent a private email to review a summary of their interview answers for accuracy, resonance with their experience, and additional data contributions to the study. According to Guba and Lincoln (1994), member checking is the most critical technique for establishing credibility in a study. I then conducted follow-ups with each participant separately to discuss the interpretation of the data. Each participant verified the data, corrected the data, and provided additional information relevant to the study. Researchers use member checking to verify the accuracy of the data (Hadi & Closs, 2016). Member checking allowed me as the researcher, to ensure accuracy by allowing the participants to review and confirm the results.

Dependability can be increased by maintaining records regarding research decisions made throughout the study (Houghton et al., 2013). Reflective journaling was used to record all changes and decisions. I documented my data in a reflective journal to keep track of information collected on various topics related to the study. I took handwritten notes in the journal of phone conversations, thoughts, feelings, and during the interview with participants. Reflective journaling allowed me to mitigate bias and prejudice by reflecting on the data provided by the participants and by examining my personal assumptions.

Validity

Researchers must incorporate strategies to enhance the credibility of study findings. Qualitative researchers use the following strategies to establish validity in qualitative research: credibility, confirmability, and transferability (Guba & Lincoln, 1994). Validity refers to the accuracy and credibility of the research findings (Saunders et al., 2016). Saunders et al. (2016) identified testing, instrumentation, mortality, and maturation, as threats to validity. Researchers use multiple methods for validity to ensure research is accurate and legitimate (Fusch & Ness, 2015). To increase the validity of the study, I conducted methodological triangulation, member checking, and data saturation.

Credibility involves establishing that the research results are believable from the research participants' perspective (Saunders et al., 2016). I used data from interview transcripts, organizational documents, and data obtained from using the 2019 – 2020

Baldrige Performance Excellence Program framework organizational assessment tool to reach data saturation and ensure credibility, confirmability, and transferability of the study. I reached data saturation through the interview process with senior leaders and by reviewing the organizational documents obtained from senior leaders. The research context and the assumptions are discussed thoroughly to enhance the transferability of the study. Member checking provided me with ways to improve the credibility of this study by providing the participants of the study with a synthesized summary of their interviews so that they could review the information for accuracy and advise of any necessary corrections. Research participants had the opportunity to review their responses for accuracy and honesty to ensure that I had addressed the findings from the participants' perspective. The purpose of validity is to ensure that data has been properly gathered and presented accurately and honestly in the study.

Transition and Summary

In Section 2, I shared detailed information regarding: (a) the purpose of the study, (b) the role of a qualitative researcher, (c) the study participants, (d) research method and design, (e) population and sampling, (f) research ethics, (g) data collection instruments, (h) data collection techniques, (i) data organization techniques, (j) data analysis, and (k) study reliability and validity.

In Section 3, I used the 2019 – 2020 Baldrige Performance Excellence framework for nonprofit organizations as a tool to conduct a systems-based, holistic evaluation of the assigned client organization's processes and performance outcomes. I begin Section 3 with the Organizational Profile of the client organization and organize data and information according to the seven categories of the Baldrige Performance Excellence framework: (1) leadership, (2) strategy, (3) customers, (4) measurement, analysis, and knowledge management, (5) workforce, (6) operations, and (7) results. I will also provide the study findings, project summary, and contributions and recommendations.

Section 3: Organizational Profile

The purpose of this qualitative single case study was to explore strategies that nonprofit leaders use to increase client engagement in entrepreneurship programs. Organization ABC is a pseudonym that I used to replace the name of the client organization used in this study and maintain the promise of confidentiality. Founded in 2014, Organization ABC began when concerned community members realized a gap in the entrepreneurship world that did not focus on helping mothers start or sustain businesses. Used as a support system, Organization ABC provides aspiring and existing mother entrepreneurs with inspiration, networking, and resources so that women and mothers can excel in their families, careers, social life, and communities. To align with the preferred word choice of senior leaders of Organization ABC, mothers will be referred to as “moms” throughout this study. The key themes developed from this study were: (a) the need for achievement, (b) willingness to take risks, and (c) entrepreneurial self-efficacy.

Key Factors Worksheet

Organizational Description

Organization ABC is a 501(c)(3) organization headquartered in the United States mid-Atlantic region. As a grassroots organization supporting the community, Organization ABC’s primary objective is to provide mothers with the tools, training, and resources needed to create generational success through entrepreneurship. Senior leaders of the organization provide support, resources, and formal training in entrepreneurship to help bridge the gap of chronic poverty. Through year-round programs, Organization ABC seeks to reduce crime and poverty and grow the economy through successful mothers starting sustainable businesses.

The leaders of Organization ABC have built strong relationships with community leaders by serving the needs of women and mother-owned businesses. Organization ABC’s senior leaders sustain the organization's performance by integrating diversity and inclusion values, effective communication, fostering a sense of belonging, listening actively, and sharing its core values, vision, and mission. One of the organization's primary goals is to increase client engagement in entrepreneurship programs to create generational success and break the cycle of generational poverty. In addition, organization ABC serves women and mother-owned businesses that need business strategy and guidance.

Since 2014, the organization has experienced steady growth by increasing participants' family income by 31%. From modest beginnings in 2014, the organization launched over 130 women-owned businesses, hosted over 20 cohorts, and invested over $10,000 as seed funding. According to Maher (2004), a cohort is a network of synergistic learning relationships developed and shared among members. Organization ABC cohorts are designed to group participants in the organization's entrepreneurship program to provide the academic and emotional support of one another to complete the program.

Organizational Environment

The organization environment shapes the strategic decisions that leaders make as leaders lead Organization ABC to success. Organization ABC environmental assessment key factors that are important to the organization's existence and success include (a) product offerings; (b) the organization’s mission, vision, and values; (c) workforce profile; (d) assets; and (e) regulatory requirements.

Product Offerings. Organization ABC provides product offerings consisting of formal entrepreneurship training, financial literacy, support, and resources. These hands-on programs are conducted in person. However, due to the coronavirus disease (COVID-19) pandemic, Organization ABC converted their hands-on programs to virtual. Traditionally, there are 20 moms in each cohort. However, because of the COVID-19 pandemic, the senior leaders of Organization ABC reduced the participants' size for each cohort from 20 participants down to 10 participants. The 8-week curriculum focuses on life, financial literacy, and entrepreneurial skills. The senior leaders of Organization ABC also have a creative academy that allows individuals to make products that meet industry standards to sell at an online retailer. Organization ABC utilizes community spaces to offer its services. Organizational leaders at Organization ABC provide virtual capacities to deliver program offerings.

Organization ABC has adapted to the new operational approaches since the pandemic. Programs are offered virtually on the Zoom video conferencing platform. Since COVID-19, Organization ABC has hosted two cohorts that included 10 participants for each cohort. Organization ABC's entrepreneurship curriculum is self-paced. However, mothers are encouraged to complete the curriculum within 8 weeks.

Organization ABC senior leaders seek donations to support the services they offer to the community. The organizational leaders partner with stakeholders such as community leaders and universities. They have a project data management solutions designer who is the organization’s vendor. Meetings with the stakeholders occur quarterly. Stakeholder meetings help the organizational leaders at Organization ABC to uncover the needs, expectations, and requirements to provide the appropriate programs to the community.

Mission, Vision, and Values. Organization ABC is committed to providing critical support to women and mother entrepreneurs through entrepreneurial training, financial education, and a women’s entrepreneur community's support. Organization ABC's mission is to remove the stigma and barriers women and moms’ entrepreneurs face by challenging their inequities. The senior leaders are led by the organization's vision to create generational success for low-income mothers. Leaders at Organization ABC operate on the values of quality, respect, education, empowerment, and inclusiveness. These values are at the core of the organization and are critical for the organization’s success. Figure 1 depicts the organization's mission, vision, and core values.

Figure 1

Mission, Vision, and Values

Mission

- Remove the stigma and barriers that women and mother entrepreneurs face.

Vision

- Become a leading national organization that provides resources and support, and advocates for mother entrepreneurs globally.

Values

- Integrity
- Honesty
- Accountability
- Commitment to Customers
- Passion
- Continuous Improvements
- Quality
- Teamwork

Workforce Profile. Client Organization ABC's workforce consists of two cofounders who are acting executive directors, one director, and one contractor. In addition, the compensated workforce includes one contractor who is a supplier. Organization ABC classes are conducted on-site within the mid-Atlantic region of the United States. However, due to COVID-19, senior leaders have been teaching classes virtually through Zoom videoing platform.

The instructor who teaches the organization's entrepreneurship curriculum is a supplier who is paid for services. There are no specific educational requirements for employees. Preferably, employees will hold a bachelor's degree, but it is not a requirement. Organization ABC senior leaders look more at the experience aspect than the educational aspect. Currently, Organization ABC does not have employees. However, when senior leaders start to recruit for employees, they will look for individuals who can raise money for the organization, communicate effectively, be productive, solve problems, and work well with others. Senior leaders would rather have employees who have experience rather those who went to school to learn the field but have not practiced what they learned or have the experience. ABC leaders value practical application over theoretical knowledge.

Organization ABC does not have any additional volunteers besides those noted in the workforce composition in Table 1. However, senior leaders recognize the opportunity to have volunteers in the future to assist with fundraising activities. All fundraising events are hosted and carried out by the board of directors who volunteer their services without receiving any compensation or incentive. The voluntary board of directors; governs the organization, participates in board meetings, approves key contracts, makes decisions, plans, evaluates financial policies, and reviews financial reports. The senior leaders address the need to add a grant writer, accountant, technical support, and marketing director to their workforce composition. Table 1 depicts Organization ABC's current workforce composition.

Table 1

Workforce Composition

Category	Compensation	Number of personnel
Cofounder	Unpaid	2
Director	Unpaid	1
Instructor	Paid (contracted)	1
Board of directors	Volunteer -Unpaid	3

Assets. The leaders of Organization ABC operate out of community spaces. Staff also work from home, as virtual capacities are also used to deliver the program offerings. Meetings with staff are held every quarter virtually via telephone or video conferencing platforms. Senior leaders acknowledge that their intellectual property is their evidence-based curriculum that has taught over 130 low-income women entrepreneurship skills. Organization ABC utilizes Constant Contact, Zoom, Outlook, organization website, and social media platforms to inform, provide resources, and collect data.

Regulatory Requirements. Organization ABC is a fully operational and licensed nonprofit organization that adheres to regulatory requirements. The organization leaders ensure that ethical, accountable, and transparent practices are followed because Organization ABC is not required by law to adopt any particular standard of conduct. Organization ABC leaders comply with all nonprofit organizations' requirements under the IRS Code 501(c)(3). Additionally, Organization ABC completes the 990 tax forms and regulations annually. The senior leaders have addressed the need to have an accountant to ensure that the organizational leaders meet the minimum requirements for various grant applications. The senior leaders require the accountant to have at least three years of audit experience, possess the knowledge and skills on audit principles, procedures, and methods, exhibit professional behavior, and have sector-specific knowledge. All workforce members are not required to undergo any special or safety training.

Organizational Relationships

A review of the organizational relationships associated with Organization ABC, including organizational structure, customers, stakeholders, and partners, are provided in the following sections. Organization ABC has developed and maintained internal and external relationships. External relationships include donor Organization ABC staff includes two cofounders, one director, and one instructor who delivers and teaches the organization's entrepreneurship curriculum (Figure 2). The two cofounders and one director make up the board of directors. The board of directors (BOD) is the organization's governing body and ensures that the organization operates for the proper purpose and ensures continual compliance with laws and regulations. The BOD is responsible for ensuring that the organization's day-to-day operations align with the organization's mission. In addition, the organization BOD is responsible for overseeing the organization’s programs and activities.

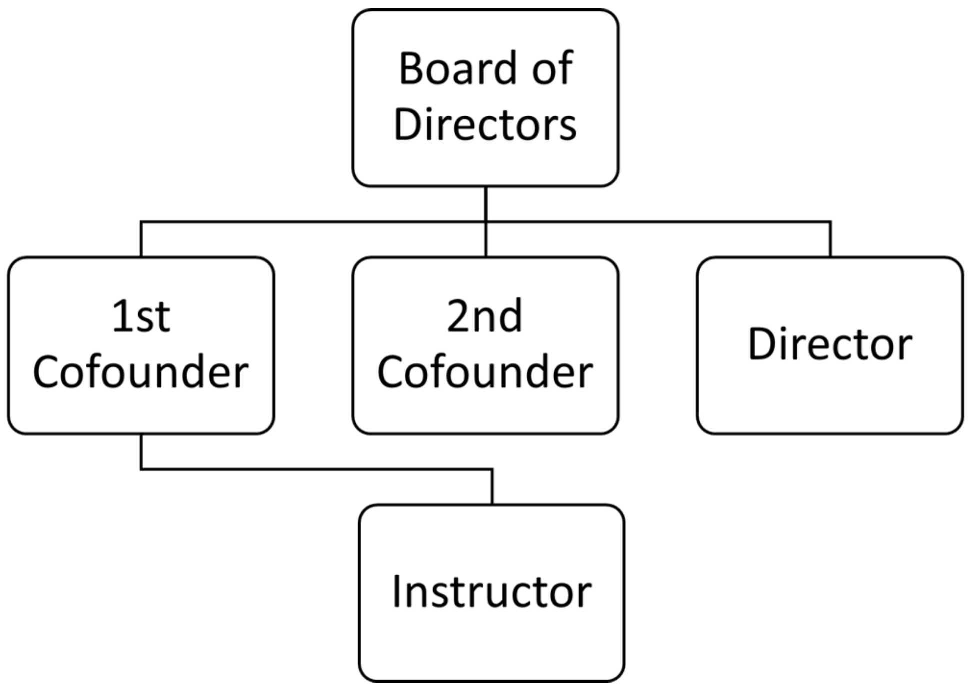
Organization ABC BOD meets quarterly. The BOD is a functional board with each member actively involved. Meetings include strategic planning, swot analysis, ideas, and any matters affecting the organization. The cofounders have a strong background in entrepreneurship including being recognized in the top 30 under 30. Having extensive knowledge in the field and industry allows the cofounders to use that leverage to ensure the quality of the entrepreneurship program they deliver. In addition, Organization ABC entered into an agreement with Walden University to participate in this research study. The senior leaders anticipate the completion of this study. The cofounders have indicated their desire to continue the relationship with me after the publication of this study.

Organizational Structure. Organization ABC staff includes two cofounders, one director, and one instructor who delivers and teaches the organization's entrepreneurship (Figure 2). The two cofounders and one director make up the BOD. The BOD is the organization's governing body and ensures that the organization operates for the proper purpose and ensures continual compliance with laws and regulations. The BOD is responsible for ensuring that the organization's day-to-day operations align with the organization's mission. In addition, the organization BOD is responsible for overseeing the organization’s programs and activities.

Organization ABC BOD meets quarterly. The BOD is a functional board with each member actively involved. Meetings include strategic planning, swot analysis, ideas, and any matters affecting the organization. The cofounders have a strong background in entrepreneurship, including being recognized in the top 30 under 30. Having extensive knowledge in the field and industry allows the cofounders to use that leverage to ensure the quality of the entrepreneurship program they deliver.

Figure 2

Organization ABC's Organizational Structure and Governance Body



Customers and Stakeholders. The primary customers of Organization ABC are those who receive direct benefits from the programs offered by Organization ABC. These customers are moms and women trying to start a business but might lack the resources and knowledge. Participants become aware of the programs offered through social media platforms, word of mouth, and local partnerships with other entities. The participants of the programs are residents where the organization is based and operates. There are currently no requirements for the participants to join the program. However, the senior leaders expect participants to commit to working on a business plan, complete assignments, engage with others in the cohort, attend all eight sessions, and complete the program. The program is tailored for women and mothers who are looking to become entrepreneurs.

The stakeholders include (a) Organization ABC who owns the creation and delivery of the evidence-based curriculum, (b) the instructor who teaches the curriculum, and (c) the cohort participants that remain engaged and completes the program. In addition, events are created and hosted by Organization ABC, which holds the events to showcase participants who have completed the program.

Suppliers and Partners. Organization ABC requires support from various third-party organizations to deliver the organization's programs successfully. Organization ABC relies on community partners, foundations, government agencies, financial institutions, and local colleges and universities to help provide program resources, venue locations, event sponsorship, and program support. Key partners bring financial resources that allow the organization leaders to implement education and mentorship to women and moms looking to become entrepreneurs. Funding is a critical component to ensure that the success of the organization's program. The leaders of Organization ABC continue to develop new partnerships to increase the level of program funding. Senior leaders rely on grants, private donations, and fundraisers. Table 2 depicts some of Organization ABC’s community partners for 2020.

Additionally, Organization ABC's primary source of funding comes from its fee-for-service model. Moms and women pay $149 to participate in the traditional academy that delivers the entrepreneurship curriculum. However, Organization ABC provides scholarships that allow senior leaders to offer the program free of charge to participants facing financial hardship.

Table 2

Organization ABC's Community Partners

Organizations	Type
Open Works	Educational programming and workspaces services offered
BB&T Bank	Financial services
Morgan State University	School
Kauffman Foundation	Conference center
Etsy	Online marketplace for buyers and sellers

Organizational Situation

The purpose of this qualitative single case study was to explore strategies that nonprofit leaders use to increase client engagement in entrepreneurship programs. Organizational situation refers to the competitive environment in which the organization operates (Baldrige Performance Excellence Program, 2019). The organizational situation provides critical strategic challenges and advantages that Organization ABC face. Additionally, the organizational situation provides an in-depth understanding of the competitive environment in which Organization ABC operates.

Competitive Environment

The review of the competitive environment includes a description of Organization ABC senior leaders' competitive position, changes in competitiveness, and a summary of the comparative data used to make organizational changes.

Competitive Position. Organization ABC is a 501(c)(3) public charity that offers entrepreneurship training programs to moms and women to have the tools and resources necessary to start a business. The organization is a relatively small NPO based on annual income. GuideStar's search results showed 20 competing nonprofits offering entrepreneurship programs in the city where Organization ABC is based and operates. Out of the 20 competing NPO’s, three of them have entrepreneurship training programs catering to women. However, Organization ABC is the only nonprofit whose entrepreneurship program centers on women and mothers.

GuideStar's search for NPO’s providing entrepreneurship programs in the same service area as Organization ABC made it evident that some larger NPO’s have greater revenue than Organization ABC. One such NPO was BME (pseudonym), located less than 10 miles from Organization ABC. BME does not offer the same structured entrepreneurship program as Organization ABC. BME offers a summer program for the youth, yoga training, and various workshops and training to support leadership. BME leaders offer their programming for youth development and youth summer break activities. Organization ABC senior leaders provide their entrepreneurship program to help provide the tools necessary to become entrepreneurs and break the cycle of generational poverty.

BME leaders reported over $240,000 annual revenue in their recent IRS Form 990 filing. BME's targeted audience is broader than Organization ABC and receives partial funding through their summer camp program for children as this is fee-based. Individuals that participate in Organization ABC programs are offered scholarships to offset the cost of their program. Organization ABC senior leaders work diligently with the government on a local level to secure grants for their programs. Senior leaders of Organization ABC reported approximately $50,000 annual revenue on their most recent IRS Form 990 filing (2020 fiscal year).

Despite the difference in size between BME and Organization ABC, the senior leaders of Organization ABC do not consider BME a direct competitor. Instead, senior leaders of Organization ABC consider their programming unique and the only program in the county to offer entrepreneurship programs to women and moms. In addition, senior leaders of Organization ABC continue to work with their partners and the community to ensure that their entrepreneurship program remains beneficial to their customers.

Competitiveness Changes. Organization ABC operates in the largest city in its state. Although the city’s population is decreasing, the senior leaders of Organization ABC have not identified any changes in their competitive environment. However, a significant change that impacted Organization ABC operations was due to the 2020 COVID-19 pandemic. Two sources of funding for Organization ABC are private donation and fundraisers. Due to the pandemic, nonprofits saw a drop in donations, and fundraising events had to be canceled. Despite the decline in donations and the cancellation of fundraising events due to COVID-19, Organization ABC was provided grants to help mothers and women business owners that COVID-19 impacted. Organization ABC provided $500-$1000 to women-owned businesses in all industries that had sales decline by 40% and had been ineligible for government loans and other funding during the COVID-19 pandemic. The funds were provided in the form of a grant. Therefore, recipients did not have to repay the money. The senior leaders of Organization ABC do not foresee any other significant changes that will change the competitive environment in which it operates.

Comparative Data. Organization ABC is the only organization within the mid-Atlantic region that only provides entrepreneurship programs for women and mothers. Based on the program and services offered by Organization ABC, the senior leaders might compare learning outcomes for their entrepreneurship program with the learning outcomes for an entrepreneurship program taught at the local university. Senior leaders might obtain these data by contacting the university’s student affairs department. Many universities will make this information available to the public to ensure prospective and continuing students can view this information for evaluation and decision making. In addition, senior leaders at Organization ABC assess the organization's effectiveness and efficiency by utilizing internal data. The senior leaders' internal data sources are pre and postsurvey results from participants, financial measures, and performance measurement tools to provide continued support to participants who have completed the program.

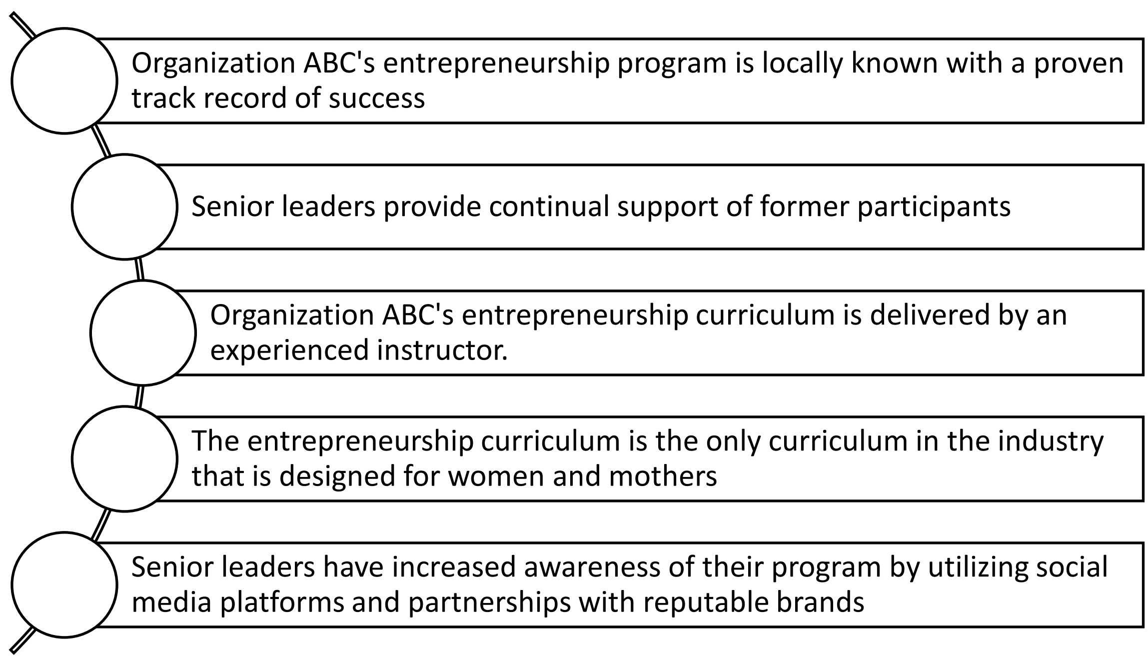
Strategic Context

Strategic advantages are marketplace benefits that exert a decisive influence on an organization’s likelihood of future success (Baldrige Performance Excellence Program, 2019). Organization ABC senior leaders hold an essential position within their operating area based on several factors: track record, continual support, experienced instructor, and reputable brand. Figure 3 depicts Organization ABC's strategic advantages.

The strategic advantages noted in Figure 3, coupled with the absence of other NPOs providing entrepreneurship programs tailored toward women and mothers, indicate the competitive advantage of Organization ABC entrepreneurship program. The senior leaders of Organization ABC leverage their strategic advantages by developing new partnerships and enhancing the organization's brand. The senior leaders of Organization ABC have identified technology as a strategic challenge. Nonprofits operate on a tight budget, and the cost of up-to-date technology can be expensive.

Figure 3

Organization ABC's Strategic Advantages



Performance Improvement System

Senior leaders of Organization ABC have been exploring methods to improve their programming concerning relevant content. Currently, the senior leaders review program data yearly to include any critical changes within the economy. Senior leaders also collect data from participants before and after the completion of the program. Finally, the organization's senior leaders analyze the data and communicate the results to the BOD. The senior leaders use the information to develop and implement improvements to the program upon the BOD approval. In addition, the senior leaders of Organization ABC are committed to relying on customers, partners, and the instructor to provide feedback and recommendations for improvement to programming and implementation. Table 3 depicts Organization ABC’s performance improvement process.

Table 3

Organization ABC's Performance Improvement Process

Attendees	Meeting frequency	Scope
Senior leaders	Yearly	Review of program data
Senior leaders	Before and after each cohort	Collect data from participants
Senior leaders	Before and after each cohort	Analyze data collected
Senior leaders	Semiannually	Results from data used to develop and implement improvements
Board of directors	Semiannually	Approval of improvements

Leadership Triad: Leadership, Strategy, and Customers

Leadership

Senior Leadership

Organization ABC senior leadership team consists of two cofounders and one director. The two cofounders serve as the executive directors. The executive directors have served in this capacity since 2014. The senior leaders in these positions make up the BOD and govern the organization to ensure that regulatory requirements are met. To protect the shareholder's interest, the BOD defined the mission of the organization. The senior leaders of Organization ABC are responsible for deploying the organization's mission, values, and goals to their customers. The senior leaders deploy and promote the organization's vision and values through their personal actions by displaying and reflecting the organization's strengths, values, and beliefs. Senior leaders' personal actions reflect a commitment to the organization's values as the leaders inspire enthusiasm and challenge participants in their entrepreneurship program to excel. This approach allows the leaders to analyze processes in their quarterly strategic planning meeting to discuss improvement methods and analyze data related to their performance and evaluations. In addition, senior leaders use the organization's website, scheduled meetings, and social media sites to communicate the company mission, values, and goals to their customers, partners, suppliers, and vendors.

Senior leaders of Organization ABC believe that one of their primary responsibilities is to serve as a role model. The senior leaders have a set of values that they live by. They maintain compliance with all legal and regulatory requirements. Before making any decisions, the senior leaders analyze the impact of good and bad decisions by consulting with their attorney. In addition, the senior leaders have a Standard Operating Procedure (SOP) handbook, which reflects the organization's ethical culture. The senior leaders believe that it is vital to disclose financial records and acknowledge the need to hire a 3rd party auditor to perform internal and external audits.

Governance and Societal Responsibilities

Senior leaders of Organization ABC are committed to protecting their stakeholder's interest. Accordingly, the BOD approves Organization ABC's yearly budget and provides fiscal accountability by disclosing the organization's financial records to the public upon request. In addition, the BOD meets quarterly to discuss Organization ABC policies, operations, ideas, performance, and other organization topics. Meetings are scheduled in advance and documentation is provided to board members prior to the meeting to allow proper notice time and preparation. However, if unavoidable circumstances require immediate attention, the two executive directors may call an emergency board meeting without providing advance notice to its members. In addition, the senior leaders of Organization ABC meet monthly with partners and customers. Organization ABC leaders do not use a systematic process for performance evaluations to determine executive compensation, because the senior leaders are not paid.

The senior leaders of Organization ABC believe in creating an organizational culture that promotes and supports honesty, respect, equity, and integrity. Senior leaders promote and ensure ethical behavior by making all decisions based upon the organization’s values, which encompasses honesty, integrity, and fairness. The senior leaders actively listen to their customer's concerns and immediately address those concerns to mitigate any adverse actions that might impact the organization's entrepreneurship program. Additionally, the senior leaders ensure ethical conduct by following the organization's SOP, having their attorney review documentation and contracts, and following regulatory requirements for nonprofit organizations.

Societal Well-Being. Within the mid-Atlantic region in the United States, Organization ABC is a nonprofit organization that provides equitable access to an entrepreneurship program designed for women and mothers. Societal well-being is a priority for Organization ABC. To demonstrate their commitment to societal well-being, the senior leaders partner with organizations such as financial institutions, colleges and universities, other community-based organizations, and public and government officials to ensure the societal well-being of their stakeholders. Senior leaders also demonstrate their commitment to societal well-being by providing scholarships for participants who could not afford to enroll in the entrepreneurship program. Strengthening the community in which Organization ABC operates is a priority for senior leaders. To demonstrate their commitment to strengthening the community, senior leaders believe it is their responsibility to go above and beyond. Senior leaders solicit and request stakeholder’s support for activities that strengthen the community. Since taking the executive director position in 2014, the executive directors have provided pro bono resources, tools, and business advice to women and mothers**.**

Strategy

Strategy Development

The strategic planning process allows Organization ABC’s BOD to develop strategic objectives that produce sustainable results. The BOD of Organization ABC are the key participants who complete the organization's strategic plan to ensure that the organization is fulfilling its mission. During the strategic planning process, the BOD determines the organization’s strategic position by performing an analysis of the organization’s strength, weaknesses, opportunities, and threats (SWOT). The BOD uses analysis of SWOT results to understand what strategic direction to pursue to prepare effectively for the future. Additionally, during the strategic planning process, the BOD creates three to five vital goals for the year, develop their strategy, and build a strategic plan. Figure 4 depicts Organization ABC’s strategic planning process.

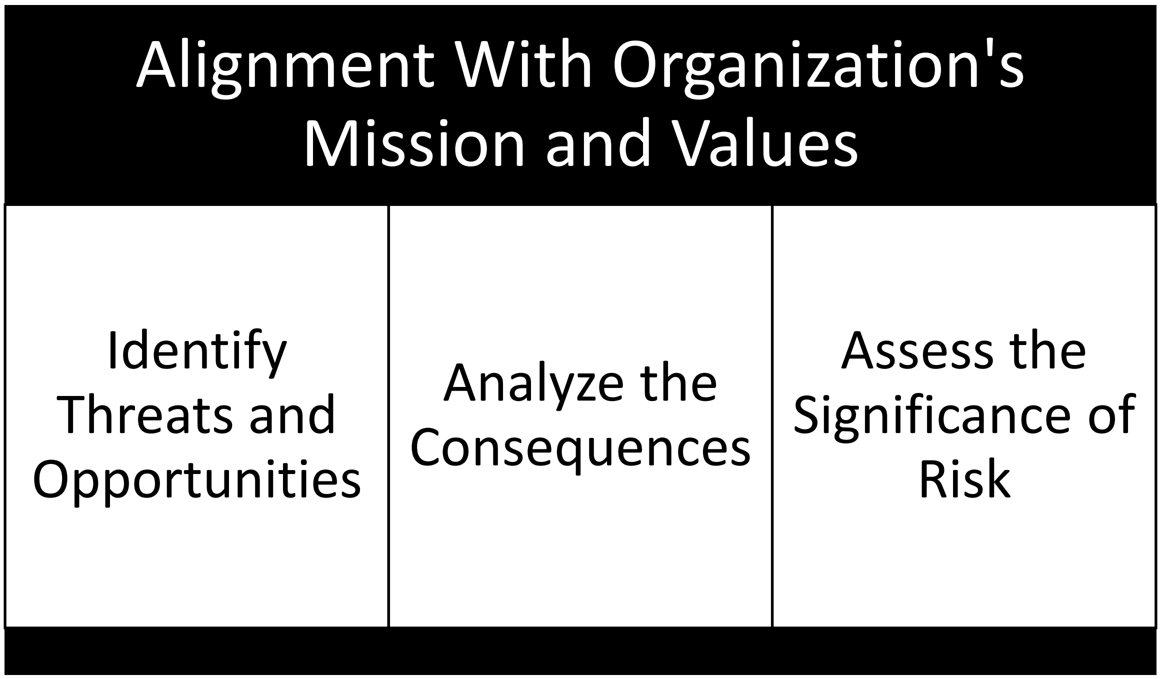
Figure 4

Organization ABC's Strategic Planning Process

Senior leaders of Organization ABC believe the organization must pursue risks that align with the organization's mission and values. Before pursuing any intelligent risks, the BOD performs a risk assessment that involves weighing the pros and cons of a decision. The risk assessment includes identifying threats and opportunities that affect the organization, analyzing the consequences of risk, and assessing the significance of the risks. Figure 5 depicts Organization ABC's risk assessment.

Figure 5

Organization ABC's Risk Assessment



The strategic planning process is a necessary action for the organization to achieve short-term plans. Strategic planning is crucial because it helps senior leaders to effectively allocate resources, prioritize goals, and ensures that the decisions made are supported with data and reasoning. While most organizations' strategic plans are developed every 3, 5, and 10 years, the strategic plan for Organization ABC is in place for a year. Organization ABC's BOD stands behind the annual strategic planning process. The process allows continuous monitoring of internal and external factors that might impact the organization's performance and the needs of the population the organization serves.

Strategy Implementation

The success of Organization ABC's strategic plan is incumbent upon the senior leaders implementing and executing each strategic objective. Organization ABC senior leaders review the goals and the annual strategic plan, develop action plans to help ensure that each goal is met, and identify meaningful measures to track progress towards achievement of goals. The senior leaders of Organization ABC conduct regular meetings to monitor performance outcomes and address any processes or program adjustments to support achievement of the organization’s mission. Senior leaders are responsible for creating a quarterly timeline for achieving the goals. The senior leaders of Organization ABC track and monitor program results, performance outcomes, and budgetary requirements to ensure the implementation of action plans effectively meets and exceeds the goals set during the strategic planning process.

Senior leaders of Organization ABC have a practical approach to action planning. Senior leaders take the three to five goals derived from the SWOT analysis and identified during the BOD strategic planning process and categorize the goals as quarterly or yearly goals. Action planning might involve achieving goals for the overall organization, programmatic goals, and funding goals. For example, senior leaders develop short-term action plans based on what the BOD has considered top priorities. During the quarterly meeting, the senior leaders review goals that have been achieved, the outcomes or impact, and realigns if needed. Senior leaders of Organization ABC track the effectiveness and achievement of the action plan by reviewing financial records, partnerships, and programmatic outcomes. The senior leaders have expressed that in the future, the BOD will create the action plan for each strategic objective and the evaluation process during the annual strategic planning meeting.

Customers

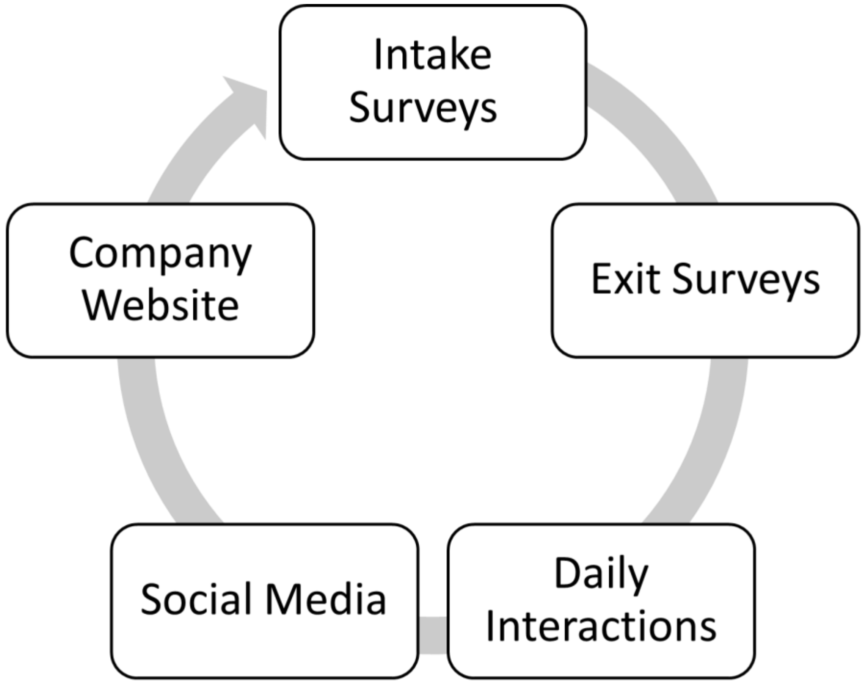
Voice of the Customer

Senior leaders at Organization ABC create a bond of trust and confidence with their customers by listening to them. The senior leaders rely on systematic approaches to gathering the voice of the customer (VOC) feedback regarding the customer experience and satisfaction with the organization's program offerings. Organization ABC provides formal entrepreneurship training, financial literacy, support, and resources to women and moms. Organization ABC leaders value customer feedback and use several channels to gather direct and indirect VOC data and information. These channels include quantitative and qualitative data collection instruments such as (a) intake surveys, (b) exit surveys, (c) daily interactions and conversations, (d) social media, and (f) Organization ABC website. Figure 6 depicts Organization ABC’s voice of the customer feedback channels.

In 2014, Organization ABC senior leaders recognized that there was a gap between resources and mother entrepreneurs. To bridge the gap between resources and aspiring mother entrepreneurs, the senior leaders offered programming and services that facilitate financial literacy and entrepreneurship training to women and mothers. Senior leaders are reliant upon their communication with community partners to ensure that the organization’s entrepreneurship program meets the customers' expectations and solicits feedback to improve the effectiveness and efficiency of the program.

Figure 6

Organization ABC's Voice of the Customer Feedback Channels



Customer Engagement

Organization ABC senior leaders use customer engagement to develop and strengthen relationships with their customers. The senior leaders believe that building lasting relationships with their customers takes time. However, building relationships with customers is vital to boosting client engagement in the organization's entrepreneurship program. Organization ABC attracts and retains customers using word-of-mouth, audio broadcasting on the web (podcast), community partnerships, social media platforms, email marketing via Constant Contact, customer recommendations, and television news media. In addition, the senior leaders have identified the need to have an organizational newsletter in the future as the organization continues to grow.

Organization ABC senior leaders use multiple resources to attract and retain customers that also help senior leaders learn their customers' expectations. The senior leaders share the feedback results with the BOD for continuous process improvement opportunities. The feedback results show the BOD what is working well within the organization’s entrepreneurship program and areas of opportunities to improve the program. The BOD utilizes the feedback results to create and develop the organization’s strategic goals during the annual strategic planning meeting.

Feedback from the organization’s program participants allows the senior leaders to identify any participant issues that might impact their ability to meet their needs, expectations, and requirements. Senior leaders also receive complaints through private Facebook conversations and emails. Complaints are immediately addressed to ensure the participant's needs are met, and any improvements and modifications to the program are considered and implemented. Figure 7 depicts Organization ABC’s systematic approach to complaint resolution.

Figure 7

Organization ABC's Systematic Approach to Complaint Resolution

Senior leaders use surveys and market data to build a customer-focused culture. The senior leaders utilize the surveys and market data by analyzing their customer progress and accomplishments. Data are tracked by assessing the participant's starting point in business compared to the participant's performance outcomes after completing the program. The senior leaders believe that keeping in touch with former participants is essential to maintaining lasting relationships. Therefore, senior leaders check up on former participants 6 months after completing the program and then again at the 1-year mark of completing the program. In addition, the senior leaders continue to check up on former participants yearly to ensure they have the support they need to be successful in launching a business. Results of the participants 6 month and annual checkups are included in Category 7, Item 7.2.

Results Triad: Workforce, Operations, and Results

Workforce

Workforce Environment

The senior leaders of Organization ABC believe in building a workforce environment that is effective and supportive. Organization ABC's core values inform senior leaders' processes to create and develop a supportive and effective workforce environment. Organization ABC senior leaders mirror the organizational values: integrity, honesty, accountability, passion, quality, teamwork, and continuous improvement. The senior leaders believe that these values are essential to creating a workforce environment of high performance. The Organization ABC workforce consists of two cofounders, a director, and an instructor; the senior leaders use their lean infrastructure to their advantage. With a lean infrastructure, the senior leaders can create a small intimate setting for their participants, resulting in increased participation in the organization's entrepreneurship program.

The lean workforce composition allows senior leaders to create a family-style work environment. Each senior leader has developed a family-type bond with one another. Senior leaders believe that having a family-style work environment creates an environment where everyone has a sense of inclusiveness, commitment, and trust. Senior leaders communicate and collaborate with one another to be more productive. Whenever a senior leader achieves one of the organization's goals or reaches a new milestone in their personal life, it is acknowledged and celebrated with the other senior leaders.

As the organization grows and starts to hire employees, senior leaders recognize the need to have an employee recognition program and employee code of conduct handbook. Organization ABC currently does not have any employees. Therefore, developing an employee handbook and recognition program is a long-term goal for the organization.

Workforce Engagement

Senior leaders of Organization ABC acknowledge that workforce engagement influences the organization's performance and senior leader's ability to fulfill the organization's mission. Organization ABC's workforce remains engaged by helping to ensure that their activities align with the organization's mission. The senior leaders have communicated that they know their work is making a difference in the community they serve, as evident by the number of participants that launch a business (shown in Table 4). Workforce engagement is supported by having regular meetings, sharing ideas, brainstorming sessions, and having an open line of communication to discuss any concerns and improvements to support Organization ABC's mission. In addition, senior leaders invest their time and effort in their work to ensure increased productivity. For example, senior leaders of Organization ABC pay out of pocket to attend workshops that help increase their knowledge of starting a business and business strategies. In return, the senior leaders apply their knowledge to help improve the organization’s program performance continuously.

Operations

Work Processes

Workforce processes for Organization ABC consist of fundraising activities and delivery of the entrepreneurship curriculum. Senior leaders determined these key work processes in alignment with organization's mission, vision, and values. Organization ABC work processes support the entrepreneurship program that is offered. Organization ABC's entrepreneurship curriculum and processes must support the mission of removing the stigma and barriers that women and mom entrepreneurs face.

Senior leaders deliver the organization's entrepreneurship program based on the needs of the community and stakeholders. To ensure that senior leaders meet the organization's mission, the senior leaders conduct multiple organizational activities such as evaluating program effectiveness, implementing appropriate content, and collaborating and communicating with community partners. To achieve financial stewardship and stay within the organization-approved budget, senior leaders agreed that only the primary executive director would make purchases on behalf of the organization. In addition, the senior leaders decided to handle all the key work processes, eliminating their need to recruit volunteers and hire employees. As a result, all the senior leaders have developed the skills, knowledge, and expertise to handle the organization's work processes.

Operational Effectiveness

The senior leaders of Organization ABC believe in managing what they can measure. Operational effectiveness is critical to the organization's success. Due to the small size of the organization, the senior leaders believe in utilizing resources effectively.

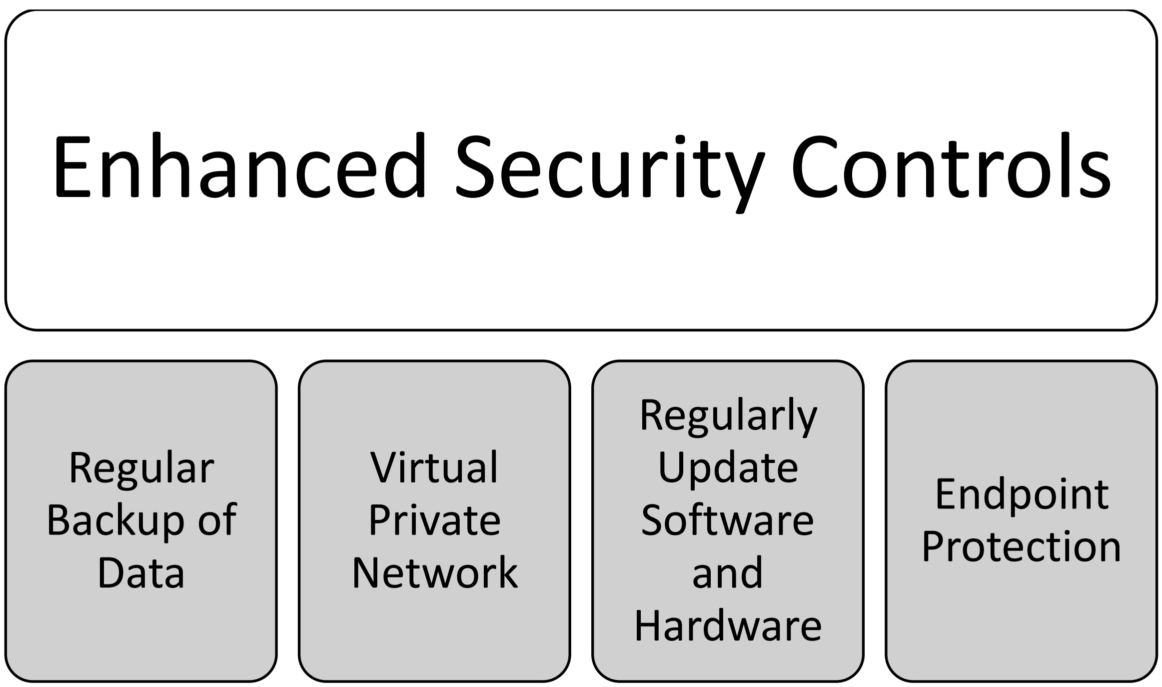
The BOD of Organization ABC approves a yearly budget for operational costs. The senior leaders are held accountable for overseeing operations within the approved budget.

To support Organization ABC's mission and the organization's sustainability, senior leaders continuously provide information on their program outcomes and organizational performance annually to stakeholders, community partners, and donors to secure funding. The primary source of funding for Organization ABC is the fee-for-service model; therefore, the senior leaders stress the importance of staying within budget because the program is funded mainly by paying participants. Paying participants pay $149.00 to enroll in the organization’s entrepreneurship program. In addition, to ensure operational effectiveness, the senior leaders attend conferences centered on entrepreneurship and related topics such as strategic planning, asset building, and narrative change. Senior leaders attend the conferences as attendees and share the material they learn with the BOD. Attending conferences centered on entrepreneurship helps the senior leaders stay knowledgeable and gain new insights to deliver an effective program to their communities.

The senior leaders of Organization ABC operate out of community space and in a virtual capacity; therefore, there are no safety and emergency requirements in place. Due to the nature of how the data for Organization ABC is stored, cybersecurity protocol is necessary. To ensure sensitive or privileged data and information is kept secure, the executive director is the only one with access to proprietary information. To protect against cyberattacks and data breaches, the executive director uses a biometric fingerprinted laptop installed with antivirus protection. In addition, the executive director utilizes enhanced security controls, including (a) backing up the organization's data regularly to prevent data loss, (b) accessing a virtual private network for secure access to the organization's network, (c) updating the computer software and hardware regularly to manage the lifecycle of the hardware and software, and (d) using endpoint protection to help identify threats from malicious cyber-attacks. Figure 8 depicts Organization ABC's executive director security controls.

Figure 8

Organization ABC's Executive Director Security Controls



Measurement, Analysis, and Knowledge Management

Measurement, Analysis, and Improvement of Organizational Performance

The senior leaders of Organization ABC have a practical approach to measure and analyze the company data. The data are analyzed for trends and compared to the organizational goals. The senior leaders collect and report the program performance and evaluations to demonstrate that the program outcomes are successful. The consistent review of the data gathered from organizational surveys to review the organization's performance aligns with the program performance outcomes. In addition, the effectiveness of the improvement strategies is analyzed to determine if modifications are needed.

Senior leaders have a systematic approach for assessing the effectiveness of improvement strategies. The systematic approach involves relying on information and evaluations from community partners, program participants, and stakeholders. The organization's data is tracked by the executive director and housed in a secure encrypted file. Finally, the senior leaders report program effectiveness and outcomes to the BOD to show the performance of the company's program.

Information and Knowledge Management

The senior leaders of Organization ABC track performance data on the overall organizational performance. The key performance indicators that senior leaders track include (a) the total number of cohorts offered, (b) the total number of participants per cohort, (c) the number of graduates, and (d) the number of graduates who launch a business. Collecting and monitoring the program's performance data provides the senior leaders of Organization ABC with the knowledge to make fact-based decisions. The senior leaders review the results of pre-and post-surveys of participants' learning outcomes, participant's satisfaction, financial reports, information discussed in quarterly meetings, and feedback from program participants and community partners to collect and track performance data.

Organization ABC currently does not use customer relationship management (CRM) software to manage the organization’s relationships and interactions with participants and potential participants. However, client contact information, resource planning, program evaluations, and budgetary information are housed in a secured encrypted folder protected and housed on the executive director's computer and the organization’s private network. The information is accessible to the BOD and the executive director by logging into the organization’s secured private network. Senior leaders recognize the need to implement CRM software in the future as the organization grows. However, because of the organization's small size and budget, a comprehensive customer relationship management system is not appropriate to the size and scope of the organization.

Performance Improvement. Senior leaders rely on information from their community partners, program participants, and stakeholders to determine opportunities for performance improvement. The senior leaders analyze organizational performance data to define actions to improve performance, quality, and financial and operational outcomes. In addition, opportunities for improvement are identified and discussed when goals have not been met. Finally, the BOD projects the organizational performance through their annual budgeting process.

Collection, Analysis, and Preparation of Results

Thematic Findings

The purpose of this qualitative single case study was to explore strategies that nonprofit leaders use to increase client engagement in entrepreneurship programs. The overarching research question was: What strategies do nonprofit leaders use to increase client engagement in entrepreneurship programs? I collected data from semistructured interviews, the company's website, organizational documents, and public documents. The themes that derived from the interviews and the organization data collection analysis were: (a) need for achievement, (b) willingness to take risks, and (c) entrepreneurial self-efficacy. The themes support the need for nonprofit leaders to understand and apply the human motivation theory as a principle to successfully implement strategies to increase engagement for their organization's entrepreneurship program.

Thematic Finding 1

As previously indicated, I conducted a thematic analysis using the semistructured interview responses, internal organizational documents, the company website, and public information. One of the key themes that emerged from the thematic analysis was the participants desire to do well, which aligns with the nAch. The senior leaders stressed that participants reported on their intake surveys that their motivation for enrolling in the organization's entrepreneurship program was to achieve something they never achieved before like starting a business so that they can have a better way of life. The senior leaders measure the participants achievement to launch a new business by keeping track of how many participants successfully launch a business after completion of the organization's entrepreneurship program. The senior leaders identified strategies they currently use to provide participants with the skills they need to become entrepreneurs. Organization ABC senior leaders understand the need to meet the participants' demands for formal entrepreneurship training. The strategy to provide participants with entrepreneurship training and support aligns with the human motivation theory framework as a tool to understand the importance and significance of an individual need for achievement. Compared to the findings of other studies in the literature review, this thematic finding confirms that the nAch is an attribute of entrepreneurs.

Thematic Findings 2

A willingness to take risks can set apart aspiring entrepreneurs from entrepreneurs. Senior leaders explained that participant's willingness to take risks could give them a competitive edge. The senior leaders understand their role in making it easier for participants to not be afraid to take risks. The senior leader's strategic approach to providing participants with financial literacy, business planning, resources, and support demonstrates how participants are equipped with the necessary tools, support, and knowledge to reduce the fear of taking risks when starting a business. Organization ABC senior leaders stressed the importance of taking risks to create opportunities. The thematic findings confirm that an entrepreneur's characteristic traits are individual willingness to take risks as entrepreneurs organize, manage, and assume business risks. The theme of willingness to take risks aligns with the human motivation theory framework. Individuals with a high level of achievement will constantly evaluate risk and make choices when there is a greater than 50% chance for success. Taking risks is part of McClelland’s human motivation theory, the nAch.

Thematic Findings 3

Another key theme that emerged from the analysis of data is the importance of entrepreneurial self-efficacy. The senior leaders explained their role in influencing entrepreneurial self-efficacy. Compared to peer-reviewed studies in the literature, entrepreneurship training influences entrepreneurial self-efficacy. The senior leaders explained how their entrepreneurship program directly impacts an individual attitude to conform to an entrepreneurial mindset. Entrepreneurial self-efficacy is an important psychological factor in entrepreneurship. In addition to entrepreneurial skills, resources, and knowledge, the senior leaders firmly believe that participants must have a set of beliefs before starting a business. Even if individuals have the necessary entrepreneurial skillset to start a business, they might not start a business due to the lack of self-belief or entrepreneurial self-efficacy. Therefore, understanding an entrepreneur's characteristics and traits is crucial to increase participation in entrepreneurship programs. This theme aligned with the human motivation theory because entrepreneurs with a substantial degree of self-efficacy assume they can achieve performance even in uncertain conditions. This ties into McClelland’s human motivation theory because individuals with a high level of need achievement may fail in any situation. Still, the commitment and concentration on the tasks will help them achieve their goals.

The presentation of the thematic findings confirms the knowledge in existing literature on entrepreneurship that suggests that the need for achievement, willingness to take risks, and entrepreneurship self-efficacy are personality traits of an entrepreneur. The need for achievement and the willingness to take risks are two critical characteristics that reflect the entrepreneurial work environment (Vandor, 2021). The findings might help to extend the understanding of the drivers behind increasing student engagement in entrepreneurship programs. Self-efficacy involves self-motivation. According to Gielnik et al. (2020), self-efficacy is related to entrepreneurial intentions and predictability of business ownership. These thematic findings contribute to the understanding of some of the motives behind pursuing entrepreneurship. With these findings, the senior leaders of Organization ABC can create approaches for increasing student engagement in entrepreneurship programs.

Product and Process Results

Organization ABC is a nonprofit organization located in the mid-Atlantic region of the United States that has been in business for over 7 years. The organization provides educational entrepreneurship training that includes financial literacy, business planning, resources, and support. The senior leaders of Organization ABC help individuals pursue their dreams of becoming an entrepreneur by providing formal entrepreneurship training. The senior leaders host two cohorts annually, which consists of 20 participants. Cohorts are held in the summer and fall each year. However, due to the COVID-19 pandemic, the senior leaders of Organization ABC reduced the participants' size for the cohorts. Instead of having 20 participants per cohort, the senior leaders decided that it would be best to reduce the size of the cohort participants down to 10 participants per cohort to allow for senior leaders to provide participants with more one-on-one time, attention, and resource allocation during a pandemic.

Due to the pandemic, Organization ABC experienced a decrease in the number of graduates due to participants feeling elevated levels of stress by the changes in their economic and social lives such as a loss of income, loss of institutional resources such as school systems, gyms, and parks, and loss of childcare. However, despite the low graduation rates in 2020 due to the impact of COVID-19, Organization ABC senior leaders have helped participants launch over 100 women-owned businesses since 2014, which is a key indicator of success for the organization's entrepreneurship program.

The senior leaders measure the success of their program by (a) the total number of cohorts offered, (b) the total number of participants per cohort, (c) the number of graduates, and (d) the number of graduates who launch a business (see Table 4). These key performance indicators are tracked to provide an analysis of the organization's performance. From this analysis, the BOD can forecast a future budget and the organization's future performance. Additionally, the senior leaders utilize this information to develop action plans for process improvement to serve the customers' needs better and meet the organization's goals. Table 4 depicts Organization ABC's entrepreneurship program participant's snapshot.

Table 4

Organization ABC's Entrepreneurship Program Participants 2015-2020

Cohorts offered	Number of participants	Percentage of graduates	Number of businesses launched
2015	40	90%	30
2016	40	95%	38
2017	40	100%	26
2018	40	100%	20
2019	40	85%	16
2020	20	70%	7

Customer Results

To ensure the voice of the customer is being heard before and after every cohort, participants complete a survey. The senior leaders of Organization ABC obtain the survey results from the participant's evaluations. The evaluations are tracked and assessed for customer satisfaction and dissatisfaction. In addition, the senior leaders engage with participants during on-site classes, virtual classes, and through observation to ensure that the customer needs and expectations are being met. To support former participants, the senior leaders check in with former participants 6 months after completing the program, 1 year after completing the program, and then every year after that. After checking in with former participants, the senior leaders have found that most of the participants were able to launch a business successfully. Figure 9 depicts Organization ABC’s customer satisfaction results from 2018-2020.

Figure 9

Organization ABC’s Customer Satisfaction Results from 2018-2020

To remain engaged with participants, the senior leaders use social media platforms like Facebook, Instagram, LinkedIn, Twitter, and the organization's website. These platforms provide the senior leaders with access to address customer concerns and receive recommendations for improvement. In addition, organization ABC senior leaders interact with community partners and stakeholders to ensure the community's needs are being met. New clients learn about Organization ABC program offering through word of mouth, community partners, and social media platforms.

Workforce Results

Organization ABC senior leaders promote a positive and engaging workforce environment. The senior leaders of Organization ABC make up the workforce and the instructor who teaches the program. Having a formal system to track employee satisfaction is inappropriate for Organization ABC because they currently do not have any employees. Instead, the senior leaders promote an environment of purpose, which keeps them engaged in their small family-style setting.

The senior leaders assess their workforce capability and capacity based upon the annual budget, resources allotted, skills possessed among senior leaders, and participants enrolled in the program. The senior leaders continue to handle all key work processes as they have the necessary skills, knowledge, and expertise to carry out the functions and activities aligned with the organization's mission. Table 5 depicts some of the cumulative skills, knowledge, and expertise of Organization ABC’s senior leaders.

Table 5

Organization ABC's Senior Leaders Cumulative Skills, Knowledge, and Expertise

Licenses & Degrees	Professional Memberships	Skills
Associates of Applied Science in Business Management	National Association of Women Business Owners	Public Speaking
Associates of Applied Science in Hospitality Management	Professional Beauty Association	Teacher/Professor
Bachelor of Science in Management Science	College Bound Foundation	Communication
Master's in Business Administration	Rising Over Standards and Excelling	Money Management
Doctorate in Business Administration	National Black MBA Association	Training
Certified Nail Technician		Fundraising
Business Owners / Real Estate Agent		Program Management

Organization ABC senior leaders have successfully kept a positive trend in the number of participants enrolled in their entrepreneurship program from 2015-2020 except for 2020 due to senior leaders deciding to reduce the participant's size because of the impact of the COVID-19 pandemic. Table 6 depicts the number of participants enrolled in Organization ABC's entrepreneurship program from 2015-2020.

Table 6

Enrolled Participants in Organization ABC's Entrepreneurship Program

Year	Number of Enrolled Participants
2015	40
2016	40
2017	40
2018	40
2019	40
2020	20

Leadership and Governance Results

The BOD of Organization ABC is the governing body and ensures that the organization operates under its intended purpose and meets all regulatory requirements. The primary executive director is accountable for operating within budget, filing Form 990, and for carrying out the company's mission. In addition, the BOD is responsible for overseeing the organization's program and activities. The senior leaders of Organization ABC are accountable for carrying out the organization's daily operations and for implementing and executing the company's policies. The BOD and senior leaders must adhere to the company's standard operating procedures. The BOD meets quarterly to discuss strategic planning, financial reports, program effectiveness, and program activities.

The senior leaders of Organization ABC adhere to regulatory requirements under the IRS Code 501(c)(3). The organization's senior leaders have not received any violations since the organization was established in 2014. To ensure ethical conduct, the organization's senior leaders follow the standard operating procedures handbook, which outlines the organization's ethical culture. All senior leaders use the standard operating procedures handbook to guide all interactions with customers, community partners, and stakeholders.

Financial and Market Results

The BOD reviews the organization's financial results to determine the capability of meeting the organization's goals and mission. The senior leaders review the financial results to determine what resources are available to support the demands of the participants. The BOD provides the senior leaders with a budget in which the primary executive director achieved 100% on target. In 2020, the senior leaders received $47,020.00 in grants, donations, and gifts, and $2,980.00 was received from program revenue, generating a total annual revenue of $50,000 for the fiscal year. The senior leaders seek funding from grants, donors, partners, and fundraising events to help meet the community's needs. Table 7 depicts Organization ABC’s annual revenue from 2018-2020.

Table 7

Organization ABC’s Annual Revenue from 2018-2020

Year	Revenue
2018	$50,000
2019	$50,000
2020	$50,000

Key Themes

The key themes that emerged from the evaluation of the senior leaders of Organization ABC consisted of process strengths, process opportunities, results strengths, and results opportunities. These key themes were determined using the 2019 – 2020 Baldrige Performance Excellence Program framework and criteria. I used the four factors to evaluate the key themes: (a) approach, (b) deployment, (c) learning, and (d) integration. The key themes consist of: (a) need for achievement, (b) willingness to take risks, and (c) entrepreneurial self-efficacy.

Process Strengths

One of the main process strengths of Organization ABC is the senior leader's ability to meet the needs of the community partners and stakeholders. The senior leaders have established processes for strategic planning, the voice of the customer, and identifying and implementing process improvements to meet the customers' needs. As a result, the senior leaders have designed an efficient and effective process to engage with customers, community partners, and stakeholders. The senior leaders have established processes to support their workforce, partners, vendors, suppliers, and stakeholders. The senior leaders have established processes to engage their participants by soliciting feedback and recommendations to improve the program's effectiveness and efficiency.

Senior leaders at Organization ABC have established processes for managing their resources and for operating within budgetary constraints. In addition, the senior leaders have established effective processes for building relationships with their customers, community partners, and other stakeholders to achieve the organization’s goals and mission. Finally, the senior leaders have established effective processes for organizing fundraiser events, designing the evidence-based curriculum, and delivering the evidence-based curriculum to align with the organization’s objectives and mission.

Process Opportunities

Senior leaders at Organization ABC acknowledged that sound processes are critical to the organization's sustainability and strategic goals. Senior leaders recognize that technology is a challenge they face. Therefore, designing and implementing approaches to using technology to track and analyze data that senior leaders use for decision-making and process improvement is an area of opportunity for Organization ABC. Another area of opportunity for senior leaders at Organization ABC is developing and executing a marketing plan. One of the participants mentioned that they engage with existing customers through social media platforms; however, there is no official marketing campaign on social media platforms to recruit new participants. The senior leaders should utilize the customer relationship management (CRM) tool to manage all of the organization’s relationships and interactions with customers and potential customers.

In addition, the senior leaders can use CRM to handle marketing campaigns and record services in one central location. Senior leaders believe in demonstrating financial stewardship by disclosing financial records. Therefore, senior leaders should perform external audits of their financial records to demonstrate to donors and other stakeholders their commitment to financial transparency. Additionally, volunteer recruitment can help senior leaders take some of the workloads off their plate and reduce burnout among senior leaders by delegating specific tasks to volunteers. Having volunteers will help the organization thrive long-term and enhance organizational sustainability.

Results Strengths

Senior leaders at Organization ABC exhibit positive results in customer satisfaction, program effectiveness, and program performance. Senior leaders continue to achieve the organization's mission, as indicated by the number of mom-owned businesses that participants have launched. Since the establishment of Organization ABC in 2014, over 100 new mom-owned businesses have been established. The senior leaders of Organization ABC have a proven track record of running a successful entrepreneurship program for the last 7 years. Families and community partners realize the positive impact of Organization ABC entrepreneurship program because it is enhancing the lives of people in need within the mid-Atlantic region.

Results Opportunities

The senior leaders of Organization ABC demonstrate strength in organizational results. However, opportunities exist for additional performance measures to track the effectiveness and efficiency of the board performance, senior leader's performance, and workforce capabilities. The senior leaders have acknowledged the need to have evaluations for the board's performance. In addition, senior leaders would also like evaluations on their performance and have feedback given. Additionally, recruiting volunteers can increase Organization ABC's workforce capacity and capabilities because volunteers can help with several tasks ranging from administrative tasks to fundraising events and program delivery.

Senior leaders do not use comparative data from competing nonprofit organizations in the area as a source of competitive data. However, the senior leaders of Organization ABC can review the organization's entrepreneurship program performance and capabilities by examining trends and variables from comparable, competitive, and aspirant organizations. The variable and adverse trend data from the comparison group found in Table 8 has implications for Organization ABC's senior leader's decision-making processes. The leaders of Organization ABC might benefit from using comparative data from comparable, competitor, and aspirant organizations to provide a context for understanding the organization's progress toward achieving the vision of becoming a leading national organization that provides resources and support, and advocates for mother-entrepreneurs globally.

The comparison institution depicted in Table 8 has offered its entrepreneurship certificate since 2010, 4 years before Organization ABC started offering its entrepreneurship program. In the 11 years the entrepreneurship certificate has been available, only 5 students have completed the certificate, with the greatest number of certificates (two) awarded in 2019. By comparison, 216 participants have completed

Organization ABC's entrepreneurship program since 2014; the greatest number of participants completing the program in 2017 and 2018. Table 8 depicts the number of entrepreneurship certificates awarded from a comparative organization, which is a Baldrige Award recipient community college.

Table 8

Comparison Organization Entrepreneurship Certificates

Baldrige Award-recipient community college	Year	Number of Certificates Conferred	Organization ABC	Year	Number of Participants Completing the Entrepreneurship Program
	2014	0		2014	--
	2015	0		2015	36
	2016	0		2016	38
	2017	0		2017	40
	2018	0		2018	40
	2019	2		2019	34
	2020	1		2020	28

Project Summary

In this qualitative single case study, I explored the strategies senior leaders of Organization ABC used to increase client engagement in their entrepreneurship programs. It is a well-known fact that entrepreneurship has been declining over the last few decades (Heyman et al., 2019). Nonprofit leaders provide an array of services geared toward addressing people's needs that are not met through government sources.

Entrepreneurship training is one of those needs. If nonprofit leaders cannot increase client engagement in entrepreneurship programs, the economy might see fewer jobs created, fewer innovations, and a stagnated economy because of the decline in developing entrepreneurs.

For this study, I used a nonprofit organization located in the mid-Atlantic region of the United States. The conceptual framework used for this study was the human motivation theory. I used the 2019 – 2020 Baldrige Performance Excellence Program framework as a guide and tool to examine Organization ABC s organizational environment, organizational relationships and situation, leadership, customer, workforce, operations, measurement analysis, and knowledge. Within this study, I collected data from semistructured interviews, organizational documents, Organization ABC website, public documents, GuideStar, academic literature, and regular communication with the primary executive director of Organization ABC.

Business leaders of nonprofit organizations can utilize the data from this qualitative single case study to identify strategies to evaluate their organizational performance, increase client engagement, and successfully enhance organizational sustainability. In addition, leaders of sustainable nonprofit organizations can use the Baldrige Performance Excellence Framework criteria for performance excellence to examine the effectiveness of their organizational processes to improve results. Finally, business leaders of nonprofit organizations who identify and implement strategies to increase client engagement in entrepreneurship programs might increase the opportunity to secure continued funding and contribute to society's well-being by developing entrepreneurs.

Contributions and Recommendations

The results from this study might provide business leaders with strategies to increase client engagement in entrepreneurship programs to develop entrepreneurs. Entrepreneurship contributes to societal wealth by creating new jobs and new markets (Riad-Shams & Kaufmann, 2016). This study might benefit business leaders in the nonprofit and for-profit sectors by improving their organization's effectiveness and efficiency, resulting in identifying opportunities to increase revenue by using the Baldrige Performance Excellence Program framework and criteria. In addition, this study might provide nonprofit leaders with strategies for improving processes and performance to increase client engagement in entrepreneurship programs.

Organization ABC senior leaders provide critical training and support in their entrepreneurship program to teach the necessary skillsets to help moms and women become entrepreneurs. I recommend that senior leaders of Organization ABC continue to keep their customers and community partners engaged in the improvement process to support the needs of the community and stakeholders. Business leaders need to understand that client engagement is critical for achieving goals and keeping participants enrolled in programs (Balan et al., 2018). The business leaders hold power to influence client engagement in the organization’s entrepreneurship program. The senior leaders understand the importance of receiving feedback from the customers and community partners to ensure the organization’s entrepreneurship program has relevant and appropriate content to meet the community's needs and fulfill the organization’s mission.

Organization ABC senior leaders handle all key processes for the organization resulting in a high workload. Due to the risk of creating burnout and stress among the senior leaders, I recommend that the senior leaders of Organization ABC seek volunteers to help out with organizational tasks. Many organizations rely heavily on volunteers when they are small to enhance organizational capacity (Nesbit et al., 2018). Recruiting volunteers can benefit the organization. Senior leaders can use volunteers to provide extensive interactions and follow-ups with clients, address empathy or concern on behalf of the organization when clients face issues, handle administrative tasks, and inspire support and enhance the organization's brand in the community. I recommend that the senior leaders of Organization ABC recruit volunteers with professional skillsets that senior leaders might lack. This way, senior leaders are strategically creating volunteer roles to attract the needed expertise to handle other key processes and performance improvements.

The senior leader at Organization ABC reaches new customers by word of mouth, community partners, and social media. Therefore, I recommend that the senior leaders create a value proposition statement for the organization. A value proposition is a widely used sales and marketing communication tool used to communicate why a product or service is best suited for customers and add value to the company by communicating its promise to its customers (Goldring, 2017). The value proposition statement can help potential customers quickly access whether or not they want to be affiliated or having dealings with an organization. Senior leaders need to understand the importance of having a value proposition statement to speak to their target audience on why the organization matters and increase its brand awareness.

In addition, I recommend that senior leaders use the value proposition statement to develop and implement a marketing strategy. Senior leaders need to understand that the right marketing strategy plays an essential role in the organization's success. The right marketing strategy can increase the organization's product visibility, build trust with people, create loyalty, enhance the program's credibility, and motivate customers to enroll in the program. Therefore, I recommend senior leaders continue utilizing social media and community partners to attract new customers. In addition, I recommend senior leaders take ads out in the local newspaper and use celebrity endorsements to promote the brand. Marketing has an enormous impact on society through social and celebrity endorsements (Sheth, 2021). I also recommend that senior leaders use personal success stories from former participants in the form of storytelling to reach new customers on social media. Also, senior leaders can implement a referral program to compliment word-of-mouth.

Application to Professional Practice

The findings in this doctoral study are relevant to improved business practices because the organization’s success is heavily reliant on implementing strategies to increase client engagement in entrepreneurship programs to develop entrepreneurs and contribute to the economic growth of society. Entrepreneurship can promote community self-sufficiency by being used as a community economic development strategy (Doering-

White et al., 2021). In addition, business leaders can apply the findings in this study to provide support for promoting entrepreneurship. Business leaders who support the promotion of entrepreneurship are also, at the same time, promoting social change. Identifying and implementing strategies to increase client engagement in entrepreneurship programs also helps business leaders obtain additional funding sources, improve organizational performance, and obtain support from policymakers. To ensure economic prosperity, the government is crucial for ensuring the governance of rules, laws, and the accountability of entrepreneurship actors (Segarra, 2021). As a result, leaders foster an environment of innovation, job creation, and economic sustainability by developing entrepreneurs and mitigating the declination of entrepreneurship, which is how the United States economy survives and thrives.

Implications for Social Change

The results of this study could contribute to social change by providing leaders of nonprofit and for-profit organizations with strategies to increase client engagement in entrepreneurship programs. The failure rates for starting up small businesses are high. Entrepreneurship programs are critical to the survival of the United States economy as entrepreneurship is the economy's lifeblood. More support is needed to promote entrepreneurship as the United States is experiencing a continual decline in entrepreneurship. Entrepreneurship is a critical factor for socio-economic development that can improve the economic status of countries by creating wealth (Lopes et al., 2021). Organization ABC creates an opportunity for people to pursue their dreams of owning their own company and teaches them the necessary skills to be successful entrepreneurs.

As a result, senior business leaders have a significant impact on societal well-being because they are developing entrepreneurs that will foster innovation, provide prosperity to the community, and contribute to the economic growth and development of the world.

The implication for social change may include developing entrepreneurs to help bring economic growth and sustainability to communities. Entrepreneurship can create social change by alleviating poverty through the empowerment of entrepreneurship training programs designed to teach entrepreneurship skills and knowledge transfer. Drucker (1985) suggested that entrepreneurs are the catalyst for change because they search for new ideas and birth new opportunities from those ideas. Entrepreneurs are agents of social change because they create personal and social value by providing innovation, pursuing new opportunities, and utilizing limited resources to bring about maximum social impact resulting in change.

Recommendations for Action

When disseminated through the academic literature, conferences, and training workshops, the results of this study might provide leaders of nonprofit organizations with strategies to increase client engagement in programs. I recommend that senior leaders of Organization ABC use the Baldrige Performance Excellence Performance Program framework and criteria as a model to ensure they are continually assessing the organization's strengths and opportunities to improve organizational strategies. Also, I recommend that senior leaders of Organization ABC review and use competitive and comparative data of other nonprofit organizations to sustain their competitive advantage and improve program performance. Leaders need to pay attention to this information to compare and contrast what is and is not working for their competitors.

This research study revealed that students' level of engagement in entrepreneurship programs could be influenced. However, it is essential to understand the drivers that motivate students who participate in entrepreneurship programs. For NPOs, developing agencies, and educators teaching entrepreneurship skills, enhancing participants' three motivational drivers: the need for achievement, willingness to take risks, and entrepreneurial self-efficacy will increase the predictability and success of aspiring entrepreneurs. Additionally, this study findings might help those in charge of entrepreneurship programs develop effective and efficient strategies for increasing student engagement in entrepreneurship programs.

Recommendations for Further Research

The study limitation was that I explored experiences from leaders of one nonprofit organization from the mid-Atlantic region of the United States and did not obtain experiences from leaders of other nonprofit organizations. Therefore, I recommend that researchers consider using a multiple case study design to determine the strategies nonprofit leaders use to increase client engagement in entrepreneurship programs. The use of a multiple case study design can help researchers gain a more in-depth understanding of the strategies nonprofit leaders use to increase client engagement in entrepreneurship programs. I recommend further research on increasing client engagement in entrepreneurship programs by examining additional senior business leaders from two or more nonprofit organizations. By comparing two or more nonprofit organization strategies, some strategies may prove effective than others.

Reflections

Before researching on strategies to increase client engagement in entrepreneurship programs, I was unsure what to expect. Along the way, I discovered numerous strategies and ideas on increasing engagement in entrepreneurship programs. One of the most important things I gathered from the findings of this study is that it is very beneficial for nonprofit organization leaders to collaborate with community partners to access and meet the needs of the community. Although I faced challenges completing the doctoral research, the process was rewarding. I enjoyed interacting with the senior leaders of a small nonprofit organization to determine their current measures and processes to ensure the organization's sustainability and the community's future prosperity. The doctoral study helped me understand the systematic processes that organizations have in place to reach their goals, improve their performance results, and become more competitive. The experience I gained through this process helped me appreciate and understand the research conducted on a doctoral level. The doctoral study helped me to understand the positive impact leaders of nonprofit organizations contribute to their communities.

Conclusion

The objective of my research was to identify strategies nonprofit leaders use to increase client engagement in entrepreneurship programs. Based on the research, leaders of nonprofit organizations use education and training methods, human motivation, and characteristics of an entrepreneur to provide evidence of their program effectiveness and efficiency and increase client engagement. Leaders depend on enrolled participants completing their programs to demonstrate the organization’s operational effectiveness in fulfilling its mission. Leaders of nonprofit organizations rely on their participants' and community partners' feedback to improve programming and ensure that critical needs are met. For leaders of nonprofit organizations to achieve sustainability and mission fulfillment, leaders will have to focus on strategies to increase client engagement in the program.

References

Agina, A., & Ekwevugbe, A. (2017). Celebrity endorsement of political aspirants and its effects on college students in Lagos. *Journal of African Media Studies*, *9*(3), 487–505. https://doi.org/10.1386/jams.9.3.487

Alase, A. (2017). The interpretative phenomenological analysis (IPA): A guide to a good qualitative research approach. *International Journal of Education and Literacy Studies, 5*(2), 9-19. https://eric.ed.gov/?id=EJ1149107

Ames, H., Glenton, C., & Lewin, S. (2019). Purposive sampling in a qualitative evidence synthesis: A worked example from a synthesis on parental perceptions of vaccination communication. *BMC Medical Research Methodology, 19*(1), 1-9. https://doi.org/10.1186/s12874-019-0665-4

Ana, B. C. (2019). Women's entrepreneurship, the 21st century challenge for a better world. *Annals of Constantin Brancusi University of Targu-Jiu. Economy Series, 6*, 207-212. https://www.utgjiu.ro/revista/

Attali, O. M., & Yemini, M. (2017). Initiating consensus: Stakeholders define entrepreneurship in education. *Educational Review, 69*(2), 140-157. https://doi.org/10.1080/00131911.2016.1153457

Audretsch, D. B., Grilo, I., & Thurik, A. R. (2007). Explaining entrepreneurship and the role of policy: A framework. Edward Elgar Publishing.

Baillie, L. (2015). Promoting and evaluating scientific rigour in qualitative research. *Nursing Standard, 29*(46), 36-42. https://doi.org/10.7748/ns.29.46.36e8830

Balan, P., Maritz, A., & Mckinlay, M. (2018). A structured method for innovating in entrepreneurship pedagogies. *Education + Training*, *60*(7/8), 819–840. https://doi.org/10.1108/ET-05-2017-0064

Balan, P., & Metcalfe, M. (2012). Identifying teaching methods that engage entrepreneurship students. *Education + Training*, *54*(5), 368–384. https://doi.org/10.1108/00400911211244678

Baldrige Performance Excellence Program. (2019). 2019 – 2020 *Baldrige excellence framework: A system approach to improving your organization's performance.* https://www.nist.gov/baldrige

Barba-Sánchez, V., & Atienza-Sahuquillo, C. (2012). Entrepreneurial behavior: Impact of motivation factors on decision to create a new venture. *Investigaciones Europeas de Dirección y Economía de la Empresa, 18*(2), 132-138. https://doi.org/10.1016/S1135-2523(12)70003-5

Baum, J. R., & Locke, E. A. (2004). The relationship of entrepreneurial traits, skills, and motivation to subsequent venture growth. *Journal of Applied Psychology*, *89,* 587-598. https://doi.org/10.1037/0021-9010.89.4.587

Bearman, M. (2019). Focus on methodology: Eliciting rich data: A practical approach to writing semi-structured interview schedules. *Focus on Health Professional Education (2204-7662). 20*(3), 1-11. http://www.anzahpe.org

Benson, A. (2002). Using online learning to meet workforce demand: A case study of stakeholder influence. *Quarterly Review of Distance Education*, *3*(4), 443-452. https://www.infoagepub.com

Bird, B. (1988). Implementing entrepreneurial ideas: The case for intention. *Academy of Management Review, 13*(3), 442-453. https://doi.org/10.5465/amr.1988.4306970

Birt, L., Scott, S., Cavers, D., Campbell, C., & Walter, F. (2016). Member checking: A tool to enhance trustworthiness or merely a nod to validation? *Qualitative Health Research, 26*, 1802-1811. https://doi.org/10.1177/1049732316654870

Bogers, M., Chesbrough, H., & Modesa, C. (2018). Open innovation: Research, practices, and policies. *California Management Review, 60*(2), 5-16. https://doi.org/10.1177/0008125617745086

Boneva, B., Frieze, I. H., Ferligoj, A., Pauknerova, D., & Orgocka, A. (1998). Achievement, power, and affiliation motives as clues to (e)migration desires: A four-countries comparison. *European Psychologist*, *3*(4), 247-254. https://doi.org/10.1027/1016-9040.3.4.247

Boohene, R. (2018). Entrepreneur's social capital and firm growth: The moderating role of access to finance. *Journal of Enterprising Culture, 26*(3), 327-348. https://doi.org/10.1142/S0218495818500127

Boukamcha, F. (2015). Impact of training on entrepreneurial intention: An interactive cognitive perspective. *European Business Review*, *27*(6), 593-616. https://doi.org/10.1108/EBR-12-2014-0090

Breugst, N., Domurath, A., Patzelt, H., & Klaukien, A. (2012). Perceptions of entrepreneurial passion and employees' commitment to entrepreneurial ventures. *Entrepreneurship Theory and Practice, 36*(1), 171-192. https://doi.org/10.1111/j.1540-6520.2011.00491.x

Brush, C. G., & Cooper, S. Y. (2012). Female entrepreneurship and economic development: An international perspective. *Entrepreneurship and Regional Development*, *24*(1), 1-6. https://doi.org/10.1080/08985626.2012.6 37340

Bygrave, W. D., & Hofer, C. (1992). Theorizing about entrepreneurship. *Entrepreneurship Theory and Practice*, *16*(2), 13-22. https://doi.org/10.1177/104225879201600203

Caretta, M. A., & Perez, M. A. (2019). When participants do not agree: Member checking and challenges to epistemic authority in participatory research. *Field Methods*, *31*(4), 359-374. https://doi.org/10.1177/1525822X19866578

Chen, C. C., Greene, P. G., & Crick, A. (1998). Does entrepreneurial self-efficacy distinguish entrepreneurs from managers? *Journal of Business Venturing*, *13*(4), 295-316. https://doi.org/10.1016/S0883-9026(97)00029-3

Christenson, J. D., & Guiterrez, D. M. (2016). Using qualitative, quantitative, and mixed methods research to promote family therapy with adolescents in residential settings. *Contemporary Family Therapy*, *38*(1), 52-61. https://doi.org/10.15577/jmt.2016.03.01.1

Cizek, P. (2012). The application of Maslow's hierarchy of needs to the entrepreneurs motivation – The example from region Pardubice. *Scientific Papers of the University of Pardubice Series D, Faculty of Economics & Administration*, *18*(24), 43-50. http://www.upce.cz

Clark, K. R., & Veale, B. L. (2018). Strategies to enhance data collection and analysis in qualitative research. *Radiologic Technology, 89*(5), 482CT-485CT. https://www.asrt.org

Cnossen, B., Loots, E., & Witteloostuijn, A. (2019). Individual motivation among entrepreneurs in the creative and cultural industries: A self-determination perspective. *Creativity & Innovation Management*, *28*(3), 389-402. https://doi.org/10.1111/caim.12315

Collins, C. J., Hanges, P. J., & Locke, E. A. (2004). The relationship of achievement motivation to entrepreneurial behavior: A meta-analysis. *Human Performance*, *17*(1), 95-117. https://doi.org/10.1207/S15327043HUP1701_5

Colombo-Dougovito, A. M. (2019). Building rapport: Improve interviews to capture detailed responses from parents of children with disabilities. *Palaestra, 33*(4), 10-19. http://www.sagamorepub.com

Cope, J. (2005). Toward a dynamic learning perspective of entrepreneurship. *Entrepreneurship Theory and Practice*, *29*(4), 373-397. https://doi.org/10.1111/j.1540-6520.2005.00090.x

Czernek-Marszalek, K. (2019). Applying mixed methods in social network research – The case of cooperation in a Polish tourist destination. *Journal of Destination Marketing & Management, 11*, 40-52. https://doi.org/10.1016/j.jdmm.2018.10.004

Daneshjoovash, S. K., & Hosseini, M. H. (2019). Evaluating impact of entrepreneurship education programs. *Education + Training, 61*(7/8), 781-796. https://doi.org/10.1108/ET-08-2017-0128

Dearie, J., & Geduldig, C. (2013). *Where the jobs are: Entrepreneurship and the soul of the American economy.* John Wiley & Sons.

Decker, W. H., Calo, T. J., & Weer, C. H. (2012). Affiliation motivation and interest in entrepreneurial careers. *Journal of Managerial Psychology*, *27*(3), 302–320. https://doi.org/10.1108/02683941211205835

de los Salmones, M. G., & Dominguez, R. (2016). Celebrity endorsement and involvement with the social cause in nonprofit organizations. *Journal of Nonprofit & Public Sector Marketing, 28*(4), 309-326. https://doi.org/10.1080/10495142.2016.1237922

Denzin, N. K., & Lincoln, Y. S. (2018). *The Sage handbook of qualitative research* (5th ed.). Sage Publications.

Dheer, R. J. S., & Lenartowicz, T. (2019). Cognitive flexibility: Impact on entrepreneurial intentions. *Journal of Vocational Behavior, 115*, 1-17. https://doi.org/10.1016/j.jvb.2019.103339

Diaz, D. P. (2002). Online drop rates revisited. The Technology Source. https://technologysource.org/article/online_drop_rates_revisited/

Doering-White, J., Sanchez, J., & Creasey, H. (2021). Entrepreneurship as a community development strategy: Lessons from Detroit. *Journal of Community Practice, 29*(1), 46-61. https://doi.org/10.1080/10705422.2021.1881935

Douglas, E. J., & Fitzsimmons, J. R. (2013). Intrapreneurial intentions versus entrepreneurial intentions: Distinct constructs with different antecedents. *Small Business Economics, 41*(1), 115-132. https://doi.org/10.1007/s11187-012-9419-y

Drucker, P. F. (1985). *Innovation and entrepreneurship.* Butterworth-Heinemann.

Druckman, D. (2005). *Why do research?* Sage. https://doi.org/10.4125/9781412983969

Economic Innovation Group. (2017 February 01). Dynamism in Retreat. https://eig.org/news/eigs-quarterly-entrepreneurship-reading-guide-winter-2017

Edelman, L. F., Manolova, T. S., & Brush, C. G. (2008). Entrepreneurship education: Correspondence between practices of nascent entrepreneurs and textbook prescriptions for success. *Academy of Management Learning & Education*, *7*(1), 56-70. https://doi.org/10.5465/AMLE.2008.31413862

Edwards, S. L. (2016). Narrative analysis: How students learn from stories of practice. *Nurse Researcher*, *23*(3), 18-27. https://doi.org/10.7748/nr.23.3.18.s5

Ellis, P. (2019a). Ethical aspects of research. *Wounds UK*, *15*(3), 87-88. https://www.wounds-uk.com/journal.shtml

Ellis, P. (2019b). The language of research (part 20): Understanding the quality of a qualitative paper. *Wounds UK*, *15*(1), 110-111. https://www.wounds-uk.com/journal.shtml

Erden, A., & Erden, H. (2020). The relationship between individual innovation and social entrepreneurship characteristics of teacher candidates. *International Journal of Curriculum and Instruction, 12,* 185-206. https://eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1245267

Ejimabo, N. (2015). The effective research process: Unlocking the advantages of ethnographic strategies in the qualitative research methods. *European Scientific Journal, 11*, 356-383. https://www.eujournal.org/index.php/esj

Fayolle, A. (2010). Handbook of Research in Entrepreneurship Education. *International Perspectives.* Edward Elgar Publishing.

Fayolle, A., Gailly, B., & Lassas-Clerc, N. (2006). Assessing the impact of entrepreneurship education programmes: A new methodology. *Journal of European Industrial Training, 30*(9), 701-720. https://doi.org/10.1108/03090590610715022

Ferreira, C. C. (2020). Experiential learning theory and hybrid entrepreneurship: Factors influencing the transition to full-time entrepreneurship. *International Journal of Entrepreneurial Behavior & Research*, *26*(8), 1845–1863. https://doi.org/10.1108/IJEBR-12-2019-0668

Finlay, L. (2009). Exploring lived experience: Principles and practice of phenomenological research. *International Journal of Therapy and Rehabilitation, 16*, 474-481. https://doi.org/10.12968ijtr.2009.16.9.43765

Flood, A. (2010). Understanding phenomenology. *Nurse Researcher, 17*(2), 7-15. https://doi.org/10.7748/nr2010.01.17.2.7.c7457

Ford, E. (2020). Tell me your story: Narrative inquiry in LIS research. *College & Research Libraries, 81*(2), 235-247. https://www.ala.org/nmrt/

Fulgence, K. (2015). Assessing the status of entrepreneurship education courses in higher learning institutions: The case of Tanzania education schools. *Education + Training, 57*(2), 239-258. https://doi.org/10.1108/ET-05-2013-0063

Fusch, P., Fusch, G. E., & Ness, L. R. (2018). Denzin's paradigm shift: Revisiting triangulation in qualitative research. *Journal of Social Change, 10*(1), 19-32. https://doi.org/10.5590/JOSC/2018.10.1.02

Fusch, P., & Ness, L. (2015). Are we there yet? Data saturation in qualitative research. *The Qualitative Report, 20*(9), 1408-1416. https://tqr.nova.edu

Galindo, M. A., & Mendez, M. T. (2014). Entrepreneurship economic growth, and innovation: Are feedback effects at work? *Journal of Business Research, 67*(5), 825-829. https://doi.org/10.1016/j.jbusres.2013.11.052

Galvao, A., Marques, C., & Ferreira, J. J. (2020). The role of entrepreneurship education and training programmes in advancing entrepreneurial skills and new ventures. *European Journal of Training and Development, 44*(6/7), 595-614. https://doi.org/10.1108/EJTD-10-2019-0174

Gangi, Y. A. (2017). The role of entrepreneurship education and training on creation of the knowledge economy: Qatar leap to the future. *World Journal of Entrepreneurship, Management, and Sustainable Development, 13*(4), 375-388. https://doi.org/10.1108/WJEMSD-06-2017-0032

Gartner, W. B. (1989). Who is an entrepreneur? Is the wrong question. *Entrepreneurship Theory and Practice, 12*(4), 11-32. https://doi.org/10.1177/104225878801200401

Gartner, W. B., Gatewood, E., & Shaver, K. G. (1991). Reasons for starting a business: Not so simple answers to simple questions. In Hills, G. E., & LaForge, R. W. B(Eds.), Research at the marketing entrepreneurship interface. University of Illinois at Chicago.

Gentles, S. J., Charles, C., Ploeg, J., & McKibbon, K. A. (2015). Sampling in qualitative research: Insights from an overview of the methods literature. *The Qualitative Report*, 20, 1772-1789. http://tqr.nova.edu/

Gharaveisi, Z., & Dastgoshadeh, A. (2020). Iranian l2 researchers perspectives on research ethics. *HOW*, *27*(1), 103-120. https://doi.org/10.19183/how.27.1.474

Gibb, A. A. (2002). In pursuit of a new enterprise and entrepreneurship paradigm for learning creative destruction, new values, new ways of doing things and new combinations of knowledge. *International Journal of Management Reviews*, *4*(3), 213-269. https://doi.org/10.1111/1468-2370.00086

Gielnik, M. M., Bledow, R., & Stark, M. S. (2020). A dynamic account of self-efficacy in entrepreneurship. *The Journal of Applied Psychology*, *105*(5), 487-505. https://doi.org/10.1037/apl0000451

Goldring, D. (2017). Constructing brand value proposition statements: A systematic literature review. *Journal of Marketing Analytics*, *5*(2), 57-67. https://doi.org/10.1057/s41270-017-0014-6

Goldsmith, R., Lafferty, B., & Newell, S. (2000). The impact of corporate credibility and celebrity credibility on consumer reaction to advertisements and brands. *Journal of Advertising*, *29*(3), 43-54. https://doi.org/10.1080/00913367.2000.10673616

Gordon, E. J., & Prohaska, T. R. (2006). The ethics of withdrawal from study participation. *Accountability in Research, 13*(4), 285-309. https://doi.org/10/1080/08989620600848645

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds). *Handbook of qualitative research.* Sage Publication.

Hadi, M. A., & Closs, J. S. (2016). Ensuring rigour and trustworthiness of qualitative research in clinical pharmacy. *International Journal of Clinical Pharmacy, 38,* 641-646. https://doi.org/10.1007/s11096-015-0237-6

Hansemark, O. C. (1998). The effects of an entrepreneurship programme on need for achievement and locus of control of reinforcement. *International Journal of Entrepreneurial Behavior and Research, 4*(1), 28-50. https://doi.org/10.1108/13552559810203957

Haroon, A. A. S., & Usman, G. (2019). Need for achievement as a predictor of entrepreneurial behavior: The mediating role of entrepreneurial passion for founding and entrepreneurial interest. *International Review of Management and Marketing*, *10*(1), 40–53. https://doaj.org/article/65345b2237f047479b5ba017957f1f4e

Hartsenko, J., & Venesaar, U. (2017). Impact of entrepreneurship teaching models on students' entrepreneurial intentions: The case of Estonia and Hungary. *Research in Economics & Business: Central & Eastern Europe*, *9*(1), 72-92. https://www.majandus.tfu.ee

Hassan, H. M. K. (2020). Intention towards social entrepreneurship of university students in an emerging economy: The influence of entrepreneurial self-efficacy and entrepreneurship education. *On the Horizon, 28*(3), 133-151. https://doi.org/10.1108/OTH-04-2020-0012

Henry, C., Hill, F., & Leitch, C. (2005). Entrepreneurship education and training: Can entrepreneurship be taught? Part 1. *Education + Training, 47*(2), 98-111. https://doi.org/10.1108/00400910510592211

Herzberg, F., Mausner, B., & Synderman, B. (1959). *The motivation to work.* (2nd ed.). John Wiley & Sons.

Heyman, F., Norback, P. J., Persson, L., & Andersson, F. (2019). Has the Swedish business sector become more entrepreneurial than the US business sector? *Research Policy, 48*(7), 1809-1822. https://doi.org/10.1016/j.respol.2019.04.007

Hindle, K. G. (2007). *Teaching entrepreneurship at university: From the wrong building to the right philosophy.* In Greene, P., and Rice, M. (Eds). Edward Elgar.

Ho, M. H. R., Uy, M. A., Kang, B. N. Y., & Chan, K. M. (2018). Impact of entrepreneurship training on entrepreneurial efficacy and alertness among adolescent youth. *Frontiers in Education, 3*(13), 1-10. https://doi.org/10.3389/feduc.2018.00013

Houghton, C., Casey, D., Shaw, D., & Murphy, K. (2013). Rigour in qualitative case study research. *Nurse Researcher, 20*(4), 12-17. https://doi.10.7748/nr2013.03.20.4.12.e326

Hughes, R., & Pace, C. R. (2003). Using NSSE to study retention and withdrawal. *Assessment Update, 15*(4), 1-2. https://onlinelibrary.wiley.com

Hur, J. (2020, November 01). History of Entrepreneurship. https://bebusinessed.com/history/history-of-entrepreneurship/#:~:text=Believe%20it%20or%20not%2C%20the%20first%20entrepreneurs%20can,needed%20goods%20%E2%80%93%20like%20tools%2C%20skins%2C%20and%20food.

Ismail, I., Rahim, N. A., Kamal, M. H. M., Mat, R. C., & Husin, N. (2015). Investigating the needs for achievement, risk taking and tolerance for ambiguity toward entrepreneurial passion among single mother entrepreneur in Malaysia. *Procedia Economics and Finance*, *31*, 110–116. https://doi.org/10.1016/S2212-5671(15)01137-5

Jensen, S. H., Poulfelt, F., & Kraus, S. (2010). Managerial routines in professional service firms: Transforming knowledge into competitive advantages. *Service Industries Journal*, *30*(12), 2045-2062. https://doi.org/10.1080/02642060903191082

Lopes, J. M., Gomes, S., Santos, T., Oliveira, M., & Oliveira, J. (2021). Entrepreneurial intentions before and during COVID-19: A case study on Portuguese university students. *Education Sciences, 11*(273), 1-18. https://doi.org/10.3390/educsci11060273

Johnson, B. (1990). Toward a multidimensional model of entrepreneurship: The case of achievement motivation and the entrepreneur. *Entrepreneurship Theory and Practice*, *14*(3), 39-54. https://doi.org/10.1177/104225879001400306

Johnson, R. B., Onwuegbuzie, A. J., & Turner, L. A. (2007). Toward a definition of mixed methods research. *Journal of Mixed Methods Research*, *1*(2), 112-133. https://doi.org/10.1177/1558689806298224

Jones, B., & Iredale, N. (2010). Enterprise education as pedagogy. *Education + Training*, *52*(1), 7-19. https://doi.org/10.1108/00400911011017654

Jones, P., Jones, A., & Packham, G. (2009). E-learning induction design for an undergraduate entrepreneurship degree. *International Journal of Management Education*, *8*(1), 37-51. https://doi.org/10.3794/ijme.81.210

Junior Achievement. (2020). About us. https://jausa.ja.org/about/index

Junior Achievement. (2009). Junior Achievement retrospective report. https://ja.org

Katz, J. A. (2008). Fully mature but not fully legitimate: A different perspective on the state of entrepreneurship education. *Journal of Small Business Management*, *46*(4), 550-566. https://doi.org/10.1111/j.1540-627X.2008.00236.x

Keh, H. T., Foo, M. D., & Lim, B. C. (2002). Opportunity evaluation under risky conditions: The cognitive processes of entrepreneurs. *Entrepreneurship: Theory and Practice*, *27*(2), 125-149. https://gale.com/c/academic-onefile-select

Khurana, H., & Joshi, V. (2017). Motivation and its impact on individual performance: A comparative study based on McClelland's Three Need model. *CLEAR*

International Journal of Research in Commerce & Management, *8*(7), 110–116. http://www.clear-research.in/

Kim, G., Kim, D., Lee, W. J., & Joung, S. (2020). The effect of youth entrepreneurship education programs: Two large scale experimental studies. *Sage Open, 10,* https://doi.org/10.1177/2158244020956976

Krakauer, P. V., de C., Serra, F. A. R., & de Almeida, M. I. R. (2017). Using experiential learning to teach entrepreneurship: A study with Brazilian undergraduate students. *International Journal of Educational Management*, *31*(7), 986–999. https://doi.org/10.1108/IJEM-09-2016-0189

Kuh, G. D. (2009). The national survey of student engagement: Conceptual and empirical foundations. *New Directions for Institutional Research, 141,* 5–20. https://doi.org/10.1002/ir.283

Kuh, G. D., Cruce, T. M., Shoup, R., Kinzie, J., & Gonyea, R. M. (2008). Unmasking the effects of student engagement on first year college grades and persistence. *The Journal of Higher Education*, *79*(5), 540-563. https://doi.org/10.1353/jhe.0.0019

Lakshmi, B. (2014). Reflective practice through journal writing and peer observation: A case study. *The Turkish Online Journal of Distance Education, 15*(4), 189-204. https://doi.org/10.17718/TOJDE.21757

Lanivich, S. E., Bennett, A., Kessler, S. R., McIntyre, N., & Smith, A. W. (2020). RICH with well-being: An entrepreneurial mindset for thriving in early-stage entrepreneurship. *Journal of Business Research,* 1-10. https://doi.org/10.1016/j.jbusres.2020.10.036

Li, F., Qi, J., Wang, G., & Wang, X. (2014). Traditional classroom vs e-learning in higher education: Difference between students' behavioral engagement. *International Journal of Emerging Technologies in Learning (IJET), 9*(2), 48-51. https://doi.org/10.3991/ijet.v9i2.3268

Liang, J., Wang, H., & Lazear, E. P. (2018). Demographics and entrepreneurship. *Journal of Political Economy, 126*, S140-S196. https://doi.org/10.1086/698750

Linan, F. (2004). Intention based models of entrepreneurship education. *International Journal of Entrepreneurship and Small Business, 19*(1), 11-35. https://www.inderscience.com/jhome.php?jcode=ijesb

Littunen, H. (2000). Entrepreneurship and the characteristics of the entrepreneurial personality. *International Journal of Entrepreneurial Behavior & Research, 6,* 295-310. https://doi.org/10.1108/13552550010362741

Maher, M. (2004). What really happens in cohorts. *About Campus, 9*(3), 18-23. https://doi.org/10.1002/abc.95

Maroco, J., Assuncao, H., Harju-Luukkainen, H., Lin, S. W., Sit, P. S., Cheung, K. C., Maloa, B., Ilic, I. S., Smith, T. J., & Campos, J. A. D. B. (2020). Predictors of academic efficacy and dropout intention in university students: Can engagement suppress burnout? *PloS One, 15*(10), 1-26. https://doi.org/10.1371/journal.pone.0239816

Marshall, C., & Rossman, G. B. (2016). *Designing qualitative research* (6th ed.). Sage.

Maslow, A. H. (1943). A theory of human motivation. *Psychological Review, 50*(4), 370-396. https://doi.org/10.1037/h0054346

McClelland, D. C. (1961). Achieving societies in the modern world. In *The achieving society*. (pp. 63–106). D Van Nostrand Company. https://doi.org/10.1037/14359-003

McClelland, D. C. (1965). N achievement and entrepreneurship: A longitudinal study. *Journal of Personality & Social Psychology, 1*(4), 389-392. https://doi.org/10.1037/h0021956

McCormick, B., & Folsom, B. W. (2020). The greatest entrepreneurs and businesspeople in American history: A replication of the 2001 ranking. *Cogent Business & Management*, *7*(1). https://doi.org/10.1080/23311975.2020.1735804

McCue, K., & Lawrence, J. (2018, January 16). *Startup firms on the rise but still below pre-recession levels.* United States Census Bureau. https://www.census.gov/library/stories/2018/01/startup-firms.html

McKim, C. A. (2017). The value of mixed method research: A mixed method study. *Journal of Mixed Methods Research, 11*(2), 202-222. https://doi/org/10.1177/1558689815607096

McVay-Lynch, M. (2002). *The online educator: A guide to creating the virtual classroom.* Routledge/Falmer.

Meeks, M. D., Hofer, C. W., & Carton, R. B. (1998). *The entrepreneur and entrepreneurship: Operational definitions of their role in society* [Paper presentation]. Annual International Council for Small Business 1998, Singapore. https://www.academia.edu/4892378

Metselaar, S. (2019). Commentary 1: Informed consent of research participants: The gap between regulations and reality. *Journal of Empirical Research on Human Research Ethics, 14*(5), 433-435. https://doi.org/10.1177/1556264619831589a

Meyer, N., & Hamilton, L. (2020). Female entrepreneurs' business training and its effect on various entrepreneurial factors: Evidence from a developing country. *International Journal of Economics and Finance Studies*, *12*(1), 135–151. https://doi-org/10.34109/ijefs.202012109

Miller, C. (2019). *Interviewing strategies, rapport, and empathy.* Springer. https://doi.org/10.1007/978-1-4939-9127-3_2

Moorer, C., Jr. (2014). The TEACH method: An interactive approach for teaching the needs-based theories of motivation. *Journal of College Teaching & Learning, 11*(1), 9-12. https://doi.org/10.19030/tlc.v11i1.8392

Morse, J. M. (2015). "Data were saturated…". *Qualitative Health Research*, *25*(5), 587-588. https://doi.org/10.1177/1049732315576699

Muda, M., Musa, R., Mohamed, R. N., & Borhan, H. (2014). Celebrity entrepreneur endorsement and advertising effectiveness. *Procedia - Social and Behavioral Sciences*, *130*, 11–20. http://dx.doi.org/10.1016/j.sbspro.2014.04.002

Murnieks, C. Y., Cardon, M. S., Sudek, R., White, T. D., & Brooks, W. T. (2016). Drawn to the fire: The role of passion, tenacity, and inspirational leadership in angel investing. *Journal of Business Venturing, 31*(4), 468-484. https://doi.org/10.1016/j.jbusvent.2016.05.002

Naidu, T., & Prose, N. (2018). Re-envisioning member checking and communicating results as accountability practice in qualitative research: A South African community-based organization example. *Forum: Qualitative Social Research*, *19*(3), 783-797. https://doi.org/10.17169/fqs-19.3.3153

National Survey of Student Engagement. (2020). https://nsse.indiana.edu/nsse/reports-data/nsse-overview.html

Naudé, W. (2019, October 08). The Surprising Decline of Entrepreneurship and Innovation in the West. The Conversation. https://theconversation.com/the-surprising-decline-of-entrepreneurship-and-innovation-in-the-west-124552#:~:text=The%20ossified%20economy%20No%20matter%20what%20measure%20of,declined%20by%20around%2050%25%20between%201978%20and%202011

Neneh, B. N. (2020). Entrepreneurial self-efficacy and a student's predisposition to choose an entrepreneurial career path: The role of self-perceived employability. *Education and Training*, *62*(5), 559-580. https://doi.org/10.1108/ET-06-2019-0108

Nesbit, R., Christensen, R. K., & Brudney, J. L. (2018). The limits and possibilities of volunteering: A framework for explaining the scope of volunteer involvement in public and nonprofit organizations. *Public Administration Review*, *78*(4), 502-513. https://doi.org/10.1111/puar.12894

Newman, A., Obschonka, M., Schwarz, S., Cohen, M., & Nielsen, I. (2019). Entrepreneurial self-efficacy: A systematic review of the literature on its theoretical foundations, measurements, antecedents, and outcomes, and an agenda for future research. *Journal of Vocational Behavior, 110,* 403-419. https://doi.org/10.1016/j.jvb.2018.05.012

Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence Based Nursing, 18*(2), 34-35. https://doi.org/10.1136/eb-2015-102054

Nolan, S., Hendricks, J., Williamson, M., & Ferguson, S. (2018). Using narrative inquiry to listen to the voices of adolescent mothers in relation to their use of social networking sites (SNS). *Journal of Advanced Nursing (John Wiley & Sons, Inc), 74*(3), 743-751. https://doi.org/10.1111/jan.13458

Northouse, P. G. (2016). *Leadership theory and practice* (7th ed.). Sage.

Nowinski, W., Haddoud, M. Y., Lancanc, D., Egerova, D., & Czegledi, C. (2017). The impact of entrepreneurship education, entrepreneurial self-efficacy and gender on entrepreneurial intentions of university students in the Visegrad countries. *Studies in Higher Education*, *44*(2), 361-379. https://doi.org/10.1080/03075079.2017.1365359

Obama, B. (2011, February). Startup America. https://obamawhitehouse.archives.gov/economy/business/startup-america

O'Reilly, M., & Parker, N. (2013). Unsatisfactory saturation: A critical exploration of the notion of saturated sample sizes in qualitative research. *Qualitative Research Journal*, *13*(2), 190-197. https://doi.org/10.1177/1468794112446106

Ormel, I., Magalhaes, M., Josephson, D., Tracey, L., & Law, S. (2020). How to know what to know: Information challenges for women in the diagnostic phase of breast cancer. *Patient Education and Counseling*, 1-7. https://doi.org/10.1016/j.pec.2020.06.030

Özsungur, F. (2019). A research on women's entrepreneurship motivation: Sample of Adana Province. *Women's Studies International Forum*, *74*, 114-126. https://doi.org/10.1016/j.wsif.2019.03.006

Packard, M. D., & Burnham, T. A. (2021). Do we understand each other? Toward a simulated empathy theory for entrepreneurship. *Journal of Business Venturing*, *36*(1), 1-16. https://doi.org/10.1016/j.busvent.2020.106076

Peak, D., & Berge, Z. L. (2006). Evaluation and eLearning. *The Turkish Online Journal of Distance Education*, *7*(1), 124-131. https://academia.edu/2854495/Evaluation_and_eLearning

Peesker, K. M., Ryals, L. J., Rich, G. A., & Boehnke, S. E. (2019). A qualitative study of leader behaviors perceived to enable salesperson performance. *Journal of Personal Selling & Sales Management*, *39*(4), 319-333. https://doi.org/10.1080/08853134.2019.1596816

Piperopoulous, P., & Dimov, D. (2015). Burst bubbles or build steam? Entrepreneurship education, entrepreneurial self-efficacy, and entrepreneurial intentions. *Journal of Small Business Management*, *53*(4), 970-985. https://doi.org/10.1111/jsbm.12116

Pretti, T. J., Parrott, P., Hoskyn, K., Fannon, A. M., Church, D., & Arsenault, C. (2020). The role of work integrated learning in the development of entrepreneurs. *International Journal of Work Integrated Learning*, *21*(4), 451-466. https://www.apjce.org/

Pulgarín, S., & Acevedo, M. C. (2012). Aportes a la caracterización del comportamiento emprendedor de los estudiantes de la Konrad Lorenz. [Contributions to the characterization of entrepreneurial behavior of Konrad Lorenz students]. *Suma de Negocios*, *3*(5), 109–138. https://doaj.org/article/cc61e93b7b2448ef8dbe4660acb455ec

Purusottama, A., & Akbar, T. F. (2019). Entrepreneurship preference among university students: An evidence of entrepreneurship education program. *Jurnal Dinamika Manajemen*, *10*(2), 185–196. https://doi.org/10.15294/jdm.v10i2.21066

Puzanova, Z. V., & Semenova, I. V. (2015). Motives to choose manager profession (the results of the survey in PFUR). *RUDN Journal of Sociology*, *15*(3), 91-104. http://journals.rudn.ru/sociology/article/view/6281

Qing, P., Li, C., Chan, S. H. J., & Deng, S. (2020). Farmer entrepreneurs in China: An empirical investigation of their motivations, success factors, and challenges faced. *Journal of Small Business & Entrepreneurship*, *33*(3), 349-369. http://dx.doi.org/10.1080/08276331.2020.1818539

Queiros, A., Faria, D., & Almeida, F. (2017). Strengths and limitations of qualitative and quantitative research methods. *European Journal of Education Studies*, *3*(9), 369-387. https://doi.org/10.528/zenodo.887089

Ramsey, J. E., Pang, J. S., Ho, M.-H. R., & Chan, K. Y. (2017). Need for power predicts career intent in university students. *Journal of Career Assessment*, *25*(3), 389–404. https://doi.org/10.1177/1069072716639690

Rauch, A., & Frese, M. (2007). Let's put the person back into entrepreneurship research: A meta-analysis on the relationship between business owners personality traits, business creation, and success. *European Journal of Work and Organizational Psychology, 16*(4), 353-385. https://doi.org/10.1080/13594320701595438

Regele, M. D., & Neck, H. M. (2012). The entrepreneurship education subecosystem in the United States: Opportunities to increase entrepreneurial activity. *Journal of Business & Entrepreneurship, 23*(2), 25-47. https://www2.stetson.edu/asbe/jbe/

Riad-Shams, S. M., & Kaufmann, H. R. (2016). Entrepreneurial co-creation: A research vision to be materialized. *Management Decision, 54*(6), 1250-1268. https://doi.org/10.1108/MD-11-2015-0487

Ribeiro-Soriano, D., & Kraus, S. (2018). An overview of entrepreneurship, innovation, and sensemaking for improving decisions. *Group Decisions and Negotiation, 27*(3), 313-320. https://doi.org/10.1007/s10726-018-9569-7

Rideout, E. C., & Gray, D. O. (2013). Does entrepreneurship education really work? A review and methodological critique of the empirical literature on the effects of university-based entrepreneurship education. *Journal of Small Business Management, 51*(3), 329-351. https://doi.org/10.1111/jsbm.12021

Rocha, H., & Miles, R. (2009). A model of collaborative entrepreneurship for a more humanistic management. *Journal of Business Ethics, 88*(3), 445-462. https://doi.org/10.1007/s10551-009-0127-8

Saunders, M. N. K., Lewis, P., & Thornhill, A. (2016). *Research methods for business students* (7th ed.). Pearson Education Limited.

Savall, A., & Cai-Hillon, Y. (2016). New insights of strategic venturing through socio-economic approach to management. *Academy of Management Proceedings, 2016*(1), 1. https://doi.org/10.5465/AMBPP.2016.13053abstract

Schumpeter, J. A. (1934). *The Theory of Economic Development: An Inquiry into Profits, Capital, Credit, Interest and the Business Cycle.* Harvard University Press.

Schwartz, T., Stevens, G., Ramirez, L., & Wulf, V. (2013). Uncovering practices of making energy consumption accountable. A phenomenological inquiry. *ACM Transactions on Computer Human Interaction, 20*(1), 1-30. https://doi.org/10.1145/2463579.2463583

Segarra, C. A. (2021). C startup networks, startup network as an instrument for open innovation during uncertainty: The legal framework in Ecuador. *Journal Faculty of Jurisprudence, 9*(1), 291-218. https://doi.org/10.26807/rfj.vi9.358

Seligmann, L. J., & Estes, B. P. (2019). Innovations in ethnographic methods. *American Behavioral Scientist, 64*(2), 176-197. https://doi.org/10.1177/0002764219859640

Sheth, J. (2021). New areas of research in marketing strategy, consumer behavior, and marketing analytics: The future is bright. Journal of Marketing, Theory & Practice, 29(1), 3-12. https://doi.org/10/1080/10696679.2020.1860679

Shane, S. (2011, March 24). *The Great Recession's Effect on Entrepreneurship.* Federal Reserve Bank of Cleveland. https://www.clevelandfed.org

Simon, M., Houghton, S. M., & Aquino, K. (2000). Cognitive biases, risk perception, and venture formation: How individuals decide to start companies. *Journal of*

Business Venturing, *15*(2), 113-134. https://doi.org/10.1016/s0883-9026(98)00003-2

Sitkin, S. B., & Pablo, A. L. (1992). Reconceptualizing the determinants of risk behavior. *The Academy of Management Review*, *17*(1), 9-38. https://doi.org/10.2307/258646

Snider, J. H., & Davies, K. J. (2018). Success strategies for small financial planning firms. *International Journal of Applied Management & Technology*, *17*(1), 22-34. https://doi.org/10.5590/IJAMT.2018.17.1.02

Speck, P. S., Schumann, D. W., & Thomson, C. (1988). Celebrity endorsements-scripts, schema and roles: Theoretical framework and preliminary tests. *Advances in Consumer Research*, 15(1), 69-76. https://www.acrweb.org/

Summit Consulting. (2009). Toward effective education of innovative entrepreneurs in small business: Initial results from a survey of college students and graduates. http://archive.sba.gov/advo/research/rs353tot.pdf.

Surangi, H. A. K. N. S. (2020). Systematic literature review on female entrepreneurship: Citation and thematic analysis. *Kelaniya Journal of Management*, *9*(2), 40–54. https://doi.org/10.4038/kjm.v9i2.7643

Tadajewski, M., & Jones, B. (2017). Autobiographical reflections Part 2: Risk, tenacity, and philosophies of research. *Journal of Historical Research in Marketing*, *9*(3), 210-216. https://doi.org/10.1108/JRHM-06-2017-0020

Tan, S. S., & Ng, C. K. F. (2006). A problem-based learning approach to entrepreneurship education. *Education + Training*, *48*(6), 416-428. https://doi.org/10.1108/00400910610692606

Taylor, M. A. (2018). *Closing the entrepreneurship gap: Fostering entrepreneurship among African Americans in Milwaukee* (Order No. 10816427). [Doctoral dissertation, Cardinal Stritch University] ProQuest Dissertations & Theses Global.

Theofanidis, D., & Fountouki, A. (2018). Limitations and delimitations in the research process. *Perioperative Nursing, 7*(3), 155-163. https://doi.org/10.5281/zenodo.2552022

Timmons, J. A. (2000). *New venture creation: Entrepreneurship 2000* (5th ed.). Irwin.

Toubes, D. R., del Junco, J. G., & Abe, M. (2019). Cross cultural analysis of Japanese and Mediterranean entrepreneurs during the global economic crisis. *Journal of International and Global Studies, 10*(2), 47-64. https://link.gale.com/apps/doc/A627070500/EAIM?u=minn4020&sid=EAIM&xid=c4a919b9

Turko, E. S. (2016). Can entrepreneurship education reduce stereotypes against women entrepreneurship? *International Education Studies, 9*(11), 53-65. https://doi.org/10.5539/ies.v9n11p53

United States Chamber of Commerce. (2019 February 25). *We ask: What's your biggest challenge? Entrepreneurs say: It's financing.* https://www.uschamber.com/co/run/business-financing/business-financing-challenges#:~:text=Small%20community%20banks%20are%20often%20more%20willing%20to,loans%20under%20%24100%2C000%20because%20they%27re%20simply%20not%20profitable.

United States Department of Health and Human Services, Office of the Secretary, The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research. (1979). *The Belmont Report: Ethical principles and guidelines for the protection of human subjects of research.* http://www.hhs.gov/ohrp/humansubjects/guidance/belmont.html

U.S. Department of Labor, Bureau of Labor Statistics. (2019). *Research data on the nonprofit sector.* https://www.bls.gov/bdm/nonprofits/nonprofits.htm

U.S. Small Business Administration. (2017). Office of advocacy: *About the SBA.* https://www.sba.gov/node/1579366

U.S. Small Business Administration. (2019). Office of advocacy. *United States small business profile.* https://www.sba.go/sites/default/files/advocacy/United_States.pdf

Valencia-Arias, A., & Restrepo, L. A. M. (2020). Entrepreneurial intentions among engineering students: Applying a theory of planned behaviour perspective. *Periodica Polytechnica: Social & Management Sciences, 28*(2), 59-69. https://doi.org/10.3311/PPso.12731

Vandor, P. (2021). Are voluntary international migrants self-selected for entrepreneurship? An analysis of entrepreneurial personality traits. *Journal of World Business, 56*(2), 1-15. https://doi.org/10.1016/j.jwb.2020.101142

Van Scotter, J. R., & Garg, S. (2019). Entrepreneurial tenacity and self-efficacy effects on persisting across industry contexts. *Contemporary Management Research, 15*(3), 147–173. https://doi.org/10.7903/cmr.19501

Verma, N. (2017). A profile-based study on McClelland's needs. *Journal of Management Research (09725814), 17*(2), 65-73. http://www.sapub.com

Vidyanata, D., Sunaryo, S., & Hadiwidjojo, D. (2018). The role of brand attitude and brand credibility as a mediator of the celebrity endorsement strategy to generate purchase intention. *Jurnal Aplikasi Manajemen, 16*(3), 402-411. https://doi.org/10.21776/ub.jam.2018.016.03.04

Wang, Y. S., Tseng, T. H., Wang, Y. M., & Chu, C. W. (2019). Development and validation of an internet entrepreneurial self-efficacy scale. *Internet Research, 30*(2), 653-675. https://doi.org/10.1108/INTR-07-2018-0294

Wei, J., Chen, Y., Zhang, Y., & Zhang, J. (2020). How does entrepreneurial self-efficacy influence innovation behavior? Exploring the mechanism of job satisfaction and Zhongyong thinking. *Frontiers in Psychology, 11*, https://doi.org/10.3389/fpsyg.2020.00708

Widmer, M., Bonet, M., & Betran, A. P. (2020). Would you like to participate in this trial? The practice of informed consent in intrapartum research in the last 30 years. *PLoS ONE, 15*(1), 1-10. https://doi.org/10.1371/journal.pone.0228063

Yin, R. K. (2018). *Case study research and applications: Designs and methods* (6th ed.). Sage.

Zahra, S. A. (2007). Contextualizing theory building in entrepreneurship research. *Journal of Business Venturing, 22*(3), 443-452. https://doi.org/10.1016/j.jbusvent.2006.04.007

Zeng, X., & Ouyang, Y. (2020). Entrepreneurship: Tenacity, future self-continuity, and inter- temporal risky choice. *Frontiers in Psychology, 11*. https://doi.org/10.3389/fpsyg.2020.01647

Zimmer-Gembeck, M. J., & Collins, W. A. (2003). Autonomy development during adolescence. In Adams, G. R. & Berzonsky (Eds), 175-204. Blackwell.

Appendix: Interview Protocol

Participant:
Researcher:
Date:
Time:
Place:

Introduction:

My name is Juanita Williams. The goal of this research project is to explore strategies that nonprofit leaders use to increase client engagement in entrepreneurship programs. I will use this information from the interview to identify how nonprofit leaders use specific strategies to increase client engagement in entrepreneurship programs.

Prior to the interview, I emailed you a copy of the consent from, which you emailed back to me providing me with your consent. The interviews will take approximately 30 minutes to complete and will follow a semistructured interview format. I will record the interview. For anonymity I will identify you as Participant (Participant 1; Participant 2; and Participant 3). For coding purposes of the transcript, you will be identified as P1; P2; and P3. You can voluntarily withdraw from this research project at any time by expressing your intent verbally or by providing written correspondence electronically. Do you have any questions or concerns you would like to share with me before we get started? If there are other questions or concerns, we will get started. I will be hand recording the interview. Do I have your permission to start the recording?

Turn on the voice recorder.

Central Research Question: What strategies do nonprofit leaders use to increase client engagement in entrepreneurship programs?

Introduction Questions:

1. What is your role at …….(Nonprofit Organization)?
2. When did you start working with …….(Nonprofit Organization)?
3. What does client engagement mean to you?

Interview Questions:

1. What strategies do you use to increase client engagement in your entrepreneurship programs?
2. How do you measure client engagement in your entrepreneurship programs?
3. What are some key challenges you experienced with keeping participants engaged in your entrepreneurship program?
4. How do you determine the success of your entrepreneurship program? What strategies do you use to increase client engagement in your entrepreneurship programs?
5. What other information can you share to help me understand your organization's strategies for increasing client engagement in your entrepreneurship program?

Thank you for your time today. I will provide a copy of the transcript for your review following the interview. If there are any questions or concerns that you would like to discuss or additional information that pertains to this study, please feel free to reach out to me at XXXXX . Have a great day!