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# An investigation into delegation of strategy and operational tasks by right brain dominant entrepreneurs

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Background to/context of the research - Research question(s), aim(s) and objectives - Why the study is necessary/important - Methodology - Outline of the key research findings - Overview of chapter structure of the remainder of assignment
- The literature review chapter is relevant to the research question(s), aim(s) and objectives and: - Draws on the work of key authors - Covers a representative sample of the most significant literature (the seminal/most widely cited works as well as recent research) and highlights key theoretical themes
- The literature review is a logically structured, and a well-argued exposition of 'what is known'
- The methodology chapter: - Contains justification for the paradigm (ontology/epistemology) - Contains justification for the research method(s) selected - Details the research procedures adopted (e.g. sampling, unit of analysis, procedures for maximising rigour and robustness, methods of data analysis etc) - Contains ethical considerations and decisions
- The findings chapter reports the results in detail and provides possible explanations for the various findings

The discussion of findings chapter makes appropriate linkages between the findings and the literature reviewed

The conclusions chapter includes: - Conclusions about each research question and/or hypothesis - General conclusions about the research problem - Implications for theory - Implications for policy and/or management practice

The recommendations chapter contains: - Limitations of the research - Suggestions for practice and future research.

The bibliography is in alphabetical order and follows the Harvard system (see Appendix 7)

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This is to certify that:

- i. The dissertation comprises only my original work;
  
- ii. Due acknowledgement has been made in the text to all other materials used;
  
- iii. No portion of the work referred to in the dissertation has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

---

T A Cuthbert

Date: 01/09/2015

**MGT9090 Dissertation**

**An investigation into delegation of strategy and operational tasks by ‘right brain dominant’ entrepreneurs.**

**Andrew Cuthbert**

**Word Count: 16,569**

**Submitted in part fulfilment of the degree of Master of Business Administration**

**Submitted 2015**

**Queen’s University Management School**

**2015**

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Thomas Andrew Cuthbert [ Date, 01/09/2015 ]

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Lastly and most importantly I would like to thank my wife Gillian and children Sophie, Olivia and Imogen for being so understanding when I was stealing time to work on my MBA among other things. I cherish every moment we spend together.

## Abstract

This dissertation contributes to the literature on delegation within right brain entrepreneurs.

Brain hemisphere dominance was used as a selection mechanism during sampling in order to select a body of 6 participant entrepreneurs. This dissertation argues that brain hemisphere dominance should be further investigated as a mechanism for the categorisation of entrepreneurs given the dissertation expects that ‘left brain dominant,’ and ‘right brain dominant,’ entrepreneurs may think differently based on the literature.

The dissertation found that the participant right brain entrepreneurs viewed delegation in a significantly different way from how managers had viewed delegation within the body of literature researched. Although no generalisations are made the dissertation suggests further research into the area.

Within the participant group views on what was most important in delegation management varied however ‘culture,’ ‘attitude,’ and ‘ethos,’ were reoccurring themes. These had not been significant themes in the consideration of delegation by other stakeholders within the literature.

It would appear that the participant group seemed more emotionally connected to the businesses they worked in than other stakeholders within the literature. It was clear that the entrepreneurs selected staff based on their emotional connection with the businesses they work in and that the participant entrepreneurs could be more sensitive than most to vertical dyad linkage (VDL), resulting in delegation based on being ‘in,’ or ‘out,’ given the small sample size this should not be generalised but further investigation is recommended.

This dissertation identified that without exception participants chose not to delegate any element of what they termed ‘strategy.’



The common theme of belief was that others would not be as 'capable,' in that area as the entrepreneur, who would often see themselves as 'a leader,' rather than 'a manager'.

There were distinct differences in how participants who had reached different stages in a business lifecycle responded to questions on delegation. This difference in approach to delegation seemed to correlate with an increased sophistication of the approach based on the level of experience and size of business the entrepreneur had worked in or created.

Earlier stage entrepreneurs expressed a desire to be able to delegate better however they conceded that they found it difficult to 'let go,' while they remained within the lead executive role. Although it is not suitable to generalise the author would point out that those entrepreneurs who had been prepared to isolate their own skills and delegate all operational tasks appeared to have grown significantly larger organisations more rapidly, than those who seemed stifled by this problem. This dissertation would suggest further investigation of this given its potential significance for developing high potential entrepreneurs.

The participant Entrepreneurs in general were able to isolate distinct learning styles which they felt appropriate for them and there was a degree of consistency in responses in this regard.

There were consistent links to the 'entrepreneurial learning,' theme. Entrepreneurs explained a background of a hands on problem solving approach to the development of their delegation management skills. Their knowledge in general had come from learning directly from the experience of coaches, mentors and/or inspirational figures. The participants tended to have little respect for an academic systematic approach to business and it is felt this could be useful feedback in the creation of future support programs for both nascent and experienced right brain entrepreneurs by public bodies in Northern Ireland.

Ultimately this dissertation suggests further research into delegation management, in order that wider generalisations can be made and new understandings of how entrepreneurs approach the topic.

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## 1.0 Introduction

### 1.1 Introduction

Steve Jobs famously stated “the people who are crazy enough to think they can change the world are the ones who do.” Entrepreneurs are a group that fit this description and are widely admired by the public, however how they operate and work with staff on a day to day basis is not well understood. Steve Job was notoriously difficult for staff to work with and as such this dissertation aims to explore the topic of delegation within entrepreneurs.

In an academic context this dissertation set out to add to the regional literature on delegation within right brain entrepreneurs. In terms of practice the research aims to identify learning that may be used in the training of nascent entrepreneurs.

What in fact is a ‘right brain entrepreneur’? This leads to a broader question. What is an entrepreneur in the first place?

Also what is delegation? How is it viewed by the entrepreneurs within the study? Are there any inferences that allow us to compare or contrast the participant’s behaviours with the results from other studies?

Do right brain entrepreneurs approach and value delegation in the same way as other stakeholders within business? This dissertation explores these questions from a regional ‘Northern Ireland’ context and will aim to identify any findings that contribute to the literature, and add value in explaining if entrepreneurs should be trained in ‘delegation management,’ and what type of training may be of most value to them.

## 1.2 Research Aims and Objectives

### Aim

The overall aim of the work is to Explore and improve understanding of how the participant right brain Entrepreneurs manage delegation within their businesses and to derive insight from this into how they delegate operational and strategic tasks.

### Objectives:

1. To explore “delegation management,” as considered from the perspective of the participant right brain dominant entrepreneurs.
2. To explore the critical incidents described by the entrepreneurs to identify trends and patterns in how right brain dominant entrepreneurs approach delegation management.
3. To identify if there are differences in how right brain dominant entrepreneurs viewed the delegation of strategy and operations.
4. To provide recommendations on how right brain entrepreneurs might be trained in delegation management.

Critical incidence technique will be used throughout the dissertation to interpret recorded observations from a series of interviews with the entrepreneurs and to identify trends and patterns within responses.

The aim of the research was selected based on the need to review the process of delegation management within the entrepreneurs. Glancey (1998) and Romano (1989) both suggest that enterprises run by entrepreneurs who do not delegate effectively tend to grow less effectively. Through identifying critical incidents experienced by the entrepreneur using semi-structured interviews Van Teijlingen (2014), this dissertation will investigate how the entrepreneurs

developed their delegation skills and will aim to develop recommendations as to how entrepreneurs might be trained in regards to delegation management.

In order to meet the research aims, and objectives six participants are being selected. These participants come from a variety of industries and have developed businesses that have reached different points of development as described in Greiner's Lifecycle model Greiner (1997). Cummins and Kelly (2010) identified 70% of the entrepreneurs who participated in their survey as right brain dominant. This dissertation is restricted to those who are right hemisphere dominant, given it has been suggested from the results of Cummins and Kelly (2010) that these groups could have significantly different attitudes to delegation than their left brain dominant counterparts.

### 1.3 Background to the Research Question

In order to finalise the research question 'An investigation into delegation of strategy and operational tasks by 'right brain dominant' entrepreneurs.' A number of gaps had first been highlighted in the literature as per table 1.2.1. It is a desire to explore these gaps that has suggested the use of qualitative research techniques to identify how some of these gaps in the literature can be developed.

In addition to filling gaps in the literature, there is a desire to identify benefits to the practice of training and developing nascent entrepreneurs.



Table 1.3.1: The Gaps in the Literature

Gaps identified in the Literature	Evidence
Further regional, culturally specific and local level entrepreneurship research is needed	<p>The need for research into "the nature of entrepreneurial activity and the process of its exploitation... (Acs and Audretsch 2010:2-3)</p> <p>Entrepreneurship research tends to operate without regard for local settings (Wagner and Sternberg, 2004:222)</p> <p>The importance of culture in entrepreneurship research is often overlooked (Dana, 2007)</p>
Further investigate differences in how left and right brain hemisphere dominance impacts entrepreneurship	<p>Cummins and Kelly (2010) highlights that 70% of entrepreneurs are right brain dominant, and that this may impact how individual entrepreneurs think.</p>
Further investigate the impact of business lifecycle stages and the impact of evolutions and revolutions on how entrepreneurs consider issues	<p>Greiner (1997) identifies a model that defines that founding entrepreneurs will think differently based on the stage their business has reached in its lifecycle.</p>
Identify how different stakeholders delegate	<p>Leana (1986) highlights how different groups of stakeholders will delegate tasks differently</p>
Identify if there is a difference between how Entrepreneurs delegate Strategic and Operational tasks	<p>Using Mintzberg (1987) explanation of the components of strategy identify if entrepreneurs believe they can effectively delegate strategy</p>
Businesses run by entrepreneurs that do not delegate effectively do not grow	<p>Glancey (1998) and Romano (1989)</p>

## 1.4 Research Worth and Need

This research was borne from need, given a lack of previous focused research within the area of entrepreneurial delegation. No research could be found by the author within the region of Northern Ireland, or in fact for any other geographic region.

The research will be of use to the author who intends to eventually develop a second business, following a previous business exit. This dissertation will provide the author with guidance from other entrepreneurs in the best approaches to delegating to and selecting staff when developing this new venture.

Of the research on entrepreneurship only between 2-25% are qualitative in nature as argued by Crook *et al.* (2010). There is therefore a call for an increase in qualitative research as identified by Neergaard and Ulhoi (2007). The study of Entrepreneurship through interviewing entrepreneurs is important and often neglected. This point is made by Cope (2003), Cope and Watts (2000) and Politis (2005). Cope (2003:6) identifies the importance of the entrepreneur who ‘represents the essence of entrepreneurship.’ and goes on to identify the importance of further research on the entrepreneur as a subject of continued academic interest.

Examples of when entrepreneurs carry out research do exist, such as the example of Kalajian (1988), but this dissertation found only limited evidence of research that had been led by entrepreneurs themselves. This dissertation therefore would argue that its contribution is important based on the fact the author is a right brain entrepreneur. This dissertation as an outcome offers increased ‘voice’ to entrepreneurs Cope (2003). Entrepreneurship has been argued by the literature to be an applied science and hence being more subjective than objective, this is supported by Neergaard and Ulhoi (2007). Entrepreneurship is also developing field as argued by Crook *et al.* (2010) and as a result has a strong need for

inductive research of the type being carried out in this dissertation and as argued by Dana, (2007) Based on evidence this dissertation will directly contribute to a need for academic discussion round delegation management in an entrepreneurial context, it will address some of the gaps identified and identify areas for future research.

## 1.5 Structure of the dissertation

This dissertation will include a literature review which is presented in chapter two. This is primarily focused on an explanation of what an entrepreneur is and what delegation management is. This will be followed by a methodology section in chapter 3. This explains the methods behind what is a qualitative study. The participants involved in the sample have been identified as ‘right brain entrepreneurs,’ using purposeful sampling and their responses will be explored within the results and discussion session presented in chapter 4, which will lead on to recommendations and a conclusion to the dissertation in chapter 5.

## 2.0 Literature Review

### 2.1 Introduction

Initially the literature will explore entrepreneurship and identify why entrepreneurship is identified as of such economic importance for Northern Ireland as a region, and will identify why entrepreneurship should be investigated widely given expected regional differences.

The literature review goes on to provide an understanding of the emergence of delegation management within an entrepreneurial context in the academic literature and isolates its wider importance within the context of entrepreneurship.

The literature review will touch upon delegation of strategy and operational tasks as two distinct processes, identifying why it is expected entrepreneurs will expect to approach delegation of each in different ways and also highlight an observation within the literature that entrepreneurs act differently at different phases in their entrepreneurial career and also differently at different stages of the entrepreneurial life cycle.

#### Structure of the literature review 2.1.1

The literature review is structured as per figure 2.1.1.1 in order to explore the main themes expected to be of relevance to the research question. Figure 2.1.1.2 highlights the categorisation carried out in order to offer clear navigation through the literature review.

*Figure 2.1.1.1: Areas included in the literature review*

Area of the literature	Sub Theme	Relevant Section
Definition issues regarding 'entrepreneurship' and its impact	The lack of a single definition of what an entrepreneur is	2.2

	Categorisation of entrepreneurs and a focus on commercial entrepreneurs	2.2
	identification of a method of participant criterion that works for the purposes of the research	2.2
Definition of 'delegation management'	Identification of definitions of delegation management	2.4
	exploration of the literature to find common themes with how other groups approach delegation management outside of entrepreneurs	2.4
	Identification of the key factors when entrepreneurs delegate	2.4
	Identification of differences in approach to strategic and operational delegation	2.4
	How might delegation differ in entrepreneurs when considering strategy and operations	2.4
Further research into what type of interventions may be appropriate	Do entrepreneurs feel that they have learned to delegate differently throughout the lifecycle of their entrepreneurial journey	2.6
	Do Entrepreneurs offer other insight into how delegation should be approached differently by entrepreneurs	2.2
	Brainedness as a factor for further exploration in delegation management research	2.5

	Do entrepreneurs approach delegation differently at different stages in their experience and/or business life cycle.	2.6
--	--	-----

*Figure 2.1.1.2: Coding Categories within the literature review*

Coding Categories	Mapping to Literature Review Themes	Relevant Section
What makes an entrepreneur	Definition issues round entrepreneurship, and review of the expected education and family background of specifically right brain entrepreneurs	2.2
Family History		
Education		
Business History		
Regional Context	The National UK and Regional context in NI of Entrepreneurship Research	2.3
Northern Ireland History		
Northern Irish Culture		
Individual and Effectuation benefits		
Society Benefits	Delegation and its importance to entrepreneurs	2.4
Specific Delegation Training Intervention Needs		
Strategic		
Operational		
Influence on success and sustainability of enterprises		
Impact on growth of enterprises	Brain Hemisphere Dominance	2.5
Right brain dominance as an area of research		
Business lifecycles influence on delegation management	Maturity Models and Entrepreneurial Experience	2.6
Entrepreneurial Experience influence on delegation management		
Serial business entrepreneurs approach compared with single business entrepreneur approaches to delegation management		

## 2.2 Entrepreneurship

### 2.2.1 Introduction

This review of entrepreneurship will explore the economic impacts of entrepreneurs and why they are a subject of interest within the literature. This review will go on to explore how the study of entrepreneurship has evolved since it first emerged as a social science.

Using four main categorisations ‘trait,’ ‘mind-set,’ ‘process,’ and ‘behaviour’ the dissertation will present a number of definitions which have attempted to define entrepreneurship.

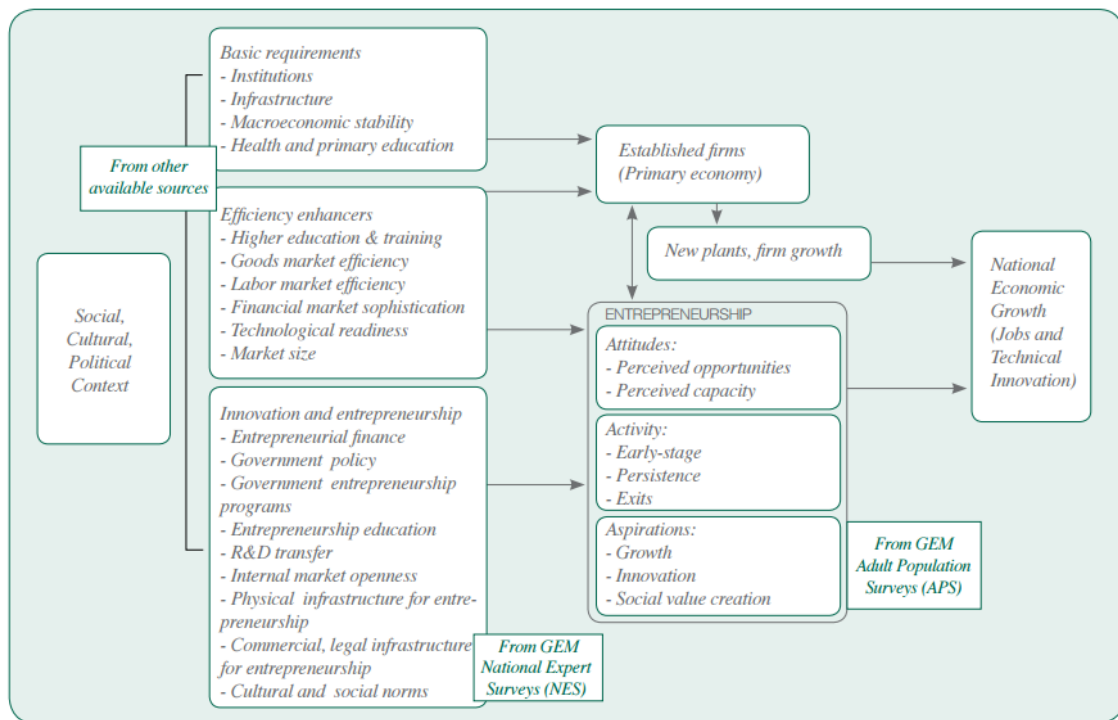
This review of entrepreneurship will conclude with a source for a definition that is useful to the survey and will identify specific gaps in the literature that may require further research.

### 2.2.2 The importance of Entrepreneurship

Entrepreneurship acts as an economic engine (Acs and Audretsch, 2010) for society and is of importance as a driver for the economy adding significantly to global GDP. The GEM reports are highlighted by Jin *et al.* (2010) as of interest to the literature. These reports demonstrate the key importance entrepreneurship has to society at large. Figure 2.2.2.1 extracted from GEM (2010:14) displays clearly how entrepreneurship interacts with all areas of society having a social, cultural and political context. Entrepreneurship drives forward institutions, infrastructure, and macroeconomic stability as well as both health and education.



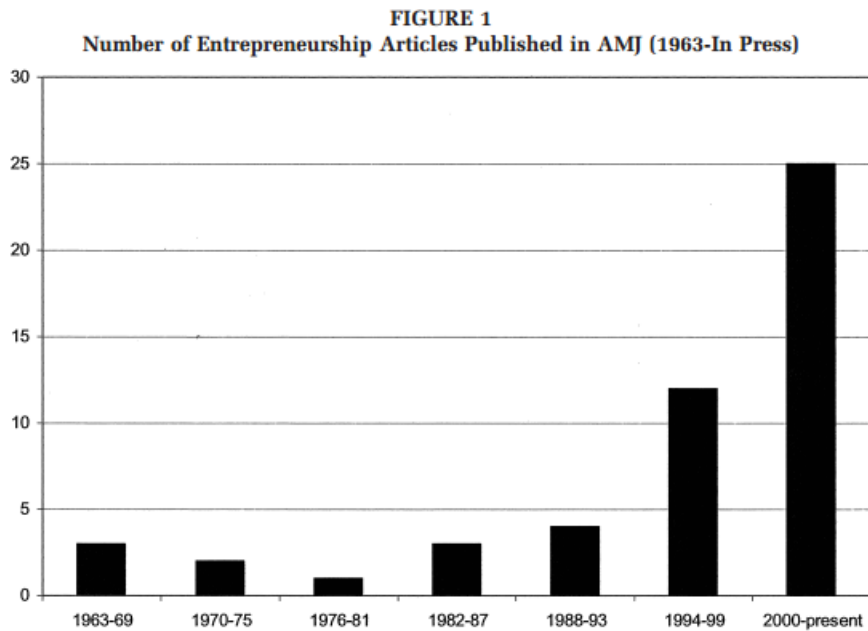
Figure 2.2.2.1 GEM Model of Entrepreneurship (2010:14)



Despite agreement on its implications there is a lack of consensus on what entrepreneurial activity actually is (Audretsch, 2002; Klapper *et al.* 2010; Praag and Versloot 2007:351).

This lack of consensus could be argued to be part responsible for the rise in wider academic interest in the area of entrepreneurship (Nagarajan, 2011). This is demonstrated by figure 2.2.2.2 which displays the number of Entrepreneurship articles being published between 1963 and the present rising exponentially.

Figure 2.2.2.2: Number of Entrepreneurship Articles Published in AMJ Source Ireland, Reutzel and Webb 2007(1963- In Press)

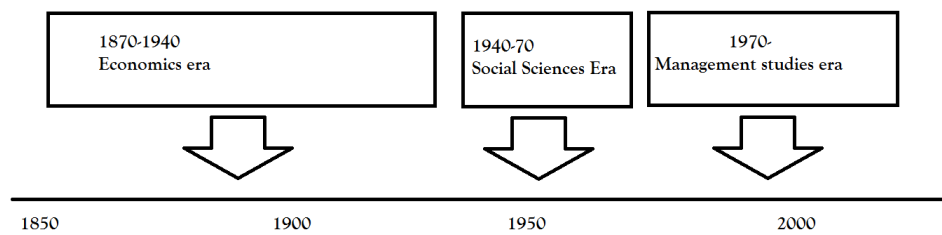


Rabboir (1995 cited in Chigunta 2002) presented 25 definitions of ‘entrepreneurship,’ demonstrating one example of the lack of consensus on the definition of entrepreneurship itself. This dissertation will first explore the history of entrepreneurship from a number of perspectives before attempting to present a list of definitions to be reduced.

### 2.2.3 History and Classification of Entrepreneurship

A number of classifications on the definitions of entrepreneurs and entrepreneurship exist. As displayed in Figure 2.2.3.1 Landstrom and Benner (2010:20) demonstrate one perspective on how the history of themes within the entrepreneurial literature might be categorised through time.

*Figure 2.2.3.1 The Eras of Entrepreneurship research Adapted from Landstrom and Benner 2010:20*



Landstrom and Benner (2010) identify in their diagram the key 'Era's' where the major themes in the literature were consistent. Landstrom identifies the period between (1870-1940) as the 'economic era,' as per Ricketts (2006). This era includes a number of traditions including 1910-1920 the Knightlian tradition where the literature mainly argues that opportunities arise from uncertainty. 1930-1940 Schumpeterian introduces the concept to the literature that the entrepreneur introduces innovation into the economy. There also exists the 'Kirznerian,' or 'Austrian School of thought,' where the literature argues the entrepreneur searches for imbalance in the economy to make a profit.

The second era in the literature as described by the diagram from Landstrom and Benner (2010:20) is the period 1940-1970 here known as the 'Social Science Era,' – The Emphasis here was on the entrepreneur in the role of an economic change agent. The third era as per Landstrom and Benner (2010:20) is research post 1970 referred to as the 'Management Study Era,' this is when a large number of academics moved into the field. Trait based research dominated in the 1980s but has subsequently lost favour resulting in the field being highly fragmented with no clear dominant theories emerging. The more recent 'search for maturity,' as argued to exist by Landstrom and Benner (2010:15) is the current dominant Mantra with research in the field focusing on developing holistic theories to better explain

entrepreneurship in a more comprehensive way which operates across traditional academic boundaries.

Alternatives do exist to the categorisation approach used by Landstrom and Benner (2010). Kuratko (2008) isolates 'Macro views,' of entrepreneurship which combine the environmental school of thought, capital school of thought, displacement school of thought and 'Micro views,' which combine the trait school of thought, the venture opportunity school of thought, strategic formulation school of thought. Contrasting the two the 'Macro view,' looks mainly at the political, social and economic environments that facilitate entrepreneurship, while the 'Micro view,' looks at the factors that encourage individual entrepreneurs to found new businesses.

Ricketts (2006) categorises theories as Classical Political Economy Theories where there is no systematic treatment of the entrepreneur as an individual and Entrepreneurship theory of the firm where the entrepreneur is at the heart of the economy using a people centred approach. Alvarez (2005) contrasts the 'Discovery theory,' where the focus is on individual opportunities with the 'Creation theory,' where the focus is on the creation of a complete firm. This dissertation would also aim to offer further categorisation options to entrepreneurs as detailed in Figure 2.2.3.1.

Figure 2.2.3.2 Classification options for entrepreneurs as sourced during the dissertation

Classification Option/ Category	Explanation	Literature context
Commercial Entrepreneurs	An entrepreneur who is primarily driven using the economic view of business. Where the drivers for business are purely or mainly commercial.	Stevenson and Jarillo (1991)
Social Entrepreneurs	This group of entrepreneurs are those driven by predominantly social drivers rather than commercial gain or profit.	Tan <i>et al.</i> (2005)
Female Entrepreneurs	An entrepreneur who is female in gender. This area is studied given the expectation that different drivers exist in female entrepreneurs when compared to the drivers associated with traditional male entrepreneurs.	Birley (1988)
Young Entrepreneurs	Entrepreneurs who are classified as under an accepted age within a country where entrepreneurship is expected. This is usually between 25-30 within most countries.	Lewis and Massey (2003)
Right Brain Entrepreneurs	Those who exhibit traits described predominantly as right brain within their entrepreneurial behaviour. Entrepreneur's behaviour in this case is dominated by lateral thinking rather than critical thinking. Getting round problems rather than solving them directly. Often a Parallel rather than serial process of business development is followed.	Cummins and Kelly (2010)

Left Brain Entrepreneurs	Those who exhibit traits predominantly described as left brain within their entrepreneurial behaviour. Entrepreneur's behaviour in this case is dominated by critical thinking rather than lateral thinking. Solving problems directly rather than getting round them. Often a Serial rather than parallel process is followed.	Cummins and Kelly (2010)
Life Cycle Model	The impact of evolution and revolution on an entrepreneur. The impact of the stage a business is at and the impact of that on the delegation skills required through periods described as 'Creativity, Direction, Delegation, Coordination and Monitoring, Collaboration and Alliances'	Greiner (1997)
Life Cycle Model	A view on the stages of business, broken down as following: Opportunity Recognition, Opportunity Focusing, Commitment of Resources, Market Entry, Full Launch and Growth, Maturity and Expansion, Liquidity Event	The Global Entrepreneurship Institute, (2014)
General Enterprising Tendency	Enterprise, Achievement, Autonomy, Creativity, Risk, Locus of Control	Caird (2015)
Entrepreneurial Factors	Opportunity Perception (ATT) Start-up Skills (ATT) Risk Acceptance (ATT) Networking (ATT) Cultural Support (ATT) Opportunity Start-up (ABT) Gender (ABT) Technology Absorption (ABT) Human Capital (ABT) Competition (ABT) Product Innovation (ASP) Process Innovation (ASP) High Growth (ASP) Internationalisation (ASP) Risk Capital (ASP)	Acs <i>et al.</i> (2015)

Business Area	SIC Codes/ The code for the industries the entrepreneur has worked in.	References
Business Size	Enterprise Size Small Enterprise Classification	Ons.gov.uk. (2015).
Business Size	Large Enterprise threshold	Ec.europa.eu, (2014)
Entrepreneurial Experience	Differences between the general population, new and experienced Entrepreneurs	Ec.europa.eu, (2015)
Number of Businesses Founded	Serial and Single Business Entrepreneurs	Shaver <i>et al.</i> (2001), Brockhaus (1982)
Areas of consideration for further research	Consideration of traits such as propensity for risk taking etc which seem to differentiate entrepreneurs but require further investigation	Hyytinen and Ilmakunnas (2007)
		Brockhaus (1982)

All of the factors listed above offer mechanisms for how segmentation and categorisation of entrepreneurs and their businesses can be carried out. This dissertation will select a number of factors for specific investigation within the method section, and identify any themes within the literature which may relate to observations made within the research.

#### 2.2.4 Defining Entrepreneurship

“Entrepreneurship is a concept notoriously difficult to define.” (Benz, 2009:24)

The reason for the difficulty is as explored above the number of interpretations that can be applied to the concept. Entrepreneurs are studied with a number of scientific perspectives. These include economic, social, management and leadership perspectives. As identified in the introduction this dissertation elected to use four themes ‘behaviour,’ ‘trait,’ ‘mind-set,’ ‘process,’ to classify attempts to define the subject of entrepreneurship. Each of the perspectives would appear to add value to the research on entrepreneurship and each offers new dimensions to the literature as can be identified within figure 2.2.4.1. The figure includes definitions as provided by Dollinger (2003:9) as well as others independently

sourced and supports the view that entrepreneurship can be broken down into the four themes identified.

As an example the 'behaviour,' based approach as offered by McClelland (1961) definition 'Moderate risk taking,' can be of value in that it identifies how an entrepreneur might act within a certain situation. From a 'traits,' perspective Jones (2002) offers the definition 'Entrepreneurs are known as taking at least moderate level of risks such as: economic, social, carrier, psychological and health,' this offers similar value to the 'behaviour,' based approach but sets a context to the endeavour being undertaken.

From a mind-set perspective De Vries (1977) suggests an entrepreneur is 'A person at the crossroads,' a useful insight given it could be argued that all stakeholders will engage in 'behaviours,' that are entrepreneurial and exhibit the 'traits,' of entrepreneurs, while an entrepreneur is an individual who must exhibit said traits and behaviours with a certain regularity, and within specific contexts to be determined as an entrepreneur. From a process perspective Schumpeter (1934) defines entrepreneurship as 'carrying out of new combinations of firm organisation- new products, new services, new sources of raw material, new methods of production, new markets, new forms of organisation.' Such a definition is again useful, offering an explanation of the lifecycles within entrepreneurship. This dissertation would argue that none of the definitions found on the topic offer a comprehensive definition that works within all contexts.

On review of the literature this dissertation supports the argument of Cunningham and Lischeron (1991:47) that a single definition of entrepreneurship is not appropriate. This dissertation would identify that Klapper *et al.* (2010) reinforces this statement concluding that entrepreneurship is an evolving concept with a difficult definition, and one that should be further explored.



Based on the number of definitions offered this dissertation would support the view of Klapper *et al.* (2010) which further suggests that entrepreneurship may in fact have a different meaning for each individual involved in it, and as a result each addition to the literature must define the context in which it uses the word entrepreneurship. Although not offering a single definition Cummings and Kelly (2010) offers a regional context to the debate, identifying entrepreneurs from the GEM reports, and the support of local government, thus resulting in what could be a regional consensus as to what an entrepreneur was.

Figure 2.2.4.1 Researched Definitions of Entrepreneurship

Author	Definition Used	Issue with definition	Definition Category
Knight (1921)	Profits bearing uncertainty and risk	Does not consider the entrepreneur in any way.	Process
Schumpeter (1934)	Carrying out of new combinations of firm organisation- new products, new services, new sources of raw material, new methods of production, new markets, new forms of organisation	Does not consider the entrepreneur in any way.	Process
Hoselitz (1952)	Uncertainty bearing... coordination of productive resources... introduction of innovations and the provision of capital.	Does not consider the entrepreneur in any way.	Mind set
Cole (1959)	Purposeful activity to initiate and develop a profit- orientated business	Does not consider the entrepreneur in any way.	Behaviour
McClelland (1961)	Moderate risk taking	Does not consider the entrepreneur in any way, nor does it consider the economic argument	Behaviour
De Vries (1977)	A person at the crossroads	considers the entrepreneur while not considering the economic argument	Mind set
Casson (1982)	Decisions and judgements about the co-ordination of scarce resources	Does not consider the entrepreneur in any way	Mind set
Gartner (1985)	creation of new organisations	Does not consider larger organisations and entrepreneurship within enterprise.	Process

Jones (2002)	An entrepreneur is an individual who establishes and manages a business for the principles of profit and growth. Entrepreneurs are known as taking at least moderate level of risks such as: economic, social, carrier, psychological and health.	considers the entrepreneur while not considering the economic argument	Process and Trait
Stevenson, Roberts and Grousbeck (1989)	the pursuit of opportunity without regard to resources currently controlled	Does not consider the entrepreneur themselves in regards to the creation of entrepreneurship. Shaver and Scott (1991:39) 'recent dissatisfaction with attempts to identify psychological characteristics of entrepreneurs has resulted in a tendency to concentrate 'on almost anything except the individual.'	Mind set
Hart, Stevenson and Dial (1995)	The pursuit of opportunity without regard to resources currently controlled, but constrained by the founders previous choices and industry related experience.	Does not consider the entrepreneurial traits of the individual and how that could affect entrepreneurship.	Mind set
Shane and Verkataraman (2000)	A field of business seeks to understand how opportunities create something new...	Does not consider how the entrepreneur interacts with entrepreneurship	Process
Kuratko and Hodgetts (2004)	A dynamic Process of vision change and creation....	Does not consider the specifics that make up the entrepreneurs place within entrepreneurship	Mind set

Allen (2006)	A mind set or way of thinking that is opportunity focused, innovative and growth-orientated. Can be found in large corporations and socially responsible not for profits...	Does not consider the economic argument of entrepreneurship	Mind set
Bridge <i>et al.</i> (2009)	'Narrow' ie start-up or 'broad' ie entrepreneurship as a state of mind.	Does not consider a detailed definition	Process

### 2.2.5 Conclusion

As demonstrated by this dissertation there are a growing range of categories, and definitions of entrepreneurship and the approach to identify these can vary substantially. This dissertation separated these definitions into four main categories, and found each perspective added value to the literature. Trait based definitions, mind-set based definitions, process based definitions and behaviour base definitions all add value to the literature and hence should not be discounted. As a result of lack of a consensual definition this dissertation will use the methodology of Cummings and Kelly (2010) in order to identify the participants, given this methodology has been used previously within the regional context of Northern Ireland.

### 2.3 Regional Context

There is an argument in the literature for differences in what is measured as entrepreneurship between countries as is argued by (Klapper *et al.*, 2010; Delmar and Davidsson, 2000; Blanchflower *et al.* 2001). Hofstede (2001) identifies the variation in how individuals from various cultures think and act, while Rousseau and Fried (2001) argue that the national context must be considered when carrying out research. Figure 2.3.1 presents the Hofstede data for the UK. Although no detailed Hofstede analysis is being considered within this research it is clear from the work of Hofstede that variation in social outlook can be expected globally, and this can have implications for how various societies act. The ‘low power difference,’ as found in the UK Hofstede report Geert-hofstede.com, (2015) as an example could be considered indicative of a propensity for entrepreneurship within the population. Ács, *et al.* (2014), GEM (2010), GEM (2014) all rank the UK in the top in terms of entrepreneurship. This would support the argument that the Hofstede rating of the UK could be argued to support the high propensity for entrepreneurship.

In addition to differences between countries there is an argument for differences in entrepreneurship within regions of different countries (Anderson, 2000; Bridge *et al.*, 2009). Within the UK context the argument for economic differences between regions is supported by Williams (2004). When looking at Northern Ireland Jarman (2004) comments on how a lack of entrepreneurship and state support for entrepreneurship initiatives has resulted in an increased demand on the state to provide employment, while Cummins and Kelly (2010:21) links the lack of appropriate education. This dissertation would support the regional argument for further investigation of the intervention techniques to be applied in the Northern Ireland context via surveying local entrepreneurs.

The NI Executive strategy for (2011) demonstrated a belief as shown in Figure 2.3.1 that Northern Ireland as per the GEM report (2010) that Northern Ireland as a region was performing better than all UK regions outside of England, however it counters this with evidence as displayed in Figure 2.3.2 that Northern Ireland is in fact the worst region in the UK for successful business start-ups, and that something had to be done. Quoting the GEM (2011) statistics demonstrated in Figure 2.3.3 the DETINI (2013) analysis of the economy demonstrated an increasingly bleak picture were Northern Ireland had fallen behind other regions such as Wales with a TEA (Total Entrepreneurial Activity Rating) of 6.2%

Figure 2.3.1: Total Entrepreneurial Activity Rating as per GEM (2010) Source: NI Executive (2011:73)

...although entrepreneurial activity is similar ...

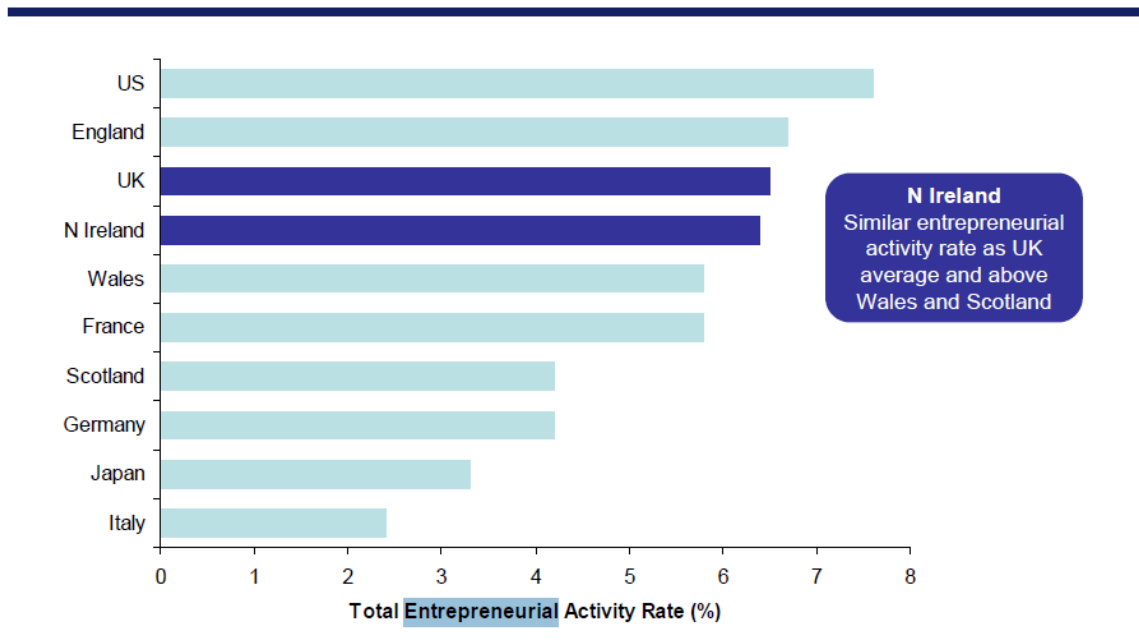
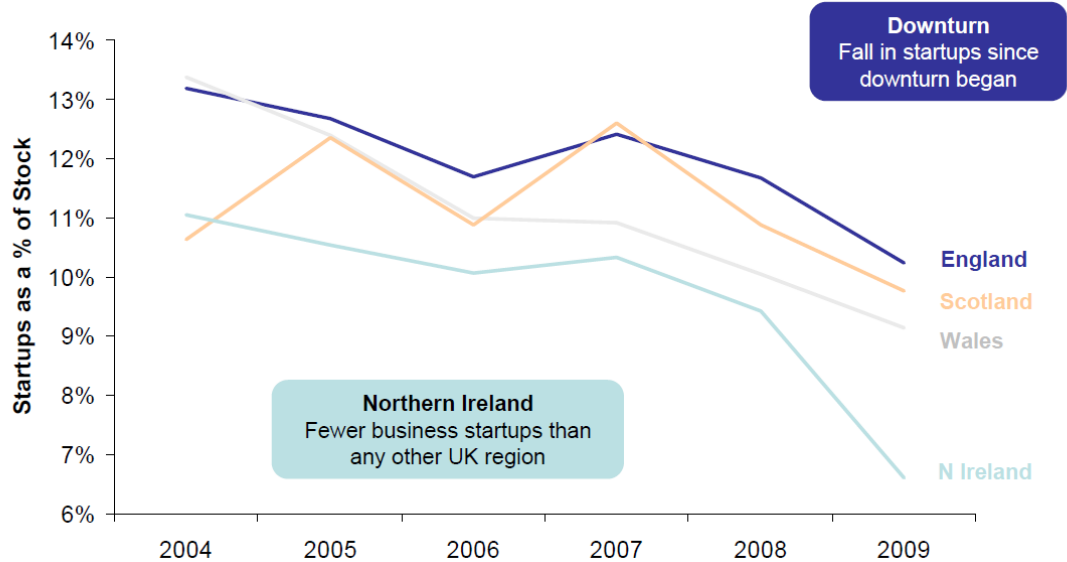


Figure 2.3.2: % of Start-ups in countries that make up the UK 2004-2009 Source: NI Executive (2011:72)

**NI has fewer business startups than elsewhere in the UK...**



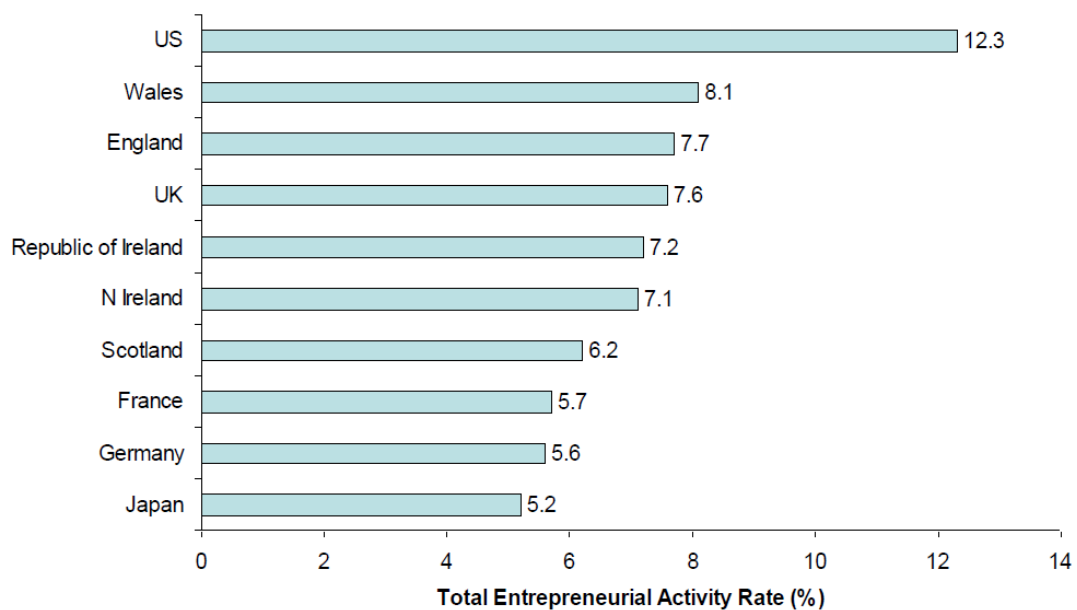
Source: ONS Business Demography

72



Figure 2.3.3: Total Entrepreneurial Activity Rating as per GEM (2011) Source: DETINI (2013:18)

**Figure 6: Comparison of early stage Entrepreneurial Activity rates**



Source: Global Entrepreneurship Monitor 2011



In conclusion the preceding paragraphs and figures provides strong evidence for the need for improved support for local entrepreneurs in Northern Ireland. This dissertation would support Cummins and Kelly (2010) in arguing that further evidence should be gained from local Northern Ireland entrepreneurs to identify the particular pitfalls associated with the Northern Ireland economy for entrepreneurs in order to identify and validate the best approaches for intervention. Global and regional variations in the measurement and identification of entrepreneurship require that no generalisations are made by the research outside the context of Northern Ireland however the dissertation could suggest further investigation of entrepreneurial delegation across regions.

## 2.4 Delegation

### 2.4.1 Introduction

Delegation is argued to be an important subject matter to be considered in relation to the entrepreneurship literature. Although of apparent importance delegation is not covered in the literature as per the GAP analysis in figure 1.3.1 In order to identify key considerations for use in the therefore it is required that this dissertation investigate other elements of the delegation literature in order to draw parallels and facilitate useful research that helps grow the entrepreneurship literature within this area. From the literature there appears to be reasonable consensus in how the literature describes and defines delegation as can be seen in figure 2.4.1.1.

*Figure 2.4.1.1: Definitions of delegation*

Definition of delegation	Literature
“delegation refers to decisions that the manager allows subordinates to make on their own”	Heller and Yukl (1969:230).

“Is an act were one person or group, called a principle, relies on another person or group, called an agent, to act on the principal's behalf.”	Strom, Müller and Bergman, (2006)
“delegation is to be contrasted with situations where superiors make decisions either alone or jointly”	Strauss (1963:70)

Originally intended in a political rather than entrepreneurial context the definition provided by Strom, Müller and Bergman, (2006) is useful to first highlight a broad definition of the topic. Delegation is here defined as “an act were one person or group, called a principle, relies on another person or group, called an agent, to act on the principal's behalf.”

Delegation as a topic is considered from a number of perspectives within the literature as can be seen in figure 2.4.1.2. The figure demonstrates that delegation is approached from a diverse number of perspectives in the literature. The topic is considered from the leadership perspective by Bass (1981) and Heller (1973). The economics literature on the topic of delegation includes Alonso and Matouschek (2008). Alonso and Matouschek consider delegation from the perspective of how the cost of agency within organisations can be optimised, through reduced delegation. Blair, (1992) offers an alternative examination of delegation looking at delegation by engineers, from a management perspective. Leana (1986) and Locke and Schweiger, (1979), also approach the topic from a management perspective, with each study discussing different stakeholder groups.

*Figure 2.4.1.2: Factors that might be considered in delegation*

Factor in Delegation	Perspective	Literature
Strategy	Delegation involving at least 4 of the 5 P's as described by Mintzberg (Plot, Plan, Pattern, Position, and Perspective) Often such strategic approaches are not written down	Mintzberg (1987), Fershtman and Kalai (1997)

Operational	Delegation from an operations management perspective can be summarized at a basic level as converting a range of staff inputs, through the operations process, into a range of outputs in the form of business outcomes	Bamford and Forrester (2010)
Corporate Governance/ Economic	Analyse delegation from the perspective of corporate governance and the increased cost of agency with additional stakeholders	Alonso and Matouschek (2008)
Managerial	The way managers approach delegation impacts subordinates job satisfaction and performance	Leana (1986), Blair (1992), Locke and Schweiger (1979)
Leadership	Delegation is initiated by a leader when sharing tasks with their subordinates	Bass (1981) and Heller (1973)
VDL "Vertical Dyad Linkage"	The existence of "In" and "out" groups, who are entrusted or not as the case may be	(Liden and Graen, 1980:452) , Leana (1986:757)
Entrepreneurial	The way entrepreneurs approach delegation within business	No Direct Literature expected linkages with other perspectives
Succession Planning	The delegation of an entire business after the current executive leaves the business	Davis (1968:414)
Factors Important to Entrepreneurship	Identifies the importance of further research into the areas surrounding delegation among other traits which are yet to be explored within the entrepreneur	Brockhaus (1982)

Given the diversity of themes highlighted but not explored deeply within the literature to date it could be argued that there are a number of gaps within the delegation literature as per Leana (1986). On comparison the material available on delegation, was limited when compared with the entrepreneurial literature. This dissertation argues in regards to entrepreneurs delegation management is an area that has not been studied enough, given its key role in organisational growth.

### 2.4.3 Management Literature

This dissertation identifies Leana (1986) who makes a contribution to the management literature on the topic of delegation through the research of supervisors and claim adjusters dispersed across 19 branch offices within an insurance firm. This dissertation would argue that given the limited amount of literature available on delegation that insight into the topic of delegation must be gained from alternative not linked to entrepreneurship to inform investigation of entrepreneurial behaviour in regards to delegation. Leana (1986) identifies a number of important factors considered in delegation by these managers. This dissertation aims to derive some insight into how entrepreneurs might delegate using examples from Leana (1986). This dissertation as per Leana (1986) identifies that distinctions based on Supervisor Characteristics, distinctions based on Subordinate Characteristics, and distinctions based on Situational Characteristics are all likely to play a part in how the individual chooses to delegate. This dissertation notes a supporting definition offered by Leana (1986:755) quoting Heller and Yukl “delegation refers to decisions that the manager allows subordinates to make on their own” (1969:230). Leana (1986:755), also quotes Strauss “delegation is to be contrasted with situations where superiors make decisions either alone or jointly” (1963:70).

This offers the research additional context to consider the responses of participants highlighting the need to differentiate between ‘delegation’ and ‘joint decision making.’ Leana (1986:758) references Locke and Schweiger (1979) in identifying two related factors in delegation, those being ‘satisfaction’ and ‘job performance,’ this dissertation would acknowledge the importance of these factors as major influences as to how entrepreneurs might choose to delegate.

The link between ‘job performance,’ is significant given the impact good performance by staff has on company growth and efficiency. Davis (1968:414) quotes Harbison and Myers

stating “The one-man ruler delegates too little, does too much himself, and thus has little time for effective organization building.” Derived from this argument this dissertation would suggest that effective delegation management is intrinsically linked to the growth of businesses and their ultimate success.

#### 2.4.4 Vertical Dyad Linkage

Leana (1986:757) considers the impact of Vertical Dyad Linkage (VDL) on participant managers. This dissertation draws the conclusion that VDL as a model is useful in drawing insight into how entrepreneurs delegate just as it was applied by Leana (1986:757) in how managers delegate. Leana (1986:757) references (Liden and Graen, 1980:452) who extend (VDL) from traditional ‘in’ and ‘out,’ groups to identify that early in their relationships, managers identify subordinates as belonging to ‘in,’ ‘middle,’ or ‘out’ groups. It is argued by this research that VDL should be considered a relevant factor in participant responses from entrepreneurs just as it was argued by Leana (1986:757) in the case of managers that ‘VDL’ could be the majority factor in the choice of how individuals choose to delegate.

This dissertation supports the view of Leana (1986:758) who references (House 1971; Kerr and Jermier 1978) in stating that under certain circumstances measures other than (VDL) offer little insight into why an individual might choose who to delegate to. This dissertation further acknowledges Leana (1986:757) in identifying that some form of VDL is likely to be a factor in delegation of all tasks.

#### 2.4.5 Linking succession with delegation management

The term ‘succession,’ could be argued to be synonymous with the delegation of strategy, often to family members within a family business, while to other stakeholders within a wider business context. Davis (1968:414) links delegation and succession quoting Harbison and Myers “The one man ruler delegates too little.” Davis identifies that the entrepreneurs succession plan, acts as the most complete delegation of authority possible and in this regard Davis identifies three main patterns. As per the literature of the time Davis writes from a male perspective. The Strong Father and Weak Son, is a situation that may lead to selling the business or having it run by managers rather than delegating strategy to the offspring. The Conservative Father and Progressive Son, is a situation that may lead to positive outcomes for the business given a preparedness of the offspring to be pragmatic, where the previous owner of the firm was not. Davis highlights the significance of branches of the family, identifying that individual family members may fit into particular strands of organisational management but not be responsible for the whole post the original patriarch. Instead Davis argues stakeholders may share that responsibility in the future. It is important to note such succession plans when considering the delegation of strategy. This dissertation would draw on Davis to argue that family relationships may be a major factor to consider for the participants within this dissertation. Particularly when considering the delegation of future business strategy. ‘Blood is thicker than water,’ could be used to argue that blood relationships within family businesses could be considered an important factor in the consideration of delegation strategy.

#### 2.4.6 Differentiating strategy and operations

The delegation of strategy and of operations have been isolated in the research question, as it

is expected that the participants will react differently to these specific areas of research.

Mintzberg (1987) explains the complexity in defining strategy isolating 'five P's' including 'Plot' 'Plan,' 'Pattern,' 'Position,' and 'Perspective.' Mintzberg (1987) quotes Lapierre stating strategies are 'dreams in search of reality' and Summer in stating strategy is 'a comprehensive, holistic, gestalt, logical vision of some future alignment.'

Strategy as appreciated by Mintzberg would appear core to the entrepreneur's role within the business, they set vision, culture and ultimately the business 'dream,' of what the future could hold. The delegation of operations is separately covered by Bamford and Forrester (2010:4) who suggest 'operations management, can be summarized at a basic level as converting a range of resource inputs, through the operations process, into a range of outputs in the form of products.' Strategy and operations could therefore to be approached differently as a function of a business when considered from an entrepreneur's perspective, and it is argued here that the differentiated approach of the research within the two areas is validated.

#### 2.4.7 Conclusion

The literature points to a number of factors this dissertation should consider when identifying what factors could potentially influence entrepreneurs in their management of delegation. Of potential significance VDL, Succession, and Job Performance may all be significant factors in how entrepreneurs manage delegation, just as they were important to how managers approached the issue. Given the lack of literature on the topic of entrepreneurial delegation management it will be the job of the interviewer to unravel which of the factors is most influential within the participant group, in order to begin to create a body of literature that is specifically engaged with the topic of delegation management within entrepreneurs.

## 2.5 Brain Hemisphere Dominance

Although the neuroscience behind brain hemisphere dominance is widely challenged.

Cummins and Kelly (2010) point to the importance of brain hemisphere dominance on the likelihood of an individual becoming an entrepreneur, arguing that it is predominantly right brain skills that drive entrepreneurship. Kirby (2004) reinforces that there are differences in how ‘right brain,’ individuals think. Kirby (2004) identifies those with right brain dominance as lateral or creative thinkers, while those with left brain dominance Kirby (2004) describes as critical thinkers as per Figure 2.5.1. This dissertation uses Kirby (2004)’s association of lateral thinking, with getting round problems and Kirby (2004)’s association of critical thinking with solving problems as grounds for suggesting the importance of selecting participants based on the brain hemisphere dominance they exhibit.

This essay would argue that although the neuro science is unproven that ‘creative’ ‘right brain entrepreneurs,’ are likely to hold different values and act differently in the context of how they lead a business than more ‘process driven,’ ‘left brain,’ entrepreneurs. Another consideration of how brain dominance affects decision making is suggested by (Koestler, 1976:113). ‘Bisociation’ as defined by Koestler means ‘to join unrelated, often conflicting, information in a new ways, something that ‘right brain,’ dominant entrepreneurs are naturally skilled at as argued by Cummins and Kelly (2010). This dissertation expects that this ability will again change significantly how an entrepreneur might deal with a problem and thus identifies that when faced with a situation a ‘left brain,’ individual might approach the delegation problem differently.

Based on the exploratory work of Cummins and Kelly (2010), Kirby (2004), (Koestler, 1976:113) and the additional material listed in figure 2.5.1. This dissertation accepts the view of Cummins and Kelly (2010) that brain hemisphere dominance potentially influences



the management style of the entrepreneur and hence this dissertation extends this consideration to the delegation technique applied by the entrepreneur. As a result of identifying this expected but unproven difference the research question has been selected to specifically targeted 'right brain,' entrepreneurs.

Figure 2.3.2: Right brain factors and their prevalence in entrepreneurs Source: Cummings and Kelly (2010:44)

### Chart 3A Very significant factors in success

70% or more considered the following 6 factors as VERY SIGNIFICANT in their success. These are associated with right hemisphere abilities.

1. *A preference to carry out more than one task or project at a time.*

3. *The ability to grasp the general idea of what was required and work from this.*

5. *The ability to grasp the 'big picture' and overall idea of a project.*

11. *The ability to have an 'instinct' about the way forward and in problem-solving.*

13. *The ability to step out and 'take a risk'.*

17. *Having a person or persons around them who were good at looking after details*

Figure 2.5.2: Diagram demonstrating Critical and Creative thinking Source Kirby (2004:17)

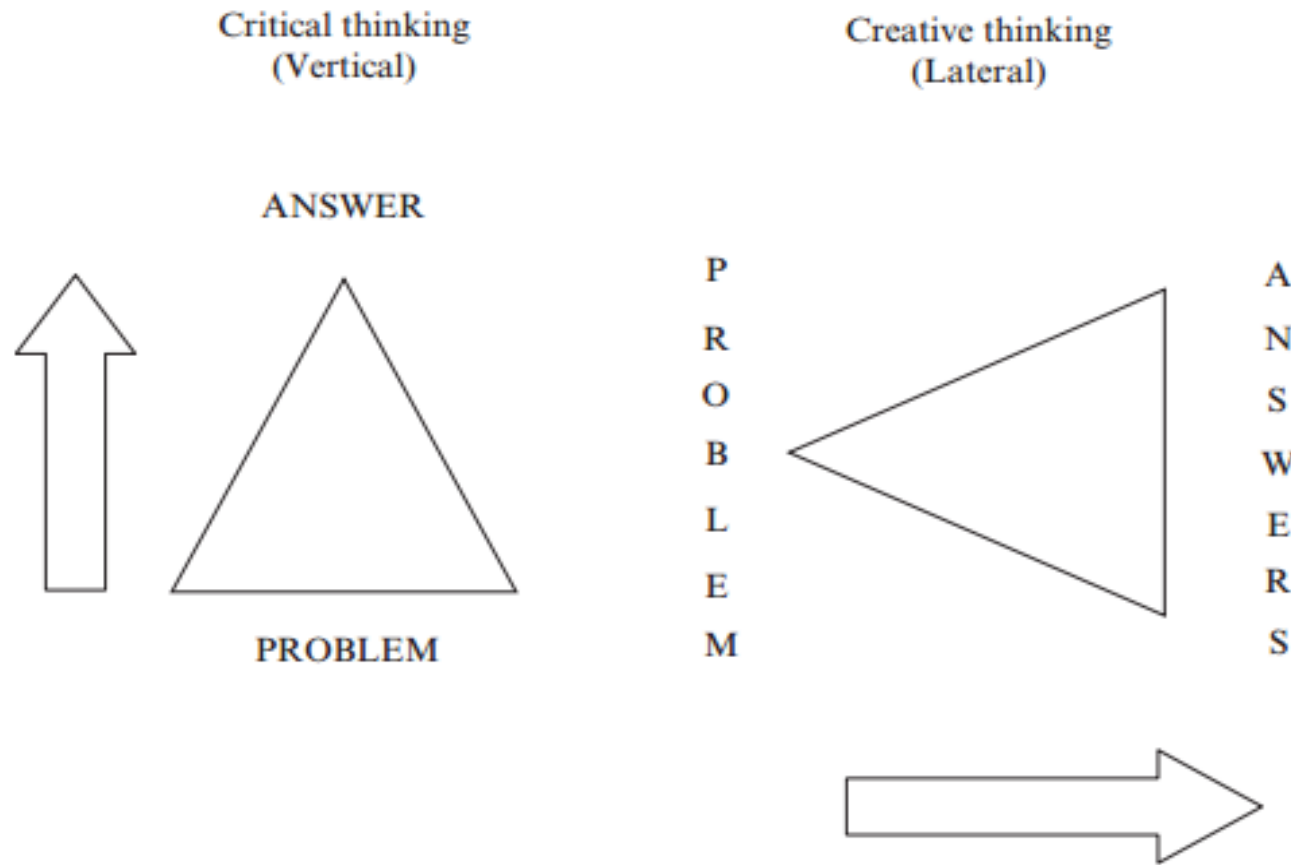


Figure 2.1 Critical and creative thinking

Figure 2.5.3: Evidence Supporting the view that the research should be segmented based on brain hemisphere dominance.

Contribution to Brain Hemisphere Dominance	Input	Literature
EntreBRAINeur Study Northern Ireland	70% of participant entrepreneurs are categorised as Right Brain Dominant. Right and Left brain thinkers consistently act differently when presented with problems.	Cummins and Kelly (2010)
Brain Hemisphere Dominance has a basis in NeuroScience	There may be a brain topography link with traditional views of where certain neural functions are carried out	Parsons (2001)
Linked Right and left brain thinking with Critical and Lateral thinking	Identified that right and left brain thinkers think differently. Critical thinking is associated with directly solving problems normally through following a process, while lateral thinking is associated with solving problems by 'getting round them,' a skill normally associated with managers and right brain thinking	Kirby (2004)
Linking Bisociation with Right Brain Thinking	Explained bisociation - 'to join unrelated, often conflicting, information in a new way'	(Koestler, 1976:113)
Linking school teaching approaches with the preferences of left brain thinkers	<p>'Traditionally, in school, left-brain subjects focus on logical thinking, analysis, and accuracy. Right-brained subjects, on the other hand, focus on aesthetics, feeling, and creativity. Anyone who has been to school will only be too aware of which of these strands are considered as being of most value.</p> <p>This is especially interesting when one considers that entrepreneurship is a career in which ... one does not require the acquisition of formal qualifications to be successful and one does not need to be accredited, certified or degreed to start a business'</p>	(Smilor,1996:3)

## 2.6 Maturity Models and Entrepreneurial Experience

The literature includes a number of maturity models which are used to identify the stage in business an entrepreneur has reached, these are evidenced below. It is expected that as per the literature participants with variable levels of business experience will approach delegation differently based on the stage of their business. Acknowledging other models such as The Global Entrepreneurship Institute, (2014) which suggests seven stages of business examples including 'Full Launch,' 'Growth,' 'Maturity,' and 'Expansion,' this dissertation has chosen Greiner (1997) as its main source of insight into how the organisational lifecycle could be argued to impact delegation.

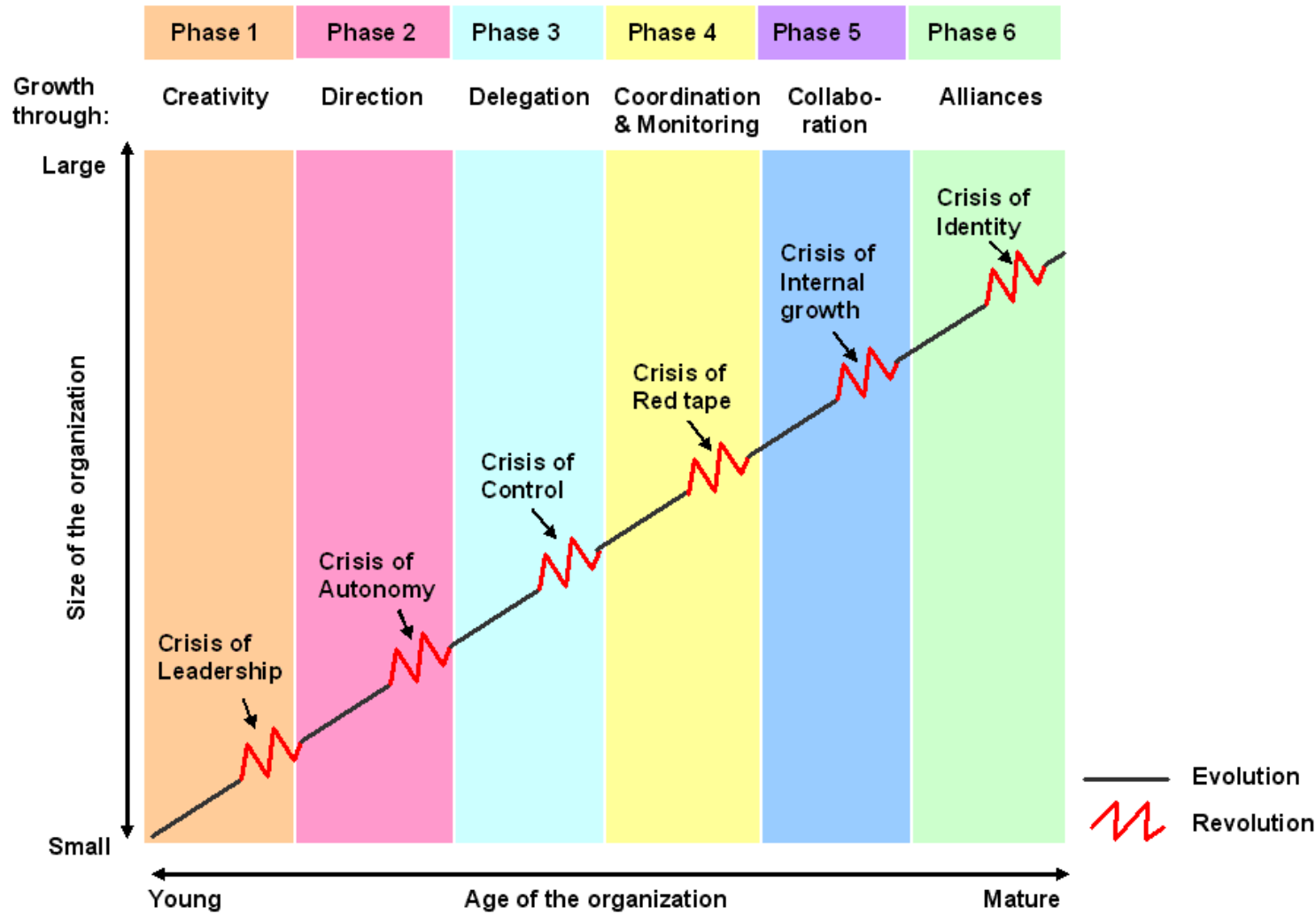
The Greiner lifecycle model as per Greiner (1997) is displayed in figure 2.6.2. The model offers a perspective on the lifecycle of businesses. Greiner (1997) as a model defines the growth stages of a business as 'Creativity, Direction, Delegation, Coordination and Monitoring, Collaboration and Alliances' each of which pose different challenges and bring new experiences, particularly for the 'nascent,' entrepreneur. Greiner (1997), identifies period of 'evolution,' and 'revolution' within businesses. Evolution could be considered the periods where growth occurs, while the revolution phase tends to be periods of turmoil for the business when the business goes through flux and is required to change to continue to develop. Greiner (1997) offers us an explanation as to why different approaches within business work within different stages of businesses suggesting this is down to the changing challenges each hurdle presents. Greiner's revolution periods could it would be argued by this dissertation to be interpreted as 'critical events,' periods of significant change and role redefinition for the entrepreneur. Greiner (1997) terms these events as crisis, and it could be argued that during these periods within the business lifecycle the nascent entrepreneur in particular will change their perception round how they carry out certain tasks.

In addition to the consideration of business lifecycle this chapter would reinforce a number of the observations made in table 2.2.3.2. Specifically the observations made by Hyytinen and Ilmakunnas (2007), who identified that single business entrepreneurs and serial entrepreneurs will approach entrepreneurial activity differently. This dissertation would argue nascent and experienced entrepreneurs will also approach management differently a statement supported by Shaver *et al.* (2001). It is with this evidence that this dissertation would argue that the research may in fact make new observations which may in fact add to the argument for new research in regards to delegation.

Figure 2.6.1: Evidence for the existence of stages of entrepreneur and business maturity.

Model	Business Maturity	Literature
Global Entrepreneurship Institute (GEI)	Seven stages of business including 'Opportunity Recognition,' 'Opportunity Focusing,' 'Commitment of resources,' 'Market Entry,' 'Full Launch and Growth,' 'Maturity and Expansion,' 'Liquidity Event'	The Global Entrepreneurship Institute, (2014)
Global Entrepreneurship Monitor (GEM)	The Model for Entrepreneurship, and how entrepreneurship interacts with society at large	GEM Model of Entrepreneurship (2010:14)
Greiner Lifecycle Model	Process develops through Creativity, Direction, Delegation, Coordination and Monitoring, Collaboration and Alliances. Each phase usually includes an evolution of the business and a revolution	Greiner (1997)

Figure 2.6.2: The Greiner Growth Model adapted from Greiner (1997)



## 2.7 Conclusion

The literature set out to look at the broad range of literature on entrepreneurship and to link this to the literature on delegation. The review aimed to identify further the potential influences that may impact how entrepreneurs approach delegation. There was a noted lack of literature on the topic of delegation management in regards to entrepreneurs, and therefore the literature review was able to identify a number of key themes within the delegation literature which could be investigated further within the research.



## 3.0 Research Design and Methodology

### 3.1 Introduction

As argued by Gill and Johnston (2007:26) 'All research has a philosophy.' This chapter discusses the philosophical approaches utilized in the dissertation and identifies the key academic concepts used. Given the limited time available for the dissertation a cross-sectional approach was used, while a longitudinal approach would have been preferred had time not been a limiting factor. Considerable academic debate in this area has focused on whether the subject would be best approached with a quantitative or qualitative methodology Bell (1993); Saunders *et al.* (2012). Only 2-25% of the research on entrepreneurs is argued to be qualitative, Crook *et al.* (2010), as a result there is a call for more qualitative research as identified by Neergaard and Ulhoi (2007). In addition to this it was believed that qualitative research is more in line with the research aims of this dissertation that being to explore delegation management, something not currently covered in the entrepreneurship literature.

Neergaard and Ulhoi (2007) in response to a lack of qualitative research argued that Entrepreneurship is an applied social science and hence research should be more subjective than objective. Crook *et al.* (2010) argue that Entrepreneurship is a developing field and hence will evolve. This dissertation has elected to answer the call for a strong need for inductive research within the field as argued by Dana, (2007). This section goes on to explore the philosophy adopted by the research. A qualitative, subjective, interpretivist approach has been applied. This section will investigate the philosophies, and examine the research approaches and sampling techniques applied. This section will then explore how data quality has been maintained throughout the dissertation and the approaches used in analysing the data once collected are identified also. Finally ethical considerations are explored and a

critique of the method is offered together with identification of the limitations of the research, before the research timetable is mapped out and a summary of the methodology is offered.

### 3.2 Ontology

Ontology refers to how we perceive the social world as described by Saunders *et al.* (2012).

The social world is essentially the way we perceive the world round us from a human perspective. The two dominant ontologies are objectivism and subjectivism. Objectivism was first developed by Rand (1964) and fundamentally suggests that reality exists independent of consciousness. This would suggest that direct physical research can provide the majority of what is required to get a true picture of reality.

Subjectivism is attributed to Descartes and argues "our own mental activity is the only unquestionable fact of our experience" as per Richardson and Bowden (1983:201). This research proposal will consider subjectivism, given it is believed that other opinions are required to inform the researcher of incidents beyond their immediate experience. The dissertation will be based on interviews with entrepreneurs and will derive knowledge from their personal experiences. Saunders *et al.* (2012) confirms that subjectivism can be grounds to provide a valid viewpoint worthy of a peer reviewed paper.

### 3.3 Epistemology

The epistemological approaches represent "the criteria by which we can know what does and does not constitute warranted ... knowledge" (Johnson and Duberley 2000:3 cited in Gill and Johnson, 2007). Entrepreneurship as a complex social construct (Leitch *et al.*, 2010) makes it difficult to isolate and measure individual factors as argued by (Wagner and Sternberg, 2004). As a result of this difficulty many factors involved in the process of entrepreneurship

are not yet explained and as such an interpretivist inductive approach was deemed appropriate.

### 3.4 Interpretivism

Interpretivism also described as anti-positivism, Habermas (1988:7) suggests that the social realm requires differing methods of investigation than the natural world. Interpretivism as a result highlights the need for different approaches in the investigation of human social phenomena (Saunders *et al.* 2012) than would have been used when trying to prove physical phenomena such as in the study of physics. The proposed research is focused round both an entrepreneurial and a researcher perspective. As the author and as an entrepreneur I am aware of the subjective influence on the interviewees identified as a potential control bias I can apply. This dissertation will use only the transcripts of the participants in identifying any findings that add to the literature.

### 3.5 Inductive Research

Saunders *et al.* (2012: 145) identifies the difference between inductive and deductive research. Inductive research collects data first and then forms its conceptual models afterwards, while deductive research identifies a series of hypothesis which are then tested via the collection of evidence. This proposal adopts an inductive approach where by the researcher will collect data via a series of semi-structured interviews, in order to identify if any critical incidents emerge which may enable the researcher to build theories and enable other themes to emerge.

### 3.6 Research Approach

Short *et al.* (2010) identified that confidence in conclusions can only be drawn if the research is based on a sound research approach. As such models were sought to identify how the

research should be carried out. Particular consideration was given to the research approach to be applied within this dissertation. Simmons and Lovegrove (2005) identify the process applied in constructing the research as demonstrated in figure 3.6.1. On the completion of the initial literature review the research methodology was constructed, and appropriate candidates for participation are selected. This dissertation assumed an inductive research approach using an initial paper based survey which was used previously with Entrepreneurs within Northern Ireland under commission by DETINI in the work of Cummins and Kelly (2010). Participants were initially selected through purposeful sampling, and snowball sampling and as required and discussed in chapter 3.7.

The purpose of the research was explained within a pamphlet supplied to prospective participants in advance as demonstrated in appendix 3, a date that was suitable for the interview to be carried out was mutually agreed with each participant following the engagement process laid out in figure 3.6.2. Once the individual had been identified as both an entrepreneur, right brain and they had agreed to participate they were made aware of how the research would be used and made fully aware of how the research would be used through a consent form. They were then interviewed using a semi-structured approach as suggested by Bouchard (1983) and separately by Van Teijlingen (2014).

This generated transcripts which were then written up and analysed for evidence of critical incidence in regards to delegation. The underlying framework of the use of critical incidence technique has been used to identify normally difficult to interpret phenomena. Flanagan (1954) highlights this approach with examples of application coming from Cope (2003) and Cope and Watts (2000). The critical incidence approach as used by Flanagan (1954), offered the ability to identify critical incidents through analysis of critical incidents as viewed by participants. This technique also facilitated further research of the literature based on the themes identified within the transcripts. Given the time constraints cross sectional research,

was suggested with the emphasis on generating deep insight into the views of the participants with the aim being to inform further research rather than generating findings that could be more widely generalised.

Figure 3.6.2: Diagram displaying approaches to be taken in research adapted from ideas presented in Simmons and Lovegrove (2005)

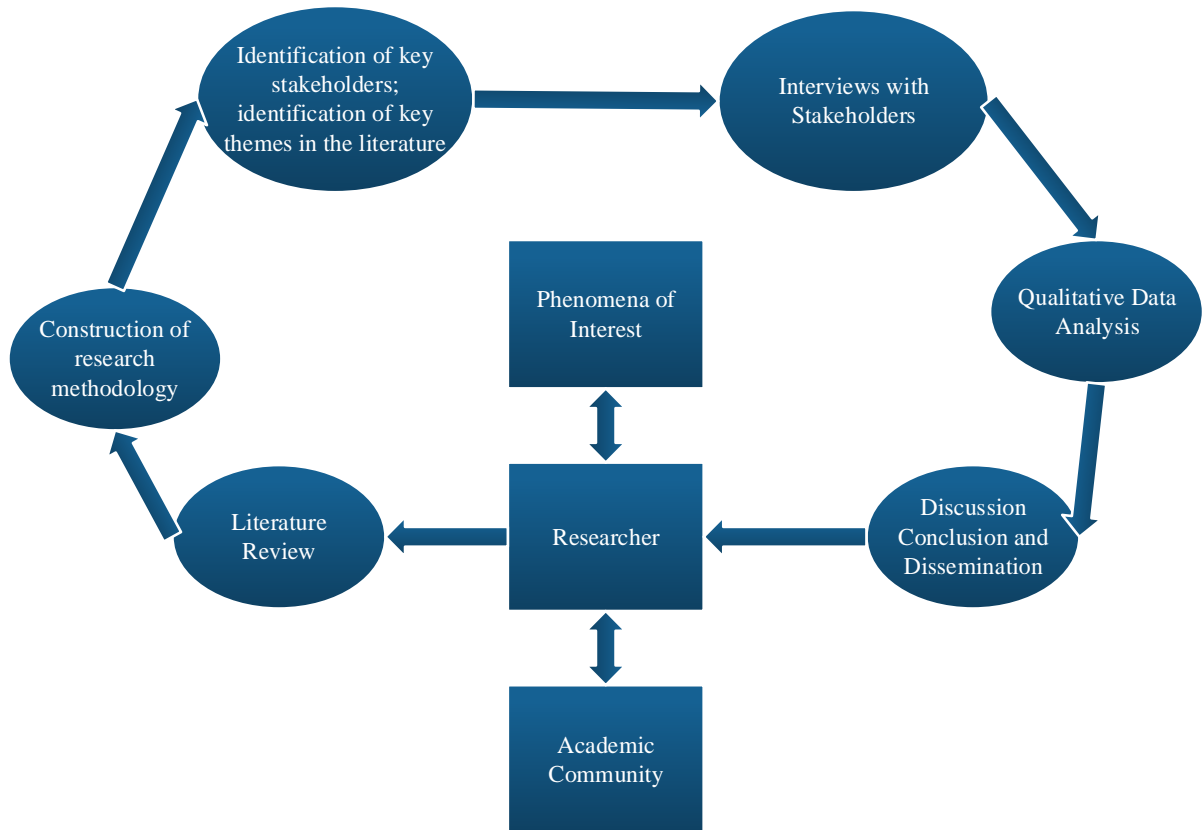
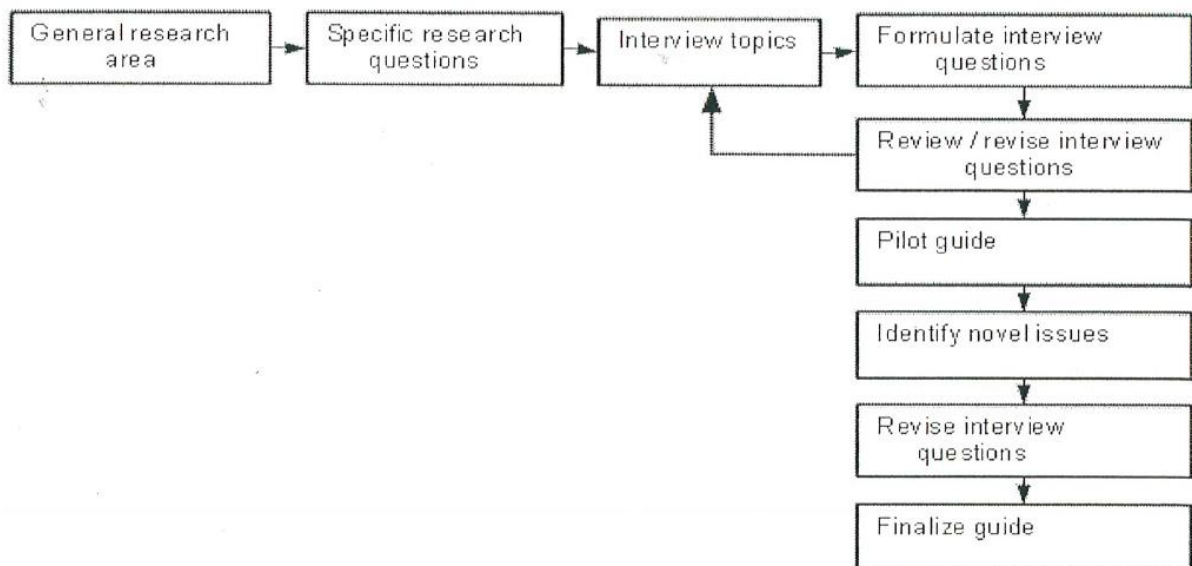


Figure 3.6.2: Formulating Questions for an Interview guide Source: Bryman 2008:326



### 3.7 Sampling Technique

Given the time constraints of this cross sectional dissertation, and the fact that the qualitative aims of the project removed the requirement to identify statistical significance across participants, a small sample size was selected. The use of small sample sizes for this category of research is supported by Todman and Dugard (2001), who would argue that were the participants have a lot of high value information on a topic it may be otherwise impossible to engage large numbers of participants. Sternberg (2011) would highlight that small surveys are only comparable to a limited extent and all findings should be taken within the context of this limitation with no wider generalisations being made in regards to the research data, but rather further research being suggested in areas highlighted by the participants studied.

In order to identify suitable participants a purposeful sampling technique was applied as described by the work of Patton (1990), with the first sample selected using access to the original participants described in Cummins and Kelly (2010). The work of Cummins and Kelly (2010) studied a wider group of entrepreneurial categories than has been identified as of interest to this dissertation, thus participants classified as ‘female,’ ‘young,’ or ‘social,’ were excluded from participation, and a control criteria was applied by Dr John Kelly. In this regard Dr Kelly acted as a ‘gate keeper,’ in order to protect the interests of the original participants as would be normal within social research as suggested by Punch (1998).

This technique facilitated the gaining of three participants (Participants C,D,E) all of whom had been pre classified and verified as ‘right brain,’ entrepreneurs through participation in Cummins and Kelly (2010) which as described was validated through DETINI.

Identification of the further participants (Participants A,B, F) was carried out using snowball sampling selecting entrepreneurs known by the researcher. Here control bias is of heightened concern and this dissertation recognises the risks of ‘insider influence,’ (Saunders *et al.* 2012), and the dissertation aims to limit these risks.

This second group also required the re-application of the selection mechanisms used in Kelly and Cummins (2010), including the issuing of a brain hemisphere dominance survey to have signified a result for ‘right brain dominance,’ before the participant could be engaged in the research. All the initial participants both gained through purposeful and through snowball sampling met the criteria and subsequently participated in the research. An agreed process was applied in order to maintain a consistent approach as argued for by Short *et al.* (2010), in order to reinforce the validity of the results.

Figure 3.7.1 demonstrates the processes used to appropriately select and inform the participants of the research. As displayed, all participants agreed to participate in a brain hemisphere dominance survey, or to make their previously results available to the researcher. A copy of the survey and example participant result is included in Appendix 1 and 2 respectively; all the participants scored very highly and were verified as right brain dominant entrepreneurs. This validated the legitimacy of the participant to be identified as a ‘right brain,’ entrepreneur. ‘True consent,’ as argued by Punch (1998) is essential when approaching sensitive topics such as entrepreneurship, the area of ethics is further explored in Chapter 3.11. In addition to requests for the provision of ethical consent, participants were as suggested by Punch (1998) offered a pamphlet as per appendix 3 explaining the research. This was in order to maximise the potential of the semi-structured interview when it was approached.

Figure 3.7.2 lists the participants and attributes associated with them as entrepreneurs, this dissertation argues that given the entrepreneurs operate in diverse industries and are at various stages of development in their entrepreneurial career a rich data set could be expected in regards to how participant entrepreneurs might learn to delegate differently, within different sectors and at different stages of personal and business development. As per Todman and Dugard (2001), this dissertation cautions making wider generalisations from the data obtained.



Figure 3.7.1 : Sampling Process used in this dissertation

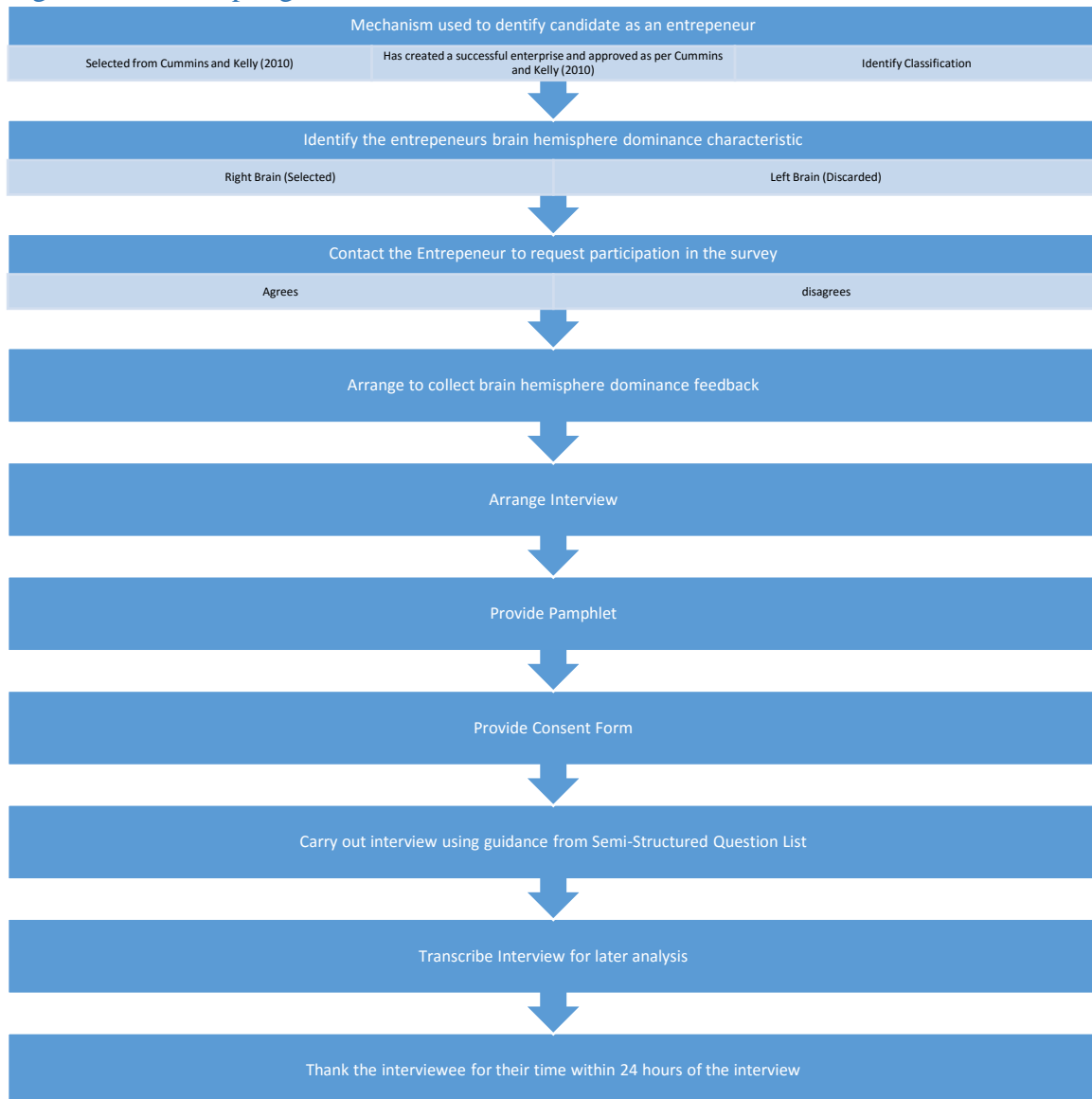


Figure 3.7.2: Categorisation of Entrepreneurs asked to participate in the survey

Interviewee Reference	Attributes
Participant A	Founder
	Serial Entrepreneur
	Logistics Industry (SIC Code 4731)
	Construction Industry (SIC Code 1521, 154)
	Landscape Gardening (SIC Code 0782)
	Car Sales (SIC Code 5521)
	Hospitality Industry (SIC Code 5812, 5813)
	Businesses up to 75 staff
Participant B	Family Business
	Serial Entrepreneur
	Care Industry (SIC Code 8361)
	Construction Industry (SIC Code 152, 154)
	Hospitality Industry (SIC Code 7011)
	Businesses up to 450 staff
Participant C	Employed for large part of career
	Serial Entrepreneur
	Founder
	Construction Industry (SIC Code 152, 154)
	Catering Resourcing Industry (SIC Code 5812, 5813)
	Tourism Industry (SIC Code 9611)
	Care Industry (SIC Code 8361)
	FTSE 100 Business (Public Company)
Participant D	Founder
	Serial Entrepreneur
	Construction Industry (SIC Code 1521, 154)
	Hospitality Industry (SIC Code 5812, 5813)
	Care Industry (SIC Code 8361)
	Businesses up to 200 staff
Participant E	Founder
	Employed for large part of career
	Experienced Entrepreneur
	Information Technology Sector (7371)
	Infrastructure Sector (7389)
	Web design Sector (7336)
	Serial Entrepreneur
	Businesses up to approx. 10 staff (SME)
Participant F	Founder
	Serial Entrepreneur
	Academic
	DIACOM Imaging research (3826)
	Clinical DIACOM Imaging (3826)

### 3.8 Data Collection considerations

It is argued that validity can be achieved through the probing nature of the semi-structured interview format Bouchard (1983). This allows “full access to the knowledge and meaning of informants Easterby Smith *et al.* (1991:41). One of the limitations of semi-structured interviews, is that outcomes cannot be generalised across multiple case studies. However, a key benefit of the approach in spite of lack of the ability to generalise is that some comparisons can be drawn. This is argued by (Bryman 2008:55), in order that future research can be established allowing new areas of the literature to develop.

Cummins and Kelly (2010) in qualifying their initial survey ask a list of questions on the educational and business history of the participant entrepreneurs, and this dissertation aims to use these techniques to gain familiarity with the participant. The full list of questions used as prompts were required are found in appendix 4.

These questions help initially to engage the participant and offer the interviewee the chance to express themselves openly. The semi-structured approach offered good scope for critical incidents to be identified and explored helping to limit control bias applied by the researcher and participant entrepreneur when responding to questions. Questions were not asked in order, nor in full rather they were used as a guide to facilitate the derivation of rich data to identify the participant’s attitudes to delegation.

### 3.9 Data Quality Considerations

A consistent approach is argued for by Easterby-Smith *et al.* (2012:72) in order to maintain the integrity of any findings. If the data collected is not collected in an effective way then it could be argued that the findings of the research are invalid. Easterby-Smith (2002:70) identifies that research is only justified based on the accuracy and validity of the results it yields and this dissertation has endeavoured to ensure the validity of its findings by following the proven sampling techniques argued for by Simmons and Lovegrove (2005) and further explained by Punch (1998). Every effort has been taken to ensure that, the selection mechanisms used for participants have been valid. That appropriate consent was requested and given and all interviews have been fully transcribed. Also the individual results of the brain dominance survey were processed in a consistent unbiased fashion by a third party. This dissertation argues that within the limitations of the research the data quality is adequate to derive inferences.

### 3.10 Data Analysis

Data analysis is the process of “coding, interpreting and making sense of data (Easterby-Smith *et al.*, 2012:72). A number of qualitative analysis techniques exist as per Easterby-Smith *et al.* (2012); of these this dissertation selected data analysis as per figure 3.10.1, and argued for by Glaser and Strauss (1967). Figure 3.10.1 describes the seven main stages of data analysis. Easterby-Smith *et al.* (2012:163) argues that these stages are important in order to facilitate analysis of data. This dissertation believes this is of specific importance to the research of entrepreneurs when applying a qualitative approach. Using these steps the researcher can familiarise himself with what is a diverse data set of distinct critical instances, and reflect on these appropriately so that the coding process is appropriate and relevant to the key themes related to delegation that are identified.

Figure 3.10.2 shows the outcomes of the coding stage isolated during data analysis. This was used to map potential themes to a literature review. This facilitated a consistent approach to the topics covered, which include a particular focus on the literature on ‘entrepreneurship,’ ‘delegation,’ ‘brain hemisphere dominance,’ ‘operational delegation management,’ and ‘strategic delegation.’

Figure 3.10.1: Stages of Data Analysis: Adapted from Easterby-Smith *et al.* (2012:163)

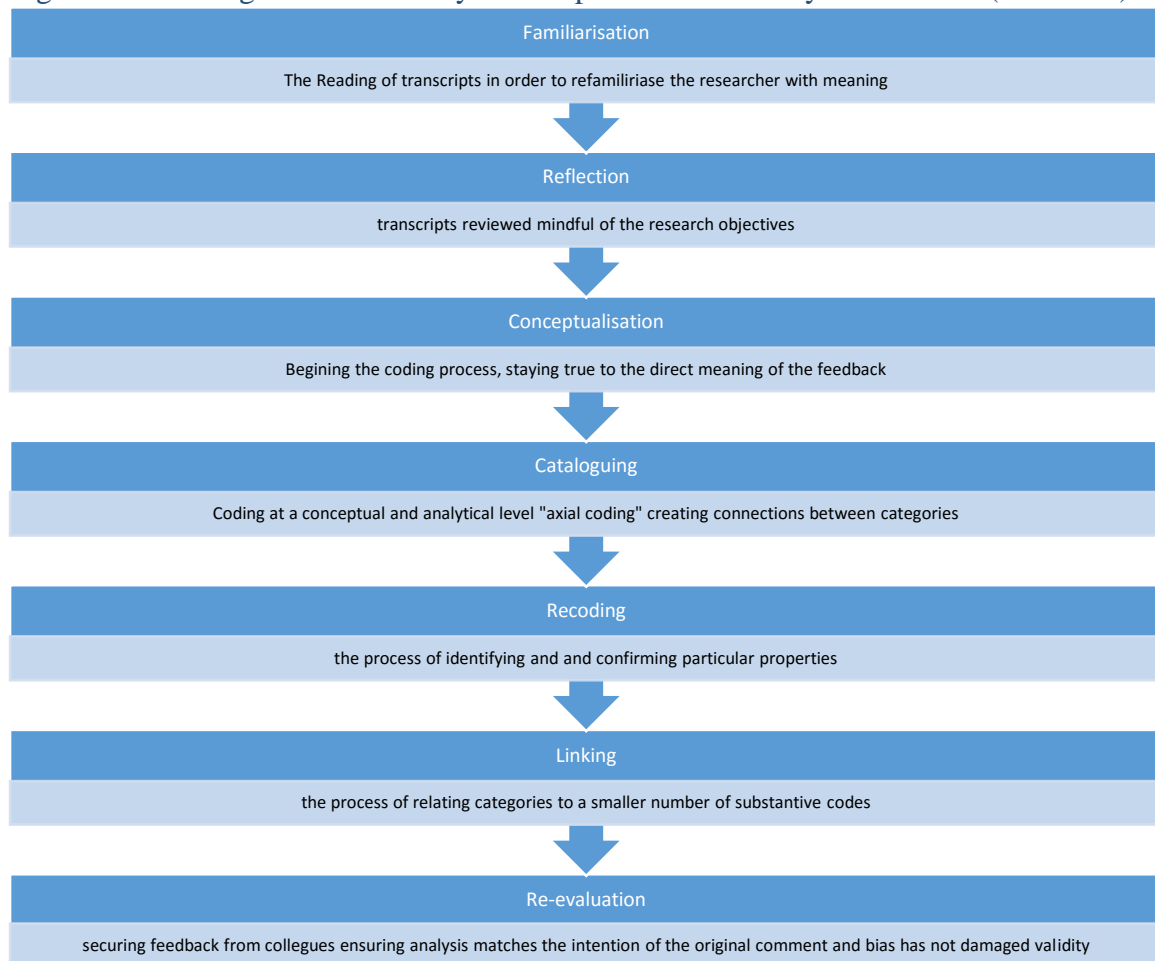


Figure 3.10.2: Mapping of coding categories with extant literature review

Coding Categories	Mapping to Literature Review Themes	Relevant Section
What makes an entrepreneur	Definition issues round entrepreneurship, and review of the expected education and family background of specifically right brain entrepreneurs	2.2
Family History		
Education		
Business History		
Regional Context	The National UK and Regional context in NI of Entrepreneurship Research	2.3
Northern Ireland History		
Northern Irish Culture		
Individual and Effectuation benefits		
Society Benefits		
Specific Delegation Training Intervention Needs	Delegation and its importance to entrepreneurs	2.4
Strategic		
Operational		
Influence on success and sustainability of enterprises		
Impact on growth of enterprises		
Right brain dominance as an area of research	Brain Hemisphere Dominance	2.5
Business lifecycles influence on delegation management	Maturity Models and Entrepreneurial Experience	2.6
Entrepreneurial Experience influence on delegation management		
Serial business entrepreneurs approach compared with single business entrepreneur approaches to delegation management		

### 3.11 Ethical Concerns

Ethics is considered a key concern in social research as identified by Saunders *et al.* (2012).

Failure to consider the ethics of research can lead to results being considered, invalid and can lead to rejection of any derived analysis. In addition to this, unethical practices can jeopardise future research, harm participants and can damage the credibility of the author and their institution, as such consideration must always be given to ethics. Isolating the core considerations of ethics, Orb *et al.* (2001) identifies issues of privacy, consent and participants emotional responses as significant in social research.

In regards to privacy, this survey has endeavoured to remove all information that could lead to identification of the participant from transcripts and has agreed to hold anonymous all details regarding participation. Consent was gained for access and use of the participants involvement in previous research carried out by Cummins and Kelly (2010). This information was used both to select participants and in consideration of analysis of participant feedback. Consent was also gained for participation in the survey and a consent form was used to ensure the participant was fully aware of aim and purpose of the research. In some situations there was a pre-existing relationship between the researcher and those interviewed. This is also explored by Orb *et al.* (2001), however in this circumstance no significant power balance was observed to exist and hence general objectivity was expected to be possible with the researcher not strongly influencing feedback.

There was a high possibility of emotionally charged responses given the sensitive nature of questions relating to academic life, family life, and previous experiences of business success and failure. (Easterby-Smith *et al.*, 2012:95) informs that this information must be dealt with sensitively during questioning to maintain participant confidence and also that any analysis should ensure that the individuals response cannot be easily identified within the research.

Interviewees were informed that they could stop the interview at any time and could withdraw answers, or refrain from answering should they wish to do so.

In conclusion although as with all research ethics is a significant consideration, in this instance, there were no significant ethical concerns that should require further investigation.

### 3.12 Critique of Method/ Limitations

There are a number of issues with the research methodology used during this research which include the items listed in table 3.12.1. In order to be valid the research must set out the limitations of the research design applied and identify the validity of the approaches. Of importance is that this study is an exploratory study and therefore limited by the fact that no generalisations can be made, excepting limited theoretical generalisation. Kauffman (2007) highlights how entrepreneurship is difficult to research given the structure of questioning can inform the participant's response, particularly given participation of the individual in previous research such as the 'right brain,' survey. To add to this concern Saunders *et al.* (2012) state that the researcher can artificially impact results through control bias. It could be expected that the 'snowball,' sampled candidates would have acted differently than those previously involved in the entreBRAINeur survey given the Cummins and Kelly (2010) group would have learned from the findings (Kauffman 2007). This could impact and be cause for differentiation in their responses when compared with those involved in the 2010 research.

Crook *et al.* (2010:196) highlights that qualitative research cannot provide the ability to generalise and therefore only direct comments on the participant's views can be made. To make anything more than theoretical generalisations would require further research, which this dissertation aims to inform. Harte and Stewart (2010) go on to state that qualitative



research is not positioned to measure outcomes and this dissertation would accept this limitation, however the research would also point out that quantitative research would not have been appropriate for the research aim of the dissertation. The aim is stated as “to explore,” and this research as such aims to identify new areas of discovery. The participants were selected only on the fact that they were commercial, were right brain dominant and had either been involved in Cummins and Kelly (2010) thus having been validated by DETINI as of interest as an entrepreneur or had been known to the researcher as an ‘entrepreneur.’ As can be seen all reasonable attempts have been made to minimise these issues, and the dissertation aims to apply its findings only within the context of a valid origin of enquiry.

Table 3.12.1: Table listing a number of critiques of the method applied to this dissertation.

Critique of Method	Source
Entrepreneurship is difficult to research as through research, it impacts upon the subjects increasing the awareness of the subjects of the research.	Kauffman (2007)
Additional research will be required to offer any generalisation	Crook <i>et al.</i> (2010:196)
Does not measure outcomes, instead the research relies on inferred impacts rather than measured outcomes	Harte and Stewart (2010)
Author may be exhibiting control bias as an "insider" given the author is a right brain entrepreneur.	Saunders <i>et al.</i> (2012)
Complex processes are not captured excepting at a narrow level.	Coviello and Jones (2004:486)
Entrepreneurship has been widely studied but there is a lack of a single definition	Audretsch (2002); Klapper <i>et al.</i> (2010) ; Praag and Versloot (2007:351)
Delegation Management has been widely studied but there is a lack of a single definition	Leana (1986), Bass (1981), Alonso and Matouschek (2008)
Right Brain Entrepreneurs have not been widely researched or categorised resulting in limited literature being available for comparison.	Cummins and Kelly (2010)
The Cultural background of those being selected for interview has not been scrutinised beyond their common origin being from Northern Ireland. Lack of critical sampling here could have demonstrated other areas of research	Hofstede (2001)

### 3.13 Summary

The research design looked at a wide range of enterprise research methods, and derived research methodology to be applied to address the research question, based upon a subjectivist-interpretivist approach, using semi-structured qualitative interviews with six stakeholders classified as right brain entrepreneurs. Selection of participants was based upon initial purposeful sampling using the initial cohort verified by DETINI and Cummins and Kelly (2010). Additional ‘snowball’ sampling was also carried, again with the same selection criteria to that used in Cummins and Kelly (2010). The findings and analysis of the output from this research methodology in the context of the wider literature are described in the next chapter.

## 4.0 Results and Discussions

This chapter presents the findings of the analysis of the research data and the discussion of each of the coding categories.

### 4.1 Introduction

In order to analyse the outcomes of the research, transcripts were created from the semi-structured interviews carried out. From the participant responses during these interviews a number of groupings were identified within the data. The initial groupings were based around four questions identified in Table 4.1.1 that could help answer the initial research objective to investigate the delegation of strategy and operational tasks by ‘right brain dominant’ entrepreneurs and in turn help answer the research questions, in addition to demonstrating themes from the transcripts. The linkages with the existing literature is also mapped out in the corresponding tables.

These groupings define the structure of the findings section of this thesis and assist with analysis providing:

1. Interlinkages between factors, Coding that can be linked are presented as a group, and these groups are further broken down into sub groups.
2. After the initial groupings the themes were broken down further into sub groupings in line with the taxonomy as presented in table 4.1.2.

Given this the rich feedback provided by participants, the findings draw on themes from the complete transcripts rather than solely on the information provided in the corresponding tables.

Table 4.1.1: Question Groupings identified from the main themes present within the transcripts

Theme One	Sub Groups	Group
Do the participant right brain entrepreneurs share comparable or contrasting attributes? If so do the findings suggest further research?	Founder Effect	4.2.1
	Serial Entrepreneur or Experienced Entrepreneur	4.2.2
	Employment History	4.2.3
	Regional Context	4.2.4
	Participants academic, cultural and family background	4.2.5
	Definitional issues of Entrepreneurship	4.2.6
	Participant traits	4.2.7
Theme Two	Sub Groups	Group
Was the technique of brain hemisphere dominance valid as a selection technique, and would Industry Life Cycle Model or entrepreneurial experience be valid stratifications for future studies?	Brain Hemisphere Dominance in reference to Delegation	4.3.1
	Life Cycle Model/ Experience	4.3.2
	Identifying the impact of industry as a potential theme	4.3.3
Theme Three	Sub Groups	Group

Did the participants identify delegation management as a topic of importance?	Definition of Delegation Management and what it meant to participants	4.4.1
	Culture	4.4.2
	Importance of Delegation Management	4.4.3
<b>Theme Four</b>	<b>Sub Groups</b>	<b>Group</b>
Which of the themes were identified as most significant in delegation of strategy and operations and why? Did VDL have an influence?	Mechanisms used in delegation of strategy as a theme	4.5.1
	Mechanisms used in delegation of operations as a theme	4.5.2
	VDL	4.5.3
<b>Theme Five</b>	<b>Sub Groups</b>	<b>Group</b>
Did the entrepreneurs highlight any other themes which were not highlighted in the original literature review?	Development of Delegation Management Skills Linked to the entrepreneurial learning theme	4.6.1

	Succession Planning	4.6.2
	Other findings related to delegation	4.6.3

Table 4.1.2: Sub Groups derived from the main themes present within the transcripts.

Group One	Literature	Sub Groups	Group
Do the participant right brain entrepreneurs share comparable or contrasting attributes? If so do the findings suggest further research?	Brockhaus (1982); Acs and Audretsch (2010:2-3) ; GEM (2010)	Founder Effect	4.2.1
	Brockhaus (1982); Acs and Audretsch (2010:2-3)	Serial Entrepreneur or Experienced Entrepreneur	4.2.2
	Brockhaus (1982); Acs and Audretsch (2010:2-3)	Employment History	4.2.3
	Wagner and Sternberg (2004:222) ; Jarman (2004)	Regional Context	4.2.4
	Brockhaus (1982); Acs and Audretsch (2010:2-3)	participants academic, cultural and family background	4.2.5
	Brockhaus (1982); Acs and Audretsch (2010:2-3)	Definitional issues Entrepreneurship	4.2.6
	Brockhaus (1982); Acs and Audretsch (2010:2-3)	Participant traits	4.2.7
Group Two		Sub Groups	Group
Was the technique of brain hemisphere dominance valid as a selection technique, and would Industry Life Cycle Model or entrepreneurial experience be valid stratifications for future studies?	Cummins and Kelly (2010) ; Kirby (2004)	Brain Hemisphere Dominance In reference to Delegation	4.3.1
	Greiner (1997); Alonso and Matouschek (2008); Leana (1986); Blair (1992); Locke and Schweiger (1979) ; Bamford and Forrester (2010)	Life Cycle Model	4.3.2

	Brockhaus (1982); Acs and Audretsch (2010:2-3)	Identifying the impact of industry as a potential theme	4.3.3
Group Three		Sub Groups	Group



Did the participants identify delegation management as a topic of importance?	Alonso and Matouschek (2008); Leana (1986); Blair (1992); Locke and Schweiger (1979) ; Bamford and Forrester (2010) ; Glancey (1998) and Romano (1989)	Definition of Delegation Management and what it meant to participants	4.4.1
	Bass (1981); and Heller (1973); Bamford and Forrester (2010)	Culture	4.4.2
	Bass (1981) Heller (1973), Dana, (2007) ; Mintzberg (1987) ; Fershtman and Kalai (1997) ; Bamford and Forrester (2010)	Importance of Delegation Management	4.4.3
<b>Group Four</b>		<b>Sub Groups</b>	<b>Group</b>
Which themes were identified in participant responses and which were identified as most significant and why?	Alonso and Matouschek (2008); Leana (1986); Mintzberg (1987) ; Fershtman and Kalai (1997) ; Glancey (1998) and Romano (1989)	Mechanisms used in delegation of strategy as a theme	4.5.1
	Leana (1986); Blair (1992); Locke and Schweiger (1979); Dana, (2007) ; Fershtman and Kalai (1997) ; Bamford and Forrester (2010) ; Bass (1981) ; Heller (1973)	Mechanisms used in delegation of operations as a theme	4.5.2
	Liden and Graen (1980:452) ; Leana (1986:757)	VDL	4.5.3
<b>Group Five</b>		<b>Sub Groups</b>	<b>Group</b>
Did entrepreneurs highlight any other themes which were not highlighted in the original literature review?	Bass (1981); Heller (1973); Leana (1986); Blair (1992); Locke and Schweiger (1979) ; Mintzberg (1987) ; Fershtman and Kalai (1997) ; Cope (2003)	Development of Delegation Management Skills Linked to the entrepreneurial learning theme	4.6.1
	Davis (1968:414)	Succession Planning	4.6.2
		Other Findings related to delegation	4.6.3



## 4.2 Comparison and contrasting the participant group of right brain entrepreneurs

The aim of this stage of the analysis was to identify if there were consistent traits found in the life history and goals of right brain entrepreneurs participants selected. Fragments from participant's transcripts are listed in Table 4.2.2 together with their linkage to some of the literature on the topic. It was noted that the ages of engaging in entrepreneurship altered significantly across the participants. A number of the participants in particular recalled showing entrepreneurial traits as young children, Participant D stated "At the time I had a paper run which was bringing me about a 30 quid a week which was more than average wage," Participant D also stated "I said at six 'I am going to be a millionaire.'" The majority of participants had in fact become entrepreneurs after a period of employment. Most participants had identified exhibiting an 'intrapreneurial,' or driven attitude while employed. Participant C stated "I was promoted very quickly in my first job". For some participants the pathway between employment and entrepreneurship was blurred, with some emerging from employment as entrepreneurs rather than having extreme change events occur. Participant A and D are examples where the participant began their businesses while still in employment within another firm, while Participants B and F began their business while in education. Participant D and E had more distinct change events thus launching them to become entrepreneurs. In Participant D's case starting businesses later in life and in Participant E's case in line with distinct opportunities and threats to their incomes.

Commonly stated among all participants was the concept that formal education did not suit the natural learning style of the participants and that often they became disengaged, either feeling they could have done better, or that education was never a focus for their abilities. This reinforces the viewpoints of Cummins and Kelly (2010). Many entrepreneurs did do well academically achieving good grades particularly in the cases of Participants E and F. In Participant F's case he progressed to the level of PhD. On a subject level the entrepreneurs in

general performed well in Mathematics. Participant A who did not grade well at GCSE expressed above average and natural ability in Mathematics up to or including early secondary school. Participant F explained his own schooling history eloquently identifying “A lot of the subjects that I liked really have two things. One was solving problems, the other understanding people.” Most participants enjoyed the social aspect of school. Some did not enjoy school at all explaining a variety of reasons including Participant A who stated “I was quiet bullied at school.” Across all participants education for education's sake was something of little value for the participants. Participants in general saw schooling as ‘a means to an end,’ rather than as something that had distinct academic outcomes.

Northern Ireland as a geography was not dealt with distinctly by most entrepreneurs, and were mentioned it was not identified as an important factor in delegation. Only Participant A raised ‘The troubles here did make it difficult.’ The only other local references by participants were to Invest NI, and the particulars of Northern Irish Culture abroad, something of importance particularly where participants were involved in Export. Opinions were mixed on the value of Invest NI, Some participants had positive views, some negative but overall the impact of Invest NI on the participants businesses was suggested to be limited.

A number of participants identified with seeing “the whole picture,” in a clearer way than colleagues and identified that they could “join the dots.” Participant D quoted “I could run it, he could run it, but he would never set it up,” when referring to a left brain dominant colleague. The participant was clear in his own ability when identifying a particular opportunity, and was also clear of how others failed to see opportunity as it appeared to him, seeing it as a very specific trait or skill of benefit. The participants tended to grow in confidence and ability based on experience and there was clear evidence of learning through growth and challenge. Participant A stated “I probably had self-confidence but I think looking back I should have had even higher self-confidence.” The sentiments of ‘growth,’

and ‘change,’ where widely expressed among participants. It appeared that this focus and drive on growth and change were inherent in the strategies enacted by the participants.

The participant group often believed they were uniquely placed when compared with colleagues to facilitate and encourage growth. With some exceptions entrepreneurs would identify with being the most ‘focused,’ ‘driven,’ ‘passionate,’ or had ‘the best attitude,’ in their businesses, and the more experienced serial entrepreneurs were often able to express the reasons behind their abilities and also state openly their weaknesses and areas they wished to develop. It appeared that the more experienced participants had a very strong understanding of where they fit in a business and could express this clearly.

The drivers behind interest in business were varied. It was observed that the serial entrepreneurs and experienced entrepreneurs appeared to have a significant interest in the success of their ‘teams,’ and had a very human focused agenda for success. Participant F stated ‘Money is secondary, making a difference in the world is more important,’ the extent of this social interest made Participant F an outlier however the trait was expressed in elements of Participants D and B’s transcripts also. A clear interest in staff wellbeing was present in elements of the communication of Participants A, C and E, although in these participants it was clearly not the primary driver for business. Participant A, and E in particular stated their driver for business as economic success. Participant E one of the less experienced entrepreneurs stated ‘In some ways I can take some pleasure from the fact, even in my own family as being seen as someone who is not going to make it when I surpassed them all.’

In conclusion it is clear that the participants shared a number of common traits in regards to their life history. The most pronounced of these traits was a lack of full engagement when in formal education. Other traits that were observed demonstrated that most of the

entrepreneurs began working for other people, therefore it could be argued that entrepreneurs can in fact be developed and trained while within employment. There were clear differences in the participants reasons for engaging in entrepreneurship as would be expected by Brockhaus (1982), Acs and Audretsch (2010). Further research would be required in order to validate any of the above findings including attitude to education and developing from a point of employment where consistent across right brain entrepreneurs and a different research design would have been required to have isolated more deeply the impact of the other traits.

#### 4.2.1 Extracts from Participant dialogue related to section 4.2 and its sub themes

The below table is included to demonstrate the importance of the inclusion of the opinion of entrepreneurs within Entrepreneurial research given it was not possible to explore or include all viewpoints within this dissertation, and it would be the view of this research that further exploration of the traits of what makes a right brain entrepreneur was of interest to the participants and therefore should be worthy of further research.

Interviewee Reference	Transcript Extract	Sub Theme
Participant E	You want to create your own paths.	4.2.1
Participant B	That was probably my first job in the business, at 16 I wanted to be an accountant because I was very good at math and after the second day I said ‘I’m never going to be an accountant because it’s the most boring job in the world’.	4.2.3
Participant C	I didn’t think in advance. I didn’t plan it. I did well in there. I was promoted very quickly in my first job	4.2.3
Participant C	the global dimension thing was entrepreneurial because actually there was an inside of the organization that didn’t exist before and the opportunity created that and dated way back when even before I got onto the board.	4.2.3
Participant D	At the time I had a paper run which was bringing me about a 30 quid a week which was more than average wage was for anybody who could go to school... I was actually the first person in my family to own a house.	4.2.3
Participant A	The troubles here did make it difficult	4.2.4
Participant B	Dad left school at 16, no qualifications; my mum thought for two or three years; she would be a teacher because she would get every book. Mum and dad got together and married and they started off their business, and they are still at it 35 years later.	4.2.5
Participant B	Ironically my father is totally stereotypical on paper entrepreneur, every business that he has ever bought, and I’m talking a multimillion pound business, he bought it in a period of 60 minutes and has not looked at any detail, and just goes ‘how can that work’.	4.2.5

Participant C	I guess I did all right. I did well in subjects I was interested in. I wouldn't have had a home that would have encouraged my academic work.	4.2.5
Participant D	When I was a kid my uncle said to me 'what do you want to be when you grow up?' and I said at six 'I am going to be a millionaire', and I was.	4.2.5
Participant E	Not so much because of being a middle child there is not so much focus on you.	4.2.5
Participant E	In some ways I can take some pleasure from the fact, even in my own family as being seen as someone who is not going to make it when I surpassed them all.	4.2.5
Participant F	Well, I would sort of classify myself as slow developer. Really I wasn't very academic, I wasn't very bright.	4.2.5
Participant F	A lot of the subjects that I liked really have two things. One was solving problems, the other understanding people.	4.2.5
Participant F	Getting value for creativity, like a business person who came and developed a new product for the market place.	4.2.6
Participant A	I was small, I was quiet bullied at school, but outside of that my work was fine.	4.2.7
Participant B	mega detail, is not my forte	4.2.7
Participant E	One time my uncle said to me 'they'll always need bin men', strange thing to say. Anyway I will always remember that and that kind of pushes you on.	4.2.7
Participant F	So I do want to feel that I make difference in the world and I do want to feel that I'm making a contribution.	4.2.7



Participant F	Money is secondary, making a difference in the world is more important.	4.2.7
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### 4.3 The impacted of brain dominance, life cycle, and entrepreneurial experience

The literary evidence as per Cummins and Kelly (2010) would suggest that the selection of candidates based on hemisphere dominance would require validation. There is currently no statistically significant evidence in the literature to support this approach. Significantly this section explores how the participants themselves valued an insight into their brain hemisphere dominance, and how they utilised this in their business approaches. Listed in Table 4.3.1 are fragments of narrative taken from the dialogue related to this section.

It is important to note that the general reaction to hemisphere dominance in regards to the participants thinking was that it was indeed a factor in the participant's entrepreneurial traits and has shaped their personal life history extending from education, to employment and on to entrepreneurship. The majority of participants identified that hemisphere dominance was not the most significant factor that they would use when selecting personnel, when compared to attitude or skill, participants did recognise the value of the measure Participant C stated "Left and right brain, I guess put a construct around it which was helpful for me." In regards to how the entrepreneurs identified their entrepreneurship with being 'right brain,' it was clear participants felt the relationship was significant. Here Participant C responded, "Can a left brain person be entrepreneurial? I guess, it would be like teaching me to play piano. You know what, if you struggle with me long enough I will be able to play piano. Would I be a pianist? No! But I would be able to play a piano. Will I be able to pick up every chain that came along just instinctively? No!" and more eloquently Participant D stated "I could run it, he could run it, but he would never set it up." It is the position of this dissertation that participant right brain participants identified a belief that left brain people would not be naturally capable of the breadth of thinking and decision making required in a start-up environment, while many entrepreneurs did identify that a left brain person may in fact be

better placed to 'manage,' or 'sustain,' a business given all participants claimed they got bored when either 'change,' or 'growth,' was not occurring. Participant D stated "I am actually on the verge of losing interest in my current business. The only thing that keeps me going is that I've got a great team with me now." Those participants who had exited businesses appeared to also understand when they no longer felt they added value, this was normally at a stage when the company had matured beyond a focus on growth.

The participants in extending their views to the brain dominance of staff were more mixed in opinion. This ranged from Participant E "I think left brain right brain thinking is important because it affects everyone," to more specific comments such as Participant A "Operationally I probably would prefer left brain, but not in managerial." Participant D opposed this position with "I suppose it's different if you have two egos in the room, you're not going too far," with the latter being the predominant view of participants in the group as identified in section 4.5. The overall finding was that hemisphere dominance was a selection mechanism participants had, or would consider using in regards to delegation in the future, and therefore should be further researched however it was not identified as, as significant as certain other factors such as attitude in delegate selection.

Participant D a serial entrepreneur markedly had a change of stance during the interview. Initially stating "It doesn't come in my thinking at all," in regards to hemisphere dominance, while closing after several explorations with "so I want left brain,.." "You don't want two egos, and you don't want someone else involved in strategy." "If you're doing this and you're confident you're doing it right and if you have a vision and all that, you need somebody else to do the other stuff that comes from that. You need people who are going fill in the blanks." It is the position of the dissertation that the participants in general learned through the

questioning process and changed responses as per the observations of other entrepreneurs by Kauffman (2007). It is of interest that significant differences in response were not observed between those newly acquainted with their hemisphere dominance survey results and those involved in Cummins and Kelly (2010). Although it was clear that the participants valued the use of brain dominance to bring structure to their thinking on the entrepreneurial traits it is difficult from the research to identify what other factors may have influenced the individual to encourage these approaches to develop. All the participants would argue strongly that they see things differently than their directly employed colleagues and that they have always had a focus on growth throughout the lifecycles of their businesses and throughout their careers as entrepreneurs.

Participant D stated “I think that my early idea of delegation was telling people what to do. You didn’t explain the job, you just wanted to get that done and because you were doing it yourself they probably followed that. So your delegation was leadership rather than delegation. Probably you will improve your skill as you get little bit older and as your business gets a bit bigger.” Certain entrepreneurs had experience only in single companies while others had experience within multiple organisations, and it is regarded that multi industry participants, approached delegation differently than single industry entrepreneurs. Here in regards to recruiting staff from different industries to add value one participant stated “why not recruit people from hospitality who can come and manage more people,” such thinking was not present in single industry entrepreneurs.

It is the position of this dissertation that the life cycle of the business and the entrepreneur were of significant importance in regards to how the participants delegated, however this did not remove the apparent importance of the ‘right brain,’ argument from participants. The belief in right brain dominance appeared to be present a greater or lesser degree in all participant responses. The focus of the participants on ‘attitude,’ ‘growth,’ and ‘change,’

could be argued as clear demonstrators that the participants differed in their approaches from left brain individuals. However, the research cautions ignoring the importance of the other factors identified in this section including entrepreneurial experience, business lifecycle geography and industry.

#### 4.3.1 Extracts from Participant dialogue related to section 4.3 and its sub themes

The below table is included to demonstrate the importance of the inclusion of the opinion of entrepreneurs within Entrepreneurial research given it was not possible to explore or include all viewpoints within this short dissertation, and it would be the view of this research that further exploration of the importance of brain hemisphere dominance to the participants both in regards to better understanding themselves and also in identifying how brain hemisphere dominance impacts the effectiveness of delegation to staff.

Interviewee Reference	Transcript Extract	Sub Theme
Participant A	Operationally I probably would prefer left brain, but not in managerial.	4.3.1
Participant C	So entrepreneurs quiet often are like that. They will forge you ahead. You need people there though who could do other things and create the tunnel and etc. So you know I can see that in certain people. In people who worked for me and people who are out there.	4.3.1
Participant C	What a mole does is dig and put stuff behind it. You need other people excavating. Anyone who comes behind should remove dirt and they can go forging ahead. And now you've got a tunnel.	4.3.1
Participant C	Left and right brain I guess put a construct around it which was helpful for me.	4.3.1
Participant C	So we want to develop a bigger footprint in Africa. There was a guy and everybody else thought he was a total maverick in fact, . He hated the UK management structure and	4.3.1

	was very constrained. He was bright, he was up for it, but his boss didn't like him and he didn't like his boss because his boss didn't want him in the management team.	
Participant C	Can a left brain person be entrepreneurial? I guess, it would be like teaching me to play piano. You know what, if you struggle with me long enough I will be able to play piano. Would I be a pianist? No! But I would be able to play a piano. Will I be able to pick up every chain that came along just instinctively? No!	4.3.1
Participant D	I could run it, he could run it, but he would never set it up.	4.3.1
Participant E	I think left brain right brain thinking is important because it affects everyone. People in here are really strong or a mix of both. They have to do their job, it's their role so you kind of need to know if they have the right mind-set.	4.3.1
Participant D	why not recruit people from hospitality who can come and manage more people. They are going to get more money than what our team leaders get at the moment, but they're managing different people, they're making a bigger turnover. They will manage the whole process and they get it done, so they're presentable.	4.3.1
Participant D	If you're doing this and you're confident you're doing it right and if you have a vision and all that, you need somebody else to do the other stuff that comes from that. You need people who are going fill in the blanks. So, is that left brain.	4.3.1
Participant D	I suppose it's different if you have two egos in the room, you're not going too far.	4.3.1
Participant F	I'm looking for people who show skills in terms of broad understanding you know.	4.3.1

Participant D	I think that my early idea of delegation was telling people what to do. You didn't explain the job, you just wanted to get that done and because you were doing it yourself they probably followed that. So your delegation was leadership rather than delegation. Probably you will improve your skill as you get little bit older and as your business gets a bit bigger. So that would be how it's done.	4.3.2
Participant D	I am actually on the verge of losing interest in my current business. The only thing that keeps me going is that I've got a great team with me now.	4.3.2
Participant E	You must train yourself, I find. It's hard to move from position from not delegating to delegating I think.	4.3.2



#### 4.4 The significance of delegation management

This section explores the importance of delegation management from the perspective of the entrepreneurs. A number of statements from the transcript coded to the theme of delegation management are listed in table 4.4.1. Without exception the participants felt that delegation management was of significant interest, and it was closely identified with the possibility of ‘business growth,’ the creation of ‘new jobs,’ and of ‘improved business outcomes,’ dependant on the participant involved. The universal observation across participants was that participants felt delegation was a skill that they had acquired and developed throughout their business career, however importantly many had their own delegation ‘style,’ which in general was something they had maintained if not from the start of their career from much earlier in their career generally following a change due to an important life event.

Although no commonly articulated meaning was suggested by Participants who offered a range of varied but useful explanations of what delegation meant to them.

1. Participant C: “Delegation is getting people to want to do what you want them to do,”
2. Participant C: “When you use the word delegation people always make an assumption that you’re talking about what you get other people here working for you to do instead of you doing it. I see that as a small part of it.”
3. Participant E: “You know delegation is just communication between one person and another,”
4. Participant F: “I would never ask somebody to do something I wasn’t prepared to do myself. So I always made them understand the fact that ‘I can do this, you can do this’.”

5. Participant F: “I always say I build chaos but I really want to work with good people, I really want to work with the best people. I enjoy working with talented people and the only way to work with talented people is giving them time and let them get on with that and make it happen. My part is not to interfere, getting myself out of the way, not to kill the buzz.”
6. Participant C: “You need to explain what success looks like to your client, to your managers, to your team.”

The participant explanations of delegation ranged from partial definitions to more abstract word associations which helped explain what delegation meant to participants. It was clear that delegation was of importance to how the entrepreneurs operated within their work environment and that they saw delegation as a key skill within the entrepreneur context.

In line with the existing literature the participants drew parallels between delegation and leadership, identifying the need to set the correct ‘ethos,’ or ‘culture,’ for the business. This would appear to distinguish entrepreneurs from the management surveys of Leana (1986) and from those of which had an economic focus such as Matouschek (2008). Bass (1981) and Heller (1973) do indeed consider the impact of ‘leadership,’ on delegation the focus that the participants placed on ethos was significant. ‘I think ethos has to be instilled in people.’

While another participant stated delegation depends on ‘culture.’ Although each participant would dictate different cultures, the importance of setting culture was universal to all the participants opinion on delegation, despite not all cultures being set were common or in line with clear disparity amongst approaches ranging from ‘engagement,’ to ‘enforcement,’

The key elements of delegation when considered by the participants appeared to be the recruitment of good staff

1. Participant B: “First and foremost, very simple is that they are better in what they do than you would be,”
2. Participant B: “Getting good people! Everything after that is easy-banking, financing, building...the only single challenge is getting good people.”

Consideration was given to culture and the mechanism of delegation of culture when it came to the recruiting and retaining of appropriate staff. Here the participants expressed an extremely important position in that they identified the importance of attitude in regards to the selection and setting expectations of staff.

1. Participant C: “Knowledge you can give people, and experience you can give people, but attitude you can’t. So I always think that the single most important thing is getting people with the right attitude.”
2. Participant C: Actually, skills, knowledge and experience are not the most important thing. The attitude is. Give me people that have an attitude. I’ll skill them up.
3. Participant E: I know people who run businesses. For instance they have high turnover in staff. I have a low turnover in staff, no one leaves me really.
4. Participant F: I know when I get a sense of achievement and I get something done better when I’ve done it. I like all the people having a sense of achievement.

This dissertation would point out that range of participant opinions on how staff should be delegated to and selected could be argued to depend on the industry they worked in, and the education level of staff, this is covered further in section 4.5 This dissertation is of the opinion that the word ‘attitude,’ was not consistent across participants responses and had a range of meanings, ranging from a ‘firm focused approach,’ to ‘flexibility.’ One iteration of what attitude should be was expressed by Participant A “I think people thrive on responsibility. Not everybody, some people don’t want it, but those are the ones that don’t go

for forward in my opinion. But the ones that thrive to responsibility, I try to embrace that, try to encourage that responsibility and try to reward that responsibility. Those are the people I feel can help me with my business.” It was made clear that culture setting was identified as a key role of the entrepreneur by participants and that this is very different from the dominant views expressed in the management literature (Leana,1986) which does not necessarily explain the importance of culture either for the organisation or as expressed for the individual staff member.

#### 4.4.1 Extracts from Participant dialogue related to section 4.4 and its sub themes

The below table is included to demonstrate the importance of the inclusion of the opinion of entrepreneurs research given it was not possible to explore or include all viewpoints within this short dissertation, and it would be the view of this research that further exploration of the importance of delegation management as a topic within the entrepreneurship literature.

Interviewee Reference	Transcript Extract	Sub Theme
Participant C	When you use the word delegation people always make an assumption that you're talking about what you get other people here working for you to do instead of you doing it. I see that as a small part of it.	4.4.1
Participant C	'Delegation is getting people to want to do what you want them to do'	4.4.1
Participant E	You know delegation is just communication between one person and another, so some people have very good communication skills, some people have very poor communication skills, so trying to teach them delegation you're probably trying to hone their own communication skills.	4.4.1
Participant E	So you could probably teach delegation skills and so far I'm trying to get the person to understand who they are delegating to, trying to get them to understand the point in their own development they are at, to understand what should be delegated.	4.4.1
Participant A	telling people that they have worth, value a position and responsibility and its good for them to hear that from another person.	4.4.2

Participant B	Getting good people! Everything after that is easy-banking, financing, building...the only single challenge is getting good people.	4.4.2
Participant B	First and foremost, very simple is that they are better in what they do than you would be.	4.4.2
Participant B	After that there is, the thing I knew always is to drive people to do the best they can.	4.4.2
Participant B	Once I established a problem I got the staff and asked them what they see the problem is and after taking that, giving them the first and foremost trust talks 'if there is a problem, believe in me, trust me that I will get through this', and then working very close with them, 16, 17, 18 hours a day for four months.	4.4.2
Participant B	The work that I oversee is of my senior managers. They say they want to be leaders.	4.4.2
Participant C	That's probably where one of my strengths is. So I can spot and create opportunities. I can get people behind them and I can drive the business forward so that people deliver.	4.4.2
Participant C	Knowledge you can give people, and experience you can give people, but attitude you can't. So I always think that the single most important thing is getting people with the right attitude.	4.4.2

Participant F	I know when I get a sense of achievement and I get something done better when I've done it. I like all the people having a sense of achievement.	4.4.2
Participant E	I know people who run businesses. For instance they have high turnover in staff. I have a low turnover in staff, no one leaves me really.	4.4.2
Participant C	Not, if you're looking into leadership and the very nature of it. I've got again this thing of simplifying things, you know, very simple, straightforward procedure.	4.4.3
Participant C	Actually, skills, knowledge and experience are not the most important thing. The attitude is. Give me people that have an attitude. I'll skill them up.	4.4.3
Participant D	I think that ethos has to be instilled in people and you probably do that in the recruitment stage. So when you're recruiting people you want to bring people who understand the values, they understand ethos, where you want to be, what you want to do.	4.4.3
Participant C	You need to explain what success looks like to your client, to your managers, to your team	4.4.3
Participant F	I always say I build chaos but I really want to work with good people, I really want to work with the best people. I enjoy working with talented people and the only way to work with talented people is giving them time and let them get on with that and make it happen. My part is not to interfere, getting myself out of the way, not to kill the buzz.	4.4.3
Participant F	I would never ask somebody to do something I wasn't prepared to do myself. So I always made them understand the fact that 'I can do this, you can do this'.	4.4.3

Participant F	He described socialism is all about making sure that worker gets value for his work. You know, I think that's the principle that people should apply more.	4.4.3
Participant A	I think people thrive on responsibility. Not everybody, some people don't want it, but those are the ones that don't go for forward in my opinion. But the ones that thrive to responsibility, I try to embrace that, try to encourage that responsibility and try to reward that responsibility. Those are the people I feel can help me with my business.	4.4.3



#### 4.5 The application of delegation management within the participant groups businesses

This section covers the application of delegation management by participants, and investigates operational delegation, strategic delegation and Vertical Dyad Linkage (VDL) as described in section 2.4.4. of the literature review. Table 4.5.1 highlights a number of participant responses from the transcripts which demonstrated approaches adopted by the participants. These statements are not comprehensive but serve to demonstrate evidence to support and evidence any findings.

Within an Operational capacity delegation, the participants identified many tasks that they themselves were not capable of completing, or where not best placed to complete. The participants identified a variety of key considerations within operational delegation from a staff perspective. Participant C stated “What do I want to know: first of all, am I going to keep my job? Secondly, if my terms and conditions are going to change. Thirdly, where am I going to work? And next, who is going to be my boss. Those are the fundamentals.”

Delegation was sometimes described at an emotional, and communication level by the participant entrepreneurs, with the emphasis on inspiring and leading, an approach that very clearly in contrast to ‘managing,’ as seen by other stakeholders. Participant F stated “I hope that they get the sense of achievement for what they do, get them something that they felt that they made a difference and effort and they achieved it. You know winning is, it is something that becomes self-fulfilling. People keep winning and you don’t want to end up burning them. I have done that in the past, a number of people I hired, given them too much to do and it’s burned them out.” “In my mind I know that I should have staff turnover, but simply regret that people left.”

Communication and engagement of staff was universally key to participants. At an operational level some participants preferred informal communication, while others generally preferred relatively structured regular meetings, all participants however valued the importance of communication.

Participant F's approach included "We have a couple of rules for meetings. One that is short and sweet. Two, with no non-contributors so everybody has to contribute something." "My reporting mechanism, is much more of a chat or conversation, 'tell me what's happening, tell me what's going on' and I like that feel, walking around the building and seeing that things are going along."

VDL was identified as important to a number of participants, but not universally. There was a clear belief in 'in,' and 'out,' groups based on 'attitude,' however Participant A in particular stated the need for a third group as per (Liden and Graen, 1980:452) "I can say my out crowd would be whatever is in the middle of those two, would be a majority of my staff and there would be minimal people in both the 'in' crowd and minimal in the 'out' crowd." This dissertation would confirm that VDL had a significant impact on how a number of participants delegated while it had a much more limited impact in the case of others.

Operational tasks Participants generally saw as 'doing themselves,' or 'someone else's responsibility.' When the participants suggested they have to complete a task they generally appeared to mean this in regards 'following up,' on tasks not yet completed. Rarely did the participants categorise their role within an operational capacity, Participant B stated "Operationally I would get involved when there is a 'must do'." Often the participants made clear that they were following a process during delegation, however this dissertation observed this process was unlike processes set by other stakeholders. Processes of delegation as

described by the entrepreneur seemed to react, change and alter much more frequently than general managers or staff would be able to cope with in an operational context.

Strategy meant a significant amount to participants and was observed by Participants to be one of their core roles within the business. Participant B explained “strategy is making a significant change in what the business is going to look like today, what it looks like tomorrow, I do that.” The step of delegating strategy to others from the participant’s perspective was very difficult if not impossible to achieve. Participant A stated “I don’t delegate strategy yet, although I am trying to bit by bit...” Participant E stated “I see the broader picture and everyone else seems to see narrower parts of my picture.” Participant D “Strategy is easy enough. I mean strategy is just strategy, you write it down, follow the approach and that’s it. Can you delegate that? You probably can’t.” Participant F “Certainly I would drive and organize strategy. The elements of strategy that I would delegate would be small.” Some of the participants described how ‘If they wanted something doing, they had to do it themselves.’ This was contrary to the participant’s position in regards to operational delegation. When considering delegation from a strategic perspective none of the participant entrepreneurs felt their businesses could be run as well as they had run them by anyone else. Reasons given for this varied from ‘awareness,’ ‘work ethic,’ ‘ambition,’ ‘focus,’ ‘culture,’ and ‘ethos.’ It could be argued from the duality of the operational and strategic arguments, that participants generally had strong self-awareness of strengths and weaknesses. The degree of this self-awareness would be argued by the research to correlate with the length of business experience held and the number of industries the participant had been involved in. The serial entrepreneurs in the group, and those with significantly more than ten years’ experience either stated directly that they ‘worked on the business, rather than in the business.’ The degree of separation of the participant from operations was in some circumstances determined by the organisational size within which they worked. Participant C

as an example currently operated from a board position “I would approve the business plan. But I don’t do it. I told the chief executive ‘you get the management team together, you do the business plan that populates that strategy and you bring that back to the board and we’ll make sure that it does fit strategy and we’re confident in delivery.” The aim of focusing on strategy from a participant perspective was often stated as enabling them to see the ‘wood for the trees.’ A number of participants identified a comparative lack of ability in staff however to articulate or explain the vision that they as entrepreneurs showed within their businesses. The participants seemed very aware of their purpose within the business and none of the participants identified a lack of competence in the fields that they delegated to others as a disadvantage when delegating. The Entrepreneurs in fact often expressed a lack of personal ability within the fields their employees excelled. Few outside of those being involved in businesses involving short training cycles such as hospitality and care, would have been able to stand in for their staff, while even those within these businesses identified privately that their staff had superior ability to deliver direct tasks to their own.

In conclusion, the evidence would suggest that the words ‘delegation management,’ when approached by the participants had an alternate meaning than identified in the extant literature and that an entrepreneur specific definition for delegation could be a potential contribution of this research. The dissertation recognises the significant complexity of the topics investigated, and argues that additional observations could be made from the transcripts that are outside the scope of this research. The study would argue that delegation of ‘strategy,’ ‘operations,’ and the existence of VDL should be further investigated as independent topics in the entrepreneurial literature, with strategy being argued as the most central topic to the entrepreneur’s role within the business. Limited literature is available in each of these areas, and this research would suggest from participant responses as found in section 4.5.1 that they are important in understanding entrepreneurial delegation. This section

leads on to section 4.6 which presents the potential opportunity for the development of skills in delegation management linked to the 'entrepreneurial learning,' theme.

#### 4.5.1 Extracts from Participant dialogue related to section 4.5 and its sub themes

The below table was included to demonstrate the importance of the inclusion of the opinions of the entrepreneurs within the research.

Interviewee Reference	Transcript Extract	Sub Theme
Participant E	I would always be there when setting strategy	4.5.1
Participant B	Strategy is making a significant change in what the business is going to look like today, what it looks like tomorrow.	4.5.1
Participant B	Strategy to me is very focused	4.5.1
Participant C	Whatever strategy we develop or business plan, let's put that strategy into practice. If it doesn't add value to those three things then you need to tell me why we would do it. I need to understand why we would do it. I don't say we can't do it; just explain to me why we do it.	4.5.1
Participant D	Strategy is easy enough. I mean strategy is just strategy, you write it down, follow the approach and that's it. Can you delegate that? You probably can't.	4.5.1
Participant E	I see the broader picture and everyone else seems to see narrower parts of my picture	4.5.1
Participant F	Certainly I would drive and organize strategy. The elements of strategy that I would delegate would be small.	4.5.1
Participant A	I don't delegate strategy yet, although I am trying to bit by bit...	4.5.1

Participant B	I basically asked everybody at senior level around me all the questions about nursing ‘what is happening, why is it happening, why is it done like that, what is wrong with that’ and then looking at the system we were using at the moment.	4.5.1
Participant D	I’ve delegated ownership of that complete area to a person who reports to me. I manage the situation; I review all step by step of the process.	4.5.2
Participant B	My reporting mechanism, is much more of a chat or conversation, ‘tell me what’s happening, tell me what’s going on’ and I like that feel, walking around the building and seeing that things are going along.	4.5.2
Participant B	Mum would be much more operationally involved, would delegate, but be involved in support.	4.5.2
Participant B	It works very well because my mother and my father are in perfect relationship, he couldn’t care less about any detail. He basically goes ‘here is a big picture, I’m going to build this strong’, how much is it going to cost, how long will it take, but I just know that’s what I’m supposed to do.. That’s what creates a good relationship. Otherwise neither would be able to work with each other because we’re sort yin and yang.	4.5.2
Participant B	Tomorrow morning for example, we are going to employ four new junior managers and things I’ve got there, I couldn’t care less.	4.5.2
Participant B	Operationally I would get involved when there is a ‘must do’.	4.5.2

Participant B	Trust, number one. A good work ethos.	4.5.2
Participant B	. They have the ethos to do the thing and a very high standard.	4.5.2
Participant B	It is recruitment and attitude and not skill	4.5.2
Participant C	It's the same with the people. Don't try to 'get' random people. Get people who are really good at certain things, particularly those things that you're not so good at. Don't try to pretend to them that, you know, you're as good in what they do as they are.	4.5.2
Participant C	What do I want to know: first of all, am I going to keep my job? Secondly, if my terms and conditions are going to change. Thirdly, where am I going to work? And next, who is going to be my boss. Those are the fundamentals.	4.5.2
Participant E	So you want to make sure that communication is kept to the same level.	4.5.2
Participant E	I would delegate all the time, I suppose really, but on an operational level, on a more strategic level it's probably took three or four years or more. But that is changing.	4.5.2



Participant F	Part of it is giving them space to develop and seeing what they do.	4.5.2
Participant F	Different people have different levels of comfort when it comes to change.	4.5.2
Participant F	I hope that they get the sense of achievement for what they do, get them something that they felt that they made a difference and effort and they achieved it. You know winning is, it is something that becomes self-fulfilling. People keep winning and you don't want to end up burning them. I have done that in the past, a number of people I hired, given them too much to do and it's burned them out.	4.5.2
Participant F	The worst thing for them is to feel like 'I'm never going to be good enough here because I'm never going to achieve anything'.  So celebrating is also very important. You need to have some time to recognize when you've achieved something.	4.5.2
Participant F	In my mind I know that I should have staff turnover, but simply regret that people left.	4.5.2
Participant F	We have a couple of rules for meetings. One that is short and sweet. Two, with no non-contributors so everybody has to contribute something.	4.5.2

Participant C	I would approve the business plan. But I don't do it. I told the chief executive 'you get the management team together, you do the business plan that populates that strategy and you bring that back to the board and we'll make sure that it does fit strategy and we're confident in delivery	4.5.2
Participant A	I can say my out crowd would be whatever is in the middle of those two, would be a majority of my staff and there would be minimal people in both the 'in' crowd and minimal in the 'out' crowd. So when I say minimal in the out crowd I refer to people who are already not in a managerial position.	4.5.3

#### 4.6 A discussion of how entrepreneurs developed their delegation techniques, Succession Planning and Other Themes

How participants developed their delegation techniques became an area of discussion by the participants, and it was an area Participants explored deeply. Delegation Management and how it was learned, and could be taught to nascent entrepreneurs emerged as a distinct topic.

This area could be argued to be of significant value to the literature on delegation management. Cope (2003), Cope and Watts (2000) argue for the importance of the ‘entrepreneurial learning,’ theme in developing entrepreneurs and this dissertation reinforces that the participants felt this was an area of importance within the delegation management literature. Acs and Audretsch (2010) reinforce the importance of developing entrepreneurs arguing that any increase in entrepreneurial activity will in turn stimulate economic growth.

This section explores how delegation management was refined within the participants and also highlights “succession planning,” as a particularly important element of strategic delegation, which occurs between generations. Table 4.6.1 displays a number of participant statements which have been coded to the theme, including some observations of elements that the individual participants had learned during their entrepreneurial career.

Given the importance to the participants of developing their delegation management skills, this dissertation suggests a focus on how entrepreneurs learn. Participants were clear that throughout their careers they have learned new things Participant F states “I can say it wasn’t a consistent approach,” and often they have made mistakes Participant C “You make mistakes you go ‘right, I will not do that again because I didn’t get desired result and that’s what I do.” It was also demonstrated within the participant group that the more experienced the entrepreneur the faster and more effectively they seemed to have created new businesses when exploring their entrepreneurial journey.

Participant C stated clearly a willingness to develop their delegation skills from viewing other people “So those things that I see that work, I don’t feel I need to invent everything myself. Quite the opposite.”

Participant B who held a business degree stated “A degree is a load of crap when it comes to business. I would guarantee of three years of academia I would use 5% of it,” and went on to state in respect to school “in most of the classes I was very much ‘but why, but why.’” This sentiment would seem to support the argument that delegation management skills in entrepreneurs are generally developed through practice rather than theory.

Participants stated a reluctance to learn delegation for the sake of learning Participant D stated “I loved education, but I loved education as a means to learn rather than thinking I’m going to get educated and then become a professional person. I wanted to be educated so I could read contracts, I could get work for myself, all that type of stuff.” There were differences in the level of enthusiasm for learning it was clear that the entrepreneurs wanted to create growth and change within their businesses. Participant B stated “Change is what I think I try to create.”

Two main observations were made in regard to how delegation management skills were developed. The more experienced the entrepreneur the more clearly they had appeared to define their own models for developing themselves. Participant C “Here is the key that you have to learn what the hell is that you’re good at and there are certain things that you’re immediately good at. Some things you learn, but some things you’re immediately good at and focus on those.” The second observation was that participants universally had a belief that mentorship was often a valuable way for them to develop delegation management skills and this was observed on both a formal and informal basis. Participant A “I watched how owners dealt with me and obviously made my own decisions whether that was right or wrong,”

“mentors yes, I’m all for mentors.” Participants generally held the position that it would take a significant time for ‘left brain,’ stakeholders to develop the abilities to develop strategy for their business effectively. A number of participants had attempted to mentor others to take on an entrepreneurial role without success. Delegation of tasks had often taken a significant time, for Participant B “It took twenty years!” to build a family relationship to reach effectiveness in terms of effective delegation between the father and son team. Participants stated a belief that regardless of the amount of training other people could never have run the business as well as they could have, identifying unique but undescribed traits within themselves. The core skills in entrepreneurs was the ability to ‘join the dots,’ and ‘See the big picture.’ An alternative view is that entrepreneurs could see ‘what mattered,’ in a way that others could not and thus this differentiated them from other business stakeholders.

When considering succession, family are often the main consideration during delegation (Davis, 1968:414). Entrepreneurship was encouraged in the families of most entrepreneurs although not all entrepreneurs’ children wished to be involved in business Participant C stated “My children are not particularly interested in business.” Participant B stated “I certainly would not like my children in the business, if they’re not capable,” most of the participants older children who had an interest in business were already involved in it. Those whose children were either too young to be involved or were not interested in the business felt succession had little importance to delegation. It would also appear in the participant group that were the entrepreneur was not the sole shareholder of the business that succession in the business did not occur. This was demonstrated by Participant D who shared a stake in a business “I would like our girls to have the lifestyle they want,” “I would like to help them on their business.” This statement also identifies a clear desire for a parent to both coach and mentor his children in how they might delegate, an approach which this dissertation would argue is also an area for further research.

Participant C had an interest in developing fellow entrepreneurs stating “I believe you can create an environment that makes entrepreneurs flourish, but I don’t believe you can create entrepreneurs. I believe you can spot them,” “They “will be people quiet often who did not succeed academically.” Participant C went on to say “I believe you can nurture them, and I believe you can create an environment that makes them successful.”

There are strong indications offered by the participants of the importance of skills development in ‘delegation management.’ This study is limited by the lack of a detailed literature review within this dissertation on related themes such as ‘entrepreneurial learning.’ It would therefore be recommended that further research linking ‘delegation management,’ and ‘entrepreneurial learning,’ is carried out before conclusions are drawn. The last section in the findings chapter aims to collate key elements of the findings and report on the most important of the themes catalogued in both this and preceding sections of chapter four.

#### 4.6.1 Extracts from Participant dialogue related to section 4.6 and its sub themes

The below table is included to demonstrate further fragments from the participant transcripts that describe the development of the participants approaches to delegation management.

Interviewee Reference	Transcript Extract	Sub Theme
Participant F	I can say it wasn't a consistent approach.	4.6.1
Participant F	I wouldn't have realized when we started; I didn't think I could burn people. As soon as I realized that I could and did burn people it was hard for me to accept because it was that feeling in me and it was difficult to accept that.	4.6.1
Participant B	In terms of classroom my nickname would be But why? Because in most of the classes I was very much 'but why, but why'.	4.6.1
Participant B	I got good academic grades, I worked extremely hard for them. I was there to study and if you asked me to do the exam, two weeks after I would do an exam, I wouldn't get an A I would just do an exam and get through it.	4.6.1
Participant B	On certain opportunities I've looked at it and I said 'I completely messed up within the last 24 months, I messed up completely'. I'm looking at the negative side of things too much and that has really caused me a great concern and time and effort.	4.6.1
Participant B	A degree is a load of crap when it comes to business. I would guarantee of three years of academia I would use 5% of it.	4.6.1
Participant B	I have a staff to do it. I don't need to know how to do it.	4.6.1
Participant B	My dad absolutely, definitely and my mum taught me to delegate.	4.6.1

Participant B	When sorting things in terms of learning, I would learn from mentors, as many as possible, from people that I sit with for a coffee to people that I would ring four, five, six times a year, to consultants that I brought in.	4.6.1
Participant B	Can it be taught in a classroom environment-yes, but it can only be thought to person who is prepared to learn it.	4.6.1
Participant B	So that senior manager who sits in a class and choses a right word, they do not want to give up the control, they do not want to give up delegation and they always want it always sitting on their desk. From my side, I would sit to do 50 minutes which is probably the beginning of three weeks of work for someone else and say ‘just get on with it’, and other person would get that work and do it in a three weeks.	4.6.1
Participant B	When there is a big strategic significance I actually welcome it, all the team going across and do the work to bring it back to table for me to look at it.	4.6.1
Participant B	I was trying to get a thing of perfection but it wasn’t perfection	4.6.1
Participant B	Change is what I think I try to create and I like that.	4.6.1
Participant B	It took Twenty years! To get our working right. That is rather father son relationship. I have to look other people there who I work with; who are more about the detail and providing that project is getting done.	4.6.1
Participant B	Delegate out as much as you can to people who are better than you and try to put measures in place as best as possible.	4.6.1
Participant B	A thousand percent, anybody who is trying to start out would get far more successful, far more done if they delegate to the right people.	4.6.1
Participant C	I’ve learned things from other people. I didn’t have anybody kind of sit down with me and try to mentor me but I watched people	4.6.1
Participant C	So those things that I see that work, I don’t feel I need to invent everything myself. Quite the opposite.	4.6.1
Participant C	Here is the key that you have to learn what the hell is that you’re good at and there are certain things that you’re immediately good at. Some things you learn, but some things you’re immediately good at and focus on those.	4.6.1



Participant C	I've had to learn things.... it might take you longer when you're trying to teach yourself, but once you teach yourself, actually you can teach yourself because its serious logic.	4.6.1
Participant C	The fundamental skills don't change. The application of the skill can. I mean, you know you make mistakes you go 'right, I will not do that again because I didn't get desired result and that's what I do.	4.6.1
Participant C	I believe you can create an environment that makes entrepreneurs flourish, but I don't believe you can create entrepreneurs. I believe you can spot them, I believe you can nurture them, and I believe you can create an environment that makes them successful.	4.6.1
Participant C	I'm absolutely certain that you can create a school for entrepreneurs here. There will be people quiet often who did not succeed academically because it wasn't the right learning environment for them but you can create right environment for them. So right brain, left brain thing is a part of the model, and it's not better or worse-it's just different.	4.6.1
Participant D	I loved education, but I loved education as a means to learn rather than thinking I'm going to get educated and then become a professional person. I wanted to be educated so I could read contracts, I could get work for myself, all that type of stuff.	4.6.1
Participant F	I wouldn't have realized when we started; I didn't think I could burn people. As soon as I realized that I could and did burn people it was hard for me to accept because it was that feeling in me and it was difficult to accept that.	4.6.1
Participant A	I watched how owners dealt with me and obviously made my own decisions whether that was right or wrong.	4.6.1
Participant A	Delegation is definitely a major part. I recognized at the very early stage that without having people watching people, I would never grow. So it has always been important. As time goes I became more significant and effective.	4.6.1

Participant A	I see other entrepreneur's as competition. Any break away from my business is a cut off for me. It's not something I would encourage or support for them. One young man has left us, started his own business I believe. That is not something I would be supporting unless it suits my own ends because there is no other means.	4.6.1
Participant A	I probably had self-confidence but I think looking back I should have had even higher self-confidence.	4.6.1
Participant D	One of the role models that I have is X. X would be a great role model for me. He is ten years almost exactly older than me.	4.6.1
Participant D	So he is a role model entrepreneur. He follows the money. I have followed things where I don't really care about money. He follows the money and I think that's probably another thing that I lack as an entrepreneur.	4.6.1
Participant E	Mentors yes, I'm all for mentors.	4.6.1
Participant F	I find it useful to learn collectively. 'Go and learn that', growing up I always found difficult. Having a discussion about it with people and working in tutorial groups I find much better than sort of learning something for yourself.	4.6.1
Participant F	Your always have to be thinking about what is going to happen in next two or three years.	4.6.1
Participant F	You should make sure that everybody gets a proper value for their work. If everybody gets proper value for the work that's a better solution.	4.6.1
Participant A	Well certainly I would want to encourage the family to take on the thinking roles. My eldest son already I think I can recognize that he is very much of that rank and I do encourage it.	4.6.2
Participant B	When it comes to business I would certainly would not like my children in the business, if they're not capable, if they're not good enough they would not be at business at the senior level. It's my job to ensure that I put the best people in the place and if the best person is not my son for example. I would have somebody else to run the business and benefit the business.	4.6.2
Participant C	My children are not particularly interested in business.	4.6.2

Participant D	I would like our girls to have the lifestyle they want, but they have no qualifications so they have to work if they want a certain lifestyle.	4.6.2
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## 4.7 Summary

This section summarises the findings from the other sections of the chapter, reinforcing first the literature review which highlighted the importance of entrepreneurship to the local economy. Participants on the whole had a focus on creating both growth and change, with entrepreneurs identifying attitude and enthusiasm as key to achieving those goals. The participants apparently carried these personal values through to set the expectations they had for their employees.

It appeared that VDL was a factor that was relatively significant in certain participant's viewpoint of employee selection for delegation, with employee's attitude being a key factor in their selection by a participant entrepreneur for delegation. Participants in the main chose to delegate operations, while they chose to own the task of forming and executing against strategy, choosing not to delegate. A number of participants desired to pass on their businesses to their children however delegation of strategy to progeny had not yet occurred in any of the participant businesses, with one participant choosing to pass his skill of entrepreneurship on to his children rather than his business itself.

It was clear from the findings that participants had developed their approaches to delegation with experience, and that those entrepreneurs who had longer and more diverse experience, appeared to have a fuller understanding of delegation management techniques. Often the more experienced participants were more eloquent and original in their responses to questioning and it was clear that many if not all the participants would appear as useful mentor candidates for nascent entrepreneurs within Northern Ireland. The research uncovered a distinct lack of engagement with academic education and the findings pointed to the use of mentorship programs headed by experienced entrepreneurs as a viable mechanism for success in the development and training of entrepreneurs, something vital to a weak local economy.

The benefits of mentorship focus around an increase in the speed at which entrepreneurs develop effective leadership and delegation skills, which in turn leads to the more rapid and effective development of the businesses at the focus of the entrepreneurs efforts.

This dissertation would recommend further research into delegation management, 'strategic delegation,' 'operational delegation.' In addition it is believed that the research in 'delegation management,' should be developed with the aim of linking it to the 'entrepreneurial learning,' literature given the importance entrepreneurs within the research placed on the relationship between the two.

## 5.0 Conclusions and Recommendations

### 5.1 Introduction

There is a quandary posed by the research, is delegation a topic of specific importance to entrepreneurs? How should delegation be managed in strategic and operational contexts? The author would take the viewpoint that further research would be required to answer this question comprehensively, however there is strong indication from the evidence presented that further research is suggested. The author would suggest that if positioned and delivered in the correct manner that entrepreneur appropriate support could be expected to be a specific outcome of future findings and that this could result in a positive correlation with entrepreneurial performance. Mentorship appeared to be of value, as suggested by the participants of the study however the nature of any future support for entrepreneurs would require further investigation as per the findings of the research.

### 5.2 Implications and recommendations for academic research

It is to be reiterated that in respect to sections 5.2 and 5.3 that no generalisations are made as to the opinions of the participants given this would not be appropriate as argued in sections 3.11, 5.4 however the dissertation has identified that the research with the participants, demonstrated significantly different attitudes to delegation management than had been isolated in managers previously surveyed.

The dissertation would suggest that further research is carried out by entrepreneurs, in support of the arguments previously put forward by Cope (2003). It is further suggested by this dissertation that research carried out by entrepreneurs, with entrepreneurs offers additional insight to the literature, given the research can then be based on practical experience. It could be further argued that serial and experience entrepreneurs could be argued to make the most appropriate researchers, given the insight generated from the depth and breadth of their experience.

The dissertation would suggest further research into delegation by entrepreneurs. The differences between the approaches of entrepreneurs and managers as described by other studies would identify a number of key differences in approach and focus as to what is required to effectively manage resources. It could be argued and was suggested by one participant that perhaps the techniques applied by entrepreneurs to delegation managers could be extended to managers within teams resulting in improved business performance. The entrepreneurs who were exclusively focused on growth offered insight into their beliefs as to which delegation techniques are required to rapidly grow and develop companies, and this insight contrasted with the existing delegation literature, with participants identifying attitude, and culture as the most critical factors in delegation, while managers had in other surveys had generally selected other areas of focus.

The researcher would argue that delegation should be investigated so as to become a significant topic of focus within the entrepreneurship literature. The research has highlighted and reinforced a number of themes of importance both existing themes present in the wider delegation literature such as ‘VDL,’ ‘Operational delegation,’ and ‘strategic delegation,’ as well as potentially new insights to areas such as the ‘leadership,’ ‘entrepreneurship,’ and ‘economic,’ and ‘family business,’ literature which should be further investigated.

In particular the researcher believes the topics of delegation management in entrepreneurs and brain dominance within entrepreneurs require further attention and would encourage more entrepreneurs to get involved in the study of their own profession in order to develop the academic literature appropriately.

### 5.3 Implications and recommendation for practice

At a practical level the dissertation has highlighted a number of areas that entrepreneurs felt were of use within the development of their own techniques of ‘delegation management.’ The research would suggest some of the themes identified should warrant further investigation so as to aid entrepreneurs in the development of entrepreneur appropriate interventions. The development of this research could inform policy in regards to prospective initiatives to develop more successful entrepreneurship and enterprise within Northern Ireland. All participants highlighted the importance of the topic and all had suggested they had developed their skills over time. Participants also highlighted their focus on self-directed rather than prescribed education often demonstrating a lack of concern for formal training preferring to learn the topic through experience.

This research could be linked to the desires of the entrepreneurs which ranged from “ I wanted to do it my way,” “ I wanted to be in control of my future” to “I wanted to shape my



own destiny.” A strong sense of personal confidence and conviction in ideas appeared common among all the participant entrepreneurs. This would suggest mentorship and coaching could in fact improve the rate at which entrepreneurs developed their ‘delegation management,’ abilities.

Although the research did not investigate left brain entrepreneurs the selection of participants who exhibit right brain traits could be of value in order to shape the nature of the interventions applied for a given individual who shared similar traits. This selection mechanism could allow for a focused tool to aid in the selection of candidates who might react most effectively to the types of initiatives that may emerge from further investigation of the topic on right brain entrepreneurs.

This dissertation would highlight the potential to develop programs within the field of delegation management. Entrepreneurs found the area of large importance to their development as entrepreneurs and there were clear differences in how participants viewed the topic of delegation, and there appeared to be some linkage to the views held and how successful the businesses they had been involved in had become. It was clear that serial entrepreneurs could identify incidents were they had previously identified with similar value sets of the less experienced participant entrepreneurs who were involved in the research.

The participants of the dissertation shared a focus on ‘growth,’ identifying ‘delegation management,’ as significant in growing their capacity to grow their companies. The participants identified a general dislike of training techniques applied in standard education and those currently in use by government agencies, instead preferring coaching, mentorship and practical support for the real business issues they currently face.

Few of the participants had named mentors and yet those that had mentors or role models tended to mimic and learn from these entrepreneurs and skills transfer seemed to be effective,

given certain critical learning incidents were highlighted as critical points where delegation techniques were developed. Although clear the impact of mentors should not be over emphasised as often participants also identified other factors that had helped them reach new understanding on delegation. Outside of delegation this dissertation would point out that little consistency on single sources of effective advice and inspiration would exist outside of mentors. The research would therefore argue that ‘mentorship,’ that results in practical directly applicable advice should be further investigated as an intervention mechanism in regards to approaches of delegation management within entrepreneurs.

#### 5.4 Limitations of the research

There were a number of limitations to the research carried out. As with any qualitative approach the researcher is an instrument in the process and may have introduced unconscious bias.

As per the limited experience of the researcher these limitations may have been exacerbated. Further research is required to test the reliability of any exploratory research Crook *et al.* (2010). It was highlighted that the interviewer had personal knowledge of three of the six participants before the survey took place and this could heighten the impact upon ‘insider bias,’ as identified by Saunders *et al.* (2012).

The research was carried out against general time constraints, preventing additional interviews and wider views from different participants being sought, impacting upon the scope of interpretation possible, preventing any statistical findings to be made, removing the ability for wider generalisation. As argued in the methodology section and highlighted by

Sternberg (2011) small surveys are only comparable to a limited extent and all findings should be taken within the context of this limitation.

## 5.5 Conclusion

Leana (1986) highlighted the potential importance of delegation research to developing management, and this research highlights the potential importance of delegation research to entrepreneurs. The dissertation set out to extend this literature to delegation management in the context of entrepreneurs. This research set out to perform an exploratory insight into the factors that entrepreneurs found most significant in regards to what mattered in terms of delegation within an entrepreneurial context, and if training should be offered in this area of business to nascent entrepreneurs.

The findings have been detailed throughout this final chapter, but ultimately suggest that further research, understanding and co-ordination is required in this area, given the significant differences in how the participants approached delegation when compared with managers identified in other studies. Extending this research is very important in identifying the key influences in regards to the application of delegation techniques. It is argued throughout the dissertation, and by key members of the participant group that this could be vital to new business development and business growth. Growth made more important by what is an optimistic but uncertain time for the global economy.

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## 7.0 Appendices

Appendix 1: Initial Survey carried out to identify Brain Dominance by Kelly & Cummins (2010)



### Learning Preferences Series 1

Name \_\_\_\_\_

There are no right or wrong answers to these questions – or good or bad answers! Please tick the answers in the way that is true for you personally.

Please answer every question.

Questions 1-18 are in pairs. You are unlikely to tick ‘**Almost always**’ for each statement in a pair, but you may tick ‘**Sometimes**’ in each pair if that is appropriate.

		<b>Almost always</b>	<b>Almos t never</b>	<b>Sometimes</b>
1a	Before I start a task I prefer to be given clear instructions about what I am expected to do.			
1b	Before I start a task I prefer to be given a general idea and then get on with it.			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
2a	I am interested in knowing the details to do something the right way.			
2b	I am more interested in ‘seeing the big picture’ than in the details.			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
3a	I prefer to do only one task at a time.			

3b	I prefer to do two, three or more tasks at a time.			
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		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
4a	I prefer to be told the way to do a task.			
4b	I prefer to be given options about what I am expected to do.			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
5a	I get on with things without questioning why.			
5b	I question the reason for doing things.			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
6a	I like to keep to rules as much as possible.			
6b	I may 'bend' rules to suit my own aims.			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
7a	I am more interested in why I need to do something than how to do it.			
7b	I am more interested in how to do something than why I need to do it.			

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		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
8a	I like to do tasks in the order they appear on a list.			
8b	When I have a list of tasks, I don't do them in the order on the list.			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
9a	I fit myself around the priorities set by others.			
9b	I try to get others to fit in around my priorities.			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
10a	When I work I like to keep a tidy working area.			
10b	When I work I like to 'spread out' over the working area.			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
11a	I am more interested in putting a plan into practice than being involved in the planning.			



11b	I am more interested in planning something than putting the plan into practice.			
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		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
12a	I am good at setting a budget to control my money.			
12b	I am not good at setting a budget to control my money.			

**Learning Preferences Series 2**

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
13a	I am reluctant to try something without knowing what will happen.			
13b	I am willing to try something without knowing what will happen			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
14a	I reach conclusions about how to do something by careful, logical thought.			
14b	I reach conclusions about how to do something through 'instinct' (gut feeling).			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
15a	I try to conform to what others expect.			
15b	I do not try to conform to what others expect.			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
16a	I prefer to have some time to think over options before making a decision.			
16b	I don't need much time before making a decision.			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
17a	I hesitate to give an opinion without careful thought.			
17b	I give my opinion without thinking about it for too long.			

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
18a	When I get a new gadget I read the instructions first before using it.			
18b	When I get a new gadget I go ahead and use it without reading the instructions first.			

### Learning Preferences Series 3

**There are no right or wrong answers to these questions! Please answer in the way that is true for you personally. Please answer every question.**

		<b>Almost always</b>	<b>Almost never</b>	<b>Sometimes</b>
19	I prefer change to routine in my work.			
20	I prefer things in my life to be as predictable as possible.			
21	I need my own 'space' to function best.			
22	I like to 'fit in' with what other people expect of me.			
23	New ideas come to me through intuition (gut feeling) more than logical thought.			
24	I like to think ideas through logically <i>before</i> I make decisions based on them.			
25	I see the possibilities in situations that others do not seem to see.			
26	I find it hard to work with people who do not follow accepted procedures.			
27	I find it hard to work with people who are resistant to change.			
28	I learn better in 'real world' situations, than in a classroom context.			
29	If possible I like to see finished examples of work before I start to do a task.			
30	I like to concentrate on finishing one task to my satisfaction before moving on to another.			

31	I like assessment feedback to include a mark/grade.			
32	If I am told <i>not</i> to do something, I usually find a reason to do it.			
33	It is important for me to receive a reward for the work do.			
34	I feel bored when I am restricted by what I can do in a task.			
35	I find it hard to work with people who procrastinate (put off doing things).			
36	I am willing to take charge in situations.			

#### Appendix 2: Sample Hemisphere Dominance Report for participant in survey

Sequential Simultaneous <i>Series 1</i>	Reflective Impulsive <i>Series 2</i>	Enterprise Success Factors	Non- conforming <i>Series 3</i>	Concrete Random <i>Series 4</i>
8 Strong Simultaneous	5 Very Strong Impulsive	7 Very Strong	4 Very Strong	10 Very Strong

#### Appendix 3: Pamphlet

**Title of the project:** An investigation into delegation of strategy and operational tasks by ‘right brain dominant’ entrepreneurs.

**Aims:** The overall aim of the work is to Explore and improve understanding of how the participant ‘right brain dominant’ Entrepreneurs manage delegation within their businesses.

From your participation in this dissertation it is aimed to identify critical incidents from which patterns and trends in how entrepreneurs choose to delegate operational tasks and strategy can be derived.

#### **Core Objectives:**

To identify how right brain dominant entrepreneurs choose to delegate operational tasks within their businesses.

To identify how right brain dominant entrepreneurs choose to delegate strategy within their businesses.

To identify common themes in regards to critical incidents that caused the entrepreneur to choose their current delegation techniques.

**Overview of the Project:** The research is analysed from the perspective of a 'right brain dominant' entrepreneurial perspective, looking at what can be learned from the behaviors of how entrepreneurs choose to delegate strategic and operational tasks throughout the

lifecycle of their businesses. We initially aim to select entrepreneurs who already have an awareness of Right and Left Hemisphere dominance however will put other entrepreneurs through the same test used in Kelly and Cummins (2010) if appropriate entrepreneurs are not available.

The research is focused on identification of delegation techniques and entrepreneurs will be asked a series of questions in an interview based format designed round critical incidence theory.

**Sampling:** You as part of the sample have been selected because you are a 'right brain dominant' entrepreneur as per Kelly and Cummins (2010). Kelly and Cummins (2010) identified over 70% of entrepreneurs were 'right brain dominant.'

The method of sampling has been purposive sampling, specifically targeting those who were involved in Kelly and Cummins (2010). Snowball sampling, has also been used given the limited number of accessible participants. Our target is to interview 6 entrepreneurs and to derive our findings from these participants.

**What is expected of you:** The Study will involve a semi structured interview carried out by the researcher and a Right and Left Brain Survey carried out by Dr John Kelly for those not previously involved in Kelly and Cummins (2010).

After the interview the researcher will utilize review aspects of delegation the critical incidence technique, as per Flanagan (1954) to identify the key elements of the interview that are related to the research aims and objectives. This will include attempting to isolate patterns and trends within the mechanisms identified across the 6 participants that would add value to the literature.

It is expected that the results of the dissertation will add to the literature on delegation management within entrepreneurs and may identify topics for further research within this field.

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## Appendix 4: Question Guide

### Semi Structured Interview Questions:

Participant: \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

The Interview will focus round the below survey questions but follow a semi structured format:

#### Background and Context:

Can you tell me how you found your years in education? Did you enjoy school/university if attended? How did you perform at school/ university if attended? If you did not complete education what were your reasons for not completing education? Did you find education useful? (Requesting example incidents of each)

Can you tell me a bit about your business when you first got involved? When did the business start? What does your business do?

What was it that inspired you to get involved in business?

Does your family have a history of entrepreneurship?

What have you found to be the greatest challenges involved in growing your business?  
Provide examples where appropriate

Delegation:

Tell me your views on delegation perhaps its importance, difficulties etc.

Do you believe the ability to delegate is an important skill for new entrepreneurs to acquire? Can you give a context as to how you felt you would have learned during your own entrepreneurial development?

Have you delegated differently at different stages in the lifecycle of your businesses? Can you give me some examples of what you felt was different?

Did you delegate differently as you became a more experienced entrepreneur? Give Examples were possible.

If the business is a family business, do you choose to delegate tasks to family members? If so or not could you give reasons for your decision?

Does anyone stand out as a coach, mentor or supporter in your learning of how to delegate? Can you give examples of how they supported you?

Do you believe delegation as a skill can be taught? Why do you feel delegation, can or cannot be taught? Can you give examples from personal experience?

Is there any differentiation as to how you delegate strategic and operational tasks? Could you give me examples?

Do you currently delegate tasks of an operational nature? Could you give me an example?

N.B. An operational task could be one such as managing an existing business unit through a period of stability, sustaining moderate sales growth in a growth market, maintain market share in a declining market. This task is where by an agent is offered control over one or more perspectives within a business but is not trusted with complete control of all elements of strategy. Taking explanation from Mintzberg (1987) this should involve four of the P's including Planning, Pattern, Position and Perspective.

Do you currently delegate tasks of a strategic nature? Could you give me an example?

N.B. A strategic task could be one such as taking over the future development strategy of your company, setting up a new division in a new industry, leading the company through a period of significant industry change or designing a significantly different suite of products, and where by the agent is offered control of all elements of management. Taking explanation from Mintzberg (1987) this must involve four of the P's including Planning, Pattern, Position and Perspective.

Based on what you know of brain hemisphere dominance does the brain dominance do you consider the employees hemisphere dominance when selecting them for operational tasks? Can you give an example, or context as to why you do or do not see it as relevant?

Based on what you know of brain hemisphere dominance does the brain dominance do you consider the employees hemisphere dominance when selecting them for strategic tasks? Can you give an example, or context as to why you do or do not see it as relevant?

Are there any points you would like to add that have not been covered in the questions that you feel are relevant to the topic of the dissertation?



