

FACTORS INFLUENCING VETERAN ENTREPRENEURIAL INTENTION

by

Tamara Bryant

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Approved by:

Dr. Laura Stanley

Dr. Reginald Silver

Dr. Franz Kellermanns

Dr. Chandra Subramanian

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ABSTRACT

Veteran business owners are essential contributors to American society and the U. S. economy. Statistics showed a looming drawdown of military personnel and comparatively higher unemployment rates than the civilian population, which led to a growing interest in assisting veterans with entrepreneurship. Studies show that military service has a strong association with entrepreneurship. Few studies have identified key factors of veteran business ownership and action-oriented questions on how or why veteran entrepreneurs find their way to business ownership. There are calls in the literature to answer the question of whether entrepreneurial competencies can influence entrepreneurial intentions. Veterans are often faced with the challenge of building a second career following separation from the military. There is limited research about what factors may motivate and support their transition to self-employment or how they fare compared to nonveteran employees. Furthermore, there are no studies that examine the role of resilience in the entrepreneurial process related to American Veteran Entrepreneurs. The purpose of the study is to determine if resilience and entrepreneurial competencies influence veteran entrepreneurial intention to start a business. This study examines the relationship between entrepreneurial competencies and entrepreneurial intentions among Veterans.

DEDICATION

I dedicated this dissertation to my young men, Dajon and Jackson Bryant. My inspiration and motivation, your support, encouragement, prayers, and sacrifice helped me accomplish my dreams. My mother, Priscilla McLaurin, for being my number one cheerleader and believing in me. My dad, Leonard Owens, my true role model, and encourager, exemplifies excellence. Special thanks to my Aunt Nell and late Aunt Phyllis, the two who have been there for me day one on this education journey. All of you inspire me to set goals and strive to excel at them. I love you all dearly.

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LIST OF ABBREVIATIONS

CEP	Creative & Entrepreneurship Program
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
CMB	Common Method Bias
HRD	Human Resources Development
NFI	Normed Fit Index
PCB	Perceived Behavior Control
PTSD	Post-traumatic Stress Disorder
RMSEA	Root Mean Square Error of Approximation
SBA	Small Business Administration
SME	Small and Medium-Sized Enterprises
SRMR	Standard Root Mean Square Residual
TPB	Theory of Planned Behavior
TRA	Theory of Reasoned Action

CHAPTER I

INTRODUCTION

Veteran-owned businesses are a significant and growing segment of the economy. Boulden et al. (2016) reported that from 2007 to 2012, the total veteran business ownership rose 100,000 companies nationwide from 2.4 million to 2.5 million or 8.1 percent to 9 percent of all U.S. small businesses. The proposed research contributes to understanding why some veterans become entrepreneurs and others do not. A better understanding potentially leads to the creation of better supports for the emerging Veteran entrepreneur. Lesonsky (2011) and MacPherson (2014) stated that Veterans were 88% more likely to be self-employed, and 45% were more likely to start businesses than civilians who have never served in the military. The Survey of Business Owners (2012) revealed that approximately 2.5 million businesses were majority-owned by veterans in the United States. Many veteran business owners have important leadership abilities and skills from their military experience that are often directly associated with business ownership. Approximately 70% of small businesses survived two years, and 50% remained solvent for five years. Veterans make a conscious decision to become entrepreneurs; existing research shows that the decision mainly depends on intentions (Nishantha, 2018).

Research on American military veteran entrepreneurs remains scant despite their remarkable contribution to the broader economy and the potential for training programs and targeted reintegration to nurture and incubate successful veteran-owned enterprises. Veterans are faced with the obstacles of establishing a second career following separation from the military. Limited research is studied about what factors may support and encourage their transition to business ownership or how Veterans compared to non-employee veterans (Heinz, Freeman, Harpaz-Rotem, Patrick, 2017). Most research on Veteran entrepreneurship is limited to statistics

related to veteran business owners and their changing demographic characteristics over time. Bolden, Maury, Armstrong, & Van Slyke (2016) found that few studies identified veteran business ownership predictors and answered action-oriented questions on how and why veteran entrepreneurs found their way to business ownership. Therefore, the purpose of this dissertation is to identify the predictors of veterans' entrepreneurial intentions.

Veteran business owners have a substantial impact on the economy. Current literature shows that there is an association between entrepreneurial activity and military service. However, little is known about the specific entrepreneurial competencies that entrepreneurs possess. The reason they become entrepreneurs is unclear. Bolden, Maury, Armstrong, and Van Slyke (2016) found that not only are veterans entrepreneurial, but that veterans have many skills found to be present in successful entrepreneurs, including the ability to be a leader and a team player, capacity to thrive in a dynamic environment, willingness to engage in risks, and desire to achieve. Understanding veterans' motivations to enter entrepreneurship is critically important, given the decline in veteran entrepreneurship from 2005 to 2014. The impact of the recession and several government initiatives to get veterans employed caused the decline in veteran entrepreneurship (Boulden, Maury, Armstrong, and Van Slyke (2016). However, there is very little research on the factors contributing to their decision to become entrepreneurs.

It is easy to understand why veterans may consider self-employment after a rigorously hierarchical military workforce (Hope & Mackin, 2011). The possibility of being a business owner could be an attractive opportunity after years of following orders (Hope, & Mackin, 2011). A pending drawdown of military personnel is likely to result in a comparatively higher unemployment rate for the military Veteran than the civilian population (Heriot, Dickes, & Jauregui, 2017). The disparity in employment between the military Veteran and the civilian has

led to a growing interest in assisting veterans with entrepreneurship (Heriot, Dickes, & Jauregui, 2017). There has been an increasing interest in Veteran entrepreneurship and calls in the literature to identify the best practices in meeting the veteran entrepreneur's training needs (Institute of Veterans & Military Families, 2016).

There is a great deal of research on entrepreneurship and factors that influence individuals' intentions to start a business; however, very little focuses on veterans. The Theory of Planned Behavior has received substantial support for predicting entrepreneurial intention (Obschonka, Sibereisen, & Schmitt-Rodermund, 2016). The Theory of Planned Behavior (TPB) is defined as the intention to engage in a behavior affected by three core components: attitude, subjective norms and perceived behavioral control (Britt, Bennett, Crabtree, Haugh, Oliver, Mcfadden & Pury, 2011). The overall attitude toward the behavior is the number of negative versus the number of positive beliefs about the behavior; the beliefs about perceived control characterized by how much influenced the individual has over the behavior, and subjective norms, which include beliefs about what people of importance to the individual think the person should engage in the behavior.

This theory is relevant to veterans and is used as the overarching theory in this dissertation because it has been used extensively to predict behavior. For example, Britt et al. (2011) applied the Theory of Planned Behavior to predict whether reserve combat veterans reported seeking treatment for a psychological problem. The research studied the factors that impacted treatment-seeking in the military, with barriers to care and stigma being the essential determinants analyzed. The results support the application of the theory of planned behavior to treatment-seeking. Negative views and perceived stigma about psychological challenges were associated with the overall negative attitude toward seeking mental health treatment. The

pragmatic obstacles to care were also related to less perceived control over being able to request treatment. The overall attitude, subjective norms, and perceived control were related to veteran records of treatment when viewed in isolation. The findings suggest some of the explanations veterans stated not seeking treatment could be integrated with the TPB (Britt, Bennett, Crabtree, Haugh, Oliver, Mcfadden & Pury, 2011).

Kerrick, Cumberland, & Choi (2016) conducted a study comparing the impact of a community entrepreneurship training program for civilians and military veterans. Researchers reported a need for entrepreneur education and training to impact individuals' attitudes pursuing their desire to own a business. The study showed that entrepreneurship is attractive to military veterans, and empirical evidence indicated that entrepreneurship education and training interventions impact adult attitudes towards entrepreneurship. The findings reported that entrepreneurship training positively impacts veterans' frequency and networking activity level, which is considered a necessary factor in successful ventures. Veterans reported launching their business at a higher rate than civilian participants (Kerrick, Cumberland, & Choi 2016). The study recommended future research on veteran startup incentives as a sound strategy for economic development. Researchers and educators studied the benefits of entrepreneurial education; however, the relationship between entrepreneurial competencies and entrepreneurial intention has not been studied extensively (Sanchez, 2011). Studies found that students engaged in academic entrepreneurship programs have higher intentions to start a business (Ferreria, Raposo, Rodrigues, Dinis, & do Paco, 2012). Scholars call for more research that answers whether entrepreneurship education can influence entrepreneurs' perceptions and intentions (Kerrick, Cumberland, Church-Nally, & Kemelgor, 2014). We extend this call to the veteran population.

However, there is a lack of empirical studies on Veterans' intentions to start a business and the factors that influence their intentions (Nguyen, 2017 & Kerrick et al., 2014).

Researchers call for more research to answer whether entrepreneurial education can influence entrepreneurial perceptions and intentions and ask to develop more credible testing hypotheses (Kerrick et al., 2014). Other authors expanded the combined understanding of entrepreneurial competencies; however, more research needs to be conducted in this area to expand the knowledge (Mitchelmore & Rowley, 2010).

One vital option to address unemployment among Veterans is business ownership or self-employment. Veterans' opportunities to become entrepreneurs might be fostered by examining the influence of resilience and entrepreneurial competencies programs. Therefore, this dissertation examines the relationship between entrepreneurial competencies and entrepreneurial intentions among veterans.

Purpose of the Study

The purpose of the study is to understand the factors that influenced entrepreneurial intention among Veterans. Following separation from the military, veterans face many challenges in terms of building a second career. Limited research is available about what influences may support and motivate Veterans' transition into self-employment. Research that examines protective resilience factors and psychosocial risk related to American veteran entrepreneurs and veterans in the workforce are not available (Heinz, Freeman, Harpaz-Rotem, Patrick, 2017). This study examines entrepreneurial competencies as a predictor of entrepreneurial intention and the moderating role of resilience. Characteristics such as motives, traits, self-images, specific knowledge, skills, and social roles, which result in venture birth, survival, and growth, are entrepreneurial competencies (Bird, 1995). Man, Lau, and Chan (2002)

associated entrepreneurial competencies with the ability to successfully perform the work. Tedeschi & Calhoun (2004) defined resilience as the ability to continue living a meaningful life or go on with life after experiencing adversity or hardship. Resilience is a resource that individuals can deploy in stressful times (Bullough, Renko, & Myatt, 2013). Therefore, resilience is a critical determinant of understanding coping in and after a crisis (Bullough, Renko, & Myatt, 2013). However, resilience has not been associated with entrepreneurial intentions in injurious conditions (Folkman & Moskowitz, 2000; Tedeschi & Calhoun, 2004). This study suggests that resilience can play a significant role in the entrepreneurial process, as starting a business can be challenging. Veterans are accustomed to war and oppression as a part of their experiences in the military. Veterans may be expected to be resilient in the face of stressful and traumatic events. Veterans can learn and grow from adversity due to military training and be better positioned to face the risks of becoming entrepreneurs. The Institute for Veterans and Military Families (2017) reported multiple studies have found that military veterans display high levels of resilient behavior as a consequence of the military experience veterans developed and enhanced ability to bounce back from failed experiences professionally and personally more quickly and completely compared to those that have not served.

Researching the target population can provide a more in-depth understanding of veteran entrepreneurship and the factors that facilitate or impede the starting of a business. Veterans represent nine percent of the population and are twice as likely to start a business than a nonveteran; that is why they must receive support (Hudson, 2014). This study's major contribution is to address the gap in the literature regarding predictors of entrepreneurial intentions among veterans. This research study can contribute to the literature on veteran entrepreneurship, highlighting the role of resilience as a moderator on entrepreneurial

competencies and entrepreneurial intention. The research can provide information to veteran service programs supporting veteran entrepreneurship, such as training, vocational counseling, and reintegration (Heinz et al., 2017). Additional studies investigating veteran entrepreneurship are encouraged to build upon the existing studies to improve military service opportunities to include mentorship and entrepreneurship training for suitably qualified veterans transitioning to civilian life (Heinz et al., 2017). This study can be viewed as an opportunity to close the gap among veteran entrepreneurship. How entrepreneurs navigate in an environment of uncertainty and risk is one of many obstacles and barriers entrepreneurs face when starting a business (Alton, 2016). This study can contribute to how resilience used as a coping mechanism furthered their efforts to integrate into entrepreneurship successfully. The military service members are resilient, and they can positively adapt when faced with adversity and challenges (Rice, 2016). These qualities are critical in the entrepreneurship field, and the resilient characteristic the veteran possesses is a great fit.

Entrepreneurial Competencies

Man and Lau (2005) stated that entrepreneurial competencies consist of components rooted in individuals' backgrounds (personality, traits, self-image, social role, and attitudes). These entrepreneurial competencies can be acquired at work or through education and training (skills, experience, and knowledge). Researchers are still calling for more studies to answer whether entrepreneurial education can influence entrepreneurial perceptions and intentions and develop more credible methods of testing hypotheses (Kerrick, Cumberland, Church-Nally, & Kemelgor, 2014). The country is currently experiencing the most massive transition of military personnel into civilian life; the research question is whether an entrepreneurial education program will continue to help this population achieve self-employment. The next step in

ensuring that Veterans have an opportunity to become entrepreneurs is examining the influence of resilience and educational competencies programs.

Entrepreneurial Intention

Ajzen (1991) and Linan (2004) defined entrepreneurial intention as a measure of the individual effort exerted towards the execution of entrepreneurial behavior. In the entrepreneurial context, many researchers defined entrepreneurial intention as a state of mind that directs and guides an individual's experience, attention, goal setting, commitment, organizations, communication, and other kinds of work toward the implementation of entrepreneurial behavior (Bird, 1988; Boyd & Vozikis, 1994; Fini, Grimaldi, Marzocchi, & Sobrero, 2012). Thompson (2009) stated that entrepreneurial intention is not a binary decision of yes or no; instead, it expands along a continuum ranging from a preference for self-employment overpaid employee commitment to entrepreneurial venture finally to nascent entrepreneurship. The process of venture creation is referred to as the final stage in entrepreneurial intention formation and was the transition from commitment to creating an organization to gestation. This consists of activities associated with the startup effort (Reynolds et al., 2005; van der Zwan, Thruik, & Grilo, 2010). These activities include building social and financial capital, planning for equipment and facilities, shaping and refining an idea for a new product or service, and gathering knowledge by attending seminars on entrepreneurship (Aldrich & Martinez, 2001; Korunka, Frank, Lueger, & Mugler, 2003; McGee, Peterson, Muller, & Sequeira, 2009; Reynolds, 1997). Many scholars defined entrepreneurship as a process and entrepreneurial intention as the first step of venture creation (Nishantha, 2018). Psychological research suggests that intention is the best predictor of planned behavior (Ajzen, 1991). Studies found that entrepreneurial intentions are among the best predictors of new business startups (Krueger, 1994). When intentional

behavior is rare, it involves an unpredictable lapse of time or observing entrepreneurship as an example of deliberate and planned behavior (Sanchez, 2011). Attitudes determine intentions and are affected by outside influences such as situational variables, ability, and traits. Researchers and educators have praised entrepreneurial training benefits (Sanchez, 2011 & Holmgren, 2016). However, the relationship between entrepreneurial competencies and entrepreneurial intention has not been studied extensively (Sanchez, 2011).

Resilience

We suggest that resilience strengthens the relationship between entrepreneurial competencies and entrepreneurial intention to start a business. That is meant resilient veterans are more likely to use their skills to start a business than less resilient veterans because they can rebound from failure, adversity, and conflict due to their military experience in war zones and dangerous environments. Starting a business involves many challenges and risks that entrepreneurs must be willing to accept. Those who are less resilient may fear that they will not bounce back from failure and therefore had lower intentions of becoming entrepreneurs. Research shows positive emotions (interest, love, gratitude, etc.) following a catastrophe safeguard resilient people against depression and possibly cause them to thrive in the face of crisis (Fredrickson, Tugade, Waugh, & Larkin, 2003). Bullough, Renko, Myatt (2014) studied the impact of resilience on entrepreneurial intention in dangerous conditions in war-stricken Afghanistan. The study surveyed 272 Afghan men and women to examine the effects of self-efficacy, perceived danger, and resilience on entrepreneurial intentions. The findings revealed that resilience is positively and significantly related to entrepreneurial intention. Secondly, the study shows a marginally significant moderation effect of resilience on the relationship between entrepreneurial intention and perceived danger. The study's findings showed similarities

between the veteran population and Afghani citizen and their ability to face challenges and uncertainties. This study can be extended to the veteran population in examining the relationship between entrepreneurial competencies and entrepreneurial intentions.

Research Questions

This study's research question is, how do entrepreneurial competencies and resilience influence veterans' entrepreneurial intentions? The research question articulates a missing piece in understanding how entrepreneurial competencies and resilience may contribute to entrepreneurial intentions. I propose a theoretical model that shows a direct effect between entrepreneurial competencies on entrepreneurial intention. The proposed conceptual model (Figure 1) suggests that resilience moderates the relationship between entrepreneurial competencies and entrepreneurial intention. I offer the following research hypotheses:

H₁: Entrepreneurial competencies are positively related to entrepreneurial intention.

H_{1a.}: Opportunities competencies are positively related to entrepreneurial intention.

H_{1b.}: Relationship competencies are positively related to entrepreneurial intention.

H_{1c.}: Conceptional competencies are positively related to entrepreneurial intention.

H_{1d.}: Organizing competencies are positively related to entrepreneurial intention.

H_{1e.}: Strategic competencies are positively related to entrepreneurial intention.

H_{1f.}: Commitment competencies are positively related to entrepreneurial intention.

H_{2a.}: Resilience moderates the relationship between opportunity competencies and entrepreneurial intention.

H_{2b.}: Resilience moderates the relationship between relationship competencies and entrepreneurial intention.

H_{2c.}: Resilience moderates the relationship between conceptual competencies and

entrepreneurial intention.

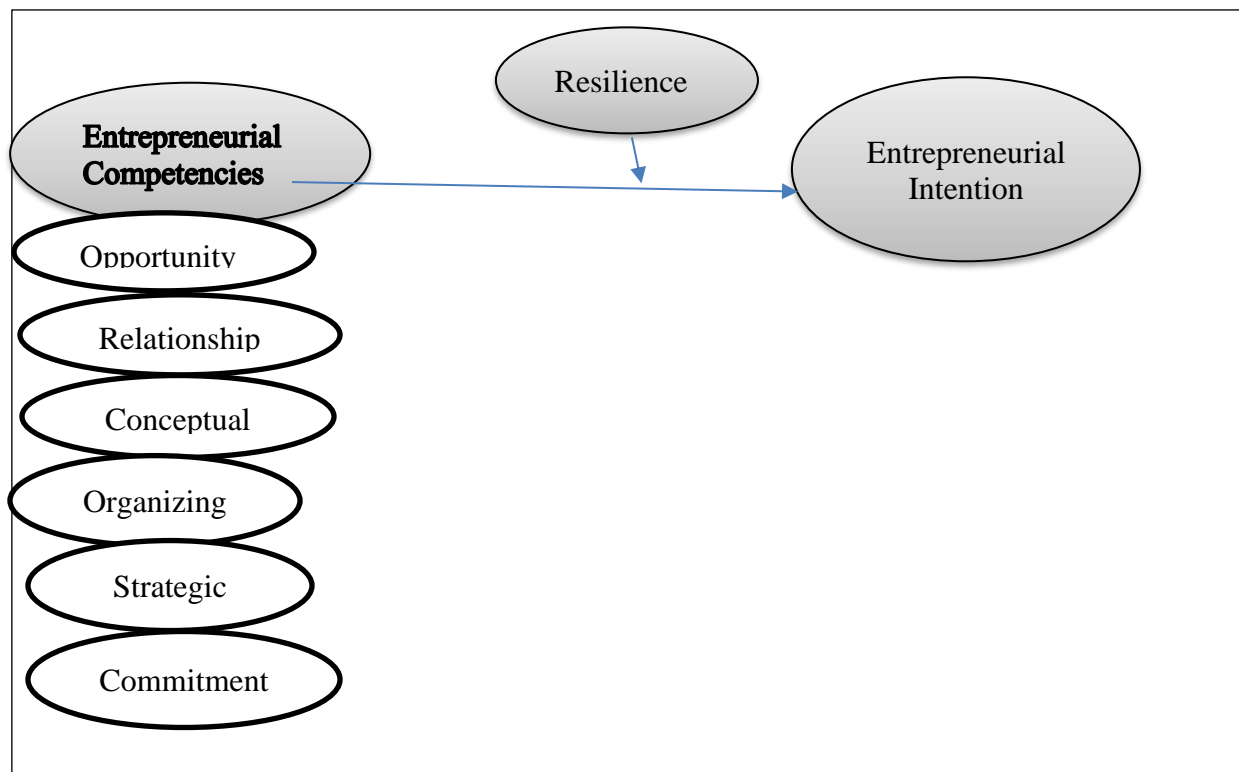
H_{2d}: Resilience moderates the relationship between organizing competencies and entrepreneurial intention.

H_{2e}: Resilience moderates the relationship between strategic competencies and entrepreneurial intention.

H_{2f}: Resilience moderates the relationship between commitment competencies and entrepreneurial intention.

Figure 1

Model of Factors influencing Veterans' Entrepreneurship.



CHAPTER II

LITERATURE REVIEW

Chapter II examines the present literature and addresses research questions through the evaluation of the relevant study. The purpose of this quantitative study is to determine whether entrepreneurial competencies and resilience influence entrepreneurial intention. The literature review presents a void in the entrepreneurship and small business related to understanding factors that influence veterans' entrepreneurial intentions. People are essential to entrepreneurship, and entrepreneurs are important for economic development and wealth creation (Antoncic, Bratkovic Kregar, Singh, & Denoble, 2015). Over the last 20 years, entrepreneurship received much attention due to entrepreneurs' significant contributions (Davidsson, 2008). Entrepreneurs have been leaders in product and process innovation, job creation, and many other innovations. Entrepreneurial ventures help create new wealth in the economy. Shane (2012) viewed entrepreneurs as discoverers, evaluators, and those who know how to exploit opportunities for new business ventures. Entrepreneurs create new markets by reorganizing supply lines, manufacturing, and distribution of products.

Some scholars viewed entrepreneurs as engines of economic growth. Henry, Hill, and Leitch (2005) and Zimmerer and Scarborough (1998) assert that entrepreneurship is a discipline that could be taught. In science, culture, and technology, the world would not be as advanced without entrepreneurs' creative ideas. Kirby and Honeywood (2007) defined entrepreneurs as people who see opportunities and exploited resources to fruition. Entrepreneurs take innovations and inventions and create something better or new for society. For Kirzner (1997), an entrepreneur is a person who is aware of the existing trade opportunities, while Deakins & Freel (2006) describe an entrepreneur as an individual who can identify customers and suppliers and

act as an intermediary and, through this intermediary role generate profits. In the context of the definition provided by Schumpeter (1934) and Shane (2003), the distinguishing element inherent in entrepreneurship is innovation. Therefore, entrepreneurs are innovative individuals that can recognize opportunities, gaps in the operational process, and areas of possible growth and develop new strategies for attaining business success (Schumpeter, 1934; Shane, 2003).

Similarly, in the context of Mosly's (2017) definition, an entrepreneur is an individual who is self-employed or pursues self-employment and is ready to address the issues inherent in business ownership. Therefore, an entrepreneur is a risk-taker, creative, and innovative in their approach to business practices and focuses on profit generation, attaining growth in business and area of practice. Finally, according to Bruyat & Julien (2001), an entrepreneur is a person who bears the responsibility of the processes involved in the creation of new value that is coming up with an innovation or a new form of organization. For Bruyat and Julien (2001), the new value would not be created without such an individual, and the creation of the new value is part of a process. However, the question posed by Donald L. Sexton (1988), over thirty years ago, remains relevant to date. Sexton questioned if the field of entrepreneurship was getting better or just more prominent. Davidsson (2002) stated that academic research could rarely deliver solutions to any practical problem, with research in entrepreneurship being no exception. This study's practical implications show persons designing entrepreneurial training programs the need for training in the competencies field that is considered key to developing an entrepreneurial venture. As noted by Bruyat & Julien (2001), the area's problem is defining the word "entrepreneur" and establishing the field's boundaries. Therefore, continued scientific research on entrepreneurship is critical for economic purposes and vital for attaining consensus regarding the term's definition and setting the field's clear boundaries.

Definitions of Entrepreneurship

The increased academic attention on entrepreneurship in the 21st century can largely be attributed to its economic growth contributions. Hence, there has been an increase in researchers' interest in investigating what it entails, what factors influence entrepreneurship, and its impact on individuals and society's economic, social, and political wellbeing at large (Howorth, Tempest & Coupland, 2005). Different academic commentators have thereby provided various definitions. Each has described the elements, motivations, and characteristics of entrepreneurship and entrepreneurs according to their unique overall understanding of the concept.

Notable herein is that scholars' variations in their definition of entrepreneurship stemmed from the different environmental situations based upon which respective these definitions were developed (Gedeon, 2010). Beugelelsdijk & Noorderhaven (2005) used the term entrepreneurship as a proxy for self-employment and business ownership in addition to entrepreneurial activity. Shane and Venkataraman (2000) defined entrepreneurship as a set of behaviors that include exploring opportunities, value creation, and invocation. For instance, Miller (1983) describes entrepreneurship as behavior that seeks to redistribute or recombine resources with innovativeness, a risk-taking attitude, and an enterprising spirit to create economic value. The definition speaks to a notion whereby entrepreneurship is viewed as the energy that drives individuals to apply creativity and innovation to seek solutions in an ever-changing business environment. Further, a 1986 definition by Stevenson and Jerillo describes the concept as concerning the drive to make use of available resources to fill an identified market gap, one that the entrepreneur views as a business opportunity worth exploiting (Stevenson & Jarrillo, 1986).

Consistent with Stevenson and Jerillo's definition that identifies seizing available market opportunities as the underlying basis of entrepreneurial activity, Timmons (1999) stresses the need for an entrepreneur to employ innovation, foresight, and specific leadership to recognize viable market opportunities and to develop effective business strategies. Furthermore, Gedeon (2010) views entrepreneurship as a risk-taking spirit that drives individuals to challenge existing conventions by committing resources to commercialize potentially viable market opportunities. In their definition of the entrepreneur, Hisrich & Peters (1998) suggest that entrepreneurship is a psychological mindset shown by an enterprising individual. Rather, they argue that it is a discernment that the entrepreneur considers necessary for creating value in an environment characterized by scarcity and uncertainty. Meanwhile, Song (2011) adds that an entrepreneur needs to embrace their challenging spirit and employ management innovation towards creating new value. Such is the concept of entrepreneurship described by various academics who agree on its relevance and influence on a nation's economic health. Kao (1993) defined entrepreneurship as a process of doing something novel and unique for personal wealth creation and value addition to society.

Further, as highlighted by Mosly (2017), entrepreneurship can be considered a form of self-employment of an individual through the practice of business ownership and dealing with critical elements inherent in business ownership. These elements are, for example, risk control and rewards. According to Mosly (2017), growth, creativity, and innovation were all parts of entrepreneurship.

Demographics of Small Business Entrepreneurs

Small businesses are the primary engines of growth and innovation and are vital to communities' health in the United States (Gale & Brown, 2013; Gili, Roca, Basu, McKee, &

Stuckler, 2013). The Small Business Administration (SBA) Office of Advocacy (2016) qualified a small business as lesser than 500 employees. The U. S. Census Bureau (2011) reported that small business owners' primary roles varied, with 60.5 % saying their role is providing goods and services, 46. 9% daily managerial operation, and 39.8 % focused on financial management. The report also stated that 77.1 % of entrepreneurs established their business, 15.8% acquired it, and 7.3 % obtained business ownership due to the transfer of ownership, gift, or inheritance.

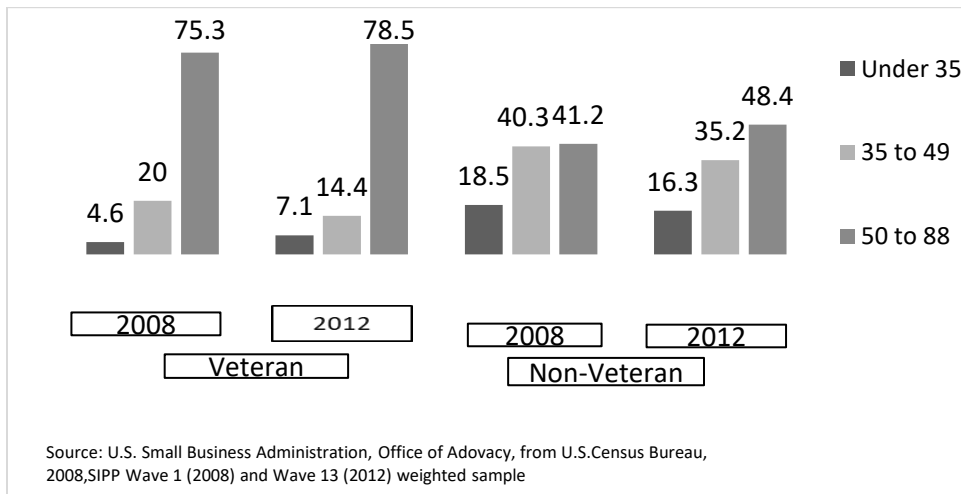
According to the U.S. Census Bureau, small enterprises make up 99.7% of all U.S. companies. The SBA, Office of Economic Research (2016) reported 28.8 million small businesses directly impacting the U.S. economy and individuals. The SBA Office of Advocacy (2017) reported in 2012 that nonminority's owned 19 million and minorities owned 8 million small businesses. By gender, 14.8 million men-owned small businesses and 9.9 million women-owned small businesses.

Demographics of Veteran Small Business Entrepreneurs and Non-Veteran Entrepreneurs

Veteran-owned businesses remain a significant and growing segment of this population. As a Veterans Business Outreach director, I encounter veterans who are transitioning from the military to civilian life regularly. Transitioning into the workforce is often difficult, but the talents that veterans bring to the table due to their military training lend themselves to the creation of small businesses. These talents need to be explored and appropriately supported. More research is required to understand why some intend to start their businesses. It is essential to know the veteran population to understand the context of veteran entrepreneurship. The U.S. Department of Veteran Affairs has a total veteran population of 22.3 million recorded. However, the U. S. Bureau of Labor Statistics reported a slightly lower figure of 1.2 million of about 22.3 million, roughly representing nine percent of the total U. S. population. The U. S. Department of

Defense Manpower Data Center data indicated those serving in uniform comprised about 1.3 million service members. Bolden, Maury, Armstrong, & Van Slyke (2016) estimated that more than 200,000 service members transition from the military each year and projected that more than 1 million would transition over the next five years. Veterans' unemployment rate ranged from 30.4% for young veterans to 48% for black veterans in the same age group and 12% for all Veterans. Other studies have found similar statistics based on government data (Heriot, Dickes, & Jauregui, 2017). A study conducted by Loughran (2014) discovered that unemployment in younger veterans increased by 29% in 2011. Also, the study found that workforce participation among veterans is low. Hope, Chrisman, and Mackin (2009) reported higher self-employment levels for veterans with 20 or more years of service than other veterans. It also found that 55% of officers were more likely to start a business than enlisted veterans. The assumption here is that officers have more professional development and education than enlisted veterans.

The SBA Office of Advocacy (2013) analysis of veteran entrepreneur demographics in Figure 2 showed 16.3% of nonveteran entrepreneurs, and 7.1 % of the veterans were younger than 35 years old. The SBA showed that 35.2 % of nonveteran entrepreneurs and 14.4 % were 35 to 49 years old, 48.8 % nonveteran entrepreneurs, and 78.5 % were 50 to 88 years old.

Figure 2*Age of Veteran Business Owners (percent)*

In Table 1, 95.6% of Veteran small business owners are more likely to be male than nonveteran entrepreneurs at 60.9%. In addition, educational differences existed: 28.3% of nonveterans and 23.1% of Veterans had completed a high school credential or less; at approximately 40%, both are also likely to have a bachelor's degree or higher.

Table 1*Socio-Demographic*

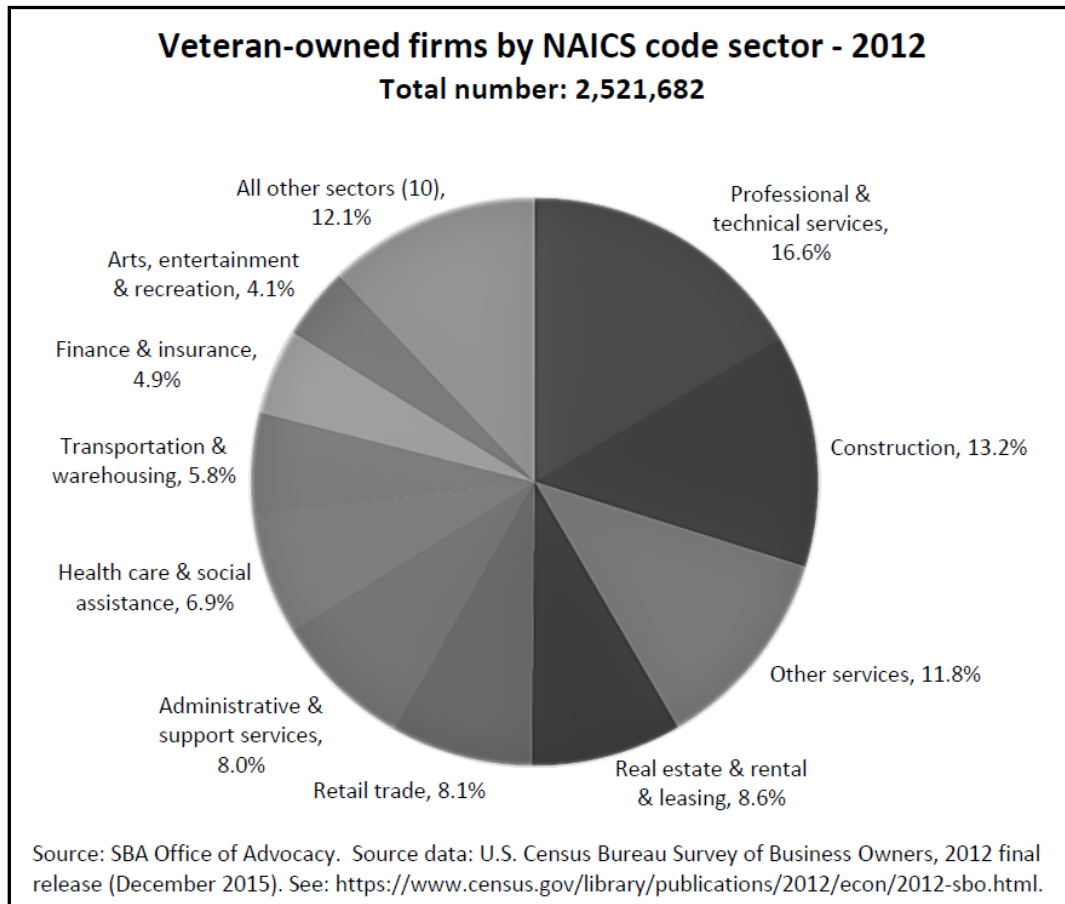
Characteristic	Veteran		Non-Veteran		Total	
	2008	2012	2008	2012	2008	2012
Under 35 Years Old	4.6 ^b	7.1 ^a	18.5	16.3	17.1	15.5
35 To 49 Years Old	20.0	14.4	40.3	35.2	38.1	33.3
50 To 88 Years Old	75.3	78.5	41.2	48.4	44.8	51.2
Male	97.5	95.6	61.5	60.9	65.4	64.1
Female	2.5 ^a	4.4 ^a	38.5	39.1	34.6	35.9
Non-Minority	90.1	90.4	86.3	84.9	86.7	85.4
Minority	9.9	9.6 ^b	13.7	15.1	13.3	14.6
Hispanic	3.2 ^a	6.0 ^a	10.3	10.8	9.5	10.4
Non-Hispanic	96.8	94.0	89.7	89.2	90.5	89.6
Married	75.6	70.9	67.6	66.9	68.5	67.3
Not Married	24.4	29.1	32.4	33.1	31.5	32.7
High School or Less	22.5	23.1	29.8	28.3	29.1	27.8
Some College	38.4	36.5	34.3	32.6	34.7	32.9
Bachelor's or Higher	39.1	40.4	35.9	39.2	36.2	39.3
Citizen	99.3	99.9	91.7	91.5	92.6	92.3
Non-Citizen	0.7 ^a	0.1 ^a	8.3	8.5	7.4	7.7
Homeowner	88.7	86.6	80.1	77.4	81.1	78.2
Non-Homeowner	11.3	13.4	19.9	22.6	18.9	21.8
Metro Location	76.1	74.9	78.4	80.0	78.2	79.5
Non-Metro Location	20.3	19.6	17.7	16.2	18.0	16.5
Other location ^c	3.6	5.5	3.8	3.8	3.8	4.0
Source: U.S. Small Business Administration, Office of Advocacy. Source data from the U.S. Census Bureau, 2008 Survey of Income and Program Participation, Wave 1 (2008) and Wave 13 (2012).						
Note: Observations: ^a Less than 25. ^b Less than 50. ^c Not in universe.						

Characteristics of Veteran Business Owners, 2008 and 2012 (percent)

Top-performing entrepreneurs tend to demonstrate confidence, independence, proper decision-making in chaotic environments, high achievement, and self-efficacy (Hipple & Hammond, 2016). These traits are more commonly found in veterans and service members. Small business ownership and military service share a unique relationship dating back over a half-century. Analysis of the federal dataset, the Survey of Business Owners and Current Population Survey, shows that military service is strongly associated with entrepreneurship. The national data revealed that veterans are more likely to start a business than nonveterans (Bolden,

& Maury, 2017). The data from 2010-2014 showed that a higher percentage of Veterans (12%) reported being self-employed than nonveterans at 10%. Veteran entrepreneurial activity varies by length of service and age. Haynes (2014) said veteran entrepreneurs tend to out-earn nonveterans. The military experience prepares service members to adapt to unpredictable situations and constant change, lead others and work collaboratively (Nishantha, 2018).

A report by the Institute of Veterans and Military Families indicated that approximately 45% of veterans who served in World War 2, the Vietnam war, and the Korean War went on to found businesses. In Figure 3, the SBA (2012) shows some of the U.S. industries where veterans own most businesses include professional, scientific, and technical services (16.6%), construction (13.2%), real estate (9%), retail (8%), transportation, and warehousing (5.8%). Other industries attracting veterans' interest in the U.S. include healthcare and social assistance, finance and insurance, the arts, recreation and entertainment, manufacturing, and wholesale. The SBA (2012) data also indicates that veterans own approximately 9% of firms in the U.S.'s top ten industries. However, some recent studies have observed a declining trend in the number of veterans venturing into entrepreneurship upon returning home. A 2011 SBA report shows whereby only a mere 4.5% of U.S. veterans have started business since 9/11 (Hope & Mackin, 2011). A major contributing factor to this unfavorable trend concerns the increasingly aging veterans' population, thereby casting many out of the workforce.

Figure 3*Veteran-owned firms by industry - 2012*

Studies have identified that skills gained and strengthened during one's military service can predispose a person for success as an entrepreneur. Nishantha (2018) stresses that military personnel are naturals for starting business ventures due to their training. According to the Survey of Business Owners (2013), approximately 2.5 million veteran-owned businesses in the U.S. represent 9.1 percent of all U.S. small businesses. These veteran-owned businesses employed six million annually and generated over 1 trillion in receipts, and 75.4% of veteran-owned companies had employees. Most research on Veteran entrepreneurship is descriptive, with most of the current studies limited to critical statistics related to veteran business owners

and their changing demographic characteristics over time. This study extends the research to conduct an empirical analysis that addressed the predictors that influence a veteran's intention to start and how the role of resilience, the can-do attitude, and the ability to bounce back from adversities are critical factors in their decision-making process. The research adds to the theory of planned behavior by examining the effect of entrepreneurial competencies on veterans' entrepreneurial intention. The study contributes to entrepreneurship literature by further testing the entrepreneurial competencies identified by Man et al. (2002) that can teach researchers and policymakers which competencies veterans should rely on when engaging in entrepreneurial intention. Bolden, Maury, Armstrong, & Van Slyke (2016) reported few studies that identify critical factors of veteran business ownership and action-oriented questions on how and why veteran entrepreneurs find their way to business ownership. The extent of literature on entrepreneurship and veterans and small business assistance is limited at best (Institute of Veterans & Military Families, 2016). The next steps to further the research should include the impact of entrepreneurial education programs to advance veteran entrepreneurship in the future.

Entrepreneurial motivation factors for veterans

Numerous studies established that military service does little to prepare an individual for their veteran life after the military, as many of the skills learned in the military may not be transferrable in the civilian world (Blackburn, 2016). Kerrick, Cumberland, Church-Nally, and Kemelgor (2014) point out that the key concerns for a veteran returning home revolve around finding a meaningful occupation where they can apply their training to generate an income, grow professionally, and contribute to society.

Kerrick, Cumberland, and Choi (2016) observed that the United States military is one of the top institutions with a track record of producing business founders, owners, and leaders.

Military service teaches veterans valuable lessons that prove essential in starting, running, and growing a business. Key entrepreneurial competencies learned in the military include discipline, a desire to keep learning, honesty, accountability, and time-consciousness (Cater & Young, 2020). Cater and Young (2020) stated that military service prepares veterans to lead from the front, a key requirement for entrepreneurs, and supported by military-installed qualities such as goal setting (target acquisition), advancement, and innovation. The writers argue that by focusing on loyalty, fellowship, and pride, the military's leadership works towards preparing veteran entrepreneurship to lead their teams from the front. This is opposed to micromanaging tendencies that may otherwise suppress team spirit, independence, and decision-making to the peril of a business venture. Moreover, Smaliukienė (2013) identifies other traits that enable veterans to succeed in entrepreneurship, including setting a clear strategic mission (as is the case with military work), evaluating risks, and encouraging workforce innovation focused on core business objectives.

Relative to the non-veteran-owned businesses, many smaller veteran-owned businesses in the U.S. are underperforming in sales. While this is mostly the case with veteran-owned firms employing four or fewer people, the larger veteran-owned businesses have been found to perform better than their non-veteran-owned counterparts (Hope & Mackin, 2011). This could be partly because the veteran is used to leading and managing larger groups of people and delegating tasks. In smaller business settings, leading and managing staff was limited, and the veteran was often charged with being more hands-on in areas that they are not fully qualified. Also of note are the New York Fed Small Business Credit Survey's findings investigating firms' financing and business performance needs with less than 500 employees. Here, it was found that despite having sent more applications for funding between 2010 and 2017, more veteran-owned

businesses were denied financing relative to other small businesses, primarily due to lower approval rates (Wiersch, Lipman & Lieberman, 2019). Small business training organizations needed to become more adept in aiding the veteran no matter what the business size is in gaining financial support and being more adaptive in their leadership.

Military service and small businesses' ownership have a distinct relationship that dates back over half a century. Moreover, they are highly likely to own businesses compared to nonveterans. The rationale behind this advantage is based on the fact that veterans tend to be highly resilient. Ricea & Liu (2016) highlighted that inherent in their motivation is the attribute/skill of resilience deemed critical for engaging in entrepreneurship and ensuring business growth. Ricea & Liu (2016) posit that resilience allows veterans to cope with business encounters and challenges during their entrepreneurial journey. This coping skill provides veterans with a unique stance in the realm of entrepreneurship. Therefore, due to resilience, veterans can be more motivated and successful in entrepreneurship.

Theory of Planned Behavior

Ajzen (1991) developed the Theory of Planned Behavior (TPB) to supplement the inadequacies of the Theory of Reasoned Action (TRA) previously introduced by Fishbein and Ajzen in 1975. The TPB model is an essential cognitive process model for evaluating entrepreneurial intention (Koe, Sa'ari, Majid, & Ismail, 2012). Researchers have seen much of entrepreneurship as a formation of an intention to start and intentional behavior as a step in founding an organization. Studies of business startup intention that apply a pre-existing theoretical framework have adopted either the theory of planned behavior or the entrepreneurial event model (Kautonen, van Gelderen & Fink, 2015). Schlaegel and Koenig (2012) noted the most used theoretical framework in this stream of research is the Theory of Planned Behavior

(TPB), which considered the strength of intention as an antecedent of behavior. The TPB has become the most influential theory of human behavior applied in significant disciplines concerned with human behavior, a uniquely entrepreneurial behavior (Aloulou, 2016). The TPB is identified as a relevant tool to model entrepreneurial intention (Ferreira, Raposo, Rodrigues, Dinis & do Paco, 2012).

Kreuger et al. (2000) stated entrepreneurship was a result of intentional and planned behavior. Control and norms influencing behavior were mediated by intentions, according to TPB. The TPB was a well-established theory widely used to explain and predict human behavior across various life domains. A study conducted by Schlaegel & Koenig (2014) supports TPB's validity for predicting entrepreneurial intention and behavior. Linan (2008) used the TPB to explain the firm creation decision and the intention to become an entrepreneur. The goal to become an entrepreneur depends on the individuals' perceived control over the firm-creation behavior, the perceived social pressure to become an entrepreneur and personal attitude. A central factor of TPB is the individual's intention to engage in each behavior.

The idea of self-efficacy belief and/or perceived behavioral control has been replaced with the TPB with a more general framework of relations among beliefs, attitudes, intentions, and behaviors (Ajzen, 1991). The Theory of Planned Behavior deals with antecedents of attitudes, subjective norms, and perceived behavioral control. The three antecedents are defined by Ajzen (1991) as the degree to which one has a favorable or unfavorable result or appraisal of the behavior in question. The attitude is reported as a critical factor in explaining intention towards entrepreneurship and resulted in a significant relationship between existing entrepreneurial intention and attitude (Fini, Grimaldi, Marzocchi, & Sobrero, 2009). Other authors stated that attitude plays the most crucial role in explaining entrepreneurial intention.

Linan & Chen (2006) cited attitude as a level of individual evaluation of the assessment of whether a venture is profitable (positive) or non-profitable (negative) in terms of being a business owner. The antecedent social norm is defined by perceived social pressure to perform or not perform the behavior. Researchers found that social norm was essential in explaining intention towards entrepreneurship. Kautonen, Luoto, Tornikoski (2009) found a positive relationship between social norms and entrepreneurial intention in their research. Linan & Chen (2006) defined subjective norms as a measure of social pressure to decide whether to engage in entrepreneurial behavior. Social pressure refers to the perception of a particular group (reference group) who approves or does not approve of the individual becoming an entrepreneur. That individual usually seeks that group's approval. Perceived behavioral control (PCB) was described as perceived difficulty or ease of performing the behavior. Several authors refer to PCB as self-efficacy. The PCB is the strongest predictor of entrepreneurial intention, in which researchers saw PCB as a valuable entrepreneurial resource in the entrepreneurial process (Sommer, L. & Haug, M., 2011). Linan & Chen (2009) stated that it is the perception of one's belief towards becoming an entrepreneur's complex or natural state.

The theory of planned behavior has been applied in the veteran context of mental health problems. An increasing number of interventions are being developed and disseminated, informed by planned behavior theory (Whealin, Kuhn, Pietrzak, Whealin, 2014). In a study, Whealin et al. (2014) constructed a model that described 34% of the variance in the actual use of personal attitudes. The Theory of Planned Behavior attempted to understand mental health care seeking that can shed light on developing technology-based interventions designed to increase veterans' willingness to seek psychological services. The theory is a useful tool for promoting individual behavior related to attitudes and health services (Glanz, Riner, & Viswanath, 2008).

Researchers in other disciplines, such as psychology, have applied behavior theories to understand service members' and veterans' perceptions and propose that perceptions lead to certain behaviors. The theory provides guidance and development associated with an intervention designed to improve service and veterans' wellbeing (Taff, Dattilo, Davis, & Moeller, 2016). This study expands the Theory of Planned Behavior by incorporating the Veteran's entrepreneurial intention to start a business.

Entrepreneurship researchers have claimed that the planned behavior theory serves as an appropriate theoretical framework for understanding the impact of personality on entrepreneurial intention (Obschonka, Sibereisen, & Schmitt-Rodermund, 2016). Two models are referenced when studying entrepreneurial intention: the entrepreneurial event model and planned behavior (Osman & Rahim, 2014). The theory received substantial empirical support and, in recent studies, utilize the theoretical framework for predicting entrepreneurial intention (Krueger, Reilly & Carsrud, 2000). The Theory of Planed Behavior has identified resiliency to validate the cognitive linkage between the antecedent of entrepreneurial intention to entrepreneurial intention, itself finally into entrepreneurial action over time (Zhang, Duysters, & Cloudt, 2014). Several researchers have applied planned behavior theory as a psychological model to diverse fields such as leisure studies, health sciences, marketing, and psychology with substantially effective outcomes and the entrepreneurial intention scholar (Roy, Akhtar, & Das, 2017). This study's investigation of entrepreneurial intention among veterans justifies using the theory of planned behavior.

Studies that have applied the TPB to entrepreneurial education programs could shed light on the antecedents of intention (Murugesan and Jayavelu, 2015). Murugesan and Jayavelu (2015) contributes to the theory of planned behavior through their study confirming the attitude–

intention link and testing the effect of an "exogenous influence" (education) on attitudes and intentions towards the behavior (self-employment). The study mainly contributes to research on entrepreneurship education by revealing its effect by comparing students from three groups of different program majors.

Other research indicated the intention to start a business, and the prestige of entrepreneurship had increased among students who completed an entrepreneurship course. Souitaris (2007) drew from the theory of planned behavior to test the entrepreneurial program's effect on students' entrepreneurial intentions and attitudes. The study showed that entrepreneurial programs have some impact on attitudes and overall entrepreneurial intentions. There are no comparative studies on the evaluation of entrepreneurship education programs among veterans and nonveterans. This study adds to existing knowledge by evaluating the impact of entrepreneurship courses among veterans. This study of the Theory of Planned Behavior tests the effect of entrepreneurial competencies on veterans' entrepreneurial intentions.

The Importance of Entrepreneurship Education

A growing interest in entrepreneurship among students, university administrators, and policymakers has led to the growth of entrepreneurship education programs for community college and undergraduate students in the United States (Solomon, 2007). The number of schools offering entrepreneurship has increased (Vesper & Gartner, 1999). In the North American countries, traditional pedagogical methods such as case studies, business plan development, and guest speakers or lessons were still predominant in their curriculum (Solomon et al., 2002). The program's objective is to increase students' entrepreneurial behavior and mindset regardless of whether they start a new venture. Entrepreneurship education has been found to be one of the most significant achievements of today's postsecondary educational system, a key component of

job creation and economic progress. Entrepreneurship was studied by a heterogeneous group of academics (do Paço, Ferreira, Raposo, Rodrigues, & Dinis, 2011). Some studies state entrepreneurship education does not avoid failure but can reduce failure (do Paco et al., 2011). Entrepreneurship education is primarily about developing competencies, including abilities, skills, and knowledge (do Paco et al., 2011). Entrepreneurship education supplies individuals with the competencies to manage the strenuous circumstances inherent in entrepreneurial activity. Bullough, Renko, & Myatt (2013) used planned behavior theory to examine entrepreneurship education interventions designed to increase resilience and its effect on entrepreneurial intention.

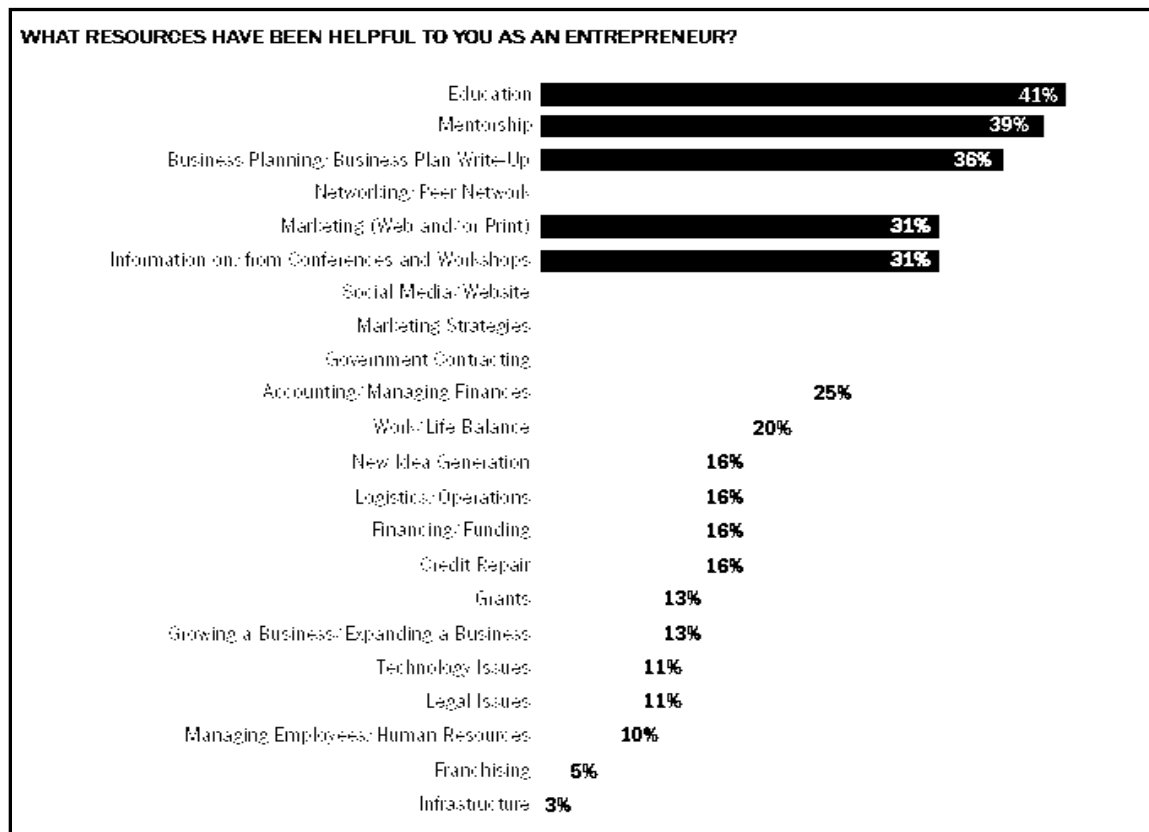
Researchers have shown that training and development entrepreneurs received from outside consultants, lawyers, and accounts before their startup phase and the startup time can facilitate the development of knowledge (Chrisman, McMullen, & Hall, 2005). The authors investigate the relationship between guided preparation and new venture performance. They tested the assumption that if entrepreneurs engage in more guided preparation, they would have higher performance and knowledge. The study defined guide preparation as the planning, research, and other activities an entrepreneur engages in before start-up with an outside advisor. The study found a positive relationship between the time the entrepreneurs spend in guided preparation and the employment and the sales three to eight years after the startup. (Chrisman, McMullen, & Hall, 2005). Do Paco et al. (2011) examined factors that explained the diversity among secondary students in startup intentions. The study used the entrepreneurial intention model applied by the planned behavior tool theory, using a sample of students aged between 14 and 15 years old, administrated the Linen & Chen's Entrepreneurial Intention Questionnaire. The questionnaire was administered to two secondary students' classes, asking questions about

demographic characteristics, subjective norms, perceived behavior control, and entrepreneurial intention. The study's purpose was to test a model of entrepreneurial intention using structural equation modeling. The results supported planned behavior theory as a suitable tool to model entrepreneurial intention development through instructional processes and learning. Secondly, an entrepreneurship education curriculum can develop civic and social skills, cultural awareness, and entrepreneurship. Policymakers believe that an increased level of entrepreneurship can be acquired through education. The training and education should focus much more on changing personal attitudes than knowledge (do Paço, Ferreira, Raposo, Rodrigues, & Dinis, 2011). The study and identification of entrepreneurial characteristics assumed high relevance for developing educational programs related to business creation and entrepreneurship. Evidence suggested a definite link between education and entrepreneurship is robust.

Researchers have also sought to investigate which factors influence entrepreneurial intention; this is a critical matter in entrepreneurship research. They showed the importance of entrepreneurship in the promotion of entrepreneurial intention (Raposo, 2008). Entrepreneurship education is vital to increasing the high qualified human resources competencies to the new business creation. Given the influence that academic education has on the acquisition of individuals' competencies, attitudes, and aspirations. Creating a positive outlook toward entrepreneurial behavior seems to be the focal point of entrepreneurship education (Paço et al., 2011). Florin et al. (2007) proposed that students need to believe that applying competencies and skills is feasible and an entrepreneurial opportunity is desirable. A focus on a positive mindset towards behavior appears to be central to entrepreneurship education.

Entrepreneurship education could be a way to increase the growth rate of entrepreneurs and stimulate economic growth. The study of entrepreneurship education has resulted in various

articles evaluating the impact on entrepreneurship education. A recent meta-analysis revealed that entrepreneurship education is valuable, which conveys that the literature in entrepreneurship education is effective (Rauch & Hulsink 2015). Extensive studies indicate that entrepreneurship education is raising positive perceptions of entrepreneurship, such as intentions and attitudes. Very few studies examined whether entrepreneurship education affects behavior, such as starting a business venture or opportunity recognition. Studies reported that entrepreneurship education influences entrepreneurship perceptions; however, there is less evidence showing that entrepreneurship education affected entrepreneurship's actual behaviors. The first meta-analysis included 11 studies that used a pre-and post-test design with a treatment and control group. The treatment group consisted of students attending a one-year entrepreneurship program at the university and the students'-controlled group in a one-year supply chain management program. The results contributed to the existing literature by showing that entrepreneurship education does affect people's intentions and behavior. The Institute for Veterans and Military Families (2016) showed through a survey in which 85 aspiring and current veteran and military-connected entrepreneurs participated that 89% of veterans stated that education was the number one resource to help veterans start businesses. This dissertation extends the literature to test Veterans' understudied populations and the effects of an entrepreneurship education program, and their intentions to create a business.

Figure 4*Resources That Are Helpful to Veterans***Understanding Entrepreneurial Competencies**

Entrepreneurial competencies are sometimes viewed from a process perspective, reflecting the actual behavior of the entrepreneur. The entrepreneurial competencies are considered higher-level characteristics, demonstrating the entrepreneur's ability to successfully perform the role (Lau et al., 1999). These competencies encompassed skills, knowledge, and personality traits influenced by the entrepreneur's training, experience, education, family background, and other demographic variables (Bird, 1995; Herron and Robinson, 1993). Most researchers stated that there is a significant dichotomy in entrepreneurial competencies. There is a differentiation between entrepreneurial competencies necessary to start a business and those essential to managing the business through growth. (Mitchelmore & Rowley, 2010).

Zhensheng and Liu (2019) defined an entrepreneur as an individual who undertakes risk to profit in a business venture. The authors identified entrepreneurial competency as a hidden characteristic possessed by entrepreneurs resulting in a new venture, creation, survival, or growth. The article studied the core competencies of entrepreneurial talents. The core competencies of entrepreneurial talents involved the student's development of competencies and the basic requirements of entrepreneurial activities on the talent framework. The paper studied two groups of behaviors college entrepreneurial talent and successful entrepreneurs. The questionnaire was only for undergraduate, postgraduate, and doctoral students with entrepreneurial intention. Out of the 1000 questionnaires issued, only 170 students had the intention to start a business. Zhensheng and Liu (2019) administered questionnaires to 60 entrepreneurs to compare college entrepreneurial talents' core competencies with established entrepreneurs. The core competencies involved four dimensions entrepreneurial awareness, entrepreneurial knowledge, entrepreneurial ability, and entrepreneurial quality. The findings revealed that students' entrepreneurial competencies showed entrepreneurial ability had the most significant weight, followed by the other four dimensions. The data suggests that entrepreneurial ability is the most essential to entrepreneurial talent. The study also found that the entrepreneurs scored higher in all four dimensions than the college students. Out of the four dimensions, entrepreneurial ability and entrepreneurial quality were the most important entrepreneurial talents.

Building upon theoretical research, Man et al. (2002) utilized an entrepreneurial competencies perspective to identify the range of competencies and skills that influenced the formation of entrepreneurial intentions. Solesvik (2017) suggests that competencies play an important role in the success of entrepreneurship. Man et al. (2002) examined other empirical

studies on entrepreneurial competencies to categorize all the identified competencies into relevant behavior or activities in a small and medium enterprise context. Man et al. (2002) reported entrepreneurial competencies are more important during the start-up phase. Based on a theoretical framework Man and Lau (2000) identified many entrepreneurial actions into six competency areas and grouped them in behavioral clusters. The six core competencies dimensions were identified, and their behavioral focus was defined. According to Man and Lau (2000), opportunity competencies were defined as recognizing and developing market opportunities through various avenues.

Man and Lau (2000) identified three clusters within the opportunity competencies dimension. The first cluster is to identify business opportunities from past business experience, in an untapped market gap, through business relationships, in environmental changes, related business operations, or new distribution channels. The second cluster is to Assess. It is the ability to assess unfilled market gaps, competition, changes in the market situation, and business trends to identify opportunities. Seek is the third cluster. Seek is referred to the entrepreneur's ability to seek business opportunities through marketing and promotion efforts, in addition to using appropriate promotion channels. The fourth cluster, collecting information, refers to obtaining information about potential customers and market situations that could impact a new, emerging, or existing venture.

The clusters identified by Man and Lau (2000) strongly suggest that Opportunity Competencies are vital factors in entrepreneurial behaviors. These clusters indicated that entrepreneurs should work on opportunities through assessment, identify favorable circumstances, and turn them into feasible business creation options or success. The clusters described entrepreneurial behavior needed to create success. Bartlett & Ghoshal (1997) stated

opportunity competence as entrepreneurs' ability to seize and incubate market opportunities by various means by identifying, exploiting, and developing opportunities.

Relationship competencies are needed to build trust and cooperation of contacts and connections. The ability to be persuasive, make interpersonal connections, and communicate well is required to create external and internal relationships. Competencies are connected to individual, group, and person-to-person interactions. Man and Lau (2000) identified nine clusters and their behavior as part of relationship competencies. Cluster one focuses on building and keeping networks and relationships. Building and maintaining networks with potential and existing clients, business partners, business associates, and employees is essential to sustain and expand a business. Networks and relationships, cluster two, a skill that is vital to acquire and strengthen business opportunities and acquire new skills and resources from outside the company. Bird (1995) described relationship competencies as the ability to build entrepreneurial bonding and believed that involves relationship building and relationship restoration.

The third cluster is building and keeping trust and confidence internally with employees and externally with clients. Use trust and confidence, the fourth cluster, aims to control and delegate tasks. It provides the entrepreneur with a favorable business environment for growth and innovation for clients to market products and services. The fifth cluster, Expose the media, allows the entrepreneur to build a promotional image and promote products and services. Effective utilization of media brought the product or service to the market. Internal and external connections can only be made if the entrepreneur can communicate, cluster number six. The need to communicate effectively and efficiently addressed product and service promotion externally and team-building internally. Under this competency, the seventh and last cluster is negotiating with business partners, managing conflict- solving and avoiding conflicts among

employees and clients, and building consensus among business partners in making decisions. These clusters suggest that entrepreneurs utilize this competency and the underlying clusters to develop and expand external and internal networks.

Conceptual competencies: competencies related to different conceptual abilities, shown in the entrepreneur, such as absorbing and understanding complex situations, risk-taker, innovativeness, and decision skills. Man and Lau (2000) identified four clusters and their behavior of conceptual competencies. Think intuitively is the first cluster and describes the ability to analyze, observe, evaluate, and make decisions intuitively and quickly about organizational problems, market opportunities, employee needs' or organizational improvements without going through the logical steps. To view a situation from a different angle and find solutions from a different perspective is the second cluster. The third cluster is Innovate. Innovation leads the entrepreneur into new markets, services, images, ways of sourcing and distribution, and the use of technology. The ability to assess risk while staying in unfavorable environments, entering new markets, and utilizing different sourcing and building capabilities is the fourth cluster identified by Man and Lau (2000). The cluster suggests that conceptual competencies are reflected in the actions of the entrepreneur.

Organizing competencies are related to organizing external and internal physical, human, and technology resources to include leading employees, training and controlling, and team building. Man and Lau (2000) identified six clusters and their behavior of conceptual competencies. Cluster one addresses the plan, which is the allocations and operations of various resources. Cluster two, organize, looks at how the entrepreneur uses and acquires various resources from inside and outside the company. Development of efficient systems and procedures, effectively allocated resources. Lead, the third cluster, looks at how the entrepreneur

guides employees through difficulties and changes. The fourth cluster, motivate, is the entrepreneurs' manner in which he helps employees reach goals by developing an awards system, encouraging, and coaching. The fifth cluster, delegate, is the behavior that enables the entrepreneur to delegate responsibilities to capable employees with an effective procedure and system while continuing to advise and make major decisions when necessary. The use of rules, regulations, and setting standards to control, set rewards, and a punishment system is the sixth cluster, control. Chandler & Hanks (1994) proposed organizing competencies is the ability for entrepreneurs to relocated and allocated internal and external resources of the new company, leading one's subordinates, and forming start-up teams.

Strategic competencies are the next dimension identified by Man and Lau (2000). These competencies are essential to developing and executing long-term strategies for the business. Man & Lau (2000) identified nine clusters and their behavior of strategic competencies. Creating a vision sets the company's long-term direction, the social reasonability to society, and its role with the company. The vision is the first cluster identified under this dimension. The second cluster, set and evaluate goals, influences the business plan by setting realistic and achievable goals and contingency plans. Efficient assessment and use of the company's capabilities and resources was identified as the third cluster. Efficiency influences the development of opportunities into outcomes. Adjust capabilities to changes in the environment. To enhance the venture's efficiency, the entrepreneur needs to make a strategic shift and be responsive to changes in the environment and market conditions. This behavior is the fourth cluster identified. To set and evaluate the firm's position in the appropriate marketing niche is the fifth cluster. The ability to move ahead to set goals systematically and purposely is the sixth cluster. This skill ensures the firm has a clear path towards goal achievement. The use of appropriate tactics when

facing competitors and customers is vital in delivering products and services. This seventh cluster can drastically influence the venture's goal achievement. The eighth cluster addresses the need for budgeting strategies. An appropriate budget for strategy determines the financial feasibility of implementing a plan and its financial health. Control strategy outcomes, the ninth cluster, monitored the results of the implemented design. These clusters suggested entrepreneurs should be able to set and take action towards achieving the company's goal. Man and Lau (2000) emphasized that strategic competencies also cover creating a necessary strategic alliance. The strategic competencies require entrepreneurs to command the big picture, effectively implementing strategies for meeting predefined goals.

The final dimension identified is 'Commitment strategy.' A commitment is what drives the entrepreneur to move ahead with the company. Man and Lau (2000) identified seven clusters and their behavior of commitment strategy. The first cluster is to sustain the effort. Maintain the firm's commitment through early development, during crises, and in harsh competitive conditions that influenced its viability. The second cluster, commitment to long-term goals rather than short-term goals, provided a plan for the venture's future and sustainability. The entrepreneur needs to be able to plan and commit and be devoted to working. The third cluster addresses the need for hard work and devotion to the business to reach success. Commit to staff is the fourth cluster—the commitment to being responsible for the team impacts employee morale and productivity. A commitment to the entrepreneur's beliefs and values can create a sustainable work culture. This fifth cluster can influence business culture and success. With a strong commitment to personal goals, the sixth cluster increases personal satisfaction by achieving these personal goals. The seventh and final cluster identified is Re-start after failure. The entrepreneur will find it easier to commit to re-start after a failure if he/she committed to a

goal. These clusters suggested entrepreneurs should be able to sustain the actions of the plans. Man and Lau (2005) stated that entrepreneurial competencies consist of components that are rooted in individuals' background (personality, traits, self-image, social role, and attitudes), and also those that can be acquired at work or through education and training (i.e., skills, experience, and knowledge). This dissertation examines veterans' and nonveterans' entrepreneurial competencies taking a small business management course to start a business. Chandler & Jansen (1992) Commitment competencies are the abilities that drive entrepreneurs in sustainable operation. Entrepreneurs have remarkable perseverance against external disturbance, which are the commitment competencies that allow them to keep operating.

Timmons (1999) stated that entrepreneurship must rely on creativity, communication capabilities, and entrepreneurial leadership to solve problems that support the strategic competencies and relationship competencies. The model indicated that extraordinary entrepreneurs ingeniously design flexible and creative strategies to lead and acquire control of resources so that startup companies can successfully achieve their goals. This works in concert with the organizing competencies and strategic competencies

Entrepreneurial Competencies and Entrepreneurial Intention

Psychological researchers suggested that intention is the best predictor of planned behavior. Attitudes determined intentions, and attitudes were affected by situational variables, competencies, and traits. Researchers and educators have praised the benefits of entrepreneurial training; however, the impact on entrepreneurial intention to be self-employed has not been studied extensively (Sanchez, 2011). Parry (1998) examined whether entrepreneurial education programs raised the entrepreneurial competencies and intention of participants. The study included a pretest and posttest quasi-experimental design. The data from 864 university students

was collected (460 in a controlled group and 403 experimental group) taking the program. The course provided activities grouped under four components: a taught component introducing accounting, marketing, finance, and management. Parry (1998) hypothesized that students would have higher risk-taking, proactiveness, and self-efficacy to become self-employed than at the beginning of the program by the end of the entrepreneurship program. The mean course sample in the post-stage for self-efficacy showed that the risk-taking, proactiveness, and self-employment intention are significantly higher than the pretest. The results also contributed to the theory of planned behavior and entrepreneurship education literature by displaying the effect of specific benefits for the students derived from taking the entrepreneurship program course. Parry (1998) recommends future studies that examine the potential benefits of a course in entrepreneurship other than what has been reviewed. Future research could also be developed from the study to analyze the impact these competencies have on self-employment's entrepreneurial intentions.

Due to the increase of unemployment amongst young people, youth entrepreneurship has gained attention from researchers and highlighted the need to foster young people's employment opportunities. Numerous studies have addressed the importance of entrepreneurial education in colleges and explored factors that affect entrepreneurial intentions across disciplines such as business and management (Wang, Yueh, & Wen, 2019). More research is needed to develop a method that assesses the impact of entrepreneurship programs on entrepreneurs. Osman & Rahim (2014) conducted a study to test the relationship between entrepreneurial intention and entrepreneurial competencies of disabled youth in Malaysia on behavioral and managerial competencies. The study showed that most disabled youths were not employed due to their social stigma or disabilities. The study argued that disabled youth should have equal rights and

contribute to the country's economic growth. One effective economic empowerment for students with disabilities is to encourage and support them in entrepreneurship communities.

Entrepreneurship was significantly known as a contributing factor towards economic growth for both developed and developing countries. The study's objective was to show the relevant managerial and behavioral competencies that influence 87 disabled youths' entrepreneurial intention out of a random sampling of 195 students. The findings showed that only the opportunities dimension of entrepreneurial competencies construct influenced entrepreneurial intention (Rahim, 2014). The managerial, entrepreneurial competencies, persuasion influence, and entrepreneurial intention are critical factors of entrepreneurship. The study shows that entrepreneurial intention differs between people with disabilities and those without a disability. Studies investigated the impact of entrepreneurial education on strengthening entrepreneurial intentions that are dissimilar in various disciplines (Wang, Yueh, & Wen, 2019).

In higher education institutions, entrepreneurship education tends to develop their entrepreneurial competencies and intentions (Souitaris, Zerbinati, Al-Laham 2007). Studies have shown that entrepreneurial competencies impacted the capabilities and willingness to perform the entrepreneurial task of new value creation and can be used as a predictor of business success (Wang, Yueh, & Wen, 2019). The study utilized a university as a case to explore the effects of two paths of entrepreneurial education at the university on the development of students' entrepreneurial competencies and intentions. The study investigated business school students' entrepreneurial competencies and intention between those who took a Creative & Entrepreneurship Program (CEP) and people who did not. The results showed that the CEP course did have positive impacts on all entrepreneurial competencies and intentions. The study provided a complementary framework of effectively integrating the entrepreneurial program with

the management and business courses, which will better facilitate students' learning on entrepreneurship competencies and increased their intention to become future entrepreneurs (Wang, Yueh, & Wen, 2019). Due to high unemployment rates amongst Veterans, this present study investigates the connection between Veterans' entrepreneurial competencies and entrepreneurial intentions to start a business after taking a small business management course. This study contributes to the body of knowledge by examining the link between Veterans' entrepreneurial competencies and entrepreneurial intentions. A better understanding of the two dimensions' conceptual link could lower veterans' unemployment rates by redirecting their focus on entrepreneurship.

Resilience and Entrepreneurial Intention

The American Psychological Association (2014) defined resilience as an individual's ability to overcome unfavorable conditions, especially when they experience high levels of stress, threat, or trauma. Block (2002 & 1980) stated that resilience as a durable personality trait was essential for a person's psychological adjustments during the high and low situation.

Resilience is often viewed as a dynamic process that promotes psychosocial growth at turning points in peoples' lives (Bonanno, 2004). Rutter (1990) saw life events as impacting the direction of one's actions and creating resilience. The term resilience was introduced in the 1980s, referencing the personality traits of a person capable of overcoming adversity (Pérez-López, Gonzalez-Lopez & Rodríguez-Ariza, 2019). The life-changing events are generally malicious, and resilience is needed to overcome these traumatic events. The resilience construct has been studied in the field of psychology for more than 50 years. Unfortunately, resilience has been given limited attention, mainly in entrepreneurship (Sutcliffe & Vogus, 2003). The postsecondary education environment offers a turning point in the lives of post 9/11 veterans

who have been injured in service. The first influential factor that fosters resilience and protection from adverse life outcomes is belonging. This factor can be found in the availability of close and supportive personal relationships (Bonanno, 2004; Masten, 2001). King (2004) developed a model in which positive social supports allowed resilience to work through practical assistance, personal motivation, and competent behavior to create positive self-understanding. For post 9/11 service members, social relationships that afford emotional and instrumental supports are negatively associated with PTSD (Pietrzak et al., 2010). Veterans with PTSD often struggled with maintaining supportive social relationships (Elliott, Gonzalez, & Larsen, 2011). Also, lower social support levels have been associated with lower self-efficacy, beliefs, and diminished academic persistence in postsecondary education (Smith-Osborne, 2012b).

King's (2004) resilience model also highlights human action as an essential protective factor for achieving human growth and development. Creating a meaningful work environment is another factor in motivating the individual to stay engaged in everyday life while fostering resilience and overall wellbeing (Eakman, 2015; King, 2004). Unfortunately, post 9/11 veterans with service-related trauma faced considerable barriers to participation in meaningful occupations (Plach & Sells, 2013). Some Veterans engaged in maladaptive behaviors that placed them at risk of poor academic and social outcomes (Whiteman, Barry, Mroczek, & Wadsworth, 2013). Self-understanding is the third aspect of resilience, according to the model proposed by King (2004).

Resilient veterans are more likely to use their skills to start a business than less resilient veterans. More resilient veterans thrived in the industry due to their ability to more readily rebound from adverse situations. Recent studies of entrepreneurial competencies have intentionally included resilience, often relating it to entrepreneurial intention or performance.

Studies showed that resilience influences an individual's decision to start a business, particularly in challenging personal situations, economically or politically (Pérez-López, Gonzalez-Lopez & Rodríguez-Ariza, 2019); However, few studies have shown the relationship between resilience and entrepreneurial intention concerning veterans (Pérez-López, Gonzalez-Lopez & Rodríguez-Ariza, 2019)

Studies have shown that entrepreneurs in small and medium-sized enterprises (SME) lack resilience and are disproportionately impacted by a wide range of natural crises (Branicki, Sullivan-Taylor & Livschitz, 2018). Entrepreneurial Resilience is a form of cognitive and emotional ability critical for the entrepreneur when exposed to recurring failures. Lee and Wang (2017) argued that entrepreneurial resilience results from the interaction between entrepreneurs and their environment. Entrepreneurial resilience is often presented in the literature as synonymous with individual resilience. It tends to be presented as either a personality trait of the entrepreneur or an outcome of the entrepreneur's life experiences (Branicki, Sullivan-Taylor & Livschitz, 2018). Combining resilience and protective factors as resources, entrepreneurs are more successful than their peers, even under stress. Resilience helps them to maintain their well-being in high-pressure environments (Avey et al., 2011). Studies argued an important but unspecified relationship between entrepreneurial activities and resilience strategies, recommending additional research to examine such links between entrepreneurial behavior and SME resilience. Studies showed that entrepreneurs exhibit many characteristics commonly associated with resilience. They tended to excel in volatile and ambiguous environments (Ayala & Manzano, 2014), persisted during adversity, and proactively take the initiative (Krueger & Brazeal, 1994). However, even though this topic has theoretical and practical significance, it received astonishingly little attention in the literature (Bullough et al., 2014). It is believed that

an entrepreneur's ability to exhibit resilience because of the lack of planning for crises, narrow customer base, and limited internal resources contributes to the venture's success. The researchers called for more studies on understanding entrepreneurial resilience and concretely theorized the processes that promoted SME resilience (Branicki, Sullivan-Taylor & Livschitz, 2018). This study will explore resilience among veterans and their relationship to entrepreneurial intentions to start a business. Veterans developed resiliency in their military training and have the ability to adapt to changes quickly in stressful environments with limited resources.

Veterans may be better able to adjust their coping strategies to the condition's characteristics, causing stress. This skill could provide an effective means for goal attainment (Cheng, 2001). According to Schok, Kleber & Boeije (2010), a mission purpose appeared to be a factor that allowed veterans diagnosed with PTSD to use resilience in their recovery process.

Resilience is often cited as one of the critical factors that a successful organization or entrepreneur must possess, vital to commitment and dedication to the entrepreneurial project and powerful business performance (Pérez-López, Gonzalez-Lopez & Rodríguez-Ariza, 2019). However, limited studies have included resilience in their entrepreneurial process analysis (Fisher & Lobo, 2016). The study of resilience as a learned competency is reflected in various studies of initiatives conducted in universities and colleges to promote students' resilience with positive results. These findings added to the entrepreneurship literature by providing empirical support to the idea that entrepreneurs need to be resilient (Duening, 2010; Hayward et al., 2010). Some researchers proposed that resiliency can be learned or that an existing trait can be enhanced (Albornoz, 2008). Based on that thought, proactive steps can be taken to develop resilience in entrepreneurship education and government programs and other providers involved

in the stimulation and encouragement of entrepreneurship. In entrepreneurship education, resilience is especially relevant to business startup and development (Fisher & Lobo, 2016).

Contreras, de Dreu, and Espinosa (2017) examined the entrepreneurial intentions of 109 business students' psychological capital in the last year of studies. Psychological capital dimensions were optimism, hope, self-efficacy, and resiliency. The results confirmed the relationship between psychological capital and entrepreneurial intention: resilience and self-efficacy are most related to entrepreneurial intention. It was found that improving students' psychological capital, specifically resilience and self-efficacy significantly impacts entrepreneurial success. This bond between PsyCap and Entrepreneurial Intention must be strengthened as part of their education because PsyCap is considered a capacity that can be developed, and PsyCap resiliency and self-efficacy can be enhanced (Luthans, 2002). Although this is an exploratory study, the results provided evidence of PsyCap and entrepreneurial intention's relationship. Improving students' psychological capital can foster personal growth.

Some authors included related variables such as emotional coping, failure and crises, the possibility of failure, and the ability to learn from mistakes, persistence, and perseverance. The studies showed resilience has been insufficiently addressed by researchers in entrepreneurship education (Nabi et al., 2017). The study by Nabi et al. (2017) reviewed two main approaches to develop resilience. The first approach focused on strengthening other competencies, such as self-confidence and self-image. The second approach focused on learning from failure in the classroom, encouraging students to focus on their mistakes to acquire skills to cope with difficulties for persevering towards their goals. The study measures entrepreneurial intention, perceived behavioral control, subjective norms, attitude, and resilience. The findings showed that

resilience is a crucial competency in predicting entrepreneurial intention. There was a direct effect; resilience played a mediating role in the relationship between the variables.

Family and government support were both seen as critical. They were more practical for individuals who were highly resilient. The government support can provide resources by assisting, guiding, and even by implementing policies to support entrepreneurs. The family support provides the single mother with emotional and moral support, emphasizing personal attachment, such as emotions of adoration and compassion and eagerness to listen to the individuals' concerns. The findings demonstrated the significance of support systems for single mothers. They supported the critical role of resilience as a moderator, and the external factor of government support, complementing family support's positive outcomes (Yulita et al., 2020). The most critical finding was contextualizing internal and external motivation by considering the individual's resilience as a 'moderator' (internal factor) of government support–family support (external factor) interaction. How resilience moderated, the two-way interaction between family support and government support, and their effect on the individual's entrepreneurial readiness and interest for the entrepreneurial challenge was investigated. Consistent with the proposed hypotheses, test results identified that resilience moderated the effect of government support and family support on entrepreneurial interest and readiness for the entrepreneurial challenge. There is a call for further empirical research to examine other variables such as adverse situations and economic pressure that could make the competency of resilience even more critical (Nabi et al., 2017).

Resilience is one factor that moderates the relationship between entrepreneurial competencies and entrepreneurial intention. Similar to a single mother, veterans have had to overcome many adverse situations during their military careers. The military environment is

credited to positively influence self-employment because it distinctively prepares people to work collaboratively, lead others, and adapt to unpredictably and frequently changing circumstances. Veteran entrepreneurs can be identified as a viable resource for the country and the armed forces, given their high representation of military experience in startup ventures (Heinz, Freeman, Harpaz-Rotem, & Patrick, 2017). The report stated that seven million Israelis who endure constant attacks within the last 70 years, military veterans with specialized training, are credited for their economic growth and, at the same time, strengthen the national defense via their entrepreneurial success (Heinz, Freeman, Harpaz-Rotem, & Patrick, 2017). Veterans are constantly faced with many risk factors for subpar vocational results, such as low earnings and unemployment. Military training and experiences can support the veteran during these challenging times.

Supporting entrepreneurship may improve unemployment among Veterans (Heinz, Freeman, Harpaz-Rotem, Patrick, 2017). Heinz et al. (2017) aimed to add to the literature by examining psychosocial, demographic, military history characteristics of a nationally representative sample of military entrepreneurs in comparative analysis with veterans who are paid employees. The study examined if self-employed veterans demonstrate higher resilience than veterans who work as employees, given their entrepreneurial ventures' challenges. Heinz et al.'s (2017) goals are to understand better the potential vulnerabilities and strengths that characterized this nation's economy's understudied population segment. The authors drew data from the National Health & Resilience Study, a nationally representative study of 3,157 US military veterans ages 21 and older. The study had 1,285 participants (230 self-employed veterans and 1055 paid employee veterans). The participants completed a questionnaire asking about their military service history, demographics, substance use disorder, resilience

characteristic, personality, well-being, and social functioning. The findings reported that veteran entrepreneurs were more likely to access U. S. Veteran Administration health care services, had more education, and were older. These socio-demographic findings may contribute to a wealth outcome. More seasoned veterans with benefits may be better financially suited for self-employment. Veteran entrepreneurs experienced higher levels of trauma but did not report higher PTSD levels or another related psychopathology (Heinz, Freeman, Harpaz-Rotem & Patrick, 2017). The findings suggested that self-employed veterans showed more resilience and indicated higher trait levels of gratitude, optimism, extraversion, autonomy, and openness. These skills, combined with a sense of purpose, helped these individuals be more relentless, gutsy, and resilient in the face of adversity. These are attributes that well-suited individuals embarking on self-employed careers possess. Findings were mixed about rank; anecdotal evidence suggests that the military's elite units (special forces) may be better suited for startup ventures. They explained that military psychologists have studied armed forces that excelled in combat and were more active, assertive, stimulated, and enthused. These are traits that may be employed to help transition veterans thrive in entrepreneurship vocations. Heinz et al. (2017) recommended that future studies examined the service history, psychosocial associations, and demographics, particularly on elements that can assist veterans newly transitioned out of the military into entrepreneurship vocation. Findings suggested future research on veteran entrepreneurs' strengths and vulnerabilities inform veteran service organizations that support veteran entrepreneurship. These are major implications for human resources practitioners, hiring managers, and a host of others.

Gaps in the Research

The findings of the literature showed much research on entrepreneurship and components that influence the intentions to start a business. The Theory of Planned Behavior has substantial empirical support for predicting entrepreneurial intention (Obschonka, Sibereisen, & Schmitt-Rodermund, 2016). Krueger et al. (2000) stated in their study that a robust entrepreneurial intention should produce an attempt to start a business. The theory of planned behavior seeks to explain which factors (entrepreneurial competencies and resilience) influenced a veteran's behavior to start a business. Researchers and educators have studied the benefits of entrepreneurial education; however, the impact on entrepreneurial intention to be self-employed and related competencies have not been studied extensively (Sanchez, 2011). Other authors have contributed to a more integrated understanding of entrepreneurial competencies, but it is evident that work needs to be done in this vital research area (Mitchelmore & Rowley, 2010). In recent years entrepreneurial training programs for Veterans have been initiated. Little empirical research is available on the impact of the entrepreneurial programs on fostering the entrepreneurial knowledge and skills that will motivate and sustain veterans as they pursue their business ventures (Kerrick, Cumberland, Church-Nally & Kemelgor, 2014). Secondly, the country is experiencing the most massive transition of military personnel into civilian life; the research question is whether entrepreneurial education work will continue. There is a lack of research on resilience and entrepreneurial competencies that impacted Veterans' intention to start a business. This research study warrants consideration and further research.

Hypotheses

Competence concepts have many applications and faces, and the models of entrepreneurship competencies are grounded in different approaches to and notions of the

concept of competence (Mitchelmore & Rowley, 2008). The authors viewed entrepreneurship competencies as critical factors for business growth & success (Mitchelmore & Rowley, 2008). Most practice and research related to competence are usually driven by a desire to achieve superior performance, business, or economic gain (Spencer & Spencer, 1993). Mitchelmore & Rowley (2008) stated that competencies have two key meanings: competencies as basic standards of performance and competencies as behaviors that an individual demonstrates. The realization that competencies can be taught is important for educators and program developers when creating learning opportunities (Sanchez, 2011; Man & Lau, 2005). An understanding of the concept of competence is an important precursor to the concept of entrepreneurial competencies. Entrepreneurial competencies needed to be seen as those required to start a business and those required to manage a business through growth. That understanding will aid the program designer and provide the entrepreneur with an understanding of the skills needed to succeed (Mitchelmore & Rowley, 2008). One of the main reasons for practice and research relating to entrepreneurial competencies is the association with business growth, performance, and economic development. Competency is viewed as a description of behavior, action, or outcome that a person should perform or describe an occupational area that a person should be able to achieve (Mitchelmore & Rowley, 2010). Numerous key competencies were associated with the entrepreneurial role, the ability to recognize, develop, and value high-quality opportunities to pursue.

Dimensions of Entrepreneurial Competencies

The linkage between entrepreneurial competencies and start-up intentions as they relate to university students is important for theoretical and empirical studies because entrepreneurial competencies can be learned and encouraged through formal training, education, coaching, and experience (Man et al. 2001). Individuals with specific competencies may naturally favor various

start-ups that may lead them to beneficial businesses (Man et al. 2001). The author stated the following competencies were considered essential for being an entrepreneur: strategy, commitment, conceptual, opportunity, and relationship (Man et al., 2001). The competency approach is appropriate to draw implications for universities and educators to provide training and support for veterans. This competency approach highlights areas needing further training and support.

Opportunity Competencies

Man and Lau (2000) indicated that opportunity recognition is a competency associated with recognizing market opportunities and aids entrepreneurs in identifying assets and seek business prospects. This competency is essential in identifying and addressing the market gaps and shifts in the environment, seeking new business opportunities via marketing and promotion. Osman and Rahim (2014) conducted a study on behavioral entrepreneurial competencies among disabled youth and their intention to start a business. Osman and Rahim (2014) showed that the opportunity dimension has a significant positive correlation with entrepreneurial intention (Osman & Rahim, 2014). Several authors have reported that opportunity recognition could combine resources to generate income is a fundamental part of entrepreneurship (Mamun, 2016). They believed people needed to detect opportunities to become entrepreneurs; thus, opportunity skills increased the possibility of becoming entrepreneurs. Mamun's (2016) study focused on examining the effect of vital entrepreneurial competencies on a student's entrepreneurial intention in Malaysia. The empirical findings showed that a higher level of opportunity recognition traits positively affected entrepreneurial intention. Bolden and Maury (2017) reported one primary reason veterans pursued entrepreneurship was the ability to recognize business opportunities. Most of the research on entrepreneurial competencies is

conducted in developed countries (Botha, 2016), and this study answers the call for more entrepreneurship research in a U.S. veteran context.

H1a: Opportunities competencies are positively related to entrepreneurial intention.

Relationship Competencies

Relationship competencies indicated the ability to build and keep relationships and network with potential and existing stakeholders (Man and Lau, 2000). Networking is achieved by using relationships and networks to acquire and strengthen resources and business opportunities. This competency is critical for any owner-manager toward maintaining a good relationship with potential and existing stakeholders. It is assumed to lead to superior performance and wealth accumulation. One of the entrepreneur's most important capabilities is establishing internal and external networks that utilize knowledge, technology, and information to generate innovation. (Zarfard, 2017). Relationship competencies paved the way for entrepreneurs to establish a new business (Zarfard, 2017). Since start-ups often failed in the early stages, establishing a connection with other like-minded entrepreneurs and organizations can increase the possibility of sustained survival and sustainability (Zarfard, 2017). Entrepreneurs must leverage individuals, social and human resources to build a company's physical and financial resources (Smulders & Jagoda, 2011). Veterans needed to establish a solid network of contacts. With appropriate guidance, Veterans can capitalize on the trust associated with being a Veteran with their suppliers and consumers (Smulders & Jagoda, 2011). This trust related to their status can open doors to funding, help establish a supported network, create business relationships, and solidify small businesses' positive outcomes. Veterans learned the importance of establishing valuable relationship connections in the service, and relationship competencies are a transferable skill set critical in start-up formation.

H1b: Relationship competencies are positively related to entrepreneurial intention.

Conceptual Competencies

Man and Lau (2000) denoted conceptual competencies linked to various conceptual abilities reflected in entrepreneurs' behavior. The competencies depicted intuitive thinking, the capability to assess risks and address issues that may arise from an entrepreneur's varied spheres. Solesvik (2019) aimed to examine university enterprise programs' influence on developing entrepreneurial competencies and skills among Ukrainian students. Secondly, he studied the relationship between students' competencies, skills, and intentions. The research aimed to cover the gap in entrepreneurship literature that tests whether entrepreneurship education shapes specific entrepreneurial competencies that lead to entrepreneurial intentions. The findings reported that individuals with high scores in conceptual and opportunity competencies are more likely to become entrepreneurs (Solesvik, 2019). The conceptual and opportunities competencies had a significant and positive impact on the intention to become an entrepreneur (Solesvik, 2019). Motivational, initiative thinking, and decision-making are all necessary skills for entrepreneurial pursuit. Military training taught these skills. It would seem a service member entering the civilian job market would be well suited to establish his or her own business (Polin and Ehrman, 2018).

H1c: Conceptional competencies are positively related to entrepreneurial intention.

Organizing Competencies

According to Man and Lau (2000), organizing competencies can help manage the various internal and external technology, human, financial, physical resources that help establish organizational capabilities. These competencies reflected the ability to lead, motivate, delegate, plan, control, and organize external and internal resources. Organizing competencies are vital

skills veterans gained throughout their military career, and they can transfer these same skills into entrepreneurship. Providing an opportunity for veterans to use their team building, leadership, organizational skills allowed them to determine their course of action (Smulders & Jagoda, 2011).

H1d: Organizing competencies are positively related to entrepreneurial intention.

Strategic Competencies

Strategic competencies indicated the ability to set and reach goals by creating and forming competitive scope and organizational capabilities (Man and Lau 2000). Ataei (2020) conducted a study to examine the impact of entrepreneurial competencies on rural youth's intention to launch a business venture. According to the findings, strategic competencies were ranked as the most effective in establishing a business. The study suggested that strategic competencies can help rural youth determine the path of launching a business by assessing, determining, and implementing business perspectives and strategies, adjusting, and evaluating goals, among other tactics. These components are essential and should be considered in assessing competencies underpinning the establishment of business ownership (Ataei, 2020). Strengthening entrepreneurial competencies amongst rural young people led to improving their intention to launch small businesses. The findings recommended empowering rural youth in such capabilities as analysis of the market and planning to start a business to strengthen their strategic competencies. In reference to the military, Smulders and Jagoda (2011) stated that the skills individuals gained in their training in risk/conflict management, leadership, and strategy shape a new mindset that influences how they view the world. The high caliber skills that veterans learned in their military career give them the capabilities of applying these strategic competencies to start a new venture.

H1e: Strategic competencies are positively related to entrepreneurial intention.

Commitment Competencies

Commitment competencies helped entrepreneurs demonstrate drive and motivation to move ahead with business (Man and Lau, 2000). These competencies allowed entrepreneurs to set long-term goals for the industry to ensure long-term performance. This suggests that entrepreneurs with a high level of commitment competency work hard and devoted their time aside from committing to personal values, goals, and beliefs (Man and Lau, 2000). Man et al. (2002) stated that prospective entrepreneurs should make personal sacrifices to ensure their businesses can start. This means that they must possess commitment competencies. Military professionalism depends highly on commitment. Service members must be committed to serving their country, the service, their unit, other service members, and the mission they are tasked to complete. (Johansen, Laberg, & Martinussen, 2014). Veterans' commitment to the military and its mission is a strong indicator they will be committed to their start-up venture.

Smulder and Jagoda (2011) stated that offering tailored programs to teach entrepreneurship and small business ownership is a viable goal to bridge the gap between the entrepreneur and military mindset. There is a clear need to carry out an empirical study examining the relationship between entrepreneurial competencies and entrepreneurial intention among Veteran populations. I proposed the following hypotheses:

H1f: Commitment competencies are positively related to entrepreneurial intention.

I further hypothesized that resilient entrepreneurs are more confident and can translate their competencies into a successful business more efficiently than less resilient entrepreneurs. Studies showed that entrepreneurial resilience is highly influenced by self-confidence in personal entrepreneurship skills, developing entrepreneurial plans, and networking (Zamfir, Mocanu &

Grigorescu, 2018). Confidence and resilience in personal entrepreneurial abilities have shown to be beneficial for entrepreneurs acting in adverse situations, including war areas. Bernard (2016) suggested resilience experienced in early life can trigger future entrepreneurship initiatives.

Zamfir, Mocanu, and Grigorescu (2018) investigated the influence of resilience on university graduates' entrepreneurial outcomes. In the study, resilience is viewed as supporting all other factors involved in entrepreneurship by allowing for flexibility to address the environmental factors, whether positive or negative (Zamfir, Mocanu, & Grigorescu, 2018). The study's findings supported the use of resilience to develop better programs that provide the skills needed to become a successful entrepreneur. Zamfir, Mocanu, and Grigorescu (2018) stated that resilience developed through negative experiences impacts entrepreneurial initiatives and intentions. Using self-employed as the dependent variable allowed for the exposure of the hidden aspects related to education or the match between knowledge and job selection. These factors influenced the desire to become self-employed. The researchers also pointed out that some of the results are country-specific and market-dependent (Zamfire, Mocanu & Grigorescu, 2018).

Mangundjaya (2009) investigated the relationship between resilience and entrepreneurial intentions between students and employees. The research identified resilience as a factor that needs to be present for an individual to act on entrepreneurial intentions. Entrepreneurial intention informs entrepreneurial behavior and is supported by three motivational factors. The three elements are attitude towards startup, subjective norms, and perceived behavioral control. Resilience is comprised of control, ownership, reach, and endurance. The study found that the higher the Adverse Quotient (resiliency) in the area of control, the higher the entrepreneurial intent. Mangundjaya further proposes that students who have a lower Adverse Quotient

(resilience score) but a high entrepreneurial intent will have problems in the future when trying to establish a business. The researcher recommends that universities devise activities that increased resiliency since this skill is necessary to support entrepreneurial success (Mangundjaya, 2009). Resiliency provides for the connection between entrepreneurial intention and competency. Prior knowledge and training of veterans allowed for the growth of entrepreneurial intention and competencies guided by resiliency learned during service in the armed forces.

Entrepreneurial competencies and resilience are related (Pérez-López, Gonzalez-Lopez & Rodríguez-Ariza, 2019). Studies demonstrated how some teaching methods and programs such as business plan development, group assignments, and design thinking projects were employed to foster resilience. Through these methods, there is evidence demonstrating its effectiveness in the development of entrepreneurial competencies. Particularly business plans promoted entrepreneurship resilience by helping to foster perseverance, reduce risks of failure, and developing a coping mechanism to deal with uncertainties (Pérez-López, Gonzalez-Lopez & Rodríguez-Ariza, 2019). Studies have acknowledged resilience as a notable factor for various entrepreneurship-related outcomes such as intentions, interests, and behaviors (Yulita, Rashid, Mohamad & Ahmat, 2020). This study focuses on the function of resilience as a moderator. This function is expected to enhance the relationship between entrepreneurial competencies and entrepreneurial intentions. Studies have claimed that individuals pursued entrepreneurship for personal factors such as satisfaction, enjoyment, and psychological fulfillment (Yulita, Rashid, Mohamad & Ahmat, 2020).

Resilience, as an individual's intuitive ability, comes from within. These individuals can bounce back effectually. Highly resilient individuals are expected to cope with, adapt to, and

recover from adversarial situations better than those with low resilience (Yulita, S., Kulub Abdul Rashid, Mohamad & Ahmat, 2020). Veterans exhibited high levels of resilient behavior in multiple studies. Veterans (generally) appeared to develop an enhanced ability to recover from failed professional or personal experiences more quickly and entirely than nonveteran entrepreneurs (Hayne, 2016). I argue that resilience strengthens the relationship between entrepreneurial competencies and entrepreneurial intention. Thus, we proposed that

H2a: Resilience moderates the relationship between opportunity competencies and entrepreneurial intention.

H2b: Resilience moderates the relationship between relationship competencies and entrepreneurial intention.

H2c: Resilience moderates the relationship between conceptual competencies and entrepreneurial intention.

H2d: Resilience moderates the relationship between organizing competencies and entrepreneurial intention.

H2e: Resilience moderates the relationship between strategic competencies and entrepreneurial intention.

H2f: Resilience moderates the relationship between commitment competencies and entrepreneurial intention.

Summary

Empirical research has shown that resilience and entrepreneurial competencies are vital predictors of entrepreneurial intentions. This chapter includes demographics and statistics of all small business owners and Veterans-owned businesses in the United States. The literature review explored the Theory of Planned Behavior (TPB). Several studies indicated that TPB is a strong

predictor of entrepreneurial intentions (Krueger, Reilly & Carsrud, 2000). An overview of how the research studies have used and explored the construct of resilience and whether there is a positive and significant correlation with entrepreneurial intentions. Studies reported that useful entrepreneurial competencies could significantly enhance entrepreneurial intention (Parry 1998). The literature review indicated this study is necessary to further investigate the influences of the resilience and entrepreneurial competencies in Veterans and nonveterans, which explained the contributions of resilience and educational competencies in Veterans' entrepreneurial intentions.

CHAPTER III

METHODOLOGY

This chapter presents the results of the quantitative research study data analysis and findings. This chapter is organized into several sections explaining the quantitative research design elements: the data collection procedures, the research questions, the sample, measures, and methodological techniques. This research project's primary purpose is to identify what factors influence Veterans' entrepreneurial intentions to start a small business.

A quantitative method research design is used, which was well-suited to address the research topic utilizing descriptive research methods and statistical analysis to test the relationships between entrepreneurial competencies, resilience, and Veterans' intention to start a business. The study's purpose is to provide insight into the motivational factors that influenced entrepreneurial intention. The scales' scores allow researchers to identify and measure differences and similarities (Sukal, 2013). The following sections detail the survey approach & instruments, measures, and data analysis.

Sample

This research study uses a web survey method. The survey was administered through the Prolific survey platform. The study is IRB approved (IRB number 19-0766). The survey recruited veterans in all U.S. military branches; participants were asked to abandon the survey if they were not a veteran. In terms of sample size, 396 veterans were eligible to take the survey, and 209 veterans provided complete survey responses.

A power analysis using G*Power 3.1 software to determine the appropriate sample size. The necessary sample size is determined by the effective size, statistical power, and based on significance. The sample size calculated using the following: effect size of .15, a power of .80, a

significance level of 0.05, and 12 predictor variables (1 independent variable, 1 moderator, and 10 control variables). The G*Power 3.1 generated a minimum sample size of 127 needed for this study.

Survey Measure: Established measures are used for the independent variable, dependent variable, moderator variable, and controls. The independent and dependent variable survey items are measured using 5-point Likert scales.

Dependent Variable: Entrepreneurial Intention. The dependent variable entrepreneurial intention is measured using six items from the original work of Linan & Chen (2009). The scale focused on the probability that participants will start a new venture at some point in the future. The questions measure the core entrepreneurial intention model of becoming an entrepreneur (Adekiya & Ibrahim, 2016). Respondents were asked to indicate the extent to which they agreed or disagreed with the statements below using the following responses on a five-point Likert scale which ranged from (1) strongly disagree (2) disagree (3) neither agree nor disagree (4) agree (5) strongly disagree.

Table 2*Entrepreneurial Intentions Items: Linan and Chen (2009)*

	Strongly Disagree				Strongly Agree
1 I am ready to do anything to be an entrepreneur	1	2	3	4	5
2 My professional goal is to become an entrepreneur	1	2	3	4	5
3 I will make every effort to start and run my own firm	1	2	3	4	5
4 I am determined to create a firm in the future	1	2	3	4	5
5 I have very seriously thought of starting a firm	1	2	3	4	5
6 I have the firm intention to start a firm someday	1	2	3	4	5

Independent Variable: Entrepreneurial Competencies. Entrepreneurial competencies were measured using Man, Lau & Snape's (2008) 40-item scale. A 5-point Likert scale ranging from strongly disagree to strongly agree was used. Sample items included questions about the six entrepreneurial dimensions: opportunity, relationships, conceptional, organizing, strategic, and commitment competencies. The study's objective was to identify if each entrepreneurial competencies are a predictor of participants' entrepreneurial intentions.

Table 3*Entrepreneurial Competencies Items: Man, Lau & Snape (2008)*

	Strongly Disagree			Strongly Agree		
OPPORTUNITY DIMENSION						
1 Identify goods and services people want	1	2	3	4	5	
2 Perceive unmet customers’ needs	1	2	3	4	5	
3 Actively look for products or services that provide real benefit to the customer	1	2	3	4	5	
4 Seize high quality business opportunities	1	2	3	4	5	
RELATIONSHIP DIMENSION						
5 Develop long-term trusting relationships with others	1	2	3	4	5	
6 Negotiate with others	1	2	3	4	5	
7 Interact with others	1	2	3	4	5	
8 Maintain a personal network of work contracts	1	2	3	4	5	
9 Understand what others mean by their words and actions	1	2	3	4	5	
10 Communicate with others effectively	1	2	3	4	5	
CONCEPTUAL DIMENSION						
11 Apply ideas, issues, and observations to alternative contexts	1	2	3	4	5	
12 Integrate ideas, issues, and observations to alternative contexts	1	2	3	4	5	
13 Take reasonable job-related risks	1	2	3	4	5	
14 Monitor progress toward objectives in risky actions	1	2	3	4	5	
15 Look at old problems in new ways	1	2	3	4	5	
16 Explore new ideas	1	2	3	4	5	
17 Treat new problems as opportunities	1	2	3	4	5	
ORGANIZING DIMENSION						
18 Plan the operations of the business	1	2	3	4	5	
19 Plan the organization of different resources	1	2	3	4	5	
20 Keep the organization run smoothly	1	2	3	4	5	
21 Organize resources	1	2	3	4	5	
22 Coordinate tasks	1	2	3	4	5	
23 Supervise subordinates	1	2	3	4	5	
24 Lead subordinates	1	2	3	4	5	
25 Organize people	1	2	3	4	5	
26 Motivate people	1	2	3	4	5	
27 Delegate effectively	1	2	3	4	5	
STRATEGIC DIMENSION						

28 Determine long-term issues, problems, or opportunities	1	2	3	4	5
29 Aware of the projected directions of the industry and how changes impact the firm	1	2	3	4	5
30 Prioritize work in alignment with business goals	1	2	3	4	5
31 Redesign the department and/or organization to better meet long-term objectives and changes	1	2	3	4	5
32 Align current actions with strategic goals	1	2	3	4	5
33 Assess and link short-term, day to day tasks, in the context of long-term relationships	1	2	3	4	5
34 Monitor progress towards strategic goals	1	2	3	4	5
35 Evaluate results against the strategic goals	1	2	3	4	5
36 Determine strategic actions by weighting goals and benefits	1	2	3	4	5
COMMITMENT DIMENSION					
37 Dedicate to make the venture work whenever possible	1	2	3	4	5
38 Refuse to let the venture fail whenever appropriate	1	2	3	4	5
39 Possess an extremely strong internal drive	1	2	3	4	5
40 Commit to long term business goals	1	2	3	4	5

Moderator: Resilience. Resilience was measured using Sinclair and Wallston's (2004) 4-item brief resilience coping scale and a 5-point Likert scale. One of the study's objectives is to examine if resilience moderates the relationship between entrepreneurial competencies and entrepreneurial intention.

Table 4*Resilience Items: Sinclair and Wallston (2004)*

		Strongly Disagree				Strongly Agree	
1.	I look for creative ways to alter difficult situations	1	2	3	4	5	
2	Regardless of what happens to me, I believe I can control my reaction to it	1	2	3	4	5	
3	I believe I can grow positive ways by dealing with difficult situations	1	2	3	4	5	
4	I actively look for ways to replace the losses I encounter in life	1	2	3	4	5	

Control Variables

The study controlled for several variables used in studies on entrepreneurial intention. Specifically, it controlled for gender, age, education, entrepreneurial experience, family business experience, and perceived family business support (Hsu, Burmeister-Lamp, Simmons, Maw-Der, Hong, & Pipes, 2019). These variables were associated with entrepreneurial skills and predicted business creation and business activities (Pérez-López, Gonzalez-Lopez & Rodríguez-Ariza, 2019). Recent research has shown that a link between entrepreneurial intention and start-up activities could be reinforced by various factors such as gender, age, family background, and environmental characteristics (Pérez-López, Gonzalez-Lopez & Rodríguez-Ariza, 2019). The control variables and measures are summarized in Table 6.

Table 5*Control Variables*

Variable	Survey Item(s)	Citation
Gender	Male or Female	Hou (2019)
Age	Please indicate your age in years	Ayala & Monzano (2014)
Education	Highest Education Level Achieved: <ul style="list-style-type: none"> • High School Graduate • Some College • College Degree • Master's Degree • Doctorate Degree 	
Veteran Status	Are you a U.S. veteran (Yes/No)	
Branch of Service	Please select your branch of service <ul style="list-style-type: none"> • Army • Air Force • Navy/Coast Guard • Marines Corp 	
Military Pay Grade	Please select your military pay grade <ul style="list-style-type: none"> • E1-E3 • E4-E6 • E7-E9 • W1-W5 • O1-O3 • O4-O10 	
Military Experience	How many years of military experience you have?	
Entrepreneurial experience	Please indicate the number of years	Carr & Sequeria (2007)
Family business experience	<ul style="list-style-type: none"> • Does a parent currently own, or have they ever owned a business? (Yes/No) • Does a family member other than a parent currently own or have they ever owned a business? (Yes/No) • Have you ever worked in a family member's business? (Yes/No) 	Carr & Sequeria (2007)
Perceived family business support	Choose from a 5-point Likert scale from extremely negative to extremely positive. <ul style="list-style-type: none"> • My spouse/significant other feels____about my starting a business • In general, my relatives feel ____about my starting a business • My close friends feel _____about my starting a business 	Carr and Sequeria (2007)

Gender. Hou's (2019) study showed that individuals with masculine characteristics are associated with potential entrepreneurs. Research suggests that entrepreneurship has traditionally been a male-dominated field (Hou, S.,2019). The male students in the study expressed higher entrepreneurial intention than female students. The study used the control variables of gender and entrepreneurship, which appeared to be significantly related to entrepreneurial intention. Gender was measured using a binary variable, taking the value 1 for females and 0 for males using the Carr and Sequirea (2007) scale. Based on the research presented by Hou (2019), the proposed research must consider gender.

Age. Ayala and Manzano (2014) reported that individual-level demographics such as age as a control variable might have a systematic relationship with resilience or growth. The study revealed that age had been found to contribute to the development of resilience. Hope, Chrisman, and Mackin (2009) reported in their research that age as a control variable indicated a significant effect on self-employment among veterans transitioning out of the military. According to the study, older retired armed forces are more likely to be self-employed—the probability of self-employment increases by 7.5 percent with an additional year in age. Age was identified by asking the participants to state their age in years. For the study, data provided by veterans and non-veterans were compared.

Education. Haynes (2003) claimed that education enhances entrepreneurs' skills and knowledge, strengthening the development of entrepreneurial competencies. Education was measured by asking the level of education attained. Ayala and Manzano (2014) reported that individual-level demographics, such as education, have been positively related to venture growth. The SBA Office of Advocacy (2017) reported in 2012 that 71.4 percent had at least some college education among veteran business owners. This study controlled for education

based on the impact education has on entrepreneurship. An ordinal variable was used to ask participants to select their highest education level from high school, some college, college degree, master's degree or doctorate, or other terminal degrees.

Veteran status. Hope, Chrisman, and Mackin's (2009) study results reaffirmed that veterans are more inclined to be self-employed than non-veterans. The SBA Office of Advocacy (2017) reported in 2014-2016 self-employment rate was higher than that of non-veterans. The survey asked participants to indicate their veteran status by selecting yes (coded 1) or no (coded 0). The study is comparing veteran and non-veteran participants, which is similar to the proposed research.

Branch of Service. This model used a dummy variable for the branch of service. The survey asked to select their branch of service by selecting Army, Air Force, Navy/Coast Guard, or Marines. Hope & Macken's (2011) study showed Marine Corp retirees were more inclined to be self-employed while Air Force retirees were less inclined to be self-employed.

Military Pay Grade. This model used a categorical variable for military pay grade. The survey asked participants to select their pay grade from enlisted to officer's rank: E1-E3, E4-E6, E7-E9, W1-W5, O1-O3, O4-O10. Hope & Mackin (2011) reported in the study that enlisted retirees were less inclined than retired officers to start a business. The results were not surprising because enlisted service members are typically high school graduates while officers are more often college graduates.

Military Experience. This model used a continuous variable for military experience. The survey asked to provide how many years of military experience do you have. Hope & Mackin (2011) found that more than one-third of both new veteran entrepreneurs and established veteran

business owners reported that they had gained skills from active-duty service directly related to business ownership.

Entrepreneurial experience. The entrepreneurial experience was measured using the question, “how many years of entrepreneurial experience do you have (answer 0 if you don’t have any)? Previous studies associated having previous experience from start-up activities with a greater likelihood of acting upon entrepreneurial intentions (Kautonen, van Gelderen & Fink, 2015). Pérez-López, Gonzalez-Lopez & Rodríguez-Ariza (2019) stated previous experience played a critical role in determining the level of entrepreneurial intention. Carr et al.'s (2007) study showed entrepreneurial experience positively predicted entrepreneurial intention. Participants were asked how many years of experience they had in entrepreneurship. The participants were asked to provide the number of years of experience they had or answer zero if they did not have any entrepreneurial experience. This study used the same measure to assess the impact of entrepreneurial experience.

Family Business Experience. Carr et al.'s (2007) studied showed family business experience had a direct and indirect effect on entrepreneurial intention. Three questions addressed the participants' family business experience: Does a parent currently own, or have they ever owned a business?'; Does a family member other than a parent currently own, or have they ever owned a business?'; and Have you ever worked in a family member's business". Questions asked for a 'yes' or 'no' response.

Perceived Family Business Support.

Perceived family business support was a tool for participants to evaluate the support they perceive their family had for them pertaining to starting a business. Carr et al. (2007) found that the TPB indicated that perceived family support provides the social pressure that potential

entrepreneurs may utilize if their intent is provable and encourage by others regarded as significant to them. The participants were asked to select the number that most accurately reflects their response to the three items in the table below. The participants then had the option to choose from a 5-point Likert scale from extremely negative to extremely positive. The perceived family business support was measured using the Carr and Sequirea (2007) scale.

Data analysis

The relationships were tested using a multiple regression analysis with moderation tests and performed using the IBM SPSS Statistic software. The regression analyses were employed to test the predictor variables' effect on the dependent variable, entrepreneurial intention, and the moderation effects of resilience.

The following diagnostic tests were performed:

- Missing Data: Depending on the missing data, the researcher did a listwise deletion or mean replacement.
- Reliability check: To determine scale reliability.
- Normality check: To determine if the dataset has been drawn from a normally distributed population.
- Factor analysis: factor analysis may be performed to simplify the data, such as reduce the number of variables, depending on the sample size.
- Kurtosis and skewness check: To determine whether the dataset is a model for normal distribution.
- Common method variance: To check for any bias in the dataset that is external to the measures used in this study.

CHAPTER IV

RESULTS

The previous chapter outlined the methodology and procedures used to test the relationship model's hypothesized relationships tests. Chapter 4 presents the findings from the analysis of the data collected. The chapter provides an overview of the item analysis, common method bias, Pearson correlation coefficients, descriptive statistics, and regression analysis were used to analyze the data

4.1 Preliminary Analysis

The Veteran target population was identified using the electronic distribution of the survey via Prolific. A total of 239 surveys were obtained from a sampling frame that targeted 396 Veterans. After cleansing the data of incomplete surveys, Prolific recorded the result sample size available for analysis (n=209) with a completion rate of 87.4% and a response rate of 53%, as summarized in table 6.

Table 6: Summary of Survey Respondent

Audience Size	Surveys Started	Surveys Completed	Completion Rate	Response Rate
396	239	209	87%	53%

To determine the valid number of cases used in the statistical analysis, a missing value was performed in SPSS. Understanding how much missing data might impact the analysis was essential because of the effect that missing values could have on the sample size and the possibility of erroneous results or biased (Hair et al., 2010). As shown in Table 7, there were no missing values in the data set.

Table 7: Missing Data Statistics

		Statistics							
		Entrepreneurial Intention	Opportunity Dimension	Relationship Dimension	Conceptual Dimension	Organizing Dimension	Strategic Dimension	Commitment Dimension	Resilience
N	Valid	209	209	209	209	209	209	209	209
	Missing	0	0	0	0	0	0	0	0
Mean		3.6308	3.9426	4.0670	4.8341	4.0828	3.9841	4.0251	4.1256
Std. Error of Mean		0.07362	0.03993	0.04218	0.03959	0.04609	0.04300	0.05517	0.03625
Median		3.8333	4.0000	4.0000	4.8333	4.1000	4.0000	4.0000	4.0000
Mode		4.00 ^a	4.00	4.00	4.67	4.00	4.00	4.00	4.00
Std. Deviation		1.06426	0.57726	0.60978	0.57235	0.66628	0.62159	0.79755	0.52413
Variance		1.133	0.333	0.372	0.328	0.444	0.386	0.636	0.275
Skewness		-0.566	-0.407	-0.800	-0.266	-1.179	-0.672	-1.101	-0.511
Std. Error of Skewness		0.168	0.168	0.168	0.168	0.168	0.168	0.168	0.168
Kurtosis		-0.629	1.533	1.458	0.401	2.448	1.605	1.574	1.227
Std. Error of Kurtosis		0.335	0.335	0.335	0.335	0.335	0.335	0.335	0.335
Range		4.00	3.25	3.50	2.67	3.50	3.33	4.00	3.00
Minimum		1.00	1.75	1.50	3.17	1.50	1.67	1.00	2.00
Maximum		5.00	5.00	5.00	5.83	5.00	5.00	5.00	5.00

a. Multiple modes exist. The smallest value is shown

After evaluating the missing data, the common method bias (CMB) was assessed.

Common method bias (CMB) was assessed after evaluating the missing data. CMB can occur when the participant providing the predictor's measure is the same individual providing the criterion variable (Podsakoff et al., 2003). The CMB was a concern by cause of the study design, in which participants responded using self-reported scales at a single point in time (Podsakoff et al., 2003). The recommended solution was to attain measures of the independent and dependent variables from various sources (Podsakoff et al., 2003). The study used validated scales for the dependent, moderator, and independent variables. The CMV was tested using the Harman-single factor test (Podsakoff et al., 2003). The single factor test was examined to determine how much common variance might exist in a single dimension. The single factor accounted for 58.9% of

the variance, which was more than the generally accepted 50% threshold; common method variance was concluded to be of slightly severe impact (Podsakoff et al., 2003).

Collinearity Diagnostic

As shown in this study, some variables are correlated. I detected multicollinearity issues using the Variance Inflation Factor (VIF). Multicollinearity can arise when there is an approximately linear relationship among two or more independent variables (Akinwande et al., 2015). The VIF in a regression model is a tool to measure how much variance is inflated. Most commonly, the VIF of 10 is severe and serious multicollinearity (O'Brien, 2007). All VIF values were below the threshold of 10, therefore alleviating the multicollinearity issues. (O'Brien, 2007).

I also tested for skewness to determine if the data are normally distributed. Skewness indicates the symmetry of the distribution; a value of 0 would represent a perfectly normal distribution. However, most distributions of real data are skewed what matters is how much (Bernard, 2000). -2 to +2 is deemed acceptable for parametric tests and assumes a normal distribution. Kurtosis measured the flatness (-values) or peaked (+values) of distribution and was within the range of -7 to +7, acceptable for a parametric test. Table 8 indicated a normal distribution of the critical constructs as the range of skewness was between -1.179 and 1.178 except for two control variables (Marines and years of entrepreneurial experience).

Table 8: Normality Test: Skewness & Kurtosis

Descriptive Statistics										
	N	Minimum	Maximum	Mean		Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic	Std. Error	Statistic	Std. Error
Gender	209	0.00	1.00	0.7703	0.02916	0.42163	-1.295	0.168	-0.327	0.335
Current Age	209	19	75	36.60	0.738	10.664	0.920	0.168	0.434	0.335
Highest Education Received	209	1	5	2.62	0.060	0.870	0.298	0.168	-0.044	0.335
Army	209	0	1	0.39	0.034	0.488	0.465	0.168	-1.801	0.335
Air_Force	209	0	1	0.28	0.031	0.449	1.001	0.168	-1.008	0.335
Navy	209	0	1	0.21	0.028	0.409	1.430	0.168	0.046	0.335
Marines	209	0	1	0.12	0.023	0.331	2.293	0.168	3.287	0.335
Military Pay Grade	209	1	5	2.16	0.061	0.882	1.469	0.168	2.547	0.335
Military Experience	207	1	26	7.16	0.348	5.012	1.788	0.169	3.152	0.337
Years of Ent Exp	209	0	30	2.14	0.319	4.606	3.537	0.168	14.913	0.335
Worked Family Business	209	0.00	1.00	0.2679	0.03071	0.44395	1.056	0.168	-0.895	0.335
Perceived family business support	209	1.00	5.00	3.6124	0.05001	0.72297	-0.502	0.168	1.448	0.335
Entrepreneurial_Intention	209	1.00	5.00	3.6308	0.07362	1.06426	-0.566	0.168	-0.629	0.335
Opportunity_Dimension	209	1.75	5.00	3.9426	0.03993	0.57726	-0.407	0.168	1.533	0.335
Relationship_Dimension	209	1.50	5.00	4.0670	0.04218	0.60978	-0.800	0.168	1.458	0.335
Conceptual_Dimension	209	3.17	5.83	4.8341	0.03959	0.57235	-0.266	0.168	0.401	0.335
Organizing_Dimension	209	1.50	5.00	4.0828	0.04609	0.66628	-1.179	0.168	2.448	0.335
Strategic_Dimension	209	1.67	5.00	3.9841	0.04300	0.62159	-0.672	0.168	1.605	0.335
Commitment_Dimension	209	1.00	5.00	4.0251	0.05517	0.79755	-1.101	0.168	1.574	0.335
Valid N (listwise)	207									

The study evaluated the multi-item scale constructs to assess internal reliability. The internal consistency and reliability of each of the measurement scales was evaluated using Cronbach's alpha. George and Mallory (2003) stated that results greater than 0.7 indicating good internal consistency reliability. The scales that were evaluated included six entrepreneurial competencies, resilience scale, and the entrepreneurial intention scale. As shown in Table 9, all alpha values for the measurement scales were above 0.7 and demonstrated adequate reliability, except for the resilience scale, which had a Cronbach Alpha of .652. However, Nunnally & Bernstein (1994) stated composite reliability values of 0.60 to 0.70 in exploratory research and values from 0.70 to 0.90 in more advanced research stages are regarded as satisfactory. Hair et al. (2010) made the same claim as Nunnally & Bernstein (1994) that the Cronbach's Alpha value

ranges between 0.625 and 0.928, can be considered. The results showed that the measures used in this research are reliable.

Table 9: Scale Reliability Analysis

Construct	Item	α
Independent Variables		
Opportunity competencies	4	0.754
Relationship competencies	6	0.814
Conceptual competencies	7	0.808
Organizing competencies	10	0.921
Strategic competencies	9	0.898
Commitment competencies	4	0.863
Moderator Variable		
Resilience	4	0.652
Dependent Variable		
Entrepreneurial Intention	6	0.957

4.2 Descriptive Statistics and Correlation Analysis

After testing for bias and normality, descriptive statistics reporting the mean and standard deviations were generated between the study variables shown in Table 10. The correlation analysis results indicated that the relationship between entrepreneurial intention and the control variables has a significant relationship among two out of eleven variables. Entrepreneurial intention and perceived family business support had the strongest relationship ($r=.531$ $p<0.05$), showing a moderated positive correlation, followed by the correlation between gender ($r =-.152$, $p <0.05$), showing a low negative correlation. The correlation analysis results indicated that the relationship between entrepreneurial intention and the predictor variables has a significant relationship among seven out of the seven variables. Entrepreneurial intention and resilience had the strongest relationship ($r=.426$ $p<0.05$), indicating a positive relationship, followed by the correlation between commitment competencies ($r=.365$, $p <.05$), indicating a positive relationship. Opportunity competencies was significantly correlated with entrepreneurial

intention ($r=.354$, $p<0.05$) and conceptional competencies ($r = .321$, $p <.05$). Three other variables that showed significant relationship with entrepreneurial intention are strategic competencies ($r= .295$, $p <.05$), relationship competencies ($r= .271$, $p <.05$), and organizing competencies ($r= .256$, $p <.05$) all showing a positive correlations. However, age, education, Army, Navy, Air Force, Marines, Military pay grade, military experience, years of entrepreneurial experience, and worked family business was not significantly related to entrepreneurial intention.

Table 10: Descriptive Statistics and Bivariate Correlation

	Mean	Std. Deviation	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Experience	3.6308	1.06426																			
Female																					
Army	0.39	0.498	0.092																		
Air_Force	0.28	0.449	-0.100	-.493**																	
Navy	0.21	0.409	0.038	-.411**	-.320**																
Marines	0.12	0.331	-0.033	-.306**	-.234**	-.195**															
MilitaryPay	2.16	0.882	-0.051	-0.053	-0.050	.187**	-0.084														
Grads																					
Military	7.16	5.012	0.013	0.014	-0.055	0.132	-0.107	.507**													
Experience																					
Years of	2.14	4.606	0.077	0.052	-0.031	0.004	-0.040	-0.028	.453**												
Enr Exp	36.60	10.664	-0.031	0.077	0.012	-0.002	-0.128	0.059	0.057	0.087											
Current	2.62	0.870	-0.052	-0.034	0.076	-0.002	-0.051	.386**													
App																					
Highest																					
Education																					
Recared	0.7703	0.42163	-.152**	-0.009	-0.017	-0.081	.137**	0.067	-0.028	-0.097											
Gender	0.2679	0.44395	-0.091	-0.038	-0.013	-0.074	.165**	0.063	0.117	0.055	0.022										
Worked																					
Family																					
Business																					
precautied	3.6124	0.72297	.531**	0.005	-0.027	0.088	-0.079	0.051	-0.016	-0.127	0.104	-0.115	-0.029								
mily																					
business																					
support																					
Opportunity	3.9426	0.57726	.354**	0.130	-0.114	0.036	-0.082	0.023	0.052	-0.055	0.002	-0.035	0.042	.186**							
_Dimensio																					
n	4.0670	0.60978	.271**	0.098	-0.071	0.017	-0.069	.180**	-0.058	-0.117	0.114	-0.033	0.022	.197**	.620**						
Relationship																					
p_Dimensi																					
on	4.8341	0.57235	.329**	0.108	-0.057	-0.052	-0.017	0.101	0.061	0.015	0.042	-0.072	0.116	.151**	.611**	.635**					
Conceptual																					
_Dimensio																					
n	3.9841	0.62159	.295**	.149**	-0.114	0.066	-.146**	0.063	-0.024	-0.075	0.056	-.169**	-0.064	.242**	.670**	.574**	.599**				
Strategic																					
_Dimensio																					
Organizing	4.0828	0.66628	.256**	0.111	-.201**	0.040	0.060	.181**	-0.096	-0.134	.146**	-0.081	-0.020	.235**	.576**	.742**	.610**	.668**			
_Dimensio																					
n	4.0251	0.79755	.365**	.206**	-.161**	-0.042	-0.035	0.099	0.017	-0.020	-0.012	-0.104	0.001	.236**	.567**	.583**	.618**	.716**	.653**		
Comtime																					
at_Dimensi																					
on																					
Resilience	4.1256	0.52413	.426**	.156**	-0.047	-0.062	-0.091	0.032	-0.011	-0.028	0.003	-0.086	-0.104	.286**	.474**	.410**	.583**	.716**	.513**	.360**	.517**

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Gender coded 0=female and 1=Male
 Military Pay Graded categorical
 Branch of Service coded dummy variable.
 Education coded ordinal variable

A confirmatory factor analysis was conducted using R Studio 3.5.2 to determine which of the entrepreneurial competencies and entrepreneurial intention factor models provided the best data. The CFA allowed the researchers to test hypotheses and to determine whether the model provides an acceptable fit for the data (Sun (2005). The main focus of the research is to identify the three main purposes of conducting a CFA and the different requirements on goodness-of-fit assessment. The three main purposes were construct validity evaluation, response pattern comparison, and competing model comparison. The study's objective was how to assess goodness for fit for different purposes in CFA. Previous research (Schumacker & Lomax, 1996: & Martins & Kellermanns, 2004) states that the model chi-square is $> .05$ and values that exceed $.90$ for comparative fit index (CFI) and normed fit index (NFI) indicated a satisfactory good fit. A CFA was conducted on all constructs within the proposed research model opportunity competencies, relationship competencies, conceptual competencies, organizing competencies, strategic competencies, commitment competencies, resilience, and entrepreneurial intention. The results reported the p-value for the chi-square is $< .05$, therefore, indicating not a good fit. All the constructs were included in the model and showed a correlation between the individuals construct.

The six entrepreneurial competencies and their interaction effects showed high correlations showing the individual items load on other dimensions. This would seem quite natural of a high correlation since the model measured the different dimensions. One option to perfect the scales is by removing items that loaded poorly; this could strengthen the fit. The item that loaded poorly was to remove opportunity competencies item 4. However, it only strengthens the CFA slightly but not enough to change the chi-square, CFI, and NFI measures. The CFI reported $.802$ and the NFI reported $.789$, below the <0.95 recommended threshold, indicating not

a satisfactory good fit. The root mean square error of approximation (RMSEA) for the model was 0.078, which is below the threshold of <0.08 , indicating a satisfactory good fit, and the Standard Root Mean Square Residual (SRMR) for the model was 0.069, which is below the threshold of < 0.08 , indicating a satisfactory good fit.

4.3 Regression Results

Model 1

A hierarchical linear regression analysis was conducted to evaluate entrepreneurial intention's prediction from entrepreneurial competencies (opportunity, relationship, conceptual, organizing, strategic, and commitment) and resilience to approach our research question. Model 1, shown in Table 10, included the control variables of gender, age, education, the branch of service (Army, Air Force, Navy, and Marines), military pay grade, military experience, entrepreneurial experience, worked family business, and perceived family business support, leading to the dependent variable, entrepreneurial intention. The output revealed perceived gender ($\beta = -.124$, $p < 0.05$) was statistically significant and negative relative to entrepreneurial intention. Family business support ($\beta = .533$, $p < 0.05$), was statistically significant and positively related to entrepreneurial intention. The results indicating the model was statistically significant ($p < 0.001$) with an adjusted R^2 of .302. The predictors in the adjusted R^2 accounted for 30% of the variance explained by the independent variables.

Model 2

Model two included the control variables plus the six independent variables of opportunity competencies, relationship competencies, conceptual competencies, organizing competencies, strategic competencies, commitment competencies, and entrepreneurial competencies, leading to the dependent variable of entrepreneurial intention. The output revealed

that opportunity competencies ($\beta=.191$, $p<0.05$) and conceptual competencies ($\beta=.180$, $p<0.05$), were statistically significant and positively related to entrepreneurial intention. The model was statistically significant ($p<0.001$) with an adjusted R^2 of .381. The predictors in the adjusted R^2 accounted for 38% of the variance explained by the independent variables. The delta R^2 change from model 1 to model 2 was .093.

H1a suggested that opportunity competencies are positively related to entrepreneurial intention. This hypothesis was supported based on the results ($\beta=.191$, $p<0.05$) from model 2.

H1b suggested that relationship competencies are positively related to entrepreneurial intention. This hypothesis was not supported based on the results ($\beta=.039$, $p>0.05$) from model 2.

H1c suggested that conceptual competencies are positively related to entrepreneurial intention. This hypothesis was supported based on the results ($\beta=.180$, $p<0.05$) from model 2.

H1d suggested that organizing competencies is positively related to entrepreneurial intention. This hypothesis was not supported based on the results ($\beta= -.131$, $p>0.05$) from model 2.

H1e strategic competencies are positively related to entrepreneurial intention. This hypothesis was not supported based on the results ($\beta= -.146$, $p>0.05$) from model 2.

H1f commitment competencies are positively related to entrepreneurial intention. This hypothesis was not supported based on the results ($\beta=.169$, $p>0.05$) from model 2.

Model 3

Model three included the control variables, the six independent variables, plus the moderating variable, resilience, leading to the dependent variable of entrepreneurial intention. The output revealed that resilience ($\beta=.179$, $p<0.01$) was statistically significant. The model was statistically significant ($p<0.01$) with an adjusted R^2 of .399. The predictors in the adjusted R^2

accounted for 39% of the variance explained by the independent variables. The delta R^2 changed from model 2 to model 3 was .019.

Model 4

Model 4 included the control variables, the six independent variables, resilience, and the six interaction terms, leading to the dependent variable of entrepreneurial intention. The output revealed that the model was statistically significant ($p < 0.05$) with an adjusted R^2 of .398. The predictors in the adjusted R^2 accounted for 39% of the variance explained by the independent variables. The delta R^2 changed from model 3 to model 4 was .014.

H2a, which suggests that resilience moderates the relationship between opportunity competencies and entrepreneurial intention such that high levels of resilience strengthen this relationship and low levels of resilience weaken this relationship, was not supported based on the results ($\beta = -.103$, $p > 0.05$) from model 2.

H2b, which suggests that resilience moderated the relationship between relationship competencies and entrepreneurial intention such that high levels of resilience strengthen this relationship and low levels of resilience weaken this relationship, was not supported based on the results ($\beta = .034$, $p > 0.05$) from model 2.

H2c, which suggests that resilience moderates the relationship between conceptual competencies and entrepreneurial intention such that high levels of resilience strengthen this relationship and low levels of resilience weaken this relationship, was not supported based on the results ($\beta = -.159$, $p > 0.05$) from model 2.

H2d, which suggests that resilience moderates the relationship between organizing competencies and entrepreneurial intention such that high levels of resilience strengthen this

relationship and low levels of resilience weaken this relationship, was not supported based on the results ($\beta = -.190$, $p > .05$) from model 2.

H2e, which suggests that resilience moderates the relationship between strategic competencies and entrepreneurial intention such that high levels of resilience strengthen this relationship and low levels of resilience weaken this relationship, was not supported based on the results ($\beta = .120$, $p > .05$) from model 2.

H2f, which suggests that resilience moderates the relationship between commitment competencies and entrepreneurial intention such that high levels of resilience strengthen this relationship and low levels of resilience weaken this relationship, was not supported based on the results ($\beta = -.054$, $p > .05$) from model 2.

Table 11: Hierarchical Regression

<i>Hierarchical Regression</i>				
Variables	MODEL 1	MODEL 2	MODEL 3	MODEL 4
Control Variables	B	β	β	β
Gender	-.124*	-.115	-.113	-.113
Age	-.056	-.058	-.056	-.064
Education	-.122	-.085	-.085	-.084
Army	.101	.064	.059	.056
Navy	.033	.049	.058	.057
Marines	.071	.077	.075	.081
Military Pay Grade	-.062	-.087	-.088	-.092
Military Experience	.123	.117	.114	.110
Years of Entrepreneurial Experience	.132	.098	.103	.105
Work-Family Business Experience	-.074	-.117	-.096	-.090
Perceived Family Support	.533***	.485***	.457***	.460***
Step 2: Independent Variables				
Opportunity Dimension		.191*	.166*	.151
Relationship Dimension		.039	.025	.052
Conceptual Dimension		.180*	.138	.137
Organizing Dimension		-.131	-.090	-.111
Strategic Dimension		-.146	-.181	-.153
Commitment Dimension		.169	.132	.126
Step 3: Moderating Variables				
Resilience			.179*	.203*
Step 4: Interaction Effects				
Opportunity Competencies x Resilience				.103
Relationship Competencies x Resilience				.034
Conceptual Competencies x Resilience				-.159
Organizing Competencies x Resilience				-.190
Strategic Competencies x Resilience				.120
Commitment Competencies x Resilience				-.054
R ²	.339***	.432***	.451**	.466*
Adj R ²	.302***	.381***	.399**	.398**
ΔR^2	.339***	.093***	.019**	.014*
F	9.1***	8.4***	8.5**	6.9*

n = 305 Listwise

***Statistically significant at p<.001

**Statistically significant at p<.01

* Statistically significant at p<.05

Table 12 summarizes the analyses and results. Out of the twelve hypotheses in this study, two were supported; ten were not supported. Opportunity competencies have a significant influence on entrepreneurial intention among veterans. Therefore, H1a is supported. H1a

predicted that opportunity competencies were positively related to entrepreneurial intention. In relationship competencies, the regression results have not confirmed the significant influence on veterans' entrepreneurial intention. Hence H2b is not supported. Conceptual competencies have a positive effect on entrepreneurial intention among veterans. Therefore, H1c is supported. The results showed that organizing competencies, strategic competencies, and commitment competencies did not significantly influence entrepreneurial intention. Therefore, H1d, H1e, and H1f were not supported.

The results did not show a moderating effect of resilience on the relationship between opportunity competencies and entrepreneurial intention. Therefore, H2a was not supported. The results revealed there was not a moderating effect of resilience on the relationship between relationship competencies, conceptual competencies, organizing competencies, strategic competencies, and commitment competencies. Therefore, H2b, H2c, H2d, H2e, and H2f were not supported.

Table 12: Hypothesized Relationship and Results

Hypotheses Relationships and Results		
H1a:	Opportunities competencies are positively related to entrepreneurial intention.	Supported
H1b:	Relationship competencies are positively related to entrepreneurial intention.	Not Supported
H1c:	Conceptual competencies are positively related to entrepreneurial intention.	Supported
H1d:	Organizing competencies are positively related to entrepreneurial intention.	Not Supported
H1e:	Strategic competencies are positively related to entrepreneurial intention	Not Supported
H1f:	Commitment competencies are positively related to entrepreneurial intention.	Not Supported
The Moderating Role of Resilience		
H2a:	Resilience moderates the relationship between opportunity competencies and entrepreneurial intention	Not Supported
H2b:	Resilience moderates the relationship between relationship competencies and entrepreneurial intention	Not Supported
H2c:	Resilience moderates the relationship between conceptual competencies and entrepreneurial intention	Not Supported
H2d:	Resilience moderates the relationship between organizing competencies and entrepreneurial intention	Not Supported
H2e:	Resilience moderates the relationship between strategic competencies and entrepreneurial intention	Not Supported
H2f:	Resilience moderates the relationship between commitment competencies and entrepreneurial intention	Not Supported

Due to the highly correlated constructs, including the independent variables and the dependent variable, entrepreneurial intention, there was concern that multicollinearity may be present in the model. To ensure that the model is reflective of the amount of variance explained by the independent variables on the dependent variable, I transformed the variable utilizing a Z-Score procedure. The highest observed VIF equaled 6.623. Therefore, all VIF values were under 10 (O'Brien, 2007).

CHAPTER V

DISCUSSION & CONCLUSION

5:1 Overview

The purpose of this quantitative study was to examine the factors that influence entrepreneurial intention among Veterans. Entrepreneurship is a critical resource of economic impact to the country, the community, and individuals (Lussier & Halabi, 2010; Mohamad et al., 2015; SBA, 2012). The veteran community has been engaged in entrepreneurship endeavors as more service members transition from military duty into the civilian sector (Beesley, 2013; U. S. Department of Veterans Affairs, 2016b). Veterans experience many frustrating challenges when transitioning from their military careers to the civilian sector (DeLucia, 2016). A study found that many veterans believe the transition services provided to those exiting the military, retiring, attending school, and starting a business were underperforming (Chandrasakaren 2014). Despite starting a business and many barriers, veteran entrepreneurship was growing because veterans are 45% more likely to start a business than civilians (Bolden et al., 2016 & Haynes, 2014). However, few research studies examined what factors support and motivate veterans into self-employment. Heinz et al. (2017) reported no studies that examined protective resilience and psychosocial risk factors related to American veteran entrepreneurs and employees.

This present study evaluated whether entrepreneurial competencies and resilience influence veteran's entrepreneurial intention. The literature revealed limited empirical research on the impact of entrepreneurial programs that fostered entrepreneurial skills and knowledge that encouraged and promoted veteran entrepreneurship (Kerrick et al., 2014). The impact on related entrepreneurial competencies, resilience, and entrepreneurial intention to be self-employed among veterans had not been extensively studied (Sanchez, 2011). This study's objective was to

empirically evaluate the impact of entrepreneurial competencies and resilience on entrepreneurial intention. It aimed to examine how resilience might moderate each entrepreneurial competencies' relationship (opportunity, relationship, conceptual, organizing, strategic, and commitment) and entrepreneurial intention. This chapter provided a discussion of the research findings, an overview of the study, hypotheses findings. The study's final section covered the research findings, theoretical and practical implications, limitations of the study, future research recommendations, and a conclusion.

5:2 Research Findings

The study's data partially supported the theoretical model that entrepreneurial competencies and resilience impacted a veteran's entrepreneurial intention. The control variables' findings revealed that only two control variables (gender and perceived family support) had significant correlations with entrepreneurial intention. The results of this study indicated that two entrepreneurial competencies had a strong relationship with entrepreneurial intent. Hypotheses H1a proposed that opportunity competencies are positively related to entrepreneurial intention. Hypotheses H1c proposed that conceptual opportunities are positively related to entrepreneurial intention. This study supported these relationships ($H1a: \beta = .191, P < 0.05$ and $H1c: \beta = .180, P < 0.05$). The findings suggested that individuals that possess skills that recognized high-quality business opportunities, explore new ideas treat new problems as opportunities, and identify customers' unmet needs can start a business.

The results showed from the control variables (gender, worked family business support, and perceived entrepreneurial support) supported the research (Pérez-López, Gonzalez-Lopez & Rodríguez-Ariza, 2019) that influences entrepreneurial intention. The researchers stated these variables predict business creation and activities and are strongly associated with entrepreneurial

skills. A recent study reported individuals that displayed masculine characteristic are associated with potential entrepreneurs (Hou 2019). His research showed male students expressed higher interest in entrepreneurial intention than female students. This representation of male vs. female is consistent with the representation seen in this present study which 77% of respondents were, and 23% were female Carl et al.'s (2007) research revealed that family business experience had both indirect and direct association with entrepreneurial intention. Carl et al. (2007) study asked participants whether their parents had business ownership and employed in a family business. The study findings showed 73% of women had parents who had business ownership and employed in the family business compared to 58% of men's responses. Carl et al. (2007) reported that the theory of planned behavior provided the perceived family support the individuals needed if their entrepreneurial intention was supported and accepted by individuals and viewed as significant. Carl et al. (2007) findings supported this present study's findings showing that perceived family support strongly correlates with entrepreneurial intention and statistically significant.

The proposed model in this present study investigated the relationship between entrepreneurial competencies and entrepreneurial intention. Substantial empirical evidence confirms that entrepreneurial competencies (opportunity, relationship, strategic, commitment, and organizing) predict entrepreneurial intention (Man& Lau, 2000; Zhensheng& Liu, 2019; Solesvik, 2017; Lau et al., 1999). The study is limited to the effects of each entrepreneurial competency and resilience on entrepreneurial intention among veterans (Pérez-López, Gonzalez-Lopez & Rodríguez-Ariza, 2019). Mamun's (2016) empirical findings showed that higher levels of opportunity awareness positively affected entrepreneurial intention. In the current study, the relationship between opportunity competencies and entrepreneurial intention was statistically

significant. The relationship between relationship competencies and entrepreneurial intention was not significant and did not support the hypothesis. Previous research suggests that relationship competencies establish opportunities for entrepreneurs to create new businesses (Zarfard, 2017). This is a critical skill for owner-manager roles to maintain a good relationship with potential and existing stakeholders. These non-significant results were surprising when other research has shown that entrepreneurial competencies imperative to the entrepreneurial process are networking/social and communication skills (Izquierdo & Buyens, 2008 & Onstenk, 2003). The entrepreneur needs to interact with people in the business community, build new relationships and persuade people of their idea (Bird, 1995). The relationship between conceptual competencies and entrepreneurial intention was statistically significant. This finding was consistent with Solesvik's (2019) study that showed participants with high scores on conceptual and opportunities competencies are more inclined to become entrepreneurs.

Organizing competencies suggested a positive relationship with entrepreneurial intention. This present study did not find this relationship significant, therefore, did not support hypothesis H1d. Man & Lau (2000) viewed organizing competencies as how the entrepreneur used and acquired resources from within and outside the company and the allocation and operations of various resources. This competency was better suited to the impact of business growth and firm performance. Organizing competencies significantly affected a company's performance (Sumawidjai et al., 2019). This finding contradicts existing research that shows new enterprises require the entrepreneur to possess the abilities of organizing, relocating, leading, controlling, and monitoring the organization's external and internal resources. (Yeh & Chang, 2018).

Ataei's (2020) findings ranked strategic competencies as the most practical competencies in establishing a business. This study did not find the relationship between strategic competencies

and entrepreneurial intention to be significant; therefore, it did not support this hypothesis H1e. However, Man et al.'s (2002) research had reported and found strategic and commitment competencies of an entrepreneur are positively related to a company's long-term performance. Perhaps this finding was non-significant in part entrepreneurship is faced with complex problems most of the time. Entrepreneurs must possess certain analytic abilities to include assuming risks and innovating, decision skills, comprehending complex information, and making references. These competencies are acquired through extended practice and learning (Man et al., 2002). These findings yielded the same results with commitment competencies not showing a positive relationship with entrepreneurial intention; therefore, they did not support Hypothesis H1f. This finding contradicts recent research showing prospective entrepreneurs should be able to make personal sacrifices to ensure that their business can start, which means that they must possess commitment competencies (Brice & Spencer, 2007; Man et al., 2002). I speculate these entrepreneurial competencies (organizing, relationship, strategic, and commitment) I speculate these entrepreneurial competencies are needed for competitive advantage and the success of the business. Research showed that there is evidence to suggest that entrepreneurial competencies are required as the role of the entrepreneur changes through the different phases of the development and growth of a business. (Mitchelmore & Rowley, 2010). Secondly, these competencies, such as organizing and strategic competencies, are viewed as managerial competencies that established the vision and set the goals and the direction for the company, which have shown a positive relationship with the competitive scope (external environment) of the business firm (Man et al., 2002). The findings from the study showed a younger generation interested in entrepreneurship from previous studies. The data showed individuals age range

from 20-40 years old interested in starting a business. Recent studies reported 78% of veteran entrepreneurs were 50 to 88 years old (SBA Office of Advocacy, 2013).

The younger veteran entrepreneur reported having some college or college degree in this study. This was consistent with previous studies reporting most veteran entrepreneurs obtain a college degree (SBA Office of Advocacy, 2013). Recent studies showed 55% of officers were more inclined to start a business (Hope, Chrisman, & Mackin, 2009). This study showed mid-level enlisted service members had a stronger interest. The Army had a stronger interest in entrepreneurial intention followed by the Air Force in this study, a contrast from Hope et al.'s (2009) study reported Marine retirees followed by Air Force retirees. These findings were surprising given that most studies showed retirees with higher education and more inclined to start a business because of their length of years in the military, specialized skills, and higher retirement salary. This study showed younger veterans obtaining some college or college degree with less military experience of four years or less. These findings showed that younger veterans showed a stronger interest in entrepreneurial intention. The findings revealed the younger educated Army or Air Force service members would have an interest in starting a business after their military career.

This study also examined the moderating role of resilience on the relationship between entrepreneurial competencies and entrepreneurial intention. The research proposed that resilience strengthens the relationship between entrepreneurial competencies and entrepreneurial intention. Resilience was viewed as a resource the entrepreneur can deploy during stress and crisis (Bullough, Renko, & Myatt, 2013). This study stated that starting a business can be challenging, and resilience plays a critical role in the entrepreneurial process. Researchers have shown self-employed veterans are more resilient than non-veterans (Heinz, Freeman, Harpaz-Rotem &

Patrick, 2017). The proposed study argued that resilience moderates the relationship between these constructs. Previous research showed resilience as a factor that needs to be present for an entrepreneur to act on entrepreneurial intention (Mangundjaya, 2009). Studies have shown that resilience impacts an individual's decision to start a business, particularly in challenging situations (Pérez-López, Gonzalez-Lopez & Rodríguez-Ariza, 2019). However, this study did not support these relationships. It did not support the moderating impact of resilience on opportunity competencies, relationship competencies, conceptual competencies, organizing competencies, strategic competencies, and commitment competencies. Therefore, hypotheses H2a, H2b, H2c, H2d, H2e, and H2f were not supported. These findings contrast with previous studies that found a linkage between entrepreneurs' competencies and start-up intentions (Man et al. 2002; Brownell 2006; Volery et al. 2015; Kyndt & Baert 2015). The authors reported these competencies could be learned and fostered through coaching, training, formal education, and experience. The more individuals have certain competencies; they may organically favor different start-ups that lead them to choose beneficial businesses. The other findings suggest that individuals with high resilience are expected to bounce back from adversity and cope with uncertainty better than those with low resilience (Yulitia et al., 2020). I speculate that the interaction between entrepreneurial competencies and resilience was not significant because the environment in which the research conducted was highly conducive to forming a business. Compared to Sri Lanka, countries where resources to support entrepreneurs, are limited, all entrepreneurial competencies have to be engaged to start a business. Resilience is not enough to sustain the forming of a business in a country like Sri Lanka. Research has suggested that due to the environment becoming more complex and diminishing the negative consequence of the

challenging business environment, entrepreneurial competencies are becoming more important to make a proactive move towards the environment. (Wickramaratne et al., 2014).

5.3 Implications for Theory

Chapter 2 presented Ajzen's (1991) theory of planned behavior (TPB) as the theoretical; foundation for constructing the study. TPB attempts to explain the link between entrepreneurial competencies and entrepreneurial intention. TPB has been widely applied in entrepreneurship research to predict entrepreneurial intention (Krueger, Reilly & Carsrud, 2000).

Hierarchical linear regression analysis was used to determine the predictors of entrepreneurial intention among veterans in the United States. The analysis gave a model that best explained variation in entrepreneurial intention among the veterans and tested the applicability of TPB. The study provided empirical evidence of applying planned behavior theory in examining the impact of entrepreneurial competencies dimensions on entrepreneurial intention: particularly the opportunity competencies and conceptual competencies, and the impacts on the intention to start a business. The present study's findings supported the use of intention models as a reliable model, especially with the theory of planned behavior. This study's results showed evidence in the entrepreneurial research for the appropriateness of Ajzen's theory of planned behavior (1991) in explaining and understanding the entrepreneurial intention among veterans. Secondly, it shed light on the TPB by measuring the impact of entrepreneurial competencies and resilience as an external influence on entrepreneurial intention. The implications derived from this study confirmed previous research findings on entrepreneurial intentions (Carr et al., 2007) that entrepreneurial intentions can have a positive relationship with perceived family business support. Carr's study suggested that TPB related to previous family business support and entrepreneurial intention. The perceived family business support suggested by TPB gives the

social pressure that aspiring entrepreneurs may use to determine if their intention to start a business is supported and accepted by those regarded as significant to them. The present study's findings showed that perceived family business support, directly and indirectly, affects entrepreneurial intention. This current study showed one of the fundamental motivational factors in TPB was the perceived social norms, the person's perception of the social pressure to perform the task. This study revealed that perceived family support plays a role in the relationship between entrepreneurial competencies, and the entrepreneurial intention was supported and statistically significant. Theoretically, this finding implied that perceived family business support could serve as an essential factor influencing the relationship between the two constructs. TPB has been applied in the veteran context of mental health issues (Whealin et al., 2014) but not in the context of veteran entrepreneurship. At a broader level, this theory expanded on the veteran entrepreneurship perspective in entrepreneurial intention research. Various models had investigated the entrepreneurial intention and numerous researchers (Mires et al., 2020); however, limited studies have been conducted to understand veteran's motivations for pursuing self-employment (Heinz, Freeman, Harpaz-Rotem, & Pietrzak, 2017). The study applied the TPB, noted by Van Gelderen et al. (2008), was widely studied and tested in entrepreneurial research, which formulates three fundamental motivational factors that form an entrepreneurial intention. The individual's attitude towards the behavior, the perceived social norms regarding the behavior, and the subject's perception about performing the behavior. The study results found that opportunity competencies and conceptual competencies had a strong relationship with the intent to start a business and were found statistically significant.

Studies revealed that entrepreneurship was an increasingly viable career option; however, it was complex and less structured. Individuals needed to develop a range of competencies, and

one of significant importance is resilience (Perez-Lopez et al., 2016). Perez-Lopez et al.(2016) aim to determine in a study the direct relationship between resilience and entrepreneurship intention applying the theory of planned behavior underlying factors such as attitudes towards entrepreneurship, self-efficacy, and social norms in the Spanish economy with rising unemployment of Spanish business students of those aged under 25 years. Unemployment in that region and age group had doubled, and one remedy to address the unemployment is the promotion of entrepreneurship. The findings that gender has a direct influence on entrepreneurship also have important implications for entrepreneurship theory. Some researchers have shown that gender, and other background factors, influence entrepreneurial intention, and indirectly only through attitudes (Kreuger et al., 1994). Gender has a residual contribution to entrepreneurial intention, suggests the need for continued research in this area (Kreuger et al., 1994).

5.3 Practical Implications from the study

This study developed critical insight for veteran entrepreneurship programs and services regarding this study's practical application. Veteran-owned businesses started within the past 15 years and have created 324,000 jobs (Schenck,2019). Veteran-owned businesses are a tremendous untapped potential for future job growth. The study provided several implications for policymakers and government agencies who assist service members transitioning back into civilian life. Since the study results showed entrepreneurial competencies with emphasis on opportunity competencies and conceptual competencies were the most vital elements to influence and positively impact entrepreneurial intention, these elements can be fostered through entrepreneurship courses. Scholars in the human resource development field (HRD) suggested a better understanding of veteran's strategies and mindset for re-entering the civilian workforce.

This information can help government agencies such as the Transition Assistance Programs improve military personnel transitioning to a civilian force (Mires, 2020). Heinz et al. (2017) reported that veterans face suboptimal workforce opportunities and that entrepreneurial venture training programs may address unemployment. Supporting veteran entrepreneurship can help reduce veteran unemployment (Schenck, 2019). It was recommended that educators provide training within the entrepreneurial competencies that can inspire veterans into an entrepreneurial pathway. Studies have shown veterans' businesses are down and declining; only 4.5% of the 3.6 million veterans served in the U.S. military since September 11, 2001, have launched a company (Schenck, 2019). There is a need for educators to provide courses that encompassed entrepreneurial competencies to stimulate veteran's ability to think positively and inspired them to pursue entrepreneurship as viable career options (Wang, Yueh, & Wen, 2019; Man et al., 2002 & Solesvik, 2019) that influence intentions to start a new business venture. Course content reflecting the resilience element would be essential to incorporate. Supporting veteran-owned entrepreneurship that helped more than a single veteran had a domino effect that boosts the entire community; veteran-owned businesses are 30% more likely to hire veterans (Schenck, 2019). Furthermore, policymakers and educators interested in promoting entrepreneurship can pay attention to the specific entrepreneurial competencies with the most substantial relationship with entrepreneurial intention. The strongest opportunities competencies and conceptual competencies can be included in start-up training courses for potential entrepreneurs to enhance business start-up growth and success.

The research showed that resilience was a competency that can be learned Perez-Lopez et al., (2016). In education, there is a need for training programs that equip Veterans, individuals, unemployed, and entrepreneurs with resilience skills to create businesses and manage new

enterprises in turbulent environments. Drennan et al. (2005) recommended promoting optimism among potential entrepreneurs through experiential learning methods imparted at early education levels. Finally, resilience development can be accomplished through mentorship programs, and it would be beneficial to strengthen individuals' beliefs through experiences provided by social models from existing entrepreneurs (Bandura, 1977). Veterans engaged in conversation with other veteran-owned businesses regarding their success or failures in entrepreneurship can help them develop more resiliency to survive a business, decision making on business operations, and adapt to the new environment. Seligman (2006) reported a better understanding of mental response to adversity and beliefs would make entrepreneurs better able to address new challenges and cope with setbacks.

The bureau of labor Statistics (2015) reported women veteran business owners had expanded rapidly. In 2008, 2.5% of veteran business owners were women, and by 2012, that number increased to 4.4%. Organizations and agencies such as the Veterans Business Outreach Center, and the Women's Business Center, aimed to develop women veteran-owned and military spouses entrepreneurs, could increase these entrepreneurial competencies and resilience among women. The implications for entrepreneurial training and development could enhance or improve entrepreneurial competencies and resilience that could be more effective in increasing female entrepreneurship and increasing the female participation rate in surveys about their intentions to start a business, growth, and success. This study allowed me the opportunity to implement a Veteran women-owned and military spouse entrepreneurial conference. The conference's mission was to empower women veterans and military spouses to start and grow a successful business. The conference's outcome has increased the women's participation in webinar training and an increase in startups.

5:4: Limitations of the Study

It was important to consider some potential limitations of this study and future ideas of research. There were a few statistical issues in the study. The first limitation was common method bias as the independent and dependent measures were derived from the same source. The common method bias impacted this study indicated the Harman-Single Factor technique estimated the common method variance to be 58.9%, which exceeded the generally accepted threshold of 50%, indicating that common method bias possibly a concern in the dataset. A possible solution would be to separate the collection of the independent and dependent variables by time, space, or method (Podsakoff et al., 2003) to eliminate sources of bias.

A second limitation was the failure to obtain a reliable measure for the resilience scale measure, which limited the ability to test the hypotheses related to resilience as a moderator of the relationship between entrepreneurial competencies and entrepreneurial intention. The scale had a low Cronbach Alpha of .652. According to Hair et al. (2010), the Cronbach Alpha value ranges between 0.625 and 0.928, within the recommended value.

The third limitation, the confirmatory factor analysis, the model indicated some fit indices were not a good fit with the chi-square, CFI & NFI measures reported below the ideal fit threshold. We removed the poorly loaded item opportunity competencies 4; however, it slightly improved the CFA's strength but not enough to change the chi-square, CFI, and NFI measures.

A final limitation was the study design. The data were collected in a cross-sectional design, which did not allow to test for causal relationships. Tabachnick & Fidell (1995) stated cross-sectional designs could infer but never directly test causal relationships. Future studies should incorporate a longitudinal study design that uses different methods (survey, case studies, questionnaires, etc.) over time to create a robust design for future studies.

5.5: Recommendations for Future Research

The study focused on a sample of Veterans in the U.S. It would be interesting to study the role of resilience in other population samples, such as minority women, executives existing in Corporate America, or unemployed who may consider entrepreneurship as a viable career option. Krueger et al. (2000) recommends examining the relationship between intention and action and determining the barriers to overcome in understanding that resilience plays a key role in start-up and growth. The model could be tested where entrepreneurial competencies are treated as moderators in the relationship between entrepreneurial action and business success (Botha, 2016). It would be essential to study over a period how entrepreneurial intention materialized as a business start-up.

The study was carried out in a single period. Future research should consider a longitudinal study over two years or more to measure whether high levels of entrepreneurial intention and entrepreneurial competencies may lead to entrepreneurial action and business success among veterans. Another recommendation would be to compare potential entrepreneurs and established entrepreneurs and draw conclusions on which competencies are required at different stages of business development.

The research design and methodology can also be improved for future research. Incorporating a resilience scale that has better reliability would provide a better model fit. Alternative data collection should be considered to increase the sample size and overall response rate. The CFA had a moderate fit and would suggest utilizing different entrepreneurial competencies that may not correlate positively with each other.

This study contributed to the study of the entrepreneurial intention of U.S. veterans. The study made three contributions to entrepreneurship research. First, it provided a theoretical

explanation, grounded in the theory of planned behavior, for the influence of entrepreneurial competencies on the intention to become an entrepreneur. The TPB was used to select the antecedent variables used in the study and may help guide future research into a consistent set of findings in the area.

To continue to inform future research, Krueger et al.(2000) recommended examining the relationship between intention and action and determining the barriers to be overcome in understanding that resilience plays a key role in start-up and growth. It is essential to study over time how entrepreneurial intention materialized as a business start-up.

5:6: Conclusions

In conclusion, veteran entrepreneurship plays a vital role in a dynamic modern economy. This study explored the influences of entrepreneurial competencies on the entrepreneurial intentions of veterans in the United States. The findings suggested opportunity competencies and conceptual competencies predicted the intention of owning a business among the veteran population. This study's main contribution was an empirical attempt to complement existing, conceptual literature on the role of entrepreneurial competencies and resilience in explaining entrepreneurial intention and the proposed model to promote it. The results could significantly impact the knowledge of planned behavior theory to entrepreneurial intention in veteran entrepreneurship. Finally, this study can help researchers continually empirically explore the results of entrepreneurial competencies on self-employment practices among veterans. The research could help government agencies and entrepreneurial organizations understand how entrepreneurial competencies and how the moderation of resilience plays a significant role in understanding the intent to start a business.

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Appendix I

Qualtrics Survey

Start of Block: Introduction

Q1 Title of the Project: Factors Influencing Veteran Entrepreneurial Intention

Principal Investigator: Tamara Bryant, Doctoral Candidate at UNC-Charlotte Belk College of Business

Faculty Advisor: Dr. Laura Stanley, Associate Professor of Management, UNC-Charlotte, Belk College of Business

Study Sponsor: No, You are invited to participate in a research study on Factors Influencing Veteran Entrepreneurial Intention. Participation in this research study is voluntary. If you have any questions, please ask.

Important Information You Need to Know· The purpose of the study is to determine whether entrepreneurial competencies and resilience influence entrepreneurial intention. The survey is anonymous. Survey responses will be analyzed to obtain information about what motivational factors that influence entrepreneurial intention. Your survey responses will in no way be traceable back to you. You will be asked to complete a survey at the beginning and the end of the semester. The questions are not sensitive or overly personal. ·If you choose to participate it will require 15 minutes each of your time. ·

There are no potential risks or discomfort that will occur as a result of participating in this survey. You will not personally benefit from taking part in this research, but our study results may help us better understand what motivational factors influence Veteran entrepreneurial intention. You are a volunteer. The decision to participate in this study is entirely up to you. If you decide to leave the study, you may stop at any time. To protect your privacy (identity), we'll assign a new identifying code to your questionnaire's responses. While the study is active, all data will be stored in a password-protected database that can be accessed by the primary researcher. Only the research team will have routine access to the study data.

If you are 18 years of age or older, have read and understood the information provided, and freely consent to participate in the study, you may proceed to the online survey.

☐ Yes (1)

☐ No (2)

End of Block: Introduction

Start of Block: Are you a U. S. Veteran

Q2 Are you a U. S. Veteran

☐ Yes (1)

☐ No (2)

End of Block: Are you a U. S. Veteran

Start of Block: Entrepreneurial Competencies

Q3 Please indicate the extent to which you agree that you are able to engage in the following activities

	Strongly disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
Identify goods and services people want (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perceive unmet customers needs (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actively look for products or services that provide real benefit to the customer (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seize high quality business opportunities (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop long-term trusting relationships with others (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Negotiate with others (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interact with others (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain a personal network of work contracts (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Understand what others mean by their words and actions (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate with others effectively (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply ideas, issues, and observations to alternative contexts (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate ideas, issues, and observations to alternative contexts (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take reasonable job-related risks (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitor progress toward objectives in risky actions (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look at old problems in new ways (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore new ideas (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treat new problems as opportunities (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Plan the
operations of
the business
(18)

☐☐☐☐☐

Plan the
organization
of different
resources
(19)

☐☐☐☐☐

Keep the
organization
running
smoothly (20)

☐☐☐☐☐

Organize
resources
(21)

☐☐☐☐☐

Coordinate
tasks (22)

☐☐☐☐☐

Supervise
subordinates
(23)

☐☐☐☐☐

Lead
subordinates
(24)

☐☐☐☐☐

Organize
people (25)

☐☐☐☐☐

Motivate
people (26)

☐☐☐☐☐

Delegate
effectively
(27)

☐☐☐☐☐

Determine
long-term
issues,
problems, or
opportunities
(28)

☐☐☐☐☐

Aware of the projected directions of the industry and how changes impact the firm (29)



Prioritize work in alignment with business goals (30)



Redesign the department and/or organization to better meet long-term objectives and changes (31)



Align current actions with strategic goals (32)



Assess and link short-term, day to day tasks, in the context of long term relationships (33)



Monitor progress towards strategic goals (34)



Evaluate results against the strategic goals (35)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determine strategic actions by weighting goals and benefits (36)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dedicate to make the venture work whenever possible (37)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refuse to let the venture fail whenever appropriate (38)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possess an extremely strong internal drive (39)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commit to long term business goals (40)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Entrepreneurial Competencies

Start of Block: Resilience

Q4 Please indicate the extent to which you agree that you are able to engage in the following responses: (1) Strongly Disagree (2) Disagree (3) Neither Agree or disagree (4) Agree (5) Strongly Agree

	Strongly Disagree (1)	Disagree (2)	Neither Agree nor Disagree (3)	Agree (4)	Strongly Agree (5)
I look for creative ways to alter difficult situations (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regardless of what happens to me, I believe I can control my reaction to it (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I can grow positive ways by dealing with difficult situations (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I actively look for ways to replace the losses I encounter in life (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Resilience

Start of Block: Entrepreneurial Intention

Q5 Please indicate the extent to which you agree or disagree with the statements below using the following responses: (1) Strongly Disagree (2) Disagree (3) Neither Agree nor Disagree (4) Agree (5) Strongly Agree

	Strongly disagree (1)	disagree (2)	Neither agree nor disagree (3)	agree (4)	Strongly agree (5)
I am ready to do anything to be an entrepreneur (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My professional goal is to become an entrepreneur (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I will make every effort to start and run my own firm (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am determined to create a firm in the future (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have very seriously thought of starting a firm (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the firm intention to start a firm someday (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Entrepreneurial Intention

Start of Block: Control Variables

Q6 What is your gender?

☐ Male (1)

☐ Female (2)

Q7 Please select your branch of service

☐ Army (1)

☐ Air Force (2)

☐ Navy/Coast Guard (3)

☐ Marines (4)

Q8 Please select your Military Pay Grade

☐ E1-E3 (1)

☐ E4-E6 (2)

☐ E7-E9 (3)

☐ W1-W5 (4)

☐ O1-O3 (5)

☐ O4-O10 (6)

Q9 How many years of military experience you have?

Q10 Please respond to the questions below using the following scale: 1 = Extremely negative, 2 = Negative, 3 = Neither negative nor positive, 4 = Positive, 5 = Extremely positive

	Extremely negative (1)	Negative (2)	Neither Negative nor positive (3)	Positive (4)	Extremely positive (5)
My spouse/significant other feels____about my starting a business (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, my relatives feel ____about my starting a business (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My close friends feel _____about my starting a business (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Control Variables

Start of Block: Family Business Experience

Q11 Does a parent currently own or have they ever owned a business?

☐ Yes (1)

☐ No (2)

Q12 Does a family member other than a parent currently own or have they ever owned a business?

☐ Yes (1)

☐ No (2)

Q13 Have you ever worked in a family member's business?

☐ Yes (1)

☐ No (2)

Q14 How many years of entrepreneurial experience do you have? Please answer 0 if you don't have any.

Q15 Please indicate your age in years.

Q16 Please indicate your highest level of education achieved:

▼ High School (1) ... Doctorate (5)

Q17 What is your Prolific ID?

End of Block: Family Business Experience
