

ABSTRACT

FERREIRA, BRUNO. Development and validation of the Tourism e-Microentrepreneurial Self-Efficacy scale. (Under the direction of Dr. Duarte Morais and Dr. Kyle Bunds).

Tourism is a major economic force in many regions (Turner and Ash, 1975; Gmelch, 2012; Garcia-Ramon, Canoves & Valdovinos, 1995; Murphy, 2013; Hall, Harrison, Weaver & Wall, 2013), generating employment, public tax, and foreign exchange (UNWTO, 2015), but some authors posit that local ownership is the most meaningful way to engage local communities in the industry (Nyaupane, Morais & Dowler, 2005; K.C., 2015; LaPan, 2014; Mao, 2014). Until recently, access to tourists depended on formal distribution systems, but webmarketplaces such as People-First Tourism, Etsy, Airbnb, and LocalHarvest now allow microentrepreneurs to showcase products and services to large markets, and more importantly reach customers directly. Despite its ubiquity and millions of adopters around the world, the emerging sharing economy has largely failed to engage under-resourced rural tourism-microentrepreneurs in meaningful economic activity, potentially exacerbating existing socio-economic disparities. In order to understand the rural subaltern's involvement with e-commerce, I drew on Self-Efficacy Theory, a dominant theoretical paradigm used to explain people's motivation, level of effort, and perseverance in a task. I adapted the construct of Entrepreneurial Self-Efficacy to the context of tourism e-microentrepreneurship, which culminated in Tourism e-Microentrepreneurial Self-Efficacy (TeMSE), defined as one's belief in one's ability to successfully perform the various roles and tasks of microentrepreneurship in the tourism e-business sector.

The purpose of this study was to define, conceptualize, and operationalize TeMSE. An initial pool of 109 items was informed by a thorough literature review and field research. Two face validity tests carried out by independent panels of experts helped trim the item pool down to 33

items. The scale was pilot-tested with 109 undergraduate and graduate students, and Exploratory and Confirmatory Factor Analyses were conducted on a sample of 300 tourism e-microentrepreneurs from the Southeastern U.S. The results reveal that a parsimonious 13-item multidimensional scale (i.e., pursuing innovation; marshaling resources; adapting to externalities; aligning core purpose with self; and e-marketing) had a good fit ($\chi^2=101.839$, CMIN/DF=1.852, CFI=.968, TLI=.954, SRMR=.0453, RMSEA=.053) with the data. Additionally, the subsequent application of the scale by phone to a population of 41 rural tourism e-microentrepreneurs yielded findings corroborated by in-depth qualitative data collected through fieldwork and interviews. These findings suggest that the TeMSE scale stands to make key contributions to the study of tourism microentrepreneurship, to be widely used in needs assessments, and in the monitoring of training programs in cooperation with rural development partners in the field.

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Development and validation of the Tourism e-Microentrepreneurial Self-Efficacy scale

by
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DEDICATION

To Adriana and Rafael. Thank you.

BIOGRAPHY

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Passionate about his research — including sustainable tourism, tourism microentrepreneurship, tourism management, development through sport, and social entrepreneurship — Bruno is a lifelong learner who strives to set the highest standards for himself and his peers.

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CHAPTER 1: INTRODUCTION

1. Introduction

Tourism is a major economic force in many regions, particularly in the pleasure periphery (Turner and Ash, 1975; Gmelch, 2012), rural areas (Garcia-Ramon, Canoves & Valdovinos, 1995), and regions located near industrial, commerce, and technology growth centers (Murphy 2013; Hall, Harrison, Weaver & Wall, 2013). Tourism is credited with generating employment, public tax, and foreign exchange (UNWTO, 2015), but some authors call for increasing efforts in stimulating tourism microentrepreneurship, (Nyaupane, Morais & Dowler, 2005; K.C., 2015; LaPan, 2014; Mao, 2014) because they posit that local ownership is the most meaningful way to engage local communities in the industry. According to these authors, microentrepreneurship stands to make tourism a force for equitable community development by engaging previously alienated segments of society in tourism economics and in the planning of tourism development.

Although tourism microentrepreneurship is very prevalent worldwide, with most notable examples including community-based ecotourism (Garrod, 2003), community-based natural resource management (Dressler et al., 2010), and pro-poor tourism (Ashley, Roe and Goodwin, 2001), little is known about its main characters: the microentrepreneurs themselves (Morais, Ferreira, Nazariadli & Ghahramani, in press). Atjelvic and Doorne (2000) contend that microentrepreneurs are people driven by non-economic motives, who prefer “staying within the fence” (p. 378) rather than pursuing unbridled growth. They avoid suffocating market environments, in order to preserve their quality of life, and rely mostly on “niche markets”. Morais, Wallace, Rodrigues, España, and Wang (2014), on the other hand, encountered rural subaltern

(Spivak, 1985) striving for some extra income to enhance and sometimes secure their livelihoods. These entrepreneurs manifested the desire to pass on knowledge about their local region, share dying traditional skills, craft, or art, and a willingness to transmit personal life stories of struggle paired with resilience. Although one might find the two profiles very different, even contradicting at times, perhaps more important than the fingerprint of the tourism microentrepreneur is mapping out the common underlying psychological mechanisms that might influence the persistent pursuit of tourism microentrepreneurship, as well as the types of skills necessary to strive in the activity. Accordingly, in this project, self-efficacy theory provided the frame for understanding these psychological mechanisms.

Self-Efficacy Theory (Bandura, 1977) is a dominant theoretical paradigm used to explain people's motivation, level of effort, and perseverance in a task (Alkire, 2005). In order to examine the phenomenon at hand, I adapted the construct of Entrepreneurial Self-Efficacy (Boyd & Vozikis, 1994) to the context of tourism e-microentrepreneurship, arriving to Tourism e-Microentrepreneurial Self-Efficacy (TeMSE), defined as one's belief in one's ability to successfully perform the various roles and tasks of microentrepreneurship in the tourism e-business sector. E-commerce was included in the scope of the study because, according to some authors, the sharing economy has become an integral part of microentrepreneurship (Mladjenovic, 2013) and a game-changer in tourism microentrepreneurship (Azenha, Beirão & Xavier, 2015).

In order to assess this construct among tourism microentrepreneurs, there was the need to develop and validate a suitable scale, because there was none in the literature as specific as needed. For that reason, I followed the standard eight-step process proposed by DeVellis (1991): 1.) I relied on related literature and field research to 2.) create an initial pool of 106 items that was trimmed

down to 37 by the research team. 3.) I opted for a five-point Likert scale and 4) carried out a face validity test with faculty and select graduate students in Tourism Studies and Anthropology. A second validity test was also undertaken by thirteen independent experts from prominent institutions, which allowed me to devise six dimensions encompassing the scope of this construct: pursuing innovation; marshaling resources; adapting to externalities; defining and articulating core purpose; alignment with self; and e-commerce. 5.) In January 2016, I piloted the scale with 109 undergraduate and graduate students, and examined wording, means, and variance. I administered a thirty-three item scale to 300 tourism e-microentrepreneurs in the southeast and run 6.) Exploratory and 7.) Confirmatory Factor Analyses to examine the dimensional structure of the scale. The results show a dimensional structure of five dimensions (i.e., pursuing innovation; marshaling resources; adapting to externalities; aligning core purpose with self; and e-marketing). The last step was to assess 8) construct validity. I found convergent validity with Human Agency, a construct conceptually related to Self-Efficacy, and discriminant validity with Self-Esteem. Finally, I tested the scale with a sample of forty-one tourism e-microentrepreneurs engaged with People-First Tourism in North Carolina to ascertain whether the results matched insights from fieldwork and research engendered by other scholars with similar populations.

The formal report of the process involving the various phases in the development of the TeMSE Scale is accompanied by a thorough analysis and debate on the tradeoffs of different approaches and underlying reasons for decisions made at each step. I also disclosed the dimensions where microentrepreneurs feel less efficacious and discuss intervention strategies that can be developed and delivered in cooperation with our partners in the field.

2. Purpose

The overarching purpose of this thesis is to add to the growing body of literature on microentrepreneurship by theoretical, empirical, and statistically rigorous investigation of TeMSE as an important psychological antecedent to tourism e-microentrepreneurship. The purpose of this study can be broken down into three main objectives:

1. Definition, conceptualization and operationalization of TeMSE. The present study stands to make a seminal contribution to explore what poses to be an important psychological antecedent to tourism e-microentrepreneurship. Theory building is warranted to understanding why, in the face of growing demand for authentic tourism experiences (Urry, 1995), free access to webmarketplaces (Ferreira, Morais & Lorscheider, 2015), and evidence of economic benefits (Nyaupane, Morais & Dowler, 2005), there are no signs of significant involvement of the rural subaltern in tourism e-microentrepreneurship.
2. Develop and validate the TeMSE Scale. Although the field of entrepreneurship research is growing rapidly within the organizational sciences (Dean, Shook & Payne, 2007), measurement instruments employed are, in general, often conceptualized on an ad-hoc basis and lack solid theoretical grounding, thus inhibiting further theory building and replication (Crook, Shook, Madden, Morris, 2010b). Aware that issues of poor reliability and validity might hamper the development of entrepreneurship as a prominent field of research, a series of publications has been addressing the problem (Crook, Shook, Madden, Morris, 2010a, 2010b; Slavec & Drnovsek, 2012). In addition, as a reassurance of the relevance and pertinence of this study I would like to single out the recent special

issue of the *International Journal of Entrepreneurial Behaviour & Research* on “Measuring entrepreneurship – a collection of valid scales” (forthcoming), that calls for studies that address this particular gap and develop theoretically grounded, multi-item measurement scales intended to operationalize important entrepreneurial concepts.

3. Propose a new tool to be used in needs assessments and in the monitoring of training programs. My frequent interactions with rural development agents revealed that, in general, they are not familiar with the types of skills involved in tourism e-microentrepreneurship, nor do they know in which of those types of skills tourism e-microentrepreneurs feel more or less capable. Rural development agencies have an important role to play in fostering tourism e-microentrepreneurship, especially in the rural periphery. I intend to establish that tapping into the sharing economy will strengthen local tourism microenterprises and rejuvenate rural economies, thus promoting sustainability and equitable prosperity in communities. Then, I will unearth what are the types of skills inherent to tourism e-microentrepreneurship. Finally, by measuring perceptions of competence at these skills among tourism e-microentrepreneurs in North Carolina, I will be able to inform rural development agencies on critical aspects to take into consideration while developing and delivering entrepreneurial curricula to the rural subaltern. On this topic, Lucas and Cooper (2004) stated that to increase levels of entrepreneurial motivation it is essential that programs influence self-efficacy and confidence of individuals so that they will try, learn, and persist in the pursuit of entrepreneurship. Similarly, Chen, Greene & Crick (1998) contended that ESE is not a panacea but, nevertheless, an important variable in the complex process of entrepreneurial decision and action, that should be

incorporated into models of research, education, counseling, and community intervention in order to “help us better understand entrepreneurial action and give us some additional leverage to translate entrepreneurial potential into entrepreneurial reality” (p.314).

3. Limitations

My long time, international participation in the People-First Tourism research project enabled unusual access to in-depth data. This invaluable insight was used to lay the road map to this research project, as well as allowed me to make data-driven, field- research supported decisions when necessary, adding meaningfulness and validity to the findings. This is important because, although scale development largely requires a quantitative methods approach, the conceptualization of the project and decision making throughout was informed by large amounts of qualitative data collected longitudinally by myself and other members in the P1t Lab team.

A possible limitation of this study is the adequacy of scale to the population of tourism e-microentrepreneurs engaged with the People-First tourism project. It is plausible that P1t e-microentrepreneurs differ from other more urban, better equipped e-microentrepreneurs engaged in the sharing economy. Therefore, further research is needed to examine the extent to which the multidimensionality of tourism e-microentrepreneurial self-efficacy is reflected among other large samples of rural tourism e-microentrepreneurs.

Finally, given that this study stands to be a seminal piece on the examination of entrepreneurial self-efficacy among tourism e-microentrepreneurs, results in this study cannot be compared to norm values of self-efficacy, which leaves us only with the option to compare levels across dimensions of the construct. One other avenue for future research would be to examine the

predictive power of TeMSE in relation to entrepreneurial intention and behavior among microentrepreneurs, which would allow us to discern which of the dimensions are the strongest predictors.

4. Delimitations

Findings of this study have external validity to the population of tourism e-microentrepreneurs in the United States of America. Accordingly, the initial item pool was generated from literature emanating from the Western World and the field research work was performed in North Carolina. The panels of experts in this study were residents in the U.S. and the university students whom we piloted the questionnaire were American in their vast majority. Also, all 300 tourism e-microentrepreneurs recruited by Qualtrics for this study were based in the Southeast U.S. The validity of the construct and its dimensional structure for populations of microentrepreneurs among other cultures and in different regions of the world is a desirable and needed avenue of future research.

5. Definitions

A list of key terminology and definitions specifically related to this study include:

Entrepreneurship: According to Aulet (2013), entrepreneurship is simply the process of creating a new business where there was none. He further distinguishes Small and Medium Enterprise Entrepreneurship, normally started by a single individual with the aim to serve a local market, and Innovation-Driven Enterprise Entrepreneurship, normally undertaken by team of individuals who aim at going well beyond the local market. Likewise, Carland and Carland (1997)

also discern different manifestations of entrepreneurship, namely Macroentrepreneurship, the creation of businesses that stimulate new industries, which grow into dominant giants, Microentrepreneurship, the creation of “businesses which never grow, which become fixed as landmarks in our towns, cities, and communities (p. 36), and Entrepreneurship, which lies somewhere between the two poles of the entrepreneurship continuum.

Microentrepreneurship: In the entrepreneurship continuum, microentrepreneurship stands out to be driven by non-economic motives such as freedom, passion, or lifestyle, in addition to economic motives that cut across all forms of entrepreneurship (Carland and Carland, 1997). Microentrepreneurs usually refrain from pursuing growth once their ventures enable a desired comfort level and lifestyle (Carland and Carland, 1997). Microenterprises employ five or fewer employees and tend to operate in under-regulated business environments that allow low entry barriers, but typically the ventures do not afford stable livelihoods nor health benefits (Ferreira, Morais & Lorscheider, 2015). Small size and informal nature render microenterprises nimble and easily adaptable to the needs of changing economic landscapes (Mladenovic, 2013).

Tourism microentrepreneurship. Despite its ubiquity and importance to local communities, tourism microentrepreneurship is an understudied phenomenon (Morais, Ferreira, Nazariadli & Ghahramani, in press; Morais et al., 2012; LaPan, 2014; K.C., 2015). For the purpose of this study, tourism microentrepreneurship is the expression of microentrepreneurship in the broader tourism segment, including but not restricted to its main four operating sectors: attractions, transportation, food services, and lodging (Walker & Walker, 2011); defined as the process of launching a new or adding value to an existing enterprise operating in any of the tourism sectors, employing no

more than five people, with the aim to serve a local market and permitting the owner a desired comfort level and lifestyle.

Tourism e-microentrepreneurship. An expression of tourism microentrepreneurship enabled by the advent of internet and particularly the emerging sharing economy. Webmarketplaces such as P1t, Etsy, Airbnb, and LocalHarvest now allow microentrepreneurs to showcase products and services to reach untapped markets (Ferreira, Morais & Lorscheider, 2015), overcoming their long-term inability to enter the formal tourism distribution system and consequent lack of access to markets that had been a barrier to engagement (Morais et al, 2012). I defined tourism e-microentrepreneurship as the process of launching a new enterprise or adding value to an existing one, relying partially on web marketplaces to attract visitors and operating in any of the tourism sectors, employing no more than five people, with the aim to serve a local market and permitting the owner a desired livelihood and lifestyle.

E-commerce: Electronic commerce is the process of buying and selling products through the Internet. In this study, I refer solely to consumer-to-consumer (C2C) e-commerce—occasionally called customer-to-customer e-commerce— which is facilitated in large part by websites offering free classified advertisements, auctions, forums, and individual pages for start-up entrepreneurs (Ferreira, Morais & Lorscheider, 2015). These go-between websites, henceforth referred to as webmarketplaces, offer a plethora of functions that enable C2C transactions and interactions, making a profit off small fees charged to sellers and often provide a secure and convenient payment method (Ferreira, Morais & Lorscheider, 2015).

CHAPTER 2: LITERATURE REVIEW

1. Introduction

The current study is a multidisciplinary endeavor that attempts to break out of the disciplinary siloization of Academia and make a real difference in people's lives. To better conceptualize the problem, I drew content from critical theory in tourism research, social psychology, and entrepreneurship research. I started with an exposition of the shortcomings of tourism as how it generally fails to bring about equitable prosperity, thus presenting tourism microentrepreneurship as the most meaningful way to have communities involved in the industry. Then, I introduce People-First Tourism, a longitudinal, participatory, action-research project aiming at understanding the impact of tourism microentrepreneurship in the lives of the rural subaltern. I also explain how the project capitalizes on the emerging sharing economy, although in other contexts it has generally failed to engage individuals with vulnerable livelihoods. Next, the construct of entrepreneurial self-efficacy is used to explain and predict individuals' participation in entrepreneurship. There are several scales in the field to measure the construct, however they fail to capture the essence and specific skills inherent to tourism e-microentrepreneurship, creating the need to operationalize a new multidimensional construct and develop and validate a scale to measure it. I finalize this chapter with the enunciation of three research questions that drive this study.

2. Shortcomings of tourism and barriers to tourism microentrepreneurship

The topic of benefits and shortcomings of tourism has fueled intense and passionate debates in the academic community since the early days of research in the field (Weaver, 2004). Those who

take an advocacy platform have claimed that tourism can be a powerful tool to create economic development, employment, infrastructure and superstructure, and gain foreign currency (Walker & Walker, 2011). Even critical theorists acknowledge that under certain circumstances tourism can be the stage that gives voice to the otherwise invisible rural subaltern (Wang & Morais, 2014; Aitchison, 2001). On the other end of the spectrum, those taking up a cautionary platform are concerned about inequalities in income distribution, harms in the social and cultural fabric of host communities, as well as the potential for environmental degradation (Walker & Walker, 2011). Since the nineties, scholars in the adaptancy platform have recognized that tourism development encompasses both advantages and disadvantages, and that the latter can be mitigated through appropriate planning (Weaver, 2004). Moreover, this philosophy endorses some niche tourism forms believed to be most beneficial, such as eco-tourism, rural tourism, cultural tourism, or pro-poor tourism (Walker & Walker, 2011).

Findings suggest that host communities will benefit the most from tourism if they are actively engaged in the tourism development planning process (Davis & Morais, 2004). However, Gezon (2003) cautions that even development organizations have a poor record of incorporating local people as full actors in all phases of project design, implementation, and evaluation. In fact, researchers have observed that locals are limited to low-level, low-responsibility jobs in the food and accommodations sectors with little chance to aspire for managerial positions, which are usually handed over to foreigners or local elites (Gmelch, 2012). Local populations have to bear in mind that “big boy” private investment in tourism may not care about positive impacts in the surrounding community (Davis & Morais, 2004). As Britton (1991) assertively posits, tourism enterprises are not in the business of community development but in the business of accumulating

profit for themselves. Accordingly, Nyaupane, Morais and Dowler (2005) advocated for tourism microentrepreneurship as the most meaningful and impactful way for locals to get involved in the local tourism industry. Their assumption is based on the premise that personal investment paired with a change in one's mindset required to initiate and operate even the most informal of tourism micro-enterprises should set the pace for the desirable self-reliant and self-determined development of under resourced individuals. In the context of tourism, microentrepreneurship, as defined by Ferreira, Morais and Lorscheider (2015), is the process of starting a business employing five people or less, usually including an owner/manager/worker and family members. Microenterprises tend to operate in under-regulated business environments that allow low entry barriers, but typically the ventures do not afford stable livelihoods or health benefits.

Empirical studies in the entrepreneurship literature found that wealth is an important determinant of business startups (Evans & Jovanovic, 1989; Kan & Tsai, 2006), alluding to the existence of binding liquidity constraints, which renders tourism microentrepreneurship very appealing since, as seen, it allows for low entry barriers. However, in my field research I find individuals with vulnerable livelihoods to be generally risk averse, which often makes them shy away from starting and running a tourism microenterprise. This is supported by Cressy (2000), who suggests a negative relationship between wealth and absolute risk aversion. In practice, microentrepreneurs will step away from potentially highly profitable investments, not because they are risk averse by nature, but simply because they can't afford any substantial loss, regardless of the low probability of that event, for it will drastically affect their livelihoods.

Unfair competition is another threat to locals. Outside investors commonly move into the tourist destination and take control of the industry, because they are more business savvy, have

access to investment capital, and control the tourism distribution systems (Mowforth, Charlton & Munt, 2008). In addition, “the bottleneck is at the top of the bottle” (Quadir, 2002, p. 69) in the sense that there is little effort put forward by governments in the pursuit of policies that further broad interests, especially if the same government is accountable only to a narrow elite. Accordingly, Tosun (1999) posited that participatory tourism development is only a mirage in regions which have not undergone a total change in the socio-political, legal, administrative and economic structures in place, so to enable locals to take matters in their own hands.

However, locals can take over niche tourism markets that are complementary to the formal tourism industry product, making it richer and more diverse without embodying a direct threat to the status quo (Ferreira & Morais, 2015). This model enables alienated individuals who otherwise would not participate in the local tourism industry, hence contributing to equitable and sustainable development at the destination (Ferreira & Morais, 2015). The latter is supported by Poon’s (1993) and Urry’s (1995) assertion that the age of mass tourism is coming to an end. Criticism of mass tourism in popular culture goes as far back as the seventies, when Monty Python (1972), the British surreal comedy group, wittily described the Spanish Costa Brava, still nowadays one of the most popular sun, sea, and sand destination in Europe, as a pitiful British colony planted next to the Mediterranean Sea. At one point, in the famous “Travel agent” sketch, the tourist complains:

“I’m fed up going abroad and being treated like a sheep. What’s the point of being carted around in busses, surrounded by sweaty mindless oafs from Kettering and Boventry in their cloth caps and their cardigans and their transistor radios and their ‘Sunday Mirrors’, complaining about the tea? ‘Oh they don’t make it properly here. Do they? Not like at home’. Stopping at

Majorcan bodegas, selling fish and chips and Watney's Red Barrel and calamares and two veg and sitting in cotton sun frocks squirting Timothy White's suncream all over their puffy raw swollen purulent flesh cos they 'overdid it on the first day!'”

Pine (2004) ascertained that in post-modern society, goods and services are no longer the most sought after and valuable commodities, as consumers start to reveal a desire for authentic experiences. Cleverdon and Kalish (2000) interpreted this social transformation as a good augur for the advancement of fair trade in tourism, towards a more sophisticated and authentic tourism experience. Likewise, Yu, Morais and Chick (2005) posited that the tourist's experience should become the key indicator for evaluating tourism quality. For example, in 2015 the Greater Raleigh Conventions and Visitors Bureau rebranded Raleigh as “a thriving Southern capital city shaped by the passionate minds of its residents” (GRCVB, 2015). Their Destination Brand Positioning Statement reads:

“Smart and savvy locals are the lifeblood of the city, the brains behind its educational institutions, renowned research facilities, historic preservation efforts and enviable rankings for a quality of life that is physically represented through lush greenways and natural parklands. Travelers intrigued by Raleigh's long list of superlatives will discover that its entrepreneurial locals are responsible for its emerging success and for the fostering of its cultural heartbeat, including museums, arts, live music, craft culinary and beverage scene, handcrafted goods and historic experiences.

This people-centric approach, capitalizing on the hip faces of media famous entrepreneurs in Wake County, represents a significant departure from the former “Raleigh, the City of Oaks”, which had until recently epitomized Urry’s (1995) “consumption of landscapes” through the visitors’ visual gaze.

While this people-centric approach appears to be a dramatic change in institutionalized practices in favor of a small elite, one needs to remain critical about the real reach of this new strategy in respect to its impact on local communities. The cover of *Our State* magazine in September 2015 issue reads “100 voices from 100 counties. From Alamance to Yancey, who speaks for your county?”. The article, authored by Markovich (2015), starts with the claim that NC does not speak with one voice, rather with hundreds, thousands, and millions. In addition, the author further claims these voices are young, old, white, black, Latino, Asian, American, Indian, feminine, masculine, long timers, newcomers, famous, and unknown. While a full study would be required to “uncover the complex and fluid nature of the construction of identity through official tourism representations” (Wang & Morais, 2012, p. 77) of North Carolinians “who have something to say”, it is apparent that, with a few exceptions, the vast majority of these “faces” are not anonymous, but the ones of local elites, better equipped and more influential, able to identify and use opportunities and resources originally created for the benefit of the larger population, a phenomenon commonly referred to as “elite capture” (Platteau & Gaspart, 2003).

3. People-First Tourism

Conversely, People-First Tourism, a new paradigm in tourism scholarship, uses a participatory action model to promote and support locals interested in pursuing dignified and sustainable

livelihoods through tourism microentrepreneurship (Morais, Heath, Tlhagale, Cobb, Payton, Martin, Mehta & Bass, 2012). The program builds on new approaches to combat poverty and foster equitable community development such as microenterprise, individual development accounts, and the bottom of the pyramid scheme, which are gradually shaping the landscape of contemporary social and welfare policy and practice (Cooney & Shanks, 2010). Prominent examples of the seemingly contemporary trendy adoption of market based solutions for poverty alleviation are social entrepreneurship (Alvord, Brown & Letts, 2004; Mehta, 2013) and microfinance (Nader, 2008; Moodie, 2013; Smith & Jain, 1999).

Such approaches are considered innovative and more sustainable alternatives to the traditional donation model widely spread throughout the nonprofit sector. Accordingly, People-First Tourism Inc., the business branch, was formed in parallel to the research project and takes the form of a marketplace for buying and selling genuine tourism experiences. The website links entrepreneurs with adventurous and conscientious tourists interested in unique experiences and in making positive impacts on the communities they visit. Noteworthy is the fact that the system connects buyers and sellers with a broad spectrum of connectivity, incorporating both high-feature web browsing and the ubiquitous connectivity of SMS in simple mobile phones.

4. E-commerce potential and limitations

In competitive markets, access to customers is often controlled by retail monopolies (Payton, Morais & Heath, 2015). In those situations, small and micro-businesses recurrently face great barriers to make their goods and services visible to potential customers. The control exerted by intermediaries is often due to customers' lack of information about suppliers or because of

excessive complexity of supply. At its core, retail monopolies are dependent on information imbalances, and therefore, such situations can be addressed with information-based solutions that improve informational flow between suppliers and their potential customers (Payton, Morais & Heath, 2015).

Recently, advances in information and communications systems (ICT) have created innovations that can moderate large and complex sets of product offerings and make them available to customers in efficient ways. While ICTs cannot in and of themselves solve social and economic discrepancies due to the “digital divide” wherein there is an observed gap between individuals with ready access to ICTs and those without such access, ICTs (i.e. Marketplaces such as EBay, Craigslist, and others) allow suppliers to showcase their goods or services. These internet based marketplaces may help potential customers navigate offerings in more or less facilitated ways (Ferreira, Morais, Lorscheider, 2015). In the specific context of tourism, lodging, and entrepreneurship, there’s a wide array of web marketplaces to match micro-entrepreneurs’ specific needs and expectations. It is possible to sell tourism experiences using Vayable or Tours by Locals, sell crafts and art using Etsy, sell farm products using Local Harvest, sell gastronomic experiences with Feastly or EatWith, and even rent a house or a room using Airbnb (Ferreira & Morais, 2015).

The sharing economy is seen to have a remarkable effect on tourism (Molz, 2012). In a study conducted in Indonesia by Azenha, Beirão & Xavier (2015) with local “hosts” engaged with the Dutch-based Withlocals, evidence was found of changes in the existing social paradigm, allowing local citizens to obtain more income, enabling microentrepreneurship, and driving local economic development. However, they also found that this recent model is being questioned in regards to sustainability and legality by numerous agencies and governments, resulting in the banning from

several cities and countries. The battle in the legal and public opinion arenas is being fought in a fiercer manner in US and in Europe.

Maytonin (2015) wrote in *The Guardian* that more than 15,000 renters in San Francisco signed a petition calling for more oversight as well as new restrictions on the number of nights hosts can offer on home sharing websites like Airbnb. Many of the city's longtime residents are concerned that if the government doesn't take action soon, evictions will continue to rise because property owners are looking for higher returns by using the websites. In an article by Pimentel (2015), the *Observador* unveiled Lisbon Court's decision to temporarily prohibit UBER from operating in Portugal. A complaint had been filed by the country's Taxi Workers' Alliance, under the claim of unfair competition deriving from the fact that, unlike regular taxi drivers, UBER drivers are not required to hold a special permit for transportation of passengers, nor are they subject to income taxes or Social Security payments. For compliance with these measures, the court notified all telecom operators as well as the National Communications Authority to "suspend transmission, data storage, access to telecommunication networks or the provision of any other equivalent service" related to UBER (Bancaleiro, 2015). However, mistakenly, the court notified the American instead of the European Uber subsidiary, which meant that due to bureaucratic intricacies the court's decision never reached the streets, which generated nationwide protests from taxi drivers later the same year (Bancaleiro & Pinto, 2015).

In addition, there has also been an outburst in criticism fueled by a body of embarrassing examples exposed in mainstream media outlets and social networks, which casts more scrutiny to the real ability of sharing economy web marketplaces in enabling microentrepreneurial success. In 2015, *The New York Times* published the story by Tabuchi of a hit Etsy store accused of mass-

producing goods and of obtaining wares from China, while, for many of its fans, Etsy is regarded as antidote to global mass production and consumption and a stand against corporate branding.

This example is symptomatic that, on the one hand, sharing websites claim they are trying hard to implement disincentives to high-volume sellers and keep their marketplace exclusive to microentrepreneurs who make their own crafts, open their own house, or drive their own cars, a “side-gig” to enhance their livelihoods. But on the other, socially conscious consumers are left wondering if there might be ways to harness the market demand for local, genuine, meaningful consumption without succumbing to economic pressures of economies of scale, mass production, and deceit.

So far there are few incentives to combat misappropriation of resources made available by web marketplaces, especially because the business model usually revolves around shaving off a percentage of the total volume transacted, thus inherently welcoming mass production. This, however, can flip if this wave of criticism translates in substantial losses due to perceived inauthenticity or if pressure from brick and mortar retailers drives governments to tighten regulations on e-commerce.

5. Recruiting and training microentrepreneurs

In either case, web marketplaces will need to develop strategies to tap into genuine microentrepreneurs in order to thrive in the newly regulated arena, where authenticity and production methods will be closely examined. One would expect to find the most charismatic individuals operating underground where they can move freely, away from the complexity and constraints of formal marketplaces. This breed of entrepreneurs is usually not affiliated with formal

professional networks nor are their services available through the traditional distribution systems (K.C., 2015). Hence, unearthing genuineness might require collaboration at the community-level with local agencies interested in fostering equitable and sustainable development.

Scouting for potential, suitable, aspiring e-microentrepreneurs might not even be the most cumbersome stage in the process, because it is likely that alienated individuals might not be ready or equipped to take on the course of actions leading to e-entrepreneurship. In this case, government agencies such as Cooperative Extension in North Carolina would stand in a privileged position to deliver purposeful hands-on entrepreneurial training to the rural subaltern.

While conventional entrepreneurial training has focused on business processes, from basic management practices to identifying and exploiting opportunities, Lucas and Cooper (2004) call for approaches that also demystify the entrepreneurial process and build self-belief that aspiring entrepreneurs might have what it takes to succeed in business. Drawing on Bandura's (1986) social cognitive theory, I argue that it is imperative to understand what the dimensions of entrepreneurship are that will impact one's self-efficacy, or one's belief in one's ability to attain success on a given task (Bandura, 1977), if our goal is to develop robust curricula to foster entrepreneurship among the rural subaltern.

6. Entrepreneurship as a panacea

Entrepreneurship has been the warhorse of a number of governments in Europe since the 2008 economic crises. Entrepreneurial enabled self-employment, in particular in the context of Small and Medium Enterprises (SMEs), has been declared the remedy for high unemployment rates, pay cuts, and austerity public spending plans (European Commission, 2012). The belief or even faith

that entrepreneurship is the panacea for various economic and social problems had been previously identified by Anderson, Drakopoulou-Dodd and Scott (2000), in the Thatcherite rhetoric aiming to encourage entrepreneurial activity in Britain.

Research-wise, there is evidence of the merits of SMEs, which can act as a source of competition for larger companies, can promote regional trade, contribute to technology transfer, and aid regional development (Harvie & Lee, 2002). In addition, Papaoikonomou, Segarra and Li (2012) remind us that SMEs account for 97% of businesses worldwide and employ most of the labor force.

However, though the importance and prevalence of SMEs have increased globally, the failure rates within the first three years range from 30% to 50% upwards due to a variety of reasons, including stress-related and family-related transition issues faced by entrepreneurs when engaging in entrepreneurial activity (Fuschetti & Pollack, 2011). Brás (2013) also cautions about the danger posed by unemployment in forcing unequipped, unprepared people into entrepreneurship, which may cause household indebtedness. The author also claims that “need” and “self-employment” based entrepreneurship results in nothing but noise in the business fabric, leading to little tangible economic impact. The latter is worrisome because Brás and Souziakis (2015) found that entrepreneurial activity is mostly necessity driven rather than motivated by opportunity. In this context, efforts should be made at a country’s level to develop policies that support entrepreneurial activities that lead to innovation.

Although, as seen, the argument put forward by entrepreneurship-advocating politicians anchors in the valid assumption that an economically harsh environment sparks entrepreneurial

initiative, one needs to acknowledge that job displacement (Shapero & Sokol, 1982) is just one among many other contextual factors that encourage new venture development (Boyd and Vozikis, 1994). Other contextual variables, such as previous work experience (Mokry, 1988), ethnic group membership (Greenfield & Strickon, 1981), and [un]availability of investment capital (Bruno & Tyebjee, 1982), can easily override entrepreneurial initiative arising from job displacement.

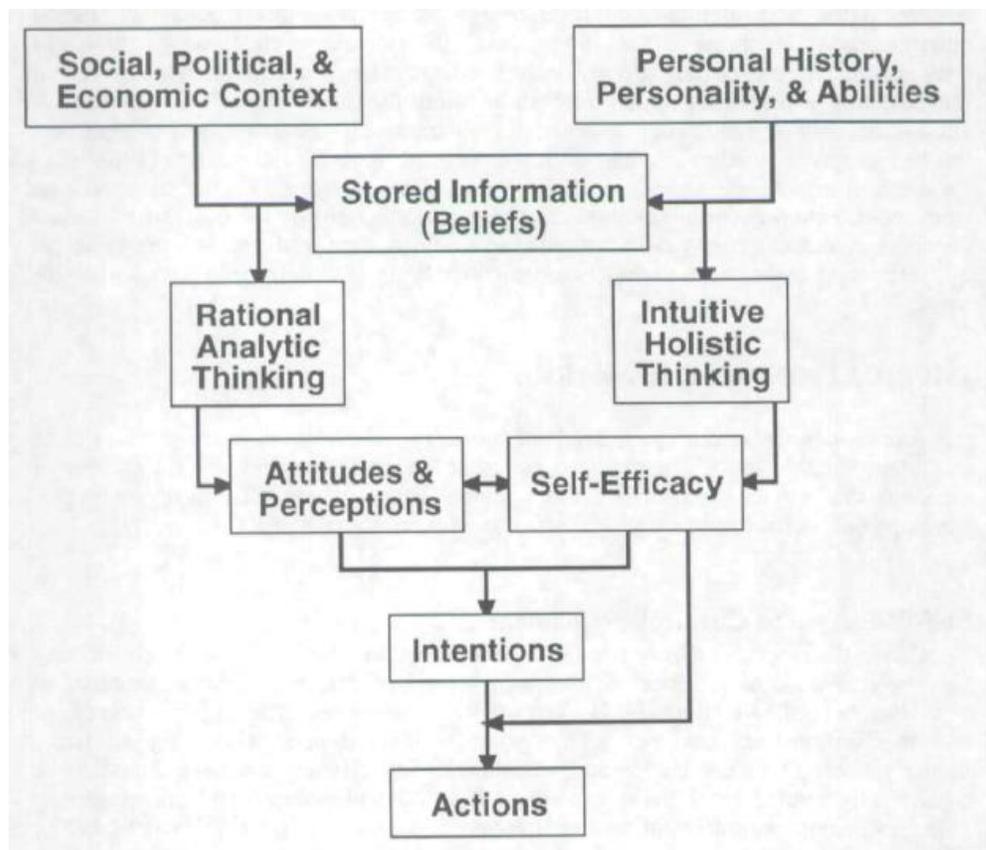
Nevertheless, research in entrepreneurship has long shifted away from the study of entrepreneurial traits (e.g., personality, motivation, and demographics) and contexts (e.g., displacements, prior experience, markets, and economics) (Bird, 1988). As the latter posits, “the study of entrepreneurial intentions provides a way of advancing entrepreneurship research beyond descriptive studies” (Bird, 1988, p. 442), proposing an entrepreneurial intentionality context model that focuses on the conscious and intended act of new venture creation. Under her model and unlike previous assumptions, contextual factors and personal characteristics do not determine behavior, but are nonetheless important to structure both rational/analytic and intuitive/holistic thinking, crystallized, respectively, in goal-directed behavior and vision. These two distinct thought processes lead to the formation of entrepreneurial intentions and subsequent creation of a new venture or the creation of new values in an existing venture.

Although a worthy pioneering attempt to systematize the antecedents to entrepreneurial intentions and actions, the latter model did not incorporate other antecedent factors that explained the strength between intentions and behavior. Attentive to the inherent limitations of this model, Boyd and Vozikis (1994), building on the then recent developments of cognitive human development theories such as Bandura’s (1977, 1982) social learning theory, decided to incorporate the construct of self-efficacy in Bird’s (1988) model.

7. Entrepreneurial Self-Efficacy

Self-Efficacy Theory is a dominant theoretical paradigm used to explain people's motivation, level of effort, and perseverance in a task (Bandura, 1977). It has been defined as *one's* belief in *one's* ability to succeed in a specific situation (Bandura, 1977). In their seminal article, Boyd and Vozikis (1994) propose a revised intentionality model in which self-efficacy is an antecedent to entrepreneurial intention and a mediator between intention and entrepreneurial action. Their postulation has been subject to close empirical examination with largely satisfactory results (Chen, Greene & Crick, 1998; Hechavarria, Renko and Matthews, 2012; Zhao, Seibert & Hills, 2005).

Figure 1. Boyd and Vozikis' (1994) revised model of Bird's (1988) Contexts of Entrepreneurial Intentionality



In Boyd and Vozikis' (1994) model (Figure 1), self-efficacy is one of two outcomes of the cognitive processes previously suggested by Bird (1988), the other one being attitudes towards entrepreneurship. Self-efficacy and attitudes then interact to influence the development of entrepreneurial intentions. However, one should not expect that every intention materializes in a behavior or action, and it is not likely that it does when the perceived likelihood of success is low. Hence, according to Boyd and Vozikis (1994), self-efficacy moderates the relationship between the "development of entrepreneurial intentions and the likelihood that these intentions will result in entrepreneurial action or behavior" (p. 70).

The latter is of the utmost importance because self-efficacy theory holds that if people perceive themselves to be capable of accomplishing certain activities, they are more likely to undertake them in the future (Alkire, 2005). Moreover, self-efficacy will also influence an individual's level of motivation, as reflected in how much effort one will exert in a task, and how long one will persevere in the face of obstacles (Bandura, 1980). That said, the higher the self-efficacy, the higher the likelihood to undertake entrepreneurial action and persist in the endeavor. Although there is some empirical evidence that individuals with histories of varied and numerous experiences of success may be expected to have positive self-efficacy expectancies in a greater variety of situations (Sherer & Maddux, 1982), Bandura (2006) cautions that "the efficacy belief system is not a global trait but a differentiated set of self-beliefs linked to distinct realms of functioning" (p. 307).

Therefore, we should not be surprised to see that Boyd and Vozikis (1994) paved the way to the development and validation of self-efficacy in the entrepreneurial setting (Moberg, 2013). Accordingly, entrepreneurial self-efficacy (ESE) has been defined as one's belief in one's ability

to perform entrepreneurial related tasks (Chen, Greene & Crick, 1998; De Noble, Jung & Ehrlich, 1999; McGee, Peterson, Mueller & Sequeira, 2009; Moberg, 2013).

The results of the study conducted by Chen, Greene and Crick (1998) suggest that entrepreneurial self-efficacy is a distinct characteristic of the entrepreneur, in contrast with managers. The authors argue that ESE can be used to identify reasons for entrepreneurial avoidance, which might hinder women or minority groups from pursuing entrepreneurial activities not because they actually lack necessary skills but because they believe they do. Twenty-two out of twenty-six items in the scale loaded on five factors: marketing, innovation, management, risk-taking, and financial control.

De Noble, Jung & Ehrlich (1999) also found ESE to be a multidimensional construct, only this time to be comprised of six dimensions: developing new product or market opportunities; building an innovative environment; initiating investor relationships; defining core purpose; coping with unexpected challenges; and developing critical human resources. In this study, they also found higher ESE in graduate students concentrating in entrepreneurial studies when compared to graduate students concentrating in other areas of business. In a similar study, Zhao, Seibert and Hills (2005) also discovered that entrepreneurial education was positively associated with higher levels of ESE.

McGee, Peterson, Mueller and Sequeira (2009) dissipated any doubts about the multidimensionality of ESE with their massive examination (n=303) of nascent entrepreneurs, where they unearthed five dimensions: searching, planning, marshaling, implementing human resources, and implementing financial resources. However, these dimensions are not based on

general management tasks such as marketing, strategic planning, and business decision-making like the studies reviewed above; rather, they represent specific phases in which nascent entrepreneurs engage during the process of launching a venture.

Although well established in the field, the ESE scales developed by the authors of these three studies have faced some criticism in regards to their applicability among populations unfamiliar with management and finance jargon. Because of this, Moberg (2012) developed an ESE scale with neutral wording, with the purpose of improving reliability in customary pre-post assessments of entrepreneurship education, where respondents are likely to have a limited understanding of discipline-specific terminology before taking the training. In such case, differences in means are likely to represent an enhanced understanding of such jargon and not so much improvements in ESE. However, I have doubts that the inclusion of items such as *“I am able to exercise flexibility in complicated situations when both means and goals are hard to establish”* live up to the expectations of the scale. Moreover, seeking for reliability might have left his scale prone to response bias towards social desirability. Items such as *“I am able to persist in face of setbacks”* or *“I am able to learn from failure”* can easily distort results, because individuals are usually strongly motivated to present themselves in a way that society regards as positive (DeVellis, 1991). Finally, the scale might be fit to meet the “growing demand of program evaluations within entrepreneurship education” (p. 8), but I wonder if it is useful at all to young and possibly inexperienced entrepreneurship students, who have several years to go before they will need to *“Lead and manage a team”* or *“Manage time in projects”*, tasks and roles mainly found and almost exclusive to corporate environments.

Table 1. Empirical Studies Involving ESE. Adapted from McGee, Peterson, Mueller and Sequeira (2009)

References	Specificity	Dimensionality	Sample	Key findings
Anna, Chandler, Jansen, and Mero (1999)	ESE	12 items loading on 4 factors	170 women business owners	The types of ESE exhibited by female business owners in traditional industries differed from female business owners in nontraditional industries.
Arenius and Minniti (2005)	ESE	1 item	51,721 participants in the Global Entrepreneurship Monitor project	ESE is positively associated with being a nascent entrepreneur.
Barbosa et al. (2007)	ESE	18 items loading on 4 factors	528 university students from Russia, Norway, and Finland	Differing cognitive styles and levels of risk preference are associated with different types of ESE.
Baughn, Cao, Le, Lim, and Neupert (2006)	ESE	16 items	782 upper-division university students from China, Vietnam, and the Philippines	Female students exhibited lower levels of ESE than their male counterparts in China, Vietnam, and the Philippines.
Baum and Locke (2004)	GSE	2 items [†]	229 owners of small woodworking firms	GSE has a strong direct effect on venture performance.
Baum, Locke, and Smith (2001)	GSE	3 items [†]	414 CEOs of woodworking ventures	GSE is indirectly associated with venture performance.
Begley and Tan (2001)	ESE	7 items loading on 1 factor [†]	1,253 MBA students from 6 East Asian and Western countries	East Asian MBA students exhibited lower levels of ESE than MBA students in Western countries
Bradley and Roberts (2004)	GSE	4 items	7,176 participants in the National Survey of Families and Households	GSE is positively associated with job satisfaction among the self-employed.
Chen et al. (1998)	ESE	22 items loading on 5 factors	140 undergraduate and MBA students and 175 small business managers and founders	The type of ESE exhibited by entrepreneurs differs from those exhibited by managers.
De Noble et al. (1999)	ESE	22 items	359 undergraduate and graduate university students	ESE is positively associated with entrepreneurial intentions. ESE can differentiate entrepreneurship students from nonentrepreneurship students.
Drnovsek and Glas (2002)	ESE	19 items loading on 5 factors [†]	302 innovators and graduate students from Slovenia and the Czech Republic	The type of ESE exhibited by innovators differed from those exhibited by graduate business students.
Erikson (2002)	ESE	6 items	65 British MBA students	The multiplicative effect of perceived entrepreneurial competence and entrepreneurial commitment is strongly correlated with entrepreneurial capital.
Florin et al. (2007)	ESE	8 items [†]	220 undergraduate university students	GSE is associated with entrepreneurial drive. Senior university students exhibit higher self-efficacy than their undergraduate counterparts.
Forbes (2005)	ESE	15 items loading on 5 factors [†]	95 Internet entrepreneurs	ESE is influenced by the way in which entrepreneurs make strategic decisions.

Kolvereid and Isaksen (2006)	ESE	18 items loading on 4 factors	297 Norwegian business founders	ESE is <i>not</i> significantly associated with entrepreneurial behavior.
Kristiansen and Indarti (2004)	ESE	2 items	251 university students from Indonesia and Norway	ESE is positively associated with entrepreneurial intentions among Norwegian and Indonesian students.
Krueger et al. (2000)	ESE	Not given	97 undergraduate university students	Perceived self-efficacy is positively associated with perceived feasibility of entrepreneurial intentions.
Markman, Balkin, and Baron (2002)	GSE	8 items [†]	217 patent-holding inventors	GSE exhibited by inventors who launched a new venture differs from those exhibited by inventors who did not launch a new venture.
Markman, Baron, and Balkin (2005)	GSE	8 items	217 patent-holding inventors	Entrepreneurs score higher in self-efficacy than nonentrepreneurs.
McGee, Peterson, Mueller and Sequeira (2009)	ESE	19 items loading on 5 factors	303 nascent entrepreneurs	ESE construct dimensions represent specific phases nascent entrepreneurs engage in during the process of launching a venture.
Moberg (2012)	ESE	20 items loading on 5 factors	434 master students in entrepreneurship (Sweden and Denmark)	The use of business and economic jargon in ESE scales might hinder reliability in customary pre-post assessments of entrepreneurship education, because differences in means are likely to represent an enhanced understanding of such jargon, and not so much improvements in ESE.
Scherer, Adams, Carley, and Wiebe (1989)	GSE	5 items [†]	366 undergraduate university students	High-performing parental entrepreneurial role models positively influence GSE.
Tominc and Rebernik (2007)	ESE	1 item	603 participants in the Global Entrepreneurship Monitor project	GSE is lower among Hungarian early-stage entrepreneurs compared to their counterparts in Slovenia and Croatia.
Utsch and Rauch (2000)	GSE	5 items [†]	201 German entrepreneurs	Self-efficacy does not mediate the relationship between achievement orientation and new venture performance.
Utsch, Rauch, Rothfuss, and Frese (1999)	GSE	6 items [†]	177 managers and entrepreneurs	Entrepreneurs exhibited higher levels of self-efficacy than managers
Wilson et al. (2007)	GSE	6 items [†]	933 middle/high school and MBA students	ESE is associated with entrepreneurial intentions and education can elevate ESE.
Zhao et al. (2005)	ESE	4 items loading on 1 factor [†]	265 MBA students	ESE plays a mediating role between entrepreneurial intentions and formal learning, entrepreneurial experience, and risk propensity

[†] Self-efficacy was actually measured using a composite score.

ESE, entrepreneurial self-efficacy; GSE, general self-efficacy; CEOs, chief executive officers; MBA, Master of Business Administration.

8. Microentrepreneurship

There is a tendency to use a one size fits all approach when it comes to the use of the terms “entrepreneurship” or “entrepreneurs”. The appeal and ubiquity of the term, however, pose as a threat to a full understanding of the phenomenon. To put some perspective on it, we can think about Steve Jobs, the world famous co-founder of Apple Inc., and Crystal Willett, local farmer and People-First Tourism experiences supplier. Can a single perspective encompass such a wide range of lifestyles, expectations, and behaviors? Carland and Carland (1997) contend that entrepreneurship is better understood as a continuum, in which the different expressions of entrepreneurship are normally distributed. At one end lies those driven to create new industries, who might, like Steve Jobs, aspire to change the world, while on the other are those, like Crystal Willett, content to keep the family business intact, under control, sufficient to provide for their desired lifestyle. Carland and Carland (1997) calls the expression of entrepreneurship on this end of the spectrum microentrepreneurship:

“Microentrepreneurs [...] have a much lower level of entrepreneurial drive, and they see their business ventures as primary sources for family income or to establish family employment. They with view their businesses as important aspects of their lives rather than being consumed by those businesses. Microentrepreneurs will pursue self-actualization through some vehicle outside their businesses. Microentrepreneurs will not be found in corporate environments because they view their self-employment as a key aspect of their individual freedom, and they gain self-esteem from operating their own ventures. They may not be as interested

in pursuing growth. In fact, as soon as the business venture can provide a standard of living which they find satisfactory, they may be content to operate it in the same fashion throughout their careers. For these people, success is measured by freedom. Operating their own businesses frees them from the pressures and demands of a career in management while it provides their families with financial support. As soon as they have reached a comfort level, being able to support their needs, they may feel successful, and the focus of their lives may shift elsewhere” (p. 38).

Although they also postulate that microentrepreneurs may have no real interest in innovating because the higher level of energy and involvement it requires takes away from the freedom which they enjoy, examples stemming from my field research contradict this view. Ferreira (2015) reported that Daniel Dayton, a P1t microentrepreneur in Wake County, NC, wished to start a production of gourmet mushrooms to supply to high-end restaurants in downtown Raleigh, but such an endeavor was, however, very labor intensive and would conflict with other necessary tasks in the farm. His solution was to create a hands-on tourist experience where visitors were to collect previously cut-to-size logs from the farm’s forest, drill them, tap plug spawns into the holes, dab a coat of melted wax over each plug, and carry the logs back into the forest, thus converting the visitors’ recreational activity into useful labor on the farm.

9. Research questions

Carland and Carland (1997) also question the external validity of studies with samples of specific expressions of entrepreneurship, as the extrapolation of expression-specific behaviors to

a general population of entrepreneurs may in most cases not be valid. It is therefore unlikely that findings of studies examining ESE among macroentrepreneurs, with a strong corporate component, growth and investment driven, are useful to understanding microentrepreneurs, usually alien to such environments. In addition, bearing in mind Bandura's recommendations (2006) of being as task specific as possible when measuring self-efficacy, we propose to develop and empirically validate the Tourism e-Microentrepreneurial Self-Efficacy Scale, from this point on simply referred to as the TeMSE scale. The purpose is to measure self-efficacy among tourism microentrepreneurs, involved or aspiring, to get involved in the tourism e-business sector.

Accordingly, this study is guided by the following research questions:

1. How can tourism e-microentrepreneurial self-efficacy be defined and operationalized?
2. How well does the construct measurement model fit the data when tested using the Confirmatory Factor Analysis technique?
3. Can the TeMSE scale help identify areas of low capability among under-resourced tourism e-microentrepreneurs?

CHAPTER 3: METHODOLOGY

1. Introduction

The current study was governed by rigorous, complex statistical methods, as warranted in scale development efforts, enabling data-driven decisions throughout the project that validated a reliable instrument that can potentially be used across different administration methods and tourism microentrepreneurial contexts. Nevertheless, previously and during the study, I had privileged access to data and informants through my participation as a field researcher engagement in the People-First Tourism Lab. Close and intimate involvement with microentrepreneurs granted by participatory methods in action-research gave me a qualitative, grounded, practical understanding of the construct, which ensured that the interpretations of the data surpassed my limited worldview as a researcher. Development of the TeMSE scale followed an eight-step process proposed by DeVellis (1991), a recurrently cited methods manual in social sciences.

2. Eight-Step Scale Validation Process

To serve as specific guidelines for developing measurement scales, DeVellis (1991) eight steps include: 1) determine clearly what is to be measured; 2) generate an item pool; 3) determine the format for measurement; 4) have initial item pool reviewed by experts; 5) consider inclusion of validation items; 6) administer items to a development sample; 7) evaluate items; and 8) optimize scale length. The process utilized for this study generally followed these eight steps but will be presented in a revised order for greater clarity and ease of explanation. What follows is a detailed description of the approach taken at each step and the related outcomes.

Step 1: Focus of measurement

The first step in instrument development is to define the construct that I set out to measure. The construct under investigation is Tourism e-Microentrepreneurial Self-Efficacy. In an exploratory research design, the hypothesized definition does not come first. Instead, participants' views come first. Most scale development manuals call for a qualitative phase. Qualitative inquiry examines a construct in a holistic way, allowing for researchers to listen to the voices and stories of those who experience the construct, the practitioners, as well as the evidence of those who study the construct, the researchers (Vogt, King & King, 2004). Focus groups and in-depth interviews are the most commonly used techniques in this endeavor (DeVellis, Hinkin, 1995). Not so common is the use of longitudinal action-research to inform scale development studies, perhaps due to time and budgetary constraints, although with excellent results in terms of enhanced ability to interpret results (Lips-Wiersma & Sarah Wright, 2012). Accordingly, participatory action-research goes beyond the boundaries of traditional paradigms of research that call for the least disturbance in the study environment. On the contrary, action-research is "collaborative and achieved through the critically examined action of individual group members" (Kemmis & Mc Taggart, 1988, p. 5).

Informing this study are two years of personal first-hand experience of longitudinal participatory action-research, mainly within the People-First Tourism project, in which I have established rapport with over fifty microentrepreneurs in seven counties in the state of North Carolina. In addition, I have had regular contact both via e-mail and in person, in meetings and events, with Cooperative Extension agents in five counties. Hence, close contact with the practitioner side—namely entrepreneurs and rural development agents—who respectively experience the construct and are ascribed to mentor it (as rural development public officers), have

definitely equipped me with a broad understanding, although finite, of the components forming a context relevant definition of entrepreneurial self-efficacy.

In addition, an extensive literature review was conducted to better understand the conceptual boundaries of the construct and to bring clarity to its dimensions. To reach this level of understanding I started by reading Bandura's original work on self-efficacy (1977, 1980, 1982, 1986, 2006). Then, in order to fully grasp the importance and implications of Social Cognitive Theory and Bandura's work, I immersed myself in the history and evolution of human development theories (Watson, 2002). This background exploration into social-psychology lent me confidence to think deeply about microentrepreneurial self-efficacy.

Step 2: Item Pool Generation

After specifying the scope and defining the construct, a researcher generates a large pool of items that are candidates for potential inclusion in the scale and that captures the scope of the new entrepreneurial construct (Slavec & Drnovsek, 2012). Relevant social theories should always be considered as an aid to clarity (DeVellis, 1991) and a screen of existing scales related to the construct should be performed for potential inclusion of some or all items (Slavec & Drnovsek, 2012). Additional items can be generated with input from expert judges (DeVellis, 1991), as is the case of this research team. Moreover, DeVellis (1991) also recommends that researchers avoid lengthy, ambiguous, double barreled and leading items. Items should be worded in such a way that are able to capture variance of the latent variable in the individual. At this point, redundancy is desirable because it will give the opportunity in later stages to choose from items expressing a similar idea in somewhat different ways. Finally, DeVellis (1991) also discusses the inclusion of

both negatively and positively worded items in order to avoid “acquiescence, affirmation, or agreement bias” (p. 59). However, the use of negatively worded (reverse coded) has been under scrutiny, as alternating items can lead to misinterpretation and mistakes by respondents, and miscoding by researchers (Sauro & Lewis, 2011). Moreover, Hinkin (1995) found that item loadings for reverse-scored items were often lower than positively worded items that loaded on the same factor.

In face of inclusive evidence on which is the best approach, I decided not to include reverse coded items because the scale is intended to be administered to a broad range of microentrepreneurs, including those with lower levels of literacy. Hence, I argue that including reverse coded items would unnecessarily augment the risk of misinterpretation and mistakes and unintendedly undermine scale stability across different populations.

Step 3: Format for Measurement

The items in TeMSE scale were declarative statements for which there are varying degrees of agreement with or endorsement; therefore, a five-point Likert scale was used to measure responses to each item, with the measurement ratings varying from strongly agree (5) to strongly disagree (1), alike the DeNoble and McGee scales. The Moberg Scale used a seven-point Likert scale, ranging from Do not agree (=1) to Agree (=7), whereas the Chen scale used a five-point Likert scale ranging from 5 = absolutely essential to 1 = absolutely nonessential. The other sections of the questionnaire used varying formats to maximize ease of response. They mostly used short answer and check boxes.

Step 4: Expert Review of Item Pool

Expert panels are useful in the research process, first of all, because they confirm or invalidate the proposed definition of a given phenomenon. Also, they can evaluate the relevance of each item, its clarity and conciseness, and point out ways of tapping the phenomenon one may have failed to include (DeVellis, 1991).

The TeMSE items were reviewed and subsequently refined through two independent face validity trials conducted respectively in September and October 2015. Nevo (1985) defined face validity as the degree that respondents or users judge that the items of an assessment instrument are appropriate to the targeted construct and assessment objectives. The first of these was conducted face-to-face at the People-First Tourism Research Lab, where I gave a ten minutes pitch about the purpose of the present research project and handed out hardcopies with the items grouped in tentative dimensions. They were asked to jot down thoughts and impressions and encouraged to suggest additional items or dimensions. Conversely, the second was completely performed online through Qualtrics. The participants were simply asked, after being given the necessary information, to match each item with the most suitable of the six dimensions. Since TeMSE is a construct which cannot be directly measured, these trials were essential to determine if there was any discrepancy between what the items intended to measure and what they appeared to be measuring according to the feedback provided by subject-matter experts (Krathwohl, 1998, as cited in Ogden, 2010).

Step 5: Development Administration

Pilot test with undergraduate and graduate students. In January 2016, a paper and pencil questionnaire was administered to a convenient sample of 116 undergraduate and graduate students enrolled in tourism management and business and entrepreneurship programs, yielding 109 valid completes. These students are familiar with and many have had hands-on experience with entrepreneurship. After obtaining the permission of four courses, I met the students in the classroom and introduced the purpose of the research. I briefly explained the content of the questionnaire and provided them with examples of the experiences tourism e-microentrepreneurs usually offer in the marketplace in some sectors of the industry. Due to the fact that tourism microentrepreneurship has low entry requirements, it is reasonable to expect that both entrepreneurship and tourism management students would likely be able to envision themselves as aspiring tourism microentrepreneurs after graduation from the program.

Qualtrics Panels. In order to obtain a large sample of e-microentrepreneurs I used Qualtrics Online Sample services. I collaborated closely with a Project Management team during 6 weeks in order to ensure appropriate sampling and good quality data. Project details were as follows:

- **Survey Link:** https://survey.qualtrics.com//SE/?SID=SV_eD1jFW95gMQv3iR
- **Survey Name:** TeMSE - Microentrepreneurs
- **Sample Size (N):** 300
- **Target Audience & Screening Criteria (See Appendix D):**
 - Q1: In which state do you currently reside?

Must live in either: West Virginia, Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Arkansas, Mississippi, or Louisiana, otherwise TERMINATED (i.e. they were not selected to continue);

- Q2: Do you SELL services through any of these websites (indicate all that apply)?
Airbnb; Uber; Vayable; Lyft; VRBO; Feastly; Toursbylocals; RentAFriend; People-First Tourism; Shiroube; Hipcamp; Eatwith; Free Walking Tours by Locals; TripFeverr; WithLocals.

If "No, I am not currently selling any services through these websites." is selected, TERMINATED

- Q4: Do you have full time helpers in this entrepreneurial activity?

If "More than 5 full-time employees" is selected and if "More than 5 is displayed, TERMINATED

- Q5: Consent statement.

If "I don't agree and want to stop here." is selected, TERMINATED

- **Quotas:**

- Overall: 300

- **Length of Interview:** 15 min or less

Additionally, we used quality checks and forced response. The former is important because with online data collection, one will almost always get some people who submit invalid responses, and the latter because anyone who clicked submit would count as a complete—even if they skipped one, multiple, or all questions.

Most respondents are compensated through sweepstakes, points, gift cards, prizes such as music downloads or other items, and cash payments. In order not to introduce bias, Qualtrics uses a reasonable level of reward based on how much effort is required to complete the study, the population being surveyed and the study topic. The typical incentive runs around \$1.50 for this project. Participants are recruited by Qualtrics through a number of ways including but not limited to:

- Website intercept recruitment, member referrals, targeted email lists, gaming sites, customer loyalty web portals, permission-based networks, social media.
- Participants are verified through a double-opt-in process and agree to take part in surveys for an incentive (when applicable).
- B2B participants are also verified through a double opt-in process and are also subject to other quality control measures such as LinkedIn matching, phone calls made to the participant's place of business, and other third-party verification methods (TrueSample, RelevantID, Varsity, etc.).
- Using profile information provided by the participants, we send them specific email invitations to applicable surveys.
- If they elect to participate, panelists are informed and agree at the beginning that they will only receive compensation upon completion of the survey. If they elect to stop before the survey is finished they are not compensated.
- Upon accepting the invitation, participants enter the survey instrument prepared by the researcher and complete the survey.

Step 6: Exploratory Scale Testing and Development

The dimensional structure of the scale was examined using principal component exploratory factor analysis (data reduction, factor analysis procedure using the Statistical Package for the Social Sciences, 22.0), and Cronbach's coefficient alpha to estimate internal consistent reliability (DeVellis, 1991). Varimax rotation with Kaiser Normalization was used to clarify the factor structure obtained from the exploratory factor analysis (EFA), because it was expected that the dimensions would be moderately inter-related.

After rotation, Osborne and Costello (2009) suggest dropping factors with fewer than three items and retain only item loadings above .30. Stevens (1992), on the other hand, suggests using a cut-off of 0.4 instead, irrespective of sample size, for interpretative purposes. I took a more conservative approach and used a cut-off point of .5, following DeVellis (1991) guidelines.

Step 7: Confirmatory Scale Testing and Refinement

The debate over CFA versus EFA has been a heated topic in Social Sciences. While either method has its own merits, CFA may be best suited as a decision rule to accept or reject one or more hypotheses about a population factor structure based on sample data (Hurley et al, 1997). Given that there is no real consensus about which is the "best flavor of ice cream" (Hurley et al, 1997), the use of both methods in the same study is common. However, it is argued that conducting both EFA and CFA on the same sample, even in the cases where the sample size allows for splitting the data in two subsets, is not a valid cross validation procedure because it would be quite likely that subsets of an original set to share common method variance. Nevertheless, in my own assessment of the debate, and for the purpose of this study, EFA was utilized primarily to generate

the hypothesized model, whereas CFA was employed for testing it against a model with perfect fit. In addition, DeVellis (1991) calls for redundancy in the scale development process and this extra step gives me the opportunity to have one more piece of evidence in support of the model.

CFA was thus conducted on the scale resulting from EFA analysis. AMOS 22 was used to assess whether the observed data fit the expected factor structure for the scale. Based on the exploratory factor analysis, the item yielding the highest loading in each factor was fixed to one. The associated error terms were also fixed to values of 1.0, which is the default in AMOS. For the analysis of the data, the study used maximum likelihood (ML) estimation on a covariance matrix with raw data as input.

Several criteria were used to assess the goodness of fit to the observed data. The first was the chi-square statistic; however, due to its sensitivity to sample size, the following criteria recommended by Jackson, Gillaspay Jr and Purc-Stephenson (2009) were also used: 1.) a ratio of chi-square to degrees of freedom [CMIN/DF] less than 2.0 (Byrne, 2001); 2.) two incremental indices, Comparative Fit Index (CFI) and Tucker–Lewis Index (TLI) greater than or equal to .90 (Hu & Bentler, 1999); 3.) a Standardized Root Mean Square Residual smaller than or equal to .07 (Hu & Bentler, 1999); and Root Mean Square of Approximation (RMSEA) smaller than or equal to .07 (Browne & Cudeck, 1993). The CFI and TLI test the model against a null or independence model, which assumes there are no covariances among the observed values in the population. The SRMR compares the actual sample correlation matrix to the population correlation matrix resulting from the model and represent the average of the standardized residuals between the two (Brown, 2006). The RMSEA evaluates a hypothesized model by comparing it to a model with perfect fit, and takes into account sample size and model complexity.

Step 8: Scale Validation

DeVellis (1991) recommends the inclusion of additional items for validity of the scale. The first set of items are used to measure a potential social desirability tendency in responses. We decided not to include these type of items because of two main reasons: first it would add up to an already relatively lengthy questionnaire, which could lead to survey fatigue; and, second, a great deal of time and effort had already been put on item pool generation and face validity phases, in order to prevent the problem at its root.

The second type of items has to do with construct validity. In this case, we decided to incorporate items measuring two other related but distinct constructs, agency and self-esteem, so that we could assess the relationship between TeMSE scores vis-à-vis measures of these two constructs.

Sen (1985) defined human agency as people's ability to act on behalf of goals that matter to them, and this aspect of freedom, he argues, is a core ingredient of positive social change. Bandura (1982) stated that self-efficacy was a mechanism in human agency, accounting for such diverse phenomena as "changes in coping behavior produced by different modes of influence, level of physiological stress reactions, self-regulation of refractory behavior, resignation and despondency to failure experiences, self-debilitating effects of proxy control and illusory inefficaciousness, achievement strivings, growth of intrinsic interest, and career pursuits" (p.122). This conceptual relationship becomes apparent with Bandura's (1978) concept of reciprocal determinism, which postulates that psychological functioning involves a continuous reciprocal interaction between behavioral, cognitive, and environmental influences. It is suggested that individuals will

preferentially pick environments where they feel competent at, where they feel the likelihood of success is higher, unlike in the behaviorist tradition, where individuals are seen as merely reacting to what the environment throws at them. And we know from Bandura (1977) that experiences of personal mastery that contribute to efficacy expectancies generalize to actions other than the target behavior, to what Sherer and Maddux (1982) call General Self-Efficacy.

For agency, I included six items from Ryff's (1989) psychological well-being questionnaire, in which respondents are asked to indicate their agreement with each statement along a six-point scale. In the present study we will use five-points instead, for the sake of consistency with the TeMSE Scale and also to provide the possibility for a neutral answer to respondents (Johnson, 2014). Three of these items measure "Environmental Mastery" and the other three "Autonomy". Alkire (2005) stated that expansions of agency could be detected in these two domains of psychological well-being.

An individual with high Environmental Mastery "has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; is able to choose or create contexts suitable to personal needs and values" (Alkire, 2005, p. 235).

1. In general, I feel I am in charge of the situation in which I live.
2. The demands of everyday life often get me down.
3. I am quite good at managing the many responsibilities of my daily life.

An individual with high Autonomy “is self-determining and independent; able to resist social pressures to think and act in certain ways; regulates behavior from within; evaluates self by personal standards” (Alkire, 2005, p. 235).

1. I tend to be influenced by people with strong opinions.
2. I have confidence in my opinions, even if they are contrary to the general consensus.
3. I judge myself by what I think is important, not by the values of what others think is important.

Blascovich and Tomaka (1991) defined Self-Esteem as the overall affective evaluation of one’s own worth, value or importance. The construct, although well-defined and examined in the social sciences, generates some confusion with self-efficacy, fact that makes it often a candidate for matters of construct validity in self-efficacy scales (Sherer & Maddux, 1982). In this study I used the Single-Item Self-Esteem Scale (SISE), shown to have strong convergent validity, especially with adult samples, with the ten-item Rosenberg Self-Esteem Scale (RSE), the most used scale in the field (Robins, Hendin & Trzesniewski, 2001).

1. I have high self-esteem.

To assess both convergent and discriminant validity, Slavec & Drnovsek (2012) identified various methods, including multitrait-multimethod matrix, confirmatory factor analysis and average variance extracted. DeVellis (1991) also proposed Pearson correlation as useful tool to assess construct validity. A series of multiple linear regression were used in this study, because it was the method that best allowed to ascertain the relationship between different constructs,

between construct dimensions and other constructs, and also between construct dimensions and dimensions of other constructs.

3. Phone surveys with P1t e-microentrepreneurs

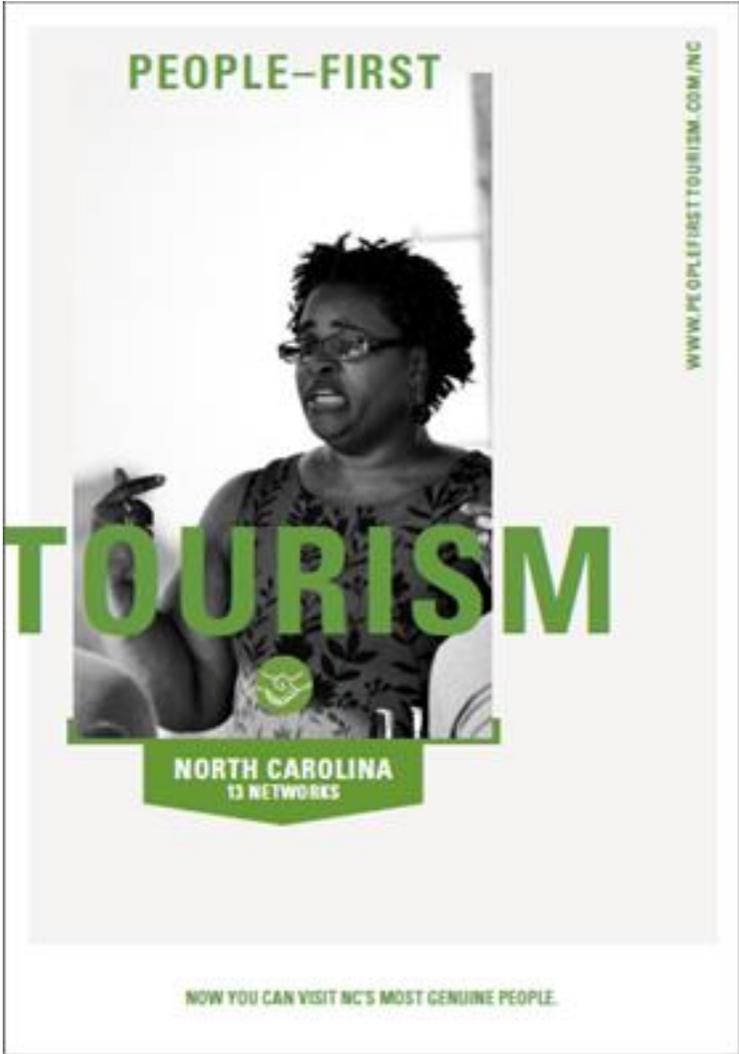
The final polished scale was administered via phone to forty-three tourism e-microentrepreneurs participating in the People-First Tourism project in North Carolina. I initially considered doing the survey using Qualtrics, as in the scale validation process, but convenience would likely come at a high price, possibly setting the ground for a very low response rate (Johnson, 2014) considering that great part of these microentrepreneurs do not have a reliable internet access.

A face-to-face survey was also considered but due to time and budget constraints (Johnson, 2014) I decided not to try it, given the sample is scattered all over North Carolina, from the Appalachian Mountains to the Outer Banks. I also considered doing it through mail, a method used before by the P1t Lab, but it would have prevented me from establishing pre-survey rapport (Johnson, 2014), very important for creating the conditions that will garner good quality data. The option for a phone survey also allowed me to cover a wide geographic area at low financial cost. The downfall was that it was time intensive (Johnson, 2014), and there were at times problems with pronunciation, on both sides, since I am a non-native speaker of English.

Johnson (2014) recommended that study participants should be offered small incentives, either monetary or non-monetary, to compensate for their time. In the scope of P1t research, which entails long-term collaboration with microentrepreneurs, there is an established tradition of mailing handwritten, personalized postcards (Figure 2) as appreciation for participation. Accordingly, the

team found the latter to be a suitable, ethical and engaging methodology to be carried out in this study. Overall, the result was satisfactory and also provided one other opportunity to follow up and further ties with participants in the project.

Figure 2. People-First Tourism postcard



CHAPTER 4: FINDINGS

1. Introduction

In the present chapter, I provide a detailed description of the results and outcomes obtained at each step of the scale development process proposed by DeVellis (1991) and adapted to the purpose of this study. I strived to report comprehensively and thoroughly every piece of evidence and the rationale behind the decisions made at each step, not only for the sake of ease of understanding but also for making it possible to trace back changes in the instrument throughout. Lastly, the results of the administration of the scale to a sample of P1t e-microentrepreneurs are examined in regards to the practical applicability of the scale, based on how well findings corroborate insights from fieldwork.

2. Scale Development Protocol

Development of the TeMSE scale followed an eight-step process proposed by DeVellis (1991). The author's guidelines were adapted to better serve the needs of this project and include: 1) focus of measurement; 2) item pool generation; 3) format for measurement; 4) expert review of item pool; 5) development administration; 6) exploratory scale testing and development; 7) confirmatory scale testing and refinement; and 8) scale validation optimize scale length.

Step 1: Focus of measurement

During the length of my tenure as research assistant in the People-First Tourism action-research project, I was assigned the task to develop the Wake County network of microentrepreneurs, as well as assist in the development of other networks throughout North

Carolina. This was accomplished primarily through cooperation with Extension agents and non-affiliated change champions, who nominated and introduced me to potential microentrepreneurs in the community. Such endorsement was instrumental, because it granted me unrestrained access to communities and informants. After establishing the necessary rapport to dissipate suspicions and make participants comfortable, we would discuss experiences they would offer on the website, as well as prices, availability, and expectations. Follow up visits included in-depth interviews and the River of Life instrument, a graphic inquiry to explore critical moments in one's life path (Morais, Ferreira, Nazariadli & Ghahramani, in press). At times I would also help with the farm work as a means to gain trust and show my commitment to the success of the project.

I also conducted a number of workshops and lectures to and with Extension agents. Accordingly, I presented the project in several County Regional Centers to dozens of Extension agents, stressing the facet of alternative income generation among under-resourced communities, with the purpose of enticing them to nominating potential microentrepreneurs. In addition, I conducted hands-on train the trainer workshops with Extension agents, on various topics, such as using webmarketplaces to reach untapped markets or ways to leverage the visibility of high-end chefs to support local farmers through tourism.

A major strength of this study is that the scale is grounded in a qualitative deep understanding of TeMSE, grounded on two years of participatory action-research, as opposed to the more common one-time only focus groups or interviews. This allowed me to “faithfully capture the attributes of meaning, to overcome conceptual shortcomings of previous measurement development, and to avoid the usual traps of scale development, such as placing too great an

emphasis on statistical analysis while overlooking the accuracy of the instrument and arriving at fragmented and incomplete scales” (Lips-Wiersma & Wright, 2012, p.679).

Table 2. ESE Scales Used in Focus of Measurement

Scale	Construct	Dimensions	Population	Statistics
De Noble	ESE (23 items)	<ol style="list-style-type: none"> 1. developing new product or market opportunities; 2. building an innovative environment; 3. initiating investor relationships; 4. defining core purpose, 5. coping with unexpected challenges; 6. developing critical human resources. 	359 undergraduate entrepreneurship students and MBA students	EFA & CFA
Chen	ESE (22 items)	<ol style="list-style-type: none"> 1. marketing, 2. innovation, 3. management, 4. risk-taking, 5. financial control. 	140 MBA students and 175 small business owners	CFA
McGee	ESE (19 items)	<ol style="list-style-type: none"> 1. searching, 2. planning, 3. marshaling, 4. implementing human resources, 5. implementing financial resources 	303 nascent entrepreneurs	CFA
Moberg	ESE (20 items)	<ol style="list-style-type: none"> 1. Creativity 2. Planning 3. Marshalling 4. Managing Ambiguity 5. Financial Literacy 	434 master students in entrepreneurship (Sweden and Denmark)	CFA

In terms of literature review, I began my quest with the seminal article by Boyd & Vozikis (1994), and then set out to revise empirical testing and validation of the construct, in particular relying on the work of research teams like Chen, Greene and Crick (1998), De Noble, Jung and Ehrlich (1999), McGee, Peterson, Mueller and Sequeira (2009), and Moberg (2013). The first three

are arguably the most regarded scales in the field, whereas Moberg's was considered for it used a neutral wording, which might yield enhanced reliability across different populations. Table 2 summarizes all four scales used in focus of measurement.

Step 2: Item Pool Generation

A large item pool was generated by including all items contained in the three most prominent ESE scales in the field (Moberg, 2013); those developed by Chen, Greene and Crick (1998) (henceforth the Chen-scale), DeNoble, Jung and Ehrlich (1999) (henceforth the DeNoble-scale), and McGee, Peterson, Mueller and Sequeira (2009) (henceforth the McGee-scale). We also decided to include Moberg's (2013) ESE with neutral wording (henceforth the Moberg-scale), because we believed it could be suitable for our sample population. Finally, because of the importance of e-commerce literacy in the construct, I also examined the Wymer and Regan's (2005) questionnaire about factors influencing e-commerce adoption and use by small and medium businesses. As a footnote, a Computer Self-Efficacy Scale (Murphy, Coover & Owen, 1989) and an Internet Self-Efficacy Scale (Eastin & LaRose, 2000) were initially considered to be included in the pool, but were dropped in lieu of Wymer and Regan's (2005) scale, which was deemed more suitable to the purpose of the TeMSE scale. At this point there was a total of 109 items in the pool (Table 3).

Trimming down the original large item pool was an iterative process that lasted several weeks, in which the research team met several times. We started by removing items that clearly and undoubtedly didn't apply to our specific entrepreneurial context as well as redundant ones, i. e. similar items found in different scales. This brought the list down to 44 items. Afterwards, we

reworded the items, so they could fit the entrepreneurial context at stake. In most cases, we rewrote the items using the terms “tourism business” and “tourism experience” in substitution of the more generic terms “business” and “service”. This transformation was necessary to specify which business we referred to in the questionnaire, in order to prevent confusion with other businesses like organic farming, animal husbandry or artisanship, since most microentrepreneurs in our sample do tourism as a “side gig” to these other activities. For example, McGee’s “... *estimate customer demand for a new product or services*” became “... *estimate tourist demand for a new tourism experience*”, Moberg’s “... *tolerate unexpected change*” became “... *deal with unexpected change in my tourism business environment*” and De Noble’s “... *see new market opportunities for new products and services*” became “... *identify new opportunities to develop my tourism business*”.

Table 3. Sources for the item pool

Source	Number of Items
De Noble Scale	23
Chen Scale	22
McGee Scale	19
Moberg Scale	20
Wymer EEIT	25
Total	109

Subsequently, the research team met for further scrutiny of the pool of 44 items obtained previously. This smaller pool allowed for a closer look at each individual item, which enabled us to eliminate some and merge others together, leaving us with 15 items from the original pool. In addition, we generated 19 items specific to tourism e-microentrepreneurship based on the literature

and personal field notes obtained through interactions with microentrepreneurs over the years. The full 34 item pool and the source of each individual item are available in Table 4. At this point, we hypothesized that TeMSE was a multidimensional construct comprised of five distinct dimensions: pursuing innovation; marshaling resources; adapting to externalities; defining and articulating core purpose; and e-commerce.

Table 4. Sources of each of the 34 items in the initial item pool

Item/Dimension	Source
<i>Pursuing Innovation</i>	
I am able to find new market opportunities for me to provide appealing tourism experiences.	DeNoble
I am able to discover ways to improve the tourism experiences I offer.	DeNoble
I am able to identify new opportunities to grow my tourism business.	DeNoble
I am able to create experiences that fulfill tourists' unmet needs.	DeNoble
I am able to estimate tourist demand for a new tourism experience	McGee
I am able to determine a competitive price for a new tourism experience	McGee
<i>Marshaling Resources</i>	
I am able to combine my resources in new ways so that I can develop my tourism business.	Moberg
I am able to identifying creative ways to get things done with limited resources.	Moberg
I am able to find helpers for my tourism business when I need help with a problem or opportunity	Moberg
I am able to use email or social media to network with other tourism businesses.	McGee
I am able to form partnerships with other businesses to strengthen my own tourism business.	own
I am able to get help from local government and nonprofit organizations for my tourism business.	own
I am able to get support for my tourism business from this region's Visitors Bureau.	own
<i>Adapting to Externalities</i>	
I am able to improvise when I do not know what the right action/decision might be in a problematic situation.	Moberg
I am able to tolerate unexpected change.	Moberg
I am able to understand federal and state tourism legislation.	own
I am able to follow federal and state regulations in my tourism business.	own
I am able to get the type of insurance I need for my tourism business.	own
I am able to understand what my liability is in case of an accident involving tourists.	own

Item/Dimension	Source
<i>Defining and Articulating Core Purpose</i>	
I am able to explain the purpose of my tourism business to my friends and family.	own
I am able to develop my tourism business so it can improve my livelihood and income.	own
I am able to develop my tourism business so it can support my desired life style.	own
I am able to get others to identify with and believe in my vision and plans for a new tourism business.	McGee
I am able to clearly and concisely explain my tourism business idea in everyday terms.	McGee
I am able to use my local knowledge and abilities to advance my tourism business.	own
<i>e-Commerce</i>	
I am able to use social media for marketing/advertising a new tourism experience.	McGee
I am able to use web marketplaces (i.e. Airbnb, Etsy, etc) to advertise and sell tourism products and services.	own
I am able to create an appealing online profile that will help me increase my sales and bookings.	own
I am able to use social media to engage customers and business peers with my tourism business.	own
I am able to single out the web marketplaces most suitable to advance my tourism business.	own
I am able to respond professionally and politely to negative customer reviews on the web.	own
I am able to track customer reviews in various travel websites to continuously improve my business.	own
I am able to use on-line payments to sell tourism experiences on the web.	own
I am able to adopt secure online banking measures to protect my tourism business from online fraud.	own

The first four dimensions of the construct were drawn from and are common in the literature, even though some may possess slightly different names across studies. However, since e-business is a central tenet to Tourism e-Microentrepreneurship, it was compulsory to incorporate “e-commerce”. At this point the team would word the definition of TeMSE that endures and pass the scrutiny of the following stages of the scale development process. Tourism e-Microentrepreneurial Self-Efficacy (TeMSE) was defined as *one’s* belief in *one’s* ability to successfully perform the various roles and tasks of microentrepreneurship in the tourism e-business sector. The construct dimensions at this stage were as follows:

Pursuing Innovation. Striving for better ideas or strategies, at times contrary to established norms, in the pursuit of competitive advantages.

Marshaling Resources. Assembling external resources of different kinds to bring the venture into existence, and without which the venture cannot develop.

Adapting to Externalities. The degree to which microentrepreneurs are able both to capitalize on benefits and mitigate costs they did not choose to incur.

Defining and Articulating Core Purpose. Indicates how clear and present the venture's mission and vision are in the minds of microentrepreneurs, and how well they transmit these ideas.

Alignment with Self. The extent to which the core purpose of the business is in line with the entrepreneur's idiosyncrasies and how it enables a desired lifestyle.

e-Commerce. Microentrepreneurs' competence and savviness in regards to the effective use of online tools and platforms such as web-marketplaces, net-banking, or social media.

Step 3: Format for measurement

The five point Likert scale format revealed to be a good decision, given that it was able to capture good variance (reported in point 6 in this chapter). Also, the wording "I am able to..." was easy to understand and didn't raise any concerns throughout the different populations we were able to examine.

Step 4: Expert review of item pool

Face Validity 1 (September 2016). After the 34 item provisional pool was assembled, it was subject to the scrutiny of a panel of world-renowned tourism scholars as well as select graduate students in tourism and anthropology, with wide international experience in community-based development and tourism microentrepreneurship, participating in the P1t Lab. After a brief exposition about the purpose of the study followed by a lively constructive debate about its strengths and weaknesses, the provisional list was handed out to all twelve participants, who were given one week to return it with comments and suggestions. As planned, after one week I assembled all documents, returned either on paper or via-email. The study committee then analyzed the feedback provided by each one of the participants in the panel and did the best to incorporate what was considered as valuable input to the betterment of the TeMSE scale.

For example, it was brought to our attention that some items were double barreled, such as “*I am able to get help from local government and nonprofit organizations for my tourism business*”. In addition, some stressed the need to include items that could resonate among lifestyle entrepreneurs, which prompted us to introduce a sixth dimension, “Alignment with self”. This was a major breakthrough, because, as explained by Carland and Carland (1997), microentrepreneurs may be equally driven by non-economic motives, which are not considered in ESE scales for they are primarily directed to entrepreneurs and macroentrepreneurs. Accordingly, my field notes on full time tourism microentrepreneurs recurrently feature themes such as “*being one’s own boss*” or “*being able to make your own schedule*”, which provide further evidence that these small ventures can be expressions of one’s idiosyncrasy.

In sum, the expert panel review led us to 1.) Eliminate items that apparently didn't relate with the construct; 2.) Reword items with semantic problems; 3.) Break down double barreled items; 4.) Move existing items to different dimensions; 5.) Generate items to the dimension "Alignment with Self". The item pool was now comprised of thirty-seven items and six dimensions. Table 5 shows the item pool after the first validity test and Figure 3 illustrates the multidimensionality of TeMSE.

Figure 3. TeMSE and its hypothesized 6 dimensions after Face Validity Test 1

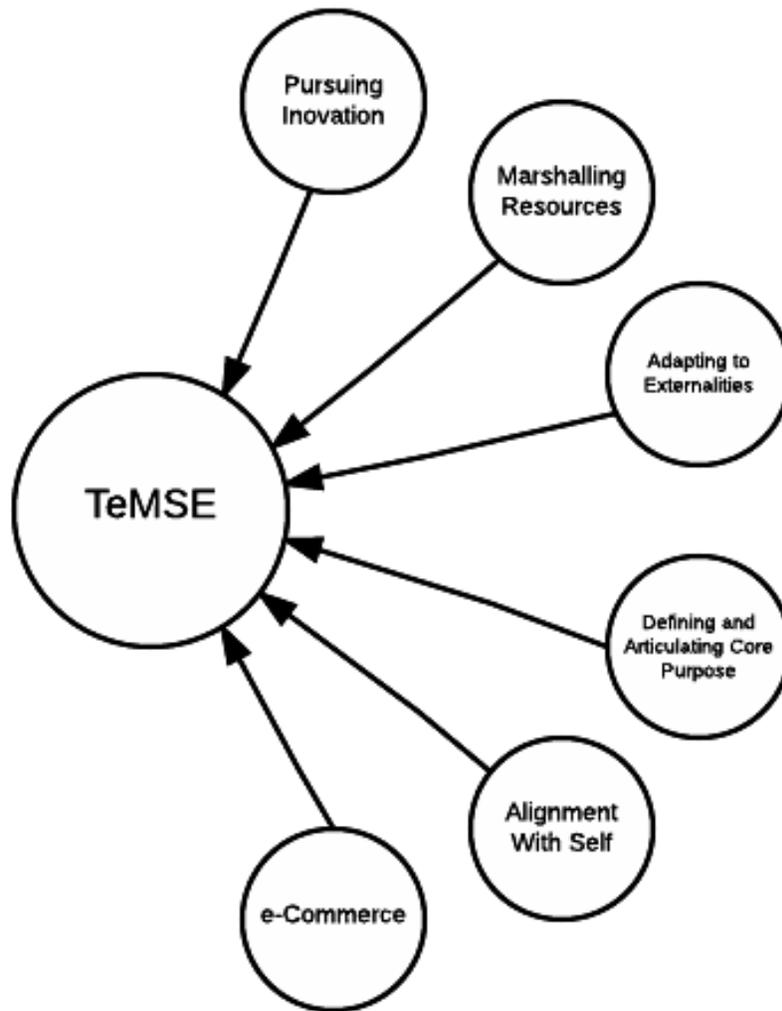


Table 5. Item pool revised after Face Validity Test 1

Item/Dimension		Source
<i>Pursuing innovation</i>		
PI.1	I am able to find new market opportunities for me to provide appealing tourism experiences.	DeNoble
PI.2	I am able to discover ways to improve the appeal of tourism experiences I offer.	DeNoble
PI.3	I am able to identify new opportunities to develop my tourism business.	DeNoble
PI.4	I am able to create experiences that fulfill tourists' interests.	DeNoble
PI.5	I am able to estimate tourist demand for a new tourism experience.	McGee
PI.6	I am able to determine a competitive price for a new tourism experience.	McGee
<i>Marshalling Resources</i>		
MR.1	I am able to combine my resources in new ways so that I can develop my tourism business.	Moberg
MR.2	I am able to identify creative ways to get things done with limited resources.	Moberg
MR.3	I am able to find helpers for my tourism business when I need to tackle a problem or opportunity	Moberg
MR.4	I am able to use email or social media to network with other tourism businesses.	McGee
MR.5	I am able to form partnerships with other businesses to strengthen my own tourism business.	own
MR.6	I am able to get support from local government or non-profit organizations for my tourism business.	own
MR.7	I am able to get support for my tourism business from this region's Visitors Bureau.	own
<i>Adapting to Externalities</i>		
AE.1	I am able to improvise when I am not sure what the right action/decision might be for my business.	Moberg
AE.2	I am able to deal with unexpected change in my tourism business environment.	Moberg
AE.3	I am able to understand tourism legislation that applies to my tourism business.	own
AE.4	I am able to follow regulations related to my tourism business.	own
AE.5	I am able to get the type of insurance I need for my tourism business.	own
AE.6	I am able to understand what my liability is in case of an accident involving tourists.	own
<i>Defining and articulating core purpose</i>		
CP.1	I am able to explain the purpose of my tourism business to my friends and family.	own
CP.2	I am able to develop my tourism business so it can improve my livelihood.	own
CP.3	I am able to develop my tourism business so it can support my desired lifestyle.	own

Item/Dimension		Source
CP.4	I am able to get others to identify with and believe in my vision and plans for my tourism business.	McGee
CP.5	I am able to clearly explain my tourism business idea in everyday terms.	McGee
<i>Alignment with self</i>		
AS.1	I am able to use my local knowledge and abilities to advance my tourism business.	own
AS.2	I am able to be myself while providing good customer service to tourists.	own
AS.3	I am able to educate tourists about the real story of my people and my community.	own
AS.4	I am able to speak comfortably about many topics with groups of tourists.	own
<i>e-Commerce</i>		
EC.1	I am able to use social media for marketing/advertising my tourism business.	McGee
EC.2	I am able to use web marketplaces (i.e. Airbnb, Etsy, etc) to advertise and sell tourism experiences.	own
EC.3	I am able to create an appealing online profile that will help me increase bookings.	own
EC.4	I am able to use social media to engage customers and business peers with my tourism business.	own
EC.5	I am able to single out the web marketplaces most suitable to advance my tourism business.	own
EC.6	I am able to respond professionally and politely to negative customer reviews on the web.	own
EC.7	I am able to track customer reviews in various travel websites to continuously improve my business.	own
EC.8	I am able to use on-line payments to sell tourism experiences on the web.	own
EC.9	I am able to adopt secure online banking measures to protect my tourism business from online fraud.	own

Face Validity 2 (October 2016). Whereas in the first test I was especially concerned about content validity, in the second I was mostly interested in examining whether items within a dimension would hold together or, conversely, would be scattered across multiple dimensions. Before I could carry out the test, I had to meticulously define each dimension so as to avoid potential problems with the placement of some items featuring slightly different nuances trying to

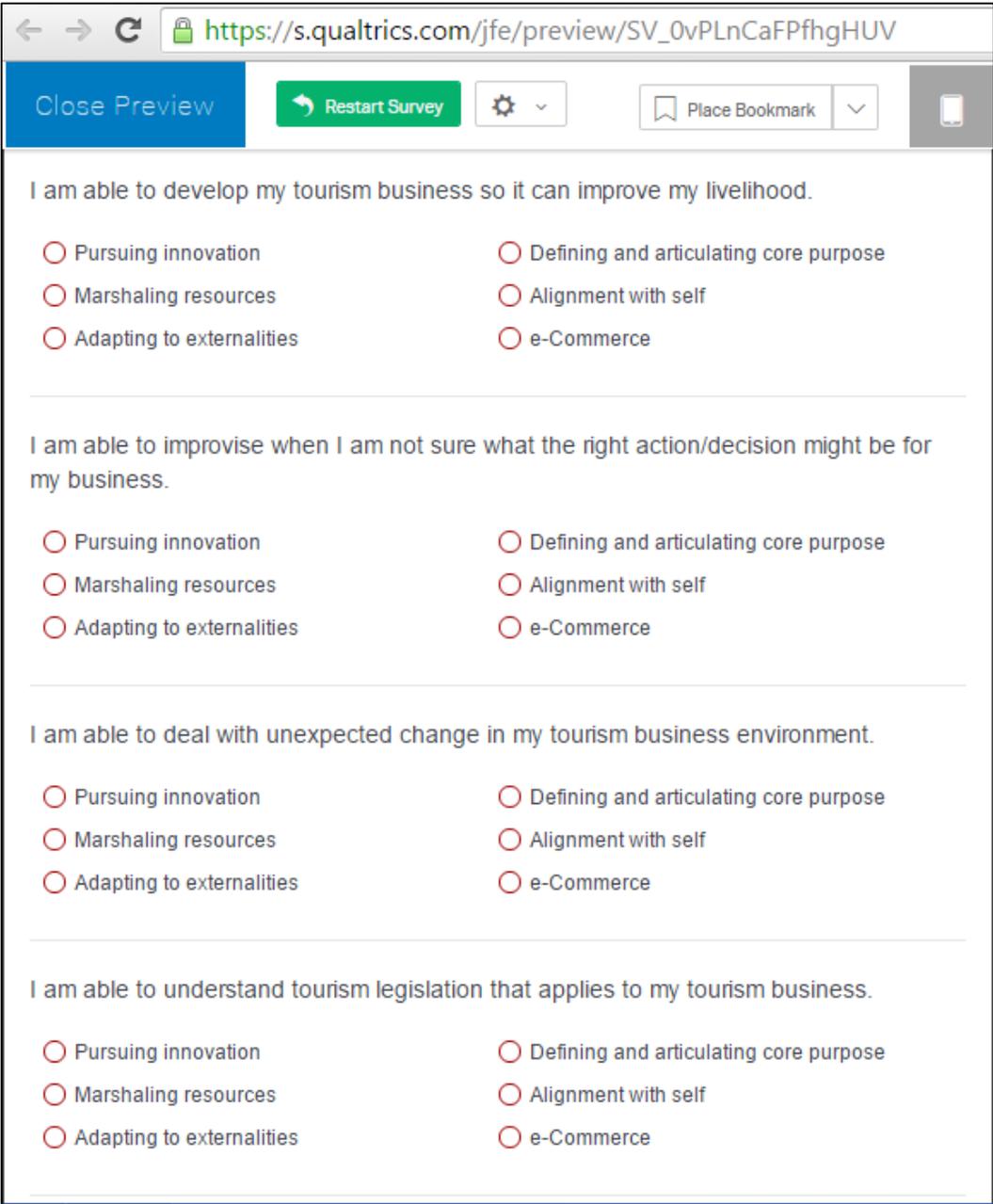
capture important behaviors to the study. The definitions of the proposed dimensions based on the previously outlined study steps are provided here:

1. Pursuing Innovation. It refers to striving for better ideas or methods, or integrating a new approach that is contrary to established customs, manners, or rites, materialized in competitive advantage provided by meaningful differentiation from competition.
2. Marshaling Resources. It involves assembling resources of different kinds to bring the venture into existence, without which the venture cannot exist or sustain itself.
3. Adapting to Externalities. Encompasses the ways in which microentrepreneurs are able both to capitalize on benefits and mitigate costs they did not choose to incur, because these are out of their locus of control.
4. Defining and Articulating Core Purpose. Indicates how clear and how present the venture's mission and vision are in the minds of microentrepreneurs, and if they provide the roadmap for the expansion and development of the business. Being able to fluently transmit these ideas and inspire community members, helpers, or family will positively affect the degree to which the business will be supported and defended by these stakeholders.
5. Alignment with Self. The extent to which the core purpose of the business is in line with the entrepreneur's idiosyncrasies and if the roles, tasks, and activities it entails actually support or enhance a desired lifestyle.
6. e-Commerce. Sets out to measure how competent and savvy microentrepreneurs are in regards to the effective use of internet enabled commerce tools and platforms such as web-marketplaces, net-banking, or social media.

This time, twenty-five subjects were selected based on their expertise and practical experience

in the field of microentrepreneurship. The convenient sample included faculty and graduate students involved in tourism microentrepreneurship research, Cooperative Extension directors, professors of entrepreneurship at a college of business administration, directors of nonprofits and select staff at entrepreneurship initiatives.

Figure 4. Sample of the instrument used in Face Validity Test 2



Experts were sent one initial email and a follow up five days later requesting assistance in the project: they were asked to tick off the dimension they believed was the best match for each of the thirty-seven items. They were provided with information about the purpose of the project, operational definitions of the construct as well as construct dimensions, and instructions on how to fill out the online survey. After one week, the survey on Qualtrics was closed and the results (Table 6) of the thirteen responses yielded were analyzed using the following criteria:

- a) Items scoring unequivocally high in the right dimension were to be kept;
- b) Items scoring unequivocally high in other dimension were to be eliminated or moved to that same dimension, according to the situation;
- c) Items scoring high in two or more dimensions were to be eliminated or reworded, according to the situation.

1. PI.6 *“I am able to determine a competitive price for a new tourism experience”* was reworded as *“I am able to determine the price of my tourism experiences based on my competition”* and moved to “Adapting to Externalities”.
2. MR.1 *“I am able to combine my resources in new ways so that I can develop my tourism business”* was reworded as *“I am able to combine a variety of resources to support my tourism business”*.
3. MR.2 *“I am able to identify creative ways to get things done with limited resources”* was reworded as *“I am able to get things done with limited resources”* and moved to “Adapting to Externalities”.

Table 6. Results of the Face Validity Test 2 and criteria

Item	Pursuing innovation	Marshaling resources	Adapting to externalities	Defining and articulating core purpose	Alignment with self	e-Commerce	Decision
PI.1	61%	0%	8%	0%	8%	23%	Maintain
PI.2	67%	25%	0%	8%	0%	0%	Maintain
PI.3	77%	15%	8%	0%	0%	0%	Maintain
PI.4	54%	8%	0%	23%	8%	8%	Maintain
PI.5	31%	15%	31%	0%	0%	23%	Eliminate
PI.6	34%	17%	25%	8%	8%	8%	Reword and move to AE (1)
MR.1	46%	54%	0%	0%	0%	0%	Reword (2)
MR.2	59%	25%	8%	8%	0%	0%	Reword and move to AE (3)
MR.3	0%	85%	15%	0%	0%	0%	Maintain
MR.4	8%	15%	0%	0%	0%	77%	Move to EC(EN)
MR.5	15%	77%	0%	8%	0%	0%	Maintain
MR.6	0%	77%	0%	15%	0%	8%	Maintain
MR.7	0%	67%	17%	8%	8%	0%	Eliminate (4)
AE.1	8%	8%	68%	8%	8%	0%	Maintain
AE.2	15%	0%	85%	0%	0%	0%	Maintain
AE.3	0%	33%	67%	0%	0%	0%	Maintain
AE.4	8%	42%	42%	0%	0%	8%	Eliminate
AE.5	8%	77%	15%	0%	0%	0%	Move to MR
AE.6	0%	8%	76%	0%	8%	8%	Maintain
CP.1	0%	0%	8%	84%	0%	8%	Maintain
CP.2	8%	15%	0%	0%	69%	8%	Move to AS
CP.3	0%	0%	0%	0%	92%	8%	Move to AS
CP.4	8%	8%	0%	76%	8%	0%	Break down in two items (5)
CP.5	0%	8%	0%	92%	0%	0%	Maintain
AS.1	15%	39%	0%	0%	46%	0%	Reworded (6)
AS.2	8%	0%	0%	8%	84%	0%	Maintain
AS.3	8%	0%	0%	75%	17%	0%	Reworded (7)
AS.4	8%	0%	0%	69%	15%	8%	Reworded (8)
EC.1	8%	25%	0%	0%	0%	67%	Reworded EN (9)
EC.2	0%	15%	0%	0%	0%	85%	Eliminate (10)
EC.3	23%	0%	8%	8%	0%	61%	Maintain WM
EC.4	8%	15%	8%	0%	0%	69%	Maintain EN
EC.5	0%	8%	0%	0%	0%	92%	Maintain WM
EC.6	8%	0%	31%	15%	15%	31%	Eliminate
EC.7	8%	0%	15%	8%	0%	69%	Maintain EN
EC.8	0%	0%	0%	0%	8%	92%	Maintain WM
EC.9	8%	15%	8%	0%	0%	69%	Maintain WM

4. MR.7 *“I am able to get support for my tourism business from this region's Visitors Bureau”* was eliminated despite good performance because it was somehow redundant with MR.6 *“I am able to get support from local government or non-profit organizations for my tourism business”*, which scored even better.
5. CP.4 *“I am able to get others to identify with and believe in my vision and plans for my tourism business”* was somehow double barreled, therefore broken down into *“I am able to get others to believe in my plans for my tourism business”* and *“I am able to get others to identify with the vision I have for my tourism business”*.
6. AS.1 *“I am able to use my local knowledge and abilities to advance my tourism business”* was reworded as *“I am able to run my tourism business so that I can make the most of my local knowledge”*.
7. AS.3 *“I am able to educate tourists about the real story of my people and my community”* was reworded as *“I am able to run my tourism business so that I can share the real story of my community”*.
8. AS.4 *“I am able to speak comfortably about many topics with groups of tourists”* was reworded as *“I am able to feel comfortable interacting with tourists around me”*.
9. EC.1 *“I am able to use social media for marketing/advertising my tourism business”* was reworded as *“I am able to use social media to market my tourism business”*.

10. EC.2 *“I am able to use web marketplaces (e.g. Airbnb, Etsy, etc.) to advertise and sell tourism experiences”* was eliminated, because it was considered to be too broad and also redundant with other items within the dimension.

The results of the test along with further reflection on the item pool caused the research team to consider two sub dimensions within the spectrum of “e-Commerce” (Figure 5):

1. e-Networking: Competence and savviness in regards to the effective use of social media with the purpose of networking with business peers and engaging customers.
2. e-Marketplaces: Competence and savviness in regards to the effective use of online tools and platforms such as web-marketplaces and net-banking with the purpose of making services available to customers and effecting safe and convenient money transfers.

Figure 5. TeMSE multidimensionality after Face Validity Test 2

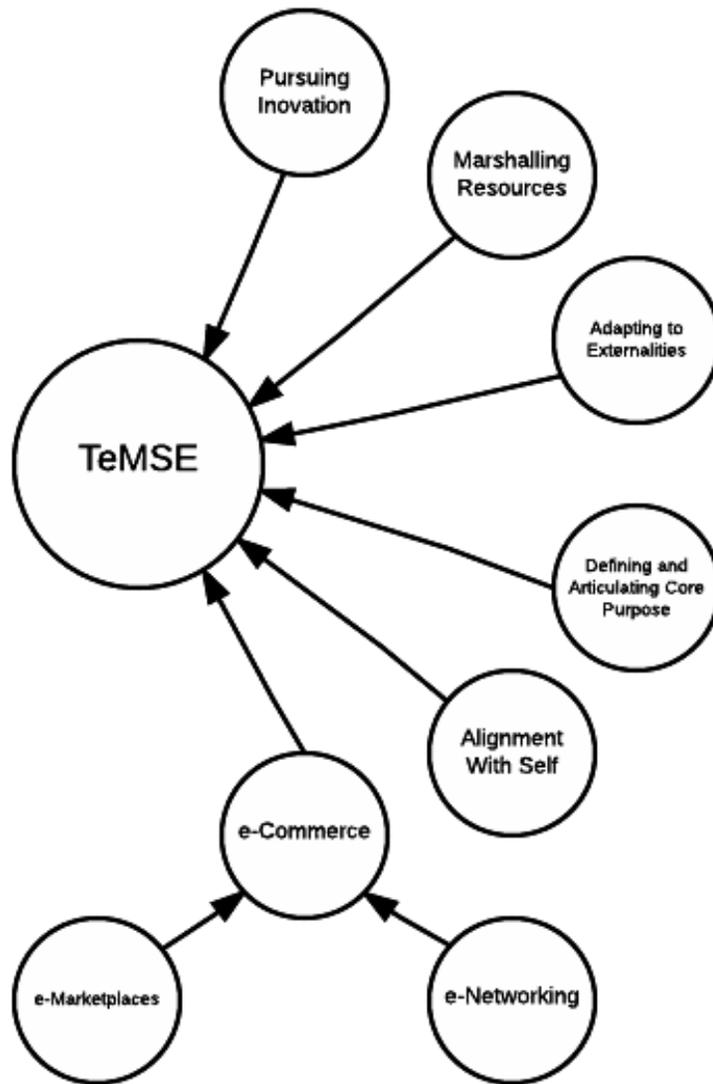


Table 7. TeMSE Scale after face validity 2

Item/Dimension	
<i>Pursuing Innovation</i>	
PI.1	I am able to find new market opportunities for me to provide appealing tourism experiences.
PI.2	I am able to discover ways to improve the appeal of tourism experiences I offer.
PI.3	I am able to identify new opportunities to develop my tourism business.
PI.4	I am able to create experiences that fulfill tourists' interests.
<i>Marshaling Resources</i>	
MR.1	I am able to combine a variety of resources to support my tourism business.
MR.3	I am able to find helpers for my tourism business when I need to tackle a problem or opportunity.
MR.5	I am able to form partnerships with other businesses to strengthen my own tourism business.
MR.6	I am able to get support from local government or non-profit organizations for my tourism business.
MR.8	I am able to get the type of insurance I need for my tourism business.
<i>Adapting to Externalities</i>	
AE.1	I am able to improvise when I am not sure what the right action/decision might be for my business.
AE.2	I am able to deal with unexpected change in my tourism business environment.
AE.3	I am able to understand tourism legislation that applies to my tourism business.
AE.6	I am able to understand what my liability is in case of an accident involving tourists.
AE.7	I am able to determine the price of my tourism experiences based on my competition.
AE.8	I am able to get things done with limited resources.
<i>Defining and Articulating Core Purpose</i>	
CP.1	I am able to explain the purpose of my tourism business to my friends and family.
CP.5	I am able to clearly explain my tourism business idea in everyday terms.
CP.6	I am able to get others to identify with the vision I have for my tourism business.
CP.7	I am able to get others to believe in my plans for my tourism business.
<i>Alignment with Self</i>	
AS.1	I am able to run my tourism business so that I can make the most of my local knowledge.
AS.2	I am able to be myself while providing good customer service to tourists.
AS.3	I am able to run my tourism business so that I can share the real story of my community.
AS.4	I am able to feel comfortable interacting with tourists around me.
AS.5	I am able to develop my tourism business so it can improve my livelihood.
AS.6	I am able to develop my tourism business so it can support my desired lifestyle.
<i>e-Marketplaces</i>	
EM.1	I am able to create an appealing online profile that will help me increase bookings.
EM.2	I am able to use on-line payments to sell tourism experiences on the web.
EM.2	I am able to single out the web marketplaces most suitable to advance my tourism business.
EM.4	I am able to adopt secure online banking measures to protect my tourism business from online fraud.
<i>e-Networking</i>	
EN.1	I am able to use email or social media to network with other tourism businesses.
EN.2	I am able to use social media to market my tourism business.
EN.3	I am able to use social media to engage customers and business peers with my tourism business.
EN.4	I am able to track customer reviews in various travel websites to continuously improve my business.

Step 5: Development administration

Undergraduate and Graduate Students. According to the descriptives in Table 8, most respondents were in Tourism Management, there were slightly more males, age of the majority was situated between twenty and twenty-four years old, and Caucasian/White was the most prevalent ethnicity represented by far.

Table 8. Descriptive Statistics for Sample (n=109)

	Percentage
Major	
Business and Entrepreneurship (senior)	13
Business and Entrepreneurship (graduate)	22
Tourism Management (sophomore)	30
Tourism Management (senior)	35
Gender	
Male	52.3
Female	45.9
Preferred not to respond	1.82
Age	
<20	2
20-24	64
25-29	16
30 and over	13
Preferred not to respond	5
Ethnicity	
African American	1.8
Hispanic/Latino	8.3
Asian	7.3
Caucasian/White	74.3
Other	2.8
Preferred not to respond	5.5

Every item had a very high range (all had minimum 1 and maximum 5) as well as relatively high variance (from .65159 up to 1.12902), which indicates that it discriminates among individuals with different levels of TeMSE. Means ranged from 3.0550 to 4.2778, which is fairly close to the center of the range of possible scores. It is a desirable situation, because it means the items were worded strong enough to avoid concentration of responses on one of the ends. We

also did reliability analysis to all seven theory driven dimensions, with all alphas higher than .7 with the exception of *e-Marketplaces* (.629). Alpha is an indication of the proportion of variance in the scale scores that is attributable to the true score.

Table 9. Descriptive statistics for sample of students

Descriptive Statistics for Items						
	N	Minimum	Maximum	Mean	Std. Deviation	Cronbach's Alpha
PI.1	109	1.00	5.00	3.7156	.86165	.843
PI.2	109	1.00	5.00	4.0000	.79349	
PI.3	109	1.00	5.00	3.8981	.73207	
PI.4	109	1.00	5.00	4.1468	.88009	
MR.1	109	1.00	5.00	3.7431	.79819	.712
MR.3	109	1.00	5.00	3.8165	.74740	
MR.5	109	1.00	5.00	3.9174	.80655	
MR.6	109	1.00	5.00	3.0550	.90098	
MR.8	109	1.00	5.00	3.2569	1.03103	
AE.1	109	1.00	5.00	3.8257	.71807	.739
AE.2	109	1.00	5.00	3.6667	.81650	
AE.3	109	1.00	5.00	3.1376	1.02260	
AE.6	109	1.00	5.00	3.3303	1.08913	
AE.7	109	1.00	5.00	3.5872	.85213	
AE.8	109	1.00	5.00	3.7615	.88086	
CP.1	109	1.00	5.00	4.2778	.74328	.839
CP.5	109	1.00	5.00	3.8241	.86953	
CP.6	109	1.00	5.00	3.9633	.65159	
CP.7	109	1.00	5.00	4.0275	.71309	
AS.1	109	1.00	5.00	3.8532	.92121	.845
AS.2	109	1.00	5.00	4.2569	.76259	
AS.3	109	1.00	5.00	3.7431	.91696	
AS.4	109	1.00	5.00	4.1835	.75969	
AS.5	109	1.00	5.00	3.8899	.80897	
AS.6	109	1.00	5.00	3.7798	.79766	
EM.1	109	1.00	5.00	3.8505	1.01656	.629
EM.2	109	1.00	5.00	3.4862	1.00568	
EM.3	109	1.00	5.00	3.3889	1.12902	
EM.4	109	1.00	5.00	3.3178	.96799	
EN.1	109	1.00	5.00	4.1927	.86578	.787
EN.2	109	1.00	5.00	4.2569	.89653	
EN.3	109	1.00	5.00	4.0648	.93564	
EN.4	109	1.00	5.00	3.7890	.90342	

Results obtained from the sample with students revealed very promising in terms of means, range, variance, and consistency; therefore, we chose not to prune any item at this point. Also, the team was uncertain whether this sample would be representative of the population of e-microentrepreneurs we set out to examine. For this reason, we decided not to discard items that could have behaved differently were it a different sample.

Qualtrics Panels. According to the descriptives in Table 10, most respondents held either a Bachelor’s degree or some college or university experience, there were slightly more females, age of the majority was situated between 30 and 39 years old, and Caucasian/White was the most prevalent ethnicity represented by far. Most respondents have a household income between \$50,000 and \$59,999, and the majority secures between 30% and 39% of their livelihood through e-commerce.

Table 10. Descriptive Statistics for Sample (n=300)

	Percentage
Formal Education	
High school	10.3
Some college or university	29.3
Associate or technical degree	14.0
Bachelor’s degree	32.3
Post-graduate studies (Masters or Doctorate)	14.0
Gender	
Male	42.3
Female	56.3
Other	.3
Preferred not to respond	1.0
Age	
19–29	37.3
30–39	34.4
40–49	17.7
50–59	8
60 and over	2.6

	Percentage
Ethnicity	
African American	15.0
Pacific Islander	.3
Native American	1.0
Hispanic/Latino	9.3
Asian	4.7
Caucasian/White	65.7
Other	2.0
Preferred not to respond	2.0
Combined annual household income	
less than \$20,000	3.7
\$20,000 to \$29,999	7.7
\$30,000 to \$39,999	11.7
\$40,000 to \$49,999	10.3
\$50,000 to \$59,999	15.3
\$60,000 to \$69,999	8.7
\$70,000 to \$79,999	9.3
\$80,000 to \$89,999	8.7
\$90,000 to \$99,999	7.0
\$100,000 to \$109,999	4.7
\$110,000 to \$119,999	2.3
\$120,000 to \$129,999	3.0
\$130,000 to \$139,999	.3
\$140,000 to \$149,999	3.0
more than \$150,000	4.3
Livelihood from tourism e-microentrepreneurship	
less than 10%	10.3
10% to 19%	12.7
20% to 29%	10.7
30% to 39%	27.3
40% to 49%	10.7
50% to 59%	7.3
60% to 69%	9.0
70% to 79%	6.7
80% to 89%	2.3
More than 90%	3.0

Step 6: Exploratory scale testing and development

The criteria used for extraction was Eigenvalues>1, which is default in SPSS. Those 5 factors extracted accounted for 57.58% of the total variance observed.

Table 11. First EFA conducted on the sample of e-microentrepreneurs

	Component				
	1	2	3	4	5
PI.1	.299	.388	.198	.500	.170
PI.2	.754	.221	.199	.192	.133
PI.3	.339	.464	.344	.237	.081
PI.4	.794	.186	.158	.162	.057
MR.1	.581	.195	.121	.257	.264
MR.3	.085	.357	.249	.574	.294
MR.5	.443	.051	.077	.546	.222
MR.6	-.042	.010	.226	.717	.264
MR.8	.269	.095	.060	.158	.693
AE.1	.172	.592	.077	.222	.175
AE.2	.527	.362	-.027	.083	.364
AE.3	.379	.043	.039	.309	.671
AE.6	.091	.324	.147	.093	.652
AE.7	.223	.456	.270	.293	.148
AE.8	.128	.711	.091	.032	.063
CP.1	.681	.180	.243	-.187	.215
CP.5	.632	.259	.061	.189	.215
CP.6	.232	.557	.186	.528	-.008
CP.7	.353	.540	.296	.270	.030
AS.1	.509	.438	.267	.161	-.118
AS.2	.377	.548	.211	.008	.163
AS.3	.353	.450	.113	.506	-.131
AS.4	.280	.524	.220	-.045	.232
AS.5	.687	.201	.175	.130	.198
AS.6	.154	.528	.309	.182	.244
EM.1	.242	.374	.520	.181	.088
EM.2	.220	.343	.477	.171	.194
EM.3	.651	.183	.275	.072	.099
EM.4	.178	.436	.330	.108	.390
EN.1	.200	.125	.668	.451	.035
EN.2	.192	.191	.794	.069	.056
EN.3	.153	.187	.816	.148	.068
EN.4	.208	.456	.384	.066	.268

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.^a
 a. Rotation converged in 11 iterations.

Dimensional Structure of the Tourism e-Microentrepreneurial Self-Efficacy Scale. Results of the EFA revealed five distinct factors within TeMSE (see table). Items PI.3, AE.7, CP.6, AS.3, EM.2, EM.4, and EN.4 cross-loaded on two or more factors and were pruned. F1 included items PI.2, PI.4, MR.1, AE.2, CP.1, CP.5, AS.1, AS.5, and EM.3; F2 included items AE.1, AE.8, CP.7, AS.2, AS.4, and AS.6; F3 included items EM.1, EN.1, EN.2, and EN.3; F4 included items PI.1, MR.3, MR.5, and MR.6; and F5 included items MR.8, AE.3, and AE.6. The factors did not align perfectly with the intended theoretical dimensions of TeMSE. In light of these results, individual items were reviewed in terms of their relation to the dimensions, and as a result, item AE.2 was judged to theoretically align with PI.2, PI.4 under F1 (Pursuing Innovation Through Uncertainty — according to Ries (2011), entrepreneurs are “geared for disruption and innovation through uncertainty” (Foreward)); CP.7 with AS.2, AS.4, and AS.6 under F2 (Aligning Core Purpose with Self – according to Aulet (2013), a microenterprise is closely held by the entrepreneur, whose rewards come in the form of personal independence; therefore it makes sense that *Defining and Articulating Core Purpose* and *Alignment with Self* emerged from the data as one single factor; EM.1 with EN.1, EN.2, and EN.3 under F3 (e-Marketing); MR.3, MR.5, and MR.6 were kept under F4 (Marshaling Resources); and MR.8 with AE.3, and AE.6 under F5 (Adapting to Externalities – the focus of this dimension being now legal issues and liability).

A new EFA using Varimax rotation with Kaiser Normalization was performed on the remaining seventeen items. This time, the criteria used for extraction was number of factors=5, in order to maintain the dimensional structure obtained from the previous analysis. Total variance explained was 67.409%.

Table 12. Second EFA conducted on the sample of e-microentrepreneurs

	Dimension	Component				
		1	2	3	4	5
PI.2	Pursuing Innovation	.822	.222	.139	.184	.121
PI.4		.802	.210	.093	.165	.074
AE.2		.644	-.034	.311	.286	.075
MR.3	Marshaling Resources	.146	.278	.406	.256	.526
MR.5		.527	.054	.007	.149	.589
MR.6		-.024	.192	.114	.178	.791
MR.8	Adapting to Externalities	.162	.096	.089	.779	.231
AE.3		.334	-.044	.205	.632	.360
AE.6		.107	.006	.619	.501	.122
CP.7	Aligning Core Purpose with Self	.541	.338	.422	-.011	.150
AS.2		.447	.289	.464	.229	-.094
AS.4		.313	.478	.061	.525	-.195
AS.6		.169	.265	.743	.085	.158
EM.1	e-Marketing	.336	.439	.517	-.029	.124
EN.1		.268	.655	.113	-.036	.472
EN.2		.088	.840	.174	.127	.080
EN.3		.139	.797	.218	.046	.197

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.^a
 a. Rotation converged in 10 iterations.

Results of the EFA revealed that item EM.1 was loading higher on F3 than in the expected F2, and therefore was omitted. Item AS.4 loaded very poorly on expected F3 and was discarded as well. I decided to keep items AE.6 and CP.7 in the model, because, despite cross loading, they had strong theoretical alignment with the other items in factors F4 and F3, respectively.

One final EFA was performed on the fifteen remaining items. I used Varimax rotation with Kaiser Normalization, with extraction criteria being number of factors=5. Total variance explained was 70.787%. Bartlett's test of sphericity was significant and KMO=.888 (meritorious), which indicate that sampling was adequate.

Table 13. Third EFA conducted on the sample of e-microentrepreneurs

	Dimension	Component					Cronbach's Alpha
		1	2	3	4	5	
PI.2	Pursuing Innovation	.824	.235	.217	.134	.086	.674
PI.4		.804	.196	.146	.148	.068	
AE.2		.629	-.017	.340	.295	.048	
MR.3	Marshaling Resources	.126	.230	.266	.420	.584	.671
MR.5		.527	.053	.167	-.026	.599	
MR.6		-.030	.178	.179	.111	.819	
MR.8	Adapting to Externalities	.188	.129	.779	.009	.169	.726
AE.3		.344	.027	.716	.073	.278	
AE.6		.086	.090	.692	.397	.049	
CP.7	Aligning Core Purpose with Self	.512	.273	-.011	.516	.210	.723
AS.2		.423	.204	.179	.606	-.033	
AS.6		.118	.230	.163	.774	.200	
EN.1	e-Marketing	.274	.695	.017	.084	.428	.829
EN.2		.104	.862	.131	.191	.032	
EN.3		.147	.834	.086	.220	.139	
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. ^a a. Rotation converged in 7 iterations.							

This iteration saw all items loading the most in their intended dimensions, despite items MR.5 and CP.7 continue to cross load. Reliability analysis revealed high Cronbach's Alphas in for *Adapting to Externalities*, *Aligning Core Purpose with Self* and *e-Marketing*, while *Pursuing Innovation Through Uncertainty* and *Marshaling Resources* more modest values but within acceptable range for a three item dimension.

Step 7: Confirmatory scale testing and refinement

An underlying assumption of ML estimation is that the data is normally distributed, which can be assessed through Skewness and Kurtosis tests.

Table 14. Tests for normality

	Central Tendency	Skewness			Kurtosis	
	Mean	Statistic	Std. Error	t	Statistic	Std. Error
PI.2	4.21	-1.259	.141	-8.944	2.382	.281
PI.4	4.25	-1.408	.141	-10.008	2.845	.281
AE.2	3.94	-.886	.141	-6.294	1.242	.281
MR.3	3.81	-.733	.141	-5.208	.038	.281
MR.5	3.68	-.543	.141	-3.862	-.338	.281
MR.6	3.30	-.211	.141	-1.499	-.803	.281
MR.8	3.86	-.799	.141	-5.679	.505	.281
AE.3	3.92	-.728	.141	-5.172	.305	.281
AE.6	4.10	-.977	.141	-6.944	.850	.281
CP.7	4.08	-.930	.141	-6.610	1.469	.281
AS.2	4.21	-.716	.141	-5.089	.634	.281
AS.6	4.06	-.707	.141	-5.027	.624	.281
EN.1	4.19	-1.111	.141	-7.896	.880	.281
EN.2	4.27	-1.245	.141	-8.848	1.707	.281
EN.3	4.21	-1.016	.141	-7.221	.729	.281

Results show that, with exception of item MR.6, data is significantly skewed to the left. This is due to the “ceiling effect” caused by means higher than 3 (neither agree nor disagree) in a scale that takes the maximum value of 5 (strongly agree). However, values are in the range of +/-1 to +/-2, usually considered acceptable for psychometric purposes. In regards to the Kurtosis test, items PI.2 and PI.4 have a value higher than +2 (range is the same as in the Skewness test), but further visual examination of histograms of both items led me to conclude the data is sufficiently normally distributed to allow for parametric testing.

Figure 6 Distribution of PI2

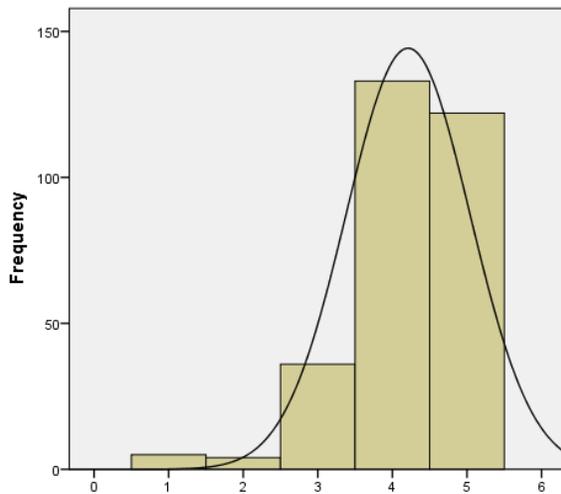
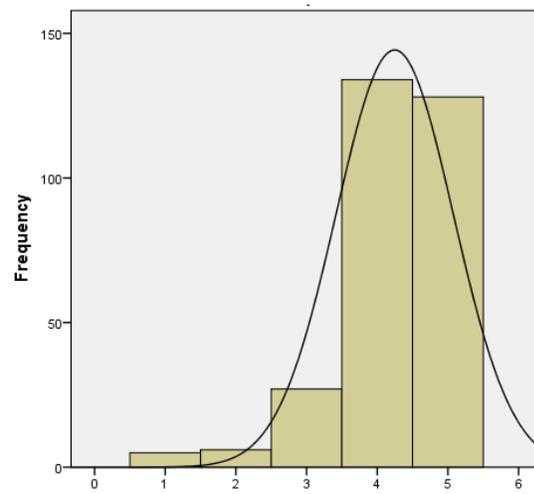


Figure 7 Distribution of PI.4



Dimensional Structure of Tourism e-Microentrepreneurial Self-Efficacy Scale. Results of the CFA conducted on the fifteen item model revealed problems with indices CMIN/DF=2.625 and RMSEA=.074, not making the cut. To address this issue, I pruned item AE2, because it displayed high residual covariances in the standardized matrix. This action had a positive effect on both indices: CMIN/DF=2.404 and RMSEA=.069. To further improve CMIN/DF, I went back to the standardized residual covariances to check if there were other items showing high values. Since EN1 was conflicting with various other items, it was also omitted. This last iteration revealed that a five factor structure had an acceptable fit with the data ($\chi^2=101.839$, CMIN/DF=1.852, CFI=.968, TLI=.954, SRMR=.0453, RMSEA=.053). The final measurement model consisted of five factors (Pursuing Innovation, Marshaling Resources, Adapting to Externalities, Aligning Core Purpose with Self, e-Marketing).

Figure 8. Final measurement model of TeMSE

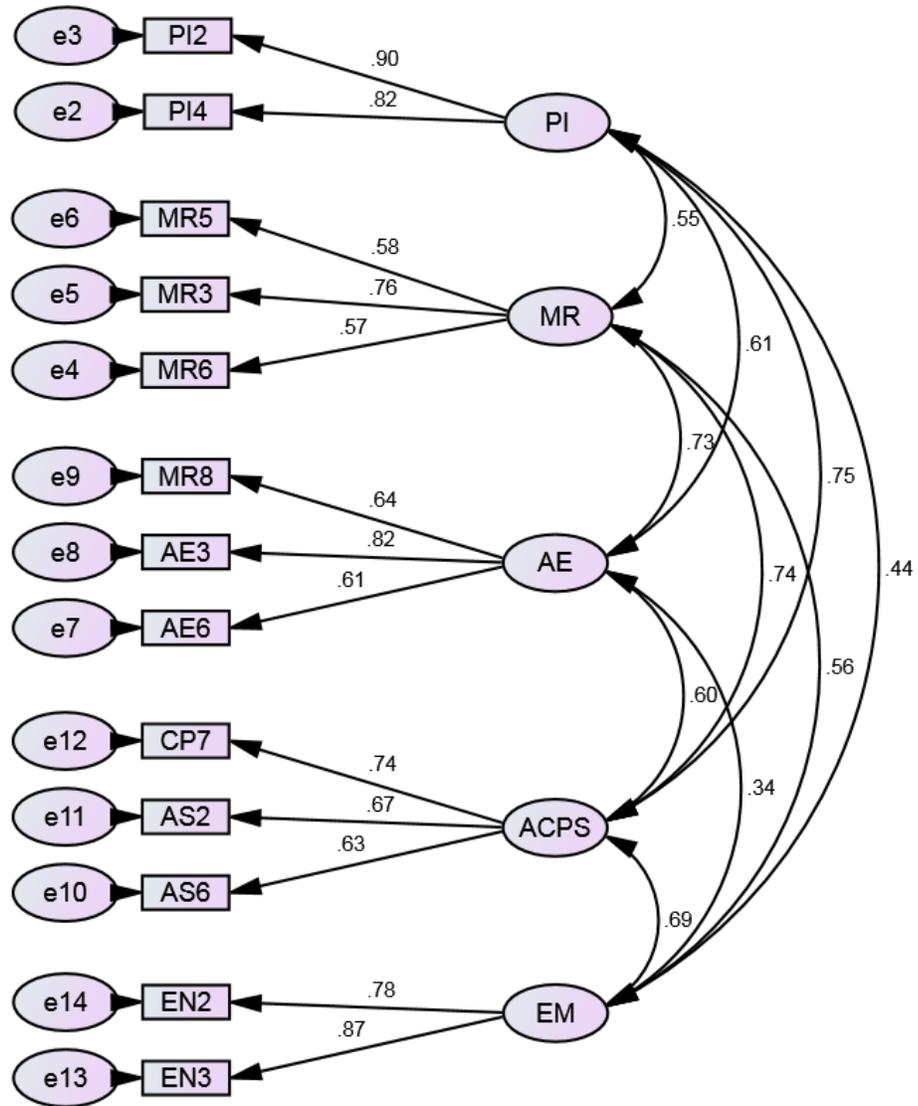


Table 15. Goodness of Fit Indices

χ^2	df	CMIN/DF	CFI	TLI	SRMR	RMSEA
101.839	55	1.852	.968	.954	.0453	.053

Given that 2 additional items were deleted to achieve a better model fit, the Cronbach's alpha coefficients for Pursuing Innovation and e-Marketing are now .810 and .851, respectively.

Step 8: Scale Validation

A series of multiple linear regressions were conducted to ascertain construct validity of TeMSE. First, I regressed composite measures of all five dimensions of *TeMSE* against SISE and composite measures of *Environmental Mastery* and *Autonomy*. *Aligning Core Purpose with Self* came out positive and significant in all three regressions, and *Adapting to Externalities* was also positive and significant against *Environmental Mastery*.

Given that results were incongruous and non-conclusive, Self-esteem, Environmental Mastery and Autonomy were regressed against a composite measure of TeMSE. Environmental Mastery was positive and significant, but Self-esteem and Autonomy were both non-significant. A final regression of Self-Esteem and a composite measure of Human Agency against TeMSE was conducted and, finally, conclusive results were achieved. As expected, both Self-Esteem and Agency are significant predictors of TeMSE, but the effect size of the latter is almost four times the size of the former. In conclusion, through the analysis of regression coefficients of Self-Esteem and Human Agency against TeMSE, I am confident that both divergent and convergent validity was achieved.

Table 16. Regression analyses for construct validity

Dependent variable	β	R	R ²
Self-Esteem			
<i>Pursuing Innovation</i>	-.015	.373	.139
<i>Marshalling Resources</i>	.022		
<i>Adapting to Externalities</i>	.042		
<i>Aligning Core Purpose with Self</i>	.462**		
<i>e-Marketing</i>	.081		
Environmental Mastery			
<i>Pursuing Innovation</i>	.063	.486	.236
<i>Marshalling Resources</i>	-.002		
<i>Adapting to Externalities</i>	.163**		
<i>Aligning Core Purpose with Self</i>	.338**		
<i>e-Marketing</i>	.022		
Autonomy			
<i>Pursuing Innovation</i>	.040	.278	.077
<i>Marshalling Resources</i>	-.020		
<i>Adapting to Externalities</i>	-.003		
<i>Aligning Core Purpose with Self</i>	.280**		
<i>e-Marketing</i>	-.059		
TeMSE			
<i>Self-esteem</i>	.049	.457	2.09
<i>Environmental Mastery</i>	.322**		
<i>Autonomy</i>	.040		
TeMSE			
<i>Self-esteem</i>	.093**	.424	.180
<i>Human Agency</i>	.346**		
Note: β = regression coefficient, R = Correlation coefficient, R ² = Coefficient of determination. * p < 0.05; ** p < 0.01			

A statistically and reliable valid scale was developed for this study, because there is not any instrument in the field relevant to the specific tourism e-microentrepreneurial context. The scale development process used in this study followed an eight step process (DeVellis, 1991) with the goal to produce reliable and valid measures. In the results, quantitative and qualitative evidence supports the validity of the Tourism e-Microentrepreneurial Self-Efficacy construct. Consequently, the measurement structures reported in Figure 8 were used henceforth in this study.

3. Instrument Application to a sample of P1t e-microentrepreneurs

Data was collected during January, February, and March 2016. Phone numbers of 94 North Carolinian tourism microentrepreneurs and aspiring microentrepreneurs were obtained from the P1t Lab database. Calls were made from the Department of Parks, Recreation and Tourism Management on their official number. First phase consisted of three rounds of calls at different days and time, in order to maximize response rate. By the end of the first phase, fifty-six microentrepreneurs had been successfully contacted, but twenty-four had declined participation. Those who accepted to participate were sent a personalized, hand written thank you post card. The remaining thirty-eight that I was unable reach were sent the same personalized, handwritten post card, but this time, soliciting their help in the study. In the post card, there was a phone number and an e-mail they could use to contact the researcher. In this second phase, it was possible to survey eleven microentrepreneurs more. In sum, forty-three microentrepreneurs accepted to participate in the study. After cleaning two entries due to missing data, the final number was set to forty-one valid responses, which corresponds to a response rate of 43.6%.

Table 17. Descriptive Statistics for Sample (n=41)

	Percentage
Formal Education	
Less than high school	4.9
High school	9.8
Some college or university	9.8
Associate or technical degree	12.2
Bachelor's degree	31.7
Post-graduate studies (Masters or Doctorate)	31.7
Gender	
Male	58.5
Female	41.5
Age	
Under 29	9.8
30–39	9.8
40–49	17.1
50–59	19.5
60 and over	43.9
Ethnicity	
African American	4.9
Native American	4.9
Caucasian/White	80.5
Other	2.4
Preferred not to respond	7.3
Livelihood from tourism e-microentrepreneurship	
less than 10%	41.5
10% to 19%	29.3
20% to 29%	9.8
30% to 39%	2.4
40% to 49%	0
50% to 59%	7.3
60% to 69%	0
70% to 79%	2.4
80% to 89%	2.4
More than 90%	4.9

According to the descriptive statistics in Table 17, most respondents held either a Bachelor's degree or post-graduate studies, there were more males, the majority was aged 60 years old and over, and Caucasian/White was the most prevalent ethnicity represented by far. Most respondents obtain no more than 10% of their livelihood through e-commerce.

Table 18. Descriptive statistics and reliability for the sample of P1t e-microentrepreneurs

	Dimension	Alpha	Mean	Minimum	Maximum	Mean	SD
PI.2	Pursuing Innovation	.515	4.256	3.00	5.00	4.1951	.51086
PI.4				2.00	5.00	4.3171	.81973
MR.3	Marshaling Resources	.631	3.512	2.00	5.00	3.6098	.99695
MR.5				1.00	5.00	3.7561	1.09042
MR.6				1.00	5.00	3.1707	1.13803
MR.8	Adapting to Externalities	.718	3.602	1.00	5.00	3.5366	1.26684
AE.3				1.00	5.00	3.5854	.97405
AE.6				1.00	5.00	3.6829	1.25377
CP.7	Aligning Core Purpose with Self	.437	4.041	1.00	5.00	3.9024	.88896
AS.2				3.00	5.00	4.6341	.53647
AS.6				2.00	5.00	3.5854	.97405
EN.2	e-Marketing	.921	3.634	1.00	5.00	3.7317	1.24548
EN.3				1.00	5.00	3.5366	1.12021

Pursuing Innovation. Denoted a relatively low Alpha=.515, even considering a scale with only two variables. Supplemental assessments of consistency such as Pearson Correlation=.386 or Spearman’s rho .397 provided further evidence of moderate to low reliability with the sample of P1t e-microentrepreneurs. Nevertheless, *Pursuing Innovation* was the dimension with the highest mean score, which is an indication that this is an area of least concern in terms of training.

This finding is supported by field observations such as the ingenious “mushroom on logs experience” already discussed in chapter one, the proprietor of a small Farm zoo that offers half price admissions for those who post on Facebook about the “mobile petting zoo van, or even the Fork 2 Farmer movement, started in Raleigh, NC, that tries to capitalize on the high visibility of Farm to Table chefs and restaurateurs to attract visitors to small local farms.

Figure 9. Mobile petting zoo van



Marshaling Resources. It shows an acceptable $\text{Alpha}=.631$. It is, nonetheless, the dimension with the lowest mean score. This finding drives well with field notes of microentrepreneurs who complain about struggles to secure the resources needed to advance their businesses. Likewise, research engendered by the Equitable and Sustainable Research Group at NC State further found similar themes:

“Although (...) key actors in the network [of wildlife entrepreneurs] are able to access resources and information from other actors (...), it is primarily for their own business growth. Therefore, most of the resources acquired from their respective ties may not be transferable except for information exchange.” (K.C., 2015, p. 82).

“Lacking institutional support for agritourism was another prominent concern, as participants often felt a lack of state effort in fostering their business growth and in encouraging and educating the public about agritourism” (Halim, 2016, p. 64).

This area warrants attention from local development agencies, if economic prosperity is to be achieved in these locations through microentrepreneurship.

Adapting to Externalities. This dimension is slightly different from the scope of the one devised initially, now leaning towards legal constraints and liability issues. It is also the second lowest mean score, which once again, pairs well with insights from the field and qualitative research findings. Recurrently, the topic of safety and types of insurance was brought up during field work with stakeholders:

“I was denied a license to turn my log cabin into a B&B due to a sewage non-compliance, and when I asked them if I could rent it through Airbnb they didn’t have an answer for me!” Farmer, Randolph County

“It was a nightmare to have them approve my project. Every time they came to inspect, somehow they always managed to find something wrong.” Builder artist, Robeson County

“... agritourism is not broadly recognized as agriculture and thus creates obstacles in obtaining necessary insurance for their operations.” (Halim, 2016, p. 64)

Aligning Core Purpose with Self. Also denoted a relatively low Alpha=.437. Items AS2 *I am able to be myself while providing good customer service to tourists* and AS6 *I am able to develop my tourism business so it can support my desired lifestyle* have a mean difference of more than one full point. That is, microentrepreneurs have no problem in providing a good service but struggle to secure their livelihoods through entrepreneurship. Such occurrence is possibly due to the fact that the sample is comprised mostly of aspiring microentrepreneurs or individuals who have recently engaged in such activity and are yet to meet reasonable demand for their experiences, which might the relevance of these items among this population.

Hence, for the purpose of assessing this dimension among P1t microentrepreneurs I dropped AS.6 and replaced it with items AS.1 *I am able to run my tourism business so that I can make the most of my local knowledge* and AS.3 *I am able to run my tourism business so that I can share the real story of my community*, which tap into non-economic motives that are likely to be predominant in early stages of entrepreneurship. Table 19 shows the significant increase of internal consistency after the switch.

Table 19. *Aligning core purpose with self*

Dimension	Qualtrics		P1t		
	Items	Alpha	Items	Alpha	Mean
Aligning Core Purpose with Self	CP.7	.437	CP.7	.601	4.311
	AS.2		AS.2		
	AS.6		AS.3		
	-		AS.4		

Such non-economic motives are found in the literature as well as in my field notes:

“An African-American winemaker in North Carolina wanted to share the story of how his ancestors earned freedom from slavery and the right to own land; and

explained that he hoped that farm visits would allow him to hold on to his ancestral land and give him the opportunity to explain his connection to the land.” (Morais et al, 2014, p. 347)

“I just happen to love walking barefeet in the sand, and the folks that come out here to visit seem to get inspired by seeing me doing that while I show them around”. Farmer, Lenoir County

e-Marketing. It's the dimension displaying the highest reliability coefficient ($\text{Alpha}=.921$), but the mean score is among the lowest. Once again, this result matches well with evidence collected during fieldwork, in which microentrepreneurs usually revealed they are not effective in using social media and webmarketplaces to the advantage of their businesses:

“I'm afraid I have to answer disagree to all those ones (items on e-Marketing). I was not born in it. I don't know how to use social media”. Winemaker, Chatham County

“I've always been very active in social media, but I never managed to get tourists out here. It's very isolated. (...) Now I'm selling the farm”. Farmer, Chatham County

4. Summary of results

The primary interest of this study was to operationalize and validate the construct of *Tourism e-Microentrepreneurial Self-Efficacy*. In the qualitative phase, I had direct contact with microentrepreneurs and cooperative extension agents through my participation as a researcher in the longitudinal, participatory action-research project People-First Tourism,

which allowed me to understand the construct from the practitioner perspective. After I defined it, I proceeded to operationalize dimensional structure informed by two panels of select graduate students, faculty and other authorities working with entrepreneurship at a conceptual level. In the quantitative phase, firstly, in order to scrutinize instrument appropriateness, data was collected from college students. The survey was subsequently administered to 300 e-microentrepreneurs in the Southeast US. Through exploratory methods, five distinct factors were interpreted: *Pursuing Innovation*, *Marshalling Resources*, *Adapting to Externalities*, *Aligning Core Purpose with Self*, and *e-Marketing*. To test the factor structure, data was analyzed with maximum likelihood confirmatory factor analysis. The study resulted in thirteen items on five factors. Cronbach's alpha and goodness of fit criteria demonstrated desirable validity and reliability. This is the first study of its kind to operationalize, measure, and validate the construct of TeMSE. The result is an empirical model and valuable instrument to measure e-microentrepreneurs self-efficacy in the tourism e-business sector.

Administration of the scale to a sample of participants in the P1t project revealed that the instrument is useful to assess training needs among these entrepreneurs, but two dimensions, *Pursuing Innovation* and *Aligning Core Purpose with Self*, show only modest consistency values, which might be evidence that further research is warranted to better operationalize them in the context of rural tourism microentrepreneurship.

CHAPTER 5: DISCUSSION AND CONCLUSIONS

1. Introduction

This study used a mix method design to answer the overarching research question: How can tourism e-microentrepreneurial self-efficacy be defined and operationalized? Together, fieldwork insights, experts' inputs, and quantitative results shed light on this question. Specifically, fieldwork insights provided the basis for the adaptation of scale items found in the entrepreneurial self-efficacy literature and the creation of new ones that were specific to the tourism microentrepreneurial context. These items were reviewed by two independent panels of experts and subsequently piloted with students and tested with e-microentrepreneurs. Exploratory factor analysis revealed a five factor structure. Confirmatory factor analysis supported the factor structure, suggesting stability of the instrument. The five factor structure corroborated to great extent our assumptions, although some dimensions now incorporate some new nuances that emerged from the data. Namely, *Adapting to Externalities* addresses only legal issues and liability, whereas we assumed it also had to do with pricing, competition, and changes in the marketplace environment; *Alignment with Self* and *Defining and Articulating Core Purpose* emerged as one single dimension renamed *Aligning Core Purpose with Self*, which adds to Atjelvic and Doorne (2000) postulation that tourism microenterprises often reflect entrepreneurs' sociopolitical ideology; and *e-Marketing* also emerged as a single dimension, where we had hypothesized there could be two distinct ones, *e-Marketplaces* and *e-Networking*.

The overarching purpose of this thesis was to add to the growing body of literature on microentrepreneurship by theoretical, empirical, and statistically rigorous investigation of

TeMSE as an important psychological antecedent to tourism e-microentrepreneurship. The purpose of this study can be broken down into three main objectives. First, to define, operationalize, and validate the construct of Tourism e-Microentrepreneurial Self-Efficacy. Second, to develop and validate a scale that allowed for reliable measures of the construct among participants in P1t project. And third, to do a baseline assessment via phone of microentrepreneurs and aspiring microentrepreneurs in the project. In this final chapter, I intend to synthesize findings and relate them to extant research and fieldwork observations, and consider the implications of this study for policy, practice, and future research.

2. Synthesis of Findings

The first factor is *Pursuing Innovation*. Borrowing from De Noble's (1999) *Developing new product or market opportunities*, Chen's (1998) *Innovation*, and Moberg's (2013) *Creativity*, this dimension refers to the microentrepreneur's striving for better ideas or methods, or integrating a new approach that addresses ever changing market demands, materialized in competitive advantage provided by meaningful differentiation from mainstream competition in the tourism sector. This dimension consists of two factors:

- a) PI.2. I am able to discover ways to improve the appeal of tourism experiences I offer.
- b) PI.4. I am able to create experiences that fulfill tourists' interests.

The second factor is *Marshalling Resources*. Borrowing from De Noble's (1999) *Initiating investor relationships*, and McGee's (2009) and Moberg's (2013) *Marshalling*, this dimension involves assembling resources of different kinds to bring the venture into existence, without which the venture cannot exist or sustain itself. Such resources can take the shape of communal labor,

partnerships with other businesses, or institutional support from local agencies. This dimension consists of three factors:

- a) MR.3. I am able to find helpers for my tourism business when I need to tackle a problem or opportunity.
- b) MR.5. I am able to form partnerships with other businesses to strengthen my own tourism business.
- c) MR.6. I am able to get support from local government or non-profit organizations for my tourism business.

The third factor is *Adapting to Externalities*. Building on De Noble's (1999) *Coping with unexpected challenges* and Moberg's (2013) *Managing Ambiguity*, this dimension encompasses ways in which microentrepreneurs are able to either capitalize on or mitigate nuances in the legal landscape affecting the tourism sector which are out of their control. This dimension consists of three factors:

- a) MR.8. I am able to get the type of insurance I need for my tourism business.
- b) AE.3. I am able to understand tourism legislation that applies to my tourism business.
- c) AE.6. I am able to understand what my liability is in case of an accident involving tourists.

Fourth dimension is *Aligning Core Purpose with Self*. Based on De Noble's (1999) *Defining core purpose* and Atjelvic and Doorne's (2000) concept of *lifestyle entrepreneurship*, this dimension refers to the extent to which the microentrepreneur is able to articulate to stakeholders a core purpose of the business in line with personal idiosyncrasies and in support of a desired lifestyle. This dimension consists of three factors:

CP.7 I am able to get others to believe in my plans for my tourism business.

AS.2 I am able to be myself while providing good customer service to tourists.

AS.6 I am able to develop my tourism business so it can support my desired lifestyle.

Fifth and last factor is *e-Marketing*. Borrowing from Chen's (1998) and Wymer and Regan's (2005 *factors influencing e-commerce adoption and use by small and medium businesses*), this dimension denotes the competence and savviness of microentrepreneurs in regards to the effective use of social media with purpose to market their tourism businesses and engage visitors and business peers.

1. EN.2 I am able to use social media to market my tourism business.

2. EN.3 I am able to use social media to engage customers and business peers with my tourism business.

3. Implications

This study suggests that Tourism e-Microentrepreneurial Self-Efficacy is a multidimensional construct that hinges on the interrelated dimensions of *Pursuing Innovation*, *Marshalling Resources*, *Adapting to Externalities*, *Aligning Core Purpose with Self*, and *e-Marketing*. Although further research is needed to ascertain which dimensions have the strongest predictive power of entrepreneurial behavior, therefore the ones that entrepreneurship curricula should focus on, my baseline assessment of forty-one P1t microentrepreneurs indicates that *Marshaling Resources*,

Adapting to Externalities, and *e-Marketing* are the areas that warrant most attention from the authorities.

Results on *Marshaling Resources* seem to capture tourism microentrepreneur's difficulty in getting the institutional support necessary to validate one's business and grant access to financial resources, certifications, training, and expertise. Halim (2016) found this struggle to be even harder among women microentrepreneurs involved in Agritourism, for they lack the resources and credibility as farmers, while at the same time juggling traditional roles. Secondly, there might be some concern and mistrust from other local businesses, that might undermine the strengthening of ties between tourism businesses and those in the primary and secondary sectors. For example, Nyaupane, Morais and Dowler (2006) reported disruption of traditional kinship and community bonds, in particular conflict and disharmony between lodge owners and farmers in a tourist destination in Nepal. Finally, the unavailability of helpers when the need arises might have to do with the seasonal character of tourism and the fact that demand is stronger on weekends and holidays. Halim, Morais, Barbieri, Jakes and Zering (2016) found the latter to be the most prominent challenge among women in agritourism in North Carolina, for it adds to their already heavy burden of work, which keeps them from investing in long-term planning for the farm, thus hindering their capacity to harness the growth potential of the farm.

Some authors have proposed strategies to overcome inability to marshal resources among rural microentrepreneurs. In the broad scope of entrepreneurship, mentoring has been identified as an effective vehicle for acquiring networking opportunities (Dymock, 1999), elevating self-efficacy, validating one's entrepreneurial self-image and lowering sense of solitude (St-Jean & Audet, 2013). Accordingly, Halim (2016) called for the establishment of a system that would enable

mentoring in the rural area (i.e., established entrepreneurs mentor young or start-up agritourism farmers). Likewise, Morais, Ferreira, Nazariadli and Ghahramani (in press) described how P1t microentrepreneurs are organized in networks that promote cooperation and competition, or coopetition (Nalebuff & Brandenburger, 1997), to improve social capital, namely bonding ties between microentrepreneurs, and bridging ties with organizations and partners that might bring them opportunities and access to resources not readily available within the network (Narayan & Cassidy, 2001).

Low values on *Adapting to Externalities* could reflect ambiguity of information in respect to licenses, insurance, and taxes due for a tourism business. Airbnb is a good example: it's prohibited in some cities but not in others; legislation is enforced in some regions but not in others; some counties collect levies upon booking/transaction, while in others the microentrepreneur is to report that income; when local authorities are questioned, the answer is almost always vague. This situation is epitomized by a P1t microentrepreneur's grievance that his log cabin was denied a license as a Breat & Breakfast, but was nonetheless abiding the law if listed as Airbnb.

Some entrepreneurship theorists argued that the ability to adapt to change and leverage ambiguity are among the most important entrepreneurial skills (Moberg, 2013). Mladjenovic (2013), in the scope of microentrepreneurship, advises that being aware of taxes and other legal issues such as business structure (i.e. sole proprietorship, limited liability company, corporation or partnership) is important to protect one's business interests. For example, outsourcing, until recently, unnecessary and too costly to be considered by a microenterprise, is nowadays an available and affordable resource to save money and time, and add efficiency to the venture.

Finally, *e-Marketing*, the use of social media to market one's business, also shows a low mean. Although it could be argued that the reason behind is the relatively old age of microentrepreneurs in the sample, 44% sixty years old and over, this argument falls short when one looks at the high education level, 62.4 % held a Bachelor's degree or post-graduate studies. In fact, doing social media diligently can be a cumbersome task and take away from pressing tasks at hand. Doing it haphazardly undermines audience engagement and might lead to content becoming outdated, which can be easily perceived as sloppy management. For example, at P1t Lab we are a team of a highly educated and tech savvy graduate students and faculty, however we struggle to keep up with a steady stream of relevant, interesting posts, to the point that internal competition had to be implemented to entice collaborators to post.

Mladenovic (2013) asserted that social media, such as Facebook, LinkedIn, and Twitter, can help the microentrepreneur meet people and build relationships that can in due course translate into sales. He devised six golden rules for succeeding in Social Media: 1) focus on the social aspects first and then the business aspect; 2) discover how the ropes work (quirks and rules of each social media venue); 3) be a lurker, meaning that one should read post from others, and participate only after becoming acquainted and knowledgeable of the topic at hands; 4) Watch others and replicate successful techniques and strategies; 5) Rinse and repeat, be persistent and don't give up after the first failed attempt; 6) Tread carefully because the world is watching, meaning that one should refrain from posting negative content, always standing on the positive side of things or just not posting at all.

In order to reach under resourced microentrepreneurs, Ferreira, Morais, & Lorscheider (2015) used the NC Cooperative Extension publication system to diffuse a fact-sheet that explains in plain

language how to use web marketplaces to reach untapped markets. Accordingly, hundreds of hard copies were distributed to a number of Cooperative Extension offices and local destination management organizations throughout the state, and a link was made available at <http://content.ces.ncsu.edu/using-web-marketplaces-to-reach-untapped-markets>. In addition, the research team paired with leading Extension directors to deliver train-the-trainer workshops to field agents, with the purpose to elevate the agents' tourism e-microentrepreneurship mentoring self-efficacy, enhancing and multiplying the impact of the research.

4. Conclusions

Findings of this study suggest that the Tourism e-Microentrepreneurial Self-Efficacy scale stands to make key contributions to the study of tourism microentrepreneurship, and to be widely used in needs assessments and in the monitoring of training programs in cooperation with rural development partners in the field. A major finding was that TeMSE is informed by five distinct factors that relate to central areas in the scope of tourism e-microentrepreneurship. These areas in the microentrepreneurial activity can and should be used to inform entrepreneurship curricula delivered by local economic development agencies.

At the conceptual level, this study tears down walls of departmental siloization by examining and incorporating literature in the broad fields of tourism studies and entrepreneurship, as well as by bringing together faculty in both fields under the same scientific committee, allowing for crosspollination of ideas, methods, and perspectives. Hence, the TeMSE scale adds to the works of Chen, Greene and Crick (1998), De Noble, Jung and Ehrlich (1999), McGee, Peterson, Mueller and Sequeira (2009) and Moberg (2013), all making decisive contributions to the establishment of

entrepreneurial self-efficacy, not only as an important psychological antecedent to entrepreneurship intention and behavior, but also as their strongest predictor. The current study goes one step further, because it is pioneering in testing self-efficacy in the specific context of tourism e-microentrepreneurship, following Bandura's (2006) postulation that the predictive power of self-efficacy is as stronger as the more specific it is. Nevertheless, Bandura (2006) also reminds us that "the value of psychological theory is judged not only by its explanatory and predictive power, but by its operational power to make change" (p.319). The TeMSE scale will champion change.

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APPENDICES

Appendix A

IRB Approval

From: **IRB Administrative Office** <pins_notifications@ncsu.edu>
Date: Tue, Dec 8, 2015 at 11:04 AM
Subject: Morais - 6487 - IRB Protocol assigned Exempt status
To: dbmorais@ncsu.edu

Dear Duarte Morais:

IRB Protocol 6487 has been assigned Exempt status

Title: A Mixed Methods Study to Develop and Validate the Tourism e-Microentrepreneurial Self-Efficacy Scale

PI: Morais, Duarte B.

The research proposal named above has received administrative review and has been approved as exempt from the policy as outlined in the Code of Federal Regulations (Exemption: 46.101. Exempt b.2). Provided that the only participation of the subjects is as described in the proposal narrative, this project is exempt from further review. This approval does not expire, but any changes must be approved by the IRB prior to implementation.

NOTE:

This committee complies with requirements found in Title 45 part 46 of The Code of Federal Regulations. For NCSU projects, the Assurance Number is: FWA00003429.

1. Any changes to the research must be submitted and approved by the IRB prior to implementation.
2. If any unanticipated problems occur, they must be reported to the IRB office within 5 business days.

Please forward a copy of this notice to others involved in this research, if applicable.

Thank you, The IRB Team

Appendix B

IRB Approval – Amendment

From: **IRB Administrative Office**
<pins_notifications@ncsu.edu> Date: Tue,
Mar 8, 2016 at 12:25 PM
Subject: Morais 6487 IRB Protocol approved
To: dbmorais@ncsu.edu

Dear Duarte Morais:

IRB Protocol 6487 has been approved

Title: A Mixed Methods Study to Develop and Validate the Tourism e-Microentrepreneurial Self-Efficacy Scale PI: Morais, Duarte B.

The project listed above has been reviewed by the NC State Institutional Review Board for the Use of Human Subjects in Research, and is approved for one year. This protocol will expire on and will need continuing review before that date.

NOTE:

1. You must use the approved consent forms (available in the IRB system with the documents for your protocol) which have the approval and expiration dates of your study.
2. This board complies with requirements found in Title 45 part 46 of The Code of Federal Regulations. For NCSU the Assurance Number is: FWA00003429.
3. Any changes to the protocol and supporting documents must be submitted and approved by the IRB prior to implementation.
4. If any unanticipated problems occur, they must be reported to the IRB office within 5 business days by completing and submitting the unanticipated problem form on the IRB website.
5. Your approval for this study lasts for one year from the review date. If your study extends beyond that time, including data analysis, you must obtain continuing review from the IRB.

If you have any questions, please don't hesitate to call us. Thank you, The IRB Team

Appendix C

Survey Instrument - Students

The goal of this survey is to evaluate students' belief in their ability to successfully perform the various roles and tasks of microentrepreneurship in the tourism e-business sector. By completing this confidential survey, you will be providing voluntary consent to participate in this study. You will not be asked to provide your name at any time during the study. All data will be reported at the group level and all responses will be stored on a password-protected computer until study completion, at which time your responses will be permanently deleted. There are no right or wrong answers – please use your best judgment to respond each question. This survey should take less than 10 minutes to complete.

PART A

In this section you will be asked about your tourism e-microentrepreneurial skills

Code		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<i>CP.5</i>	<i>I am able to clearly explain my tourism business idea in everyday terms.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>MR.1</i>	<i>I am able to combine a variety of resources to support my tourism business.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>EM.3</i>	<i>I am able to use on-line payments to sell tourism experiences on the web.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>AE.2</i>	<i>I am able to deal with unexpected change in my tourism business environment.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>MR.5</i>	<i>I am able to form partnerships with other businesses to strengthen my own tourism business.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>AS.5</i>	<i>I am able to develop my tourism business so it can improve my livelihood.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>MR.8</i>	<i>I am able to get the type of insurance I need for my tourism business.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>AE.3</i>	<i>I am able to understand tourism legislation that applies to my tourism business.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>CP.1</i>	<i>I am able to explain the purpose of my tourism business to my friends and family.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>PI.4</i>	<i>I am able to create experiences that fulfill tourists' interests.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>PI.2</i>	<i>I am able to discover ways to improve the appeal of tourism experiences I offer.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PI.3	<i>I am able to identify new opportunities to develop my tourism business.</i>	<input type="radio"/>				
AS.6	<i>I am able to develop my tourism business so it can support my desired lifestyle.</i>	<input type="radio"/>				
EN.2	<i>I am able to use social media to market my tourism business.</i>	<input type="radio"/>				
AS.1	<i>I am able to run my tourism business so that I can make the most of my local knowledge.</i>	<input type="radio"/>				
AS.3	<i>I am able to run my tourism business so that I can share the real story of my community.</i>	<input type="radio"/>				
MR.6	<i>I am able to get support from local government or non-profit organizations for my tourism business.</i>	<input type="radio"/>				
AS.4	<i>I am able to feel comfortable interacting with tourists around me.</i>	<input type="radio"/>				
EM.2	<i>I am able to single out the web marketplaces most suitable to advance my tourism business.</i>	<input type="radio"/>				
AE.1	<i>I am able to improvise when I am not sure what the right action/decision might be for my business.</i>	<input type="radio"/>				
PI.1	<i>I am able to find new market opportunities for me to provide appealing tourism experiences.</i>	<input type="radio"/>				
EN.1	<i>I am able to use email or social media to network with other tourism businesses.</i>	<input type="radio"/>				
MR.3	<i>I am able to find helpers for my tourism business when I need to tackle a problem or opportunity.</i>	<input type="radio"/>				
AE.6	<i>I am able to understand what my liability is in case of an accident involving tourists.</i>	<input type="radio"/>				
EM.1	<i>I am able to create an appealing online profile that will help me increase bookings.</i>	<input type="radio"/>				
AS.2	<i>I am able to be myself while providing good customer service to tourists.</i>	<input type="radio"/>				
CP.7	<i>I am able to get others to believe in my plans for my tourism business.</i>	<input type="radio"/>				
EN.3	<i>I am able to use social media to engage customers and business peers with my tourism business.</i>	<input type="radio"/>				
CP.6	<i>I am able to get others to identify with the vision I have for my tourism business.</i>	<input type="radio"/>				
AE.7	<i>I am able to determine the price of my tourism experiences based on my competition.</i>	<input type="radio"/>				
EM.4	<i>I am able to adopt secure online banking measures to protect my tourism business from online fraud.</i>	<input type="radio"/>				
AE.8	<i>I am able to get things done with limited resources.</i>	<input type="radio"/>				
EN.4	<i>I am able to track customer reviews in various travel websites to continuously improve my business.</i>	<input type="radio"/>				

PART B

In this section you will be asked personal information.

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
AU.3	<i>I judge myself by what I think is important, not by the values of what others think is important.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ENM.1	<i>In general, I feel I am in charge of the situation in which I live.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AU.2	<i>I have confidence in my opinions, even if they are contrary to the general consensus.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ENM.2	<i>The demands of everyday life often get me down.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AU.1	<i>I tend to be influenced by people with strong opinions.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ENM.3	<i>I am quite good at managing the many responsibilities of my daily life.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SE.1	<i>I have high self-esteem</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART C

In this section you will be asked about demographics.

What year were you born? _____

What is your gender identity?

Male

Female

Other

Prefer not to respond

What is your race/ethnicity? *Check all that apply*

African American

Native American

Hispanic/Latino

Asian

Pacific Islander

Caucasian/White

other: _____

prefer not to respond

Thank you very much for your willingness to fill out this survey.

Appendix D

Survey Instrument – e-Microentrepreneurs Qualtrics

Q1 In which state do you currently reside?

- Alabama (1)
- Alaska (2)
- Arizona (3)
- Arkansas (4)
- California (5)
- Colorado (6)
- Connecticut (7)
- Delaware (8)
- District of Columbia (9)
- Florida (10)
- Georgia (11)
- Hawaii (12)
- Idaho (13)
- Illinois (14)
- Indiana (15)
- Iowa (16)
- Kansas (17)
- Kentucky (18)
- Louisiana (19)
- Maine (20)
- Maryland (21)
- Massachusetts (22)
- Michigan (23)
- Minnesota (24)
- Mississippi (25)
- Missouri (26)
- Montana (27)
- Nebraska (28)
- Nevada (29)
- New Hampshire (30)
- New Jersey (31)
- New Mexico (32)
- New York (33)
- North Carolina (34)
- North Dakota (35)
- Ohio (36)
- Oklahoma (37)
- Oregon (38)

- Pennsylvania (39)
- Puerto Rico (40)
- Rhode Island (41)
- South Carolina (42)
- South Dakota (43)
- Tennessee (44)
- Texas (45)
- Utah (46)
- Vermont (47)
- Virginia (48)
- Washington (49)
- West Virginia (50)
- Wisconsin (51)
- Wyoming (52)
- I do not reside in the United States (53)

If Alaska Is Selected, Then Skip To End of BlockIf Arizona Is Selected, Then Skip To End of BlockIf District of Columbia Is Selected, Then Skip To End of BlockIf California Is Selected, Then Skip To End of BlockIf Colorado Is Selected, Then Skip To End of BlockIf Connecticut Is Selected, Then Skip To End of BlockIf Delaware Is Selected, Then Skip To End of BlockIf Hawaii Is Selected, Then Skip To End of BlockIf Idaho Is Selected, Then Skip To End of BlockIf Illinois Is Selected, Then Skip To End of BlockIf Indiana Is Selected, Then Skip To End of BlockIf Iowa Is Selected, Then Skip To End of BlockIf Kansas Is Selected, Then Skip To End of BlockIf Maine Is Selected, Then Skip To End of BlockIf Maryland Is Selected, Then Skip To End of BlockIf Massachusetts Is Selected, Then Skip To End of BlockIf Michigan Is Selected, Then Skip To End of BlockIf Minnesota Is Selected, Then Skip To End of BlockIf Montana Is Selected, Then Skip To End of BlockIf Missouri Is Selected, Then Skip To End of BlockIf Nebraska Is Selected, Then Skip To End of BlockIf Nevada Is Selected, Then Skip To End of BlockIf New Hampshire Is Selected, Then Skip To End of BlockIf New Jersey Is Selected, Then Skip To End of BlockIf New Mexico Is Selected, Then Skip To End of BlockIf New York Is Selected, Then Skip To End of BlockIf North Dakota Is Selected, Then Skip To End of BlockIf Ohio Is Selected, Then Skip To End of BlockIf Oklahoma Is Selected, Then Skip To End of BlockIf Oregon Is Selected, Then Skip To End of BlockIf Pennsylvania Is Selected, Then Skip To End of BlockIf Puerto Rico Is Selected, Then Skip To End of BlockIf Rhode Island Is Selected, Then Skip To End of BlockIf South Dakota Is Selected, Then Skip To End of BlockIf Texas Is Selected, Then Skip To End of BlockIf Utah Is Selected, Then Skip To End of BlockIf Vermont Is Selected, Then Skip To End of BlockIf Washington Is Selected, Then Skip To End of BlockIf Wisconsin Is Selected, Then Skip To End of BlockIf Wyoming Is Selected, Then Skip To End of BlockIf I do not reside in the Unit... Is Selected, Then Skip To End of Block

Q2 Do you SELL services through any of these websites (indicate all that apply)?

- Airbnb (1)
- Uber (2)
- Vayable (3)
- No, I am not currently selling any services through these websites. (4)
- Lyft (5)
- VRBO (6)
- Feastly (7)
- Toursbylocals (8)
- RentAFriend (9)
- People-First Tourism (10)
- Shiroube (11)
- Hipcamp (12)
- Eatwith (13)
- Free Walking Tours by Locals (14)
- TripFeverr (15)
- WithLocals (16)

If No, I am not currently sell... Is Selected, Then Skip To End of BlockIf Free Walking Tours by Locals Is Selected, Then Skip To End of BlockIf TripFeverr Is Selected, Then Skip To End of BlockIf WithLocals Is Selected, Then Skip To End of Block

Q3 2) Do you have full time helpers in this entrepreneurial activity?

- No (5)
- Yes (6)

If No Is Selected, Then Skip To Tourism can be divided into four “ind...”

Q4 How many?

- 5 or less (1)
- More than 5 (2)

If More than 5 Is Selected, Then Skip To End of Block

Q5 Tourism can be divided into four “industry groups”: Accommodation, Food Services, Attractions, and Transportation. The goal of this survey is to evaluate individuals’ belief in their ability to successfully perform the various roles and tasks of microentrepreneurship in the tourism e-business sector. By completing this confidential survey, you will be providing voluntary consent to participate in this study. This information will be kept confidential and your identity will be protected in any publishing of the findings. All data will be reported at the group level and all responses will be stored on a password-protected computer until study completion, at which time your responses will be permanently deleted. There are no right or wrong answers – please use your best judgment to respond each question. This survey should take less than 8 minutes to complete.

- I agree and wish to continue. (1)

- I don't agree and want to stop here. (2)

If I don't agree and want to ... Is Selected, Then Skip To End of Block

Q6 I am able to...

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
... clearly explain my tourism business idea in everyday terms. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... combine a variety of resources to support my tourism business. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... use on-line payments to sell tourism experiences on the web. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... deal with unexpected change in my tourism business environment. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... form partnerships with other businesses to strengthen my own tourism business. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... develop my tourism business so it can improve my livelihood. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... get the type of insurance I need for my tourism business. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... understand tourism legislation that applies to my tourism business. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... explain the purpose of my tourism business to my friends and family. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... create experiences that fulfill tourists' interests. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... discover ways to improve the appeal of the tourism experiences I offer. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 I am able to...

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
... identify new opportunities to develop my tourism business. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... develop my tourism business so it can support my desired lifestyle. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... use social media to market my tourism business. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... run my tourism business so that I can make the most of my local knowledge. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... run my tourism business so that I can share the real story of my community. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... get support from local government or non-profit organizations for my tourism business. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... this is a quality check, select agree for this statement choice. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... feel comfortable interacting with tourists around me. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... single out the web marketplaces most suitable to advance my tourism business. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... improvise when I am not sure what the right action/decision might be for my tourism business. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... find new market opportunities for me to provide appealing tourism experiences. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... use email or social media to network with other tourism businesses. (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If ... this is a quality check... Is Not Selected, Then Skip To End of Block

Q8 I am able to...

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
... find helpers for my tourism business when I need to tackle a problem or opportunity. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... understand what my liability is in case of an accident involving tourists. (24)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... create an appealing online profile that will help me increase bookings. (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be myself while providing good customer service to tourists. (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... get others to believe in my plans for my tourism business. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... to use social media to engage customers and business peers with their tourism businesses. (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... get others to identify with the vision I have for my tourism business. (29)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... determine the price of my tourism experiences based on my competition. (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... adopt secure online banking measures to protect my tourism business from online fraud. (31)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... get things done with limited resources. (32)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... track customer reviews in various travel websites to continuously improve my business. (33)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Please indicate your degree of agreement to the following sentences.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I judge myself by what I think is important, not by the values of what others think is important. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In general, I feel I am in charge of the situation in which I live. (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have confidence in my opinions, even if they are contrary to the general consensus. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This is a quality check, select strongly disagree for this statement choice. (30)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The demands of everyday life often get me down. (25)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I tend to be influenced by people with strong opinions. (26)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am quite good at managing the many responsibilities of my daily life. (28)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have high self-esteem. (27)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If his is a quality check, se... Is Not Selected, Then Skip To End of Block

Q10 What year were you born?

- 1920 (1)
- 1921 (2)
- 1922 (3)
- 1923 (4)
- 1924 (5)
- 1925 (6)
- 1926 (7)
- 1927 (8)
- 1928 (9)
- 1929 (10)
- 1930 (11)
- 1931 (12)
- 1932 (13)
- 1933 (14)
- 1934 (15)
- 1935 (16)
- 1936 (17)
- 1937 (18)
- 1938 (19)
- 1939 (20)
- 1940 (21)
- 1941 (22)
- 1942 (23)
- 1943 (24)
- 1944 (25)
- 1945 (26)
- 1946 (27)
- 1947 (28)
- 1948 (29)
- 1949 (30)
- 1950 (31)
- 1951 (32)
- 1952 (33)
- 1953 (34)
- 1954 (35)
- 1955 (36)
- 1956 (37)
- 1957 (38)
- 1958 (39)
- 1959 (40)
- 1960 (41)
- 1961 (42)
- 1962 (43)
- 1963 (44)
- 1964 (45)
- 1965 (46)
- 1966 (47)
- 1967 (48)
- 1968 (49)
- 1969 (50)
- 1970 (51)
- 1971 (52)
- 1972 (53)
- 1973 (54)
- 1974 (55)
- 1975 (56)
- 1976 (57)
- 1977 (58)
- 1978 (59)
- 1979 (60)
- 1980 (61)
- 1981 (62)
- 1982 (63)
- 1983 (64)
- 1984 (65)
- 1985 (66)
- 1986 (67)
- 1987 (68)
- 1988 (69)
- 1989 (70)
- 1990 (71)
- 1991 (72)
- 1992 (73)
- 1993 (74)
- 1994 (75)
- 1995 (76)
- 1996 (77)
- 1997 (78)
- 1998 (79)
- 1999 (80)
- 2000 (81)

Q11 What is your gender identity?

- Male (1)
- Female (2)
- Other (3)
- Prefer not to respond (4)

Q12 What is your race/ethnicity?

- African American (1)
- Pacific Islander (2)
- Native American (3)
- Caucasian/White (4)
- Hispanic/Latino (5)
- Other (6)
- Asian (7)
- Prefer not to respond (8)

Q13 What is your highest level of formal education?

- Less than high school (2)
- High school (3)
- Some college or university (4)
- Associate or technical degree (5)
- Bachelor's degree (6)
- Post-graduate studies (Masters or Doctorate) (8)

Q14 Please indicate the zip code of your home address:

Q15 What is your combined annual household income? Check only one.

- less than \$20,000 (1)
- \$20,000 to \$29,999 (2)
- \$30,000 to \$39,999 (3)
- \$40,000 to \$49,999 (4)
- \$50,000 to \$59,999 (5)
- \$60,000 to \$69,999 (6)
- \$70,000 to \$79,999 (7)
- \$80,000 to \$89,999 (8)
- \$90,000 to \$99,999 (9)
- \$100,000 to \$109,999 (10)
- \$110,000 to \$119,999 (11)
- \$120,000 to \$129,999 (12)
- \$130,000 to \$139,999 (13)
- \$140,000 to \$149,999 (14)
- more than \$150,000 (15)

Q16 Approximately, what percentage of your livelihood comes from tourism e-microentrepreneurship (selling services through tourism related webmarketplaces)? Check only one.

- less than 10% (1)
- 10% to 19% (2)
- 20% to 29% (3)
- 30% to 39% (4)
- 40% to 49% (5)
- 50% to 59% (6)
- 60% to 69% (7)
- 70% to 79% (8)
- 80% to 89% (9)
- More than 90% (10)

Appendix E

Survey Instrument – e-Microentrepreneurs P1t

The goal of this interview is to evaluate microentrepreneurs' belief in their ability to successfully perform the various roles and tasks of microentrepreneurship in the tourism e-business sector.

If you feel uncomfortable with any of the questions, you may stop answering them at any time. This information will be kept confidential and your identity will be protected in any publishing of the findings. To participate in the interview, you must be 18 years old or older. Participating in the interview implies that you consent to take part in the study. If you have any questions about the interview, please ask them at any time. If you have questions or concerns about the interview in the future, please contact me. If you don't have any questions right now and you agree to participate in the interview, is it OK for us to begin?

Date _____ Time interview began _____ Time interview ended _____

PART A

In this section you will be asked about your tourism e-microentrepreneurial skills

Code		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
CP.5	<i>I am able to clearly explain my tourism business idea in everyday terms.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MR.1	<i>I am able to combine a variety of resources to support my tourism business.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
EM.3	<i>I am able to use on-line payments to sell tourism experiences on the web.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AE.2	<i>I am able to deal with unexpected change in my tourism business environment.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MR.5	<i>I am able to form partnerships with other businesses to strengthen my own tourism business.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AS.5	<i>I am able to develop my tourism business so it can improve my livelihood.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MR.8	<i>I am able to get the type of insurance I need for my tourism business.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AE.3	<i>I am able to understand tourism legislation that applies to my tourism business.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

CP.1	<i>I am able to explain the purpose of my tourism business to my friends and family.</i>	<input type="radio"/>				
PI.4	<i>I am able to create experiences that fulfill tourists' interests.</i>	<input type="radio"/>				
PI.2	<i>I am able to discover ways to improve the appeal of the tourism experiences I offer.</i>	<input type="radio"/>				
PI.3	<i>I am able to identify new opportunities to develop my tourism business.</i>	<input type="radio"/>				
AS.6	<i>I am able to develop my tourism business so it can support my desired lifestyle.</i>	<input type="radio"/>				
EN.2	<i>I am able to use social media to market my tourism business.</i>	<input type="radio"/>				
AS.1	<i>I am able to run my tourism business so that I can make the most of my local knowledge.</i>	<input type="radio"/>				
AS.3	<i>I am able to run my tourism business so that I can share the real story of my community.</i>	<input type="radio"/>				
MR.6	<i>I am able to get support from local government or non-profit organizations for my tourism business.</i>	<input type="radio"/>				
AS.4	<i>I am able to feel comfortable interacting with tourists around me.</i>	<input type="radio"/>				
EM.2	<i>I am able to single out the web marketplaces most suitable to advance my tourism business.</i>	<input type="radio"/>				
AE.1	<i>I am able to improvise when I am not sure what the right action/decision might be for my tourism business.</i>	<input type="radio"/>				
PI.1	<i>I am able to find new market opportunities for me to provide appealing tourism experiences.</i>	<input type="radio"/>				
EN.1	<i>I am able to use email or social media to network with other tourism businesses.</i>	<input type="radio"/>				
MR.3	<i>I am able to find helpers for my tourism business when I need to tackle a problem or opportunity.</i>	<input type="radio"/>				
AE.6	<i>I am able to understand what my liability is in case of an accident involving tourists.</i>	<input type="radio"/>				
EM.1	<i>I am able to create an appealing online profile that will help me increase bookings.</i>	<input type="radio"/>				
AS.2	<i>I am able to be myself while providing good customer service to tourists.</i>	<input type="radio"/>				
CP.7	<i>I am able to get others to believe in my plans for my tourism business.</i>	<input type="radio"/>				
EN.3	<i>I am able to use social media to engage customers and business peers with my tourism business.</i>	<input type="radio"/>				
CP.6	<i>I am able to get others to identify with the vision I have for my tourism business.</i>	<input type="radio"/>				
AE.7	<i>I am able to determine the price of my tourism experiences based on my competition.</i>	<input type="radio"/>				

<i>EM.4</i>	<i>I am able to adopt secure online banking measures to protect my tourism business from online fraud.</i>	<input type="radio"/>				
<i>AE.8</i>	<i>I am able to get things done with limited resources.</i>	<input type="radio"/>				
<i>EN.4</i>	<i>I am able to track customer reviews in various travel websites to continuously improve my business.</i>	<input type="radio"/>				

PART B

In this section you will be asked personal information.

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
<i>AU.3</i>	<i>I judge myself by what I think is important, not by the values of what others think is important.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>EM.1</i>	<i>In general, I feel I am in charge of the situation in which I live.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>AU.2</i>	<i>I have confidence in my opinions, even if they are contrary to the general consensus.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>EM.2</i>	<i>The demands of everyday life often get me down.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>AU.1</i>	<i>I tend to be influenced by people with strong opinions.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>EM.3</i>	<i>I am quite good at managing the many responsibilities of my daily life.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>SE.1</i>	<i>I have high self-esteem</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PART C

In this section you will be asked about demographics.

1. What year were you born? _____

2. What is your gender identity?

Male

Female

Other

Prefer not to respond

3. What is your race/ethnicity? *Check all that apply*

African
American

Pacific
Islander

Native
American

Caucasian/White

Hispanic/Latino

other:

Asian

prefer not to
respond

4. What is your highest level of formal education?

Less than high school

Some college or university

Bachelor's degree

High school

Associate or technical degree

Post-graduate studies (Masters or Doctorate)

5. Please indicate the county you live in. _____

6. What percentage of your livelihood comes from tourism microentrepreneurship?

_____ %

Thank you very much for your willingness to do this interview with me.