THE DEVELOPMENT OF ENTREPRENEURIAL INTENTION: THE ROLE OF INDIVIDUAL AND CONTEXTUAL ASSETS

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Abstract

Entrepreneurship has the potential to lead to economic growth and personal fulfillment. Although many adolescents appear to have an interest in becoming entrepreneurs, few adults actually become entrepreneurs. The gap between adolescents' intentions and adults' behaviors is worrisome given the potential for entrepreneurship to lead to positive outcomes for individuals and their contexts. To date, little is known about how entrepreneurial intent develops and the specific patterns of development of entrepreneurial intent. Accordingly, the goal of this dissertation is to propose a developmental model of entrepreneurship and to examine how this model applies to the development of participants' entrepreneurial intentions.

I used quantitative data from three waves of the Young Entrepreneurs Study to identify the trajectories of three instances of entrepreneurial intent (i.e., traditional, social, and intrapreneurial) and to explore the relation of several demographic and predictor variables to each trajectory class across each intention. Findings provided support for the existence of six trajectory classes that best described the development of traditional entrepreneurial intent, six trajectory classes that best described the development of social entrepreneurial intent, and seven trajectory classes that best described the development of intrapreneurial intent. In addition, subscales of the Entrepreneurial Intentional Self Regulation questionnaire, whether participants had identified a career goal, and the presence of an entrepreneurial parent differentiated among the trajectory classes for each instance of entrepreneurial intent. I discuss the implications of these findings for future research and point to ways to promote the development of entrepreneurship across the life span.

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CHAPTER 1: INTRODUCTION

Interest in entrepreneurship among adolescents and young adults is prevalent, as indicated by findings from a Gallup Poll that found that 43% of American youth plan to start their own businesses (Gallup Hope Index, 2012). However, only a small proportion of adults actually fulfill this goal, as only 13% of working Americans are considered to be entrepreneurs (Kelley et al., 2013). The gap between adolescents' entrepreneurial hopes and intentions and the number of adults who become entrepreneurs may occur due to a lack of support for this developmental phenomenon.

Reflecting a relational conception of human development (Overton, 2015), entrepreneurship is a developmental phenomenon because it involves a *systematic process of learning to leverage, and actually leveraging affordances (i.e., resources) available within an individual's environments in the pursuit of creating something new of value to one's world.* Thus, both person and context are involved in relational exchanges that constitute entrepreneurship (see Overton, 2015). The presence of such systematic change means that entrepreneurship is neither innate nor trait-like. Furthermore, researchers can promote the development of entrepreneurship as a pathway for individuals seeking to prosper in their environments, which may result in positive outcomes for both individuals and contexts (Damon & Lerner, 2008; Lerner & Damon, 2012). For example, individuals may achieve personal fulfillment and prosperity, while at the same time creating jobs for others within their contexts (Clifton, 2011; Damon & Lerner, 2008). Furthermore, individuals may create important products or services that meet a need for others.

People engage in entrepreneurship in different ways. Traditionally, entrepreneurs are people who start a business or businesses (e.g., Eckhardt & Shane, 2003). However, individuals may engage in social entrepreneurship by creating an organization (e.g., Mair & Martí, 2006), or they may engage in intrapreneurship, by creating changes within existing businesses or organizations (e.g., Pinchot, 1985). These three different instances of entrepreneurship may occur in different contexts and help individuals fulfill different objectives; yet all three instances have the potential to result in positive outcomes for individuals and their contexts.

In this dissertation, therefore, I propose a theoretically-predicated and empirically useful conception of entrepreneurship, which focuses on the development of this phenomenon. I employ this conception to investigate how entrepreneurial intent develops throughout young adulthood. Here, I first describe the theoretical approaches researchers have used to conceptualize entrepreneurship (e.g., using personality attributes or genes), and I examine and critique research on entrepreneurship. Then, I introduce the relational developmental systems (RDS) metatheory and discuss how it may help to conceptualize entrepreneurship development. I highlight the importance of individual and contextual factors that may co-act to support the development of entrepreneurship. Next, using an RDS perspective, I propose a new theory of entrepreneurship development, one that emphasizes that this process should be examined using approaches that capture both nomothetic (i.e., the general patterns that occur between individuals and their context) and idiographic (i.e., the unique combinations of individual and context relations) dimensions of change. Then, I discuss the three different instances of entrepreneurial intent that are addressed within this dissertation, and the different goals that might

motivate individuals involved in each approach. Next, I discuss important individual and contextual assets that might support the development of each instance of entrepreneurial intent that may be a precursor to engaging in entrepreneurial action. Finally, I introduce the research questions that are the focus of this dissertation. My goal for this research is to expand the understanding of the development of different instances of entrepreneurial intent, therefore I provide information that can be used by practitioners and policy-makers to create programs and policies that will better support the development of each instance of entrepreneurial intent.

Theories of Entrepreneurship

In this section I examine some existing theories of entrepreneurship and research using these theories. Specifically, some researchers have emphasized personality attributes (e.g., McClelland, 1961; Rauch & Frese, 2007a) and genes (e.g., Nicolaou, Shane, Cherkas, Hunkin & Spector, 2008; Zhang et al., 2009), whereas other scholars emphasize the importance of human development processes in understanding the nature of entrepreneurship (e.g., Obschonka & Silbereisen, 2012; Schröder & Schmitt-Rodermund, 2007). For example, Obschonka and Silbereisen (2012) created the Life Span Model of Entrepreneurial Development, which highlights entrepreneurship as an intraindividual change process. Although these theories represent some of the predominant theories used in the field, they have significant shortcomings.

Personality Approaches to Entrepreneurship

Historically, personality characteristics such as innovativeness, achievement orientation, and risk-taking were emphasized as being important for entrepreneurship (e.g. Knight, 1921; McClelland, 1961). This work was criticized as lacking a theoretical

framework, ignoring mediating relations, and being methodologically weak (e.g., Low & MacMillan, 1988; Smith, Gannon, & Sapienza, 1989). In an attempt to overcome these limitations, Rauch and Frese (2007a) proposed a model titled, Entrepreneurs' Personality Characteristics and Success. This model described the various ways that individuals impact business success. Specifically, this model described how broad personality attributes − commonly known as the "Big Five Personality Traits" (e.g., CANOE: conscientiousness, agreeableness, neuroticism, openness to experience, and extraversion; Costa & McCrae, 1992) − affect specific personal characteristics (e.g., need for achievement, locus of control, and risk-taking) and impact entrepreneurial goals, which then shape business creation and success.

Based on this approach, researchers have examined the influence of personality characteristics on entrepreneurship (e.g., McClelland, 1961; Rauch and Frese, 2007b). For example, using a meta analysis, Rauch and Frese (2007b) attempted to create a full list of the personality characteristics that were related to entrepreneurial activities (e.g., business creation and business success). Subsequently, these researchers explored personality attributes that were related to entrepreneurship (e.g., need for achievement, innovativeness, and self-efficacy) that corresponded with whether individuals participated in entrepreneurial tasks (e.g., creating a business) to see if they predicted entrepreneurial success. Results showed that, when individuals used these personality attributes to complete entrepreneurial tasks, they were more important (in regard to variance accounted for), when compared to when these attributes were not applied to entrepreneurial tasks (corrected $r = 0.25$ and corrected $r = 0.12$, respectively). The results from this study suggested that personality attributes, even when applied to entrepreneurial

tasks, accounted for less than 10% of the variance in entrepreneurial behavior. The small magnitude of these correlations indicates that the majority of the variance of entrepreneurial behavior is not explained by personality characteristics.

Rauch and Frese's approach has several shortcomings. First, the assumption that personality attributes alone influence entrepreneurship has been disproven by other researchers (e.g., Obschonka, Silberisen, & Schmitt-Rodermund, 2011; Schmitt-Rodermund, 2004). For example, Obschonka and colleagues (2011) found that individual characteristics, beyond personality attributes, as well as contextual factors (e.g., being raised in a home with warm and supportive parents) were predictive of individuals becoming entrepreneurs. Thus, this study provides evidence that personality traits alone are inadequate for determining which individuals may pursue entrepreneurial careers (Obschonka et al., 2011).

By underscoring personality as a stable, trait-like characteristic, Rauch and Frese's model of Entrepreneurs' Personality Characteristics and Success disregards the potential changes in the function and structure of personality attributes that might emerge as individuals gain new cognitive, behavioral, and social skills (Lerner & Damon, 2012). For example, qualitative research on entrepreneurial learning shows that individuals gain knowledge and skills, which influence their values, attitudes, and behaviors (Cope, 2003, 2011; Mezirow, 1990, 1991). Thus, entrepreneurial learning leads to changes in entrepreneurial skills (i.e., individual characteristics), which impact individuals' abilities to identify opportunities, and to adapt and learn while engaging in the process of entrepreneurship (Corbett, 2005, 2007). Again, then, these studies highlight that personality alone is insufficient for describing the development of entrepreneurship.

Instead, individual characteristics may change based on gaining new knowledge and skills.

Changes in the context, including normative changes (e.g., transitioning from school to work) or traumatic and non-normative changes (e.g., loss of a parent at an early age or economic crises) may elicit changes in personality characteristics relevant to entrepreneurship (e.g., Elder, Shanahan, & Jennings, 2015). Overall, by stressing personality attributes and disregarding the role of context and change, this approach fails to account for variation that occurs in individuals and their contexts. It is, therefore, insufficient for understanding the development of entrepreneurship across the life span.

Purported Genetic Underpinnings of Entrepreneurship

In addition to emphasizing personality characteristics related to entrepreneurship, other researchers have sought to examine how heredity influences individuals' proclivities for becoming an entrepreneur. Researchers using this approach suggest that genetic factors account for an individual's tendency to engage in entrepreneurship (Nicolaou et al., 2008). Specifically, theorists using this approach assume that a person's future interests, personality, and abilities are determined at conception (e.g., Nicolaou, Shane, Cherkas, Hunkin, & Spector, 2008). According to Nicolaou and colleagues (2008), the Genetic Theory of Entrepreneurship suggests that: 1. genes might have direct effects on the chemical mechanisms in the brain that predispose people to engage in entrepreneurial activities (e.g., a supposed risk taking gene); 2. genes predispose individuals to develop attributes that affect their tendency to engage in entrepreneurship (e.g., extroversion); 3. genes might impact the tendency for individuals to choose

environments that promote entrepreneurial activity (gene-environment correlation); and 4. genes might influence individuals' sensitivity to environmental stimuli (gene-environment interaction). In this theory, genes influence social outcomes and might, at least partially, explain the proclivity to engage in entrepreneurship.

Several researchers have used this theory to explore who becomes an entrepreneur by examining the role that genes play in determining whether an individual becomes an entrepreneur (Nicolaou et al., 2008; Nicolaou & Shane, 2010; Zhang et al., 2009). This research often relies on studies with samples of twins, because of the belief that such work provides a way to identify genetic bases of behavior through comparisons between monozygotic pairs and dizygotic pairs (e.g., Nicolaou et al., 2008). For example, Nicolaou and colleagues (2008) presented evidence indicating that heritability was important for understanding entrepreneurship, and they found little influence of environmental factors (e.g., family environment, upbringing). Genes were reported to explain between 37% and 42% of the variance of who became an entrepreneur. In addition, Nicolaou and Shane (2010) used genetic modeling analysis to predict if participants were self-employed; they found that genes accounted for 48% of variance in participants' current self-employment status. However, there are several theoretical and methodological limitations associated with using this genetic-reductionist approach.

The assumption of genetic predispositions has been questioned by researchers because it disregards the facts of genetic activity (e.g., Meaney, 2010; Slavich & Cole, 2013). Specifically, changes in gene expression occur after birth (Cole, 2014) and are affected by psychological and social functioning (Slavich & Cole, 2013). This finding suggests that genes do not provide invariable bases of development. Instead, genes

change and evolve based on their relations with environmental factors. Methodologically, researchers using a behavioral genetics approach control for individual differences (e.g., gender, age, income, education, marital status, race, and immigrant status; Nicolaou et al., 2008) without assessing environmental factors (e.g., entrepreneurial parents or role models). Specifically, by using this approach, researchers inflate the importance of genetic factors and discount the influence of contextual factors (Lerner, 2002). Intent to become an entrepreneur is not mentioned at all in this model and, therefore, this model cannot be used to answer questions surrounding will, desire, or intention. Because of the conceptual and methodological flaws of this approach, as well as personality models of entrepreneurship, developmental models have been created for understanding entrepreneurship.

Developmental Approaches to Entrepreneurship

Researchers are beginning to take a developmental approach to the study of entrepreneurship. For example, the Development of Entrepreneurial Activity model draws attention to the relationships between developing individuals and their contexts, and it describes how these relationships influence later entrepreneurial activities (Schmitt-Rodermund, 2007; Schroder & Schmitt-Rodermund, 2007). Specifically, in this model early entrepreneurial competencies are influenced by entrepreneurial personality (e.g., the "Big Five personality traits") and stimulating environments (e.g., authoritative parenting and self-employed family members). This model highlights individuals and their contexts as key elements that may promote the development of entrepreneurial characteristics. However, this theory still refers to personality characteristics such as the

"Big Five personality traits," which are considered by many other researchers as static or innate, and thus not malleable or open to development (Lerner & Callina, 2015).

Nevertheless, researchers are using this model to frame empirical studies focusing on individual and contextual factors, despite retaining an emphasis on traits (e.g., Obschonka, et al., 2011; Schmitt-Rodermund, 2004; Schmitt-Rodermund & Vondracek, 2002). For example, using data from the Terman Study (a 60-year longitudinal study of gifted children born in California during the 1910s), Schmitt-Rodermund (2007) examined a group of teenage boys in regard to their Big Five traits and entrepreneurial interests (e.g., leadership, occupational preferences, and career goals). In addition, contextual variables such as parenting styles and entrepreneurial role models were assessed during childhood. Findings showed that individuals who displayed purported entrepreneurial personality characteristics (i.e., the Big Five traits) and had supportive contexts (i.e., parents who used a warm and supportive parenting style) were likely to have an entrepreneurial career. Despite focusing on both individual and contextual factors, this study had flaws similar to the other studies previously discussed, namely conceptualizing entrepreneurial personality characteristics based on static traits. Nonetheless, this study contributes to the field by identifying the importance of both individual and contextual factors in accounting for variance in entrepreneurship interests.

Building upon the work of Schmitt-Rodermund and colleagues, Obschonka and Silbereisen (2012) developed a model of entrepreneurial development that used life-span developmental theory (Baltes, Lindenberger, & Staudinger, 2006; Elder, 1998; Elder at al., 2015). They proposed a Life Span Model of Entrepreneurial Development, which highlighted childhood experiences, vocational development, human agency, and the

context in which vocational development occurs across the life span. Specifically, this theory focused on "1) the formative years, 2) life-stage appropriate development and developmental tasks, and 3) the interplay between biological, psychosocial, behavioral, and contextual factors" (Obschonka & Silbereisen, 2012, p. 6). The model proposed that biological propensities (e.g., genetic make-up and broad personality traits), characteristic adaptations (e.g., early activities and interests), and ecological resources and challenges (e.g., entrepreneurial role models) during childhood and adolescence impacted adults' intentions and behaviors of engaging in entrepreneurship (Obschonka, 2014; Obschonka & Silbereisen, 2012). Furthermore, the authors stated that "entrepreneurial development does not stop in adulthood but is, in principle, an ongoing process of learning and adaptation" (Obschonka & Silbereisen, 2012, p. 8). This model moved beyond many of the flaws that exist in the previous theories and begins to integrate RDS-related concepts, such as the interplay between individual and contextual factors, and applies a life-span approach to studying entrepreneurship. However, there are still several limitations of this theory.

First, this theory still maintains an emphasis on traits, which are not malleable and, thus, not able to develop. Second, in this model the authors highlight childhood and adolescence as "the most crucial periods in entrepreneurial development" (Obschonka & Silbereisen, 2012, p. 8), thereby minimizing the importance of development for individuals and contexts that occurs throughout the life span. For example, Fairlie (2013) found that the recession that began in 2007, and that led to U.S. unemployment rates over 10%, may have provided an impetus for an increase in entrepreneurship among individuals aged 20 to 64 years, such that 0.34% of the adult U.S. population created a

new business each month, an increase from 0.29% in 2006, prior to the recession. The rate of new entrepreneurship activities was correlated with unemployment rates, indicating that contextual factors, regardless of an individual's particular period of development (e.g., age), may be equally as important as individual factors in understanding the development of entrepreneurial intent. Therefore, individual and contextual changes occurring throughout the life span continue to influence individuals' vocational decisions and entrepreneurial intentions and activities throughout all phases of life. At this writing, studies testing this model have yet to be published.

The models I have discussed (e.g., here labeled genetic, personality, and developmental) emphasize different aspects of individuals, or of individuals and contexts, which are presumed to be important for explaining whether people become entrepreneurs. To date, because these theories emphasize traits, which are not malleable and, thus, not able to develop, none of these theories are sufficient for describing development in general or of entrepreneurial intent more specifically (Lerner & Damon, 2012). Accordingly, I now describe the RDS metamodel, which serves as the foundation for the new theoretical model that I present to explore entrepreneurship as a developmental process involving mutually influential relations between an individual and his or her context.

RDS Metatheory

RDS metatheory is at the forefront of the study of human development, partially because of its focus on the mutually influential relations between developing and active individuals and their complex and changing contexts as the basis of development (Overton, 2015; Overton & Müller, 2013). This conception highlights the importance of

studying individuals in connection to their contexts (e.g., time and place) as key factors that influence development (Bronfenbrenner, 2005; Elder, 1998; Elder et al., 2015; Lerner, 2015). Because of the emphasis on both individuals and their contexts, RDS-based theories reject theoretical splits, which highlight the importance of one aspect of development over the others (e.g., Cartesian splits that emphasize nature vs. nurture; Overton, 2015).

Moving beyond these splits, the RDS metamodel emphasizes the "process, dialectic change, emergence, and necessary organization as fundamental categories" (Overton, 2013, p. 98). Holism, the principle that the "identities of objects and events derive from the relational context in which they are embedded" (Overton, 2013, p. 98), highlights that the whole is more than the sum of its parts. From this perspective, "parts get their meanings from wholes, wholes get their meanings from their parts, and wholes differ in novel ways from the sum of their parts" (Overton & Lerner, 2014, p. 68). Thus, this conception moves beyond theoretical approaches that use Cartesian splits to understand development. The co-actions among all aspects of a system cannot be separated from each other (Greenberg, 2014; Overton, 2013), and through this process individual and contextual development occurs.

RDS-based models view individuals as active agents that are "self-creating, self-organizing, and self-regulating nonlinear complex adaptive system[s],"(Lerner, 2015, p. 19) that develop through the physical and socio-cultural contexts, whereby actions among individuals and contexts are mutually influential. Individuals develop through all of the co-acting parts of the system (i.e., biological, physical, social, cultural), in which all levels of the ecology are fused (Overton, 2013).

These connections between individual and context are represented as individual ←→ context relations (e.g., Lerner, 2002; 2015). The double-sided arrow indicates that individuals are influenced by their contexts while, at the same time, contexts are influenced by individuals (Overton, 2010, 2013). In these bidirectional relations, individuals impact their contexts by selecting, creating, and changing them, and, simultaneously, contexts impact individuals, who strive to adapt to fit the demands of their environments. Thus, individuals must decide how to behave in ways that meet their personal needs as well as the requirements of their contexts (Bronfenbrenner, & Morris, 2006; Lerner, 2002).

These mutually influential individual ←→ context relations are conceptualized as *developmental regulations* (Brandtstädter, 1998, 2006). Developmental regulations occur in all aspects of the developmental system. Therefore, individuals and contexts benefit when individuals behave in ways that are adaptive for all aspects of the integrated system. When individual ←→ context relations are mutually beneficial, these relations are labeled *adaptive developmental regulations* (Brandtstädter, 2006). Through adaptive developmental regulations, development has the potential to lead to thriving for all aspects of the integrated system (Lerner, 2004). Individuals' contributions to these adaptive developmental regulations are termed intentional self-regulation (Gestsdóttir & Lerner, 2008). Researchers studying development from an RDS perspective focus on developmental regulations, such that integrated actions (i.e., individual ←→ context relations) are the essential unit of analysis for their research (Lerner, 2015).

These relations take place within a particular historical context (setting, place) and time in history (Elder, 1998; Lerner, 2015). These integrated aspects are embedded in

history (temporality), a defining feature of a developing relational system, which is characterized by plasticity (i.e., "the potential for systematic change," Lerner, 2015, p. 20). Plasticity is an essential component of development, so that characteristics, skills, and behaviors are not trait-like, but can develop. Plasticity is not compatible with a trait approach. Taken together, the temporality and plasticity of development mean that individual development (i.e., ontogeny) varies across different times in history and places around the world; systematic changes exists across the life span (Lerner, 2006)

The plastic and mutually influential relations between individuals and contexts may change across time and place (Elder et al., 2015). However, developmental regulations can both promote as well as inhibit the potential for change (Lerner, 2015). The potential for change (e.g., plasticity) is relative based on the point in the life span and period of history of focal concern; simply, all changes that occur are shaped by time and place. Moreover, within a particular ecology, plasticity occurs within a particular behavioral range, based on all of the integrated aspects of organization, which means that individuals' skills and contextual resources influence how much change occurs. Thus, plasticity is relative based on features of temporality and ecology. Based on the relative plasticity of individuals' development, within-person (i.e., intraindividual) change and between-person (i.e., interindividual) differences in change may vary across individuals.

These changes exist in the context of all of the different combinations of co-actions that occur across the relational developmental system (Damon & Lerner, 2008; Lerner, 2015; Lerner & Damon, 2012). Because development involves relative plasticity, development is diverse. Diversity occurs across all levels of the integrated system and therefore, development may be unique for each person, setting, and time of measurement

(Lerner, 2002). Because of the diversity of development, it is necessary to understand the idiographic, as well as the nomothetic, development surrounding entrepreneurship (Molenaar & Nesselroade, 2015). Specifically, the nomothetic approach involves investigating the universal or general patterns of individual ←→ context relations, whereas the idiographic approach involves focusing on the unique patterns of individual ←→ context relations. For example, individuals who want to start a business will have to gain business knowledge (i.e., nomothetic); however, the means through which individuals learn may vary (i.e., idiographic). Given the complexity associated with the development of entrepreneurial intent and skills related to entrepreneurial actions, RDS metatheory should be used to study entrepreneurship.

A Call for RDS Metatheory to be Applied to the Study of Entrepreneurship

To date, research in the field of entrepreneurship has not been successful in describing and explaining the co-action that occurs between individuals and their contexts in ways that allow for the optimization of human development (Damon & Lerner, 2008; Lerner & Damon, 2012). Because of these limitations, little is known about the development of entrepreneurial intent, which may lead to entrepreneurial actions. Understanding the development of the process of entrepreneurship would afford researchers the ability to influence policy and practice to promote relevant individual strengths (e.g., intentional self-regulation; ISR; Gestsdóttir & Lerner, 2008; purpose; Damon, 2008) and contextual assets (e.g., influential adults and mentors; Bowers, Geldhof, Schmid, Napolitano, Minor, & Lerner, 2014) that may support the development of both entrepreneurial intent and entrepreneurial actions.

Before policy and programs can be developed, it is important to understand the specific processes through which change occurs. Overton and Müller (2013) note two types of change: transformational and variational. Transformational change describes change in the form, organization, and structure of a system, such as identity development, which involves moving through a sequence of changes that are systematic, have an order and sequence, and directionality. Variational change describes change that is measured in terms of how it varies from the average or what is considered normal. This type of change is focused on comparisons within a person across multiple occasions (i.e., intraindividual differences), and comparisons among an instance across multiple individuals (i.e., interindividual differences). Given this framework, researchers might expect that the process of entrepreneurial development includes transformation change, as presented later in this dissertation. However, particular aspects or precursors to the development of entrepreneurship, which involve multiple processes (e.g., intent, cognitive skills, behavioral skills), may be best described by variational change. For example, entrepreneurial intent may differ between people and among the same person across different points in time.

To understand the transformational change that best describes the development of entrepreneurship and, more specifically, the variational change that best describes the development of entrepreneurial intent, researchers need to begin asking questions that capture the complexity of human development and, as such, promote the individual ←→ context relations that lead to adaptive developmental outcomes (Lerner & Damon, 2012). Various aspects of the developmental process of entrepreneurship, which enable some individuals to end up on a trajectory toward successful entrepreneurship, whereas others

do not thrive in this arena, need to be explored (Lerner & Damon, 2012). Based on existing research, attributes contributing to entrepreneurial success or failure may include: characteristics of individuals (e.g., features of motivation, ability, temperament), individuals' status attributes (e.g., age, gender, geographic location), and contextual characteristics (e.g., family structure, neighborhood, or history) (Lerner & Damon, 2012). In order to explore the complex relations that may be involved in entrepreneurship development, a theoretical framework based in RDS metatheory may be useful.

Towards a New Model of Entrepreneurship

Previous perspectives used for studying entrepreneurship have not used an RDS-based approach. However, such a framework would conceive of entrepreneurship as a life-span process involving individuals and their contexts. To advance such an approach to entrepreneurship, I have created a definition of entrepreneurship that is based on RDS thinking: Entrepreneurship is seen as *the developmental process of learning to leverage, and actually leveraging affordances available within an individual's environments, in the pursuit of creating something new of value to one's world.* A key term used in this definition is "affordances," which stems from the work of Gibson (1977) and Brandtstädter (2006), who use the term to refer to the assets that exist within environments during a particular socio-historical context. This definition highlights entrepreneurship as a relational process, and it emphasizes individuals' abilities to strive to maximize the contextual assets within their environment.

It is important to recognize that prior to individuals engaging in entrepreneurial ventures, individuals must develop the skills necessary to *recognize* affordances and to *leverage affordances*, even when others may not have the skill set or cognitions necessary

to do so. The second part of the definition, *the pursuit of creating something new of value*, builds upon the definition provided by Hisrich and colleagues (2005), and differentiates an entrepreneurial manner of *leveraging affordances* from non-entrepreneurial endeavors by emphasizing the creation of a product, idea, or service that is of value to others. Furthermore, the skills of recognizing and leveraging affordances in pursuit of creating something new may be applied to the creation of products, ideas, or services within an existing organization.

This conception of entrepreneurship highlights the complex individual ←→ context process involved in it. The fusion of individuals and their context in such relationships is involved in all facets of the development of entrepreneurship activities and entrepreneurial intentions. In the model I present, the different aspects of this process are described as pre-venture, venture creation, post-venture attributes, and post-venture outcomes.

In order for a process to be considered developmental, it must involve, at the least, systematic and successive change (Lerner, 2002). The developmental process of entrepreneurship is systematic because there must be a particular organization or sequence involved in the process. For example, individuals cannot launch a venture without first recognizing a need, using their strengths, and garnering resources. In addition to being systematic, this process must be successive. Changes that occur at the beginning of the process must be linked to changes at later points. For example, the need recognized by entrepreneurs should influence the skills and resources they will either acquire or use, as well as the types of solutions they will implement.

Within this RDS-based conception, the developmental process of entrepreneurship involves nomothetic as well as idiographic features. This approach can be considered nomothetic because it provides a framework for describing the general patterns that occur between individuals and their context that are related to entrepreneurship. Simultaneously, this approach can be described as idiographic because of the various combinations of both specific individual (e.g., emotional, social, and cognitive) and specific contextual (e.g., family background, parenting practices, and economic resources) factors involved in the individual ←→ context relations that are related to entrepreneurship.

In this model, then, the benefits to individuals and their contexts are bidirectional, such that individuals benefit from their environments and environments benefit from the investments of individuals. If adaptive developmental regulations occur, individuals may decide to continue working on their current endeavors or may pursue additional entrepreneurial endeavors and the process may start again from the beginning. In either situation, individuals may use the skills developed through their previous entrepreneurial efforts. Therefore, the needs and resources within the context may have changed and the skills and characteristics of the individual also may have changed.

From an RDS perspective, it is important to recognize that this process occurs within a particular place and time in history and, as such, it is necessary to understand how national governmental policies (e.g., business regulation, trade, and copyright laws) and non-normative events (e.g., economic depression) may impact individuals and their contexts. Furthermore, the particular time in a person's life span is also an important aspect to consider when understanding this model (e.g., younger entrepreneurs may

perceive that they have time for many new endeavors, or older entrepreneurs may have more technical knowledge to apply to starting a new business if it builds upon their previous career experiences). Therefore, accounting for both ontogetic and historical time and place is integral to understanding the developmental process of entrepreneurship.

Description of the Model

The theoretical approach to entrepreneurship that I propose here is depicted in Figure 1, which may be used to elucidate the use of the developmental process of entrepreneurship and includes the four main sections. The first section of the model focuses on the individual and contextual development that occurs prior to an individual engaging in an entrepreneurial venture (i.e., pre-venture development). This section of the model includes the development of entrepreneurial intent. The second section focuses on the developmental process that occurs while building a new venture (i.e., venture creation). The third section focuses on the individual and contextual development that is the result of creating a venture (i.e., post-venture development). The fourth section focuses on the outcomes that occur after a venture has been developed (i.e., post-venture outcomes).

Pre-venture attributes. The first section of Figure 1 depicts nomothetic developmental regulations, which include the bidirectional relations between individuals and their contexts (Brandtstädter, 2006). The idiographic individual component includes sets of specific strengths, such as behavioral and cognitive skills (e.g., intentional self-regulation; ISR) and motivational, emotional, and organismic characteristics (e.g., purpose). In turn, the context can be described as having both assets (e.g., adult mentors) and opportunities for improvement (e.g., lack of resources). Through the process of these

individual ←→ context relations, individuals may develop entrepreneurial intent, which may be a key component predicting who engages in the following parts of this process.

The venture creation process. The second section of Figure 1 involves the venture creation process, during which individuals identify and select goals that involve entrepreneurial ventures. Specifically, individuals recognize the needs that exist within their contexts, and perceive these needs as opportunities (Smilor, 1997). In turn, individuals who are entrepreneurial use their skills to be creative and develop innovative solutions to meet the needs existing within their contexts. Then, entrepreneurs garner available resources within their environments, which are necessary to create a solution to address an identified need. The use of skills and garnering of resources is fused, whereby, individuals simultaneously use skills and garner resources from their context, and then may use different skills, and subsequently garner additional resources. Next, individuals may implement solutions that function to address needs in their context (i.e., to become entrepreneurs). Finally, as a result of this process, the venture outcome can be examined in regard to whether the venture accomplished the intended goal. Some parts of this process may occur multiple times during periods wherein entrepreneurs are maintaining and working to improve their businesses and organizations.

Post-venture attributes. The third aspect of the model depicted in Figure 1 describes post-venture developmental regulations. As previously discussed, engaging in the entrepreneurial process requires behavioral and cognitive skills (e.g., goal pursuit skills, such as those involved in intentional self regulation; ISR) and motivational, emotional, and organismic characteristics (e.g., personal desires that may support working towards accomplishing a goal; purpose), as well as contextual resources and

disparities between needs and opportunities. For example, as a result of starting new ventures, individuals may develop new skills and the contexts may provide new resources compared to the skills and resources that existed prior to the venture creation process. Specifically, while engaging in the venture creation process, individuals might improve their goal-pursuit strategies (e.g., ISR) or gain entrepreneurial knowledge. Furthermore, during the venture creation process contexts may have changed and resources may have improved (e.g., increased internet speeds) or developed (e.g., new business networking programs). These individual and contextual developments may apply to the venture maintenance or management phase and exist regardless of venture success. For example, if a venture fails, an individual may still gain knowledge improving his or her ability to identify gaps or opportunities in his or her context and to execute a business plan in the future.

Post-venture outcomes. The fourth aspect of the model depicted in Figure 1 describes the post-venture outcomes in the developmental process of entrepreneurship. As previously mentioned, entrepreneurship may or may not be associated with positive outcomes for both individuals and society (Clifton, 2011; Damon & Lerner, 2008; Lerner & Damon, 2012). Moving beyond the venture result (i.e., success or failure), post-venture outcomes affect both individuals and their contexts. These outcomes may be positive (i.e., adaptive for individuals and their contexts), negative (i.e., maladaptive for individuals and their contexts), or mixed (i.e., some positive and some negative outcomes for individuals and their contexts). In understanding the outcomes associated with both successful and failed entrepreneurial ventures, it is important to recognize that these

outcomes are complex: successful ventures are not indicative of only positive outcomes, and likewise, failed ventures are not indicative of solely negative outcomes.

This model assumes that the developmental process of entrepreneurship may involve individuals who start the process at different points in their lives and with a particular set of individual characteristics and strengths. Simultaneously, these individuals are embedded within their contexts, which have a variety of resources and challenges, during a particular time and place in history. Thus, this model acknowledges that individuals who start from the same point can have different developmental outcomes (multifinality; e.g., successful vs. failed ventures), and that there are different starting points of development that can lead to the same developmental outcomes (equifinality, e.g., starting a successful business). An example of mutlifinality is that the venture creation process might lead to a venture being successful or failing. An example of equifinality is that individuals may have entrepreneurial intent starting at different points in the life span, such that some individuals may have entrepreneurial intent from early in life whereas others may not decide to start a business until the middle of their career. Furthermore, individuals may engage in the entrepreneurial process in different contexts, such as starting a new venture (i.e., traditional or social entrepreneurship) or changing the way an existing business or organization runs (i.e., intrapreneurship; Hisrich, 1990; Pinchot, 1985). Specifically, this model highlights the fusion between individuals and their contexts related to entrepreneurship and points to how adaptive developmental regulations involving entrepreneurship may be structured throughout this entire process. This model also suggests that entrepreneurship is a developmental process rather than only an outcome of some other process.

Diversity is a key facet of RDS-based models, and the present conception also accounts for the fact that there are many different instances of entrepreneurs and entrepreneurship. For instance, some researchers have noted that entrepreneurial projects may occur through traditional entrepreneurship (i.e., starting a new business or venture; Eckhardt & Shane, 2003), or social entrepreneurship (i.e., creating new organizations focused on addressing a social need; Martin & Osberg, 2007). Furthermore, in addition to the different instances of entrepreneurial ventures, diversity may exist in regard to the context in which entrepreneurial behaviors take place. For example, entrepreneurship might exist within an existing company (i.e., intrapreneurship; Hisrich, 1990; Pinchot, 1985). Intrapreneurs may work within a team or group of people (i.e., team entrepreneurs; Hisrich, Langan-Fox, & Grant, 2007), within a corporate setting (i.e., corporate entrepreneurs; Hisrich et al., 2007), or within the public sector (i.e., public entrepreneurs; Ramanurti, 1986). Accordingly, given this individual and contextual diversity, it is useful to discuss these three examples of entrepreneurship in more detail. These examples demonstrate the multifinality and equifinality of the process of entrepreneurship and illustrate the nomothetic and idiographic features of this process.

Instances of Entrepreneurship

In this section I discuss three different instances of entrepreneurship: traditional, social, and intrapreneurship. Furthermore, I provide examples of individuals who exemplify each type of entrepreneurship and describe how each type of entrepreneurship can lead to positive outcomes for individuals and their contexts. Given the diversity of goals surrounding each instance of entrepreneurship we may expect their entrepreneurial intent to be specific for each instance of entrepreneurship.

Traditional Entrepreneurship

Traditional entrepreneurship, also referred to as business or commercial entrepreneurship (Austin, Stevenson, & Wei-Skillern, 2006), involves the discovery, development, and evaluation of future goods and services (Eckhardt & Shane, 2003). Traditional entrepreneurs seize opportunities to develop solutions that address unmet needs or recognize new needs (Eckhardt & Shane, 2003). Traditional entrepreneurship may occur in various ways. For example, a traditional entrepreneur may become a lifestyle entrepreneur (i.e., owning and operating a business closely aligned with personal values and beliefs; Ewing Marion Kauffman Foundation, 2004; Marcketti, Niehm & Fulroia, 2006) or a serial entrepreneur (i.e., engaging in multiple start-up ventures over the life course; Wright, Robbie, & Ennew, 1997). Regardless of the number of businesses a traditional entrepreneur creates, success of a traditional entrepreneur is often measured by how well he or she is able to meet the "existing or emerging unmet customer needs" (Eckhardt & Shane, 2003, p. 8), and may be measured in terms of revenue gained by a business or company, or the number of jobs created.

For example, Bill Gates, one of the co-founders of Microsoft — the largest personal computer software company in the world— is one of the wealthiest people in the world (Forbes Magazine, 2015). Microsoft was started as a small software business, which provided the operating systems for IBM computers in the 1980s (Gates, 1996). Gates is known for his innovation of building products (i.e., software) that were created to be installed into the new products created by IBM. His individual strengths (e.g., business acumen, innovative mentality, and technical skills) and contextual resources (e.g., supportive parents, business connections, and an interest in personal computer

systems) led to Gates' success and financial prosperity (Forbes Magazine, 2015). In addition to his personal success, Bill Gates improved his environment through creating jobs for others, starting a philanthropic foundation that supports global health and economic development, and promoting post-secondary success (http://www.gatesfoundation.org).

Social Entrepreneurship

In contrast to business entrepreneurs, social entrepreneurs apply business expertise to address a social need. Social entrepreneurship can be defined as "a process involving the innovative use and combination of resources to pursue opportunities to catalyze social change and/or address social needs" (Mair, & Martí, 2006, p. 37). Social entrepreneurs identify problems (e.g., "people and planet problems;" Neck, Brush, & Allen, 2009, p. 16), and use their social agenda and entrepreneurial drive to create solutions to address an unmet need in these areas. This type of entrepreneurship may occur in non-profit, for-profit (e.g., corporate social entrepreneurship), or government sectors, or across sectors (Austin, Stevenson, & Wei-Skillern, 2006). Regardless of the specific context, the mission of social entrepreneurs is focused on creating a solution to address a social problem, and their success may be measured in terms of the impact of their organization.

For example, Muhammad Yunus, a social entrepreneur, attempted to reduce poverty through creating Grameen Bank, which was originally founded as a non-profit organization that pioneered the field of micro-credit and finance. Yunus attempted to reduce poverty by lending money and providing low-interest rate loans to individuals living in poverty, who were not eligible for traditional loans because they lacked credit, a

stable working history, or were illiterate and unable to fill out the necessary paperwork required by most lenders to apply for a loan (Grameen Bank, 2015). The goal of this bank was to provide financing to individuals living in poverty so that they would have an opportunity to start their own business, thereby creating a source of revenue. As recognition for the impact of his work, Yunus was awarded a Nobel Peace Prize in 2006 (Nobel Peace Prize, 2006) and a United States Presidential Medal of Freedom in 2009 (The White House Office of the Press Secretary, 2009). He exemplifies social entrepreneurship because the main purpose in starting his organization was to promote the economic welfare of individuals living in poverty. Given the contribution his work has made to allow individuals worldwide to have access to loans and the recognition he has received, I consider Yunus to be a successful social entrepreneur.

Intrapreneurship

The terms intrapreneurship (Pinchot, 1985), corporate venturing (MacMillan, Block, & Narashima, 1986), and corporate entrepreneurship (Burgelman, 1983, 1984), are used to capture the same phenomenon (as noted by Menzel, Aalitio, Uligin, 2007). This phenomenon of intrapreneurship, broadly speaking, involves entrepreneurship within an existing organization (Antoncic & Hisrich, 2001; Hisrich, 1990). In this section, I describe four key dimensions (two focused on individual characteristics and two focused on contextual characteristics), which support intrapreneurship. Then I provide an example of an intrapreneur to help elucidate this concept.

Antoncic and Hisrich (2001) have identified four dimensions that represent the key characteristics of intrapreneurship: new-business venturing, innovativeness, self-renewal, and proactiveness. First, new business-venturing refers to, “the creation of new

businesses within the existing organization regardless of the level of autonomy" (Antoncic & Hisrich, 2001, p. 498). Specifically, this dimension highlights the ability of intrapreneurs to create a new business within an existing organization or business through identifying and developing new products or services and/or developing new markets (Antoncic & Hisrich, 2001).

Second, the innovativeness dimension refers to, "product and service innovation with emphasis on development and innovation in technology" (Antoncic & Hisrich, 2001, p. 498). This dimension of intrapreneurship highlights individual strengths, such as creativity, which can help individuals improve the products and services that a business already provides to its customers.

Third, business self-renewal refers to intrapreneurs providing a "transformation of organizations through the renewal of key ideas on which they were built" (Antoncic & Hisrich, 2001, p. 498). Through this self-renewal intrapreneurs may be the impetus for organizational change and reorganization within a business or organization.

Fourth, proactivness is an organizational environment that fosters risk-taking, autonomy, and initiative and may be reflected in the behaviors and attitudes of an organization's management. An environment that is proactive is a key element allowing individuals to be entrepreneurial within established businesses and organizations. Taken together, individual strengths and contextual resources provide an overview of the different means and attitudes necessary for intrapreneurs to make an impact on existing businesses or organizations.

For example, Ken Kutaragi, a Sony employee, uncovered an opportunity to improve Sony's game console, Nintendo. While playing a Nintendo game with his

daughter, Kutaragi realized that Nintendo could be more user-friendly, and to make improvements he created a new game console, known as PlayStation. Kutaragi is an example of an intrapreneur because he worked within an established business to create a new product. His innovation to Sony's products led to several promotions, whereby before his retirement in 2007 he became the chairman of Sony Computer Entertainment. Furthermore, his products helped to make the video game sector of Sony one of the most profitable sectors in the company (BBC News, 2003).

Given the diversity of applications of entrepreneurship and the importance of entrepreneurship as an exemplar of an adaptive developmental regulation, researchers need to explore individual and contextual characteristics that might support the development of these different instances of entrepreneurship. Specifically, scholars need to investigate characteristics of individuals and their contexts that might support all entrepreneurs and characteristics that might support some entrepreneurs more than others. Given that information exists about the nomothetic and idiographic features of development, this exploration will allow researchers to have a better understanding of whether the development of entrepreneurial intent is universal across all instances of entrepreneurship or if it is unique for different instances of entrepreneurship. This understanding will allow practitioners and policy makers to create programs and policies that support the development of different instance of entrepreneurial intention that may lead to entrepreneurial actions.

Individual and Contextual Assets Supporting Entrepreneurship Development

The RDS approach, and the theoretical approach I have described, point out that development is based on the bidirectional relations between individuals and their

contexts. Therefore, it is important to focus on some specific individual strengths and contextual resources that may be particularly important for the development of entrepreneurial intent. That is, entrepreneurial intent is important because it may be a precursor of promoting entrepreneurial development, which may lead to engaging in different entrepreneurial activities. Entrepreneurial intent may be of particular importance during late adolescence and young adulthood, periods wherein occupational exploration occurs.

Late adolescence and the transition into adulthood are periods of development that are marked by selecting occupational paths as a way of ensuring economic attainment. Super (1980) argued that adolescents and young adults begin formulating ideas about potential occupational paths, which leads to an exploration into a more narrowly focused path. This process of exploration eventually leads to the selection of a particular occupational path and to individuals then establishing themselves in that occupational path in adulthood. Given that this occupational exploration occurs across years of development, late adolescents and young adults begin to develop occupational intentions and, thus, are the prime age for beginning to explore the development of entrepreneurial intent. The ontogenetic temporality of development highlights the unique opportunities and challenges of this period of development.

In addition to the period in the life span, individual and contextual characteristics may also influence individuals' entrepreneurial intentions. Accordingly, I highlight particular individual characteristics, such as ISR and purpose, and contextual characteristics, such as the impact of adults (e.g., parents and influential non-parental adults), as key assets that may enable individuals with entrepreneurial intent to maintain

high levels of entrepreneurial intent. ISR is an individual strength that enables individuals to maximize their contextual resources and pursue goals. Purpose provides direction and motivation that individuals can apply when selecting their goals. Furthermore, adults are important contextual resources that can model behaviors and provide avenues for individuals to learn different skills. Taken together these assets may be the key for determining which individuals have entrepreneurial intent across young adulthood (Lerner & Damon, 2012). Understanding entrepreneurial intent is important because it may be a precursor that leads to individuals engaging in different entrepreneurial activities, or to the development of entrepreneurship more generally. One example of an individual characteristic that may support the development of entrepreneurial intent is ISR.

ISR

ISR skills help individuals to choose goals, develop plans to achieve goals, and construct alternative plans when goals are unattainable. ISR is a strength that allows individuals to successfully navigate their contexts (Brandtstädter, 1998, 2006) and involves the person component of bidirectional person ←→ context relations (e.g., Gestsdóttir & Lerner, 2008). Specifically, ISR represents the means through which individuals optimize the resources in their contexts (Brandtstädter, 2006).

Prior research highlights the importance of ISR as an aspect of the development of entrepreneurship (Damon, 2008; Geldhof, Weiner, et al., 2014). For example, individuals who accomplished entrepreneurial achievements displayed goal pursuit strategies (i.e., the abilities to select goals, persist in accomplishing goals, and use compensation strategies) and, as a result, were more successful in entrepreneurial

endeavors compared with individuals who did not use goal pursuit strategies (Damon, 2008). This finding suggests that strong self-regulatory skills may be crucial to the development of entrepreneurial intent and action. In addition to ISR, possessing stable goals that are personally meaningful and focused on contributing to the world beyond the self may support entrepreneurship (Damon, 2008). Such goals involve purpose.

Purpose

The developmental process of entrepreneurship, and characteristics of this process such as entrepreneurial intent, may be further promoted by purpose. Damon and colleagues operationalized purpose as "a stable and generalized intention to accomplish something that is at once meaningful to the self and of consequence to the world beyond the self" (Damon, Menon, & Bronk, 2003, p. 121). This definition emphasizes that purpose requires a long-term, finite goal with internal and external components (e.g., the goal is meaningful to the self and to others). Specifically, purpose provides individuals clearly defined long term life goals and offers directions to individuals as they pursue their goals (McKnight & Kashdan, 2009). Therefore, purpose can be thought of as providing individuals with a tool, or a compass, that enhances their abilities to engage in goal pursuit strategies in a more thoughtful, efficient, and meaningful way.

Individuals may have different sources of inspiration for their purpose (e.g., religious, familial, professional, etc; Bronk, 2014). Specifically, religion may provide an source of purpose for many young adults because religion may provide venue for individuals to think about themselves in relation to G-d and to others (Bronk, 2014). Furthermore, many young adults may see family as an inspiration for purpose, either in relation to supporting loved ones or in pursuit of starting their own families in the future

(Bronk, 2014). In addition, career or vocational purposes may help young adults identify aspects of their lives that they care most about, and to then use these interests as inspiration for selecting career goals that are purposeful (Bronk, 2014). Career purpose may be an important development for college student who are in the process of exploring and selecting potential career goals, such as developing intentions for a particular career goal (e.g., entrepreneurial intent).

Damon (2008) found that many purposeful youth displayed an entrepreneurial spirit, which he defined as including goal pursuit strategies, optimism, persistence, risk-tolerance, an ability to overcome failure, determination, and innovativeness. Damon (2008) focused on entrepreneurship as a potential outcome of purpose. For instance, purpose involves a person thinking about the needs of others or having a beyond-the-self orientation (Damon, Menon, & Bronk, 2003; Damon, 2008). This orientation may be a key characteristic for entrepreneurs who are developing a company, product, or organization, to address the needs of others, such as social entrepreneurs. Therefore, purpose may provide the personal incentive for individuals to use strategies that enable them to accomplish their goals. Specifically, career purpose may involve selecting a career goal, working towards that career goal, and having a beyond-the-self orientation.

Influential Adults

Parents and influential non-parental adults play a key role in supporting the developmental process of entrepreneurship. Entrepreneurial parents (i.e., parents who have started a business) may serve as occupational role models and influence children's occupational choices (Lindquist, Sol, & van Praag, 2012; Schulenberg, Vonracek, & Crouter, 1984; van Auken, Stephens, Fry, & Silva, 2006; Schmitt-Rodermund, 2004).

Numerous studies show that, compared to individuals without self-employed parents, individuals who have parents who are self-employed are more likely to have entrepreneurial intentions (van Auken et al., 2006; Zampetakis, 2008) and start their own businesses (Cromie, Callaghan, & Janesen, 1992; Schmitt-Rodermund, 2004; Scott & Twomey, 1988). For example, in a study of college students from the United Kingdom, United States, and Ireland, Scott and Twomey (1988) found that participants who had entrepreneurial intent (i.e., wanted to become self-employed) were more likely to have parents who owned small-businesses.

This relation may exist for several reasons. First, entrepreneurial parents may serve as occupational role models to their children and provide them with opportunities to work in an existing enterprise; second, some entrepreneurial parents may have the financial and social resources to support their children's entrepreneurial endeavors (Scott & Twomey, 1988). However, not all studies have supported this relation. For example, Schmitt-Rodermund and Vondracek (2002) found that family self-employment was not associated with youth entrepreneurial orientation, as defined by a high level of entrepreneurial interests and skills.

Based on the mixed findings from previous studies, it appears that the relation between entrepreneurial parents and entrepreneurial intent may be complicated. In other words, there may be other factors that should be investigated. Given this complexity, researchers might need to broaden their investigation of how adults (not just parents) influence adolescents' and young adults' entrepreneurial intent. Therefore, research exploring the role of influential adults in promoting the development of entrepreneurial intent is needed.

The Present Study

Many researchers have treated entrepreneurship as a stable, trait-like characteristic (e.g., McClelland, 1961; Nicolau et al., 2008), and as a consequence little attention has been given to the potential changes in the structure, function, and development of entrepreneurship characteristics in general, and, in particular, entrepreneurial intent. Given the importance of entrepreneurship — its potential to be an adaptive developmental regulation leading to positive outcomes for individuals and their contexts — developmental scientists need to move beyond identifying unitemporal correlations and, instead, understand how the development of entrepreneurship occurs. Only when researchers identify the underlying developmental process of entrepreneurship can they begin to present evidence for programs or policies that may promote positive instances of this process.

Thus, additional research is needed to better understand the development of entrepreneurial intent (a precursor to engaging in entrepreneurial activities), and the relations between individual characteristics and contextual assets that might support high and sustained levels of entrepreneurial intent. The present study, therefore, uses quantitative data from the Young Entrepreneurs Study (YES; Geldhof, Malin, et al., 2014; Lerner & Damon, 2012) to investigate the presence of trajectories of three different instances of entrepreneurial intent and the factors that might be related to the different levels of entrepreneurial intent for each type.

I had two main research questions as the foci of this dissertation. First, can trajectories of three different instances of entrepreneurial intent (i.e., traditional, social, and intrapreneurship) be identified, and if so, what is the nature of these trajectories?

Second, what are the relations between individual characteristics (ISR and purpose) and contextual assets (entrepreneurial parents and influential non-parental adults) and these trajectories?

To empirically test these questions, I first investigated the patterns of development for three instances of young adults' entrepreneurial intent: starting a business, starting an organization, or changing the way a business or an organization runs. I address this question by using the statistical technique Growth Mixture Modelling (GMM), which will be explained in further detail in the Method section. Then, I examine whether trajectory class membership for each type of intent can be predicted by individual characteristics (e.g. intentional self-regulation and purpose) and contextual assets (e.g., entrepreneurial parents and influential non-parental adults). This analysis allowed me to explore which variables may be related to continuity and discontinuity in entrepreneurial intent.

To address my second research question, I preserved the latent quality of the trajectory class membership (i.e., classification uncertainty), and used the three-step method for latent class predictor variables to examine the relations between individual and contextual characteristics and trajectory class membership.

In sum, the overall goal of this dissertation was to further the study of entrepreneurship as a developmental process by using theoretically-based methods to explore how entrepreneurial intent develops across young adulthood and the characteristics associated with different patterns of entrepreneurial intent across this age period. Theory specific to entrepreneurial intent is non-existent and other researchers are not studying entrepreneurship from an RDS-based perspective. Therefore this dissertation

provides a descriptive analysis of the existence of different patterns of development and variational change that may exist for three instances of entrepreneurial intent. In addition, I describe the relations between individual and contextual characteristics that are hypothesized to support entrepreneurial development to investigate if they differentiate the different trajectories of three instances of entrepreneurial development. A better understanding of the development of entrepreneurial intent will be important for developing interventions and programs that support the development of entrepreneurship and may lead to more young adults becoming entrepreneurs in the future. The specific method I used to address the two key questions of this dissertation is presented next.

CHAPTER 2: METHOD

I investigated the previously described research questions using data from the Young Entrepreneurs Study (YES; see Geldhof, Malin, et al., 2014; Lerner & Damon, 2012), a three-wave mixed-methods study directed towards understanding the development of career values, intentions, and activities of current and former post-secondary students across the United States. Overall, across three waves of the study, 8,405 youth (58.9% female) from approximately 50 colleges and universities, primarily located in three geographical regions in the United States (i.e., Mid-West, West Coast, and New England), completed at least one wave of data collection. The present study used a subsample of these data. Below I describe the general procedure used in the YES project. Then, I provide details about the full sample of participants and describe the subsample used for this analysis, which I term the "analytical sample."

Procedure

At Wave 1, the YES research team recruited participants by contacting professors, administrators, and student organization leaders at colleges and universities located in the New England, West Coast, and Mid-west regions, and asked them to forward their students a recruitment email that contained a link to the YES survey. Participants either received course credit or were entered into a raffle for an iPad as compensation for their involvement. Approximately one year after completing the initial survey, members of the YES team re-contacted participants who had provided their contact information to recruit for the Wave 2 sample. To account for attrition, researchers recruited additional participants at Wave 2 using the same recruitment methods previously described. At Wave 3, members of the YES team re-contacted participants who had completed surveys

and provided contact information at either of the two previous waves. Throughout the data collection period, a small number of individuals who had not been actively recruited by members of the research team nonetheless completed the survey. Therefore it appeared that snowball recruitment occurred, whereby participants had sent the link to the survey to their friends and family. These participants were retained in the full YES sample; however, because these participants only participated in one wave of data collection they were not included in the analytical sample used in this dissertation.

Participants

The full YES sample consists of a total of 8,405 participants. At Wave 1, the sample consisted of 5,448 participants ranging from 18 to 26 years old (M_{Age} = 21.14 years, *SD* = 1.63, 59% female). Of these, 72% provided an email address and thus were recruited for Wave 2. At Wave 2, 4,753 participants ranging from 18 to 27 years old (M_{Age} = 21.61 years, *SD* = 1.67, 59% female) completed the survey. Of these, 78% provided an email address. Finally, at Wave 3 a sample of 2,923 participants ranging from 18 to 28 years old (M_{Age} = 22.65 years, *SD* = 1.64, 62% female) completed the survey.

The analytical sample included in the present study consists of 3,012 participants (61% female; 36% of the entire sample) who participated in at least two of the three waves of data collection. These participants ranged in age from 18 to 26 years old (M_{Age} = 21.06 years, *SD* = 1.59), at Wave 1, 18 to 26 years old (M_{Age} = 21.81 years, *SD* = 1.64) at Wave 2, and 20 to 27 years old (M_{Age} = 22.65 years, *SD* = 1.64) at Wave 3.

The self-reported race for participants in the analytical sample was Asian American, 17.2%; African American, 3.3%; Hispanic/Latino/a, 5.7%; and Caucasian,

59.3%. Furthermore, 3.3% reported their race/ethnicity as "other," 4.8% reported their race/ethnicity as "multiethnic," and 6.4% inconsistently reported their race/ethnicity across waves. At the last wave of data collection, 3.2% of the analytical sample reported having completed a High School Diploma or GED, .8% reported completing a 2-Year Degree (e.g., Associates Degree of Trade/Vocational Program), 34.1% reported completing Some College, 37% completed a Bachelor's level degree, 8.6 % completed a graduate degree, 1% reported "other," and data were missing for 15.3%.

Participants self-reported the education of their primary caregiver based on nine different categories and provided a retrospective report of their socio-economic status (SES) growing up based on four categories. Among the analytical sample, the education of their primary caregiver was reported as: 1.7% completed 8th grade or less, 1.9% completed some high school, 8.6% completed high school or GED, 7.4% completed 2-year degree, 8.8% completed some college, 25.9% completed 4-year college or a Bachelor's Degree, 29.4% completed a Graduate degree, 0.5% "not sure," 0.6% "other," 0.4% "inconsistent," and 14.8% of responses were missing. For socio-economic status (SES), 5.6% reported "Low" SES, 28.3% reported "Low-middle" SES, 48.0% reported "Upper-middle" SES, 2.7% reported "Upper" SES, 12.7% inconsistently reported their SES, and 2.7% of responses were missing.

Measures

Measures used in this dissertation included some previously established measures as well as other developed specifically for the YES project. Descriptive statistics for all measures are shown in Table 1. For comparison purposes, Table 1 also shows descriptive statistics from YES participants who participated in only one wave of data collection

compared to those who participated in two or more waves of data collection (i.e., the full sample compared to the analytical sample). This information is discussed in detail in the section on attrition analyses.

Entrepreneurial intent. Members of the YES research team developed items asking about participants' "most important life goal" and provided participants with the following answer choices: "Start my own business," "Start a new organization," and "Change the way a business or organization runs." Response options were on a 5-point Likert scale ranging from 1 = *Not at all important* to 5 = *Extremely important*. I used these three items as the basis for the GMM and GCM analyses that I conducted, and I analyzed each item separately.

Entrepreneurial intentional self-regulation. Participants completed the Entrepreneurial Intentional Self-Regulation Questionnaire (EISR) as a measure of self-regulation skills pertinent to entrepreneurial behavior. Researchers developed the EISR specifically for the YES Project and validated its factor structure using a pilot sample from the YES Project (see Weiner, Geldhof, & Lerner, 2011). Derived from Baltes and colleagues' model of selection, optimization, and compensation (e.g., Freund & Baltes, 2002), the EISR has two goal selection subscales, three goal optimization subscales, one subscale representing compensation, and two subscales representing loss-based selection. Participants responded to all items using a 5-point Likert scale that indicated "the way you approach and accomplish goals in your life," with response options ranging from 1 = *Almost never* to 5 = *Almost always*.

The first of the two selection subscales, Selection of Novel Goals, represents a preference for selecting goals others have not been considered or that fulfill an unmet

need (three items, e.g., *I like to pursue projects that others have not thought about pursuing*, α = .78). The second, Selection of Challenging Goals, represents a preference for selecting challenging goals (four items, e.g., *I prefer to take on challenging projects*, α = .88). The first of the three optimization subscales, Optimization Through Persistence, represents diligence and efficiency in goal attainment (two items, e.g., *I work diligently to complete my tasks*, $r = .58$, $p < .001$). The second, Optimization by Being a Self-Starter, represents the ability to self-motivate goal optimization (three items, e.g., *I am a self-starter*, α = .81). Optimization Novel represents working towards goals using new means (three items, e.g., *I use available resources in new ways*, α = .69). Compensation represents the ability to switch gears and apply alternative means for reaching a goal when faced with setbacks or failures (five items, e.g., *After a failure, I come up with alternative strategies to accomplish my goals*, α = .90). Loss-based Selection- Options represents the ability to keep alternative plans available in the face of failure (two items, e.g., *I keep projects on the back burner in case another project fails*, $r = .58$, $p < .001$). The last subscale, Loss-Based Selection-Switch, represents the ability to adaptively switch goals in the face of failure (two items, e.g., *When I realize I cannot reach a goal, I quickly move on to new endeavors*, $r = .47$, $p < .001$).

Career purpose. Informed by the Stanford Youth Purpose Survey (Bundick, Andrews, Jones, Mariano, Bronk, & Damon, 2006), members of the YES research team developed eight items to assess if participants could be classified as having career purpose. To be classified as having purpose participants must satisfy three conditions: selected a career goal, working towards that career goal, and have a beyond the self orientation. Below I describe each of these three conditions and how they were measured

in YES. In the data analysis section I describe how these three variables were combined to create a predictor measure of "career purpose."

Selected career goal. Purpose is a type of goal that is not a short-term objective, but rather a far-horizon aim. To measure the first dimension of purpose, participants were asked to select one of the following goals, from a drop down menu, as their most important career goal: "Be a musician, actor, dancer or other creative artist," "Be involved in politics," "Start a non-profit organization," "Start my own business," "Work for a non-profit organization," "Work within a for-profit organization/business," "Civil Service (e.g., education, government employee, etc.)," and "Other." Participants who selected the "Other" option were then prompted to type in their "most important career goal." These responses were then cleaned for spelling and categorized into the provided categories, or into new categories (e.g., "Medical related Profession," "Legal System," "Combination of for-profit and not for-profit," and "Undecided/Unspecified"). Using these categories, I then coded all of the responses (both original and new categories) into two dichotomous categories: 1 = *Career goal selected* or 0 = *Career goal not selected*. Individuals who provided an answer that was not specific or indicated that the participant was "Undecided" on their selected career goal were coded in the "Career goal not selected" category.

Working towards a selected career goal. The second dimension of purpose involves a goal that is highly personally meaningful, which may be evidenced by the person's commitment of time, energy, and resources in pursuit of this goal. To measure the second condition of having a highly personally meaningful purpose, participants responded to five items that measured their commitment, passion, and effort for working

towards their primary long-term career goal. These items were on two different metrics. Three items prompted participants to, "focus on the most important goal you just selected," and included the following items, "I know how I want to achieve this goal," "I am passionate about achieving this goal," and "You can't really understand me without knowing about my desire to achieve this goal." Participants responded to these items using a 5-point Likert type scale with response options ranging from 1 = S*trongly disagree* to 5 = *Strongly agree*. The next two items asked participants "how often do you…," "Do something related to your interest in this goal," and "Work toward this goal." Participants responded to these items using a 5-point Likert-type scale with response options ranging from 1 = *Almost never* to 5 =*Almost always*. Scores on these five items showed acceptable reliability (α = .79).

Beyond-the-self orientation. The third dimension of purpose is that it is motivated by a desire to make a contribution to the world beyond-the-self. This dimension of purpose differentiates it from the concept of meaning (Damon, Menon, & Bronk, 2003). Whereas purely self-serving aims may imbue one's life with meaning, only those pursuits that are motivated by a desire to have an impact on the broader world represent purposes. To measure the third dimension of purpose, three items assessed if participants had a "beyond-the-self orientation" (e.g., Damon, Menon, & Bronk, 2003). Participants responded to three items using a 5-point Likert-type scale with the following prompt, "how important are the following motivations in pursuing your most career goal?" Response options ranged from 1 = *Not at all important* to 5 = *Extremely important*. The items were "make the world a better place," "help others," and "improve my community" (α = .85).

Entrepreneurial parents. Each participant chose up to two people who were "most responsible for raising you." These people were referred to as "Parent 1," and "Parent 2," respectively. Researchers then asked participants whether either "Parent" ever started a business, coding the results in a binary manner ("yes, one or both of my parents have started a business" versus "no, neither of my parents have ever started a business").

Family support. The role of family was assessed by asking participants to indicate how much they agreed or disagreed with five statements about their family. The items included "Talk(s) with me about my interests," "Encourage(s) me to develop my interests," "Help(s) me to learn more about my interests," "Do(es) not understand why I am interested in the things I am," and, "Notices when I'm interested in something." Response choices ranged from 1 = *Strongly disagree* to 5 = *Strongly agree*, except for the item "Do(es) not understand why I am interested in the things I am," which was reverse coded such that 1 = *Strongly agree* and 5 = *Strongly disagree* ($\alpha = .86$).

Attrition Analyses

As already noted, 3,012 participants completed at least two waves of YES data collection. To determine how this subsample (i.e., the analytical sample) was similar to and different from participants who only completed one wave, I conducted a series of attrition analyses. First, I examined the missing data patterns for each variable, as presented in Table 2. Wave nonresponse and variable nonresponse are both presented in the table because the patterns are often different between the two types of attrition. Wave non-response for each wave ranged between 32.35% and 43.22%, and the amount of variable non-response ranged from 6.88% to 38.82% across the three waves.

Variable nonresponse is most likely explained by participants choosing not to complete a particular question or unintentionally skipping a question. When the survey was given, the demographic questions came at the beginning of the survey, but the other sets of items appeared in a random order to ensure that participants received each set of questions at different points of the survey. Furthermore, each particular item within each set of questions also appeared in a random order, so that the order of questions differed across participants.

Missing data rates for SES variables (i.e., primary caregiver education, and self-reported economic status), sex, race, and entrepreneurial parent, were calculated based on the variable nonresponse level, because information for these variables were gathered from all three waves and used to create one variable across the three measurement occasions. Table 3 displays descriptive information for the demographic variables across individuals who only completed one wave of data collection and those included in the analytical sample.

Wave 1 nonresponse was due to participants who were recruited later in the study at Wave 2 or Wave 3. However, wave nonresponse at Wave 2 was due to attrition and due to participants entering the sample in Wave 3. At Wave 3, nonresponse represents missing data due only to attrition. As is common for longitudinal study designs, attrition occurred at each wave of data collection, except for Wave 1. Of the 5,448 participants who completed Wave 1, 2,358 (43%) continued to participate in either Wave 2 or Wave 3 of the study.

I conducted attrition analyses on several demographic variables, such as sex, ethnicity, and primary caregivers' education, as well as on the other variables included in

these analyses (e.g., subscales of intentional self-regulation, career purpose, entrepreneurial parents, and entrepreneurial intent). Of note, because the YES researchers did not actively recruit new participants at Wave 3, we only asked for information about parent education at the first occasion that a participant completed the survey (i.e., Wave 1 or Wave 2). Therefore, the education status of the primary caregiver is not reported for individuals who only participated in Wave 3.

I used *t*-tests for comparisons between groups (full sample and analytical sample) on the measures of entrepreneurial intent, EISR subscales, and purpose subscales. In turn, χ^2 tests were used to make comparisons between attrition and non-attrition groups on sex, the presence of an entrepreneurial parent, career goal selection, race, and parent's education. Table 4 displays the *t*-test and χ^2 results as appropriate, comparing individuals who completed two or more waves of data collection (included in the analytical sample) compared to those who completed only one wave of data collection. These results aided in understanding if any meaningful differences existed between the two groups.

The *t*-tests revealed group differences (i.e., between the full sample and the analytical sample) on each item of entrepreneurial intent. Specifically, on average, individuals who participated in only one wave of data collection had higher intentions of starting a business $t(3158) = -6.50$, $p < .001$, starting an organization $t(3198) = -3.84$, $p < .001$, and changing the way an organization runs $t(3611) = -3.39$, $p < .01$ compared to individuals who participated in two or more waves of data collection. However, the effect sizes for these differences were all below 0.25, suggesting that although these differences were statistically significant, they did not represent a meaningful difference.

In regard to group differences for the predictor variables (e.g., EISR subscales, career purpose subscales, family, and entrepreneurial parents), *t*-tests revealed that participants who completed the survey two or more times had higher scores on the Selection of Novel goals subscale of the EISR (M = 3.77, SE = .02) compared to participants who only completed one wave of data collection (M = 3.72, SE = .02), $t(3632) = 1.97$, $p < .05$. However, individuals who participated in two or more waves of data collection (M = 4.20, SE = .02) had lower scores on the career purpose subscale of Working towards their Goals compared to participants who only completed one wave of data collection (M = 4.22, SE = .02). Although the mean differences were statistically significant on these two subscales, the effect sizes for both differences were below $d <$ .13, suggesting a low effect size, based on Cohen's metric (Cohen, 1992). Therefore, the low effect sizes suggest that the statistical significance of the findings may be the result of the large sample size included in these analyses.

I used χ^2 tests to assess the group differences on categorical variables. These tests showed that there was a significant association between whether participants completed two or more waves of data collection and their sex, $\chi^2(1) = 12.14$, $p < .001$. Based on the odds ratio, men were 1.18 times more likely to participate in only one wave of data collection. In addition, there was a significant association between whether participants completed two or more waves of data collection and whether they had a parent who was an entrepreneur, $\chi^2(1) = 4.84$, $p < .05$. Based on the odds ratio, participants with an entrepreneurial parent were 1.45 times more likely to participate in only one wave of data collection. In addition, there was a significant association between whether participants completed two or more waves of data collection and whether they had selected a career

goal, $\chi^2(1) = 10.49$, $p < .01$. Based on the odds ratio, participants who had selected a career goal were 1.54 times more likely to participate in only one wave of data collection. Furthermore, there was a significant association between whether participants were included in the analytical sample or not based on race, $\chi^2(4) = 45.74$, $p < .001$. Based on the odds ratios, participants who were African American, Asian, Latino/a, or categorized as "Other" were 1.50, 1.15, 1.17, and 1.14 times more likely to participate in only one wave of data collection, respectively. However, Caucasian participants were 0.75 times less likely to participate only in one wave of data collection, showing that Caucasian participants were more likely to be retained and included in the analytical sample. Finally, there was a significant association between whether participants participated in one wave of data collection compared to those who were included in the analytical sample based on parent's education level, $\chi^2(4) = 68.03$, $p < .001$. Based on the odds ratio, participants who with parents who had been educated through high school, completed 2-years of college, some college, or 4-years of college were 1.53, 1.25, 1.08, and 1.04 times more likely to participate in one wave of data collection, respectively. However, participants with parents who had completed graduate education were 0.61 times less likely to participate in only one wave of data collection, showing that participants with higher educated parents were more likely to be retained and included in the analytical sample.

The attrition analyses show that the full sample and the analytical sample are similar enough that I can assume that data are missing at random, and thus using Full Information Maximum Likelihood (FIML) estimation is appropriate. Therefore, analyses that were conducted in Mplus version 7.3 used FIML estimation to account for missing

data. FIML is a model-based estimation that allows the researcher to recover data that are missing completely at random (MCAR), missing at random (MAR), or missing based on a combination of MCAR and MAR (Little, 2013). These results from the attrition analyses suggest that the one wave sample compared to the analytical sample displayed some differences that are best described by a combination of MCAR and data that is not missing at random. However, the ultimate bias of the missing data cannot be identified. Therefore, for data analysis purposes, I concluded that the samples were similar enough to continue with my analyses and that FIML estimation was appropriate. In the next chapter I present my data analysis plan and my results testing the two main research questions that are the focus of this dissertation.

CHAPTER 3: RESULTS

The two key questions addressed in this dissertation were (1) what are the trajectories of three different instances of entrepreneurial intent (i.e., traditional, social, and intrapreneurship), and (2) what are the relations, for each trajectory for each instance of entrepreneurial intent, between individual characteristics (ISR and career purpose) and contextual assets (entrepreneurial parents and family support)? Accordingly, the objectives of my data analyses were to determine whether I could identify trajectory classes for three instances of entrepreneurial intent and to explore which variables were related to trajectories that describe continuity and discontinuity in entrepreneurial intent.

Data Analysis

The goal of these quantitative analyses was to examine the presence and nature of patterns of development of three instances of young adult's entrepreneurial intent and the relations of predictor variables to these patterns. First, I investigated the potential patterns of development for three instances of young adults' entrepreneurial intent: traditional, social, and intrapreneur. To address this question, I used Growth Mixture Modelling (GMM) to explore whether there were different patterns of change (i.e., trajectory groups) for each type of entrepreneurial intent. However, to ensure that I did not select a multiple trajectory solution when a single trajectory solution would adequately describe the development of a particular instance of entrepreneurial intent, I also conducted Growth Curve Model (GCM) analyses so that I could compare the GCM and GMM results to examine whether a single trajectory class or multiple trajectory class solution provided the best fit to the data.

Developed by Muthén and Shedden (1999), GMM is a statistical approach that is used to chart patterns of development through identifying clusters of individuals who share similar trajectories (Nagin & Odger, 2012). GMM is most appropriate to use in cases where the researcher expects more than one trajectory or group (each with a unique intercept, slope. and size of groups within the population on a particular phenomenon; Nagin & Odger, 2012). Based on the plasticity and diversity of the development of entrepreneurial intentions, I anticipated that each instance of entrepreneurial intentions would have several patterns of development, and that these patterns of groups would vary in size (Damon & Lerner, 2008; Lerner & Damon, 2012). I selected GMM because it allows for random effects in trajectories of each group and for within-group variability in individual-level trajectories (Nagin & Odger, 2012). Specifically, the GMM analyses provide an average intercept and slope for each group, but there is variation around these estimates, such that members of a group are very similar—but not identical—in the shape of their trajectory.

In GMM, selecting the appropriate number of trajectory groups is informed by fit indexes, theoretical expectations, and interpretability of results (Geiser, 2013; Nagin & Odger, 2012). Fit indices such as the Akaike Information Criterion (AIC; Akaike, 1974), the Bayesian Information Criteria (BIC; Raftery, 1995), the Lo-Mendell-Rubin Likelihood ratio test (LMR; Lo, Mendell, & Rubin, 2001), and entropy (Nagin & Odger, 2012) helped inform the model selection. However, this decision was also influenced by the theory and the substantive questions that were being addressed (Nagin & Odger, 2012). Therefore, fit indices, how closely the model fit matches my expectations based on a theoretical model, and interpretability were all used to select the appropriate model (i.e.,

the existence and number of trajectory groups) to describe the development of each instance of entrepreneurial intent.

A potential concern of using GMM is that, in some cases, multiple trajectory classes are not the most appropriate manner for explaining a phenomenon. For example, in some cases, multiple trajectory classes may provide a solution that describes variation across a single intercept and slope, rather than distinct trajectory classes, such that a single trajectory class would provide a more parsimonious fit to the data. As previously noted, to avoid this shortcoming, and to help ensure that multiple trajectory groups were indeed the most appropriate way to model these data, I also conducted GCM for each instance of entrepreneurial intent. These analyses allowed me to compare the GMM to the GCM results to provide additional support for my selection of the most appropriate model.

GCM is one of the primary statistical techniques for exploring within-person change and between-person differences in change (Grimm & Ram, 2012; McArdle, 2009; McArdle & Nesselroade, 2003). Specifically, the model assesses a single class that best fits the overall pattern of change, indicated by the intercept (i.e., starting point) and slope (i.e., rate of change) (Grimm & Ram, 2012). Furthermore, variation exists around these estimates. Similar to GMM, the statistical fit, theoretical fit, and interpretability should be considered when determining the appropriateness of GCM (Grimm & Ram, 2012). As recommended by other researchers, I examined fit indexes such as the AIC, BIC, root mean square error of approximation (RMSEA), comparative fit index (CFI), and Tucker-Lewis index (TLI) to help inform my decisions regarding which model provides the best statistical fit for the data (e.g., Grimm & Ram, 2012).

From a descriptive standpoint, to understand the demographic composition of each of the trajectory classes, I conducted analyses of the demographic and predictor variables using trajectory class membership as an observed variable for each instance of entrepreneurial intent. Then, to understand which characteristics (i.e., ISR, career purpose, entrepreneurial parents, and family support) predict the different trajectories of each instance of entrepreneurial intent, I used the Mplus 3-step method (Asparouhov & Muthén, 2014) to relate predictor variables to trajectory classes by including demographic variables, and then each predictor variable. The benefit of the three-step method is that it allows the analyst to make predictions in a way that the variable representing the latent class membership is not influenced by the predictor variables. Therefore, using the results from the GMM, Mplus created a place holder of the posterior distribution, which represents the most likely class variable. This distribution represented the probability of an individual being placed into each class that is provided in the GMM results. In the final step, the most likely class variable was fixed to the logit values while a multinomial regression of class on the continuous predictor variable was estimated. All of the predictor variables were included in these analyses as manifest scale scores, with the exception of the purpose scale.

To understand the differences between individuals who had selected a career goal and those who had not, as well as the differences between the extents to which participants had career purpose, I examined career purpose in two ways. First I created a dichotomous purpose variable so that I could compare participants with career purpose compared to those who did not report having career purpose. To create this variable, I coded whether participants had selected a career purpose. Second, I then created a

continuous variable for participants who were categorized as having career purpose (i.e., who selected a career goal) by calculating a 3-way interaction between the three indicators of purpose (selected a career goal, working towards that career goal, and a beyond the self orientation). Thus, the purpose scale was a composite variable of the three items that will range from 1-25. This second variable of purpose allowed me to make comparisons among individuals who were characterized as having some amount of career purpose (i.e., they had a least selected a career goal).

In the previous models I included only one set of variables at a time. Specifically, when I examined demographic variables, I only included the demographic variables in the model. Therefore, to access the relation among the trajectory classes for each instance of entrepreneurial intent and all of the predictor and demographic variables, I conducted a final set of analyses using the three-step method to explore the relations among all of the variables in one set of analyses.

Research Question 1: Identifying Trajectory Classes of Three Instances of Entrepreneurial Intent

My first research question related to the possible patterns in the development of three difference instances of young adults' entrepreneurial intent (i.e., traditional entrepreneurship, social entrepreneurship, and intrapreneurship). To answer this question, I used GMM. For each instance of entrepreneurial intent, I fit GMMs with two through eight trajectory classes. Each model was specified as including an intercept and linear slope within each trajectory class. Quadratic and cubic slopes were not included due to having only three time points. The number of random starts was increased as appropriate to ensure that the models converged and created a stable solution (Hipp & Bauer, 2006).

Traditional Entrepreneurial Intent

The first instance of entrepreneurial intent that I modeled was traditional entrepreneurial intent, which was measured by a participants' intention to "start a business," across three occasions of data collection. At first, all parameters were freely estimated, meaning that the intercepts and slopes were free to vary within each trajectory class. However, early in the modeling process, Mplus output indicated that the latent variable covariance matrix (i.e., the relation between the slope and intercept) could not be reliably estimated and pointed to the slope variance as the problem. This type of error often indicates that a variable that was freely estimated does not in actuality have any variance. In this case, the value for the linear slope did not vary within classes (i.e., individuals within specific trajectory classes all had similar values on the linear slope). Thus, I fixed the variance of the linear slope to be zero within groups, and this step resolved the problem. This specification is also common in GMM applications (e.g., Callina et al., 2014).

Table 5 displays the multiple fit indexes used for model comparison. Ideally, the AIC, BIC, and SABIC decline and, then, at a certain number of classes begin to increase, creating a bell-curve, such that the number of classes that are at the bottom of the bell-curve is considered to be the best fit. However, as shown in Table 5, these fit indexes were equivocal and did not provide a clear indication of the best fitting model. The AIC, BIC, and SABIC continued to decrease with each additional trajectory class that I added to the model. Figure 2 presents a visual display of the AIC, BIC, and SABIC that I used to help inform my selection of the most appropriate number of trajectory classes. Furthermore, as indication of the best fitting number of trajectory classes, the LMR (*p*-

value) and the BLRT (*p*-value) should reach a significant value. However, in this case, these indexes did not reach non-significant values, which indicated that continuing to add trajectory classes improved the model fit. In addition to these statistics, I used the entropy score to help inform my decision about the most appropriate number of trajectory classes.

To ensure that I was not inappropriately assuming a multiple trajectory class solution, I also conducted a GCM to investigate if a single trajectory would provide the best fit to these data.. Because YES included only three waves of data, I estimated a linear GCM. The loadings of the intercepts were fixed to 1, and the slope factors were set to 0, 0.3, and 0.6. The fit of the model was acceptable (RMSEA = 0.078, CFI = 0.99, TLI = 0.98). Table 6 displays the means and the variances for the intercept and slope for this model.

Based on examining the fit indexes, applying my theoretical knowledge, and conducting a visual inspection of the different trajectory solutions to confirm that each trajectory class in the model was substantively meaningful, I selected the six trajectory class model to best describe the development of traditional entrepreneurial intent. Specifically, although the GCM fit was acceptable, I chose the GMM because the AIC, BIC, and SABIC displayed a considerable decrease from the GCM result to the GMM models. In addition, the trajectory classes displayed in the GMM results appeared to be substantively meaningful, such that a one trajectory class solution (i.e., GCM results) would not be able to capture unique trajectories described by a multiple trajectory class solution (i.e., GMM results). Despite the ambiguity of the fit indexes, theory and visual inspection of the six-trajectory class solution showed the trajectory classes displayed in

the model were substantively meaningful. Figure 3 displays the trajectories for the six-class model for traditional entrepreneurial intent.

Trajectory Class 1, which included approximately 29% of the sample (*n* = 970), was characterized by a high and increasing level of intent to start a business across the three measurement occasions. I labeled this trajectory class as *High Increasing*. Trajectory Class 2, which included approximately 9% of the sample (*n* = 226), was characterized as starting with a below average intent to start a business but drastically increasing across the three measurement occasions. I labeled this trajectory class as *Below-Average Increasing*. Trajectory Class 3, which included approximately 9% of the sample (*n* = 220), was characterized as starting with a below-average intent to start a business that slightly increased throughout the three measurement occasions. I labeled this trajectory class as *Below-Average Slightly Increasing*. Trajectory Class 4, which included approximately15% of the sample (*n* = 391), was characterized by an above average and slight decreasing intent to start a business. I labeled this trajectory class as *Above-Average Slightly Decreasing*. Trajectory Class 5, which included approximately 5% of the sample (*n* = 119), was characterized by an above-average and decreasing level of intent to start a business. I labeled this trajectory class as *Above-Average Steep Decreasing*. Trajectory Class 6, which included approximately 33% of the sample (*n* = 1067), was characterized as having a low and decreasing intent of starting a business. I labeled this trajectory class as *Low Decreasing*.

Social Entrepreneurial Intent

For this instance of entrepreneurial intent, I followed the same model-building process as for the "traditional" entrepreneurial intent. Similarly to the previous GMM

described, at first, all parameters were freely estimated. However, Mplus returned a similar error, and I thus fixed the slope variance to zero within each trajectory class. Table 7 displays the multiple fit indexes used for model comparison. The AIC, BIC, and SABIC did not provide a clear indication of the most appropriate number of trajectories of social entrepreneurial intent. Figure 4 presents a visual display of the AIC, BIC, and SABIC that I used to help inform my selection of the most appropriate number of trajectory classes. Furthermore, the LMR (*p*-value) and the BLRT (*p*-value) did not reach significant values. Due to the ambiguity of the fit indexes and to ensure that I was not inappropriately assuming a multiple trajectory class solution, I also conducted a GCM to investigate whether a single trajectory would provide the best fit to these data. As previously mentioned, because I only had three waves of data, I estimated a linear GCM. The loadings of the intercepts were fixed to 1, and the slope factors were set to 0, 0.3, and 0.6. The fit of the model was acceptable (RMSEA = 0.068, CFI = 0.99, TLI = 0.97). Table 6 displays the means and the variances for the intercept and slope for this model.

Based on the fit indexes, interpretability, and applicability of the results, I selected the six-trajectory class model as providing the best fit to the data. Similar to the model for traditional entrepreneurial intent, although the GCM fit was acceptable, I chose the GMM because the AIC, BIC, and SABIC displayed a considerable decrease from the GCM result to the GMM models. The different trajectory classes displayed in the GMM results appeared to be substantively meaningful, such that a one trajectory class solution (i.e., GCM results) would not be able to capture unique trajectories described by a multiple trajectory class solution (i.e., GMM results).

Trajectory Class 1, which included approximately 20% of the sample (*n* = 702), was characterized by a low and decreasing intent of developing a new organization. I labeled this trajectory class as *Low Decreasing*. Trajectory Class 2, which included approximately 28% of the sample (*n* = 889), was characterized by an above-average and increasing intent of developing a new organization. I labeled this trajectory class as *High Increasing*. Trajectory Class 3, which included approximately 23% of the sample (*n* = 703), was characterized by an above-average and slightly decreasing intent of developing a new organization. I labeled this trajectory class as *Above-Average Slightly Decreasing*. Trajectory Class 4, which included approximately 6% of the sample (*n* = 144), was characterized by a low intent to develop a new organization that drastically increased across the three waves of measurement. I labeled this trajectory class as *Low-Increasing*. Trajectory Class 5, which included approximately 5% of the sample (*n* = 73), was characterized by an above average starting point and rapidly decreasing intent of developing a new organization. I labeled this trajectory class as *Above-Average Steep Decreasing*. Trajectory Class 6, which included approximately 17% of the sample (*n* = 480), was characterized by a below-average and slightly decreasing intent of developing a new organization. I labeled this trajectory class as *Below-Average Slightly Decreasing*. Figure 5 displays the trajectories for the six- class model.

Intrapreneurial Intent

I followed a similar modeling process as previously described for this third instance of entrepreneurial intent. Table 8 displays the multiple fit indexes used for model comparison. In this case, the fit indexes provided contradictory information. The AIC, BIC, and SABIC, LMR (*p*-value), and the BLRT (*p*-value) indicated that the seven-

trajectory class model provided the best fit to the data. Figure 6 presents a visual display of the AIC, BIC, and SABIC that I used to help inform my selection of the most appropriate number of trajectory classes. However, the entropy score indicated that a four-trajectory class solution provided the best fit. Therefore, I looked at the probability estimates and the percentage of participants in each trajectory class to understand if each trajectory class that was added between the four and the seven trajectory class models was substantively and theoretically meaningful.

I also conducted a GCM to investigate if a single trajectory would provide the best fit to these data. The loadings of the intercept were fixed to 1, and the slope factors were set to 0, 0.3, and 0.6. The fit of the model was acceptable (RMSEA = 0.03, CFI = 1.00, TLI = 0.99). Table 6 displays the means and the variances for the intercept and slope for this model. Although the GCM fit was acceptable, I choose the GMM because the AIC, BIC, and SABIC displayed a large decrease from the GCM result to the GMM models, and the different trajectory classes displayed in the GMM results appeared to be substantively meaningful, such that a one trajectory class solution (i.e., GCM results) would not be able to capture unique trajectories described by a multiple trajectory class solution (i.e., GMM results). Therefore, I chose the seven-trajectory class model as providing the best fit to the data. Figure 7 displays the trajectory classes included in this model.

Trajectory Class 1, which included approximately 27% of the sample (n = 889), was characterized by an above average and slightly increasing intent to change the way a business or organization runs. I labeled this trajectory class as, *Above-Average Increasing*. Trajectory Class 2, which included approximately 6% of the sample (n =

109), was characterized as having a low and increasing intent to change the way a business or organization runs, whereby this group increased to reach an average level of intrapreneurial intent. I labeled this trajectory class as *Low to Average*. Trajectory Class 3, which included approximately 30% of the sample (n = 932), was characterized as starting with a below average intent to change the way a business or organization runs that decreased throughout the three measurement occasions. I labeled this trajectory class as *Below-Average Decreasing*. Trajectory Class 4, which included approximately 4% of the sample (n = 61), was characterized as having a low and increasing intent to change the way a business or organization runs. I labeled this trajectory class as *Low Increasing*. Trajectory Class 5, which included approximately 1% of the sample (n = 20), was characterized as having a low and drastically increasing intent, whereby at Wave 3 this group has an equivalent level of intrapreneurial intent as the trajectory class with the highest intrapreneurial intent. I labeled this trajectory class as *Low to High*. Trajectory Class 6, which included approximately 11% of the sample (n = 293), was characterized by a high and increasing level of intent to change the way a business or organization runs across the three measurement occasions. I labeled this trajectory class as *High Increasing*. Trajectory Class 7, which included approximately 22% of the sample (n = 687), was characterized an above average and decreasing level of intent to change the way a business or organization runs. I labeled this trajectory class as *Above-Average Decreasing*.

Comparing Trajectory Class Membership across Instances of Entrepreneurial Intentions

I identified some similar types of trajectory classes across the three different instances of entrepreneurial intent. Table 9 displays the common and uncommon trajectory classes among the three instances of entrepreneurial intent. As shown in the table, the extent of the commonalities across the three instances differed. There were many similarities between the traditional and social entrepreneurial intent trajectory classes, but fewer similarities between the trajectory classes for intrapreneurial intent and trajectory classes for traditional and social entrepreneurial intent.

Due to the similarities, I investigated whether individuals were in different trajectory classes across the three different instances of entrepreneurial intentions. To do this assessment, I saved the most likely trajectory class membership for each individual for all three instances of entrepreneurial intent and then created three dichotomous variables representing whether participants were in similar trajectory classes across the different instances of entrepreneurial intent (i.e., comparing trajectory class membership between traditional and social, traditional and intrapreneurial, and social and intrapreneurial trajectory classes). For example, I examined whether participants who were in the *High Increasing* trajectory class for traditional entrepreneurial intent were also in the *High Increasing* trajectory class for social entrepreneurial intent.

Comparing the traditional and social entrepreneurial intent trajectory classes showed that 53% of participants were in similar trajectory classes. Between the traditional and entrepreneurial intent trajectory classes, 12.5% of participants were

considered to be in similar trajectory classes. Finally, 2.0% of participants were in similar trajectory classes between the social and intrapreneurial intent trajectory classes.

Research Question 2: Predictors of Trajectory Class Membership for Three Instances of Entrepreneurial Intent

Here, I describe the results from the descriptive univariate analyses and multinomial logistic regressions describing the predictions of the trajectory class membership by demographic and predictor variables, for each instance of entrepreneurial intent. I then present results from multinomial logistic regressions that include all variables simultaneously.

All of the subscales that were continuous were grand mean centered prior to being added to the model as continuous covariates. I chose to grand mean center the continuous variables because this step eases the interpretation of the results. That is, the "zero," which is used to interpret the intercept, represents the sample mean, and the coefficients then represent the change in odds (odds ratio), for a one-unit change in the predictor (i.e., a one-point increase above the mean).

Traditional Entrepreneurial Intent

In this section I describe the results from the descriptive univariate analyses and multinomial logistic regressions examining comparisons between demographic and predictor variables for the six-model trajectory class model of traditional entrepreneurial intent.

Demographic variables. I conducted univariate analyses to examine the differences among the six trajectory classes of traditional entrepreneurial intent. Table 10 displays the descriptive information for each trajectory class across demographic and

predictor variables. I then conducted univariate analyses to examine differences in means scores for each trajectory class for all of the predictor variables depicted in Tables 11-22.

The intercepts in Table 23 show the likelihood of belonging to each trajectory class, compared to the reference profile, for an individual whose score on all demographic covariates was zero. In this case, this reference group was a man who identified as being an upper-middle SES class Caucasian. Compared to the *Low Decreasing* trajectory class, male upper-middle SES class Caucasian participants were 0.19 times less likely to be in the *Below-Average Increasing* trajectory class, 0.25 times less likely to be in the *Below-Average and Slightly Decreasing* trajectory class, 0.61 times less likely to be in the *Above-Average and Slightly Decreasing* trajectory class, and 0.14 times less likely to be in the *Above-Average Steep Decreasing* trajectory class. Given that the *Low Decreasing* trajectory class was the largest, these likelihoods for the most part represent the overall prevalences of the profiles.

The effects for demographics variables as predictors are shown in Table 23. Examining racial differences, Caucasian participants were approximately two times more likely than Asian participants to be in the *High Increasing* trajectory class and over three times more likely to be in the *Above-Average Steep Decreasing* trajectory class, compared to the *Low Decreasing* trajectory class. Furthermore, Caucasian participants were 1.67 times more likely than participants who identified their race as Black, Latino(a), Other, Multicultural, or inconsistent to be in the *High Increasing* trajectory class compared to the *Low Decreasing* trajectory class.

In addition to differences based on race, I assessed sex differences. Individuals in the *High Increasing* trajectory class and the *Above-Average Slightly Decreasing*

trajectory class, were 0.34 and 0.47 times less likely to identify as female compared to participants in the *Low Decreasing* trajectory class. Participants in the *High Increasing* trajectory class were less likely to identify as female compared to participants in the *Below-Average Slightly Increasing* and the *Below-Average Increasing* trajectory classes (odds ratios = 0.38 and 0.32, respectively). No other significant differences emerged based on demographic characteristics among the trajectory classes.

Predictor variables. I next investigated whether ISR, career purpose, having a supportive family (self-reported at Wave 1), and the presence of an entrepreneurial parent (self-reported at either Wave 1 or Wave 2) predicted trajectory class membership.

EISR. The Selection-Novel subscale and the three-Optimization subscales all showed differences between the trajectory classes, as displayed in Table 24. Participants in the *High Increasing* trajectory class were approximately two times more likely, compared to the *Low Decreasing* trajectory class to have scores that were one unit above the mean compared to the mean on the Selection of Novel Goals EISR scale. Furthermore, participants in the *High Increasing* trajectory class were nearly two times more likely compared to the *Below-Average Slightly Increasing* trajectory class, to have scores that were one unit above the mean compared to the mean for the Selection of Novel Goals EISR subscale. In addition, participants in the *High Increasing* trajectory class were more than two times likely compared to the *Below-Average Slightly Increasing* trajectory class to have scores that were one unit above the mean compared to the mean for the Selection of Novel Goals EISR subscale.

Participants in the *High Increasing* trajectory class were nearly two times more likely compared to the *Low Decreasing* trajectory class to have scores that were one unit

above the mean compared to the mean on the Optimization-Novel EISR subscale. Furthermore, participants in the *Above-Average Slightly Decreasing* trajectory class were approximately 1.6 times more likely compared to the *Low Decreasing* trajectory class to have scores that were one unit above the mean compared to the mean on the Optimization-Novel EISR subscale.

Participants in the *High Increasing* trajectory class and in the *Below Average Slightly Increasing* trajectory class were approximately 1.5 times more likely compared to the *Low Decreasing* trajectory class to have scores that were one unit above the mean compared to the mean on the Optimization-Self Starter EISR subscale.

Participants in the *High Increasing* trajectory class were 0.73 times less likely compared to the *Low Decreasing* trajectory class to have scores that were one unit above the mean compared to the mean on the Optimization-Persistence EISR subscale. Furthermore, participants in the *Below Average Slightly Decreasing* trajectory class were 0.64 times less likely compared to the *Low Decreasing* trajectory class to have scores that were one unit above the mean compared to the mean on the Optimization-Persistence EISR subscale. No other statistically significant relations emerged.

Career purpose. I examined purpose in two ways as described previously. The intercepts in Table 25 show the likelihood of belonging to each trajectory class, compared to the reference profile, for an individual whose score was "zero" on the dichotomous variable of purpose. In addition, the intercepts in Table 26 show the likelihood of belonging to each trajectory class, compared to the reference profile, for individuals whose score was at the sample mean on the continuous variable of purpose. Interpretation of these intercepts is the same as noted in earlier sections.

Considering the dichotomous purpose variable, individuals in the *High Increasing* trajectory class were 1.80 times more likely to have purpose compared to individuals in the *Low Decreasing* trajectory class. However, when I made comparisons between the trajectory groups for those with purpose, no statistically significant differences emerged.

Influential adults. Table 27 displays the indicators of family support and the presence of an entrepreneurial parent as predictors of trajectory class. The intercepts in Table 27 show the likelihood of belonging to each trajectory class, compared to the reference profile, for an individual whose score on the family support was at the mean and whose score was "zero" on the dichotomous variable of entrepreneurial parent. Interpretation of these intercepts is the same as noted in the prior section. Overall, no differences were found on the mean-centered variable describing family support.

Exploring differences between traditional entrepreneurial intent trajectory classes when all demographic and predictor variables were included in the model. For this set of analyses, I included all the demographic and predictor variables, with the exception for the purpose variables, to examine differences between the traditional intent trajectory classes. The second Career purpose (mean-centered for participants who had selected a career goal) was derived from the first variable, based on whether participants had selected a career goal (i.e., Career Purpose dichotomous). The model would not run when I included both variables in the model. Therefore, I included only the continuous variable because it contained more information. Table 28 displays the logistic regression coefficients, odds, and odds ratios for the six trajectory class model of traditional entrepreneurial intent.

I found the same pattern of results according to race, sex, and SES, except for one relation. In this model, participants in the *Low and Decreasing* trajectory class compared to those in the *Above-Average Steep Decreasing* trajectory class were less likely to identify as women compared to men (odds ratio = 0.42).

When I included demographic information in the model, I found the same pattern of results for the EISR, Career Purpose, Family Support, and Entrepreneurial Parents, except for two new significant relations. Specifically, participants in *the Above-Average Slightly Decreasing* trajectory class were more likely to have a score that is one unit above the mean on the Selection-Novel EISR subscale compared to participants in the *Low Decreasing* trajectory class (odds ratio = 1.43). In addition, participants in *the Below-Average Slightly Increasing* trajectory class were more likely to have a score on the Optimization-Persistence EISR subscale that is one-unit above the mean higher compared to participants in the *Above-Average Slightly Decreasing* trajectory class (odds ratio = 1.67).

Summary of Results. This set of analyses resulted in three primary findings. First, Selection-Novel and the three Optimization subscales (Novel, Self-Starter, and Persistence), all differentiated between the highest intent trajectory class (i.e., *High Increasing*) and trajectory classes with lower traditional entrepreneurial intent. Second, the dichotomous variable of career purpose (i.e., whether participants had selected a career goal) showed differences between the highest intent trajectory class (i.e., *High Increasing*) and the lowest trajectory class (i.e., *Low Decreasing*). Third, the presence of entrepreneurial parents showed differences between the highest intent trajectory class (i.e., *High Increasing*) and the trajectory classes with lower traditional entrepreneurial

intent (e.g., *Low Decreasing*). When I included all of the demographic and predictor variables in the model (except for Dichotomous Career purpose), the overall pattern of the results remained consistent with the previous models.

Social Entrepreneurial Intent

In this section I describe the results from the descriptive univariate analyses and multinomial logistic regressions examining comparisons between demographic and predictor variables for the six-trajectory class model of social entrepreneurial intent. I then provide a summary of these findings.

Demographic variables. I conducted univariate analyses to examine the differences among the six trajectory classes of traditional entrepreneurial intent. Table 29 displays the descriptive information for each trajectory class across demographic and predictor variables. I then conducted univariate analyses to examine differences in means scores for each trajectory class for all of the predictor variables depicted in Tables 30-41.

The intercepts in Table 42 show the likelihood of belonging to each trajectory class for social entrepreneurial intent, compared to a reference profile, for an individual whose score on all covariates is zero. In this case, this person was a male participant that identified as being an upper-middle SES class Caucasian. Compared to the *Low Decreasing* trajectory class, this participant was 0.21 times less likely to be in the *Above-Average Steep Decreasing* trajectory class, 1.43 times less more likely to be in the *High Increasing* trajectory class, and 0.34 times less likely to be in the *Low Increasing* trajectory class. Given that the *Low Decreasing* trajectory class was one of the largest groups, these likelihoods for the most part represent the overall prevalences of the profiles.

I found several significant differences in demographics across the different social entrepreneurial intent trajectory classes. Table 42 presents the logistic regression coefficients, the odds, and the odds ratios for these comparisons of trajectory classes based on demographic information (i.e., race, SES, and sex).

Compared to participants in the *Low Decreasing* trajectory class, participants in the *High Increasing* and *Low Increasing* trajectory classes were more than twice as likely to identify as Asian compared to participants identifying as Caucasian. Compared to participants in the *Low Decreasing* trajectory class, participants in the *High Increasing* trajectory class were more than twice as likely to identify as Caucasian compared to participants who identified their race as Black, Latino(a), Other, Multicultural, or inconsistent. Compared to participants in the *Above-Average Slightly Decreasing* trajectory class, participants in the *High Increasing* trajectory class were 1.74 times as likely to identify as Caucasian compared to participants who identified their race as Black, Latino(a), Other, Multicultural, or inconsistent. In addition, compared to participants in the *High Increasing* trajectory class, participants in the *Below-Average Slightly Decreasing* trajectory class were 1.43 times more likely to identify as Caucasian compared to participants who identified their race as Black, Latino(a), Other, Multicultural, or inconsistent.

Compared to the *Low Decreasing* trajectory class, participants in the *High Increasing* and *Low Increasing* trajectory classes were more likely to identify as male compared to female (odds ratio= 0.48 and 0.59, respectively), Furthermore, compared to participants in the *High Increasing* trajectory class, participants in the *Below-Average*

Slightly Decreasing trajectory class were 1.43 times more likely to be female. I found no other significant differences regarding sex between the trajectory classes.

Assessing differences between SES, some of these coefficients were at an extreme value, suggesting that a very small number of individuals in a particular group were included in the analyses. For example the odds ratios comparing participants who reported as being raised in a Lower SES compared to participants who reported being raised in a Upper-Middle SES in the *Low Increasing* trajectory class compared to the *Low Decreasing* trajectory class group (odds ratios of 0), suggest that no participants may have identified being raised as Lower SES in these two trajectory classes, and therefore the coefficient could not be reliably estimated. Extreme values were also found comparing the *Low Increasing* trajectory class to the *Above-Average Slightly Decreasing* trajectory class, and comparing the *Below-Average Slightly Decreasing*, Above-Average Steep Decreasing, and the High Increasing trajectory classes to the *Low Increasing* trajectory class.

Predictor variables. As previously described, I investigated whether ISR, career purpose, supportive family(self-reported at Wave 1), and the presence of an entrepreneurial parent (self-reported at either Wave 1 or Wave 2), predicted trajectory class membership. Earlier sections explain what the intercepts and variables mean in the tables.

EISR. Table 43 displays the logistic regression coefficients, odds, and odds ratios for the six-trajectory class model of social entrepreneurial intent for the EISR subscales. The intercepts in Table 16 show the likelihood of belonging to each trajectory class, compared to the reference profile, for an individual whose score on the EISR subscales at

the sample mean. Interpretation of these intercepts is the same as detailed in the prior section.

Among the ISR subscales, the most differences between the trajectory classes were found for Selection of Novel goals. The *Below-Average Slightly Decreasing* trajectory class was approximately two times more likely to have a score that was one-unit above the mean on the Selection of Novel goals EISR subscale, compared to the *Low Decreasing* trajectory class. Furthermore, the *Above-Average Steep Decreasing* group was over six times more likely to have a score that was one-unit above the mean compared to the *Low Decreasing* trajectory class group. The *High Increasing* trajectory group was approximately four times more likely to have a score one-unit above the mean compared to the *Low Decreasing* trajectory class. The *High Increasing* trajectory group was also 1.65 times more likely to have a score that was one unit above the mean on the Selection Novel EISR subscale compared to the *Low Increasing* trajectory group, and was approximately four times more likely to have a score one-unit above the mean on the Selection-Novel subscale compared to the *Above-Average Slightly Decreasing* trajectory class. Furthermore, the *Above-Average Steep Decreasing* trajectory class was over six times more likely to have a score that was one-unit above the mean on the Selection Novel EISR subscale compared to the *Low Increasing* trajectory class. The *Below-Average Slightly Decreasing* trajectory class was approximately 0.48 times less likely to have a score one-unit above the mean compared to the *High Increasing* trajectory class, and 0.30 times less likely to have a score one-unit above the mean compared to the *Below-Average Slightly Decreasing* trajectory class.

For the Optimization-Novel EISR subscale, the *High Increasing* trajectory class group was approximately two times more likely to have a score one-unit above the mean compared to the *Low Decreasing* trajectory class. No other differences existed for this EISR subscale.

The Optimization-Self-Starter EISR subscale displayed several statistically significant differences between the trajectory classes. The *High Increasing* and *Above Average Slightly Decreasing* trajectory classes were approximately twice as likely to have a score one-unit above the mean compared to the *Low Decreasing* trajectory class. Furthermore the *Below Average Slight Decreasing* trajectory class was less likely to have a score one-unit above the mean compared to the *Above-Average Slightly Decreasing* and to the *Above-Average Steep Decreasing* trajectory classes.

Optimization-Persistence EISR subscale showed some contradictory relations compared to the other EISR subscales. Specifically, the *High Increasing* and the *Above-Average Slightly Decreasing* trajectory classes were more likely to have a score one-unit below the mean compared to the *Low Decreasing* trajectory class. The *Below-Average Slightly Decreasing* trajectory group was 1.6 times more likely to have a score one unit above the mean compared to the *High Increasing* trajectory group.

The Compensation EISR subscale displayed significant differences across the trajectory classes. Specifically, the *Low Increasing* trajectory group was twice as likely to have a score one-unit above the mean compared to the *Low Decreasing* trajectory class. However, the *Above-Average Slightly Decreasing* trajectory class was 0.57 times less likely to have a score one-unit above the mean compared to the *Low Decreasing* trajectory class. The *Low Increasing* trajectory class was four times more likely

compared to the *Above-Average Slightly Decreasing* trajectory class to have a score one-unit above the mean. The *Below-Average Slightly Decreasing* and the *High Increasing* trajectory classes were both less likely to have a score one-unit above the mean on the Compensation subscale compared to the *Low Increasing* trajectory class.

LBS-Options subscale showed only a difference between the *High Increasing* trajectory class the *Low Decreasing* trajectory class, such that the *High Increasing* trajectory class was approximately 1.60 times more likely to have a score one-unit above the mean compared to the *Low Decreasing* trajectory class. No other differences emerged for this subscale or the LBS-Switch subscale.

Career purpose. Table 44 displays the logistic regression coefficients, odds, and odds ratios for the six-trajectory class model of social entrepreneurial intent treading purpose as dichotomous variable. The intercepts in Table 44 show the likelihood of belonging to each trajectory class, compared to the reference profile, for an individual whose score was "zero" on the dichotomous variable of purpose. Interpretation of these intercepts is the same as noted in the earlier sections.

A previously described, using purpose as a dichotomous variable I am able to make comparisons between participants who were characterized as displaying purpose compared to those who were not categorized as displaying purpose. The results showed no differences in the intercepts of the trajectory classes. The *High Increasing* and the *Above-Average Slightly Decreasing* trajectory classes were more than twice as likely to have purpose compared to the *Low Decreasing* trajectory class. No other significant differences emerged.

Table 45 displays the logistic regression coefficients, odds, and odds ratios for the six-trajectory class model of social entrepreneurial intent for those who were categorized as having purpose. Specifically, for those who had purpose, I created a grand-mean centered variable so that I could make comparisons between one-unit differences in purpose across the trajectory classes. The intercepts in Table 45 show the likelihood of belonging to each trajectory class, compared to the reference profile, for individuals whose score was at the sample mean on the continuous variable of purpose. Interpretation of these intercepts is the same as detailed in earlier sections.

The *Above-Average Steep Decreasing*, *High Increasing*, and *Above-Average Slight Decreasing* trajectory classes were all approximately one times more likely to have a score on the purpose scale that was one-unit above the mean compared to the *Low Decreasing* trajectory class. The *Below-Average Slightly Decreasing* trajectory class was 0.95 times less likely to have a score on purpose one-unit above the mean compared to the *Above-Average Slightly Decreasing* trajectory class, whereas the *High Increasing* trajectory class was approximately one time as likely to have a score that was one-unit above the mean on the compared to the *Above-Average Slightly Decreasing* trajectory class. The *Above-Average Steep Decreasing* and the *High Increasing* trajectory classes were approximately one time as likely to have a score one-unit above the mean compared to the *Low Increasing* trajectory class. Furthermore the *Below-Average Slight Decreasing* trajectory class was less likely compared to the *High Increasing* trajectory class and *Above-Average Steep Decreasing* trajectory classes to have a score one-unit above the mean, (odds ratio = 0.90 and 0.87, respectively).

Influential Adults. Table 46 displays the logistic regression coefficients, odds, and odds ratios for the six-trajectory class model of social entrepreneurial intent looking at the Influential Adults subscales as covariates. As previously described, the measure of family support was grand-mean centered so that trajectory classes could be compared based on one-unit differences in mean scores. The entrepreneurial parent variable was dichotomous and therefore, differences are described in terms of the presence or not of an entrepreneurial parent.

The intercepts in Table 46 show the likelihood of belonging to each trajectory class, compared to the reference profile, for an individual whose score on the family support was at the mean and whose score was "zero" on the dichotomous variable of entrepreneurial parent. Interpretation of these intercepts is the same as detailed in the prior section.

No differences were found in the means of participants across the six trajectory classes of social entrepreneurial intent on the measure of family support. However, differences emerged in terms of the likelihood of participants in the different trajectory classes having an entrepreneurial parent. Specifically, participants in the *High Increasing* trajectory class were approximately twice as likely to have an entrepreneurial parent compared to participants in the *Low Decreasing* trajectory class. Participants in the *Below-Average Slight Decreasing* trajectory class were 0.58 less likely to have an entrepreneurial parent compared to the *High Increasing* trajectory class.

Exploring differences between social entrepreneurial intent trajectory classes when all demographic and predictor variables were included in the model. For this set of analyses, I included all the demographic and predictor variables, with the exception

for the purpose variables, to examine differences between the social intent trajectory classes. As previously mentioned, only the second Career purpose (mean-centered for participants who had selected a career goal) was included in the model. Table 47 displays the logistic regression coefficients, odds, and odds ratios for the six trajectory class model of social entrepreneurial intent.

I found the same pattern of results according to race, sex, and SES, except for three relations. In this model, participants in the *Low and Decreasing* trajectory class compared to those in the *Below-Average Slightly Decreasing* trajectory class were more likely to identify as Caucasian compared to Asian (odds ratio = 0.50). Participants in the *Above-Average Slightly Decreasing* trajectory class compared to participants in the *Low Increasing* trajectory class, were approximately three times more likely to identify as Asian compared to Caucasian (odds ratio = 3.33). Furthermore, the relationship between participants in the *High Increasing* trajectory class and the *Below-Average Slight Decreasing* trajectory class were no longer significant. That is, this analyses tested whether participants in these two classes differentiated based on participants who identified as Black, Latino(a), Multiethnic, Other, or inconsistent compared to participants who identified as Caucasian. As noted, no differences were found.

In other analyses, the relations between Lower class (SES) and compared to Upper-Middle class were characterized by extreme values. However, in this model the extreme values were not present, and no significant relations existed. However, consistent with the results from tests of the previous models, I found no other significant differences based on SES.

I found one new difference between the trajectory classed based on sex. Specifically, participants in the *High Increasing* trajectory class compared to the *Above-Average Steep Decreasing* trajectory class were more likely to be men compared to women (odds ratio = 0.42). I did not find any other new differences based on sex.

When demographic information was included in the model, I found a similar pattern of results for the EISR, Family Support, and Entrepreneurial Parents, except for three relations that were no longer significant and three new significant relations. For the Selection-Novel EISR subscale, the *Above-Average Steep Decreasing* and the *Below-Average Slightly Decreasing* trajectory classes were no longer significantly different. Furthermore, the relation between *High Increasing* and the *Below-Average Slightly Decreasing* trajectory classes and the relation between the *Low Decreasing* and *Low Increasing* trajectory classes no longer differentiated on the EISR subscale of Compensation.

Despite these differences between trajectory classes not being significant, some new differences between trajectory classes emerged. For the EISR subscale of Optimization-Novel, participants in the *High Increasing* trajectory class were more likely to display scores that were one unit above the mean compared to participants in the *Above-Average Steep Decreasing* trajectory class (odds ratio = 2.40). For the EISR subscale of Optimization-Persistence, participants in the *Above-Average Slightly Decreasing* trajectory class were likely to display scores that were one unit below the mean compared to the *Below-Average Slight Decreasing* trajectory class (odds ratio = 0.68). For the EISR subscale of Compensation, the *Low Decreasing* trajectory class was

likely to have scores that were one unit above the mean compared to the *Below-Average Slightly Decreasing* trajectory class (odds ratio = 1.57).

The Career Purpose variable showed many differences in this model compared to the model that only included this variable. Given the considerable differences, I will only describe trajectory classes that continued to differentiate from other trajectory classes. Participants in the *High Increasing* trajectory class and the *Above-Average Slightly Decreasing* trajectory classes were likely to have scores that were one unit above the mean on career purpose compared to the *Low Increasing* trajectory class (odds ratio = 1.10 and 1.08, respectively). Furthermore, participants in the *Low Decreasing* trajectory class were likely to have scores on career purpose that were one unit below the mean compared to participants in the *High Increasing* trajectory class (odds ratio = 0.94).

Summary of Results. This set of analyses resulted in four primary findings. First, the selection of novel goals, three Optimization subscales (Novel, Self-Starter, and Persistence), Compensation, and LBS-Options subscales all showed differences between the highest trajectory class (i.e., *High Increasing*) and trajectory classes with lower social entrepreneurial intent. Second, the dichotomous variable of purpose (i.e., whether participants had selected a career goal) showed differences between the two highest intent trajectory classes (i.e., *High Increasing* and *Above-Average Slightly Decreasing*) and the lowest trajectory class (i.e., *Low Decreasing*). Third, the continuous variable of purpose (i.e., the amount of career purpose for those who selected a career goal) showed differences between the three trajectory classes with the highest starting values (i.e., *High Increasing*, *Above-Average Slightly Decreasing*, and *Above-Average Steep Decreasing*) and the lower trajectory classes (e.g., *Low Decreasing*). Fourth, the presence of

entrepreneurial parents showed differences between the highest intent trajectory class (i.e., *High Increasing*) and the trajectory classes with the lowest social entrepreneurial intent (e.g., *Low Decreasing*) and between the *Below-Average Slight Decreasing* trajectory class and the highest trajectory class (i.e., *High Increasing*).

When I included all of the demographic and predictor variables in the model (except for Dichotomous Career purpose), the overall pattern of the results for the EISR subscales, Family Support, and Entrepreneurial Parents remained consistent with the previous models. However, in the model with all of the variables, the amount of career purpose differentiated between two of three trajectory classes, with above average starting values (i.e., *High Increasing, Above-Average Slightly Decreasing*) from groups with lower social entrepreneurial intentions.

Intrapreneurial Intent

In this section I describe the results from the descriptive univariate analyses and multinomial logistic regressions examining comparisons between demographic and predictor variables for the seven-model trajectory class model of intrapreneurial intent. I then provide a summary of these findings.

Demographic variables. I conducted univariate analyses to examine the differences among the six trajectory classes of traditional entrepreneurial intent. Table 48 displays the descriptive information for each trajectory class across demographic and predictor variables. I then conducted univariate analyses to examine differences in means scores for each trajectory class for all of the predictor variables, depicted in Tables 49-60.

The intercepts in Table 61 show the likelihood of belonging to each trajectory class for intrapreneurial intent, compared to a reference profile, for an individual whose

score on all covariates is zero. In this case, the reference profile was a male participant that identified as being an upper-middle SES class Caucasian. Compared to the *Above-Average Increasing* trajectory class, male upper-middle Caucasian participants were 0.04 times less likely to be in the *Low to High* trajectory class, 0.25 times less likely to be in the *Low to Average* trajectory class, 0.14 times less likely to be in the *Low Increasing* trajectory class, and 0.44 times less likely to be in the *High Increasing* trajectory class. Compared to the *High Increasing* trajectory class, male upper-middle Caucasian participants were more likely to be in the *Above-Average Decreasing* and *Below-Average Decreasing* trajectory classes (odds =1.73 and 2.01, respectively), and 0.10 times less likely to be in the *Low to High* trajectory class. Compared to the *Low Increasing* trajectory class, male upper-middle Caucasian participants are approximately five and a half times more likely to be in the *Above-Average Decreasing* trajectory class and approximately six and a half times more likely to be in the *Below-Average Decreasing* trajectory group. Compared to the *Below-Average Decreasing* trajectory class, male upper-middle Caucasian participants were less likely to be in the *Low to High* and the *Low to Average* trajectory classes (odds = 0.05 and 0.28, respectively). Compared to the *Low to Average* trajectory class, male upper-middle Caucasian participants were approximately three times more likely to be in the *Above-Average Decreasing* trajectory class and 0.17 times less likely to be in the *Low to High* trajectory class. Finally, compared to the *Low to High* trajectory class, male upper-middle Caucasian participants were approximately eighteen times more likely to be in the *Above-Average Decreasing* trajectory group.

In addition to significant differences in the intercepts across the trajectory groups, I also found several significant differences in demographics across the different intrapreneurial intent trajectory classes. Table 61 presents the logistic regression coefficients, the odds, and odds ratios for these comparisons on trajectory classes based on demographic information (i.e., race, SES, and sex). Some of these coefficients were at an extreme value, suggesting that a very small number of individuals in a particular group were included in the analyses for individuals who identified as being raised in an lower-class (i.e., SES) and upper-class household.

Participants in the *Below-Average Increasing* trajectory class were 0.51 times less likely to identify as Asian compared to Caucasian compared to the *High Increasing* trajectory class. Furthermore, participants in the *Above-Average Decreasing* trajectory class were approximately twice as likely to identify as Asian compared to Caucasian compared to participants in the *Below-Average Decreasing* trajectory class.

Compared to participants in the *Above-Average Increasing* trajectory class, participants in the *Below-Average Decreasing* trajectory class were more likely to identify as Caucasian compared to participants who identified their race as Black, Latino(a), Other, Multicultural, or inconsistent (odds ratio = 0.68). No other ethnic/racial differences emerged among the intrapreneurial intent trajectory classes. Furthermore, no meaningful differences (i.e., differences that were not the result of extreme values) were found among the seven trajectory classes based on SES differences. However, some differences existed based on sex between the different trajectory groups.

Based on sex, participants in the *Below-Average Decreasing* trajectory class were approximately twice as likely to identify as female compared to participants in the *Above-*

Average Increasing trajectory class. Furthermore, participants in the *Below-Average Decreasing* trajectory class were approximately 2.5 times more likely to identify as female compared to participants in the *High Increasing* trajectory class. Participants in the *Above-Average Decreasing* trajectory class were 1.58 times more likely to identify as female compared to participants in the *High Increasing* trajectory class. However, individuals in the *Above-Average Decreasing* trajectory class were 0.62 times less likely to identify as female (more likely to be male) compared to the *Below-Average Decreasing* trajectory class. No other differences based on sex among the trajectory classes were found.

Predictor variables. As previously described, I then investigated whether ISR, career purpose, supportive family (self-reported at Wave 1), and the presence of an entrepreneurial parent predicted trajectory class membership.

EISR. Table 63 displays the logistic regression coefficients, odds, and odds ratios for the seven-trajectory class model of intrapreneurial intent for the EISR subscales. The intercepts in Table 21 show the likelihood of belonging to each trajectory class, compared to the reference profile, for an individual whose score on the EISR subscales at the sample mean. Interpretation of these intercepts is the same as noted in prior sections.

Differences between classes were found for the Selection-Novel, the Optimization-Novel, and the Optimization Self-Starter subscales. Participants in the *Low to Average* and *Below-Average Decreasing* trajectory classes were likely to have a one-unit below the mean on the Selection-Novel subscale compared to the *Above-Average Increasing* trajectory class (odds ratio = 0.49 and 0.52, respectively). However, the *High Increasing* trajectory class was approximately twice as likely to have a score one-unit

above the mean on the Selection-Novel subscale compared the *Above-Average Increasing* trajectory class. The *Above-Average Decreasing*, the *Low to Average*, and the *Low Increasing* trajectory classes were likely to have a one-unit below the mean on the Selection-Novel subscale compared to the *High Increasing* trajectory class (odds ratios = 0.44, 0.26, and 0.27, respectively). Furthermore, the *Above-Average Decreasing* trajectory class was 1.62 times more likely to have a score one-unit above the mean on Selection-Novel subscale compared to the *Below-Average Decreasing* trajectory class.

For the Optimization-Novel EISR subscale, the *Low to Average* and *Below-Average Decreasing* trajectory classes were less likely to have a score one-unit above the mean compared to the *Above-Average Increasing* trajectory class (odds ratios = 0.44 and 0.58, respectively). Furthermore, the *Low to Average* and *Below-Average Decreasing* trajectory classes were less likely to have a score one-unit above the mean compared to the *High Increasing* trajectory class (odds ratios = 0.35 and 0.47, respectively). The *Above-Average Decreasing* trajectory class was approximately twice as likely as the *Below-Average Decreasing* trajectory class to have a score one unit above the mean on the Optimization-Novel subscale. In addition, the *Above-Average Decreasing* trajectory class was approximately 2.5 times more likely to have a score one-unit above the mean on the Optimization-Novel subscale compared to the *Low to Average* trajectory class.

For the Optimization Self-Starter EISR subscale, differences between the mean scores for several trajectories compared to the High Increasing trajectory class were found. Specifically, participants in the *Above-Average Decreasing*, the *Low to High*, *Low to Average*, and *Below-Average Decreasing* trajectory classes were likely to have scores on the Optimization Self-Starter subscales that were one-unit below the mean compared

to the High Increasing trajectory class (odds ratios = 0.50, 0.10, 0.36, and 0.46, respectively). No other differences on the Optimization Self-Starter subscale or for the other EISR subscales were found.

Career purpose. A previously noted, by using purpose as a dichotomous variable I am able to make comparisons between participants who were characterized as displaying purpose compared to those who were not categorized as displaying purpose. Table 63 displays the logistic regression coefficients, odds, and odds ratios for the seven-trajectory class model of intrapreneurial intent treating purpose as a dichotomous variable. The intercepts in Table 63 show the likelihood of belonging to each trajectory class, compared to the reference profile, for an individual whose score was "zero" on the dichotomous variable of purpose. Interpretation of these intercepts is the same as detailed in earlier sections.

Differences between the trajectory classes were found in regard to whether participants were characterized as displaying purpose. Specifically, participants in the *Below-Average Decreasing* and *Low Increasing* trajectory classes were less likely to be characterized as having purpose compared to the *Above-Average Increasing* trajectory class (odds ratios = 0.38 and 0.14, respectively). In addition, participants in the *Low Increasing* trajectory class was less likely to be categorized as having purpose compared to participants in the *High Increasing* trajectory class (odds ratio = 0.21).

Table 64 displays the logistic regression coefficients, odds, and odds ratios for the seven-trajectory class model of intrapreneurial intent for participants with purpose. The intercepts in Table 64 show the likelihood of belonging to each trajectory class, compared to the reference profile, for individuals whose score was at the sample mean on the

continuous variable of purpose. Interpretation of these intercepts is the same as detailed in earlier sections.

For the grand-mean centered continuous variable of purpose, participants in the *Low to Average* and *Below-Average Decreasing* trajectory classes were more likely to have a score on purpose that was one-unit below the mean compared to the *Above-Average Increasing* trajectory class (odds ratios = 0.90 and 0.94, respectively). However, the *High Increasing* trajectory class was 1.06 times more likely than the *Above-Average Increasing* trajectory class to have a score on purpose that was one-unit above the mean. The *Above-Average Decreasing*, *Low to Average*, *Below-Average Decreasing*, and the *Low Increasing* trajectory classes were all more likely to have scores on purpose that were one-unit below the mean compared to the *High Increasing* trajectory class.

Influential Adults. Table 65 displays the logistic regression coefficients, odds, and odds ratios for the seven-trajectory class model of intrapreneurial intent looking at the Family Support and Entrepreneurial Parent scales as covariates. The intercepts in Table 65 show the likelihood of belonging to each trajectory class, compared to the reference profile, for an individual whose score on the family support was at the mean and whose score was "zero" on the dichotomous variable of entrepreneurial parent. Interpretation of these intercepts is the same as detailed in the prior section.

As previously described, the measure of family support was grand-mean centered so that trajectory classes could be compared based on one-unit differences in mean scores. The entrepreneurial parent variable was dichotomous, and therefore differences are described in terms of the presence or not of an entrepreneurial parent. I found no differences between the trajectory classes and the family support scale. However, the

Above-Average Decreasing and the *Below-Average Decreasing* trajectory classes were less likely to have an entrepreneurial parent compared to the *High Increasing* trajectory class (odds ratio = 0.52 and 0.47, respectively).

Exploring differences between intrapreneurial intent trajectory classes when all demographic and predictor variables were included in the model. For this set of analyses, I included all the demographic and predictor variables, with the exception of the purpose variables, to examine differences between the intrapreneurial intent trajectory classes. As previously mentioned, only the second Career purpose (mean-centered for participants who had selected a career goal) was included in the model. Table 66 displays the logistic regression coefficients, odds, and odds ratios for the six trajectory class model of intrapreneurial intent.

I found the same pattern of results according to race, except for three relations. Specifically, participants in the *Low to Average* trajectory class, compared to participants in the *High Increasing* trajectory class, were more likely to identify as Caucasian compared to Asian (odds ratio = 0.32). In addition, participants in the *Above-Average Increasing* trajectory class compared to participants in the *Below-Average Decreasing* trajectory class were more likely to identify as Asian compared to Caucasian (odds ratio = 1.88). Finally, the relation between participants who identified as Black, Latino(a), or Other compared to those who identified as Caucasian, for those in the Above-Average Increasing trajectory class compared to the Below-Average Decreasing trajectory class, was no longer significant. I did not find any other differences based on race.

For SES, no differences were found comparing trajectory classes based on Lower SES compared to Upper-Middle, Low-Middle compared to Upper-Middle, however, the extreme values remained for the Upper SES compared to Upper-Middle SES.

I found one new difference between the trajectory classed based on sex. The relation between participants in the *High Increasing* trajectory class compared to the *Above-Average Decreasing* trajectory class was no longer significant. The rest of the differences based on sex were consistent with the previous model.

While including demographic information in the model, I found a similar pattern of results for the EISR, Family Support, and Entrepreneurial Parents, except for two relations. The *High Increasing* trajectory class did not differentiate from the *Above-Average Decreasing* trajectory class on the presence of an entrepreneurial parent. However, participants in the *Above-Average Increasing* trajectory class were more likely to have an entrepreneurial parent compared to participants in the *Below-Average Decreasing* trajectory class.

Despite the similarities in the findings, I found no differences among trajectory classes on the variable of Career Purpose. Therefore, it appears that Career Purpose may not be a variable that distinguishes among trajectory classes of intrapreneurial intent.

Summary of results. This set of analyses resulted in three primary findings. First, Selection-Novel, Optimization Novel, and Optimization Self-Starter, all showed differences between the highest intent trajectory class (i.e., *High Increasing*) and trajectory classes with lower traditional entrepreneurial intent (e.g., *Below-Average Decreasing*). Second, the continuous variable of purpose (i.e., the amount of career purpose for those who selected a career goal) showed differences between the highest

intent trajectory class (i.e., *High Increasing*) and all of the other trajectory classes (e.g., *Low Decreasing*), except for the *Low to High* trajectory class. Third, the presence of entrepreneurial parents showed differences between the highest intent trajectory class (i.e., *High Increasing*) and the trajectory classes with lower intrapreneurial intent (e.g., *Below-Average Decreasing*).

When I included all of the demographic and predictor variables in the model (except for Dichotomous Career purpose), the overall pattern of the results for the EISR subscales, Family Support, and Entrepreneurial Parents remained consistent with the previous models. However, the trajectory classes did not differentiate based on Career Purpose.

Overall Summary of Results

These analyses resulted in several statistically significant findings for all instances of entrepreneurial intent. The GMMs provided solutions that best fit the data. Specifically, I found that a six-trajectory class solution best described the development of both traditional and social entrepreneurial intent. For intrapreneurial intent, I found that a seven-trajectory class solution provided the best description. Considering whether participants were characterized in similar trajectory classes across the different instances of entrepreneurial intent, participants' trajectory class membership was most similar between the traditional and social entrepreneurial intent. For intrapreneurial intent, however, the majority of participants were characterized into dissimilar trajectory classes when compared to each of the other two instances.

Considering the relations between predictor variables and trajectory class membership across the three different instances of entrepreneurial intent, I found several

interesting findings. First, three of the EISR subscales differentiated the trajectory class with the highest levels of entrepreneurial intent from trajectory classes with lower entrepreneurial intent, and this pattern was similar across the three instances of intent. Specifically, Selection-Novel, Optimization-Novel, and Optimization Self-Starter differentiated the trajectory class with the highest entrepreneurial intention compared to the trajectory class with the lowest entrepreneurial intention. In addition, Optimization-Persistence differentiated the trajectory class with the highest entrepreneurial intention compared to the trajectory class with the lowest entrepreneurial intention for traditional and social entrepreneurial intent but not for the intrapreneurial intention. These patterns remained even when all of the variables were added into the model.

Second, the dichotomous variable of career purpose (i.e., whether participants had identified a career goal) showed differences between trajectory classes of traditional and social entrepreneurial intent, such that the highest intent trajectory classes were more likely to have selected a career goal compared to trajectory classes with lower intent, but not for intrapreneurial intent. Third, the continuous variable of career purpose (i.e., a grand-mean centered variable for only those participants who were categorized as having career purpose) differentiated between the highest and the lowest trajectory classes for social entrepreneurial intent, and between the highest trajectory class and all the other trajectory classes for intrapreneurial intent. However, once I included all of the variables in the model, this variable did not differentiate the trajectory classes of intrapreneurial intent. Fourth, the presence of entrepreneurial parents showed differences between the highest intent trajectory class and trajectory classes with lower entrepreneurial intent; individuals in the highest trajectory classes were more likely to have an entrepreneurial

parent compared to those in other trajectory classes. This finding was replicated in the model that included all of the variables, which means that it was a robust finding. Finally, the magnitude of general family support did not differentiate the trajectory classes for any instance of entrepreneurial intent. This finding was replicated in the model that included all of the variables. My discussion of these results is presented in the next chapter.

CHAPTER 4: DISCUSSION

Entrepreneurial career goals are prevalent among adolescents and young adults (Gallup Hope Index, 2012). However, only a small percentage of adults actually fulfill those goals (Kelley et al., 2013). This situation is unfortunate, given the potential benefits that entrepreneurial endeavors provide to individuals and their contexts. To date, little is known about the development of entrepreneurial intentions. Thus, the present study investigated the presence of trajectories of three instances of entrepreneurial intent among young adults and the relations of individual and contextual variables that may support high levels of traditional, social, and intrapreneurial intent.

In Chapter 1 of this dissertation, I reviewed several theories on entrepreneurship and provided a critique of the previous theories used to study entrepreneurship. Then, I proposed a new model of entrepreneurship that may allow researchers to examine entrepreneurship as a developmental phenomenon, framed within a relational developmental systems perspective, which emphasizes the mutually influential person-context relations that shape developmental trajectories (Lerner & Damon, 2012; Overton, 2015), as displayed in Figure 1.

I proposed a new theory-predicated model that explores how mutually influential individual-context relations impact all aspects of the development of entrepreneurship, including pre-venture attributes, venture creation, post-venture attributes, and post-venture outcomes. I argued that entrepreneurial intent may be a necessary precursor to individuals engaging in entrepreneurial behaviors, and that entrepreneurship is an exemplar of an adaptive developmental regulation (Brandtstädter, 1998). Therefore, entrepreneurial intent may be a key component that leads individuals to contribute to

their community through entrepreneurial behaviors. However, little is known about the development of entrepreneurial intent and the best ways to support each instance.

Therefore, the overall goal of this dissertation was to further the study of entrepreneurship as a developmental process by using theoretically-based methods to explore how entrepreneurial intent develops across young adulthood, and to assess characteristics that may be associated with three different instances of entrepreneurial intent. To address these goals, I first investigated the possible trajectories of three instances of entrepreneurial intent. Second, I explored the relations between individual and contextual characteristics predicting different trajectories of three different instances of entrepreneurial intent. These relations included the influence of ISR, career purpose, entrepreneurial parents, and family support as characteristics that might be associated with the development of each instance of entrepreneurial intent.

Overview of the Investigation

To test the ideas presented above, I conducted a set of analyses using a subsample of participants from the Young Entrepreneurs Study, which included approximately 3,000 college students at the first wave of data collection. To address my first research question, I used GMM and GCM to identify the nature of trajectories for three instances of entrepreneurial intent (i.e., traditional, social, and intrapreneurial) across three occasions of measurement. Because I found some similar classes across the three different instances of entrepreneurial intent, I then investigated whether participants were characterized in similar trajectories across the three instances. To address my second research question, I used a three-step method to explore the relation between the latent variable that represented trajectory class membership and the predictor variables (i.e.,

ISR, career purpose, entrepreneurial parents, and family support). Overall, these findings provided support for the importance of both individual and contextual factors for understanding patterns of traditional, social, and intrapreneurial intent.

Investigating the Trajectories of Three Instances of Entrepreneurial Intent

Using GMM, I found statistically significant and substantively meaningful trajectory class models for each instance of entrepreneurial intent. First, I determined that a six-trajectory class solution provided the best fit for describing traditional entrepreneurial intent. I labeled the six-trajectory classes: *High Increasing*, *Below-Average Increasing*, *Below-Average Slightly Increasing*, *Above-Average Slightly Decreasing*, *Above-Average Steep Decreasing*, and *Low Decreasing*, as depicted in Figure 3. At Wave 1, the *High Increasing*, *Above-Average Slightly Decreasing*, and *Above-Average Steep Decreasing* trajectory classes all had scores on traditional entrepreneurial intent that were above the mean, whereas the *Below-Average Increasing*, *Below-Average Slightly Increasing*, and *Low Decreasing* trajectory classes had scores that were below the mean. By Wave 3, however, the trajectory classes were more spread out, such that the *High Increasing* trajectory class had the highest entrepreneurial intent, the *Above-Average Slightly Decreasing* and *Below-Average Increasing* trajectory classes had the second highest scores, the *Above-Average Steep Decreasing* and *Below-Average Slightly Increasing* displayed the third highest scores, and the *Low Decreasing* trajectory class displayed the lowest scores for traditional entrepreneurial intent.

Second, I determined that a six-trajectory class solution provided the best fit for describing social entrepreneurial intent. I labeled the six trajectory classes: *Low Decreasing*, *High Increasing*, *Above-Average Slightly Decreasing*, *Low-Increasing*,

Above-Average Steep Decreasing, and *Below-Average Slightly Decreasing*, as depicted in Figure 5. At Wave 1, the *High Increasing, Above-Average Steep Decreasing, and Above-Average Slightly Decreasing* trajectory classes had scores for social entrepreneurial intent that were above the mean, the *Below-Average Slightly Decreasing* trajectory class had a score slightly below the mean, and the *Low-Increasing* and *Low Decreasing* trajectory classes had scores that were below the mean. By Wave 3, the scores for the different trajectory classes were more spread out, such that the *High Increasing* trajectory class had the highest social entrepreneurial intent, *Above-Average Slightly Decreasing* and *Low-Increasing* trajectory classes had the second highest intent, *Below-Average Slightly Decreasing* trajectory class had the third highest intent, *Above-Average Steep Decreasing* and *Low Decreasing* trajectory classes had the lowest scores for social entrepreneurial intent.

Third, I determined that a seven-trajectory class solution provided the best fit for describing intrapreneurial intent. I labeled the seven trajectory classes: *Above-Average Increasing, Low to Average, Below-Average Decreasing, Low Increasing, Low to High, High Increasing,* and *Above-Average Decreasing* as depicted in Figure 7. At Wave 1, the *High Increasing, Above-Average Increasing, and Above-Average Decreasing* trajectory classes had scores that were above the mean, and the *Below-Average Decreasing, Low Increasing, Low to Average*, and *Low to High* trajectory classes had scores that were below the mean on the measure of intrapreneurial intent. By Wave 3, the scores for the different trajectory classes had changed, such that the *High Increasing* and *Low to High* trajectory classes had the highest intrapreneurial intent, *Above-Average Increasing and Low Increasing* trajectory classes shared the second highest intent, *Above-Average*

Decreasing and *Low to Average* trajectory classes shared the third highest intent, and the *Below-Average Decreasing* trajectory class had the lowest score on intrapreneurial intent.

Overall, these findings indicate that I was able to identify multiple-group trajectories that provide the best fit for these data, and that the patterns of development are unique for each instance of entrepreneurial intent. These findings suggest that the pathways of development of entrepreneurial intent are unique for each instance; therefore, researchers should differentiate among each instance when investigating entrepreneurial intent.

The trajectory classes I identified highlight both multifinality (i.e., individuals starting from the same point can have different developmental outcomes) and equifinality (i.e., individuals who have different starting points that can have the same developmental outcomes) of development of three instances of entrepreneurial intent. As displayed in Figure 3, an example of multifinality includes the three trajectory classes of traditional entrepreneurial intent (i.e., *High Increasing*, *Above-Average Slight Decreasing*, and *Above-Average Steep Decreasing*), which displayed an above-average intention of starting a business at Wave 1. However, by the third time of measurement (i.e., Wave 3) individuals in these three different trajectories had very different levels of intent, such that individuals in the *Above-Average Steep Decreasing* trajectory class had similar scores to one of the groups with the lowest starting scores at Wave 1 (e.g., *Below-Average Slight Increase*). Similar patterns can be found looking at the pathway described by trajectory classes across the other two instances of entrepreneurial intent.

Providing an example of equifinality, six of the seven trajectory classes of intrapreneurial intent had similar scores at Wave 3 to another trajectory class, despite

beginning with significantly different scores at Wave 1, as depicted in Figure 7. Specifically, *Low to High* trajectory class (i.e., the trajectory class that starts with one of the lowest levels of intrapreneurial intent at Wave 1), has the same level of intrapreneurial intent at Wave 3 compared to the *High Increasing* trajectory class (i.e., the trajectory class noted for the having the highest level of intrapreneurial intent at Waves 1 and 2). This example highlights that even if individuals start with a low level of intrapreneurial intent, their level of interest is not static; in fact, it may change.

In all three instance of entrepreneurial intent, I identified trajectory groups that were changers. For example, in the instance of traditional entrepreneurial intent the *Below-Average Increasing* and *Above-Average Steep Decreasing* trajectory classes exemplified individuals who either drastically gained or lost entrepreneurial intent across the three waves of data collection. It is possible that age, life events (e.g., graduating from college or having a child), financial responsibilities, or learning new skills (e.g., improving or decreasing self-regulatory skills such as selecting novel goals) may be reasons that individuals in these trajectory classes reported such marked changes in the entrepreneurial intent. Furthermore, changes in the job market may also have impacted individuals' entrepreneurial intent. These potential reasons for changers in the traditional entrepreneurial intent instance may also apply to the other instances of entrepreneurial intent. These changes highlight how individuals' patterns of development may change and are unique for each trajectory class.

The fact that entrepreneurial intent displays developmental patterns reflective of multifinality and equifinality is consistent with RDS-based conceptions of the relative plasticity of change trajectories. As such, the description of these change trajectories

provided by the present research underscores the developmental nature of entrepreneurial intent. In a field where so little developmental research has been conducted – the study of youth development of entrepreneurship — these descriptive findings help underscore to the developmental science community the idea that the facets of entrepreneurship are in fact a developmental phenomena, and that RDS-based research can be a useful frame for studying such phenomena.

Comparison of the Trajectory Classes Across Instances of Entrepreneurial Intent

Because I identified some similar types of trajectory classes across the three different instances of entrepreneurial intent, I investigated whether participants were characterized into similar trajectory classes across the different instances. I found that participants' trajectory class membership was most similar between the traditional and social entrepreneurial intent. Specifically, five out of the six trajectory classes were similar, and approximately half the participants were in a similar trajectory class between the two instances.

However, in the case of intrapreneurial intent, the majority of participants were in dissimilar trajectory classes when compared to each of the other two instances. Specifically, only three of the seven trajectory classes of intrapreneurial intent were categorized as being similar to the trajectory classes identified for traditional and social entrepreneurial intents. Among participants in these three trajectory classes of intrapreneurial intent (i.e., *High Increasing*, *Above-Average Slight Decreasing*, and *Below-Average Increasing*/*Low Increasing*) only 12.5% participants were classified into a similar intrapreneurial intent trajectory class compared to the trajectory class they were

classified into for their traditional entrepreneurial intent. Furthermore, only 2% of participants shared a similar intrapreneurial trajectory class compared to their social entrepreneurial intent trajectory class.

These findings provide support for the unique development of each instance of entrepreneurial intent, and the relevance of examining each instance of entrepreneurial intent separately. Specifically, individuals may display one trajectory for one instance of entrepreneurial intent, but are likely to show a different trajectory for another instance of entrepreneurial intent because the development of each instance of entrepreneurial intent is unique. These findings fit with my RDS-based theoretical model of entrepreneurship development that emphasizes the unique development of individuals and contexts.

RDS metatheory emphasizes the idiographic nature of human development (Molenaar & Nesselroade, 2015; Overton, 2015). Although the present research is not fully person-centered, in the Molenaar and Nesselroade (2015) sense (for instance, because the YES data set involves too few times of measurement to apply methods such as the Idiographic Filter and dynamic factor analysis), the findings underscore the idea that individuals have diverse patterns of developmental change across multiple variables defining them individually.

In addition, developmental timing may also have played a role in the patterns of entrepreneurial intent that I found for each instance. Specifically, as individuals get older were may have more financial responsibilities (e.g., supporting themselves or a family). Given the increased responsibilities that are marked by the transition into adulthood, the realities of the pressures of adulthood may have influenced individuals' perceptions of

the types of jobs they were interested in pursuing, and many individuals may not want to take on the risk associated with engaging in starting an entrepreneurial venture.

In addition to the individual characteristics, the results of this dissertation may have been impacted by the time in history in which the data used in this dissertation were collected (Elder, 1998). Specifically, these data were collected between 2012-2014, the years at the end of the Great Recession. Therefore, it is possible that some of the downward trends that I found, particularly for the instances of traditional and social entrepreneurial intent, may be the result of the availability of jobs and the change in unemployment rates throughout the U.S. As the job market improved, individuals who previously were interested in starting their own business or organization due to necessity inspired by a lack of jobs may have decided to work for an existing business or organization as companies began hiring more employees.

Exploring the Role of Predictor Variables on Each Instance of Entrepreneurial Intent

Considering the relations between predictor variables and trajectory class membership across the three different instances of entrepreneurial intent, I found several interesting findings. First, three of the EISR subscales differentiated the trajectory class with the highest levels of entrepreneurial intent from trajectory classes with lower entrepreneurial intent, and this pattern was similar across the three instances of intent. Specifically, Selection-Novel, Optimization-Novel, and Optimization Self-Starter differentiated the trajectory class with the highest entrepreneurial intention compared to the trajectory class with the lowest entrepreneurial intention. In addition, Optimization-Persistence differentiated the trajectory class with the highest entrepreneurial intention

compared to the trajectory class with the lowest entrepreneurial intention for traditional and social entrepreneurial intent but not for the intrapreneurial intention. This finding provides support for the importance of self-regulatory skills for sustained and high entrepreneurial intent (Geldhof, Weiner, et al., 2014). This finding also underscores the importance of the RDS-based emphasis on agency in developmental change (Overton, 2015). This finding implies that individuals' ability to maximize their contextual resources may be a particularly important skill for those engaging in the three instances of entrepreneurial intent described in this dissertation.

Second, the dichotomous variable of career purpose (i.e., whether participants had identified a career goal) showed differences between trajectory classes across the three instances of entrepreneurial intent, such that the highest intent trajectory classes were more likely to have selected a career goal compared to trajectory classes with lower intent. This finding provides support for the work of Damon, who suggested that entrepreneurship may be an outcome of purpose (Damon, 2008). As well, because purpose is a key component of ISR (Brandtstädter, 1998; Brandtstädter & Lerner, 1999), this finding points again to the importance of the RDS-based focus on agency in developmental change.

Third, the continuous variable of career purpose (i.e., a grand-mean centered variable for only those participants who were categorized as having career purpose) differentiated between the highest and the lowest trajectory classes for social entrepreneurial intent, and between the highest trajectory class and all the other trajectory classes for intrapreneurial intent, although this relation was not replicated when I included all of the demographic and predictor variables in the model. Given that a

"beyond the self orientation" is one of the dimensions of purpose (Damon et al., 2003), it is not surprising that individuals who have the intent of becoming social entrepreneurs would show high levels of purpose. However, the finding that career purpose differentiated between the highest trajectory class and all the other trajectory classes for intrapreneurial intent is at bit less intuitive. This relation may exist because the desire to change an existing organization requires working with others and, therefore, would require having career purpose. However, given that this finding was not found when demographic variables were included in the model, this original finding was not robust, and therefore it was not replicated in the model that included the other variables.

Fourth, the presence of entrepreneurial parents showed differences between the highest intent trajectory class and trajectory classes with lower entrepreneurial intent; that is, individuals in the highest trajectory classes were more likely to have an entrepreneurial parent compared to those in other trajectory classes. This finding is consistent with the work of other researchers (e.g., van Auken et al., 2006; Zampetakis, 2008) that has found that having an entrepreneurial parent increases the likelihood that a child will have high entrepreneurial intentions, compared to children without parents who are entrepreneurs.

The final contextual variable that I measured was family support. The magnitude of general family support did not differentiate the trajectory classes for any instance of entrepreneurial intent. This lack of differentiation may be due to a lack of variation (i.e., most people reported relatively high levels of Family Support). In addition, this scale is a general measure of family support, and it is possible that a more specific measure of family support (e.g., emotional, financial) may have provided significant findings. This

finding implies that family support, at least in the way that it was measured in this dissertation, did not have any impact on individuals' entrepreneurial intent.

Overall, these findings showed that participants who displayed the individual factors measured by several of the EISR subscales (i.e., Selection-Novel, Optimization-Novel, and Optimization Self-Starter) and career purpose, and had specific contextual factors(i.e., having an entrepreneurial parent), were different from other individuals who had lowers scores on these scales. Specifically, these individual and contextual characteristics differentiated individuals in the highest trajectory classes compared to those in the lowest trajectory classes, across all instances of entrepreneurial intent. Simply, as expected from RDS-based thinking, and as reflected in Figure 1, individual-context relations covaried with trajectories of entrepreneurial intent. That is, individuals who were characterized into the trajectory class with the highest traditional, social, and entrepreneurial intent (e.g., *High Increasing*) compared to those in other trajectory classes, were more likely to display higher levels of self-regulatory skills (particularly the skills of selecting novel goals, using novel optimization strategies, and being a self-starter in the pursuit of accomplishing goals), were more likely to be characterized as having purpose, and were more likely to have an entrepreneurial parent. In short, individual and contextual characteristics make a difference in determining which pathway of development may best describe an individual's intention for each instance of entrepreneurial intent.

Extending Prior Research on Entrepreneurial Intent

Given the theoretical importance of entrepreneurial intent leading to different entrepreneurial activities (which is important because entrepreneurial endeavors may be

an example of adaptive developmental regulations; e.g., Lerner & Damon, 2012), there is a need for scholars to understand the development of entrepreneurial intent. Thus, the findings from this dissertation provide an initial description of the different pathways of three different instances of entrepreneurial intent. The results revealed the multifinality and equifinality of the development of this phenomenon. Furthermore, this study identifies individual skills (i.e., self-regulation and presence of purpose) and a contextual asset (presence of an entrepreneurial parent) that may be particularly important to promote individuals' desires to pursue entrepreneurial endeavors.

In particular, this study furthers our understanding of entrepreneurial intent by showing that traditional, social, and intrapreneurial intent may change across portions of young adulthood. Some participants showed consistently high entrepreneurial intent (approximately 30% of our sample for traditional and social, and 10% for intrapreneurial) and some participants start below-average or low and remain low (approximately 33%, 20%, and 30% for traditional, social, and intrapreneurial intent, respectively). However, many of the other trajectories showed that entrepreneurial intent at the first wave of data collection changed across the different measurement occasions. These findings suggest that it is possible for individuals' entrepreneurial intent to increase and decrease and that supporting individual strengths and contextual assets may impact these changes.

Given this finding, policies and programs can be aimed at promoting entrepreneurial characteristics among young adults. For example, policies that promote individuals engaging having an entrepreneurial intent may enhance interest in entrepreneurship across multiple generations. Policies that encourage entrepreneurship may increase entrepreneurs in one generation, an impact that may continue into the next

generation, such that children of individuals who benefit from contemporary government policies and, subsequently, become entrepreneurs, may also have children who are more likely to also display high levels of entrepreneurial intent. Thus, the benefits of entrepreneurship may continue for multiple generations, a hypothesis worthy of future testing — given its implications for institutionalizing family-based economic growth. Furthermore, a company that has policies promoting cultures that encourage employees to be innovative may help to promote intrapreneurship at the company level. For example, companies such as Google, DreamWorks, and LinkedIn, that promote intrapreneurial cultures, do so by encouraging individuals to be innovative, empowering employees at all level of the organization with information, and increasing transparency of the future directions of the company (Webb, 2013). Thus, providing incentives to companies that promote an intrapreneurial culture (e.g., through tax breaks) may be one way of encouraging intrapreneurial intentions.

In addition to policies, programs also may impact the development of entrepreneurial intentions. Despite not measuring the impact of mentors explicitly in this study, the impact of entrepreneurial parents were consistently an important aspect of the findings. Therefore, for youth that do not have an entrepreneurial parent, the presence of entrepreneurial adults, in the form of mentors, may also help promote entrepreneurial intentions among youth and young adults.

The results from this study highlight the importance of particular EISR skills (e.g., Selection of novel goals and optimization using novel means) that may be particularly important to encourage in programs promoting entrepreneurial intent among youth and young adults. Furthermore, programs that help youth and young adults

establish their career purpose may be important for individuals interested in pursuing traditional and social entrepreneurial intentions. Taken together, programs that teach entrepreneurial intentional self regulation skills and help youth and young adults identify purpose may be important for promoting the development of entrepreneurial intentions.

In sum, this dissertation provides a description of the different pathways of three instances of entrepreneurial intentions across late adolescence and young adulthood. This research provides a foundation for future work, which can explore in more detail the impact of influential non-parental adults (e.g., mentors), and the relations between pathways of entrepreneurial intent and individuals engaging in entrepreneurial activities and behaviors. The current study is one of the first studies to use-person centered techniques to approach the study of the development of entrepreneurial intent. These techniques have several advantages and disadvantages that must be taken into account when interpreting the results from this dissertation and for future research. One of the main advantages of person-centered techniques, such as GMM, is that they allow testing whether the development of entrepreneurial intent is personal, and, therefore, can be represented by intra-individual patterns of change. Furthermore, because this type of analysis accounts for measurement error and uncertainty in determining latent class assignment, I was able to find a more accurate estimation of the trajectory classes, and the effects of covariates and other predictor variables using the 3-Step method than I would have by using an observed variable of trajectory class for my analysis. However, for interpretation purposes, I also included analyses using the observed variable that represented each participant's most likely class membership.

Limitations and Directions for Future Research

Despite these advantages, potential disadvantages also exist for these techniques. First, mixture modeling is sample-driven, and sensitive to response patterns, and also—most importantly—sample characteristics. Thus, these findings may not be generalizable to other samples, and future studies are needed to replicate these findings with other samples. Upon replication researchers can begin to have more confidence in these findings. Second, the final choice regarding the most appropriate number of trajectory classes is informed by fit indices, but ultimately this decision is left up to interpretation by the researcher, and therefore researchers may come to different conclusions about which solution is the most appropriate (Nagin & Odgers, 2012). These issues are just some of the limitations that exist for this study.

Another limitation of this research is that, although it was based on a model of entrepreneurial development that is in accordance with RDS metatheory, this study only examined one part of one aspect of the model. Specifically, entrepreneurial intent is a part of pre-venture attributes, and this study examined how it was influenced by individual and contextual characteristics separately, rather than in a co-acting manner, as suggested by RDS metatheory. Therefore, future research is necessary to explore the different aspects presented in this model of entrepreneurial development and to explore the coaction between individual and contextual characteristics, and how these coactions predict different patterns of entrepreneurial intention and to individuals engaging in entrepreneurial activities.

In addition to these larger issues, there are other limitations related to sample and method. First, as mentioned in other studies published using YES data (e.g., Geldhof,

Malin, et al., 2014), the YES sample is relatively homogenous with regard to ethnicity and gender (e.g., approximately 60% of the participants identified their race as Caucasian and 60% of participants identified their sex as female) and is not nationally representative in regard to ethnicity and gender. Thus, these findings may not be generalizable to the U.S. population of young adults. Furthermore, given the recruitment strategy used by the YES research team, the sample includes participants who were enrolled in a post-secondary institution, at least at the initial wave of data collection. Therefore, these findings may not describe the development of entrepreneurial intent for individuals who do not pursue post-secondary education. The pathways of entrepreneurial intent that individuals who do not pursue post-secondary education could be very different from individuals who attend post-secondary institutions.

In addition, I only included Wave 1 variables for most of my predictor variables. Specifically, my measures of EISR, career purpose, and family support were based on participants' scores at Wave 1. Some of the lack of differentiation of the trajectory classes may be due to the use of measures at Wave 1. For example, for the trajectories of traditional entrepreneurial intent, three of the classes (e.g., *High Increasing*, *Above-Average Slight Decreasing*, and *Above-Average Steep-Decreasing*) have similar starting points and the other three trajectory classes (*Below-Average Increasing*, *Below-Average Slight Decreasing*, and *Low and Decreasing*) have similar starting points. The two groups of starting points of the trajectory classes may explain why the results did not show more differences between the trajectory classes. Future studies should examine if the increases and decreases among the individual and contextual variables across the three waves of YES data are associated with the changes that are described by each trajectory class in

each instance of entrepreneurial intent. For example, researchers should examine if scores on the EISR subscales remain high across three waves for individuals in the *High Increasing* trajectory class but decrease for the *Above-Average Steep Decreasing* trajectory class.

In addition, because I used YES data that only had three occasions of measurement, I was limited in the types of change I could model. With only three time points, I could not observe quadratic or cubic change, which may have provided a better description of the pathways for each instance of entrepreneurial intent compared to a linear slope, which I used in these analyses.

Moreover, the variables included in these analyses reflect some of the factors known to impact entrepreneurial proclivities (e.g., intent and activities) such as self-regulatory skills, and presence of an entrepreneurial parent, but do not assess other factors that may also predict trajectory class membership. For example individual factors such as innovation orientation, achievement orientation, hopeful future expectations, and growth mindset, as well as contextual factors such as availability of entrepreneurial mentors, authoritative parents, or support for entrepreneurial endeavors (e.g., such as college clubs or majors that may help support students who are trying to start business or organizations) also may be important for predicting high and stable levels of entrepreneurial intent for particular instances of intention. These and other aspects of the coaction between individuals and contexts that make up the developmental system should be assessed in future studies of entrepreneurial intent, now that we can describe the patterns of development of three instances of entrepreneurial intent.

This study is also limited by the self-report format of the data, and the use of only quantitative data. The measurement of entrepreneurial intent is only based on participants' responses to one item for each instance of entrepreneurial intent. Therefore, future studies should develop measures that contain at least three items for each instance, so that measures can be locally identified that may provide more information about the different entrepreneurial intents (Little, 2013). For example, to measure social entrepreneurial intent, researchers should include several questions about individuals intentions of becoming a social entrepreneur, such as "do you plan to start an non-profit organization," "the main purpose of starting an organization would be to address a social need," or "I want to start an organization to help others." Furthermore, qualitative data should be used to understand how participants describe their entrepreneurial intent, and to see if these descriptions are similar or different from the pathways described in this study.

In addition to issues in the type of data used in this study, the time scale used may be another limitation. In this study, I used measurement occasion as my time scale (i.e., Waves 1, 2, and 3). That is, each wave consisted of individuals of different ages. However, it is likely that using age as the scale of the x-axis would lead to different results. Given the importance for individuals who are in late adolescence and transitioning into young adulthood to establish their occupational paths, there might be some different pathways if researchers examined these trajectories by age, such that participants who entered the study at age 18 may be in trajectory classes that show more variation, because these participants are at an age where they are undergoing more exploration regarding their occupational path, compared to participants who may have started the study at age 24, for example, who may have already identified their

occupational path. Future studies should look at age as a moderator to investigate the influence of age on these results.

Participants at different ages, and by extension different educational settings, may have experienced different opportunities for engaging in entrepreneurial endeavors. Although some people become entrepreneurs during young adulthood (e.g., Mark Zuckerburg, the founder of Facebook), others may begin to engage in entrepreneurial activities later in life. Many participants may not have the financial resources to start their own business or organization during, or immediately following, their post-secondary education. Thus, future research is necessary to continue to follow YES participants, and young people more generally, to find out what occupational paths they may select throughout their life span. Furthermore, it may be interesting to see if the relation between intent and activities varies by age, such that individuals who are older who have a high level of intent are more likely to participate in entrepreneurial activities compared to younger participants. Future research is necessary to address these limitations.

Future studies should expand on the work presented here to explore additional individual and contextual characteristics that may support entrepreneurial intent. For example, the role of influential non-parental adults (e.g., mentors, family members, and close family friends) that may support entrepreneurial intent needs more investigation. Other studies provide evidence that influential non-parental adults may play an important role in helping youth navigate their contexts (Bowers et al., 2011). It is likely that entrepreneurial parents are not the only contextual support or the only role models who may enhance the development of entrepreneurial intent. For example, the presence of other adults who are entrepreneurs, such as having friends with entrepreneurial parents or

having mentors who are entrepreneurs may benefit from these relationships and may have opportunities to learn from these adults.

Furthermore, given the age of the participants in the YES data set, individuals may not have had the opportunities to actually engage in entrepreneurial behaviors and activities. In this study, I assessed characteristics that predicted three instances of entrepreneurial intent, but I did not appraise how the trajectory classes of intent related to any outcome variables such as engagement in entrepreneurial activities or the success of those activities. I choose not to examine the relation among trajectory classes and entrepreneurial activities for several reasons. First, because I was using the YES data and conducting secondary data analyses, I was confined by the data that already existed. The existing data on entrepreneurial activities were relatively limited and included activities that may be influenced by individuals college major (e.g., creating a business plan) and may not accurately reflect if someone was engaging in the activity as a way of pursuing their entrepreneurial goals. Furthermore, the entrepreneurial activities included in the YES data were also limited by the scope of the questions, such that the questions included focused primarily on activities that would relate to traditional entrepreneurial activities and less on activities that would relate to social or intrapreneurial intents. Therefore, due to limitations of measurement, I decided not to examine how the trajectory classes related to the three instance of entrepreneurial intent in turn related to the entrepreneurial activities. Thus, future studies should build upon the foundation presented here to examine the relations between trajectory class membership and entrepreneurial behavior.

Previous studies have shown that entrepreneurial intent was related to entrepreneurial activities (e.g., Geldhof, Malin et al., 2014), so researchers might expect individuals with high and sustained levels of entrepreneurial intent would eventually engage in entrepreneurial action. However, this relation was not measured in this research. Future research is necessary to investigate the relation between each instance of entrepreneurial intent and entrepreneurial activities. For example, individuals with high traditional entrepreneurial intent may be more likely to start a business, whereas individuals with high social entrepreneurial intent may be more likely to start a club, or organize other around a particular cause.

Conclusions

This study enhanced the understanding of the development of traditional, social, and intrapreneurial intent within developmental science. These intentions are present and vary interindividually and intraindividually among young adults. Multiple trajectory classes best described the entrepreneurial intentions of young adults compared to a single trajectory class. Furthermore, this research enhanced the understanding of the individual and contextual bases of entrepreneurial intent, and how this knowledge can be used in future studies to investigate the bases of individuals engagement in entrepreneurial activities.

Researchers, policy makers, and practitioners should consider findings ways of promoting entrepreneurial intent among young adults, which may lead to positive outcomes for individuals and their contexts (Lerner & Damon, 2012). Self-regulatory skills, purpose, and entrepreneurial parents are important characteristics that predict who consistently shows high levels of entrepreneurial intent. However, future studies are

necessary to establish the relation between their trajectories of entrepreneurial intent and individuals engaging in activities that are in pursuit of their entrepreneurial aspirations (e.g., learning business skills for those who show high traditional entrepreneurial intent). Nevertheless, this study provides an initial step toward expanding research on entrepreneurial intent and furthers understanding of some of the individual and contextual characteristics that may support the development of each instance of entrepreneurial intent.

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Table 1
Descriptive Information for Predictor and Outcome Variables

	# of items	Scale range	One Wave Sample		Analytical Sample	
			N	*M* (*SD*)	*N*	*M* (*SD*)
Wave 1						
Entrepreneurial Intent						
Start a business	1	1-5	1460	3.02 (1.37)	2149	2.71 (1.39)
Start an organization	1	1-5	1461	2.98 (1.21)	2144	2.82 (1.25)
Change the way a business or organization runs	1	1-5	1461	3.26 (1.18)	2152	3.12 (1.21)
ISR						
Selection-Novel	3	1-5	1496	3.72 (0.76)	2174	3.78 (0.74)
Selection-Challenge	3	1-5	1496	3.86 (0.76)	2173	3.90 (0.73)
Optimization-Self Starter	3	1-5	1503	3.91 (0.71)	2166	3.91 (0.74)
Optimization-Persistence	2	1-5	1501	4.09 (0.72)	2165	4.10 (0.72)
Optimization-Novel	3	1-5	1501	3.69 (0.69)	2164	3.67 (0.68)
Compensation	5	1-5	1493	4.13 (0.62)	2146	4.11 (0.61)
LBS-Options	2	1-5	1507	3.35 (0.84)	2159	3.35 (0.84)
LBS-Switch	2	1-5	1508	3.14 (0.78)	2158	3.09 (0.76)
Career Purpose						
Selection	1	0-1	1451	0.94 (0.24)	2157	0.91 (0.24)
Working towards Goal	5	1-5	1484	3.93 (0.69)	2154	3.84 (0.70)
Beyond the Self Orientation	3	1-5	1481	4.22 (0.78)	2158	4.20 (0.78)
Family	5	1-5	1511	3.99 (0.88)	2155	3.97 (0.87)
Wave 2						
Entrepreneurial Intent						
Start a business	1	1-5	961	2.73 (1.35)	2589	2.53 (1.36)
Start an organization	1	1-5	961	2.84 (1.23)	2584	2.65 (1.25)
Change the way a business or organization runs	1	1-5	964	3.10 (1.20)	2589	3.05 (1.22)

Table 1 (Continued)

Wave 1 & 2						
Entrepreneurial Parents	2	0-1	2199	0.44 (0.50)	2574	0.41 (0.49)
Wave 3						
Entrepreneurial Intent						
Start a business	1	1-5	263	3.29 (1.29)	2459	2.57 (1.36)
Start an organization	1	1-5	263	3.32 (1.19)	2459	2.66 (1.26)
Change the way a business or organization runs	1	1-5	261	3.41 (1.12)	2458	3.09 (1.23)

Table 2

Percentage of Wave Non-Response and Variable Non-Response (VN) for each Variable Within each Wave

	Wave 1		Wave 2		Wave 3	
% of wave nonresponse *	35.18%		43.45%		65.22%	
	VN**	Overall Response*	VN**	Overall Response*	VN**	Overall Response*
Entrepreneurial Intent						
Start a business	33.76	42.94	25.31	42.24	6.88	32.39
Start an organization	33.83	42.89	25.42	42.18	6.88	32.39
Change the way a business or organization runs	33.68	42.99	25.25	42.27	6.98	32.35
ISR						
Selection-Novel	33.30	43.24				
Selection-Challenge	33.31	43.22				
Optimization-Self Starter	33.33	43.21				
Optimization-Persistence	33.37	43.19				
Optimization-Novel	33.39	43.18				
Compensation	33.85	42.88				
LBS-Options	33.31	43.22				
LBS-Switch	33.31	43.22				
Career Purpose						
Selection	33.77	42.93				
Working towards Goal	33.79	42.91				
Beyond the Self Orientation	33.77	42.93				
Family	33.37	43.19				
Entrepreneurial Parents	38.82	39.66	30.5	39.32		

Note. Percentages were calculated based on the overall sample size for the whole data set (N = 8405). Percentages were calculated based on the sample size for each wave of data: N_{w1} = 5448, N_{w2} = 4753, and Nw_3 = 2923. VN: Variable non-response.

Table 3

Demographic information for YES Participants who Completed One Wave of Data Collection and the Analytical Sample

	Wave 1		Wave 2		Wave 3	
	One Wave *n* (%)	Analytical Sample *n* (%)	One Wave *n* (%)	Analytical Sample *n* (%)	One Wave *n* (%)	Analytical Sample *n* (%)
Sex						
Male	1286 (41.6)	926 (39.3)	849 (44.0)	1086 (38.5)	138 (37.2)	960 (37.6)
Female	1788 (57.9)	1424 (60.4)	1079 (56.0)	1725 (61.2)	233 (62.8)	1582 (62.0)
Inconsistent		4 (0.2)		7 (0.2)		8 (0.3)
Race/Ethnicity						
Caucasian	1820 (59.1)	1413 (59.9)	1048 (54.3)	1681 (59.6)	194 (52.4)	1515 (59.4)
Black/African American	162 (5.3)	69 (2.9)	108 (5.6)	83 (2.9)	51 (13.8)	78 (3.1)
Asian	674 (22)	426 (18.1)	495 (22.0)	547 (19.4)	69 (18.6)	506 (19.8)
Hispanic/Latino/a	211 (6.9)	135 (5.7)	122 (6.3)	158 (5.6)	27 (7.3)	134 (5.3)
Other	211 (6.9)	141 (6.0)	156 (8.1)	161 (5.7)	29 (7.8)	143 (5.6)
Inconsistent		174 (7.4)		192 (6.8)		175 (6.9)
Primary Caregivers Education						
High School or Less	251 (19.3)	296 (14.6)	191 (21.4)	349 (14.5)		
2-Year Degree	148 (11.4)	174 (8.6)	90 (10.1)	204 (8.5)		
Some College	141 (10.8)	209 (10.3)	102 (11.4)	247 (10.3)		
4-Year College	423 (32.5)	629 (31.1)	268 (30.0)	734 (30.5)		
Graduate Degree	318 (24.5)	689 (34.0)	221 (24.8)	841 (35.5)		
Not Sure	11 (0.8)	13 (0.6)	11 (1.2)	15 (0.6)		
Other	8 (0.6)	14 (0.7)	9 (1.0)	15 (0.6)		

Table 3 (Continued)

Economic Status				
Low	87 (8.8)	150 (6.3)	29 (11.1)	137 (6.4)
Low-Middle	351 (35.6)	790 (33.3)	126 (48.3)	711 (33.3)
Upper-Middle	527 (53.4)	1355 (57.1)	102 (39.1)	1229 (57.5)
Upper	21 (2.1)	79 (3.3)	4 (1.5)	61 (2.9)

Table 4

T-Tests and Chi-Square Results Comparing the One Wave Participants to the Analytical Sample

	T-Test/Chi-Square results		
	t/χ^2	df	d/OR
Outcome Variables			
Entrepreneurial Intent			
W1 Start a business	-6.50***	3158	-0.22
W1Start an organization	-3.85***	3198	-0.13
W1 Change the way a business or organization runs	-3.39**	3611	-0.12
Predictor Variables			
ISR			
Selection-Novel	1.97*	3632	0.07
Selection-Challenge	1.86	3631	-0.05
Optimization-Self Starter	-0.22	3630	0
Optimization-Persistence	0.72	3628	-0.01
Optimization-Novel	-1.04	3627	0.03
Compensation	-1.13	3602	0.03
LBS-Options	-0.09	3631	0
LBS-Switch	-1.59	3631	0.05
Career Purpose			
Selection	10.49**	1	1.54
Working towards Goal	-3.58***	3605	-0.12
Beyond the Self Orientation	-0.53	3606	0.12
Family	-0.57	3628	0.01
Entrepreneurial Parents	4.84*	1	1.45

Note. OR= odds ratio; d = Cohen's d measure of effect size; * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 5

Results for the Growth Curve Modeling and Growth Mixture Modeling Trajectories of Traditional Entrepreneurial Intent

Profiles	AIC	BIC	SABIC	RMSEA (CI)	CFI	TLI	Entropy	LMR (*p*-value)	BLRT (*p*-value)
1	22665.29	22713.32	22687.90	0.08 (0.05-0.11)	0.99	0.98	-	-	-
2	22256.60	22310.63	22282.03	-	-	-	0.763	0.0000	0.0000
3	21832.03	21904.08	21865.95	-	-	-	0.789	0.0000	0.0000
4	21130.16	21220.22	21172.55	-	-	-	0.885	0.0000	0.0000
5	21082.29	21190.36	21133.17	-	-	-	0.828	0.0000	0.0000
6	21049.38	21175.46	21108.74	-	-	-	0.812	0.0000	0.0000
7	20994.74	21138.84	21062.58	-	-	-	0.791	0.0001	0.0000
8	20952.21	21114.32	21028.53	-	-	-	0.772	0.0002	0.0000

Note. AIC = Akaike Information Criteria; BIC Bayesian information criterion; SABIC= Sample Size Adjusted Bayesian Information Criteria; RMSEA = Root Mean Square Error Approximation; CI = 90% Confidence Interval; CFI = Comparative Fit Index ; TLI = Tucker-Lewis Index; LMR (*p*-value) = *p*-value for the Lo-Mendel-Rubin test; BLRT (*p*-value) = *p*-value for the Bootstrapped Likelihood Ratio Test.

Table 6
Description of the Intercept and Slope for the Growth Curve Model for three Instances of Entrepreneurial Intent

Instance of Entrepreneurial Intent		*M* (*SE*)	Variances (*SE*)
Traditional			
	Intercept	2.64 (0.03)**	1.11 (0.07)**
	Slope	-0.12 (0.05)	0.27 (0.36)
Social			
	Intercept	2.76 (.02)**	0.82 (0.06)**
	Slope	-0.17 (0.05)**	0.67 (0.34)
Intrapreneurial			
	Intercept	3.09 (0.02)**	0.64 (0.06)**
	Slope	-0.01 (0.05)	0.56 (0.35)

Note. *M* = Means; *SE* = Standard Error; *p<.01; **p<.001.

Table 7

Results for the Growth Curve Modeling and Growth Mixture Modeling Trajectories of Social Entrepreneurial Intent

Profiles	AIC	BIC	SABIC	RMSEA (CI)	CFI	TLI	Entropy	LMR (*p*-value)	BLRT (*p*-value)
1	22057.93	22105.96	22080.54	0.07 (0.04-0.10)	0.99	0.97	-	-	-
2	21827.29	21893.33	21858.38	-	-	-	0.637	0.0000	0.0000
3	21681.95	21754.00	21715.87	-	-	-	0.718	0.0000	0.0000
4	20730.47	20820.54	20772.86	-	-	-	0.865	0.0000	0.0000
5	20710.73	20818.80	20761.61	-	-	-	0.816	0.0000	0.0000
6	20676.92	20803.01	20736.29	-	-	-	0.786	0.0000	0.0000
7	20638.79	20782.90	20706.64	-	-	-	0.759	0.0000	0.0000
8	20644.79	20806.91	20721.12	-	-	-	0.711	0.0001	0.0000

Note. AIC = Akaike Information Criteria; BIC Bayesian information criterion; SABIC= Sample Size Adjusted Bayesian Information Criteria; RMSEA = Root Mean Square Error Approximation; CI = 90% Confidence Interval; CFI = Comparative Fit Index ; TLI = Tucker-Lewis Index; LMR (*p*-value) = *p*-value for the Lo-Mendel-Rubin test; BLRT (*p*-value) = *p*-value for the Bootstrapped Likelihood Ratio Test.

Table 8

Results for the Growth Curve Modeling and Growth Mixture Modeling Trajectories of Intrapreneurial Intent

Profiles	AIC	BIC	SABIC	RMSEA (CI)	CFI	TLI	Entropy	LMR (*p*-value)	BLRT (*p*-value)
1	22115.33	22163.36	22137.94	0.03 (0.00-0.07)	1.00	0.99	-	-	-
2	21938.66	21992.70	21964.11	-	-	-	0.626	0.0000	0.0000
3	21877.36	21949.41	21911.29	-	-	-	0.606	0.0000	0.0000
4	21487.77	21577.88	21530.18	-	-	-	0.848	0.0000	0.0000
5	21459.12	21567.20	21510.01	-	-	-	0.806	0.0002	0.0000
6	21427.97	21554.062	21487.34	-	-	-	0.818	0.0000	0.0000
7	21394.76	21538.87	21462.61	-	-	-	0.799	0.0000	0.0000
8	21400.76	21562.88	21477.09	-	-	-	0.754	0.5000	1.0000

Note. AIC = Akaike Information Criteria; BIC Bayesian information criterion; SABIC= Sample Size Adjusted Bayesian Information Criteria; RMSEA = Root Mean Square Error Approximation; CI = 90% Confidence Interval; CFI = Comparative Fit Index ; TLI = Tucker-Lewis Index; LMR (*p*-value) = *p*-value for the Lo-Mendel-Rubin test; BLRT (*p*-value) = *p*-value for the Bootstrapped Likelihood Ratio Test.

Table 9

Comparisons of Trajectory Classes among three Instances of Entrepreneurial Intent

	Instances of Entrepreneurial Intent		
	Traditional	Social	Intrapreneurship
Common Across Instances			
High Increasing	29.1%	28.1%	10.7%
Above-Average Steep Decreasing	5.1%	5.1%	
Above-Average Slight Decrease	14.9%	22.8%	22.2%
Below-Average Increasing /Low Increasing	9.2%	6.4%	3.8%
Low Decreasing	33.1%	20.3%	
Unique to a Particular Instance			
Below-Average Slightly Increasing	8.6%		
Below-Average Slightly Decreasing		17.2%	
Above-Average Increase			26.5%
Low to Average			6.3%
Below-Average Decrease to Low			29.5%
Low to High			1.2%

Note. The percentages represent the percent of participants in each trajectory class.

Table 10
Descriptive Information for Demographic, Outcome, and Predictor Variables for the Six Trajectory Class of Traditional Entrepreneurial Intent

	High Increasing	Below-Average Increasing	Below-Average Slightly Increasing	Above-Average Slightly Decreasing	Above-Average Steep Decreasing	Low & Decreasing
Number of Participants per class	970	226	220	391	119	1067
Demographic information						
Sex						
Male	491 (50.62%)	68 (30.09%)	70 (31.82%)	160 (40.92%)	53 (44.54%)	298 (27.93%)
Female	473 (48.76%)	157 (69.47%)	150 (68.18%)	230 (58.82%)	65 (54.62%)	763 (71.51%)
Race/Ethnicity						
Black/Latino/Other	261 (27.94%)	53 (23.45%)	48 (21.82%)	98 (25.06%)	30 (25.21%)	213 (19.96%)
Asian	180 (18.56%)	42 (18.58%)	38 (17.27%)	79 (20.20%)	34 (28.57%)	142 (13.31%)
Caucasian	527 (54.33%)	131 (57.96%)	134 (60.91%)	214 (54.73%)	55 (46.22%)	711 (66.64%)
Primary Caregivers Education						
8th Grade or Less	25 (2.58%)	5 (2.21%)	3 (1.36%)	6 (1.53%)	2 (1.68%)	11 (1.03%)
Some High School	22 (2.06%)	5 (2.21%)	4 (1.82%)	6 (1.53%)	3 (2.52%)	19 (1.78%)
High School Diploma/GED	89 (9.18%)	21 (9.29%)	13 (5.91%)	38 (9.72%)	10 (8.40%)	90 (8.43%)
2-Year Degree	81 (8.35%)	14 (6.19%)	23 (10.45%)	28 (7.16%)	11 (9.24%)	67 (6.28%)
Some College	98 (10.10%)	19 (8.41%)	21 (9.55%)	42 (10.74%)	15 (12.61%)	74 (6.94%)
4-Year College Degree	231 (23.81%)	65 (28.76%)	74 (33.64%)	99 (25.32%)	27 (22.69%)	287 (26.90%)
Graduate Degree	259 (26.70%)	76 (33.63%)	53 (24.09%)	108 (27.62%)	34 (28.57%)	358 (33.55%)
Not Sure	6 (0.62%)	1 (0.44%)	0 (0%)	3 (0.77%)	1 (0.84%)	4 (0.37%)
Other	4 (0.41%)	1 (0.44%)	2 (0.91%)	3 (0.77%)	1 (0.84%)	6 (0.56%)

Table 10 (Continued)

Economic Status						
Low	62 (6.39%)	11 (4.87%)	12 (5.45%)	20 (5.12%)	8 (6.72%)	53 (4.97%)
Low-Middle	273 (28.14%)	73 (32.30%)	66 (30.00%)	115 (29.41%)	40 (33.61%)	284 (26.62%)
Upper-Middle	442 (45.57 %)	104 (46.02%)	99 (45.00%)	186 (47.57%)	48 (40.34%)	563 (52.76%)
Upper	33 (3.40)	8 (3.54%)	7 (3.18%)	3 (0.77%)	3 (2.52%)	27 (2.53%)
Outcome Variables						
Entrepreneurial Intent						
W1 Start a business	3.79 (1.08)	1.62 (0.72)	1.82 (0.82)	3.52 (0.71)	3.78 (0.71)	1.69 (0.98)
W2 Start a business	3.76 (1.04)	1.83 (0.95)	1.72 (0.87)	3.19 (0.83)	3.04 (0.86)	1.50 (0.83)
W3 Start a business	4.33 (0.47)	3.00 (0.00)	2.00 (0.00)	3.00 (0.00)	2.00 (0.00)	1.00 (0.00)
Predictor Variables (Wave 1)						
ISR						
Selection-Novel	4.03 (0.70)	3.64 (0.73)	3.60 (0.67)	3.82 (0.65)	3.71 (0.64)	3.57 (0.76)
Selection-Challenge	4.07 (0.69)	3.85 (0.80)	3.69 (0.69)	3.94 (0.68)	3.86 (0.68)	3.78 (0.76)
Optimization-Novel	3.88 (0.67)	3.61 (0.68)	3.61 (0.60)	3.70 (0.60)	3.69 (0.69)	3.50 (0.68)
Optimization-Self Starter	4.08 (0.70)	3.89 (0.74)	3.82 (0.65)	3.96 (0.68)	3.79 (0.63)	3.76 (0.79)
Optimization-Persistence	4.15 (0.70)	4.09 (0.66)	4.12 (0.72)	4.04 (0.70)	4.04 (0.67)	4.08 (0.75)
Compensation	4.21 (0.60)	4.09 (0.66)	4.01 (0.66)	4.07 (0.63)	4.08 (0.58)	4.05 (0.59)
LBS-Options	3.53 (0.85)	3.24 (0.88)	3.27 (0.76)	3.35 (0.78)	3.39 (0.88)	3.22 (0.83)
LBS-Switch	3.14 (0.78)	3.07 (0.78)	3.08 (0.71)	3.07 (0.73)	3.23 (0.75)	3.04 (0.75)
Having a Career Goal	0.93 (0.26)	0.89 (0.31)	0.91 (0.29)	0.95 (0.23)	0.96 (0.20)	0.88 (0.32)
Career Purpose (have purpose)	16.69 (4.51)	16.08 (4.31)	16.15 (4.33)	16.34 (4.41)	15.73 (4.61)	16.06 (4.82)
Family	3.96 (0.87)	4.02 (0.88)	3.92 (0.85)	4.01 (0.83)	3.85 (0.81)	4.00 (0.90)
Entrepreneurial Parents	0.49 (0.50)	0.38 (0.49)	0.32 (0.47)	0.37 (0.48)	0.51 (0.50)	0.36 (0.48)

Table 11

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Traditional Entrepreneurial Intent on the variable of Selection-Novel

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
High Increasing	Below-Average Increasing	0.00	0.55
	Below-Average Slightly Increasing	0.00	0.63
	Above-Average Slightly Decreasing	0.00	0.31
	Above-Average Steep Decreasing	0.00	0.48
	Low and Decreasing	0.00	0.63
Below-Average Increasing	Below-Average Slightly Increasing	1.00	0.06
	Above-Average Slightly Decreasing	0.20	-0.26
	Above-Average Steep Decreasing	1.00	-0.10
	Low and Decreasing	1.00	0.09
Below-Average Slightly Increasing	Above-Average Slightly Decreasing	0.04	-0.33
	Above-Average Steep Decreasing	1.00	-0.17
	Low and Decreasing	1.00	0.04
Above-Average Slightly Decreasing	Above-Average Steep Decreasing	1.00	0.17
	Low and Decreasing	0.00	0.35
Above-Average Steep Decreasing	Low and Decreasing	1.00	0.20

Table 12

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Traditional Entrepreneurial Intent on the Variable of Selection-Challenge

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
High Increasing	Below-Average Increasing	0.01	0.29
	Below-Average Slightly Increasing	0.00	0.55
	Above-Average Slightly Decreasing	0.18	0.19
	Above-Average Steep Decreasing	0.26	0.31
	Low and Decreasing	0.00	0.40
Below-Average Increasing	Below-Average Slightly Increasing	0.76	0.21
	Above-Average Slightly Decreasing	1.00	-0.12
	Above-Average Steep Decreasing	1.00	-0.01
	Low and Decreasing	1.00	0.09
Below-Average Slightly Increasing	Above-Average Slightly Decreasing	0.01	-0.36
	Above-Average Steep Decreasing	1.00	-0.25
	Low and Decreasing	1.00	-0.12
Above-Average Slightly Decreasing	Above-Average Steep Decreasing	1.00	0.12
	Low and Decreasing	0.02	0.22
Above-Average Steep Decreasing	Low and Decreasing	1.00	0.11

Table 13

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Traditional Entrepreneurial Intent on the Variable of Optimization-Novel

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
High Increasing	Below-Average Increasing	0.00	0.40
	Below-Average Slightly Increasing	0.00	0.42
	Above-Average Slightly Decreasing	0.00	0.28
	Above-Average Steep Decreasing	0.29	0.28
	Low and Decreasing	0.00	0.56
Below-Average Increasing	Below-Average Slightly Increasing	1.00	0.00
	Above-Average Slightly Decreasing	1.00	-0.14
	Above-Average Steep Decreasing	1.00	-0.12
	Low and Decreasing	0.22	0.16
Below-Average Slightly Increasing	Above-Average Slightly Decreasing	1.00	-0.15
	Above-Average Steep Decreasing	1.00	-0.12
	Low and Decreasing	0.28	0.17
Above-Average Slightly Decreasing	Above-Average Steep Decreasing	1.00	0.02
	Low and Decreasing	0.00	0.31
Above-Average Steep Decreasing	Low and Decreasing	0.09	0.28

Table 14

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Traditional Entrepreneurial Intent for the Variable of Optimization-Self Starter

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
High Increasing	Below-Average Increasing	0.04	0.26
	Below-Average Slightly Increasing	0.00	0.38
	Above-Average Slightly Decreasing	0.22	0.17
	Above-Average Steep Decreasing	0.02	0.44
	Low and Decreasing	0.00	0.43
Below-Average Increasing	Below-Average Slightly Increasing	1.00	0.10
	Above-Average Slightly Decreasing	1.00	-0.10
	Above-Average Steep Decreasing	1.00	0.15
	Low and Decreasing	0.78	0.17
Below-Average Slightly Increasing	Above-Average Slightly Decreasing	0.90	-0.21
	Above-Average Steep Decreasing	1.00	0.05
	Low and Decreasing	1.00	0.08
Above-Average Slightly Decreasing	Above-Average Steep Decreasing	1.00	0.26
	Low and Decreasing	0.00	0.27
Above-Average Steep Decreasing	Low and Decreasing	1.00	0.04

Table 15

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Traditional Entrepreneurial Intent for the Variable Optimization-Persistence

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
High Increasing	Below-Average Increasing	1.00	0.09
	Below-Average Slightly Increasing	1.00	0.04
	Above-Average Slightly Decreasing	0.47	0.16
	Above-Average Steep Decreasing	1.00	0.16
	Low and Decreasing	0.85	0.10
Below-Average Increasing	Below-Average Slightly Increasing	1.00	-0.04
	Above-Average Slightly Decreasing	1.00	0.07
	Above-Average Steep Decreasing	1.00	0.08
	Low and Decreasing	1.00	0.01
Below-Average Slightly Increasing	Above-Average Slightly Decreasing	1.00	0.11
	Above-Average Steep Decreasing	1.00	0.12
	Low and Decreasing	1.00	0.05
Above-Average Slightly Decreasing	Above-Average Steep Decreasing	1.00	0.00
	Low and Decreasing	1.00	-0.06
Above-Average Steep Decreasing	Low and Decreasing	1.00	-0.06

Table 16

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Traditional Entrepreneurial Intent on the Variable of Compensation

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
High Increasing	Below-Average Increasing	0.39	0.19
	Below-Average Slightly Increasing	0.00	0.32
	Above-Average Slightly Decreasing	0.02	0.23
	Above-Average Steep Decreasing	1.00	0.22
	Low and Decreasing	0.00	0.27
Below-Average Increasing	Below-Average Slightly Increasing	1.00	0.12
	Above-Average Slightly Decreasing	1.00	0.03
	Above-Average Steep Decreasing	1.00	0.02
	Low and Decreasing	1.00	0.06
Below-Average Slightly Increasing	Above-Average Slightly Decreasing	1.00	-0.09
	Above-Average Steep Decreasing	1.00	-0.11
	Low and Decreasing	1.00	-0.06
Above-Average Slightly Decreasing	Above-Average Steep Decreasing	1.00	-0.02
	Low and Decreasing	1.00	0.03
Above-Average Steep Decreasing	Low and Decreasing	1.00	0.05

Table 17

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Traditional Entrepreneurial Intent on the Variable of Loss Based Selection-Options

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
High Increasing	Below-Average Increasing	0.00	0.34
	Below-Average Slightly Increasing	0.01	0.32
	Above-Average Slightly Decreasing	0.03	0.22
	Above-Average Steep Decreasing	1.00	0.16
	Low and Decreasing	0.00	0.37
Below-Average Increasing	Below-Average Slightly Increasing	1.00	-0.04
	Above-Average Slightly Decreasing	1.00	-0.13
	Above-Average Steep Decreasing	1.00	-0.17
	Low and Decreasing	1.00	0.02
Below-Average Slightly Increasing	Above-Average Slightly Decreasing	1.00	-0.10
	Above-Average Steep Decreasing	1.00	-0.15
	Low and Decreasing	1.00	0.06
Above-Average Slightly Decreasing	Above-Average Steep Decreasing	1.00	-0.05
	Low and Decreasing	0.47	0.16
Above-Average Steep Decreasing	Low and Decreasing	1.00	0.20

Table 18

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Traditional Entrepreneurial Intent on the Variable of Loss Based Selection-Switch

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
High Increasing	Below-Average Increasing	1.00	0.09
	Below-Average Slightly Increasing	1.00	0.08
	Above-Average Slightly Decreasing	1.00	0.09
	Above-Average Steep Decreasing	1.00	-0.18
	Low and Decreasing	0.18	0.13
Below-Average Increasing	Below-Average Slightly Increasing	1.00	-0.01
	Above-Average Slightly Decreasing	1.00	0.00
	Above-Average Steep Decreasing	1.00	-0.21
	Low and Decreasing	1.00	0.04
Below-Average Slightly Increasing	Above-Average Slightly Decreasing	1.00	0.01
	Above-Average Steep Decreasing	1.00	-0.21
	Low and Decreasing	1.00	0.05
Above-Average Slightly Decreasing	Above-Average Steep Decreasing	1.00	-0.22
	Low and Decreasing	1.00	0.04
Above-Average Steep Decreasing	Low and Decreasing	0.77	0.25

Table 19

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Traditional Entrepreneurial Intent on the Variable of Selected a Career Goal

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
High Increasing	Below-Average Increasing	1.00	0.14
	Below-Average Slightly Increasing	1.00	0.07
	Above-Average Slightly Decreasing	1.00	-0.08
	Above-Average Steep Decreasing	1.00	-0.13
	Low and Decreasing	0.01	0.17
Below-Average Increasing	Below-Average Slightly Increasing	1.00	-0.07
	Above-Average Slightly Decreasing	1.00	-0.22
	Above-Average Steep Decreasing	1.00	-0.27
	Low and Decreasing	1.00	0.03
Below-Average Slightly Increasing	Above-Average Slightly Decreasing	1.00	-0.15
	Above-Average Steep Decreasing	1.00	-0.20
	Low and Decreasing	1.00	0.10
Above-Average Slightly Decreasing	Above-Average Steep Decreasing	1.00	-0.05
	Low and Decreasing	0.02	0.25
Above-Average Steep Decreasing	Low and Decreasing	0.34	0.30

Table 20

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Traditional Entrepreneurial Intent for Participants with Career Purpose

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
High Increasing	Below-Average Increasing	1.00	0.14
	Below-Average Slightly Increasing	1.00	0.12
	Above-Average Slightly Decreasing	1.00	0.08
	Above-Average Steep Decreasing	1.00	0.21
	Low and Decreasing	0.19	0.13
Below-Average Increasing	Below-Average Slightly Increasing	1.00	-0.02
	Above-Average Slightly Decreasing	1.00	-0.06
	Above-Average Steep Decreasing	1.00	0.08
	Low and Decreasing	1.00	0.00
Below-Average Slightly Increasing	Above-Average Slightly Decreasing	1.00	-0.04
	Above-Average Steep Decreasing	1.00	0.09
	Low and Decreasing	1.00	0.02
Above-Average Slightly Decreasing	Above-Average Steep Decreasing	1.00	0.14
	Low and Decreasing	1.00	0.06
Above-Average Steep Decreasing	Low and Decreasing	1.00	-0.07

Table 21

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Traditional Entrepreneurial Intent for the Variable of Family Support

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
High Increasing	Below-Average Increasing	1.00	-0.07
	Below-Average Slightly Increasing	1.00	0.05
	Above-Average Slightly Decreasing	1.00	-0.06
	Above-Average Steep Decreasing	1.00	0.13
	Low and Decreasing	1.00	-0.05
Below-Average Increasing	Below-Average Slightly Increasing	1.00	0.12
	Above-Average Slightly Decreasing	1.00	0.01
	Above-Average Steep Decreasing	1.00	0.20
	Low and Decreasing	1.00	0.02
Below-Average Slightly Increasing	Above-Average Slightly Decreasing	1.00	-0.11
	Above-Average Steep Decreasing	1.00	0.08
	Low and Decreasing	1.00	-0.09
Above-Average Slightly Decreasing	Above-Average Steep Decreasing	1.00	0.20
	Low and Decreasing	1.00	0.01
Above-Average Steep Decreasing	Low and Decreasing	1.00	-0.18

Table 22

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Traditional Entrepreneurial Intent for the Variable of Entrepreneurial Parents

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
High Increasing	Below-Average Increasing	0.09	0.20
	Below-Average Slightly Increasing	0.00	0.35
	Above-Average Slightly Decreasing	0.00	0.24
	Above-Average Steep Decreasing	1.00	-0.04
	Low and Decreasing	0.00	0.27
Below-Average Increasing	Below-Average Slightly Increasing	1.00	0.12
	Above-Average Slightly Decreasing	1.00	0.02
	Above-Average Steep Decreasing	0.49	-0.26
	Low and Decreasing	1.00	0.04
Below-Average Slightly Increasing	Above-Average Slightly Decreasing	1.00	-0.11
	Above-Average Steep Decreasing	0.03	-0.39
	Low and Decreasing	1.00	-0.08
Above-Average Slightly Decreasing	Above-Average Steep Decreasing	0.20	-0.29
	Low and Decreasing	1.00	0.02
Above-Average Steep Decreasing	Low and Decreasing	0.03	0.31

Table 23

Logistic Regression Coefficients, Odds, and Odds Ratios for Six Trajectory Class Model of Traditional Entrepreneurial Intent with Demographic and Predictor Variables as Covariates

	Trajectory Class					
	High Increasing	Below Average Increasing	Below Average Slightly Increasing	Above Average Slightly Decreasing	Above Average Steep Decreasing	Low and Decreasing
Intercept (individual at sample mean for all subscales)						
β_0s	0.23	-1.64**	-1.39**	-0.49*	-1.94**	ref
Odds	1.26	0.19	0.25	0.61	0.14	ref
β_0s	2.17**	0.30	0.55	1.45**	ref	
Odds	8.76	1.35	1.73	4.26	ref	
β_0s	0.72**	-1.15*	-0.90*	ref		
Odds	2.05	0.32	0.41	ref		
β_0s	1.62**	-0.25	ref			
Odds	5.05	0.78	ref			
β_0s	1.87**	ref				
Odds	6.49	ref				

Table 23 (Continued)

Asian compared to Caucasian						
β_1s	0.66**	0.65	0.37	0.53	1.30*	ref
Odds Ratios	1.93	1.92	1.45	1.70	3.67	ref
β_1s	-0.64	-0.64	-0.93	-0.76	ref	
Odds Ratios	0.53	0.53	0.39	0.47	ref	
β_1s	0.13	0.12	-0.16	ref		
Odds Ratios	1.14	1.13	0.85	ref		
β_1s	0.29	0.29	ref			
Odds Ratios	1.34	1.34	ref			
β_1s	0.01	ref				
Odds Ratios	1.01	ref				
Black/Latino/Others compared to Caucasian						
β_1s	0.51**	0.22	0.11	0.44	0.64	ref
Odds Ratios	1.67	1.25	1.12	1.55	1.90	ref
β_1s	-0.13	-0.42	-0.53	-0.20	ref	
Odds Ratios	0.88	0.66	0.59	0.82	ref	
β_1s	0.07	-0.23	-0.34	ref		
Odds Ratios	1.07	0.79	0.71	ref		
β_1s	0.40	0.11	ref			
Odds Ratios	1.49	1.12	ref			
β_1s	0.29	ref				
Odds Ratios	1.34	ref				

Table 23 (Continued)

Women vs. Men						
β_1s	-1.07**	0.06	-0.11	-0.75**	-0.93	ref
Odds Ratios	0.34	1.06	0.90	0.47	0.39	ref
β_1s	-0.14	0.99	0.82	0.18	ref	
Odds Ratios	0.87	2.69	2.27	1.20	ref	
β_1s	-0.32	0.81	0.64	ref		
Odds Ratios	0.73	2.25	1.90	ref		
β_1s	-0.96**	0.18	ref			
Odds Ratios	0.38	1.20	ref			
β_1s	-1.13**	ref				
Odds Ratios	0.32	ref				
Lower SES compared to Upper-Middle						
β_1s	0.17	0.04	0.05	-0.10	0.36	ref
Odds Ratios	1.19	1.04	1.05	0.90	1.43	ref
β_1s	-0.19	-0.32	-0.31	-0.46	ref	
Odds Ratios	0.83	0.73	0.73	0.63	ref	
β_1s	0.27	0.14	0.15	ref		
Odds Ratios	1.31	1.15	1.16	ref		
β_1s	0.12	-0.01	ref			
Odds Ratios	1.13	0.99	ref			
β_1s	0.13	ref				
Odds Ratios	1.14	ref				

Table 23 (Continued)

Low-Middle SES compared to Upper-Middle						
β_1s	0.11	0.41	0.10	0.05	0.52	ref
Odds Ratios	1.12	1.51	1.11	1.05	1.68	ref
β_1s	-0.41	-0.12	-0.42	-0.47	ref	
Odds Ratios	0.66	0.89	0.66	0.63	ref	
β_1s	0.06	0.36	0.05	ref		
Odds Ratios	1.06	1.43	1.05	ref		
β_1s	0.01	0.31	ref			
Odds Ratios	1.01	1.36	ref			
β_1s	-0.30	ref				
Odds Ratios	0.74	ref				
Upper SES compared to Upper-Middle						
β_1s	0.53	0.87	0.38	-2.93	0.45	ref
Odds Ratios	1.70	2.39	1.46	0.05	1.57	ref
β_1s	0.09	0.42	-0.07	-3.37	ref	
Odds Ratios	1.09	1.52	0.93	0.03	ref	
β_1s	3.46	3.79	3.30	ref		
Odds Ratios	31.82	44.26	27.11	ref		
β_1s	0.16	0.49	ref			
Odds Ratios	1.17	1.63	ref			
β_1s	-0.33	ref				
Odds Ratios	0.72	ref				

Note. ref = reference profile; *p<.01; **p<.001.

Table 24

Logistic Regression Coefficients, Odds, and Odds Ratios for Six Trajectory Class Model of Traditional Entrepreneurial Intent with EISR subscale

	Trajectory Classes					
	High Increasing	Below-Average Increasing	Below-Average Slightly Increasing	Above-Average Slightly Decreasing	Above-Average Steep Decreasing	Low Decreasing
Intercept (individual at sample mean for all subscales)						
β_0s	-0.08	-1.25**	-1.28**	-0.76**	-2.12**	ref
Odds	0.92**	0.29*	0.28	0.47*	0.12	ref
β_0s	2.04**	0.87*	0.84	1.36**	ref	
Odds	7.69	2.39	2.32	3.9	ref	
β_0s	0.68**	-0.49	-0.52*	ref		
Odds	1.97	0.61	0.59	ref		
β_0s	1.20**	0.03	ref			
Odds	1.2	1.03	ref			
β_0s	1.17**	ref				
Odds	3.22	ref				

Table 24 (Continued)

Selection-Novel						
β_1s	0.72**	-0.08	0.12	0.36	0.08	ref
Odds Ratios	2.05	0.92	1.13	1.43	1.08	ref
β_1s	0.64	-0.16	0.05	0.29	ref	
Odds Ratios	1.90	0.85	1.05	1.34	ref	
β_1s	0.35	-0.45	-0.24	ref		
Odds Ratios	1.42	0.64	0.79	ref		
β_1s	0.59*	-0.21	ref			
Odds Ratios	1.80	0.81	ref			
β_1s	0.80*	ref				
Odds Ratios	2.23	ref				
Selection-Challenge						
β_1s	-0.11	-0.09	-0.47	0.12	0.17	ref
Odds Ratios	0.90	0.91	0.63	1.13	1.19	ref
β_1s	-0.28	-0.27	-0.64	-0.06	ref	
Odds Ratios	0.76	0.76	0.53	0.94	ref	
β_1s	-0.23	-0.21	-0.59	ref		
Odds Ratios	0.79	0.81	0.55	ref		
β_1s	0.59	0.38	ref			
Odds Ratios	1.80	1.46	ref			
β_1s	-0.02	ref				
Odds Ratios	0.98	ref				

Table 24 (Continued)

Optimization Novel						
β_1s	0.68**	0.32	0.61	0.46*	0.42	ref
Odds Ratios	1.97	1.38	1.84	1.58	1.52	ref
β_1s	0.26	-0.10	0.19	0.04	ref	
Odds Ratios	1.30	0.90	1.21	1.04	ref	
β_1s	0.22	-0.14	0.15	ref		
Odds Ratios	1.25	0.87	1.16	ref		
β_1s	0.07	-0.29	ref			
Odds Ratios	1.07	0.75	ref			
β_1s	0.36	ref				
Odds Ratios	1.43	ref				
Optimization-Self-Starter						
β_1s	0.44**	0.23	0.11	0.43*	-0.07	ref
Odds Ratios	1.55	1.26	1.12	1.54	0.93	ref
β_1s	0.51	0.30	0.18	0.50	ref	
Odds Ratios	1.67	1.35	1.20	1.65	ref	
β_1s	0.01	-0.20	-0.32	ref		
Odds Ratios	1.01	0.82	0.73	ref		
β_1s	0.33	0.12	ref			
Odds Ratios	1.39	1.13	ref			
β_1s	0.21	ref				
Odds Ratios	1.23	ref				

Table 24 (Continued)

Optimization-Persistence						
β_1s	-0.32*	-0.17	0.10	-0.45*	-0.30	ref
Odds Ratios	0.73	0.84	1.11	0.64	0.74	ref
β_1s	-0.02	0.13	0.40	-0.16	ref	
Odds Ratios	0.98	1.14	1.49	0.85	ref	
β_1s	0.14	0.28	0.55	ref		
Odds Ratios	1.15	1.32	1.73	ref		
β_1s	-0.42	-0.27	ref			
Odds Ratios	0.66	0.76	ref			
β_1s	-0.15	ref				
Odds Ratios	0.86	ref				
Compensation						
β_1s	-0.21	0.18	-0.30	-0.42	0.11	ref
Odds Ratios	0.81	1.20	0.74	0.66	1.12	ref
β_1s	-0.33	0.07	-0.41	-0.53	ref	
Odds Ratios	0.72	1.07	0.66	0.59	ref	
β_1s	0.21	0.60	0.12	ref		
Odds Ratios	1.23	1.82	1.13	ref		
β_1s	0.08	0.47	ref			
Odds Ratios	1.08	1.60	ref			
β_1s	-0.39	ref				
Odds Ratios	0.68	ref				

Table 24 (Continued)

LBS-Options						
β_1s	0.22	-0.04	-0.02	0.07	0.12	ref
Odds Ratios	1.25	0.96	0.98	1.07	1.13	ref
β_1s	0.1	-0.17	-0.15	-0.06	ref	
Odds Ratios	1.11	0.84	0.86	0.94	ref	
β_1s	0.15	-0.11	-0.09	ref		
Odds Ratios	1.16	0.90	0.91	ref		
β_1s	0.24	-0.02	ref			
Odds Ratios	1.27	0.98	ref			
β_1s	0.26	ref				
Odds Ratios	1.3	ref				
LBS-Switch						
β_1s	-0.05	0.06	-0.10	-0.11	0.52	ref
Odds Ratios	0.95	1.06	0.90	0.90	1.68	ref
β_1s	-0.57	-0.46	-0.62	-0.63	ref	
Odds Ratios	0.57	0.63	0.54	0.53	ref	
β_1s	0.06	0.17	0.01	ref		
Odds Ratios	1.06	1.19	1.01	ref		
β_1s	0.05	0.17	ref			
Odds Ratios	1.05	1.19	ref			
β_1s	-0.12	ref				
Odds Ratios	0.89	ref				

Note. ref = reference profile; *p<.01; **p<.001.

Table 25

Logistic Regression Coefficients, Odds, and Odds Ratios for Six Trajectory Class Model of Traditional Entrepreneurial Intent treating Purpose as a Dichotomous variable and as a Covariate

	Trajectory Classes					
	High Increasing	Below-Average Increasing	Below-Average Slightly Increasing	Above-Average Slightly Decreasing	Above-Average Steep Decreasing	Low Decreasing
Intercept (individual at sample mean for all subscales)						
β_0s	-0.59*	-1.20**	-1.46**	-2.01*	-5.36	ref
Odds	0.55	0.30	0.23	0.13	0	ref
β_0s	4.77	4.16	3.90	3.35	ref	
Odds	117.92	64.07	49.40	28.50	ref	
β_0s	1.43	0.81	0.55	ref		
Odds	4.18	2.25	1.73	ref		
β_0s	0.87	0.26	ref			
Odds	2.39	1.30	ref			
β_0s	0.62	ref				
Odds	1.86	ref				

Table 25 (Continued)

Purpose-Dichotomous						
β_1s	0.59*	-0.09	0.13	1.29	3.41	ref
Odds Ratios	1.80	0.91	1.14	3.63	30.27	ref
β_1s	-2.83	-3.50	-3.28	-2.13	ref	
Odds Ratios	0.06	0.03	0.04	0.12	ref	
β_1s	-0.70	-1.38	-1.15	ref		
Odds Ratios	0.50	0.25	0.32	ref		
β_1s	0.45	-0.23	ref			
Odds Ratios	1.57	0.79	ref			
β_1s	0.68	ref				
Odds Ratios	1.97	ref				

Note. ref = reference profile; *p<.01; **p<.001.

Table 26

Logistic Regression Coefficients, Odds, and Odds Ratios for Six Trajectory Class Model of Traditional Entrepreneurial Intent with Purpose (mean-centered)

	Trajectory Classes					
	High Increasing	Below-Average Increasing	Below-Average Slightly Increasing	Above-Average Slightly Decreasing	Above-Average Steep Decreasing	Low Decreasing
Intercept (individual at sample mean for all subscales)						
β_0s	0.00	-1.29**	-1.32**	-0.72**	-1.96**	ref
Odds	1.00	0.28	0.27	0.49	0.14	ref
β_0s	1.96**	0.66*	0.64	1.24**	ref	
Odds	7.10	1.93	1.90	3.46	ref	
β_0s	0.72**	-0.57*	-0.60*	ref		
Odds	2.05	0.57	0.55	ref		
β_0s	1.32**	-0.01	ref			
Odds	3.74	0.99	ref			
β_0s	1.29**	ref				
Odds	3.63	ref				
Purpose (Mean)						
β_1s	0.03	-0.002	0.01	0.02	-0.02	ref
Odds Ratios	1.03	1.00	1.01	1.02	0.98	ref
β_1s	0.06	0.02	0.03	0.04	ref	
Odds Ratios	1.06	1.02	1.03	1.04	ref	
β_1s	0.02	-0.02	-0.01	ref		
Odds Ratios	1.02	0.98	0.99	ref		
β_1s	0.02	-0.01	ref			
Odds Ratios	1.02	0.99	ref			
β_1s	0.04	ref				
Odds Ratios	1.04	ref				

Note. ref = reference profile; *p<.01; **p<.001.

Table 27

Logistic Regression Coefficients, Odds, and Odds Ratios for Six Trajectory Class Model of Traditional Entrepreneurial Intent with Influential Adults subscales as Covariates

	Trajectory Classes					
	High Increasing	Below-Average Increasing	Below-Average Slightly Increasing	Above-Average Slightly Decreasing	Above-Average Steep Decreasing	Low Decreasing
Intercept (individual at sample mean for all subscales)						
β_0s	-0.29**	-1.28**	-1.09**	0.82**	-2.56**	ref
Odds	0.75	0.28	0.34	2.27	0.08	ref
β_0s	2.27**	1.28*	1.47*	1.74*	ref	
Odds	9.68	3.60	4.35	5.70	ref	
β_0s	0.53**	-0.46	-0.27	ref		
Odds	1.70	0.63	0.76	ref		
β_0s	0.80**	-0.19	ref			
Odds	2.23	0.83	ref			
β_0s	0.98	ref				
Odds	2.66	ref				

Table 27 (Continued)

Family						
β_1s	-0.07	0.05	-0.04	0.06	-0.28	ref
Odds Ratios	0.93	1.05	0.96	1.06	0.76	ref
β_1s	-0.21	0.34	0.24	0.34	ref	
Odds Ratios	0.81	1.40	1.27	1.40	ref	
β_1s	-0.13	-0.003	-0.10	ref		
Odds Ratios	0.88	1.00	0.90	ref		
β_1s	-0.03	0.09	ref			
Odds Ratios	0.97	1.09	ref			
β_1s	-0.13	ref				
Odds Ratios	0.88	ref				
Entrepreneurial Parent						
β_1s	0.55**	0.02	-0.59	0.03	0.92	ref
Odds Ratios	1.73	1.02	0.55	1.03	2.51	ref
β_1s	-0.38	-0.9	-1.52	-0.89	ref	
Odds Ratios	0.68	0.41	0.22	0.41	ref	
β_1s	0.52	-0.01	-0.62	ref		
Odds Ratios	1.68	0.99	0.54	ref		
β_1s	1.14*	0.61	ref			
Odds Ratios	3.13	1.84	ref			
β_1s	0.52	ref				
Odds Ratios	1.68	ref				

Note. ref = reference profile; *p<.01; **p<.001.

Table 28

Logistic Regression Coefficients, Odds, and Odds Ratios for Six Trajectory Class Model of Traditional Entrepreneurial Intent with Demographic and Predictor Variables as Covariates

	Trajectory Class					
	High Increasing	Below-Average Increasing	Below-Average Slightly Increasing	Above-Average Slightly Decreasing	Above-Average Steep Decreasing	Low Decreas-ing
Intercept (individual who identifies as a White man and has scores at the sample mean for all continuous predictor variables)						
β_0s	0.20	-1.74**	-1.39**	-0.56**	-2.18**	ref
Odds	1.22	0.18	0.25	0.57	0.11	ref
β_0s	2.38**	0.44	0.78	1.61**	ref	
Odds	10.80	1.55	2.18	5.00	ref	
β_0s	0.76**	-1.17**	-0.83**	ref		
Odds	2.14	0.31	0.44	ref		
β_0s	1.59	-0.34	ref			
Odds	4.90	0.71	ref			
β_0s	1.94	ref				
Odds	6.96	ref				
Asian compared to Caucasian						
β_1s	0.63**	0.61	0.29	0.32	0.99*	ref
Odds Ratios	1.88	1.85	1.33	1.38	2.69	ref
β_1s	-0.36	-0.38	-0.70	-0.67	ref	
Odds Ratios	1.16	0.69	0.50	0.51	ref	
β_1s	0.31	0.29	-0.04	ref		
Odds Ratios	1.36	1.02	0.97	ref		
β_1s	0.35	0.33	ref			
Odds Ratios	1.41	1.38	ref			
β_1s	0.02	ref				
Odds Ratios	1.02	ref				

Table 28 (Continued)

Black/Latino/Others compared to Caucasian						
β_1s	0.37	0.39	0.16	0.37	0.22	ref
Odds Ratios	1.44	1.48	1.18	1.45	1.24	ref
β_1s	0.15	0.17	-0.06	0.16	ref	
Odds Ratios	0.92	1.19	0.95	1.17	ref	
β_1s	-0.01	0.02	-0.21	ref		
Odds Ratios	0.99	1.02	0.81	ref		
β_1s	0.21	0.23	ref			
Odds Ratios	1.23	1.26	ref			
β_1s	-0.02	ref				
Odds Ratios	0.98	ref				
Lower SES compared to Upper-Middle						
β_1s	0.33	0.60	0.53	-0.03	0.41	ref
Odds Ratios	1.39	1.82	1.69	0.97	1.51	ref
β_1s	-0.08	0.18	0.11	-0.44	ref	
Odds Ratios	0.78	1.2	1.12	0.64	ref	
β_1s	0.36	0.63	0.56	ref		
Odds Ratios	1.43	1.87	1.75	ref		
β_1s	-0.2	0.07	ref			
Odds Ratios	0.82	1.07	ref			
β_1s	-0.27	ref				
Odds Ratios	0.77	ref				

Table 28 (Continued)

Low-Middle SES compared to Upper-Middle						
β_1s	0.06	0.22	-0.03	-0.03	0.30	ref
Odds Ratios	1.06	1.25	0.98	0.98	1.35	ref
β_1s	-0.25	-0.08	-0.33	-0.32	ref	
Odds Ratios	0.62	0.92	0.72	0.73	ref	
β_1s	0.07	0.24	-0.01	ref		
Odds Ratios	1.07	1.27	0.99	ref		
β_1s	0.08	0.25	ref			
Odds Ratios	1.08	1.28	ref			
β_1s	-0.17	ref				
Odds Ratios	0.85	ref				
Upper SES compared to Upper-Middle						
β_1s	-0.19	0.29	-0.37	-2.00	0.29	ref
Odds Ratios	0.83	1.34	0.69	0.14	1.33	ref
β_1s	-0.47	0.01	-0.65	-2.29	ref	
Odds Ratios	0.62	1.01	0.52	0.1	ref	
β_1s	1.81	2.29	1.63	ref		
Odds Ratios	6.12	9.89	5.11	ref		
β_1s	0.18	0.66	ref			
Odds Ratios	1.2	1.94	ref			
β_1s	-0.48	ref				
Odds Ratios	0.62	ref				

Table 28 (Continued)

Women compared to Men						
β_1s	-1.08**	-0.11	-0.22	-0.76**	-0.87*	ref
Odds Ratios	0.34	0.89	0.8	0.47	0.42	ref
β_1s	-0.21	0.75	0.65	0.11	ref	
Odds Ratios	0.81	2.13	1.91	1.11	ref	
β_1s	-0.31	0.65*	0.54	ref		
Odds Ratios	0.73	1.91	1.72	ref		
β_1s	-0.86**	0.11	ref			
Odds Ratios	0.43	1.11	ref			
β_1s	-0.96**	ref				
Odds Ratios	0.38	ref				
Selection-Novel						
β_1s	0.67**	0.07	0.17	0.36*	0.08	ref
Odds Ratios	1.96	1.07	1.19	1.43	1.08	ref
β_1s	0.59	-0.01	0.09	0.28	ref	
Odds Ratios	1.81	0.99	1.1	1.32	ref	
β_1s	0.32	-0.29	-0.18	ref		
Odds Ratios	1.38	0.75	0.83	ref		
β_1s	0.50*	-0.11	ref			
Odds Ratios	1.65	0.9	ref			
β_1s	0.61*	ref				
Odds Ratios	1.83	ref				

Table 28 (Continued)

Selection-Challenge						
β_1s	-0.15	0.10	-0.40	0.02	-0.08	ref
Odds Ratios	0.86	1.11	0.67	1.02	1.08	ref
β_1s	-0.07	0.18	-0.32	0.09	ref	
Odds Ratios	0.93	1.2	0.73	1.1	ref	
β_1s	-0.17	0.09	-0.42	ref		
Odds Ratios	0.85	1.09	0.66	ref		
β_1s	0.25	0.5	ref			
Odds Ratios	1.28	1.65	ref			
β_1s	-0.25	ref				
Odds Ratios	0.78	ref				
Optimization-Novel						
β_1s	0.55**	0.38	0.43	0.38*	0.51	ref
Odds Ratios	1.73	1.45	1.54	1.46	1.66	ref
β_1s	0.04	-0.13	-0.07	-0.13	ref	
Odds Ratios	1.04	0.88	0.93	0.88	ref	
β_1s	0.17	0.00	0.06	ref		
Odds Ratios	1.19	1	1.06	ref		
β_1s	0.11	-0.06	ref			
Odds Ratios	1.12	0.94	ref			
β_1s	0.17	ref				
Odds Ratios	1.19	ref				

Table 28 (Continued)

Optimization Self-Starter						
β_1s	0.51**	0.16	0.01	0.40*	-0.01	ref
Odds Ratios	1.66	1.17	1.01	1.49	0.99	ref
β_1s	0.52	0.17	0.02	0.41	ref	
Odds Ratios	1.68	1.19	1.02	1.51	ref	
β_1s	0.11	-0.24	-0.39	ref		
Odds Ratios	1.11	0.79	0.68	ref		
β_1s	0.50*	0.15	ref			
Odds Ratios	1.65	1.16	ref			
β_1s	0.35	ref				
Odds Ratios	1.41	ref				
Optimization-Persistence						
β_1s	-0.24	-0.13	0.14	-0.37*	-0.11	ref
Odds Ratios	0.79	0.88	1.15	0.69	0.89	ref
β_1s	-0.13	-0.02	0.25	-0.26	ref	
Odds Ratios	0.88	0.98	1.29	0.77	ref	
β_1s	0.13	0.24	0.52*	ref		
Odds Ratios	1.14	1.28	1.67	ref		
β_1s	-0.38	-0.27	ref			
Odds Ratios	0.68	0.76	ref			
β_1s	-0.11	ref				
Odds Ratios	0.9	ref				

Table 28 (Continued)

Compensation						
β_1s	-0.19	-0.18	-0.28	-0.34	-0.04	ref
Odds Ratios	0.83	0.83	0.76	0.71	0.96	ref
β_1s	-0.15	-0.15	-0.24	-0.30	ref	
Odds Ratios	0.86	0.87	0.79	0.74	ref	
β_1s	0.15	0.16	0.06	ref		
Odds Ratios	1.16	1.17	1.07	ref		
β_1s	0.09	0.09	ref			
Odds Ratios	1.09	1.1	ref			
β_1s	-0.01	ref				
Odds Ratios	0.99	ref				
LBS-Options						
β_1s	0.19	-0.04	0.04	0.07	0.03	ref
Odds Ratios	1.21	0.96	1.04	1.07	1.03	ref
β_1s	0.16	-0.07	0.01	0.04	ref	
Odds Ratios	1.18	0.94	1.01	1.04	ref	
β_1s	0.12	-0.11	-0.03	ref		
Odds Ratios	1.13	0.9	0.97	ref		
β_1s	0.15	-0.08	ref			
Odds Ratios	1.16	0.92	ref			
β_1s	0.23	ref				
Odds Ratios	1.26	ref				

Table 28 (Continued)

LBS-Switch						
β_1s	-0.04	0.05	0.00	-0.15	0.31	ref
Odds Ratios	0.96	1.05	1.00	0.86	1.37	ref
β_1s	-0.36	-0.27	-0.31	-0.47	ref	
Odds Ratios	0.70	0.77	0.73	0.63	ref	
β_1s	0.11	0.2	0.16	ref		
Odds Ratios	1.12	1.22	1.17	ref		
β_1s	-0.05	0.05	ref			
Odds Ratios	0.95	1.05	ref			
β_1s	-0.09	ref				
Odds Ratios	0.91	ref				
Career Purpose (present)						
β_1s	-0.01	-0.02	0.02	0.00	0.01	ref
Odds Ratios	0.99	0.98	1.02	1.00	1.01	ref
β_1s	-0.01	-0.03	0.01	-0.01	ref	
Odds Ratios	0.99	0.98	1.01	0.99	ref	
β_1s	-0.01	-0.02	0.02	ref		
Odds Ratios	0.99	0.98	1.02	ref		
β_1s	-0.02	0.05	ref			
Odds Ratios	0.98	0.97	ref			
β_1s	0.01	ref				
Odds Ratios	1.01	ref				

Table 28 (Continued)

Family Support						
β_1s	0.02	0.15	-0.02	0.13	0.08	ref
Odds Ratios	1.02	1.17	0.98	1.14	1.08	ref
β_1s	-0.06	0.08	-0.10	0.06	ref	
Odds Ratios	0.95	1.08	0.91	1.06	ref	
β_1s	-0.11	0.03	-0.15	ref		
Odds Ratios	0.9	1.03	0.86	ref		
β_1s	0.04	0.18	ref			
Odds Ratios	1.05	1.2	ref			
β_1s	-0.14	ref				
Odds Ratios	0.87	ref				
Entrepreneurial Parents						
β_1s	0.54**	0.10	-0.20	0.13	0.35	ref
Odds Ratios	1.72	1.11	0.82	1.14	1.42	ref
β_1s	0.19	-0.25	-0.55	-0.22	ref	
Odds Ratios	1.21	0.78	0.58	0.8	ref	
β_1s	0.42	-0.03	-0.32	ref		
Odds Ratios	1.52	0.98	0.73	ref		
β_1s	0.74**	0.3	ref			
Odds Ratios	2.09	1.35	ref			
β_1s	0.44	ref				
Odds Ratios	1.55	ref				

Note. ref = reference profile; *p<.01; **p<.001.

Table 29
Descriptive Information for Demographic, Outcome, and Predictor Variables for the Six Trajectory Class Model of Social Entrepreneurial Intent

	Low Decreasing	High Increasing	Above-Average Slightly Decreasing	Low Increasing	Above-Average Steep Decreasing	Below-Average Slightly Decreasing
Num. of Participants per class	702	889	703	144	73	480
Demographic information						
Sex						
Male	215 (30.63%)	399 (44.88%)	279 (39.69%)	48 (33.33%)	22 (30.14%)	177 (36.88%)
Female	483 (68.80%)	485 (54.56%)	421 (59.89%)	96 (66.67%)	51 (69.86%)	303 (63.13%)
Race/Ethnicity						
Black/ Latino/Other	131 (18.66%)	273 (30.71%)	154 (21.91%)	29 (20.14%)	18 (24.66%)	98 (20.42%)
Asian	91 (12.96%)	158 (17.77%)	151 (21.48%)	18 (12.50%)	12 (16.44%)	85 (17.71%)
Caucasian	480 (68.38%)	458 (51.22%)	398 (56.61%)	97 (67.36%)	43 (58.90%)	297 (61.88%)
Primary Caregivers Education						
8th Grade or Less	4 (0.57%)	24 (2.70%)	14 (1.99%)	3 (2.08%)	2 (2.74%)	5 (1.04%)
Some High School	12 (1.71%)	18 (2.02%)	16 (2.28%)	3 (2.08%)	3 (4.11%)	7 (1.46%)
High School Diploma/GED	64 (9.12%)	88 (9.90%)	58 (8.25%)	11 (7.64%)	5 (6.85%)	35 (7.29%)
2-Year Degree	44 (6.27%)	75 (8.44%)	64 (9.10%)	5 (3.47%)	4 (5.48%)	32 (6.67%)
Some College	42 (5.98%)	84 (9.45%)	75 (10.67%)	15 (10.42%)	5 (6.85%)	48 (10.00%)
4-Year College Degree	179 (25.50%)	206 (23.17%)	181 (25.75%)	51 (35.42%)	18 (24.66%)	148 (30.83%)
Graduate Degree	246 (35.04%)	255 (28.68%)	178 (25.32%)	41 (28.47%)	31 (42.47%)	137 (28.54%)
Not Sure	4 (0.57%)	4 (0.45%)	6 (0.85%)	0 (0.00%)	0 (0.00%)	1 (0.21%)
Other	4 (0.57%)	4 (0.45%)	6 (0.85%)	1 (0.69%)	0 (0.00%)	2 (0.42%)

Table 29 (Continued)

Economic Status						
Low	30 (4.27%)	67 (7.54%)	39 (5.55%)	5 (3.47%)	6 (8.22%)	19 (3.96%)
Low-Middle	180 (25.64%)	241 (27.11%)	229 (32.57%)	47 (32.64%)	20 (27.40%)	134 (27.92%)
Upper-Middle	382 (54.42%)	385 (43.31%)	326 (46.37%)	68 (47.22%)	34 (46.58%)	248 (51.67%)
Upper	19 (2.71%)	34 (3.82%)	11 (1.56%)	5 (3.47%)	2 (2.74%)	10 (2.08%)
Outcome Variables						
Entrepreneurial Intent						
W1 Start a new organization	1.55 (0.96)	3.54 (1.25)	3.16 (1.09)	1.70 (1.09)	2.79 (1.31)	2.39 (1.25)
W2 Start a new organization	1.45 (0.84)	3.46 (1.25)	2.85 (1.14)	2.04 (1.17)	2.42 (1.30)	2.17 (1.21)
W3 Start a new organization	1.23 (0.73)	3.77 (1.07)	3.00 (0.98)	2.74 (0.95)	1.46 (1.01)	1.96 (0.95)
Predictor Variables (Wave 1)						
ISR						
Selection-Novel	3.44 (0.77)	4.08 (0.67)	3.78 (0.65)	3.56 (0.72)	3.95 (0.75)	3.66 (0.73)
Selection-Challenge	3.69 (0.77)	4.12 (0.71)	3.90 (0.69)	3.89 (0.72)	3.98 (0.69)	3.77 (0.70)
Optimization-Novel	3.40 (0.66)	3.90 (0.67)	3.69 (0.63)	3.58 (0.60)	3.60 (0.65)	3.59 (0.67)
Optimization-Self Starter	3.69 (0.80)	4.09 (0.72)	3.97 (0.69)	3.89 (0.75)	3.99 (0.67)	3.78 (0.68)
Optimization-Persistence	4.07 (0.79)	4.15 (0.71)	4.07 (0.72)	4.18 (0.68)	4.08 (0.75)	4.08 (0.69)
Compensation	4.01 (0.59)	4.23 (0.61)	4.07 (0.62)	4.22 (0.56)	4.13 (0.56)	4.02 (0.62)
LBS-Options	3.14 (0.85)	3.54 (0.83)	3.36 (0.80)	3.17 (0.89)	3.31 (0.96)	3.35 (0.81)
LBS-Switch	3.05 (0.75)	3.12 (0.80)	3.08 (0.71)	2.98 (0.75)	3.05 (0.84)	3.14 (0.76)
Having a Career Goal	0.87 (0.34)	0.93 (0.25)	0.93 (0.25)	0.90 (0.29)	0.86 (0.35)	0.92 (0.28)
Career Purpose (have purpose)	15.33 (4.96)	17.34 (4.65)	16.42 (4.04)	15.38 (4.48)	17.06 (4.43)	15.55 (4.32)
Family	3.97 (0.90)	3.98 (0.89)	3.97 (0.84)	4.05 (0.85)	3.91 (0.97)	3.94 (0.86)
Entrepreneurial Parents (across all waves)	0.35 (0.48)	0.47 (0.50)	0.41 (0.49)	0.38 (0.49)	0.46 (0.50)	0.36 (0.48)

Table 30

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Social Entrepreneurial Intent on the Variable of Selection-Novel

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Low Decreasing	High Increasing	.00	-0.89
	Above-Average Slightly Decreasing	.00	-0.48
	Low Increasing	1.00	-0.16
	Above-Average Steep Decreasing	.00	-0.67
	Below-Average Slightly Decreasing	.00	-0.29
High Increasing	Above-Average Slightly Decreasing	.00	0.45
	Low Increasing	.00	0.75
	Above-Average Steep Decreasing	1.00	0.18
	Below-Average Slightly Decreasing	.00	0.60
Above-Average Slightly Decreasing	Low Increasing	.03	0.32
	Above-Average Steep Decreasing	1.00	-0.24
	Below-Average Slightly Decreasing	.23	0.17
Low Increasing	Above-Average Steep Decreasing	.01	-0.53
	Below-Average Slightly Decreasing	1.00	-0.14
Above-Average Steep Decreasing	Below Average Slightly Decreasing	.06	0.39

Table 31

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Social Entrepreneurial Intent on the Variable of Selection-Challenge

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Low Decreasing	High Increasing	.00	-0.58
	Above-Average Slightly Decreasing	.00	-0.29
	Low Increasing	.18	-0.27
	Above-Average Steep Decreasing	.05	-0.40
	Below-Average Slightly Decreasing	1.00	-0.11
High Increasing	Above-Average Slightly Decreasing	.00	0.31
	Low Increasing	.03	0.32
	Above-Average Steep Decreasing	1.00	0.20
	Below-Average Slightly Decreasing	.00	0.50
Above-Average Slightly Decreasing	Low Increasing	1.00	0.01
	Above-Average Steep Decreasing	1.00	-0.12
	Below-Average Slightly Decreasing	.18	0.19
Low Increasing	Above-Average Steep Decreasing	1.00	-0.13
	Below-Average Slightly Decreasing	1.00	0.17
Above-Average Steep Decreasing	Below Average Slightly Decreasing	.58	0.30

Table 32

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Social Entrepreneurial Intent on the Variable of Optimization-Novel

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Low Decreasing	High Increasing	.00	-0.75
	Above-Average Slightly Decreasing	.00	-0.45
	Low Increasing	.13	-0.29
	Above-Average Steep Decreasing	.36	-0.31
	Below-Average Slightly Decreasing	.00	-0.29
High Increasing	Above-Average Slightly Decreasing	.00	0.32
	Low Increasing	.00	0.50
	Above-Average Steep Decreasing	.01	0.45
	Below-Average Slightly Decreasing	.00	0.46
Above-Average Slightly Decreasing	Low Increasing	1.00	0.18
	Above-Average Steep Decreasing	1.00	0.14
	Below-Average Slightly Decreasing	.38	0.15
Low Increasing	Above-Average Steep Decreasing	1.00	-0.03
	Below-Average Slightly Decreasing	1.00	-0.02
Above-Average Steep Decreasing	Below Average Slightly Decreasing	1.00	0.02

Table 33

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Social Entrepreneurial Intent on the Variable of Optimization-Self Starter

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Low Decreasing	High Increasing	.00	-0.53
	Above-Average Slightly Decreasing	.00	-0.37
	Low Increasing	.15	-0.26
	Above-Average Steep Decreasing	.03	-0.41
	Below-Average Slightly Decreasing	1.00	-0.12
High Increasing	Above-Average Slightly Decreasing	.08	0.17
	Low Increasing	.18	0.27
	Above-Average Steep Decreasing	1.00	0.14
	Below-Average Slightly Decreasing	.00	0.44
Above-Average Slightly Decreasing	Low Increasing	1.00	0.11
	Above-Average Steep Decreasing	1.00	-0.03
	Below-Average Slightly Decreasing	.00	0.28
Low Increasing	Above-Average Steep Decreasing	1.00	-0.14
	Below-Average Slightly Decreasing	1.00	0.15
Above-Average Steep Decreasing	Below Average Slightly Decreasing	.43	0.31

Table 34

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Social Entrepreneurial Intent on the Variable of Optimization-Persistence

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Low Decreasing	High Increasing	1.00	-0.11
	Above-Average Slightly Decreasing	1.00	0.00
	Low Increasing	1.00	-0.15
	Above-Average Steep Decreasing	1.00	-0.01
	Below-Average Slightly Decreasing	1.00	-0.01
High Increasing	Above-Average Slightly Decreasing	1.00	0.11
	Low Increasing	1.00	-0.04
	Above-Average Steep Decreasing	1.00	0.10
	Below-Average Slightly Decreasing	1.00	0.10
Above-Average Slightly Decreasing	Low Increasing	1.00	-0.16
	Above-Average Steep Decreasing	1.00	-0.01
	Below-Average Slightly Decreasing	1.00	-0.01
Low Increasing	Above-Average Steep Decreasing	1.00	0.14
	Below-Average Slightly Decreasing	1.00	0.15
Above-Average Steep Decreasing	Below Average Slightly Decreasing	1.00	0.00

Table 35

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Social Entrepreneurial Intent on the Variable of Compensation

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Low Decreasing	High Increasing	0.00	-0.37
	Above-Average Slightly Decreasing	1.00	-0.10
	Low Increasing	0.02	-0.37
	Above-Average Steep Decreasing	1.00	-0.21
	Below-Average Slightly Decreasing	1.00	-0.02
High Increasing	Above-Average Slightly Decreasing	0.00	0.26
	Low Increasing	1.00	0.02
	Above-Average Steep Decreasing	1.00	0.17
	Below-Average Slightly Decreasing	0.00	0.34
Above-Average Slightly Decreasing	Low Increasing	0.41	-0.25
	Above-Average Steep Decreasing	1.00	-0.10
	Below-Average Slightly Decreasing	1.00	0.08
Low Increasing	Above-Average Steep Decreasing	1.00	0.16
	Below-Average Slightly Decreasing	0.07	0.34
Above-Average Steep Decreasing	Below Average Slightly Decreasing	1.00	0.19

Table 36

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Social Entrepreneurial Intent on the Variable of Loss Based Selection-Options

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Low Decreasing	High Increasing	0.00	-0.48
	Above-Average Slightly Decreasing	0.00	-0.27
	Low Increasing	1.00	-0.03
	Above-Average Steep Decreasing	1.00	-0.19
	Below-Average Slightly Decreasing	0.01	-0.25
High Increasing	Above-Average Slightly Decreasing	0.00	0.22
	Low Increasing	0.00	0.43
	Above-Average Steep Decreasing	0.59	0.26
	Below-Average Slightly Decreasing	0.01	0.23
Above-Average Slightly Decreasing	Low Increasing	0.48	0.22
	Above-Average Steep Decreasing	1.00	0.06
	Below-Average Slightly Decreasing	1.00	0.01
Low Increasing	Above-Average Steep Decreasing	1.00	-0.15
	Below-Average Slightly Decreasing	0.80	-0.21
Above-Average Steep Decreasing	Below Average Slightly Decreasing	1.00	-0.05

Table 37

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Social Entrepreneurial Intent on the Variable of Loss Based Selection-Switch

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Low Decreasing	High Increasing	1.00	-0.09
	Above-Average Slightly Decreasing	1.00	-0.04
	Low Increasing	1.00	0.09
	Above-Average Steep Decreasing	1.00	0.00
	Below-Average Slightly Decreasing	1.00	-0.12
High Increasing	Above-Average Slightly Decreasing	1.00	0.05
	Low Increasing	1.00	0.18
	Above-Average Steep Decreasing	1.00	0.08
	Below-Average Slightly Decreasing	1.00	-0.03
Above-Average Slightly Decreasing	Low Increasing	1.00	0.14
	Above-Average Steep Decreasing	1.00	0.04
	Below-Average Slightly Decreasing	1.00	-0.08
Low Increasing	Above-Average Steep Decreasing	1.00	-0.09
	Below-Average Slightly Decreasing	0.73	-0.22
Above-Average Steep Decreasing	Below Average Slightly Decreasing	1.00	-0.11

Table 38

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Social Entrepreneurial Intent on the Variable of Selected a Career Goal

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Low Decreasing	High Increasing	.00	-0.20
	Above-Average Slightly Decreasing	.00	-0.20
	Low Increasing	1.00	-0.09
	Above-Average Steep Decreasing	1.00	0.03
	Below-Average Slightly Decreasing	.19	-0.16
High Increasing	Above-Average Slightly Decreasing	1.00	0.00
	Low Increasing	1.00	0.11
	Above-Average Steep Decreasing	.67	0.23
	Below-Average Slightly Decreasing	1.00	0.04
Above-Average Slightly Decreasing	Low Increasing	1.00	0.11
	Above-Average Steep Decreasing	.67	0.23
	Below-Average Slightly Decreasing	1.00	0.04
Low Increasing	Above-Average Steep Decreasing	1.00	0.12
	Below-Average Slightly Decreasing	1.00	-0.07
Above-Average Steep Decreasing	Below Average Slightly Decreasing	1.00	-0.19

Table 39

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Social Entrepreneurial Intent on the Variable of Career Purpose

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Low Decreasing	High Increasing	.00	-0.42
	Above-Average Slightly Decreasing	.01	-0.24
	Low Increasing	1.00	-0.01
	Above-Average Steep Decreasing	.12	-0.37
	Below-Average Slightly Decreasing	1.00	-0.05
High Increasing	Above-Average Slightly Decreasing	.01	0.21
	Low Increasing	.00	0.43
	Above-Average Steep Decreasing	1.00	0.06
	Below-Average Slightly Decreasing	.00	0.40
Above-Average Slightly Decreasing	Low Increasing	.62	0.24
	Above-Average Steep Decreasing	1.00	-0.15
	Below-Average Slightly Decreasing	.13	0.21
Low Increasing	Above-Average Steep Decreasing	.44	-0.38
	Below-Average Slightly Decreasing	1.00	-0.04
Above-Average Steep Decreasing	Below Average Slightly Decreasing	.36	0.35

Table 40

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Social Entrepreneurial Intent on the Variable of Family Support

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Low Decreasing	High Increasing	1.00	-0.01
	Above-Average Slightly Decreasing	1.00	0.00
	Low Increasing	1.00	-0.09
	Above-Average Steep Decreasing	1.00	0.06
	Below-Average Slightly Decreasing	1.00	0.03
High Increasing	Above-Average Slightly Decreasing	1.00	0.01
	Low Increasing	1.00	-0.08
	Above-Average Steep Decreasing	1.00	0.08
	Below-Average Slightly Decreasing	1.00	0.05
Above-Average Slightly Decreasing	Low Increasing	1.00	-0.09
	Above-Average Steep Decreasing	1.00	0.07
	Below-Average Slightly Decreasing	1.00	0.03
Low Increasing	Above-Average Steep Decreasing	1.00	0.15
	Below-Average Slightly Decreasing	1.00	0.13
Above-Average Steep Decreasing	Below Average Slightly Decreasing	1.00	-0.03

Table 41

P-Values and Effect sizes for Mean Differences between the Six Trajectory Classes of Social Entrepreneurial Intent on the Variable of Entrepreneurial Parents

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Low Decreasing	High Increasing	.00	-0.25
	Above-Average Slightly Decreasing	.49	-0.12
	Low Increasing	1.00	-0.06
	Above-Average Steep Decreasing	1.00	-0.22
	Below-Average Slightly Decreasing	1.00	-0.02
High Increasing	Above-Average Slightly Decreasing	.82	0.12
	Low Increasing	1.00	0.18
	Above-Average Steep Decreasing	1.00	0.02
	Below-Average Slightly Decreasing	.01	0.22
Above-Average Slightly Decreasing	Low Increasing	1.00	0.06
	Above-Average Steep Decreasing	1.00	-0.10
	Below-Average Slightly Decreasing	1.00	0.10
Low Increasing	Above-Average Steep Decreasing	1.00	-0.16
	Below-Average Slightly Decreasing	1.00	0.04
Above-Average Steep Decreasing	Below Average Slightly Decreasing	1.00	0.20

Table 42

Logistic Regression Coefficients, Odds, and Odds Ratios for Six Trajectory Class Model of Social Entrepreneurial Intent with Demographic Variables as Covariates

	Trajectory Class					
	Below Average Slightly Decreasing	Above Average Steep Decreasing	High Increasing	Low Increasing	Above Average Slightly Decreasing	Low Decreasing
Intercept (individual at sample mean for all subscales)						
β_0s	-0.10	-1.57**	0.36*	-1.08*	0.07	ref
Odds	0.90	0.21	1.43	0.34	1.07	ref
β_0s	-0.16	-1.64**	0.30	-1.14*	ref	
Odds	0.85	0.19	1.35	0.32	ref	
β_0s	0.98*	-0.49	1.44**	ref		
Odds	2.66	0.61	4.22	ref		
β_0s	-0.46**	-1.93**	ref			
Odds	0.63	0.15	ref			
β_0s	1.47**	ref				
Odds	4.35	ref				
Asian compared to Caucasian						
β_1s	0.60	0.48	0.74*	-1.08	0.96**	ref
Odds Ratios	1.82	1.62	2.10	0.34	2.61	ref
β_1s	-0.36	-0.47	-0.22	-2.04	ref	
Odds Ratios	0.70	0.63	0.80	0.13	ref	
β_1s	1.68	1.57	1.82	ref		
Odds Ratios	5.37	4.81	6.17	ref		
β_1s	-0.14	-0.25	ref			
Odds Ratios	0.87	0.78	ref			
β_1s	0.11	ref				
Odds Ratios	1.12	ref				

Table 42 (Continued)

Black/Latino/Others compared to Caucasian						
β_1s	0.30	0.67	0.89**	0.29	0.35	ref
Odds Ratios	1.35	1.95	2.44	1.34	1.42	ref
β_1s	-0.05	0.32	0.54*	-0.07	ref	
Odds Ratios	0.95	1.38	1.72	0.93	ref	
β_1s	0.02	0.38	0.61	ref		
Odds Ratios	1.02	1.46	1.84	ref		
β_1s	-0.59**	-0.22	ref			
Odds Ratios	0.55	0.80	ref			
β_1s	-0.37	ref				
Odds Ratios	0.69	ref				
Women compared to Men						
β_1s	-0.37	-0.25	-0.73**	-0.17	-0.52*	ref
Odds Ratios	0.69	0.78	0.48	0.84	0.59	ref
β_1s	0.15	0.27	-0.21	0.35	ref	
Odds Ratios	1.16	1.31	0.81	1.42	ref	
β_1s	-0.20	-0.08	-0.56	ref		
Odds Ratios	0.82	0.92	0.57	ref		
β_1s	0.36*	0.48	ref			
Odds Ratios	1.43	1.62	ref			
β_1s	-0.12	ref				
Odds Ratios	0.89	ref				

Table 42 (Continued)

Lower SES compared to Upper-Middle						
β_1s	-0.03	0.94	0.61	-42.02**	0.61	ref
Odds Ratios	0.97	2.56	1.84	0.00	1.84	ref
β_1s	-0.64	0.33	0.00	-42.63**	ref	
Odds Ratios	0.53	1.39	1.00	0.00	ref	
β_1s	41.98**	42.00**	42.63**	ref		
Odds Ratios	1.70483E+18	1.73927E+18	3.26568E+18	ref		
β_1s	-0.64	0.34	ref			
Odds Ratios	0.53	1.40	ref			
β_1s	-0.98	ref				
Odds Ratios	0.38	ref				
Low-Middle SES compared to Upper-Middle						
β_1s	0.14	0.26	0.14	0.36	0.43	ref
Odds Ratios	1.15	1.30	1.15	1.43	1.54	ref
β_1s	-0.29	-0.17	-0.29	-0.07	ref	
Odds Ratios	0.75	0.84	0.75	0.93	ref	
β_1s	-0.22	-0.10	-0.22	ref		
Odds Ratios	0.80	0.90	0.80	ref		
β_1s	0.00	0.12	ref			
Odds Ratios	1.00	1.13	ref			
β_1s	-0.12	ref				
Odds Ratios	0.89	ref				

Table 42 (Continued)

Upper SES compared to Upper-Middle						
β_1s	0.02	0.73	0.79	0.68	-0.43	ref
Odds Ratios	1.02	2.08	2.20	1.97	0.65	ref
β_1s	0.45	1.16	1.22	1.11	ref	
Odds Ratios	1.57	3.19	3.39	3.03	ref	
β_1s	-0.67	0.05	0.11	ref		
Odds Ratios	0.51	1.05	1.12	ref		
β_1s	-0.78	-0.06	ref			
Odds Ratios	0.46	0.94	ref			
β_1s	-0.72	ref				
Odds Ratios	0.49	ref				

Note. ref = reference profile; *p<.01; **p<.001.

Table 43

Logistic Regression Coefficients, Odds, and Odds Ratios for Six Trajectory Class Model of Social Entrepreneurial Intent with EISR subscale

	Trajectory Classes					
	Below-Average Slightly Decreasing	Above- Average Steep Decreasing	High Increasing	Low Increasing	Above-Average Slightly Decreasing	Low Decreasing
Intercept (individual at sample mean for all subscales)						
β_0s	0.26	-0.83*	0.69**	-0.84*	0.56**	ref
Odds	1.30	0.44	1.99	0.43	1.75	ref
β_0s	-0.30*	-1.39**	0.13	-1.40**	ref	
Odds	0.74	0.25	1.14	0.25	ref	
β_0s	1.10**	0.01	1.53**	ref		
Odds	3.00	1.01	4.62	ref		
β_0s	-0.43**	-1.52**	ref			
Odds	0.65	0.22	ref			
β_0s	1.09**	ref				
Odds	2.97	ref				
Selection-Novel						
β_1s	0.67*	1.85**	1.42**	-0.003	0.92**	ref
Odds Ratios	1.95	6.36	4.14	1.00	2.51	ref
β_1s	-0.25	0.93	0.50*	-0.92	ref	
Odds Ratios	0.78	2.53	1.65	0.4	ref	
β_1s	0.67	1.85**	1.42**	ref		
Odds Ratios	1.95	6.36	4.14	ref		
β_1s	-0.75**	0.43	ref			
Odds Ratios	0.47	1.54	ref			
β_1s	-1.18*	ref				
Odds Ratios	0.31	ref				

Table 43 (Continued)

Selection-Challenge						
β_1s	-0.23	-0.47	-0.09	0.06	-0.14	ref
Odds Ratios	0.79	0.63	0.91	1.06	0.87	ref
β_1s	-0.09	-0.34	0.05	0.20	ref	
Odds Ratios	0.91	0.71	1.05	1.22	ref	
β_1s	-0.29	-0.54	-0.15	ref		
Odds Ratios	0.75	0.58	0.86	ref		
β_1s	-0.14	-0.39	ref			
Odds Ratios	0.87	0.68	ref			
β_1s	0.24	ref				
Odds Ratios	1.27	ref				
Optimization Novel						
β_1s	0.46	-0.17	0.74*	0.28	0.51	ref
Odds Ratios	1.58	0.84	2.10	1.32	1.67	ref
β_1s	-0.05	-0.67	0.24	-0.22	ref	
Odds Ratios	0.95	0.51	1.27	0.80	ref	
β_1s	0.18	-0.45	0.46	ref		
Odds Ratios	1.20	0.64	1.58	ref		
β_1s	-0.28	-0.91	ref			
Odds Ratios	0.76	0.40	ref			
β_1s	0.63	ref				
Odds Ratios	1.88	ref				

Table 43 (Continued)

Optimization-Self-Starter						
β_1s	0.26	1.17	0.75*	0.47	0.77**	ref
Odds Ratios	1.30	3.22	2.12	1.60	2.16	ref
β_1s	-0.51*	0.41	-0.02	-0.30	ref	
Odds Ratios	0.74	1.51	0.98	0.74	ref	
β_1s	-0.21	0.71	0.28	ref		
Odds Ratios	0.81	2.03	1.32	ref		
β_1s	-0.49*	0.43	ref			
Odds Ratios	0.61	1.54	ref			
β_1s	-0.92	ref				
Odds Ratios	0.40	ref				
Optimization-Persistence						
β_1s	-0.30	-1.09	-0.78*	-0.45	-0.70*	ref
Odds Ratios	0.74	0.34	0.46	0.64	0.50	ref
β_1s	0.34	-0.4	-0.09	0.25	ref	
Odds Ratios	1.40	0.67	0.91	1.28	ref	
β_1s	0.15	-0.64	-0.33	ref		
Odds Ratios	1.16	0.53	0.72	ref		
β_1s	0.48*	-0.31	ref			
Odds Ratios	1.62	0.73	ref			
β_1s	0.79	ref				
Odds Ratios	2.2	ref				

Table 43 (Continued)

Compensation						
β_1s	-0.36	-0.24	-0.25	0.84*	-0.56*	ref
Odds Ratios	0.70	0.79	0.78	2.32	0.57	ref
β_1s	0.20	0.32	0.31	1.40**	ref	
Odds Ratios	1.22	1.38	1.36	4.06	ref	
β_1s	-1.21**	-1.08	-1.09*	ref		
Odds Ratios	0.30	0.34	0.34	ref		
β_1s	-0.12	0.01	ref			
Odds Ratios	0.89	1.01	ref			
β_1s	-0.12	ref				
Odds Ratios	0.89	ref				
LBS-Options						
β_1s	0.29	0.44	0.46*	0.11	0.30	ref
Odds Ratios	1.34	1.55	1.58	1.12	1.35	ref
β_1s	-0.01	0.15	0.16	-0.19	ref	
Odds Ratios	0.99	1.16	1.17	0.83	ref	
β_1s	0.18	0.33	0.35	ref		
Odds Ratios	1.20	1.39	1.42	ref		
β_1s	-0.17	-0.02	ref			
Odds Ratios	0.84	0.98	ref			
β_1s	-0.15	ref				
Odds Ratios	0.86	ref				

Table 43 (Continued)

LBS-Switch						
β_1s	-0.03	-0.25	-0.26	0.21	-0.20	ref
Odds Ratios	0.97	0.78	0.77	1.23	0.82	ref
β_1s	0.17	-0.05	-0.06	-0.01	ref	
Odds Ratios	1.19	0.95	0.94	0.99	ref	
β_1s	0.18	-0.04	-0.05	ref		
Odds Ratios	1.20	0.96	0.95	ref		
β_1s	0.23	0.01	ref			
Odds Ratios	1.26	1.01	ref			
β_1s	0.22	ref				
Odds Ratios	1.25	ref				

Note. ref = reference profile; *p<.01; **p<.001.

Table 44

Logistic Regression Coefficients, Odds, and Odds Ratios for Six Trajectory Class Model of Social Entrepreneurial Intent treating Purpose as a Dichotomous variable and as a Covariate

	Trajectory Classes					
	Below-Average Slightly Decreasing	Above- Average Steep Decreasing	High Increasing	Low Increasing	Above- Average Slightly Decreasing	Low Decreasing
Intercept (individual at sample mean for all subscales)						
β_0s	-0.61	-0.95	-0.25	-1.21	-0.71	ref
Odds	0.54	0.39	0.78	0.3	0.49	ref
β_0s	0.09	-0.24	0.46	-0.51	ref	
Odds	1.09	0.79	1.58	0.6	ref	
β_0s	0.6	0.26	0.96	ref		
Odds	1.82	1.3	2.61	ref		
β_0s	-0.36	-0.7	ref			
Odds	0.7	0.5	ref			
β_0s	0.34	ref				
Odds	1.4	ref				
Purpose-Dichotomous						
β_1s	0.57	-0.06	0.80*	0.25	0.98*	ref
Odds Ratios	1.77	0.94	2.23	1.28	2.66	ref
β_1s	-0.41	-1.04	-0.18	-0.73	ref	
Odds Ratios	0.66	0.35	0.84	0.48	ref	
β_1s	0.32	-0.31	0.56	ref		
Odds Ratios	1.38	0.73	1.75	ref		
β_1s	-0.23	-0.86	ref			
Odds Ratios	0.79	0.42	ref			
β_1s	0.63	ref				
Odds Ratios	1.88	ref				

Note. ref = reference profile; *p<.01; **p<.001.

Table 45

Logistic Regression Coefficients, Odds, and Odds Ratios for Six Trajectory Class Model of Social Entrepreneurial Intent with mean-centered Purpose subscale

	Trajectory Classes					
	Below-Average Slightly Decreasing	Above- Average Steep Decreasing	High Increasing	Low Increasing	Above- Average Slightly Decreasing	Low Decreasing
Intercept (individual at sample mean for all subscales)						
β_0s	0.03	-0.97**	0.60**	-0.91	0.36**	ref
Odds	1.03	0.38	1.82	0.40	1.43	ref
β_0s	-0.33*	-1.33**	0.24*	-1.27*	ref	
Odds	0.72	0.26	1.27	0.28	ref	
β_0s	0.94**	-0.06	1.51**	ref		
Odds	2.56	0.94	4.53	ref		
β_0s	-0.57**	-1.57**	ref			
Odds	0.57	0.21	ref			
β_0s	0.99*	ref				
Odds	2.69	ref				
Purpose (Mean-Centered)						
β_1s	0.04	0.18*	0.14**	0.03	0.09**	ref
Odds Ratios	1.04	1.20	1.15	1.03	1.09	ref
β_1s	-0.05*	0.09	0.05*	-0.06	ref	
Odds Ratios	0.95	1.09	1.05	0.94	ref	
β_1s	0.01	0.14*	0.11**	ref		
Odds Ratios	1.01	1.15	1.12	ref		
β_1s	-0.10**	0.04	ref			
Odds Ratios	0.90	1.04	ref			
β_1s	-0.14*	ref				
Odds Ratios	0.87	ref				

Note. ref = reference profile; *p<.01; **p<.001.

Table 46

Logistic Regression Coefficients, Odds, and Odds Ratios for Six Trajectory Class Model of Social Entrepreneurial Intent with Influential Adults subscales as Covariates

	Trajectory Classes					
	Below- Average Slightly Decreasing	Above-Average Steep Decreasing	High Increasing	Low Increasing	Above-Average Slightly Decreasing	Low Decreasing
Intercept (individual at sample mean for all subscales)						
β_0s	-0.13	-1.34**	0.213	-0.99**	0.03	ref
Odds	0.88	0.26	1.24	0.37	1.03	ref
β_0s	-0.15	-1.36**	0.19	-1.01**	ref	
Odds	0.86	0.26	1.21	0.36	ref	
β_0s	0.86**	-0.35	1.2	ref		
Odds	2.36	0.7	3.32	ref		
β_0s	-0.34*	-1.55**	ref			
Odds	0.71	0.21	ref			
β_0s	1.21	ref				
Odds	3.35	ref				
Family						
β_1s	-0.06	-0.10	-0.02	0.14	0.49	ref
Odds Ratios	0.94	0.90	0.98	1.15	1.63	ref
β_1s	-0.02	-0.05	0.02	0.18	ref	
Odds Ratios	0.98	0.95	1.02	1.20	ref	
β_1s	-0.20	-0.23	-0.16	ref		
Odds Ratios	0.82	0.79	0.85	ref		
β_1s	-0.04	-0.07	ref			
Odds Ratios	0.96	0.93	ref			
β_1s	0.03	ref				
Odds Ratios	1.03	ref				

Table 46 (Continued)

Entrepreneurial Parent						
β_1s	0.16	0.94	0.71*	0.14	0.49	ref
Odds Ratios	1.17	2.56	2.03	1.15	1.63	ref
β_1s	-0.33	0.45	0.22	-0.35	ref	
Odds Ratios	0.72	1.57	1.25	0.70	ref	
β_1s	0.02	0.80	0.57	ref		
Odds Ratios	1.02	2.23	1.77	ref		
β_1s	-0.55*	0.23	ref			
Odds Ratios	0.58	1.26	ref			
β_1s	-0.78	ref				
Odds Ratios	0.46	ref				

Note. ref = reference profile; *p<.01; **p<.001.

Table 47

Logistic Regression Coefficients Odds, and Odds Ratios for Six Trajectory Class Model of Social Entrepreneurial Intent with Demographic and Predictor Variables as Covariates

	Trajectory Class					
	Low Decreasing	High Increasing	Above-Average Slightly Decreasing	Low Increasing	Above-Average Steep Decreasing	Below-Average Slightly Decreasing
Intercept (individual who identifies as a White man and scores at the sample mean for all continuous variables)						
β_0s	-0.07	0.37	0.35	-1.35**	-2.46**	ref
Odds	0.93	1.45	1.42	0.26	0.09	ref
β_0s	2.53**	2.83**	2.81**	1.11	ref	
Odds	12.55	16.95	16.61	3.03	ref	
β_0s	1.42**	1.72**	1.70**	ref		
Odds	4.14	5.58	5.47	ref		
β_0s	-0.28	0.02	ref			
Odds	0.76	1.02	ref			
β_0s	-0.30	ref				
Odds	0.74	ref				
Asian compared to Caucasian						
β_1s	-0.72*	0.35	0.29	-0.91	0.08	ref
Odds Ratios	0.50	1.41	1.33	0.40	1.09	ref
β_1s	-0.80	0.26	0.21	-1.00	ref	
Odds Ratios	0.45	1.30	1.23	0.40	ref	
β_1s	0.20	1.26*	1.20*	ref		
Odds Ratios	1.22	3.52	3.33	ref		
β_1s	-1.01**	0.06	ref			
Odds Ratios	0.37	1.06	ref			
β_1s	-1.06**	ref				
Odds Ratios	0.35	ref				

Table 47 (Continued)

Black/Latino/Others compared to Caucasian						
β_1s	-0.25	0.44	0.01	-0.02	0.02	ref
Odds Ratios	0.78	1.55	1.01	0.98	1.02	ref
β_1s	-0.27	0.42	-0.001	-0.04	ref	
Odds Ratios	0.76	1.53	1.00	0.96	ref	
β_1s	-0.23	0.46	0.04	ref		
Odds Ratios	0.79	1.59	1.04	ref		
β_1s	-0.27	0.42*	ref			
Odds Ratios	0.77	1.53	ref			
β_1s	-0.69**	ref				
Odds Ratios	0.50	ref				
Lower SES compared to Upper-Middle						
β_1s	-0.02	0.82	0.50	0.20	1.00	ref
Odds Ratios	0.98	2.27	1.62	1.21	2.73	ref
β_1s	-1.03	-0.18	-0.51	-0.82	ref	
Odds Ratios	0.36	0.83	0.60	0.44	ref	
β_1s	-0.21	0.63	0.31	ref		
Odds Ratios	0.81	1.88	1.36	ref		
β_1s	-0.52	0.32	ref			
Odds Ratios	0.60	1.38	ref			
β_1s	-0.84	ref				
Odds Ratios	0.43	ref				

Table 47 (Continued)

Low-Middle SES compared to Upper-Middle						
β_1s	0.01	0.09	0.30	0.50	-0.11	ref
Odds Ratios	1.01	1.09	1.35	1.64	0.89	ref
β_1s	0.12	0.20	0.41	0.61	ref	
Odds Ratios	1.13	1.22	1.51	1.83	ref	
β_1s	-0.48	-0.41	-0.20	ref		
Odds Ratios	0.62	0.67	0.82	ref		
β_1s	-0.28	-0.21	ref			
Odds Ratios	0.75	0.81	ref			
β_1s	-0.07	ref				
Odds Ratios	0.93	ref				
Upper SES compared to Upper-Middle						
β_1s	0.30	0.08	-0.23	0.65	0.67	ref
Odds Ratios	1.36	1.09	0.80	1.99	1.96	ref
β_1s	-0.37	-0.59	-0.90	-0.02	ref	
Odds Ratios	0.70	0.56	0.41	0.98	ref	
β_1s	-0.34	-0.57	-0.87	ref		
Odds Ratios	0.71	0.57	0.42	ref		
β_1s	0.53	0.31	ref			
Odds Ratios	1.70	1.36	ref			
β_1s	0.22	ref				
Odds Ratios	1.25	ref				

Table 47 (Continued)

Women compared to Men						
β_1s	0.46	-0.23	-0.22	0.15	0.61	ref
Odds Ratios	1.58	0.77	0.80	1.16	1.85	ref
β_1s	-0.16	-0.88*	-0.83	-0.47	ref	
Odds Ratios	0.86	0.42	0.44	0.63	ref	
β_1s	0.31	-0.41	-0.36	ref		
Odds Ratios	1.37	0.66	0.70	ref		
β_1s	0.68**	-0.05	ref			
Odds Ratios	1.97	0.96	ref			
β_1s	0.72**	ref				
Odds Ratios	2.06	ref				
Selection-Novel						
β_1s	-0.50*	0.51*	0.06	-0.52	0.61	ref
Odds Ratios	0.63	1.67	1.07	0.59	1.99	ref
β_1s	-1.16*	-0.18	-0.63	-1.21*	ref	
Odds Ratios	0.31	0.84	0.54	0.30	ref	
β_1s	0.05	1.03**	0.59*	ref		
Odds Ratios	1.05	2.81	1.79	ref		
β_1s	-0.53**	0.45**	ref			
Odds Ratios	0.59	1.57	ref			
β_1s	-0.98**	ref				
Odds Ratios	0.38	ref				

Table 47 (Continued)

Selection-Challenge						
β_1s	0.18	0.10	0.12	0.26	0.18	ref
Odds Ratios	1.19	1.11	1.13	1.30	1.20	ref
β_1s	-0.01	-0.08	-0.06	0.08	ref	
Odds Ratios	0.99	0.92	0.94	1.08	ref	
β_1s	-0.08	-0.16	-0.14	ref		
Odds Ratios	0.92	0.85	0.87	ref		
β_1s	0.06	-0.02	ref			
Odds Ratios	1.06	0.98	ref			
β_1s	0.08	ref				
Odds Ratios	1.08	ref				
Optimization-Novel						
β_1s	-0.30	0.35	0.10	-0.11	-0.52	ref
Odds Ratios	0.74	1.42	1.11	0.89	0.59	ref
β_1s	0.23	0.87*	0.62	0.40	ref	
Odds Ratios	1.25	2.40	1.87	1.51	ref	
β_1s	-0.19	0.47	0.21	ref		
Odds Ratios	0.83	1.59	0.87	ref		
β_1s	-0.40*	0.25	ref			
Odds Ratios	0.67	1.29	ref			
β_1s	-0.65**	ref				
Odds Ratios	0.52	ref				

Table 47 (Continued)

Optimization Self-Starter						
β_1s	-0.05	0.41*	0.48*	0.24	0.62	ref
Odds Ratios	0.95	1.50	1.61	1.27	1.86	ref
β_1s	-0.67	-0.21	-0.15	-0.38	ref	
Odds Ratios	0.51	0.81	0.87	0.68	ref	
β_1s	-0.29	0.17	0.24	ref		
Odds Ratios	0.75	1.19	1.24	ref		
β_1s	-0.52**	-0.07	ref			
Odds Ratios	0.59	0.93	ref			
β_1s	-0.45*	ref				
Odds Ratios	0.64	ref				
Optimization-Persistence						
β_1s	0.03	-0.37*	-0.39*	-0.12	-0.38	ref
Odds Ratios	1.03	0.69	0.68	0.89	0.68	ref
β_1s	0.41	0.02	-0.003	0.27	ref	
Odds Ratios	1.50	1.02	1.00	1.31	ref	
β_1s	0.14	-0.25	-0.27	ref		
Odds Ratios	1.15	0.78	0.76	ref		
β_1s	0.41*	0.02	ref			
Odds Ratios	1.51	1.02	ref			
β_1s	0.39*	ref				
Odds Ratios	1.48	ref				

Table 47 (Continued)

Compensation						
β_1s	0.45*	0.10	-0.01	0.88**	0.05	ref
Odds Ratios	1.57	1.11	0.99	2.43	1.05	ref
β_1s	0.40	0.05	-0.06	0.84	ref	
Odds Ratios	1.49	1.05	0.94	2.31	ref	
β_1s	-0.43	-0.78*	-0.90**	ref		
Odds Ratios	0.65	0.46	0.41	ref		
β_1s	0.46*	0.11	ref			
Odds Ratios	1.59	1.12	ref			
β_1s	0.35	ref				
Odds Ratios	1.42	ref				
LBS-Options						
β_1s	-0.21	0.09	-0.04	-0.14	-0.09	ref
Odds Ratios	0.81	1.10	0.97	0.87	0.91	ref
β_1s	-0.12	0.18	0.06	-0.05	ref	
Odds Ratios	0.89	1.20	1.06	0.95	ref	
β_1s	-0.07	0.23	0.11	ref		
Odds Ratios	0.93	1.26	1.11	ref		
β_1s	-0.18	0.13	ref			
Odds Ratios	0.84	1.14	ref			
β_1s	-0.30*	ref				
Odds Ratios	0.74	ref				

Table 47 (Continued)

LBS-Switch						
β_1s	-0.01	-0.11	-0.09	-0.14	0.04	ref
Odds Ratios	0.99	0.90	0.91	0.87	1.04	ref
β_1s	-0.05	-0.15	-0.13	-0.18	ref	
Odds Ratios	0.96	0.86	0.88	0.84	ref	
β_1s	0.13	0.04	0.05	ref		
Odds Ratios	1.14	1.04	1.05	ref		
β_1s	0.08	-0.02	ref			
Odds Ratios	1.09	0.99	ref			
β_1s	0.10	ref				
Odds Ratios	1.10	ref				
Career Purpose (present)						
β_1s	-0.02	0.05	0.03	-0.05	0.05	ref
Odds Ratios	0.98	1.05	1.03	0.96	1.05	ref
β_1s	-0.06	0.00	-0.02	-0.09	ref	
Odds Ratios	0.94	1.00	0.99	0.91	ref	
β_1s	0.03	0.09*	0.08*	ref		
Odds Ratios	1.03	1.10	1.08	ref		
β_1s	-0.05	0.02	ref			
Odds Ratios	0.96	1.02	ref			
β_1s	-0.06*	ref				
Odds Ratios	0.94	ref				

Table 47 (Continued)

Family Support						
β_1s	-0.05	0.02	0.07	0.01	-0.14	ref
Odds Ratios	0.95	1.02	1.07	1.01	0.87	ref
β_1s	0.09	0.17	0.21	0.15	ref	
Odds Ratios	1.10	1.18	1.23	1.16	ref	
β_1s	-0.06	0.02	0.06	ref		
Odds Ratios	0.95	1.02	1.06	ref		
β_1s	-0.12	-0.04	ref			
Odds Ratios	0.89	0.96	ref			
β_1s	-0.07	ref				
Odds Ratios	0.93	ref				
Entrepreneurial Parents						
β_1s	-0.11	0.41	0.22	-0.06	0.47	ref
Odds Ratios	0.90	1.50	1.25	0.94	1.61	ref
β_1s	-0.58	-0.07	-0.25	-0.54	ref	
Odds Ratios	0.56	0.93	0.78	0.59	ref	
β_1s	-0.05	0.47	0.28	ref		
Odds Ratios	0.95	1.60	1.33	ref		
β_1s	0.33	0.19	ref			
Odds Ratios	0.72	1.20	ref			
β_1s	-0.52*	ref				
Odds Ratios	0.60	ref				

Note. ref = reference profile; *p<.01; **p<.001.

Table 48

Descriptive Information for Demographic, Outcome, and Predictor Variables for the Seven Trajectory Class Model of Intrapreneurial Intent

	Above-Average Increasing	Low to Average Increasing	Below-Average Decreasing	Low to Above Average Increasing	Low to High Increasing	High Increasing	Above-Average Decreasing
Number of Participants per class	889	109	932	61	20	293	687
Demographic Information							
Sex							
Male	387 (43.53%)	43 (39.45%)	270 (28.97%)	22 (36.07%)	9 (45.00%)	144 (49.15%)	265 (42.94%)
Female	498 (56.02%)	66 (60.55%)	656 (70.36%)	39 (63.93%)	11 (55.00%)	148 (50.52%)	421 (61.28%)
Race/Ethnicity							
Black/Latino/Other/etc.	238 (26.77%)	26 (23.85%)	199 (21.35%)	14 (22.95%)	5 (25.00%)	81 (27.65%)	140 (20.38%)
Asian	150 (16.87%)	12 (11.01%)	132 (14.16%)	11 (18.03%)	6 (30.00%)	59 (20.14%)	145 (21.11%)
Caucasian	501 (56.36%)	71 (65.14%)	601 (64.48%)	36 (59.02%)	9 (24.00%)	153 (52.22%)	402 (58.52%)
Primary Caregivers Education							
8th Grade or Less	17 (1.91%)	4 (3.67%)	10 (1.07%)	1 (1.64%)	0 (0.0%)	7 (2.39%)	13 (1.89%)
Some High School	20 (2.25%)	3 (2.75%)	15 (1.61%)	1 (1.64%)	1 (5.00%)	3 (1.02%)	16 (2.33%)
High School Diploma/GED	70 (7.87%)	16 (14.68%)	75 (8.05%)	2 (3.28%)	3 (15.00%)	34 (11.60%)	61 (8.88%)
2-Year Degree	63 (7.09%)	8 (7.34%)	67 (7.19%)	2 (3.28%)	0 (0.0%)	25 (8.53%)	59 (8.59%)
Some College	97 (10.91%)	13 (11.03%)	65 (6.97%)	3 (4.92%)	7 (35.00%)	23 (7.85%)	61 (8.88%)
4-Year College Degree	244 (27.45%)	27 (24.77%)	249 (26.72%)	15 (24.59%)	6 (30.00%)	69 (23.55%)	173 (25.18%)
Graduate Degree	247 (27.78%)	30 (27.52%)	313 (33.58%)	31 (50.82%)	1 (5.00%)	81 (27.65%)	185 (26.93%)
Not Sure	3 (0.34%)	0 (0.0%)	2 (0.21%)	0 (0.0%)	0 (0.0%)	3 (1.02%)	7 (1.02%)
Other	5 (0.56%)	0 (0.0%)	5 (0.54%)	0 (0.0%)	0 (0.0%)	3 (1.02%)	3 (0.44%)

Table 48 (Continued)

Economic Status							
Low	57 (6.41%)	6 (5.50%)	47 (5.04%)	2 (3.28%)	2 (10.00%)	17 (5.80%)	35 (5.09%)
Low-Middle	261 (29.36%)	37 (33.94%)	240 (25.75%)	11 (18.03%)	6 (30.00%)	78 (26.62%)	218 (31.73%)
Upper-Middle	299 (33.63%)	49 (44.95%)	479 (51.39%)	38 (62.30%)	7 (35.00%)	146 (49.83%)	325 (47.31%)
Upper	28 (3.15%)	3 (2.75%)	24 (2.58%)	3 (4.92%)	0 (0.0%)	11 (3.75%)	12 (1.75%)
Outcome Variables							
Entrepreneurial Intent							
W1 Change the way a business or an organization runs	3.18 (1.34)	1.65 (0.98)	2.05 (1.24)	1.41 (0.79)	1.79 (1.31)	3.53 (1.28)	2.99 (1.22)
W2 Change the way a business or an organization runs	2.96 (1.30)	1.84 (1.17)	1.80 (1.11)	1.62 (1.01)	2.06 (1.26)	3.53 (1.35)	2.76 (1.22)
W3 Change the way a business or an organization runs	3.02 (1.28)	2.33 (1.21)	1.59 (1.00)	1.96 (1.17)	3.10 (1.45)	3.79 (1.22)	2.80 (1.11)

Table 48 (Continued)

Predictor Variables (Wave 1)							
ISR							
Selection-Novel	3.94 (0.67)	3.49 (0.74)	3.52 (0.78)	3.65 (0.68)	4.12 (0.71)	4.28 (0.62)	3.72 (0.67)
Selection-Challenge	4.03 (0.66)	3.80 (0.73)	3.75 (0.78)	3.63 (0.89)	4.10 (0.86)	4.28 (0.66)	3.82 (0.68)
Optimization-Novel	3.80 (0.64)	3.40 (0.66)	3.45 (0.66)	3.47 (0.66)	3.93 (0.64)	4.06 (0.67)	3.66 (0.64)
Optimization-Self Starter	4.02 (0.69)	3.64 (0.71)	3.76 (0.77)	3.70 (0.87)	3.57 (1.02)	4.27 (0.71)	3.89 (0.67)
Optimization-Persistence	4.12 (0.69)	4.00 (0.78)	4.04 (0.76)	3.98 (0.88)	3.96 (1.25)	4.28 (0.70)	4.11 (0.68)
Compensation	4.17 (0.57)	4.13 (0.57)	4.00 (0.64)	3.98 (0.68)	4.13 (0.72)	4.35 (0.60)	4.07 (0.61)
LBS-Options	3.47 (0.83)	3.14 (0.82)	3.18 (0.87)	3.31 (0.73)	3.64 (0.99)	3.60 (0.85)	3.36 (0.77)
LBS-Switch	3.13 (0.76)	2.95 (0.69)	3.06 (0.77)	3.11 (0.86)	3.36 (1.08)	3.20 (0.87)	3.05 (0.69)
Dichotomous Purpose	0.94 (0.24)	0.92 (0.27)	0.89 (0.31)	0.81 (0.39)	0.86 (0.36)	0.93 (0.26)	0.90 (0.30)
Career Purpose (have purpose)	16.75 (4.30)	14.96 (4.53)	15.70 (4.82)	15.03 (5.26)	14.82 (5.35)	17.83 (4.34)	16.23 (4.48)
Family	3.98 (0.84)	3.88 (1.02)	3.97 (0.90)	3.99 (0.78)	3.90 (0.98)	3.98 (0.91)	3.98 (0.84)
Entrepreneurial Parents (across all waves)	0.43 (0.50)	0.42 (0.50)	0.36 (0.48)	0.39 (0.49)	0.33 (0.49)	0.51 (0.50)	0.39 (0.49)

Table 49

P-Values and Effect sizes for Mean Differences among the Seven Trajectory Classes of Intrapreneurial Intent for the Variable of Selection-Novel

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Above-Average increasing	Low to Average Increasing	.00	0.63
	Below-Average Decreasing	.00	0.58
	Low to Above-Average Increasing	.12	0.43
	Low to High Increasing	1.00	-0.26
	High Increasing	.00	-0.53
	Above-Average Decreasing	.00	0.33
Low to Average Increasing	Below-Average Decreasing	1.00	-0.04
	Low to Above-Average Increasing	1.00	-0.23
	Low to High Increasing	.04	-0.87
	High Increasing	.00	-1.16
	Above-Average Decreasing	.09	-0.32
Below-Average Decreasing	Low to Above Average Increasing	1.00	-0.18
	Low to High Increasing	.03	-0.80
	High Increasing	.00	-1.08
	Above-Average Decreasing	.00	-0.28
Low to Above-Average Increasing	Low to High Increasing	.57	-0.68
	High Increasing	.00	-0.97
	Above-Average Decreasing	1.00	-0.10
Low to High Increasing	High Increasing	1.00	-0.24
	Above-Average Decreasing	.80	0.58
High Increasing	Above-Average Decreasing	.00	0.87

Table 50
P-Values and Effect sizes for Mean Differences among the Seven Trajectory Classes of Intrapreneurial Intent for the Variable of Selection-Challenge

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Above-Average increasing	Low to Average Increasing	.12	0.33
	Below-Average Decreasing	.00	0.39
	Low to Above-Average Increasing	.01	0.51
	Low to High Increasing	1.00	-0.09
	High Increasing	.00	-0.38
	Above-Average Decreasing	.00	0.31
Low to Average Increasing	Below-Average Decreasing	1.00	0.07
	Low to Above-Average Increasing	1.00	0.21
	Low to High Increasing	1.00	-0.38
	High Increasing	.00	-0.69
	Above-Average Decreasing	1.00	-0.03
Below-Average Decreasing	Low to Above Average Increasing	1.00	0.14
	Low to High Increasing	1.00	-0.42
	High Increasing	.00	-0.73
	Above-Average Decreasing	1.00	-0.10
Low to Above-Average Increasing	Low to High Increasing	.70	-0.54
	High Increasing	.00	-0.83
	Above-Average Decreasing	1.00	-0.24
Low to High Increasing	High Increasing	1.00	-0.23
	Above-Average Decreasing	1.00	0.36
High Increasing	Above-Average Decreasing	.00	0.69

Table 51
P-Values and Effect sizes for Mean Differences among the Seven Trajectory Classes of Intrapreneurial Intent for the Variable of Optimization-Novel

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Above-Average increasing	Low to Average Increasing	.00	0.62
	Below-Average Decreasing	.00	0.54
	Low to Above-Average Increasing	.02	0.51
	Low to High Increasing	1.00	-0.20
	High Increasing	.00	-0.40
	Above-Average Decreasing	.02	0.22
Low to Average Increasing	Below-Average Decreasing	1.00	-0.08
	Low to Above-Average Increasing	1.00	-0.11
	Low to High Increasing	.11	-0.82
	High Increasing	.00	-0.99
	Above-Average Decreasing	.01	-0.40
Below-Average Decreasing	Low to Above Average Increasing	1.00	-0.03
	Low to High Increasing	.15	-0.74
	High Increasing	.00	-0.92
	Above-Average Decreasing	.00	-0.32
Low to Above-Average Increasing	Low to High Increasing	.43	-0.71
	High Increasing	.00	-0.89
	Above-Average Decreasing	1.00	-0.29
Low to High Increasing	High Increasing	1.00	-0.20
	Above-Average Decreasing	1.00	0.42
High Increasing	Above-Average Decreasing	.00	0.61

Table 52
P-Values and Effect sizes for Mean Differences among Seven Trajectory Classes of Intrapreneurial Intent for the Variable of Optimization-Self Starter

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Above-Average increasing	Low to Average Increasing	.00	0.54
	Below-Average Decreasing	.00	0.36
	Low to Above-Average Increasing	.08	0.41
	Low to High Increasing	.46	0.52
	High Increasing	.00	-0.36
	Above-Average Decreasing	.05	0.19
Low to Average Increasing	Below-Average Decreasing	1.00	-0.16
	Low to Above-Average Increasing	1.00	-0.08
	Low to High Increasing	1.00	0.08
	High Increasing	.00	-0.89
	Above-Average Decreasing	.07	-0.36
Below-Average Decreasing	Low to Above Average Increasing	1.00	0.07
	Low to High Increasing	1.00	0.21
	High Increasing	.00	-0.69
	Above-Average Decreasing	.05	-0.18
Low to Above-Average Increasing	Low to High Increasing	1.00	0.14
	High Increasing	.00	-0.72
	Above-Average Decreasing	1.00	-0.24
Low to High Increasing	High Increasing	.01	-0.80
	Above-Average Decreasing	1.00	-0.37
High Increasing	Above-Average Decreasing	.00	0.55

Table 53
P-Values and Effect sizes for Mean Differences among the Seven Trajectory Classes of Intrapreneurial Intent for the Variable of Optimization-Persistence

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Above-Average increasing	Low to Average Increasing	1.00	0.16
	Below-Average Decreasing	0.74	0.11
	Low to Above-Average Increasing	1.00	0.18
	Low to High Increasing	1.00	0.16
	High Increasing	0.14	-0.23
	Above-Average Decreasing	1.00	0.01
Low to Average Increasing	Below-Average Decreasing	1.00	-0.05
	Low to Above-Average Increasing	1.00	0.02
	Low to High Increasing	1.00	0.04
	High Increasing	0.05	-0.38
	Above-Average Decreasing	1.00	-0.15
Below-Average Decreasing	Low to Above Average Increasing	1.00	0.07
	Low to High Increasing	1.00	0.08
	High Increasing	0.00	-0.33
	Above-Average Decreasing	1.00	-0.10
Low to Above-Average Increasing	Low to High Increasing	1.00	0.02
	High Increasing	0.21	-0.38
	Above-Average Decreasing	1.00	-0.17
Low to High Increasing	High Increasing	1.00	-0.32
	Above-Average Decreasing	1.00	-0.15
High Increasing	Above-Average Decreasing	0.12	0.25

Table 54
P-Values and Effect sizes for Mean Differences among the Seven Trajectory Classes of Intrapreneurial Intent for the Variable of Compensation

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Above-Average increasing	Low to Average Increasing	1.00	0.07
	Below-Average Decreasing	0.00	0.28
	Low to Above-Average Increasing	0.86	0.3
	Low to High Increasing	1.00	0.06
	High Increasing	0.00	-0.31
	Above-Average Decreasing	0.25	0.17
Low to Average Increasing	Below-Average Decreasing	1.00	0.21
	Low to Above-Average Increasing	1.00	0.24
	Low to High Increasing	1.00	0
	High Increasing	0.12	-0.38
	Above-Average Decreasing	1.00	0.1
Below-Average Decreasing	Low to Above Average Increasing	1.00	0.03
	Low to High Increasing	1.00	-0.19
	High Increasing	0.00	-0.56
	Above-Average Decreasing	1.00	0.03
Low to Above-Average Increasing	Low to High Increasing	1.00	-0.21
	High Increasing	0.00	-0.58
	Above-Average Decreasing	1.00	-0.14
Low to High Increasing	High Increasing	1.00	-0.33
	Above-Average Decreasing	1.00	0.09
High Increasing	Above-Average Decreasing	0.00	0.46

Table 55

P-Values and Effect sizes for Mean Differences among the Seven Trajectory Classes of Intrapreneurial Intent for the Variable of Loss Based Selection-Options

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Above-Average increasing	Low to Average Increasing	.01	0.40
	Below-Average Decreasing	.00	0.34
	Low to Above-Average Increasing	1.00	0.20
	Low to High Increasing	1.00	-0.19
	High Increasing	1.00	-0.15
	Above-Average Decreasing	.57	0.14
Low to Average Increasing	Below-Average Decreasing	1.00	-0.05
	Low to Above-Average Increasing	1.00	-0.22
	Low to High Increasing	.73	-0.55
	High Increasing	.00	-0.55
	Above-Average Decreasing	.47	-0.28
Below-Average Decreasing	Low to Above Average Increasing	1.00	-0.16
	Low to High Increasing	.79	-0.49
	High Increasing	.00	-0.49
	Above-Average Decreasing	.01	-0.22
Low to Above-Average Increasing	Low to High Increasing	1.00	-0.38
	High Increasing	.64	-0.37
	Above-Average Decreasing	1.00	-0.07
Low to High Increasing	High Increasing	1.00	0.04
	Above-Average Decreasing	1.00	0.32
High Increasing	Above-Average Decreasing	.01	0.30

Table 56
P-Values and Effect sizes for Mean Differences among the Seven Trajectory Classes of Intrapreneurial Intent for the Variable of Loss Based Selection-Switch

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Above-Average increasing	Low to Average Increasing	.76	0.25
	Below-Average Decreasing	1.00	0.09
	Low to Above-Average Increasing	1.00	0.02
	Low to High Increasing	1.00	-0.25
	High Increasing	1.00	-0.09
	Above-Average Decreasing	1.00	0.11
Low to Average Increasing	Below-Average Decreasing	1.00	-0.15
	Low to Above-Average Increasing	1.00	-0.21
	Low to High Increasing	1.00	-0.45
	High Increasing	.18	-0.32
	Above-Average Decreasing	1.00	-0.14
Below-Average Decreasing	Low to Above Average Increasing	1.00	-0.06
	Low to High Increasing	1.00	-0.32
	High Increasing	.34	-0.17
	Above-Average Decreasing	1.00	0.01
Low to Above-Average Increasing	Low to High Increasing	1.00	-0.26
	High Increasing	1.00	-0.10
	Above-Average Decreasing	1.00	0.08
Low to High Increasing	High Increasing	1.00	0.16
	Above-Average Decreasing	1.00	0.34
High Increasing	Above-Average Decreasing	.32	0.19

Table 57
P-Values and Effect sizes for Mean Differences among the Seven Trajectory Classes of Intrapreneurial Intent for the Variable of Career Purpose (Dichotomous)

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Above-Average increasing	Low to Average Increasing	1.00	0.08
	Below-Average Decreasing	0.09	0.18
	Low to Above-Average Increasing	0.12	0.40
	Low to High Increasing	1.00	0.26
	High Increasing	1.00	0.03
	Above-Average Decreasing	0.95	0.15
Low to Average Increasing	Below-Average Decreasing	1.00	0.10
	Low to Above-Average Increasing	0.92	0.33
	Low to High Increasing	1.00	0.19
	High Increasing	1.00	-0.04
	Above-Average Decreasing	1.00	0.07
Below-Average Decreasing	Low to Above Average Increasing	1.00	0.23
	Low to High Increasing	1.00	0.09
	High Increasing	1.00	-0.14
	Above-Average Decreasing	1.00	-0.03
Low to Above-Average Increasing	Low to High Increasing	1.00	-0.13
	High Increasing	0.33	-0.36
	Above-Average Decreasing	1.00	-0.26
Low to High Increasing	High Increasing	1.00	-0.22
	Above-Average Decreasing	1.00	-0.12
High Increasing	Above-Average Decreasing	1.00	0.11

Table 58

P-Values and Effect sizes for Mean Differences among the Seven Trajectory Classes of Intrapreneurial Intent for the Variable of Career Purpose (Continuous)

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Above-Average increasing	Low to Average Increasing	.02	0.40
	Below-Average Decreasing	.00	0.23
	Low to Above-Average Increasing	.62	0.36
	Low to High Increasing	1.00	0.40
	High Increasing	.08	-0.25
	Above-Average Decreasing	1.00	0.12
Low to Average Increasing	Below-Average Decreasing	1.00	-0.15
	Low to Above-Average Increasing	1.00	-0.01
	Low to High Increasing	1.00	0.03
	High Increasing	.00	-0.65
	Above-Average Decreasing	.46	-0.28
Below-Average Decreasing	Low to Above Average Increasing	1.00	0.13
	Low to High Increasing	1.00	0.17
	High Increasing	.00	-0.46
	Above-Average Decreasing	1.00	-0.11
Low to Above-Average Increasing	Low to High Increasing	1.00	0.04
	High Increasing	.02	-0.58
	Above-Average Decreasing	1.00	-0.24
Low to High Increasing	High Increasing	.55	-0.62
	Above-Average Decreasing	1.00	-0.29
High Increasing	Above-Average Decreasing	.00	0.36

Table 59
P-Values and Effect sizes for Mean Differences among the Seven Trajectory Classes of Intrapreneurial Intent for the Variable of Family Support

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Above-Average increasing	Low to Average Increasing	1.00	0.11
	Below-Average Decreasing	1.00	0.01
	Low to Above-Average Increasing	1.00	-0.01
	Low to High Increasing	1.00	0.09
	High Increasing	1.00	0.00
	Above-Average Decreasing	1.00	0.00
Low to Average Increasing	Below-Average Decreasing	1.00	-0.09
	Low to Above-Average Increasing	1.00	-0.12
	Low to High Increasing	1.00	-0.02
	High Increasing	1.00	-0.10
	Above-Average Decreasing	1.00	-0.11
Below-Average Decreasing	Low to Above Average Increasing	1.00	-0.02
	Low to High Increasing	1.00	0.07
	High Increasing	1.00	-0.01
	Above-Average Decreasing	1.00	-0.01
Low to Above-Average Increasing	Low to High Increasing	1.00	0.10
	High Increasing	1.00	0.01
	Above-Average Decreasing	1.00	0.01
Low to High Increasing	High Increasing	1.00	-0.08
	Above-Average Decreasing	1.00	-0.09
High Increasing	Above-Average Decreasing	1.00	0.00

Table 60

P-Values and Effect sizes for Mean Differences among the Seven Trajectory Classes of Intrapreneurial Intent on the Variable of Entrepreneurial Parents

Reference Trajectory Class	Comparison Trajectory Class	P-Value	Cohen's D
Above-Average increasing	Low to Average Increasing	1.00	0.00
	Below-Average Decreasing	0.10	0.12
	Low to Above-Average Increasing	1.00	0.06
	Low to High Increasing	1.00	0.18
	High Increasing	0.93	-0.18
	Above-Average Decreasing	1.00	0.06
Low to Average Increasing	Below-Average Decreasing	1.00	0.12
	Low to Above-Average Increasing	1.00	0.60
	Low to High Increasing	1.00	0.18
	High Increasing	1.00	-0.18
	Above-Average Decreasing	1.00	0.06
Below-Average Decreasing	Low to Above Average Increasing	1.00	-0.06
	Low to High Increasing	1.00	0.06
	High Increasing	0.00	-0.31
	Above-Average Decreasing	1.00	-0.06
Low to Above-Average Increasing	Low to High Increasing	1.00	0.12
	High Increasing	1.00	-0.24
	Above-Average Decreasing	1.00	0.00
Low to High Increasing	High Increasing	1.00	-0.36
	Above-Average Decreasing	1.00	-0.12
High Increasing	Above-Average Decreasing	0.03	0.24

Table 61

Logistic Regression Coefficients, Odds, and Odds Ratios for Seven Trajectory Class Model of Intrapreneurial Intent with Demographic Variables as Covariates

	Trajectory Classes						
	Above-Average Decreasing	Low to High Increasing	Low to Average Increasing	Below-Average Decreasing	Low to Above-Average Increasing	High Increasing	Above-Average Increasing
Intercept (individual at sample mean for all subscales)							
β_0s	-0.27	-3.17**	-1.40**	-0.12	-1.99**	-0.82**	ref
Odds	0.76	0.04	0.25	0.89	0.14	0.44	ref
β_0s	0.55*	-2.35**	-0.58	0.70**	-1.17	ref	
Odds	1.73	0.10	0.56	2.01	0.31	ref	
β_0s	1.72**	-1.18	0.59	1.87**	ref		
Odds	5.58	0.31	1.80	6.49	ref		
β_0s	-0.16	-3.05**	-1.29**	ref			
Odds	0.85	0.05	0.28	ref			
β_0s	1.13**	-1.77*	ref				
Odds	3.10	0.17	ref				
β_0s	2.90**	ref					
Odds	18.17	ref					

Table 61 (Continued)

Asian compared to Caucasian							
β_1s	0.30	0.52	-1.00	-0.33	0.17	0.33	ref
Odds Ratios	1.35	1.68	0.37	0.72	1.19	1.39	ref
β_1s	-0.04	0.18	-1.33	-0.67*	-0.16	ref	
Odds Ratios	0.96	1.20	0.26	0.51	0.85	ref	
β_1s	0.13	0.35	-1.17	-0.51	ref		
Odds Ratios	1.14	1.42	0.31	0.60	ref		
β_1s	0.63**	0.85	-0.66	ref			
Odds Ratios	1.88	2.34	0.52	ref			
β_1s	1.29	1.51	ref				
Odds Ratios	3.63	4.53	ref				
β_1s	-0.22	ref					
Odds Ratios	0.80	ref					
Black/Latino/Others compared to Caucasian							
β_1s	-0.45	-0.07	-0.18	-0.38*	-0.23	0.08	ref
Odds Ratios	0.64	0.93	0.84	0.68	0.79	1.08	ref
β_1s	-0.53	-0.15	-0.26	-0.46	-0.31	ref	
Odds Ratios	0.59	0.86	0.77	0.63	0.73	ref	
β_1s	-0.22	0.17	0.05	-0.15	ref		
Odds Ratios	0.80	1.19	1.05	0.86	ref		
β_1s	-0.08	0.31	0.20	ref			
Odds Ratios	0.92	1.36	1.22	ref			
β_1s	-0.27	0.11	ref				
Odds Ratios	0.76	1.12	ref				
β_1s	-0.39	ref					
Odds Ratios	0.68	ref					

Table 61 (Continued)

Women compared to Men							
β_1s	0.27	-0.01	0.19	0.75**	0.58	-0.19	ref
Odds Ratios	1.31	0.99	1.21	2.12	1.79	0.83	ref
β_1s	0.46*	0.18	0.38	0.94**	0.77	ref	
Odds Ratios	1.58	1.20	1.46	2.56	2.16	ref	
β_1s	-0.31	-0.59	-0.39	0.17	ref		
Odds Ratios	0.73	0.55	0.68	1.19	ref		
β_1s	-0.48*	-0.76	-0.56	ref			
Odds Ratios	0.62	0.47	0.57	ref			
β_1s	0.08	-0.20	ref				
Odds Ratios	1.08	0.82	ref				
β_1s	0.28	ref					
Odds Ratios	1.32	ref					
Lower SES compared to Upper-Middle							
β_1s	-0.28	0.43	-0.25	-0.35	****	-0.39	ref
Odds Ratios	0.76	1.54	0.78	0.70	--	0.68	ref
β_1s	0.11	0.82	0.14	0.04	****	ref	
Odds Ratios	1.12	2.27	1.15	1.04	--	ref	
β_1s	****	****	****	****	ref		
Odds Ratios	--	--	--	--	ref		
β_1s	0.07	0.78	0.10	ref			
Odds Ratios	1.07	2.18	1.11	ref			
β_1s	-0.03	0.68	ref				
Odds Ratios	0.97	1.97	ref				
β_1s	-0.71	ref					
Odds Ratios	0.49	ref					

Table 61 (Continued)

Low-Middle SES compared to Upper-Middle							
β_1s	0.04	0.02	0.13	-0.30	-1.16	-0.24	ref
Odds Ratios	1.04	1.02	1.14	0.74	0.31	0.79	ref
β_1s	0.28	0.26	0.37	-0.07	-0.92	ref	
Odds Ratios	1.32	1.30	1.45	0.93	0.40	ref	
β_1s	1.20	1.81	1.30	0.86	ref		
Odds Ratios	3.32	6.11	3.67	2.36	ref		
β_1s	0.34	0.32	0.44	ref			
Odds Ratios	1.40	1.38	1.55	ref			
β_1s	-0.10	-0.12	ref				
Odds Ratios	0.90	0.89	ref				
β_1s	0.02	ref					
Odds Ratios	1.02	ref					
Upper SES compared to Upper-Middle							
β_1s	-0.77	-23.34**	0.08	-0.30	0.40	0.22	ref
Odds Ratios	0.46	0.00	1.08	0.74	1.49	1.25	ref
β_1s	-0.99	-23.56**	-0.15	-0.52	0.18	ref	
Odds Ratios	0.37	0.00	0.86	0.59	1.20	ref	
β_1s	-1.17	-23.74**	-0.33	-0.70	ref		
Odds Ratios	0.31	0.00	0.72	0.50	ref		
β_1s	-0.46	-23.03**	0.38	ref			
Odds Ratios	0.63	0.00	1.46	ref			
β_1s	-0.84	-23.41**	ref				
Odds Ratios	0.43	0.00	ref				
β_1s	22.57**	ref					
Odds Ratios	6339083268.08	ref					

Table 61 (Continued)

Note. ref = reference profile; *p<.01; **p<.001; **** represent numbers with extreme values that could not be calculated in Mplus and were all significant at $p < .001$.

Table 62

Logistic Regression Coefficients, Odds, and Odds Ratios for Seven Trajectory Class Model of Intrapreneurial Intent with EISR subscale

	Trajectory Class						
	Above-Average Decreasing	Low to High Increasing	Low to Average Increasing	Below-Average Decreasing	Low to Above-Average Increasing	High Increasing	Above-Average Increasing
Intercept (individual at sample mean for all subscales)							
β_0s	-0.26	-3.78**	-1.51**	-0.03	-2.09**	-1.34**	ref
Odds	0.77	0.02	0.22	0.97	0.12	0.26	ref
β_0s	1.09**	-2.43	-0.17	1.32**	-0.74	ref	
Odds	2.97	0.09	0.84	3.74	0.48	ref	
β_0s	1.83**	-1.69	0.57	2.06**	ref		
Odds	6.23	0.18	1.77	7.85	ref		
β_0s	-0.23*	-3.75**	-1.49**	ref			
Odds	0.79	0.02	0.23	ref			
β_0s	1.26**	-2.26	ref				
Odds	3.53	0.10	ref				
β_0s	3.52*	ref					
Odds	33.78	ref					

Table 62 (Continued)

Selection-Novel							
β_1s	-0.18	0.44	-0.71*	-0.65**	0.05	0.65*	ref
Odds Ratios	0.84	1.55	0.49	0.52	1.05	1.92	ref
β_1s	-0.82**	-0.21	-1.35**	-1.30**	-0.59	ref	
Odds Ratios	0.44	0.81	0.26	0.27	0.55	ref	
β_1s	-0.23	0.39	-0.76	-0.70	ref		
Odds Ratios	0.79	1.48	0.47	0.50	ref		
β_1s	0.48*	1.09	-0.06	ref			
Odds Ratios	1.62	2.97	0.94	ref			
β_1s	0.53	1.14	ref				
Odds Ratios	1.70	3.13	ref				
β_1s	-0.61	ref					
Odds Ratios	0.54	ref					
Selection-Challenge							
β_1s	-0.40	0.46	0.15	-0.06	-0.84	-0.22	ref
Odds Ratios	0.67	1.58	1.16	0.94	0.43	0.80	ref
β_1s	-0.18	0.69	0.37	0.17	-0.62	ref	
Odds Ratios	0.84	1.99	1.45	1.19	0.54	ref	
β_1s	0.45	1.31	1.00	0.79	ref		
Odds Ratios	1.57	3.71	2.72	2.20	ref		
β_1s	-0.34	0.52	0.21	ref			
Odds Ratios	0.71	1.68	1.23	ref			
β_1s	-0.55	0.31	ref				
Odds Ratios	0.58	1.36	ref				
β_1s	-0.86	ref					
Odds Ratios	0.42	ref					

Table 62 (Continued)

Optimization-Novel							
β_1s	0.05	0.21	-0.83*	-0.54**	-0.67	0.21	ref
Odds Ratios	1.05	1.23	0.44	0.58	0.51	1.23	ref
β_1s	-0.15	0.00	-1.04*	-0.75*	-0.87	ref	
Odds Ratios	0.86	1.00	0.35	0.47	0.42	ref	
β_1s	0.72	0.88	0.16	0.13	ref		
Odds Ratios	2.05	2.41	1.17	1.14	ref		
β_1s	0.59**	0.75	-0.29	ref			
Odds Ratios	1.80	2.12	0.75	ref			
β_1s	0.89*	1.04	ref				
Odds Ratios	2.44	2.83	ref				
β_1s	-0.16	ref					
Odds Ratios	0.85	ref					
Optimization-Self-Starter							
β_1s	-0.19	-1.81	-0.52	-0.28	-0.29	0.50	ref
Odds Ratios	0.83	0.16	0.59	0.76	0.75	1.65	ref
β_1s	-0.69*	-2.31*	-1.02**	-0.78*	-0.79	ref	
Odds Ratios	0.50	0.10	0.36	0.46	0.45	ref	
β_1s	0.10	-1.52	-0.23	0.00	ref		
Odds Ratios	1.11	0.22	0.79	1.00	ref		
β_1s	0.09	-1.52	-0.24	ref			
Odds Ratios	1.09	0.22	0.79	ref			
β_1s	0.33	-1.29	ref				
Odds Ratios	1.39	0.28	ref				
β_1s	1.62	ref					
Odds Ratios	5.05	ref					

Table 62 (Continued)

Optimization-Persistence							
β_1s	0.27	0.04	0.01	0.21	0.07	0.02	ref
Odds Ratios	1.31	1.04	1.01	1.23	1.07	1.02	ref
β_1s	0.25	0.03	-0.01	0.20	0.05	ref	
Odds Ratios	1.28	1.03	0.99	1.22	1.05	ref	
β_1s	0.20	-0.03	-0.06	0.14	ref		
Odds Ratios	1.22	0.97	0.94	1.15	ref		
β_1s	0.06	-0.17	-0.20	ref			
Odds Ratios	1.06	0.84	0.82	ref			
β_1s	0.26	0.03	ref				
Odds Ratios	1.30	1.03	ref				
β_1s	0.23	ref					
Odds Ratios	1.26	ref					
Compensation							
β_1s	-0.03	-0.36	0.71	0.16	0.31	0.13	ref
Odds Ratios	0.97	0.70	2.03	1.17	1.36	1.14	ref
β_1s	-0.15	-0.49	0.58	0.03	0.19	ref	
Odds Ratios	0.86	0.61	1.79	1.03	1.21	ref	
β_1s	-0.34	-0.67	0.40	-0.16	ref		
Odds Ratios	0.71	0.51	1.49	0.85	ref		
β_1s	-0.18	-0.51	0.55	ref			
Odds Ratios	0.84	0.60	1.73	ref			
β_1s	-0.74	-1.07	ref				
Odds Ratios	0.48	0.34	ref				
β_1s	0.33	ref					
Odds Ratios	1.39	ref					

Table 62 (Continued)

LBS-Options							
β_1s	-0.02	0.50	-0.24	-0.26	-0.12	-0.12	ref
Odds Ratios	0.98	1.65	0.79	0.77	0.89	0.89	ref
β_1s	0.09	0.61	-0.13	-0.14	0.00	ref	
Odds Ratios	1.09	1.84	0.88	0.87	1.00	ref	
β_1s	0.10	0.62	-0.12	-0.14	ref		
Odds Ratios	1.11	1.86	0.89	0.87	ref		
β_1s	0.24	0.75	0.02	ref			
Odds Ratios	1.27	2.12	1.02	ref			
β_1s	0.22	0.74	ref				
Odds Ratios	1.25	2.10	ref				
β_1s	-0.52	ref					
Odds Ratios	0.59	ref					
LBS-Switch							
β_1s	-0.12	-0.43	-0.18	0.08	0.12	0.15	ref
Odds Ratios	0.89	0.65	0.84	1.08	1.13	1.16	ref
β_1s	-0.27	-0.59	-0.33	-0.07	-0.03	ref	
Odds Ratios	0.76	0.55	0.72	0.93	0.97	ref	
β_1s	-0.24	-0.55	-0.30	-0.04	ref		
Odds Ratios	0.79	0.58	0.74	0.96	ref		
β_1s	-0.20	-0.52	-0.26	ref			
Odds Ratios	0.82	0.59	0.77	ref			
β_1s	0.06	-0.26	ref				
Odds Ratios	1.06	0.77	ref				
β_1s	0.31	ref					
Odds Ratios	1.36	ref					

Note. ref = reference profile; *p<.01; **p<.001.

Table 63

Logistic Regression Coefficients, Odds, and Odds Ratios for Seven Trajectory Class Model of Intrapreneurial Intent treating Purpose as a Dichotomous variable and as a Covariate

	Trajectory Classes						
	Above-Average Decreasing	Low to High Increasing	Low to Average Increasing	Below-Average Decreasing	Low to Above-Average Increasing	High Increasing	Above-Average Increasing
Intercept (individual at sample mean for all subscales)							
β_0s	0.56	-1.86	-0.80	0.94*	-0.28	-0.52	ref
Odds	1.75	0.16	0.45	2.56	0.76	0.59	ref
β_0s	1.08*	-1.34	-0.27	1.47**	0.24	ref	
Odds	2.94	0.26	0.76	4.35	1.27	ref	
β_0s	0.84	-1.58	-0.52	1.23*	ref		
Odds	2.32	0.21	0.59	3.42	ref		
β_0s	-0.40	-2.81**	-1.74*	ref			
Odds	0.67	0.06	0.18	ref			
β_0s	1.35	-1.07	ref				
Odds	3.86	0.34	ref				
β_0s	2.42*	ref					
Odds	11.25	ref					

Table 63 (Continued)

Purpose-Dichotomous							
β_1s	-0.91	-1.40	-0.54	-0.96*	-2.00*	-0.44	ref
Odds Ratios	0.40	0.25	0.58	0.38	0.14	0.64	ref
β_1s	-0.48	-0.96	-0.11	-0.53	-1.56*	ref	
Odds Ratios	0.62	0.38	0.90	0.59	0.21	ref	
β_1s	1.09	0.60	1.46	1.04	ref		
Odds Ratios	2.97	1.82	4.31	2.83	ref		
β_1s	0.05	-0.43	0.42	ref			
Odds Ratios	1.05	0.65	1.52	ref			
β_1s	-0.37	-0.85	ref				
Odds Ratios	0.69	0.43	ref				
β_1s	0.48	ref					
Odds Ratios	1.62	ref					

Note. ref = reference profile; *p<.01; **p<.001.

Table 64

Logistic Regression Coefficients, Odds, and Odds Ratios for Seven Trajectory Class Model of Intrapreneurial Intent with Purpose (Mean-split) subscale

	Trajectory Classes						
	Above-Average Decreasing	Low to High Increasing	Low to Average Increasing	Below-Average Decreasing	Low to Above-Average Increasing	High Increasing	Above-Average Increasing
Intercept (individual at sample mean for all subscales)							
β_0s	-0.35**	-3.38**	-1.40**	-0.03	-2.40**	-1.04**	ref
Odds	0.70	0.03	0.25	0.97	0.09	0.35	ref
β_0s	0.69**	-2.34**	-0.36	1.01**	-1.36**	ref	
Odds	1.99	0.10	0.70	2.75	0.26	ref	
β_0s	2.05**	-0.98	1.00	2.37**	ref		
Odds	7.77	0.38	2.72	10.70	ref		
β_0s	-0.33**	-3.35**	-1.37**	ref			
Odds	0.72	0.04	0.25	ref			
β_0s	1.04**	-1.98**	ref				
Odds	2.83	0.14	ref				
β_0s	3.03**	ref					
Odds	20.70	ref					

Table 64 (Continued)

Purpose (Mean)							
β_1s	-0.02	-0.14	-0.10*	-0.06**	-0.12	0.06*	ref
Odds Ratios	0.98	0.87	0.90	0.94	0.89	1.06	ref
β_1s	-0.08*	-0.20	-0.17**	-0.12**	-0.19*	ref	
Odds Ratios	0.92	0.82	0.84	0.89	0.83	ref	
β_1s	0.10	-0.02	0.02	0.07	ref		
Odds Ratios	1.11	0.98	1.02	1.07	ref		
β_1s	0.04	-0.08	-0.05	ref			
Odds Ratios	1.04	0.92	0.95	ref			
β_1s	0.08	-0.04	ref				
Odds Ratios	1.08	0.96	ref				
β_1s	0.12	ref					
Odds Ratios	1.13	ref					

Note. ref = reference profile; *p<.01; **p<.001.

Table 65

Logistic Regression Coefficients, Odds, and Odds Ratios for Seven Trajectory Class Model of Intrapreneurial Intent with Family Support and Entrepreneurial Parent as Covariates

	Trajectory Classes						
	Above-Average Decreasing	Low to High Increasing	Low to Average Increasing	Below-Average Decreasing	Low to Above-Average Increasing	High Increasing	Above-Average Increasing
Intercept (individual at sample mean for all subscales)							
β_0s	-0.18	-2.75**	-1.20**	0.19	-1.83**	-1.12**	ref
Odds	0.84	0.06	0.30	1.21	0.16	0.33	ref
β_0s	0.94**	-1.63**	-0.08	1.31**	-0.72	ref	
Odds	2.56	0.20	0.92	3.71	0.49	ref	
β_0s	1.66**	-0.91	0.64	2.03**	ref		
Odds	5.26	0.40	1.90	7.61	ref		
β_0s	-0.37**	-2.94**	-1.39**	ref			
Odds	0.69	0.05	0.25	ref			
β_0s	1.02**	-1.55**	ref				
Odds	2.78	0.21	ref				
β_0s	2.57**	ref					
Odds	13.07	ref					

Table 65 (Continued)

Family							
β_1s	0.09	0.01	-0.18	0.04	0.00	0.04	ref
Odds Ratios	1.09	1.01	0.84	1.04	1.00	1.04	ref
β_1s	0.05	-0.04	-0.23	-0.01	-0.05	ref	
Odds Ratios	1.05	0.96	0.79	0.99	0.95	ref	
β_1s	0.10	0.01	-0.78	0.04	ref		
Odds Ratios	1.11	1.01	0.46	1.04	ref		
β_1s	0.06	-0.30	-0.22	ref			
Odds Ratios	1.06	0.74	0.80	ref			
β_1s	0.27	0.19	ref				
Odds Ratios	1.31	1.21	ref				
β_1s	0.09	ref					
Odds Ratios	1.09	ref					
Entrepreneurial Parent							
β_1s	-0.27	-0.91	-0.18	-0.36	-0.07	0.39	ref
Odds Ratios	0.76	0.40	0.84	0.70	0.93	1.48	ref
β_1s	-0.66*	-1.30	-0.57	-0.75**	-0.46	ref	
Odds Ratios	0.52	0.27	0.57	0.47	0.63	ref	
β_1s	-0.20	-0.84	-0.11	-0.29	ref		
Odds Ratios	0.82	0.43	0.90	0.75	ref		
β_1s	0.09	-0.55	0.18	ref			
Odds Ratios	1.09	0.58	1.20	ref			
β_1s	-0.09	-0.73	ref				
Odds Ratios	0.91	0.48	ref				
β_1s	0.64	ref					
Odds Ratios	1.90	ref					

Note. ref = reference profile; *p<.01; **p<.001.

Table 66

Logistic Regression Coefficients, Odds, and Odds Ratios for Seven Trajectory Class Model of Intrapreneurial Entrepreneurial

	Trajectory Class						
	Above-	Low to	Low to	Below-	Low to	High	Above-
Intercept (individual who identifies as a White man and has scores at the sample mean for all continuous predictor variables)							
β_0s	0.35	-2.01**	0.17	-2.71**	-4.24**	-1.34**	ref
Odds	1.42	0.13	1.19	0.07	0.01	0.26	ref
β_0s	1.69**	-0.67	1.51**	-1.37*	-2.91**	ref	
Odds	5.42	0.51	4.53	0.25	0.05	ref	
β_0s	4.60**	2.24*	4.41**	1.54	ref		
Odds	99.48	9.39	82.27	4.66	ref		
β_0s	3.06**	0.70	2.88**	ref			
Odds	21.33	2.01	17.81	ref			
β_0s	0.19	-2.18**	ref				
Odds	1.21	0.11	ref				
β_0s	2.36**	ref					
Odds	10.59	ref					
Asian compared to Caucasian							
β_1s	0.07	-0.62	-0.56*	-0.20	0.87	0.52	ref
Odds Ratios	1.07	0.54	0.57	0.82	2.39	1.68	ref
β_1s	-0.45	-1.14*	-1.08**	-0.72	0.36	ref	
Odds Ratios	0.64	0.32	0.34	0.49	1.43	ref	
β_1s	-0.80	-1.50	-1.43	-1.07	ref		
Odds Ratios	0.45	0.22	0.24	0.34	ref		
β_1s	0.27	-0.43	-0.36	ref			
Odds Ratios	1.31	0.65	0.70	ref			
β_1s	0.63**	-0.06	ref				
Odds Ratios	1.88	0.94	ref				
β_1s	0.70	ref					
Odds Ratios	2.00	ref					

Table 66 (Continued)

Black/Latino/Others compared to Caucasian							
β_1s	0.02	-0.08	-0.24	0.33	0.67	0.23	ref
Odds Ratios	1.02	0.93	0.79	1.39	1.96	1.25	ref
β_1s	-0.21	-0.30	-0.46	0.10	0.45	ref	
Odds Ratios	0.82	0.74	0.63	1.11	1.56	ref	
β_1s	-0.65	-0.75	-0.91	-0.34	ref		
Odds Ratios	0.52	0.47	0.40	0.71	ref		
β_1s	-0.31	-0.41	-0.56	ref			
Odds Ratios	0.74	0.67	0.57	ref			
β_1s	0.26	0.16	ref				
Odds Ratios	1.29	1.17	ref				
β_1s	0.10	ref					
Odds Ratios	1.10	ref					
Lower SES compared to Upper-Middle							
β_1s	-0.10	-0.31	-0.02	-0.82	1.29	0.29	ref
Odds Ratios	0.91	0.73	0.98	0.44	3.64	1.33	ref
β_1s	-0.39	-0.60	-0.31	-1.11	1.00	ref	
Odds Ratios	0.68	0.55	0.73	0.33	2.73	ref	
β_1s	-1.39	-1.61	-1.32	-2.11	ref		
Odds Ratios	0.25	0.20	0.27	0.12	ref		
β_1s	0.72	0.51	0.80	ref			
Odds Ratios	2.06	1.66	2.21	ref			
β_1s	-0.07	-0.29	ref				
Odds Ratios	0.93	0.75	ref				
β_1s	0.22	ref					
Odds Ratios	1.24	ref					

Table 66 (Continued)

Low-Middle SES compared to Upper-Middle							
β_1s	0.07	0.29	-0.03	-0.85	0.40	0.21	ref
Odds Ratios	1.07	1.33	0.97	0.43	1.49	1.23	ref
β_1s	-0.14	0.08	-0.24	-1.06	0.19	ref	
Odds Ratios	0.87	1.08	0.79	0.35	1.21	ref	
β_1s	-0.33	-0.11	-0.42	-1.25	ref		
Odds Ratios	0.72	0.90	0.66	0.29	ref		
β_1s	0.92	1.14	0.83	ref			
Odds Ratios	2.51	3.13	2.28	ref			
β_1s	0.10	0.32	ref				
Odds Ratios	1.10	1.37	ref				
β_1s	-0.22	ref					
Odds Ratios	0.80	ref					
Upper SES compared to Upper-Middle							
β_1s	0.57	1.35	0.33	0.50	-5.89**	0.30	ref
Odds Ratios	1.77	3.85	1.39	1.64	0.00	1.35	ref
β_1s	0.27	1.05	0.03	0.20	-6.19**	ref	
Odds Ratios	1.31	2.86	1.03	1.22	0.00	ref	
β_1s	6.46**	7.24**	6.22**	6.39**	ref		
Odds Ratios	640.61	1395.45	503.09	593.89	ref		
β_1s	0.08	0.85	-0.17	ref			
Odds Ratios	1.08	2.35	0.85	ref			
β_1s	0.24	1.02	ref				
Odds Ratios	1.27	2.77	ref				
β_1s	-0.78	ref					
Odds Ratios	0.46	ref					

Table 66 (Continued)

Women compared to Men							
β_1s	-0.26	0.19	0.42*	0.24	-0.30	-0.42	ref
Odds Ratios	0.77	1.20	1.51	1.27	0.74	0.66	ref
β_1s	0.16	0.61	0.84**	0.66	0.13	ref	
Odds Ratios	1.17	1.84	2.31	1.93	1.13	ref	
β_1s	0.03	0.48	0.71	0.53	ref		
Odds Ratios	1.03	1.62	2.04	1.71	ref		
β_1s	-0.50	-0.05	0.18	ref			
Odds Ratios	0.61	0.95	1.19	ref			
β_1s	-0.68**	-0.23	ref				
Odds Ratios	0.51	0.80	ref				
β_1s	-0.50	ref					
Odds Ratios	0.64	ref					
Selection-Novel							
β_1s	0.19	-0.39	-0.36*	0.02	0.50	0.73**	ref
Odds Ratios	1.21	0.68	0.70	1.02	1.65	2.07	ref
β_1s	-0.54*	-1.12**	-1.09**	-0.71	-0.23	ref	
Odds Ratios	0.59	0.33	0.34	0.49	0.80	ref	
β_1s	-0.31	-0.89	-0.86	-0.49	ref		
Odds Ratios	0.74	0.41	0.42	0.62	ref		
β_1s	0.18	-0.41	-0.38	ref			
Odds Ratios	1.20	0.67	0.69	ref			
β_1s	0.56**	-0.03	ref				
Odds Ratios	1.74	0.97	ref				
β_1s	0.59*	ref					
Odds Ratios	1.79	ref					

Table 66 (Continued)

Selection-Challenge							
β_1s	0.26	0.46	0.22	-0.24	0.67	0.13	ref
Odds Ratios	1.29	1.59	1.24	0.79	1.95	1.13	ref
β_1s	0.13	0.34	0.09	-0.37	0.54	ref	
Odds Ratios	1.14	1.40	1.10	0.69	1.72	ref	
β_1s	-0.41	-0.20	-0.45	-0.91	ref		
Odds Ratios	0.66	0.82	0.64	0.40	ref		
β_1s	0.50	0.71	0.46	ref			
Odds Ratios	1.64	2.03	1.58	ref			
β_1s	0.04	0.25	ref				
Odds Ratios	1.04	1.28	ref				
β_1s	-0.21	ref					
Odds Ratios	0.81	ref					
Optimization-Novel							
β_1s	0.02	-0.71*	-0.40*	-0.46	0.65	0.32	ref
Odds Ratios	1.02	0.49	0.67	0.63	1.92	1.38	ref
β_1s	-0.30	-1.03**	-0.72**	-0.78	0.33	ref	
Odds Ratios	0.74	0.36	0.49	0.46	1.39	ref	
β_1s	-0.63	-1.37	-1.05	-1.11	ref		
Odds Ratios	0.53	0.26	0.35	0.33	ref		
β_1s	0.48	-0.25	0.06	ref			
Odds Ratios	1.62	0.78	1.06	ref			
β_1s	0.42*	-0.31	ref				
Odds Ratios	1.52	0.73	ref				
β_1s	0.73*	ref					
Odds Ratios	2.08	ref					

Table 66 (Continued)

Optimization Self-Starter							
β_1s	0.17	-0.36	-0.06	0.01	-0.81	0.43	ref
Odds Ratios	1.19	0.70	0.94	1.01	0.45	1.54	ref
β_1s	-0.26	-0.79*	-0.49	-0.42	-1.24	ref	
Odds Ratios	0.77	0.45	0.61	0.66	0.29	ref	
β_1s	0.98	0.45	0.75	0.82	ref		
Odds Ratios	2.66	1.56	2.11	2.27	ref		
β_1s	0.16	-0.37	-0.07	ref			
Odds Ratios	1.17	0.69	0.93	ref			
β_1s	0.23	-0.30	ref				
Odds Ratios	1.26	0.74	ref				
β_1s	0.53	ref					
Odds Ratios	1.70	ref					
Optimization-Persistence							
β_1s	-0.23	-0.05	-0.04	0.19	-0.32	-0.07	ref
Odds Ratios	0.79	0.95	0.96	1.21	0.73	0.94	ref
β_1s	-0.17	0.01	0.03	0.26	-0.25	ref	
Odds Ratios	0.85	1.01	1.03	1.29	0.78	ref	
β_1s	0.08	0.26	0.28	0.51	ref		
Odds Ratios	1.09	1.30	1.32	1.66	ref		
β_1s	-0.42	-0.24	-0.23	ref			
Odds Ratios	0.66	0.78	0.80	ref			
β_1s	-0.19	-0.01	ref				
Odds Ratios	0.83	0.99	ref				
β_1s	-0.18	ref					
Odds Ratios	0.84	ref					

Table 66 (Continued)

Compensation							
β_1s	0.06	0.60	0.14	0.09	-0.31	0.08	ref
Odds Ratios	1.06	1.83	1.15	1.09	0.74	1.08	ref
β_1s	-0.01	0.53	0.07	0.01	-0.38	ref	
Odds Ratios	0.99	1.69	1.07	1.01	0.68	ref	
β_1s	0.37	0.91	0.45	0.40	ref		
Odds Ratios	1.45	2.48	1.57	1.48	ref		
β_1s	-0.03	0.51	0.05	ref			
Odds Ratios	0.97	1.67	1.06	ref			
β_1s	-0.08	0.46	ref				
Odds Ratios	0.92	1.58	ref				
β_1s	-0.54	ref					
Odds Ratios	0.58	ref					
LBS-Options							
β_1s	0.03	-0.14	-0.18	0.03	0.15	-0.04	ref
Odds Ratios	1.03	0.87	0.83	1.03	1.16	0.96	ref
β_1s	0.07	-0.10	-0.14	0.06	0.19	ref	
Odds Ratios	1.07	0.91	0.87	1.06	1.21	ref	
β_1s	-0.12	-0.29	-0.33	-0.13	ref		
Odds Ratios	0.89	0.75	0.72	0.88	ref		
β_1s	0.00	-0.16	-0.21	ref			
Odds Ratios	1.00	0.85	0.81	ref			
β_1s	0.21	0.05	ref				
Odds Ratios	1.24	1.05	ref				
β_1s	0.17	ref					
Odds Ratios	1.18	ref					

Table 66 (Continued)

LBS-Switch							
β_1s	0.09	-0.10	0.19	-0.17	0.20	0.13	ref
Odds Ratios	1.09	0.91	1.21	0.84	1.22	1.14	ref
β_1s	-0.05	-0.23	0.06	-0.31	0.06	ref	
Odds Ratios	0.96	0.80	1.06	0.74	1.07	ref	
β_1s	-0.11	-0.29	-0.01	-0.37	ref		
Odds Ratios	0.90	0.75	0.99	0.69	ref		
β_1s	0.26	0.08	0.36	ref			
Odds Ratios	1.30	1.08	1.44	ref			
β_1s	-0.10	-0.29	ref				
Odds Ratios	0.90	0.75	ref				
β_1s	0.18	ref					
Odds Ratios	1.20	ref					
Career Purpose (present)							
β_1s	0.02	-0.03	0.00	-0.06	-0.07	0.02	ref
Odds Ratios	1.02	0.97	1.00	0.95	0.93	1.02	ref
β_1s	0.00	-0.05	-0.03	-0.08	-0.09	ref	
Odds Ratios	1.00	0.95	0.98	0.93	0.91	ref	
β_1s	0.09	0.04	0.07	0.01	ref		
Odds Ratios	1.09	1.04	1.07	1.01	ref		
β_1s	0.08	0.02	0.05	ref			
Odds Ratios	1.08	1.02	1.05	ref			
β_1s	0.02	-0.03	ref				
Odds Ratios	1.02	0.97	ref				
β_1s	0.05	ref					
Odds Ratios	1.05	ref					

Table 66 (Continued)

Family Support							
β_1s	-0.10	-0.25	-0.11	0.02	0.31	-0.06	ref
Odds Ratios	0.91	0.78	0.90	1.02	1.37	0.94	ref
β_1s	-0.04	-0.19	-0.05	0.08	0.37	ref	
Odds Ratios	0.96	0.83	0.95	1.08	1.45	ref	
β_1s	-0.41	-0.56	-0.42	-0.29	ref		
Odds Ratios	0.67	0.57	0.66	0.75	ref		
β_1s	-0.12	-0.27	-0.13	ref			
Odds Ratios	0.89	0.76	0.88	ref			
β_1s	0.01	-0.14	ref				
Odds Ratios	1.01	0.87	ref				
β_1s	0.15	ref					
Odds Ratios	1.16	ref					
Entrepreneurial Parents							
β_1s	0.21	0.09	-0.15	0.25	-0.56	0.45	ref
Odds Ratios	1.23	1.10	0.86	1.28	0.57	1.56	ref
β_1s	-0.24	-0.35	-0.60*	-0.20	-1.00	ref	
Odds Ratios	0.79	0.70	0.55	0.82	0.37	ref	
β_1s	0.77	0.65	0.41	0.81	ref		
Odds Ratios	2.15	1.91	1.50	2.24	ref		
β_1s	-0.04	-0.16	-0.40	ref			
Odds Ratios	0.96	0.85	0.67	ref			
β_1s	0.36*	0.24	ref				
Odds Ratios	1.44	1.23	ref				
β_1s	0.12	ref					
Odds Ratios	1.13	ref					

Note. ref = reference profile; *p<.01; **p<.001.

Figure 1. Model of the Developmental Process of Entrepreneurship

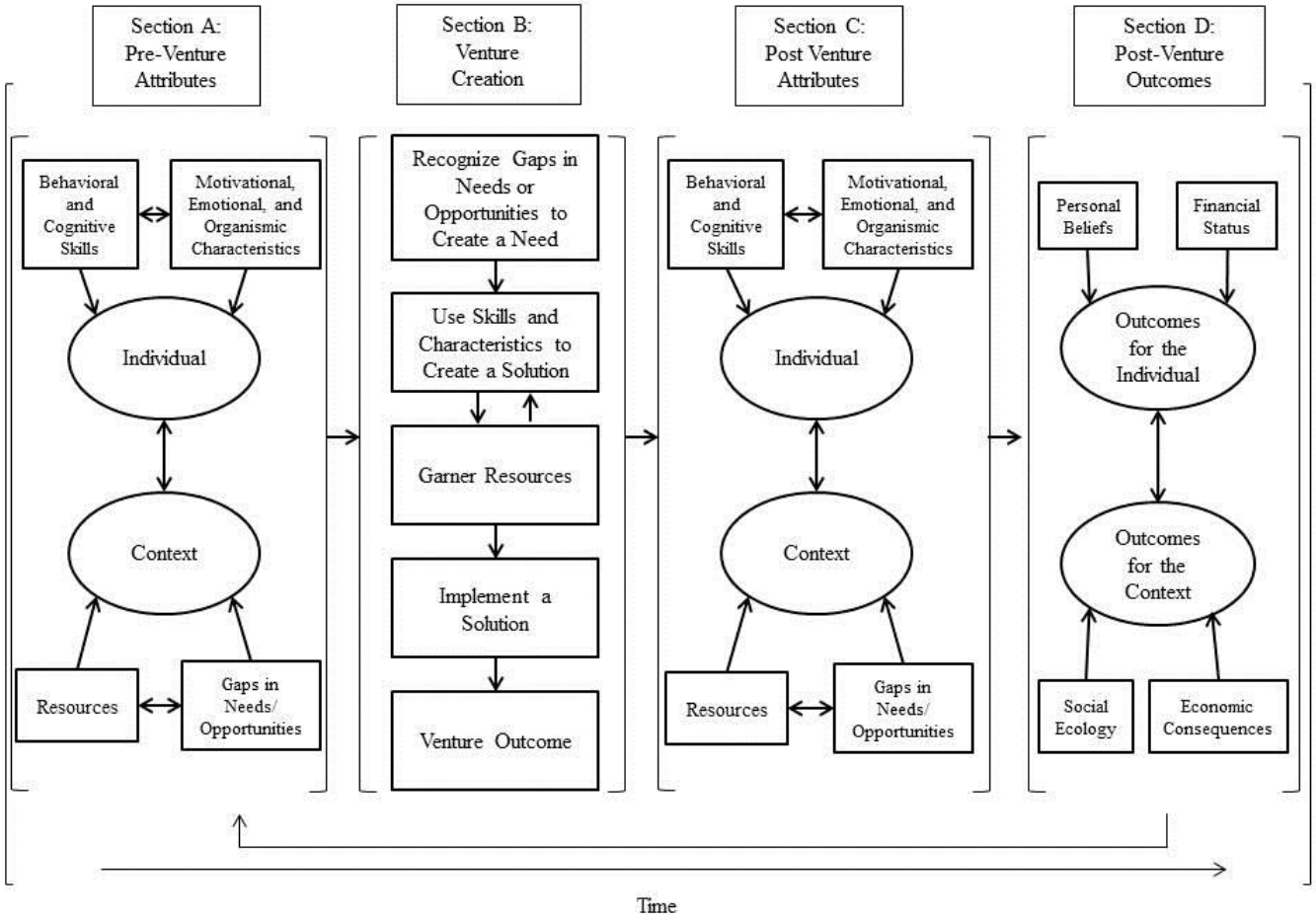

Figure 2. AIC, BIC, and SABIC for Trajectory Classes for Traditional Entrepreneurial Intent

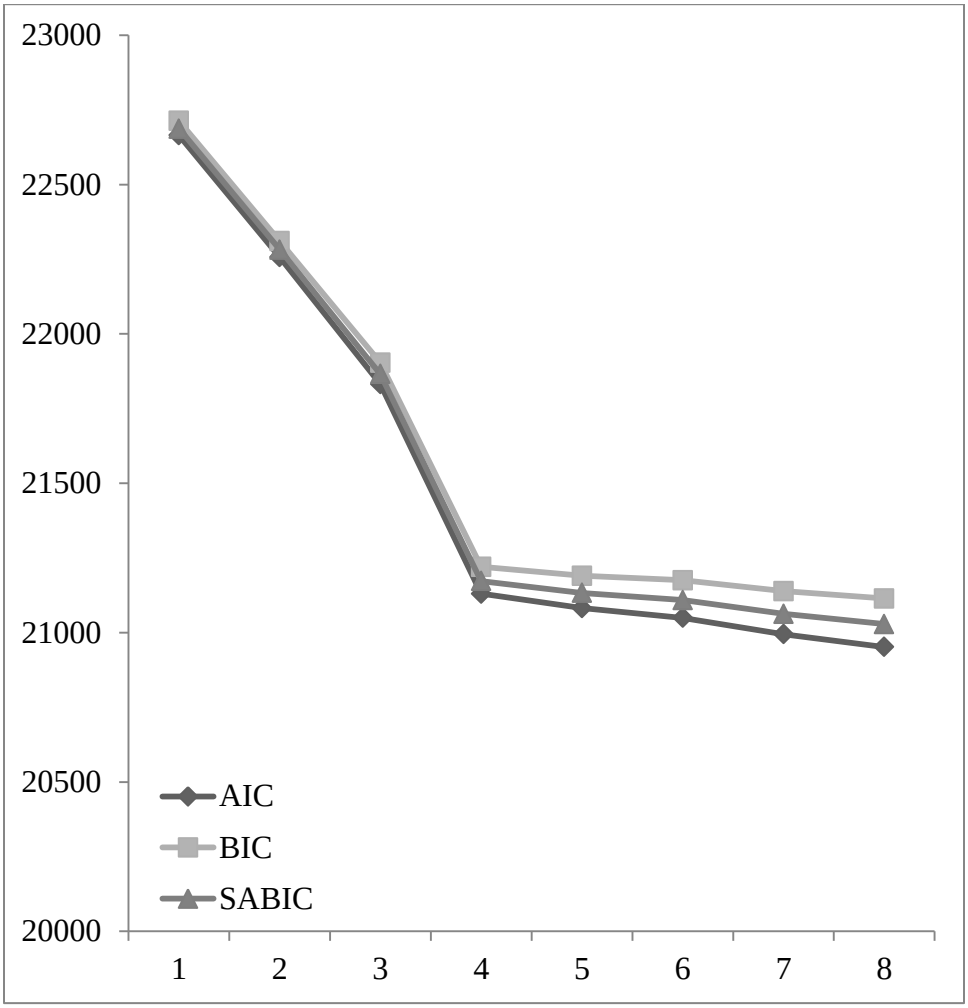

Figure 3. Six-Trajectory Class Model of Traditional Entrepreneurial Intent

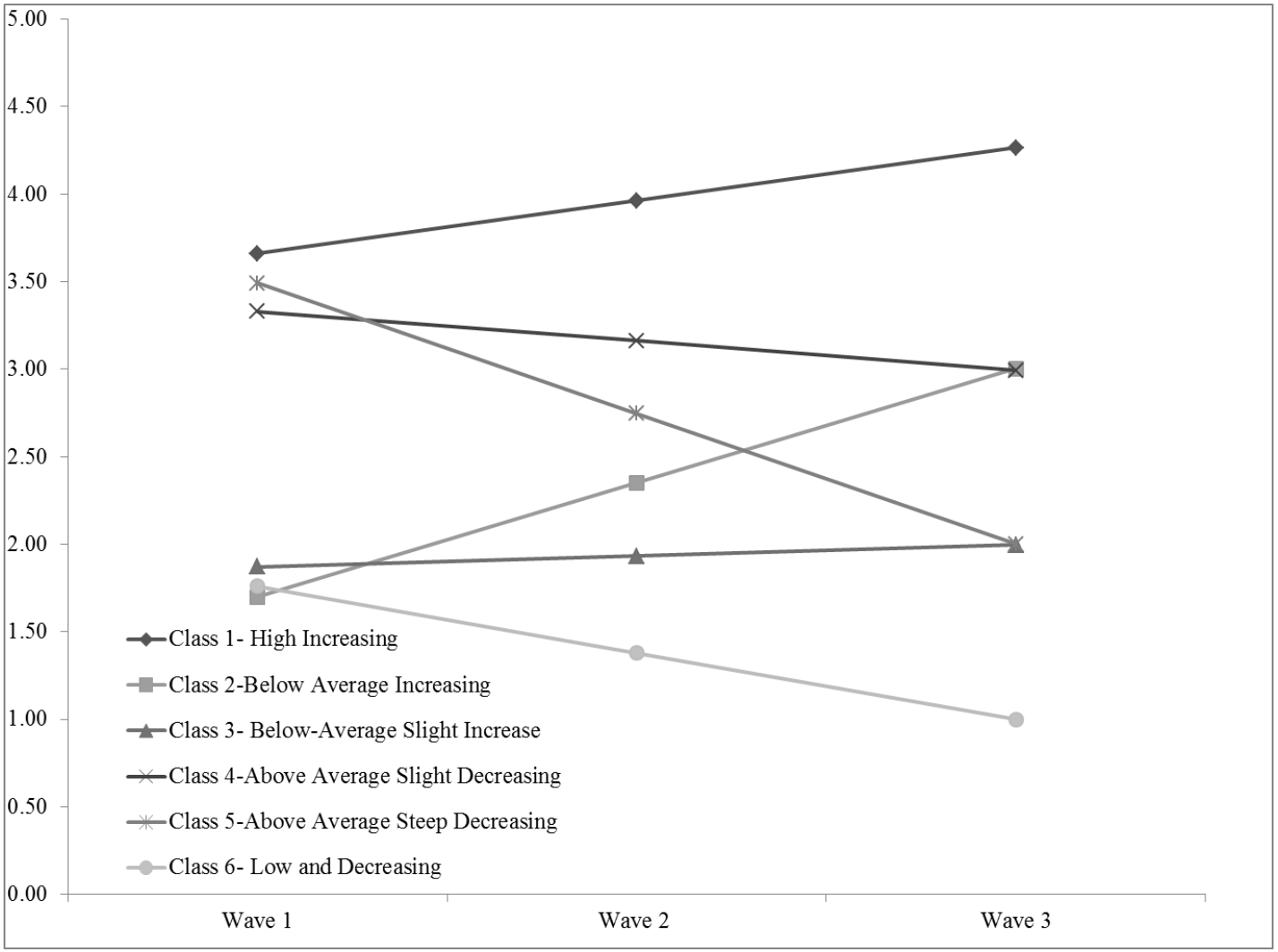

Figure 4. AIC, BIC, and SABIC for Trajectory Classes for Social Entrepreneurial Intent

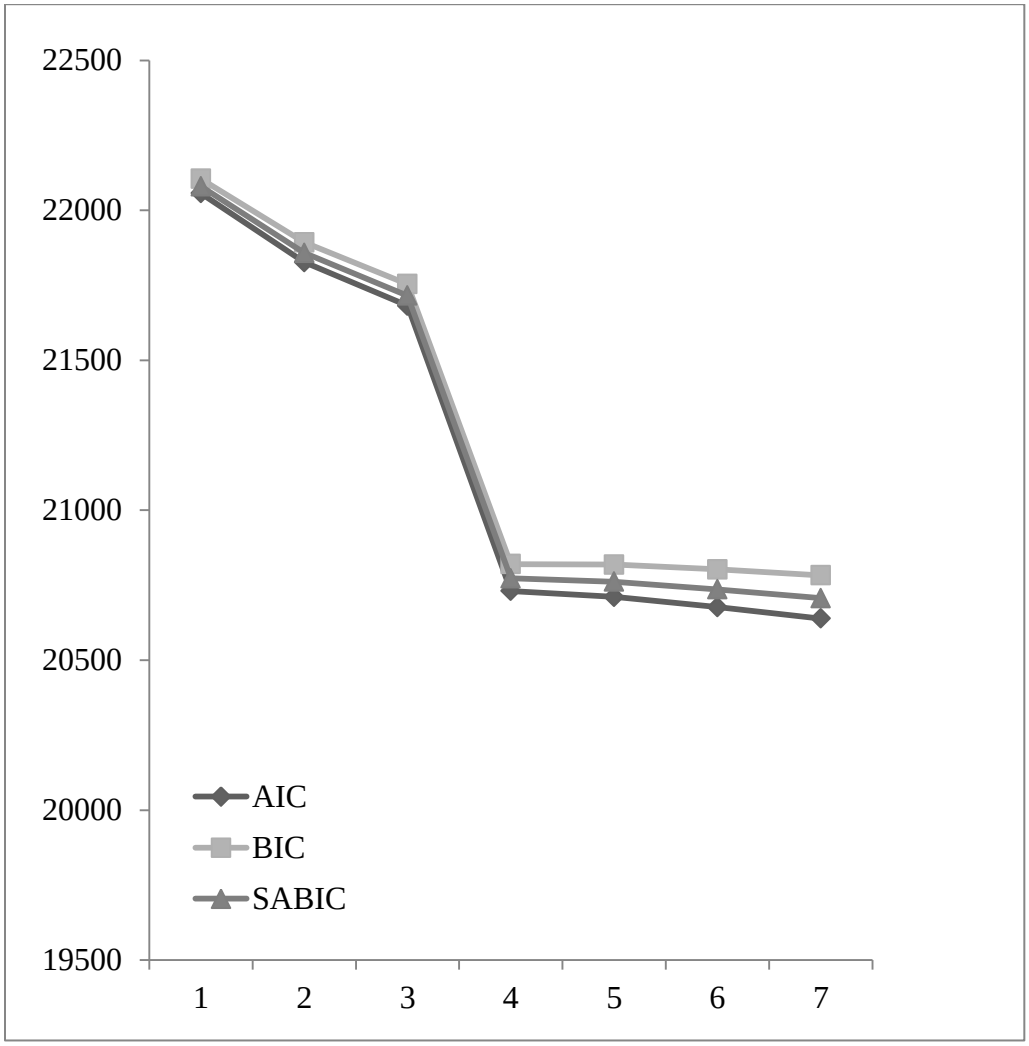

Figure 5. Six-Trajectory Class Model of Social Entrepreneurial Intent

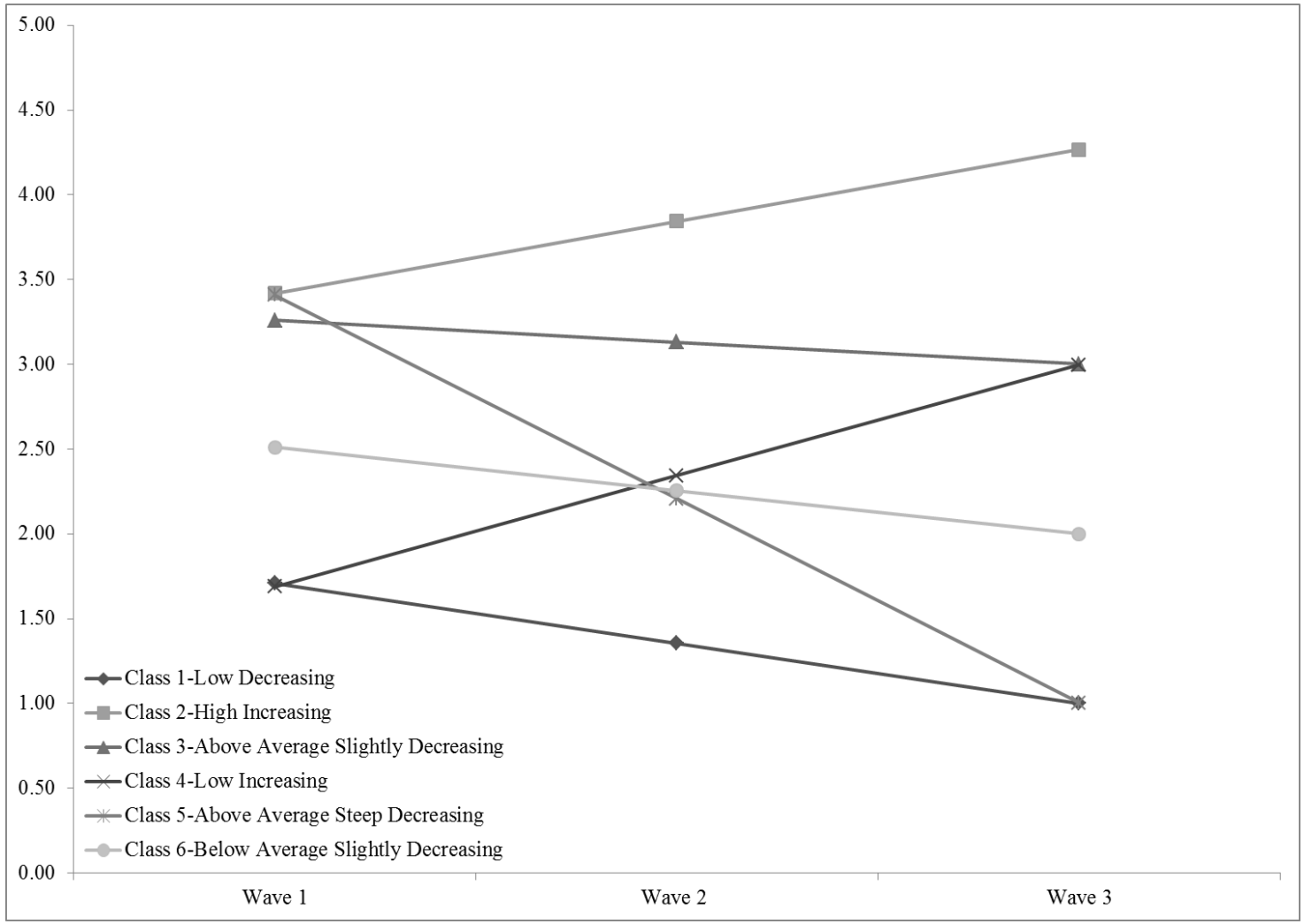

Figure 6. AIC, BIC, and SABIC for Trajectory Classes for Intrapreneurial Intent

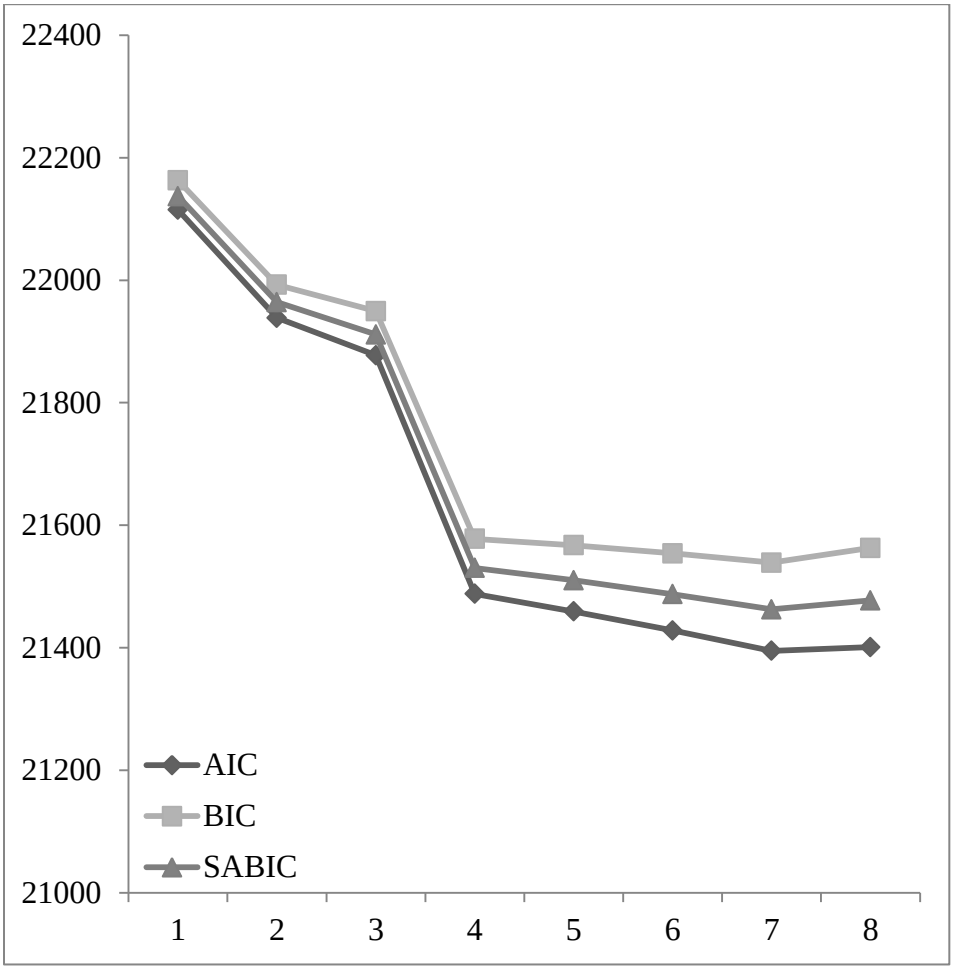

Figure 7. Seven-Trajectory Class Model of Intrapreneurial Intent