CHAPTER 1 - INTRODUCTION

In search of entrepreneurship research excellence:

A person-environment fit approach

Ronald K. Mitchell, Keith H. Brigham, H. Jackson Walker, Richard N. Dino

> "As a second year PhD student, my feeling is simply 'the sun has shined.' I would call my experience with this conference 'completely transformative'; the conference extraordinarily succeeded in transferring tacit knowledge about excellent scholarship, which helped [in] clearing up the myth associated with top journal publications."
>
> Sondos Abdelgawad, PhD Candidate
>
> ESADE Business School
>
> Barcelona, Spain

For many new scholars, the craft of top-tier journal publication seems to be shrouded in myth. But as noted in the opening quote to this chapter, when knowledge is revealed from behind this veil of myth, it can be transformative!

Transformation is the purpose of this book. Our aim is to make the transformative ideas evoked during the first Entrepreneurship Research Exemplars Conference more accessible to new and emerging scholars and to those who advise them. This Conference was an invited best-practices conference for advancing research excellence in entrepreneurship, which was held May 28 – 30, 2009 at the University of Connecticut School of Business, with one purpose in mind: learning from example. Within the pages of this book you will find transcriptions of candid and enlightening editor/author interactions with respect to publishing high quality entrepreneurship research in ten top journals[1], as well as the keynote addresses of leaders in top-tier entrepreneurship research[2], who shared their insights about the "process" of producing outstanding works within the entrepreneurship research craft.

While these insights are specifically focused upon crafting top-tier "entrepreneurship" research, the material presented in this book applies even more-broadly to many other areas of research within the social sciences. We think it appropriate to conceptualize social science research as a unique but broadly-encompassing craft similar to that of the specialty guilds that have been skill-repositories for many centuries; thus, we use the term "research craft" deliberately for the following three reasons. First, in the research craft as in most guilds, skill and quality are adjudicated by peer review. Second, progression within the guild hierarchy depends upon the quality and quantity of specialized "works" and the extent to which these those "works" influence succeeding work (e.g., in the research case, the extent to which they produce citations). And, third, the titles awarded within its membership - such as apprentice, journeyperson, and master craftsperson - signify status which, as a parallel in

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[1] The editor-author participants represented the following journals: Academy of Management Journal; Academy of Management Review; Entrepreneurship, Theory & Practice; Journal of Applied Psychology; Journal of Business Venturing; Journal of Management; Journal of Management Studies; Organization Science; Strategic Entrepreneurship Journal; and Strategic Management Journal.

[2] The Keynote Addresses were given by: Howard Aldrich, University of North Carolina – Chapel Hill; Jay Barney, The Ohio State University; Michael Hitt, Texas A&M University; Duane Ireland, Texas A&M University; Patricia P. McDougall, Indiana University; and S. "Venkat" Venkataraman, University of Virginia.

academe, translate into corresponding ranks - specifically, PhD students (apprentices), assistant and associate professors (journeypersons) and full professors (masters) (NRC, 2000).

In this book we present the process of guild-like-progression toward top-tier achievement as seen through the eyes of successful scholars. And accordingly, in this introductory chapter, we offer the reader a means to frame the narratives of the Exemplars Conference in such a way that their meaning can be further clarified and the dialogues that have been transcribed and appear within subsequent chapters can be helpfully interpreted. We offer a "bird's-eye view" of the underlying structure of the expert discussions as seen from a vantage point that is intended to enhance usability for you, the reader.

UNDERLYING STRUCTURE: A PERSON-ENVIRONMENT FIT MODEL

As is the case with many phenomena in the social sciences, finding the underlying structure within a set of social interactions (such as the keynotes and dialogues that comprise the narratives contained within this book) can be aided by outlining a theoretical framework that identifies key elements and their relationships. Merton (1968) suggests that it is the role of the social scientist to abstract the latent structure that explains the unseen connections among the many phenomena that are "manifest" within an observer's field of view. He suggests that middle-range theories, which explain the generic features of specific social phenomena, can be quite useful in assisting with this theory-advancing task. In the case of this book, we reason that our use of mid-rangetheorizing might therefore help us to more effectively identify common themes and to more-clearly articulate their import across editor-author-exemplar communities.

In this spirit of mid-range theory development for the purpose of aiding in the sense-making task, we have analyzed the Conference narratives in light of various theoretical frameworks and have identified within the dialogues the elements that distinguish the process of building a top-tier research career – specifically, a guild-type social structure, required works of skill, criteria for evaluation, sequential career progression, status conferral mechanisms, etc. In so doing, we have sought to identify overarching frameworks that provide a direct line of conceptual continuity and encompass the differing spheres of social behavior and structure represented by these narrative elements. Our intention is that the resulting model will be able, as suggested in our reference to Merton (1968), to transcend both the sheer descriptions and explicit empirical generalizations that are found within any given narrative. Through discussion and examination, we found ourselves gravitating toward a mid-range theoretical representation which seeks to explain, through the use of Person-Environment Fit (P-E fit) theory (e.g. Schneider, 2001), the road to top tier research excellence.

Management scholars have long recognized the interaction effects of persons and environment on important outcomes such as performance, stress and withdrawal (e.g., see meta-analysis findings from Kristof-Brown, Zimmerman, & Johnson, 2005). P-E fit is broadly defined as the match between individuals and work environment characteristics with more specific assessments - including the domains of person-group, person-supervisor, person-job and person-organization fit. In this chapter, we employ a commonly-used model of person-organization fit (P-O fit) to offer the reader some possible ways to bring order to the phenomena in these narratives and to aid in their interpretation. We believe the P-O model structure is especially representative of P-E fit in general and addresses social structure, the demand and supply attributes that flow from the characteristics of both person and environments, and the notions of supplementary and complementary fit (such as evaluation, career progression and status conferral) between person and environment. Based upon our analysis, we are then enabled to helpfully frame the Conference narrative and offer instances wherein some of the phenomena that emerge within the Exemplars Conference narratives can be illustratively arranged for informed interpretation according to a fit model, similar to the one shown in Figure 1 (Kristof, 1996: 4).

{Insert Figure 1 about here}

As specified by P-E fit theory and represented in the P-O model illustrated in Figure 1, the relationships among constructs suggest that fit may be defined to be: "the compatibility between people and organizations that occurs when: (a) at least one entity provides what the other needs, or (b) they share similar fundamental characteristics, or (c) both" (1996: 4-5). For reference, connections among the elements of the model (beginning with "fit" and working backwards to include the elements and their relationships), are (as described by Kristof, 1996: 3-4):

> "In this model, supplementary fit (arrow 'a') is represented as the relationship between the fundamental characteristics of an organization and a person. For the organization these characteristics traditionally include the culture, climate, values, goals, and norms. On the person side of the model, the characteristics most often studied are values, goals, personality and attitudes. When there is similarity

> between an organization and a person on these characteristics, 'supplementary fit' is said to exist.
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> In addition to these underlying characteristics, organizations and individuals can also be described by what they supply and demand in employment agreements. These demands and supplies are likely to be influenced by the underlying characteristics of both entities (Hogan, 1991; Schein, 1992), as is indicated by the dotted arrows in Figure 1; however, they represent distinct dimensions on which fit or misfit may occur. More specifically, organizations supply financial, physical and psychological resources as well as the task-related, interpersonal, and growth opportunities that are demanded by employees. When these organizational supplies meet employees' demands, needs-supplies fit is achieved (arrow 'b' in Figure 1). Similarly, organizations demand contributions from their employees in terms of time, effort, commitment, knowledge, skills and abilities. Demands-abilities fit is achieved when these employee supplies meet organizational demands (arrow 'c' in Figure 1). Both of these demand-supply relationships can be described by expanding Muchinsky and Monahan's (1987) definition of 'complementary' fit." (Emphasis added)

Under the learning-from-example logic of the Exemplars Conference, the nature of P-E fit helps us to situate the information generated in the Conference sessions in career-development terms. What can we learn from examining the latent structure of the Exemplars' Conference Narratives in light of this fit model? To answer this question, we analyzed the keynote speeches and editor/author sessions for representative excerpts. We sought those excerpts that could illuminate, and could in-turn be illuminated by a fit-type conceptualization of the top-tier research skill development process; and in doing so provide to the reader some outlines of the "preliminary knowledge scaffold" that is the foundation of accelerated expertise acquisition (Glaser, 1984). Therefore, the excerpts that we have identified, we now present as a way to contextualize, frame and introduce, and to at least partially explain and interpret, the narratives that follow. Using these excerpts from the narratives themselves, we first seek to illustrate (as shown in Figure 1) the characteristics, supplies and demands of the guild-like structure of the academic environment, within which we as scholars learn to function and to flourish. Then, under the assumption that the purpose of the learning-from-example logic is for persons to attain compatibility with the top-tier research guild environment, we also present selected quotations from authors to demonstrate a few of the means whereby person-environment compatibility/fit can be achieved.

THE TOP-TIER RESEARCH GUILD ENVIRONMENT

We contend that three elements of the top-tier research guild, (1) who we are (characteristics), (2) what we offer (supplies), and (3) what we need (demands), define the compatibility/fit space. In the following paragraphs, we present selected excerpts from Conference participants: keynotes, editors, authors, panelists and other contributors, who provide definition and texture to each "element" of our top-tier research guild, and the process of progression within it. Note that we reference Kristof's (1996) P-O fit model throughout this chapter because, as noted previously, it provides a clear representation of P-E fit in general and addresses the same requisite dimensions of fit (i.e., supplementary, complementary needs-supplies and complementary demands-abilities).

Characteristics

Kristof (1996) suggests that characteristics of an organization traditionally include its culture, climate, values, goals and norms. In our analysis of the narratives, this structure applies well to the case of the entrepreneurship research guild environment. For example, within numerous dialogues, we have identified both a culture and climate of "inclusiveness," values and goals centered on "making a difference," and norms that focus on producing "interesting" research, as important characteristics of the top-tier research guild. These characteristics are related to supplementary fit and allow for an assessment of similarity between individuals and the top-tier research environment.

Culture and climate of inclusiveness. What do we mean when we say that top-tier entrepreneurship researchers foster a culture and climate of inclusiveness? Patricia McDougall, a Conference Keynote and former Chair of the Entrepreneurship Division of the Academy of Management (AOM) – who herself has been a career-long champion of entrepreneurship-research-community inclusiveness – says:

> ". . . A distinctiveness that the Entrepreneurship Division of the Academy of Management has always had has been our inclusiveness; but I think this Conference takes our culture of inclusiveness to an entirely new level . . . We have tried to keep our entry barriers low, and that has been one of the things I most value about our culture. I would not want us to change this culture . . ." (Patricia P. McDougall, Keynote: Chapter 6).

This assertion is supported by the AOM's Entrepreneurship Division history. Beginning with the formation of the Entrepreneurship Interest Group in 1972 (led by Karl Vesper and held in Arnie Cooper's basement) and as highlighted by McDougall's term as Division Chair (1996-1997), inclusiveness has been an explicit part of the culture and climate of the Entrepreneurship Division of the Academy of Management. For example, the relatively recent 2006 Entrepreneurship Social event at the AOM Annual Meeting had as its theme "crossing bridges" and dozens of scholars from sister divisions of the Academy attended. Certainly the Exemplars Conference itself is an inclusiveness-emphasizing initiative, and has been recognized by the AOM Board of Governors as an Academy-wide best practice. So as you read (or "listen to" via the web) the dialogue that unfolded during the Conference, we suggest that attention to the inclusiveness dimension within the narrative will be one of the key themes that readers/listeners can use to make (alluding again to the opening quotation) some of the mythical aspects of the top-tier entrepreneurship research culture, less mysterious.

Values & goals: Making a difference. If the purpose of research in general is to discover new knowledge, then a key responsibility encompassed within the values and goals of our specific research community (as observed by one who has the comprehensive vantage point of a top-tier journal editor), might have bearing upon these values. In his keynote address, Duane Ireland, the editor of "The Academy of Management Journal," had this to say:

> "As knowledge producers - as people involved in knowledge - it is important that we seek to make a difference with our work. And if we accept the responsibility to try to make a difference with our scholarship, then the question becomes 'How do we go about making a difference as entrepreneurship scholars with our work?' (Duane Ireland, Keynote: Chapter 5)

This emphasis on making a difference was also presented in a thought-provoking manner by a well-known scholar who is known for such outcomes. In his keynote address, Jay Barney offered the following challenge about making a difference:

> "My goal today, especially for the senior scholars, is literally to inspire some of you to change your research agendas . . . Don Hambrick (1994) issued a challenge to the Academy of Management in his presidential speech that was later published in the "Academy of Management Review." The title of his article was 'What if the Academy Actually Mattered?' . . . The article goes on to suggest that the Academy could matter in at least two ways: First, it might matter for practicing managers (that is, the work we do might actually make a difference for people in practice); second, he also suggests that it could matter for discussions of broader social and economic policy . . . That's my challenge for my senior colleagues and for the junior people. This is why we do the work. This is what we have to aspire to. We need to aspire to change our goals from producing just another publication in "AMR" or "AMJ" to changing lives. (Jay Barney, Keynote: Chapter 3)

Of course, as indicated by the words spoken by these two highly-respected keynoters, "making a difference" will have unique meaning to each observer. Some might even consider such vision statements to be more idealistic than practical. But we suggest that the task of assessing values and goals-similarity in the environment within which we seek to work and flourish, requires that such perspectives be articulated: perhaps to serve as helpful anchor points, as points of departure, or as the source of thought-provoking challenge.

Norms: Producing "interesting" work. If there is one norm that might be considered to be standard in the production of top-tier research, it would be that those who produce it view the production of "interesting" work to be their benchmark. This insight is not intuitive. In fact, "Journal of Business Venturing" editor Sankaran Venkataraman (Venkat) explained how he came to this realization:

> "Like any new doctoral student, I labored under the belief that a theory or a theorist is considered great because his or her theories are true - but I discovered that was really not true. That's false. A theory or a theorist is considered great not because his/her theories are true, but because they're interesting. Murray Davis goes on to develop about a dozen criteria for why a theory is interesting. It will take me too much time to go through all of those points, but the gist of Davis's point is that interesting ideas are those that point out that things are not really what they appear or you *think* they appear to be." (Venkat, Keynote: Chapter 7)

This thought is echoed by Duane Ireland who offers:

> " . . . I believe an appropriate view to take is that in order to make a difference, our scholarship has to be interesting. Quoting from Murray Davis (1971), a reason for this is "The first criterion by which people judge anything they encounter, even before deciding whether it is true or false, is whether it is interesting or boring." Now, one might argue that interesting scholarship has quite a few characteristics, including the following: counter intuitive arguments, multi-level designs, use of qualitative and quantitative data in the same study, innovative and robust data sets, and innovative integrations of theories. The important point is that as we think about trying to make a difference, what we want to do is to think

about designing and completing interesting scholarship." (Duane Ireland, Keynote: Chapter 5)

And then UConn panelist, Mike Lubatkin, after a particularly poignant session[3] summed up the top-tier-research-guild norm "producing interesting work" to the assembled conferees, as follows:

> " . . . Jim is reflecting on it and he's tearing up a little bit. That's what we are about. We are putting our heart and soul into our ideas. We embody the concept of entrepreneurship by the very virtue of the fact that we are willing to fight and die for what we believe is interesting." (Mike Lubatkin, Panelist: Chapter 15)

In terms of P-E fit, norms are at the core of characteristics that define the top-tier research-centered environment because they tend to sum up the associated expectations within this guild. And in turn, these characteristics define both the supplies provided and the demands they require, where an inclusive community is committed to making a difference through the production of interesting research. In the next two sections we first explore conference participants' impressions of the supplies offered by, and second, the demands required of the top-tier research guild. These are important considerations and can be used to assess complementary fit in terms of whether or not individual and organizational characteristics "fill gaps" for each other.

Supplies

As suggested by P-E fit and represented in the P-O fit model structure (Figure 1), an important complementary fit consideration is the financial, physical and psychological

[3] (where Jim Fiet, during the "JMS" editor-author session, as an author explaining how he had "finally" been able to get research which he believed to be deeply important published in a top journal, "shed a tear" when asked to explain its importance to him personally)

resources, as well as the task-related, interpersonal and growth opportunities supplied. Within the top-tier research guild, these resources and opportunities may be characterized along three dimensions: (1) critical feedback resources (the scarcest resource in any guild due to time and attention constraints); (2) task-related opportunities for monetary and psychological rewards/satisfaction; and (3) interpersonal opportunities for interaction and learning. In our analysis, we note several comments within the narratives that support this interpretation.

Resources: Critical feedback. It is not intuitive to the novice in any guild-type structure, that the review process, whereby critical feedback is generated and passed back to the producers of the work is, in fact, the most positive and helpful resource that the skill-community can provide. Consequently, for those who are new (and sometimes not so new) to the research craft, the production of works, and their submission for review to peers within the guild often is viewed negatively. However, as narratives from the Exemplars Conference suggest, there is a helpful perspective that can be adopted. As suggested by Ron Mitchell, for example, in recounting a conversation with "AMJ" author/panelist, Tom Elfring:

> "One of the things Tom and I were talking about over breakfast was this idea that when you first see a diamond, it doesn't look all cut and sparkly. It needs to be cut and then it needs to be put into a setting. So in a sense, what happens is [that] as the effort is added to these papers, we ought not to always think that necessarily because we were rejected at the top journal, the paper is in fact a poor paper. Rather what you get, which is from the scarcest resource in our business, is a critical review from thoughtful colleagues. Once you get that, it is like cutting a

diamond. You can actually use it to increase the sparkle." (Ron Mitchell, Moderator: Chapter 9)

However, it is one thing to rationally understand the process of improving "diamonds in the rough," but quite another to deal with the emotional realities that accompany constructive criticism. Consider the natural tendency for each one of us, as recipients of critical feedback, to project the weaknesses of our work back upon the reviewers who, in giving scarce time resources to the developmental task, raise sensitive and often troublesome points concerning the work – not the authors. Helpfully, Talya Bauer, Editor of the "Journal of Management" offers the following commentary, referring to the manner in which three authors in their editor-author panel session responded to the feedback they received on their paper:

." . . I think these three did a great job with this: being really responsive, going above and beyond, being diligent, being timely and writing well. Being nice only goes so far. I would say that the biggest thing is not having an argumentative attitude, but rather asking, "How can I make this paper better?" My mantra is "feedback is a gift." So many people are threatened by feedback, but when someone gives you that tough love feedback, that is the best thing they can do. We would be doing a disservice if we published the first drafts that people sent in." (Talya Bauer, "JOM" Editor-Author Session: Chapter14)

As supplies go (at least within the top-tier research guild), critical feedback is the primary resource. But of course, it is not the only one. There is also a kind of coaching; a type of considered-judgment-direction that sometimes also surfaces, as suggested by "Organization Science" Senior Editor, Pam Tolbert:

"In the first couple of rounds, I think the main contribution was actually just trying to point a path, because the reviews really did say 'Do this and do this and do this;' so the main job was to say, 'You could do this, but I think this might be a good strategy,' which is something that people should pay attention to when senior editors do this stuff. Because on one hand they're trying to not alienate reviewers; obviously there's a lot of labor involved there, but sometimes you don't always think they're going in the right direction. What you do in writing a decision letter is to try and point to a path among the differing options." (Pam Tolbert, "OS" Editor-Author Session: Chapter 16)

Then there are the less-tangible resources, such as the task-related opportunities that the guild provides for rewards and satisfaction, which we discuss next.

Task-related opportunities: Rewards and satisfaction. What kind of work should an aspiring member of the top-tier research guild seek to produce? Because the rewards and levels of satisfaction vary based on how one may answer this question, it is helpful to view this decision in terms of approach-to-opportunity: specifically to the opportunities supplied by the top-tier research guild. Howard Aldrich, senior scholar and 2009 Foundational Research IDEA Award winner suggested the following:

"Perhaps the most important dilemma facing junior scholars and graduate students is what Donald Campbell (Campbell, 1969) talks about as the 'real' goal of science. Don Campbell, a great scholar and wonderful man, contributed to general systems theory, anthropology, philosophy, psychology and sociology. Also he was very pragmatic and instrumental. He described science essentially as 'the struggle for citations.' How do you achieve your place in the citation world?

> There are two central strategies. I like the analogy of somebody out looking for gold in the old West. What are the choices? One we could call the "mining choice." It's going out into the mountains, finding a hole already dug, seeing people streaming in and out of it, realizing "yes, there's probably gold here. The seam has been opened and now I can just follow those people. It could be the case that I will find large pieces of ore, but also it is quite likely that because people have been there before me, my incremental contribution is probably going to be fairly small." What's the alternative? The alternative is the "prospecting strategy." Think about Humphrey Bogart in The Treasure of the Sierra Madre, if you remember that movie (that's the very famous movie with the "badges" joke that Mel Brooks followed up in Blazing Saddles). You can imagine being on the frontier; there's no map, you just set off and try to find gold. The chances are quite good that what you'll encounter are dry holes; although it could also be the case that you are the first to stumble onto something never before seen (in which case the returns to you are substantial, but you're also taking a substantial risk).
>
> . . . What I want to talk about today is not that you should choose either of these paths. I want to talk about, in a mindful way, trying to manage the tension between the "mining" that is inevitable in our profession and the "prospecting" that I think returns the largest rewards to people." (Howard Aldrich, Keynote: Chapter 2)

And in addition to the more pecuniary rewards that come from one's citation-stature "treasure," as supplied by the profession (promotion, tenure, endowed professorships or chairs, awards and honors, etc.), there are also the intangibles, as succinctly stated by Duane Ireland:

> " . . . what could be more exciting . . . than to have the answers that we derive from our studies have the potential to positively affect individuals, firms, and for societies?" (Duane Ireland, Keynote: Chapter 5)

Many of us, if asked, could name jobs that, in our view, would be entirely lacking in satisfaction . . . We'd "hate" them. Yet here we are in a profession that supplies task-related rewards and satisfaction that – where a fit can be engineered – are truly remarkable for all parties involved. But in addition there are human interaction type opportunities that are supplied by the top-tier research guild, and in the next section we encounter several observations that outline these possibilities as well.

Interpersonal opportunities: Interaction and learning. Primarily, an intellectually-driven craft can offer/supply a variety of interpersonal opportunities – specifically those for productive interaction with like-minded colleagues and learning about what interests us. Several Conference participants offered observations about these types of opportunities as supplied through participation in the top-tier research guild:

> "I enjoy the opportunity to interact with such a great group of colleagues, and it is also an excellent opportunity to interact with people from all over the world (even though the interaction is a little less personalized). So please accept my not only congratulations on an outstanding conference, but also my "thank you" for inviting me to this conference and the opportunity." (Mike Hitt, Keynote: Chapter 4)

Here the profession is seen to provide the opportunity for interaction at the more general collegial level. Of course, interaction around specific topics also occurs, as noted by "Entrepreneurship Theory & Practice" Editor, Candy Brush:

> " . . . there is a community around family business - and there is also a community around women's entrepreneurship (of which I am a part of), and around international or transitioned economies. So you have these different communities and it is an opportunity, I think, to collaborate and to develop theories more deeply in these perhaps niche areas." (Candy Brush, "ET&P" Editor-author Session: Chapter 11)

And in the following quote, the opportunity for interaction is seen to also prompt learning.

> " . . . when you get a group of masters together and you throw them into unanticipated and new situations, sometimes just the newness of the situation, the emergent dialogue itself, creates the opportunity for understandings to surface, to be articulated, to become concrete and to become usable by all of those who desire to do work in the craft at the top tier." (Ron Mitchell, Co-Chair Remarks: Building your publishing career: Appendix B)

Mike Lubatkin, as a co-moderator in the "Journal of Management Studies" editor/author session, expanded this view, suggesting that the profession also supplies the opportunity for growth:

> "There's an evolution to us as scholars in our careers. We start off very much in a skill-building mode as doctoral students and as junior faculty members. I liken

> that to developing skills as a musician; at some point we need to make the transition from musician to composer." (Mike Lubatkin, Panelist: Chapter 15)

This thought is echoed and, furthermore, cast in a resources-supplied perspective by senior scholar and panelist in the "Strategic Entrepreneurship Journal" editor/author session, Elaine Mosakowski, who says:

> "You know, Jay Barney talks obviously all the time about resources; bringing these resources to bear to creating this critical mass to get the institution snowballing and our expectations rising I think is, as you say, the objective . . ." (Elaine Mosakowski, "SEJ" Panelist: Chapter 17)

So as we use a P-E fit perspective to amplify meaning from the variety of perspectives offered by Conference participants, we can readily begin to see how the characteristics of the top-tier research guild translate into the "supplies" it offers its organizational members. But under the "matching" logic that is endemic to a fit-type model, "supply without demand" is in many ways inert. The supplies produced are therefore enlivened and made relevant by the existence of the demands and expectations held (in our case the top-tier research guild) of its members.

Demands

The demands of the top-tier research guild have their own forms of complexity and a big part of the complexity in this case emanates from the demands that are placed upon its members. Top-tier entrepreneurship research is especially complex in this respect because of the many disciplines contributing to it, each of which has some degree of uniqueness that accompanies its demands. As described by Conference Co-Chair, Rich Dino as he introduced the first session of the Conference:

> ". . . I was trying to figure out how to convey what I see. I was talking with a colleague today and we concluded that it was a busy intersection; and then we asked "What is the busiest intersection in the world?" And most people will say "Well it must be Grand Central Station." Well actually it's not. It is a place in Tokyo, Japan called the Shibuya Station. It is interesting because there is a confluence and an intersection of six roadways, six pedestrian walkways, and one of the busiest train stations in the world. You could actually go out on the Internet and watch this intersection - and it is something else. I was trying to think of how to characterize the world of entrepreneurship, and it pretty much is one of the busiest intersections in the research world. Instead of having six roadways or 12 roadways (including the pedestrian walkways together), there are many, many more. Just thinking about it, if you think about the disciplines that make up entrepreneurship (economics, sociology, organizations, institutions, strategy, psychology, finance, micro, macro, go on and on); it's a very busy intersection."
> (Rich Dino, Co-Chair Remarks: Setting the stage: Appendix A)

So as we examine the narratives to ascertain the demands of the top-tier research guild, we once again turn to P-E fit for help in outlining the latent structure of the dialogue. This framework suggests that both task-specific and people-specific elements are part of the demands placed upon its members. Of course in the case of academe, the task-specific demands are research-production focused. The people-specific (interpersonal) demands have more to do with the way that time, effort, commitment and experience are provided in the service of requirements, where patience/perseverance is expected, and uniquely personal demands, skills and imagination figure prominently. In our analysis, we noted several observations by Conference participants that aptly represent each of these points.

Task-specific demands: Research-production focus. The top-tier research guild is very clear about the specific tasks expected of its members: the constant production of top quality work in reasonable-to-high volume over time. However, stating the demands/expectations for producing a series of successful papers is much easier than is enacting them. For example, Venkat states:

> "From my own experiences reviewing as well as editing, the observations I can make are: successful papers are more than likely to have something novel to say rather than just a repetition of well trodden areas - and that novelty is either in the theory, the approach, the data, the methods, the empirical context or in the conclusions." (Venkat, Keynote: Chapter 7)

Yet calling for novelty, and locating the pathway to find it are again distinct actions with differing complexities. In the following exchange between Tom Lumpkin (serving as the "real-time editor" of questions and comments coming into the Conference from around the world through the magic of technology) and Howard Aldrich (video conferencing his Keynote Session), the articulation of this challenge and some counsel on how to help emerge:

> Lumpkin, Tom: Howard this is Tom Lumpkin. I have some questions from the web. First, when teaching junior scholars, how do you help them to identify the

initial research area to specialize in? Too often it seems that just pursuing questions can leave students stranded - especially as their questions change.

Aldrich, Howard: So the question is how to help them find their own voice?

Lumpkin, Tom: And the kind of research to specialize in.

Aldrich, Howard: Again, I can certainly see what happens to people who approach that choice in a mindless way. One of the classic things we see students doing is coming to graduate school with some work experience. Especially PhDs in our field, typically people have been out five, six, ten years who come to graduate school with a very powerful image of an experience they had as a manager or maybe as an entrepreneur. What they spend their first couple of years trying to do is to figure out how to understand that experience. That is a very bad way to choose a research project. The first thing I would do in working with students is to help them have a cathartic moment: "Why are you here? What do you think about entrepreneurship? What are the emotional associations you have?" I try to get them to think about the powerful passions that they may have and the powerful feelings they may have. Get that on the table.

The second thing I would suggest to them is that their personal experience might be the basis for building a program; but it's not going to be a very good basis. I say this because I have seen it over and over again - not only for the people I teach personally, but also at the doctoral consortia, I've seen the same thing. When people are asked about what they are interested in, inevitably they take us back to some personal experience they had, either as a worker, a manager or an entrepreneur. I think they have a very serious problem if they don't get past that." (Howard Aldrich, Keynote: Chapter 2)

During the last 35 – 40 years, the field of entrepreneurship emerged from obscurity to today's present level of legitimacy. During this process, numerous demands of the top-tier research guild had to be addressed and satisfied. Patricia McDougall described a few of those, as follows:

> "Admittedly, we did have some problems in the early research; no doubt about it. I would describe that research as not very cumulative. It didn't lead to many new insights or knowledge gains. We had an absence of quality databases. Many of the articles lacked a theoretical foundation or methodological rigor. There was a real bias toward descriptive research. And the big one for me was that there was not a very clear understanding of what was unique about entrepreneurship research." (Patricia P. McDougall, Keynote: Chapter 6)

So we can conclude from the foregoing insights that the research-production focused, task-specific demands of the top tier Entrepreneurship Research Guild are becoming quite clear, and, in fact, are somewhat inflexible. As a result, flexibility is demanded and must come from top-tier research guild members.

Interpersonal demands: Patience/perseverance. Inflexibility is rarely pleasant to encounter. But often (as appears to be the case with the top-tier research guild) the demands have temporal dynamics that are discipline-based, and therefore are likely to be highly stable (Lawrence, Winn, & Jennings, 2001: 634), and thereby "less than flexible."

Accordingly, the interpersonal demands of patience and perseverance are placed upon/demanded from members. As Mike Hitt observes:

> ". . . you should leave no stone unturned in order to do quality research. Have patience and persevere. You also must be goal-directed and highly motivated to do quality research. . . . you need to listen to your colleagues and you are going to have to be honest with yourself. Yet, I continue to believe that sometimes you also have to persevere. So you should not let it go too soon." (Mike Hitt, Keynote: Chapter 4)

However, this does not necessarily mean drudgery. Yes, commitment and perseverance do have to come from within each of us, but there's an "up" side to the attitude/stance that we can adopt, as Rich Dino suggests:

> "I opened the conference by talking about lyrics of songs. I like lyrics of songs. There was a song years ago by a group called, believe it or not, Chumbawamba. I don't know if you remember the lyrics, but the lyrics are the following: 'I get knocked down, I get up again. Nobody's going to keep me down.' That's what research is about, isn't it? Continually getting knocked down and having the tenacity to get up, believing in what you are doing and (Jim, back to you again) believing in what you're doing and getting it done." (Rich Dino, Co-Chair, Where to from here? Appendix D)

In short, the top-tier research guild, in demanding highly specific and excellent research products from its members, also (of necessity) demands interpersonal staying-power. And, as we shall see, this kind of staying power is enabled – at least in part – by skill and imagination.

Personal Demands: Skill and imagination. Yes, our capability to meet demands compatibly, i.e., to enact a P-E fit, comes down to adjusting to the demands placed upon us as members. And this requires an imaginative approach to theory and methods, as illustrated in an exchange among Maw-Der Foo (Author), Ron Mitchell (Session Moderator), and Jing Zhou ("Journal of Applied Psychology" Associate Editor):

> Foo, Maw-Der: ". . . What we thought was interesting and counterintuitive was that positive affect actually increased the amount of effort that entrepreneurs put into their ventures, primarily through a future temporal focus."
>
> Mitchell, Ron: "So, one of the things that was cool about the method was that you emphasized the word 'experience.' And was this experience-sampling methodology where you had the entrepreneurs who were participating respondents actually call in (was it twice a day?) on their cell phones? How was that received at 'JAP'?"
>
> Zhou, Jing: "It was cool. It was very nice. It is a method that actually the "affect" people (the people who do research in social psychology and affect) started to use. So in some ways, there are several interesting things about this paper that I really like. First of all is the theory: the mood, as information theory, is relatively new in our field - in the applied field; and they used that correctly and in a very counterintuitive way, if you will, of looking at the immediate versus future. and both the negative and positive mood each have as a functional impact on peoples' effort. It's just different temporal dimensions. Also, the way social psychologists

collect data really is new and appropriate; so those are very nice features." (Maw-Der Foo, Ron Mitchell, Jing Zhou, Panelists: Chapter 12)

Some of the counsel offered by Howard Aldrich applies well to such settings because it suggests that the way to meet the demands of the top-tier research guild is to invoke a personal strategy that combines both skill and imagination. He states:

> "Last night Dean (Chris) Earley made a comment about the importance of both skill and imagination; lacking one or the other might result in sub-par work was the point.. . . . So with regard to the question about skill and imagination, I would say skill is a matter of experience. It is a matter of attaching yourself to good mentors and learning how to read mindfully. Imagination may require you to spend a little money on technology. Find people, coaches and trainers. There are ways to put yourself in situations beyond your comfort zone. . . . There actually are ways to get the brain out of the miasma that it is in and train it to be better at dealing with challenging environmental stimuli. . . . That is possible. I would say both of those tracks can be pursued. The imagination track is going to be harder; it is going to be more painful, but it is possible." (Howard Aldrich, Keynote: Chapter 2)

Summary

So as we can see, P-E fit theory and the representative P-O fit model enhance the interpretability of the narratives and provide additional meaning from the variety of perspectives offered by Conference participants. Through this lens, we are able to observe how the characteristics of the top-tier research guild as described within the narrative, translate both into the "supplies" it offers its members, and into the demands it makes upon them. Under the matching logic of P-E fit, we can see how the supplies produced by the top-tier research guild are enlivened and made relevant by the unique demands and expectations it places upon its people. In the next section, we seek to illustrate from a "peoples' perspective," (that is, from the authors who participated in the editor/author dialogues) how this "fitting" of the person to the top-tier research environment has been accomplished. Additionally we outline possible pathways to satisfy the premise of this Exemplars Conference: transformative learning from example.

FITTING IN: AN EDITOR/AUTHOR PERSPECTIVE

The P-E fit perspective also articulates the characteristics, supplies and demands of the "person" in the environmental dyad. While in this introductory chapter we felt it necessary to demonstrate the usefulness of fit with representative narratives; it appeared to us to be somewhat trivial to extract from the Conference narratives, person-specific evidence of various individualized attributes (on the "person" side of the dyad – Figure 1). We reasoned that each reader would bring their own characteristics (personality, values, goals, attitudes), supplies (time, effort, commitment and experience resources) and demands (financial, physical and psychological expectations) to their experience with the narratives presented in this book.

However, what is truly non-trivial (and the focus of this book) is the process whereby the individuals in the editor-author panel sessions actually have shaped their professional responses to the characteristics, supplies, and demands of the top-tier research guild and succeeded beyond publishing their research in one of ten top journals in their field to create a sense of "belonging" to the guild. As may be readily ascertained, each of the editor/author sessions was constructed with the task of "making what had been tacit, explicit." And this construction has produced dialogues that are representative of how, in real situations, these colleagues have been enabled to connect with similar others who value similar things. In some sense, these are proxy individuals for each of us as authors. Put differently, colleagues who have experience with the process can provide insights about finding acceptance, support and reinforcement for the things that they value - and from which the rest of us can benefit.

Therefore, in the following paragraphs, we offer a few (hopefully salient) excerpts from the dialogues of these sessions, with the hope that they can be "priming" in nature. Our intention is to give enough "compatibility/fit" examples such that readers, who peruse the remainder of this book, will gain great benefit from likening these exemplars to their own experiences. To the extent this does occur, our "priming of the fit pump" will be a success. As suggested by P-E fit and as illustrated in the P-O fit model diagram (Figure 1) there are two types of fit: supplementary and complementary. We now define each in turn, again quoting from the Conference narrative to illustrate.

Supplementary Fit

What does one look for to begin the matching process of the person to the top-tier research social environment, where a person's flexibility must exceed that of the top tier research guild? This matching process can first be characterized by the term "supplementary fit," where a person "supplements, embellishes or possesses characteristics which are similar to other individuals in an environment" (Munchinsky & Monahan, 1987: 271). Supplementary fit involves an interpersonal component in that matching on characteristics (e.g., values and goals) is often achieved and reinforced through personal interactions with "similar others" who share the same characteristics. This type of fit is represented by "arrow 'a' in Figure 1" (Kristof, 1996: 3). Supplementary fit (as we interpret it for application to persons trying to succeed within the top-tier research guild) can occur as persons find acceptance and support from like-minded individuals within the guild's social environment.

In the case of the top-tier research guild, supplementary fit might occur, for example, when a lead author assembles a research team thereby enabling fit among like-minded authors within that team. In the "Organization Science" session, Author Wesley Sine offered the following illustration:

> "I had experience working with both of these co-authors; they didn't have experience working together, and we were at one point all students at Cornell. We knew each other, and I knew their strengths and knew their weaknesses. I brought them in for their strengths. As first author, I selected both of them for various strengths that they brought to the process." (Wesley Sine, Panelist: Chapter 16)

Or supplementary fit might occur as individuals find that their values and goals match those of other guild members: some in the author role, and others in the editor role - thereby promoting an environment conducive to productive exchange between author(s) and editor(s). For example, Yasemin Kor in the "SEJ" editor-author session explained this supplementation process in dialogue with Editor, Mike Hitt, as follows:

> Kor, Yasemin: "I think our experience with the "SEJ" is that we have gotten very strong, very high quality feedback. Mike has been a truly exceptional editor in

terms of providing us with this magic map; like an ancient treasure map, really, in terms of how we would…

Hitt, Mike: She doesn't mean ancient.

Kor, Yasemin: No. That's meant in a good sense. Actually, telling us all the steps, but also guiding us (because we were going into multiple research streams), also providing us some potential relevant articles, every one of which we read. All the insights come together. It was like magic as things fell together. That was very positive. But I also wanted to bring up the point that there was very strong guidance. It was very illuminating . . ." (Yasemin Kor, Mike Hitt, Panelists: Chapter 17)

Here we can see the "embellishment" process in action: feedback leads to guidance (potential readings, etc.), which in turn leads to insights that "come together." While working towards the shared goal of publication, we see evidence of the support and reinforcement offered by the editor and reviewers to the author.

In the context of top-tier research, supplementary fit may also be important in determining appropriate submission outlets. As illustrated in the "JBV" editor-author session, author Dimo Dimov notes the value of commonality, when he states (after being asked by co-moderator John Mathieu):

Mathieu, John: "How does your paper fit into the universe of entrepreneurship?

Dimov, Dimo: “In our case, what’s interesting is that as the paper was developing we thought of “JBV” as the natural home. It was clear and the reason for that is there’s been a longstanding conversation in the journal about venture capital - and when you have a context like this, it comes with a lot of dirty laundry. There are problems with working with venture capital data; and when you have reviewers that are in that area, they are aware of these issues so you can safely navigate these waters because everyone knows that these are problems. So with that said, this was a natural home.” (Dimo Dimov, John Mathieu: Panelists: Chapter 13)

In this exchange, we are able to observe the “similar characteristics” aspect of supplementary fit: in this case, a data-set to journal-expertise/focus. Furthermore, the author succeeded in finding an outlet that not only valued his area of research, but also had a history of carrying on a “conversation” regarding his interest: venture capital. It appears that interacting with similar others who value similar things (i.e., editors and reviewers) allowed the author to find a natural home for his research, thus achieving supplementary fit.

But while supplementary fit is perhaps the more intuitive or more likely interpretation of fit, it is not the whole story. As illustrated in Figure 1, there are also “complementary” ways where demands/supplies of individuals complete or “make whole” the demands/supplies of the environment – and vice versa.

Complementary Fit

Complementary fit is distinct from supplementary fit. Whereas supplementary fit emphasizes compatibility through “congruence” (e.g., personal isomorphism with the environment), complementary fit emphasizes compatibility through "completion" which is "when a person's characteristics 'make whole' the environment or add to it what is missing" (Munchinsky & Monahan, 1987: 271, as cited in Kristof, 1996: 3). We find two sets of instances where Conference participants articulate complementary fit-type situations, and we highlight several of these comments in the quotes that follow. We expect that in engaging the narratives, however, you (the reader) will identify even more such instances. These two typical complementary matches take the following form:

1. A person demands what environmental characteristics supply, or vice versa (arrow "b," in Figure 1), or
2. Person-based characteristics supply what the environment demands, or vice versa (arrow "c," in Figure 1).

Persons demand what environmental characteristics supply. As a representation of P-E fit, the P-O fit model suggests that "organizations supply financial, physical and psychological resources as well as the task-related, interpersonal and growth opportunities that are demanded by employees. When these organizational supplies meet employees' demands, 'needs-supplies' (complementary) fit is achieved." (Kristof, 1996: 4, emphasis added). As we have previously noted, we have identified within the Conference narrative at least three zones of compatibility – areas where the top-tier research guild supplies: (1) critical feedback resources in the form of reviews, (2) task-related opportunities for monetary and psychological rewards/satisfaction, and (3) interpersonal opportunities for personal interaction and learning. In the narrative, we find several examples of this kind of complementary fit described by editors and authors during their discourse. For example, during the "AMR" editor-author session, we suggest that Mason Carpenter, Associate Editor representing "AMR," described in detail the manner in which the needs-supplies process is enacted in the reviewer-author interchange:

> "I think one rule of thumb that I like to use is that as an editor, I am not a vote counter. So I don't get a tally and just say, "This is a number, this is what you got and so 'thank you' or 'no thank you'." It is really gaining some traction with the particular article. If there's energy - if there is passion in a reviewer, they could say, "I hate everything about this paper but this,". . . We want to see our work published. … The reviewers want to see that too, but they want it to meet the criteria – to meet that hurdle of what quality is. And they get frustrated; but when reviewers find something, they go, "There is a diamond in the rough here." So the task is to coach that out of the paper in cooperation with the authors.
>
> The authors have that same perspective. Is that something they want to see come out of the paper? Because one of the things that you see in the review process and in the revision process, is that, just in the writing, a lot of choices are made. It is making those choices that resonate with a sort of coherent story in the paper; but also with the spirit of what the author is wanting to do. Because if you beat that spirit out, it usually comes out in a poor paper; but if the spirit is there, it is those papers that you read and go, 'That's really unique. It helps me understand a part of the world that I would not even have known to ask that question before.'" (Mason Carpenter, Panelist: Chapter 10)

Here we can see how the top-tier journal guild supplies the critical feedback, which at the same time is needed by the authors to improve their work. This needs/supplies exchange “makes whole” the scholarship environment – and by providing critical feedback yields satisfaction-based psychic rewards for authors. We see this value exchange described in the following comment by Keith Hmieleski, one of the authors in the “AMJ” editor-author session, who says:

> “ . . . the more effort you put into it up front before the submission, the much more enjoyable the whole review process is that follows from there.” (Keith Hmieleski, Panelist: Chapter 10)

Of course, a clearly important outcome of the needs/supplies-based complementary process within the scholarly setting is the interaction and learning that occurs. This result is especially important for new colleagues as the scholarly journey is just beginning. Helpfully, Joe Mahoney, as an Associate Editor representing “SMJ,” described the reflexivity that is core to the needs-supplies exchange: “individual attention” that is provided, as those who are experienced in the top-tier research guild begin to engage each new colleague. Here is how he described the process from his vantage point, in response to an audience question from Yasemin Kor during the “SMJ” editor-author session:

> Kor, Yasemin: “I have a general question. If you have a burning desire to do research on a topic that is very new and not very well known, and there is not much research on it (or the opposite being that it is researched to death, the area is declining or is very mature), is that a high risk proposition? And if you still want to do it, what are some ways to go about it?

> Mahoney, Joe: ". . . for every single student, I think the right approach depends on the student. . . . If I have a student that has had ten years work experience, then we start from the experience and we work to the theory. If I have someone coming right out from undergraduate, we start from reading the theory and then we move to experience. My final message is that Vygotsky had a "Theory of Learning" and (to summarize), the theory noted that you need to start from where the person is. I would say there is not a cookie cutter answer to your question. For each person, you have to start from where you are." (Yasemin Kor, Joe Mahoney, Author/Audience & Panelist: Chapter 18)

So in short, the complementary process, as "wholeness-creating," can be seen to be much more of a two-way exchange in this first type of situation, where the top-tier research guild supplies what new members need in a give-and-take manner. In a similar manner, this completion logic can operate in service of the top-tier research environment as well.

In the next part of this section, where the top-tier research guild demands are the point of focus, we shall examine further evidence from the narratives, which describes situations where once again, the wholeness or completeness logic of complementary fit permeates the person-environment interface.

Persons supply what the environment demands. P-E fit theory further suggests that environments demand contributions from individuals in terms of time, effort, commitment, knowledge, skills and abilities. In terms of P-O fit, "demands-abilities" fit is achieved when employee supplies meet organizational demands (arrow "c" in Figure 1) (Kristof: 1996: 4). The demands of the top-tier research guild (as characterized by the participants quoted earlier in this chapter) revolve around: (1) research-production-focused task-specific demands, (2) patience/perseverance-centered interpersonally-specific demands, and (3) skill and imagination-based personal demands.

As the story of Tom Elfring, one of the authors in the “AMJ” editor-author session, unfolded, Conference participants learned how a group of European authors stepped up to the challenge to submit to an American top-tier outlet. As Tom describes it:

> “To us it was really a positive surprise that we got an R&R. We were kind of new. None of us had published before in any of the top American journals (coming from the European context) because it was not so much necessary. We didn’t even intend to submit it to “AMJ.” We were thinking of JBV (“Journal of Business Venturing”); but one of the American people in our department, hired for one day a week to coach and help us to get published in the American journals (which is kind of the target), had said, “Well, you have very interesting data. Why not submit it to “AMJ”?” We said, “Well, that’s too difficult.” But we did it anyway. Then we got this letter (which I was kind of shaking when we opened the mail), and it was very encouraging. It was a tough job, but it was very encouraging . . .” (Tom ElfringPanelist: Chapter 9)

The foregoing quote provides a clear example of how individual persons (authors) supplied the effort demanded by the top-tier research guild (as represented by both the American colleague [unnamed], and by “AMJ” itself). The result: a demands-abilities-based complementary fit.

Then there is the situation described by Venkat as a new author (Chapter 7), trying to meet the expectations of the top-tier research guild. He recounts the following as it relates to the second demand that we identified in the narratives – perseverance:

> "I would assert here today that top journals look for papers that are interesting, provocative, useful to either practice or to researchers by raising new and fruitful research questions, are empirically tractable and have a clear answer to the "so what" questions. That, I figured out, is really what journals are looking for. That's really their stock-in-trade. Journals are not really after truth. Journals are not really after a kind of statement about a phenomenon, which everybody agrees as a consensus that "this is what it's all about." They are really in the business of attracting attention - spreading their own genes, in some sense. So they look for the provocative. They look for the interesting. They do it in a very sophisticated way, but that's a large part of the story.
>
> A third event for me was the first publishable paper out of my dissertation, and where I should send it. Taking Andy's (Andy Van de Ven, dissertation advisor) dictum to me seriously, I decided I should aim for ASQ, and start at the top and see where the equilibrium point might eventually be. After some while, I got the reviews back. It was a substantial revision, so at least I had survived the rejection process (which was personally very satisfying for me), but it was very high risk. It had nearly 13 pages of single spaced comments from three reviewers and one associate editor. When I read it, it was frankly beyond me at that stage. I could not handle it by myself, but I learned several lessons from that experience. First, publishing in top journals requires tremendous perseverance, great stamina, a lot

> of help and a good dose of luck. Subsequently, I could never get all three reviewers to agree on that particular paper. Convincing three reviewers is a really tough business - no question about that." (Venkat, Keynote: Chapter 7)

In a similar vein, Mike Hitt – as a mid-career author – also recounts a tale of perseverance and patience, as follows:

> "A few years ago I had a project that I was working on in which we had the idea, developed it, collected data, analyzed it, wrote a draft and presented a paper at the Academy of Management conference. We then obtained additional feedback on the research and paper from colleagues. Then, the next natural step was to go to a journal. But, I still had concerns that we needed to do more to enhance the quality of the work before submitting it to a top journal. I really liked this research and felt it had potential to make a contribution. My colleagues wanted to submit the manuscript; they were younger and they had reasons for desiring submission (such as the evaluation time clock). But if you send a paper in before it is ready, it is unlikely to be accepted for publication. Thus, I recommended that we not submit the paper. I then presented the paper at several research seminars at other universities. That is not something I normally do, but I received some excellent feedback from two different places - one on the theory and one on the methods. Based on the feedback, we collected more data and worked on the theory. Both actions improved the paper. We then submitted it to the journal and received a high risk R&R. Now, if we had not taken the additional actions, we would not have received the high risk R&R - it likely would have been rejected. Fortunately,

> we were able to develop it and eventually the paper was accepted and published in "AMJ." So that's one story where we had to have a little patience and perseverance." (Mike Hitt, Keynote: Chapter 4)

Perseverance is demanded by the top-tier research guild, and as a result, the complementary fit that is possible is uncertain – even for the (now) research "superstars." What we find to be interesting about the recounting of these experiences, is that it helps us, as observers of the process, to more thoroughly understand why the complementary matching process is one that involves "completion" of a whole. Those who engage in this type of complementary demands-abilities matching (willingly stepping up to environmental demands) chart a path that is less-limited from a practical standpoint, and can be (as we see from these narratives) highly effective.

And yes, as the third "demands" theme we identified, skill and imagination are also highly valued and expected by the top-tier research guild. We presented several passages in the prior section of this chapter that illustrated the importance of skills and imagination. But what we did not do in that section was illustrate how the complementary demands-abilities process might work in the journal-author dialogue. Fortunately, a comment by Yasemin Kor in the "SEJ" session sums up this "co-creative" element evoked as a part of the complementary fit:

> "I really view the publication process as a co-creative act, so to speak, just like in entrepreneurship teams. I really think that yes, the authors are the original creators, I guess; but I think it is a very important role the reviewers and especially the editors play. For us, what worked was to engage in a positive

dialogue, to be receptive, listen to the comments and really consider their feedback; but it also really helped to have an editor and the reviewers really understand and appreciate our points of view. It is coming together both ways as a co-creative team act." (Yasemin Kor, Panelist: Chapter 17)

So here we can see that skill and imagination – as a demand of the top-tier research guild - reaches completeness through a positive-loop dialogue where editors and authors each contribute to the crafting of fit.

ONWARD

It seems slightly odd to us to produce an "introductory" chapter with a conclusion. Rather, we hope our closing comments will be those of encouragement. In this chapter, we have endeavored to provide a structure to the narrative that will now unfold as you navigate the Exemplars Conference dialogue. We encourage you to visit the website where these narrative sessions are available for downloading and viewing electronically, and to utilize this book as the means whereby you can make the ideas herein your own. As members of the social science research guild, we also are continually in search of research excellence despite those parts of the process that are shrouded in myth. We offer "exemplars in entrepreneurship" as another step toward fulfilling that aspiration.

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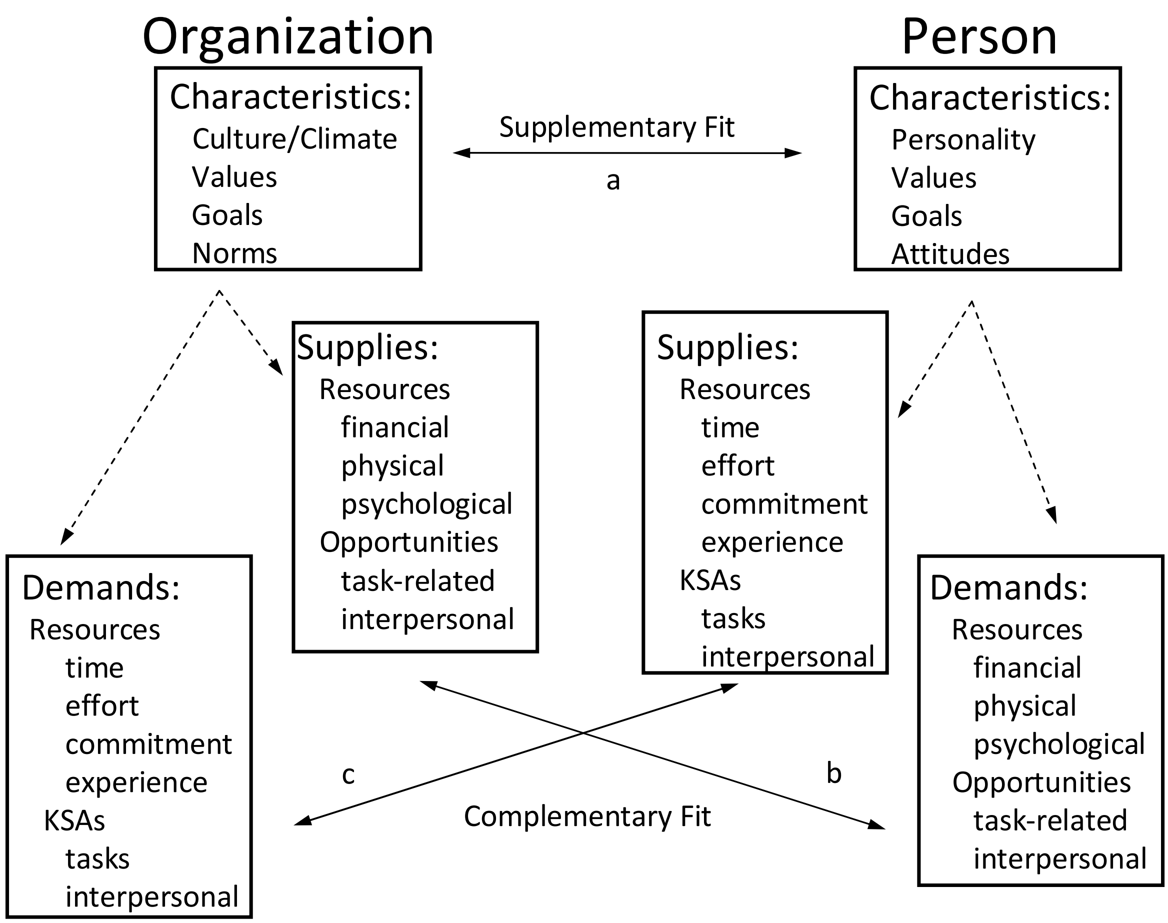
FIGURE 1

A P-O FIT MODEL



Source: Kristof (1996: 4)