

**Technopreneurship training's to enhanced creativity and innovation for
digital entrepreneurship**

Case of the entrepreneurship's house of tlemcen

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Abstract:

This paper seeks to promote technological entrepreneurship as a way of technological progress in the modern era. Emphasizing that entrepreneurship must be the only basis for innovation in the world of science and technology, so that technological innovations are valuable in the pursuit of economic development.

Data was gathered from the 93 students of entrepreneurship house (tlemcen) in 2020 business team program. SPSS was used to analyze the data gathered. The results of the analysis demonstrate that the importance of adopting technical entrepreneurship as a means of community development with the aim of enhancing efficiency in research and development. It also confirms the strong relationship between technological development, innovations and entrepreneurship.

Keywords: technopreneurship; training; digital entrepreneurship; creativity; innovation.

I- Introduction:

As digitalization or technopreneurship has been gaining momentum in recent year, there is strong connection between technological development, creativities, innovations and entrepreneurship.

In the emerging competitive business and an increasingly complex business world that calls for cross-functional management and marketing skills, the benefits that a techno-entrepreneurship education offers can be considered from three perspectives.

To be a successful entrepreneur must be innovative - applying advanced technique to production. There is a strong connection between technological development and entrepreneurship.

Entrepreneurship, in its simplest form, can be described as self-employment (Gohmann.SF, 2012). Digital entrepreneurship, on the other hand, diverges from this definition seeing as it involves entrepreneurial pursuits which occur on a digital platform (Giones F, Brem A. 2017). Digital entrepreneurs have a reliance on digital media tools and Information Technology (IT) in the pursuit of entrepreneurial prospects. Digital entrepreneurship ensues when an asset owned by a business, a service performed by a business or a fundamental element of a business has been digitized (Kraus S, et al, 2019). Digital entrepreneurship expands on the traditional notion of entrepreneurship in the sense that it includes a set of participants, which is constantly evolving and is highly diverse. This moves away from the traditional, established participant to a more ever-changing assemblage of participants who possess their own, and differing, competencies, aspirations, and, ultimately, purposes (Autio E, et al. 2018).

2. Theoretical framework

In our understanding, digital entrepreneurship focuses on leveraging digital technologies or digital business models to explore and exploit entrepreneurial opportunities.

2.1 Creativity and innovation:

Before we can start linking creativity to digital entrepreneurship, we need to define what creativity is and why it is important. Simply defined, creativity is the act of turning new and imaginative ideas into reality (Naiman and Naiman 2017).

Creativity should not be seen only as a form of art or an idea .Those are outcomes of a creative process. Creativity itself is a process that takes multiple steps to create the results (Scy 2016)

To be creative, it is important to not stop as useful idea. Most people can come up with this. The hard part is to keep thinking and creating an idea that is unique

With creativity, there is no guarantee that you come up with new, creative ideas every time that is useful for your project .So, the creative process is guaranteed but the outcomes are not (Scy 2016)

Innovation is the successful exploitation of new idea; it is the specific tool of entrepreneurs, the means by which they exploit change as an opportunity for a different business or service. It is capable of being presented as a discipline, capable of being learned, capable of being practiced (Drucker, 1985). Companies achieve competitive advantage through acts of Building Technopreneurship for Next Generation 34 Jurnal Ilmiah SISFOTENIKA innovation. They approach innovation in its broadest sense including both new technologies and new ways of doing things (**Porter, 1990**) Innovation is a process of creating, experimenting, transforming not only what is offered but also the way in which it is offered. Successful innovators are not focus on risk, but on the potential for exploiting an opportunity. Creativity leads to innovation. Thus, Entrepreneurship is all about innovation as delineates in figure 1. Drucker (1985) describes an entrepreneur as not just someone who starts his own, new and small business: You can be a corporate employee and still be entrepreneurial. He further states that not every new small business is entrepreneurial because entrepreneurship is the practice of consistently converting good ideas into profitable commercial; ventures. In the same book, Prof. Drucker challenges common knowledge by showing through real-world examples, that Innovation does not have to be technical, and does not have to be a idea, information, etc.) Into a resource that is of high value to its target market.

2.2 digital business

Due to new technological innovations, new ways of conducting business, connecting, and collaborating have been established. The new technologies, such as social media, are building bridges between people, which makes connecting with each other much easier. Digital technologies also have challenged companies forcing them to continuously innovate in order to achieve competitiveness in this new landscape as business models evolve and companies experience immense pressure to stay on track (Fenwick, 2016)

Business models have changed, and companies are challenged to keep up. Digital business is about the creation of new value chains and business opportunities that traditional businesses cannot offer .It is the creation of new businesses where the lines between digital and physical words are blurred or not even visible. For example, most start-ups these days are digital businesses that solve a problem or have a solution to make day-to-day takes easier and more convenient

Wirtz (2018) defines digital business as the initiation, transaction , and maintenance of the service exchange process between economic partners through information technology .Some of the most important elements in the digital business are mobile technologies, social media platforms, analytics, and could computing technologies (Fisher and Lopez 2019)

Overall, the digital business helps to eliminate barriers that now exist among industry segments while creating new value chains and business opportunities that traditional businesses cannot offer (Fenwick 2016)

2.2.1. How is creativity related to digital business ideas?

For the purpose of this chapter, we define digital creativity broadly as all forms of creativity driven by digital technologies (Lee 2012).

Keeping up-to date with the latest digital innovations is not easy, and creativity plays an important role in this adapting phase (Medium 2017). Digital innovation need individuals who are thinking differently and can change the business. Innovators are crucial for developing new digital innovation that will keep businesses up-to date with the latest trends.

A- Digital Creativity Process

The creativity process consists of five different stages, with each of them having a distinct length. Depending on the organization, this process can be altered, but it usually does go through all these stages. Some of the phases can even happen simultaneously, such as immersion and incubation. Leaps from one stage in order to support creativity in digital businesses, companies have several tactical tools at their disposal.

Diversity—it has been for decades now that companies have realized that diversity opens new ways for creativity. Diversity in organizational culture brings in new approaches, fresh insights, and different, sometimes even unthinkable, perspectives to existing problems. Seen through the lens of creativity, for digital businesses nowadays this implies a set of different solutions to one existing problem.

B- Digital business model:

Digital business models define how a firm creates and captures value through extensive use of digital artifacts. Digital artifacts as bits and bytes differ from physical artifacts as they can be characterized as editable, interactive, open/reprogrammable, and distributed (Kallinikos et al. 2013). They can thus be easily modified and scaled. Remane et al. (2017) distinguish pure digital and digital-enabled business models.

2.4 digital entrepreneurship:

Digital entrepreneurship can be defined as entrepreneurial opportunities being created and pursued through the use of technological platforms and other information communicating equipment (Davidson, E., Vaast, E 2010). Therefore, digital entrepreneurship may fall within many categories of business. As technology advances and cultivates, so too will these categories (e.g. marketing, sales, products, distribution, stakeholder management, operations) and new categories can potentially be fashioned (Rashidi, R., et al, 2013)

Another characteristic regarding digital entrepreneurship is that it is multi-faceted and is a combination of business-, knowledge- and institutional entrepreneurship working symbiotically (Davidson, E., Vaast, E 2010).

Business entrepreneurship is a form of entrepreneurship, which is most commonly heard-of and discussed. It explains the practice of seeking out or identifying business opportunities, which can be exploited (Cuervo Á, Ribeiro D, Roig S. 2007). These practices include new product or service creation, raw material identification and use,

new industry creation, new forms of business and more (Shane S, Venkataraman S. 2000). *Knowledge entrepreneurship* is categorized by the identification and quest for information or knowledge-based prospects and encompasses the expansion of existing knowledge bases as well as the development of new ones (Rowley J. 2000). *Institutional entrepreneurship* characterizes the actions of entrepreneurs who make use of resources in the pursuit of creating new organisations or upgrading old ones (Maguire S, Hardy C, and Lawrence TB. 2004). Digital entrepreneurship is subsequently a combination of the above three entrepreneurial practices. Digital entrepreneurs synergistically combine business, institutional and knowledge entrepreneurship and this combination forms the basis of being able to take traditional practices, such as the business categories listed above, and alter them digitally (Hull CE, et al. 2007).

Owing to the fact that digital entrepreneurship is fundamentally based on digital enablement, digital transformation is presented in the next section.

2.5 Technology: Technopreneurship and Technopreneurs:

According to Prof. Peter F. Drucker, Technology is not -tech indeed does not always have to be technical. Technology is simply defined as applications of knowledge to human work. Accounting and its software application modules.

Operations research technique software applications, ERP software applications and most of all the subjects offered by STMIK Pontianak either in Therefore. the appropriate term for an IT-based student majoring either in IS or IT at STMIK Pontianak can be regarded when he or she deals in IT software and hardware products and services after his or her graduation, and NOT an What is technopreneurship then?

According to Prof. Drucker (1994), technopreneurship is, by a large part, still entrepreneurship. The difference is that technopreneurship is either involved in delivering an innovative hi-tech product (e.g. intel) or makes use of hi-tech in an innovative way to deliver its product to the consumer (e.g. ebay), or both. So technopreneurship is not a product but a process of synthesis in engineering the future of a student or person and an organization. Technopreneurs are who into the core business involving technology-based industries. Still referring to the conclusion is that technopreneurs are entrepreneurs who engage both in IT and software-hardware products. Technopreneurs deal in IT-based products and services as their main business lines. They make use of technology to come out with new or innovative products through a process of commercialization

3. Research method

The research study adopted a survey research design. It was carried out as an empirical study that assesses the adequation between technopreneurship training's and (innovation/creativity).

This research used the quantitative method of a correlational descriptive type. The analysis technique uses simple regression and multiple regression, which aims to test the contribution of two independent variables to one dependent variable. The instrument used was scale model Likert. The questionnaire consists of a number of statements formulated in the form of questions or statements with five alternative choices of answers in the form of attitude scales and frequency scales adapted to the purpose of the question or statement, i.e.

: 1) Attitude Scale: strongly agree (SA), agree (A), disagree (DA), Slightly disagree (SD), and strongly disagree (SD); 2) Frequency scales: always (A), often (O), sometimes (ST), rarely (RR), and never (N).

Data were analyzed using descriptive statistics, simple and multiple regressions. Data analysis was assisted by using program SPSS version 22.00.

3.1. Data analysis and interpretation of results

Here we must asked the following question: “what is the importance of using digital business model and start-ups courses by the institution in directing the innovation and creativity of future entrepreneurs and improving their technopreneurship”.

In order to understand this main question, the following sub-questions have been asked:

- What is the importance of the characteristics of the techno-entrepreneur’s participant culture?
- What is the modern role of digital business model/startups training?
- What are the goals achieved by the creative techniques models?

3.2. The hypothesis of this study is as follows:

In this context, we carried out a quantitative study among the students of the entrepreneurship house of The tlemcen University by developing a questionnaire and processing the data with the SPSS software. The study concluded that mastering different business models/start-ups had a positive effect as well as an effective mechanism for the development of technological innovation and creativity. It also represents a solid foundation explains the complementary role played by the house of entrepreneurship to fill these gaps.

We developed a survey, which was completed by all 93 participants. The survey had several continues questions, that build on each other. Thus, not every participant answered every item. The complete survey and the data are attached to the paper. With our findings, we attempt to provide valuable information to entrepreneurs, who consider using models support techniques to enhance their creative process spirit and improve their overall business.

In order to now the validity and reliability of the study questionnaire, we relied on Cronbach’s alpha coefficient. Moreover, found it equal to (0.875) and it is bigger than (0.7) which means that the study tool has consistency, which indicates a good internal consistency for all the questionnaire variables, and the results are show in the table below:

Table 01. The validity and reliability of the questionnaire

Cronbach’s alpha	Number of items
0.875	23

Source: made by researchers using the outputs of SPSS 21

Hypothesis 01

H₀₁: there is a significant relationship between technological innovation/creativity and digital business model/start-up courses.

Table 02: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
1	.428*	.183	.174	.43210

- Predictors (constant), Technological innovation/creativity.
- Dependent variable: Digital business model/start-up courses.

Table 03: ANOVA Table

		Sum of squares	Df	Mean Square	F	Sig	
Digital Business Model/start-up courses. *Technological innovation/creativity	Between Groups	(combined)	4.407	8	.551	2.823	.008
		Linearity	3.805	1	3.805	19.503	.000
		Deviation from linearity	.602	7	.086	.440	.874
	Within groups		16.389	84	.195		
	Total		20.796	92			

Interpretation of results

The result from the model summary table 02 revealed that the extent to which the variance, digital business model/start-up courses can be explained by innovation/creativity is 18.3% (R Square = 0.183).

Table 03 shows the result of the linearity assumption of linear regression test. Based on ANOVA output table 03, value of significance for deviation from linearity of 0.874 > 0.05, it can be concluded that there is a linear relationship between the variables of technological innovation/creativity with digital business model/start-up courses. It also shows the fcal 19.503 at 0.000 significant level. The output from table shows that there is a significant relationship between digital business model/start-up courses and technological innovation/creativity.

Table 04: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.732	.673		2.573	.012
	Technological innovation/creativity	.579	.128	.428	4.514	.000

- Dependent variable: Digital Business Model/start-up courses

The coefficient table 04 above shows the simple model. The model is show mathematically as follows: $Y = a + bX$ where 'Y' is digital business model/start-up courses and 'X' is technological innovation/creativity, 'a' is a constant factor and 'b' is the value of coefficient.

From this table there for, digital business model/start-up courses = 1.732 + 0.579 technological innovation/creativity. Therefore, a unit (or 100%) change in technological innovation/creativity will lead to 0.579 (57.9%) change in digital business model. The above result implies that there is a significant relationship between technological

innovation/creativity and digital business model i.e. since the P value (0.000) is less than 0.05.

Thus, the decision would be to accept alternative hypothesis (Ho1), i.e. there is a significant relationship between technological innovation/creativity and digital business model/start-up courses among business team in entrepreneurship house of tlemcen.

Hypothesis 2

Ho₂: there is a significant relationship between technopreneurship and digital business process.

Table 05: Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the estimate
1	.667*	.445	.439	.27741

a. Predictors (constant), Technopreneurship

b. Dependent variable: Digital business process

Table 06: ANOVA Table

		Sum of squares	Df	Mean Square	F	Sig.	
Digital Business process *Technopreneurship	Between Groups	(combined)	6.139				
		Linearity	5.619				
		Deviation from linearity	.520	6	.087	1.135	.349
	Within groups		6.483	85	.076		
	Total		12.622	92			

Interpretation of results

The result from the model summary table 05 revealed that the extent to which the variance, digital business process can be explained by technopreneurship training's is 44.5% (R Square = 0.445).

Table 06 shows the result of the linearity assumption of linear regression test. Based on ANOVA output table 05, value of significance for deviation from linearity of 0.349 > 0.05, it can be concluded that there is a linear relationship between the variables of technopreneurship with digital business process. It also shows the fcal 73.675 at 0.000 significant level. The output from table shows that there is a significant relationship between digital business process and technopreneurship training's .

Table 07: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.656	.364		7.298	.000
	Technopreneurship	.549	.064	.667	8.545	.000

b. Dependent variable: Digital Business process

The coefficient table 07 above shows the simple model. The model is show mathematically as follows:

$Y = a + bX$ where 'Y' is digital business process and 'X' is technopreneurship, 'a' is a constant factor and 'b' is the value of coefficient.

From this table there for, digital business process = 1.732 + 0.579 technopreneurship. Therefore, a unit (or 100%) change in technopreneurship will lead to 0.579 (57.9%) change in digital business process. The above result implies that there is a significant relationship between technopreneurship and digital business process i.e. since the P value (0.000) is less than 0.05.

Thus, the decision would be to accept alternative hypothesis (Ho2), i.e. there is a significant relationship between technopreneurship and digital business process among business team in entrepreneurship house of tlemcen.

Hypothesis 03

Ho₃: Technopreneurship training's enhanced innovation/creative Business Models' courses for Digital Entrepreneurship.

Table 08: coefficients correlations

		Technopreneurship	digital business entrepreneurship
Technopreneurship	Pearson correlation	1	.328**
	Sig. (2-tailed)		.001
	N	93	93
digital business entrepreneurship	Pearson correlation	.328**	1
	Sig. (2-tailed)	.001	
	N	93	93

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

From table 08 above it can concluded that variables are not highly correlated with each other (i.e. at 0.7 or more) in the same analysis.

Table 9. Impact components of house of technopreneurship training

S/N	VARIABLE	MEAN	SD
1	Propose innovative and innovative solutions to organizational issues	4.10	0.78
2	Provide innovative project ideas and create new institutions.		
3	Teamwork, commitment and adherence to project steps	4.05	0.80
4	Due to technopreneurship, I can understand the needs of startups, help make important decisions, and execute for the earliest stages of the minimum viable product.	4.44	1.08
5	Technopreneurs add significant value to the startup by helping choose the initial tech stack to be use to stand up the products.	4.21	0.78
6	Exploit opportunities and vigilance for potential threats.	4.01	0.80
7	Follow-up performance, monitor and evaluate results		
8	Careful study of the project (expected costs and profits)	4.20	0.80
9	Better compilation of information and knowledge about the surrounding environment	3.65	0.62

10	Creating creative ideas to create projects (private institutions) Determine the competitive location of competing projects and competitors	3.95	0.98
11	Control of information systems and technology tools	3.89	0.80
12	Predictability and medium- and long-term outlook	3.68	0.76
13	Make the right decisions at the right time depending on the environment and situation	3.78	0.86
14	Study opportunities and predict risks and threats Exploring funding difficulties and obstacles	4.11	0.98
15	Set up a business and manage its growth	3.85	0.75
16	Keeping pace with modern trends and keeping pace with development and competition	4.03	0.86
17	Ways to collect, sort, arrange and select the most appropriate information	3.98	0.89
18	Outstanding elegance before, during and after the initiation of innovative projects	3.86	0.85
19	Creative and creative response to customer requirements and the environment as a whole	3.77	0.74
20	Develop Entrepreneurship ability to identify and exploit opportunities	4.02	1.03
21	Identify the most important sources of funding available and legal	3.78	1.01
22	Understand Entrepreneurship and Innovation	3.89	0.95
23	Understanding Funding, Mentoring for technology enforced Start-ups	3.67	0.65

Source: made by researchers using the outputs of SPSS 21

Analysis of the Impact components of house of entrepreneurship training towards entrepreneurial creative techniques, revealed positive means ranging from 0.62 to 1.08. The statement “Due to technopreneurship, I can understand the needs of startups, help make important decisions, and execute for the earliest stages of the minimum viable product.” had the highest mean (4.44) while the statement “Better compilation of information and knowledge about the surrounding environment”. had lowest mean (3.65).

3.3. discussion of findings:

This study empirically investigates the ad equation between technopreneurship training’s and digital business model/start-up courses for innovation/ creativity of business team of tlemcen’s entrepreneurship house.

The result from hypothesis tested proves that:

The relationship between technopreneurship and digital business model/start-up courses and digital entrepreneurship for innovation/ creativity is strong, significant, linear and positive ($P = 0.000 < 0.05$, $R^2 = 0.0445$ and deviation from linearity $0.349 > 0.05$).

In general, findings show that **technopreneurship training’s have strongest effect on digital entrepreneurship efficiency as a measure of creativity/ innovation.**

4. CONCLUSION

As technology progresses, influencing our daily lives in more and greater ways,

technology start-ups come and go at a dizzying pace. There are plenty of opportunities out there for anyone with a great idea, but it takes much more than a great idea to make your tech start-up a success. In addition to creativity and new ideas, being a successful tech entrepreneur requires strategic decision-making in terms of business planning, financial planning, negotiations, and corporate governance.

Digital entrepreneurship and digital business model innovation are both giving companies the possibility to maintain creative and innovative at the same time. By using digital business model innovation in combination with the lean start-up approach the digital entrepreneurs can adopt to a fast-changing project as well as the differing requirements of the customers on a product or service.

In future, the methodologies pertaining to the technopreneurship education could be an interesting topic to be studied. It is important to understand and investigate what is being done in several pilot colleges in order to analyze the best practices.

Digital entrepreneurship is a term that describes how entrepreneurship will change, as business and society continue to be transformed by digital technology. Digital entrepreneurship highlights changes in entrepreneurial practice, theory, and education.

Digital entrepreneurship includes everything that is new and different about entrepreneurship in a digital world, including:

- New ways of finding customers for entrepreneurial ventures.
- New ways of designing and offering products, and services.
- New ways of generating revenue, and reducing cost.
- New opportunities to collaborate with platforms and partners.
- New sources of opportunity, risk, and competitive advantage.

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