



# Entrepreneurial Competencies of Managers in Hamedan's Rural Women Cooperatives (RWC)

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## Abstract

The main purpose of the study was to analyze the entrepreneurial competencies of the managers of rural women cooperative (RWC) in Hamedan province. The study used a survey method with a questionnaire as the main instrument. Data were collected from a sample of 105 managers. The validity of the questionnaire was verified by a panel of experts and its reliability was measured using Cronbach's alpha coefficient ( $\alpha=0.94$ ). Entrepreneurial competencies of managers were classified into eight factors, including "having strategic goals", "ability to monitor and organize subordinates", "risk-taking", "ability to motivate and trust people", "having a positive attitude and criticism", "ability to identify and understand the needs of customers", "public relation ability", and "acquiring and applying skills and energy". Structural equation modeling (SEM) by LISREL8.8 software was used to estimate a model for the entrepreneurial competencies of RWC managers. Results of SEM showed a good fit of the model with eight factors described before. The fit indices were placed in three main groups including goodness of fit index, comparative fit index, and parsimonious goodness of fit index. The results showed an excellent fit of the indices selected to measure the entrepreneurial competencies of RWC managers with observed variables in Hamedan province.

### Keywords:

Competencies; entrepreneurship; Rural Women Cooperatives (RWC); woman's entrepreneurs

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## INTRODUCTION

Human resources, capital, equipment, and infrastructure are all very important factors in developing a business model, but entrepreneurs that use them efficiently and effectively are the key factors of successful businesses (Reuver et al., 2013). The question as to what makes a business successful has so far received a lot of attention in research (Volery et al., 2015). Even economists suggest that firm performance and personal success are determined to an important extent by human variability, rather than mere exogenous factors such as product differentiation, barriers to entry, or economies of scale (Kyndt & Baert, 2015). The success of business models cannot be separated from the mastery of certain entrepreneurial competencies required by a particular business. However, business models and entrepreneurship are closely linked (Sundah et al., 2018). This means that entrepreneurs who have entrepreneurial competence will conduct certain business model to become successful (Freiling, 2015). According to the definitions stated in this article, entrepreneurial competencies can be defined as a set of knowledge, attitude, motivation, skill, and entrepreneurial experiences that reflect the real behavior of an entrepreneur and influence the survival and sustainability of a business (Rezaei-Zadeh et al., 2014). In general, competencies have been defined as combined and integrated components of knowledge, skills, and attitudes. As such, competencies are changeable, learnable, and attainable through experience, training, or coaching (Volery et al., 2015).

Women as a significant part of the population are entitled to benefit from growth opportunities. In terms of potential human resources, women should be involved in all aspects of development plans. Therefore, ignoring women's issues means the waste of assets in the large sectors of society. This can make many social and economic initiatives incomplete (Khajenoori & Moghaddas, 2009). One of the key indicators of national economic and social development is, therefore,

the utilization of women's participation in the economic and developmental structure.

Along with the introduction of new ideas and reflection on social-economic development issues, special attention has been paid to the issue of entrepreneurship and its development strategies at various levels of society and organizations. According to Verheul et al. (2001), paying attention to entrepreneurship and creating a suitable platform for its development are considered an instrument for the economic progress of countries, especially developing countries, because entrepreneurship leads to economic development with high efficiency (including job creation, innovation in activities, and competitiveness).

Furthermore, several studies have revealed the significant influence of individual competence on firm performance (Sundah et al., 2018). Hisrich and Shepherd (2005) express that entrepreneurs are an important agent of change, contributing significantly to the economic development in terms of wealth and employment creation, stimulation of indigenous entrepreneurship, and so on. Entrepreneurs can mobilize various factors of production, and activities succeed by relying on their creative efforts. Entrepreneurs make a lot of effort and attempt to keep their business successful; therefore, to succeed in their business, they need abilities and traits that are called competencies.

Thus, entrepreneurship and business development are widely accepted as the keys to building a more vibrant economy leading to national re-building. Thus, successful entrepreneurs are those who have competences (Fithri & Dan Sari, 2012). De Klerk (2015) argues that rapid changes in today's world of economy in many societies have increased the importance of pursuing entrepreneurial opportunities for wealth creation. As a result, managerial competencies help economic growth and business as a prerequisite for survival.

The interest of researchers in using competency in entrepreneurship studies is based on

the assumptions that competencies are diagnostic, measurable, and affiliated, they can be developed and learned, and they can be described at different personal and organizational levels (Ahmad, 2007). This allows educators to engage in educational interventions, and entrepreneurs who receive such training are expected to be more prepared to run a business than those who do not (Izquierdo et al., 2005). Identifying the main factors that promote entrepreneurial competencies is, therefore, useful for the development of public and private sector activities.

The importance of identifying entrepreneurial competencies for the success of managers constitutes the core problem of the present research. Women as half of society are considered a large part of the process of regional development and growth, so their problems and challenges are important. One of these problems is their increasing unemployment in the study area. Another problem is their inadequate skills and competencies necessary for entrepreneurship. Despite the capabilities, motivations, and entrepreneurial spirit of some women, the question as to which entrepreneurship skills are required for women to set up a business in the form of a cooperative has been left unanswered. This has made the issue of entrepreneurship and women empowerment an attractive subject matter, which is the purpose of the present study too. Women's entrepreneurship competencies are also expected to increase, like men, in group activities such as cooperatives. In the form of cooperatives, it is better to create and develop entrepreneurial competencies to guarantee more success of women's cooperatives. It is, thus, necessary to identify and evaluate the qualifications of managers. So, the present study aims to identify the dimensions and components of the competencies of female cooperative directors. Upon identifying these competencies, the final model of female entrepreneurship competencies can be designed.

In other words, the basic concern of the present research is to find out the competen-

cies required by the managers of the cooperatives and analyze the effects of each of these competencies on the success of rural women cooperatives (RWC) in Hamedan province. Because identifying the competencies and potential capacities of entrepreneurs plays an important role in the process of economic development of the country and society, the main objective was to analyze the entrepreneurial competencies of RWC managers in Hamedan province.

The entrepreneurial competency approach can be used to explain why some entrepreneurs fail while others succeed in similar situations (Ahmad, 2007). Entrepreneurial competencies, which have been neglected for long, should be considered essential and necessary variables in entrepreneurial development. Entrepreneurs need to acquire competencies in such areas as effective time management, communication, human resources management, business ethics and social responsibilities, effective leadership qualities, decision-making skills, and marketing and financial management (Inyang & Enuoh, 2009). McClelland (1987) claims that successful entrepreneurs are usually equipped with three key personal entrepreneurial competencies, which include proactiveness, motivation for achievement, and commitment to others. According to Inyang and Enuoh (2009), entrepreneurial competencies include those clusters of related knowledge, attitudes, and skills which an entrepreneur must acquire through managerial training and development to enable him/her to produce outstanding performance and maximize profit while managing a business venture or an enterprise. Quite often, less attention is paid to these critical success variables; rather, attention is mainly focused on financial resources. Business or entrepreneurial failures are readily attributed to the inadequacy of financial resources. This calls for a shift in paradigm, in rethinking about entrepreneurial failures, by focusing on entrepreneurial competencies as the missing links to successful entrepreneurship.

A recent study by [Mugion \(2013\)](#) identified seven other important entrepreneurial competencies including efficiency and quality, goal setting, calculated risk-taking, persuasion and networking, systematic planning and monitoring, information seeking, and self-confidence and freedom. On the other hand, some researchers have asserted that the lack of SME owner's incompetence, lack of experience in managing businesses, and poor decision-making during crises cause the failure of the businesses ([Griffin, 2012](#); [Ropega, 2011](#)).

Successful entrepreneurs can draw conclusions based on different sources of information and recommendations offered, for example, by experts, consultants, and colleagues, in order to advance the organization ([Wagener et al., 2010](#)). They dare to take decisions even when no one agrees with them and the outcome is not fully predictable ([Kyndt & Baert, 2015](#); [Wagener et al., 2010](#)).

Various researchers have presented different entrepreneurial abilities and competencies, including self-sufficiently dedicated to work or duty, decision-making, targeting, planning, responsibility, creativity and innovation, self-confidence, risk ability, deep understanding, technical capabilities, sensitivity to change, networking, the development of interpersonal relationships, and project management ([Bridge & O'Neill 2012](#)).

[Baum et al. \(2001\)](#) assert that entrepreneurial competencies are the individual characteristics such as abilities, skills, and knowledge needed to perform a specific job. [Brownell \(2008\)](#) defines entrepreneurial competencies as specific skills, positive attitudes, and abilities. Similarly, [Brophy and Kiely \(2002\)](#) define them as behaviors, attitudes, knowledge, and skills needed to effectively perform a role. Taking risks also provides opportunities for success. Successful entrepreneurs possess, according to many studies, the entrepreneur's psychological, behavioral, and demographic characteristics. Managerial and technical skills are the most important determinants for the performance

and success or failure of enterprises ([Chandler & Hanks, 1994](#); [Man et al., 2008](#); [Man et al., 2002](#); [Rasmussen et al., 2011](#)). The psychological characteristics of entrepreneurs, such as internal control, tolerance of ambiguity, success, and risk-taking, are one of the most important factors affecting entrepreneurial intention and entrepreneurial behavior ([Nega & Shamuganathan, 2010](#)). According to [Antonello \(2005\)](#), entrepreneurial competencies are a set of skills and attitudes that enable individuals to present their vision, strategies, and actions in the creation of tangible and intangible values for society.

The concept of entrepreneurial competency has been used in the literature of competency and entrepreneurship ([Tehseen & Ramayah, 2015](#)). There is evidence that an entrepreneur's skills lead to venture performance, expansion, or growth ([Cooper et al., 1994](#); [Lerner & Almor, 2002](#)). Further research has shown that the entrepreneurial skills of entrepreneurs also contribute to the profitability and growth of businesses ([Chandler & Jansen, 1992](#)). Although entrepreneurial competency is often linked with the creation of new ventures and the management of small businesses, neither all small businesses are entrepreneurial, nor all owner-managers are entrepreneurs. It is vital to understand the meaning of entrepreneurship to explore entrepreneurial competencies ([Tehseen & Ramayah, 2015](#)). [Mitchelmore and Rowley \(2010\)](#) state that an entrepreneur's demographic and behavioral characteristics and skills are often considered the most critical factors of performance. Because not all entrepreneurs possess all essential competencies, the success of various businesses can be distinguished on the basis of their entrepreneurial competencies as well ([Sajilan and Tehseen, 2015](#)). Studies conducted by [Baum et al. \(2001\)](#), [Eravia and Handayani \(2015\)](#), [Sony and Iman \(2005\)](#), and [Man et al. \(2002\)](#) show a significant relationship between entrepreneurial competencies and business performance.

Researchers at Wageningen University used a self-assessment approach to assess entrepreneurship competencies of managers in Belgium and the Netherlands. Among the 21 competencies they recognized, self-management and the willingness to learn had the highest priorities (Ahmad, 2007). The main aspect of competency literature is to search for all those individual characteristics that contribute to the success of an organization (Tehseen & Ramayah, 2015). Therefore, understanding entrepreneurial competencies is very important for understanding entrepreneurial behavior (Sardeshmukh & Smith, 2010).

Accordingly, in order to achieve a more accurate understanding of the characteristics and competencies of managers in women's cooperatives, this study was conducted to analyze the entrepreneurial competencies of the managers of these cooperatives in Hamedan province. Based on the empirical evidence mentioned above, entrepreneurial competencies in this study included having strategic goals, ability to monitor and organize subordinates, risk-taking, ability to motivate and trust people, having a positive and critical attitude, ability to identify and understand the needs of customers, public relations skills, and acquiring and applying skills

and energy. The conceptual model of the study is shown in Figure 1.

**METHODOLOGY**

This survey aimed to analyze entrepreneurial competences of managers in Hamedan's women cooperatives, so it was an applied study in terms of purpose and a descriptive-analytic study in terms of data collection and analysis methodology. The statistical population was composed of 146 RWC managers in Hamedan province of which 105 individuals were sampled based on Kerjcie and Morgan's sampling table and using a simple randomization method. Hamedan province with an area of about 20,000 km<sup>2</sup> is located in the center of the western part of Iran. The province has nine counties with a population of over 1.7 million people of which 720,000 people live in 1120 villages. This province is home to many historical and cultural monuments. In agricultural and rural sectors right now, 11 tourism villages have been selected at the national level; there are also more than 150 fields of handicrafts, i.e. handmade carpet, more than 100 businesses in agricultural processing fields and over 22,000 rural women employed in women cooperatives (Alvandi, 2016).

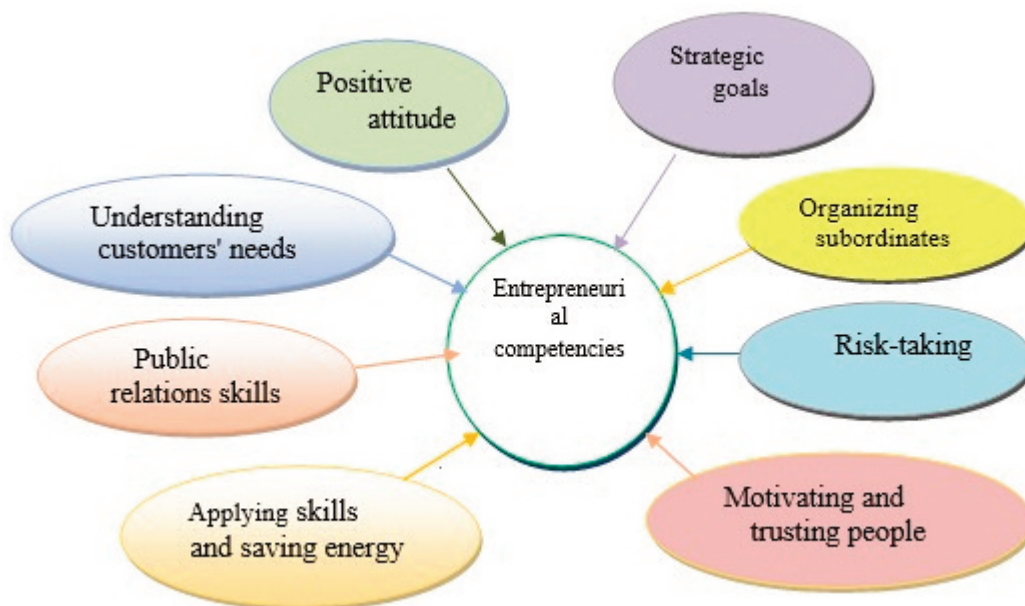


Figure 1. The conceptual model of the research

A questionnaire was developed for data collection. The procedure followed to select and identify the questions of the questionnaire was based on both empirical evidence and studies mentioned in the literature review. The validity of the questionnaire was verified by a panel of expert and its reliability was measured using Cronbach's alpha coefficient ( $\alpha=0.94$ ).

To analyze data, both SPSS18 and LISREL8.8 software were used. SPSS was applied both in descriptive and analytical sections and LISREL8.8 was used to confirm and fit the model of the measurement factors about entrepreneurial competences of managers in Hamedan's women cooperatives. In descriptive section of data analysis percent, mean and variance were used. Factor analysis was used to group the research items and second-order factor analysis was used to assess the role of factors contributing to the development of entrepreneurial competencies of coop managers.

**RESULTS AND DISCUSSION**

The results showed that the target women were ranged between 27 and 60 years in age

with a mean of 39.5 years. About the level of education, 18 respondents (17.1 %) were under-diploma, 30 people (28.6 %) were diploma, 18 people (17.1 %) had an associate degree, and 39 people (37.2 %) were B.Sc. holders or had a higher degree. Among the women, 66.7 percent (70 people) expressed that their parents or one of the family members had a business venturing and the rest had no business in the past. Among the managers of women coops, only 49.5 percent (52 people) had trained before becoming a member of the coops.

**Results of exploratory factor analysis**

Factor analysis was used to group the research items in the form of entrepreneurship competencies of women cooperatives' managers and determine the proportion of each item. The calculations showed that the internal consistency of the data was good for the use of this technique ( $KMO=0.713$ ) and Bartlett's statistic was significant at 1 percent level (Table 1). In this study, nine factors were extracted. The results are presented in Table 2 with eigenvalue and percentage of variance.

Table 1  
*KMO and Bartlett's Test*

Kaiser-Meyer-Olkin measure of sampling adequacy.		0.713
	Approx. Chi-square	3787.098
Bartlett's test of sphericity	df	1378
	p-value	0.000

Table 2  
*Rotation Sums of Squared Loadings*

Factor	Eigenvalue	% of variance	Cumulative %
First	4.701	10.362	10.362
Second	4.192	7.909	18.272
Third	3.950	7.452	25.724
Fourth	3.810	7.189	32.913
Fifth	3.779	7.130	40.043
Sixth	3.608	6.807	46.850
Seventh	3.513	6.629	53.479
Eighth	2.813	5.307	58.786

Based on the results, the first factor (Eigenvalue=4.701) had the highest contribution and the ninth factor had the lowest contribution to explaining the total variance. In total, nine factors accounted for 58.78 percent of the total variance of the variables. The Varimax method was used for factor rotation (Table 3).

To assess the role of factors contributing to the development of entrepreneurial competencies of coop managers, second-order factor analysis was used. This is a kind of factor

analysis in which the correlation matrix between common factors is analyzed to obtain second-order factors. The reason for the use of second-order factor analysis was the causal effects of the conceptual research model. Accordingly, this model was implemented in LISREL software and an acceptable second-order factor analysis model was run and drawn. In Table 4 and Figure 2, if a calculated number is larger than 1.96 or smaller than -1.96, the relationship in the model will be significant.

Table 3  
Components and Variables after the Varimax Rotation

Factor	Variables	Factor loading
Having strategic goals	Ability to adapt current measures to goals	0.532
	Short-term evaluation of tasks within the framework of long-term goals	0.733
	Determining strategic measures by measuring costs and benefits	0.580
	Ability to allocate capital to work whenever possible	0.792
	Ability to prevent investment failure at any time	0.732
Ability to monitor and organize subordinates	Supervising subordinates	0.673
	Leading subordinates	0.723
	Organizing subordinates	0.654
Risk-taking	Positive views on the risks associated with the job	0.663
	Controlling the level of progress in high risky measures	0.672
	Ability to obtain different information for decision making	0.453
Ability to motivate and trust people	Development of long-term relationships with others	0.695
	Motivating people	0.610
	Effective delegation of authority	0.620
Having a positive and critical attitude	Ability to react against constructive criticism	0.722
	Maintaining a positive attitude in yourself	0.755
	Prioritizing tasks for time management	0.560
Ability to identify and understand the needs of customers	Identification of goods or services required by customers	0.783
	Understanding the unmet needs of consumers	0.644
	Continuous review of products and services with real benefits for customers	0.761
	Ability to use ideas in the right areas	0.494
	Integration of ideas and minor issues with more general fields	0.545
Public relations skills	Ability to create and maintain a coherent communication network	0.454
	Ability to understand the desires and behaviors of others	0.529
	Ability to communicate with others effectively	0.733
Acquiring and applying skills and energy	Applying skills and knowledge in the real status	0.626
	Earning and maintaining energy economically	0.672

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Table 4  
Components and Variables of the Model Measured

Factor	Variables	Symbol	Load bar	t-value
Having strategic goals	Ability to adapt current measures to goals	AIM1	0.65	-
	Short-term evaluation of tasks within the framework of long-term goals	AIM2	0.66	5.70
	Determining strategic measures by measuring costs and benefits	AIM3	0.62	5.43
	Ability to allocate capital to work whenever possible	AIM4	0.60	5.25
	Ability to prevent investment failure at any time	AIM5	0.70	5.94
Ability to monitor and organize subordinates	Supervising subordinates	CON1	0.76	-
	Leading subordinates	CON2	0.70	6.34
	Organizing subordinates	CON3	0.61	5.60
Risk-taking	Positive views on at the risks associated with the job	RIS1	0.75	-
	Controlling the level of progress in high risky measures	RIS2	0.48	4.45
	Ability to obtain different information for decision making	RIS3	0.80	7.05
Ability to motivate and trust people	Development of long-term relationships with others	MOT1	0.65	-
	Motivating people	MOT2	0.55	5.07
	Effective delegation of authority	MOT3	0.70	6.20
Having a positive and critical attitude	Ability to react against constructive criticism	MAN1	0.70	-
	Maintaining a positive attitude in yourself	MAN2	0.68	4.21
	Prioritizing tasks for time management	MAN3	0.43	6.20
Ability to identify and understand the needs of customers	Identification of goods or services required by customers	IDI1	0.67	-
	Understanding the unmet needs of consumers	IDI2	0.74	6.77
	Continuous review of products and services with real benefits for customers	IDI3	0.67	6.22
	Ability to use ideas in the right areas	IDI4	0.64	5.97
	Integration of ideas and minor issues with more general fields	IDI5	0.67	-
Public relations skills	Ability to create and maintain a coherent communication network	REL1	0.84	6.24
	Ability to understand the desires and behaviors of others	REL2	0.75	8.63
	Ability to communicate with others effectively	REL3	0.74	8.44
Acquiring and applying skills and energy	Applying skills and knowledge in the real status	SKI1	0.75	-
	Earning and maintaining energy economically	SKI2	0.61	6.23

*SEM process:* First the relationships between the exogenous variable (the entrepreneurial competencies) and the latent variables (8 factors) were drawn. In the second-order measurement model, the relationships between the endogenous variables (8 factors) and the observed Y-variables were drawn. The coefficients obtained in the measured model showed a significant correlation between the latent variables and their observed variables. If the correlation coefficient

is higher than 0.3, it can then be said that the latent variables have enough power to fit the observed variables well. As can be seen in Table 4 and Figure 2, all the parameters (indicators) considered for the variables in the model have a correlation coefficient of higher than 0.3.



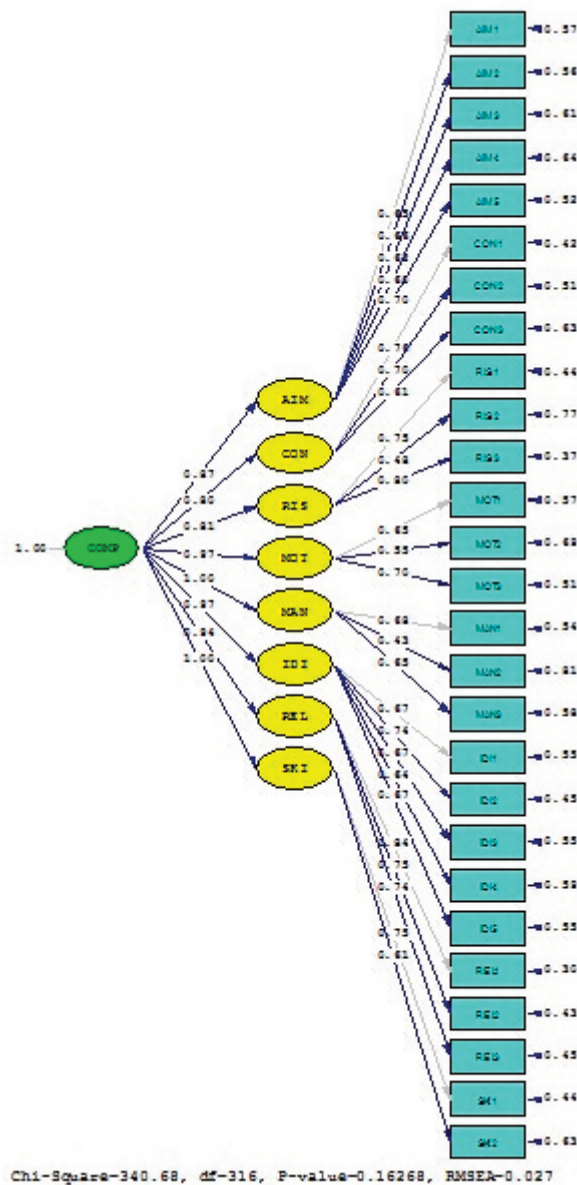


Figure 2. The standardized model measured for the managers' entrepreneurial competencies

Figure 2 shows the significance of the coefficients and parameters obtained by measuring the model of “the managers' entrepreneurial competencies”. As is evident, the t-values obtained for all the variables are larger than 1.96, so the relationships be-

tween these variables are significant with the relevant factors. In other words, the findings of this section indicate that all indicators have been carefully and accurately selected for assessing the RWC managers' competencies (Figure 3).

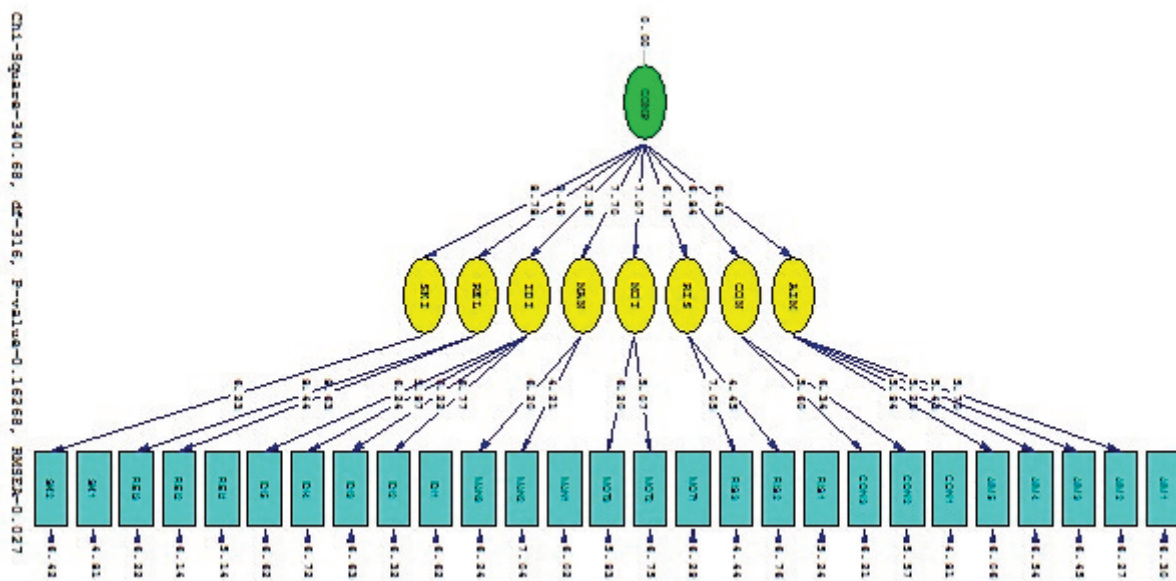


Figure 3. The p-value model measured for the managers' entrepreneurial competencies

Table 5 presents the ranking of the impact of the first-order indicators on the formation of the second-order factors along with t-values and the factor loads of each factor (gamma coefficients). The gamma coefficients can show the intensity of the relationship between the first-order factors and the second-order factor. In this research, based on the results of the model, the “criticality and time management” and “use of skills in real situations” ( $\lambda=1.00$ ) were identified as the strongest indicators of the RWC man-

agers' entrepreneurial competencies. Accordingly, the six following competencies, as shown in Table 5, are identifying and understanding the needs of customers, motivating and trusting, communicating with others, analyzing cost-effectiveness, risk-taking, and supervising and organizing individuals. Also, according to the fitness indicators shown in Table 6, it can be claimed that the model of the RWC managers' entrepreneurial competencies (Table 4) is good and acceptable.

Table 5

Ranking of the Impact of the First-Order Indicators on the Formation of the Second-Order Factor Based on the Factor Loading

rank	First-order index	$\lambda$	t-value	p-value
1	Criticality and time management	1.00	7.70	0.01**
2	Use of skills in real situations	1.00	8.78	0.01**
3	Identifying and understanding the needs of customers	0.97	7.36	0.01**
4	Motivating and trusting	0.97	7.07	0.01**
5	Communicating with others	0.49	8.94	0.01**
6	Analyzing cost-effectiveness	0.87	6.43	0.01**
7	Risk-taking	0.81	6.76	0.01**
8	Supervising and organizing subordinates	0.80	6.84	0.01**

\*\*p<0.01

Table 6

*Fit Indicators of the Measurement Model for Entrepreneurship Competencies of Women Co-Operative Managers*

Index	$\chi^2/df$	NFI	NNFI	CFI	PNFI	RMSEA
Standard value	$\leq 3$	$\geq 0.90$	$\geq 0.90$	$\geq 0.90$	$\geq 0.50$	$\leq 0.08$
Calculated value	1.78	0.94	0.99	0.99	0.85	0.027

Based on the results shown in Table 6, one of the fit indicators of the model is the root mean square error of approximation (RMSEA). The proposed benchmark for this index is smaller than or equal to 0.08. In the present model, this index is equal to 0.027, which indicates a very good fit index of the model with the observed data. Other indicators include the normalized fit index (NFI) and the non-normalized fit index (NNFI), for which the closer they are to 1, the better fit the model is. Here, these values are 0.94 and 0.99, respectively. The chi-square ratio to the degrees of freedom (1.78) is also less than 3, which indicates the excellent fit of the observed data in this research. Other fit indicators also represent the perfect fit of the model.

### CONCLUSION

Women are involved in the development process as active resources in the community, and attention to these key elements can facilitate development. Therefore, the need is felt for the empowerment of rural women in various areas to enhance their contribution to society. Women cooperatives are organizations that enable the mobilization of human resources, the accumulation of small and micro-credits, and the creation of employment with easy conditions, so they are effective in empowering women in different fields. On the other hand, due to the special role and position of entrepreneurs in the process of development and economic growth, many governments are trying to use the research achievements to attract more and more people from the society with entrepreneurial characteristics and encourage them in entre-

preneurial activities.

According to the results, the general fit of the measurement model is in a favorable situation and is compatible with the data. Therefore, in this research four variables were identified as the strongest indicators of the managers' entrepreneurial competencies in women cooperatives. They include criticality and time management, use of skills in real situations, identifying and understanding the needs of customers, and motivating and trusting.

The results of the study showed that, based on the values of the calculated confirmatory factor analysis indicators, the factors "criticality and time management" and "ability to apply skills in real situations" are the strongest indicators of the entrepreneurial competencies of cooperative managers. Accordingly, the following eight priorities determine a significant part of the variance in the entrepreneurial competencies of the RWC managers: the competencies of monitoring and organizing, risk-taking, planning and cost-benefit analysis, keeping privacy at work and communication with others, motivation and trust, and identifying and understanding the needs of customers. As noted in the research background, some researchers (Chandler & Hanks, 1994; De Klerk, 2015; Hisrich & Shepherd, 2005; Kyndt & Baert, 2015; McClelland, 1987; Mitchelmore & Rowley, 2010) have emphasized the importance of these factors in the dimensions of entrepreneurial competencies.

Cooperative managers can play an important role in creating the necessary platforms for entrepreneurship development by acquiring the necessary entrepreneurial competen-

cies. Cooperative managers can play an essential role in inducing and facilitating innovation, creativity, and risk-taking in cooperative members through the engagement of all members in organizational decision-making, enhancement of capabilities and empowerment of members, building trust and facilitating personal and organizational relationships, and creating more co-operations among cooperative members. Cooperative managers can create entrepreneurial behaviors among the coops' members by acquiring entrepreneurial competencies so that all members consider entrepreneurship one of the fundamental values and tailor their behaviors in line with entrepreneurship. Therefore, if women cooperatives want to become an entrepreneur, they need to have managers who have entrepreneurial competencies in the first step. According to Chen et al. (2005), these cooperatives will become an entrepreneur that has a down-top structure and transparent organizational communication based on a flexible and team-work activity. Kearney et al. (2008) also emphasized the need for flexibility in various structural aspects of organizations for entrepreneurship.

According to the results of this research, it is suggested that cooperative goals and plans should be reviewed and revised to create and strengthen entrepreneurial behaviors among the members. Therefore, managers should focus on issues such as accepting criticism, applying skills in real situations, understanding customer needs, building trust and confidence among members, supporting members' new ideas, and encouraging them to come up with new ideas and thinking to create a necessary platform for entrepreneurship development among women cooperatives. Finally, it is recommended that entrepreneurship training courses be continuously organized for managers and cooperative members to create and strengthen entrepreneurial skills and competencies among cooperative members. It is, also, suggested that appropriate encouraging mechanisms should be applied to encourage

members to participate in entrepreneurship training courses.

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