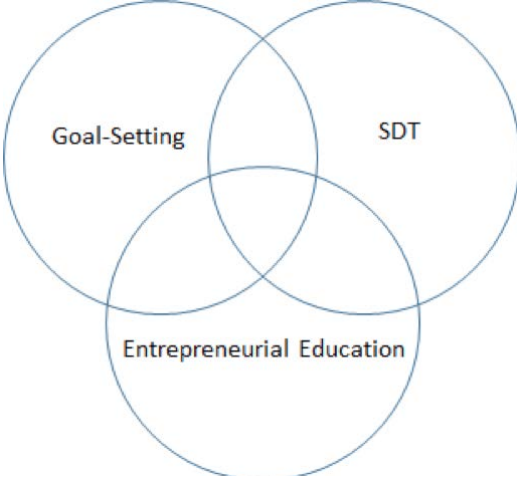


Internet Appendix A226: Career Path Preferences
Illustrative Reverse Engineered Pitch Template Example (Pitch Sparring Exercise)

Pitcher's Name	Rebecca Hale & Andrew Kilner (UQ Winter Scholars)	FoR Category	Management	Date Completed	28 th July 2017
(A) Full Reference	Milinković, I., Kovačević, I., & Mihailović, D. (2017). What Do Freshmen Want? Career Path Preferences Among Students, <i>Management: Journal of Sustainable Business and Management Solutions in Emerging Economies</i> , 22(1), 37-45.				
(B) Basic Research Question	Is there a relationship between students' life goals and preferences for career type in the future?				
(C) Key paper(s)	<p>Deci, E. L., & Ryan, R. M. (2008). Self-determination theory: A macrotheory of human motivation, development, and health. <i>Canadian Psychology/Psychologiecanadienne</i>, 49(3), 182-185.</p> <p>Kasser, T., & Ryan, R. M. (1996). Further examining the American dream: Differential correlates of intrinsic and extrinsic goals. <i>Personality and Social Psychology Bulletin</i>, 22(3), 280-287.</p> <p>Locke, E. A., & Latham, P. G. (2006). New directions in Goal-Setting Theory. <i>Association for Psychological Science</i>, 15(15), 265-268.</p> <p>Malach-Pines, A., Sadeh, A., Dvir, S., & Yafe-Yanai, O. (2002). Entrepreneurs and managers: Similar yet different. <i>International Journal of Organizational Analysis</i>, 10(2), 172-190.</p>				
(D) Motivation/Puzzle	When designing programs for undergraduate students, faculty need to know whether they play a role in shaping the career aspirations of students or if career aspirations are determined by factors outside of their control – namely intrinsic and extrinsic life goals. Therefore is it necessary to understand whether career aspirations in entrepreneurship are strongly linked to concrete life goals in freshman and whether entrepreneurial orientation is predestined before University - which would render entrepreneurial education ineffective. This study has significant implications as it makes the case for educators to give students a stronger idea of the possibilities of an entrepreneurial career, which the authors believe are only vaguely covered under the status quo.				

THREE	Three core aspects of any empirical research project i.e. the “ IDioTs ” guide
(E) Idea?	<p>The core idea of this paper is to empirically evaluate - using quantitative data - the relationship between intrinsic/extrinsic life goal orientations and an individual’s chosen career path. The study was conducted using gender, department and career path as separate IVs and measured the distinction between extrinsic and intrinsic life goals. Career plans were measured by identification with either small or large management roles, or a plan to take on an entrepreneurial venture. The study hypothesised that there would be a difference in life goals between students with various career path plans, there would be differences between students across departments and there would be gender differences. From these overarching hypotheses, several more specific hypotheses were identified:</p> <p>1.0 Students with intrinsic life goal choose entrepreneurship career path plan more often than students with extrinsic life goal 2.1 In desired career path: students of ISIT are more prone towards entrepreneurship than students of Management 2.2 In life goals: students of ISIT are more prone towards intrinsic life goals in comparison with students of Management 3.1 In desired career path: male students are more prone towards entrepreneurship than students of Management 3.2 In life goals: female students are more prone towards intrinsic goals</p>
(F) Data?	<p>(1) The data in this analysis was based on responses to surveys completed by Serbian students in the first semester of 2016/2017 at the Faculty of Organizational Sciences.</p> <p>(2) The surveys were administered once to 364 freshman across the ISIT and Management departments. Forty-eight percent of the target population was included in the sample. There were more female students than male students in the sample. All of the students were approximately the same age and as such, the variable was excluded from analysis.</p> <p>(3) The major instrument used to evaluate the explained variable was a questionnaire that addressed intrinsic and extrinsic goals, derived from one part of the Kasser and Ryan’s scale (Kasser & Ryan, 1996). Participants were given a set of eighteen items considering six goals: three corresponding to extrinsic aspirations and three corresponding to intrinsic aspirations. This measure demonstrated good construct validity and internal reliability for both the extrinsic ($\alpha = .79$) and intrinsic ($\alpha = .74$) aspiration scales.</p> <p>(4) There were a number of invalid survey responses which were discounted. However, the data did not suffer from excessive complexity and as such, there should be little problems with the data from a manipulation standpoint.</p> <p>(5) Accuracy in this data collection may have been compromised if students responded inappropriately or bias influenced their answers.</p>
(G) Tools?	<p>Statistical analyses of all collected data was used to draw conclusions about the relationships between variables. The study utilised descriptive and inference statistics (ANOVA, t-test, C coefficient) as well as linear correlation analysis and cluster analysis.</p>

TWO	Two key questions	
(H) What's New?	<p>Building on prior studies, the present paper is based on the notion that individuals direct their activities in line with their goals and aspirations (Goal setting theory, Locke and Latham, 2006) in order to grow and gain fulfilment (see 'Self-Determination Theory' by Deci & Ryan, 2001). Where previous studies have looked at the relationship between personal goals and career direction, they have been unable to provide a clear and objective measure of personal goals (Petrovic et al., 2015). Using the Self-Determination Theory approach, the present study distinguishes the difference between intrinsic and extrinsic goals, creating a more rigid structure with which to measure individual goal orientation and allowing for more variation and more effective analysis of results. This is applied in the context of future career plans, distinguishing between entrepreneurship and management. The study is able to investigate whether an individual's entrepreneurial orientation is linked with their personal goals.</p>	 <p>A Venn diagram consisting of three overlapping circles. The top-left circle is labeled 'Goal-Setting', the top-right circle is labeled 'SDT', and the bottom circle is labeled 'Entrepreneurial Education'. All three circles overlap in a central region.</p>
(I) So What?	<p>This paper illustrates whether Universities will be able to implement entrepreneurial education programs with more conviction in the future, as it indicates whether the likelihood of students selecting entrepreneurship as a career path is predetermined by life goals. Where students' personal goals have no influence on their choice of managerial versus entrepreneurial career path, it is not possible to be sure which students will take on an entrepreneurial career. It therefore introduces a wide range of other variables to consider, such as individual differences, skills and educational environment. It highlights the potential role for education and development, in order to foster the next generation of Serbian entrepreneurs.</p>	

ONE	One bottom line
(J) Contribution?	The main contribution of this paper is to show that there is no clear relationship between life goals and entrepreneurial career path, and as such, there is a role for entrepreneurial education.
(K) 3 Key Findings	<p><i>1. There is no relationship between intrinsic/extrinsic life goals and entrepreneurial orientation for future career</i></p> <p><i>2. Entrepreneurship career path was preferred more by male students than by female students</i></p> <p><i>3. This study eliminates endowed life goals, even after considering gender and choice of department (field of study), as a factor in predicting which freshmen would be prone to entrepreneurship as a career, suggesting that there may be other variables worth considering, such as individual differences and education.</i></p> <p><i>From the author's claim.</i></p>