

Strategic Thinking as a Differentiator in Entrepreneurial Cognition

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This research draws from the extant literature to identify the individual components of strategic thinking, a construct, and uses established measures for each of the components to investigate if entrepreneurs with higher levels of performance possess greater ability for strategic thinking. The strategic thinking questionnaire, a self-report instrument containing 21 questions and measuring three components—systems thinking, reframing, and reflection—(based on factor analysis) is administered to the people who provide mentoring support to new entrepreneurs. Multivariate analysis of variance has been used to test the differences among the two factors—status (entrepreneur vs. professional) and performance (high vs. low)—with respect to the three components in the questionnaire. The findings show that strategic thinking is an intrinsic characteristic of high performing entrepreneurs with respect to all three dimensions. Furthermore, high performing entrepreneurs evince greater ability for strategic thinking than high performing professionals. The study provides practitioners and researchers a framework of strategic thinking for identifying potential high performing entrepreneurs.

Introduction

Cognition is the way we use mental skills to acquire knowledge, manipulate ideas, and process new information and belief (Pisapia *et al.*, 2009). According to Baron and Ward (2010), certain important issues like whether entrepreneurs prefer heuristic thinking to reflection and analysis, and have greater ability than others in applying knowledge structures to a wide range of situations and in recognizing complex patterns and ‘connecting the dots’, have not yet been investigated in the field of entrepreneurial cognition.

Grégoire *et al.* (2011) content-analyzed entrepreneurship cognitive articles between 1976 and 2008 and stated that cognitive research has a dominant focus on the consequences of cognitive variables primarily articulated as differences between individuals, and a potential

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exists for disentangling the various antecedents of entrepreneurial cognition. The authors stated, “We encourage future research to pay attention not only to the consequences of relevant cognitive variables, but also to the origins and development of such variables. To this aim, we call for scholars to distinguish between cognitive factors that predate entrepreneurial action and factors that proceed from the immediate circumstances of that action and to study these distinctions specifically.”

During the last few decades, the theory of entrepreneurship has moved a long way from the microeconomic view of the entrepreneur as a rational agent focused on profit maximization and with limited choices and actions, to that of a free agent capable of influencing the environment, innovating, and taking recourse to opportunistic behavior.

Entrepreneurship research has led to efforts to find characteristics that distinguish entrepreneurs from others (Robinson *et al.*, 1991). However, while entrepreneurship research has focused on strategic orientation of entrepreneurs (Poutziouris, 2003; and O’Regan and Ghobadian, 2005), there has been no empirical research on whether strategic thinking, as a fundamental component of entrepreneurial cognition, distinguishes entrepreneurs from non-entrepreneurs.

The view of the entrepreneur as a free agent is linked to strategic choice theory which gives decision makers in organizations the ability to take purposeful action in adopting their firms to the external environment (Coombs *et al.*, 2009). Such actions require the individual to have a strategic perspective and the ability for strategic thinking. It is strategic thinking that unites the firm in all its orientations, functions, and objectives, and this makes it distinctively different from other types of thought.

Literature offers various definitions and descriptions of strategic thinking. However, the term has often been used inappropriately in place of strategy, strategic management, and strategic planning (Mintzberg, 1994; Liedtka, 1998; and Bonn, 2001). According to Goldman (2008), there is a lack of clear definition of strategic thinking in the literature.

This research draws from extant literature to identify the individual components of strategic thinking, a construct, and uses established measures for each of the components to investigate if entrepreneurs with higher levels of performance possess greater ability for strategic thinking. The contribution of the research is that it is the first empirical study of strategic thinking in the field of entrepreneurial cognition and provides practitioners and researchers a framework of strategic thinking for identifying potential high performing entrepreneurs.

Literature Review

Strategic Thinking

The literature on strategic management has traditionally focused on the individual in the role of a driver of business growth. This is exemplified by the visualization of the role of an entrepreneur by Schumpeter (1934), which is to destroy an existing equilibrium, and create

value through new combinations of factors of production as part of a process of spontaneous and discontinuous change. However, behind such change often lies a well thought out strategic map, and the individual entrepreneur plays the dual role of the strategist and a change agent stimulating creation through destruction. During the last few decades, with the gradual evolving of the scope and definition of strategic management, the role of the individual in the process of strategy formulation has attracted increasing research interest. The mind of the strategist is an enigma which continues to challenge students and researchers in strategic management.

Strategic thinking relates to the thought process which leads to the development and articulation of a strategy. According to Mintzberg (1994), strategic thinking involves the use of intuition and creativity to create an integrated perspective of the enterprise, and is a precursor to a strategic planning exercise which focuses on analysis and formalization of implementation steps. One might say that strategic thinking is 'viewing the forest', while strategic planning is 'inspecting the trees'. It would be important for the strategist to obtain a holistic picture of the enterprise and the environment it operates in before the details of the action steps are worked out, and strategic thinking leads to the assimilation and understanding of the big picture.

A large volume of literature has emerged trying to highlight the key factors and abilities which enable the strategist to obtain a holistic picture and a connected understanding of the situation. As opposed to strategic planning which is a formal, stepwise process, strategic thinking has been described as a more intuitive process, intuition being the ability of the strategist to synthesize information quickly and effectively. It is not a conscious process and happens rapidly, resulting in decisions based on a holistic understanding of the situation. One may visualize a general orchestrating his troops and maneuvering in a rapidly shifting battleground. The general does not have the luxury of contemplation and discussion to pursue a formal strategic planning process, but must take almost instantaneous decisions, and these decisions would probably be based on intuition. The field of strategic management has supposedly emerged from military science, and it is reasonable to draw a parallel with the investment decisions often made by business leaders, not always based on careful analysis, but on 'gut feelings' which would be intuitive in nature.

According to Bonn (2001), a strategic thinker demonstrates a strong sense of organizational purpose and a vision of the desired future of the organization. A similar view is put forward by Tavakoli and Lawton (2005) according to whom strategic thinking occurs when a person contemplates the future of an organization taking into consideration its environmental and competence variables. Such a view will need to be holistic (Liedtka, 1998; and Bonn, 2005), taking into consideration the organization and its environment in its entirety.

Strategic thinking is conceptual, in that it reflects ideas, models, and hypotheses (Goldman, 2008). However, strategic concepts and models need to be rooted to the details of

the ground situation; as for achievement of long-term vision, the laid out strategy will need to be linked to short-term tactical activities. Stumpf (1989) aptly links up the long-term and short-term aspects of strategic thinking by stating that strategic thinking involves identifying different ways for people to attain their chosen objectives and determining what actions are needed to get them into the position they want to be in.

While the above views relate to what strategic thinking does for the organization, a second set of definitions focus on the process. One of the aspects which comes out from this is that strategic thinking is a combination of information processing and creativity. Kutschera and Ryan (2009) describe strategic thinking as a combination of data-driven activity and creative imagination. Strategic thinking involves both analysis and synthesis (Barton and Haslett, 2007), and such analysis and synthesis involve a combination of left and right brained thinking. It is a skill more commonly found in people who can cope well in situations with low structure in the information available (Graetz, 2002), and who do not need to rely heavily on cognitive simplification tools (Pellegrino and Carbo, 2001). Using intuition and creativity, such synthesis creates an integrated perspective of the enterprise (Mintzberg, 1994).

Leidtka (1998) has given one of the most comprehensive definitions of strategic thinking by pointing out its five critical attributes—strategic thinking reflects a holistic view, embodies a focus on intent, involves thinking in time, spans the analytic-intuitive dichotomy, and invokes the capacity to be intelligently opportunistic.

Pisapia *et al.* (2005) were one of the first to operationalize the concept of strategic thinking. According to Pisapia *et al.* irrespective of the cognitive architecture, the major purpose of human cognition is to retrieve, process and apply information so as to influence actions and perceptions. In this perspective, Pisapia *et al.* identified three components which define the process of strategic thinking—systems thinking, reflection, and reframing.

Systems Thinking

When a general views from the hilltop the milieu of an ongoing battle, he is able to discern the disparate pieces of local action, and also comprehend the direction in which the battle is swinging. To the inexperienced and uninitiated in warfare, the scene of battle may well look like a heaving and struggling mass of sweaty and bloody men. To the veteran military strategist, the individual pieces are as clear as the connections between them, as well as the overall story revealed.

An important aspect of strategic decision making is the way the problem is viewed and framed, and an important aspect of the process of framing is recognizing patterns and linkages with respect to the components of the problem situation.

Systems thinking is the ability to see systems holistically by understanding the properties, forces, patterns and interrelationships that shape the behavior of the systems which provides options for actions (Pisapia *et al.*, 2005). Such ability should lead to rightful action, and the systems thinker should be able to identify the path of action from the emerging patterns.

According to Fontaine (2008), the key would be to identify the right leverage points which may be used to change the existing system.

Zahn (1999) emphasizes the need for systems thinking for formulating strategies. Systems thinking provides an integrated perspective (Zahn, 1999) and helps examine whole systems, patterns and themes instead of being reductionist (Batra *et al.*, 2010). It not only teaches the individual to help identify systems, but also to sense the feeling of a system (Hamalainen and Saarinen, 2008).

Reflection

“Those who cannot remember the past are condemned to repeat it”, said George Santayana. This is true for strategic thinking and points to a critical dimension of the construct, that of reflection.

Reflection refers to the ability of the individual to learn from perceptions, events, and experiences situated in the past and the present, and to use such learning in guiding future actions. According to Pisapia *et al.* (2005), reflection refers to an individual’s ability to weave logical and rational thinking together with experiential thinking through perceptions, experience, and information and to make judgments as to what has happened and then create intuitive principles that guide future actions.

Such learning does not relate so much to the actual knowledge content but rather to the learning approach taken by an individual. Two individuals may pass through the same learning experience, but they may well differ in their abilities to identify learning sequences, outputs and outcomes and derive meaningful lessons. According to Ertmer and Newby (1996), reflection allows learners to consider plans made prior to engaging in a task, the assessments and adjustments made while they work, and the revisions made afterwards. Such learning is useful to formulate strategies and monitor their implementation in order to achieve desired goals and objectives. The process of reflection is metacognitive—there is a continuous evaluation of the learning process and knowledge of failures are factored in to make adjustments, and conscious reflection about one’s own thinking. Mitchell *et al.* (2011) offer the hypothesis that managers with higher metacognitive experience will make less erratic strategic decisions than managers with lower metacognitive experience. At the core of metacognitive experience is the idea that previous experience can be used to make sense of present situations (Flavell, 1987) and can trigger a belief that one knows how best to approach the current situation.

Ertmer and Newby (1996) have defined two types of reflection, depending on the stage of the learning process—reflection on action and reflection in action. Reflection on action relates to making sense of past experiences for the purpose of orienting oneself for current and/or future thought and action. Reflection in action denotes continuous adjustments being made while the learning process is going on. While the former allows one to extract meaning from past experiences, the latter may be compared to an action research program where proposed solutions are monitored and adjusted with respect to new learning and information.

Strategic thinking in a dynamic environment will require the strategic thinker to master the art of reflection in both the forms—reflection on action to formulate strategies taking into consideration learning from past events, and reflection in action to make the strategy flexible and responsive to a changing environment.

Reframing

Framing is a cognitive process which helps the individual in gathering, organizing, and interpreting information, events, and experiences. Reframing is the process of examining the same situation from multiple perspectives (Pisapia *et al.*, 2005). The use of multiple frames for understanding and analyzing problem situations enables the individual to break away from traditional approaches and adopt innovative and new solutions. Rigidity of view is an antithesis to the process of reframing, and in order to adopt multiple perspectives it is critical for the individual to be open and flexible. Furthermore, the individual would need to suspend judgment till a solution is arrived at, and thereby avoid the negativity of preconceived notions. According to Putnam and Holmer (1992), reframing involves changing the viewpoint from which one experiences a situation by considering it to be outside the original context, an unfreezing of past definitions and development of a novel view. It enables an individual to view a complex problem situation from several perspectives and arrive at a more balanced judgment for a future course of action.

Objectives

The objective of this research is to investigate whether strategic thinking distinguishes entrepreneurs from non-entrepreneurs, and whether performance is linked to higher levels of strategic thinking. The key research questions are:

- Do entrepreneurs possess higher level of strategic thinking than non-entrepreneurs?
- Is higher level of performance in business decision making positively correlated to the ability of strategic thinking?

Data and Methodology

The analysis is based on the responses of 64 participants who have taken part in a survey, out of a larger lot to whom the questionnaire was administered. The respondents are drawn from the mentors of Bharatiya Yuva Shakti Trust (BYST), a non-government organization in India supporting young entrepreneurs through a mentorship model. The mentors are entrepreneurs or professionals who provide voluntary service in guiding young entrepreneurs grow business startups. The rationale behind selecting such a sample is that entrepreneurs and professionals who are BYST mentors are from a population performing similar tasks (mentoring new entrepreneurs) with respect to which performance has been assessed, and therefore the commonality arising from this will reduce error variance.

The mean age of the respondents is 52.91 years, with the minimum and maximum being 29 years and 74 years respectively. The mean number of years of work experience is

28.78 years, with the minimum and maximum being 5 years and 50 years respectively. The sample of 64 has 32 entrepreneurs and 32 professionals, while the gender distribution is 54 males and 10 females.

The strategic thinking questionnaire, a self-report instrument containing 21 questions measuring three components (based on factor analysis)—systems thinking, reframing, and reflection, was administered to the individuals in the sample. The questionnaire includes seven reverse scored items to reduce the danger of patterned answers. The original instrument was developed by Pisapia *et al.* (2005) and comprised 52 items, and as reported by Pisapia *et al.* tests yielded a Cronbach's alpha of 0.91 for the total instrument. The reliability coefficients for the subscales were: systems thinking (0.83), reflecting (0.85), and reframing (0.72). The scale items subsequently went through three iterations since 2005 and the latest version (Pang and Pisapia, 2012) reports moderate alphas from 0.68 to 0.79.

The Appendix contains the strategic thinking questionnaire. Questions 2, 6, 9, 10, and 14 relate to systems thinking; questions 1, 3, 4, 5, 13, and 18 relate to reframing, and the remaining questions relate to reflection. Questions 3, 5, 7, 8, 11, 12, and 15 require to be inversely coded.

A measure of performance of each of the 64 respondents has been obtained from BYST. The senior management was asked to rate each of the respondents on a scale of 1 to 10 on the basis of quality and soundness of advice given by the respondents to new entrepreneurs and whether such advice resulted in tangible benefits with respect to the sustainability and growth of the respective enterprises.

SPSS version 20 has been used to analyze the data. The technique of Multivariate Analysis of Variance (MANOVA) has been used. MANOVA is useful in designs where groups of interests (factors) are defined and then the differences on any number of metric variables are assessed for statistical significance (Hair *et al.*, 2006). While univariate ANOVA can be used to find the effect of the metric variables separately for each of the non-metric variables, the advantage of MANOVA is that it controls the experiment-wide Type I error rate which would emanate from separate ANOVA tests. Furthermore, MANOVA shows the joint effect of non-metric variables which separate ANOVA tests ignore.

In this study, two factors have been considered—status (entrepreneur vs. non-entrepreneur), and performance (high performers vs. low performers). The scores for performance show a median value of 8 and a mean of 7.67. These have been grouped into two categories—scores of 8 and above into high performers and scores of 7 and below into low performers. Table 1 shows the sample distribution among the groups formed by the two factors.

The metric variables are scores obtained in each of the three dimensions of the strategic thinking questionnaire—systems thinking, reflection, and reframing. Summated scores have been computed so that each respondent has a summated score for each of the dimensions.

		Status		Total
		Entrepreneur	Professional	
Performance	High	18	19	37
	Low	14	13	27
Total		32	32	64

Two covariates have been included in the MANOVA analysis—age and number of years of work experience. The use of covariates enables the researcher to control for influences on the metric variables that are not part of the research design and yet need to be accounted for in the analysis. Both covariates, age and work experience show highly significant correlation with each other ($0.886, p < 0.01$), but non-significant correlations with the main study variables.

Levene's test and Box's *M*-test have been carried out to assess the variance-covariance matrices among the two groups, a critical assumption in MANOVA. Bartlett's test for sphericity has been carried out to test for degree of intercorrelation among the metric variables. Computation has been done using $\alpha = 0.10$. Herman's single factor test has been carried out to check for common method bias.

Results and Discussion

Levene's test of univariate homogeneity of variance across the two groups for all the three metric variables is non-significant (significance implies greater than 0.05), while Box's *M*-test for equality of covariance matrices also shows a non-significant value (0.836). Therefore the assumption of homoscedasticity is met for each individual variable separately and the three variables collectively.

Bartlett's test for sphericity shows that a significant degree of intercorrelation exists among the three metric variables (significance implies equal to 0.000). Herman's single factor test shows that the total variance among the 21 questions of the strategic thinking questionnaire is greater than 50% (59.527%). Therefore there is no problem with respect to common method bias.

Table 2 shows the four most commonly used multivariate tests—Pillai's Trace, Wilks' Lambda, Hotelling's Trace, and Roy's Largest Root. The measures show that metric variables (strategic thinking, reflection, and reframing) show non-significant difference between the two levels for each of the two factors (performance and status). However, the measures show significant difference with respect to the joint distribution of status and performance. Therefore, the results show that main effects have non-significant impact but the interaction effect has significant impact.

Table 3 shows the results of the univariate tests (between-subject effects). Results show significant impact on the joint distribution of status and performance with respect to reflection and reframing, and non-significant results for all others (at 10% level of significance).

Variable	Statistical Test	Value	<i>F</i>	df	Error df	Sig.
Status	Pillai's Trace	0.051	1.010	3.000	56.000	0.395
	Wilks' Lambda	0.949	1.010	3.000	56.000	0.395
	Hotelling's Trace	0.054	1.010	3.000	56.000	0.395
	Roy's Largest Root	0.054	1.010	3.000	56.000	0.395
Performance	Pillai's Trace	0.038	0.747	3.000	56.000	0.528
	Wilks' Lambda	0.962	0.747	3.000	56.000	0.528
	Hotelling's Trace	0.040	0.747	3.000	56.000	0.528
	Roy's Largest Root	0.040	0.747	3.000	56.000	0.528
Status*Performance	Pillai's Trace	0.120	2.543	3.000	56.000	0.065
	Wilks' Lambda	0.880	2.543	3.000	56.000	0.065
	Hotelling's Trace	0.136	2.543	3.000	56.000	0.065
	Roy's Largest Root	0.136	2.543	3.000	56.000	0.065

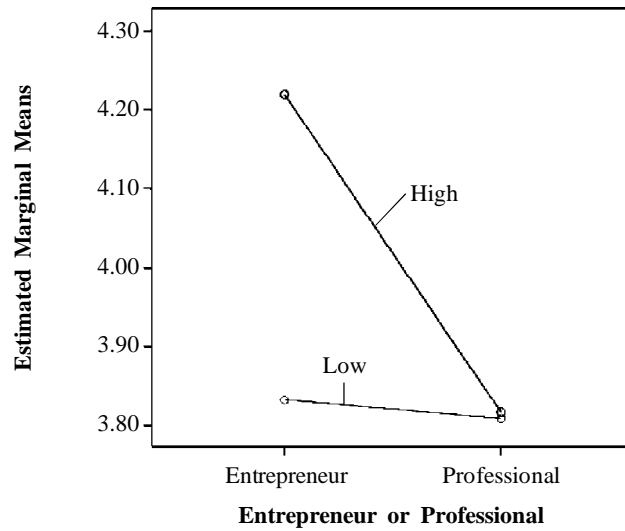
Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	<i>F</i>	Sig.
Status	Systems Thinking	0.696	1	0.696	1.686	0.199
	Reflection	0.187	1	0.187	1.010	0.319
	Reframing	0.214	1	0.214	0.621	0.434
Performance	Systems Thinking	0.563	1	0.563	1.366	0.247
	Reflection	0.079	1	0.079	0.426	0.517
	Reframing	0.727	1	0.727	2.111	0.152
Status*Performance	Systems Thinking	0.560	1	0.560	1.358	0.249
	Reflection	1.262	1	1.262	6.797	0.012
	Reframing	0.989	1	0.989	2.873	0.095

Figures 1, 2, and 3 are graphical representations of interaction effects of systems thinking, reframing, and reflection respectively across the two factors—status and performance.

For both levels of performance—high performers and low performers—entrepreneurs show higher abilities for systems thinking than professionals, though the difference is much greater in the case of high performers (Figure 1). Within entrepreneur group, high performers show substantially higher levels of systems thinking, but within the professional group, there is no difference in systems thinking ability between high performers and low performers.

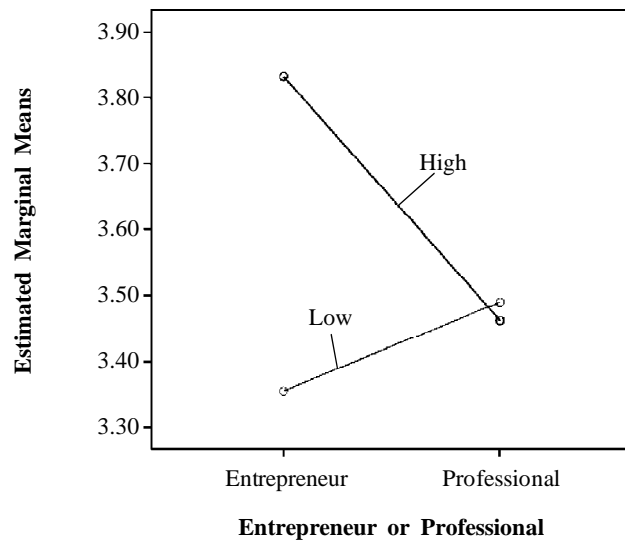
Within the high performer category, entrepreneurs show a substantially higher level of ability for reframing than professionals, but in the low performance category, professionals show a higher level of ability for reframing than entrepreneurs (Figure 2). In case of the

Figure 1: Interaction Effect of Systems Thinking Scores Across Status and Performance



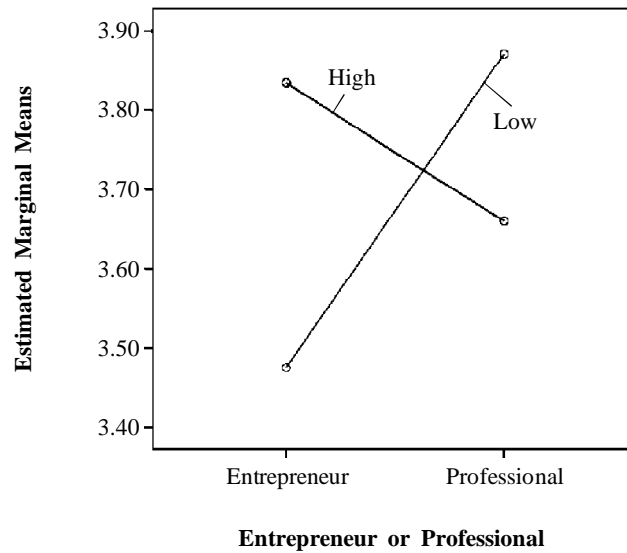
Note: Covariates appearing in the model are evaluated at the following values: Age (years) = 52.91; No. of years of work experience = 28.78.

Figure 2: Interaction Effect of Reframing Scores Across Status and Performance



Note: Covariates appearing in the model are evaluated at the following values: Age (years) = 52.91; No. of years of work experience = 28.78.

Figure 3: Interaction Effect of Reflection Scores Across Status and Performance



Note: Covariates appearing in the model are evaluated at the following values: Age (years) = 52.91; No. of years of work experience = 28.78.

entrepreneur group, high performers have substantially higher level of the ability for reframing, but in the professionals group, there is little difference between high performers and low performers.

In the case of entrepreneurs, high performers show greater ability for reflection than low performers, but in the case of professionals, the effect is just the opposite (Figure 3). In the case of high performers, entrepreneurs show greater ability for reflection than professionals, but in the case of low performers, it is just the opposite.

As per the results, systems thinking, reframing, and reflection are all highly effective in differentiating between high and low performing entrepreneurs, but not professionals. In the high performer category, all three are highly effective in distinguishing between entrepreneurs and professionals, with the former obtaining higher scores on all three. In the low performer category, professionals evince higher scores in reframing and reflection, and similar scores in systems thinking. Contrarian results are obtained in the low performance group for reframing and reflection for entrepreneurs.

Conclusion

While the study presents overall mixed results, it validates the hypothesis that strategic thinking is an intrinsic characteristic of high performing entrepreneurs with respect to all three

dimensions—systems thinking, reframing, and reflection. Furthermore, high performing entrepreneurs evince greater ability for strategic thinking than high performing professionals.

The study has a limitation, i.e., it has been conducted with a small sample size. A larger sample size, with equal number of samples in the four boxes of Table 1, may lead to more accurate results.

The study provides the direction for further research in the field of entrepreneurial cognition, and also indicates the utility of using a measure for strategic thinking for selection of potential entrepreneurs. This is especially relevant in a developing country like India where the central and state governments give high priority for creation of new entrepreneurs for the medium and small enterprises in the country which is considered critical for the development of the national economy.

Further research could provide suitable explanations and directions in the following aspects:

- What are the relative strengths of the causal relationships of systems thinking, reframing and reflection on strategic thinking? A structural model built with the relevant constructs could provide the answer, and this would help in assessing the relative importance of the three dimensions, and in developing an overall measure of strategic thinking.
- Can a typology be developed for entrepreneurial performance and whether strategic thinking has varying impact on the types of performance? In this study, the measure of performance is the scores given by the organization recruiting the respondents for mentorship roles, based on qualitative assessment of advice given by each mentor towards enterprise development. Other measures of performance, related to the characteristics of the individual or to the enterprise may be developed.
- What are the antecedents to strategic thinking? In other words, what are the core cognitive and personality variables which lead to the development of strategic thinking ability? For example, divergent thinking is a recognized cognitive variable (Silvia *et al.*, 2008) and may be a key antecedent to strategic thinking. Openness to experience is one of the factors in the five factor model of personality (Judge and Bono, 2000) and could be an antecedent to strategic thinking.
- What are the knowledge structures required for an entrepreneur to apply strategic thinking effectively? According to Baron and Ward (2000), there is a need for mapping and measuring knowledge structures related to entrepreneurial cognition, and methods developed by cognitive science may help in this respect. Casey and Goldman (2010) proposed a model of strategic thinking in which knowledge creation and development of the ability of strategic thinking share a dynamic relationship.
- What are the work and life experiences which help develop strategic thinking as part of entrepreneurial cognition? Starting a business or project from scratch, or

turning around a failing operation helps develop this cognitive ability (Stumpf, 1989; Goldman, 2008; and Casey and Goldman, 2010). Further research could focus on environmental, organizational, and process level variables in this context.©

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Appendix

Strategic Thinking Questionnaire

In this section, you will find 21 questions about how often you use different thinking skills when you face a difficult problem, dilemma, or decision. Read each statement carefully. Then place a tick (✓) under the head that best represents your evaluation of the sentence.

When I face a difficult problem or decision...

S. No.	Statement	Rarely or Almost Never	Once in a While	Sometimes	Often	Frequently or Almost Always
1.	I seek different perceptions.					
2.	I try to extract patterns in the information available.					
3.	I discuss the situation only with people who share my perspective.					
4.	I accept that my perspective could be wrong.					
5.	I view individuals as being independent rather than as part of an interwoven network of relationships.					
6.	I try to understand how the people in the situation are connected to each other.					
7.	I ignore past decisions when considering current similar situations.					
8.	I decide upon a point of view before I identify solutions to the problem.					
9.	I look for fundamental changes that could lead to significant improvements.					
10.	I look at the 'Big Picture' in the information available before examining the details.					
11.	I usually find only one explanation for the way things work.					
12.	I ignore my past experiences when trying to understand situations presented to me.					
13.	I talk with people who have different perspectives about the situation.					
14.	I think about how different parts of the organization influence the way things are done in the rest of the organization.					

Appendix (Cont.)

S. No.	Statement	Rarely or Almost Never	Once in a While	Sometimes	Often	Frequently or Almost Always
15.	I create a plan to solve a problem before considering other viewpoints.					
16.	I listen to my intuition.					
17.	I ask myself "How do the 'dots' connect in this situation?"					
18.	I view individuals as being part of an interwoven network of relationships.					
19.	I think about questions I am neglecting to ask.					
20.	I think what is so important about this challenge.					
21.	I think of what is interesting, unique, beautiful or unusual about the situation.					

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