Pathway to Entrepreneurship University: An Autoethnography of Entrepreneurial Research Experience

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Abstract

Many universities in Indonesia are currently competing to become the best Entrepreneurship University. A number of theoretical models and public policies have been formulated at the national and local levels, and attempts targeting cognitive, affective, and psychomotor changes have been made. However, so far the emphasis on business orientation is still thick as if entrepreneurship deals only with the creation of economic benefits. In addition, evaluation at the micro level appears to be rarely performed. This research uses qualitative approach with autoethnography method. The purpose of this study is to explore the experience of entrepreneurial activity in the research track in Bina Nusantara University, Indonesia. This study shows the acquisition of a number of key competencies of entrepreneurship, mainly from the viewpoint of the first person (the actor/participant, the first author), together with the research supervisor (second author) and faculty supervisor (third author). The experience is further reflected theoretically in the Discussion section of this article. The unique feature of this autoethnography is the depiction of innovative learning gained from the concrete process of falling and awake for a semester passed by the participant. There are appreciations of diversity of opportunities or channels, of the role of historicity of the self, narrative process, and altruism driving force. This study results might be useful for sharpening entrepreneurship program and curriculum especially in universities that make entrepreneurship an orientation of students and graduates that is inevitable nowadays.

Keywords: *Entrepreneurship, curriculum, research track, autoethnography.*

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Introduction

As a means of conducting research on several salient social issues present within the society, Bina Nusantara University has created an Enrichment Program known as *Research Track Entrepreneurial Program* where students who have chosen this track can either join a research institution or their lecturer's research projects. Students are believed to become a part of the working community such that certain skills are called for to be competent to perform the work effectively. According to Australian National University (2017), there are eight employability skills that are relevant to employers across various job sectors, i.e. (1) Self-management, (2) Planning and Organizing, (3) Problem Solving, (4) Communication, (5) Teamwork, (6) Initiative and Enterprise, (7) Learning, and (8) Using Technology. Those Entrepreneurial and Employability Skills (EES) are needed in graduates who are going to be future employees within various industrial sectors. It has become Bina Nusantara University's goal to develop and ameliorate the skills mentioned within each of their graduates during the Enrichment Program. Within the *Research Track*, the learning plan made in accordance with lecturer's goal of research experience involves the development of the first five employability skills. The main problem to be answered in this research is whether the entrepreneurship spirit can also be cultivated through seemingly altruistic activities, such as scientific research internship. Meanwhile, a number of theoretical studies and recent empirical studies have shown that altruism and entrepreneurship do not necessarily be opposite in nature, even the two could converge (e.g. Hunter, 2007; Tan, Williams, & Tan, 2005; Velamuri, 2002).

Self-management, the first skill, refers to a process that allows people to direct and guide their behaviors towards goal-achieving activities (Ayers et al., 2007) – a process that requires modification of thought, behavior as well as emotions to achieve specific goals. Self-regulation serves as a psychological theory that can help explain self-management. Self-regulation refers to a process where individuals are capable to control their thoughts, feelings, and impulses such that they are able to control behaviors being elicited in order to obtain personal goals (Hefferon & Boniwell, 2011). There are 4 key ingredients needed to attain and maintain self-regulation, i.e. (1) Standards for the desired behaviour, refers to goal setting behaviour in which individual has a clear, attainable and well-defined end products to achieve, (2) Monitoring, refers to maintain and keep track of the progress in which individual has made to reach his/her goal, (3) Strength / willpower, refers to source of energy that an individual has in order to be able to engage in behaviour control or alteration, and (4) Motivation, refers to energy that resides within an individual (intrinsic) or outside the individual (extrinsic) in order to direct and sustain behaviour. Furthermore, Zimmerman (2000) identified three cyclical phases that symbolize self-regulatory cycle, i.e. (1) Forethought Phase, indicates that an individual need to thinking before acting, (2) Performance or Volitional Control Phase, refers to performance effort carried out by individuals after goal-setting – individuals should be able to instruct the self on how to execute the workload, and (3) Self-reflection Phase, refers to performing activities which involves evaluating the process experienced by the individual – reflecting on the self and comparing behaviours based on previous performance in different situations.

The second skill, planning, and organizing can also be explained using self-regulation theory and the self-regulatory cycle. As the skills refer to an individual's ability to identify what is needed in a given situation and be able to effectively manage the resources at hand in order to achieve good results, self-regulation or ability to control one's own behavior best fits the explanation of such a skill.

The third skill, problem-solving and decision-making, involves one's ability to find/offer solutions to a problem at hand and deciding which solution would be employed to resolve the issue (Australian National University, 2017). Problem solving and decision making go hand-in-hand as problem solving is a mental process involving discovery process (i.e. identifying the problem), analysis process (i.e. identifying factors of the problem) and solution process (i.e. identifying solutions based on information obtained and deciding which is the best possible solution for the issue at hand), whereas, decision making is a mental activity that involves evaluating numerous possibilities of solution and choosing among them (King, 2011; Kleinman, 2012). There are a series of steps that people go through to weigh out the result of their discovery and analysis (i.e. problem-solving cycle), i.e. (1) identification of problem, (2) problem definition and limitations recognition, (3) solution strategy arrangement, (4) information structuration of the problem, (5) physical and mental resource distribution and usage, (6) process monitoring, and (7) results evaluation (Kleinman, 2012; Sternberg & Sternberg, 2012).

The fourth skill, communication, refers to act of conveying or transferring information from one to the other. Within the *Research Track*, communication occurs between the different parties: colleagues, research supervisor, and faculty supervisor. However, day-to-day activities require lots of interactions with other colleagues as there are various tasks that are needed to be achieved as a team. Therefore, maintaining cohesiveness through small group communication becomes an important skill.

Interaction among three or more people who have a common purpose, mutual influence, and shared identities is referred to small group communication (Jones, 2012). During group interaction, there will come a time in which decision making is needed – process of group interaction can lead to an effective solution. There are qualities within group decision making that make interaction and communication process more effective and efficient. Hence, the so-called theory of functional perspective on group decision making was born. The perspective refers to an approach that can be used to measure and describe task-performance carried out by group members through the fulfillment of four communication functions (Griffin, 2012). These communications serve as a requisite function that is believed to increase the likelihood of making good decisions, i.e. (1) problem analysis, (2) goal setting, (3) options identification, and (4) evaluation of plus and minus features of each alternative. Throughout functions that have been identified, it is common that there would be disruption occurring during the interaction process – not all communication that takes place within a group is relevant to the issue at hand. Hence, Hirokawa and Gouran (as cited in Griffin, 2012) has identified three types of communication that takes place during group decision-making, i.e. (1) Promotive, refers to interaction that occurs within a group with the aim to move the group along goal-directed path by making other members aware of the requisite functions, (2) Disruptive, refers to a type of interaction that distracts and diverts group member's attention as well as ability to carry out the functions, and (3) Counteractive, refers to a correction on the disruptive interaction with the aim to get the group back on goal-directed path.

The fifth skill, teamwork, refers to a process whereby a group of people works together to achieve a specified goal. Within the *Research Track*, teamwork occurs in a small size group consisting of at least five members. According to Jones (2012) there are two types of small groups, i.e. (1) task-oriented groups which are created to achieve a certain goal (e.g. solve problems, promote a cause, generate new ideas or information, etc.) and (2) relational-oriented groups which are created as a means of promoting member's well-being through interpersonal connections and quality interactions. The first author's group falls under the first category as the aim is to dedicate time and work towards the task given through interaction with other members. Within social psychology, it is believed that social identity theory serves as the basis of group cohesion as well as its dynamic. The theory states that one's social identity serve as an important ingredient to one's positive feelings about one's self-image which can contribute towards identification with members of a group – indicating that as the individual is able to closely identify and define him/herself within a group, the group is able to function in ways that maximizes in-group and out-group conflicts (Tajfel, as cited in Hoffman, 2013) (i.e. the more members identify themselves with the group's identity, the greater the performance to achieve collective goals). Once identification has been achieved, the members feel a sense of closeness towards one another. Group cohesion refers to the qualities within a group that promotes liking and closeness between members (Aronson, Wilson & Akert, 2013). There are two types of cohesion within groups related to the existing types of small groups, i.e. (1) task cohesion which refers to member's commitment towards purpose and activities of the group, and (2) social cohesion which refers to activities carried out to maintain attraction and liking among members (Jones, 2012). Nevertheless, within both types of group, a balance between task cohesion as well as social cohesion is needed in order for the group to work effectively – the balance is determined by the group as well as individual purpose.

In line with the elaboration on the skills that are intended to be developed or ameliorated during the Enrichment Program, this present study focused on the student's employability and entrepreneurial story (i.e. autoethnography) based on her experience in the *Research Track*.

Methods
Autoethnography

Autoethnography is a challenging and encouraging qualitative method. Autoethnography emerges from postmodern philosophy, which questions the dominating traditional scientific studies. On the other hand, it legitimizes many ways to acquire knowledge and conduct research. Autoethnography offers a way to give an opportunity for personal experience to be studied and reveal itself, a method that can be used to develop a further understanding of psychology and/or the social (Wall, 2008). Autoethnography commence from personal narrative. Autoethnography varies on the emphasis of *auto* (self), *ethno* (sociocultural relationship / connection), and *graphy* (application of research process) (Reed-Danahay, 1997). The autoethnographic narration provides a synopsis, in which some are chronologically organized and others are conceptually organized. Even though some experts equate their personal story through autoethnography, several experts have utilized autoethnography as an instrument to visibly connect the constructs found in the journal articles, books, etc on a particular subject with narrated personal experiences (Ellis & Bochner, 2000; Holt, 2001). Autoethnography has also been used as a method to convey a story that consists of personal relationships rather than self-

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analysis; it explores issues related to people in social context to criticize literature regarding a certain topic that contains personal significance (Frank, 2000; Holt, 2001; Muncey, 2005). Ellis and Bochner (2000) stated that creativity is needed in the production of autoethnography texts. However, Duncan (2004) reminded autoethnographic candidates to *avoid* emotional writing, being dishonest with oneself, as well as fail to connect personal experience with theory.

The issue of validity representation in autoethnography studies has been widely discussed. Denzin and Lincoln (1994) stated the representation crisis that happened in the 1980s when they were questioned about the supposition behind the results of their ethnographic work and the standard or parameter used to check its accuracy. They noted that in order to overcome such an issue, ethnographical writings should be more interpretive, experimental, critical and personal. The issue in ethnographical writing is that there is no one subject that can fully perform self-identification, whether fully conscious or in ways that intentional action be influenced by unconscious desires (Clough, 1998).

Realist ideology in ethnography has raised hope that autoethnographic text is a true and genuine representation of the life that is being examined (Clough, 1998). However, as there is no way of returning back to the original experience, autoethnographic writing involves rethinking of representations by engaging in subjectivity which does not depend on pre-existing representations, as well as a shift from representation to presentation (Clough, 2000). Autoethnographers serve as an agent of creating a theatrical self. In these theaters, representation does not reflect an accurate and measurable aspect of life. However, autoethnographic writings serve as a creative process to define the world as is seen or found by the autoethnographer as well as to explore the previously unknown psychosocial space (Hastrup, 1995). This is what has been termed as an effort to represent the "truth".

Throughout time, there has always been a significant issue regarding autoethnography legitimacy and credibility as a scientific work (Holt, 2003; Muncey, 2005). In autoethnography, the tacit acceptance that there is an objective reality has been invited to be tested and the classical objectivity norms within social sciences have worn away (Denzin & Lincoln, 1994). Postmodernists have faith in the unity between research methodology and researcher's values and subjectivity. Any attempt to achieve objectivity has failed from the beginning as ethnographers always have preconceived ideas that guide their description choices; it is always based on a series of intellectual assumptions and interests (Stivers, 1993; Wolcott, 1999).

Within autoethnography, the author conveys a story that enables readers to participate lively in the experience that includes affections and inner details as well as to examine the meaning of the one's journey (Ellis, 1999). Autoethnography gives a chance to the reader to feel the dilemma, to posit the story as a companion rather than an object of thought, vigorously joining decisions made by the author, and becoming co-participants who are involved with the storyline in a morally, emotional, aesthetical and intellectual manner (Ellis & Bochner, 2000; Richardson, 1994). It is different from the traditional scientific world, in which the objectivity is used to distance and protect the researchers as well as audiences from passions and interiority of people's lives (Muncey, 2005). By reconsidering the issue of objectivity in autoethnography, every point of view is a unique perspective, not the absolute way of seeing (Wolcott, 1999).

The ethical issue within autoethnography rarely appears and there exists little guidance in the autoethnographic literature regarding the manner in which to handle such issues (Wall, 2008). In fact, ethical issues arise from the complex relationship between the self and the social, because it is unbearable for researchers to talk about him/herself without also talking about other people. So, Ellis (1999), as well as Ellis and Bochner (2000), suggested that, if possible, autoethnographer seeks for permission from whom he/she is going to portray or give a chance to others in contributing their perspectives within the story.

Participants and Design

This present study used qualitative design with the autoethnography method. The data obtained for autoethnography originated from researcher herself (participant, the first author). The writing has been supervised by and negotiated with the second and third author who served as Research Supervisor and Faculty Supervisor, respectively.

Methodology used involves digging out information from participant's memory, investigating documentation that participant has made as well as e-mails delivered to and from Research Supervisor related to the whole research experience. The data serves as a form of material for reflective thinking upon which researchers used to develop an autoethnography.

Materials and Procedures

Data analysis has been conducted since researcher has perceived information. In this case, memory plays a significant role. Memories related to the research experience are gathered. Ethnography is an act of memory, meaning that field of ethnography work is inseparable from intense memories (Coffey, 1999). Memories of impressions, events, and experiences provide a sense of wholeness towards the researcher him/herself as he/she is the subject of the research. The result of such study is termed as *headnotes* (Lederman, 1990; Ottenberg, 1990), the essence of ethnography as compared to *field notes*.

Within the study of ethnography, data analysis is a sustainable process, one that develops and become crystallized over time. Participant's writing was re-read. Existing artifacts within the writing were examined and be used as participant/researcher's guidance to perform self-introspection. Data collection and data analysis are done in parallel, while simultaneously waiting for theory and themes to emerge on its own during the course of the study (Erlandson, Harris, Skipper, & Allen, 1993), similar to a phase of "bracketing" in phenomenological study (Chan, Fung, & Chien, 2013) ensuring study's validity. Indeed, during the initial phase of the study, it is infrequently obvious as to what distinctive themes would emerge due to the fact that analysis within autoethnography has an inductive-constructive quality.

According to Richardson (1994), writing an autoethnography is itself a way of knowing, a method to locate and analyze. Coding and categorization of data are carried out throughout the course of time, until the author feels satisfied, through the method of making the existing data "make sense". The researcher's construction of the research context, as well as data review, serves as an ontological authenticity, an inherited understanding of participant's point of view.

Results

During six months of Enrichment Program within the *Research Track*, the first author as the junior researcher ("*Researcher*") conducted at least three research projects in which Project 1 involved examining a topic that became an interest to researcher (i.e. The impact of difference in educational level between husband and wife on their relationship satisfaction), Project 2 involved a topic that was in line with research supervisor's project (i.e. Moral psychology within the realm of academic dishonesty), and Project 3 involved a topic of interest concerning political events that had been given by research supervisor as a team's project (i.e. Online competence in political engagement).

During five months of Enrichment Program, August 2016 - December 2016, most of the researcher's work revolved around gathering information in the form of journal and non-journal articles as well as books, formulating hypotheses, constructing research framework, identifying participants' characteristic, composing research strategy and design, as well as adapting and constructing instruments of measurement. In line with this, researcher's work was always associated with writing scientific papers for three different projects using the same working pattern repetitively. Meanwhile, during the last month of Enrichment Program, January 2017, the researcher made revisions on the instrument of measurement, created offline and online questionnaire forms, contacted people who might have links to targeted participants, spread questionnaires through offline and online forms, and analyzed data with colleagues and research as well as faculty supervisor.

August 2016 - December 2016; Theme 1: "Self-Adaptation, Resilient Searching for Productive Work Pattern, and The Role of Active Listening". Within the first month, the researcher had to adapt to the new working conditions (i.e. 8 hours of work in Room 325 of BINUS Anggrek Campus, http://binus.ac.id/anggrek-campus/; or Psychology Laboratory of BINUS Kijang Campus, http://binus.ac.id/kijang-campus/). In the first week, the researcher had difficulty in finding the right working pattern. As the room was too cold and noisy from other members bickering as well as discussing, the researcher often had to leave the room to make herself warm and evade the noises. It became challenge for the researcher to manage her working habits. Before 12 o'clock, the researcher would properly work for about 2-3 hours with maximum concentration. However, Room 325 would soon be filled with members from other study programs' *Research Track* by 11:00AM - 11:30AM. Afterward, the researcher's concentration would start to split and as soon as lunchtime hits, it was hard to keep focus.

This, in turn, doubled the researcher's workload such that she had to meet supervisor's deadline during working and non-working hours (i.e. bringing the work back home and staying up pass 10.00PM to complete it). Research is a flexible process such that researcher often experienced "block". Thus, eight hours of working time was not usually employed to its optimum use. With the problem at hand that the researcher was facing (i.e. integration to the new working condition), the researcher had come up with a plan to type up the work that was needed to be completed on to *Sticky Notes* on the

home screen during the night before. The main things to be achieved during the productive hours were as such (1) Collect as much literature in the form of journals, articles, books, etc. on the variable of interest, (2) Read and highlight the important paragraphs, (3) Find measuring instruments for desired variables, (4) Adapt and construct instruments of measurement, and (5) Write at least 3-5 paragraphs in Chapter 1, 2 and 3. By planning out what to do during the productive hours, the researcher would have less work to bring home and start to integrate into the working conditions.

Within the first to second month, the researcher dealt with Project 1 regarding marital satisfaction. By following the rules planned and producing the agreed number of paragraphs each day, the researcher could finish the deadline set out for Project 1. Within the third to fourth month of Enrichment Program, the researcher focused her work on Project 2: Corruptive behavior (c.f. Abraham & Pane, 2014a; Abraham & Pradipto, 2016). This project had taken more time than Project 1 such that in order to meet the deadline for the entire Enrichment Program, the researchers had progressed onto Project 3: Online political engagement (e.g. Abraham & Pane, 2014b; Abraham & Viatrie, 2013), during construction of measuring instruments for Project 2. However, progression to Project 3 was related to writing an essay regarding political participation in order to have a base or a foundation for the phenomenon of the research.

Within the third month, the researcher's problem solving and decision making was more focused on the formation of measuring instruments for the independent variable in Project 2. Little study had been conducted on measuring academic dishonesty as a construct that can predict unethical behavior within the workplace; thus, the researcher had the initiative to measure its behavior in terms of frequency based on the different types of plagiarism that exists. Through hours spent on the internet, reading journals and articles as well as discussion with colleagues, research supervisor and faculty supervisors, the researcher was able to come up with items that can measure an individual's behavior in carrying out plagiarism variable.

During the fifth month of Enrichment Program, the researcher had immersed herself into Project 3: Online competence in political engagement. However, the problem that emerged within this month was related to self-management issues that the researcher had been having. The researcher had difficulty in balancing (1) junior researcher responsibilities, and (2) intern student responsibilities such that researcher used working hours to conduct Mid-Progress Report that was supposed to be done outside working hours and presented by the end of the month. Researcher's work during the first five months of Enrichment Program had been a repetitive working pattern of writing scientific paper and conducting the same routine to formulate a firm research framework (i.e. gather literature, read and highlight literature, write research framework, gather scales related to variables of interest, adapt and construct instrument, identify research procedure, participant's characteristics, etc.). It caused a kind of "burnout" such that researcher tended to move from one project to the other as all work involved writing.

As the researcher had to meet the deadline from *Research and Technology Transfer Office* (RTTO) of Bina Nusantara University to finalize Mid-Progress Report by November 29, 2016, the researcher had a hard time managing which task was needed to be completed. The best possible solution that researcher had come up with was to complete some aspects of the Mid-Progress Report during working hours so as not to feel burden by the deadline and complete the rest of Project 3 at home in order to balance the workload. Another difficulty experienced was related to the topic of Project 3. Due to the fact that researcher had little interest in issues concerning politics and had little knowledge of the domain, it was quite difficult to come up with a variable that could contribute towards online competence in political engagement. However, the researcher decided to allocate her ability on reading to the task at hand. Even though the researcher had little interest in politics, her ability to scheme and filter out necessary information as well as a dialectical process with the supervisors makes it easier to identify factors that can contribute towards online competence in political engagement.

In addition, within the fifth month, the researcher's problem solving and decision making revolved around the framework of Project 3. As have been previously stated, Project 3 was assigned as a team work and it required interaction and numerous discussions with other members of the group. The issue at hand was that each member is told to come up with one variable that can contribute towards online competence in the political engagement which led to the formation of two different frameworks on how the variables can influence the variable of interest. Researchers had difficulty in trying to associate the different variables that had been identified into one whole framework.

After discussions over the phone and face-to-face interaction, the researchers connected the dots on how each variable can influence one another and created a framework to explain our train of thoughts. One of the researcher's main variable was related to online behavior (e.g. internet users' messages posting related to political issues) that was supported by other variables such as exposure to

political information and internet users' perception on how their friends and other members of the social media platform interacts towards their posted messages. Meanwhile, the other researcher's variable was related to the extent in which the information found related to the political issues are credible and internet users' affection towards the political issue at hand.

After explaining and actively listening to each individual's framework, the researchers believed that the credibility of political messages could serve as an antecedent to online behaviour of posting messages related to political issues. Before posting or reposting opinions related to political events, internet users need to see if the information are accurate or at least reliable to share with other people. Affection towards political issues served as another external factor that can aid into the emergence of online behaviour of posting political messages. By organizing the information that each member obtained through literature reading, the researchers had been able to resolve the issue at hand and decided on how the flow of idea proceeds within the framework.

August 2016 - December 2016; Theme 2: "The Role of Promotive, Disruptive, and Counteractive Communication: Negotiating with Others' Criticisms". Exchange of ideas between colleagues as well as supervisors is needed to enhance work results. Within the *Research Track*, it is necessary to always communicate research findings with other people so that researcher can have insights into other people's opinions about the topic, identify errors or faulty thinking and distribute information. Actively listening to what other people have to say about the research framework will help out in the formulation of research questions and hypothesis.

Throughout the course of six months' Enrichment Program, small group communication had undergone three types of communication that had been identified by Hirokawa and Gouran (as cited in Griffin, 2012) during group decision-making. Promotive communication occurred when communication involves the exchange of ideas from colleagues, research supervisor as well as faculty supervisor. It was promotive such that all parties were able to constructively convey their criticisms and advice regarding the researcher's questions (i.e. flow of framework, variables of interest, construction of statement, construction of items for instruments, etc.). It was an important aspect as it helped the researcher in the formulation of research questions as well as understanding the urgency of what was to be examined. Meanwhile, disruptive communication occurred in stressful times where each member felt the burden of conducting three research projects. Coping communication took the form of actively discussing issues that were unrelated to the task given (i.e. members would tend to perform self-disclosure, gossip or have an intellectual discussion about current issues that are unrelated to research assignment).

At times, the researcher did not always find the right words to convey her train of thoughts, especially after several hours of reading journal articles that employ formal language such that it became hard to understand its urgency. In line with this, the researcher believed that disruptive communication had its own purpose in diverting the attention of each member during periods of stagnation in order for the unconscious to work on its own and find a solution. Moreover, disruptive communication was always corrected with counteractive communication where at least one member of the group decided to focus back on the task that she was previously working on before being distracted by discussion forum brought up by other members. There was a tendency to follow other members who were working hard on their project due to the fact that all junior researchers had the same goal of finishing three projects at the same time. Thus, when one got distracted, all would got distracted; when one got back on track, all would focus back on their work (i.e. group cohesion).

Counteractive communication also occured when one member decided to plan out what was needed to be accomplished as a group after lunch hour. For example, the researcher tended to plan out when the most appropriate time to translate instrument of measurement that had become an interest for all members was (i.e. instruments related to Project 2 concerning Corruptive Tendency). Usually, before lunch time, each member would be doing their own personal work that was needed to be completed with regards to Project 1, 2 and 3. Therefore, the best time to start translating items from English to Indonesian was after lunch time. The researcher needed to employ counteractive communication so that everyone would be back on track on the goal-directed path (i.e. finalize translation). All members of the team had at least once carried out counteractive communication when others had strayed too far away from the task at hand.

During the course of the Enrichment Program, the researcher felt a significant increase in communication skills between three parties involved within the work process. On each day, communication skills were tested as the researcher was obliged to convey her findings with either colleagues or research supervisor, and on two times per month interval with the faculty supervisor. The researcher believed that her communication had ameliorated as she was able to use the right words, right logical explanation and appropriate terms to convey her train of thought on a daily basis with colleagues as well as research supervisor and during presentation day for Mid-Progress Report in front

of Research Office Staff. Moreover, through the use of the different types of communication, the researcher and other colleagues had been able to create an atmosphere that promotes effective communication.

Furthermore, the researcher was assigned a group project with one member of the internship team to conduct a study on online competence in political engagement (i.e. Project 3). Communication on group decision-making was tested during the identification of variables that could contribute towards the competence. Both researchers were asked to identify a variable that could contribute towards the formation of the competence. However, this became a challenge as both researchers had their own individual framework of thinking as to (1) why online behavior related to posting political messages, and (2) the extent to which the information found related to political issues are credible and affection towards political issue can correlate with online competence in political engagement. With three different variables, the researcher should combine two frameworks into a single train of thought.

By employing functional perspective theory on group decision-making stated by Hirokawa and Gouran (as cited in, Griffin, 2012), the researcher was able to agree on a single framework. Similar to that of the problem-solving cycle (Kleinman, 2012; Sternberg & Sternberg, 2012), the researcher primarily analyzed the problem at hand. This was done by conveying each member framework of thinking on how each variable could lead to online competence in political engagement. Secondarily, the researcher would set a goal to identify whether Variable 1 and Variable 2 had an existing relationship that had been found in previous studies. However, if each variable had not been found to be related, the researchers would discuss the issue with colleagues as well as research supervisor and ask for their opinions on the matter. Lastly, after obtaining advice from both parties, researchers would evaluate the alternatives and come up with a decision on how to integrate two frameworks into a single framework. With promotive communication, the researcher could construct a single framework with three different variables and two explanatory variables leading to (perceived) online competence in political engagement.

January 2017; Theme 3: "The Machine and Network Power Optimization, 'Persuasion Project', and Evolving through Research Life's Crisis". During the last month of Enrichment Program, the work progressed onto further research process. Primarily, the researcher had to set several goals to be accomplished during the first week of January (i.e. finalization of measuring instruments). After receiving revision notes from research supervisor and making sure that both offline and online forms contain the same items, the researcher would plan out how she would spread the questionnaires, how to perform scoring and input offline questionnaires.

After thinking ahead of what needs to be accomplished until the deadline date (January 18, 2017), the researcher controlled her behavior by counting the number of participants of whose data had been collected. If it was below target, the researcher would find a solution to the existing problem. Nevertheless, during this month, the researcher had set her mind to not only rely on online medium (i.e. *Google Docs*), but also on offline medium by going to other campuses to obtain participants, leaving questionnaires to friends or family who were known to have links to the target participants and working together with other group members to spread questionnaires.

Furthermore, in order to save and manage her time more effectively, the researcher had in advance set up scoring sheets in *Microsoft Excel* by laying out each scale of measurement in one sheet and inserting formula for the scoring process. This was done so that researcher would only input the raw data and let the program "magically" performs the mathematical equation. At the end, the researcher would only input the total score column (produced by *Excel*) for ongoing data analysis in *SPSS*. The researcher always did this process for courses related to data collection. This behavior became habitual.

On the first day that researcher was given the green light to spread questionnaires, the researcher visited other colleagues who are working as an intern in a private company. The researcher asked them to bring their friends for lunch so that they could be given offline questionnaire to fill out and left at least ten questionnaires to be spread out in the office. Later on during the day, the researcher stationed herself at a coffee shop and seek for potential participants. During the time participants answered offline forms, the researcher personally contacted friends and family in *LINE* and *WhatsApp Group* to kindly spare their time and fill out the questionnaire. This was found to be an effective solution to online form issues such that personal contact increases people's intention to fill out questionnaires as the researcher had sought out help on a personal level rather than spread the information on instant messaging groups (i.e. making it seem less intimate). At the end of the day, the researcher got a total of 50 questionnaires for Project 2.

However, for the first four days in the week that researcher was supposed to be spreading questionnaires, the researcher had focused on spreading online and offline forms for Project 2 due to the fact that Final Research Track Report revolved around Project 2 and had to be submitted on January 20,

2017. This, in turn, created an obstacle to obtain data for Project 1 and 3 as the researcher had used her resources that were also supposed to be used for Project 1 and 3 all on Project 2. Even though the researcher had primarily divided her resources to match the types of data needed to be obtained, most of her resources had been used up on Project 2 (in terms of online medium).

With that, the researcher had to gather up her courage and ask for help from close friends as well as acquaintances to help spread out questionnaires to potential participants. Moreover, for Project 2 as the deadline is the closest, researcher managed to find a few groups on *Facebook* for novelists and writers where she posted her link to the questionnaire. As for Project 1, the researcher had taken the initiative to (1) send the link to family members to fill out the online version, (2) provide 40 offline questionnaires to a family member to help spread it out in the neighbourhood, (3) asked close friends to give the questionnaires to their friends and family, and (4) asked a senior who is married to help spread them to her other married friends. As for Project 3, since it was a group project, both researchers had spread the questionnaire on online form as well as offline where both had provided at least 25 offline questionnaires to a neighbor and family member who was in Senior High School.

Communication skills, within the last month of Enrichment Program, were used as a means of persuading strangers to fill out offline questionnaires as well as creating a joint working relationship with lectures, friends and family members in spreading out offline forms. During times in which researcher spread questionnaires on the field (i.e. at coffee shops and in universities), the researcher would employ self-disclosure technique in order to build a sense of intimate space with potential participants. Primarily, the researcher would introduce herself to potential participants and indicated that she was a last year Psychology undergraduate student conducting a study for her internship assignment. Secondarily, the researcher would convey that she was in need of their valuable contribution as she was required to obtain as many participants as possible for the study. Tertiarily, the researcher would also give in to their sense of reward for participating in the study by informing that there would be four lucky participants who could win a lottery for a shopping voucher in the amount of 50,000 IDR (around 3.75 USD). By disclosing researcher's need for their contribution to her studies, the researcher was able to obtain at least a total of 90 offline questionnaires for Project 2.

As for the formation of a joint working relationship with friends and family members, the researcher would only need to disclose that she was in need of hundreds of individuals to participate in her research project as a means of graduating her internship/Enrichment Program. By displaying that researcher was in need of their support through spreading out questionnaires, the researcher is able to spread a total of 60 offline questionnaires for Project 1, 2 and 3 to her cousin and a total of 20 offline questionnaires for Project 2 to her aunt. At times, it was fruitful to show that one is in need of other people's help.

Furthermore, the most crucial part within the last month of the Enrichment Program was data analysis as well as the writing process. Unfortunately, on the day before the internship report deadline, the researcher had only collected around 180 participants for Project 2. As some of the participants for Project 2 involved lecturers, the researcher had made plans to visit her aunt, who is a professor at one of the private universities in Jakarta, Indonesia, to help out with the questionnaire. The timing clashed with the research supervisor's agenda to analyze the data together during that last day. The researcher had to manage her time in order to be able to attend both meetings. At the end of the day, the researcher had obtained a total of 193 participants as the rest of the questionnaires were still sitting on the lecturers' desk as some had no time to finalize it before she had to leave to meet with research supervisor.

After the "drama" of running here and there, the researcher arrived late to meet with research supervisor. She caught up with everything that had to be done by paying attention to the other members' notes. Primarily, during the data analysis process, it was required to identify the reliability of the measuring instruments by analyzing some pilot study's data. Each measuring instruments were tested using internal consistency method producing Cronbach's Alpha index. Item validities were obtained by employing classical test theory (CTT) criterion (corrected item-total correlations > 0.250). Afterward, the researcher sought out to test the normality of data. If the data was normal, parametric testing was used as a means of finding the correlation and predictive correlation of variables. After calculating the field study's data in *SPSS* and obtaining a correlation and regression table, the researcher drew a diagram to indicate the correlation coefficient, significance values, as well as regression coefficients between variables and verify whether the results had met her working hypothesis.

As for the writing process, as a whole, during the course of the Enrichment Program, the research supervisor always gave feedback related to which aspect of the paper needed to be strengthened. As for the researcher herself, *Chapter 1: Introduction* was often revised. By reading numerous journals, articles and books related to marital satisfaction, academic dishonesty and online competence in political engagement, the researcher was able to understand what the research supervisor

guided for her research flow. By identifying the relation between variables, it built a strong research framework to base a study related to the role of (1) educational level towards marital satisfaction, (2) academic dishonesty towards corruptive behaviour, and (3) online behaviour of posting political messages, affection towards political issues and degree of information credibility towards online competence in political engagement.

Discussion

The researcher has experienced a significant increase in the following skills: (1) Self-management, (2) Communication and (3) Team Work. Nevertheless, it does not mean that researcher has undergone a decrease in the other two skills (i.e. Planning and Organizing; Problem Solving and Decision Making) but rather endured a more stable improvement in those skills. The researcher believes that she has always been able to properly plan and organize her work and quickly decide what steps are needed to be taken when a problem presents itself. Therefore, these skills are only ameliorated and remained stable during the Enrichment Program.

For the soft skills, the researcher has realized that her self-management skill has experienced quite the fluctuation throughout the Entrepreneurial Enrichment Program. Researcher realizes that it is much harder to control oneself during stressful times where deadlines are on the verge of the cliff and work assignments are piled up. However, the researcher also has noticed that she is still able to think of the issue clearly such that she can make the innovative decision of which task to be prioritized in accordance with the nearest deadline. Even though self-management skills have experienced a decrease in November 2016, the researcher is still able to get herself back in control after slowly managing the tasks one at a time.

Throughout the academic year, the researcher has always been able to take control of the numerous assignments that are handed to her by lecturers. Within this Entrepreneurial Enrichment Program, the researcher experienced slight difficulty in managing responsibilities as (1) an intern student as well as (2) a junior researcher. As a result, the researcher would often do intern students work during working hours and end up bringing research work assignments back home. Nevertheless, the researcher is still able to keep her priorities straight and creatively manage to meet the deadline assigned by research supervisor as well as Research and Technology Transfer Office of Bina Nusantara University. It is bound to happen at one point during the internship period that researcher would experience burnout from the repetitive working pattern (i.e. writing process for three different projects). However, what matters is what one would do if faced with such a situation: Will one slack off and leave all responsibilities or will one do whatever it takes to achieve the goals that have been previously set? For the researcher, she still had the perseverance to stay motivated throughout the stressful times and manage to resolve issues through planning and organizing. It is how she manages to keep in control of the self. By applying the theory related to self-regulation and cycles of self-regulatory, researcher is able to set goal behaviors and plan out the tasks intended to be achieved. By doing so, the researcher is able to monitor and guide her behaviors to reach intended goals. As for problem solving and decision making that is often related to find variables, instruments of measurements as well as finding a solution to other group members question regarding their own research framework, the employment of problem-solving cycle (Kleinman, 2012; Sternberg & Sternberg, 2012) had helped researcher in finding the best possible solution to the problem at hand.

In relation to communication, the researcher is able to effectively use promotive communication in order to guide other members' questions regarding their research topic into a tangible solution. Furthermore, the researcher has always had trouble conveying her thoughts especially since she has to deliver them in formal Indonesian. However, interaction with other members of the group had forced her to adapt and use more Indonesian in daily conversations such that it helps in the formation of formal language. Nevertheless, the researcher would sometimes convey her ideas and train of thoughts in mix languages when she has trouble finding the right words in Indonesian. Moreover, the researcher's communication skills are also tested within two different tasks: (1) Mid-Progress Report presentation, and (2) on field assignments of spreading offline questionnaires. Within the presentation day, the researcher is able to clearly convey her train of thoughts concisely and effectively in Indonesian while only conveying 1-2 statements in English. As for field assignment of spreading questionnaires, the researcher is able to persuade strangers in filling out the questionnaire and create a joint working relationship with friends and family to help spread out questionnaires to individuals with the specified characteristics.

As for teamwork skills, the researcher has experienced a different interactional style within this group. Previously, throughout the academic years, the researcher felt that often she has been the one who initiated the group work (i.e. set time to meet face-to-face to discuss the assignment, divide group

work, etc.). However, within this internship group, the role of leadership often shifts from one member to the other. After experiencing disruptive communication, at times, the researcher would counteract the discussion and stir it back into the goal-direct path (i.e. performing tasks that require teamwork such as translating items and discussing the flow of framework) and during other times, other members would stir back the conversation into work issues. With this, researcher feels that all members play an equal role in guiding and motivating one another to achieve group goals.

In terms of the newly attained and honed skills, the researcher believes that it can be transferred to the working life. *Research Track* differs from most of the track chosen by most of the Psychology students in Bina Nusantara University (e.g. *Internship Track* and *Community Development Track*). From the surface, *Research Track* does not possess the qualities that the conventional track possesses (e.g. direct interaction with managers, customers, etc.). It is a different type of Enrichment Program but in depth possesses the same qualities that resemble a conventional internship at an organization. The system of operation is in line with how students within the *Internship Track* operates (e.g. report to supervisor when they are late or would take the day off, report to their supervisor about their work progress, etc.). However, interns within *Research Track* do spend most of their time in front of the laptop, browsing, reading and writing whatever information they have found related to the research topic.

Nevertheless, interaction with other people still occurs in terms of finding potential partners to help out with the attainment of participants for research, such as interns within *Internship Track* seek out potential employees through a phone interview or by reading their resume. Interns within *Research Track* learn to negotiate with a chain of referrals to convince them as to why they should help out and what benefits would be obtained for the individuals themselves. These negotiation skills can be useful and are transferable to the working life. According to Santrock (2011), transfer refers to a process in which previous experiences and knowledge related to problem-solving or learning can be used in new situations. Throughout the research process, the researcher has ameliorated her skills in negotiation such that she is able to argue with research supervisor, faculty supervisor and even laypersons who are involved in her research to convince them as to why her train of thought or research framework is best discussed in that certain way. In terms of the forward-reaching transfer, these skills can be far transferred onto different working situations that require quick problem solving and fast decision making with a strong and firm reason as to why the solution would be as such (Santrock, 2011). The researcher believes that these honed skills in negotiation, communication, teamwork, and self-management become a valuable aspect for employers.

Conclusion and Suggestion

This autoethnographic research concludes that there has been a development of entrepreneurial spirit in the participant (the researcher or the first author) of the Entrepreneurial Research Track Program. The structure of the research program itself brings reflection in the participant which sharpens self-management. Interpersonal and group interactions have strengthened and honed other key competencies such as planning and organizing, problem-solving, communication, and teamwork. The process of adjustment and development of the self does not just incidentally happen, but sustains longitudinally through (1) stimulation of learning plans and dialogue from research (the second author) and faculty (the third author) supervisors, (2) intentional efforts of participant to optimize the resources she had (including her social networks and historicity) and to go beyond "researching as business as usual" nature. This is evident from the meanings presented throughout the narration put forward by the participant both in fragments of success, crisis, and risk stories. Entrepreneurship is a narrative process that continuously builds the identity of the participant (first author) as a junior researcher. Therefore, it is suggested to the candidates of entrepreneurship universities (1) to actively seek the ecological validity of their programs by deploying their students in direct, challenging, and long-term research culture experience, (2) to appreciate the diversity of pathways to build entrepreneurial skills, including through "non-profit oriented" channels, such as scientific experiences that altruistically build the body of knowledge for the social, (3) to employ autoethnographic reflection and writing process as a necessary activity for flourishing entrepreneurial spirit (c.f. Cogan, 2016; Hjorth & Steyaert, 2005). This study complements the efforts to build entrepreneurship that has been done by various parties (e.g. Abduh, Maritz, & Rushworth, 2012; Larso & Saphiranti, 2016; Widhiani & Fauzi, 2016).

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