Journal of Social Sciences and Humanities
Vol. 2, No. 1, 2016, pp. 1-9
http://www.aiscience.org/journal/jssh
ISSN: 2381-7763 (Print); ISSN: 2381-7771 (Online)

The Influence of Social, Human and Physical Capital on Fashion Incubatees' Career Success

Livia Torres[1], Hyun-Joo Lee[2, *]

[1]Svbscription, New York, NY, USA
[2]Department of Consumer Science, Inha University, Incheon, Rep. of Korea

Abstract

The purpose of this study was to investigate the influential factors on fashion incubatees' career success by considering the three types of capital: social, human, and physical capital. In order to investigate social capital, access to information, access to resources, and mentoring was analyzed. Human capital was measured in terms of education, self-confidence, and creativity. Physical capital was investigated using two different variables including shared workspace and equipment. Social relationships as an outcome of social capital, Entrepreneurial know-how as an outcome of human capital, and production quality as an outcome of physical capital were conceptualized to influence fashion incubatees' career success. Using a case study performed among incubates at fashion incubators in the US and in Canada, the importance of social and physical capital was found for fashion incubates' career. However, the findings suggested no conclusive influence of human capital on fashion incubatees' career success. The results of the present research can be useful when applied in practical settings. For educational institutions, it could be a way to identify problems and reflect on solutions that would help fashion students such as adding more business related information to the academic curriculum.

Keywords

Business Incubators, Social Capital, Human Capital, Physical Capital, Career Success

Received: October 18, 2015 / Accepted: November 7, 2015 / Published online: January 8, 2016

1. Introduction

According to the Bureau of Labor (2011), the fashion industry employed 22,700 fashion designers in 2008. Among these professionals, a total of 44% worked for apparel manufacturers and wholesalers whereas the remaining 56% are self-employed, which means these professionals owned their own businesses, worked independently, or acted as consultants. However, by 2018, employment in the field is expected to grow only by 1% – a mere 200 jobs (Bureau of Labor, 2011). Therefore, it is quite likely that new fashion entrants start their own company as soon as they graduate from postsecondary institutions since not many employment opportunities exist for them. For this reason, it should be noted that establishing a self-sustaining company within the fashion industry still remains a challenge. A significant number of designers have struggled when structuring and maintaining their businesses mainly due to the lack of financial structure and business acumen necessary to work within a competitive environment (Kurz, 2010).

In order to help entrepreneurs to start up their business activities, the concept of business incubators emerged in the 1950s. Business incubators are facilities in which incubatees (i.e. the participants of the incubation process) share offices, providing business, management and monitoring support (Hackett & Dilts, 2004). In addition, an incubator provides a social network and offers resources with the main goal of increasing the probability of the business success (Ratinho,

* Corresponding author
E-mail address: liviatorress@gmail.com (Livia T.), hyunjoo.lee@inha.ac.kr (Hyun-Joo L.)

Harms, & Groen, 2009). Consequently, business incubators have created jobs, urban development, and, most importantly, a channel for diffusing technology and business innovations. Due to the benefits that this type of project may provide to the incubatees, the concept of a business incubator became popular in different commercial fields. Thus, the concept of business incubators has recently been incorporated into the fashion field as well as other sectors of the creative industry. Numerous fashion business incubators (FBIs) have been established around the world, yet only a few are officially registered according to the National Business Incubation Association.

While several studies explore incubation focusing on different topics such as incubator development, incubator configuration, and incubatee development (Hackett & Dilts, 2004), little is known about the impact of the different types of capital on business incubator models, particularly in the fashion field. Therefore, this study aims to investigate how social, human, and physical capital influences fashion incubatees' start up activities. First, an incubation process model based on the three forms of capital will be proposed. Second, using a case study performed among incubatees at one fashion incubator in the United States and one in Canada, this study intends to explore how three forms of capital influence fashion incubatees' career success during the incubation process. Finally, this study aims to investigate which form of capital the incubatees would consider as the most beneficial for their future careers during and after the incubation process.

2. Review of Literature

2.1. Capital

Capital is defined as goods produced by a company and in the future it will be used in the production of another goods or services (Samuelson & Nordhaus, 2004). Although capital is commonly associated with physical goods, recent literature has emphasized other forms of capital that are not physical such as social (O'Brien & Fathaigh, 2005) and human capital (Ardichvili & Cardozo, 2000; Ottosson & Klyver, 2010). In a sociological sense, capital is not tangible and consists in the value of positive social relationships between individuals within an economic environment. The same happens with human capital and can be defined as investments on individuals' skills and knowledge in order to build up a more capable professional, improving performance at work.

2.1.1. Social Capital Theory

Putnam (1993) defined social capital as the "features of social life-networks, norms, and trust-that enable participants to act together more effectively to purchase shared objectives" (p. 664). This consideration refers to social capital at an individual level, in other words the interrelationship of society. Similarly, according to Coleman (1988), social capital is defined as resources that a social structure provides to individuals and result in productive activities. These activities are achieved through the development of social relationships that become stronger over time and help individuals activate one another's interests (O'Brien & Fathaigh, 2005).

2.1.2. Human Capital Theory

The human capital theory states that an individual's knowledge (i.e., education, social and personality traits) works as a competitive advantage by facilitating individuals' productive activities. Thus, individuals as well as companies must invest on it. Human capital is a term used in economic literature to describe an individual's characteristics in terms of productivity (Ottosson & Klyver, 2010).

2.1.3. Physical Capital Theory

Physical capital is created by the availability of material tools such as machines and equipment that would assist or facilitate production (Coleman, 1988). Moreover, along with natural resources and labor, physical capital constitutes the three factors of production in the economics field (Samuelson & Nordhaus, 2004).

No matter the format, these three forms of capital (i.e., social, human, and physical capital) play an important role in the success or failure of a business. For the purpose of this thesis, capital is an integral part to understanding the theoretical framework of business incubators and how they develop vital business strategies.

2.2. Business Incubators

The "incubator" concept was developed during the early 1980s, due to a significant increase in unemployment in the United States (Ratinho, Harms, & Groen, 2009) and during the last two decades business incubators (BIs) have become popular throughout the world as a tool to develop self-sustaining businesses. The incubation process is a temporary environment for its participants. Average time spent in the process is two years. Once the incubation stage is complete, the participants are expected to acquire enough knowledge and experience to work as successful professionals in their respected fields (Kurz, 2010). In the BI literature, several authors believe that the combination of three dimensions is part of an incubator model (Bergek & Norrman, 2007; Bollingtoft & Ulhoi; 2005; Chan & Lau, 2005). These are (1) a common rented working area, which means the incubator

provides workspace for the incubatees, (2) professional support, which includes training, coaching, and the development of a business plan, and (3) internal and external networks, which means providing professional contacts for the incubatees.

Although previous studies were able to identify expected outcomes of BIs (Chan & Lau, 2005), researchers still could not clearly identify performance measurements that optimize the incubatees' success (Bergek & Norrman, 2007). Allen and McCluskey (1990) first proposed the need for investigation on incubators' performance during the incubation process, but no framework has been developed since this time. Moreover, there is a lack of literature investigating this specific topic (Bergek & Norrman, 2007). For this reason, there is a need to understand the performance throughout the hatching process.

Fashion business incubator. Due to the fact that the fashion industry is highly competitive, fashion designers usually face problems when trying to balance their creativity with business strategies. Many professionals use the business as an instrument that supplies their creative satisfaction rather than using the business as an outcome of the creative process (Mills, 2011). Thus, for fashion designers, there is normally a bridge between the creation and business process.

3. Conceptual Model

Using the definition of terms from the literature review, Figure 1 is a theoretical model that outlines the basic framework of a fashion business incubator. The model provides a blueprint for various activities that could help develop career success for an incubatee during the incubation process. This model adopts the basic principles of a business incubator, and applies them to a fashion setting.

[Insert Figure 1 here]

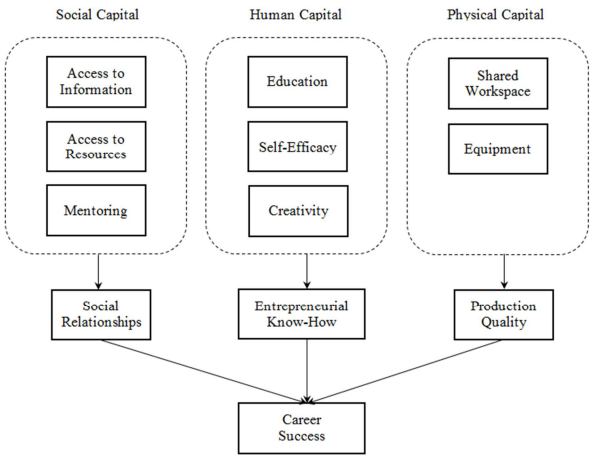

Figure 1. Fashion Business Incubator Model.

3.1. Social Capital for Fashion Business Incubators

In order to investigate social capital in a FBI environment, access to information, access to resources and mentoring will be analyzed. These three forms of social capital result in social relationships that help increase the likelihood of success for incubatees.

3.1.1. Access to Information

Access to information includes the necessary business and financial support services such as training, planning, and accounting (Bollingtoft & Ulhoi, 2005). In addition, it also includes legal services related to brand registration and marketing services such as advertising.

3.1.2. Access to Resources

According to Bozionelos (2008), network resources as well as contact resources may have a positive impact on career ascension. Therefore, individuals' interaction with the BIs' internal network, such as a network with managers and directors or external network and a network with suppliers and manufacturers, may create collective networks that facilitate positive company performance.

3.1.3. Mentoring

Mentoring is defined as the relationship development between individuals and an individual with a low level of experience (i.e. protégée) receives advice from a more experienced individual with the main goal of achieving career success, benefits, and growth (Kram, 1985; Rice, 2002)

According to Aldrich and Wiedenmayer (1993), social relationships can be maximized as a result of information exchange. Thus, social capital may produce or foster actions that influence activities and encourage relationships (Miller, Besser & Vigna, 2011). The creation of positive social relationships is the desired result of social capital for achieving success within a FBI. Thus, the following research question is proposed:

> *Q1. How does social capital influence fashion incubatees' social relationships during the incubation process?*

3.2. Human Capital for Fashion Business Incubators

For the purpose of this study, human capital will be measured using objective and subjective methods. Objectively, human capital will be measured in terms of education, while subjectively in terms of self-confidence, and creativity.

3.2.1. Education

The selection process of an incubatee does not require a

certain educational level, meaning that differences between participants' level of education may occur. However, in the entrepreneurship literature, Arenius and De Clercq (2005) showed that individuals' educational level is positively correlated to entrepreneurial performance.

3.2.2. Self-Confidence

Self-confidence relates to an individual's perception of his or her's competence. Ardichvili and Cardozo (2000) defined it as one's capability to achieve goals as well as deal with unconventional situations. Confidence may also be related to entrepreneurship in terms of risk-taking. In the FBI context, the more confident the fashion designer is, the more risks he or she will be willing to take in terms of proposing new concepts when designing their products (Kurz, 2010). In addition, as enumerated by Arenius and De Clercq (2005), confidence is the most important entrepreneurial characteristic that creates the motivation to start a new business.

3.2.3. Creativity

In entrepreneurial studies, creativity has been considered a special characteristic that leads an entrepreneur to establish a successful business venture. Because creative entrepreneurs have the ability to easily recognize challenges and propose a non-evident solution, creativity may play a key role in problem solving, decision-making, and opportunity recognition (Karpova, Marcketti, & Barker, 2011). In the fashion field, creativity is related to innovativeness in terms of proposing new products. Since a product's life cycle is seasonal, it requires a high range of creative solutions in order to achieve product differentiation and a unique brand image (Malen, 2008).

Fashion entrepreneurs are expected to be innovative and skillful in order to succeed within the competitive fashion industry (Kurz, 2010). The entrepreneurial know-how is the desired result of human capital and can be a result of individuals' acquired knowledge that help an incubatee sharpen their identity as a fashion designer while balancing important business strategies. Regarding this, the following research question is proposed:

Q2. How does human capital influence fashion incubatees' entrepreneurial know-how during the incubation process?

3.3. Physical Capital for Fashion Business Incubators

Physical capital is created by the availability of material tools such as machines and equipment that would assist or facilitate production (Coleman, 1988). For the purpose of this thesis, physical capital will be investigated using two different variables, shared workspace and equipment.

3.3.1. Shared Workspace

One of the most important characteristics of a BI is the shared workspace. BIs provide a common rented area for the incubatee, which is rented at a low cost. Many fashion entrepreneurs cannot afford nor have a space in which they can work. For this reason, the workspace provided by the incubator may help them achieve a better quality of their apparel goods, which in turn may help them to achieve their career goals.

3.3.2. Equipment

In the context of a fashion business incubator, specific equipment is necessary in order to manufacture the apparel goods. The necessary equipment include items that require a large physical space such as cutting tables, dress forms, sewing and serge machines, and industrial iron.

The product represents the most important tangible asset for a fashion designer. It is what the market sees as the representation of the work or brand. Therefore, high production quality is the desired result of physical capital. In the case of fashion, a product must be up to market standards or it has the potential to fail. In relation to this, the following research question is developed:

Q3. How does physical capital influence fashion incubatees' production quality during the incubation process?

3.4. Career Success

The term career success holds many different meanings. For example, Greenhaus, Callanan and Godshalk (2000), assumed that career success is "the pattern of work-related experiences that span the course of a person's life" (p. 9). London and Stumpf (1982) defined career success as observable career outcomes. Consistent with this, the same definition will be used for this study. However, observable outcomes are either objective or subjective in nature (Callanan, 2003). Subjective outcomes are an individual' own feelings about their career, such as career satisfaction or work enjoyment. In other words, subjective outcomes are individuals' perception of their career outcomes at the end of the incubation process. On the other hand, objective outcomes are tangible such as the establishment of a self-sustained business venture by the end of the incubation process. Regarding this, the following research questions are posited:

Q4a. How do social relationships influence fashion incubatees' career success during the incubation process?

Q4b. How does entrepreneurial know-how influence fashion incubatees' career success during the incubation process?

Q4c. How does production quality influence fashion incubatees' career success during the incubation process?

4. Methodology

4.1. Sample and Interview Procedures

Since this study is a qualitative study, the sample selection is known as purposive sampling, which selects participants based on certain qualifications – in this case – fashion designers who are currently in the incubation process. The National Business Incubation Association (NBIA) was contacted to obtain information about registered fashion business incubators (FBIs) within the institution. Then, the registered FBIs under the association were contacted by e-mail in order to inform them of the purpose of the study and how they can participate in the study. Three fashion incubatees agreed to participate in the study: one participant from the Toronto Fashion Incubator and two participants from the San Francisco Fashion Incubator. The sample was chosen in order to represent the desired setting, individuals' characteristics, and activities related to this study (Maxwell, 2008).

Appointments with the interviewees were created based on their availability during the month and year of June 2012. The researcher conducted an in-depth telephone interview using Skype software with each participant. Interviews lasted no longer than one hour per participant. In order to establish rapport with the interviewees, the initial questions were related to general issues regarding their participation in the incubation process. The first part of the questionnaire addressed the social capital variables *access to information*, *access to resources*, and *mentoring* activities. In addition, questions addressing the variable *social relationships* were asked for a better understanding of how it impacts on the fashion incubatees' activities. Secondly, the questions addressed human capital in the form of *education*, *self-confidence*, and *creativity*. Also, the questionnaire was composed of questions addressing the variables resulting from human capital, which is *entrepreneurial know-how*. Finally, the questions addressed physical capital variables *shared workspace* and *equipment*. Moreover, questions related to the variable *production quality* were also asked. Content analysis was used in order to identify patterns, processes, differences or commonalities in the data. Finally, generalizations were used for further writing of the results and conclusions of the study.

4.2. Data Analysis

Analysis was conducted through qualitative empiricism, which navigates the data and draws conclusions and generalities through common themes and patterns. A grouping process was utilized based on certain characteristics, such as demographics and psychographics of the incubatees. The data analysis started by coding the participants' names into numbers from one to three. After coding, transcribed responses were organized question-by-question. This technique was used to help visualize a set of responses together in order to identify patterns as well as find relationships among the data. By grouping the most common themes and patterns for each variable, the data gathered from the interviews could be analyzed and presented. Additionally, what type of capital is most beneficial for the incubatees' potential career success was also examined. Findings was be presented using direct quotes in order to exemplify the analysis.

5. Findings

Among the three forms of capital, results showed that participants evaluated social capital as the most important form of capital during the incubation process. In this study, mentoring-based relationships were found not only on the mentoring variable but also on access to resources and access to information variables and thus some type of mentoring activity was reported in all the social capital. In other words, mentoring provided valuable relationships and resources. While mentoring is a critical theme with the FBI context, most participants believe that social capital can help enlarging their network of contacts in the fashion field. The result concurs with Aldrich and Wiedenmayer (1993), which stated that social relationships may be maximized as a result of information exchange. The contact with mentors may expand incubatees' professional network as well as provide advice based on their experiences. As mentioned by the participants, most of these mentors are in high positions in the industry and provide valuable advice due to many years of experience in the fashion market. For example, two participants stated:

If anything we are getting more contacts with people [once they joined the incubator]. No one is shutting us out because we are part of the incubator; it's actually opening more doors.

It has given us a relationship in this industry that we didn't have. It's hard to know people who are at the very top of the industry.

Participants also suggested that social relationships are influenced by access to information due to the contact with a variety of mentors. These relationships allow incubatees to receive advice from different mentors who might have different perspectives during the incubation process. As one participant stated:

You get a lot of different people so you get a lot of different ideas and concepts that you discuss. Also, a lot of different

specializations - so a lot of people from different points of view look at your product and give you a lot of feedback based on that.

Educational information is offered through monthly seminars in one incubator; while in the other incubator weekly classes are offered. Usually, a professional (i.e. mentor) in a certain area of the industry instructs incubatees in the seminars and classes.

In terms of access to resources, most participants reported that they developed a network of resources by interacting with BIs' internal network. Directors and board members of the incubator provide informal advice for incubatees on materials, manufacturers, printing suppliers, and financial partners. As indicated by one participant:

He [incubator's board member] has a wealth of information as far as sourcing yarn, sourcing fabric, sewing factories, and all of that but also in terms of financial information.

Consequently, access to resources helps incubatees build social relationships and can be tied to Rice's (2002) definition of a *proactive and episodic* counseling because incubatees receive informal advice from a mentor. All participants have reported developing this type of close relationship with members of BI's internal network:

They [board members of the incubator] have always tried to help us with a variety of different areas. We also send them e-mails at 5 in the morning and at 10 in the night and they always make it a point to respond.

On the other hand, one of the participants pointed out that some of the seminars did not help incubatees in developing a useful network of resources because these professionals were involved with the incubator for self-serving reasons. For example, one participant stated:

We met this woman and instead of providing any advice, she just tried to get us to go to her factory.

The participant further mentioned that some professionals were hired to conduct the seminars and would only present information that would pitch the businesses they were offering. Consequently, the participant had not developed a trustworthy relationship with such mentors. In addition, results showed that social relationships have a considerable influence on incubatees' career success during and after the incubation process. Not only do these relationships provide the basic benefits of a mentor-mentoree relationship, but they also help incubatees make more strategic business decisions that help avoid mistakes. Mistakes are certainly setbacks and the prevalent feeling among the participants is that by avoiding mistakes they can move along faster within their careers. As enumerated by one participant:

Some mistakes cannot be avoided, but some mistakes can be avoided if you have the right person at right time guide you, and I really believe that is what the incubator does. Instead of doing one or two collections in order to learn the right process for collection three, we are learning that during our first collection.

When analyzing the variables of human capital, the data showed that education did not influence entrepreneurial know-how. In addition, there was no conclusive data that can support the influence of self-efficacy and creativity on entrepreneurial know-how during the incubation process. Demographic information showed that all participants have at least post-secondary degree or higher. However, participants reported that entrepreneurial know-how is influenced by real business experiences during the incubation process. Therefore, level of education was not significantly correlated to entrepreneurial know-how as supported by the data. In regards to shaping one's entrepreneurial know-how one participant explained:

It's like an MBA in building a business [being in a FBI], whereas design school helps you actually build that product. When you are in design school you never focus on the business, you always focus on creating something that is special.

As the participant explained, design school graduates lack the necessary business acumen to start a brand (Malen, 2008). Moreover, the study expected to see an increased level of self-confidence during the incubation process, which would influence entrepreneurial know-how. Only one participant indicated an increase in self-confidence during the incubation process:

I think at this point we have received all the benefits we could receive from being part of a fashion business incubator. There is a been [sic] a marked increase in our confidence and knowledge.

In addition, two out of three participants suggested a relationship between self-confidence and formal education, stating that the higher level of education achieved, the higher one's self-confidence might be. As one participant enumerated:

That [self-confidence] absolutely comes from my education. I am very confident in my skills because I have this background. I've been in design school for like 7 or 8 years.

In terms of creativity, the prevalent feeling among the participants was that during the incubation process they developed a better understanding of the level of creativity necessary to achieve entrepreneurial goals. As one participant states referring to the increased ability in the entrepreneurial skills during the incubation process:

Today, I use a lot of things that I developed in school as ideas and I am able to move them forward.

The balance between creativity and business skills is an issue commonly presented in the fashion field. Fashion designers are usually not aware of the business strategies necessary to improve their performance. Also, our participants described the lack of such balance. It may be because participants were not exposed to business related approached during their formal education. Additionally, results showed that entrepreneurial know-how influenced on fashion incubatees' career success. It seems to works as catalysts for future activities. Moreover, participants pointed out their increased willingness to make the business successful, leading incubatees to use entrepreneurial know-how in order to improve their performance.

That [entrepreneurial know-how] definitely comes from yourself. If you don't have the motivation no matter what resources you have it's difficult to be successful.

The reason why human capital variables were found to have no influence on entrepreneurial know-how was because the considered variables, education, self-confidence, and creativity, were personality traits (Ardichvili & Cardozo, 2000) while entrepreneurial know-how was a business related variable (Davidsson & Honig, 2003; Dyke, Fischer, & Reuber, 1992). However, as expected from this study, personality traits might at some point influence on business related variables.

In terms of physical capital, the data showed that workspace and equipment are highly influential for all the fashion incubatees due to financial issues. As many participants described, it would not be possible to maintain their businesses without the support and structure of the incubator because none of the participants could afford their own workspace nor have access to the necessary equipment. Therefore, workspace influences the participants' production quality because without this workspace incubatees would not have a physical site to maintain the machinery and consequently would not have a way to develop their garments. According to the results, there was a somewhat different influence of equipment on production quality depending on the manufacturing structure of the incubator. All participants reported following a horizontal integration in which they produce a sample of each garment inside the incubator and manufacture the piece or pieces using third parties. In this case, equipment influences the samples' quality rather than the production quality of the finished garment. However, as explained by the participants, the quality of the sample will influence the quality of the production since it will provide a template to manufacture the piece to the third parties. In other words, equipment influences the fashion incubatees' production quality. Equipment would have a larger influence on production quality for the participants who are part of an incubator that employs vertical integration, meaning that incubatees produce all garments inside the incubator. The prevalent feeling among participants was that production quality is essential and highly influential on fashion incubatees' career success. Participants suggested that the higher quality their finished goods have, the more customers they are likely to obtain. Therefore, the quality of the samples or finished goods manufactured during the incubation process would influence their career success. Nevertheless, mentoring also influences the production quality of incubatees' finished garments. This happens because incubators provide meetings with mentors with the goal of evaluating the quality of their prototypes. As one participant suggests:

We have had several meetings were we have been told that the quality of our samples are not good enough and we have had to go back and increase the quality.

6. Discussion and Managerial Implications

One of the more significant findings to emerge from this study is that social capital was considered as the most influential variable for fashion incubatees. The findings suggest that incubatees' contact and resource network expand incubatees' social relationships, which in turn increases the chances of success in the field. This finding agrees with previous studies such as Putnam (1993) and Coleman (1988), who suggested that social capital is a resource that helps individuals reach their objectives. Through the mentoring services, incubatees receive valuable advice from several experienced professionals with different perspectives, developing a trustful relationship with mentors. This finding agrees with Putnam (1993) who stated that the more connections an individual has with others, the more individuals trust others. However, interestingly, mentoring activities were reported differently from what this study expected. Fashion incubators do not provide continual mentoring services to the incubatee throughout the incubation process. Instead, mentoring services were found to overlap considerably with access to resources and access to information. In conclusion, social relationships are of significant importance when influencing fashion incubatees' career success, as stated by Bozionelos (2008) who found contact and resources network to impact positively individuals' careers. Additionally, the current findings support the relevance of the model proposed by Bollingtoft and Ulhoi (2005) of a "network incubator", which is based on network activities.

In contrast to social capital, the findings suggest no conclusive influence of human capital on fashion incubatees' career success. Findings reveal that education, self-confidence, and creativity are not influential on entrepreneurial know-how as opposed to what was initially assumed. In terms of education, the result is inconsistent with authors such Arenius and De Clercq (2005) who found the educational level is positively correlated to entrepreneurial activities. Likewise, self-confidence findings also differ from Arenius and De Clercq (2005) who believe that confidence is the most important entrepreneurial characteristic involved in business activities. In turn, one possible conclusion is that entrepreneurial know-how is acquired through real experiences during the incubation process. For this reason, it may serve as an incubatees' motivation to succeed in business. According to Coleman (1988), the availability of material tools such machines and equipment would facilitate production. In consistent with this, results showed that physical capital is influential on incubatees' career success. Workspace and equipment are necessary components for fashion incubatees via horizontal or vertical integration.

This study may address practical implications from several perspectives. Educational institutions, communities, professionals in the fashion field, and entrepreneurs may make use of this study in order to comprehend the structure and obstacles of a fashion career. The results of the present research can be useful when applied in practical settings. For educational institutions, it could be a way to identify problems and reflect on solutions that would help fashion students such as adding more business related information to the academic curriculum. Communities could develop incubators with the goal of educating and professionalizing individuals. For professionals in the fashion field, this study could be a source of information that may encourage more professionals to be involved with fashion business incubators. For entrepreneurs, it would be valuable information when deciding whether or not to participate in an incubator.

7. Limitations and Recommendations for Further Research

Although this study provides valuable contributions, some limitations should be considered when analyzing the difference between expected outcomes and obtained data. Firstly, the lack of conclusive results regarding human capital may be as a consequence of weaknesses of the variables tested. For this reason, other variables should be considered when investigating this type of capital. Secondly, the gap between what this study initially expected and what was given from data may be attributed to the small sample size. A larger sample should be investigated in order to provide more significant results for the whole study. This study investigated incubators located in different countries but cross-cultural differences were not considered. Future studies should consider these differences. Moreover, if a study could be conducted using a sample from a single incubator, comparison would be made between incubatees under the exactly same setting.

Further research should investigate differences between fashion incubators in countries other than the United States and Canada. Additionally, it would be important to investigate the activities of incubatees in the same business incubator. Future studies should also consider using other variables that may contribute to career success in a fashion incubator setting. Particularly, the variables that influence entrepreneurial know-how would be more deeply explored in order to identify how they are related to entrepreneurial know-how. Also, social relationships were found to be the most important variable in the study, and thus, more studies should be made to address specifically social capital in the fashion incubators' context.

References

[1] Aldrich, H. E., & Wiedenmayer, G. (1993). From traits to rates: An ecological perspective on organizational foundings. *Advances in Entrepreneurship, Firm Emergence, and Growth, 1*, 145-195.

[2] Allen, D., & McCluskey, R. (1990). Structure, policy, services, and performance in the business incubator industry. *Entrepreneurship Theory and Practice*, *14* (Winter), 61–77.

[3] Ardichvili, A., & Cardozo, R. (2000). A model of the entrepreneurial opportunity recognition process. *Journal of Enterprising Culture, 8*(2), 103-119.

[4] Arenius, P., & De Clercq, D. (2005). A network-based approach on opportunity recognition. *Small Business Economics, 24*(3), 249-265.

[5] Bergek, A. & Norrman, C. (2008). Incubator best practice: A framework. *Technovation*, *28*(1–2), 20–28.

[6] Bøllingtoft, A., & Ulhøi, J. P. (2005). The networked business incubator: Leveraging entrepreneurial agency. *Journal of Business Venturing, 20*(2), 265-290.

[7] Bozionelos, N. (2008). Intra-organizational network resources: How they relate to career success and organizational commitment. *Personal Review, 37*(3), 249-263.

[8] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2010-11 Edition (2011). Fashion Designers, on the Internet at http://www.bls.gov/oco/ocos291.htm (visited November 05, 2011).

[9] Callanan, G. A. (2003). What price career success? *Career Development International, 8*(3), 126-133.

[10] Chan, K. & Lau, T. (2005). Assessing technology incubator programs in the science park: The good, the bad and the ugly. *Technovation*, *25*(10), 1215–1228.

[11] Coleman, J. S. (1988). Social capital in the creation of human capital. *American journal of sociology*, *94*, 95-120.

[12] Davidsson, P. & Honig, B. (2003). The role of social and human capital among nascent entrepreneurs. *Journal of Business Venturing, 18*(3), 301-331.

[13] Dyke, L. S., Fischer, E. M., & Reuber, A. R. (1992). An inter-industry examination of the impact of owner experience on firm performance. *Journal of Small Business Management, 30*(4), 72-87.

[14] Greenhaus, J. H., Callanan, G. A., & Godshalk, V. M. (2000). *Career management* (3 rd. ed.) Fort Worth: Harcourt.

[15] Hackett, S.M., & Dilts, D.M. (2004). A systematic review of business incubation research. *Journal of Technology Transfer*, *29*, 55-82.

[16] Karpova, E. E., Marcketti, S. B., & Barker, J. (2011). The efficacy of teaching creativity: Assessment of student creative thinking before and after exercises. *Clothing and Textiles Research Journal*, *29*(1), 52-66.

[17] Kram, K.E. (1985). *Mentoring at work: Developmental relationships in organizational life*. Glenview, IL: Scott, Foresman.

[18] Kurz, E. (2010). Analysis on fashion design entrepreneurship: Challenges and supporting models (Unpublished master's thesis). Available from: Google Scholar.

[19] London, M., & Stumpf, S. A. (1982). *Managing careers*. Reading MA: Addison-Wesley

[20] Malen, W. (2008). Fashion designers as business: London. *Journal of Fashion Marketing & Management, 12*, 398-414.

[21] Maxwell, J. (2008). Designing a qualitative study. In L. Bickman & D. J. Rog (Eds.). *Handbook of applied social research methods* (pp. 214-253). Thousand Oaks, CA: Sage.

[22] Mills, C. (2011). Enterprise orientations: A framework for making sense of fashion sector start-up. *International Journal of Entrepreneurial Behaviour & Research, 17*, 245-271.

[23] Miller, N. J., Besser, T. L., & Vigna, D. (2011). Networking among apparel store owners in small U.S. communities: Developing social capital. *Clothing and Textiles Research Journal, 29*, 83-97.

[24] O'Brien, S., & Fathaigh, M. (2005). Bringing in Bourdieu's theory of social capital: Renewing learning partnership approaches to social inclusion. *Irish Educational Studies, 24*(1), 65-76.

[25] Ottosson, H., & Klyver, K. (2010). The effect of human capital on social capital among entrepreneurs. *Journal of Enterprising Culture, 18*(4), 399-417.

[26] Putnam, R. D. (1993). Tuning in, tuning out: The strange disappearance of social capital in America. *PS: Political Science & Politics, 28*(4), 664-683.

[27] Ratinho, T., Harms, R., & Groen, A. (2009). Business support within business incubator. (Unpublished masters' thesis). Available from: Google Scholar.

[28] Rice, M. P. (2002). Co-production of business assistance in business incubators: An exploratory study. *Journal of Business Venturing, 17*(2), 163-187.

[29] Samuelson, P., & Nordhaus, W. (2004). *Economics* (18th ed.), Glossary of Terms "Factors of production", "Capital", "Human capital", and "Land".