

Entrepreneurs in Poverty: Coping with Resource Constraints through Bricolage

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Abstract

Existing literature discussed entrepreneurs' bricolage potentials and often showed that it supports underdeveloped countries' and poverty reduction. However, more research is needed to better understand the multiple dimensions of poverty and how entrepreneurs employ bricolage to overcome poverty. Therefore, this paper aims to examine entrepreneurship in poverty through the theoretical lens of bricolage. This study will further elaborate on creating a better understanding of coping with various forms of poverty through entrepreneurial bricolage, including integrating and defining poverty dimensions from the bricolage lens. This study exhibits the four bricolage dimensions developed by Baker and Nelson (2005); education poverty, financial poverty, material poverty, and infrastructural poverty. The study further derives five research propositions reflecting on these dimensions. The results show that it is not useful to use bricolage within the multiple poverty dimensions simultaneously over a long period in the form of parallel bricolage, as it can hinder the escape from poverty.

Keywords: *Entrepreneurship, Bricolage, Poverty, Entrepreneur in Poverty.*

1 Introduction

1.1 Practical and Research Relevance

Poverty is a topic that is quickly forgotten in western countries because it is not visible. However, according to the United Nations (UN), it is probably the biggest problem in our society worldwide. For this reason, goal number one of the sustainable development goals of the UN is to end poverty in all its forms everywhere (United Nations, 2020). The organization for economic co-operation and development (OECD) assistance committee defines poverty as a state in which the people are incapable of attaining economic, social, and other well-being standards, i.e., they cannot meet basic human needs due to various types of deprivation (OECD, 2001). Currently, 7.8 billion people live on earth and almost half of them, around 3.4 billion people, struggle to satisfy their basic needs, living on less than 5.50 US-Dollars a day (Worldbank, 2020). The worst form of poverty, thereby extreme poverty, is where you have to get along with less than 1.90 US-Dollars a day. Currently, 734 million people live in extreme poverty, which is 10 % of the world's population (Worldbank, 2020). However, poverty does not only include financial poverty. There are different

forms of poverty, including various dimensions like educational, infrastructural, and material poverty (Dalglish, 2008; Ellis, 1983; Goel & Rishi, 2012; Obi, 2015; Wu & Si, 2018). In the context of entrepreneurship, financial poverty often exists in undeveloped or developing regions where people have only money to afford their living and cannot raise financial resources (Goel & Rishi, 2012).

Simultaneously, educational poverty is about whether people can gather needed skills such as managerial skills to run a business (Dalglish, 2008). Infrastructural poverty includes underdeveloped infrastructure (Wu & Si, 2018) and the lack of infrastructural facilities (Ezegbe, Eskay & Anyanwu, 2013) as well as bad governance, which is linked to poor macro-economic and monetary policies. Material poverty thereby focuses on the limited access of people to material means of surviving (Obi, 2015).

Poverty thus appears to be linked to resource scarcity or limited access to needed resources. Bricolage, as a concept, is often referred to in these resource-poor environments. In the context of entrepreneurship, Baker and Nelson (2005) defined bricolage as creating something from nothing by making do and using resources at hand by

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combining them for new purposes. They split bricolage into physical, skill, and labor input and customer and institutional environment bricolage (Baker & Nelson, 2005).

Existing literature already discussed entrepreneurs' bricolage potentials and showed that they could apply it to their business in several different areas (Desa, 2012; Holt & Littlewood, 2017; Linna, 2013). It also shows that it supports underdeveloped countries' development and poverty reduction (Bacq et al., 2015; Sarkar, 2018). Additionally, people suffering from poverty are often engaged in entrepreneurial activities. "In general, the poor have lower labor skills and capital and, as a result, the option to be self-employed is easier than finding a remunerated stable job." (Amorós & Cristi, 2011, p.210). Amorós and Cristi (2011) show that poverty and income inequalities push people in developing countries into necessity driven entrepreneurship (Amorós & Cristi, 2011). Their research demonstrates that necessity-based entrepreneurship activities have a positive effect on reducing poverty over time. The current literature thereby often equates poverty with financial poverty or considers it a general condition of scarce resources. However, research is needed investigating the different dimensions of poverty, how they influence entrepreneurship through resource constraints, and how they can use bricolage in the respective poverty dimension to overcome poverty.

To close this research gap, we first want to identify the relevant poverty dimensions and derive resource constraints from the respective poverty dimension. Our next step is to identify the bricolage dimensions and individual methods. Our research focuses on answering how entrepreneurs cope with different types of resource constraints emerging from poverty using bricolage. To answer this question, the next chapter of this paper presents the conceptual background to the research objective of poverty and entrepreneurship and the theoretical lens bricolage. The development of the research propositions and our model will be presented in chapter 3, followed by the discussion and conclusion in chapter 4.

2 Conceptual Backgrounds – Review on Entrepreneurship in Poverty & Bricolage

2.1 Contextualization

This paper's conceptual background begins defining poverty and entrepreneurship's meanings based on the current state of research to understand the connections between poverty, entrepreneurship and the concept of bricolage for our further research aim. The paper follows four dimensions of poverty: educational, financial, infrastructural, and material deprivation. Throughout the literature review, these poverty dimensions have been identified to understand how entrepreneurship can act to cope with people living in poverty. The conceptual background ends with bricolage. The concept of bricolage explains how entrepreneurs cope with different resource constraints that emerge through poverty's dimensions. It can support, for example, the development of underdeveloped countries or contribute to reducing poverty by using what is at hand (Baker & Nelson, 2005).

2.2 Poverty and Entrepreneurship

According to the Ministry of Welfare and Social Security, poverty is the inability to meet the minimum necessities of life for individuals that preserve or conserve religion, mind, money, and soul (Elhadary & Samat, 2011). Essentials include access to food, public transportation, owning or renting a house, health services, and life security (Zainol et al., 2014). According to the current research, poverty lacks either physical or non-physical basic needs of people living in developing countries.

Entrepreneurship is a process that is initiated and carried out by individuals and serves to identify, evaluate and exploit business opportunities or business ideas. Accordingly, poverty as a resource-scarce environment has an essential impact on entrepreneurship, where the combination of resources to create value is the core activity.

In the context of entrepreneurship and poverty, the current literature already shed light on entrepreneurship as a way out of poverty and investigated the relationship between entrepreneurship and poverty reduction, focusing on wealth creation in developing countries

(Alvarez & Barney, 2014; Bruton, Ketchen & Ireland, 2013; Ifeoma, Purity & Emmanuel, 2018). Thereby the literature to date has mainly concentrated on factors of support, identifying which educational and institutional regulations can be favorable for the promotion of entrepreneurship in poverty (Edgell, 2013; Garba, 2010; Goel & Rishi, 2012; Mensah & Benedict, 2010; Si et al., 2015). Thereby poverty is generally examined as a general condition. To investigate how people in poverty can act as entrepreneurs, overcome resource constraints and poverty, one must take different forms of poverty into account. The identification and classification of poverty dimensions are not clear and change over time (Ellis, 1983). Depending on the research focus, the sizes range from educational to social and health poverty (Halim et al., 2014). To stay within this paper's scope, we will focus on the dimensions that directly affect entrepreneurship: educational, financial, infrastructural, and material poverty.

Educational poverty means people have little or just limited access to education, which mostly leads to not gaining the necessary skills to run a business (Goel & Rishi, 2012). Education can affect national development (Obi, 2015) and can cope with partially educational poverty by initiating successful business activities (Obi, 2015). Resource constraints emerging from educational poverty are having no or limited access to knowledge and entrepreneurial skills and the lack of access to skilled human capital, such as the countries' absence of financial resources to drive educational programs (Dugguh, 2014).

It is not always easy to distinguish between the various dimensions of poverty. It can also relate to educational poverty, defined as poverty that happens when people's earnings are just not enough for livelihood. Resource constraints are identified as having no or not enough money to start a business or securities to get loans (Goel & Rishi, 2012). In India, female daily laborers and housewives, for example, did not have access to capital to start small business ventures (Kolloju, 2016).

Typical resource constraints have no or limited access to infrastructure and markets (Wu & Si, 2018). As the last of the four dimensions of poverty, material poverty can be described by focusing on people who have little or no access to

material means of surviving. This living state results in hard access to either needed technologies or input materials (Obi, 2015). As an example, looking at Sub-Saharan Africa, there are more than 620 million people living without access to electricity (Gordiievska, 2015).

2.3 *Bricolage*

The French ethnologist Claude Lévi-Strauss (1908-2009) developed bricolage as a concept. In his research on indigenous tribes in the Amazonas, published in 1966 in "*The Savage Mind*," Lévi-Strauss describes the approach of the people as bricolage, in which the actor, defined as a bricoleur, solves problems with the available resources at hand instead of using special tools and equipment designed for the specific problem. The process of bricolage thereby consists of three parts. The first step is defined by acquiring a repertoire consisting of knowledge about materials, uses, and methods characterized by extensive or only limited know-how. The second step follows a dialogue in which different repertoire elements are actively linked to achieving the targeted outcome. Finally, the third step includes developing the process, although the actual outcome may differ widely from the intended outcome (Lévi-Strauss, 1966).

Based on the theory of bricolage developed by Lévi-Strauss (1966), the concept of improvisation and the use of resources outside their intended purpose have been adopted from anthropology in various fields like information technology and sports, linguistic, or architecture. In the economic context, Baker and Nelson (2005) applied the concept to the entrepreneurial area. In their research work "Creating Something from Nothing: Resource Construction through Entrepreneurial Bricolage," the authors use bricolage to explain how entrepreneurs successfully gather and utilize resources in an environment of limited resources. Providing an overview of the existing multidisciplinary literature on bricolage, they thereby define bricolage as a process of creating something from nothing by either making do, recombining resources for new purposes or using the resources at hand. The term "making do" implies the tendency to work with the resources available and the active engagement with problems instead of calculating possible outcomes. The recombination of resources for new purposes assumes the use of existing elements instead of

starting from scratch. Using resources at hand, Baker and Nelson (2005) extends the original understanding of Lévi-Strauss (1966) of only using resources at hand by including resources available for free or very cheaply. Using this definition of bricolage, Baker and Nelson (2005) used data from 29 small resource-constrained firms in their research to investigate whether the use of bricolage has an impact on the firm's success and growth. They thereby identified different domains in which the application of bricolage, the creation of something by nothing, can be found: physical-inputs, labor-inputs, skills-input, customer, and the institutional environment. Regarding the usage and intensity of the applied bricolage, it can differentiate two forms: parallel bricolage and selective bricolage. While parallel bricolage, as an intricate pattern, is characterized by multiple ongoing projects relying on bricolage, the pattern selective bricolage refers to the concept's particular, short-term application. The study results show that parallel bricolage allows companies to survive and sustain but offers only limited growth opportunities. In contrast, the selective use of bricolage leads to company growth (Baker & Nelson, 2005).

The findings and theories developed and presented by Baker and Nelson (2005) have been used as a basis in many subsequent studies for exploring different relationships between bricolage and entrepreneurship, and the application of a bricolage lens to investigate various entrepreneurship objectives has become increasingly prominent (Fisher, 2012). As one of the main contributions, Senyard, Baker and Davidsson (2009) started to deductively test the relationship between firm performance and bricolage in their study, whereas the theory was previously mainly applied qualitatively and inductively (Senyard et al., 2009). Taking the low-resource environment of Baker and Nelson (2005) as a starting point, bricolage has also been adopted in other environments such as unfavorable institutional surroundings (Desa, 2012) and empirically tested and set in contrast to other theories like optimization (Desa & Basu, 2013). In the context of entrepreneurship and poverty, Linna (2013) specifically investigated the impact of bricolage on local entrepreneurs in developing countries. Based on Baker and Nelson's (2005) previous findings, Linna (2013) recognized further different types of bricolage: the social

mindset combined with resourcefulness, making do with resources at hand, and improvisation.

This study will investigate the opportunities for an entrepreneur in poverty to overcome different poverty dimensions through bricolage. We will focus on the bricolage dimensions developed by Baker and Nelson (2005). Since these dimensions refer to a general environment of resource constraints and not, as in Linna (2013), only the innovation process of a firm, these dimensions offer the opportunity to investigate bricolage in the context of poverty as a cause of several resource constraints. Therefore, this study will apply bricolage in the dimensions of input, customer, and institutional environment. The input dimension thereby includes physical bricolage, such as using old disposable materials to create newly identified resource constraints. In contrast, the institutional environment dimension refers to bricolage in a regulatory setting, disregarding standards, and regulations (Baker & Nelson, 2005). This study will examine the different poverty dimensions using the bricolage concept. In this context, parallel bricolage is defined as the simultaneous application of bricolage in various projects and poverty dimensions over the operation's whole time (Baker & Nelson, 2005; Fisher, 2012). These dimensions and patterns are used in this study as a basis for the identification of different methods of bricolage to cope with the identified resource constraints.

3 Development of Research Propositions

3.1 Developing a Framework

In this chapter, we present our conceptual model, showing the interrelations between poverty and bricolage usage, and supporting the coping with resource constraints created by poverty. After a short description of the model's development, we present our research propositions from the view of each of the four dimensions of poverty. In the end, we develop one final research proposition, which sheds light on potential adverse long-term effects through the usage of bricolage.

As illustrated in figure 1, our conceptual model explores different ways of how entrepreneurs cope with resource constraints using different types of bricolage.

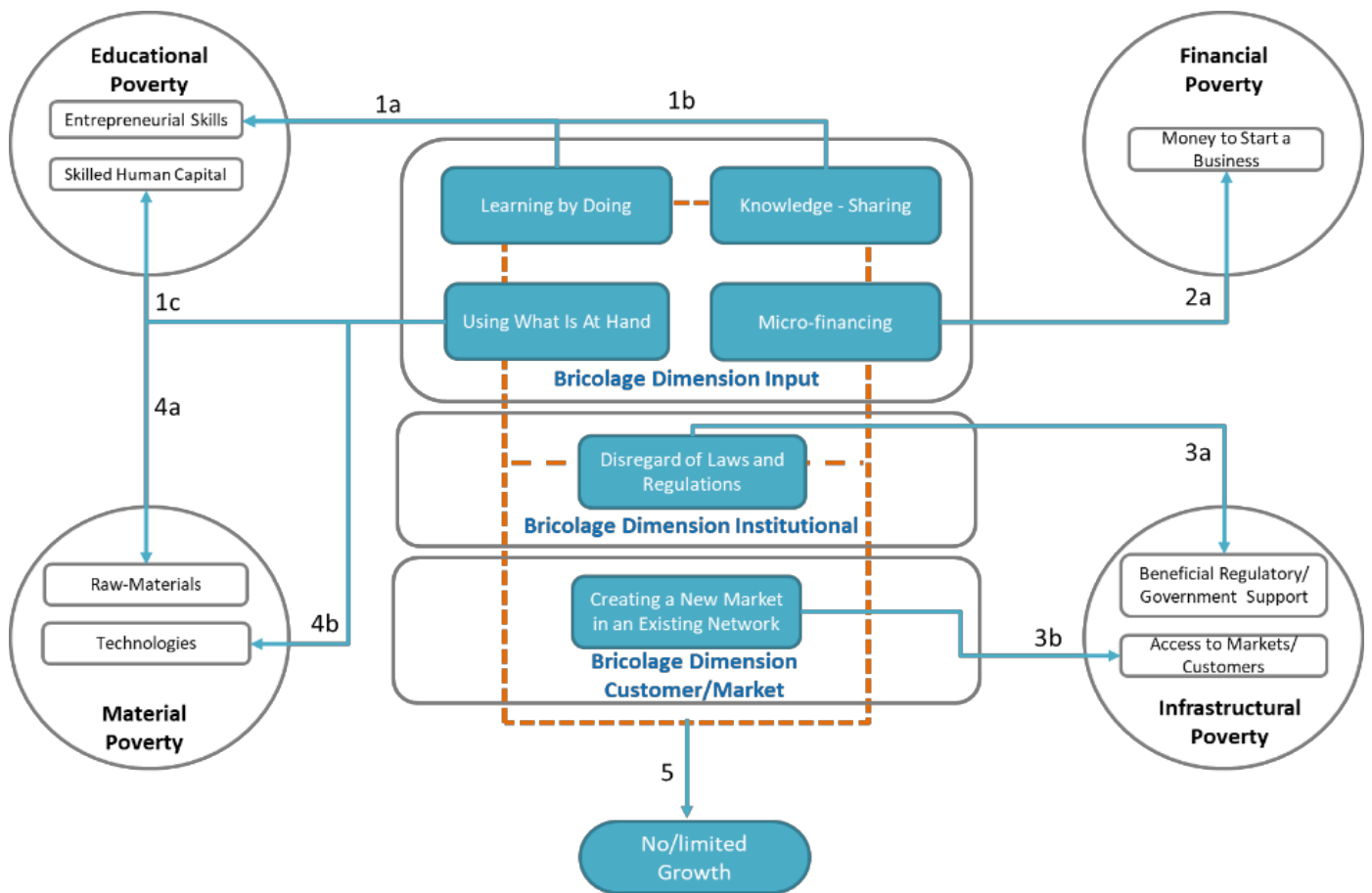


Figure 1: A Framework of the interdependencies of bricolage and poverty
Source: Own visualization

In the model, each of the four previously identified dimensions of poverty are pictured. The environmental dimensions in which bricolage was used, according to Baker and Nelson (2005), are inputs, customers, and institutional environment. With the help of the bricolage dimensions and the literature's conclusions, different types of bricolage actions are identified (blue boxes) and put into relation with resource constraints.

3.2 Educational Poverty

The first poverty dimension we derived research propositions from is educational poverty. It is described in the entrepreneurship context as a lack of entrepreneurial skills to start or maintain a business and a lack of skilled human capital needed for the business.

Entrepreneurial skills contain technical skills (e.g., organization, presenting technological know-how), business management skills (e.g., starting and developing a business), and personal entrepreneurial skills (e.g., innovativeness, taking) (Ogundele, Akingbade & Akinlabi, 2012). These

skills are vital in developing prosperous businesses (Hoque, Khan, & Mohammad, 2015). *They are* usually enhanced “through structured training and institutional building programs” (Ifeoma et al., 2018, p.80) that lay their focus on individuals who pursue the goal of starting a business. However, as described in chapter 2.2, poverty-stricken environments often lack this kind of program. In these regions, entrepreneurs can deal with a lack of educational resources by applying input bricolage. Ilemona, Akoji, and Matthew (2013) found out that entrepreneurs acquire skills through apprenticeships in small and medium scale enterprises (Ilemona et al., 2013). Here the process of observing and learning by doing plays a key role. Tonelli and Dalglish (2011), who studied the skill acquisition of micro-entrepreneurs in Mozambique, Sigalla and Carney (2012) further, support the aspect of “learning by doing” (Sigalla & Carney, 2012; Tonelli & Dalglish, 2011). In both cases, NGO based training schemes encourage future entrepreneurs to develop entrepreneurial skills such as “income generation skills” (Sigalla & Carney, 2012, p.348) and budgeting skills through the process of learning by doing. Another way to

develop skills is the aspect of knowledge sharing. Kolloju (2016) found that self-helping groups (SHG) play an essential role in the development of financial awareness and management of financial resources (Kolloju, 2016). However, entrepreneurs do not only learn about financial aspects. SHGs also function as a “knowledge-sharing platform on topics such as handicraft making, farming, and healthcare awareness” (Li et al., 2011, p.3). Through learning by doing and knowledge sharing, entrepreneurs acquire self-taught skills that they can use in the development of their own business. Therefore, our first two research propositions are as followed:

RP-1a: Educational poverty leads to missing or limited entrepreneurial skills, which can be trained through the method of learning by doing as input bricolage.

RP-1b: Educational poverty leads to limited entrepreneurial skills, which can be overcome by knowledge sharing in SHGs as input bricolage.

Educational poverty can lead to a lack of skilled human capital needed for the business. Human capital describes a collection of skills and characteristics that help increase a worker’s performance within an organization and is an essential factor for the economic development of a region (Ifeoma et al., 2018). When there is no or limited access to skilled human capital, entrepreneurs can manage a lack of skilled workers by applying bricolage in the input domain labor. In Shah and Saurabh’s study from 2015 on women entrepreneurs in developing nations, a female entrepreneur started a business with her husband’s help. She benefited from her husband’s experiences gathered through his job as a local businessman (Shah & Saurabh, 2015). Baker and Nelson (2005) argued that labor inputs could be created by involving friends or family members (Baker & Nelson, 2005). From this example, we derived the third research proposition:

RP-1c: Educational poverty leads to limited access to skilled human capital, which can be overcome by directly involving family members in the entrepreneurial activity as a form of input bricolage.

3.3 Financial Poverty

The second dimension in our model is the dimension of financial poverty. The research proposition connects the constraint of having limited or no access to financial resources with the input bricolage activity of micro financing, which can defeat financial poverty.

Financial poverty can be described as a lack of access to financial resources to meet basic human needs. If entrepreneurship is combined with financial poverty, such as too little financial resources or lack of creditworthiness, the problems become apparent. In many developing countries, people do not have the option to get a loan from the bank or family to start a business to overcome poverty. As credit securities are missing or the family is also suffering from poverty and, thus, cannot support a family member to start their own business (Alvarez & Barney, 2014). This constraint of a lack of financial resources can be defeated through the usage of input bricolage. For instance, the option of using micro-finance to get the money to start a business could help to surmount the constraints of having no or limited access to financial resources (Alvarez & Barney, 2014). Micro-finance loans can be described as very small and unsecured credits to people who have the intention to start a small business or increase their existing business (Khavul, 2010). Another point is the duration of the loans, which is usually relatively short (Bruton et al., 2013). For example, micro-finance loans can be a way of input bricolage as people spend their financial resources on people living in poverty who want to start a business (Desa & Basu, 2013). Linking this example from Desa and Basu (2013) with Baker and Nelson’s (2005) definition of physical input bricolage, it is visible that the poor people who get the money through a micro-loan can start or increase their business by using the financial resources they have at hand. Therefore, we propose:

RP-2: Financial poverty leads to entrepreneurs having no or not enough money to start a business, which can be defeated by micro financing as input bricolage.

3.4 Infrastructural Poverty

The third dimension in our model is the dimension of infrastructural poverty, and the research

propositions connect the constraints of having limited or no access to beneficial governmental support and access to customers and markets with institutional bricolage activities like disregarding regulations, and customer bricolage activities such as creating new markets in existing networks which can defeat the constraints of infrastructural poverty.

Infrastructural poverty can be described as the existence of underdeveloped infrastructure (Wu & Si, 2018). Linking the infrastructural poverty with the aspects of entrepreneurship resource constraints in the current literature, several relations become visible. The first constraint deals with the limited beneficial governmental support, as a way of infrastructural poverty, due to the lack of infrastructural facilities (Ezegbe et al., 2013). It could characterize the lack of beneficial governmental support as high market entrance barriers or no governmental support for starting a business (Mensah & Benedict, 2010; Yu et al., 2019). In this struggle, the entrepreneurs need to escape market competition related to high barriers (Yu et al., 2019). The usage of institutional bricolage can surmount this constraint. Baker and Nelson (2005) identified the “get away with” solution, which means that the entrepreneur disregards the existing laws in a way that they do not get in trouble with the regulators or governmental organizations (Baker & Nelson, 2005). Therefore, our first research proposition for infrastructural poverty is:

RP-3a: Infrastructural poverty leads to no or limited beneficial regulatory or governmental support, which can be defeated by disregarding laws and regulations and using the “get away with” solution as a way of institutional bricolage.

Other resource constraints from the current literature about the infrastructural poverty for the entrepreneurs are identified in no or limited access to customers and markets due to the underdeveloped infrastructure and the lack of infrastructural facilities (Ezegbe et al., 2013; Wu & Si, 2018). An example is rice farmers in India who do not invest money to increase their production due to the missing access to new markets and customers (Li et al., 2011). The resource constraints can be defeated using the customer bricolage dimension (Baker &

Nelson, 2005). Another example is creating new services and products in existing organizations (Zaefarian, Tasavori, & Ghauri., 2015). Linked with the idea of creating a new market in an existing network, Yu et al. (2019) presented the idea that one can create a market by transferring private relationships into business relationships (Yu et al., 2019), categorized as customer bricolage. Therefore, our second research proposition for infrastructural poverty is:

RP-3b: Infrastructural poverty leads to no or limited access to markets and customers, which can be improved by creating new markets in an existing network as a way of customer bricolage.

3.5 Material Poverty

The last poverty dimension focuses on resource constraints regarding physical products. In environments where poverty exists, people often suffer from a lack of physical resources needed to create a business. These can be tools such as technical equipment, facilities such as offices, workshops, or resources that directly function as raw materials to create products. One example for the latter is given in a study on Kenyan micro-entrepreneurs published by Holt & Littlewood in 2017. Here, businesses were based on the idea of recycling waste materials and using them to make money. The usually free materials were either prepared for reselling or used as raw materials to create new products (Holt & Littlewood, 2017). When viewing this example through Baker and Nelson's framework on bricolage dimensions, the application of bricolage in this area becomes visible: The micro-entrepreneurs saw an opportunity in materials that presumably only had a single-use and made money with them. They turned "valueless or even negatively valued resources into valuable" (Baker & Nelson, 2005, p.349) into physical inputs for their business. Following these considerations, we developed the following research proposition on how entrepreneurs can overcome a lack of physical resources:

RP-4a: Material Poverty leads to limited access to resources, which can be substituted by using discarded materials as physical input.

In another case, entrepreneurs do benefit from cheaper alternatives to existing technology to generate income. In the paper of Zaefarian et al. (2015), the International Development Enterprise in India brought cheaper, simpler versions of water pump to local farmers. These water pumps helped the farmers reduce their agricultural costs, which led to an increase in earnings (Zaefarian et al., 2015). In this example, the farmers were already farmers before being provided with cheaper technology. However, when looking at Baker & Nelsons (2005) term of “using what is at hand,” one could argue that one opportunity for entrepreneurs could be to seize the opportunity of cheap technology provided from the outside to create a business based on this technology to escape from poverty (Baker & Nelson, 2005; Kickul et al., 2018). Therefore, we propose the following research proposition regarding the use of technology:

RP-4b: Material Poverty leads to no or limited access to technology, which can be defeated by using cheaper alternatives to existing technologies provided from the outside as a form of input bricolage.

3.6 Parallel Bricolage

The potential negative aspects of bricolage are shown in the last research proposition of the model. The research proposition deals with bricolage's problematic usage simultaneously in more than one poverty dimension over time.

Baker and Nelson (2005) defined parallel bricolage as applying bricolage to several projects in a company simultaneously. A result of parallel bricolage is the restricted innovation success, which could be the problem of being trapped in bricolage (Fisher, 2012). Additionally, parallel bricolage means the acquisition of different skills at the same time by bricolage methods that could lead to a hindered development of expertise by the entrepreneur over time, limiting their skills (Ilemona et al., 2013; Sigalla & Carney, 2012; Tonelli & Dalglish, 2011). Another potential negative aspect of parallel bricolage is the period of time an enterprise uses more than one manner of bricolage, as an extensive usage of bricolage could hinder the company's growth (Baker & Nelson, 2005). These aspects are visible at different examples from the literature regarding the poverty

dimension and prevent the overcoming of various dimensions of poverty (Baker & Nelson, 2005; Fisher, 2012). For example, one possible problem could be the combination of disregarding laws within the “get away with a solution” and the input bricolage of self-taught skills or learning by doing, limiting the growth of the business (Baker & Nelson, 2005). Another problem that could occur as high usage of bricolage could disregard markets and new opportunities (Kickul et al., 2018). Therefore, the research proposition is:

RP-5: The application of bricolage methods within multiple poverty dimensions, not rejecting it at a later phase once the business is established and the needed resources are gained, leads to limited opportunities to escape poverty.

4 Conclusion

This paper aims to examine entrepreneurship in poverty through the theoretical lens of bricolage to answer our research question and close the research gap, how the different poverty dimensions influence entrepreneurship utilizing resource constraints, and how they can be coped with the usage of bricolage. To close this gap, we created a conceptual model, which illustrates the relations between the different dimensions of poverty and bricolage. From the mentioned poverty dimensions, we derived five research propositions specialized on these dimensions.

During the development of our conceptual model and the propositions, some key results were discovered. Regarding educational poverty, the missing skills can be coped with by the method of learning by doing. Another way of dealing with educational poverty could be knowledge sharing in self-helping groups as input bricolage, and lack of human capital can be compensated by involving family members in the business activity. Concerning financial poverty, the use of short-term micro financing is a way to overcome the access to limited financial resources or the unavailability of money. Furthermore, it can face the absence of beneficial regulatory or governmental support in the infrastructural poverty dimension by disregarding the law using the “get away with” solution. The lack of support can be characterized as high market entrance barriers and hinders entrepreneurs from founding a business and reaching customers, which can be coped with by

creating new markets in an existing network. Given material poverty, limited material resources can be substituted using discarded materials as physical input. The limited access to technology can be defeated by using cheaper alternatives to existing technologies provided from the outside. Overall, the results show that it is not useful to use bricolage within the multiple poverty dimensions simultaneously over a long period in the form of parallel bricolage, as it can hinder the escape from poverty.

In this research paper, we elaborated on creating a better understanding of how to cope with different forms of poverty through entrepreneurial bricolage, including the integration and definition of poverty dimensions from the view of bricoleurs. To create a more realistic picture of poverty, it needs to be seen in its different aspects and not overall. Entrepreneurship needs to be examined in individual areas to see connections. We developed, therefore, causal relations between these topics, which we also visualized in our conceptual model. Especially parallel bricolage shows that bricolage can be negative when applied to all aspects of poverty and does not help to overcome poverty. Therefore, it is necessary to look at a single dimension of poverty.

Our future research recommendations are that empirical tests of the research propositions could reveal further insights and relations and evaluate the conceptual model. Furthermore, the following research on entrepreneurship in poverty should consider the different dimensions of poverty and look at poverty as a general condition. Research on how to create a sustainable entrepreneurial ecosystem in regions containing resource constraints through bricolage and on necessity entrepreneurship combined with bricolage investigating the sustainability of the business models and imitators could be topics for further research.

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