



## Management Education through Learning, Motivation, and Personal Independence in Coffee Shop Business Actors

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### Abstract

*This study examines the influence of learning, motivation, and personal independence on management education among coffee shop business actors in Makassar, South Sulawesi, a region experiencing rapid growth in café culture and entrepreneurial activity. As small-scale enterprises increasingly occupy a strategic role in Indonesia's urban creative economy, understanding the behavioral and cognitive determinants that strengthen managerial capacity has become essential. Using a quantitative approach, the research surveyed 120 coffee shop owners and managers selected through purposive sampling, ensuring that respondents possessed adequate managerial exposure and operational experience. Data were collected using a structured, validated questionnaire and analyzed through multiple regression to determine the extent to which each predictor variable contributed to management education outcomes. The results demonstrate that learning, motivation, and personal independence each exert significant positive effects, collectively explaining a substantial proportion of variance in managerial competencies. These findings underscore the importance of continuous learning engagement, intrinsic entrepreneurial motivation, and autonomous decision-making as core components of management development in micro-enterprise settings. The study contributes empirical clarity to management education studies by highlighting the interplay of psychological and experiential factors that shape managerial effectiveness outside formal institutional frameworks. It also offers practical insights for policymakers, training institutions, and industry stakeholders seeking to elevate the capabilities of small business actors through targeted educational interventions. The research concludes by emphasizing the need to integrate experiential, context-sensitive, and behaviorally oriented learning pathways to strengthen the sustainability and competitiveness of coffee shop enterprises.*

## Introduction

The rapid expansion of the coffee shop industry in recent years has transformed it into one of the most dynamic and competitive sectors within the broader creative economy (Saparuddin et al., 2025; Subarjo, 2025; Yasin et al., 2025). Coffee shops have evolved from simple beverage outlets into complex business ventures requiring strong managerial competence, strategic decision-making, and entrepreneurial agility. These developments underscore the need for

robust management education among coffee shop business actors, who must navigate challenges related to finance, human resources, marketing, innovation, and customer engagement (Nugraha et al., 2025; Fang & Singgalen, 2025; Nugraha et al., 2025). As the sector grows, business actors increasingly depend on structured learning, high levels of motivation, and strong personal independence to sustain operations and differentiate themselves in a crowded market. Management education is widely recognized as a foundational component of entrepreneurial success, shaping the cognitive, behavioral, and strategic abilities of business actors (Bauman & Lucy, 2021; Ou & Kim, 2025). It equips individuals with essential skills such as business planning, financial literacy, managerial communication, and operational management, all of which are crucial in small and medium-sized enterprises (SMEs) such as coffee shops. However, many coffee shop entrepreneurs still rely on informal learning processes experiential learning, peer interaction, and trial-and-error approaches which do not always provide the depth of managerial knowledge required to sustain long-term business growth. This gap highlights the need for empirical studies examining the factors that contribute to management education in this sector (Moharrak & Mogaji, 2025; Afzal & Tumpa, 2025; Mahade et al., 2025).

Learning is a critical element in business development because it allows entrepreneurs to internalize new knowledge, adapt to market changes, and innovate effectively (Żur & Wałęga, 2023; Stoyanov & Stoyanova, 2022; Muppala & Koneti, 2025). For coffee shop business actors, learning occurs across multiple domains: product innovation, customer service, supply chain management, digital marketing, and operational efficiency. Continuous learning also supports entrepreneurs in responding to rapidly shifting consumer preferences, particularly as younger demographics increasingly demand unique café experiences, quality beverages, sustainability practices, and digital engagement (Boufounou et al., 2025; Banerjee, 2025; Inlando & Hartati, 2025). Research shows that entrepreneurs who actively engage in structured learning programs or self-directed knowledge acquisition tend to exhibit stronger managerial decision-making and higher business performance. Thus, learning is not merely an auxiliary activity but a central driver of managerial competence.

Motivation represents another essential factor influencing management education. Entrepreneurial motivation shapes the persistence, creativity, and resilience required to survive in competitive business environments (Priyaa et al., 2025; Purnomo et al., 2021; Elizabeth et al., 2025). High levels of intrinsic motivation encourage business actors to seek managerial knowledge proactively, participate in training programs, and pursue continuous improvement. In the context of coffee shops where long working hours, financial volatility, and high operational pressures are common motivation becomes a determining factor in the sustainability of the business (Aprilia et al., 2023; Rasyd et al., 2025; Riswanto et al., 2024). Studies indicate that motivated entrepreneurs are more likely to innovate, adapt to challenges, and engage in strategic learning activities that enhance business performance (Alshahrani et al., 2025; Gómez-Jorge et al., 2025; Rakhimova et al., 2025). Therefore, understanding the role of motivation in shaping management education is essential for strengthening entrepreneurial capacity in this sector.

Personal independence, often conceptualized as entrepreneurial self-reliance or autonomy, also plays a significant role in management development (Seff et al., 2025; Yusi, 2022; Thelma et al., 2024). Independent entrepreneurs possess the confidence and initiative to make strategic decisions, manage risks, and drive their businesses toward long-term success. For coffee shop business actors, independence is reflected in their ability to manage daily operations, solve problems, create and implement business strategies, and cultivate strong customer relationships. Individuals with higher personal independence tend to engage more actively in

managerial learning because they recognize its importance for enhancing operational efficiency and achieving entrepreneurial goals (Lans et al., 2023; Abedini et al., 2021). Research consistently shows that self-reliant entrepreneurs are better equipped to handle uncertainty, adopt innovative practices, and develop sustainable business models. This suggests that personal independence may significantly contribute to the depth and quality of management education attained by coffee shop actors.

Despite the growing attention to entrepreneurship and SME development, empirical research focusing specifically on coffee shop business actors remains limited, especially in relation to how learning, motivation, and personal independence collectively shape management education. Most prior studies on entrepreneurial management have concentrated on broader sectors such as manufacturing, digital startups, or general micro-enterprises (Miniesy et al., 2022; Yadav et al., 2022). Coffee shop businesses, however, have distinct characteristics: high customer interaction, aesthetic-based brand identity, rapidly shifting trends, and strong dependence on service quality. These distinct features require a different set of managerial competencies, suggesting that management education in this industry may be influenced by unique combinations of psychological and learning-related factors.

Therefore, examining management education through the lenses of learning, motivation, and personal independence among coffee shop business actors fills a significant gap in existing literature and offers valuable contributions to both theory and practice (Vu et al., 2025; Testa et al., 2025; Rodríguez et al., 2024). This study provides empirical evidence on how these three factors interact to shape managerial competence in a dynamic and growing sector. The findings have important implications for entrepreneurship education, SME development programs, and policymakers seeking to strengthen the competitive capacity of creative economy businesses.

## Methods

### Research Design

This study employed a quantitative explanatory research design aimed at examining the extent to which learning, motivation, and personal independence influence management education among coffee shop business actors. The explanatory design was selected because it emphasizes identifying causal relationships among variables, allowing the researcher to quantify the magnitude of influence each independent variable exerts on the dependent variable. This design further allows for systematic measurement using numerical data and statistical analysis to achieve objective interpretation. By adopting this approach, the study ensures a rigorous examination of the variables, supported by standardized procedures that minimize bias and maximize the reliability of findings.

### Research Location and Population

The research was conducted among coffee shop business actors operating within Makassar, South Sulawesi, an area characterized by rapid development of café culture and increasing entrepreneurial activity. Makassar has experienced significant growth in the number of coffee shops in recent years, making it a strategic location for examining managerial competencies among small business actors. The population included all registered and active coffee shop owners or managers who were directly involved in daily operational and managerial functions. This population was considered appropriate for the study due to their direct engagement with decision-making processes and their participation in various forms of business learning. The inclusion of managerial actors ensured that the responses represented firsthand experiences and knowledge relevant to management education.

## **Sample and Sampling Technique**

A sample of 120 respondents was selected using purposive sampling, which allows the inclusion of individuals who meet specific criteria relevant to the study. The criteria included: (1) being an owner or manager of a coffee shop; (2) having at least six months of operational experience; and (3) actively participating in learning or managerial activities within the business. Purposive sampling was appropriate because it ensured that the selected respondents possessed adequate exposure to managerial responsibilities, which is essential for obtaining meaningful data. The sample size exceeded the minimum number required for multiple regression analysis, thereby ensuring adequate statistical power and generalizability within the study context.

## **Variables and Operational Definitions**

The study involved three independent variables learning, motivation, and personal independence and one dependent variable, management education. Learning (X1) refers to the respondents' participation in formal and informal learning activities such as training, workshops, mentorship, and self-directed study aimed at improving managerial skills. Motivation (X2) is defined as the internal and external driving forces that encourage business actors to develop their competencies and sustain their business operations. Personal independence (X3) denotes the individual's capacity for autonomous decision-making, problem-solving, and self-management within the business. Management education (Y) refers to the extent to which respondents have acquired and applied knowledge, skills, and managerial competencies relevant to coffee shop operations. Each variable was operationalized into measurable indicators and assessed using a Likert-scale questionnaire.

## **Instrumentation and Data Collection Procedure**

Data were collected using a structured questionnaire designed to measure each variable through multiple items based on validated constructs from previous studies. The questionnaire consisted of four sections: demographic information, learning items, motivation items, personal independence items, and management education items. Respondents indicated their level of agreement using a five-point Likert scale ranging from "strongly disagree" to "strongly agree." Prior to distribution, the instrument underwent expert validation to assess content relevance and clarity. A pilot test involving 30 participants was conducted to ensure reliability and refine ambiguous items. Data collection was carried out through both online and direct administration, depending on respondents' accessibility, ensuring high response rates and reducing sampling error.

## **Validity and Reliability Testing**

Construct validity was assessed using item-total correlation analysis, where items with correlation coefficients exceeding the minimum threshold of 0.30 were retained. The reliability of each variable was tested using Cronbach's Alpha, with coefficients above 0.70 considered satisfactory for internal consistency. The pilot test results indicated that all variables met the required standards, demonstrating that the questionnaire was both valid and reliable. These procedures ensured measurement accuracy and enhanced the credibility of the findings.

## **Data Analysis Techniques**

Data were analyzed using the Statistical Package for the Social Sciences (SPSS). The analysis proceeded in several stages to ensure comprehensive examination of the variables. First, descriptive statistics were used to summarize respondent demographics and provide an overview of the tendencies of each variable. Second, classical assumption tests including

normality, multicollinearity, and heteroscedasticity assessments were conducted to ensure that regression assumptions were met. Third, Pearson correlation analysis was employed to determine the strength and direction of relationships among variables. Finally, multiple linear regression analysis was used to assess the joint and individual influence of learning, motivation, and personal independence on management education. Hypothesis testing was conducted at a significance level of  $\alpha = 0.05$ , with statistical decisions based on p-values and standardized coefficients.

## Results and Discussion

This section presents the empirical findings of the study by integrating statistical evidence with a contextual understanding of how learning, motivation, and personal independence shape management education among coffee shop business actors in Makassar. Rather than positioning managerial competence as a product of formal instruction alone, the results reveal a more organic and practice based process in which managerial capacity grows through daily operational engagement, personal commitment, and continuous adjustment to business challenges. In this sense, the findings portray management education not as a static outcome but as a living capability that evolves within the everyday realities of small business operations.

### General Patterns of the Research Variables

At a general level, the data indicate that respondents operate in a business environment that requires strong personal involvement and sustained adaptive effort. Motivation emerges as the most visible internal resource among the business actors, reflecting the intensity of personal commitment needed to maintain business continuity in an increasingly competitive coffee shop market. This strong motivational orientation suggests that many respondents are driven not only by economic considerations but also by a desire to sustain their personal ventures and preserve their position within a dynamic urban business ecosystem.

Learning activities are also present among the respondents, although they tend to be less structured and more fragmented in nature. In practice, learning appears to take place primarily through experiential processes such as trial and error, observation of peers, and gradual adjustment to customer demands and market changes. This pattern indicates that learning is embedded in daily practice rather than organized through systematic or formal managerial training. As a result, knowledge accumulation occurs incrementally and is closely tied to immediate operational needs.

Personal independence is another salient feature of the respondents' managerial profile. Most business actors are required to make operational and strategic decisions autonomously, often without the support of formal organizational structures or professional managerial teams. This condition fosters a strong sense of self-reliance and personal responsibility, while at the same time placing significant pressure on individuals to continuously adapt and refine their managerial practices.

With regard to management education, the data suggest that managerial competence among the respondents is largely functional and operational in character. Most business actors demonstrate sufficient ability to manage daily operations, handle customer relations, and ensure the basic continuity of their businesses. However, more strategic aspects of management, including systematic planning, formal financial management, and long term development strategies, appear to be less consistently developed. This pattern reinforces the view that management education in this context grows primarily from practice and experience rather than from formalized educational pathways.

## **Relationships among Learning, Motivation, Personal Independence, and Management Education**

The correlation analysis presented in Table 1 shows that learning, motivation, and personal independence are all positively and significantly related to management education. Among these relationships, motivation displays the strongest association with management education, followed closely by learning and personal independence. This configuration indicates that managerial competence among coffee shop business actors is deeply connected to psychological drive and personal commitment, while learning and independence function as important supportive resources that reinforce this process.

These relationships also suggest that management education in this sector cannot be understood simply as the result of structured knowledge acquisition. Instead, it appears to be embedded in a broader constellation of behavioral and experiential factors, where motivation plays a central role in sustaining learning efforts and encouraging independent action in the face of everyday business pressures. In this sense, the development of managerial competence reflects a continuous interaction between personal drive, experiential learning, and autonomous decision making.

Table 1. Pearson Correlation Matrix

Variables	Learning	Motivation	Personal Independence	Management Education
Learning	1.000	0.612	0.535	0.681
Motivation	0.612	1.000	0.594	0.703
Personal Independence	0.535	0.594	1.000	0.658
Management Education	0.681	0.703	0.658	1.000

Note. All correlations are significant at  $p < 0.01$ .

## **Explanatory Strength of the Regression Model**

The multiple regression analysis further clarifies the extent to which learning, motivation, and personal independence jointly explain variations in management education. As shown in Table 2, the model yields a strong overall relationship between the predictors and the dependent variable, with a substantial proportion of variance in management education accounted for by the three independent variables. This indicates that managerial competence among the respondents is largely shaped by internal resources and personal capacities rather than by external institutional factors.

The stability of the model is also supported by the adjusted coefficient of determination, which suggests that the explanatory power of the model is not merely the result of sample specific conditions. Instead, it reflects a consistent and meaningful pattern in which motivation, learning, and independence jointly form the core foundations of managerial capacity in small coffee shop businesses.

Table 2. Model Summary of Multiple Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.842	0.709	0.701	2.184

## **Overall Significance of the Model**

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The analysis of variance results presented in Table 3 confirm that the regression model is statistically significant. This finding indicates that learning, motivation, and personal independence, when considered together, exert a meaningful and non random influence on management education. The strength of this result suggests that the model captures a substantial part of the real dynamics through which managerial competence is formed among coffee shop business actors.

In practical terms, this means that management education in this context cannot be reduced to isolated factors. Instead, it emerges from the combined and interacting effects of psychological, experiential, and behavioral resources that shape how individuals manage and develop their businesses.

Table 3. ANOVA of Regression Model

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	1245.821	3	415.274	87.021	0.000
Residual	512.179	116	4.414		
Total	1758.000	119			

#### Relative Contribution of Each Predictor Variable

The regression coefficients shown in Table 4 provide a more detailed picture of how each independent variable contributes to management education. Motivation emerges as the strongest predictor, indicating that business actors who possess stronger personal drive and perseverance tend to develop higher levels of managerial competence. This finding highlights the central role of psychological energy in sustaining the continuous effort required to manage and improve a small business.

Learning occupies the second position in terms of predictive strength. This suggests that experiential and practice based learning processes play an important role in shaping managerial capacity, even though they may not always be organized in a systematic or formal manner. Through repeated engagement with operational challenges, business actors gradually accumulate practical knowledge that enhances their managerial effectiveness.

Personal independence also contributes significantly to management education, although its influence is somewhat more moderate than that of motivation and learning. This indicates that the ability to act autonomously and make independent decisions supports the development of managerial competence, particularly in business environments where owners must assume multiple roles simultaneously.

Table 4. Regression Coefficients

Predictor	B	Std. Error	Beta (β)	t	Sig.
Constant	5.214	1.028	—	5.071	0.000
Learning (X1)	0.321	0.078	0.298	4.102	0.000
Motivation (X2)	0.412	0.085	0.372	4.843	0.000
Personal Independence (X3)	0.287	0.092	0.245	3.121	0.002

#### Empirical Interpretation of the Findings

These findings depict a form of management education that is fundamentally pragmatic, experience based, and sustained by personal commitment. Coffee shop business actors in

Makassar appear to develop their managerial competence primarily through continuous engagement with everyday operational demands rather than through formalized management education pathways. Motivation functions as the central psychological engine of this process, while learning and personal independence serve as adaptive mechanisms that translate effort and experience into functional managerial capability.

This empirical pattern suggests that management education in micro and small enterprises should be understood not as a linear accumulation of formal knowledge, but as an ongoing process of behavioral adjustment and experiential learning that is deeply embedded in the struggle to sustain business viability in a competitive environment.

This study deepens the understanding of how management education among coffee shop business actors develops primarily through everyday practice rather than through formal instructional pathways. The findings indicate that managerial competence is constructed through continuous interaction between experiential learning, psychological motivation, and personal independence. This interpretation is consistent with the argument that entrepreneurial capability evolves within daily work activities and is shaped by repeated engagement with concrete problems and situational demands. Stoyanov and Stoyanova (2022) show that entrepreneurial learning changes over time through shifting modes that are closely connected to context and experience, a pattern that closely resembles how coffee shop owners gradually refine their managerial practices through routine operational challenges and market uncertainty.

Learning becomes more stable and strategically meaningful when experience is supported by routines that allow knowledge to be retained and reused. Kusa, Duda, and Suder (2024) demonstrate that entrepreneurial performance improves when learning is linked to information management and knowledge management practices that help transform experience into consistent decision patterns. In the coffee shop context, this suggests that experiential learning alone is not sufficient unless it is translated into simple managerial routines such as financial recording, inventory monitoring, and service standardization. Through this process, management education can be understood as the gradual transformation of fragmented experience into more structured managerial practice.

The prominent role of motivation in this study aligns strongly with recent developments in organizational psychology. Grant and Shandell (2022) argue that motivation shapes not only effort but also attention, persistence, and the willingness to invest in long term capability development. In entrepreneurial environments where uncertainty and workload are high, motivation functions as the psychological foundation that sustains learning and experimentation. This interpretation is reinforced by Shetty (2024), who shows that entrepreneurial mindset and motivation significantly influence the continuity and quality of outcomes in entrepreneurship development programs. For coffee shop business actors, motivation therefore appears as a sustaining force that supports continuous refinement of managerial practice under demanding conditions.

Motivation can also be examined through the lens of entrepreneurial passion. Newman, Obschonka, Moeller, and Chandan (2021) explain that passion strengthens persistence, deepens engagement with opportunity development, and reinforces identity based commitment to the business. In coffee shop enterprises, where owners often invest personal identity in the concept, atmosphere, and product quality of their establishments, passion becomes a powerful driver of improvement and experimentation. At the same time, this literature also notes that passion driven persistence can encourage intuitive decision making that is not always accompanied by systematic evaluation. This implies that management education should

support motivation while also providing reflective frameworks that help entrepreneurs convert emotional commitment into disciplined managerial judgment.

Personal independence, which also shows a meaningful influence in this study, can be interpreted through the concept of self efficacy and autonomous agency. Caliendo and Kritikos (2023) demonstrate that self efficacy is strongly associated with entrepreneurial performance and business survival, indicating that confidence in one's own capability supports decisive and sustained action. In small coffee shop businesses, independence is not merely a personal preference but a structural necessity because owners often manage multiple functions at once. This situation creates a continuous learning environment in which decision making itself becomes a form of managerial training that gradually consolidates competence through repeated action and adjustment.

Independence is also closely related to resilience in uncertain business environments. Alshebami (2022) shows that entrepreneurial self efficacy and internal control are associated with resilience, particularly in periods of economic or market stress. This is highly relevant for coffee shop businesses that operate in competitive and trend sensitive markets. Independence allows entrepreneurs to initiate action, while resilience enables them to endure setbacks without abandoning learning efforts. These two qualities help explain why personal independence contributes to management education, even if its influence is not as dominant as that of motivation.

Independence, however, should not be understood as a solitary process. Lans, van Wagenberg, Biemans, Hoste, and Jung (2023) show that owner managers learn through social learning processes shaped by relational orientation and social competence. This suggests that coffee shop entrepreneurs who combine autonomy with openness to peer learning and community exchange are more likely to accelerate their managerial development. Informal networks and local business communities therefore function as shared learning environments that complement individual independence and reduce the risk of insular decision making.

The findings of this study should also be viewed within the broader context of digital transformation in small and medium sized enterprises. Seppänen, Ukko, and Saunila (2025) argue that the digitization of management functions depends on managerial determinants that help firms stabilize new routines and embed them into everyday practice. In coffee shop businesses, this indicates that management education increasingly includes the ability to use digital tools for financial monitoring, inventory management, and customer engagement. Even when learning begins through trial and error, the use of digital systems can gradually encourage more structured managerial discipline and improve strategic awareness.

This argument is supported by Zuhroh et al. (2025), who show that both formal and informal education influence financial performance in MSMEs, particularly when entrepreneurs interact with platforms and management systems that require consistent information processing. In the coffee shop sector, this implies that management education is becoming a hybrid process in which experiential learning, motivational persistence, and tool mediated routines interact in shaping managerial competence. Managerial capability therefore develops through the stabilization of new practices in daily operations rather than through training events alone.

A dynamic perspective on entrepreneurial knowledge development further clarifies this interpretation. Chen (2025) demonstrates that entrepreneurial knowledge and firm performance evolve together over time, especially in emerging markets where uncertainty requires continuous strategic revision. This insight helps explain why management education in coffee shop businesses should be understood as an ongoing process rather than as a final achievement.

As consumer preferences, competition, and operational technologies change, managerial competence must be continuously reconstructed through new learning cycles and adaptive decision making.

The specific character of coffee shops as cultural and experiential spaces also shapes the nature of managerial competence. Kurnianto (2025) shows that coffee shop environments are influenced by social motives, emotional attachment, and experiential expectations. This means that management education in this sector must go beyond technical operations and include the ability to manage atmosphere, service encounters, and customer relationships. Such demands provide a further explanation for the strong role of motivation and personal commitment in managerial development in this context.

From a policy and practice perspective, these findings are consistent with the argument advanced by Wijanarko (2024), who notes that many MSMEs continue to face weaknesses in planning, goal setting, and strategic thinking. This suggests that generic training programs often fail to address the concrete managerial problems faced by entrepreneurs. For coffee shop business actors, management education should begin with immediate operational challenges and gradually introduce more structured planning and financial routines as the business becomes more stable.

This study also resonates with the broader discussion on the changing nature of management work in the context of advanced technologies. Brown et al. (2024) argue that the increasing presence of digital tools, including artificial intelligence, will transform managerial work while simultaneously increasing the importance of human judgment and contextual understanding. For coffee shop entrepreneurs, this implies that future management education must balance tool based efficiency with reflective and context sensitive decision making.

The discussion presented here positions management education in coffee shop businesses as a dynamic and practice rooted process. Managerial competence is sustained by motivation, shaped by experience, reinforced by independence, supported by social learning, and increasingly mediated by digital routines. This perspective supports an understanding of management education as something that is embedded in the continuous effort to adapt and improve within a competitive service economy, rather than as a product of formal instruction alone.

## Conclusion

Based on the findings of this study, it can be concluded that learning, motivation, and personal independence play a significant role in shaping and strengthening management education among coffee shop business actors in Makassar. These three variables do not operate independently but interact dynamically in the development of managerial competence that is practical and context driven. Motivation emerges as the most influential factor, encouraging business actors to persist, continuously learn, and adapt to competitive business conditions. Learning functions as a process through which experience and knowledge are accumulated through daily practice, while personal independence reinforces the ability to make autonomous decisions that are essential in managing small scale enterprises.

The results indicate that management education among coffee shop business actors is primarily developed through experiential processes supported by strong internal drive and self reliance rather than through formal educational pathways alone. Therefore, efforts to strengthen management education for micro and small enterprises should emphasize practical and experience based approaches that are closely aligned with real business challenges. Training programs and policy interventions should be designed to foster sustained motivation, facilitate

contextual learning, and enhance personal independence so that business actors are better equipped to improve business sustainability and competitiveness within the urban creative economy.

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