

Emotional Experience in Entrepreneurship Education: Emotion as a Learning Dynamics

Experiência Emocional na Educação Empreendedora: Emoção como Dinâmica de Aprendizagem

Gracyanne Freire de Araujo
Eduardo Paes Barreto Davel

ABSTRACT

Few studies propose a kind of entrepreneurship education based on experience, although many researches have pointed out that experience is essential for entrepreneurship development. If experience becomes the axis of education, we cannot think of experience without emotion. The relationship between emotion and entrepreneurship education based on experience needs to be better understood. The purpose of this article is to develop knowledge about that relationship, as we focused on the concept of emotional dynamics and the empirical study of educational practices among students of a management undergraduate program at a Brazilian university. Based on the analysis of information obtained from diverse sources (systematic observation, documents, interviews and photos), the emotional dynamics that sustain entrepreneurship education is described, categorized and discussed. The research results contribute to improve the theoretical framework of research on entrepreneurship education. The findings also reveal how fundamental emotions are in order to understand the process of being an entrepreneur.

Keywords: Entrepreneurship Education. Emotion. Emotional Dynamics. Experience. Learning.


Submitted: 10/17/2019

Accepted: 02/06/2020

RESUMO

Poucas pesquisas propõem um tipo de educação empreendedora baseada na experiência, apesar de grande parte das pesquisas alegarem que a experiência é fundamental na formação do empreendedorismo. Se a experiência torna-se o eixo da educação, não podemos pensar a experiência sem emoção. A relação entre emoção e educação empreendedora com base na experiência precisa ser melhor compreendida. O objetivo deste artigo é desenvolver conhecimento sobre essa relação, com base no conceito de dinâmica emocional e no estudo empírico de práticas educacionais, junto aos estudantes do curso de graduação em administração em uma universidade brasileira. A partir da análise de informações provenientes de fontes diversas (observação sistemática, documentos, entrevistas e fotos), a dinâmica emocional que sustenta a educação

Gracyanne Freire de Araujo 
gracyanne@gmail.com
PhD in Business Administration - UFBA
Doutora em Administração UFBA
Universidade Federal de Sergipe
Itabaiana/SE - Brazil

Eduardo Paes Barreto Davel 
davel.eduardo@gmail.com
Ph.D. in Business Administration -
School of Business and Economics da
Universidade Nova de Lisboa (Portugal)
Pós-doutorado em Administração -
School of Business and Economics da
Universidade Nova de Lisboa (Portugal)
Universidade Federal da Bahia
Salvador/BA - Brazil

RESUMO

empreendedora é descrita, categorizada e discutida. Os resultados da pesquisa contribuem para aperfeiçoar o arcabouço teórico dos estudos sobre educação empreendedora, além de oferecer uma reflexão sobre como as emoções são fundamentais para compreender o processo de ser empreendedor.

Palavras-chave: Educação Empreendedora. Emoção. Dinâmica Emocional. Experiência. Aprendizagem.

Introduction

The subject of entrepreneurship education has been given increasing attention by many universities and researchers (BERGLUND; VERDUIJN, 2018). However, the combination of researches on this subject still represents a fragmented field of study (FAYOLLE, 2018). Under a panoramic perspective, researches on entrepreneurship education include studies on entrepreneurship training (PITTAWAY; COPE, 2007; CHEN et al., 2015), the development of business models on the development and testing of entrepreneurial ideas (BUREAU; KOMPOROZOS-ATHANASIOU, 2017; LANDSTRÖM; HARIRCHI, 2018), as well as entrepreneurship as a practice (GARTNER et al., 2016). Nevertheless, the importance of emotions is rarely considered in this education process.

Is emotion not necessary to explain an entrepreneur individual? Is emotion not an important dimension in the training process of an entrepreneur? Emotion and learning are considered vital dimensions of a human being. Emotions guide an individual to analyze social situations and how to respond to them. Therefore, emotions and learning can be simultaneously understood as interdependent elements (ANTONACOPOULOU; GABRIEL, 2001). By regarding emotions as part of the social construction (HARRÉ, 1986; FOSBERG; VAGLI, 2006; LIU; MAITLIS, 2014), it is evident that they allow people to make sense of internal cues and articulate their meaning to themselves and others (LIU; MAITLIS, 2014).

This work is aimed at increasing the knowledge about emotion and entrepreneurship education based on the concept of social dynamics and on the empirical study of educational practices with undergraduate students at a Brazilian university. With this in mind, we considered the concept of emotion as emotional dynamics (LIU; MAITLIS, 2014), characterized as an energetic exchange of positive interactions between members of a team. The emotions generated and energetic exchange

es developed between people promote a generative strategizing process, involving a decision-making and development process in which all members involved are engaged in the discussion of a certain objective or subject, resulting in multiple proposals or in the total exploitation of a single proposal. Therefore, emotions are transmitted through discursive acts that end up being interpreted. Interpretations express emotions, allowing people to articulate themselves and constitute the social construction of emotion (LIU; MAITLIS, 2014). Thus, emotion helps the living expression of feelings and understanding between individuals in the entrepreneurship process.

By analyzing emotion under an entrepreneurship perspective, the present literature is categoric in approaching emotion as an influencer of entrepreneurship (CARDON, 2008; CHEN, YAO; KOTHA, 2009). Many entrepreneurs act with emotion, namely with passion; a central element in the entrepreneurial process (CARDON, 2008; HSU; SIMMONS; WIELAND, 2016), which inspire them to work and persist in the face of difficulties, keeping enthusiasm high during the pursuit (CARDON et al., 2005). Passion has arguably had strong effects on creativity and persistence, and through passion an entrepreneur can learn to experience intense positive feelings (CARDON, 2008), consciously accessible through the involvement in activities and associated to roles which are significant to one's self-identity.

In the present research, we use the concepts of emotion as social construction and emotional dynamics to apply an experiential pedagogy on undergraduate students in the management course of the Federal University of Sergipe, in Brazil. The entrepreneurship education experiment was carried out in a course module on the subject of entrepreneurship. During four academic semesters, the professor (a researcher who is one of the authors of the present article) lectured the module applying this experiential pedagogy. Thus, the students learned how to apply entrepreneurial actions by organizing a cultural festival that was being carried out in the city, involving members of the local community. By using a qualitative, inductive and interpretive methodological approach, multiple sources of information were used, as follows: systemic observation, semi-structured interviews, documents (photographs, logbook, reflexive works). The narrative analysis guided the interpretation of the empirical material in this approach.

This experiential pedagogy generated an energizing transformation dynamic among students, based on emotional dynamics involving the energetic exchange

proposed by Liu and Maitlis (2014). By using photographs, logbooks and group interviews, the students were able to describe their emotions in the entrepreneurship learning process. The result of the analysis generated a dynamic based on euphoria, frustration, anxiety and happiness. This dynamic consisted in the energetic exchange (LIU; MAITLIS, 2014) to which emotions become a pillar on the education process between students and the teacher, which was crucial for all to learn how to transform themselves. Thus, experiential pedagogy connected transformation with entrepreneurship, through the understanding that this entrepreneurial process involves an emotional transformation in which entrepreneurs learn how to transform themselves emotionally, thus understanding entrepreneurship as a social change (CALÁS; SMIRCICH; BOURNE, 2009). 'Trans-for-ma-tion' means to go beyond, to transcend, sensitively rethinking one's actions through a self-formation, subjectively reconsidering oneself to act in reality.

With this in mind, the emotional dynamics of energetic transformation was considered as a driving and central element in the entrepreneurship teaching-learning process in the present research. This process comprises the logic of the concept of emotional dynamics studied by Liu and Maitlis (2014). Consequently, during the entrepreneurship experience simulated in the classroom, emotions (euphoria, frustration, anxiety and happiness) did not appear on an individual or case-by-case basis. On the contrary, these emotions appeared in a dynamic manner, in the form of an energetic exchange. Thus, we used the concept of emotional dynamics as a meaningful notion to state that these feelings are part of an emotional dynamic of energetic transformation, with one emotion feeding another. Emotional dynamics can be characterized as the interaction between the teams of students, as members had shown mutual interests on issues allusive to innovation and the organization of the cultural festival.

As emotions are a product of learning (ANTONACOPOULOU; GABRIEL, 2001), our study can be supported by the relationship between emotions and experiential learning. Emotions are fixed by certain events (DEWEY, 2010), though emotions do not exist without an individual's experience. Accordingly, it is of utmost importance for the teacher to have the knowledge of these emotions in order to guide the student throughout the learning process. When a teacher is more aware of the existence of these emotions and that they are an inseparable part of the learning process, it can

thus be understood that emotional experience is crucial to education. Therefore, we also use Dewey's theories to support the relationship between emotions and experiential learning, as emotions are a response of an objective thought and acted upon; the intimate nature of emotions is expressed on experience (DEWEY, 2010).

The present article contains four sections, as well as the introduction and conclusions. In the first section, we present the importance of emotion for entrepreneurship education, highlighting the opportunities for research in the field of emotion and the relationship between the teaching of management and emotions. In section 2, we integrate the concept of emotion in the field of entrepreneurship, through an empiric research. In the third section we argue about the importance of emotions in entrepreneurship education, indicating the consequent challenges, new horizons of educational possibilities for energizing entrepreneurship and pointing out the conception of entrepreneurship education based on energizing emotional dynamics (euphoria, frustration, anxiety and happiness), developed in the research.

Emotion and Entrepreneurship: The Importance in the Teaching-Learning Process

An emotion begins when an individual, as a result of intrapersonal relationships, is exposed to an eliciting stimulus, registers the stimulus for its meaning and experiences a feeling state and physiological changes, such as changes in attitude, behavior and cognitions (ELFENBEIN, 2007). Even within this intrapersonal process, emotions are not mutually exclusive, and can coexist together, being also characterized as the creation of a collective sense (STEIGENBERGER, 2015). In fact, there exists a flow of emotions which appear in a simultaneous and dynamic form (LIU; MAITLIS, 2014). In order to explore the wide range of emotions which an individual can experience when being stimulated, it is important to understand how these emotions are activated in a dynamic process. In the teaching-learning process, emotions emerge between a teacher and students as an integral part of the process. It is understood that emotions help learning go beyond the barriers of knowledge, generating and supporting human activities which are developers of sense (CANOPF et al., 2018).

A panorama on studies regarding entrepreneurship education and emotion shows that research on this subject is still incipient. Among the few existing studies, most publications describe the relationship between the effects of emotions and the failures/successes in business (BYRNE; SHEPHERD, 2014; DOERN; GOSS, 2014); emotion and entrepreneurial interaction (GOSS, 2005; CARDON, 2008); the entrepreneurship process and emotion (CARDON et al., 2005); emotions and risk investments (CHEN; YAO; KOTHA, 2009); entrepreneurship, emotional experience and social changes (MARTÍ; FERNANDEZ, 2015; ZAMPETAKIS et al., 2017).

When the focus of the study is on emotions and organizations, several researches can be found focusing on the relationship between emotion and learning (FINEMAN, 2008; ANTONACOPOULOU; GABRIEL, 2001; TAYLOR; STATLER, 2013); discussing collective emotions (BROWN, 2005); the social construction of emotions (HARRÉ, 1986; FOSBERG; VAGLI, 2006); emotional dynamics (LIU; MAITLIS, 2014); and, more specifically, emotion in organizations (ELFENBEIN, 2007, FINENAM, 2008, KANGASHARJU; NIKKO, 2009). Though, when the focus is on entrepreneurship education, there is a very limited number of researches available, despite the presence of studies which focus on the relevance of emotion in the learning process (ANTONACOPOULOU; GABRIEL, 2001; TAYLOR; STATLER, 2013). Only a single study was found analyzing the more direct relationship between emotion and entrepreneurship education (ILONEN; HEINONEN, 2018). This study shows that entrepreneurship education can lead to several results of affective learning which do not only refer to the content of learning, but also to the nature of learning in itself. Ilonen and Heinonen (2018) point out that affective learning needs references to an individual's own beliefs, attitudes and emotions.

By analyzing the existing researches on entrepreneurship, emotion and entrepreneurship education, it is possible to conclude that the scientific production on the subject is still rare and lacks a deeper, more systematic and wider investigation. Learning more about emotions in entrepreneurship education allows us to better understand how emotions may help in the learning process and in how learning redefines and reorganizes emotions at an individual level (ANTONACOPOULOU; GABRIEL, 2001). Moreover, it enables us to understand how emotions are crucial in the teaching-learning process, due to its mediating condition between action and cognition (CANOPF et al., 2018). Therefore, emotions are central elements in entre-

preneurship learning, as emotion and entrepreneurship are intertwined (CARDON, 2008) in the transformation process of an entrepreneur and in the understanding of entrepreneurship as a social change (CÁLAS; SMIRCICH; BOURNE, 2009).

Emotion from an Entrepreneurial Experience in a Community: Entrepreneurship of a Cultural Festival in Itabaiana (Sergipe)

In this section, we will outline the empirical research carried out in order to explain the notion of energizing emotional transformation through the teaching-learning process of cultural entrepreneurship.

RESEARCH METHODOLOGY

By following a methodological approach of qualitative, inductive, interpretive character, the empirical research was based on the entrepreneurship education experience of an academic module in the management undergraduate course of the Federal University of Sergipe. Multiple sources of information were used: systemic observation, semi-structured interviews, documents (photographs, logbooks, reflexive works). The professor taught the module (with between 30 and 40 students, on average) during four academic semesters. The teaching-learning process of this module was based on the entrepreneurship education concept, by combining theory with practice, with the organization of the Entrepreneurial Arts Festival as its experiential core. The focus on cultural entrepreneurship was a result of the need of mobilizing the culture in the region where the university is located. Discussing culture based on cultural entrepreneurship provides a unique perspective within the subject of entrepreneurship (MARINS; DAVEL, 2019).

The concepts of cultural entrepreneurship are intertwined with the role of a cultural entrepreneur (DAVEL; CORÁ, 2016), who is directly involved in activities related with the production of cultural goods and services (SOUSA; PAIVA JUNIOR; XAVIER FILHO, 2015). The concept of cultural entrepreneurship can also be understood as a type of action for a given cultural project which stimulates people in a

process of “change” (DAVEL; PAIVA JÚNIOR, 2019). The perspective of change, under this concept, is guided by the motivation of people in developing some type of entrepreneurial activity (EIKHOF, 2017). Thus, the study of cultural entrepreneurship within the field of entrepreneurship education is necessary as it is important to promote a cultural and creative economy, in order to disseminate new forms of organization in creative industries, consequently preserving the strength of cultural production (ELIAS et al., 2018) and creative territories. The role of an entrepreneur as a cultural producer combines cultural entrepreneurship with a national strategic policy aimed especially at youngsters (SERRA; FERNANDEZ, 2014; SOUSA; PAIVA JUNIOR; XAVIER FILHO, 2015).

During the integration activities, the students were separated into 6 entrepreneurial teams: resources, marketing, logistics, safety, communication and transportation (and catering). Each team was responsible for performing their respective tasks in the organization and planning of the cultural festival. All teams shared the mobile application Trello.com to manage this event. The lectures were taught with theoretical activities concerning entrepreneurship, cultural entrepreneurship and event management. The practical lectures were guided by the practice of event management, from which students learned how to manage the event, with tasks aimed towards organizing it. During the lectures, the following subjects were discussed: innovation, creativity, curation, criteria for public training and event agenda. In all classes, the teams had a designated time to present and debate the progress of their activities for organizing the festival. In these activities, the teams developed reflections between theory and practice. The students also reflected on the experience of organizing a festival based on emotion.

For the organization of the festival, each team was responsible for ensuring the participation of at least one performer from the State of Sergipe and one national performer, with a total of 12 performers. Besides the organization of the event, the teams mobilized the public’s participation in the festival. One of the objectives of involved training the public, inviting high-school students from public and private schools and the community in general. The students, through their teams, were engaged and integrated in the organization of the festival. At the same time, they were invited to create the agenda of the festival with regional and national performers. In the process of entrepreneurship education, the students reflected on the entre-

preneurship teachings and on how they learned to be entrepreneurs based on the experience of organizing the festival.

The final classification of the academic module was based on the assessment of five different activities (including three group activities and 2 individual activities). The group activities were as follows: (a) entrepreneurial plan; (b) report of the activities for the event and (c) evaluation report of the event. The individual activities included the following: (a) collaborative critique and (b) an entrepreneur logbook. Each activity was carried out following a certain deadline and later evaluated by the professor. All these documents were produced under a private context, in which the students would formally describe their emotional experiences.

With the collaborative critique methodology, each student reflected and described on the suggestions from the other teams, transmitting constructive criticism that helped the teams to better carry out their action plans. For the entrepreneur logbook, the student reflected on what had been learned to become an entrepreneur. The logbook was developed in a free form by each student, without any previous specific model or structure to develop this activity. The teacher guided the students regarding the importance of creating the logbook as a reflexive form of entrepreneurship learning, that is, of textually detailing how they had learned to engage in entrepreneurial activities through emotional experience throughout the education process of cultural entrepreneurship. Parallel to the development of the entrepreneur logbook, the students produced photographs which represented emotional moments, i.e. in challenging moments (difficulties) faced by them throughout the entrepreneurship activity.

Besides the emotional content, the photographs reveal information regarding contextual relationships which tend to be absent in field notes or in interview data (WARREN, 2018). The semi-structured interviews performed with students were considered another source of information for reporting on the emotions and their effects on learning. These group interviews captured information from students about their concerns, difficulties and learning. These involved moments of reflection on experiences and emotions felt during the lectures, setting the base for entrepreneurship learning. The combination of empiric resources was analyzed and interpreted under a narrative perspective, with greater focus given to the relationship between personal stories and the environment to investigate emotional qualities and constitutive ethics of reality (GUBRIUM; HOLSTEIN,

2009; KIM, 2016; GABRIEL, 2018). Each academic semester would end with reflexive lessons, after the festival took place. These were reflexive lectures as the students would evaluate cultural entrepreneurship together with the curricular component, besides drawing conclusions on the process of entrepreneurship education through emotions.

Therefore, we present how this curricular component was conducted through experiential pedagogy. Throughout the course of the semester, the students shared a dynamic emotional process in which they exposed their emotions as challenging episodes unfolded when organizing the cultural festival.

EMOTION IN EXPERIENTIAL PEDAGOGY

The several emotional categories existent in the literature (LIU; MAITILIS, 2014; MARTÍ; FERNÁNDEZ, 2015; ZAMPETAKIS et al., 2017) constituted a parameter to analyze the emotions as they were experienced and reported by students throughout the teaching-learning process. Therefore, the following emotions appeared: euphoria, frustration, anxiety and happiness. These emotions are a result of the categorization carried out during the analysis and constitute emotional dynamics (LIU; MAITILIS, 2014).

The concept of emotion as emotional dynamics (LIU; MAITILIS, 2014), chosen to support this research, represents an energetic exchange, as a process in which all members of a team interact with one another in an engaging manner during discussions and decision-making. From the literature review carried out on group emotion, it became evident that emotional expressions of members can usually have a prevalent effect in group dynamics. This could be observed in the empiric case of the present study, consisting of an energizing emotional transformation dynamic. However, why did we consider emotional dynamics as an energizing transformation? Because in the testimony given by students about the experience of organizing a cultural festival, in the connection between theory and practice, the transformation experienced by students during the entrepreneurship teaching-learning process was evident. The students reported that they had become more skilled and reflexive after experience. The exchange of experiences between classmates was considered a mutual exchange of sensitivity, resulting in an energizing exchange, which contributed to a sensitive rethinking of their actions.

This dynamic was present among students, who were challenged, at all times, by the professor, to organize the cultural event. In each lecture, the professor set goals that should be carried out and reached by each team within a stipulated deadline. The emotions (euphoria, frustration, anxiety and happiness) appeared within the dynamic between students, surrounding the reflection about the goals that had to be reached or not by each team. In the entrepreneur logbook, in the photographs and in the classroom reflections, at first, it was observed that when the structure of the curricular component was presented and when the teams were organized, the students simultaneously showed **euphoria** and fear. **Euphoria** was experienced as it was a different pedagogy method to which they were used to throughout their course, with the fear of not managing to organize a festival in only a few months and without any financial resources. Throughout the classes, the dynamic emotion of energizing transformation appeared according to the progress or not of the goals set and of the challenges faced by students in learning how to be entrepreneurs based on experience.

A moment which illustrates well this **euphoria** was when students reported their feelings about the first day of classes. The testimonials extracted from the entrepreneur logbook of students described that “the contact with the subject on the first day of lectures showed that it would be something challenging and entirely different from what had been heard from other students who had already studied this course”. Another student reported that the “proposal made by the professor regarding organizing the I Entrepreneurial Art Festival (FAE) made the class speechless in thinking how to organize such an event”. One student detailed the experience of fear and **euphoria** felt when she confessed to be “afraid, as I was lost and not understanding, [...], I thought the teacher was crazy, how could we organism such an event without any resources? I was worried because I had never organized an event and I did not know what to begin with, I was afraid of making mistakes, of it going wrong”. Another student explained that her challenge lied on associating theory and practice and managing the festival, which, for her, “that was an absurd. How would we manage to find so many performers? And the money? And how could I, who have never organized anything, take part in all that?”.

When one performer was invited to take part in the festival and would afterwards give up, when the financial means were not included in what had been planned to finance the costs of the festival, or, in the search for sponsorship, a businessman denied their offer, the feeling of **frustration** and disappointment spread among stu-

dents, which left them discouraged to continue with the activities and in facing the challenges that emerged at all times. In one of their reports, students discussed and reflected about the incapacity of facing **frustrations** and that the situations did not always happen according to plan. One account of the observations made by the professor during classes stood out, in which a student reported both a frustrating and a learning experience. On the day that this student requested the sponsorship of an important businessman in the city, the latter advised the student to choose any product in the supermarket, leaving her confused as to what to choose and that this decision could be made together with the entire class. After the class decided on a television, the student communicated the decision to the businessman, though he no longer accepted donating the product, claiming that he could only donate a sound system. From this experience, the student learned how important it is to make fast decisions and act accordingly in difficult times, stating that she learned a great deal from experience (by organizing the event). With this testimony, a broad debate took place between students on the subject of **frustration** of taking fast decisions, of the learning experience and of how entrepreneurs face emotions at all times.

Anxiety was present almost at all decision-making occasions. The teams of entrepreneurs joined efforts to solve problems and find the most appropriate solution in a mutual way. The spirits lifted in strong discussions and sometimes complex debates, in which the relationship between members was often at stake, with the professor often intervening to calm down the situation and control the students' tempers. The professor usually took a "pacifying" role, calming students down and leading them to a reflexive teaching-learning process, in which the students learned from experience. **Anxiety** did not often help students reflect on their mistakes. The professor would always intervene whenever she noticed that students, even based on experience, would not learn from the mistakes made or from unfortunate decisions.

The reflections on the actions taken involved a collective understanding of what the students had been learning based on experience. In several moments, the students reported to be learning how to be patient, listening and respecting the opinion of other classmates, being resilient and facing their fears and challenges. The emotional dynamics of energizing transformation was present throughout the learning process, with greater knowledge and the students becoming more mature. Figures 1 and 2 were taken by the students in their logbooks during moments which

were considered challenging. They reported that these moments represented a mix of feelings, such as fear, anxiety and euphoria, having learned how to face these emotions to carry out the task.

Figure 1: Student advertising the event – The first interview: Fear and Anxiety were present during the experience.



Source: Empirical research with the due consent of those involved in the photograph (2017).

Figure 2: Students Talking in Public – A challenging activity of Advertising the Festival: Nervousness dominated this experience.



Source: Empirical research with the due consent of those involved in the photograph (2017).

Happiness was expressed when positive results were presented from training the public, at the moment students advertised the festival at schools, universities and traffic lights in cities where the festival would take place, inviting the community to take part in the cultural event. Happiness was also expressed from the contact with performers, by rescuing and valuing the culture in the region, besides from the pleasure of showing to family members what they had idealized and lived by organizing the event. One feeling of **happiness** and personal achievement permeated among students when everything went according to plan. The descriptions made in the entrepreneur logbook and in group interviews were clear in terms of the feeling of mission accomplished and personal achievement. The students narrated that during group interviews and in the end of the FAE event, they all had a feeling not often experienced, a feeling of mission accomplished, which was very gratifying to see all classmates celebrating and happy, as, despite all unforeseen situations, the event had been a success. The satisfaction of seeing something being accomplished from what had been idealized and planned was very positive to students. In the logbook, one student described that “despite the frustrations from cancelling certain events, the wish of artists from the region in wanting to participate in future editions, gaining experience, seeing that it was possible to face the challenges, all made part of the emotions lived in the course”.

The learning process in the relationship between theory and practice was experienced through high and low moments between students. It was an emotional dynamic of transformation, in which all emotions were constantly present. The emotions mixed among members of the teams, as not all situations were often experienced by all students. The classes were characterized by an intense and constant movement of emotions that emerged during reflections and the learning process of what it is to be an entrepreneur based on experience.

Learning based on experience made students reflect on their emotions, reaching personal conclusions, making them think about their actions, enabling the experiential learning pedagogy of cultural entrepreneurship to make them better people, reflecting on their acts and, above all, transforming the students. This was reported by the students themselves, as observed in the interviews and in the descriptions of the photographs included in the entrepreneur logbook – the feeling of personal transformation. With this, we reinforced that the perspective of learning-teaching

of entrepreneurship from experience is important, as it gives students a specific personal purpose. Experiential education leads the individual to self-criticism, persistence, to respect oneself and another individual (DEWEY, 2010; TOMKINS; EDA, 2015), thus fomenting attitudes of personal and professional order. Figures 3 and 4 were extracted from the students' logbooks at times when they had reported being happy in the Entrepreneurial Art Festival (FAE).

Figure 3 The students during the IV FAE – A feeling of happiness.



Source: Empirical research with the due consent of those involved in the photograph (2017).

Figure 4 The end of the III FAE – The happiness of mission accomplished.



Source: Empirical research with the due consent of those involved in the photograph (2018).

From the reports of students expressed in the entrepreneur logbook, in the group interviews, in the observations and photographs, it was possible to understand the extent of the energizing entrepreneurship dynamics, in which students would feel transformed as a result of an energizing exchange with one another, with actions and contact with the local community, while at the same time through the relationship between theory-practice proposed in the curricular component. All records have a special meaning to each student, which were uniquely expressed in the logbook in terms of how to learn from emotions with entrepreneurship.

THE PROFESSOR IN THE TEACHING PROCESS OF EMOTIONAL DYNAMICS

The professor would often feel concerned and discouraged with traditional teaching pedagogy that had been implemented during some time in the curricular component which she lectured. Entrepreneurship teaching was reflected on the way

the classes were conducted. They were expository lectures, methodical and without any reflection on the dynamics of being an entrepreneur. This made her rethink on the entrepreneurship dynamics, requiring an experiential and practical activity from the teaching-learning process, aimed at fomenting and training entrepreneurs. The questioning made on traditional teaching activities led the professor to think if she in fact contributed to students reflect on what it means to be an entrepreneur based on emotions, as well as on what is the importance of this reflection on their lives.

From this uneasiness, the professor also reflected on her experience of emotional dynamics, experienced through the teaching-learning process of entrepreneurship. She felt emotional in this process, when seeing students being transformed into better people, more skilled with each stimulus or challenge set in the classroom for organizing the cultural festival. The teaching-learning experience of energizing emotional entrepreneurship dynamics was also transforming to her. When sharing her experience with students in the process of teaching-learning, the professor also learned from her emotions. The feeling of **euphoria** was also experienced by the professor during the process of experiential learning, when seeing students feeling motivated, she also shared with them this feeling, being euphoric with each stimulus given. The **euphoria** of seeing students presenting in an excited way their report on the entrepreneurship activities and learning from a collaborative criticism process was also experienced by the professor.

The professor became perceptive to identify when a student was not feeling motivated with their team, or **frustrated** with some situation experienced, learning how to welcome them in an attentive way, making them reflect on their actions. Fear was also constantly experienced in this process; the fear of the students not learning from experience, of the festival not being successful and of them feeling unwell from that, and in how they would face their frustrations. But what happened during these academic semesters was in fact an energetic exchange, in which the emotions felt by students were also felt by the professor, although she did not show them.

The energizing emotional entrepreneurship dynamics was part of lecturing. The professor was often anxious during lectures when students presented the results of the goals reached or not. The objectives, goals, mistakes and successes were discussed by the entrepreneur teams during classes, which led to a feeling of **anxiety** by the professor, as these discussions led to “arguments” or “stronger dis-

cussions” between students. Emotional control was part of this process. However, the happiness in seeing the students engaged in an action of belonging, from what was reported in their logbooks, made the professor become emotional in front of them. All this energetic exchange was shared among students, performers, sponsors and local community who took part in the festival.

The greatest **happiness** was experienced by the professor when reading the testimonials of students when narrating how they had become better people and being thankful to her for that. For her, it was gratifying to see that they had indeed learned from experiencing the different emotions and transforming themselves, proving that it is possible to achieve one’s goals with commitment, determination and planning, with all being capable of making their dreams come true and learning how to be entrepreneurs, even those who were conscious that they did not want to become entrepreneurs in the future.

Emotion in Entrepreneurship Education: Contributions and Challenges

This article brings three contributions to research and to the practice of entrepreneurship education. The first contribution to research is of considering emotion in the entrepreneurship teaching-learning process. Emotions need to be part of the educational process, so that an individual can emotionally learn what is necessary to become an entrepreneur. Emotion in the learning process has been widely researched and discussed, especially within the field of Education in general. However, this subject is still not widely studied within the fields of Management and almost inexistent in the area of Entrepreneurship. Therefore, the present study opens new ways of research between integrating these fields in future empirical researches. Thus, the challenge is a result of the fact that emotion is considered a fluid, social, dynamic and variable concept, interpreted by various fields of knowledge, such as sociology and psychology.

In the present article, we worked on the concept of emotion as an emotional dynamic (LIU; MAITLIS, 2014), opening ways to a new complex and challenging field of research which needs to be more thoroughly investigated. In practice, with this

study, we revealed that the emotions of students are deeply connected with the entrepreneurship act and in implementing an idea (CARDON et al., 2005). Organizing a cultural festival helped students better understand the area of cultural entrepreneurship, in rescuing the culture of a region, understanding the importance of discussing the role of a cultural entrepreneur and under the perspective of creative industries for fomenting culture and art, with local value (JONES; SVEJENOVA; PEDERSEN, 2016; SOUSA; PAIVA JÚNIOR; XAVIER FILHO, 2015). All this experience was developed within an emotional dynamic, which made students learn how to deal with their emotions. Therefore, entrepreneurship and emotion cannot be examined separately. As entrepreneurship requires practice (KRAKAUER; SANTOS; ALMEIDA, 2017; SILVA; PENA, 2017; NECK et al., 2018) and entrepreneurs act with emotion (CARDON et al., 2005), the results of the present research point to an opportunity of widening the studies on how relevant it is to consider emotion in entrepreneurship.

The second contribution to research aims at thinking of emotion in entrepreneurship education not only under the point of view of the learner, the student, but also under the perspective of the educator, the teacher. In the present study, we noticed that emotional dynamics constitute a continuous flow of emotions between students within the entrepreneurship teaching-learning process, which reflected in practice. The process of learning how to emotionally deal with situations develops when an individual feels the emotion or when they are triggered. In the curricular component analyzed in the present research, the students had their emotions triggered by the professor, through experiential pedagogy, as stated by Dewey (2010), in which the recognition of the natural route of intellectual and professional development involved situations in which students could learn from experience. Thus, it is essential to consider entrepreneurship education under the perspective of the educator, as the emotional dynamics in teaching made the professor reflect on her role during the process, sensitively rethinking on her actions as a lecturer, with better emotional connection with the students and carrying out the process of entrepreneurship education in a precise and innovative way.

These results contribute to unveiling new contexts of research regarding the importance of emotions in the entrepreneurship teaching-learning process, emphasizing both students and teachers in this method. Such a perspective is challenging, as educators need to turn towards themselves in order to portrait their

own emotions and reflect on their actions in the relationships with students in the teaching process. Regarding the contribution to practical applications, this learning model attracts the interest of Management universities (BUREAU, 2018), revealing the potential of researches in the field of education focused on practical-reflexive dimensions, considering that emotions, information and meanings appear during the educational process and follow students in an experiential and practical learning perspective.

Consequently, it is necessary to raise awareness of teachers and entrepreneurship education institutions to overcome the mentality of entrepreneurship education exclusively based on a linear pedagogy concentrated in a business plan, which mainly focuses on restricted information of an organization (RAUCH; HULSINK, 2015). There are several ways (creative, emotional and experiential) of developing more knowledge on the relationship between emotion and entrepreneurship education towards more conscious and sensitive educational practices (FELDMAN; WORLINE, 2016, CANOPF et al., 2018), promoting a more proactive attitude of students (VERZAT; O'SHEA; JORE, 2017). As theory advances, it widens the understanding of the role of emotion in learning based on experience. Entrepreneurship educators have the opportunity of expressing this progress in their teaching pedagogy. This requires greater focus on how students “feel” instead of only being restricted to how or what they “think”.

The third contribution to research lies on the reflection of the concept of transformation in entrepreneurship education. Learning from experience changes the entrepreneurship education process in itself, requiring a combination of experience of the different emotions necessary for entrepreneurship. In the present study, experiential pedagogy enabled emotions of euphoria, frustration, anxiety and happiness to emerge in a dynamic way, in an energizing emotional transformation process. Students learned how to transform themselves and understood how this transformation is also an emotional transformation. Entrepreneurship is based on this process as a social change (STEYAERT; HJORTH, 2006, CÁLAS; SMIRCICH; BOURNE, 2009; HJORTH; HOLT; STEYAERT, 2015), reframed in this study through entrepreneurship education. This concerns a resignification of entrepreneurship not only as a “positive economic activity” but as a transforming “social change” (CÁLAS; SMIRCICH; BOURNE, 2009; HSU; SHARON; WIELAND, 2016).

The students acted as entrepreneurs by socially changing (CÁLAS; SMIR-CICH; BOURNE, 2009; STEYAERT; HJORTH, 2006) in a collective way, within a context of higher education, when stimulated to organize a cultural event, planned during the academic term. This constitutes a provocation to entrepreneurship under a perspective of social change, as students were motivated to analyze social possibilities of transformation. One striking example is the relationship they had with culture, with performers and artists, businessmen, high school students, as well as with the public who took part in the festival. Another example refers to the relationship performers had with the university, with the city, in how they developed strategies of promoting their work. Therefore, through the concept of entrepreneurship as social change, the universe of entrepreneurship education was applied in an experiential teaching-learning environment, promoting the practice and the discussion of various social and professional issues.

In the transformation process into entrepreneurs, students also learned how to transform themselves emotionally, through experiential education. This concept of transformation culminates into a new challenge for research, as how to produce knowledge to improve the connection between experience and learning in the field of entrepreneurship education? In practice, entrepreneurship is connected with social transformation (STEYAERT; HJORTH, 2006). However, how is this transformation understood, imagined and practiced? When connecting entrepreneurship with the perspective of social change, one can understand that entrepreneurship is a process based on a certain transformation path. Consequently, it is possible to investigate the social nature of entrepreneurship, in order to change its actual trend, which is established as an area focused on economic theories and individualism (STEYAERT; HJORTH, 2006).

Conclusions

Discussing emotion in learning is a crucial element to understand the process of becoming an entrepreneur. Students learned an important dimension to become entrepreneurs when facing experiential pedagogy based on their emotions. Emotion was essential in constituting the entrepreneurial dimension of students; that is, they

learned to become entrepreneurs from practical and essential circumstances, reflecting on the importance of emotions. This study on experiential entrepreneurship education enabled us to consider emotions in the teaching-learning process in order to understand how to manage them, how to live with them and understand that they also exist in unspoken ways. The stimulus driven by the professor laid upon the organization of an event but also from the stable environment in which students were inserted in, a classroom and a community.

The energizing emotional transformation felt (euphoria, frustration, anxiety and happiness) helped students become more resilient, in terms of their skills and abilities on a personal and professional perspective. Students learned how to transform themselves emotionally through emotional dynamics. The meeting between students inside and outside the classroom became increasingly more interesting, lighter and fun, with an energetic exchange taking place between students, as a result of a positive emotional dynamic, considered as an energizing emotional transformation dynamic in this work.

This study also presented new education horizons and possibilities for entrepreneurship. Firstly, under a perspective of experiential pedagogy, which provides an alternative to learning from experience. Secondly, as the conception of entrepreneurship education based on emotions promotes the theory that emotions influence the entrepreneurship process. Therefore, by being surrounded by activities associated to the representative roles of their identities, entrepreneurs learn to experience intense emotions. Thirdly, as emotional experience is part of the learning process, it can much more easily be inserted within the context of experiential entrepreneurship education, rather than in traditional entrepreneurship education, based in the literature and discussion of texts in the classroom, with texts and case studies, etc.

It is also important to highlight that experiential pedagogy does not generate more emotions. Emotions are part of being an entrepreneur, of entrepreneurial actions in daily life and in practice. Learning under an emotional perspective is carried out more positively in a context of experiential learning rather than in traditional teaching methods. Facing the challenges of confronting traditional education standards with new entrepreneurship teaching-learning perspectives is not an easy task. The challenges range from the teacher's posture in the classroom, as an emotional

individual who plainly considers emotion in a context of experiential education, until a personal and professional life transformation of students.

Therefore, the energizing transformation dynamics was the driving force in the process of entrepreneurship education, based on the assumption of emotional dynamics as an energetic exchange between students. Thus, from this experience, we acquired more knowledge on the relationship between emotions and entrepreneurship education based on an emotional dynamic concept and on the empirical study of educational practices. This study provides reflections and changes to traditional entrepreneurship pedagogy to help students manage their emotions and learn from them, also helping entrepreneurship educators to reflect on new possibilities of teaching and learning.

References

- ANTONACOPOULOU, E. P.; GABRIEL, Y. Emotion, learning and organizational change: towards and integration of psychoanalytic and other perspectives. *Journal of Organizational Change Management*, v. 14, n. 5, p. 435-451, 2001. DOI: 10.1108/EUM0000000005874.
- BERGLUND, K.; VERDUIJN, K. **Revitalizing entrepreneurship education: adopting a critical approach in the classroom**. London: Routledge, 2018.
- BROWN, S. D. Collective Emotions: Artaud's Nerves. *Culture and Organization*, v. 11, n. 4, p. 235-247, 2005. DOI: 10.1080/14759550500361363.
- BUREAU, S. Learning fictions or facts? Moving from case studies to the impact-based method. In: FAYOLLE, A. (Org.). **A research agenda for entrepreneurship education**. Edward Elgar Publishing Limited: Cheltenham, 2018. p. 243 - 261.
- BUREAU, S. P.; KOMPOROZOS-ATHANASIOU, A. Learning subversion in the business school: an 'improbable' encounter. *Management Learning*, v. 48, n. 1, p. 39-56, 2017. DOI: 10.1177/1350507616661262.
- BYRNE, O.; SHEPHERD, D. A. Different Strokes for Different Folks: Entrepreneurial Narratives of Emotion, Cognition, and Making Sense of Business Failure. *Entrepreneurship Theory and Practice*, v. 39, n. 2, p. 375-405, 2014. DOI: 10.1111/etap.12046.
- CALÁS, M. B.; SMIRCICH, L.; BOURNE, K. A. Extending the boundaries: reframing "entrepreneurship as social change" through feminist perspectives. *Academy of Management Review*, v. 34, n. 3, p. 552-569, 2009. DOI: 10.5465/amr.2009.40633597.
- CANOPF, L.; APPIO, J.; BULGACOV, Y. L. M.; CAMARGO, D. Prática docente no ensino de Administração: analisando a mediação da emoção. *Revista Organizações & Sociedade*, v. 25, n. 86, p. 371-391, jul./set. 2018.

- CARDON, M. S.; WINCENT, J.; SINGH, J.; DRNOVSEK, M. The nature and experience of entrepreneurial passion. **Academy of Management Review**, v. 34, n. 3, p. 511-532, 2008. DOI: 10.5465/amr.2009.40633190.
- CARDON, M. S.; ZIETSMA, C.; SAPARITO, P.; MATHERNE, B. P.; DAVIS, C. A tale of passion: New insights into entrepreneurship from a parenthood metaphor. **Journal of Business Venturing**, v. 20, n. 1, p. 23-45, 2005. DOI:10.1016/j.jbusvent.2004.01.002.
- CHEN, S.-C.; HSIAO, H.-C.; CHANG, J.-C.; CHOU, C.H.; CHEN, C.-P.; SHEN, C.-H. Can the entrepreneurship course improve the entrepreneurial intentions of students? **International Entrepreneurship and Management Journal**, v. 11, n. 3, p. 557-569, 2015.
- CHEN, X.-P.; YAO, X.; KOTHA, S. Entrepreneur passion and preparedness in business plan presentations: a persuasion analysis of venture capitalists' funding decisions. **Academy of Management Journal**, v. 52, n. 1, p. 199-214, 2009. DOI: 10.5465/amj.2009.36462018.
- DAVEL, E. P. B.; CORÁ, M. A. J. Empreendedorismo cultural: cultura como recurso retórico, processo de criação e de consumo simbólico. **Políticas Culturais em Revista**, v. 9, n. 1, p. 363-397, 2016.
- DAVEL, E. P. B.; PAIVA JÚNIOR, F. G. Festa, cultura e empreendedorismo cultural: uma Introdução. **Revista Teoria e Prática em Administração**, v. 9, n. 2, p. 3-9, 2019. DOI: 10.21714/2238-104X2019v9i2-46427.
- DEWEY, J. **Arte como experiência**. São Paulo: Martins Fontes, 2010. Tradução de: Vera Ribeiro. Obra original publicada em 1934.
- DOERN, R.; GOSS, D. The role of negative emotions in the social processes of entrepreneurship: power rituals and shame-related appeasement behaviors. **Entrepreneurship Theory and Practice**, v. 38, n. 4, p. 863-890, 2014.
- EIKHOF, D. R. Analysing decisions on diversity and opportunity in the cultural and creative industries: A new framework. **Organization**, v. 24, n. 3, p. 289 -307, 2017. DOI: 10.1177/1350508416687768. DOI:10.1177/1350508416687768.
- ELFENBEIN, H. A. Emotion in organizations - A review and theoretical integration. **The Academy of Management Annals**, v. 1, n. 1, p. 315-386, 2007. DOI:10.1080/078559812.
- ELIAS, S. R. S. T. A.; CHILES, T. H.; DUNCAN, C. M.; VULTEE, D. M. The aesthetics of entrepreneurship: How arts entrepreneurs and their customers co-create aesthetic value? **Organization Studies**, v. 39, n. 2-3, p. 345-372, 2018. DOI: 10.1177/0170840617717548.
- FAYOLLE, A. **A research agenda for entrepreneurship education**. Cheltenham: Edward Elgar Publishing Limited, 2018.
- FELDMAN, M.; WORLINE, M. The practicality of practice theory. **Academy of Management Learning & Education**, v. 15, n. 2, p. 304-324, 2016. DOI: 10.5465/amle.2014.0356.
- FINEMAN, S. **The emotion organization – pations and power**. Garsington Road: Blackwell Publishing, 2008.
- FOSBERG, H.; VAGLI, A. The social construction of emotions in child protection case-talk. **Qualitative Social Work**, v. 5, n. 1, p. 9-31, 2006. DOI: 10.1177/1473325006061535.
- GABRIEL, Y. Stories narratives. In: CASSEL, C.; CUNLIFFE, A. L.; GRANDY, G. (Org.), **The SAGE handbook of qualitative business and management research methods**. London: SAGE, 2018. cap. 5.

- GARTNER, W. B.; STAN, E.; THOMPSON, N.; VERDUYN, K. Entrepreneurship as practice: grounding contemporary practice theory into entrepreneurship studies. **Entrepreneurship & Regional Development**, v. 28, n. 9–10, p. 813–816, 2016. DOI: 10.1080/08985626.2016.1251736.
- GOSS, D. Entrepreneurship and ‘the social’: Towards a deference-emotion theory. **Human Relations**, v. 58, n. 5, p. 617–636, 2005. DOI: 10.1177/0018726705055965.
- GUBRIUM, J. F.; HOLSTEIN, J. A. **Analyzing narrative reality**. Thousand Oaks: Sage Publications, 2009.
- HARRÉ, R. **The Social Construction of Emotions**. New York: Basil Blackwell, 1986.
- HJORTH, D.; HOLT, R.; STEYAERT, C. Entrepreneurship and process studies. **International Small Business Journal**, v. 33, n. 6, p. 599–611, 2015. DOI: 10.1177/0266242615583566.
- HSU, D. K.; SHARON, A. S.; WIELAND, A. M. Designing Entrepreneurship Experiments: A Review, Typology, and Research Agenda. **Organizational Research Methods**, v. 20, n. 3, p. 379–412, 2016. DOI: 10.1177/1094428116685613.
- ILONEN, S.; HEINONEN, J. Understanding affective learning outcomes in entrepreneurship education. **Industry and Higher Education**, v. 32, n. 6, p. 391–404, 2018. DOI: 10.1177/0950422218805177.
- JONES, C.; SVEJENOVA, S.; PEDERSEN, J. S. Misfits, Mavericks and Mainstreams: Drivers of Innovation in the Creative Industries. **Organization Studies**, v. 37, n. 6, p. 751–768, 2016. DOI: 10.1177/0170840616647671.
- KANGASHARJU, H.; NIKKO, T. Emotions in organizations - Joint Laughter in Workplace Meetings. **Journal of Business Communication**, v. 46, n. 1, p. 100–119, 2009. DOI: 10.1177/0021943608325750.
- KIM, J. H. **Understanding narrative inquiry**. Los Angeles: Sage Publications, 2016.
- KRAKAUER, P. V. C.; SANTOS, S. A.; ALMEIDA, M. I. R. Teoria da aprendizagem experiencial no ensino de empreendedorismo: um estudo exploratório. **Revista de Empreendedorismo e Gestão de Pequenas Empresas**, v. 6, n. 1, p. 101–127, 2017. DOI:10.14211/regepe.v6i1.353.
- LANDSTRÖM, H.; HARIRCHI, G. The social structure of entrepreneurship as a scientific field. **Research Policy**, v. 47, n. 3, p. 650–662, 2018. DOI:10.1016/j.respol.2018.01.013.
- LIU, F.; MAITLIS, S. Emotional dynamics and strategizing processes: a study of strategic conversations in top of team meetings. **Journal of Management Studies**, v. 51, n. 2, p. 202–234, 2014. DOI:10.1111/j.1467-6486.2012.01087.x.
- MARINS, S. R.; DAVEL, E. P. B. Empreendedorismo como prática: Empreendedorismo cultural na prática festiva do pagode baiano. **Revista Teoria e Prática em Administração**, v. 9, n. 2, p. 14–34, 2019. DOI: 10.21714/2238-104X2019v9i2-43231.
- MARTÍ, I.; FERNÁNDEZ, P. Entrepreneurship, togetherness and emotions: a look at (Postcrisis?) Spain. **Journal of Management Inquiry**, v. 24, n. 4, p. 424–428, 2015. DOI: 10.1177/1056492615579786.
- NECK, H. M.; NECK, C. P.; MURRAY, E. L. **Entrepreneurship: the practice and mindset**. London: SAGE, 2018.
- OAKES, L. S.; TOWNLEY, B.; COOPER, D. J. Business planning as pedagogy: Language and control in a changing institutional field. **Administrative Science Quarterly**, v. 43, n. 1, 257–292, 1998. DOI: 10.2307/2393853.
- PITTAWAY, L.; COPE, J. Entrepreneurship education: a systematic review of the evidence. **International Small Business Journal**, v. 25, n. 5, p. 479–510, 2007. DOI:10.1177/0266242607080656.

- RAUCH, A.; HULSINK, W. Putting entrepreneurship education where the intention to act lies: An investigation into the impact of entrepreneurship education on entrepreneurial behavior. **Academy of Management Learning & Education**, v.14, n.2, p.187–204, 2015. DOI:10.5465/amle.2012.0293.
- SERRA, N.; FERNANDEZ, F. S. Economia criativa: da discussão do conceito à formulação de políticas públicas. **Revista de Administração e Inovação**, v. 11, n. 4, p. 355-372, out./dez. 2014.
- SILVA, J. F.; PENA, R. P. M. O “BÊ-Á-BÁ” do Ensino em Empreendedorismo: Uma Revisão da Literatura sobre os Métodos e Práticas da Educação Empreendedora. **Revista de Empreendedorismo e Gestão de Pequenas Empresas**, v. 6, n. 2, p. 372-401, 2017. DOI:10.14211/regepe.v6i2.563.
- SOUSA, J. L.; PAIVA JUNIOR, F. G.; XAVIER FILHO, J. L. J. A emergência do empreendedorismo educativo-cultural: O programa de formação do jovem artesão. **Administração Pública e Gestão Social**, v. 7, n. 1, p. 45-52, 2015. DOI: 10.21118/apgs.v7i1.732.
- STEYAERT, C.; HJORTH, D. **Entrepreneurship as social change – a third movements in entrepreneurship book**. Cheltenham: Edward Elgar, 2006.
- TAYLOR, S. S.; STATLER, M. Material matters: increasing emotional engagement in learning. **Journal of Management Education**, v. 38, n. 4, p. 586–607, 2013. DOI: 10.1177/1052562913489976.
- TOMKINS, L.; EDA, U. Oh, was *that* “experiential learning”?! Spaces, synergies and surprises with Kolb’s learning cycle. *Management Learning*, v. 47, n.2, p. 158-178, 2015. DOI: 10.1177/1350507615587451.
- VERZAT, C.; O’SHEA, N.; JORE, M. Teaching proactivity in the entrepreneurial classroom. **Entrepreneurship & Regional Development**, v. 29, n. 9–10, p. 975–1013, 2017. DOI: 10.1080/08985626.2017.1376515 2017.
- WARREN, S. Photography in qualitative organizational research: conceptual, analytical and ethical issues in photo-elicitation inspired methods. In: CASSEL, C.; CUNLIFFE, A. L.; Grandy, G. (Org.). **The SAGE Handbook of Qualitative Business and Management Research Methods**. London: SAGE, 2018. cap. 15.
- ZAMPETAKIS, L. A.; KAFETSIOS, K.; LERAKIS, M.; MOUSTAKIS, V. S. An emotional experience of entrepreneurship: self-construal, emotion regulation, and expressions to anticipatory emotions. **Journal of Career Development**, v. 44, n. 2, p. 144-158, 2017. DOI: 10.1177/0894845316640898.