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AND ... ACTION: HOW EMOTIONAL DYNAMICS IN ACTION-BASED ENTREPRENEURSHIP EDUCATION HELP TO DEVELOP AN ENTREPRENEURIAL MIND-SET – AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS (SUMMARY)

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 SUMMARY **AND...ACTION: HOW EMOTIONAL DYNAMICS IN ACTION-BASED ENTREPRENEURSHIP EDUCATION HELP TO DEVELOP AN ENTREPRENEURIAL MIND-SET – AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS**

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Principal Topic

Entrepreneurship scholars have discovered Entrepreneurship Education (EE) as a popular field of research (Heuer and Kolvereid 2014). It has been argued that new ways of teaching could improve traditional EE approaches (Gielnik et al. 2015). As entrepreneurship can be understood as highly experiential (Morris et al. 2011) and emotional (Cardon et al. 2012), action-based approaches in EE are believed to be more adequate for promoting entrepreneurial action, than traditional EE programs (Barr et al. 2009). These approaches are believed to better stimulate entrepreneurial learning (Pittaway and Cope 2007) and to provide learning environments to develop an expert mind-set - a key characteristic of successful entrepreneurs (Krueger 2007).

Although action-based learning environments are seen as especially suitable to study the important link between emotion and learning in EE (Lackéus 2014), research in this area is scarce (Nabi et al. 2016).

Therefore, this paper explores the role of emotional dynamics in developing an entrepreneurial mind-set in action-based entrepreneurship education.

Method

Our study adopts a qualitative approach, based on interpretative phenomenological analysis (IPA) (Smith et al. 1999). IPA is seen as suitable for this research, as it allows exploring the explanations and meanings attributed by individuals to their lived experiences (Cope 2003). We interviewed twelve participants of a three-month EE program at a European Business School. Semi-structured interviews with open-ended questions encouraged free narratives and detailed accounts of experiences as necessary for IPA (Smith 2003).

Results and Implications

Our study contributes to the understanding of the emotional dynamics of an action-learning approach in the context of EE. We explore the dynamic relationship of emotion and adult learning to better understand their link to the development of an entrepreneurial mind-set. Further, the study provides important insights for practitioners in the area of action learning, specifically in EE. It is not a new idea that emotions play an important role in cognition and learning. Nevertheless, practitioners do not show much sensitivity to the role of emotion in facilitating the transfer knowledge to real life situations. A better understanding of these dynamics helps to realize the potential of action-learning approaches in EE and to improve existing programs.

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