
Entreprendre & Innover

Thematic issue # 57

Getting to the heart of the matter:

The place and status of emotions in the training and coaching of the entrepreneur

Guest Editors: Maha Aly, David Audretsch, Laëticia Gabay-Mariani & Sandrine Le Pontois

The role of emotions in entrepreneurship research has generated significant interest over the past twenty years. Designated as a 'hot topic' in the early 2010s¹, 'entrepreneurial emotions' have since been at the heart of a growing body of work. *Entreprendre & Innover* devoted a special issue to it in 2016, soberly entitled *L'agir entrepreneurial entre émotions et raison*² (*Entrepreneurial action, between emotions and reason*).

These contributions highlighted the range of emotions - positive, negative³ and ambivalent⁴ - that entrepreneurs may experience throughout their journey⁵. By becoming entrepreneurs, they encounter intense levels of enthusiasm, pride, joy, passion, but also disappointment, fear, anxiety and sadness.

Research on the subject has also revealed the importance of emotions in the decision to become an entrepreneur⁶, in the efforts made by the entrepreneur to develop his or her project or even during significant events in the entrepreneurial trajectory (failure, stressors⁷, etc.).

¹ Cardon, M. S., Foo, M. D., Shepherd, D., & Wiklund, J. (2012). Exploring the heart: Entrepreneurial emotion is a hot topic. *Entrepreneurship theory and practice*, 36(1), 1-10.

² Bornard, F., Mueller, S. & Toutain, O. (2016/2, Eds). *L'agir entrepreneurial entre émotions et raison*, special issue *Entreprendre Innover*, 29, 66 pages.

³ Williamson, A. J., Drencheva, A., & Battisti, M. (2021). Entrepreneurial disappointment: Let down and breaking down, a machine-learning study. *Entrepreneurship Theory and Practice*.
<https://doi.org/10.1177/1042258720964447>

⁴ Stroe, S., Sirén, C., Shepherd, D., & Wincent, J. (2020). The dualistic regulatory effect of passion on the relationship between fear of failure and negative affect: Insights from facial expression analysis. *Journal of Business Venturing*, 35(4), 105948.

⁵ Foliard, S., & Le Pontois, S. (2021). Vie et émotions des équipes entrepreneuriales étudiantes. *Les Annales de QPES*, 1(2).

⁶ Cacciotti, G., Hayton, J. C., James, C., Mitchell, J. R., & Giazitzoglu, A. (2016). A reconceptualization of fear of failure in entrepreneurship. *Journal of Business Venturing*, 31(3), 302–325.

⁷ Torrès, O. (2016). Les risques psychosociaux du dirigeant de PME : typologie et échelle de mesure des stressors professionnels. *Revue Internationale PME*, 29(3-4), 135-159.

Throughout the entrepreneurial process, they feed the propensity to commit to action, to face failures, to bounce back, and sometimes to grieve for the project.

Finally, a high degree of 'emotional intelligence' is seen as a success factor⁸, enabling entrepreneurs to cope with the uncertainty and intensity of the entrepreneurial process⁹. Self-awareness, self-confidence (perceived self-efficacy), emotional management, empathy and social intelligence are thus considered to be key skills¹⁰ for successful entrepreneurs.

While these studies provide information on the emotional challenges that face all new entrepreneurs, few have explored how entrepreneurial coaching can help them to cope¹¹. Indeed, it seems that entrepreneurship educational practices are still more focused on what the entrepreneur does and thinks, and less on how he or she feels. Current pedagogies and training continue to focus on developing a business plan or solving case studies and acquiring analytical skills, such as information gathering or problem solving. And although entrepreneurship training nowadays is more targeted towards developing entrepreneurial behavior and spirit, thanks to more action-based pedagogies¹², it still neglects the emotional prerequisites that these trajectories imply¹³. Finally, mentors and coaches are not always properly equipped to identify, interact with and manage the emotions of entrepreneurs.

The aim of this special issue is to investigate the status and place of emotions in the training and coaching of entrepreneurs. It thus offers a platform to reflect on what it means to develop emotional competences and how this requirement can be translated into pedagogical practices.

More specifically, contributions may shed light on the following questions:

- If it has been shown that the entrepreneurial project is a strong generator of emotions, are there really 'entrepreneurial emotions', i.e. specific to the entrepreneurial project, even though emotions are universal?
- Are emotions taken into account in entrepreneurship education and support programmes?
- How can the 'emotional skills' of nascent entrepreneurs be developed? How to assess their acquisition ?
- What teaching approaches, postures and formats support the development of the emotional intelligence of entrepreneurs?
- How to identify and measure the effectiveness of the impact of these practices on entrepreneurs?
- How to train and equip coaches to deal with the emotions manifested by entrepreneurs?
- How can we support entrepreneurs to deal with failure? with uncertainty?
- What risk behaviors can the emotions engendered by the entrepreneurial project lead to?

⁸ Jiang, L., Yin, D., & Liu, D. (2019). Can joy buy you money? The impact of the strength, duration, and phases of an entrepreneur's peak displayed joy on funding performance. *Academy of Management Journal*, 62(6), 1848-1871.

⁹ Aly, M., Audretsch, D. B., & Grimm, H. (2021). Emotional skills for entrepreneurial success: the promise of entrepreneurship education and policy. *The Journal of Technology Transfer*, 46(5), 1611-1629.

¹⁰ Cross, B., & Travaglione, A. (2003). The untold story: is the entrepreneur of the 21st century defined by emotional intelligence? *The international journal of organizational analysis*.

¹¹ Shepherd, D. A. (2004). Educating entrepreneurship students about emotion and learning from failure. *Academy of Management Learning & Education*, 3(3), 274-287.

¹² Bourachnikova, O., & Merdinger-Rumpler, C. (2019). Quels enjeux pédagogiques pour une formation entrepreneuriale fondée sur l'apprentissage par l'action ? *Entreprendre & Innover*, (3), 61-71.

¹³ Jones, S., & Underwood, S. (2017). Understanding students' emotional reactions to entrepreneurship education: A conceptual framework. *Education+ Training*, 59, 7/8, 657-671.

- To what extent is a lack of emotional skills a handicap for entrepreneurship (e.g. in the case of autism spectrum disorders)? How can weak emotional skills be compensated for as an entrepreneur or as a coach?

Contact

Laëtitia Gabay-Mariani (laetitia.gabay-mariani@essca.fr) & Sandrine Le Pontois (sandrine.lepontois@univ-st-etienne.fr)

Key dates to remember

15 November 2022 - Call deadline

End of January 2023 - Decision letters (first round)

End of May 2023 - Decision letters (second round)

September 2023 - Publication

Editorial line

Entreprendre et Innover is a high-level vulgarisation journal in the field of entrepreneurship and innovation published by DeBoeck University. Its ambition is to make original, scientifically sound or innovative articles available to a readership of executives, entrepreneurs, professionals in business creation networks and business leaders. The journal is open to ALL disciplines and to ALL points of view interested in entrepreneurship and innovation.

As this review is primarily aimed at practitioners, we are careful to ensure that the contributions are concerned with practical applications, business implications and/or policy recommendations. With this in mind, contributions should:

- **have a section making explicit reference to these concerns:** the reader should always be able to say at the end of the reading: so, what? how does this article help me to act on or to improve my future actions?
- **adopt more concrete and operational language** than is customary in academic journals: theory should not be absent but popularised, i.e. translated into simple terms. Abstract concepts should be made explicit and/or illustrated with practical examples.
- **not accumulate scientific references:** The aim is to select a few reference authors useful for understanding the subject, not to show the completeness of the academic literature on the subject. Scientific references should be cited exclusively through footnotes.

Please upload your submission on the journal's submission platform:

<https://eeti.manuscriptmanager.net>

1° Editorial line

The *Entreprendre et innover* journal is a high-level popularisation journal in the field of entrepreneurship and innovation. Its vocation is to bring together practitioners and researchers in order to identify the most cutting-edge issues and trends that are topical today: academic researchers are asked to write on fundamental topics linked to current events and in a way that is understood by practitioners. Practitioners, on the other hand, are more than just readers. We are looking for them to bring back experiences, lessons and tools from the field that will enlighten and question the researchers.

The ambition is to make this journal available to a readership of managers, entrepreneurs, professionals in business creation networks and business leaders, with original articles that are scientifically sound or innovative in terms of the ideas they express. The journal is open to ALL disciplines and to ALL points of view interested in entrepreneurship.

As this journal is primarily aimed at practitioners, we remain attentive to the fact that the contributions have a concern for practical applications, entrepreneurial implications and/or policy recommendations.

Each issue has a specific theme that serves as a guideline for the identification of contributors and the selection of articles. But there are also articles in each issue that are not part of the theme, that are topical or circumstantial, and that come from academic colloquia and/or professional meetings.

The contributions sought are of different and complementary kinds:

The contributions sought are of 5 types:

A - Research article (including case studies)

B - Innovative practice: pedagogical (Innovative Pedagogical Practice), or professional (feedback on an experiment or results of an experimentation or an innovative process with an explanation of context, documented assessment and reflective questioning).

C - Professionals speaking out: interview, forum.

D - Book reviews (reader's digest type), studies/reports.

E - UTO (Unidentified Textual Object) articles: essays, tribunes, provocations, interdisciplinarity, in short articles that provoke debate with different points of view.

<p>Authors are specifically asked to conclude their papers with a paragraph of at least 15 lines that presents the practical implications (entrepreneurial, managerial or political) of their contribution. In the absence of implications, it should include, at a minimum, a conclusion or an expression of the author's personal opinion on the subject.</p>

2° Format of the articles

Texts in Word format, Arial" font or equivalent preferred size 12, double-spaced Numbered pages ("insert/page numbers" function in Word)

3° Presentation

Title of the article:

Always propose one, even if it may be modified for reasons of balance of the summary

Five or six words maximum

Authors:

After the title, indicate your full name(s), your position, the institution or organization to which you belong, your postal and e-mail address as well as the mobile or fixed telephone number where you can be reached.

Biography:

We ask for a 2–3-line presentation of your background and interests including one or two major publications if applicable.

Abstract

Authors are required to provide a 5–10-line summary of their paper, presenting the main arguments made, the context and/or method used and the practical and, where appropriate, theoretical implications of their contribution. The style of the abstract should be appealing, and therefore lively and dynamic.

Notes

Use the "insert/note" function in Word.

In *Entreprendre & Innover*, footnotes/references are presented at the bottom of the page as the text progresses, and not under the text, nor as a long bibliography at the end.

Beware of the length of the footnotes: this is a journal for practitioners, and not just for an academic audience. Be concise!

Diagrams, tables and graphs

- Diagrams, tables and graphs are welcome.

- PowerPoint illustrations should be sent as a separate file, together with the text file.

Boxes

These make it possible to lighten the text by "taking out" certain elements. They may concern examples, good practices, testimonies that you want to include as a counterpoint to the text.

Text boxes should not exceed 2,000 to 2,500 characters.

There can be three or four per article

Headlines

Headline elements - subheadings, caps, inters, highlights - are the responsibility of the editor-in-chief of the journal. However, there is nothing to stop you from proposing them.

4° Calibration

It is essential to respect the calibration indicated for the accepted version of the article if you do not want to be "cut off at the editing stage". This sizing is understood to be "space included" and covers the entire text, including the boxes.

As an indication, the size of the desired contributions can be summarized as follows:

Editorial: 2,700 characters

Articles: Between 18,000 and 28,000 characters

Interview: Approximately 12,000 characters

Book summary: 12,000 characters.

5° Rules of style and readability

Footnotes

The code typographique de l'Imprimerie nationale recommends the following rule for works cited in footnotes: Domenach (Jean-Luc) and Richer (Philippe), *La Chine*, Paris, Le Seuil, 2008, p. 175-183.

Plan announcements

Avoid, if possible, announcements of plans such as: "In the first part we will talk about this, then in the second part we will talk about that"...

Similarly, there is no need to write "introduction" and "conclusion".

If the reasoning is clear, the reader does not need to be taken by the hand.

Heading levels

Avoid numbering paragraphs such as

1.1.1a

1.1.1.b

Instead, it is strongly recommended that a style sheet be used to highlight reading levels.

For example:

Title (size 16 bold, centred)

Inter (size 14, bold)

Inter 2 (size 12, underlined, indented)

- Bullet points

Normally, three levels of reading are sufficient.

- Style of the journal

As it is aimed at professionals, the magazine is intended to be simple, direct and concrete. This should be reflected in the style. Avoid strings of subordinates ("It is customary to think that....But we have found that...."), avoid convoluted formulas and convoluted words, especially when they are not in the dictionary.

6° Submission on the online platform.

The articles and all the necessary information must be submitted on the submission platform:

<https://eeti.manuscriptmanager.net>

7° Proofreading and improvement of the style for a practitioner audience.

The submitted articles are systematically evaluated in double blind by two reviewers recruited by the guest editors of an issue in collaboration with the editors. The editors report back to the authors.

In addition, articles must be in a style suitable for a practitioner readership and are constrained by certain editorial rules (size, layout etc.). They are therefore also systematically proofread by a non-academic reviewer who checks the readability of the article for practitioners and may suggest revising modifying or shortening certain passages. Any such changes are strictly formal. The substance of the articles will not be modified in any way without the prior agreement of the authors.