

The role of Students' anticipated emotions in Entrepreneurial Intention

Experience from the **EMO-ENTRE** project

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Prelude

- Entrepreneurship links with value creation and it is, almost, common sense that it contributes to social and economic development.
- Recent years have experienced an increased interest on entrepreneurship: seminars, formal academic programs, funding schemes, etc.
- However, despite emphasis results are blurred. In fact, in the US it is estimated that correlation between academic programs and entrepreneurial action may even be negative.
- We initiated EMO-ENTRE to complement formal “entrepreneurial education” by giving **emotions** the opportunity to demonstrate their role and potential



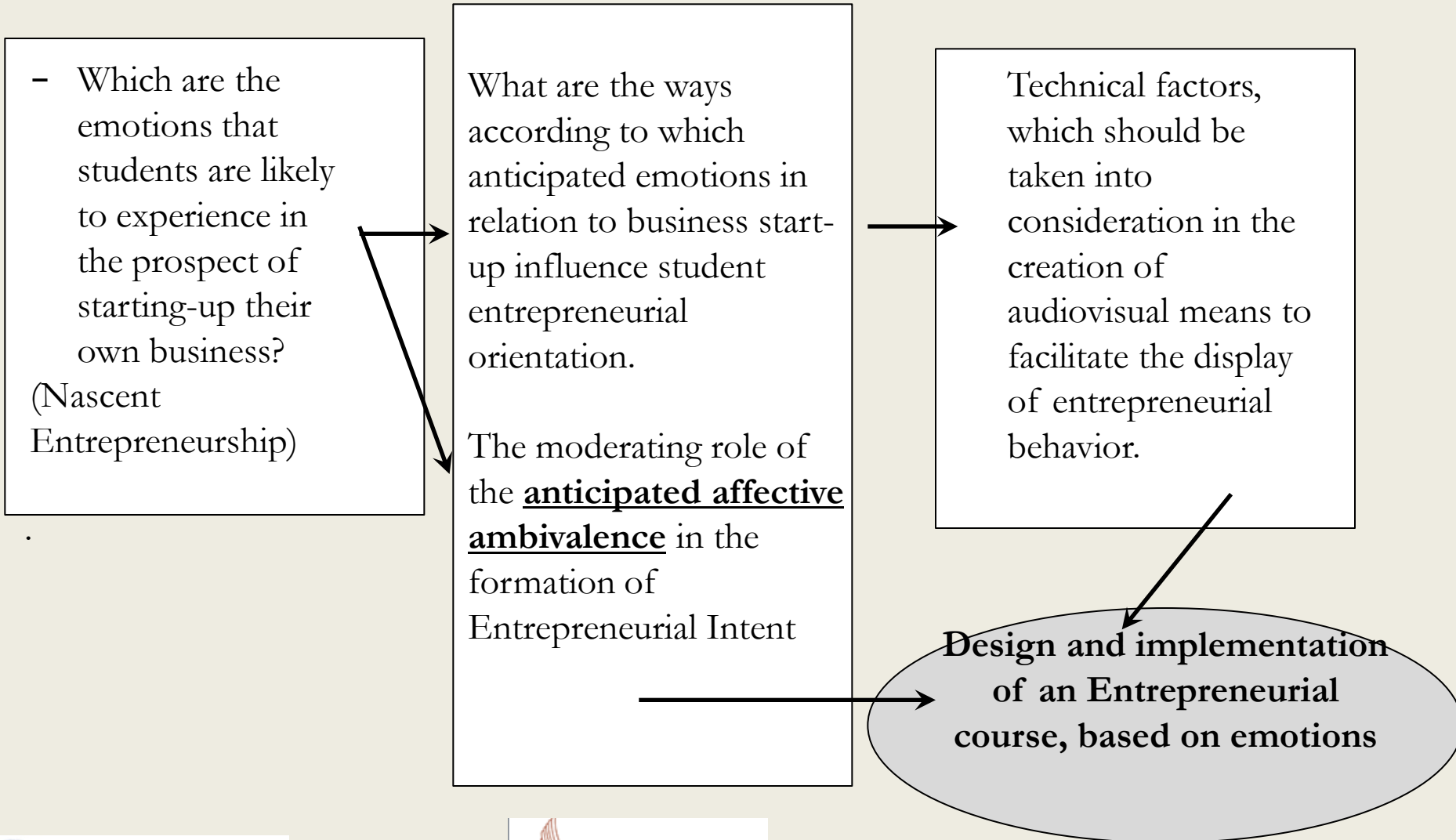
Objective

- EMO-ENTRE aims to investigate the role of emotions toward the display of entrepreneurial behavior, with an emphasis on students' anticipated emotions, that is predictions about the affective consequences of decision outcomes.
- Anticipated emotions (called also: “future oriented emotions”) impact on actions that we are willing to take today with respect to a future event. One contemplates an action today and tries to forecast the emotions s/he may feel in the future because of the decision likely to take today. “Will I feel happy in the future if I assume this action today.

Why is such an endeavor interesting?

- Indeed it is!
 1. Emotions affect cognitive processes and consequently decision making outcomes
 2. Entrepreneurial action takes place in a uncertain and often difficult to predict environment and individual perception of this reality inadvertently leads to emotion episodes. The potential entrepreneur has to manage these episodes in addition to the information, which is associated to business specifics.

EMO-ENTRE work map

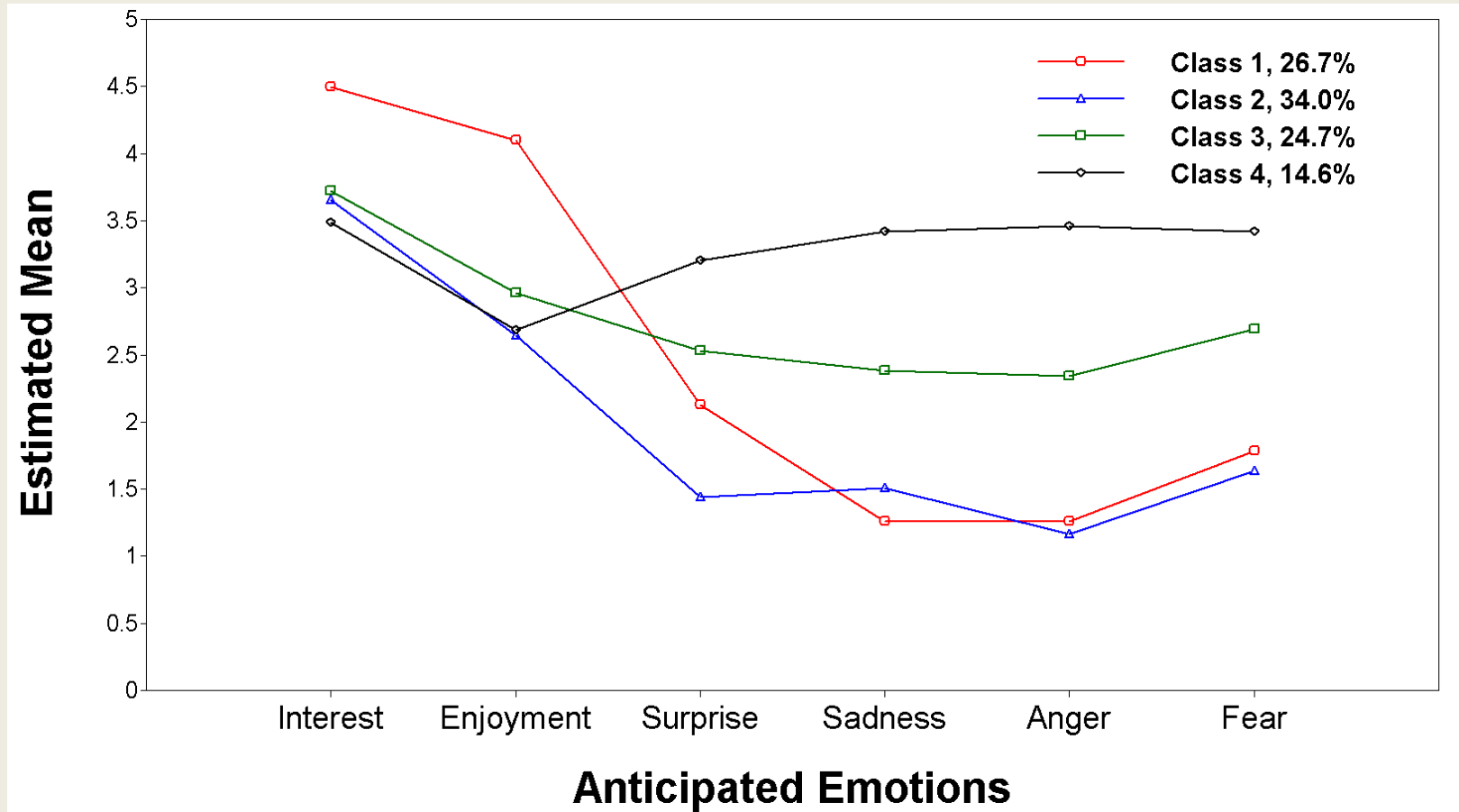


Key research findings insofar (August 2014 update) – 1/5

1. Anticipated affective ambivalence represents a potential barrier to entrepreneurial intent despite the presence of positive attitudes or subjective norms. Practically this means that emphasis should be placed to education programs that emphasize management of uncertainty and of ambiguity about the future. (N = 1.160).
2. Mapping of anticipated emotions and cognitive appraisals.

Emotion	Pleasantness	Certainty	Control	Anticipated effort	Attentional Activity
Enjoyment	Positive	High	High	Low	High
Fear	Negative	Low	Low	High	Low/High
Distress	Negative	Low	Low	High	Low/High
Anger	Negative	High	High	High	Low/High
Interest	Positive	Low	Low	High	High
Surprise	Positive	Low	Low	Low	High

Key research findings so far (August 2014 update) – 2/5

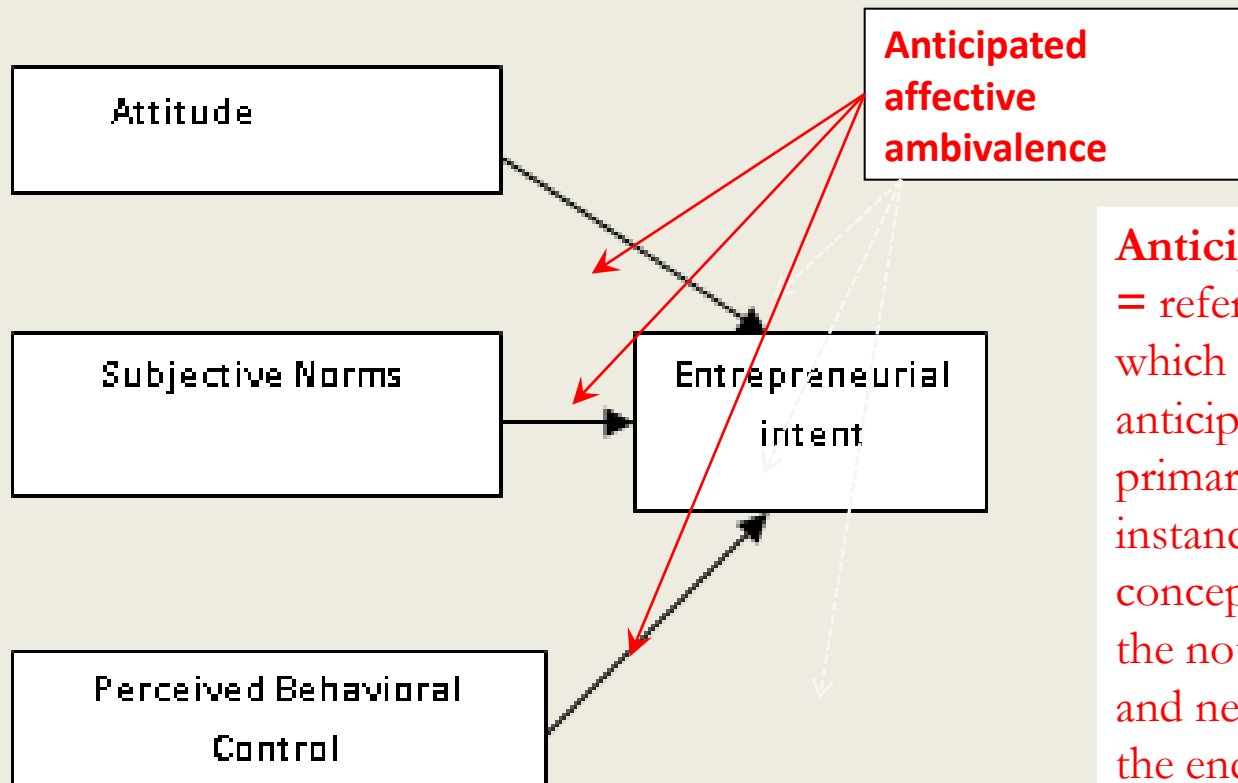


Key research findings so far (August 2014 update) – 3/5

3. Students experience mostly Distress, Anger, Surprise and to a lesser extent Fear or Enjoyment. Then we realized that with respect to Fear there exists a negative with respect to the ability of students to handle their emotions and of **self-construal**. (Self-construal relates to the extent the individual thinks of him or herself in terms of “I” or in terms of “We”).
4. Experimental results were based on Laboratory Analysis during which spontaneous reactions were captured via Facial Action Coding using a FaceReader.
5. Independent self-control has a positive impact on the display of entrepreneurial intention. Independent self-control characterizes individuals who tend to the “I” rather to the “We” side of the self-construal.

Key research findings so far (August 2014 update) – 4/5

A closer look to a specific finding: the role of anticipated affective ambivalence.



Anticipated affective ambivalence = refers to the tension and conflict which result from the simultaneous anticipation of affective states that primarily differ in valence (for instance, positive and negative). This conceptualization is consistent with the notion that anticipated positive and negative affect do not represent the ends of a continuum, but that they are relatively independent dimensions.

Key research findings so far (August 2014 update) – 5/5

We concur with recent theorizing which conceptualizes entrepreneurship as **an experiential process**. Although the term experience is an elusive construct, there is a consensus that it encompasses the active participation in the events surrounding a particular activity or phenomenon and it can occur at both **perceptual and imaginative levels**.

For entrepreneurship education our results suggest that more attention should be paid to the effect of anticipated affect from the nascent entrepreneurship. Anticipated affect has the advantage **that its influence on behavior occurs in advance of the choice situation**; therefore students may be able to avoid some of the difficulties associated with making self-regulatory decisions on the spot.

Educational content specifically designed to decrease the perceived anticipated affective ambivalence (i.e. through new venture simulations, video role plays, action learning, mentoring etc.) **from nascent entrepreneurship** should be included; in turn an increase in students' attitude towards entrepreneurship should be expected.



About

EMO-ENTRE

(<http://www.emoentre.tuc.gr>)

The team:

- Leonidas A. Zampetakis, Post-doctoral fellow
- Manolis Lerakis, PhD Candidate
- Konstantinos Kafetsios, Associate Professor, Department of Psychology, University of Crete, Applied Psychology Lab
- Theodoros Papadoulakis, Video production, <http://www.indigoview.com>
- Vassilis Moustakis, Principal Investigator

Funding:

General Secretariat for Research and Technology, Basic Science Program “*Aristeia*”.

October 2012 – October 2015. Funding from: the European Social Fund (ESF) and National Sources.



Thank you for your attention.

For more info about EMO-ENTRE:

<http://www.emoentre.tuc.gr>