

Department of Business Administration

EHFE015, Entrepreneurship and Well-being,
7.5 credits
Entreprenörskap och välbefinnande,
7,5 hp
Third Cycle/Forskarutbildningsnivå

General information

The course EHFE015 is a course in Business Administration at the third-cycle level.

Language of instruction: English

Main field of studies: Business Administration

Learning outcomes

The aspiration of this PhD course is that participants develop a paper draft, which can form the backbone for a journal submission.

Upon completion of this course of studies, the PhD student should be able to:

Knowledge and understanding

- Demonstrate knowledge and understanding regarding central theories and concepts related to entrepreneurship and mental well-being

Competence and skills

- Demonstrate competence and skills in methodological approaches related to entrepreneurship and mental well-being so that they can evaluate and conduct a relevant study.

Judgement and approach

- Critically discuss central issues related to entrepreneurship and mental well-being in an informed way and convey this knowledge to others interested in the topic.

Course background

A new exciting field of scholarship, and an associated group of scholars, is emerging in the intersection of entrepreneurship, mental health, and well-being research. For a long time, firm performance remained the dominating outcome in entrepreneurship research (Shepherd et al., 2019). However, this is changing, and scholars have started to focus on a broader set of entrepreneurship issues (Shepherd, et al., 2019). In particular, mental health and well-being have received recent attention (e.g., Stephan, 2018; Wiklund et al, 2019). In 2012, the United Nations called for a “more inclusive, equitable and balanced approach to economic growth that promotes ... the well-being of all people” (UN General Assembly, 2012). Many global leaders suggest *placing mental well-being as a fundamental societal goal*. This development shows a profound shift in attitude towards socio-economic progress. National well-being accounts are being called for that can complement traditional economic measures (Kahneman et al., 2004).

Well-being is an integral part of living a fulfilling and flourishing life and is intimately related to people's ability to work, maintain positive relationships, and experience positive emotions (Ryff and Singer, 1998). Entrepreneurship and management scholars are becoming increasingly interested in the causes and consequences of mental health and well-being, which was highlighted by the theme of the recent 2018 Academy of Management Annual Meeting: “Improving Health and Wealth-Being in Society: How Can Organizations Help?” Entrepreneurship offers a particularly interesting context for such research because of the salience of well-being issues. For example, the entrepreneurial process is rife with challenges (Cardon & Patel, 2015). Failure is common and it can be emotionally draining (Shepherd et al., 2009). At the same time, entrepreneurs have the opportunity to self-actualize as they craft their jobs to their own idiosyncratic needs (Wiklund et al., 2018) and thus draw non-pecuniary benefits (Gimeno et al., 1997). Also, entrepreneurship attracts those outside of the norm that may have difficulty finding regular employment, including those with various psychiatric diagnoses (Wiklund et al., 2018a).

This PhD course draws on the most recent insight related to this hot topic in entrepreneurship. While grounded in established theories, it allows students to gain insights into the state of the art.

Course content

The course will be structured around main themes in the literature. These include the following:

- Overview of research on mental well-being in the entrepreneurship setting
- Eudemonic approaches to well-being in entrepreneurship
- Hedonic well-being in entrepreneurship
- Well-being and mental health
- ADHD and other clinical or aberrant constructs in entrepreneurship
- Methodological challenges studying well-being in entrepreneurship

Course design

The course will take place over four days, about two months apart. Day 1 will cover an introduction by the instructors. Following this, each participating student will lead the discussion for a particular topic. These topics are assigned well before the start of the course, based on student preferences to the extent possible. Day 2 will consist of a Hackathon where students present and revise ideas for papers through several intense cycles of iterations. At the end of Day 2, paper ideas are presented and discussed. Well before the remaining session, covering Days 3 and 4, student will submit paper drafts. Days 3 and 4 will consist of a 24 hour paper development Hackathon. Each participating student will be assigned a mentor with whom they interact during these 2 days. The course will end with paper presentations.

Assessment

Assessment will be done along several dimensions corresponding to the deliverables of the course. This includes the following:

- Much learning in a doctoral course structured around readings occurs as a result of classroom discussion. Therefore, classroom contribution, defined in terms of students' contributions to a positive learning environment, will be one aspect of the assessment.
- Leading the discussion during Day 1 in terms of:
 - Ability to generate and maintain audience interest
 - Ability to engage the whole class in discussions
 - Ability to steer the discussion toward the most pertinent issues
 - Professionalism in terms of preparation, quality communication and respect for the time, attention, and interests of others
- Research idea presented at end of Day 2 in terms of:
 - Creativity of suggested research
 - Depth and level of detail of analysis.
 - Use of the course readings in formulating the idea
 - Ability to present and argue for the research idea while taking into account the viewpoints of others.
- Paper presented at end of Day 4 in terms of:
 - Originality of the idea presented
 - Completeness of the overall paper
 - Appropriate use of the course readings and other relevant literature in developing the paper
 - Professionalism of written document and oral presentation
 - Professionalism in terms of preparation, quality communication and respect for the time, attention, and interests of others
 - Your ability to answer questions from the instructor and your peers

Credits

Grades are Pass or Fail.

Plagiarism is considered to be a very serious academic offence. The University will take disciplinary actions against any kind of attempted malpractice in examinations and assessments. The penalty that may be imposed for this, and other improper practices in examinations or assessments, includes suspension from the University for a specific period of time.

Entry requirements

PhD students accepted to the PhD programme in Business Administration or an adjacent subject are eligible for the course.

Course literature

See separate literature list.

Department of Business Administration

Core readings about entrepreneurship and writing (everybody read before Day 1)

Wiklund, J., Wright, M., & Zahra, S. A. (Forthcoming). Conquering relevance: Entrepreneurship research's grand challenge. *Entrepreneurship Theory and Practice*

Shepherd, D. A., & Wiklund, J. (Forthcoming). Simple Rules, Templates, and Heuristics! An Attempt to Deconstruct the Craft of Writing an Entrepreneurship Paper. *Entrepreneurship Theory and Practice*

Core readings about entrepreneurship and mental well-being (everybody read before Day 1)

Bort, J., Stephan, U., & Wiklund, J. (Forthcoming). The well-being of entrepreneurs and their stakeholders. In Cardon, Frese, & Gielnik (Eds). The Psychology of Entrepreneurship: New Perspectives – 2nd volume of The Psychology of Entrepreneurship. *The Society for Industrial and Organizational Psychology (SIOP)*

Lerner, D. A., Hunt, R. A., & Dimov, D. (2018). Action! Moving beyond the intendedly-rational logics of entrepreneurship. *Journal of Business Venturing*, 33(1), 52–69

Ryff, C. D. (2019). Entrepreneurship and eudaimonic well-being: Five venues for new science. *Journal of Business Venturing*, 34(4), 646–663

Stephan, U. (2018). Entrepreneurs' mental health and well-being: A review and research agenda. *Academy of Management Perspectives*, 32(3), 290–322

Wiklund, J., Hatak, I., Patzelt, H., & Shepherd, D. A. (2018). Mental disorders in the entrepreneurship context: when being different can be an advantage. *Academy of Management Perspectives*, 32(2), 182–206

Wiklund, J., Nikolaev, B., Shir, N., Foo, M. D., & Bradley, S. (2019). Entrepreneurship and well-being: Past, present, and future. *Journal of Business Venturing*. 34(4), 579–588

Wiklund, J., Patzelt, H. & Dimov, D. (2016). Entrepreneurship and psychological disorders: How ADHD can be productively harnessed. *Journal of Business Venturing Insights*. 6, 14–20

Core readings related to eudaimonic well-being (read by those specializing in area)

Allison, T. H., Davis, B. C., Short, J. C., & Webb, J. W. (2015). Crowdfunding in a prosocial microlending environment: Examining the role of intrinsic versus extrinsic cues. *Entrepreneurship Theory and Practice*, 39(1), 53–73

Gagné, M., & Deci, E. L. (2005). Self-determination theory and work motivation. *Journal of Organizational Behavior*, 26(4), 331–362

Ryff, C. D., & Singer, B. H. (2008). Know thyself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*, 9(1): 13–39

Core readings related to subjective well-being (read by those specializing in area)

Binder, M., & Coad, A. (2013). Life satisfaction and self-employment: a matching approach. *Small Business Economics*, 40(4), 1009–1033

Diener, E. (2000). Subjective well-being: The science of happiness and a proposal for a national index. *American psychologist*, 55(1), 34

Nikolaev, B., Shir, N., & Wiklund, J. (2019). Dispositional positive and negative affect and self-employment transitions: The mediating role of job satisfaction. *Entrepreneurship Theory and Practice*, 1042258718818357

Core readings related to ADHD (read by those specializing in area)

Antshel, K. M. (2018). Attention deficit/hyperactivity disorder (ADHD) and entrepreneurship. *Academy of Management Perspectives*, 32(2), 243–265

Lerner, D. A., Hunt, R. A., & Verheul, I. (2018). Dueling Banjos: harmony and discord between ADHD and entrepreneurship. *Academy of Management Perspectives*, 32(2), 266–286

Wiklund, J., Yu, W., Tucker, R., & Marino, L. D. (2017). ADHD, impulsivity and entrepreneurship. *Journal of Business Venturing*, 32(6), 627–656

Core readings related to Dark Triad (read by those specializing in area)

Furnham, A., Richards, S. C., & Paulhus, D. L. (2013). The Dark Triad of personality: A 10 year review. *Social and Personality Psychology Compass*, 7(3), 199–216

Hmieleski, K. M., & Lerner, D. A. (2016). The dark triad and nascent entrepreneurship: An examination of unproductive versus productive entrepreneurial motives. *Journal of Small Business Management*, 54, 7–32

Wales, W. J., Patel, P. C., & Lumpkin, G. T. (2013). In Pursuit of Greatness: CEO Narcissism, Entrepreneurial Orientation, and Firm Performance Variance. *Journal of Management Studies*, 50(6)

Core readings related to methods (read by those specializing in area)

Bort, J., Wiklund, J., & Yu, W. (Mimeo). Firm Growth and Employee Job Satisfaction: Why More isn't Always Better

Diener, E., & Suh, E. (1997). Measuring quality of life: Economic, social, and subjective indicators. *Social indicators research*, 40(1–2), 189–216

Jonason, P. K., & Webster, G. D. (2010). The dirty dozen: A concise measure of the dark triad. *Psychological assessment*, 22(2), 420

Uy, M. A., Foo, M. D., & Aguinis, H. (2010). Using experience sampling methodology to advance entrepreneurship theory and research. *Organizational Research Methods*, 13(1), 31–54