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Learning Takes Teamwork

The Role of New Venture Teams in Entrepreneurship Education

Iselin Kristine Mauseth Steira

NORD UNIVERSITY BUSINESS SCHOOL

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To my dearest Alfred Kristian

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The title of this thesis, "Learning Takes Teamwork," not only describes students' learning processes in entrepreneurship education, but it also describes my own learning journey in writing this thesis. It has been a journey of joy and achievement, with moments of sweat and tears. I would not have arrived here – at the end – if not for the incredible people who have supported, challenged, and taught me over recent years. I would now like to pay tribute to all of them.

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Iselin Kristine Mauseth Steira

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ABSTRACT

This thesis examines how student learning in entrepreneurship education is fostered by the processes of new venture teams. Student involvement in venture creation activities is a widespread method for enhancing student learning, and the creation of new venture teams is often encouraged because of potential synergies between venture development and student learning. Such learning is expected to come from students' own experiences, with their progression through several phases of the venture creation process being crucial to those experiences. However, with venture creation come uncertainty and challenges, which the new venture teams need to overcome. Prior research has shown that new venture teams' initial behavior plays a significant role in their outcomes and that entrepreneurial learning is crucial for moving the venture development process forward. Entrepreneurship education research emphasizes that team-based approaches influence students' learning outcomes from project work, but less is known about how new venture team processes contribute to student learning processes and how students in new venture teams engage in team processes to improve their learning outcomes. Acknowledging the importance of new venture teams in students' learning processes, this thesis addresses the following overarching research question: *how do new venture team processes foster student learning in entrepreneurship education?*

A longitudinal multiple case study design is used to study students in new venture teams in entrepreneurship education in both Norway and the United States. Four empirical research papers explore the students' team processes and how these foster student learning. In particular, the papers elaborate on students' new venture team processes in relation to the development of effective teams and of team learning behaviors. Each of the papers examines how team processes contribute to students' learning processes: Paper I explores new venture teams' processes for developing an effective team, Paper II compares new venture teams with short-term student teams in terms of team conflicts, Paper III studies the community learning of students in the

processes of selecting new venture teams, and Paper IV examines how novice new venture teams develop their entrepreneurial learning behaviors from the outset.

The results show that new venture teams' ability to develop an effective team and advance their learning behaviors play an essential role in fostering student learning. The development of the teams' learning behaviors is dependent on their processes, including their ability to function effectively and to handle conflict. The findings suggest that student learning from team processes comprises learning at the individual, team, and community levels, with the team being responsible for transmitting learning between those levels.

This thesis expands on the current debate on student learning in entrepreneurship education, which has so far paid little attention to student learning from new venture team processes. The findings have important implications for how new venture teams in entrepreneurship education should engage in team processes to develop the team and move the venture creation process forward to ensure sufficient student learning.

SAMMENDRAG

Denne avhandlingen undersøker hvordan oppstartsteam bidrar til læring hos studentene i entreprenørskapsutdanning. Tilrettelegging for studenters utvikling av nye oppstartsbedrifter er en populær undervisningsmetode for å styrke studentenes læring i entreprenørskapsutdanning. I den sammenheng blir ofte oppstartsteam brukt for å kunne nyttiggjøre seg mulige synergier for utviklingen av oppstartsbedriften og for studentenes læring. Studenters læring baserer seg på deres egne erfaringer fra utviklingen av oppstartsbedriften, og dermed er det spesielt viktig at teamene klarer å oppnå progresjon i utviklingen. Imidlertid fører utviklingen av en oppstartsbedrift med seg usikkerhet og utfordringer som teamet må håndtere. Forskning har vist at et oppstartsteam sine aktiviteter har stor betydning for teamets utvikling og at teamet må lære for å få til god framdrift i oppstartprosjektet. Litteraturen om entreprenørskapsutdanning peker på at team-baserte undervisningsmetoder styrker studentenes læringsutbytte når det kommer til prosjektarbeid. Derimot er det lite kunnskap om hvordan et oppstartsteam sine interne utviklingsprosesser bidrar til studentenes læringsprosess, og hvordan studenter i oppstartsteam jobber for å øke sin læring. Denne avhandlingen anerkjenner viktigheten av oppstartsteamet i studentenes læringsprosess, og stiller det overordnede forskningsspørsmålet: *Hvordan kan oppstartteam fostre læring hos studenter i entreprenørskapsutdanning?*

For å svare på dette forskningsspørsmålet har jeg bruk et longitudinell case studie av oppstartsteam bestående av studenter i entreprenørskapsutdanning i Norge og USA. Dette har resultert i fire empiriske forskningsartikler som utforsker ulike team prosesser og hvordan disse bidrar til læring. Artiklene tar spesielt for seg de interne prosessene i studentenes oppstartsteam med hensikt i å utvikle et effektivt team og studentenes læringsatferd. Artikkel I studerer hvordan oppstartsteam utvikler et effektivt team. Artikkel II sammenligner oppstartsteam med mer kortvarige studentteam for å undersøke utvikling og håndtering av konflikter. Artikkel III utforsker hvordan studenter lærer fra det fellesskapet de er en del team utvelgelsesprosessen.

Artikkel IV undersøker hvordan uerfarne oppstartsteam utvikler sin entreprenørielle læringsatferd.

Avhandlingen viser at oppstartsteamene som klarer å utvikle seg til et effektivt team og som mestrer å utvikle sin læringsatferd oppnår økt læring. Utviklingen av læringsatferd hos oppstartsteam er avhengig av teamets prosesser og inkluderer teamets evne til å fungere effektivt og håndtere konflikter. Videre foreslår funnene at studenters læring fra teamprosesser omfatter læring på individnivå, teamnivå og fellesskapsnivå, hvor teamet er ansvarlig for å overføre læring mellom de ulike nivåene.

Denne avhandlingen bidrar til den akademiske debatten om studenters læring i entreprenørskapsutdanning, en debatt som tidligere har viet lite oppmerksomhet til læring fra oppstartsteam prosesser. Funnene har viktige implikasjoner for hvordan oppstartsteam i entreprenørskapsutdanning burde engasjere seg i teamprosesser og sørge for framdrift i oppstartsprosessen, for å sikre tilstrekkelig studentlæring.

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1. INTRODUCTION

1.1 Research Purpose

New venture teams are important for societal development, as they contribute to the creation of innovative products, services, and technologies for the market through their ventures. Entrepreneurship education is an important tool in fueling the creation of new ventures through training for entrepreneurship, where emphasis on students' involvement in venture creation activities is a widespread method for achieving student learning (Gielnik et al., 2015; Rideout & Gray, 2013; Robinson et al., 2016). This thesis examined the team processes of new venture teams in entrepreneurship education and how such processes foster student learning. The formation of new venture teams is often encouraged in entrepreneurship education because of the potential for synergies regarding both venture development (Steffens et al., 2012) and student learning (Ollila & Middleton, 2011; Pittaway & Cope, 2007b). A new venture team is a group of people who work together to create a venture (Brattström et al., 2020). New venture teams are confronted with a great variety of challenges derived from the uncertainty of new venture creation activities (McKelvie et al., 2011), such as technological, managerial, legal, ethical, and human related problems, which they must learn how to solve (Brattström, 2019; Lechler, 2001). Moreover, transforming a business idea into a viable venture can take years and requires leadership, product development, and acquisition of resources (Vogel, 2018; Wright & Marlow, 2012), and where the team's processes are key in fulfilling such requirements (Brattström et al., 2020; Klotz et al., 2014). Hence, when discussing student learning from a venture creation process, it is impossible to conceive of this activity without acknowledging the crucial role of the new venture team.

Student learning from new venture team processes is common in action-based entrepreneurship education programs (Ollila & Middleton, 2011; Rasmussen & Sørheim, 2006). In action-based programs, the venture creation process is defined as the students' primary "learning vessel" (Lackéus & Williams Middleton, 2015, p. 50).

Students are encouraged to take responsibility for their own learning process (Gielnik et al., 2015; Rideout & Gray, 2013; Robinson et al., 2016) where student learning occurs from the acquired experiences related to their own venture creation process (Haneberg & Aadland, 2019).

Students' venture creation process, as any venture creation process, involves challenges, uncertainty, and potential failure (McKelvie et al., 2011; McMullen & Shepherd, 2006) that the new venture team needs to manage. Managing a venture creation process is expected to provide additional value to the learning process of students (Pittaway & Cope, 2007b) and thereby powerfully transform them into "real" entrepreneurs (Lackéus & Williams Middleton, 2015). Several positive effects of action-based entrepreneurship education have been found regarding students' development of entrepreneurial competencies, that is, entrepreneurial knowledge, skills, and attitudes (e.g., Barr et al., 2009; Gielnik et al., 2015; Lackéus, 2020b; Peterman & Kennedy, 2003; Rasmussen & Sørheim, 2006; Williams Middleton & Donnellon, 2014) and entrepreneurial identity (Donnellon et al., 2014; Lundqvist et al., 2015). These entrepreneurial competencies are also critical for venture development (De Clercq & Voronov, 2009; Lundqvist et al., 2015; Rigg et al., 2012).

To date, most studies of student learning from venture creation processes have focused on individual student learning rather than team level learning (Haneberg & Aadland, 2019; Kassean et al., 2015). Thus, insights into students' new venture team processes are limited. Understanding how new venture teams' processes foster student learning is important, because these new venture teams represent the unit in which student learning takes place. For instance, prior research on student learning from a venture creation process has emphasized the importance of keeping the "learning vessel" running throughout the duration of the education so that the students attain the promised and desired learning outcomes of the education (Butler & Williams-Middleton, 2014; Haneberg & Aadland, 2019; Pittaway et al., 2015). Understanding how students in new venture teams are able to progress is therefore

critical for supporting the students' collective efforts to keep the "learning vessel" running.

A few studies have explored how team-based approaches influence learning in entrepreneurship education, acknowledging that the team contributes to learning outcomes (Hytti et al., 2010), showing the effects of team characteristics and team composition strategies on performance (Karlsson & Nowell, 2020; Neumeyer & Santos, 2020; Warhuus et al., 2021), and explaining how team setting can help students cope with risk and uncertainty (Arpiainen & Kurczewska, 2017). However, these studies tend to analyze the effects of project-based student teams involved in the *simulation* of entrepreneurship rather than *real-life venture creation*. Compared to student teams, which can rely on the specifics of the task given by instructors, students in new venture teams deal with way more complex tasks and processes following the creation of a new venture and will therefore need to self-direct their own learning process (Haneberg & Aadland, 2019; Kassean et al., 2015; Lackéus & Williams Middleton, 2015; Robinson et al., 2016). Thus, the knowledge we have about regular student teams' behavior might not apply well to students' new venture team behavior.

The new venture team literature has pointed to the team's initial behavior as a crucial building block in its ability to perform (Argote & Ren, 2012). Most studies on new venture teams have highlighted the effects of team composition, characteristics, or team variables on performance measures, with the aim of identifying characteristics associated with venture performance (cf., Jin et al., 2017; Zhao et al., 2013; Zhou et al., 2017). However, the new venture team processes leading to these effects are scarcely studied (Brattström et al., 2020; Klotz et al., 2014; Misganaw, 2022). Moreover, there is general agreement that entrepreneurial learning plays a vital role in securing venture development (cf. Cope, 2005; Cope & Watts, 2000; Corbett, 2005; Nogueira, 2019; Politis, 2005). Thus, students must engage in learning behaviors that enable the new venture team to reach its goals and objectives (Roth, 2016), in which learning behavior relates to the activities individuals and teams carry out to learn (Edmondson, 1999).

However, the literature provides little guidance on *how* new venture teams develop effectively, whereby the teams engage in learning activities that are able to progress the venture creation process while maintaining the collaboration. Therefore, there is a limited foundation for entrepreneurship educators who want to promote student learning and venture development through collective efforts. Calls have also been made for research capturing the internal processes that are required for a new venture team to progress (Klotz et al., 2014; Patzelt et al., 2020) and the collective learning processes that enhances venture development (El-Awad et al., 2017; Wang & Chugh, 2014).

Despite the recognition of the role of the new venture teams in the venture creation process (Carland & Carland Jr, 2012; Klotz et al., 2014) and in student learning (Hägg, 2020; Pittaway & Cope, 2007b), there have been surprisingly few empirical attempts to study the role of new venture team processes for student learning in entrepreneurship education (Karlsson & Nowell, 2020; Williams Middleton & Nowell, 2018), both in relation to team development and improvement of learning behaviors. Further, extant research has been criticized for not emphasizing the team as the unit in which learning takes place when assessing student learning in entrepreneurship education (Lackéus, 2014, 2020b; Pittaway et al., 2009). In seeking to advance knowledge on these omissions, this thesis focuses on the students' new venture team processes in relation to the development of an effective team and team learning behaviors in exploring how team processes influence student learning. As venture creation progression is important for students' learning experience (Haneberg & Aadland, 2019; Ollila & Middleton, 2011), studying the developing learning behaviors and effective team behavior for venture development is particularly relevant for the new venture teams' learning processes in entrepreneurship education. Thus, this thesis aims to provide an understanding of new venture teams' processes in entrepreneurship education by studying new venture teams in real time as the processes emerge. Knowledge about how the new venture team influences student

learning is important for generating a learning process suitable for fostering student learning in entrepreneurship education.

1.2 Research Questions

This dissertation contributes to the literature on new venture teams in entrepreneurship education by exploring the following overarching question:

How do new venture team processes foster student learning in entrepreneurship education?

To provide an in-depth understanding of how new venture team processes foster student learning in entrepreneurship education, this thesis focuses on two aspects of team processes: 1) how effective new venture teams develop and 2) how student in new venture teams develop their learning behavior. These aspects are addressed through two sub-research questions, which will be elaborated on in the next sections. Each sub-research question is addressed by two individual empirical research papers that examine the development processes of new venture teams through various team processes (see Table 1.1 for an overview).

Table 1.1 *Sub-Research Question of this Thesis*

Sub-Research Questions:		**Research Papers:**
I.	How are effective new venture teams developed in entrepreneurship education?	I. II.
II.	How do students in new venture teams develop entrepreneurial learning behaviors?	III. IV.

1.2.1 New Venture Team Development in Entrepreneurship Education

The first sub-research question focuses on how new venture teams become effective in entrepreneurship education. The mission of a new venture team is to attain goals and objectives and maintain member collaboration while adapting to the dynamic environment of new venture creation (Chandler et al., 2005; Ensley & Hmieleski, 2005). Part of the new venture team's job is to interpret and respond to the external environment while simultaneously managing the venture internally (Hambrick, 2007; Schjoedt & Kraus, 2009a). This job is complicated by the novelty and unstructured tasks of venture activities (Amason et al., 2006) and by the lack of historical knowledge on which to rely (Cooper et al., 1994). New venture teams consisting of students in entrepreneurship education are more complex, as the teams must balance the inherent tension of real-life venture creation and the learning objectives of the study program (Haneberg & Aadland, 2019). To handle this complexity, student-based new venture teams ought to develop effective teams that engage in learning activities to enable progression in the venture creation process while maintaining collaboration.

Student-based new venture teams typically consist of individuals with limited experiences working on large projects, in relevant industries, or as entrepreneurs. These teams are vulnerable to facing extensive challenges within the team, which further puts high demands on the team's initial phases of developing what will turn out to be an effective new venture team. Tensions occur in any team involving human beings, and can lead to conflicts, stress, or setbacks (Brattström, 2019), resulting in a negative influence on the team if not overcome (Ensley & Pearce, 2001; Jehn, 1995). Therefore, understanding how new venture teams overcome tensions is vital for effective development.

To date, most studies of new venture teams have focused on initial conditions or inputs, such as team composition or the skills of team members (Ferriani et al., 2009; Jin et al., 2017; Zhou & Rosini, 2015) on the performance of the venture. A few studies also recognize that the new venture team's behavior plays a crucial role in

transforming inputs into desirable outcomes (Brattström et al., 2020; Brinckmann & Hoegl, 2011; Carland & Carland Jr, 2012; Eisenhardt, 2013). Nevertheless, little attention has been given to understanding how effective new venture teams are developed, that is, how team processes enable members to work together as a collective unit to transform inputs into desirable outcomes needed for venture progression and success (Klotz et al., 2014; Knight et al., 2020; Patzelt et al., 2020).

1.2.2 New Venture Team Learning Behaviors

The second sub-research question addresses how students in new venture teams develop their entrepreneurial learning behaviors. Entrepreneurial learning is emphasized as necessary for venture development (Wang & Chugh, 2014), as learning enables the new venture teams to transfer the lessons learned from one event to another (Politis, 2005, 2008; West III & Gemmell, 2020). Moreover, entrepreneurial learning can be understood as the development and accumulation of knowledge and skills by individuals, teams, and firms in the venture creation process (Rae & Wang, 2015; Wang & Chugh, 2014). However, new venture teams in entrepreneurship education have team members who are young students who most often lack relevant experience to draw on in venture creation processes (Westhead & Wright, 1998). Venture creation involves challenges, changes, uncertainty, and potential failure for reasons beyond the new venture teams' control (McKelvie et al., 2011) which they often have little experience handling (Arpiainen & Kurczewska, 2017). Thus, the new venture team will need to engage in learning processes to survive (El-Awad et al., 2017; Rauter et al., 2018).

Research has captured various sources from which entrepreneurs learn, such as experiences (Cope, 2005; Politis, 2005, 2008), failure (Lattacher & Wdowiak, 2020), observations (Holcomb et al., 2009; Mansoori, 2017), social interactions (Rae, 2002), and the experiences of others (Karataş-Özkan, 2011; Lévesque et al., 2009), and has applied various theories to explain how knowledge is transferred from these sources (Cope, 2005; Hamilton, 2011; Rae, 2005; Sardana & Scott-Kemmis, 2010). Nevertheless,

the entrepreneurship education literature has relied heavily on the experiential learning perspective (Kolb, 1984) when explaining how the learning outcomes of student entrepreneurs are gained from entrepreneurial experiences (Lackéus & Williams Middleton, 2018). Recent studies have also applied situated learning theory to explore how the entrepreneurial community can contribute to students' learning process (Haneberg & Aadland, 2019; Howorth et al., 2012). However, the understanding of how the students engage in learning processes to ensure sufficient team learning in the venture creation process is also important, but it is currently an understudied area of research both in entrepreneurship education and in general (Klotz et al., 2014; Wang & Chugh, 2014).

In that sense, learning behavior relates to the activities carried out by new venture team members to obtain and process data needed to progress in the venture creation process (Edmondson, 1999). For new venture teams to make progress, it is essential to learn how to enact the venture creation process, what to focus on, and how to acquire skills and knowledge relevant for venture development (Aldrich & Yang, 2014; Vogel, 2018). Thus, students must engage in activities that promote learning and enable the new venture team to reach its goals and objectives. However, questions concerning how students in new venture teams behave when engaging in activities to learn, and how they develop their learning behavior are overlooked by research. Yet, these questions have important implications for the new venture team's ability to develop their ventures and for subsequent student learning in entrepreneurship education.

1.3 Contributions

This thesis contributes to the literature on new venture teams and entrepreneurship education by exploring how team processes foster student learning in three diverse ways.

First, I argue for a stronger emphasis on team processes in the scholarly debate on student learning in entrepreneurship education. I demonstrate the role of team processes in student learning in entrepreneurship education, an issue that has previously received limited attention in the literature. In doing so, I expand on the entrepreneurship education literature, which mainly discusses student learning as an individual phenomenon that results in specific outcomes for individual students (Gielnik et al., 2015; Nabi et al., 2017; Robinson et al., 2016). When teams are addressed in this stand of literature, the discussions tend to focus on the effects of team-based methods on the development of the collaborative skills of individual students (e.g., Chen & Agrawal, 2018b; Karlsson & Nowell, 2020; Warhuus et al., 2017). In this thesis, I argue that new venture team processes play a crucial role in student learning, since the behaviors of the new venture team represent students' experiences of entrepreneurial action (Butler & Williams-Middleton, 2014; Haneberg & Aadland, 2019; Hytti et al., 2010). To add to this debate, I studied the development of effective new venture teams and learning behaviors. I claim that these two types of team processes provide valuable insights into how team processes influence student learning in entrepreneurship education. This claim builds on the understanding that internal team processes influence how new venture teams develop their ventures, which has been defined as students' "learning vessel" in action-based entrepreneurship education programs (Haneberg & Aadland, 2019; Lackéus & Williams Middleton, 2015; Rasmussen & Sørheim, 2006). Hence, team processes play a crucial role in ensuring that the ''learning vessel'' is available and suitable as an adequate learning platform. Thus, this study contributes to the entrepreneurship education literature by suggesting how students should be involved in new venture team processes to foster student learning (Lackéus, 2020; Nabi et al., 2017; Pittaway & Cope, 2007b; Pittaway et al., 2009).

Second, by focusing on the development of effective new venture teams, I extend entrepreneurship education with insights into the team aspect of students' entrepreneurial action. By conducting a longitudinal research design, I contribute

insights into how students' new venture team processes emerge over time (Rideout & Gray, 2013). Thus, I seek to build knowledge of the processes that characterizes effective new venture teams, and the specific activities stimulating such development (Patzelt et al., 2020). Previous studies have pointed to the importance of a few specific team elements for student outcomes, such as conflicts (Butler & Williams-Middleton, 2014; Pazos et al., 2022), trust (Williams Middleton & Nowell, 2018), and team composition (Karlsson & Nowell, 2020; Neumeyer & Santos, 2020), whereas I underline the importance of several team elements as well as the interplay between different elements in explaining effective new venture team development. This contribution also adds to the new venture team literature in general (Klotz et al., 2014) by increasing the understanding of the internal processes of new venture teams at the early stages of venture emergence. Studying new venture teams in an entrepreneurship education setting enables unique insights in the early phases of the nascent new venture teams' development process, as team research often faces challenges with identifying emerging new venture teams before they have passed through several formative stages (Forbes et al., 2006; Katz & Gartner, 1988)

Third, by focusing on students' learning behaviors in entrepreneurship education, this thesis considers that learning can occur from various sources and at distinct levels (individual, team, and community). Building on previous studies of student learning (Gielnik et al., 2015; Hägg, 2021; Kubberød & Pettersen, 2018; Rae & Practice, 2009) and my arguments for exploring team-level learning in action-based entrepreneurship education, this thesis adopts the existing learning perspectives of experiential learning (Kolb & Kolb, 2009; Kolb, 1984), situated learning (Lave & Wenger, 1991), and collective learning (Capello, 1999; Edmondson, 1999) when exploring the students' learning process. Moreover, the literature in this area has covered the importance of context for student learning (Bergmann et al., 2016; Haneberg & Aadland, 2019), and points to how various elements of teamwork, such as peer learning (Hägg, 2020) team composition (Karlsson & Nowell, 2020; Warhuus et al., 2021) or team conflicts (Butler & Williams-Middleton, 2014; Pazos et al., 2022), can

contribute to the development of students' entrepreneurial skills and knowledge. Extending this strand, this thesis seeks to explore how these elements tie together as a whole in contributing to the student learning process. The results of this thesis thereby add to our understanding of how student-led learning approaches lead to complex learning processes consisting of several learning elements that influence each other.

Further, by focusing on team-level learning in venture creation, I contribute to the discussion on how new venture teams learn (El-Awad et al., 2017; Haneberg, 2019; Wang & Chugh, 2014). The literature on new venture teams has argued for the importance of considering the role of new venture teams as the units in which entrepreneurs most often operate when examining how entrepreneurs behave and how behavior influences performance (Klotz et al., 2014). Addressing this issue, this thesis emphasizes how new venture teams' development processes and learning behaviors are highly interwoven, thereby enhancing the knowledge of how the new venture teams' capability to learn is dependent on internal team processes (El-Awad et al., 2017; Klotz et al., 2014; Wang & Chugh, 2014). In that respect, this thesis seeks to contribute with a new understanding of how new venture team processes might serve as a means of enabling student entrepreneurs to transform experiences into entrepreneurial knowledge, and thus respond to the objectives of entrepreneurship education.

1.4 Outline of this Thesis

This thesis consists of five chapters and four individual papers. Following the introduction given in this chapter, Chapter 2 elaborates on the theoretical background guiding the thesis. Here, I first account for student learning in entrepreneurship education before discussing the key role of new venture team development in entrepreneurship. Thereafter, I explain the importance of entrepreneurial learning in entrepreneurship before I delineate three perspectives of learning relevant for understanding how new venture teams in entrepreneurship education learn:

experiential learning, situated learning and collective learning perspectives. Chapter 3 presents the philosophical approach of this thesis that has guided this research, the method adopted, and the related ethical considerations taken. In Chapter 4, the four individual empirical research papers composing this thesis are summarized and presented regarding their contributions to the overarching research question of this thesis. In Chapter 5, I discuss the main findings and offer conclusions on how new venture team processes influence student learning in entrepreneurship education. Moreover, I elaborate on the theoretical and practical implications and limitations and provide suggestions for future research. The four papers are included after this discussion and conclusion chapter.

2. THEORETICAL BACKGROUND

In this chapter, the areas of relevant research for exploring the overall research question are presented and discussed, and the research gaps are identified. First, the chapter presents an overview of the existing literature on students' learning through entrepreneurship education. It then goes on to discuss new venture teams' development processes. Lastly, I discuss three theoretical perspectives on entrepreneurial learning employed in this thesis and explain how these perspectives address issues that will contribute to the overall research question of this thesis.

2.1 Students' Learning Through Entrepreneurship Education

Entrepreneurship education emerged as a scholarly field in the 1970s and 1980s in response to the increasing demand for more entrepreneurs responding to and acting on a changing society (Hägg & Kurczewska, 2022; Katz, 2003; Mwasalwiba, 2010). The early focus of entrepreneurship education, then, was mostly on new venture creation and small business growth and was aimed at nascent entrepreneurs (Katz, 2003; Kuratko, 2005; Landstrom et al., 2021). At the time, it was mostly taught at business schools (Katz, 2003; Solomon, 2007; Vesper & Gartner, 1997), and the pedagogical methods included traditional teaching approaches such as lectures (Hägg & Gabrielsson, 2020), emphasizing the transmission and reproduction of knowledge and encouraging students to act as passive learners (Nabi et al., 2017; Peschl et al., 2021).

Over the last few decades, entrepreneurship education has received an exponential growth of interest, both in terms of programs and subjects taught and its scientific field (Hägg & Gabrielsson, 2019; Landstrom et al., 2021; Nabi et al., 2017). Accordingly, educational practices have developed into a wide variety, with teachers and researchers increasingly sharing outcomes and expectations regarding the possibilities for students' learning of diverse educational designs (Mwasalwiba, 2010; Warhuus et al., 2017). Following this, a movement from passive teacher-led pedagogical methods toward a greater recognition of student active methods in which

students learn from experiences has occurred (Hägg & Kurczewska, 2020; Robinson et al., 2016). As such, there has been a shift toward more action-oriented learning methods in entrepreneurship education, emphasizing involvement in real-world entrepreneurial opportunities as an effective learning method (Hägg & Gabrielsson, 2020; Kassean et al., 2015; Pittaway & Cope, 2007a).

Today, entrepreneurship education is often designed with experiential and action-based pedagogical elements (Gielnik et al., 2015; Neck & Greene, 2011), in which learning through entrepreneurial action is a core component (Pittaway & Cope, 2007a; Rasmussen & Sørheim, 2006). For example, problem-based learning (San Tan & Ng, 2006), internships (Kubberød & Pettersen, 2018), simulations (Pittaway & Cope, 2007b), and real venture creation (Lackéus & Williams Middleton, 2015) have been reported as key pedagogical methods designed to increase students' learning through active participation in practical learning activities (Neck & Corbett, 2018; Rideout & Gray, 2013; Robinson et al., 2016). Accordingly, entrepreneurship education has become multi-faceted, serving to develop students' skills and awareness of business start-ups, in addition to providing an in-depth understanding of the entrepreneurial processes in a variety of contexts (Man & Farquharson, 2015; Nabi et al., 2017; Neck & Greene, 2011). Thus, the practices of entrepreneurship education have shifted from largely relying on creating and running a business as an outcome toward a focus on processes that allow learners to develop entrepreneurial skills and competences (O'Brien & Hamburg, 2019). Moreover, entrepreneurship education courses and programs provide students with an opportunity to explore and experience entrepreneurship in a safe learning environment (Haneberg, 2020).

As part of this development, entrepreneurship education is usually carried out as a team-based activity (Blenker et al., 2011; Hytti et al., 2010; Warhuus et al., 2017), in which the students are grouped into teams when participating in action-oriented learning activities. As such, developing collaborative competences has become key to entrepreneurship education. By contrast, this reflects the fact that entrepreneurs

mostly operate in new venture teams (Gartner, 1988; Harper, 2008; Wasserman, 2012), that they must form networks (Anderson et al., 2010; Vissa & Chacar, 2009; Zheng et al., 2020), and interact with others to draw on the resources of others (Björklund & Krueger, 2016; Clough et al., 2019). Importantly, when learning activities are team-based, well-functioning student teams become crucial in facilitating learning, an aspect that, so far, has received limited attention in the scholarly literature.

Several studies have shown positive results regarding the effects of entrepreneurship education (Carpenter & Wilson, 2021; Jones et al., 2017; Karlsson & Moberg, 2013; Nabi et al., 2017; Pittaway & Edwards, 2012), and they have provided insights into how courses and programs should be designed to promote student learning (Longva & Foss, 2018; Warhuus & Basaiawmoit, 2014) and what skills students learn (e.g., Hahn et al., 2017; Harms, 2015; Huebscher & Lendner, 2012; Neck & Greene, 2011). Yet, our understanding of how entrepreneurship education influences students' learning behaviors and processes, that is, how students learn from participating in entrepreneurial actions, is far from complete (Pittaway & Cope, 2007a; Smith et al., 2022). Since entrepreneurship education gives students more control over their own learning processes (Robinson et al., 2016), some fundamental pieces regarding our understanding of students' learning processes in action-based entrepreneurship education are missing. For example, past research has tended to focus on what is learned, often pointing to increase the students' intentions, self-efficacy, or particular skills and knowledge, without thoroughly examining the students' learning processes that lead to the increase (Béchard & Grégoire, 2005; Mwasalwiba, 2010; Nabi et al., 2017). Hence, the processes influencing learning outcomes are overlooked, yet they are highly relevant for understanding the variations in students' learning outcomes and detecting the key processes that cause effects (Hägg & Kurczewska, 2022; Aadland & Aaboen, 2020).

Although the existing literature's focus has provided important insights into understanding the students' development of skills and competencies from

entrepreneurship education (Mwasalwiba, 2010; Nabi et al., 2017; Rideout & Gray, 2013), only a few studies have addressed how team-based approaches might influence students' learning outcomes (Hytti et al., 2010; Man & Farquharson, 2015). Further, extant research has been criticized for not emphasizing the team as the unit in which learning takes place when assessing student learning in entrepreneurship education (Lackéus, 2014, 2020; Pittaway et al., 2009). Hence, this thesis is a timely exploration of how team processes influence students' learning processes.

Since this thesis aims to carefully examine students' learning processes through the combination of action- and team-based entrepreneurship education, in the following sections, I will go more in-depth into understanding students' learning processes from experiential and team-based learning methods.

2.1.1 Experiential Learning Through Action-Based Entrepreneurship Education

In action-based entrepreneurship education (Rasmussen & Sørheim, 2006), students are to learn entrepreneurship through engaging in practical learning activities and, in conjunction, are encouraged to take responsibility for their own learning process (Gielnik et al., 2015; Rideout & Gray, 2013; Robinson et al., 2016). As such, these programs explicitly adopt an experience-based pedagogy. Experience-based pedagogy consists of three interrelated components that facilitate learning: action, reflective thinking, and domain-specific knowledge (Hägg, 2017; Kassean et al., 2015). In entrepreneurship education, experiential learning is designed to occur through a process in which students engage in entrepreneurial activities that create experiences. Thereafter, they reflect on their actions and experiences, draw abstractions from the reflections, and apply the abstraction to new experiences and actions (Hägg & Kurczewska, 2022; Itin, 1999; Stehno, 1986). Adopting an experiential-based pedagogy allows students to develop skills in an experiential, interactive manner (Hoppe, 2016), as they take an active role in their own learning process (Robinson et al., 2016). The teacher's role in this process is to *facilitate* the students' learning process through

different pedagogical methods that stimulate learning through action, reflection, and domain-specific knowledge (Hägg, 2020; Neck & Corbett, 2018; Robinson et al., 2016).

Experiential learning is argued to be essential for enhanced learning in entrepreneurship education, as it develops students' abilities and skills in understanding how to perform entrepreneurial activities (Gielnik et al., 2015; Pittaway & Edwards, 2012; Rae, 2009), but also for developing their understanding of entrepreneurship (Duval-Couetil, 2013; Kassean et al., 2015; Pittaway et al., 2009). There are different ways to engage students in entrepreneurial action, for instance, through the development of real-life ventures. Action-based entrepreneurship education that applies real-life venture creation to increase students' learning can be referred to as a venture creation program (Lackéus & Williams Middleton, 2015). Thus, venture creation programs allow students to experience new venture creation as a formal part of the curriculum, with the intention of allowing the students to continue running the venture post-graduation (Lackéus & Williams Middleton, 2015).

Existing studies have provided insights into the design of these venture creation programs, showing varieties in the methods and activities used to stimulate the development of new ventures and students' learning (cf. Barr et al., 2009; Lundqvist, 2014; Ollila & Middleton, 2011; Rasmussen & Sørheim, 2006; Warhuus & Basaiawmoit, 2014). Further, studies have shown that venture creation programs put high demands on students causing emotions and stress (Haneberg & Aadland, 2019; Lackéus, 2014), and that their challenging learning tasks contribute to students' development of an entrepreneurial identity (Donnellon et al., 2014). However, more knowledge is needed on how the learning interventions, venture creation activities, and the environment of the venture creation program influence the development of the new venture teams and hence the students' learning process. Thus, little is known about the students' team-based learning process in relation to the real-life venture creation process.

2.1.2 Team-based learning through entrepreneurship education

The use of teams for pedagogical purposes has become an integral part of entrepreneurship education (Arpiainen & Kurczewska, 2017; Karlsson & Nowell, 2020) for several reasons. First, team-based learning adds value by combining specific learning content, such as entrepreneurship, with collaborative learning, and peer learning (Michaelsen et al., 1982). Collaborative learning can broadly be defined as "a situation in which two or more people learn or attempt to learn something together" (Dillenbourg, 1999, p. 1). As such, it is the work that students achieve together in an entrepreneurial team process (Warhuus et al., 2017), in which learning takes place through interactions among students (Hägg, 2020). Hence, by applying collaborative learning pedagogy, students learn additional skills and knowledge for interactions and collaboration (Harms, 2015; Lackéus, 2020; Pazos et al., 2022).

Second, the ability to collaborate is deemed vital both for an entrepreneurial process (Baron & Markman, 2000; McMullen, 2015; Seet et al., 2018), and for the future workforce in general (Driskell et al., 2018; Wheelan, 2014). As such, collaborative skills are a necessary competence for entrepreneurship education students to learn (Kotey, 2007). For instance, in teams, entrepreneurial decision-making and action become a complicated relational process involving several parties and not just the entrepreneurs (McMullen, 2015; Thrane et al., 2016). When performing entrepreneurial activities, such as opportunity development (Dimov, 2007a, 2007b), resource mobilization (Warhuus et al., 2017), stakeholder interactions (Biffi et al., 2017), and network building (Anderson et al., 2010; Soetanto, 2017; Zheng et al., 2020), soft skills, such as the ability to collaborate and communicate, are crucial for the venture's success.

Third, in entrepreneurship education, teamwork reflects the authentic context of entrepreneurship, where the practice of actual new venture creation is often performed by a new venture team (Gartner, 1988; Harper, 2008) and the entrepreneurial process is shaped by the team driving it from the start (Jung et al.,

2017; Ruef, 2010). Thus, applying teamwork as a learning tool in entrepreneurship education allows students to experience the real environment of new venture creation, where multiple individuals take different roles in the team (Shepherd & Krueger, 2002) and where coordination of the individuals' roles and efforts is needed to achieve sufficient progress in the learning process (Pazos et al., 2022). As such, through practicing teamwork, entrepreneurship education students can learn the skills necessary for new venture success (Brattström et al., 2020; Brinckmann & Hoegl, 2011; Pazos et al., 2022).

Team-based learning has several advantages, such as promoting students' motivation (Clark & Dumas, 2015; Tran, 2019) and increasing their' achievement and satisfaction (Kyndt et al., 2013; Zepke & Leach, 2010). Despite these positive effects, research also suggests that diversity among team members can result in conflict or other dysfunctional team behavior, which can reduce team performance and student satisfaction (Butler & Williams-Middleton, 2014; Neumeyer & Santos, 2020; Wang et al., 2020) and influence the individual student's learning outcome (Hytti et al., 2010). Thus, the social process that takes place in student teams is a vital factor for students' learning (Le Pontois & Foliard, 2018), as the team environment will define how much the students interact within the team and across its boundaries. Therefore, the team setting can have particularly important implications for students' learning when team-based and action-based interventions are combined, as the students are supposed to learn from experiences created by teams of peer students (Pittaway & Cope, 2007b). Hence, an increased understanding of the students' learning processes in situations that combine action-based and team-based pedagogical components is strongly needed.

2.1.3 New Venture Teams as a Learning Method in Venture Creation Programs

In venture creation programs, the venture creation process runs as the students' primary "learning vessel" (Lackéus & Williams Middleton, 2015), where the students learn entrepreneurship through combining their own experiences with academic

training (Barr et al., 2009; Haneberg & Aadland, 2019). An objective of venture creation programs is that the students will learn by going through real-life venture creation activities, reflecting upon actions taken, developing decision-making processes, and prioritizing activities, all with the intent of creating a new venture (Lackéus & Williams Middleton, 2015; Ollila & Middleton, 2011; Rasmussen & Sørheim, 2006). A key characteristic of the students' venture creation process is that students operate in teams (Lundqvist, 2014; Ollila & Middleton, 2011), in which the behavior of the new venture team plays a crucial role in the venture creation process (Baron, 2007; Brattström et al., 2020). Consequently, the students' learning outcomes stem largely from the new venture team's actions in the process (Haneberg & Aadland, 2019; Hytti et al., 2010; Lackéus & Williams Middleton, 2015).

Only a few studies have explored aspects of students' learning processes in venture creation programs. Haneberg and Aadland (2019) pointed to the importance of progression in the venture creation process for students' learning. They showed that students who abandon their venture creation process still learn from second-hand experiences of peer students' venture creation activities through the programs' community, but they learn less than students who continue the venture creation process throughout the program (Haneberg & Aadland, 2019). Williams Middleton and Nowell (2018) studied team processes in venture creation programs in particular and found that new venture teams with higher frequencies of trust in their documented team norms were more likely to preserve through venture emergence compared to those with low frequencies. New venture team members interact under uncertainty and interdependence (Townsend et al., 2018), conditions that make trust relevant (Schoorman et al., 2007). Conversely, the lack of trust in a new venture team might cause problems for teamwork (Brattström, 2019; Khan et al., 2015), which can result in students abandoning the venture creation process before graduation and venture launce (Haneberg & Aadland, 2019; Williams Middleton & Nowell, 2018). In this case, the students will miss out on later phases of the entrepreneurial process and therefore learn less (Haneberg & Aadland, 2019; Ollila & Middleton, 2011). The ideal situation is

to keep the "learning vessel" (i.e., the venture) running throughout the program so that the students' learning experience is utilized (Lackéus & Williams Middleton, 2015; Pittaway et al., 2015). Accordingly, new venture teams are both an important source and driver of students' learning in venture creation programs. Yet beyond the issue of trust, few studies have addressed the students' new venture team development processes in this setting.

As previous research comes short of explaining the students' new venture team processes in venture creation programs I explored prior research about new venture teams, entrepreneurial teams, and group work in general, and venture creation programs in particular, to understand the development of new venture teams.

2.2 Development of New Venture Teams

New venture teams consist of individuals who work together to create new ventures. New venture teams are receiving increased attention among entrepreneurship scholars (e.g., Ben-Hafaïedh, 2017; Cardon et al., 2017; De Mol et al., 2015; Klotz et al., 2014; Knight et al., 2020; Lazar et al., 2020). Studies have shown that the team is an essential unit that influences the creation and performance of new ventures (Ben-Hafaïedh, 2017; Khan et al., 2015; Klotz et al., 2014). Much of the research on venture teams is built on upper echelons perspectives (Hambrick, 2007; Hambrick & Mason, 1984), and group/team development theories adopting the organizational behavior input-mediator-output (IMO) framework (Hackman & Morris, 1975; McGrath, 1984), seeking to link attributes of top management teams to firm performance (e.g., Balkin & Swift, 2006; Ensley & Hmieleski, 2005; Ensley et al., 2006; Ferriani et al., 2009; Zhou et al., 2015). The application of the IMO framework has brought dynamic process thinking into the field, as it is used to map out how team characteristics interact with team behavior processes (such as conflicts, learning or action processes) or emergent states (such as cohesion, trust, and cognition) in achieving outcomes (Jin et al., 2017; Klotz et al., 2014; Lazar et al., 2020). However, the broad application of theories from the fields of management and organizational behavior has resulted in a

disproportionate focus on established top management teams compared to nascent new venture teams at venture emergence (Klotz et al., 2014; Lazar et al., 2020). Nascent new venture teams experience problems that are not well captured when applying theories designed for traditional work teams and management teams. Factors such as uncertainty, unpredictability, ambiguity, and changing environments influence new venture teams on a daily basis to an extent far from what traditional work teams and top management team experience (McKelvie et al., 2011; McMullen & Shepherd, 2006). Unlike teams in established organizations, new venture teams and their tasks are not typically embedded in predefined organizational structures (Blatt, 2009); thus, the processes of teams in organizations do not transfer perfectly to new venture teams' processes.

Understanding new venture team's behavior and teamwork processes has been indicated as important for addressing mechanisms that explain variation in performance better than team composition (Brattström et al., 2020; DeChurch et al., 2013; Klotz et al., 2014). Despite advances in research on new venture teams, the field still lacks knowledge on how new venture teams form, function, and evolve over time (Ben-Hafaïedh, 2017; Cooney, 2005; Klotz et al., 2014) and on the influence these processes have on team dynamics, action, learning, and performance (Harper, 2008; Schjoedt & Kraus, 2009b; Williams Middleton & Nowell, 2018). Knowledge about the new venture teams' behavior in these processes could give us insights into an important predictor of venture outcomes (Argote & Ren, 2012; Forbes et al., 2006), thus also contributing important understandings of how students' learning outcomes are moderated by team efforts (Hytti et al., 2010). This knowledge is particularly needed to understand how venture creation programs can facilitate the new venture teams' processes to ensure the utilization of the students' learning experience.

In the following section, I will define the new venture teams, elaborate on the new venture teams' multiple roles, and discuss some key team processes that new venture teams go through in the venture creation process.

2.2.1 Defining the New Venture Team in Venture Creation Programs

There are various terms and definitions used to describe teams establishing new ventures in the literature, such as entrepreneurial team (Cooney, 2005; Kamm et al., 1990; Lazar et al., 2020), founding team (Eisenhardt & Schoonhoven, 1990), new venture team (Brattström et al., 2020; Klotz et al., 2014), and start-up team (Brattström, 2019; Knight et al., 2020; Rauter et al., 2018) (see Table 1 in Appendix for an overview of common definitions). For the purpose of this thesis, I use the term "new venture team" and follow the definition given by Brattström et al. (2020, p. 5): "two or more individuals who commit to each other, who interact dynamically, interdependently and adaptively to create a new firm with specific goals, boundaries and coordinated systems of activities."

First, this definition is particularly suitable for describing the new venture teams in a venture creation program as it focuses on team members' commitment, encompassing all members involved in carrying out the tasks, rather than binding the team to financial ownership (or equity) which is often used in other definitions (e.g., Cooney, 2005; Kamm et al., 1990; Knight et al., 2020). For students in venture creation programs who are in the early phases of new venture creation, financial ownership is often not yet organized (Brinckmann & Hoegl, 2011) or can be bounded in agreements with technology transfer offices (TTOs) or external idea owners (Barr et al., 2009; Lundqvist, 2014). Hence, psychological ownership tends to be a more important factor influencing students' efforts and commitment (Haneberg et al., 2018).

Second, the focus on interactions and actions in the execution of activities rather than management is descriptive, as the student's active participation in the venture creation process is an important requirement for the student to pass the program (Lackéus & Williams Middleton, 2015). Third, this definition highlights the complex and important role of the new venture team in the venture creation process. Thus, it reflects a comprehensive view of the team and its two-fold role in developing the team and the venture. Developing these facets simultaneously is not a

straightforward process. The team should interpret and respond to the external environment while simultaneously managing the venture internally (Hambrick, 2007; Schjoedt & Kraus, 2009a). I will elaborate on the new venture teams' multiple roles in the next section.

2.2.2 The New Venture Teams' Multiple Roles

The new venture team aims to lead the new venture through the various stages of the venture creation processes (Ensley et al., 2006; Klotz et al., 2014). A key mission is to manage the team, so that they are able to produce the desired results under the uncertain, dynamic, and emergent environment of new venture creation (McKelvie et al., 2011; Smilor, 1997; Vogel, 2018). This indicates that the new venture team must combine its members' skills, experiences and knowledges in an effective and dynamic way (Brattström et al., 2020; Klotz et al., 2014), which enables the members to perform the multiple roles required for new venture creation, such as innovators, product developers, logistics experts, marketing, and social media experts, sales people, leaders, and accountants. The new venture team's role is complicated by the fact that they should handle both the novelty and unstructured tasks of venture creation (Amason et al., 2006), as well as the uncertainty and risk embedded in the venture creation process (McMullen & Shepherd, 2006), without the benefit of historical knowledge (Amason et al., 2006; Cooper et al., 1994). Hence, the structuring of the team and its initial teamwork routines must be set from the outset and allow changes as the venture progresses.

Teamwork is used as a concept to describe how team members function together (Driskell et al., 2018; Salas et al., 2005). Existing research suggests that teamwork plays an important role in the team's outcomes (e.g., Brattström et al., 2020; Brinckmann & Hoegl, 2011; Diakanastasi et al., 2018; Ensley et al., 2003). Due to its tacit nature and social complexity, teamwork is difficult to imitate (Argote & Ren, 2012), and new venture team members cannot simply gather around a task and expect to work well together (Brattström et al., 2020). The new venture team's ability to share

and coordinate tasks, estimate effects of possible events, solve problems, make decisions, learn, and allocate resources will influence the teamwork, and consequently the performance of the new venture (De Mol et al., 2015; Zhao et al., 2013). Thus, how a new venture team initially structures its teamwork has implications for the learning processes of team members (Pazos et al., 2022; Ravasi & Turati, 2005), for later phases of venture creation (Bird et al., 2012), and for venture success (Knipfer et al., 2018; Schjoedt & Kraus, 2009a), all of which puts high demands on the teams (Knipfer et al., 2018; McMullen & Shepherd, 2006).

For students, the inherent tension that arises from combining real-life venture creation and learning objectives further complexifies the new venture team's initial role. A student new venture team is responsible for the progress and performance of its own venture (Haneberg & Aadland, 2019) as well as the learning outcomes of the team members (Pittaway & Cope, 2007b). Students in venture creation programs need to make sure that their new venture team accomplishes its goals and enhances and maintains collaboration among its members to foster students' learning. This means that the students must create effective teamwork processes that enable them to progress in the venture creation process and maintain their collaboration. This will also require that the team goes through several development processes (Ben-Hafaïedh, 2017).

2.2.3 New Venture Teams' Processes

Creating a new venture is a co-emergent process of both the venture and the new venture team (Lechler, 2001; Sardana & Scott-Kemmis, 2010). To solve complex tasks involved with venture creation, the new venture team members need to adapt to each other's expertise, preferences, and motives (Cardon et al., 2017), both with respect to the team dynamics and the development of the venture (Lechler, 2001). This implies that members of a new venture team must develop to become a collective unit at the same time as maintaining a shared understanding of the dynamic situation within which they find themselves. Research on team development has mainly focused on

how team activities change over the lifetime of the team (Miller, 2009). As new venture team members work together to convert resources into meaningful outcomes (Klotz et al., 2014; LePine et al., 2008), improvements in the teams' interactions and actions are likely to occur; thus, the team develops. An essential phase of new venture team development is new venture team formation, as it sets out the teams' initial norms, roles, and interaction patterns (Held et al., 2018; Lazar et al., 2020; Misganaw, 2022; Yusubova et al., 2020). How new venture teams are formed and how they go about to initiate their teamwork processes to create a new venture have imprinting effects on the teams' development process (Brattström et al., 2020; Misganaw, 2022).

Extensive efforts have been put into understanding elements that might describe the quality of the new venture teams' overall collaboration climate, such as team cohesion, team passion, trust, and commitment, and its effect on the venture's performance (Chen et al., 2017; Chowdhury, 2005; Khan et al., 2015). However, these are states that emerge over time as the team interacts and gain experience from working together. For instance, team cohesion concerns the team's togetherness, and is the extent to which the team members feel attached to each other and the team tasks; it is the existence of a "we-feeling" (Mullen and Copper, 1994). Team cohesion is often linked to team members' level of trust and satisfaction, and is particularly important for new venture teams that operate under ambiguous conditions (Ensley et al., 2002). Team cohesion has been shown to have positive effects on new venture teams' performance; for instance, it has been shown to play an important role in conflicts in teams (Ensley et al., 2002), and venture capitalists prefer teams with high cohesion (Franke et al., 2008).

As new venture teams make plans, take actions, and coordinate efforts, intrateam disagreements are often inevitable (Klotz et al., 2014). Incompatibility, disagreements, and dissonance between team members often create conflicts (Ensley et al., 2002) and can arise from disagreements over task issues such as resource distribution, procedures, urgency, judgment of facts (De Dreu & Weingart, 2003), or

more relational differences in values or personalities (Jehn & Mannix, 2001). Conflict has been found to have effects on several outcomes of new venture teams, such as increased creativity, reduced sales and growth, or team members exiting (Foo, 2011; Ucbasaran et al., 2003; Vanaelst et al., 2006); however, the results are mixed, and the reason for mixed results is often explained by contextual elements. Rahim (2002), suggested that it is the way a team responds to and manages the conflicts that determines its effects on outcomes. Conflict management is crucial for sustaining team efficiency and effectiveness (O'Neill & Mclarnon, 2018; Somech et al., 2009). Importantly, conflict management is not only about solving occurred conflicts but also about taking action in situations that have the potential for conflicts to arise (Marks et al., 2001; Rahim, 2002). As such, new venture teams must develop conflict management capabilities that enable them to mitigate the potential negative effects from conflicts (Jehn & Bendersky, 2003; Marks et al., 2001; Mathieu & Schulze, 2006) and enhance their creativity, satisfaction, teamwork capabilities, and favorable entrepreneurial performance (Chen et al., 2017; Khan et al., 2015). Studies have shown that these capabilities emerge over time as teams interact (Rahim, 2002), and that management style often influences the team's communication climate and role division (De Dreu & Beersma, 2005; Somech et al., 2009). Thus, both teamwork and new venture creation require that the new venture team have capabilities that increase the quality of their collaboration and activities. However, less is known about how new venture teams take a proactive role (if they do) in developing their management capabilities.

Moreover, as the new venture team operates in the early stages of new venture development, challenges, and setback related to access to resources, legitimacy, market acceptance and product development (Lechler, 2001; Rauter et al., 2018). However, these challenges can also provide important opportunities for learning. Previous research has emphasized the importance of entrepreneurial learning for entrepreneurs (Corbett, 2005; Minniti & Bygrave, 2001; Politis, 2005; Rae, 2005; Sardana & Scott-Kemmis, 2010), as it can give them advantages that enable them to

make necessary progress in setting up new ventures (Aldrich & Yang, 2014; Vogel, 2018; Wang & Chugh, 2014). Although it is well accepted that the development processes of a new venture team are key factors for predicting performance, more knowledge is needed to understand how new venture teams ensure sufficient progress in the phases of new venture emergence (Klotz et al., 2014). The literature has pointed to important states and explained teams' development stages (Hackman, 1990; Hackman & Morris, 1975; Rickards & Moger, 2000; Tuckman, 1965), but less is known about how new venture teams engage themselves in learning processes. Moreover, there is scarce knowledge about the relations between new venture teams' learning processes and teamwork processes, particularly in entrepreneurship education.

In summary, as the new venture team takes action to test hypotheses or moves, or to discover and assess their impact, both in relation to their collaboration and venture creation, they are most likely to experience change in their behavior to function better, as a result of learning from action taken. Thus, the next section will focus on research that has contributed knowledge on entrepreneurial learning, followed by the presentation of the identified knowledge gaps that this thesis seeks to address.

2.3 Entrepreneurial Learning

> "Entrepreneurship is a process of learning" (Minniti & Bygrave, 2001, p. 7)

Following the statement of Minniti and Bygrave (2001), the concept of entrepreneurial learning is generally considered as learning that takes place in the entrepreneurial process. Since the turn of the millennium, entrepreneurial learning has been a concept of interest within the field of entrepreneurship research (cf. Holcomb et al., 2009; Politis, 2005; Ravasi & Turati, 2005; Wang & Chugh, 2014; Zozimo et al., 2017). The field emerged as scholars found that neither existing theories of individual nor organizational learning could appropriately explain or be used to understand the learning process of entrepreneurs during new venture creation (Deakins & Freel, 1998). The research interest has developed substantially in the last decade and is now broadly

positioned within the field of entrepreneurship (Wang & Chugh, 2014). The development has resulted in various conceptualizations of entrepreneurial learning, and as it has been explored at various levels (individual, teams, and organization). Further, entrepreneurial learning is central in student learning in action-based and experiential entrepreneurship education, as students are expected to gain entrepreneurial knowledge through an entrepreneurial process (Haneberg & Aadland, 2019; Hägg & Kurczewska, 2022; Lackéus & Williams Middleton, 2015). Thus, entrepreneurial learning is important both for students' venture progression and learning outcomes (Haneberg & Aadland, 2019).

Throughout the literature entrepreneurial learning is often termed as a synonym for entrepreneurs' learning. For instance, Rae (2005) defined entrepreneurial learning as "learning to recognize and act on opportunities, and interacting socially to initiate, organize and manage ventures" (p. 324). Politis (2005) defined it as a "continuous process that facilitates the development of necessary knowledge for being effective in starting up and managing new ventures" (p. 401). Depending on the perspectives applied, other definitions have tapped into many ways by which entrepreneurs learn. Entrepreneurial learning has, for instance, been portrayed as a process in which entrepreneurs learn from the acquisition of experiences during the venture creation process (Politis, 2005), observing the experiences of others (Holcomb et al., 2009; Sardana & Scott-Kemmis, 2010; Zozimo et al., 2017), through continual trial and error (Cope, 2011), learning by doing (Cope & Watts, 2000), and employing specific learning behaviors (West III & Gemmell, 2020).

Challenges central in the field of entrepreneurial learning concern what entrepreneurs do and learn during entrepreneurial processes, and how and when the learning processes take place (Cope, 2005; Wang & Chugh, 2014). Over the years, the field has moved from a focus on cognitive learning processes, toward a more practical understanding of how entrepreneurs develop both themselves and their business simultaneously (Macpherson et al., 2022; Minniti & Bygrave, 2001; Nogueira & Alsos,

2018; Sardana & Scott-Kemmis, 2010). When explaining entrepreneurs' learning process, most scholars have focused on the role of an individual's experiences as a source for learning (Nogueira, 2019; Wang & Chugh, 2014). However, recently scholars have turned to a broader application of learning perspectives, such as organizational learning (Crossan et al., 1999; Rupčić, 2019) , social learning (Bandura, 1977) , situated learning (Brown et al., 1989; Lave & Wenger, 1991) and collective learning (Capello, 1999), to better understand how entrepreneurs learn. This has led to new insights regarding how entrepreneurs learn from various sources and in various settings.

For the purpose of this thesis, I will go deeper into the perspectives of experiential learning, situated learning, and collective learning, given their district focuses on 1) learning occurring from accumulation of experiences (experiential learning), 2) learning as contextually embedded (situated learning), and 3) learning occurring through interactive processes (collective learning). For the thesis, I consider these perspectives as complementary to the understanding of new venture teams' learning processes in venture creation programs. These perspectives allow me to explore learning at the individual, community, and collective levels, thus capturing the learning of individual team members, learning across the new venture team's boundaries, and learning within the collective unit of the new venture team. Moreover, these perspectives are all suited to exploring various aspects of students' learning processes from new venture teams' actions within the context of venture creation programs.

In the following sections, I will elaborate on the key research from each learning perspective relevant for further developing our understanding of entrepreneurial learning in new venture teams. As a starting point, Table 2 provides an overview of the key characteristics of the three learning perspectives.

Table 2.1 *Comparison of Entrepreneurial Learning from the Experiential, Situated, and Collective Learning Perspectives*

	Experiential Learning	**Situated learning**	**Collective learning**
Level of learning	Individual	Community	Collective
Source of learning	Learning from own experiences	Learning in the environment	Learning through collective actions and interactions
Building on	Kolb (1984): Experiential learning theory	Lave and Wenger (1991): Situated learning theory: Community of practice	Capello (1999): Collective learning theory Edmondson (1999): Team learning theory
Suited to understand	Learning from critical events	Learning in networks, incubators, regional environment, education	Learning as a social process between agents
Knowledge is	Personal	Situated	Shared
Learning occurs	*Accidental* Learning happens under unusual circumstances, such as failure or significant changes	*Ongoing* Learning is a part of daily practice.	*Self-directed* Learning occurs as an agent interacts to solve issues or seek knowledge together
Concerns	Entrepreneurs' ability to act on opportunities and coping with the liabilities of newness	How entrepreneurs learn from taking part in the entrepreneurial practice	How new venture teams behave to learn together in the venture creation process
Suited to study the learning of	Individual team members	Across the new venture team's boundaries	Within the collective unit of the new venture team

2.3.1 Experiential Learning Perspective

The understanding that entrepreneurs acquire from experiences has been fundamental to the development of the entrepreneurial learning literature (Nogueira,

2019; Wang & Chugh, 2014). Understanding how entrepreneurs learn from their experiences during the entrepreneurial process has received vast scholarly attention, and learning by doing and learning "on the job" has often been the notion of how entrepreneurs learn (Aldrich & Yang, 2014; Cope & Watts, 2000; Deakins & Freel, 1998; Minniti & Bygrave, 2001). To understand how entrepreneurs evolve and develop knowledge from their experiences of entrepreneurial action, numerous studies have applied the processual perspective informed by Kolb's (1984) theory of experiential learning. Kolb (1984) defined learning as "the process whereby knowledge is created through the transformation of experience" (p. 38) and suggested that an individual must go through a four-stage process to learn effectively from an experience: (1) concrete experience, (2) reflective observation, (3) abstract conceptualization, and (4) active experimentation. The core of experiential learning is the value of active, personal, and direct experiences, in which effective learning occurs as cyclical processes moving between action and reflection (Kolb & Kolb, 2005; Kolb, 1984). Studies adopting this perspective conceptualize the transformation of experiences from the entrepreneurial process as a way for entrepreneurs to improve their abilities to develop and exploit opportunities (Corbett, 2005, 2007), to learn how to overcome obstacles in the venture creation process (Politis, 2005), and to fundamentally improve their higher level learning (Cope, 2005).

Early experiential learning research in the field was static and focused on the impact of past experiences and prior knowledge on learning processes and the accumulation of new knowledge (Holcomb et al., 2009). This literature showed that entrepreneurs with prior start-up experience are more successful and effective in starting up and managing their second, third, etc. venture (Politis, 2008). Other studies refer to experiences as a mechanism for learning, in which entrepreneurial learning occurs under special circumstances (Cope & Watts, 2000), such as failure (Cannavacciuolo et al., 2017; Cope, 2011; Lattacher & Wdowiak, 2020), positive and negative experiences (Minniti & Bygrave, 2001), or other significant changes. Corbett (2005, 2007) used Kolb's (1984) learning styles to better understand the opportunity

identification and exploitation process. He found that different learning styles may be more or less effective during different stages of the opportunity identification and exploitation processes (Corbett, 2005), and that due to learning asymmetries, some individuals are better at recognizing opportunities for entrepreneurial activities than others (Corbett, 2007).

Overall, experiential learning is a functional model for explaining how individual entrepreneurs learn from what they are doing in the venture creation process. However, several researchers have also pointed to aspects of entrepreneurs' learning that are not sufficiently explained through the experiential learning perspective and that the experiential learning perspective has some limitations. For instance, it will be highly costly and time-consuming for novice entrepreneurs to learn primarily through direct experiences (Wood & Bandura, 1989), and a considerable part of learning is likely to be learned observing others (Kim & Miner, 2007; Mansoori, 2017) or from second-hand experiences through social engagements (Haneberg & Aadland, 2019). Further, entrepreneurship scholars adopting the experiential learning perspective have been criticized for not sufficiently taking into account that entrepreneurs' learning takes place in a social environment (Hamilton, 2011). The development of new ventures typically occurs in a context where there is a need to go beyond the information that entrepreneurs already possess (Zheng et al., 2020). Entrepreneurial learning during the venture creation process must recognize the importance of interacting socially (Dimov, 2007b; Rae, 2005). Thus, alternative perspectives on learning can broaden our understanding of relevant topics, such as how the context and social environment that the entrepreneurs find themselves within impact learning.

2.3.2 Situated Learning Perspective

An emerging perspective in the entrepreneurial learning literature is situated learning (Nogueira, 2019; Wang & Chugh, 2014). Scholars taking a situated learning perspective have stressed that entrepreneurial learning is a social process that cannot be achieved or explored separately from the context in which it occurs (Harrison & Leitch, 2005;

Taylor & Thorpe, 2004). Situated learning theory provides a framework for exploring forms of learning in a social context (Lave & Wenger, 1991), as it emphasizes the idea that much of what is learned is specific to the situation in which it is learned (Anderson et al., 1996; Brown et al., 1989; Cobb & Bowers, 1999; Wilson & Myers, 2000). This learning perspective draws on Vygotsky's (1978) activity theory of social cognition, which considers learning as a transaction between a person and its social environment. The situated learning perspective allows entrepreneurial learning to be conceptualized as embedded in a particular social, cultural, and relational context (Hamilton, 2011; Jack & Anderson, 2002; Lave & Wenger, 1991). The perspective suggests that entrepreneurial learning is situated in the daily activities of the venture creation process (Cope, 2005), in which entrepreneurs acquire new knowledge from social interactions in the environments in which they take part. Here, the social, cultural, and relation context of the environment mediates the learning process through which entrepreneurs acquire new knowledge; hence, these factors provide both constraints and opportunities for learning (Cannavacciuolo et al., 2017). Consequently, the situated learning perspective can explain how the environments within which the entrepreneurs operate influences entrepreneurial learning processes and outcomes.

The concept of community of practice is a central construct of situated learning theory (Brown & Duguid, 1991; Wenger, 1998; Wenger, 2000) that emphasizes the development of learning as a phenomenon occurring through participation with a "social learning system" (Gherardi et al., 1998; McDermott, 1999; Wenger, 1998). Communities of practice are formed by people who engage in a process of collective learning in a shared domain of human endeavor and are defined as "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger et al., 2002, p. 4). Through interactions and mutual engagement within the specific domain or activity of the community, a professional identity and knowledgeable practices are jointly developed (Lave & Wenger, 1991; Thorpe et al., 2005; Wenger, 1999; Wenger, 2000). Within the "social learning system" of a community of practice

(Wenger, 2000) entrepreneurs learn from doing (Rae, 2000), as they take part in a collective practice (Thompson & Illes, 2021), and reflect collectively on their practices (Cope, 2003; Lefebvre et al., 2015). Hence, a community of practice can provide induction for students in venture creation programs for stimulating their learning not only for identification of practical skills but also of how to be and their acquisition of status (Rigg et al., 2012; Warren, 2004).

Entrepreneurial learning within communities of practice has recently received the attention of scholars and has been explored in social environments, such as family businesses (Hamilton, 2011; Konopaski et al., 2015), business incubators (Theodorakopoulos et al., 2014), accelerators (Mansoori, 2017), entrepreneurial networks (Bergh et al., 2011; Lefebvre et al., 2015; Taylor & Thorpe, 2004), venturing communities (Karataş-Özkan, 2011), entrepreneurial training programs (Nieminen & Hytti, 2016), student's entrepreneurial ecosystems (Donnellon et al., 2014; Haneberg & Aaboen, 2021), and entrepreneurship education (Haneberg & Aadland, 2019; Howorth et al., 2012; Kubberød & Pettersen, 2017, 2018; Lockett et al., 2017). These studies underline entrepreneurs' learning as interweaved with the history, habits, routines, norms and practice of the specific community studied (Thompson & Illes, 2021). Here, the entrepreneurs go through learning processes of negotiation and argumentation (Taylor & Thorpe, 2004), and learners adapt to the shared practices of the community as they participate in mutual engagements (Haneberg & Aaboen, 2021). These studies have shown that entrepreneurs learn a great part of what they know from others through social interactions and observations in the communities as they partake in mutual engagements while operating in the community on an ongoing basis (Cannavacciuolo et al., 2017). Further, the community develops as the learning needs of the participants in the community change throughout the entrepreneurial process (Lefebvre et al., 2015).

A portion of the existing entrepreneurial learning studies have adopted the notion of "legitimate peripheral participation." It is through a process of "legitimate

peripheral participation" that individuals become members of a community of practice (Lave & Wenger, 1991). Moreover, learning in a community of practice can be explained as an apprenticeship, in which newcomers learn through participating in the practice of more experienced participants of the community. Moreover, newcomers in the community start at the periphery, and as they become more involved and more experienced, they become a community insider (Haneberg & Aaboen, 2021). Some studies have focused on individuals' learning process of legitimate peripheral participation (Konopaski et al., 2015), while others show that learning processes in the periphery can contribute to important entrepreneurial learning and "knowing" of nascent entrepreneurs in early phases of new venture creation (Nieminen & Hytti, 2016; Rigg et al., 2012) and among entrepreneurship education students (Donnellon et al., 2014; Haneberg & Aadland, 2019; Kubberød & Pettersen, 2017, 2018).

Situated learning theory is closely related to social learning theory (Bandura, 1977), as learning in a community often happens through social interactions or vicariously through the observation of other community participants, such as role models, mentors, or more experienced community members (community insiders) (Lefebvre et al., 2015; Rigg et al., 2012). Learning occurs as a process in which entrepreneurs relate what they observe to their own experiences (Holcomb et al., 2009; Lévesque et al., 2009; Mansoori, 2017); thus, not only own experiences but also observations can be important contributors to entrepreneurial learning. For instance, Zozimo et al. (2017) showed that observing role models is equally important for entrepreneurs' learning at both early and later stages of venture creation, since what is modeled often is linked to distinct learning processes and learning tasks. Concerning learning from interactions, Soetanto (2017) showed that when dealing with difficulties, entrepreneurs often seek out their networks or establish new networks within which the entrepreneurs learn to cope with the difficulties through interactions with others. As such, entrepreneurial learning through social relationships and interactions includes how learning from others helps resolve critical incidents in the venture creation process (Saunders et al., 2014; Soetanto, 2017), contributes to the capacity to exploit

entrepreneurial opportunities (Bergh et al., 2011), facilitates access to required resources (Fang et al., 2010), and offers social support to the entrepreneurs (Mansoori, 2017; Nieminen & Hytti, 2016).

Overall, the situated and social perspectives of learning, emphasize entrepreneurial learning as multi-layered (Karataş-Özkan, 2011), going beyond individual boundaries, and as entrepreneurs take part in mutual engagement they contribute beyond an increase in their own learning (Haneberg & Aaboen, 2021). Situated learning theory contributes to an understanding of learning from a cross-boundary perspective and can explain how individual entrepreneurs' increase their entrepreneurial learning from participating in communities of practice. Yet, research has overlooked how new venture teams (and organizational units) collectively learn through participation in communities of practice.

2.3.3 Collective Learning Perspective

The collective learning perspective is far less elaborated in the entrepreneurial learning literature (Wang & Chugh, 2014) compared to the perspectives of experiential and situated learning. Collective learning is defined as "a social process of cumulative knowledge, based on a set of shared rules and procedures which allows individuals to coordinate their actions in search for problem solutions" (Capello, 1999, p. 354). The "social" categorization of the processes underlines that the accumulation of knowledge takes place in a social setting through interactive processes between agents (Capello, 1999), such as new venture team members. Thus, collective learning can take place at different levels: team-level learning, organizational level, regional level, or at any other unique milieu level (Wang & Chugh, 2014).

Only a few research efforts have taken the collective learning perspective to study learning of new venture teams, and most of them only peripherally touch upon learning within the team (e.g., Barney et al., 1996; Breslin & Jones, 2014; Cardon et al., 2017; Zheng, 2012). Some studies have focused on different effects or situations that cause learning in this setting, such as learning effects on experiencing setbacks (Rauter

et al., 2018), whether team members' involvement in learning activities correlates with new venture growth (Chandler & Lyon, 2009), and how heterogeneous teams with relevant skills and experiences provide a strong and supporting learning milieu, where members perceiving experience gaps vis-à-vis their role in the venture learn the most (Sardana & Scott-Kemmis, 2010). Some studies in entrepreneurship have explored collective learning from an organizational level (Brettel & Rottenberger, 2013; Dutta & Crossan, 2005; El-Awad et al., 2017), suggesting the team to be a transmitter for learning between the individuals and the entire firm (Dutta & Crossan, 2005). An important contribution to the field is the conceptual work by El-Awad et al. (2017) which integrates the 4I organizational learning framework with Decuyper et al. (2010)'s organizational team learning framework to better comprehend how individuals' flow of experiences, over time, become institutionalized in the new venture team's routinized behavior. They suggest team-level learning as a connecting mechanism for individual and organizational levels of entrepreneurial learning, through the basic team learning processes, such as sharing, co-construction, and constructive conflicts (Decuyper et al., 2010), and show that team-level processes are related to building organizational routines, which again influence the venture's evolution of innovation capabilities (El-Awad et al., 2017). Team-level processes help the individuals to develop team cognition and actions, which improves the shared understanding among the team members, and the members learn to mutually adjust and become more institutionalized (El-Awad et al., 2017). Nevertheless, studies must empirically explore how collective learning influences new venture teams' processes and outcomes.

Another related, but also quite different, field is entrepreneurial cognition, which relates to how entrepreneurs think and process knowledge. This field has examined how teams collectively understand, evaluate, and make decision, that is, collective cognition (West III, 2007) or team cognition (De Mol et al., 2015). Moreover, it is related to knowing "who knows what" in a team as important for easing the interdependency and coordination of tasks in a new venture team. Team cognition is an important facet of teamwork and teams' interaction processes (Chen et al., 2017;

Tryba & Fletcher, 2020); thus, it can explain variations in team members' learning behaviors and actions and can be considered an emergent state that develops from the new venture team's learning as the knowledge acquired becomes a part of the teams cognition (De Mol et al., 2015; Harvey et al., 2019; Kozlowski & Ilgen, 2006). Yet, team cognition itself does not explain new venture teams' collective learning processes.

Given that the research stream on entrepreneurial learning comes short in providing coherent insights into the process of a new venture team's collective learning, I complement this overview with the literature on collective learning in the context of established organizations. The team learning concept echoes the assumption that collective—not just individuals—can learn (Edmondson et al., 2007), and it builds upon organizational learning theory (e.g., Bresman, 2010; Edmondson, 1999, 2002; Van der Vegt & Bunderson, 2005). Building on Dewey's (1922, 1938) description of team learning as an iterative process in which teams design, carry out, reflect upon, and modify actions, team learning can be specified as a process in which a team takes action, obtains and reflects upon feedback, and makes changes to adapt or improve the teams potential behavior (Edmondson, 1999, 2002; Van Offenbeek, 2001). Thus, team learning entails both cognitive and affective components, in which team members' interactions and shared experiences bring forward changes in the teams' collective level of knowledge and skills (Kasl et al., 1997; Rauter et al., 2018; Schaubroeck et al., 2016). Thus, team learning is viewed as an important aspects of both the teams' interaction (Hackman & Morris, 1975) and action processes (Marks et al., 2001; Van Der Vegt & Bunderson, 2005), thus highly relevant for team performance (Allen et al., 2018; Bresman, 2010; Edmondson et al., 2007).

Much of the existing research has focused on the various outcomes of team learning, showing that knowledge produced by teams is important for organizations to achieve outcomes vital for superior performance, such as breakthrough innovations (Senge, 1990), establish better approaches to performing new collective tasks (Decuyper et al., 2010) or to utilize new technology (Schaubroeck et al., 2016). To

better understand how teams actually learn, the concept of team learning behavior has been developed, explained as the activities carried out by team members to acquire, share, refine or combine knowledge (Argote et al., 2001; Edmondson, 1999, 2002). However, only a few studies have assessed the team learning process as a construct on its own (Bresman & Zellmer-Bruhn, 2013; Kozlowski & Ilgen, 2006). Further, it is suggested that learning does not always result in change in the team's overall performance, and improved performance is not always a result of learning (Wilson et al., 2007). Further, the outcomes of teams' learning activities are dependent on how the various activities are mixed (Van Offenbeek, 2001), more than the total amount of learning activities performed (Huber, 1991). Moreover, scholars point to the importance of distinguishing between team learning processes and their outcomes in terms of performance.

Although organizational literature contributes key insights in understanding team learning processes, which also explain new venture team's learning mechanisms, it is important to remember that new venture teams are different from organizational work teams in various ways. Whereas teams in organizations can draw upon corporate history, culture, a variety of teams in their hierarchy, communication systems, training, and organizational alignment to promote learning, a new venture team seldom has such resources (West III & Gemmell, 2020). By contrast, the "new venture team is the organization" (Haneberg, 2019, p. 631), indicating that when facing difficulties, the new venture team's learning behavior is dependent on the few members' initiatives. Thus, engaging in team learning behaviors does not just happen by itself; "the process of learning consist of multiple, interdependent team actions, because solutions have to be searched for, chosen, and implemented" (Gibson & Vermaulen, 2003, p. 205). For the student new venture teams in venture creation programs to learn, they must build a new venture team that dares to experience challenging situations that promote learning and then engage in relevant learning activities. Thus, understanding how new venture teams develop learning behaviors is important, as it is through these activities that learning is enacted at the team level.

In sum, the collective learning perspective emphasizes the learning that occurs when people participate in activities together that they assume will increase their collective knowledge. Despite the acknowledgement of the new venture team as an essential learning unit that supports learning in the emerging organization (Dutta & Crossan, 2005; El-Awad et al., 2017; Senge, 1990), there are only a few scholarly attempts to systematically examine how learning processes at the new venture team level occur. However, I argue that the collective learning perspective can contribute important insights when trying to understand new venture teams' learning behaviors in the venture creation process.

2.4 Multi-Level Learning Processes of Students in Venture Creation Programs

The literature presented above serves as the theoretical foundation for this thesis. As Table 2.1 shows, there are different perspectives on learning, and each perspective offers an opportunity to explore learning at three levels, which are highly relevant for understanding various aspects of students' learning processes in venture creation programs. In Figure 2.1, I propose a conceptual model illustrating the multi-level learning process of students in venture creation programs. The figure shows how the three perspectives of learning are particularly suited to study students' learning processes at three distinct levels: individual student, new venture team, and venture creation program.

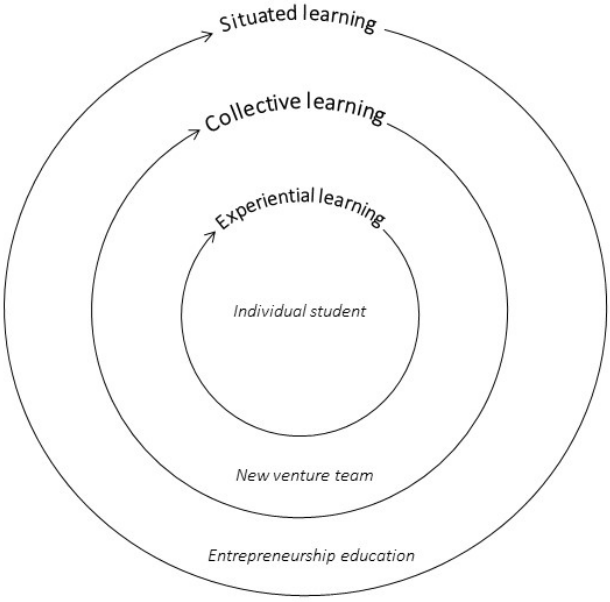

Figure 2.1 *Conceptual Model Illustrating Students' Multi-Level Learning Process in Entrepreneurship Education*

The first learning level entails the experiential learning perspective and students' learning process at the individual level. The experiential learning perspective contributes to understanding of how students' own experiences gained through the venture creation program are an important source for learning. This perspective emphasizes how individuals learn by taking action and reflecting on these actions (Kolb, 1984), individually, as situations and critical incidents occur. The collective learning perspective relates to learning at the new venture team level and is classified as the second learning level. This perspective highlights how teams' collective efforts to acquire knowledge are fundamental for learning (Capello, 1999; Edmondson, 1999). It proposes a view of team-level learning as self-directed, and therefore suited to understand how the new venture team's behavior shapes the learning process. The third learning level is where the situated learning perspective and venture creation program level learning are brought forth. The situated learning perspective is

important for understanding how the educational program in which students are embedded, plays an important role in shaping their skills and knowledge.

A key insight that this thesis brings, as highlighted throughout this chapter, is the need for a more coherent understanding of how the new venture team can promote or hinder students' learning processes in venture creation programs. Combining the three learning perspectives offers an opportunity to explore students' learning processes as multi-leveled. Hence, the conceptual model (Figure 2.1) will be used as my conceptual framework in addressing my research questions. In the following chapter, I discuss the methodical approach applied to respond to the proposed needs and explore the research question of this thesis.

3. METHODOLOGY

This chapter presents the methodological approach used to examine my overall research question: How do new venture team processes foster student learning in entrepreneurship education?

This thesis has been guided by a pragmatist philosophical approach. The previous chapters show that new venture teams in entrepreneurship education are a relatively new and small sub-field of entrepreneurship research that clearly needs more scholarly investigation. Therefore, in designing my study, I rely on Edmondson and McManus's (2007) argumentation that pattern-seeking, theory-building studies are needed to promote knowledge advancement. I will therefore develop answers to my research questions through a longitudinal, qualitative inquiry, following an inductive-abductive mode of inference. Thus, the philosophical approach and way of inquiry guiding this thesis will ensure that the research I conduct is contextually relevant and informed by theory (Kelly & Cordeiro, 2020).

3.1 Philosophical Position - Pragmatism

The philosophy of science represents *worldviews* and concerns what science is and the assumptions and logic through which scientific knowledge is produced (Guba & Lincoln, 1994; Ladyman, 2002). The philosophical position adopted guides how I approach the basic questions of reality and knowledge in this thesis and affects the methodological presuppositions taken, and thus is important to clarify. This thesis explores how the processes of new venture teams situated in the context of entrepreneurship education foster student learning. In creating such an understanding, I have been inspired by a pragmatist philosophical view.

Pragmatism developed in the late 19th and early 20th centuries and originates from the American philosophers Charles Peirce, William James, and John Dewey. Pragmatism is built around experience and the experimentalist view of how to conduct research (Ormerod, 2006). Pragmatist philosophy holds that human action can never

be separated from past experiences and from the beliefs that originate from those experiences. Humans act based on consequences and use the results of actions to predict the consequences of future actions (Kaushik & Walsh, 2019). Thus, the body cannot be separated from the mind when attempting to understand human action (Dewey, 1928).

Pragmatism is a paradigm that brings the idea that scientific knowledge should be evaluated in terms of how well it informs human action in the world, and not in scientistic terms of how accurately it tells us "what is the case" in the world (Watson, 2013, p. 21). Following that belief, this thesis focuses on exploring experiences with the aim of developing new knowledge that provides better guidance for the actions of individuals involved in new venture teams in entrepreneurship education than existing knowledge does. Moreover, the core issue that my research seeks to achieve is to add to the scant research regarding the collective learning of new venture teams, which currently offers limited direction for students in new venture teams wanting to improve their learning behavior and venture performance. Thereby, the *empirical reality* of students' learning experiences has driven the motivation for this research.

Pragmatism is oriented towards solving practical problems in the real world (Kaushik & Walsh, 2019), which implies sticking as closely as possible to practical, empirical reality (Alvesson & Sköldberg, 2017). For this reason, I sought to study the experiences and actions of the individuals involved in new venture teams in entrepreneurship education to obtain new insights into how new venture teams interact and take action to build the team and improve their learning behaviors.

3.1.1 Ontological Perspective

Ontology is a philosophical assumptions about the nature of reality and existence, and determines the kinds of knowledge that are possible (Morgan, 2014). The philosophy of pragmatism highlights the nature of experiences, unlike other philosophies, such as positivism and constructivism, which emphasize the nature of reality (Morgan, 2014). Pragmatists doubt that reality can ever be determined once and for all (Pansiri, 2005)

and contrast the positivistic paradigm, which believes that reality is real, stable, and measurable (Denzin & Lincoln, 2011; Easterby-Smith et al., 2012). Pragmatists believe that reality changes at every turn of events and that the world changes through actions; therefore the world is constantly changing (Kaushik & Walsh, 2019). Hence, unlike constructivists, pragmatists assume that an objective reality exists but is too complex to be entirely uncovered (Watson, 2013). Yet it can be understood through the experiences of individuals engaging in reality (Johannisson, 2011). Following a pragmatist view, this thesis draws on the experiences of students in new venture teams in their interactions with the world when prescribing *truth.* The truth depends on what works, based on the lived experiences of the new venture teams studied. For instance, in Paper I, when describing the characteristics of an effective new venture team, I relied on the team's own assessments of the collaboration and how well they worked together. Thus, when illuminating the process of effective team development, I highlight examples of events and actions of the well-functioning teams to show how effective teams can be developed, rather than measuring the effectiveness in terms of objective criteria distant from team members' experiences.

3.1.2 Epistemological Perspective

Epistemology relates to assumptions about knowledge and ways of inquiring into the world. A major underpinning of pragmatist epistemology is that knowledge is always based on experience (Kaushik & Walsh, 2019; Morgan, 2014). In this respect, one's perception of the world is influenced by one's social experiences, and because individuals have unique experiences, they create unique knowledge. However, much of this knowledge is socially shared because it is created from socially shared experiences. Therefore, according to pragmatists, all knowledge is social knowledge (Morgan, 2014). Similar to the paradigm of critical realism, pragmatism holds that knowledge development is a social practice where knowledge is socially constructed (Easton, 2010). Thus, following the beliefs of pragmatism, there is no such thing as a single correct way of developing effective new venture teams and developing learning behaviors to foster student learning. Rather, this knowledge is fallible (Elder-Vass,

2022). Pragmatism holds that scientific knowledge about the social world is context-dependent (i.e., not universally applicable) and time-dependent (i.e., does not necessarily hold over time). As such, a pragmatistic view allows me to create meaning from the lived experiences of the new venture teams and simultaneously consider the context in which they are embedded, entrepreneurship education. Thus, pragmatism presents a possibility for contributing a contextualized understanding of new venture teams in entrepreneurship education, which is important when inquiring about a phenomenon such as students' learning because the program structures are expected to influence their experiences (Lackéus, 2014; Aadland & Aaboen, 2020).

Moreover, pragmatism is close to the interpretivist understanding of socially constructive reality (Packard, 2017); however, the emphasis is on questioning the value and meaning of research data by considering its practical consequences and usefulness (Morgan, 2014). By questioning the *usefulness* of knowledge, pragmatism contrasts positivism, which questions the truth of knowledge (Read et al., 2016). This thesis warrants the development of knowledge that uncovers and delineates details that make a difference to new venture teams in entrepreneurship education. More specifically, the implications of this thesis relate to how entrepreneurship education can facilitate student learning through effective new venture team development and the development of learning behaviors of new venture teams. Thus, the key point of pragmatism, which differentiates it from other paradigms, is that it steers away from the metaphysical debates about the nature of truth and the reality of knowledge by focusing on the *practical understandings* of concrete, real-world issues (Kelly & Cordeiro, 2020).

3.1.3 Three Guiding Principles for Pragmatic Inquiry

Building on existing literature of pragmatism, Kelly and Cordeiro (2020) outlined three principles for pragmatic inquiry: (1) emphasis on actionable knowledge, (2) recognition of the interconnectedness of experience, knowing, and acting, and (3) inquiry as an experiential process, which I now will reflect on in relation to my study.

First, a starting point in designing the research agenda for this research was the need for further knowledge advancement on how new venture team processes foster student learning in entrepreneurship education. In that respect, the desire was to produce *useful* and *actionable knowledge* that could solve existing questions regarding how to better support the development of new venture teams in entrepreneurship education, both in theory and practice.

Second, this thesis was set out to explore the myriad of team processes in new venture teams by documenting the actions and experiences of the new venture team members, with a focus on understanding how effective new venture teams develop and how they build their learning behaviors to foster student learning. Following a pragmatic view, studying how individuals act and the individuals' experiences of the effects of these actions will enable new knowledge to be developed (Putnam, 1995). Hence, by analyzing the new venture teams' practices through experiences as well as action, I was able to explore the "inner world" of team processes, and thus address *the interconnectedness of experience, knowing, and acting.* Thus, I provide insights into the critical situations of new venture team development in entrepreneurship education, which further offers practical usefulness of my results for such teams.

Third, the understanding of inquiry as an experiential process classifies my role as a researcher, and how I have inquired to understand the reality under investigation and create knowledge to bring change into that part of reality (Kelly & Cordeiro, 2020). Building on Dewey (1928, 1931), knowledge is not about an abstract relationship between the knower and the known; instead, there is an active process of inquiry that creates a continual back-and-forth movement between beliefs and actions (Morgan, 2014). Thus, pragmatism allows for both abductive and inductive reasoning that supports the inclusion of emerging ideas and data that arises during the research processes. Pragmatism allows me, as a researcher, to be flexible and adaptive throughout the research process as iterative inquiry, experiences, knowledge, and actions inform ways to improve the research project's usefulness and value. As such,

following a pragmatist inquiry permits both abductive and inductive reasoning, which in my research supported the inclusion of emerging ideas and data that arose during the research process. Thus, I sought to create knowledge in the interest of change and improvement in the new venture team's processes. As such, each individual empirical paper in this thesis is guided by the means of the research, as each paper adopted a logic of inquiry in which best answered the research question. In that regard, each paper was set out based on existing knowledge, initial doubts, and practical relevance, which further guided the inquiry appropriate to advance our understanding by resolving the doubtful situation and making it understood (Dewey, 1928).

By following these principles, I ensure that my research process is well positioned within the pragmatism stance. For instance, in Papers I, II, and III, an abductive process of knowledge development was appropriate, as the existing theoretical frame provided important, yet fragmented, insights of new venture team processes to build on. Thus, I was able to build on existing theories and create a more useful understanding of the students' new venture team processes to foster student learning. In Paper IV, the inquiry process followed an inductive research process as there was limited preexisting knowledge about how new venture teams learn, hence little that offered guidance for teams' learning practices. Consequently, an inductive process of inquiry was most suited to developing new actionable knowledge on how new venture teams develop their learning behavior.

3.2 Empirical Setting

Pragmatic inquiry recognizes that individuals within social settings (including entrepreneurship education) can experience action and change differently (Kelly & Cordeiro, 2020; Onwuegbuzie & Leech, 2005). Therefore, I need to account for the setting in which the new venture teams are embedded because it frames their actions and experiences. To build theory from the *reality* of new venture teams in entrepreneurship education, I used *venture creation programs* as the empirical setting for my thesis.

Venture creation programs are action-based entrepreneurship education (Rasmussen & Sørheim, 2006), that emphasizes student involvement in real-life venture creation through new venture teams (Lackéus & Williams Middleton, 2015). Venture creation programs are educational programs in which the students' learning is set to occur from their experiences with the venture creation process. Thus, venture creation programs offer a suitable setting for studying how new venture team processes foster student learning.

Two different venture creation programs were used as the empirical settings for this thesis, one in Norway and one in the United States. These two programs were selected as settings because of their long traditions and strong focus on action-based entrepreneurship education and teamwork for student learning and are connected to robust educational ecosystems in their respective countries. The students in both venture creation programs were similar in that they tended to be strongly motivated to learn and by venture performance. Yet, the programs are also different in several aspects, such as the duration, educational system which they were embedded, program structure, economy, policy, and culture.

Both programs are well suited to investigate a variety of new venture teams and explore whether different venture creation program structures influence the new venture teams' processes and student learning because they include a variety of new venture teams that seek to succeed with their venture creation processes and increase their own student learning. In that respect, the new venture teams in this setting are formed with the intention to last beyond the duration of the venture creation program, which enables the examination of how studying new venture team development over time in real time as the team processes emerge and the venture develops. Hence, the programs selected have contextual differences that offer an opportunity to look for similarities and differences in how new venture teams' processes foster student learning, and thus identify common elements that create potential transferability to other venture creation program settings and new venture teams in relatable contexts.

3.3 Case Study Design

To explore how new venture team processes foster student learning in entrepreneurship education, this study used a qualitative research method. Qualitative research methods enables an open and flexible research process and are suitable when needing an in-depth understanding of a complex issue (Creswell & Poth, 2016), such as a new venture team's processes (Hlady-Rispal & Jouison-Laffitte, 2014; Patzelt et al., 2020). There are numerous qualitative research methods. However, the ambitions of this study were best fulfilled through a narrow but rich inquiry into one or a limited number of cases within the context of entrepreneurship education; thus, a case study research design was deemed appropriate for several reasons.

First, case studies aim to explore and enhance the understanding of real-life experiences while considering the specific setting in which these experiences occur (Gerring, 2006; Yin, 2013), which is in line with the pragmatism approach (Kelly & Cordeiro, 2020). Case studies are also warranted when studying a phenomenon that requires theory building rather than theory testing (Eisenhardt, 1989; George & Bennett, 2005). The relative lack of understanding of new venture teams in entrepreneurship education necessitates exploring patterns of how new venture team processes foster student learning to develop theory and thus expand the current literature (Nabi et al., 2017; Rideout & Gray, 2013; Smith et al., 2022).

Second, case studies are particularly suitable for understanding a social phenomenon and are often used to gain deep knowledge of one or several organizations, individuals, processes, events, programs, and institutions (Yin, 2013). Therefore, I chose the case study approach because it enables me to explore the phenomenon of student learning in entrepreneurship education based on the students' experiences and interpretations of new venture team development and the learning process and their inherent meanings related to their actions. My research aims to explore the phenomenon of student learning in entrepreneurship education and explain relevant circumstances addressed through a "how" question: "How do new

venture teams processes foster student learning in entrepreneurship education?" Moreover, given the explorative nature of this thesis, a case study enables me to be flexible in adapting to inquiries throughout the research process, which is consistent with the pragmatic view of inquiry as an experiential process (Kelly & Cordeiro, 2020).

Third, case study designs can take various forms, such as multiple case study design or single case study design (Yin, 2013). The empirical papers of this thesis apply both single embedded case study design and multiple case study design (see Table 3.1). Paper III applies a single embedded case study that allowed me to obtain an in-depth understanding of the particular processes being studied, new venture team selection, while accounting for the context (Yin, 2013). The three other papers apply a multiple case study design because it allows for comparison of cases and identification of theory building patterns (Eisenhardt, 1989; Eisenhardt & Graebner, 2007).

3.3.1 Case Selection

To best answer my research question, I sought cases that would give me insights into the experiences of the new venture teams in entrepreneurship education. Thus, I chose two venture creation programs as my empirical setting, which further confined my case selection alternatives to new venture teams that were part of one of these programs. Next, as I wanted to examine processes in real time as they developed and from a team-level perspective, my pool of potential cases comprised new venture teams that were newly formed and in the same cohort of the program.

By delimiting the case selection to new venture teams in the same cohort and from the same program, I was also able to get insights into the students' learning at different levels. In this respect, this thesis operates with different units of analysis at multiple levels (individual students, new venture teams, and venture creation program's community). Using multiple levels of analysis reveals a more comprehensive understanding of the complex experiences of the students in the new venture teams, which is important for pragmatic inquiry. The main research question of this thesis focuses on how new venture team processes foster student learning in

entrepreneurship education, which means that the cases selected for this thesis are the new venture teams (see Table 3.1 for an overview)

Table 3.1 *Methodology Used in the Research Papers*

Paper	Title of the paper	Research questions	Methodology	Case selection	Unity of analysis
I.	The development of effective new venture teams in venture creation programs	(1) How do effective new venture teams develop in venture creation programs? (2) How does this development facilitate student learning?	Multiple case study design	15 new venture teams from two different venture creation programs	15 new venture teams' formation development process
II.	It's a matter of time: Conflict in entrepreneurial student teams	(1) How does time frame influence the nature and development of team conflicts in ESTs? (2) How does time frame influence how ESTs manage team conflicts?	Multiple case study design	5 student teams and 5 new venture teams within a venture creation program	10 entrepreneurial student teams' team conflict behavior
III.	New venture team selection	(1) How do students develop effective new venture team selection behavior? (2) How do students learn from participating in the community in which they are part?	Embedded case study design	25 students creating 8 new venture teams within a venture creation program	25 students learning behavior in the venture creation program's community
IV.	New venture team learning: Reflection & development of learning behaviors in the venture creation process	How do novice new venture teams develop their learning behaviors during the venture creation process?	Multiple case study design	5 new venture teams within a venture creation program	5 new venture teams' team learning behavior when creating a new venture

3.4 Data Collection

To gather data from the new venture teams that I selected as cases, I used interviews as my main data source. Interviews are particularly applicable for data collection when seeking insights into individuals' lived experiences to make meaning and describe a phenomena (Kvale & Brinkmann, 2009). Based on the need for more in-depth exploration of the phenomenon of how new venture team processes foster student learning in entrepreneurship education, interviews that could bring richness and nuances of the new venture teams experiences while also providing insights into the context in which their processes happen, were deemed most appropriate in fulfilling the aim of the research (Hlady-Rispal & Jouison-Laffitte, 2014; Rideout & Gray, 2013; Van Burg et al., 2022). Indeed, interviews and observations are often methods suitable for pragmatist research, as they enable insights into individuals' thoughts, actions, and experiences. Interviews allowed me to conduct guided conversations with new venture team members, which is why this data source also suits a case study design (Yin, 2013). Through these conversations, I tried to understand the meanings behind the new venture team collaboration and the "reality" of the new venture team's behavior based on the subjective thoughts and experiences among the participants. As the case study method recommends several sources of evidence to construct validity and reliability of the data (Yin, 2013), I triangulated the interviews with observations and written documents. Data triangulation increases the consistency of the findings, as it allows for a more precise and accurate description of the processes being studied while minimizing misconceptions.

As illustrated in Table 3-1, the data material used varied between each of the four research papers. I refer to the data material collected as four Datasets (see Table 3.2). I collected the new venture team data material in Datasets 1–3, which were used in all four papers. My colleague and co-author, Sigrid Westad Brandshaug, collected Dataset 4 used in Paper 3 as a part of her thesis. Data set 1 was collected with colleagues, but I took the lead role in the process.

The different Datasets include participants from the two venture creation programs described in Section 3.2. Datasets 1, 2, and 4 included data from participants of the venture creation programs in Norway, while Dataset 3 included participants of the venture creation program in the US. Datasets 1 and 2 included interviews with 15 new venture teams from two different student cohorts, while Dataset 4 included five student teams completing an intensive five-day teamwork exercise. The datasets were collected based on informants' suitability to contribute data needed in fulfilling the research purpose of this thesis and the empirical research papers. Paper I draws on Dataset 1, 2, and 3 to explore the development of effective new venture teams and whether different venture creation program structures can influence such development. Paper II uses Dataset 1 and 4 to investigate how teams' timeframes influence conflict processes in entrepreneurial student teams. Paper III uses Dataset 1 and 2 to explore student learning behavior in the new venture team selection process in a venture creation program. Paper IV draws on Dataset 1 to explore how novice new venture teams develop their learning behaviors in the venture creation process. As such, the different datasets serve all as means to explore new venture team processes, in which the varieties between the datasets allow me to compare and contrast differences and similarities between, new venture teams and student teams, students in different cohorts, and new venture teams in different contexts. This adds more nuances and depth into the findings while increasing the transferability of the findings.

As such, the participants in this study had various backgrounds, held different positions in the new venture teams, and worked with different types of ventures (different industries, technology focus, markets, development paths, etc.). Thus, the new venture teams were representative for the mass of new venture teams in entrepreneurship education.

Table 3.2 *Overview of Data Sources*

Data set	Informants	Secondary sources		Informant interviews						
				Dec 2017	March 2018	June 2018	Oct 2018	Dec 2018	March 2019	SUM
1	Five new venture teams	3 Interviews with program instructors	Group interviews	4	5		2		1	
			Individual interviews	11	15		15		4	
										57
2	Three new venture teams		Group interviews					3	2	
			Individual interviews					7	6	18
3	Seven new venture teams	1 Interview with program instructor	Group interviews			2				
			Individual interviews			11	5			
		All program materials								
		Video recording of pitches								18
4*	Four student teams	Individual reflection notes					5			
		Written project report								5
										99

* Conducted by my colleague

3.4.1 Interview Process

In-depth interviews with team members were conducted with informants for all Datasets (see overview of data sources in Table 3.2). Dataset 1 included 57 interviews

with 16 informants from 5 new venture teams. Dataset 2 included19 interviews with 11 informants from 7 new venture teams. Dataset 3 included 18 interviews with 8 informants from 3 new venture teams. Dataset 4 included 5 interviews with 5 informants. The data collection process was relatively similar for Datasets 1–3, with only minor differences due to different contexts between Datasets 1–2 and Dataset 3. Most of these interviews were conducted face-to-face, while some were conducted with video- or telecommunication due to geographical distances and the informants' time constraints. To advance knowledge on how new venture team processes foster student learning, I collected data at different points in time; thus, I have followed a longitudinal data collection approach. A longitudinal design was crucial for answering the research questions of this thesis, as it allowed me to observe potential changes over time in the new venture teams' development and learning processes in real time as the new venture teams and their ventures emerged. Thus, by collecting rich real time data on the new venture teams' processes, I have also diminished the retrospective bias of the data in this thesis (Van Burg et al., 2022).

The interviews were conducted to explore new venture team processes and the underlying dynamics of the new venture teams. By interviewing all new venture team members first individually and later in group, I attained a comprehensive understanding of the new venture teams' underlying dynamics, the interplay between the new venture team members, and how various processes developed through multiple accounts form the different new venture team members (Eisenhardt & Graebner, 2007).

To keep the needed flexibility for an explorative approach while also ensuring content coverage and comparability, I conducted qualitative interviews with open-ended questions guided by a semi-structured interview guide. The interview guides were used as a tool to support the interview process and contained themes that I thought could be important. Interviews had an interview guide to follow that included questions about the team selection process, team formation process, teamwork, the

division of roles and responsibilities, the origin of the business idea, the daily routines of the new venture team, the role of the venture creation program in developing the new venture team and venture, team challenges and potential conflicts, and the venture creation process. Further, to general background information of the informants. To obtain detailed information about critical events in the new venture team's processes, the interviewers asked follow-up questions for more information, such as "What happened in detail?," "Why did you do that?," and "When did that happen?"

The interview guide for both the individual and group interviews with new venture teams was purposely designed to include some repeated questions, which increased the internal validity of the responses given in the individual interviews. It also created an opportunity to encourage the informants to reflect together on these themes and compare what was shared in an individual versus team setting, as I wanted to understand the new venture teams' dynamics. Throughout the interviews, informants interpreted some of the questions asked in different ways, some elaborated more than others, and unexpected topics emerged, leading to unplanned follow-up questions often occurred. The interview process was thus non-linear and ad hoc, which is typical for qualitative interviewing (Kvale & Brinkmann, 2009). Before I conducted the follow-up interviews for the second, third, and fourth rounds, I made sure to revise and update the interview guide and include questions related to changes and the development in the new venture team processes that the informants had experienced during the last months (see Table 3.2 for an overview of the data sources collected for this thesis).

3.4.2 Observations and written documents

In line with both a case study design (Yin, 2013) and the pragmatism principles (Kelly & Cordeiro, 2020), I tried to gain an as comprehensive understanding of the context of the selected cases as possible to be more accurate in addressing my research question. Therefore, I supplemented interviews with gathering data through observations for

Dataset 1-3. During the observations, I focused on attaining information on the new venture teams' everyday working environment, how the new venture teams interacted in their learning community, and how the venture creation programs operated. Attaining such insights into the new venture teams allowed me to come closer to the reality of the new venture teams studied. Throughout the research process of this thesis, I used the observations to gain a better contextual understanding of the new venture teams, which has been crucial for preparing the interviews, for leading the conversation during the interviews and for interpreting and making meaning of the data collected.

Additionally, for Datasets 1 and 2, I collected written documents about the new venture team members' background and application to the venture creation program, and written descriptions of their business idea. For Dataset 3, I collected all program material, including video recordings of teams' pitches and thorough descriptions of the new venture team and their business idea. All Datasets also gathered information from social media and other online sources, which enabled me to get a more complete understanding of the new venture teams processes and their venture creation process. These additional data sources increased the validity (Easterby-Smith et al., 2012) and reduced the retrospective bias of my study (Eisenhardt & Graebner, 2007).

3.5 Data Analysis Process

Data collection and data analysis have been an iterative process embedded in my work during the research process. The analysis process followed both inductive and abductive modes of inference, dependent on the research question of the paper and the status of the existing knowledge in the relevant field. In either mode, following the pragmatic line of inquiry, the interviews were coded by examining the informants' experiences related to new venture team processes (Kaushik & Walsh, 2019). As my initial questions and doubts regarding how new venture team processes foster student learning in entrepreneurship education were not addressed by the existing literature and theories, an inductive coding approach was deemed suitable for advancing the

understanding of the teams' processes through the new venture team's own understanding of the processes. Specifically, I began the analysis process of all four papers with an inductive coding approach, in which I explored openly and searched for general themes that emerged from the informants' experiences. An inductive coding approach enabled me to build emergent theory from the perspectives of the informants' new venture team experiences rather than testing existing theories (Eisenhardt, 1989; Gioia et al., 2013; Glaser & Strauss, 1967), which is in line with a qualitative case study approach (Yin, 2013). However, for the analysis of three of the papers (Papers I, II, and III), when I immersed myself in the data, I noticed evidence regarding themes related to team conflicts and team development stages, which moved me closer to abductive theorizing for these papers (Behfar & Okhuysen, 2018; Folger & Stein, 2017). Accordingly, in these three papers, I took intuitive leaps between the emergent constructs and existing theory and dug deeper to uncover potential new insights. Paper IV, by contrast, consistently followed the inductive inquiry throughout the analysis.

Before I started the systematic analysis process of my collected data, the recorded interviews were transcribed in their entirety (Kvale & Brinkmann, 2009). In the beginning of my data analysis process, I read through the transcripts to become familiar with the data, and I wrote down initial interpretations and interesting paths for further exploration (Eisenhardt, 1989). I discussed the main themes of the initial data analysis with my team of supervisors to be sure that the collected data were suitable for answering the proposed research questions of this thesis. This enabled me to gain an understanding of the data and a more comprehensive understanding of the new venture teams' processes in the venture creation program. This initial understanding of the data further guided the data analysis process, as it helped me identify the broader focus of each research paper.

To analyze the data, I used NVivo 12, a qualitative data analysis software, to support the coding process (Miles et al., 2014). I started with a systematic open coding

approach, with the specific research focus of each paper in mind. Thus, I only coded data that were relevant for the predefined focus of the research paper. I followed a stepwise coding process, as suggested by Gioia et al. (2013), among others. Through the coding of raw data, I established first-order codes that included segments in the interviews that seemed relevant to the research questions. I made sure to develop codes "directly" from the data so that they reflected phrases and terms by the informants (Skjott Linneberg & Korsgaard, 2019). As I went through the data, codes were created, revised, modified, and deleted several times, according to my evolving understanding of the data (Lincoln & Guba, 1985), and this continued until the codes coded covered the main aspects of the data and reflected the informants' perspectives. When I had coded all interviews, I searched for patterns and similarities between the codes, and merged similar codes into concepts, which Gioia et al. (2013) called "first order concept."

The next process of the analysis was moving from first-order concepts to second-order codes (Skjott Linneberg & Korsgaard, 2019). In this step, I moved from open coding to axial coding, in which I systematically clustered the first-order concepts into higher-order themes (Corbin & Strauss, 1990). As with the previous step, this was an iterative process that required me to go forth and back between the theoretical themes and the data. This process was needed to make sure that the second-order codes represented the raw data and that concept, themes, and dimensions from existing literature were introduced to increase the level of abstraction (Gioia et al., 2013; Skjott Linneberg & Korsgaard, 2019). As such, this step focused on structuring the data to highlight some preliminary dimensions that emerged from the first-ordered concepts (Gioia et al., 2013).

Consistent with Gioia et al. (2013), the last step in the analysis process was to raise the level of abstraction to form a tentative view of aggregated theoretical dimensions as well as an initial view of the relationship between the dimensions. To show the progression from data to theory and make the analysis process transparent

and visible, I provided a coding structure consisting of the first-order codes, second-order codes, and subsequent aggregated theoretical dimensions in Papers I, III, and IV (Gioia et al., 2013). Paper II includes coding tables. Up to this point, the analysis process consisted of the same stages, but from here on, the abductive and inductive inquiries became divergent.

For the three abductive studies (Papers I, II, and III), theoretical dimensions were established through a comparison of the emerging concept with existing theoretical perspectives (Eisenhardt, 1989; Locke et al., 2008). Thus, consistent with abductive inquiries, I tried to find linkages between the identified dimensions and current theories, concepts, or hypotheses and with the intention of rethinking the existing theories (Skjott Linneberg & Korsgaard, 2019). As such, this mode of inference enabled me to create relationships between the empirical impressions of the new venture teams' experiences and existing theory, and further rethink and suggest the development of those theories (Alvesson & Kärreman, 2007). In Paper I, we built on existing theories of team development and extended them to the context of new venture teams and the venture creation program context. In Paper II, we built on existing theories of team conflict and extended them by showing how a team's time frame influences conflict processes in teams. In Paper III, I built on the existing concept of community of practice (Lave & Wenger, 1991; Wenger, 1998) to explore students' learning in the team selection process and extended this concept by showing how individual learning is enhanced through the dynamic relationship between community level and individual level learning. Moreover, in Paper III, the data structures did not sufficiently explain the dynamic interplay between the findings; therefore, a conceptual model was constructed to better visualize the student's learning process.

For the inductive study (Paper IV), the data structure also came short in providing an overview of the dynamic processes identified, as it did not explain the interrelationships between the dimensions. As such, we arranged the various concepts, themes, and dimensions into a grounded model with arrows representing the dynamic

relationships among the emerging concepts (Gehman et al., 2018). Consistent with inductive traditions, we revisited the data from the theoretical dimension perspective to find sequences of and linkages between themes, transforming potentially static concepts into what became a dynamic process (Strauss & Corbin, 1990). In Paper IV, we are able to contribute new theoretical insights by constructing a dynamic model of learning process that suggests a more coherent understanding of the interplay between previous theoretical concepts.

Accordingly, through both abductive and inductive logic of inquiry, I have been able to build theory from the longitudinal data that I collected for all the papers of this study. These contributions are visualized in figures in the papers, where I have sought to explain how various new venture team processes unfold. Finally, I developed specific implications and made suggestions for further research in each paper.

3.6 Reflections on Research Quality

Reflecting on research quality is important, and the validation of qualitative research can be evaluated through credibility, confirmability, dependability and transferability (Hlady-Rispal & Jouison-Laffitte, 2014; Lincoln & Guba, 1985).

Credibility of this thesis refers to how credible the findings and conclusions are about the subjects of the study, and can therefore be related to issues of internal validity (Hall, 2013). By underscoring the usefulness of data from the perspective of diverse respondents, a pragmatist view was vital in ensuring the validity of my conclusion and in delivering practical research outputs for the case study new venture teams and venture creation programs that took part in my research project (Kelly & Cordeiro, 2020). The fact that my respondents were actively involved in the inquiry process while participating in this study led to an increased depth of analysis and contributed to the validity of the findings. Moreover, I adopted the analytical principle of triangulation in all of my empirical research papers, which indicates the triangulation of the multiple data sources (Eisenhardt, 1989). In all the papers, I used triangulation

more in the nature of a construction to gain multiple views of what had actually been observed as development in the new venture teams. For instance, in Paper II, the main analysis focused on understanding and interpreting conflict processes in teams, in which the views of all team members in the conflict were used to accentuate how the team members perceived the team conflicts and combined with the insights gained from the group interviews as well as the follow-up interviews, thereby giving voice to all the team members in the conflict processes. Further, I supplemented the interview data with observations to ensure the findings matched with the structure of the program, activities in the environment, and the development of new venture teams.

Confirmability is understood as neutrality, and relates to my efforts to corroborate data and make sure that the findings are shaped by the respondents and not biased (Drisko, 1997; Lincoln & Guba, 1985). I addressed confirmability issues related to non-matching patterns and potential researcher bias through the stepwise coding process and discussions with coauthors and supervisors. I also carefully presented the data collection and analysis process of all four empirical papers in this thesis and in the empirical papers, illustrated the process in tables and figures, and presented quotes from the interviews, all of which enhanced confirmability of my results.

Dependability relates to showing that the findings are repeatable across both researchers and methods (Lincoln & Guba, 1985). To ensure dependability in the findings and conclusions drawn, the researchers involved in collecting the data for this thesis often interviewed informants together, especially for the first set of interviews, to ensure that our interviewing style was consistent. Similar to confirmability, coauthors were involved in data analysis and discussions relating to the findings, which also ensured dependability in the results. The detailed descriptions of the inquiry followed in all papers have been supported by presentations of the data structure and quotes in the papers. This was done to confirm the accuracy of the findings and to ensure that the findings were backed by the data collected and not were.

Transferability relates to the findings' applicability and relevance in other contexts (Drisko, 1997). This thesis is built on the pragmatic assumption of usefulness of the knowledge procures (Kelly & Cordeiro, 2020). Thus, transferability, rather than generalizability, is an important aim of pragmatist inquiry. Following this line of thinking, the studied cases can be regarded as useful for practitioners and academics. I therefore suggest several implications of this thesis for both theory and practice, which relate to how further theory development and practice should consider the knowledge derived from this thesis. Moreover, to increase the transferability of this study, all the papers in this study present an in-depth description of the context and cases explored. In that sense, I sought to be as transparent as possible while simultaneously protecting my informants.

In addition to collecting the data for this thesis and developing empirical research papers, I have engaged in various practical activities related to the dissemination and discussion of my research on new venture teams in entrepreneurship education. Over the years of writing the papers of this thesis, I have presented my work for researchers on several occasions during seminars, workshops, and conferences, which provided me with valuable feedback from peers in the field, contributing to the development of the papers and the thesis, and also to my personal research journey during my PhD studies. Each paper has been presented at conferences during my research period, and Table 3.3 provides an overview of the conferences at which the papers in this thesis were presented. All papers have been further developed since presentation. Therefore, by partaking in academic dissemination activities in which I have presented my research ideas, preliminary findings, and more developed manuscripts at various times throughout my PhD studies, I have been able to increase the overall research quality of this thesis.

Table 3.3 *Dissemination Activities*

Year	Paper	Conference	Place
2018	New venture team selection	3rd EAP Conference	Växjö, Sweden
2018	New venture team selection	3E Conference	Enschede, The Netherlands
2018	New venture team selection	Nordic Conference on small business research	Luleå, Sweden
2018	New venture team learning: Reflection & development of learning behaviors in the venture creation process	RENT 2018	Toledo, Spain
2019	New venture team selection	NORSI Conference 2019	Oslo, Norway
2019	New venture team learning: Reflection & development of learning behaviors in the venture creation process	Workshop: The Future of Conducting and Publishing Research in Entrepreneurship, Innovation Management and Strategy	Bologna, Italy
2019	New venture team learning: Reflection & development of learning behaviors in the venture creation process	Babson Conference	Boston, US
2019	The development of Effective New venture teams in Venture Creation Programs	RENT 2019	Berlin, Germany
2020	New venture team learning: Reflection & development of learning behaviors in the venture creation process	NORSI Conference 2020	Stavanger, Norway
2020	New venture team learning: Reflection & The development of learning behaviors in the venture creation process	Academy of Management Annual meeting 2020	Vancouver, Canada*
2021	It's a matter of time: Conflict in Entrepreneurial Student teams	3E Conference 2021	Trondheim, Norway**
2022	It's a matter of time: Conflict in Entrepreneurial Student teams	Academy of Management Annual Meeting 2022	Seattle, US ***

* Presentation was held online

** Presentation was given by my co-author

*** Presentation will be given online in August 2022

3.7 Ethical Judgements

Conducting a research that involves "human" subjects does not come without ethical issues bubbling under the surface (Easterby-Smith et al., 2012). For this thesis, ethical judgments were made regarding the topic, data collection, and presentation of the findings. I will now elaborate more on my ethical judgments related to my thesis, following the two dimensions of ethics in qualitative research suggested by Guillemin and Gillam (2004): *procedural ethics* and *ethics in practice.*

Procedural ethics relates to the search for approval of a research ethics committee for conducting the planned research (Guillemin & Gillam, 2004). In the process of designing my research, I registered my research project with information about the data collection process, including interview guides and data management plans, in the Norwegian Center for Research Data (NSD) for approval. This action was taken to ensure that my research followed acceptable ethical guidelines and norms, including GDPR. My project was approved by the NSD. As changes have been made in my research project, I have continuously updated my project in their database so that my newest changes were approved within the ethical guidelines and for NSD to have updated information about my research project.

Ethics in practice concerns ethical issues that need to be considered on a regular basis when conducting research (Guillemin & Gillam, 2004). There are several ethical principles and codes to follow when conducting research (Bell & Bryman, 2007). My role as a researcher is first and foremost to protect the participants involved. In what follows, I elaborate on my judgment concerning the 11 ethical principles identified by Bell and Bryman (2007).

First, through carefully designing my research, I have ensured that my research project is not causing *harm to participants*. Through the process, I have respected the *dignity* of my research participants and tried to make sure that they are as comfortable as possible. Thus, when approaching my informants, I took the obligation to respect

each person with *dignity*, integrity, freedom, and the right to participate seriously. To assure the informants that I my approach was free of *deception*, I made sure to give them *honest*, clear, and adequate descriptions of the research project and the purpose and themes of the interviews. I informed participants about their rights, such as their possibility of withdrawing from the project at any time if they felt so. When asking for their participation, I ensured the fully *informed consent* of the participants. During the interviews, I followed my interview guide and avoided invasions of *privacy.* I also followed the requirements of *confidentiality* of research data, and signed a *confidentiality* declaration that was given to each participant.

Further, throughout the analysis and representation of the data in this thesis, I avoided any unwanted exposure of the informants and their new ventures by treating them *anonymously*. As such, I was careful in drafting the research papers so that they do not include quotes, statements, or descriptions of the participants that could reveal confidential information. As I am a colleague of and acquainted with some of the educators involved in the programs studied, it has been important to make sure that the information provided by the students is not shared with the educators through direct quotes or mentioning's that can recognize specific students.

Further, the value of participants was considered throughout the research project, and I strived to ensure that the mutual benefit to the participants and my research project. Thus, the principle of *reciprocity* was followed in this thesis. As a positive consequence, I received comments that my participants valued participating in this research project, as the conversations during the interviews allowed them to reflect on their process.

During the data analysis process, I sought to minimize the subjectivity of my interpretations and avoid *misrepresenting* the research findings by analyzing the data with my coauthors. As such, I tried to be as open minded as possible when analyzing the data, and allowed for contrary evidence that challenged my prior understandings and beliefs. In communicating my research, I strived to maximize transparency by

presenting the data accurately and providing detailed descriptions of the methodology. Moreover, I have presented all the papers at academic conferences, which has allowed me valuable opportunities to discuss my preliminary findings and work with international scholars. Through these discussions, some of my assumptions have been challenged, but I also received confirmation that others understood how to extract my results.

Finally, I would like to declare that I have not had any conflicts of interest in doing this research. Although, my PhD candidate position was financed by the Engage Centre for Engaged Education through Entrepreneurship; the research does not represent any particular interest impacted or influenced by the funding. Further, I am not directly involved in either of the venture creation programs that I studied. Overall, my research strives to meet the highest academic and ethical standards and to deliver results that are valuable to the scholarly community and society.

4. SUMMARY OF EMPIRICAL RESEARCH PAPERS

In this chapter, I summarize the four empirical research papers included in this thesis and discuss their findings in relation to their contributions to my overarching research question. All the four empirical research papers contribute to the overarching research question of this thesis: *How do new venture team processes foster student learning in entrepreneurship education?* Each empirical research paper contributes to both of the two sub-research questions, but to varying degrees.

Papers I and II applied a team-level perspective of team processes and mainly address the first sub-research question: How are effective new venture teams developed in entrepreneurship education? Paper I explores the development of effective new venture teams in venture creation programs and addresses how this development process fosters student learning. Paper II studies conflict processes in entrepreneurial student teams and shows how team conflict processes influence students' learning.

Papers III and IV focus on the learning behavior of students and new venture teams and mainly address the second sub-research question: *How do students in new venture teams develop entrepreneurial learning behaviors?* Paper III combines individual- and community-level perspectives to explore students' learning behavior in the new venture team selection process. Paper IV takes a team-level perspective to explore how new venture teams develop their team learning behaviors in the venture creation process.

Table 4.1 provides an overview and publication status of each research paper. In the following sections, each of the individual papers will be summarized and discussed.

Table 4.1 *Overview of Empirical Research Papers*

Title of the paper	Authors	Research questions	Team process studied	Type of study	Key findings	Publication status
The development of effective new venture teams in venture creation programs	Steira, I. K. M., Steinmo, M.T.	(1) How do effective new venture teams develop in venture creation programs? (2) How does this development facilitate student learning?	New venture team development	15 new venture teams from two different venture creation programs	Identifies new venture teams' development phases for effective new venture team development and student learning	Published in International Journal of Entrepreneurship Research and Behavior.
It's a matter of time: Conflict in Entrepreneurial student teams (ESTs)	Steira, I. K. M., Brandshaug, S. W.	(1) How does time frame influence the nature and development of team conflicts in ESTs? (2) How does time frame influence how ESTs manage team conflicts?	Team conflicts and conflict management	5 student teams and 5 new venture teams within a venture creation program	Identifies student teams' conflict processes and shows how time play a key role for conflict management	Accepted for the Annual meeting of the Academy of Management (2022). Currently preparing for submission to a journal.
New venture team selection	Steira, I. K. M.	(1) How do students develop effective new venture team selection behavior? (2) How do students learn from participating in the community in which they are part?	New venture team selection and learning	25 students creating 8 new venture teams within a venture creation program	Shows students' individual learning process through a community of practice in the new venture team selection process	Earlier version presented at 3E Conference 2018. Currently being prepared for submission to a journal.
New venture team learning: Reflection & development of learning behaviors in the venture creation process	Steira, I. K. M., Steinmo, M.T., Alsos, G. A., Corbett, A. C.	How do novice new venture teams develop their learning behaviors during the venture creation process?	Entrepreneurial learning and team learning	5 new venture teams within a venture creation program	Shows how novice new venture teams' learning behavior develops over time, during the venture creation process, based on distinct learning needs and their ability to collectively reflect	Presented at the Annual meeting of the Academy of Management (2020) Currently being prepared for submission to a journal.

4.1 Paper I: The Development of Effective New Venture Teams in Venture Creation Programs

4.1.1 Introduction and Research Question

This study explores how effective new venture teams are in venture creation programs. The literature has emphasized that an effective new venture team is crucial for successful venture development, and that both the venture development and the behavior of the new venture team play an important role in learning (e.g. Haneberg & Aadland, 2019; Hytti et al., 2010; Klotz et al., 2014). Most research on team behavior at new venture team formation stages has focused on team characteristics and team outcomes (e.g. Ferriani et al., 2009; Zhou et al., 2015). To better understand how early-stage new venture teams accomplish their goals and objectives, more emphasis is needed on how teams develop, how they enhance and maintain member collaboration, and how they contribute to the learning experience of their members (Ben-Hafaïedh, 2017). Addressing this issue, this study focuses on the internal processes of effective new venture team development and how these processes facilitate student learning by examining the following research questions: (1) *How do effective new venture teams develop in venture creation programs?* (2) *How does this development facilitate student learning?*

4.1.2 Theoretical Background

This paper draws on the literature on new venture team formation and development of effective new venture teams, which offers insights into the barriers to and success criteria for effective new venture team development and performance. New venture team formation refers to the process of initial structuring of the new venture team. The literature refers to three aspects that are particularly important for the initial phases of developing what will turn out to be an effective new venture team: members' initial motivations, team structuring, and creating new venture team tasks. Moreover, for a new venture team to become effective, the team needs to go through an interaction process that combines the human and social capital of its members

(Hackman, 1987) so that it develops efficient communication, routines, leadership, and supportiveness (Lechler, 2001; Watson et al., 1995).

4.1.3 Methodology

This paper presents a multiple case study focusing on the development of effective new venture teams. The primary data source was semi-structured interviews with 15 new venture teams from two different venture creation programs. The analysis was based on procedures for abductive data analysis (Alvesson & Sköldberg, 2017), including a comparison of emerging findings to extant theories of effective new venture team processes (Eisenhardt, 1989). The raw data were coded following the stepwise inductive coding approach offered by Gioia et al. (2013). Based on the coding process, the various concepts, themes, and dimensions identified were developed into a process model that illustrated the relationship among the emerging concepts. This analysis process enabled us to construct a theoretical model showing the development of new venture teams that were effective for students' learning in venture creation programs.

4.1.4 Key Findings and Contribution to the Thesis

This paper contributes to our understanding of how the process of developing effective new venture teams influences student learning in two ways. First, this study identifies three distinctive phases in new venture team progression (Klotz et al., 2014), which captures a stepwise new venture team progression that characterizes effective new venture team development. The findings suggest that new venture teams capable of establishing a foundation for team collaboration and structure teamwork have the capacity to persevere through the challenges inherent in emerging ventures by adapting to changes. By explaining the key activities undertaken by effective new venture teams that contribute to their internal processes and how these processes interrelate, this study contributes much needed evidence about internal new venture team processes at early stages of venture emergence (Klotz et al., 2014).

Second, a notable finding from this study is that students' learning experiences in venture creation programs depend on their ability to develop an effective new venture team, which is decisively shaped by the students' ability to pass through the three phases. As such, this study points to the importance of internal new venture team processes for student learning. Thus, in comparison to prior studies (e.g., Haneberg & Aadland, 2019), this study highlights the phases that effective new venture teams go through that facilitate student learning, and as such contributes to expanding our understanding of how internal new venture team processes influence students' learning processes in venture creation programs.

4.2 Paper II: It's a Matter of Time: Conflicts in Entrepreneurial Student Teams

4.2.1 Introduction and Research Question

The purpose of this study was to explore how time frames influence team conflict processes in entrepreneurial student teams. Teams are used in entrepreneurship education for shorter or longer learning processes, in which the team's ability to interact and act plays a crucial role in the students' learning outcomes (Arpiainen & Kurczewska, 2017; Kyndt et al., 2013). However, a known phenomenon that challenges teams' ability to interact and act is team conflict (Porter-O'Grady, 2004). Although prior research has contributed knowledge on the various effects team conflicts might have on student teams' performances, and individuals' strategies for managing conflicts (Butler & Williams-Middleton, 2014; Näykki et al., 2014), how student teams manage team conflicts has been barely studied. Moreover, studies have highlighted the importance of the teams' timeframe when understanding how teams interact and act (Bradley et al., 2003). However, knowledge about how teams' time frame influences team conflicts is scarce. Based on these gaps, this study explores how teams' time frame shapes entrepreneurial student teams' behavior in team conflict processes. Hence, the following research questions were addressed: (1) *How does time frame influence the nature and development of team conflicts in entrepreneurial student*

teams? and (2) *How does time frame influence how entrepreneurial student teams manage team conflicts?*

4.2.2 Theoretical Background

This study builds on the team conflict and conflict management literature. Team conflicts are complex phenomena that can be relational, task- or process-focused; they can involve parts of or the whole team and can appear as hidden or open (Behfar et al., 2011; Jehn & Mannix, 2001). Scholars have pointed to various effects of different types of conflict but are still inconclusive on whether, what, and when conflicts are harmful or beneficial (De Dreu & Weingart, 2003; De Wit et al., 2012).

The conflict management literature points to conflict management as a better explanator for the effects of team conflict compared to the type of conflict (Marks et al., 2001; Rahim, 2002). The literature particularly addresses the importance of mitigating the negative aspects of conflicts while increasing the positive (Somech et al., 2009). Two conflict management processes can be distinguished: preemptive and reactive conflict management. Preemptive management of conflicts involves actions to prevent potential conflicts, and reactive management of conflicts involves working through conflicts that have occurred (Marks et al., 2001).

Time is suggested as an important factor explaining the differences in how teams manage team conflicts, as a team's management style is viewed as emerging over time as the teams interact (Rahim, 2002), and influenced by its members' relationships, established routines, and history (Druskat & Kayes, 2000). Thus, in the case of teamwork designed with a short time frame, the advantage of previous interactions and established routines might not be reached. Conversely, teams with a longer time frame have time to build relationships and establish routines and norms, which could have a mitigating effect on team conflicts. Thus, this study builds on the argument that time frames influence the team conflict processes of entrepreneurial student teams.

4.2.3 Methodology

To address the research questions, we used a multiple case study design based on 10 entrepreneurial student teams, distributed as five short-term teams and five long-term teams. The empirical basis of this study consists of two datasets (see details in Chapter 3.4), comprising multiple sources of qualitative longitudinal data where we have followed the two types of entrepreneurial student teams over time as they carry out teamwork. In total, 38 students served as informants, contributing the primary sources of data for this study. Data on the short-term teams were a combination of observations, individual written reflections, team reflections, semi-structured interviews, and students' reflection papers, whereas data on the long-term teams is conducted mainly through semi-structured interviews.

The data analysis approach follows abductive reasoning, bearing theoretical preconceptions of team conflicts in mind, while exploring the empirical basis (Alvesson & Sköldberg, 2017). The analysis process followed theory-building research procedures (Eisenhardt, 1989). It was iterative, moving between data, emerging theory and extant literature (Eisenhardt & Graebner, 2007; Glaser & Strauss, 1967). Within- and cross-case analysis revealed patterns in teams' conflict processes, and we were able to identify differences between the nature of conflicts and how conflicts developed and were managed between the two groups of entrepreneurial student teams.

4.2.4 Key Findings and Contribution to the Thesis

This study contributes to our understanding of how conflict processes in entrepreneurial student teams might foster students' learning. By specifically studying the effect of teams' time frame on team conflict processes in entrepreneurial student teams, this study contributes new insights into how the conflict behavior of entrepreneurial student teams is influenced by the duration of their teamwork. This study suggests that the conflict process of short-term and long-term teams differ, and contributes a model capturing the teams' conflict process, showing the interplay between how conflicts are managed and how conflicts develop, and at the same time

highlighting key differences that teams' time frame is causing. As such, this article conceptualizes the processes of how conflict is managed at a team level, contributing important knowledge on how student teams perceive conflicts, and the potential effects of conflict management on students' learning process.

An additional finding from this study is related to how entrepreneurial student teams manage team conflicts, and how these strategies depend on the teams' time frame. The article identified four main strategies to manage conflicts: resolving, preventing, experimenting with, and avoiding, adding to extant conflict management theory (Marks et al., 2001). The fundamental difference that the time frame causes is how short-term teams allow conflicts to be avoided, whereas long-term teams take preventive and experimental approaches to manage conflicts. Thus, long-term teams execute actions that underline their awareness of the importance of developing an effective team that can tackle uncertainty and pivoting related to the entrepreneurial process, while short-term teams avoid addressing conflicts and focus their attention on the activities necessary for completing the tasks within their short deadline. This article thereby contributes by outlining the strategies that student teams take to manage conflicts, depending on the teams' time frame, thereby adding insights into *how* teams, based on the team's time frame, should engage with team conflict processes to mitigate the possible negative effects of conflicts (O'Neill & Mclarnon, 2018).

In summary, this paper contributes insights into how entrepreneurial student teams develop their behavior in team conflict processes, and how their behavior might hamper or stimulate students' learning.

4.3 Paper III: New Venture Team Selection

4.3.1 Introduction and Research Question

This study takes a community-of-practice perspective to explore students' learning in the new venture team selection process. new venture teams are both an important

source of and a driver for students' learning in venture creation programs. The process of new venture team selection will define the team's skills, knowledge, and perspectives and, subsequently, shape team composition and teamwork processes (Lazar et al., 2020). As team composition and teamwork processes are considered important explanators for a new venture team's performance, the new venture team selection process can be seen as an essential process that outlines the students' upcoming learning process. Still, research has paid little attention to the new venture team selection process. Moreover, students with limited experience with new venture team selection might struggle to make a rational choice, as they lack sufficient knowledge about the contextual elements defining an effective new venture team. Previous studies have pointed to an educational program's community of students, faculty, alumni, and stakeholders as important providers of contextual knowledge in entrepreneurship education (Haneberg & Aadland, 2019; Howorth et al., 2012). Nevertheless, how students' learning is increased through participation in a community has not been thoroughly explained (Haneberg, 2020; Pittaway et al., 2015). Hence, this study responds to the need to explore how students' team selection behavior is enhanced through community participation aimed at learning about norms and practices for new venture team selection. The following research questions are asked: (1) *How do students develop effective new venture team selection behavior?* (2) *How do students learn from participating in the community in which they are part?*

4.3.2 Theoretical Background

This paper is built upon the new venture team selection literature and situated learning theory (Lave & Wenger, 1991; Wenger, 1998). The literature suggests that the new venture team selection process can have important implications for the new venture teams' future processes and performance. For students with limited experience of new venture team selection and formation, it can be a challenge to figure out what to emphasize in this process. To overcome students' lack of experience with new venture team selection, a venture creation program's community can be an essential provider of relevant new venture team selection insights, which might assist the students in

making well-considered and rational choices in the new venture team selection process. The community of practice concept builds on the situated learning perspective (Lave & Wenger, 1991) and emphasizes how interactive and contextual factors play an important role in learning (Mercieca, 2017; Wenger et al., 2002). Based on the arguments of prior studies of how a community of practice contributes to students' learning, this study assumes that situated learning takes place among and between students in the new venture team selection process and other community participants co-participating in the social world of new venture team selection issues (Capello, 1999; Gherardi et al., 1998; Lave & Wenger, 1991; Vygotsky & Cole, 1978).

4.3.3 Methodology

This study employs an embedded single case study of a venture creation program and 23 students designed to explore how learning in a community of practice influences students' new venture team selection process. For the case, I chose to study a venture creation program known for its robust entrepreneurial ecosystem and with the active involvement of alumni, mentors, and external partners in the program's community. The primary data source was semi-structured interviews of 23 students who later formed eight new venture teams. To analyze the data, I followed an abductive logic of inquiry, alternating between the coded data and existing theory (Eisenhardt & Graebner, 2007). I coded the data inductively, inspired by the stepwise coding approach by Gioia et al. (2013), following the establishment of first-ordered codes, which were grouped into second-order codes, and further aggregated into theoretical dimensions (ibid). Subsequently, I developed a conceptual model illustrating the three key identified processes (individual learning, community learning, and team selection behavior) and the dynamic relationships between these processes, thus showing the students' overall learning process in the new venture team selection process.

4.3.4 Key Findings and Contribution to the Thesis

This study contributes to our understanding of how students learn their new venture team selection behavior through participating in a venture creation program's community. The key findings of this study are the specific dynamics in how individual students' learning is enhanced through participation in a community of practice. This study contributes insights into how students acquire knowledge through a dynamic process of learning between individuals and the community, where interactions are the conveyor of learning between the two levels. Interactions in the community give individuals situated and contextualized insights (Lave & Wenger, 1991) that contribute to redefining their understanding of their own experiences and ideas. This learning enables individuals to adjust to a behavior that emphasizes both individual and community learning, which contributes to the further development of the community of practice. As such, the study suggests *how* learning processes occur at the interface between individuals and a community (Karataş-Özkan, 2011; Omidvar & Kislov, 2014), which contributes to previous conceptualization of situated learning in a community of practice (Neufeld et al., 2013; Roberts, 2006).

Additionally, this study provides insights into how students interact in the community to develop effective new venture team selection behavior. Through participation in a community, the students gained access to the tacit knowledge and practices of others who had experience with new venture team functions, team dynamics, and the development of new ventures. Thus, this study shows that through mutual engagements in the community, the students learned situated and contextual team selection practices, which further guided the students to select a new venture team on the premises for both learning and new venture creation.

Furthermore, this study shows how students combine their own experiences achieved during the formal part of the educational program with community practices to deepen their learning, and to take a rational new venture team selection behavior. Thereby, this study contributes insights on how students' learning process in venture

creation programs includes both learning occurring from formal in-classroom interventions and informal community interactions. These findings highlight the importance of the community of practice's role in complementing education with necessary situated learning.

4.4 Paper IV: New Venture Team Learning: Reflection and Development of Learning Behaviors in the Venture Creation Process

4.4.1 Introduction and Research Question

This article reports on an empirical investigation of novice new venture team learning in the venture creation process. Although the literature recognizes the importance of entrepreneurs' learning for venture development (e.g., Cope & Watts, 2000; Corbett, 2005; Politis, 2005), points to important sources for learning, and how learning is transformed into knowledge (Wang & Chugh, 2014), less is known about new venture teams' learning behavior—the activities carried out by new venture teams to acquire knowledge (Edmondson, 1999; Klotz et al., 2014). Moreover, novice new venture teams without experience of which learning activities will help them in the venture creation process need not only to learn about venture creation, but also how to acquire this learning. Still, only a few studies have explored *how* new venture teams ensure sufficient learning during the venture creation process. Addressing this gap, we studied how novice new venture teams develop their learning and ask the following question: *How do novice new venture teams develop their learning behaviors during the venture creation process?*

4.4.2 Theoretical Background

To understand novice new venture teams' learning behavior, this study draws on entrepreneurial learning and team learning literature. Entrepreneurial learning views learning as a substantial part of the entrepreneurial process, typically relying on the experiential learning perspective (Nogueira, 2019; Wang & Chugh, 2014), emphasizing that entrepreneurs learn from experience. However, entrepreneurs are also able to

learn from second-hand experiences of other entrepreneurs' failure or success (Holcomb et al., 2009; Mansoori, 2017), thereby avoiding the costs of accumulating the experience themselves (Kim & Miner, 2007). Hence, we follow the argument that entrepreneurs learn from several sources, including social learning (Bandura, 1977).

Although learning is seen as essential in the venture creation process (Corbett, 2005), prior research has hardly discussed how new venture teams' learn. To understand entrepreneurial learning in ventures started by teams, knowledge is needed on the behaviors and actions undertaken by the team to collectively learn in the venture creation process. The concept of learning behavior from the team learning literature (Edmondson, 1999) focuses on the activities carried out by team members to obtain and process data within the team for improvement. Building on team learning literature, we argue that involvement in team learning activities leads to a higher extent of learning. Consequently, in their quest to learn, new venture teams must engage in relevant learning activities to promote new venture team learning. This study examines the learning behaviors of novice new venture teams to identify important aspects of their learning processes.

4.4.3 Methodology

This study employed a multiple case study designed to explore new venture teams' learning behaviors. It drew on longitudinal data from five new venture teams in a venture creation program context, collected from 2017 until 2019. The data analysis process was inspired by the inductive stepwise coding approach by Gioia et al. (2013), which illuminated the dimensions of learning behaviors and learning needs of new venture teams. When the dimensions were identified, we constructed a grounded model of the learning process of novice new venture teams, illustrating the interrelationships between the dimensions. Thus, the model illustrated how the three identified dimensions of learning needs—(1) find out how to address the process, (2) find the relevant knowledge for the venture, and (3) find own solutions—feed into the three identified types of learning behavior—(1) learning by observing, (2) learning by

interacting, and (3) learning from their own experiences, indicating that collective reflections is the key mechanism for advancing the new venture teams' learning behavior.

4.4.4 Key findings and contribution to thesis

The study unveils the learning behaviors of new venture teams during the venture creation process and contributes processual evidence explaining how learning behaviors of novice new venture teams are developed over time during the venture creation process, and highlights the importance of reflection. By identifying activities taken by the new venture team to support their learning, this article contributes to entrepreneurship research by highlighting the process of how novice new venture teams can put themselves into learning situations when they lack entrepreneurial experiences to draw on for learning (Roth, 2016).

Additionally, the study identifies the perceived learning needs that act as key drivers for the development of learning behaviors. Hence, it highlights how the learning needs change throughout the early stages of the venture creation process as the new venture teams learn, and that the new venture teams will need to adjust their learning behavior according to their perceived learning needs (Sardana & Scott-Kemmis, 2010). However, to change learning behavior, the article points to the importance of collective reflection as the catalyst for how new venture teams identify their learning needs and develop their learning behaviors (Clarke et al., 2006; Knipfer et al., 2013). Thus, the results of this article contribute to the literature on entrepreneurial learning in teams by showing how new venture team's learning behaviors are influenced by their developed understandings and their ability to collectively reflect as they go (Cope, 2003).

Furthermore, this study shows that entrepreneurial learning is a process where new venture teams adopt different ways of learning, where *vicarious learning, social learning,* and *experiential learning* are all prominent learning behaviors of new venture teams. We find that novice new venture teams go through a process where they learn

from observing others, and through social interactions with others, before they manage to learn from their own entrepreneurial experiences. As such, this study contributes to the conceptualization of entrepreneurial learning among novice new venture teams. Further, it illuminates learning within new venture teams as a multi-leveled phenomenon, where individual and team processes interact, as the new venture team engages within its community; thus, it extends prior studies focusing on how individual learns (Wang & Chugh, 2014). The study thereby increases the understanding of social learning's and experiential learning's role in collective learning processes in new venture teams.

In summary, this study provides a deeper understanding of the learning process of novice new venture teams and of how the new venture team masters the different learning behaviors influencing the teams' capability to progress in the venture creation process. It suggests that interactions, shared understandings, and collective reflections within the new venture team are important drivers for enhancing the new venture team's learning behavior, and consequently venture creation progression (Decuyper et al., 2010; Wang & Chugh, 2014).

5. DISCUSSION AND CONCLUSIONS

The purpose of this thesis was to explore how new venture team processes foster student learning in entrepreneurship education. This chapter summarizes the main findings and contributions of this thesis and discusses implications and suggestions for future research.

5.1 Conclusions From the Thesis

By exploring how new venture team processes influence student learning in entrepreneurship education, this thesis adds insights into the underlying dynamics of new venture teams' multi-level learning processes in entrepreneurship education (Pittaway et al., 2009). To do so, this thesis draws on the literature of new venture teams and entrepreneurial learning, combined with three well-established perspectives for learning: experiential learning (Kolb, 1984), situated learning (Lave & Wenger, 1991), and collaborative learning (Capello, 1999; Edmondson, 1999).

The current body of research that examines the dynamics of team processes in entrepreneurship education focuses mainly on the skills students adopt from team processes (e.g., Arpiainen & Kurczewska, 2017; Le Pontois & Foliard, 2018; Neumeyer & McKenna, 2016; Pazos et al., 2022) and on student learning from partaking in entrepreneurial action (Haneberg & Aadland, 2019), rather than on how students learn from team processes (Nabi et al., 2017; Pittaway et al., 2009). Team processes are argued to be central for developing the new venture team (Ben-Hafaïedh, 2017; Patzelt et al., 2020), since a team's ability to collaborate and improve has important implications for their performance (Brattström et al., 2020; Brinckmann & Hoegl, 2011). The new venture team is also an essential driver for new venture development (Bolzani et al., 2019; Klotz et al., 2014), and acquiring entrepreneurial learning is critical for venture development (Nogueira, 2019; Wang & Chugh, 2014). Hence, a new venture team's ability to learn and progress in the venture creation process is essential for

students' learning process (Haneberg & Aadland, 2019; Lackéus & Williams Middleton, 2015) and, consequently, for entrepreneurship education using new venture teams.

However, a threefold gap is identified in the literature of new venture teams and entrepreneurial learning: (1) *how* new venture teams engage in processes that support effective team processes (Brattström et al., 2020; Klotz et al., 2014), (2) *how* new venture team processes influence learning (Klotz et al., 2014; Wang & Chugh, 2014), and (3) *how* new venture teams develop their learning behaviors in general (Roth, 2016; West III & Gemmell, 2020) and specifically in entrepreneurship education (Nabi et al., 2017; Pittaway et al., 2009). Hence, my overall research question, *How do new venture team processes foster student learning in entrepreneurship education?*, addresses this gap through the following two sub-research questions: (I) How are effective new venture teams developed in entrepreneurship education? (II) How do students in new venture teams develop their entrepreneurial learning behavior?

5.1.1 Sub-Research Question I: How Are Effective New Venture Teams Developed in Entrepreneurship Education?

Sub-research question I is mainly addressed through Papers I and II and addresses how effective new venture teams develop in entrepreneurship education. However, all the empirical papers of this thesis contribute new insights into new venture team processes in entrepreneurship education, and that student learning depends on the new venture team's ability to engage in team development processes. The key findings of my empirical papers suggest that resilience, the management of conflicts, enabling collective learning, and structures facilitated by entrepreneurship education programs are particularly important in developing an effective new venture team. Moreover, new venture team selection is the starting point of the new venture team development process and forms the basis for student learning.

Resilience is an important characteristic of effective new venture teams. Resilience increases the team's capability to recover quickly when changes occur and strengthens the team when coping with the uncertain process of new venture creation

(Jiang & Tornikoski, 2019; McKelvie et al., 2011) and when facing unforeseen changes that challenge the new venture team (Blatt, 2009; Knipfer et al., 2018; Ucbasaran et al., 2003). Resilience is not an innate characteristic of teams; it must be developed over time. Paper I highlights three key phases in new venture teams' development of resilience: 1) establishing the foundation for collaboration, 2) structuring the teamwork, and 3) adapting to changes. Mastering the first two phases is crucial to build the resilience needed for maintaining and developing effective team performance. These two phases enable the new venture team to develop the capacity needed to recover quickly and mobilize when changes occur in the team and venture. Hence, the results from Paper I show how effective new venture teams can adapt to internal and external changes and manage to continue the venture creation process, even in the face of difficulties. These findings extend prior suggestions that the initial structuring of the new venture team has imprinting effects on the new venture (Brattström et al., 2020; Cloutier et al., 2017; Klotz et al., 2014) by revealing stepwise progression for effective new venture team development.

Team conflicts have the potential to hamper the new venture team's effectiveness (Chen et al., 2017; De Jong et al., 2013; Knight et al., 2020). The significant role of conflicts in teamwork is highlighted in Paper II, which responds to the calls for studying conflict management at the team level (Somech et al., 2009), and contributes important knowledge on how new venture teams' actions to resolve and mitigate conflicts influence teams' processes (De Wit et al., 2012; Jehn & Rupert, 2008; Knight et al., 2020). Paper II offers in-depth insights into new venture teams' strategies when dealing with team conflicts and the effects of such strategies. The findings from Paper II show that effective new venture teams align their conflict management strategies with the desire of creating a team that can maintain the collaboration and tackle the uncertainty related to the entrepreneurial process, despite the fact that conflict may arise. By comparing new venture teams with short-term student teams, Paper II illustrates how teams' timeframes influence teams' conflict behavior. This implies that the new venture teams' capability to align the team's conflict management strategies

with the team's duration, goals, and objectives has implications for the team's effectiveness. More specifically, Paper II suggests that effective new venture teams often use preventive and experimental strategies to manage conflicts, as supplements to regular conflict resolution through discussions within the team. Thus, it is unlike short-term student teams who can maintain activity by simply avoiding addressing conflicts. By identifying the strategies of experimenting and avoiding, this study extends existing conflict management theory (Marks et al., 2001; Rahim, 2002).

Furthermore, this thesis shows that creating team structures that promote the new venture team's *collective learning* capability contributes to ensuring necessary progression in the venture creation process. As such, this thesis contributes to the understanding of how internal team processes influence a new venture team's performance in venture creation activities. Similar to the arguments of the importance of team structure for predicting performance in team processes such as learning (Bunderson & Boumgarden, 2010), Paper IV suggests how new venture teams create initial interaction patterns that enhance their ability to learn, and thus deepen their knowledge and ensure venture progression. The study reinforces some of the findings in Paper I by pointing to the importance of forming a shared understanding and of establishing interaction patterns for the new venture team's ability to collectively learn. Moreover, similar to the findings of Knipfer et al. (2018), this study echoes the importance of a new venture teams' ability to collectively reflect over actions taken, for enhanced team learning, and consequently for the team's ability to improve the venture creation process (Rauter et al., 2018; Roth, 2016).

Additionally, this thesis suggests that *structures organized by the entrepreneurship education program* play a key role in the development of effective new venture teams. By drawing on the community of practice perspective (Wenger, 1998), Paper III shows how students enhance their ability to make rational team selection behaviors through participation in an entrepreneurship education community. Paper III highlights that engagement in the community is important for

student learning, as it enables insights into second-hand experiences relevant for students' new venture team selection, which further enable the students to follow their own instincts and experiences, while simultaneously taking a rational team selection behavior that is aligned within the student cohort. Similar to Haneberg and Aadland (2019) arguments, this study underscores the important role of entrepreneurship education in stimulating students' involvement in the community, not only in the venture creation process but also in the new venture team selection phase. Learning through engagement in the community is important for the student's development of a team selection behavior that supports the construction of effective new venture teams.

Finally, the findings of this thesis show that selecting teams on the wrong term causes dispersed new venture teams that struggle to align a shared understanding and set goals and objectives for their teamwork (Paper I), thus having difficulties achieving progress (Paper IV), which further causes dissatisfaction, frustration, and conflicts (Paper II). As such, this thesis also contributes insights into less effective new venture teams; it highlights how the absence of different team processes inhibits the team's development and performance, which reduces the students' overall learning experiences (Hytti et al., 2010). Paper I points to how the absence of crucial team processes is damaging for the team's development, and that new venture teams that fails in developing effective team processes often lack the psychological ownership and shared understanding needed for establishing a foundation for collaboration, which subsequently hampers further team processes (Man & Farquharson, 2015). Similarly, Paper II shows that the lack of psychological safety influences the new venture teams' ability to manage and resolve conflicts, as it is essential for sharing and integrating team members' ideas and perspectives (Edmondson, 1999). Hence, consistent with previous findings, this thesis shows that new venture teams paying minimal attention to initial team processes are likely to lack the collective foundation needed for working interdependently, maintaining member collaboration, developing a joint venture, and performing (Bird et al., 2012; Cohen & Bailey, 1997; De Mol et al., 2015; Knipfer et al.,

2018), which in most cases leads to disbandment of the team and the venture (Brattström, 2019). For students in entrepreneurship education, disbandment is critical, as it means that they abandon their learning vessel (Haneberg & Aadland, 2019; Lackéus & Williams Middleton, 2015).

5.1.2 Sub-Research Question II: How Do Students in New Venture Teams Develop Entrepreneurial Learning Behaviors?

Sub-research question II is mainly addressed through Papers III and IV of this thesis, and addresses how students in new venture teams develop their learning behavior. These papers examine the learning processes of students in entrepreneurship education at the individual (Paper III) and team levels (Paper IV) and show how learning behaviors develop both at the new venture team selection stages and in relation to venture creation.

Developing collective learning behaviors through various learning sources in distinct phases of the team and venture creation processes fosters learning for students (Haneberg & Aadland, 2019; Ollila & Middleton, 2011), which often lack experience of venture creation processes (Aldrich & Yang, 2014). Collective learning behaviors also foster team-level learning (Edmondson, 1999; Van Offenbeek, 2001), which enables teams to obtain sufficient learning for the venture creation process (El-Awad et al., 2017; Kempster & Cope, 2010; Wang & Chugh, 2014).

Similar to previous arguments (Haneberg & Aadland, 2019; Howorth et al., 2012), this thesis suggests that observations of role models and interactions in the community are important sources of learning. These two sources of learning play a significant role in the development of students' learning behavior in entrepreneurship education, as observation of role models' behaviors (Holcomb et al., 2009; Sardana & Scott-Kemmis, 2010) and interactions with more experienced community participants (Wenger, 1999) contribute to students' initial understanding of the new venture team's role and the venture development process. More precisely, observation of role models enables new venture teams to enact the venture creation process because they

learn to act as entrepreneurs and present their ventures in ways compatible with the existing "cultural codes" in the community (Thompson & Illes, 2021) (Paper IV). Hence, observations of role models shape the new venture team's first actions and the students' first learning experiences, which further direct the new venture team's forthcoming learning behavior.

The results of this thesis suggest that interactions in the community are important for the development of students' learning behavior, with both Papers III and IV showing how the community interactions provide contextual knowledge to students both in the process of selecting a new venture team and in the process of new venture creation. Paper III suggests that students combine individual and community learning to take on rational team-selection behavior. They use community insights to understand their own experiences and further develop their own learning behaviors. Paper IV shows that social interactions in the community contribute relevant knowledge for venture creation, in which the new venture teams achieve knowledge, obtain support, and receive feedback on their plans, which are necessary for progression in the venture creation process and the further development of the team's learning behavior. Further, Paper III suggests that the individual students also contribute to the knowledge accumulation in the community when the students share, discuss, and reflect together over their experiences, thus creating new practices for the community. In this regard, community interactions contribute to the student learning process at the individual, team, and community levels of learning. These results extend previous findings, which have mainly explored individual students' learning from community participation (Haneberg & Aadland, 2019; Kubberød & Pettersen, 2018).

Further, the analyses of this thesis identify the conditions under which learning behaviors tend to develop and emphasize the importance of the collective identification of learning needs and collective reflection. Paper IV explains that the variances in the new venture teams' learning capability relate to how teams analyze and understand information gathered, and thereby identify their own learning needs.

Similarly, both Papers III and IV suggest reflective abilities as the catalyst for developing learning behaviors at the individual, collective, and community levels, because they help shape the activities undertaken to deepen learning. Similar to existing studies of learning in entrepreneurial processes and in entrepreneurship education (e.g. Cope, 2003; Deacon & Harris, 2011; Kassean et al., 2015; Neergaard et al., 2020), this thesis shows that reflection is an important facilitator for the development of students' learning behavior, at the individual, new venture team, and community levels, because it is through reflections that the realizations of new learning needs occur. Perceived learning needs further guide the learning behaviors of the learning unit.

Lastly, this thesis suggests that effective experiential learning in new venture teams is acquired through the development of collective learning behaviors (Roth, 2016; Wang & Chugh, 2014). Paper IV shows that new venture teams go through a learning process in which they learn by observing others and through social interactions with others before they manage to learn from their own entrepreneurial experiences. Building on the argument that the development of learning behavior is important for teams' learning outcomes (Aldrich & Yang, 2014; Edmondson, 1999; Roth, 2016; Van Offenbeek, 2001), this thesis contributes to a more coherent understanding of that teams' collective identification of learning needs and involvement in activities that correspond to and realize the identified learning needs that contribute to the development of learning behaviors of new venture teams. As such, this thesis also adds insights into how new venture teams' development of entrepreneurial learning behaviors depends on their internal team processes (Kayes et al., 2005; Morgeson & Hofmann, 1999; Wilson et al., 2007).

5.1.3 Overarching Research Question: How Do New Venture Team Processes Foster Student Learning in Entrepreneurship Education?

Synthesizing the two sub-research questions above, this thesis contributes insights on the underlying dynamics of new venture teams' learning in entrepreneurship education and how new venture team processes influence students' learning. In

addressing the research question, different new venture team processes were studied to elucidate student learning from team processes in entrepreneurship education, comprising learning at the individual, team, and community levels, and the underlying interplay between these levels of learning. The discussion in Chapter 5.1.2 underscores the importance of developing students' learning behavior, and Chapter 5.1.1 analyses the preconditions for the emergence of learning behaviors through effective new venture team development. Based on the empirical findings, the development of the learning behaviors of new venture teams is dependent on the team processes, including the team's capability to function effectively and handle conflicts.

A key contribution of this thesis is that student learning in team processes occurs at different levels, where the individual student learns from experiences created by their new venture team and also within the specific context in which the new venture team are embedded (Lackéus, 2014; Pittaway et al., 2009). Thus, in addressing the research question, I built on the arguments of student learning from team processes in entrepreneurship education as a multi-leveled learning process that occurs at the individual student, new venture team, and educational program levels.

The conceptual model (Figure 5.1) sums up the main findings of this thesis, illustrating a three-level process of student learning supported by experiential, collective, and situated learning processes. These results contribute to existing research on student learning in entrepreneurship education by addressing the relationship between the student, the new venture team, and the entrepreneurship education context in student learning (Fayolle & Gailly, 2008; Pittaway et al., 2009). I argue that when using new venture teams as a learning method, the new venture team plays an influential role in transmitting entrepreneurial learning between the individual students (new venture team members) and the community. The community includes both activities inside and outside the classroom, activities for the student in one cohort or between student groups, and activities with alumni, faculty, mentors, or other

ecosystem actors at the university. I will now elaborate more on this key finding (Figure 5.1).

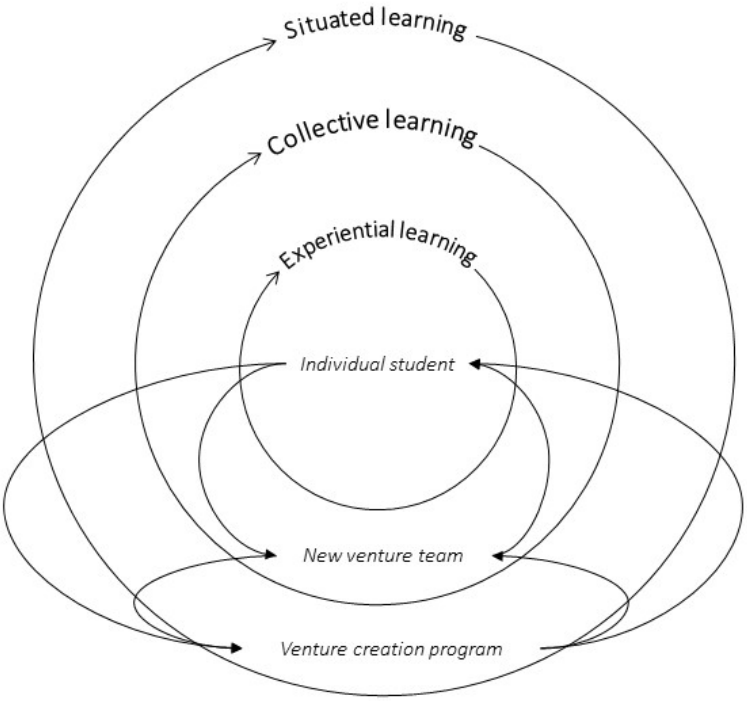

Figure 5.1 *Students Learning in Entrepreneurship Education as a Multi-Leveled Learning Process*

First, Figure 5.1 shows that individual students' learning from team processes is experiential in nature; however, the individual student's experiences depend on their new venture team's collective learning and the learning acquired from the entrepreneurship education's community. Previous studies have focused on how community learning contributes to student learning, particularly when students lack their own venture to gain experiences to learn from (Haneberg & Aadland, 2019; Howorth et al., 2012; Kubberød & Pettersen, 2018), whereas this thesis argues that individual students use community learning to increase their understanding of their

own experiences; thus, community knowledge enables deeper experiential learning among the students (Papers III and IV).

Second, this thesis shows the importance of enacting team processes at a collective level for the new venture team to learn. Moreover, the findings of this thesis suggest that collective learning is dependent on the new venture teams' ability to develop their learning behaviors (Wang & Chugh, 2014), in which the individual team members' experiences and the community practice influence and shape the collective learning process. In that respect, effective collective learning from experiences among novice new venture teams demands a learning process in which the team adopts diverse ways of learning to acquire sufficient and relevant knowledge before they manage to create learning situations where they draw from their own relevant entrepreneurial experiences (Paper IV). Hence, for novice new venture teams, combining community "knowing" and their own experiences as sources of learning is crucial for developing effective collective learning.

Third, this thesis shows that the context students are embedded in plays a vital role in the students' learning process, both for the new venture team- and individual-level learning. This thesis also contributes to our understanding of learning at the community level by showing how the community learns from the individual students' experiential learning and the new venture teams' collective learning. Hence, when making claims on how students learn and what pedagogical methods should be applied to support the aimed results of entrepreneurship education (Fayolle & Gailly, 2008), we must acknowledge the unit in which the learning situations are created, such as the impact that teams' abilities have on how and what students learn (Arpiainen & Kurczewska, 2017; Man & Farquharson, 2015; Scott et al., 2019) and the environment in which the learning occur (Pittaway et al., 2009).

Furthermore, this thesis extends prior research on *how* new venture teams learn (El-Awad et al., 2017; Rauter et al., 2018) by suggesting that new venture teams' ability to develop learning behaviors depends on the team's internal processes. The results

show how team processes might foster or hinder new venture teams' ability to learn (cf. Brattström et al., 2020; Klotz et al., 2014; Wang & Chugh, 2014). This thesis highlights team effectiveness as a prerequisite for learning, in which the new venture team's ability to develop an effective team fosters student learning at all levels. Further, my findings support the results of previous studies (Pazos et al., 2022) that the new venture team's capacity to solve conflicts influences their potential to collaborate. Conversely, conflicts might hamper the individual student's well-being and motivation to contribute to the teamwork (Paper II) and subsequently influence the student's learning. This finding further echoes the importance of considering the learning unit, the team, when assessing the effects of team-based entrepreneurship education on student learning (Hägg, 2020; Lackéus, 2014; Pittaway et al., 2009).

Moreover, the thesis found new venture team processes to be important providers of student learning in entrepreneurship education. The findings suggest that when new venture teams form with the purpose of learning from their own venture creation process, it is vital for the new venture teams to take an active role in developing the team, not just the venture. This means that the new venture team would benefit from initiating team processes that support the development of effectiveness and learning behaviors, as it influences the team's capability to perform in venture creation activities. Thus, the focus of the thesis on the student learning process resonates with the prevailing notion that new venture teams play a crucial role in predicting performance (Bolzani et al., 2019; Klotz et al., 2014; Lazar et al., 2020), and that progression in new venture development demands collective team actions and interactions (Brattström et al., 2020; Lechler, 2001). Conversely, if the new venture teams are only passively involved in the initial stages of the collaboration, focusing mostly on venture creation activities, the new venture team will fail to develop a shared understanding, psychological ownership, and joint commitment toward the process. Thus, they will have trouble enhancing collective learning behavior as team members' orientations may differ, with consequences for the further development of the venture and the students' overall learning experiences.

5.2 Limitations and Future Research

In a research process, choices are made with the aim of examining the research questions in the best possible way given the resources and the time range available. Such choices involve compromises where certain aims are sought and achieved at the cost of others. Consequently, this thesis has limitations related to the methods, analytical approaches, and theoretical frameworks adopted, which are important to notice.

In this thesis, the primary data consisted of interviews with students in new venture teams, which means that I have considered students' own construction of their experiences with team development and venture creation to detect their team learning processes. In that respect, I have not been able to measure real changes in their competencies, skills, and cognitive abilities, and consequently have not been able to bring insights into specific student learning acquired among the new venture teams. Hence, this thesis brings limited insights into whether the learning that the new venture teams experience is necessary for reaching their purposes. Therefore, I encourage further assessment studies to include objective measures of learning when exploring how new venture team processes influence student learning, as this can provide a deeper understanding of students' team learning process.

Moreover, while focusing on the new venture teams' learning process, I downplayed the role of educational programs' curricula, initiatives, and courses in students' team processes. I argued for the importance of investigating new venture teams' interactions and actions based on the arguments that nascent new venture teams need to set out their own processes and initiate their own processes to develop and learn (Aldrich & Yang, 2014; Vogel, 2018; West III & Gemmell, 2020). I acknowledge that the educational program can have a key role in affecting the new venture teams' process initiation, thereby contributing to the students' team processes. Thus, I realize that this is a limitation of this thesis, as I have not captured how relevant interventions provided by the educational program have affected the new venture team processes

and, subsequently, student learning. In this respect, this limitation emphasizes that more research is needed on the role of educational programs in fostering and supporting new venture teams' processes (Lackéus & Williams Middleton, 2015; Pittaway & Cope, 2007b).

Further, I focused on the processes expected to contribute to the success of new venture teams, both team and venture development; however, these processes still require more empirical examination. For instance, in Paper III, I explored how students learn to take a more rational team selection behavior through participation in the community; still, I have not explored the effect of the different team selection behaviors that the students adopt on further development and learning of new venture teams. This means that my narrow scope of studying community learning in particular phases of the students' team processes restrains me from addressing the long-lasting effects of how the community promotes student learning. Hence, in this thesis, restricted insights are provided regarding the effects of team selection on a new venture team's capability to develop and learn (Karlsson & Nowell, 2020; Warhuus et al., 2021).

Further, the results of this thesis have highlighted that the community is an important provider of student learning, and further indicated how the community learns from the students' engagements in the community. Although this thesis shows that alumni, mentors, and faculty play an essential role in student learning and maintaining the community, I have constrained data for exploring their perspectives on the community. I therefore provide little evidence of the community learning processes of these actors and how the community functions from their perspectives. Hence, in this thesis, aspects of how learning processes initiate and emerge in an entrepreneurship education community are not thoroughly understood. Thus, as this thesis has overlooked how actors in the community, beyond the students, learn from community participation, it provides little evidence of how students' entrepreneurial processes contribute to the learning processes of other actors in the community.

Despite these limitations, this thesis has important implications for theory and practice, which will be outlined below.

5.3 Implications for Theory

The conclusion of my thesis offers several theoretical implications for entrepreneurship education literature, new venture team literature and entrepreneurial learning literature, which I now will discuss.

5.3.1 Entrepreneurship Education

This thesis points to three key findings that future entrepreneurship education theory should consider. First, this thesis extends the entrepreneurship education literature by showing how team processes foster student learning in entrepreneurship education (Hytti et al., 2010; Pittaway & Cope, 2007b; Warhuus et al., 2017). The current body of research team processes in entrepreneurship education has focused on students' learning outcomes from team processes, whereas the thesis shows how team processes can strengthen or weaken student learning. Having illustrated the importance of the new venture teams' action and interaction on students' learning processes, I argue the importance of gaining a deeper theoretical understanding of new venture team processes in entrepreneurship education, particularly since many entrepreneurship education programs use new venture teams for learning purposes (Arpiainen & Kurczewska, 2017; Chen & Agrawal, 2018a; Smith et al., 2022). Moreover, I propose that further assessment studies of entrepreneurship education should include team processes and consider team functionality when measuring the effects of pedagogical interventions on student learning.

Second, this thesis argues that the processes of developing effective new venture team and team learning behaviors are particularly important for increased student learning in entrepreneurship education. The learning process of new venture teams in entrepreneurship education involves learning tasks where managing the interrelated complexity of various actions following the challenges of both team

development and venture development is crucial (Ollila & Middleton, 2011). This thesis contributes with needed knowledge about how the student new venture team can develop to cope with such complexity by revealing the actions and interactions of teams to develop effective structures and learning behaviors. Hence, this thesis extends prior studies pointing to the importance of progression in the venture creation process for students' learning (Haneberg & Aadland, 2019; Lackéus & Williams Middleton, 2015) by showing how a new venture team can build structures that support sufficient progression for student learning. There is a potential to increase the output of students' learning process through facilitation and support of new venture team processes by the entrepreneurship education. Hence, I call for more research focusing on methods and activities that entrepreneurship education can use to support the development of new venture teams, including how entrepreneurship education can repair and rebuild new venture teams on the wrong path.

Third, a key finding of this thesis is the conceptualization of student learning through new venture teams in entrepreneurship education as a multi-leveled learning process. By showing that team-based pedagogical methods imply a more complex learning process, in which student learning is experiential, collective, and situated in nature, this thesis extends previous conceptualizations of student learning in entrepreneurship education that are heavily centered around the understanding that students learn from their own experiences (Hägg & Kurczewska, 2020; Rasmussen & Sørheim, 2006; Rideout & Gray, 2013). By considering the authentic learning situation in which the students operate, the new venture team in a specific entrepreneurship education context (Lackéus, 2014), this thesis contributes novel insights into how student learning is fostered through new venture teams' collective learning process and shaped by the community in which the students are embedded. As such, further conceptualizations of student learning in entrepreneurship education should consider the unit and context in which learning occurs, as it can have important implications for the student learning process.

5.3.2 New Venture Team Processes

This thesis has three key implications for the new venture team literature. First, by emphasizing the activities and interactions that new venture teams execute to become effective, this thesis contributes important knowledge on how new venture teams' development processes influence both team and venture performance (Ben-Hafaïedh, 2017; Brinckmann & Hoegl, 2011; Klotz et al., 2014). By focusing on the development processes of effective new venture teams, I show the phases and processes that the teams go through to maintain collaboration and perform in the venture creation process in an entrepreneurship education setting. Hence, I substantially extend strands of new venture team studies that have focused on the influence of team composition or characteristics on venture performance (e.g, Cardon et al., 2017; Chen & Wang, 2008; De Mol et al., 2020; Jin et al., 2017; Knockaert et al., 2011; Steffens et al., 2012; Zhou et al., 2015). I propose that further theoretical development is needed to further understand the dynamics of new venture teams and the role of context for new venture team development and therefore suggest that further studies should explore the applicability of my findings regarding new venture team development in other new venture team contexts, and among more experienced new venture teams.

Second, by showing how new venture teams' processes influence the new venture team's ability to learn and the activities carried out by new venture teams to learn, this thesis contributes to the much-needed understanding of how new venture teams engage in learning processes and creates an environment that allows the new venture team to learn (Klotz et al., 2014; Wang & Chugh, 2014). Thus, this extends the new venture team literature which, in relation to new venture teams' knowledge, has mostly explored cognitive perspective (Chen et al., 2017; De Mol et al., 2015; West III, 2007), rather than behaviorist perspectives of knowledge acquisition. Moreover, in this thesis, I argue that the new venture teams' learning behavior plays a significant role in how and what the team learns, and that the new venture team's capability to collectively reflect on how learning behavior corresponds to their learning needs is crucial for increased team learning. As this thesis focuses on novice new venture teams,

I urge further research to explore whether these findings are applicable for more established new venture teams, with existing interaction patterns and historical knowledge. Further, I argue that more research should explore how new venture teams, in various contexts, can initiate their internal processes to promote team learning and venture development, to further understand the relationship between new venture teams' processes and learning behavior.

Third, by studying the early phase of new venture team processes, the thesis provides unique perspectives on the early phases of new venture team development, which has been scarce in current literature (Klotz et al., 2014; Lazar et al., 2020). Moreover, this thesis shows how novice new venture teams create their initial structures through action and interaction within the team, and with help from other individuals and teams in the community, even before they are incorporated. It also provides insights into how the lack of actions and interactions within the team can lead to dysfunctional behavior and reduce performance, and in several cases lead to ending of the new venture creation process. Further research should build on these findings to deepen the understanding of how and what team processes influence how new venture teams emerge over time (Klotz et al., 2014) and how early actions and interactions of new venture teams might have imprinting effects on the team's performance over time.

5.3.3 Entrepreneurial Learning

The implications of this thesis for the entrepreneurial learning literature are threefold. First, by analyzing the learning behaviors of new venture teams, this thesis responds to the calls for better understanding of collective learning processes in entrepreneurship (Wang & Chugh, 2014). The results of this thesis contribute to the literature on entrepreneurial learning by identifying activities taken by new venture teams to support their learning and showing how these learning behaviors depend on the stage of the venture creation process and the new venture teams' previously developed understanding. Thus, the new venture team's ability to interpret and

analyze the information gathered, combine knowledge to create new understanding, and collectively reflect over their actions and interactions is crucial for learning to be enacted at the team level. However, as the focus of this thesis is entrepreneurship education, it would be interesting to explore how new venture teams in other contexts engage in collective learning processes, to determine whether there are differentiations in the learning processes of new venture teams with more experience and in other contexts, and who may not be pushed to learn (such as students in education).

Second, this thesis contributes by identifying how new venture teams develop their learning behaviors and by showing how internal team processes influence the new venture team's ability to learn. By identifying the actions and team processes of new venture teams that nurture collective learning, this thesis shows how new venture teams must take an active role in deepening the learning needed for venture progression (Aldrich & Yang, 2014; Roth, 2016). The focus on learning behavior, that is, the activities that the students and new venture teams undertake to obtain learning, contrasts with other concepts related to how individual entrepreneurs learn, such as learning styles (Corbett, 2005) or cognitive abilities (Holcomb et al., 2009), which are more or less stable compared to learning behavior, which can be develop (Edmondson, 1999). However, I have merely scratched the surface and provided some empirical insights into how student new venture teams develop their learning behaviors. In that regard, future studies should continue to explore how new venture teams of various characteristics develop their learning behaviors to further develop the understanding of how new venture teams actively develop structures that promote collective learning to occur.

The third implication for the entrepreneurial learning literature concerns the identification of entrepreneurial learning in new venture teams as a multi-level learning process. The empirical findings of this thesis suggest that new venture teams' learning process is influenced by the team members' individual experiences, how the

team collectively engages in learning acquisition activities, and their engagements in the community in which they are embedded. Having illustrated how new venture teams' learning process occurs at three levels simultaneously and that learning at all plays a vital role in the new venture teams' learning process, I argue the importance of gaining a deeper theoretical understanding of new venture team's learning processes, particularly since newest ventures are created by teams (Held et al., 2018; Knight et al., 2020). Moreover, I suggest that future studies of entrepreneurial learning in new venture teams consider the relationship between learning the individual team member, the team, and the community when examining new venture teams' learning processes. I assume that studying how these three levels of learning are interrelated will provide insights to understand collective learning in new venture teams more in-depth.

5.4 Implications for Practice

There are several practical implications to take away from this thesis for entrepreneurship educators, students, new venture teams, and others who aim for learning through team processes.

5.1.1 Implications for Entrepreneurship Educators and Students

The findings of this thesis have several implications for practice. First, the thesis suggests that new venture teams' processes play a significant role in student learning. This means that new venture teams focusing on building their capacity to develop and learn are more likely to achieve the progress needed to pass through initial venture emergence states and to consequently experience later phases of the entrepreneurial process and learn more about the process (Haneberg & Aadland, 2019; Ollila & Middleton, 2011). Conversely, students who pay limited attention to team processes are likely to learn less. Hence, entrepreneurship education using new venture teams, or other varieties of student teams, should pay attention to how the teams influence the students' learning process and consider how they can facilitate students' learning from team processes. In this respect, I argue that entrepreneurship education can strengthen student learning by investing in the development of the student new

venture teams by focusing on facilitation of students' collective learning mechanisms, such as giving room for the students to explore new venture team selection alternatives and to develop the team before embarking on the venture creation process.

Further, for students in new venture teams, this thesis underscores the value of creating initial team structures that allow the development of resilience and collective reflection in between entrepreneurial actions and interactions, as it will increase team effectivity, mitigate negative conflicts, and deepen the teams' level of learning. This thesis also shows that the new venture teams play a critical role in creating relevant experiences for learning, with interactions between the students in the new venture team, peer students, and other actors in the community supporting the development of students' learning behavior. For students with limited entrepreneurial experience to draw from, observing role models and sharing experiences with others outside the new venture team are essential when contextualizing and making sense of their own experiences. Hence, I argue that interacting, presenting, and sharing ideas and experiences, both positive and negative, are valuable for students to develop their learning behavior and subsequently their ventures.

Furthermore, the results suggest that the students' learning process is influenced by the community in several ways. The community plays a vital role in shaping the new venture teams by providing advice and discussing with the student before team selection, during team endurance, and during their venture creation process. Learning is achieved through shared practices and norms in the community as well as through discussions, knowledge sharing, and guidance. The new venture team's learning is shaped by the community's way of approaching the new venture team development and venture creation process. Hence, I suggest that the educational program should facilitate new students' access to such a community, for instance by including community interactions in both formal parts of the curriculum and informal co- and extra-curricular activities. Encourage students' involvement in the community

can help students select new venture teams on rational terms, improve their learning behavior, and subsequently build their ventures. More importantly, students involved in such programs should be aware of the community's role in student learning. Thus, the students should be encouraged and motivated toward active involvement in the community and behave in outreaching manners in all phases of their studies.

Lastly, considering the importance of team processes that foster students' learning, the thesis suggests that students also should be aware of their key role in facilitating peer students' learning. For instance, a high level of team conflicts can reduce team members' well-being and psychological safety, which further diminishes the individual student's learning capability. Thus, I advise students to acknowledge that their team processes can have important effects on their student learning and venture performance, and therefore recommend that students in new venture teams take on an active role in building the team to benefit their own learning and peer students' learning. Entrepreneurship education programs should also acknowledge the importance of the team in student learning, and make sure to disseminate this acknowledgment to the students. More importantly, they should support students in new venture teams, for instance, through team exercises, team building activities, and reflecting conversations with the new venture teams and their members.

5.1.2 Implications for New Venture Teams

To a substantial extent, this thesis has studied team processes in new venture teams and how team processes foster learning. Thus, this thesis serves the practical purpose of increasing awareness among new venture teams of the value of developing the team and the processes that are vital for becoming effective, for sufficiently managing team conflicts, and for creating learning behaviors that enable the team to successfully develop their venture. I have also argued, based on related literature (Brattström et al., 2020; Brinckmann & Hoegl, 2011; Edmondson, 1999), that the development of the new venture team is a prerequisite for learning because the interactions and reflections needed for the team to collectively acquire knowledge depend on the new

venture team's level of shared understandings, psychological ownership, joint commitment, team conflicts, and overall sharing environment. Thus, performing dynamic behavior that supports the development of the team and its members while managing challenges such as conflicts and uncertainty is crucial for maintaining the new venture team and venture creation.

Further, as argued through this thesis, collective learning is a critical component for the new venture team to perform better in the venture creation process. In this respect, the thesis proposes that new venture teams wanting to learn must actively engage themselves in relevant situations where learning can be acquired and ensure that they reflect on the situations to enact the learning at the team level and direct further behavior. Overall, this thesis reinforces the significant role of entrepreneurial learning for new venture development (Nogueira & Alsos, 2018; Wang & Chugh, 2014) while highlighting the new venture team's crucial role in fostering collective learning. As such, my findings show the importance of new venture teams' actions to develop effective teams, as it will enable more accurate behavior when directing their collective learning activities. Therefore, I suggest that new venture teams should engage in effective new venture team development, as this will enhance their learning and venture performance.

5.5 Concluding remarks

This dissertation has sought to explain the importance of new venture team processes as a counterbalance to the basic assumption that entrepreneurial action fosters student learning in entrepreneurship education. To achieve this purpose, a conceptual model of students' learning process in entrepreneurship education was developed through empirical inquiries acquired during the research process. The conceptual model combines three perspectives on how humans learn from behavioral viewpoints with the levels of students' learning processes from experiential and team-based pedagogical methods in entrepreneurship education.

Based on the empirical findings, student learning from new venture teams in entrepreneurship education is a multi-level process that depends on the team's ability to engage in different team processes that stimulate the development of an effective new venture team and the development of learning behavior. This suggests that the new venture team must undergo team development processes to collectively learn, as the team processes are the means for enacting learning at the collective level, while simultaneously drawing from individual team members' learning experiences as well as the context within which the team operates. From the empirical studies, it has been established that new venture team development is essential for team learning, and subsequently venture development. Thus, this thesis advances the understanding of the new venture teams' role in entrepreneurship education and suggests that they can be defined as the key drivers for student learning because the students' learning is heavily influenced by the action and interactions of the new venture team to which they belong.

To conclude, this thesis has sought to develop, and to a certain extent challenge, an implicit assumption that entrepreneurial action explains the development of student learning in entrepreneurship education by taking one step back and exploring the team—the unit which most often creates the entrepreneurial action.

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7. APPENDIX

Table 6.1 *Overiew of New Venture Team Definitions*

Author	Team terminology	Description	Ownership	Founders	Management	Execution	Goal
Kamm et al. (1990)	Entrepreneurial team	Two or more individuals who jointly establish a business in which they have an equity (financial) interest. These individuals are present during the pre-start-up phase of the firm, before it actually begins making its goods or services available to the market. (p. 7)	X	X			
Ensley et al. (1998)	Entrepreneurial team	An individual who meets these three criteria – (1) jointly establish, (2) have financial interest and, (3) have direct influence on strategic choice is considered part of the entrepreneurial team. (p. 2)	X	X	X		
Shepherd and Krueger (2002)	Entrepreneurial team	A team that is entrepreneurial is the one that is focused on the proactive and creative search for opportunities with the target of bringing future goods and services into existence. (p.167-168)				X	X
Cooney (2005)	Entrepreneurial team	Two or more individuals who have a significant financial interest and participate actively in the development of the enterprise. (p. 229)	X			X	
Harper (2008)	Entrepreneurial team	A group of entrepreneurs with a common goal which can only be achieved by appropriate combinations of individuals entrepreneurial actions (p. 614)				X	X
Schjoedt and Kraus (2009a)	Entrepreneurial team	An entrepreneurial team consists of two or more persons who have an interest, both financial and otherwise, in and commitment to a venture's future and success; whose work is interdependent in the pursuit of common goals and venture success; who are accountable to the entrepreneurial team and for the venture; who are considered to be at the executive level with executive responsibility in the early phases of the venture, including founding and prestart up; and who are seen as a social entity by themselves and by others. (p.515)	X	X	X	X	X
Klotz et al. (2014)	New venture team	The group of individuals that is chiefly responsible for the strategic decision making and ongoing operations of a new venture. (p. 227)			X	X	
Brattström et al. (2020)		Two or more individuals who commit to each other, who interact interdependently			X	X	X

		and adaptively to organize a new venture with emergent goals, emergent boundaries and emergent systems for coordinating activities. (p. 5)				
Knight et al. (2020)	Start-up team	A group of two or more people who work together interdependently to discover, evaluate and exploit opportunities to create new products or services and who collectively have some ownership of equity, some autonomy of decision-making and some entitativity. (p. 255).	X	X	X	X
Lazar et al. (2020)	Entrepreneurial team	Two or more individuals who pursue a new business idea, are involved in its subsequent management and share ownership. (p. 29)	X		X	

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Learning Takes Teamwork – the Role of New Venture Teams in Entrepreneurship Education

Entrepreneurship education is offered to university students around the world and teaches students crucial skills and knowledge needed to become an entrepreneur. A widespread method for enhancing student learning is by involving students in new venture teams. Such learning is expected to come from students' own experiences, with their progression through several phases of the venture creation process being crucial to those experiences. However, the current debate on student learning in entrepreneurship education has so far paid little attention to student learning from new venture team processes. In my thesis, I address this gap by asking the research question: *how do new venture team processes foster student learning in entrepreneurship education?*

I have used a longitudinal multiple case study design to study students in new venture teams in entrepreneurship education in both Norway and the United States. My four empirical research papers explore the students' team processes and how these foster student learning. In particular, the papers elaborate on students' new venture team processes in relation to the development of effective teams and of team learning behaviors.

My results show that new venture teams' ability to develop an effective team and advance their learning behaviors play an essential role in fostering student learning. The development of the teams' learning behaviors is dependent on their processes, including their ability to function effectively and to handle conflict. My findings suggest that student learning from team processes comprises learning at the individual, team, and community levels, with the team being responsible for transmitting learning between those levels.

My thesis has important implications for how new venture teams in entrepreneurship education should engage in team processes to develop the team and move the venture creation process forward to ensure sufficient student learning.

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