

ENTREPRENEURSHIP EDUCATION AND EVOLUTIONARY LEARNING: FIRST STEPS TOWARDS A SYSTEMIC-EVOLUTIONARY UNDERSTANDING FOR A SYSTEMATIC USE OF METHODS USING THE EXAMPLE OF METHOD ACTING

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Abstract

The effectiveness of existing entrepreneurship programmes is undisputed. Among other things, this has to do with the fact that there are very different opinions on what the contents and objectives of such programmes should be, what quality requirements should be placed on the actors of entrepreneurship education (trainers, coaches, consultants, etc.) and what criteria should be used to measure success. The question of how the countless methods used in the practice of entrepreneurship education work is also very central, especially since they are often only insufficiently scientifically founded.

In order to illuminate these connections between theory and practice, the conceptually designed article examines what academic basis can be laid for entrepreneurship education in order to focus on entrepreneurial learning at various levels. Based on a systemic-evolutionary approach, the question is explored to what extent methods in entrepreneurship education can be tailored even more specifically to the needs of entrepreneurial learners in order to increase the energy level (competence and motivation) in an action-oriented framework. To this end, the points of contact with interdisciplinary approaches are clarified, e.g. to highlight the importance of different methods for the aspects of competence building, courage, will to act, perseverance or resilience for the systematic use of methods. The example of "Method Acting" illustrates the limits and possibilities of an interdisciplinary approach for entrepreneurship education as well as its location in the systemic-evolutionary model of entrepreneurial learning levels. Even though this cannot always be done in a clear-cut manner, promising approaches for the transfer of techniques from acting training to the field of entrepreneurship education can be transferred from this.

Keywords: *Entrepreneurship Education, Coaching & Consulting, Evolutionary Learning, Method Acting*

1. INTRODUCTION

In recent years, numerous initiatives in many places have attempted to promote regional development and growth dynamics through specific entrepreneurship education programmes and thus strengthen entrepreneurial action. However, entrepreneurial activities, such as founding an innovative company, remain a challenge with many imponderables, although entrepreneurship research is increasingly illuminating the limits and possibilities of educational influence. In particular, the target group of university graduates has come into focus, since academic knowledge often represents a central resource of technology-oriented companies. At the same time, however, there are also opinions that question the fundamental possibility (or effectiveness) of entrepreneurship education. For example, some empirical studies have shown that efforts in start-up qualification - for whatever reason - often have only modest success. This article takes up this aspect and expands it with the research question: To what extent can methods in entrepreneurship education be tailored more specifically to the needs of entrepreneurial learners? Behind this guiding question lies, on the one hand, the (not undisputed) basic assumption that entrepreneurship is fundamentally learnable or teachable. On the other hand, it also raises the question of how entrepreneurial activity can be effectively influenced by entrepreneurship education and what criteria can or should be used to measure success.

To answer these guiding questions, a systemic-evolutionary approach to entrepreneurial learning is taken as the academic foundation. It interlocks market- and resource-oriented thinking, whereby in the context of the contribution the focus is placed on the importance of personality development. The

increase in the entrepreneurial energy level associated with the development of competencies and motivation is an interdisciplinary interface of pedagogy, sociology, psychology and economics, for example, due to the focused resource orientation. However, parallels are also repeatedly drawn with the conventional, more market-oriented approaches of the "Effectuation" and "Lean Start-up" types in order to highlight the necessity of entrepreneurial learning at different, interdependent learning levels. In doing so, the possibility and necessity of a systematic use of methods aligned to the learning levels should be made clear. To illustrate the potential of an interdisciplinary approach, a well-known method from actor training will be used to illustrate the possibilities and limitations for application in the context of entrepreneurship education: Method Acting. This technique, which essentially goes back to Stanislavski and was further developed by Strasberg for practising authentic role play through active memory work, intuitively shows some parallels to entrepreneurial role play in dealing with unfamiliar, specific challenges in everyday life, which is often characterised by "true uncertainty". The conceptual contribution is not so much the result of an exact methodology, but rather a first step into terra incognita to approach the systematic use of methods from a systemic-evolutionary perspective with a speculative curiosity. It is less about mono-causal correlations and more about tendency statements *erlubit*.

To this end, section 2 presents the basics for the necessities and possibilities of entrepreneurship education. Section 3 presents the theoretical basis for the connection between systemic-evolutionary learning, competence and motivation in order to make a tendency classification of methods of entrepreneurship education to the different levels of the systemic-evolutionary processes of entrepreneurial learning. Chapter 4 uses the example of method acting from actor training to suggest the fruitfulness but also the limitations of using methods from the environment of actor training to strengthen the entrepreneurial learning process on different levels. Chapter 5 brings the discussion together as a conclusion and gives an outlook.

2. FOUNDATIONS OF ENTREPRENEURSHIP EDUCATION: FIXE THE SYSTEM - FIXE THE ENTREPRENEUR

Empirical studies come to very different results when it comes to assessing the success of the training, coaching and counselling programmes that are emerging in many places at universities, training centres or coaching and counselling institutions. The problem areas are obvious: there is no standardised method and there are no fixed criteria to measure so-called soft skills ("future skills") and other entrepreneurial dispositions in a context-independent and flawless way. The success criteria are very different for many entrepreneurs, often subjectively coloured and variable over time. In addition, the respective studies are based on very different definitions of entrepreneurship (general start-up context, start-up or high-tech references, etc.). Particularly in the context of group formats, heterogeneity can often be observed in terms of educational level, age, social strata, cultural origins, development phase and type of entrepreneurial project. Last but not least, there is the thesis that entrepreneurship cannot be taught and learned in principle - at least not in a significant form - through specific training formats. Accordingly, the characteristics of successful entrepreneurs could be more innate and less learned. This is the area of tension in the discussion (Oosterbeek et al. 2010; Fayolle et al. 2016; Rodendahl Huber et al. 2014; Schlaegel and Koenig 2014).

The term *entrepreneurship* is used in the literature to refer to a wide variety of topics, e.g. the founding of a company (Gartner 2017), the perception of an opportunity (Venkataraman 1997; Stevenson and Jarillo 1990), the mobilisation of resources and initialisation of growth processes (Maurya 2016), psychological dispositions of dynamic personalities (McClelland et al. 2015), dealing with uncertainty by taking on uninsurable risks (Knight 1921/2009) as well as the innovation and arbitrage behaviour in a developmentally dynamic market environment (Schumpeter 1934/2017; Kirzner 2013). Irrespective of this multitude of definitional approaches, which can be more or less significant depending on the application or object of knowledge, it can be stated that the objective of entrepreneurship education as a whole cannot follow uniform guidelines, since topics such as self-employment, foundation, growth of start-ups or business development contain different problem areas and thus also require heterogeneous success criteria and rules for the effectiveness of *entrepreneurship education*.

Basically, it can be stated that entrepreneurship education as a pair of terms aims at a context that brings entrepreneurial learning and the teaching of entrepreneurship to the fore, i.e. also aims at the inclusion of pedagogical-didactic principles in everyday teaching and coaching and for the qualification programmes for trainers ("train-the trainer"). The efforts are at the interface of various disciplines, especially economics, sociology, pedagogy, psychology and law. The basic aim is to train and support individuals and groups within the framework of coaching, counselling, training or mentoring programmes. The target groups are, for example, pupils, students and prospective founders and start-up actors (also as a team) or existing companies that want to strategically reposition themselves in the areas of innovation management and business development.

Fundamentally, the debate is about "fixing the system" and "fixing the entrepreneur". This is well illustrated by the example of entrepreneurship education for spin-offs from higher education. Entrepreneurial learning and the topics of knowledge, knowledge acquisition, competence as well as motivation and resilience are particularly closely linked there. Universities are considered a hotbed of start-up activity and thus a beacon of hope for development and growth dynamics. In particular, innovative start-ups from the higher education sector are especially knowledge-intensive and, against this background, are linked to certain competencies and motivational structures with regard to successful implementation in the marketplace. Today we know quite well that knowledge intensity has increased extremely over the last decades. Natural science innovations in the field of nano- and biotechnology, but especially the dynamic development in the fields of communication and information technologies (e.g. blockchain, artificial intelligence) are based almost 100% on university knowledge. It is often the case that only a small part of the knowledge produced at universities is used economically or hardly finds its way into the economic system. This problem is addressed, for example, in the context of the triple helix model, which focuses on the importance of an intensive exchange between universities and the political and economic system (Etzkowitz and Zhou 2018; Leydesdorff 2021) to trigger entrepreneurial learning and action ("fixe the sysem"). At the same time, however, this opening would also have to go hand in hand with the development of *competences* and *motivation of the* knowledge carriers, which would then ideally flow into the market as innovations ("fixe the entrepreneur").¹ It would then have to be taken into account, for example, that these entrepreneurial potentials would have to be learned and taught quite laboriously under certain circumstances, since the science system has been shielded from such questions for many years through restrictions on action under the law. For a long time, entrepreneurship was also not part of the traditional target system of the tertiary education sector. Entrepreneurship education becomes a development-relevant innovation driver when the gap between "knowledge" and "application" can be overcome (Röpke 2002).

Connected to this is the question: Can entrepreneurial energy, motivation, vision, creativity, competence or reflective power basically be learned and taught? How can this be done? A patent recipe for guidance on how to construct start-up and innovation dynamics does not exist any more than there are universally valid success and failure factors (Ucbasaran et al. 2009). But it can be said that even today a large part of entrepreneurship education (especially in universities) still focuses too much on teaching theoretical knowledge, such as business and legal knowledge. Implications for business modelling and strategic thinking can then also be derived from the specialist knowledge imparted (Fiet 2008). However, it has been known for a good two decades in pedagogy, as increasingly also in the context of entrepreneurship education, that traditional teaching methods of the "input-output learning" type are probably rather unsuitable or at best only particularly fruitful for certain types or action situations. A pure management approach usually proves to be counterproductive, especially because an input-logical transfer of knowledge does not meet the didactic requirements of entrepreneurship education, which has as its object the ability to envision, flexibility, motivation to perform, etc. (Gibb 1999; Sawang 2020; Röpke 2002; Mintzberg 2005).

In the context of teaching and training formats, for example, more action-oriented concepts have prevailed in order to bring to light the diversity and heterogeneity of knowledge, creativity and other

¹ Similar arguments could be made for less research-intensive and knowledge-intensive founding projects (and related entrepreneurship education activities in educational institutions), which are also highly important for the competitiveness of an economy, as they absorb the value-added intensity of innovative entrepreneurial services and act as catalysts or multipliers.

potentials and to enable them to be included in the discourse of shared learning. In addition to the integration of practitioners, who often offer an inspiring exchange of experiences as role models, the approach of problem-based learning, for example, has become established (Pittaway and Cope 2014). Here, teachers and course instructors provide content input in the initial course phase and then increasingly take on the facilitating and supporting role of a learning coach as the training programme progresses. In the age of digitalisation and artificial intelligence, knowledge is in principle immediately available anyway and routine questions are answered spontaneously, without the intervention of a teacher. Against this background, accompanying, coaching teaching skills are becoming increasingly important.

The same is likely to apply increasingly to specific coaching and advisory activities to support entrepreneurial projects. In addition to the classic form of advisory services, in which input is provided with regard to a specific problem situation of an entrepreneur (taxes, legal form, etc.), the coach has increasingly emerged as a learning companion in order to provide "help for self-help" through the use of certain methods and questioning techniques. The terms coach, advisor or trainer in the entrepreneurship sector are usually designations for a job profile that requires little to no qualification standards. Moreover, the list of teaching methods in entrepreneurship education is almost endless, as Gartner and Vesper already stated in the 1990s (Gartner and Vesper 1994). Accordingly, a certain arbitrariness and interdisciplinary eclecticism prevails in the application. There is agreement, however, that entrepreneurship cannot simply be taught according to the traditional funnel model, but by influencing competences and motivation in a *market- and resource-oriented* context.

In the *market context*, the business plan mantra in particular has increasingly fallen into disrepute in the context of start-up qualification (Blank 2013; Malik 2010; Ries 2011; Sarasvathy 2009). This is because the declination of the contents of a business plan (also in the context of application) is associated with a great deal of effort, can create a kind of planning affinity among those interested in founding a company, leads to a flood of data regarding future contingencies, which can have a demotivating effect, and is also hardly necessary in the vast majority of cases, since most start-ups manage without external capital. Meanwhile, it is state of the art that the business plan can be an important tool to trigger entrepreneurial awareness and empowerment if it is integrated into a didactically effective overall concept of education (Sahlman 1997; Röpke 2002; Siemon 2010; Siemon and Uli 2021). However, the business plan alone - neither in coaching and counselling, nor in the context of training units - is probably not an effective instrument for addressing the sometimes very heterogeneous potentials and needs of (potential) founders and founding teams. Other methods, mainly from the field of business administration, have established themselves here. The Business Model Canvas by Osterwalder (Osterwalder and Pigneur 2013) in its various variations (Maurya 2022; Gassmann 2014), appealing, emotional and above all short forms of presentation ("pitching"), as well as business management methods that enable an incremental process of discovering new knowledge and new opportunities and thus favour entrepreneurial decision-making (e.g. Sarasvathy's "Principles of Effectuation" or Eric Ries' "Lean Start-up Method"), are part of the standard repertoire (Siemon and Uli 2021).

In the *resource context*, the use of very specific teaching and coaching methods is now also the subject of entrepreneurship education in order to strengthen the competences and motivation (and thus also the personality) of entrepreneurs. Some examples in section 3.2 show the way in which coaching is intended to trigger certain areas of competence and motivation in personal development, which are also significant from a business management perspective (Siemon 2010). Such methods are now widespread in entrepreneurship education oriented towards systemic coaching. However, a systematic mapping of such and similar methods to strengthen entrepreneurial competence as well as to the structure and processes of entrepreneurial (self-)learning could provide valuable services to more precisely determine the goals and the method use required for this in advance of a coaching (or a training programme). To illustrate this, the academic foundations of a theory of entrepreneurial learning are presented below.

3. PLEA FOR A SYSTEMATIC USE OF METHODS: LEVELS OF LEARNING AND ENTREPRENEURIAL ENERGY

3.1. *Uncertainty, systemic-evolutionary learning and entrepreneurial energy*

In the concrete design of an effective start-up qualification, it is first necessary to briefly consider the specific initial situation of entrepreneurial thinking and action: Entrepreneurs and intrapreneurs are confronted in a special way with the challenge that they have to deal with real uncertainty in the market, rivaling other entrepreneurial systems.² The closer the venture is to start-up and innovation, the greater the extent, since the market acceptance of the products and services as well as the embedded combination of resources on the part of customers, investors and other stakeholders is associated with particularly high uncertainties and resistance. The more entrepreneurial ventures are in the realm of the familiar or routine, the more readily comparative data and experience can be used for resource deployment and market positioning, and the lower the degree of genuine uncertainty. A (potential) entrepreneur is thus faced with the challenge of creating and implementing solutions to problems in a very individual way, geared to his or her type and individual objectives and fields of application, as well as acquiring and internalising (also motivationally) the specialist knowledge required for this. According to the thesis, this multidimensional learning process can be positively influenced by effective teaching methods that are oriented towards the inner maps of the learners.

Behind this view is a systemic-evolutionary approach to entrepreneurial learning. Accordingly, the effectiveness of the use of methods that are intended to have an impact on market implementation processes and on strengthening human resources can be increased if the didactic and methodological design is oriented towards the specific learning situations or challenges that enable a process of self-development. In the systemic context, we speak of autopoiesis, a process of self-referential, constructivist learning, since the perception of the environment is subject-dependent. The epistemological view behind this is radical constructivism, which assumes, for example, following Watzlawick and von Glaserfeld, that there is no reality independent of consciousness (Glaserfeld and Larochelle 2007; Watzlawick 1984). The founders of the associated system-theoretical autopoiesis concept, Humberto Maturana and Francisco Varela, based their insights on neurobiological findings, which were later used by Niklas Luhmann in particular for sociological studies on the developmental dynamics of systems (such as individuals, organisations or societies). This is the foundation of a (not uncontroversial) social constructivism (Baraldi 2017; Pfadenhauer and Knoblauch 2020). In pedagogical terms, teaching and learning processes thus become an interplay in which the possibilities and effectiveness of an attempt to control non-trivial autopoietic systems, such as pupils, students or entrepreneurs in the form of traditional knowledge transfer by teachers is strongly doubted (Steffe 2012; Sutinen 2007). Constructivism deviates from the classical learning theory approaches of behaviourism and cognitivism. Even experts (former founders, experienced investors, tax advisors, etc.) are limited by their constructs, the input-output logic does not apply without further ado (frontal teaching in school, know-it-all attitude of a venture capitalist, etc.), and is often even counterproductive. The "best solution" proposed by experts may not fit into the inner map of pupils, students or potential entrepreneurs - neither in the market nor in the personal context. However, the many years of experience of experts contain a reservoir of useful solutions and mistakes from the past, which they can bring in as "irritations" and thus as assistance in the development of independent solution proposals.³ A systemic evolutionary approach to entrepreneurial learning is based on the fact that the view of entrepreneurs in terms of value creation power and entrepreneurial business opportunities is strongly subject-dependent. The development of entrepreneurial energy at the competence and motivation level can thereby be described as a process of evolutionary learning that is self-created. This new entrepreneurial energy allows the basic system more

² This aspect has been prominently put forward by Frank H. Knight (1921/2009). In his work *Risk, Uncertainty, and Profit*, he distinguishes between risk, which he defines as a situation in which the probabilities of outcomes are known, and uncertainty, which is characterised by the fact that the probabilities of outcomes are unknown. Knight refers to situations in which even subjective probabilities are not accessible.

³ In the financing context, such considerations can be found, for example, in the context of successful communication relationships between business angels and founders. Successful business angels - as former founders often familiar with the issues, problems and emotional worlds of their portfolio companies - are evolutionary teachers and learners. See San Jose et al. 2005.

system states and ensures a proactive, constructive handling of high environmental complexity. Behind this is the "Law of Variety": only variety (inherent complexity) can control variety (environmental complexity) (Ashby 1979). In the entrepreneurship context, Röpke worked out that entrepreneurial action can be causally derived from an interplay of the action variables "property rights to act", "competencies" and "achievement motivation" (Röpke 1977, 1990, 2002). Entrepreneurial energy levels (competences, motivation) are developed reciprocally in the competitive process, i.e. through social interactions and transactions (so-called "co-evolution"), if entrepreneurial responses to environmental challenges are made that are accompanied by an increase in the entrepreneurial energy level on four different learning levels (see Table 1).

	Forms of learning in context with the entrepreneurial energy level (competence and willingness)	
Traditional learning • Efficiency logic • "Doing the things right" (P. Drucker) • Static X-Efficiency (H. Leibenstein)	Learning level 0 "Application"	Repeated application of what has been learned: Optimisation, learning by doing, routine actions and habits, unconscious internalisation in doing or operational management; experience of reality through application of bootstrapping and effectuation or lean start-up approach; trials & error (falsification vs. proving). Integration of past experiences/emotions into everyday routines (memes, habitus, rituals, conventions, instincts); tradition, corporate culture (e.g. lived corporate identity) and the role in intrinsic and extrinsic motivation
	Learning level 1 "Knowledge uptake"	New knowledge as a production factor or input: information and knowledge management (e.g. according to Nonaka); factual learning of specialised knowledge (law, business studies, etc. - "legal forms", "business mode canvas", etc.); knowledge growth through lean start-up experiences (lean analytics and pivoting) & effectuation experience (at individual and organisational level); "competition as a discovery process" (von Hayek). Emotional library and resilience building (at individual and organisational level), explicating and archiving experiences and memories through project funeral party & fuck-up nights; experience-based implementation of new corporate governance and incentive structures (incl. relevance for intrinsic and extrinsic motivation)
Evolutionary learning • Effectiveness logic • "Doing the right things" (P. Drucker)	Learning level 2 "Implementation"	From invention to innovation: time management through prioritisation according to Pareto and Eisenhower principles, communication through active listening, convincing and inspiring, development of creativity for the development of business ideas and models (with creativity techniques); learning methods; "learning to learn" e.g. with mind map techniques. Will to implement: volition, emotional control of action, discipline, courage, "crossing the Rubicon"; achievement motivation through causal attribution of competence and environmental challenge as well as identification of intermediate levels of challenge (according to McClelland); flow experience (according to Csikszentmihalyi)

• Dynamic X-efficiency (H. Leibenstein)	Learning level 3 "Reflection"	Acquisition of awareness of competences and incompetences: reflection and vision, e.g. of strengths and weaknesses or desirable goals; construction of the future; awareness of routines or habits; strategic reflection of a rolling individual and organisational system in the complex environmental system ("understanding the past, shaping the future"); entry into causation logic (planning, but not necessarily with a business plan). Development of an intention to act; influence of visionary energy and imagination on basic motives (e.g. achievement motive, intrinsic motives in the individual and organisational context)
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Table 1. Four Levels of Entrepreneurial Learning

Source: Author

In this view, interdisciplinary processes of systemic-evolutionary, constructivist self-learning on learning levels 2 and 3 come to the forefront of entrepreneurship education. While learning level 0 represents entrepreneurial routine on a tendency unconscious level and learning 1 aims at the absorption of new knowledge and the building of resilience in the course of past experiences, evolutionary learning (learning levels 2 and 3) strongly establishes the active functioning of the entrepreneurial perception apparatus. In reality, the linking of the learning levels is probably rather chaotic and very individualistic, especially since aspects of incremental knowledge acquisition through effective principles or pivoting in lean start-up (learning level 1) can naturally also lead to the strengthening of implementation and reflection energy at higher learning levels and vice versa. A strong vision, such as in the case of Bill Gates ("A PC on every desk and in every household"), unleashes forces and energy for the acquisition of implementation energy (learning level 2: communication with investors, effective time management, business modelling, etc.) and new technical and market knowledge (learning level 1: new programming language, lean analytics, etc.). In a knowledge society, the comparative advantage is increasingly shifting from the level of specialist knowledge and qualifications (learning level 1) to the level of interdisciplinary implementation energy (learning level 2) and reflexive, visionary and energetic skills (learning level 3).⁴

Visionary power in particular plays an important role for entrepreneurial activity in a constructivist or systemic-evolutionary sense. For example, it is systemically anchored in strategic management (Malik 2010; Röpke 2002; Siemon 2010). A strong visionary power enables an entrepreneur to have a clear idea of where the company should develop and what steps need to be taken to achieve this goal, i.e. to make the imaginary pictures and visions of the future real. A clear vision contributes to a company's successful growth and development (Moen et al. 2016; Kaiser 2018) by creating a common goal for all employees and giving them a clear idea of what the company wants to achieve. This provides impetus for the alignment of strategic and operational goals and decisions. (Malik 2010). A vision can also help a company focus on long-term goals and not be distracted by short-term challenges. Empirically, it has been shown that a clear vision is important for the success of companies. A study by Collins and Porras (1996) examined the success factors of 18 outstanding companies and found that all companies had a clear vision that they pursued (Collins and Porras 1996). Another study by Kouzes and Posner (2010) found that a clear vision for leaders is one of the most important characteristics that motivate employees to commit to and work for the organisation (Kouzes and Posner 2010).

However, this is also associated with typical principal-agency problems, when very young companies with great visions and high growth ambitions try to embellish business plans and pitching events with full-bodied promises, making it difficult for stakeholders to assess trustworthiness. Future fantasies also

⁴ The approach thus becomes a suitable starting point for entrepreneurship education, but it also differs from neo-Darwinian approaches of evolutionary economics, which view the emergence of competence and innovation as random phenomena and thus as an exogenous variable.

open the door to dishonest intentions that initially remain hidden (e.g. greenwashing, fraud or acting out wastefulness). This makes the close connection of learning at all levels of learning all the more significant, as persuasion in implementation and adaptation to the realities of everyday life are key variables in sending trustworthy market signals to all stakeholders.

3.2. Use of methods

If competence and motivation - along with the property rights to act - are among the variables that can be used to explain entrepreneurial behaviour under real uncertainty, then the very heterogeneous support services in entrepreneurship education by and for the very diverse actors involved should start here. The point is to holistically learn how to deal constructively with uncertainty typical of start-ups and innovation at the various learning levels - weighted differently depending on the status quo in the life cycle and the type of entrepreneur. Since these are intangible variables, there are many imponderables associated with them regarding the measurability of such soft factors, although some measurement concepts already exist in pedagogy and psychology. Some studies have shown that experiential and hands-on approaches can improve students' entrepreneurial skills and competences. For example, a 2018 study showed that students who had participated in a hands-on entrepreneurship programme had significantly higher competencies in business model development, marketing and finance than students who had participated in a traditional lecture programme (Gielnik et al. 2018). In a similar context, a positive impact on entrepreneurial volition was found (Hikkerova et al. 2016). There is also empirical evidence of effectiveness in the field of business coaching. With regard to the effectiveness of experiential coaching methods for improving managers' leadership skills, a 2017 study showed significant improvements in the areas of self-reflection, empathy and relational skills among the managers coached (Helfrich et al. 2017).

In fact, there are now many funding policy approaches that aim to give greater consideration to pedagogical entrepreneurship didactics in schools or in start-up centres, and interdisciplinary methods are used in systemic coaching in particular (Stelter 2012; Böhm and Schröder 2017). Some of them are Questioning Techniques, Reframing, Scaling, Visualisation and Metaphors. However, it is important to note that each coaching experience is unique and that a coach can use a variety of methods and techniques to meet the needs and goals of the client. For example, the emergence of entrepreneurial vision is a complex process and can depend on personal experience, market and industry knowledge, creativity, targeted strategies as well as feedback and collaboration. As a rule, professional training and coaching always includes an anamnesis to determine the coaching goals. The focus is, for example, on the typical needs and problems of a start-up (liquidity planning, preparation for the bank interview, conducting negotiations, further development of the business model, etc.), which must be recorded together with the coachee within the framework of an anamnesis.

Systemic coaching can contribute to strengthening entrepreneurial visionary power (learning level 3), for example, by supporting entrepreneurs in clarifying and concretising their visions and putting them into practice. For this, the use of methods that attempt to draw an imaginary, desirable picture of the future in order to create a directional energy that paves the way for the first steps towards realisation is a possibility (Kaiser 2018; Siemon 2010). As a rule, a method - depending on its interpretation, application and also the individual situation of the coaching process - always has spillover effects on the other learning levels. Some examples show which methods are often used in the context of strengthening reflective and visionary capacity (Remmele et al. 2008; Siemon 2010):

- "Nurture your Nature" is an approach to systemic coaching that aims to identify and nurture a person's individual strengths, talents and natural inclinations. It is about recognising an individual's unique qualities and abilities and incorporating them into the coaching process to support personal growth and development.
- The "Values Exercise" aims to identify and clarify a person's personal values. Through targeted questions and reflections, individual values are explored to create clarity about what is important to a person. These exercises help to support decision-making processes, define personal goals and achieve a coherent lifestyle.

- The "Magician Exercise" in systemic coaching uses a symbolic magic wand to bring about positive changes in problems and challenges. Through imagination and a change of perspective, new ways of solving problems are to be discovered. It is a metaphorical exercise designed to foster creativity and confidence for business challenges and business management issues.

The above-mentioned methods partly contribute to the strengthening of the ability to implement (learning level 2), but more specific methods can also be mentioned, which partly also have a spill-over effect on the other learning levels, since they imply, for example, an awareness of the problem in a higher context:

- The application of the "Eisenhower Method" strengthens entrepreneurial skills in time management. First, it enables a clear prioritisation of tasks based on their urgency and importance. This classification allows entrepreneurs to focus their time and energy on the truly significant tasks. It promotes decision-making by entrepreneurs, as they have to make conscious decisions about which tasks they want to do themselves, delegate or even eliminate.
- The Harvard Method is a method for effective communication and negotiation. Its application can strengthen entrepreneurial competences in the field of communication, as it sensitises for the necessity of active listening in order to conduct an interest-based negotiation in such a constructive way that, for example, compromises result in a win-win communication in which all parties benefit from the interaction.

However, too much focus on visionary beliefs and implementation skills at learning levels 2 and 3 can also lead to various problems if the realisation of the vision and the operational performance of the company at learning levels 0 and 1 is compromised. For example, too much focus on visionary beliefs can lead to neglecting the realities of the market, customer needs and competitiveness. This can lead to the company struggling as it is unable to respond to the changing demands of the market. There is also the problem of setting unrealistic expectations. If these expectations are not met, this can lead to disappointment, frustration and failure. When this is compounded by ignoring feedback and critical voices, it leads to missing important information and insights that could be critical to improving the vision and business strategy. An overemphasis on evolutionary learning at learning levels 2 and 3 can lead to the company taking excessive risks to achieve the vision. It is therefore important for entrepreneurs to place their visionary beliefs and implementation skills in a broader context of application and to adapt to the realities of the market and customer needs. Learning at levels 0 and 1 is a necessary part of ensuring holistic competence and motivation development that is oriented towards the operational realities of the marketplace. A balanced approach that takes into account both strategic visionary beliefs and the operational evidence-based realities of the marketplace can help the organisation develop and grow holistically. Against this background, the usual methods to support evidence-based business model development up to the proof-of-concept have an elementary significance, as Kaizen, Effectuation or Lean Start-up approaches establish the reality reference to implement the learning processes in the entrepreneurial life cycle at all learning levels as a rolling system. Sometimes the use of methods can be tailored very precisely to a specific need (and thus to a learning level), but often there are spillover effects (see figure 2).

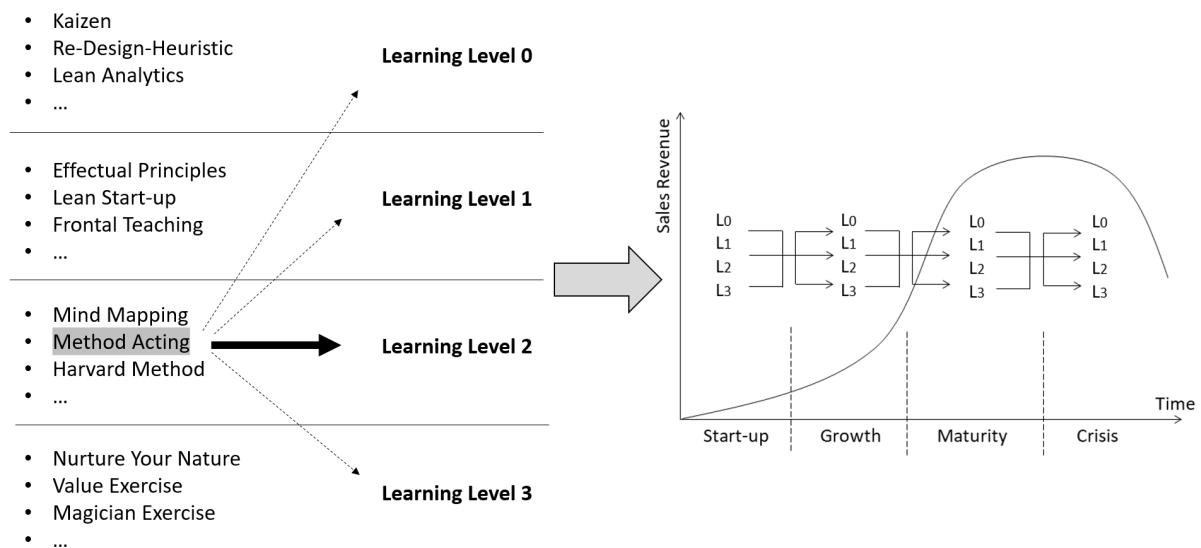


Fig. 2 Application of Methods, Learning Level and Entrepreneurial Energy

Source: Author

The following considerations are intended to illustrate the previous considerations using an example of application from the field of acting. The possibilities and limits of the use of method acting and its effect on learning level 2 (including the side effects on other learning levels) are to be expressed.

4. METHOD ACTING

4.1. Origins of Method Acting

The origins of Method Acting can be traced back to the work of the Russian actor and director Konstantin Sergeyevich Alexeyev (1863-1938), who introduced the naturalistic concept of "emotional reality" under his stage name Konstantin Stanislavski in the early 1900s. With his "as if" fiction as an embodied stage persona, Stanislavski developed a psycho-technique that takes Diderot's "Paradox of the Actor" as its starting point⁵, in order to resolve it. - *"I pretend to be Othello, furiously jealous..."*. Based on psychological insights, the veracity of acting actions on stage was to be strengthened through high imaginative power and conscious body work in order to consciously evoke the unconscious. In this way Stanislavski coined the so-called method acting in a broader sense. There are now a number of acting schools that generally specialise in method acting and are regarded as renowned in the film and theatre industry. One example is the Lee Strasberg Theatre and Film Institute in New York, which was founded by the famous actor and Method Acting pioneer Lee Strasberg. Other well-known Method Acting schools are the Actors Studio in New York and the Stella Adler Studio of Acting in Los Angeles, but they have taken different paths in interpreting Stanislavski's approach. Strasberg 1987; Meisner and Longwell 1987; Adler 2000; Benedetti 1998; Whyman 2008).

⁵ The actor's Diderot paradox, also known as the Diderot effect, refers to a philosophical idea formulated by the French writer Denis Diderot in the 18th century. The paradox states that the personality of an actor on stage is influenced by the costumes, props and set design. Diderot argued that an actor who discards his everyday clothes and slips into an elaborate costume not only changes his outer appearance, but also his behaviour, gestures and posture. This leads to the actor assuming a different identity on stage and behaving differently than in real life. Diderot considered this a paradox, believing that the actor's true self, his "natural" personality, is lost as soon as he slips into the role. He argued that while the actor can shine and give an impressive performance on stage, he is at the same time alienated from his true individuality.

Method acting in *a more familiar sense* today was further developed in the 1930s in the USA and has experienced various reinterpretations of the Stanislavski approach. Basically, the further development of Stanislavski's approach can be divided into two directions: In his original basic stance, Stanislavski still positions the theatre role symbolically in front of the actor as a person, a view that was decisively influenced by, for example, Anton Pavlovich Chekhov or later also Stella Adler. However, the Stanislavski perspective was reinterpreted in a very prominent way by Yevgeny Bagrationovich Vakhtangov and later above all by Lee Strasberg by placing the actor as a person symbolically before the theatre role. In doing so, Strasberg developed a viewpoint that focuses strongly on working with memories and personal experiences. This point of view has gained particular popularity and to this day it is usually associated with term *Method Acting* (or simply referred to as "the method") in a narrower sense. The focus is on reliving one's own experiences (affective memory), the memory of accompanying stimuli and sensory perception (sense memory) and memories of a complex emotional world (emotive memory) in order to enable a so-called private moment (as the epitome of authenticity) in acting. (Strasberg 1987).

Method acting became particularly popular in the 1950s and has had a huge impact on acting and the film industry ever since. Many famous actors such as Marlon Brando, Marilyn Monroe and Robert De Niro have used Method Acting to give outstanding performances in their films. Certain questions and questioning techniques can obviously help to give clear direction to actors when coaching or training them using Method Acting and ensure that they portray their role in a believable and authentic way. The following examples can be used to illustrate this:

- What understanding of the role did you take from the script and what problems did you face in terms of acting?
- In what ways can life experiences and related emotional experiences be described that can be brought into the role play?
- How can you portray your role in an authentic way that fits the character and the story?
- How can you create a connection between yourself and this character to build a deeper emotional connection?
- How can you use your posture and gestures to play your role credibly?
- How can you maintain the connection between yourself and your character?
- How can you use the techniques of method acting to support the message of the play or scene?
- How could your performance be improved and refined over time, thinking about possible positive and negative experiences that may occur over time?

Strasberg's approach has been repeatedly criticised in the past, but has also been further developed by integrating new perspectives (Krasner 2000; Polatin 2008). Stella Adler, on the other hand - as probably the most important antagonist of the Strasberg approach - emphasised the importance of fantasy and imagination in acting and also refers to Stanislavski (Adler 2000). Sanford Meisner, another actor and teacher at the Actors Studio, developed the so-called Meisner Technique, which focuses on spontaneous reactions and emotional honesty (Meisner and Longwell 1987).

An internal dialogue or exchange in coaching and training sessions can help actors to apply the techniques of method acting effectively and build a deeper emotional connection to their role. It is important to emphasise that Strasberg, Adler or Meisner underpin their interpretations of method acting with a variety of individual exercises that are also significant for successful application in a business context. They follow Stanislavski's psycho-technique. Very central are relaxation and concentration exercises (e.g. "chair relaxation", "sense memory", "emotional memory") to promote sensory perception and creative handling of the potential of personal memories and emotions. Improvisation exercises (e.g. "private moment", "song and dance", "overall action", "overall-need" and various animal exercises) help to uncover unconscious, buried aspects of the personality and to overcome inhibitions in a playful way. In some exercises (e.g. "anger exercise") the focus is always on promoting interaction and spontaneous

communication with partners in the ensemble (Strasberg 1987; Stanislavski 1936; Adler 2000; Meisner and Longwell 1987).

In view of the above-mentioned complexes of questions, the points of contact between method acting and important areas of everyday entrepreneurial life already become visible. Entrepreneurship and leadership require a certain understanding and play of roles when dealing with real uncertainty in founding a company, with the imponderables of innovation management, with the leadership tasks in the growth of a start-up or the difficult moderation and leadership in change management. Psychological aspects, pedagogical work, competence and personality development and internal or external coaching, which enables a solution-oriented systemic understanding when dealing with imponderable everyday situations, are all part of the personal development of entrepreneurs and leaders. It is therefore intuitively tangible that training based on Method Acting is not only suitable for aspiring actors, but also for people in other fields, such as business coaching or personality development.

As is so often the case in the context of methodology, there are not very many specific facts and figures that could quantify or statistically capture method acting as a whole. It is an acting technique used by actors all over the world and there are (at least to date) no uniform standards or evaluation criteria used to assess Method Acting. Therefore, there are not many empirical studies on method acting, as it is mainly an artistic technique rather than a scientific field of research. Nevertheless, there are studies that have investigated how the use of method acting techniques have influenced acting performance in terms of performance enhancement, imaginative ability and stereotyping (Polatin 2008; Emunah 1994). Although these studies are indicative of a positive overall assessment, it should be emphasised that method acting is by no means a uniform, uncontroversial paradigm. While there are some similarities and points of contact with other recognised techniques in the training of actors, there are also some differences. It depends on the implementation of the techniques in a particular context (talent, quality of the coach, type and amount of training, etc.) whether they work together effectively or not.

4.2. Method Acting, Business Coaching, and Entrepreneurship Education

How can the different training and coaching approaches of Entrepreneurship Education, the systemic-evolutionary foundation of entrepreneurial learning and Method Acting be linked? If one considers the fields of application of Entrepreneurship Education (business start-up, innovation management, growth and leadership, change management, decision-making under the sign of real uncertainty), it becomes clear that Method Acting can be a method to support evolutionary learning. In particular, implementation competences (learning level 2) are addressed, which are later elementary for a routine application and absorption of knowledge (learning levels 1 and 0). In addition, depending on the content and timing of the training, there are also spill-over effects on learning level 3, as powers of imagination and reflection with a personal self-reference are to be developed.

Actors are required, for example, to read scripts and put themselves emotionally into the dramaturgy, atmosphere and historical contexts, to interpret the different roles self-reflexively and to internalise the imaginary understanding of the role when entering the stage in such a way that the portrayal of characters and emotions in front of the camera or the audience is authentic. Entrepreneurs often face similar challenges, which can be unfamiliar or uncomfortable, cause "stage fright" and require overcoming, especially when performing for the first time. They are challenged and observed by various stakeholders, some of whom are very experienced. Fear of failure with regard to loss of face and reputation can inhibit vision and performance motivation in the wake of perceived excessive demands. At the same time, there is a risk that the aspects of courage, discipline and volition for proactively "crossing the Rubicon" will be blocked and evidence-based processes of business model development of the Lean Start-up or Effectuation type will be prevented or impaired. There is a threat of a spiral of frustration, fear and avoidance that can become an evolution trap. In order to ensure the continuous process of implementing a new idea, the link to these traditional, reality-oriented learning levels 0 and 1 is elementary in order to initiate the systemic-evolutionary feedback loop between the learning levels, which is so important.

Situations like this can arise frequently in everyday business life, for example when dealing with communication requirements and challenges in stakeholder management:

- Bank meetings for start-up and growth financing or pitching events to approach investors;

- Participation negotiations to achieve a balance of interests and a win-win situation between the actors involved (existing shareholders, new investors, lawyers, notaries);
- Uncomfortable staff meetings (especially with trusted people) when it comes to change management or staff redundancies;
- Justifying past and future strategies and budgets at shareholders' meetings, to supervisory and control bodies or to political and media representatives;
- Building trust in the context of supplier and customer relationships that ensures a smooth flow of the value creation process;
- Attracting and retaining employees through a so-called Employer Value Proposition.

With these everyday challenges, it is helpful to call to mind (learning level 3) the necessities for pursuing and achieving one's own goals, i.e. the imaginary role image in the future (as a kind of "future knowledge") and to develop the corresponding implementation energy for effective, authentic action (learning level 2), so that the process of absorbing and applying knowledge (learning levels 0 and 1) is transferred into the subconscious, i.e. into an efficient routine. The first start-up, the first pitching, the first investment contract - these challenges lose their terror when they are passed through several times and the routine then in turn opens up new scope for new challenges, i.e. for the next Rubicon. Therefore, it is important to ask the entrepreneurs those questions within the framework of coaching and training formats that guarantee the above-mentioned evolutionary qualities for the initialisation and development of entrepreneurial energy. Depending on the form of expression (memory work according to Strasberg, imagination power according to Adler or spontaneity according to Meisner), method acting has the potential to methodically influence the evolutionary learning levels.

How does Method Acting work in the implementation context (learning level 2: communication skills, creativity etc.)? - Method Acting can help to improve implementation competence and energy by helping entrepreneurs to connect more deeply with their roles in everyday entrepreneurship and the emotions they portray. If people can visualise "their role" as an entrepreneur in everyday life, then self-image and self-efficacy can intertwine, e.g. to adopt different stakeholder perspectives on their own role-play and to develop corresponding communication competence for this - also non-verbally through facial expressions, gestures and posture - which is characterised by persuasiveness and triggers enthusiasm.

Following Strasberg, it is about remembering situations in the past where courage, resistance, diplomacy, etc. paid off and transferring these experienced feelings into a flow for the current situation. Following Adler and Meisner, it is even more about imagination and improvisation power regarding the concrete design of a situation, which can be derived imaginarily from previous knowledge or images of the future in order to create authenticity and empathy through physical representational power. These in turn are important factors for effective communication, building interpersonal relationships and networks, and constructive conflict resolution. Method acting can therefore help entrepreneurs develop effective empathy skills as they learn to put themselves in the perspective of other stakeholders and to replicate their role expectations, experiences and emotions in a credible way. Entrepreneurs may then express their emotions more authentically in pursuit of economic goals as they learn to empathise with their role against the backdrop of a social context and feel the emotions associated with conflicting interests and goals and align these with their own values and goals.

The "imaginary interpretation" allows for more effective use of other implementation techniques (e.g. creativity and time management techniques), as method acting strengthens emotional intelligence. The actors learn to better understand their emotions and the emotions of others and to use this for their own target context. This can help to better regulate their own emotions and those of others and thus improve implementation skills and energy. Method acting requires actors and entrepreneurs to connect deeply with the goals of their role in order to portray them successfully. Self-awareness and self-efficacy are important factors for personal growth and development when dealing with challenges. In this way, a connection can thus also be derived between method acting and motivation in McClelland's sense. Performance motivation refers to the need to master challenges and to be successful, for which the level of competence and the environmental challenge must be in a relationship to each other that ensures a

causal attribution between intention to act and success (so-called attribution theory). This is the case when the systemically subjectively perceived challenge is perceived as moderately difficult and thus manageable by one's own competence profile. By learning how to communicate and pursue goals effectively, entrepreneurs may thus be able to increase their motivation to perform.

Method acting encourages actors to be creative and develop their own interpretation of a role in an authentic way. This can help them to develop new ideas in an authentic way and increase their implementation competence and energy through the orientation on role models. For entrepreneurs, this is very similar, for example, in the planning of customer segments. Osterwalder and Pigneur point out that only a carefully thought-out and reflected understanding of future customers on the basis of an empathy map helps to creatively and effectively explore the possibilities of business modelling for a value proposition (Osterwalder and Pigneur 2013). Method acting also often requires a lot of practice and repetition to perfect a role. The stamina and endurance developed in the process triggers volition and flow experience, which in turn are important factors for creative thinking and proactive performance in adverse situations. Method Acting requires a high degree of improvisation; one learns to put oneself in the role of the character and to dare to improvise on the basis of a high power of imagination and representation for actions and decisions in a social context in order to deal constructively with the imponderables and adversities of crossing the Rubicon. Through method acting, entrepreneurs can learn to put themselves in their own entrepreneurial role and in the roles of the stakeholder characters involved, and to control actions through an increased level of attention, courage and discipline. Furthermore, Method Acting can help coached entrepreneurs to be more present and confident by learning to consciously control and use their physical posture and charisma. This can help increase the sense of self-efficacy, which in turn can promote volition.

Furthermore, how can one imagine the connection between entrepreneurial energy on learning level 3 (consciousness level, reflection/vision power) and method acting? - Visioning skills are an important component of acting training as well as entrepreneurship education and thus also of business coaching. As a side effect, Method Acting thus has an impact on the vision and reflection competence of actors and entrepreneurs, as the ability to imagine imaginary future scenarios gives impulses for the development of business events and personality development of the "Nurture Your Nature" type, so that the corresponding paths can then also be taken in real life. The "script of life" is written and imagined as an "entrepreneurial hero's journey"; it serves as a template for the self-staging of the effect in imaginary challenging situations (pitching, negotiating, etc.).⁶ By taking on different roles and experiencing themselves in different imaginary future scenarios, actors or entrepreneurs can learn to develop new perspectives and visions for the future. This can help them find innovative and creative solutions to challenges and discover new possibilities to energetically prepare themselves for situations and emotionally pave the way in this desirable direction. Even though this imagination only refers to imaginary future knowledge, it is directional acts like a "vow to oneself". Although the stakeholders involved in this future scenario are imaginary in nature, they are a kind of virtual sparring partners, whereby in the course of introspection and an inner dialogue, possible paths for an effective exchange in real life are opened up.

Method Acting can thus strengthen the power of vision by helping actors to connect more deeply with their characters or stakeholders and the story they are telling. By using method acting techniques such as emotional recall or reliving past experiences or fictional future sensations, entrepreneurs can enhance their imagination and immerse themselves in the world of the character and stakeholders involved in a particular action situation or environmental challenge. Method acting also requires entrepreneurs to set a clear objective, such as portraying a certain emotion to employees or convincing an investor. By setting goals and developing strategies to achieve them, entrepreneurs develop a strong achievement motive as the dominant action intention for realising the vision.

⁶ The so-called "hero's journey" is a narrative structure that also originates from the acting context and can be made fruitful for business coaching. In many screenplays and stories, the "hero's journey" is presented as a script using a dramaturgy that arouses emotions in the audience in order to persuade them to go to the cinema or theatre. This method is based on archetypal motifs and patterns found in myths, fairy tales and ancient stories from different cultures. The idea of the "hero's journey" was made popular especially by the US mythologist Joseph Campbell See Campbell and Brown (2014).

Studies exist on the application of the Method Acting method in business coaching. (Garavan et al. 2015; Hart 2020). There is no clear empirical evidence, which is not surprising in view of the fundamentally still very unexplored context, the large number of actor types and the known methodological problems. In the context of entrepreneurship education, however, method acting is probably predestined for simulated everyday situations in which real-life application is trained:

- Pitch training: An important skill for budding entrepreneurs is presenting their business idea to potential investors. Method acting can help put actors in the right frame of mind to give a convincing presentation. By learning to put themselves in the role of the entrepreneur, they can make their presentations more authentic and effective.
- Role plays: Role plays can be used to prepare entrepreneurs for different business situations. For example, they can learn how to deal with difficult customers or how to conduct employee interviews. By putting themselves in the role of the entrepreneur, they can practice their skills in a safe environment.
- Foundation simulations: Method acting can also be used in start-up simulations. Participants can take on the role of a founder and learn how to start, grow and run a business. By simulating real business situations, they can gain practical experience and improve their skills and motivation.
- Personality development: Method acting can also help to promote the personality development of potential entrepreneurs. By learning to put themselves in the role of the entrepreneur, they can improve their communication skills, creativity and emotional intelligence.

In view of these possibilities to influence the entrepreneurial energy level with Method Acting, it also seems very worthwhile to keep in mind the relevant questions in systemic-evolutionary terms that are particularly relevant when applying the method in coaching entrepreneurs:

1. What is your understanding of your role with regard to your visionary convictions and an imagined future as an entrepreneur in a personal and professional context?
2. What is your problem in everyday business life and what relevance does it have with regard to the future direction?
3. How could you describe the situations from your life experiences in which you have "played" and overcome similar challenges?
4. How can these emotions of the described world of experience be reconstructed and reactivated now (at the time of training/coaching) and for the real case of application in the entrepreneurial world? Can you name your experiences and emotions on the basis of three examples and transfer them to the concrete everyday challenge?
5. What emotions do you feel in a certain situation and how can you use these emotions to improve your competence and motivation (and as a result your performance)? How can you express your emotions more authentically to improve the impact on others?
6. How can you improve your acting skills to be more convincing in certain situations?
7. How can you appear more present and confident in a particular situation? How can you use your posture, facial expressions and gestures to improve your entrepreneurial presence and charisma?
8. In what ways can you better put yourself in other people's perspective and be more empathetic? How can you put yourself in the shoes of other people in your stakeholder circle to understand their perspective and make it work for you in terms of successful communication and mutual goal achievement?
9. How can you use your language and voice to get your message across clearly and convincingly?
10. How can you control and use your physical charisma and posture to appear more convincing and trustworthy in certain situations? How do you use non-verbal behaviours to signal trustworthiness and pro-active listening aimed at a mutual win-win situation?

11. How can you calm down and stay focused in a stressful situation by controlling your emotions and thoughts and harnessing them for volitional processes in crossing the Rubicon?
12. How can you maintain the connection between yourself and your character during the "performance" (e.g. in a bank interview or pitching)? How can you integrate your own personality into a specific role and thus be more credible and authentic?
13. How can you use Method Acting techniques to support the message of the "entrepreneurial play" (or at least a specific entrepreneurial "scene")?
14. How could your creative skills be used to be more innovative and successful in certain professional situations?
15. How can you improve and refine your performance over time if you think of an imaginary, desirable world in a private and professional context?

These questions can be adapted depending on the individual coaching goal. Of course, these questions can also be asked in the context of self-coaching, although a guided discussion and the associated external perspective can offer considerable advantages. Of particular importance is, for example, the question of whether method acting can be applied to groups and teams. The theory of achievement motivation provides evidence that it can trigger impulses in the context of motivational energy levels. David McClelland, John Atkinson and Bernard Weiner have consistently made a strong case that group members often work together on tasks and that collaboration can be influenced in the form of greater cohesion (Weiner 1992; McClelland 1987). For example, there is a study that investigated how group members' expectations, values and attributions influenced group performance motivation and performance outcomes. The results of the study show that group members' expectations and attributions were significantly related to group performance motivation and performance outcomes. In addition, group members' values had an indirect influence on performance outcomes by affecting group members' motivation (VandeWalle et al. 2000).

Although method acting can be used as an effective tool in business coaching, it is important to note that the use of method acting techniques - whether for individuals or in a group - also has limitations and can involve problems (Shaw 2015). Method acting requires time and commitment to learn and practice the techniques, which is often not always practical for solving short-term problems. Moreover, not all method acting techniques are relevant or appropriate for business coaching. Some techniques may (by their very nature) focus on performance in an artistic environment rather than application in a business context. It is also very important to note that some method acting techniques can be very personal and can produce imponderable psychological side effects in the wake of unpleasant or traumatic memories. Critics argue that the over-identification associated with method acting can pose a risk to actors, as they may have difficulty putting the role down or distancing themselves from the emotions of the role. Method acting also sometimes aims very much at portraying emotions and this can often lead to exaggerated and unrealistic acting or corporate actions. Trainers and coaches should therefore ensure that they act ethically and respect the boundaries of their coachees. Critics argue that method acting can lead to actors being too fixated on their own experience and emotions, which can limit their ability to adapt to different roles and integrate future scenarios. Actors may also not be able to fully control their emotions and this can lead to unpredictable outcomes in real-life action situations. It is also important to note that too much focus on performance motivation can also have negative effects, such as pressure to perform, stress and exhaustion (Goldstein 2009). Furthermore, a very important point of criticism, which affects almost all methods that attempt to mobilise visionary power and implementation energy, particularly by means of imaginary future experiences, lies in the danger of manipulation, that entrepreneurs trained in this way exert a great deal of manipulative influence on their environment through deception and exaggeration (e.g. greenwashing in the presentation of a sustainable strategy orientation).

5. CONCLUSIONS

"The entrepreneurial mystique? It's not magic, it's not mysterious, and has nothing to do with the genes. It's a discipline. And, like any discipline, it can be learned," states Peter Drucker (1985). - But what concrete conclusions can be drawn from the approach of the systemic-evolutionary process of entrepreneurial learning for the education and training of entrepreneurs? Is it always possible, for example, to methodically teach those competences that characterise a "Schumpeter entrepreneur"? The answer is: Probably not! The action situations, business concepts, types of entrepreneurs and learners and other actors involved are too diverse for a promise of success to be derived from a "correct" methodical application. The general motto in the coaching business seems to be: "Praise be to what works". And this eclecticism is all too understandable. Methodologically, it seems difficult anyway to look at coaching and training efforts in such isolation that a clear empirical picture emerges. In order to carry out an evaluation of the results, the coachee or entrepreneur must be asked about the changes they think the coaching or training has brought about. This can be done retrospectively or in a comparative way (e.g. control group comparison). In order to limit the subjective character, comprehensive opinions should always be obtained here, i.e. also external evaluations (360-degree feedback etc.). Prior experience, timelines, coach qualification, budget, application context and related success criteria in measuring the development of output and output-related variables, methodological problems in the development of measurement concepts, different underlying definitions of entrepreneurship, etc. - all these are influencing factors that make a monocausal view of the impact of entrepreneurship education difficult. Identifying the methodological effect in this already difficult network is a particularly difficult undertaking. The systemic-evolutionary approach and the associated constructivism may be useful pedagogical operators when it comes to future-oriented start-up qualification, but a real observation in the sense of a critical-rational empirical examination of real events should nevertheless be the subject of further efforts.

This contribution is understood as a conceptual contribution advocating that a professional anamnesis before the start of a qualification captures different needs of the coachess and trainees in a systemic-evolutionary light in order to consider the use of methods to solve resource- and market-related problems in a context of entrepreneurial learning on different levels. What can be achieved by means of entrepreneurship education, apart from the acquisition of professional competences in the context of application, is above all the stimulation of self-reflection and the development of implementation competence. It supports tolerance of ambiguity, i.e. the constructive handling of high uncertainty and unexpected problem areas or even the failure of a concept. In this way, influence is exerted on further personal development, namely on the recognition or perception of current competences and motives in the context of real challenges in everyday business life - even if this may only come to bear as an output quite a while after coaching or training. It is all about *awareness*, as the saying goes. It is therefore fair to say that training and coaching measures - in whatever educational context - can have a not inconsiderable influence on entrepreneurial disposition. High-performance athletes, professional actors, successful entrepreneurs and intrapreneurs have not only undergone co-evolving processes of social learning through the "school of life", but have also been specifically trained and coached for their concerns. Sometimes the actors are equipped with more, sometimes with less talent, sometimes the training and coaching measures have been more or less extensive and structured. But entrepreneurship education remains a key factor in initialising or at least strengthening entrepreneurial energies as driving forces for economic development and growth dynamics.

Method acting can be seen as a method that strengthens visioning skills by helping entrepreneurs to use their imagination and creativity to develop new ideas and visions. In addition, method acting can help entrepreneurs to better empathise with their roles by focusing on their own experiences and emotions and then transferring them to the characters. By incorporating their own emotions and experiences into their work, they can connect deeply with their characters and deliver a more emotional and convincing performance that encourages the realisation of real ventures. The Method Acting method is an acting technique that can be used in business coaching to develop leadership skills, improve presentations and strengthen negotiation skills. Method Acting has some potential benefits for business coaching, particularly in the area of communication and personal presence. The technique can help entrepreneurs to be more authentic and credible in their communication and appearance by learning to integrate their

own emotions and experiences into their presentations and conversations. By using method acting techniques, entrepreneurs can learn to better put themselves in other people's perspectives and be more empathetic. However, it is important to keep in mind that Method Acting is hardly a silver bullet or gold standard for strengthening entrepreneurship in resource and market-oriented terms. Apart from the fact that there are many other effective methods that impact on entrepreneurial learning at levels 2 and 3, the use of Method Acting is also associated with some problem areas that need to be considered in the training and coaching context. Given these possibilities and limitations of using Method Acting, it is often emphasised that such coaching or training sessions should be led by a qualified person who has experience in conducting individual and group exercises based on Method Acting. Trainers and coaches should be able to provide a safe and supportive environment to minimise the risk of emotional or psychological injury. It is important to note that there is basically no perfect method or technique and that each method has its own advantages and disadvantages. It is ultimately up to the entrepreneur and coach to decide whether method acting is suitable for them and how best to apply it.

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