More than a Feeling: Entrepreneurial Passion Trajectory Reconciliation, Emotional Feedback Evaluation, and Personal Identity Reconstruction

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Abstract: Entrepreneurial passion (EP) embodies a 'more than a feeling' research construct that connects passionate individuals to specific activities and identities. The EP would be significantly impacted by individuals' evaluation about the emotional feedback received from the engagement with entrepreneurship activities. Nineteen postgraduate students from a cross-disciplinary postgraduate entrepreneurship education program (CPEEP) were interviewed through an Interpretative Phenomenological Analysis (IPA) technique to understand respective entrepreneurship learning experiences and corresponding impacts on the EP and the magnitude of the nascent EP in the presence of competing micro-identities. The findings revealed that EP was positively impacted when the students effectively incorporated the profound experiences from entrepreneurship learning activities to reconstruct a suitable personal identity in supporting imminent professional aspiration during the entrepreneurship journey. The students became more passionate about obtaining more enriched experiences from entrepreneurship learning activities by successfully reconciling the two different lifeworld experiences of both past and present entrepreneurship trajectory, which was perceived as essential to complementing the entrepreneurial journey. This study also provided insights into feasible approaches to developing positive EP in the educational context.

Keywords: Entrepreneurial passion, entrepreneurship education, entrepreneurial identity, professional identity, qualitative psychology, postgraduate education

INTRODUCTION

Entrepreneurial passion (EP) is perceived as a 'more than a feeling' research construct, which embodies a significant endeavor of dedicated individuals to be manifested in entrepreneurship activities by developing a specific entrepreneurial identity in the specific identity workspace. Meanwhile, the cross-disciplinary postgraduate entrepreneurship program (CPEEP) is a specific academic program that addresses the need to provide passionate postgraduate students with the opportunity to enhance the current professional capacity while concurrently attaining intangible entrepreneurial benefits, such as greater autonomy, control, and freedom to pursue personal vision. The program is highly suitable for postgraduate students who possess an emerging entrepreneurial inclination, namely nascent EP, and enthusiasm to explore entrepreneurship as an alternative future career option.

The EP is conceptualized as a multidimensional construct that incorporates both the domain-unspecific form of motivation understood and measured through specific activities (Newman et al., 2021). Moreover, EP is considered a highly influential antecedent that enables individuals to behave entrepreneurially by eliciting positive emotions corresponding to entrepreneurial responsibilities (Cardon et al., 2017). The EP subsequently progresses when individuals substantiate and modify personal identities through meaningful entrepreneurial-related activities in a specific entrepreneurship context (Cardon et al., 2009; Murnieks et al., 2020; 2014). Nonetheless, EP is susceptible to changes owing to being highly dependent on individuals' evaluation in regard to the emotional feedback acquired from entrepreneurship-related activities, which is similar to other human emotions, including, affect, mood, and temperament (Gielnik et al., 2014). A more positive evaluation of the emotional feedback would result in a higher perceived EP. Conversely, a more negative evaluation of the emotional feedback would engender a less intense EP (Curran et al., 2015; Vallerand, 2008, 2015; Vallerand et al., 2003, 2008). Hence, a process recognized as behavioral integration would be facilitated from the ongoing evaluation that strengthens the connection between the activity and identity (Ryan & Deci, 2000; Vallerand et al., 2003), which is deemed essential for individuals to experience and develop a passion for an activity. Complete behavioral integration results in a harmonious passion that allows individuals to engage in the activity autonomously, whereas partial behavioral integration leads to controlled internalization and individuals

experience internal pressure to engage in the activity (Vallerand et al., 2003).

Numerous leading business schools offer CPEEPs in response to the growing market demand for tailored academic programs aligned with students' future career development aspirations (Fenton & Barry, 2014; Rae & Woodier-Harris, 2012) and the increased interest in entrepreneurship among academics (Hisrich, 2006). The programs integrate both entrepreneurship educational modules and students' existing specialization in a single postgraduate degree, such as MSc Sustainable Energy with Entrepreneurship, MSc Applied Biopharmaceutical Biotechnology and Entrepreneurship, MSc Communication and Entrepreneurship, MSc Cultural Industries and Entrepreneurship, and MSc Electrical and Electronic Engineering with Entrepreneurship. While CPEEPs become a mainstream curriculum worldwide, several questions are raised regarding the suitability of the program to provide applicable knowledge. Canziani and Welsh (2021) contended that more efforts should be made to actualise such inter-faculties and cross-disciplinary entrepreneurship efforts, which would significantly impact the applicability and effectiveness of the program that assists in developing a suitable workspace identity. In essence, the crucial issue was whether the program allowed students to engage in a meaningful learning experience and adequately evaluate emotional input. The integrative concept of identity formation in a specific context, such as entrepreneurship, could be regarded as appropriate to evaluate the impact of the emotional feedback process. Identity development generally establishes a connection between the self and aspects of the external world by synthesizing present and future experiences (Ericson, 1959, 1963, 1968, 1977).

Two contextual elements could influence the EP degree and subsequently the development of nascent EP. Specifically, students engaging in CPEEPs would demonstrate existing professional identities, which necessitates the students to employ and assert professional identities throughout the learning process. The professional identity might contradict or complement the process of constructing an entrepreneurial identity during an entrepreneurship education program. Multiple created micro-identities might conflict with one another and pose a dilemma for students regarding the priority of a micro-identity depending on the circumstance or context. A micro-identity represents the perception of being and becoming (Babulski, 2020; Van Manen, 1990) and determines personal status in the social context (Trepte, 2013). According to Bird (2019), individuals could organize personal micro-identities hierarchically when actively pursuing alterations in roles that align with a specific micro-identity at the period. Moreover, different interactions are formed during the learning activity and in social situations, wherein individuals could define and emphasize personal identities internally by adopting or rejecting social role expectations (Caza et al., 2018; Stryker & Burke, 2000). Varlander et al. (2020) delineated that the decision to engage in entrepreneurial activities is a utility that maximizes the decision by comparing the anticipated utility from entrepreneurship to the most suitable employment option. Therefore, the motivation to define an individual's identity and act entrepreneurially derives more from the intangible benefits of autonomy and working enthusiastically rather than anticipated financial returns (Warnick, 2014). Individuals could reconcile with lived experiences and act according to preferred identities when personal identity represents the concept of self and personal worth (Gioia, 1998; Trepte & Loy, 2017), including professional and entrepreneurial identities developed during social interactions.

This study sought to address existing literature gaps and postulated that EP development contingent on the identity work notion as an educational process intertwined with motivation, learning, and knowledge construction (Kaplen & Flum, 2009). Accordingly, the current study postulated that the EP experience was significantly impacted by students' evaluation of emotional feedback from the entrepreneurship learning activity in the provided identity workspace. The research question derived from the research objective focused on how the students' CPEEP experience stimulates EP and subsequently how this corresponding event influences the magnitude of nascent EP in the presence of competing micro-identities. This study employed the qualitative exploratory design of interpretative phenomenological analysis (IPA), which concentrated on a sample of postgraduate students enrolled in a CPEEP at one of the former award-winning entrepreneurial East Midland Russell Group universities.

THEORETICAL BACKGROUND

The EP Experience

The psychological concept of passion for a particular activity is defined as a meaningful engagement with an activity congruent with the individual's identity (Vallerand, 2008; 2015; Vallerand et al., 2003). Participation in a particular valued activity prompted an investment of personal resources due to excitement and enjoyment. (Vallerand et al., 2003). Additionally, the engagement encourages positive motivation, well-being, and enthusiastic task engagement owing to the provision of a balanced and purposeful life perspective (Duckworth et al., 2007; Pradhan et al., 2017). Past scholars also associated passion with domain-specific subjects (Amabile & Fisher, 2000; Moeller et al., 2015), which conceptualized EP as a consciously accessible and intense positive feeling for entrepreneurial activities with meaningful and salient roles to the entrepreneur's self-identity (Cardon et al., 2009). The EP is not only a general emotional experience in all situations but also a specific entrepreneurial activity. The EP development involves an ongoing evaluation that strengthens the connection between the activity and identity, thereby facilitating a process identified as behavioral integration (Vallerand et al., 2003; Ryan & Deci, 2000). Newman et al., (2021) elaborated on two antecedents, namely personal (age, gender, education level, and person-job fit) and contextual (entrepreneurship training, organizational climate, and entrepreneurial culture) that established EP.

Lex et al. (2020) discovered that EP develops over time through positive emotions and identity centrality. Particularly, a positive correlation existed between entrepreneurial self-efficacy and performance alongside the former and the latter. The EP serves as an intense emotion resulting from the interaction between an individual and an activity in a social context. The EP could also influence entrepreneurial behavior (Murnieks et al., 2020; 2014) and emotional feedback after engaging in entrepreneurial-related activities. Meanwhile, Gielnik et al. (2015) revealed that entrepreneurial effort or behavior could serve as an EP antecedent. The outcomes and ensuing evaluation processes would determine whether the participants experienced EP positively or negatively during an entrepreneurial learning activity. Positive emotional feedback could contribute to EP development while negative feedback inhibits the development.

Identities and Entrepreneurship

Fauchart and Gruber (2020) postulated that the entrepreneur's identity is fundamental to comprehending entrepreneurial processes and outcomes. Furthermore, personal identity has become more prominent over the past decade. Entrepreneurship scholars discovered the richness of the concept in social and symbolic domains and the firm theoretical foundations in psychology and sociology to facilitate theory development. Nonetheless, only the literature regarding (i) personal identity, (ii) professional identity, and (iii) entrepreneurial identity was reviewed in this study to maintain the study focus.

i. Superordinate identity: Personal identity

Personal identity is the perception of personal worth fundamental to an individual's sense of self (Brewer, 1991). Gee (2000) characterized modern society as being liberated to choose and author personal identities by constructing and sustaining identities through discourse and dialogue instead of deriving from official institutions. The self-image could be generated internally by contemplating personal unique heritage and experiences rather than being influenced by another group (social identity) or a specific role (role identity). An anchor identity is a constellation of hierarchically organized subordinate identities identified as micro-identities. Identities are situated at a higher hierarchy due to the higher saliency and centrality to an individual's identity (Galliher et al., 2017; Stryker & Burke, 2000), which represents the ranking of importance respectively by the individual (Callero, 1985; Rosenberg, 1986; Wang et al., 2021). Activities associated with central identities are more crucial to the individual than those associated with less central identities. Caza et al. (2018) demonstrated that the phrases "be truthful to oneself", "be genuine to oneself", and "be authentic to oneself" are the most common phrases utilized by individuals to describe the core identity. An individual should arrange multiple micro-identities in a specific order to determine the central identity. The determination occurs during the organizational process that assists in subtly synchronizing and harmonizing the competing micro-identities. Individuals who are confident in respective social and role identities would alter personal identities through the transition process, which requires internalizing the event and accepting alternative circumstances created by the change (Bridge, 2009). Moreover, an individual who navigates personal identity would gravitate more toward fulfilling a set of moral virtues (Duening, 2017).

ii. Micro-identity 1: Professional identity

The first essential micro-identity is professional identity, which is related to individuals from the professional employment sector. Most discussions on professional identity exist in the education literature (Geijsel & Meijers, 2005; Trede et al., 2012) due to the close relationship between pedagogy and the ongoing development of personal identity. Tickle (2000) defined professional identity as societally accepted images of a professional in a particular occupation, including knowledge and behavior essential to professional work. The identity is derived from the position within the society, the interactions with other individuals, and the interpretations of personal experiences (Geijsel & Meijers, 2005). Cruess et al. (2019) emphasized the need for a specific curriculum that allows students to think, act, and feel like the professionals the students aspire to be. The curriculum should contain a cognitive base on the subject in the formal curriculum to engage students in the development of personal identities, provide a welcoming community that facilitates enrolment, and promote faculty development to ensure that all students understand the educational objective.

iii. Micro-identity 2: Entrepreneurial identity

The second micro-identity is entrepreneurial identity. Hoang and Gimeno (2010) and Murnieks et al. (2014) acknowledged the adaptable nature of an individual's cognitive capacity to modify personal identities to the context of entrepreneurial engagement, such as adjusting the hierarchical order. Nonetheless, more research examining how entrepreneurial identity is adapted to individuals' identities during the entrepreneurship process is required, as only Warnick (2014) elucidated the connection between the two. Specifically, Warnick (2014) discovered that the motivational power of musician-entrepreneurs was strongly associated with the identity as professional musicians rather than the identity as business individuals. In addition, a passion for music-related activities highly encourages entrepreneurial behavior by representing artistic identity, which is not central to the sense of self similar to other identities as founders, inventors, or developers. Hence, EP could be generated from a passion for a professional-related activity that is more intricately associated with an individual's identity as the fundamental sense of self.

Self-definition could influence other individuals' perceptions of an individual as the development of entrepreneurial identity is a social and developmental process influenced by the interaction between experiences

and social processes (Bull et al., 2008; Donnellon et al., 2014; Harmeling, 2011). Individuals would exhibit behaviors that reflect the valued identities (Lobel & Clair, 1992; Randel & Jaussi, 2003). For instance, entrepreneurial identity, which is constructed within the context of cultural identity (Benveniste, 1987; Seibert et al., 2020), comprises significant labels conferring autonomy and privilege to the community. Entrepreneurial individuals are presumed to utilize and legitimize entrepreneurial identity when engaging in entrepreneurial-related activities. The successful equilibrium would impact EP experiences as the concept of being and becoming an entrepreneur plays an integral role in validating personal identities during a specific activity.

Entrepreneurship Education Program and Identity

Past studies on entrepreneurial learning corroborated the pivotal role of identity in the learning process (Harrison & Leitch, 2005; Morris et al., 2012; Rae, 2000; Rae & Carswell, 2001) while entrepreneurship education research examined the effect of identity on entrepreneurship education program (EEP) outcomes, particularly the action-based pedagogy in the classroom (Donnellon et al., 2014; Ollila et al., 2012; Pittaway & Edwards, 2012). Donnellon et al. (2014) established a correlation between developing an entrepreneurial identity and EEPs, which posited that students adapted existing identities by constructing entrepreneurial identities during the learning process. Strategic positioning, followed by visual and aural symbols, storytelling, socialization, and collectivity, also contributed significantly to students' projection of the entrepreneurial identity (Petriglieri & Petriglieri, 2010). The findings supported academicians' postulations that universities, particularly business institutions, serve as identity workspaces. Harmeling (2011) also propounded that university-based entrepreneurship education could allow participants to construct, revise, and reconstruct narrative identities.

RESEARCH METHODOLOGY

Qualitative Approach

The present study sought to comprehend EP experiences and further development in the context of situated entrepreneurship learning. The unique technique of interpretative phenomenological analysis (IPA; Smith et al., 2009) was employed due to the accurate capturing of the participants' description of personal meanings and processes rather than solely events and causes (Larkin et al., 2006; Larkin & Thompson, 2012). The central IPA principle is that individuals are "self-interpreting beings" (Taylor, 1985, p. 261) who actively engage in interpreting events, objects, and other individuals in daily lives, which is identified as interpretative activities. Furthermore, IPA explicates that such access is frequently contingent on participants's self-reported experiences and the researcher's interpretations to develop a thematic understanding of the phenomenon. Applying an appropriate approach could provide the fundamental orientation of pedagogy, which is the concept of being and becoming (Van Manen, 1990). Thus, students' lived experiences derived from the interaction between identities and contexts are central to the phenomenon.

Sampling and Data Collection

A sample of CPEEP students was recruited to provide access to the phenomenon under investigation, thereby offering a pertinent perspective and emphasizing the depth of the research scope. Two cohorts were selected based on the convenience purposive sampling strategy, which allowed a detailed investigation of the psychological variability within the group and a nuanced examination of the convergence and divergence patterns. Emails were sent to all CPEEP students to request voluntary participation after obtaining ethical approval. The semi-structured interview format was decided to engage the researcher and participants in a real-time dialogue, in which initial questions were modified based on the participants' responses to further appraise interesting, meaningful, and unexpected issues emerging from the interview (Smith & Osborn, 2015). One of the researchers possessed two academic years of studying and recording the CPEEP environment before conducting interviews. The same researcher also attended 20 weeks of lecture sessions, participated in casual dialogues, and reviewed course syllabi and learning goals. The interview notes were triangulated to ensure data quality and consistency. Resultantly, nineteen students were interviewed with each lasting between 50 and 90 minutes. The IPA propounds no defined answer to the sample size question as the research objective is qualitative instead of quantitive owing to the complexity of the individuals' experiences (Smith et al., 2009).

Data Analysis Procedure

The IPA research method is a continuous and iterative process of fluid data description, extension, revision, invention, and innovation (Smith et al., 2009; Langdridge, 2007; Smith et al., 2009). The researcher must peruse each word of the transcript iteratively. Exploratory noting was also employed to assess the importance of a phenomenon. Specifically, the researcher must remain with the psychological reduction, namely without being biased towards the issue of interest, while paying attention to the actual meaning as the participants' unrestricted imagination would change the word meanings. Inductive and deductive analyses were subsequently conducted through hybrid qualitative coding.

FINDINGS

Two main phases of emotional feedback evaluation were identified based on the data analysis. The initial stage consists of the endorsement of past trajectories to pursue in a cross-disciplinary postgraduate entrepreneurship education and the validation of present trajectories to fulfill the professional entrepreneurship virtue. Both trajectories contained two sub-themes with unique characteristics. The first sub-theme encompasses (a) longing for a successful career progression, (b) envisaging entrepreneurship rewards, and (c) reconnecting with the missing world, whereas the second sub-theme describes (a) possessing a reciprocal intention to apply entrepreneurship mastery, (b) becoming savvy about entrepreneurship merits, and (c) enjoying the combined professional and entrepreneurial value (see Table 1.1). Each theme was integral to the in-situ cognitive adjustment of the participants to effectively interpret the received emotional feedback, which assisted in reinforcing or strengthening nascent EP. The extracts from the transcripts illustrated the themes.

Table 1.1: Themes and Sub-Themes from Data Analyses

Themes	1. **Endorsement of the past trajectories to pursue a CPEEP**	**Sub-Theme 1**	**a)** Longing for a successful career progression. **b)** Envisaging entrepreneurship rewards. **c)** Reconnecting with the missing world.
	2. Validation of present trajectories to fulfill the professional entrepreneurship virtue	**Sub-Theme 2**	**d)** Possessing a reciprocal intention to apply entrepreneurship mastery. **e)** Becoming savvy about entrepreneurship merits. **f)** Enjoying the combined professional and entrepreneurial value.

Figure 1.1: The Theoretical EP Development Model in CPEEPs
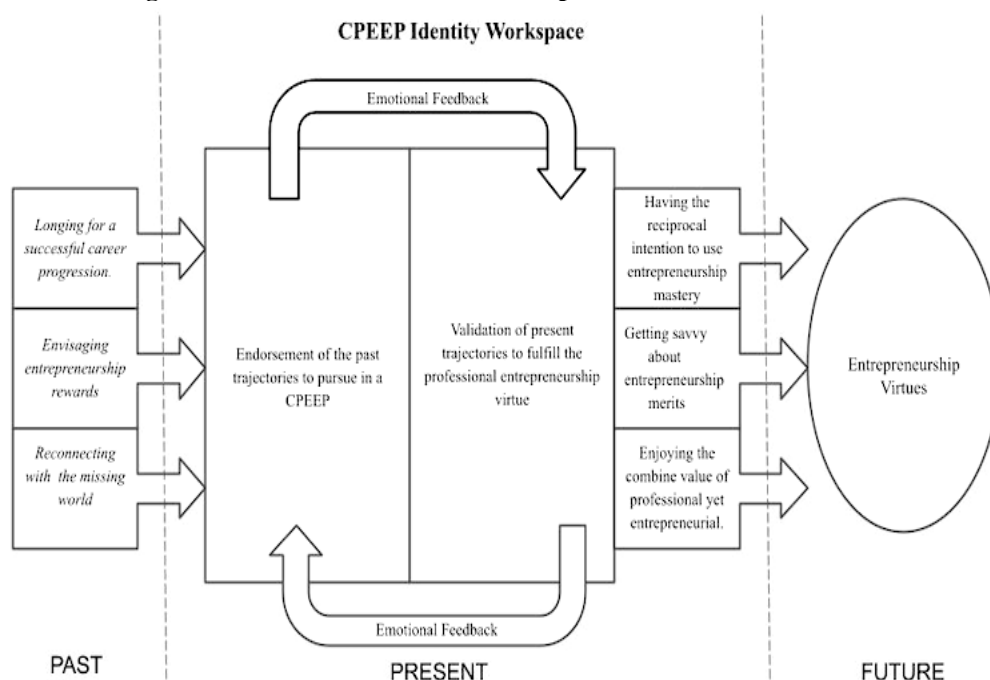
Theme 1: Endorsement of the Past Trajectories to Pursue a CPEEP

The first theme depicts the endorsement of past trajectories to pursue a cross-disciplinary postgraduate entrepreneurship education program. The participants were exposed for the first time to advanced entrepreneurship knowledge, acquainted with respective module convenors and peers, and immersed in a different learning engagement during the first semester. The students would perceive that the current personal identity was simultaneously being challenged and inspired. The students must constantly recall the reason, which comprised several trajectories incorporated into the CPEEP while processing the learning activity experience and evaluating the emotional feedback. The participants also reflected on the longing for successful future career progression before enrolling in the CPEEP and reconnected with certain aspects of previous professional capacities that were perceived as missing. Moreover, the students expressed anticipating rewards when becoming active in entrepreneurship to continue with the current entrepreneurship journey. The explanations for the subthemes are provided below.

Sub-theme 1(a): Longing for a successful career progression

The first subtheme revealed that the primary motivation was to strengthen EP by continuously searching for evidence for the selected career path when the alternative personal identity was acquired after the CPEEP to achieve future career advancement in the desired field. The participants anticipated being employed with ideal jobs. Several students were also eager to become entrepreneurs immediately after completing the CPEEP, whereas certain counterparts planned to work in the targeted industry before becoming entrepreneurs in the future. Other students considered establishing a consulting business before pursuing a full-time entrepreneurship position. Family encouragement towards an entrepreneurship lifestyle was the major reason for improved future career advancement:

> "It is more like parental things. When I was much younger, my dad used to emphasize it more on how to work for yourself rather than to work for somebody. So, I always have the idea […]the drive has always been there. OK, you need to work for yourself and have your own stuff. Grows your own stuff and eventually becomes someone."
> [Bakayoko]

> "My father is a software engineer who worked in a good company for a long time […]so he has a few other businesses, which provide him extra money. Also, my brother worked in the bank, and he had a small business that actually gave him more money than his salary."
> [Sofinaz]

The participants also discerned an opportunity to venture into a different area perceived as more appealing, trendy, and promising:

> "Renewable energy, for me is the answer. I ended up finding that renewable energy would be a good move in my life, to the things that I believe. I am an environmentally friendly person."
> [Francesca]

> "I am thinking of moving to another level. I want to engage more in the business, in entrepreneurship. I want to have my own business, and I may say that I want to shift my career."
> [Khairuddin]

> "I do not want to be an employee, but I want to create my own business."
> [Leen]

The CPEEP experience provided the students with a reality check regarding the factors potentially contributing to choosing entrepreneurship as a future career path. Nevertheless, a negative experience could result in the participants feeling resentful about past career experiences, such as an unfulfilled job promotion, a lack of challenge in the job assignment, and a sterile work environment due to a personality mismatch.

> "I worked very hard for two years, I was expecting a promotion, in fact, they offered me a post, but I never saw the contract coming within six months. So, this kind of thing motivated me to think about the way of making my living, probably starting my own, doing my own, being my own boss, […] it was my project that won some major investment and it's like I feel like I have been used you see, they have used my knowledge and they have not rewarded me appropriately. It's kind of had a big impact on me."
> [Citradevi]

> "My role when I was the central director for charity. I was asked to reinvent the area I was in and to basically make a profit so that it could operate properly […] After five years, I ran out of challenge. That does not mean it could be better, I myself have run out of challenges of how to make it better, what to do."
> [Paulus]
> "I am an outgoing person. I like interaction with people, customers, and stuff. Whereas in finance, you sit in front of your computer all day. I understood that it was not for me."
> [Hava]

Sub-theme 1(b): Reconnecting to the missing world

The second subtheme demonstrated that the students repeatedly reassured personal choices of enrolling in the CPEEP due to the opportunity to reconnect to the absent element in past professional roles, which was believed to complete or supplement life activities. The participants explicated the hostile animosity against the professional system, which contributed to the emergence of:

"So, I never really liked this whole system of how you can be a brilliant mind, but because you do not have the certificate, without a PhD you are not allowed to use the equipment, and you are not allowed to do research. I always found it unfair because many people are really smart and they can make discoveries in the scientific world, but they are just not allowed because they do not have the paper."
 [Sofinaz]

"I felt like this need to change because there are a lot of people, scientists are personally committed to work, and they have to work long day in the laboratory. For me, it seems like it is being wasted, if it cannot reach the market or reach you know something big. So, I was feeling this has been wasted and there is a way that this can change and that is my first experience learning from that experience and trying to be an entrepreneur."
[Roxanna]

"I can enjoy the global view with regards to entrepreneurship and not just confine to Chinese people thinking"
[Renxiang]

The students recalled a desire to change owing to being exhausted from previous professional obligations with a significant investment of resources in abhorred activities, such as working in a laboratory for long hours or seeking a different environment:

"Because with biochemistry, it was lab-based. I have done my first dissertation in the lab, and I enjoyed it for a short time. However, I was not sure I wanted to do this for the rest of my life. To be in the lab. Some people do and I did not think I wanted to do that."
[Jenny]

"I was working on my dissertation, and it was really hard, and all the lab work was so consuming, and I was thinking of spending another three years in the lab, it is not quite my thing. So, I was thinking that I should grab something that can start my career."
[Sofinaz]

"Because of science, I thought being in the lab, experimenting, that was it. Business is like, I say, handling money; it is a different side. But maybe it is not money; the mindset is different as well."
[Danielle]

"But to be honest with you, when I started my idea was to be a finance person, but it is not for me., I wouldn't say I like it too much. I am not saying I respect people who do finance. They are incredibly smart. It is about our choices."
[Hava]

Sub-theme 1 (c): Envisaging entrepreneurship rewards
The participants reported a recompense for individuals who engaged in entrepreneurial activity to be reassured that one of the anticipated benefits of entrepreneurship was financial gains:

"That is very interesting for me because I was thinking how It can be something like this. Where you actually doing science, but you ought in making money."
[Jenny]

"I used to be working in the NGO. From my experience in an NGO, NGO dealing with conflicts and resolutions among people, among society, I saw the core part of any conflict is about food, finance, and economic conditions. If I want to help people further, I think running a business is the best way. Besides, I want to be rich."
[Khairuddin]

"To be realistic, entrepreneurship is really close to money. Every one of us needs to make money to produce the product."
[Renxiang]

"When I create a business, I want to create money [...] well the money was really good, but I want to like to have things on my own and be able to say, ohh I did it."
[Everly]

"I need money to have a good life, and with my salary just as a researcher, the junior

scientist,   I   would   not   be   able   to   cover   my   living."
[Sofinaz]

The participants believed that entrepreneurial skills and knowledge could transform personal beings by envisioning personal reputation in the future, which assisted the participants to become highly optimistic about the future:

"I see myself as someone who has people work for me, sort of. Maybe in two years or three years, I will be one of the big players in the industry. You will hear me in the press. The owner of a spin-off company, [...] I soon to be in the limelight, I just have this feeling that what I am going to do is going to succeed and I'm going to be successful in the big way...very big way."
[Yobo]

Theme 2: Validation of Present Trajectories to Fulfill the Professional Entrepreneurship Virtue

The second theme depicts the later phase regarding the anticipatory evaluation of present trajectories, which discusses prospective contributions obtained through participation in the entrepreneurship learning activity. The participants acquired more advanced knowledge about entrepreneurship and business during the second and third semesters, which allowed the students to obtain an industrial placement with local businesses in the city center and surrounding area. The students were exposed to more advanced entrepreneurship practical knowledge, acquainted with respective module convenors and peers, and immersed in a different learning engagement. Resultantly, the students perceived that the new personal identity thay they sought to develop will be substantially rewarded.

The participants discussed the rewards anticipated from becoming an active participant in entrepreneurship and highlighted the importance of early exposure to entrepreneurship education, which are elucidated in the subthemes below. The participants perceived personal identities differently when acquiring more entrepreneurial skills and knowledge. The students accepted the change as a positive aspect with a solid reason, which assisted the students to become increasingly enthusiastic. Behavioral changes, discovering hidden abilities, expanding knowledge and understanding of a marketplace, and acquiring multiple tools to resolve issues were also expressed. Ultimately, the students embraced the entrepreneurial identity as an extension of personal identities that integrated effectively with the current professional identity.

Subtheme 2(a): Becoming savvy about entrepreneurship merits

The first subtheme represents the participants' feelings regarding the significant self-discoveries. The participants believed personally in becoming more responsible with future actions owing to the subsequent impacts on surrounding individuals and environments, discovering a concealed aspect of personal personalities, and increasing business and market knowledge. The students commenced identifying opportunities to implement the entrepreneurial mastery gained from CPEEPs and practicing the entrepreneurial virtue:

"Before this, I just knew some sort of technical thing in the area that I know. Now I have enlarged my knowledge, entrepreneurship is broader, and the variables are really wide. So, we should consider all of them and we should have knowledge about them."
[Suliastri]

"I had an interest in knowing about business, and I also need experience that requires me to know   how   business   works."
[Leen]

"I just have strictly engineering, but my thinking and my ideology have changed, because now I have found that entrepreneurship is somehow interesting, and I want to know more. I am starting to dig new things."
[Yobo]

"But now I see how to structure things better, how to get more value out of what I do, maybe I feel I should be able to get to that level […] So, I am hoping I start a business, after the course. […] that is where I see myself, starting the business and getting more value than I would,   and   I   would   not   have   the   value   if   I   do   not   have   any   training."
[Bakayoko]

"It really pushes you to think outside the box. You are not just going to say, I am going to think outside the box here, but you have to think of a combination, so when you start thinking that   way,   you   see   all   the   possibilities   and   all   the   different   perspectives."
[Madonna]

"I need to feel that I am competent and to feel confident to do it on my own and go and find the project."
[Citradevi]

The participants expressed more suitable approaches to embrace the future situation now after being equipped with different skills:

"I feel now that I am learning the tool to make what I know clear and more comprehensible to the layperson. Because […] It is like I am finding another language tool, I am finding a new way of expressing myself so that people can understand simply and clearly."
[Citradevi]

"The reason why I enjoy this course is because tomorrow when I go to work, I already know that. It is a cheap way to learn, it is whether to learn it here […] because I am not going to see these people anymore, whereas in work, I will work with them for a long time and I will see these people and have to deal with them. So, it is better to start with a good start and actually know who you are dealing with, whether you let the people come close or not."
[Hava]
"I think it can help me to come out with the practical usage of biochemistry and not just a scientific one but for the people to improve the life of the people so I can provide a service or product which is from the biosciences area, but I can sell it as an entrepreneur."
[Sofinaz]

"This is supposed to be how I solve the problem, and not how I used to think back then... you have come to a new realization."
[Mwasaa]

"It improves my presentation skills, it improves my networking skills, it improves my professional life, it introduces me to job opportunities, and I think it increases my value. Being a postgrad is 100 times better than being an undergraduate when you are looking for a job. So, I think yes."
[Baijanti]

The participants discovered that entrepreneurship learning activity produced the opposite effect:

"I am a bit shy, and I did not use to connect a lot on the network. So, here the very first, I was learning to speak to people and introduce myself. I feel good about it. I feel like when I see people, I do not panic, and I can speak about whatever."
[Roxanna]

"I am thinking in transition. It is hard to say what will be your next step because you are discovering so many new things and do not want to fix yourself into one thing. I am coming here with an open mind. It is like I know I can have a few plans, but I know they won't be fulfilled. That is why I came here without any plan."
[Francesca]

"Very quickly, I realized that I am not a finance person...and that was good because I never knew that. I have worked with finance before, in the charity, on the money side that I could do. I thought maybe I was an accountant, but I am not. So that is what I have discovered."
[Paulus]

Sub-theme 2(b): Possessing a reciprocal intention to apply entrepreneurship mastery
The students thoroughly pondered the effective methods to apply entrepreneurship mastery in native locations, including the country, community, industry, and workplace, by contributing the benefits gained from the CPEEP. The students commenced associating entrepreneurial skills and knowledge with the socio-economic issues in the native country, community, society, and immediate professional circle through EP:

"Because I'm kind of like I want to give something to people .but and then I'm doing job in the meantime...I'm thinking of; actually, I can do more if I have a business, yeah I can help people economically, financially and also I do social duty by teaching them for free, kind like I said help people in the broader aspect by having any kind of business."
[Khairuddin]

"I wanted to do something not only for me but for the environment, for the people, without being a politician."

[Everly]

"I want to use what I have learned to change my life and the lives of people around me and hopefully, someday I can change a city or country, and make something meaningful to the world."
    [Renxiang]

"I have always been deeply passionate about helping people. I used to get involved in charitable activities. But each time, I found that I could not help everyone since I did not have the financial capability. […] I always felt that if I have a business, I can employ people and sustainably help them to earn a living."
            [Mwasaa]

"My passion is like people living well if I can say that with the minimum condition. […] I am not going to change to political science, and I am not going to study poverty, no, let me go in the way that I think that I can go faster with some of my background. That was it."
[Francesca]

"What I am thinking now is that it is not just about the money, it is good while we can have good money for our sustainability for our business, but it is also good to improve many people's lives."
        [Suliastri]

"I feel very comfortable if I do something that helps my country, my people and it is self-satisfying because the money is not the end goal If I gain a lot of money, I will use it a little, it is not a matter of how much money that I get, but how much business that I create. Is it sustainable for myself, the employee, and the country, it should be sustainable through gaining money."   [Taufeq]

Sub-theme 2(c): Enjoying the combined professional and entrepreneurial value
The third subtheme underscored the participants' perception of exclusivity upon attaining the current learning journey parameter or threshold. The students could potentially be transformed by the acquisition of entrepreneurial skills and knowledge. The participants also distinguished improved quality after participating in CPEEPs and being exposed to a diversity of valuable emotional feedback. The students comprehended and recognized the sentiments of confidence, fortitude, optimism, wisdom, and competence after discovering the privilege of establishing an alternative identity integrating professional and entrepreneurial identities:

"If you are asking investors for big money, you want to show them that you are professional, you have a degree, and it is not just a normal kind of degree, it is a particular degree in biosciences and entrepreneurship."
        [Sofinaz]

"So, this has given me courage, but it has also given me the wisdom that you need to learn more. It is not like you are not scared. I know and realize within myself what I like and need to do to be more successful, so I need to learn more and get real-world experience that you cannot think of by sitting in the library. However, when you go out in the real world and face the real problem, your
 innovativeness   and   creativity   come   into   practice."
[Baijanti]

"I am a different person now. I can handle the person now. I can control my emotions. I am much smarter, I can get into the details, I can manage my time schedules and earn a lot, I improve a lot and am grateful for this program."
[Hava]

"Now, it will give me the title and the security I need. Just like tools and skills to start creating and discovering what I want to have."
[Everly]

"It made me more confident than what I felt before. It makes you confident in general in life. I can live on my own. I can support myself. I am independent and act with confidence and courage."
        [Danielle]

"You feel more responsible, you know, like if you do something wrong, it is not just

affecting you, but it also affects other people. You have become less selfish and more aware."
[Jenny]

"Unlocking some hidden aspect that I did not know. The hidden potential that I did not know […] well, you know you have this competence if you go ahead and use that more to help people."
[Citradevi]

"Before this, you are a follower. After you take entrepreneurship, you are the leader."
[Madonna]

DISCUSSIONS

The current study aimed to fulfill two research questions, namely how does the students' CPEEP experiences stimulates EP and how the corresponding event impact on magnitude of nascent EP in the presence of competing micro-identities. The findings demonstrated that students' CPEEP experiences increased EP by incorporating entrepreneurship value from the self and surrounding individuals after being exposed to the limitations of the current personal identity. The self-validation stage assisted the students in realizing that becoming more agile with entrepreneurship by being cognizant of the limitations in the current personal identity. The students also believed that they were experiencing more intense feelings while engaging with the entrepreneurial activity due to the behavioral integration process. Specifically, the students became more passionate about entrepreneurship and more receptive to the personal changes subsequently. Moreover, the students practiced a riskier approach by leaving the comfort zones when engaging in entrepreneurial efforts, such as shifting from an introverted personality to an extrovert personality. The perception of the nascent EP degree was enhanced after evaluating the emotional feedback from the performance of all entrepreneurship-related actions and additional responsibilities accompanying entrepreneurship.

The present study delineated the fundamentals of developing nascent EP by demonstrating the positive impacts of students' CPEEP participation on nascent EP, which supported the notion that EP was derived from personal and contextual antecedents (Newman et al., 2020). Particularly, students' CPEEP participation could discover a sense of inadequacy in the current sense of self in terms of newly acquired entrepreneurial skills and knowledge. The students felt compelled to create an alternative personal identity accommodating both professional and entrepreneurial identities. The students could adapt smoothly to the remaining entrepreneurial learning activities after students adopted the alternative identity. Resultantly, the students believed that personal EP was significantly elevated, which assisted in becoming more optimistic about the entire entrepreneurial journey in terms of realizing the unique professional potential and contributing positively to attaining entrepreneurial virtues. Therefore, the cognitive reconciliation adjustment was the result of positive emotional feedback from successfully internalizing the entrepreneurship learning activity with the entrepreneurship journey by connecting the past trajectories to pursue in a cross-disciplinary postgraduate entrepreneurship education and the present (in-situ) trajectories to fulfill the professional entrepreneurship virtue. Consequently, EP was strongly felt and nascent EP continued to grow beyond the initial magnitude, which depicted EP progression through altering personal identity during an intensive learning activity. The EP and personal identity were also complementary during entrepreneurial endeavors, with EP functioning as a constant motivation in entrepreneurial endeavors and providing a positive and intense feeling to conduct entrepreneurship over the short and long terms.

Both themes were consistent with the passion development concept for an activity (Vallerand, 2008), wherein participants' ongoing evaluation strengthened the association between entrepreneurship activities and personal identity to facilitate behavioral integration (Vallerand et al., 2003; Ryan & Deci, 2000). Behavioral integration was considered essential to the experience of passion for an entrepreneurship activity. Particularly, the participants exerted considerable efforts to establish entrepreneurial identity, which was regarded as pivotal to achieving professional aspirations. The action involves synchronizing and harmonizing multiple professional identities (Caza et al., 2018). Being equipped with entrepreneurial knowledge allowed the students to be motivated to act accordingly, which reflected the newly developed identity. Activities associated with verifying the central identity, such as professional engineers, scientists, and charity directors, and entrepreneurial knowledge would be perceived by the individual as more essential than activities associated with a less central identity. Concurrently, students underwent the personal identity transition to embrace challenges emerging from the alternative identity (Bridges, 2009).

The findings illustrated the participants became aware of personal inadequacies in coping with the latest entrepreneurship information. The students commenced to doubt the efficacy of the current personal identity when attempting to comprehend the market if being solely an unidentified actor within the market ecosystem, which might create immediate pressure. The students must perform specific roles through the acquired entrepreneurship knowledge to remain pertinent in the job market. The perception of incompletion led to a profound EP experience and evocation, which contributed to being more receptive to the possibility of change. The alternative behavior was in line with Donnellon et al.'s (2014) description regarding the manifestation as an entrepreneurial identity projected by strategic positioning, usage of visual and oral symbols, and storytelling and socialization collectivity. Furthermore, the findings accurately pinpointed the participants'

incompetence feelings, thereby resulting in the inability to process marketplace information via former professional identity. Subsequently, the past behavior would be transformed as the students expanded and adapted professional identity to a distinct type of identity. The motivation for adopting a different identity by redefining the current identity was to effectively process future market information while fulfilling entrepreneurial responsibilities in the market.

The students felt highly intense EP when approaching in the opposite direction, which challenged the status quo and progressed beyond comfort zones. Passion is a conditioning agent that connects multiple actors in a social network (Landri, 2007), which is consistent with the description that a specific motivational element could influence individuals to resolve contradictory elements in life activities (Gomart & Hennion, 1998). The students were required to discover and transform broader passion into an entrepreneurial lifestyle driver to perform changes. The students were allowed to be receptive to perform the necessary changes immediately by immersing in entrepreneurship. Moreover, the students actively sought to complement the alternative identity with entrepreneurship mastery from the CPEEP once after increasing the openness degree. The students commenced practicing the alternative identity and gained confidence in future behaviors and identities. The students were also more optimistic about the upcoming journey after believing the applicability of personal core competencies from professional credentials to benefit the self and market stakeholders mutually. In addition, the students acknowledged that entrepreneurship served as a framework to achieve entrepreneurial objectives. The students believed that the new personal identity would only deliver utility through reciprocal action, thereby supporting the discovery journey of personal identity to fulfill career aspirations with a set of moral virtues. Resultantly, the alternative identity determined entrepreneurial behavior toward other individuals sharing similar virtues while simultaneously influencing the behaviors of individuals without sharing similar virtues (Duening, 2017).

The present study demonstrated that students could undergo entrepreneurship without sacrificing the professional identity. Students could employ entrepreneurship as a proxy to discover personal identity in terms of the utility function to accommodate both professional and entrepreneurial identities within the entrepreneurship educational framework. Nascent EP was gradually expanded through the behavioral integration process after experiencing EP, which successfully internalized entrepreneurship learning activities into the current personal identity of postgraduate students. The students harmonized competing micro-identities to allow the alternative identity to play the leading role in students' future direction. The action exemplifies the underlying function of utility-maximizing decision that promotes the reconciliation of individuals' past and present lived experiences with preferred identity during the specific entrepreneurial endeavor. The students commenced to accept emerging challenges accompanying the alternative identity when gaining confidence in how the alternative identity would complement future aspirations. Summarily, this study revealed how personal identity could serve as an anchor in the identity workspace, being capable of reorganizing competing micro-identities hierarchically, and influencing entrepreneurial behavior through manifesting strategic entrepreneurship.

CONTRIBUTIONS AND LIMITATIONS

Prior research suggested that an individual's passion was highly individualistic and domain-specific. Passion could also be influenced by the social context, particularly an individual's identity (Vallerand, 2008; Vallerand, 2015; Cardon et al., 2009; Murnieks et al., 2014). This study revealed how participants could reconcile conflicting identities by constructing a different personal identity capable of fulfilling the requirements of the entrepreneurial learning context. The reconciliation could be accomplished by pondering approaches to employ different identities to promote the self and other individuals' well-being while maximizing social and economic utility. The participants could channel personal passion based on core competencies with entrepreneurship as the personal framework by cultivating the entrepreneurial identity. Therefore, EP was experienced and developed through adapting to the alternative identity and receiving emotional feedback while engaging in associated activities. Additionally, the findings contributed to and advanced EP conceptualization. The EP is susceptible to change owing to the high dependence on the individual's emotive evaluation of the engaged activity.

Individuals are meaning-oriented and meaning-creating organisms who continuously evaluate events from personal well-being and react emotionally to the evaluations (Lazarus, 1982; Lazarus & Folkman, 1984; Lazarus & Lazarus, 1994). The current findings demonstrated that individuals contemplated the definitive function in society and personal contributions to other individuals based on personal talents. The process encourages a natural human tendency towards social and economic utility and an equitable society. Simultaneously, the findings discovered that EP extended beyond the typical entrepreneurial identities of the inventor, developer, and founder (Murnieks & Warnick, 2014) and highlighted the role of personal identity as an anchor of other competing identities to serve entrepreneurial actions autonomously. The findings also underscored the need for research methodologies that facilitated the identification of the affective processes involved in an entrepreneurship educational context. Specifically, a need exists to recognize students as experts in personal experiences and perform emotional evaluations regarding the personal and social effects of accessible learning engagement. The quantitative or blended analysis could also enrich the findings of this study, which provided essential conceptual and qualitative insights and practices for lecturers, educators, and university management personnel.

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Figure 1. Data Analysis Structure

First Order Codes   **Second Order Codes**   **Aggregate Dimensions**
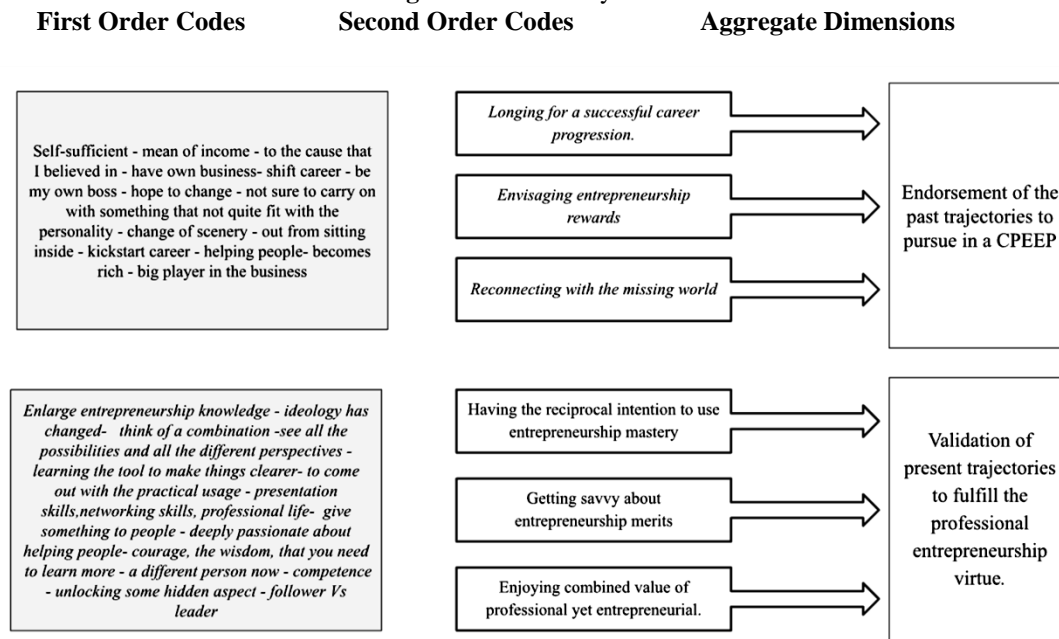
Table 1.2 Respondents' Profile

No	Respondents Name	Country of Origin	Profession Before CPEEP
1	Bakayoko	Nigeria	Engineer
2	Sofinaz	Kazakhstan	Junior Scientist
3	Francesca	Brazil	Oil & Gas Engineer
4	Khairuddin	Indonesia	School Teacher
5	Citradevi	Maldives	Senior Scientist and Researcher
6	Paulus	South Africa	NGO Project Director
7	Hava	Uzbekistan	Finance Executive
8	Roxanna	Mexico	Junior Scientist
9	Renxiang	China	Translator
10	Jenny	Nigeria	Junior Scientist
11	Danielle	China	Fresh Graduate and Family Business Helper
12	Everly	Mexico	Admin and Finance Assistant
13	Yobo	Nigeria	Junior Scientist
14	Suliastri	Indonesia	Architect
15	Madonna	Colombia	Architect
16	Mwasaa	Kenya	Engineer and business founder
17	Baijanti	Bangladesh	Pharmacist
18	Taufeq	Sudan	Engineer
19	Leen	Colombia	Architect