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# The practice of "we": A framework for balancing rigour and relevance in entrepreneurship scholarship

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## Abstract:

The rigour-relevance divide remains a longstanding concern for the entrepreneurship field. In this article we elucidate the practice of “we” in entrepreneurship scholarship and propose a means to encourage and realise it. Our contribution is in the combination of reflection (content reflection, process reflection, and premise reflection) and design science phases; thus, we develop and outline the concept and communal practice of entrepreneurial scholarship informed by a structured reflection framework. Our original model and related framework detail a series of overlapping phases of inquiry and questioning, demonstrating how can we work together with non-academics to collectively strengthen the relevance of entrepreneurship scholarship and, ultimately, be more accountable and relevant to those whom we research.

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## 1. Introduction

In this article, we propose and elucidate a structured reflection framework that encourages the practice of “we”: that is, we explain how entrepreneurship scholars can answer the call for rigour *and* relevance through combining practices of reflection and design science. The conversation regarding design science as a means to overcome the rigour-relevance divide (Simon, 1988; March and Smith, 1995) has highlighted how such a process can ground research in real problems, thereby increasing its relevance and effectiveness (Watts, 2017; Romme and Reymen, 2018; Berglund *et al.*, 2018; Selden and Fletcher, 2019; Pollack *et al.*, 2019). This approach is often viewed as the foundation of what has proven useful for entrepreneurs’ successful implementation of value (e.g. Osterwalder and Pigneur, 2010; Ries, 2011). Nevertheless, the rigour-relevance divide remains a longstanding concern for the entrepreneurship field (Zahra and Wright, 2011; Frank and Landström, 2015; Dimov, 2016; Landström, 2019), especially given that it is a ‘reality-orientated’ field of study, concerned with practice (Wolf and Rosenberg, 2012; Wiklund *et al.*, 2018), with the potential to add value to business practices (Dada and Fogg, 2016; Kastle *et al.*, 2018; Rosli *et al.*, 2018), yet the relevance of entrepreneurship scholarship frequently remains elusive.

Dimov *et al.* (2020) have recently called on entrepreneurship scholars to be more accountable to whom we conduct research about and for; subsequently proposing the development of the integrative “we” voice in entrepreneurship scholarship. However, as the authors note (*ibid.*), the practice of “we” by entrepreneurship scholars may be difficult, especially given the broader institutional challenges surrounding the rigour-relevance divide (see also Drakopoulou Dodd *et al.*, 2016; Alvesson *et al.*, 2017; Whitehurst and Richter, 2018; Tourish, 2019; Kulik, 2020), and the choices made by individual scholars to operationalise a design-science process in entrepreneurship research in particular (e.g. Dimov, 2016; Shepherd and Gruber, 2020). Indeed, although the different requirements of, and gaps between, theory and practice have been partially resolved by exploring the theoretical contributions of the design science process in the context of entrepreneurship scholarship, there remain gaps in *how we can assist scholars to do it* (Dimov *et al.*, 2020, italics our own). In this article, therefore, we propose

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and explain a communal approach to the practice of “we”, based on a series of reflective questions and their convergence with design science phases. In doing so, we contribute to a further reduction in the gap between rigour and relevance in the study of entrepreneurship.

First, we develop our structured reflection framework, informed by the three areas of reflection as set out by Raelin (2001): content reflection, process reflection, and premise reflection. Reflection processes and procedures challenge underpinning assumptions regarding rigour and/or relevance, and when combined with design science, equip entrepreneurship scholars to answer the demand for rigour *and* relevance, supporting the call by Dimov *et al.* (2020). Second, our understanding of design science is that it is an emerging and evolving process that requires testing (of assumptions) to refine the design artefact that can be used to conduct research that is both relevant and effective (Simon, 1967; 1988; March and Smith, 1995; Berglund *et al.*, 2020). In combining reflection with design science, therefore, we demonstrate *how*, by engaging in an evolving and dynamic process, we can work together to strengthen the relevance of entrepreneurship scholarship collectively and, ultimately, be more accountable to those whom we research (Dimov *et al.*, 2020). Therefore, enabled by our structured reflection framework, we can build a self- and community-reflective practice as scholars of entrepreneurship; thus, we can reframe design science questions such as ‘*Does it work?*’ and ‘*Is it helpful?*’, asking instead, ‘*How can we make it work?*’ and ‘*How can we make it helpful and useful?*’ Informed by a practice of “we”, we propose a way forward for entrepreneurship research that enables *entrepreneurial* scholarship.

## **2. The practice of “we” and *entrepreneurial* scholarship**

Recent scholarly literature poses challenging questions of the entrepreneurship scholarly community: for example, ‘*What purpose does (entrepreneurship) scholarship serve?*’ and ‘*As entrepreneurship scholars, to whom we are accountable and how we can recognise and deliver on such accountability?*’ (Alvesson *et al.*, 2017; Dimov *et al.*, 2020, respectively). Such questions call for change – for a move beyond ‘old ways of thinking’ (Dimov, 2017; Garbuio *et al.*, 2018). Reflection is integral to change and learning (Schön, 1983): thus, reflecting on existing practice offers a meaningful contribution to the quest for a solution. Indeed, even critics of the generation of ‘useful’ scholarship have called for a reflective approach when conducting scholarship activities (Learmonth *et al.*, 2012), and according to Van de Ven (2007, p. 291), such questions serve as a “reality check”.

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Seeking change is also often the cause and the outcome of the implementation of a design science approach (e.g. change of behaviour) (Muñoz and Cohen, 2018), aligned with framing and identifying problems that have value across different end-user communities (Selden and Fletcher, 2019). Certainly, greater use of the design science approach is encouraged as a means to that end (Dimov, 2016; Berglund *et al.*, 2018), but there is a paucity of exploration that considers *how we can do it*. Furthermore, this will require scholars to move beyond the habitual ‘academic audience’ (Chandler and Lyon, 2001), which tends to prioritise theoretical contribution (McGahan, 2007; Alvesson *et al.*, 2017; Tourish, 2019), and consider instead different means of undertaking research and the outputs generated. We now turn to a potential solution to this change.

The solution we propose is to engage in ‘entrepreneurial scholarship’, conceptualised in Figure 1, which explains the practice of “we”: that is, to combine reflection with design science phases to engage with practitioners and think as an ‘entrepreneurial scholar’ through active listening, feedback, speaking, testing, disclosing and probing (Raelin, 2001). Our solution aligns with the call from Dimov *et al.* (2020) to engage in ‘thought experiments’ from a second-person “we” perspective to bridge practice and scholarship. Consequently, our solution may provide a structured yet dynamic framework to equip entrepreneurship scholars to develop further competencies in balancing rigour and relevance in entrepreneurship scholarship. Additionally, it can help scholars to recognise that they, along with entrepreneurs, both engage in research-orientated processes, albeit with different foci (Felin *et al.*, 2019; Felin and Zenger, 2017, 2009), which can become the foundation upon which to build a meaningful practice of “we”. Indeed, we propose that by answering questions which require communal reflection across the problem framing, design science process, and problem-solving phases, the transition from third person ‘objectivity’ to connecting with first-person ontology (Dimov *et al.*, 2020) can be supported and will lead to improvements in the practice of “we”. Hereafter, we consider the central phases in our practice of “we” conceptual model, with attention given to the comparison of academic scholarship and entrepreneur hypotheses, before outlining how we operationalise this practice through the structured reflection framework in the next section.

-- Insert Figure 1 here---

### ***Research Gap <Problem framing> Business problem***

According to Dimov *et al.* (2020), if we conduct research *on* entrepreneurs, we should create knowledge *for* entrepreneurs that can be valuable to them. If so, what *concepts might a stakeholder use to describe their needs or problems that require solutions?* Problem framing builds on the questions posed, which are informed by business problems and research gaps. This presents a challenge, however, as although both entrepreneurs and scholars engage in research-orientated processes, the intended outcomes differ (Felin *et al.*, 2019; Felin and Zenger, 2017, 2009). The problem framing phase can be considered as a formulation process of the practice of “we”, and thereafter the structured reflection practice can help to clarify conceptions of relevance and the types of problem to be addressed (Selden and Fletcher, 2019), thereby informing more relevance-orientated studies. Such a line of inquiry encourages understanding of central concepts from differing

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perspectives and aligns with recommendations from Van de Ven (2007) and Shepherd (2015), who call for a more collaborative effort between academics and the end-user to shape (research) problem formulation.

### ***Scholarly theorising <Design Science Process> Practice theorising***

*How can we better integrate processes that inform how entrepreneurship scholars and practitioners theorise? What methodological approaches are suitable for being in conversation with entrepreneurs (silently)?* The design science process phase involves refining, extending, and improving (applicable) models, as well as specifying the contextual conditions in which they work. According to Felin and Zenger (2009), practice theorising is linked to how individuals learn and design such models (e.g. Lean Start-Up): these are artefacts by which entrepreneurs test their theories and hypotheses to facilitate learning (see also Felin *et al.*, 2019). This contributes to practitioners' applied outcomes and the generation of practitioner-orientated areas for future research, which aligns with the findings reported by Camuffo *et al.* (2020). In contrast, scholarly theorising involves a commitment to comprehend the world/problem through the lens of academic research, sometimes at a more abstract level of understanding (Hammond, 2018). Understanding how to take into consideration *both* perspectives during this phase facilitates a deeper understanding of entrepreneurs and of how the practice of "we" could occur. Examples of how practitioner design science models might inform such outcomes are illustrated or discussed by Shepherd and Gruber (2020), Muñoz and Cohen (2018), Felin *et al.* (2019), and Berglund *et al.* (2020).

### ***Knowledge <Problem Solving> Action***

*How do we make new ways of conceptualising a problem/solution available to entrepreneurs?* The problem-solving phase of the practice of "we" involves reflective practice that can facilitate dialogue around how dissemination has been, and could be, best conducted. Taking a design science approach enables us to account for, and perhaps to resolve, the epistemological distinction between practitioners' knowledge generation (e.g. entrepreneurs when designing a product/service/addressing a problem) and that of (entrepreneurship) scholars (Rynes *et al.*, 2001), which is partly due to their differing priorities and purposes (see more discussion in Dimov, 2016). Indeed, according to Dimov (2016) and Berglund *et al.* (2018), it is possible to produce prescriptive practitioner knowledge which can inform the 'future' to which an entrepreneur seeks to move as a result of (re)solving their problem. Additionally, this phase encourages scholars to consider more probing questions, including reviewing current institutional pressures to publish (McGahan, 2007), with very vocal critics of this issue discussing its contribution to gaps between research and practice (Alvesson *et al.*, 2017; Tourish, 2019). It also allows for consideration of critical questions which consider whether research outputs *are*, and whether they *should be*, the focus of dissemination and translation efforts.

## **3. The operationalisation of the practice of "we"**

To unpack Figure 1 and offer a means by which to maximise the potential synergies between the phases, we use Raelin's (2001) structured reflection approach. Our adaptation of Raelin's work for application within the field of entrepreneurship scholarship, outlined in Table 1, provides opportunities for entrepreneurship scholars to develop their self-efficacy (Bandura, 1977; Kassean *et al.*, 2015) related to their perceived ability to perform the conceptualised practice of "we". It focuses on probing (to draw out facts, assumptions, reasons and consequences) and testing (through open inquiry to uncover possible new ways) (Raelin, 2001, p.24). Ultimately, the structured reflection framework we develop furnishes and supports the transition from third-person 'objectivity' to connecting with first-person ontology (Dimov *et al.*, 2020). In this section, we outline and define our understanding of reflection, and then explore how it can work with design science to enable the practice of "we" for entrepreneurial scholarship. Thereafter, we pose a selection of questions,

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informed by the principles of the structured reflection framework, which inform the communal practice of entrepreneurial scholarship.

The process of reflective inquiry, drawn on to inform and operationalise our framework, involves different aspects of individual self-awareness and/or collective practice to facilitate the bridging of experience (Kolb, 1984; Raelin, 2001; Tikkamäki *et al.*, 2016), such as seeking to make personal changes or informing learning to undertake action. Reflection supports the practice of “we”, as it “illuminates what has been experienced by both self and others [i.e. entrepreneurs] providing a basis for future action” (Raelin, 2001, p.11). Thus, reflection, informed by insightful questioning, can play a significant role in encouraging the practice of “we”. By following the three forms of reflection drawn from the work of (Raelin, 2001)<sup>1</sup> – content, process, premise reflection – at both the individual and the collective level, we develop and outline a framework which informs the communal practice of entrepreneurial scholarship.

Raelin’s (2001) first form of reflection – *content reflection* – is focused on the way ideas have been consciously applied in the strategizing and implementing phases of solving a problem. For the practice of “we”, then, content reflection is important because it provides an opportunity to explore tacit and implicit knowledge (Nonaka and Takeuchi, 1995; Selden and Fletcher, 2019) and the objects of reflection, be they conceptual or tangible (Mezirow, 1981). Further, since entrepreneurship scholars have been known to ignore “the key assumptions underlying theories when they begin to explore a new context” (Zahra, 2007, p.447), this form of reflection can help scholars to question such assumptions and address associated shortcomings in the field of entrepreneurship.

The second form of reflection – *process reflection* – focuses on how problem solving is undertaken and on the associated procedures and assumptions therein. This form of reflection is valuable for the practice of “we” because it involves dialogue with others to gain feedback, challenging groupthink or experimenting, innovating or designing (Tikkamäki *et al.*, 2016). Indeed, according to Raelin (2001), “it is a public reflection that is the key to unlocking learning [...and] can enhance learning beyond the project (team) level to other levels of experience – individual, organisation, and society” (p. 11-12). For example, Felin and Zenger (2009) identify that economic theorising (undertaken by entrepreneurs) is not (usually) a solo activity, as it engages with, and bounces off, others.

The third form of reflection – *premise reflection* – operates at the meta-learning level by drawing attention to questions which expose the presuppositions that inform the initial problem identified. For the practice of “we”, premise reflection is important because it provides consistent opportunities to remain critical when conducting research. It is not impossible that research can be drawn ‘off track’ towards providing the solutions sought by co-creators or research stakeholders; indeed, this is identified as an ethical challenge in management-orientated research (King and Learmonth, 2015; Morrell and Learmonth, 2015; Kulik, 2020).

Table 1 summarises an actionable structured reflection framework to facilitate reflective practice, organised along with design science phases and informed by our practice of the “we” conceptual model. Design science offers a valuable and implementable means by which to generate inclusive bodies of knowledge and align with entrepreneurship scholarly activities (Romme and Reymen, 2018): for example, exposing a research gap, theorising hypotheses, collecting data, evaluating data and drawing conclusions (to address the initial research-orientated problem identified) (March and Smith, 1995; Van Looy *et al.*, 2004; Ding, 2019). Hereafter, we explain Table 1 according to the intersections of reflection and design science phases.

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<sup>1</sup> Raelin (2001) acknowledged that his categorisation of reflection was influenced by Mezirow’s (1981) different forms of reflection in scope and depth.

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In the problem framing design science phase, content reflection helps us to focus on **concepts**, thereby improving clarity and understanding of the value or customer, and particularly of how these are understood by the parties engaged in seeking to resolve a (value/opportunity) problem. Process reflection informs **roles and expectations**, specifically who is involved in framing and identifying the problem, as this shapes the entire process, the (knowledge/change) outcomes created, and the problems solved (Kulik, 2020); such an approach is demonstrated by Muñoz and Cohen (2018). Premise reflection reveals **motivations and intentions** and encourages scholars to engage in an honest self-conversation regarding the purpose for which they conduct research and the outputs generated. There is a tension here (McGahan, 2007; Autio *et al.*, 2013; Shepherd, 2015) and it is worthy of reflective self- and collective exploration; thus, a question like *‘How willing are we to accept that knowledge created is not value-free and will be integrated with accountability to entrepreneurs?’* would enable the beginnings of such a collaborative endeavour. A focus on (research) questions that are asked, which are shaped by genuine concerns about the phenomenon of entrepreneurship, is an important place to start, according to Sarasvathy (2004) (see also Higgins and Refai, 2017; Drakopoulou Dodd *et al.*, 2016).

In the design science process phase, content reflection helps to develop **practice** and increase one’s **experience**; this would align with engaging in collaborative or engaged scholarship (Van de Ven, 2007). Thus, reflective questions focus on personal practice and experience of bridging the divide, such as *‘How do we participate in conversations with entrepreneurs?’* Taking proactive steps to build relationships and co-create knowledge with end-user communities, and engaging in continuous interaction, addressing people with different views and approaches (Ram *et al.*, 2013; Carton and Ungureanu, 2017), are critical first steps with powerful potential outcomes: collaborative reflection provides such an opportunity. Process reflection focuses on the varying **resources** (Sarasvathy, 2012) that will enable the design science phase of the research journey to occur. This could enable entrepreneurial scholars to frame and identify problems that have value across different end-user communities: specifically, *‘What does the future look like for person X or business Y – what are they seeking to achieve?’* Premise reflection provides the opportunity to consider **what counts as research** and showcases how design science exposes gaps or draws the two (or more) communities together to achieve a mutually beneficial outcome: for example, consideration of *‘What methodological approaches are suitable for being in conversation with entrepreneurs (silently)?’*

Finally, in the problem-solving design science phase, content reflections provide clarity on **dissemination** as the reflective questions integrate communication of the problem (and solution) into the initial stages of the whole process and practice of “we”. Thus, rather than viewing co-design of research between academics and practitioners as a limitation (for discussion, see Gulati, 2007; Thorpe *et al.*, 2011; Kulik, 2020), it could be viewed as the route to enhanced dissemination of *credible, usable, and accountable* findings, which has previously been shown to build stronger relationships for the further use of scholarship (Down and Hughes, 2009). Process reflection considers the problem-solving **purpose** of the research, and helps to reinforce that the ‘sense checking’ of research findings is an established part of good research practice (Denzin and Lincoln, 2005): for example, considering *‘What symbols can we use that are mutually understood to communicate connections between constructs?’* Premise reflection in this phase focuses on factors within the sector that restrict options for scholars to bridge the divide, thus encouraging dialogue and critical evaluation about **knowledge versus action**. This may include reviewing current institutional pressures whereby there is intense pressure to publish (McGahan, 2007), with very vocal critics of this issue discussing its contribution to gaps between research and practice (Alvesson *et al.*, 2017; Tourish, 2019). Thus, questions such as *‘To what extent do I, as a scholar of entrepreneurship, want to be involved in informing the future actions taken by an entrepreneur?’* must be considered.

--Insert Table 1 here--

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#### 4. What does this mean for the rigour-relevance gap in the field of entrepreneurship?

##### Discussion and conclusion

Pursuing relevant, meaningful and accountable research is a ‘grand challenge’ for the entrepreneurship scholarly community (Wiklund *et al.*, 2018). Design science has provided a means to bring the practical decision-making perspective of entrepreneurs into the entrepreneurship scholarship field (Berglund *et al.*, 2018; Dimov, 2016; Muñoz and Cohen, 2018), in an attempt to address the longstanding concern about the rigour-relevance divide. In this paper, we build on Dimov *et al.*’s (2020) discussion of the integrative voice in entrepreneurship scholarship and add value to the rigour-relevance debate within the entrepreneurship field as a way to reduce these concerns by demonstrating *how to do it*. In so doing, we inform and increase *meaningful* research – for the individual, for our (scholarly) communities, and for wider society (Tourish, 2013; Alvesson *et al.*, 2017; Tourish, 2019).

Our contributions are threefold. First, we have developed and outlined a conceptual model of the practice of “we” (Figure 1). Informed by the differing, yet overlapping, approaches to problem-solving from the scholarly and entrepreneur communities (Felin and Zenger, 2009; Shepherd, 2015), and structured along with design science phases, we depict the synergies that exist and provide a robust platform from which to balance the demands of rigour and relevance. Our model extends Alvesson *et al.*’s (2017) overlapping spheres of meaningfulness by providing tangible touchpoints for the phases and process of conducting meaningful social science to achieve that sought-after “bull’s-eye” (p.19) which will support the creation of research, particularly for those seeking research impact. Indeed, in line with proposals from Alvesson *et al.* (2017), engaging with multiple end-user communities provides a route to validity testing of the meaningfulness of research, and our *communal* approach further informs the external legitimacy of research activities (Frank and Landström, 2015). The practice of “we” provides opportunities for multiple, frequent interactions: a recommendation for co-creating rigorous and relevant research, according to Sharma and Bansal (2020), amongst others (e.g. Van de Ven, 2007).

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Second, we create a structured reflection framework, through integrating reflection with design, which underpins the practice of “we” (refer to Table 1) and thus enables *entrepreneurial* scholarship. Our framework details an initial set of reflective questions for (entrepreneurship) scholars, applicable across varying levels of experience. It provides an on-going means of first, generating engagement and commitment; second, communally shaping and reshaping understandings of relevance throughout a research project; and finally, engaging in research from a position of collaboration, humility, and empathy, and with a focus on listening to those to whom we are accountable. Additionally, taking a structured dynamic reflective approach provides a further opportunity to reform academic practice and identities (and [academic] organisations and institutions) based on pursuing meaningful research as central to the aim of social science activities, as highlighted by Alvesson *et al.* (2017). By asking such “bigger and more critical questions” (Tourish, 2019, p.251), scholarly outputs with value and meaning are more likely to occur, and our reflection framework can help scholars to achieve this. Moreover, this framework offers multiple opportunities to be (self)critical of the research process and thus potentially to reduce instances of poor quality research rigour or even research malpractice: a factor that Tourish (2019) identifies as a significant weakness in contemporary management studies.

Cumulatively, therefore, the conceptual model of the practice of “we” and the structured reflection framework underpin our third contribution: the potential for *entrepreneurial* scholarship. *Entrepreneurial* scholarship is a mode of scholarship that takes a communal approach to the resolution of problems to seek solutions that are informed by an understanding of, and respect for, the overlaps in knowledge found in scholarly and practitioner communities. By approaching problems from a “we” perspective, we conceptualise scholarship as collective and communal: a scholarship that *listens* to those to whom we are accountable and provides the opportunity not only to question the meaning of what we do via the structured reflection framework, but also to explain a means by which we can bridge rigour and relevance. Indeed, those pursuing research informed by design science and generating rapid responses to pressing (practice) problems are already questioning and challenging how academic scholarship occurs and to what end (e.g. Muñoz and Cohen, 2018); our ambition is that these tools further support their efforts. Our suggestion for a communal approach to *entrepreneurial* scholarship reinstates the importance of external legitimacy over solely academic legitimacy in the undertaking of rigorous and relevant research (Frank and Landström, 2015) and of the need to conduct more *interesting* entrepreneurship scholarship (Davis, 1971; Frank and Landström, 2015). Finally, research is not truly relevant without retaining a critical lens (Alvesson *et al.*, 2017; Wiklund *et al.*, 2018). Therefore, we welcome critical responses to the approach outlined in this paper. We acknowledge that, while our reflection and design science informed model and structured reflection

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framework offer an initial gateway into bridging the divide, they are not a panacea to asking deeper and more searching questions that are critical of the potential end-users of any research (Kulik, 2020; Morrell and Learmonth, 2015; King and Learmonth, 2015; Learmonth, 2006; Learmonth *et al.*, 2012). We look forward to future discussions on this topic.

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**Figure and Table**

Figure 1. Conceptual model of the practice of “we” in entrepreneurship scholarship

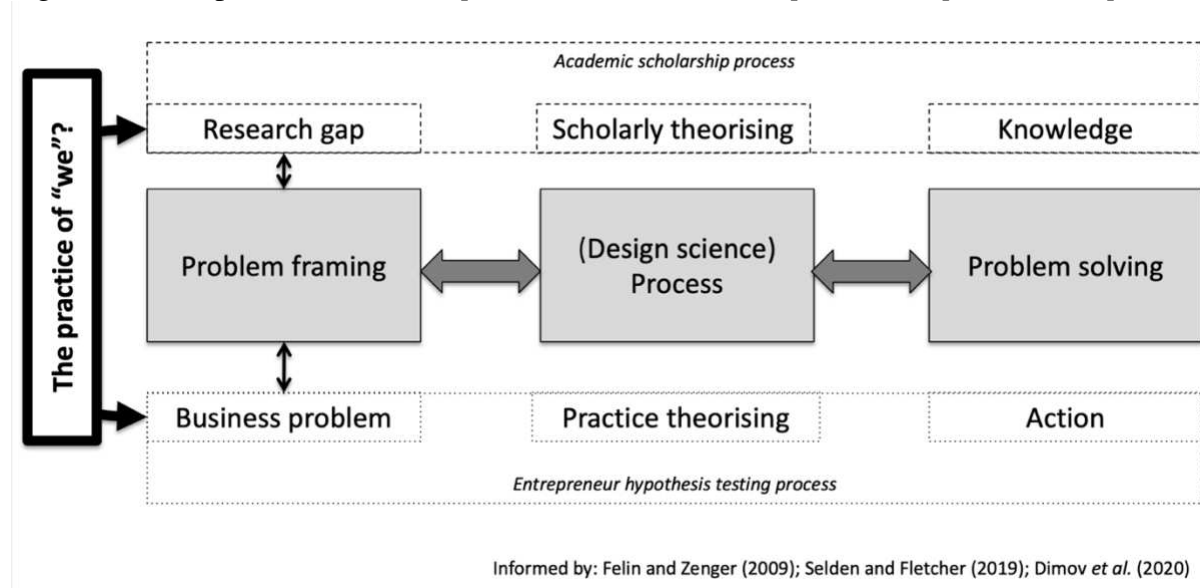


Table 1. Structure dynamic reflection framework for the practice of “we” for entrepreneurial scholarship

Design science components	Problem framing/identifying (Research gap/Business problem)	Design thinking process (Scientific rigour/Economic theorists)	Problem solving (Knowledge/Action)
<b>Levels of reflection</b>			
<b>Content reflection</b> <i>The way ideas have been consciously applied in strategizing and implementing phases when solving a problem</i>	<p><b>CONCEPTS</b></p> <ul style="list-style-type: none"> <li>• What concepts might a collaborator/stakeholder use to describe their needs or problems that require solutions?</li> <li>• Where do these concepts overlap?</li> <li>• How can these concepts be mutually understood?</li> <li>• Do concepts align with usefulness for the entrepreneur?</li> </ul>	<p><b>PRACTICE AND EXPERIENCE</b></p> <ul style="list-style-type: none"> <li>• How do I/we interact with research collaborators/stakeholders? How could this change?</li> <li>• How do I/we participate in conversations with entrepreneurs? How do I/we know we are part of the conversation? How can I/we be part of the conversation (that focuses on listening, rather than contributing)?</li> <li>• How does my/our research shape practice?</li> </ul>	<p><b>DISSEMINATION – OUTPUTS</b></p> <ul style="list-style-type: none"> <li>• What entrepreneurial practices can I/we engage in?</li> <li>• What practical justification is there for entrepreneurial courses of action?</li> <li>• How has an entrepreneur with whom I/we have worked internalised the findings of my/our research?</li> <li>• What do the theory/practice outcomes from this research activity look like?</li> </ul>
<b>Process reflection</b> <i>How to approach problem solving addressing procedures and assumptions</i>	<p><b>ROLES AND EXPECTATIONS</b></p> <ul style="list-style-type: none"> <li>• How can the conversation be started and later sustained?</li> <li>• How is accountability retained when I/we are engaging with the entrepreneurship community/activity?</li> </ul>	<p><b>RESOURCES</b></p> <ul style="list-style-type: none"> <li>• What does the future look like for X person or Y business?</li> <li>• What does X person or Y business want the future to look like?</li> <li>• What research methodology can I/we use?</li> </ul>	<p><b>PURPOSE</b></p> <ul style="list-style-type: none"> <li>• Which inferences are correct? How does this align with practitioner understanding?</li> <li>• What symbols can I/we use that are mutually understood to communicate ideas/connections between constructs?</li> </ul>

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			<ul style="list-style-type: none"> <li>• How do I/we make the new ways of conceptualising a problem available to entrepreneurs?</li> </ul>
<p><b>Premise reflection</b> <i>Questioning the presuppositions that inform the initial problem identified</i></p>	<p><b>MOTIVATIONS, INTENTIONS</b></p> <ul style="list-style-type: none"> <li>• What are the differences or similar motivations between me and the research stakeholders?</li> <li>• How willing am I/are we to accept that the knowledge created is not value-free and will be integrated with accountability to entrepreneurs?</li> <li>• What are the emergent possibilities of this research/practitioner problem?</li> </ul>	<p><b>WHAT COUNTS AS RESEARCH?</b></p> <ul style="list-style-type: none"> <li>• How is data collected? Does it come from the starting point of the entrepreneur and their concerns?</li> <li>• What methodological approaches are suitable for being in conversation with entrepreneurs (silently)?</li> </ul>	<p><b>KNOWLEDGE VS ACTION</b></p> <ul style="list-style-type: none"> <li>• How do I/we ask questions that are relevant? What is the focus of our interpretation?</li> <li>• What entrepreneurial practices <i>should</i> I/we engage in?</li> <li>• To what extent do I/we as a scholar want to be involved in informing the future actions taken by an entrepreneur?</li> </ul>

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