


DYSFUNCTIONAL STUDIES: ENTREPRENEURSHIP NEW SCHOOL OF THOUGHT^{1,2,3}

Estudios disfuncionales: la nueva escuela
de pensamiento del emprendimiento

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ABSTRACT

Entrepreneurship has been largely approached based on its positive benefits for national economies and regional development. Recently, studies have been conducted on its negative side, known as the Dark Side of Entrepreneurship (DSE), which has received growing interest from academics. However, we contend that it is time to view this increasingly growing literature under its dysfunctional dimension, which is not foreseen by any of the existing entrepreneurship schools of thought. Under a scoping review method, our findings suggest that it is feasible to propose a new School of Entrepreneurship Dysfunctional Studies (EDS), which should provide a theoretical foundation for the negative and dysfunctional effects it presents for present and future studies on this path, and impact public policies, the entrepreneurial ecosystem, and entrepreneurship education.

Keywords: *Entrepreneurship; Dysfunctional studies; Dark side of Entrepreneurship.*

RESUMEN

El emprendimiento asume especial relevancia debido a los beneficios positivos para las economías nacionales y el desarrollo regional. Recientemente, se identifican investigaciones acerca del lado negativo, bajo la denominación Lado Oscuro del Emprendimiento (DSE); perspectiva que ha despertado un creciente interés por parte de los académicos. Sin embargo, se sostiene la necesidad de difundir este ángulo analítico dado que no se considera en ninguna de las escuelas de pensamiento empresariales existentes. Bajo un método de revisión de alcance, los hallazgos sugieren que es factible proponer una nueva Escuela de Pensamiento, bajo la denominación Estudios Disfuncionales del Emprendimiento (EDS) encaminada a proporcionar una base teórica respecto a los efectos negativos y disfuncionales. Lo precedente permitirá identificar factores adversos para los estudios presentes y futuros del emprendimiento e incidir en la formulación de políticas públicas hacia el ecosistema emprendedor y la educación emprendedora.

Palabras clave: *Emprendimiento; Estudios disfuncionales; Lado oscuro del emprendedor.*

Clasificación JEL: M0, M13, M2, M21, M29

Introduction

Two primary concepts -two sides of the same coin- have been examined in the entrepreneurship literature. The bright side is that most writers examine and point out the various components needed or advised to attain entrepreneurial success or efficacy and the generation of quantifiable innovation (Baumol, 1990; 2010); taken as a whole, entrepreneurship supports economic growth, job creation, innovation, and knowledge transfer (Casson, 2003; Vettik & Mets, 2024).

Entrepreneurs are key components of creativity and innovation (Kirzner, 2011) and ample evidence supports the positive effects of entrepreneurship on regional development (Fritsch, 2011; Fritsch & Wyrwich, 2023). The nexus between knowledge innovation and entrepreneurship growth can be established (Baumol, 2010) as an essential facilitator of technological change (Link & Siegel, 2007). This is based on the positive feedback loop of developing and managing innovative and sustainable territories, producing knowledge (Brunni et al., 2020; Feldman & Avnimelech, 2011), and boosting capital for entrepreneurship (Alerasoul et al., 2022; Audretsch & Keilbach, 2004).

With these advantages, the entrepreneur has attained heroic and almost legendary status (Jones & Spicer, 2009). Some see the entrepreneur as an economic redeemer (Sorensen, 2008) and part of the entrepreneurial ecosystem -a conglomerate of elements from the social, economic, cultural, and political domains- that fosters the emergence and expansion of new businesses, particularly those with innovative components, as well as risk-takers and advisors for these ventures (Oliveira et al., 2023; Spigel, 2017).

Many stances have been presented (Jones & Spicer, 2009) to address or explain the behaviors that entrepreneurs may engage in. If not properly controlled or managed, these behaviors may be harmful (dark side) to the entrepreneurial project, which could be a startup or an established business, as well as to the individual, interest groups, or stakeholders, which could include employees, families, the community, and ecosystems supporting entrepreneurship and innovation (Yin & Lui, 2023).

Numerous approaches have been taken to study the negative aspects of entrepreneurship, but they almost invariably treat them as characteristics of a construct rather than as a construct itself. Kets de Vries (1985) was the one who first used the term “dark side”. This dark side has been brought in (or exported out?) to other fields, such as creativity (McLaren, 1993), knowledge leaks (Frishammar et al., 2015), and more recently, technology (Townsend, 2017).

It has also attempted to define the dark side of entrepreneurship as a construct (Montiel et al., 2020), teach dark-side theories to unnerve entrepreneurship (Talmage & Gassert, 2020), and investigate whether people who possess entrepreneurial traits are more likely to commit acts of destruction. Moreover, it evolved from a dysfunctional perspective. Following APA (2024), dysfunction is defined as “...any impairment, disturbance, or deficiency in behavior or operation”.

Therefore, we suggest that it is feasible to identify the emergence of a new school of entrepreneurship. A new school is suggested when there is “A group of researchers investigating and developing common methods, tools, and techniques (for practitioners to use), often with one or more lead researchers providing the vision in that area.” (Turner et al., 2013, p. 8). This theoretical and practical focus raises the possibility that schools of thought are defined less rigorously than scientific paradigms, as defined by Pollack (2007).

According to earlier studies (Fleming 2001; Trajtenberg 1990), new knowledge is more influential when it is well positioned inside an established school of thought and/or when it integrates outside knowledge. Upham et al. (2010) state that new knowledge greatly benefits from being a part of a school of thought, and that new knowledge within a school of thought has greater influence if it is in the semi-periphery of the school's intellectual framework.

Therefore, it can be concluded that the defining elements of a school of thought are Content, Community, and Impact (Silvius, 2017). According to Koltveitt et al. (2007) and Biedenbach & Mueller (2011), a school's shared vision, perspective, and/or set of beliefs serve as distinguishing characteristics in terms of Content. The projects (in our case, the research themes) were then evaluated based on these shared elements. This perspective vision can be a well-known theory or paradigm; however, it can also be a set of ideas or precepts that are sufficiently distinct from those of other schools of thought, which is the premise of the present study. According to Turner et al. (2010), the application of a defined perspective produces shared techniques, methods, and tools.

However, the development of certain approaches, techniques, and instruments is time consuming. Therefore, the processes and procedures may not be completely developed in an emergent school of thought. Turner et al. (2010) claim that a new school of thought can incorporate techniques and instruments from many other schools is an intriguing component of their concept. This emphasizes the suggestion that schools can build upon each other's body of knowledge or be elaborations of other schools, which is a dysfunctional entrepreneurship study case.

A novel approach to a research stream/area needs to be addressed in an academic or professional Community to be acknowledged as a school of thought (Biedenbach & Mueller, 2011; Turner et al., 2010). In certain instances, professional practice drives new advances forward, whereas in other situations, the academic community envisions new developments. Nevertheless, a new school of thought should emerge from a sizable body of scholarly publications. Numerous eminent writers are visible in the publication base. In this perspective, Söderlund (2002) discusses "champions" and important contributors. Publications, conferences, and congresses are examples of how a community is growing.

Silvius (2017) stated that even though it was not stated clearly in previous publications, a school of thought ought to have some Impact. Prospective schools might offer new viewpoints, but they lose their relevance if academic or professional communities do not acknowledge or adopt these viewpoints. Although this criterion is in some ways part of the criterion Community, it would be appropriate to explicitly assess how the school's procedures, methods, and instruments are integrated into practice. Incorporation into standards may also serve as a glaring indication of this influence.

This study aims to identify and structure the relationship between different elements within a dysfunctional perspective and propose an initial point to conceptualize it. This is the main contribution of this study. The remainder of this paper is organized as follows. The first section reviews the main entrepreneurship schools of thought. In the second section, we begin to look at the genesis of the dark side of entrepreneurship; in the third section, we explain the method used; the fourth section presents more detailed information on this new school of thought and the conceptual model it proposes; the fifth section discusses this conceptual model in more detail, and we conclude and discuss the future for entrepreneurship dysfunctional studies.

1. Main entrepreneurship schools

Different schools have described entrepreneurial activities. However, no single school can claim exclusive importance. Depending on the research question, various approaches can be used. To understand entrepreneurs and their ventures, it is important to consider the different aspects of the schools of thought (Cunningham & Lischeron, 1991; Müller et al., 2023). Table 1 summarizes these schools of thought according to the structure presented by Kuratko and Hodgetts (1998), and describes their main aspects. The table also includes the schools of thought presented by Cunningham & Lischeron (1991), which were later identified by Veciana (2007).

Table 1. Entrepreneurship’s main schools of thought

Schools of thought described by Kuratko & Hodgetts (1998)	Description	Schools of thought described by Cunningham & Lischeron (1991)
Macro view		
The environmental school of thought	Socio-political factors influence the development of entrepreneurs	
The financial/capital school of thought	Based on capital-seeking process. Views the entrepreneurial venture from a financial management perspective	
The displacement school of thought	Describes external forces that may influence the development of entrepreneurship, e.g. job losses and difficult economic times can increase or decrease venture development	
Micro view		
Entrepreneurial trait school of thought	Description of successful entrepreneurs based on their characteristics, e.g. achievement, creativity, determination	Great person school; Psychological characteristics school
The venture opportunity school of thought	Focus is on opportunity recognition, the development of concepts, implementation of the venture at the right time in the right market.	Classical school; Management school, Leadership school
The strategic formulation school of thought	Focusing on strategic planning of the venture	Intrapreneurship school

Source: Own elaboration based in Kuratko & Hodgetts (1998) and Cunningham & Lischeron (1991).

Landström (2020) mentions that the social and intellectual evolution of the field of entrepreneurship can be divided into five periods: the forerunners in mainstream disciplines, the formation of the field, the

growth of entrepreneurship research, the golden era, and the establishment of a scholarly field, which follows the path of Hambrick & Chen’s (2008) model of the emergence and growth of new academic fields.

Landström (2020) states that scholars have debated the definitions of entrepreneurship. Because no consensus has emerged, different studies have used various definitions. Scholars from different disciplinary backgrounds define entrepreneurship in different ways. In this respect, it is possible to identify several approaches to defining entrepreneurship: (1) as a function of the market, (2) as an individual, and (3) as a process. According to Landström (2020), these three methods have diverse disciplinary roots and concentrate on various facets of the phenomena. As a function of the market, he says that the role of entrepreneurship has been viewed as follows (with significant influence from the Austrian economics school).

- The entrepreneur as opportunity creator and/or innovator
- The entrepreneur as a risk-taker and/or risk manager
- The entrepreneur as a coordinator of limited resources
- The entrepreneur as a capitalist
- The entrepreneur is an alert seeker of opportunities.
- Entrepreneurs as individuals were approached by different schools (Table 2).

Table 2. Different definitions of the entrepreneur as an individual

Entrepreneurial definitions	Characteristics
Great person school	The entrepreneur has an intuitive ability – a sixth sense – and inborn traits and instincts.
Psychological characteristics school	Entrepreneurs are driven by unique values, attitudes, and needs.
Classical school	The central characteristic of entrepreneurial behavior is innovation, and the entrepreneur is therefore creative and discovers new opportunities.
Management school	Entrepreneurs are organizers of an economic venture; thus, entrepreneurs are individuals who organize, own, manage and assume the risk.
Leadership school	Entrepreneurs are leaders of people; thus, entrepreneurs can adapt their style to the needs of people
Intrapreneurship school	Entrepreneurial skills can be useful in complex organizations, thus, intrapreneurs develop independent units to create markets and expand services.

Source: Own elaboration based in Cunningham & Lischeon (1991, p. 47).

Regarding entrepreneurship as a process, the subject of its development has been questioned over the years. Scholars studying entrepreneurship have expressed significant interest in this area (Stevenson & Jarillo, 1990). A more robust processual and behavioral approach to entrepreneurship is required to answer this question. This method has been adopted by many scholars; however, opinions differ as to which stage of the process should be highlighted and how to distinguish between emphasizing the creation of opportunities and new organizations (Da Silva et al., 2023).

The diverse and omnipresent nature of entrepreneurship has led to the development of a highly interdisciplinary field, with academics from several fields such as economics, sociology, psychology, management, and strategic management showing interest in the topic of entrepreneurship. Nonetheless, most of this research has been conducted within the academic field, utilizing the theories and concepts of those fields, and has been published in journals relevant to those fields (Thurik et al., 2023). Researchers working in “silos” -strong borders between researchers based in different disciplines- are a sign that these disciplinary-specific studies sometimes overlook ideas ingrained in other disciplines (Ireland & Webb (2007). Veblen was the first to perceive dysfunctional elements of the entrepreneurial process. Unlike his contemporaries, Veblen (1899; 1919) began to see modern entrepreneurs as maneuverers, profiteers, a predatory class, and tough robber barons who could manipulate the common man.

Berle & Means (1932) pointed out that corporations were growing in such a way that ownership and control were separate, an idea raised by Smith (1776). The justification for this statement is that the shareholders of publicly traded companies have become so many that they are not collectively capable of making daily decisions regarding the correct operation of the business (Smith et al., 2019). Currently, in moments where the interests of owners and managers do not match, there is a potential conflict of interest among them. This conflict of interest, combined with the inability to create perfect contracts without costs or monitoring the controlling agent, reduces the cost of the firm.

Later, Jensen & Meckling (1976) defined an agency relationship as a contract under which one or more persons (the Principals) engage another person (the Agent) to perform some service on their behalf which involves delegating decision-making authority to the agent. If both parties in the relationship are utility maximizers, there is good reason to believe that the agent will not always act in the principal's best interests. The principal can limit divergences from his interest by establishing appropriate incentives for the Agent and by incurring monitoring costs designed to limit the dysfunctional activities of the Agent.

2. The Dark Side Approach

2.1. Dark Side of Entrepreneurship

The dark side of entrepreneurship, as proposed by Kets (1985), refers to the less visible and problematic aspects that accompany the entrepreneurial process. These may include psychological dynamics, such as fear of failure, anxiety, obsession with success, lack of balance between personal and professional life, and dysfunctional behaviors, such as impulsivity, entrepreneurial narcissism, and exploitation of others to achieve the entrepreneur's goals. Kets de Vries highlights the importance of understanding and addressing these less visible aspects to promote healthier and more sustainable entrepreneurship.

Studies conducted in France on firms suggest that emotional commitment plays a crucial role in driving entrepreneurs to adopt overinvestment behaviors (Gabay et al., 2024). This finding extends existing knowledge on the relationship between affect and commitment, highlighting their joint role in the development of adverse outcomes for emerging entrepreneurs.

Furthermore, the phenomenon identified as the “resource curse,” which arises from a strong dependence on resources, frequently undermines regional organizational culture, innovation, and entrepreneurial climate (Yao & Li, 2023). Conversely et al. (2023) addressed the current gap in how students develop and explain reflective thinking in their entrepreneurial learning processes. Considering these insights, entrepreneurs are sensitized to various risks associated with entrepreneurial actions, which may include physiological distress, emotional distress, and damage to physical health. Montiel et al. (2020) highlights the importance of continuing to investigate the negative or less explored aspects of entrepreneurship to better understand the challenges faced by entrepreneurs during their entrepreneurial journey. These challenges may include stress, anxiety, social isolation, financial pressure, and personal consequences of entrepreneurial failures.

2.2. Dark side of family business

Family-owned businesses have a long history and play a crucial role in global economies as deep-rooted institutions. Founded and managed by members of the same family, they often develop a distinct identity based on family traditions, values, and cultures. A family business forms a complex ecosystem for analysis (McCullom, 1992), giving rise to “The dark side of family businesses”, which refers to the challenges, conflicts, and problems that can arise within these companies (Montiel & Soto, 2021) because of their unique family structure and dynamics. These include role conflicts between family and non-family members, lack of separation between personal and professional, succession issues, difficulties in making objective decisions, intergenerational conflicts, emotional tensions, and gender (Bang et al., 2023; Bernhard & Labaki, 2021; Berrone et al., 2012; Pahnke et al., 2024).

3. Method

Exploratory research has been conducted to ascertain the applicability and utility of EDS as a construct in entrepreneurship studies. Scoping reviews are excellent for, among other things, exploring “emerging” topics from multiple disciplines while “mapping the key concepts” of a line of research and describing “gaps” in the research (Peters et al., 2015). A scoping review was conducted to explore contemporary issues (in dysfunctional literature).

No indication of a previous conceptualization of EDS was discovered despite a thorough literature review conducted utilizing a variety of databases, including Google Scholar, EBSCOhost, ProQuest, Scopus, Emerald, Ingenta, JSTOR, ScienceDirect, and Wiley (with no precise dates, under the “any time or moment” criteria). Using keywords such as “new school of thought” “dark side,” “organization,” “dysfunctional,” “family business,” “entrepreneurship,” “conflicts,” and “misconduct” (we also did this search in the Spanish language), no articles were found on proposing a new school of thought, EDS.

We did not introduce geographical restrictions. The last search was conducted in May 2024. This is similar to the findings of Meckler & Boal (2020) in their literature review, where only two business-focused investigations were conducted. In line with Meckler & Boal (2020), the scope of EDS research is wide and their interest is growing, suggesting that there is a nascent school of thought in the dysfunctional area.

4. Entrepreneurship Dysfunctional Studies (EDS)

Thus, scholars studying the “dark side of entrepreneurship” (DSE) contend that emphasizing only the positive aspect of entrepreneurship is costly because “fairy tales of entrepreneurial success hide the dark side of entrepreneurial behavior and the damage it causes” (Dannreuter, 2020, p. ix). During the 1990s and the 2000s, DSE research remained outside entrepreneurship research (Landström, 2020). The ‘dark side’ of entrepreneurship has seen a notable upsurge in interest (Keim, 2022; Montiel et al., 2023a; Montiel et al., 2020; Talmage & Gassert, 2020).

This has led to recent calls in 2023 for more attention to be paid to this important issue. In addition, there has been a growing body of literature that approaches this phenomenon from a dysfunctional approach, and since there is an intersection between entrepreneurship and family business (Aldrich et al., 2021), it is suggested that this new school of thought can be applied to family business studies. Table 3 shows the recent literature on entrepreneurship and related areas, such as family businesses, that have been using a dysfunctional perspective.

Table 3. Recent literature (2018-2024) under a dysfunctional perspective

Year	Autor	Subject	School according to Kuratko & Hodgetts (1998)
2024	Montiel et al.	Entrepreneurship Education (EE) is a fundamental element of entrepreneurship research. Teachers and students are the research subjects of entrepreneurship education. They deviate from the dominant viewpoints of EE by explaining why the institutional context is a decisive component that supports or inhibits EE initiatives. Unfortunately, institutional dynamics can pervert the original purpose of EE programs. Their conceptual model illustrates the dynamics that occur during an EE initiative and provides support for the development of better policies for the advancement of entrepreneurship in the university context and to improve the impact of EE.	The environmental school of thought
2024	Kidwell	He discusses the different dysfunctional facets and dynamics within the family that can impact the company's performance as well as its overall health. These include unclear roles and responsibilities, poor communication between family members and outside workers, a lack of a succession plan, and resistance to change.	The displacement school of thought

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Year	Autor	Subject	School according to Kuratko & Hodgetts (1998)
2024	Kidwell et al.	Because negative behavior frequently tracks back to family connections that precede company engagement and to external influences, they believe that family firm dysfunction is best understood by highlighting the roles the family and the firm's external environment play.	The environmental school of thought
2024(b)	Kidwell	Case Studies in Family Business. Overcoming Destructive Conflict, Deviance, and Dysfunction in the Family Firm.	
2024	Kidwell et al.	Examine the causes of "bad behavior" and its consequences in their research of family businesses. They contend that familial relationships before joining the company and outside forces are frequently the source of undesirable behaviors.	The environmental school of thought
2024	Pahnke et al.	One of the most important things that happens to a family business is usually thought to be the succession of the business. A sizeable percentage of business owners give up on their original succession plans, fail to materialize the transition within the anticipated timeframe, or eventually close their doors.	The strategic formulation school of thought
2023	Montiel et al.	Since the academic discourse on entrepreneurship does not consider the negative aspects of institutional entrepreneurship and its effects, which can have an impact on the growth of oppressive systems, a conceptual gap for knowledge generation and reflexivity is highlighted. There is a request to inquire about perspectives from reflexivity that may be included in the literature on entrepreneurship.	The environmental school of thought
2023	Montiel et al.	They defined Entrepreneurial Iatrogenesis as the involuntary emergence of a range of qualitative and quantitative issues that lead to internal and external conflicts. These issues can arise from the entrepreneurial person's incapacity to provide precise calculations, from ill-advised or imprudent intervention strategies stemming from shifts in the values or behaviors of those in authority, or from the person's inefficient interpretation of important context-related data. All of these factors have the potential to gravely jeopardize the viability of the entrepreneurial project or the goal.	The strategic formulation school of thought

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Year	Autor	Subject	School according to Kuratko & Hodgetts (1998)
2023	Saleem et al.	Researchers who have studied family enterprises caution against the negative health effects of workplace emotional suppression. Negative effects from this process may include the breakdown of family connections on an emotional level, a decline in business environment clientele, and/or harm to the family business's standing in the community.	The environmental school of thought
2023	Mismetti et al.	The emotional and conflict equilibrium within the family business is impacted by the arrival of a son- or daughter-in-law.	The environmental school of thought
2023	Bang et al.	Women have more human capital than men do, but the preference for men hurts their prospects of being considered as potential successors. The sex preference of the CEO's first kid affects who will succeed him or her, with a tendency toward a more likely family transition in cases when the first child is a boy.	Entrepreneurial trait school of thought
2022	Montiel & Pelly	Rural entrepreneurship, embodied in the heterotopic space of community-based enterprises (CBEs), is a key concept in emerging economies. Understanding the CBE's economic and social dynamics is vital for the genesis of entrepreneurship in these spaces, for regional development, and for national economies. This paper aims to deep dive into the group dynamics of Villa Ahumada (VA), a well-known subspace located close to the Mexico–USA border, which, despite its market potential, has not been able to support the collectivization required of a CBE.	The environmental school of thought
2022	Pelly & Roberson	We did see that the heterotopia questioned the idea of “family” in the family business and encouraged bad behavior reminiscent of de Sade. In addition, we saw that the heterotopia had its own set of rules and questioned who the true entrepreneur was—the organization's space, the prior owner, or the current owner. Even as the family members changed, the heterotopia continued to be resistant to change in the family company.	The displacement school of thought
2022	Bergman & McMullen	We discover that the concept of support in the literature is under-socialized, necessitating a longitudinal, processual, and experimental analysis of shifts in the complex interactions that occur between entrepreneurs and their ventures, between entrepreneurs and one another, between entrepreneurs and ESOs, and between ESOs and external stakeholders.	The financial/capital school of thought

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Year	Autor	Subject	School according to Kuratko & Hodgetts (1998)
2022	Hornuf et al.	The extent of information disclosure offers little opportunity to identify possible fraud, presumably due to the increasing use of template white papers, in contrast with findings in reward-based crowdfunding (Cumming et al. 2020a).	The financial/capital school of thought
2022	Qin et al.	Its argument, which builds on the idea of moral disengagement, holds that entrepreneurs with a creative mindset are better able to come up with justifications for their potentially environmentally harmful actions (nature disengagement).	The environmental school of thought
2022	Sawy & Bögenhold	This study is among the first to offer insight into the unfavorable experiences micro-entrepreneurs encounter on social media. Five of the seven dark-side building blocks were found to be relevant, while time was found to be an additional crucial factor. As a result, the writers gain an understanding of the drawbacks of social media for small enterprises. The results underline how important it is to comprehend how social media use for entrepreneurship can present both positive and negative risks as well as social and economic obstacles.	The environmental school of thought
2022	De Sordi et al.	The results show that failing to pursue an entrepreneurial endeavor can have several detrimental impacts on the entrepreneur, both objectively (financial aspects - downside) and subjectively (psychological and social elements - dark side). The study also found several detrimental consequences (destructive side) that affect other people and society.	The environmental school of thought
2021	Millers & Gaile	SMEs are frequently run by the company's founders and owners, who lack formal management training.	Entrepreneurial trait school of thought
2021	Bernhard & Labaki	Emphasize the significance of considering the impact of emotions, such as vicarious guilt, on next-generation employees in family businesses when they are making future-focused ethical business decisions.	The venture opportunity school of thought
2021	Machek & Kubíček	Family businesses typically have disagreements among their members daily. Family businesses are thought to be "plagued" by disputes. Family disputes can negatively impact the company and the family when they break out.	The environmental school of thought
2021	Welsh et al.	One of the main concerns for women who run family-owned enterprises is the tension that can result from the overlapping of duties in the home and business.	The environmental school of thought

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Year	Autor	Subject	School according to Kuratko & Hodgetts (1998)
2021	Montiel & Soto	The literature and model cited in this study indicated that an entrepreneurial personality should be in line with the family business's business cycle and internal dynamics. Various settings may call for different leadership philosophies and types from the family business's founder.	Entrepreneurial trait school of thought
2021	Audretsch et al.	Our findings indicate that, if regional policymakers want to boost productive entrepreneurship in their cities, they should prioritize creating government programs and supportive institutional arrangements, expanding informal networks, and fostering an entrepreneurial culture, encouraging entrepreneurs to focus more on sustainability, and enhancing the role of civil society. It's interesting to note that expanding the availability of venture capital may encourage risk-taking and have an impact on both profitable and unprofitable entrepreneurship.	The environmental school of thought
2021	Haans & van den Oever	Strong data suggests that overseas business owners are far less likely than domestic ones to engage in wrongdoing. We also note that compared to male entrepreneurs, female entrepreneurs are less prone to commit transgressions. We explore the study's practical ramifications and analyze how it adds to the literature on organizational malfeasance and entrepreneurship.	The financial/capital school of thought
2021	Scheaf & Wood	They shed light on the subtleties inherent in the inner workings of entrepreneurial fraud, including variations in the scope and degree of deception employed to extract valuable resources from stakeholders and the fact that fraud can fund legitimate business endeavors as well as non-business purposes for individuals. Taking into consideration these differences shows that fraud can have a range of favorable and unfavorable effects on offenders, victims, and societies.	The financial/capital school of thought
2021	Theoharakis et al.	Entrepreneurs use lies to stakeholders to gain credibility. The focus of the current study is these lies of legitimacy. In general, even if we are aware that people tell legitimate lies, we don't know much about the psychological mechanisms that may increase someone's propensity to do so.	Entrepreneurial trait school of thought
2020	Montiel et al.	The traits of a successful entrepreneurial leader, the impact the environment has on him, and the ongoing feedback and interaction between them, may eventually become destructive with the ensuing harm to stakeholders and the immediate environment.	The environmental school of thought

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Year	Autor	Subject	School according to Kuratko & Hodgetts (1998)
2020	Ziemianski & Golik	The findings of sixteen semi-structured qualitative interviews with seasoned business owners in the same area are given. They highlight the entrepreneurs' perspectives on the difficult times they have faced and disclose coping mechanisms they have used. It is suggested that these results be incorporated into the planning of university entrepreneurship programs to raise awareness of the negative aspects and provide strategies for mitigating them.	Entrepreneurial trait school of thought
2020	Ferrari	Beyond the economy, family firms aim to maintain the business's continuity and incorporate the next generation in the family business. They do, however, incur non-economic expenses at the individual, family, and organizational levels as a result of giving priority to these non-economic goals. Ferrari contends that the generations participating in the business succession process may have unfavorable long-term repercussions if economic goals are not specified.	The strategic formulation school of thought
2020	Sklaveniti & Steyaert	They emphasize that the practice turn, in the absence of a reflexive perspective, will serve to uphold the current state of affairs in the subject of entrepreneurship studies rather than fulfilling its potential for advancement in the field.	The financial/capital school of thought
2020	Bandera et al.	Entrepreneurship educators should concentrate on the possible drawbacks of EE because some instructional strategies, like the lean startup technique, include failure, which may cause students to develop unfavorable attitudes toward the industry.	The displacement school of thought
2020	Bischoff et al.	Capital limitations are a significant obstacle to entrepreneurship. Improving access to money is widely seen as the primary way to overcome capital restrictions in the context of developing and emerging economies when people face severe capital constraints in starting new businesses. Our research offers factual support for an alternative viewpoint: It highlights the value of entrepreneurship education as a practical way to deal with funding limitations while launching enterprises.	The financial/capital school of thought
2020	Box et al.	They associate the selection mechanism, or the overall bankruptcy volume, with bankruptcy scams. We are unable to find any connections directly between the number of bankruptcies and institutional modifications. On the other hand, we find that bankruptcy frauds have a considerable, beneficial impact on the volume of bankruptcy, which is consistent with research on the diffusion of economic crimes and bankruptcy. Thus, their findings suggest that a rise in bankruptcies and fraudulent activities could have an impact on the economy.	The financial/capital school of thought

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Year	Autor	Subject	School according to Kuratko & Hodgetts (1998)
2020	Rovelli & Butticè	They address a hitherto unconsidered contingency factor: the business context. In this regard, findings show that the penalty for narcissism differs based on the entrepreneurial environment in which the individual launches their business.	The venture opportunity school of thought
2020	Talmage & Gassert	By introducing students to opposing viewpoints on entrepreneurship practice and research, dark side theories enhance entrepreneurship curricula and textbooks. The growing body of studies on the negative aspects of entrepreneurship pushes students to see the social effects of innovations and businesses in addition to their financial ones (profit, for example). Students can use dark side theories as a tool to critically analyze their perspectives about entrepreneurship.	The environmental school of thought
2018	Ramzy et al.	Discretionary behavior that generally tends to be detrimental to the organization and its members is referred to as dysfunctional behavior. Behavior that remarkably deviates from the norms at work is reflected in dysfunctional behavior at work, which can be detrimental to the overall performance of the organization.	The displacement school of thought

Source: Own elaboration.

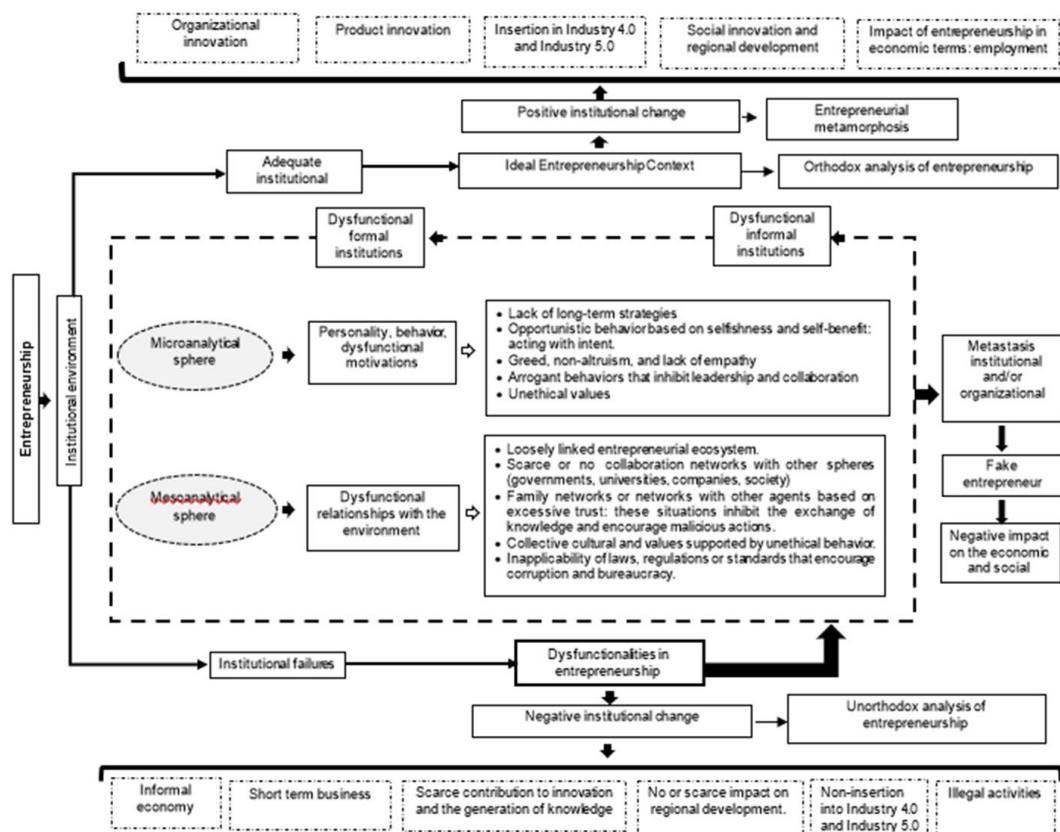
Table 3 shows that there is a trend in the entrepreneurship literature from a dysfunctional perspective. This table also shows there are, as both Turner et al. (2013) and Söderlund (2002) mentioned, some researchers who are leading the vision (Montiel (6), Kidwell (5), and Pelly (3)).

Discussion

Table 3 shows the foundational conceptual model that includes elements that have been approached, which can be referred to as *Entrepreneurship Dysfunctional Studies* (EDS). This can be a starting point for future studies on entrepreneurship and other related areas such as family business, innovation, organizational, and management studies. To explicitly recognize dysfunctions in entrepreneurship, a conceptual theoretical scheme (Figure 1) is proposed based on Montiel et al. (2020; 2023; 2024), which is complemented by the perspectives of economic institutionalism, theory of personality, and the approach to behavior and motivations. This is because of the need to schematize deviations from the ideal situation of entrepreneurship in circumstances that negatively affect the economic and social systems that address the conjunction of individual actions and harmful relationships with the environment (exogenous and endogenous). The theoretical-conceptual approach is based on a proposal of a theoretical-conceptual

nature based on Montiel et al. (2023), which specifies a series of stages aimed at identifying relevant categories that, in future research, will enable the quantification or qualification of the phenomenon.

Figure 1. Entrepreneurship Dysfunctional Studies Ecosystem



Source: Own elaboration.

For this overview, the first phase consisted of searching for information regarding the theories and limitations inherent to entrepreneurship, as well as approaches that, although they do not explicitly address entrepreneurial activity, configure overviews that emphasize the behavior of individuals interacting in a community. Databases recognized for their academic prestige were used, including Scopus, Google Scholar, EBSCOhost, Emerald, and ScienceDirect.

The second stage consisted of purifying the information using an age criterion of no more than five years, except for classic works on the subject. This is because it intends to provide relevance and timeliness to the study of the dysfunctions of entrepreneurship. Documents that lacked a robust theoretical framework were discarded, given that the aim was to recognize previously investigated categories and gaps in information to build a comprehensive proposal that incorporates new elements.

The central limitation of this study is its exploratory nature, which lacks empirical verification. However, it provides a first approximation of the existence of divergent aspects of the ideal situation

of entrepreneurship; entrepreneurs do not behave as individuals in all cases. On the contrary, in an environment of perfect information and unlimited rationality, there are adverse situations that divert entrepreneurial behavior towards non-ideal circumstances. Moreover, in certain specific and extraordinary circumstances, dysfunctional elements can be helpful in entrepreneurial projects.

Figure 1 schematically shows the conceptual theoretical proposal regarding the dysfunction of entrepreneurship. In this regard, the starting point is the entrepreneur who is inserted into an institutional environment. This environment determines the two divergent contexts. The first is represented by an adequate institutional framework that creates entrepreneurs characterized by capabilities, knowledge, and positive relationships with the context. This ideal environment frames the entrepreneurial metamorphosis materialized by positive results for the economic system, such as innovation in processes or products, insertion into Industry 4.0, Industry 5.0, job creation, and regional development. In parallel, this panorama constitutes an orthodox study that is frequently visualized in classic studies on entrepreneurial activity.

The second represents the dysfunctionalities of entrepreneurship, in which the negative institutional context is subject to formal and informal institutions that diverge from the ideal.

The entrepreneur's micro- and meso-analytic spheres are within an adverse institutional environment. The microanalytic sphere describes individual psychology, in which personality, behavior, and motivation act, which in turn depend on ethical values and culture. The dysfunctional result of the microanalytic sphere materializes in opportunistic behavior, selfishness, arrogance, lack of empathy, and lack of long-term strategies, which are far from the ideal entrepreneur who conducts himself under precepts based on leadership, empathy, and business vision.

Alternatively, the mesoanalytic sphere points out the relationships of the entrepreneur with the environment, which, when of an adverse nature, influences the formation of dysfunctional entrepreneurial systems. The derivation of divergent systemic structures results in the formation of a few collaborative links with other actors such as governments, universities, and society. Furthermore, the creation of networks based on excessive trust, which inhibits the exchange of knowledge and encourages opportunistic behavior, is common. In this sense, the system structured around the entrepreneurial figure has an unethical character where corruption and bureaucracy prevail.

Dysfunctional interaction between the micro and mesoanalytic spheres negatively impacts economic and social systems through two mechanisms. The first is related to a harmful institutional change that generates adverse results, such as the informal economy, short-term businesses, insufficient creation of knowledge, scarce innovation, illegal activities, marginal impact on regional development, and no insertion into Industry 4.0 and Industry 5.0. Such adverse circumstances must be investigated from a heterodox perspective, diverging from traditional entrepreneurship studies based on positive behaviors and relationships with the environment.

In contrast to the ideal situation of entrepreneurship, the second mechanism is related to organizational and institutional metastasis, where the false entrepreneur is identified, whose behavior is characterized by peculiarities such as no long-term vision. In summary, Figure 5.1 describes a dysfunctional ecosystem of entrepreneurship in which the systemic nature of entrepreneurial activity is emphasized. We acknowledge that this is the first step towards EDS and requires adjustments over time. Our proposal follows the essence (but in the theoretical dimension) of a rapid response paper (Muñoz et al., 2020)

because it was considered that given the trend in EDS, the sooner a theoretical foundation is given, the more richness, meaning, and robust entrepreneurship can grow and be established as a research field.

Therefore, EDS are defined as individual behaviors and environments that diverge from the ideal situation of entrepreneurship, where the negative institutional context affects the results of entrepreneurship, such as lack of innovation, low economic impact, informal economy, and unethical behavior. Based on Table 3 and Figure 1, it can be concluded that the defining elements of a school of thought, content, community, and impact (Silvius, 2017) are beginning to conform to EDS.

Based on the foregoing, it is feasible to infer that the term 'dysfunctional entrepreneurship studies' does not represent a consolidated perspective within the business framework. However, it is essential to emphasize that it diverges from the ideal entrepreneurial situation described in classical texts. Specifically, they diverge by proposing the need to examine factors or circumstances that hinder the success of nascent businesses. In general, dysfunctional entrepreneurship studies involve an in-depth examination of peculiarities, such as failures in business strategies and models, decision-making processes, the psychological and social impact on entrepreneurial activity, macroeconomic factors, and the analysis of failed attempts to start a business.

Therefore, and based on what has already been discussed in previous sections, the following definition is suggested: The EDS approaches multidimensional processes found in any entrepreneurial activity carried out by the founder, family or people involved directly or indirectly in an established firm, new venture or entrepreneurial/intrapreneurial/individual project that jeopardizes their viability and gives rise to a dysfunctional course in a multilevel perspective (institutional, firm, family/founder, individual).

4. Conclusion

This seminal study calls for establishing an entrepreneurship dysfunctional studies (EDS) school of thought, exploring its theoretical foundation and potential methodologies, both from a multidisciplinary standpoint. There is a myriad of opportunities for this new school of thought that emerge forcefully from the geopolitical, geofinance, geoeconomics, and geosocial changes the world is going through today, which can be understood more deeply by using this novel theoretical frame. We are aware that our proposal for establishing EDS can be challenging and subject to debate and controversy. We acknowledge that the present study may be considered by some to be its foundation. We are aware of the risks and limitations of this study.

However, history has taught that every new school of thought has been in the same position; therefore, there is no reason to expect EDS to be an exception. It is a new perspective that has a long road ahead to achieving a robust and developed framework, both in theory and methods.

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