

Creativity and Emotions as Drivers for Social Entrepreneurship

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Creativity and Emotions as Drivers for Social Entrepreneurship

Social entrepreneurship is closely related to welfare because social welfare emerges when creativity, innovation and entrepreneurship are developed together, creating a 'cluster of value' that appears when several value chains are bundled together, resulting in increased employment. This paper presents three cases in which a main character drives a 'cluster of value': Father Arizmendiarieta, Mr Huarte and Mr Pérez 'Peridis'. Findings show the relevance of emotions, the role of teams and experts that recognise innovations, the relevance of stakeholder wealth and the importance of linking day-to-day challenges to social entrepreneurship, because creativity is closely related to everyday concerns.

Keywords: social entrepreneurship; creativity; multiple case study; emotional intelligence; emotions

Subject classification codes: J0, J71, O35, I28

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3 *'When a person has an inborn genius for certain emotions, his life differs*
4 *strangely from that of ordinary people, for none of their usual deterrents check him'.*
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9 *William James, 1902*
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11 **1. Introduction**

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15 Social entrepreneurs differ from other entrepreneurs because they are not just
16 concerned about profits: they create social value through innovations that address
17 citizens' problems rather than individual needs (Zadek and Thake 1997; Kramer 2005;
18 Urbano, Toledano and Ribero-Soriano 2010). In this sense, social entrepreneurs intend
19 to benefit others with their actions (Christopoulos and Vogl 2015), and, consequently,
20 they achieve social outcomes, contribute to the progress of citizens and reduce
21 unemployment (Sepulveda 2014). In short, social entrepreneurship (hereafter, SE) offers
22 solutions to social, economic and environmental problems at the local level and, by
23 doing so, creates social and economic progress (Ellis 2010). For instance, during the
24 economic crisis, several people became social entrepreneurs to create their own
25 employment and also helped others.
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41 Along this line, stakeholder theory states that a company must create value for
42 all affected groups involved in a business (e.g. employees, customers, suppliers,
43 financiers, communities, governmental actors, politicians and trade unions). The
44 creation of a territory's welfare therefore depends upon the competitiveness of its
45 business and is closely linked to the competences of its social entrepreneurs (Stevenson
46 and Jarillo 2007).
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56 Giving the relevance of social entrepreneurs to a country's wealth, it is
57 important to identify the motivations of social entrepreneurs and the variables that can
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3 stimulate this entrepreneurship. This is even more significant at a time when
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5 unemployment and, particularly, youth unemployment is one of the main problems in
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7 Europe.¹
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11 In this context, this research considers emotions and creativity as drivers of SE.
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13 Given that there is no universal understanding of the definition of emotions, they can be
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15 described as an episode of interrelated, synchronised changes in the states of all or most
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17 of the five organismic subsystems in response to the evaluation of an external or
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19 internal stimulus event relevant to major concerns of the organism (Scherer 1987,
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21 2001). Accordingly, Goleman (1998) concluded that effective leaders are distinguished
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23 by a high degree of emotional intelligence. Trust is also important for leadership,
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25 because when individuals feel that they can trust each other, they are more willing to
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27 take risks in relationships (Edmondson 1999). Emotional resonance is therefore a
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29 potential source of positive outcomes for firms and deserves future research attention.
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31 Csikszentmihalyi (2014) has observed that creativity cannot be understood without the
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33 assessment of competent outsiders. He noted that creativity results from the interaction
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35 of a system consisting of three elements: an appropriate culture, the person who brings
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37 novelty, and a field of experts who recognise and validate the innovation. Furthermore,
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39 he believed that creative problems usually emerge from areas of life that are important
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41 from a personal perspective.
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53 ¹ According to the European 2020 Strategy, the European Union's employment rate should
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55 reach 75 per cent before 2020, which is an ambitious objective taking into account that the
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57 economic crisis has had effects on European unemployment, and especially, on youth
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59 unemployment (Scarpetta, Sonnet and Manfredi 2010).
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3 On the other hand, including an historical perspective is relevant to show the
4 effects of SE on social wealth, because its main impacts refer to a common superior
5 wealth that appears after many years or even in the following decades. Social
6 entrepreneurs develop innovations that, as mentioned, create social and economic
7 progress. This progress can be evaluated after several years, so analysis from a
8 historical perspective enhances our understanding of the relevance of the changes
9 introduced by social entrepreneurs.
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20 SE is linked to welfare, and social entrepreneurs show specific altruistic
21 motivations to start their businesses that may be linked to creativity and emotions. This
22 paper seeks to determine these drivers of social entrepreneurs through multiple case
23 studies. Previous research has considered the reasons that drive SE (e.g. Baierl,
24 Grichnik, Spörrle and Welpé 2014; Stephan, Hart, Mickiewicz and Drews 2015;
25 Elfving, Brännback and Carsrud 2017; Nicolás, Rubio and Fernández-Laviada 2018),
26 but emotions and feelings were not included in most of this research or were not treated
27 as being of great relevance. This paper seeks to fill this gap in the literature. It should be
28 noted that these questions address a very important issue for SE, Spanish employment
29 policy for Youth and future welfare. Understanding the drivers of SE will also help
30 institutions define actions to promote the development of social entrepreneurs and,
31 consequently, social wealth. Similarly, by describing multiple cases that started more
32 than 50 years ago, the article presents empirical evidence of the origins of social
33 enterprises that are much older than several scholars have suggested (Dees 1998;
34 Frances 2008) and supports the thesis of Sepulveda (2014), who suggested that social
35 enterprises originated in the nineteenth century. For these reasons, the analysis of the
36 past is necessary to gain a thorough understanding of how to create successful social
37 entrepreneurs in the future.
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3 More specifically, the purpose of this research is to answer to the following
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5 questions:

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9 • Do successful experiences provide good practices from which social
10 entrepreneurs of the future could learn?
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14 • Is there some relationship between emotions and the success of SE programmes?
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18 • In particular, what is the role of social entrepreneurs? Would it also be useful to
19 explore the future of social entrepreneurs as emotional leaders who inspire
20 others to create their own job or even their own workplace?
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26 • Is there a link between the historical perspective and the current trends in SE in
27 Spain?
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31 • Is it possible to identify the best lessons from the past to improve SE?
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34 After this introduction, the remainder of the paper proceeds as follows. Section 2
35 presents the theoretical approach of the research. Section 3 shows the methodology used
36 and the empirical evidence. The discussion is included in Section 4 and Section 5
37 concludes and offers some suggestions for future research.
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2. Theoretical Approach

Previous research has considered the motivations of entrepreneurs and the role of emotions and creativity in entrepreneurship in particular have been studied. To structure the theoretical background in this field, three topics are considered: 1) the role of emotions and feelings in management and, in particular, in social enterprises; 2) stakeholder theory; and 3) the relationship between creativity, emotions and stakeholders. The following subsections explore the literature on these three topics.

2.1 Emotions and feelings in management

Considering the role of emotions and feelings in management is not a new issue. A search of the term ‘emotional management’ reflects a total of 3,200,000 results in Google Scholar. Since Goleman (1998) incorporated emotional intelligence in management, emotions have been included in organisational theory to explain managers’ behaviour (e.g. Ashkanasy, Humphrey and Huy 2017; Lebel 2017; Cropanzano, Dasborough and Weiss 2017; Rothman and Melwani 2017), and the positive outcomes of emotions in management have also drawn the attention of scholars (Spreitzer and Sonenshein 2004).

Previous research has suggested that positive emotions build individuals’ personal resources (Fredrickson 1998) and expand their cognitive thought processes (Fredrickson 2003). This is even more relevant in the field of social economy, where social entrepreneurs need to innovate and use all of their cognitive abilities to transform society. Emotional intelligence has therefore been analysed as a driver of innovation. For instance, Ngah and Salleh (2015) have demonstrated that positive emotional intelligence can increase innovations that may lead to entrepreneurial success. The role of emotions in social entrepreneurship was also considered by Tiwari, Bhat and Tikoria

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3 (2017), who showed a positive and significant relationship between social
4 entrepreneurial intentions and emotional intelligence and self-efficacy. Conversely,
5 Miller, Grimes, McMullen and Vogus (2012) concluded that compassion increases the
6 likelihood that individuals would engage in SE.
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13 To summarise, the extant literature proposes that emotions and feelings have a
14 positive effect in management, as well as the potential role of emotions to obtain
15 positive outcomes for firms, which is even more important for social entrepreneurs who
16 need to face social innovations. This remains, however, an under-researched topic that
17 requires more attention (Miller et al. 2012).
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29 *2.2 Stakeholder theory*

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32 Stakeholder theorists reflect upon all affected groups involved in a business,
33 including employees, customers, suppliers, financiers, communities, governmental
34 actors, politicians and trade unions, in contrast to the classical definition of a firm,
35 according to which only the owners of the company are meaningful, so the firm has the
36 duty to put their needs first and increase value for them. Relationships between the
37 organisation and stakeholders, the way these relationships change over time and the
38 nature of these relationships are key to Stakeholder Theory.
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49 Stakeholder Theory is here introduced as a theoretical background to explain the
50 influence of the socio-political environment on entrepreneurs' objectives. According to
51 stakeholder theorists, demands from all groups involved in a company should be
52 considered. By doing so, a new socio-political level appears in the analysis and strategy
53 of the companies. Along this line, Friedman and Miles (2002) defined a model that
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3 combined Stakeholder Theory with social development, [according to which](#), efforts to
4 increase the breadth of relevant stakeholders (e.g. [Starik 1995](#)) largely appear to be
5 implicit or explicit efforts to get managers to consider the interests of a larger
6 proportion of society, so that they might reduce the world's 'misery' ([Margolis and](#)
7 [Walsh 2003](#)).

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15 Although Stakeholder Theory is not a new approach, several scholars have
16 focused on the discussion [of](#) the role of shareholders and stakeholders in value creation
17 ([Agle et al. 2008; Laplume, Sonpar and Litz 2008](#)) since Edward Freeman, considered
18 the 'father of the Stakeholder Theory', wrote his book in 1984 ([Freeman 1984](#)). In this
19 context, and as [Côté and Miner \(2006\)](#) noted, there is an interesting and underdeveloped
20 possibility for stakeholder theory research, [which](#) consists in elaborating the dimension
21 of stakeholder emotion. As this article's title attests, there is anecdotal evidence that
22 stakeholder theory has emotional resonance for managers and scholars alike, and
23 positive emotions are an emerging area of organisation theory.
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38 Finally, the social and emotional value created for stakeholders was considered
39 by [Retolaza, San-Jose and Ruiz-Roqueñi \(2014\)](#). They defined a so-called ontological
40 perspective of stakeholders, in which they moved from a purely monetarist model to an
41 economic, social and emotional value creation model. [Indeed, they identified a model](#)
42 [were these perspectives were considered and all stakeholders were included in the](#)
43 [model to measure the creation of value.](#)
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52 This research paper tries to fill [the gap pointed out by Côté and Miner \(2006\)](#),
53 and [contributes](#) to the development of this emerging area of research. Specifically,
54 several longitudinal case-studies are presented in response to the call from [Laplume et](#)
55 [al. \(2008\)](#), [who found](#) that there [has been](#) considerable conceptual activity (n = 50 from
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3 179 articles analysed about Freeman's work) but very few empirical tests (n = 5) in this
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10 11 12 *2.3 Creativity, emotions and stakeholders* 13

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15 Once the role of emotions and feelings in social enterprises is addressed and the
16 importance of stakeholders is described, this subsection explores the relationship
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18 between creativity, emotions and stakeholders in the creation of value.
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23 Creativity has been linked to social entrepreneurship. According to Leadbeater
24 (1997) or Drucker (1999), social entrepreneurs' creativity is essential to develop social
25 innovations focused on the improvement of the society where these entrepreneurs work.
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27 In addition, according to Gilbert et al. (2015), SE is a discipline closely linked to social
28 welfare, and, in the same direction, Dore (2016) and Grant and Kinman (2012) noted
29 the importance of emotions in social businesses.
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37 Eadie and Lymbery (2007) have argued that the development of innovative
38 forms of entrepreneurship depends precisely upon the existence of forms of education
39 that can foster and enhance students' ability to work creatively. In this line, the
40 stakeholder approach has even been applied to education since 1975, considering
41 students as stakeholders (Björkquist 2011; Leisyte and Westerheijden 2014).
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50 From previous findings, the close relationship between entrepreneurship,
51 creativity, innovation and emotions has been described by De Val and Erro (2017).
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53 They consider that creativity is a cognitive and volitional ability linked to the emotional
54 system. Under this conception, creativity is embedded in the emotions. Lastly, De Val
55 and Erro (2017) affirmed that when creativity, innovation and entrepreneurship are
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3 developed together, a cluster of value appears – as several value chains are bundled
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5 together – and social welfare emerges. In other words, the creation of a cluster of value
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7 that results from creative innovations and is developed as a new project by
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9 entrepreneurs results in several new activities that generate value to different
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11 collectives.
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18 This research aims to present empirical evidence of the described relationship
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20 between creativity, emotions and entrepreneurship from a historical perspective.
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22 Moreover, this article shows how a cluster of value is created when all of these
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24 behaviours are developed together.
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27 To sum up, Stakeholder Theory provides a theoretical framework for the
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29 research questions proposed above. The role of creativity and emotions as drivers of
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31 value and, in fact, of social welfare will focus efforts to provide helpful answers to the
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33 research questions detailed.
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3. Materials and Methods

To achieve the research objectives and answer the formulated research questions, a qualitative analysis based on a multiple case study is proposed (Eisenhardt and Graebner 2007; Miles, Huberman and Saldana 2014; Galuk, Zen, Bittencourt, Mattos and Menezes 2016). Moreover, multiple cases – compared with single studies – are also generally regarded as more robust, providing the observation and analysis of a phenomenon in several settings. In particular, the multiple-case design allows the treatment of different cases as a series of independent experiments and follows the logic of replication (Yin 1984). Although this methodology may limit the generalisability of results, several authors justify its application as appropriate for adopting a holistic perspective on a complex phenomenon and also to address contextual conditions in conducting research of an inductive nature, as is the case of the study presented (Eisenhardt 1989; Gummerson 2000; Eisenhardt and Graebner 2007). This paper therefore conducts an exploratory qualitative study of three successful Spanish experiences (Yin 1984, 2001):

- (1) Father José María Arizmendiarieta, Mondragon Cooperative.
- (2) Mr Félix Huarte, Huarte Group / Public Industrial Development Plan
- (3) Mr José María Pérez, 'Peridis', Santa María la Real Foundation / Employment Launch Pads and Solidarity Entrepreneurship

The three cases included in this study were chosen through convenience sampling. In particular, these initiatives were selected through an analysis of Spanish prizes awarded to entrepreneurs. Across all of the projects studied, these entrepreneurs were selected according to the relevance of their implications in their regional context. The selected cases transformed the territory in which they operated through social

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3 innovations that positively affected the citizens of the corresponding regions.
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6 In all cases selected, the main character was a man who started a project to
7 reduce youth unemployment and increase social welfare through economic growth and
8 development. Information was collected from different sources to support and
9 triangulate the findings (Jick 1979). The information gathered was related to the
10 description of the main character –background, profession, studies, main interests and
11 so forth – the reasons for creating the business and the process of starting the business
12 project, as well as contributors to the development of the social enterprise. Data
13 obtained were analysed according to theme to facilitate comparison of similar
14 information (Yin 1984; Eisenhardt 1989). From this analysis, several topics were
15 identified and reported. To enrich the discussion, further information was gathered
16 about the selected themes. Sections 4 and 5 develop the mentioned themes and the
17 conclusions obtained from this analysis (Eisenhardt 2007).
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35 The investigated cases are presented in the following subsections.
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38 **3.1. Father José María Arizmendiarieta**

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41 Father José María Arizmendiarieta Madariaga (22 April 1915–29 November
42 1976) was born in the Basque Country to a family of modest means. After the Spanish
43 Civil War, he took holy orders as a Catholic priest. Father Arizmendiarieta was
44 profoundly influenced by the Catholic Church's Social Doctrine. Likewise, he was also
45 a man who was tightly bonded with his nation, even going so far as to be incarcerated
46 by the insurgents for taking the side of Basque institutions when they confronted
47 Francoism during the Spanish Civil War.
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3.2. *Mr Félix Huarte*

Mr Félix Huarte (6 November 1896–12 April 1971) was a Spanish businessman born in Pamplona, a city located in Navarre. Founder of the Huarte group, dedicated to construction, the company is a prototype of man himself – the creator of an Empire from virtually nothing. Coming from a humble family, the deaths of several of his brothers and his mother forced him to leave school and work to help support his family.

3.3. *Mr José María Pérez, ‘Peridis’*

José María Pérez González (born 28 September 1941) is a Spanish social entrepreneur and a famous public figure due to his daily cartoons published in the newspaper El País from the Spanish Transition to 2018. From his love of the Romanesque, he developed several employment initiatives that helped more than 750,000 unemployed people throughout the world. He received many awards for his achievements in the area of employment and art restoration.

4. Results

4.1 *The relevance of daily challenges*

Following the brief presentation of the characters, the daily challenges faced by these social entrepreneurs are described. To solve these problems, the social entrepreneurs articulate innovative social solutions that ultimately turn into social enterprises.

4.1.1 *Father Arizmendiarieta’s daily challenges*

The development of the Mondragon cooperative movement in the Basque country began when Father Arizmendiarieta arrived in Mondragon to become the priest of the city in the post-war period. He arrived in Arrasate (Mondragon) in February 1941

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3 as a newly ordained 26-year-old priest to serve as assistant curate and found a town still
4 suffering from severe unemployment as a consequence of the Civil War. His early days
5 were not easy. Indeed, the citizens of Mondragon initially asked the Bishop to replace
6 him. Nevertheless, he was determined to find a way to assist his congregation and
7 realised that economic development, and specifically, jobs, was the key to solving the
8 town's other problems. His primary focus remained the problems faced by
9 Mondragon's citizens, particularly unemployment, and his feelings about the situation
10 made him work conscientiously to solve those difficulties. Emotions led him to action.
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24 *4.1.2 Huarte's personal daily challenge*

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26 Félix Huarte's first contact with the construction business was through the
27 company of Ángel Cale Huarte, which was commissioned to execute the Ensanche area
28 of Pamplona. Felix Huarte worked hard, but business did not go well, and he became
29 unemployed. He felt he should not depend on others to ensure his professional career or
30 provide economic resources for his family. Two of the employees from the company of
31 Ángel Cale Huarte set up their own business and invited Félix Huarte to join them. This
32 business also did not thrive. He decided not to stay in the same situation and this served
33 as a guide towards his future success.
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44 His first steps within the construction industry were not very promising, but
45 even so, Huarte started to train as a draftsman and surveyor. After completing his
46 studies, he found a job as a draftsman to the Commandant of engineers. His interest in
47 the job prevented him from settling into the work. His next employment was in a
48 company owned by Rufino Martincorena, where he met Emilio Malumbres. In this
49 company Félix Huarte reached maturity as a builder.
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4.1.3 The personal challenge of 'Peridis'

His childhood in Aguilar de Campoo, Palencia, explains José María Pérez González's deep admiration of Romanesque art and his vocation as an architect-restorer, and he became determined to address the problem of unemployment in Spain. He loved his village in Palencia and became actively involved in the difficulties of the place. These feelings would be essential to his future decisions to support this locality and help unemployed people, a problem exacerbated when a local factory reduced its workforce. He decided to actively participate in the restoration of the Romanesque structures in Aguilar de Campoo, keeping in mind the problem of local unemployment.

To summarise, the three main characters faced unemployment and looked for an innovative solution to this problem. From this daily challenge, they created clusters of value that helped to solve local unemployment.

4.2 Clusters of value: a concatenation of value chains

As described, the business activity of each social entrepreneur stimulated other projects in their corresponding locations. As a result, clusters of value appeared (de Val and Erro 2017). This subsection describes these clusters of value and their development.

4.2.1 The cluster of value of Father Arizmendiarieta

Father Arizmendiarieta came up with the idea that would become what is today called the Mondragon Corporation. He believed that the social solidarity historically typical of Basque communities could be rejuvenated. In his plan for social reconstruction, the first step was technical education and then the creation of a cooperative business. Bearing this in mind, he created a polytechnic school in 1943. In 1955, five graduates of that school created one of the first industrial cooperatives. There

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3 were only 20 students in the polytechnic school, but it was a democratically
4 administered institution open to all young people in the region, and those five young
5 men laid the foundation for the Mondragon Corporation.
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10 Training at the school was not only technical: it was also informed by the
11 personality of its founder and his vision of the connection between Catholic social
12 thought and the cooperative model, with all its benefits for both workers and consumers,
13 and indeed, society as a whole. At the same time, he was involved in the construction of
14 a hundred social houses for the citizens of the village.
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21 Introducing a historical perspective to the analysis of this case is relevant as
22 today, after almost seventy years, the Mondragon Corporation is an international
23 federation of worker cooperatives that is the fourth largest in the Kingdom of Spain and
24 employs more than 74,000 people all over the world, generating almost 12 billion euros
25 in annual sales. It is also an interesting experiment in cooperativism and the 'third way'.
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35 *4.2.2 Cluster of value of Huarte: From construction to regional industrial policy*

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37 Huarte's friendship with Malumbres helped them establish their own
38 construction company in 1931, which was called Huarte and Malumbres, S.L., and
39 undertook projects for Navarra. Huarte's first works in Madrid were a villa in the town
40 of Las Rozas and the National School of Health, in the centre of Madrid. The
41 company's big break came with the construction of the Faculty of Philosophy and
42 Letters. Thereafter the company was requested for many of the State-funded
43 construction projects.
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53 The Constitution of the society was created with the participation of Huarte,
54 Malumbres, and two of the children of Toribio López, with a 62% stake. During the
55 Spanish Civil War, the company went through difficult times, but at the end of the war
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3 Huarte returned to Madrid to continue with building at University City and, in 1940,
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5 with the Nuevos Ministerios.
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8 Four years later, the company went through a time of deep crisis. Huarte
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10 suffered a cardiac arrest that separated him from the business and, because of this, the
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12 brothers López threatened the company with liquidation, as it was considered unviable
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14 without Huarte's direction. Huarte ultimately recovered, and on his return had to give
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16 back the money invested by the López brothers. The subsequent years were very
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18 prosperous. Huarte and Malumbres built the main stadia throughout Spain, six clinics
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20 and other buildings, including large public and private projects such as those carried out
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22 in Madrid, Torres Blancas, Torres de Colón or the hospital residence in La Paz.
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26 With other activities in mind, he left the direction of the company in the hands
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28 of his sons and dedicated all of his efforts to the growth of the group of companies
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30 created from the construction company. His strategy was to partner with the best
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32 companies in each sector and centralise them in their homeland. The first company of
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34 the Huarte group was Navarre Metal Industries, S.A (hereafter, Imenasa), dedicated to
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36 the manufacture of motorcycles, whose Iruña model was a great presence on the market
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38 until the arrival of the Italian scooter.
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42 Starting from Imenasa, other companies appeared such as Perfrisa, associated
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44 with the Altos Hornos de Vizcaya, Baskonia, the British group Lucas, Miasa or Inasa,
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46 who together with American Mark Reynolds began the transformation of aluminium.
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48 Huarte also entered other sectors such as paper and packing, foreign trade and power
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50 through viticulture.
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54 In 1963, he decided to leave the business to his children and devote himself
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56 entirely to politics. With two other outstanding personalities in the political and social
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58 life of Navarre, Huarte created a prestige group in Navarre. The three men were elected
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3 councillors in the same year. This was also the time when with his entrepreneurial
4 vision – the first Development Plan for the period 1964–1968 – was adopted. One of the
5 consequences of this was a slowing of emigration. Félix Huarte was elected Vice
6 President of the provincial Council a year later. As a politician, his aspiration was to
7 encourage the development of Navarre.
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12 In 1967, he resigned from his political post and at the beginning of the 70s his
13 health began to decline. After his death, he was buried in the family vault in Navarre,
14 the construction of which he had directed.
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23 24 4.2.3 'Peridis': A cluster of value linked to the Romanesque art

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26 'Peridis' began his ongoing work as an active promoter of employment at the
27 helm of the Fundación Santa María la Real, where he currently fosters a programme of
28 career launches and a solidarity campaign for the unemployed.
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33 Mirroring his previous social enterprise (Fundación Santa María la Real), for
34 which he was nominated as an Ashoka fellow in 2008, the LEES are a series of
35 initiatives aimed at the unemployed. Designed to make up for the shortcomings of
36 governmental employment policies, where the unemployed are passive and isolated, the
37 LEES programme follows a holistic approach that fosters individual proactivity, raises
38 their skills and increases their visibility. It adopts a collaborative, supportive model,
39 based on people and their capacity for teamwork. Participants in the schemes organise
40 their activities for an average of six months and are led by a coach. The programme also
41 strives to involve most actors in society (municipalities and governmental institutions,
42 private local firms, NGOs, individual volunteers, local training centres, co-working or
43 entrepreneurship centres, universities, etc.) into shaping a global solution to
44 unemployment. Although they are overseen by the LEES central office, the initiatives
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function as quasi-autonomous entities and combine the roles of project management, maintenance, student selection and functional committee appointments.

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5. Discussion

The experiences summarised above are helpful to social entrepreneurs as they must acquire the knowledge, skills and innovation that allow them to respond in multiple ways to the diversity of adverse contexts and/or the social needs that arise, just as these men did. This empirical evidence offers implications to shape paradigms for entrepreneurs in the future. As contributions, this article offers a reflection on several findings.

Proposition 1 (P1). Emotions are key factors in youth unemployment initiatives.

The three cases presented in this paper confirm the relevance of emotions in the development of successful initiatives to reduce youth unemployment. In the cases analysed, the social entrepreneur was moved by a non-profit interest that was related to areas of life that he felt were important (Csikszentmihalyi 2014; Tiwari, Bhat and Tikoria 2017).

Messrs Pérez, Arizmendiarieta and Huarte pursued change in their cities or regions. Their goals were related to reducing youth unemployment through the development of clusters of value. Their persistence, resilience and values were essential for their success – but they also let themselves be ruled by the heart. This finding is consistent with the main characteristics of social entrepreneurs, because they address social problems rather than individual needs (Zadek and Thake 1997; Kramer 2005; Urbano, Toledano and Ribero-Soriano 2010). Our results also show the relevance of their behaviour after several decades and, consequently, the importance of addressing a historical perspective in the evaluation of their goals.

INSERT FIGURE 2 HERE

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3 In this sense, as they developed innovative social ideas that transformed their
4 local society, analysing their success after more than fifty years from a historical
5 perspective helps to find the main contributions of these social entrepreneurs.
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11 *Proposition 2 (P2). Social enterprises and social innovation linked to daily*
12 *challenges. As shown in section 4.1, Father Arizmendiarieta was worried about the*
13 *situation of young people living in his village, Mr Huarte looked for the economic and*
14 *social development of his own region and Mr Pérez focused on problems in Aguilar de*
15 *Campoo. The close relationship between the key actors and their local challenges was*
16 *crucial to find sustainable solutions.*
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26 Creativity and emotions should be taken into account to solve these local
27 challenges and should be included in the field of SE to succeed in attending welfare
28 demands, a finding which is consistent with the extant literature (Leadbeater 1997;
29 Drucker 1999; Tiwari, Bhat and Tikoria 2017). Finally, in line with the idea mentioned
30 in the previous proposition, the historical perspective adopted in the analysis was
31 relevant, as the daily challenges from the past were the drivers of social innovations that
32 resulted in new social enterprises, employment and wealth.
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43 *Proposition 3 (P3). Team initiatives: be surrounded by the best. Teams are not*
44 *always the solution, but in these three cases they were quite significant. Mondragon*
45 *Group, Huarte Group and Public Industrial Development Plan (PPI) were supported by*
46 *professionals that collaborated with the three social entrepreneurs. They shared their*
47 *values and projects, and this field of experts recognised innovations (Csikszentmihalyi*
48 *2014).*
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57 Partnerships appear to be relevant for success. For example, the Telefonica
58 Foundation supported and nurtured the 'Employment Launch Pads' project along with
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3 the Santa María la Real Foundation. This partnership was important to introduce digital
4 skills and increase employability in the new digital professions opening up in the labour
5 market in a digital society.
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11 *Proposition 4 (P4). Stakeholders' wealth as a motivator.* The existence of a
12 superior common wealth was relevant in all cases to increase efforts to obtain social and
13 economic development in their territory (Ellis 2010; Sepulveda 2014).
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19 The findings from this paper suggest how to support SE programmes, taking into
20 account the role of the key actors, their teams, their local situation and their intentions
21 for developing those initiatives. Emotions were essential in the cases presented,
22 particularly for the professionals who created these initiatives, which is the role of
23 entrepreneurs. A superior common wealth can be fruitfully analysed after several years
24 or even decades. In this sense, considering a historical perspective in the analysis is
25 necessary to evaluate the creation of wealth.
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39 **6. Conclusions**

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42 This paper analyses the historical perspective and current trends that
43 characterised social entrepreneurs, their philosophies and their motivations to improve
44 social welfare. Specifically, this article focused on the relevance of creativity and
45 emotions as drivers for SE, aiming to fill the gap found in the literature through the
46 lessons learnt from the past by analysing cases of successful entrepreneurs, their
47 motivations and the relevance of their legacy in the present. This paper sought to
48 identify entrepreneurship drivers to enforce the creation of new companies and showed
49 how welfare could emerge when creativity, innovation and entrepreneurship were
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3 developed together, because a 'cluster of value' appears. From prior successful
4 experiences, several lessons can be obtained. Similarly, this paper draws implications
5 based on this empirical evidence for the development of entrepreneurship and analysed
6 three Spanish case-studies of successful experiences that reduced unemployment and
7 improved local welfare. This article notes several key findings.
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15 First, the role of emotions as a key variable in entrepreneurship and employment
16 creation is confirmed. All of the cases investigated showed the effects of emotions in
17 the development of successful initiatives that finally reduced unemployment. In the
18 cases analysed, the social entrepreneur was moved by a non-profit motivation that was
19 related to areas of life important to him (Csikszentmihalyi 2014). Pérez,
20 Arizmendiarieta and Huarte sought change in their cities or regions to solve a problem
21 they had identified. Their objectives could therefore be described as the creation of new
22 employment to help citizens of those cities. As a result, they developed clusters of
23 value. Attitudes such as persistence, resilience and personal values were essential for
24 their success. They also let themselves be ruled by the heart. The historical approach
25 helps in the evaluation of their contribution to social wealth, as most of the effects of
26 their legacy appeared several decades after the beginning of their entrepreneurial
27 projects. Indeed, their contribution to society and the common wealth implied deep
28 social changes requiring years to succeed.
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49 Second, the relevance of daily challenges to explain entrepreneurs' motivation
50 was found in all cases. To quote an example, Father Arizmendiarieta was concerned
51 about the situation of youth unemployment; Mr Huarte aimed to achieve higher
52 economic and social development for his region; and Mr Pérez focused on problems in
53 Aguilar de Campoo. In fact, the close relationship between these men and their local
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3 challenges was crucial to finding sustainable and successful solutions. This relationship
4 was also essential for the success of the business, as the new project was based on real
5 problems and helped to solve them. This suggests that creativity and emotions should be
6 taken into account to solve local challenges, which confirms through empirical evidence
7 the relationship between creativity, emotions and entrepreneurship.
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15 Third, the role of teams was also considered in all of the business projects.
16 Being surrounded by the best professionals and working in teams characterised the
17 investigated cases. Mondragon Group, Huarte Group and PPI were supported by
18 professionals in collaboration with the key social entrepreneurs. They shared their
19 values and projects and recognised innovations. The existence of a superior objective
20 related to wealth creation was relevant as a driver in all cases, furthering efforts to
21 obtain social and economic development in each territory. Because of this situation, all
22 of the entrepreneurs considered the stakeholders as they sought benefits for the citizens
23 and territories. Successful entrepreneurs looked for community wealth and not just for
24 their own profits.
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40 To sum up, the main findings from this article present suggestions about how to
41 reduce youth unemployment, taking into account the role of key actors, their teams,
42 their local situation and their intentions for developing those initiatives. Emotions were
43 essential in the cases presented. From an applied perspective, several actions can be
44 highlighted from our results to improve the situation of social entrepreneurs in a
45 European context. In 2011, the European Commission launched the social business
46 initiative (hereafter, SBI) to introduce a short-term action plan to support the
47 development of social enterprises, key stakeholders in the social economy and social
48 innovation. Although the SBI identified actions to promote SE, no references to
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3 creativity or emotions can be found in those actions. According to the results from this
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5 research, social entrepreneurs do not follow simply economic goals, but are motivated
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7 by achieving social outcomes and benefit for others with their actions (Sepulveda 2014;
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9 Christopoulos and Vogl 2015). In this context, the actions defined should take these
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11 reasons into account. To quote an example of the implementation of the results of this
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13 research, SBI theme 2 proposed actions to increase the visibility of social entrepreneurs
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15 (e.g. a map of social enterprises, access to training, a database of labels, etc.), but the
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17 visibility of social entrepreneurs should be based on their drivers to create value:
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19 emotions, values and creativity as these are the main motivators of social entrepreneurs.
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25 It is also worth noting that the region of Navarre in Spain is one of the territories
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27 where SE has great importance and deep roots in the past linked to some of the
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29 presented experiences. Around 8% workers are employed in social economy businesses,
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31 and more than 60% of these companies are labour companies and cooperatives. This has
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33 also been the region to create the most social economy companies and quality
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35 employment positions – 80% of them indefinite – in the whole of Spain. The historic
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37 reasons presented in this article explain this successful situation.
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42 By describing multiple cases that started more than fifty years ago, this article
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44 presents empirical evidence to support the thesis of Sepulveda (2014), who suggested
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46 that social enterprises are not a novel vehicle (pace the proposals of Dees 1998 and
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48 Frances 2008), as the principles and practices of social enterprises originated in the
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50 nineteenth century.
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54 There are a few methodological limitations in the present study. In particular,
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56 the multiple case studies consisted of three specific experiences, which do not allow for
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58 generalisation. Nevertheless, we hope to contribute to the research on the topic and the
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3 general debate around SE. An extension of this study encompassing a greater number of
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5 case studies could be done to confirm the findings.
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9 According to Morrison (2006), ‘understanding and handling one’s own and
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11 others’ emotions is a critical aspect at every stage of a new initiative. It is also an
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13 essential skill for managers. Emotional intelligence or competence is also pivotal to
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15 gaining the co-operation of other colleagues and services on which entrepreneurs
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17 depend. But the place of relationships and emotion is in danger of becoming
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19 increasingly marginalized’. This is precisely the reason why we pursued this research.
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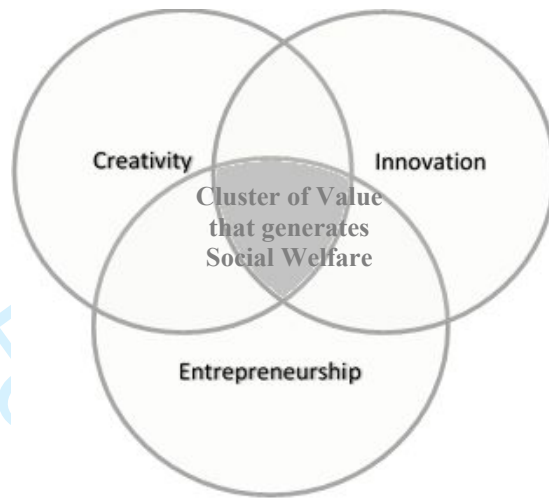
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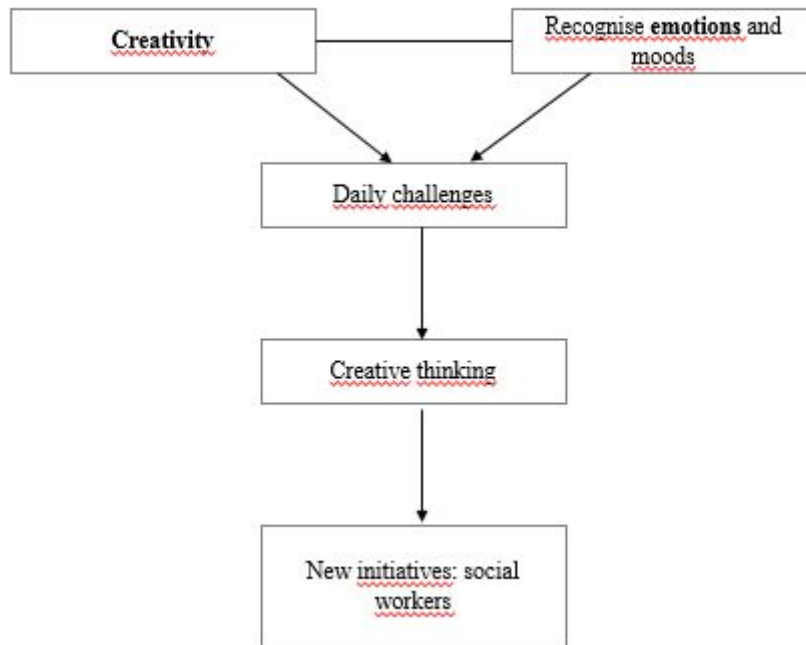
Figure 1: Relationship between creativity (emotions), entrepreneurship and innovation.

Cluster of Value



Source: Author's elaboration from De Val and Erro (2017)

Figure 2: Relationship between creativity and emotions. Social workers as emotional inspirers



Source: Adapted from Newton (2013)