
A QUADRIPOLAR EPISTEMIC PROPOSITION OF ENTREPRENEURSHIP CONSTRUCT

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ARTIGO – OUTRAS

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ABSTRACT

This article presents, based on the Bruyne, Herman and Schoutheete's proposition (1977) on the "four poles of the methodological practice: epistemological, morphological, theoretical, and technical", how entrepreneurship is being construed in Business Administration studies. We carried out a bibliometric analysis from articles published in events linked to ANPAD – National Association of graduate studies and research in business administration. Then we made a content analysis on selected articles in order to identify how the theme is approached considering each of the poles. There was an excess of researches favoring the technical pole comparing to the others, which is probably contributing with the emptying of ANPAD's area itself. Our main contributions are given in the technical pole, related to data collection, and there are countless case studies. In reality it is where most empirical researches on entrepreneurship and related topics converge to. Allied to this discrepancy is the fact that most of researches are also the result of

exploratory and descriptive studies. We must remember that the exploratory and descriptive studies are at the level that Bruyne et al. (1977) call the “ground zero” of theorization.

Key words: *Entrepreneurship, Poles of the Methodological Practice, Entrepreneurship Construct.*

UMA PROPOSIÇÃO EPISTÊMICA QUADRIPOLOAR DO CONSTRUCTO EMPREENDEDORISMO

RESUMO

Este artigo aborda, à luz da proposição de Bruyne, Herman e Schouthute(1977) sobre os “quatro polos da prática metodológica: epistemológico, morfológico, teórico e técnico”, a forma pela qual vem se constituindo o Empreendedorismo nos estudos da Administração. Realizou-se uma análise bibliométrica a partir dos artigos publicados nos eventos vinculados à ANPAD. A seguir, fez-se a análise de conteúdo dos artigos selecionados, buscando identificar como se tem configurado o tema, considerando-se cada um dos polos. Verificou-se um excesso de pesquisas que privilegiam o polo técnico em detrimento dos demais, o que, provavelmente, está contribuindo para o esvaziamento da própria área na ANPAD. Nossas maiores contribuições se dão no polo técnico, aquele relacionado à coleta dos dados, e são inúmeros os estudos de caso encontrados. Na realidade, é para onde converge a maioria das pesquisas empíricas que abordam o empreendedorismo e seus temas relacionados. Aliada a essa discrepância está o fato de que a maioria das pesquisas também é resultado de estudos exploratório-descritivos. Há que lembrar que os estudos exploratório-descritivos estão no nível que Bruyne *et al.* (1977) denominam de “grau zero” de teorização.

Palavras-chave: Empreendedorismo, Polos da Prática Metodológica, Constructo do Empreendedorismo.

UNA PROPUESTA EPISTÊMICA CUADRIPOLOAR DEL CONSTRUCTO EMPREENDEDORISMO

RESUMEN

Este artículo presenta, a la luz de la proposición de Bruyne et al. (1977), sobre los “cuatro polos de la práctica metodológica: epistemológico, morfológico, teórico y técnico”, como se viene constituyendo el Emprendedorismo en los estudios de Administración. Se realizó un análisis bibliométrico a partir de los artículos publicados en los eventos vinculados a la ANPAD. En seguida, se realizó el análisis de contenido en los artículos seleccionados, buscando identificar cómo se ha configurado el tema considerando cada uno de los polos. Se verificó un exceso de investigaciones que dan prioridad al polo técnico en perjuicio de los demás, lo que, probablemente, esté contribuyendo con el vaciado de la propia área en la ANPAD. Nuestras mayores contribuciones aparecen en el polo técnico, aquél relacionado a la colecta de los datos y son innumerables los estudios de caso encontrados. En realidad es para donde converge la mayoría de las investigaciones empíricas que abordan el emprendedorismo y sus temas relacionados. Aliada a esta discrepancia está el hecho de que la mayoría de las investigaciones también es resultado de estudios exploratorio-descriptivos. Hay que recordar que los estudios exploratorio-descriptivos están en el nivel que Bruyne et al. (1977) denominan de “grado cero” de teorización.

Palabras-llave: *Emprendedorismo, Polos de la práctica Metodológica, Constructo del Emprendedorismo.*

1. INTRODUCTION

The growing interest for subjects related to entrepreneurship, in its most diverse perspectives, began to take form in the scope of the Administration studies at the end of the 90's, more specifically in 1999, with the publication of two articles: "Tendências do comportamento gerencial da mulher empreendedora" (The Tendencies of the Behavioral Management of the Entrepreneurial Woman), which was the outcome of a Ph.D thesis from a Production Engineering's student and "Validando um instrumento de medidas de comprometimento: uma proposta empreendedora voltada para as dimensões acadêmica e empresarial" (Validating an Instrument of Commitment Measures: An Enterprising Proposal Focused on the Academic and Business Dimensions). This last one, in reality, as designated by the authors themselves, is about "presenting a global evaluation questionnaire on the practices of human resources of companies and the level of the organizational commitment of its members, with the intention of contributing to the development of research on these subjects." (Bandeira; Marques; Veiga, 1999: p. 12). Only the articles available in the National Association of the Graduate Programs and Research Administration ("ANPAD - from the Portuguese") from 1997 were considered.

Since then, a debate has been observed about the viability of the topics allegedly related to entrepreneurship, theoretical-methodological as well as epistemological and morphological in the field of Administration. An ill-advised raid in the first part of the debate of the Administration studies in Brazil, the annals of the Meeting of the National Association of the Graduate Programs and Research Administration (EnANPADS), can cause certain anxiety to the researcher, because a Chimera is presented. A figure of the Greek mythology with three heads (a goat, a lion, and a dragon) with a body of a lion and a serpent's tail. This is in the most visually artistic version (FRANCHINI; SEGANFREDO, 2003). At least today, the image illustrates the entrepreneurship's construct and its perspectives.

In this sense, the objective of the research exposed in this article is to present how entrepreneurship has been constructed in the

studies of Administration. This is presented based on the Bruyne, et al. (1977) proposition, about the "four poles of the methodological practice," i.e. the epistemic quadripolar proposition. In particular, how this construct has been forming in an epistemological, morphological, theoretical, and technical manner.

For that intent, a priori, a bibliometric analysis was carried out from a survey of articles published in events tied to the National Association of Graduate Programs and Research in Administration. This method involves a set of procedures, laws, and principles that, applied to mathematical and statistical procedures, allow the researcher to map out the given scientific production using documents with similar properties (ARAÚJO, 2006; MACIAS-CHAPULA, 1998), which in this case are defined by the entrepreneurial theme. Following, the content analysis of the material collected was conducted. According to Bardin (2006:38), the content analysis consists of "a set of techniques of communications' analysis that uses systematic and objective procedures of the description of the messages' content. Its main purpose is to improve the readings of selected texts. The articles can be handled to search for answers to the research questions, making it possible to identify what certain researchers affirm and discuss about the theme under study (VERGARA, 2005). Finally, the content analysis allows identifying how the subject at hand has been configured considering each pole: epistemological, morphological, theoretical, and technical.

The research presentation in this article is as follows: initially, it describes the perspectives on entrepreneurship, mainly, the state of the art of entrepreneurship. Following that, the poles of the methodological practice which compose the Bruyne Epistemic Quadripolar Proposal (BRUYNE et al. 1977) are presented, namely: the epistemological, the theoretical, the morphological, and the technical poles. In sequence, the methodology used to carry out the survey and the analysis of the articles catalogued, the results obtained with their respective analysis are presented and, finally, some final considerations are drawn out, indicating the references used throughout the text.

2. ENTREPRENEURSHIP

Brockhaus (1994:25) says that entrepreneurship research was originally developed by economists who presented the role of the entrepreneur in economic growth and innovation (SCHUMPETER, 1934; BAUMOL, 1968). Early research was primarily prescriptive as writers offered their evaluation of and practical suggestions for the entrepreneurial processes based upon their observation of small business owners (HORNADAY, 1982).

According to Morris, Lewis & Sexton (1994:22), “early definitions, which were formulated principally by economists, tended to emphasize assumption of risk, supply of financial capital, arbitrage, and coordination of the factors of production. The entrepreneur was clearly involved in the initiation of a business”. But, Hisrich and Peters (1992) claim that the prevalent tendency has been to associate entrepreneurship with small business start-up and management. As such, the entrepreneur is viewed as someone who assumes the social, psychological, and financial risks necessary to start and run a small business.

Entrepreneurship is a process that can be conceptualized as involving inputs and outputs. It is defined by activities such as starting new ventures, innovating, pursuing opportunities, taking risks and managing and creating value. Using the input-output perspective, entrepreneurship uses opportunity, proactive individuals, an organization, risks, resources and innovation as inputs toward the outputs of a new enterprise, value, products, profits and growth. Entrepreneurship also involves the attitudinal factor of willingness and the behavioral factor of process activities (MORRIS, LEWIS & SEXTON, 1994:21).

Accordingly, Stevenson, Roberts & Grousbeck (1985) defined entrepreneurship as “the process of creating value by bringing together unique combinations of resources to exploit an opportunity”. As perceived by North Americans, according to Kent, Sexton & Vesper (1982) and Sexton and Smilor (1986), that scholars are attracted to entrepreneurship research in order to understand: 1. Macrostructural factors shaping the new economy; 2. The nature of firms in the

new economy; 3. Innovation and technology transfer; 4. The process of venturing; and 5. The growth strategies of the entrepreneurs who are the driving force of the new economy.

And the entrepreneurial sector is understood “as a relatively small subset of the small business sector. It is estimated that as few as 10 per cent of the firms in the USA generate over 90 per cent of the new jobs, as well as a disproportionate amount of the net increases in income, wealth, and tax revenue created in a given year” (MORRIS; PITT & BERTHON, 2012:61).

However, the current theme among entrepreneurship scholars is about the legitimacy of entrepreneurship as a field of study. Mainly, because, in recent years, we have seen an extraordinary proliferation of entrepreneurship and small business courses and programs in colleges and universities worldwide (SOLOMON, 2006).

From its origins until today, entrepreneurship research and teaching has met many important milestones. Some of them include: the first course offering in entrepreneurship at Harvard Business School by Myles Mace in 1947, the first conference on small businesses at St Gallen University in Switzerland in 1948, the first academic conference on entrepreneurship research at Purdue in 1970, the formation of the Entrepreneurship Interest Group at the Academy of Management in 1974, and finally achieved full status as the Entrepreneurship Division of the Academy of Management in 1987 (Sanchez, 2011). Today, there are multiple journals dedicated to entrepreneurship (i.e. *Entrepreneurship: Theory and Practice*, *Journal of Small Business Management*, *International Small Business Journal*, *Small Business Economics*, and *The Journal of Business Venturing*) (HERIOT et al., 2014:5).

More recently, Lumpkin (2011) encourages us to “move on and declare victory” in the battle to establish entrepreneurship as a legitimate field of study. He suggests that we focus our attention to the impact of entrepreneurship research. This includes applying the unique knowledge gained

from entrepreneurship research to help us better understand phenomenon outside this domain. It is also important to use the context of entrepreneurship to better understand individual and organizational decisions and strategic actions.

According to Heriot et al. (2014:8), Lumpkin (2011) implores us as researchers to think of ourselves as leaders rather than followers who are simply trying to test current management theories. They claim that entrepreneurship may not be considered legitimate due to the limited academic credentials of the instructors assigned to teach in some courses. In addition, the authors state that there is a clear implication from these results that entrepreneurship as an academic field of study contrasts greatly from other disciplines and emphasize that researchers demonstrate a focus on the practical activities rather than scholarly activities among the participants as measured by research productivity.

As we can realize, there is already a discussion on the state of the art of entrepreneurship in the world. In this sense, our proposal is to check the state of the art of entrepreneurship in Brazil, from a bibliometric analysis in the published articles on the events linked to the National Association of Graduate and Research Programs in Administration (ANPAD).

3. THE POLES OF THE METHODOLOGICAL PRACTICE: AN EPISTEMIC QUADRIPOLAR PROPOSITION

Before starting with the epistemic quadripolar proposition itself, it is necessary to place it in the societal environment of the research. That means, an environment formed by fields that influence the research in a way that makes it easier or limit the methodological choices of the researcher. There are four fields of diverse nature and importance and their influence is specific to each particular context of research. They are: the field of social demand, the field of axiology, the field of doxology, and the field of epistemology. This last one is what we examined in this article trying to understand the state of the art in the field of entrepreneurship.

On the field of social demand, one can be sure that all scientific production brings the mark of

the social demand to which it responds to. As for being the researcher a member of a particular society, his/her activity is allowed and/or is legitimized, in a sense, by the sociocultural system of this society. Therefore, the social demand of a research or its financing, for example, can introduce normative or exclusively pragmatic intentions that deviates the process of objectifying the research (Bruyne et al., 1977).

The field of axiology, according to Bruyne et al. (1977), is the field of social and individual values that constrain the scientific research. It is considered here, the interests of the researcher because they can influence and guide the research, the judgment of personal values of the researcher and the cultural values inherent to society to which the researcher belongs to, as these also impose certain choices of problematic issues and of subjects.

As for the field of doxology, Bruyne et al. (1977:33) highlighted that “it is the non-systematized field of knowledge, of language and of the evidences of everyday practice, where the scientific practice should precisely strive to extract their specific problem areas. The field of doxology is the support and product of the common language, of the empirical practices”, but it can also create in the researcher a certainty, at least nebulous, about the investigated reality. In this sense, the researcher should seek to immerse in a social phenomena.

The epistemic field, “is the field of scientific knowledge that has reached a certain degree of recognized objectivity: the status of the theories, the status of the epistemological reflection, the status of methodology, and the status of the research techniques” (BRUYNE et al., 1977:34). This field, “from a methodological point of view, is conceived as the articulation of different instances, of different poles that determine a space in which the research is presented as being caught in a force field, subjected to certain flows and certain internal demands” (BRUYNE et al., 1977). These instances or these poles do not constitute separate moments of a research, but particular aspects of the same reality of the production of speech and scientific practices.

These are the poles that make up the methodological quadripolar space proposed by Bruyne et al. (1977). The authors distinguish four

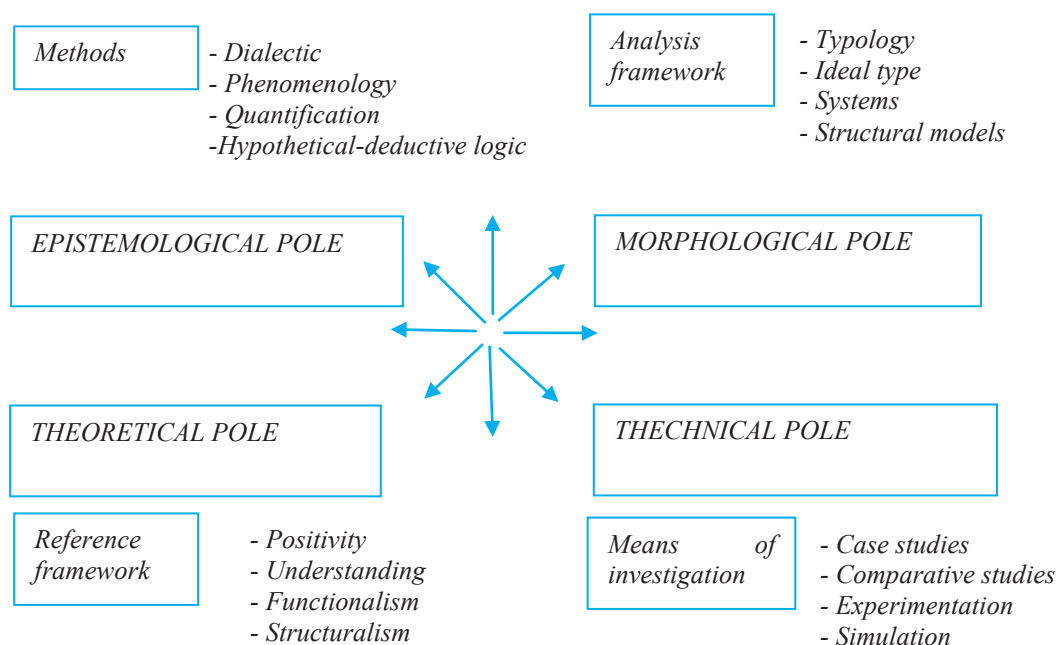
methodological poles in the field of scientific practices: epistemological, theoretical, morphological, and technical. These four poles define a methodological field, ensure the research practices are scientific, and mainly, allow the development of a certain epistemic field.

The graphic representation of the methodological quadripolar space that contributes to the structure and the strengthening of a specific epistemic field is represented in Figure 1.

4. THE EPISTEMOLOGICAL POLE

First, it is necessary to distinguish two functions of epistemology: as meta-science, that reflects on the principles, fundamentals, and validity of science, and with a meta-scientific character, the epistemological work also reveals an intra-scientific character and as such, represents an intrinsic pole to the scientific research.

Figure 1 – Morphological Pole - Diagram of the meta-theoretical model of the four poles



The epistemology also perceived like that, as an essential pole of research, situates as both logic of discovery as well as logic of proof, since the way of the production of knowledge is of its interest as much as the validation procedures. “And so, the nature of the epistemological pole is the use of the methodological approach, the pole considered to be an internal engine, mandatory in the researcher’s investigation, who consciously or not, raises epistemological questions because they can help to solve practical problems and acquire valid theoretical solutions” (BRUYNE et al., 1977:44).

In this case, the authors point out that the researchers have to be attentive to the internal epistemological principles. In other words, “the object and the scientific problem, the real object, the perceived object, and the constructed object, therefore the epistemological rupture and the genesis of theorizing.” Understanding that the “object of science is a system of relations explicitly built and is opposed to the object pre-built by perception.” The perceived object is the one that spontaneously appears as ‘real.’ However, we must recognize that the perceived object is not the entire reality. The constructed object, in turn, is a specific translation, conceptual real, it is an object built by explicit

methods. It is the scientific object built over the course of objectification, conceptualization, formalization, and structure. The epistemological rupture is what consecrates the distancing always reinitiated of the scientific object before the objects of common sense, pre-concepts, myths, and ideologies (BRUYNE et al., 1977:49-52). The genesis of theorizing, in turn, as the source of the theoretical formulations, should be sought at the epistemological level, and for this purpose, the concern with the methodological framework that composes the epistemic field. "Different origins are proposed for the conceptualization. Among these, big, discursive processes will be found in between the lines: phenomenology, dialectic, hypothetical-deductive logic, and quantification" (BRUYNE et al., 1977:53). It was chosen not to describe each of these cases due to the limitations of space and to the concern that an undue explanation could cause inappropriate cuts and misunderstandings.

It is important to highlight that the epistemological pole carries out a function of critical vigilance. Throughout the entire research, the epistemological pole is the guarantee of objectification, the production of the object of research, and it also defines the rules of production of scientific knowledge such as the rules of explanation, understanding, validation, etc. It commits to continuously renew the rupture between the scientific objects and those of common sense. That is why the epistemological pole has a range of discursive processes in its orbit of very general methods, which with its logic penetrate the researcher. Remembering that these processes are not mutually exclusive. In fact, some can even be almost omnipresent, while others may only appear in specific researches (BRUYNE et al., 1977:35).

5. THE THEORETICAL POLE

Bruyne et al. (1977:101) recall that in the social sciences, the theory is not a luxury for the researcher. It is much more than a necessity because without theory there is no science. "The theory, a way of scientific knowledge, is immanent to all of the pertinent observation. It is its condition of possibilities, a necessary condition, and the rupture of the pre-scientific explanations of the social norm. Thus, the progress of the

research and of the theoretical work is not only parallel but also inseparable."

The theory is the researcher's artifact. It belongs to the symbolic order and is formulated in a symbolic language, built especially for that. The theory defines the language of the field. To refuse the theoretical structure is to condemn someone to deal with the shares of 'evidences' with no relations between them. Therefore, the theory should be an integrated system of propositions with logical relations between them. A substantial change in the formulation of an important proposition of the system has logical consequences for the formulation of others (BRUYNE et al., 1977).

According to the authors, the construction of concepts and theories, is guided by frameworks of references, when assembling the methodology, proposes to regroup under four 'original, disciplinary' baselines; the main paradigms of these school of thought that bring together the highest methodological convictions. These are the main frames of reference: positivity, comprehension, functionalism, and structuralism.

The characteristic of the framework of positivist reference in the social sciences is the research through the observation of test data and of the general laws that rule the social phenomena. The constancy or regularity of the observed phenomena leads to the generalization that comes from them, that is, the development of positive laws. The comprehension framework, or the comprehensive approach, aims to gather and explain the meaning of both the individual and collective social activity, as the realization of an intention. In that case, the goal of the comprehensive approach is to display the internal meaning of behavior. Meanwhile, the functionalist framework, endorses an all-encompassing and systemic view from the beginning, in front of social facts, each one is encompassed in an integrated set of teleological nature. Thus, the functionalism investigates the durable forms of the social and cultural life, the outcome of an institutionalization: the roles, the organizations, the standards, etc. On the other hand, the structuralist framework has value and interest insofar as is defined as a method, which tends to explicitly highlight at the beginning, the research problems from the perspective of the

method, and it is thought as an 'activity'. In this case, there are multiple structuralist activities: ethnology, language analysis, rhetoric, literary, etc. From an epistemological point of view, the structuralism presents itself as an analysis immanent of its objects of investigation (BRUYNE et al., 1977:136-150).

Finally, the theoretical pole guides the development of hypotheses and the construction of concepts. It is directly linked to the poles of the analysis framework (morphological) that result on the reference framework. It is the place of the systematic formulation of scientific objects. It is in the theoretical pole that suggests rules of interpretation of the facts, specification and defining solutions to problems given provisionally. It is consequently, the place of developing the scientific languages, where the movement of conceptualization is determined; where the 'reference frameworks' which also guides the theoretical construction of the field are built (BRUYNE et al., 1977:35).

6. THE MORPHOLOGICAL POLE

The morphological pole or the analysis framework refers to rules of structuring, forming, constructing or training the scientific object, by means of models, copies or simulation of real problems. "If the theory is the place to formulate the problems, the morphological pole is the place of their objectification. This pole represents the organization plan of the phenomena, the ways of articulating the theoretical expression of the research problems (BRUYNE et al., 1977:159).

In the social sciences, according to Bruyne et al. (1977), four main frames of analysis realize, each one in its own way, the methodological functions of the morphological pole: typologies, the types of ideas, the systems, and the structure models.

Typology is an analytical conceptual structure that should not be considered just a theory. Although, the goal of the typology and the systematic classification is the conceptual elaboration, the purification and greater precision of concepts. The "type" realizes the integration of discreet elements into a coherent unit being, therefore, the taxonomy of the integration of discreet series in a continue order. The biggest advantage of a typological frame is

that it allows the application of a method of comparison, as well as for the construction of a scientific discourse on a ranking system that allows you to group the phenomena into logical categories according to the criteria that define them (BRUYNE et al., 1977:175-180).

The ideal types consist of purely experimental procedures that the researcher creates voluntarily and arbitrarily according to requirements of the investigation. The goal of the ideal type is not to gather a census of all the determination of a phenomenon. An ideal type is used so that the researcher may classify certain phenomena in some categories, but never exhausting them. On the other hand, the systematic analysis framework recognizes in any set of problems of a research the prevalence of the total over the parties. Consequently, it addresses its objects in a consistent and globalizing form of a network of relationships. The models and structures, as morphological components of the research, allow performing a clear and imperative manner the structural use of the methods. It is the study of social relations with the help of the suggested methods (BRUYNE et al., 1977:180-189).

In other words, the morphological pole raises several modalities of analysis framework. It dictates the architectural configuration of the object and sets the rules for the creation and structure of the scientific object with the fundamentals based on analogies. It also establishes a relationship between its elements, giving it a specific configuration and define casual relationships or of symmetry. Lastly, it defines the relationship between the variables of the research. It is worth emphasizing that the various forms of developed configuration, in most cases, engage the research into mutually exclusive options. This is because the casualty is designed in a particular way in each analysis framework.

7. THE TECHNICAL POLE

The technical pole is related to the collection of data, trying to observe and confront them with the theory that created them. They have in their vicinity individual methods of investigation, such as case studies, comparative studies, experimentals, and simulations. These research

methods indicate practical options by which the researchers choose a kind of look, meeting the empirical facts (BRUYNE et al., 1977:36).

This pole, according to Bruyne et al. (1977, p. 201), has the function of defining the facts in significant systems, with protocols of the experimental discovery of these empirical data. "Thus, the research, in its technical pole, will gather the data in terms of which it will formulate its facts. The logical form of these data will be of singular existential enunciation affirming observable events, inter-subjectively controllable, either directly (perceptible) or indirectly (inferable)."

It is important to remember that to join the status of "fact," the data collected should be relevant to the precise theoretical hypotheses, in other words, they should make a statement or confirmation of these hypotheses. Finally, it must verify or falsify the theoretical systems in which these particular hypotheses are included. Therefore, "the scientific facts are achieved, built, determined, and their nature is instrumented by the techniques that they collected and made significant by the theoretical systems that produced or received them" (BRUYNE et al., 1977:203).

In any case, the technical pole is related to the demand of testability, the definition of the methods the researcher meets the empirical facts, how to deal with them, and to compare the data with the theories that raised them, since scientific research is constructed through references to the world of events (BRUYNE et al., 1977).

Finally, it should be emphasized that the dialectic interaction of those different poles forms the set of methodological practices. Also, this is a design that introduces a "typological and not a chronological model" of the research that is infinitely varied in time and space. It moves through the methodological field, more or less, in an explicit manner through every step of its practice (BRUYNE et al., 1977:36).

8. RESEARCH METHODOLOGY

With the purpose of identifying how the academic research that addresses topics related to entrepreneurship in Brazil is configured, especially in the Administration's field of study,

the methodology used was the bibliometric analysis. This method involves a set of procedures, laws, and principles that applied to mathematical and statistical procedures, enable the researcher to map out certain scientific production using documents with similar properties (ARAÚJO, 2006; MACIAS-CHAPULA, 1998), which in this case are defined by the entrepreneurial theme. This kind of approach is nothing new in the Administration's field of studies; on the contrary, it is increasingly exploited and used by researchers. Therefore, a decision was made not to describe it in full details.

However, it is important to emphasize that for the bibliometric analysis, a survey of the articles published in events linked to the National Association of Graduate Programs in the Administration (ANPAD) was done due to the quantity of articles found in its repository. The research considered the period from 1997 when all articles of the "EnANPAD" were made digitally available until 2014. It is both a quantitative and qualitative study because it is characterized by the exploratory approach, followed by the content analysis of the articles found.

According to Bardin (2006:86), the content analysis consists of "a set of techniques of communications' analysis that uses systematic procedures and an objective description of the messages' content." Its main purpose is to improve the readings of selected texts. The articles can be handled to search for answers to the research questions, making it possible to identify what certain researchers affirm and discuss about the theme under study (Vergara, 2005).

Undoubtedly, there was a need to interpret what the researchers of the area have been reporting over time. The methodology used for the interpretation of the texts was developed by Bardin (2006) and is structured in three stages: pre-analysis, exploration of the material, and processing the results, of which are also part of the inference and the interpretation. In the pre-analysis stage, the material is organized with the objective of making it operational, systematizing the original ideas. In this step, there is a superficial reading of the collected texts to better

understand them. After this first reading, the texts to be selected should be those that address the theme to be analyzed. Hereinafter, already with the definition of the articles, the researcher must define the categories of analysis and draft indicators that can be identified in the analyzed documents (Bardin, 2006).

The second stage of the research, the exploration of the material, consists in the dedicated and attentive reading of the texts that will be analyzed in the light of previously defined categories. The two types of the categories of the analysis are quantitative and qualitative. The quantitative indicators show the quantity of texts published in each year and also per each "ANPAD" event, the type of research and the central topic addressed. By reading the articles it is also possible to identify the origin of the researchers, the Higher Education Institutions (HEI) to which they are bound, and the organizations in which the empirical studies were carried out. The in-depth reading also leads to the understanding of the objects and subjects of the research, of the methodologies used the theoretical structures, and several others. It also it makes possible to recognize the worries and the concerns of the researchers in the area.

In the third stage of the study, the fundamental information for analysis is highlighted, culminating in the inferential interpretations. It is the moment of the reflective and critical analysis and the content analysis point of culmination. Also, segments of the texts analyzed are highlighted, which can be a representative of the contemplated contents (Bardin, 2006).

In this article, as the analysis is presented, each stage is explained, starting with the criteria for the selection of articles that lead to the subsequent analyses.

9. PRESENTATION AND ANALYSIS OF THE RESULTS

The survey conducted aimed to identify the articles related to the subject of entrepreneurship which are available in the repository of the

National Association of Research and Graduate Studies in Administration (ANPAD), making them fully available to its members.

There were 209 articles identified by the word "entrepreneurship." 482 articles, including the previous 209, with the word "entrepreneur". Afterwards, the term "enterprise" was used (without the "e" at the end) in order not to lose any article that at least uses that terminology. 543 articles were found, including those previously found. To avoid mistakes, a download of all articles listed was made, archiving them in a folder. Only five (5) articles, although listed, were not found in the ANPAD's database. However, these were recovered in the CDs that were delivered to the participants of the annual meeting of the Association.

In phase two, the selected articles were grouped by year and by event of the ANPAD. During a period of almost eight months, a systematic reading, attentive to each one of the articles, was conducted. The following main data was registered: title, the central theme, the year, the means of publication, the authors' name, the authors' origin (the institution to which they are bound), the types of research and strategies used, the type of data collection, the type of organization where the research was conducted, when it was the case, and the main authors used as a reference in the body of the article.

In phase three, the articles were analyzed more carefully in a way that the approach favored by the work could be identified and, finally, introduced into a form with the main results and conclusions highlighted in each article. It is worth mentioning that, due to space limitation, only the most relevant results are presented in this article and not all of them are showed graphically.

Table 1 shows the amount of work on the topic grouped by year and by the event of the ANPAD. The first articles on the subject were only published after 1999, noting that only articles published after 1997 are available on ANPAD's website.

Table 1 – Number of articles per year and per event of the ANPAD

Year	EnANPAD	EnEO	Simpósio	EnADI	3Es	EMA	EnAPG	EnGPR	EnEPQ	Total
1997	0	-	-	-	-	-	-	-	-	0
1998	0	-	-	-	-	-	-	-	-	0
1999	2	-	-	-	-	-	-	-	-	2
2000	0	1	-	-	-	-	-	-	-	1
2001	4	-	-	-	-	-	-	-	-	4
2002	5	1	-	-	-	-	-	-	-	6
2003	23	-	-	-	4	-	-	-	-	27
2004	38	6	-	-	-	0	3	-	-	47
2005	27	-	-	-	7	-	-	-	-	34
2006	40	1	19	-	-	1	3	-	-	64
2007	34	-	-	1	11	-	-	1	8	55
2008	31	3	29	-	-	1	0	-	-	64
2009	29	-	-	0	10	-	-	3	2	44
2010	26	7	4	-	-	0	4	-	-	41
2011	23	-	-	1	3	-	-	3	2	32
2012	31	1	4	-	-	-	-	-	-	36
2013	32	0	0	-	10	-	-	1	-	43
2014	33	6	4	-	-	-	-	-	-	43
Total	378	26	60	2	45	2	10	8	12	543

Source: Created by the authors.

As already stated at the beginning of this paper, one of the first two articles configures on itself, as per its denomination, “an entrepreneurial proposal focused on the academic and entrepreneurial dimensions.” Its goal was to validate an instrument to measure the commitment of the organizations. The other article, “Tendencies of the Managerial Behavior of the Entrepreneur Woman,” is the result of a doctoral thesis of a Production Engineering student. There was reference to classic authors used as references in theoretical articles that deal with the topic of entrepreneurship.

In the following year, in 2000, no papers about the theme were presented on the biggest event, the EnANPAD. However, in the first edition of the Meetings on Organizational of Studies (EnEO), there is an article called “Teaching in the Area of Organizations: A Multidimensional Proposal for Education and Formation of Entrepreneurs for Small and Medium-sized Businesses.” It discusses including approaches related to organization studies to entrepreneurship studies in order to obtain an integrated and multidimensional model of entrepreneurial training, suitable for small and medium-sized businesses. It is important to emphasize that in the six editions of the EnEO, from 2000 to 2010, there were a total of 19 articles presented. Specifically

from this area, comes some of the biggest criticism of entrepreneurship, by registering it as a practice and a tool of capitalism. At the same time, the articles have some of the contributions that are most relevant for the construction, particularly in the morphological and theoretical poles.

In 2001, four articles were presented, all in “EnANPAD”, where the interest of researchers on the issue of entrepreneurial behavior has already been noted. The authors still show little concern about the theoretical framework that supports this kind of study, since theories of entrepreneurial behavior are not even mentioned. The researchers were more focused on research methods and results, therefore, with a greater focus on the technical pole.

In 2002, there were only six articles and between these, two are highlighted for different reasons, but they already insinuate the hegemonic path taken by researchers of the area. The first one is an article that makes an analysis of the disciplines of entrepreneurship in the curriculum of undergraduate and graduate courses of Administration in North American Universities. In general, it deals with the enterprising education in those universities without doing a comparative analysis, with at least, a Brazilian university or, even with what is observed in Brazil in general.

The second one is an article that analyzes the behavior of Brazilian entrepreneurs using a research tool produced in another country and that is not yet tested in Brazil. This leads to rather confusing results which do not cooperate with the understanding of the profile of the national entrepreneur, and neither with the development of the theoretical pole. It begins to mark a wide range of publications that highlight the technical pole.

In 2003, with the development of a field called "Entrepreneurship and the Entrepreneurial Behavior," there were 23 articles in "EnANPAD" and four in the first edition of the Meetings for Strategy Studies ("3Es"), also dedicating an area to the studies of "Strategy and Entrepreneurship." In general, the articles discuss about the profile, the behavior, and the entrepreneurial motivations. At the same time, articles that describe the history and the trajectory of the Brazilian entrepreneurs have already emerged. Two articles are remarkable not because of the contribution they bring to the entrepreneurship area, but because of a concern with the discipline in the Administration courses. The article, "Entrepreneurship and Didactic Practices in The Administration Undergraduate Courses: the students bring up the problem", for example, is a study of didactic-pedagogical practices of the undergraduate programs in Administration, the teaching strategies that, in the perception of the entrepreneur student, can encourage or inhibit entrepreneurship (Ferreira & Mattos, 2003). In "Entrepreneurial Education as an Alternative to the Mismatch Between the Training and the Allocation of Higher Education Professionals in Brazil: A Case Study in a Public University", Oliveira et al. (2003) discuss the asymmetry that characterizes the relationship between the process of forming senior level professionals in Brazil and the capacity of the labor market of absorbing them. Presenting, in this context, the potentiality of the entrepreneurial education to fill in this gap.

Between the years of 2004 and 2008, the subject in question seems to be on its way to consolidation as part of the Administration studies. With the new organization per area of knowledge established for the "EnANPADs", "Entrepreneurship and the Entrepreneurial Behavior" becomes part of the greater area of the

"Strategies in the Organizations", within the area of "Management of Science, Technology, and Innovation," a sub-topic called "Entrepreneurship and the Business Innovator" is also created. During these five years, there was a quantitative growth in the publications that did not repeat in subsequent years. During that time, 274 articles were published, in other words, 65% of the total production. It is noted that there is a predominance of articles about the behavioral approach studied in various types of organizations using case studies in an exploratory-descriptive research. Articles seem to link entrepreneurship and innovation, starting with empirical bases without worrying about the pertinent (relevant) theory. The same is seen in emerging studies about the incubators, and the entrepreneurial orientation and intention. Over the same period, it also begins to appear articles that try to show the test and validation of tools used to access entrepreneurial behavior, intention and orientation. From these, only two articles were seen in the following years, which after the test and validation of the tools, were used in Brazil, especially with undergraduate students.

Most likely, these studies are motivated by ANPAD's definition for the interest in research, given that it determines, in a specific way, the scope of interest for the work. Also from this period, four articles were found whose contribution goes beyond the technical pole. In "The Epistemological Analysis of the Entrepreneurial Field", a first epistemological analysis of the entrepreneurial field was developed, looking to analyze the influence of the epistemological currents on the work of the field in question. It is pointed out that the study of the different school of thoughts show the influence of various epistemological paradigms on the entrepreneurship construction. There is a near total dominance of the rational, functional, and positive thoughts (Guimarães, 2004:10). In the same line, the article "Back to the Classics: Entrepreneurship and the Institutional Conflict," looks to retrieve, in a theoretical essay, from the reading of classical authors of the Social Sciences, the concept of entrepreneurship to show that, in spite of the social-economic changes that occurred long ago, many authors emphasize a fundamental dimension of the entrepreneurial

action: resistance and conflict with the institutional system (Martes, 2006).

“Methodologies, Resources, and Didactic-Pedagogical Practices in the Education of Entrepreneurship in National and International Undergraduate and Graduate Programs” and “Does the University develop Entrepreneurs? Converging and Diverging Aspects from the Perspective of the Students, Teachers, Parents, and Entrepreneurs,” compose a series of articles whose central point is based on the university’s role in the entrepreneur’s education. There are proposals placed that lead to the discussion of the pros and cons in the positioning of the teachers, who perceive the university as one of the main propulsions of the development of entrepreneurship in the country, and those who believe that the university’s role is more related to the training of more reflective students.

It is also noted, as pointed out by Henrique and Cunha (2006), that the entrepreneurship education has been implanted in synergy with methodologies and didactic-pedagogical practices that are more effective for learning, but without leaving aside, on many occasions, the traditional methods of education consistent with one aspect of the debate about the entrepreneurship education methods that supports the need of a theoretical-practical study, not leaving any gaps when compared to the international universities. On the other hand, two years later, Nassif et al. (2008) indicate that, while seeking to identify the determining factors of the entrepreneurial training that help in building a pedagogical project of Administration courses committed to the entrepreneurial education, it was found that there was an urgent need to review the pedagogical projects and to re-align what is taught in the classroom with what is happening in the daily professional routine so it would meet this reality; adopting methodologies which incorporate theory and practice through a range of extension courses and incentives for research. It is highlighted that from 2004, with the publication of articles that point out the role of the university, other articles that do a survey of the practices and the content of the entrepreneurial education in their respective courses at several universities in Brazil began to emerge.

Since 2009, the number of articles related to the topic of Entrepreneurship began to decline, despite, or maybe due to, a new reorganization of areas and sub-topics within the “ANPAD”. There were only 44 articles. The area of “Strategy in Organizations,” increased the scope of the studies and pointed out that its interest would transfer to the topics of “Strategy, Entrepreneurship, and Development”. “Science Management, Technology and Innovation,” also redefined its theme, broadening it and calling it, “Innovation, Entrepreneurship and Networks.” In the year of 2010 and 2011, the same nomenclatures as those of 2008 were resumed, but the quantity of articles published continued to fall to 41 and 32 respectively. It is worth noticing that the number of articles dealing with the entrepreneurial behavior and entrepreneurial profile significantly decreased.

The most interesting thing is that during this same time period, Global Entrepreneurship Model (GEM, 2012) indicates that Brazil, in comparison to 58 other countries, improved its position in the Entrepreneurship ranking and, currently, it is in 12th place worldwide. It is also important to highlight that Brazil is in 1st place among the 17 countries of the G-20 that participated in the GEM research. Furthermore, at the same time, as it was widely reported in the national and international mass media, Brazil placed in 6th place in the ranking of the largest economies in the world.

The articles from these three year period tend to discuss the social entrepreneurship, the intrapreneurship, as well as the relationship networks between small and medium-sized companies. Reports that discuss the impacts of the entrepreneurial practices on sustainability and organizational competitiveness are also present. In general, it is observed that there was a greater dispersion of interests on the subject; from the locus of the research to the object of study itself.

The authors continue studying the sides of social entrepreneurship in the last three years analysis (2012, 2013 and 2014) but a key element was added to that and has been occupying the center of discussions: entrepreneurship in public administration, specifically in universities. In other words, the authors have studied the role of the universities on developing young

entrepreneurs through the entrepreneurship education and training of an entrepreneurial culture in the public universities and schools. This discussion began in 2012 with the paper “O Fenômeno do empreendedorismo público: um ensaio sobre a aplicabilidade desse construto na Administração Pública Brasileira” (The phenomenon of public entrepreneurship: an essay on the applicability of this construct in the Brazilian Public Administration). In 2013, the text “Meta-análise da produção científica internacional sobre empreendedorismo no setor público: o que tem sido escrito acerca disso?” was published (Meta-analysis of the international scientific literature on entrepreneurship in the public sector: what has been written about it?). This publishing strengthened the discussion and brought to it the comparison between the entrepreneurial phenomenon in the public sector in Brazil and worldwide. It must be highlighted that the public policies of encouraging entrepreneurship in Brazil has been strongly discussed among researchers in the area. It is also noted that in 2013, Marcus Alexander Yshikawa Salusse and Tales Andreassi published “O Estado da arte do ensino do empreendedorismo: mapeamento e evolução” (The state of art of entrepreneurship education: mapping and evolution). The authors explore the existing links between the different entrepreneurship education techniques and the paradigmatic discussion of entrepreneurship as a science and show the challenges that arise from the recently introduced approach from the entrepreneurship as a method. Alexandre Yshikawa Salusse and Tales Andreassi suggest the identification of Brazilian cases in order of deepening and development of local content and the participation of the country, academic teachers in the highlighted discussion on the subject. It may be highlighted the article, in 2014, “Similitudes entre Teoria Social Cognitiva,

Capital Psicológico e Comportamento Empreendedor: uma Reflexão Teórica” (Similarities between Social Cognitive Theory, Psychological Capital and Entrepreneurial Behavior: A Theoretical Reflection) from Luciano Gonçalves de Lima and Vânia Maria Jorge Nassif. The exposed theoretical reflections on the paper show the need for empirical studies to support overlapping as well as a deepening about the construct of entrepreneurship.

It is noted that more research on the topic began to appear, however the studies develop in Brazil until then, had not been the result of a systematic study, that could produce a real contribution, mainly, a theoretical-epistemological contribution.

More specifically, as far as the type of organizations studied, was found that the researchers’ preferences was for the empirical research in small to medium-sized companies which are those that correspond to about 30% of the articles presented. Ranking second place in the researchers’ preferences are the small business with 13%. Then follows the universities and bigger companies that answer with 12% each one of the locus of the research. With great representativeness, the Non-Governmental Organizations (NGOs) have about 8% of the total articles presented, followed by public organizations that represent only 5%. These organizations correspond to approximately 80% of the locus of the research. The others 20% are distributed among research studies that are carried out in religious organizations, incubators, trade associations, professional associations, co-operative businesses, and in the “Brazilian Service of Support to Micro and Small Enterprises” (“SEBRAE”). The source of all the articles, as identified by the HEI which is linked to the researcher, the Table 2 names each researcher and their respective HEI of origin.

Table 2 – The relationship of authors with a greater quantity of articles on the subject and their respective HEI

1st author	Quantity	HEI to which the researcher is bound
Vânia Maria Jorge Nassif	8	Faculdade Campo Limpo Paulista
Fernando Gomes de Paiva JR	7	Universidade Federal de Pernambuco
Yákara Vasconcelos Pereira Leite	7	Universidade Federal Rural do Semi-Árido
Carlos Alberto Gonçalves	6	Universidade Federal de Viçosa
Hilka Vier Machado	5	Universidade Estadual de Maringá

Eda Castro Lucas de Souza	5	Universidade de Brasília
Diego Luiz Teixeira Boava	5	Universidade Estadual de Maringá
Raimundo Eduardo Silveira Fontenele	4	Universidade de Fortaleza
Luciano Rossoni	4	Universidade Positivo
Alessandra Mello da Costa	4	Fundação Getúlio Vargas - RIO
Total	55	

Source: Created by the authors.

There are two points to be highlighted about the researchers in Table 2. In general, their research objects and topics are varied. However, it is observed that 70% of this group share a common theme: the study of the role of the university in the entrepreneurial training, i.e, the education of entrepreneurship in their various approaches. The second aspect is the type of approach and the perspective by which these researchers try to appropriate in this field. Its insertion among the studios of entrepreneurship is very clear: to strengthen and expand the theoretical framework via intensive work and in-depth studies in the epistemological field.

A piece of information that seemed singular was that from the nine articles published in the annals of the “ANPAD” events, eight are from researchers listed in Table 2. Note that ANPAD

makes an effort to build in Brazil, in careful and well-done manner, the quadripolar dimension proposed by Bruyne et al. (1977), The last article that makes up this series of nine is a researcher that, for a few years, signed on as a second author and is included in Table 3. As a general rule, it is also observed, that the researchers from Table 2 and Table 3 had already been working together at some point of their research on topics related to entrepreneurship. Another unique finding is the number of publications, generally essays, that certain researchers obtain by criticizing entrepreneurship and related topics. They are researchers with publications more regularly than many of those who defend the need of education and development of action-reflection-action of entrepreneurship in Brazil.

Table 3 – List of authors with a greater quantity of articles about the subject and their respective HEI

2nd author	Quantity	HEI to which the researcher is bound
Tales Andreassi	9	Fundação Getúlio Vargas - SP
Rivanda Meira Teixeira	7	Universidade Federal de Sergipe
Marianne Hoeltgebaum	5	Universidade Refional de Blumenau
Fernando Gomes de Paiva JR.	5	Universidade Federal de Pernambuco
Fernanda Maria Felício Macêdo	5	Universidade Estadual de Maringá
Walter Fernando Araújo de Moraes	5	Universidade Federal de Pernambuco
Magnus Luiz Emmendoerfer	4	Universidade Federal de Viçosa
Liliane de Oliveira Guimarães	4	PUC – MINAS
Eda Castro LucaS de Souza	4	Universidade de Brasília
Denise Franca Barros	4	Fundação Getúlio Vargas - RJ
Cristina Castro-Lucas	4	Universidade de Brasília
Total	56	

Source: Created by the authors.

As far as the analyzed category it is a theme dealt within the articles, it is noted a strong interest of the researchers on the following specific topics: to understand the entrepreneurial behavior, to understand how entrepreneurship is being incorporated in Administration courses, a concern in how to provide an adequate

entrepreneurial education, and also a large amount of researchers dedicated to the studies of social entrepreneurship. Table 4 shows the greatest concentration of topics that have interested researchers. It is immediately observed that a more in-depth reading of the articles indicates a high level of dispersion of the topics of

interest. Although the organizations that were the locus of the research presented a greater uniformity, the dispersion on the topic discussed leads to the lack of deepening of the level of

debate in the articles. What is also confirmed is the high rate of articles that are exploratory-descriptive studies that leave little room to expand the discussions on the topic in question.

Table 4 – Specific topics covered in the selected articles

Entrepreneurial Behavior	78
Teaching entrepreneurship	45
Social entrepreneurship	33
Entrepreneurial attitude	21
Entrepreneurship in public organizations	19
Reflections and elaborations on the entrepreneurial construct	19
Guidance and view of entrepreneurship	17
Women's entrepreneurship	15
Inter entrepreneurship	15
Validation of research tools	5
Total	267

Source: Created by the authors.

Regarding the type of approach of the research, in relation to the total number of articles analyzed, there is a predominance of qualitative investigations (a bit more than 65% of the total). Even more when we consider the approaches the researchers denominate as qualitative-quantitative, which account for about 10% of the total. 24% of the studies that use the quantitative approach, less than 5% works with more sophisticated tools, with the SPSS, for instance. The majority uses Excel for tabulation with some quite basic analyses. It must be emphasized that the tabulations and the more sophisticated analyses in the quantitative approaches have increased over the past few years. In general, it attempts to validate or test the models for measurement of entrepreneurial intention or of verification of the entrepreneurial behavior, for example, developed in other countries in the Brazilian context.

It still stands out that almost 70% of the articles are the results of case studies and almost 75% of the articles analyzed are exploratory-descriptive studies. These responses may indicate the interest of the researchers to better understand the phenomenon of entrepreneurship in the most varied contexts, mainly the experiences that have been carried out in the scope of small and medium-sized business. However, the predominance of the exploratory-descriptive studies also shows a theoretical pole that progresses very little. In this sense, it is

observed that although the same topics and the same approaches are handled several times in different contexts or not, as a rule, the authors claim that the subject is still not well studied and believe they could bring new knowledge to the area. In more than 70% of the cases, the authors confirm the need to familiarize themselves with the studied phenomenon. The study of the articles already published in the *Annals of the "ANPAD"*, would collaborate immensely for the advance of the theoretical pole about entrepreneurship in Brazil.

However, from what it is been noticed in the most recent publications, researchers already show a concern with the state of art of entrepreneurship in Brazil. This is the first step, as it has also been done the US researchers Kent et al. (1982) and Sexton and Smilor (1986) and Westhead (1993).

10. FINAL CONSIDERATIONS

Although the propositions of Bruyne et al. (1977), have been treated throughout the presentation and analyses of the results with insertions where it was relevant, it is important to observe that:

Our greatest contributions are in the technical pole, the one related to the data collection, and where countless case studies were found. In reality it is where the majority of the empirical studies that address the entrepreneurship and its

related topics converge. Combined with this discrepancy is the fact that the majority of the research is also the result of the exploratory-descriptive studies. However, we must remember that the exploratory-descriptive studies are at the level that Bruyne et al. (1977) calls the “zero degree” of theorization. The same way, a large number of case studies, although it may lead to in-depth studies of the subject, what was not perceived in the analysis of the articles can generate some stagnation in the research. This is because, “the case study, in its own unique way, can only aspire to scientifically be integrated into a process of global research where the role of theory is not deformed and where the criticism of epistemological problems and concepts is not neglected” (BRUYNE et al., 1977:225). Precisely the opposite of what was found in the analysis of numerous articles, which was: the emphasis on the case studies and data valuation, combined with certain negligence with the theory, as if part of the researcher’s work was not to seek to compare the results obtained in the empirical research with the theory that originated them.

Due to the carelessness observed in confronting the empirical studies with the theory, the morphological pole or the frame of analysis does not advance a lot in Brazil. Therefore, it contributes little to the theoretical formulations of the field as a whole. Remembering that the morphological pole represents the organization plan of the phenomena, the ways of articulating the theoretical expression of the research. In other words, it deals with typologies, the ideal types, the systems, and the structure-models. In this perspective, what was observed was that the use of typology proposed in other countries and the lack of typologies typically Brazilian, although some researchers, who specifically study entrepreneurship in the context of the Brazilian culture already point to possibilities of the creation of national typologies, so as to understand and compare Brazilian entrepreneurs with non-Brazilians within our own regions, analyzing them under different perspectives and places. As Bruyne et al. (1977) pointed out, the great advantage of a typological framework is that it allows the use of the comparative method, as well as building a scientific message in a ranking system that allows the phenomena to be

grouped into logical categories according to the criteria that define them.

Some of the biggest gaps in the construct of entrepreneurship were found in the theoretical pole in the analyzed texts. The construction of concepts and theories, guided by the reference framework, has not happened due to the large use of case studies, exploratory-descriptive studies and the lack of systemization of what is already implemented in published research. Surely, the reference framework used is positivist, but, as Bruyne et al. (1977) confirms, the characteristic of the positivist reference framework in the social sciences is the research, through the observation of the experience data, the formulation of the general laws that rule the social phenomena. The development of these laws from the persistency or regularity of the phenomena observed does not have a place in the agenda of the researchers with interest in the topic. That would take, supposedly, to formulate positive laws and the generalization from them. In this way, the built object little differs itself by the perceived common sense, since the specific translation, concept of the real, is still quite fragile. As a result, what is noted is the epistemological rupture that would enshrine the distancing always recommenced of the scientific object before the objects of common sense, pre-notions, myths, at least in the analyzed articles, always seems to be imminent. But in the following years, when waiting for more in-depth studies that could promote, even if slowly, this rupture, it does not happen and the articles are repeated, in its majority, with the case studies and the exploratory-descriptive studies. Thus, the theorizing that should be sought at the epistemological level, also, still fragile, does not represent the robustness needed for the formulation of the reference framework and so forward.

Finally, the assertion of Bruyne et al. (1977) is that the dialectic interaction of these different poles constitutes the set of the methodological practice can distinctly be observed to the extent that it is noted that the weakness on a field, as in the case of the technical field, whose problem is the excessive use of the case studies and the exploratory-descriptive studies, leads to the lack of substantiality in the entire field of a given construct.

The case study approach to research offers a valuable opportunity to generate new theories and provide in-depth understanding of complex phenomena (EISENHARDT, 1989; JACK et al., 2010; YIN, 1993). Theory building from case studies is especially useful for exploring longitudinal change processes (Van de Ven, 1992). As Eisenhardt and Graebner (2007:25) state, "papers that build theory from cases are often regarded as the most interesting research".

It is also important to remember that although the area still requires a great deal of dedication and discipline of its researchers, a group of researchers that have already been previously mentioned and that, over the course of almost two decades, have been providing a new breath to the entrepreneurship studies in Brazil when dedicating themselves to discuss about: the essence of entrepreneurship, the epistemological analysis of this field, the discursive construction of the concept and its axiological sense, the onto-teleological constitution of entrepreneurship, the epistemological dimensions of research in entrepreneurship, and finally, the ideas and the location of the entrepreneurs and of the entrepreneurship in a historical perspective.

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