

# Tailoring Entrepreneurial Education: Demand-Driven Insights for an Entrepreneurial Online Mentoring Program

Henry Nicolai Buxmann, Katrin Singer-Coudoux and Karim Houssni

Fraunhofer Institute for Production Systems and Design Technology, Berlin, Germany

[henry.nicolai.buxmann@ipk.fraunhofer.de](mailto:henry.nicolai.buxmann@ipk.fraunhofer.de)

[katrin.singer@ipk.fraunhofer.de](mailto:katrin.singer@ipk.fraunhofer.de)

[karim.houssni@ipk.fraunhofer.de](mailto:karim.houssni@ipk.fraunhofer.de)

**Abstract:** The 2023 European Innovation Scoreboard reveals that there is an innovation asymmetry between different European Union (EU) regions, which is leading to an innovation gap. In particular, southern and eastern EU countries showcase a lower level of innovation compared to their northern and western counterparts. To tackle this issue, the ENTRPRENEDU project, funded by the European Union, endeavors to bridge the innovation and educational divide across EU regions through a scalable "Venture Building Program". At its core lies the precisely crafted ENTRPRENEDU mentoring program, which aims to nurture 12, through hackathons selected, teams from the emerging to moderate-innovation countries Italy, Greece, and Bulgaria. This paper presents the methodological framework, execution, and results of the demand analysis underpinning the development of the ENTRPRENEDU online mentoring program. Employing a qualitative research design for the demand analysis, semi-structured interviews were conducted to delve into the nuanced needs and experiences of the participating teams. These hour-long sessions followed a pre-defined guideline and aimed to determine the specific entrepreneurial needs of the participating teams. For the analysis of interview data, a thematic approach was utilized revealing clusters of predominant demands among the teams, serving as the cornerstone for deriving six overarching mentoring modules. These modules were tailored to address the identified demands and laid the foundation for the program's curriculum development. Each mentoring module was crafted to align with the specific learning objectives of the teams, ensuring targeted guidance tailored to their unique journey. This paper highlights the symbiotic relationship between the identified demands of the teams and the structured mentoring curriculum, underscoring its significance in providing tailored support conducive to their success. The findings not only contribute to the academic discourse on mentoring program development but also hold practical implications for policymakers, educators, and entrepreneurs striving to foster innovation and entrepreneurship in their respective contexts.

**Keywords:** Innovation, Entrepreneurship, Mentoring, Curriculum, Demand analysis

---

## 1. Introduction

The European Union (2023) notes, in the European Innovation Scoreboard (EIS), that despite significant progress, there is still a critical need to close the innovation gap between European countries and regions. Specifically, southern and eastern European countries show lower levels of innovation activity compared to their western and northern counterparts. Closing the innovation gap requires urgent development of educational programs and support mechanisms to nurture young talent and drive teams' growth. However, challenges like knowledge gaps, limited human resources, financial constraints, and effective use of information technologies continue to pose obstacles in the low innovation regions in the European Union (European Union, 2023). The ENTRPRENEDU project aims to address these challenges through the creation of a versatile, scalable educational model empowering young European entrepreneurs in navigating financial and market challenges. The project aims to equip individuals with the resources and knowledge for market success by aligning their needs with potential investors, offering technology transfer, networking, mentoring, and funding opportunities. The overarching goal of ENTRPRENEDU is to establish a "Venture Building Program" that fosters knowledge sharing, capacity building, and strengthens European entrepreneurial ecosystems while reducing the innovation and educational gap in the EU. The project consists of a consortium of eight European partners which are namely: Fondazione E. Amaldi (FEA), Fraunhofer IPK, the European Business Angel Network (EBAN), Corallia, Cleantech Bulgaria (CTBG), F6S Network Limited, Luiss university and the university of Thessaly.

In the initial phase, the project focused on identifying the needs of educational and business ecosystems that can benefit from ENTRPRENEDU's services. In the second phase, these needs were transformed into concrete challenges that are of high importance for the EU. These challenges form the basis for ENTRPRENEDU's three hackathons, where individuals aged 18 to 40 and teams participated, generating business ideas addressing one of the challenges which are namely: The deep tech industry and sustainability. During the third phase, a focus lied on providing support to 12 teams chosen from the ENTRPRENEDU hackathons. These took place in the moderate innovation countries Italy, Greece and in the emerging innovation country Bulgaria. At each hackathon the four most promising teams have been selected and take part in the ENTRPRENEDU online mentoring program. The four selected teams at each hackathon formed a cohort leading to the assembly of three cohorts

in total. Over a duration of six months, these teams received up to 60 hours of online mentoring, totalling 720 hours, through a combination of video sessions and coaching workshops from six of the consortium members. The first hackathon took place in Rimini, Italy from the 15th to 17th of June. The participating teams pitched their solution addressing the previously established main challenges in the European Union. The names of the four winning teams of the first Hackathon are As You Like, Backwards, BOBIS and Shades of Blue. The ENTREPRENEU online mentoring program is structured to the needs of the winning teams. Thus, a demand analysis was conducted with the four winners of the first hackathon in Rimini, Italy.

## **2. The Importance of Entrepreneurial Mentoring**

Entrepreneurial mentoring plays a pivotal role in the growth and success of new ventures, particularly in environments where innovation is emerging or moderate. The literature on mentoring highlights its importance in skill development, network expansion, and overcoming challenges specific to entrepreneurs. Kubberød et al. (2018) underscore that effective mentoring fosters the development of essential entrepreneurial skills, expands professional networks, and stimulates innovation and growth. Moreover, mentoring can reduce the sense of isolation that many entrepreneurs experience by offering a supportive network to navigate entrepreneurial challenges (Jabeen et al., 2017).

### **2.1 The Role of Demand Analysis in Shaping Mentoring Programs**

A demand analysis serves as a critical tool in customizing mentoring programs to meet the specific needs of entrepreneurs. This process involves identifying the particular types of support that entrepreneurs seek and the resources necessary to fulfil these requirements effectively. Research by St-Jean and Mathieu (2015) emphasizes that a demand-driven approach ensures that mentoring is relevant and impactful, particularly when addressing the diverse needs of entrepreneurial populations. For instance, Baluku et al. (2020) highlight how tailored mentoring programs, designed based on demand analysis, can address the unique challenges faced by different segments, such as women, minorities, and entrepreneurs in various sectors.

Despite the extensive recognition of demand analysis in shaping entrepreneurial mentoring, there is a gap in applying these insights to regions with varying levels of innovation, such as those within the European Union. The majority of existing studies focus on general entrepreneurial contexts without considering the regional disparities in innovation capacities. This paper addresses this gap by conducting a demand analysis for entrepreneurs from emerging and moderate-innovation regions within the EU, thereby contributing to a more nuanced understanding of how mentoring can be customized to different regional contexts.

### **2.2 Mentoring in the Context of Regional Innovation Disparities**

Studies such as Autio et al. (2014) have shown that regional innovation ecosystems play a crucial role in determining the success of entrepreneurial ventures. However, there is limited research on how online mentoring programs can be tailored to support entrepreneurs in medium and less innovative regions. This study builds on the work of Isenberg and Daniel (2010) which discusses the concept of entrepreneurial ecosystems, by focusing on how demand-driven mentoring can address the specific challenges faced by entrepreneurs in regions with lower innovation activity.

Moreover, the literature suggests that mentoring effectiveness is maximized when programs are adapted to individual circumstances and contexts (Mouammer and Bazan, 2021). In regions with emerging or moderate innovation levels, entrepreneurs often face distinct challenges such as limited access to resources, inadequate support structures, and a lack of entrepreneurial culture. By understanding these regional disparities, this study aims to design an online mentoring program that is not only context-specific but also scalable and adaptable to other regions facing similar challenges.

### **2.3 Factors for Entrepreneurial Success**

This paper draws on theoretical contributions to explore how tailored mentoring can facilitate the spread of innovative practices in medium and less innovative EU regions. Kiss et al. (2012) found that entrepreneurs in emerging markets who set clear, strategic business objectives are better able to align their limited resources and capabilities with market opportunities, leading to improved business performance. Further, Lingelbach et al. (2005) demonstrated that entrepreneurs in less innovative regions who effectively leverage informal networks and community resources are more successful in securing resources and support necessary to grow their businesses. Moreover, Miller and Wedell-Wedellsborg (2013) found that entrepreneurs who systematically evaluate and refine their products or services based on market feedback are more likely to achieve product-market fit, leading to higher chances of success in resource-constrained environments. Additionally, London and

Hart (2004) found that entrepreneurs who focus on inclusive business models that target underserved segments, such as low-income target groups, can achieve significant social and financial returns. Furthermore, Khanna and Palepu (2010) argue that entrepreneurs who can identify and exploit institutional challenges by creating innovative solutions, such as alternative distribution networks, can turn these challenges into opportunities. In their study George et al. (2012) demonstrated that entrepreneurs who successfully integrate local trends and global innovations into their business strategies are better positioned to compete and thrive in emerging markets. Further, Brixiová et al. (2015) found that entrepreneurs who possess practical know-how and adopt a proactive attitude are more likely to identify opportunities and innovate, even in challenging environments. Lastly, Naudé (2013) emphasized that entrepreneurship training programs in emerging regions are more effective when they focus on practical, context-specific learning objectives that directly address the challenges entrepreneurs face in their local environments.

## **2.4 Global Perspectives and Emerging Trends in Entrepreneurial Mentoring**

While the focus of this study is on the European Union, it is essential to consider global trends in entrepreneurial mentoring. Studies from regions such as North America and Asia have shown the increasing importance of digital tools in mentoring, particularly in the context of online and remote mentoring programs (Li et al., 2018). The integration of digital platforms can enhance the scalability of mentoring programs, making them more accessible to entrepreneurs in remote or less developed regions.

Additionally, the impact of the COVID-19 pandemic on entrepreneurship has accelerated the adoption of digital mentoring tools (Ratten, 2021). This shift highlights the need for mentoring programs that are adaptable to online environments, which is particularly relevant for the ENTRPRENEDU project's focus on online mentoring. Moreover, the growing emphasis on sustainability and social entrepreneurship, as discussed for instance by Kickul et al. (2018) or Elkington (2018) suggests that mentoring programs should incorporate these themes to remain relevant to current and future entrepreneurial challenges.

Despite the advancements in the field, there remains a significant gap in research that specifically addresses the customization of online mentoring programs for EU regions with low and medium levels of innovation. This paper contributes to filling this gap by providing a detailed analysis of the specific demands of entrepreneurs in southern and eastern EU countries and offering a mentoring framework tailored to these needs.

## **3. Methodology**

This section explains the structure and purpose of the applied demand analysis. The demand analysis ensures that the mentoring program is tailored to meet the specific needs of the participants, maximizing its impact and relevance especially for young entrepreneurs from low to medium innovation countries. It also helps to set realistic goals and allocate resources efficiently, enhancing motivation and success. The analysis was conducted using the methodological approach of semi-structured interviews, a qualitative process that captures the experiences, perceptions and insights of participants to create a demand-oriented mentoring program. The data collection took place on 30th June 2023. The process comprised online interviews with representatives from each of the four teams that were selected at the hackathon in Rimini, Italy to enter the ENTREPRENDU online mentoring program. These four teams constitute the first cohort of the programme namely As You Like, Backwards, BOBIS and Shades of Blue. Each interview session lasted for one hour, aiming to capture an in-depth understanding of the participants' experiences and needs. To ensure consistency in data collection and interpretation, two researchers and one research assistant from Fraunhofer IPK conducted and protocolled the interviews. Two developers of As You Like, the two founders of Backwards, the two founders of BOBIS and the three founders of Shades of Blue took part in their respective interviews. Prior to the data collection, an interview guideline was prepared to establish a clear direction and framework for the interview. The guideline was structured around eight key dimensions which were derived from the discussed literature and is depicted in Figure 1. The figure further highlights the subsequent design and implementation of the mentoring program.

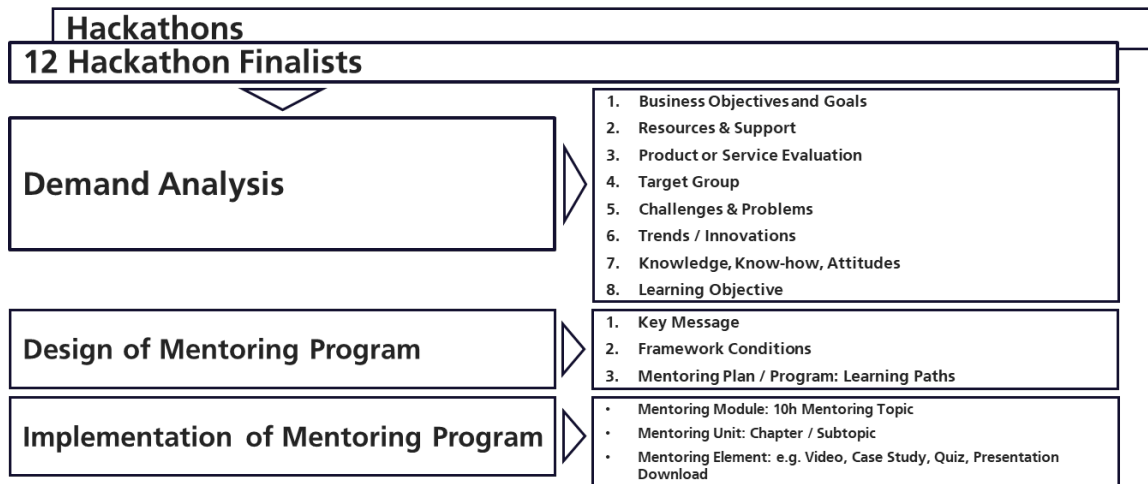


Figure 1: Demand Analysis Structure

All interviews were conducted with respect to ethical considerations, including voluntary participation, confidentiality, and privacy of the participants. Following the data collection, the subsequent stage involved an in-depth analysis of the responses obtained from each of the four participating teams. This was done through a thematic analysis, which was executed in several stages (Braun and Clarke, 2006). Based on the protocols an 'open coding' process was carried out. This is the first step in qualitative data analysis and involves identifying and defining themes that emerged from the interviews. In this process, the protocols were analysed and segments of the text that encapsulated key thoughts or concepts were labelled. After coding the protocols, the codes were examined for patterns sorted into broader categories. This stage is often referred to as 'axial coding' and it involves the clustering of related codes to identify the main themes. These themes were then compared across all teams to identify shared or unique demands. To ensure this process was rigorous and transparent, each theme was revisited in the context of the questions in the interview guide and the specific challenges and learning objectives expressed by the teams. This method was employed as it provides a flexible and useful research tool for identifying, analysing, and interpreting patterns of meaning ('themes') within qualitative data. The themes derived from this analysis process were matched with the skill set if the consortium partners engaged in the mentoring. Themes that matched with the partners skill set served as a basis for the derivation of the mentoring topics, thereby ensuring that the curriculum is tailored to meet the specific needs and learning objectives of the teams. Each mentoring topic was used to create a separate mentoring module. In this manner, the mentoring modules and the subsequent curriculum were directly linked to the identified needs of the teams, providing them with targeted guidance that would be most beneficial to their business journey.

#### 4. Results of the Demand Analysis

The following section provides detailed insights into the results of the demand analysis as well as the derived mentoring modules. In order to ensure the confidentiality of the results of the demand analysis, the names of the teams are anonymized in the following.

##### 4.1 Demand and Learning Objective of Each Team

The demand analysis and subsequent interviews with the four teams that were selected during the hackathon in Rimini, Italy revealed a variety of challenges and demand specific to each team, shaped by their unique business contexts and long-term goals. After an introduction of the team, their challenges and demands are presented as follows.

###### 4.1.1 Team A

Team A is developing a multisided catering service app to offer customizable, healthy meals while addressing food waste, aiming for launch in 2024 with profitability by 2025. Despite strong technical resources and market awareness, they face challenges in strategic planning, market research, legal concerns, and engaging their target segments, indicating a need for comprehensive guidance.

#### 4.1.2 Team B

Team B, formed at a Rimini hackathon, aims to reduce waste from food delivery packaging through reusable containers, targeting environmentally conscious young Italians. Despite strong IT and marketing skills, they lack business planning and development expertise, highlighting a need for training in goal setting, competitive analysis, and market research.

#### 4.1.3 Team C

Team C has developed an online platform connecting local stores with customers, promoting local purchasing and reducing last-mile logistics, but lacks clear business objectives, indicating a need for strategic planning. Despite having a diverse skill set and some digital marketing abilities, they face challenges in communication, investor pitching, HR management, and market competition, suggesting a need for targeted training in these areas.

#### 4.1.4 Team D

Team D, established in 2023, aims to create a standardized certification system for sustainable water management but lacks clear business objectives and a marketing strategy, indicating a need for strategic planning and customer engagement training. Their challenges include implementing their idea, securing pilot companies to test their product, and addressing gaps in environmental and engineering expertise. Which suggests a need for guidance in market research, business modelling, and technical knowledge acquisition.

### 4.2 Common Themes and Derivation of the Mentoring Topics

The in-depth interviews and subsequent demand analysis with the four teams identified several common themes and demands. Table 1 illustrates the identified themes and their respective and clustered codes.

**Table 2: Results of the thematic demand analysis**

Theme	Code
Demand for a Business Model Development	Business and legal knowledge gap
	Business model setup
	Business development gap
	Need for strategic guidance
	Incomplete business model
	Business operations ideas
Demand for Crafting a Unique and Competitive Value Proposition	Value proposition validation
	Strategic knowledge gap
	Communication challenges
	Clarifying value and mission
Demand for Technical Feasibility and Product Development Skills	Need for technical expertise
Theme	Code
Demand for Technical Feasibility and Product Development Skills	Blockchain exploration
	Materials and production knowledge gap
	Competitor product analysis
	Implementation and validation strategies
	Need for technical support
	Environmental and scientific expertise gap
Demand for Crafting a Successful Investment Pitch and Understanding Funding Needs	Networking for fundraising
	Learning funding options
	Funding calculations

Theme	Code
	Investor pitching skills
Demand for Comprehensive Business Planning	Strategic roadmap development
	Business management gap
	Learning business challenges
	Business management expertise
Demand for Access to Finance and Understanding Funding Mechanisms	Investor engagement
	Investor communication skills
	Mentorship and advice
	Business model validation
	Exploring funding options

From the analysis six primary demands emerged, and where consequently matched with the expertise of the consortium mentoring partners leading to the six mentoring modules of the program. In the following the themes and content of the mentoring modules are discussed.

#### 4.2.1 Demand for a Business Model Development

A prominent challenge across all interviews was the *business and legal knowledge gap* and the *incomplete business model* identified by each team. The interviews revealed that the teams faced substantial challenges in creating an implementable business model. The *business development gap* further highlighted the teams' need for strategic guidance in setting up and refining their business models. Additionally, the *business model setup* and *business operations ideas* codes emphasized the necessity for practical and operational advice, underscoring the demand for a comprehensive understanding of the business model development process. One participant noted: *"We need guidance from mentors for practical and operational advice so that we can gain confidence in the global start-up world, including how to create a business canvas, plan, price, and conduct market research"*.

This common demand among the teams aligned well with Fraunhofer IPK's experience in and subsequent mentoring module "Business Model Development" that provided the teams with a structured approach to developing a robust business model.

#### 4.2.2 Demand for crafting a unique and competitive value proposition

The demand for crafting a unique and competitive value proposition was strongly linked to the *value proposition validation* and *strategic knowledge gap* codes identified during the interviews. Teams reported difficulties in identifying and effectively communicating their company's value and mission to their target audience. These challenges underline the importance of mentoring in helping the teams to identify and communicate their unique value points to create a competitive edge. One participant stated: *"The main problem right now is communication—specifically, targeted communication to attract customers and effective marketing. We need to better explain our company's value and mission and clearly convey our value proposition to the target audience."* Given these shared demands, Luiss universities understanding of "Value Propositions" development provided invaluable assistance. Their mentoring module "Crafting a Unique and Competitive Value Proposition" involved guidance on identifying unique value points, aligning these points with the needs and wants of their target market, and effectively communicating this value to attract and retain customers.

#### 4.2.3 Demand for technical feasibility and product development skills

The interviews revealed a strong demand for technical feasibility and product development skills, as reflected in the *need for technical expertise* and *implementation and validation strategies* codes. Teams emphasized the necessity of transforming their innovative ideas into market-ready solutions, with *competitor product analysis* playing a critical role in understanding the competitive landscape. Additionally, the *need for technical support* and *environmental and scientific expertise gap* underscored the importance of mentorship in guiding teams through the complex process of product development and validation. One participant noted: *"A critical aspect is finding the easiest and most efficient way to implement our idea, which means securing pilot companies willing to test and validate our concept. Validation is a significant hurdle at this stage because it directly impacts our ability to refine our product, develop a complete business model, and ultimately attract investors."* Given these articulated demands, FEA's background in the field of technology feasibility was instrumental in providing the

teams with practical guidance. The consequently developed mentoring module "Your Idea Pitch: from Tech Feasibility to Product Development" involved the introduction of tools to validate technical concepts, guidelines to structure the development processes, and methods to validate the product in their target market.

#### *4.2.4 Demand for crafting a successful investment pitch*

The demand for crafting a successful investment pitch and understanding funding needs was primarily driven by the *investor pitching skills* and *learning funding options* codes. Teams expressed a clear need for guidance in developing compelling investment pitches that could attract potential investors. The *funding calculations* code further illustrated the challenge of accurately quantifying funding needs, while the *networking for fundraising* code highlighted the importance of establishing connections with investors. Together, these codes underscore the necessity of mentorship in preparing the teams to secure the funding required for their business growth. EBAN's understanding of a "Pitching and Assessing Funding Needs" was extremely relevant for the teams. In their mentoring module "Investment Pitch and Quantifying Your Funding Needs" they assisted the teams in developing compelling investment pitches, understanding their funding needs accurately, and learning how to approach potential investors effectively.

#### *4.2.5 Demand for comprehensive business planning*

Furthermore, comprehensive business planning emerged as a common demand across the teams, closely tied to the *strategic roadmap development* and *business management gap* codes. Teams identified the need for structured guidance in defining their business objectives and planning their operations effectively. The *learning business challenges* and *business management expertise* codes reflected the importance of understanding the complexities of managing a business and overcoming potential obstacles. Corallia's expertise in and subsequent mentoring module "Entrepreneurial Business Planning" was relevant in this matter as the mentoring conducted by Corallia involved helping the teams to define their business objectives, plan their operations, create financial forecasts, and devise marketing strategies in the frame of a comprehensive business plan.

#### *4.2.6 Demand for access to finance and understanding funding mechanisms*

The demand for access to finance and understanding funding mechanisms was strongly associated with the *investor engagement and exploring funding options* codes. Teams highlighted the importance of networking with potential investors and identifying the most suitable funding options for their business ideas. The *investor communication skills* code further emphasized the need for effective communication strategies when engaging with investors. These codes collectively underscore the critical role of securing the necessary financing and effectively managing financial strategies. One participant stated: "We want to improve our networking skills to generate better ideas and secure funding. Additionally, we're focused on setting up a solid business model and financial plans, learning new growth techniques, and understanding how to find the best funding options for our teams." This common concern directly correlated with Cleantech Bulgaria's expertise in and subsequent mentoring module "Access to finance and related funding". This mentorship involved guidance on identifying suitable funding options, navigating the legalities of securing financing, and effectively managing the funds they acquire. Furthermore, it included introducing the teams to various financing mechanisms available for teams in different stages and sectors.

## **5. Discussion and Conclusion**

The ENTREPRENEDU online mentoring program, is structured around the six themes that were identified in the demand analysis. Therefore, it is able to address the specific demands of individual entrepreneurs. Further, the programs modular structure allows for customization based on the specific needs of different cohorts, ensuring relevance and efficacy across various contexts. This flexibility is crucial for the programs scalability and extending it to other regions beyond Italy, Greece, and Bulgaria, thereby contributing to a more balanced innovation landscape across the EU. The broader implications of this paper highlight the importance of context-specific mentoring in bridging innovation gaps and enhancing the innovation capacity of emerging entrepreneurs. Hereby, this paper followed the approach suggested by Isenberg and Daniel (2010) and Mohiuddin et al. (2023) and focused on the individual context of the participants through the execution of a demand analysis. The therefore conducted demand analysis and its results support the view of Baluku et al. (2020) and played a crucial role in understanding the specific needs and challenges faced by entrepreneurs in various contexts. This analysis allowed for the design and development of a tailored online mentoring program that directly addresses the unique demands of each cohort. It revealed key areas where entrepreneurs require the most support. These key areas are business model development, value proposition crafting, technical feasibility, pitching, business

planning and funding acquisition and correlate with the prevalent issues in moderate and emerging innovation regions (European Union, 2023). Hence this paper, highlights the necessity for comprehensive and tailored mentoring programs in these regions and enriches the discussion on the customization of online mentoring programs and the demand of entrepreneurs from EU regions with low and medium levels of innovation.

For policymakers, educators, and entrepreneurs, the findings underscore the importance of targeted support and the need for continuous adaptation to local contexts. By fostering a supportive environment that addresses specific regional demands, stakeholders can significantly enhance innovation capacity and contribute to sustainable economic growth. Future research should focus on longitudinal studies to assess the long-term impact of such online mentoring programs on entrepreneurial success and regional innovation. Additionally, exploring the integration of emerging technologies and innovative practices in mentoring process could further enhance the effectiveness of these programs. By continuing to refine and adapt mentoring approaches, we can better support the next generation of entrepreneurs and bridge the innovation gap across the European Union.

## References

- Autio, E., Kenney, M., Mustar, P., Siegel, D. and Wright, M. (2014) 'Entrepreneurial innovation: The importance of context', *Research Policy*, vol. 43, no. 7, pp. 1097–1108.
- Baluku, M. M., Matagi, L. and Otto, K. (2020) 'Exploring the Link Between Mentoring and Intangible Outcomes of Entrepreneurship: The Mediating Role of Self-Efficacy and Moderating Effects of Gender', *Frontiers in psychology*, vol. 11, p. 1556.
- Braun, V. and Clarke, V. (2006) 'Using thematic analysis in psychology', *Qualitative Research in Psychology*, vol. 3, no. 2, pp. 77–101.
- Brixiová, Z., Ncube, M. and Bicaba, Z. (2015) 'Skills and Youth Entrepreneurship in Africa: Analysis with Evidence from Swaziland', *World Development*, vol. 67, pp. 11–26.
- Elkington, J. (2018) *25 Years Ago I Coined the Phrase "Triple Bottom Line." Here's Why It's Time to Rethink It.* [Online]. Available at <https://hbr.org/2018/06/25-years-ago-i-coined-the-phrase-triple-bottom-line-heres-why-im-giving-up-on-it>.
- European Union (ed) (2023) *European Innovation Scoreboard 2023* [Online]. Available at [https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard\\_en#documents-and-media](https://research-and-innovation.ec.europa.eu/statistics/performance-indicators/european-innovation-scoreboard_en#documents-and-media).
- George, G., McGahan, A. M. and Prabhu, J. (2012) 'Innovation for Inclusive Growth: Towards a Theoretical Framework and a Research Agenda', *Journal of Management Studies*, vol. 49, no. 4, pp. 661–683.
- Isenberg and Daniel (2010) 'The Big Idea: How to Start an Entrepreneurial Revolution', *Harvard Business Review*.
- Jabeen, F., Faisal, M. N. and I. Katsioloudes, M. (2017) 'Entrepreneurial mindset and the role of universities as strategic drivers of entrepreneurship', *Journal of Small Business and Enterprise Development*, vol. 24, no. 1, pp. 136–157.
- Khanna, T. and Palepu, K. G. (2010) 'Winning in Emerging Markets: A Road Map for Strategy and Execution', *NHRD Network Journal*, vol. 3, no. 3, p. 75.
- Kickul, J., Gundry, L., Mitra, P. and Berçot, L. (2018) 'Designing With Purpose: Advocating Innovation, Impact, Sustainability, and Scale in Social Entrepreneurship Education', *Entrepreneurship Education and Pedagogy*, vol. 1, no. 2, pp. 205–221.
- Kiss, A. N., Danis, W. M. and Cavusgil, S. T. (2012) 'International entrepreneurship research in emerging economies: A critical review and research agenda', *Journal of Business Venturing*, vol. 27, no. 2, pp. 266–290.
- Kubberød, E., Fosstenlökken, S. M. and Erstad, P. O. (2018) 'Peer mentoring in entrepreneurship education: towards a role typology', *Education + Training*, vol. 60, no. 9, pp. 1026–1040.
- Li, L., Su, F., Zhang, W. and Mao, J.-Y. (2018) 'Digital transformation by SME entrepreneurs: A capability perspective', *Information Systems Journal*, vol. 28, no. 6, pp. 1129–1157.
- Lingelbach, D. C., La Vina, L. de and Asel, P. (2005) 'What's Distinctive about Growth-Oriented Entrepreneurship in Developing Countries?', *SSRN Electronic Journal*.
- London, T. and Hart, S. L. (2004) 'Reinventing strategies for emerging markets: beyond the transnational model', *Journal of International Business Studies*, vol. 35, no. 5, pp. 350–370.
- Miller, P. and Wedell-Wedellsborg, T. (2013) *Innovation as usual: How to help your people bring great ideas to life*, Boston, Mass., Harvard Business Review Press.
- Mohiuddin, M., Nurul Hasan Reza, M., Hosseini, E. and Ed-Dafali, S. (eds) (2023) *Entrepreneurship - New Insights*, IntechOpen.
- Mouammer, L. and Bazan, C. (2021) 'EFFECT OF MENTORSHIP ON THE EARLY ENTREPRENEURIAL JOURNEY OF UNIVERSITY STUDENTS', *Proceedings of the Canadian Engineering Education Association (CEEA)*.
- Naudé, W. (2013) 'Entrepreneurship and Economic Development: Theory, Evidence and Policy', *SSRN Electronic Journal*.
- Ratten, V. (2021) 'Coronavirus (Covid-19) and entrepreneurship: cultural, lifestyle and societal changes', *Journal of Entrepreneurship in Emerging Economies*, vol. 13, no. 4, pp. 747–761.
- St-Jean, É. and Mathieu, C. (2015) 'Developing Attitudes Toward an Entrepreneurial Career Through Mentoring', *Journal of Career Development*, vol. 42, no. 4, pp. 325–338