

Introduction

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Entrepreneurship has become an important, and even critical, topic for a multitude of stakeholders ranging from educators and policymakers to industry practitioners from around the world who are trying to navigate challenging and uncertain times (Liu et al., 2020). As a result, entrepreneurship education has emerged as an important rhetoric in the domains of contemporary higher education, driven primarily by the experience of the phenomenon in the practice world and the need for students across disciplines to develop the ability to think and act more entrepreneurially (Neck et al., 2019). The notion of entrepreneurship education research has become a legitimate academic field, evidenced by an increasingly vibrant and burgeoning literature (Nabi et al., 2017). However, the phenomenon-driven extant field of entrepreneurship education has led to theoretical fragmentation and lags progress in relation to the rapid development of mainstream entrepreneurship research (Neck and Corbett, 2018). There have been several books centring on entrepreneurship education (Fayolle, 2007, 2018; Greene and Rice, 2007; Jones, 2019; Matthews and Liguori, 2018; Neck et al., 2014) and a number of dedicated special issues in academic journals, such as *Academy of Management Learning & Education* (2007, 6: 2), *Journal of Small Business Management* (2011, 49: 1; 2019, 57: S1), *Entrepreneurship & Regional Development* (2012, 24: 9–10) and *International Small Business Journal* (2016, 34: 7), among others, as well as a new journal, *Entrepreneurship Education and Pedagogy*.

This volume of *Innovation in Global Entrepreneurship Education*, written by faculty from member schools of the Babson Collaborative for Entrepreneurship Education, fills a gap in the current entrepreneurship education literature. We offer a multidisciplinary, interdisciplinary, comparative and global perspective on best practices and new insights in entrepreneurship education. We view this contribution to the field through the theoretical lens of collaborative partnerships (Liu et al., 2017) that provides an overarching framework to examine the innovative practices of entrepreneurship education set forth in this volume, in order to advance our understanding theoretically and practically. Collaboration is critical for innovation and entrepreneurial development, as entrepreneurs are seldom the single hero and need to engage with a wide range of stakeholders through collaboration (Townsend et al., 2018). In a similar vein, entrepreneurship educators need to share knowledge and best practices across geographical and national boundaries (Kuratko, 2005). There is no one best way of orchestrating, designing and delivering entrepreneurship education; therefore, sharing, collaborating, debating and critically evaluating our own work can lead to further innovations around the globe.

BABSON COLLEGE AND THE COLLABORATIVE FOR ENTREPRENEURSHIP EDUCATION

Babson College has had entrepreneurship in its DNA since its inception in 1919. Founder Roger Babson, an entrepreneur and financier, believed that students could not study business management before experiencing business creation. As a result, the experiential and practical nature of entrepreneurship education at Babson has led the College to be ranked the number one school in entrepreneurship for over a quarter of a century by *U.S. News & World Report*. The College's mission is both inspirational and aspirational: Babson College educates entrepreneurial leaders who create great economic and social value – everywhere. Babson has expanded the definition of entrepreneurship to include entrepreneurs of all kinds in all contexts. As such, entrepreneurship education is a necessary life skill in order for students to engage in entrepreneurial leadership and act as formidable change agents to create, rather than react to, the future.

Given Babson's rich history in entrepreneurship education, the College has taken the lead in training educators in the United States and around the globe in the art and craft of teaching entrepreneurship. Through the 35-year-old flagship programme, Babson's Symposium for Entrepreneurship Educators (SEE), an extensive network of over 3500 educators from 68 countries and 750 institutions, has been created. Over the past 10 years, in particular, Babson saw an explosion in demand not only for training educators on how to teach entrepreneurship, but also on how to teach, facilitate and even lead more entrepreneurially within global academic ecosystems.

In response to the growing demand to address the entrepreneurship needs of university stakeholders, Babson created a new unit in 2018 to manage the portfolio of programmes developed for educators, universities and their students. This unit is called the Babson Academy for the Advancement of Global Entrepreneurial Learning (The Babson Academy). The Babson Academy inspires change in the way educational institutions and educators think about, teach, learn and put into practice entrepreneurship education. The extensive portfolio of Babson Academy programmes develops faculty to teach entrepreneurially, engages students in various boot-camp-style programmes, and convenes universities to share best practices while building innovative entrepreneurship programmes, creating entrepreneurs of all kinds everywhere.

Acknowledging that there is no single best way to do entrepreneurship education and the belief that institutions acting together will achieve more than they would working alone, the Babson Collaborative for Entrepreneurship Education (The Collaborative) was organized within the Babson Academy. The Collaborative is a global institutional membership organization connecting universities around the world that are building and expanding their entrepreneurship ecosystems. Membership provides access to pedagogical best practices, expertise, thought leadership from Babson College, and a network of like-minded global peers from other member institutions. The Collaborative works to connect and convene institutions that aspire to build and grow entrepreneurship education programmes for the betterment of our world.

Entrepreneurship education is changing the world. It requires global collaboration and a community of shared interests to innovate continuously, test new ideas, share best practices, and navigate the unprecedented changes in higher education. As a result, the Babson Collaborative has a mission to support global collaboration related to entrepreneurship education. As global

challenges confront our interdependent world, the well-being of current and future generations mandates that we develop highly innovative, flexible education solutions that simultaneously create social and economic value. Simply put, mastering these challenges will require entrepreneurship – not in the narrow sense of new venture creation, but in the broader sense of new ideas, initiatives, innovations, social ventures, and most of all new ways of thinking and acting. To survive and excel in the changing landscape of higher education, universities and colleges need entrepreneurial leadership. This requires intense, global collaboration where institutions working together can achieve more toward their entrepreneurial mission and goals than they would working alone. This rationale justified our belief, efforts and commitment in producing this Babson Collaborative book in which all contributing authors are part of institutions that are currently, or were, members of the Collaborative. The aim of this book is to explore and showcase how global collaboration can foster entrepreneurship education by assembling a rich range of leading educators, scholars and academic thought-leaders to share, debate and advance the conceptualization and understanding of entrepreneurship education theory and practice through their contributions as Babson Collaborative members. The chapters in this book illustrate best practices, innovations, challenges, and most importantly the impact conveyed in higher education.

STRUCTURE AND CONTENT OF THIS BABSON COLLABORATIVE BOOK

This book consists of 20 chapters broadly categorized into three parts across several sub-domains of entrepreneurship research and education, including entrepreneurship ecosystem, corporate entrepreneurship, entrepreneurial intention, experiential learning, entrepreneurial talent, and sustainable entrepreneurship. We hope to move this important and promising line of scholarly inquiry on entrepreneurship education forward from a multidisciplinary perspective with the intention of stimulating intellectual discussion via cross-fertilization. Furthermore, we embrace the notion of the ‘practice-based approach’ (Neck et al., 2014) by adopting a comparative perspective to obtain a nuanced and contextualized understanding of innovative practices in entrepreneurship education.

Part I: Building Bridges Across the University for Entrepreneurship

Part I illustrates the effectiveness of entrepreneurship education across the university by examining *why, how, and to what extent* different practices and approaches can contribute to entrepreneurship education surrounding university settings. In Chapter 1, Brush offers an overview and interesting insights through her comprehensive review of the entrepreneurship education ecosystem at Babson College. This chapter explores how entrepreneurship education ecosystems within colleges and universities can be a source of innovation. By using Babson College as a case study example, Brush articulates the four domain activities of entrepreneurship education: curricular, co-curricular, research, and outreach. In particular, this chapter discusses the sources of innovation stemming from the intersections of the four domain activities and identifies novel key practices leading to the success of Babson’s entrepreneurship ecosystem. Chapter 1 illuminates a promising line of scholarly inquiry by connecting entrepreneurship education with ecosystem research (Liu and Huang, 2018).

Chapter 2 expands the entrepreneurship ecosystem approach by extending the research literature on incubation (Liu, 2020; Mian et al., 2016). Incubation has been deployed by universities and higher education institutions to promote academic entrepreneurship (Siegel and Wright, 2015), either by offering business support services to university faculty and students, or revitalizing the entrepreneurial spirit of alumni through active engagement. Delanoë-Gueguen and Theodoraki provide a detailed longitudinal case study that illustrates restructuring of the Toulouse Business School (TBS) entrepreneurship education ecosystem by parallel development of curricular and extra-curricular activities in conjunction with the establishment of their educational incubator. By juxtaposing the literature streams of ecosystem development, academic entrepreneurship and incubation, this chapter provides concrete examples of building entrepreneurship education momentum and highlighting the importance of efficient communication, quality networking and cross-functional bridges among diverse stakeholders.

Chapter 3 focuses on embedding entrepreneurship education across disciplines by examining students' understanding of entrepreneurship and their attitudes toward entrepreneurship education in both advanced and emerging economies. Cummins and colleagues developed an Integrative Framework of Entrepreneurship Education Curriculum (IFEEC) after conducting an online survey of 677 students from the UK, Germany and Brazil. Their research findings suggest that a full-scale integration of entrepreneurship education can only be achieved through a network of external connections and internal links with key stakeholder groups. This chapter provides fresh evidence supporting the quest for a multidisciplinary and interdisciplinary approach to entrepreneurship education that crosses disciplinary boundaries.

In Chapter 4, Shimaoka and colleagues continue to explore the challenges of integrating entrepreneurship education programmes across the university through their investigation of entrepreneurship education in Japan. They assess the comprehensive, ongoing, dynamic entrepreneurship education programme at Waseda University. The authors provide new insights on ways to promote entrepreneurship in countries like Japan that have lower levels of entrepreneurial activity but high-level industrialization. Waseda's unique programme design requires and encourages diverse student teams embracing cross-disciplinary collaboration involving the entire university and external institutions. This chapter highlights the Waseda University-led consortium nurturing strong social capital, which is an essential element in creating an innovation ecosystem, integrating people, infrastructure, economic assets, and an enabling environment.

Chapter 5 examines entrepreneurship education and its role in youth development throughout Central Asia. Usubbaev and Yuzhaninova-Karadenizli discuss entrepreneurship education in Kazakhstan through the case of the School of Entrepreneurship and Innovation (SEI) of Almaty Management University. Urged by Kazakhstan national leaders, higher education institutions and the business community began building academic programmes around entrepreneurship. As the first to launch entrepreneurship-related academic programmes, SEI may shed interesting light on the challenges and opportunities for others who aspire to build entrepreneurship education programmes from scratch. This chapter discusses the importance of learning from models and best practices of teaching entrepreneurship in universities all over the world, especially the Babson approach. It also highlights the necessity of incorporating local context into education materials.

In Chapter 6, Tresierra and colleagues introduce the efforts of the Universidad de Piura (UDEP) in revitalizing an innovation and entrepreneurship ecosystem. The collaborative work between students and professors is at the core of Hub Udep, a business incubator that acts as the entrepreneurship connector among the centres and schools of the university. Hub Udep generates impact through two main activities: (1) connecting all the actors in the entrepreneurial ecosystem at a local, national and international level; and (2) fostering entrepreneurs with different programming related to the type and stage of the company.

Chapter 7 leverages digital technology to create new ways of delivering entrepreneurship education. Dolores González-Saucedo examines a new educational model called TEC21 at Tecnológico de Monterrey in Mexico. TEC21 uses a competency-based model where students learn through developing solutions to real life challenges and problems, while professors serve as coaches and facilitators. Both public and private institutions are partners in TEC21 and participate in the learning process, yet managing such partnerships can be challenging. This chapter highlights that entrepreneurship education can give students the opportunities to interact with external partners, as the TEC21 model nicely illustrates.

Part II: Teaching and Learning Entrepreneurship

Part II shares new best practices on innovations and alternative approaches in teaching and learning entrepreneurship. In Chapter 8, Alvarez discusses developing entrepreneurial competencies for creative discovery and problem-solving. Based on the CETYS Graduate School of Business MBA programme in Mexico, this chapter illustrates practical techniques to teach basic entrepreneurial skills and build competencies for a diverse group of students during a 10-week course. In particular, three different in-class experiential learning exercises are shared; these aim to reduce student aversion to change by creatively pushing them outside their comfort zones to learn and practise seven entrepreneurship competencies: opportunity recognition, opportunity assessment, tenacity, creative problem-solving, value creation, resilience, and networking. Using experiential learning exercises offers a fast-track pathway for students to immerse themselves in developing entrepreneurial competencies (Corbett, 2005).

In Chapter 9, Hatem and Sheta explore experiential learning for entrepreneurship education by illustrating experiences from the American University in Cairo (AUC), a top-ranked private university in Egypt. The authors present an experiential learning course called 'Entrepreneurship Lab', which is the core of AUC's Entrepreneurship Undergraduate Programme, open to all disciplines in the university and part of the entrepreneurship minor. Besides sharing their experience and reflection, Hatem and Sheta discuss the current status of entrepreneurship education in Egypt, its evolution, and the process by which it has been transformed into experiential learning pedagogy.

Chapter 10 discusses innovative approaches to entrepreneurship education at FLAME University in India. Damani and Ghura subscribe to the view that entrepreneurship education should be a practical discipline and cannot only be taught in or restricted to the classroom and lectures. This is in stark contrast to the traditional view where most courses at the university level in India are theoretical, lecture-based and classroom-oriented. By moving learning approaches from passive to more experiential, FLAME University in Pune, India, is an example of a successful transition from the pedagogical approach (child-centred learning) to

the andragogical (adult-centred learning) and heutagogical (self-directed) approaches in its entrepreneurship curriculum.

In Chapter 11, Loporati and colleagues introduce the Lab Pyramid at EAE Business School in Spain. The Pyramid inspires and supports students in starting their own businesses. It also serves as a framework to coordinate stakeholders involved in creating a new venture. The Pyramid framework aims to engage EAE students with the realities of entrepreneurship, exploring existing pain points and problems that could spark new business opportunities and also produce integral solutions. The Pyramid is a process-oriented approach that can help students navigate the complexity and uncertainty (un)expected on their entrepreneurial journey.

In Chapter 12, Chaturvedi invites readers to pay close attention to the role of entrepreneurship educators in emerging economies. The question ‘Who is an entrepreneurship educator?’ emerges, and Chaturvedi presents a picture of what the role of an entrepreneurship educator in India is, and how important this role is in the growing entrepreneurship ecosystem throughout the country. Interestingly, Chaturvedi’s analysis may trigger our memory of the famous question in entrepreneurship research field, “‘who is an entrepreneur’ is the wrong question’ (Gartner, 1988; Ramoglou et al., 2020). In a similar vein, entrepreneurship educators also need self-reflexivity to construct their identities when teaching future generations of entrepreneurs.

In Chapter 13, Monge and Sánchez explore new approaches in training and cultivating talent in corporate entrepreneurship (Corbett et al., 2013; 2007). By drawing on research and practice-oriented observations in executive education from large-scale companies located in Mexico City, this chapter presents the concept of ‘High-Potential Intrapreneurs’ (HPIs), a strategy adopted by companies to attract, develop and retain their most valuable entrepreneurial talent. It suggests that intrapreneurial competencies can be developed using a project-based learning approach in executive education to drive innovation, which connects to the importance of talent management in entrepreneurship education (Liu, 2019).

Chapter 14 describes the use of feasibility studies for entrepreneurship students at the European Organization for Nuclear Research (CERN) in Switzerland. Kaspersen and Aaboen share their experience from the CERN Screening Week, a joint venture by CERN and the Norwegian University of Science and Technology (NTNU). The chapter builds on observations of and interviews with knowledge transfer officers at CERN and participating students and course facilitators from NTNU. The CERN Screening Week is part of a feasibility study course at NTNU where students learn opportunity screening methods. The chapter demonstrates that experiential learning and the CERN Screening Week are integral to the feasibility study course.

In Chapter 15, Villagrasa and Donaldson offer fresh evidence of the connection of entrepreneurship education to entrepreneurial intentions (Krueger et al., 2000) by considering both content and students. This chapter extends the well-known theoretical propositions articulated by the theory of planned behaviour (Ajzen, 1991), analysing the effect of an innovative cross-sectional activity on the development of university students’ entrepreneurial intentions. Their approach aims to identify students who are likely to develop their ideas in the near future in a more efficient and effective way.

Chapter 16 introduces using students as peer facilitators and mentors. Arntzen-Nordqvist and Ramskjell share their experience during ‘Blast-Off Week’, the start of a compulsory course ‘Innovation and change process’ during the first semester of a Master’s programme in Business Science at Nord University Business School in Norway. The course is designed

to build students' entrepreneurship skill-set actively and experientially. Blast-Off Week is a one-week, intensive, mandatory project where students collaborate in international teams to identify innovative solutions to problems presented by local organizations. This chapter focuses on the student peers as facilitators and mentors, providing empirical examples and reflections on their role and influence on the students' work process during the week.

Part III: The Impact of Entrepreneurship Education and New Directions

Part III focuses on the overall impact of entrepreneurship education and new directions. In Chapter 17, Villagrasa, Donaldson and Sánchez discuss how to create an effective and enabling environment to cultivate entrepreneurial behaviours. By drawing from their experiences at 'Marina de Empresas' (MdE), which is connected to EDEM in Valencia, Spain, this chapter discusses MdE's complete entrepreneurial cycle (i.e., training, incubation/acceleration and entrepreneurial financing) that plays a large part in the overall Valencian entrepreneurship ecosystem. Overall, the authors suggest that a life cycle approach might provide a new perspective in entrepreneurship education.

Chapter 18 examines the concept of 'responsible entrepreneurship' in entrepreneurship education. Université Laval (Canada) has included 'Supporting Responsible Entrepreneurship' in its 2017–22 institutional action plan, which states that business projects with social and environmental impacts are to be prioritized and promoted. Pepin, Tremblay and Audebrand describe the process of change that made it possible for their existing and already well-developed 'internal entrepreneurship education ecosystem' to move toward more responsible entrepreneurship. In the context of conceiving, articulating and achieving UN sustainable development goals (United Nations, 2015), sustainable development and responsible entrepreneurship should constitute an essential component of entrepreneurship education to develop a socially responsible mindset and associated behaviours of future entrepreneurs (Saebi et al., 2019).

Chapter 19 provides a nuanced understanding of the characteristics and financial implications from participation in a venture creation programme (VCP). Sørheim, Aadland and Haneberg investigated which kinds of ventures students participating in a VCP start, as well as how their ventures perform and create value over time. Based on a unique dataset containing the full annual financial records, as well as complementary data of all new ventures started by students who graduated from a VCP in Norway between 2005 and 2017, this chapter contributes rich insight into the effectiveness and impact of students starting a business as part of a VCP in higher education. Importantly, it shows that students and graduates who work on their own personal ideas and opportunities provide positive financial outcomes more quickly than those who work on ideas and opportunities from external sources, employ more people, and are more likely to raise capital.

Chapter 20 introduces ECOGINC, a hands-on activity to help both college and high school students connect to environmental issues in a creative and enjoyable way. Rogoschewski and Harbs explain the ECOGINC project at FACENS in Brazil. This project promotes not only the entrepreneurial mindset but also social awareness, empathy, and the consciousness of making a difference. This practice integrates social innovation, entrepreneurial attitude and practical learning to support knowledge creation through a learning experience. The success of ECOGINC is based on the voluntary involvement of university students and collaborating

innovation centres, as well as the receptivity of participating high school students and teachers. It shows how to bring about social transformation through entrepreneurship education.

CONCLUDING REMARKS

Innovation in Global Entrepreneurship Education is assembled by a vibrant and dynamic community of global scholars with a passion for entrepreneurship education who also recognize the power of and need for collaboration, sharing, and peer evaluation. All authors are affiliated with schools that are members of the Babson Collaborative for Entrepreneurship Education. We hope readers can see the value of our organization – the same value we feel on a daily basis when we know we are producing more together than if we were acting alone.

We also hope our book advances the existing body of knowledge, inspires and sustains scholar interests, and fosters growth around topics in entrepreneurship education. When reflecting on the process of preparing this book, we believe we have accomplished the goal of drawing together provocative and innovative practices while also building our understanding of differences and similarities across the globe. Context matters in entrepreneurship education, and we believe this book highlights this understated variable in current research. As such, the 20 chapters that follow offer promising territory for future research and endeavours that may inspire creative practices in designing and teaching entrepreneurship.

Entrepreneurship education itself as an academic field is an important topic, and it could become even more intellectually stimulating and challenging when connecting with other disciplines and literature streams. This book offers a novel attempt to elucidate the multidisciplinary nature of entrepreneurship education, global challenges, yet similar views on practice-based, experiential education. It is truly inspiring that across the entire globe, with all of our perceived differences, our members in the Babson Collaborative agree that: (1) entrepreneurship education is a must-have rather than a nice-to-have; (2) to learn entrepreneurship students must do entrepreneurship; (3) entrepreneurship education ecosystems require collaboration across stakeholders and disciplines; (4) as educators and administrators, we need to model the entrepreneurial mindset and the behaviour we expect to see in our students; and (5) there is no one best way to do entrepreneurship education because context matters. If you are reading this book, we hope you agree and are inspired to reflect and act on the novel practices in promoting and continuously innovating entrepreneurship education through global collaboration.

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