The activity fields of
Entrepreneurship networks

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Abstract

Entrepreneurship plays a vital role in scientific literature and in public debates. Especially in these high-tech and digitized times it happens more and more frequently that young entrepreneurs with a good idea make the breakthrough and set up an established company. Basically, there are an increasing number of start-ups and a trend towards independence. The economy of a country depends on young entrepreneurs in order to remain economically competitive in international competition. It follows that young entrepreneurs must be encouraged and supported. This support is expressed in various stages of foundation and through various fields of action. In the meantime, there are many offers for start-up support. These networks satisfy different fields of action along a foundation. However, a structured overview of these networks on which a young founder can orient himself and gain easily access to the offers of the networks, is missing until then.

This work attempts to present these offers clearly on a map and to categorize and present the commitment in the respective fields of action. In addition to this main objective, the following three key questions are investigated and answered in this work:

1. How can the Entrepreneurship Networks be assigned to the respective fields of action of Entrepreneurship Education?

2. What is the benefit of such a classification for potential entrepreneurs in detail?

3. Are these Entrepreneurship networks missing an important step? Might they improve their offer? Does the value chain cover every need a young entrepreneur might have?

For this purpose, the respective fields of action of the networks are first separated from each other along a founding and defined individually. Subsequently, a combination of quantitative and qualitative approaches was used to filter and analyze the contents of the websites of the networks. The results of this investigation were transformed in a classification

The aim of this work is to produce a map that displays the existing networks in the world clearly. The map also contains information that is more detailed and the classification of the networks in the respective fields of action.

Entrepreneurship bekommt immer mehr Aufmerksamkeit. Sowohl in der Literatur als auch in der breiten Öffentlichkeit. Gerade in dieser hoch technologisierten und digitalisierten Zeit passiert es immer öfter, dass junge Unternehmer mit einer guten Idee den Durchbruch schaffen und eine etablierte Unternehmung auf die Beine stellen. Grundsätzlich, gibt es immer mehr Startups und einen Trend zur Selbständigkeit. Dabei ist die Wirtschaft eines Landes auf junge Unternehmer angewiesen, um im internationalen Wettbewerb wirtschaftlich konkurrenzfähig zu bleiben. Daraus folgt, dass junge Unternehmer gefördert werden müssen. Diese Förderung äußert sich in verschiedenen Stufen der Gründung und durch verschiedene Handlungsfelder. Es existieren inzwischen etliche Angebote für Gründungsförderung. Diese Netzwerke befriedigen dabei unterschiedliche Handlungsfelder entlang einer Gründung. Eine übersichtliche Darstellung dieser Netzwerke, an welcher sich ein junger Gründer orientieren kann, fehlt allerdings bis dahin.

In der vorliegenden Arbeit werden diese Angebote übersichtlich in einer Karte dargestellt und das Engagement in den jeweiligen Handlungsfeldern kategorisiert und pointiert herausgearbeitet. Neben diesem Hauptziel werden den folgenden drei Leitfragen mit der Studie begegnet:

1. Wie können die Entrepreneurship Netzwerke in die verschiedenen Handlungsfelder eingeordnet werden?

2. Was sind die Vorteile einer solchen Klassifikation für angehende Gründer?

3. Fehlt diesen Entrepreneurship-Netzwerken ein Handlungsfeld? Könnten sie ihr Angebot verbessern? Deckt die Wertschöpfungskette alle Bedürfnisse eines Entrepreneurs ab?

Hierfür wurden zunächst die jeweiligen Handlungsfelder der Netzwerke entlang einer Gründung eines Unternehmens voneinander abgegrenzt und einzeln definiert. Anschließend wurde eine Kombination aus quantitativen als auch qualitativen Methoden genutzt, um die Inhalte der Webseiten der Netzwerke zu filtern und zu analysieren. Anhand dieser Ergebnisse konnte die Einordnung durchgeführt werden.

Ertrag der Arbeit ist u. a. eine übersichtliche Karte, welche die weltweit bestehenden Netzwerke darstellt. Die Karte enthält außerdem detailliertere Informationen sowie die Einordnung der Netzwerke in die jeweiligen Handlungsfelder.

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List of Abbrevations

BMWi .... Federal Ministry of Economics and Energy

BMBF ....Federal Ministry of Education and Research

CSV ....Comma separated value

EE ....Entrepreneurship Education

EXIST ....Business start-ups from Universities

IB ....International Business

OER .... Open Education Resources

SMEs ....Small and Medium-Sized Enterprises

1 Introduction

Interest in entrepreneurship has increased significantly in recent years in science, business and politics (Albach and Pinkwart 2002, p. 1). This is not only notifiable by the growing body of literature which shows interest from the academic world but also by the public interest in general (Bainée 2013, p. 1). According to Bainée this change is attributed to the "technological change", which reduces the importance of the size of a new Company. Moreover, contemporary fast moving and digitized times favor the growth of new ventures, because of the global reach the internet provides. This face depicts successful entrepreneurs like the heroes of the economy, because with brilliant ideas they can present rapid success. Even though the concept of Entrepreneurship seems to be a new invention, it was already articulated by Schumpeter in 1934 as he stated for instance, that "growth develops when you combine what you know into something new" (Schumpeter 1987, p. 120) and that the "process of Creative Destruction is the essential fact about capitalism" (Schumpeter 2003, p. 83). So according to Schumpeter, the "creativity" and the "skill to create something new" are important characteristics of an entrepreneur. And while for instance Chaharbaghi and Willis still argue that "entrepreneurs cannot be manufactured, only recognized" (in Adcroft et al. 2004, p. 527), more recent studies suggest that Entrepreneurs are made instead of born, by stating that "matching the opportunity to the individuals particular personality type"(Carland, p. 58) will increase the chances of success or as easy as Kuratko sets it out: "entrepreneurship(…) *can* be taught"(Kuratko 2005, p. 580). This leads to the question of what qualities an entrepreneur should possess, and what qualities one can still teach him. And how do potential entrepreneurs become successful entrepreneurs and what are the factors and levers on the path of an entrepreneur?

Entrepreneurship Education (EE) is understood as the education and training of potential company founders by institutions of higher education (Wolf and Kulicke 2005, p. 7). Especially in the university context, the term is increasingly taken up and treated and the "empowerment of entrepreneurship training programs" by the universities is according to Bainée a reason for the risen significance in the recent years (Bainée 2013, p. 2), while Adcroft et al. are speaking of an "increasing demand for management education" (Adcroft et al. 2004, p. 522). However, who provides Entrepreneurship Education? To whom is it a concern to guide potential entrepreneurs to successful founders of companies? Obviously, universities are often not the only actor in the field of EE and many EE-providing networks developed over the last years. The goal of these

networks is to provide people, who think of becoming self-sufficient, with innovative ideas and the education, with the support they might need and to help them to become successful Entrepreneurs. The overall goal of this thesis will be described more detailed in the following chapters.

1.1 Motivation and Problem Statement

As a new entrepreneur it is difficult to enter the world of business. For whoever founds a company will – according to statistics – most likely fail (Triebel and Schikora 2016, p. 236). Many barriers are pre-programmed and many more arise in the process of foundation. Because only with an innovative idea, no profit can be made. An overview of the
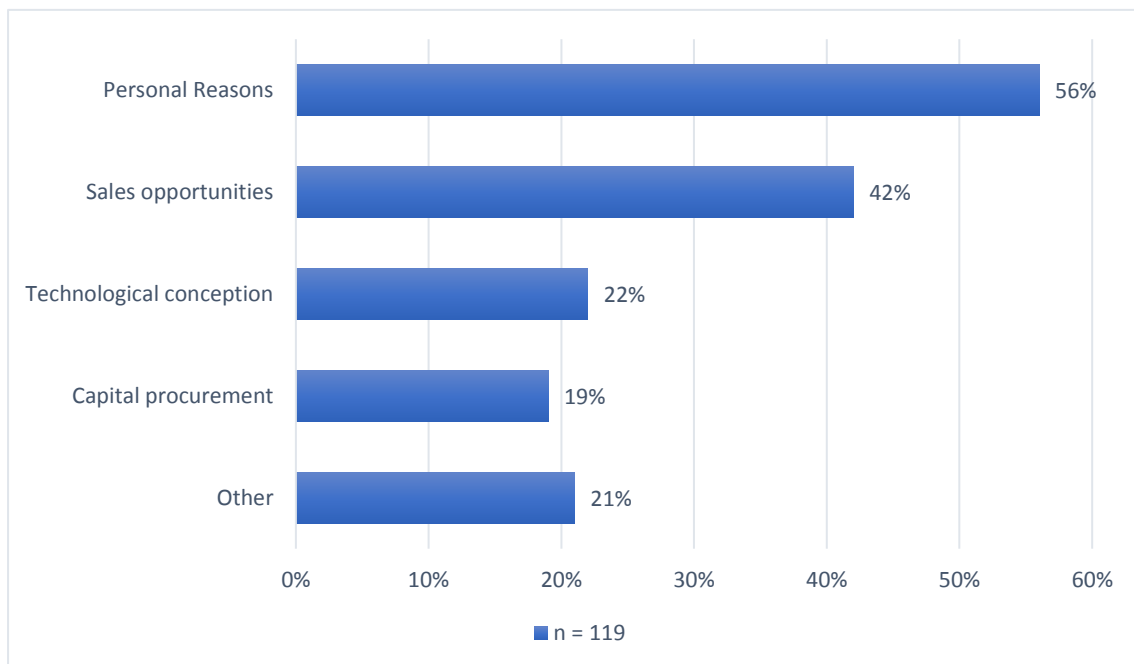
Figure 1: Reasons for the failure of 119 EXIST-supported start-ups (Own diagram following Kulicke and Kripp 2013)

possible reasons why a startup fails is given in Figure 1. Kulicke and Kripp interviewed 119 EXIST-funded start-ups that failed and presented the main reasons grouped and arranged by main categories. The vast majority of these are personal reasons, such as better conditions in a salaried position or reasons within the team. Most of the personal reasons cannot be influenced. However, this should also be the only reasons why a startup fails, because all others, one can influence with suitable measures in the field in front. Inevitably, an entrepreneur has to ask himself the question of qualified employees, the financing of the project and e.g. possible business plans. This process can be confusing and exhausting, since on the one hand, the possibilities and resources are limited and on the other hand, the laws and regulations are not always tailored to the goal of a foundation. This leads to the claim that young founders are dependent on help, a major motivation for this

work. The networks mentioned above and the universities as academic institutions of a country are therefore the contact partners for the further education of innovators.

Anyway, in today's business driven world, most of the drivers of society are due to the money. Countries compete with each other by trying to make their economy as innovative and successful as possible. Large companies as well as small and medium sized enterprises (SME) in the country play a major role in this process and the foundation of success is built on them. However, young entrepreneurs are the building blocks of the economy, which promises the most growth in relative terms. Therefore, the promotion of such young entrepreneurs is and should be given much attention. In Germany, the Federal Ministry of Economics and Energy (BMWi)[1] as well as the Federal Ministry of Education and Research (BmBF)[2] are responsible for this promotion. As the responsible Ministries of Economy and Education, they manage the country's financial resources, which are also used to support businesses. Based on this financial support, networks are formed, which make it their mission to accompany innovators from the initial idea to the successful company. This has worked very well in recent years and Germany can consistently convince in international comparison (Bmwi 2016). Of course, this also happens in other countries, which also creates cross-border cooperation between the networks, which further promotes internationalization. The overall funding is provided by the European Social Fund (ESF)[3]. In order to enable entrepreneurs to obtain certain funding, it is necessary to educate and qualify them. No young innovative entrepreneur should fail with the company just because he lacks the necessary training and contact.

1.2 Research Objectives

As argued above, Entrepreneurship Education is an important topic for the economic wealth. To ensure that Entrepreneurs are a driven force of this economic wealth, it is essential that these people are "confident in their abilities" (Vanevenhoven and Liguori 2013, p. 316). It is not only important for young innovators to discover the opportunity to be self-sufficient, but also to receive the right support. Following the argumentation of Vanevenhoven und Liguori, we need to understand the process students go through while becoming entrepreneurs, to "design better curriculums to meet their ever-changing needs"

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[1] Federal Ministry of Economics and Energy: http://www.bmwi.de/Navigation/DE/Home/home.html

[2] Federal Ministry of Education and Research: https://www.bmbf.de/

[3] For additional Information see http://ec.europa.eu/employment_social/esf/docs/sf_entrepreneurship_en.pdf [11.06.2018]

(Vanevenhoven and Liguori 2013, p. 324). In summary one could say, that an Entrepreneur, combined with the right support and education, is more likely to become successful than without the support.

The overall goal that this essay is working towards is the creation of a map which displays all existing Entrepreneurship-Networks. To achieve this goal, at first it is necessary to gather all of the networks in a list. This step is supplied by the central institute for scientific Entrepreneurship and international transfer (ZIFET) and is the fundament for the creation of the map (see appendix). Furthermore, this paper is intended to familiarize the reader with the first approach of a value chain of entrepreneurship education following the model created by Vickery (1985) and developed further by Gasse, to show "the various stages through which a potential entrepreneur passes to become a confirmed entrepreneur" (Gasse 1990, p. 100). To achieve this, every aspect and stage of the so-called value-chain of EE will be described and explained in short detail. Moreover, the given networks who support Entrepreneurship will be analyzed. For that, the tasks and priorities of existing startup-promotion networks will be analyzed by studying the websites of the networks. With this result, each network can then be assigned to a specific activity in the value-chain. The following objectives are based on the overall goals of these thesis. These objectives can be summed up in the following research questions:

RQ1:

How can the Entrepreneurship Networks be assigned to the respective fields of action of EE?

RQ2:

What is the benefit of such a classification for potential entrepreneurs in detail?

RQ3:

Are these Entrepreneurship networks missing an important step? Could they improve their offer? Does the value chain cover every need a young entrepreneur might have?

These Objectives for this thesis will be answered in the last chapter

1.3   State of Research

Although entrepreneurship as a term sounds very new, the concept has already come a long way in science. According to Bedi (2017) the basic principles of business economics were first formulated in 1734. In the following year, they got explored further and further,

each time more terms and concepts were added. The idea of creative destruction were then coined by Schumpeter in the 1930s (Harpreet Singh Bedi 2017, p. 753). At that time, the words used were still "industrialist" and "innovators" – the most accurate description of what characterizes an entrepreneur today. Only the current term entrepreneurship is in comparison still very new. Interest in entrepreneurship research is greater than ever, as evidenced not only by the increasing number of publications in specialist journals (Filser et al. 2015), but also by the division into other areas of entrepreneurship research. Today one can observe how more and more disciplines are emerging, such as environmentally conscious "green entrepreneurship" or others such as "social-", "feminist-" or "cultural-entrepreneurship" (Carayannis 2013).One of these ermerging disciplines, is how to teach the skill of founding, namely Entrepreneurship Education. Firstly mentioned and
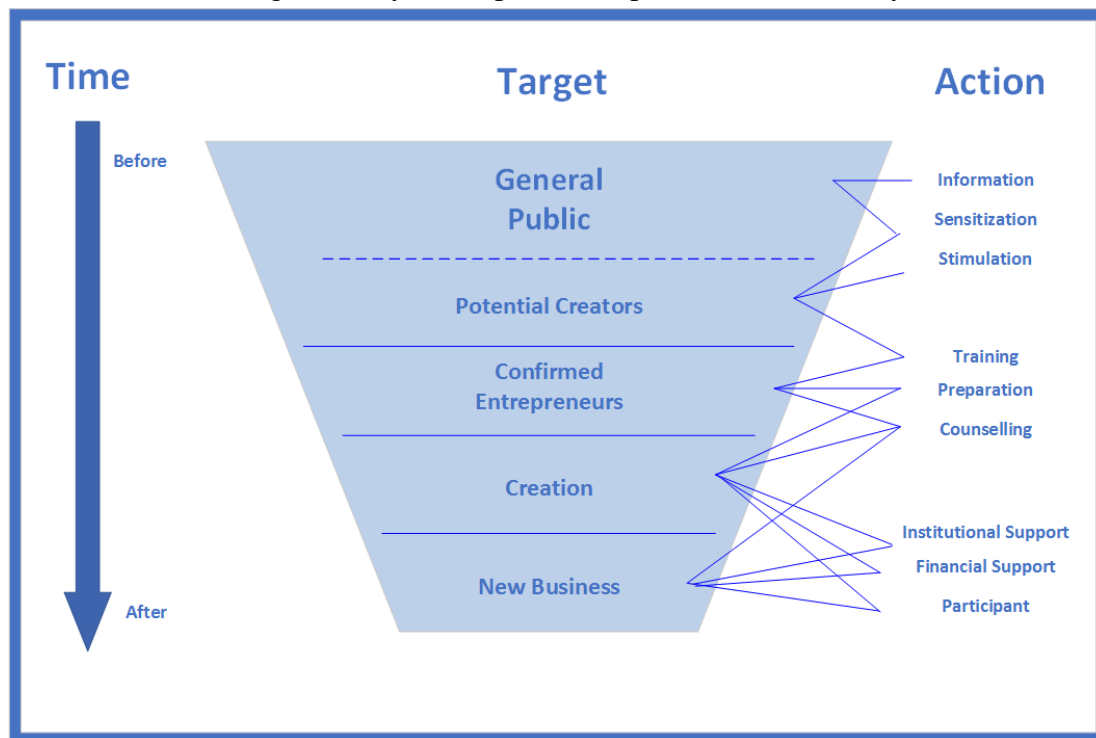
Figure 2: Becoming an Entrepreneur (Own Diagram following Gasse, 1990)

formulated by the scientist David McClelland in 1961 (Sharma 2016) the so called "Entrepreneurship Development Programs" were formed to give individuals an understanding of the teaching and skills as well as the necessary motivation to found a company. In the following years, the scientists thought about how one could divide the various techniques of the extensive area of company foundation into meaningful fields of action, or even into a logical, semantic, temporal sequence. Which skill or trait should be taught first, which last? Vickery first formulated the answer to this question in 1985 in a model, then this model was taken up and refined by Yvon Gasse five years later, as seen in Figure 2.

Gasse picked up this Model and based his research regarding the project "become an entrepreneur" onto it. On the left side, this Figure shows the elapsed time of the project. The Funnel in the middle displays the target group of the project at different stages. The funnel becomes narrower and narrower as the largest possible quantity of "General Public" is initially assumed and then filtered until the new company is formed at the lower end. The column on the right side shows the proceedings during the project, to identify and select the target group, and the actions that can be taken to support the new venture. The fields of activity in this paper is defined by these actions and expanded by "motivation", "qualification", "networking", "teambuilding" and "innovation". Optionally, it is possible to call these fields Value Chain, as the fields of action follow a certain chronology. Even if this is not explicitly defined, but one can orientate oneself on the phases of the foundation. Ideally, the start-up process starts with raising awareness of the topic and then continues until the start-up is internationalized through networking and finance.

1.4 Structure

At the beginning of each chapter there is a short summary to inform the reader which logical step is dealt with in this chapter. The exact procedure is described again in the respective section. The following chapter **Definitions** sums up the definitions of the different action areas in particular. The Third chapter starts with a description of the procedure of the requirement analysis. Afterwards, the results and the implications of the requirement analysis are presented, followed by a short summary of the limitations that had an impact. In the fourth chapter this thesis comes to its conclusion.

2 Definitions

In order to give the reader an overview of this work, it is necessary to go into detail of the general term of Entrepreneurship, the value chain and the respective fields of action of Entrepreneurship Education.

In this chapter, the fields of activity of the Entrepreneurship networks are displayed in Figure 3. These fields will firstly be generally defined and afterwards they are put in the context of entrepreneurship. The definitions in the following chapter are the fundamentals on which the classification of entrepreneurship networks in chapter three is based.
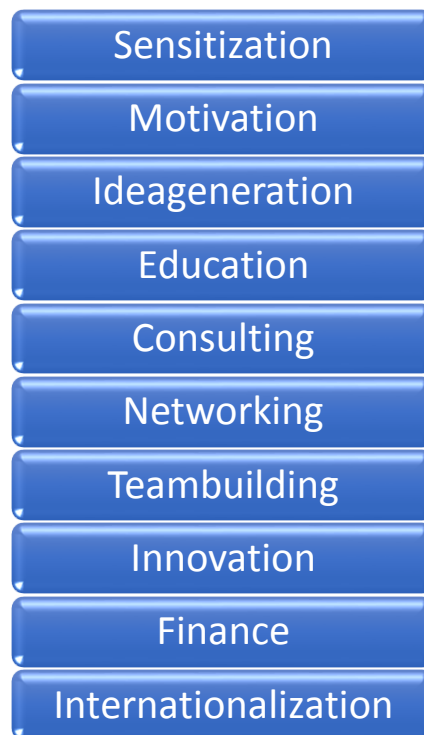
Figure 3: Fields of Activity (Own Diagram)

The fields of action for entrepreneurship networks are their adjusting screws in the promotion of innovative ideas and people. Like an industrial value chain, this structure follows a chronological order. The steps are partly sequential. Of course, it can happen that you deviate from the structure in certain cases. Basically, every value chain starts with the simple ingredients for a finished product and with every step it adds more value to the product. In this chain, the motivation of potential idea providers is the first step, right at the beginning of the company, at a state where there is often not even an idea. This is followed by Sensitization, Idea generation, Education and so on, which will all be described in detail in the following sections.

2.1 Sensitization

As with so much in life, a foundation needs attention. Not only the attention during the foundation is of importance, but also the attention in advance of the foundation. Because not every founder knows from the beginning that he wants to become independent, it is therefore important for potential founders to know what a start-up is and what the opportunities and risks are. As the first step of founding one can therefore consider the sensitization. Sensitization is understood as **raising attention** from potential founders for the topic of Entrepreneurship (Kulicke et al. 2011; Titgemeyer 2010). It is important to do this awareness raising at the beginning of an academic career so that everyone has the same chance to weigh the pros and cons for themselves. Only if everyone is made aware of the possibility, also everyone has the chance to become independent (Schöneberger 2006). According to a Study by Titgemeyer, it turns out that students strongly prefer active sensitization, which means that they should be approached by others and not the other way around. Only the very least motivate themselves and actively seek dialogue with a specialist or consultant (Titgemeyer 2010). While Schöneberger sees sensitization as one of three steps towards foundation (Schöneberger 2006), Müller Merbach presents a total of four steps based on the AIDA model (Attention – Interest – Desire – Action) (Müller-Merbach 2000). However, the approaches are similar in detail. The aim of step 1 is to raise awareness for the topic. Step 2 is concerned with reflecting the concept of entrepreneurship for oneself and discovering opportunities and risks. Step 3 is then the actual corporate action, with self-initiated projects. However, the chronology of the fields of action of entrepreneurship networks provides a more detailed structure here and sees level 3 rather at the end of the measures for involvement in Entrepreneurship.

Awareness raising for entrepreneurship content is mainly seen as a topic at universities, e.g. Schöneberger(2006) refers to a sensitization of "young academics" and clearly sees the target group in the university environment, whether students or research assistants. However, professors also belong to the group of people who may still need to be sensitized to entrepreneurship, because not every professor comes from the field of economics and is necessarily familiar with it. But not every entrepreneur has to come from the economic sciences, which ultimately includes this target group. Nonetheless, according to Fallgatter(2002), two other occupational groups also belong to the target group. First of all, there are the students who are the main focus of all sensitization, as these are the target group with the greatest growth potential in real terms. Another group are tradesmen who already work in young companies and are familiar with the processes in a company but

have not yet been sensitized to the innovative work. This target group has already completed the establishment of a company but neglects the growth potentials that arise when working innovatively instead of conservatively. Young companies with a technological focus are seen as a main focus of this. In addition, there is the third group, which consists of already successful companies. These companies must then be made aware of how they can participate in the lucrative business of young entrepreneurs by shaping the infrastructure of start-ups. This refers, for example, to business consultancies and financial institutions (Fallgatter 2002). To summarize this, the art of sensitization is to gain attention for the subject. As soon as the attention has been aroused, the topic of founding a company runs completely automatically along the value chain for some people.

Now that the sensitization has been sufficiently described and defined, the question arises how the entrepreneurship networks of this thesis can now be an aid for the sensitization of potential founders in the world. In the context of the EXIST report, Kulicke et al. (2011) lists possible measures for raising awareness at universities, which are summed up in Figure 4 below. Since this also covers most of the network awareness-raising activities, we are content here with this summary, since the differences are only marginal.

Sensitization through PR

- Printed materials
- Informational videos
- Newsletter
- Informative meetings
- Presence at entrepreurial events

Acquisition of multipliers

- Individual talks with professors and scientific staff
- Naming of foundation commissioners
- Measures for identifying and attracting alumni with an affinity for foundation

Special Events
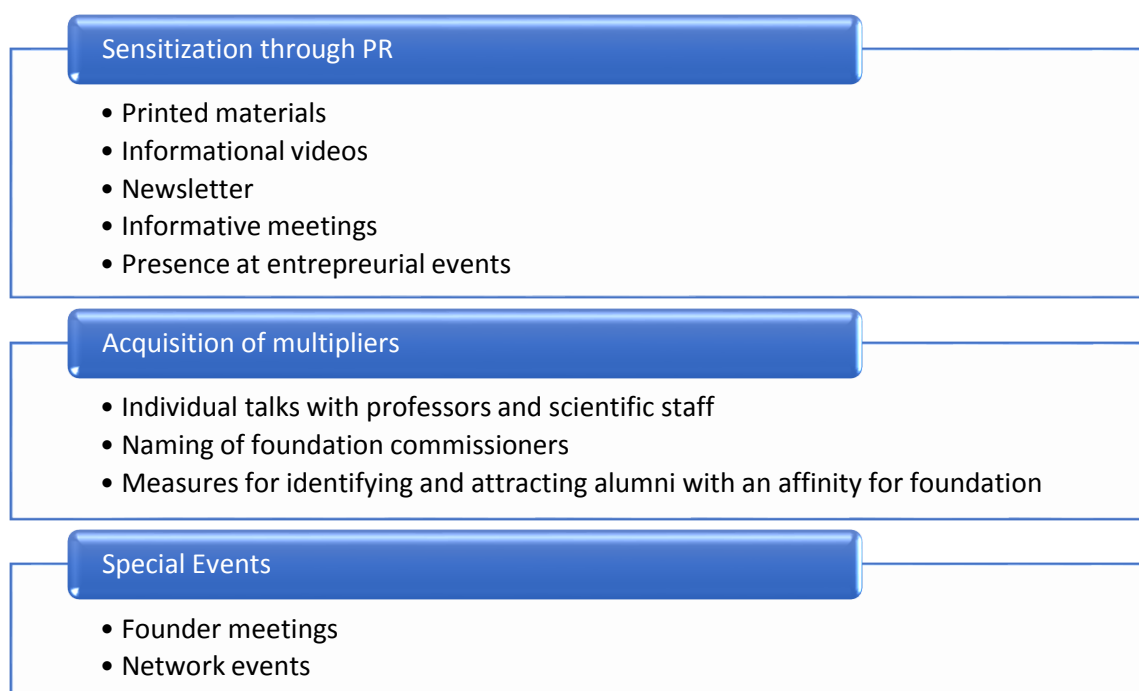
- Founder meetings
- Network events

Figure 4: Sensitization measures (Own Diagram following Kulicke et al. 2011)

The PR category is considered effective in addressing large groups. Events within and outside the curriculum are just as suitable for this as other public events. Also, newsletters

by mail to certain lists are promising, as they do not require much preparation, but have a very large reach. As argued above, however, students tend to look for active personal sensitization. In this case, measures from the second block "XX" would be considered. The third block describes the classic network events where as many interested people as possible appear. But in most cases an incentive must be created here before people show up.

2.2   Motivation

Plaschka (1990) used a survey to confirm the hypothesis, that "there is a statically significant difference between the motivation of successful and unsuccessful entrepreneurs" (Plaschka 1990). After this has been pointed out, it goes without saying that the motivation of entrepreneurs plays a major role for the success of the new company. Now the question arises as to what motivation is and where it comes from, and how networks can promote it in order to increase the probability of success.

Referring to Aldous (2013) the general motivation of individuals in science is divided into intrinsic and extrinsic motivation. The problem is that extrinsic and intrinsic motivations are often seen as opposites that are mutually exclusive. However, this is not always the truth, because extrinsic and intrinsic motivations often merge together. The intrinsic motivation originates from the person himself, and is defined by "a personal desire to participate in an activity for its own sake, be it enjoyment, challenge, or interest."(Aldous 2013,p. 380).

The enjoyment or challenge or interest is usually the challenge for entrepreneurs to found a company and realize their own ideas. The one who had the idea also wants to know if it works on the long run. Young Entrepreneurs are mostly very ambitious. Networks in the entrepreneurship sector can only try to identify and promote this intrinsic motivation. This can be done, for example, by asking potential entrepreneurs about their personal motivation or by identifying strengths and weaknesses. This questioning reveals the internal motives for founding a company, which are usually to be regarded more strongly than external reasons such as money or a high reputation. Extrinsic motivation is defined by "the desire to meet some external reward, be it a praise, prize, or fame." (Aldous 2013, p. 380)

According to the argumentation of Selmi and Haddad (Selmi and Haddad 2013, p. 914), the main reasons for motivation, especially in the entrepreneurial context, are for example

- The Need for Independence
  - "To be your own boss", take responsibility and their own decisions.
- The Need for Achievement
  - Learn every day, exercise the creativity and innovate.
- The Locus of control
  - A high internal Locus of Control means, that all outcomes are a direct consequence of the actions the individual took. Or conversely, the external environment has no influence on the outcomes

No matter how the support of the networks is provided, related to the motivation dilemma described by Bouwen and Steyart(1990), which asks the central question "Am I going to start or not?", support through networks is a strong instrument and of major importance. (Bouwen and Steyart 1990)

2.3 Ideageneration

Every venture always starts with an idea or as Kulicke et al. (2011) sets it out: "The development of business ideas is at the very beginning of a start-up process." The challenge here is, that not everyone who wants to become self-employed and already has enough motivation, like many students or scientific staff, initially has an idea in mind (Cf. Kulicke et al. 2011, p. 17). Many people do not even know that they already have ideas for potential start-ups in mind. Here it is important to promote this process of idea generation in order to win these ideas. With various measures, however, it is possible to generate, identify and ultimately promote potential ideas. In the following, an excerpt over the most important measures, which were arranged by Kulicke, are presented:

- Implementation of idea-competitions
  - An idea competition in which ideas can usually be submitted, which are then evaluated by a jury of experts in order to win the financial support (which is usually provided by third parties) they need, to realize their business model.
- Direct approach to students
  - The direct discussion with a target group with potential start-up intention such as students in higher semesters or research assistants.
- Integration into teaching/qualification courses

       o   Integration into the courses at the university. One obvious advantage here is that the courses are usually mandatory and thus students can also be reached who are not independently concerned with the topic of start-ups.

- Use of multipliers and promoters
    - o   The specific use of Entrepreneurship Representatives at the University, in order to achieve a direct contact with knowledge and idea carriers.

With the help of these approaches it is possible to identify and thus generate ideas. In addition to Kulickes catalogue, it is a logical step to assume that the degree of networking of a university with industrial and craft actors is certainly a further factor in advancing the generation of ideas in education and research. If the university institutes of education are in a position to discover problem areas of companies together with them and to contribute their know-how to new problem-solving strategies, a new field of the generation of ideas can develop for both sides. However, this requires the participating companies to open themselves up to an entrepreneurial culture in the sense of "open innovation" (Gay 2013).

2.4 Education

Entrepreneurship Education is clearly one of the definitions that requires a certain level of detail. This is due to the fact that there are several terms for the same matter but also that different definition approaches exist. It is no coincidence that the Swedish entrepreneurial researcher Lackéus states that any scientific work on the subject of EE should

begin by naming the definition to which the work refers. (Lackéus 2015, p. 9) If one follows his explanations of the different terms, the following terms, displayed in Figure 5 are given:

Enterprise Education

Entrepreneurship Education

Enterprise and Entrepreneurship Education

Entrepreneurial Education

Entrepreneurial Learning

Internal Entrepreneurship Education

External Entrepreneurship Education

Figure 5: Different Terms of EE (Own Diagram following Lackéus 2015)

Since most terms can be used synonymously, as they differ only in geographical affiliation, we use the most common and accepted term of "Entrepreneurship Education" in this paper. But EE is also distinguished into a wide and a narrow definition (Lackéus 2015). The narrow definition states that the goal of EE is to qualify entrepreneurial students to found the companies of tomorrow. Here the learners are shown the exact measures of the process of the company foundation starting with the idea finding up to the market entry and beyond. The broad definition deviates from the specific companies and focuses more on the values and abilities that are necessary to create added value like "insight, self-esteem and knowledge"(Jones and English 2004, p. 2) or "creative, opportunity oriented, proactive and innovative" (Lackéus 2015).

Slightly similar to that, there is another basic differentiation in this field between EE and foundation-related further education. The essential difference here is in the target group. EE is aimed at large groups with little to no background knowledge of entrepreneurship. The intention of EE is to familiarize the group with the topic Entrepreneurship and to give first experiences on the way. The audience is usually at the beginning of their studies and is sensitized with the help of lectures and seminars. It is not the intention to prepare the students for an impending foundation after their studies, but rather to let them discover.

For this purpose, there is the foundation-related further education. This is intended to teach students and research assistants who already have some previous knowledge in this field and who may even be interested in founding a company.

In the field of EE, Kulicke (2011) distinguishes between 4 different foundation related approaches, which are not mutually exclusive, but can even build on each other:

- Lectures at the universities in basic education.
  - o Basically, foundation-oriented lectures are integrated into the curriculum of the program in order to reach as many students as possible.
- Lectures, seminars, lecture series, idea workshops, not included in the curriculum
  - o optional courses for students, which means only those who are actually interested in Entrepreneurship research are reached for the most part.
- Qualification offers especially for the target group of scientific staff
- Events of a start-up initiative not included in the curriculum (workshops, seminars, etc.)
  - o Mostly short concise workshops on special topics, no generalized topics

To summarize and conclude this paragraph, one could say that EE is a much-discussed discipline. With this discipline it is primarily a matter of explaining foundation-related topics, up to the foundation of a company itself, to entrepreneurial individuals and interested parties. This can be done using many different approaches, but the focus should always lie on one topic of interest: "creating value".

2.5 Consulting

The descriptions and definitions in the following section are based on Kulicke's (2011) explanations. An important point in this Consulting field of action is that the activities of the consultant should only ever lead the entrepreneur to a decision, but the founder must make the decision himself. Basically, the consultant should give the entrepreneur the tools of the trade, following to the principle by Confucius:

"Give a man a fish and you feed him for a day.
Teach a man to fish and you'll feed him for life." (Confucius)

The core activities in the field of consulting consists mainly of the transfer of knowledge to the company and of supporting activities for potential entrepreneurs. These activities are subdivided into the following points:

- To **concretize** their founding idea, if this has not already been done in advance through qualification or other measures.

- To **define** the strategic orientation of the planned company and develop a sustainable business concept.

- **Identify** vulnerabilities of the business plan and find solutions for these.

- **Support** in procuring the necessary resources, such as financial capital or employees and Co-Founders. The existing network of the consultant is a decisive factor here. The consultant should make use of his existing network to generate added value for the potential founder.

- However, it is also the task of the consultant to **advise** the founder against founding a company if the idea does not appear to him to be promising. However, this statement should also be leading, not final.

- Finally, the consulting should also consist of a network of consultants. The consultant does not have to know an answer to every query of the founder but should know the right people to **contact**. The networking effect will be addressed in more detail in the next section.

2.6 Networking

A major challenge for entering the world of business is to achieve a competitive size. Established companies usually have significantly more resources, power and relationships to gain competition advantages. Especially in a highly competitive market, it is therefore important to build up a network of contacts. This inequality between established and new company's is a possible starting point for governmental intervention (Block 2011, p. 50). Thus, another method of promoting start-ups is emerging: the formation of networks. With targeted measures, young entrepreneurs can be given valuable network contacts with which these sizes and network disadvantages can be compensated. Methods of networking include all events where people with similar or complementary interests come together, such as trade fairs, congresses, forums, regulars' tables, business plan competitions but also web-based contact platforms or scouting approaches (Block 2011, p. 39). Moreover, the establishment in a technology and business Centre[1] makes a young start-up more interesting for potential investors, as the company has already proven the quality of its business idea when it was admitted to the technology and business Centre

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[1] See for example the Centre of Technology Koblenz http://www.tzk.de/

(Block 2011, p. 42) which can work as a Network for a Startup, since the business contacts are next door and the companies share the same spirit of founding and creating something new. So according to Huggins "entrepreneurs and new companies must engage in networks to survive." (Huggins 2000). The overall goal of networks is to enable access to other sources of knowledge (Chetty and Agndal 2007) and generate network effects for all parties involved. Similar to the symbiosis in biology, which benefits the host and the symbiont, Network effects benefits not only one partner, but both. According to Pesqueux (2013, p. 1354) a Network is a twofold system with advantages for both network partners. The newly founded company often receives financial support from the established company or just further contacts and relationships, which can be of extreme importance, especially in the start-up process. For the existing company it is much easier to provide access to resources, so you can use this advantage to establish contact with the new company at an early stage and thus secures the connection to the new company. Start-ups can usually be promoted with – by way of comparison – little funding and effort, but often promise rapid growth in today's digital age as argued in the Introduction of this thesis. Therefore, it is advisable for established companies not to suppress the innovative ideas in fear of competition, but to secure the positive network effects by an early contact. Another goal of networks is to achieve the highest possible diversity of professions. The interdisciplinary qualities of a network often determine the usefulness for the participants. A homogeneous network, which consists e.g. only of government officials, is not as suitable for financing a start-up as a heterogeneous and diverse network, in which e.g. bankers are also represented. An important keyword in this context is **social capital**. While capital is neutrally defined as a production factor, social capital is only another production factor based on an individual's social relationships (Benz et al. 2007, p. 99). It differs from economic capital in the fact that no single actor can have access to it alone, but rather that social capital arises only from the interdependencies with other actors. Consequently, relationships with other actors in a network are essential in order to use social capital. Social capital is defined by Chetty and Agndal (2007) as "(…) the ability to acquire resources from this business network" (Chetty and Agndal 2007) or as Pesquex (2013) sets it out: "Social capital refers to the understanding and measuring of the influence of social relationships on social agents and, broadly, the firm's economic performance." (Pesqueux 2013). Which effectively describes that social capital is only the way to procure resources and not the resource itself. Through relationships with other actors it is possible to access important resources or production factors, the social capital is only the intermediary.

Figure 6 below shows an example of how such a network can look and work.

Networks are regarded quite neutrally as a "set of actors that are connected to a definable content through a set of relationships" (Benz et al. 2007, p. 90). In the context of start-ups, the actors are usually Business Contacts, which play a major role in founding a company. There are several similarities here to the fields of action of start-up support, e.g. financing, consulting, etc. The diagram above shows several actors. A key actor is the new entrepreneur, who is new to this network and at this point has only one contact. Institutions which play a central role in the foundation of companies are arranged around the actors in the network. These include banks, which can usually provide the financing, government institutions, other enterprises and universities, which are often incubators for start-ups and young companies. Some actors are directly linked to these institutions, while others are indirectly linked through intermediaries. As the start-up grows and gets more capital and resources, as well as network contacts, the original entrepreneur may become part of the network and become involved, then become the contact person for the new entrepreneurs joining the network in the following iterations. If one would now draw countries borders through the diagram, one would jump to the chapter Internationalization.
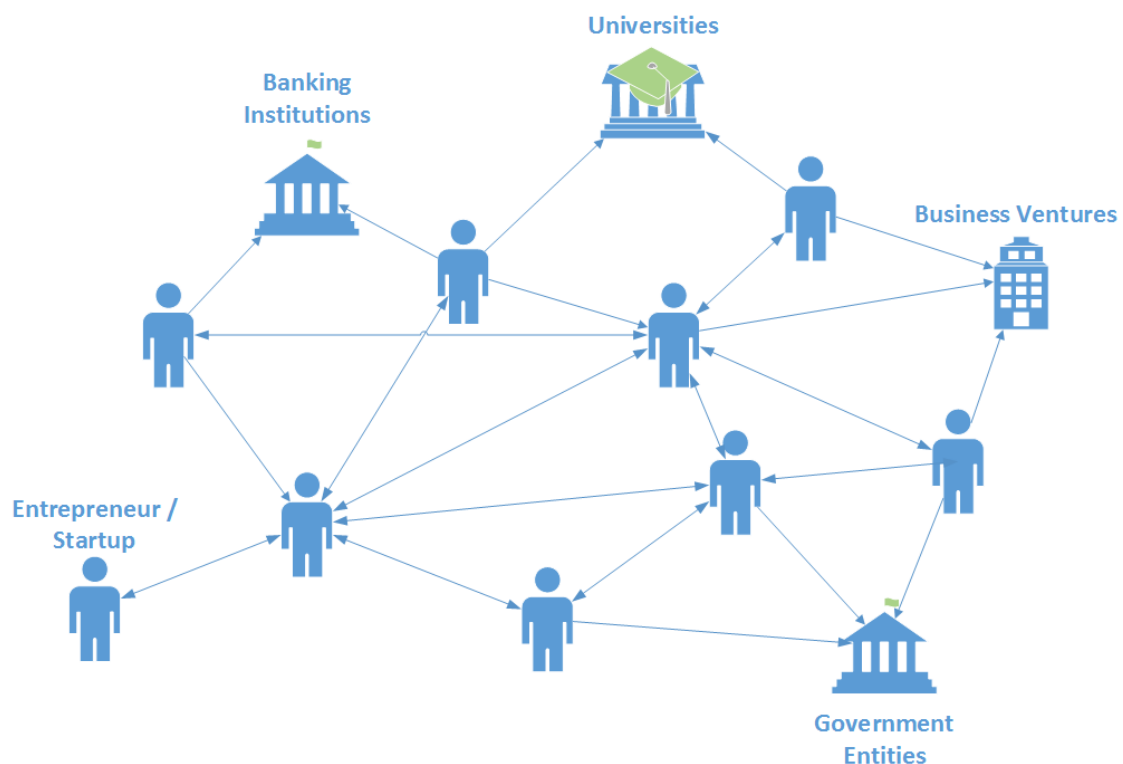

Figure 6: Network of business contacts (Own Diagram)

2.7   Teambuilding

The introductory part of this chapter suggests to start with four quotes that noteworthy highlight the importance of the right team for a new enterprise, which were formulated by Spinelli and Adams (2011) and Forbes (2006).

"A strong team is usually the difference between a great success and a marginal or failed company" (Spinelli and Adams 2011, p. 277).

"The quality of that team has never been more fundamental and important than it is now" (Spinelli and Adams 2011, p 288)

"One of the most critical aspects of entrepreneurship is being able to attract the right people" (Spinelli and Adams 2011, p. 277)

"The choice to add a member is important because it materially alters the available human capital and potentially changes the culture and direction of the new venture."
(Forbes 2006, p. 226)

That said, there are various definitions of the term "Team". A central common factor in these definitions is "a group of people, at least two" and "cooperation to achieve goals" or "a common goal". The definition is often extended to include the complementarity of skills, which is defined by the "ordered and complementary interplay of members with different qualities and competencies" (Thun 2013). In the entrepreneurship context, the definition also refers to the creation of a new enterprise, e.g. "as the group of people involved in the creation and management of a new venture" (Forbes 2006).

As mentioned above, a central goal of team building is to find the right participants for the success of the company. It is important to ensure the **heterogeneity** and **balance** of the team. This means that the leader of the team should have an eye on both, the profession and competence of the member but also the ability in terms of social skills. This is based on the theory summarized by Forbes (2006), which states that "there are two general explanations for a new member addition. One view sees addition as a rational process driven by economic, instrumental considerations; another view sees the addition process as driven primarily by interpersonal attraction and by social networks" (Forbes 2006). Following the argumentation of Aldrich and Kim(2007), "that the formation of a team starts with selecting Team Members using 'pragmatic instrumental criteria, such as complementary skills or work experiences.' (Aldrich and Kim 2007), who make it possible to generate value and thus generate returns. (Forbes 2006). The other aspect should be the

focus on "the interpersonal fit between team members and the need for smoothly functioning group processes" (Aldrich and Kim 2007) because when team members who work together get along well, this encourages the willingness to do a good job and thus to contribute innovative ideas (Aldrich and Kim 2007) and "the greater the average team tenure, the better contribution each team member can make" (Carboni and Ehrlich 2013, p. 516). Besides from that, there are according to Forbes (2006), four reasons why an existing team would scout for new members, summarized in Figure 7 below.

Start-ups and smaller companies have a more difficult position compared to established companies. As described above, larger companies have significantly more resources and are therefore generally more attractive for applicants. For the potential candidate, the question of his or her own motivation also arises. If the applicant is mainly motivated by material stimuli, a startup will have little chance against a company in the fight for em-

Resource-Seeking
- New member is added to **enhance** the team´s present or future inventory of **resources**.

Interpersonal attraction
- New member is added in order to **satisfy** social psychological **goals** of existing team members.

Problemistic search
- Team identifies a resource problem and then undertakes a search for a new member **intended** to **solve** a problem.

Opportunistic search
- Team adds a member with whom it is **already** in **contact** without first identifying the problem or undertaking a search

Figure 7: Explanations for new member addition (Own Diagram following Forbes 2006)

ployees, although it may promise greater success in the long term. It is therefore essential for start-ups to distinguish themselves through other unique selling points. What makes young companies so special is usually the size of the team. Mostly only a few employees who know each other well and are therefore able to assess each other well. In addition, each team member can react individually to the strengths and weaknesses of the other. This creates social potentials in the cooperation, which make it possible to work more innovatively (Carboni and Ehrlich 2013). In addition, the size of the team allows direct contact with the other team members or superiors. This removes the need for chat and e-mail correspondence, making every day work more personal and direct.

Furthermore, it is important to think about the optional future tasks in the run-up to a company. Once a company has reached a certain size, additional tasks arise, such as Taxes, Finance, Sales and Marketing. If you keep these tasks in mind right from the start, you can include the required competencies in the selection of potential members (Spinelli and Adams 2011). To summarize this now: The central goal of teambuilding is to find the right people to successfully lead the initial idea to an established company. The question now is, how can entrepreneurship networks help?

Judging by the content analysis of the network websites later on, the main method of entrepreneurship networks for teambuilding is to give young entrepreneurs the opportunity to meet like-minded people. Events, workshops, conferences, etc. are ideal for this purpose. These events are attended almost exclusively by people who have a sense for innovation and start-ups and who are motivated to participate in such a start-up. However, not every participant has the same skill set. So, people who share the same passion for entrepreneurship can meet at such events but complement each other in their skills and social character in such a way that they can form a successful team. Another form of support are online forums or networks or talent pools. The entrepreneurship networks offer all their members a platform, specially designed for the interests of young founders, in which they can pursue teambuilding. You can discuss in these forums and therefore create value for you and others or you can also search for team members. For example, according to competences still needed in the team, such as "IT specialists".

Tuckman Phase Model

Since a teambuilding chapter should also include the phase model, a short excursion to Tuckman follows:

Bruce Tuckman (Tuckman 1965) developed a five-phase model that describes the elementary phases of team building in a team full of unknown participants. In a paper of 1965 he summarizes the results of several studies and first describes four phases, these are:

1. **Testing and Dependence**
   - o The Get to know phase. The team members orientate themselves and get to know each other, both the "interpersonal" and "task behaviors" sides.
2. **Intragroup Hostility**
   - o In the second phase, interpersonal conflicts arise. A hierarchy emerges.

3. **Development of Group cohesion**
   - o The hierarchy is established and the participants accept each other. The basis for successful work.

4. **Functional Role-Relatedness**
   - o A common goal has been defined and all conflicts have been resolved. Now the "groups energy is channeled into the task".

To isolate this summary of the results from the other studies, Tuckman developed a model that should have a conceptual function. This model has established itself in research and now serves as a standard work and reference point for the phases of team building. To make the phases more concise and thus easier to internalize. He named them after the following phases presented in Figure 8.
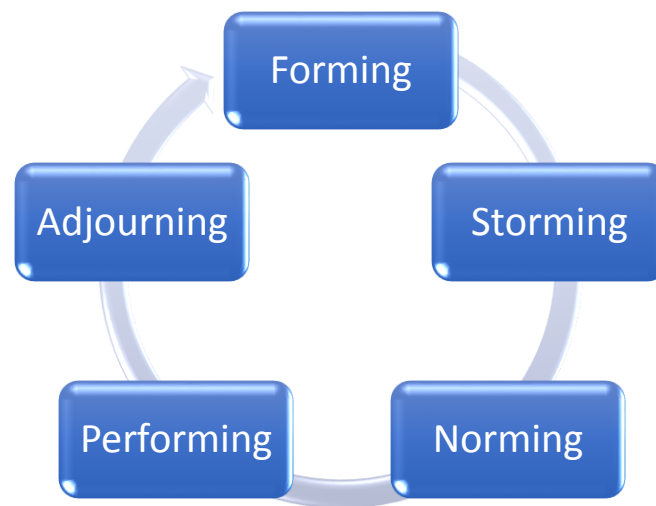
Figure 8: Teambuilding Phases (Own Diagram following Tuckman and Jensen 1977)

In a later work, he added the Adjourning phase (Tuckman and Jensen 1977). In order to round off the model, after further examination of several studies a dissolution phase of the existing team was missing. The adjourning phase describes a phase that does not necessarily apply to all teams but is nevertheless very important for many. If the venture comes to an end, the team must be dissolved. In spite of the imminent dissolution, it is important to keep motivation high and follow the orderly workflow.

2.8 Innovation

"Entrepreneurs innovate.

Innovation is the specific instrument of entrepreneurship."

(Drucker 2015, p. 30)

Innovation is the foundation of entrepreneurship. Building on Schumpeter's "creative destruction", all definitions for innovation agree on the "creation of something new", whereby the new is defined differently (Kaschny et al. 2015, p. 43). Haddad states that creativity and innovation are key characteristics for a successful entrepreneur (Selmi and Haddad 2013, p. 915) and as Drucker states, "Innovation is the specific tool of entrepreneurs" which is "capable of being presented as a discipline, capable of being learned, capable of being practiced" (Drucker 2015, p. 19). Successful Entrepreneurs don't chance a running system, they create something new (Drucker 2015). The fact is that innovation as such is the driving force of an economy and a decisive factor for the prosperity of a society (Jäger 2016). This is accelerated in today's digitized and fast-moving age, with unprecedented access to knowledge and resources, so Spinelli and Adams are already describing it as a galloping innovation (Spinelli and Adams 2011, p. 277). While Kaschny states that the most innovative ideas often come from SME (Kaschny et al. 2015) the report[1] of the Federal Ministry of Education and Research in Germany (BmBF) indicates that the innovation intensity is highest in companies with more than 1000 employees. Anyway, innovation plays a major role for the reputation of startups, as Zerwas and Korflesch argue (Zerwas and Korflesch 2016, p. 149).

A distinction is made between different types of innovations presented in Figure 9: Types of Innovation (Own Diagram following Disselkamp 2012) below. Because innovations are the result of qualitatively new products, services, processes, structures, markets and cultures (Disselkamp 2012, p. 21).

Networks are often committed to ensuring that innovation is given the necessary status. For most networks, the promotion of innovation is to create an environment of collaboration and knowledge transfer. Only by sharing knowledge is it possible to create pioneering innovations. Probably the most famous example here is the discovery of penicillin. After Fleming discovered penicillin by coincidence, he was only able to describe its

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[1] http://www.datenportal.bmbf.de/portal/de/BuFI-43.pdf [10.06.2018] - Innovation intensity by sector groups and employee size classes

effect on bacteria. It was not until ten years later that scientists tested the drug on humans,

Product innovation

• New products, services and concepts

Process Innovation

• New features in the service creation processes

Market innovation

• Open up new sales and procurement markets, such as new customer or supplier groups

Structural innovation

• Functionality of a work structure like new Work time models, workstation models etc.

Cultural innovation

•improvements in the social sphere, for individuals and in the relationships between individuals.

Figure 9: Types of Innovation (Own Diagram following Disselkamp 2012)

creating an active substance that is still used millions of times daily and saves many lives. If Fleming had not written down and shared his knowledge, we do not know when this means would have been discovered (Bennett and Chung 2001). Enabling knowledge transfer and groups of innovative thinkers is therefore a central goal of innovation networks[1].

2.9 Finance

A key factor in the world of business and young Entrepreneurs: The money. The fact that the financing of start-ups is both an "international concern" (Albach and Pinkwart 2002, p. 49) and a "fundamental building block for the success and existence of the company" (Pott and Pott 2015, p. 235) has by now also been understood in Europe. For a long time, America made innovative progress ahead of Europe, but from the turn of the millennium, "suitable financing instruments were regarded as essential for setting up

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[1] See for example the ECIU perspective on Innovation:
http://eciuexchange.com/ECIU_Papers/ECIU_Position_Innovation_Policy.pdf [10.06.2018]

companies in Germany" (Nathusius 2001, p. 1) and moreover, the dimension of finance is of fundamental importance for the decision whether someone should invest in the Start-up or not (Zerwas and Korflesch 2016).

The concept of financing is not unambiguously defined and there exist several definitions for this term as well as several different terms in the extremely extensive financial litera-ture. However, since the present work does not deal with the details of the financial world, but focuses on promoting the establishment of networks, a simplified definition should suffice here. In the following, financing is understood as "covering the capital require-ments" (Bank and Gerke 2016, p. 1). This definition fits very well into the context of entrepreneurship, as it focuses on the demand for capital, while other definitions deal with cash flows and balance sheets. But the young entrepreneur usually sees a very large need for capital at the beginning of his business. This is based on the situation that an inequality exists at the time of market entry. Large companies have significantly more capital and resources and can therefore make investments faster and more targeted (Block 2011). For this, the entrepreneur has various options open to him in order to initially eliminate this imbalance and thus enable himself to establish himself in the market. The offers are dif-ferentiated by various determinants (e.g. debt capital, equity, debt-equity ratio (Block 2011)). It is important to distinguish which financing option is the best for the personal enterprise. If one searches the online offers and existing literature for "start-up financing", one finds a number of possibilities, including crowdfunding, private equity, business an-gels, venture capital but also just private savings or budget of family & friends. But there are also possibilities for state funding, which is usually the cheaper alternative, since founders can fall back on loans, grants or guarantees (Pott and Pott 2015). The ratio in which the different financing methods for German start-ups were used in 2016 can be seen below in Figure 10. What stands out directly is that the majority of the initial financ-ing comes from the own purse or that of friends and family. The following source is the attractive state financing, followed by business angel and venture capital, which are in-terested in high returns. Bank loans are the least popular.

The role of networks here is twofold. On the one hand, there are networks (e.g. business angels) that have capital and can invest in start-ups. On the other hand, and larger part, the networks operate the part of the intermediary. They establish the contact between entrepreneur and investor. The investor has the advantage that the innovative business idea has already been checked for plausibility by the network. The advantage for the en-trepreneur is the contact to the investor, whom he would very probably not get without

FINANCING SOURCES OF STARTUPS IN GERMANY 2016

Personal Savings	84,1%
State Funding	35,5%
Family and Friends	30,2%
Business Angel	22,6%
Internal Finance	19,4%
Venture Capital	18,8%
Bank Credit	14,6%

■ n = 868   Multiple responses possible
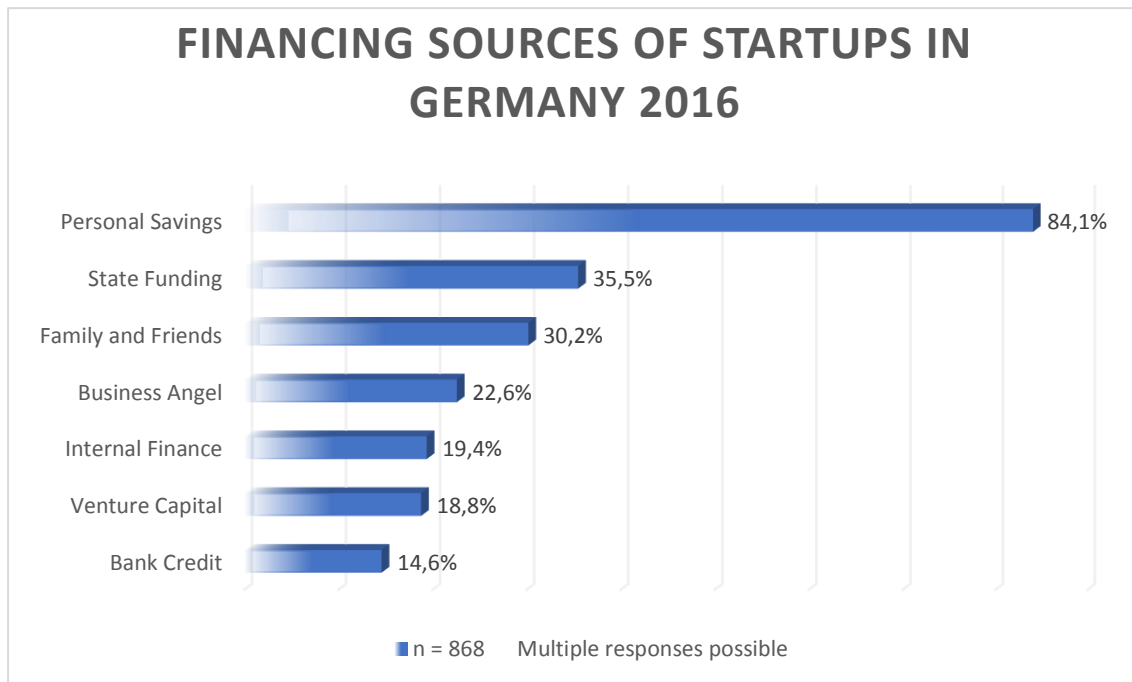
Figure 10: Financing Sources (Statista[1], own diagram)

the network. This creates another symbiosis for both parties, for detailed explanations see chapter Networking.

2.10 Internationalization

The internationalization of firms has gained increasing attention from both academics and public policy makers (Chetty and Agndal 2007; Filser et al. 2015);

There are different definitions of the term "internationalization" in the literature. Among other factors, authors mention "investments and the start of production abroad" as a determinant, while others already see the "export of products" as internationalization (Dehnen (2012, p. 8). A decisive point is at least the expansion of the company across national borders. The concept of internationalization in the context of entrepreneurship is defined by Galkina and Chetty as "a combination of innovative, proactive and risk seeking behavior that crosses national borders and is intended to create value in organizations (Galkina and Chetty 2015). This definition focuses more on the skills and values that characterize an entrepreneur. What is noticeable here is that none of the definitions refers to the size or resources of the internationalizing company. This is also where the differentiation from the much-discussed International Business (IB) takes place. IB has been

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[1] https://de.statista.com/infografik/6363/startup-finanzierung-in-deutschland/ [07.04.2018]

treated for some time, as the internationalization of companies was still reserved for established and large companies a few years ago (McDougall and Oviatt 2000). Demand for the products was saturated within the country's borders, and so it was possible to try to reach further international sales markets with extreme use of resources. This has been described as a rather slow process, that required a nationally established company (Puck and Leitl 2011, p. 67). This process depends on four essential determinants: The extent of resources committed abroad, international market knowledge, current company activities and the decision to invest resources in foreign markets in the future[1] (Filser et al. 2015). This has changed and now McDougall and Oviatt see the globalization of markets in the digital age and the "decrease in governments protectionist policies" as reasons for the internationalization of companies of all sizes (McDougall and Oviatt 2000). Due to the worldwide accessibility and the laws of the states, which consider an internationalization to be beneficial, it is now also possible for SME to push early on the international market (Filser et al. 2015). These early internationalizing SMEs are referred to in the literature as "International New Ventures" or "Born Globals" (Puck and Leitl 2011, p. 67). The advantages of the internationalization are obvious: On the one hand, a larger customer base and more demand for the product are suddenly created. On the other hand, other cultures and countries may have other demands, so that the product range, which is exhausted within national borders, can be expanded on the international market. The most serious problem, according to Chetty, is the lack of resources necessary for internationalization. The solution to this problem is to acquire the necessary resources through the company's existing network of business partners (Chetty and Agndal 2007). On the one hand there are the mentioned network partners which are described in more detail in the chapter Finance. On the other hand, networks that support start-ups can also serve as intermediaries, for example, in order to provide initial advice on the topic of the internationalization business plan or financing options.

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[1] For additional information see the "Uppsala model" based on Johanson/Vahlne (1977) – "The Internationalization Process of the Firm."

3 Empiricism

In the following chapter the empiricism and the methodology of the given work is presented. The aim was to create a world map on which all networks that provide start-up support are represented. A sub goal and precondition of this goal is to classify the existing networks into a category system, which is oriented to the value chain of EE. First, the methods used are presented and discussed before they are applied to this specific context. The results will then be presented.

3.1 Methodical Approach

Now the question arises about the appropriate method to categorize the networks based on their online content. This was no easy choice at the beginning, since there is no literature exactly for this specific case to which one could refer. Therefore, certain modifications of existing methods were made to make them usable for this purpose. If one considers the "classification of networks in their fields of action" as a "little-explored field", since this has not yet happened in this context and with these networks, a qualitative method is suggested according to Riesenhuber (2007). "The state of knowledge in a chosen research area determines the type of question. The question in turn determines the nature of one's own research and thus the research method to be applied." (Riesenhuber 2007, p. 19). This is because quantitative methods are more likely to be used for research purposes in which terms have already been formed and assigned, or prescriptive research is still pending. Nevertheless, beside the exploratory characteristic of the study, the benefit with a combination with a quantitative approach to capture the complexities of the phenomenon.

3.1.1 Qualitative content analysis according to Mayring

If you start searching for Qualitative Content Analysis in the existing literature, you automatically and straight away come across Phillip Mayring. The co-founder has laid the foundation for qualitative content analysis and is now more well-known than ever. The main area of content analysis are interviews, but the main features of the method are also useful for this project. Mayring uses a three-step process for coding in its form of content analysis. The original text is paraphrased, i.e. broken down to its essential components, without filler words or excessive language. Then a kind of super category is found for the paraphrase, which is called generalization. The generalization is then subsumed again in order to delete the same and similar generalizations. The subsumptions are the predefined categories in the encoding of the networks. This means that the categories no longer have

to be derived by the generalizations, but can be switched directly from the original text to the subsumptions, and consequently the two middle steps can be skipped.

Figure 11: Procedure according to Mayring

3.1.2 Special characteristics of online analysis

Mayring's content analysis is intended for the analysis of large amounts of textual data that are offline available. An example of this are expert interviews. The online content analysis differs from the classical analysis in that the content can all be found online (Welker and Wünsch 2015). Online content is subject to certain criteria which can be ignored for offline content. An obvious advantage is the availability, as the content is available on demand. Some more advantages and disadvantages are presented by Welker and Wünsch (2015). The advantages of machine readability and quantity are contrasted with the disadvantages of dynamics, mediality and nonlinearity:

Digitization/machine readability: A major advantage of online content is machine readability. This allows further processing such as simple copy/paste or analysis of the data with software without major transformation steps.

Quantity: The Internet has an unprecedented capacity. Billions of information can be stored and made available for a long time. Thus, the quantity of available content increases dramatically. This can be seen as both an advantage and a disadvantage. The danger of this quantity is that the contents become unclear and the boundary between relevant data and irrelevant data becomes blurry. On the other hand, there is apparently unlimited access to content. This advantage speaks for itself.

Volatility, dynamics and transitory: Online content is constantly changed or deleted, or new content is added. Thus, the contents are subject to constant change. This has an effect on the availability of the data, since scientific work takes several months, and the data may then no longer be available, or in another form. In the course of this work, this happened with several websites that the access link on the basis of which the categories were created was no longer accessible. For this reason, the keywords were stored in an

extra column so that the assignment can also be traced afterwards. In addition, for example, some networks listed in the original Initiatves.pdf could be reached via another link, or even changed their name in the meantime. For example, "3TU" has now become "4TU", since Wageningen University was also included in the collaboration of Dutch Universities[1].

Mediality, multimedia and multimodality: In contrast to transcribed interviews, the Internet also allows information via information channels such as video and sound recordings. This means that the information is not always visible at first glance but may have to be extracted from videos. In the present context, however, this was not a major obstacle, since only a fraction of the information came from videos and thus did not condemn a great deal of transcribing effort.

Nonlinearity/hyper textuality: Links and references make it difficult to keep track of online content. It is no longer the case that all information is collected on one page. The structure of a website has many branches and internal and external links to other partners or websites. "This blurs the boundaries" (Welker and Wünsch 2015, p. 18) and it is possible that the contents are no longer so evident.

Further advantages and disadvantages listed by Welker and Wünsch are not taken into account here, since they play no role in this context.

3.1.3 Qualitative Analysis / Additions to the Initiatives

The category System consists of the categories mentioned under the heading Definitions. For this reason, these explanations are comparatively detailed, since they serve to define the categories and therefore a certain wealth of detail is necessary. It is important to emphasize here that the field of action "financing" has been included in the broader sense. This means that networks that only assist in the search for funding sources and do not make direct funds available have also entered this feature. Each of these listed points describes a field of action of entrepreneurship networks. Thus, the categories could be created deductively, i.e. derived from the theory and did not have to be derived inductively, i.e. from the source data. The categories are also listed in chronological order. However, this is not of further relevance for the classification through the online content analysis. First the websites of the networks were roughly sighted and it was determined whether the websites were still accessible online. If not, an alternative address was

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[1] https://www.4tu.nl/en/news/!/58263/Wageningen_joins_federation/

searched for. This was then swapped with the old one to get the most up-to-date list possible. The offline web pages without an alternative are marked in red but are displayed in the list. Furthermore, it was checked whether the websites were available in German or English. Any web pages with a language other than German and English were marked and excluded from further editing, as this was not possible due to the language barrier. Afterwards the contact data, i.e. email and address of the networks were extracted from the websites as far as possible. Often only one contact form was available, which was then linked in the list. Optionally, other sources such as Facebook or Twitter were included in order to determine possible contact data. If several contact data were available, the one related to start-up support was always preferred. If a network has no real address but consists for example of a network of universities or is an exclusively virtual network, the address from the imprint was used, or the field was provided with "No Adress". The whole Procedure is summed up again in Figure 12.
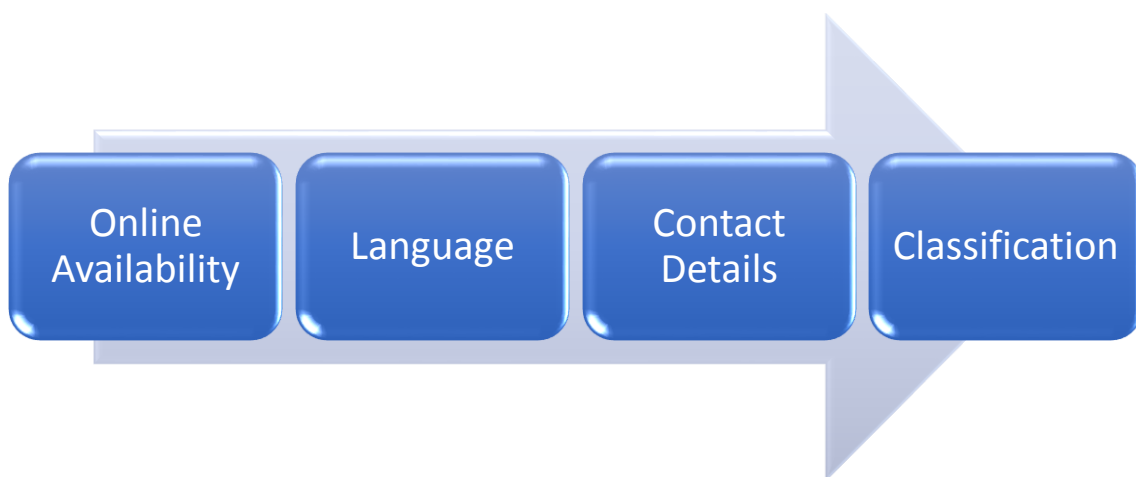
Figure 12: Procedure for List Editing (Own Digram)

Now comes the part of the classification itself. Since the literature and experts recommend to perform the content analysis with software support, the program MAXQDA[1] was used first. This program is very well suited to perform content analysis, since it digitally supports the actions that you actually have to perform manually. Thus, one can create suitable visual graphics at the end of an extensive analysis or let the word frequencies of a text be

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[1] https://www.maxqda.de/

displayed, as we will see later in the following chapter. Thus, the networks were inserted into the program and the description text was added directly from the website or from the imitative list. Then the texts were searched for categories / codes and these were marked. This resulted in a list for which a document comparison diagram, see Figure 13, can be output. In this diagram, the appearance of the respective categories is visualized in color

Figure 13: First Try with MAXQDA (Own Diagram)

(e.g. green for Education, black for Networking) on the basis of the line in which occur. This is a nice overview, but the goal of the categorization is associated with much more effort. Thus, the software was perceived as over-qualified for this context, and work continued with Excel. Another column has been added for each category, as well as a column for the identified keywords and the exact address of the source. The procedure has always been essentially the same: although each network is different from the others, each network website has a section in which a short biography is presented. These sections are usually called "About", "About us", "What we do", "Our Goals" or "Our Mission". This section usually contains all relevant information, since this represents the network's portfolio and must be well maintained on the surface. You can therefore assume that the information on this page is up-to-date. Within these categories, keywords were then searched for the respective categories and then assigned. An exemplary representation of keyword and associated category can be found in Table 1. The complete file can be found in the appendix of this thesis as Initiatives.xlsx.

Table 1: Example of three networks (Own Diagram)

Network	Keywords	Category
EBN Innovation network	"Networking", "Events", "Innovation","Incubators & Accelerators", "Finance services"	Education, Networking, Innovation
EAS - Enterprise Estonia	"Financial assistance", "Counselling", "Cooperation opportunities", "Training for entrepreneurs"	Motivation, Educaton, Networking, Finance
Network for Teaching Entrepreneurship (NFTE)	"Persönlichkeitsentwicklung", "Begabungen erkennen", "Stärken fördern"	Sensitization, Motivation, Ideageneration, Education

3.1.4 Quantitative Analysis

The quantitative analysis should support the qualitative analysis in this context. Quantitative content analysis serves to break down the content of an object under investigation

Figure 14: Word-tag-cloud of Network Descriptions (own Diagram)

to the bare essentials and thus reduce its complexity. According to Lobinger (2012), the object of investigation can be any "communication content" as long as it "is manifested, i.e. exists as text" (Lobinger 2012, p. 227). For this reason, quantitative analysis is to be regarded here rather as a limited method, although it nevertheless provides a rough insight into the networks. Here one sees quite clear disadvantages in relation to the qualitative analysis, since one argues directly with the contents and incorporates the own subjective perception and interpretation. This in turn may be seen as an advantage by the neutral observer. Figure 14 shows a word cloud, which was formed[1] from the own descriptions of the networks. The descriptions of the networks mostly come from the websites of the respective networks and are therefore not checked for truth or credibility, yet the word cloud visualizes the most used words in this context. The words "entrepreneurship", "network" and "business" are most widely used in the context of this work and with an eye to the selected networks. It is also interesting to note that "European" and "Europe" have a very large share and thus also visualizes the networks' interest in internationalization. In Table 2 you can also see the exact word frequencies for the 16 most common words. The description text of the two diagrams Word Tag Cloud and Frequencies is the same, but the filler words "and, are, at, by, for," etc. were sorted out because this would have diminished the list. In the Word Tag Cloud, this phenomenon does not have so much effect, which is why the descriptions are used there unfiltered. However, the result is the same, you can easily see which topics and categories these networks are interested in.

An approach of quantitative analysis that does obviously not show full credibility. Just because a network's website is talking about financing a start-up does not mean that the network is also actively financing.

3.2 Creation of the Network Map

Now that the networks had been assigned to different categories, the sub goal had been reached. Now the world map could be created. The first transfer was to design and program a separate map especially for this purpose in order to meet all the requirements of the map. The map must also be a free version. After a short research it becomes clear, however, that there are some free maps that meet all requirements. Thus, the idea of the own map was rejected, regarding the amount of time and the necessary programming knowledge. The Shall-Requirements (Rupp 2014, p. 18) for the map were for instance:

- The map must show the whole world

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[1] Created with https://www.jasondavies.com/wordcloud/

- The map must be zoomable

- Must be publicly available

- The data must be importable

- The data must be exportable

- The map must be able to be embedded in a website

- It must be possible to add individual markers

- Markers must be editable and deletable

- Markers must have several information fields

More should-requirements:

- A search for individual markers

- A search for individual tags

- Capable of integrating images

There were no requirements on the appearance of the map, but nevertheless attention is

Table 2: Word Frequencies in Descriptions (Own Diagram)

Word	Frequency
Entrepreneurship	40
Entrepreneurs	39
Network	30
Business	24
Social	14
Education	11
European	11
Innovation	11
Development	10
Europe	10
Organization	10
University	10
Young	10
Enterprise	9
Universities	9
Support	8

paid to it. The next possibility was the map of the Open Education Resource (OER) World Map[1]. This card fulfils all Shall-requirements and corresponds to the visual appearance requirements. In addition, the basic ideas of entrepreneurship at universities and the vision of the OER World Map share a few common thoughts. The OER Map website[2] postulates

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[1] https://oerworldmap.org/
[2] https://oerworldmap.org/about

that they "network different actors", "share knowledge and resources" and "help teachers and learners to find suitable educational materials". These basic ideas promised many similarities with the networks to be entered, which mostly share the same version. Basically, this is a good approach, as the same ideologies may lead to further synergies. For example, entrepreneurs looking for start-up-promoting networks could also come across useful learning content from other institutes and disciplines. They could complement each other and possibly increase the number of visitors to the map. Unfortunately, the providers of the map see this in a different way. After most of the networks were listed on the map, the operators contacted the author of this thesis. The map should only contain resources and organizations that provide open and free teaching materials in the sense of the Cape Town Declaration[1]. This could not be proven for all start-up-promoting networks, since some networks also charge fees, for example, or do not provide open resources in the narrow sense. However, since all networks of the initiatives were to be listed on the map, the OER World Map was therefore also dropped.

Google has not only the famous map service Maps, but also an area especially for custom created maps[2]. Mymaps no longer holds out the above-mentioned synergy of ideologies but meets all other requirements just as well as the OER Map. So, you can consider the Google Map as a perfect alternative. A big advantage is that the data of the networks can be imported in comma separated value (csv) file format. Thus, one can load the data from the *excel file* directly into the map with some elaborate transformation steps. However, it is necessary anyway, as the data should be available in as many file formats as possible for further processing. This means that the following activities can benefit from the preparatory work and do not have to start from anew.

The following information is required to enter the networks on the card. These are sorted by length of the entry, so that the viewer gets the short memorable information at first glance and can read the more detailed information if required.

- Name of the network
- Address
- E-Mail
- Fields of action
- Short description

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[1] For additional Information see http://www.capetowndeclaration.org/

[2] Can be found on https://www.google.com/mymaps

Optionally, an image is inserted, for which, however, an online link serves as the source. As a result, the required columns were extracted from the *excel* table. The entries in the fields were freed from any special characters and commas and placed in a .csv file. A line – in other words an entry of a network – has therefore the following format:

Name, Mail, Adress, Fields of Action, Description

ASHOKA, info_de@ashoka.org, DE Prinzregentenplatz 10 81675 München DE., Motivation Education Consulting Networking Finance, Ashoka is the largest network of social entrepreneurs worldwide with nearly 3000 Ashoka Fellows in 70 countries putting their system changing ideas into practice on a global scale.

This format makes it possible to extend the networks entries at any time without much effort. Thus, the use of another map provider is also possible if Google maps can no longer provide the necessary preconditions.

4 Limitations

One of the limiting characteristics of this work is the language barrier. Most of the websites were either in English or in German. However, there were also some that were only available in the native language. These initiatives were excluded from further processing. In addition, not all websites were online any more. If there was an alternative web page due to the Google search, it was replaced. Otherwise, the websites that are offline in the meantime also had to be excluded from further processing. Furthermore, there is no claim to completeness. Over time, new networks may have formed and therefore the list of initiatives may no longer be up to date. Nevertheless, the world map represents a large part of the networks. However, a regular revision of the networks would be one way to achieve this goal. Furthermore, in this work scientific methods were slightly modified to make them usable for this context. These modified methods have not been scientifically proven. However, the basic principles of the methods were still adhered to.

5   Results and Outlook

The following chapter summarizes the results of the work. The central goal of this work is presented. The research questions that were formulated at the beginning will be answered individually. Afterwards, an outlook is described, which aims at how the results of this work can be used further or how further research could be done.

5.1   Results

The results of this thesis are divided into several over points. On the one hand, the goal of creating an initiative map was achieved. A concise map has been created from the existing list of institutions and networks that actively support the founding scene around the world. This was a very practical goal, as there is a real project, with which one can continue working if necessary. Furthermore, it was declared as a goal to classify the networks and institutions along the value creation chain of a foundation. The fields of action of the networks were instrumentalized, since the construct of a fixed value-added chain could not be found in the literature. Nevertheless, it was oriented to the founding phases and thus outlined a chronological sequence of the fields of action. This can also be derived from the structure of this work. The theoretical research questions, which should support and strengthen the goal of the world map, can furthermore be evaluated and answered through detailed work with literature. It has been emphasized several times in the course of this work, that the topic of entrepreneurship has a great economic relevance, both for Germany and for other nations. The fact that this has now been recognized by politics can be seen by the state funding for the ministries BWMI and BMBF. A central objective of universities and academic institutions should now be to use these funds and to continue the promotion of a founder-friendly climate, as they have done in recent years.

The initiatives map, as the central goal of this work, can be viewed under this link:

In order to obtain the creation of the world map also through the following steps and procedures, several screenshots documenting the process can be found in the appendix.

RQ1: How can the Entrepreneurship Networks be assigned to the respective fields of action of EE?

This question was discussed in detail in the chapter Empiricism. After one knows all fields of entrepreneurship, it is possible to assign the networks to the fields of action by content analysis of the Internet appearances. The information on the Internet pages comes from the operators of the initiatives themselves, so it can be assumed that they are accurate. Of

course, there is no assurance here that the networks would not assign themselves differently if they had the task. One method to find out would be interviews or questionnaires with the operators of the networks. This can be seen as an outlook for further work.

RQ2: What is the benefit of such a classification for potential entrepreneurs in detail?

The advantage for the young entrepreneurs is that they get an insight into the most important initiatives in the foundation process. In theory, a person who has an idea, can inform himself about the networks through the map, as well as find the right contact point for his concern. Through the search functions of the map this also works very intuitively. The map is kept simple and you can get an overview of all functions. Thus it is also suitable for people who are not technically affine. The classification in this context has the advantage for an entrepreneur that he does not have to work through all 65 Initiatives to find the right contact person, but as soon as he has identified the category, he can enter it into the search field and is shown all supported networks. Another advantage is the geographical function of the map. In the best case, the map shows the user that a network is geographically much closer to him than the network he actually chose. However, the main function of the classification and the map is a good overview.

RQ3: Are these Entrepreneurship networks missing an important step? Could they improve their offer? Does the value chain cover every need a young entrepreneur might have?

That the networks have completely missed out on an important step or have not yet paid attention to it is rather unlikely in view of prevailing literature. There is now much more literature than there was 15 to 20 years ago, as the topic is also becoming more and more

Table 3: Occurrence frequency (Own Diagram)

Field of Activity:	Counter:
Networking	50
Education	48
Motivation	25
Sensitization	19
Finance	13
Internationalization	12
Teambuilding	10
Innovation	10
Ideageneration	9

popular. Thus, there is a research basis on which these fields of action have developed,

as has been sufficiently documented in chapter two. One point that could be addressed is that most initiatives focus on the two main fields of education and networking, while the other fields are rarely considered. Basically, every commitment is important and good for a field of action, but one should also consider that entrepreneurs who are already so advanced that they make use of network contacts are already a "rolling stone". Young creative people who do not yet know much about entrepreneurship or are still undecided may need support more than the advanced ones. The assistance becomes clear in Table 3, in which the absolute number of occurrences of the fields of action was counted. The creation of ideas and innovation is not seen as important as net-working and education, although it is precisely in these fields of action which gets the ball rolling.

5.2 Outlook

In order to be able to formulate the outlook for this work, it is necessary to put oneself in the perspective of an entrepreneur at the beginning of one's career. What are the "customer needs", which need to be satisfied, for such a person?

Since this situation is not tangible for every reader, an analogy to a situation from everyday life may help. An individual wants to have his hair cut. You have to find a suitable hairdresser. This is done with the most popular tool – Google Maps. The way it works is straightforward, you enter your address and a selection of nearby hairdressers is displayed. Now the essential decision-making process is started. Which one of these should it be? For this purpose, certain criteria are taken into account in the decision. On the one hand, the proximity and accessibility. It is important that the journey does not require too much time and money. Possibly the contact ability, if you want to make an appointment or have further questions. The services must be matched to the needs. A woman hairdresser is no help to a man. The costs, or the price performance ratio. Impressions, photos of the company itself. First impressions are very important. And a decisive factor: the ratings of other customers. If the ratings on Google do not meet expectations, the other factors may often be outvoted.

Now it is important to establish the parallels to the Initiatives Map. When a young entrepreneur enters his location on the map, all networks in the vicinity should be displayed. These and other functions of the map already exist in the Initiatives Map. What would be an innovation and thus an Outlook, however, are the evaluations of networks and their fields of action. One possibility would be that the respective fields of action of the networks, after one had contact with the network, can be evaluated. This would result in a

transparent rating, which makes it easier to arrange the networks according to their usability. Since, in contrast to the service of the hairdresser, the service of the networks does not necessarily have to be carried out on the Entrepreneur itself, there is also the possibility of a much broader "customers" here. Thus, also an entrepreneur from Hamburg could evaluate the network in Munich. In the long term, the map could thus be transformed into a platform for entrepreneurship networks that generates added value. At the moment, the map only serves as a display of collected information on the websites of the respective networks. Using a category for the experiences and evaluations with the networks would create an exclusive added value. In addition, the networks would then also be willing to maintain the information.

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7 Appendix

As this submission is digital, the annexes are also submitted digitally. Here is just a list of the attached files. However, since only certain file formats are supported for digital delivery, the work files are forwarded to the supervisors and only exemplary pdf. files are added to this work.

Initiatives.pdf – Original List created by ZIFET

Initiatives_categorized.xlsx – Including Keywords for the categorization of the networks

Initiatives_csv.csv - For import @ mymaps

Initiatives_excel.xlsx - For import @ mymaps

Map_1.png

Map_2.png