

Entrepreneurship Mentoring for Women at Universities

Universities can affect students' entrepreneurial ambitions positively. On the one hand, the increasing number of universities with business and management programmes reflects the growing level of entrepreneurial ambition among students. On the other hand, there are visible differences in terms of the proportion of male to female founding students. Based on the peer-mentoring method, action-based research was carried out with a sample of 20 female students aimed at examining whether and how formal mentorship can stimulate female students' entrepreneurial ambitions. In the findings, further explanations are provided that highlight the need for mentorship in influencing learning outcomes and entrepreneurial propensity, alongside its integration into higher education. The results indicate that *priority support plays an important role* in the early stage of entrepreneurial ideas, in which trust is created through openness, motivation, and commitment. These results provide sufficient evidence for mentoring programmes as viable pedagogical methods in entrepreneurship education.

Keywords: *Female Entrepreneurs, Mentoring, Early-stage Entrepreneurship, Entrepreneurship Education*

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1. Introduction

Innovation alongside economic development can be enhanced by entrepreneurial activities. Audretsch (2009) defines societies that understand and support entrepreneurial spirit as entrepreneurial societies. In these societies, the institutional framework has a positive attitude towards risk-taking, and entrepreneurial activities in general (Kucketz, Berger and Allmendinger 2015).

Entrepreneurship may be viewed as a phenomenological entity particular to given individuals possessing cognitive faculties associated with starting a business and running it as a going concern (Cope 2005). This may moreover be termed entrepreneurial orientation, whereby those so inclined may accept the existence of risk and uncertainty in relation to business management to a relatively greater degree than other individuals (Diamond 2012). In gender-related terms, it may be argued that there are more similarities than differences between male and female entrepreneurs concerning their traits, motivations, and success rates (Minniti 2009).

It has been suggested, however, that an individual's entrepreneurial activities are influenced by the gender factor as well as race, ethnicity, age, and education level (Cromie 1987). On such a premise, it may be argued that entrepreneurship generally tends to possess a predominantly male character due to the scale and frequency of business ownership by males (Ece 2019). Furthermore, links with universities offering entrepreneurial education have been identified as crucial to new business development (Ghio, Guerini and Rossi-Lamastra 2019). As such, secondary and tertiary educational institutions are critical for the training of successful future entrepreneurs, both male and female. As a result, recently both practitioners and scholars have paid increasing attention to entrepreneurship education, including women's entrepreneurship.

The research on women's entrepreneurship has become a thriving field in recent years. Through systematic bibliographical research, Zupic, Khandai and Fayaz (2022) identified 764 primary publications on female entrepreneurship published in academic journals. They found that while originally the research focused on a narrow set of female entrepreneurship-related questions and used data from Western contexts, today the research areas are much more diverse. Ahl's paper (2006) is one of the most influential ones on women's entrepreneurship ambitions and introduced the so-called "gender turn" in entrepreneurship research (Zupic, Khandai and Fayaz, 2022). In Ahl's view, entrepreneur and entrepreneurship are not gender-neutral concepts. Ahl's paper is a critique of the popular notion of the existence of a male-dominated ecosystem and a gendered hierarchy. Marlow and McAdam (2013) drew attention to the diversity and complexity of gender in entrepreneurship, while critically evaluating the association between gender and business performance.

Entrepreneurship ambitions and encouraging young people in entrepreneurship also have a gender dimension (Jáki and Huszák, 2022). It is a fact that female students have lower entrepreneurial intentions right after graduating, and even 5 years after graduation (Sieger et al. 2018). Instead of self-employment or engaging in a start-up, women rather prefer working in the public and corporate sectors (Geam-

başu 2019; Sieger et al. 2018; Sieger et al. 2021). Though fewer women engage in entrepreneurial activity, there has been a positive trend in the gender gap with regard to interest in entrepreneurship in the last few years (Bosma et al. 2021). The hetero-normative perception understands that entrepreneurial behaviour and capacity is a mere realisation of an individual's potential (Ahl and Marlow 2012). Considering that this perspective is still broadly accepted in research on entrepreneurship, it is essential to reveal how educational methods, especially mentorship, can support young women's entrepreneurial engagement and counteract women's limited social position and economic opportunities in the field of entrepreneurship (Huszák and Jáki, 2022).

2. Entrepreneurial mentoring

According to the academic literature, it can be assumed that, through the promotion of innovative ideas and the transfer of entrepreneurial competences, learning about entrepreneurship can lead to the development of new innovations and business start-ups (Man 2019; Wang, Yueh and Wen 2019). The direct result of entrepreneurship education is the acquisition of entrepreneurial skills and knowledge. In addition to professional skills, such as business management and financial planning, entrepreneurship education also promotes the development of soft and effective skills that can meet the standard criteria of a true entrepreneur (Baluku, Matagi and Otto 2020). Examples of these soft skills include self-efficacy or a boost in confidence, which are considered crucial skills, especially in the case of female entrepreneurs (St-Jean and Audet 2012; Brodie, Van Saane and Osowska 2017).

Mentorship is a type of entrepreneurial education. There is no clear consensus about the definition of mentorship. It is a complex task as mentorship describes a form of learning that has been redefined in history according to the current context (Ting, Feng and Qin 2017). Homer's *Odyssey*, an epic poem from Ancient Greece thought to date back at least 3,000 years, is frequently cited as the original source for the concept of mentoring (Colley 2010). In general, entrepreneurial mentoring covers a learning process in which an experienced professional (in the field of business) supports the development of a future or novice professional (St-Jean and Audet 2012). The mentoring process promotes the learning of future entrepreneurs in a number of ways, including through motivational training, informational support, counselling and (self)reflection. (St-Jean and Audet 2012). Through professional mentoring, above all, the attainment of important entrepreneurial outcomes are stimulated. These may include endurance and survival, cost reduction, satisfaction and psychological well-being, in addition to business management (Hägg and Politis 2015).

In their 2015 study, McKeivitt and Marshall argued that informal mentoring was a good fit for small business owners in the environment in which they operate. (McKeivitt and Marshall 2015). In our current study, first and foremost, we aimed to focus on the impacts of formal female entrepreneurship mentoring at universities in relation to starting or further developing students' own business ideas.

In essence, mentorship is a relationship between individuals resulting from a higher purpose – proficiency in a certain field or skill – at different stages of learning (professional or personal development), in which at least one party involved needs guidance, information, networks, or all at the same time (Brodie, Van Saane and Osowska 2017). The mentor–mentee relationship allows space for professional discussions in which at least one party is interested in benefiting from the growth of the other (recruitment, talent promotion, better networking with other business partners through mutual training, etc.). General expectations resulting from mentor–mentee relationships could be summarised as follows: A mentor is a person who acts as a guide and an adviser, willing to share his or her professional knowledge and personal wisdom to younger pretenders. He or she has already achieved a certain level of success and proficiency and would like to act as a role model, one that the mentee can learn from. He or she is interested in the transfer of knowledge, experience, ideas, not to mention insights as inspiration for personal and professional development (Sullivan 2000).

A mentee, on the other hand, is someone who is less experienced and may have specific professional and personal goals that he or she wants to discuss with a more experienced and successful person. The mentee takes an active role as someone who asks for advice and guidance. The mentee must make it clear how he or she intends to benefit from the mentoring (Sullivan 2000).

Through the mentoring process, besides the informal transfer of knowledge and social capital, also work- and professional development-oriented psychosocial support can be offered for the mentees. In general, mentorship is carried out by informal communication, which is usually conducted face to face, and it covers a relatively longer timespan. In most cases, there are two parties involved in the process: the mentor who is perceived to have greater relevant knowledge, wisdom or experience, and the candidate, who is perceived to have less, i.e. the mentee.

It is surprising how little research has been carried out in terms of mentoring support for entrepreneurs in general, including female entrepreneurship (St-Jean and Audet 2012). Still, it has been highly recognised as an advantage in enhancing learning and career development in organisational contexts (e.g. Man 2019; Wang, Yueh and Wen 2019; Wei, Liu and Sha 2019). In business, formal mentoring is part of most talent management strategies used to groom key employees, newly hired graduates, high-potential employees and future leaders.

3. Entrepreneurial mentoring in higher education

Regarding the role of university teaching and curricula, both the economic and entrepreneurial content and a supportive environment have a crucial role to play in engaging students and young people in entrepreneurship (Geambaşu 2019; Sieger, Fueglistaller and Zellweger 2016). The GUESSS (Global University Entrepreneurial Spirit Students' Survey) surveys regularly confirm that an entrepreneurial climate at universities, in general, had a positive stimulating effect on students' intentions to start or plan to start small businesses and to have start-up ideas or

a preference for self-employment (Sieger, Fueglistaller and Zellweger 2016; Sieger et al. 2018).

According to the Triple Helix theory, there is strong interdependence between government, academia (the university) and industry (private business). In this latter field, entrepreneurial behaviour is cultivated for the common good of all ecosystem actors (Huszák and Gittins 2021). Higher education institutions involved in entrepreneurial teaching, usually offer mentorship programmes specially dedicated to business start-up and development support for staff and students alike. During these programmes, participants learn how to convert their entrepreneurial ideas into action (Heinnovate 2018). Typically, these programmes may include:

- mentoring and coaching;
- special access to laboratory and workshop facilities within the territory of the higher education institution;
- provision to incubation facilities and to other temporary business premises;
- further aid in developing networks; and
- facilitating access to finance.

4. Methodology

In order to explore the feasibility and the benefits of practical training for entrepreneurship students while being a mentor, an exploratory method is needed. More specifically, the chosen methodological approach should be based on action-based research. Based on a mentoring or peer-mentoring method in a field experiment, we analysed the evolution of formal mentorship relations over time at several higher education institutions.

In our research, we were particularly interested in answering the following research questions:

- RQ1: To what extent is it reasonable to establish a mentorship programme dedicated specifically to female students as a distinct group in a university environment?
- RQ2: What needs have arisen among female students in relation to mentoring?

4.1. *The framework of the field experiment: the ifempower project*

The field experiment took place within the framework of the ifempower¹ project, co-financed by the European Union between 2018 and 2021. Ifempower aimed to empower female students to become engaged in entrepreneurship by reinforcing their skills and mindset needed for self-employment. The project addressed the

¹ The partnership of the project consisted of 4 HEIs: Bifröst University (IS), Corvinus University of Budapest (HU), Sapientia Hungarian University of Transylvania (RO) and Sigmund Freud University (AT), 3 business actors: ONECO Consulting (ES), Sociedade Portuguesa de Inovação (PT), Steinbeis GmbH (DE), 1 business support organisation: Andalucía Emprnde Foundation (ES) and the Coordinator, HÉTFA (HU), a private research institute.

lack of entrepreneurial motivation and attitude among higher education institution (HEI) students and developed creative and innovative educational resources. The partner universities developed tools useful for transforming the university environment into a more encouraging and entrepreneurship-friendly environment for female students (ifempower 2022).

Ifempower developed a mentorship and counselling concept, which strongly relies on the idea of mentorship in line with project-based learning called “The concept of Female Entrepreneurship Support Points and Mentoring” (ifempower 2022). This comprehensive concept reflects on known obstacles faced by female entrepreneurship and empowers students to successfully overcome them.

Ifempower Female Entrepreneurship Support Points, set up at eight international training institutions², had the mission to support the creation and management of new businesses by women entrepreneurs, as well as the effective start of their activity and their development, through the provision of information services, advice, mentoring, training and business financing support. Thus, through these points, (future) women entrepreneurs would get support on the daily issues that inevitably arise while starting and/or running a business (ifempower 2022). Students visiting the support points got professional mentorship from experienced female entrepreneurs and/or university lecturers, qualified in the field of entrepreneurship education.

4.2. Action-based research

Our study used a field experiment, which aimed to investigate the relationship between the type of mentorship and the entrepreneurial activity. This experiment was conducted within the framework of action-based research.

Field experiments play an important part in furthering our understanding of gender bias. Bertrand and Duflo (2017) provide a literature review and a detailed methodological discussion of the challenges researchers might face. Action research is used in real situations, rather than in contrived, experimental studies, since its primary focus is on solving real problems (O’Brien 1993). The study was conducted in a manner similar to the process suggested by Brydon-Miller, Greenwood and Maguire (2003). One of the authors of that paper is a university lecturer.

For the research, a higher education institution ranked highest nationally in the fields of economics, management and social sciences was selected. The university is located in Central Eastern Europe, providing space for about 14,500 students altogether. Besides the bachelor’s programme, master’s and doctoral programmes are also offered here at 12 different institutes through specialisations taught in three different languages. The university recognises innovation and entrepreneurial thinking as key skills for the future. Therefore, several courses are provided for those venture-minded students who are interested in starting their own businesses.

² Andalucía Emprende, Spain; Bifröst University, Iceland; Corvinus University of Budapest, Hungary; HÉTFA Research Institute, Hungary; Sapientia Hungarian University of Transylvania, Romania; Sigmund Freud University Vienna, Austria; Sociedade Portuguesa de Inovação, Portugal; Steinbeis Transfer Center EAST-WEST Joint-Ventures, Germany.

One of the authors participated in the development of relevant teaching modules within the framework of the ifempower project, as a PhD candidate. Through lecturing activities, the authors were able to reach out to a number of students from the business faculty – both undergraduates and postgraduates. Students were randomly called to apply for mentorship and counselling. The field experiment was promoted via social media. There was significant interest from university students wishing to participate in the field experiment and to take part in entrepreneurship/business consultation.

Before starting the mentorship programme, applicants were required to fill in a survey that included questions about their intentions regarding entrepreneurship. Further questions in the survey were related to their demographic and educational characteristics, and to behavioural culture (Appendix 2). Already in the initial stages, the students were explicitly told that the purpose of the mentoring programme was not to convince them to become future entrepreneurs, but to expose them to entrepreneurship (in general) even more and to let them decide about their own plans in how to deal with this specific business field later on. The purpose was not to convince them to become entrepreneurs. Also, they were informed that the same conditions that were present during the mentoring sessions could equally be applied to professions in the fields of government and academia, and in large companies, or non-profit organisations alike. Participants of the mentorship programme were allowed to choose between individual mentoring and coaching and sessions in groups, in which the students formed their own groups.

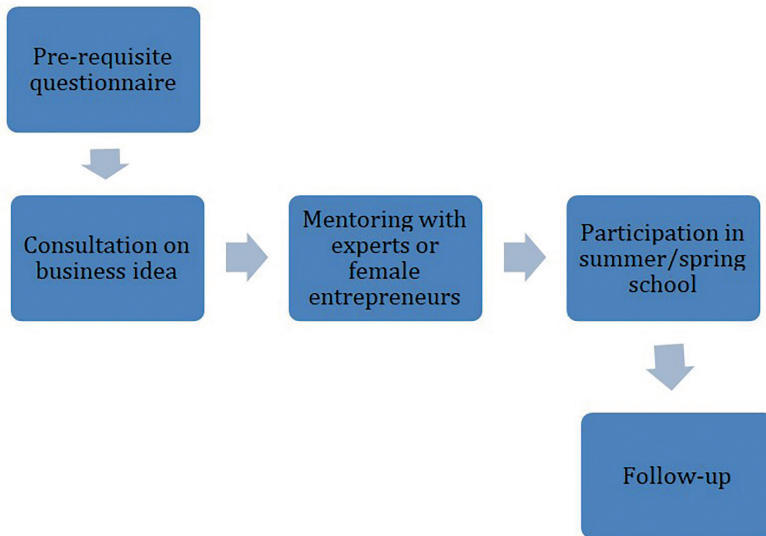


Figure 1. The course of the action-based research.
Source: illustration by the authors.

An innovative element of the applied mentorship and counselling programme was that it supported female students without the requirement of having to have an es-

tablished (or newly established) venture. Mentorship plays a highly important role during the early stages of one's career development with special regard to the years spent in a higher education institution. These initial or early educational stages are hallmarked by career planning and the constant search for new perspectives related to students' future work lives. Therefore, at this phase in their career, it is especially important and appropriate to learn about opportunities and personal examples, to develop their own business concepts, and to consider how to implement them. Female students were also encouraged to participate in mentoring and counselling: after active counselling, they were invited to participate at international summer or spring university programmes. Figure 1 illustrates the course of the action-based research.

4.3. Characteristics of the sample

The sample consisted of 20 young female students, studying business and management. Appendix 1 contains data about the descriptive statistics of the mentorship participants. The ratio of undergraduate and master's students was 30 to 70 per cent. Most female students (70 per cent of applicants) were in the 'ideation stage' (Figure 2). Generating or brainstorming a business idea is an integral part of business development. It is a creative process that involves the generation, expansion and communication of new ideas and concepts that ultimately become the basis of a business development strategy. In this early stage, the business concept is not yet mature. Business focus should relentlessly test the concept with personal advisors, potential co-founders and targeted clients or customers. Market research is an important guide at this stage and should be at the heart of the consultation.

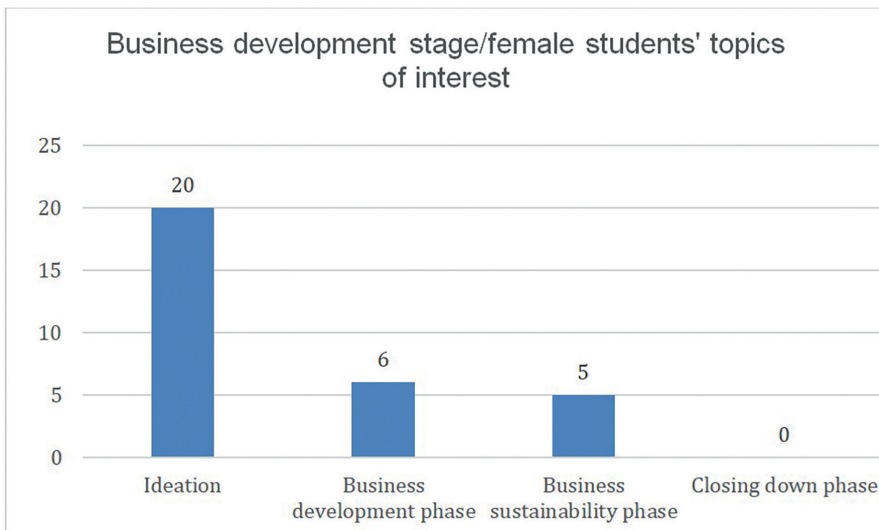


Figure 2. Female Entrepreneurship Support Point, mentoring and consultations, business ideas' development stage. (Source: illustration by the author.)
 Note: some participants had multiple business plans or ideas.

5. Research results

The participants highly *valued the opportunity to participate in counselling*. Their shared experience was that even though they studied business at a university, they did not have the opportunity to talk to their lecturers about their business ideas. In the courses, there was no (or only a limited) possibility to develop their ideas, and outside of the lessons they did not feel they had a close enough relationship with their lecturers to talk about their plans, let alone to ask for help or mentorship. During the consultations, we had the impression that even filling in the application form helped the students to collect and sort out their ideas. Therefore, they were truly happy to have been given the chance to expose their ideas about their potential ventures to outside, expert ears and opinions.

From March 2020 on, in accordance with the efforts against the spread of the COVID-19 pandemic, universities switched to online education through digital channels, and no in-person classes were allowed. After March 2020, most university courses (with more than 40 registered students) were taught remotely. The 2020/2021 autumn and spring terms continued in a digital format in line with government guidelines; no educational events (courses, consultations) requiring personal attendance were permitted. Only smaller courses moved back to offline teaching in September 2020. The consequence of the measures concerning the support/info point was that much fewer students visited the university buildings, with face-to-face consultation not being feasible. Therefore, female entrepreneurship mentoring had to be launched online only. The transition from offline to online required many hours of work and a great deal of patience.

By the end of 2020, both university staff and students had got used to digital communication technologies. At this time, it was already visible that mentoring could be provided online, thus the field experiment could be carried out.

An additional challenge was to randomise participants. It was realised very early on that the target group (female students interested in starting a business) could not be reached “in the street”. Asking for business or management consultation is a matter of trust. A management consultant (in our case, the university staff offering the service) could conduct an analysis to give female students a well-thought-out recommendation on their business idea or model. However, without trust, a consultation cannot even start, because female students will not generally share their ideas or business plans with an unknown person (St-Jean and Audet 2012).

Another challenge that emerged during the consultations was the “timidity” of the female students. Female students are in general rather shy, less confident to express and share their knowledge and concerns than their male counterparts (Bosma et al. 2021). One-on-one meetings are considered to be the best way for managers and those who report to them to connect on pressing issues, develop a strong relationship and ensure that employees feel like they are working toward their goals – at the workplace and otherwise (Austrian Institute for Small Business Research 2002). Female students seem to be less self-confident and asked therefore for small group consultations. It was emphasised that they were more relaxed and open when other female students also participated in the discussions. They also had the opportunity

to learn from each other, ask questions and get feedback from each other as well. They mostly had not known each other beforehand but many of them made valuable and lasting connections at the consultations. Figure 3 illustrates the consultations, indicating the type of service:

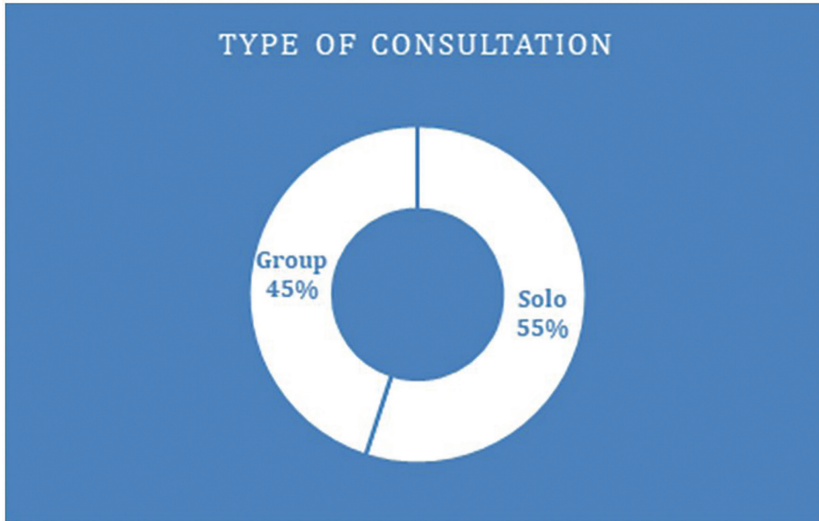


Figure 3. Female Entrepreneurship Support Point, mentoring and consultations, type of consultation, N = 20.
Source: illustration by the authors.

As described before, the mentoring (together with preparatory tasks like submitting a short essay on their interests or business ideas) happened online. Counselling was perfectly feasible both from a professional and a technical point of view this way – nevertheless, many students found that having these meetings in person would have opened up more doors for networking, which was not possible due to the COVID-19 pandemic. Other than that, feedback from the students showed that they would have been happier if the university had provided *a series of counselling occasions instead of only one occasion*. The one conversation they had was encouraging and useful in that they could see they were suitable for an entrepreneurial life and that an own venture was not impossible for them should they take the adequate small steps towards it. However, it did not provide them with the chance to receive detailed guidance and feedback on crucial actions, like preparing the business model, or the process of validation.

Throughout the discussion of the above dissonances, the participants themselves came to the realisation that although they were all business administration students, they had a common deficiency: they had deep knowledge on businesses, but they felt they did *not have a “profession” or specific area of expertise they could turn into a venture*. Therefore, they stated they would find it helpful, if in the future, university students could work from a very early stage on their business ideas. That is,

from identifying shared concerns with other students, developing ideas and forming (maybe even interdisciplinary) teams all the way to creating a business model, which they could then pitch. Out of the 20 participants, 17 female students had local entrepreneurship ideas or were running a business, and only 3 were thinking in international terms and working on a start-up business idea (with significant growth potential). None of the participating female students found being a solopreneur (e.g. freelancer) appealing.

Psychological development and working on awareness were indicated by the students as a strong need and as one of the topics that business and management curricula hardly cover. They also stated that they did not have the chance to talk about some problems related to their business ideas that concerned them, which, as they found, would be useful in developing their business ideas. It is, however, possible, that all this was due to the pandemic conditions. The epidemic situation reinforced their need for psychological support, as they spent a significant portion of their time in isolation.

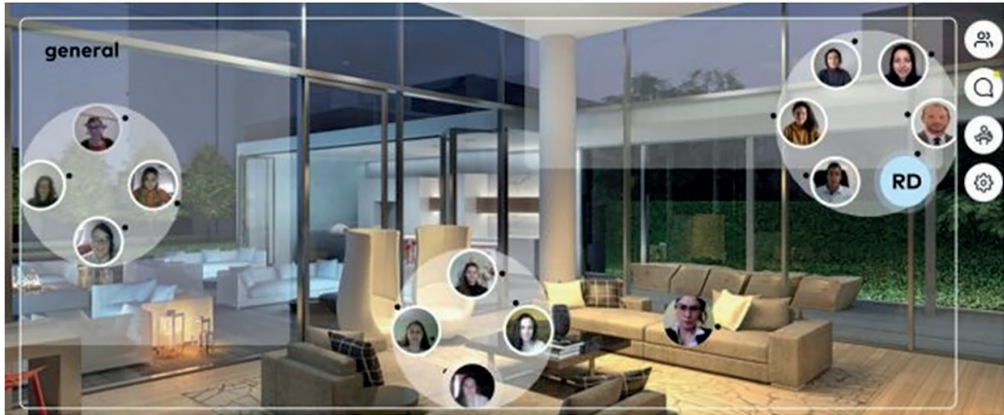


Figure 4. Networking during the pandemic.
Source: (ifempower 2021).

6. Conclusion

Since the publishing of the very first studies on entrepreneurial ecosystems, the corpus has constantly been expanding. This current study aimed to examine how formal mentorship can stimulate female students' entrepreneurial ambitions.

On the one hand, it can be stated that there was a noticeable and visible presence of female entrepreneurship's evolving spirit at HEIs with a business and management focus. On the other hand, those female students who are talented and motivated enough to start their own business, would need tailor-made, distinct support to enhance their further development.

In the light of observations on female entrepreneurship, thematic evidence from the latest academic papers (i.e. Sieger et al. 2021; Man 2019; Baluku, Matagi and Otto 2020) suggests that educational support is not in accordance with the current needs

of today. In line with that opinion, during the present action-based research, a picture of complex and imperfect female entrepreneurial support at HEIs has evolved.

The following summary aims to put forward certain propositions by highlighting the extent to which the research questions posed in the introduction part have been addressed.

RQ1: To what extent is it reasonable to establish a mentorship programme dedicated specifically to female students as a distinct group in a university environment?

Our thematic analysis suggests that attendance at mentorship and counselling programmes by young future female entrepreneurs is primarily motivated by their needs to receive professional and psychological support. Participants highly valued the opportunity to participate in counselling. Even a single consultation improved the self-esteem of the students as their belief in themselves as potential entrepreneurs were strengthened, primarily when the atmosphere of the consultation was based on trust between the mentee and mentor and the students had the opportunity to elaborate on their ideas in a safe and trustful environment. The field experiment proved that mentorship programmes, offered exclusively for female students, can be considered as empowering educational tools, and as such, they can contribute to the enrichment of methodologies at certain university courses. Parallel to all these, they can counteract even women's unequal access to entrepreneurial life by serving the long-term goal of preparing young female students for choosing self-employment.

RQ2: What needs have arisen among female students in relation to mentoring?

Participants clearly opted for regular and more frequent mentoring, e.g. a series of counselling occasions instead of only one occasion. They would find it helpful if in the future, university students could work from a very early stage on their business ideas. By simulating a business launch, students could engage in critical thinking and improve their management literacy. They can gain experience collaborating with others and networking with outside experts. This kind of experience teaches students important skills and convinces them that they have the necessary knowledge to launch their own business so that they can make their dreams come true. There is visible progress within the European Union regarding its efforts to address entrepreneurship as a key competence in vocational education. However, the academic environment tends to remain on the fringe of wider entrepreneurial learning developments, with little evidence that it is accommodating key competence approaches to entrepreneurship.

Our field experiment with an analysis on how formal mentorship programmes can be promoted at a university, showed that before leaving higher education, students should have the chance to acquire practical entrepreneurial experience, including options for individual consultation with experts and mentors. With special regard to these aspects, critical conditions for generating the ideal learning environment were identified and described in our analysis. The largely positive (type of) feedback coming from our counselling service's participants showed and proved that there is a need for methodical support all the way through the business-creation process, from ideation to the creation of actual business models.

7. Limitations

Like all studies of this form, this article is not without limitations either. The first remarkable deficiency of our project is that the analysed model of participating students in our female entrepreneurship mentorship and counselling programmes was displayed from the data characteristic of a single university, so that it does not characterise all HEIs. As a result, with a restricted type of sample base, only descriptive analysis could be carried out. Furthermore, there was even a limitation with regard to the collected data's possible impacts on the functioning of the female entrepreneurial mentoring system. From another point of view, the empirical analysis regarding the impacts of the mentorship and counselling of future or early-stage female entrepreneurs would require a more concentrated research approach.

In conclusion, it can be stated that this current study managed to demonstrate a certain dynamism through knowledge-sharing and giving individual feedback. The methodology's success lies in the use of mentorship theory as an additional tool to assess a relatively under-represented group of entrepreneurs, like female business students in our case. Hence, related future studies might regard entrepreneurship mentoring and individual consultation as a suitable method for similar learning and teaching approaches transferred by the involved actors. As a consequence, female entrepreneurship may act as an entity that is dependent on mentorship pillars acting as independent variables or elements. All in all, it can be concluded that female entrepreneurial activity's nature and extent as possible (future) outputs might be empowered or fostered by the mentorship and counselling activities themselves.

In general, this study represents an initial attempt to assess the feasibility of female entrepreneurship support through mentorship at HEIs. Furthermore, it can provide a strong and reliable basis for other researchers in terms of adapting possible methods to empower early-stage female entrepreneurs.

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Appendix

No.	Consultation date	Type of consultation	University program	Business development stage
1	20/10/2020	solo	MSc	starting
2	29/10/2020	solo	BSc	starting, running
3	29/10/2020	solo	BSc	starting, running, financing
4	30/11/2020	group	MSc	starting
5	30/11/2020	group	BSc	starting, running, financing
6	30/11/2020	group	MSc	starting
7	08/01/2021	solo	MSc	starting
8	18/01/2021	solo	BSc	starting, running, financing
9	18/01/2021	solo	BSc	starting
10	28/12/2020	solo	BSc	starting
11	15/01/2021	solo	BSc	starting
12	05/03/2021	group	BSc	starting
13	05/03/2021	group	BSc	starting
14	08/03/2021	solo	BSc	starting
15	08/03/2021	solo	MSc	starting, running, financing
16	30/03/2021	group	MSc	starting
17	30/03/2021	group	BSc	starting
18	09/06/2021	solo	BSc	starting, running, financing
19	09/06/2021	group	BSc	starting
20	09/06/2021	group	BSc	starting

Appendix 1. Data collection, Entrepreneurship Mentoring of Female University Students
 Source: illustration by the authors.

SERVICE REQUEST FORM

APPLICANT DATA:

ID number		Name		Surname	
Nacionality		Date of birth		Email	
Telephone	Mobile	Address (Street; Postal code; City)			
Education					
Work or professional experience					

COMPANY DATA (in the event that you already have a company constituted for which you request support):

VAT number		Company name		Legal form	
Position		Contact person		Email	
Telephone		Main activity		Company constitution date	
Address (Street; Postal code; City)					

Apply for this request to be processed in order to receive information and/or be managed by NAME OF THE INSTITUTION, the following free services:

Group of services	Brief description of the services requested
Starting your business	
Running your business	
Financing your business	
Ending your business	

Basic information on Data Protection

Confidentiality and data protection: NAME OF THE INSTITUTION is responsible for the processing of personal data provided. **Purpose of the treatment:** Respond to your request and manage the type of relationship you have with us. **Legitimation of the treatment:** Consent of the interested party. **Recipients:** No data will be transferred to third parties unless otherwise provided by law. **Rights:** You have the right to access, rectify and delete the data by contacting with us in the email (specify EMAIL ADDRESS).

- I have read and accept the conditions detailed in the Basic Information on Data Protection. It will be necessary to select this box to process your service request.

Signature of the applicant Name:	Signature of the officer / Stamp Name:
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Date: dd/mm/aaaa

Place: City (Country)
