

Entrepreneurial Mindset and Transversal Competencies in Education: A Bibliometric Analysis (2015-2024)

Nupur Prakash¹, Prof. (Dr) Amit Ahuja²

¹PhD Scholar, University School of Education, Guru Gobind Singh Indraprastha University, Dwarka, Delhi

²Professor, University School of Education, Guru Gobind Singh Indraprastha University, Dwarka, Delhi

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ABSTRACT

This study conducted a bibliometric analysis of publications to examine research trends and the keyword-based conceptual structure related to the entrepreneurial mindset and transversal competencies in education. Publications were indexed in the Web of Science Core Collection (Science Citation Index Expanded [SCI-EXPANDED], Social Sciences Citation Index [SSCI], and Arts & Humanities Citation Index [AHCI]) from 2015 to 2024. A structured, topic-based search string was applied. A search for entrepreneurial concepts and educational context was conducted on September 8, 2026. After applying filters for publication year, document type, language, retraction, and final publication year, relevance screening followed. A final, relevance-screened working corpus of 405 publications was obtained. Bibliographic data were analyzed using the Bibliometrix package through the Biblioshiny interface in RStudio. The annual scientific production, leading sources, prolific authors, author-keyword patterns, and keyword co-occurrences were analyzed and exported. The corpus comprised 405 publications across 122 sources, with an annual growth rate of 19.17% and an average of 28.52 citations per document. Education and Training and Sustainability were the most productive sources, with 59 publications each, followed by 44 publications in the International Journal of Management Education. The most frequent author keywords were entrepreneurship education, impact, education, higher education, self-efficacy, students, and entrepreneurial intention. The keyword co-occurrence analysis indicated that research focused on entrepreneurship education, higher education, entrepreneurial intention, entrepreneurial learning, entrepreneurial competencies, and related pedagogical approaches, which are interconnected. The findings provide an overview of publication development and keyword-based conceptual relationships in research linking entrepreneurship-related concepts with educational contexts.

Keywords: Entrepreneurial mindset, Transversal competencies, Entrepreneurship education, Education, Bibliometric analysis, Entrepreneurial learning

INTRODUCTION

In education, entrepreneurial activity is increasingly discussed in terms of the knowledge, skills, attitudes, perceptions, and behaviors that enable an individual to identify opportunities, develop ideas, take initiative, and create value. However, the terminology associated with entrepreneurial activity is not limited. Concepts such as entrepreneurial mindset, entrepreneurial competence, entrepreneurial intention, entrepreneurial orientation, and entrepreneurship education address related but distinct aspects of entrepreneurship. These aspects are not interchangeable.

Entrepreneurial Mindset is commonly discussed as a set of cognitive, motivational, and behavioral dispositions that support entrepreneurial thinking and action. Naumann (2017) notes that, given the construct's multidisciplinary nature, the literature provides no universally accepted definition. Hence, in the educational context, this concept may be examined by how learners recognize opportunities, respond to unknown situations, take initiative, develop ideas, and translate those ideas into action.

Entrepreneurship competence provides a related but more structured perspective. The Entrepreneurship Competence framework (EntreComp) conceptualizes entrepreneurship as a competence that can be applied across different areas of life rather than being restricted to business creation. It identifies 15 competences across three areas: ideas and opportunities, resources, and into action (Bacigalupo et al., 2016). Therefore, this framework includes capabilities such as self-efficacy, creativity, planning, dealing with uncertainty, collaboration, and learning through experience. Some more recent reviews indicate substantial overlap among entrepreneurial competence frameworks. Definitions and measures of entrepreneurial competences remain heterogeneous.

Entrepreneurship education refers to the educational process through which entrepreneurial knowledge, skills, attitudes, and competences are developed. Research on entrepreneurship education includes different curricular contents, pedagogical approaches, and learning outcomes (Fayolle & Gailly, 2008; Nabi et al., 2017). Entrepreneurial intention represents a different construct and refers to an individual's intention to engage in entrepreneurial activity. Researchers have widely studied its relationship with entrepreneurship education, but education and intention should not be treated as synonymous (Bae et al., 2014). Entrepreneurial orientation is also distinct. It generally refers to an entrepreneurial strategic posture and is commonly discussed through dimensions such as innovativeness, proactiveness, and risk-taking. These concepts may overlap in educational research, but they represent different analytical levels.

Transversal competencies constitute a broader category of capabilities that can be applied across different learning, professional, and social contexts. Some of these competencies overlap with entrepreneurship competence. For example, the EntreComp framework includes creativity, initiative, self-efficacy, collaboration, and the ability to deal with uncertainty (Bacigalupo et al., 2016). However, a transversal competency should not automatically be considered entrepreneurial. This distinction is important in bibliometric analysis because treating generic competencies as bibliographic synonyms for entrepreneurial concepts can result in the retrieval of studies that have no substantive connection with entrepreneurship.

Education provides an important context for examining the development of entrepreneurial capabilities because entrepreneurial competence can be developed through formal education, vocational training, higher education, and lifelong learning. EntreComp positions entrepreneurial competence across education and work and provides a framework that can support curriculum development, learning activities, and assessment (Bacigalupo et al., 2016). Recent reviews also show that research on entrepreneurship education covers different educational levels and a range of entrepreneurial competences (Bernadó & Bratzke, 2024; Liszt-Rohlf et al., 2026).

At the same time, the relationship between entrepreneurship education and entrepreneurial mindset should not be assumed to be automatic. Entrepreneurship education refers to a pedagogical context or provision, whereas entrepreneurial mindset concerns ways of thinking and acting. Entrepreneurial intention is similarly a potential behavioral disposition rather than a synonym for entrepreneurial mindset. These distinctions need to be maintained when interpreting the bibliometric literature.

As research on entrepreneurship-related learning has expanded across educational, psychological, management, and other disciplinary contexts, characterizing the field through individual studies alone has become increasingly difficult. Bibliometric analysis provides a systematic approach to examining large bodies of scientific literature through publication patterns, sources, authors, keywords, and relationships among bibliographic elements (Aria & Cuccurullo, 2017; Donthu et al., 2021). In this study, bibliometric analysis is used to examine publication development, leading sources and authors, keyword patterns, and the conceptual relationships represented by author-keyword co-occurrence.

The search strategy makes entrepreneurial terminology mandatory and uses educational terms to define the corpus context. This approach allows transversal competencies to emerge from the relevance-screened working corpus rather than treating them as bibliographic synonyms for entrepreneurial mindset.

Research Questions

RQ1. What are the publication trends and annual growth patterns in research on entrepreneurial mindset and

transversal competencies in education?

RQ2. Who are the most prolific authors contributing to this field?

RQ3. Which journals are the leading sources of research in this field?

RQ4. What keyword patterns and conceptual structures characterize research on entrepreneurial mindset and related competencies in education?

METHODOLOGY

The study employed a bibliometric research design to examine publication patterns and conceptual relationships in research connecting entrepreneurial concepts with educational contexts. Bibliographic records were retrieved from the Web of Science Core Collection and analyzed using the Bibliometrix R package through the Biblioshiny interface (Aria & Cuccurullo, 2017). The search and analysis procedures were reported in detail to provide a clear account of how the corpus was constructed and analyzed.

Data Source and Search Strategy

Bibliographic data were retrieved from the Web of Science Core Collection on 8 September 2026. The search was conducted using the Topic field (TS), which searches the title, abstract, author keywords, and Keywords Plus fields. The search strategy required at least one entrepreneurial concept and at least one term referring to an educational context.

Entrepreneurial concept block:

TS=("entrepreneurial mindset" OR "entrepreneurship education" OR "entrepreneurial competence" OR "entrepreneurial competencies" OR "entrepreneurial skill" OR "entrepreneurial skills" OR "entrepreneurial learning" OR "entrepreneurial thinking" OR "entrepreneurial attitude" OR "entrepreneurial attitudes" OR "entrepreneurial self-efficacy" OR "student entrepreneurship")

Educational-context block:

("school education" OR "K-12 education" OR "K-12" OR "primary education" OR "primary school" OR "elementary education" OR "elementary school" OR "secondary education" OR "secondary school" OR "high school" OR "middle school" OR "higher education" OR "university education" OR "college education" OR "tertiary education" OR "vocational education" OR "vocational training" OR "teacher education" OR "teacher training" OR "adult education" OR "lifelong learning")

The two blocks were combined with AND in the Topic field. Full combined query:

TS=((("entrepreneurial mindset" OR "entrepreneurship education" OR "entrepreneurial competence" OR "entrepreneurial competencies" OR "entrepreneurial skill" OR "entrepreneurial skills" OR "entrepreneurial learning" OR "entrepreneurial thinking" OR "entrepreneurial attitude" OR "entrepreneurial attitudes" OR "entrepreneurial self-efficacy" OR "student entrepreneurship") AND ("school education" OR "K-12 education" OR "K-12" OR "primary education" OR "primary school" OR "elementary education" OR "elementary school" OR "secondary education" OR "secondary school" OR "high school" OR "middle school" OR "higher education" OR "university education" OR "college education" OR "tertiary education" OR "vocational education" OR "vocational training" OR "teacher education" OR "teacher training" OR "adult education" OR "lifelong learning"))

The search was conducted in the Web of Science Core Collection, with the Science Citation Index Expanded (SCI-EXPANDED), Social Sciences Citation Index (SSCI), and Arts & Humanities Citation Index (AHCI) selected.

Eligibility and Filtering Procedure

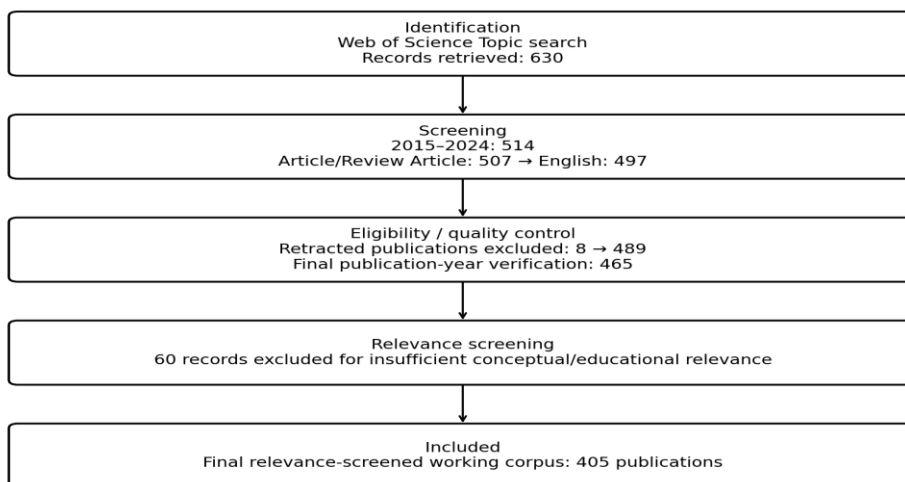
The initial search returned 630 records. The records were progressively filtered to align the corpus with the study period and eligibility criteria. Publications were restricted to 2015–2024, with only Article and Review Article selected as document types, and the language was limited to English. Retracted publications were excluded. The final publication-year field was then checked and restricted to 2015–2024. The resulting 465 records were screened for relevance based on the study's conceptual and educational scope.

Table 1. Filtering of the dataset extracted from the Web of Science Collection

Stage	Criterion	Records
1	Initial Web of Science Topic search	630
2	Publication years 2015–2024	514
3	Document type: Article or Review Article	507
4	Language: English	497
5	Retracted publications excluded	489
6	Final publication year restricted to 2015–2024	465
7	Relevance screening: 60 records excluded	405

The 465 records were screened for substantive relevance to entrepreneurship-related concepts in educational contexts. In the first screening, 409 records were classified as relevant and 56 as not relevant. A subsequent conceptual check excluded four additional borderline records involving institutional academic entrepreneurship, entrepreneurial university strategy, academic scientists' commercialization intentions, or entrepreneurial career choices where education was not central to the study. The final relevance-screened working corpus therefore comprised 405 records. The final check focused on whether entrepreneurship was substantively connected to an educational context. Records in which entrepreneurship referred primarily to institutional, commercial, or career-related activity, without a clear educational focus, were excluded.

Figure 1. PRISMA-style flow of record identification, filtering, and relevance screening.



Data Cleaning and Preparation

The final 465-record export was checked for bibliographic completeness and duplicate Web of Science accession numbers before relevance screening. The final 405-record corpus contained unique accession numbers. In the Biblioshiny import, all 405 records had non-missing title, abstract, author, journal, publication year, document type, cited-reference, and total-citation fields. Author keywords were missing in 24 records (5.93%), while DOI information was missing in 8 records (1.98%). Author keywords were analyzed using the Author Keywords (DE)

field. The terms were analyzed as represented in the WoS export and Biblioshiny output. Author identities were retained as represented in the bibliographic database and Biblioshiny output.

Bibliometric Analysis

The analysis was conducted using Bibliometrix through Biblioshiny. Descriptive performance indicators included annual scientific production, relevant sources, relevant authors, citation indicators, and author-keyword frequencies. The keyword-based conceptual structure was examined through an author-keyword co-occurrence network.

For the keyword co-occurrence network, the unit of analysis was authors' keywords (DE). The network included 50 keywords, with isolated nodes removed and a minimum of two edges applied. Association was used as the normalization method, while Walktrap was used as the clustering algorithm. The layout was set to Automatic, with a repulsion force of 0.1. Edges represent co-occurrence relationships among author keywords, with association normalization applied to the network. The resulting network was interpreted as a keyword-based conceptual structure rather than a citation-based intellectual structure.

The thematic-map function was explored as a supplementary analysis, but its graphical output was not used as a primary basis for interpretation. Therefore, the study does not claim thematic evolution across subperiods.

Final Dataset

After database filtering and relevance screening, the final relevance-screened working corpus comprised 405 publications published between 2015 and 2024. The corpus included 122 sources and 1,121 authors, with 40 single-authored documents and 18,247 cited references. International co-authorship accounted for 27.41% of the publications. The mean number of co-authors per document was 3.11, while the mean number of citations per document was 28.52. The corpus had an annual growth rate of 19.17%.

RESULTS

Annual Scientific Production

Table 2 shows annual scientific production from 2015 to 2024. Publication output increased gradually from 13 publications in 2015 to 36 in 2020. A substantial increase was observed in 2021, when the number of publications reached 84, the highest level recorded during the study period. Publication output then declined to 65 in 2022 and 48 in 2023, before increasing again to 63 publications in 2024. Overall, the data show an upward pattern in publication activity over the period, despite fluctuations after the 2021 peak.

Table 2. Distribution of publications over the years 2015-2024

Year	Publications
2015	13
2016	18
2017	24
2018	25
2019	29
2020	36
2021	84
2022	65
2023	48
2024	63

Most Relevant Sources

Table 3 presents the most relevant sources in the final corpus. Education and Training and Sustainability had the highest publication output, with 59 publications each. The International Journal of Management Education

followed with 44 publications, while Frontiers in Psychology contributed 22 publications. The International Journal of Entrepreneurial Behavior & Research and Studies in Higher Education accounted for 15 and 14 publications, respectively. The remaining sources listed in the table contributed between 5 and 7 publications. Overall, the distribution shows that the publications were concentrated mainly in education, management education, psychology, sustainability, and higher education-related sources.

Table 3. Distribution of most relevant sources.

Source	Publications
Education and Training	59
Sustainability	59
International Journal of Management Education	44
Frontiers in Psychology	22
International Journal of Entrepreneurial Behavior & Research	15
Studies in Higher Education	14
SAGE Open	7
Heliyon	6
Higher Education	5
Teaching and Teacher Education	5

Most Relevant Authors

Table 4 presents the most prolific authors in the final corpus. Bell and Huang had the highest publication output, with six publications each. Cui, Maritz, and Walmsley followed with five publications each. Daniel, Ferreras-Garcia, Otache, Seikkula-Leino, and Serradell-López contributed four publications each. The distribution shows that publication activity was shared among several authors, with the highest individual contribution being six publications.

Table 4. Distribution of publications by relevant authors

Author	Publications
Bell R	6
Huang YJ	6
Cui J	5
Maritz, A.	5
Walmsley A	5
Daniel AD	4
Ferreras-Garcia R	4
Otache I	4
Seikkula-Leino J	4
Serradell-López E	4

Most Globally Cited Documents

Table 5 presents the ten most globally cited documents in the final corpus. Nabi et al. (2017) received the highest number of citations, with 979 citations. It was followed by Nowiński et al. (2019) with 419 citations and Shirokova et al. (2016) with 373 citations. Nabi et al. (2018) received 298 citations, while the remaining documents recorded between 137 and 231 citations. The cited documents span publications from 2015 to 2023, showing that highly cited contributions are distributed across different years of the study period.

Table 5. Distribution of Globally Cited Documents

Document	Year	Global citations
Nabi G. et al.	2017	979
Nowiński W. et al.	2019	419

Shirokova G. et al.	2016	373
Nabi G. et al.	2018	298
Boldureanu G. et al.	2020	231
Elnadi M. et al.	2021	224
Cui J. et al.	2021	200
Cui J. et al.	2022	160
Elert N. et al.	2015	147
Motta V.F. et al.	2023	137

Author-Keyword Patterns

Table 6 presents the most frequently occurring author keywords in the final corpus. Entrepreneurship education was the most frequently used keyword, with 191 occurrences. Impact followed with 103 occurrences, while education and higher education appeared 81 and 80 times, respectively. Self-efficacy and students each occurred 72 times, followed by entrepreneurial intention with 71 occurrences. The keywords entrepreneurship, intentions, and gender appeared 65, 53, and 50 times, respectively. Overall, the keyword distribution shows a strong presence of entrepreneurship education alongside broader educational terms and related concepts such as self-efficacy and entrepreneurial intention.

Table 6. Occurrences pattern of author-keyword

Author keyword	Occurrences
entrepreneurship education	191
impact	103
education	81
higher education	80
self-efficacy	72
students	72
entrepreneurial intention	71
entrepreneurship	65
intentions	53
gender	50

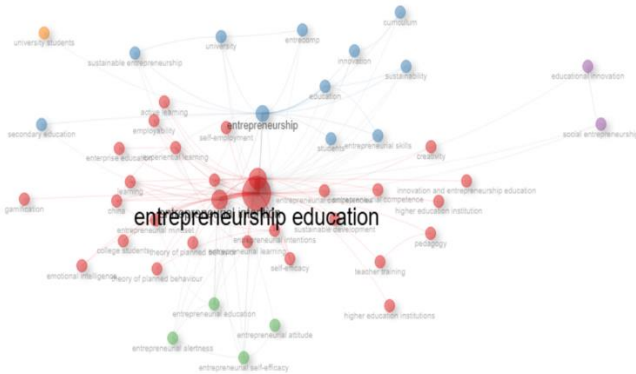
Keyword Co-occurrence Network and Conceptual Structure

Figure 2 presents the keyword co-occurrence network based on authors' keywords. The network is centered on entrepreneurship education, which appears as the most prominent and highly connected keyword. It is closely associated with terms such as entrepreneurship, entrepreneurial intention, entrepreneurial mindset, entrepreneurial learning, entrepreneurial competencies, self-efficacy, pedagogy, and experiential learning. The network also includes educational-context terms such as higher education, university, secondary education, teacher training, and curriculum, indicating that the research examines entrepreneurship-related concepts across different educational settings.

The network further shows connections with competencies and learning-related concepts, including creativity, innovation, employability, action learning, and sustainability. The presence of these terms suggests that entrepreneurship-related educational research is connected with a broader range of learning and competence-development topics. However, their co-occurrence with entrepreneurship-related keywords does not mean that these concepts are synonymous with entrepreneurial mindset.

Overall, the network indicates a conceptual structure in which entrepreneurship education forms a central point connecting entrepreneurial concepts, educational contexts, learning approaches, and related competencies. The figure therefore supports the interpretation of a strong relationship between entrepreneurship-related education and competence development in the literature. At the same time, the specific meaning of individual competencies should be interpreted at the document or theoretical level rather than from keyword co-occurrence alone.

Figure 2. Author's keyword co-occurrence network generated in Biblioshiny.



DISCUSSION

The final corpus is centered on entrepreneurship-related concepts, with entrepreneurial terminology required for a record to be retrieved. Educational terms were used to define the corpus context, allowing transversal competencies to emerge from the entrepreneurship-related literature rather than being treated as bibliographic synonyms.

Growth of Research

The 405-record corpus shows sustained growth during the 2015–2024 period, with an annual growth rate of 19.17%. Publication output was highest in 2021, followed by some fluctuations in the later years. Overall, the pattern points to a considerable expansion of research connecting entrepreneurship and education during the study period. This increase reflects growth in indexed scholarly publications and should not be taken as evidence that educational practice or policy changed at the same rate.

Interdisciplinary Publication Landscape

The leading sources cover areas such as education, sustainability, psychology, management education, and higher education. This spread is consistent with the application of entrepreneurship competence across educational and professional contexts. It also aligns with the EntreComp perspective, which considers entrepreneurship a competence that can be applied across different areas of life rather than being limited to venture creation (Bacigalupo et al., 2016).

Dominance of Entrepreneurship Education and Related Constructs

Entrepreneurship education was the most frequent author keyword in the final corpus. Entrepreneurial intention, self-efficacy, entrepreneurial learning, and entrepreneurial competencies were also prominent. The keyword pattern shows that the educational literature often approaches entrepreneurship through educational provision, competence development, learning processes, and intended entrepreneurial behavior. This is in line with earlier reviews that describe entrepreneurship education in terms of different curricular contents, teaching approaches, and learning outcomes (Fayolle & Gailly, 2008; Nabi et al., 2017).

The prominence of entrepreneurial intention should not be taken to mean that intention is equivalent to entrepreneurial mindset. Previous research has treated entrepreneurial intention as a distinct outcome construct, including in studies examining its relationship with entrepreneurship education (Bae et al., 2014). The same caution applies to self-efficacy and creativity. Their occurrence in the literature indicates that they are relevant to entrepreneurship-related research, but it does not establish that they are conceptually identical to entrepreneurial mindset.

Conceptual Structure

The keyword co-occurrence network places entrepreneurship education, higher education, entrepreneurial intention, entrepreneurial learning, and entrepreneurial competencies among the central concepts in the relevance-screened working corpus. Terms such as pedagogy and experiential learning also appear alongside these concepts, suggesting that entrepreneurship is often examined through educational processes and learning approaches rather than only through venture creation. Recent systematic research on entrepreneurial competences similarly highlights their developmental and educational dimensions (Bernadó & Bratzke, 2024).

These findings should be interpreted with caution. A bibliometric association between keywords shows that terms occur together in the literature. It does not establish a causal relationship between constructs, demonstrate that they are conceptually identical, or mean that the terms are used in the same theoretical sense across all documents.

Implications

For researchers, the findings underline the need to maintain clear distinctions among entrepreneurial mindset and related educational constructs. For educators, the prominence of entrepreneurship education, entrepreneurial learning, and competence-related terms reflects continued interest in developing entrepreneurial capabilities through educational processes. Future bibliometric research can build on this approach by examining how entrepreneurship-related terminology connects to different educational settings and competence frameworks.

Limitations and Future Research

Several limitations should be acknowledged. First, the corpus is limited to the Web of Science Core Collection and English-language publications. Relevant studies indexed in other databases or published in other languages may therefore be absent. Second, the final 405 records form a relevance-screened working corpus, and the relevance assessment was based on the conceptual and educational scope defined by the study. Third, bibliometric keyword analysis depends on authors' indexing choices and cannot fully capture the meaning attached to a concept within individual studies. Finally, the analysis uses author-keyword co-occurrence to examine keyword-based conceptual structure and does not claim citation-based intellectual structure or thematic evolution across subperiods.

Future research could compare multiple databases and independently validate the retrieved records at the document level. Systematic or qualitative reviews could also examine more closely how entrepreneurial mindset, entrepreneurship competence, and related constructs are defined and operationalized across educational settings. If future bibliometric work examines changes in themes over time, subperiod analysis could be used to support a more defensible assessment of thematic evolution.

CONCLUSION

This study mapped research connecting entrepreneurial concepts with educational contexts during 2015–2024 using a Web of Science search strategy and a final relevance-screened working corpus of 405 publications. The retrieval strategy required entrepreneurial terminology and educational context terms, providing a focused basis for examining entrepreneurship-related research in education. The analysis shows substantial growth in publication activity and an interdisciplinary source landscape. Entrepreneurship education was the most frequent author keyword, while higher education, self-efficacy, students, entrepreneurial intention, and related learning and competence terms were also prominent. The keyword co-occurrence network shows a conceptual structure linking entrepreneurship education with entrepreneurial intentions, learning, competencies, pedagogy, and educational contexts.

These findings should not be taken to mean that generic transversal competencies are synonymous with entrepreneurial mindset. Rather, the relevance-screened working corpus indicates that entrepreneurship-related educational research intersects with a range of competencies, learning processes, and behavioral constructs.

Keeping these distinctions clear provides a more precise basis for future research on entrepreneurial mindset and transversal competencies in education.

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