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# **Young entrepreneurs: designing a service for the Belgian market**

CASE WEB & EAZYAL

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## ABSTRACT

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The aim of this research was to investigate the challenges faced by student-entrepreneurs in the early stages of their business, to explore methods of countering these challenges and to understand the potential demand for a start-up support service created specifically for students, while identifying approaches to reach this target group. Various methods were employed, combining secondary source research with qualitative research.

In the secondary source research, a review of available support systems for student entrepreneurs in Belgium was conducted. These systems included academic programs, incubators, government initiatives, and innovation festivals. The findings highlighted a range of support for start-ups in the country.

The quantitative research involved an online survey answered by ten Belgian student entrepreneurs between the ages of 18 and 30. This questionnaire aimed to identify the challenges encountered by student entrepreneurs and their specific support needs. It revealed that student entrepreneurs faced challenges related to customer acquisition, funding, time management, promotion, branding, and administrative aspects of their businesses.

The study confirmed that an assistance service tailored to student entrepreneurs has the potential to meet the demand, provided there is a significant added value and an effective communication strategy. It also established that the target audience for such a service consists of individuals aged 18 to 25 who can be reached through social networks.

In conclusion, this research contributes to the understanding of student entrepreneurship challenges and needs, opening opportunities for a more effective assistance. It suggests the importance of developing personalized support systems, justified pricing strategy, strategic promotion, and a focus on solving specific challenges. Future research is recommended to validate these findings through more extensive quantitative studies and concept testing.

Keywords: Students, entrepreneurship, support, service design, start-up assistance, Belgium, Web&Eazyal.

## CONTENTS

1 INTRODUCTION .....	5
2 PURPOSE AND OBJECTIVES OF THE PROJECT .....	7
2.1 Research Questions .....	7
2.2 Conceptual Framework .....	9
2.3 Objectives.....	10
3 CASE COMPANY .....	11
3.1.1 Company description .....	11
3.1.2 Services .....	12
4 LITERATURE REVIEW .....	14
4.1 Business plan .....	14
4.1.1 Why is a business plan needed? .....	14
4.1.2 Business Plan Format.....	15
4.2 Market Research .....	16
4.2.1 Formulation of research hypotheses.....	16
4.2.2 Research plan.....	16
4.2.3 Secondary sources research .....	17
4.2.4 Qualitative market research .....	17
5 METHODOLOGY.....	23
5.1 Hypotheses and methodology table .....	23
5.2 Secondary sources research.....	24
5.3 Qualitative research .....	24
5.3.1 Survey.....	25

5.4 Response analysis .....	25
5.5 Limitations and further research .....	27
6 RESULTS .....	28
6.1 Secondary sources research .....	28
6.2 Analysis of quantitative research: summary .....	29
6.2.1 Study objective .....	29
6.2.2 Methodology, interviewing and recruitment.....	29
6.2.3 General framework .....	31
6.2.4 Analysis .....	35
6.2.5 Recommendations .....	37
7 CONCLUSION AND RECOMMENDATIONS .....	39
7.1 Research questions.....	39
7.2 Recommendations .....	40
8 REFERENCES .....	42
APPENDIX 1: QUALITATIVE SURVEY ADDRESSED TO STUDENT- ENTREPRENEURS IN BELGIUM .....	46

## 1 INTRODUCTION

The increasing demand for freedom and independence among young people has led to a rise in self-employment, particularly among students. Belgium approved self-employment status for students in 2017, and as of 2020, over 8,000 students in Belgium, including 2,370 in Wallonia, are benefitting from this distinction. (Bacq et al., 2023). However, starting a business as a student can be challenging, and many students may require mentorship to get their firms off the ground. While there are resources available, accessing them can be difficult, especially when juggling school and business development.

Many organizations have set up business start-up assistance services. These offer various support possibilities to students wishing to set up a new business and to increase their chances of success. Still, many young entrepreneurs find themselves struggling to get their venture off the ground. Indeed, setting up a business can be a long and demanding process, especially for those with no previous experience. Students can face challenges that make it difficult to balance school requirements and business development.

The purpose of this thesis is to explore the effectiveness of business start-up assistance services in Belgium. The rise of opportunities and benefits for students holding a self-employed status has brought a lot of young people to start their own business. However, many of these students may not have access to the resources they need to get their businesses off the ground.

The main goal of this project is to address this issue by encouraging web design and marketing companies to create business start-up assistance services specifically for student entrepreneurs. By providing these students with the support and guidance they need to succeed, these companies can help to foster

a new generation of entrepreneurs and contribute to the growth of the entrepreneurial ecosystem in Belgium.

One of the key benefits of creating a business start-up assistance service for student entrepreneurs is that it can create an additional stream of income for the companies that offer the said services. In addition, they can contribute to the growth of the entrepreneurial ecosystem in Belgium. This may be a beneficial situation for both parties, as the companies can gain access to a new pool of clients while supporting the development of new businesses and entrepreneurs. Creating a business start-up assistance service can have a positive impact on the companies' reputation and brand image, allowing these companies to attract new clients and customers who are interested in working with businesses that have a social conscience and are committed to supporting this community.

Furthermore, knowing that there is a support system in place can be a strong motivator for students who are interested in starting their own businesses. Students may be more likely to take the leap and start their own business. This can lead to more new companies being created, which can have a positive impact on the economy and society as a whole. These young people are the future of the entrepreneurial ecosystem in Belgium, and it is important to provide them with the support and guidance they need to succeed to encourage innovation and economic growth.

Therefore, the primary goal of this project is to inspire web design and marketing companies to develop specialized business start-up assistance services tailored for students with self-employed status in Belgium. By pursuing this initiative, these companies can not only diversify their revenue streams but also enhance their reputation, positioning themselves as catalysts for the growth of the entrepreneurial ecosystem.

Furthermore, these services hold the potential to ignite student motivation, offering a safety net that empowers them to embrace entrepreneurship confidently. Navigating the complexities of business initiation—crafting business

plans, deciphering legal intricacies—can be demanding. A dedicated business start-up assistance service can function as a guiding light, steering students through these challenges with practical guidance and support.

In essence, the aim is to establish an ecosystem conducive to the flourishing of budding entrepreneurs. Through access to tailored assistance, students can channel their innovation into concrete success stories, contributing to the enrichment of Belgium's entrepreneurial landscape. By collectively fostering an environment that champions student entrepreneurs, a foundation for a prosperous future can be cultivated for Belgium's economy and society.

## 2 PURPOSE AND OBJECTIVES OF THE PROJECT

The purpose of this project is to examine the effectiveness of business start-up assistance services in facilitating the establishment and growth of successful student-led enterprises in Belgium. This endeavor aims to address the following research questions:

### 2.1 Research Questions

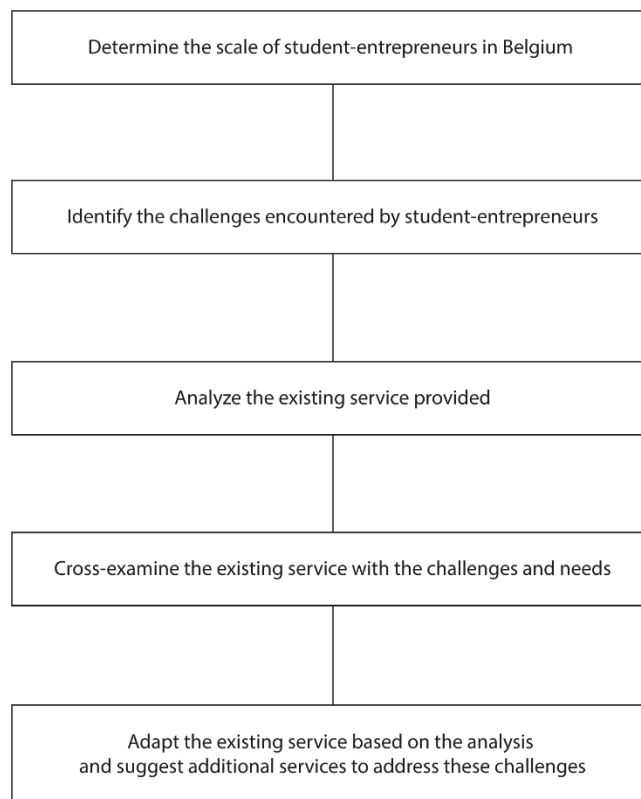
1. What challenges do students with self-employed status have to overcome in the early stages of setting up their business?
2. How can these challenges be effectively addressed and conquered to support the success of student entrepreneurs?
3. Can a business start-up assistance service for students meet the demand, and if so, what strategies are conducive to fulfilling this demand?
4. Who constitutes the target audience for such a specialized service, and what approaches can ensure an efficient and effective reach to this audience?

To explore these pivotal questions, the project employs a structured approach, delving into various dimensions encompassing challenges, solutions, demand assessment, and effective outreach strategies. This research endeavor will involve a comprehensive review of relevant literature, in-depth interview with student entrepreneurs, and the collection of empirical data to elucidate the experiences and insights of these individuals. Through this rigorous exploration, the project aims to shed light on the multifaceted landscape of challenges faced by student entrepreneurs in the early stages of their ventures, paving the way for the formulation of effective solutions and strategies that can guide them toward success. Furthermore, the project seeks to assess the potential demand for a dedicated business start-up assistance service tailored to students and identify pathways to reach and engage the target audience in a manner that maximizes impact.

A conceptual framework serves as a guiding structure to map out the theoretical underpinnings of the research.



## 2.2 Conceptual Framework



The conceptual framework initiates with in-depth interviews with student entrepreneurs, seeking to construct a comprehensive customer profile. These interviews delve into their unique needs, motivations, aspirations, and the specific challenges faced in Belgium. Challenges encompass financial constraints, limited resources, regulatory hurdles, and more.

A vital step involves a comprehensive analysis of the existing support service provided to student entrepreneurs by the case company. This analysis evaluates the service's structure, efficiency, and strengths, with a keen focus on potential areas of improvement identified through cross-examination with insights gathered from the interviews.

Drawing upon insights gathered and extensive market research, the subsequent stage focuses on proposing tailored solutions to address identified challenges.

This includes examining various strategies such as financial assistance programs, mentorship initiatives, and skill development opportunities.

The final step involves adapting the existing service based on the analysis and suggesting additional services to address these challenges. This research-driven conceptual framework aims to empower the next generation of entrepreneurs in Belgium by providing tailored support, fostering growth, and addressing their unique needs and challenges.

### 2.3 Objectives

To answer those questions, the project delineates a series of comprehensive steps:

**Challenges Analysis:** The project seeks to identify and analyze the specific challenges encountered by students with self-employed status during the initial stages of establishing their business. This analysis will involve an in-depth review of existing literature, conducting interviews with students, and gathering insights on the experiences of these individuals.

**Solutions Exploration:** The project aims to propose potential solutions and strategies for overcoming the identified challenges. This phase consists of researching possible strategies to use when starting a business as a student and discovering the support systems implemented in Belgium.

**Targeted Marketing Strategy:** Another key objective is the comparison between an existing service assistance to student-entrepreneurs and the needs of such a target with the aim of launching the project towards ideas for improvement.

This project constitutes a first exploration which will guide more in-depth research and the development of recommendations in the world of consulting and business development companies wishing to guide young Belgian entrepreneurs on the path to success.

## 3 CASE COMPANY

### 3.1.1 Company description

Web & Eazyal is dedicated to offering specialized business start-up assistance services targeted at young entrepreneurs aged 18 to 25 years old. The company's primary objective is to provide tailored guidance and support as these individuals navigate the intricate process of establishing their own businesses.

The foundational principle of Web & Eazyal lies in the recognition that while young entrepreneurs possess significant potential for success in the business realm, they often encounter formidable challenges in initiating their ventures. By furnishing customized support and direction, the business start-up assistance service aims to assist these individuals in surmounting obstacles and unlocking their full potential.

Web & Eazyal's approach to assistance is deeply personalized, accounting for the distinctive requirements and situations of each client. The service encompasses a wide array of resources and tools, including assistance in business planning, comprehensive market research and analysis, financial evaluation, legal counsel, and formulation of effective marketing strategies.

The company's workforce consists of highly skilled professionals who possess extensive expertise in areas such as business development, marketing, and entrepreneurship. Additionally, the service integrates a team of students equipped with pertinent skills and proficiency, affording them a chance to gain invaluable real-world experience and contribute to the company's success.

Rooted in values of excellence, innovation, and social responsibility, Web & Eazyal is committed to delivering exceptional value to its clients. This commitment extends beyond business operations, as the company actively

engages in endeavors that positively impact the larger community through volunteer initiatives and charitable contributions.

Web & Eazyal's overarching mission is underscored by a set of pivotal goals. These objectives encompass providing top-tier, personalized assistance to young entrepreneurs, assembling a team composed of adept professionals and skilled students, establishing robust partnerships with relevant stakeholders, and catalyzing growth within the broader entrepreneurial ecosystem. Through the achievement of these ambitions, the company aspires to emerge as a preeminent provider of business start-up assistance services, renowned for its dedication to excellence, innovation, and societal well-being.

### 3.1.2 Services

#### *Start Your Own Business” Service*

The "Start Your Own Business" service was established by Web & Eazyal in 2021, shortly after the company's inception. This service is designed to guide students along the entrepreneurial journey by providing them with a comprehensive checklist encompassing the essential steps necessary for realizing their projects.

The process begins with the client's completion of a portfolio template provided on the Web & Eazyal website. This portfolio contains crucial project-related information, facilitating an initial analysis. Subsequently, this analysis is discussed during an initial scheduled meeting, culminating in the formulation of a tailored action plan. Clients can further opt to engage with the company's additional services to execute these identified steps such as web development and graphic design services.

Presently, the "Start Your Own Business" service registers a utilization rate of only 10% in comparison to other services offered by the company. Consequently,

promotional efforts have been temporarily suspended awaiting the implementation of a strategic approach to avert potential losses.

Designed for young entrepreneurs aged 18 to 25 years old, the service strives to help its target with business development. The personalized to-do list is adaptable to each client's unique requirements, allowing flexibility in task completion. Regular progress reports are shared to enable effective tracking of project advancement.

Web & Eazyal exclusively employs students, which results in lower service prices. The offering includes a kick-off consultation and can be expanded according to the client's preferences, encompassing strategy development, advertising, establishment of virtual sales points, and more. The primary objective is to guide young entrepreneurs, fostering the growth of new start-ups while minimizing financial burdens.

A noteworthy facet of the service revolves around peripheral offerings that hold a pivotal role in differentiation and quality enhancement in comparison to the competitors. These additional services are designed to delight and surprise customers, nursing added value and loyalty.

Central to the business start-up assistance service are young entrepreneurs aged 18 to 25, embarking on their entrepreneurial journey and seeking comprehensive support.

From a demographic point of view, the focal audience includes students who hold a self-employed status, in any field. The targeted individuals are distinguished by their affinity for calculated risk-taking, ambitions for success, and an innate drive to excel.

## 4 LITERATURE REVIEW

### 4.1 Business plan

#### 4.1.1 Why is a business plan needed?

A business plan is an essential tool for any entrepreneur or business owner, regardless of the size of their venture. According to McKeever (2018, pp.3-6), the business plan is a comprehensive demonstration of the goals, strategic and operational details of a business, and serves as a roadmap for its success. (McKeever, 2018, pp.3-6).

One of the primary benefits of a business plan is that it helps to clarify the concept. When entrepreneurs are starting out, they often have a general plan of what they want to do but may not have thought through all the details to implement their idea. (Finch, 2013, pp. 2-14).

A business plan forces entrepreneurs to think through every aspect of their business, including their target market, their competition, their products or services, and their added-value proposition. This process helps to ensure that the general concept is clear and well-defined by providing a solid foundation for future decision-making. (Buttiens, 2020).

Another key benefit of a business plan is that it provides a roadmap for future actions in order to multiply the chances to succeed. A well-developed business plan outlines the goals and objectives of a business, as well as the strategies and tactics that will be used to achieve them. (Sahlman, 1997, p. 38).

A business plan is crucial while seeking initial funding from investors, banks, or other lenders. A well-written business plan can demonstrate to the potential stakeholders that the entrepreneur has thoroughly researched the market, that

he understands the competition, is ready to face it, and has a well-defined plan for achieving their specific goals. (Nunn & Mcguire, 2010, p. 96).

A business plan provides a skeleton or a framework for decision-making, by outlining the main goals, strategies, and tactics that will be used. This framework helps entrepreneurs to make informed decisions about their business, based on data and analysis, rather than intuition or guesswork. (Haag, 2013, p. 28).

A consciously developed business plan can help entrepreneurs to attract and retain trustworthy and motivated employees. A clear and compelling business concept, supported by a detailed plan for achieving success, can be an attractive proposition and opportunity for talented individuals looking for a promising and rewarding career. (Sellars, 2009, p.33).

A business plan also provides employees with a sense of direction and purpose by helping to align their goals with those of the business. Clarifying the business concept, provides a roadmap for success, helps to secure funding, provides a framework for decision-making, and helps to attract and retain key employees. With these benefits in mind, every entrepreneur should invest the time and effort required to develop a well-written, comprehensive business plan. (Sund et al., 2021, pp. 11-19).

#### 4.1.2 Business Plan Format

A business plan format is a standardized layout or template used to organize and present the key elements of a business plan. While there are different types of business plans, they generally include the same essential information, such as an executive summary, company analysis, market analysis, organization, management, product or service description, marketing and sales strategies, and a financial plan. (Zott & Amit, 2010, pp. 217-223).

## 4.2 Market Research

There are many different definitions of market research. However, one of the classic definitions is: "Market research is the collection, recording, analysis and reporting of all facts relating to the transfer and sale of goods and services from producer to consumer. It is usually, but not necessarily, based on the statistical theory of probability and always uses the scientific method. It is generally, but not necessarily, based on the statistical theory of probability and always uses the scientific method." (Vandercammen, 2018, p. 11).

More globally, marketing research aims to understand demand, define a market conquest strategy and learn how to control the performance of a company's products or services. (Lambin & de Moerloose, 2016, pp. 168-176).

### 4.2.1 Formulation of research hypotheses

Marketing research follows precise steps. First, the problem must be identified. This translates into one or more research questions. (Vandercammen, 2018, pp. 48-50). Next, research hypotheses must be formulated, which are statements that have not yet been proven, but which constitute a possible answer to the problem. The studies will approve or reject the hypotheses, which will be classified by elements of the external environment, such as the market, or the internal environment, such as strategic and operational marketing. (Bartier, 2020a).

### 4.2.2 Research plan

Once the hypotheses have been established, a research table should be drawn up to structure the research. This will help the researcher define what information he needs and how he will gather it. Primary objectives determine the purpose of the study, and secondary objectives break these down into sub-objectives. This,



along with qualitative studies, constitutes the exploratory study and helps to build hypotheses and evaluate them in depth before measuring the results with quantitative studies. (Bartier, 2020d).

Table 1. Methodology table. (Bartier, 2020a).

Research hypotheses	Primary objectives	Secondary objectives	Types of study	Sources/respondents

#### 4.2.3 Secondary sources research

DESK research, unlike FIELD research, uses data that already exists, for example, by employing studies that have already been carried out on the same subject, scientific literature, or interviews with experts in the field being researched. (Vandercammen, 2018, p.44). These are secondary data sources because they have not been recollected directly in the field expressly for the current study. This information can be external or internal. Internal documents come from the company itself, while external documents come from separate official or semi-official organizations. (Bartier, 2020b).

#### 4.2.4 Qualitative market research

Qualitative market research aims to provide an in-depth understanding of consumer behaviors, motivations, and expectations, addressing the "why" rather than the "how much" question typical of quantitative studies. (Bartier, 2020c). This type of research involves a small sample of respondents and uses semi-structured data collection methods, often guided by interviews. Instead of presenting results in percentages, it focuses on gathering opinions and overall sentiments. The insights gained from qualitative research help formulate

hypotheses for quantitative studies, identify recommendations, uncover consumer insights, establish positioning criteria, analyze reactions to concept tests, and more. (Vandercammen, 2018, pp.113-116)

While there are variations in how qualitative market research is conducted, there are common phases that researchers follow. According to Galan and Vernetto (2000, pp. 39-52), these phases for on-line quantitative research include:

Phase one is the preparation stage. In this initial phase, researchers define the target population, which could be, for example, consumers of video games or organized travel. They also face the challenge of creating a survey base and compiling lists of individuals representing the population to be surveyed over the Internet. This requires defining eligibility criteria for respondents. The phase also involves developing the survey base or targeting files and designing and publishing. (Galan & Vernetto, 2000, pp. 39-52).

Vandercammen (2018, pp. 109-165), on the other hand, outlines steps applicable to any data collection method in qualitative market research:

During step one, a preparation table is created, with columns like "why," "who," "how," "how much," "when," and "where." "Why" encompasses secondary objectives related to qualitative research, while "who" includes respondent profiles with details such as age, family situation, profession, geographical location, product knowledge, consumption behaviors, etc. "How" addresses data collection methods and recruitment plans. Interviews can be individual or group-based, with each having its advantages and drawbacks. It's essential to select the appropriate approach based on the research subject. "How many," "when," and "where" indicate the number of respondents to be interviewed, the data collection date, and the location. (Vandercammen, 2018, pp. 109-165).

In step two, the interview guide, a pre-defined scenario, outlines topics to be covered in a specific order. Questions are primarily open-ended, fostering a natural flow of discussion. The guide helps ensure consistency across different interviewers. It typically follows a funnel approach, starting with introductions and

setting a comfortable tone for participants. (Jacquart, 1988, p. 121). The discussion then transitions from general to specific topics related to the product or service being studied. The guide concludes by summarizing the discussion and inviting participants to share any additional thoughts. (Vandercammen, 2018, pp. 109-165).

During the third step, the data collection stage, researchers emphasize the importance of audio recording (Javeau, 1990, p. 114), which allows for comprehensive transcription of interviews, preserving every nuance of the interviewee's speech, including pauses, repetitions, and verbal hesitations. (Vandercammen, 2018, pp. 109-165).

In step four, comes the data or content analysis. Before beginning the analysis, researchers create a summary table of respondents, including demographic information, interview date, and location. Themes and sub-themes are identified within responses, aligning with the objectives set in the preparation table. A coding grid is created to standardize the analysis process. Researchers aim to provide a comprehensive and objective analysis of respondents' comments and feedback, emphasizing impactful statements or verbatim. The analysis includes both a vertical (by respondent) and horizontal (by theme) examination to understand individual and collective expectations and identify relevant vocabulary for potential use in quantitative studies. (Vandercammen, 2018, pp. 109-165).

Finally, the fifth step revolves around interpretation of results for conclusions and recommendations. In this final step, researchers draw conclusions from the insights gained during interviews. They identify commonalities and differences among respondents based on their profiles. Marketing recommendations are developed based on the qualitative research findings, with suggestions for future steps, such as quantifying results through quantitative research, conducting desk research for additional data, seeking expert input, or testing new ideas. (Vandercammen, 2018, pp. 109-165).

This is a basic framework for qualitative market research. Nowadays, there are various methods for engaging with participants. One of them is online qualitative research, which can take the form of video calls, forums, or social media stories. The advantages of this approach are considerable. (Rosinski, 2013).

When participants are in the comfort of their own homes, it enhances authenticity and allows for discussions of more intimate topics. They can choose the environment and time that suits them to proceed at their own pace. The influence of a group leader is eliminated, and everyone expresses themselves individually before sharing ideas collectively. Many creative activities can be facilitated using online tools. Participants provide more in-depth responses, leading to richer and more developed ideas. Some target groups that are not typically available can connect at their convenience, including introverted individuals. Numerous themes can be explored simultaneously, such as experiences, journeys, stimulus tests, usage patterns, and testimonials. (Rosinski, 2013).

There is also a choice between group interviews and individual interviews, each having their advantages and disadvantages. Vandercammen (2018, p. 124) distinguishes three phases to a group discussion which begins with an introduction or a warm-up. The purpose of the meeting is presented, along with the expectations for the group. Each participant introduces themselves, which fosters a sense of trust. Then, the first subject of discussion is presented. Now that the trust has been established, the main theme can be addressed using various projective techniques. Finally, after the host has asked all the questions and mentioned every theme, a brief summary can be given in order to be sure that nothing has been omitted. (Vandercammen, 2018, p. 124).

The first phase of an individual interview is similar to that of a group interview. The aim is to put the interviewee at ease. For 5 to 15 minutes, the interviewee will introduce him/herself and talk about subjects unrelated to the study, in order to bypass defense mechanisms. This is followed by a refocusing on the subject. Imagination can be used to evoke themes that are out of the ordinary and the respondent's usual situations. The subject will then be explored in greater depth

when the respondent is confident enough not to censor himself or herself. Taboos will be tackled in order to define the things that could push the person to buy or hold them back. Only then will the most important questions be addressed. Finally, once there are no more questions to ask, it's important to allow the interviewee to reconstitute his or her defense mechanisms by talking about subjects closer to reality. (Giannelloni & Vernet, 2019, p.78).

Both ways of interviewing have their advantages. One-to-one interviews are more intimate and allow subjects to be discussed in depth, while group interviews are more operational and hands-on. However, whichever technique is used, both require the drafting of an interview guide. This requires prior study and research in order to guide the interviewee in the best possible way, and to be able to give him or her ideas in the event that he or she does not broach certain subjects spontaneously. (Vandercammen, 2018, pp.130-131).

Direct questioning does, however, have its limitations. The everyday procedures performed by interviewees, the automatisms, are not easy to access from memory, unlike precise concepts and events. This is due to the way semantic, episodic and procedural memory is accessed. If this is the subject of research, direct questioning is not the most appropriate way to obtain answers. (Laurent, 2006, pp.64-68).

Once the answers have been collected, it's time to analyze them. There are several ways of doing this. The first is the summary, a method that brings out the essential points. It's a way of looking at the results as a whole, without explaining the content in great detail. It explains the objective, the method used, the general framework of the subject studied and gives the overall conclusions. (Vandercammen, 2018, pp. 144-146).

Next, the thematic analysis consists in the creation of a code matrix that will condense the content of the proposals, enable critical analysis and understanding of the recollected data, and cross-examine the results of several researchers. It's

a rigorous process that presents results in categories. (Miles & Huberman, 2003, 133-140).

Finally, the aim of content analysis is to target significant elements in communication in order to achieve objectivity. (Mucchielli, 2004, pp. 61-82).

This comprehensive technique involves several stages: transcription of interviews, definition of the unit, construction of the data processing grid and its completion, thematic or lexical analysis, quantification and summary report. (Giannelloni & Vernetto, 2019, pp. 219-270). The rigor of this method requires information to be pooled, taking into account targets, objectives and interviews, whether individual or grouped. This makes it possible to answer questions about the interlocutor from a demographic point of view, then analyze the purpose of his words and determine whom he is addressing, in what way and with what result. (Vandercammen, 2018, pp. 150-151). However, according to Grawitz (1990, pp. 389-390), care must be taken when quantifying content. The sample must be representative of the population to determine the frequency of appearance of certain themes in order to prioritize them. This is not possible with an insufficient population (Vandercammen, 2018, p. 156).

## 5 METHODOLOGY

### 5.1 Hypotheses and methodology table

First, as a reminder, here are the research questions that were used to establish the hypotheses:

1. What challenges do students with self-employed status have to overcome in the early stages of setting up their business?
2. How can these challenges be effectively addressed and conquered to support the success of student entrepreneurs?
3. Can a business start-up assistance service for students meet the demand, and if so, what strategies are conducive to fulfilling this demand?
4. Who constitutes the target audience for such a specialized service, and what approaches can ensure an efficient and effective reach to this audience?

The hypotheses arising from these questions and whose relevance must be verified are as follows (Bartier, 2020a):

1. The challenges faced by student-entrepreneurs stem from their lack of knowledge of the assistance available to people with this status.
2. Challenges can be reduced by informing students about the opportunities they have to carry out their business on the channels they are familiar with.
3. An assistance service for student-entrepreneurs can meet expectations, provided that it is more effective and provides more value than the assistance already in place.
4. The target audience for a student-entrepreneur support service is young people between the ages of 18 and 25, who can be reached via social networks.

As mentioned in section 4.2.2 Research plan, a methodological table is needed to structure the research. A table was therefore completed in order to start the research phase. The primary and secondary objectives were identified for each research question and hypothesis. The chosen types of study are desk and qualitative research. (Bartier, 2020c).

## 5.2 Secondary sources research

Researching secondary sources will provide information on the support already in place for student-entrepreneurs in Belgium via government and institutional websites. (Vandercammen, 2018, p.44).

## 5.3 Qualitative research

Qualitative research was chosen for its depth and subject exploration. (Bartier, 2020d). This will allow to collect the basic data and ask the right questions as the research is deepened. The concept of a new service can be explored with a view to defining a future marketing strategy. The target of this qualitative research is student-entrepreneurs between the ages of 18 and 25 in Belgium, so it was ten Belgian students who had already started their business between the ages of 18 and 30 who were interviewed. The age range was extended to allow those who had already been in business for several years to respond and share their experience. (Vandercammen, 2018, pp.113-116).

Interviews are carried out online, as this allows respondents complete freedom of schedule. Student entrepreneurs have little free time and must be able to choose the interview time that suits them best. (Rosinski, 2013).



### 5.3.1 Survey

The tool used was Google Forms, which makes data collection very simple and intuitive. The questions were developed in line with the objectives of the research questions. The questionnaire in Appendix 1, was designed following the funnel model, from the broadest question to the most specific. The methodological table (Table 2) lists the various primary and secondary objectives to be achieved by the qualitative research. (Jacquart, 1988, p. 121).

Ten respondents were found through the network of acquaintances present at the EPHEC Louvain-la-Neuve, a university of applied sciences, as well as by word-of-mouth among students at the same institution.

### 5.4 Response analysis

The responses were analyzed using the summary method, by identifying the most important ideas and generalizing the responses. This method reduces the volume of data and presents it in a structured way. This makes it easier to compare the results obtained with the student-entrepreneur support service. Furthermore, it reduces the time required for analysis. (Vandercammen, 2018, pp. 144-146).

Table 2. Methodology table established as part of the market study carried out for this thesis.

Research questions	Research hypotheses	Primary objectives	Secondary objectives	Types of study	Sources/respondents
What challenges do students with self-employed status have to overcome in the early stages of setting up their business?	The challenges faced by student-entrepreneurs stem from their lack of knowledge of the assistance available to people with this status.	Analyze the challenges encountered by student-entrepreneurs.	Identify the challenges encountered by student-entrepreneurs. For each of them, identify their impact.	Field - Qualitative	10 respondents having the student-entrepreneur status in Belgium.
How can these challenges be effectively addressed and conquered to support the success of student entrepreneurs?	Challenges can be reduced by informing students about the opportunities they have to carry out their businesses on the channels they are familiar with.	Analyze existing assistance for student-entrepreneurs and determine the interest shown in them by the target.	Identify existing assistance for student-entrepreneurs and its prevalence. Determine the interest shown in those services by the target.	Desk  Field – Qualitative	Governmental and institutional websites.  10 respondents having the student-entrepreneur status in Belgium.
Can a business start-up assistance service for students meet the demand, and if so, what strategies are conducive to fulfilling this demand?	An assistance service for student-entrepreneurs can meet expectations, provided that it is more effective and provides more value than the assistance already in place.	Analyze student-entrepreneurs needs when starting their own business.	Identify student-entrepreneurs needs when starting their own business. For each of them, identify their impact and potential responses.	Field - Qualitative	10 respondents having the student-entrepreneur status in Belgium.
Who constitutes the target audience for such a specialized service, and what approaches can ensure an efficient and effective reach to this audience?	The target audience for a student-entrepreneur support service is young people between the ages of 18 and 25, who can be reached via social networks.	Identify the target, its communication channels and how to respond to their needs.	Collect demographic information. Determine communication channels of student-entrepreneurs. Determine the awaited response to the target's needs.	Field - Qualitative	10 respondents having the student-entrepreneur status in Belgium.

### 5.5 Limitations and further research

It's important to recognize the limitations of this study. While the research provides valuable information, the sample size was relatively small. This may impact on the generalizability of the results. This is a first step in understanding the market studied, and there is still plenty of room for future research. This includes an in-depth quantitative study to validate the information and hypotheses uncovered concerning promotional channels, the preferences and needs of student-entrepreneurs, the effectiveness of pricing policy and the extent of the specific challenges faced by the target when combining studies with business projects.

## 6 RESULTS

### 6.1 Secondary sources research

Firstly, research was carried out to investigate the support systems available to student-entrepreneurs in Belgium via government and academic institution websites. Through this research, it was discovered that several programs were offered by colleges or universities. In this case, programs such as Ephec Entreprendre (EPHEC, n.d.), UGent TechTransfer (Gent University, n.d.) and KICK from KU Leuven (KU Leuven, 2023). Almost every university directly or indirectly linked to business has a program or an information unit dedicated to entrepreneurship.

These programs are important because they not only guide student entrepreneurs but also give them access to potential investors and cultivate their projects. This reflects a proactive approach on the part of academic institutions to the development of entrepreneurship among students.

Secondly, it was found that many incubators offer support for innovative ideas. These are generally set up by experienced entrepreneurs and, in some cases, collaborate with academic organisations, such as StartLAB (StartLAB Brussels, n.d.), Start it @KBC (KBC, n.d.), The Birdhouse (Birdhouse, n.d.) or Antwerp StartUp Village (Start-up Antwerp, n.d). These demonstrate a diverse ecosystem of diverse ecosystem for start-ups.

The government also plays a major role in the development of new businesses, notably through grant and investment programs. This can take the form of competitions such as Innoviris Brussels' Innovative Starters Award (Innoviris.brussels, n.d.).

Other European organizations such as Entrepriise Europe Network help start-ups find partners through various events. (Mircea, 2023).

Finally, other innovation festivals and competitions are available to student-entrepreneurs to make a name for themselves and find the right connections. Hack Belgium, for example, offers a business challenge to be solved within a given timeframe. The whole event is supervised by experts in partnership with Belgian and international companies such as S.A.B.C.A. and Johnson & Johnson Innovation - JLABS. (Hack Belgium, 2019).

There are many opportunities for consulting and financing, whether from universities, banks, private companies, or the government. Some universities, but especially business schools, can inform students about the possibilities of assistance or direct them to the corresponding programs.

## 6.2 Analysis of quantitative research: summary

### 6.2.1 Study objective

The aim of this qualitative study was to discover the challenges faced by students in the early stages of their student-entrepreneur journey, as well as their needs and knowledge in terms of support services. Demographic data was also to be collected to identify possible channels and communication strategies for this target group.

### 6.2.2 Methodology, interviewing and recruitment

Qualitative research was carried out using an online questionnaire with ten Belgian student-entrepreneurs aged between 18 and 30, recruited through the student

network of the EPHEC Louvain-la-Neuve business school. The aim was to propose answers to the hypotheses put forward in response to the research questions posed. Each question had specific primary and secondary objectives :

1. The challenges faced by student-entrepreneurs stem from their lack of knowledge of the assistance available to people with this status.
  - a. Analyze the challenges encountered by student-entrepreneurs: Identify the challenges encountered by student-entrepreneurs. For each of them, identify their impact.
2. Challenges can be reduced by informing students about the opportunities they have to carry out their business on the channels they are familiar with.
  - a. Analyze existing assistance for student-entrepreneurs and determine the interest shown in them by the target: Identify existing assistance for student-entrepreneurs and its prevalence. Determine the interest shown in those services by the target.
3. An assistance service for student-entrepreneurs can meet expectations, provided that it is more effective and provides more value than the assistance already in place.
  - a. Analyze student-entrepreneurs needs when starting their own business: Identify student-entrepreneurs needs when starting their own business. For each of them, identify their impact and potential responses.
4. The target audience for a student-entrepreneur support service is young people between the ages of 18 and 25, who can be reached via social networks.
  - a. Identify the target, its communication channels and how to respond to their needs: Collect demographic information. Determine communication channels of student-entrepreneurs. Determine the awaited response to the target's needs.

### 6.2.3 General framework

Half the respondents were aged between 21 and 25 (Figure 1), the rest between 26 and 30. Only 25% of them were undergraduates, the rest were on their way to a Master's degree (Figure 2). Their fields of study revolved mainly around business and finance. It's important to point out that there was also an IT/electricity student and a tourism student. All had started their businesses while studying, thanks to the independent student status.

Please select your age group :

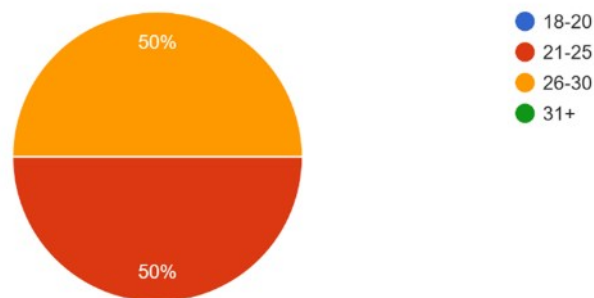


Figure 1. Age of qualitative survey respondents.

What is your educational level ?

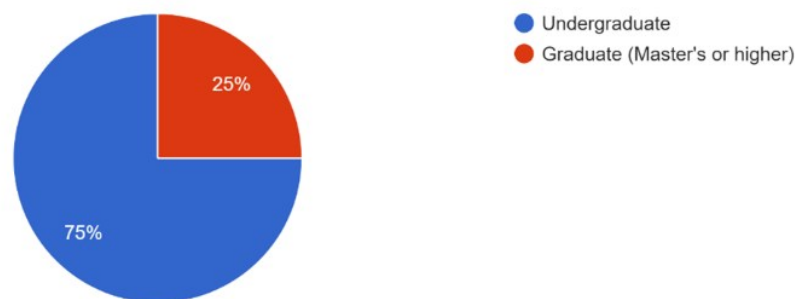


Figure 2. Education level of survey respondents.

When briefly explaining their experience as entrepreneurs, most said they had had a difficult start, whatever the nature of their business. The main challenges were customer acquisition, lack of financial funds, sub-optimal time management, promotion, branding and the legal side of the venture (Figure 3). Indeed, some didn't know how to link their courses and their business effectively, while others had overestimated their sales and prospecting skills.

From the following list, please choose the challenges you have already encountered in the early stages of setting up your business as a student entrepreneur :

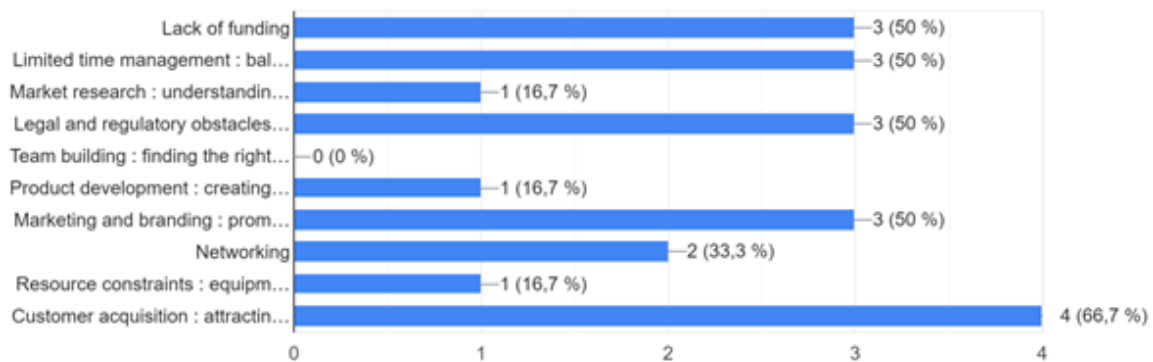


Figure 3. Challenges encountered by survey respondents.



The sticking point seemed to be marketing, especially as the most successful type of assistance students needed at the start of their journey was geared towards branding, marketing strategies and online presence. Closely followed by the presence of experts for advice and guidance from mentors, training in project presentation to investors or potential customers, and time management training (Figure 4).

From the following list, what kind of support or assistance do you believe would have helped you overcome these challenges more effectively ?

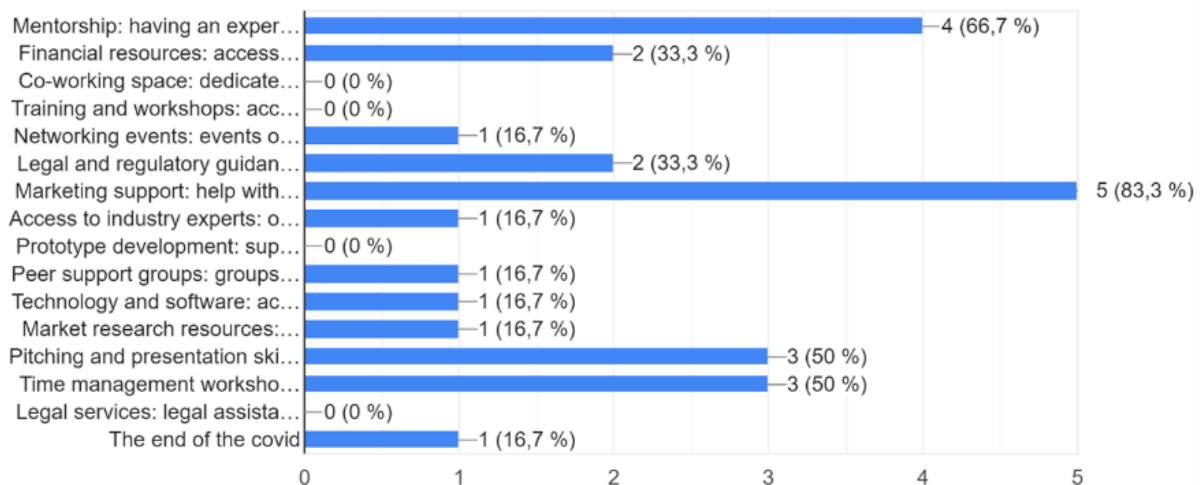


Figure 4. Assistance needs of survey respondents.

One of the respondents, an IT and electrical engineering student, also mentioned the need for assistance with taxation and creating quotations.

Half the respondents were aware of at least one of the support systems for student-entrepreneurs set up by academic, private or government institutions. The best known was the start-up incubator (Figure 5). However, only two of them had used any of the support services.

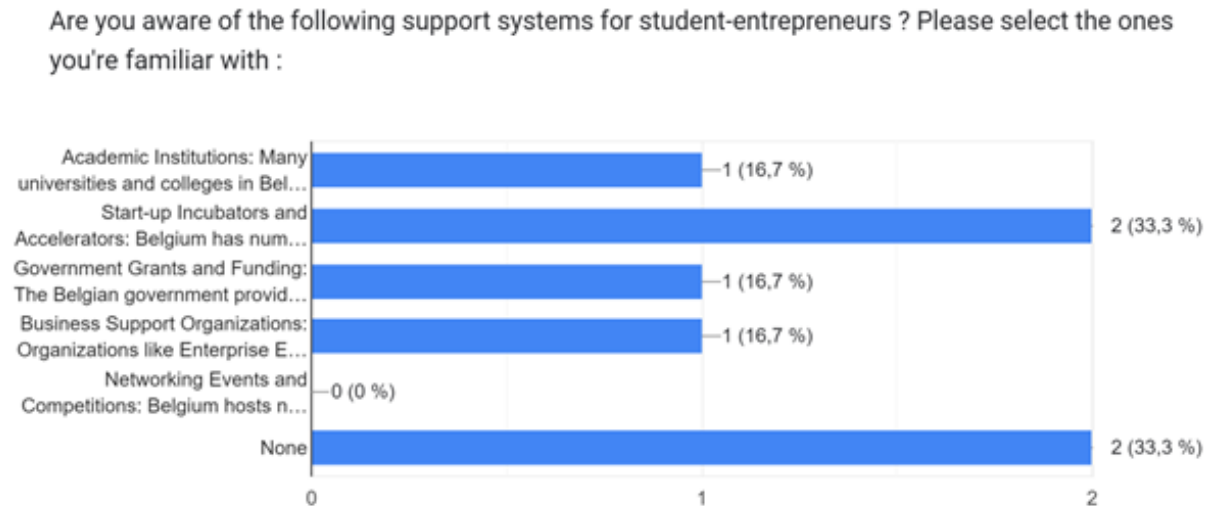


Figure 5. Assistance needs of survey respondents.

All said they found one or other of the services attractive. Most wished they had known about these services at the start of their entrepreneurial journey.

None of the students sought any other form of help, either due to a lack of knowledge or a lack of means. However, everyone recalls a recent situation in which they needed specific help, most of which related to marketing strategies or administrative and financial aspects.

Students say they are most receptive to advertising on social networks or directly in their academic institutions. As for the price they would be willing to pay for a support service, this varies widely and is therefore irrelevant. However, most of the students mention prices which tend towards the lower side.

Finally, when students are faced with the idea of being able to repeat their experience, they all say they would find out more about the help available, so as to be better prepared for what lies ahead.

#### 6.2.4 Analysis

Demographically speaking, this group shows that there is potential for entrepreneurship through various fields of study. The problems mentioned, which seem to be specific to students, are for the most part the lack of effective organization and information on the strategic aspect of business. Other needs are quite diverse, demonstrating the need for an à la carte service that has the capacity to adapt to each individual. Finding customers can be difficult for some, which again is one of the strategies to learn and implement.

The general tendency is for the problem to stem mainly from a lack of information or understanding of the need for, and importance of, expert guidance. The students do, however, acknowledge their willingness to turn to advisors and support organizations for young entrepreneurs.

The following hypotheses can therefore be approved on the qualitative level:

1. The challenges faced by student-entrepreneurs stem from their lack of knowledge of the assistance available to people with this status.
2. Challenges can be reduced by informing students about the opportunities they have to carry out their business on the channels they are familiar with.
3. The target audience for a student-entrepreneur support service is young people between the ages of 18 and 25, who can be reached via social networks.

The last hypothesis, however, needs to be cross-examined with the start-up assistance service offered by the case company:

1. An assistance service for student-entrepreneurs can meet expectations, provided that it is more effective and provides more value than the assistance already in place.

The comparison can be made on several levels. Firstly, in terms of demographics, the "Start Your Own Business" service is designed for student entrepreneurs between the ages of 18 and 25. This is in line with the law concerning student-entrepreneur status in Belgium, which is only available to people of this age (Economy, 2023).

Secondly, in terms of the offer, the students surveyed expressed a need for branding, marketing strategies, online presence and business guidance from experts, which is directly linked to the service offered by Web & Eazyal. Training in project presentation to investors or potential customers, administrative and accounting guidance, and time management training, however are not part of the offered service and are also mentioned as needs in the survey results. The prices mentioned in the responses show a tendency towards low prices, which is also in line with the company's pricing policy, which is to hire only students and thus lower rates.

Finally, although the service is aligned on many levels with the needs of student-entrepreneurs, the low popularity rate of Web & Eazyal's service points to promotional challenges and difficulty in making students aware of the service's availability.

To sum up, the first hypothesis proved true for the group of ten people interviewed during the qualitative research. The students' lack of knowledge about available aid

probably influenced their course and development in the early stages of their businesses.

The second hypothesis, also linked to the students' lack of information, was also approved by the respondents, showing that a number of challenges could have been avoided if the students had known about the various support systems earlier on.

The third hypothesis needs to be developed further, but the research already shows that a student-entrepreneur support service has potential and could meet the needs of the target group, provided it adds value over and above existing support and a suitable communication strategy is chosen.

Finally, the fourth hypothesis is confirmed, given that the social status of student-entrepreneur in Belgium is only available to people aged between 18 and 25. Respondents also confirmed that they are receptive to social networks, a fact that needs to be studied in depth in the future.

#### 6.2.5 Recommendations

The preceding analysis points to a number of recommendations.

A number of problems were highlighted, notably concerning the popularity of the existing service. The questionnaire responses show that the students surveyed are more interested in social networks and promotions run by their academic institutions. A quantitative study is therefore needed to verify this new hypothesis and its scope with a larger sample of people. This would make it possible to determine exactly which networks the company should turn to in order to increase the effectiveness of promotions. Partnerships with academic institutions, incubators and student associations can also be sought, provided the "Start Your Own Business" service is well presented. Digital communication strategies need to be established to increase

the company's activity and visibility among its target group of student entrepreneurs aged between 18 and 25.

The analysis also showed that students were poorly informed about the support available to help them on their entrepreneurial journey. Social networks can be used to create informative content and posts about the different solutions available to them, with real-life cases and examples of success.

The company's marketing efforts, based on respondents' answers, should emphasize the ability to solve challenges and support students in terms of strategy, branding and highlighting access to experts.

When it comes to pricing, the company could make even more of an effort and offer special promotions or discounts, which could be a good way of getting them to request the service. Campaigns and promotions that coincide with strong academic moments such as the beginning of semesters or the end of the year can capture the attention of a larger number of students. Times to be avoided, such as exam periods, should also be determined through in-depth research.

Publications could also explain what constitutes added value compared to the free services offered by academic institutions, and thus give students a reason to allocate a budget to this service instead. Peripheral services such as web design and graphic design go beyond the theory taught to students and execute the project for the student, easing the effort and leaving more time for strategic decisions and idea generation.

However, each of the recommendation hypotheses needs to be evaluated through concept testing and quantitative studies, in order to develop a well-founded and effective strategy, tailored to the needs and characteristics of the target audience.

## 7 CONCLUSION AND RECOMMENDATIONS

As the exploration of student entrepreneurship and support services draws to a close, a final reflection can be made on the insights gleaned from the research. This journey gave an opportunity to gain a better understanding of the challenges faced by student entrepreneurs at the start of their self-employed careers, and the strategies that can be used to overcome them. The qualitative demand for an existing business start-up service for students was analysed with a small group representing its target audience. Hypotheses were put forward in response to the initial research questions, and possible answers were proposed. However, this study has its limitations, and also suggests avenues for further research. The following is a summary of this thesis' contribution to the student entrepreneurship landscape.

### 7.1 Research questions

The challenges faced by student-entrepreneurs in the early stages of their journey are varied and include customer acquisition, lack of financial funds, poor time management, promotion, branding and legal aspects of the business. In addition, it seems to be difficult to link academic work with work on their business.

These challenges can be overcome with the right support and guidance. This can take many forms, such as time management training, mentoring or meetings with experienced marketing strategists. It's essential to be able to adapt to each individual by offering tailor-made support, since everyone's needs are different.

When it comes to the success of a student-entrepreneur support service, there's clearly a need for help on their part. However, to be successful, such a service depends on the value proposition in place and its effectiveness. In order to meet demand, a wide range of support systems must be included, taking the aids put in

place by academic and government institutions, and adding value to them. Pricing strategies need to be flexible, with options to suit students' means. As for promotion, it needs to be strategically timed to align with academic calendars and include collaboration with various academic institutions and associations to extend the service's reach.

Finally, the service must be aimed at student-entrepreneurs aged 18 to 25, via their own communication channels. This includes social networks. Emphasis should be placed on communicating the benefits of support services and their ability to solve students' entrepreneurial challenges.

## 7.2 Recommendations

This research can lead to various recommendations for a company setting up a business start-up service for student-entrepreneurs in Belgium.

Given the preference of the students surveyed for social networks, and their reliance on communication from academic institutions, a robust promotional strategy needs to be put in place that embraces both channels.

The needs of each individual must be recognized through services offering tailor-made solutions. These should not be purely theoretical but should assist students in practical ways in areas where they lack knowledge.

Prices need to be competitive, and special promotions put in place to align with the target audience's budgetary constraints. Expenditure must also be justified by demonstrating real added value compared with existing free services, in order to encourage students to allocate a budget to professional support. Too low a margin would not be beneficial to a company.



Promotion should emphasize the service's ability to solve problems, highlighting the services most in demand.

Taken as a whole, this study contributes to the changing landscape of student entrepreneurship. By revealing the different challenges, needs and preferences of young entrepreneurs, a path is opened to more effective, tailored assistance. This research does not stop at the boundaries of academia but extends into the real world of aspiring entrepreneurs. Support is an important aspect in the development of innovation and progress, and it is imperative to give young people the right tools and means to act. By improving entrepreneurial support systems, a door is opened to a generation of innovative managers, ready to embark on their entrepreneurial journey with confidence.

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# APPENDIX 1: QUALITATIVE SURVEY ADDRESSED TO STUDENT-ENTREPRENEURS IN BELGIUM

15/10/2023 16:51

Student-entrepreneurs in Belgium

## Student-entrepreneurs in Belgium

Hello,

I am Alina Azyzatullova, and I am currently pursuing an International Business degree at SAMK. As an aspiring researcher with a deep interest in the world of entrepreneurship, I am embarking on a journey to explore and understand the unique challenges, motivations, and aspirations of student entrepreneurs like yourself. Your insights and experiences are invaluable in shaping this research.

This survey is a crucial part of my research project, which focuses on student entrepreneurship in Belgium. The aim is to delve into the intricacies of student entrepreneurship, to uncover the hurdles faced by student entrepreneurs in the early stages of setting up their businesses, and to identify effective solutions that can support your success.

By sharing your experiences, you are contributing to a deeper understanding of the challenges and opportunities faced by student entrepreneurs. Your feedback will play a pivotal role in shaping recommendations and strategies for a start-up assistance service tailored specifically to students in Belgium.

Rest assured that your responses will be kept strictly confidential, and your personal information will not be disclosed. Your participation in this survey is voluntary, and you are free to skip any questions you do not wish to answer.

Thank you for taking the time to be a part of this research !

*\* Indique une question obligatoire*

### Demographic Information

1. Please select your age group : \*

*Une seule réponse possible.*

- 18-20 *Passer à la question 5*
- 21-25 *Passer à la question 5*
- 26-30 *Passer à la question 5*
- 31+ *Passer à la section 3 (Thank you !).*

15/10/2023 16:51

Student-entrepreneurs in Belgium

2. Please select your gender : \*

*Une seule réponse possible.*

- Male
- Female
- Other
- Prefer not to say

3. What is your educational level ? \*

*Une seule réponse possible.*

- Undergraduate *Passer à la question 5*
- Graduate (Master's or higher) *Passer à la question 5*
- Autre : \_\_\_\_\_

4. Please specify your field of study or major : \*

\_\_\_\_\_

Thank you !

Thank you for your interest in participating in this survey. Your willingness to contribute is greatly appreciated.

Regrettably, you do not meet the specific criteria required for this particular phase of the research.

Thank you for your understanding !

Entrepreneurial Status

15/10/2023 10:51

Student-entrepreneurs in Belgium

5. Are you currently a student who has already started a business while being a student ? \*

*Une seule réponse possible.*

- Yes *Passer à la question 7*
- No *Passer à la section 3 (Thank you !).*

6. Could you briefly explain your journey as a student-entrepreneur ? \*

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Faced Challenges



15/10/2023 16:51

Student-entrepreneurs in Belgium

7. From the following list, please choose the challenges you have already encountered in the early stages of setting up your business as a student entrepreneur : \*

*Plusieurs réponses possibles.*

- Lack of funding
- Limited time management : balancing courses, exams and business responsibilities
- Market research : understanding customer needs
- Legal and regulatory obstacles : business registrations, licenses and market regulations
- Team building : finding the right team members or collaborators
- Product development : creating a product/service that meets market demand
- Marketing and branding : promoting the business and establishing a brand presence
- Networking
- Resource constraints : equipment, office space, technology
- Customer acquisition : attracting the first customers and generating initial sales
- Autre : \_\_\_\_\_

8. Can you share specific examples of these challenges ? \*

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15/10/2023 16:51

Student-entrepreneurs in Belgium

9. From the following list, what kind of support or assistance do you believe would have helped you overcome these challenges more effectively ? \*

*Plusieurs réponses possibles.*

- Mentorship: having an experienced mentor to provide guidance, advice, and industry insights
- Financial resources: access to grants, scholarships, or startup funding opportunities
- Co-working space: dedicated workspace for collaboration and productivity
- Training and workshops: access to workshops on business skills, marketing, or financial management
- Networking events: events or forums for networking with peers and professionals
- Legal and regulatory guidance: assistance with navigating legal requirements and compliance issues
- Marketing support: help with branding, marketing strategies, and online presence
- Access to industry experts: opportunities to connect with experts in relevant fields
- Prototype development: support for building and testing prototypes or minimum viable products
- Peer support groups: groups where student entrepreneurs can share experiences and solutions
- Technology and software: access to software tools and technologies for business operations
- Market research resources: affordable market research data and analysis
- Pitching and presentation skills: training on how to pitch ideas to investors or potential clients
- Time management workshops: learning effective time management techniques
- Legal services: legal assistance for contract reviews or intellectual property protection
- Autre : \_\_\_\_\_

15/10/2023 16:51

Student-entrepreneurs in Belgium

- 10. Are there any other fields that you would need assistance with that were not mentioned in the previous question ? \*

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- 11. Please provide your thoughts and ideas regarding the types of assistance that would be most beneficial to you and your peers : \*

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### Support Systems

Belgium has several support systems and resources available for student-entrepreneurs to help them start and grow their businesses.

15/10/2023 16:51

Student-entrepreneurs in Belgium

12. Are you aware of the following support systems for student-entrepreneurs ? Please select the ones you're familiar with : \*

*Plusieurs réponses possibles.*

- Academic Institutions: Many universities and colleges in Belgium have entrepreneurship programs and incubators that provide resources, mentoring, and networking opportunities for student-entrepreneurs. These programs often offer guidance on business development, access to co-working spaces, and access to funding
- Start-up Incubators and Accelerators: Belgium has numerous startup incubators and accelerators that support young entrepreneurs. Examples include Start it @KBC, The Birdhouse, and Antwerp StartUp Village. These programs offer mentoring, access to funding, and networking events
- Government Grants and Funding: The Belgian government provides various grants, subsidies, and financial support programs for startups and entrepreneurs, including student-entrepreneurs
- Business Support Organizations: Organizations like Enterprise Europe Network (EEN) Belgium can help entrepreneurs find business partners, access funding opportunities, and provide information on EU programs that support startups and innovation
- Networking Events and Competitions: Belgium hosts numerous networking events, startup competitions, and entrepreneurship conferences. These events can help student-entrepreneurs connect with potential investors and mentors
- None

13. Have you received any support or assistance from the previously mentioned support systems, either financially or through programs and resources ? \*

If yes, please describe. If not, would you consider seeking government assistance ?

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15/10/2023 16:51

Student-entrepreneurs in Belgium

14. Among the services mentioned below, which one do you believe would \*  
provide you with the most significant benefit and why ?

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15. Are there any services you wish you had been aware of when you first \*  
began your entrepreneurial journey ?

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#### Seeking Help

16. Have you sought help or support (consulting, guidance, legal advice, \*  
mentoring, financial resources, etc.) for your business, either from  
educational institutions, organizations, or companies specializing in  
assisting student entrepreneurs ? If yes, please describe. If not, what  
factors influence your decision not to seek help ?

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#### Service Preferences

15/10/2023 16:51

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- 17. What specific services or support would you expect or hope to find in a specialized service designed to assist student entrepreneurs, considering your journey as a student-entrepreneur ? \*

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- 18. Could you provide a concrete instance of a situation for which you currently require assistance or one that you have encountered recently ? \*

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- 19. How do you think such a service could effectively reach and inform potential users like yourself ? \*

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15/10/2023 16:51

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- 20. When it comes to obtaining business consulting and support to address this specific issue, is there a budget range you would consider reasonable to allocate ? \*

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Personal Reflection

- 21. If you had the chance to start over, what would you do differently ? \*

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Additional Comments

- 22. Is there anything else you would like to share, or any suggestions you have regarding this topic that were not covered in the survey?

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15/10/2023 16:51

Student-entrepreneurs in Belgium

Thank you !

Thank you for your time and contribution to this study. Your insights are invaluable in helping understand the unique challenges faced by student entrepreneurs in Belgium. Your responses will contribute to the advancement of knowledge in this field and guide the development of support services for aspiring student entrepreneurs.

If you have any additional comments or thoughts you'd like to share, please feel free to reach out. Your feedback is highly appreciated.

Best of luck in your entrepreneurial journey, and we hope to share the results of this research with you in the near future.

Thank you for your dedication and participation!

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