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XL CONVEGNO NAZIONALE L'AZIENDALISMO CREA VALORE!

IL RUOLO DELL' ACCADEMIA NELLE SFIDE DELLA SOCIETÀ, DELL'ECONOMIA E DELLE ISTITUZIONI.

Dipartimento di Scienze Aziendali
Management & Innovation Systems
Università degli Studi di Salerno

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Scafati e Cetara
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Lettera del presidente

Ogni comunità scientifica, con le proprie specificità, crea valore per la società. Nondimeno, noi aziendalisti esaltiamo tale contributo per il ruolo svolto nel processo formativo delle nuove generazioni e nella crescita e nello sviluppo dell'impresa.

Infatti, i nostri insegnamenti coinvolgono oltre il 10% degli studenti universitari italiani, a riprova dell'interesse delle nostre discipline e della nostra capacità di coinvolgimento.

Il rapporto osmotico con le imprese, contemporaneamente, ci induce a innovare continuamente i nostri contenuti didattici e a rafforzare la cultura d'impresa.

La varietà di contributi presentati in questo convegno evidenzia l'ampiezza dei nostri confini scientifici e la prevalente interdisciplinarietà conferma il superamento di antichi steccati, senza tuttavia stravolgere l'autonomia dei singoli settori scientifici.

Presentazione del convegno

La comunità scientifica avverte sempre più la necessità di un dialogo e di una visione interdipendente, trasversale e circolare tra i saperi economico-aziendali che, pur nelle loro specificità, ricevono afflato dall'unitaria e ancora attuale matrice da cui gli studiosi italiani traggono comune origine.

Per tali ragioni AIDEA, ancor più rispetto ai precedenti convegni che risalgono al periodo antecedente la pandemia da Covid-19 (l'edizione precedente, l'ultima in presenza, si è svolta a Torino nel 2019), ritiene possa essere estremamente importante accrescere la dialettica e la condivisione di percorsi di sviluppo dei saperi presenti nelle diverse anime dell'aziendalismo in relazione ai suoi principali stakeholder di riferimento.

AIDEA, con il suo convegno, vuole proiettarsi nel futuro con raccomandazioni che si augura siano utili per tutti coloro che, a vario titolo, studiano e si interfacciano con le discipline aziendali.

In questo modo, si vuole contribuire a sostenere la percezione delle nostre discipline e della conoscenza che gli studiosi sono in grado di generare, incoraggiando l'evoluzione e l'innovazione nelle ricerche e al tempo stesso interrogandosi criticamente sul nostro ruolo di accademici nella società civile.

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Indice degli extended abstract

Track 1 - PUBLIC VALUE: MODELS, EXPERIENCES, CHALLENGES AND OPPORTUNITIES IN PA AND SPIN-OFFS

Stakeholder engagement in the public value co-creation process: bibliometric, network and content analyses

Roberta Barbieri Francesco Natale, Pier Paolo Miglietta, Federica De Leo

L'efficienza dei servizi sociali degli enti locali e le varie forme di gestione del servizio. Riflessioni teoriche ed evidenze empiriche

Piervito Bianchi, Fabio De Matteis, Fabrizio Striani

Trasformazione Digitale per la creazione di Valore Pubblico: quale integrazione? Evidenze dai PIAO dei Ministeri Italiani

Andrea Bonomi Savignon, Fabiana Scalabrini, Luigina Paglieri, Lorenzo Costumato, Vincenzo Andreacchio

Stakeholder engagement nella pianificazione sociale. L'esperienza della Provincia autonoma di Bolzano

Sara Boscolo, Veronica Moscon, Josef Bernhart, Peter Decarli, Kurt Promberger, Ines Simbrig

Governance Inclusiva in Università: esperienza di applicazione nella realizzazione del Gender Equality Plan

Anna Brescianini, Camilla Federici, Mariasole Bannò

Measuring the Public Value proposition in Italian public research hospitals

Paola Canestrini, Benedetta Siboni, Luca Barzanti

The NGO as gatekeeper of social needs and the public value co-creation: a focus on an urban redevelopment project

Caterina Cavicchi, Emidia Vagnoni

Public value creation models in hybrid organizations: a preliminary case study

Simone Ciolelli, Andrea Ziruolo, Marco Berardi

Sistemi di misurazione di performance per gli enti territoriali: a systematic literature review

Eveny Ciurleo, Carmelo Arena, Diego Mazzitelli

Il reporting di sostenibilità nel settore pubblico

Paolo Conte, Salvatore Principale, Daniela Cicchini, Rubina Michela Galeotti

Integrare performance e risk management in funzione del valore pubblico: un'analisi sul grado di integrazione all'interno dei PIAO dei ministeri

Lorenzo Costumato, Andrea Bonomi Savignon, Vincenzo Andreavecchio, Fabiana Scalabrini

Commensurare l'incommensurabile? Giotto e la Cappella degli Scrovegni: un "escamotage" per delineare il cerchio della sostenibilità culturale

Chiara Carolina Donelli, Federica Balluchi, Barbara Borgato, Arianna Lazzini, Simone Lazzini

Migliorare la capacità di riscossione per creare di valore pubblico: leve ed evidenze dagli enti locali

Camilla Falivena, Tiziana Vinci, Silvia Rota

Integrated Reporting in the public sector: the case of an Italian municipality

Andrea Garlatti, Paolo Fedele, Silvia Iacuzzi, Irina Dokalskaya, Elisabetta Pericolo

La prospettiva degli stakeholder nella creazione di valore pubblico nei tribunali: una proposta metodologica

Daniela Mancini, Ilaria Pelosi

Digital Health e Spin-off: Imprenditorialità digitale e generazione del Valore Pubblico

Antonella Monda, Ricky Celenta, Rosangela Feola

An integrated framework to evaluate the sustainability of investments toward public value creation

Francesco Natale, Roberta Barbieri

Valore pubblico e performance nei Piani Integrati di Attività ed Organizzazione delle Città Metropolitane

Antonio Nisio, Bruno Carapella, Michele Valentino

The Public Value of embedding SDGs into management education curricula

Angelo Paletta, Genc Alimehmeti, Magali Fia

Universities' knowledge performance and regional innovativeness. Some critical considerations

Pina Puntillo, Franco Ernesto Rubino, Stefania Veltri

Strategic Management Practices: Analysis for the SDGs of Italian and Spanish Universities

Tahani Rashid, Maria Teresa Nardo, Jose' Moyano Fuentes, Vincenzo Perri

Reingegnerizzazione dei processi e creazione di valore pubblico: l'utilizzo del Process Mining nei tribunali

Alessandro Spano, Serena Racis, Giorgio Latti

Track 2 - MANAGEMENT, ACCOUNTING AND ORGANISATION IN HEALTHCARE: PRESENT AND FUTURE OPPORTUNITIES AND THREATS TO VALUE CREATION

Community care homes in Italy. An analysis upon possible different trajectories and the key role of GPs

Antonio D'Andreamatteo, Gianluca Antonucci, Pierpaolo Arquilla

Using different types of performance information: implication for hybrid professionals? decision making

Francesca De Domenico, Guido Noto, Nicola Bellè, Milena Vainieri

Not only care but also assistance needs to be personalized in different hospital settings. Empirical evidence from a large-scale patient survey

Sabina De Rosis, Milena Vainieri

The organizational evolution of the pharmacy enterprise: a proposal of services performance index

Nadia Di Carluccio, Fiorella Pia Salvatore

Exploring how to trigger the use of patient-reported information for quality improvement in multi-stakeholder organizations

Francesca Ferrè

The role of board gender diversity in value creation: the case of Italian healthcare gazelles

Monica Giancotti, Marianna Mauro, Elisa Rita Ferrari, Giulia Cattafi

L'HTA a supporto delle decisioni aziendali per l'innovazione. La costruzione di uno strumento aziendale per la prioritizzazione delle tecnologie innovative

Stefano Landi, Chiara Leardini

Sustainability reporting in public healthcare organisations: a structured literature review

Marta Marsilio, Martina Pisarra

Digital Transformation in the Italian healthcare sector: assessing the role of digital technologies for administrative supporting processes

Marianna Mauro, Guido Noto, Anna Prenestini, Fabrizia Sarto

How is public value associated with smart technologies and digital transformation in professional service domains? Emerging trends and interpretations of the concept through a bibliometric analysis of healthcare sector studies

Maria Nardo, Romilda Mazzotta, Tahani Rashid, Carmela Cuarascio

Networks in healthcare under New Public Governance: the role of cooperatives to sustain chronic care model

Chiara Oppi, Cristiana Cattaneo, Giovanna Galizzi

La generazione ed accrescimento di valore pubblico: la creazione della rete tra unità organizzative in sanità

Paola Orlandini, Andrea Fontanella, Patrizia Rocca

Quale futuro per il middle-management ospedaliero? Evidenze dai Direttori di Struttura Complessa italiani

Lorenzo Pratici, Simone Fanelli, Andrea Francesconi, Antonello Zangrandi

Multidimensional control systems implementation in public organizations: comparing two cases from different national contexts

Anna Prenestini, Stefano Calciolari

Profili economico-finanziari e strategici della mobilità sanitaria attiva. Un'analisi econometrica

Pina Puntillo, Antonio Ricciardi

Il processo di misurazione e valutazione della performance delle aziende sanitarie per la generazione di valore pubblico

Simona Ranaldo, Graziana Galeone, Grazia Dicuonzo, Angela Maria De Feo

Process Mining Organization (PMO) and Artificial Intelligence for a New Research Frontier for the Reorganization of Processes in Healthcare: a Case Study

Angelo Rosa, Alessandro Massaro, Giovanni Schiuma, Giustina Secundo

Il ruolo della cultura e delle competenze dei dipendenti nel rapporto tra preparazione strategica e tecnologica all'e-health

Angelo Rosa, Giovanni Schiuma, Nicola Capolupo, Emilia Romeo, Valerio Giampaola

A restructuring process of Management Control procedures in an Italian healthcare organization: renewal of reporting systems

Fiorella Pia Salvatore, Michele Milone, Nadia Di Carluccio, Marco Taliento

L'evoluzione normativa del controllo di gestione nelle Aziende Sanitarie

Alberto Sardi, Enrico Sorano, Vania Tradori, Guido Giovando, Christian Rainero

Integrating perspectives for promoting the sustainability of pharmaceutical care: the case of biosimilar drugs in the light of a Systems and Service view

Marialuisa Saviano, Claudia Perillo

Exploring AI-based solutions in healthcare processes. A case study analysis

Francesco Schiavone, Daniele Leone, Anna Bastone, Federica Zeuli

Sustainability in Healthcare Management: Navigating Challenges and Embracing Opportunities

Sara Stojanova, Maria Chiara Demartini, Valentina Beretta

The occupancy rate and turnover of hospital beds during the Covid-19 epidemic: an Italian Survey

Fabrizio Striani, Giovambattista Gaudino, Angelo Corallo, Carimine Viola

Telemedicine Implementation in Italy's National Health Service: Current Status and Future Prospects

Giovanna Testa, Ernesto D'Avanzo

La misurazione della performance del sistema dell'assistenza domiciliare integrata: uno schema di analisi

Claudio Travaglini, Stefano Marasca, Alessia D'Andrea

Is it all about trust? Elderly people's propensity to digital technology in healthcare: a case study from Italy

Andrea Vandelli, Gaia Bertarelli, Milena Vainieri

Track 3 - SUSTAINABILITY AND INNOVATION: CHALLENGES AND OPPORTUNITIES FOR CREATING SHARED VALUE

Governance Performance and Digital Transformation in Public Administration: A Bibliometric-Based Literature Analysis

Muhammad Aqib Khursheed

Sistemi di controllo di gestione per l'innovazione e la sostenibilità nelle PMI: un'analisi sistematica della letteratura

Carmelo Arena, Stefania Veltri

L'integrazione degli obiettivi di sostenibilità nell'ambito dei processi di pianificazione strategica: analisi empirica nel contesto italiano

Federica Balluchi, Katia Corsi, Barbara Borgato, Marta Fundoni

How to sustainably govern SMEs' innovation? Exploring the role of CEO Hubris

Andrea Boccardi, Lamberto Zollo, Anna Marrucci, Diletta Vianello

The two-way path between Benefit and B-corp: virtuous behavior or opportunism?

Eleonora Broccardo, Graziano Collier, Maria Mazzuca

Sustainability strategies and value creation process: issues and implications on "space" and "time" dimensions

Rosita Capurro, Raffaele Fiorentino, Stefano Garzella, Alessandro Scaletti

The role of Green Human Resource Management attributions in shaping employee green behavior: a multilevel perspective

Alice Carnovali, Rita Bissola, Domenico Bodega, Barbara Imperatori

The Influence of Mission Statements on ESG Score

Silvia Cervi, Emiliano Di Carlo, Simone Borra

Sustainable business models and accounting: a grounded-theory literature review and future research agenda

Roberta Ciccola, Marco Montemari, Marco Giuliani, Maria Serena Chiucci

Unveiling the Role of Stakeholders' Involvement in City Climate Neutrality: a Salience Theory Perspective

Gabriella Esposito, Paola De Bernardi, Canio Forliano

The measurement of social inclusion performance of non-profit organizations

Rosaria Ferlito, Daniele Virgillito

L'impatto dei sistemi di Corporate Governance sulle strategie e le performance in ambito ESG

Tommaso Fornasari, Mariasole Bannò, Marco Traversi

L'analisi di materialità nel bilancio di sostenibilità delle università pubbliche in Italia: risultati e implicazioni alla luce di uno studio preliminare

Marta Fundoni, Gianfranco Pischetta

Efficiency in agri-food companies. An analysis of young entrepreneurs

Giulio Fusco, Giuseppe Cataldi, Elisa Toma, Domenico Morrone

Il ruolo della sostenibilità nell'organizational legitimacy del trasporto pubblico locale

Davide Giacomini, Davide Tonoli, Alicia Blanco González, Cristina Del Castillio Feito, Simone Zucca

New solutions for old issues: exploring business model innovation in food sharing platforms

Cecilia Grieco, Alberto Morgante, Laura Michelin

Business Studies for the Blue Economy: A Systematic Review and Bibliometric Analysis

Michele Guidi, Maria Serena Chiucchi, Marco Giuliani

Il rapporto tra sostenibilità e resilienza nel comparto del caffè. Analisi empirica di due casi studio

Barbara Iannone

Should I stay or should I go? Exploring the role of employee-centric CSR on retention

Ulpiana Kocollari, Fabio Demaria, Maddalena Cavicchioli

Transforming ESG accountability practices into managerial ones

Antonio Leotta, Carmela Rizza, Daniela Ruggeri, Mariastella Messina

Facilitators, best practices and barriers to adopt non-financial reporting in Italian public health care organizations

Marianna Mauro, Monica Giancotti, Roberta Muraca

Corporate governance e strategie per l'economia circolare: quali meccanismi di governance rendono le aziende più circolari?

Alessandro Migliavacca, Silvia Gordano

Food Sharing Platform as a Technology to Reduce Food Waste at Catering Level: a Study from Public Establishments

Ludovica Principato, Luca Secondi, Camilla Comis, Giovanni Mattia

Analisi di materialità e modelli di business sostenibili nel settore agroalimentare: uno studio esplorativo

Vincenzo Riso, Silvia Cantele

The value of the social justice logo: examining consumer willingness to pay for AddioPizzo-labeled products

Giuseppina Rizzo, Ludovica Moi, Francesca Cabiddu, Federico Spazzoli, Dawne Telford, Alessandra Perrone, Salima Scipioni, Giuseppina Migliore

Innovazione e sostenibilità nelle Piccole e Medie Imprese: una revisione sistematica della letteratura

Vittoria Scalise, Mario Riso, Gabriella Arcese, Maria Giovina Pasca

Driving Shared Value through Sustainability: Exploring the Integration of ESG Factors into Decision-Making and Management Control Systems of Service SMEs

Silvia Testarmata, Alessandro Giosi, Sandro Brunelli, Maria Lisa Centini, Beatrice Meo

Towards an Integrated Management Approach: B Corporation Certification Standards and UNI/TS 11820:2022

Francesco Tola, Enrico Maria Mosconi, Mattia Gianvincenzi, Mariarita Tarantino, Alessio Matarera

Disclosure under double materiality perspective: an investigation of ESRS E5 effectiveness

Paola Vola, Lorenzo Gelmini, Giorgio Cantino

Track 4 - CREATING VALUE THROUGH UNIVERSITY AND VOCATIONAL BUSINESS EDUCATION

Educare alla rendicontazione di sostenibilità attraverso un approccio basato sul gioco

Selena Aureli, Monica Bartolini, Federica Farneti

Professional accounting degree accreditation: A comparative analysis between Australia and Italy

Adriana Bruno, Enrico Bracci, Laura Maran, Michael Kend, Sonia Magdziarz

Teaching Accounting for Sustainability: insights from innovative learning Erasmus+ practices

Francesca Maria Cesaroni, Mara Del Baldo, Annalisa Sentuti

Exploring Students' Entrepreneurial Intention and Entrepreneurship Education efforts through the lens of GUESSS project

Nicola Cucari, Francesco Laviola, Pietro Vito, Davide Hahn

The accounting scholars' publication landscape: The case of publications' trend in Italy

Magali Fia, Marco Maria Mattei, Susanna Tinti

Head, Hands and Heart in sensory entrepreneurship education: educational examples for teaching practice in Higher Education and business contexts

Rita Klapper

Creare e diffondere il valore della legalità con il coinvolgimento attivo degli studenti nelle tre missioni istituzionali universitarie. Il progetto ACISCO tra interdisciplinarietà e metafore pedagogiche

Fabio La Rosa

"STEM in Genere": una valutazione di impatto

Chiara Leggerini, Mariasole Bannò, Giovanni Maria Abbiati

Self-consciousness and self-discrepancies: A study on the effects of accounting and business students' wrong degree choices

Elia Pizzolitto

Aziendalismo, public value e manager pubblici: quali impatti dall'executive education?

Silvia Rota, Eleonora Perobelli, Raffaella Saporito

Le determinanti dell'internazionalizzazione delle università italiane

Michele Rubino, Elisa Gerbasi, Ilaria Mastrorocco

A General Synopsis on Rethinking Education 4.0 in a Post-Pandemic Uncertain World

Hamza Sabah

Organisational inclusiveness for the value generation: the role of training applied to disability management

Federica Testa, Alessandro Hinna, Rocco Palumbo

Progettazione “dinamica” dei Corsi di Studio, gestione “sistemica” dei processi formativi e valutazione “contestuale” delle performance di docenti e studenti. Una piattaforma web per la co-creazione di valore

Ida Verna

Track 5 – CREATING VALUE FOR MARKETS AND COMPANIES GOING THROUGH TECHNOLOGY AND CRISIS: THE FUNCTION OF MARKETING

Assessing E-government Satisfaction in the Healthcare Sector: A User’s Perspective

Sandro Bruno, Michela Cesarina Mason, Andrea Moretti, Gioele Zamparo

Boycotting the activist brand: Unveiling the power of consumer-brand disalignment and political consumerism

Antonella Cammarota, Mario D’Arco, Vittoria Marino, Riccardo Resciniti

Exploring Effects of Disruptive AI Technologies on Brand Reputation in the Era of Polycrisis

Grazia Murtarelli, Elanor Colleoni, Stefania Romenti, Denis Simunovic

Is Generation Z interested in Loyalty programs’ Rewards? An explorative study

Chiara Ottolenghi, Gennaro Iasevoli

Exploring the influence of cross-cultural dimensions on global corporate brands’ Value

Karolina Sallaku, Domenico Morrone, Annunziata Tarulli

Track 6 – QUALITY AND CORPORATE SUSTAINABILITY MANAGEMENT

Transition from Corporate Financial Performance to Sustainability Excellence: Systematic Literature Review and New Avenues

Sidra Bano, Francesco Capalbo, Margherita Smarra

Stakeholders engagement through empowerment for effective management of common goods: the case of the future Otranto’s Santa Maria di Leuca Marine Protected Area (MPA)

Benedetta Coluccia, Giulio Paolo Agnusdei, Stefania Massari, Donatella Porrini

Metodologie sociali con approccio al ciclo di vita e strumenti di responsabilità sociale: quali connessioni? Il caso del tema sociale Discriminazione e Pari opportunità

Manuela D’Eusano, Luigia Petti

Why and how feminist theories support management studies on women in the firms upper echelon

Giorgia Maria D’Allura, Mariasole Bannò

Food safety and innovation performance in Italian Agrifood sector

Mara Del Baldo, Francesca Maria Cesaroni, Massimo Ciambotti, Gail Denisse Chamocho Diaz, Daniele Giampaoli, Federica Palazzi, Annalisa Sentuti, Francesca Sgrò

Analisi delle potenzialità e degli ambiti di utilizzo dell’Idrogeno verde: un confronto approfondito tra progetti di successo

Ilaria Goglia, Alessia Acampora, Maria Claudia Lucchetti, Roberto Merli

Mapping the Circular Economy in the service sector: a bibliometric analysis

Roberta Guglielmetti Mugion, Roberta Salomone, Maria Jesus Alvares Sánchez-Arjona

Inventory data for LCA of energy harvesting devices: the case of thermochemical energy storage

Teresa Maria Gulotta, Roberta Salomone, Patrizia Primerano, Giuseppe Saija

Sustainability and intellectual capital in professional sports: an analysis of the ESG performance impact on the intangible assets of European football clubs

Enrica Iannucci, Fabio Nappo, Alberto Manzari, Federico Schimperna, Sara Gigli

Modelli di consumo sostenibili: il contributo del consumatore italiano al mercato plant-based

Lolita Liberatore, Nicola Casolani, Federica Murmura, Giada Pierli

Making Sustainable Tourism possible: a Project

Federica Murmura, Lolita Liberatore, Guido Capanna Piscè, Barbara Campisi, Giada Pierli

Sustainability performance and Board of Directors: Evidence from Italian listed companies

Francesca Sgrò, Gail Denisse Chamochumbi Diaz, Federica Palazzi, Massimo Ciambotti

Track 7 – ORGANISING GENERATIONAL SUCCESSION: CHANGES, STRUCTURES AND RELATIONSHIPS IN THE FAMILY BUSINESS SYSTEM

Sustainable Business Models, family, and non-family firms: A problematization

Bob (Roland Jasper) Bastian, Andrea Caputo, Maria Della Lucia

Venturing activities by family business entrepreneurs. the role of personal motivations in portfolio entrepreneurship behaviors

Michela Bearzi, Daniel Pittino, Francesca Visintin

What explains the selection of a family CEO in a family firm? An exploratory study

Barbara Del Bosco, Cristina Bettinelli

Transgenerational influence and family ties: the differentiation of the self in South Korean families. An arts-based visual approach

Cinzia Dessi, Annalisa Succa

Relational conflict within Family Firms: a Business Model Innovation case study of an Italian SME

Giovanni Malagoli, Paolo Di Toma

Passaggio generazionale e holding: un'indagine esplorativa

Giulio Palmas

Track 8 – TOURISM, CULTURAL AND CREATIVE INSTITUTIONS, COMPANIES AND NETWORKS: CURRENT CHALLENGES AND FUTURE PROSPECTS BETWEEN INNOVATION AND SUSTAINABILITY

Heritage-led urban regeneration and civic wealth creation in UNESCO sites in small towns

Selena Aureli, Paola Demartini, Mara DelBaldo

“Il Molise non esiste?” Some issues for the tourism development strategies in minor destinations

Francesco Badia, Federica Armenise

Cultural synergies and territorial development to limit heritage educational poverty: The Italian case of the Temples Valley in Agrigento

Maria-Gabriella Baldarelli, Eleonora Cardillo

Collaborazione trasformativa e turismo sostenibile. Il caso di albergo diffuso

Federica Bisceglia, Laura Di Pietro, Roberta Guglielmetti Mugion

Sustainability-related value creation disclosures in non-financial reporting of museums

Elena Borin

How to analyze the management of industrial sites from a sustainability and values perspective. A study from The Ironbridge Gorge

Monia Castellini, Marianna Marzano, Cecilia Budoni

Understanding cultural consumption patterns for ensuring cultural heritage sustainability. A systematic literature review on Gen Y and Gen Z

Mara Cerquetti, Concetta Ferrara, Domenico Sardanelli

La Responsabilità Sociale di Impresa: modello di sviluppo sostenibile nelle PMI turistiche

Elena Cristiano, Franco Ernesto Rubino

La pervasività e l'impatto degli obiettivi di sviluppo sostenibile dell'Agenda 2030 sulla reportistica di sostenibilità dei grandi operatori del settore alberghiero

Rodolfo Damiano, Loredana Picciotto

Evaluating sustainable tourism development strategies in fragile ecosystems: an explorative study on Alpine Trentino areas

Francesca D'Angella, Manuela De Carlo

Sustainability in World Heritage Site disclosure documents

Chiara Carolina Donelli, Maria Lusiani, Chiara Mio

Destination Management Organisation (DMO): a Business Model to Achieve Sustainable Mobility

Francesca Gennari, Raffaella Cassano

Leveraging attribution models for enhanced scenario planning in strategic decision-making

Giuseppina Lo Mascolo, Arabella Mocciano Li Destri, Marcello Chiodi, Gabriella Levanti

L'applicazione della marketing intelligence nel management delle destinazioni turistiche. Il caso di studio di una DMO innovativa

Umberto Martini, Federica Buffa, Chiara Massacesi

La valutazione d'impatto nelle organizzazioni culturali come processo di ricerca-azione. Feedback dalla prima implementazione del modello SoPHIA

Flavia Marucci, Mauro Baioni, Michela Marchiori, Lucia Marchegiani, Paola Demartini, Annalisa Cicerchia, Chiara Petri

Does tourism policy planning impact the sustainability of tourist flows? Evidence from Florence, Italy

Rebecca Miccini, Camilla Ciappei, Giovanni Liberatore

Digitally nudging Gen Z cultural consumption: can AI applications to the cultural sector attract younger audiences to museums?

Luigi Nasta, Lucia Marchegiani, Luca Pirolo

Il contratto di rete per rafforzare la competitività delle Pmi turistiche e il loro impatto sull'attrattività del territorio

Patrizia Pastore, Simona Franzoni, Antonio Ricciardi, Silvia Tommaso

The use of sustainable tourism performance information: Which is the impact on small municipalities' policy-making and management?

Elisabetta Reginato, Isabella Fadda, Patrizia Modica, Michela Floris

The memory of glass: oral histories from Murano

Luca Zan, Maria Lusiani, Jessica Tanghetti

Track 9 – ENTREPRENEURSHIP AND MANAGEMENT AFTER THE PANDEMIC CRISIS: TRENDS, OPPORTUNITIES AND EVOLUTIONS

Could be the Business to Social and Institution (B2SI) a new Business Model?

Gianpaolo Basile, Giulia Nevi, Maria Antonella Ferri, Luca Dezi

Digital Student Entrepreneurship: Stato dell'arte e prospettive future

Giuseppe Bongiorno, Piero Valentini

Assessing the joint effect of microeconomic and macroeconomic variables on liquidity risk under Basel III thresholds. Empirical evidence from the EU banks

Francesco Campobasso, Lavinia Conca, Pierluigi Toma

Organizzazioni intermediarie nella transizione all'Industry 5.0: un general model

Rebecca Castagnoli, Silvia Maroncelli, Monica Cugno, Anna Cugno

The role of the financial structure, investments, and public guarantees on the survival rates of Italian innovative start-ups

Giulia Cattafi, Antonio Del Pozzo

Ecosistema imprenditoriale e prossimità: un quadro per lo sviluppo degli ecosistemi sostenibili

Ricky Celenta, Valentina Cucino, Rosangela Feola

Networking nel settore dell'intrattenimento: il caso del calcio professionistico

Benedetta Cuzzo, Matteo Palmaccio, Matilda Shini, Maria Schimperna

Le società cooperative nello sviluppo di operazioni di Worker Buyout (WBO)

Luca Fornaciari, Dina Lucia Todaro

Buono per la missione e buono per il business: modelli di creazione di valore nel caso delle startup ibride

Ulpiana Kocollari, Stefano Montanari

Organizational Challenges and Enterprise Performance Management Redesign

Federica Palazzi, Annalisa Sentuti, Francesca Maria Cesaroni

Do female directors have a dark side? Challenges and perspectives after the pandemic crisis in Italy

Valeria Schifilliti, Elvira Tiziana La Rocca

Applicant reactions to AI-Based selection processes: exploring the role of organizational innovativeness

Roberto Urbani, Valerio Deriu

Track 10 - THE IMPACT OF THE ACADEMY OF BUSINESS ADMINISTRATION AND ACCOUNTING ON INSTITUTIONS, ORGANISATIONS AND SOCIETY IN HISTORICAL PERSPECTIVE

Accounting disciplines in their half-century battle against cognitive biases

Riccardo Camilli, Ivo Hristov, Alessandro Mechelli, Lorenzo Coronella, Matteo Cristofaro

Do economics and finance scholars dare to care?

Federico Tsipas

Track 11 - CORPORATE DISCLOSURE, FINANCIAL STATEMENTS AND THE ACCOUNTING PROFESSION

Auditors' Challenges for assurance report on sustainability reporting

Selena Aureli, Monica Bartolini, Federica Farneti

Valorizzare le informazioni non finanziarie: un'indagine sulle aziende farmaceutiche globali

Stefano Calciolari, Mirko Cesarini, Massimo Ruberti

Lifting the lid on the use of linguistic patterns: the portrayal of reality in non-financial disclosure

Francesca Cappellieri, Michele Pizzo, Antonio Ricciardi, Rosa Vinciguerra

Financial reporting in extractive industries: challenges ahead to future directions

Giovanna Centorrino, Daniela Rupo, Valeria Naciti

What Information do Politicians need? An empirical study on Politicians of the Italian Regions

Sonia Cocco, Alessandro Spano, Benedetta Bellò

La reportistica di sostenibilità quale strumento per riparare al danno reputazionale da greenwashing

Rodolfo Damiano, Marcantonio Ruisi, Maria Assunta Baldini, Giovanni Bronzetti

Il ruolo delle rassegne della letteratura nella ricerca sulla reportistica non finanziaria: prime evidenze dal pilot round di uno studio in itinere

Tiziana De Cristofaro, Carmela Gulluscio

La qualità della disclosure di materialità nella rendicontazione non finanziaria: un'analisi nel contesto delle società quotate italiane

Eleonora De Luca, Pasquale Latella

Percorsi evolutivi per una migliore informativa finanziaria in materia di risorse immateriali. Analisi delle società italiane quotate che maggiormente investono in R&S

Ludovica Evangelista, Teresa Izzo, Gianluca Risaliti

Relazione tra Performance Finanziaria e ESG Performance nelle aziende: uno studio empirico

Laura Ferraro, Giovanna Crocco

There is a need for a secondary-level sector specific sustainability standards? Evidence from credit cooperative banking system in Italy

Olga Ferraro, Stefania Veltri

New trends in sustainability reporting. Evidence from IFRS S1

Maria Rita Filocamo, Roberto Maglio, Andrea Rey, Fabiana Roberto

Making the Performance Management System integrate the European Sustainability Reporting Standards (ESRSs)

Ivo Hristov, Alessandro Mechelli, Lorenzo Coronella, Antonio Chirico

Climate change and IFRS financial statements: analysis of Italian companies' sample

Francesca Magli, Andrea Amaduzzi, Matteo Ogliari

The accounting profession in modern business and society: A systematic review

Luca Menicacci

A critical analysis on the consultation period: looking for the ideal speech situation

Sara Moggi, Alessandra Pagani, Glen Lehman

Looking for an ESG-driven strategic approach: An explorative analysis in Italian insurance companies?

Pina Muré, Fabiomassimo Mango, Denise Callari, Nicola Cucari

What drives Non-GAAP disclosure? The role of Country-Level Determinants

Edoardo Nesi, Francesco Giunta, Laura Bini, Lorenzo Simoni

Herding in Financial Reporting: Conceptual Framework and Research Agenda

Leonardo Paciullo

Gender Diversity Management and Gender Budgeting: a comparative analysis among Italian universities

Paola Paoloni, Martina Manzo, Federica Marroni, Veronica Procacci

La comunicazione di genere nel contesto europeo: le ragioni del cambiamento

Paola Paoloni, Antonietta Cosentino, Marco Venuti

Accounting, Biodiversity and Ecosystems

Giacomo Pigatto, Niccolò Braico, Lino Cinquini, Andrea Tenucci

Un'analisi empirica sulla relazione tra la qualità della disclosure del business model e la corporate governance nel contesto dell'Integrated Reporting

Michele Posa, Antonello Garzoni, Ivano De Turi

L'evoluzione dei crediti deteriorati e l'impatto sui bilanci delle Banche di Credito Cooperativo prima e dopo la formazione dei Gruppi Bancari Cooperativi

Antonio Ricciardi, Olga Ferraro

Stakeholder Engagement: creare valore con il dialogo. Un caso di studio

Sabrina Ricco, Maria Teresa Bianchi, Raffaele de Socio

La vigilanza del Collegio Sindacale sulla rendicontazione di sostenibilità

Patrizia Riva, Simone Accettura

Il Bilancio integrato delle Società a totale capitale pubblico: il caso "Acque Bresciane"

Paolo Rossi, Davide Maggi, Angelo Moratti

The quality of disclosure for SDGs in sustainability reports: the case of the Italian food sector

Serena Santis, Alberto Incollingo, Michela Bianchi

Non-GAAP earnings and CEO Pay Components Disclosure: A systematic literature review and a bibliometric analysis

Stefania Veltri, Antonio Ricciardi

La "connectivity" fra l'informativa finanziaria e l'informativa sui fattori ESG: prime riflessioni sugli effetti per gli stakeholder

Marco Venuti, Sabrina Pucci

Track 12 - GOVERNING THE TRANSITION FROM TRADITIONAL TO DIGITAL FINANCE

Regolamentazione e vigilanza delle politiche di remunerazione. Il caso delle G-SIBs

Paola Brighi, Paola Vezzani, Maurizio Mussoni

ESG and Fintech: an empirical analysis

Grazia Dicuonzo, Matteo Palmaccio, Matilda Shini

The Augmented Company: The Impact of AI Technologies On SMEs

Pasquale Palma, Michele Modena

Track 14 - RE-ORGANISE THE WORK. HYBRID WORK, ORGANISATIONAL BOUNDARIES AND VALUE

Lavoro ibrido nella PA: il lavoro che cambia per favorire equilibrio, flessibilità e motivazione

Paola Adinolfi, Caterina Galdiero, Teresa Anna Rita Gentile, Gabriella Piscopo

Old wine in new bottles? HR professionals' roles and work in new organizations

Gilda Antonelli, Roberta Cuel, Barbara Imperatori, Aurelio Ravarini, Teresina Torre

ChatGPT applications in the tourism industry: Which implications for the workforce and the job design?

Paola Briganti, Tiziana Volpe, Luisa Varriale

Smart working e P.A. italiane: opportunità e minacce

Giuseppe Ceci, Michela Iannotta, Mauro Gatti, Vincenzo Costa

Non-profit organisations and hybrid work: Evidence from a case study in the United Kingdom

Michele Cipriano, Stefano Za

Digital Job Platform: un'analisi semi-sistematica della letteratura

Bice Della Piana, Chiara Signore, Francesco Di Vincenzo

The Role of Organizational Culture in Remote and Hybrid Work Environments

Stefano Di Lauro, Filomena Pagnozzi, Gilda Antonelli

Deciphering Hybrid Work: An ensemble community detection network bibliometric analysis of remote work's impact on individual and organizational outcomes

Carlo Drago, Luisa Errichiello

Are second-level literature reviews effective? A bibliometric assessment in the field of flexible work arrangements

Klaudijo Klaser, Roberta Cuel, Paolo Casari

Riorganizzare il lavoro nell'era della conoscenza: settore pubblico e transizione digitale tra sfide e opportunità

Giuseppe Modarelli, Alessandro Migliavacca, Christian Rainero

Smart working public organisations for innovation

Mauro Romanelli, Maria Ferrara

How AI Bias Are Perceived and Addressed: A Case Study on Software Development Companies

Marco Smacchia, Stefano Za

Digital Transformation and Remote Working: Implication on Workers' Wellbeing and Firm Performance

Miriam Tomasuolo, Mattia Martini, Elisabetta Marafioti

Hybrid Work: Digital Leadership and Sensemaking

Rebecca Trivelli, Stefano Za

Redefining well-being in hybrid work time: An exploratory survey

Walter Vesperi, Raimondo Ingrassia, Luigi Severini

Exploring Students' Entrepreneurial Intention and Entrepreneurship Education efforts through the lens of GUESSS project

Nicola Cucari¹, Francesco Laviola², Pietro Vito³, Davide Hahn⁴

1. Introduction

Entrepreneurial Education (EE) as a scientific field has grown significantly over the past two decades (Landstrom et al., 2022; Potter, 2008) and has become essential in the first stages of the entrepreneurial process, such as the generation of entrepreneurial intention (EI) (Lopez et al., 2021). EI is defined as the “*conscious state of mind that precedes action and directs attention toward a goal such as starting a new business*” (Morianio et al., 2012, p. 5).

After all, why, when, and how some individuals become entrepreneurs have always been questions at the center of attention of academic researchers and policymakers (Sarasvathy, 2004). Indeed, growing attention and interest in several public and private initiatives for promoting entrepreneurial activity are registered all over the world. For example, since 1998, UNESCO (1998) invites higher education to incentivize actions to develop entrepreneurial skills. The European Commission (2006) urged young Europeans to become the entrepreneurs of the future and some recent initiatives (like the Action Plan 2020, European Action Plan “Building an economy that works for people: an action plan for the social economy” (2021-2030)) have specific objectives to create a truly “entrepreneurial spirit in Europe”. Specifically, the Commission calls on higher education institutions (HEIs) to stimulate social economy and entrepreneurship. HEIs are known to generate both academic entrepreneurship and student entrepreneurship, and both typologies have the greatest impact on national economies and innovation systems (Åstebro et al., 2012; Wright et al., 2017). As noted by Lopez and Alvarez (2019), understanding which variables encourage entrepreneurship among university students is complex for different reasons: the first one is the lack of knowledge about the determinants of university entrepreneurship (Bergmann et al., 2016; Pittaway & Cope, 2007); the second one is the lack of empirical evidence and datasets. However, from this point of view, one of the most important datasets about EI, the “Global University Entrepreneurial Spirit Students’ Survey - GUESSS”, can possibly help solve this issue. GUESSS is a large global research project about student entrepreneurship that investigates and compares entrepreneurial attitudes and activities of students in 54 countries in the world. According to Sieger et al. (2014), the GUESSS project pursues three main goals: i) to explore the entrepreneurial intentions and activity of students in different countries within a long

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period of time; ii) to provide universities with data on how students evaluate entrepreneurship programs (courses, overall infrastructure, etc.); iii) to suggest new ideas for investigation of individual student characteristics and their influence on entrepreneurial intentions and activity.

The growing interest of scholars all around the world in the dynamics of EI and in collaborating with the GUESSS project, has, in the last few years, led to a surprising number of scientific contributions when collected under the flag of the GUESSS dataset.

Student entrepreneurship, defined as venture creation activities of people who are currently studying at a university (Bergmann et al., 2016), is an emerging phenomenon (Mars et al., 2008) and remains “an under-investigated phenomenon that requires more in-depth analysis” (Sedita & Blasi 2021, p. 101). Different authors advocate for the growing relevance of student entrepreneurship and highlight the important role in the knowledge transfer from university to markets (Bergman et al., 2016; Bogatyreva et al., 2019; Hahn et al., 2020). Student entrepreneurship literature is associated with a growing field of research on EE (Gabay-Mariani & Boissin, 2021) and it is an important direction of entrepreneurship research since at this stage of life entrepreneurial conscience and attitude towards entrepreneurial career are formed (Shirokova et al., 2016).

In spite of this growing interest in entrepreneurship education and student entrepreneurship, there is a lack of proper systematization. As such, a preliminary and explorative review of this new and growing scientific landscape appears to be timely and necessary.

Therefore, the present study answers this research question: What are the current main thematic areas in scientific research about EI analyzed through the lens of the GUESSS dataset?

To the best of our knowledge, this study is the first literature review to offer an overview of main streams of research and the most influential papers that discuss student entrepreneurship using the GUESSS dataset. The present work is moreover aligned with the research of other datasets on entrepreneurship, such as Global Entrepreneurship Monitor (GEM) (Álvarez et al., 2014) and, considering the increasing scientific research employing the GUESSS dataset, the main objective of this article is to explore the content and evolution of research efforts based on the GUESSS project, in order to offer a preliminary overview of the scientific landscape of the field, identifying the main research streams, the gaps in the literature and future research directions. In addition, structuring the future iterations of this literature review in a systematic manner will pave the way for future works, also helping to clarify which issues are not well covered. We intend therefore to identify knowledge gaps and opportunities for contributions in order to guide future research.

2. Methodology

Bibliometrics was introduced by Pritchard in 1969 as a method that applies statistical tools to analyze bibliographic data (Pritchard, 1969). It tends to be more objective and extensive in scope than other types of reviews (Fan et al., 2022) and enables scholars to identify and provide an overview of the principal trends that have been published by journals in a specific period (see for example Baker et al., 2021) or in a specific topic (see for example Cumming et al., 2023). Therefore, this methodology is widespread in the field of entrepreneurship (Ferreira et al., 2015; Lampe et al., 2020) and it has been used to analyze the body of scientific works based on entrepreneurship datasets, such as the Global Entrepreneurship Monitor (GEM) (Álvarez et al., 2014). For these reasons, the bibliometric method is suitable for our research goal. Following the guidelines in applying bibliometric methods (Mukherjee et al., 2022) and other bibliometrics research (Forliano et al., 2021), we follow a two-step review approach for our bibliometric analysis: we first employ science mapping analysis, followed by thematic content analysis.

2.1 Bibliographic data collection and extraction

As for the choice of the bibliographic database from which to extract the necessary data for the purposes of our analysis, we chose to use the articles registered in Scopus. For the construction

of our bibliographic sample, to ensure the comprehensiveness of our research strategy, we followed a step-by-step procedure, starting with the publications found on the official GUESSS website. On the day of the analysis (December 6th, 2022) the survey's website included 67 references, of which only 64 recorded in Scopus and as such exportable in a compatible bibliographic format, and only 62 indexed including the necessary meta-data of each contribution. We also decided to exclude papers written in languages other than English to maintain a consistent review process as such excluding 2 more works, rounding up the total of articles obtained from the survey's website to 60. We have then carried out, in the second step, a confirmatory search directly in Scopus, via the search query in Tab. 1.

Search Terms in Scopus		
Field Tag	Title, Abstract, and Keywords	TITLE-ABS-KEY("guesss" OR "Global Universit* Entrepr* Spirit* Student* Survey")
Boolean		AND
Document Type	Article	LIMIT-TO (DOCTYPE,"ar")
Boolean		AND
Publication Year		PUBYEAR > 1999
Boolean		AND
Language		LANGUAGE(ENGLISH)

Table 1. Search query in Scopus, source: authors' elaboration

Dealing with the publications' selection criteria, given the high level of specificity of our research objective, we decided to restrict the Scopus search strategy to journal articles only. In this way, as in Guillén et al. (2022), it was possible to ensure that our sample included only contributions that had undergone the double-blind review process required by academic journals. With regard to the timeframe, since the Global University Entrepreneurial Spirit Students' Survey has been established in 2003, it seemed appropriate to consider only works published from the year 2000 onwards.

Fig. 1 summarized the different phases of our research strategy.

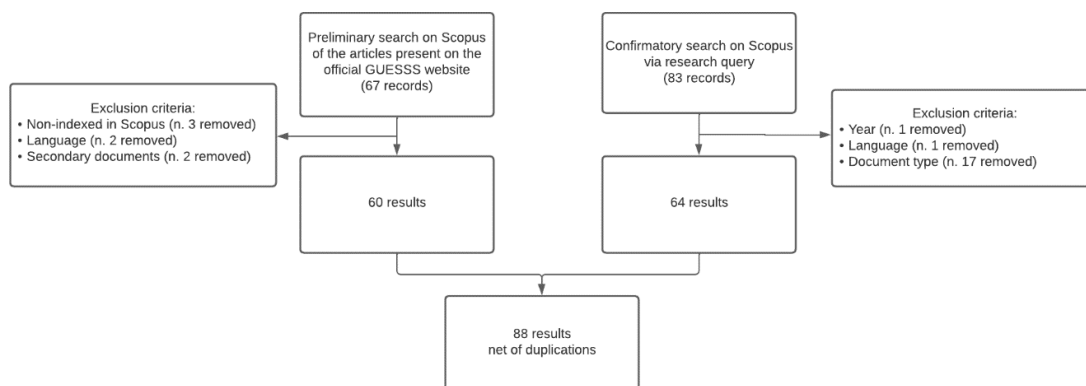


Figure 1. The different phases of data extraction activity, source: authors' elaboration

The sample of papers resulting from the database search and selection process was then analyzed using primarily science mapping technique (Noyons et al., 1999). To this end we relied on VOSviewer (van Eck and Waltman, 2010), a free, open-source similarity visualization software for overlaying and visualizing sets of bibliographic data (such as journal article authors, co-authors, and citation networks), in order to unveil their hidden structures and relations.

2.2 Science mapping

Science mapping is a powerful, graph-based technique for analyzing and presenting the relationships between different scientific topics. Through science mapping, researchers can gain valuable insights into the structure and development of scientific fields, identify key research trends and emerging areas of interest, and explore the connections between authors and different areas of research (i.e., a field's conceptual, social and intellectual structure) (Borner et al., 2003; Cobo et al., 2012). In particular, a field's social structure can be captured through a co-authorship analysis (Peters and van Raan, 1991), which enables visualizing the links between authors calculating the number of co-authored documents, quantifying the number of co-authors, and calculating the average number of co-authors of an author. As such, by examining patterns of collaboration and authorship, it allows to identify key researchers, institutions, or research groups to identify central authors and collaboration patterns, as well as support the definition of thematic clusters. To uncover a field's conceptual structure, methods such as keyword co-occurrence analysis, text mining, or topic modeling (e.g., Latent Dirichlet Allocation), can be used to identify prevalent concepts, themes, or trends in the literature by examining the content of research outputs, focusing on keywords, abstracts, or full-text documents. Finally, the intellectual structure of a field can be described, among others, through bibliographic coupling (Kessler, 1963), which involves studying the references used together in different documents to identify common topics and patterns in the literature. This type of analysis can be used to identify gaps or potential avenues in the field, understand the relationships between publications, research themes, or methodologies, and reveal clusters of related research and the evolution of research topics over time (Jarneving, 2007).

3. Results

The output of the database search and selection process consisted of a sample of 88 publications by 157 authors affiliated with 126 institutions in 30 countries, published in 52 journals, and referred to 3201 cited references (Tab. 2).

<i>Publications</i>	88
<i>Authors</i>	157
<i>Journals</i>	52
<i>Institutions</i>	126
<i>Countries</i>	30
<i>Cited references</i>	3201

Table 2. Descriptive statistics of resulting publications, source: authors' elaboration

3.1 Social and conceptual structures

Based on the conceptualizations presented in Section 2.3, the following analyses aim to uncover, through bibliometric mapping and clustering techniques, the social and conceptual structures of the works included in our database. In particular, the social structure is manifested through the construction of co-authorship maps of the authors and countries or territories, and are presented in Figures 2 and 3.

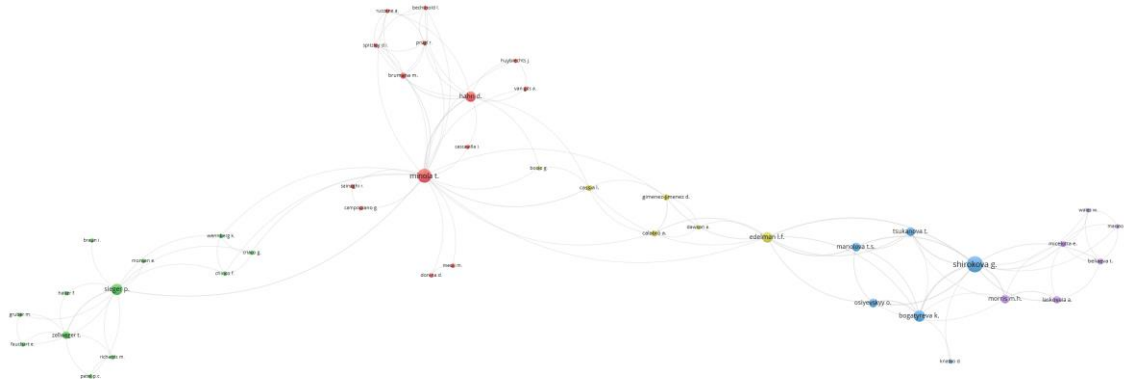


Figure 2. Cooperation network between authors, source: authors' elaboration with VOSviewer

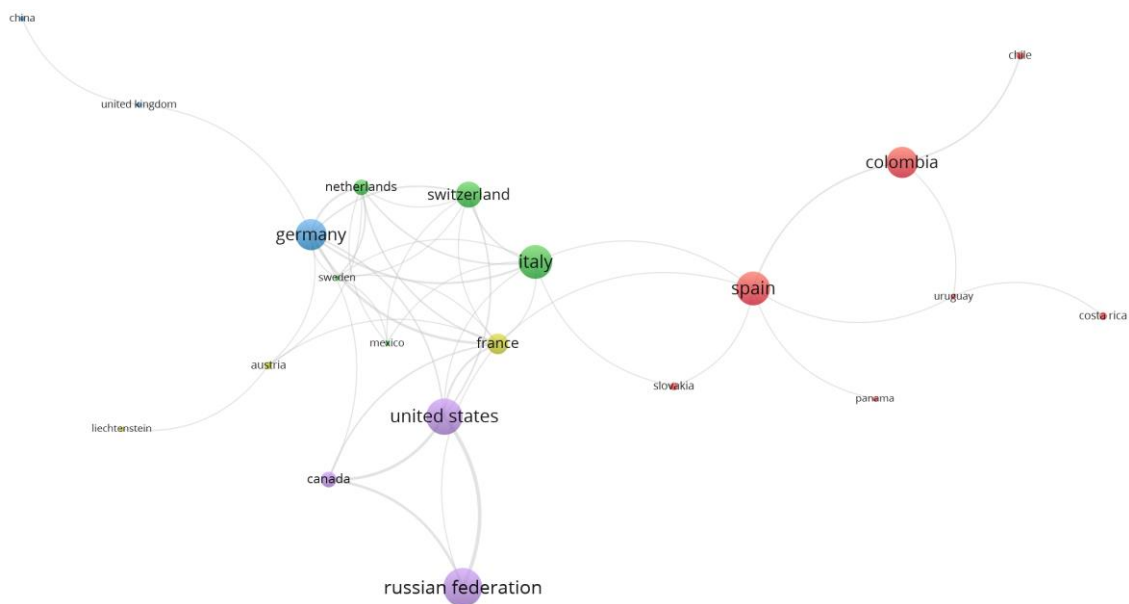


Figure 3. Cooperation network between countries and territories, source: authors' elaboration with VOSviewer

Figure 2 displays the network of collaboration among authors. Each node represents an author, and the lines connecting the nodes represent co-authorship relations. The size of the node indicates the number of publications by the author, and the thickness of the lines represents the frequency of collaboration between the authors. Figure 3 presents the cooperation network among countries or territories. Each node represents a country or territory, and the lines connecting the nodes indicate collaborative relations between them. The size of the node is proportional to the number of publications from that country or territory, and the thickness of the lines signifies the extent of

collaboration between the countries or territories. The two maps, analyzed together, highlight the global distribution of the research and the extent of international collaboration in the field. Subsequently, in order to manifest the conceptual structure of the works included in our database, we used Keyword Co-occurrence Analysis in order to build a Keyword Co-occurrence Network (KCN), useful in the exploration of research topics and their relationships in many scientific fields (Bornmann et al., 2018). As demonstrated by some authors (Radhakrishnan et al., 2017), KCN-based analysis has shown advantages over traditional literature review approaches, like the objectivity and reproducibility guaranteed by an analysis relying on quantitative methods, higher efficiency due to processing large volumes of data more quickly and its ease of visual representation of the results.

The obtained bibliometric map is presented in Figure 4.

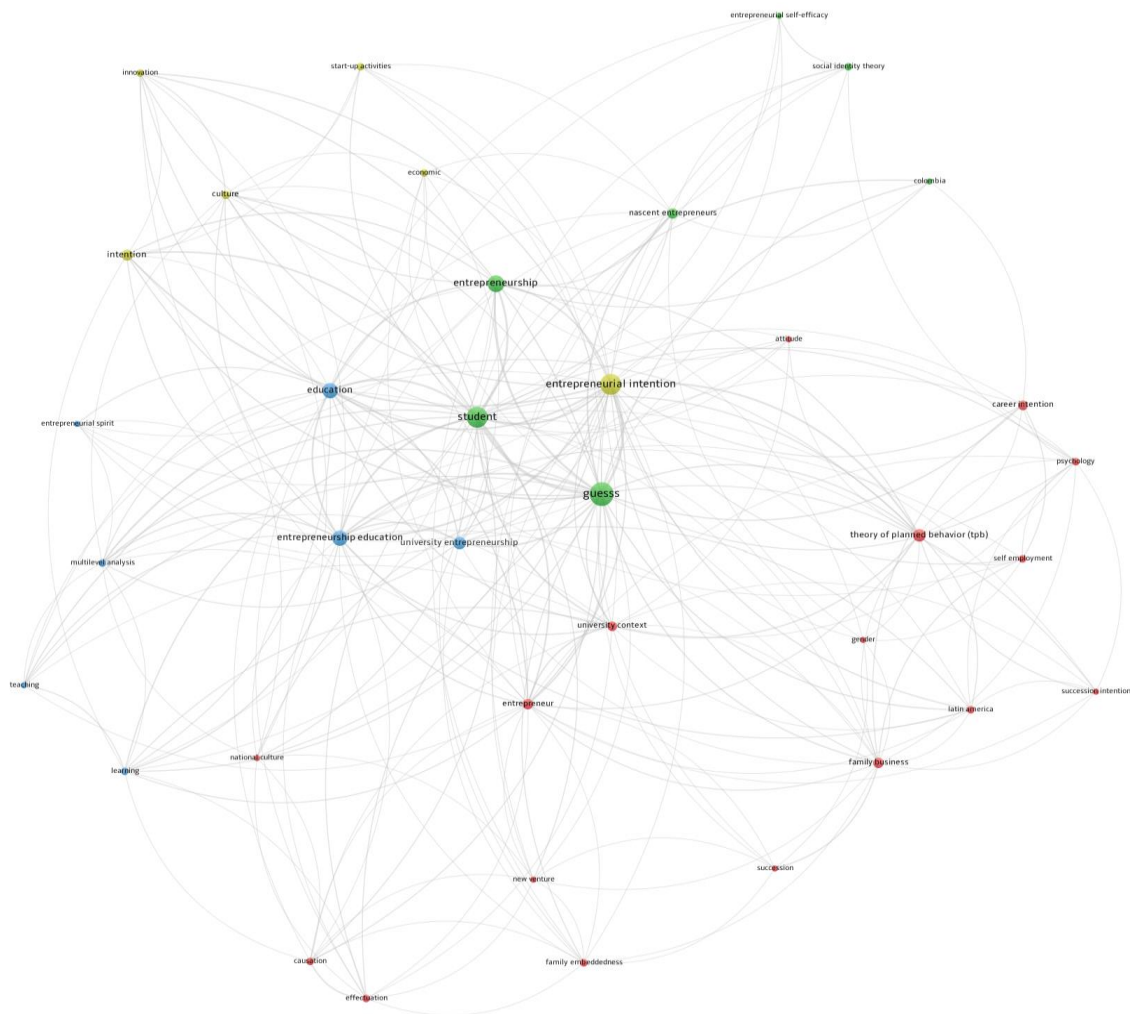


Figure 4. Keyword Co-occurrence Network, source: authors' elaboration with VOSviewer

KCN allowed us to identify different thematic clusters which – combined with manual content analysis – support scholars in unpacking the different research streams within the analyzed body of research (Yang et al. 2012). In particular, we relied on VOSviewer's clustering functions, which assign keywords to clusters based on their co-occurrence (Waltman et al., 2010; Bornmann et al., 2018). The identified clusters were: (i) higher education (red in Figure 4); (ii) personal background and entrepreneurial careers (green in Figure 4); (iii) entrepreneurial motives (blue in Figure 4); and (iv) students' embeddedness and decision-making (yellow in Figure 4).

3.2 Intellectual structure

Finally, to provide a preliminary overview of the intellectual structure of the field, we performed through VOSviewer a Bibliographic Coupling Analysis (Kessler, 1963). Similarly to the previous analysis, we obtained four clusters, this time based on the similarity of publications or authors in terms of their shared references. In bibliographic coupling, in fact, a link is established between two items if they have at least one common reference. The total number of links for an item indicates how many connections it has with other items in the network (its “weight” in the network, visually represented by its size), and the distance between two items is inversely proportional to the number of common references. Having been provided with the most influential works in each cluster, an initial screening of their research topics was performed and we were able to roughly confirm the cluster classification identified in the previous analysis. As such, using as a base the verified clusterization obtained through the KCN analysis, we aim to complement our review with a preliminary content analysis of the main themes investigated by papers grouped through bibliographic coupling.

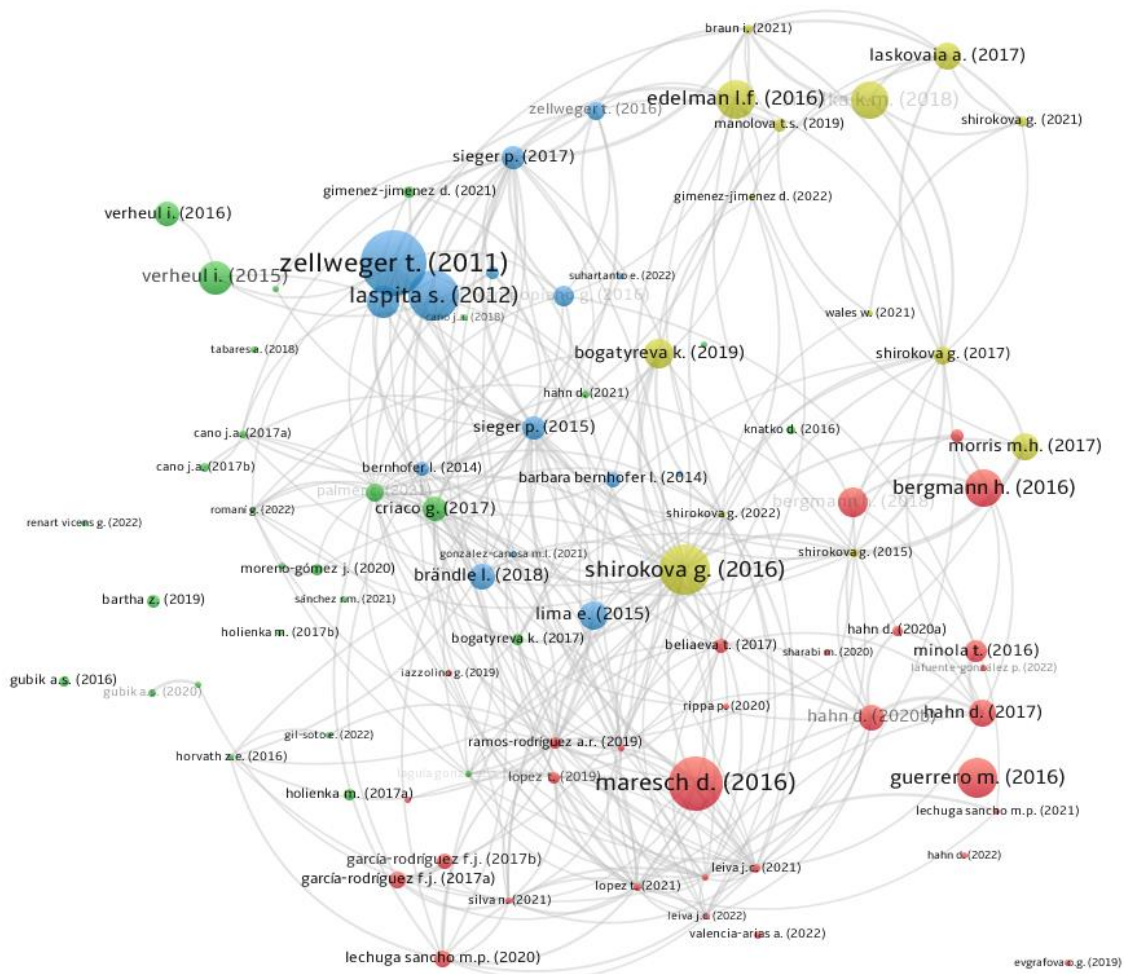


Figure 5. Bibliographic Coupling Network, source: authors' elaboration with VOSviewer

The following paragraph describes the preliminary thematic content of each cluster identified above through bibliographic coupling. The thematic content analysis allows generating an updated picture of the main scholarly conversations around student entrepreneurship based on the GUESSS dataset. We delineated four clusters: (i) higher education; (ii) personal background and

entrepreneurial careers; (iii) entrepreneurial motives; and (iv) students' embeddedness and decision-making.

Cluster 1: Higher Education

This cluster takes an entrepreneurial university perspective, and its papers are mainly focused on exploring how different elements of the Higher Education (HE) ecosystem affect student entrepreneurship and its antecedents.

Cluster 2: Personal background and entrepreneurial careers.

This cluster mainly focuses on how the personal background of university students affects their entrepreneurial career choices. In this sense, many of the studies in this cluster provide broader contributions to entrepreneurial careers and their antecedents.

Cluster 3: Entrepreneurial motives

This cluster shares with the second one great attention on how individual-level factors, such as family, affect entrepreneurial career choices. However, the papers in this cluster are concentrated mostly on shedding light on specific economic and non-economic motives that drive university students towards an entrepreneurial career.

Cluster 4: Students' embeddedness and decision-making

This cluster contains papers focusing on the decision-making of student entrepreneurs and the role played by the context in which they are embedded. In general, the papers of these clusters use student entrepreneurs as a special case of embedded entrepreneurs through which they aim for broader contributions to entrepreneurial decision-making (Sieger and Braun, 2021).

In further revisions of this preliminary research, we will deepen the content analysis of each cluster and the interactions between topics, papers, and the main strands of research in this field.

4. Implications for future research

Based on the preliminary analysis of the thematic and bibliographic clustering, we outline a future research agenda, displayed in Table 3.

Cluster	Most influential papers	Description	Limitations	Future RQs
1. Higher Education	(Bergmann et al., 2018; Hahn et al., 2017, 2020; Maresch et al., 2016; Valencia-Arias et al., 2022)	This cluster explores how different elements of Higher Education (HE) ecosystem affect student entrepreneurship and its antecedents.	Lack of fine-grained description of specific university offerings. Lack of comparing the effectiveness of different types of entrepreneurship courses.	How do different elements of the entrepreneurial university, such as infrastructures, education offerings, research patterns, and teaching quality, affect the transition to entrepreneurship and the quality of students' ventures? How do the three missions of universities (research, teaching, and the so-called 'third mission') affect student entrepreneurship? Which approaches are more effective to teach entrepreneurship?
2. Personal background and entrepreneurial careers	(Criaco et al., 2017; Gimenez-Jimenez et al., 2021; Hahn et al., 2021; Palmer et al., 2021; Verheul et al., 2015)	This cluster explores how personal background of students affects the entrepreneurial career choices	Lack of personal attitudes of students. Lack of focus only on the founder(s) of entrepreneurial activities.	How personal background affects other manifestations of student entrepreneurship beyond venture creation and succession? How to incorporate more sophisticated approaches in personality? How to develop emotions and passions for the students?

Cluster	Most influential papers	Description	Limitations	Future RQs
3. Entrepreneurial motives	(Barbara Bernhofer & Li, 2014; Brändle et al., 2018; Lima et al., 2015; Sieger et al., 2016; Sieger & Minola, 2017)	This cluster explores how specific economic and non-economic motives drive university students toward an entrepreneurial career.	Lack of task motivation	How do economic and non-economic motives drive actual start-up activity or other manifestations of student entrepreneurship such as intrapreneurship? How do personal motives translate into organizational goals and overall performance? How do socialization and peer effects influence student entrepreneurship?
4. Students' embeddedness and decision-making	(Bogatyrev et al., 2019; Laskovaia et al., 2017; Shirokova et al., 2016, 2022; Smolka et al., 2018)	This cluster explores on the decision making of student entrepreneurs.	Lack of difference between the founder's personal motives and the strategic orientation adopted by the team. Lack of focus on specific strategic orientations adopted among students.	How do situational conditions affect team formation processes? How do educational interventions affect nascent entrepreneurs' learning processes, such as experimentation? How do situational factors affect the strategic choices of nascent entrepreneurs in terms of open innovation, exit, and growth aspirations?

Table 3. Future research agenda, source: authors' elaboration

5. Conclusion

Taking advantage of bibliometric and content analyses, this work offers a primary systematization of the last 20 years of research on student entrepreneurship using the GUESSS dataset. Finally, we discuss some of the opportunities and challenges that can be leveraged and embraced by future research efforts in those topics.

First, the entrepreneurship education courses should train students in an experiential way, guiding students that are already interested in entrepreneurship, nurturing their personal attitudes. In this vein, social learning experiences should be promoted to give students the opportunity to learn from themselves and other people's experiences. Second, during the last 20 years the GUESSS

survey was updated several times to respond to the changed contextual conditions (most recently the pandemic period). Even if our review aims to honor the GUESSS project as one of the most comprehensive surveys on student entrepreneurship, at the same time, we corroborate the need to be implemented and updated frequently. As noted, EI depends on external and internal factors and not everyone develops the same intentions in the face of the same external or internal circumstances. We believe that among external factors future research needs to analyze experiential learning methodologies that allow students to apply knowledge and skills in a real context. As suggested in Cascavilla et al. (2022), we believe that could be useful for universities to approach Entrepreneurship Education with a “Competence Teaching Model”, encouraging students to acquire practical knowledge by consulting external experts and dealing with real-world problems, enhancing entrepreneurial abilities through learning-by-doing and experiential learning (Fiore et al., 2019). Third, among the external factors, it could be useful to explore technology-supported Entrepreneurship Education initiatives, like those based on Artificial Intelligence (AI) and Augmented/Virtual Reality (AR/VR). Indeed, the establishment of an instructor-AI collaboration has the potential to improve “curriculums, pedagogical practices, learner motivation, and engagement, which are critical to achieving learning outcomes” (Ala et al., 2022, p. 161). Still to be explored, for example, are the opportunities offered by AI tutors, who are capable of supporting students with personalized instruction/resources, provide timely responses to questions and feedback, and technical assistance. AI coaching is already showing potential in private sector industry, with AI-based chatbots supporting the training of managers and employees and stimulating their reflexivity by improving their soft skills (Cucari et al., 2022). It might be interesting to explore the feasibility of adapting this kind of AI-augmented support to the needs of higher education students and future entrepreneurs. The clever combination of AR and VR then, applied to Entrepreneurship Education programs with the implementation of AI-based simulations, aims to re-propose in an immersive environment the same paradigms of challenge-based entrepreneurship programs, stimulating learners' engagement in experiential learning and increasing learners' skills through the learning-by-doing approach.

Parole chiave/Keywords: Bibliometric analysis; Entrepreneurship Education; GUESSS; Student Entrepreneurship; University.

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