GUESSS

Global University Entrepreneurial Spirit Students' Survey

THE ENTREPRENEURIAL CAREER INTENTIONS OF UNIVERSITY STUDENTS IN QATAR

GUESSS 2023 NATIONAL REPORT

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Acknowledgments

Our thanks go to the Qatar Foundation's Office of Higher Education, its partner universities, and the people involved, from faculty to deans and heads of departments. Special recognition also goes to members of the QF Academic Entrepreneurship and Innovation Advisory Board, the Wesal Student Club, the students, and key people who also contributed indirectly to the success of the data collection and dissemination of these findings. Lastly, we express our appreciation to HEC Paris in Qatar for its sponsorship of the project.

Citation

Villegas-Mateos, A. (2024). *GUESSS 2023 National Report: The Entrepreneurial Career Intentions of University Students In Qatar.* Doha, Qatar.

Available online at: https://www.guesssurvey.org/publications/publications/national-reports.html

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Preface

Fostering an entrepreneurial mindset among students is vital for driving economic growth, innovation, and job creation. From an educational standpoint, it is well known that entrepreneurial education empowers students to think critically, act decisively, and innovate constantly. However, although practically all universities worldwide claim to be making efforts to foster such a mentality in students, there is limited evidence about the impact of such actions.

This is why, at Qatar Foundation, we received with enthusiasm plans from HEC Paris in Qatar to conduct a survey that would allow us to learn about the entrepreneurial career intentions of university students in Qatar. Now, thanks to the GUESSS 2023 National Report on the entrepreneurial career intentions of university students in Qatar, we have a comparable and evidence-based understanding of the topic.

This report, meticulously prepared under the leadership of Dr. Allan Villegas, unveils invaluable insights into the aspirations and motivations of our vibrant young minds as they explore the local entrepreneurship landscape. These findings highlight the crucial role of our higher education institutions in nurturing an entrepreneurial spirit that perfectly aligns with Qatar's vision of a knowledge-based economy. Through detailed data analysis and thoughtful interpretation, this report showcases the remarkable progress made and the challenges that lie ahead in cultivating the next generation of entrepreneurs.

At Qatar Foundation, we are deeply committed to fostering an environment where innovation and entrepreneurship can flourish. This report is not just a testament to our students' potential but also a call to action for educators, policymakers, and industry leaders to support and guide these emerging entrepreneurs.

I extend my heartfelt gratitude to HEC Paris in Qatar, Dr. Villegas, the research team, and all participating institutions for their dedication and hard work. Together, we are building a robust entrepreneurial ecosystem that will propel Qatar's economic diversification and sustainable growth.

Francisco Marmolejo

Higher Education President & Education Advisor

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Executive Summary

This report delves into the entrepreneurial career intentions of university students in Qatar, examining the factors influencing these intentions and the role of universities in fostering entrepreneurship. It also provides insights into nascent and active entrepreneurs, potential successors in family firms, and policy recommendations to support entrepreneurial growth. It emphasizes the role of higher education institutions (HEI) in promoting entrepreneurship. The GUESSS study in Qatar is based on data collected from 132 students across various universities.

The GUESSS Project (Global University Entrepreneurial Spirit Students' Survey) has pursued this mission since 2003. Qatar's participation is the second since the 2021 first edition, and it builds on data collected from more than 226,000 students in 57 countries and seeks to inspire researchers, practitioners, and policymakers when continuing to foster student entrepreneurship.

Below are key findings summarized for each section:

CAREER INTENTIONS

- There is a strong preference for entrepreneurial careers, with intentions increasing significantly five years post-graduation.
- Students show a high level of interest in becoming founders or entrepreneurs.
- The intention to work in large businesses decreases over time while interest in academia and public service grows.
- We recommend establishing systems to enable graduates aiming to fund their businesses immediately after graduation while implementing regular evaluations to test their effectiveness.

UNIVERSITY CONTEXT

- Key drivers include family background, university support, and personal ambition.
- Students in Qatar exhibit higher entrepreneurial self-efficacy compared to their global peers.
- The university environment and entrepreneurship courses significantly influence students' entrepreneurial intentions.
- NASCENT ENTREPRENEURS
- A significant number of students are involved in nascent entrepreneurial activities, mainly in the secondary sector.
- Most nascent entrepreneurs prefer collaborative ventures with co-founders.
- Inspiration for new businesses primarily comes from societal developments and new technologies.

ACTIVE ENTREPRENEURS

- Active student entrepreneurs in Qatar excel in sales and profit growth but face challenges in job creation.
- There is a preference for shared ownership and collaborative business models.
- Active businesses in Qatar are evenly distributed between the tertiary sector and diverse other activities.

POTENTIAL SUCCESSORS IN FAMILY FIRMS

- Interest in taking over family businesses is moderate but significant among students.
- Family businesses in Qatar outperform global competitors in various metrics.
- Many students come from larger families, which may influence their intention to succeed in family businesses.

POLICY RECOMMENDATIONS

- There is a need for enhanced public policy support in entrepreneurship education, funding, and infrastructure.
- Public policies should address gaps in skills development and access to entrepreneurial advice and start-up guidance.
- Improving public infrastructure and fostering an entrepreneurial culture through activities and events is crucial.
- Development of gender-inclusive entrepreneurship programs and initiatives will empower male and female entrepreneurs.
- Support ventures are needed to promote climate change and sustainability by developing policies and incentives for eco-friendly practices aligned with Qatar's sustainability commitment.
- Beyond the secondary and tertiary sectors, AI needs to be leveraged and sustainability addressed while providing financial incentives for startups in agriculture, fishing, and primary sectors.
- There is a need to support technological innovation ventures and facilitate collaboration between universities, research institutions, and businesses to tackle societal challenges.

Introduction

Over the last decade, there has been unprecedented challenges in defining the role of higher education institutions (HIE) in the context of purpose, organization, and scope in society and the economy. This concern has been translated into a response in its conceptualization and the practice of the 'entrepreneurial university' epitomized by innovation throughout research, knowledge exchange, teaching and learning, governance, and external relations. Research on the concept of entrepreneurial universities has dedicated significant attention to understanding how academic ecosystems shape the propensity of its members to establish new ventures (Moraes et al., 2020). In practice, for example, the European Commission and the OECD have developed the 'HEInnovate guiding framework' for advancing entrepreneurial universities, a policy brief based on 13 country reviews (OECD, 2022). It is clear that universities need to become more entrepreneurial; Fayolle and Redford (2014) contributed to the debate on how to create more entrepreneurial universities in their handbook by explaining the subjectivities of universities to professional bureaucracies focused on core missions and values in relation to education and research. Consequently, their ability/capacity to change and adopt new behaviors seems low.

The evidence shows a paradox and tension between what universities are, and what they should be, to deal with evolutionary trends and the world's complexity. Previous research has tested the impact of entrepreneurship education in HIE; however, most have studied the effects of pedagogical methods delivered through entrepreneurship-related courses traditionally taught at business schools (Nabi et al., 2017), and less on the university context and the individual trait of personality. This opens a subsequent debate concerning the entrepreneurship support provided by the different fields of study from business to STEM and other social science schools. Al-Harrasi et al. (2014), for example, found in a literature review that there are four main sets of factors impacting entrepreneurial intention: personality traits, context, motivation, and personal background. This, translated into a HEI or university contextual analysis, is relevant for deans, faculty, and heads of departments of any school aiming to support entrepreneurship and innovation activities of their students in any discipline.

On the other hand, the entrepreneurial ecosystem concept has attracted the attention of the ecosystem's participants, mainly entrepreneurial leaders, and policymakers (Stam, 2015). Studying the entrepreneurial ecosystem is relevant because it presents a systemic perspective on how to support entrepreneurial activities (Cavallo et al., 2018). In this sense, entrepreneurship serves as an important vehicle for economic and social prosperity by improving productivity and economic competitiveness and for this reason, the participants' cooperation and links with each other are essential to acquire and diffuse knowledge for the knowledge-based economies (Kruja, 2013). The advent of entrepreneurial ecosystems in the last few years reflects the widespread recognition that entrepreneurship plays a key role in enabling knowledge investments, by the universities but also by private companies, non-profit organizations, and research institutions, in commercializing new ideas and ultimately transforming them into innovations (Audretsch and Link, 2017). The evidence shows that the concept of entrepreneurial universities has dedicated significant attention to understanding how academic ecosystems shape the propensity of their members to establish new ventures (Moraes et al., 2020). Therefore, this report aims to understand the role of universities in fostering entrepreneurial activities in the national entrepreneurial ecosystem of Qatar, a country transitioning to a knowledge-based economy in the Middle East and North of Africa (MENA) region. Research publications concerning entrepreneurship within the MENA Countries evidence growing interest in this field of study, with the potential to boost and drive future economic development and growth (Aljuwaiber, 2021).

In Qatar, the main strength of the knowledge-based economy transition is the determination of the Qatari government to diversify the economy and the main weaknesses are the shortage of qualified human resources, the fear of failure, and the low performance of the innovation system (Ben Hassen, 2021). In the entrepreneurial ecosystem's literature, the universities are agents of change that, as many other studies have empirically treated the university as an independent variable that affects the behavior of entrepreneurial intentions and firm creation (Audretsch and Link, 2017). In this context, it could be interesting to analyze university support since the country has brought seven international universities with satellite campuses in a multi-million-dollar complex called Education City and a home-grown university, all founded by the Qatar Foundation, to foster the development of the entrepreneurial ecosystem, and there are in total 32 universities of different fields in Qatar (Villegas-Mateos, 2021). Qatar University, a public university, is the biggest in terms of student numbers. Consequently, this report aims to explore the impact of university education on the entrepreneurial intentions of its students studying in Education City and Qatar University.

The report is based on a dataset collected between August 2023 and December 2023 in Qatar within the GUESSS time frame and methodology for collecting data globally. The GUESSS standard questionnaire has been distributed online to students at undergraduate and graduate levels from the different schools of Qatar University and the universities established in Qatar Foundation's Education City. By the end of the surveying period, we had received a total of 132 students' complete responses in Qatar. This sample relies on a 95% confidence level and a 5% margin of error. We hope the present report findings will advance and inspire research and practical work on student entrepreneurship and entrepreneurship in general as per the 2023 GUESSS Global Report (Sieger et al. 2021), but more specifically, in Qatar's entrepreneurship ecosystem.

Demographic Information About the Sample

The survey sample has 132 respondents with diverse participation among the universities. Qatar University, the biggest in numbers, leads the sample participation with 28% of respondents. The invitation to participate in this international project was opened to all the universities, and we reached out one semester earlier, between April and May 2023, through the deans' offices and faculty members. Their participation was voluntary, and all responses were anonymized. The survey got an Institutional Review Board (IRB) research exemption certificate from the Ministry of Public Health dated April 17, 2023, with reference number ERC-417-2-2023. Still, the participation was moderated, and some universities decided not to participate.

Figure 1 represents the gender distribution of respondents in Qatar compared to the remaining countries in the MENA region and the rest of the world. The chart categorizes participants into Female, Male, and Other. In Qatar, the sample consists of 53% females and 47% males, and no individuals identify as others. The MENA countries show a female majority with 79%. For the rest of the world, the sample is 57% female, 42% male, and 2% other. It shows that the MENA countries have a higher proportion of female participation compared to males and other genders. Qatar and the rest of the world display a balanced gender distribution but still with a slight female majority.

Figure 1 Sample Distribution Based on Gender

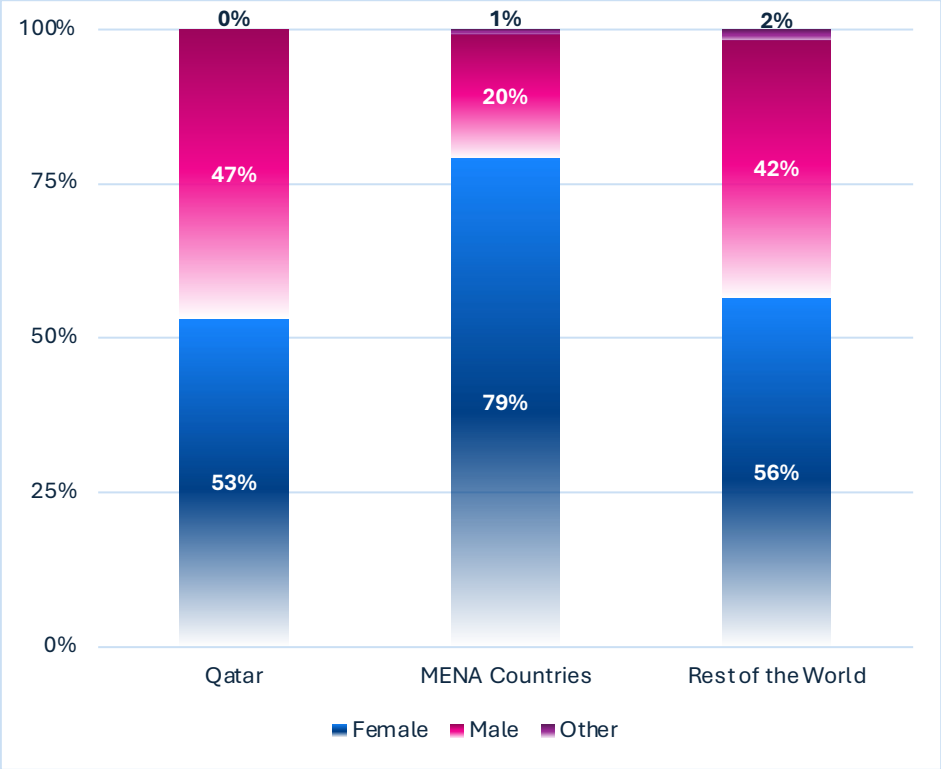


Figure 2 represents the participants' background of the study. It shows that most of the respondents have a business background, with 30% of representation, followed by engineering at 17% and computer sciences at 12%. Other fields like arts and humanities, economics, health sciences, and social sciences have moderate representation ranging from 9% to 5%. However, the natural sciences and law have the lowest representation of 1% each. This distribution reflects the knowledge confidence of business and technical education with economic and development goals. The low percentages in natural sciences and law reflect an unbalanced educational support to pursue diverse academic interests in entrepreneurship. Overall, the combined fields of STEM account for 36% of the sample.

Figure 2 Share of Students by field of Studies in Qatar

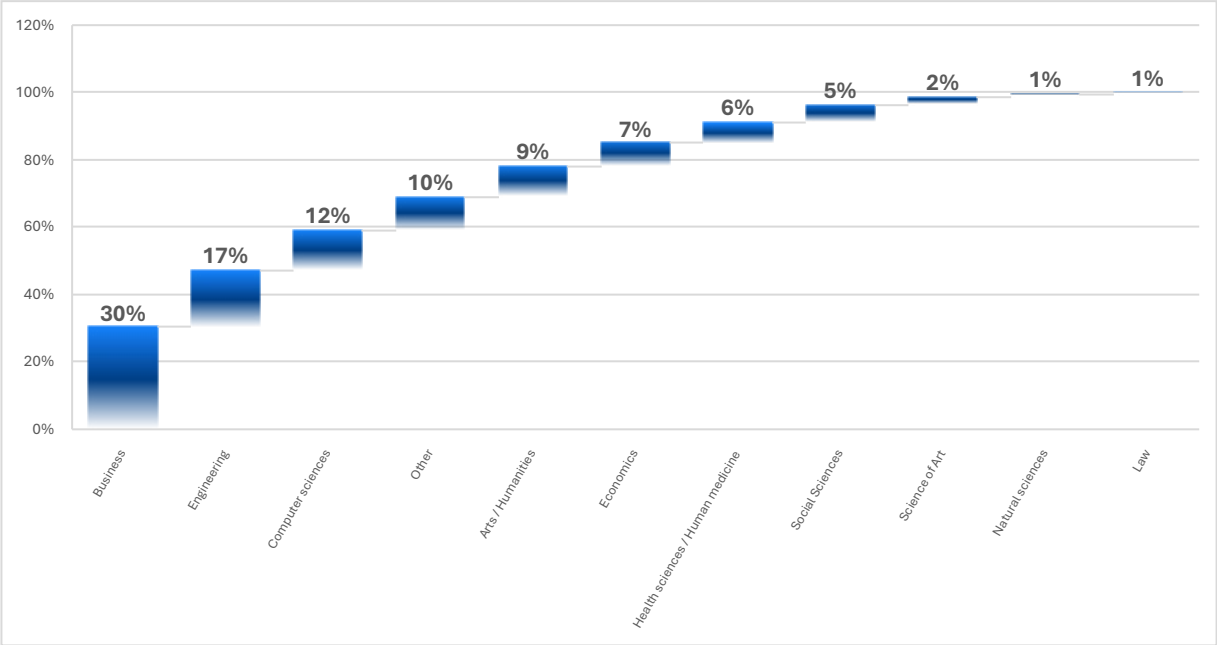
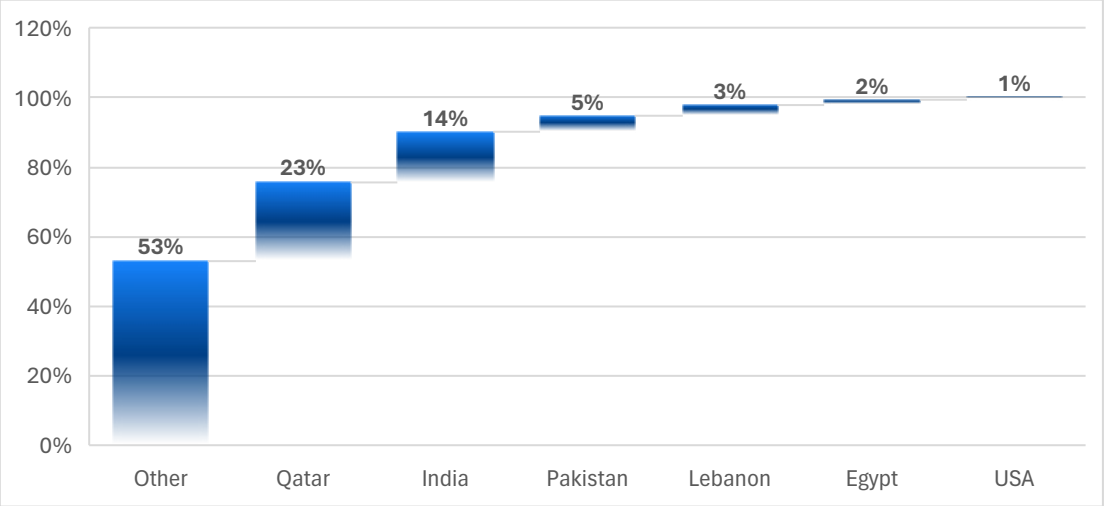


Figure 3 shows that 53% of respondents are from nationalities not specifically covered by the survey, followed by Qatari nationals (23%) and Indians (14%). Egyptians and Americans are rarely represented at 2% and 1%. The largest group, 'Other' reflects Qatar's educational institutions' diverse and multicultural environment. The nationalities displayed in the survey were based on the feedback of the top 5 that each university recommended among their students.

Figure 3 Nationality of Respondents in Qatar's Sample



Students' Entrepreneurial Career Choice Intentions

Figure 4 compares the career intentions of graduates from Qatar, the MENA countries, and the rest of the world post-graduation.

- A strong preference for large businesses across all regions is to become an employee in a large business (31.82%) in Qatar, (30.11%) in MENA countries, and (22.24%) in the rest of the world.
- In Qatar, 15.15% of graduates are undecided about their intentions with the lowest uncertainty, while 18.18% aspire to become founders or entrepreneurs with the highest intention.
- Medium-sized businesses attract fewer graduates in Qatar (9.09%) than in MENA and globally. Public service attracts a similar portion in Qatar, with fewer graduates in MENA compared to Qatar and the rest of the world. Less than 7% of graduates in all regions intend to work in small businesses, non-profits, or family businesses.

Figure 4 Career Intentions Right After Graduation

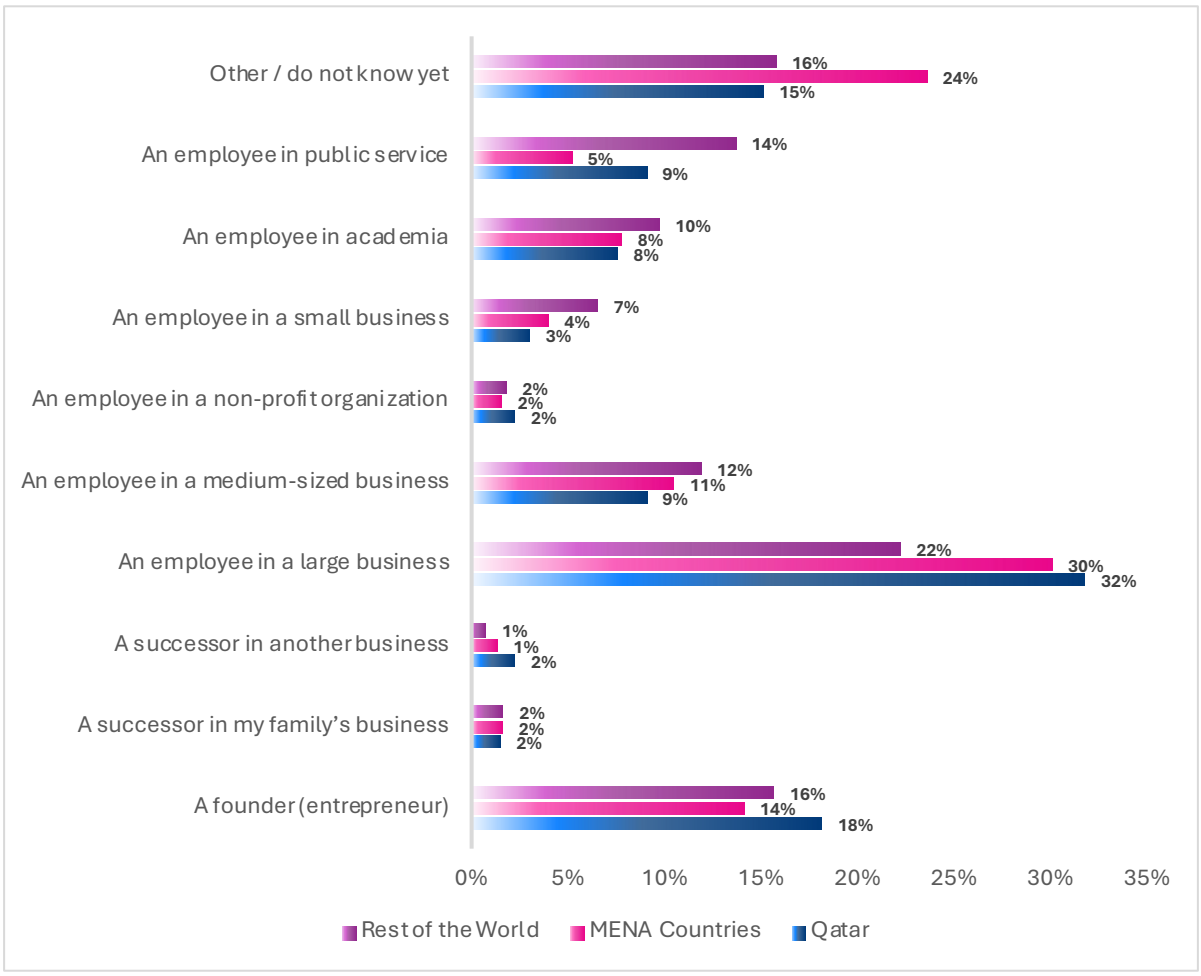


Figure 5 represents the career intentions of graduates from Qatar, MENA countries, and the rest of the world five years after graduation. It shows a strong intention of student entrepreneurs across all regions to become founders, with 42% of graduates in Qatar, 31% from MENA graduates, and 30% from the rest of the world. As well as an average interest in working for large businesses in Qatar and the rest of the world (18%) each, and (25%) in the rest of MENA countries.

- 12% of graduates from universities in Qatar prefer working in academia, representing a higher percentage in comparison to the MENA countries and the rest of the world.
- Public service seems to be attracting (7%) of graduates from universities in Qatar, with 10% unsure of their future paths in Qatar, reflecting the lowest future uncertainty across all regions.
- Working in medium-sized businesses, non-profits, and small businesses generally attracts less than 7% across all regions.

The consistent interest in large businesses and academia across all regions indicates that these sectors are stable plans, while the decreasing uncertainty over time reflects an increase in clarity and confidence in choices as graduates gain experience over time.

Figure 5 Career Intentions Five Years After Graduation

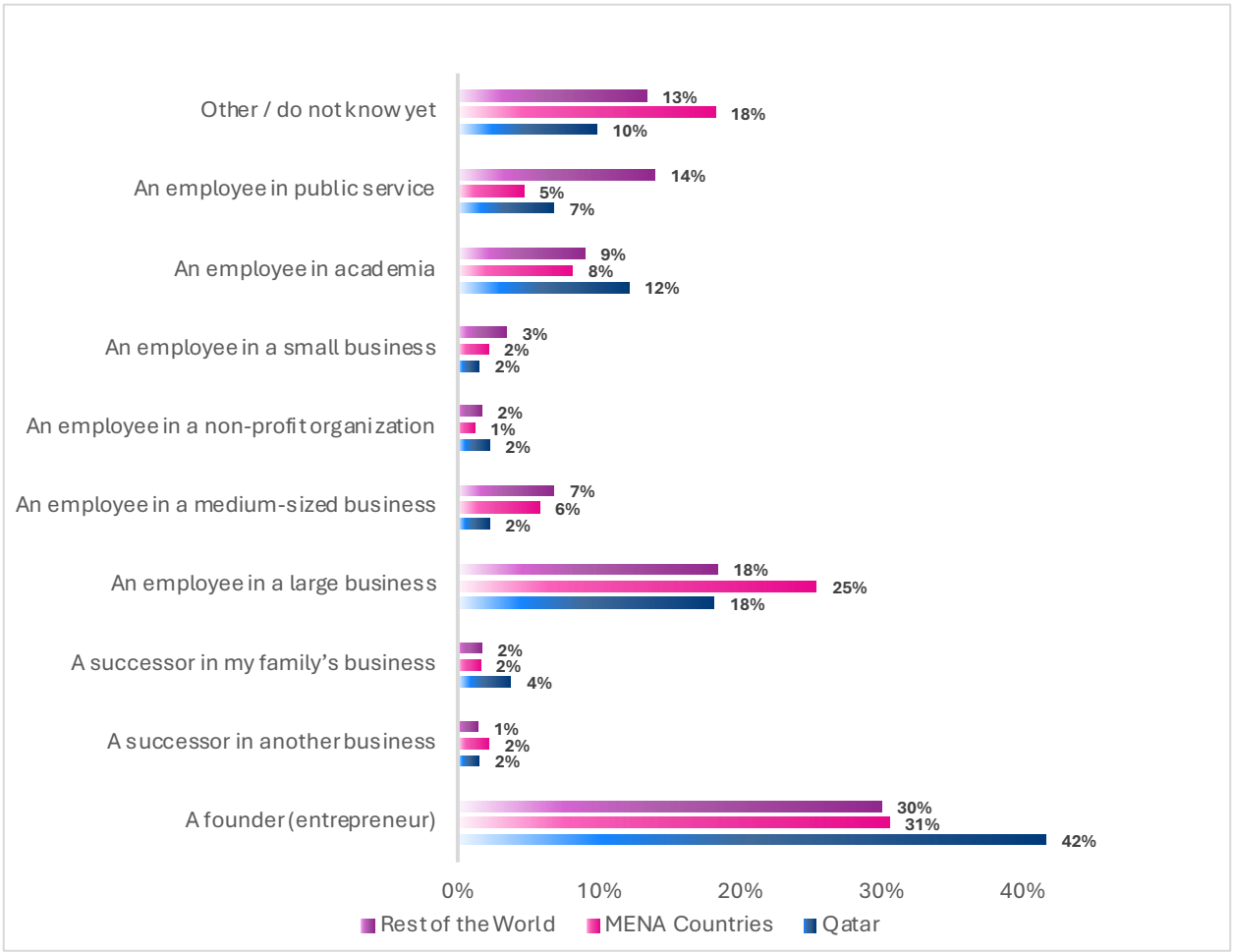


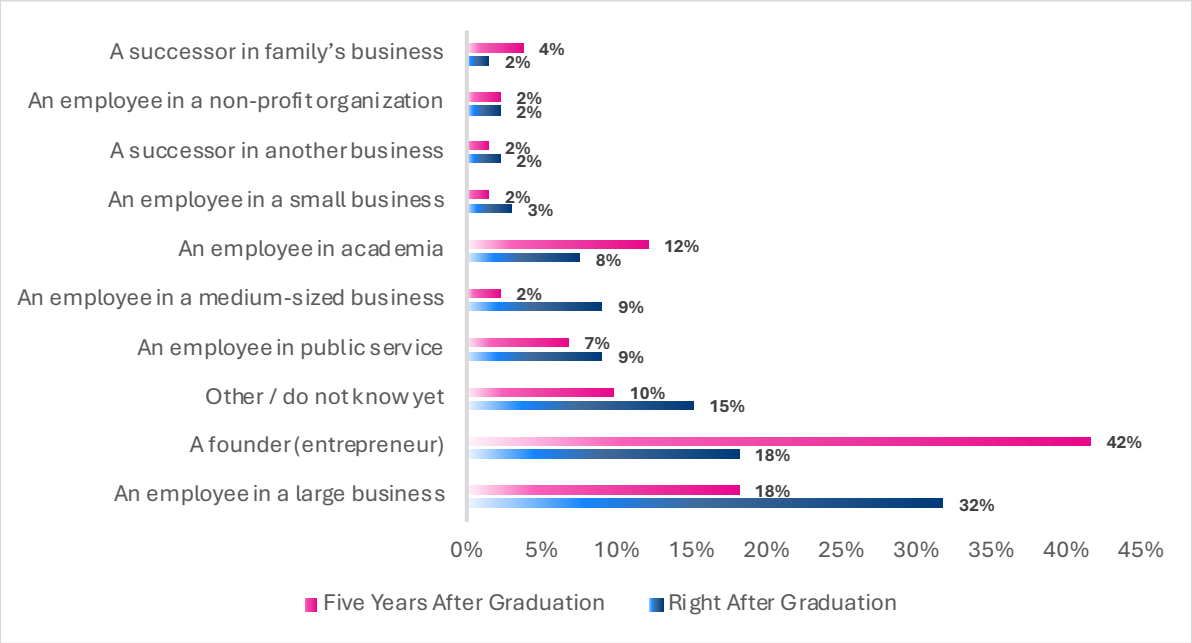
Table 1 shows career intention shifts for male and female graduates from universities in Qatar, from right after graduation to five years later. Initially, most intend to work in large businesses, but this declines over time (Females: 31% to 17%, Males: 32% to 19%). The intention to become founders increases for both genders (Males: 21% to 40%, Females: 16% to 43%), along with interest in academia (Males: 15.5%, Females: 10%). Both genders show a decrease in career uncertainty over time. Intentions to work in medium-sized companies, public service, non-profits, and small businesses remain low, possibly due to the rise in entrepreneurial ventures. Demographic trends show that gender does not influence changes in career intentions over time.

	Right After Graduation		Five Years After Graduation	
	Female	Male	Female	Male
An employee in a large business	31%	32%	17%	19%
A founder (entrepreneur)	16%	21%	43%	40%
Other / do not know yet	17%	13%	10%	10%
An employee in public service	10%	8%	7%	6%
An employee in a medium-sized business	13%	5%	1%	3%
An employee in academia	4%	11%	10%	15%
An employee in a small business	1%	5%	1%	2%
A successor in another business	3%	2%	3%	
An employee in a non-profit organization	1%	3%	1%	3%
A successor in family's business	3%		6%	2%
Total	100%	100%	100%	100%

Table 1 Career Intentions Changes Five Years After Graduation by Gender

Figure 6 represents a comparison of the career intentions of Qatar students right after graduation to five years later. It shows that immediately after graduation, 32% of Qatar students intend to work in large businesses, but this drops to 18% five years later. In contrast, the intention to become a founder (entrepreneur) rises from 18% to 42%. Initially, 15% are undecided, decreasing to 10% over time. Interest in academia increases from 8% to 12%, while the intention to work in public service and medium-sized businesses decreases. This shift reflects a growing entrepreneurial ambition among Qatar students from traditional large business roles as they gain more experience.

Figure 6 Expected Changes in Career Choice Intentions of Qatar Students After Five Years



Since the last edition's report, the sample has slightly increased from 121 in 2021 to 132 in 2023. Table 2 below demonstrates the shift in career intentions from 2021 to 2023. In 2021, 40% of students aimed to work in large businesses immediately after graduation, increasing to 44% after five years, but by 2023, this intention dropped to 32% right after graduation and further to 18% after five years. In contrast, entrepreneurial ambitions changed from 24% and 27% in 2021 to 18% and 42% in 2023 right after graduation and five years later.

In addition to that interest in non-profit work, family business succession, and small businesses remained low but stable. While the desire to work in academia increased significantly. This data indicates a growing trend towards entrepreneurship and a decline in traditional large business roles among students from 2021 to 2023.

	2021		2023	
	Right After Graduation	Five Years After Graduation	Right After Graduation	Five Years After Graduation
An employee in a large business	40%	44%	32%	18%
A founder (entrepreneur)	24%	27%	18%	42%
An employee in a medium-sized business	12%	8%	9%	2%
Other / do not know yet	8%	5%	15%	10%
An employee in a non-profit organization	5%	4%	2%	2%
A successor in family's business	4%	4%	2%	4%
An employee in academia	3%	3%	8%	12%
An employee in public service	2%	2%	9%	7%
An employee in a small business	2%	2%	3%	2%
A successor in another business	1%	1%	2%	1%
Total	100%	100%	100%	100%

Table 2 Career Intentions Changes From GUESSS 2021 to GUESSS 2023

Figure 7 compares students' intentions in Qatar after graduation between 2021 and 2023. In 2021, 40% intended to work in large businesses, dropping to 32% in 2023. Entrepreneurial intentions decreased from 24% to 18%. Career uncertainty increased from 8% to 15%, as the interest in public service and academia increased slightly as well, while intentions to work in non-profits and take over family businesses decreased.

Figure 7 Comparison of Career Intention Right After Graduation for Qatar Students (2021-2023)

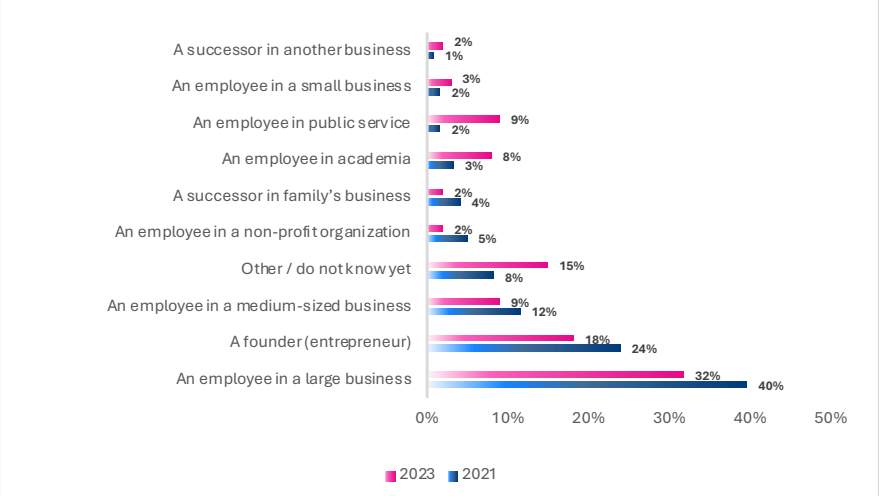
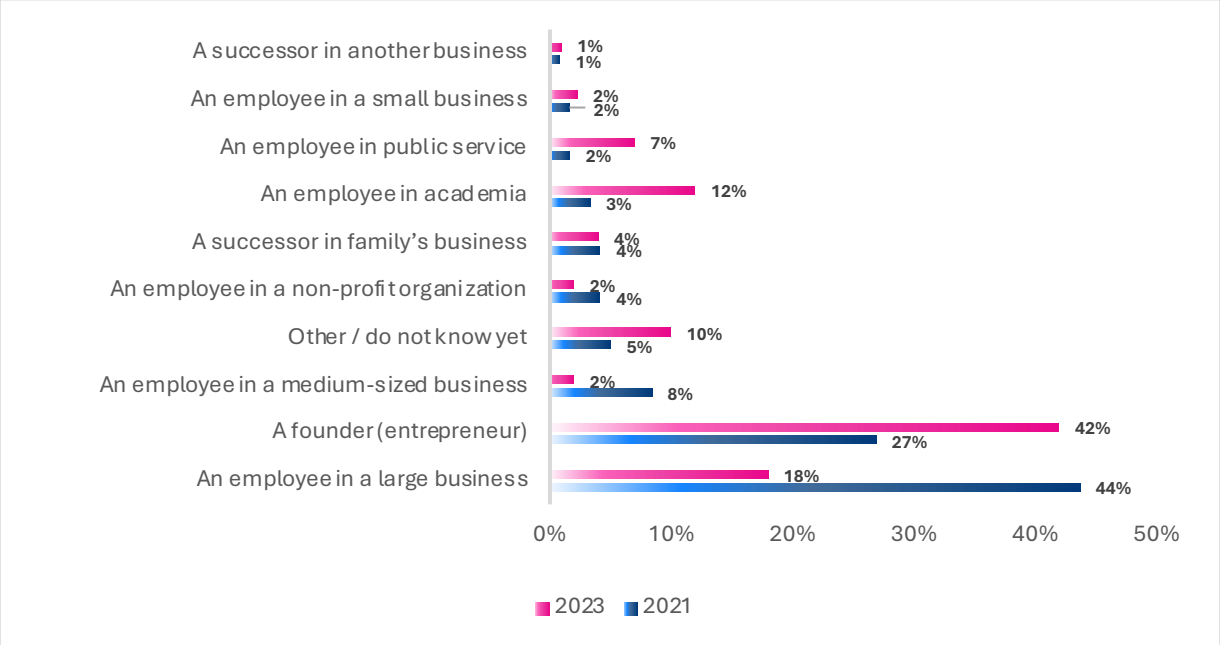


Figure 8 compares students' intentions in Qatar five years after graduation between 2021 and 2023. In 2021, 44% intended to work in large businesses, dropping to 18% in 2023, while entrepreneurial intentions increased from 27% to 42%. Undecided students increased from 5% to 10%, interest in academia grew from 3% to 12%, and intentions to take over a family business rose from 4% to 6%.

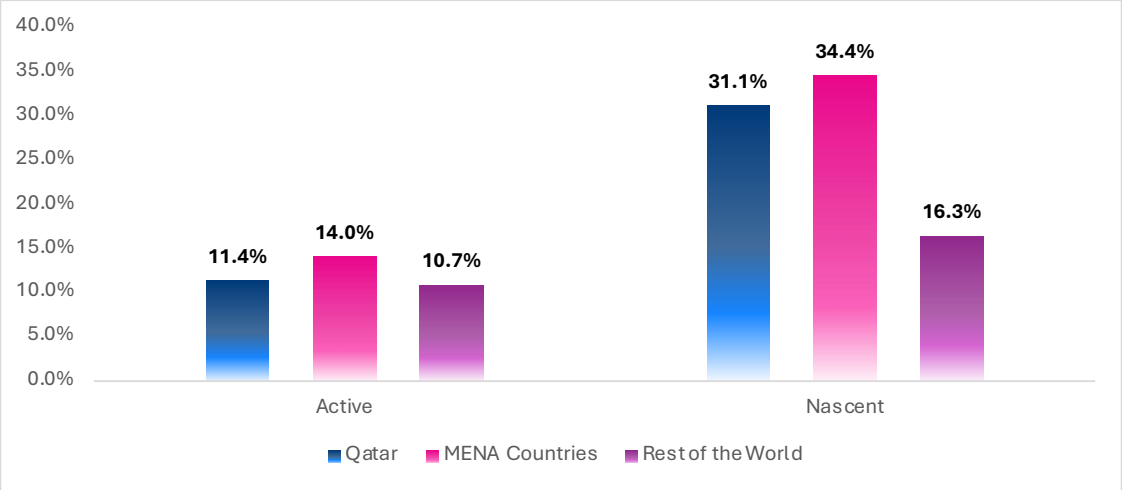
Figure 8 Comparison of Career Intention 5-Years After Graduation for Qatar Students (2021-2023)



To sum up, many prefer working in large businesses, particularly in Qatar, but this declines substantially over five years, while entrepreneurial ambitions grow. Interest in academia rises among graduates from universities in Qatar compared to their peers. Both male and female graduates of universities in Qatar show similar patterns. From 2021 to 2023, the sample size increased, and so the entrepreneurial ambitions, while career uncertainty and interest in academia also grew. Last, there is a shift towards entrepreneurship and academia, alongside a decline in large business roles.

Figure 9 compares the percentage of Nascent and Active Entrepreneurs in Qatar, the rest of the MENA countries, and the rest of the world. It shows that MENA countries have the highest proportion of both active and nascent entrepreneurs. Qatar has 11.4% active and 31.1% nascent entrepreneurs. Comparing Qatar to the other MENA countries, the country has a moderate degree of entrepreneurial activity, with 57.6% of its population not being entrepreneurs. This disparity across regions might reflect structural barriers, degree of supportive regulatory environments, access to funding, or cultural differences that do not prioritize entrepreneurship as highly as in MENA countries.

Figure 9 Nascent and Active Entrepreneurs



Drivers of Entrepreneurial Career Choice Intentions

Figure 10 shows how many of the students sampled in Qatar have taken entrepreneurship courses compared to the rest of MENA countries, and the rest of the world. The graph indicates that students in MENA countries are more inclined to select their university for its strong entrepreneurial reputation (17.0%) compared to those in the rest of the world (9.0%) or Qatar (7%). This can be due to the many specific entrepreneurship programs offered in MENA universities. It is important to highlight that 63.6% of the graduates in Qatar never attended any course on entrepreneurship so far, which might reflect the mix of various educational fields in entrepreneurial interest.

Figure 10 Proportion of Students Taking Entrepreneurship Courses

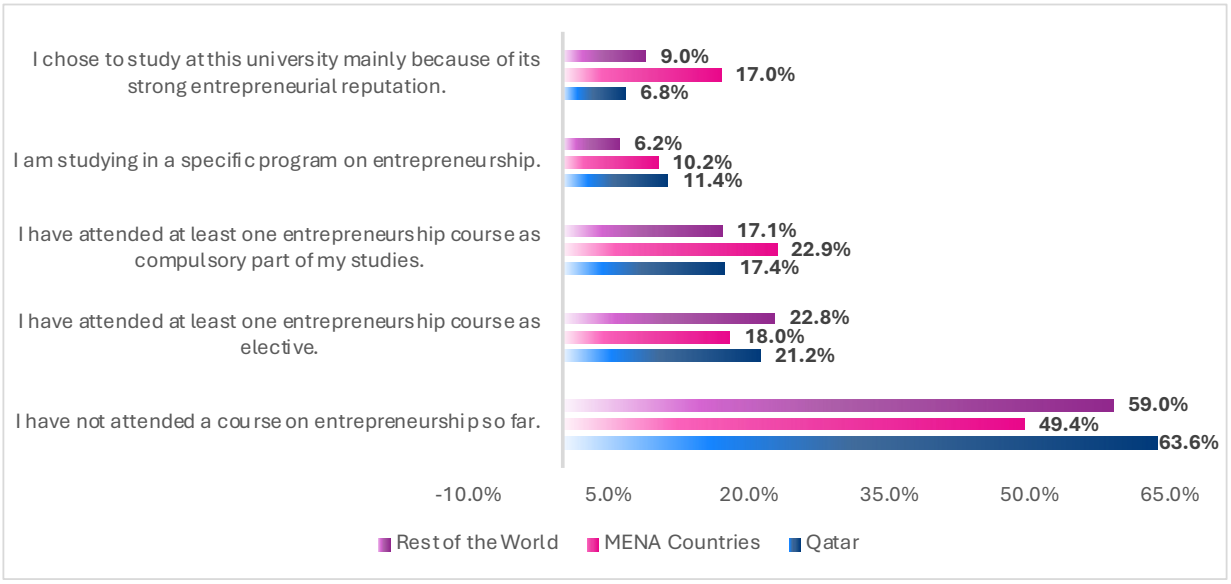


Figure 11 shows the intention of students to become entrepreneurs. Overall, it shows that students in Qatar have stronger entrepreneurial intentions compared to other countries worldwide. Their ratings exceed the average, reflecting their determination to create businesses in the future with readiness to do anything to become entrepreneurs. Such strong intentions may be supported by structured ecosystems, cultural attitudes, and entrepreneurship education in Qatar. While the rest of the world's low rates might be affected by the diverse cultures, opportunities, and career priorities.

Figure 11 Students' Intentions Towards Being and Entrepreneur

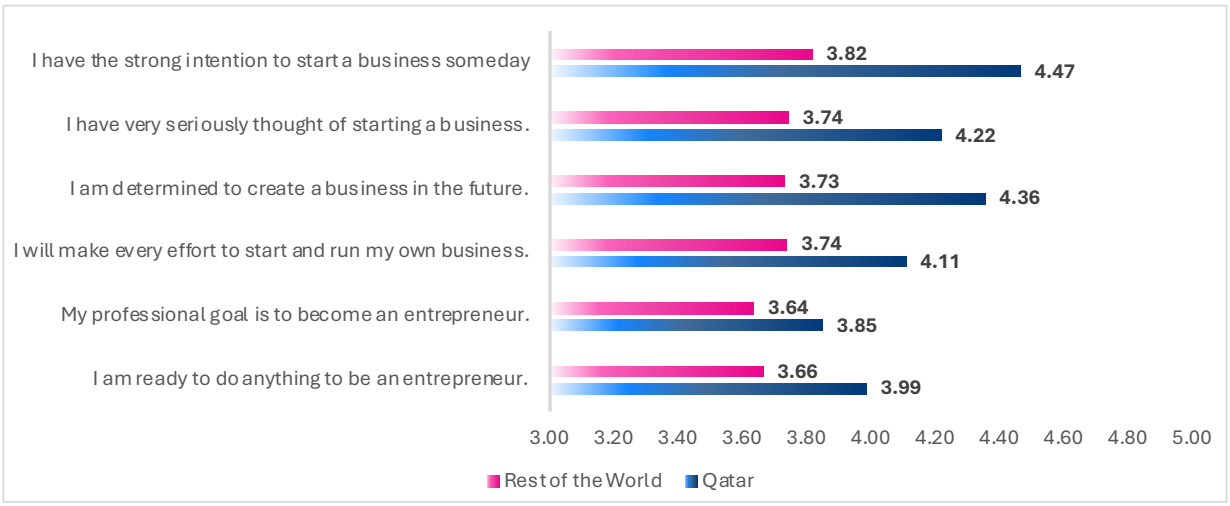


Figure 12 shows the entrepreneurial self-efficacy of students in Qatar compared to the rest of the world. Students in both regions demonstrate high self-efficacy, with ratings above the mean across all skills. However, students in Qatar excel in most skills except for managing innovation within a business and identifying new business opportunities compared to global rates. In Qatar, respondents are most confident in leadership and communication (5.86 out of 7) and commercializing ideas (4.82 out of 7) but have lower ratings in successfully managing a business (4.35 out of 7) and creating new products and services (4.5 out of 7).

Figure 12 Students' Entrepreneurial Self-Efficacy

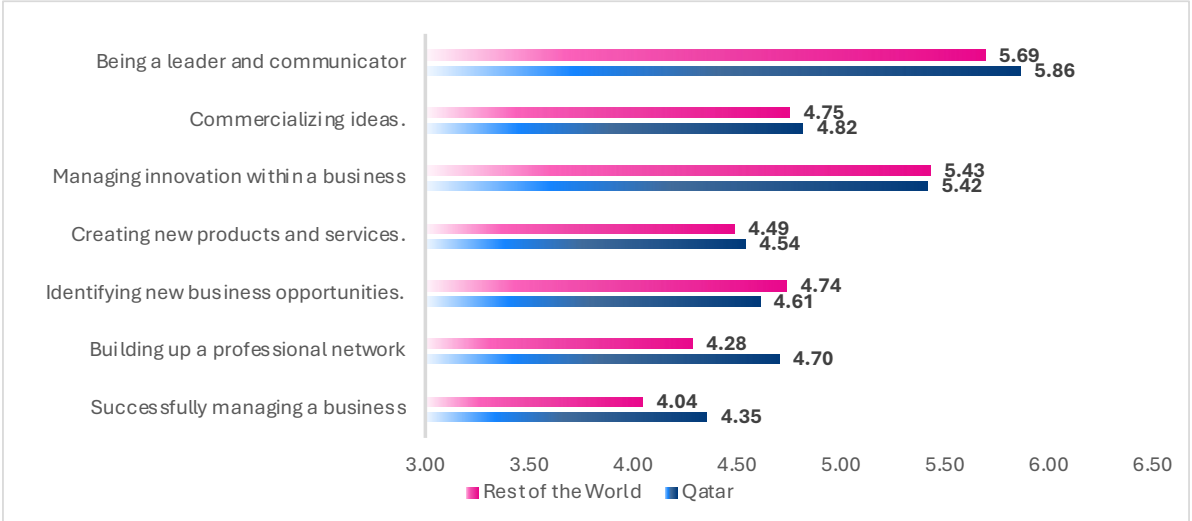


Figure 13 compares the locus of control among students in three categories. It shows that students in Qatar have greater control over their lives in specific areas compared to their peers worldwide. Students in Qatar rate themselves higher in protecting their interests (5.33 vs. 5.08) and in their certainty of making plans work (5.40 vs. 5.18). However, students from the rest of the world feel they have more control over what will happen in their lives. While in Qatar, they are more confident in specific actions and planning, their global peers have a stronger sense of life control.

Figure 13 Students' Locus of Control

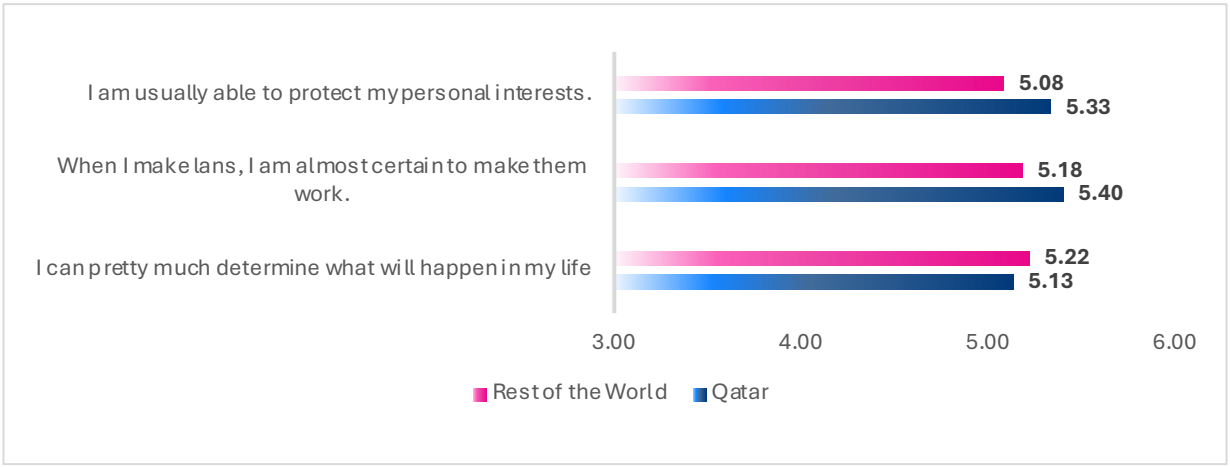
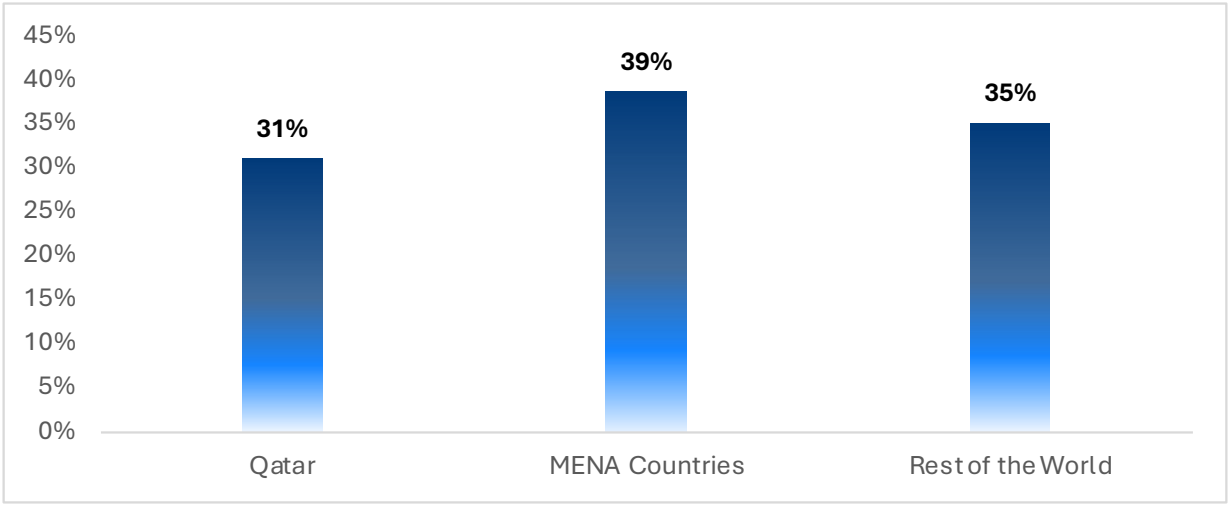


Figure 14 illustrates how family background influences entrepreneurial intentions across the three regions. In the MENA countries, family background significantly influences students' entrepreneurial intentions for 39% of respondents, with a lower percentage of (35%) for the rest of the world, and (31%) for Qatar. The higher percentage in MENA countries may reflect stronger familial ties and business traditions that encourage entrepreneurship. While family background remains an important factor across all regions, its relatively lower impact in Qatar and the rest of the world introduces other factors impacting their intentions, such as education, personal ambition, and external support systems.

Figure 14 Entrepreneurial Family Background as a Driver of Entrepreneurial Intentions



Nascent Entrepreneurs

Figure 15 compares the distribution of nascent businesses by industry. In Qatar, there is a higher proportion of nascent businesses in the secondary sector (manufacturing and construction) (27%) compared to the rest of the world. The tertiary sector, including services like tourism, banking, and healthcare, is more available in the rest of the world (27%) than in Qatar (20%). Similarly, the quaternary sector, including research, IT, and education, is more represented globally (26%) than in Qatar (22%). Both regions have a low representation in the primary sector. The 'Other' category captures a significant portion of nascent businesses in both Qatar (24%) and the rest of the world (21%), covering diverse entrepreneurial activities beyond traditional sectors.

Figure 15 Distribution of Nascent Businesses by Industry

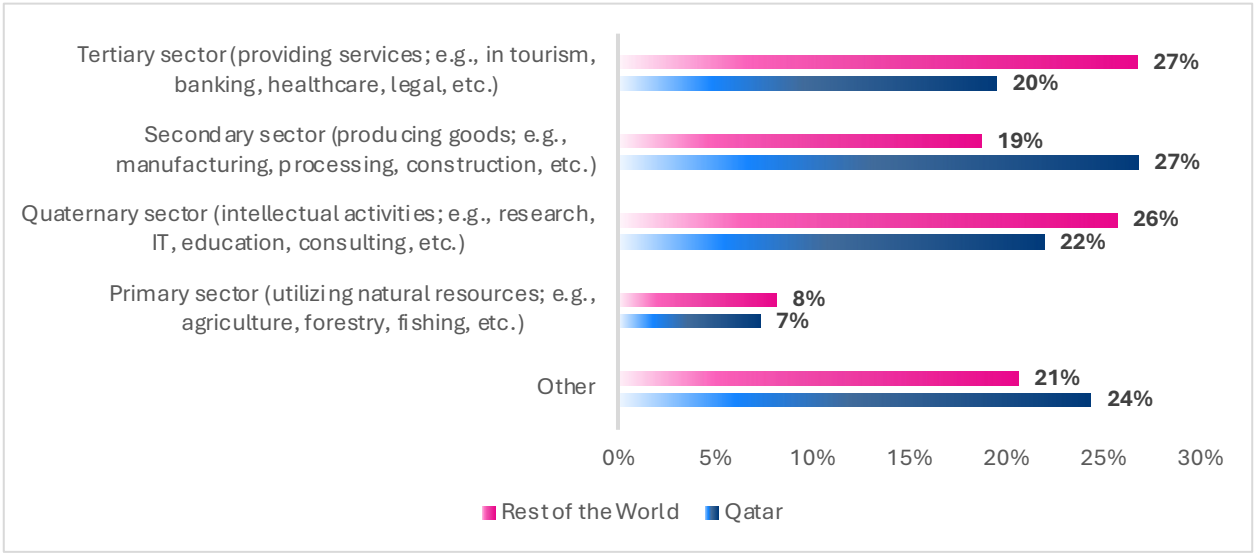


Figure 16 shows that in Qatar, nascent entrepreneurs mostly have one co-founder or none representing the majority. The comparison with the rest of the world represents regional differences in collaboration. In Qatar, there is a cultural or practical preference for collaborative ventures with one co-founder, while the rest of the world shows a greater inclination for independent entrepreneurial ventures. In addition to that, **Figure 17** shows that 57% of students in Qatar own 51% or more of their venture, while 28.6% own 49% or less. Entrepreneurs in Qatar are more likely to share ownership, suggesting a higher preference for collaborative ventures.

Figure 16 Nascent Entrepreneurs and Number of Co-Founders

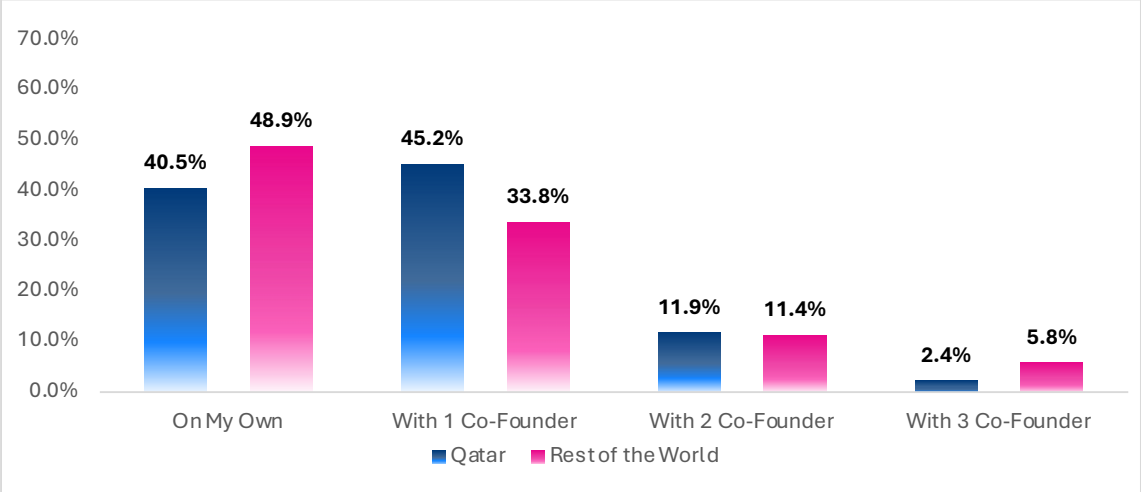


Figure 17 Nascent Entrepreneurs' Ownership-Share of the New Business

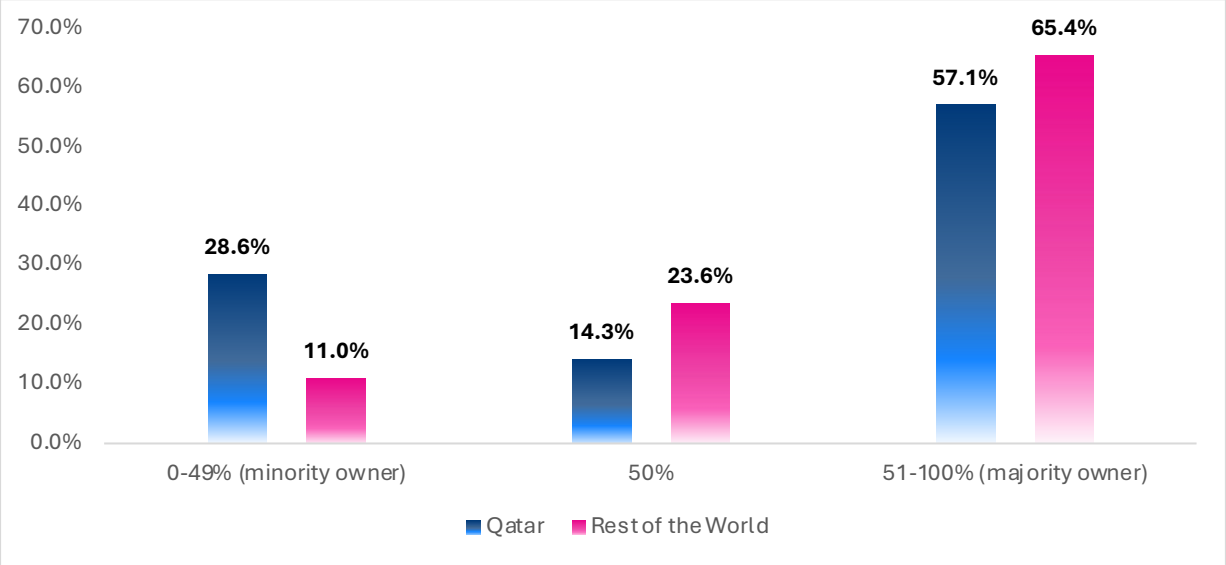
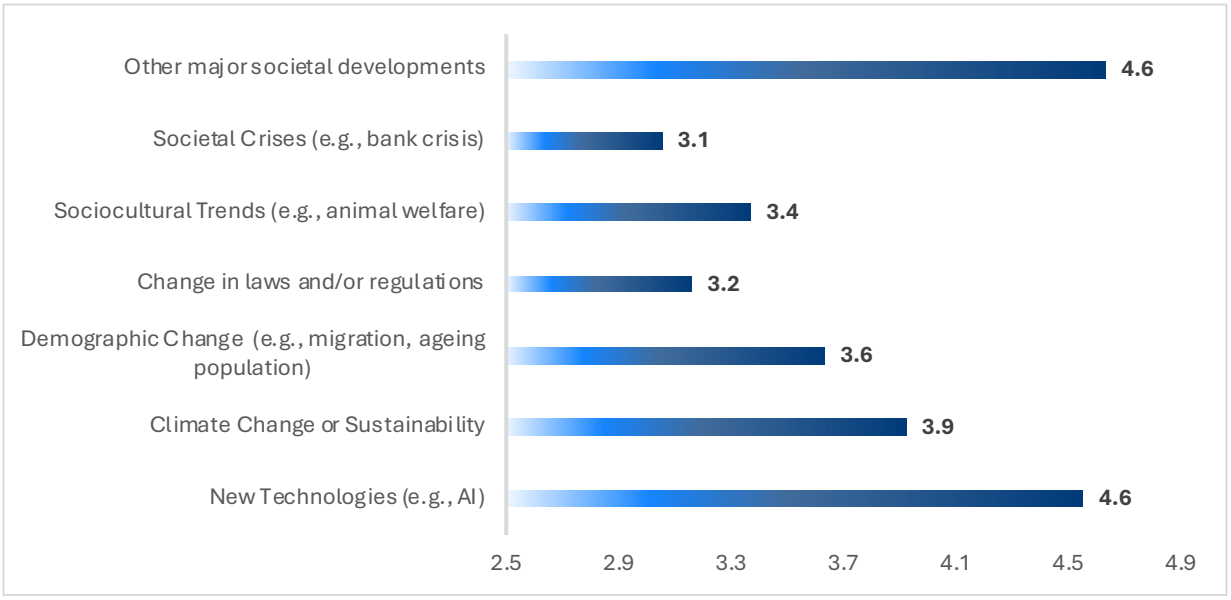


Figure 18 shows that the primary sources of inspiration for new businesses in Qatar are major societal developments, followed by new technologies. In addition climate change and sustainability are motivators for entrepreneurs due to environmental concerns. The least influential source is societal crises, such as banking crises. Overall, new businesses in Qatar are primarily driven by societal and technological shifts, with sustainability influence.

Figure 18 Inspiration Sources for Nascent Businesses in Qatar



Active Entrepreneurs

Figure 19 shows the distribution of active businesses based on Industry in Qatar vs. the rest of the world. Active businesses are evenly distributed between the tertiary sector and the category of 'Other' with (27%) each. Results explain the shift of motive for nascent businesses to invest in different sectors like secondary which includes manufacturing and construction **(Figure 15)**.

In Qatar, only 17% of businesses are in the secondary sector, 13% in the quaternary sector, and no active businesses operating in the primary sector, while 9% of businesses in the rest of the world do. The 'Other' category covers diverse business activities with a larger percentage in Qatar (33%) compared to the rest of the world (26%).

Figure 19 Distribution of Active Businesses by Industry

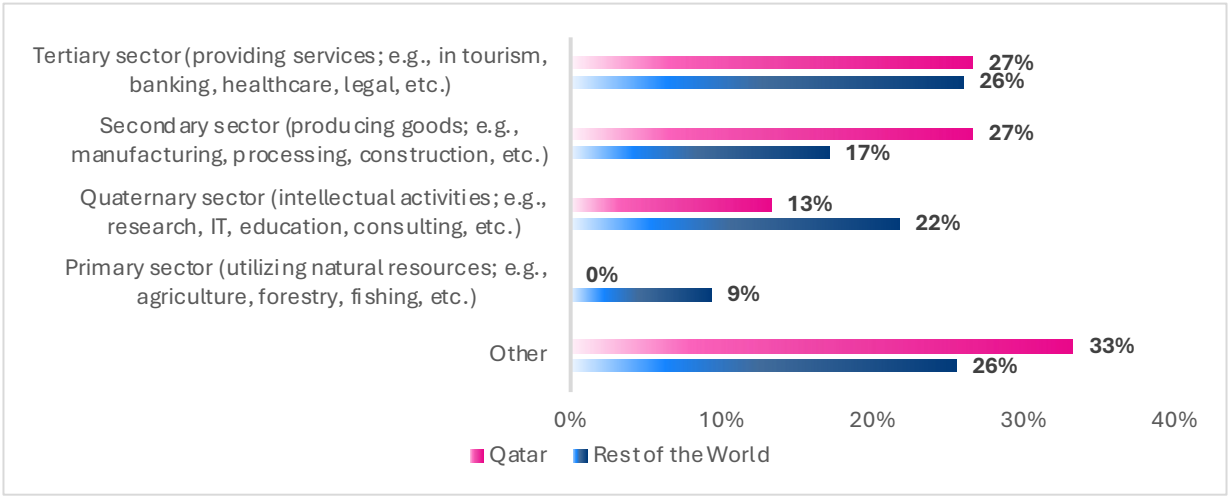


Figure 20 shows the performance of active businesses in Qatar and the rest of the world. In Qatar, respondents excel most in sales and profit growth, with lower rates in job creation. Globally, respondents perform best in innovation, followed equally by profit and sales growth, while job creation is also the lowest. This implies that businesses focus more on expansion and profitability, while those in the rest of the world prioritize innovation.

Figure 20 Perceived Performance of Businesses Compared to Competitors

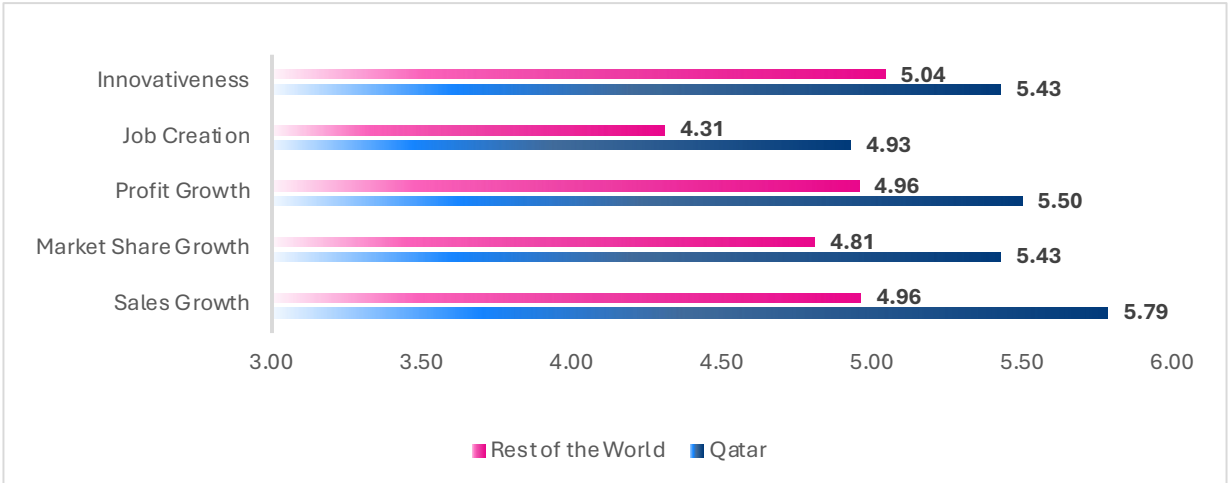


Figure 21 compares the equity share of active student entrepreneurs in Qatar with the rest of the world. In Qatar, 42% of active entrepreneurs own more than 51% of their business, compared to 58% globally. In both Qatar and the rest of the world, there is an equal distribution of entrepreneurs owning less than 49% and exactly 50%, with 28% in Qatar and 21% globally. Results reflect a tendency towards shared ownership and collaborative ventures among entrepreneurs.

Figure 21 Active Entrepreneurs' Ownership-Share of the Business

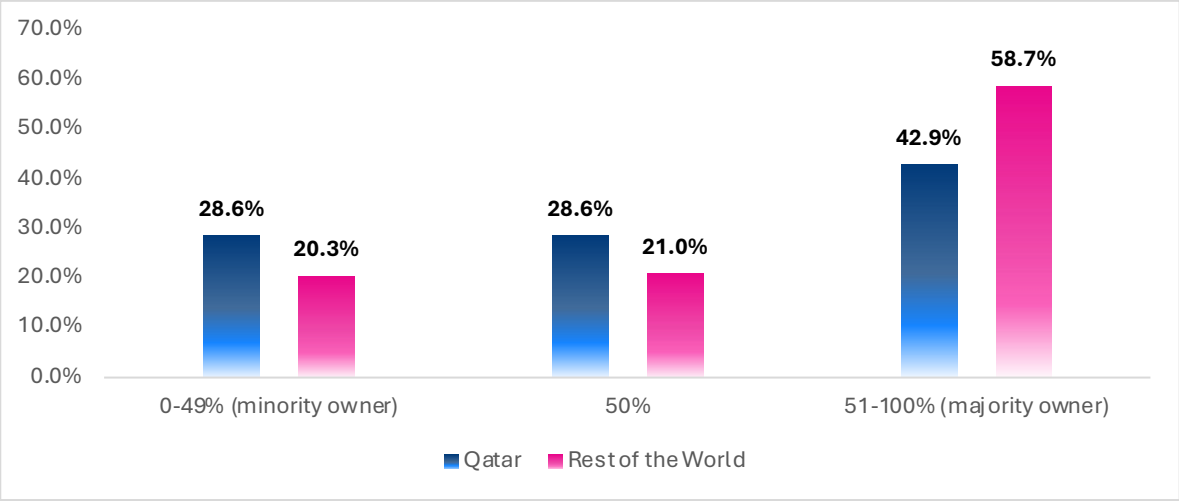
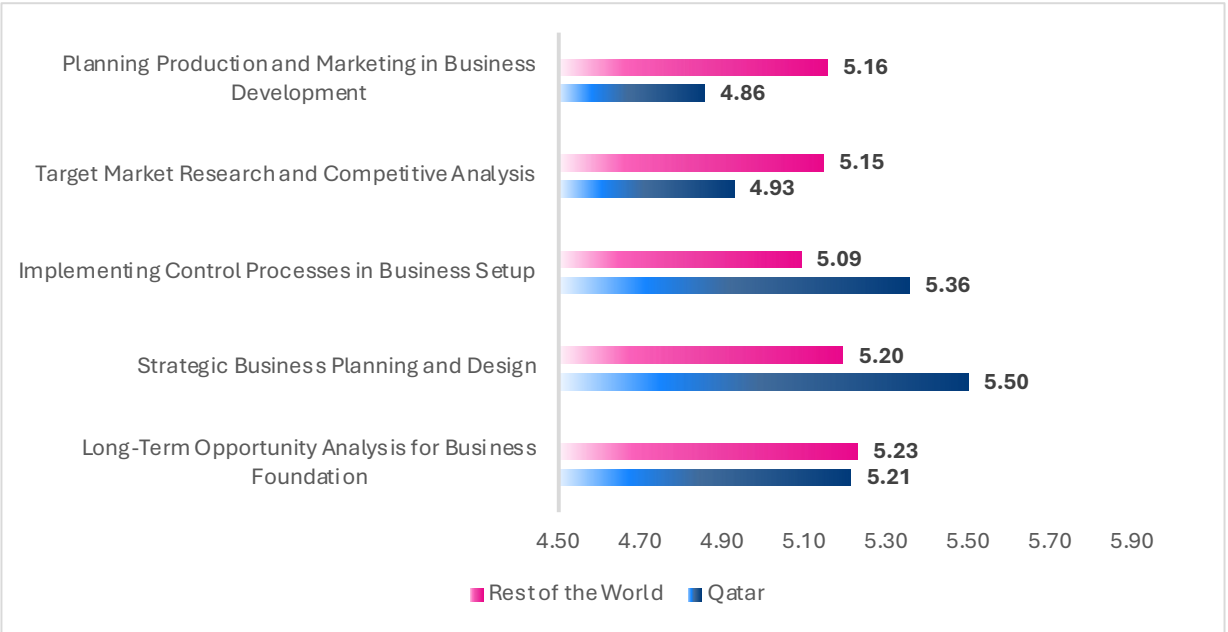


Figure 22 indicates that active entrepreneurs in Qatar rate their business skills higher than their global peers in strategic business planning and design (5.5 vs. 5.2) and in implementing control processes (5.36 vs. 5.09). However, they rate lower in planning production and marketing (4.86 vs. 5.16 worldwide).

Figure 22 Evaluation of Active Entrepreneur's Skills in Qatar



Potential Successorship in Family Firms

According to **Figure 23**, students in Qatar have a lower-than-average interest in working for their family businesses compared to the rest of the world. However, a significant portion of students are determined to take over their parents' businesses, considering it as a professional goal and expressing readiness to do anything to succeed in the business with equal rates of 2.11 each.

Figure 23 Students' Attitude and Intention Towards Parents' Businesses

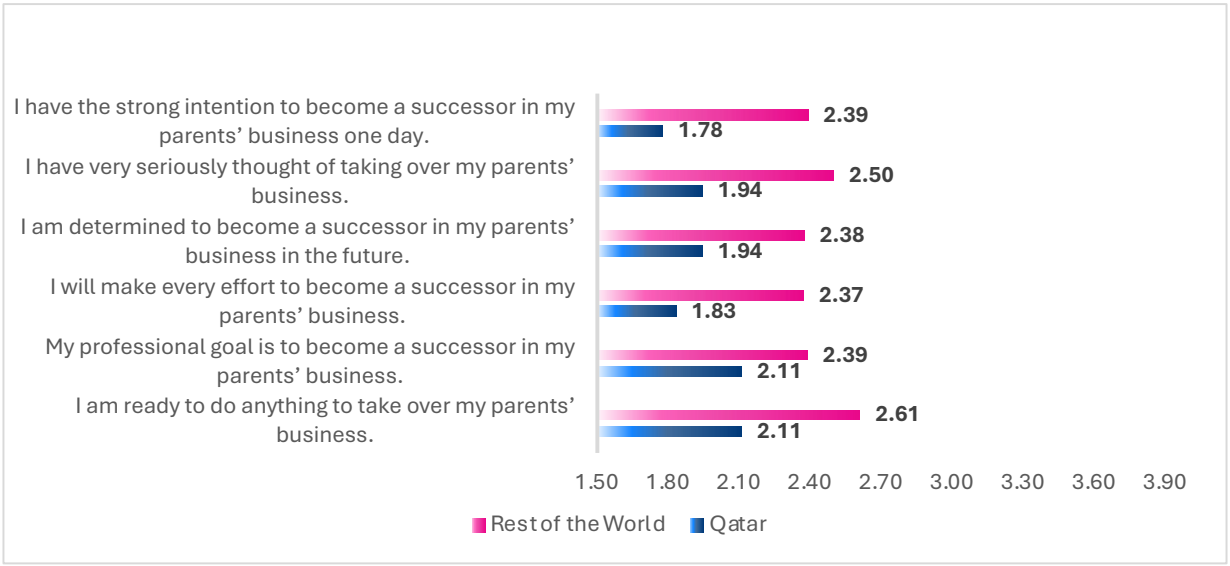


Figure 24 shows that family businesses in Qatar are predominantly in the secondary sector (65.7%), including manufacturing, processing, and construction, compared to 28.3% globally. In contrast, the tertiary sector, offering services like tourism, banking, and healthcare, represents 33.5% of family businesses globally but only 11.1% in Qatar. Fewer family businesses in Qatar are involved in the quaternary sector, and the primary sector, compared to global numbers.

Figure 24 Distribution of Family Businesses by Industry

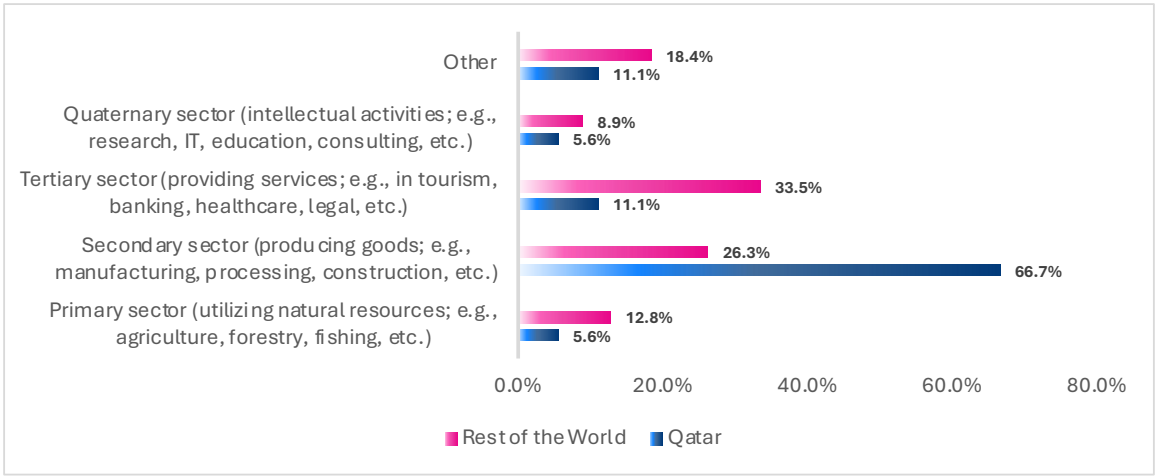
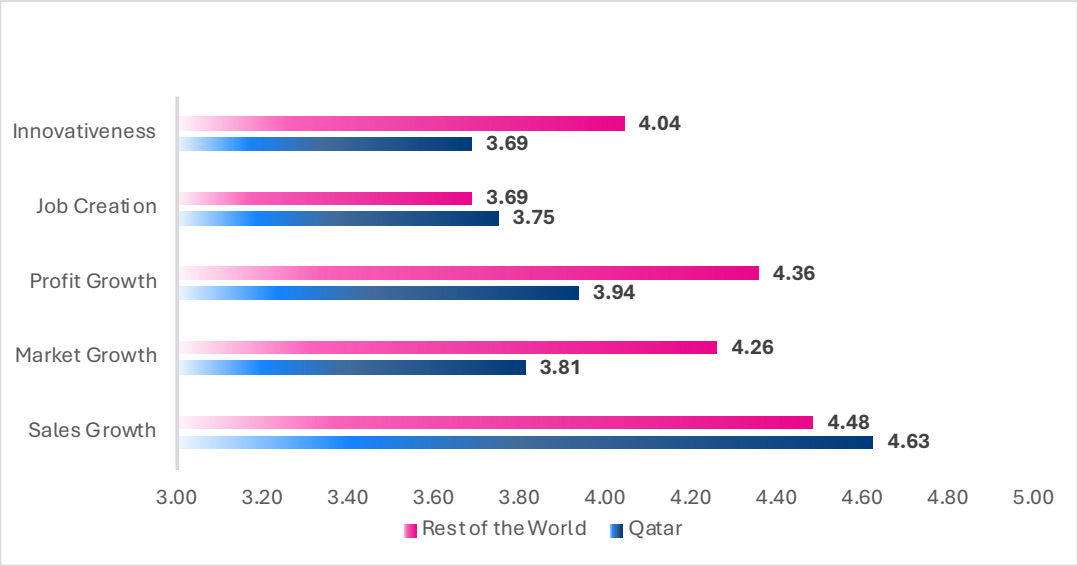


Figure 25 shows that respondents in Qatar believe their parents' businesses outperform competitors across all metrics, scoring above average. They particularly excel in sales growth and job creation compared to businesses in the rest of the world as well.

Figure 25 Performance of Parents' Business Compared to Competitors



In **Figure 26**, students were asked about the number of older siblings they have. In Qatar, most respondents come from larger families compared to their peers globally. While only 18.8% of students have no elder siblings, compared to 43.8% of students from the rest of the world. Results might reflect a cultural trend in Qatar towards larger family sizes, opposite to the global trend of smaller families or single-child households.

Figure 26 Performance of Parents' Business Compared to Competitors

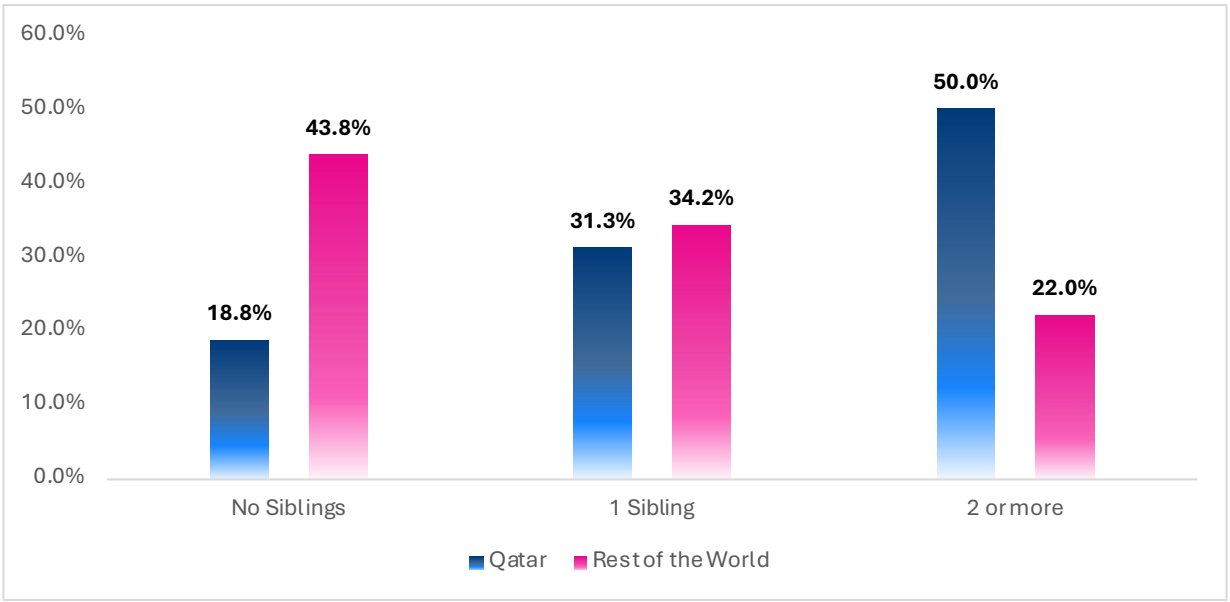
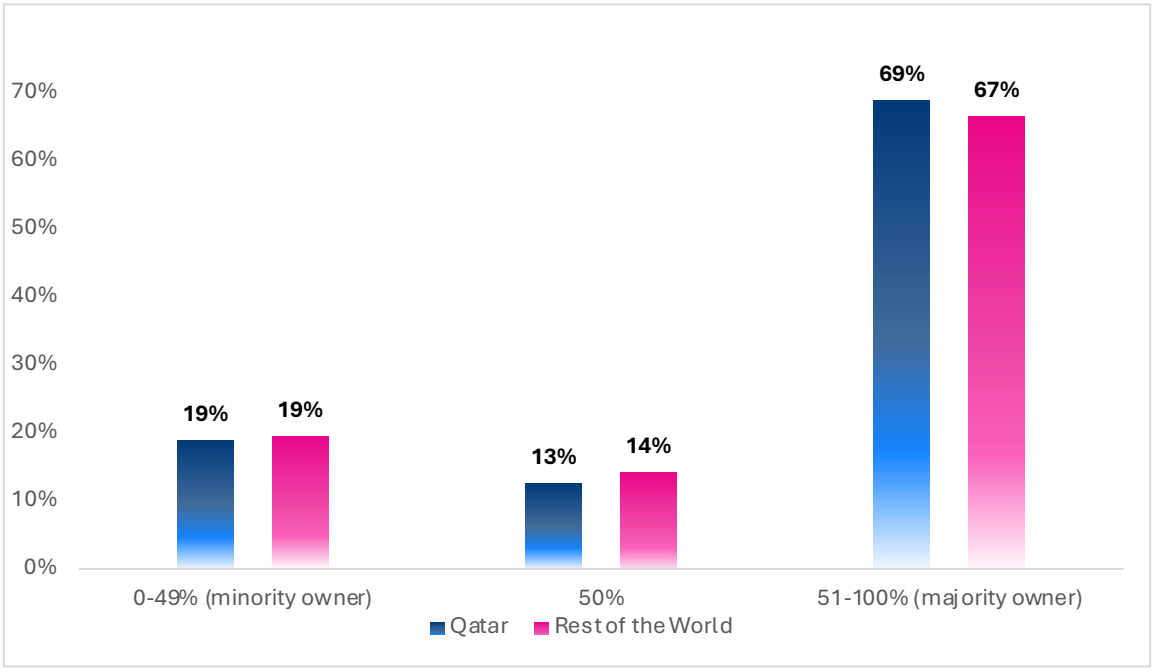


Figure 27 shows the ownership structure of family businesses in Qatar compared to the rest of the world. In Qatar, 69% of family businesses have majority family ownership, close to 67% globally. The proportion with equal ownership (50%) is nearly identical and represents the minority in both regions.

Figure 27 Ownership-Share of the Business in the Hands of the Family



Entrepreneur-related Public Policy Effectiveness in Qatar

Figure 28 shows that public policy support for entrepreneurship education is perceived as insufficient across three key areas. 'Resource Availability for Entrepreneurial Learning and Innovation' is rated highest at 3.50, indicating some access but still below adequate levels. 'Access to Entrepreneurial Advice and Start-up Guidance' follows with moderate support. The lowest rating, 3.25, is for 'Skills and Expertise Development,' reflecting inadequacy in developing necessary entrepreneurial skills. Overall, these below-average ratings highlight the need for improvements in public policy support to enhance entrepreneurship education effectively.

Figure 28 Public Policy in Entrepreneurship Education

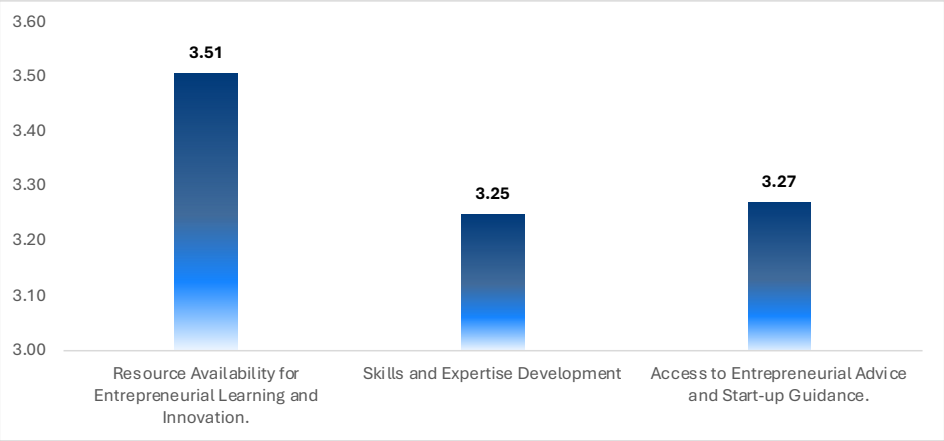


Figure 29 shows that public policy support for direct funding of entrepreneurial activities is perceived as moderate but below average. The highest-rated support is for grants and fund projects for technology transfer commercialization across diverse actors indicating some support but still inadequate. Then, subsidies, grants, and loan discounts for R&D activities follow showing insufficient funding for research and development. The lowest rating is for subsidies and loan discounts for entrepreneurs and start-ups with a lack of direct financial support for new entrepreneurs. Results highlight the need for significant improvements in public policy to better support and sustain entrepreneurial ventures through more funding mechanisms.

Figure 29 Public Policy in Entrepreneurial Direct Funding Support

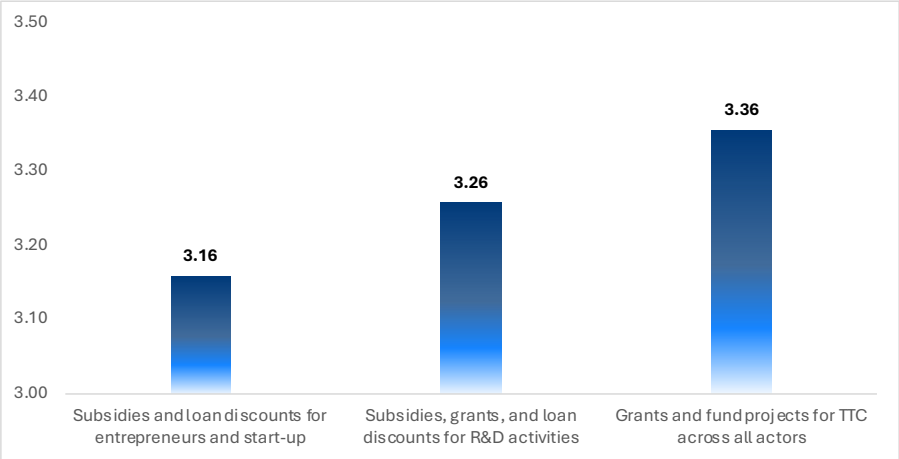
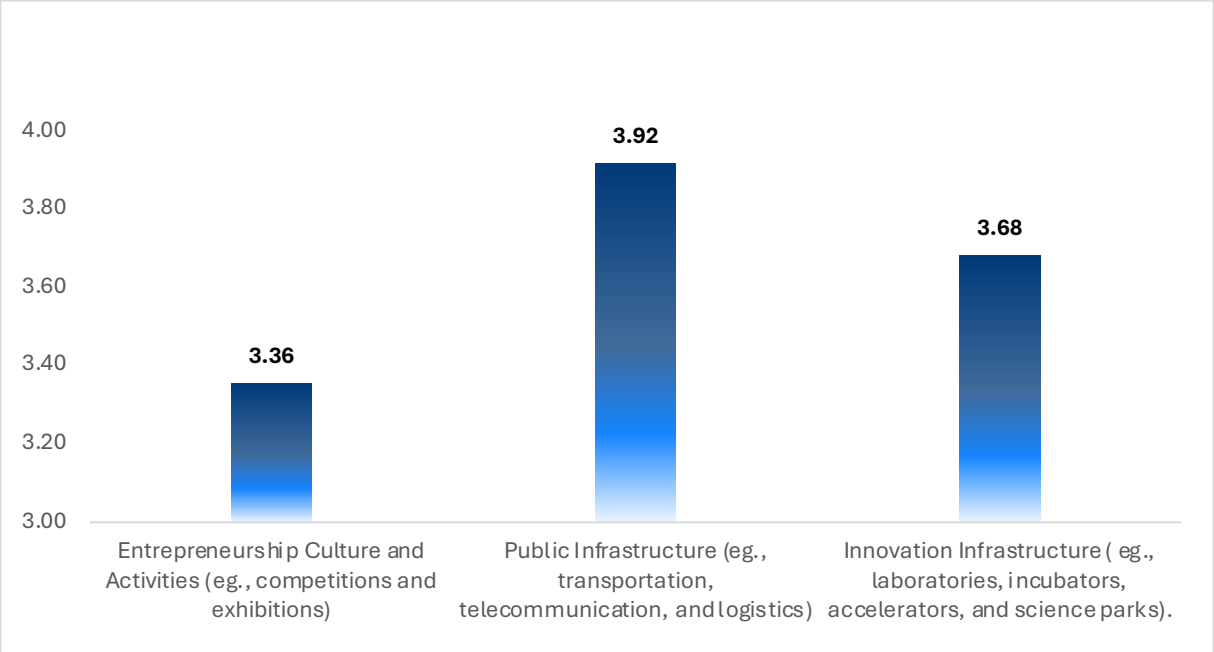


Figure 30 shows that public policy support for entrepreneurship culture and infrastructure is perceived as moderate. Public Infrastructure (e.g., transportation, and telecommunication) scores above average with moderate efficiency. Innovation Infrastructure (e.g., laboratories, incubators, and science parks) follows with some support. The lowest rating is for Entrepreneurship Culture and Activities reflecting a need for improvement in fostering an entrepreneurial culture through activities and events. These results highlight the need for enhanced public policy efforts to improve infrastructure and cultural support to better promote entrepreneurial growth and development.

Figure 30 Public Policy in Culture and Infrastructure Efficiency



Implications and Conclusion

The findings from the GUESSS 2023 National Report for Qatar highlight several key implications for various stakeholders, including policymakers, educators, and students.

Encouraging Entrepreneurial Intentions: The data shows a strong interest in entrepreneurial careers among university students in Qatar, with significant growth in the intention to become entrepreneurs five years after graduation. This trend suggests that universities and policymakers should focus on creating supportive environments that nurture entrepreneurial ambitions. This includes enhancing entrepreneurship education, providing mentorship opportunities, and facilitating access to funding and resources for startups.

Role of Universities: The study underscores the critical role universities play in fostering entrepreneurial intentions. Universities in Qatar, particularly those in Education City, should continue to strengthen their entrepreneurship programs and integrate entrepreneurial thinking across various disciplines. Collaboration between universities and industry can further enhance practical learning experiences and innovation.

Support for Nascent and Active Entrepreneurs: With a notable proportion of students already engaged in nascent or active entrepreneurial activities, there is a need for targeted support to help these young entrepreneurs succeed. This includes access to incubators, accelerators, and networks that can provide guidance, resources, and market access.

Family Businesses: The interest in taking over family businesses remains significant, though lower than global averages. Supporting potential successors through tailored programs that address the unique challenges of family businesses can help ensure their longevity and success. This includes succession planning, leadership training, and conflict resolution strategies.

Policy Recommendations: The report highlights gaps in public policy support for entrepreneurship, particularly in areas such as funding, infrastructure, and culture. Policymakers need to address these gaps by developing comprehensive strategies that promote an entrepreneurial ecosystem. This includes improving access to capital, enhancing entrepreneurial education, and fostering a culture that celebrates innovation and risk-taking.

Addressing Barriers: Key barriers such as the fear of failure and a shortage of qualified human resources need to be addressed to create a more conducive environment for entrepreneurship. Initiatives that build resilience, provide failure recovery support, and enhance skills development are crucial.

In conclusion, the GUESSS 2023 National Report for Qatar provides valuable insights into the entrepreneurial aspirations of university students. By leveraging these insights, stakeholders can implement strategies that support and accelerate the growth of entrepreneurship in Qatar, contributing to the country's transition to a knowledge-based economy. The unique multiversity approach that the Qatar Foundation is fostering has the potential to enable the creation of more companies, more knowledge transfer, and attraction and retention of talent. We believe that doing this research and keeping the conversation going with higher education institutions will position Qatar ahead of many countries.

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