T.C. MARMARA ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

İŞLETME ANABİLİM DALI

YÖNETİM VE ORGANİZASYON (İNGİLİZCE) BİLİM DALI

ANALYSIS OF ENTERPRENEURIAL ASSISTANCE PROGRAMS WITH A SPECIAL EMPHASIS ON ENTREPRENEURIAL MENTORING: PERSPECTIVES FROM TURKEY

Doktora Tezi

Seray Begüm SAMUR-TERAMAN

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Danışmanı: Prof. Dr. Hande Sinem ERGUN

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MÜDÜRLÜĞÜ

DOKTORA TEZ SINAV TUTANAĞI

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Enstitümüz İŞLETME (İNGİLİZCE) Anabilim Dalı YÖNETİM VE ORGANİZASYON (İNGİLİZCE) Bilim Dalı DOKTORA öğrencilerinden 764613003 numaralı Seray Begüm Samur Teraman'nın M.Ü. Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği'nin 28/5 maddesi'ne göre hazırlayarak Enstitümüze teslim ettiği ANALYSIS OF ENTREPRENEURIAL ASSISTANCE PROGRAMS WITH A SPECIAL EMPHASIS ON ENTREPRENEURIAL MENTORING : PERSPECTIVES FROM TURKEY adlı tezi, Yönetim Kurulumuzun 6.04.2017 tarihli 2017-8/40 sayılı toplantısında seçilen ve .....SBE..... binasında toplanan biz jüri üyeleri huzurunda, ilgili yönetmeliğin 28/4 maddesi gereğince ...90... dakika süre ile aday tarafından savunulmuş ve sonuçta adayın tezi hakkında .....oybirliği.....(*) ile .....kabul..... (**) kararı verilmiştir.

İş bu tutanak, müdürlüğümüzce tek nüsha olarak düzenlenmiştir.

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Madde 22-(5) Jüri üyeleri, söz konusu tezin kendilerine teslim edildiği tarihten itibaren en geç bir ay içinde toplanarak öğrenciyi tez savunmasına alır. Tez savunma sınavı, tez çalışmasının sunumu ve bunu izleyen soru-cevap bölümünden oluşur.

Madde 22-(6) Tez sınavının tamamlanmasından sonra jüri, tez hakkında salt çoğunlukla kabul, ret veya düzeltme kararı verir. Bu karar, enstitü anabilim/anasanat dalı başkanlığınca tez sınavını izleyen üç gün içinde ilgili enstitüye tutanakla bildirilir. Tezi başarısız bulunarak reddedilen öğrencinin yükseköğretim kurumu ile ilişiği kesilir. Tezi hakkında düzeltme kararı verilen öğrenci en geç altı ay içinde gerekli düzeltmeleri yaparak tezini aynı jüri önünde yeniden savunur. Bu savunmada da başarısız bulunan öğrencinin yükseköğretim kurumu ile ilişiği kesilir.

* Oybirliği / Oyçokluğu hali yazı ile yazılacaktır.
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Öğr. İşl. Sorumlu Pers.
Öğrenci İşleri Şefi

ACKNOWLEDGEMENTS

Writing is a way of expressing myself in the life. This dissertation came out with vigorous efforts, passion, strong determination, happiness, enthusiasm, sadness and all other feelings that I cannot count. May be, I cannot count how I felt during this process, I owe many people who were with me at every step, encouraged me to get back on my feet and continue, a debt of gratitude. This dissertation would never have been completed without your support that I have received for years. I thank you very much for your presence and making my life so meaningful.

I would like to express my deepest gratitude to my advisor Professor Dr. Hande Sinem Ergun with her valuable contributions not only to my academic, but also to my individual development. She was not advisor at all, she is my sister, the one from my family as well. Every word that comes out of her mouth guides me. It is impossible to explain what she thought me in few sentences. Thank you, my dear Professor, this dissertation is just only a cause which brings us close together, but we are together forever.

I would also thank to Professor Dr. F. Gulruh Gurbuz, you are my role-model in the academia with your attitudes and behaviors. Your endless support provided me to find my way and your kind-heartedness made me not feeling alone along that way. Whenever I turned back, my dear Professor F. Gulruh Gurbuz was there and ready for giving a big hug.

To my dear Professor Dr. Mujdelen I. Yener, I will always remember your great laughter and our coffee conversations that were full of energy and made my days. I wish I had a chance to participate in your other courses and I could have been your student for a longer time. I am expecting to be with you in future research initiatives.

To my dear Professor Dr. Gonca Gunay, I remember the first working day as a research assistant that was with you. I cannot thank you enough for what you gave me in the beginning of my journey and later on. I learned a lot from your experiences. I am very glad to know you and I am very lucky that you are in my committee. I hope, I would have a chance to work closely with you again like old days at Istanbul Aydin University.

I would also thank to Assoc. Prof. Dr. Pınar Büyükbalcı for her valuable support and contribution to the study. I am very sure that her suggestions would be my guiding spirit for my future studies.

Many thanks to Assoc. Prof. Dr. Elif Kus-Saillard for helping me firstly to understand the philosophy of qualitative research and to carry out the analysis. She was closely working with me during those difficult times when I even did not know where to start. Fruitful discussions with her made me question and decide on what to do. Each meeting with her pulled me over the data. My research would not have been possible without her support.

To my mentor at EURAM Doctoral Colloquium, 2016, Professor Dr. Mine Karatas-Ozkan, I really thank you for your invaluable theoretical contributions to this study. After then, she provided me constructive feedbacks and insightful comments on my study.

I would be remiss if I did not thank to my dear Professor Alev Katrinli whom I learned codes of academia including how to write, how to publish, how to present and how to share the work. I presented my first manuscript in front of her and I remember how I was excited but just few words encouraged me. She told me that if she did not believe that I could, she did not permit to present it in front of such a crowd.

I am also so grateful Prof. Dr. Aslı Kucukaslan Ekmekci and Prof. Dr E. Serra Yurtkoru with whom I had an opportunity to pursue graduate courses. We also witnessed how class discussions turned to be an academic publishing.

I am also indebted to my dear friends Dr. Pınar Acar, Zeynep Kabadayı-Kuscu and Dr. Ahmet Doganay for their whole-hearted friendship. You guys, we are the best team that every PhD candidate should experience.

To my D/K family at Isik University, although I was with you such a shorter period of time, I could not forget such a friendly atmosphere you provided me and being with me at every instance. I did not say goodbye, because I know we will be together in the near future.

I am also grateful for all entrepreneurs and mentors with whom I interviewed. Their experiences are of great value in particular for my study. There is a person among them who I want to thank also, dear Emre Ozbek. I really appreciate everything you did for my study. I would like to thank Mentors Network Turkey, especially to Deniz Noyan from ValuesBox Ventures, Mehmet Onarcan and Dogan Taşkent. They listened to me and shared their experiences regarding Turkish Entrepreneurship Ecosystem. I am also indebted to Ata Uzunhasan General Secretary of the Galata Business Angels, for his revisions of the interview questions and opening his network to conduct my study.

I want to dedicate this study to my beloved family, my dad Dr. Serdar Samur, my mom Aysen Sule Samur and my husband, my dear sweetheart Dr. Ozgur Teraman. My dear dad and mom, I really thank you for believing in me and giving inutterable support with patience. My dear sweetheart, you are always with me both in good and bad times, whenever I am heading up I saw you with your smile, without you everything is meaningless.

ÖZET

Girişimci destek programları kapsamında mentorluk: Türkiye perspektifinden bir inceleme

Gelişmiş ve gelişmekte olan ülkelere bakıldığında, her iki gruptaki ülkelerin girişimciliğin geliştirilmesi adına çaba sarf ettiği görülmektedir. Girişimciliğin her seviyedeki ekonomi için hayati derecede önemli olduğu göz önünde bulundurulduğunda gelişmekte olan ekonomilerin, GSYH'ları (Gayri Safi Yurt İçi Hasıla) ve özellikle daha keşfedilmemiş bir çok yönleri ile her geçen gün dünyada önemi artmaktadır. Ancak bunlara rağmen, hala yazındaki çalışmalar gelişmiş ülke ekonomilerinin dimanikleri ile sınırlı kalmıştır. Dolayısıyla, girişimcilerin geleceğini şekillendiren birçok faktörün ve bu faktörlerin ortaya çıktığı süreçlerin gelişmekte olan ekonomiler perspektifinden ele alınmasına ihtiyaç vardır. Bu ekonomilerin kendilerine has örgütsel yapılarının ve girişimcilik metodlarının ilgili yazında yeterince yer almadığı görülmektedir.

Bu bağlamda, çalışmanın temel amacı girişimci destek programlarının ve beraberinde geliştirilen mentorluğun girişimcilerin gelişimlerine olan katkılarını araştırarak girişimcilik yazınına hem teorik yönde hem uygulama yönünde katkıda bulunmaktır. Dolayısıyla, girişimcilerin amaçlarına ulaşmada bu destek programlarının ve mentorluk mekanizmalarının etkisi ortaya çıkarılacaktır. Aynı zamanda, girişimcilik ekosisteminde yerleşmiş bir kurumsal mantığın olup olmadığı, eğer var ise bunun nasıl yeni uygulamalarla dönüştürüldüğü de bu çalışmada tartışılmaktadır.

Çalışma, gözlemlerin değer ve kuram yüklü yapısını kabul eden ontolojik; bilen ile bilinenin etkileşimli olduğu ve ayrışamayacağını kabul eden epistemolojik varsayıma dayandırılmıştır (Lincoln and Guba,1985). Bu varsayımlara uygun olarak yürütülen nitel çalışmada, araştırma sorularına, hedeflerine ve amaçlarına uyacak şekilde örneklem şeçilmiştir (Tracy, 2013:134). Çalışma, girişimcilerin faydalanması için oluşturulmuş, İstanbulda bulunan bir kuluçka ve diğer ikisi hızlandırma programı olmak üzere üç ayrı merkezde gerçekleştirilmiştir. Veri toplama aracı olarak yarı yapılandırmış mülakat tekniği ile katılımcıların tecrübelerini paylaşmaları sağlanmış ve Nvivo 11 Pro for Windows programı verileri sistematik bir şekilde analiz etmek için kullanılmıştır. Çalışma, girişimci destek programlarının ve bu programlar bünyesindeki mentorluğun

etkin bir mekanizma olduğunu ve girişimcilerin gelişmesi adına süreçlere müdahele ettiğini göstermektedir.

Anahtar Kelimeler: Girişimci Destek Programları, Girişimcilikte Mentorluk, Kurumsal Mantık

Abstract

Analysis of entrepreneurial assistance programs with a special emphasis on entrepreneurial mentoring: Perspectives from Turkey

Both developing (emerging) and developed economies are concern with how entrepreneurship is developed. Entrepreneurship is vital for every economy, however developing ones with their share of GDP in the world and their untapped potential, become major economic forces day by day. Although their potential is widely acknowledged, the research is limited to understanding the dynamics of developed economies. Therefore, there is a need to understand the process in which many actors have part in shaping entrepreneurs' future from developing/emerging economy perspective. Since, new venture creation process in those countries is argued to have special character with their own organizational and entrepreneurial methods.

In this sense, the ultimate aim of this study is to contribute the entrepreneurship literature both theoretically and practically by examining the effects of entrepreneurial assistance programs with their entrepreneurial mentoring mechanisms on entrepreneurial development. This study is designed to reveal how entrepreneurial assistance programs (henceforth EAPs) with their own mentoring mechanisms help entrepreneurs' "goal achievement". Furthermore, the study tries to reveal the process in which mentor(s) and mentee(s) are interacting to attain successful entrepreneurial outcomes. While analyzing the process, how entrenched logics in the entrepreneurship ecosystem are transformed or changed by field actors and how they create new way of practicing is discussed.

This study is based on becoming ontology by accepting value and theory laden nature of observations and epistemological assumption that that knower and known are interactive and inseparable (Lincoln and Guba,1985). In the study, purposeful sampling as a way of choosing sample purposefully to fit the parameters of research questions, goals, and purposes was applied (Tracy, 2013:134). This research was conducted in three settings, one in an early stage incubation program and the other two in acceleration programs in Istanbul, Turkey. Semi-structured interviews were used to gather data on lived experiences of both mentors and new-start entrepreneurs (Haughton, 2014:4) and data were analyzed with Nvivo 11 Pro for Windows (qualitative data analysis software).

As an illustrative finding, mentoring with its underlying logic seems to be an effective mechanism for boosting startup development.

Key words: Entrepreneurial Assistance Programs, Entrepreneurial Mentoring, Institutional Logic

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LIST OF ABBREVIATIONS

EAPs	Entrepreneurial Assistance Programs
VC	Venture Capital
SMEs	Small and Medium Sized Enterprises
TUBITAK	The Scientific and Technological Research Council of Turkey
GEM	Global Entrepreneurship Monitor

1. INTRODUCTION

Entrepreneurship implies a process of identification, evaluation and exploitation (if possible) of opportunities and is affected by individual, industry and institutions (Lovgren, Peterson and Ross, 2011). Furthermore, besides the complexity of the process, the outcomes are also highly uncertain and many generated ideas /or implementation attempts remain unrealized (Yusuf, 2010:296).

Entrepreneurial assistance programs (henceforth EAPs) represent the most common policy intervention approach that is mostly used in order to provide support for unrealized entrepreneurial ideas/attempts. (Yusuf, 2010:297). These programs could be used as an important way to acquire resources especially tacit and explicit knowledge to fill gaps on how to write business plan, obtain finance, optimally locate business, dealing with trading partners etc. (Chrisman and MacMullan, 2004:231; Lovgren, Ross and Peterson, 201).

Entrepreneurship has been analyzed especially from developed country perspective (especially North American and European point of view) which is highly criticized in management literature. Thus, little is known of entrepreneurship in emerging economies (Bruton, Ahlstrom and Obloj, 2008:4). In consistent with this gap, there is lack of attention to the best of our knowledge about an empirical research on how would-be entrepreneurs, or new-start entrepreneurs, can successfully create a new venture in Turkey. Especially under today's conditions, it is difficult to obtain data before startup. Even if after formation, it is difficult to obtain reliable data due to possible respondent bias (Tornikoski and Newbert. 2007:312). Particularly considering assistance programs, some of them consciously select which startup they can support with special mentoring services; thus, this could lead a misunderstanding about the effectiveness of these programs in helping new-start entrepreneurs.

This dissertation aims to reveal the process in which mentors and mentees interact to attain entrepreneurial outcomes. While analyzing the process, how entrenched logics in the entrepreneurship ecosystem are transformed or changed by field actors and how they create new way of practicing are discussed.

1.1. Background of the Problem

In a general sense, entrepreneurship is an endogenous source of creativity and innovation in the economy. Yet, entrepreneurship's gains and losses could not be known before new business ideas realized in the economy. High uncertainty comes with those ideas without knowing the expected payoff (Scott, Shu and Lubynsky, 2015:1). Entrepreneurship is not only about making investments in financial terms, but also it refers sweat equity to generate, develop and commercialize business ideas.

This source's impact could only be felt with viable business idea for which many stakeholders are interacting (Dee, Gill, Weinberg and McTavish, 2015:37). The process in which startups and young firms involved is so complex that many actors play a part in shaping resource reallocation (Decker, Haltiwanger, Jarmin and Mira, 2014:4). However, changing structure of the business environment has brought new but tougher conditions to survive, that's why today many ideas could not even see the light or could not turn into viable business units (Scott et al. 2015:1).

New business conditions for young businesses and startups do not come with homogenous results for developing and developed economies. Thus, analyzing the main dynamics of North American and European context for predicting the success and failure rates or life cycle of startups is of no significance. Since, a high startup rate has little value per se under the conditions of emerging economies in which post startup growth is not always assured (Decker et al 2014:6). As stated in OECD report of "***Entrepreneurship at a Glance, 2015***", in most countries more than half of startups fails within first five years (p.58). As fundamental mechanisms in the economy, the presence of new innovative startups is critical and they need support (Clarysse and Yusubova, 2014:3).

1.2. Problem Statement

Many intervention tools are used to improve business idea development and implementation processes. Besides government-backed incentives, several organizations have been founded for boosting startup development and for providing sustainable business life for startups. Nevertheless, the main effects of intervention tools, mechanisms

they are using and i.e. entrepreneurial mentoring, and practices they settle have not been discussed yet. Specifically, the problem lies in not being able to uncover how participants are interacting on the way of creating a value for entrepreneurship ecosystem and more specifically what kind of entrepreneurial mentoring strategies could intervene in the success of startups.

1.3. Purpose statement

The ultimate purpose of this study is to contribute the entrepreneurship literature both theoretically and practically by examining the effects of entrepreneurial assistance programs with special emphasis on mentoring for making entrepreneurial dreams come true. This dissertation aims to reveal how EAPs with entrepreneurial mentoring contribute to attain successful entrepreneurial outcomes. Analyzing the process would also display how entrenched logics in the entrepreneurship ecosystem are transformed or changed by field actors (i.e. entrepreneurs and mentors) and how they create new way of practicing.

1.4. Conceptual framework: Topic development

In this part, constructs indicating main pillars of this study are explained in brief.

Entrepreneurship is considered one of the feeding mechanisms for today's knowledge-based and innovation-driven economic environment, hence the drivers and barriers behind entrepreneurial intentions, success rates of new ventures have received considerable attention from policy makers, practitioners and academicians. This reflects on considerable amount of public resources are spent on supporting entrepreneurs during startup phase. However, not only government agencies are actively participated in this process, non-profit organizations, educational institutions especially universities or voluntary associations are such mechanisms used to provide support (Delanoe, 2011:236).

European commission has explained the aim of support programs as "…*to assist enterprises or entrepreneurs to successfully develop their business activity and to respond effectively to the challenges of their business, social and physical environment*." (European Commission, 2001 p:6 cf. Lundström and Stevenson, 2005:101). In turn,

targeted nascent entrepreneur try to transform this assistance into certain individual and economic benefit (Kösters, Obschonka and Martin, 2010:2).

On the startup phase, entrepreneurs need the right mix of capital but also they need an effective use of many skills resources. EAPs are helping those individuals to combine those resources in a right way by training and education (Yusuf, 2010:296). Especially their entrepreneurial mentoring mechanisms has been recognized as a necessary effective way to reduce the startup failure rate (Steel et al 2014:9).

Mentoring refers the process in which an experienced veteran helps to shape or guide a new comer (Pompa, 2012:7). In the literature, mentoring is also mentioned as a means of enhancing employee development and learning. At the same time, it is regarded as the invention of one's self. In other words, it is the process of helping an individual to realize their hidden potential or discover hidden talents. Mentoring is a helpful mechanism to activate the mindset of entrepreneurs bridges the gap between intentions and actions (Roberts, 2014:7). It is also explained as a voluntary relationship that focuses upon long-term goals and capabilities (McKevitt and Marshall, 2015:264). Mentoring refers "… *the long term passing on of support, guidance and advice. Also, a form of apprenticeship whereby an inexperienced learner learns the tricks of the trade from an experiences colleague backed up as in modern apprenticeships by offsite training.*" (cf. report on a Review of Mentoring Literature and Best Practice: Creative Business Mentor Pilot, 2009). Mentoring implies a guiding mechanism for innovation and learning to support a business venture from professional and personal aspects. Based on a mutually agreed goal, it is a way of growing and developing specific competencies of a less skilled or less-experienced person by more skilled or more experienced one (Murray, 2001). From a strategic perspective, mentoring is intended to foster a relationship where the mentor and mentee enter into an overt agreement to interact in a certain way to facilitate learning, growth and skill development to either or both parties (Steel et al 2014:7).

In this study, main emphasis is on entrepreneurial mentoring rather than mentoring for career training and development. Entrepreneurial Mentoring implies a form of support relationship that involves one entrepreneur acting as a 'critical friend' or 'guide' helping to oversee the career development of a less experienced entrepreneur

(Pompa,2012:7; St-Jean,2009:149). Thus, from an entrepreneurial sense, act of mentoring takes place as a more experienced individual is willing to share his or her knowledge with a less experienced individual. Mentoring is said to improve entrepreneurial development Mentoring could also be evaluated as a significant asset to an entrepreneur by helping to construct resolutions to problems and provide a different perspective on business operations (Roberts, 2014:36). Mentoring is also concerned with the creation of an informal environment in which one individual can be comfortable enough to discuss their needs and situations openly with another person who is in a position to be of positive assistance to them (Roberts, 2014:97).

The importance of mentoring lies in its capacity of transferring knowledge, skills, ability through shared experience, as well as developing and strengthening self-confidence and entrepreneurial self-efficacy in the mentee (Wilbanks, 2013:93). They are not only transferring knowledge, but also helping entrepreneurs to develop cognitive frameworks (Ozgen and Baron, 2007:177) or providing new ones useful in interpreting complex information.

1.5. Theoretical Background of The Study

Entrepreneurship is an eclectic field that uses several theoretical frameworks, that's why it is difficult to find exact theory explaining this phenomenon. In this part, firstly theoretical frameworks mostly discussed in the entrepreneurship literature are enumerated with explaining their main assumptions and focus, then *Institutional logic as a meta theory with its overlapping arguments* is deliberated in order to understand as stated in Thornton and Ocasio (2008:120) how macro level dynamics influence micro level (individual's orientations) actions and how those actions constitute the macro level outcomes.

Since, institutional logics as a set of material practices and symbolic constructions, guide the behavior of actors within the field and render their actions "comprehensible" and "predictable". Institutional logics provide contextualized practices and symbol systems explaining the culture and how it is anchored in the society (Thornton 2004: 42). The logics also connects meaning with action (Tracey et al 2011:62).

In literature, there are several theories associated with entrepreneurial opportunity discovery and exploitation. Among those theories, firstly *Contingency View* suggests that new ventures can be formed in different meaningful ways that lead to different business problems in terms of strategy, administration, operation and outside assistance needs (Chrisman and Danforth, 2015:47). *Resource Based View* also explains this process as acquiring both tangible and intangible assets with the intention of creating a new organization. Main needs are considered human (training or previous startup experience) and social capital (having acquaintances in starting business, knowing someone who founds a business or receiving external support) (Delanoe, 2011:235; Aldrich and Martinez, 2001:10,13,14). *Knowledge transfer* view approaches this process as creating, transforming and enriching new knowledge. This view is also parallel with *entrepreneurial learning view.* Main assumption is that entrepreneurs can learn recognizing and acting on opportunities by accumulating and updating knowledge (Delanoe, 2011:236). Regarding entrepreneurial skills and abilities, *Expectancy Theory* also tries to explain nascent entrepreneurship by elucidating this process as an effort, performance and outcome. In this sense, if an individual, an entrepreneur, perceives the likelihood that personal abilities and efforts in entrepreneurial activity will be successful (expectancy) that the outcomes will be of value (instrumentality and valence) (Renko and Kroeck, 2011), it is highly possible to engage in entrepreneurial activities. This approach with its assumptions is closely related to *Intention Based Models* of entrepreneurship in which that measures of perceived desirability and expected utility are significantly correlated with intentions for entrepreneurship. Since intention as the state of mind, is directing an individual towards an end or towards achieving something (Bird, 1988:442-444). In entrepreneurship, idea background lies behind intentions (Katz and Gartner, 1988:431), that's why these models analyze entrepreneurship as the result of the process of planned behavior (Krueger, Reilly and Carsrud, 2000:413-416). This would also reveal the reasons of why some nascent entrepreneurs quit the gestation process, while others continue until the company is established (Renko and Kroeck, 2011). All of these approaches mainly assume that entrepreneurs as an autonomous actor engage in several transactions.

These mentioned views particularly assumed that opportunities are objectively waiting for recognition and exploitation. Based on economic theories, organization has been treated as an important outcome of an individual initiative that has seen/discovered an opportunity to make a profit. This view reflects an understanding that opportunities are flying in air, entrepreneurs who are aware of them, reach out and exploit. This deterministic view argues that opportunities themselves are an objective phenomenon that are not known to all parties at all times (Tolbert, David and Sine, 2011:1334) However, interpretive line stresses that "…*opportunities do not exist as independent realities and cannot be anticipated in advance, but are created and actualized in complex networks of interpersonal relations through the medium of language*." (Spedale and Watson, 2014:761)

As Steyaert (2007:456) further stated, these views indicate equilibrium based understandings of the entrepreneurial process in which development of a new venture follows a linear, progressive and sequential process with identifiable stages. He also continues to explain that "*process is now coming to show great potential for future theorizing.*" (Steyaert,2007:454) In his review of theories, he tried to how processual understanding is applied in entrepreneurship field. In parallel with this, *Constructivist View* argues that subjectivist processes create opportunities, they are results of social construction. Opportunities do not exist independently, so that entrepreneurs will find them out, it is the entrepreneurial agency constructing, enacting or manufacturing such social structure or external reality (Ramoglou and Zyglidopoulos, 2015:71-72).

Another interesting but multidisciplinary approach used in entrepreneurship research is *Complexity Approach* that explains organization creation by examining patterns of new venture creation activities rather than focusing on specific organizing activities (startup events), themselves. In this sense, organizational emergence includes non-linear and interdependent activities (Steyaert, 2007:458). Since, this views assumes interdependence of activities that are creating complexity but within such complexity it is possible to find some regularity (Lichtenstein, Carter, Dooley and Gartner, 2007:256).

However, the process of becoming in the field of entrepreneurship is also explained by *Institutional Theory*. Under such view, main assumption is that institutional

context influences the emergence of entrepreneurs, the rate of new firm's creation, new firm growth and development (Veciana and Urbano, 2008:373). Furthermore, emergence is seen as legitimacy activity, because nascent organization tries to obtain the legitimacy in order to make first sale, hire employees, receive outside funding etc. Then, these activities create isomorphic population of organizations with similar operational actions in order to survive in the ecosystem the others, so called non-credible organizations that do not conform to institutional expectations of the environment are selected out (Tornikoski and Newbert, 2007:315).

This study based on institutional theory and tries to extend the literature by focusing on institutional logic(s) that is transferred and transformed newly created logics in entrepreneurial process. Institutional theory and entrepreneurship intersect from some aspects which, could be expressed in following questions as stated by Tolbert, David and Sine (2011):

1. *How do institutions affect entrepreneurial choices*?

2. *How is entrepreneurship related to change in institutions*?

1.5.1. Institutional Theory: An Overview

Institutional theory is mostly used theoretical framework for scientific researches in different domains including entrepreneurship .Institutional theory provides a theoretical lens through which researchers can identify and understand how culture, legal environment, tradition, history, economic incentives or intervention tools can impact entrepreneurship process (Bruton, Ahlstrom and Li, 2010: 420, 421). A main reason for the increasing attention to the institutional perspective in entrepreneurship research lies in its efforts to explain social construction of organizational structures.

Hoffman gives us a clear definition of institutions as '*rules, norms, beliefs that describe reality for the organization, explaining what is not, what can be acted upon and what cannot*' (Hoffman, 1999:351). As they are becoming taken-for granted, culturally embedded understandings, they provide social arrangement, in which behaviors are shaped and deviations are counteracted by sanctions (Garud, R., Hardy, C. and Maguire,

S., 2007:281) in terms of losing legitimacy. Once institutions are established, they create constraints in terms of activities, beliefs and attitudes that all gain taken for granted/rule like status and are locally rational in economic sense (Bruton and Ahlstrom, 2003:237; Mair and Marti, 2009:421). In short, institutions create cultural logics having a code-like character, thus prescribe and proscribe behaviors (Rao and Giorgi, 2006:270).

There are three pillars/facets of institutions are discussed in the literature as: regulatory, normative and cognitive one. On the first pillar, regulatory mechanisms such as authoritative bodies or government are used to standardize individual and organizational action (Bruton, Ahlstrom and Li, 2010:431, Jain and George, 2007:537). Prevailing view on this pillar is "… stable system of rules backed by surveillance and sanctioning power." (Scott, 1995:37). The normative pillar including standards, conventions and practices, guides action through norms of acceptability, morality and ethics. Here, institutional logic asks what is appropriate ways of behaving rather than regulative conception of interest (Scott,1995). The cognitive one, guides action through the very categories and frames by which actors know and interpret their world (Jain and George, 2007:537).

1.5.2. Institutional Entrepreneurship: "Embedded Agency"

Neo-institutionalist theories have started to discuss the construct of institutional entrepreneurship since 1980s. They incorporated the role of interests and active agency in the theory (Battalina, 2006:654). The term institutional entrepreneurship refers to the '*activities of actors who have an interest in particular institutional arrangements who leverage resources to create new institutions or to transform existing ones' (*Maguire, Hardy and Lawrence, 2004: 657*).*

Entrepreneurship in an institutional sense mainly explains the relationship between interests, agency and power. Institutional entrepreneurs are those (change agents) who see an opportunity to infuse new beliefs, norms and values into social structures and able to create a whole system of meaning that ties the functioning of disparate sets of institutions together. They could be in the form of either organizations, group of organizations or individuals, group of individuals (Battlina, 2006:657;668).

Institutional entrepreneurs mobilize resources to create new institutional logics or transforming existing logics frameworks. As result of interaction with several actors, new fields are created (Jain and George, 2007:536; Battalina, 2006:654).

Applying change mechanism perspective, Thorton and Ocasio discussed the institutional entrepreneurship (Thorton and Occasio, 2008:115). Institutional entrepreneurs deemed to be the agents who either modify old institutions or create new ones with their access to resources that support their self-interest. However, there is an underlying paradox as such how actors could change institutions if their actions, intentions and rationality are all conditioned by the very institution they wish to change (Battilana, 2006:654; Holm, 1995:398; Thorton and Ocasio, 2008:114). In other words, if cultural logics having a code like character are formed, then how institutional change is possible? (Rao and Giorgi, 2006:270).

1.5.3 Entrepreneurship Research and Institutional Logic

Alford and Friedl introduced the term Institutional Logics to describe institutional orders with their different practices and beliefs exploring the interrelationships between individuals, organization and society. They argued that each institutional order with its central logic guides organizing principles and provides social clues on how to behave (Thornton and Ocasio, 2008:101). Thornton and Ocasio further defined institutional logics as '*the socially constructed, historical patterns of material practices, assumptions, values, beliefs, rules by which individuals produce and reproduce their material subsistence, organize time and space, provide meaning to their social reality.*' These logics could both encourage and constrain individuals to make decisions regarding organizational issues. They are the sources of formal and informal rules of action, interaction, interpretation in organizational processes (Ocasio 1997 cf. Thorton and Ocasio, 1999:84).

Institutional logic has been created as a new approach to institutional analysis which defines the content and meaning of institutions rather than dealing with isomorphism in the world system, society or organizational fields. This approach considers context from a wider perspective including markets, industries, populations of

organizational forms. As a meta-theory, it also provides a link between the macro (structural) and micro (process) perspectives varying from organizations, markets, industries, inter-organizational networks, geographic communities and organizational fields (Thorton and Ocaiso, 2008:106). Institutional logic denotes the appropriate means to achieve a given goal in an institutional field (Bjerregaard and Lauring, 2012:33)

As a meta-theory, this perspective contributes to institutional theory emphasizing need to understand social and institutional context that regularize behavior and provide opportunity for agency and change (Thornton and Ocasio, 2008:102). From this perspective, while acknowledging social construction of institutions, existence of complex nature of relationships rather than mere isomorphic or homogenous one is accepted.

There is an intersection between entrepreneurship and institutional theory, as such institutional theory envisioned that new venture decisions are social products and the presence of as an institution is subject to change across space and social networks. Before and after starting a business, entrepreneurs must need to make decisions in terms of which suppliers use, what partnerships to form, where to obtain funding for ongoing operations expansion, how to build and maintain a customer base, etc. Institutions and Institutional processes play an important role in shaping those critical decisions. Environmental changes with institutional forces are said to effect entrepreneurial activity by motivating, persuading entrepreneurs, creating market opportunities, affecting policies and creating infrastructures. These changes affect entrepreneurs' perception of potential value, through creation of new ventures/entrepreneurial activities and organizational level institutions as new forms, new practices and new occupations (Tolbert, David and Sine, 2011:1334,1335,1137).

Even, research on institutions envisages continuity and conformity of organizational practices within the same institutional environment (Battilana, 2006:654), entrepreneurship literature emphasizes how new institutions are shaped and socially constructed, how entrepreneurial forces bring about change. Since, entrepreneurs not only respond to opportunities created by institutions, but also create organizational institutions with new beliefs and assumptions. This also signals an irony of both constraining and

enabling forces on the choice of entrepreneurs (Tolbert, David and Sine, 2011:1339). This paradoxical nature of such relationship indicates that on one side, continuity is the main focus while acknowledging the importance of change, on the other side, change is backbone even if it is difficult to accomplish. However, understanding this nature could provide an insight on how new practices and organizational forms come into existence and become well established, thus institutionalized over time (Garud, Hardy and Maguire, 2007:960). This paradox is also called "embedded (human) agency" in the literature (Battilana, 2006:657; Battilana, Leca and Boxenbaum, 2009:67; Garud, Hardy and Maguire, 2007:961) by asking how actors embedded in an institutional field subject to regulative, normative and cognitive constraints, are able to envision and adopt new practices. This also sheds light on constraint issue that is mostly discussed in institutional theory, because this paradox reveals that embedding structures are not only generating constraints on actors, but also provide platform for several entrepreneurial activities indicating departure from existing rules and practices as dominant logics prescribing towards institutionalized practices and logics (Garud, Hardy and Maguire, 2007: 957). Thus, institutional environment is amenable to transformation through creative acts of agency (Jain and George, 2007:538).

Innovative capacity of entrepreneurial initiative which has already been stated in Schumpeter's conception indicates capacity of entrepreneurship for institutional change, thus this makes a theoretical connection possible between entrepreneurship and institutional theory (Bjerregaard and Lauring,2012:33). Therefore, the role of entrepreneurs explains the main overlap in that entrepreneurs with their new organizational forms are considered change agents as a result of creating new institutions or transforming existing ones. In this sense, especially for developing countries with their absent or weak institutional arrangements and uncertain resource-constraint environment, there are institutional voids that could be an opportunity for entrepreneurs to fill them by infusing new beliefs, norms and values in social structure with their new ventures (Marti and Mair, 2009:431) This situation led them to act as institutional entrepreneurs assuming institutional brokering roles, spanning institutional voids and bringing institutional distance strategies in enacting institutional change in emerging markets (Marti and Mair, 2009;430-431; Tracey Philips and Jarvis, 2011:61,62).

Entrepreneurs face with balancing different formal and informal institutions. Considering entrepreneurship and institutional studies, to the knowledge of the author, there is little research on how entrepreneurs interact with institutional environments and logics by which they are bounded and shaped institutional processes (Bjerregaard and Lauring, 2012).

With reference to the arguments stated above, for this dissertation, from what aspects mentors and mentees as institutional entrepreneurs manipulate prevailing practices to discredit institutional logic and bring about endogenous institutional change is investigated (Battalina, 2006:654; Leca, Battilana and Boxenbaum, 2009:645; Thorton and Occasio, 2008:115). This is also extended by investigating if there are differentiated logics in entrepreneurship ecosystem, how those of mentors and entrepreneurs overlap and trigger change. This is an examination of how structural overlap occur when previously distinct individual roles and organizational structures' functions are forced into association Considering institutional orders, this study's main focus is on how mentors import elements of institutional logics to the system in which they interact with mentees or how they export what they have learned from interaction with mentees to another institutional logic (Thorton and Occasio, 2008:116).

1.6. Voids in literature and contributions of the research

Most research has investigated several dynamics of entrepreneurship from the perspective of developed world, mostly from North American and European one. Together with this study, situated nature of entrepreneurial logic during new venture creation in an emerging country context is investigated. Correspondingly, main reasons of why and how entrepreneurs as principal actors for shaping social and economic reality in the country, build new institutional arrangements or transforming existing ones (Mair and Marti, 2009) with implementation of their ideas, are discussed.

The approach used in this study aims at exploring the interactions that exists between different levels during and after venture creation processes. Particularly, this framework is suggested as a promising avenue of future research (Leca, Battilana and Boxenbaum, 2009).

Based on these gaps determined in the literature, this study contributes entrepreneurship field from several aspects:

1- **Contextual contribution**: It makes contextual contribution with exploring situated nature of entrepreneurial logic and interfering mechanisms to change or transform it and how these take place in an emerging economy. Thus, this study aims to increase an understanding enterprise support mechanisms, particularly entrepreneurial mentoring in Turkish specific context. Together with this, it tries to push limits and moves beyond the artificial separation of context and individuals in entrepreneurship research (activity) involving several interwoven relationships between individuals, organizations and society (Spedale and Watson, 2014:759)
2- **Methodological contribution**: Another contribution would be a practice focus expanding our knowledge to understand what it would be better to do in given circumstances.
3- **Theoretical contribution**: A conceptual model displaying the intermediary role of entrepreneurial mentoring in new venture development under EAP, thus disclosing the processual nature of the relationship would be a further contribution. Based on proposed model, this study attempts to reveal how existing institutional arrangements shape entrepreneurship development, in turn how entrepreneurs can shape those arrangements (Leca, Battilana and Boxenbaum, 2009:92). Besides, the study aspires to contribute to institutional logics perspective by illustrating how relationship is socially constructed between entrepreneurs and mentors in entrepreneurship ecosystem. For the study, the concern is to understand how mentors' experience implicitly shape entrepreneurs' cognition thus provides new frameworks for new ventures' future (Tolbert, David and Sine, 2011:1135)

1.7. Organization of the Dissertation

This dissertation is structured as follows: First chapter presents the theoretical backdrop of entrepreneurship studies and explains how this dissertation locate itself in them. In chapter two, issue of business development is discussed under the framework of

Entrepreneurial Assistance Programs. Mentoring is elaborated in the following chapter through revising mainstream career development literature and entrepreneurship literature. This part particularly draws a picture on how mentoring is evolved and used as one of the entrepreneurship development mechanism. Chapter four address the methodological orientation of this dissertation. Concerns on sampling, researcher's reflection, data collection instruments, research context, reliability and validity of the study are all covered in this chapter. Subsequent chapter represents the findings with excerpts taken from verbatim transcriptions of study's participants. The last chapter is the part where findings are summarized and discussed respectively. Based on study findings, practical and theoretical implications are given with concluding comments and recommendations.

CHAPTER 1

2. THEORETICAL BACKDROP: ENTREPRENEURSHIP AS AN EVOLVING BUT ELUSIVE CONCEPT

Introduction to the chapter…

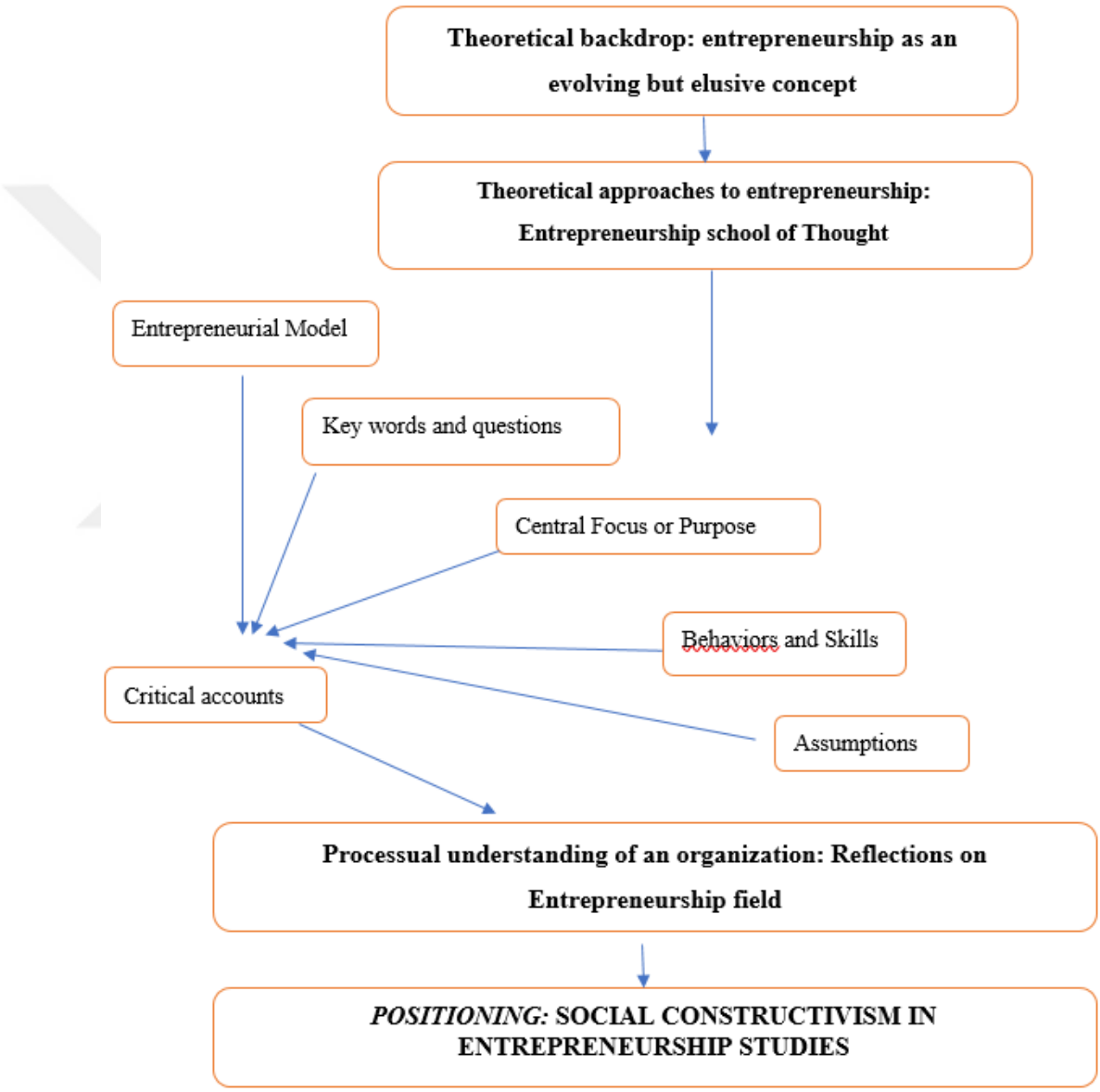
Although entrepreneurship is not a new phenomenon, the field is suffering from immaturity, adolescence and the liability of newness. There are still discussions about definitional issues, theories, unit of analysis, contextual issues to name a few, thus entrepreneurship literature creates its jungle (Audretsch, Kuratko, and Link, 2015:17; Fletcher, 2006:436; Kuratko, Morris, and Schindehutte, 2015:2). Low and McMillan elucidated this jungle almost three decades ago by showing some key areas waiting for specification.They suggested clearly stating purposes and theoretical assumptions, adopting more process-oriented focus with multi-level analysis, using wider time frames and applying diverse methodological tools in the field (Low and Macmillan,1988:156-157). As containing various approaches, entrepreneurship is interdisciplinary field in which boundaries are fuzzy (Anderson and Starnawska, 2008:1; Moroz and Hindle 2012:783). As a business discipline, the entrepreneurship has evolved haphazardly by borrowing, building upon, and adapting theoretical and conceptual work from such fields as sociology, psychology, anthropology, marketing, management, finance, organizational behavior, and engineering (Bygrave,1989:7; Kuratko, et al 2015:3). For example, how an economic perspective carries particular meaning is not the same as meaning attached from a psychologist or sociologist. Thus how they understand, and how they theorise entrepreneurship has different points of departure. (Anderson, Dodd, and Jack, 2012:) In this respect, it seems that there is a multi-paradigmatic landscape in the field together with several attempts to combine those perspectives (van Burg and Romme, 2014:2). These attempts accept positive contributions of harmonizing different perspectives, try to understand underlying theories and philosophies (as stated in e.g. Burg and Romme,2014, Leitch et al 2009; Moroz and Hindle, 2012). Cultivated so much from several disciplines and being capable of dealing with variety of some social and managerial issues, it seems difficult to constrain entrepreneurship into a single and universal definition (Anderson,

Dodd, and Jack, 2012; Anderson and Starnawska,2008:2) , because entrepreneurship means different things to different people Anderson and Starnawska,2008:2 Bennett, 2006:167). Venkatraman pointed out such an impossibility that there are different conceptions and interpretations of both entrepreneur and entrepreneurial role, but none of them prevailed (Venkataraman, 1997:120). To put it differently, operationalized definitions in studies could be co-created and therefore changing in parallel with overall aim and position of it in the literature. Researchers operationalize entrepreneurship in very different ways resulting fragmentary, themes, aspects and subjects (Anderson and Starnawska,2008:7). This makes literature full of definitions differently employed in several dimensions (Anderson, Dodd, and Jack, 2009:127), so it is difficult to reach a consensus neither on whether entrepreneurship should be defined in terms of dispositions, behaviors or outcomes nor whether it is explained from the field of economy, from not-for profit context or any other one,. Yet, discussions on whether entrepreneurship should be included in the small businesses' domain still continue. Similarly, success criteria, amount of risk and growth, level of innovativeness are among other matters in question for qualifying entrepreneurship (Davidsson, 2003:2,3). As Ucbasaran et al. stated, variety of approaches, among them personality, background, early experiences, traits, behavioral aspects, cognitive processes have been regarded as antecedents to entrepreneurship (Ucbasaran, Westhead, and Wright, 2001:4). Based on mentioned arguments, ultimate aim of this part is not suggesting an overall definition, however, this could create an anarchy or epistemological ecumenism preventing to extend entrepreneurship literature (Bruyat and Julien, 2001:166). Yet, it is more reasonable to assume that multiplicity of approaches, emanating from different academic traditions (Audretsch, 2012:756) make entrepreneurship vague and elusive term (Anderson and Starnawska, 2008:2), but every perspective with its assumptions serve basis for building theories than any single perspective can do (Alvarez and Barney, 2010:576; van Burg and Romme, 2014:3) to better explain the phenomena (Audretsch, Kuratko, and Link, 2015:4,6; Bruyat and Julien, 2001:168). As Stevenson and Jarillo mentioned, such clear-cut definition or attempt to reach such clearness would be semantic rather than practical (2007:22). Instead of focusing solely on definitions, how scholars approach to entrepreneurship change and evolve in time, what kind of tools they use to support their arguments would be helpful

to understand the change in scientific enterprise. The organization of the chapter as a summary of key points discussed in this part is shown in the figure below.

Figure 1

Reader Chapter Guide 1.



2.1. Theoretical Approaches to Entrepreneurship

Although, there is no single theory given a primary position in explaining entrepreneurship, it is possible to classify existing scholarly efforts towards categorization of theoretical approaches. These efforts are invaluable in their capacity to accentuate some part of the phenomenon. Therefore, it would be helpful to position a study and to explain how the discussion has started, to where it comes and how future theorizing efforts would be. Even, it is really a hard work to combine those classifications, this part particularly bases on Cunningham and Luscheron's work about six dominant entrepreneurial schools. The part is also compiled with other readings from more contemporary work with illustrative definitions on entrepreneurship. In parallel with what Bruyat and Julien said: "*No definition is good in itself. A definition is a construct at the service of the research questions that are of interest to a scientific community at a given time*." (2001:168), following table presents earlier theorists' definitions of an entrepreneur.

Table 1.
Early theorists' definitions of an "entrepreneur"

Illustrative theorist(s)	Definition of an entrepreneur from an economic approach
Cantillon(1755)	The entrepreneur is someone who assumes the risk and may legitimately appropriate any profits.
Knight (1921)	A calculated risk taker bearing the uncertain and uninsurable.
Schumpeter (1934)	A 'creative destructor' and an Innovator and person of special skill. Disturbing, endogenous, dynamic, proactive force. As a creative destructor, s/he performs the function of innovation that enables the liberal system to persist by going beyond its contradictions.
Schultz (1972)	A behavior of the function of demand, supply and value of their services.
Krizner (1982)	Creative and alert to profitable opportunities for exchange. Ownership is not essential. As an opportunist alert to profit and possessing a creative imagination. Spotting what others have missed.
Casson (1982)	A speculative coordinator and synthesiser of resources and the skills of others.

Source: This table is adapted from Smith, 2006:51 with minor adjustments from Bruyat and Julien, 2001:167 and Jack, 2002:24-2.

In general sense, researchers in the field look for answers of what happens when entrepreneurs act; why they act, how they act. For first question, mostly economists concern with the results entrepreneurship and main functions of entrepreneurs for economic improvement. Outcomes are measured to the extent of entrepreneurial capacity for innovativeness, growth and sources of finance. Their creative and innovative description of entrepreneurship (some illustrative examples shown in the table above) explains how an entrepreneur performs the function of innovation, assuming risk under some degree of uncertainty to go beyond the limits that are set by the system. The reasons of entrepreneurial action are most explored by social scientists with a background of psychology. Their argument is that individuals the one who makes a difference, so there are several psychological and environmental characteristics operating behind individuals that effect their practice of entrepreneurship. That's why entrepreneurship is nor embedded in organizational status but rather in behavior, so there is a need to learn in why some individuals or businesses engage in such behavior while others do not. They apply trait theory to entrepreneurial personality and define entrepreneurial roles, set of behaviors and differentiating competencies (Bird, 1995 and Gartner, 1988 cited in Chell, 2007:6). There is also a focus on cognitive aspects of the entrepreneurial decision process (Chell,2007:6). Here, entrepreneurial cognition is associated with seeing and acting on opportunities, therefore perceived opportunity and intent to pursue that opportunity are seen as necessary and sufficient conditions for entrepreneurial activity (Audretsch et al., 2015:7-10; Audretsch, 2012:759-762). Entrepreneurship is also recognized as set of managerial skills, in other words, based on managerial capabilities, entrepreneurs are organizing new ventures. Further point is made on entrepreneurs as "social architect" who are not acting in isolation, but in cooperation with others using leadership qualities. These aforementioned approaches mainly articulate entrepreneurship is something which is conducted particularly outside of an organization. In other words for being an entrepreneur, the one should leave the current organizational context and create a new venture outside. Intrapreneurship shows us independence could not be only gained by leaving, it is also created within same organization by development of independent organizational units (Cunningham and Lischeron, 1991:51-54). Lastly some

entrepreneurship scholars deal with what do entrepreneurs do or how to succeed at being an entrepreneur. They believe that entrepreneurial success capacity is shaped through the entrepreneurs' background, the chosen strategy, environmental considerations, or some mixture of these (Stevenson and Jarillo, 2007:18,19,21).

To sum up, entrepreneurial models explicated in literature is given below with certain characteristics and critical accounts of them, nevertheless there are many categorizations made in the literature, but in this dissertation Cunningham and Lischeron's six school framework is used with some minor modifications.

Table 2.

Entrepreneurial Models with Critical Accounts

Entrepreneurial Model	Key words and questions	Central Focus or Purpose	Assumption	Behaviors and Skills	Critical accounts
The Great Person School	Extra-ordinary achievers: “What principles do you have?” “What are your achievements?”	Certain inborn traits or qualities that differentiate them from others to recognize opportunities.	Without this "inborn intuition, the individual would be just like other mortals with no instinct.	Intuition, vigour, energy, persistence, and self-esteem.	stereotyping of individuals
The Psychological Characteristics School	Founder, Controlling over the means of production “What are your values?”	Unique values and attitudes toward work and life that differentiate them from non-entrepreneurs.	Personality characteristics could determine how entrepreneurs behave regardless of the situation. Entrepreneurial characteristics are hard to inculcate in universities and schools.	Personal values of honesty, duty, responsibility, and ethical behavior; risk-taking propensity; and the need for achievement, locus of control, tolerance for ambiguity.	changing nature of personality traits or qualities

Table 2.
Entrepreneurial Models with Critical Accounts (Cont'd)

Entrepreneurial Model	Key words and questions	Central Focus or Purpose	Assumption	Behaviors and Skills	Critical accounts
The Classical School/Economic Approach	Creative Destruction "What are the opportunities?" "How was your vision?" "How did you respond?"	Innovation capability is the central characteristics of an entrepreneur.	The critical aspect of entrepreneurship lies in innovation, so the the process of doing rather than owning.	Innovation, creativity, discovery	-entrepreneur as an independent economic actor -ignoring social context and embedded nature -Explaining economic outcomes
The Management School	Recognition of business opportunities and management of risk taking "What are your plans?" "What are your capabilities?" "What are your credentials?"	Entrepreneurs are organizers of an economic venture with some degree of risk.	Entrepreneurship can be developed or trained in the classroom focusing on the central functions of managing a firm.	Production, planning, people organizing, capitalization, and budgeting.	technical aspect of management

Table 2.

Entrepreneurial Models with Critical Accounts (Cont'd)

Entrepreneurial Model	Key words and questions	Central Focus or Purpose	Assumption	Behaviors and Skills	Critical accounts
The Leadership School	Social architect "How do you manage people?"	An entrepreneur is often a leader who relies on people to accomplish purposes and objectives.	An entrepreneur could accomplish his/her goals together with other people.	Motivating, directing and leading.	Non-available
The Intrapreneurship School	Pulling together to promote innovation "How do you change and adapt?"	Entrepreneurship could be developed internally by creating independent units, market, and expanding innovative services, technologies, or methods within the organization.	Entrepreneurial activity leads to organizational building, thus entrepreneurs become managers.	Alertness to opportunities, maximizing decisions	entrepreneurial forces might be at odd with normal managerial activity.

Source: This table adapted from Cunningham and Lischeron (1991) with some modifications based on other readings.

2.2. Organization as a "Process": Reflections on Entrepreneurship Field

This part firstly deals with paradigm positioning in organization studies, before discussing the process approach to entrepreneurship studies. As they are summarized with their key assumptions in the table below, it would be useful to know such contrasting ontological and epistemological assumptions to understand how they approach and what kind of tools they are using to appreciate the particular phenomena. Positivist understanding is based on realist ontology-**being**- which accepts objectivity and tries to identify law-like generalizations. As stated by Orge (2006:19) organization is perceived being "*out-there*" independently from attempts to understand it or from whom seeking to understand it, waiting to be discovered and explored. This objective reality is governed by 'natural rules' and the role of the researcher is simply to discover these rules systematically (Anderson and Starnawska, 2008:9,11). Yet, post-positivist paradigm is based on a life-world ontology-**becoming**-by accepting theory and value laden nature of observations. Becoming ontology is based on movement and view of reality as a process (Chia, 1995: 594) and its essence as continuous flux and transformation (Orge, 2006:27). This represents a shift from pursuing objective truth to understanding human behavior in complex social world. Therefore, a researcher needs to be closer to research subjects and enters their realities as much as s/he can to explain and understand the behavior.

Table 3
Contrasting Positivist and Naturalistic Paradigm

Main assumption	Positivism	Naturalistic Paradigm
Ontological assumption	Reality is single, tangible and fragmentable	Realities are multiple, constructed, and holistic
Epistemological assumption	Knower and Known are independent, a dualism.	Knower and known are interactive, inseparable.
Temporal and contextual independence	Time and Context free generalizations are possible.	Only time and context bound working hypotheses are possible
Causality	There are real causes, temporarily precedent to or simultaneous with their effects.	All entities are in a state of mutual simultaneous shaping, so that it is impossible to distinguish causes from effects.
Value Freedom	Inquiry is value free.	Inquiry is value-bound.

Source: Lincoln, Y. S. and Guba, E. G. (1985). Naturalistic inquiry (Vol. 75). Sage. (pp.37)

Applying these ontological and epistemological positions in entrepreneurship field, it is possible to find boundaries and shifts between them, as such stated in vanBurg and Romme (2014)'s extended discussion. Therefore, from a positivist perspective, well-defined entrepreneurial phenomena and objectively understanding of it are welcomed. Hence researchers prefer to test hypotheses and try to generalize their findings to the population. However, representational view of knowledge suggest narrative mode and assume that it is impossible to create such objective knowledge. Instead knowledge could be created from how entrepreneurs and other stakeholders make sense of the world (Cornelissen and Clarke, 2010:541; Leitch et al., 2009:7; van Burg and Romme, 2014:5). In design view, entrepreneurial behavior is considered either tangible or intangible artefact and the focus is on how people construct them. This view espouses both positivist and constructivist approach (Cross, 2001:54,55; Romme, 2003:570 cf. van Burg and Romme, 2014:6,7). Although several perspectives have been proposed, dominant positivist premises on rationality, universality, objectivity, and value-free knowledge led same tendency of objectivism utilized in management science generally, entrepreneurship particularly. Therefore, commitment to theory building, testing hypothetical-deductive framework, using quantitative methods to analyze data and reaching generalizable findings become common reflex in entrepreneurship field as well (Leitch, Hill, and Harrison, 2009:3,4). This tendency requires a priori knowledge in which researchers must define what they are going to study, understand the research problem, and design them as questions to measure their existence, extent, or scope of the phenomenon. Nevertheless, it seems difficult for the field neither which we could not define nor recognize nature of entrepreneurship very clearly. Since, entrepreneurship is atypical, departing from norms, discontinuous, non-linear and usually unique (Anderson and Starnawska,2008:9,11). Even then, the valuable contributions of positivist approach to further extend the entrepreneurship field should not be ignored. Positivist core assumptions on tangible attributes, characteristics and elements that are easily operationalized and measured have resulted in a fragmentation of what is known about entrepreneurship. This one-dimensional view could inhibit us from approaching the more comprehensive picture of what is meant by entrepreneurship (Anderson and Starnawska, 2008:13). That's why, there is a multifaceted and dynamic view of entrepreneurship is emerging. This emergent

view aims to break the rules of functional positivism and call for review our epistemological and ontological presumptions (Parkinson and Howorth, 2008:5).

A processual framework for describing entrepreneurship is introduced in Gartner's pioneering work. In Gartner's study (1985:698) , new venture creation is characterized across four dimensions: individual(s), organization, environment, and new venture process. This framework contributed greatly to the shift in entrepreneurial conceptualizing (Anderson and Stanawska, 2008:6). Following successive shifts and movements in entrepreneurship enquiry, it is acknowledged that all highlighted traits, personalities, orientations, motivations, structures and so on should be evaluated through the processes in which they are emerged (Fletcher, 2006:424). Therefore, process is analyzed and conceptualized rather than objects. Processes are building blocks of how we understand the world around us and human beings make sense of the world through processes. (Moroz and Hindle, 2012:786) By nature, process studies assume a world full of processes . Human conduct is perpetually in a process of becoming (Pettigrew, 1997:338) in which human experience is unfolding and modified. This ontological status of becoming envisages (Hjorth, Holt, and Steyaert, 2015:601) evolving and transformative nature of things which create and are created by people, so this could not be reduced to pre-determined life-cycle patterns (Hjorth, Holt, and Steyaert, 2015:603; Moroz and Hindle, 2012:787). Based on becoming ontology, individual and opportunity nexus are explained in light of their co-creation process of organizing so the process is the one constituting an opportunity (Hjorth, Holt, and Steyaert, 2015:606). With this appreciation of entrepreneurship as a process, it is not purely an economic and atomised individual act, but it is embedded in relationships (Anderson and Miller, 2003:19; Anderson and Smith, 2007:7; Drakopoulou, Dodd and Anderson, 2007:342; Katz, and Gartner, 1988:430) that changes over time (Jack et al, 2008 cited in Anderson et al., 2012; Kuratko et al., 2015). Unlike entitative approaches seeking to define, categorize entrepreneurial entity (Anderson and Starnawska, 2008:8), processual view places movement and change at the heart of organization. From such point of view, organization is always considered as "continuous and 'unfinished' (Orge,2006:29), it is a process of creating, so it is not surprising to this process point of view requires changes in the ontological assumptions from being to becoming or from noun to a verb (Anderson and

Starnawska, 2008:4).

It is important to note that *process* theories aim to overcome challenges originated from multi-disciplinary nature of entrepreneurship. As stated above, due to entrepreneurship's character, several methods and theories are borrowed, sometimes neither of them could be suitable. Since, it would not be helpful to understand disjoint, discontinuous, non-linear and unique phenomena [entrepreneurship] with methods developed for smooth, continuous and linear processes. Sophisticated methods, used in another discipline e.g. economics, would result in artificial/forced results (Anderson and Starnawskai, 2008:1; Bygrave,1989:7-8'de). It is worth noting that these frameworks attempt to describe the entrepreneurial process as a consolidation of diverse factors in any organizational context from several levels (micro-meso-macro levels) (Kuratko et al., 2015). As Steyaert called process theory of entrepreneurship as "entrepreneuring" and emphasized its potential for future theorizing (Steyaert, 2007:453,454). The view of entrepreneuring as a creative process breaks the vision of dualist world where object and subject are disconnected. and by situating process in the lived world and experience (Steyaert, 2007:470,471).

2.3. Social constructivism in entrepreneurship studies

Based processual understanding of entrepreneurship, this dissertation is located itself under an assumption of relatedness and accepts socially constructed realities to understand complex dynamics of entrepreneurial phenomena. Therefore, underlying argument is entrepreneurship does not occur in vacuum but in a social context (Anderson and Starnawska, 2008:11; Gartner,1985:700; Nicholson and Anderson, 2005:3; Zimmer and Aldrich,1987:422). In this regard, as per every human being is considered, the entrepreneur is also recognized as a social animal who is both a product and creator of a social setting. Thus, how an entrepreneur perceives opportunities is constrained by a social interaction with such setting and individual's social background (Anderson and Miller 2003:19; Jack, Dodd, and Anderson, 2008:125).

Entrepreneurship could be seen as a collaborative social achievement, in that interactions with several stakeholders could sustain and transform the nature of it (Downing, 2005:196). Entrepreneurial activity is, in fact, a societal phenomenon (Fletcher, 2006:423; Katz and Steyart,2004:181), therefore individual-opportunity nexus is limited to explain why people enact opportunities and how they do it in relation to broader societal, economic and political processes. There are several problems lie behind this perspective that opportunities come out of some degree of inequilibrium in the market place and wait for being explored by so-called alert individuals. The second problem is over dependence on individuals as only important actors to equilibrate the system by seeing, identifying, and selecting from a range of opportunities. Furthermore, there is a little attention to wider constituents as social, economic or cultural patterns giving life to specific entrepreneurial practice. These problems mainly arise from significant duality and determinism in organization studies generally, entrepreneurship studies particularly. This duality unfolds in subjectivist-objectivist, realist-nonrealist, deductive-inductive forms in explanation of opportunity recognition. To address the mentioned limitations, social constructivist work theoretically assumes that any phenomenon resulting from human agency does not occur naturally, but is shaped by particular social, historical and cultural contexts (Chandler, 1994 cited in Smith,2006:10-11). It rests upon becoming ontology of social reality, focuses on some degree of relationality and non-dualist aspects of social practice. Rather than accepting the private sense-making activity of particular individuals (Fletcher, 2006:422), it is concerned with how group of individuals create their own reality and make sense of it (Chell, 2000:65-68). The social construction of reality is about the ways in which people interpret what they perceive. Based on social-constructivism, entrepreneurship is not a 'thing'; it is a way of being (Anderson and Starnawska, 2008:9; Anderson et al., 2012). Hence, as Fletcher emphasized (Fletcher, 2006:436, 437) :

> "*people, structures, the physical world, culture, language, words, concepts, images gain their meaning from relatedness to each other and not to representations of how the world 'really is' or to the meanings that inhere in peoples' minds. Instead, meaning-making is relational and communally constituted*".

Core of entrepreneurship or the act of realizing a business idea is an expression of how standing relationships among the culture, society and the institutions (of capitalism, family, market economy, enterprise discourse) are reproduced and how new ones are constructed. Individual and collective forces interplay (Anderson, 2005:592; Anderson and Starnawska, 2008:4 Fletcher,2006: 434) in shaping how we make sense of things and how we act in social settings (Fletcher,2006:433). Therefore, employing a social constructivist view in entrepreneurship field allows us to reach out and see context, contingency and, importantly, the socio-economic setting (Anderson and Stranawska,2008:8). Business opportunities are social constructions and they are not there waiting to be discovered. They are more about the mental space between the entrepreneur and his/her perception of reality (Chell,2000:74).

CHAPTER 2

3. BUSINESS DEVELOPMENT AND ENTREPRENEURIAL ASSISTANCE PROGRAMS

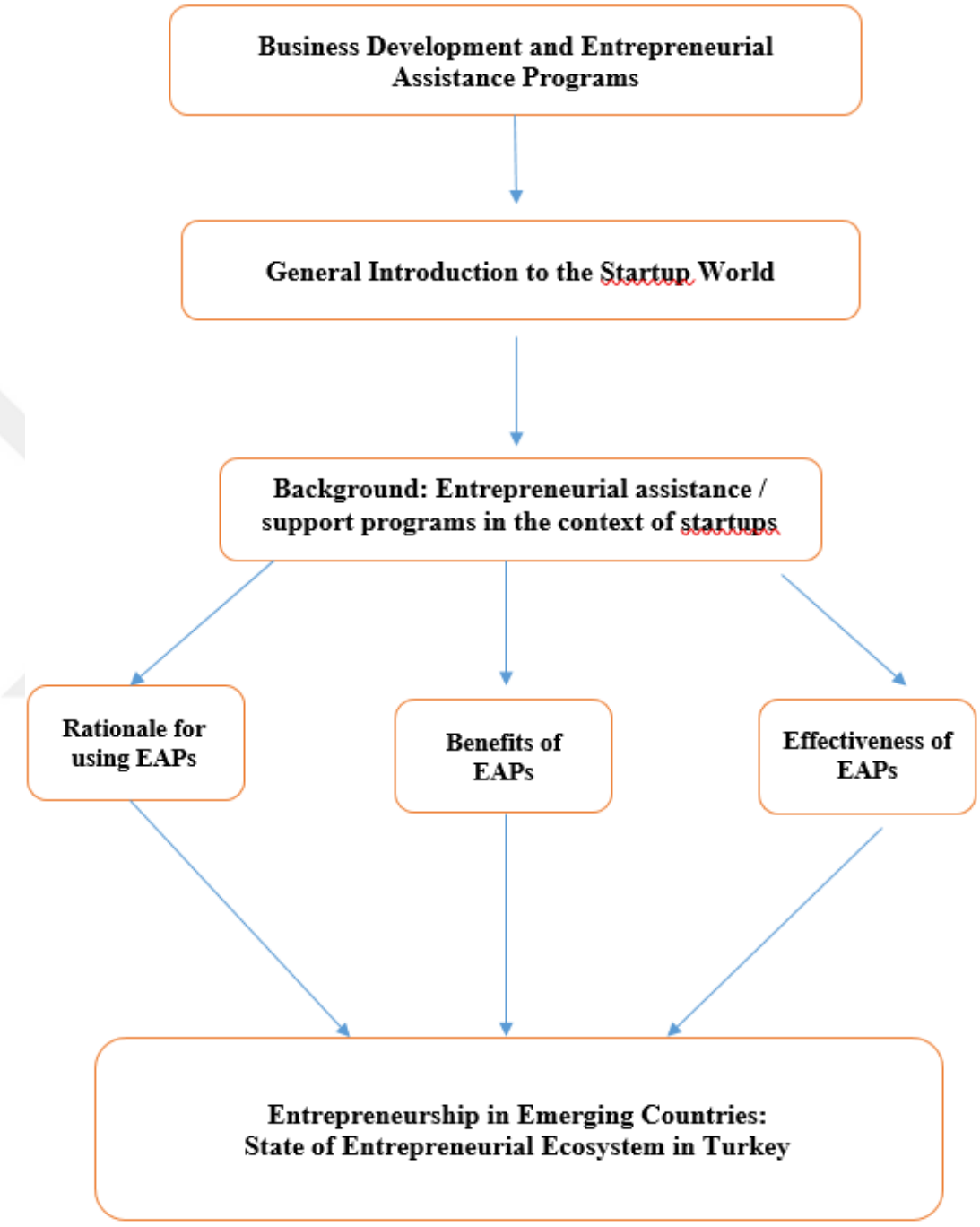
Introduction to the chapter…

For years, both researchers and practitioners have been dealing with new ventures and the related processes. New ventures' potential contribution to the economic growth by generating an overall dynamism with innovations, increased variety, stimulated competition has triggered this concern (Fritsch, 2008 cited in Kösters and Obschonka, 2010:2; Lorrain and Laferté, 2006:37). In this regard, entrepreneurship is an endogenous source of creativity and innovation in the economy. It is not only about making investments in financial terms, but also it refers sweat equity investment to generate, develop and commercialize business ideas. It is such a phenomenon that gains and losses could not be known before business ideas realized in the economy. High uncertainty comes with those ideas without knowing the expected pay-off (Scott, Shu and Lubynsky, 2015:1). Although entrepreneurs have to deal with uncertainty and fuzzy outcomes, they are considered active players with their fundamental role in the development of a healthy and vibrant economy. This situation has brought startups phenomenon on the agenda of every forward-looking country, because it seems as a gateway from challenging economic conditions towards prosperity. Entrepreneurial efforts in turning an idea into a viable business means creation of new jobs and sales, and if they are sustained, then positively affect country's development (Giustacchini, 2014:10,13). Since, entrepreneurs and their startups could be both source of gross job creation by opening up new vacancies for developing business or growing more rapidly than mature/sustained businesses (Haltiwanger, Jarmin and Miranda, 2013:360). Furthermore, those aforementioned benefits of entrepreneurship are not limited to developed countries, entrepreneurial growing businesses are also invaluable assets for emerging economies (Muller, 2012 cited in Guistacchini,2014:13; Lall, Bowles and Baird, 2013:105). However, changing structure of the business environment has brought new conditions in order to survive, under such conditions many ideas could not even see

the light in other words many nascent ideas could not turn into viable businesses (Scott et al. 2015:1). Despite their expected benefits, new business conditions for young businesses and startups do not come with homogenous results for developing and developed economies. Thus, analyzing the main dynamics of North American and European context for predicting the success and failure rates or life cycle of startups is of no significance for emerging economies. Since, a high startup rate has little value per se under the conditions of emerging economies in which post startup growth is not always assured (Decker et al 2014:21).

Despite the potential, survival rates within the first five years of new ventures are not encouraging (Lovgren, 2012:1). They are fundamental mechanisms in the economy, their presence is critical and they need support (Clarysse and Yusubova, 2014:3). Handling on this issue, many entrepreneurial assistance schemes have been proposed to help and satisfy needs of new-start entrepreneurs (Lovgren, 2012:2). These reoriented programs (Lundström and Stevenson, 2005) provide assistance via private-sector consultants, colleges, and universities, as well as by chambers and industry associations (Storey, 2004 cited in Kösters and Obschonka, 2010:4). At the same time, main characteristics, factors and the conditions that foster entrepreneurial processes, more specifically identifying them in startup development and early growth of new ventures have been the focus of considerable research effort (Clarysse and Yusubova, 2014:1; Grimaldi and Grandi,2005:111;). Yet, our knowledge on how stated assistance programs create value for new-start entrepreneurs, especially in emerging economies is limited. The focus is not on how much value is created, but on contributing processes for such value creation. Therefore, this chapter aims to fulfill this gap and provide an extensive literature review on enterprise support programs. In the following section, the way these programs are developing entrepreneurs' managerial competences, providing psychological support, creating an opportunity to gain better access to needed resources, guiding to manage resources and ensuring the longevity of their firm (Lorrain and Laferté, 2006:38,39) are explored (c, 2012;15,16). This part also gives brief explanation about the startup world and development needs of new ventures. The organization of the chapter summarizing key points is shown in the figure below.

Figure 2
Reader Chapter Guide 2.



3.1. General Introduction to Startup World

In the global expansion era of entrepreneurship, startups have emerged not only from Silicon Valley or any other most famous ecosystem, but also from every hub all over the world. This means that startups can revive in each new and vibrant ecosystem, can compete internationally and have the potential to change the course of the economy (Giustacchini, 2014:68).

In this study, the most popular definition of entrepreneurship made by Eric Ries in his bestseller book of "*The Lean Startup: How Todays Entrepreneurs Use Continuous Innovation To Create Radically Successful Businesses*" is used: "*A startup is a human institution designed to create a new product or service under conditions of extreme uncertainty*" (Ries, 2011:27). Ries (2011) goes further to elaborate this definition with an analysis of every pieces. Startup implies an effort of institution building, it encompasses several activities such as hiring creative employees, coordinating their activities, creating a working and overall company culture that will be transferred to the future. Even the reason of being can be depended on an innovative idea, technological breakthrough, but it is a human intervention building such an institution. Innovation seems to be a crucial part of this definition, because startups use innovations in many different forms such as novel scientific discoveries, using an existing technology with another purpose, forming a new business model (Ries, 2011:28). Another important component of this definition is context in which startup operates. Conventional managerial methods are also of significance in this harsh soil of extreme uncertainty (Ries, 2011:29). Steve Blank also defined startup as "*temporary organization formed to search for a repeatable and scalable business model"* (posted on January, 2010 by Steve Blank, accessed 27.11.2016). This definition also emphasized some characteristics of startups. Startup is a temporary organization, because it does not last as a startup, there is a possibility for going out of business or succeeding. This definition also recognizes that ultimate aim of a start- up is exploring, testing and validating an unmet need. Underlying assumption of all startups is iterating until validating (Wise and Feld, 2015:11) Therefore, there is a difference between an idea of startup and small business.

Both is an organization, but many ideas are flying in the air and waiting for a structured pattern for startups. It is a kind of guess, when those flying ideas turn into reality, then it becomes a business (Giustacchini, 2014:12,13). Even if there is an idea and plan on how to execute, with whom to continue and how much to be financed, high failure rate as a startup could not be eliminated. However, when the success is achieved, startup would be a brilliant case (Startup Genome Report, 2015:16).

Startups are also mentioned in nascent entrepreneurship literature (i.e. Davidson and Honig, 2003; Delmar and Davidsson, 1999; Reynolds, Carter, Garthner, and Greene, 2004; Sebastiao and Golicic, 2008). Sometimes the term startup and nascent entrepreneurship is used interchangeably to define individuals involved in independent business creation (Delmar and Davidsson, 2000:13; Hoffman and Radojevich-Kelley, 2012:54). However, a distinction between nascent, novice, habitual, serial and portfolio entrepreneurs is made. Distinction between nascent and novice entrepreneurs is important in that nascent activity overlaps with establishment of a new business, novice refers to engagement in starting new business without having prior business ownership experience as founder, an inheritor or a purchaser (Ucbasaran et al 2001:5). In addition, there some preliminary findings associated with startup activities such as serious thinking about starting a business, investing some money, organizing team, writing business plan, having developed first model or prototype, hiring employees etc. (Reynolds, 1997:452).

Although the main aim is to reach upper echelons in growth, startups pass through several stages: Ideation/discovery, concepting, committing, validating, scaling and establishing (Giustacchini, 2014:13-15, originally adapted from startupcommons accessed on 27.11.2016). On the idea stage, with an entrepreneurial ambition there is a potential scalable idea which can be a product or a service. , at this stage, a person or small number of people are working on the idea. Concepting is the second stage of startup process. At this stage, step by step a small team is created and initial strategy formulation attempts start by defining mission, vision and milestones for the operations. However, the first real phase starts with some degree of commitment. On this commitment stage [third stage], skills are balanced, vision is shared and agreement is made on certain issues.

Explorations of new financing option and making decisions whether to be a part of any support program or getting in touch with angel investors are the main characteristics of this third stage stage. For the validating stage, startup needs validation for the product, so iteration and testing assumptions for development starts. At this stage, startups sometimes need pivoting i.e. revising the business model to be better at satisfying customer needs. At the scaling stage, startups witness an agressively increase in users, customers and revenues in a big broad market. Together with massive customer acquisition, back-end scalability and process is improved at this fourth stage. Furthermore, departments can be established at this phase.At the next establishing stage, startup is ready for attracting financial and human resources effortlessly and naturally will continue to growth. At the end of this phase, founders usually exit or continue business as usual. (Giustacchini, 2014:16-19)

In this study, new-start ventures and startups are used interchangably. The focus is on those ventures engaged actively in starting a business with or without prior business experience.That's why, without making a distinction whether they are novice or nascent, the ones established a legal entity or on the verge of establishing, correspondingly engaged in any other gestation activity enough to be considered new-start ventures or startups in the scope of the study.

3.2. Background: Entrepreneurial Assistance Programs (EAPs) in the context of New-Start Ventures (Startups)

To assist startups in their struggle to overcome challenges, large number of programs have been developed by government agencies, educational institutions, business organizations, fraternal groups, non-profit organizations, for-profit firms, and others (Yusuf, 2007:17). Underlying argument of these programs is entrepreneurial competence could be acquired at least partly through training and mentoring (Baron and Markman, 2003:58; Kösters and Obschonka, 2010:2). The aim is to assist "*entrepreneurs to successfully develop their business activity and to respond effectively to the challenges of their business, social and physical environment*" (Lundström and Stevenson, 2005:101).

3.2.1. Rationale for Using EAPs

After a brief introduction to what is meant by support programs, this part deals with the reasons of new start entrepreneurs (founders of startups) applying to the programs. *Resource Based View* as the underlying meta-theory has been used to explain why firms are started as well as how their success is enhanced through outside help (Hoffman, and Radojevich-Kelley, N., 2012:54). This view emphasizes the role of knowledge as the critical resource for new ventures (Chrisman,1999:43). Several complementary views have been used in this context. As such, *theory of outsider assistance as knowledge resources* argues that outsider assistance can be a valuable source of knowledge to entrepreneurs and it may lead to the combination of tacit and explicit knowledge (Chrisman and McMullan,2004:231). Outsider assistance implies a tool for development of knowledge resources that are valuable, rare and difficult to imitate. According to this approach, entrepreneurs itself are key resource in obtaining sustainable competitive advantage (Chrisman and Mcmullan, 2000:41;Chrisman et al 2001:39). *Theory of guided preparation* or *theory of external assistance as the support option of the last resort* are among the other approaches explaining reasons of outside assistance for new ventures. Theory of guided preparation suggests that when acquired knowledge from a process of contextual learning is used in a combination with the guidance of experienced outside counsellor, it may be source of competitive advantage for entrepreneurs (Chrisman, McMullan, Kirk and Holt,2012:65). In parallel with resource acquisition view, theory of external assistance as the support option of the last resort mainly assumes that entrepreneurs compensate for their resource gaps firstly from their near environment specifically from their friends, families or startup teams, then they prefer to use external assistance if the need arises (Yusuf,2008:505).

EAPs have been created to satisfy young entrepreneurs' needs, at the same time to help to solve their problems. To understand, underlying principles and need for such supporting schemes in startup world, there is a need to revise several problems encountered by new ventures especially during their first years. This could provide a basis for linking the problems to solving activities (Terpstra and Olson,1993:5). In literature, wide range of problems including attaining right mix of capital (Yusuf, 2007:11),

operationalizing/managing acquired resources, personal problems (Lorrain & Laferté, 2006:38) of ensuring person-entrepreneurship fit (Markman and Baron, 2003 cited in Kösters and Obschonka,2010:10) are discussed.

Considering certain problems of entrepreneurs, Lorrain and Laferte offered some of the problems and solutions. Among those of problems that entrepreneurs experienced, general management and obtaining funds, bookkeeping, accounting and financial management, sales and marketing, environment and support agencies, job situation of entrepreneur, personnel management, production and operations were stand out in a hierarchical order. They also analyzed individual solutions under four categories: grouping of young entrepreneurs (i.e. networking, lobbying activities, exchange services, occasional meetings), general management advice (i.e. mentoring, promotion, seminars etc.), ad-hoc advice (expert advice, giving tips for day to day managerial issues, buddy system etc.) and information-visibility (i.e. providing information on financial aid available from organizations, on new businesses in the region, exhibitions etc.) (Lorrain and Laferté, 2006:41,42). Several problems have also been explored in another study. More specifically, in order to exploit a venture, physical equipment, land, human capital and most vitally financial capital are required. Especially before sale of an output/product, this exploitation attempt should be financed (Knight, 1921; Shane, 2003 cited in Lovgren, 2012:47). Another problem comes with a tendency of entrepreneurs who want to keep their projects secret, so external participants are not really engaged in that project. This creates an information asymmetry and makes new venture legitimation efforts inconclusive (Lovgren, 2012:50). There is also a difficulty in establishing trading partnerships, because there is not enough evidence of such business idea works well and it seems difficult to have trust relationship (Aldrich and Fiol, 1994:651 cited in Lovgren, 2012:51).

There are other several reasons for vanishing established business within a year or two years later; only small percentage succeeds. Terpstra and Olson utilized an open-ended approach and generated the classification scheme on several types of problems. *First Year Problems* are specified as obtaining external financing (i.e. obtaining financing for growth), managing financial matters internally (i.e. inadequate working capital, cash

flow problems), sales/marketing (i.e. low sales, dependence on one or few customers, marketing, distribution channels), product development, production/operations management (i.e. establishing and maintaining quality control, raw materials/resources/supplies), general management (i.e. lack of management experience, only one person/no time, administrative problems), human resource management (i.e. recruitment and selection, satisfaction/morale, employee development), economic environment (i.e. poor economy, recession) and regulatory environment (insurance), Kuratko,2014:185; Terpstra and Olson,1993:19, Kuratko,2014:185). These causes are further extended in another study which explored main causes of failure and to what factors entrepreneurs and venture capitalists attribute those failures. Findings show that entrepreneurs primarily attributed their failures to internal factors and poor management strategy. Participants determined general failure causes as well. Venture capitalists together with entrepreneurs determined lack of management skills, poor management strategy, lack of capitalization, lack of vision, poor product design, key personnel incompetent, poor utilization of debt, poor venture capital/shareholder cooperation, poor product timing and poor external market conditions as general failure causes (Zacharakis, Dale, Meyer and DeCastro,1999:8-9). Although, closure or dead businesses are mostly equated with failure, some approaches closure as a transformation or an attack to get benefit from any other attractive opportunity. This could also be viewed as main reflection of active learning process in which accumulated knowledge of an entrepreneur could be committed to an alternative use if current operations are not worth developing further. However, closures are classified as successful and unsuccessful. If there is another promising alternative and there is a necessity to pursue it, closure is not failure (Bates, 2005:343-345). Whether it is regarded as failure or not, Kuratko (2014:183) summarized several reasons under three main themes that should be considered in startup world as follows: *product/market problems* (including poor timing, product design problems, inappropriate distribution strategy, unclear business definition, overreliance on one customer); *financial difficulties* (initial undercapitalization, assuming debt too early, venture capital relationship problems); *managerial problems* (concept of a team approach and human resources problems). The third one has been elaborated in more detail. Problems related to managerial team include hiring and promotions on the basis of

nepotism rather than qualifications, poor relationship with parent companies and venture capitalists, founders who focused on their weaknesses rather than on their strengths, incompetent support professionals. Several number of factors under human resources category have also stand out as inflated owner ego, employee-related concerns, and control factors. There are also some kind of interpersonal problems that may result in loss of customers, deterioration of relations with venture capitalists including breaking the rules of verbal agreements and protracted lawsuits around the time of discontinuance.

Many new problems and difficulties could be added to the list, many of them could be removed. Yet, how intervention through EAPs is beneficial in reducing failure rates worth more detail review, therefore following part mainly examines how EAPs help new-start entrepreneurs.

3.3. Benefits of EAPs as an intervention mechanism

Even if type of support is changing and dependent on the type of an organization providing that support, EAPs could provide benefits to startups. In this context, Lovgren's study has proposed several benefits that EAPs are providing. These are worth to deliberate, because it could serve to reveal functions of the programs in startup development. Firstly, these programs help entrepreneurs to systematically identify and validate an opportunity (Lovgren, 2012:44). If entrepreneurs make progress towards product development, before such a move, they help to develop a strategic plan through which internal consistency, plausibility and accuracy of the business ideas are tested. This also provides a chance to revise main assumptions and beliefs if necessary articulate new ones for future growth (Lovgren, 2012:56,57). Plans are also another way to visualize what entrepreneurs is going to do and allow them to tell their stories in an institutional way. They are providing entrepreneurs a platform to gain legitimacy (Lovgren, 2012:63,64,66) by offering systematic knowledge to outside parties, thus decreasing infollution about a venture. Gaining legitimacy is an important factor especially for new ventures that are in the need of several resources and demand them from their environment. The motivating factor of those stakeholders is their belief or feeling that the venture is indeed competent, efficient, effective, appropriate and/or needed (Zimmerman and Zeitz, 2002:416). Besides their contribution to legitimacy construction, these

programs are serving as an indirect tie between entrepreneurs and resource holders, at the same time between similar entrepreneurs in the formation of alliances to meet identified opportunities (Lovgren, 2012:56,57,67,70). Due to their screening processes for choosing startups and training efforts on the way of preparing them to the outside world, they create a safe environment where both two sides could come together and be in exchange (Lovgren, 2012:62), hence decreasing transaction costs.

However, provided benefits are changing program to program. For instance, considering accelerators, there are several rewards offered to startups. Acquisition of specialized knowledge especially through mentoring process, additional seed capital to proceed to the next stage of development, or even an initial public offering (IPO), ongoing proof of the concept and networking opportunities because of operating under reputable accelerator are some of those rewards (Dempwolf, Auer, and D'Ippolito, 2014:17-18). Parallel to this, in another study overviewing US incubators and specific Technology Incubator, benefits are evaluated under three types of services: infrastructure, operational and strategic services. Considering strategic services, an incubator works together with their entrepreneurs to organize strategic plans, executive summaries, PowerPoint presentations, and elevator pitches. More specifically, staffs allocated to their service dealing with their business plans, marketing strategies, funding approaches, intellectual property strategies and issues related with product development. While organizing those activities, they also provide networking opportunities with mentors, other advisory teams, and potential board of directors' candidates. This also includes strong network with professional service providers that offer preferable rates for entrepreneurs. Under the category of operational services, entrepreneurs get benefit from day-to-day issues of financial management, human resources, marketing, public relations, and other same kind of issues. Infrastructural services are also important for entrepreneurs who could not afford to make investment in such things at the very beginning like working space/shared office space, furniture, high-speed internet access, mail delivery, conference rooms, telephone service and other shared services. These factors seem to be trivial , but entrepreneurs would have more time to focus on other business matters if they get these services from an incubator organization (Wiggins and Gibson, 2003:62,63). Although some percentage decrease in offering services is identified, general office, professional

business and financial consulting are also considered assistance provided in specific organizational context (Lyons, Li, and Zhao, 2003:8-9). Accepting the importance of cost advantages and pooling resources together, it is argued that the merit of some services is varied depending on the need of a different venture. For example, sharing technical resources are not valid, because resource needs are varied for technology startups unless their product offers target the same industry (Chan and Lau, 2005:1127).

In summary, infrastructural support (shared facilities, general office services), administrative and professional services (business development support in terms of operational and strategic services), internal/external networking including strategic partner linkages, acquisition of specialized knowledge through mentoring are all standing benefits discussed in the literature (Bergek and Norrman, 2008a:21; Chan and Lau, 2005:1226;1227;Dempwolf et al., 2014:17; Hoffman, and Radojevich-Kelley, 2012:65; Isabelle, 2013:20; Lall, Bowles and Baird,2013 ; Lyons et al., 2003:7; Qian, Haynes, and Riggle, 2011:79; Wiggins and Gibson, 2003:62). Even though, there are different views on such services and their relative impact, it is obvious that new-start ventures could benefit from being part of the programs providing services.

3.4. Evaluation of Effectiveness of EAPs

Developing and sustaining support programs require commitment of significant resources to a certain extent, thus evaluating EAPs effectiveness and their impact upon startups' lives become important (Lovgren,2012:3; Yusuf, 2010:297). Even accumulated knowledge in the United States and Western Europe suggest that outsider assistance could have substantial impact on startups, there are several contrasting experiences in determining causal relationship between outsider assistance and other factors shaping the future of startups in terms of survival and performance (Chrisman and Mcmullan, 2004:229,231). There are several attempts evaluating such programs' effectiveness in literature (i.e. Chrisman et al 2012; Chrisman and McMullan, 2002; Chrisman and McMullan ,2004; Chrisman, McMullan and Hall, 2005; McMullan, Chrisman and Vesper, 2001 Yusuf, 2007; 2008; 2010). Yet, the mechanisms through which EAPs create value in entrepreneurial processes are still limited (Lovgren, 2012:3). Likewise, there is not an agreement on which methodology could be applied to reveal the relationship

embedded in the process (Chrisman and McMullan, 2002:49). However, they are important in their efforts to provide initial findings about outside assistance. The focus of previous studies is on mostly one framework-Small Business Development Center (SBDC) (Chrisman and McMullen, 2004:229) that limits the findings to specific context and to specific entrepreneurs who actually prefer to obtain outside support in the form of assistance programs (Yusuf,2008:502).

As an illustrative study, McMullan, Chrisman and Vesper tried to reveal several measures of the program performance to attain more robust results in evaluation. The main premise is to make direct relation between program outcomes and program objectives. The relation is measured primarily in terms of economic returns such as how many businesses started or saved, how much revenue generated, how growth is achieved, the level of job creation and retention, financing obtained and profitability (McMullan, Chrisman, and Vesper, 2001:37,38). Accordingly, these programs are regarded as main tools for economic development through their capacity for creating tacit and explicit knowledge which in turn provides competitive advantage (McMullan et al.2001, 39). In order to measure program effectiveness, subjective measures including participants' perception on contribution of the program, the willingness to recommend to others, impact captured in finding customers, adding new products or services, increasing their confidence, assessment of knowledge and expertise of the consultant assigned to participant and overall importance of the program on strategic decisions of participants' businesses are used. In addition to subjective measures, objective indicators such as sales, employment, financing and attributing the results to the participation of the program are mentioned and the need for using both measures in combination is also stressed (McMullan et al.2001:42,51).

Impact of outsider assistance as knowledge source is also tested in another study. The criteria for evaluation are the knowledge gap of participants, the stage of venture development, a selection or screening processes, the skills of the advisers, just-in-time service delivery, and a counseling (Chrisman and Mcmullan, 2004:234). Results provided an evidence that outsider assistance program with a number of prespecified features would be effective. In terms of outsider assistance, literature is also extended by adding

guided preparadness level of entrepreneurs to analyzes. Chrisman et al.'s study (2005:786) indicates that there is a positive relationship between time spent in guided preparation and the aggregate, absolute growth in sales and employment of the ventures to a certain extent/point. Then marginal effect on performance would decrease. Results displays outsider asistance would become meaningful in venture creation process, if and only there is some degree of input coming from entrepreneur's preparations together with a feedback/guidance of a professional advisor. Yusuf's findings also supports these assumptions that direct contact without any planning and preparation activities fall short of supporting entrepreneurs and of positively influencing the outcome of the process (Yusuf, 2007:143).

There would be some other factors, yet are not recognized but possibly contributing to entrepreneurship and respective economic development. These factors could be discovered in processes of such creation and stages passed by entrepreneurs themselves together with their newly-born businesses.Therefore, their perceptions for evaluating such outside assistance programs become important.

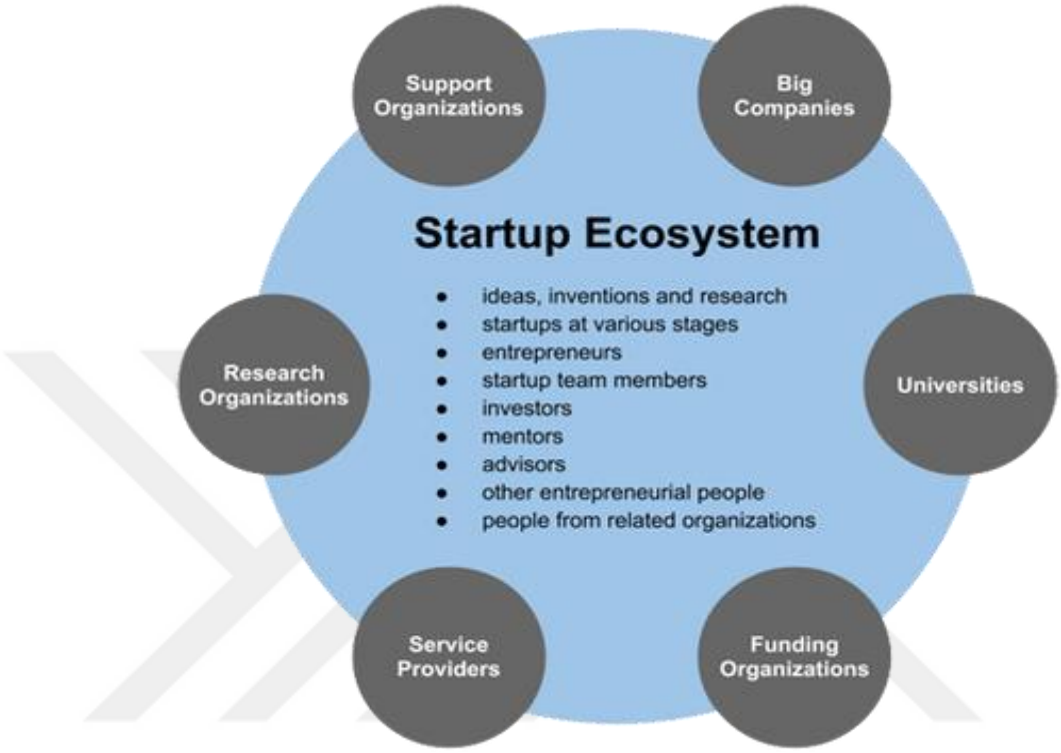
3.5. Boosting New Venture Development

In the context of new-venture development, this part deals with the forms of support programs. Though there are several other categories considered in entrepreneurship ecosystem other than merely accelerators and incubators, this part starts with discussing both briefly including what they represent, what their goals are, how they are structured to contribute the development of new ventures. Since, it is not the focus of the study, contextualization is limited only to give some insights for support programs. Then, the focus turns to the issue of financing and major players [angel investors and venture capitalists] to fill the financing vulnerability of new ventures.

The following figure given below shows the place of support organizations in common with other entrepreneurship ecosystem elements.

Figure 3

Entrepreneurship Ecosystem Elements



Source: Adapted originally from startupcommons.org , accessed on 10.12.2016

3.5.1. Accelerators

As becoming crucial factor for entire economy, a new model of providing assistance (Isabelle, 2013:18) accelerators have emerged as "groups of experienced business people who provide *services, office space, guidance, mentorship, networking, management services, knowledge, and expertise to nascent firms on an as- needed basis to help them succeed in the early stages of venture life*" (Fishback, Gulbranson, Litan, Mitchell, and Porzig, 2007:5; Hoffman et al 2012:57). Accelerator(s) are also regarded as "*a fixed-term, cohort-based program, including mentorship and educational components that culminates in a public pitch event or demo day'* (Cohen and Hochberg, 2014:4; Giustacchini, 2014:59).They are assisting to build new venture team, to refine an initial idea. Accelerators also give high-level of mentorship which then creates an

atmosphere for learning from key experts or mentors in the field. Their intensive boot camp atmosphere provides entrepreneurs business development support (e.g. consulting, technology assistance); infrastructural support (e.g. access to office space, shared back-office services), networking opportunities (e.g. access to potential customers, investors, mentors); and financial support (in the form of grants/investments) (Lall, Bowles and Baird, 2013:106) with intensive training and workshops (Hoffman et al 2012:58). Among such supports, networking is the one increasing the possibility to receive several rounds of investment. Hence, the more people entrepreneurs contact, the more likely to get further help from mentor pool (Hoffman et al 2012:64). At the same time this place is where newly engaged entrepreneurs socialize with other new venture founders and feel safe to share their projects. Besides giving encouragement, assistance and help with technical issues, they could provide seed money in exchange for small portion of equity. Therefore, their overarching goal is to foster entrepreneurial ecosystem, aid in opportunity generation and help with sustainment (Hoffman et al 2012:57-58).

Accelerator motivation comes from the belief that the business concept is viable or in the field of interest and entrepreneurial team is promising (Hoffman et al 2012:61,62,63). Although accelerators are major players for filling funding void in earlier stages of entrepreneurs (Hoffman et al , 2012:54,56), it is much more than providing funds, co-working space and other stated facilities, it is about ongoing partnership from day one of its formation (Fishback et al 2007: 5). The accelerator format helps resolve two problems for angel investors: picking winners and modifying ventures' courses. Accelerators are distinguished themselves with their capacity to disaggregate resources, under limited duration and periodic graduation from both angel investors and incubators .The process in question requires intensive focus from all participants, program directors, mentors (Cohen, 2013:23, 24).

3.5.2. Incubators

U.S National Business Incubation defines business incubation as_"*a business support process that accelerates the successful development of startup and fledgling companies by providing entrepreneurs with an array of targeted resources and services*." (Qian, Haynes, and Riggle, 2011:79; Isabelle, 2013:17). As an polysemic concept,

incubator refers organizations that constitute or create a supportive environment (Lyons and Li, 2003:2) that is conducive to the ‘‘hatching’’. Incubators offer a wide range of activities, services, approaches and objectives for development of new firms (Aernoudt, 2004:127,129). They are viewed as tool for economic development (Cohen, 2013:20), drive for innovativeness and source of new technology-based growth firms. Bergek and Norrman stressed their importance via *vitamin metaphor*, see incubation as an injection for tired regions (Bergek and Norrman, 2008:20). Business incubators nurture young and vulnerable firms, help them to survive and grow during the startup period until they become independent (Cohen, 2013:19)

The aim of interactive process developed under incubation framework is to encourage people to start their own businesses, speed up a successful development of such businesses and turn them into financially viable and self-supporting organizations (Aernoudt, 2004:127; Giustacchini, 2014:64). Therefore, they could be seen as intermediary step between a new venture idea and attempts to realize them (Bergek and Norrman, 2008:22). In order to fulfil this mission, incubation programs offer several services such as *training and advising* on business fundamentals accompanied by coaching and mentoring (i.e. marketing, accounting/financial management, strategy formulation, investor relations, legal advice, etc.), *networking* (both internal/external), *access to finance* (mainly through links with seed capital funds or business angels), *operational know-how* and other pool of *shared facilities* (Aernoudt, 2004:127; Bergek and Norrman, 2008:21; Hoffman et al 2012:57; Isabelle,2013:20; Wiggins and Gibson, 2003:58). Shared facilities help firms to reach office and communication services, equipment services including reception area, conference rooms and computers, otherwise it would be unavailable or unaffordable (Bøllingtoft and Ulhøi, 2005:270). As in the case of accelerators, network mediation and mentoring are regarded as an important aspect of incubators. They act as an agent between an idea and its commercialization process. Created networking opportunities are not only limited to business networks, but also graduated entrepreneurs or so to say tenants are invited to share their experiences about their entrepreneurial journeys. This places an entrepreneur in an environment of peers providing social inputs and psychological support (Aernoudt, 2004:130; Bergek and Norrman, 2008:23; Bøllingtoft and Ulhøi, 2005:270).

Incubators are conceived as an important policy tool for nurturing environment for new startups vulnerable to external dynamics, at the same time for survival and growth of research/technology based firms (Mian, 1996:191). Their capacity for fostering entrepreneurship would create potential areas for new jobs (Hoffman et al 2012:61) and facilitate economic development. They could create a business pull in several regions having high levels of business dynamics or produce incubation push in regions lacking substantial presence of businesses (Qian et al., 2011:79,80).

Incubators are also discussed under a model entailing of selection, business support and mediation components. Firstly, there is a need to accept or reject to create portfolio of new ventures (Bergek and Norrman, 2008:23). In their framework proposed by Bergek and Norman (2008), each incubator has its own selection strategy (Hoffman et al 2012:64). This would be strategy of "survival of the fittest and idea" in which many participant with their immature ideas from different fields are welcomed. They also prefer to evaluate participants on team basis and possibility of their perseverance. In this sense, *the jockey is more important than the horse*. In other words, assembling group of promising entrepreneurs is much more important than their ideas (Fishback, et al 2007:5). Furthermore, they could pick the winners and idea from niche technological area as a result of rigorous screening or their portfolio could be consist of entrepreneurs who are carefully evaluated regarding their attitudes towards entrepreneurship (Bergek and Norrman, 2008:24).

As shown in the Table 4. below, considering characteristics of both types of organizations, for technology entrepreneurs several selection criteria have been identified so that they can select most appropriate type. For entrepreneurs who are on the very early stage of venture development, an incubator is likely more appropriate than accelerators whose participation generally requires initial traction in the market, differentiated technology, and potential to scale the business. However, it is also argued that while choosing the most appropriate one, entrepreneurs should firstly consider their needs and then make a choice for best matching one. The critical point is not the label of the program but what kind of support (nature and extent of services) is given, what the actual focus of the program is, what main industries program is involved, how selection and graduation

process is executed and the extent of network of advisors, entrepreneurs in residence, other partners, service providers are all other important factors for evaluation (Isabelle, 2013:18-22). It goes without saying that specific features of both accelerators and incubators are mostly driven from Northern American literature, as they have some different characteristics in Europe (Aernoudt, 2004:130). It is obvious that , in emerging economies such programs do have specific characteristics, offerings and distinguished mechanisms for new-venture development. However, in the following table, most common characteristics of both organizations derived from North American literature, are given.

Table 4.
Accelerator(s) vs Incubator(s)

Type	**Accelerator (supporting entrepreneurship ecosystem)**	**Incubator (supporting entrepreneurship ecosystem)**
Aim	Designed to speed up venture development within the market in order to help entrepreneurs competing in a dynamic environment, adapting to the market and learning quickly.	Nurture startups by protecting them from the environment, providing them room to grow in a safe place sheltered from market forces.
Legal Status	Mostly for profit organizations designed to bring a return on investment to their sponsors.	Generally, not for profit organizations.
Structure	An institution.	A program within an institution.
Duration	Limited duration/pre-set period for graduation Short term process: usually three months	Don't have specific term. Long-term process: term of assistance covers a period between 1 to 5 more years.
Cohorts	Ventures enter and exit the programs in groups, known as cohorts or batches.	Allows entrepreneurs to know a broader network of peers during the period.

Table 4.
Accelerator(s) vs Incubator(s) (Cont'd)

Type	Accelerator (supporting entrepreneurship ecosystem)	Incubator (supporting entrepreneurship ecosystem)
Quality of Startuppers	On average higher than incubators, oriented on a particular topic, sector or market, easing the process of development inside that field. **Ex.** Web based, mobile apps, social networking, gaming, cloud-based, software etc. firms that do not require significant immediate investment or proof of concept, primarily youthful, often male technology enthusiasts, gamers and hackers.	Open to all types of entrepreneurs, fostering a more open-mind mentality. **Ex.** science-based businesses (biotech, medical devices, nanotechnology, clean energy etc.) and nontechnology, all ages and genders; includes those with previous experience in an industry or sector. Early phase of venture life, whose ideas are immature, i.e. have not yet been fully developed into business ideas
Business Model and Equity Positions	Most of them are privately owned, investing and taking an equity stake in ventures they accept in the programs. Accelerator Managers are often more hands-on and close to their ventures.	Mostly publicly owned, managed by managers and generally do not have their own investment funds
Participant Labelling	While those affiliated with accelerators are called **portfolio companies.**	Startups in incubators are also called **tenants.**
Selection	Accept ventures in batches, usually once or twice a year. Competitive selection of firms from wide regions of even nationally (globally).	Accept and graduate new ventures on an ongoing basis. Competitive selection, mostly from local community.

Table 4. (Cont'd)
Accelerator(s) vs Incubator(s)

Type	Accelerator (supporting entrepreneurship ecosystem)	Incubator (supporting entrepreneurship ecosystem)
Educational Program/Strategy	Offer a real educational program, composed of classes and seminars on a wide range of topics.	Mainly offer a fee-based professional service.
Mentorship and Network Development	Intensive Mentorship is considered by many the most valuable and helpful resource given by accelerators.	Minimal Tactical Mentoring
Services	Fast-test validation of ideas; opportunities to create functioning beta and find initial customers; linkage of entrepreneurs to business consulting and experienced entrepreneurs in the Web or mobile apps space; assistance in preparing pitches to try to obtain follow-up investment	Access to management and other consulting, specialized intellectual property and networks of experienced entrepreneurs; help businesses mature to self-sustaining or high growth stage, to round out skills , develop a management team, and often obtain external financing.
Investment	Invests $18.000 to $25.000 in teams of co-founders; takes equity in every investee (usually 4 to 8 percent)	Usually does not have funds to invest directly in the company, more frequently than not, does not take equity.

Resource(s): This comparison is mainly based on the typology developed by Giustacchini, 2014 and Dempwolf et al 2014. supported by other studies (e.g. Adkins, 2011; Cohen,2013; Isabelle, 2013).

3.5.3. Angel investment and Venture Capital investment

Mostly, new ventures rely on seed financing/seed capital funds to build their businesses, this need could be either satisfied by family or friends, otherwise external sources of financing are used as angel investors, venture capitalists, private placements, equity investments, government grants and so forth (Hellmann, Schure, and Vo, 2013:3; Rothaermel and Thursby, 2005:310; Wiggins and Gibson, 2003:64). Although interaction with angel investing networks needs for development, accelerators and incubators are also providing a link with those of external financial instruments for pre-seed or seed investments (Aernoudt, 2004:133,134). Therefore, this part mainly addresses key issues on angel investing and venture capital (henceforth VC) investment

In the old model of venture financing, venture capitals were recognized as active players for raising funds and undertaking risk for early stage ventures. They were actively involved in managerial processes of newly formed ventures. However, current day venture capitalists are no longer assume such risk at the beginning, so they are getting out of seed investing stage, instead angel investors who are mostly wealthy individuals or group of individuals replace them. By closing this gap, angel investors have started to invest in companies in exchange of ownership or equity. They invest their own money because of personal interest or enjoyment, using of expertise, enrichment or making contribution to the local economic growth (Fishback, et al, 2007:2-4). Shane (2005:5) discussed common characteristics determined of angel investors using focus group interview technique, as such stated in follows: (1) *angels make relatively small magnitude investments*; (2) *these investments are made in private companies*; (3) *the investments are made from personal capital*. It is the last one which differentiates angel investors from institutional investors, they invest his/her own (family's) wealth, whereas a VC invests on behalf of other fund providers. In the same study, typology of angel investors is also given. It is argued that new trend in angel investing is coming together, creating super angel groups which have higher net worth and make relatively large investments like VCs and engaged in later stages of funding (post-seed stage) (Hellman et al 2013:.4; Fishback et al, 2007:4; Hoffman et al , 2012:56; Shane, 2005:6). Angels also differs in their attitude towards their portfolio companies, they could actively engage in both by investing money

and their time to be a part of the venture development process. In this sense, they seem to be active advisors, mentors, or consultants, even some extreme cases they are part of daily operational issues. From this active side to the passive one, other angels could be indifferent to such issues or they could be naïve about the things (Shane, 2005:6).

Furthermore, some angels are pre-seed stage investors, some are late stage investors or they can invest management buyouts or leveraged buyouts of established companies. Therefore, their risk appetite is different in terms of their tendency to make investment in early or later stages. Some business angels conduct extensive screening and due diligence, so collecting information about the companies in that they are planning to invest. However others may prefer to make investments without much screening, because they invest in companies founded by people that they already know. This type is not actually accredited investing (Fishback et al 2007:4; Shane, 2005:8, 9). Main motivation lies behind making investments is financial returns, but there are also some psychological reasons motiving angels. They may be want to give back what they take from the community or they want to see more tangible results of their efforts for economic development through investments in startup companies. They also need to learn more new things about an industry, technology, new business models, new managerial techniques, so they believe this investment may stimulate their intellectual development. (Shane, 2005:9-11). Their benefits are not limited to financial gains, they could be acting as an intermediary mechanism for providing external contacts to entrepreneurs (i.e. to key stakeholders, to prospective customers, to other investors, to service providers etc.). If they choose to make active investment, they could act as an advisor or mentor by offering strategic advice and complementing entrepreneur's skills and knowledge. This also serves as a function of operational assistance and best accompany for entrepreneurs (Shane, 2005:18,19). Although angels mostly consider VCs investing in more established firms (Hoffman et al 2012:56), it is possible to find cases of VC's simultaneous investment with angels. Angels also may bring and encourage VCs to co-invest or VCs may find too early to invest so angel investors could obtain deal from them under such circumstances (Shane,2013:32). This also raise concerns about substitutable or complementary financing mechanisms for both angel investing and VC investment (see also Hellman et al 2013).

3.5. Entrepreneurship in Emerging Economies

Although entrepreneurship is mostly discussed phenomena, the context in which it is discussed is limited to North American and European perspective. Analyzing entrepreneurship only from mature or developed economy perspective assumes invariant entrepreneurial behaviors and outcomes irrespective of the country where they are located (Bruton, Ahlstrom and Obloj, 2008:11). Therefore, it is rarely examined in the context of emerging economies whose institutional structures are quite different than that of mature ones. Even, it is possible to find several differences among the bloc of emerging economies in terms of their economic development patterns. Thus, it is not enough to consider comparisons conducted for only mature and emerging ones, there is a need to have multi-country and in-depth understanding for cross-national variations. Derived from this need, forces shaping the nature of entrepreneurship are subject to research recently. (Ahlstrom and Bruton, 2006:303, Bruton, Ahlstrom, and Obloj, 2008:1-10; Gupta, Guo, and Canever, 2014:368,372; Pathak, Andre, and Xavier-Oliveira, 2014:131).

Instability, unpredictability and volatility highly characterize the institutional environment of emerging economies). Under this ambiguity, individual and opportunity nexus is constructed differently than that of well-developed formal institutions (Marcotte, 2014:49; Meyer, 2001:358; Pathak, Andre, and Xavier-Oliveira, 2014:133). However, this does not mean that unfavorable conditions would create obstacles for new-venture creation, but also as an institutional change agents, entrepreneurs could shape the environment and create their own ways of being entrepreneurial (Marcotte, 2014:60). Therefore, contextualization is needed to understand entrepreneurship phenomena in its natural setting. This also serves for researchers to unravel what is missing from observations and dig into the dynamics shaping the context (Zahra, Wright and Abdelgawad,2014:494).

This dissertation tries to contribute to the field by focusing on the effects of EAPs and their entrepreneurial mentoring mechanisms on new-start ventures development in Turkish context. As one of the rapidly emerging economies (Gupta, Guo, and Canever, 2014:368-369), in the following part state of entrepreneurship in Turkey is discussed.

3.6. Entrepreneurship in Turkish Context

Even though, the term of emerging or developing is mostly used for describing countries that are behind North American and European counterparts in terms of economic development, Global Entrepreneurship Monitor (henceforth GEM) used the typology of Porter. GEM classified countries under three categories as "factor-driven economies", "efficiency-driven economies" and "innovation-driven economies" (GEM Report, 2015/2016). Although Turkey has passed several periods of transition in economic and private-sector development, it is considered the efficiency-driven economy under this classification (Hisarciklioglu cited in Karadeniz, 2010:7, Tracy, 2013:3) with its 77.7 million population, 9.347$ GDP per capita (GEM- Country Profiles, 2016). For a country deemed to be efficiency driven, products are processed more efficiently and product quality is increased. At this stage, higher education and training standards, efficiently operating markets (in terms of goods/services, labor and financing), reaping the rewards of developed technology and penetrating into larger foreign markets would help to sustain competitiveness (World Economic Forum Reports, 12 pillars of competition).

Although there are several efforts for accelerating transition to the next level and being one of the innovation-driven economy, Turkey lacks behind its efficiency-driven counterparts. More particularly, there are some obstacles for developing entrepreneurship in Turkey such as difficulty in accessing to finance, heavy tax and administration burdens, inadequate entrepreneurship education and absence of cultural support. Hence, Turkish economy needs ever-increasing numbers of startups that lead the country to global level (Hisarciklioglu in Karadeniz, 2010:7).

Even, it is stated there is a long way to go, Turkish entrepreneurship ecosystem is small but growing in numbers of startups operating in several industries widely ranging from health to smart mobility to fintech (Colak, 2016:5).

The players of Turkish ecosystem is represented in the tables below based on the information provided by startups.watch which is a market intelligence company in Turkey.

First two tables in the following part display the supporting and funding landscape of Turkish startup ecosystem respectively. As it is seen from the lists below, supporting mechanisms are divided into two groups: First one consists of accelerators/incubators (including pre- and later stages of incubation) and TechnoParks, the other one covers both NGOs (Non-Governmental Organizations) and government agencies.

Table 5.
Turkish Startup Ecosystem- Supporting Landscape I

Incubators & accelerators	Technoparks
Atom	Ankara Üniversitesi Teknokent
BioIzmir	Antalya Teknokent
CAP (Bilkent)	ATAP
Embryonix	Bilkent Cyber Park
eTohum	Boğaziçi Teknopark
Founder Institute Istanbul	Cumhuriyet Teknokent
Game Garage	Duzce Teknopark
Garanti Partners	Ege Universitesi Teknopark
Gemim	Erciyes Teknopark
Girisim Fabrikası	Erzurum Ata Teknokent
Hackquarters	Fırat Teknokent
Inovent	Gazi Teknopark
InnoCampus	Gaziantep Teknopark
ITU Çekirdek	GOSB Teknopark
ITU Gate	Göller Bölgesi Teknokent
Kadir Has iNEO Kuluçka Merkezi	Hacettepe Teknokent
KWORKS	Istanbul Teknokent
Ege Universitesi nuvEGE	ITU Arı Teknokent
Startup Kitchen	Izmir Bilimpark
StartupBootcamp Istanbul	Kahramanmaras Teknokent
SuCool	Kocaeli Teknopark
TeknoJUMP	Konya Teknokent
TEB Girişim Evi	Malatya Teknokent
Teknoloji Turkiye	Marmara Teknokent
T-Jump	Mersin Technoscope
Tekno Girisim Okulu H.P	Muallim Koy Bilisim Vadisi
Türk Telekom Pilot	Odtü Teknokent
Yeni Fikirler-Yeni İsler (YFYI)	Ostim Teknopark
	Pamukkale Teknokent
	Sakarya Teknokent
	Samsun Teknopark
	Teknopark Ankara
	Teknopark Istanbul
	Teknopark Izmir
	Tokat Teknopark
	Trabzon Teknokent
	Trakya Teknopark
	Tubitak Marmara Teknokent
	Ulutek
	Yıldız Teknopark
	YTU Teknokent
	Yüzüncü Yıl Üniversitesi Teknokent

Table 6.
Turkish Startup Ecosystem- Supporting Landscape II

NGOs & Organizations	Goverment Agencies and/or Organizations
ASHOKA Turkey	Development Agencies
Endeavor Turkey	KOSGEB-Small and Medium Industry Development Organization
Entrepreneur's Org	Ministry of Science Industry and Technlogy
FinTech Istanbul	TUBITAK-Scientific and Technological Research Council of Turkey
GYIAD-Genç Yonetici ve Is Adamlari Dernegi	Undersecretariat of Treasury
Kagider	
JCI Turkiye	
Genc Musiad	
TEPAV	
TIM	
TOBB	
TTGV	
Turkonfed	
Turkishwin	
Tugiad	
Tusiad	

Table 7.
Turkish Startup Ecosystem- Funding Landscape

Angel Networks	Tech Accelerator Funds	PreSeed/Seed	Early Stage	Growth-Late Stages
Bahariye Business Angels	Act Venture Partners	Arya Women	ADD Venture	AKPortföy
BIC Angel Investments	Diffusion Capital Partners	Aslanoba Capital	Buran Ventures	DGSK
BUBA-Bumed Business Angels	Inovent	Doga Girisim	Hummingbird	iLAB Holding
Egiad Melekleri	Inventram	F+ Ventures	Idacapital	Is Girisim
ETohum Investor Club		Inventures	MEVP	Mediterra Capital
GBA-Galata Business Angels		Proline Ventures	Revo Capital	MV Holding
Istanbul Startup Angels		Sankoline	STC Ventures	Oncu
Keiretsu Forum Turkiye		Letven	TRPE Venture Partners	The Abraj Group
Lab-X		StartersHub	Wamda Capital	Verusaturk
MetuTech-Ban		String Ventures	212	3TS
Şirket Ortağım (MBCO)		Webrazzi Ventures		
TEB Melek Yatırım Platformu		Vestel Ventures		
TEB Özel Yatırımcı Kulübü		YT Venture Partners		
TR Angels		500 Istanbul		

CHAPTER 3

4. MENTORING

Introduction to the chapter…

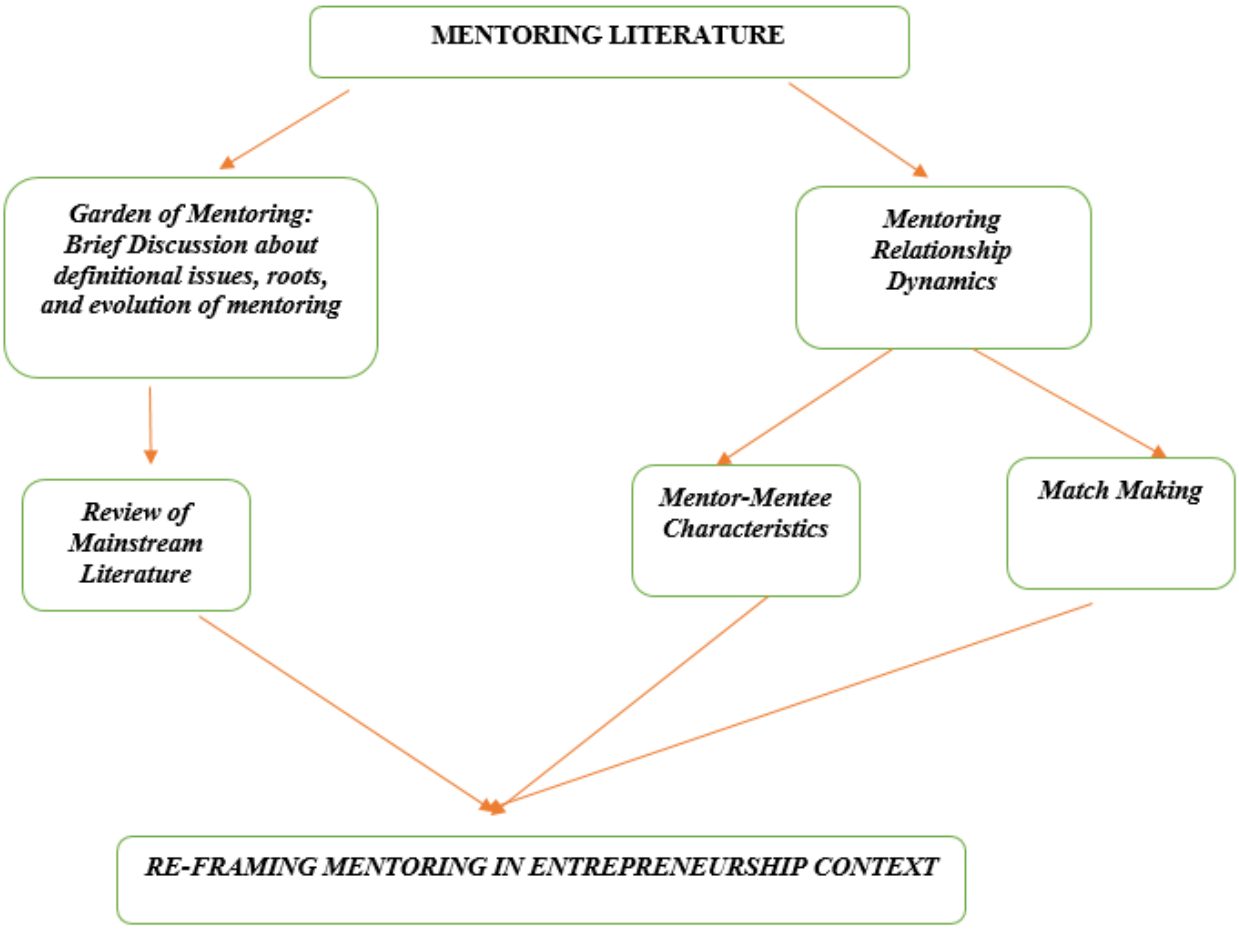
In the most general sense, *mentoring* is a tool contributing to adult development and career growth (Kram, 1985:110). In entrepreneurship literature, it is also used as a process of matching new-start entrepreneurs (Sullivan, 2000:160) with an experienced person-*mentor* who have either started a new venture or worked as a professional in a company. Mentor provides advice and assistance to avoid costly and fatal mistakes in entrepreneurial ventures (St-Jean and Mathieu, 2015:325; St-Jean and Audet, 2009:148; Sullivian, 2000:160). As a practice, mentoring allows new-start entrepreneurs or mentee(s)/protégé(s) to make informed choices and persevere when faced with difficulties. They are also skilled at resolving personal and professional dilemmas by provoking self-questioning (St-Jean and Mathieu, 2015:326). Despite mentors' important functions in entrepreneurial process, to the best of our knowledge their multi-faceted development effect for new-start entrepreneurs is not highly discussed topic in the entrepreneurship literature (St-Jean and Mathieu, 2015:326; St-Jean and Audet, 2009:148). However, mentoring programs provided under both several private and public initiatives are increasingly on the agenda of fostering entrepreneurship. As key strategic partners, universities, governments, and other industry participants have initiated several programs in which mentoring programs with different characteristics provided to new-start entrepreneurs (Easley and Wang, 2014:2). Proliferation of pre-incubation, incubation, acceleration programs, government sponsored Small and Medium Sized (henceforth SMEs) entrepreneurship education agendas and other private efforts show that entrepreneurial efforts are supported to some degree under some structured initiatives around the world (Bruneel, Ratinho, Clarysse and Groen, 2012:110; Eesley and Wang, 2014:3).

In this chapter firstly mentoring is explained from both career and entrepreneurship development perspectives. Mentoring types, functions, role of mentors, dyadic nature of the relationship are also provided.

Furthermore, factors determining the success of mentoring relationship, in other words how to attain best-fit/match making between mentor and mentee is discussed. Lastly, as the focus of this study, mentoring is re-framed in entrepreneurship context. The organization of the chapter is presented in the figure below.

Figure 4.

Readers Guide to the Chapter 3.



4.1. MENTORING LITERATURE

4.1.1. Garden of Mentoring: *Brief Discussion about definitional issues, roots, and evolution of mentoring*

As stated garden metaphor in Kram and Ragin's (2007) *Handbook of Mentoring*, we do have more topics to be discussed in mentoring literature, more areas are waiting to be cultivated. This study's ultimate aim is to explore mentoring from entrepreneurship perspective, in other words to go beyond organizational boundaries and understand the nature of mentoring relationship between owners of startups and mentors. It has been almost 30 years, scholars have been dealing with mentoring. Since then, these efforts have spread around several disciplines. Scholarly research has provided us to delve into the construct of mentoring in terms of definitions, internal and external relationship dynamics including natural occurrences, provided programs, so on so forth. Although there has been a great deal of research in this field, mentoring literature is still very young, seems to be a child in primary school. Thus, from several aspects this field needs to be developed (Kram and Ragins,2007:4; Wanberg et al 2003:112).

Mentoring emerged as an approach for people development by helping to achieve something important in the life (Kay and Hinds, 2009:3). This achievement is either about an educational and professional life or in any other spheres. In all segments for development, people need training and getting instructions given by more experienced people (Kay and Hinds, 2009:1). As stated by Kay and Hinds' mentoring schemes, mentoring could be in the form of formal periods of training. It reveals as a preparing mechanism for professional qualifications like introducing new employees into new jobs, helping staff for medium and long term development aspirations, preparing senior ones to the next level posts. Sometimes, mentoring is used for developing processes in some higher educational institutions. More particularly, it is also a way of developing gifted pupils with particular learning needs and helping them to develop required skills in social activities. Regardless of what purpose it is used for, mentoring is about helping people to make their own choices, thus it is not a forcing or dictating mechanism on what or how to do (Kay and Hinds,2009:3-5).

Mentoring is a form of practice that makes people questioning what, how, why, when and with whom they are doing, therefore allow people to make informed choices and persevere when faced with difficulties (St-Jean and Mathieu, 2015:2). As the important training and development tool for upward progression, mentoring is not a new concept (Hunt and Micheal,1983:475). This ancient archetype (Ragins and Kram, 2007:3) dates to Homer's Odyssey in that Ulysses entrusts his son Telemachus to his good friend called *Mentor* before leaving for the siege of Troy. For ten years, this mythical wise and faithful advisor *Mentor* was to be responsible for Telemachus' education and the development of his identity in the adult world. He was the loyal teacher, adviser, friend, and surrogate father to Telemachus. Even, the goddess Athena was communicating Telemachus through Mentor, thus he acquired divine qualities and became the incarnation of wisdom. This also explains ancient Greek tradition of pairing young male citizens with older males to provide each boy to learn and emulate values of the Mentor. Likely, in ancient times young boys were traditionally apprenticed to a master who own a shop or business to learn details of trade (Bishop, 2012: 29; Hunt and Micheal,1988:475; Murray, 2001:7; St-Jean and Audet, 2009:149). His master goes with him along this learning journey until the new master would take over the business at the old one's retirement or death. From ancient times towards industrial societies, this master-apprentice relationship was transformed a new form of structured relationship between employer-employee (Murray, 2001:8-9). Therefore, this archetype offers insights into mentoring relationship exceeding time, gender, and culture. While it is explained through myths, it is a very real and social relationship for years, even it has been reshaped in several contexts (Ragins and Kram, 2007:3,4). As in ancient times, today in the technology driven twenty-first century, people need mentoring to have skills for mastering more complex issues and tasks in every working environment (Murray, 2001:11)

Levinson's seminal work of *The Seasons of a Man's Life* is the basis of scholarly interest in role of mentoring for human development. In the study, providing chronology of the lives of 40 men transitions in their lives, mentor is described as a *guide, teacher, counsellor,* and *developer of skills* facilitating the realization of their dreams. Levinson goes on to discuss the influential role of a mentor by stating that not having a mentor or

having a poor mentor is something equivalent to poor parenting in childhood (Levinson, 1978 cited in Eby, Rhodes and Allen, 2007:8; Ragins and Kram,2007:4).

Kram's work of *Mentoring at Work* conducted in 1985 is another ground-breaking study which delineates the key aspects of mentoring relationship including functions, phases, and complexities (Eby et al 2007:8; Ragins and Kram,2007:4). As shown in the Table below, there are several definitions made in the literature considering mentoring. Principally, it has been defined as "*the relationship between an older, more experienced mentor and a younger, less experienced protégé for the purpose of helping and developing the protégé's career*" (Kram and Ragins, 2007:4). Despite their different statements, several common themes have emerged in these definitions. Firstly, main emphasis is on *seniority* but it is not only hierarchical seniority in a specific organizational context, it is about seniority in experience as well. In other sense, mentoring is a dyadic relationship between mentor and mentee (protégé) who is younger and less experienced together with specific development needs. *Experience sharing* and *transfer of knowledge* is the main building block of such relationship. Another point reveals functions of mentoring for professional development of the junior (mentee/protégé) such as coaching, facilitating, providing support, direction, protection, giving feedbacks and so on. As an important characteristic, *Mutuality* is mentioned in terms of commitment, agreed goal, trust, and respect. Despite, it seems there is not an equal relationship in terms of experience, its mutual nature is significant towards achieving long term goals. Mentoring is also distinguished itself as an effective career development tool for less experienced junior. Even, there are several models and typologies, it is generally agreed that mentoring is the most intense and powerful one-on-one developmental relationship which includes power dynamics and emotional intensity (Wanberg et al 2003:41). Mentoring implies support and inspiration to achieve wisdom to maximise the potential (Memon et al 2013:733). It is also acknowledged as a primary mode of wisdom transmission (Lefebvre, Redien-Collot and Renaud; 2011:3)

Table 8.

Review of Mainstream Mentoring Literature

Source	Construct	Definition	Function	Focus
Hunt and Micheal, 1983:475	Mentorship	Development Process	Training and development tool for upward professional progression.	Internal
Kram and Isabella, 1985:111	Mentor	Helping the younger person to establish role in the organization, learn the ropes and prepare for advancement	Enhancing career through sponsorship, coaching, facilitating exposure and visibility, and offering challenging work or protection.	Internal
Noe, 1988:148	Mentor	Senior and experienced employee	Providing support, direction, and feedback to the younger employee regarding career plans and interpersonal development, and increases the visibility of the protégé to decision-makers in the organization who may influence career opportunities.	Internal
Fagenson,1989:309 (cited Kram, 1985)	Mentoring	Development Relationship	Enhancing both an individual growth and advancement.	Internal
Ragins and Cotton, 1993:101	Mentor	High-ranking, influential member of the organization who has advanced experience and knowledge.	Providing upward mobility and support to career.	Internal

Table 8.

Review of Mainstream Mentoring Literature (Cont'd)

Source	Construct	Definition	Function	Focus
Whitely and Coetsier, 1993:421	Mentoring	Particular kind of interpersonal relationship	Influencing career progress and personal well-being.	Internal
Scandura and Schriesheim, 1994:1589 (cited from Hunt and Micheal,1983 and Kram,1985)	Mentoring	Transformational activity involving a mutual commitment	Protégé's long-term personal development, changing through sharing of values, knowledge, experience.	Internal
Turban and Dougherty,1994:688	Mentoring	Set of role activities	Coaching, supporting, and sponsorship that upper level managers provide to protégés.	Internal
Mullen, 1994:259	Mentoring	One to one relationship between a more experienced member (mentor) and a less experienced member (protégé) of the organization or profession	Promoting the professional and personal growth of the protégé through coaching, support and guidance and transferring needed information, feedback and encouragement as well as providing emotional support and putting in a good word when possible.	Internal

Table 8.

Review of Mainstream Mentoring Literature (Cont'd)

Source	Construct	Definition	Function	Focus
Tepper,1995:1191	Mentoring	Relationship	Facilitating junior colleagues' (protégés) professional development and career progress.	Internal
Eby,1997:126 (cited Kram,1985)	Mentoring	Relationship mechanism between a senior organizational member (the mentor) and a junior member of the organization (the protégé´)	Helping to advance	Internal
Ragins,1997:484 **(cited Hunt and Micheal,1983 and Kram,1985)**	Mentor	Individuals with advanced experience and knowledge.	Providing upward mobility and support to their protégés' careers.	Internal
Mullen and Noe,1999:233	Mentor	Source of information for the protégé.	Providing greater income and promotion opportunities.	Internal
Allen and Poteet, 1999:59 **(cited Kram, 1985)**	Mentoring	Relationship between two individuals usually senior and junior employee.	Taking junior employee under his or her wing to teach about the job, introduce to contacts, orient to the industry and the organization, address some social and personal issues.	Internal

Table 8.

Review of Mainstream Mentoring Literature (Cont'd)

Source	Construct	Definition	Function	Focus
Ragins and Cotton, 1999:529 (cited Hunt and Micheal 1983 and Kram 1985a)	Mentor	Individuals with advanced experience and knowledge	Providing upward support and mobility to their protégé's careers.	Internal
Ragins, Cotton and Miller, 2000:1182	Mentor	Higher ranking and influential individual	Providing upward mobility and support career.	Both internal and external
Young and Perrewe, 2000:613	Mentoring	Relationship between a very experienced senior person and a novice.	-	Internal
Murray, 2001 (from preface)	Mentoring	Deliberate pairing of a more skilled or more experienced person with a less skilled or less experienced one.	Growing and developing specific competencies.	Non-specified
Armstrong, Allinson and Hayes,2002:1112 **(cited Shea, 1995)**	Mentoring	Process and Relationhip	Caring, sharing and helping to increase and improve another person's growth, knowledge and skills	Non-specified

Table 8.

Review of Mainstream Mentoring Literature (Cont'd)

Source	Construct	Definition	Function	Focus
Burleson, MacGeorge, Knapp and Daly, 2002 **(cited from Memon et al 2015:2)**	Mentoring	Dyadic and communication relationship consisting of verbal and nonverbal behaviors	Offering help	Non-specified
Ensher, Grant-Vallone and Marelich, 2002:1407 (cited Hunt and Michael, 1983; Ragins, 1989)	Mentor	Someone senior in age and experience with greater or equal career practice.	Providing guidance and upward mobility, vocational, psychosocial, or role-modelling support.	Non-Specified
Johnson,2002:88 (cited Clark et al., 2000; Johnson, Koch, Fallow, and Huwe, 2000)	Mentoring	Personal relationship in which a more experienced (usually older) faculty member or professional	Acting as a guide, role model, teacher, and sponsor of a less experienced (usually younger) graduate student or junior professional by providing knowledge, advice, challenge, counsel, and support in the protégé 's pursuit of becoming a full member of a particular profession.	Internal
Singh, Bains and Vinnicombe, 2002:391	Mentor	Individuals with advanced experience and knowledge.	Providing upward support and mobility to their protégé's careers'.	Internal

Table 8.

Review of Mainstream Mentoring Literature (Cont'd)

Source	Construct	Definition	Function	Focus
Waters et al 2002:108 (cited Mullen,1998)	Mentoring	one-to-one relationship between an experienced person (a mentor) and a less experienced person (protégé)	Providing a variety of developmental functions	Non-specified
Allen, Eby and Poteet; 2004:127 **(cited Kram 1985)**	Mentor	Relationship between a younger adult and an older, more experienced adult.	Helping the younger individual learn to navigate the adult world and the world of work.	Non-specified
Stone, 2004 (cited Steel et al 2014:7)	Mentorship	Process by which a wise and helpful guide or adviser uses experience.	Showing a person how to avoid mistakes he or she made earlier in his career or helping advance the individual's career.	Non-specified
Bozionelos, 2004:25 **(cited Kram's 1985 work)**	Mentoring	Development Relationship that involves organizational members of unequal status or, less frequently, peers.	Non-Specified	Internal

Table 8.

Review of Mainstream Mentoring Literature (Cont'd)

Source	Construct	Definition	Function	Focus
Bozeman and Feeney,2008:5	Mentoring	Process and informal communication, usually face to face and over a sustained period of time, between a person who is perceived to have greater relevant knowledge, wisdom, or experience (the mentor), to a person who is perceived to have less (the protégé).	Informally transferring knowledge, social capital, and psycho-social support perceived by the recipient as relevant to work, career, or professional development;	Non-specified
Kay and Hinds, 2009:3	Mentoring	Approach	Developing	External
Memon et al 2013:733	Mentor	A person or father figure with certain qualities, or who is in a position of authority that watch benevolently over a younger person who benefits from counsel and support from the mentor.	Sponsoring, guiding and developing.	Internal
Hamburg, 2014:51,52	Mentoring	Natural support and partnership based on mutual trust and respect.	Helping young people with special needs to believe in themselves and boost confidence. Mentoring helps young people to progress in their careers	Non-specified

**This review is based on the definitions retrieved from articles from peer reviewed journals that are accessible as of the date of writing.

Based on the review of the mainstream mentoring literature, to sum up mentoring relationship is a kind of interaction between mentor and mentee/protégé, both sides are coming with their own experiences, thoughts, knowledge, interests, different backgrounds, and different development needs etc. Thus each relationship has unique nature. Idiosyncratic interaction patterns define and shape the relationship. Mentoring is further a learning partnership, as nearly all of the definitions consider acquisition of knowledge in several senses. It is a process in which its structure could be reshaped on different phases with different needs, so mentoring relationship is dynamic and changing over the period. Mentoring is also a mutual relationship, yet there is an asymmetry. Although mentor could benefit from mentoring, the focus of this relationship is to satisfy specific or general development needs of the mentee/protégé (Eby et al 2007:10). In mentoring literature, positive relationship has been found between mentoring and mentee/protégé extrinsic career success such as, receiving more promotions, earning higher incomes together with intrinsic success such as higher levels of career satisfaction, lower turnover intentions, increased commitment, decreased work alienation and life satisfaction (Wanberg et al 2003:91) compared with non-mentored individuals (Kram and Ragins, 2007: 7; Noe et al,2002:130; Ragins and Cotton,1999:529; Wanberg et al 2003:91). Besides, scholars are cautious about successful career outcomes of mentoring, because of the possible rising start effect. This means that there is a possibility of pre-existing attributes hold by mentee/protégés could prevent attaining independent results (Kram and Ragins, 2007:7). Although stated reciprocity with asymmetrical gaining, mentors do receive benefit from this relationship. Through helping other, "…*a mentor gains internal satisfaction and respect for his or her capabilities as teacher and advisor*." (Kram, 1985b cited in Wanberg et al 2003:53). In this context, several benefits for mentors are discussed in the literature. Among them being personally satisfied when helping others, gaining more supporters in the organization, career enhancement, intelligence/information, advisory role, psychic rewards, building support network, increasing in learning, visibility or recognition are those to name a few (Wanberg et al

2003:52-54). Nevertheless, there are some negative consequences as well. Time requirements, favouritism to the mentee/protégé, mentee/protégé abused relationship and feelings of failure are those four negative aspects found in Allen, Poteet and Burrough's (1997:82) study. The same rising star effect could also reflect on results for mentors who may be high performing individuals experiencing high levels of career success before choosing to be a mentor (Kram and Ragins,2007:8).

4.1.2. Mentoring Relationship Dynamics

In this part, mentoring is discussed from a relationship perspective with several mentoring functions from mainstream career development literature. Underlying factors for mentoring relationship are also given with some illustrative studies.

Mentoring relationship is distinguished itself from other types of formal relationships in the organization. Due to the nature of the relationship, involved individuals could not be interconnected with official bonds. The one in question is not only about working issues, other personal issues could be in question. Character of the relationship envisages more stronger bonds than those of other types of organizational relationships (Allen and Poteet,1999:59). Based on Kram's *Mentor Role Theory*, mentors as the critical resource for employees in the organization, help mentees(protégés) by assuming two separate but interrelated functions: *career development* and *psychosocial/psychological functions* (Allen, Eby, Poteet, Lentz and Lima, 2004:128; Ragins and Cotton, 1999; St-Jean,2011:66; Waters et al 2002:108). Career development functions serve as facilitating mentees(protégés) advancement in the organization. There are five specific career development functions: sponsoring promotions and lateral moves *(sponsorship)*; coaching the mentee/protégé *(coaching);* protecting the mentee/protégé from adverse forces *(protection)*; providing challenging assignments/challenge setting (*challenging assignments*); and increasing the mentee/ protégé's exposure and visibility (*publicising-visibility*) (Allen et al 2004:128; Ensher et al 2002:1408; Ragins and Kram,2007:5; St Jean,2011:66; Waters et al 2002:108).These functions are also labelled as *vocational or instrumental support* enhancing career of the mentee (protégé) by

increasing visibility in the organization and by improving his knowledge of how to effectively navigate the corporate world (Allen et al 2004:128; Ensher et al 2002:1408; Waters et al 2002:108). Another function focuses on how to enhance the mentee's (protégé's) sense of competence, self-efficacy, professional and personal development. This category also covers following four psychosocial/psychological functions: helping the protégé develop a sense of professional self (*acceptance and confirmation*), providing problem-solving and a sounding board (*advice giving-counselling*), giving respect and support (*friendship*), and providing identification and role modelling (*role modelling*) (Allen et al 2004:128; Kram and Ragins,2007:5; Ragins and Cotton,1999:530).

Role modelling is also found significantly distinct function from career-related and psychosocial ones in some studies, thus it is evaluated as another category of support by giving critical feedback in a constructive manner (Bouquillon, Sosik and Lee, 2005: 247; Ensher et al 2002:1408; Ragins and Kram, 2007:5; Scandura,1992:171; Scandura and Ragins, 1993:257, 258; Scandura and Williams:2001:350, 351; Pellegrini and Scandura, 2005:327). Besides focusing on these three-category conceptualization, there are other scholarly efforts adopting an inductive approach to reveal several other functions that mentor possibly assumes. Fowler's unpublished dissertation (2002:137-139;150) extended empirical research beyond three or two categories' conceptualisations and revealed several functions reported by mentees (protégés). Participants of the study reported learning facilitation/coaching, personal and emotional guidance, advocacy, role modelling, strategies and systems advice, career development facilitation and friendship as the functions of mentors. The results reveal that due to the idiosyncratic nature of relationship, neither of them is alike, so functions within and across relationships could differ. Same mentor may offer different function at varying degrees to different mentees (protégés). Each relationship evolves per ideal fit between the needs of mentee/protégé and the mentor's ability and interest to satisfy those needs (Ragins and Kram, 2007:6). As it is mentioned, mentor could play many roles. He could be a loyal friend, confidant, and advisor, at the same time they are entrusted and responsible for education of another individual with no expectation of substantial reciprocation. Therefore, they act as a

teacher, guide, or coach with an aim of transforming knowledge, expertise and attaining new levels of achievement (Memon et al, 2013:733). The functions could be offered not only under the formal program or based on a formal assignment, but also individuals may offer them without necessarily called as *mentors*. (Ragins and Kram,2007:6).

While providing these functions, as stated in Kram's study (1983) there are several phases on which each developmental function, determined experiences and interaction patterns are changing. These phases are as follows: *initiation, cultivation, separation, redefinition* (1983: 621,622). Kram defines those phases by time periods passed for the relationship and turning points experienced by both sides. On the *initiation phase*, the relationship gets started and begins to have importance for both side, fantasies become concrete expectations to be met. *Cultivation* is the time to expand career-related and psychosocial functions together with deepening emotional bonds and increased intimacy. Then, structural change in the relationship and in the emotional experience is observed on *separation* phase. Then, an indefinite period begins with peer like friendship, so relationship gains new meaning in this *redefinition* phase (Kram,1983:622).

Considering this development relationship, some salient variables are also discussed in terms of individual differences both in the seeker and giver and other contextual determinants (Mullen,1994:270). Besides functions and roles played by mentors, the influence of individual differences, such as personality, age, gender, and race, has been studied in the context of mentor and mentee(protégé) choices, as well as the antecedents and consequences of mentoring relationships (Noe et al 2002:142).

Participant characteristics whose possible contributions to the success of the relationship are mostly discussed phenomena in the literature (Wanberg et al 2006:412). Several studies have examined the influence of both the mentor's and mentee's (protégé's) characteristics on the satisfaction of mentoring relationships. The characteristics studied include demographic information such as race, gender, age, and position; and cognitive tendency such as learning and transformational leadership style (Paek, 2004:367). Since, an individual who engages in a relationship, brings his/her

background, expectations, or other particular needs, it is likely to assume an influence on the extent and quality of exchange between two people. There is two-sided effect for the relationship. On one side, it is highly likely that mentee(protégé) could choose his mentor whose characteristics ideally matched those of him/her, on the other side mentor could choose his mentee (protégé) based on some attributes as it supposed from *similarity-attraction paradigm* (Allen et al 1997:72; Allen and Eby,2003:472). There are some efforts to determine the ideal match and how to get maximum benefit for such an exchange, but literature provides some kind of mixed results. As a demonstrative example from those efforts, several characteristics are outlined as ideal mentor skills and knowledge areas in the content analysis conducted by Allen and Poteet (1999:64-66). Findings listed some characteristics mentors should have for more constructive relationship. Some of the characteristics such as ability to read and understand others, being open to suggestions, being people oriented and allowing protégé to learn on own are directly related to communication skills of mentors. Some others are more about the professional experience and willingness to share it like having knowledge of an organization and industry, having structure/vision, providing reasonable goals, having ability to teach and giving feedbacks. However, the study further included some other interpersonal traits i.e. being patient, honest, trustworthy, having self-motivation, common sense, self-confidence, leadership qualities, versatility/flexibility etc. Therefore, establishing an open communication system with reciprocal feedback, setting standards, goals, and expectations, building trust, caring for and enjoying each other, allowing mistakes, being flexible are outstanding features for high quality mentoring relationship (Allen and Poteet,1999:67). It could be concluded that an essential characteristic of a mentor is the ability to create a safe place for the mentee(protégé) to find out himself/herself (Barker,2006:56,57).

In career training and development literature, mentee's (protégé) characteristics are discussed to influence mentor's perception of the expected benefits and costs from engaging in mentoring (Allen et al 1997:72). Garvey and Alfred emphasized personality characteristics and skills required not only for a mentor but also for mentee(protégé) to

initiate and sustain the relationship. They mentioned almost same characteristics and skills stated in Allen and Poteet's study, however their main emphasis is on true partnership for the relationship. Thus, they argue additional characteristics for mentees (protégés) as well. In the study, commitment and flexible approach to learning are addressed along with other reflective and reflexive abilities for mentee (protégé). Honesty and openness, so having an ability to build and maintain trust is stressed as essential characteristics of mentees as it is stated for mentors (Garvey and Alfred,2003:4).

Hunt and Micheal (1983:481) discussed mentioned characteristics by proposing conceptual framework that both a mentor and mentee(protégé) is seeking in their relationship. Hence, mentees (protégés) who are good performers and capable of demonstrating extra-ordinary efforts, have similar social backgrounds, look good in suit and having high visibility would be presumably selected by mentors. Correspondingly, further distinguished factors and dimensions are revealed for mentees (protégés) attractiveness. Among them, to name a few, reflection of self, having strong work ethic, dedication, ability to complement mentor's skills and believing in helping are discovered as fundamental indicators (Allen et al, 1997:80). Characteristics of mentees (protégés) are not only determinants for being selected, but they could influence the career and psychosocial benefits gained from mentoring relationship, in other words effective utilization of mentoring (Noe,1988:470). Such characteristics as locus of control, emotional stability, and self-monitoring are also investigated in terms of their effects on initiation of the relationship (Turban and Dougherty,1994: 689,696). Mullen also proposed self-monitoring, perceived appropriateness of seeking information, perceived partner competence, self-esteem are those variables to be tested for both parties in their information exchange (Mullen,1994:270-272; Mullen et al 1999:234).

Perceived similarity is also found affecting partners liking of each other in their relationship through their cognitive style, therefore mutual liking could lead to a significant enhancement in the quality of the relationship (Armstrong et al 2002:1130). These characteristics have emerged as underlying factors for match-making efforts several formal mentoring programs made. The point is "*personal chemistry*" between the

two individuals. Thus, while there are some significant attempts to diagnose factors providing ideal match, the nature of the relationship evolve as time passes and possibly determine the future success. This also open another area of research as to whether any attempt should be made to match the mentor and mentee(protégé) in a formal sense or whether the mentor and mentee (protégé) should to an extent "self-seek" (Paek, 2004:368; Sullivan, 2000:171).

4.1.3. Entrepreneurial Mentoring: "*Reframing mentoring in entrepreneurship context"*

Although, mentoring is rapidly gaining in popularity as a customized way to assist and support the new start ventures, most of the scientific literature on the subject of mentoring concentrates highly on individuals providing high level of knowledge and sharing experience for those need in their career development (St Jean and Audet, 2009: 148,149). This indicates an intra-organizational point of view where the mentor and mentee(protégé) work for same organization (Bishop, 2012:40; St Jean and Audet,2009:149), even it is stated long ago in 1985 by Kram's work that mentoring must be examined in a variety of contexts (St-Jean and Mathieu, 2015:1), there are few exemptions explaining mentoring for self-employed (Weijman, Sijde and Bentham, 2008). Then the attention has turned on it as a supportive mechanism for new business ventures/startups as well. Therefore, it is recognized that its role is changing (Sullivan,2000:163) in accordance with conditions in environmental context, expectations from mentees(protégés), characteristics of both sides, types of relationship (e.g. formal/informal), policies and regulations adopted. At this point, Waters et al tried to close the gap in the literature with the study focusing on the role of mentoring in new business startups. This effort represents the beginning of the focus that has shifted from existing organizations to emerging ones (Waters et al 2002:108,109; Wooten, Timmerman and Folger,1999: 83). This is because of an understanding of non-traditional career paths for employees have emerged, life-long commitment for a job, for a company, for an owner are all becoming minor issues in working life (Waters et al 2002: 108,109). Together with this differentiation working life has passed, functions and character of mentoring relationship have also changed in several ways. For example, experience was regarded as a function of vertical ranks and illustrated power in the organization, but in a new business context mentor's business and technical experience create the basis for career-related function (Waters et al 2002: 108,109).

In traditional type of mentoring, mostly senior member in the organization could initiate the relationship with a junior member whose skills or abilities seem attractive to the mentor. When it comes to professional mentoring which is not compulsory, but voluntary, this type of mentoring is encouraged and developed as a part of mainstream staff development. However, professional programs represent a shift towards formal and institutionalized mentoring by making it a systemic policy issue and a standard part of management practice (Ehrinch and Hansford,1999:3,4).

As a hybrid version (Edwards, 2016:20), mentoring has been reframed in entrepreneurship context and defined as "*a support relationship between an experienced entrepreneur- mentor and a novice entrepreneur (mentee- the protégé) to foster the latter's personal development*." (Memon et al 2013:733; St Jean and Audet, 2009:149). This is where the dissertation's main focus lies and which specifically tries to understand how mentoring mechanism works under entrepreneurial assistance programs as a means of supporting new-start entrepreneurs. The study's main concern is whether mentoring mechanisms under both formal or informal programs are effective and useful tool for entrepreneurs during their journey. Although it's positive effects are discussed in literature, even for businesses that are new, this study tries to reveal mentoring effects in Turkish new-start entrepreneurs.

Several studies support this assumption, for example, Sullivan (2000)'s study on entrepreneurial learning and mentoring emphasizes added value of mentoring for long term benefits of entrepreneurs. At the same time, as a learning mechanism entrepreneurs are assumed to learn from previous experiences of their mentors and modify their futures by exemplifying critical incidents they come across along the way (Sullivan, 2000: 163,172). Another study conducted by Weijman, Sijde and Benthem (2008) to reveal perceptions of mentors and mentees (protégés) under different development programs for knowledge intensive startups across Europe, overall mentoring process and its short/long term outcomes. Kaffka and Krueger (2012) are among those scholars empirically investigated the effect of intensive mentoring and feedback on co-evolution of cognitive development of entrepreneurs and their ventures. Their findings indicate that entrepreneurs appreciate mentoring and panel

feedback that help them to reflect on the business idea and to set up networks to find investors or collaborative partners for business idea development.

Opportunity recognition is another area of interest in entrepreneurial mentoring research, Ozgen and Baron (2007) investigated effects on mentors, industry networks, and professional forums as social sources of information for opportunity recognition. They extended previous research findings by showing the fact that reliance on mentors can facilitate opportunity recognition by entrepreneurs suggesting that nascent entrepreneurs, like individuals in many other career paths, can benefit greatly from having a mentor. In this study mentors are regarded as sources providing inputs on what entrepreneurs need, by this way they do help nascent entrepreneurs connect the dots between seemingly unrelated events and diagnose opportunities (187,188,190). In this context, "4I" framework is proposed to illustrate how new ideas for business opportunities occur through the process of *Intuiting* (I1) and *interpreting* ("I2") at the individual level, *interpreting* and *integrating* ("I3") at the group level and *integrating* and *institutionalising* ("I4") at the organisational level. Mentoring is argued to occupy an important place in transitions between these levels (McKevitt and Marshall, 2015:265, 266). Mentor's role before founding a new venture has also been discussed by St-Jean, Janssen, Baronet and Nafa (2016:2,3) who defined mentors as knowledge brokers making necessary information available to entrepreneurs and supporting emergence of new businesses in the ecosystem. Another striking example of scholarly interest in combining entrepreneurship and mentoring, St Jean and his colleagues' findings which show mentoring increases novice entrepreneur's confidence, in turn increase the mentee's (protégé) entrepreneurial self-efficacy (St Jean and Mathieu, 2015:9). Furthermore, in his previous study, St Jean identified number of factors affecting the quality of mentor-mentee (protégé) relationship and level of satisfaction with this interaction (St Jean,2009:158). These studies are name of few exploring mentoring processes and integrating them into entrepreneurship literature. These illustrative examples indicate that, in entrepreneurial journey, mentor has an important role from the beginning with an idea towards the conceptualization and commercialization of that idea (Memon, Rozan, Uddin, Shah and Dzurllkanian, 2013:732). As a significant evidence of such effect, mentoring programs around the world are proliferating due to low rates of startup survival. Hence, mentoring as an

intervention tool is suggested to be an option to change inevitable end for startups (Memon et al 2013: 733).

For the reason that mentoring entrepreneurs can provide personalized, flexible support tailored to each particular situation an entrepreneur faces, which will increase chances of long term success for new ventures. Professional experience combined with life experiences can save newly emerged businesses from high degree of failure due to the liability of newness. This is because of inadequate funding, poor cash flow, inefficient marketing efforts and the difficulties associated with building legitimacy (Purcell and Scheyvens, 2015:212; McKevitt and Marshall,2015:264). Lacking experience and competency on the part of entrepreneurs together with their lack vision and inability to find a profitable niche for their business are among reasons for failure. Thus mentoring role in entrepreneurial development provide a learning tool to some extent for novice entrepreneurs (Memon et al 2013: 733). Mentor's role includes teaching practical knowledge on how to effectively develop business to the full extent of his/her experience (e.g. legal, financial, marketing and any other area that need to be developed). This resembles career support function discussed in mainstream career development literature.

4.1.4. Redefining mentoring functions in entrepreneurship context

While discussing entrepreneurship and mentoring, there is a need to discuss mentoring functions in entrepreneurship process. From career development perspective, it is assumed and validated that there are three functions mentors assume, but in entrepreneurship context, it is highly likely that sub-functions could be reshaped for each needs of business startups. Since, they are not employees any more, they are owner of firms and they need for development as well but specifically in different fields. St Jean and Audet (2009) have discussed several functions mentors exercise. This study has mentioned that through mentoring, mentees(protégés) could learn by observing mentors' actions and draw lessons on what they would do in the future. Committing to such reflexive learning, mentees (protégés) could examine their and venture's situation from a more objective standpoint. This contact also makes contribution to social language learning process for entrepreneurs and development of entrepreneurial skills. Mentors could create this learning opportunity by converting

their own knowledge into a form that is compatible with that of their mentees (St Jean and Audet, 2009: 149,150). As stated here and in many writings, entrepreneurial mentoring is mostly associated with entrepreneurial learning. Following this study, St Jean (2011:69,70) also suggests four psychological, four career related functions and one role modelling function. Among psychological functions, reflecting, reassuring, motivating and creating confidence are discovered. Integration, information support, confrontation, and guiding are also categorized under career-related functions. The last one is role model function in which mentor is considered to be a source of inspiration or a comparison. This inductive study with discussion groups has also been validated by another deductive framework. As a reflector, mentor is supposed to give feedback to the mentee(protégé) on who he is and what his project is, specifically acting like a mirror for mentee (protégé) to understand his/her main weaknesses and strengths in that project. It is argued that mentor also reassures mentee(protégé) under difficult circumstances, acts as a pressure valve enabling the mentee(protégé) to evacuate accumulated stress and put problems into perspective. Mentor is an important resource of motivation and encouragement, helps to build self-confidence and gives sense of persevere. Mentoring relationship does not resemble any other hierarchical/vertical relationships in the organization, thus this kind of relationship could evolve into a friendship in that mentee(protégé) want to confide in like his/her friend. Furthermore, mentor could open his/her business network to mentee(protégé) who would need in the future. Mentor could provide necessary information about business development, more specifically laws, patent regulations, financial requirements, or more technical issues peculiar to the industry mentee (protégé's) venture operates. He/she makes more clear picture for problems and their solutions, prevents mentee/protégé from being a part of the problem rather than the solution. In parallel with this, by giving advices to a certain extent, mentor makes problems more comprehensible and solutions more visible. As it is stated more clearly that mentors could herald problems on the horizon, assuming a function of presenting solution alternatives they are saving businesses from major errors and costly mistakes with just a few words (Cull, 2006:8). Assuming a role model function, mentor could be a source of inspiration, or at least, of comparison for mentee (protégé) (St-Jean and Mathieu, 2015:327). This also helps entrepreneurs to guide decision making, not only depending on their personal experiences but also

going beyond this threshold and to alleviate the effect of overconfidence (Cull,2006:10; St-Jean et al, 2016:5). Mentors could be opportunity broker and enabler on the way of exploring and exploiting opportunities. Having a brokerage role, mentor could give tacit information to novice entrepreneur, provide access to relevant information about markets, technology, production processes, management and thus enhance novice cognitive scheme. On the other side, as an opportunity enabler, mentors could provide the potential entrepreneur with business contacts and occasions to learn, hence facilitate access to resources that are needed to exploit the identified opportunity. They may be suggesting a way for the potential entrepreneur to access resources or get in touch with people who can provide the needed resources. As a result, entrepreneurial self-efficacy could be developed via engaging in mentoring relationship (St-Jean et al 2016:15)

Importance of functions assumed by mentors in venture development process is also parallel with mentee's willingness to receive such mentoring. Even if entrepreneurs are willing to engage in mentoring relationship, in some instances they approach mentoring with suspicion. Firstly, they are mostly not used to take advice from another individual, if this is the case, they may have some doubt whether such an advice from a mentor who is not actually engaged in that industry, is a pragmatic tool for their businesses. Mostly, entrepreneurs fall in love with their ideas and have strong tendency to refuse incoming comments from an outside voice. They feel as if acting under severe time pressures, so they sometimes consider this kind of relationship time consuming effort starting from introducing himself/herself, the business idea, particular industry, stage of business development towards the future projections. This partly biased approach towards mentoring raises several concerns on satisfaction in the field. Though of mixed results extrapolated, some differences in gender, relevant industry experience, allocating time, tendencies to listen and show empathy for someone else's concerns are found significantly effecting individual satisfaction (St Jean and Audet, 2009: 150,151). Mutual liking and trust are also related with convenience for exercising career related and psychological functions by mentors (Armstrong et al, 2002:1125; Ragins,1997:503; St Jean and Audet, 2009:151). These factors are discussed as influencing the conduct of the relationship, however do not necessarily ensuring satisfied relationship. Since, an entrepreneur who is paired with

a skilled, experienced mentor may not be happy conversely with a less skilled one, because such an expertise and knowledge would not guarantee a successful relationship. Indeed, how to transfer of such expertise and build trust would gain an importance. In some instances, mentees (protégés) have more general expectations such as being motivated, being listened, so it is difficult to connect technical expertise with expectations that are mostly dependent on mentor specific human qualities (St Jean and Audet, 2009:157).

In this context, based on the above discussions on entrepreneurial mentoring, this study proposed a comparative framework for displaying changing nature of mentoring in entrepreneurial sense. Table 4. as figured below demonstrates several dimensions for both perspectives including definitions, underlying arguments, main foci, outstanding characteristics, areas for development, type and form of the relationship, relationship dynamics and functions.

Table 9.

Mainstream and Entrepreneurial Perspective on Mentoring

Perspective	Mainstream (career) Development perspective	Entrepreneurial Development Perspective
Definition	the relationship between an older, more experienced mentor and a younger, less experienced protégé for the purpose of helping and developing the protégé's career.	support relationship between an experienced entrepreneur-mentor and a novice entrepreneur (mentee/protégé) to foster the latter's personal development.
Focus	Intra-organizational career	Intra-organizational career view is supplemented with inter-organizational one particularly considering the self-employed.
Underlying Argument	Training and development tool for upward progression (on vertical hierarchy) Including both professional and personal growth.	Entrepreneurial development tool. No vertical hierarchy at all, human resources are limited, relations are newly formed.
Outstanding characteristics	Constructive, not dictating.	Constructive, not dictating.
Areas for development	Educational, professional, and other spheres of life.	Mainly entrepreneurial skills: "How to operate in business life."

Table 9. (cont'd)
Mainstream and Entrepreneurial Perspective on Mentoring

Perspective	Mainstream (career) development perspective	Entrepreneurial Development Perspective
Type	• Formal periods of training, • Helping members of staff for medium and long term development aspirations, • preparing senior members to the next level posts, • developing processes for staff of some higher educational institutions, • developing gifted pupils, those with particular learning needs and helping those individuals to develop required skills in social activities.	Both formal and informal under structured or unstructured initiatives.
Sides of the relationship	**Mentor**: High ranking, influential member of the organization. **Mentee**: Less skilled and less experienced member of the organization/junior - novice colleagues.	**Mentor**: veteran professional, mostly prior entrepreneurial experience. **Mentee**: Founder of new venture, novice or nascent entrepreneur.

Table 9. (cont'd)
Mainstream and Entrepreneurial Perspective on Mentoring

Perspective	Mainstream (career) development perspective	Entrepreneurial Development Perspective
Relationship dynamics	Unequal status or, less frequently, peers.	Inequality does not come from organizational hierarchy, but from experience.
Functions	Career enhancing, psychosocial or role modelling.	Career enhancing, psychosocial or role modelling functions and others needed to be re-defined.

Mentoring has been defined in a similar vein in both perspectives, experience for helping and development has been highlighted while explaining mentoring. On the other hand, foci have been changed from intra-organizational career perspective to inter-organizational one considering self-employed. This also reflects on underlying arguments of both perspectives. From mainstream point of view, mentoring is regarded as training and development tool for upward progression on the vertical line of hierarchy. Considering entrepreneurship, there is no hierarchy even, structure of the organization has not determined yet. Therefore, asymmetry in the relationship does not come from organizational hierarchy, but also from lack of experience and knowledge in entrepreneurial mentoring. New ventures start their journey mostly with unstructured efforts, as the time passes, they start to operate business functions and formalize their ideas in a meaningful manner. Besides these, outstanding characteristic of the relationship is the same for both understanding. Relationship is based on constructive feedbacks and guiding less experienced ones, not dictating them to show what to do and how to do. Questioning makes them to find their own ways. From a career perspective, development could be attained in educational, professional or any other sphere of life. Yet, entrepreneurial mentoring places an importance on developing entrepreneurial skills, more specifically on how to survive in business life. Lastly, mentors serve career, psycho-social and role modelling functions. Although, these functions are not in the scope of the study, possible versions of them should be explored in entrepreneurial sense. Since, there are different development needs of

entrepreneurs, so would be the mentoring functions. Entrepreneurs not employees any more, they are owner and still need for development as well, but specifically in different fields (see also St Jean and Audet, 2009; St-Jean,2011; St-Jean and Mathieu,2015 for entrepreneurial mentoring functions).

To sum up, same concerns arise as it is stated in career development literature for mentoring in entrepreneurship context. However, roles and functions gain some new meanings for entrepreneurs, because needs are different from a typical organizational context. Process is more dynamic and demanding for new ventures, there is need to be flexible and adapt swiftly to new conditions. That's why small touch but firm interventions could create new learning opportunities for entrepreneurs. During discussions, mentee (protégés) could be able to share their agenda, ideas, goals and everything about their projects, this is due to the safe place / created by mentors. They are pulling entrepreneurs by listening, asking right questions at the right time and trying to make them visualize their dreams. Consequently, entrepreneurs could be aware of what they need to move forward and what could have been done before. They are pushing entrepreneurs towards more creative and leading-edge thinking. This is kind of a wisdom transmission between two parties (Cull,2006:8-9).

CHAPTER 4

5. METHODOLOGICAL ORIENTATION OF THE STUDY

5.1. SAMPLING DESIGN

5.1.1. Concerns on sampling strategy: *Who should be interviewed?*

In the study, purposeful sampling as a way of choosing sample purposefully to fit the parameters of research questions, goals, and purposes (Tracy, 2013:134) is used. This sampling method is considered an umbrella term covering both theoretical and selective sampling (Neergaard and Ulhoi, 2007:259). As a sampling strategy, firstly research context was chosen, required permission was obtained to conduct the study, then a reference based selection was applied based on the suggestions of the team leaders (Neergaard and Ulhoi, 2007:266). They have already known entrepreneurs and mentors who would want to participate, because they were programming mentoring sessions and all other seminars, workshops, they could easily refer to someone based on weekly schedules. After each interview, participants were also asked to suggest their friends as well (Neergaard and Ulhoi, 2007:266; Tracy,2013:136)

Issue of sample size is subject to questioning especially for qualitative research designs, however the issue begins firstly with whether the researcher is using an appropriate paradigm, goes on to discuss the sufficiency and quality of the data obtained (Neergaard and Ulhoi, 2007:259). This does not mean that sample size is not as much critical as in the quantitative research designs, quality is usually more important than quantity for qualitative research (Tracy, 2013:138). Hence, contextual dependence in qualitative studies does not allow to make significant empirical generalizations across time and space (Neergaard and Ulhoi, 2007:270). Otherwise stated, based on researchers theoretical background, the research questions and related research designs are important determinants of assessing data relevance, completeness and amount of information gained (Neergaard and Ulhoi, 2007:259). At this point, researchers' main responsibility is to ask whether the data provided rich contributions

to research goals or it could be possible to predict what next interviewees will say (Tracy, 2013:138). If so, a researcher has reached theoretical saturation which means no additional data is needed as researcher sees similar instances or patterns, over and over again. Therefore, additional data will bring fewer and fewer insights (Glaser and Strauss, 1967:61). If not this may suggest the need for more data (Tracy,2013:195). Based on the provided arguments, following table 6. divulges how many participants were interviewed, type and time of the discussions. Research participants are represented anonymously with assigned pseudonyms.

The entrepreneurs' population of this study includes new start-ventures which engage in business development activities since from 2013 to 2016 and receive or not receive external institutionalized help from private initiatives, not-for profit organizations, universities, or government. The mentors' population includes those people who are either accredited as a mentor from an institution (participated in specific training given by The Scientific and Technological Research Council of Turkey- henceforth TUBITAK, any other private initiative i.e. MentorsNetwork Turkey or from an association Tüm Girisimci ve Is Mentorlari Dernegi) or unaccredited but voluntarily mentoring.

The entrepreneur sample of this study consists of 21 new start ventures in Istanbul, have engaged in business development activities since from 2013 to 2016, received institutional support either from an early stage incubation or acceleration program. The mentor sample of the study also implies group of mentors who are either assigned officially as a mentor in the same programs or have previous mentoring experience in that programs, but not actually involved in mentoring during the time period interviews conducted.

Table 10.

Interview Participants' Information

Number	Participant (Pseudonym)	Status (Entrepreneur/ Mentor)	Type	Interview Date and Time
1	GG	Entrepreneur	Face to face	20.07.2016-81 min
2	YS	Entrepreneur	Face to face	21.07.2016-48 min
3	KY	Entrepreneur	Face to face	21.07.2016-33 min
4	BA	Entrepreneur	Face to face	21.07.2016-32 min
5	ET	Entrepreneur	Face to face	21.07.2016-32 min
6	MA	Entrepreneur	Face to face	21.07.2016-26 min
7	SP	Entrepreneur	Face to face	21.07.2016-55 min
8	GB	Entrepreneur	Face to face	22.07.2016-52 min
9	AÇ	Entrepreneur	Skype	23.07.2016-35 min
10	GS	Entrepreneur	Face to face	27.07.2016-40 min
11	YBY	Entrepreneur	Face to face	27.07.2016-32 min
12	BB	Entrepreneur	Face to face	27.07.2016-34 min
13	EMS	Entrepreneur	Skype	03.08.2016-57 min
14	SY	Entrepreneur	Face to face	04.08.2016-15 min
15	YA	Entrepreneur	Face to face	04.08.2016-34 min
16	HN	Entrepreneur	Face to face	09.08.2016-32 min
17	EE	Entrepreneur	Face to face	11.08.2016-26 min
18	CN	Entrepreneur	Face to face	12.08.2016-29 min
19	BU	Entrepreneur	Face to face	18.08.2016-43 min
20	EA	Entrepreneur	Face to face	22.08.2016-11 min
21	FC	Entrepreneur	Face to face	22.08.2016-14 min
22	TD	Mentor	Face to face	20.09.2016-33 min
23	DT	Mentor	Face to face	02.09.2012-66 min
24	DN	Mentor	Skype	09.08.2016-44 min
25	MA	Mentor	Face to face	08.08.2016-31 min
26	ME	Mentor	Face to face	09.08.2016-24 min
27	UY	Mentor	Face to face	21.07.2016-33 min
28	NA	Mentor	Face to face	21.07.2016-26 min
29	MA	Mentor	Skype	28.07.2016-22 min
30	TT	Mentor	Face to face	21.07.2016-13 min
31	NS	Mentor	Face to face	08.08.2016-17 min
32	BB	Mentor	Face to face	08.08.2016-8 min
33	MS	Mentor	Face to face	04.08.2016-23 min
34	BeB	Mentor	Face to face	09.08.2016-23 min
35	BuB	Mentor	Face to face	08.08.2016-17 min
36	RA	Mentor	Face to face	08.08.2016-13 min

Table 10. (cont'd)

Interview Participants' Information

Number	Participant (Pseudonym)	Status (Entrepreneur/ Mentor)	Type	Interview Date and Tim
37	NK	Mentor	Face to face	09.08.2016-45 min
38	NN	Mentor	Face to face	04.08.2016-14 min
39	MU	Mentor	Face to face	08.08.2016-21 min
40	EY	Mentor	Skype	23.08.2016-35 min
41	TU	Mentor	Skype	01.09.2016-36 min
42	GC/SK	Mentor	Face to face	04.08.2016-13 min

5.1.2. Researcher Reflections on Sampling Design-Process of decision making

To be in the limits of the study, the research is confined to entrepreneurs who has been selected and had a place in either early stage incubation or acceleration program in Istanbul. Mentors are also included in the study, mostly from the same programs and based on snowball sampling other mentors who are actively mentoring to entrepreneurs are incorporated in the study. However, in general sense, a ***purposive sample of*** new-start entrepreneurs and mentors are applied. In the study, nascent or novice entrepreneurship is used synonymously with new-start entrepreneurship which refers those ones either start their businesses or being on the way of doing it.

The participant selection process has started by deciding of the research site. Firstly, the overall entrepreneurship ecosystem in Istanbul was scrutinized, then a list of support programs in terms of their services provided for entrepreneurs was generated. At the same time, related social media accounts and main web-sites offering specific information about events in the ecosystem were followed. Among them, the first but a really impressive event was Startup Istanbul, 2015 which was leading startup event bringing founders, investors, executives in the region together. At those days, as a researcher, I had the idea but did not know the system participants exactly. I was alone just with my idea and looking around somebody to explain what I am going to do and ask for help in my journey. Event was very crowded but full of people that I need for my study, though it takes time to realize the importance of it. Whenever I saw

somebody on the stage i.e. Steve Blank, David McClure, Hustle Harder, Elmira Bayrasli or Erhan Erkut I hit the phone and tried to learn who was giving a speech, at the same time I was trying to take notes in order to clarify my ideas. Since, while they were discussing some particular issues, were giving some clues about the ecosystem, even they were listing number of books that many entrepreneurs should read like Art of the Start, The Lean Startup, Disciplined Entrepreneurship, The Startup of You etc. During short breaks, I was looking the projects of startups coming from all corners of the world and observing their passion, resilience, communication styles and all what they were trying to do. It was awesome to observe both entrepreneurs and other participants in the ecosystem. Meanwhile, I met with a key person who was working for the early stage incubation program where most of this study's participants came from. Firstly, I explained to him everything in my mind, then he started to introduce me with several mentors and investors in the ecosystem, then I collected many business cards which set an index for my interviews. At the end of the day, I decided my research context and had list of many key participants who were highly likely to share their experiences about their relationship with new-start entrepreneurs. Whenever I explained the research purpose, they gave me really constructive feedbacks and showed their eagerness to participate in the research. But before getting contact with them, there is a need to refine the research questions in a more discussable fashion and in an institutionalized form for academic research.

5.2. Preliminary Research Questions

In the beginning of this research journey, several questions were articulated but then, some of them became different with interview data. However, main argument of why some ideas see the light and spring into an organizational life while others do not, and the role mentors in this process specifically in Turkish context has not changed. The way, the process is understood and explained has changed due to the very nature of qualitative research designs. While framing the research questions, as a researcher I have also experienced a shift in my philosophical orientation. It was the time to experience some kind of a paradigm shift from dominant perspective towards less occupied field of qualitative designs. Positivist understanding, its ontological and epistemological assumptions led the way to determine the questions and the tool

should be used to validate the research.

Ignoring the such a strong power of research questions, in the beginning survey was chosen as an appropriate tool for measurement. However, in the ongoing process it is understood that efforts for finding suitable measures are of no significance. Research questions had already showed the direction, but initially my research biases did not allow to see a need to go much deeper into participants' experiences, to interact with them, to observe what they are trying to do in their mentoring sessions, what they need and what they actually gain from the interaction. To demonstrate the evolution and shifts in the research, following Table 7. tries to show the first concerns, how they evolve into new ones with interviews and open new research directions.

Table 11.

Pre-and Post-Research Questions

Early on	***In the ongoing process***
Research Question(s)	***Research Question(s)***
1. What are major players/actors in Turkish entrepreneurial ecosystem in terms of assistance programs with a focus on mentoring? ***a.*** How long has it been operating in the system? ***b.*** How many startups have been supported under the program? ***c.*** How many mentor(s) and mentee(s) have been involved in the program? ***d.*** What are main elements of the program ***e.*** How has the program been implemented and structured? **Intended outcome:** In this part, main players in the ecosystem will be explained and framework for such programs.	***1. What are both expressed and latent needs of new-start entrepreneurs and mentors?*** **No intended outcome,** answers determine the way and construct of the research.
2. How entrepreneurial mentoring process contributes to entrepreneurial orientation and practice of Turkish nascent entrepreneurs? **a.** What are both expressed and latent needs of nascent entrepreneurs? **b.** What kind of structural relationship developed between mentors and mentees? **c.** What do main roles/responsibilities mentors have in this process? **d.** What are the main outcomes in terms of mentor(s), mentee(s) and organization? **Intended outcome:** In this part, main relationship dynamics will be explained with tangible outcomes for mentors, entrepreneurs, and the organization where the research is conducted.	***2. How could entrepreneurship assistance programs intervene in entrepreneurship development?*** ***a.*** How do they contribute to entrepreneurs in satisfying their needs? b. How do they contribute to mentors and what are mentors' learning experience from mentoring mechanism? ***No intended outcome,*** answers determine the way and construct of the research

Table 11. (cont'd)

Pre-and Post-Research Questions

Early on	*In the ongoing process*
Research Question(s)	***Research Question(s)***
3.How can assistance programs especially entrepreneurial mentoring as an intervention tool be effective at supporting entrepreneurship? **Intended outcome:** The third question also includes another tacit argument that how entrepreneurial mentors' logic could be aligned to entrepreneurial logic and offer new ways of practicing entrepreneurship.	***3. How does entrepreneurial mentoring specifically contributes to entrepreneurial orientation and practice of Turkish startups?*** ***Is entrepreneurial mechanism capable of satisfying needs of new-start entrepreneurs?*** *a.* How is mentoring re-framed in entrepreneurial sense? b. How do entrepreneurs and mentors perceive mentoring in terms of its roles and functions? *c.* What kind of structural relationship do they form/generate? d. What are main motivations behind mentoring? e. How do mentoring logic influence entrepreneurs' way of behaving? ***No intended outcome,*** answers determine the way and construct of the research.

5.3. Data Collection Instrument

5.3.1. Semi-Structured Interviews as Night-vision goggles

For the study, interviews are used to gather data on lived experiences of both mentors and new-start entrepreneurs (Haughton, 2014). Interview questions are constructed based on literature review, theoretical framework of the study and revised after each discussion with participants. First version of the question's framework was created after participant observation in Startup Istanbul 2015 and Startup Bootcamp events successively. They were like a forum for exchange of ideas between mentors and mentees, even created an atmosphere for sharing of experience among mentors. Then, questions were revised upon interviews conducted with two academicians who are studying in entrepreneurship field and with one director of a platform where member angel investors and aspiring entrepreneurs meet to exchange ideas about startups and discuss opportunities (See Appendix for interview questions). Although,

questions' framework has been created before interviews, in every interview sequence of the questions and the depth of discussion were different. In some instances, participants started to tell me about their entrepreneurial journey in such a sequence that makes me surprised, because it was nearly identical as what it had been planned before. Hence, structure of the discussion has evolved naturally in accordance with perceptions, backgrounds, specific motivations, interests of participants even under time constraints. Especially for mentors' interviews, allocated time was very limited so that their next mentoring session could have started without a hitch. As a researcher, I really felt time constraints in discussions with mentors, because they came for a limited time for mentoring to those assigned entrepreneurs, then they went back to daily business routines. On the other hand, entrepreneurs were very eager to explain their ventures and the process they experienced without any time constraints except for i.e. those were preparing for pitching.

Main aim of semi-structured questions is to reveal expressed and latent needs of entrepreneurs, how those needs to be satisfied by support programs (here EAPs), especially the role of mentoring possibly intervening in the process.

Interviews lasted between 11 minutes to 81 minutes for entrepreneurs, 8 minutes to 66 minutes for mentors (see also Table 6. participants and interview time). Except for two entrepreneurs, face to face interviews were conducted mostly in the one early stage incubation program, otherwise they gave me an appointment upon their availability to have an interview outside. Some of them preferred skype interview, due to their time limitation and difficulty to go somewhere in Istanbul. Although, I was biased towards online interviews before, all of them was very fruitful and I did not feel any prohibitive conditions for the study. Not only entrepreneurs preferred skype interview, but also mentors frequently asked me to have online session. I conducted interviews with four mentors via skype. Considering on site interviews for mentors, I was on the lookout for a suitable opportunity. Particularly breaks between mentoring sessions were perfect opportunities at the same time I was asked to abide by the time constraints (i.e. 15-20 minutes), because mentoring sessions were held under such a program in which every entrepreneur could choose their mentors based on open hours and book his/her mentor the week before.

Considering all interviews, I began with a brief introduction of who I am, what I am trying to do, what my research is about, then went further to ask whether they want to share their experiences for the research. The emphasis during interviews was creating such as study which would address both business practice and academia. It is no exaggeration to say that it is impossible to ignore practical implications of a study especially in entrepreneurship field. Before each interview, I also asked whether I could do something for them, for the ecosystem on the way of its development and adding that I could share all study findings with them. As an important ethical concern for studies, I asked their consent for audio recording, reminded that they had right not to comment on something they found disturbing and to withdraw the interview whenever they want. Just one from entrepreneurs, one from mentors could found more comfortable if I took notes while discussion, the rest of them agreed on recording.

5.3.2. Participant observation

In this study, interviews are supplemented by scientific observation which refers systematic recording, description, analysis and interpretation of the observed individual's behavior (Neergaard and Ulhoi, 2007:406, 410; Saunders et al. 2000). As a participant observer, I got the permission from both mentors and mentees (new-start entrepreneurs) to observe their mentoring sessions. At last, I participated in 3 mentoring sessions and had a chance to observe the dialog between a mentor and a mentee (new-start entrepreneur). On the other hand, I participated in a seminar whose main concern is how entrepreneurs should prepare themselves for pitching, but contrary to the belief it was a platform in that many entrepreneurs find broad range of significant answers to their questions. It lasted almost four hours of discussion with bombardment of questions, so it was an amazing opportunity for me as a researcher to understand both latent and explicit needs of entrepreneurs and approaches to other ecosystem participants (i.e. mentors, angel investors).

As how I behaved in interviews, as an observer, I did not get too close with them and tried to keep a distance in order not to go native (Neergaard and Ulhoi, 2007:421). Meanwhile, I did not forget to have small talks with them or be with them in coffee breaks. They knew me and what I was trying to do, sometimes they were asking me about the progression in my study.

5.3.4. Role of the researcher

Objectivist stance suggest that interviewers should be *in control, create a style of interested but objective listening, and avoid evaluating, befriending, teaching, comforting, or confronting.* My role could be described as a mix of objectivist stance and interactive interviewing, so it seems interviews are to a certain extent jointly created (Tracy, 2013: 132,142). During interviews, I did not interfere with the discussion as much as I could and I tried not to ask any leading questions while participants were talking. However, this does not mean that I was not involved in the discussion, but I had a posture of listener and reflector (Tracy,2013:140), giving some points, starting discussion with ice-break questions, following up points with participants and interfere when it was necessary to summarize or get the point into the focus of the study.

5.3.5. Data Organizing and Data Analysis Technique

Each interview was recorded with a mobile phone using voice recorder, then transferred to the PC. The recordings were transcribed after all of them was completed. The transcription was conducted via ListenNWrite desktop application by using headphones, simultaneously transfering them into the Word Document (320 pages in total). Approximately, 30 minutes recording took 4 hours to transcribe interviews verbatim. To provide convenience in later stages, a transcription format was prepared including the date, the name of the interviewee and open-ended questions for that interview. For each of them, the same pattern was followed for writing, so that later stages of the analysis would be easily conducted.

Nvivo 11 Pro for Windows is used for systematic data analysis, as stated by Corbin and Strauss (2008:8) computer programs are tools for enhancing the ability of the researcher to search for, store, sort, and retrieve materials, at the same time providing transparency of the research process. Nvivo analysis involves **coding** which implies taking raw data and raising it to a conceptual level. It is such “mining” the data, digging beneath the surface to discover the hidden treasures contained within it. ***Codes*** are the names given to the concepts derived through coding (Corbin and Strauss, 2008:58) and are abstract representation of an object or phenomenon (Corbin and

Strauss, 2008: 66 cited in Bazeley and Jackson, 2013:70). In this study, firstly detailed list of codes as the key guide for the further analysis were created, then relevant ones were collected under the same basket called ***categories/themes***. The next stage was revision and adjustment of coding structure iteratively together with pertaining categories/themes. Lastly findings were determined and interpreted in the context of research questions.

5.4. Research Context

The research was conducted in Istanbul which is the most populous city in Turkey hosting approximately 15 million people. Besides, the city is welcoming new venture startups and has become the leading one for boosting entrepreneurship in Turkish context. On the one side, feeding entrepreneurship makes the city most prestigious one in Turkey, but on the flip side, this concentration raises important concerns and several criticisms that entrepreneurship should also be supported in the other parts of the country other than only in Istanbul. Even in Istanbul, Maslak is perceived the only and most fruitful region for entrepreneurship ecosystem. It is no exaggeration to say that entrepreneurship means Maslak, Istanbul in Turkey. However, there are several efforts and initiatives to create sustainable entrepreneurship ecosystem both in Ankara and Izmir.

Based on this background, the research was conducted in three settings, one in an early stage incubation program and the other two in acceleration programs. Main reason for choosing the first setting is that it is the leading organization with its well-defined and more institutionalized structures in Turkish entrepreneurship ecosystem. As a center of attraction in Turkey, it has also 8th ranking in Europe and 18th in the world among the other incubation programs based on UBI Global Index. One acceleration program from which four interviews were conducted, is chosen due to its internal and external mentoring network, capacity for providing various professional services and having effective intermediary role between entrepreneurs and investors. The last one has smaller scaled structure but intensive one-on-one mentoring and guidance options offered to entrepreneurs. The small scaled structure of the program facilitates close interaction and easiness in follow up how entrepreneurs make progress. In that setting, 20 minutes' discussion explaining the overall mission of the

program was held with Training Program Specialist and through his guidance three interviews were conducted. It is worth to mention that some entrepreneurs are registered under two programs, for example they have preferred to use office space and other facilities in one program simultaneously having access to both network. For revealing the actual outcomes of those programs, it is realized that there is a need to include those entrepreneurs who have not preferred to finalize their projects under a structured program and received mentoring exactly. In this regard, two interviewees were involved in the analysis to reveal their experiences in the process. The motivation behind conducting discussions is to learn whether they have been in a need of someone supporting them, the reasons of their choices i.e. either whether they prefer not to engage in an institutionalized relationship or do not access to those networks.

5.5. Quality matters: Validity and Reliability in Qualitative Research

For any analytic work, there are three standard criteria to have an acceptable account: *Is it reliable, is it valid, how representative is* it? (Dey,1993:258). Before explaining what validity and reliability mean in qualitative terms, it is obvious that different criteria could be used to evaluate scientific works but together with each perspective's own assumptions varying from one to another (Lincoln and Guba, 1985:293). Stated in other words, each paradigmatic position guides what the researcher perceives correspondingly which evaluation criteria would be used to judge the quality (Neergaard and Ulhoi, 2007:407). That's why, while objectivity, reliability, and formal generalizability are considered useful in much quantitative research, they do not assume the same function for post-modern approaches (Neergaard and Ulhoi, 2007:229). For example, validity in conventional terms is closely related to whether a measurement instrument measure what actually wishes to measure properly. More specifically in that internal validity refers "*…as the extent to which variations in an outcome (dependent) variable can be attributed to controlled variation in an independent variable*" (Lincoln and Guba,1985:290). In this vein, external validity is also defined as "*approximate validity with which we infer that the presumed causal relationship can be generalized to and across alternate measures of the cause and effect and across different types of persons, settings and times* (Cook and Campbell, 1979 cited in Lincoln and Guba,1985:291). This represents an expectation for

generalization from the study to larger population, so findings could be transferred from one context to another (Tracy, 2013:229). Alternatively, in qualitative studies, validity refers researcher's observation of a phenomenon as much impartial as s/he can in its natural setting (Kirk and Miller cited in Yıldırım and Simsek, 2011:255). The main concern is to whether our interpretation about a phenomenon that we are supposed to observe or supposed to understand as researchers, reflects what such a phenomenon really is. On the way of assuring internal validity, a researcher should always question himself/herself in terms of the research setting, the potential of creating a meaningful whole, possible different methods and different data sources, theoretical framework, consistency in findings, but overall research strategy and how the strategy is applied (Yıldırım and Simsek, 2011:256).

Another common quality approach in positivist understanding is *reliability* which refers to the stability and consistency of a researcher, research tool, or method over time through repetition/replication. Reliability could be explained synonymously as dependability, stability, consistency, predictability, and accuracy (Dey,1993:258; Kerlinger, 1972 cited in Lincoln and Guba,1985:492). Yet, this traditional understanding of reliability could not fit in an understanding of social constructivism. Social constructivist understanding perceives the things in a process and transformed over time through aging, learning, or moving on (Tracy, 2013:229), so the best way is to explain how we arrive our results although there is an impossibility to replicate our account (Dey,1993:259).

This ill-suited nature has made researchers to question what type of criteria should be used to evaluate scientific works in post-modern era in which quality mostly matters. Lincoln and Guba suggested criteria for judging qualitative research as *credibility, transferability, dependability, and confirmability* that usually replace positivist criteria for validity, reliability, and objectivity, then they went further to elaborate a second set of them under an umbrella term of "authenticity" (i.e. fairness, ontological authenticity, educative authenticity, catalytic authenticity, tactical authenticity) (Denzin and Lincoln, 2005:24; Guba and Lincoln, 1989 cited in Neergaard and Ulhoi, 2007:387,388). In most recent study, Tracy (2010) adressed the issue of quality and explained so called Eight- "big tent" criteria as follows: worthy

topic, rich rigor, sincerity, credibility, resonance, significant contribution, ethics and meaningful coherence (cited in Tracy, 2013:230). Based on these, it is not in the scope of the study to elaborate all discussions and mixed assumptions on reliability and validity issues in qualitative studies. Yet, as a researcher the study is conducted considering how to assure credibility, transferability, dependability, and confirmability to a certain extent. Based on Tracy's eight criteria, aspects contributing credibility of this study are discussed in the following paragraphs.

Firstly, this research tries to reveal some aspect of an entrepreneurship with specific focus on mentoring in Turkish context including both samples of entrepreneurs and mentors concurrently. To the knowledge of the researcher, based on broad literature review, this topic is overlooked in scholarly work especially in emerging country context.

Appropriate procedures especially by taking field notes, conducting semi-structured interviews, and analyzing data (i.e. sorting, choosing and organizing) through the use of Nvivo 11 Pro for Windows (qualitative data analysis software) were practiced for the study. At the same time, data triangulation is achieved (otherwise used as crystallization) with participant observation, other secondary data sources and re-framing existing research. Whilst writing, a thick description of the research process and researcher's experiences is followed with an aim of giving some clues on methodological journey of the researcher and experienced so called paradigm shift for further studies. Therefore, information pertaining the overall research process could shed some light for incoming researchers. Research process and preliminary findings were also shared with study participants. As an illustrative example, at the beginning the interviews were condensed mostly on entrepreneurs, because of having difficulty to reach mentor sample. Despite this difficulty, some of the preliminary findings particularly on entrepreneurs' perceptions about mentoring processes, were discussed with mentors and they gave some constructive feedbacks. Furthermore, some entrepreneurs who did not receive any mentoring under structured mechanism (under a support program-EAP) and two additional acceleration programs were involved in the research to hear and reflect multi voices (multivocality) in the study.

In qualitative research designs, self-reflexivity or the presence and influence of researcher is subject to several criticisms on the line of subjectivity vs objectivity. However, subjectivity could not be equated with "arbitrariness" (Kus Saillard, 2010:4), nor disregarding the systematic analysis of the data. It implies being close to data sources, experiencing authenticity in research setting and collecting data through suitable methods and processes (Yıldırım and Simsek, 2011:274). Since, achieving distance could not guarantee objectivity, as Patton argues "… *it merely guarantees distance*." (cited in Dey,1993:269). Instead of objectivity, the main concern is how a researcher's values and expectations may have influenced the conduct and conclusions of the study, also if there is such possibility how to eliminate negative repercussions in the study (Maxwell,1996: 126,127). Regarding this, as a researcher I was aware of my bias but try to eliminate possible negative effect on the course of the research as much as I could, at the same time acknowledging the researcher's involvement as a way of assuring richness.

CHAPTER 5

6. REPRESENTATION OF FINDINGS

This part mainly represents the findings retrieved from discussions with participants. Findings are given with excerpts in the form of organized tables which show the main theme and related codes peculiar to each statement. Open coding was applied to the interview data and category names (codes) were given based on the researcher's insights in explaining what is going on, terminology of the related literature and *in vivo codes* which are representing mostly the own quotes of participants (Strauss, Anselm and Corbin, 1998: 114-116). As stated before, this study is based on two pillars: entrepreneurs and mentors, so the findings are given by integrating two group of participants' verbatim responses.

Firstly, particular needs of both entrepreneurs and mentors are discussed respectively. Then, the answers for how EAPs could assist in satisfying those expressed needs are given under three categories of contribution for entrepreneurs and one category for mentors. Respectively, following section deals with entrepreneurial mentoring and tries to explain how such mechanism is capable of satisfying the needs of new-start entrepreneurs. In the beginning, mentoring was re-framed in entrepreneurial sense, then entrepreneurs' perceptions on the roles and functions of mentors are elaborated. Findings disclosed three functions that are organized in the tables as well. Based on these perceptions, structural properties of the relationship between entrepreneurs and mentors, corresponding mentoring types are revealed. Last part discloses how entrepreneurial mentoring given under EAPs influence entrepreneurs practices and their way of behaving. This part is the bottom of the pyramid and makes it easier to understand how EAPs together with mentoring mechanism intervene in practising entrepreneurship and reflection on entrepreneurial ecosystem. At the end of the chapter, findings are given in three models framework and the previously proposed model is also included as the fourth one to show how the assumptions has evolved in the process.

6.1. Expressed and Latent Needs of New-Start Entrepreneurs

Through the analysis of transcribed interviews, findings revealed both expressed and latent needs of new-start entrepreneurs (so called founders of startups). Entrepreneurs stated different needs such as need for business development, need for having financial and human resources, need for guidance, need for having a friend, need for managing an effective operation, need for networking, and need for effective time management. All of them is organized under a theme (general category) of Emergent *Needs of New-Start Entrepreneurs* and shown with excerpts in the table below.

Considering ***business development needs***, most of the participants emphasized that they are technically okay, but they need to know the details of business life. Since, participants interviewed for this study are predominantly composed of engineers, they are not much skilled at presenting their ideas in front of the jury, writing effective business plans so that they could give their income model and explain how to generate a value in the market. Even, they are not aware of managing relationships with team members. One of the participants defined their situation as "*…looking each other in blind darkness* (*BB-Entrepreneur*)*"*, it could be drawn from their statements that they need someone lightening this darkness or somewhere they can find their ways. Entrepreneurs are dealing with several problematic issues while developing their ideas, so only commanding technology and producing prototypes are not enough to turn their ideas into viable businesses. This could be the reason of the short lives or zombie startups that are not able to create scalable businesses yet. The need for ***financial resources to continue their operations*** is also invoked by the participants' wordings. As stated in *GB Entrepreneur*'s own words that they were waiting an investment for a year, if they had not been invested, he would have worked for another company to finance their operations. This indicates the importance of first and later stages financing for surviving with focusing most of the time and energy to what they are doing, not for making money. The third one is the ***need for guidance***, a statement of an entrepreneur [*BA-Entrepreneur*] revealed that sometimes they just want to ask about what they are mostly occupied with. As emphasized in his statement, such as patenting could be an issue that they are not very much sure about, because some of

them needs more expertise and professional experience. For them, right thing is to ask around and get out of their mind. Stated needs are not only drawn from entrepreneurs' wordings, but some of the mentors described the needs they noticed while mentoring sessions. One of them stated by *UY-Mentor* as ***having a friend***, he further explained that they mostly feel alone during entrepreneurial journey. They are facing many difficulties, sometimes they show resilience, otherwise they could be in a negative mood to overcome them. Entrepreneurs are not only in a need of a friend, but also in a need of team members, in other words they need ***human resources*** to functionally operate the business functions. *SP-Entrepreneur* looked back in regret and says that "…*we are not able to organize a good team*". Operation is another problematic area as stated in their own words that they sometimes could not manage the operation same as they have done for product development. They lately realized that the operation was bigger than they had already expected. Therefore, they are in a need of ***managing an effective operation***. ***Networking needs*** were both stated by entrepreneurs and mentors, both sides agree that entrepreneurs are not only asking for an advice, they also search for another opportunity to show the value of their projects and make the golden handshake. Hence, entrepreneurs may act towards satisfying networking needs and use networks to penetrate the market easier than they could do by themselves. Lastly stated need is effective ***time management*** in which an entrepreneur emphasized the need for levelly allocating time by stating some regrets (*please see the table below for participants' verbatim explanations*).

Table 12.
Emergent Needs of New-Start Entrepreneurs with Excerpts

THEME	**NEEDS OF NEW-START ENTREPRENEURS**
CODES	**EXCERPTS**
BUSINESS DEVELOPMENT	I am an engineer, even though I have participated many seminars, I have a lot to learn concerning business, i.e I can not prepare a presentation giving more business details, but rather I am more prone to give technical details in the business plan. It is not very healthy. While presenting in front of the jury, I could not express myself very much. *(YBY-Entrepreneur)*
	…so we do not have any sales experience, we have really no idea on how to manage customer relations, what kind of technical, financial, legal support should be. We came here with the prototype that was flying and shooting, but not the product exactly. We had already met with some of companies from defense industry, but it was just like a looking each other in blind darkness. *(BB-Entrepreneur)*
	You know, it sounds like opening hospital without any MDs. You should always be dynamic and meet customer expectations at every time. Making sales are completely different case, you are talking about million-billion dollars and you should say something and do it in order not to be embarrassed. However, our second mistake was that we did not build our business on the solid ground, because we could not have foreseen the future. Yet, we did not imagine that we would achieve such a fast growth, so we failed to manage our operations. We lost very very good persons, I say so. Our team was builded upon many successful people, our office was in Bogazici University, we had good communication with our close environment, in the end we lost many of them by forcing them to do ill-suited jobs. *(HN-Entrepreneur)*
	I am ok on the technical side, but I lack for business skills. *(YS-Entrepreneur)*

Table 12. (Cont'd)
Emergent Needs of New-Start Entrepreneurs with Excerpts

THEME	**NEEDS OF NEW-START ENTREPRENEURS**
CODES	**EXCERPTS**
BUSINESS DEVELOPMENT	…Because, I know myself, I have a command of technology. I also learn by searching and experimenting other technologies that I do not know. Since i have a scientific background, I am learning by trial and errors. Thus, I know how to develop a technology, I can find something meaningful sooner or later, at the very latest one month. On the other hand, I have some difficulties to transform this technology into a viable business for the benefit of people. I do not know the industries, i can reach some data through web engineering and determine the needs of the industry, but for me it is difficult to decide how to market the product i.e. In a package or as virtual service, there are so many factors including cultural, environmental, traditions and customs possibly affecting sales and marketing of a product or service. *(KY-entrepreneur)*
FINANCIAL RESOURCES	We have waited investment decision for a year, it was such a period that we could not afford to continue our operations. We were thinking that I could work for another company to finance our operations, my partner could go on by herself. I sent my CV to Aselsan where I had worked as an intern, even we did not know possible investment. Two days before our pitching to investors, I learned from one of my friend that Aselsan would possibly recruit me for a proper position. *(GB-Entrepreneur)*
GUIDANCE	…as such, last week I asked if I could do something about patent. I know, I do not need patenting a software, however I just wanted to ask and to be sure. I wanted to get patenting out of my mind. By the way, I also learned firstly to get the brandname. *(BA-Entrepreneur)*

Table 12. (Cont'd)
Emergent Needs of New-Start Entrepreneurs with Excerpts

THEME	**NEEDS OF NEW-START ENTREPRENEURS**
CODES	**EXCERPTS**
HUMAN RESOURCES	…after then we realized that we did something wrong. We want to to everything in a second, at the same time we are not working with a good team, we are not able to organize a good team. *(SP-Entrepreneur)*
MANAGING AN EFFECTIVE OPERATION	…After that we grew very fast, we reached 600 thousand users in 3 months and we failed because of the lack of managerial skills and competence. We could not manage both the team and the operation. We grew so fast that we were 12 people, clearly to say that our product has attracted many people' attention, but we could not be successful in managing the operation as we were in the product. *(HN-Entrepreneur)* For our first venture, since we could not manage the operation, not make both technical and infrastructural plans, we have not come on the market at the right time, so the market has already changed. The market was over when we decided to launch our product. Then we have prepared the second version as a modular. However, again we did later what we needed to do first like financial planning, budgeting, where we would be in the next year, so we realized that the operation was bigger than we had already expected. Moreover, this was not sustainable, we modelled many things but did not know whether they were appropriate for us. We did not have a chance to verify what we did, then gave up and stopped the operation. *(SP-Entrepreneur)*
NETWORKING	…apart from that, in general, young entrepreneurs need networking. Thus, we are talking about how to help them, what we can do and provide within our network. As we mentor, we are discussing such issues and refer them to those people from our team. *(BB-Mentor)*

Table 12. (Cont'd)
Emergent Needs of New-Start Entrepreneurs with Excerpts

THEME	**NEEDS OF NEW-START ENTREPRENEURS**
CODES	**EXCERPTS**
NETWORKING	They also ask for an advice mostly on technical issues that we know well. They are so smart that their main goal is not only asking for an advice, indeed they consider opportunities Vestel, Zorlu or our immediate environment can provide them. They care about whether we will invest in their projects or introduce key persons for such investments. Or can we create opportunities from Vestel or Zorlu group? They are actually questioning all of these, this is the most realistic part of what we do here. *(MS-Mentor)*
	We have met those people from automotive industry whom we need, our mentors have provided such an opportunity. *(KY-Entrepreneur)*
	We cannot show our valuable assets and make the golden handshake, neither we know how to share them. We do not have pre-determined working principles, as you know there are three rules of Silicon Valley: keep your word, do your business with a man and if you need to break away, do it immediately. We do not know how to do business with those who are very near to use. Let's go out and ask the entrepreneurs over there, who is this guy, who is that guy, none of them know each other. Ask the man next to him, here that guy has been working for three years, even for more, he does not know the guy sitting in front of him. I know all of them, their projects…If you do not have a network, you will not tell your company, promote it, even you will not do your business. This is entirely related to a marketing orientation of an entrepreneur in question. *(GS-Mentor-Entrepreneur)*

Table 12. (Cont'd)
Emergent Needs of New-Start Entrepreneurs with Excerpts

THEME	**NEEDS OF NEW-START ENTREPRENEURS**
CODES	**EXCERPTS**
TIME MANAGEMENT	I am thinking right now, I spent most of my time how to get seed investment. But, now I see that it was such wasted time, I wish I did not. At those days, we had customers and we made money, so we did not necessarily need to grow very fast, we could have done it more slowly. Hence, I have spent 6 months with investors, because I was more dealing with business development and my partner was with technical issues. I wish I had spent less time, i.e. not focusing 80% of those 6 months, but if focusing 20% on investment. *(AC-Entrepreneur)*

6.2. Motivation behind "Mentoring"- Needs of Mentors

Although, it seems there are only entrepreneurs who have specific needs, findings displayed that mentors have also some needs with which mentoring specifically satisfy. This is evident in the quotes of participants shown below. Content analysis correspondingly showed that these could be reported as the motivation factors behind mentorship.

First of all, *TD-Mentor* narrated his efforts to find some meaning in his life. He was aware of the need for something more than sole material pleasures and he discovered that there should have been something only depending on his abilities. This made him to decide for mentoring. Thanks to mentoring, he stated he could **discover the hidden potential of entrepreneurs**. This is such created mentality of himself and mentoring is the main mechanism serving for it. His quotes also revealed another motivating dimension in the study. He emphasized that mentoring is a volunteer part of his professional life as like it is in private. Another mentor also supported this feeling [*UY-Mentor*], he stated how he was happy with witnessing the growth of the ecosystem. He further explained his mission was to add some energy to the system in general, to the novice entrepreneurs in particular. Based on these mentioned explanations, mentoring is something which includes **moral indulgence** in itself. Another stated concern is **helping youth,** as two of the mentors [*BB-Mentor and BeB-Mentor*] mentioned, they are mentoring for just helping, preparing young people to the realities of the life, in other sense, they are making those fresh minds prepared for sprouting [*BeB-Mentor*]. **EGO** is another mostly cited reason for mentoring. *DT-Mentor* went further to say that it was a kind of addiction, because mentees were listening, taking notes, placing a special emphasis on each word or each act whatever it was [*UY-Mentor*]. This makes someone special, may be a way of recognizing embedded value in himself/herself. On the other side, there is a threat for being a victim of such addiction, namely EGO, stated by another mentor [*MA-Mentor*]. As, mentors are there to be with entrepreneurs, to listen them, so they need to stay in themselves not in their EGOs. Some other participants [*DT-Mentor and BeB-Mentor*] commented that mentors were coming to programs especially organized by universities, because of **gaining status**. Universities are giving **prestige** to what they are doing, and listed

among the programs' mentors would provide gaining a good reputation [*DT-Mentor*]. Extracts belong to *TU-Mentor* and *MA-Mentor* illustrated another sub-category of motivation that mentors had a chance to **establish a dialogue with different segments** of the society, because several entrepreneurs including those ones coming from Anatolia were there with their own stories. This could benefit mentors for gaining new perspectives and going outside the limited boundaries of their professional lives. Besides gaining new perspectives, mentors are **feeding on energy** of young people [*TU-Mentor, NK-Mentor and NN-Mentor*], that's why there are choosing to be there and with them. From another point of view, mentoring could also serve for **personal fufillment**.

MA-Mentor verbalized his four values about his life as contributing, sharing, impressing and freedom and said he was coaching and mentoring to contribute. He is finding his own reason for being, wants to spend his life to follow it. For some other [*EY-Mentor*], mentoring is the naturally occurring phenomena in life, he is mentoring just because of enjoying. Moreover, mentors enjoy **teaching** [*DT-Mentor*] and **learning** simultaneously. Especially, demanding group of entrepreneurs drive them to do some research and come to a reason on the fields they have not been ever engaged [*UY-Mentor and BeB-Mentor*]. Thus, they are updated and prepared for more contemporary and diversified questions [UY-Mentor and NN-Mentor]. *UY-Mentor* stated that he has not only learned from young people but also found an opportunity to learn from veterans /leading experts including senior executives, the people from academia, investors etc. Through mentoring, some of them get excited even with the idea of just sharing, helping, giving and observing every detail of how the other side transfers it in his/her life [*DT-Mentor and MU-Mentor*]. As *UY-Mentor* stated the underlying cause for choosing mentoring was the idea of "*giving back*". He explained how he was excited and happy to see the progress of the project after each mentoring session, *DT-Mentor* also mentioned how they created such an individual value with a *throwing a stone at the stagnant water* metaphor and how it would create helix on the water. She believed that this kind of value would be bigger and bigger, when those to whom they were mentoring would become mentors as well. Above all, mentors are accepting entrepreneurship's positive influence on the country's economy and they were proud of themselves if they could **create an economic value** via new

employment opportunities [*MO-Mentor, DN-Mentor and UY-Mentor*]. One mentor [*TT-Mentor*] also believed that Turkey's economy is very much dependent on the survival of this entrepreneurship ecosystem (*please see the table below for participants' verbatim explanations*).

Table 13.
Motivators behind Mentoring with Excerpts

THEME	***MOTIVATION BEHIND MENTORING***
CODES	**EXCERPTS**
UNCOVERING A POTENTIAL	If I understood why I was happy, I could understand why I was living. So then, chocolate makes your teeth decay, money is running out, you cannot play computer games evermore without any punishment, you can break your leg while playing football, girls are coming and leaving, so I do believe that there should be something more meaningful and just depending on me, of course it took 7-8 years to internalize this logic. What makes me happy in my life is to "reveal the potential of people". Today, taking all my money, my title and throwing all of them away, if I am healthy and if I can help people to reveal their potential, this is the life, this is my mantra make my life. Then, mentorship really serves for making it real. *(TD-Mentor)*
HELPING YOUTH	I do really like helping youths, yet already I have some friends especially young entrepreneurs to whom I contribute their educational progression and to prepare them for TUBITAK 1512, have some students from the same profession to whom I am leading their ways on showing what and how to do. Also, I am preparing newly graduated colleagues for introducing various firms. That's all I can do at first step. *(BB-Mentor)*

Table 13. (Cont'd)
Motivators behind Mentoring with Excerpts

THEME	***MOTIVATION BEHIND MENTORING***
CODES	**EXCERPTS**
HELPING YOUTH	At the end of the day, what we have actually done is "social responsibility", because Turkey needs fresh minds and with their new projects. At least, we are trying to help them sprout out a little further and this really motivates me. *(BeB-Mentor)*
EGO	Ego, Ego, Ego… Because they are telling and young entrepreneurs listening in admiration, so this is ego, it sounds good and they also feel good. It is a kind of addiction, those people are unconditionally there and listening them, so mentors observe as much enhusiasm and admiration as they have not seen even from their family, but all such feelings are hidden, they are not said… *(DT-Mentor)*
	A hundred percent sure that mentors need training! During several training programs, I witnessed so much incompetent mentors who were not effective in their mentorship because of very simple reasons. The entrepreneur says this guy is humiliating me, even does not listen to me. As a mentor, you should know that entrepreneurs are mostly in love with their ideas, those ideas are like their childs. By doing or saying so, you are suggesting to have a new child, because this one is very ugly. *(MA-Mentor)*
	They are taking notes word by word and listening very carefully what you are saying, this is so humane tht they are impressed by what you have said, what you have done… because it seems you are the God. *(UY-Mentor)*

Table 13. (Cont'd)
Motivators behind Mentoring with Excerpts

THEME	***MOTIVATION BEHIND MENTORING***
CODES	**EXCERPTS**
EGO	How come it is possible to expect welcoming from parents to whom you are saying their child is ugly! The same is true for ideas, so an idea that does not appeal to you is not something that shows that the idea does not work. Please, turn the clock back, history is full of such examples and take the lessons from them. They said, the Beatles would be a lost group, but the guys have been a band for a century, they said Oprah Winfery that you were so fat to be on TV but she has been the highest paid celebrity. They fired Walt Disney for lack of creativity, but he has created a hero from a Mouse which has been watched generation to generation. Therefore, you can discuss that something bad for you is really bad, but if a mentor becomes a victim of his/her own ego, s/he screws it up. I mean, you should be there for him/her, stay in that moment with him/her, if you stay in yourself, you will necessarily screw it up*…(MA-Mentor- cont'd)*
GAINING STATUS	…both s/he is helping and the others speak highly of him/her, in the meantime s/he is gaining status…*(DT-Mentor)* …so there are many reasons, in few words I could say that although it seems irrelevant, from the moment coming in the door, being part of a university really exhilarating. *(BeB-Mentor)*
HAVING DIALOGUE WITH DIFFERENT PEOPLE	Here, there is a dialogue with different segments of a society. Contrary to this, you are focusing on some specific fields in your professional life and have a limited dialogue with others. This place gives you a chance to meet with talents from Anatolia and also brings a new perspective to your life. *(TU-Mentor)*

Table 13. (Cont'd)
Motivators behind Mentoring with Excerpts

THEME	***MOTIVATION BEHIND MENTORING***
CODES	**EXCERPTS**
HAVING DIALOGUE WITH DIFFERENT PEOPLE	Considering positive sides, now I have as many office as, as many friends as, as many activity as the number of my customers, so it is such a colorful, exciting and adventurous life. Such, one of my mentees called me yesterday, they lingered on a problem so the process was blocked. It was such a brothership dialogue something has a moral meaning for me. Just because I believe that after a certain age, everyone needs to devote part of the time to volunteer activities. Mentorship is a volunteer part of my professional life, there are many others in my private life as well like giving some of my income to disabled childs, childs of war, orphans, abused childs, because especially vulnerable childs are of importance for me. … *(MA-Mentor)*
MORAL INDULGENCE	I spend maybe 10% or more of my income irrelevantly and I devote at least %20 of my time to mentoring, this is what I am doing for in my professional life.In a more pragmatic sense, if those projects are successful, they all provide me a more meaningful and better positioning in the professional life and for others, create a new demand for working with me. *(TD-Mentor)*
	Here, you are feeling good! For almost 2 years, I have been mentoring not only for here, but also for other universities and I have been taking part in several selection communities and I have been supporting any other social initiatives by the way. What I want is to have a hand in the progress of Turkish entrepreneurship ecosystem, because it is very much like a baby, from incubators to investors, to entrepreneurs, to any other institution, everyone is novice in this regard. It has been only 7 or 8 years for efforts in creating an entrepreneurial ecosystem. Hence, I try to add some energy and motivation with my experience and my perspective, this makes me very motivated. *(UY-Mentor)*

Table 13 (Cont'd)
Motivators behind Mentoring with Excerpts

THEME	***MOTIVATION BEHIND MENTORING***
CODES	**EXCERPTS**
PRESTIGE	Maybe, you are wondering why I am here, the reason is prestige, I like being here. I already like giving seminars, I am giving too often, I am happy to be updated, I occasionally have time to consulting but only for this university. I believe it is top one in Turkey, so I do not want to go anywhere else for seminars, for consulting etc. *(DT-Mentor)*
BEING ENERGETIC	Life leaves indelible imprints on us… I am getting a second breath, refreshing myself… I mean I benefit from the energy of young… *(TU-Mentor)*
	Mostly I come here, I love to be in here and I come because I love it. It is like a doping at every week. I am here whenever (as long as) I am in Istanbul. Now, I am half-retired, looking back to those years, I have just understood why some of my friends has chosen to be in the academia. It is a great pleasure for me to be here and especially to be with youths in the university. *(NK-Mentor)*
	It is incredibly energetic, rather than just learning how to be a mentor, I am getting a lot energy from being with such sharp-witted and brightest young entrepreneurs. This also comes with an urgent need of following the technology closely and keeping ourselves updated in order to talk with those guys on what they are doing. *(NN-Mentor)*

Table 13. (Cont'd)
Motivators behind Mentoring with Excerpts

THEME	***MOTIVATION BEHIND MENTORING***
CODES	**EXCERPTS**
PERSONAL FULFILLMENT	I like software, I like designing a software product or designing a technology product or solving problems of that kind, so it is something, I do naturally even if I do not get paid. After a certain point, I realized that this helps people to get better results, then I think I can make money, this is an inevitable result. It is still a hypothesis, maybe I will not make any money over it, I will go and do something else, but this is like a hobby for me. I am interested in helping such software project groups or any other groups in the fields that I am interested in. *(EY-Mentor)*
	On the other side, mentorship goes beyond a pure willingness so mentors are doing this to satisfy a need. During mentoring sessions, how to transform such willingness to a particular need is much more related to individual values. People who are aware of their own values, can easily found the reasons, for mentors it is more important to find out how to do than to know what to do.I have four values of my life: Contributing, sharing, impressing and freedom, I am living for them. I am coaching and mentoring to contribute, I am teaching to share, I am writing a book to impress (iz bırakmak) and I am trying to survive in a professional life for my freedom. I walk in and out someone's life for making them to experience the same thing. I am doing a lot projects so that others become free and do impressing jobs. If you find the reason, this will be your own need so you will spend a life that exactly match your values. *(MA-Mentor)*

Table 13. (Cont'd)
Motivators behind Mentoring with Excerpts

THEME	***MOTIVATION BEHIND MENTORING***
CODES	**EXCERPTS**
NEED FOR TEACHING AND LEARNING	…and sure enough this is a need for teaching, mentors enjoy teaching otherwise they would not come… *(DT-Mentor)*
	I am learning, so I am coming here to learn. Rather than merely teaching, I learn a lot from young people, because they are technologically advanced, they have an idea on diverse fields so you can easily talk about everything with them. This is how I learn from them as a mentor, you know we are witnessing technological improvements at every day, of course you are an expertise of a specific field, however there are many other things in different industries (e.g. energy, transportation, health etc.) that you don't know. Furthermore, I am only 34 years old now, there are senior executives, academicians and investors, they all have at least 10 years or more experience in professional life, therefore I also learn a lot from them. I am coming here because I can learn both from young entrepreneurs and masters on diverse range of matters and different perspectives. *(UY-Mentor)*
	Secondly, here there are many people in need of knowledge, so called eager groups are continually demanding. You are dealing with several problems, more specifically operational problems in your professional life and proposing solutions to them could not move you to the next level. *(BeB-Mentor)*
CREATING AN INDIVIDUAL VALUE	I really want to add value to something or to someone and benefiting others, this is one of my personal traits. I have a passion for creating and adding value/benefit, even it is exciting to think how to share it and to see how others take and transfer such value in their lives. If I may say so, it is like a throwing a stone to the stagnant/slack water and seeing how that stone going up to the spiral, I mean the stones that I threw seem to have gone to a different place and I always remind this metaphor and visualize it. Since, the people whom you are mentoring, also start mentoring others, it is really exciting. *(DN-Mentor)*

Table 13. (Cont'd)
Motivators behind Mentoring with Excerpts

THEME	***MOTIVATION BEHIND MENTORING***
CODES	**EXCERPTS**
CREATING AN INDIVIDUAL VALUE	…it is more about my individual values, so to say it is about sharing, helping, giving a novel touch to one's life or one's venture. This is probably the main reason for choosing mentoring. I am doing it with great pleasure as I actually associate it with many valuable points in my life. *(MU-Mentor)*
	… because you are experiencing how to be helpful. Until now, I have met with 400-500 entrepreneurs corresponding 14-15 entrepreneurs a day, with some of them we had mentoring sessions at every week. Also, I have been a part of several selection committees, what I have realized that giving back is such a beautiful thing. Sometimes, you find yourself thinking about how I could help them because I am very young and have not enough experience, well this is not the case. After each mentoring sessions, you see how a project can evolve into a different but much better point and you are very pleased with it. Otherwise I could not do it…*(UY-Mentor)*
CREATING AN ECONOMIC VALUE	…even though entrepreneurs are attracting investment to the country, they are basically creating new employment opportunities. Entrepreneurs establish a company out of nothing, we do not whether it is sustainable, but the value lies in the efforts for creating a new institution that will pay taxes, possibly will be the model for incoming generations [especially university students] etc. I believe that this should start from a university, so I am engaged in activities it specifically held in universities that are likely contribute to it. *(UY-Mentor)*

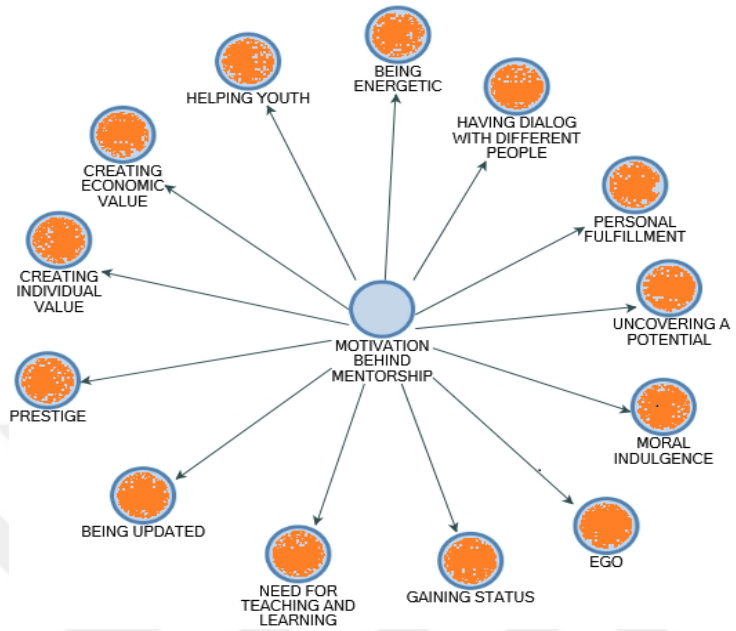
Table 13. (Cont'd)
Motivators behind Mentoring with Excerpts

THEME	***MOTIVATION BEHIND MENTORING***
CODES	**EXCERPTS**
CREATING AN ECONOMIC VALUE	From a wider perspective, I think the Turkish economy is very dependent on the survival of this ecosystem. Unemployment rate both in private and public sector is not promising, there is a harsh competition waiting for our young population. It is obvious that even if you are over-qualified, it will be difficult to find a job. I find it critical to encourage those people to be an entrepreneur and to help them survive under these circumstances. Hence, my concern is financially backing new ventures, helping them implement their ideas and survive in the long-term, only then I can contribute to Turkish economy and to myself as well. *(TT-Mentor)*

As a summary, following figure shows the concept map for mentoring motivations elaborated above.

Figure 5 .

Concept Map for Mentoring Motivations



6.3. Contributions of EAPs in satisfying entrepreneurs' needs

This part explores the possible answers of how EAPs could intervene in entrepreneurship development, in other words how they contribute entrepreneurs in satisfying their expressed needs. In this context, primarily three types of contributions were discovered: methodological and technical contributions, socio-strategic contributions and infrastructural contributions.

6.3.1. Methodological and Technical Contributions

As the name suggests, first category implies contributions in developing technical skills for surviving in business life, in other words it is somehow teaching the methods of surviving in such a world. *GG-Entrepreneur* stated that the main contribution of the acceleration program was confirming their original idea, further he elaborated the contribution as **crosschecking**. Participants of *GG-Entrepreneur* and *BU-Entrepreneur* also emphasized that such programs provided them a place to **gain early experience** in professional life and how much they could save time without spending so much money. Likewise, this contribution, *YBY-Entrepreneur, GB-*

Entrepreneur and *EE-Entrepreneur* made another point that thanks to these programs, they had an opportunity to see the **realities of the business life** beforehand. *AC-Entrepreneur, CN-Entrepreneur, YA-Entrepreneur* mentioned the importance of **seminars** conducted periodically from that they learned terminology [command of business language], lean strat-up methods, financial literacy. While explaining how such seminars are helpful, *YA-Entrepreneur* expressed that even they were dealing with something else, they had a half an ear on what was told in seminars. *GG-Entrepreneur, GB- Entrepreneur* and *AC-Entrepreneur* describe the contribution of these programs as **teaching methodology and technical skills** implying wide range of issues such as teaching the methods of how to get KOSGEB grant, what should be done for establishing a company, how to select the people you would work together, how to make narrow or broad in scope presentations and how to analyze financial statements. **Providing a place in an entrepreneurial ecosystem** is discovered from the words of *HN-Entrepreneur*. He explained how lucky they were, because they could easily observe what was happening in the entrepreneurial ecosystem. As the last contribution, *YA-Entrepreneur* touched upon the issue of **institutional identity** and how these programs helped them to have a corporate image (*please see the table below for participants' verbatim explanations)*

Table 14.

EAPs Methodological and Technical Contributions with Excerpts

THEMES	***Methodological and Technical Contributions***
CODES	**EXCERPTS**
CROSSCHECKING	…so we participated in the acceleration program, while we mature the idea, we have also confirmed the original idea through the instruments provided by the program. Thereby, when we came here, the ultimate contribution of the program was to put a tick besides those ticks and to crosscheck, plus to get on board the ship of general entrepreneurship trends in the world. *(GG-Entrepreneur)*
GAINING EARLY EXPERIENCE	I learned the professional life here, learned all aspects of advertising industry, learned a lot about contacts, marketing, both online and offline…I have learned so much just in a year, certainly impossible to learn in 10 years, even I get to know so many people otherwise difficult to know in 20 years [in professional life]. *(BU-Entrepreneur)*
	Entrepreneurs could revise original ideas under these acceleration programs without spending so much money, without investing so much time in trial and error, even without having any prototype yet. Thus, such programs try to show to those entrepreneurs who have not any professional and serious life experience: when the idea goes out the field or turns into a reality, from what aspects it will succeed or fail. *(GG-Entrepreneur)*
INTRODUCING TO REALITIES OF BUSINESS LIFE	Basically, as I have said, may be more pragmatically, you can learn the codes of business life, for example the best company, the best capital company could not have balanced financial statements in reality, but they are trying to have balance it, why they are doing it? *(YBY-Entrepreneur)*

Table 14. (Cont'd)

EAPs Methodological and Technical Contributions with Excerpts

THEMES	***Methodological and Technical Contributions***
CODES	**EXCERPTS**
INTRODUCING TO REALITIES OF BUSINESS LIFE	Yes, I think my survival instinct and my capabilities have increased a bit more of course in monetary terms rather than in a primitive way. *(GB-Entrepreneur)*
	Once, I learned a lot, especially to be comfortable in that ambiguity. *(EE-Entrepreneur)*
SEMINARS	At that time, we obviously had a lot of training, for example on lean startup methods, financial literacy. It was helpful in that respect. *(AC-Entrepreneur)*
	I have learned terminology from seminars, listening and listening, unavoidably you have a command of specific language which I think should be learned. *(CN-Entrepreneur)*
	…thereafter, of course seminars are very important. During last few weeks, even we could not have sit and listened seminars exactly, while we were on the computer, really trying to listen. *(YA-Entrepreneur)*
TEACHING METHODOLOGY AND TECHNICAL SKILLS	As an entrepreneur, you experience an overall process in incubation, specifically whether your initial investment in the idea would be profitable while there is no launched product or company yet. Assuming you are an electronic engineer, upon your graduation you start to work for a company but you have an R&D project. Then, your job is engineering, research, and development of a product, whatever it is. However, there are several issues on how to get KOSGEB grant, what you would do for establishing a company, how you would select your human resources etc. I mean, on countless things, they support you to focus on your own profession, your own business. *(GG-Entrepreneur)*

Table 14. (Cont'd)
EAPs Methodological and Technical Contributions with Excerpts

THEMES	***Methodological and Technical Contributions***
CODES	**EXCERPTS**
TEACHING METHODOLOGY AND TECHNICAL SKILLS	…also this program helped us to develop our presentation skills. We made several presentations to wide range of people including elevator pitches, 3 or 5 minutes to half hour presentations. *(GB-Entrepreneur)*
	They gave us a very serious financial training, a professor from the university told us a methodology and we tried to apply such methodology which I believe the most important thing for us to reach this level of financial literacy. (*AC-Entrepreneur*)
PROVIDING A PLACE IN AN ENTREPRENEURIAL ECOSYSTEM	…so here they are really care about you, you are in the entrepreneurship ecosystem and have a chance to see what other people are doing (*HN-Entrepreneur*)
GIVING AN INSTITUTIONAL IDENTITY	For example, here you have an office, you can call your client here and meet with him in such a nice but especially in a corporate atmosphere, you can provide this. *(YA-Entrepreneur)*

6.3.2. Socio-Strategic Contributions

Following table also gives the details of so-called Socio-Strategic contributions to the new-start entrepreneurs. Under a general theme, sub-categories have also emerged from the analysis of the collected data. The main category is called socio-strategic, which is composed of two factors, one is social and the other is strategy. Therefore, it includes social but strategically important factors for the life of new-ventures. *YBY-Entrepreneu*r and *YA-Entrepreneur* believed that people and created synergy is the most important thing for them especially for the times when they are not sure on what to do. They stated that talking and sharing occasionally or in special events motivated them to work hard in a disciplined manner [**motivating atmosphere**]. *FC-Entrepreneur* supposed **networking** was everything for them.

However, **networking opportunities** with possible investors and mentors was also specified by *BU-Entrepreneur. BB-Entrepreneur* was another entrepreneur stated the importance of networking provided with those who were specialized in particular field like law and finance. This type of networking is not limited to the people outside the program, *MA-Entrepreneur*, *SP-Entrepreneur* and *GB-Entrepreneur* highlighted the possible networking opportunities among entrepreneurs. Besides its motivating effects, they could also find answers for their problems by asking their friends and getting their opinions. Furthermore, *GB-Entrepreneur* mentioned that they were using each opportunity like eating and drinking for exchange of ideas. *YBY-Entrepreneur* spoke of the contribution made for entrepreneurs' **individual development** as their tendencies become more mature and more realistic. It could be noticed from *EE-Entrepreneur'*s explanation, thesw programs could **increase an awareness** for choosing entrepreneurship as a career option. Lastly, *HN-Entrepreneur* addressed that their program **widened their horizons**, so that they could overcome blindness and see what they had not considered yet (*please see the table below for participants' verbatim explanations).*

Table 15.
EAPs Socio-Strategic Contributions with Excerpts

THEMES	***Socio-Strategic Contributions***
CODES	**Excerpts**
MOTIVATING ATMOSPHERE	The most important thing for me is *the people I know HERE*. Since sometimes you are bored, you know, we are not robots at all and can not work 7 days 24 hours, so you can easily talk with other entrepreneurs, simply say hi to them, while they are speaking of their projects, you can think of new ideas, new ways flashing and come to your mind, saying yourself "*yeah I should add this to the project*". *(YBY-Entrepreneur)*
	…apart from that I think synergy is such a feeling every entrepreneur should experience. During the day, you are occasionally shilly shallying (be uncertain on what to do), as such you can stuck in Facebook or in any other social media, but for a while, you stop and listen click and click, especially those pot writing voices that all motive you incredibly. Administrative team is constantly trying to motivate you throughout the day. Furthermore, motivation meetings are held, they organize special events (pizza days, raw meatballs days), especially in those Friday nights with full of entrepreneurs, 40 or more pizzas are ordered and paid by administrative staff. I wish we had been a part of such ecosystem in our 2nd or 3rd months, not in 14th month, because before we worked mostly at home, in cafes with low motivation in an undisciplined atmosphere. *(YA-Entrepreneur)*
NETWORKING (AMONG ENTREPRENEURS, WITH EXPERTS, WITH MENTORS, INVESTORS, OTHERS ETC.)	There are lot of investors out there, you are going and making presentations in front of investors. Mentors come, you go and share your ideas, people who want to be your mentor come out and create candidates for mentoring. Such a system is very useful in that respect. (*BU-Entrepreneur*)

Table 15. (Cont'd)
EAPs Socio-Strategic Contributions with Excerpts

THEMES	***Socio-Strategic Contributions***
CODES	**Excerpts**
NETWORKING (AMONG ENTREPRENEURS, WITH EXPERTS, WITH MENTORS, INVESTORS, OTHERS ETC.)	If you need law consultancy, you just ask them and they organize a seminar on that topic. One day a lawyer comes, another day a financial advisor or government official(s) comes, whoever specialized in needed topic comes and give briefing. *(BB-Entrepreneur)*
	In fact, network is everything, you can find mentors from this network. In my opinion, the most important value added to entrepreneurs is networking. *(FC-Entrepreneur)*
	The second thing is this atmosphere shows that you are not alone but to be with people who have the same problems. You are witnessing their problems and convinced that you are not alone any more in dealing with waves. This motivates you and is the main impetus for your next move in your business. *(MA-Entrepreneur)*
	That's the chance, and the chance here is that people who think almost the same as you have gathered in one place *(SP-Entrepreneur)*
	Tables are collocated so that everyone can talk to each other. Every Wednesday, we had such an activity for eating and drinking where every entrepreneur can share their problems, ask for help to solve them or learn where they find what they need. That was a place in which many people were talking and trying to find answers to those problems. *(GB-Entrepreneur)*
INDIVIDUAL DEVELOPMENT	Also, the more painful works you cope with, the more patience you get and the earthier (more realistic) you become. In short, you become mature. *(YBY-Entrepreneur)*

Table 15. (Cont'd)
EAPs Socio-Strategic Contributions with Excerpts

THEMES	***Socio-Strategic Contributions***
CODES	**Excerpts**
RAISING ENTREPRENEURIAL AWARENESS	We can say that, if you are a college student, you should know that entrepreneurship is there as a career option, you need to be aware of it, that's why these assisting programs are important. *(EE-Entrepreneur)*
WIDENING HORIZONS	I think, this program is the most beautiful thing that ever happened to us, because it makes us to get free from our blindness *(HN-Entrepreneur)*

6.3.3. Infrastructural Facilities

As the last category of contribution, infrastructural facilities become evident in participants' expressions. This category concentrates on how assistance programs create a co-working space and more generally a life space for entrepreneurs where they can develop their ideas. The facilities that entrepreneurs stressed mainly covers office/working place and other overhead costs. They only have their ideas and need a place to work on them without spending so much money. They are watching pennies as *YA-Entrepreneur* explained how 10 TL in their pocket was valuable for them, even they were thinking about spending it on their projects like giving Facebook ads rather than dining out. He further stressed another service they really liked as coffee, tea, and water, the meaning of such offerings was really different for them even if seemed to be so simple. This is how they explain the components of the life space provided by the programs (*please see the table below for participants' verbatim explanations).*

Table 16.
EAPs Infrastructural Contributions with Excerpts

THEMES	***Infrastructural Facilities***
CODES	**EXCERPTS**
COWORKING SPACE AND LIFE SPACE	It provides a co-working space. *(EMS-Entrepreneur)*
	We are startup and it is unnecessary to pay office and other overhead costs. *(YA-Entrepreneur)*
	What this program provides us is an office. *(GB-Entrepreneur)*
	Apart from that, a co-working space… As an entrepreneur, you learn a lot by witnessing a problem of another entrepreneur. For me, there are many people and new ventures with different backgrounds, different experiences, different industries, from that a beautiful synergy, fast growth and learning ability come into the picture *(FC-Entrepreneur).*
	80% of entrepreneurs launch their ventures when they are students. It seems like this at least for 2-3 years, so 10 Turkish Liras in your pocket is very valuable. As such, for your dinner you are thinking "if I order in, I will give 15 Turkish Liras instead of using it for Facebook adverts", while thinking these, it would be perfect to be served with coffee, tea, water free of charge.As you know, coffee is the most important drink for entrepreneurs, may be this seems to be very simple but it is a very good example. Also, there is a microwave and when I first came here and asked what it was for, I learned that this is for entrepreneurs who brought their food from home. This was amazing and surprised me a lot. *(YA-Entrepreneur)*

6.4. Contributions of EAPs for mentors- Learning experiences of mentors

During interviews, mentors' statements also illustrated that EAPs did have some contributions to them as well. They explained how these programs contributed to them by showing what they learned from mentoring experience. On the higher category, Self-Improvement was discovered as main contribution of the programs. It is called self-improvement in the study, because the contribution is more reflected on the mentors' self and social experience and this could be a learning opportunity from several aspects for their personal growth. Interview data firstly revealed that mentors learned how to **be patient** and to wait for a while to see the results in entrepreneurial world as evident in the quote of *BB-Mentor* shown in the table below. Two of the mentor *RA-Mentor and NS-Mentor* also commented that working with entrepreneurs were an exciting experience. *NS-Mentor* further argued that she quitted her well-paid job and preferred to be a mentor, the main learning outcome for her was to observe the **entrepreneurial spirit** and possible social suppression preventing this spirit from actualization. Other group of mentors [*NA-Mentor, GC-SK-Mentor*] described this experience as gaining new perspectives from diverse group of individuals. This could be an opportunity for **widening horizons**, breaking the rules of monotony towards creating the life for dynamism. **Having multidisciplinary thinking** was identified as another learning outcome for mentors as *NA Mentor and DN-Mentor* commented that they learned a lot from entrepreneurs [from diverse industries] with different backgrounds. Since, each entrepreneur comes with different experiences peculiar to the related industry and tell them what is actually going on in a such market. Although, mentors have not been specialized in that field, they are there to help them to a certain extent, this would force them to think out of their limits [out of their comfort zone]. In this context, *MS-Mentor* also suggested that mentoring experience cause self-questioning on why such entrepreneurial practices could not have emerged in the company they were working for. He further explained how useful to gain a **long-term vision** in the professional life. For him, mentoring helps to understand the long-term value for employees whether they are intrapreneurs who bring value by using all types of resources in new combinations to create something novel or entrepreneurs who

prefer to establish his/her own company. Especially for those entrepreneurial ones, he believed they are the tools for their future development. *GC-SK-Mentor* acknowledge that in order to formalize the answers, they should have preliminary preparations. This would be such an opportunity so that they could fill the knowledge gap. It is understood from *GC-SK-Mentor's* statements that EAPs do have contributions for **mentors' PR**. Since, in the end, as the mentors of the project, success would be attributed to them as well. They are engaged in some part of the project and it is not surprising to be perceived as successful. Therefore, this would increase the possibility for being chosen mentor in the future. **EGO** was emphasized by three of mentors [*TD-Mentor*, *ME-Mentor and EY-Mentor*] as something to be overcomed. They admitted their personal egos and tried to get rid of it, specifically while talking with entrepreneurs. They further expressed that they were trying to ask challenging questions and ask them critical evaluation, without maintaining that it is so. As the last mentor explained [*EY-Mentor*], this is a way of learning how to be free from personal bias. Although mentors ask entrepreneurs questioning, *MS-Mento*r described his experience as **self-questioning** as well, especially about personal attitudes in professional life. He suggested mentoring gave some insight on what kind of behaviors they were engaging in the professional life and the results of them. This self-questioning is more about the business life and more about an effort to uncover hidden potential of employees. According to him, mentoring provokes thinking the reasons of why employees do not behave like the entrepreneurs he faces, then this would become an opportunity to question company's policies, strategies and overall direction. Based on the other mentor's description, mentoring **increases self-expression abilities**. *UY-Mentor* further argued that the more you speak the more you learn how to speak. This is the dialogue keeping alive the relationship, so the more constructive dialogue with your mentee, the healthier relationship you would have. That's why the way express your opinions is important. Last learning outcome remarked by *MS-Mentor* is shown under the category of **social experience**. He described this type of an experience as the learning the answers of many questions, but mainly of "*why people do what they do?*". He further emphasized the importance of the questions as their capacity to explain how the yesterday was but the future would be (*please see the table below for participants' verbatim explanations).*

Table 17.
EAPs Self-Improvement Contributions for Mentors with Excerpts

THEMES	***SELF-IMPROVEMENT***
CODES	**EXCERPTS**
BEING PATIENT	…Patience, while concerned with your own business, you forget to be patient, because you have the responsibility to see outcomes immediately. Is it going or not? Is it done or not? Here, you are asked to give your opinions and wait for a while to see whether your advice is followed or how it is combined with some other's advice. *(BB-Mentor)*
LEARNING ENTREPRENEURIAL SPIRIT	Entrepreneurial spirit is something very exciting for me, it was a learning experience to work with so many engineers, younger brains, creative minds and to realize their creative intelligence. *(RA-Mentor)*
	In fact, I saw that every person could be an entrepreneur but this is suppressed by social environment. They care about what you would do, for instance quiting my job and being a mentor is also an entrepreneurship, but my family questioned why I was engaged in such a thing and leave my well-paid job. They were asking me "are you crazy?". However, I am very excited when I come together with entrepreneurs and want to do what I really need to do so that it does not go away. *(NS-Mentor)*

Table 17. (Cont'd)
EAPs Self-Improvement Contributions for Mentors with Excerpts

THEMES	***SELF-IMPROVEMENT***
CODES	**EXCERPTS**
WIDENING HORIZONS	Once, it provides me so many perspectives in that I learned adventures of people and never forget them. Since I have gained real life experience, I mean you experience lives of your mentees including their business and get much experience from them. My motto is "I come here to share 20.000 people' and plus my own experiences with you because until now I have worked with 20.000 people, then at the end of the day I will leave the class of 30 entrepreneurs, with 20.030 experiences…so the main contribution to me is this. *(NA-Mentor)*
	…or as a result, each entrepreneur come with different idea that is saving us to be monotonous because new ideas create dynamism and really widening our horizons. *(GC-SK- Mentors)*
MULTIDISCIPLINARY THINKING	I am familiarised with different industries, my background covers more general business issues, although my knowledge of technology is not so much developed, thanks to mentoring sessions I keep informed with technological developments and different industries. *(NA-Mentor)*
	I have obtained so much interesting information on industries that I do not know at all. I learned a lot from mining to aerospace industry, from nano technology to another industry that you would not imagine. You see how different principles are applied to different industries and your mind is starting to work differently. Hereby, with mentoring your suggestions is getting so diversed that leads you have multi-disciplinary thinking. *(DN-Mentor)*

Table 17. (Cont'd)
EAPs Self-Improvement Contributions for Mentors with Excerpts

THEMES	***SELF-IMPROVEMENT***
CODES	**EXCERPTS**
LONG TERM VISION	…because entrepreneurs are at least different from those people whom we come across in our daily lives. Their obvious characteristics make us to question why our employees do not behave in a same way, whether this stems from our attitudes as managers. Maybe, some of them should not work for us any more, but they need to be encouraged to choose entrepreneurship as a career option. This is another area for questioning on whether such methods for encouragement are applied, so we have started to bring this managerial attitude to our new company. Now, we encourage new innovations inside the company and together with those innovations to go outside. *(MS-Mentor)*
	Before, such people were deemed as lost resource, but now they are considered a tool for future development. It is also believed that they will come and serve for the company in the future with those innovations that are already made or new ones that are on the way of making. This makes us to focus on long term gains instead of short-dated concerns. *(MS-Mentor-cont'd)*
FILLING KNOWLEDGE GAP	In line with those questions coming from entrepreneurs, if we are not well-prepared, we will make a research and study on them, then try to formalize the answer. *(GC-SK-Mentors)*
MENTOR'S PR	In the case of commercialization, for example a specific product commercialization, at that point, because of our support, our vision on its potential, our encouragement for realization of the idea from its beginning contribute to our PR. *(GC-SK-Mentors)*

Table 17. (Cont'd)
EAPs Self-Improvement Contributions for Mentors with Excerpts

THEMES	***SELF-IMPROVEMENT***
CODES	**EXCERPTS**
OVERCOMING INFLATED EGO	…because we have personal egos, for example I am providing suggestions for those projects otherwise I would normally see a lot of downsides and not be interested in. Instead, I come with several questions of "did you think about it?", "have you looked at this and that?" and make them to question and to take some degree of responsibility for their projects. *(TD-Mentor)*
	Once, I learned a lot of bias about myself… *(EY-Mentor)*
	The focus of several training programs for mentors is on communication style as such mentors are asked not to talk their mentees down, to avoid absolute judgments like "this is it, this is the only case", instead to ask challenging questions and critically evaluate them. *(ME-Mentor)*
SELF-QUESTIONING	Entrepreneurs are much different group of people, you do not have your office here, you are on your own. This resembles team sports vs individual sports, mood of tennis player and the one among 11 players in the football team is not the same. Here, we are dealing with tennis players rather than footballers. Frequent contact with different people also makes us questioning attitudes towards our team members in professional life, explore the reasons of why they pretend to be civil servant, if they do so. Also as an individual, I am questioning myself, the company and even overall corporate group. Moreover, I have provided a presentation opportunity to entrepreneurs in front of managers of my company. Then, I asked them to listen this young boy or girl, then question whether their opinion would change or they would do something else. *(MS-Mentor)*

Table 17. (Cont'd)
EAPs Self-Improvement Contributions for Mentors with Excerpts

THEMES	***SELF-IMPROVEMENT***
CODES	**EXCERPTS**
SELF-EXPRESSION	The more you talk or tell something, the better you express yourself, so this is also important. This is very helpful for yourself. *(UY-Mentor)*
SOCIAL EXPERIENCE	It is also a social experience, a way of learning what and how new generation are thinking and doing, what kind of topics are popular, why they are so popular, it is because of a professor triggering the issue, an article that everybody has read, or Kickstarter. The question is why do people do what they do? Why are these hot topics in these days and others are not? Have those topics that are considered important before, been developed for today? Have those companies made progression? Did we foresee the future? Has it come true? These questions with possible answers, following what it was yesterday and what it is today contribute much to the mentor. *(MS-Mentor)*

The following part deals with mentor-specific contributions to the entrepreneurial orientation and practice of Turkish startups and questions whether entrepreneurial mentoring mechanism can satisfy needs of new-start entrepreneurs. Before in-depth analysis of mentor-specific contributions, what participants understand from the word of "*mentoring*" and how they define the term is given. Then, based on the re-framing mentoring in entrepreneurial sense, intervening role of it is discussed.

6.5. Re-framing mentoring in entrepreneurial sense

The focus of previous part is on the EAPs and their specific contributions revealed for both entrepreneurs and mentors. However, during interviews participants were asked to define and explain "mentoring" in entrepreneurial sense with their own words. Before going into details about the functions of entrepreneurial mentoring and analyzing whether it is an intervening mechanism for entrepreneurial development, this part presents how it is perceived and explained with its critical components by study's participants. Findings retrieved from the interviews are shown both in the table and the concept map below respectively. Also, a comparison table is given at the end of this part to indicate on which dimension mentors and entrepreneurs jointly define entrepreneurial mentoring. It could be concluded from first three extracts [*EMS-Entrepreneur, EE-Entrepreneur, KY-Entrepreneur*] that mentoring is regarded as an **advisory mechanism** in entrepreneurial sense. It is form of advising, because entrepreneurs explain their situations, in other words problematic areas on their ways and in return expect some answers to make a decision or to make a progress. *BB-Mentor* also stated that it was a **cornerstone** showing you what could be done with as much resources as you have in your hand without spending so much time and money. Another mentor [*TU-Mentor*] explained it as a **dimension.** In a more abstract way, he stressed the inherent duality by stating that mentoring could be a result of investing or vice versa [investing could be a result of mentoring]. It could be noticed from what three entrepreneurs said [*YBY-Entrepreneur, EA-Entrepreneur, YA, Entrepreneur*] that they considered mentoring the main **driving (motivating) force**. *YA-Entrepreneur* further explained that entrepreneurial journey was full of ups and downs, it was a psychologically tough process and they need someone during those difficult times to share, to talk, or anything they need to keep going. *EA-Entrepreneur* defined mentors as someone who continuously asked several questions on what was going on. *YBY-Entrepreneur* and *ET-Entrepreneur* stressed the importance of experience sharing as the motivating factor, because they believed that mentors could foresee the projects' future and could guide them with new perspectives. *YBY-Entrepreneur* also explained another feature for mentoring as **family member in the business life**. While he was describing what it looks like, he focused on the long-lasting and friendly nature of the

relationship between a mentor and an entrepreneur. It is long-lasting, not limited of boundaries of time and place. It is friendly, because mentors can experience same feelings as an entrepreneur does in the face of any achievement or failure. However, it is more directed to achieve something in business life, so mentoring entails a professional relationship to a certain extent. In addition to these features, *GB-Entrepreneur* also associated mentoring with **being a team member** who could intervene directly. On the other hand, one entrepreneur [FC-Entrepreneur] stated that "*mentoring is not a business card*", so totally concerning the professional side could be misleading. Two of the mentors [*TU-Mentor and GS-Mentor /Entrepreneur*] also used an analogy of **fishing** to explain entrepreneurial mentoring. *TU-Mentor* had different perspective in that defined mentoring as a fish depending on the expectations, entrepreneurs could choose which fish to eat. From a more traditional perspective, other mentor approached mentoring as teaching how to get that fish. In other words, mentoring in entrepreneurial sense implies a kind of teaching to achieve something by yourself. Surprisingly, one mentor *[MS-Mentor]* and one entrepreneur [*BU-Entrepreneur*] explicitly defined mentoring as an **institutionalized relationship**. They saw it as a formalized type of business relationship changing venture to venture. **Mutual interaction** was revealed as another aspect of entrepreneurial mentoring invoked from the statements of *DN-Mentor, GC-SK-Mentor* and *NA-Mentor.* Contrary to the popular belief that there is a kind of asymmetry and hierarchy in the relationship, *DN-Mentor* stated the mutual nature of the relationship neither there would be a master-apprenticeship as it was in Akhism, nor a brothership. In her wordings, she stated that there was a picture both an entrepreneur and a mentor look together and get some meanings. In line with her opinion, other two mentors further explained that not only entrepreneurs were asking, but also, they would be working on the answers or the topic and prepare for another mentoring session. As a summarizing quote for understanding the nature of mutual interaction would be the part of *NA-Mentor's* wordings: "…*I could get as much as I give*". Apart from explaining entrepreneurial mentoring from a relationship perspective, some of the participants [*MO-Mentor-Entrepreneur, GG-Entrepreneur, NS-Mentor]* suggested that it was more about a **process** starting from an idea, going through several steps to reach a target.

MA-Mentor directly described mentoring as the tool for wisdom transmission, however other participants [*EA-Entrepreneur, EMS-Entrepreneur, FC-Entrepreneur]* mentioned it indirectly. However, the main underlying argument of them was the same: Mentoring is a way of transferring the knowledge and experience gained over the years to those inexperienced ones, through questioning and the process of internalization, it is a way of stimulating the intellect and influencing the mind-set. *FC-Entrepreneur* used an analogy to explain his views on mentoring as something like *"…taking a recipe from people who have already tried to cook it many times before and way of learning tricks on how to cook the best meal"*. It is about showing what people do in practice, more clearly about *praxis*. *GG-Entrepreneur* was another one using a metaphor for explaining mentoring. He defined mentoring as a "**Signboard**", this was also supported by another two participants [*ET-Entrepreneur, GC-SK-Mentor*]. They commented that mentors were those signs on the route that you did not know where to go. The participants also noted that through suggestions for possible solutions, mentors are guiding you on that route and make your projects more visible. Two of the mentors *MU-Mentor* and *RA-Mentor* clearly addressed that mentoring was the rephrase of business development, so in parallel with this, during interviews these group of mentors preferred to use a phrase of ***business development mentoring*** rather than of *entrepreneurial mentoring*. Among the discussions on whether mentoring could be seen as a profession with tangible returns, some of the participants suggested that this was an idealist-minded act without any tangible expectation [*TU-Mentor*] or expecting any financial return [*MA-Entrepreneur*]. Even *NA-Mentor* felt that mentoring was an act of social responsibility in that you could confess and clean up yourself. Therefore, the data reveals that mentoring is something with **social resonance**, it is socially directed act for the sake of someone. Lastly, from the discussions of *SP-Entrepreneur* and *SY-Mentor,* it is invoked that mentoring is a **support mechanism** and it is given based on the specific needs (*please see the table below for participants' verbatim explanations).*

Table 18.
Reframing Mentoring in Entrepreneurial Sense

THEMES	***ENTREPRENEURIAL MENTORING***
CODES	**EXCERPTS**
ADVISORY MECHANISM	Mentoring is a question that you ask someone who is more experienced, and I think in the form of the answers you receive, or that they direct you or lead you in a direction. *(EMS-Entrepreneur)*
	For example, I prefer to explain the situation without my own thoughts and ask "if you were in my shoes what would you do my brother?". Thus, mentoring is a place where I can find answers while decision making. *(EE-Entrepreneur)*
	Mentor is a person whom we can apply for a specific progress towards a specific purpose. *(KY-Entrepreneur)*
CORNERSTONE	Mentoring is a cornerstone that could prevent waste of time and repeating many routines, instead, provide an opportunity to do the most with human resources in hand, to have necessary funding in the process with these mentioned positive developments. *(BB-Mentor)*
DIMENSION	Mentorship is a dimension, if I am thinking about investing, do mentoring, or investing because I am doing mentoring. *(TU-Mentor)*
DRIVING (MOTIVATING) FORCE	Mentor is the one who motivates people (tecrübeleri çerçevesinde) towards his experiences and develop new points of view. *(YBY-Entrepreneur)*
	Mentors are those people who are continuously asking what you are doing, what you have done and what you are planning to do. *(EA-Entrepreneur)*

Table 18.
Reframing Mentoring in Entrepreneurial Sense

THEMES	***ENTREPRENEURIAL MENTORING***
CODES	**EXCERPTS**
DRIVING (MOTIVATING) FORCE	…so in a way they are settled, but some small motivational touches are really important for entrepreneurs, because entrepreneurial journey is like this in what one night you are so excited and could not sleep, on the other night you could not sleep because you are crying. There should be someone who has already gone through the same process, started his venture, and is convincing you that everything will be ok. Furthermore, mentors should be located themselves as coaches of entrepreneurs. Many entrepreneurs experience a lot of ups and downs, and some are ashamed to say it. I am just not afraid, it is a psychologically very damn process so there is certainly a someone standing powerfully behind you and whom you trust. *(YA-Entrepreneur)*
	Mentor, how do you call it, is such a person tells you whether the project is promising or it works, so encourages you to overcome deficiencies and leads you to the right direction. (ET-Entrepreneur)
FAMILY OR TEAM MEMBER IN BUSINESS LIFE	Mentor is like someone from your family, but sometimes is not, so we can say s/he is a family member from your professional life, because s/he follows your steps and is happy with your achievements. You can have emotional ties with your mentor unlike with professional consultants with whom your relationship is limited in a specific time and conditions. You can get help on what you need, they transfer specific knowledge but then the relationship is over. However, you can carry on with your mentor i.e. I sometimes meet with some mentors outside as well. *(YBY-Entrepreneur)*

Table 18. (Cont'd)
Reframing Mentoring in Entrepreneurial Sense

THEMES	***ENTREPRENEURIAL MENTORING***
CODES	**EXCERPTS**
FAMILY OR TEAM MEMBER IN BUSINESS LIFE	If we think of mentoring as a more physical intervention, maybe not necessarily consulting but coaching is something what psychiatrist(s) resort to solve patients' problems. They try to solve specific problems by asking questions and make patients find their ways with their own answers. In other words, they use the method of reflection, nevertheless mentor seems as if direct intervention from a team member. *(GB-Entrepreneur)*
FISH/FISHING	Mentorship means "fish", even there are many so it depends on what is expected from mentor. *(TU-Mentor)*
	Mentor should not give you a fish, but should teach how to get the fish for achieving something by yourself. *(GS-Mentor /Entrepreneur)*
FORMAL - INSTITUTIONAL RELATIONSHIP	Mentoring is actually a name of the relationship, it is called "mentoring" to formalize the relationship, otherwise mentee(s) should get whatever they can get from mentoring. *(MS-Mentor)*
	…so what we call mentor is more an institutionalized aspect of business relationship, not of an operational one, but of course it changes venture to venture. Thus, our mentor is a person dominating critical issues, as he should be… *(BU-Entrepreneur)*

Table 18. (Cont'd)
Reframing Mentoring in Entrepreneurial Sense

THEMES	***ENTREPRENEURIAL MENTORING***
CODES	**EXCERPTS**
MUTUAL INTERACTION	We have constructed equal relationship for mentoring. It is neither a hierarchical relationship nor a relationship with your brother or sister. Also, it does not resemble relationship as the one in the akhi-community (master-apprenticeship). We think that it should be based more on mutuality, and have defined it as such. There is a picture that we look together. What we are trying to do is just how to paint the rest of the picture and find those people who could help us to complete the picture, therefore we should think of it as mutually created work. *(DN-Mentor)*
	We are in constant interaction. We are asking information from mentees, they send it, then we do some research on it and send back. They evaluate what we have sent and reply us. *(GC-SK-Mentors)*
	There is no such a rule that mentor knows everything, or at least for my own mentoring experience I do not think such a rule, because it is a mutual interaction. As I said, this is a very serious interaction in which I could get as much as I give. *(NA-Mentor)*
BUSINESS CARD	For me, mentorship is not an occupation or a behavior, more precisely it is not a business card. *(FC-Entrepreneur)*
PROCESS	It is a process in which you spend 2-3 hours a week or every two weeks and you continue doing this for 2-3 months with specific targets. *(MO-Mentor-*Entrepreneur)

Table 18. (Cont'd)
Reframing Mentoring in Entrepreneurial Sense

THEMES	***ENTREPRENEURIAL MENTORING***
CODES	**EXCERPTS**
PROCESS	It is a process of testing the idea with relevant experts. *(GG-Entrepreneur)*
	We assume that it is feasible to continue mentoring under a systematic mechanism which follows the process, honestly speaking consider this a process not an individual based relationship as it does in coaching. Then, we started together! *(NS-Mentor)*
SHARED WISDOM	Well, mentorship is the art of making your mentees to find what s/he should find as an answer. For me, it is a way of creating synergy which will eventually result in best outcomes, by moderating on the way of transformation towards shared wisdom. Mentorship is telling how to do and making those decisions to be internalized, it is leading, opening a new way, and giving advice…and contributing to manifest their intellect. *(MA-Mentor)*
	When I come up with mature ideas, mentor is someone who should tell you the steps you are going to follow, show you how to follow that steps, suggests new ways of thinking, so influence your thinking ability, and teach you how to think. *(EA-Entrepreneur)*
	…so mentorship is something that you learn next phases from a person who is two-three steps ahead of you, makes you to question to do better. *(EMS-Entrepreneur)*
	I mean mentorship is something like taking a recipe from people who have already tried to cook it many times before and way of learning tricks on how to cook the best meal. I think the person should know to take lessons from what happened to someone else there is no need to experience on your own, this is how we make progress in life. Thus, mentorship is something like this… *(FC-Entrepreneur)*

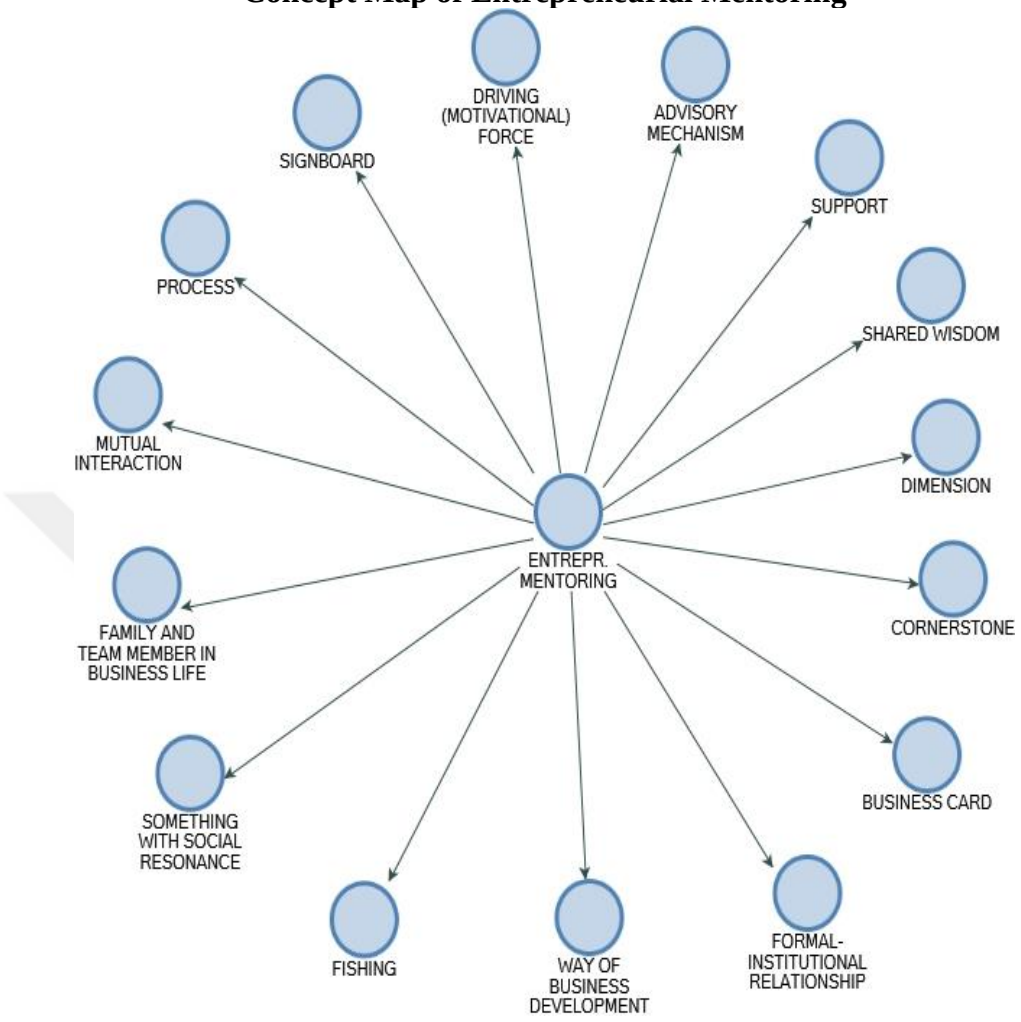
Table 18. (Cont'd)
Reframing Mentoring in Entrepreneurial Sense

THEMES	***ENTREPRENEURIAL MENTORING***
CODES	**EXCERPTS**
SIGNBOARD	Here, the mentors are actually, you go on a highway you do not know in a foreign country, you face a sign that sign is a mentor! *(GG-Entrepreneur)*
	In particular, my project and outcomes are more tangible, but in other projects whose outcomes are mostly intangible, mentors are those show how such projects become more visible and tangible. *(ET-Entrepreneur)*
	Mentorship is something that shows the possible solution for the questions in minds and guiding mechanism on the route. *(GC-SK-Mentors)*
WAY OF BUSINESS DEVELOPMENT	The thing on that we touch is human resources and business development. Anyway, mentor is a rewording of business development. *(MU-Mentor)*
	In our mentoring program/structure, we have already created a new field called Business Development. Do you know that it is supported and accredited by TUBITAK? Here, it is important to be able to use your experiences in the direction of business development. *(RA-Mentor)*
SOCIAL RESONANCE	Mentorship is mostly seen as idealist-minded act without any tangible expectation. It has social resonance; however, everyone could not act with that. Therefore, we could not say that "this guy makes the bundle from mentoring". *(TU-Mentor)*
	…because, mentor is someone who does not expect any financial return but giving mentorship on volunteer basis under normal conditions, otherwise this person is refered as a consultant. *(MA-Entrepreneur)*

Table 18. (Cont'd)
Reframing Mentoring in Entrepreneurial Sense

THEMES	***ENTREPRENEURIAL MENTORING***
CODES	**EXCERPTS**
SOCIAL RESONANCE	I think that's what I mean, like a social responsibility project. For me, we may be call it a confession, you clean up yourself. *(NA-Mentor)*
SUPPORT	Mentorship implies a support that you get under specific conditions. *(SP-Entrepreneur)*
	During the process, it is something supporting your acceleration. Mentorship sounds as if associating more with support *(SY-Mentor)*

Figure 6.
Concept Map of Entrepreneurial Mentoring



Based on the excerpts and explanations given above, the figure above shows the concept map of entrepreneurial mentoring arisen from interview data. Besides, another table is given below to show on which sub-category at least one mentor and one entrepreneur define entrepreneurial mentoring in the same way.

As shown in the table above, from the thematic foresight, shared wisdom becomes prominent among entrepreneurs while defining entrepreneurial mentoring. However, three mentors preferred to define mentoring as the mutual interaction, so it is evident that mentors are accumulated on this category while defining entrepreneurial mentoring.

Table 19.
Sub-categories entrepreneurial mentoring commonly defined

Definition	Pseudonym for Entrepreneur	Pseudonym for Mentor Participant
Family member in business life	YBY, GB	TD
Fish	GS	GS, TU
Formal Institutional Relationship	BU	MS
Mutual interaction	EE	GC-SK, NA, DN
Shared Wisdom	EMS, EA, FC, YS, BA, AC	RA
Signboard	GG, ET, MA	GC-SK
Social Resonance	MA	NA, TU
Support	GG, SP	SY

6.6. Functions and roles of mentors

In the context of entrepreneurial mentoring definitions, interviews with participants illustrates that mentors do serve several functions for entrepreneurs that are organized by two main themes as Psycho-Social Functions and Entrepreneurship Development Functions. The names of themes are mostly driven from the mainstream mentoring literature with minor modifications to the entrepreneurial context, however wide range of sub-categories emerge. Although verbatim responses reveal that mentors

mostly serve first two functions respectively, role modelling functions are rarely discussed, so it is not given in table format.

6.6.1. Psycho-Social Functions

Findings demonstrated that "**experience**" and "**sharing**" of it was perceived as one of the psycho-social functions of entrepreneurial mentoring. As illustrated in textural analysis of verbatim transcripts, mentors are sharing their experiences according to their field of expertise. As such, *EY-Mentor* stressed that he was helping and mentoring especially in designing the software, another mentor *UY-Mentor* stated that he could help entrepreneurs on how to make effective and transparent presentation. Mentors as indicated by *BB-Mentor* are aware of how entrepreneurs suffer in their journey, want to share true experiences and feelings from their lives. This is also supported by an *BA-Entrepreneur* while he was describing the reasons for having a mentor. He mentioned that the reason for meeting with several mentors was to take advantage of their experiences and get useful information. In this category, *ME-Mentor* made a distinction for experience sharing and explained the several modes of mentoring. He was particularly going over generalist vs specialist views on it, further explained specialist were those ones having a particular field expertise e.g. marketing, product development, finance and from any other field. On the other hand, he stressed the feature for generalists as long-standing experience with many hours of mentoring sessions and being more prone to question every pillar in the projects by using mostly business canvas.

As many of us falling the trap of high engagement in something, likewise entrepreneurs mostly fall in love with their projects, ideas or their ventures. As a result, they blind to some aspects of their projects and need someone to overcome it. As the data indicates, mentors could help to **overcome such operational blindness** and **flash** some parts by adopting more realistic and tougher attitude [UY-Mentor, *NS-Mentor*, *MA-Mentor*]. *YBY-Entrepreneur*, *ET*-Entrepreneur and *SP-Entrepreneur* corroborated this functions with their statements. They understood the importance of different perspectives, a need to look somewhere else and giving up blind obedience. Since, there is someone who has faced more similar trouble-some situations at many times

than entrepreneurs had in their lives. Thereby, both sides are looking to the same thing, but different experiences find different meanings in it. It is discovered that **helping** is another category for mentoring functions. Mostly mentors associated themselves with helping those ones realize their dreams [*DN-Mentor*], at the same time helping them succeed fast and fail fast [*MO-Mentor*]. As it was stated in *ET-Entrepreneur'*s words that mentoring was like a simulation showing your mistakes earlier than you could find by yourself and saved your time. Two of the mentors [*EY-Mentor and DN-Mentor*] emphasized that they were helping, because it was good to help. Participants also suggested **supporting** as another function nearly synonymous to helping and sharing of experience. *DN-Mentor* stated how she could support entrepreneurs in their progress to be the prime company. She referred the importance of mentoring support in order not be 25-30 years old adult still acting as a teenager with a problem of puberty. Beyond this life cycle approach, two mentors [*UY-Mentor and MA*-Mentor] stated that they were supporting entrepreneurs based on their life experiences to make them better. Additionally, one entrepreneur [*BU-Entrepreneur*] emphasized the same need for mentoring support and defined mentors who were giving the right medicine and it would take only 3 days for recovery, otherwise 30 days to get well.

In parallel with the illustrated statements in the previous section defining mentoring as mutual interaction, participants also noted that mentoring could serve "**questioning**" and "**thought provoking**" functions. On the mentors' side, mentoring discussions are thought provoking practices [*TD-Mentor*] triggering creativity and thinking via strong and open-ended questions [*MA-Mentor*], so the point is not to give answers all they need but enabling them to think other alternatives [*ME-Mentor*]. *BA-Entrepreneur* clarified what was happening in practice that he preferred to take notes, write them down to create a soft copy and then revise them. This is how he makes sense of discussions and draws his own conclusions.

Statements displays **motivating** as another function of entrepreneurial mentoring. This function was explained by *TD-Mentor* with his own framework developed particularly for entrepreneurs. This framework consists of five phases: *taking responsibility, acting, failing, learning, and developing*. Among such phases, *TD-Mentor* explained that we did have some problems on the third and the fourth

phases. He further elaborated the main reason and explained that failure was mostly associated with individuals not with their projects. That's why it is difficult to accept each failure as a learning opportunity for entrepreneurs. To overcome this limited perspective, he is trying to change the mind-set of entrepreneurs and displays those stages in this framework. Another mentor [*MA-Mentor*] stressed the importance of self-confidence, persistence, trying multiple ways without giving up. He also suggested that everything could be attainable unless you gave up. Entrepreneurs hold more emotional approach than mentors have while explaining their needs for being motivated. *YA-Entrepreneur* remembered those difficult times that they needed someone who had already gone through the same process and needed such motivational interventions. *GB-Entrepreneur* also put mentors as the second motivating factor only after their team members. From an entrepreneur's perspective [*BU-Entrepreneur*], mentors are sometimes regarded as important as "**father**" figure in the family. However, some of the mentors adopt friend-like attitude in their relationship with their mentees [*NS-Mentor and BB-Mentor*]. Lastly discovered function gives some strategic insight for this theme. Since, NS-Mentor's and *EA-Entrepreneur's* wordings particularly shows that mentors are creating a **strategic map** for entrepreneurs to demonstrate what they need and what it would be better for them (*please see the table below for participants' verbatim explanations).*

Table 20.
Psycho-Social Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***PSYCHO-SOCIAL FUNCTIONS***
CODES	**EXCERPTS**
EXPERIENCE SHARING	I do know more software, so the point that I can help and give mentorship is designing the software, analyzing the customer, interviewing/discussing what customers do not say but they need, pulling those needs, and satisfying them. *(EY-Mentor)*
	I am mentor transferring work experience of myself. I am trying to teach them how to effectively express themselves. Since they are mostly engineers, they are relocating what they have in their minds in the presentation, what I do is making their presentations more simplistic so that others can easily understand them. *(UY-Mentor)*
	I have often used mentors based on their professional field. I am telling my project to everyone and like to get feedback from them whom would be an ordinary person or a mentor, it does not matter. I am using mentorship mechanism in this way. I also take advantage of their experiences and get very very useful information. *(BA-Entrepreneur)*
	This is true for almost all of startups, they are suffering from some troubled periods. We want to share our true experiences and feelings that we felt on our side during similar [troublesome] periods with young entrepreneurs. We have a lot in years of experience and many cases that we have already used required knowledge, thus we want to provide our experiences to the newly-established companies so called startups. *(BB-Mentor)*
	Mentor is someone who shares his/her own experiences with mentees and there are several modes of such experience sharing. We have categorized those experiences in different roles in the ecosystem. Now, mentors are actually experienced people, what I mean by experience is generally at least 15 years for mentors in this program, even we have mentors experienced yet more. *(ME-Mentor)*

Table 20. (Cont'd)
Psycho-Social Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***PSYCHO-SOCIAL FUNCTIONS***
CODES	**EXCERPTS**
EXPERIENCE SHARING	We could divide them in two categories as generalist and specialist in terms of experience. For those who are specialists have particular field expertise and discuss mostly from that field, such as marketing, product development, finance and from any other managerial functions. On the other hand, generalists are those who have long standing mentors, generally member of angel networks and listen many hours of several projects. They mostly question startups on every part of the business canvas. *(ME- Mentor cont'd)*
OVERCOMING BLINDNESS AND FLASHING	…so I am slapping again. I speak a little more realistic and tougher. I think it is better because they have not learned such an approach in their lives neither in university nor in somewhere else. *(UY-Mentor)*
	For example, I am an engineer and could not train myself both in the university or in any other setting on how to prepare myself getting into the market, how to analyze competitors and any other concern in business sense. I do not know what kind of pits I will face on the road, but I am driving without knowing them even while crossing… That is the mentoring alerting entrepreneurs to the pits by saying "WATCH OUT!". *(YBY-Entrepreneur)*
	Mentors provide us to look and understand the situatio from a different perspective. They are second, third, fourth, fifth even sixth eyes helping you overcome operational blindness and sheding light on it because these eyes look different from your point of view. *(ET-Entrepreneur)*
	As such, I have several questions about patent in my mind. I am reading a lot about it, but mentor makes you focus by saying that "*you do not need patent or utility model registration for the first 5 months*". They are further explaining that "you should not pay extra 600 or 700 Turkish Liras, because until you have the final product, you will have changed your mind at several times, maybe you will have changed the name of the product, so you should not solely focus on patenting". *(SP-Entrepreneur)*

Table 20. (Cont'd)
Psycho-Social Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***PSYCHO-SOCIAL FUNCTIONS***
CODES	**EXCERPTS**
OVERCOMING BLINDNESS AND FLASHING	…so he told us when we were stuck in something, "I have experienced these things before, there is a good team that would possibly help you, now you are wasting your time for nothing…". Somehow, he diverted us to look somewhere else. *(GB-Entrepreneur)*
	…we are on the same side, just the same point, but I have made more strategic plans in my life than you had in yours. You have an operational blindness, because of your deep engagement in the project. I will try to overcome it by staying outside… *(NS-Mentor)*
	Mentor sometimes lights the way so that you can find your own… *(MA-Mentor)*
HELPING	Considering mentorship, I think I am helping entrepreneurs. I do not like the word "mentor". I do not call myself a mentor at any time when somebody call, I make it right. Since, there are some matters that I can help, so I do help. *(EY-Mentor)*
	Mentor helps you succeed fast and fail fast. *(MO-Mentor)*
	I am helping, it is good to help. *(DT-Mentor)*…also, you are helping a person or group of people realize dreams. *(DN-Mentor)*
	You can make your own way, but before you should test the way. A mentor helps you to test it through using Business Canvas as a simulation, tells you the mistakes in it and gets you to jump over months, even a year. *(ET-Entrepreneur)*
SUPPORTING	There are some entepreneurs I met them every week, because I believe in their capabilities to make progress. They just need a support, with this support we can make them better. *(UY-Mentor)*

Table 20. (Cont'd)
Psycho-Social Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***PSYCHO-SOCIAL FUNCTIONS***
CODES	**EXCERPTS**
SUPPORTING	Each company has a life cycle, if they can not progress to adulthood in this cycle, if they can not progress to prime, then they become 25-30 years old adult still acting as a teenager with a problem of puberty. They become burden on founders who do not know whether to eat it or rub it on. To avoid this, if there is someone who has passed through the same process, s/he can transfer it… I want to support and try to initiate an understanding of living together as a team. Then, I support them with all that I know to prepare them for investment process. *(DN-Mentor)*
	You know, you have catched flu and recovery takes 30 days, the reality is the mentor gives you the medicine and it just takes 3 days. Of course, it is possible to keep going without a mentor, but you are going to be mentally depressed, how come! After a certain point, you really need a mentor, because s/he has more experience than you have and will support you. *(BU-Entrepreneur)*
	Mentor is someone who have done the same thing and succeeded before, so we can call mentorship as an act of supporting someone else in a similar way based on experience. *(MA-Mentor)*
QUESTIONING AND THOUGHT PROVOKING	What we are doing is like a discussion, not an exact discussion but it is a kind of thought provoking. Together with questions of "do you think that?", "do you have anything like that", I am just sticking a splinter in them. *(TD-Mentor).*

Table 20. (Cont'd)
Psycho-Social Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***PSYCHO-SOCIAL FUNCTIONS***
CODES	**EXCERPTS**
QUESTIONING AND THOUGHT PROVOKING	…so they say how you will do it, how you will overcome it, accordingly share their own views. They advise me similar processes they used and provided to other companies as consultants, I do already take notes and write them down. I also go through those notes as a soft copy and revise them again. For example, for my fair project they ask my pricing policy for those who get a booth for the first time or for many times. This question makes me to think several pricing packages for customers from different segments. *(BA-Entrepreneur)*
	Basically, we trigger creativity and start thinking via strong and open-ended questions. As its very nature, mentoship is something that needs some time to be spent, what it is, what you did, how it goes, how we planned it, what we are, where we are, what we could not succeed, internal or external reasons, possible or impossible things, that of them need to be questioned as well. *(MA-Mentor)*
	Mentor is not a telling brother or sister or is not someone giving answers all you need, sometimes it is better not to say even if s/he knows the solution. As, it is a learning process, it is possible to prevent people from developing long-term ability in the long-run… what mentor says should be received and accepted after filtering, so ultimately the decision maker is the entrepreneur. *(ME-Mentor)*
MOTIVATING	I have a framework of taking responsibility, acting, failing, learning, and developing, we do have some troubles on the third and the fourth one. Since, failure is mostly associated with an individual not with what it has been done. Therefore, they are not easily open to development, there is no such a lean startup mentality and openmindness. If those startups are open-minded and eager to continue their way, they can easily find mentor. Even mentor should instill such an idea by showing on which stage they are in this framework and how they can overcome such difficulties. *(TD-Mentor)*

Table 20. (Cont'd)
Psycho-Social Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***PSYCHO-SOCIAL FUNCTIONS***
CODES	**EXCERPTS**
MOTIVATING	There is no need to have technically experienced mentor. What you need is someone who has already gone through the same process, touches, and motivates you in your depressive times. As such, sometimes you are working night and day for a month but do not get tangible results, then you are in a bad mood. At that moment, mentor tells you the possibility that you could work 4-5 months, even longer, but you would see the results and the more value would be added in the long term. Such motivating touches/interventions have been very important for me. *(YA-Entrepreneur)*
	Our mentor's main contribution is opening new doors with which we could make right moves and telling us not to demotive ourselves by striking examples from his/her own experiences during those times of hard working but not looking the right side. For me, motivation is one of the hardest thing that I can achieve. Most probably my team members are among the first for my motivation, the second is the mentor. *(GB-Entrepreneur)*
	It is necessary to ensure such a culture instilling self-confidence, persistence, trying multiple ways withut giving up. There is nothing unsuccessful, no one as well. Nothing is impossible, but only giving up. *(MA-Mentor)*
BEING A FATHER/ FRIEND	Our mentor, our father, I say so, he supports us in the investment process, in our growth. He is our father, so we do what he says. *(BU-Entrepreneur)*

Table 20. (Cont'd)
Psycho-Social Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***PSYCHO-SOCIAL FUNCTIONS***
CODES	**EXCERPTS**
BEING A FATHER/ FRIEND	After diagnosing what entrepreneurs need and whom they need to talk, if you are helping to find and making them to be in contact with those people, this is a kind of mentorship, how can I say; kind of friendship. *(NS-Mentor)*
	Mentorship is a friendship; indeed, mentor is an experienced friend. Since s/he has experience somehow in the ecosystem. A mentor has already walked on the road, so knows from the stones on the way, from the pits, from the tree branches possibly hurt entrepreneurs. S/he can also foresee and inform entrepreneurs on when to blow or when to get dark, also shows where to look to find clues. *(BB-Mentor)*
CREATING A STRATEGIC MAP	… my mentor knows what I want and helps me to locate it in my mind. He acts as mapping out my road by showing what I need and what I would do to be better. *(EA-Entrepreneur)*
	… mentor is not completely engaged in your life as a coach. His/her experiences are different, actually s/he lives a different life, yet with an objective eye helps you realize the current situation in your business life and possible one in that you want to be. Mentor is someone who has the ability to create a strategic map for every individual entrepreneur, so this is my mentor definition. *(NS-Mentor)*

6.6.2. Entrepreneurship Development Functions

The second theme for entrepreneurial mentoring functions emerged from the analysis is **entrepreneurship development** as displayed in the table below. Thematic pattern indicates that generated sub-categories serve mainly for developing new ventures capabilities through guiding, creating networking opportunities, filling knowledge and execution gap, giving feedbacks, and accelerating.

Considering the **guiding** function, three of the mentors [*UY-Mentor*, *MS-Mentor* and *MA-Mento*r] agreed that mentees or entrepreneurs need guiding, however not for giving answers, but enabling them to find their own answers. *MS-Mentor* further suggested that mentors should firstly understand both expressed or latent/implicit needs, because he believed that the problem could be bigger than they assumed. He stressed the importance of understanding what was really needed and guiding accordingly. Extracts of two entrepreneurs [*HN-Entrepreneur* and YS-*Entrepreneur*] also showed that they were in a need of guiding and really expecting such help. Entrepreneurs are dealing with several issues under time constraints, sometimes they do not have effective team sharing responsibilities, thus they could get lost on some matters. For the very reason, they need someone who guides them by explaining what would happen if they did what they were thinking and leaving them to their own decisions. **Networking** is another vital concern for many of entrepreneurs. They feel themselves alone and do not know the realities of the industry in which they are planning to launch their products or services. They sometimes do not find the right person in the right place at the right time to tell their projects- product or services. *BB-Entrepreneur* stated their concern on how to find a contact person for pilot-trial of their products and how their mentor was helpful, otherwise it would have taken a long time, maybe they would not have communicated at all. *ET-Entrepreneur* also stressed the importance of every networking opportunity provided to them, further explained that the matter was not get as much money as you could, it was more about meeting with those people that you would never to meet even for paying thousand dollars. Providing networking opportunities seems like cutting corners as commented by another entrepreneur *GB-Entrepreneur* who told us about how they got investment after only the second meeting. From mentors' point of view, they also believed that their mission

was to provide networking opportunities to their mentees, because the segment they could reach was more different than any entrepreneur could reach by himself/herself [*GC/SC-Mentor*]. Besides reuniting entrepreneurs with external participants, *GS-Mentor/Entrepreneur* also stated another function under this category. It is networking as well, but with broader understanding that mentors also bring entrepreneurs together whom they believe they could add positive value to each other. They could serve with internally created networking opportunities, as *GS-Mentor/Entrepreneur* suggested mentors could contribute to new transfers between the projects and flow of information among ventures.

It is evident in the interview data that mentors also serve for filling two types of gap: **Knowledge and Execution**. *DN-Mentor* felt that they had the responsibility to show the universal realities, if an entrepreneur did not know yet. *GC/SC-Mentor* also focused on more specialized fields like patenting and explained that they were trying to enlighten entrepreneurs at least in these fields, if not all. Entrepreneurs acknowledged that what they would face in the reality was more than they had expected. In the beginning, dealing mostly with product or services specifications could be enough, however later in the process, they would face many things stated in *BU-Entrepreneur*'s wordings like marketing, social media accounts, before and after sale, sales, content, creativity etc. *YBY-Entrepreneur* had same considerations on how to fill such a gap. He mentioned that even a book could help him to understand basic principles of finance, however if and only if he could learn the realities of the market from more experienced person, in this case mentors. Therefore, based on the statements of participants, it could be concluded that they are in a need of real knowledge which is a kind of wisdom transmission to understand what is going on and what would be in their futures, readings would not be enough and so effective as such knowledge gained from lived experiences. Another gap occurred is knowing what to do, but not exactly know how to do [*DN-Mentor*]. In this context, mentors could help entrepreneurs by filling gap in their **execution** capabilities. *BB-Entrepreneur* described how mentors did help them at first close encounter with investors or customers. They were giving some clues exhaustively from drinking habits, how to behave in front of the customers and how to get more and give less [shares].

As interview data suggests, **giving feedbacks** were considered another function of mentors. One entrepreneur [*BA-Entrepreneur*] went so far to say that "…*I came here not because of money, but for mentors and their feedbacks*". Thus, it is revealed that feedbacks are effective tools for entrepreneurs to understand their level of progress and what is left pending for completion. *HN-Entrepreneur* also added that feedbacks were those opportunities for revising some part of their projects. From this thematic pattern, lastly **accelerating** function emerged based on the participants discussions. *GG-Entrepreneur* considered mentors as the sources for learning the mechanics of the business life. *KY-Entrepreneur* gave an example from their investment negotiations and explained how fast they were learning the principles of this life (*please see the table below for participants' verbatim explanations).*

Table 21.
Entrepreneurship Development Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***ENTREPRENEURSHIP DEVELOPMENT FUNCTIONS***
CODES	**EXCERPTS**
GUIDING	Mentor should guide mentee and should not give answers but direct mentee to those answers. Since, when you give answers, it does not necessarily mean to do him/her a favour. You need to guide your mentee, so that s/he can decide on how it is going. If you answer, then you are already a coach and s/he will not learn. Our young generation is smart enough, so their talent just need to be guided. I am working that too… *(UY-Mentor)*
	…because you are a startup and fighting for many different things, therefore your mentor should really guide you. *(HN-Entrepreneur)*
	…but instead of doing my job, I can learn it myself and cope with that part of the job if mentors approach me in a way of guiding by explaining what would happen if I do this and that. *(YS-Entrepreneur)*
	Sometimes, mentee knows and asks, otherwise does not, so as we mentor should not only answer what s/he asks but also what s/he does not ask, we should make an effort to understand what is needed. I dedicate half of my time to understand what s/he needs. Mentees are asking something, however they have probably much bigger problem than they ask for. Of course, we are assuming we exactly know what they need, like doctors. They give medication but would be mistaken as well, some of patients needs aspirin, others need antibiotics and some does not need anything, because s/he has psychological problems. The thing is mentor should give what is really needed, same as doctors who should not give aspirins, because a patient wants to do so. *(MS-Mentor)*

Table 21. (Cont'd)
Entrepreneurship Development Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***ENTREPRENEURSHIP DEVELOPMENT FUNCTIONS***
CODES	**EXCERPTS**
GUIDING	One of the most important difference between mentorship and coaching is that mentorship is more oriented towards guiding than coaching is. Mentor is guiding mentee with his/her knowledge and experience. *(MA-Mentor).*
CREATING NETWORKING OPPORTUNITY	They referred to and put us in touch with CEOs of some holdings in Turkish energy industry. For example, it took us so long to reach those people, maybe we could never meet, but s/he made a phone call, explained what we were doing, what our products that could match their needs and asked them to meet with us? We went directly to them who would pay the product… You know, you do not want to pay while you are buying or want to pay less, we meet them with accepting such realities, such mentality, taking tips from a top person about the industry is a whole different thing and what happens is that when you come up with your product and ask them to try it in the factory, the guy says "*it is ok!" and* call respective departments and gets the job done! If you have tried to go and communicate from the bottom, it would have taken a long time, maybe you would not communicate at all. (BB-Entrepreneur)
	Everybody wants to get money, surprisingly I can get 1 million, 500 thousand dollars, 50 thousand… but, maybe I could not find those people that mentors introduce me even for paying 10 thousands, 20 thousands for each… (ET-Entrepreneur)
	After all, this was our first venture, we were very young with little experience. Even the naming was the big problem, we did not know the name and which one is the most respresentative for our service. While we were thinking about this, what our mentor did was: introducing us to a brand architect. We started to work with him and found the name. Our mentor is the one introducing us with several investors. Before, we have met with nearly 30 investors, with whom we could proceed 4 months and the result was no investment. *(GB-Entrepreneur)*

Table 21. (Cont'd)
Entrepreneurship Development Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***ENTREPRENEURSHIP DEVELOPMENT FUNCTIONS***
CODES	**EXCERPTS**
CREATING NETWORKING OPPORTUNITY	There were such investment meetings with some technology companies, mostly after first meetings we met with head of technology department, then proceeded to CTO, CEO… We were very accustomed to such processes, so we were really surprised with an investment decision after only a second meeting. *(GB-Entrepreneur-Cont'd)*
	…in addition, mentors should introduce startups with other startups and weld them together. Now, we have team members, 3 of them has also engaged in other projects, so they are partners in that projects. *(GS-Mentor-Entrepreneur)*
	For example, if he is an automotive engineer, I can meet him with Renault's or Tofas's GM, any other authority in Turkish Tractor Industry. *(NK-Mentor)*
	In other words, the segment we can reach is more different than any entrepreneur can reach by himself/herself. Thus, we provide those contacts for them at points they can not reach them directly. *(GC/SC-Mentors)*
FILLING KNOWLEDGE GAP	There is a need to make up knowledge deficiency, if a guy does not know the result of 2×2, that is 4, you should teach him/her that this is a universal reality, this is not something I just believe, but everybody knows it is 4. (*DN-Mentor)*
	so what is the patent, what is the utility model, what is the national or international protection? We are trying to enlighten the people who have no knowledge about these things, at least to explain them there is something … like this, there is such a way and this could be done, we should protect our intellectual rights like this etc. *(GC/SC-Mentors)*

Table 21. (Cont'd)
Entrepreneurship Development Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***ENTREPRENEURSHIP DEVELOPMENT FUNCTIONS***
CODES	**EXCERPTS**
FILLING KNOWLEDGE GAP	As I said before, some models should be created appropriately, mentor help to know how to achieve this, how to create advertising model, how to design your app product, our mentor is also really experienced in software, working closely with Microsoft. Mentor also helps you about the analytical side of your product. You know, there are some buttons for i-phone screen, those statistics show you when and where there are more clicks. You have to be very careful with such things. I mean, in the operation, there are very very very uber things you have to consider i.e marketing, social media accounts, before and after sale, sale, content, creativity etc. *(BU-Entrepreneur)*
	I do not teach how to fish, but give a fish to them under a limited time. *(DT-Mentor)*
	…for instance there are many books on finance, but I need to choose to read a book or do my job. Ok, even if you read and understand the book, what you have read could not be the same as what it happens in the real market, you deliver the product or service based on deferred payment, so you need to control the cash flow. It is like very unknown equation with vital functions. Hence, I think transferring such knowledge fast is priceless. For me, I would have been in a different point, so to say naive one, if I had not taken advices from mentors. Again, I would be struggling to do something, but talking with different mentors, discussing several issues make you a visionary especially about the commercial life as such you had while you were travelling around the world. Knowing them, especially those visionary mentors, show you what you have ignored, as long as you see those things you will also open yourself. *(YBY-Entrepreneur)*

Table 21. (Cont'd)
Entrepreneurship Development Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***ENTREPRENEURSHIP DEVELOPMENT FUNCTIONS***
CODES	**EXCERPTS**
FILLING GAP IN EXECUTION CAPABILITIES	Sometimes, even though you explain, they could not do because they do not know how to do it. That's why, as a mentor, you are required to explain how to do. *(DN-Mentor)*
	We were talking about for example not to stir the teaspoon while talking, to stand like this in front of the customer, say your price and bargaining off the price in this way, what the other side actually means while talking. We are talking about everything from more structured perspective. Your mentor can pretend to be your customer, tell you to what they are actually going to pay attention. Once, while we were about to make an investment agreement, investor asked how much we could give in turn. Our mentor advised not to directly give a share in turn of agreed price, continously try to give as small percentage as for a higher price. He went further to say that "even I would come and ask for 10% percentage and you would give me 100 thousand TL, don't do it! At first cut the price for less, like 5% for 100 thousand TL, try to bargain down, in the end you can accept 8% for such amount, but in the beginning, you should not give so much, please keep this on your mind!". *(BB-Entrepreneur)*
GIVING FEEDBACKS	Our mentor told us directly and clearly what he was thinking about what we would do and helped us to revise some parts of the project. Getting observable or tangible results are most important, i.e. if you don't have any prepared financial statements, he will encourage you to prepare and share them, then you can work on it together. It should be like this… *(HN-Entrepreneur)*
	I came here not because of money, but for mentors and their feedbacks on how to implement an idea and how to make sale. All, I am trying to participate as much mentoring sessions as I can. Here, they tell us to have at least 1 mentoring session, I did 6 last week. I am trying to transfer as much information as possible and get much feedback from them. *(BA-Entrepreneur)*

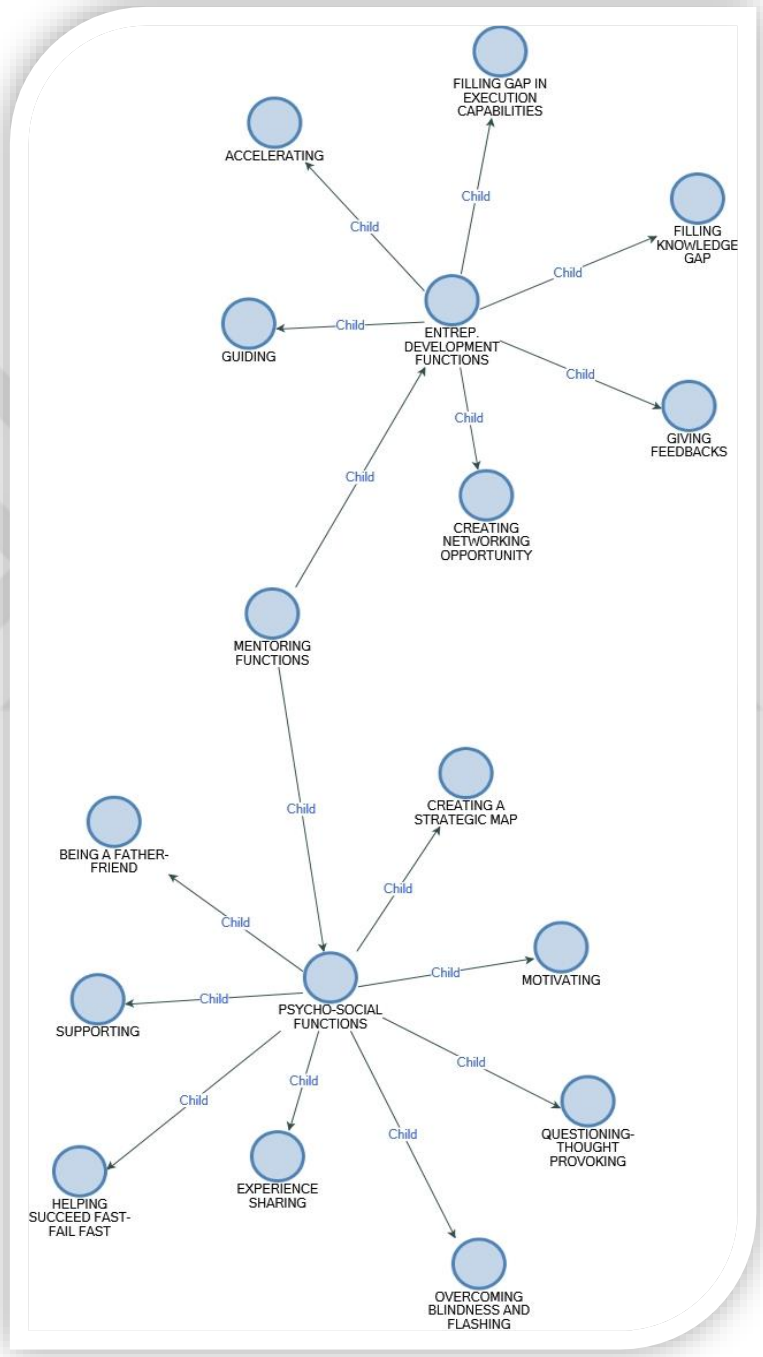
Table 21. (Cont'd)
Entrepreneurship Development Functions of Entrepreneurial Mentoring with Excerpts

THEMES	***ENTREPRENEURSHIP DEVELOPMENT FUNCTIONS***
CODES	**EXCERPTS**
ACCELERATING	…However, if you have a restaurant, you are owner of a business, but if you do business like us, you are an entrepreneur. Whenever we catched the difference between a business owner and an entrepreneur, we needed a resource from which we could learn the mechanics of this world. *(GG-Entrepreneur)*
	In the short term we had investment negotiations. We have agreed in principle with two investors, are negotiating with the third one. Thus, this place is speeding up the solution of those problems impeding you unwittingly. I am really lucky to have made my job much faster. *(KY-Entrepreneur)*

Based on the aforementioned functions, following figure summarizes all of them as a concept map:

Figure 7.

Concept Map of Entrepreneurial Mentoring Functions



6.7. Mentoring as a "Relationship"

6.7.1. Relationship Structure between Mentors and New-Start Entrepreneurs

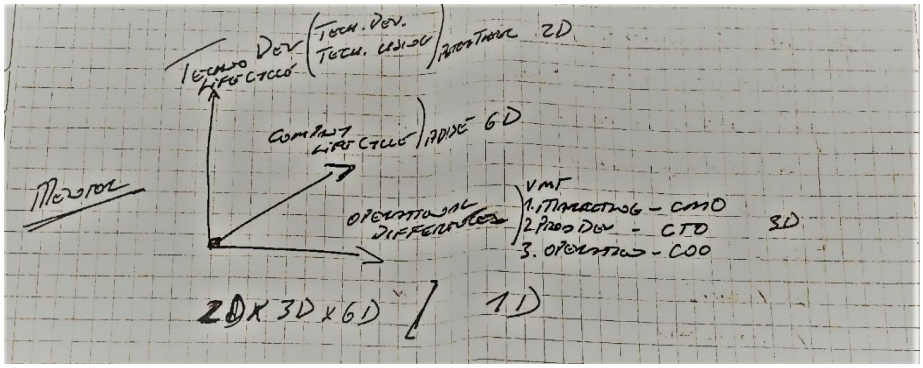
As mentioned in previous sections, mentoring is defined as a kind of relationship constructed between two sides: mentors and new-start entrepreneurs. In general terms, mentors share their experiences within the scope of their expertise. This signals generalist vs specialist duality as *ME-Mentor* stated that from a generalist standpoint mentors share their experiences within the business development framework by using related tools. On the specialist side, experience sharing is more focused on specific professions such as finance, accounting, advertising, intellectual property rights and other juridical issues. This is also evident in many of other mentor participants' interview data in that they suggested exclusive nature of each mentoring. They acknowledged that none of them could exactly know everything, but each of them has specific fields of expertise. Therefore, some mentors seem as if they are primary care physician [*NA-Mentor*], this is very parallel to what generalists are talking about. However, another mentor [DT-Mentor] attached very importance to the specialization by asking that "… why am I go to general surgeon for treatment of my knees?". Besides the duality in mentoring types, while discussing the structural properties of mentoring relationship, both mentees and mentors have indicated more different mentoring types than specified dualism, as such *DT-Mentor* stated that:

> "… for this one, there is a need to have a different mentor. All of them needs different mentors. This one needs maybe more academic oriented, this one needs maybe more business oriented mentor, this one, this one… I do not know, I do not know how many mentors do we need. Here, you see 36 dimensions multiplying 3, so we are talking about 108 different mentors. However, we have 108 to 1, because we want to speak with Asians using only one language that I have called *Cekikce*. What I am saying is that we should not speak Cekikce, all of them is separate, we can put some of them under the same category, but we should know they are different, so there are different categories as well…". [*DT-Mentor*]

He also figured what he was explaining about different mentoring types. This figure shown below is originally taken from *DT-Mentor's* drawings:

Figure 8

Mentoring types (originally drawn by DT-Mentor)



BU-Entrepreneur has discussed different models for mentoring as such he explained that there are mentors taking care of operational issues or investment relationships. He further characterized them as either arm's length or close relationship:

> "…there are different models of mentoring, for instance some of them is handling operational issues, but others are not, some of them has right to say but others have not etc. It depends on your mentor, the structure of the relationship between you and the investor or agreement. For every entrepreneur, mentoring changes its shape, for example some entrepreneurs especially want to have a person having dual role: mentor and investor. Otherwise, it is also possible to make investments without being a mentor." [*BU-Entrepreneur*]

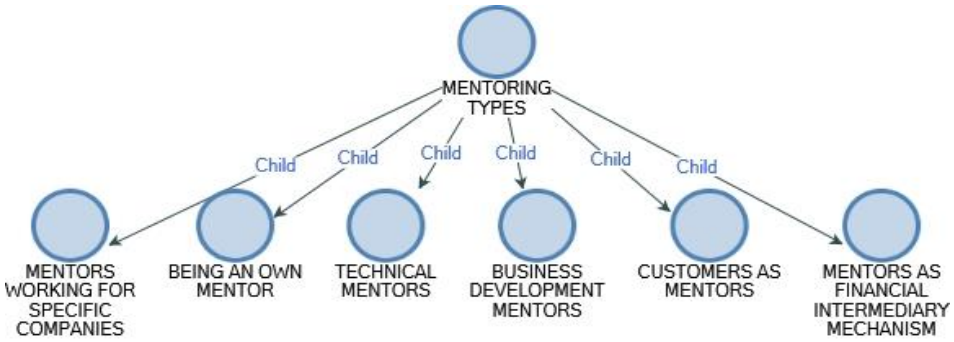
While discussing different types, participants also emphasized the need for having more than one mentor and getting benefit from wide-range of experiences:

> "… I think new ventures could not proceed with only one mentor. I mean, if a mentor does not have extraordinary capabilities like having experienced both in finance, R&D, infusing all fields of entrepreneurial initiatives, it is really hard to find such a mentor…for my very personal opinion, it is not possible. But the more mentors you have and the more you get from them, the more you add to your pocket in your journey." [GG-Entrepreneur]

In this vein, following mentoring types have been revealed and shown in the figure below.

Figure 9.

Concept Map of Mentoring Types



Following table shows the thematic foresight for mentoring types. Six group of mentors were found in the text data of the research participants. For the first group, mentors specifically **working for companies** like Microsoft emerged. This group of mentors plays the hub role [*SY-Mentor*] and acting as intermediary mechanism in which they bring potential customers or users with startups and create an artificial market. *YA-Entrepreneur* reported another group of mentors called "**technical**" ones. In *YA-Entrepreneur*'s case, the mentor helped them on technical matters including details of the website, analytical trafficking of it, return rate of visitors and what kind of technical strategies they should choose to pull the visitors again. *KY-Entrepreneur*'s definition illustrates another category of mentors who particularly explain how to run and manage a business, called **business development** mentors. Textural extracts from three entrepreneurs [*GG- Entrepreneur, YA-Entrepreneur, and KY-Entrepreneur*] indicated mentors were also regarded as **financial intermediary mechanisms**. This classification signals another controversial topic in entrepreneurship ecosystem that how the relationship between mentoring and angel investing should be designed. Besides three of them stated above, according to other participants, angel investors are mostly mentoring in Turkey:

> "In Turkey, mentoring is just for investing. There is a need to differentiate angel investing and mentoring…" [*TU-Mentor*]

This is also criticized for acting without having a good faith, because from angel investing point of view, you know what kind of problems that project has and

how they could be solved. Therefore, you are highly likely guiding the project to get your way as it is stated in the following statements of the participants:

> "Please look, mentoring in Turkey is usually at the angel investor level. This is a very dangerous approach. I mean, because I know what kind of problems do you have and what you need. I know which foot you have hurt, from which finger you have suffered, ok? So, I can approach you by knowing all your deficiencies and get something at i.e.10 thousand dollars, 5 thousand euros or 20 thousand euros instead of paying more i.e. 150 thousand dollars. This is a really dangerous approach!" [*GS-Mentor/ Entrepreneur*]

> "Some mentors are mentoring because they are planning to invest, by this way they learn more, learn about the details of the project like whether it has serious problems, whether it will create value if it is invested. However, as an entrepreneur when you realize such an approach, you start to move away, even you do not want to see them again." [*BB-Entrepreneur*]

> "I mean, whether do they encourage you towards what they see profitable for themselves or whether towards what they think to be profitable for you? I am not sure whether they are acting consciously, but this is very human nature. After all, we are all trying to do what is best for ourselves. I think investors and therefore mentors will want the best for themselves." [AC-Entrepreneur]

However, sometimes this type is not considered mentoring at all, but it is a kind of board membership as suggested below:

> "Ultimately, they are supporting what they have invested, this is not a mentoring to my mind. So, it is ok, let's just say it is board membership. Maybe, they do not get any tangible returns, but if they have stake in it, they are struggling to have over-valued project. Then, it is an already a struggle for partnership. There is no mentoring relationship at all, because you could not ignore what your mentors say, you could not have an independent way, even you could not say "it is over, thank you for your help", you have to keep going with them." [*MA-Entrepreneur*]

It is worth to mention that there is not an agreement whether a mentor should assume an angel investing role, because some of them argues that unless there is such a structural relationship, it will look like consulting. Even, the relationship will

be limited and lose its periodic nature as so-called mentor is not completely engaged in the project:

> "Mentors should also have an investor role, otherwise it would be a professional consulting, saying to do this and that without any actual responsibility, it is very easy to make up without doing it… it is not like that at all, how I could not advise you on your thesis, they also could not say something without actually doing it." [*NK-Mentor*].

> "…thereby, both our mentor and investor is the same person…having a mentor actually investing in your project and having a share makes us to work closely for a long time… your mentor is always there, because he has a stake in your project and work with you as a team member." [*YA-Entrepreneur*].

> "…our mentor asked us: hey guys, I want to be a part of this project, are you in? This would be invaluable for an entrepreneur, because an entrepreneur usually asks for mentoring and tries to persuade them. Our mentor loved us as much as I understand and tried to forge closer ties. We are already expressing how much we are fascinated by his experiences at every opportunity. The first question was very critical for us at the beginning, of course we say we are. Then we asked him what percentage would be ok for him. He said what it would be ok for him and we said all right, let's go!..." [*GB-Entrepreneur*].

This is supported with an argument that investment role together with mentoring would provide more benefits than sole mentorship would do.

> "I do not think that sole mentoring would contribute to the investor side, but only if investors assume the role of mentoring simultaneously, that is, if they are mentoring, this will be undoubtedly an important attainment for entrepreneurs. As I said before, mentoring is a buffer zone, like a nanny… [*GG-Entrepreneur*]."

However, there is also a tendency to split mentoring and investing roles in the ecosystem. Especially those mentors who have tried to formalize their own mentoring mechanisms, argue that mentors should exclude themselves from investing role and any other economic concern as stated in the following sentences:

> "Before, mentors were more of an angel investors or investors and they were guiding entrepreneurs in the way they

wanted. We are completely independent of them. We do not aim to invest, what we do is making entrepreneurs more successful for next phases by showing obstacles, stones or whatever they would face on their way." [*BB-Mentor*]

"You know, when someone is thinking to invest, then s/he pretends to be a mentor and takes part in the system or s/he is investing at the same time assuming a mentoring role. This has a close meaning, but it does not exactly give that meaning. As, the one should not be the mentor of the company that s/he has stake in it. Thus, system of angel investing is slightly different than that of mentoring. Both is different, what an angel investor actually does is something else than the person we have defined as a mentor who should be a fully mentor, neither an angel investor/investor nor a stakeholder." [*RA-Mentor*]

"Starting from this: an investor should not be a mentor. Of course, creating an economic value/returns or models of production are all those important ones, but they are not enough per se. 90% of mentors under those programs I have already mentioned are very close to the investor profile, namely giving mentorship because of their investments. Do you know what happens then? You are producing this phone and I want it. I start to ask you to make it shorter, because I want a shorter one or make its framing with different colors etc., so I start to dictate my dreams to you. Why am I dictating? I have the money, so if you dream something else, you will not get 200 thousand TL. If it comes to that, an entrepreneur automatically makes concessions to the mentor. This should happen anyway. Just as in our lives, we are not same as we were in 10 years ago. This is also true for entrepreneurs, but in any way, I disagree about shaping future of an entrepreneur based on investor's expectations, I find it even wrong. However, how it has always been done." [*MU-Mentor*]

"I think investors should not assume a mentoring role, because they tend to act in parallel with their money, not with the company. However, a mentor provides support in accordance with needs of a company, s/he is acting neutrally. Mentors, like us, are protecting the company's interests, but investing mentors are only thinking possible advantages for investors. This is very nature, but then again it should not be so important." [*MA-Mentor*].

Apart from stated discussion, considering category for mentoring types, interestingly *KY-Entrepreneur* stated that every entrepreneur should **be his/her own mentor** at first. He further suggested unless you knew what you were doing, it would be difficult to find a mentor along the process. This argument emphasizes mutual

nature of the relationship as stated in the definitions of mentoring in the previous part. Therefore, it could be concluded that mentoring is not so structured as a monolog, it is more about a dialogue in which an entrepreneur has his/her initiative to start the relationship. Entrepreneurs are not passive actors just listening and doing what their mentors are saying, but they are choosing their mentors and the decisions they would follow as well.

The last category presents the necessity for including **customers as actual mentors**. Two entrepreneurs [*KY-Entrepreneur and AC-Entrepreneur*] argued that potential customers with their feedbacks for products or services in question, were invaluable assets as much as mentors did. They were such platforms for confirming the idea theoretically tested, however waiting for practical outcomes. Following table represents the mentoring types retrieved from participants' discussions life (*please see the table below for participants' verbatim explanations).*

Table 22.

Emerging Mentoring Types with Excerpts

THEMES	***MENTORING TYPES***
CODES	**EXCERPTS**
MENTORS WORKING FOR COMPANIES	…here I am playing the hub role. There are many departments Office, Windows and anything you want to name as Microsoft products. There are 220 different kinds of products, within such hub, I am distributing them to teams and departments. I say "look, there is such a startup , will help your customer ?" or from those startups we are offering to get that product, there is so huge customer network of Microsoft and bring that product to the network. Since, sometimes Microsoft customers come and say" I need a product like this one, do you have it?" . *(SY-Mentor)*
TECHNICAL MENTORS	We also prefer to receive mentoring from different people for some weeks. For one week, our mentor was Mr. Aydin, he was also on the board of directors and told us only about technical details, details about the website. He showed us what we have to develop, asked whether we want to share our analytical trafficking. We shared them with mutual trust and he advised where we needed more progress. For example, he said, your returning visitors rate is very low, so you have to do something to let the visitor to find you again, and so on, therefore he gave a more detailed picture for us. *(YA-Entrepreneur)*
BUSINESS DEVELOPMENT MENTORS	… there are mentors who can ensure that your product or service can reach target customers, generally speaking there are mentors showing you how to run and manage a business. *(KY-Entrepreneur)*

Table 22. (Cont'd)

Emerging Mentoring Types with Excerpts

THEMES	***MENTORING TYPES***
CODES	**EXCERPTS**
BUSINESS DEVELOPMENT MENTORS	… I am really against choosing mentor based on his/her expertise. Although IT mentor can help you more about such technical details, the other more generalist one can make many ways for you about marketing, human resources and any other issues. *(ET-Entrepreneur)*
MENTORS AS FINANCIAL INTERMEDIARY MECHANISM	so if there are no special programs backed by KOSGEB or TUBITAK, when you are already looking at mentors' networks in Turkey, you easily realize that 80% of these mentors are also a part of angel investing networks. *(GG- Entrepreneur)*
	… …it was like this: while we were sitting in the cafe at Kadikoy and I was telling my project to my friends, someone from another table said "I was accidentally overhear, if you did not mind could you explain your project to me?". I explained him and then that person has become our mentor, it was such an interesting coincidence… He does like our project and has volunterily paid some of our domain expenses. I have started my journey with his support. *(YA-Entrepreneur)*
	Not in general, but more in particular some of mentors are involved in angel investment networks. Since, here they are searching valuable projects that are likely turn into viable and value-added businesses. If they found such projects that will turn into a product in the short-term or satisfy customer needs, they are eager to finance them. *(KY-Entrepreneur)*

Table 22. (Cont'd)
Emerging Mentoring Types with Excerpts

THEMES	***MENTORING TYPES***
CODES	**EXCERPTS**
BEING AN OWN MENTOR	Firstly, I want to explain the relation between mentoring and entrepreneurship. An entrepreneur should be a mentor of himself/herself. As such, I think entrepreneurs adopting this view would progress more efficiently in the short term. Let me tell about myself. You have to plan the steps, the steps that an entrepreneur will take. It does not matter whether an entrepreneur has technical or business background, but need to approach to the problem analytically. If s/he creates a product or provides services, "who get benefit from them, what is customer segment, what are channels should they use while reaching target customer and what methods should they know when using these channels" are all questions waiting for an answer. If an entrepreneur knows such answers, then s/he can choose a mentor along the process. *(KY-Entrepreneur)*
CUSTOMERS AS MENTORS	We went to the customers, we went to potential customers and said "we had such product with these specific features". They also said that these features are very nice, these are patented processes, products and functions, but you can sell them better if you give these features a higher priority. We said OK, give us some time, we will change them and let's come to see you again. We changed the features and went back them again, so they really helped us to make such progress. Especially in the tests we make about automobiles, I can give a name- USTA TEKNIK SERVIS AGI has presented nearly 30 different brands and models to us and become our partner. Thank to them, our product was recognized and accepted by different companies. Thus we have lunched our product whenever it has satisfied a specific need. In theory, we thought that it had potential to satisfy but not sure whether it would be in production or not, but again thanks to them we have confirmed what we did. *(KY-Entrepreneur)*
	…exactly, I can say that our actual mentors are customers. *(AC-Entrepreneur)*

The following part draws a picture of structural characteristics between mentors and mentees with emerging pattern of categories.

6.7.2 Mentor-Entrepreneur Relationship Characteristics

This parts presents the findings on the characteristics of mentoring relationship and explains what kind of factors in it are considered important by both mentors and mentees [*new-start entrepreneurs*].

As noted above, entrepreneurs are usually handling the feeling of loneliness, they would be happy if they knew someone else felt same feelings as they did. That's why it would be easier for them to have a heart-to-heart talk, if they believe their mentors **emotionally involved** in the relationship. This belief could also be strengthened with mentors who are experienced entrepreneurs and have tried same things at many times before [*YA-Entrepreneur*]. Furthermore, mentors also want to see the energetic and eager entrepreneurs to believe in the project and accept to be part of it [*YBY-Entrepreneur*].

Including both entrepreneurs and mentors, they stressed the importance of **healthy communication** in the relationship and went further to explain how this could be achieved. *HN-Entrepreneur* raised his concerns on what he was expecting from mentors. He stated that he did expect real tangible outcomes from each mentoring session, otherwise it would be chatting for him. To achieve this, firstly he suggested that an entrepreneur should express himself/herself as much as he could, in the same way as he did, mentors should listen and try to understand what he was explaining. Only then, the relationship could be built. However, how effectively and straightforwardly an entrepreneur explains the situation is also another determining factor for the quality of the relationship [*KY-Entrepreneur and BB-Mentor*]. Therefore, as *MU-Mentor*'s quote suggested that no one should manipulate the other side, mentors and mentees should communicate openly. Since, both sides are choosing each other, a chosen mentor may not be helpful and satisfy the expectations of choosing entrepreneur. On the other side, a mentor does not want to be a part of the project because he does not believe in the capabilities of entrepreneurs and future of

it, or he may think that under such circumstances, his expertise and related capabilities would not help them. Although it was sometimes impossible to continue with the same mentors [*YS-Entrepreneur*], participants accepted the importance of periodic meetings [*BU-Entrepreneur*]to follow up their progress. *YS-Entrepreneu*r further stated his dissatisfaction from intermittent mentoring meetings and explained why he had nearly 20 mentoring sessions, but kept going with only few of them. Apart from *YS-Entrepreneur*, many of other participants suggested **periodical relationship**. For instance, *DT-Mentor* complained about the allocated time (nearly half an hour) for mentoring sessions and stressed the technical impossibility to teach how to fish, so he went to say that what he was doing is just "giving fish" within this limited time, so it was better than nothing. Another mentor [*DN-Mentor*] gave the different periods of mentoring meetings for startups and SMEs. She employed a method of more frequent meetings with startups and mentioned the necessity arranging a meeting at least every two weeks. For her, the reason is different conditions under which startups and SMEs are working. New ventures need more in a less time, however SMEs need more time to put something into practice due to internal procedures. *NS-Mentor* supported *DN-Mentor's* argument and suggested two weeks as an ideal time for the second meeting, she advised avoiding strict rules for the relationship as a student and a teacher has. In contrast to this, *NN-Mentor* stated that although he did not like a kind of teacher-student relationship, there would be a need for some homework to see the progress and give more effective feedbacks. Another mentor [*MA-Mentor*] specified the same need by giving examples from the history dates back to Oddysey epic in that Oddsey entrusted his son to his friend called mentor. As it was in those days, LALA system in Ottoman empire was used to train sultan's son who would be the successor of his father. He gave these examples to emphasize the long-term nature of mentoring relationship to keep new-ventures alive in the future.

Another option arisen from participant statements is dimensional change in the relationship. After a certain point, shape of mentoring could change and become more **professional one like consultancy** [*HN-Entrepreneur, CN-Entrepreneur, YA-Entrepreneur, MA-Entrepreneur, GG-Entrepreneur*]. This evolving pattern were mainly identified in statements of entrepreneurs, they expressed their grievances on

changing nature of mentoring towards a brotherhood. They commonly argued that in order to sustain strong and fruitful relationship, everyone should feel under pressure, inform the other side on the progress [*CN-Entrepreneur*] and be responsible for what is said and what is done [*MA-Entrepreneur*]. *YA-Entrepreneur* explained they had already started to quantify and to pay their mentor. This is also seen as an inevitable ending [*GG-Entrepreneur*], because if startups are not capable of turning their projects into scalable businesses, there would be no startups anymore, they become zombie businesses. When they succeed it, there would be no mentoring, as stated by *GG-Entrepreneur*, it would become more of a managerial issue. This is so called the second level for the relationship, sides become professionally contracted. Yet, this does not mean that mentors should immediately expect financial returns [*ME-Mentor*]. He further commented that mentors and mentees should abide the rules of confidentiality even if they have not formally signed it and should inform the program coordinators about the changing nature of the mentoring relationship. As such in every relationship, participants also felt that **mutual trust and sincerity** is important for mentoring. This was evident in *DN-Mentor*'s quotes that she wanted to work with mentees under a confidant atmosphere, where both sides were keeping their words and clearly stating what they could do. Otherwise, it would be possible to expect unrealistic outcomes from the relationship. However, entrepreneurs preferred to open themselves gradually, only after understanding the true colors of mentors [*BB-Entrepreneur*]. They also believed that mentors were doing the same thing and were willing to help only after observing your efforts for the project. Hence, both sides are acting with deliberation and trying to understand each other. One method used and stated by mentors [*BB-Mentor and UY-Mentor*] is creating sincere and open dialogue as a common way of communication. *UY-Mentor* stated more specifically that entrepreneurs were living in their comfort zones, maintaining such a close dialogue for example, by calling them by their names [*BB-mentor*], would create another comfort zone for them where they could easily share their problems. Like *UY-Mentor* stated, *BB-Mentor* also mentioned that formal communication methods were obsolete in todays world. Based on mutual trust, mentors are also expected not to disclose any important and critical information to other projects they are mentoring [*ME-Mentor*]. Since, this would create an unfair competition between the ventures. However, as a conflicting case, one entrepreneur

[*SP-Entrepreneur*] stated exactly opposite views on possible disclosure. He argued that he had not had such concerns, because the idea was not something static but a dynamic. Every idea, including copied from somewhere else, has its own way and differently developed by different users.

Findings lastly indicate that entrepreneurs [*BU-Entrepreneur, EA-Entrepreneur and KY-Entrepreneur*] recognized the two-sided nature of the relationship, both an entrepreneur and a mentor wants to succeed something [*BU-Entrepreneur*], in other words, entrepreneur's success means mentor's success [*EA-Entrepreneur*]. That's why, it is obvious that there is **win-win relationship** that may be of mutual advantage [*KY-Entrepreneur*] (*please see the table below for participants' verbatim explanations).*

Table 23.
Mentor-Mentee Relationship Characteristics with Excerpts

THEME	***MENTOR-MENTEE RELATIONSHIP***
CODES	**EXCERPTS**
EMOTIONAL INVOLVEMENT	…but people who have experienced entrepreneurship or resigned from a professional life and becoming an entrepreneur do really understand you, I think while talking with such mentors, it is easier to have an emotional bond with them, even a mentor feels responsible for engaging emotionally with entrepreneurs. *(YA-Entrepreneur)*
	The energy in your eyes is also reflected on the other side, I mean if you get tied up with your business, you are excited about it, then you reflect such a feeling and your mentor is really happy to be with you. *(YBY-Entrepreneur)*
HEALTHY COMMUNICATION	I believe that in all kinds of relationship, everthing depends on communication, so communication comes first. Mentors should not comment, but do listen and understand the startup. You know, a mentor should firstly let an entrepreneur to tell about himself/herself, for example it does not make sense for me, when marketing specialist comments on my database, such comments digress what we are doing. I am telling you, because I need some tangible outputs, so let me explain and share what I am thinking, then let's start our discussion. I am expecting some tangible and clear outputs from any relationship, if there are no outputs, this is just chatting. I am not chatting, messages are very important to me, maybe they are more important than they do for me. Therefore, as an entrepreneur, you should express yourself firstly, then a mentor asks what come to his/her mind and tries to understand the system, value items and customers. If you do not ask for help about any technical details, relationship should be established on what to expect, what to change, if you do not know anything, then you should go under the wings of the mentor and try to communicate well. *(HN-Entrepreneur)*

Table 23. (Cont'd)
Mentor-Mentee Relationship Characteristics with Excerpts

THEME	***MENTOR-MENTEE RELATIONSHIP CHARACTERISTICS***
CODES	**EXCERPTS**
HEALTHY COMMUNICATION	…every venture could have a dispute with their mentors and investors. Every venture could also be in harmony with mentors, just like a beloved relationship you get along with your boy friend/girl friend, sometimes mix it up. To a certain extent, you will get used to it. You already know before choosing your mentor, not during 1 hour interview, you meet every two weeks and exchange of your ideas. Moreover, the mentor does not want to be your mentor immediately. S/he listens you first, tell you something then you will meet her/him in two weeks, the mentor wonders what you have done for two weeks, what you are working on, etc. During the talks, personal opinions, characters, and identities also come forward. *(BU-Entrepreneur)*
	…so the most critical factor is communication. In order to make a healthier progress, you need to stay in touch with your mentor continuously ie. in every two weeks, to update, show from where you have started and at the point you have reached, what we are doing and what we are planning to do. Since, I believe it is impossible to establish such a periodic relationship, I have met more than 20 mentors but kept going with some of them. (YS-Entrepreneur)
	Both sides should be open and say from what they have benefited and want to get more, otherwise I think they could stratighforwardly say they are in a need of another one along this journey. *(BB-Mentor)*

Table 23. (Cont'd)
Mentor-Mentee Relationship Characteristics with Excerpts

THEME	***MENTOR-MENTEE RELATIONSHIP CHARACTERISTICS***
CODES	**EXCERPTS**
HEALTHY COMMUNICATION	…for example, let's say, having mentoring sessions without knowing what to do and what to want, could end in smoke. An entrepreneur should know his/her ultimate aims and ask for a help accordingly. Otherwise, mentor could not know by himself/herself what an entrepreneur really needs. If a mentor does a good and realistic analysis and diagnoses problem areas of an entrepreneur, then s/he could be helpful. There are two criteria for succeeding in mentoring relationship: First one is an entrepreneur's awareness of what s/he actually needs and chooses so-called the right mentor in that direction. Second, even if the wrong mentor is preferred, the mentor should analyze the situation especially what the entrepreneur needs and try to develop a solution in any case. *(KY-Entrepreneur)*
	…communication, open communication. No one should manipulate the other side, sometimes mentees also do this. It is so natural that there is a principle of action-reaction in physics, the more pain when you hit the wall, the more the wall feels such a pain. All of them is possible, but I think problems will disappear with effective and open communication, more precisely I believe this would be the case. *(MU-Mentor)*
PERIODICAL RELATIONSHIP	… but in half an hour, at every time someone else comes and there is no continuity so I could not teach how to fish, but I could give fish for each one, so that at least they leave from mentoring session with something. *(DT-Mentor)*

Table 23. (Cont'd)
Mentor-Mentee Relationship Characteristics with Excerpts

THEME	***MENTOR-MENTEE RELATIONSHIP CHARACTERISTICS***
CODES	**EXCERPTS**
PERIODICAL RELATIONSHIP	… as an example, we do have mentoring sessions at every 2 or 3 weeks with those of companies having 150-200 employees. We prefer to meet even at every 3 weeks, because they are not so fast to put the decisions into practice due to their internal processes and their heavy workload, what they already do something does not seem in the very next day. That's why, we have mentoring meetings at 2 or 3 weeks' intervals. If we needed to do something very fast, it would be 2 weeks, but mostly extended one week and meeting invervals could be stretched for 5 weeks. However, you need to meet more frequently with startups than you do with SMEs, I mean at least once in every week, because they are acting under strict deadlines… certainly I am trying to meet with them at every week as much as I can, otherwise at least at every 2 weeks we arrange a meeting. *(DN-Mentor)*
	…here we have face-to-face meetings. There are also mentors with whom I had coffee, there are some others with whom we have never met again or we have met at many times. There are many mentors, so I am communicating differently with each of them. Considering what it should be, for me communication is really important. Staying in touch at least every two weeks is important for the mentor to follow the progress to be updated about the project and for the entrepreneur to show that progress. *(YS-Entrepreneur)*
	It should be periodic, because certainly saying that something would be yours or would be a practice, when it is periodic. Although it should be periodic, meeting at every week could be extremely boring, people need space in their lives. Two weeks is an ideal interval for meetings, because you are struggling to do something, at the same time you are asking "what did you do this week", this resembles a relationship between a student and a teacher. However, two weeks is an ideal time to meet again, as they have not completed yet what you have expected or they may have been experienced a crisis, hence have not reached to the point as you wish… *(NS-Mentor)*

Table 23. (Cont'd)
Mentor-Mentee Relationship Characteristics with Excerpts

THEME	***MENTOR-MENTEE RELATIONSHIP CHARACTERISTICS***
CODES	**EXCERPTS**
PERIODICAL RELATIONSHIP	…it is necessary to have meetings at certain times, if and only if we as mentors realize the progress they have made or nothing they have done. Although still I do not like defining mentorship as teaching, in fact you should give some homework. In case of homework, you oblige them to do some work, at least some research so that you can help them and give some extra feedbacks. Hence, we need some periods to meet and revise. *(NN-Mentor)*
	One of our aims in establishing this association is to demonstrate that mentorship is beyond a business man or a boss, it is not enough to give water once to keep these entrepreneurs alive, it is always necessary to give water regularly. Here is the mentorship mechanism in which mentors spend their times, do this voluntarily and can expect some financial returns. History of mentorship dates back to Oddysey epic, Oddyseus's friend was called mentor and he entrusted his son to him before leaving for a war, to teach him everything from a kingdom to the rules of governing, to how to communicate with people. This was a long-term relationship, the message was he was going to the war, may be for 10 years or more, maybe he would not have come. This is like the LALA system in Ottoman empire, so if you change the lala at every month, or change the technical director four times during the season, how come? Therefore, you should engage in a more long-term relatios for mentorship, we should give some meaning… *(MA-Mentor)*
	For me, there should be a continuous relationship. As I have said meeting at most once a month or twice a month would be very helpful, unfortunately every meeting is not continuous and very fruitful as expected. However, many entrepreneurs suppose that, it is time to go to market only after some mentoring sessions and getting some feedbacks from them. No, unfortunately it is not so expected, you need to follow up the outcomes of every action, if necessary pivoting so to say changing the direction with your mentor. *(TT-Mentor)*

Table 23. (Cont'd)
Mentor-Mentee Relationship Characteristics with Excerpts

THEME	***MENTOR-MENTEE RELATIONSHIP CHARACTERISTICS***
CODES	**EXCERPTS**
PERIODICAL RELATIONSHIP	Unfortunately, most of entrepreneurs only go after their ideas, they are supposing that generating an idea and having some mentoring sessions are enough to be successful, there is no such a world. You need to revise your project with your mentor from time to time, so continuity is important. (TT-Mentor-cont'd)
PROFESSIONAL RELATIONSHIP	Here, we have built a very nice relationship with our mentor. He really took us from such a place and made us one of the best startups in Turkey on the way that we did not know anything. He helped us a lot and we had such a very strong relationship that he is our consultant now, making out invoice for his services as well. We have wanted him to keep the ball rolling, but our relationship has already turned out to be a brotherhood and that is not what we really want…*(HN-Entrepreneur)*
	I think, mentor should not be your best friend. It is ok to have a brother helping you, but in some cases, it would be problematic. It really needs to be professional that everyone can spend some time working on it. I mean, I feel compelled to present what I have done and what I would do at least for every week, so a mentor should also work and give some advices on like showing possible channels we can use to talk with people from his/her network, thinking about our possible market, position of our product and the possible methods with that we can move forward. These tasks require professional relationship to a certain degree, because if they become like your sister or brother, it gets slack and turns into something more ignored. *(CN-Entrepreneur)*

Table 23. (Cont'd)
Mentor-Mentee Relationship Characteristics with Excerpts

THEME	***MENTOR-MENTEE RELATIONSHIP CHARACTERISTICS***
CODES	**EXCERPTS**
PROFESSIONAL RELATIONSHIP	By now, our mentor has certainly helped us on technical matters, apart from that to have more professional relationship, we have started to quantify what we are doing. Indeed, it is something mutually expected and the done thing. Yet, we have postponed talking. In the end, we have talked and agreed upon what we could give and he expects from us. However, he has given an unconditional help without expecting any financial returns quite a long time. At every turn, he has particularly emphasized that nothing is more important than our success, so his first and foremost expectation is firstly our success, both knew it would require some give and take. *(YA-Entrepreneur)*
	After a certain point, mentorship should be given in a professional way. It is ok to start with sisterhood/ brotherhood support so to say, but then is should be evolved into a professional relationship in that mentors are responsible for what they say and what they do. They should also work as if for their own project to be profitable and successful in the long term. Everyone necessarily wants to receive something for his/her work, hence I think such efforts should be measurable in monetary terms so that our efforts could bear fruits.*(MA-Entrepreneur)*
	Here, we are more concerned with confidentiality, because neither mentors nor mentees do not sign any formal confidentiality agreement. What we expect from our mentors is sharing experience without any immediate return, at least in the beginning. If at all, we ask both mentors and mentees to inform us about the status of their relationship. Moreover, we ask mentees to be alert for changing nature of the relationship and inform us on what is going on. *(ME-Mentor)*

Table 23. (Cont'd)
Mentor-Mentee Relationship Characteristics with Excerpts

THEME	***MENTOR-MENTEE RELATIONSHIP CHARACTERISTICS***
CODES	**EXCERPTS**
PROFESSIONAL RELATIONSHIP	When you become a corporation, so called mentoring transitivises, and become more of a management, more of a corporate governance, thus the nature of the relationship changes. In one sense, you also start to work with the team of professionals at this level, so the name is different, let's say managerial consultant, not a mentorship any more. Your consultant evaluates your financial status, your growth strategy and helps you develop an appropriate one if you do not have yet. Therefore, it seems we end up mentorship as soon as our project turns into a corporation. Considering entrepreneurial initiatives, we now skip to another dimension… even may be your mentor will become someone from your company. *(GG-Entrepreneur)*
SINCERITY AND TRUST	It is very important how sincere or open we are to what in all types of relationships including coaching. I mean it is not something a mateship, it is to be more authentic in what we do, to be sincerely there as ourselves and expect the same from the other side. At first meeting, I explain that I do support as much as I can and I try to be as open and sincere as possible, and ask them whether there is anything they expecially expect from me. Otherwise, I especially say what I can or can not do for them. I would expect same sincerity to work under such a confidant atmosphere. I keep my word, let's say when I promise to do something, I will definitely do it. I mean, if I promise to be there, I will be there, otherwise I will inform them I can not. I think, it is very significant to create and sustain mutual trust. *(DN-Mentor)*
	As I said, I give special importance to sincerity in a relationship. I try to bring our discussions where they can understand our dialog, so do not ask them what are you doing; what have you finished. *(UY-Mentor)*

Table 23. (Cont'd)
Mentor-Mentee Relationship Characteristics with Excerpts

THEME	***MENTOR-MENTEE RELATIONSHIP CHARACTERISTICS***
CODES	**EXCERPTS**
SINCERITY AND TRUST	This is a common way for a communication, so they are used to it, that's why it is necessary to make them relax and bring them to a new comfort zone, simply talk with them in that zone. When you succeed such healthier relationship, they start to be open and tell their big problems to you. *(UY-Mentor-cont'd)*
	We gradually open ourselves, we do not trust anyway, our conversation starts and progresses step by step based on trust. Eventually, we can understand whether they are sincere from their answers, their attitudes, I mean from how they talk and behave or other entrepreneur's view on them. If s/he as a mentor does not make an effort to add something to our project, mentoring sessions become so difficult, you go for 30 minutes or an hour meeting with someone you do not want to talk. Your mentor does not take you seriously, you do not take him/her as well. Therefore, we met so many mentors, but now 2 or three of them is with us, because they trust us too. When you are given a task and your mentor sees that you are making heavy weather of it and observes that you have already tried it so many times, s/he believe in you and what you would do in the future. Only then, s/he opens her/his network, let's say uses her/his personal contacts. *(BB-Entrepreneur)*
	Conflicting case: I mean, people have such concerns, I do not have it. I am not very much concerned with confidentiality, because an idea is not stable, it is dynamic and even after I talk to you, I can add some new features so easily change it. Every idea has its own way, if you do not know basic methods and principles to develop it, you are highly likely to get lost. *(SP-Entrepreneur)*

Table 23. (Cont'd)
Mentor-Mentee Relationship Characteristics with Excerpts

THEME	***MENTOR-MENTEE RELATIONSHIP CHARACTERISTICS***
CODES	**EXCERPTS**
SINCERITY AND TRUST	There are a lot of things that can be given in a list, but I am speaking of the method that I am practicing. I ask them to call me by my name, because I also call them by their names. No matter how old they are, I have mentoring sessions with not only younger entrepreneurs but also those ones older than me. Disparity in age is not so much important, if you have background that fits his/her project and s/he feels such experience from your words, your sentences, your stories etc. and feels you are ahead of him/her, you will have a heart-to-heart talk. Therefore, intimate relationships make it easier for open and close dialogue. Otherwise, both side feels such distance so I do not have such formal world of communication. I do also believe that it should not be in todays world. *(BB-Mentor)*
	The first condition is TRUST! I mean this is not an absolute necessity, a mentee can or can not trust his/her mentor. There is a need to match personal chemistries, a mentor also needs to trust his/her mentee. Sometimes an entrepreneur is more concerned with making money which possibly causes fatal mistakes because the real value of the project disappears and become a product that can be consumes so quickly. There are some others do not do anything for developing their projects nearly for five or six months after finding or making enough money. They think that tomorrow will take of itself, so trust is a must. *(MA-Mentor)*

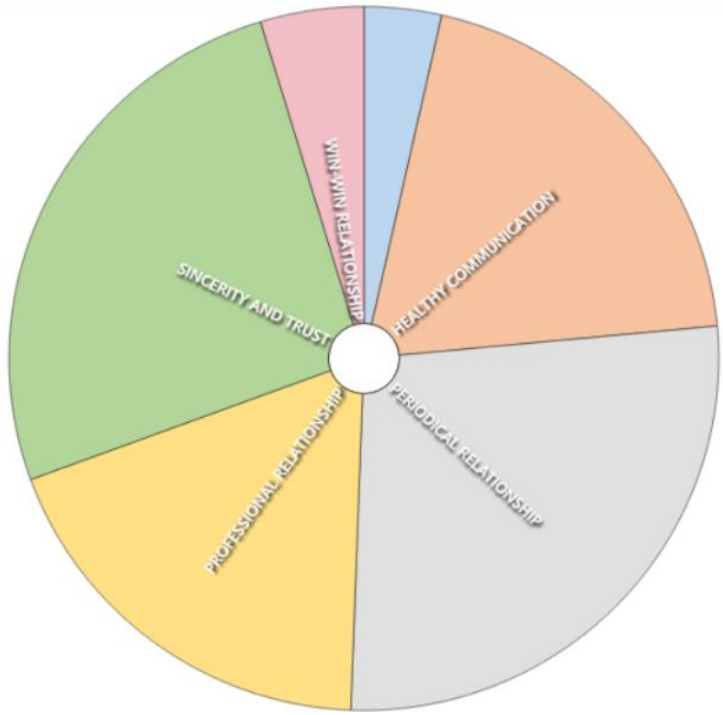
Table 23. (Cont'd)
Mentor-Mentee Relationship Characteristics with Excerpts

THEME	***MENTOR-MENTEE RELATIONSHIP CHARACTERISTICS***
CODES	**EXCERPTS**
SINCERITY AND TRUST	…we are suggesting our mentors to have a relationship based on trust. The thing is not to disclose and speak rashly about projects with some technology-laden, partially patented or utility models to those sides potentially engage in competition. There could be some thorny issues as well. For example, a mentor could also be a part of an angel investor network and transfer an information from a startup s/he gives mentorship to the one from his portfolio that will be possibly rival for the first one. For this reason, we warn our mentors against engaging in this kind of a relationship. *(ME-Mentor)*
WIN-WIN RELATIONSHIP	Anything but there is not a one-sided relationship, both mentor and entrepreneur want to succeed something, so two persons come together to succeed… *(BU-Entrepreneur)*
	Our mentor is already working here, so we have a close relationship for 7 days 24 hours in that our success means his success, so that's how we sustain our relationship. *(EA-Entrepreneur)*
	…but there is one thing, if such entrepreneurial initiative makes it, it will be because of direct relationship between a mentor and a mentee. Maybe you can give a share from the sales, make him/her a shareholder or a partner, whatever it is, such attempts would be healtier and more efficient. Here, the aim is to produce something of value, to satisfy a need or probably create that need, so I think everything that could be ethical may be of mutual advantage . *(KY-Entrepreneur)*

Based on the data drawn from interviews, standing features of mentor-mentee relationship is given below in the pie-chart. Healty communication, periodical relationship, sincerity, trust and win-win relationship seem to be outstanding findings.

Figure 10.

Standing Features for mentor-mentee relationship



6.8. Codes of Entrepreneurial Behaviors: "Entrepreneurial Mentoring"

As mentioned in the former sections, entrepreneurs and mentors stated their needs and interview data also showed how those needs were satisfied by EAPs. Entrepreneurial mentoring mechanism is also analyzed firstly through understanding what it means for participants, then the focus is on the structure of the relationship particularly emerging mentoring types and specific characteristics of the relationship. In the light of detailed analysis of transcribed interviews, this section presents the findings of how mentors influence the way entrepreneurs behave and tries to find answers on to what extent they are capable of directing entrepreneurial decisions.

There are two mindsets operating with different needs in the entrepreneurial ecosystem, so it is possible to expect some degree of conflict among them. However,

unless they find a common ground, it seems impossible to expect fruitful outcomes from this relationship. Therefore, the aim of this section is to reveal how entrepreneurs use the underlying logic of mentoring while making important decisions for boosting the development.

Thematic foresight shows some conflicting and compromising sides of mentors' and entrepreneurs' logic. In that sense, entrepreneurs as two of them commented [*CN-Entrepreneur and SP-Entrepreneur*] want to be the captain of their journey. They want to be the only one for making final decisions [*CN-Entrepreneur*], so they avoid contact with hard-line individuals [*SP-Entrepreneur*] only **dictating** what should be done, rather than **enabling** them to choose right course of action. Truths are changing person to person, so what it seems to be true is not identically seems to be true for someone else. Mentors also accepted this argument, *MU-Mentor* stressed the necessity of constructing the relationship based on entrepreneurs' truths other than that of mentors'. Likewise, *BeB-Mentor* explained his method for helping as raising awareness through some probing questions and enabling them to find their own answers. During the process, entrepreneurs use filtering and question whether the suggested way of behaving matches their reality [*FC-Entrepreneur*]. There are different alternatives and different points of view, among them they choose and create a meaningful outcome for themselves [*YS-Entrepreneur*]. *GG-Entrepreneur* put it differently and evoked the definition of mentoring as a sign on the highway in the country that you do not know, but suggested that the decision to turn left or right is subject to entrepreneurs' judgement. Some mentors held same opinion with entrepreneurs [*MS-Mentor and BeB-Mentor*], they acknowledged that entrepreneurs should draw their path [*MS-Mentor*] and what they are doing is just sharing real life examples for the reasonable actions [*BeB-Mentor*]. BeB-Mentor further said he did not question why entrepreneurs did not take his advices, rather he accepted there would be several causes for not following and made self-criticism. Yet, this does not mean that mentors are wasting their time and entrepreneurs do not need their advices. Advices are such supporting mechanisms for entrepreneurs, what they do not need is persuading their mentors [*BA-Entrepreneur*]. This is their journey, there are many alternatives displayed by mentors and entrepreneurs **find their own way** among them. During this process, talking and

consulting with many people has become almost a regular norm for entrepreneurs [*BB-Entrepreneur and SP-Entrepreneur*]. It is their responsibility and rest upon their efforts to find the most helpful and effective mentor, because each one could help in the context of his/her experiences or professional background [*BB-Entrepreneur*]. Thus, what only one mentor said could not be true and they need to confirm their decision by asking someone else [*SP-Entrepreneur*]. Based on the explanations, findings signal there are **multivocalit**y bringing entrepreneurs to attain more successful outcomes. Yet, this polyphony could be misleading if entrepreneurs abide by each discussion and make changes accordingly [*BeB-Mentor*], they could be get stuck in the middle of just a one concern.

Interview data also revealed that without **personal match**, nothing could be happen [*EE-Entrepreneur*]. Sometimes, although the project is promising, an entrepreneur is aware of his/her expectations and can easily explain them, mentor is the best and the only one for helping, something is missing. This could also lead to boredom and indifference, after a while giving up meetings and naturally dropping out of the relationship. Another entrepreneur [*GB-Entrepreneur*] mentioned the importance of such match between an entrepreneur and mentor, explained the way they behave when the mentor challenges their decisions and vice versa. It is invoked from his words that the one side listens the other and calculates on what it is said, then brings the issue forward. Same feelings stated by *NK-Mentor* as well, he explained how such a best match they achieved, from then he realized what the real need is **relationship chemistry** in which common feelings arisen between two sides.

Mutual nature of this relationship has already stated by participants in the previous sections. In a similar way, participants confirmed that mentors are not teachers, fathers or mothers [*YBY-Entrepreneur*], they are instead the ones transforming their experiences using several tools. Whatever piece of advice an entrepreneur catch is a new learning opportunity. As GC/SK-Mentor stated "…*what a mentor gives is very dependent on what an entrepreneur accepts and takes*", therefore there is not a one-sided relationship. Mentoring is re-framed for each entrepreneur based on different expectations from the relationship. This also depends on the agenda of each entrepreneur. *DN-Mentor* stated the importance of remembering the agenda

and suggested that mentors should not have a sense of ownership in their relations. They could give some advices and wait to be found by someone who really needs it. Hence, mentors' primary responsibility is not following their advices, but for just leaving them to entrepreneurs without stereotyping them. Otherwise, as *EA-Entrepreneur* stated advices have no meanings for them beyond murmuring. Yet, mentors are the **third eye** showing what is ignored, what is unseen or what is not understood, this is where a mentor and entrepreneur come together and find a common ground [*NA-Mentor*] (*please see the table below for participants' verbatim explanations*).

Table 24.
Interplay of Mentors' and entrepreneurs' logic with Excerpts

THEME	***Mentor's and Entrepreneur's Logic***
CODES	**EXCERPTS**
NOT DICTATING BUT ENABLING	We did not like too much intervention in our affairs. You know, at first you come up with so many ideas and you tell distinguished mentors about what you have in your mind and get feedbacks. We have taken them very seriously, unfortunately we have not had such a mentor with whom we had a perfect exchange. During pre-and after investment period, we held a negative attitude towards intervention in our internal affairs. Eventually, we will make decisions and be the only one for decision making. *(CN-Entrepreneur)*
	I do not want to be together with hard-line individuals. Let's think about what would happen if we, as startups, are highly engaged in bureaucracy? You know, flexibility is of value, it is not a place where you can say this and that, this is true or not. True, there are millions of truths… You need to move on, you can also change your direction on the way. Honestly speaking, I am against a tough attitude saying that this would be true so you should do. *(SP-Entrepreneur)*
	For me, directives such as doing this like this are not included in the definition of mentoring. Rather, you can give some advices on matters you believe that will possibly create some troubles for entrepreneurs. You need to be patient to a certain extent to see an entrepreneur realizes his/her mistakes. My method is raising awareness on the answers of such questions: have you ever examined it like this, have you discussed this together [with your team members] and found a relevant argument; it would be better to begin with this, have you tried it before? Rather than directing to what should be done or should not be done, showing them towards which direction they should move on, persuading them on specific product changes or changes in marketing strategies for their services. *(BeB-Mentor)*

Table 24. (Cont'd)
Interplay of Mentors' and entrepreneurs' logic with Excerpts

THEME	***Mentor's and Entrepreneur's Logic***
CODES	**EXCERPTS**
NOT DICTATING BUT ENABLING	What the matter is to find the best matching truth rather than to the final decision. Almost nothing is particularly as sure as two and two is four in professional life. There are so many fractions you can find based on different desires, different dreams, different value judgements, so called institutional mentoring is not only constructed for mentors'own truths, but also, more importantly on entrepreneurs' truths. *(MU-Mentor)*
FINDING ONE'S OWN WAY	Trusting your mentor does not mean implementing whatever s/he is saying, but you need to filter and evaluate whether it matches your reality. *(FC-Entrepreneur)*
	As you remember, I defined mentoring as the signs on highway in a country that you do not know, however entrepreneur is the one who sees the sign and choose the direction…It is up to you, it is your decision to turn right or left, it is your way. *(GG-Entrepreneur)*
	None of the mentors is speaking about doing this and that, more generally they are providing alternatives. Although there is a problem, they are not providing exact solution, even if they did, again I would choose what I could do from stated alternatives. They also suggest different point of views, again I go through with those ones matching well with me. Nobody had an approach of saying that you should definitely do this and that. I am trying to create a meaningful whole from feedbacks of mentors. *(YS-Entrepreneur)*
	I am not struggling to persuade a mentor, in the end I am the one making decision. It is my personality, I pick other's brain but I get my own way, however I also take into account what they say. *(BA-Entrepreneur)*
	Everything that mentors tell you, including mine, is not always right for you, the matter is what you want to do, you are not a wall flower, you are the one making decisions. You listen dozens of people, then you will draw you path nobody can do it for you. If they did, this would not your path but others. *(MS-Mentor)*

Table 24. (Cont'd)
Interplay of Mentors' and entrepreneurs' logic with Excerpts

THEME	***Mentor's and Entrepreneur's Logic***
CODES	**EXCERPTS**
FINDING ONE'S OWN WAY	Entrepreneurs take what you have said and harmonize with their own ideas and create something new, then we look together what would be the results of the created value. As we mentor try to explain with real life examples on what would be the reasonable action, let's say how as their customer interviews or demo interviews to pull them down to the earth and make them act reasonably. Main areas mentors supporting entrepreneurs are mainly related to professional life such as suggesting a preliminary work before meeting with customers, creating different scenarios like a,b,c,d and providing them.Since then, I am waiting what they would do, some of them takes my advice and get satisfactory results, some of them never minds. This duality shows me the real reasons of why some of them prefers to take my advice, I am not merely questioning what they don't do, because everyone has own good causes. This is because either I haven't explained correctly what I mean or s/he has not been convinced yet. Maybe, the other one has perceived well and believed it more, so s/he could easily connect the dots. However, as for your business, you would be more merciless than you do for entrepreneurs. This is what I feel for myself. *(BeB-Mentor)*
MULTIVOCALITY	For me it is about having as many mentoring sessions as and getting their opinions. If you talk with only one mentor, you can easily assume that mentor says the rightest thing forever. I mean, you go and talk with the mentor because you think that s/he knows more than you are, but this is not ethical…such as we prefer to get as many opinions as before signing an agreement. *(BB-Entrepreneur)*

Table 24. (Cont'd)
Interplay of Mentors' and entrepreneurs' logic with Excerpts

THEME	***Mentor's and Entrepreneur's Logic***
CODES	**EXCERPTS**
MULTIVOCALITY	For example, a company asked us more than 50% but we did not catch how bad the conditions were, so before signing we first discussed with other team members, so to say partners, then with general manager of the Teknokent, with many mentors, we went their offices. Now, I could not remember how many people we saw in only 2 days. After all required adjustments in the contract [like correcting mistakes, any unfavourable statements and filling the gaps], we came together. As a startup, we don't have the power to manipulate. As if we had only asked one mentor, we would have been signed without any adjustments, because some mentors favoured offered percentage and encouraged us to compromise, some of them were in favour of changing the conditions. In the end, making decision is our responsibility. Everyone answers your questions with their professional background, so finding the right person rests on you, your efforts. *(BB-Entrepreneur-cont'd)*
	… so, what only one mentor said may not be true, but talking and discussing with 3 or 4 mentors, may be more provide you to confirm what the others said. *(SP-Entrepreneur*)
	For some groups, products are changing four times withing four months, they are unsettled about product specifications. They talk with a mentor and change something, they talk with other one and change again…*(BeB-Mentor)*

Table 24. (Cont'd)
Interplay of Mentors' and entrepreneurs' logic with Excerpts

THEME	***Mentor's and Entrepreneur's Logic***
CODES	**EXCERPTS**
RELATIONSHIP CHEMISTRY	I mean, from the very beginning, we got along well with each other. When he [our mentor] stated something, we stopped and thought twice, then started researching on what could be done. What he says is so important for us, we take it seriously.On the other hand, when we challenged his decision, he also stopped and thought twice as we did. Somehow, he takes us seriously that is not something we usually encounter. We were very young and inexperienced back then, even just listening about what we were talking was very important. You know, we really wanted to do this job. We were not very much concerned about the winning of the competition. Our ultimate goal was to do it as our business. Currently, I feel that he also shared the same feeling with us, so we went to his office at several times and worked on our project in his office. As we saw his effort, his working, we started to make more and more effort. *(GB-Entrepreneur)*
	…for example, I have an entrepreneur from Bogazici University, I do like him very much and he also likes me. I realized such best match among us, I mean that is what we really need. I showed an app for him, he was very grateful and appreciated…*(NK-Mentor)*
	… for me it is something relational, there are some structured initiatives for mentorship as well, we can criticitize them seperately later. However, by its very nature and in the real life, there is some kind of a personal match, without this nothing could happen, nothing flows. The mentor is also bored and sees such kind of relationship as an obligation. As an entrepreneur, you should choose your mentor to have best fit, but others make choices on behalf of you. *(EE-Entrepreneur)*

Table 24. (Cont'd)
Interplay of Mentors' and entrepreneurs' logic with Excerpts

THEME	***Mentor's and Entrepreneur's Logic***
CODES	**EXCERPTS**
RECEIVING AND GIVING	Mentor is not your teacher, neither is your father or mother telling about the life, there is no such a thing. S/he talks about his/her experiences and you get what you need. As for seminars, I attend to get what I need, so I do not categorize seminars as bad or good, the content is interesting or not. Because you can also learn something that is really different in practice, this means you have a chance to catch a small but interesting information from such participation. (*YBY-Entrepreneur)*
	Primarily, there is a need to make a value analysis in order to avoid clashes of interests. Why mentor starts mentoring is so important, on the other side there is not a person looking for a consultant, the point is on values and the mutually well understood goals should be properly used…*(BuB-Mentor)*
	…so here is the critical point that what a mentor gives is very dependent on what an entrepreneur accepts and takes, everyone can go his/her own way so may be not listen to us. But if we find a common ground and an entrepreneur moves on that direction, I believe this is a plus for him/her. *(GC/SK-Mentors)*
NOT HAVING A SENSE OF OWNERSHIP	From my point of view, it seems very irrational to use and apply such method, but for him/her it would be amazing and would make the picture more beautiful or it may seem more rational and more capable of moving us forward than s/he thinks. The point is to remember that most important thing is AGENDA. I believe that as we mentor(s) should not embrace what we suggest such as continually following whether they do what it is said, they do not have to do it exactly. As I always say, mentors should suggest, then they stop following their own suggestions, because taking or not is up to him/her [an entrepreneur]. I mean, firstly it is important to remember the agenda, then if there is something vital and s/he does not know, you should teach it. *(DN-Mentor)*

Table 24. (Cont'd)
Interplay of Mentors' and entrepreneurs' logic with Excerpts

THEME	***Mentor's and Entrepreneur's Logic***
CODES	**EXCERPTS**
NOT HAVING A SENSE OF OWNERSHIP	… so, there are several things we can not agree with such as product development and update. Our mentor favors early launch no matter what the product is, but for me unless completing at least 75% of it, I am really against earlier launch, so from some aspects we are not on the same side. I go my own way and he is murmuring. *(EA-Entrepreneur)*
	… we do also stereotyping them and change them into whatever the entrepreneur in our mind is, so we should just make suggestions but without stereotyping. *(MS-Mentor)*
THE THIRD EYE	I mean, you are the third eye…If I were an entrepreneur, most probably I need for somebody to tell this, because after a certain extent, you fall in love what you do. So, if I were in his shoes, I can forget about this, however now I can be neutral because it is not my product and I am not in love. This is where a mentor and entrepreneur come together and get on the same ground. *(NA-Mentor)*

Based on the study's findings, proposed model is revised and three integrated models emerge, shown respectively in the following pages. The first model draws a picture of how EAPs contribute to both entrepreneurs and mentors who have specific needs. The second model focuses particularly on entrepreneurial mentoring including mentoring types and functions of mentoring mechanism. Last figure displays a wider perspective and shows the interaction between new-venture and mentor-specific outcomes. It also puts the entrepreneurial mentoring in the middle of the interactions and illustrates outcomes for entrepreneurial ecosystem considering multiple institutional logics.

Figure 11.

Proposed model of the study

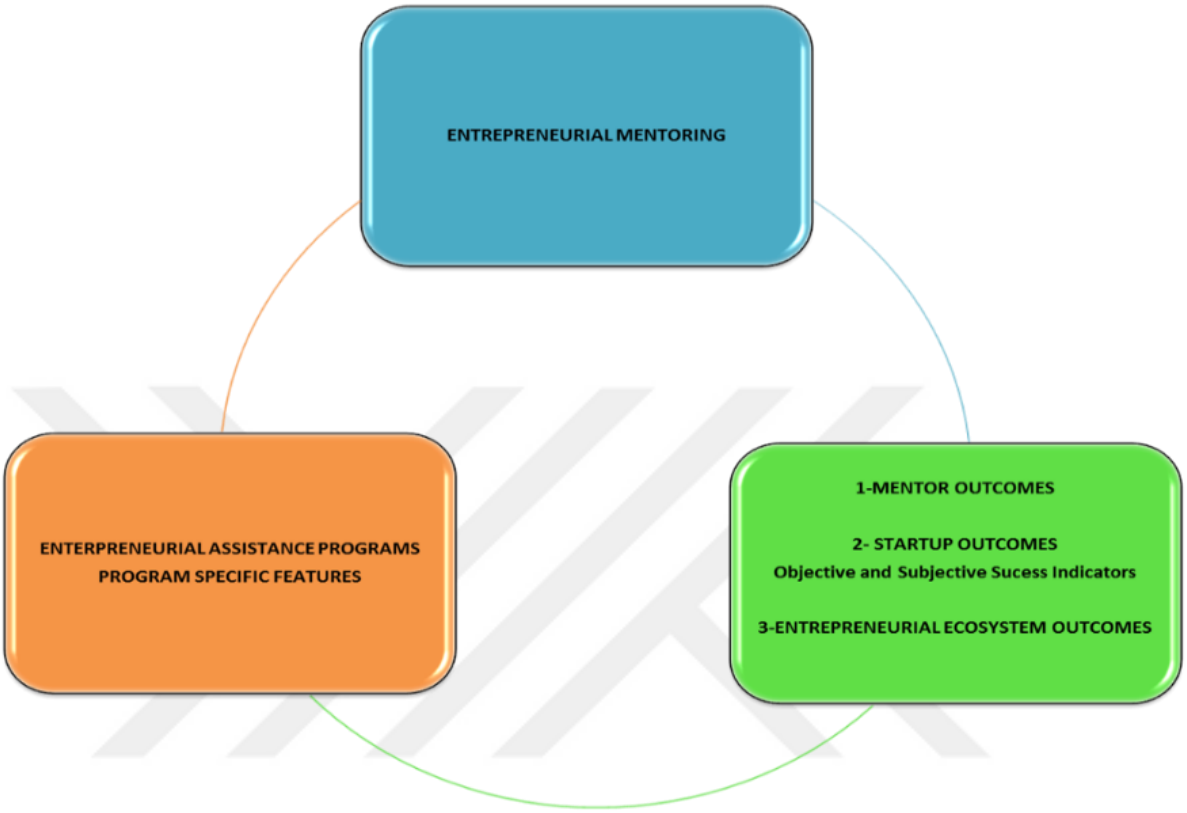


Figure 12.

Revised Model I

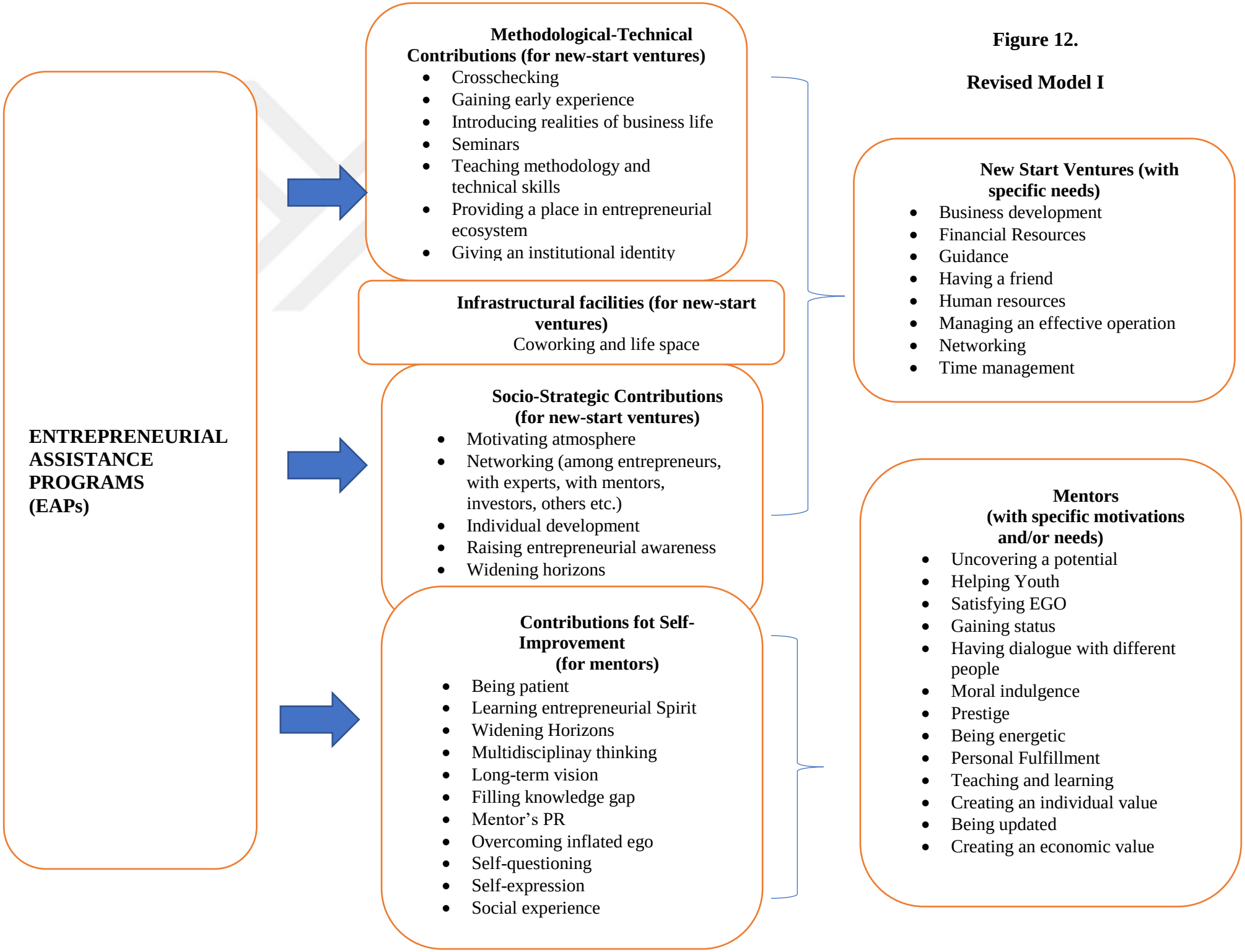


Figure 13.

Revised Model II

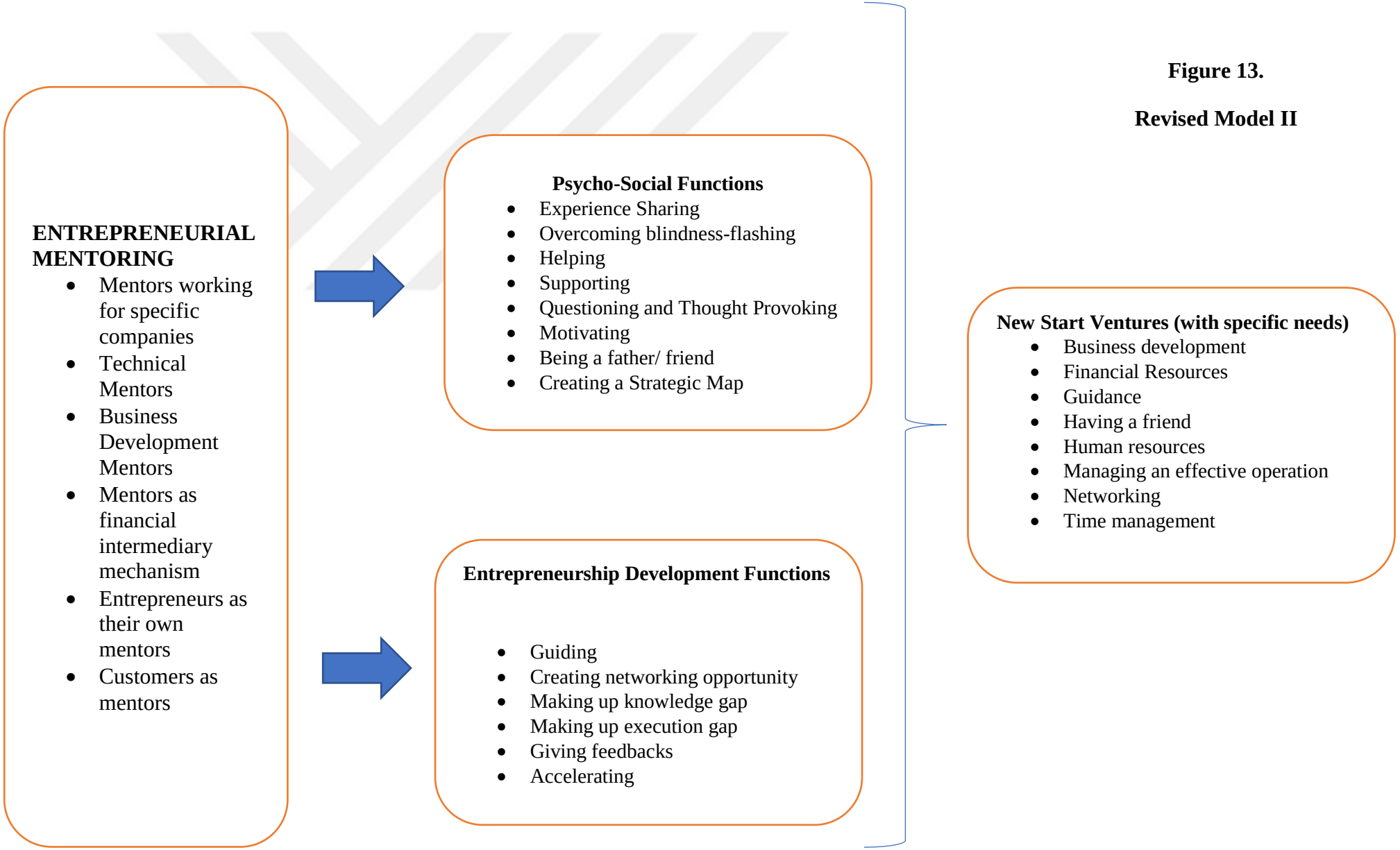
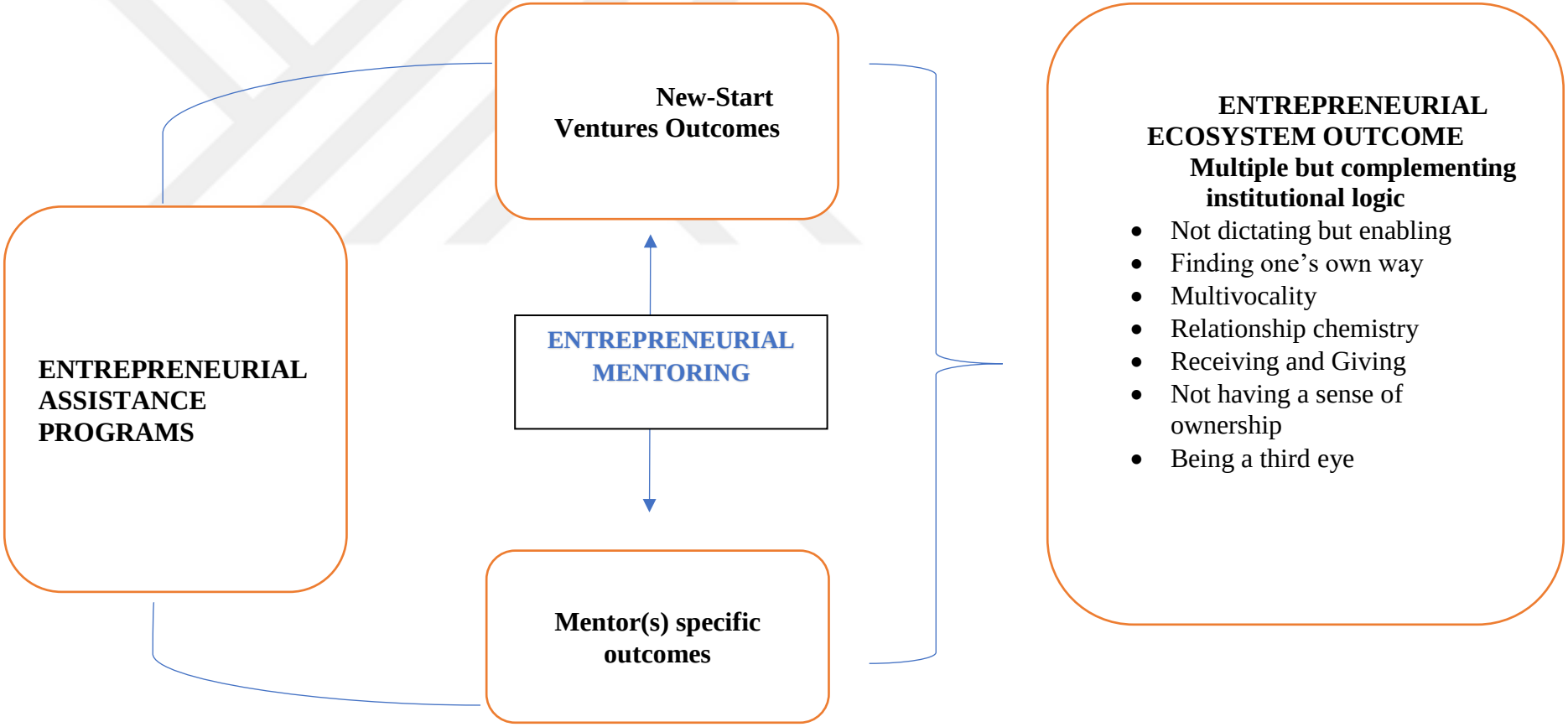


Figure 14.

Revised Model II



CHAPTER 6

7. DISCUSSION AND CONCLUSION

7.1. Summary and Discussion of Findings

In the following part, findings are re-visitied one-by-one and discussed on which aspects they are either different from or similar with the literature.

7.1.1. Individual Outcomes- For Mentees (Entrepreneurs)

7.1.1.1. Needs of New-Start Entrepreneurs

Findings displayed that there are several needs of entrepreneurs. On the first category, they are in a need of developing their ventures. Entrepreneurs interviewed are mostly engineers, so they are capable of technical aspects but need to learn the other functions for running a business. Regarding this, entrepreneurs are not usually good at managing effective operation, when they face real customers and real market conditions. Yet, there are pile of problems waiting for them. They would have difficulties to solve them, because they are more focused on the product features.

Financial resources are also stated as an important feeding mechanism for their businesses, otherwise stated they are stuck in and could not go anywhere. Beside financial resources, entrepreneurs need human resources as well i.e. team members or anyone accompanying them in their journey. Mentors also stressed the importance of team composition and its positive effects on final investment decision, even if there are some doubts about the project's future performance. Time is another resource and should not be wasted. However, entrepreneurs mostly work under strict time constraints, so they need to manage time and need to learn allocate their time efficiently.

Needs for networking is mostly discussed issue, even some of entrepreneurs mentioned they came just for networking. Mentors are aware of this need as well. Networking is a way of communication in that entrepreneurs could create new opportunities for themselves by presenting or sharing their projects. They are mostly alone, they have the key but do not know

with which door would be opened. Thus, they are in a need for guiding to learn the appropriate door.

Most of the revealed needs are in parallel with the literature specifically focused on the reasons for using EAPs by entrepreneurs (i.e. Kösters and Obschonka,2010; Kuratko, 2014**;** Lorrain and Laferté, 2006; Lovgren, 2012, Terpstra and Olson,1993; Zacharakis, Dale, Meyer and DeCastro,1999). This is because the reasons of failure for the first years of startups are mostly discussed phenomena and creating atmosphere where sustainable businesses flourish are of particular interest in literature. However, the degree of satisfying such mentioned needs could be changing depending on the context.

7.1.1.2. Role of EAPs in satisfying entrepreneurial needs

Findings illustrate that EAPs contribute entrepreneurs in several ways. Three categories emerged in terms of contributions. For the first category, these programs create a safe place where entrepreneurs could validate their ideas, learn the realities of business life, and gain early experience. They also provide an institutional identity in an entrepreneurial ecosystem. This is also stated as a legitimation function of the EAPs in the literature (i.e Lovgren, 2012, Zimmerman and Zeitz, 2002).

These programs could be regarded as a simulation for entrepreneurs before they are going into the market. Hence, they are satisfying their business development needs through teaching the methodology and technical aspects of the business life. These assistance programs [incubators and accelerators for this study] are successful in helping entrepreneurs to develop their ideas until they feel ready for operating in the market. The validation function is also stated in Lovgren's (2012) study in which testing internal consistency, plausibility and accuracy of the business ideas are proposed as a way of making progress.

Revealed contributions are not only limited to methodological and technical aspects, entrepreneurs are also supported socially which would have strategic consequences. Being a part of such programs and having a seat in such a co-working place is a really motivating factor which provides entrepreneurs to observe the others whose concerns are similar to them. They see the struggles of the other entrepreneurs and their resilience in the face of challenging

situations. They commune with others and become powerful while confronting difficulties. Hence, it could be concluded that these programs satisfy the basic need for having a friend and remind the feeling they are not alone. While entrepreneurial development is achieved, every person is developed on an individual basis through raising their awareness and widening horizons.

In line with the literature networking needs are also satisfied by EAPs (i.e. Dempwolf, Auer, and D'Ippolito, 2014; Wiggins and Gibson, 2003), even its scope is larger than stated by entrepreneurs and mentors. Networking opportunities with field experts, mentors and their immediate surroundings, investors and other entrepreneurs are provided under such mechanisms. Networking especially with investors is mostly pronounced issue for fulfilling financial capital needs, however networking with other entrepreneurs is not highly discussed issue in the field. Interviewed entrepreneurs stated that they formed a close group in the social media and have been sharing updates, upcoming events, seminars, useful information, their specific needs and other many things without numbers. This finding is somewhat interesting that entrepreneurs are capable of some matters into their own hands. Furthermore, they find team members thanks to such social interaction, even some entrepreneurs are transferred from one to another project.

As the last category for contributions, infrastructural facilities especially providing co-working space is mostly depicted one by entrepreneurs. They are more concerned with overhead costs because they are strapped for cash, each Turkish Lira they spent is missed opportunity for their projects. That's why they are very grateful for satisfying their basic needs-office for working. Sometimes, they feel so frustrated that they need coffee free of charge.

Together with infrastructural services, these findings regarding EAPs contributions are supported by the literature (i.e.Bergek and Norrman, 2008; Chan and Lau, 2005;Dempwolf et al., 2014; Hoffman, and Radojevich-Kelley, 2012; Isabelle, 2013 ; Lall, Bowles and Baird,2013 ; Lyons et al., 2003 ; Qian, Haynes, and Riggle, 2011: ; Wiggins and Gibson, 2003). However, categorization of them bears a different picture, the main argument that new-start ventures could benefit from being a part of EAPs is the same. Yet, there are some conflicting cases in this context, proved that not every entrepreneur prefers to be selected in these programs and receives mentoring. Predominantly entrepreneur participants were those ones developing their ventures

under the EAPs, yet three of them explained why they did not get benefit from such structures. While it does not show that these programs are not useful, it raises questions about why these entrepreneurs did not prefer to be a part of them. They may not get what they actually need from these programs. This also sheds lights on the issue of organizing a program tailored to the needs of entrepreneurs. Therefore, needs would be changing depending on the preparedness level of entrepreneurs, so-called assisting efforts could not be effective at the same level for everyone.

7.1.2. Individual Outcomes- For Mentors

7.1.2.1. Motivating forces behind mentoring

The study's findings interestingly revealed that not only entrepreneurs have specific needs, but also mentors do have some needs that are satisfied by mentoring. Despite mentoring is considered voluntary act without any immediate return, mentors implicitly fulfil some of their needs through mentoring.

In literature, Kram (1985b) stated that mentors were internally satisfied for and respected for their capability as a teacher and advisor (Wanberg et al 2003:53) almost thirty years ago. Benefits gained from mentoring relationship were also discussed later and presented with more comprehensive picture (Wanberg et al 2003:52-54). However, discussions are limited to mainstream career development literature and are not extended to entrepreneurship field. This study closes this gap and displays some of the benefits in entrepreneurship context. Among them, surprisingly EGO is mostly cited issue, because entrepreneurs come to get as much as possible from mentors, they listen them carefully, take notes word by word and they look them with admiration which boost mentor's EGO. Acknowledging some downsides of it, mentors seem to be there to feel more valuable, more useful, to gain prestige and status, to fulfil personal needs. This would display a more selfish image, yet they are there to uncover a hidden potential, help young generation, sustain dialogue with different people coming from all walks of life. Communicating with different people, generally younger than mentors causes refreshing and flood of information through wide-range of discussions. In addition to this being with entrepreneurs, mentors feel energetic, otherwise they do not get from daily business routines.

This is a kind of moral pleasure they gain from teaching and learning and from creating individual and economic value.

7.1.2.2. Role of EAPs in satisfying mentors' needs: Learning outcomes

Findings indicate that EAPs could also contribute to mentors' self-improvement. They are motivated with some concerns stated above section, it is revealed that EAPs do meet some of their needs.

Mentors need for boosting their EGOs, at the same time for balancing such a feeling. EAPs are places where mentors and entrepreneurs come together and share their experiences. This interaction helps mentors to overcome their inflated EGOs and learning how to be patient. Mentors are mostly professionals with high-level of experience, they have been working under time constraints and get used to see the preliminary outcomes at earlier phases. Yet, in the field of entrepreneurship the results are not easily observed and it takes time to see outcomes.

Mentors are motivated by the idea of uncovering a potential and helping youth, this is also satisfied by EAPs which provide an important opportunity to learn the entrepreneurial spirit. These programs also offer social experience for mentors who are in a need of dialogue, of a moral pleasure and creating an individual value. Furthermore, mentors could learn self-questioning and how to express themselves. Since, they ask questions, give opinions and feedbacks, so they have to be express themselves in an appropriate manner. Mentoring is somewhat a way of wisdom transmission in which mentors actualize themselves, at the same time help other to actualize as well.

Although, mentors are seen constantly on teaching side, they are learning through mentoring. As such they fill the knowledge gap about several industries that they have never heard about, they learn to think in a multidisciplinary way with long-term vision. Since, entrepreneurs could sometimes come with very tough questions and mentors need to be prepared to answer them. As every human being, it is not reasonable to expect them having an idea about everything. Thus, EAPs also satisfy their needs for learning. At the same time, they need for transferring their experience gained over years of professional life. Specifically, seminars are perfect opportunities to discuss and to share valuable experiences.

Lastly, if the projects made progress, this would probably attribute to mentors who are closely engaged in the project. This would give mentors both prestige and status. Thus, they make their names and they would have an opportunity to become popular in the entrepreneurial ecosystem.

7.1.3. Entrepreneurial Ecosystem Outcomes

7.1.3.1. Mentoring in entrepreneurship context

This dissertation's findings extend the mainstream career development literature which more particularly adopts intra-organizational point of view while explaining mentoring (ie. Allen and Poteet, 1999; Eby,1997; Fagenson,1989; Hunt and Micheal, 1983; Johnson,2002; Kram and Isabella, 1985; Memon et al 2013; Mullen, 1994; Mullen and Noe,1999; Noe, 1988; Ragins and Cotton, 1993; Ragins,1997; Scandura and Schriesheim, 1994; Singh, Bains and Vinnicombe, 2002; Singh, Bains and Vinnicombe, 2002; Turban and Dougherty,1994; Tepper,1995; Whitely and Coetsier, 1993). Based on the definitions of mentoring, the focus is mostly on hierarchical seniority, experience sharing and transfer of knowledge in a specific organizational context. Yet, entrepreneurship literature has started to deal with mentoring especially for founders of new ventures. This is an effort for extending the mentoring literature to other contexts i.e. extra-organizational point of view (ie. Edwards,2016; Kaffka and Krueger 2012; McKevitt and Marshall, 2015; Memon et al 2013; Ozgen and Baron,2007; St Jean and Audet, 2009; St-Jean et al 2016; St Jean and Mathieu, 2015; Sullivan, 2000; Weijman, Sijde and Bentham, 2008; Waters et al 2002; Wooten, Timmerman and Folger,1999). Mentoring is again defined as a support relationship to foster entrepreneur's development. Even though the context is expanded by including self-employed individuals, the main idea of supporting remains unchanged.

Studies' efforts for integrating entrepreneurship and mentoring revealed some outcomes on the way of definition of the term. Mentoring is stated as a **learning mechanism** (Memon et al,2013; Sullivan,2000), **as a social source of information** for opportunity recognition (Ozgen and Braon,2007), **as a knowledge broker** making necessary information available (St-Jean et al 2016) and **as a way of increasing entrepreneurial self-efficacy** (St-Jean and Mathieu, 2015).

In parallel with career development and entrepreneurship development literature, this study's participants defined mentoring as an advisory and support mechanism. Yet, they further elaborate their own definitions which create a way Turkey's Entrepreneurial Mentoring practiced. Apart from defining mentoring as a relationship, some participants mentioned it as a process and a dimension. This comprehensive definition would be a significant contribution to the field, because simply defining mentoring as a relationship may cause over-simplification, ignoring its vital functions and its long-lasting nature.

Participants also used several metaphors while explaining mentoring as a fish/fishing, business card, signboard. At the same time, they emphasized mentoring not only as way of business development, but also as a motivating factor helping them to overcome negative affect. Although they saw mentors like one of their family member, entrepreneurs are aware of formal nature of the relationship which focuses on achieving something. Furthermore, participants did not agree whether mentors could be seen just like a sister or brother. Some mentors especially stressed the importance of mutuality in the relationship. They denied the any vertical hierarchy in contrast with mainstream career development literature. They saw mentoring as an act of mutual creation unlike of apprenticeship or akhism. From this perspective, experience could not promote to mentors upper league, it is considered as a tool for supporting entrepreneurs.

Predominantly entrepreneurs agree on the definition of mentoring as a shared wisdom. Shared wisdom explains that mentoring is not simply an experience sharing, through such sharing many things that are not observable outside, are transferred to entrepreneurs. In participants' wordings, they get *the recipe* for the business life which also illustrates how mentoring is so vital for them.

Despite there are some efforts for making mentoring as a new profession in Turkey (i.e. Mentors Network Turkey), mentoring is still defined as something far from monetary returns. This is however interpreted with caution that as time passes mentoring relationship could change and the relationship dynamics are re-defined both by entrepreneurs and mentors.

This study also illustrates that mentoring is an umbrella term in which many other tools are used including tools used for coaching. Therefore, boundaries between coaching,

professional consulting and mentoring is blurred, but there is something so definite that mentoring is an inclusive term.

7.1.3.2. Functions and Roles of Entrepreneurial Mentors

This study also revisited mentoring role and functions in entrepreneurship context. This is one of the inductive studies exploring the nature of mentoring in entrepreneurship context. In career literature, most of the studies base their arguments on the pioneering study of Kram (1985). In Kram's study, traditional mentoring serves three main functions: Career development, psychological/psychosocial and role modelling functions (Allen et al 2004; Bouquillon, Sosik and Lee, 2005; Ensher et al 2002; Kram and Ragins,2007; Pellegrini and Scandura, 2005; Ragins and Cotton,1999; Scandura and Ragins, 1993; Scandura and Williams,2001). These findings were also replicated in entrepreneurship literature in 2009 (St Jean and Audet, 2009) with small changes in sub-category functions. According to the study, psychosocial functions include reflecting [giving feedback and acting like a mirror], reassuring [acting as a pressure valve enabling mentee under difficult conditions], motivating and creating confidence. On the other hand, career-related functions comprise integration (i.e. networking), information providing, confrontation (i.e. making clear picture) and guiding. As the last category, role modelling emerged as a source of inspiration (Cull,2006:10; St Jean 2011:69,70; St-Jean and Mathieu, 2015:327).

Yet, this dissertation's findings draw more detailed view on entrepreneurial mentoring functions. Some of the findings such as experience sharing, motivating, helping, supporting and being a father or friend are somewhat similar to the previous studies labelling them as psycho-social functions. This study further extends such findings discovering other three psycho-social functions. One is overcoming blindness and flashing which implies helping to see clearer picture and to understand what is kept in the background. Since, entrepreneurs become myopic when it comes to their projects. They are in love with their ideas, because of such deep engagement they could not see the underlying problems. At this phase, mentors intervene in their affairs. Another function emerged from the analysis is questioning and thought provoking. Mentors are those ones asking strong questions and enable entrepreneurs to think in multiple ways. They do not show what to do or how to do, but enable to find whats, hows and whys. The questions are their tools for pushing entrepreneurs to think and shot. As the last finding in terms

of psycho-social functions is creating a strategic map. Mentors map out the roads for entrepreneurs and they help them to acquire a vision.

For this study, previous career related/ development functions transform into a new one called *Entrepreneurship Development Functions*. As in the case of psycho-social functions, same sub-categories emerged with new ones. Creating networking opportunities are found parallel to both the traditional mentoring and entrepreneurial mentoring literature. In traditional mentoring literature, it is stated as function of being publicly visible and in entrepreneurial mentoring literature it is correspondingly stated as a function of integration. In this study, participants more directly stated this function. Likewise, guiding is mentioned previously and replicated with this dissertation's findings. Entrepreneurship literature specific, providing information takes a new form of filling knowledge gap in this study. Thus, scope of previously stated information providing function is expanded to the next level of the data, information, knowledge and wisdom pyramid (DIKW). Reflecting as stated one of the psycho-social functions in St Jean and Audet (2009) study, appeared under entrepreneurship development category in this study without losing its meaning of giving feedbacks.

Unlike other studies two more functions emerged respectively under the category of entrepreneurship development. Mentors serves as actors filling gap in entrepreneurs' execution capabilities. They help entrepreneurs when they meet with real customers, investors, and other industry participants. Entrepreneurs may know what to do under given circumstances, but not how to do. They lack professional experience and do not solve the core meaning of some practices in reality. The other function specified by participants is accelerating. This function denotes speeding up entrepreneurs' steps through early warning and explaining mechanics of business world that could save them from making vital mistakes.

Unlike the literature, participants did not address role modelling functions. More specifically, this study further reveals that it is not possible to make generalizations about roles of mentors. We are talking kind of a structure that emerges in the process and in the way that it responds to the need, the point is tailored support considering entrepreneurial mentoring functions.

7.1.3.3. Different Mentoring Types

Study's findings demonstrate that there are several mentoring types in which some mentors are working for specific companies, some of them act as financial intermediary mechanisms, some of them are technical experts in their fields and the others concern for developing business based on the pillars stated in Business Canvas Model. What was not expressed before is also enlightened in this study. Since, some participants emphasized the importance of being an own mentor. What they meant is that entrepreneurs should know what they need and ask for help accordingly, so they are active players in mentoring relationship. They would have the power to manipulate the mentor to get what they really want with asking questions at the right time for right reasons. Customers are also seen as active mentors by some participants, even they have already used them to make some product's features. Especially considering B2B transactions, customers already know the market, the possible end-users, and their needs. They could assume mentoring role in this sense by giving constructive and grounded feedbacks, so that required modifications are done before launching the product or service.

Participants also discussed whether mentoring and angel investing can be used interchangeably in Turkey's entrepreneurial ecosystem. Nevertheless, neither of the participants could find a common ground while discussing the boundaries between angel investing and mentoring. Some of them is for apparent boundaries between two roles, the others accept the mentoring is such an engagement just for investing. The first group of participants criticized that any mentor assuming a dual role do not act in a good faith. As such, investor-mentors could know every problem and easily manipulate entrepreneurs to get as much as possible. This group goes so far to say that mentors acting with investment intentions are not mentors any more, they are like board members. In response to this argument, supporters of this dualism insist that in order to sustain the long-lasting relationship, there is need for higher engagement which could be only achieved by assuming investor role. Otherwise, mentoring would turn into a social responsibility project to which mentors' contributions become limited.

The common characteristic of first group of mentors is their belief that mentoring should be regarded as a paid profession. These group of mentors also differ from other ones in several aspects. They have different point of views on mentoring. They want to create a mentoring

system or a mechanism offering several services under structured programs. They also take the strength from the power of networking and want to become unifying mechanism in Turkey's entrepreneurial ecosystem. They tend to think outside the box and use their networks when specific or technical advice is required. This group is labelled as **A plus Mentors** for this study. They are not only mentoring startups but also SMEs and other companies at the level of maturity. They are assuming as a trainer role for other mentors as well. The difference between the groups emerged spontaneously during interviews whose outcomes are much more deeper and more intellectually driven. Discussions with **A plus Mentors** started from mentoring and evolved into talks where basic dynamics of the system were discussed.

A plus mentors have already brought their efforts under a structured initiative which has started with only 14 mentors, but the number is increasing, reaching to the level of 80 mentors in this network. This would be promising, however incentives leading them to strengthen the mentoring system is so limited and preventing them to develop mentoring mechanism. Therefore, one of the outcomes of this dissertation is that not only entrepreneurs need development, but also mentors do need a mechanism to boost mentors' development.

7.1.3.4. Mentor-Entrepreneur Relationship Characteristics

In career development literature, mentor's and mentee's (protégé) characteristics are regarded another factor possibly determining the outcomes of the relationship. Some of the discussions were framed under the similarity-attraction paradigm (Allen et al 1997; Allen and Eby,2003). Although, there are mixed results considering the ideal match between a mentor and a mentee, two-sided effect is accepted for the relationship. Yet, there are some similar findings such as open communication system with reciprocal feedback and setting expectations (Allen and Poteet,1999:67), true partnership, honesty and openness are discussed before.

This study also several contributions to our understanding on how to achieve an ideal match in mentoring relationship from entrepreneurship perspective. Rather than focusing on the characteristics of the participants, this study reveals would-be characteristics of the relationship. In other words, findings illustrate that most of the participants attach importance to the healthy communication, the periodic meetings, sincerity, and trust. In contrast with the literature, these characteristics are not attributed to personal traits (ie. Allen and Poteet,1999; Allen et al 1997; Allen and Eby,2003; Garvey and Alfred,2003; Hunt and Micheal, 1983;

Noe,1988; Turban and Dougherty,1994; Mullen,1994; Mullen et al 1999) but to the nature of the relationship. This what both a mentor and mentee create with their backgrounds, experiences, expectations, needs and so on.

Participants agree on the fact that mentoring is not a one-shot activity, rather it should continue for some period. During the process, entrepreneurs express themselves, their expectations, their short-term and long-term needs, at the same time mentors explain what they can do for them and what they expect from them as well. Therefore, mentoring relationship is a social-creation of its participants. In the beginning, they build the relationship which requires some time to get the tangible outcomes. Findings also enlighten other characteristics for the high-quality relationship that are directly related to the first one-periodic nature.

Sincerity and Trust are seen as a must for mentoring relationship. This is also the main antecedent for healthy communication. Hidden agendas, unspoken intentions, consciously manipulating the other side would probably prevent the emergence of benefits from the relationship. Today, intellectual property rights have become an important issue and entrepreneurs refrain from sharing their ideas at the very beginning, they gradually open themselves even for their mentors. The same for mentors, they also open their networks gradually only after they understand and evaluate the future of the project. This would be the reason that entrepreneurs could continue with only some of the mentors after a while. Both sides need to believe in each other to continue. These findings also support the idea that mentoring is not a one-sided activity, it involves give and take. Therefore, matching mentors and entrepreneurs made from outside parties is unreasonable any more, participants choose their relationship partners otherwise it becomes an obligation that is forced to continue.

The study's findings are not limited to only three characteristics for mentoring relationship. Beyond features mentioned above, entrepreneurs also want mentor who are capable of emotionally involved in the relationship. They want someone who be with them in every condition and share the same feelings as if their projects are in question. Yet, this does not mean that there is not a professional relationship. Even if mentors are emotionally involved in it, as time passes nature of the relationship would change, in other words transform into a new and more professional one. As findings illustrates, mentoring relationship put on a new shell in that mentors start to expect returns in several ways and entrepreneurs are more prepared

to satisfy the expectations of them. Thus, mentoring is a win-win relationship, both sides reap the fruits of it.

7.1.3.5. Codes of Entrepreneurial Behaviors-Entrepreneurial Mentoring

This study also enlightens whether entrepreneurial mentoring could be so powerful as to change the codes of entrepreneurial behaviors. Findings signals that mentors are intervening forces in entrepreneurial development through enabling them, leading them to find their own ways and being the third eye to show what is left in the dark.

What mentors give depends on what entrepreneurs take, so mentoring relationship is constructed both on receiving and giving. Therefore, findings clearly explain that mentors could be influential when they enable entrepreneurs instead of dictating their own decisions to them. In either way, entrepreneurs prefer to find their own ways and they want to be the final decision maker. However, they appreciate as many mentoring sessions as to get multiple suggestions, this would create a multivocality in the ecosystem. While entrepreneurs meet with several mentors for their projects, mentors' attitudes for them is important as well. According to the findings, mentors need to be free from having a sense of ownership, entrepreneurs are not their assets and mentors are there for only being with them and for supporting as long as entrepreneurs need. Mentors resembles the third eye widening entrepreneurs' horizons to see what they have not seen yet. Still, findings reveal the reason of misfit that is not solved in any way. The reason is incompatible views undamaging the chemistry of the relationship which is also explored in mainstream literature concerning how ideal match is achieved (Paek, 2004:368; Sullivan, 2000:171). Therefore, this study proves that even if every criterion satisfies best-fit, there is some possibility of misfit between selected mentor and selected entrepreneur. Self-seeking would be the best alternative in the circumstances.

7.2. Concluding Comments

This study contributes to the entrepreneurship and mentoring literature from several aspects. Firstly, the study includes both mentors and entrepreneurs in the analyzes to unravel how their interaction enhances entrepreneurial practices in Turkish context. Including mentors along with entrepreneurs also contributes to our understanding on mentors' perceptions regarding entrepreneurial processes. Therefore, this study analyzed the data in an integrative manner.

The term “Mentoring” is reconceptualised in an entrepreneurship context, mentors and entrepreneurs co-created a new definition for mentoring. There are some characteristics that are in parallel with mainstream mentoring literature, however some particular aspects are revealed. Findings also highlight that there could be several mentoring types, changing based on the needs of entrepreneurs, so generalizing types of mentoring is a difficult and indeed is of no significance. In other words, based on the needs, mentoring could be re-defined at every turn.

From a relational perspective, findings display the structure of the relationship between a mentor and an entrepreneur. Blurred expectations become observable, participants stated what would be the ideal way of behaving in mentoring relationship.

Although, the main focus is on entrepreneurial mentoring and its effects on entrepreneurship development, mentoring is discussed under the framework of EAPs. Hence, synergy created with entrepreneurial mentoring and other facilities provided from assistance programs is displayed. This also expands our knowledge on EAPs effectiveness in satisfying entrepreneurs’ needs. Findings further reveal that there are not only entrepreneurial needs, but also mentors needs are in question. Some of them expressed explicitly, some other needs are also extracted from the discussions of participants. Particularly for mentors satisfied needs emerge as learning outcomes from mentoring and illustrates main reasons behind engaging in mentoring.

The main assumption of EAPs with their entrepreneurial mentoring could be considered as an intervening mechanism in entrepreneurship development is supported. The ways of intervening are also displayed with analyses and their entrepreneurial, mentoring and entrepreneurial ecosystem outcomes. This study also reveals that there is an interplay of multiple institutional logic in Turkish entrepreneurial ecosystem. This means that system participants are socially creating several practices, nevertheless they have their own realities and acting in accordance with them. Thus, mentoring mechanism is effective to the extent that the other side is willing to take and apply suggestions made by mentors. The last decision making responsibility is attributed to the entrepreneurs. However, structure of the relationship could determine the codes of entrepreneurial behaviors.

This study makes a contextual contribution by analyzing the phenomena in its natural setting. At the same time, it is answering a call in the literature for contextualizing entrepreneurship research. The study is conducted in Turkey that is a country characterized as an efficient-driven economy and trying to jump over an innovation-driven economy class. This study is situated in the context of emerging economy for several reasons: The entrepreneurial ecosystem of Turkey is small but growing in several aspects. There are not strict institutional practices constructed yet. That's why, the country and its ecosystem is on the transition phase, every research for understanding dynamics of the ecosystem and its participants is so important and would create a value for the system development. To the knowledge of the researcher, this study is the first attempt to understand the entrepreneurial processes in Turkey, that's why it has practical contributions for the field. The study is also challenging the artificial separation of context and individuals in entrepreneurship research.

Another concern for the study is unravelling the Turkish social fabric and its main reflection on entrepreneurial practices. As every other developing practice, Turkey is mostly compared with Silicon Valley in terms of entrepreneurial praxis. All the data are acquired from outside and represented as a benchmark in Turkey. However, we need to understand our social structure, in other words our own reality to develop entrepreneurship. This could also be explained with a tomato seed metaphor. As such, if you planted tomato seed imported from the USA and wait for the same tomato in terms of volume, color, taste etc, you would be disappointed. Yet, the land is different, the people plowing is different, tastes are different and every other thing you name is different. This difference makes the thing unique and is valuable in its nature. As such in tomato, entrepreneurship dynamics are all different, so Turkey needs to create its own definitions and then policies should be provided to develop entrepreneurship. Copy-paste suggestions and applications are all useless, because entrepreneurs' needs are different and more different future than that of Silicon Valley is waiting for them.

This dissertation applied qualitative research design and used systematic analysis tool (Nvivo Pro 11) for analyzing interview data iteratively. At the end, different model showing the interactions emerged than was previously assumed. This also supports the study's main effort for understanding what it would be good in given circumstances, not just trying to verify before stated truths. Data showed the pattern of the relationships and entailed to such mentioned

conclusions. Researcher is closely involved in the study by taking off the strait jacket of positivist assumptions and getting close to the study's participants as much as she could. Researcher firstly understood her research interests, penetrated the ecosystem as an observer then started her semi-structured interviews. Her experiences are all meaningful to go deeper and to extract the unvoiced concerns.

7.3. Implications

This part deals with both theoretical and practical implications of the study respectively.

7.3.1 Theoretical Implications

In summary, the underlying logic of mentoring consist of guiding, leading, sharing, advice giving, motivating, supporting, helping. These components appear as operating at micro levels through an interplay of entrepreneurial logic that refers creating a new product or service under extreme uncertainty and sustaining it temporarily towards having a scalable business model. This study illustrates that mentoring with its underlying logic is an effective intervening force boosting startup development. However, these findings should be interpreted with caution that accepting such an effective intervening force, entrepreneurs prefer to find their own way in any case. No prevailing institutional logic has emerged rather multiple but co-existing logics in the ecosystem is diagnosed. At the same time, this indicates a mutual nature of the relationship where no one is superior to another. There is not only "giving" nature for a mentoring, but also entrepreneurs are deemed active players in receiving it. There is an exception to this. When mentors assume dual role, in other words they invest in the venture and have a stake in the future development of it, mentoring logic seems to be dominant and controlling the way of behaving. Considering the overall ecosystem, Silicon Valley appears as an upper level, dominating logic for EAPs. Since, Turkish entrepreneurship ecosystem is small but growing, our understanding is limited to this dominant logic, so there is a need to adjust governing principles of the ecosystem to the Turkish culture.

7.3.2. Practical Implications

This dissertation has some practical implications that would be considered in Turkey's entrepreneurial ecosystem. First and foremost, system's other participants should accept the active role of entrepreneurs in venture creation processes. They are not passive actors who do not filter and take what it comes, but they are actively participating in creation of their own reality. During this process, each entrepreneur would be in a different need. Therefore, universal principles could not be applied to the world of entrepreneurship. Together with mentoring mechanisms, any other development effort should be aware of entrepreneur-tailored needs and

should design a system helping them to find the answers what they have not known yet. Thus, a system that provides well-known answers cannot go a step further with stereotyped practices. This is what makes a context important.

Efforts for developing entrepreneurial ecosystem in Turkey may not succeed in resembling another ecosystem, but may be successful by revealing the unique dynamics of this system and by exploring how such a system is socially constructed.

7.4. Limitations and Future Research Directions

Besides its contributions, certain limitations of this dissertation need to be acknowledged. This part mainly deals with limitations considering them as important inputs for further researches.

Firstly, interviews were conducted in Turkish and participants' verbatim explanations were transcribed in original language. Open coding was started from revising transcribed data, then the data was translated in English which is the language of this study. However, data could be subject to semantic loss to a certain degree. To overcome this problem, translation and back translation method could be used, but this study is confined with only secondary control. Also, respondent validation could not be done to check/strengthen the authenticity, because of difficulty in persuading participants to discuss again what was talked before. Spending more time to go much deeper is also required, yet the interviews were made based on weekly schedules which were informed by program coordinators.

Although, findings revealed that entrepreneurial mentoring is an intervening mechanism in entrepreneurship development, long-term effects of this mechanism could not be detected, because this is a one-shot study conducted in a determined period. Therefore, longitudinal studies are needed to explore mentoring relationship and how its effects are evolving as time passes.

As it is displayed in the methodology part of this study, interviews with mentors did not last as long as it was with entrepreneurs due to the time constraints. Since, mentors dedicate their limited time and some of them has to go back to daily routines after mentoring sessions,

so in-depth interviews with mentors would be beneficial for further studies to unravel their experiences about the ecosystem.

When looking at the demographics of participants, it is obvious that most of them are male, only three of them is female. The underlying reason or whether there is male-dominant entrepreneurial ecosystem would be another research avenue in entrepreneurship literature. Integrating other elements of entrepreneurial ecosystem such as government agencies, NGOs, and conducting a study more particular for analysing the perceptions of directors/managers of such organizations are needed.

To the knowledge of the researcher, this is the first study to explore intervening mechanisms for entrepreneurship development in Turkey. However, insights were gained only from the ecosystem in Istanbul, there are other cities whose entrepreneurial ecosystem is growing. Further studies could be done to explore city-based entrepreneurial ecosystem characteristics, then mapping of Turkey's overall entrepreneurial ecosystem could be achieved.

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APPENDIX I

INTERVIEW PROTOCOL FOR MENTORS

Semi-Structured Interview Questions

Foreword

This study/dissertation is conducted under the PhD program of Management and Organization (in English) of Marmara University, aims to analyze startup support programs with a special emphasis on entrepreneurial mentoring in Turkey**.**

During the interview, you are free not to answer questions and not to participate in upsetting discussions. Your answers will not be used unless you give permission. Upon your permission, interview questions, answers and the results will be shared for only scientific purposes. Your and /or your company's name will not be used; results will be discussed by using of pseudonyms given specifically for this study (i.e *Mentor 1, Mentee/Entrepreneur 1, Company A* etc.). If you want to get results of this study, we will be very pleased to share with you.

Best Regards

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PART I.

In this part, following questions are directed to mentor(s):

1- Could you introduce yourself, explaining your work experience, area of expertise, specifically how long have you been mentoring startups? How long have you been in the Turkish entrepreneurial ecosystem? What kind of roles have you assumed during this period (for ex. do you have exit investment?)

2- How do you define “mentorship” in an entrepreneurial sense? Could you please explain mentorship in your own words by stating critical components that you believe it specifically includes?
3- What do you think about main different characteristics that mentoring holds in contrast to coaching, consulting, giving professional advice etc.?
4- Could you explain the main reasons of sharing your experience in the field with entrepreneurs, in other words main reasons of being a mentor?
5- Could you explain process of mentoring that you and your mentees passed? What kind of roles have you assumed? Could you please tell us about relationship dynamics during this process?
6- How high-quality relationship between mentors and mentees are established? What are critical factors for such relationship? How could be best match making attained?
7- From what aspects, do you think that you add value to entrepreneurs with your mentoring? Why they need mentors? How your logic and entrepreneurs’ logic could be aligned?
8- Other than mentoring, what is important for startups? (Discussing other opportunities provided by Enterprise Supporting Programs).
9- From your point of view, could you define entrepreneurial success? (Including non-monetary terms).
10- What did you learn from mentorship? Besides its contribution, is there anything that you are not satisfied with? What could be done in order to develop the system and provide more opportunities to entrepreneurs on the way of making their dreams come true?
11- Considering Startup support programs in Turkey, what kind of shift occurred in Turkish entrepreneurship ecosystem with these programs?

APPENDIX II

INTERVIEW PROTOCOL FOR ENTREPRENEURS

Semi-Structured Interview Questions

Foreword

This study/dissertation is conducted under the PhD program of Management and Organization (in English) of Marmara University, aims to analyze startup support programs with a special emphasis on entrepreneurial mentoring in Turkey**.**

During the interview, you are free not to answer questions and not to participate in upsetting discussions. Your answers will not be used unless you give permission. Upon your permission, interview questions, answers and the results will be shared for only scientific purposes. Your and /or your company's name will not be used; results will be discussed by using of pseudonyms given specifically for this study (i.e *Mentor 1, Mentee/Entrepreneur 1, Company A* etc.). If you want to get results of this study, we will be very pleased to share with you.

Best Regards

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PART II.

In this part, following questions are directed to mentee(s)/new-start entrepreneurs:

1- Could you introduce yourself and tell us about your entrepreneurial journey? How have you developed a business idea? How have you constructed your opportunity and exploited it? What is your business model? Is there anyone invested in your idea/your model? Have you started by yourself or are there any team accompanying you in this journey?

2- Is this your first initiative or are there any other entrepreneurial attempts that you have tried before? (Do you think that all of them are successful?)
3- How do you define "mentorship" in an entrepreneurial sense? Could you please explain mentorship in your own words by stating critical components that you believe it specifically includes?
4- What do you think about main different characteristics that mentoring holds in contrast to coaching, consulting, giving professional advice etc.?
5- What kind of support on which stage do you need in order to survive with your startup? Please explain your experience derived from mentoring process. Could you please tell us about relationship dynamics of this process: how your mentors' logic has helped you, in what ways do you think that it is helpful?
6- What kind of roles have your mentor assumed? Please evaluate the overall process, if there are, what could be done additionally in terms of giving support?
7- Other than mentoring, what is important for startups? (Discussing other opportunities provided by Enterprise Supporting Programs- especially one that you are involved).
8- From your point of view, could you define entrepreneurial success? (Including non-monetary terms). Do you think that you are successful? Why, please explain the reasons?
9- What did you learn from mentorship? Besides its contribution, is there anything that you are not satisfied with? What could be done in order to develop the system and provide more opportunities to entrepreneurs on the way of making your dreams come true? If you had a chance, what would you change?
10- Considering Startup support programs in Turkey, what kind of shift occurred in Turkish entrepreneurship ecosystem with these programs? What is the role of mentoring in these programs? If there was not such a mentoring system, what would be done?
11- In the future, do you want to mentor other entrepreneurial initiatives?

VITA

Seray Begum Samur Teraman was born in Kecioren/Ankara on 27th of June, 1987. She received her BA in International Relations (in English) at Istanbul Kultur University with an honour degree where she was granted a full scholarship. Then, she continued her academic career by studying for MBA at Yasar University, Izmir. She studied Innovative Work Behaviors and Organizational Innovativeness for her MBA thesis. She was accepted for PhD in the department of Management and Organization (in English) at Marmara University in 2013. Her research interests include Entrepreneurship, Entrepreneurial Mentoring and Coaching, Entrepreneurial Assistance/Supporting Programs, Entrepreneurial Ecosystems, Innovation-Innovative Orientation. Furthermore, she has studied soft skills particularly emotional intelligence from an entrepreneurial career perspective, entrepreneurial cognition, affect and creativity.

She has also studied Research Methods, Advanced Statistics, and Qualitative Research Methods as part of her post-graduate studies. She has had extensive experience in data analysis, reporting and discussing. Samur-Teraman has had two research assistant positions in Business Administration departments at Istanbul Aydın University and FMV Isik University respectively. At the same time, she was assisting for Organizational Behavior, Applied Business Studies and Project Management classes. She was a vice-editor for IAU Business Review and editor for Press Academia Procedia, Global Business Research Congress Vol. 1. Until now, she has participated in several national and international conferences. She is married and can speak English fluently.