

Supplementary File 1. Semi-Structured Interview Guide

Project Title:

Bridging the Macro–Micro Divide in Health Entrepreneurship: A Multi-Stakeholder Qualitative Study of Faculty and Student Entrepreneurial Intention

Purpose of the Interview

This interview aims to explore faculty members', entrepreneurship experts', students', and recent graduates' perspectives on entrepreneurial intention in health sciences education. The guide focuses on individual, educational, institutional, social, cultural, ethical, and structural factors that influence entrepreneurial intention, as well as barriers, opportunities, and strategies for strengthening entrepreneurship in university settings.

Introduction

Thank you for agreeing to participate in this study. This interview is part of a qualitative research project examining entrepreneurial intention in health sciences education. Your participation is voluntary, and you may stop the interview at any time or decline to answer any question. With your permission, the interview will be audio-recorded to ensure accuracy. All information will be kept confidential and used only for research purposes.

Semi-Structured Interview Questions

1. Background Information

Please briefly describe your educational or professional background and your current role or area of study/work.

- Probe: Do you have any experience related to entrepreneurship, innovation, startup activities, or health-related business development?

2. Understanding Entrepreneurship in Health Sciences

How do you define entrepreneurship in the context of medical and health sciences?

- Probe: How is health entrepreneurship different from entrepreneurship in other fields?

3. Factors Shaping Entrepreneurial Intention

What personal, psychological, family, social, or moral factors influence students' entrepreneurial intention?

- Probe: self-confidence, motivation, risk tolerance, family support, role models, religious or professional values, financial independence.

4. Educational Influences

What role do the university curriculum, teaching methods, and practical training play in fostering or limiting entrepreneurial intention?

- Probe: theoretical knowledge vs. hands-on learning, internships, mentorship, entrepreneurship education.

5. Skills and Competencies

What entrepreneurial competencies or skills are most important for students in health sciences?

- Probe: communication, leadership, teamwork, problem-solving, business planning, market understanding, licensing knowledge.

6. Institutional and Structural Barriers

What are the main barriers students face when trying to turn an idea into a product, service, or business?

- Probe: bureaucracy, licensing, lack of funding, lack of mentoring, limited access to market, weak university–industry connections.

7. Opportunities in Health Entrepreneurship

What opportunities exist in health entrepreneurship that students and graduates could realistically pursue?

- Probe: digital health, knowledge-based companies, social entrepreneurship, environmental health, occupational health, service innovation.

8. Policy and Ecosystem Factors

How do regulations, health-sector policies, and university governance influence entrepreneurial intention?

- Probe: university–industry linkages, access to investors, role of government, universities, and the private sector.

9. Strategies for Strengthening Entrepreneurship

What practical strategies would you recommend for strengthening entrepreneurial intention among students and graduates?

- Probe: curriculum reform, incubators/accelerators, financial support, mentoring, stage-based support, cultural change.

10. Final Remarks

Is there anything else you would like to add about entrepreneurship in health sciences education?

Do you have any recommendations for faculty members, university leaders, or policymakers?

Thank you

Thank you very much for your time and valuable insights.