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Chapter 1

Digital Entrepreneurship Behaviour: How Patterns Shape Co-Creation

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ABSTRACT

The entrepreneurship literature has recognised the impact of entrepreneurial behaviour and the contribution towards co-creating value by entrepreneurs within business communities. As such, entrepreneurs' behaviour within an online business community platform has been centre to recent academic debate marking contemporary digital transformation in multiple business sectors. A wide spectrum of entrepreneurship behaviour patterns may be unravelled to leverage value for business and to be influenced by dynamic determinants of online business communities. Given the paucity of research on this topic, this chapter intends to shed light on the behaviour patterns of digital entrepreneurs and the potential to co-create value within online business communities.

INTRODUCTION

Entrepreneurship has been widely acknowledged as the most pertinent way to contend with major social, technological, environmental, and economic challenges (Akpan and Ibidunni, 2021). Whilst entrepreneurship refers to the recognition, assessment, and exploitation of novel ideas and opportunities (Ajdari et al., 2016), the transition towards encouraging entrepreneurship has impacted industry policies leading to promoting new business ventures and innovation within existing ones. Aided by an enhanced entrepreneurial culture (Baranauskas and Raišienė, 2022), it also became a determinant of improved economic indicators, employment opportunities and encouraging the participation of individuals in the entrepreneurial conduct (Zaheer et al., 2019; Steininger et al., 2022). Being entrepreneurial may not be

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necessarily related to new start-ups; instead, it has become a critical aspect of existing businesses as to leverage growth, competitive advantage, and sustainability (Manea et al., 2021; Kollmann et al., 2022).

The literature on entrepreneurship has identified multiple aspects of entrepreneurial behaviour such as risk-taking, innovativeness, and pro-activeness (Fernandes et al., 2022; Laitsou et al., 2020). The nature of these behaviour patterns, however, varies among individuals depending on their entrepreneurial intentions and available opportunities (Herman, 2022). We opt to in this chapter to focus on the aspect of digital entrepreneurs' behaviour by discussing models of behaviour and the prospect of knowledge sharing within digital entrepreneurship networks. In this vein, the emergence of the digital business environment facilitates new collaborative opportunities and challenges for entrepreneurs (Gavrila & Ancillo, 2022). From one perspective, it allows collaboration to enable the acquisition of a wide range of resources; while from another, it requires the adoption of a digital strategy and a mindset change in traditional business by promoting digital entrepreneurship (Jha et al., 2022).

Digital technologies instigated a transition in the existing patterns of doing business and ultimately resulted in improved products, higher revenues, market diversification, and improved product/service delivery (Manjon, 2022). Therefore, these changes have transformed traditional business practices towards an enhanced model of digital entrepreneurship (Nambisan et al., 2019). Digital business platforms and communities provide unconventional opportunities for collaborative knowledge sharing and idea generation and as a means of co-creating value (Fernandes et al., 2022). Moreover, it has also developed forward the type of skills and capabilities required for being a successful entrepreneur (Lin and Maruping, 2022).

Digital entrepreneurship is mainly built on the evolution of the digital ecosystem and offers numerous benefits, including user participation, reduced cost, higher accessibility and connectivity and sustainable growth and development (Gregori and Holzmann, 2020; Lichtenthaler, 2021; Zhai et al., 2022). The critical success factors of entrepreneurship are dependent on the aspect of networking through online platforms and exploitation of relevant digital technologies (i.e. cloud computing, social media, the Internet of things, big data, etc.) (Ali, 2019, 2020; M. Ali, 2019a, 2019b, 2021; Ali, 2022; Ali & Abdel-Haq, 2021; Ali & Edghiem, 2021; Ali et al., 2022; M. B. Ali, 2021; Ali et al., 2020a, 2020b; Kraus et al., 2019). The current literature on digital entrepreneurship has stressed the importance of this phenomenon (Awawdeh et al., 2022; Baran et al., 2021; Bican et al., 2020; Fernandes et al., 2022; Jha et al., 2022; Zhai et al., 2022). However, we contemplate the concept of digital entrepreneurship to be evolving and requires further empirical investigation in various directions. In essence, the research discussing the key factors of entrepreneurs' behaviour patterns and intentions of setting up a business and networking through online platforms is lacking. Thus, this chapter aims to draw the attention of researchers to digital entrepreneurial behaviour from varied perspectives. Specifically, the entrepreneurial motivations and intentions to take part in online business communities and the behaviour patterns of digital entrepreneurs.

BEHAVIOURIST PERSPECTIVE OF ENTREPRENEURSHIP

Entrepreneurs' behaviour on an online community platform might be influenced by unconscious and unintended factors; however, more emphasis is placed on the intentional act of establishing a business and how this decision is made (Bird, 1988; Krueger et al., 2000). Intentions are recognised as the best determinant of behaviour in the pre-decision stage of becoming an entrepreneur (Fishbein and Ajzen, 1975). The probability of behaviour is directly affected by the ratio of the entrepreneurship intention (Ajzen, 1991). Several elements, such as needs, values, wants, habits, and beliefs, can influence the in-

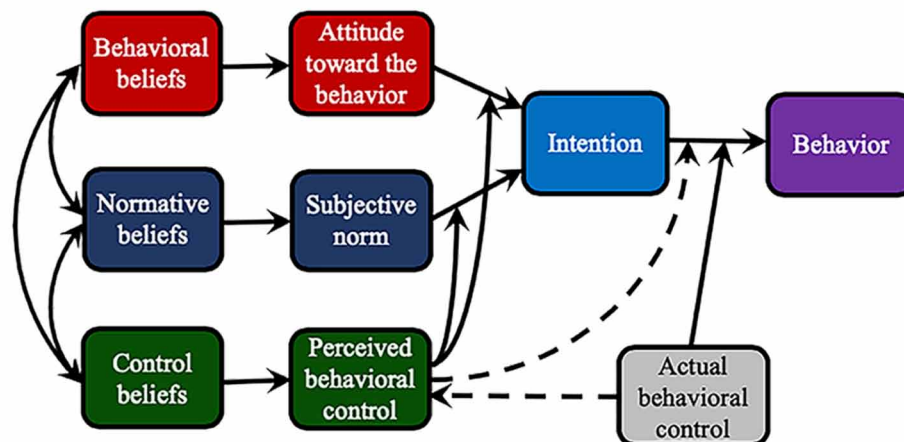
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tention to engage in entrepreneurial behaviour (Bird, 1988; Lee and Wong, 2004). Entrepreneurship has also been considered a major element in alleviating poverty, addressing unemployment issues, leading to innovations, and improving the economic indicators of a community (Nakara et al., 2020; Si et al., 2020). These factors can be considered as the entrepreneurs' intentions of setting up a business and networking through online platforms; hence, these factors can be used to identify the purpose of entrepreneurs when joining online community platforms. It is governed by several models that have been categorised as cultural, economic, psychological, and sociological theories (Mwange, 2018). Here is a set of entrepreneur theories and models to generate an understanding of the entrepreneurial behavioural aspect and the factors that either influence or shape the entrepreneur's journey on an online community platform.

Ajzen's Theory of Planned Behaviour

The entrepreneurial intention has seen multiple theories and models (Krueger and Carsrud, 1993). The theory of planned behaviour model, depicted in Figure 1, has been the most utilised theory within entrepreneurial research due to its capacity for projecting entrepreneurial intention (Ajzen, 1991) and has been frequently cited for projections of social behaviour of human beings (Ajzen, 2011). It has extended the previous Theory of Reasoned Action and focuses more on the prediction of behaviours (Fishbein and Ajzen, 1977). The planned behaviour theory elaborates the prediction mechanisms of behaviours based on three parameters, including those of a) favourable or unfavourable attitude towards the behaviour, b) perceived behavioural control, dependent on the individual's ability as well as the challenges faced by them, and c) the norms of the subject as a result of social pressure. These components regulate the tendency of an individual in adopting a particular behaviour.

Figure 1. Theory of planned behaviour
Source: Ajzen (2011)



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Although the theory of planned behaviour has been extensively used, it may contain random measurement errors (Ajzen, 2011). Among other criticisms, the irrational approach of not considering cognitive and affective processes and abandoning the effect and emotions has been put forward (Zhang et al., 2020). Manstead and Parker (1995) have also indicated two issues, namely a) the use of direct against belief-based assessments of Theory of Planned Behaviour components, and b) measuring perceived control. Similarly, even though the theory of planned behaviour has been employed in the realm of entrepreneurship (Tornikoski and Maalaoui, 2019; Pejic Bach et al., 2018; Wang et al., 2021), yet small and medium enterprises have seen less of it (Southey, 2011).

Van Gelderen et al. (2008) further describe entrepreneurial intentions through two crucial factors: entrepreneurial vigilance and financial security concerns. The entrepreneurs who set up multiple ventures once established can be described as serial entrepreneurs (Van Gelderen et al., 2008). Therefore, gaps remain in the implementation of this theory in the domain of serial entrepreneurship, where entrepreneurs perceive setting up exciting new ventures regularly as career progression, and also research the quality and quantity of the ventures (Van Gelderen et al., 2008). This study can provide effective perceptions and create a better understanding of entrepreneurs' behaviour and intentions. The theory of planned behaviour can also help the researcher in generating questionnaires and setting semi-structured interview questions, as it helps to measure the intentions and behaviour of digital entrepreneurs in the setting of online communities.

Bourdieu's Theory of Practice: Habitus

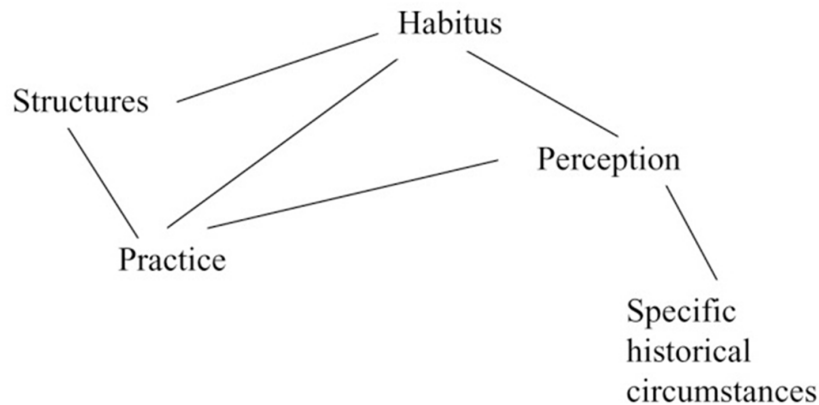
Pierre Bourdieu investigated different sociological phenomena through the creation of thinking tools and formulated interrelated concepts in understanding and dissecting prevalent inequalities in society (Bourdieu, 1977). One of Bourdieu's major thinking tools and factors of this theory, habitus, has risen in prominence in recent years (Lyke, 2017; Huang, 2019; Shimoni, 2017; Bourdieu, 2018). Bourdieu's attempt to reconcile the contradiction between construction and activity while recognising the exterior and historical forces that compel, restrict, and drive variation is reflected in the concept of habitus (Öztürk, 2011). The habitus particularly enables academics and researchers to better understand in what way and where for societal mediators to conceptualise and renovate the social environment in which they find themselves (Rehbein, 2017). It also investigates internalised behaviours, perceptions, and beliefs which are transcribed in the personality of individuals (Stahl and McDonald, 2021). In conclusion, habitus is a combination of experiences that illustrate people's viewpoints, principles, activities, and societal situations (Costa and Murphy, 2015) (see Figure 2).

The Bourdieusian framework's failure to foresee change is perhaps its most serious flaw (Yang, 2014). Bourdieu's attempts to defy determinist critique, such as the imitation approach, reflexivity, and hysteresis effect, are also points of concern. The incongruity between some domains and habits that can stimulate conscious experience can be investigated systematically, and explicit pedagogy, which is a method of habit formation that has been neglected but is incredibly important, can be fully appreciated and tacitly acknowledged as being important (Clarkin-Phillips, 2018; Nobbs, 2017). Kozinets and Gambetti (2020) have further elaborated and connected the theory to the axiological research perspective with netnography analysis.

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Figure 2. Bourdieu's theory of practice

Source: Harker (1990, p. 101)



Communities of Practice (COP) Theory

Recently, online start-up communities have emerged as a significant way of obtaining, distributing, and sharing information; facilitating knowledge exchange and problem-solving, widely recognised as 'Communities of Practice' (Wenger et al., 2002). The members of the community are actively seeking knowledge and sharing knowledge about their common interests or providing solutions to challenges, thus learning, and continually developing as a community over time. Communities of Practice (COP) theory (see Figure 3), which Lave and Wenger first proposed in 1991, is a social learning theory that emphasises how social networks and interpersonal interactions shape knowledge, behaviour, and attitudes. It is frequently employed to research organisational change, knowledge management, and learning (Wenger and Snyder, 2000). Individuals can improve their self-efficacy, a crucial factor in determining entrepreneurial behaviour and intentions, by participating in shared activities and working for shared objectives (Bandura, 1977). Also, digital entrepreneurs can find assistance in online groups, where they can overcome obstacles and take part in activities that boost their self-efficacy (Gist and Mitchell, 1992).

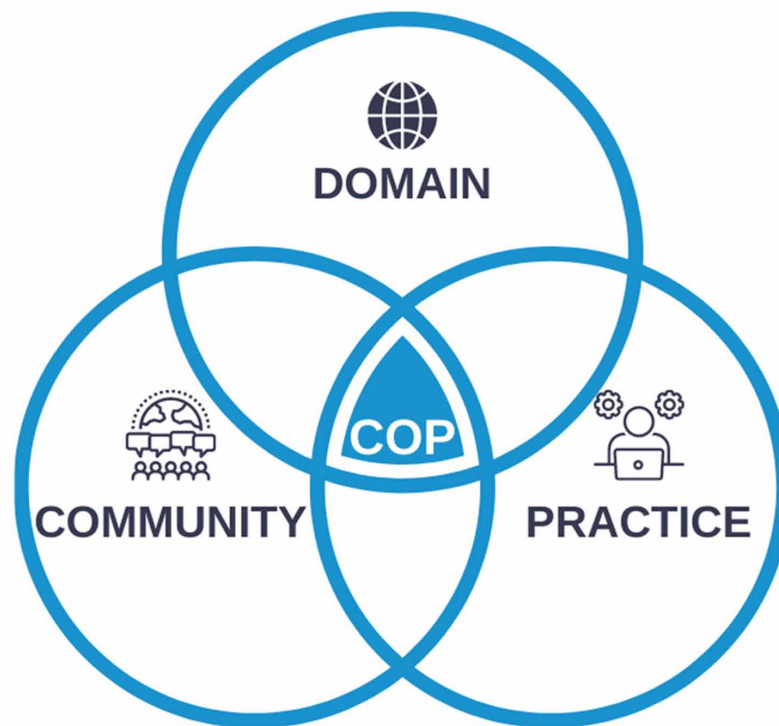
KNOWLEDGE GENERATION AND SHARING ENDEAVOURS

There are codified and tacit dimensions to knowledge, but contemporary research tends to focus on one or the other; however, Polanyi (1983) has explicitly stated that knowledge has both codified and non-codified dimensions (Empson, 2001; Hardy and Palmer, 2000; Hazlett et al., 2005). In other words, knowledge can either be viewed as an object entity that can be codified and transferred or as having a high level of tacit elements which can be difficult to capture and transfer (Davenport and Prusak, 1998). Knowledge can also be viewed as unique, personal, socially created, situated, and rooted in practice (Sole and Edmondson, 2002; Orlikowski, 2002; Tsoukas, 2005). Due to the knowledge-making process, it can be difficult to classify knowledge as either "codified" or "tacit" as it is multidimensional and can

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have elements of both codified and tacit knowledge at the same time (Guzman and Trivelato, 2008). However, the transfer of codified knowledge requires a distinct set of techniques than the transfer of tacit knowledge, thus, there are different theories that can shed more light on the processes involved (Guzman and Trivelato, 2008).

Figure 3. Communities of practice theory
Source: Wenger et al. (2002)



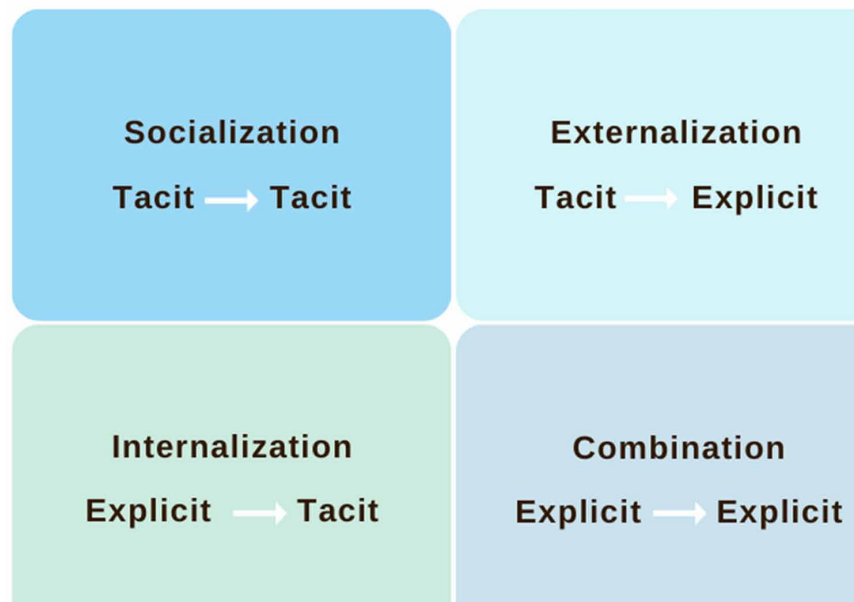
Theories of knowledge sharing have progressed from an emphasis on domains (Senge, 1993), key processes (Leonard, 1995), and structure (Dougherty, 1999) to a changing focus on institutional cognitive procedures (Walsh and Ungson, 1991). Individuals, resources, and activities can all be seen as part of the “reservoirs” of knowledge theory, along with processors of knowledge generating and transferring knowledge (Argote and Ingram, 2000; Zack, 1999a). Figure 4 below illustrates the framework of knowledge creation processes. Using this concept, the process of knowledge formation can be represented as a series of transitions between two categories of knowledge: explicit and tacit. Thus, the knowledge generation process is characterised in literature as a series of continuous and dynamic exchanges between tacit and explicit categories of information, rather than as a single event (Sharma and Goswami, 2009).

Knowledge is transmitted across the entirety of the start-up community platform via a knowledge-sharing process, integrating both people and technology in knowledge production, transfer, and accumulation (Oyemomi et al., 2019). Entrepreneurs share both codified and tacit knowledge and other resources mutually, generating new patterns of merged knowledge collectively (Van Den Hooff and De Ridder,

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2004). Ardichvili et al. (2003) have named the knowledge subjects within the communities as suppliers and demanders, while Van Den Hooff and De Ridder (2004) attribute them as knowledge contributors and collectors. The knowledge sharing intention, behaviour, and motivation have been described as a voluntary act in earlier studies (Gagné, 2009). Successful online communities have amassed an extensive and rich knowledge library, an engaged user base, and a vibrant community over time (Ardichvili et al., 2006). Figure 5 represents the knowledge-sharing processes within an online community where user interactions are the key to building effective knowledge-sharing systems, identifying patterns (Ardichvili et al., 2006).

Figure 4. Framework of knowledge creation processes
Source: Wan et al. (2011, p. 336)



ENTREPRENEURS AS ROLE MODELS

Considering the theoretical and functional significance of the topic of the study, the creation and growth of entrepreneurial networks have drawn limited interest from researchers so far (Batjargal, 2006). However, the present research has highlighted that the entrepreneurial network complexities can depend on the industry sector, market lifecycle, and resource availability (Batjargal, 2006). The Boulder Thesis illustrated in Figure 6 comprises four principal concepts and is a prominent yet powerful model for start-up communities where entrepreneurs can be the leaders (Feld, 2020). It can help keep the momentum going when entrepreneurs are classified as leaders, but other members of the community may feel inferior (Feld, 2020). However, both the entrepreneur and participants are indispensable parts of the development of the start-up communities (Feld, 2020).

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Figure 5. Online communities knowledge-sharing processes
Source: Adapted from Ardichvili et al. (2006)

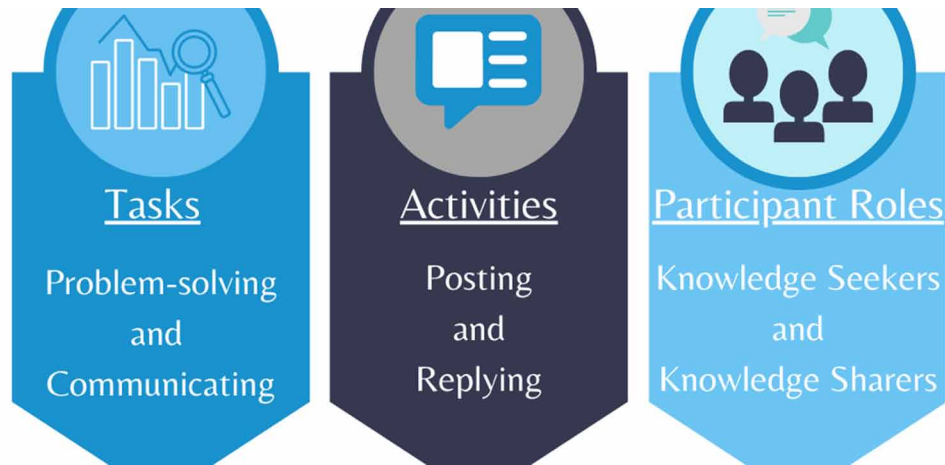
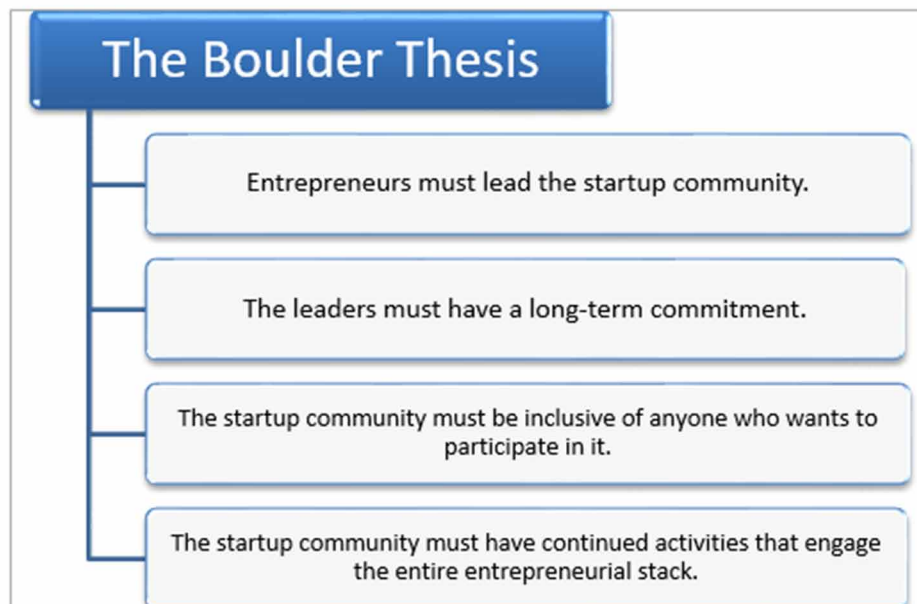


Figure 6. The boulder thesis
Source: Adapted from Feld (2020, p. 7)



Researchers found that the presence of role models influenced the decision to start a business or to become an entrepreneur (Bosma et al., 2012). Role models can encourage entrepreneurialism or the desire to develop as an entrepreneur among young people on online start-up community platforms (Van Auken et al., 2006). This can help young entrepreneurs seek guidance, resource knowledge to fund their ventures. As well, they may serve as a source of anthropological and social capital or as a source of knowledge that helps to minimise the uncertainty surrounding the start-up process. Nevertheless, the connection between student entrepreneurship intention and entrepreneurial role models remains unexplored. Ac-

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According to research, role models may be better understood by using philosophies of (role) identification and social learning (Gibson, 2004). There are four interconnected tasks that entrepreneurs may do in theory: inspiration and motivation, self-efficacy improvement and learning by example, and helping others in their entrepreneurial endeavours, respectively. To properly understand entrepreneurship intention, it is helpful to understand the first two functions, which are connected to role identification theory. Business role models can provide information and expertise or practical assistance (Granovetter, 1973). Comparative studies in the entrepreneurial literature are an emerging area (Moore, 2004). The current literature has identified that there are four main factors for entrepreneurs' motivation; independence (Alstete, 2003; Cassar, 2007; Wilson et al., 2004), financial gains (Alstete, 2003), self-employment (Clain, 2000), and time flexibility (Georgellis and Wall, 2005). Other researchers have suggested that motivation factors can vary and depend on the entrepreneurship process (Shane et al., 2003). Consequently, as the motivational factors are diverse, there are key literature disparities to identify these influences using an interpretive approach (Kirkwood, 2009). This study can help fill the gaps and help understand the motivational aspects from a different perspective. This research is set out to explore the entrepreneurial intentions to engage in online communities, their motivations, and how the online platforms can aid the entrepreneurs on their entrepreneurial journey.

Exploration of Opportunities

When businesses decide to explore new technology opportunities, it is based on the idea that both internal and external variables have a direct influence on innovation and entrepreneurial behaviour. Resources and capabilities have been studied in the past as they relate to the creation and performance of technologies and inventions (Beckman et al., 2012; Katila and Shane, 2005). In the organisational context, for example, consideration is given to the impression of novel strategies on technological advances and innovation methods in different nations (Zhou et al., 2005). Many authors have called for greater research on types of innovations and different strategic orientations (Spyropoulou et al., 2018). It is similar to how entrepreneurial literature tends to explain the creation of new technology opportunities and how they are converted to business ventures (Guerrero and Urbano, 2017). This is where the importance of entrepreneurial orientation comes in (Wang et al., 2017). Researchers found that it was necessary to better understand how new or established companies explore or exploit technology potential (Busenitz et al., 2014). The environment plays a role in the creation of new technologies and provides an important framework (Spyropoulou et al., 2018), and entrepreneurship (Autio et al., 2014). Due to serious resource constraints and uncertain market conditions, environmental factors have posed major obstacles to companies' growth-through-innovation business strategies (Kuratko et al., 2015). Autio et al. (2014) point out that it is difficult to determine if environmental conditions foster entrepreneurship and innovation or whether economic cycles influence the elements that affect technical entrepreneurship (Fernández-Olmos and Ramírez-Alesón, 2017).

The origin of potential entrepreneurs, and their relationship to entrepreneurial behaviour in conditions of adversity, is a hot topic of discussion (Shepherd and Williams, 2020; Ajiwibawani and Subroto, 2017). Whether or not markets are in equilibrium, entrepreneurship has traditionally been seen to be about discovering and utilising profit opportunities that exist outside of individuals (Thompson and Byrne, 2020), although others argue that entrepreneurial activities may also generate such flaws. Most academics agree on the general description of opportunities as profitable business defects, whether they be prior causes or final results of entrepreneurial effort (Rapp and Olbrich, 2020; Ramoglou, 2021). Research-

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ers are having a hard time conceptualising opportunities in ways that may be utilised to drive empirical research and entrepreneurial activity (Berglund et al., 2020), despite the rising consensus. This problem arises because opportunities like these can only be discovered after entrepreneurs have succeeded, and they are so abstractly conceptualised that “it will always be possible after an opportunity is formed to describe the actions of a particular entrepreneur in both ‘discovery’ and ‘creation terms,’ which have no empirical content in and of themselves” (Alvarez and Barney, 2007). Fundamentally, digital entrepreneurship has changed how venture opportunities can be discovered, transformed, and exploited, as well as the definition and modes of entrepreneurship throughout the world (Giones and Brem, 2017). The previous research has also focused on digital technology entrepreneurship in the field of innovation by Giones and Brem (2017). The article covers the entrepreneurship theme profoundly and stipulates further research to highlight how community dynamics can influence the activity of entrepreneurs in an emergent and developing ecosystem. Beliaeva et al. (2019) suggest that future researchers can apply a comparative country context to determine the country-level factors that shape and promote innovation ecosystems in the context of digital entrepreneurship.

Learning Opportunities and Possibilities

Entrepreneurs with a higher education level are seen as more essential in rising regional economies than those with a lower education level (Boldureanu et al., 2020). It also shows that entrepreneurs with a better academic upbringing are more likely to be inventive, adopt current business methods, and build their enterprises around new technologies (Baumol et al., 2009). It is vital to remark here that although education has impacted the entrepreneurship sphere, and many of the start-up owners have good education backgrounds, yet many innovators without formal schooling have also led to successful businesses (Douglass, 1976). Education, however, provides them with a better idea of how to incorporate them into a business in the future as they gain experience in their respective fields. As a result, academic entrepreneurs are not required to have any prior commercial experience. Utilising and developing high-level personnel while starting a new firm is crucial to its success (Minniti and Lévesque, 2008). Many people with a college education want to pursue an entrepreneurial career for economic reasons. Entrepreneurship in higher education suffers from several weaknesses, as observed in the European Union where around 24 percent of students at the university level have access to entrepreneurial courses. A student’s entrepreneurial talents are less likely to develop the more specialised their subject of study is. Entrepreneurship education has limited time and knowledge from academic staff. Taking meaningful efforts to boost the number of entrepreneurs with a college education is essential (European Survey of Higher Education Institutions, 2008).

Neither inductive nor deductive, abduction is a way of gathering knowledge in real-life situations (Thagard and Croft, 2012). Abduction becomes a knowledge-creating process because it requires the acquirer to create innovative principles or depictions of connotations based on the acquired and integrated bits of evidence (Kakas and Riguzzi, 1997). Student entrepreneurs learn and grow as a consequence of their real-life experiences by coming up with inventive solutions to new issues. For similar reasons (Römer-Paakkanen and Pekkala, 2008), students are highly motivated to complete their projects as well. Abductive thinking is circular in nature and creates new knowledge continuously because learning should be internalised, the entrepreneurial learning cycle is characterised by a lack of externally driven learning. Sincere interest and encouragement from the student’s environment will result in great internal drive in the entrepreneurial domain. The established entrepreneurs can also provide intellectual capital

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and learning opportunities for other entrepreneurs on the online start-up platforms, where intellectual capital can be viewed as an intermediary between the entrepreneurial learning and activities that promote knowledge-seeking (Scarmozzino et al., 2017).

The prospective entrepreneurial opportunities can be described in two distinct interpretations: discovery and creation theories (Alvarez and Barney, 2007), where discovery theory conveys that the presence of opportunities is regardless of entrepreneurs, and creation theory contends that opportunities arise through the actions of entrepreneurs. Both theories imply that opportunities arise when there are competitive flaws in a market or sector and the aim of entrepreneurs is to create, exploit, and capitalise on these opportunities (Shane and Venkataraman, 2000; Shane, 2003). Effective entrepreneurs understand market dynamics (Eckhardt et al., 2018), possess a very open attitude and an entrepreneurial inclination that allows them to recognise and grab opportunities (Yun et al., 2018). Eftekhari and Bogers (2015) suggest that it requires an entrepreneurial mentality for open innovation to discover and exploit possibilities, as well as build and design business models based on information gathered from external sources. The entrepreneurial mindset is motivated through educational abilities that result in maintaining innovative entrepreneurial aptitudes (Bissola et al., 2017). However, in order to establish sustainable and open innovation opportunities, technological strategy and entrepreneurial talents are required to engage collectively (Clausen and Rasmussen, 2011). Flamini et al. (2021) have indicated that open innovation literature requires further research to determine the affiliation between entrepreneurs and an organisational entity, where the entrepreneur transforms information into knowledge, manages various information and knowledge flows, and influences the innovation course through his or her capabilities (Au et al., 2013; Hsieh and Wu, 2019). Therefore, this research can fill the gap in the literature by determining the key factors associated with online start-up communities, entrepreneur's behaviour, and opportunity identification.

Innovative Tendencies Among Entrepreneurs

Intentionality is a mental state in which one focuses one's attention (and hence one's experience and behaviour) on a specified object (goal) or techniques for accomplishing it (Bird, 1988). According to numerous empirical studies, the strongest predictor of entrepreneurship is someone's future aim to convert oneself into an entrepreneur (Krueger Jr et al., 2000). Entrepreneurial ambitions, according to general ideas, are influenced by an individual's attitude toward entrepreneurship, cultural norms connected with entrepreneurship, and self-efficacy, among other things. There were no creative concepts included in intention-based models before; however, a long-standing association between entrepreneurship and inventiveness has existed (Braunerhjelm, 2010). Few studies have been conducted on the specific components of these programmes that are most effective in fostering entrepreneurial desires since (Braunerhjelm, 2010; Souitaris et al., 2007). Entrepreneurial education programmes place an emphasis on creative problem-solving and fresh idea generation activities. It has been said for a very long time that entrepreneurialism and innovative commercial activity are acts of creativity. Innovation and originality are key components of entrepreneurial activity (Davidsson, 2002). These characteristics can significantly influence the market process; what you want to sell, and how to market it.

Entrepreneurs must consider themselves as explorers, unlike traditional businessmen who usually rely on set principles and rarely explore further opportunities (Brenkert, 2009). Similarly, entrepreneurs have always been leaving their comfort zones, therefore, this is another way of enhancing creativity among entrepreneurs (Baucus and Human, 1995). Risk-taking is another approach that forms the foundation of

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entrepreneurship (Vereshchagina and Hopenhayn, 2009). This trait, however, must be an essential fragment of the commercial prototype rather than just being the motivation in the start and should keep on contributing to the execution and success of the start-up. Similarly, immediate response to social needs would also improve creativity among entrepreneurs (Muñoz et al., 2020). In conclusion, entrepreneurship business models depend on creativity and must keep on following the same principles.

Schumpeter (1934) presented the idea of creative destruction that further developed occupying niches concept (Wiklund, 1998), exploiting commercial opportunities (Zott et al., 2011), being radical (Lassen et al., 2006), innovative (Gartner, 1990), and risk-taking (Palich and Bagby, 1995). Entrepreneurs are pushed beyond their capabilities to distinguish themselves by being more visible and solution-oriented when resources are scarce (McDougall and Oviatt, 2000). Richter et al. (2017) have offered insights into digital entrepreneurship in the aspects of creativity and innovation with a qualitative research approach where 14 companies from 3 different countries were studied. The research was aimed at exploring the sharing economy phenomenon and presented findings that it has been affected by a number of factors such as economy, social orientation, digitalised environment, new urban solutions, new mindsets, various working conditions, and the driver of the sharing economy. Richter et al. (2017) mentioned further research to explore the sharing economy approach while incorporating cultural variables present in different countries.

CONCLUSION

This chapter ultimately aimed to explore and synthesise the perspective of digital entrepreneurship behaviour linked with online start-up communities, opportunity recognition and entrepreneurial intentions. We encourage further identification and integration of digital entrepreneurship central themes to provide a comprehensive understanding of the behavioural aspect of entrepreneurs, including their perceptions, intentions and motivation. Although the boundaries of digital technologies are still undefined, the dissemination of digitalisation has resulted in a new horizon of digital entrepreneurship by reshaping the traditional practices and procedures of seeking novel entrepreneurial opportunities. The emergence of digitalisation in entrepreneurship has also affected the criteria of competitive advantage and sustainability for national as well as global competition.

The theoretical underpinning implicated in this chapter may prove to be valuable for both academic researchers and management practitioners; this chapter contributes to the extant literature on digital entrepreneurship by highlighting the behaviour aspect involved in digital entrepreneurship and how the collaboration to co-create value may be conducted within digital online business communities. We hope, by doing this, to inspire further research on digital entrepreneurship and relevant behaviour patterns leading to collaborative co-creation of value. For management practitioners, the main concern would be to realise business competitive advantages through nurturing collaborative digital entrepreneurial behaviour.

We also encourage a thorough investigation of the determining factors of digital entrepreneurial behaviour and provide various solutions for utilising digital technologies for creating online communities through the development of digital ecosystems and innovative business models, which optimally maximise the individual, organisational as well as societal outcomes of digital entrepreneurship. Additionally, the drivers behind the development of an effective ecosystem reside in various elements, i.e. deep-rooted entrepreneurial culture, openness to innovation, highly motivated and skilful human capital, informative systems, uninterrupted communication, and cooperative managerial philosophy. Hence, this chapter sets

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a stage for future investigations to take the lead and further explore the dynamics and potential benefits of digital entrepreneurship while networking within online business platforms.

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