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The Making of an Intercultural Learning Context for Entrepreneuring

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Abstract

Departing from the standpoint that internationalization needs to become a more explicit part of assessing the quality of academic activity (i.e. education, research, and (business) community interaction), we elaborate upon how the intercultural composition of a student cohort could be leveraged as a road to the advancement of entrepreneurship education at the graduate level. We argue that the very heterogeneity of the students with respect to their socio-cultural background and personal experiences offers a rich potential for mutual social learning that reinforces formal education activities. Creating awareness of this collective resource opens up for self-organizing processes among the students as they craft an entrepreneurial identity which guides them in their learning throughout the master programme.

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Introduction

Internationalization as a(nother) dimension of academic quality – the research challenge

While internationalization as such is taken for granted within the academic research community, it is (at least in Sweden) seldom discussed as related to concerns for *quality* in academic activity in general, and in higher education in particular. One reason for this disregard is that the contemporary debate at (Swedish) universities has a different focus. Should academic activity primarily be evaluated according to internal criteria defined by academia itself or reviewed with respect to its broader societal relevance? The former view implies that researchers should aim at publishing their findings in recognized scientific journals, while the latter view necessitates that academics have the ambition to make a difference in knowledge-creation processes in society. The present conservative-liberal Swedish government and associated public agencies have created a divide between research – which should be evaluated by the scientific community alone – and education – which should mainly be assessed by society at large according to the employability of is graduates. Our own argument, however, is that quality in academic education should be associated with how closely it is attached to

research *and* to what extent students and teachers have managed to establish and maintain a dialogue with the (business) community. In the context of entrepreneurship studies, such a 'relational view' is especially important (cf. Chell, Karatan-Özkan and Nicolopoulou, 2007). First, considering the relative youth of entrepreneurship as an academic discipline, education and research must develop in parallel in order to obtain academic legitimacy (cf. Kuratko, 2005). Second, education *for* and *in* entrepreneurship – aiming at 'actionable' knowledge (e.g. Jarzabkowski and Wilson 2006, Fayolle, Gailly and Lassas-Clerc, 2006) – cannot be provided inside the educational system but must be created in dialogue with external stakeholders. Our point of departure thus is that academic quality is associated with the triadic relationship between research, education and the dialogue between academia and the (business) community (see Johannisson and Veciana, 2008).

For a number of reasons academic activity in general, not just research, has become increasingly international (Knight, 1999). The student body is no longer predominantly national, instead it often represents many different cultural and national origins. Many study programmes are delivered in English also outside English-speaking countries. As many companies are internationally active (and/or under foreign ownership), even exchange with the local/regional business community is increasingly having an international touch. Responding to these pressures for bridging the local and the global, internationalization must be recognized as a major factor of influence on education and accordingly on academic quality. Thus, an elaboration of the relationship between the basic triadic quality construct to include internationalization seems reasonable, especially considering the dissolving (national) boundaries in an increasingly networked global society. We thus propose that internationalization can open up a way to further advance the contributions of research, education and community dialogue to academic quality and subsequently to society (see Figure 1 below).

- Please insert Figure 1 about here –

The arguments can be further elaborated as follows (the numbers in brackets refer to the numbers in Figure 1 above): Research is generically international through the dissemination of scientific findings (1), and increasingly international comparative research projects offer local universities an opportunity to expand their research base (2). Within the field of entrepreneurship, the Global Entrepreneurship Monitor (GEM) consortium is such a constellation (see for example Reynolds et al., 2005; Levie and Autio, 2008). As will be extensively elaborated below, the students themselves contribute actively to turning the university into a multicultural setting (3). Some (Swedish) universities do not just exchange and recruit students internationally, but they also give priority to teaching first- and second-generation immigrants. Visiting international scholars and international teaching exchange programmes provide an additional international dimension to the classroom (4). Community dialogue, for example through internships in local businesses, may also contribute to the internationalization of universities. When local business people and other practitioners go abroad they may, in order to increase their own legitimacy, inform about their collaboration with the regional university (5). When foreign researchers visit the university, seminars addressing practitioners are often arranged. Companies wanting to initiate or expand existing internationalization may assign course projects to universities to get students (sometimes from the targeted country) to support them with this process, e.g. by conducting market analyses (6).

Despite this relevance of internationalization, there is little concern for the role of diversity in the context of academic education and typically attempts to approach the field end up in a discourse on diversity and research (Betters-Read et al., 2007). Considering the sensitiveness of knowledge to specific contexts, the arguments for making the most of the intercultural composition of a student cohort will therefore be elaborated in the empirical setting of an

entrepreneurship graduate programme, which has recently been revised to strengthen the message of entrepreneuring as a practice[1].

In this paper, we will thus explore the opportunities and challenges posed by the international dimension on education for and in entrepreneuring. More precisely, the purpose of the paper is to elaborate upon how the multicultural composition of a student cohort could be constructed as a road to increased quality in the field of entrepreneuring.

The remainder of this paper is structured as follows. In the next section, we present the educational context concerned - Jönköping International Business School (JIBS) in Sweden – and how that has emerged as a host for, among others, a graduate programme in and for entrepreneuring. We also discuss what opportunities and challenges the largely diverse, intercultural student body has provided when it comes to establishing a master programme in entrepreneuring. Organizing these challenges in a tentative framework, in the third section we reflect upon how these over time have been handled in different ways and with varying degrees of success. In the last section, we review the insights we have gained while experientially constructing our ambition to leverage the intercultural feature of a master programme into increased academic quality.

The case presented in this paper serves as an illustration of the arguments we develop based on relevant academic contributions and an analysis of existing policy measures. Both authors are involved in the refinement and delivery of the master programme, and the changes and performance of that programme as well as student feedback were documented over time. Reflective sessions were held with the programme students to get their feedback and input regarding the programme and its different parts. In addition, the authors have run a multi-disciplinary seminar series about entrepreneurship education and the opportunities and challenge of focusing such education on entrepreneuring with the academic staff at the university. These seminars and their outcomes were documented and analyzed in dialogues

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[1] Henceforth, we substitute the noun entrepreneurship with the verb 'entrepreneuring' in order to point out the genuinely processual character of the phenomenon, cf. Steyaert (2007) and Johannisson (2011).

inspired by Schön's seminal work on reflective practitioners (1983) as well as educating reflecting practitioners (1987). Combining action research and reflective teaching in such ways is a well-established method (e.g. Gore and Zeicher, 1990; Copeland et al., 1993). As much as our study is an outcome of 'enactive' research (Johannisson, 2011), we hope that this text will inspire its readers to creative imitation in their own educational settings.

The intercultural dimension of education

The internationalization of universities is a multi-faceted process encompassing all activities from research to administration. As regards academic education internationalization, as indicated, has many sources and manifestations but here we mainly associate it with the composition of the student cohort. In many places, university classrooms have become truly intercultural – bringing together students from radically different cultural backgrounds. Following Weber (2005), we prefer the term 'intercultural' to 'international', as it captures better the fact that even a group of students with the same nationality could represent very different cultural origins and identities.[2] Often, though, the intercultural dimension is largely ignored in the classroom. Foreign students are left alone to cope with their culturally crafted identities selves. Yet, the tensions that are created could contribute to an advanced learning experience. Being intercultural has been defined as "the capacity to reflect on the relationships among groups and the experience of those relationships. It is both the awareness of experiencing otherness and the ability to analyse the experience and act upon the insights into self and other which the analysis brings" (Alred, Byram and Fleming, 2003:4). In an intercultural student group, awareness of this dimension appears crucial not only as it provides a further opportunity for reflective learning, but also for supporting the students' emotional well-being, as "[w]ithin intercultural encounters individuals find that their familiar patterns of behavior, value systems, beliefs, certain practices (e.g. in doing business), symbols and other artefacts no

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[2] Accordingly Weber's and our notion of 'culture' has a broader scope than that applied by Hofstede (1980) in his seminal work on national variations in work-related values.

longer function. Their counterparts do not understand them, they themselves are no longer effective in reaching their goals and they feel uncertain, excluded, helpless, vulnerable etc." (Weber, 2003:199). For such intercultural settings, Weber (2003; 2005) proposes that university teachers should facilitate a 'mindful identity negotiation' process among the students, which could entail e.g. simulations as 'practice activities', which could "help participants to experience their creative abilities, and themselves as change agents, in solving problems at work and in daily life" (Weber, 2003:208). Obviously the common top-down teaching approach then needs to be left behind, as "it is necessary to develop intercultural learning as an interactive system which is able to develop itself and which balances tensions in a dynamic way" (Weber, 2007:147). As in many cultures a high power distance (see Hofstede, 1980) between teachers and students is taken for granted, this process needs to be handled very carefully.

Thus, the relevance of this discussion for entrepreneurship education becomes obvious, the success of which is closely related to the ability to (re)create the students as entrepreneurial selves, able of taking charge of their own learning process as well as the context wherein that takes place (Hjorth and Johannisson, 2007). While general agreement has been reached that teaching entrepreneuring can be worthwhile to acquaint students of different age groups with the phenomenon and possibly contribute to increasing the number of people willing to consider self-employment as a career option, it is much less evident how entrepreneurship education could be conducted most fruitfully. As extensively elaborated on for example by Gibb (2007), entrepreneurship education questions traditional ways of teaching (management). It rather concerns knowledge for the creative enactment of ventures, whether economic, social or cultural, as well as building self-identity than just increasing employability.

Focusing graduate education

In our discussion, we will focus on the graduate/master level, where typically the intercultural dimension is most pronounced. Also, the graduate level should bridge to the postgraduate/doctoral level, where the developing of critical minds is an important task. In the

context of management Alvesson and Deetz (2000:20) ascribes three tasks to critical research: insight, critique and transformative redefinition which "function together. The first task directs us to avoid totalizing thinking through the paying of careful attention to local processes; the second guides us to avoid myopia through looking at the totality; and the third tasks directs us to avoid hyper critique and negativity through taking the notion of critical pragmatism and positive action seriously."

On the one hand, such systematic (academic) inquiry, as the orderly reflection on the impact of different social institutions and ideologies on whatever subject that is studied, makes it difficult to build a shared setting for learning among an intercultural group of students. On the other hand, the very diversity of such a group creates an awareness of the role of individual and contextual differences for how the world is understood. This diversity may thus be considered as a collective asset for the students when it comes to enacting entrepreneurial behaviour inside the university and across its boundaries to society. Enforcing Alvesson's and Deetz's third task, Gaye (2008) elaborates on "appreciative inquiry" which includes asking 'positive questions' in order to enforce the others' strengths and promote an action-oriented approach to learning. In such a perspective, an intercultural group of student appears as an opportunity potential rather than as a problem in the context of learning for and in entrepreneuring. Graduate programmes thus provide an appropriate setting for exploiting the creative tensions between critical thinking and appreciative inquiry. By approaching such education as a 'glocal' (that is, global as well as local) venture, we both invite the diversity provided by the multicultural student cohort and pay due respect to the specificity of the local context, including the need for appropriate local knowledge when communicating with the (business) community.

Internationalizing entrepreneuring at Jönköping International Business School – context and process

Jönköping International Business School (JIBS) is a relatively young institution, established only in 1994, aiming at delivering excellent research and teaching, and building on the three key strengths internationalization, entrepreneurship and business renewal. It is part of Jönköping University, one of three independent (foundation-, not state-owned) universities in Sweden.[3]

The first core strength of JIBS thus is its high level of internationalization. In 2008, approximately 85% of the students spent at least one semester abroad – with the average in Sweden, according to the Swedish National Agency for Higher Education, for that period being 15%. During Spring 2010, 531 programme students from 76 different countries studied at JIBS. In addition, a large number of students from many different countries come to JIBS as exchange students. In total, 789 international students stayed at JIBS during 2008. A high proportion of the students chose to join JIBS because of its highly international profile. As practically all courses (except for some Sweden-specific courses in law and accounting) are delivered in English, integration of international students into the regular study programmes occurs on an everyday basis.

Enforcing the international profile, academic faculty and postgraduate students at JIBS are increasingly recruited from different countries with associated diverse cultural backgrounds. In 2010 more than 25 different nationalities were represented in the faculty/postgraduate cohort, ranging from China, Vietnam, India and Australia over Ghana, Iraq and Turkey to Canada, USA, Mexico and on to many European countries, such as France, Germany, Austria, Italy, Poland, Iceland and also Russia. Such intercultural diversity also on the teaching side might be a prerequisite for leveraging the intercultural background of the (graduate) students into enhanced learning opportunities.

In spite of its youth, JIBS has managed to establish a leading position in family business and international entrepreneurship research. Many researchers work on questions in some way related to entrepreneurship - or entrepreneuring. The research and education interests at JIBS

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[3] The other two schools are Chalmers University of Technology in Gothenburg and Stockholm School of Economics.

are not restricted to commercial, private-sector new venture activities alone, but also include social, cultural, as well as public and third-sector venturing.

Originally, much attention was put on developing entrepreneurship research as a 'natural' basis for any academic educational activity. Accordingly, in order to disseminate entrepreneurial thinking at JIBS at large, the strategy was to furnish all courses, whenever possible, with a link to entrepreneurship. On the doctoral level, the research focus on entrepreneurship has been clearly translated into different courses about and/or related to entrepreneurship, producing many PhD theses which have been awarded prestigious national and international prizes. However, despite JIBS' aim to become as recognized for the quality of its entrepreneurship education as for its research in the field, the initial efforts of developing a clear entrepreneurship education profile for the bachelor and master levels over time lost momentum. Only recently, activities were re-initiated at JIBS to make entrepreneurship education on these levels concerned with education/training/learning *about*, *for* and *in* entrepreneuring[4] and in addition to that (experiential) learning *through* entrepreneuring.

The decisions and associated strategic actions have to adapt to the rules of the game in the highly institutionalized academic system that also transcends national boundaries (cf. Schofer and Meyer, 2005). In line with the focus on entrepreneurship and internationalization, JIBS was the first school in Scandinavia to deliver entire programmes in English, as well as to convert to the Bologna system.[5] This meant not only adapting the ECTS grading scale, but also switching to a 3-year bachelor plus 2-year master education system to facilitate further internationalization. A portfolio of 2-year master programmes thus was developed at JIBS. This portfolio included one master programme, launched in 2006, that explicitly built on the core subjects of

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[4] Education *about* entrepreneurship refers to a theory-based approach where learning takes place mainly through lecturing and academic texts. Education *for* entrepreneurship is more hands-on in its attempt to prepare students for the possible start-up of an own venture (see, for example, Henry, Hill and Leitch, 2005). Education *in* entrepreneurship attempts to come close to the entrepreneurial reality by simulating and practicing entrepreneuring.

[5] http://en.wikipedia.org/wiki/Jönköping_International_Business_School

entrepreneurship and business renewal, the Master of Entrepreneurial Management (MEM), later renamed to Innovation and Business Creation (IBC)[6]. IBC was designed to 'equip' students with appropriate skills, capabilities, and competences in order to foster their thinking and acting in an entrepreneurial way. While firmly anchored in entrepreneurship theory, the programme was striving to provide education *for* and *in* entrepreneuring by teaming up student teams with entrepreneurially-oriented partner firms to work on company-development projects. This arrangement also supported the students in developing and starting their own ventures during the programme.

The master programme thus focuses on conveying an entrepreneurial mindset and associated action-orientation. Accordingly, it covers areas such as realization of business opportunities, innovation, business renewal, and entrepreneurial creativity, as well as strategizing, organizing change, creative marketing, entrepreneurial ownership, and financing. In the first three years, the programme began with a compulsory course in Business Development and Growth (later renamed to 'Innovation and Business Creation') worth 15 ECTS credits, which provided a basic understanding for the programme's many perspectives on business development. In 2009, this course was transformed into a 7.5 ECTS credits course entitled 'Introduction to Business Creation', which has a clearer focus on entrepreneuring as an individual and organizational phenomenon. The reason for this was the difficulty of delivering a course consisting of eight different thematic modules in a way that made sense to the students rather than appearing as a notice-board for the many research interests of the faculty.

The one-year programme – a legitimate exit according to the Bologna system - ends with a final thesis (which could be a business plan which includes theoretical reflections) also worth 15 ECTS credits. Other core courses included in the programme are Entrepreneurial Growth, Organizing and Leading Change and Corporate Entrepreneurship and Strategic Renewal; as well

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[6] To better reflect the changes introduced in the program towards a focus on entrepreneuring, it has now (2011) been renamed to 'Strategic Entrepreneurship'.

as (elective) courses drawing on key research interests at JIBS, foremost Doing Business in the Media Industries and Family Business Development. The two-year programme allows for a stay at a university abroad during the third semester and opens up for the choice of more elective courses, including a Reflective Internship in Entrepreneuring, in which students can work with their own ventures or in an entrepreneurial organization combined with writing reflections about that work, individually coached by the examining teacher. The programme concludes with a second-year master thesis counting for 15 ECTS credits.

One of the fundamental ideas carrying the master programme was, as indicated, to invite to a dialogue with the business community. To achieve this aim, partner companies were recruited, and the different modules in the mandatory introductory course 'Business Development and Growth' used assignments addressing entrepreneurship-related issues linked to these partner companies. In addition, the final comprehensive course project was conducted in cooperation with the partner company. This meant addressing a relevant topic identified by the company and agreed upon by the teacher responsible for the course. The local firms involved in these activities, whether established Swedish companies or international new ventures launched by (international) students, adopted an international outlook. In addition, students had the chance and were even encouraged to work with their own venture ideas throughout the programme, supported by visiting practitioners and inspired by site visits.

Obviously this programme, from goal-setting to teaching practices, was designed by researchers/teachers guided by professional norms. In terms of career prospects, the expectation was that graduates from the programme would be prepared to take on entrepreneurial and managerial challenges in new and existing organizations, from crafting and evaluating business ideas in new or existing ventures to developing the venture idea for leading change in multinational corporations.

The entrance qualification to the programme originally demanded was *any* bachelor degree of 120 credits or equivalent and in addition to that proficiency in English. In the first year (2006),

22 students enrolled representing a wide variety of nationalities: Argentina (1), Australia (1), Azerbaijan (1), Brazil (1), Cameroon (1), Canada (1), China (2), Iran (1), Mexico (1), Mongolia (1), Morocco (2), Slovenia (1), Sweden (6), Thailand (1) and Vietnam (1). Many of the students had completed a bachelor related to business administration or economics (e.g. in accounting or commercial banking) and only a small minority had degrees in the humanities. As study programmes with such few students are not financially viable, the decision was taken to accept more students the following year. In 2007, 37 students were accepted into the programme, again representing a large number of countries of origin. Even more diversity with respect to the students' socio-cultural background was achieved. However, since both the students and the teaching staff met this challenge largely unprepared, practical problems challenged intellectual opportunities. Some of the teachers on the programme were research-driven and interested in entrepreneurship theories, and thus in teaching *about* entrepreneurship, rather than in bridging between theory and practice in the educational setting. Many of the students were not yet used to the English language and had difficulties in communicating with course-mates and with faculty. Other students in the same year had a background in business administration (and sometimes even entrepreneurial experience), spoke English fluently, and were highly motivated – thus they demanded an education which would challenge them. In 2008, 84 students were admitted into the programme. In 2009, the number of enrolled students was cut back to 35, following a rule set by the Swedish Agency for Higher Education that progression had to be evident between the bachelor and master levels. Put into practice, this rule no longer admits students into master programmes who have not completed a bachelor programme in a similar subject. In addition, more attention was paid to recruiting high-quality students with excellent knowledge of the English language.

Building Academic Streetsmartness for Entrepreneuring – Leveraging Interculturality

During the journey undertaken by JIBS to offer a master programme of excellence, sustainable entrepreneuring as a processual phenomenon became increasingly important (cf. above). In the business context, entrepreneuring is associated with a laborious and demanding exploration, experiencing by successes and failures in continued venturing. In an education setting, entrepreneuring may be associated with the enactment of different projects, intellectual as well a practical, drawing upon and stimulating reflective and experiential learning (cf. Moon, 2004). Accordingly, we associate the ambition to create an excellent and sustainable master programme (in entrepreneuring) with educational activities for, with and through those concerned – that is the students. These are neither looked upon as docile clients to care for, nor as demanding customers to please, but encouraged to put themselves in focus as committed and responsible learners in an educational setting, claiming ownership of their own learning and practicing entrepreneuring in and beyond the classroom (cf. MacBeath, 2010). When we below reflect upon how the intercultural dimension can enforce entrepreneuring at a business school, we thus include the point of view of the students, inviting them and further stakeholders, besides the teachers also in-house researchers and community representatives, to an ongoing dialogue. This is relevant for fostering an inclusive culture in a multicultural student group (cf. Ainscow and Sandill, 2010).

As regards value-creation we associate entrepreneuring with *how* the process evolves – and not with who initiates and energizes it (because any human being may) or with what and where it evolves (because entrepreneuring may be practiced in any context). The question of *why* entrepreneuring is a crucial subject in the academic context must also be answered. We can identify three prime understandings, which seem to be generic to any setting for the practice and learning of entrepreneuring: a) Entrepreneuring as creating and sustaining a lead; b) Entrepreneuring as crafting an identity and c) Entrepreneuring as raising marginality.

Entrepreneuring as creating and sustaining a lead is typically in focus by non-European researchers following a discourse which can roughly be summarized as 'the faster the growth, the better' (for example Shane, 2009). It is a rationalistic approach that still dominates the research literature as well as normative academic textbooks (compare e.g. Shane, 2003). This

approach is also prominent among policy-makers, hoping for the emergence of more high-growth ventures which would quickly (even if not sustainably) increase the tax payments and reduce unemployment.

Entrepreneuring as crafting an identity focuses on making a difference in both the entrepreneur's own and others' eyes (e.g. Harding, 2004). It presents the entrepreneurial context mainly as a means for meeting basic personal needs, through a certain mode of life (for example, combining family-life and entrepreneurial venturing) and collective affiliation. The literature often presents identity-making as a source of mobilization associated both with the individual and the collective (see Cerulo, 1997). Increased (European) interest in social constructionism as applied to the field of entrepreneurship has put the spotlight on entrepreneuring as identity-making (see e.g. Lindgren and Wåhlin, 2001; Fletcher, 2003; Johannisson, 2004; Watson, 2009). As discussed above, interculturality can add a further dimension to the identity negotiation process (see e.g. Weber, 2005).

Entrepreneuring as coping with marginality is an emerging research focus, energized by the current concern for soci(et)al entrepreneurship, e.g. implying that the traditional dichotomy producer/consumer is replaced by a dialogue between responsible citizens. This is a view that on the one hand emphasizes the need to recognize everyday practices as the outcome of and arena for entrepreneuring (Steyaert, 2007; Johannisson, 2011), and on the other hand sees entrepreneuring as a route to deliberation from colonizing frameworks and development through conszientization (as phrased by Paulo Freire in1970; see also Berglund and Johansson, 2007).

We consider these different images of entrepreneuring to be useful not only for general intellectual conversations on the subject, but also guides when enacting of a (master) programme in entrepreneuring. Entrepreneuring as 'creating and sustaining a lead' may, in an academic setting such as JIBS, imply that the strong research base could be used by teachers to offer different explanations to experiences made by the students in- and outside the classroom. It can also entail to challenge the students to think more innovatively when developing and

refining venture ideas. Empowered students are further encouraged to explicate their unique socio-cultural background or technical competences when concrete issues are dealt with. The students may on the one hand be inspired to stand up for their origin with associated socio-cultural capital, and on the other hand to acknowledge the need to (re-)construct the entrepreneurial identity they once practiced as playful children but since then may have lost. Inspiration could be sought in literature and art rather than in academic literature only. The world-famous Swedish author of children literature, Astrid Lindgren, associates everyday enterprising behaviour with practicing courage, responsibility and imagination as a citizen. If the students are motivated to appropriate this worldview they can instead of being at the margins of the academic knowledge-creation system become its co-founders. Daring to co-create such systems requires – from teachers as well as students – a high level of multicultural tolerance and the ambition to jointly create new worlds (Spinosa et al. 1995).

Associating entrepreneuring in the education context with the construction of entrepreneurial selves and the denial of students' subordination, produces a number of challenges in the enactment of a master programme. Teachers are expected to deal with such challenges through an interactive making of an entrepreneurial and learning setting and not try to cope with them beforehand as an administrative obligation. Instead of making guesses about how the encounter between the local education setting and the diverse, intercultural group of students may evolve, the student cohort as a collective can be looked upon as both the target and means of the educational effort. The individual student and her/his ambitions, including that of being a participant in a master programme, then is the obvious point of departure. Adopting this view the course, and programme as a whole (including fellow students), can be considered as a resource, as a supportive context, for every single student. Such approach to teaching undermines the power distance between teachers and students which many students have experienced. Thus, the credibility of such a promise is very much dependent on the faculty's ability and ambition epitomize their message. This calls for commitment and passion in addition to professional expertise. Often, university education is organized in such a way that the main interest is in generating economies of scale in order to reduce the time spent on

teaching activities. These economies of scale can be higher, the more homogenous student groups are. Since intercultural student groups are heterogeneous a different approach is needed. Yet, that diversity in itself can create a very potent learning milieu for all involved, students as well as teachers. Delivering entrepreneurship education which includes the students' point of view means that their previous experiences as well as dreams about and plans for the future must be taken into consideration.

Elaborating on such a student-oriented view on entrepreneuring, that is taking the learning student as a complete and unique person as a point of departure, we have identified four themes in the lessons we have learnt. The academic training of the students of course is important, but even more fundamental is the sociocultural origin of the students. The pedagogy used in the programme as well as ethical and practical matters framing and guiding its enactment are further important issues. Below, we elaborate on these four themes and what challenges they produce, how these usually are dealt with and how they may be more productively coped with within the proposed framework for teaching entrepreneuring .

The students´ socio-cultural background

As stated above, the students in JIBS' master programmes represent a wide variety of cultures and thus have varying socio-cultural backgrounds. The status associated with entrepreneuring (as a business activity) in the students' home countries (and regions) differs as well (see e.g. Davidsson, 1995; Begley and Tan, 2001). In quite many cases students come from entrepreneurial families or from cultures where entrepreneurs are very respected (such as Pakistan). Often these students are socialized into a kind of business activity that is mainly accessible for the privileged. Obviously, this contrasts the general view of entrepreneuring where personal commitment and practice, not heritage, is in focus. While the fact that students have enrolled into the master programme indicates an interest in entrepreneuring, the level of commitment and performance depends to a great deal on what kind of support they get, both at the business school and in more subtle ways through their socio-cultural origin.

Every national context, in addition to its general cultural and institutional characteristics, contains social structures that provide further complexities. For example, in contrast to the common but also superficial view, students from developing countries are not generally poor. Quite on the contrary, many of those who go abroad in order to obtain a master degree come from very privileged enclaves. In some cases, this can lead to problems of adaptation in Sweden as a Western welfare economy. For instance, problems appear if someone used to getting everything served on a silver tray now suddenly is expected to show initiative and is graded based on merits and not heritage; or if someone who has grown up in a very protective milieu now out of a sudden faces personal freedom in both the public and private sphere of life.

Intercultural master students often have to meet high family expectations. Some students have been sent abroad by their parents, who have invested considerable financial resources into offering an international education to their child. In some cases, many relatives together jointly finance the master student's education. This collective involvement puts high pressure on the student and makes quitting the programme virtually impossible, even if it turns out that the student is not really interested in studying entrepreneuring or if the student runs into difficulties in mastering the academic demands of the programme. Many students suffer from different degrees of culture shock (e.g. Ward, Bochner and Furnham, 2001), enhanced by differences in climate, food, smells and an irritating lack of noise in Sweden (or, at least, in Jönköping). Being very far away from home itself makes many students sick.

The stress that socio-cultural forces put on students thus can be enormous (e.g. Redmond and Bunyi, 1993). When the master programme ran for the first time, no real support structure was in place to help students handle their anxiety; and the student health-care unit was not yet used to providing their services in English language. Thus, in result some teachers and the programme manager ended up taking on the additional role as a 'therapist' – of course, without being trained, let alone paid, for doing this. In order to develop a more structured approach for dealing with these issues, more information about how to cope with stress was provided to the students in the following years, including a simulation game on intercultural encounters as well as a session on managing stress, which also comprises information about where general

support can be received when feeling stress and anxiety, and where specialized psychological aid and therapy can be obtained. Students are also encouraged to participate in the host-family programme, in which a Swedish family invites a student a few times each semester to provide more insights into the Swedish way of life. In the Autumn of 2010, we conducted different social events with the students, in which they also were invited to socialize informally with their class mates and teachers in order to facilitate the creating of an inclusive culture. These events provided a meeting point which allowed for mutual cultural learning and sharing of experiences to take place, an important aspect in the mindful identity negotiation process. Moreover, these events were used by students to get additional feedback on their own entrepreneurial ideas and by us to get further spontaneous feedback on our design and enactment of the course.

The disciplinary background of the students

The present entrance requirement for the master programme is as of 2010 a bachelor degree in a relevant subject (such as business administration, economics or industrial engineering). Due to its interculturality, the student cohort that enters JIBS is still very diverse with respect to prior knowledge of entrepreneuring to build on, but also as regards for example what kind of didactics that the students have been exposed to. Some of them have grown up with family-owned businesses and/or have established and run their own venture. Others hardly know what the term entrepreneurship means in a business context, let alone in a broader societal setting. Handling such differences conditions how the course may be organized. The students who have a family-business background and /or have practiced own venturing need to reflect upon their heritage and acquaint themselves with broader notion of entrepreneuring and practice it. For the students without any experience regarding entrepreneurship it is important that they get the chance to develop their entrepreneurial selves through a portfolio of many different exercises and tasks, including practical assignments to make it possible to initiate an experiential learning process, the core of entrepreneuring.

In academic teaching that is built on the assumption that knowledge has to be transferred from a knowledgeable teacher to an uninformed student, grading is usually not any big issue. However, it becomes a challenge when students vary with respect to pre-programme (practical) experience in a subject and learning includes reflecting on that experience. Should students with contrasting pre-programme experiences be graded differently? In other words, should the learning outcome be evaluated in absolute terms or reflect the process of getting there. That is, should the relative knowledge acquired during the journey towards enhanced insight be assessed, and how could this be done in a fair and transparent way? This is a critical issue when focusing on entrepreneuring (and not on entrepreneurship as reaching the position of an entrepreneur), in which the entrepreneurial *process* - e.g. of developing an entrepreneurial self or of orchestrating a new venture) - is at centre stage . Finding a shared 'balanced' approach in a classroom inhabited by such diversity obviously is difficult. If the ambition is too low, the potentially high-performing students are not challenged and become frustrated. If the ribbon is set high enough to meet their demands, other students will be lost in the process, further aggravating the already strained resource situation of the master programme. One option could, of course, be to treat the students differently according to their background. Building teams of students composed of both experienced and novice students can be a more challenging but also more constructive way of achieving the learning objectives of the course as much as that further increases diversity. This also concerns varying practical capabilities, from social competences to computer and presentation skills. For example, the teacher in entrepreneurial finance faced the issue that many students in class had never used Excel or any other worksheet calculation programme, making it challenging to teach them about developing the financial aspects of a business idea the way he 'usually' did. The module was redesigned to be less dependent on worksheet calculation programmes, as no feasible solution for training students in these prior to the start of the module was found. This need for improvisation and reconsideration of programme ambitions obviously draws upon a flexible faculty that makes students' learning its major concern.

Pedagogic and didactic issues

As pointed out earlier, an initial driving idea of the entrepreneurship master programme was to have close cooperation with practice, for example through host-company projects and by allowing students to develop their own venture ideas. Running the host-company projects was however dropped when student numbers became too large for the course manager to be able to identify enough partner companies in a reasonable amount of time. One major problem that the host-company projects had presented was the lack of Swedish-speaking students, as some cooperation partners were not willing to have projects conducted in English or did not have a sufficient number of employees who were comfortable speaking English for projects to be meaningfully run with that company. Yet, host-company projects as a learning arena provide a great opportunity to combine the global and local, and to anchor the internationalization of JIBS more in the local and regional context. Thus, to maintain the close link to practice and this context, while at the same time reducing the administrative burden, the entire class now works in teams developing competing solutions for the same organizations. However, in different courses, the students meet different organizations. In addition, students who choose to launch an own business or enact other (social) venture ideas often collaborate with the local Science Park. This cooperation can be run in the English language without any problems. However, one important aspect to consider is whether the context for which the venture idea was developed during the programme is relevant. Many students plan to return to their home countries after graduation, and thus they might want to prepare the launch of the venture in those countries. The context-specific knowledge needed in that process (as well as the language skills required for conducting market analyses etc.) makes it difficult to have intercultural teams working together on developing such venture ideas. Thus, the general decision has to be taken (and communicated to the students) whether venture ideas should be relevant for or feasible on the Swedish market.

An important issue to consider for developing an interculturally-oriented entrepreneurship master is the question of theoretical depth versus practical relevance. Many students admitted to the programme expect to study a master *in* or *for* entrepreneuring only, and find the

theoretical foundation – which in a Master of Science degree is not a choice but a requirement of the Swedish Board of Higher Education – or the learning *about* entrepreneurship less interesting. Yet, as Fiet (2000) argues, theoretical content can help students develop the cognitive skills to make better entrepreneurial decisions. In line with our view on entrepreneuring and mindful identity negotiation, he suggests to engage students in approval of different theory-based activities – which are maintained interesting also through a continuous element of surprise. In this process, the students need to be helped with acquiring the analytical skills of 'digesting' academic literature by encouraging the questioning of presented perspectives, and by debating and contrasting different views. This can be facilitated and complemented, for example, through case studies and assessing business plans of others (Anderson and Jack, 2008). The intercultural diversity of the student cohort adds to the chances of interesting delivery, as different perspectives meet.

Entrepreneuring as a practice, also in an educational context, is about accepting the world as constantly changing, as evolving, which in turn make constant learning (also by the teachers) a necessity. Since the (emergent) world is continuously (re-)produced, the boundaries between the organization or a programme/course have to be accepted as being fuzzy, inviting constant experimenting. In order to make this a road to advanced (rather than inhibited) learning, such enactments must be systematically reflected upon. 'Reflaction' (cf. Gibb, 2007, Johannisson, 2011), where reflection is always followed up by action, is especially important among inexperienced learners, such as university students, who might not yet have acquired enough personal wisdom to trust their intuition. Improvisation as goal-oriented experimenting can provide a road to such intuitive insight. Entrepreneuring typically perceives environments as negotiable where social skills can be used to deal with obstacles and expand coincidences into opportunities by persuading others. Entrepreneuring is accordingly driven by the conviction that passionate own commitment will infect others (cf. Gartner et al., 1992).

Insert Table 1 abut here

In Table 1 we summarize our own reflections as regards the learning potential of an intercultural university context. In order to make our contribution clear we juxtapose it with a much quoted view on learning for entrepreneurship (in the small business context) which has been used as a role model for organizing academic programmes. In the table we bring the three images of entrepreneuring introduced above. The overall message is that while the small-business context is centripetal, inward oriented, and static as a setting for learning, the intercultural context is centrifugal, outward oriented, and dynamic. The latter offers a potential for enacting an ontology of becoming (Chia 1995) which provides a proper foundation for our notion of 'entrepreneuring'.

Some ethical and practical concerns

One issue aggravated in a highly intercultural group of students is that the view on what plagiarism is and why we in the global academic community consider it to be a bad phenomenon is not necessarily widely shared. For sure, this is not a problem associated just with inexperienced students (see e.g. Cabral-Cardoso, 2004). In order to address this issue, students at JIBS get an introduction about what, in our view, comprises plagiarism and what provides good quality work, they receive access to the 'JIBS Writer', a handbook for academic writing, and they submit their papers and projects to Urkund, a software-service checking the submitted documents for similarities with other documents. In addition, an introduction to the library services is provided. This is especially important, as the Jönköping University Library has a world-leading collection of publications on entrepreneurship and small business management, in its Information Centre for Entrepreneurship (ICE). Thus, the potential resource which the library represents for improving study programmes should be considered.

For two main reasons plagiarism as a kind of unethical imitation is interesting in the context of an entrepreneurship programme that aims at bridging between academia and the (business) community. First, imitation, if not directly challenging intellectual property rights, in the business world is an everyday conduct. Second, in the field of entrepreneurship creative imitation is considered as a main road to the creation of new business practices (Johansson 2010). In a programme that invites to entrepreneuring in the academic as well as in other contexts it is thus especially important to inform about the rules of the different games.

The challenge revisited – Orchestrating an intercultural learning context

The original idea of a master programme *in* and *for* entrepreneuring (and entrepreneurial management) at JIBS was over the years more and more moving towards a programme *about* entrepreneurship, in which the coherent pedagogical foundation became victim to the theoretical interests of the teachers involved. The interaction with the (business) community had become considerably reduced since imagination was not mobilized to deal with the practical problems involved. In many respects, these changes reflect a failure regarding how to let learning and entrepreneuring re-enforce each other. Changed institutional conditions in the academic system might be easy to blame for this retreat, lacking financial resources or an exhausted staff being two other excuses. Yet, given the circumstances of a tight resource base and a general tradition at universities to value research higher than teaching , an alternative to giving up the original vision is to even deeper explore the possibility of making the students create and energize their own learning process. While on the surface the students accepted to the programme have become more homogenous (through the prerequisite of having completed a bachelor degree in an academic field close to entrepreneurship) in many respects the student group is still diverse enough (mainly through its interculturality) to invite to self-organizing learning processes. The teaching staff is convinced that students who engage in a

master programme in entrepreneurship are curious enough to explore their 'entrepreneuring' selves. However, this calls for a pedagogic that is carefully calibrated.

Starting in Summer 2010, a re-orientation took place to make the programme more entrepreneurial in design and delivery. This review is based on a general reconsideration of programme contents, including its relations to research and community dialogue and on conversations with master students already enrolled in the programme. The lessons so far are that only a deep involvement of the students themselves into the education will make it possible to create an arena that fosters entrepreneuring. The students must be invited to take over ownership of their learning process (cf. Gibb, 2007; Kirby, 2004). Elsewhere, we have proposed that learning and the practice of entrepreneuring are mutually dependent (see Hjorth and Johannisson, 2007; Johannisson, 2011). Many of the students are obviously driven by the clear intention of becoming self-employed or corporate entrepreneurs in the private or public sector. However, as indicated, there is no need to associate entrepreneuring with any formal status in working life – in a changing globalized world entrepreneuring as an attitude and practice is needed in any occupation and context. The first results of the implemented changes are very encouraging.

Mobilizing 'appreciative intelligence' (Ghaye, 2008), the 'challenges' that have been presented above can be approached as opportunities rather than as problems, threats or even hindrances– for sure an entrepreneurial approach. Below, we summarize some tentative findings from the programme changes (that were introduced Autumn 2010) attempting to leverage the international dimension of the programme to improve its academic quality as well as its practical relevance:

- We contrasted decontextualized and formal teaching about entrepreneurship and contextualized learning for/in entrepreneuring based on genuine dialogue inside the university and across its borders (in projects with the public sector) and further scrutinized the lessons learnt in perspective of the different sociocultural backgrounds of the students;

- We encouraged the students to learn from practitioners from the (regional) business context and used the lessons learnt to challenge academic competencies as represented by the staff of JIBS;

- We designed different group assignments in such a way that group diversity with respect to socio-cultural and educational features could be used as a base for self-organized social learning among the students;

- We encouraged the students to use their course mates and senior students and or alumnae/ni as a resource when dealing with intellectual and practical course challenges (e.g. for getting feedback and input for their venture ideas and development projects);

- We expanded the practice of entrepreneuring by encouraging students to develop ideas for venturing into the not-(purely)-for-profit field, including for example soci(et)al and cultural venturing.

Making students the owners of the process of becoming entrepreneurial selves calls for 'conscientization' (Freire, 1970; cf. Berglund and Johansson, 2007). Here, this means that the students on the one hand have to be made aware of the implications of their origin in a specific sociocultural context, on the other hand observant to the conceptual frameworks and empirical settings they visit during their education in the master programme. This double awareness will provide a base for the kind of reflexivity that Alvesson and Deetz (2000) suggest. As a point of departure for such a reflexivity project, at the start of the programme the students were asked to write personal narratives in blogs. These should tell their personal background and previous experiences with respect to both formal training and experience of entrepreneuring behaviour in its broadest sense. The narrative also included a review of their strengths and their dreams about the future and expectations as regards the lessons to be learnt while enrolled in the master programme. During the introductory course, the students were asked to reflect upon different entrepreneuring-related aspects and to link these reflections to relevant academic literature. To facilitate the mutual learning, not only we as the teachers gave feedback on the blog entries, but commenting fellow students' entries was a specific part of the task. For the

final entry, the students were asked to revisit their initial narrative and to reflect on what they had learned about entrepreneurship and whether and how their understanding and self-identity had changed. This exercise triggered student awareness of their entrepreneuring learning journeys.

Giving the students a leading part in the enactment of entrepreneuring as an educational (ad)venture means that (internal) stakeholders in the university setting have to content themselves with somewhat subordinate roles. Yet, opening up for a genuine dialogue with the students, as regards faculty, not only calls for professional broadmindedness and intellectual and practical flexibility. Also needed are an honest interest in the students' personal learning journeys as well as a general commitment and social skills strong enough to convince colleagues who are not directly involved in the programme of its relevance. Entrepreneurship studies, in particular as applied to education, represent a sub-culture and associated identity-making in the academic context (cf. Välimaa, 1998). In order to manage this missionary role, the programme faculty needs contextual support, suggesting that only a university that claims to be(come) entrepreneurial can host a (master) programme that aims at supporting the students in becoming (more) entrepreneurial. Our own responsibility to make this happen includes, as indicated, launching seminars where colleagues at both JIBS and at other schools at Jönköping University are invited to participate and present their own views. The dialogue must go on and its results must be continuously enacted as a practice to be further reflected upon– entrepreneuring education with an intercultural dimension must be 'reflactive'.

To practically support the intercultural dimension when internationalizing entrepreneurship education, the students' awareness of their intercultural identities needs to be enhanced (e.g. Weber, 2005). A support structure for handling students' stress, including medical and psychological support, as well as study counselling also needs to be developed. All university personnel has to be comfortable in offering such services in English language. The availability of these services needs to be communicated clearly and persistently to the students. Supporting students in feeling more at home can be done by setting up host-family programmes or establishing a buddy system with more experienced students, for example second-year master

students can act as 'junior mentors' for first-year master students and indicate the need for further networking in the local context. Then the ambition to provide a 'glocal' context for learning in and for entrepreneuring will finally be accomplished.

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Figure 1 Integrating Internationalization in the Academic-Quality Concept[7]
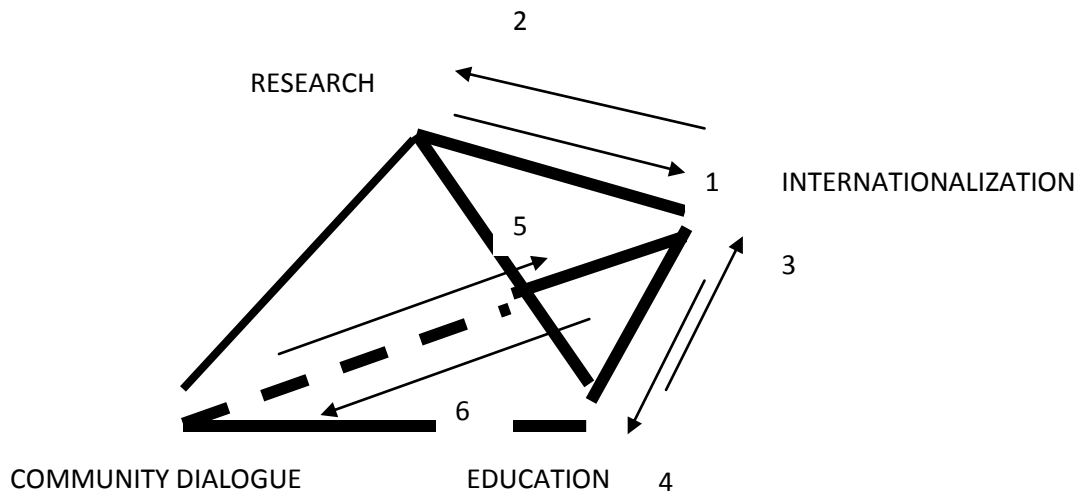
[7] Originally the arguments were put forward in Johannisson and Veciana (2008).

Table 1 Expanding Entrepreneurial Learning in an Intercultural Academic Context

	Entrepreneurial –as being in a small business context	Entrepreneuring – as becoming in an intercultural academic context
Entrepreneuring as creating and sustaining a lead	-Tactical strategic - Intuitive	- Improvising and reflecting - Reflaction
Entrepreneuring as crafting an identity	- Reliant on 'feel' - Personal leadership	- Multiple commitments - Mindful identity negotiation
Entrepreneuring as coping with marginality	- Trusting - Informal (flexible)	- Membership in different communities of practice - Maintain fuzzy boundaries

Note: The profile in the left column is based on Gibb (2002), while the right one brings together lessons from our case.