

*International student exchanges and entrepreneurial capabilities: insights from
Colombian students studying in France*

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Abstract

It seems globalization has challenge different types of fields around the world. Cultures, politics, economies and even education are day by day challenged due to the open of boundaries, therefore countries, institution and people need to develop new activities in order to gain a competitive advantages over others, that's why entrepreneurship comes to the discussion as an opportunity and a possible solution to situation, but what triggers it? Can it be influenced through different programs and can it be teach changing university curriculums? Well, as boundaries are falling even in educational institutions, this study aims to explain if there's any effect on students' entrepreneurial capabilities after being part of international exchange programs. It will be done through the collection of primary data from Colombian students studying in France and if this program influenced their skills as entrepreneurs.

Introduction

In today's world, most countries have opened their borders and embraced economic interdependency, human capital flow and cultural exchanges. Governments have formulated laws and regulations to better position themselves to reap the benefits of the globalized world, and achieve both competitive and comparative advantages over one another.

As a result of such interconnectivity, the ability to speak multiple languages has become a very important and well remunerated skill. For instance, over a billion people speak English as a second language. For these reasons, international student exchanges have grown in terms of popularity as they give to the students the opportunity to discover the manners, habits, food and entire culture of foreign lands. They not only promote the discovery but also the acceptance and assimilation of other cultures. These practices and opportunities can affect the different dimensions of an individual's personality and business acumen. This research project attempts to find the influence that international student exchange programs have on the student's entrepreneurship capabilities and also show that the benefits of these exchanges go beyond the individual level.

Governments, universities, communities and many other institutions can also gain and influence these capabilities, practices and activities.

This research will start with the review of previous studies, documents and articles to define and explore what has been said about entrepreneurship, its actors the entrepreneurs, along with their characteristics and the drivers, defining culture and establishing which is the link between these concepts and how they affect each other. Next, we will explore the about international students exchange and what has been said about them and what benefits they can bring to students and what is the role of universities in the teaching of entrepreneurship.

Primary data will be collected from Colombian students that are doing or have done an international student exchange in one institution located in the south of France, to know if this program have modified their entrepreneurship capabilities and analyse which are the main reasons for these modifications.

1. Collection and review of existing resources

To understand how international students exchange can influence entrepreneurship it is necessary to define the meaning of entrepreneurship and how the concept has evolve over the years. It is also required to know what other authors and studies have found regarding entrepreneurs, their personalities and features and how these attributes are (or can be) affected by the cultural background. Furthermore, it is required to define also what an international student exchange is and the benefits, that according to the authors, these programs have.

1.1. Entrepreneurship

Entrepreneurship literature vary across authors, some categorize entrepreneurship as a role play by individuals, others related the concept to organizations' characteristics or that entrepreneurship is a result of interrelated components. In relation with the first approach, entrepreneurship is define as the process of create something new and valuable from scratch (create an opportunity), is more about seeing the opportunity and take it (Audretsch, D., 2012; Morrison, A. 2006). However, entrepreneurship has also been defined as hunting the opportunities no matter the amount of present resources (Gilaninia, S., Alipour, H. R., & Soleymani, F., 2013). In these processes change is unavoidable because it implies starting something new, using technologies (new or not) and organize production in different ways, create new products and new markets (Liñán, F., Fernández-Serrano, J., & Romero, I., 2013).

In an organizational context, the organization characteristics are the ones that define whether or not entrepreneurship exists, here the size, the age, the type of ownership, the legal status and the performance is what matter (Audretsch, D., 2012). Lastly, some authors and articles make reference about entrepreneurship as a result of different components that are interrelated, for them entrepreneurship is not about individuals seeing opportunities or developing them, is about the interaction between different factors. The Organization for Economic Cooperation and Development (OECD) sustains that “entrepreneurship is the result of three dimensions working

together: conducive framework conditions, well-designed government programmes and supportive cultural attitudes” (Liñán, F., Fernández-Serrano, J., & Romero, I., 2013).

To develop this type of activities is necessary an originator, an individual to start the new venture, this organism is call the entrepreneur. Literature not only differs with the number of individuals, it also disagrees on the characteristics these entities might or need to have to be characterized as entrepreneurs.

An entrepreneur is someone who has the habit of create and innovate, do something that is valuable to take the opportunities that have been perceived (Thomson, J.L., 2004). The purpose is the pursuit of good for themselves related to monetary earnings and social status, it is more about the motivation than the actual action of the individual (Morrison, A., 2006). Moreover, the recognition of two types of entrepreneurs have been found: “Opportunity entrepreneurs are viewed as entrepreneurs who start a business in order to pursue an opportunity in the market, whilst necessity entrepreneurs are driven by unemployment situations or dissatisfaction with their previous jobs” (Liñán, F., Fernández-Serrano, J., & Romero, I., 2013).

The macro level of entrepreneur concept arrives when entrepreneurship is put in hands of the whole society and the culture, a society is entrepreneurial when it has a positive attitude towards entrepreneurship and enables and support entrepreneurial activities (Morrison, A., 2000). In addition, a comparison between the countries development is made when the power and strength of its institutions support (developed countries) or not (developing countries) entrepreneurial activities (Sobel, R. S., Dutta, N., & Roy, S., 2010).

1.1.1. Characteristics of an entrepreneur

The concept of entrepreneurship and entrepreneurs have been discussed above, however is necessary to go further to identify which features and personality traits characterize an individual who is entrepreneur and what could drive and function as an initiator for this type of behaviour.

<i>Author</i>						
		Morrison, A	Thompson, J.L	Gilaninia et Al.	Leiva, J.	Cismariu, L.
<i>Characteristic</i>	Innovative	x	x	x	x	
	Creative	x	x	x	x	
	Risk taking	x	x	x	x	
	Analytical	x	x	x	x	
	Proactive				x	
	Locus of control		x	x		x
	Networker		x			
	Introvert					x

Table 1 Characteristics of entrepreneurs. Source: Author's creation

Table 1 summarize the most common features of entrepreneurs' characteristics according to different actors, some of them are called by different names but their definition fit the items listed on the table. This qualities are difficult to identify because individuals are different and their behaviour and personal traits are defined and influenced by external and internal factors, such as culture, society, personality and some institutions such family or religion. Despite of the diverse opinions that literature has, authors agree with several features. Being innovative and creative in order to develop something valuable but different to respond to some need; analytical to identify opportunities and risk taking, value the risk an opportunities but take action instead of avoiding unknown circumstances (Morison, A., 2000, 2006; Gilaninia, S., Alipour, H. R., & Soleymani, F., 2013; Leiva, J., 2014; Thompson, J.L, 2004).

Moreover, the abilities of creating value which is deliver something that is useful for the community, proactivity ability, to plan the future but take present action to reach what you want to achieve and research ability that is to find useful information to an issue or situation has being also identifies as traits of entrepreneurs (Leiva, J., 2014). On the other hand, other features can be added such as tolerance to ambiguity, locus of control a need (seek) for success (Gilaninia, S., Alipour, H. R., & Soleymani, F., 2013), and the capability of being a networker (Thompson, J.L, 2004).

Besides, personality dimensions have being use to characterize entrepreneurs, one study use the Big Five Plus questionnaire to identify which characteristics are shown by these individuals, extraversion, agreeableness, neuroticism, conscientiousness and openness are these

five dimensions. The results only shown evidence for three, entrepreneurs have a lower level of extroversion, which means that they are more likely to be introvert, have high level of agreeableness and are less neurotic (Cismariu, L., 2014).

Another framework is given to define entrepreneurs, FACETS the acronym that stands for Focus, Advantage, Creativity, Ego, Team, and Social. Focus represent the desire of a person to achieve and develop things, Creativity is where the ideas and new opportunities are created and Advantage identify the blank spaces where the new idea might fit in and choose the most suitable, the one that is worth to pursuit. FAC represent talents, Ego represents Temper and can be inner or outer. The inner ego is the one that motives people, the want to achieve things to be recognize, outer ego refers to locus of control, is the desire to be their own boss to be in charge of their future. Team is a multiplier of the talents and is the entrepreneur's ability to identify the right people and capabilities to conform the team and also to create valuable contacts that will be important to have for the entrepreneurial process (networking). Finally, Social makes references to the aim of the new venture, if it seeks to gain profits or if it involves community and environmental politics (Thompson, J.L, 2004).

1.1.2. Drivers

Entrepreneurial capabilities are characteristics sometimes innate to individuals, sometimes develop over the years. There are major drivers that can speed the rhythm on how the entrepreneurial features are shown and use. Entrepreneurial activity is affected by previous work and entrepreneurial experience, also by the influence of family and friends and the desire of own a business (Audretsch, D., 2012). Meanwhile, family can influence entrepreneurial activity, because if a family member has experience with entrepreneurship, entrepreneurs are more likely to be prepared and known the possible outcomes of these activities, besides family and friends can also finance the new venture (Morrison, A., 2000).

Moreover there are some cues that can be identify in entrepreneurial behaviour such the need to have a safe job, avoid unemployment and look for independence (control of their lives and flexible lifestyle), (Morrison, A., 2006). In addition the habit of some cultures to save for the future may affect the entrepreneurs' founds availability to invest in a new business (Morrison, A., 2000).

1.1.3. Culture and entrepreneurship

The link between culture and entrepreneurship is bigger than one could think. As culture influence people's character and in certain way it controls the behaviour and beliefs of society, it also affects the surrounding institutions and it influences the attitude towards some activities such as entrepreneurship, but what is understood by culture vary in its meaning and scope.

First of all, culture is a set of values shared by a group of individuals that shapes the way they see and explain their surroundings, culture can also set a framework for people to think, act and feel (Morrison, A., 2000). As culture is inherent to people who live together it acts involuntary because it is link to social and political institutions and technical systems, so the shared values are constantly fortified among human beings (Liñán, F., Fernández-Serrano, J., & Romero, I., 2013), and are learnt through the different levels of social activity, starting from family and going through a wider circle of interactions such friends, religion and the society as a whole (Morrison, A., 2000).

“Culture is important in any discussion of entrepreneurship because it determines the attitudes of individuals towards the initiation of entrepreneurship” (Morrison, A., 2000), it can determine in some extension the attitude towards owning or creating and enterprise, supporting the entrepreneurial activity (Morrison, A., 2006). “Entrepreneurship necessarily takes place within culture, it is utterly shaped by culture, and it fundamentally consists in interpreting and influencing culture”. Furthermore, culture can define the manner how institutions shape and support entrepreneurship, strong institutions favour entrepreneurial activities while weak institutions do not (Sobel, R. S., Dutta, N., & Roy, S., 2010).

Likewise, culture has two key points on entrepreneurship, if the culture support entrepreneurship by social acceptance the entrepreneurial career will be recognized constituting a favourable institutions and environment, also as it is recognized and the values are shared, entrepreneurial attitudes and traits will be stimulated and show to society (Liñán, F., Fernández-Serrano, J., & Romero, I., 2013).

Culture can change from one region to another, when two or more cultures come together (cultural diversity) there are more chances to develop new ideas and as entrepreneurship is all

about innovation, interchange of diverse ways of thinking, practices and ideas can have an impact on entrepreneurial rates because there are two or more ways to analyses and recognize opportunities (Sobel, R. S., Dutta, N., & Roy, S., 2010).

1.2. International Student Exchanges

As was previously discussed, culture can impact entrepreneurship changing entrepreneurs' characteristics or bringing diversity and new ideas due to the difference in ways of thinking and cultural diversity. International Student Exchanges are popular practices nowadays. These are programs where students from one education institution go to study to his/her home education institution partner (domestic or international) for a period of time. In this context, we are referring to international practices, these experiences can have a positive impact on students regarding entrepreneurship and can bring a variety of benefits as is going to be discussed later, along with the role that home and foreign universities have in the development of entrepreneurial capabilities.

1.2.1. Role of universities

Entrepreneurs, as discussed above, have a role and it is affected by society constructs and institutions. Even when behaviour cannot be learned, educational institutions such as universities teaching entrepreneurship, have the power to influence and stimulate behavioural characteristics. (Blenker, P., & Dreisler, P., 2006). Through their curriculums and activities universities can improve these abilities through the activities that put in practice what students learn inside the classrooms.

In the late 20th century going abroad was not an attractive idea for students, because home universities did not take into account the subjects that students were taking in foreign universities, causing a longer stay in their home universities to finish their studies. Several programs have since been born to facilitate students' international mobility such ERAMUS in the European Union or the different agreements between universities from the whole world (Messer, D., & Wolter, S. C.,

2007). As nations go global and boundaries are fall apart, “organizations are looking for managers who have continually adapt ability with people from different cultures and the ability to manage cross-cultural communication” (Gilaninia, S., Alipour, H. R., & Soleymani, F., 2013), here the importance of learning how to handle and behave in different environment becomes clear. Moreover, as the trade is gaining importance and is rising its numbers, it is important for companies to develop new strategies and identify new opportunities that is why it is required for universities to encourage entrepreneurship and international mobility.

“International entrepreneurship is defined as the discovery, enactment, evaluation and exploitation of opportunities - across national borders - to create future goods and services” (Jones, S. A., Denslow, D., Janssen, F., Knyphausen-Aufseß, D. z., Llopis, J., Shinnar, R., & Toney, B., 2008), universities through their activities can open new perspectives to students.

Instead of only teaching theory, research has shown that universities might consider to put in practice what students have learnt through the development of specific projects. These projects can be developed among foreign universities, to submerged students in other cultures and markets, for example the creation of new international ventures. Educational institutions could take into account extracurricular activities and not only activities done inside classes, for students to get to know each other in a social context (Jones, S. A., Denslow, D., Janssen, F., Knyphausen-Aufseß, D. z., Llopis, J., Shinnar, R., & Toney, B., 2008). This type of activities are useful when students are living abroad to get to know each other, create networks and to get in touch in a different level with the culture and the habits that are emerge in society, to get cultural knowledge.

1.2.2. Benefits

International student exchanges' benefits are diverse, a variety can arrived from changing the environment individuals are used to and professional and personal gain can be acquired. Exchanges can expand perspectives, increase motivation, improve education and can create an initiative to research, students also can improve or develop their abilities to solve conflicts, work in teams and promote networking (Razack, N., 2002).

When a student exchange have the international factor involved the benefits increase and vary, because differences in culture are present. “There are inherent benefits in such exchanges relating to cross cultural awareness” (Razack, N., 2002); not only cultural awareness is develop but also cross-cultural knowledge and intercultural competences are benefits of this programs. Intercultural competences are “the ability to communicate effectively and appropriately in intercultural situations based on one’s intercultural knowledge, skills, and attitudes” (Jones, S. A., Denslow, D., Janssen, F., Knyphausen-Aufseß, D. z., Llopis, J., Shinnar, R., & Toney, B., 2008). This type of abilities are also known as cultural intelligence, which is the capability of learn the different characteristics of a culture and behave and react according to it (Gilaninia, S., Alipour, H. R., & Soleymani, F., 2013).

As students are moving between countries, authors have found evidence of foreign language improvement while studying abroad (If the language change), moreover as some students exchange programs involve foreign teachers and students from different nations, individuals can learn to behave in cultural diversity environment. In addition, evidence of developing “Sense of initiative and entrepreneurship (Identification of opportunities available, Ability to turn ideas into action (creativity, innovation, risk-taking) and ability to plan and manage projects in order to achieve objectives)” have being found, even when students weren’t aware of this effect. The explanation relies in the fact that students face unknown environments and develop these abilities to defeat everyday challenges (Vaičekas, T., Duoba, K., & Kumpikaite-Valiuniene, V., 2013).

Regarding entrepreneurship abilities, developing cultural intelligence can have an effect on entrepreneurs characteristics (Gilaninia, S., Alipour, H. R., & Soleymani, F., 2013), this awareness and knowledge of different cultures help reduce risk perception and individuals can identify opportunities to start a new business too (Jones, S. A., Denslow, D., Janssen, F., Knyphausen-Aufseß, D. z., Llopis, J., Shinnar, R., & Toney, B., 2008). “Having individuals immigrate to one country from another creates clear opportunities for them to see opportunities to buy or produce things in their new country that can be shipped back and sold in their home country... Cultural diversity creates more knowledge of opportunities for cross-country arbitrage” (Sobel, R. S., Dutta, N., & Roy, S., 2010).

2. Insights from Colombian Students Studying in France

The purpose of this study is identify the relation and impact that International Students Exchange could or couldn't have on students' entrepreneurial capabilities. These study was developed through a survey made to students from Colombia that have studied or are studying in France. Groupe Sup de Co Montpellier Business School (Sup de Co; MBS) is a French private university located in the south of France, this institution has partners in big cities in Colombia such Bogota, Barranquilla, Cali and Bucaramanga. These partnerships started with the university UNAB located in Bucaramanga in 1996 and nowadays approximately 197 Colombian students have done a student exchange in MBS.

The survey was an online questionnaire, composed by a total of 28 question: 2 demographic questions, 2 open questions, 10 dichotomous questions (Yes/No), 12 multiple choice questions (9 single answer and 3 multiple answers) 1 rank ordering question and 1 rating scale. The link was distributed by email to 70 students approximately, who did or were doing and exchange in Sup de Co in the last three years. The survey was online for a period of 3 weeks and was answered by 48 students with a rate of response of 69%, from the different universities in Colombia and who were in France from 2012 until the academic year of 2014-2015.

The aim of the survey was to identify if the students had entrepreneurs' characteristics and if they and their intention to start a new business changed due to the exchange or if it could have been influenced by previous experiences. The survey was made through question based on the characteristics and drivers identified in the literature and it was divided in 5 parts. The first part was about personal information, the second the program in their home university and general information of the exchange (duration, year, program), the third students' previous experiences, the fourth their personal characteristics and exchange activities and lastly perceptions and future expectations and plans.

The data collected was the following:

The 52 % of the respondents were women and the 48% left were men, the ages vary from 17 to 28 years, the greatest range was between 21 to 24 years with 38 respondents, representing 79%, followed by 6 individuals from ages between 25 and 28 (13%) and only 4 students younger than 20 years (8%). As Sup de Co is a business school, the students in their home university have careers that are related with management and business, the majority of respondents study (or studied) Management or Business Administration as shown in figure 1, Economy and Finance come next, follow by accounting, engineering and other fields.

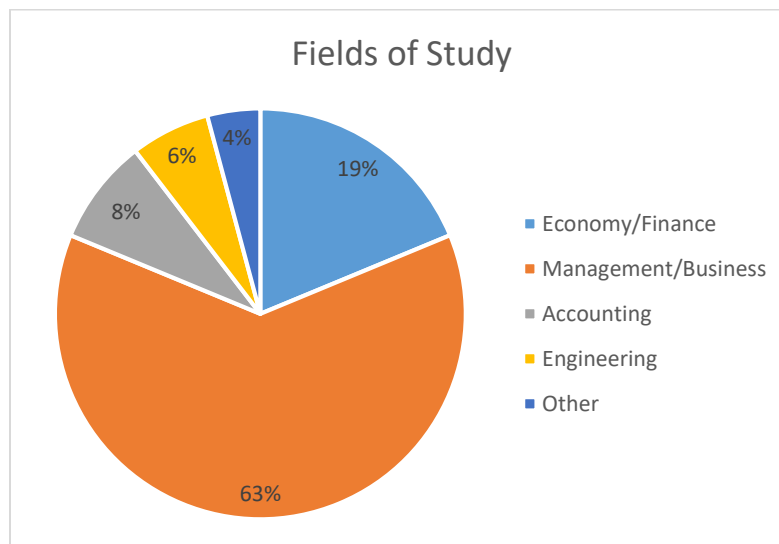


Figure 1 Fields of Study. Source: Author's creation

In MBS the program with more attendants was Science of Management (BscM) with 56% (25% English program and 31% French program), the remaining 44% is represented by students from International Business Administration (BIBA). The 96% of this exchanges had a one year duration and only two of them last more than a year. Moreover, 28 individuals studied in Sup de Co (58%) in 2012 and 2013 (15, 13 respectively) and 20 (42%) still study in this institution due to the fact that they started their exchange in 2014.

Previous international students exchanges were taking into account and only 11 (23%) of the student had done an international student exchange, the majority, 8 out of 11, travelled to United States to do this programs, follow by Germany with 2 answers and England with 1 respondent. Assignments in their home and host universities were also consider, 52% (25

respondents) of the students have done in Colombia a project that involved the recognition of new opportunities to start a new business, the greatest part of these projects were local as shown in figure 2. In comparison, in France this number goes up to 73%, where the majority are International projects (Figure 3). The perceptions about the institutions in both countries regarding entrepreneurship was also studied, 56% of the respondents think that Colombian institutions support entrepreneurship while 48% think French institutions support entrepreneurial activities.

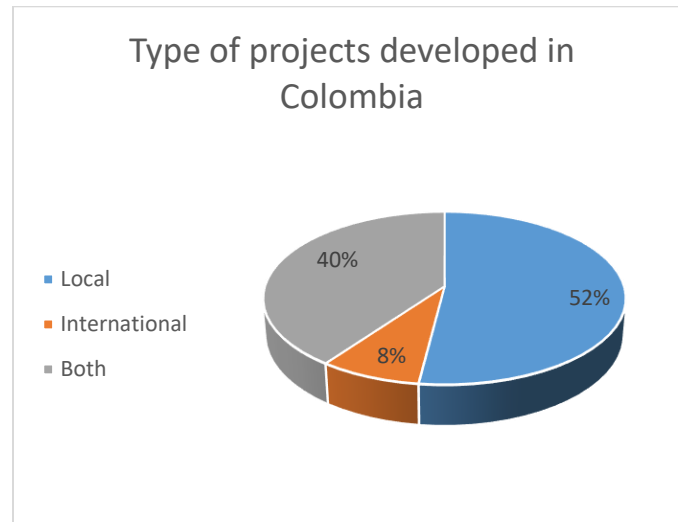


Figure 2 Type of projects in Colombia. Source: Author's creation

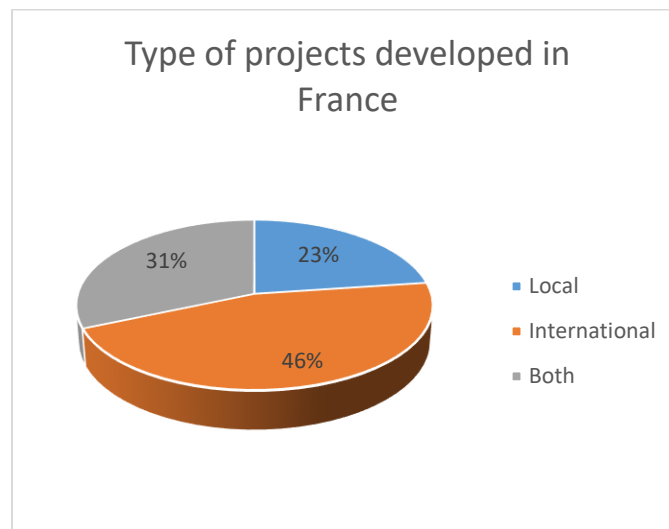


Figure 3 Type of projects in France. Source: Author's creation

In the survey students qualify their personality according to some features such as creativity, analytical, open minded, among others. They were asked to choose the level of these characteristics that they think they have, being 1 the lowest level and 5 the highest level. The results are summarize below in Figure 4.

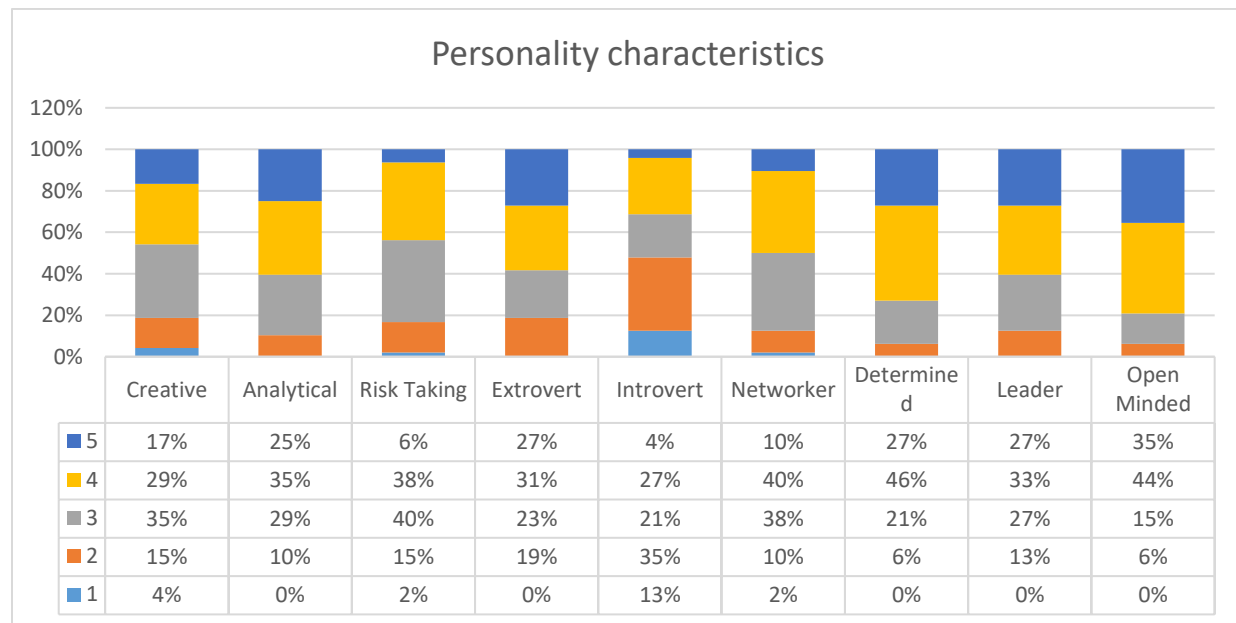


Figure 4 Personality characteristics. Source: Author's creation

The majority (35%) rank their creativity and risk taking (40%) in the middle point, not too high, not too low, the next large percentage rank themselves in higher levels (22% and 21% respectively) for this features. Open minded, Leader, Analytical, Extrovert and Networker features' levels were above the middle point for the majority of the respondents. 38% rank themselves in the highest levels for open minded, 35% Leaders 29% analytical and Leaders, 28% Extrovert and 24% Networkers. The only characteristic that was rank below the average for the majority was introvert with 48% in the lowest levels.

Regarding decision taking, 23 students normally do a general overview about a situation when they need to take a decision, followed by 18 respondents that make a deep research about the options they have to solve a problem and their consequences and lastly only 7 take action without thinking twice (Figure 5).

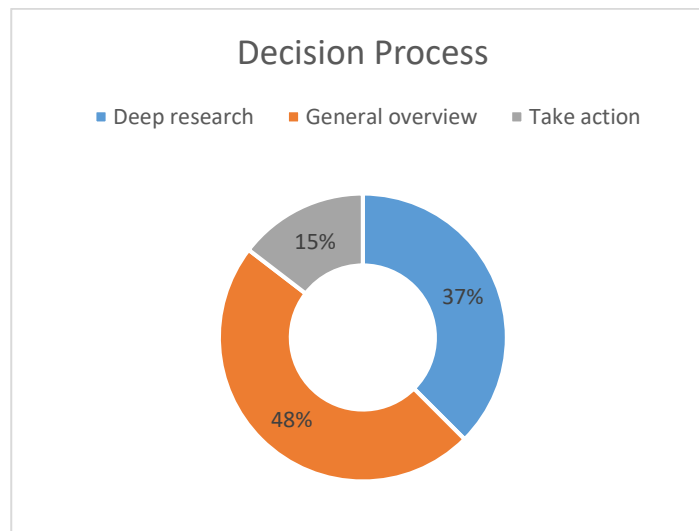


Figure 5 Decision Process. Source: Author's creation

Entrepreneurial behaviour and intention was measure asking if they have started a new business and when was it, if it was before, during or after their studies in France. 58% haven't started a new business while 42% have, 13 of these students started their business before and 7 after going to France, although none began this activity while studying. On the other hand, 83% have thought about create a new venture, 19 out of these 40 students had their ideas previous to their exchange experience while 12 identified it during its stay in France and 9 after their exchange experience (Figure 6).

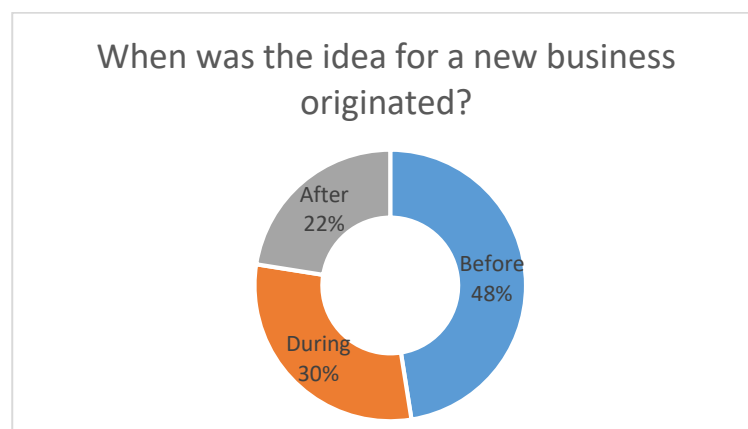


Figure 6 when were the ideas originated? (This figure represent the percentage out of the total of positive answers for this question). Source: Author's creation

67% of the respondents have relatives who have a family business. For finance these projects different options were given and students were allow to choose more than one, 46% will ask their family for founds if they decide to start a new business, while 52% will use a bank loan and 50% will use savings to invest in these type of projects.

Students' involvement with the culture and time spent with different group of people was studied, in t5his question respondents could choose more than one option among international, Colombian and French students. 72% of respondents used to make groups with international students, 44% used to work with people from their country and only 10% used to work with French students. Out of the classrooms and the work environment students order the same groups, being 1 the group with they spent more time, 2 the following group and 3 the group with they share less amount of time. 48% of respondents spent the majority of time with students from the same country, 31% chose French students as the group they spent the majority of the time and finally 21% preferred share with international students. However if we take the first and the second place, Colombian stay at the preferred group (48% plus 33%) while French goes to the bottom and international students comes up to the second place (figure 7).

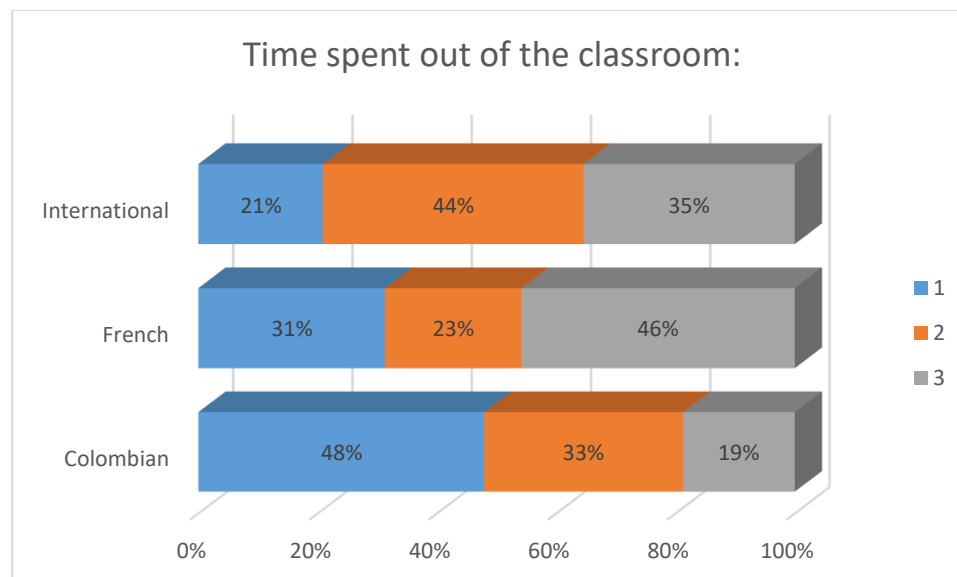


Figure 7 Amount of time spent with different groups of people out of the work environment. Source: Author's creation

83% of the respondents think that their stay in France helped them identify opportunities to start new ventures, the potential reasons were listed and they could choose the ones they thought they acquired while living in France. Cultural knowledge was chose by 28 respondents, market knowledge with 22, contacts and network with 21, foreign language proficiency with 15, 10 for customer knowledge and 5 for legal and regulation knowledge (Figure 8). Finally for their future intention and professional projection, the majority of students (48%) see themselves being their own boss, 29% as employees and 23% starting a new business (Figure 9).

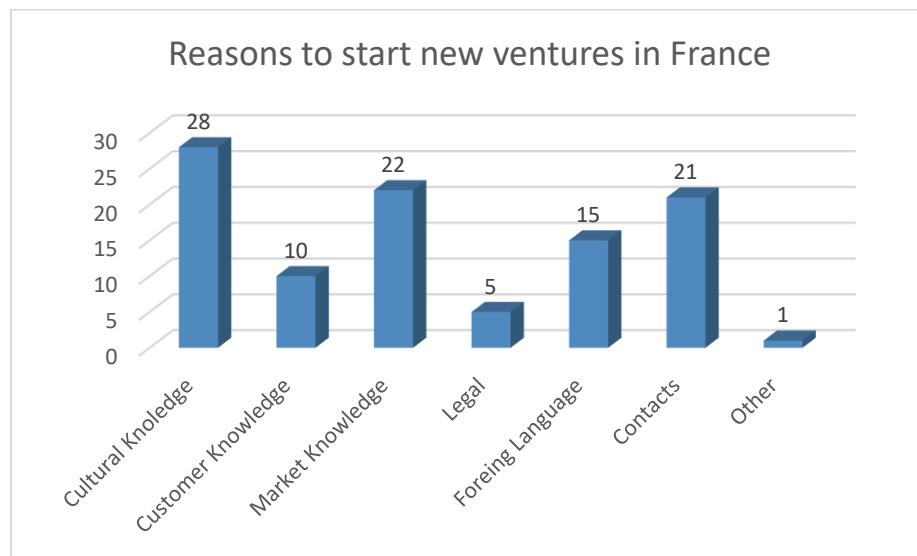


Figure 8 Reasons to start new ventures in France. Source: Author's creation

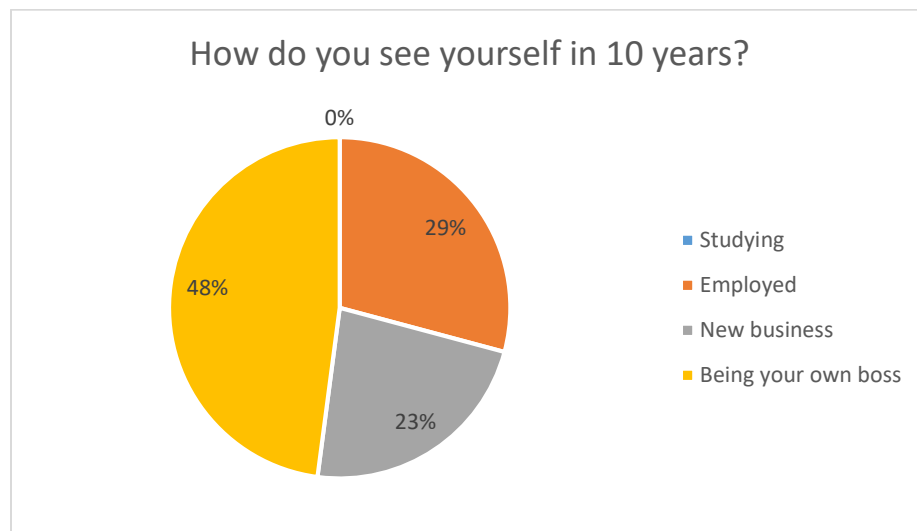


Figure 9 Future self-perspective. Source: Author's creation

3. Discussion of Results

To identify entrepreneurs and its capabilities and their changes through and international exchange program different characteristics of personality were taken into account. According to literature entrepreneurs are usually creative, risk taking, open to new opportunities; they are determined and want to be their own boss, be in charge of their future, entrepreneurs are also networkers and evidence of introversion has been found in previous studies.

In this study, the respondents qualified these characteristics of their personalities in different levels. The majority qualify these features from the middle point (level 3) to the highest levels (level 4 and 5) (See figure 4. Personality characteristics), important features such Creative, Analytical, Risk Taking, Networker and Determined have 80% of the respondents located in these range. Open minded is not consider in literature as a signature of entrepreneurs, in this case 83% is situated in the highest levels (levels 4 and 5); however this trait can reduce the biases towards working with different people, get involved in the culture and accept new concepts and ideas that ultimately can lead to cultural diversity and the development of entrepreneurial activities.

Analytic, extroversion and introversion were characteristics taken into account in the survey. In comparison with literature, students seem to be more extrovert than introvert with a difference of 25% for the higher level of these features (See figure 4. Personality characteristics). Respondents characterize themselves as analytical, nevertheless these feature could improve the new opportunities identification, but it also can be in opposition to risk taking. In the first case, individuals analyse the situation, they will be more careful in the process of identifying new business opportunities and will take into account the market situation and its possible outcomes, this can cause and aversion to the unknown or to the risk identified and a delay of the decision making process, however it can be overcome by selecting the best identified opportunity and taking the chance to develop it and react according to the future problems or situations that a new venture bring.

Past or related experiences also influent the future behaviour of entrepreneurs, if they have already created a new venture they are more likely to identify new opportunities and develop them because they already have the knowledge and the experience. In this case, a link between the

intention of starting a new venture and the time the idea was identified was found. 20 students have started a new business, 7 of these students identify new ideas after their exchange program, it could be due to the current experience they already have or due to the fact that they were in a new environment and they scanned opportunities (Table 2).

Have you started a new business?	When was the idea originated?		Total
	Before	After	
Yes	13	7	20
N° of respondents	13	7	20

Table 2 Relation between previous experience and ideas' identification. Source: Author's creation

10 respondents out of the 28 that haven't developed a new project, had thoughts about doing it during their exchange program or after finish it. 6 students that already have started a new business had the intention and developed this new venture when they finished their exchange in France. Moreover, 9 students out of 11 that previously participated in an international student exchange are students that have started a new business, proving that international students exchange could be drivers and enhance entrepreneurial capabilities (Table 3).

Before traveling to France, had you done and international Student exchange program?	Have you ever started a new business? YES		Total
	Before	After	
Yes	4	5	9
N° of respondents	4	5	9

Table 3 Link between previous experience and entrepreneurial activity. Source: Author's creation

In addition, not only their own experience impact their behaviour but according to literature if their relatives, mother, father or siblings have been entrepreneurs in the past they know what to expect, what the future outcomes might be. 32 respondents have relatives that own a business, 17 of them have started a new business while 15 have not (Table 4). As the opinions are divided and the difference is short, it is not possible to conclude that family's experience influent entrepreneurship. Likewise, 50% of student chose either family or friends as sources of funds to finance their business, so we cannot say either that these support and affect entrepreneurial behaviour, and further studies must be done to prove this information and its outcomes.

Table 4 Link between family experience and entrepreneurial activity

Any of your relatives have a family business?	Have you ever started a new business?				Total
	No	Yes		Total Yes	
		Before	After		
No	13	1	2	3	16
Yes	15	12	5	17	32
N° of respondents	28	13	7	20	48

Table 4 Link between family experience and entrepreneurial activity. Source: Author's creation.

The survey was conducted in students from different fields of study, with prevalence of management and business administration (63%), due to the nature of this career individuals are constantly in touch with entrepreneurship theories, new business' cases, success business' examples and projects to identify opportunities. The curriculums in the home and host Universities is crucial to the development of entrepreneurs, having projects where students need to gather information and make an analysis of the current situation of an economy, market, product and customers allows them not only to put in practice what they have learnt but also to identify market niches and needs where they can start a new venture in the future or identify new markets for either current or new products. 25 students have had projects in their home university that involved the creation of new businesses, 12 out of these students already created a new business, 8 before going to France (Table 4). Furthermore, 21 respondents of the 25 have had the intention and 14 have it before the exchange.

In your home university, did you develop entrepreneurship projects?	Have you ever started a new business? YES				Total
	No	Yes		Total Yes	
		Before	After		
No	15	5	3	8	23
Yes	13	8	4	12	25
N° of respondents	28	13	7	20	48

Table 5 Home University projects and Entrepreneurial activity. Source: Author's creation.

In comparison, if we take into account the 35 students that have developed projects during their exchange 30 of them have had the intention, 19 of them during or after their stay in France and 13 have developed a new project, 6 of them after going to France.

Finally, 40 students think that living in France helped them to identify new opportunities for new ventures, only 7 out of this 40 haven't think about starting a new business and 21 recognize these opportunities during or after finishing the program. Moreover 27 out of the 40 think that this could be due to the cultural, customer knowledge and contacts they acquired while living in France. However, most of the respondents didn't work or spend many time with French students, the knowledge they acquired might be due to the fact that they are submerged in the culture and even when they do not spent most of the time with locals they are ruled by the host country, that ultimate lead to get in touch and learn how things and procedures worked and how to handle and overcome the situations or problems that might appear. Furthermore, 26 of this students see themselves either as their own boss or starting a new business in 10 years.

4. Conclusions

Entrepreneurship is a concept with a lot of discussion and approaches around it, about what it is, how it is produce, who is the actor and what could enhance or improve the process, the activities or even what can change or drive individuals to do these type of activities. Culture is one influencer of entrepreneurship process because it shapes personality and values of people and also institutions and what is approve by society. As international students exchange involve going and studying in a different country this could have benefits for individuals' entrepreneurial capabilities, as they can bring cultural intelligence and different benefits innate to their nature.

This study began with a review of concepts and what is understood for terms such entrepreneurship, culture, their link and a brief introduction to what are international student exchange programs and the benefits they can bring to individuals and therefore to their entrepreneurial capabilities, then a field research was made with the last three years Colombian students that made and exchange program in France. The ratio of respondent was 69% due to the

fact that as this programs are made in the last years of studies, the contact email that the university have for students, could have changed.

Through the survey, main characteristics, drivers and how international students exchanged could have change students were studied. The main findings were that students portrayed main entrepreneur's characteristics, that previous experience have positive influence in the development of new ventures, as well as the exchange in France that was take into account. Also that living in a different country help them identify new opportunities and how the intention of creating a new business started after or during the exchange. Moreover that cultural knowledge was acquired from their stay in France and how the curriculums in the universities can have a positive impact on entrepreneurial capabilities.

As doing an international exchange year miles away from home is itself an uncertain activity, students that go to these types of programs are more likely to portray entrepreneur characteristics such risk taking, they are more likely to be creative, analytical and open minded due to the fact that they are able to go to a different culture, get involve with different people and embrace new habits, that's why the study should have measure the degree of how these features change comparing the before and after instead of just having the trait.

Relation between previous similar experience, the current exchange and ideas for new business were found. Students that have done and exchange year in another country before traveling to France have developed ideas for new business, however further study needs to be done in order to know if the new business that they developed was due to their experience abroad Furthermore is required to go further to see if students with present intention really develop a new business or if their intention got stronger.

Evidence that international students exchange impact students entrepreneurial capabilities has been found through this study, it seems like this type of programs attract students that have entrepreneurs characteristics and enhance complementary features that allows them to embrace the host culture and identify opportunities to create new ventures. The curriculum of the universities are enablers to these new ventures as it was concluded in this study, universities in the home and the host country try to develop projects to identify entrepreneurship opportunities and it seems to have a positive impact on entrepreneurial capabilities. Because of this educational institutions and

other entities could take into account international exchanges as a source for economic development, because they broad vision and perspectives and ultimately can create a new business that would have a great impact on economy. Finally the results on how the support of the family and friends influent entrepreneurship were ambiguous in this study and further analysis is required.

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Appendix

Appendix 1: Survey

International Student Exchange and Entrepreneurial capabilities

*Mandatory

1. Gender *

- ☐ ☒ Female
☐ ☒ Male

2. Age *

- ☐ ☒ 17-20 years
☐ ☒ 21-24 years
☐ ☒ 25-28 years
☐ ☒ Above 28 years

3. What is your Home University Program *

Please select the program that you are taking in your university in Colombia



4. Which program are you taking in Groupe sup de co MBS *

Select the program you are taking in Montpellier



5. When do you do your exchange program in MBS? *

Write the year when you did your exchange program ex: 2008



6. How long take (took) your exchange program? *

- ☐ ☐ Less than one semester
- ☐ ☐ One semester
- ☐ ☐ One academic year
- ☐ ☐ More than one academic year

7. Before traveling to France, had you done an international student exchange program? *

If your answer is NO, go to the question number 9

- ☐ ☐ Yes
- ☐ ☐ No

8. Where was it?

Write the name of the country



9. Are you currently studying in Sup de Co Montpellier Business School? *

- ☐ ☐ Yes
- ☐ ☐ No

10. Choose the level of each feature according of your personality: *

1 Low level and 5 High level of each feature

	1	2	3	4	5
Creative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analytical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk Taking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extroversive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introvert	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1	2	3	4	5
Networker	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Determined	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Leader	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Open Minded	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

11. When you need to take a decision you usually: *

- ☒ Do a deep research about the several options you have and their consequences
- ☒ Do a general overview about the situation
- ☒ Take action without thinking twice

12. Have you ever started a new business? *

If your answer is NO, go to the question number 14

- ☒ Yes
- ☒ No

13. Was before, during or after traveling to France?

- ☒ Before
- ☒ During
- ☒ After

14. Have you thought about starting a new business *

If your answer is NO, go to the question number 16

- ☒ Yes
- ☒ No

15. Was before, during or after traveling to France?

- ☒ Before
- ☒ During
- ☒ After

16. Any of your relatives have a family business? *

- ☒ Yes
- ☒ No

17. If you decide to start a new business which will be your source of funds? *

- ☒ Family
- ☒ Friends
- ☒ Bank Loan
- ☒ Savings

- ☒ Other: ☒

18. Do you think that Colombian institutions support entrepreneurship? *

The Government, Banks, Universities

- ☒ Yes
○ ☒ No

19. In your home university have you ever developed a project that involved the creation or recognition of new opportunities to start a new business? *

If your answer is NO, go to the question number 21

- ☒ Yes
○ ☒ No

20. Was it international, Local, both?

- ☒ International
○ ☒ Local
○ ☒ Both

21. In MBS have you ever developed a project that involved the creation or recognition of new opportunities to start a new business? *

If your answer is no go to the question number 24

- ☒ Yes
○ ☒ No

22. Was it international, Local, both?

- ☒ International
○ ☒ Local
○ ☒ Both

23. Your Team was usually composed by:

- ☒ Students from your country
○ ☒ French Students (Locals)
○ ☒ International Students

24. While living in France you usually spend your time with: *

Organize the following groups according to the time spent with each one, being 1 with whom you share the most and 3 the less amount of time

	1	2	3
Students from your country	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
French Students (Locals)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

	1	2	3
International Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

25. Do you think, living in France helped you to identify opportunities to start a new venture? *

If your answer is NO, go to the question number 27

- ☒ Yes
- ☒ No

26. If your answer was yes, what are the reasons?

- ☒ Cultural Knowledge
- ☒ Customer Knowledge
- ☒ Market Knowledge
- ☒ Legal / Regulation Knowledge
- ☒ Foreign Language Proficiency
- ☒ Contacts (network)
- ☒ Other: ☒

27. After living in France, Do you think that French institutions support entrepreneurship? *

- ☒ Yes
- ☒ No

28. In 10 years how do you see yourself? *

- ☒ Studying
- ☒ Employed
- ☒ Starting a new business
- ☒ Being your own boss