# 3EP

**European Entrepreneurship Educators Programme**

*"A Family Venture around the World"*

*- A real life learning experience -*

A platform for Teaching and Learning about

# Entrepreneurship

# &

# Small Firm Internationalization

*"The world is a book and those who do not travel read only a page"*
(St. Augustine, *De civitate Dei, ca. 413 - 426*)

***3EP Challenge Report***
Dr. Oyvin Kyvik
ESCI-Pompeu Fabra University
March 2011

# Table of contents

**Prologue**


In May 2010, I received an invitation to participate in the European Entrepreneurship Educator Programme (3EP). Being relatively new to academia, but rich on practical business experience, the programme immediately caught my attention with its focus on the formation of students´ entrepreneurial spirit.

Participating in 3EP was engaging and challenging and also helped me confirm that my personal project "A Family Venture around the World" might serve as a platform to inspire others to take on challenges and make dreams come true. In my mind, taking action to make dreams come true forms part of the entrepreneurial spirit, in many ways is the dynamo of the entrepreneurial process and is as valid for a dream of implementing a new business venture, creating a new social service, commercializing a technical innovation or becoming your own boss.


\*\*\*\*\*\*


I wish to dedicate this ***3EP Challenge Report*** to my team. You never stop surprising me by your strength, your determination and your enthusiasm for exploration. I thank you for your support, your confidence, your faith in this project and your will and courage to turn it into a reality.

It is an honor to be your *mentor* and to be a member of your team.

**Our reasons**

*"What are our reasons?*

*What's better, imagining the world or touching it, tasting it and seeing it with your own eyes? My father has always had the dream of doing a trip around the world, and since my siblings and I were little he has transmitted to us his adventurous spirit.*

*It can seem really nice to say: 'we are taking a year off to see the world' and everyone may say it's something marvellous that they'd love to do, but how many people actually leave and do it?*

*You've got to have good reasons to leave friends, family, a nice house, a job, a dog and your usual commodities to do this kind of a trip, because if not, you may just stop in the middle of your tracks and take the first plane back home.*

*The first thing you need is a tremendous conviction that you are doing the right thing, and that's probably what my father has. He has the conviction that this is a gift for all the family, it's like opening a door to the world, opening new possibilities. He's convinced that this trip is going to change our lives, and is going to reinforce those values he's already given to us.*

*Another reason is the chance to stay one extra year together, when all the siblings are taking a different way in their student lives. My two eldest siblings are studying in Norway and who knows where they are going to continue their studies and I may start a new life in another part of the world. It's a great opportunity to reconnect the family and know that we'll always stay connected.*

*It's obviously a very big challenge when each member of the family has their personality, when each one of us has developed a way of doing things, we are all different, but we are tightly connected as a family so we can't just one day take off and say we are tired of the trip. We have the responsibility of staying together as a family and protecting ourselves.*

*Another reason is the belief that this trip has some kind of benefit, the trust that this trip is going to have a before and an after. This trip may be an optimal way to give us a chance to clear our ideas and get to know ourselves better. It also can show us the huge opportunities there are in the world, how lucky we have been to be born on our side of the globe and decide what we want to do with our lives.*

*In fact this may be a trip where the countries stop being simple colored areas on a map and they turn into landscapes, experiences and people, and these people are neither exotic objects, nor anthropological curiosities, but simple human beings".*

<div align="center">

Cited from Alexandra Ruiz Kyvik´s high-school student research project
October 22nd, 2010

</div>

**Abstract**

This report describes the preparatory steps of a trip around the world for a family – 2 parents and 4 children ranging in age from 15 to 20. The project´s pedagogic purpose and philosophical foundation is outlined and the specific steps taken to involve the team members in the project development are emphasized with reference to current management literature. Managerial issues related to team-leadership, entrepreneurship and learning for internationalization and inter-cultural adjustments are stressed and related to real-life contexts. Taking risk into account, it is concluded that the project is doable, with anticipated significant personal learning experiences for the participating team members. Offering a well founded empirical framework, it is also concluded that the project offers a flexible context and is suitable as a basis for teaching and learning about entrepreneurship, internationalization and inter-cultural understanding.

**Keywords:** entrepreneurship; internationalization; intercultural management; learning; global mindset

## 1. Introduction

This project is based on a plan of spending one year travelling around the world (from June 2011 to June 2012). The participating team consists of 6 family-members; my wife Martha (business graduate/entrepreneur) and our children Adriana (20 years – student of biotechnology), Kristian (19 years – student of math/statistics), Alexandra (17 years – high school graduate), Carolina (15 – junior high school graduate) and myself (a part-time researcher/lecturer and owner/manager of small firms).

Part of the distance will be travelled by car (North America/Mexico/Central America/South America) and the rest by rail, bus, ship and/or plane. The itinerary of the tour will take us through developed, developing and relatively under-developed countries. See Appendix 1 for an outline of the itinerary. We will be exposed to great variation in culture and historic, religious and linguistic contexts with differences in reasoning (cognitive processes), entrepreneurial drives and attitudes to internationalization and globalization.

My initial idea was to take advantage of the travel to study and teach entrepreneurship and internationalization at business schools along the way based on teaching programs of varied length and content. This idea was accordingly presented as a project during the 3EP conference (Turku, Finland – August 22-27, 2010). The conceptual model of this initial idea is illustrated in Figure 1.

However, based on a closer evaluation of the resources and level of complexity implied by developing a rigorous and pedagogically sound program for teaching entrepreneurship and internationalization to students of different cultures and level of academic background, this initial idea has been reconsidered.

**Figure 1**: Initial conceptual model

The implied complexity of the initial idea is further illustrated in Figure 2, which emphasizes the contextual challenges of teaching to a, literally speaking, moving target – a moving target in the sense that the students will always be new, the teaching of very brief duration (1-3 days) and the context/place and the level of academic background, culture and local resources constantly changing.



**Figure 2:** Dimensions influencing the preparation of curriculum and pedagogic content

As a result of these considerations, the decision was made to instead use the world tour project itself as a teaching platform. As the project may be considered entrepreneurial and reflecting a global mindset with an interest and curiosity of exploring the world with the objective of learning, the renewed prospect is to present the motivations for the world tour, the preparatory steps, the role of the team and how we arrange to manage the project fo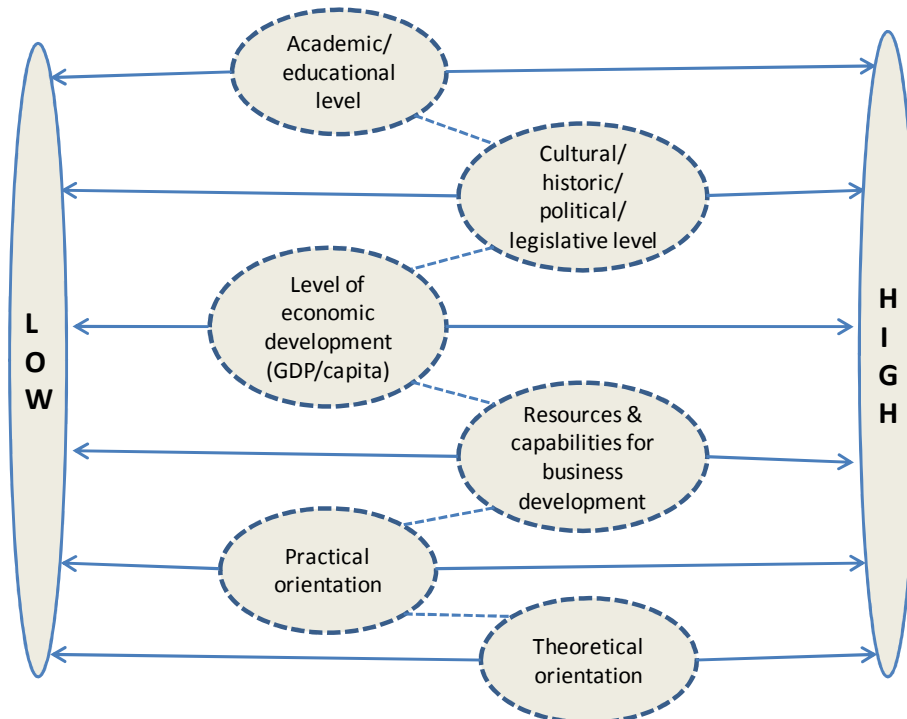r maximum learning not only for the participants, but also for those who might be interested in listening to us along the way. While this is a family-based tour, the family-context nevertheless does serve as a learning laboratory, with real-life pedagogic implications and with clear managerial implications with reference to the preparation and implementation of the project.

## 2. Conceptual foundation: Teaching and learning philosophy

Using the world tour as a teaching platform for entrepreneurship and internationalization must be founded on relevant substantive pedagogic theory, a sound conceptual and practical basis of what entrepreneurship and internationalization is about and combined with an appreciation of the complexity of teaching and presenting in foreign cultures and to a public of mixed educational and practical background.

To evaluate how best to take advantage of the world tour as a platform for teaching and learning and at the same time engage in a dialogue about entrepreneurship and internationalization, a stage-wise conceptual research design (paragraph 2.1) was developed for the project where the individual stages build on each-other in a logical sequence as knowledge is gained.

There is, however, another pillar to the project which should be equally emphasized. This project is launched with the primary objective of experiencing, experimenting and learning about what the world has to offer (the good, the different and the may be not so good depending on your point of view). It is our objective to observe and show respect for local solutions when these are different from what we are used to. It is also an objective to the maximum extent possible, to reflect this in the teaching/learning program – one entrepreneurial- and/or internationalization model does not fit all and we should keep our minds open for different approaches and different ideas and practices which do work. Thus the tour is as much about active observation, active listening and active learning as teaching. This is also why it is believed that the eventual teaching should be based on the world tour project (i.e. a real and hands-on experience) suitably adapted to the changing circumstances encountered along the route.

### 2.1 Research design

The research design (Figure 3), divides the development of the project into sequential stages. The design was developed in collaboration with Alexandra (17) who used the world tour as the topic for her obligatory high school research project[1]. She suggested this as a topic at her school, got acceptance for this and we subsequently supported her and took this as an opportunity to get the family focused on and involved in the development of the project.

---

[1] In the Catalan school-system, students develop a research project during the last year of high school and present it in a "public" presentation
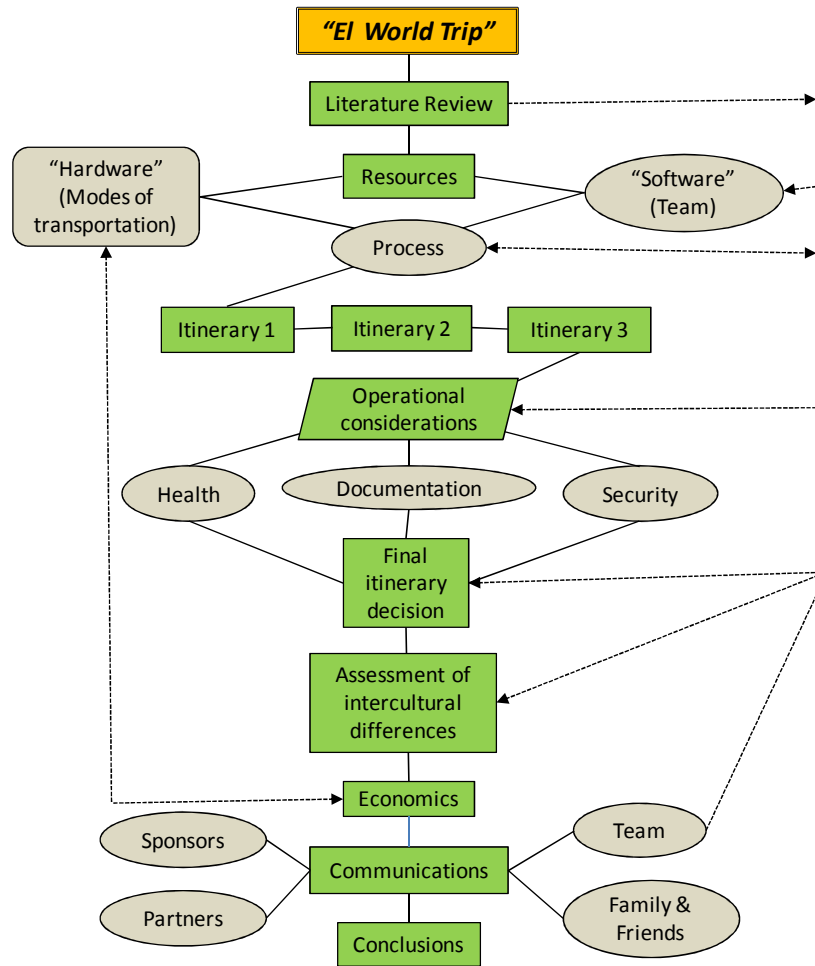
**Figure 3:** Research design

Following standard academic procedure, the project starts with a research question (in this case the world tour), goes on to review the literature, the resources, analyzes possible itineraries from an operation perspective (health, safety and risks being important considerations), before embarking on a preparation to avoid intercultural chocks while at the same time maximize learning opportunities. Naturally, all entrepreneurial projects have certain budgetary constraints and an outline of the budget is included in Appendix 4. Finally, we consider our digital communication platform and its objectives and functions both before and during the implementation of the project.

The communication platform is important since part of our team is located in Norway while the rest in Spain and we thus need the platform for information sharing and as a collaborative tool during the project preparation phase. It obviously also will serve as an important marketing channel vis-à-vis sponsors and for communication with family, friends and the public in general during the venture. The present version (01.03.2011) of the communication platform consists of a static web-page (not to be changed during the tour) telling our story and a more dynamic blog which will be continuously updated with reports, videos and photos as our tour progresses. The current status of the communication platform, also in due course to be amplified by a Facebook- and Twitter-presence, is illustrated in the following links:

http://web.me.com/elworldtrip/elworldtrip/Welcome.html
http://elworldtrip.wordpress.com/

## 2.2 How to transfer knowledge about entrepreneurship and internationalization?

A lot has been written about if and how entrepreneurship can be learned and taught and so also in an international context (Fayolle and Klandt 2006). The importance of having or forming an international- or global orientation, also referred to as a global mindset, has equally been granted much attention in the international business literature (Gupta and Govindarajan 2002; Javidan, Steers and Hitt 2007). Both bodies of literature seem to soundly agree, however, that entrepreneurship and international business are topics which can be learned and thus that it may be taught. Though the methodology and content of teaching in both fields are hotly debated, there also appears to be a growing consensus on certain educational principles – at least so in theory.

Both for entrepreneurship and internationalization, there appears to be a general agreement of the need to transfer a basic knowledge-content about the subjects, as well as, some methodological concepts to the students. Based on the fact that we here are concerning short-sessions (say of 1 or 2 days maximum), basic concepts and methodology will be transferred using the world tour both as an example and as a vehicle for teaching. A conceptual explanation of the value of developing a proper research design and the motivational importance of involving the team in this elaboration will be emphasized. By involving the individual team-members, they "own" the project and both the design and the step-wise development of the preparation of the world-tour are internalized. This engaging, motivational and personal exercise pays off – the team gets involved, the stages and other milestones are debated, differences of opinions are aired, exchanged and agreement of how best to progress is reached.

My team is not my students, however, they are collaborators which I depend on and getting them involved in the preparatory work is crucial – they have to engage and by being given responsibility and accepting it, they learn – they actually learn without even knowing it (Cornelius-White and Harbaugh 2010; Fink 2003). They are curious, they are motivated – they seek new knowledge and they want to be part of this project. By using the world tour project as a teaching platform, I believe we may succeed in transmitting some of this enthusiasm and engagement – a psychological and emotional engagement so recognizable in many entrepreneurial projects whether domestic or internationally oriented.

With reference to Figure 3, it is worth noting that the research design is the result of a rigorous review of the logical sequence of stages that we anticipate to go through towards the execution of the project. Thus elaborating a more or less detailed research design serves as a model which structures the analysis and "forces" you to think through the consequences of each decision before deciding. The design-process also makes it easier to become aware of causality and potential feedback loops between the various stages and potential relationships between endogenous (variables we may control) and exogenous factors (phenomena outside of our control). It is equally important to get across the idea that the importance of the research design is not the design itself, but rather the step-wise cognitive process leading up to a visual and aesthetic illustration of the project itself. As a matter of fact, we worked on a number of versions of Figure 3 before reaching the final version, each the result of iterative thinking through each of the steps involved. In this context, it is the cognitive processes in form of rounds of discussion, differences of opinions and resolutions which eventually lead to commitment and commitment to ownership and motivation to work toward a common goal. It is this process of dialogues which represents learning while the tangible plan, even the illustration itself, may be seen to have little value except as a communication tool.

## 2.3 Bodies of literature, conceptual overlaps and search for focus

Reviewing the entrepreneurship-, internationalization- and learning/educational literature, much of the literature is conceptual and descriptive while much less are empirical studies. However, from an educational perspective if the objective is for others to learn, conceptual and descriptive information alone is not very useful. Thus, we have chosen to limit our literature search to publications which discuss the theme of entrepreneurship and internationalization from a cognitive perspective and with focus on the smallest common denominator. In the managerial context, this is the *individual* or small groups of individuals.

## 2.4 The smallest common denominator

In entrepreneurship and firm´s internationalization, the smallest common denominator is the individual entrepreneur or CEO. And it is this individual´s mindset or way of thinking and perceiving business-opportunities combined with abilities to act which eventually will determine whether or not a project is developed. The causal relationship between thinking and acting is well established in management literature, both within entrepreneurship (Krueger 2003; Baron 2004; Mitchell et al. 2002) and internationalization (Gosling and Mintzberg 2003; Kyvik, Saris and Bonet 2011) and strategy-focused management literature (Kotey and Meredith 1997). Based on this, the individual student and the potential individual entrepreneur, or CEO in an internationalizing firm, will be granted maximum attention in the teaching.

As the world tour will form the basis for learning and teaching along the way, the following discussion will primarily follow the actual steps we undertook to develop the project. Secondly, more theoretical perspectives on entrepreneurship and internationalization will be revisited and discussed.

## 3. The world tour as learning and teaching platform

The idea of making a family world tour probably sounds crazy to most people. However, I grew up in a family with tight ties to the world of maritime shipping and where story´s of challenges and experiences at sea and in the ports of the world were daily. As a consequence, as Alexandra and her siblings grew up, I told them night-time stories about how the imaginary "*Chief Mate Ola*", the second in command on board a Norwegian commercial ship, confronted problems and found solutions to challenges wherever in the world and in whatever culture he might be. These children´s stories, with their specific pedagogic-, ethical and moral content of encouraging correct decision-making in difficult situations, over time converted itself into the dream of making a "world trip" together. Little by little, everything learned at school or at home or in other contexts was evaluated based on a criterion of how useful it might be for our future world trip. These childhood stories were the seeds of today´s entrepreneurial and international project and the result is a collective family-mindset where this type of a project is seen both as doable and interesting. This also serves to emphasize how important the childhood ambience is for creating beliefs and attitudes determining how people think and what they do later in life (Peterman and Kennedy 2003; Reitan 1997; Wind and Crook 2005). Again, mindset determines how and what we perceive and eventually how we act – i.e. childhood stories supporting the development "from seeds to vision" as simplistically illustrated in Figure 4[2].

---

[2] Note counter clockwise arrows in the illustration starting with "A Family World Tour"
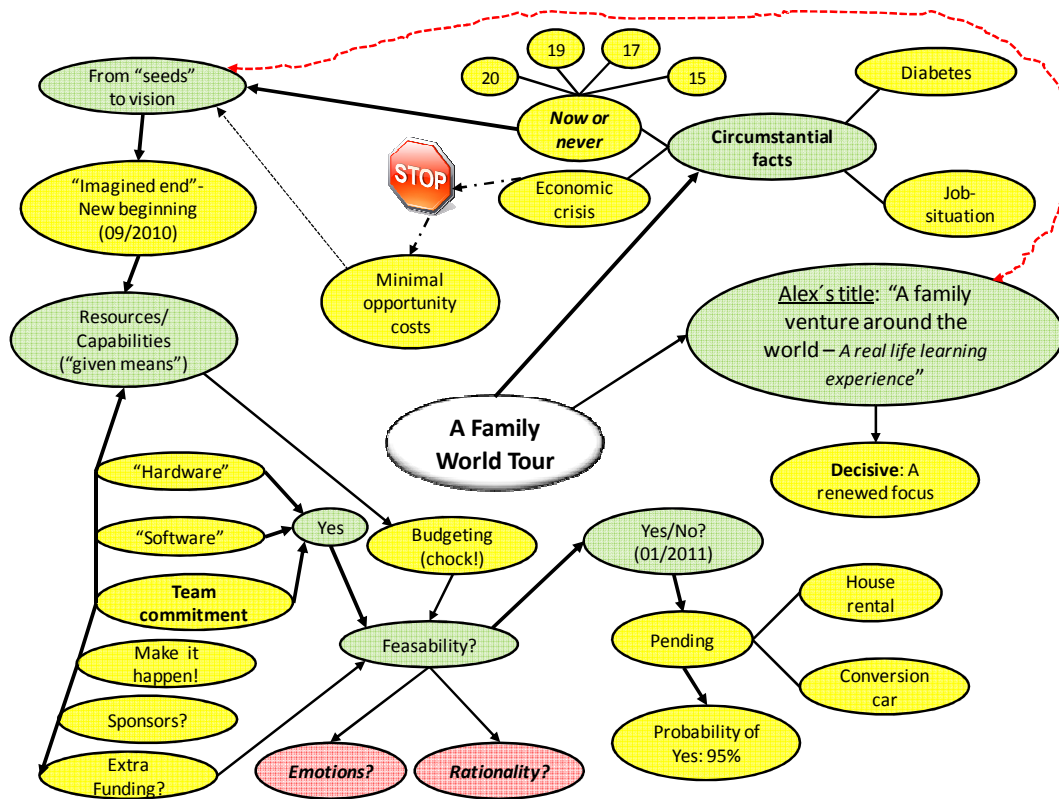
**Figure 4**: Development of a dream – a cognitive & emotional rollercoaster

With reference to the illustration, from planting the idea of the world tour and later keeping the idea active, the next important phenomena in the story was circumstantial. First and foremost the world-wide economic crisis hit Spain hard and strongly slowed down ongoing projects and thus reduced the opportunity cost of leaving. At the same time, I was "between jobs" while for a long time having to face the anticipated long-term effects of diabetes type 1. This, combined with the fact that the children were no longer children (all between 15 and 21 years of age) with the two oldest already starting their university careers, made us combine all these facts to see the world tour as a *now or never* opportunity. Thus, we decided to convert the crisis and uncertain long term expectations into an opportunity. This might be considered as a touch of *effectual reasoning*, a concept which we will return to when we consider the project-development from a more theoretical perspective in the next paragraph.

Next we considered our resources. The software (the members of the team) was easily convinced though hesitant before committing. In spite of the fact that this project has been on the drawing board for a long time, it was nevertheless a challenge for the members of the team to accept this as a now or never opportunity. They also needed to see us, my wife and me as leaders, commit ourselves and it appeared as if they did not come onboard until we started seriously evaluationg the various options we had for converting our car for the expedition (Appendix 2). In addition to this slight resistance and sound scepticism, there were two other circumstantial events which played a substantial role in regaining our focus – both of them happing more or less by chance. It so happened that I last year was offered a teaching job in Egypt and later was invited for an interview at a university in South Korea. The idea was to relocate to either Egypt of South Korea for 2-4 years together with my wife and two youngest daughters. Eventually, due to the lack of proper schooling

for the children both projects failed to materialize, though the idea of considering a move and making a change in our now stable life-style was still very much alive. The other circumstance which very much made us rethink our dream of doing a world tour together was the fact that Alexandra, as already mentioned, got acceptance for using the world tour as her obligatory research theme. This meant that she (and of course the rest of the team got very much involved) spent a considerable amount of time studying the various phases of the project. Together, taking a closer look at our own abilities and resources[3] and considering our willingness to committ to the project and "make it happen" – we concluded YES we can and we will. Alexandra´s project was undoubtedly instrumental in energizing us to refocus and make a decision.

Once we had secured the commitment of the team, the next issue to solve was the feasability of the project. The sequence of the logic we followed should be noted – we did not start with the budget. To the contrary we first secured the team´s commitment and only further down the line started to search for the required resources to pull it off. Again, this may be considered a combination of strategic and effectual thinking to which we will return later. Regarding the isssue of feasability, it also worth noting that as many entrepreneurial projects, the motivation and thinking of the team is often neither strictly rational nor linear – our own motivation made economics secondary – while our entrepreneurial drive was probably as much emotional (Baron 1998) as rational. Also, as illustrated by comparing Figure 3 and Figure 4, our "modeling" was by no means linear, but instead jumping from concept to concept in both directions and making connections between concepts by combining vertical and lateral thinking (Williams 1983).

As of writing, the probability that the world tour project will be implemented is above 98% and the really only pending issue is of practical nature (finding a tennant for our house in Barcelona and a temporary home for our dog while we are away).

Notably, however, as our project progresses, it is believed that we are in a sense favorably biased by a degree of collective bounded rationality (Simon 1978) to seek innovative solutions while ignoring issues beyound our control which may go wrong. Our objective is crystal clear and as problems occur (which they continously do), we seek ways to find doable solutions – solutions which in our view is highly rational, while most likely questionable from the perspectives of an outsider. While bounded rationality or biases in the entrepreneurial decision-making process have been described as the "dark side of entrepreneurship" (Krueger 2003; Busenitz and Barney 1997) in the sense that entrepreneurial drive negatively biases perception and weakens objectivity, we will claim that we have maintained our rationality by continously comparing the overall anticipated benefits of the project with the costs and risks involved. There is no doubt, however, that the eventual judgment of rationality and which variables are included in the evaluation process remains subjective as commonly is the case in most decision-making contexts and particularly so for entrepreneurial projects.

## 4. A comparison of practice and theory

Now, a closer look will be taken as to how the development of the world tour project coincides with management theory.

---

[3] In Figure 4, "hardware" refers to mode of transportation (particularly the car) while "software" refers to the team-members and the dynamics of the group

**4.1 Entrepreneurial theory**

There has been some discussion in the literature to which extent entrepreneurship (Blenker et al. 2006), or for that matter internationalization or cross cultural competence (Johnson, Lenartowicz and Apud 2006), may be learned and taught. It has, however, become an overall accepted premise that skills, competencies, personal characteristics relevant for both disciplines can be nurtured through practice and theory as students pass through the educational system.

Sarasvathy (2001) and, among others (Mitchell et al. 2007), link entrepreneurial actions to how the entrepreneur perceives opportunities (either for business or social projects). Sarasvathy in particular makes a distinction between causal (Figure 5) and effectual reasoning (Figure 7) with strategic reasoning (Figure 6) falling somewhere in between the two.

It comes as no surprise that causal reasoning (Figure 5) dominates in the education setting – it is simply much easier to teach and explain to students. Sarasvathy sees causal reasoning as rational, starting with given means and a predetermined goal where the question is how to optimize a way to
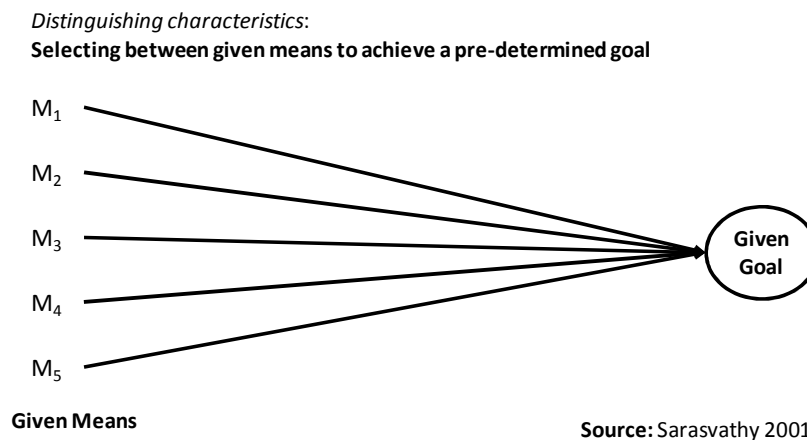
*Distinguishing characteristics*:
**Selecting between given means to achieve a pre-determined goal**

$M_1$

$M_2$

$M_3$

$M_4$

$M_5$

**Given Means**

**Given Goal**

**Source:** Sarasvathy 2001

**Figure 5**: Managerial thinking – causal reasoning

reach the objective, while effectual reasoning is the literal opposite by beginning with means and creatively looking for innovative objectives. "[…] in our classrooms, we teach potential entrepreneurs an extremely causal process – the sequential progression from idea to market research, to financial projection, to team, to business plan, to financing, to prototype, to market, to exit, with the caveat, of course, that surprises will happen along the way" (Sarasvathy, 2001, p.3). Sarasvathy´s arguments are reasonable and most entrepreneurs and even most managers with practical experience will probably be intuitively familiar with her underlying reasoning.

Most managers will probably also be familiar with the sequential, however, strategic thinking simplistically illustrated in Figure 6 where search for new resources are taking into account. As also pointed out by Shane and Eckhardt (2003) and Baron and Ensley (2006) the entrepreneur´s will and skills in searching for resources and capabilities *outside* the boundaries of a project or business venture is an important part of the entrepreneurial cognitive process. In colloquial terms it appears as a touch of thinking "outside of the box" to make things happen to reach an objective.

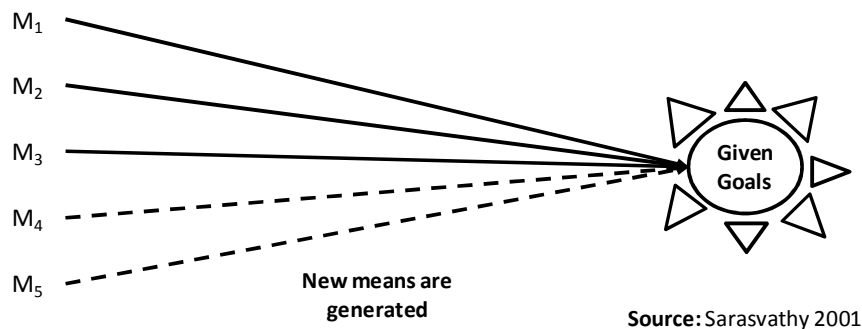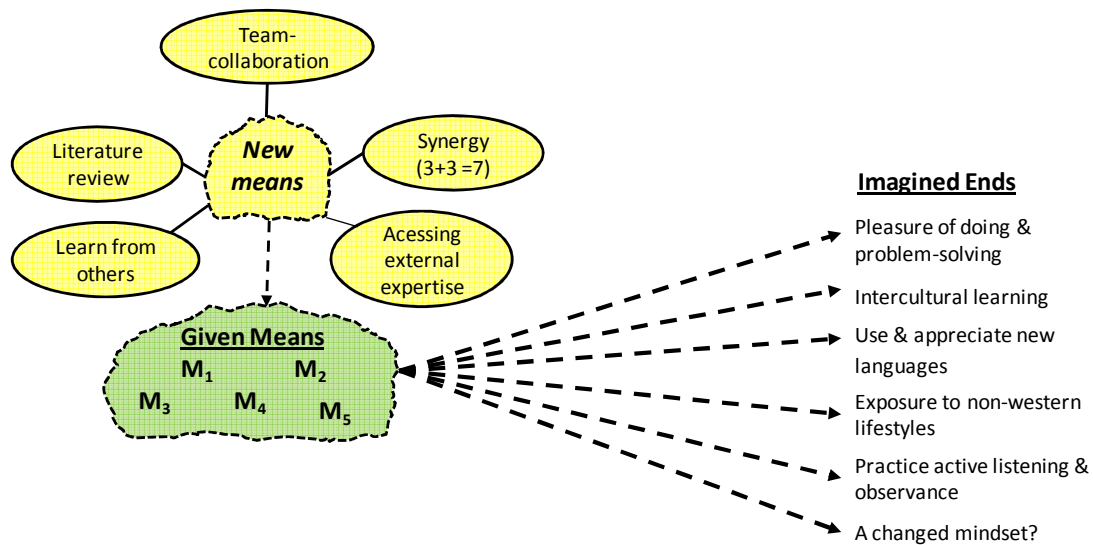**Generating new means to achieve pre-determined goals**



**Figure 6**: Strategic thinking – creative causal reasoning

Finally, *effectual reasoning* is categorized by combining the aptitude of not only searching for new means (new resources and/or capabilities) to be able to implement a project, but also simultaneously having the creativity of searching for new applications, possibly through a new and innovative combination of existing technology or through the invention of a new business- or social model. This means that not only are new combinations of resources and capabilities searched for (new means), but simultaneously new applications and goals are invented (new imagined ends). Effectual reasoning is simplistically illustrated in Figure 7.

*Distinguishing characteristics*:
**Imagining possible new ends using a combination of given and new means**



**Source**: Adapted based on Sarasvathy 2001

**Figure 7:** Entrepreneurial thinking – effectual reasoning

Referring this theory to the world tour project, several phenomena of effectual reasoning may *subsequently* be recognized. Primarily, we have extensively accessed and relied on outside resources and expertise (most concretely regarding the preparation of the car) and we have actively searched for expert-information regarding all other practical operational details and travel-routes and will continuously actively do so until our time of departure. During this process, new combinations of "means" (i.e. knowledge from outside of our team´s prior competence areas have been assimilated,

critically reviewed and internalized when found useful) and new opportunities and new ideas have occurred (new imagined ends) in form of adaptation of our equipment, changes in operational routines, the itinerary or other preparation of practical nature (for instance vaccinations). Above, I have emphasized the word *subsequently*, simply for the reason that though I was familiar with the concept effectual reasoning, it did not occur to me before attempting to describe our behavior that we were actually more or less going through the processes implied by the concept.

With reference to Figure 7, it simplistically illustrates the process we have gone through from the time of deciding to go ahead with the project, how we continuously have accessed external new means and simultaneously imagined positive outcomes (imagined ends) of implementing the project.

### 4.2 Internationalization – conceptual foundations

Many attempts have been made to model the internationalization process and describe the complex functioning of international business. Modeling is appealing from a theoretical and academic perspective. From a practical perspective, however, academy´s demand for parsimony sometimes appears to be counterproductive and even with negative consequences (Ghoshal 2005). However, with this caveat in mind, models depicting international business and the internationalization process have nevertheless flourished (Figure 8).



**Figure 8:** Internationalization models

Johansen and Vahlne (1977) describe the internationalization process as a stage-wise phenomenon of gradually increasing foreign involvement. As firms increase their knowledge of foreign markets the psychic distance will gradually be shortened and the firm may move from being a casual exporter to eventually establishing production abroad. The innovation model (Reid 1981) has much in common with the stages model while differing in the sense that internationalization is considered a managerial innovation by which the firm moves to the next stage by a learning-based innovation.

The perspective that firms´ internationalization takes place in stages has been criticized for its apparent linearity and lack of logical delimitation of the stages. As a response to criticism, Johansen and Vahlne (2003) updated their model to reflect firms´ increasing dependence on network-collaboration in the internationalization process. Perspectives on internationalization has also widened by a recognized overlap between entrepreneurship and internationalization (McDougall and Oviatt 2000) and have been enriched by borrowing constructs from other bodes of literature amongst other from innovation, change management and strategy. There appears to be an agreement between the various bodies of research that entrepreneurship (innovation, pro-activeness and risk seeking behavior) that crosses national borders per definition forms part of an internationalization process. The internationalization process has also been explained by focusing on resources (Peng 2001) and particularly so from a strategic perspective. The resource-based view of the firm offers the benefit of being able to extend the resource concept to include capabilities and knowledge acquisition – i.e. a more cognitive oriented perspective – allowing for more dynamism. Finally, the born global concept emerged in the early 1990s (Bell et al. 2003) describing particularly IT-based, often small firms, going international from the time of start-up. It appears reasonable to argue that born global firms are global because the CEO or founder has a global mindset and sees the world as the market and simultaneously becomes aware that the firm has a competitive advantage (a competence or knowledge) which may be marketed internationally – theoretically speaking it is really not more complex than that.

All the models attempt to explain and/or predict firms´ internationalization. They are perceived and described by theorist based on empirical observations of what firms do (mostly big firms) and consequently the theory, as frequently is the case, lags solidly behind practice. Noteworthy, all internationalization models include cognitive explanatory variables, however, without considering the substantive origin of the variables (for instance a model may refer to "international orientation" without explaining how international orientation is formed) and without paying much attention to the direction of causality between the various explanatory variables claimed to influence firms´ internationalization process.

Most theorists and probably all practitioners will subscribe to the idea that perceptions of opportunities, as well as threats, are important for both entrepreneurship and internationalization. Most will probably also be able to agree that, particularly for smaller firms, the decision maker´s mindset, attitudes and cognitive process are determinant for the firm´s operation and strategy-development. The CEO´s dominant logic (Prahalad and Bettis 1986; Meyer and Heppard 2000) or way of thinking will determine the balance between domestic and global orientation and thus the extent to which the firm develops a reasoning which includes international markets as a part of its strategic operating theatre (Figure 9) and cultivate the necessary learning-skills, sensitivity and capabilities forming part of a more global mindset accordingly.

It is believed that the world trip project serves to illustrate how education (starting with childhood upbringing) and continued exposure to an entrepreneurial ambience ultimately may influence how young people (in this case the younger members of the team) perceive opportunities and threats: i.e. is the glass half empty or half full – does the economic crisis in fact also represent an opportunity

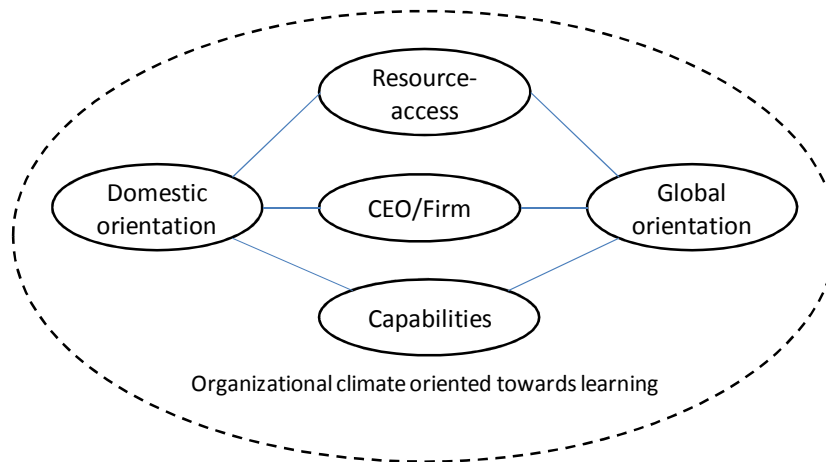– is a world tour too risky or does the perceived learning benefits nevertheless make it a valid and reasonable option[4]?



**Figure 9:** Balance between domestic- and global orientation as a function of cognitive processes generated by the firm

It also may serve to illustrate the need to make a decision and stick to it and look for solutions when challenged.

**4.3 Practice – reasoning reflected in actions**

With reference to Figure 3 (Research design), this paragraph will focus mainly on the operational context and challenges of team-management (operational considerations) and will refer this to the actual *change* in managerial perspective when moving from preparation and planning to implementation of the world tour project as illustrated in Figure 4 (note the difference between the sequential linearity of Figure 3 with the more chaotic disorder of Figure 4).

While the idea of the world tour, from a cognitive perspective, was easily "sold" to the team members partly due to the preceding "childhood programming" (Hofstede 1991/1997), a conscious change of management style was nevertheless required. As may be imagined, there is quite a difference between creating enthusiasm and energy among children compared to young adults. Young adults need to be carefully encouraged and allowed to be active in the planning process. Part of the required change in style was also related to a conscious realization of the need to adjust the role from parent to a combination of "spiritual" leader, consultant and mentor. As pointed out by Cornelius-White and Harbough (2010), "The relationship between mentor and mentee should be based on supportive, open, regular communication, often including regular observations of and by mentors and mentees". This we attempted doing in form of an evolutionary, common sense and straight forward adjustment of perspective, while the dialogue and transfer of tacit knowledge was challenged by the geographic distance to two of the team-members. With written dialogue constrained to codified knowledge due to the geographic distance, communications (for knowledge transfer, motivation and management) were frequently amplified by extensive telephone conferences (using Skype).

---

[4] Naturally, we faced these dilemmas and explicitly and implicitly made our decisions

It appears as if the graphic and visual illustrations of the various stages of the project-development (Figure 3 and 4), in itself was important and helped creating confidence and credibility that the project would proceed in spite of the still pending hurdles. At the same time, the illustrations added validity and objectivity to the project and gives credit to the old saying that a picture is worth a thousand words and not least so as basis for a conceptual development.

Also, it is worth to again emphasize the value of Alexandra´s study of the world tour. Due to her research, the project gained focus and it served to capture the attention of those of the team who were abroad. It has also been interesting to note, the apparent dependence of the team of the active involvement of the adult mentors. We observed several times a surge in activity (particularly by the part of the team which is located abroad) shortly after discussing topics by conference call, almost as if the conversation and reassurances gave them renewed confidence, motivation and encouragement to do a good or even better job as the case might be. During the preparations, team-members were given literally free hands to seek solutions and everyone learned – for instance no one knew much about web pages and blogs when we started, but little by little the team gained confidence (sometimes assisted by resourceful student-friends). The team (particularly the oldest of the young team members) turned out to be very effective and creative when it wanted to (!) and naturally it became very relevant to keep all team-members in the loop and well informed of all progress.

However, the preparatory steps also included a sequence of steps aimed at cognitive- and cultural calibration of the team and we will return to these steps in the next paragraphs.

## 5. Combination of teaching, learning and cognitive- and intercultural comprehension

Fink (2003) makes a call for the need of a paradigm shift in education from providing instruction (the teaching paradigm) to providing learning (the learning paradigm) and emphasizes educational processes which actively engage student in the learning and a learning environment which cares for the learners. Thus the focus is solidly changed from the more or less standardized information drop (by extensive use of PowerPoint slides) to a transfer of knowledge based on the learning dynamics where the learner actively engages in the learning process[5]. These recommendations seem to support the possibility of using the world tour as a teaching vehicle, however, keeping in mind the limitation of time available to actively engage the students (the listeners) in a learning process. However, the objective is, nevertheless, that it may *inspire* entrepreneurial- and international thinking by reviewing and lingering on the various steps of the project´s evolution and the preparation for its implementation.

The second phase of preparation for the world tour, aims at cognitively and emotionally prepare the team-members for the challenges of experiencing and respecting foreign cultures, differences of opinions and even different meanings of far reaching themes such as knowledge and beauty. Several authors (Gupta and Govindarajan 2002; Argyris and Schön 1996; Hodgkinson and Sparrow 2002) emphasize the relevance of understanding the differences in knowledge structures and how a change of mindset precedes lasting learning effects (type II learning). It seems important to become aware of cognitive differences (reflected in differences in mindsets) and how these are formed based people´s historic and cultural embeddedness. With this in mind, we developed a set of very

---

[5] Preparing this project, the majority of the literature reviewed is found to be descriptive and suggestive on teaching methodology, while offering much less hands-on practical recommendations

basic criteria with the purpose of making team-members aware of who we are and what might be expected of us as we prepare to meet others with different historic, cultural, religious and, maybe not least important, different economic background. In short, to calibrate and prepare ourselves for *active* learning, *active* observation and *active* listening, to observe before asking questions, to show decency and respect and in short try to adapt as well as possible to local conditions. As recommended by Jose Maria Vilalta of Lleida Attració (the engineer and explorer in charge of preparing the car): "When I am in Mozambique, I look at the locals...... if they speak with a low voice, I do the same – if they move with patience, I try to do the same – if they follow a certain track, I of course follow them believing that there probably are very good reasons for it" (interview – 11.10.2010). In short, show respect for the local history, culture, religion and knowledge – there are sure to be good reasons for local social logic, their norms, their customs and for the way these are reflected in day-to-day life and behavior. However, it is also anticipated that our entire cognitive model may need to be reprogrammed and prepared for quick adaptations to local cultures – in many part of the world our western style may be considered impolite and even provocative (for instance with reference to body language, hand gestures, tone of voice and/or dress-code).

### 5.1 Team-preparation for learning

### 5.1.1 Intercultural calibration

A considerable body of literature is dedicated to how students may prepare for international business careers. There is general agreement about the requirement for a broad disciplinary preparation - the more general and global the better (Suutari and Smale 2008). There also is general agreement on the need to learn cross cultural competence which for business purposes might be focused on the composition of international teams, cross cultural communication skills, conflict prevention and/or solution in addition to skills on how to take advantage of cultural differences for innovation purposes (Butler and Zander 2008). Further, Johnson, Lenartowicz and Apud (2006) outline how a globally competent manager must learn about foreign cultures (perspectives, tastes, trends and technologies), be skilful in simultaneously working with people from many cultures and be willing and sufficiently sensitive to be able to adapt and manage cultural differences. However, the literature on the challenges of intercultural management is much less clear on how students are supposed to learn the necessary intercultural skills while at school. The ideas proposed range from more active learning (learning by doing), a closer relationship between education and businesses and general intents on influencing the students in direction of forming a global mindset – a mindset combining a manager's openness to and awareness of diversity across cultures and markets with a propensity and ability to synthesize across this diversity (Gupta and Govindarajan 2002).

To prepare the team-members for the world tour, a simple tool was developed to encourage team-members to focus on 6 main concepts in advance of visiting countries and regions along the route. Realizing that this tool is crude, it nevertheless will serve as a calibration-device and helping the team-members mentally and cognitively prepare for what they will see and what they must adapt to. The chosen criteria are summarized in Table 1. As can be seen the criteria range from language, some basic history, knowledge about the areas´ main religion or religions, the economic system, political system and wealth as measured by GDP/capita. Since the itinerary includes a great number of countries, it was realized that it was not practically possible to develop detailed information beforehand for each country.

**CRITERIA FOR ASSESSMENT OF CULTURAL DIFFERENCES**

| | EUROPE | | AMERICA | | AFRICA | ASIA[2] | | | |
|---|---|---|---|---|---|---|---|---|---|
| | West | East | South | North | South Africa[1] | China | Japan | India | Australia |
| **Main language** | | | | | | | | | |
| **History** | | | | | | | | | |
| **Main religion** | | | | | | | | | |
| **Economic system** | | | | | | | | | |
| **Political system** | | | | | | | | | |
| **GDP/capita** | | | | | | | | | |

<u>**Notes:**</u>

1    In Africa, South Africa was picked as a representative country
2    For Asia I have picked large countries with anticipated significant cultural influence on neighboring countries

**Table 1**

Thus one leading country in each region was selected. Though this might be claimed to be a too inaccurate method, it is still believed that it will be helpful in general terms and will for now be maintained as a strategy. It is also hypothesized that we will find an overlap between some of the criteria – for instance between welfare (GDP/capita) and political system, but also this hypothesis is due for testing as the further preparation progresses and the tour commences.

**5.1.2 Team-work (before and during project-implementation)**

To be better able to collaborate and allocate tasks during the preparation process, the individual team members´ personality characteristics and cognitive styles[6] (Kolb 1984) were reviewed (of course aware of the effect of biases and subjectivity we deemed ourselves as parents nevertheless as the best informed for this judgmental process).

With reference to Table 2, this is an assessment of each individual team member. In spite of an identical family-background, it is interesting to note the differences both in personality characteristics and in cognitive style – differences which both will have to be managed well, taken advantage of and further developed during the world tour. It is also important that individual members become conscious of and learn to manage both their strengths and their weakness and take advantage of this knowledge in their collaboration with others both within the team and with people external to our group (Butler and Zander 2008). Similarly, differences may be taken advantage of to optimize the trade-offs between potential conflict and creativity in team-based collaboration during the journey. For instance collaboration between Kristian (creative) and Adriana (analytic) has already so far in the preparatory work proved to be very productive.

---

[6] Cognitive style refers to apparent differences in individual learning processes influenced by a combination of cultural- and genetic roots (Colombian/Spanish mother and Norwegian father)

| Team member | Personanlity characteristics | Cognitive style |
|---|---|---|
| Mona (mother) | Enthusiastic; loves start-ups; rich on ideas; lacks rigor; disorganized; socially intelligent; sixth sense for danger; cool under stress; optimist; defines honesty with latin twist | Latin-style; indirect; lateral thinking; not methodic; uses intuition |
| Adriana (20) | Enthusiastic; lively and extrovert; happy; idealistic; deligent; perseverance; high energy; a little naive(?); sense of justice; want to be in charge | Nordic style; methodic; analytical; detailed oriented; linear |
| Kristian (19) | Socially clever; charming but shy; selfishly focused; enthusiastic, but cool; lazy; sense of justice; sensitive; prudent; perseverance; goal oriented | Creative; latin-style; integrative; resourcefull (maximizes use of own and others´ resources); networking skills |
| Alexandra (17) | Short-tempered, but patient; high degree of empathy; forgiving; bi-polar moods; helpful; prudent; perseverance | Lateral; reflective; latin-style; analytical; organized; maturing |
| Carolina (15) | Happy; sincere; emotional; extrovert; direct (too direct?); generous; social; very helpful; lazy | Short on rigor; Nordic style; linear (one-thing-at-the-time); maturing |
| Oyvin (father) | Short-tempered (but forgets why fast); impatient; high-level of common-sense; objective; analytic; pragmatic; persistent; perserverant; not very social | Nordic-direct style; direct communication; linear thinking, but holistic |

**Table 2**: Differences in personality characteristics and cognitive styles

Naturally, in the further preparatory work, and on the tour itself the team-members will have ample opportunities to practice their collaborative skills, learn from mistakes, as well as hone their capabilities to comprehend and assimilate new knowledge. It should be noted that, apart from some guidance from the mentors, a significant part of the preparatory work is self-governed and self-directed where the quality of the outcome and being aware of its relevance is the main motivating factor.

As pointed out by Scott-Kennel and Salmi (2008), forming a global and holistic mindset is important for cognitive- and intercultural bridge-making and it is believed that the educational effects of being exposed to a multitude of cultures and environments as in a world tour are very significant. It is also certain that the operational issues and problems occurring during the tour will give a lot of hands-on/minds-on conceptual, as well as, practical problem-based learning as called for in literature focused on international business and intercultural management (Scott-Kennel and Salmi 2008; Zettinig and Vincze 2008).

Finally, as a third main element to involve, challenge and make team-members reflect and engage in a process which Cornelius-White and Harbaugh 2010 call "*learner-centered instruction*", we agreed

on the distribution of tasks and responsibilities both for the time remaining until departure and during the tour itself. The tasks for each individual team-member are summarized in Table 3.

With reference to Table 3, it is again the objective to involve the individual team-members in the development of the project, make it theirs and excite them about the relationship between planning

| Team member | Before departure | During the trip (1) |
|---|---|---|
| Mona (mother) | Documentation; budget; medical supplies; first aid training; dialogue with suppliers/sponsors<br><br>Geographic specialization: Africa | Budgetary control; quartermaster (provisions and supplies); food preparation; 2nd pilot<br><br>Guide in geographic specialization-area |
| Adriana (20) | First aid training<br><br>Geographic specialization: Asia (India; China; Indonesia; Malaysia) | First aid; lodging; flight/travel-planning; 3rd pilot<br><br>Guide in geographic specialization-area |
| Kristian (19) | Video; camera; communication platform; basic mechanics;<br><br>Geographic specialization: South America | Filming; recording; documenting the progress; guide in geographic specilization; general technical support<br><br>Guide in geographic specialization-area |
| Alexandra (17) | Documentation; itinerary<br><br>Geographic specialization: Europe | Documentation-updates; 2nd quartermaster; general order<br><br>Guide in geographic specialization-area |
| Carolina (15) | Monitoring technical-/electronic equipment<br><br>Geographic specialization: Central America | Telephones; communications; GPS; assistant quartermaster<br><br>Guide in geographic specialization-area |
| Oyvin (father) | General coordination of all tasks; communication with sponsors; final itinerary (by car); medical supplies (insulin+equipment)<br><br>Geographic specialization: USA; Australia | Pilot 1; communications; blog; mechanical supervision; car-services<br><br>Guide in geographic specialization-area |

**Notes:** (1) Responsibilities are not limited to allocated tasks, but assumes multi-resposibilities (team-members will lend a hand when/where needed)

**Table 3**: Distribution of tasks and responsibilities

and implementation. It also clearly the objective to make them feel responsible for the work they do during the preparation and create a feeling of "one for all and all for one". Accordingly, each team-member has more or less clearly delineated tasks before and during the tour. Each team member also is responsible for a geographic area and will serve as a travel-guide during this part of the trip. Naturally, this set-up requires that everyone does their homework and the rest of the team will rely on their performance. Of course one might ask if this is too much to ask for the youngest members of the team, while we believe it both fair and reasonable when supported by the mentors as well as

more experienced (older) team-members. We have also chosen to distribute main responsibilities such as driving, preparation of documentation, first-aid, and audio-visual recording to those of the team with either a special interest in those areas or with most suitable skills and cognitive style for the required tasks. Eventually, we still have some time until departure and may adjust the tasks as we proceed with the preparations or even as the tour develops if we see that something does not work. If it does not work, this also will be a learning experience both for the mentors and the team – why did it not work and what might be learned from the failure or poor experience in the attempt on performing a task. This is learning by doing while finding solutions when something does not work is sometimes named problem-based learning, "[...] students learn in a way that simulates actual working conditions as closely as possible" [Fink 2003, p. 21], however, in this case the learning does not take place in a laboratory or class-room controlled setting, but in instead in a real-life context. One should think that the learning experience will be amplified by this circumstance, while the collective psychological and cognitive support by the team and from the mentors will likely be continuously called for (including empathy). Based on an awareness of these processes, all team-members participated actively in "preparatory seminars" during the Christmas school-break 2010 in the course of which the status of the preparations, pending preparatory steps and further coordination was debated.

The impact of the environment, the changing circumstances and the physical and psychological strain on the team along the way will be discussed next.

### 5.1.3 Team-climate under operational stress

It is believed that a tour of these characteristics, maybe particularly the time spent living in the car, will lead to instances and situations of some level of stress, fatigue and tension among the members of the team. Though we are aiming at avoiding extreme situations, we will eventually encounter situations of stress possibly amplified by degrees of physical exhaustion. The question is how the team will respond. Of course, our team is a tested team – we know more or less how we act and react under stress – however it is not unlikely that we will face situations that we have not experienced before and for which we have not been able to prepare and need to find quick and innovative solutions. Thus we will likely have cases demanding combined experiential and experimental learning and not so little self-discipline and empathy when experiencing personal emotional ups and downs or "suffering" those of others.

Figure 10 simplistically illustrates how the "team spirit" likely will be put to the test even in more mundane forms simply by how the mood of individuals will change based on contextual circumstances (hunger[7], tiredness, not feeling well, heat, cold, etc.) and how individual behavior will impact the rest of the team.

We cannot know beforehand how the team will function under these varying circumstances, but can only have confidence that the team will function and that the team-members will develop routines which will govern both behavior and help dampening the effects on others of one individual "having a bad day".

---

[7] As a diabetic I am acutely aware that I may be quite "difficult" if my blood sugar level is too low, however, similar mood-swings may under extreme physical conditions also occur to others who is not diabetic

**Hardware**: Mode of Transportation (car-camping; bus; train; plane)

**Software**: The Team (people)

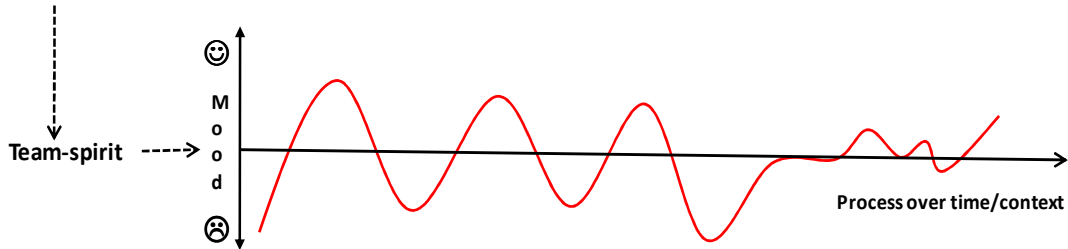**Process:** Hardware + Software + Context



**Figure 10:** Management of tension caused by foreign ambience and emotional-/physical strain

It is believed that this will be a great opportunity for everyone to learn something new about themselves, which often is a first step in understanding others (Johnson, Lenartowicz and Apud 2006) under very enriching and even sometimes crisis-based circumstances.

## 6. Data collection

The world tour is founded on a principle of active observation and listening and teaching where and when the opportunity presents itself. Simultaneously, visiting so many countries (52) and cultures with a mindset calibrated for learning (Table 1 and 2) also represent a unique opportunity for data-collection with focus on entrepreneurship, internationalization and the impact of history and culture on the societies we visit.

The data collection will be in a combined active (interviews, conversations, dialogues, videos, photos, etc.) and passive mode (general impressions, intuition, brochures, newspapers, web-pages, etc.) and in the form of daily written log (part of which will be posted and illustrated on our blog).

An interview guide with separate focus on entrepreneurship and internationalization is included in Appendix 2[8].

## 7. Reflection on the requirement for re-conceptualization in advance of new learning

As the team commences this project with their cognitive structures and learning styles already well established (through the school system and life-long experiences), it is expected that it will take some time before we become tuned in to new learning-modes.

Argyris (2002) emphasizes the necessity of getting to grips with and reduce defensive reasoning caused by childhood education, values and norms for good behavior through open inquiry and honest dialogues. According to Argyris, and supported by Senge (2003), real new learning will not take place before a new mental model, a model open for change and new perspectives on learning is established.

Similarly, Wind and Crook (2005) stresses the need for *unlearning* and how this requires a recognition of the need to change our mental models, be willing to dismantle our own world and

---

[8] This is work-in-progress and subject to revision

begin to build a new one based on new information. "When we unlearn, we start over the process of learning that we began as children, at least with regard to some part of our experience" (p. 162) until it eventually becomes natural to see the world in new perspectives  through the formation of new mindsets.

## 8. Marketing

### 8.1 Contact with sponsors

With reference to the budget for the trip (Appendix 4), no allowance has been made for possible support from sponsors. We will, however, present our project to a group of companies for potential sponsorship-agreements. Based on consultations with others who have successfully convinced sponsors to support similar ventures and with executives familiar with particularly the pharmaceutical industry, we are determined to contact selective Spanish companies or Spanish subsidiaries of foreign companies in Spain, a few Norwegian manufacturers of among others dry-food and sports/mountaineering equipment and a Finish company specialized in blood-sugar monitoring equipment. Reportedly, the budget for the national marketing campaign in pharmaceutical companies is prepared during early spring and the recommendation for allocation of funding the coming year is determined by the product manager. Accordingly, our petition for sponsorship will be attempted directed to this individual (or the CEO) in each company.

Among the potential sponsors are companies who specialize in diabetes care around the world. Granted that we will seek contact with diabetes care groups along our route, in addition to academic institutions and other social organizations, the idea is simply that these companies should be interested in marketing their products and services on our webpage/blog and/or on our car. In return, we will promote the idea through our dialogues with people we meet under way, and literally show "empiric evidence", that diabetes[9] is no hinder to do what you want in life as long as you take care and manage your diabetes well.

The companies we have selected to approach for potential sponsorships are:

- Medtronic (producer of insulin pumps)
- Eli Lilly and Novo Nordisk (producers of insulin)
- Abbot (producer of blood-sugar measurement meters)
- LifeScan (producer of blood-sugar measurement meters)
- Wristop Technologies LTD (designs, develops and produces wireless medical wrist-computers for diabetic patients)
- Coronel Tapiocca (manufacturer of clothes)
- Santiveri (manufacturer of diet- and health food products)
- Toro (manufacturer of dry-soups)
- Bergans of Norway (manufacturer of sport- mountaineering equipment)
- Norröna (Norwegian manufacturer of sport- mountaineering equipment)

We will not ask the sponsors for funding, but will request that they provide us with material (medicines, health products, food products and/or clothing and equipment).

An example of the rhetoric used in our first contact by e-mail to potential sponsors is included in Appendix 5. Each potential sponsor will first be contacted by telephone or e-mail and if positive, and if so required, be sent additional information about the project.

---

[9] Reportedly there are today an estimated 100 million diabetics in the world

**8.2 Contact with partners and teaching institutions**

As a social scientist, researcher and part-time lecturer at ESCI[10]-Pompeu Fabra University (Barcelona) and affiliated with ICSB (the International Council for Small Business), it is the intention to use ICSB as the main potential door-opener and reference to get in touch with universities and/or other institutions which may find the content and the educational implications of our project interesting.

A letter of recommendation (e-mail) will be sent by Dr. Ayman el Tarabishy[11], General Director of ICSB) to ICSB-members around the world. Based on past collaboration with Dr. Tarabishy on several research projects, he has offered to make suitable introductions to academic institutions. This letter may include an outline of topics included in a one-lecture/1 day presentation (Appendix 6). With reference to academic contacts, the project´s affiliation with 3EP and (possibly) the European Commission will also offer legitimacy, create trust vis-à-vis third parties and implicitly function as a quality certification.

We also wish to use the project as a platform for presentations to other organizations (Rotary International, Lions Club, Chamber of Commerce's, Consulates, diabetes care organizations, etc.) which may be curious to hear and learn about our family world tour.

**9. Some conclusions**

Based on the preceding argumentation and discussion of the pedagogic processes forming part of the preparatory steps of the world tour and the educational experiences anticipated during the implementation of the project, it is argued that the project covers a an ample number of topics relevant for entrepreneurship, internationalization and intercultural management.

It is also found reasonable to conclude that the world tour project will serve as a peculiar, different, but still valid platform for the teaching of entrepreneurship and internationalization along the way. It is believed that the personal story behind the world tour project – a truly real life learning experience – will serve well as an "ice breaker" and as a proof of real entrepreneurial drive combined with humility and respect for differences in history, culture and socio-economic systems with resulting variances in entrepreneurial- and global spirits. It is hoped that the message conveyed will be inspirational and a balanced optimistic one regarding the welfare benefits of a globalizing world.

**References**

Argyris, C. (2002) *Double-Loop Learning, Teaching, and Research*, Academy of Management Learning and Education 2002, Vol. 1, No. 2, pp. 206-218

Argyris, C. and Schön, D.A. (1996) *Organizational Learning II, Theory, Method, and Practice*, Addison-Wesley Publishing Company Addison-Wesley Publishing Company USA

Baron, R.A. (1998) *Cognitive Mechanisms in Entrepreneurship: Why and When Entrepreneurs Think Different than Other People* , Journal of Business Venturing 13, pp. 275-294

Baron, R.A. (2004) *The cognitive perspective: a valuable tool for answering entrepreneurship´s basic "why" questions*, Journal of Business Venturing 19, pp. 221-239

Baron, R.A. (2004) *Potential benefits of the cognitive perspective: expanding entrepreneurship´s array of conceptual tools*, Journal of Business Venturing 19, pp. 169-172

---

[10] ESCI = Escuela Superior de Comercio International (School of International Trade)
[11] Ayman el Tarabishy is research-professor at George Washington University, USA

Baron, R.A. and Ensley, M.D. (2006) *Opportunity Recognition as the Detection of Meaningful Patterns: Evidence from Comparison of Novice and Experienced Entrepreneurs*, Management Science Vol. 52, No. 9, pp.1331-1344

Bell, J., McNaughton, R., Young, S. and Crick, D. ( 2003) *Toward an Integrative Model of Small Firm Internationalization*, Journal of International Entrepreneurship 1, pp. 339-362.

Blenker, P., Dreisler, P., Færgeman, H.M. and Kjeldsen, J. (2006) *Learning and teaching entrepreneurship: dilemmas, reflections and strategies*, in International Entrepreneurship Education (Edited by A. Fayolle and H. Klandt)

Busenitz, L.W. and Barney, J.B. (1997) *Differences between entrepreneurs and managers in large organizations: Biases and heuristics in strategic decision-making*, Journal of Business Venturing 12, pp. 9-30

Butler, C. and Zander, L. (2008) *The Business of Teaching and Learning through Multicultural Teams*, Journal of Teaching in International Business 19, 2, pp. 192-218

Cornelius-White, J.H.D. and Harbaugh, A.P. (2010) *Learner-Centered INSTRUCTION - building relationships for student success*, Sage

Fayolle, A. and Klandt, H. (2006) *International Entrepreneurship Education - Issues and Newness*, Edward Elgar Publishing Limited

Fink, L.D. (2003) *Creating significant learning experiences*, Jossey-Bass

Ghoshal, S. (2005) *Bad Management Theories Are Destroying Good Management Practices*, Academy of Management Learning & Education Vol. 4, No. 1, pp. 75-91

Gosling, J. and Mintzberg, H. (2003) *The Five Minds of a Manager*, Harvard Business Review pp. 54-63.

Gupta, A.K. and Govindarajan, V. (2002) *Cultivating a global mindset*, Academy of Management Executive Vol. 16, No. 1, pp. 116-126.

Hodgkinson, G.P. and Sparrow, P.R. (2002) *The Competent Organization - A Psychological Analysis of the Strategic Management Process*, Managing Work and Organizations Series, Open University Press Ed. Dr. Graeme Salaman

Hofstede, G. (1991-1997) *Cultures and Organizations: Software of the Mind*, New York, McGraw Hill

Javidan, M., Steers, R.M. and Hitt, M.A. (2007) *The Global Mindset*, Advances in International Management, Volume 19 (Series Editors: Joseph L.C. Cheng and Michael A. Hitt)

Johansen, J. and Vahlne, J.-E. (2003) *Business Relationship Learning and Commitment in the Internationalization Process*, Journal of International Entrepreneurship 1, pp. 83-101

Johansen, J. and Vahlne, J.-E. (1977) *The Internationalization Process of the Firm - A Model of Knowledge Development and Increasing Foreign Market Commitments*, Journal of International Business Studies, No. 8 (Spring/Summer): pp. 23-32

Johnson, J.P., Lenartowicz, T. and Apud, S. (2006) *Cross-cultural competence in international business: toward a definition and a model*, Journal of International Business Studies 37, pp. 525-543

Kolb, D.A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*, Prentice Hall New York, Prentice Hall

Kotey, B. and Meredith, G.G. (1997) *Relationships among Owner/Manager Personal Values, Business Strategies, and Enterprise Performance*, Journal of Small Business Management 35 (2): pp. 37-64

Krueger, N.F.Jr. (2003) *The Cognitive Psychology of Entrepreneurship*, Chapter 6 in Z.J. Acs and D.B. Audretsch (eds.), Handbook of Entrepreneurial Research, pp. 105-140

Kyvik, O., Saris, W. and Bonet, E. (2011) *The Internationalization of Small Firms: A Cognitive Perspective*, Forthcoming

McDougall, P.P. and Oviatt, B.M. (2000) *International Entrepreneurship: The Intersection of two Research Paths*, Academy of Management Journal Vol. 43, No. 5, pp. 902-906

Meyer, D.G. and Kurt A. Heppard (2000) *Entrepreneurship as Strategy, Competing on the Entrepreneurial Edge*, Sage Publications, Inc. The Entrepreneurship and the Management of Growing Enterprises Sage Publications, Inc. (series ed. J.A. Katz)

Mitchell, R.K., Busenitz, L., Lant, T., McDougall, P.P., Morse, E.A. and Smith, B.J. (2002) *Toward a Theory of Entrepreneurial Cognition: Rethinking the People Side of Entrepreneurship Research*, Entrepreneurship Theory and Practice Winter, 2002,pp. 93-104

Mitchell, R.K., Busenitz, L.W., Bird, B., Gaglio, C.M., McMullen, J.S., Morse, E.A. and Smith, B.J. (2007) *The Central Question in Entrepreneurial Cognition Research 2007*, Blackwell Publishing Entrepreneurship Theory and Practice January, 2007, pp 1-27.

Peng, M.W. (2001) *The resource-based view and international business*, Journal of Management 27, pp. 803-829.

Peterman, N.E. and Kennedy, J. (2003) *Enterprise Education: Influencing Students` Perception of Entrepreneurship*, Entrepreneurship Theory and Practice Winter, 2003, pp. 129-144.

Prahalad, C.K. and Bettis, R.A. (1986) *The Dominant Logic: A new linkage between diversity and performance*, Strategic Management Journal 7: 485-501

Reitan, B. (1997) *Where do we learn that entrepreneurship is feasible, desirable and profitable?*, Paper presented at ICSB World Conference, San Francisco, June 1997

Sarasvathy, S.D. (2001) *What makes entrepreneurs entrepreneurial?*, Darden Business Publishing/University of Virginia, UVA-ENT-065 Vol., pp. 1-9, available at SSRN: http://ssrn.com/abstract=909038 (19.12.2008)

Scott-Kennel, J. and Salmi, A. (2008) *The Rise of the Big Emerging Markets of Brazil, Russia, India, and China: Implications for International Business Teaching in the Next Decade*, Journal of Teaching in International Business 19:2, pp. 142-166

Senge, P.M. (2003) *Taking personal change seriously: The impact of Organizational Learning on management practice*, Academy of Management Executive 2003, Vol. 17, No. 2, pp. 47-50

Shane, S. and Eckhardt, J. (2003) *The Individual-Opportunity Nexus*, Chapter 8 in Z.J. Acs and D.B. Audretsch (eds.), Handbook of Entrepreneurial Research, pp. 161-191

Simon, H.A. (1978) *Rational Decision Making in Business Organizations*, The American Economic Review, September 1979
Lecture by Herbert A. Simon when receiving the Nobel Price in Economic Science, December 8, 1978

Suutari, V. and Smale, A. (2008) *Designing IB Curricula for Future Global Careerists: A Boundaryless Career Perspective*, Journal of Teaching in International Business 19:2, pp. 167-191

Williams, A.P.O. (2001) *A Belief-Focused Process Model of Organizational Learning*, Journal of Management Studies, 38, 1 January, 2001

Wind, Y.J. and Crook, C. (2005) *The Power of Impossible Thinking,*
*Transform the Business of Your Life and the Life of Your Business*, Pearson Education, Inc./Wharton School Publishing with R. Gunther (editor) Pearson Education, Inc./Wharton School Publishing

Zettinig, P. and Vincze, Z. (2008) *Developing the International Business Curriculum: Results and Implications of a Delphi Study on the Futures of Teaching and Learning in International Business*, Journal of Teaching In International Business Vol. 19 (2)

## Appendix 1: Itinerary

**Final itinerary decision**

The final itinerary is illustrated below in macro-scale (Map 1). The itinerary is a result of a study of what other world-travellers have experienced and their recommendations. It is also based on a balance between geographic conditions, climate/seasons, time constraints and last but not least certain budgetary limitations.



When we started planning the itinerary, we asked each team-member to make a list of the countries she or he wanted to visit. We ended up coinciding on most of the countries; many were 3rd world countries, countries where we have family or friends and countries we have always wanted to visit. However, we also made the condition that we wanted to visit all the five continents and take the Trans Siberian railway back to the west. The chosen itinerary was finally adjusted to our modes of transportation and our team's joint desire of *not visiting countries where we are not welcome*.

We will start our round the world trip by shipping our car from Barcelona to New York. While the car is in transit, we will catch a plane from London to Johannesburg, rent a car and tour the natural parks of South and Mozambique. After spending some time in Mozambique, we will head south again to South Africa visiting Lesotho and Swaziland on our way to Cape Town, where we will take a plane to New York to continue our voyage by car.

In North America, we plan to cross the continent, possibly all the way to Oregon, visiting several major natural parks on our way and then turn south on the West Coast towards Mexico. We will cross Central America and catch the boat in Panamá to pass the Darian strait to reach Cartagena, Colombia. Then the plan is continue south following the Andes with a number of stops in Brazil, Uruguay, Chile and Argentina.

When we arrive at Santos, Brazil, we will decide whether to sell the car or to ship it back to Europe. The rest of the itinerary will be done by public transportation. From Santos, instead of flying directly to Japan, we will take a plane to Melbourne, Australia, allowing us to also see this continent. Japan is a very expensive country, and given the conditions and the limited budget we think we will have at

that stage it is not unlikely that we will not go to Japan on this trip. Instead, we spend more time visiting those countries we are really interested in, and our mother has always wanted to go to Myanmar and India. In India, we will not only cross the North, but also go to the South, which apparently is very interesting and with opportunities to live the local life, granted that there are less tourists.

After visiting India, we will head to the North of China by train, passing by Nepal on our way to Tibet, on our way north as my mother and sister are very interested in all the Buddhist traditions. We will arrive in Beijing (China), where we will take the Trans Siberian railway, a dream we all have, all the way to Moscow (Russia), where we eventually catch a plane back to Barcelona or alternatively to Oslo (Norway).

**Appendix 2: Interview guide**

This is a broad guide for a conversation about entrepreneurship and internationalization.

The objective is to collect data related to the two concepts. A conversation is likely to be more informal than what is indicated here – informal in the sense of allowing for more active listening, more observation and with some probing follow-up questions to go deeper into the thinking behind eventual first answers. Based on this idea, the guide is limited, starts broadly and attempts to gradually narrow the perspective once the ice is broken:

**A. Entrepreneurship**

1. As I am new to _____, please tell me a little bit about the most important industries and/or companies in the area?
2. Have you worked for any of these companies?
3. Have you always lived in this area?
4. Tell me a little about how it is to live around here?
5. Where did you live before (as the case might be)?
6. If you don´t mind, would you tell me what type of work you do right now?
7. While you grew up – what did your parents do?
8. What kind of education and/or work-experience do you have?
9. Or, alternatively, how many years have you gone to school?
10. Do you have many start-up companies and/or entrepreneurs around here?
11. Who is your role-model?
12. What would you like to become or be?
13. Do you consider yourself a curious person?
14. Do you look for opportunities to make improvement in your job or in your private life?
15. If so, please give me some examples?
16. Do you feel that you can influence what happens in your life?
17. Would you consider yourself an innovative person – a person who enjoys finding new possibilities and new solutions?
18. If you should think about starting up your own business around here, what would it be?
19. Would you mind trying to describe your first steps?
20. Would you have access to the necessary resources (such as financing, knowledge, employees, etc.), if you should get an idea to open a business or solve a problem around here?
21. What do you personally think is most important – a fixed salary or working on your own account? (after listening – follow up with) Why?
22. How comfortable are you with taking risks in your decision-making?
23. Or do you prefer situations which allow you to feel more or less in control?
24. Do you know many people who are entrepreneurs around here?
25. Or, do you know many people who are engaged in business or industry?
26. Would you consider yourself an imaginative person?
27. When taking decision – do you usually carefully analyze your options before deciding?
28. Or do you tend to follow your intuition or "gut feel"?
29. Would you consider yourself a social-individual who enjoys most working in a group?
30. Would you consider yourself a person who likes to get things done and to achieve results?
31. Do you tend to rely on your own abilities to achieve your goals?
32. Would you consider yourself a person wants to be in control and "play your own game" rather than depending on others and follow orders?

*Thank you*

**B. Internationalization**

1. Please, tell me a little about your childhood?
2. And your education?
3. Do you speak any foreign languages? If so which?
4. Do you have any relatives living abroad?
5. Tell me a little about your work-experience?
6. Do you have any international work-experience?
7. What do you think about doing business on foreign markets?
8. Do you see internationalization in general as a threat or an opportunity?
9. What is your market (local, regional, national versus global)?
10. In you view, what are potential benefits of relations with international/foreign firms?
11. What would you consider potential negative effects? And why?
12. Would you consider yourself open to ideas from other countries and cultures?
13. In your mind, what would be potential benefits, if any, of an increased international orientation in your firm, your region or your country?
14. Or negative consequences of an increased international orientation?
15. Is there anything else you would like to comment on regarding the benefits or potential threats of a gradually globalizing world?

***Thank you***

**Appendix 3: Hardware (the car)**



Above is a photo of the Toyota Land Cruiser (HDJ-80), 1997 <u>before</u> the preparation for the world tour.

According to Jose Maria Vilalta, general manager of Lleida Tracció (a Spanish firm specializing in preparing 4x4 for extended excursions), the success of an expedition depends on 4 basic conditions being met. Namely, that the participants are able to drink, able to eat, able to sleep and finally being able to keep a satisfactory hygiene during the travels. Accordingly, the car (for the part of the voyage covered by car) will be upgraded with this in mind. The objective is that 4 persons will be able to sleep on the roof of the car in tents which folds up and two persons inside the car. Even though we do not plan on any extreme explorations requiring more advanced 4x4 capabilities, the car will be equipped with amongst other strengthened suspension enabling it to carry 1,5 tons (equipment + 6 adults), 2 refrigerators (for food and insulin), a camping kitchen, a 1000 l water-tank and an extra diesel tank. As somewhat of an anecdote, the car will also be equipped with an "electrical fence" to avoid uninvited guests while sleeping.

As follows are a few photos of the car during the preparation for the tour:

Photo A shows the new suspensions and the platform for the roof-tent.



A

Photo B shows the tents allowing 4 people to sleep on the roof of the car.



B

Photo C illustrates the sleeping quarters (inside the tent).



C

A further sketch of the pending car-conversion is illustrated in summary form below:

**1997 Toyota Land Cruiser HDJ80 Turbo Diesel**

Water reserve 10 gallons

Two bags of clothes and personal effects

Metal strips to secure trunk

Generic plate with no country identification

Fridge

Tools

Metal partition to secure truck trunk

Roof tent

Hi-Lift jack

Fuel jerry cans 3x 5 gallons

Foldable table

Books trunk

Kitchen drawer

Manual winch

Spare parts trunk

Metal plate to secure window

Medicine and personal effects drawer

**Appendix 4: An orientative budget**

## A Family Venture around the World - Economics

| | |
|---|---|
| Diesel consumption Toyota HDJ80 (l/100 km) | 11,2 |
| Total distance travelled by our own and rented car (km) | 65000 |
| Average cost of Diesel (€/l) | 1,00 |

| | *Updated Budget* |
|---|---|
| Cost of car-equipment and installations | € 14 000 |
| Cost of Diesel fuel (HDJ80) | € 7 280 |
| Car rental (fee/day x 30 days) | € 4 000 |
| Carnet de passage | € 250 |
| Car insurance | € 1 000 |
| International drivers licenses | € 160 |
| Travel insurance (6 adults) | € 2 600 |
| VISAs (for country-entries) | € 3 000 |
| Vaccinations | € 1 200 |
| Maps and guide-books | € 300 |
| **Total costs before departure** | **€ 33 790** |
| Maitenance cost of car (every 5000 km) | € 4 875 |
| 1 Trans-ocean transportation of car | € 3 000 |
| Darian-gap transportation of car | € 1 200 |
| Food (365 x 6 x €10,00/day) | € 21 900 |
| 2 Lodging - 180 days x €12,00/person | € 12 960 |
| 3 Airfares | € 21 000 |
| 4 Bus- & train tickets | € 6 000 |
| **Total travelling costs (6 adults)** | **€ 70 935** |
| **Total cost (estimated)** | **€ 104 725** |
| Cost per person | € 17 454 |

**Notes:**

1: Barcelona - New York - Santos (Brazil) - Barcelona

2: For time period when we do not have our own car/tent

3: London (UK) - Johannesburg + Cape Town (South Africa) - New York (USA) - Santos (Brazil) -
Sidney (Australia) - Jakarta (Indonesia) - Bangkok (Tailand) - Hanoi (Laos) - Pyinmana (Burma) -
- Dheli (India) - Bhutan - Beijing (China) (subject to changes)

4: Cost of Trans-Siberian train + busses and ferries in Asia

Updated: 24.02.2011

**Appendix 5: E-mail communication to potential sponsor (example)**

# EL WORLD TRIP
### One family. One year. One dream.

Dear Madam/Sir,

We will commence a 12 months´ tour around the world in June this year crossing Europe, South of Africa, North- and South America in our specially adapted Toyota HDJ80 Landcruiser, while continuing in Asia backpacking using public transportation before catching the Trans-Mongolian train back to Moscow.

We are a family of 2 parents and 4 children ranging in age from 15 to 20 and the world trip, as outlined in http://web.me.com/elworldtrip/elworldtrip/Welcome.html, really is the realization of a life-long dream as well as the termination of a conscious educational project.

With support and collaboration with partners, among them 3EP (European Entrepreneurship Educators Program) and ICSB (International Council of Small Business), we will also use to trip also to ignite students´ entrepreneurial spirits at universities, schools and other institutions by presenting our alternative entrepreneurial project. I attach the report produced for 3EP with this objective in mind.

During the trip, we will maintain a blog and a webpage as a platform for dialogues with our partners, potential sponsors, friends and others who might find the project of interest. Apart from fulfilling our personal dreams, since one of the team have been an insulin-dependent diabetic for more than 50 years, we also want to actively promote the idea that a well-managed diabetes is no hinder in making your dreams come true, stay healthy and be active – in this case by travelling around the world with your family!

Based on this we sincerely invite you to participate in this exciting project as a sponsor. We offer you the opportunity to market your brand name on our web-page, on our blog, the project´s Facebook-profile in addition to on our car and/or on other equipment where a logo might be posted. We will also give live testimony to your support in our dialogues with the public (universities, schools, diabetes associations, social organizations such as Rotary International and travel- and diabetes care publications, in communications to the press, Embassies and Consulates, church associations and NGOs).

We hope that you will find these prospects of interest and would in exchange appreciate the possibility of using/ testing/trying your product (specify what exactly) during our trip.

We are looking forward to your reply.

Yours faithfully,

_____

Øyvin Kyvik

Martha E. Ruiz

http://elworldtrip.wordpress.com/

**Appendix 6: Outline of teaching agenda**

# A Family Venture around the World

*A real life learning experience*

**Outline of the agenda for a 1 day/1 lecture**
(Adaptable to context and academic background of students/participants)

1. Introduction – presentation

2. Ice-breaker: Some snapshots (photos, video)

3. Who, why, how?

4. Preparation, ready, go

5. Some anecdotes so far: what we have learned and how

6. Theoretical context  - conceptual foundations

7. Theory and practice: Nothing as practical as good theories?

8. A mix of theory, common sense and practical considerations: in which proportion?

9. Entrepreneurship-, internationalization, intercultural management: experiences and learning along the way

10. A cognitive perspective: mindset(s) matters?

11. An open dialogue about entrepreneurship and internationalization

12. Q&A

**Note**:  Aware of the probable need to have something to show for when first establishing contacts with academic- and other institutions, I would nevertheless prefer presenting and making a lecture without a fixed agenda. It is believed that the presentation of the project (container and content) will be sufficiently "strange" to catch students´ and other attendants´ attention.

## Epilogue

This report has been prepared with several objectives in mind. The primary objective was to do the required research and to develop our "Family Venture around the World" as a platform for not only learning about, but also to share our knowledge of entrepreneurship and internationalization along the route. A second specific objective was to gain new knowledge about entrepreneurship by participating in 3EP (**E**uropean **E**ntrepreneurship **E**ducators **P**rogramme*)* and ultimately be accepted as a 3EP Fellow. A third objective was to combine the first two to explore our project´s and the participants´ strengths and weaknesses, and through this form a strong and continuous team-collaboration and learning process.

The first and second objectives have been reached.

The third objective has also been achieved, and with great success. The team-members met for intensive and productive sessions during December and January and the various members of the team maintain their commitment to and excitement about "A Family Venture around the World" – *A real life learning experience*.

Oyvin Kyvik

Barcelona – March 2011