SUPPORT FACILITIES FOR STUDENTS IN THEIR ENTREPRENEURIAL VENTURES AT LINNAEUS UNIVERSITY: HOW CAN THE INTERNATIONAL STUDENTS SEEK AND EXPERIENCE THE SUPPORT THEY GET FROM THE UNIVERSITY TO DEVELOP THEIR ENTREPRENEURIAL VENTURES

Case Study: Linnea University in Växjö

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DEDICATION

This paper is dedicated to all student entrepreneurs and potential student entrepreneurs.

ABSTRACT

We see an increasing need for more entrepreneurs to match the changing nature of the globe in this dynamic world. In 2012, the Swedish government considered entrepreneurship to be a theme running throughout the entire educational system. The university is one place to develop the entrepreneurial spirit, especially among students. Universities play a very important role in enhancing national development because of their central role in the production of high-level manpower and research that are necessary for achieving national goals. Through research, universities generate new knowledge and understanding that are instrumental for developing new technology and promoting information transfer. Most international students experience three levels of shock: culture shock, language shock and academic shock. Sohrabpour et al. (2013) defined these shocks as a disease suffered by those who enter a new cultural environment. In this paper, we discussed the role that the university plays in supporting international students to develop entrepreneurial ideas and become established at Linnea University in Växjö. We believed that if being an international student poses challenges, launching an entrepreneurial venture is sure to have even more complex constraints that will potentially kill their entrepreneurial spirit. Thus, we examined the support facilities that are available to help international students start their entrepreneurial ventures and how they are experiencing these facilities at universities. We took Linnea University in Växjö as a case study.

Keywords

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INTRODUCTION

This chapter provides an overview of the concept of entrepreneurship as defined by many authors. It also includes the background of the case study, which is supporting entrepreneurship at universities, the research question that helps guide the research process, the purpose of the study and its limitations.

Since the 1990s, there has been lively discussion in Sweden about the importance of schools in making the Swedish population more “entrepreneurial”. When revising the existing curriculum in 2009, for example, the right-wing government made it clear that the issue of entrepreneurship is one of its main priorities (Dahlstedt & Hertzberg 2012). The government considers that entrepreneurship should be a theme running through the entire education system. The basis for developing an entrepreneurial approach should be established early on, for example, by stimulating girls’ and boys’ curiosity, creativity, confidence and ability to make decisions. (The Government Offices, 2009, p. 9 in Dahlstedt & Hertzberg 2012). Because Linnea University is an international learning centre, we are interested in researching the support that is available for international students on campus.

Background

Universities play a very important role in enhancing national development because of their central role in the production of high-level manpower and research that are necessary for the achievement of national goals. Through research, universities generate new knowledge and understanding, which are instrumental for developing new technology and promoting information transfer (World Bank 1997 in Ndirangu and Bosire 2004). We see an increasing need for more entrepreneurs to match the changing nature of the globe. The university is one place to develop the entrepreneurial spirit, especially for potential entrepreneurial students. (Entrepreneurial students in this case are not only students in entrepreneurship classes, but every student in all areas of studies who intend to undertake an entrepreneurial venture.) The field of entrepreneurship seems to be challenging, considering the number of existing entrepreneurs with vast experiences in the field, the cost of starting a business, knowledge about the existing market in relationship to
the planned products and/or services, understanding the competitors and their strengths and weaknesses, networking, at least breaking even and many more issues. With globalization, new emerging technologies and innovation, and rapidly changing businesses and structures, it is vital for companies wanting to stay and be successful in the competitive business environment, they need to be adaptive, flexible, fast, aggressive and innovative in one word: entrepreneurial (Morris and Kuratko, 2002).

The university should play an important role in helping students break through some of the barriers and bring out their innovative sides to prepare them for a much easier start-up than they could have otherwise. Smilor et al. (1990) found that the university played an important or very important role in 56% of spin-off companies' formations, a highly more significant role than any other organization. The most important role of the university was as a source of personnel. The question addressed in our paper is whether universities are equally successful in enhancing graduates’ entrepreneurial perceptions and attitudes (Dagbashyan, 2013, p. 8).

**Discussion of the Problem**

Sohrabpour et al. (2013) stated that international students experience three levels of shock: culture shock, language shock and academic shock. The word "shock" refers to the differences in physical environment, customs, weather and personal relationships. He proposed the term "cultural shock" in the late 1950s. He defined it as a disease suffered by those who enter a new cultural environment. Cultural shock is precipitated by the anxiety that results from losing all familiar signs and symbols of social intercourse. Language shock is the language difficulties that occur in academic circumstances. In our case, it is using Swedish in daily life during education in a foreign country and the challenge of academic writing that was not only found among international students but also among the native speakers. If being an international student poses such challenges, starting an entrepreneurial venture is sure to have similar and/or diverse bottlenecks. As McGill (2010) stated, an increasing amount of entrepreneurship programs recognize a need to establish education that provides learning and training for entrepreneurship, as compared to educational approaches about or in the subject of entrepreneurship (Mwasalwiba, 2010). These programs attempt to immerse the student in the phenomenon of entrepreneurship, often defined as a dynamic interplay of the individual, the environment and the resources available through an on-
going process (Bruyat and Julien, 2001). Interaction with ‘real world’ factors enhances experiential learning (Gibb, 1993), but also introduces challenges to the designed pedagogy. These challenges can be more acute for international students engaging in educational programs abroad because they face different circumstances in gaining understanding about and access to the surrounding environment and resources. It is natural to face challenges in a new environment, especially one with totally different cultural practices and different languages. The educational process in itself is a challenge not only in terms of acquiring new knowledge but also in using different learning methods and approaches. One could also say that international students need more support when it comes to venture creation and considering the challenges that lie ahead of them. Ramussen (2006) stated that the university might be a source of personnel (Smilor et al., 1990), credibility (Grandi and Grimaldi, 2003), and infrastructure (Mian, 1996). A relationship between start-up generation and intellectual eminence at universities is frequently detected (Di Gregorio and Shane, 2003; O'Shea et al., 2005; Rogers et al., 2000; Thursby and Kemp, 2002). Environmental support (Reitan, 1997), local group norms (Louis et al., 1989), and a supportive university culture (Chrisman et al., 1995; Franklin et al., 2001; Louis et al., 1989) affect the behaviour of academic entrepreneurs. This will be more complex for the international students compared to natives. Obtaining such support as international students is not always easy because they do not even know the culture and norms. Based on their study of professorial entrepreneurship, Kenney and Goe (2004, p. 679) suggested that “being embedded in an academic department and disciples with cultures that are supportive of entrepreneurial activity can help counteract the disincentives created by a university environment that is not strongly supportive of these activities”.

**Research Questions**

What facilities are there for students to support them in their entrepreneurial ventures? How can international students seek and experience the supports they get from the university to develop their entrepreneurial ventures at Linnaeus University in Växjö?
Purpose

The purpose of this paper is to understand the critical success factors of the entrepreneurial process at universities. We seek to understand how universities are encouraging and supporting students to develop their ideas-enterprises and how the students are experiencing these supports. In this research, we will look some of the support facilities that are available for international students at the university and their accessibility.

Scope

The empirical chapter of this paper describes and analyses some facilities directly or indirectly sponsored by Linnaeus University for supporting and encouraging student entrepreneurs. It also investigates all current and past international students of Linnaeus University in Växjö who have in one way or another experienced support from facilities available at the university.

Limitations

This study is limited to entrepreneurship institutions and processes on campuses in Sweden in general and at Linnaeus University in Växjö specifically. As students in the entrepreneurship program, we have learned that being an entrepreneur does not necessarily mean undertaking a business venture or making profits. It could mean so many things that sometimes even we get confused in some of our classes about who an entrepreneur really is. It may seem like almost anyone could be an entrepreneur in different situations like starting a business, being a creative employee, building entrepreneurial spirit, engaging in a societal/developmental activities, fund-raising, doing charity work and more. But to lessen our confusion, we have focused on the business aspect of entrepreneurship and support for it on campus. International students are not only limited to students who came to the university with study visas, but also students with residence permits with foreign backgrounds. In a nutshell, we focus on students who are not originally from Sweden, who have in one way or another faced challenges in their entrepreneurial ventures and who have experienced some support from the university during and/or after their studies.
LITERATURE REVIEW

This section provides an understanding of related literature and theories that underpin the theoretical basis of this paper. In this section, we present five articles relating to entrepreneurship and support at universities that will be relevant for analysing our case: challenges faced by international students in Sweden, environmental characteristics of entrepreneurship, new venture creation, supporting entrepreneurship at universities, and evidence of entrepreneurial support by universities. Note that not all the literature in this section will be used in our analysis.

Definitions of Entrepreneurship

Entrepreneurship is a broad term that has diverse definitions. Different authors have given different meanings of entrepreneurship and who is an entrepreneur.

A Global Entrepreneurship Monitor (GEM) report in 2010 stated that the debate over entrepreneurship is universal. It is spoken of, written about and discussed frequently, both in academia and in the public press. Regardless of where the debate occurs, entrepreneurship has been identified as vitally important to the well-being of any economy, and its potential to contribute to the creation of employment and the alleviation of poverty has been well documented. “Entrepreneur” is a French word dating to the 1700s that since has evolved to mean someone who “undertakes a venture”. Jean-Baptiste Say, a French economist of the 1800s, stated that, “…an entrepreneur shifts economic resources out of an area of low productivity into an area of higher productivity and greater yield”. In a more modern context, the Oxford Dictionary describes an entrepreneur as “…one who organizes, manages and assumes the risk of a business enterprise”. However, the Oxford remains somewhat limited because individuals with an entrepreneurial mind-set are associated not only with business ventures, but are with welfare, social, adventure and sporting ventures, government, universities and similar institutions. There are numerous contemporary definitions, many of which evolved during the latter half of the 20th century and were well summarized by Hitt, Ireland, Camp and Sexton in 2002. The concept of entrepreneurship has be-
come increasingly important over the past decades. Entrepreneurship is an emerging and growing field of research. According to Wiklund et al. (2011), the field of entrepreneurship emerged as one of the most vital, dynamic and relevant in the social sciences.

Defining entrepreneurship proved to be difficult in previous scientific literature. For example, Gartner (1990) conducted research on how to define entrepreneurship by asking academic specialists, business leaders and politicians for their definitions. None of the participants in his research agreed on a single definition. Gartner (1990) found that entrepreneurship was divided into two streams. One stream focused on the characteristics (traits) of the entrepreneur and the other on value creation. The debate about the traits and characteristics of the entrepreneur has largely been abandoned, because no ‘typical’ entrepreneur exists (Bull and Willard, 1993). Instead, entrepreneurship is seen as a dynamic process. For example, Bruyat and Julien (2001) defined entrepreneurship as a dynamic between the entrepreneur and new value creation. However, we adopt the definition of the field of entrepreneurship developed by Shane and Venkataraman (2000, p. 218): “the scholarly examination of how, by whom, and with what effects opportunities to create future goods and services are discovered, evaluated, and exploited”. This definition is often encountered in other articles, conceptual and empirical, in entrepreneurial literature. Additionally, the work of Shane and Venkataraman is closely related to the theories used in this research.

Several elements are found in Shane and Venkataraman's (2000) definition, such as sources of opportunities, discovering, evaluating and exploiting opportunities, and the entrepreneur who goes through the process of doing so. In short, the view of the entrepreneur, which is essential in exploring, discovering and exploiting opportunities, is adopted. In this view, entrepreneurship involves the nexus of the presence of entrepreneurial opportunities and an enterprising individual (Shane & Venkataraman, 2000). Sarasvathy (2008, p. 9) defines it as “[...] putting [the] entrepreneur (person) and market (opportunity) together in interesting ways”.

The Need for Entrepreneurship

Entrepreneurship according to Nielsen et al. (2012) is of great value in terms of impact and changes in the labour market, the trend towards more free agents, more frequent switching between jobs, faster technological development, more choice and more ambiguous job structures.
The people: The value of entrepreneurship is dissimilar for different people, Nielsen et al.'s (2012) survey of students and other populations showed that it is not only the prospect of making money that motivates entrepreneurs. It is more the desire for ‘independence’ and ‘achievement’ that drives the potential entrepreneur (Shane et al. 2003; Naffziger et al. 1994).

The organization: Organizations may find it difficult to survive if they fail to differentiate and innovate in what is a globalized world. There is more competition for everything from everywhere; it is also a world of that seemingly has no speed restrictions (Nordstrom 2000).

The society: The value of entrepreneurship to society as a whole should not be forgotten. Especially since the 1970s, entrepreneurship has been seen as a means to generate jobs, economic growth and prosperity. In the 1970s, Bolton (1971) and Birch (1979) in particular focused on the revolutionary idea that small businesses are more important to economic growth.

Entrepreneurship is important because it is considered the engine behind innovation, job creation, productivity growth and economic growth (Van Praag & Versloot, 2007). Sarasvathy (2001, p. 244) argued that “businesses all over the world is becoming more free market oriented and more entrepreneurial”.

Challenges Faced by International Students in Sweden

The McGill Conference at the Chalmers School of Entrepreneurship (CSE) in Gothenburg identified three factors as causes of the challenges faced by international students in Sweden.

**Macro-level Factors:** The fundamental challenge underlying all other challenges facing an international student is positioning oneself within a new culture. International students do not possess the same contextual knowledge of the Swedish networks and markets, the structural background of the Swedish general pedagogy, and functionality in the Swedish language that their native peers do.

- **Language and infrastructure:** Sweden is a country with a language of its own, and because it is home to just over 9 million people, only 0.001% of the world's population speaks Swedish. The language differences can present both written and/or oral communication challenges that are experienced directly by international students, but that
also introduce additional complexity to the educational program and providers. Providing information about business rules, regulations, legal structures, etc., places demands on educational resources, requiring a balance between utilizing generic information versus specific information or allocating time to translating or designing specific material.

- **Information enabling project development:** This includes market reports and data for analysis, financing opportunities, regulations and legal requirements, technical information and competitive analysis. Information for a project being run in Sweden is most often found in the Swedish language, sometimes including short summaries in English.

- **Funding is generated through tax revenues collected from Swedish citizens:** Thus, access to local funding mechanisms and other operations associated with venture creation present challenges not only for international students

  **Meso-level Factors:** For entrepreneurs, activities are directed more towards external actors (e.g., collaborators, financiers, possible customers, and suppliers) to develop a successful path for venture creation.

  - **Local networks and market knowledge:** Like any start-up, a project is faced with development questions regarding choice of initial market, financing and other resources needed, business collaboration and customer development. The majority of the projects in Sweden are often dependent upon either the network of the idea providers or board members, as well as relationships to funding. Lack of local networks and market knowledge represents a second critical challenge for international students during the venture creation process. International students must find new and innovative ways of providing input, obtaining information, defining applications, and identifying key stakeholders and other key activities related to the local market that counters their natural lack of local knowledge.

  - **Local market dependency:** The majority of CSE-based companies initiate their market in Sweden, posing a potential knowledge disadvantage for international students compared to their local peers. However, dependency on the local market has other consequences as well. Even though the election of a geographical area of operation might
seem logical, choosing Sweden as the initial market for a CSE project may limit the potential growth of the project. Some projects may have better opportunities in international markets, but are restricted by the existing framework of education and current reliance on in-kind contributions and funding mechanisms. Incubator and CSE face resource constraints that restrict their access and ability to attract ideas, as well as human resources to support the projects, which in part has lead to the majority of ideas coming from and building on regional resources.

*Micro-level Factors:* Team formation is based on many factors, but fundamentally balances the needs of the students and the needs of the projects. Several factors must be considered: students’ motivation for working with a particular idea and particular individuals; competency needs for the project idea and general distribution of competencies across a team to have the best base knowledge; general equality between the teams, so that no one individual or team is seen as getting more or less than another while also finding a position for every individual in the class; and other factors.

- *Minority groupings exist in the class:* For international students, this is compounded by language and cultural hurdles not experienced by Swedish students. The international students are a mixture of engineering and business individuals. Furthermore, diverse competencies include the different social and cultural perspectives the students provide. Here international students can make a unique potential contribution to any given team. However, this often means that from an educational perspective, it is preferable to distribute these diverse perspectives across different teams, a situation that places the international students not only in a minority position in the class, but sometimes in the team as well.

- *Team format:* Teams consist of either two or three students, matched to one project idea. Three-person teams are the preferred formation because it brings a broader spectrum of competencies to the team, allows for distribution of the work load, and prevents decisions from being locked in a tie scenario, which can occur with two-person teams. However, three-person teams can have the propensity of the two against one phenomenon, particularly if one individual is seen as quite different from the other two, and more importantly, is not appreciated for this difference. Balancing the three-
person team preference with the distribution of differentiating competencies and perspectives often means that minority members are alone in a team of three: for example, one woman or one international student. A balance of pros and cons is necessary, with the added complexity of the risks associated with venture formation.

- **Potential bias:** From an educational design standpoint, the unique perspective of a minority member is seen as valuable to the development of the project. However, coming with a perspective different from the majority often requires building a stronger argument for why an alternative viewpoint is viable compared to majority rule. The potential for cultural prejudice and stereotyping exists and is perceived by some international students. Investigation into this particular aspect of internationalization of education would require an independent and extensive discussion. But regardless if, how and/or why potential prejudice is constructed and/or exists, that prejudice or bias represents a challenge to overcome. Students in minority positions (international or otherwise) may struggle to determine how best to expend their energy in such a fast-paced, delivery-oriented environment. Ultimately, each individual is challenged with proving one’s ‘worth’ to teammates and associated stakeholders and must meet the expectations, presumptions and judgements of the other individuals.

**Environmental Characteristics of Entrepreneurship**

Environmental factors impact the entrepreneurial intentions of individuals and their subsequent behaviour (Sesen, 2013). Previous research has proven that significant environmental antecedents of entrepreneurial intentions include access to capital (Luthje & Frank 2003), regional context (Dohse & Walter, 2012), formal and informal country-level institution (Engle et al. 2011) and entrepreneurship education (Linan, 2008; Martin, McNally & Kay 2013; Zhang et al. 2014). Therefore, economic development, financial capital availability and government regulations are among the environmental factors. Additionally, the local context includes physical infrastructure (Niosi & Bas. 2001), entrepreneurial support service (Foo, Wong. & Ong. 2005) and specific university support mechanisms, for example, technological transfer offices and university incubators (Mian. 1997), that are crucial in fostering the entrepreneurial process. Research has suggested that cultural context can also shape entrepreneurial attitude and behaviours (Mitchell et al. 2002; Shinnar et al. 2012). Therefore, the authors assumed that each culture might have specific
values and norms regarding new venture creation and that there is a strong relationship between the entrepreneurial intentions and behaviour that are strongly moderated by cultural values. According to the literature, there is a relationship between university context and the intended entrepreneurial action carried out by students. Universities play an active role in entrepreneurial activities as partners in the commercialization of university knowledge (Politis, Winborg & Dahlstrand 2012) and as a promoter of regional development and economic growth (Rothaermel, Agung, & Jiang. 2007). Thus, promoting entrepreneurship education also enhances the entrepreneurial intention among students (Klosten 2000), providing incubator facilities (Hughes, Ireland, & Morgan. 2007) and network platforms (Nielson & Lassen 2012). Therefore, the role of universities has been increasing because they have contributed to the nation`s start-up infrastructure by training the new generation of entrepreneurs (Torrans et al. 2013). As the literature states, the context of the university may include university governance and leadership (Sotirakou, 2004), its organizational culture and infrastructure and different types of entrepreneurial resources. This means that university initiatives aimed at enhancing the entrepreneurial spirit accelerate the building of positive beliefs about entrepreneurial careers among students and will give them the courage and attitude to be comfortable with venture development and realization. As stated in the literature, the practices oriented to promote entrepreneurship at the university create a supportive atmosphere, a favourable milieu for intentions-action transformation because students will constantly be encouraged to proceed with venture creation by members of the university society (Etzkowitz, 2003; Poole & Robertson. 2003).

Shane and Venkataraman (2000) stated that the university context of entrepreneurship can provide a pool of resources for students and can also influence students’ entrepreneurial behaviours and help them develop viable new ventures. Student entrepreneurs have a chance to benefit from utilizing resources offered by their universities.

New Venture Creation

Venture creation has gained substantial interest from policy-makers and academics as an output of university research. The creation of new businesses on the bases of research carried out by universities has become a very important part of innovation policy in most countries (Wright et al. 2007). But Harrison and Leitch (2010) and Siegel and Wright (2015) argued that despite the
high expectations and significant attention to the role of universities in creating high growth businesses, the results in many contexts appear to be disappointing. Mustar et al. (2008) said that some universities are seedbeds of many growth ventures, while others have very low records concerning successful growth ventures. A better understanding of how the university promotes students’ entrepreneurial ideas is very important because it may lead to promoting entrepreneurship on campus. According to Martinez, Mora and Vila (2007), entrepreneurship has become more attractive for people who are about to make their career choice because it allows participants in the labour market to retain personal freedom. Much evidence suggests that a large segment of the population intends to pursue an entrepreneurial career while they are relatively young. This means that student entrepreneurs are a very important element of entrepreneurship research because at this stage of life, the entrepreneurial conscience and attitude toward entrepreneurial career are formed (Reynolds 2005).

Supporting Entrepreneurship at Universities

Nowadays, universities are expected to take an active role not only as human capital providers but increasingly as partners in the commercialization of university knowledge and as a seedbed for new knowledge-intensive firms. Besides the traditional focus on education and research, universities are expected to promote regional development and economic growth (Rothaermel, Agung & Jiang, 2007). Examples of such activities include offering entrepreneurship education to aspiring student entrepreneurs (Rasmussen & Sørheim, 2006) and providing incubator facilities that offer specialist support and R&D services to start-ups originating from the university (Hughes, Ireland & Morgan, 2007). As a result, a growing group of entrepreneurs has been educated and fostered within the university milieu and often continues to develop new firms in close interaction with the university.

Higher education is crucial to students’ career-related choices and their perceptions of the attractiveness and feasibility of business start-ups and may enhance students’ entrepreneurial efficacy by providing them with attitudes and skills to cope with complexities embedded in entrepreneurial tasks and activities (Wilson et al., 2007). Recognizing the importance of education for enhancing graduates’ entrepreneurial perceptions, the aim to provide an education that stimulates ideas and entrepreneurship is currently on the agenda of many higher education institutions.
It is widely acknowledged that the university milieu can be a significant influence on the attitudes and behaviour of students (Elchardus and Spruyt, 2009). Such influence comes from various sources such as their interactions with peers and faculty, the general presuppositions, disciplinary paradigms and cognitive convictions of their discipline, as well as the normative contexts of college campuses. In this process of socialization, students can acquire “the norms and standards, the values and attitudes, as well as the knowledge, skills, and behaviour patterns associated with particular statuses and roles” (Zuckerman, 1977, p. 123). The influence of the university milieu thus operates by socializing students into a group, the norms and culture of which they internalize. However, although there seems to be little doubt that the number of student entrepreneurs in the economy is growing (Kolvereid & Åmo, 2007), there have been limited empirical investigations about whether their close connection to the university has any significant influence on their activities and behaviours in the start-up process. Instead, most prior studies have focused on students’ motivation, perceptions and awareness of entrepreneurship as a career choice (Pittaway and Cope, 2007). In a recent systematic literature review of different themes within studies of entrepreneurship education, the authors conclude that this kind of education has had an impact on student propensity and intentionality, but it is unclear whether it enables graduates to become more effective entrepreneurs. Hence, despite much interest in understanding student entrepreneurs, little is known about their entrepreneurial activities and behaviours once they start to develop an entrepreneurial career.

Some literature suggests that entrepreneurship education has helped university students develop positive attitudes toward entrepreneurship and increased their positive perception of business viability (opportunity analysis). Through research, universities generate new knowledge and understanding, which are instrumental for developing new technology and promoting information transfer. The study examined some of the problems student entrepreneurs faced in carrying out their businesses and how students thought the university administration supported them (Ferreira, Loiola & Gondim, 2017, p. 1).

Entrepreneurship education consists of “any pedagogical (program) or process of education for entrepreneurial attitudes and skills”. It has a relatively long history and has developed into a widespread phenomenon. However, there are different types of entrepreneurship education tar-
geted toward particular stages of development. Scholars have enumerated various types of entrepreneurship education that are targeted to specific audiences. For example, education for awareness is for students who have no experience of starting a business. The purpose of entrepreneurial awareness education is to allow students to develop entrepreneurial skills and assist them in choosing a career (Linan, 2008). Most university-level programs aim to increase entrepreneurial awareness and prepare aspiring entrepreneurs. In this analysis, our arguments are based on entrepreneurship education engendering greater awareness for students who had not already decided which career to pursue (e.g., employment versus entrepreneurship) or who had not experienced starting their own businesses prior to enrolling in entrepreneurship courses (Bae, and et al., 2014, p. 219).

From the theoretical frame of reference, we have learned that students in general and international student in particular are facing challenges in their attempts to create ventures during their studies and also that the university has a role to play in supporting students in their aspirations to start ventures.

METHODOLOGY

In this chapter, we present and explain our choice of method in collecting and analyzing the data of this study. Here, we present both theoretical and practical points of view about data collection. It is a significant part in the research since the following work will be based on this step. We describe the steps in this section: research method, main steps in qualitative research, research strategy, deductive and inductive approaches, case study design, data analysis method, process and outcome of grounded theory, data source and data collection method.

Methods of Research

Two research methods are widely used in conducting research: quantitative research methods and qualitative research methods. According to Bryman and Bell (2003), quantitative research is the collection of numerical data to examine the relationship between theory and research as de-
ductive. As stated by the authors, quantitative research is a predilection for a natural science approach that is positivism in particular and has an objectivist conception of reality. Quantitative research describes and explains how different variables relate to causality. Quantitative research is used to quantify the problem by generating numerical data or data that can be transformed into useable statistics. It is used to quantify attitudes, opinions, behaviours and other defined variables and to generalize results from a larger sample population (Bryman & Bell 2003).

In this study, we use qualitative research method because the study is concerned with words rather than numbers. According to Bryman and Bell (2003), qualitative research uses unstructured data collection methods such as observations, interviews, surveys and documents to find themes and meanings to inform our understanding of the world. The authors added that qualitative research uncovers the reason for behaviours, attitude and motivation instead of just the details of what, where and when. Qualitative research can be done across many disciplines, such as social science, health care and business, and is a common feature of nearly every single workplace and educational environment (Bryman & Bell 2003). Gubrium and Holstein (1997) suggested four traditions of qualitative research:

- naturalism, through which one seeks to understand social reality in its own terms. It provides rich descriptions of people and interactions in natural settings;
- ethnomethodology, in which the researcher seeks to understand how social order is created through talk and interaction. This has a naturalistic orientation;
- emotionalism, which is concerned with subjectivity and gaining access to inside experience. It is concerned with the inner reality of humans; and
- postmodernism, which emphasises method talk and is sensitive to the different ways social reality can be constructed (Gubrium & Holstein 1997).

Because this paper aims to understand the facilities that are available to students at Linnaeus University and how students are experiencing these facilities in their venture creation, we chose the qualitative method of data collection to a larger extent and a bit of quantitative data to determine the approximate number of international students from the university database.
The Main Steps of Qualitative Research

Bryman and Bell (2011) outlined six main steps in qualitative research method of data collection (see diagram below). Diagram 1

1. General research question
2. Selecting relevant sites and subjects
3. Collection of relevant data
4. Interpretation of data
5. Conceptual and theoretical framework
5a. Tighter specification of the research question
5b. Collection of further data
6. Writing up findings/conclusions

Source: Bryman & Bell (2011)

Step 1: General research question. In this step, we focus on uncovering the nature and boundaries of the question or situation. When defining the issues or problems, the researcher should take into account the purpose of the study, the relevant background, what information is needed and how it will be used (Bryman & Bell, 2003). As students in the entrepreneurship program, we were interested in researching entrepreneurial support facilities for international students on campus. This is mainly because we are international students, but we have not taken any steps for entrepreneurial ventures, so this research was purposely to understand the practicality of the support facilities.

Step 2: Selecting relevant sites and subjects. This step focuses on creating a research plan or overall approach to how we are going to solve the issue or problem, for example, by defining the
information needed. We search for relevant literature concerning the problem. Literature details the procedures necessary for obtaining the required information, determining possible answers to the research questions, and providing the information needed for decision-making. We created a research plan based on which information will be useful, which happens to be data from the support facilities on campus. Relevant literature was also reviewed.

Step 3: Collection of relevant data. This step involves obtaining the information we need to solve or discuss the issue or problem. Data collection involves a field force or staff that operates either in the field, as in the case of personal interviews (in-home, mall intercept, or computer-assisted personal interviewing), from an office by telephone (telephone or computer-assisted telephone interviews), or through mail (traditional mail and mail panel surveys with pre-recruited households). For this research, data were mainly collected by personal interviews in the interviewees' offices, and different places around campus for the entrepreneurs. Two interviews were done through Facebook calls. Follow-up interviews were done via email and/or Facebook chats.

Step 4: Interpretation of data. The data gathered are interpreted for analysis. In this step, we start to provided guidelines for the classification and/or organization of the data, we grouped pieces of conversations and organized them by theme. Then we identify patterns in the data and place the themes in the context of relevant literature.

Step five: Conceptual and theoretical framework. Frameworks can be derived from related concepts (conceptual) or existing theories (theoretical). Concepts are placed in a logical and sequential manner, but this is still a less formal structure. We are trying to understand the nature the broad realities of the problem or issues. As stated in the literature, it is an intellectual representation of some aspect of reality derived from observation of phenomena. We identify key concepts and the relationship between the concepts based upon the data.

Step 5a: Tighter specification of the research question. Step 5b: Collection of further data. This process entails collection of further data to redefine the research question. Due to time constraints and the scope of this paper, further data were collected when we needed to more tightly define the research question and the available data were not sufficient to build the emerging themes.
Step 6: Writing up findings and conclusions. In this step, we present the findings and conclusions of the paper. As stated in Bryman and Bell (2011), an audience has to be convinced about the credibility and significance of the interpretations. Our findings and conclusion are presented in a manner that is credible enough to make it significant for the audience. To ensure credibility, we crosschecked data gathered from interviewees and made some changes when necessary.

Deductive and Inductive Approaches

There are two research approaches according to Bryman and Bell (2011): deductive and inductive approaches. Using a deductive approach, a researcher deduces a hypothesis or a problem, based on a known theoretical background in a certain area of expertise, and then tests it with an empirical investigation. (Bryman & Bell 2011).

This study will follow the inductive approach because it is difficult to decide on the theories before data collection and analysis. The theory will be developed as the outcome of the research, which implies that the findings will come before the theory. After conducting the interviews, the data will be collected and analysed. When the subject is understood, it may be possible to match the results to some theories. An additional consideration is that the data may go back and forth and may be revised when necessary, according to grounded theory (Bryman & Bell 2011). Grounded theory is a methodology that operates inductively, contradicting hypotheses and the deductive approach. A study such as ours that begins with a research question followed by collection of qualitative data is using grounded theory. As more data are collected, and as data are reviewed, codes can be used to group data into concepts and then into categories. In our research, the data were coded based upon the emerging information from the research. Similar codes were grouped into categories and concepts. These categories may become the basis for new theory. Thus, grounded theory is quite different from the traditional model of research, in which the researcher chooses an existing theoretical framework and only then collects data to show how the theory does or does not apply to the phenomenon being studied (Bryman & Bell 2011).
Case Study Design

It is important when designing a case study to determine whether it should be a single case design or a multiple-case design. Among the two types, there are the holistic approach and the embedded approach. We use a case study to examine in depth an existing situation. According to Bryman and Bell (2011), by doing a case study, the uniqueness and complexity of the case will be fully recognized and analysed. A case study approach is very popular and is widely used in business research (Eisenhardt & Graebner 2007). Some of the best known studies in business and management research are based on a case study design. It is also important to know that components of a case study design often favour qualitative methods such as participants, observation and unstructured interviews because these methods are particularly helpful for generating an intensive detailed examination of the case (Bryman & Bell, 2011). The advantage of the case study research design is that the researcher can focus on specific and interesting cases. The first foundations of the case study are the subject and relevance. In a case study, the researcher is deliberately trying to isolate a small study group, one individual case or one particular population (Bryman & Bell, 2001). Our case study is Linnaeus University in Växjö.

Data Sources

Data can be collected either from primary or secondary sources. Malhotra (2010) refers to primary data simply as information collected for research needs. Bryman and Bell (2011) refer to them as information collected first-hand, up-to-date and tailor-made to answer specific research questions. Secondary data are information collected for reasons other than solving the exact problem. They are gathered more to provide some background or alternatives to the main research problem (Bryman & Bell 2011). For this research, primary data were found more appropriate, since the focus is to find current information about how international students get help from the university to develop their business ideas. This choice was made because secondary data could prove insufficient or inaccurate since the study was undertaken in Växjö and such data probably could not be generalized.
Data Collection Methods

There are several methods for collecting the data required for a study. The most common are interviews, focus groups, surveys and observations (Bryman & Bell, 2011). Interviews and focus groups are a good way of getting in-depth insight of the study object, but they tend to be more subjective in interpretation and examine a smaller part of a population (Bryman & Bell 2011).

Our focus is firstly on getting the most realistic view and secondly from a small group. Since our study is qualitative, interviews are suitable. We will use qualitative interviews, the kind of interviews that are unstructured. According to Bryman and Bell (2011), ethnography usually involves a large amount of interviewing. According to the authors, it is the flexibility of the interview that makes it so attractive. Interviewing is a highly attractive alternative for the collection of qualitative data. Interviewing and then transcribing the interviews are very time-consuming but can be more readily integrated into the researcher’s personal life (Bryman & Bell 2011). According to literature, the two types of interviews in qualitative research are unstructured and semi-structured interviews. In this study, we use mostly unstructured interviews, in which just one question is asked and the interviewee is then allowed to respond freely, much like a conversation.

Unstructured interviews are more flexible because questions can be adapted and changed depending on the respondents’ answers. The interview can deviate from the interview schedule. Unstructured interviews generate qualitative data through the use of open questions. This allows the respondent to talk in some depth, choosing his or her own words. This helps the researcher develop a real sense of a person’s understanding of a situation.

They also have increased validity because the interviewer has the opportunity to probe for deeper understanding, ask for clarification and allow the interviewee to steer the interview. Despite these advantages, there are some limitations to unstructured interviews. One is that it can be time-consuming to conduct an unstructured interview and analyse the qualitative data. Additionally, the interviewer may need certain skills, including the ability to establish rapport and knowing when to probe (Bryman & Bell 2011).
Data Collection for This Project

Because this research aims to understand the support facilities that are available for student entrepreneurs at Linnaeus University and we are interested in the facilities that are fully or partly sponsored by the university in its attempt to support students and their ideas, we first identified the already known facilities and conducted interviews with them. The discussion with one support facility on campus led to knowledge of the others. In the end, we gathered data for five facilities on campus. This does no mean that the university has only five support facilities, but rather that we only had time to talk to five of them.

The selection of the entrepreneurs was based upon three criteria: the person has to be a current or past student of Linnea University in Växjö; the person must have an international/foreign background regardless of his or her residential status (i.e., with residence permit or study visa); and the student must have established, be establishing or plans to establish a business with support from the university and its facilities. This enables us to understand how different residential statuses will affect international students and the support that will be available for them. Based upon these criteria, we were able to interview seven entrepreneurs from the university. We started with the ones who were in our class and then talked to friends of friends until we identified seven people. The interviews were carried out separately to get their opinions about their experiences with the support facilities on campus. Most of the empirical data were collected through one-on-one interviews, phone calls, the Internet/websites and phone calls. Follow-up or additional data from the interviewees were collected via email, phone calls, and Facebook chats. All the interviews were unstructured with the research question in mind. We patiently listened to the interviewees to clarify their statements, but we always went back to get answers to the research questions. The interview guide is provided in Appendix 1.

We also use documents from the international office for statistics about international students coming to Linnea University each year. We also conducted some web research on the background of the case study. All the interviews were recorded and transcribed, coded and categorized into themes. As stated in the literature, qualitative researchers are not just interested in what people say, but also in the way that they say it (Bryman & Bell 2011).
Three of the five support facilities are directly dealing with entrepreneurs. The other two are providing other support for the student that makes some contribution towards the students and their entrepreneurial ventures. Three of the seven entrepreneurs are past students, and four are current/ongoing students. Among the latter, one had a residence permit at the time of interview and the other three had study permits.

Most of the initial data for this project were collected by three members of the group before the group was downsized to two members due to differences in interest among others. Thus, it is possible that similar work will be published if the third group member chooses to continue with this topic. The differences will be in some areas of the empirical data (student 0006 and student 0007) and of course the analysis.

Data Analysis

For qualitative research such as ours, a tool for analysing data is needed. We will use the grounded theory tool for our data analysis. According to Bryman and Bell (2011), this is one of the most widely used frameworks for analysing qualitative data. Grounded theory is a theory derived from data that are systematically gathered and analysed through the research process. According to grounded theory, data collection, analysis and eventually theory have a close relationship with one another (Bryman & Bell 2011). According to the authors, two central features of grounded theory are that it concerns the development of theory out of data and the approach is iterative or recursive. This means mean that data collection and analysis proceed in tandem, repeatedly referring back to each other (Bryman & Bell 2011)

The Process and Outcomes in Grounded Theory Process

The theory used in our data analysis is the grounded theory. It provides a detailed, rigorous, and systematic method of analysis that has the advantage of relieving the researcher of creating preliminary hypotheses. It therefore gives the researcher greater freedom to explore the research area and allow issues to emerge (Bryant 2002). As a consequence, grounded theory is useful in providing rigorous insight into areas that are relatively unknown by the researcher. Despite all these benefits, however, grounded theory poses risks. Foremost among these is the risk that after commencing data collection and analysis, the researcher may not actually uncover a substantial
or significant theory, also known as a basic social process (Glaser, 1978). Another risk is that the unorthodox nature of grounded theory will alienate the potential recipients from the research findings. One of the main benefits of grounded theory is that it provides the researcher the capacity to interpret complex phenomena (Charmaz 2003), its accommodation of social issues (Glaser & Strauss 1967), its appropriateness for socially constructed experiences (Charmaz 2003), its absence from the constraints of a priori knowledge (Glaser 1978), and its ability to fit with different types of researchers (Martin & Turner, 1986). Grounded theory is an important method for studying topics of a social nature. Diagram 2 below:

**Diagram 2 below:**

**PROCESSES**

1. Research question
2. Theoretical sampling
3. Collect data
4. Coding data
5. Constant comparison
6. Saturate categories
7. Explore relationships
8. Theoretical sampling
9. Collect data
10. Saturate categories
11. Test hypothesis
12. Collection and analysis of data in other settings

**OUTCOME**

4a. Concepts
5a. Categories
7a. Hypothesis
11a. Substantive theory
12a. Formal theory
The researcher begins with a general research question, in this case, determining what facilities are available for students to take on an entrepreneurial venture and how international students are experiencing these facilities (step 1).

Relevant people and/or incidents are theoretically sampled. We redefined ideas about the subject area with a targeted focus group for data collection (step 2).

Relevant data are collected through mostly personal/one-on-one interviews, telephone/Facebook calls and websites. Additional/follow-up data were collected via emails, Facebook chats, brochures and flyers (step 3).

Data are coded just after they have been collected and broken down into component parts that are labelled with different names based upon the contents of the text. This leads to identifying concepts within the data (step 4a and 4b).

There has been constant comparison and movement backwards and forwards between the first four steps. The concepts of the accumulated incidents, events, pieces of conversation or elements related to a particular theme are categorized with meaningful labels (step 5a and 5b).

Categories are saturated during the coding process. We carried out theoretical sampling over and again to achieve saturation. Theoretical saturation does not mean reaching the point at which no new ideas emerge, but that categories are fully accounted for (O’Reilly and Parker, 2012) (step 6).

Relationships between categories are explored (step 7) so that hypotheses about connections between categories emerge (step 7a).

Further data are collected via theoretical sampling (steps 8 and 9).

The collection of data is likely to be governed by the theoretical saturation principle (step 10) and by the testing of the emerging hypotheses (step 11), which leads to the specification of substantive theory (step 11a).

Substantive theory is explored using grounded theory processes in relationship to different settings from those by which it was generated (step 12) so that formal theory can be generated (step 12a). A formal theory relates to more abstract categories that are not specifically related to the research area in question.
Data Protection

Lee (2014) stated that data controllers often assume that removing or replacing one or more attributes is enough to make data anonymous. He contended that anonymization and pseudomisation are different. He defined anonymisation as a means transforming personal information into data that "can no longer be used to identify a natural person...(taking into account) ‘all the means likely reasonably to be used’ by either the controller or a third party. An important factor is that the process must be irreversible”. By using anonymisation, the researcher ensures that the resulting data cannot single out any specific individual, cannot be linked to other data about an individual, and cannot be used to deduce an individual's identity. Lee (2014) defined pseudomisation as a means of "replacing one attribute (typically a unique attribute) in a record by another. The natural person is therefore still likely to be identified indirectly”. In simple terms, pseudomisation means replacing "obvious" personal details with another unique identifier (Lee, 2014). Anonymization irreversibly destroys any way of identifying the data subject, while pseudomisation substitutes the identity of the data subject in such a way that additional information is required to re-identify the subject Clyde Williamson (2017). We chose to pseudomise the data with some unique identifiers because the research is a case study and it seems practically impossible to us to anonymised the case study without actually taking it out of the study. Moreover, we do not intend to change the data in any way other than giving the subjects pseudonyms and some specific names relating to the interviewees. Because there could be many support facilities on campus and we interviewed just five of them because of time limitations and availability, we have chosen these pseudonyms to represent them: support 001, support 002, support 003, support 004 and support 005. Using an identifier with figures in hundreds is an indicator that there could be hundreds of these facilities this project did not cover. For the seven students entrepreneurs, we used student 0001, student 0002, student 0003, student 0004, student 0005, student 0006 and student 0007. We use the numerical identifier in thousands because according to our data from support 001, the number of international students are in the thousands and also because "support" and "student" both start with an “s”, so it could be possible that they could be easily intertwined. Consequently, we assigned support facilities three digits and students four digits.
Quality Criteria

There are many different quality criteria in qualitative research, but we are adopting the three main quality criteria described by Bryman and Bell (2015): reliability, replication, and validity.

Reliability

According Bryman and Bell (2015, p. 168), reliability means the consistency of a measure of a concept. Although the terms "reliability" and "validity" seem almost like synonyms, they have quite different meanings in relationship to the evaluation of measures of concepts.

Replication

The idea of reliability is very close to another criterion of research, which is replication and more specifically replicability. Researchers sometimes choose to replicate the findings of others. This is very obvious if the researcher does not spell out his or her procedures in detail (Bryman & Bell, 2015, p. 50).

Validity

Bryman and Bell (2011, p. 42) define validity as “the concern with the integrity of the conclusions that are generated from a piece of research”. Simply put, validity concerns the accuracy of the study, whether a researcher measures the things that he or she was supposed to measure. Validity can be seen from both external and internal perspectives (Bryman & Bell, 2007). External validity describes the degree of generalization of the results. Internal validity refers to the congruence of the observations and the theoretical ideas (Bryman & Bell, 2007).

We believe that this research met all these quality criteria because we were consistent in measuring concepts and we had in-depth interviews with our interviewees who responded to our questions in a more objective manner rather than stating their personal opinions. Of course, no part of this work has been replicated, we gathered all the data and our procedures of data collection are clearly stated. We can give an assurance of the validity of this paper because we confirmed the data with the interviewees and made some changes when necessary.
EMPIRICAL DATA

In this chapter, we present the empirical data collected during the research period. The discussion is divided into two main topics: the entrepreneurial support givers and their supporting tools and activities and the student entrepreneurs, their challenges, success factors and analysis and recommendation.

Background of Case Study (Linnaeus University Växjö)

Linnaeus University strives to be one of the leaders nationally when it comes to internationalization. It offers teachers, researchers and students rich opportunities to gain international experience. Linnaeus University (Linnaeus University) (Swedish: Linnéuniversitetet) is a state university in the Småland region of Sweden. It has two campuses, one in Växjö and one in Kalmar. Växjö University began as a local department of Lund University in 1967. It was established in 2010 by a merger of Växjö University and Kalmar University (Högskolan i Kalmar), and has been named in honour of botanist Carl Linnaeus. Växjö is a central community in southeastern Sweden with a full range of cultural and musical life in its many museums, theatres, cathedrals and concert halls. The department became an independent university college in 1970, and was granted full university status in 1999. The campus is located just outside Växjö city centre. It was modelled after the American campus style, meaning that all teaching premises are within walking distance. The campus was built with the environment in mind because it borders a nature conservation area (Wikipedia, accessed 20 May 2017). “We want to stimulate students to engage in entrepreneurship and business enterprise as an alternative career path. Entrepreneurship is a natural part of studying at Linnaeus University. We offer degree programmes on entrepreneurship as well as a large number of courses, and many other programmes also contain elements of entrepreneurship. Learn to develop businesses and societies by identifying, implementing and analysing entrepreneurial projects together with practitioners” (Linnaeus University.SE/entrepreneurship programme, accessed 20 May 2017).
Some Support Facilities for Entrepreneurs at Linnea University

Support Facility 001

Support 001 is in charge of helping the international students with guidance and information on lots of practical issues, including application, registration, change of courses or programs and internships. They are generally the first point of contact for international students. The staff members of this facility do their best to get answers to the students or refer them to the right authorities. Stephen Hwang, the former principal of Linnea University, stated in the guide for international students that each year, more than 1,600 international students from around 60 countries attend Linnaeus University for a semester, a year or a longer period of time. For many students, studying abroad constitutes one of the most exciting and memorable periods of their university studies. Many international students point out the informal contact with their teachers and the high level of individual studies as what they appreciate most about studying at Linnaeus University. According to Support 001, approximately 325 exchange students enrolled for spring term. In total, they had 625 exchange students this year. It is hard for them to say exactly how many free movers/international students are registered because they do not register students based on ethnicity/country. They only have an exact number for exchange students since they come under agreements. They estimate there are around 2000 international students (freemovers + erasmus) (Support 001).

Support Facility 002

Support 002 is a Swedish national non-profit organization located in 14 places in Sweden, close to universities or places with a main focus on university students. They offer cost-free guidance, training and inspiration, to make it as easy as possible for students who want to start a business venture. They function as a platform for students who want to develop their business ideas or their personal entrepreneurial drive. It is also part of Linnaeus University's venture to truly become an entrepreneurial university, the common goal being to encourage more students to invest in their ideas. The focus is on the entrepreneur and what he or she needs to do to take his or her idea further. This organization is sponsored by the university and the state. The percentage of international students this facility is working with is about 25-35%.
Classification of Supports Facilities by Support Facility 002

The facility has classified its support they into three categories.

- First is the “Talking Partner”. In this step, the student meets with support facility 002 personnel to discuss his or her business ideas. The staff listen to the ideas and give feedback and value proposition of what they think about it, whether it is feasible, or discuss about the concept and the like. “We talk about the concept, we talk about the business model, and then we have a process” (support 002). The staff uses a handbook that details the necessities of starting a business as a guide for the entrepreneurs.

- The second category is the “Business Box”, which contains all the packages that entrepreneurs need for their start-ups. Within this box, there are some facilities that are given to the entrepreneurs with no cost attachment and others that are paid for but with discount. Support services includes helping them fill out necessary forms for registration, fund application, software for accounting and administrative work, accountant consultancy, 15% discount on websites and one year of office support at the science park. The time it takes for an entrepreneur to go through all the processes varies depending upon individual factors. Some entrepreneurs have initial business ideas or experiences, some know their markets while others do not, some have a basic concept for their project and so on. Even though the facility's major focus of their work is the student, they can give additional support to entrepreneurs even after they finish studying at the university.

- The third category of support is networking. The facility offers a wide range of network to their clients from within and outside the university. They do this by connecting students in different departments that can support the entrepreneurs on their school projects. For example, an entrepreneurship student who wants to start a business will be connected to students of the IT and design programs who can help the entrepreneur with websites and design work. The network helps with product development and understanding the market and competitors.
If an entrepreneur has successfully gone through these three stages, financial support could be the outstanding challenge that needs to be conquered. They also collaborate with an organization called “Mikrofonden” to help the student find financial support on reasonable terms and interest rates compared to other financial institution.

Support Facility 003

Support facility 003 is mainly owned by three entities: Region Kronoberg, Linnaeus University and Videum Science Park AB. This facility fast tracks development for start-ups, which means their program is an incubator that helps start-ups grow faster. The program is an accelerator for start-ups that ends with the business idea and produces a really strong company. They work with qualified business development planning experts to create a dynamic process of development for businesses, people and companies by assisting the entrepreneur with active and appropriate management support and financial, technical and commercial networks. “Several problems have been resolved over a cup of tea between entrepreneurs” (support 003). They also help with with office services and offer opportunities to get professional help that can include auditing contracts, patents and industrial specifics a company needs. All developers at this facility have experience in running companies. There are provisions for private office space with access to services, post service and Internet access. Their concept includes business meetings to create good contacts with other entrepreneurs, expert groups like accounting and legal, business development plans that describe the business model canvas, needs approach benefit and competition model, value creation forum, and recurrent check points. They also share their large network with their clients.

The program starts with a six-month trial period during which they work with the pitch, the product, and the entire team and package it. It then goes to the jury, and if the jury finds it is a scalable product with a scalable team that fits the model of the facility, the process continues for two more years. This program does not require one to be an international student. The entrepreneur need to have 100% commitment, a scalable product, and an idea with international opportunities. The company also needs to be a limited liability company.

According to our interviewee, the owners of this facility are aiming for entrepreneurs who can generate a lot of new employment. Consequently, the facility grooms companies that can hire a lot of people so the municipality and the region of Kornberg and Sweden as a whole get tax
money from those who are employed. In other words, the facility is developing companies that can benefit society; that is why they cannot work with more than thirteen companies at a time.

Support Facility 004

This is a start-up company within support 003. The community manager and partner collaboration manager were originally employed by support 003, but the facilities are now two totally different entities. They help entrepreneurs develop their business ideas and connect with like-minded people. They work with both natives and international students and with others from the business community. Even though Support Facilities 003 and 004 work with similar tools like the business model canvas, the needs approach benefit and competition model, and value creation, they differ in many ways. Support 004 uses more flexible requirement criteria and can work with up to forty entrepreneurs at a time. They have networking activities and meetings during which entrepreneurs can meet with potential investors. If an entrepreneur wants space at Support 003 but cannot meet to the criteria, Support 004 could be a place to start. They can deal with sole trader businesses or partnerships, and some companies they have worked with have successfully moved on to Support Facility 003. They have a minimal monthly membership cost.

Support Facility 005

This facility is sponsored by the university. It works in the interests of the students and is more concerned with issues that are not direct related to studies, credits or degrees. When this study was on course, the staff were investing a lot of attention into what happens for international students after their studies are complete. The project is about making the most of international academics in the Linnaeus region by developing methods to make it easier for international students and future employers to meet. An ongoing survey on all program coordinators at the university was gathering information about what students are offered within their programs such as career-related activities, guest lectures, a chance to meet students who can talk about if they got a job after their studies and what they do. The survey also investigated whether the students are interested in these activities. According to our interviewee, this information will help them determine how much more help students will need. The facility will use this information to sharpen their
products because, from the regional point of view and the central administration of the university, the general rule is that “we want you to stay. The region says that in a number of areas, competence is lacking, so we need people to stay” (support 005).

In their effort to provided non-academic support for the student, they have created a closed group on Facebook that has up to 6000 members. Students can get help from each other in every possible way and can use the page to create networks, test markets for new products, or conduct market research.

**STUDENT/ENTREPRENEURS**

**Brief Description of the Entrepreneurs**

1. Student 0001 is originally from Iran. He completed his Ph.D. at Linnaeus University and started working as a researcher and senior lecturer in marketing and industrial marketing in three Swedish universities. He left most of his academic commitments last year to start his own company/ which is an online platform that will likely be launched by the end of summer. He has done market testing, improved the product, made some agreements with companies here in Växjö and other cities in Sweden, and he is planning to take his company global. The nature of this platform is proprietary because the company has not yet been launched. We found his story interesting because he has been an international student and have experienced some support from the university for his company. Even though he knows about the necessities for starting a business, he still has a very good relationship with some of the entrepreneurial support givers and gets support from them, and he has an office space at Support Facility 003. The company is fully bootstrapped and he is the only owner, but he is considering adding partners and shareholders.

2. Student 0002 completed his master's degree in social media and web technology at Linnaeus University and was hired by the university as a research assistant to work on a project just after he finished writing his thesis. The project then turned into a company. He is not technically the founder of the business, but is an employee. The CEO of this company is a senior lecturer at the university. Student 0002 has been in Sweden for about five
years and has been working with the company for about two years. He is the chief of research and development in this company, so mostly he does programming, but he also works on different other research approaches for their product. This company creates software for interview training and offers packages and classes in interview training to students in various organizations and universities. He thinks that, networking is an important inclusive factor to consider in the establishment of a successful business.

3. Student 0003 is originally from Iran. She has been in Sweden for three years and studied in the entrepreneurship master program at Linnaeus University. After graduation from high school, she started working in graphic design. She got her bachelor's degree in business management and chose entrepreneurship at the master's level because she was thinking of starting her own business. She chose to start her company in Sweden because she believes that Sweden is a safe country. She researched the Swedish economy and found that Sweden has a very strong economic background and is a safe place for businesses where she can get appropriate advice and guidance. She came to Sweden on a student visa. She has registered her company and has an office for one year that was provided by Support Facility 002.

4. Student 0004 is from Pakistan. He has been living in Sweden for three to four years. He completed a marketing master program in 2015-16 at Linnaeus University and is studying entrepreneurship masters in 2016-17. He came to Sweden with his family in 2014 with a permanent residency. He has founded several tech start-ups, and he also works as a project leader for an EU project. He is one of the most popular student entrepreneurs and can be easily identified. Right now, he is running seven different companies, all at different stages. He won a Pursuit of Happiness award for one of his fastest growing companies, which is an online platform to help employers and employees to find each other. It resembles other such platforms, but it has some unique features like video messaging that gives the employer and employees the opportunity to see the person in question and learn what they are passionate about. Almost everyone in our class has tried it, and it seems to be good. Student 0004 has now left the award-winning company and is focusing on his next start-up, which is an ambitious project aimed at restructuring social media.

5. Student 0005 is from Columbia but has been living in Sweden for quite a long time and he knows Swedish well. He was a student in Linnaeus University for about six years ago,
and he is currently working at one of the support facilities on a part-time basis while running his own company. He started a company when he was studying at Linnaeus University which was working well for a while until he brought in a change in the system which did not match the taste of its customers, but that was not the end of his entrepreneurship. He learned from his failure and then started another company that is much bigger and more serious as he put it. The limited company is a sales channel between Sweden and Columbia selling teams and customer support to Swedish companies that want to do business in Columbia. He is presently supporting student entrepreneurs who want to start their own ventures with advice and other support.

6. Student 0006 is from China and has been living here for almost three years as a marketing student at the master's level. She has been studying at Linnaeus University and learning Swedish as well. She came to Sweden with a student visa, but she is expecting to change it with a successful market entry plan for her proposed tea cooperative business. She was interested in natural and ecological issues and was thinking about engaging in a business that will be a cooperation between China and Sweden, but she did not know how to start until she took the marketing research course. She is currently doing market entry research for the cooperation that she create between with a Chinese tea company and a popular global brand that is currently selling in China and Canada but not in Europe.

7. Student 0007 is from Bangladesh. He has been living in Sweden for almost two years. He is studying information system masters program but he loves photography, which he has been doing as a freelancer for seven years. He has big plans for photography in the future, and he is looking for a bigger market other than Växjö, like Stockholm, perhaps. He sought help form support 003 at one point to do more with his photography, but he was told that he needed to increase his portfolio and do more faceups, which he is currently doing by freelancing, taking photos of students and some professional photos for CVs, LinkedIn and so on. He gets occasional paid jobs also. Since it is going to take some time to develop his photography portfolio, he has chosen to work on an online consulting firm for international students who need help with their applications and other constraints they may face. This is a flexible job that does not need huge capital and extra office space, but at the same time, this work will contribute to development of his photography portfolio.
STIMULATION OF ENTREPRENEURSHIP WITHIN THE PROGRAMS AT LINNAEUS UNIVERSITY

Since 1990, when the Swedish government identified entrepreneurship as a theme that should run throughout the entire education system, schools and especially universities have adapted this concept. The Linnaeus University website states, “The ambition at Linnaeus University is to stand out at a national and international level through the way of working with entrepreneurship and be able to present the highest proportion of entrepreneurs among the students. We believe that the entrepreneurial culture is developed by attitudes and competencies as a complement to the traditional literacy skills, which makes our students further attractive in the labour market. The entrepreneurial competence will in short, make a powerful tool to gain other knowledge and skills to increase the student's competitiveness on the market. The mission is to create an entrepreneurial culture with students, teachers and researchers who are motivated and able to be active creators in a global knowledge economy characterized by high dynamics, high complexity and high uncertainty. The entrepreneurial university aims to take students from the role of an passive object to an action creative subject, or in pragmatic terms, to give students the skills to both generate ideas for change and to implement them” (Linnaeus University.se, Accessed 3 June 2017).

This ambition is not only limited to students in the entrepreneurship programs but to all national and international students in all departments and programs. The stimulation of curiosity and creativity in students are incorporated into courses within the programs. One question we asked the current/ongoing students is what inspired them to undertake their entrepreneurial ventures. We discussed this mainly with the current students because they all happen to be in the process of establishing their companies and the past students already have established businesses or are about to establish them. Among the four ongoing student entrepreneurs we interviewed, two told us that they had vision of starting a business venture in a particular area of entrepreneurship, which led them to their choices of study in the university. “I wanted to choose the right business that is related to my educational background in Sweden and I chose entrepreneurship because I was thinking of starting my own business by my own idea and the knowledge that I will get from the program” (Student 0003). The other entrepreneur told us, “I started studying just because I thought that it was interesting for what I wanted to do” (Student
0004). The two remaining ongoing student entrepreneurs have different answers to this question. One was inspired by factors outside the university program, but uses the university’s facility to establish the business. The remaining person stated, “I became more interested in this cooperation when I was doing my thesis. I was very interested in natural and ecological stuff and I wanted to do something that will be a collaboration between China and the Sweden market. I actually considered this cooperation almost at the end of my studies. It was developed in me during my studies. I studied marketing and the most popular topic in marketing research gave me the inspiration to do this project” (student 0006). Here we see how much impact the programs and faculties have in the development of entrepreneurship.

CHALLENGES FACED BY INTERNATIONAL STUDENTS IN START-UPS

As students go through the venture creation process, they face different challenges that require high-level and rate of delivery from multiple actors as well as responsibility and devotion to their projects and potential future ventures. Thus, the students blend the role of students with those of business developers and entrepreneurs (McGill 2010). The entrepreneurial process is fraught with obstacles and is complex and demanding (Aldrich and Martinez 2001). The challenges international students face can be even greater depending upon individual circumstances. Some of the challenges revealed in this research are the following.

Language

The Swedish language is the number one and most mentioned challenge facing foreign entrepreneurs within the society. Even though according to the European Commission (2006) 89% of the Swedish population speaks English as a second language and this percentage continues to grow, lack of Swedish can be an obstacle in the establishment of a venture. All the entrepreneurs agree about the importance of having at least some knowledge in the Swedish language. The complexity of the language and need for it varies depend on individual circumstances and The nature of business. “Of course it's about the language. If you don’t have an idea about the language, then you don’t really get the culture and peoples’ preferences, what kind of way to sell to them and it's also useful for the market entry channels, so there is a lot of hidden information if you don’t
understand the language” (student 0006). Student 0006 is still struggling with the Swedish language. “If I can understand the language better, that will save me a lot of time because it takes me too much time to read through the texts and try to understand them with a translator but that could be more challenging at the next stage so I need to work more on my language”. Another interviewee added, “I started this thing when I was study, I have some strong network and I have global network, but I was not speaking Swedish and that was a challenge, so I needed to employ someone to do the interview. This is an extra cost, so that’s why I want a Swedish partner. If you need to reach consumers, you will gain more trust if you speak Swedish” (student 0001). As much as the language is a challenge for almost all the interviewees, especially those who have not been in Sweden for long, one of our interviewees thinks that knowing the language is not necessarily important to start certain types of business if the entrepreneur can speak English, even though Swedish could be needed for continuity. “If you want to start a business like mine, I don’t think that the language is very important to start with, but all the letters and the information are in Swedish, which means you should read and understand the content of the letter. In my own view, if you are fluent in English, I think that is enough to start with, but if you want to collaborate with Swedish companies, yeah, you have to know the language. But at first, it isn’t necessarily important. But my advice is to try to improve your Swedish as soon as possible because your business is operating in Sweden” (student 0003). Another student agreed, saying, “To my project, the language is not a problem at all, because our clients are mostly non-Swedish speakers and usually English speakers, so not speaking Swedish will not be a problem” (student 0007).

**Networking and Collaboration**

Networking in business is very important, and this is a challenge for most of our interviewees. The entrepreneurial support facilities are aware of this challenge, so more of the facilities are investing in network building activities. “For international students, they don’t have a network. The real challenge is to find the right resources. There are a lot of resources in Sweden, but most people don’t know about them. Finding information is not always that easy, and you need to find the right people to ask the right questions. You can’t do it all by yourself—you might need to have a partner. I would say it’s really helpful to have a Swedish partner” (student 0001). “Additionally, how you can create a network to find suitable people who have ideas that are related to your field of business. I thinks there are daily challenges when it comes to finding a new idea
and trying to connect in between and participate also in suitable events and try to make good presentations about your idea because that can attract investors or some organization to support you” student 0003). Student 0005 added, “For the international students, network and the language are important. If you work to the customer, you need to speak Swedish. This is not always easy for the international student”.

Business in the Swedish Market

To be seen as legitimate, the new product or service needs to establish its value and eventually be taken for granted by the community in which it resides. It needs to conform to cultural norms and values and to government regulation (Aldrich & Martinez, 2001). Conforming to cultural norms and values may not be that easy because it takes time to understand people and their lifestyles. Some of our interviewees are also aware of the importance of knowing the norms of the Swedish market, but because this is a process that takes time to achieve, it has always been challenging for the students who have not experienced the culture before. “Right now, the most challenging barrier I’m experiencing is to understand the market behaviour and be able to have a market entre plan, and also most information are in Swedish, so I cannot precisely get them so easily because it take much more time to understand and also draw a conclusion” (student 0006). Another student stated, “One challenge is to have the knowledge about how things work in Swedish society. Another challenge is to know how businesses work in Sweden” (student 0001). “The process is completely challenging because you don't know anything, you don’t know who your customer is and you don’t know how you can run your business and what kind of organization can be of help” (student 0003). Sometimes businesses can take a leap even without initial preparation (like an accidental venture). This was the case of one of our interviewees, who happened to establish his business even before he did marketing research. When he needed to teach about doing market research to improve a company, he did a research in another country and got a good concept that worked well for the country he researched, but not for the country in which the company was established. “I was in Turkey on vacation where I did marketing research on the kinds of music that people like in night clubs. I bought some remixes from some popular DJs in Turkey and brought them to campus and changed the whole music concept from R&B reggae tunes to techno house, but nobody liked it and they could not understand it, so the number of attendees started to
fall. Still, it was an experience.” This confirms how important it is for an entrepreneur to understand his/her market because what works for one market will not necessarily work for another.

The issues of time and patience are of opposite interest to both the entrepreneurs and Swedish society and are considered challenging. “To understand how businesses work here is not an easy process. You sometimes really struggle, you really need to be patient about everything. When you are an entrepreneur, you can’t be patience because you don’t have an established business, you want to get results. You should pay attention because at the moment you become an entrepreneur, it means you’re not getting paid, you’re spending everything you have, so time is really a constraint here, and you want to do everything, and it's absolutely okay for an entrepreneur not to be patient, but the system is not going to accommodate itself to you. This is Sweden. Things are been done very patiently. Other factors to consider are like how long can I survive doing this?” (student 0001). Student 0003 added, “Because as a newcomer in the market, people don’t know you. Therefore, through collaboration, you could became known in the market. So it takes time and this is a big challenge for you and also you should have contact with big companies, for example, IKEA, big companies in Sweden”. This is also true for another interviewee who developed another idea that according to him does not require as much formally as his initial interest, which requires time to develop, “I went to one of the support facilities and someone told me to be taking freelance photos, to increase my portfolio and do faceups. I am working on it, the photographing, I mean. At the same time, I am more into starting my consultancy for international students, this is because, it takes a lot of time to get to the level that is required of me.”

**Laws and Legislations**

Each and every country has it own laws and legislation which often differs from country to country. Learning about these laws and their impact on entrepreneurs is difficult for some of our interviewees. One stated that, “If you are an international student, and you don’t have Swedish citizenship, maybe the other challenge is lack of support that other citizens naturally have. Most citizens of course have better financial security than international students who are living here on a visa, and you should consider that when starting your own business, you are competing with everyone regardless of their citizenship and financial status, so you need to know how long you
could survive not making money and bootstrapping your business” (student 0001). Another interviewee added, “So one of the biggest limitations is that the law doesn’t help you so much because you don’t have financial support from the bank or institution if you don’t have a resident permit for Sweden” (student 0004). Another stated, “Visa issues are a common problem for all international students because it’s up to your credits. How many credits you have and how many courses you pass is important for the immigration office” (student 0003). Finance is a major element in starting a business venture, and shortage of finances causes a lot of stress on the entrepreneur who believes so much in his or her idea. Balancing the entrepreneurial process and its challenges as an international student while making acceptable grades can be quite challenging.

Another challenging side of the laws of Sweden for start-up entrepreneurs that emerged in our research is the higher cost of labour and professional services. Some interviewees who are operating businesses that need professional and/or labour support told us that, “One of the challenges that you as a company have of course inside Sweden is salary cost, because it’s very expensive to employee people. The coast burden is really high here. If you are a start-up, that’s always a problem” (student 0001), “And the other thing is about the regulations, if you want to import something from another country, then you have to deal with the law here, which is an obstacle because plus the language barrier, you have to hire agencies and other consulting firms to help you and that costs a lot, so this makes it more expensive to start a business here, especially when your customers are Swedes” (student 0006).

SUCCESS FACTORS

Entrepreneurial ventures have challenges that can be really hard to deal with. Sometimes, they can prevent some ventures from being successful, while others can manage to break through. We asked some of our interviewees why they are successful in their venture creations despite the challenges. Clearly, the answer to this question is complex, and many factors could influence the business positively or negatively. For instance, good knowledge and presentation in the market, improving knowledge and the quality of the product, experience in the business or similar ventures, good connections and more could be crucial influencing factors. We consider all the challenges mentioned by our interviewees pieces of success factors because, if, for example, an en-
traveller who considers the language to be the first and major challenge for his/her establishment learns to speak and understand the language well, that will be a major milestone that has the potential of breaking other barriers, like knowing the Swedish culture, which may come along with learning the language, easy communication and networking by which he or she will learn a lot about the Swedish market. Success factors will be divided into two broad categories: Business on the Swedish Market/The Swedish Way of Doing Things

Almost all the entrepreneurs admitted that, as much as there are challenges with businesses in Sweden, one of the way to break through is by being able to do things the Swedish way. The discussion about the success factors with our interviewees uncovered different opinions based on the nature of their businesses. One of them described one success factor by saying, “I will say it is perhaps understanding how the business ethics works in Sweden. It’s a very common thing that you don’t communicate with people right after 2 p.m. on Friday till Monday morning, and that make sense if you are in a state organization, but if you are an entrepreneur, you need to take advantage of your every minute. Now, that’s not the case in Sweden because people want you to respect that weekend time. We are in a country where people really value their personal time. Since you start up, a big part of your success is dependent on how other people are going to respond to you”. He continued, “If you open a restaurant here, you need to do it in the Swedish way, or you need to be so innovative and convincing that people accept your new way of doing business” (student 0001). Another interviewee who is also aware of the importance of understanding the Swedish market told us, “Right now, the most challenging barrier I’m experiencing is to understand the market behaviour and to have a market entry plan. Also, most information are in Swedish. I cannot precisely get it so easily so it take much more time to understand and also arrive at a conclusion, so if I can overcome this, then I’ll be happy…” (student 0006).

A successful business on the Swedish market takes time, which may in turn require lots of patience. This is because, as one of our interviewees has experienced, things are done patiently in Sweden, and sometimes an entrepreneur has to struggle. The nature of this struggle and level of resistance can be the make or break point. But if the entrepreneur is aware that things are not going to be rushed in Sweden and has planned to be patient or has alternative measures in place, that business has greater potential to succeed than the other way round. If the entrepreneur has
high hopes but ended up discovering that he or she has to be patient because things are done patiently here, that can be frustrating. Some people may tend to give up.

We also consider the Swedish language knowledge that can be useful for entrepreneurs in Sweden. Although the number of English speakers is gradually increasing (European Commission 2006), Swedish is still the main language in Sweden, especially within the Linnaeus region. The value of the language to the entrepreneur and what level of understanding is required vary depending on the type of business, the market, and the targeted group. While some think that they need to get better knowledge of the language to build trust in their customs and save time spent translating, others think the language is not necessary important, at least at the start. However, there is a plan for collaboration, better knowledge in the language will be required. The entrepreneur has to evaluate his or her business and determine the importance of the language.

The value the Swedish government puts on entrepreneurship in collaboration with schools and universities, the contribution of faculty members within the programs for stimulating and encouraging entrepreneurship, and the entrepreneurial support institutions have made the journey of the entrepreneurs not necessarily easy, but much better than if none of these support facilities existed. All our interviewees got some form of support on their entrepreneurial journey. Some used the university’s facilities, while others used student support facilities in diverse ways.

Last but not the least, the idea of an informal start-up as a means to minimize some of the associated challenges was discussed by some of our interviewees. This idea is particularly related to a social media platform that one of the support facilities created for students on campus that most students are using to get quick answers to their questions, search for people of similar interests, do market research, and advertise their unofficial products/services to create trust and network to take them before taking it to the next level. “Otherwise, you can have a business idea, or you can run an informal business. Many students on campus run informal businesses like photography, for example. I’ve seen about three to four photographers on the campus group on Facebook. Swedish law also lets you earn up to a certain limit without paying taxes. I don’t know exactly what the limit is, but I think it's some thousand kronor. Until you hit the limit, there is no obligation to pay tax” student (0004). One student who is using the platform to build networks for his entrepreneurial plans stated, “They just call me whenever they need my services and I get paid
for it. Several time I have been taking photos of some students in different places and back-grounds, professional photo like photos for CVs, LinkedIn profiles and so on”. He continued, “My photography work has extended my network here on campus also and I am using the Växjö campus page, which has a reasonable number of members, and that will be my means of advertise-ment, I mean Facebook and social networks” student (0007).

Networking and Collaboration

Network has an important role in the success of a business, especially in a foreign country. This is because human and social capital and competencies (Baron, 2006) contribute to the develop-ment of the project and thus need to actively expand in more international settings. The entrepre-neur needs to know about the taste and lifestyle of the people to be able to create ideas that fit the context. They need to be registered and have locals who trust them enough to sign on their behalf. They need funding. They need the locals to take the front role to ensure customers that the product or service is worth trying. More importantly, they need someone with experience in sim-ilar ventures to take them through the process. All these can be attained through collaborations, partnerships and extensive networking. This is something all our interviewees are aware. Student (0002), who is actually not the owner of the business but played a key role in establishing one, told us, “The CEO has been building his network for about seven to eight years before I even came into the project and so we had a good base to start from….I will say that, that is what has brought us the fastest, it’s all the years of networking that we’ve built before” (student 0002). This statement explains how important it is to have a strong and wide network. One could also think of the importance of networking as paramount to the establishment of the business. Student (0004) experienced this in his attempt to start his business. “When I started my first company, it took me six to eight month to just think through the idea and see how to start, but I couldn’t start, so I decided to get my first Swedish partner. Now, I have eighteen partners in seven companies, which is good. Eighteen people can do eighteen thousand times more than one person can ….Networking can help push your idea through and get suggestions for your ideas”. Another stu-dent described the importance of collaboration by saying, “Because people do not know you, through collaboration, you will become known in the market…. I also got lots of advice from a company on campus”. Another interviewee stated, “This is for most businesses, it was a chal-lenge for me, but you really need to have a partner….I would say it’s really helpful to have a
Swedish partner. I say this because if you’re an entrepreneur, you probably have a better chance to know the network, to know the right people and overcome the language barrier. It’s possible that many people like your idea, but as soon as the language barrier comes in, it is going to be a problem. The reason is, as long as you are in academia, that’s not a problem because everyone speaks English. That’s okay, but if you are doing business, especially if your business has consumer touch like you’re dealing with consumers, and you’re dealing with small businesses and not cooperating, you really need to speak the language, you need to be able to communicate well, and if you can’t do that, then there will be a matter of trust. It's not like they’re not trusting you because you are a foreigner, it's because they don’t trust the whole situation because they think they might not communicate well with you, and then if either of you get lost in translation, it's going to be a problem businesswise” (student 0001). It also came out that collaboration can also take the form of an exchange of goods and/or services between interested parties. One interviewee who was a student and then a part-time marketer and who wanted to kick start his business said, “At first, many people did not know the night club, so I told them that I don’t have money but we could cooperate. I can get a lot of people to their night club and they needed marketing. ’You need people and I wanted to start’, so I wanted to host the final semester party, and I told them that if we cooperate, I would get the money for entrance, and they would get the money from the bar” (student 0005).

Analysis and Discussion

We wanted to learn about some of the support facilities for student entrepreneurs at Linnaeus University and how they are experiencing these facilities. In our theoretical framework, we stated that students, especially international students, face some challenges that have the potential to bring their entrepreneurial dreams to a halt. McGill (2010) discussed these challenges in three categories: the macro-factor level, which includes underlying obstacles that international students have to face in a new culture like language, relevant information to enable project development, financing opportunities, regulations and legal requirements; the meso-factor level, which has to do with the entrepreneur’s activities towards external actors to create a successful venture like collaborators, financiers, possible customers and suppliers; and the micro-factor level, which are problems relating to minority groups. Sohrabpour et al. (2013) mentioned that most international students experience three levels of shock: culture shock, language shock and
academic shock. They defined these shocks as a disease suffered by people who live in a new cultural environment. How student entrepreneurs can meet these challenges and have a successful venture depends greatly on how much support they get from the university. Agung and Jiang (2007) stated that research has shown that the universities are expected to take an active role not only as a human capital provider, but increasingly as a partner in the commercialization of university knowledge and as a seedbed for new knowledge-intensive firms. Rasmussen (2006) gave some examples of promotional activities that should be provided to university students, including entrepreneurship education, incubator facilities and (Hughes et al., 2007) network platforms.

There are many support facilities for students and entrepreneurs at Linnaeus University, some of which we did not mention because of time limitations. Although most of them are engaged in entrepreneurial activities, they are also unique in their approaches.

The consideration of entrepreneurship as a theme to run throughout schools and universities and the introduction of this policy into university programs are huge supports to the entrepreneurs at Linnaeus University. We are students in the entrepreneurship program, so one could understand if we have a better understanding of entrepreneurship now than before our studies. After discussing these issues with some interviewees who studied other programs than entrepreneurship, however, we realized how the curiosity of students is being stimulated within other programs. One interviewee told us she was inspired by a particular course in her program that gave her the determination because of the way she experienced the process and wanted to give it a shot. “I studied marketing, and the most popular topic in marketing research gave me the inspiration to do this project”. She is very determined to make her project successful because she believes that she has gained the ability through the project to implement her project. Two other students purposely chose the program because they wanted to use the knowledge from it to develop their businesses. "I was thinking of starting my own business based on my own idea and the knowledge I will get from the program”. “I started studying just because I taught that it was interesting for what I wanted to”. Thus, we consider the program design to instigate the entrepreneurial mind a major facility for student entrepreneurs.

Support facility 002 is best for students who have creative ideas and want to do something with them but have no idea how to do it. Here they have lots of time and patience to listen to students
explain what they are thinking of and how they envision it. An interviewee put it, “Yeah, advisors, it’s like a place that you can always get some good suggestions” (student 0005). Student 0003 had different experiences with this facility, adding that “they gave me much advice on how to complete my process”. The students get guidance on how to express their ideas, and they get help developing their concept, business models and necessary start-up documentation. They also have the “Business Box”, which contains free services for the entrepreneurs and some paid services with discounts, pitch and one year of office space for those who successfully complete the process. Student (0003) has gone through the three stages of support and got one year of office space. Networking is also part their services; they connect the entrepreneurs to their network and to each other's network, where they sometimes exchange services. Among the seven entrepreneurs, five have experienced some sort of support from this facility. Student (0004) added, “The facility is doing well, that is the first place where I got a lot of support from and I continue to get a lot of support. They are probably one of the best entrepreneurship support organizations”.

Some had some knowledge about what they wanted to do and just needed a little push, while others had little or no idea about where to start, so the length of collaboration depends their backgrounds.

The successful completion of support facility 002 sometimes (but not necessarily always) has the potential of giving students access to support facility 003. This is because the entry criteria for support facility 003 is quite high, and not every start-up entrepreneurs can meet it. This does not mean that students entrepreneurs cannot make it to this facility; it just means that the entrepreneur must meet the three main criteria of this program: 100% commitment, a scalable product or idea with international opportunities, and the company needs to be a limited liability company. This is because the facility is developing companies that can benefit society. They have developed a fast-track program to help start-ups grow faster with different tools like expert groups, business model canvas and more. The entrepreneurs also do pitches, and they have a large network. They provide office space for up to two and a half years and continuously support the entrepreneur a no cost. This support facility will be an option when the entrepreneur wants to take his or her business to the next level. Even though the requirements are high, three interviewees are currently using this facility. “I have a space at support 003, I have a very good relationship with them and they have helped me with my different companies. They gave the same support to
everybody. They don’t give special support to students, they don’t look at your background or nationality” (student 0004).

For entrepreneurs who want to take their business to the next level but cannot meet to the requirement of support facility 003, support 004 is considered the best option. This is also a start-up company within support 003, but the two are totally different. They have more flexible entry requirements than support 003, and they can help about three times the number of entrepreneurs that support 003 can. A business does not necessarily need to be a limited liability company to join this activity. This company does not hold its clients for too long because it is more like a preparator stage for entrepreneurs who want support for their businesses or want space at support 003 but cannot meet its requirements. Once they get a better concept of their businesses, then they are ready to take the next step. Our interviewee made us to know that, two of the companies recent clients (entrepreneurs that needed support with their businesses) are currently at (support 003 after the support that they got form them. They are working on networking activities and introducing their members to potential investors at a minimal cost of membership. They help entrepreneurs develop their business ideas and connect with like-minded people. They handle all kind of ideas and meet with other entrepreneurs. This facility works more with students, but it is not widely known by them because it does not put much effort on advertisement. This is an issue which our interviewee argeed to that needs improvement.

Support facilities 001 and 005 help students with issues on campus other than issues that are directly related to their grades, and they are both sponsored by the university to support students on matters relating to access to information or referral to the right authorities. But they have different activities, means, and scopes for their support. While support (001) mainly focuses on supporting international students, support (005) supports all students at the university. They have a social media page that is used by most student on campus to find their way around and find help, friends and people of similar interests. But most importantly for our research, we also learned that this page is being used as a research and product/service testing platform and a network building platform for potential and existing entrepreneurs on campus.

Here students have the opportunity to create networks and test their product or services while building a network. For example, a student who needs some company for a long journey to
Stockholm can sometimes post on this platform to find someone who is interested in travelling and sharing the cost of fuel. Making a trip with three or four students on a four- to five-hour journey is a good opportunity to create friendships and build networks. Some people are even requesting meetings with others to play games or go hiking. It is really a blessing in disguise to start a business venture using such informal means. Entrepreneurs will have the chance to showcase their products or services and build trust and networks with people who will in turn recommend them to their friends and friends of friends. Many students have experienced one sort of support or another through this medium. We are aware that four of our interviewees are members of this group because we are also members, and that is where we noticed two students who were actively using the platform for their start-up project at the time of the research. One has been using it since before we started this project to get people to like the page of his newly created company. In an effort to understand her targeted customers, student 0006 posted a survey to gather data for her market entry plan. Student (0007) has been actively using this platform to build his photography portfolio and to build a network to establish his business. He is one of the widely known photographer on campus. This informal means of support created by one of the student support facilities on campus has greatly benefited most of its users, especially the entrepreneurs. We all have experienced one sort of support from this platform.

**Discussion and Recommendation**

This analysis shows that, although students are facing challenges in their entrepreneurial ventures, the university is investing lots of resources to help them and take them into a successful entrepreneurial life. All our interviewees have experienced some sort of support at Linnaeus University. Support starts with the program design. These facilities are open to all entrepreneurs regardless of their backgrounds. All the entrepreneurial support facilities have specific help for the entrepreneurs with their most-often mentioned challenges, which are networking and collaboration and doing business in the Swedish market. The entrepreneurs are always referred to the rights authorities when they have questions regarding tax offices, immigration and other issues outside their scope. They do not work directly with support relating to the language. This we could assume is because it takes long time to learn a new language and we all have different learning paces. But again, we consider the networking and collaboration indirect means of developing language skills. Also, a Swedish language course is offered on campus. This is obvious on
the course list, but we did not have time to do a research on that area and know if there are special language courses for the entrepreneurs on campus.

The research is intended to be inspirational for entrepreneurs, potential entrepreneurs and business support providers by discussing some of the support facilities available for students and entrepreneurs on campus and how students are experiencing some of these facilities. This support might be similar to that at other universities within Sweden, but comparing the support facilities and students' experiences of two or more universities could be interesting to research. An in-depth investigation of the importance of starting with an informal business and its benefit for those entrepreneurs who cannot directly face all the challenges at once could also be interesting.
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