



Implementation of International Mobility Programs for Fostering Students' Entrepreneurial Mindset: An AI-Assisted Review

*Zulnaidi Yaacob¹, Preeti Nair²

¹Management Section, School of Distance Education, Universiti Sains Malaysia (zulnaidi@usm.my)

² Parul University, Gujarat, India (preeti.nair@paruluniversity.ac.in)

*Corresponding Author

Abstract:

International mobility programs provide students with the opportunity to study, intern, and interact internationally. These experiences are widely acknowledged not only for their intellectual and cultural advantages but also for their capacity to cultivate entrepreneurial mindsets. This AI-assisted review synthesises data from Scopus-indexed literature published between 2010 and 2024, emphasising how mobility efforts foster entrepreneurial competencies. The review indicates that successful implementation necessitates the incorporation of experiential learning activities, institutional support systems, and the cultivation of intercultural competency. Pedagogical innovations, including cooperative learning, storytelling methodologies, and gamification, enhance entrepreneurial self-efficacy and identity development. The findings confirm that well-designed mobility programs can substantially enhance students' entrepreneurial mindsets.

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INTRODUCTION

International mobility programs (IMP) have become a cornerstone of higher education, offering students opportunities to study, intern, and collaborate across borders. These experiences are increasingly recognised not only for their academic and cultural benefits but also for their potential to foster entrepreneurial mindsets which is characterised by opportunity recognition, creative problem-solving, resilience, and global awareness. Although the positive effect of IMP is significant, discussion and research on how IMP has influenced students' entrepreneurial mindset remain limited, with most literature focusing on the predictors and factors of students' entrepreneurial mindset and entrepreneurial intention. For example, Shabbir (2025) highlights the meaning of individual skills and attitudes in modelling entrepreneurial intention, as well as Jabeen, Faisal and Katsiolouides (2017) underline the role of universities in promoting an entrepreneurial culture, which strengthens these personal attributes in specific environmental contexts.

The existing literature gap regarding the connections between mobility and entrepreneurial mindset necessitates immediate attention, as an increasing number of institutions are engaging in mobility initiatives while simultaneously prioritising the development of an entrepreneurial mindset as a strategic objective. The global rise in student mobility reflects a shift toward internationalisation in higher education, with entrepreneurship education emerging as a key driver of employability and economic growth. In ASEAN, mobility is strongly linked with national strategies to create innovation-driven societies. Programs are promoted not merely as cultural enrichment but as enablers of entrepreneurial competencies that align with broader socio-economic development goals.

This review paper is significant to researchers, policymakers, universities, and industries. The findings and conclusions derived from this paper provide suggestions for further research as well as the improvement in designing mobility programs that do not stop at cultural exchange but intentionally nurture an entrepreneurial mindset and skills. Entrepreneurial mindsets equip students with adaptability, creativity, and the capacity to thrive in uncertain conditions. In this sense, mobility experiences expose students to ambiguity, cultural diversity, and resource constraints, thereby cultivating the resilience and problem-solving orientation essential for entrepreneurship (Musteen et al., 2018; Dokou et al., 2021).

This paper reviews articles from Scopus-indexed studies (2010–2024). The purpose of this paper is to critically assess how mobility programs can be effectively implemented to foster entrepreneurial mindsets. It contributes by consolidating literature, identifying critical program components, and offering practical implications for universities and policymakers, particularly in the ASEAN context, where entrepreneurship and internationalisation intersect as a strategic priority.

THE INTERSECTION BETWEEN ENTREPRENEURSHIP AND MOBILITY

The entrepreneurial mindset has been conceptualized as a set of orientations enabling individuals to recognize opportunities, innovate, take risks, and persist under uncertainty. Krueger (2017) emphasizes that entrepreneurial intentions alone are insufficient; what matters is cultivating the deeper cognitive and behavioral dispositions that drive entrepreneurial action.

The literature has paid adequate attention to the issue of entrepreneurial mindset among university students. There are many predictors of entrepreneurial mindset that have been discussed, such as university support systems, curriculum, non-academic activities, and student activities. However, there is still limited exploration on how the international mobility program would have contributed to the students' entrepreneurial mindset.

International mobility programs (IMPs) have expanded dramatically over the last two decades, with millions of students participating in study abroad, short-term cultural immersions, internships, and research collaborations. Beyond enhancing academic credentials, they provide real-world contexts where students learn to navigate complexity, manage diversity, and build global networks. By engaging students in unfamiliar environments, mobility compels active experimentation, reflection, and conceptualization. Narrative pedagogy which is learning from the lived experiences of entrepreneurs has been shown to strengthen entrepreneurial identity (Costin et al., 2013). Cooperative learning and communities of practice further reinforce motivation and opportunity recognition (Anderson & Macpherson, 2025). Gamification and simulations are emerging as innovative methods for embedding entrepreneurial skills in mobility contexts. Oyedele et al. (2023) demonstrated that classroom-run startup incubators and simulation-based exercises effectively replicate entrepreneurial challenges across cultural contexts, thereby deepening self-efficacy.

Further, institutional support has consistently been identified as a key predictor of positive outcomes. Pre-departure orientations, mentoring, and repatriation programs increase students' confidence and integration (Conroy & McCarthy, 2021). At the same time, cultural intelligence and socio-economic background strongly moderate outcomes. Students from disadvantaged backgrounds may benefit more from intercultural learning, while those with prior exposure may experience diminishing returns (You, 2024).

Entrepreneurship is no longer confined to business schools. Cross-disciplinary programs that link mobility with STEM, engineering, and environmental studies broaden students' perspectives and foster innovative solutions (Fiore et al., 2019). Aligning mobility programs with the UN Sustainable Development Goals (SDGs) has proven useful in equipping students with socially responsible entrepreneurial orientations (Suganya et al., 2025). In several universities, entrepreneurial skill-led programs are also designed to inculcate competency-based learning. Students from different cultures coming together in groups for different theme-based programs foster these skills. Sustainability, Entrepreneurship and Innovation as well as Cultural Study Tours programs are such examples of immersion programs fostering skill enhancement. Mobility programs bring students from different countries and cultures together. These classrooms serve as a learning environment not only for students but also for teachers. Thus, this mutually conducive

environment leads to entrepreneurial learning and sustainable outcomes. The impact also happens on multiple stakeholders and at the university level. Mobility of students is a huge factor affecting the global competencies among the youth, driving them towards practical-based learning.

Universities with a well-established Entrepreneurial Ecosystem and Innovation Labs become a driving force in curating programs leading to multiple skill development. International students participating in such Fab Labs, Creative centers, or Start-up Hubs create an environment not only of an entrepreneurial mindset but also of cross-cultural learning for business market adaptability and nuances. Multiple opportunities for an international student under the mobility program create an irreversible pathway of learning curve, entrepreneurial skill building, and mindset creation.

To foster such skill building, Educational Policies and University structures are enhancing and restructuring mobility programs. Students participating in such programs definitely have a better understanding of the cross-cultural learning, leadership, communication skills and imbibe competencies within the diverse eco-system of cultures and programs. Several researches and studies have been done, supporting the development of entrepreneurial capacity building among students participating in such mobility programs.

METHODOLOGY

This study adopts a PRISMA-informed approach adapted for AI-assisted literature synthesis. The selection process involved the following four stages:

Identification:

A structured prompt was submitted to the Scopus AI tool, resulting in 65 articles identified as relevant to the research question.

Screening:

The AI system performed an initial semantic filtering based on relevance to international mobility and entrepreneurial mindset. The authors subsequently reviewed the output list to confirm alignment with the study scope.

Eligibility:

Articles were assessed for conceptual relevance, methodological clarity, and contribution to thematic development.

Inclusion:

A subset of 25 articles was selected for in-depth qualitative analysis and thematic synthesis.

FINDINGS

Table 1.0 presents the themes and their corresponding key insights generated by Scopus AI. Eight themes have been identified: experiential learning and internship; institutional support; intercultural competence & conflict management; social integration & network building; interdisciplinary collaboration; personality and cultural factors; mentorship models and pedagogical innovations.

Table 1.0: Key Findings from Scopus AI

Theme (Number of Articles)	Key Insights
Experiential Learning & Internships (4)	Internships, simulations, and project-based assignments foster opportunity recognition, critical thinking, and teamwork.
Institutional Support (3)	Pre-departure orientation, mentoring, and faculty entrepreneurial involvement elevate self-efficacy and engagement.
Intercultural Competence & Conflict Management (3)	Cross-cultural experiences and conflict-management skills mediate entrepreneurial skill enhancement.
Social Integration & Network Building (3)	Host country social support and integration build social capital and entrepreneurial intentions.
Interdisciplinary Collaboration (3)	Blending entrepreneurship with technology, engineering, and environment broadens skill development.
Personality & Cultural Factors (3)	Openness, extraversion, and prior exposure moderate program effectiveness; tailored support is needed.
Mentorship Models (3)	Quality mentoring across all phases sustains entrepreneurial self-efficacy, with effects moderated by learning orientation.
Pedagogical Innovations (3)	Narrative, cooperative, and simulation-based pedagogies enhance entrepreneurial identity and motivation.

Source: Generated by Scopus AI

Detailed explanation of the eight identified themes is as follows:

1. Experiential Learning and Internships

International internships and experiential learning opportunities have consistently been identified as pivotal to the entrepreneurial advantages linked to mobility programs. These experiences put students in real-world situations where things are often unclear and complicated, which is different from traditional classroom-based methods. Students are forced to make choices with little information, negotiate across different cultural norms, and adjust to changing situations when they are put in new cultural and professional settings. This kind of uncertainty forces people to be creative, flexible, and work together, which are all skills that are important for an entrepreneurial mindset.

International internships often give STEM students a chance to use their technical skills to solve new problems, which encourages innovation and improves their ability to solve problems. They can come up with more context-sensitive solutions when they are exposed to different research infrastructures, industry practices, and collaborative environments. Business students, on the other hand, often have to work in groups with people from different cultures and fields. This diversity necessitates the enhancement of their competencies in collaboration, leadership, and global adaptability, which are critical attributes for entrepreneurial endeavors in a highly interconnected global economy (Leonov et al., 2025; Dumas Reyssier & Chaker, 2024).

The role of project-based learning in mobility initiatives is just as important. During mobility, projects often require participants to solve real-world problems presented by host institutions, industries, or communities. This experiential format takes students beyond abstract theory and lets them deal with real-world problems like

market entry strategies, product adaptation, or sustainability initiatives. By doing this, they improve their ability to spot business opportunities and turn those opportunities into successful business models. This kind of exposure helps people develop an attitude toward innovation that is not just a theoretical idea but also a way of doing things that is based on action and reflection (Vithanage & Nakashima, 2025).

The combined effects of international internships and project-based learning give students both technical skills and soft skills based on entrepreneurial logic. They get better at spotting opportunities, dealing with setbacks, and coming up with new ways to deal with tough problems. Mobility programs put students in situations where they have to experiment and adapt, making experiential learning an important way to help students develop entrepreneurial mindsets in all fields.

2. Institutional Support

Institutional support is widely acknowledged as a significant factor influencing the acquisition of entrepreneurial skills in international mobility programs. Universities that use a structured method, such as pre-departure orientation, in-program mentoring, and systematic post-return reflection, tend to get better results when it comes to entrepreneurial learning. Pre-departure training gives students the mental and cultural tools they need to get around new places, which lowers their anxiety and uncertainty and makes them more ready to start their own businesses. When students are abroad, faculty members or experienced professionals can help them connect what they've learned in class with real-world problems. This helps them learn in real time. The post-return reflection stage is just as important. During this stage, students are encouraged to put together what they learned, think critically about it, and explain how these experiences affect their entrepreneurial self-efficacy and long-term goals. Conroy and McCarthy (2021) and Gresham and Clayton (2011) have both shown that these kinds of structured institutional interventions can lead to stronger and longer-lasting gains in students' confidence and entrepreneurial orientation.

3. Intercultural Competence and Conflict Management

Mobility fosters cross-cultural competence, conflict resolution, and negotiation skills, which are vital for entrepreneurial success. Navigating diversity compels students to tolerate ambiguity, manage multicultural teams, and negotiate across cultural contexts (Sylwia et al., 2024; Pazos et al., 2022).

Mobility helps people learn how to work with people from different cultures, resolve conflicts, and negotiate skills that are necessary for business success in a world that is becoming more globalised. Mobility experiences are different from traditional classroom learning because they put students in culturally diverse settings where the rules, expectations, and ways of communicating are often very different from what they are used to at home. This immersion pushes students to go beyond what they already know about other cultures and learn how to understand, respect, and respond to different points of view. This skill is very important for entrepreneurs who have to work across borders, deal with a variety of stakeholders, and come up with solutions that take cultural differences into account (Sylwia et al., 2024).

One of the important benefits of the mobility program is learning to deal with and even enjoy uncertainty. Entrepreneurs often work in situations where they can't be sure of the results, and mobility mimics these situations by making students work in places where cultural cues may not be clear or familiar. Students must learn to be resilient and flexible because they have to deal with different institutional systems, adjust to different academic or professional practices, and communicate across language barriers. This ability to accept uncertainty, which is developed through interactions with people from different cultures, helps students make smart choices when they don't have all the facts, which is a sign of good entrepreneurial judgment (Pazos et al., 2022).

Mobility is also important for developing the skill to lead multicultural teams. Working together with people from other countries is rarely easy. Students have to deal with and work through differences in how they work, how they expect leaders to act, and how they solve problems. These challenges give students hands-on

experience in leadership and teamwork, teaching them how to work with people from different backgrounds and make the most of their strengths.

Mobility helps students learn how to negotiate better by putting them in situations where cultural misunderstandings and conflicting interests are common. To get through these problems without making things worse, you need to be patient, understanding, and able to think strategically. Students who learn these skills while moving around the world are better able to negotiate business deals, manage partnerships, and work with clients in global markets. Mobility programs help people learn how to negotiate in real-life intercultural situations. This is like practising the kinds of interactions that entrepreneurs need to be good at in their jobs.

Collectively, these experiences demonstrate that mobility programs transcend academic enhancement, serving as platforms for the cultivation of entrepreneurial skills. By being around different people and things that aren't clear, students learn how to communicate with people from other cultures, resolve conflicts, work as a team, and negotiate. These are all important skills for entrepreneurs to have in today's connected world (Sylwia et al., 2024; Pazos et al., 2022).

4. Social Integration and Network Building

In addition to the formal systems that universities provide, how well students fit into the social networks of their host country is a key factor in determining how successful they will be as entrepreneurs. Being active in peer networks, getting involved in local communities, and working with international students are all great ways to build social capital. These interactions give students a chance to see things from different points of view and help them build trust, give and take, and work together, which are important for success as an entrepreneur. Social integration in the host environment promotes the cultivation of cross-cultural communication skills and augments students' ability to identify opportunities arising from cultural diversity. By becoming part of these networks, students gain relational resources that strengthen their entrepreneurial goals and make it easier for them to get help with future projects (Williams Middleton et al., 2020).

5. Interdisciplinary Collaboration

Programs that combine entrepreneurship with sustainability and technology are in a unique position to encourage socially responsible forms of innovation that go beyond traditional profit-driven models. International mobility initiatives promote the recognition of the interconnectedness of economic, environmental, and social systems by integrating sustainability goals and technological applications into entrepreneurial education. This kind of integrated approach shows how entrepreneurs today are expected to do more than just make money; they also need to deal with urgent global problems like climate change, environmental degradation, and social inequality.

For example, Isa et al. (2024) showed that mobility programs that clearly connect conservation efforts with business training can make students happier and more interested in starting their own businesses at the same time. When students have to come up with solutions to problems related to conservation, like eco-tourism models, recycling systems, or sustainable farming methods, they have to find a balance between making money and taking care of the environment. This dual focus helps students understand that entrepreneurship and sustainability are not at odds with each other, but rather two sides of the same coin when it comes to innovation. Such experiences also help people develop a sense of purpose and responsibility that goes beyond their own needs or wants, helping them become entrepreneurs who meet the needs of society as a whole.

In addition, aligning mobility programs with the United Nations Sustainable Development Goals (SDGs) helps students think about more than just economic outcomes. It also helps them think about how to create social and environmental value. Suganya et al. (2025) contend that situating mobility experiences within the framework of the SDGs exposes students to global imperatives, including affordable and clean energy, responsible consumption and production, and the mitigation of inequalities. By placing their business ideas within these frameworks, students learn how to think critically about how their businesses can help create a better future.

This not only helps people learn how to spot opportunities and make business models, but it also helps them develop moral and ethical values that are necessary for socially responsible innovation.

Technology makes this dynamic even better by giving entrepreneurs the tools they need to create scalable, impactful, and inclusive solutions. Students can use new technologies like digital platforms, renewable energy systems, and data analytics to solve important problems in society when mobility programs combine training in these areas with projects that focus on sustainability. This combination of entrepreneurship, sustainability, and technology gives students the tools they need to work at the cutting edge of modern innovation, where value creation is measured not only in profits but also in contributions to social well-being and environmental preservation.

The literature emphasize that mobility programs integrated with sustainability and technology are not merely pedagogical enhancements but transformative methodologies for entrepreneurial education. They broaden students' perspectives, enhance entrepreneurial orientation, and cultivate a mindset focused on social and environmental responsibility, thereby equipping a new generation of entrepreneurs to address intricate global challenges (Isa et al., 2024; Suganya et al., 2025).

6. Personality and Cultural Factors

Personality traits, socioeconomic status, and prior exposure are critical factors that shape the outcomes of international mobility programs, influencing both the extent and the quality of entrepreneurial competencies developed (Şahin et al., 2014; Presbitero, 2018). Among personality characteristics, openness and extraversion have been consistently linked to positive mobility experiences. Students who score high on openness are more likely to engage actively with cultural differences, embrace new experiences, and adapt to unfamiliar contexts. Similarly, extraverted students tend to seek out social interactions and build networks more readily. These tendencies foster the development of cultural intelligence, enabling students to interpret and navigate diverse cultural cues with confidence. As Şahin et al. (2014) and Presbitero (2018) highlights cultural intelligence functions as a bridge between personality and entrepreneurial skill acquisition: the higher the ability to adapt to intercultural contexts, the stronger the students' entrepreneurial capacities in opportunity recognition, negotiation, and leadership. Thus, personality traits act as individual-level moderators that significantly influence the learning potential of mobility experiences.

Socioeconomic background also plays a central role in shaping both access to and outcomes of mobility programs. Students from affluent families typically have greater financial resources to participate in extended or repeated mobility experiences, giving them wider exposure to intercultural contexts. However, students from disadvantaged backgrounds, when given the opportunity, often demonstrate more profound growth in intercultural competence. This is partly because their prior exposure to international or diverse environments is more limited, making the learning curve steeper and the transformative effects of mobility more pronounced. At the same time, financial barriers can act as significant constraints, excluding many talented students from disadvantaged groups from accessing mobility altogether. As You (2024) observes in the context of Global South students navigating elite international scholarships, socioeconomically marginalized students face structural barriers to participation, but those who do succeed often leverage their experiences with resilience and creativity, thereby enriching their entrepreneurial orientation in distinctive ways.

Prior exposure to international or multicultural environments further shapes the learning outcomes of mobility programs. Students who have already experienced intercultural interactions may adapt more quickly but may not achieve the same degree of growth in cultural intelligence compared to peers encountering such contexts for the first time. In contrast, those with minimal prior exposure often undergo significant transformation, as the challenges of adapting to a new cultural and institutional environment push them to develop competencies they had not previously encountered. This pattern underscores the importance of tailoring mobility support systems

to students' baseline experiences, ensuring that both novice and experienced participants are adequately challenged and supported in developing entrepreneurial mindsets.

In sum, mobility outcomes are not uniform but mediated by individual traits, socioeconomic conditions, and prior exposure. Personality traits such as openness and extraversion facilitate cultural learning that translates into entrepreneurial capacities (Şahin et al., 2014; Presbitero, 2018). Meanwhile, socioeconomic disparities limit participation for many students, even as those from disadvantaged groups may stand to gain disproportionately in intercultural competence when opportunities are made accessible (You, 2024). Recognizing these dynamics is crucial for designing inclusive mobility programs that maximize entrepreneurial learning across diverse student populations.

7. Mentorship Model

Faculty entrepreneurial experience enhances mobility outcomes by integrating entrepreneurship into curriculum development and implementation (Gerhart & Carnasciali, 2024). When faculty members have entrepreneurial backgrounds—through research, working in the industry, or starting their own businesses—they can connect theoretical frameworks with real-world examples. This integration makes entrepreneurship education more relevant in mobility programs by making sure that students can see how what they learn can be used in real life. Gerhart and Carnasciali (2024) note that faculty development programs designed to foster an entrepreneurial mindset among educators can yield advantages for students by influencing curricula that prioritize opportunity recognition, innovation, and resilience. In mobility contexts, such faculty contributions are especially significant as they facilitate the alignment of academic goals with the requirements of intercultural and frequently resource-limited settings, thereby enhancing students' entrepreneurial learning.

Mentorship is another important factor that affects how well mobility programs work. Structured mentoring at all stages—before, during, and after the program—builds a framework for developing entrepreneurs. Pre-departure mentoring helps students set realistic goals, come up with ways to deal with uncertainty, and make sure their mobility goals match their entrepreneurial skills. During the program, mentors give students real-time help with cultural and professional problems and connect hands-on learning to business models. When students come back, repatriation mentoring helps them think about what they've learned so that they can turn it into long-term self-efficacy and career goals. This continuity across phases helps learning outcomes last by strengthening entrepreneurial identity at many points of contact.

But mentorship doesn't always work the same way; it depends on a number of things. The quality of the mentor is very important. Mentors who have relevant business or cross-cultural experience are better able to give advice that fits with the problems and goals of their students. The efficacy of mentorship is contingent upon the learning orientation of the student. St-Jean and Tremblay (2020) emphasize that students who are proactive and engaged may gain more from mentoring relationships compared to those who are passive. Likewise, St-Jean et al. (2018) stress that discrepancies between mentoring style and student expectations can diminish the experience's value, highlighting the necessity for meticulous mentor-mentee alignment.

The structure of the program also has an effect on the results of mentoring. Students are more likely to keep their entrepreneurial self-efficacy over time in mobility programs that have well-integrated mentorship frameworks. These frameworks should have clear roles, open lines of communication, and built-in reflection activities. In contrast, programs with ad hoc or inconsistent mentorship delivery reduce the potential benefits. These differences show that mentorship should not be seen as an optional extra, but as a key part of mobility design that needs careful planning and support from the institution.

In conclusion, both faculty entrepreneurial experience and mentorship are crucial in improving the entrepreneurial outcomes of mobility programs. Faculty integrate entrepreneurship into curricula, connecting theory and practice (Gerhart & Carnasciali, 2024), whereas mentorship offers individualized support that maintains self-efficacy throughout all phases of mobility (St-Jean & Tremblay, 2020; St-Jean et al., 2018). The difficulty is making sure that mentors are good, that their mentoring styles match the needs of the students, and

that mentoring is built into structured program frameworks. When these conditions are met, mobility programs can better encourage entrepreneurial thinking and help people turn short-term experiences into long-term skills.

8. Pedagogical Innovations

Pedagogical innovations could improve the entrepreneurial outcomes of mobility by turning learning into an active, immersive, and identity-forming process. Traditional ways of learning about mobility focused on cultural exposure and transferring academic credit. However, recent developments show that carefully designed teaching methods can greatly enhance entrepreneurial learning. By incorporating innovative teaching methods into mobility programs, universities can go beyond passive observation and create dynamic settings where students actively engage in entrepreneurial thinking.

Narrative pedagogies, for instance, utilise personal narratives and entrepreneurial case studies to foster reflection and the construction of meaning. Costin et al. (2013) assert that narratives contextualise abstract entrepreneurial concepts within lived experiences, enabling students to perceive themselves as prospective entrepreneurs and to assimilate lessons from actual challenges and achievements. In the context of mobility, listening to or analysing stories from entrepreneurs in host countries helps students understand different entrepreneurial ecosystems. At the same time, it encourages them to think critically about their own cultural assumptions and business goals. This process fortifies the development of entrepreneurial identity by integrating theoretical frameworks with personal experiences.

Cooperative learning strategies are essential in preventing mobility from becoming an isolated or individualistic endeavor. Anderson and Macpherson (2025) underscore the significance of communities of practice and collaborative settings in entrepreneurial education. In mobility programs, cooperative learning frequently occurs through group projects, intercultural teams, and collaborative problem-solving tasks. These collaborative structures force students to deal with differences in how they think, how they work, and what they know about their subject, all while working toward common goals. This kind of cooperation is similar to how entrepreneurial ecosystems work, where innovation rarely comes from one person but instead comes from networks of people working together. Mobility's collaborative aspect improves people's skills in working with others and strengthens the group aspect of entrepreneurship.

Gamified simulations add another level of innovation by giving students the chance to try out business ideas in safe, but realistic, settings. Oyedele et al. (2023) showed that virtual startup incubators and gamified learning exercises run in the classroom can mimic the high-stakes, uncertain conditions of entrepreneurship in ways that are both fun and useful for learning. When integrated into mobility experiences, such simulations enable students to evaluate concepts, make decisions under duress, and derive lessons from the outcomes of their choices without the inherent risks of actual ventures. This method not only strengthens entrepreneurial abilities but also fosters confidence by enabling students to hone their skills in recognizing opportunities, strategic thinking, and resilience within a secure educational environment.

When you put narrative pedagogies, cooperative learning, and gamified simulations together, mobility goes from being a way to passively observe culture to what could be called active entrepreneurial laboratories. In these laboratories, students do not merely receive new experiences; they become co-creators of entrepreneurial knowledge through reflection, collaboration, and experimentation. These pedagogical innovations guarantee that mobility fosters not only cultural enrichment but also the development of entrepreneurial mindsets adept at succeeding in uncertain and diverse global contexts (Costin et al., 2013; Anderson & Macpherson, 2025; Oyedele et al., 2023).

SUGGESTIONS FOR FUTURE RESEARCH

There is accumulating evidence that international mobility programs increase entrepreneurial skills in the short term, yet little is known about their lasting effects. A majority of studies base analyses on post-program surveys or self-reported perceptions that might not be appropriate for representing long-term entrepreneurial behavior. Accordingly, longitudinal study designs with longer follow-up periods (e.g., several years after participation) should be used in

further research. Such research could eventually examine if the intention to entrepreneurship and entrepreneurial self-efficacy which may be developed during mobility experience is converted into actual actions (start-up, intrapreneurship or leadership position in innovative environments). As highlighted by St-Jean and Tremblay (2020), mentorship has long-term effects, suggesting that a similar longitudinal lens is essential to understand mobility's enduring influence on entrepreneurial trajectories

Hybrid and virtual mobility programmes, in which digital tools or simulations are added to complement or substitute physical mobilities, were developed during the COVID-19 pandemic. Although these models facilitate access, little is known about their capacity to mimic the entrepreneurial predicaments of concrete experiencing. Subsequent research may explore how gamification, simulations and virtual incubators facilitate entrepreneurial mindset compared with traditional mobility. Oyedele et al. (2023) demonstrated that classroom-based virtual startup incubators could generate significant experiential learning.

Mentorship has been repeatedly recognized as a key vehicle for entrepreneurship education, but its efficacy is significantly determined by the quality of mentor–mentee interactions. It would be interesting to investigate how matching criteria (e.g. personality, learning orientation, experience of entrepreneurship) influence outcomes for mobility settings in the future. For example, St-Jean et al. (2018) illustrated how mentoring modes interact with the learning preferences of students, pointing towards the unsuitability of a “one-size-fits-all” approach. Comparisons of structured versus more flexible mentorship interventions in replicated across various mobility programmes may support development of evidence-based standards for optimizing the design of mentoring.

Mobility experiences that are able to integrate the entrepreneurship with engineering industry, environmental science or social sciences can then yield richer resources in terms of learning dwelling discipline-related initiatives. Fiore et al. (2019) highlighted the importance of interdisciplinary spaces for entrepreneurial learning, and Suganya et al. (2025.) integrated the SDG agenda with international mobility. Further studies are necessary to explore the influence of interdisciplinary program configuration in the development of an eco-entrepreneurial mindset when dealing with sustainability and social innovation issues.

CONCLUSION

International mobility programs must be executed via a comprehensive strategy that combines experiential learning activities (such as international internships, simulations, and project-based assignments) with robust institutional support mechanisms, including pre-departure training, faculty development programs, and mentorship to cultivate an entrepreneurial mindset. Programs must customize their strategies to consider individual cultural and personality variances and integrate interdisciplinary experiences to improve opportunity recognition and business model innovation. Emerging trends encompass hybrid digital and in-person models, as well as gamification, to replicate entrepreneurship challenges in varied contexts, thereby enhancing students' entrepreneurial self-efficacy (Musteen, et al., 2018; Conroy & McCarthy, 2021; Fiore, Sansone, & Paolucci, 2019; Şahin Gurbuz & Köksal, 2014).

The effectiveness of international mobility programs in cultivating entrepreneurial mindsets lies in integrating experiential learning, intercultural competence, and institutional support. Pedagogical innovations, interdisciplinary collaborations, and robust mentorship further enhance program impact. However, challenges such as inequality of access, measurement limitations, and fragmented program design remain unresolved.

For ASEAN, mobility represents both an educational innovation and a national development strategy. By embedding entrepreneurship into mobility curricula, fostering inclusive access, and aligning with sustainability goals, universities can prepare graduates who are not only globally competent but also entrepreneurial leaders capable of addressing regional and global challenges.

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