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# Effects of background diversity and distance communication on students` inclination and performance in entrepreneurship

## -Based on “Dream Team” entrepreneurship collaboration

## ABSTRACT

This paper reports the results of Distance Collaborative Learning Model (DICOL) for Entrepreneurship Education program based on regional cases. Researches were conducted in Japan and Thailand to identify outcome on the program on students' entrepreneurial motivation and performance in business plan creation. The distance collaborative learning experiment, named as Japan-Thai Entrepreneurship “Dream Team” project was designed and implemented parallel to the Entrepreneurship Course, which attracted the participation of 28 students from 3 different top Asian universities. They formed up 5 international teams, so call the “Dream Teams” to develop regional business. Action Research (AR) methodology has been applied, with data collection process through observation, a post-program in-depth interview with students, as well as texts and statement obtain via electronic media communication. The analyzed result shows that most of the students were more confidence in their ability to collaborate with foreign students in a distance environment; and were motivated towards applying entrepreneurship. The research will contribute towards distance collaboration as design of effective pedagogical approach for entrepreneurial education and contribute new theories towards entrepreneurship.

**Keywords:**

Entrepreneurship Education, international team, Distance Communication, distance collaboration

**Purpose:**

The main purpose of this study is to conduct exploratory qualitative and quantitative research to investigate learning philosophies and what contributes to or inhibits students` inclination towards entrepreneurship and ability in cross border collaboration

**Objectives:**

To meet this purpose, this research will:

a) To explore students beliefs and perceptions of elements in entrepreneurship motivation and performance.

b) To explore the relationship of the elements in distance collaboration that will contribute towards entrepreneurial motivation and performance

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c) To propose a entrepreneurship educational framework that can incorporate distance collaboration that contributes to entrepreneurship motivation and performance.

## INTRODUCTION:

Conceptualization and research on distance collaboration dimension of entrepreneurship education has yet to be fully explored due to challenges in technology and resources. In view of globalization, entrepreneurship education in university has been geared towards the responsibility of developing entrepreneurs for domestic market but extending individuals' entrepreneurial intentions and abilities through cross border collaboration. However, to date few empirical studies have design and examined effectiveness of such pedagogy in entrepreneurship education to produce the desire outcome.

Theoretically-inclined academics continues to emphasize on the development of formal education, such as expanding curriculum or syllabus while hand-on practitioner champion for developing practical learning platform, such as develop incubation centre or business plan competition in order to `lock` and `hand hold` the potential entrepreneurial students till their graduation, whether or not a real business is set up or not. Either ways seems passive and adhoc from student`s point of view. The design of entrepreneurship education to increase students motivation is meant good for student but not engage by them.

With increase in emphasis for the emerging of theory and practice in entrepreneurship education, the author collaborated with a community of entrepreneurship lecturers under the SOI Asia network to design an "distance collaboration" learning model to run parallel with the lecture-centric entrepreneurship education. Student from different universities who are taking entrepreneurship course are formed up to created regional business plan through a distance environment. The experiment provides an opportunity for empirical research on the effects on distance collaboration on students` inclination and performance in entrepreneurship.

### Research Question

The key questions guiding this inquiry are:

**"Why does distance collaboration increases student entrepreneurial motivation and performance?"**

**What is the relationship of the elements in distance collaboration**

### Hypothesis

Distance collaboration will result in the increase of entrepreneurial motivation amongst university students

Distance collaboration will result in the better entrepreneurship business plan creation amongst university students

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# LITERATURE REVIEW

## Definition of Entrepreneurship

From Organisational perspective, Gartner (1988) believes that entrepreneurship is about creation of new organization, while others focused on organizational growth (Churchill and Lewis, 1983), firm performance (Copper, 1993) and economic impact (Baumol, 1986,; Birch, 1987). Entrepreneurship can take the form of new venture or evolved within existing organization (Rumelt, 1987; Morris, 1998). From innovation perspective, Drucker (1985) explain that entrepreneurship is an act of innovation that involves endowing existing resources to with new wealth production capacity. From psychological perspective, Timmons (1997) explains that entrepreneurship is a way of thinking, reasoning, and acting that is opportunity obsessed, holistic in approach and leadership balanced.

The author has chosen a definition that is more consistent with Schumpeter (1942), Hayekv(1949), and Kirzner (1973), who defined entrepreneurs as one who undergoes the entrepreneurial discovery process and take new actions to seize opportunity. The Closer to Morris`s definition, he (1998) defines entrepreneurship as the process through which individual or teams create value by bringing together unique packages of resource inputs to exploit opportunities in their environment. It can results in various outcome, such as new ventures, products, market and technologies. As such, an entrepreneur is regardless of the status or the context. He can be a shop or business owner, or a manager, a student, a professor or even a team of individuals from different background and different countries. It has to do the **motivation** of undergoing the `process` on how he creates rather what he has created or what form his creation is.

However, in the information age and globalizing work environment, researchers need to better understand the process and motivation that enable entrepreneurs to cross geographical borders through physical or virtual means to better understand entrepreneurs and derive new theories for entrepreneurship.

## Entrepreneurship Education

Entrepreneurship education was initially introduced in the United States in the late 1940s (Katz, 2003), but spread towards Asia in the 1970s. The field has witnessed phenomenal growth with over 300 endowed positions, 100 centers and over 550 schools in the U.S. offering entrepreneurship courses both within and outside business schools (Katz, 2003; Kuratko, 2005; 2006). However, in Asia, entrepreneurship education is still considered to be on its growth stage with strong reliance and dependency on teaching pedagogy and textbooks from the west. It has often result in Asian students' difficulty to fully appreciate or be inspired by successful but "foreign" cases or entrusted on the entrepreneurial traits or behavior that were spelled and generalized them to be applicable for Asian in their own context.

More recently, scholars have recognized the importance of the international dimensions of entrepreneurship. With globalization and internationalization of a flatter world, it demands that entrepreneurship educators give more attention towards the potential and development of capable “born global” entrepreneurs. Despite of the growth in the number of entrepreneurship programs offered in universities, "their primary focus tends to be on the study of entrepreneurship in a domestic market setting". Even for educational course pertaining to “internationalization”, it focuses very much on business internationalization based on established firms (refer to Table 1).

***Table 1: Types of Enterprise and educational coverage***

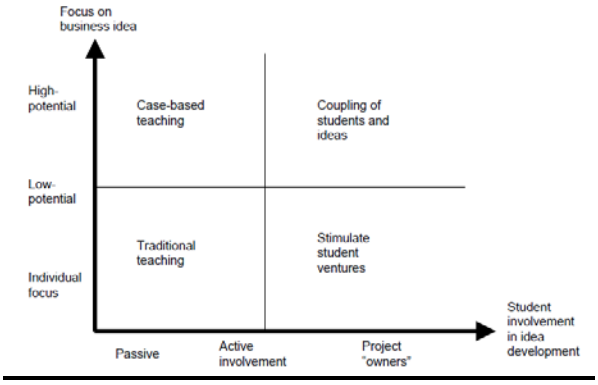
| Type of Enterprise | Local | Global |
|---|---|---|
| Start up | Existing Entrepreneurship Course | Missing |
| Establishment Companies | Traditional Business Course | Existing International Business Courses ( such as International Marketing, International Strategy etc) |

Universities can contribute towards the development of entrepreneurs through commercialisation of joint research and collaboration with overseas universities. The number of relevant institutions, and the amount of resources put into entrepreneurship education programmes at universities is rapidly growing (Katz, 2003; Vesper and Gartner, 1997). Laukkanen (2000) claims that the dominant pattern of education has been based on an individual-centred mindset. This individualistic entrepreneurship education strategy aims to give general education to individuals on how to become entrepreneurs. Laukkanen (2000) proceeds by suggesting a parallel strategy in entrepreneurship education, the business generation strategy, aiming to give specific training in setting up a business in a given context. The dominant pattern of education has been based on an individual-centred mindset, with the aim of moulding single individuals to become entrepreneurs (Laukkanen, 2000). In short, the candidates receive knowledge and capabilities through a linear educational process, or what Gibb (1993) refers to as a didactic model. Some critical remarks can be made (Laukkanen, 2000): First, the focus is on single individuals, and the role of teams, context, and business concepts are underplayed. Furthermore, it has been believe that entrepreneurial capabilities are inborn, rather than learned, might be over emphaized. Most of the programme may be generalising too much and contextualizing too little, e.g. paying little attention to the selection and composition of the students. An increased focus on the context and learning by doing, implies greater student involvement during the study.

The students could work on projects ranging from practical exercises which do not have any business potential, to real business projects with limited potential (e.g. regional scope), and finally high-potential global business ideas. The degree of student

involvement, and opportunity or business idea potential are illustrated in (Fig. 1). The research by Rasmussen (2006) highlighted the importance of regional context and regional networks when setting up an action-based entrepreneurship programme.

*Fig 1: University Strategies for Entrepreneurship Education (Rasmussen et.al ,2006)*




In this paper, we will briefly discuss how the design and experiment of a distance application of utility of electronics linkages, diversity of student background and style of communication can be considered in the design of entrepreneurship education and the impact on students' inclination and abilities towards international entrepreneurship

Till today, there are very few universities that have introduced Asian-Based Entrepreneurship Education as an integrated network and resource. So far, in the Asian region, one of the exemplary regional entrepreneurship education program is the common entrepreneurship curriculum, developed by Professor Takeru Ohe, with some other Asian professors, which focus on entrepreneurship learning through consulting on small and medium enterprise (Ohe, 2011). However, the joint effort was only implemented at the academics level and students had no opportunity to learn and collaborate with one another.

Hence, the purpose of this paper attempts to expand the knowledge based on entrepreneurship education and provides a framework for the creation of collaborative platform through elements of "distance collaboration" and measure the effects on students inclination and business plan performance.

## RESEARCH METHODOLOGY

### Action Research Method

Action research methodology is applied for this research to improve the entrepreneurship education of the participating universities in SOI Asia Network in Japan

and Thailand. Action research by Lewin with regard to group dynamics (Lewin, 1948)[1] raised the idea that social practices could only be understood and changed by involving the practitioners themselves throughout an inquiry. O'Brien (2001) defines action research as "learning by doing", a group of people identify a problem, do something to resolve it, see how successful their efforts were, and if not satisfied, try again. The education action research has its roots in John Dewey, an [2]American education philosopher of the 1920s and 30s, who believed that professional educator should become involved in community problem solving. Education researchers operate mainly out of educational institutions, and focus on development of curriculum, professional development, and applying learning in a social context.

The author took on a participatory role to plan, reflect implement and study the implementation of the Dream Team project, while research on the outcome of the students. The linking of the terms "action" and "research" explains the essential features of this method: trying out ideas in practice as a means of increasing knowledge about or improving curriculum, teaching, and learning. Despite of the challenges that action research is claimed to be an "unscientific" by others, it remains to be one of the commonly used research method to derive social science theory.

The "Dream Team" project was supported by the lecturers by the lecturers from Keio, Tokyo and Chulalongkorn Universities, with additional communication support provided by the technical staff of SOI Asia Platform LLP. The subsequently fieldwork trip was also sponsored by SOI Asia Platform as a means of promoting cross border entrepreneurship collaboration amongst students in Asia.

**Data Collection**

In depth interview was conducted in 3 phases. In phase 1, direct observation and interview was conducted as the Dream Team was trying to create the business plan. In phase 2, in depth interview was conducted with the students from Japanese university [3]using face to face method for the students in Keio University and internet interview with the students in Tokyo University. Subsequently, the author flew over to Thailand and conducted face to face with the Thai students on a company to company basis. The entire interview with all the members was conducted in 2 week (Refer to Table 2)

*Table 2: Data Collection Plan*

| Phase | Date | Methods | Tools |
|---|---|---|---|
| Phase 1: During the event | 1 Oct till 29 Nov | Direct observation and intermediate interview with students | Face to face and skype |
| Phase 2: Post event | 1 Dec till 25 Dec | In depth interview with students | Face to face |

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## Sampling

Out of a total of a total of 45 students from 3 universities, a total of 28 students have voluntarily participated in the Dream Team project. The groupings were formed based on individual interest in the industry and business field. Of the 28 Dream Team students, 12 students were from Keio University, Japan; 1 student from Tokyo University, 15 students were from Chulalongkorn, Thailand. The formation of the 5 dream teams and their project description were as below (Table 3):

*Table 3: Description and breakdown of members for Dream Teams*

| S/No | Name | Type of Business | Nature | Keio University (Japan) | Tokyo University (Japan) | Chulalongkorn University (Thailand) |
|---|---|---|---|---|---|---|
| 1 | Yatta | Social Forum Service for Home-Remedies business | IT and Medic | 2 | 0 | 3 |
| 2 | Ikuzo | Customized T-shirt design through software application business | IT and Design | 3 | 0 | 3 |
| 3 | Kakure Thai | Luxury handicrafts from Thailand to Japanese market | Luxury handicraft | 3 | 0 | 3 |
| 4 | IACT | Innovation of Agriculture in China and Thailand | Organic Agriculture | 4 | 0 | 3 |
| 5 | Posiedon | Game Feedback and Design Consulting Service | IT and consultancy | 0 | 1 | 3 |
| | **Total no . of Dream Team students** | | | **12** | **1** | **15** |

## Implementation of SOI Asia Entrepreneurship "Dream Team"

### Background of Entrepreneurship Education in SOI Asia network

The inter-university lecture collaboration via integrated satellite infrastructure has been development by School of Internet in Asia (SOI Asia) since 2001. Till date, up to 28 universities across 14 countries have leveraged on the network and infrastructure to design and conduct "real time" lectures across various discipline.

The collaboration on entrepreneurship education has started since 2008. The mission statement formulated by SOI Asia Entrepreneurship Meeting Committee is to with the goal of building the future from Asia -

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***"Technology entrepreneurship gives us capabilities to prove whether our technology is accepted and can benefit to people, and may derive our economic incentives"***

The joint entrepreneurship education, titled "Management for Emerging Business" amongst Keio University, Tokyo University in Japan, and Chulalongkorn University, Thailand have commenced since 2008 till present. It is targeted at undergraduate to graduate students as an elective subject in the autumn semester.

Since then, joint collaboration has mainly been carried out at the academic and institutional level, such as joint lecture and SOI Asia Entrepreneurship Educators Workshop. Similar to other Entrepreneurship Education, SOI Asia Business Plan Contest is the only platform for students to compete with one another on an inter university across Asian countries.

However, several limitations of the cultural and physical learning environment were identified. Culturally, Asian students tend to more quiet and reserve in class participation and ideas sharing. In spite of them taking the entrepreneurship course, they often lack confidence in spoken and written English due to the lack of `opportunity` and over reliance on mother tongue as language of learning and communication medium . Physically, the existing entrepreneurship class is highly content-focused and followed the conventional lecture-based system. Apart of the advantage of having network infrastructure to conduct real time joint lecture, student remain to play the passive role. So the only motivation goes to the lecturer instead of the student. Most students only complete the "business plan" as an usual curriculum homework and probably score better grades if they have prior "innovative ideas" or "venture capital favored plan" with or without

**Implementation of Dream Team**

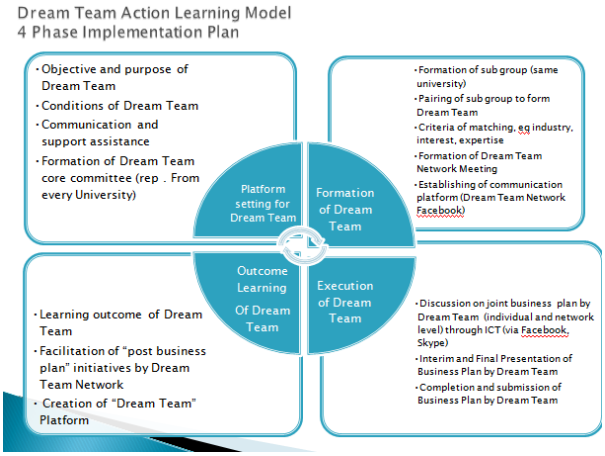
During the autumn semester of 2011, Keio University, Tokyo and Chulalongkorn universities have jointly conducted "real time" entrepreneurship classes using the satellite system by SOI Asia system. To increase interaction and collaboration amongst students, the international joint entrepreneurship team project, "Dream Team" project was designed and implemented as an "action research" to explain and derive new theories for entrepreneurship education. The results showed that factors electronics linkage, background diversity and open communication have resulted in greater inclination towards international entrepreneurship and improvement of entrepreneurship abilities, especially personal communication **s**kills (verbal and written).

The "Dream Team" project was developed by combining students from different regional business plan for the SOI Asia Business Plan Contest (outcome measurement for existing SOI Asia entrepreneurship education). The participation is made non mandatory as long as the students are interested in collaborative innovation with foreign students; comfortable using various formal or informal communication medium in a distance environment; most importantly interested in , he process involves the students

to form their initial local “sub group” in respective university. Subsequently, the students from the sub groups will combine to form the cross border “Dream Team” based on their preferred industry and business interest.

The 4 stages of action research include the setting up of “Dream Team” concept and structure; formation of Dream Team; execution of Dream Team; and research on the outcome learning of Dream Team. The description of each phase was as per the below chart (refer to Fig 2). .

Fig 2: Distance Collaboration Learning Model




“Dream Team” Student Support Network

The coordinating “Dream Team” network was formulated and chaired by the student leaders, who are also members of the Dream Team, to coordinate, disseminate information and even review the overall implementation of Dream Team. The network was even formalized to serve as a sustainable platform for Japan-Thai students to continue to exchange ideas about entrepreneurship even after the end of the academic course and business plan. Their future role is extended towards promoting entrepreneurship education, such as to serve as Dream Team “Seniors” for the promotion and support for the next generation of Dream Team students; as well as assisting to coordinate the “Academic Entrepreneurship Education Workshop-for Lecturers” , scheduled to be held annually in the SOI-Asia universities. (Refer to Fig 3).

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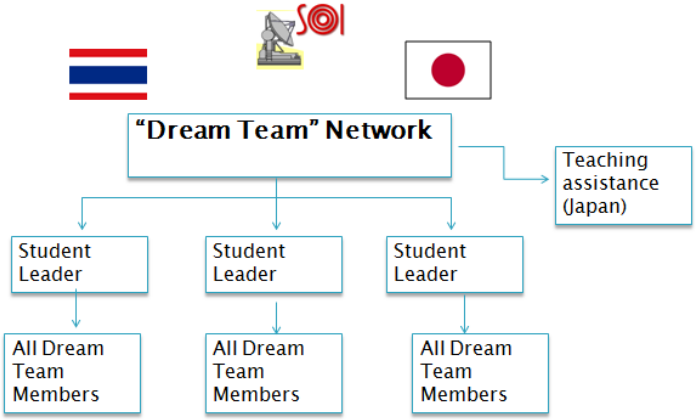
*Fig 3: Structure of Japan-Thai Dream Team Network*




## Research Methodology

Action Research (AR) was adopted as the research methodology for the study of the entrepreneurship development design and outcome. It is used as a small scale "intervention" in the functioning of the real world and a close examination of the effects of the "intervention". It has the characteristics of being situational, collaborative, participatory and self evaluating, which is effective in providing a solution to the problem and derive theories to explain the phenomenon. Unlike applied research, which try to control as much variables, with precise sampling techniques, but yet not providing solution to the problem, AR interprets scientific method more loosely, to obtain knowledge for a specific situation for a specific purpose, as well as solving a problem.

The Dream Team students have to apply the entrepreneurship theories taught throughout the entrepreneurship classes for the creation of regional business plan. The lesson includes successful entrepreneur's speaker series from Japan and Thailand, case studies based on "Japan-Thailand" student business plan, interim business plan presentation were built into the curriculum to enhance the knowledge and build confidence amongst the students towards development of regional business plan and the encouragement of the "Dream Team" project.

# ANALYSIS

## Distance collaboration

Is "distance" a barrier to miss or an opportunity to seek? Can the spirit to pursue the "overcoming of distance in order to uncover new opportunity" as a manifestation of entrepreneurship motivation? Most education or learning pedagogies consider distance as the technical obstacle as well as one of the factors that deters collaborative work or learning.

At the beginning of the “Dream Team” experiment, students were given the option to join the “Dream Team” or to form their own “local team” with their fellow classmates to create the business plan, about 60%, which is 28 out of 46 students decided to take part in it.

Most number of students, 10 out of 28 students, chose the reason of seeking for opportunity using foreign resources as main reason. 5 students were really keen to set up real companies after the end of the exercise. 8 students will keen to join out of interest to interact with foreign student or to improve their English skills.

The percept challenge of dream team project is the inability to have face-to-face communication and discussion. Due to the geographical difference, the students in Japan and Thailand do not have the prior opportunity to meet or know each other.

They only get to see each other during “real time” lecturer session, with occasional question and answer by individual students. Despite of the above, the interest for the participants remain to be “entrepreneurial” to seek the out the opportunity to work with one another. Thus, it is such “motivation to seek for opportunity” that surprises the entrepreneurship lecturers who withhold the management theory of “obstacle to manage or communicate” to be the demotivating factor to participant.

**Diverse Background**

All Thai students are from engineering faculty, whereas the Japanese students come from information, environmental or even policy making department. Secondly Thai students all belongs to the same level, whereas the Japanese students are from undergraduates year 1 to master year 1 level. However most of them have taken entrepreneurship course or as beginner course and the first time experience creating virtual alliance with foreigner in a distance learning environment. The cross discipline and diverse background has enabled the students to have advantage in to create new ideas and innovation on the business plan.

**Technical capability by members**

Through the interview survey at the end of the Dream Team project, most of the students agreed that distance is not a barrier towards social communication. It can be explained that most of the students in the top universities are well versed and confident with the use of social media tools. In the students were also confidence with the highly developed internet infrastructure in Japan and Thailand (Bangkok in specific) respectively. The team selected and designed their own means of communication strategy, through combination of various formal and informal communication media tools, such as include facebook, skype, what’sappp etc.

In fact, during the course of the collaboration, the teams were challenged with the unanticipated natural disaster, the flood in Bangkok. Even the joint lectures were cancelled by Chulalongkorn University over several weeks, most of the Dream Teams

were able to submit their unique regional plan on time, as well as with high spirit for the encouragement and concern given from Japan to Thailand.

The below shows the students application of various ICT tools and social media for different stages of their business plan creation (Table 4)

*Table 4: Creation and Usage of Electronic Means for Cross Border Communication*

| Purpose of Collaboration | Communication Tools | Yatta | Ikuzo | Kakure Thai | IACT | Poseidon |
|---|---|---|---|---|---|---|
| Introduction / Informal Discussion | Facebook | Y | Y | Y | Y | N |
| Introduction/ Team Formation | SOI Asia Satellite Network | Y | Y | Y | Y | Y |
| Formal Discussion | SKYPE | Y | Y | Y | Y | Y |
| Informal communication | Whats App | Y | N | N | N | N |
| Documentation/Business Plan Editing | Drop Box | Y | Y | Y | Y | N |
| Documentation/Business Plan Editing | Google Document | N | N | Y | Y | N |

**Efficiency versus motivation**

60% of them agreed that distance collaboration can be a deterrent on the efficiency of business plan creation with overseas students. This is due to reason, such as the waiting time for the members to be online; the instability of the network; the consistency of team members in updating the progress of the business plan. 90 % of them agreed that the Dream Team has taken more time as compared to working with their local teams, while 10% think it will be indifferent. However 80% of them said that they have were willing to trade off time for gaining the learning experience by working on such “real” distance environment with “real” overseas partners. In given the second chance, 90% said that they would still participate or advice their junior to participant in the “Dream Team” project.

**Team Assessment**

After the experiment, the 5 teams have given their own team assessment based on efficiency and entrepreneurship motivation.

Overall, the 5 teams have spent within the range of 450mins to 900mins, with 3 teams who are highly motivated after the exercise, but one with who did not have pleasant learning experience with the partners.

Team Yatta has diligently met on regular time, clocking the maximum timing of 900mins. All members were actively involved throughout the process. Even with appointed leaders, all members consider themselves to be “strong” in character and are motivated to seek for the opportunity to learn about the overseas situation and contribute towards ideas sharing.

Both Team Ikuzo and Team IACT were championed by few motivated members, who takes leadership and possess strong resources and knowledge of local market. Their businesses were fixed as the resource owners were ready to utilize their advantage when such cross border opportunity arises. Although not all members were involved thoughout the distance communication, the ability on work distribution enables them to maintain integrity while balance with time efficiency. The two groups rated themselves to be high in motivation in entrepreneurship at the end of the exercise.

Team Poseion rated their distance collaboration as fair as the amount of discussion and contact were lesser because the only member in Japan has to be away for overseas commitment and could only patch and paste their work to be on time for submission.

Team Thai Kakure spent relative lesser hour as the members in Thailand were affected by the flood situation and could not be online. Member from both Japan and Thai encountered difference in their business concept. Japan side transformed a Thai brand, offered by the Thai counterparts and turned it into a localized business to suit the Japanese context. The team also submitted their plan in the eleventh hour, due to the delay in information from the overseas counterparts. They rated their entrepreneurship motivation as low at the end of the experiment.

Table 5 : Efficiency, Effectiveness and Motivation as rated by the Dream Team

| Dream Team | Medium of meeting | Representation of Attendance of meeting | Time and efficiency | | | Effectiveness and Motivation | | |
|---|---|---|---|---|---|---|---|---|
| | | | Frequency of meeting (times) | Duration of each meeting | Total hours 8 (max) | Learn about new opportunities | Decision Making | Group motivation |
| Ikuzo | Skype (only text) | 4 out of 6 members (80 %) | 8 | About 90 mins | 720mins Or 12 hrs | Y | Y | High |
| Yatta | Skype, Whats app (only text) | 5 out of 5 members (100% attendance) | 10 | About 90mins | 900mins Or 15 hrs | Y | Y | High |
| IACT | Skype (only text) | 2 out of 7 members (30%) | 6 | About 90 mins | 540mins 9 hours | Y | Y | High |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Thai Kakure | Skype (only text) | 4 members Out of 6 (60%) | 5 | About 90mins | 450mins Or 7.5 hrs | Y | N | Low |
| Poseidon | Skype (only text) | 2 members out of 4 members (50%) | 5 | About 90mins | 450mins Or 7.5 hrs | Y | Partial | Average |

As for the business plan assessment by lecturers, auditors and practitioners, the 5 Dream Teams also scored above average. Team Ikuzo was also selected as one of the finalist for the SOI Asia Business Plan competition.

Table 6: Opportunity Seeking element as reflected in Business Plan

| Dream Team | Business Description | Role of Japan | Role of Thai | Regional Plan |
|---|---|---|---|---|
| Yatta | Internet Forum servicefor Health care SME (Japan and Thai) | •Provision of technological expertise | •Provision of market entry and business support in Thai market | •**"Technology and new market" Spin out model**<br>-Join venture<br>-Explore 3 ideas<br>i) House remedy, Sport and eventually SME Online service |
| Ikuzo | T-shirt software development (Japan) with overseas supply chain (Thai) | •Provision of technological expertise and Japanese market | •Provision of low cost production costs, labour cost with available factory facilities | **"Raw Material and Production Chain" Outsourcing model**<br>-raw materials and production line from Thailand<br>-Outsourcing model |
| IACT | Innovation of organic vegetable (Japan) into healthy drink (Thai) | •Provision of Technological expertise | •Provision of market entry and new product creation | •**"Technology and new market" Spin out model**<br>•-recreate product and market<br>- Leverage on resources<br>- Technological and market entrepreneur |
| Thai Kakare | Import of Thai branded goods (Thai) into local market (Japan) | •Provision of marketing and Local market opportunities | •Provision of existing product supply and rights for export to Japan | •**"New product" spin in model**<br>-Bring in successful and product with special rights from Thai market into Japanese market |
| Posiedon | Gaming Creation (Japan) and Consulting Business ( Japan and Thai) | •Provision of Technological expertise | •Provision of Business skills and market information | •**"Expertise" Lend out model**<br>-Lend his IT expertise and seek for business-oriented Thai partners to run the business<br>-Technological entrepreneur |

**Confidence in communication with overseas students**

The experience in the "Dream Team" enabled the students to overcome their lacking in confidence on verbal communication with. Due to the Asian culture, both Japanese and Thai people are considered to be shy and less participatory towards newly acquainted partners, especially foreigners. However, Communication through using social media amongst young generation has been an effectiveness means of helping most of the student to overcome the usual communication barriers. Out of 28 students, 80% of them agreed and support the usage of social means for distance collaboration. The major challenge of this experiment lies on student ability to leverage on such communication platform for formal discussion to create a business plan. In addition, 60% of them feedback that the "Dream Team" experience has helped them to overcome their lack of confidence in English and readiness to interact with English speaking counterparts. This seem to be an unspoken common obstacles faced by students. Certainly, the ability to

communicate and be understood through distance collaboration has impact on their entrepreneurship motivation.

**Limitation of research**

Due to the time constraints, the factors were briefly discussed in this single case research study. A more detailed analyze will qualitative and quantitative data will be need to improve the validity of the study. In addition, the study would have been support with more literature review.

**Conclusion**

The action research has uncovered important findings that contribute to the body of knowledge in understanding the effects of distance collaboration on entrepreneurial motivation. Apart from academic contribution towards theories of entrepreneurship, it also enables academics to explore “entrepreneurial” ways to provide a more practical and action-based education to develop future entrepreneurs, if not motivated individuals.

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