

# BRIDGING GLOBAL MINDSET AND LOCAL ACTION: CROSS-CULTURAL CHALLENGES IN CULTIVATING ENTREPRENEURIAL COMPETENCE AMONG UNIVERSITY STUDENTS

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## Abstract

In the context of accelerating globalization, higher education institutions face growing pressure to prepare students not only for local labor markets, but also for global entrepreneurial ecosystems. However, the formation of entrepreneurial competence is significantly influenced by cultural values, national educational traditions, and socio-economic contexts. This article explores the cross-cultural challenges inherent in cultivating entrepreneurial culture among university students from diverse backgrounds.

The article concludes with implications for curriculum design, educator training, and policy reform, emphasizing the need for adaptive, culturally nuanced strategies in entrepreneurial education.

**Keywords:** Entrepreneurial competence, higher education, cross-cultural education, globalization, hybrid pedagogy, student entrepreneurship, global-local nexus.

## Introduction

In today's rapidly changing world, universities are increasingly expected to prepare students not only for national labor markets but also for the demands of a globalized economy. One key element of this preparation is the development of entrepreneurial competence—a combination of skills, mindset, and attitudes necessary for initiating and managing innovation and value creation.[5] However, as universities attempt to incorporate global standards of entrepreneurial education, they encounter a significant challenge: how to foster a global entrepreneurial mindset in students whose educational experiences and cultural backgrounds are deeply local. This article explores the cross-cultural challenges of cultivating entrepreneurial culture in diverse university settings. The primary objective is to analyze how students from different cultural regions respond to global entrepreneurial models and how local traditions influence their engagement with entrepreneurship. By focusing on three contrasting cultural environments—Central Asia, Western Europe, and Southeast Asia—we aim to identify patterns, conflicts, and opportunities for more culturally responsive educational strategies.



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### Theoretical Background and Cultural Context

Entrepreneurial competence, as defined by the European Commission and frameworks like EntreComp, includes creativity, risk-taking, initiative, resilience, and collaboration. Many global education policies today assume these traits are universally desirable. However, cultural dimensions, such as those studied by Hofstede, show that values like individualism, uncertainty avoidance, and power distance vary widely among countries and impact how entrepreneurship is understood.

For example, in individualistic cultures like the Netherlands, entrepreneurship is often seen as an expression of personal ambition and freedom.[7] In contrast, in more collectivist societies like Uzbekistan or Vietnam, entrepreneurship may be approached cautiously, with greater emphasis on community expectations and family stability. These differences affect not only students' motivations, but also how they respond to teaching methods such as project-based learning or startup simulations.[10]

Thus, cultivating entrepreneurial culture in a university is not simply about delivering a universal curriculum—it also requires sensitivity to cultural values and social context.

### Key Findings and Discussion.

The cross-cultural data revealed several notable patterns that complicate the straightforward implementation of global entrepreneurship education frameworks. While all three university settings—Germany, Uzbekistan, and Indonesia—had implemented entrepreneurship-oriented courses or extracurricular programs, students' engagement levels, learning outcomes, and perceptions of entrepreneurship varied significantly.[1] The findings show significant differences in how students from different cultural contexts perceive entrepreneurship. In Germany, students generally embraced risk as a necessary part of innovation. They viewed entrepreneurship as a natural career path and valued autonomy. University programs there emphasized startup ecosystems, mentorship, and international networks.

In contrast, students in Uzbekistan showed ambivalence toward risk and often linked entrepreneurship with financial instability or informal economy. Many expressed that family expectations and state employment were safer and more respectable options. Even when universities offered entrepreneurial training, students were reluctant to take initiative due to fear of failure or social judgment.

In Indonesia, there was a mix of traditional respect for hierarchy and growing enthusiasm for digital entrepreneurship. Students were optimistic but cautious, often seeking business models that were low-risk or community-based.

These findings suggest that global entrepreneurial mindsets often conflict with local socio-cultural values. If universities ignore this, students may disengage or fail to apply their learning meaningfully.[4] Therefore, a hybrid approach—combining global entrepreneurial goals with local forms of expression—is needed.

### Conclusion and Practical Implications

This study highlights the complex intersection of global entrepreneurial education models and deeply rooted local cultural contexts. While the ideal of nurturing globally minded, innovative,



and resilient entrepreneurs remains a central goal for universities worldwide, the path toward achieving this is far from uniform. The findings clearly demonstrate that students' attitudes toward entrepreneurship are shaped not only by educational content, but also by long-standing cultural values, social expectations, and institutional norms.[8] These forces interact in subtle but powerful ways, often mediating or even undermining the impact of globally standardized entrepreneurship programs.

Universities that aim to foster entrepreneurial competence must therefore move beyond simply adopting international best practices or replicating Western pedagogical models.[3] Instead, they need to engage in a process of thoughtful adaptation—one that takes into account the cultural narratives students bring with them into the classroom. Entrepreneurial education that resonates is not only one that teaches students how to start a business, but also one that helps them see entrepreneurship as personally meaningful, socially acceptable, and contextually feasible.

Ultimately, developing entrepreneurial culture in higher education requires more than curriculum reform—it calls for a cultural shift within institutions themselves. Faculty development, student support structures, and language framing all contribute to how entrepreneurship is perceived and practiced. The success of such efforts depends not on exporting fixed models, but on building flexible, responsive systems that empower students to act entrepreneurially in ways that are authentic to their own cultural and social landscapes.

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