

Developing Entrepreneurship Education for International Students in Korea Through Faith-Based Mentoring

HYEONG-DEUG KIM
The King's University

SUN YOUNG LEE
Shineworld Co., Ltd

ABSTRACT: This paper presents the development of educational objectives and curriculum content for an entrepreneurship education program for international students while exploring the effective role of mentoring. The program consists of lectures based on biblical principles of business and mentor-assisted group activities, such as group reflections, a company visit, and a business plan contest, which exposes students to the integration of Christian values into real business practices. Thus, students may live out the values that they learned from both lectures and interactions with mentors and lead holistic transformation at their workplaces in the future. This study offers strategic mission opportunities to Christian business communities and universities while meeting the needs of international students and equipping them as future business leaders.

KEYWORDS: business as mission, entrepreneurship education, faith integration, international student ministry, mentorship

INTRODUCTION

There are globally more than six million international students, and their numbers are on the rise (UNESCO Institute of Statistics, 2023). International students normally move to foreign lands to seek better educational programs, living conditions, or employment opportunities. Historically, many of these students have returned to their home countries and made good changes and advancements in various fields (Chankseliani et al., 2024). When we consider the significant influence of business in today's world, preparing these students to become effective business leaders who can positively impact society is especially vital (Zhang et al., 2022). Due to pressing globalization issues, such as poverty, polarization, and global warming, interest in entrepreneurship education is increasing because business is deeply related to solving these global economic, social, and environmental issues that require international cooperation (Arejiogbe et al., 2023; Dickel et al., 2021; García-González

& Ramírez-Montoya, 2021; Rashid, 2019; Turyakira et al., 2024), and entrepreneurship education can teach necessary entrepreneurship skills to develop business solutions to those issues, such as business problem identification, business planning, and management (Lv et al., 2021). Students are asked to responsibly use these earned competences not solely focusing on one's own benefit but also actively contributing to flourishing a sustainable community (Perez-Encinas et al., 2021). However, it is regrettable that most entrepreneurship education and support are centered on the domestic students, and the potential of international students to contribute to solving these problems has often been overlooked (Liu et al., 2021; Talukder et al., 2024), despite the fact that entrepreneurship education tends to be more effective when it incorporates a global dimension (Sharma & Virani, 2023).

South Korea can be a suitable and strategic location for the entrepreneurship education for international students due to its well-developed manufacturing capabilities, close

university-industry cooperation, and active government support (Park & Jeong, 2014; Zhang et al., 2022). While the number of international students coming to Korea has been increasing recently, the country's low fertility rate—0.78% in 2022, with a predicted further decline to 0.61% in the coming years—has made the recruitment of international students an urgent priority for Korean universities (Kim, 2023). Fortunately, the influence of the Hallyu and the Korean Wave, which is gaining popularity around the world, has recently led many foreign students to study in Korea (Choi, 2015). Inspired by this, the Korean government aims to attract 300,000 foreign students by 2027 (Ministry of Education, 2024). Students may consider going to study in Korea as an interest in the Korean Wave, but without practical benefits such as good career development and employment in Korea, their influx will hit the limit (Kim, 2024). We contacted two universities, and they were having difficulty finding suitable companies to provide career development and job opportunities to attract international students. On the other hand, mission agencies and churches in Korea had a different need. They have recognized the potential missional impact of this growing number of international students encountering the Gospel and were struggling to find a natural interaction opportunity so that they could form a sustainable and long-term relationship to share the good news with those students. They looked for an opportunity to naturally engage the students and share the Gospel while meeting the needs of international students.

In response to these needs, we designed and implemented an eight-week summer entrepreneurship education program for international students and worked with two Christian mission agencies: Connecting Business and Marketplace to Christ (CBMC), a non-profit ministry focused on the business and professional community, and International Student Fellowship (ISF), an international student ministry organization in Korea. Both these organizations agreed on these three ministry objectives: 1) to explore effective entrepreneurship education for international students in Korea based on the biblical business principles for positive influence, 2) to actively utilize Korean products and services to engage Korean companies by promoting start-up opportunities in students' home country or Korea, and 3) to cultivate a mentor community who will foster a sustainable and long-term relationship with the students.

The two organizations also agreed on the following measures to effectively achieve these goals and formalize them in a memorandum of understanding (MOU): CBMC would identify members whose business activities align with this program and form a mentoring team based on their domain knowledge and discipleship experience, and ISF

would be responsible for recruiting students and providing mentorship orientation and support, ensuring mentors build close relationships with students and maintain these connections even after the pilot education program concludes. In this context, the role of mentors extends beyond that of mere advisors; mentors are envisioned as integral partners in the educational process, actively engaging as companions throughout the students' entrepreneurial journeys. The two organizations requested the development of an educational program introducing students to biblical business principles through mentorship interactions and exposure to their mentors' business practices. Through lectures, case studies and mentor-guided team activities, students were expected to gain a deeper understanding of business challenges and their role in fostering positive change. All student teams were given a common task in advance: finding promising Korean products for their home market and developing business plans. Students were also informed that they would team up with their preferred industry and conduct market and product feasibility studies with professional advice from their mentors.

Thus, we applied an experiential learning approach containing a student-centered and team-based learning environment (Wu & Martin, 2018), in which students and mentors who are experts in the preferred industry applied lecture concepts including biblical business principles and developed a business plan applicable to the students' home countries. The program design summary is presented in Appendix A.

LITERATURE REVIEW

Aligning Business Purpose with the Mission of Jesus: A Holistic Approach

Business, God's good creation, has given us the means to fulfill our stewardship in His world, through which we can create dignified jobs, increase resources, serve our families and communities, and lead innovation and development in human societies (Russell, 2011). However, while business has enormous potential for such good influence, we have often experienced that if used with the wrong intentions, the harm can become a global catastrophe. Therefore, recognizing the tension between positive and negative influences of business, we should understand our calling to know the purpose of good creation and to carry out the cultural mandate to apply and practice it to thrive all creations around us (Van Duzer, 2010). To promote healing and reconciliation to the problems around us, we must turn our eyes to Jesus Christ, the firstborn over all creation and for in Him

all things were created (Colossians 1:15-16). He who lived a model life for us (1Peter 2:21) can provide profound insights for businesses seeking to fulfill their creation purpose. When Jesus commissioned his ministry, He clearly declared His mission statement:

The Spirit of the Lord is upon me because he has anointed me to proclaim good news to the poor. He has sent me to proclaim liberty to the captives and recovery of sight to the blind, to set at liberty those who are oppressed, to proclaim the year of the Lord's favor. (Luke 4:18-19)

Then, Jesus set free the sinners, fed the poor, healed the demon-possessed and the sick so that they could return to the community, gave restoration to those who were socially marginalized, renewed greedy hearts, and built the kingdom community to experience and enjoy the abundant life (Luke 4:31-36; 5:12-31; 6:17-26; John 10:10). By doing so, this mission of Jesus Christ encompassed all four aspects of human life: economic, social, environmental, and spiritual (BAM Global, 2015). Jesus restored humanity's relationship with God by modeling the way and performing reconciliation, liberation, and hope. As a result, the possibility of true holistic transformation for human beings became a reality. If businesses embrace these quadruple bottom lines, businesses can align with biblical principles and contribute to the holistic transformation that can make an economic, social, environmental, and spiritual impact in the world. This approach creates meaningful, lasting impacts across multiple dimensions of life. If we can teach this holistic transformation vision and our future business leaders can embrace these as their business goals, this entrepreneurship education program can be an effective way to pursue and practice this holistic transformation. For instance, by applying these quadruple bottom lines to business, businesses can address economic poverty and various social problems by creating meaningful employment opportunities and providing affordable goods and services to those in need. In addition, businesses can positively impact people's spiritual well-being through their corporate culture and values while also taking care of the environment with sustainable products (BAM Global, 2014; Russell, 2011; Tunehag, et al., 2005). Through this, we can overcome the dualism that regards business as a means of supporting other mission activities (Rundle & Steffen, 2011) and can also see business as a spearhead in healing and restoring society (BAM Global, 2014; Cafferky, 2013; Russell, 2011). Therefore, this study was initiated with these fundamental questions: What if our business embraces these quadruple bottom lines and demonstrates them with life examples to future business leaders? What if the future leaders follow their role models

and create products or services that can serve the true needs and wants of customers and love all stakeholders, including co-workers, suppliers, competitors, and neighboring communities so that their economic and social needs can be met? What if they take care of all surrounding creations as a steward of God? Just as Jesus is the gate through which we enter abundant life (John 10:7-10), in embracing the mission of Jesus, businesses can also become a gateway that transcends profit maximization and leads many to the holistic abundant life, echoing the transformative power of the Gospel (BAM Global, 2015).

From this point of view, we define the characteristics of a business that implements biblical principles as one that exerts a positive influence on the quadruple bottom lines, reflecting the mission statement of Jesus Christ and, as a result, demonstrating love for God and neighbor (Oberholster, 2025). We describe an expected business leader as a steward integrating business operations with the mission of Jesus Christ in a holistic manner (Johnson, 2011; Russell, 2011).

Entrepreneurship Education for International Students

Entrepreneurship education is a dynamic education program that cultivates entrepreneurship and teaches essential competencies, problem-solving skills, and value creation in different contexts (Lv et al., 2021). This education is fast-growing and significantly contributing to economic development by facilitating students to solve socio-economic problems creatively (Lv et al., 2021; Perez-Encinas et al., 2021). The integration of this education with biblical business principles can help students see the purpose of business beyond financial metrics and can encourage them to actively make a more ethical and positive influence on socio-economic challenges (Rahul, 2024). Since effective entrepreneurship education emphasizes practicality, it emphasizes practical scenarios considering various student backgrounds and experiential learning through customized teaching methods (Badzińska, 2021).

To conduct this education for international students successfully, a tailored education program is needed to provide experiential and project-based learning with clear communication and guidance for multicultural group work (Baird, 2023; Lv et al., 2021). Creating a supportive ecosystem for the education is also required. For example, provision of mentorship, networking opportunities, short-term internship opportunities in local startups, and government support are vital (Kim et al, 2017).

We developed this entrepreneurship education program to cultivate global business leaders who can create meaningful jobs; empower their community; develop and use

sustainable products; protect the environment; and foster a work culture that bears the fruit of the Holy Spirit, such as love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness, and self-control (Galatians 5:22-23). We examined several studies evaluating the good influence of Christian business such as “Measuring BAM Impact” (BAM 2024), “Faith at Work Scale” (Lynn et al., 2009), “Spiritual Well-Being Questionnaire” (Fisher, 2010), and others, but most of these works were focused on established business. Some of these research contents were worthy of reference, but it was difficult to apply the findings directly to this study, and thus educational objectives presented in Appendix B were developed considering the unique situations of international students. In line with these educational objectives, lecture content and group activities were designed for initial application during the group business plan development phase. Furthermore, ongoing mentorship was essential to ensure that these biblical principles are applied in the future entrepreneurial endeavors and company management of the students.

Mentoring for Entrepreneurship

A mentorship program was added to this education because it would be a great support in explaining or demonstrating the biblical principles of business and fostering business leaders. The meaning of “discipleship” in the Greek word in the New Testament refers to apprenticeship, which emphasizes that mentoring serves as a “seed bed” for developing leadership (Gerhart, 2021). Many studies that prove the benefits of mentoring programs in entrepreneurship education include knowledge or technology transfer, skill acquisition, entrepreneurial capacity building, network building, and ultimately, entrepreneurial success (Boldureanu et al.; Ionescu, 2020; Liu et al., 2019; Prastyaningtyas et al., 2023; Rigg & O’Dwyer, 2012). In this education program, mentors were engaged as companions in students’ entrepreneurial journeys. This form of mentorship can deepen the mentor-mentee relationship and inspire mentees to search and fulfill their business stewardship that actively embodies love for God and neighbors (Hansen, 2021). As such, mentors were considered key partners in this program, and the educational goals and content were proactively shared with the mentors to ensure alignment and effectiveness, emphasizing the importance of role modeling in a cross-cultural context, the quadruple bottom line, Christian business ethics, and the effects of corporate culture. These details are presented in Appendix C.

Two months before the main program, a steering committee consisting of five mentors was formed to plan this entrepreneurship education program and to provide com-

ments and feedback on our research. The committee members endorsed the objectives of this entrepreneurship education program and the mentor training objectives. However, recognizing the busy life circumstances of mentors, the steering committee requested simplification of these objectives and contents to ensure that the objectives could be easily remembered and implemented. Thus, we adopted and modified the 4Hs framework, derived from the general concept of discipleship and education to provide a comprehensive educational experience that prepares students for active and responsible participation in society or mission (Kelly & Stuebs, 2021; Smith, 2016). This framework made the mentor training goals and content more concise and tangible: head, heart, hands, and habits. While academic papers explicitly applying all these four dimensions together in entrepreneurship education may be scarce, several studies explore various facets of entrepreneurship education corresponding to some of these dimensions. “Head” refers to cognitive abilities or knowledge acquisition; for example, mentors could engage students in feasibility studies by providing their domain knowledge in the industry. “Heart” denotes passion as the driving force behind entrepreneurial endeavors (Boldureanu et al., 2020); for example, mentors could encourage students by helping them align their business goals with their personal values or the welfare of communities around the business. “Hands” represents the practical skills needed to translate knowledge and passion into actionable plans and outcomes (Kuratko, 2005); for example, mentors could demonstrate their business skills or provide a real business situation so that students can sharpen their business skills. Finally, “Habits” emphasizes the importance of cultivating positive character traits and habits for entrepreneurial success (Middleton & Donnellon, 2017; Yuliatwat, 2013); for example, mentors could help students cultivate time management habits through acting as role models. This process aimed to impact students’ identity, shaping who they become and what they hope to accomplish through their businesses (Rhodes & DuBois, 2008). This identification is critical to this research, as the primary purpose of the education is to cultivate students into stewards of businesses aligned with biblical principles through mentoring. A strong example of this approach is the mentoring program of Praxis, which leverages mentoring to equip redemptive entrepreneurs who pursue Christ-centered business by integrating business practices with biblical principles (Praxis Journal, 2024). Many papers also assert that the role of a mentor is important in cultivating mentees’ entrepreneurial knowledge and enthusiasm, nurturing skills and leading them to success (Middleton & Donnellon, 2017; Prastyaningtyas et al., 2023; Sarabipour

et al., 2022; St-Jean, 2011). We have used the 4Hs framework not only to simplify the objectives and content of the mentor training workshop but also to align these with the educational objectives and content of the mentees so that the mentors could understand the role of helping the student's holistic growth beyond the transfer of knowledge and skillsets. This approach has made mentors aware that they themselves must first become well-rounded individuals as role models, demonstrated by the learning objectives in Appendix D.

Mentors also realized that to expect a full-fledged role modeling effect, it was necessary to establish a deep and long-term relationship with students. The mentors also realized that they themselves could act as long-term companions in their mentees' entrepreneurial journey. Mentors could pass on their knowledge, passion, skills, and habits to help students grow professionally, personally, and spiritually. In doing so, as Kelly and Stuebs (2021) point out, mentors could help mentees experience and practice God's grace and sincerity (habits) by demonstrating the virtues of Christian business leaders embodying biblical wisdom and business knowledge (head), true passion (heart), and business skills (hands). We encouraged mentors to fully understand the content and purpose of education and then matched them with relevant business examples so that mentors could communicate naturally with their mentees.

COMMENCEMENT OF ENTREPRENEURSHIP EDUCATION FOR INTERNATIONAL STUDENTS

There were twenty students shortlisted by ISF after an interview process to assess their Korean language proficiency level (at least TOPIK Level 4, which indicates intermediate proficiency in the Korean language), commitment level, willingness to participate in the mentorship program, and performance in teamwork activities. We informed the interviewees that the contents of the education included unique contents of Christian management principles and asked for their consent. During the interview, a good number of students listed some Korean products that they could do business with within their home country. Some of them already had experience importing and exporting Korean products on a small scale. Students also hoped to learn more about the products by working for a Korean company or having an internship opportunity. Fifteen students were selected for this exploratory education project, and six teams were formed based on their preferred industries. Although all international students had an intermediate or higher level of Korean proficiency, one Korean student was

assigned to each team to enable smooth communication with the mentors and to prepare for the business plan contest. Among the 15 students, there were 10 female students and 5 male students. In terms of religion, nine students were Christians, including the Korean students, three were Muslims, two were Buddhists, and one was Hindu. Except for two students (in their third or fourth year), all the others were seniors. All nine international students were from Asian countries: Indonesia (2), Uzbekistan (2), Vietnam (2), China (1), Myanmar (1) and Nepal (1). Some of the students were very enthusiastic and recruited members of their team to execute their business ideas. The training was held in Seoul, Korea, for eight weeks (May-July 2023), including a company visit, and culminated in a business plan contest.

We also shortlisted mentors based on their start-up experience and the industry that students preferred. Then, we obtained references to confirm their communication ability, empathy, and mission alignment. This recruiting process was easier than expected because CBMC Korea had a large mentor pool, some of whom we already knew. However, we encountered challenges in recruiting sufficient female mentors, mainly due to the underrepresentation of female high-level executives in Korea (KTimes, 2024). We were able to recruit only two female mentors. The selected mentors were professionals with business experience in cosmetics, international trade, IT, and education. After the mentor training, the president of CBMC Korea and some board members of ISF awarded missional entrepreneurship mentor certificates to the ten mentors. To accommodate any unforeseen circumstances that might prevent a mentor from attending a session, we recommended that each mentor bring an assistant mentor to both the mentor training and the main program. Including these assistant mentors, an average of 15 mentor participants attended each session. These mentors also formed a close-knit community that shared daily devotions and prayer requests over a social media platform called Kakao Talk, and this fellowship continues to this day in 2025. The detailed themes and group activities of this entrepreneurship education program are presented in Appendix E.

DISCUSSION

This study developed the educational objectives and content of this entrepreneurship education program while exploring the effective role of mentoring to foster global business leaders who can apply the learning objectives to their group business plan.

First, the education exposed international students to real business issues and provided insights from exemplary Christian businesses to enable students to apply biblical principles in practice. How can this educational objective be achieved effectively? Most mentors attended lecture series with their mentees and provided appropriate business examples to help students connect business concepts and biblical principles on a topic. Some of the mentors also invited their mentees into their workplaces and explained their cases. A good example of these efforts was the field trip to E4Net, a software development company that runs CHERRY, the first blockchain-based donation platform in Korea that ensures transparency and accountability for donors. Through this CHERRY app, the company was building a community to help the economically poor, socially underprivileged, and those others in need. Mentors were able to engage with students, explain the purpose of the CHERRY project based on biblical principles, and elaborate how the fruit of the Holy Spirit was applied in their corporate culture through a deep dialogue with students during and after the company visit.

This kind of deep dialogue is possible when the mentor-mentee pairs build trust through time spent together. As mentioned earlier, although the students agreed to include biblical principles in the content of the education, students may have felt that this education imposed the tenets of Christianity. During mentorship training, an instructor introduced a friendship evangelism approach that emphasized building authentic relationships and serving the international students' needs rather than treating the students as ministry targets. Mentors were instructed to wait for the students to initiate spiritual conversations and, when such opportunities arose, to respond with gentleness and respect (1 Peter 3:15). There was a mentor prayer meeting one hour before the Saturday meetings where the mentors prayed for these opportunities and the ability to give wise responses. To implement the friendship evangelism, it is necessary to build a close relationship where both parties can respect and trust each other. In general, close relationships require a good amount of time, but we were able to expedite this process by providing lunch for students with mentors every Saturday immediately after their weekly group activity time, thanks to the generous donations by mentors and a restaurant owner who offered a space exclusively for these gatherings. These Saturday lunches, where students could share common interests and stories of life, contributed greatly to building trust with each other. In addition, these lunch gatherings also helped ease the tension that might arise when teaching Christian business principles. Students took turns sharing their highlights of the week and their progress in their entrepreneurial journey, and through their sharing,

mentors could pray specifically for their students. Most of the students frequently exchanged messages with their mentors through a Kakao Talk group chat or individual chatted with their mentors, and some of the students later mentioned that they were grateful for their mentors' prayers for their study, family, and career advancement. After the meal with their mentees, several mentors also voluntarily gathered in a coffee shop to share their experiences with the mentees and celebrate small wins, fostering a close-knit Kingdom community themselves. These expected activities of the mentors are summarized in Appendix F. Both student and mentor feedback to this program have been positive; notable student and mentor quotations are highlighted in Appendix G.

Second, apart from the outcomes, how did this entrepreneurship education help students create their businesses? The student group that won first place in the business plan contest based their project on the business context of Vietnam, where foreign direct investment from Korean companies has increased significantly in recent years (Jones, 2025). The student team selected a Korean online video editing program as their business item. Drawing inspiration from the high demand among university students learning the Korean language for employment, the team proposed a business plan that included a training and recruitment program for potential end users. This training program involved teaching video editing in Korean, assigning tasks, such as creating video advertisements for Korean products tailored to the local market and producing personal introduction videos in Korean to share with Korean companies operating in Vietnam. Although the plan did not explicitly express Christian values, we could see that the team sought to embrace biblical principles by serving the disadvantaged and incorporating characteristics of the fruit of the Holy Spirit, such as love and joy, into their training content. After the contest, this group began collaborating with a Korean IT company specializing in video editing to implement their plan. Similarly, members of the second-place group received internship offers from a cosmetics company, and another team was invited by a district office in Seoul to present their idea for engaging seniors with their mobile app. These positive outcomes were achieved through the efforts of the students and the support of their mentors. This news had a ripple effect, and one of the universities that was interested in this education and the ISF signed an MOU for implementing the same program on their campus. These positive outcomes were made possible because of a dedicated group of mentors who provided various elements of the ecosystem for this education, such as business resources, venues for the program, company visits, internship opportunities, and meals.

Third, it is still challenging to assess the effectiveness of this entrepreneurship education program because we cannot expect immediate results from this education (Lv et al., 2021). It takes time for students to fully start and operate a business, and it takes even longer to evaluate whether these businesses are effectively benefiting society with the biblical business principles that the students have learned. However, it was encouraging to see many students express a desire to stay in touch with their mentors and participate in follow-up or similar programs in the future, which indicates that students appreciated the value of the education program and were willing to learn more from it. These responses can provide an opportunity to continue empowering students with biblical business principles.

Fourth, considering this study was conducted in the context of Korea, it is necessary to creatively apply the insights gained here to other contexts. Johns (2017) points out that we need to consider different cultural, social, and environmental contexts before we apply the insights learned from a specific background. For example, Korea has a strong manufacturing industry that offers many promising business items with a strong orientation to enter international markets (OECD, 2024). There were also active Christian business communities, such as CBMC Korea, which provided mentors dedicated to discipleship training in this study. In addition, cultural similarities also have played an important role in improving the effectiveness of training, as trust was built on these shared values, allowing mentors to effectively guide entrepreneurial processes through role modeling and coaching. Since all international students came from Asian cultures, which share a collectivistic and high-power distance culture similar to Korea's, the international students were dedicated to their group work, built strong bonds, showed respect for authority toward seniors and educators, and avoided conflict with others similar to the tendencies of domestic Korean students as well as the mentors (Hofstede, 2001). Asian cultural values, such as prioritizing group harmony, respecting elders, preferring conflict avoidance (Hofstede, 2001), and prioritizing relationship building above all else due to the particularistic value system (Trompenaars & Hampden-Turner, 2011), combined with the presence of the pressing common group task of the business plan contest, potentially explain why religious tensions were not observed in this study. However, separate rigorous empirical research is needed to test this hypothesis. However, if any organization plans to implement a similar program in a different context for international students from Asia, it should be applied creatively to mitigate any unexpected cultural conflicts.

Fifth, this study has a limitation that the sample size is relatively small, but it is expected that there will be a sufficient number of respondents for rigid statistical analysis in the near future due to plans to repeat similar programs. If enough samples are gathered through future longitudinal research, we anticipate that a financial analysis of entrepreneurship that has a good influence on society will also be possible.

Lastly, there are a few suggestions for the next iteration of the program. First, it would be beneficial to have regular mentor meetings once every one or two months and create a website for mentor support to empower mentors for subsequent programs. Next, assigning one or two native Korean students to each team should be continued as this had a substantial effect on the program; these students played an important liaison role by improving communications between their teammates and mentors while also providing timely feedback to the program administrators. In addition, developing an incentive program where the student graduates of the program could serve as teaching assistants in subsequent programs may enhance the educational effect through role modeling.

CONCLUSION

We conducted this entrepreneurship education program to enable international students to learn biblical business concepts, experience exemplary Christian business practices, and then develop a business plan that exerts good influence. Through the 4Hs framework, we aimed to maximize the effect of experiential learning through mentoring by matching the educational objectives and contents of both mentors and mentees. During the education period, students were able to see and learn the business, passion, Christian work ethics, and work habits of mentors. There are some practical insights learned from this study that can be also applied to other cultural backgrounds. For instance, matching students with mentors from their preferred industry could still serve as a foundational approach, and listing possible business opportunities that mentors' businesses can offer and allowing students to choose from these options could easily develop rapport with their mentors. With mentors' guidance, students could conduct feasibility studies and take the initiative to explore innovative ways to enter their home country markets. Furthermore, providing a natural setting for both mentors and mentees to share personal experiences and engage in informal activities, such as sharing meals together, could enhance the mentoring effect, aligning with the 4Hs framework.

As Gerhart (2021) argues, if mentors emulate Jesus and set an example in a life of self-denial, humility, and a willingness to relinquish material possessions, and if these bring benefits or feasible hope to society, it will not be difficult for students to see God's transforming power and grace in it. This role modeling can inspire students to embody the biblical values and business examples of mentors and grow to be change agents themselves who will heal and restore the world through their good business. This kind of result cannot be expected in a short time, but if we build a community that fosters an eco-system for this entrepreneurship education program, practice faith in the workplace, and nurture future business leaders through our life examples, these efforts will surely bear fruit.

This study can contribute to our understanding of Christian entrepreneurship education, a new approach to international student ministries, and a creative application of business as mission. This study also provides strategic mission opportunities to the Christian business community while meeting the needs of international students. Recognizing God's sovereignty and grace in business and fostering greater ethical and spiritual impact in one's workplace can contribute to the expansion of the kingdom of God (Bamber & Borchers, 2020; Ward, 2021). It must be a great mission if the community can make disciples who honor God, love their neighbors, and manage companies that benefit society.

This entrepreneurship education program has revealed that international students can provide valuable insight and access to their home market and culture, rather than viewing them as mere recipients of education or ministry. Mentors also testified that they learned first-hand mission field experience while interacting with international students. From a platform business model perspective, the platform thrives as an ecosystem, connecting both market sides and facilitating connections and interactions between participants, while benefiting all stakeholders through mutual coexistence and growth (Kim, 2016). Likewise, this entrepreneurship education program served as a platform for both international students and local businesses to cultivate business opportunities together.

The program also offers collaboration opportunities among universities, mission agencies, and government agencies that aim to attract international students and help them contribute to society. In the future, we anticipate that we also need guidance and support from incubators and accelerators for each start-up stage and to raise funds. In addition, the government's support is required to reduce unnecessary obstacles for foreign students to start a business.

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APPENDIX A: PROGRAM DESIGN

Pedagogical Foundation	<ul style="list-style-type: none"> • Experiential learning • Mentoring
Course Components	<ul style="list-style-type: none"> • Lectures • Team reflections and activities • Company visit • Business plan contest
Course Outcomes	<ul style="list-style-type: none"> • Understanding the purpose of business and the aligned learning outcomes for both mentors and mentees (4Hs) • Creation of business • Internship

APPENDIX B: THE CONTENT OF THIS ENTREPRENEURSHIP EDUCATION

Learning Objectives	
Spiritual	<ul style="list-style-type: none"> • Provide a healthy benefit to society • Remember that customers are just as important as family • Be fair and respectful to your competitors • Treat employees fairly and respectfully • Take care of your employees' needs • Invest in the training and development of employees • Foster workplace culture to promote mutual respect and caring • Treat suppliers and distributors fairly and with respect • Respect the law and custom • Always try to be a moral company
Social	<ul style="list-style-type: none"> • Make an effort to change bad social practices • Actively meet the needs of the community • Strive to solve discrimination and alienation • Plan and implement the business to help the socially disadvantaged • Sponsor organizations that help the socially disadvantaged
Economic	<ul style="list-style-type: none"> • Actively work to alleviate economic poverty in the community • Strive to provide more quality job opportunities • Do not profiteer on price • Do not encourage unnecessary consumption to expand profits • Prioritize the welfare of employees • Make an effort to provide sufficient pay for employees

APPENDIX B: THE CONTENT OF THIS ENTREPRENEURSHIP EDUCATION (CONTINUED)

Learning Objectives	
Environmental	<ul style="list-style-type: none"> • Actively protect the environment • Actively solve environmental pollution problems • Sponsor an environmental group
Business Capacity	<ul style="list-style-type: none"> • Develop and implement a business strategy • Plan and conduct market research • Develop a business item and commercialize it • Manage the distribution network • Manage financing and profitability • Create an organization to drive a business
Servant leadership	<ul style="list-style-type: none"> • Be a servant leader • Enable society to see hope through my business • Practice justice and fairness in business relationships • Have a humble personality • Set a time and look back at myself • Love your neighbors

APPENDIX C: MENTOR LEARNING OBJECTIVES AND CONTENTS

	Objectives	Contents
Mentor workshop	Understanding this entrepreneurship education	<ul style="list-style-type: none"> • The Kingdom of God (KOG) business <ul style="list-style-type: none"> ◦ Creation purpose of business ◦ Business as mission company stories • International student ministry • The missional impacts of this entrepreneurship education program • The quadruple bottom lines (spiritual, economic, environmental, and social aspect of business) • Friendship evangelism • Discipleship • Cross-cultural understanding • Counseling
Regular meeting	Building a KOG community	<ul style="list-style-type: none"> • Common daily devotion and sharing through social network platform (KakaoTalk) • Prayer • Testimony • Fellowship
Vocation	Recognizing missional mentors' calling and roles	<ul style="list-style-type: none"> • Business as mission worker • Servant leader • Good steward • Mentorship/disciple • Organizing a prayer supporter group
Business skills	Sharing gifts and talents	<ul style="list-style-type: none"> • Business plan • Market research • Organizing skills • Networking

**APPENDIX D: SIMPLIFIED MENTOR TRAINING OBJECTIVES ALIGNED WITH THEIR
MENTEES' LEARNING OBJECTIVES THROUGH THE 4HS FRAMEWORK**

Mentors' Learning Objectives	
Head (knowledge)	<ul style="list-style-type: none"> • Understand the Kingdom of God (KOG) business • Understand strategies of the entrepreneurship education • Understand the mission (equipping global business leaders) • Understand the identity of the steward who acts as light and salt • Spiritual, economic, environmental and social aspects of business • Understand the international student ministry • Understand discipleship
Heart (passion)	<ul style="list-style-type: none"> • Advance the KOG at workplace • Love God and neighbors • Develop a deep relationship with mentees
Hands (skills)	<ul style="list-style-type: none"> • Implement discipleship and friendship evangelism • Implement global market strategies • Understand different cultures and build trust • Network for the entrepreneurship education
Habits	<ul style="list-style-type: none"> • Do daily devotions (contemplation of the Bible, prayer, fellowship, worship) • Demonstrate sound decision-making (holiness, righteousness, love) • Cooperate with churches and mission agencies • Hold regular meetings with mentees (at least once a month) • Get support from family • Share hope of the KOG • Live a model life

APPENDIX D: SIMPLIFIED MENTOR TRAINING OBJECTIVES ALIGNED WITH THEIR MENTEES' LEARNING OBJECTIVES THROUGH THE 4HS FRAMEWORK (CONTINUED)

Students' Learning Objectives	
Head (knowledge)	<ul style="list-style-type: none"> • Learn about the creation and the purpose of business from the Bible • Realize that the Bible is a practical book • Understand that business should provide a healthy benefit to society • Understand that business can alleviate economic poverty • Understand that business can empower the socially disadvantaged • Understand that business can actively protect the environment
Heart (passion)	<ul style="list-style-type: none"> • Remember that customers are just as important as family • Be fair and respectful to competitors • Treat employees fairly and respectfully • Invest in the training and development of employees • Try to solve discrimination and alienation • Provide more quality job opportunities • Do not profiteer on price • Provide sufficient pay for employees • Do not profiteer on price • Provide sufficient pay for employees • Make an effort to change bad social practices • Actively solve environmental problems
Hands (skills)	<ul style="list-style-type: none"> • Develop and implement a business strategy • Plan and conduct market research • Develop a business item and commercialize it • Analyze a business feasibility • Manage the distribution network • Manage financing and profitability • Create an organization to drive a business
Habits	<ul style="list-style-type: none"> • Set a time and look back at myself • Attend a class reunion for this entrepreneurship education • Have regular meetings with mentors at least once a month • Attend any class-related meetings related to this training • Prioritize the welfare of employees • Treat suppliers and distributors fairly and with respect • Do ethical business practices • Do not encourage unnecessary consumption to expand profits • Minimize by-products of business activities • Sponsor organizations that help the socially disadvantaged • Try to build healthy work habits

APPENDIX E: THE THEMES AND GROUP ACTIVITIES OF THIS ENTREPRENEURSHIP EDUCATION

Week	Theme	Group Activity	Learning Objectives
1	The purpose and impact of business	Icebreaker and team building	The quadruple bottom line (stewardship)
2	Market study	The buyer utility map, customer value chain, de-coupling	Customer discovery, business models
	Mentors' business items	Team business item selection	Customer journey map
3	Ideation	The SCAMPER method, Mandala chart, team business idea generation	Idea development
4	STP marketing strategy	Persona canvas, case studies	STP marketing strategy
5	Lean board 1	Lean board and examples	Business model analysis
6	Lean board 2	Business purpose, market analysis, profitability, sustainability	Feasibility study
7	Company visit	During and post-visit discussions	The quadruple bottom line, purpose of business, servant leadership
8	Business plan contest	Team presentations	Business plan, presentation skills

Mentors assisted all team practices

APPENDIX F: THE MAIN AND MENTOR ACTIVITIES OF THIS ENTREPRENEURSHIP EDUCATION

	Main Activities	Week										Mentor Activities	
		Start	End	1	2	3	4	5	6	7	8		
Lecture	Theories and concepts	1	6										Learning together with students
Group activities	Skill development	1	8										Guiding with hands-on experience
Lunch	Refection with mentors	1	8										Life sharing, counseling
Business planning	Mentor-guided market research, feasibility study	3	7										Assisting and coaching
Company visit	Preparing questions	7	7										Reflection time (deep dialogue)
Business plan contest	Team presentations, award ceremony	8	8										Receiving feedback and comments

APPENDIX G: NOTABLE STUDENT AND MENTOR FEEDBACK

Source	Quotations
Students	<p>“I realized that the purpose of business is solving social problems and creating thriving communities rather than mere profit-seeking.”</p> <p>“My mentor helped me develop my business idea and my team won the business idea contest, which led to an internship opportunity at a Korean company.”</p> <p>“I am so grateful to be part of a warm and supportive learning community.”</p> <p>“We really appreciate our mentors’ generous support. Our team has decided to donate the business idea contest prize money to ISF to support other international students.”</p>
Mentors	<p>“It’s great to meet like-minded mentors who are passionate about discipleship.”</p> <p>“I’m excited to experience that my life story and business skills are useful for mission.”</p> <p>“The lunch meeting with mentees was so sweet and we often had deep dialogues and shared our life stories beyond business talks.”</p> <p>“I paused and thanked God when I heard that the graduates of this program elected one of them as the ‘alumni president’ so that they would meet regularly even after the conclusion of the program. This education became an ongoing one, not a one-time event.”</p>