

INTERNATIONAL ENTREPRENEURSHIP

ECVET-proof "unit profile" (described in terms of knowledge, skills and competence) focused on INTERNATIONAL ENTREPRENEURSHIP.

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Lifelong Learning Programme

Colophon

INTERNATIONAL ENTREPRENEURSHIP

ECVET-proof "unit profile" (described in terms of knowledge, skills and competence) focused on INTERNATIONAL ENTREPRENEURSHIP.

The unit profile was developed by:

CECOA - Centro de Formação Profissional para o Comércio e Afins.

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Framework

According to INTENT project proposal, work package 3 aims to develop an independent, ECVET-proof unit profile concerning international entrepreneurial competences, especially those that focus on cultural awareness and inter and intra cultural behaviour.

Clearly the project aims to define a "unit profile" focused on INTERNATIONAL ENTREPRENEURSHIP especially on the body of knowledge, skills and competences in the field of cultural awareness and inter and intra cultural behaviour required in order to be an entrepreneur in an international context.

According to the Communication from the Commission "Implementing the Community Lisbon Programme: Implementing entrepreneurial mindsets through education and learning", ENTREPRENEURSHIP is a key competence for growth, employment and personal fulfilment and is defined as "an individual's ability to turn ideas into action". In line with this definition, entrepreneurship does not mean the "ability to set up a new business" but the ability to use a set of competence such as creativity, self confidence, innovation and risk taking in order to transform ideas into action. It's in fact more a question of "mindset" "behavioural and personal and social abilities/ attitudes".

Declining from the previous definition INTERNATIONAL ENTREPRENEURSHIP can be defined as "an individual's ability to turn ideas into action in an international context".

According to the Education and Training 2010 Work Programme, entrepreneurship is considered as one of the eight key competences for lifelong learning, necessary for personal fulfilment, social inclusion, active citizenship and employability.

In a society where globalisation is a key element and the European and worldwide dimension of business is a fact, to be able to use "entrepreneurship competences" in an international context seems to be an imperative.

Formal education in Europe has not been conducive to entrepreneurship although recognised by all that VET systems can greatly contribute to successfully addressing the entrepreneurial challenge within EU.

On top of that and according to the work package 2 research conduced, one of the major obstacles to an increasing international entrepreneurship seems to be the cultural barriers and the ability to successfully manage and overcome cultural diversity.

INTENT project is clearly an answer to this set of questions as it main objective is to develop a "unit profile" and training programme enabling education and training systems to use them at national level in different national qualifications and qualification levels and aiming to raise "mindfulness" and behavioural/soft skills in entrepreneurship in an international/multicultural context, thus focused on

cultural awareness and inter and intracultural behaviour and that, resulting from the background knowledge research of work package 2, the partnership decided to call it in the project as INTERCULTURAL INTELLIGENCE.

But what exactly does INTERCULTURAL INTELLIGENCE mean? Taking into consideration all that has been said and for the purpose of the project, Intercultural Intelligence can be defined as "an individual's ability to step beyond their own culture and function with other individuals from linguistically and culturally diverse backgrounds" (Source: Fantini).

In fact, behind both of the concepts presented before – INTERNATIONAL ENTREPRENEURSHIP and INTERCULTURAL INTELLIGENCE – one can find a similar set of competences which are needed to perform in an international context effectively and appropriately when interacting with others.

This is the project justification for writing and creating a ECVET-proof "unit profile" (described in terms of knowledge, skills and competence) focused on INTERNATIONAL ENTREPRENEURSHIP (and named as such) which for the purpose of the project is "an individual's ability to turn ideas into action while working with individuals from linguistically and culturally diverse backgrounds".

Methodologically speaking and because it was easier to decline the set of knowledge, skills and competence required to perform in an international context effectively and appropriately when interacting with others, the partnership used, as starting point, a specific professional context – the international trade context. Based on that, the partnership described a general set of 3 main activities (transferred from the Leonardo da Vinci COMINTER project – source of innovation of the INTENT project) in which the knowledge, skills and competence described in the ECVET-proof "unit profile" can be used and to be more concrete, presented some examples of these 3 activities.

Activity 1:	Searching for, initiating and instigating business opportunities at international level
Examples:	 Searching and monitoring business opportunities at international level
	Exploring international market presence
	Setting up local offices abroad
	 Creating and designing an international company strategy

Activity 2:	Preparing, organising, participating, carrying out and following up international
	business activities
Examples:	 Designing and implementing new solutions, products, services targeted to international costumers
	Giving an international focus to business projects
	 Dealing with/being involved in international mobility and expatriation issues
	Organising and coordinating events (fairs, exhibitions, seminars, etc) abroad or
	involving people coming from abroad
	 Dealing with foreigner customers or foreigner authorities

Activity 3:	Managing diverse relations and contacts in different contexts and cultures						
Examples:	Working and/or leading a multicultural team/working group						
	Recruiting and developing multi-cultural teams						
	■ Dealing/Communicating with customers, business partners, suppliers in						
	different parts of the world (personally, by telephone, in writing through letter,						
	fax, e-mail, etc)						
	 Managing international business relations/contacts 						
	Gaining clients, business partners and employees trust/cooperation						
	Dealing with cross-cultural conflicts						
	Participating in international negotiations/sales						
	Participating in cross-cultural meetings						
	 Dealing with/being involved in international mobility and expatriation issues 						
	Organising and coordinating events (fairs, exhibitions, seminars, etc) abroad or						
	involving people coming from abroad						

Although, for a full understanding of this "unit profile" it is important to stress that, the professional context was only used for methodological purposes and without any intention of describing a "specific professional profile" in which the knowledge, skills and competence will be used. In fact, it's important to state that people can be involved in these activities at different levels (example: be an entrepreneur about to set up a business abroad or an assistant involved in an international business monitoring activity), in different geographical contexts (example: in a national context – organising a event in own country but involving people coming from other countries/cultural backgrounds - or abroad – setting up local offices abroad) and in different sectors (example: international trade, tourism industry), thus, requiring different levels of performance in the knowledge, skills and competence identified. In fact, the knowledge, skills and competence identified are not specific to one professional sector (example: similar skills required both in international trade but also in the service sector, or tourism industry).

That's why, in the project work package 4, the partnership will define a training programme organised in such a way that can be used by the national Education and Vocational Training Systems in different national qualifications and at different qualification levels. In other words, the training programme may be used to work towards an independent certificate or may be integrated as a training module in an existing qualification.

Used definitions in the unit profile

Knowledge:	facts, principles, theories and practices that are related to a field of work or		
	study.		
Skills:	applying knowledge and using know how to complete tasks and solve problems		
	(cognitive and practical).		
Competence:	Level of performance in a given context (different levels of autonomy and		
	responsibility); professional attitude and behaviour; expressed as the "ability to".		



Unit profile "International entrepreneurship"

	KNOWLEDGE	SKILLS	COMPETENCES 'T
Activity 1: Searching for, initiating and	K1. Definitions and best practice in entrepreneurship: The basis of entrepreneurship	S.1. Setting goals according to identified possibilities for change and improvement	C.1. accept difference as an opportunity to learn
instigating business opportunities at international level	 Entrepreneurship process Role and responsibilities of an 	S.2. Understanding the needs and priorities of customers (internal and external)	C.2. accept to put team objectives before personal objectives
	entrepreneur - Responsible Entrepreneurship	S.3. Adapting or generating imaginative or innovative ideas	C.3. assume responsibility in the workplace C.4. balance progress on objectives with
Activity 2:	K.2. Goal setting: - Strategic, operational aims	S.4. Thinking out-of-the-box / challenging assumptions	getting all parties on board
Preparing, organising, participating, carrying out and following up	Leadership qualitiesCreative thinking techniques	S.5. Obtaining and using all relevant information from a variety of sources	C.5. be assertive C.6. be autonomous
international business activities	K.3. Business monitoring and knowledge	(permanent monitoring)	C.7. be curious
	management: - Diversity, complexity, ambiguity in	S.6. Identifying one's strengths and weaknesses	C.8. be determined / resilient C.9. be emotionally intelligent
Activity 3:	globalized environment - Principal worldwide trends in political,	S.7. Influencing others of your ideas and negotiating	C.10. be empathic
Managing diverse relations and contacts in different contexts and	economical, business and social spheres	S.8. Setting priorities, assessing risks and	C.11. be independent in fixing priorities C.12. be open minded
cultures	- Challenges associated with globalisation and technological	making choices S.9. Tackling key issues and problems in a	C.13. be personally responsible
	innovation - Economic, political, legal, commercial monitoring of the environment/markets	logical step-by-step way S.10. Setting high goals for self and others	("accountability") C.14. be proactive
	- Business monitoring techniques	focusing on the delivery of targets and deadlines	C.15. be realistic

^{*} Expressed as "The ability to... "

KN	IOWLEDGE	SKILLS	S	СОМР	PETENCES *T
K.4	 Negotiating techniques & Influencing skills: Negotiation strategies, models and techniques 	S.11.	Maintaining effectiveness in a constantly changing environment	C.16.	be self aware and know oneself / be self perceptive
	 Negotiation practices of the target countries 	S.12.	Constantly checking internal and external customers satisfaction	C.17. C.18.	be self confident change filters/perspective
K.5	5. Time management:	S.13.	Understanding the impact of all actions on business results	C.19.	do confident decision making
	 Planning having in mind defined objectives Fixing priorities 	S.14.	Working, collaborating and delegating in a multicultural team	C.20. C.21.	empower others express solidarity
	- Methods and tools to personal organisation and time management	S.15.	Leading and motivating culturally different people	C.22.	fix priorities harmonize
K.6	Emotional intelligence Stress management, impact of	S.16.	Managing conflicts in the interest of all concerned parties	C.24.	have a solution focused mindset
	emotions on performance, overcoming culture shock	S.17.	Solving problems in the interest of all concerned parties	C.25. C.26.	improve matters listen actively
K.7	7. Culture definitions & Intercultural Management Models:	S.18.	Taking into account and acting on feedback without undermining long term	C.27.	look ahead beyond the constraints of the current situation
	 National, regional, sectoral, corporate, personal culture 	S.19.	goals Gaining the support and commitment of	C.28. C.29.	manage several issues simultaneously manage stress
	 Identification and comparison of cultural differences: Hofstede, Hall, 	S.20.	the people you work with Identifying own cultural references and	C.30.	manage time
	Trompenaars (simplified versions)	5.20.	their effect on behaviour	C.31.	motivate yourself to learn
K.8	Cultural briefing techniques Cultural practices	S.21.	Recognising cultural elements in other people's behaviour	C.32.	move out from comfort zone be objective focused and flexible in your
	customs/habits/rituals/business etiquette - Different international management	S.22.	Interpreting positively other people's behaviour	C.34.	approach postpone judgement

KNO	OWLEDGE	SKILLS	S	СОМР	ETENCES T
	strategies - Possible difficulties doing business in a country	S23.	Respecting your own and others values and cultures	C.35.	with little visible discomfort
	Cultural differences depending on the country/culture: a) Easily identifiable: politics, geography, history, economy, religion, eating habits, clothing, cultural celebrations, etiquette, behaviours, "do's and don'ts", jokes b) Less easily identifiable: beliefs, values, shared world views, rituals, principles of expression, interaction rules, modes of	S.24. S.25. S.26. S.27.	Transforming knowledge of the difference between "how you are perceived by others" and "how you perceive yourself" into effective communication strategies Recognizing personal stereotypes and their limiting effect on performance Accepting and managing complexity Adapting own communication style according to the cultural background of	C.36. C.37. C.38. C.39. C.40. C.41.	respect others / Show a positive regard for others individuals self motivate self regulate show flexibility and adapt behaviour to different requirements and situations show sensory acuity suspend disbelief about other cultures and belief about one's own culture
	perception, communication styles, dealing with dilemmas, business practices, time work style, attitudes	S.28.	the interlocutor Expressing one's opinions and beliefs without affecting good relationships with others	C.42. C.43.	take initiative take risks
K.9.	Intercultural Communication: How culture affects human interaction at individual and professional levels K.9.1.Perceptions	S.29.	Clarifying and checking regularly understanding and summarizing/establishing the relationship between linguistic expression and cultural	C.44. C.45. C.46.	think and analyse critically think creatively tolerate ambiguity tolerate difference
	- Definitions of: values, norms, intercultural, multicultural, cultural diversity, ethnocentrism	S.30.	Developing communication strategies to overcome potential misunderstandings	C.48. C.49.	trust understand others concerns and motives
	 How you see your own cultural norms/customs/rituals – main characteristics How others see your own cultural norms/customs/rituals – main 	S.31. S.32.	Conducting and facilitating different types of meetings/working groups involving people coming from different cultural backgrounds Recognizing roles and responsibilities in		

KNOWLEDGE	SKILLS		COMPETENCES *T
characteristics - Ethnocentrism - Personal identity/national identity - Distinction between generalisations and stereotypes - The notion of relativity in cultural patterns K.9.2.Behavioural styles and thinking - Thinking patterns for judgement: strategic thinking, emotional thinking, realistic thinking - Thinking patterns for thinking processes: rational thinking, systems thinking, cause&effect thinking, contingent thinking K.9.3.Non verbal communication types and styles - proxemics (space, territoriality) - kinesics (gesture, body movement) - haptics (touch) - oculesics (eye communication) - cultural attitudes towards physical contact, eyes contact, etc K.9.4.Benefits/Challenges of a multicultural work environment - Functioning and management of intercultural teams - Multicultural project team management	S.33. E	Building and maintaining networks of business contacts in and beyond the company/national borders that may contribute to success Communicating concise and accurate information in appropriate written and verbal formats Accepting and integrating cultural differences in work and in decision making process Taking into account different negotiation styles when interacting with other cultures Using appropriate language for non native speakers Adapting your language to take into account what is cultural acceptable by others Decoding the body language and nonverbal communication to understand other cultures Finding win/win solutions in potentially conflictual situations involving people coming from different cultural backgrounds	COMPETENCES*I

KNO	IOWLEDGE	SKILLS	COMPETENCES *T
	- Preparing, conducting and evaluating		
	multicultural meetings		
	- Networking		
	K.9.5.Conflict Management Cross-cultural conflict resolution/prevention Conflict management techniques/Conflict solving techniques Concept of win-win solutions in conflict solving situations Accepted approaches in conflict solving		
	depending on the country/culture		