



INTERNATIONAL ENTREPRENEURSHIP

Portfolio of international entrepreneurship competences.

November 2009



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Education and Culture DG

Lifelong Learning Programme

Colophon

INTERNATIONAL ENTREPRENEURSHIP

Portfolio of international entrepreneurship competence.

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Managing editor & design:

P. van den Bosch, EVTA (BE)

Technical editor:

H. Cenat, AGEFA-PME (FR)

F. Bibby, AGEFA-PME (FR)

Coordinator:

P. Mare, KC Handel (NL)

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Introduction

For Employers and Employees, Trainers and Trainees using the portfolio of International Entrepreneurship Competence

The Portfolio International Entrepreneurship Competence provides employers and employees, trainers and trainees a record of progress in key attributes of International Entrepreneurship Competence. It has three parts:

1. A Passport of International Entrepreneurship Competence which summary record all formally assessed competences,
2. A Biography of International Entrepreneurship Competence in which assessees may record personal experiences and encounters that may have contributed to their international and intercultural development,
3. A Dossier of Evidence of International Entrepreneurship Competence in which assessees may keep any documentary or recorded evidence of their progress and actual competence to date.

1 Passport of International Entrepreneurship Competence

This document implies future targets for development and can be used to inform a training programme (in this case the level of the intent training programme). According to the prevailing work culture, the Passport of International Entrepreneurship Competence can include records of:

- External end-of-course assessment through tests and interviews,
- Continuous self-assessment,
- External assessment.

Which form of assessment is preferred?

TYPE	Advantages	Disadvantages
External end-of-course assessment	<ul style="list-style-type: none"> ▪ It is a well-established and familiar practice ▪ It is objective ▪ It is not susceptible to bias or misrepresentation 	<ul style="list-style-type: none"> ▪ It focuses on just one relatively brief sample, or set of samples, of the assessee's performance and may not always reflect the assessee's day-to-day competence. ▪ It does not engage the assessee in self- reflection or interact with a developmental learning process.
Continuous assessment through a portfolio of evidence	<ul style="list-style-type: none"> ▪ It allows for consideration of the fact that assesses's day-to-day performance on one day might be outweighed by satisfactory performances on most days. ▪ It engages the assessee in reflecting on his/her present competence, future goals and preferred approaches to learning and assessment. ▪ It involves the assessee in a continuous dialogue with the trainer and others involved in his/her development as employees or learners. 	<ul style="list-style-type: none"> ▪ Its processes are less well established and less familiar. ▪ It may be thought too subjective. ▪ It may be thought too susceptible to bias or misrepresentation.

Because of the respective advantages a combination of the two assessment approaches may well be desirable.

SECTION	Advantages
<p>One:</p> <p>External assessment</p>	<p>External test results may be recorded and endorsed by the assessing centre, training centre or trainer. Please refer to the attainment grid, page 16 of the guide to record the level attained.</p>
<p>Two:</p> <p>Online assessment</p>	<p>Scores attained in on-line self-assessment tests can be recorded her. If available, external endorsement of these scores can also be recorded. Please refer to attainment and competence assessment on page 14 of the guide to record the level attained.</p>
<p>Three:</p> <p>Self assessment</p>	<p>There are pages which the assesses may, in consultation with their trainer/assessor, carry out a self-assessment by referring to criteria taken directly from, or derived from, the self-assessment grid on page 15. NB the model record leaves these pages blank, as the assessor might decide either to use the assessment criteria drawn directly from the grid or to use the specific training programme which have been developed to reflect criteria in the grid. An example is given, for each level of competence, of a performance description that fits one of the criteria in the self-assessment grid.</p> <p>There are columns for the assessees to tick and for the trainer/assessor to tick. It is envisaged that the assessees will tick against criteria that he or she feels he/she can meet. The trainer/assessor will then verify, by observation, questioning or scrutiny of documentary evidence, the assessee's self assessment and tick in the corresponding column</p>

Is it essential to complete all sections of the Passport?

It may be that one employer or training centre requires both a record of external assessment (Section 1) and a record of on-line test results (Section 2). Another may wish to combine the continuous assessment approach (Section3) with on-line test results record (Section 2). There is no absolute rule as to which parts of the record should be maintained, although at least one section should be completed. The external assessment part will of course depend on national rules and regulations concerning format assessment. This passport is designed to be flexible and to allow the possibility for adaptation to different contexts and qualifications.

2 The Biography of International Entrepreneurship Competence

This document has pages that allow the assessee:

1. to describe their intercultural background,
2. to reflect on how they see themselves in an intercultural situation,
3. to record actual experiences of intercultural co-operating or of co-operation and interaction which demonstrate International Entrepreneurship mindset, stating what important developmental lessons they learnt on each occasion and to reflect analytically on their current successes and challenges.

The Biography of International Entrepreneurship Competence is intended to promote self-awareness and motivate the assessee to take responsibility for his or her own progress.

It is an entirely voluntary and private record within the portfolio but the assessee's may on occasion wish to share its contents with, say, a prospective employer or in an interview for further training, by way of illustration of their competence or progress.

3 The Dossier of International Entrepreneurship Competence

The Dossier section can contain any tangible evidence of the assessee's intercultural or international entrepreneurship competence. This evidence will substantiate the competence levels recorded in the Passport of International Entrepreneurship Competence and may take the form (for example) of:

- certificates where a relevant qualification has been taken,
- feedback statements from a formal assessment session,
- 'witness statement' in which a work colleague or other individual has been able to testify to the assessee's demonstration of competence to deal with an intercultural encounter or situation or which demonstrates competences supporting the development of an international entrepreneurship mindset,
- audio or video recordings of the assessee's interacting effectively in an intercultural situation... and so on.

The Dossier section has notes and photocopyable pages to help the assessee assemble and organise evidence that he or she would like to keep. The assessee is reminded to make advance copies of these so as always have the necessary pages to extend their evidence.



Passport of International Entrepreneurship Competence

Name and address of assessee:

Company name and address:

Starting date of training programme:

Your passport of international entrepreneurship competence

This passport is a record of your progress toward International Entrepreneurship and Intercultural competence as demonstrated through formal assessment.

It provides records of:

- External assessments carried out by visiting assessors or assessment centres you have visited (page 10),
- On-line or self assessment tests which you have produced in the workplace or through simulations included in your training programme (page 14)

It also allows you to:

- evaluate your own progress against the one's that relate directly to the sort of situations you encounter at work or during a mobility period. Here you can tick the activities in which you feel competent and you assessor or supervisor is invited to confirm in a second column that they agree with your self-assessment.

If you so wish, you can show this passport, like a CV, to any person (e.g. prospective employer) who has an interest in you being able to work effectively in an intercultural situation or to demonstrate soft skills and competences necessary to an international entrepreneurship mindset...

This passport is part of a Portfolio of International Entrepreneurship Competence that :

- enables you to keep records of and reflect on, experiences that have contributed to your progress (intercultural, international interaction biography),
- enables you to store in an organized way any pieces of evidence that support the levels of competence recorded in this passport.

Section one: External assesement by criteria of competence

RESULTS OF EXTERNAL ASSESSMENT

Date	Assessor	Test title	Result	Level

Assessor’s comments on performance and future target setting

Assessee’s comments on performance and future target setting

RESULTS OF EXTERNAL ASSESSMENT

Date	Assessor	Test title	Result	Level

Assessor’s comments on performance and future target setting

Assessee’s comments on performance and future target setting

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Date	Assessor	Test title	Result	Level
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Assessor's comments on performance and future target setting

Assessee's comments on performance and future target setting

RESULTS OF EXTERNAL ASSESSMENT

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Assessor's comments on performance and future target setting

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Assessor's comments on performance and future target setting

Assessee's comments on performance and future target setting

RESULTS OF EXTERNAL ASSESSMENT

Date	Assessor	Test title	Result	Level
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Assessor's comments on performance and future target setting

Assessee's comments on performance and future target setting

RESULTS OF EXTERNAL ASSESSMENT

Date	Assessor	Test title	Result	Level
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Assessor's comments on performance and future target setting

Assessee's comments on performance and future target setting

RESULTS OF EXTERNAL ASSESSMENT

Date	Assessor	Test title	Result	Level
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Assessor's comments on performance and future target setting

Assessee's comments on performance and future target setting

Section Three: Continuous internal assessment of performance in the work place, in host organisations and in training simulations

INTENT Assessment criteria

Assessee version 'overview'

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
Overview of competence	<p>I am already willing to interact successfully with people of other cultures. I tend to pick things up and learn from them as I go along but I haven't yet the experience to work out any system of dealing with inter cultural situations in general. I respond to events, rather than planning for them. At times I may be perplexed by the different ways of working and organisation of people from other cultures. At this stage I am reasonably tolerant of other values, customs and practices although I may find them odd and surprising and I may approve or disapprove.</p>	<p>As a result of experience and/or training, I am beginning to view more coherently some of the aspects of intercultural encounters I used to deal with in a 'one-off way'. I have a mental 'map' or 'checklists' of the sort of situations I am likely to need to deal with and am developing my skills to cope with them. This means that I am more prepared for the need to respond and adapt to the demands of unfamiliar situations. I am quicker to see patterns in the various experiences I have and I am beginning to draw conclusions without having to seek advice. I find it easier to respond in a neutral way to difference, rather than approving or disapproving.</p>	<p>Many of the competences I developed consciously at the intermediate level have become intuitive. I am constantly ready for situations and encounters in which I will exercise my knowledge, judgement and skills and have a large repertoire of strategies for dealing with differences in values, customs and practices among members of the intercultural group, I not only accept that people can see things from widely varying perspectives and are entitled to do so, but am able to put myself in their place and avoid behaviour I sense would be hurtful or offensive. At this level of operation I am able to intercede when difficulties arise and tactfully support other members of the group in understanding each other. I am confident enough of my position to take a polite stand over issues despite my respect for the viewpoint of others.</p>

Assessor version

I: Creative entrepreneurship mindset

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	The candidate at this level has primary awareness of the need to be open and looks for new ideas and ad hoc basis. Does not yet have a deliberate strategy for innovation. Deals with ambiguity on a one off basis, responding to items as they arise. Still needs a very structured environment and support.	The candidate at this level actively looks for alternatives and new possibilities. Is able to pick up on opportunities in a more systematic way. Has begun to acquire approaches to deal with several issues simultaneously. Can deal with ambiguity in situations where the stakes are not too high and the context is relatively predictable.	The candidate at this level systematically applies creative thinking strategies in their problem solving and are motors of innovative. Are at ease and show no visible signs of stress in ambiguous and uncertain situations.
I.C.1 Think creatively	<ul style="list-style-type: none"> ▪ I understand basic creative thinking strategies ▪ I question the most obvious solutions proposed ▪ I am opened minded towards new ideas 	<ul style="list-style-type: none"> ▪ I use creative thinking techniques ▪ I look beyond the ginve framework for new oppportunities ▪ With some guidance I search for some and suggest new ideas 	<ul style="list-style-type: none"> ▪ I look for innovative solutions with long term vision ▪ I am active in creative new opportunities for improvement
I.C.2 Tolerate ambiguity	<ul style="list-style-type: none"> ▪ I take events as they come, doing what seems reight at the time ▪ I accept complex situations and with guidance am prepared to modify behaviour 	<ul style="list-style-type: none"> ▪ I often plan for different eventualities and can deal with unexpected events familiar contexts 	<ul style="list-style-type: none"> ▪ When ambiguous situations arise, I am comfortable that i ca can deal with them even when personnally challenged

II: International leadership mindset

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	<p>The candidate at this level demonstrates a basic degree of accountability or personal responsibility in the carrying out of set objectives.</p> <p>Has primary awareness of the need to set his/her own personal and professional objectives. Recognizes diversity as positive input in the work environment. Not yet able to identify between ambitious and realistic goals in terms of risks and consequences. Is in the process of learning the value of feedback and accepting it.</p>	<p>The candidate at this level is able to set his own personal and professional goals with some strategic guidance. Demonstrates personal responsibility for his/her actions and is able to justify choices. Takes measured risks and starts to see problems as challenges. Is proactive in looking for solutions in a safe environment. Acting on feedback and asking for feedback in some circumstances. Adapts and positively regards team diversity in dealing with problems.</p>	<p>The candidate at this level sets ambitious personal and professional goals. Actively motivates and stimulates others to the achievement of these goals. Stays focused on objectives while demonstrating flexibility in his/her approach. Strives for continuous improvement and accepts failure as a learning opportunity. Feedback is used as a tool for continuous improvement. Values diversity and maximizes various qualities present in a multicultural team to maximize performance.</p>
II.C.1 Be personally responsible (‘accountability’)	<ul style="list-style-type: none"> ▪ I am not afraid to make decisions and choices ▪ I can explain the decisions and choices I have made ▪ I ask feedback about my work 	<ul style="list-style-type: none"> ▪ I take responsibility for my own decisions and choices, even when the outcome is different than expected ▪ I use feedback and the expertise of someone else to make decisions and choices 	<ul style="list-style-type: none"> ▪ I make decisions and choices, knowing the risks of the decision or choice ▪ I take responsibility for own mistakes ▪ I use feedback to improve my work
II.C.2 Empower and inspire others	<ul style="list-style-type: none"> ▪ I give positive feedback/compliments to team members ▪ I think it is important to work in a diverse team ▪ I take in account the difference between team members by asking advice 	<ul style="list-style-type: none"> ▪ I stimulate team members to do their best and thank them for their effort ▪ I often underline the importance of team members for the team and the importance of diversity in the team ▪ I make use of the differences between team members by the allocating tasks, giving feedback, etc. 	<ul style="list-style-type: none"> ▪ I create positivism and enthusiasm for new ideas and plans in my team ▪ I am a good example for my team in making use of diversity in my team ▪ When I select team members, I aim to select a wide range of different qualities in my team

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
II.C.3 Have a solution focused mindset/be proactive	<ul style="list-style-type: none"> ▪ I try to solve problems, before consulting others ▪ I am proactive in turning ideas into actions 	<ul style="list-style-type: none"> ▪ I make clear decisions ▪ I am proactive in changing work methods, habits, etc., when circumstances change 	<ul style="list-style-type: none"> ▪ I make difficult decisions, even when the outcome is unpleasant ▪ I am flexible, but I keep the goals in mind

III: Negotiating and influencing on an international stage

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	The candidate at this level is able to formulate opinions and ideas. First awareness of the necessity to vary his /her approach depending on the communication context (for example multicultural). Is beginning to apply negotiation strategies in familiar situations. Does not yet have sensory acuity to adapt to unprepared objections. Is still reactive in negotiation and cannot yet take the lead and is beginning to gain understanding of influencing internal and external customers.	The candidate at this level is able to vary his/her approach to the negotiation depending on the context. Is more aware of the impact of opinions and ideas on others and deliberately seeks to get others on board. Is able at this level to understand what is at stake in the negotiation and adapt his/her strategy accordingly.	The candidate at this level is capable of gaining added value from the negotiation and getting commitment and involvement of key stakeholders from different cultures in the negotiation process. Demonstrates a high level of sensory acuity and a capacity to fully integrate others concerns and can react rapidly to act accordingly. Is able to calm others down in high-tension situations in order to make the situation more manageable.
III.C.1 Show sensory acuity	<ul style="list-style-type: none"> ▪ I pay attention to non verbal reactions of people ▪ I am dealing with but I respond emotionally to potentially conflict situations that I don't understand 	<ul style="list-style-type: none"> ▪ I take into account non verbal information and actively listen to my counterpart. ▪ I look for the best way to adapt my negotiating strategy to other cultures. I am not always fully able to control my emotions in potentially conflict situations. 	<ul style="list-style-type: none"> ▪ I apply appropriate listening skills and strategies to sense and read my counterparts reactions and I balance emotion with reason to favour the relationship even in potentially conflictual situations
III.C.2 Balance progress on objective with understanding others concerns and motive	<ul style="list-style-type: none"> ▪ I understand that values, norms and perspectives are culturally determined and may affect the way others negotiate. ▪ I may feel frustrated when I don't get the results I want in my own timeframe. 	<ul style="list-style-type: none"> ▪ I understand time considerations are culturally determined but am still sometimes frustrated by some setbacks rather than searching for the best solution. 	<ul style="list-style-type: none"> ▪ I am able to take into account multiple perspectives when deciding on the best negotiation strategy and on what winning and losing means to my counterpart. ▪ I accept and work with different attitudes to time and deadlines. ▪ I consider setbacks as a matter of course when working with other cultures.

IV: Knowing yourself and others

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	The candidate at this level is able to identify own emotions in a tension situation, but not control them. Can understand other's emotions only through open demonstrations or explanations. May give in to stress and let it influence his relations with others. Can evaluate a situation against own abilities, but superficially. May become stuck in stressful situations.	The candidate at this level is able to suppress unproductive emotions to a certain degree, but does not yet have techniques in place to do it in any situation. He is aware of other's mood and emotions by analysing the situation, but cannot always foresee them. Can organise own work, but may become overwhelmed when everything doesn't go as planned.	The candidate at this level is able to identify the factors that have an impact on his emotions, isolate and control them. He is able to foresee other's reactions based on their mood and personality. He is able to stay calm and take coherent decisions even in high-tension situations. He knows his own abilities very well and is able to organise his work in order to play to own strengths and ask for help when necessary.
IV.C.1 Be emotionally intelligent and use all senses as valid information sources	<ul style="list-style-type: none"> I get emotional in situations I don't understand and I find it hard to understand the emotions strangers may experience. I try to pick up on non verbal communication signals. 	<ul style="list-style-type: none"> I seek out verbal and non verbal information about strangers. I am able to analyse feelings in interpersonal relations and am beginning to control behaviour. 	<ul style="list-style-type: none"> I am attentive to verbal and non verbal behaviour, to the communication context and to interpersonal relations. I am resilient and able to deal with stressful feelings in a constructive way.
IV.C.2 Suspended disbelief about other cultures and belief about one's own culture	<ul style="list-style-type: none"> I am aware that stereotypes may influence my behaviour but I do not yet have a consistent strategy for moving beyond them. 	<ul style="list-style-type: none"> I am open to different ways of thinking, learning, behaving but am still uncomfortable when I feel challenged or that my identity is questioned. 	<ul style="list-style-type: none"> I enjoy interacting with people who think differently and I have a high degree of sensitivity to interpersonal relationships. But I also maintain my personal beliefs and identity when challenged.

V: Intercultural communication

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	The candidate at this level tends to see cultural foreigner's differences and behaviour as strange. Attempts to relate problems of intercultural interaction to different conventions but lacks knowledge to identify differences and tends to hold on to own conventions.	The candidate at this level is capable in familiar situations of seeing the other's point of view and differing perceptions. Begins to relate communication difficulties to differing conventions and attempts to clarify and adapt.	The candidate at this level accepts fully the "other" as a coherent individual and uses decentring skills to maximize communication. Can identify and adapt to different communication and behaviour conventions or to negotiate new discourse rules to avoid misunderstandings or solve them when they arise.
V.C.1 Understand others concerns and motives	<ul style="list-style-type: none"> ▪ I recognize that strangers with whom I am communicating may have different points of view than I do. ▪ I try to find culturally related reasons why strangers behave in a way I perceive as strange. 	<ul style="list-style-type: none"> ▪ I am aware that there are different culturally related perceptions. ▪ I am able to see the point of view of others. 	<ul style="list-style-type: none"> ▪ I am able to decode other people's communication according to their cultural background ▪
V.C.2 Build mutual trust	<ul style="list-style-type: none"> ▪ I am able to adapt my behaviour to people from another cultural background once I know what behaviour is required. 	<ul style="list-style-type: none"> ▪ I am able to adapt my behaviour when communicating with people from another cultural background and can help to clarify ambiguous situations. 	<ul style="list-style-type: none"> ▪ I can deal successfully with ambiguous and conflict situations that are related to different communication conventions

Checklists

When you think you have achieved one or more of the criteria/target in this list, you should sign your initials in the column headed 'assesses'. This achievement will be countersigned by your trainer/assessor when you show him/her your evidence to justify your claim.

LEVEL A		
When I work in an international context with someone from a different cultural back ground, I can...		
	assessee	Trainer/ assessor
Criteria for level 1 (Generic – from grid or work – specific) <i>Example : "When I feel I'm talking at cross-purposes with a foreign colleague, I know that I should be patient and wait to see if there's a cultural explanation for the misunderstanding (Criterion O1.1)</i>		

LEVEL A		
When I work in an international context to solve problems, find solutions and take initiative, I can...		
	assessee	Trainer/ assessor
Criteria for level A (Generic – from assessment grid or work –specific)		

LEVEL B**When I work in an international context with someone from a different cultural background, I can...**

	assessee	Trainer/ assessor
Criteria for level B (Generic – from grid or work – specific) <i>Example : “When I take a particular visitor from our overseas branch out for the evening, I know in advance a set of guidelines for putting him/her at ease and helping him/her to understand and enjoy the occasion (Criterion A2.1)</i>		

LEVEL B**When I work in an international context to solve problems, find solutions and take initiative, I can...**

	assessee	Trainer/ assessor
Criteria for level B (Generic – from grid or work – specific)		

LEVEL C**When I work in an international context with someone from a different cultural background, I can...**

	assessee	Trainer/ assessor
Criteria for level C (Generic – from grid or work – specific) <i>Example : “When tensions develop in a work situation between my local colleagues and those from a partner company abroad, I am usually able to resolve these and leave all parties feeling their point of view or contribution has been valued (Criterion K3.3)</i>		

LEVEL C**When I work in an international context to solve problems, find solutions and take initiative, I can...**

	assessee	Trainer/ assessor
Criteria for level C (Generic – from grid or work – specific)		

Record of Assessed Evidence *

*work-base activity or simulation in training context

To be completed by the trainer/assessor/tutor/mentor

Date	Assessor	Evidence reference (dossier)	Level recorded
Assessor's description of work activity or training situation leading to performance evidence			
Assessor's signature		Assessee's signature	

Date	Assessor	Evidence reference (dossier)	Level recorded
Assessor's description of work activity or training situation leading to performance evidence			
Assessor's signature		Assessee's signature	

Date	Assessor	Evidence reference (dossier)	Level recorded
Assessor's description of work activity or training situation leading to performance evidence			
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Date	Assessor	Evidence reference (dossier)	Level recorded
Assessor's description of work activity or training situation leading to performance evidence			
Assessor's signature		Assessee's signature	

Date	Assessor	Evidence reference (dossier)	Level recorded
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Assessor's description of work activity or training situation leading to performance evidence

Assessor's signature	Assessee's signature
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Date	Assessor	Evidence reference (dossier)	Level recorded
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Assessor's signature	Assessee's signature
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Date	Assessor	Evidence reference (dossier)	Level recorded
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Assessor's description of work activity or training situation leading to performance evidence

Assessor's signature	Assessee's signature
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Biography of International Entrepreneurship Competence

Name and address of assessee:

Company name and address:

Starting date of training programme:

Your Biography Of International Entrepreneurship Competence

This document enables you to keep a personal record of previous and ongoing international and intercultural experiences.

Section one

You can enter any interesting details of your personal history that may have influenced how you respond to intercultural situations and to the demonstration of entrepreneurship mindset competences in an international context.

Section two

You are incited to think about what kind of person you are in an intercultural context and when you are faced with taking on new challenges in an international environment and what aspects of different cultures you find particularly easy or difficult to adjust.

Section three

A diary of intercultural encounters and experiences in which you can report what occurred and how this was valuable to you in :

- making you more open to understanding and respecting differences,
- broadening and deepening your knowledge of other cultures,
- giving opportunities to practise adapting your behaviour to different expectations,
- taking the opportunity to be more proactive and responsible in your approach,
- broadening and deepening your problem solving techniques,
- allowing you to seize or capitalize on new opportunities.

What you record can be entirely personal to you. The object of the biography is to help you keep in touch with your own development – how you respond to intercultural situations, how you react to certain tasks expected of you, how you behave in a new and challenging environment, your responses to initiative and responsibility, why this may be, ways in which you find yourself changing in the light of experience and so on; the objective is to raise awareness about your own learning and development and how you can progress to encourage risk taking. It is based on the idea that much learning can come from situations in which performance was not at its maximum as long as we take the opportunity to modify and change strategy for next time. Sometimes you will be able to record small steps in progress that might not show up in a formal assessment, but which may contribute to your growth.

Section one: My intercultural and international entrepreneurship background: Factors that may influence how I respond to international contexts and international interaction.

My family background

Travel to other countries (short terms visits) for holiday or work or training purposes

Time spent abroad (long term stay)

Time spent in a multicultural community in home country

Social contacts, friends from abroad

Social contact, friends from within multicultural community in home country

Work experience in other countries

Language learning experience

(Please include notes on **any** learning experiences, from informal learning through social contacts to formal study at an institution or through distance learning).

language	Method of learning (e.g. school, home, study, friends)	How long studied e.g. x2 hours weekly	Level or qualification if known

Other factors that have helped me experiencing cultures others than my own

Section two: How I see myself in intercultural contexts and in different work situations

a) How I see myself in intercultural contexts

These are brief notes on how I feel about various intercultural situations. I have made a short comment in each topic box and against each, I have ticked a column, conveying my feelings about this area of contact expressed on a 5-point scale :

1. This makes me feel very uncomfortable
2. This feels strange but I make allowances
3. This feels fairly normal – I have neutral feelings
4. This feels quite good – I tend to be at ease
5. This feels very good – I often seek out such a situation

Here is an example of the sort of answer that might be given :

Eating and drinking in other cultural contexts, for example, mealtime procedures, menus, etc.	1	2	3	4	5
<i>Being offered a glass of strong spirit (like vodka) with my starter salad in Bulgaria was strange at first, but i've aquired a taste fort it !</i>					√

My comments (personal examples under each heading)

A – encounters with different cultures in my own country	1	2	3	4	5
Eating and drinking in other cultural contexts, for example, mealtime procedures, menus, etc.					
Encountering the different customs of people from other cultures, for example, dress, special occasions, etc.					
Encountering the different values of people from other cultures, for example, rules, beliefs, etc.					
Encountering the different behaviour of people from other cultures, for example, way of greeting one another, courtesies, expression of feelings, etc.					

A – encounters with different cultures in my own country	1	2	3	4	5
Communicating with people of different cultures, for example, coping with their spoken language, facial expressions, hand gestures, body language, etc.					
Communicating with people of different cultures, for example, coping with misunderstandings, a different sense of humour, etc.					

B – Encounters with people of different cultures in their own countries or communities	1	2	3	4	5
Coping with the customs of host countries or communities, for example, rules and courtesies that local observe and may expect me to observe.					
Adapting to the rythm of life in other cultures, for example, getting used to different mealtimes, etc.					
Integrating with the customs or behaviour of host countries, for example, beginning to use forms of greetings that are very different from my own.					

C – Encounters with different cultures in the workplace	1	2	3	4	5
Clarifying areas of uncertainty about work arrangements, for example, describing what I am used to and asking what happens in the other culture.					
Adapting to other work practices, for example, unfamiliar procedures to complete a work task.					
Coping with different formalities, for example, learning ways of showing respect to senior colleagues from other cultures.					

C – Encounters with different cultures in the workplace	1	2	3	4	5
Relating to colleagues from other cultures, for example, learning what they like to talk about during work breaks.					
Being aware of issues arising within a different cultural group, for example, learning what topics seem to be avoided and what the group's views are likely to be about a current political situation.					
Building bridges between colleagues of one's own culture and those of a different culture, for example, sensing that someone of my culture has said the wrong thing and explaining the misunderstanding to both sides.					

b) How I see myself in different work situations

	1	2	3	4	5
Taking decisions without being managed by a superior					
Fixing own work objectives and planning					
Finding solutions to complex problems					
Having to work with people one's disagree with					
Persuading people of own point of view					
Getting feedback on own performance and results					
Motivating other people to do their work					

Section three: A continuing record of intercultural encounters

In this section I have recorded many kinds of intercultural experiences and encounters that I feel have helped me develop my intercultural and international entrepreneurship competence. In each recording form, I describe what happened and how this enabled me to advance my knowledge and understanding of, or attitude to, intercultural encounters and situations in which I developed understanding of an entrepreneurship mindset.

Date	Description of experience or encounter
Place	

How this influenced me (What I felt, thought or did, as a consequence)

Date	Description of experience or encounter
Place	

How this influenced me (What I felt, thought or did, as a consequence)

Date	Description of experience or encounter
Place	

How this influenced me (What I felt, thought or did, as a consequence)

Date	Description of experience or encounter
Place	

How this influenced me (What I felt, thought or did, as a consequence)

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Place	

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Place	

How this influenced me (What I felt, thought or did, as a consequence)

Date	Description of experience or encounter
Place	

How this influenced me (What I felt, thought or did, as a consequence)

Date	Description of experience or encounter
Place	

How this influenced me (What I felt, thought or did, as a consequence)

Date	Description of experience or encounter
Place	

How this influenced me (What I felt, thought or did, as a consequence)

Dossier of Evidence of International Entrepreneurship Competence

Name and address of assessee:

Company name and address:

Starting date of training programme:

Your Dossier Of International Entrepreneurship Competence

In this part of your portfolio of International Entrepreneurship Competence you may keep any evidence you have of your progress and current competence to date. This evidence can be referred to in support of assessment results recorded in your passport, or to illustrate experience recorded in your biography.

Here are some suggestions as to what kinds of evidence you might find worthwhile to keep.

- Documents that prove you have visited, lived with, worked with or in other way contacted people or communities with a different culture from your own. These include :
 - Copies of relevant travel documents,
 - Copies of reports that refer to your contact with other cultures at work
 - Copies of letters/emails/faxes demonstrating contact with people from other cultures either at work or in social life
- Documents that proves successful assessment outcomes, e.g.
 - Reports from training programmes
 - Certificates issued to confirm success in tests and other assessments
- Audio or video recordings of you interacting with people from other cultures.
- ‘Witness statements’ from people who have direct evidence of your ability to operate effectively in intercultural situations and in projects where leadership and entrepreneurial competences were required.

To help you organise your dossier of evidence the following photocopiable pages* are provided.

Please remember to make photocopies of these in advance, so that you always have spare blank sheets for new additions to your evidence.

Section three: Witness Statements

Witness statement

Brief description of how the assessee was able to demonstrate intercultural or entrepreneurship competence*

Signature of witness	Position or role of witness
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*...including the circumstances under which he/she was acting at the time and if applicable, any useful outcome resulting from the assessee’s appropriate behaviour. If the assessee’s behaviour particularly demonstrated openness to, knowledge of or adaptability to, the intercultural situation, this might be mentioned.

Witness statement

Brief description of how the assessee was able to demonstrate intercultural or entrepreneurship competence*

Signature of witness	Position or role of witness
----------------------	-----------------------------

*...including the circumstances under which he/she was acting at the time and if applicable, any useful outcome resulting from the assessee's appropriate behaviour. If the assessee's behaviour particularly demonstrated openness to, knowledge of or adaptability to, the intercultural situation, this might be mentioned.

Witness statement

Brief description of how the assessee was able to demonstrate intercultural or entrepreneurship competence*

Signature of witness	Position or role of witness
----------------------	-----------------------------

*...including the circumstances under which he/she was acting at the time and if applicable, any useful outcome resulting from the assessee's appropriate behaviour. If the assessee's behaviour particularly demonstrated openness to, knowledge of or adaptability to, the intercultural situation, this might be mentioned.

Witness statement

Brief description of how the assessee was able to demonstrate intercultural or entrepreneurship competence*

Signature of witness	Position or role of witness
----------------------	-----------------------------

*...including the circumstances under which he/she was acting at the time and if applicable, any useful outcome resulting from the assessee's appropriate behaviour. If the assessee's behaviour particularly demonstrated openness to, knowledge of or adaptability to, the intercultural situation, this might be mentioned.

Witness statement

Brief description of how the assessee was able to demonstrate intercultural or entrepreneurship competence*

Signature of witness	Position or role of witness
----------------------	-----------------------------

*...including the circumstances under which he/she was acting at the time and if applicable, any useful outcome resulting from the assessee's appropriate behaviour. If the assessee's behaviour particularly demonstrated openness to, knowledge of or adaptability to, the intercultural situation, this might be mentioned.