

# European Skills for International Trade & Logistics

## Training mobility modules

### International Trade Operational Manager

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**Links between activities, skills units and training mobility modules**

<b>ACTIVITIES</b>	<b>SKILLS UNITS</b>	<b>TRAINING MOBILITY MODULES</b>
<b>Activity 1: Business monitoring</b>	<b>Unit 1: To monitor market information for international trading</b>	<b>Module 1: Finding information for international trading</b>
		<b>Module 2: Preparation of the decision</b>
<b>Activity 2: Export selling</b>	<b>Unit 2: To prospect</b>	<b>Module 3: Preparation of prospection</b>
		<b>Module 4: Identification of potential clients</b>
		<b>Module 5: Assessment of the prospection</b>
	<b>Unit 3: To sell abroad</b>	<b>No relevant for mobility</b>
	<b>Unit 4: To ensure follow up sales</b>	<b>Not relevant for mobility</b>
<b>Activity 3: Import buying</b>	<b>Unit 5: To import</b>	<b>Not relevant for mobility</b>
<b>Activity 4: Coordinating processes for successful import buying and export selling</b>	<b>Unit 6: To coordinate services</b>	<b>Not relevant for mobility</b>
<b>Activity 5: Managing relations in different cultures</b>	<b>Unit 7: To communicate and to manage relationships in intercultural contexts</b>	<b>Module 6: Communication in English and in another foreign language integrating sociocultural elements</b>
		<b>Module 7: Implementation, management, and animation of a network of international contacts</b>

## Module 1: FINDING INFORMATION FOR INTERNATIONAL TRADING

### *Link with the skills repertory*

Unit n° 1: To monitor market information for international trading
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### *Professional situation(s)*

<p>The International Trade Operational Manager defines the levels and sources of information that are necessary for the organisation's marketing information system (MIS) and its decision-making. He/she exploits opportunities from internal and external markets.</p> <p>He/she collects and analyses information, coming from different internal and external sources, in a systematic and regular manner, regarding products and services, suppliers, services providers, company competition and other framework factors relevant to the organisation's internationalisation policy. He/she knows how to exploit the business intelligence, its general concept, software, and applications.</p>
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### *Module Objectives*

Skills	Associated knowledge
<b>U1S1.1</b> – To design, plan and budget the information process	<b>U1K1</b> - Market studies <b>U1K2</b> - Trends of world exchanges <b>U1K3</b> - Country risks and rating
<b>U1S1.2</b> – To select commercial information and regulation constraints about foreign markets.	<b>U1K4</b> - Sectorial studies <b>U1K5</b> - International legal environment and regulations fields
<b>U1S1.3</b> – To formulate technical requirements for market studies	<b>U1K6</b> - Ethical and environmental rules

### *Description of skills*

Skills	Limitations or content	Pedagogical advice
<b>U1S1.1</b> – To design, plan and budget the information process	To be done only in response of a need  Respect of a pre-established frame  The focus should be on the methodology for the different steps	Use limited range of options Use spreadsheet software
<b>U1S1.2</b> – To select commercial information and regulation constraints about foreign markets.	Implementation of the methodology for primary research (field research) and secondary research (desk research).  The goal should be to gain information from trade associations and official institutions.	Use teamwork for the analysis of case study primary research data to decide whether a business is profitable or not.  Use simulation games: for instance to decide the price of a certain product in a certain market.
<b>U1S1.3</b> – To formulate technical requirements for market studies	Define which critical information is needed	All forms of modern communication and information resources should

	Cultural or statistical bias should be avoided.	<p>be used (for example open databases on the Internet, corporate websites or information from social networks).</p> <p>Design the research around the critical information need.</p> <p>Focus on the information needed.</p> <p>Manage and meet the expectations</p>
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**Description of knowledge**

<b>Associated knowledge</b>	<b>Content</b>	<b>Pedagogical advice</b>
<b>U1K1</b> - Market studies	<p>Different kinds of market studies</p> <p>Information sources</p> <p>Main steps of a market study</p> <p>Digital tools, including statistical software</p> <p>Structure and main elements of a market study report</p>	<p>Be very precise about the objective of the market study</p> <p>Limit the range of the market study for the first exercise, and enrich later</p> <p>Alert on the key information to pay attention to</p> <p>Use real and updated professional context</p> <p>Make it digital</p>
<b>U1K2</b> - Trends of world exchanges	<p>Sustainability in trade relationships</p> <p>Green economic policy</p> <p>Removal of trade barriers</p> <p>Behavior in the context of climate change</p>	<p>Visit enterprises that fit the context.</p> <p>Invite external experts who participate in international projects with digital support.</p> <p>Create a guideline for global trade on a fictive company.</p>
<b>U1K3</b> – Country risks and rating	<p>Knowledge of international rating platforms.</p> <p>Information from rating agencies.</p> <p>Country risk map</p>	<p>Use updated information from the Internet, for instance World factbook (<a href="https://www.cia.gov/the-world-factbook/">https://www.cia.gov/the-world-factbook/</a>)</p>
<b>U1K4</b> – Sectorial studies	<p>Analysis of productivity developments and the dynamics in production and</p>	<p>Investigate how enterprises and sectors cope with the challenges of progress.</p>

	<p>trade (offer, demand distribution...).</p> <p>Focus on modern innovations, with particular attention paid to the problem of supply chains.</p>	<p>Consider the effects of the take-up of new technologies, increased digitalization and green economic thinking.</p> <p>Use case studies to compare the European and global scopes.</p>
<b>U1K5</b> - International legal environment and regulations fields	<p>Emphasis on the difference of European and international trade rules</p> <p>The legal framework of different trade areas.</p>	<p>Exemplary learning with concrete examples of different enterprises' economic situations.</p> <p>Invite experts from enterprises to contribute their knowledge and experience.</p>
<b>U1K6</b> - Ethical and environmental rules	<p>All big companies must prepare a sustainability report in accordance with the Corporate Sustainability Reporting Directive (CSRD-E for short).</p> <p>Design, implementation and execution of sustainability strategies to create a lasting competitive advantage.</p>	<p>Analyse a sustainability report of a company and extract the strategies used to comply with the ethical and environmental rules.</p> <p>What can we learn about the company and its focus on ESG (Environmental, social, and corporate governance)?</p> <p>Suggested work in teams.</p>

***Prerequisite***

No
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## Module n° 2: PREPARATION OF THE DECISION

### *Link with the skills repertory*

Unit 1: To monitor market information for international trading
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### *Professional situation(s)*

The International Trade Operational Manager collects and analyses information, coming from different internal and external sources, in a systematic and regular manner, regarding products and services, suppliers, services-providers, company competition and other framework factors relevant to the organisation's internationalisation policy. He/she knows how to exploit the business intelligence, its general concept, software, and end applications.
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### *Module Objectives*

Skills	Associated knowledge
<b>U1S2 – To prepare decision</b> U1S2.1 – To monitor critical marketing information U1S2.2 – To prepare reports to facilitate decision-making	U1K7 - Statistical analysis methods U1K8 - Data and information U1K9 - Business information system and business intelligence tools U1K10 - Data security and cybersecurity

### *Description of skills*

Skills	Limitations or content	Pedagogical advice
U1S2.1 – To monitor critical marketing information	Information retrieval techniques.  Statistical parameters of position and dispersion.  Data protection, security, and integrity.	Use case study with various ranges of marketing data, introduce problems related to critical marketing information updating, data protection, security, and integrity  Always use SME context
U1S2.2 – To prepare reports to facilitate decision-making	Quality of information.  Data analysis and evaluation techniques  Databases.  Performance indicators.  Definition, utility, and components of the marketing information system (MIS).  MIS organization.  Reports with the aim of making decisions.	Ask students to write reports, starting with an easy situation and later on with progressively more complex contexts  Prepare a presentation for the management with a recommendation on a practical example  Use case studies  Rely on an expert

**Description of knowledge**

Associated knowledge	Content	Pedagogical advice
U1K7 - Statistical analysis methods	<p>Data organization and tabulation.</p> <p>Graphical data representation.</p> <p>Measures of position or central tendency</p> <p>Dispersion measures</p> <p>Measurements of the shape of the distribution.</p> <p>Linear regression and simple correlation.</p> <p>Time series. Trend estimation. Computer applications for the processing and analysis of information: spreadsheets and databases.</p> <p>Preparation of commercial reports with the results and conclusions of the analysis and statistical study of the data.</p>	<p>Use exercises with international trade data</p> <p>Demonstrate how to use a computer and data bases to process data</p> <p>Insist on the value for decision of the statistic information obtained after processing the data.</p>
U1K8 - Data and information	<p>Exploitation of the data obtained in prospecting and the network of collaborators.</p> <p>Analysis and evaluation of the data obtained in the research.</p>	<p>Demonstrate how to use indicators and computer tools. Show how to use available or external means, for the preparation of helpful reports for the decision-making process.</p>
U1K9 - Business information system and business intelligence tools	<p>Configuration of a marketing information system.</p>	<p>Take a practical example to show how to prepare for making business decisions and defining information sources, procedures, and techniques for data organization using artificial intelligence.</p>
U1K10 – Data security and cybersecurity	<p>Cybersecurity basics</p> <p>Legislation and regulations on security and data protection and the repercussions of non-compliance.</p> <p>Internet security: spam, computer viruses, spyware, phishing.</p>	<p>Use practical examples to show how to carry out the procedures and how to apply techniques to ensure the integrity of the information.</p> <p>With real examples, explain how to collect evidence about the effects of an attack.</p>

**Prerequisite**

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## Module 3: PREPARATION OF PROSPECTION

### *Link with the skills repertory*

Skills unit n° 2: To prospect
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### *Professional situation(s)*

<p>The international trade operational manager creates a prospection plan and calculates a prospection budget according to the organisation budget. He/she spreads tasks between staff or subcontractors.</p> <p>He/she identifies potential clients in accordance with established criteria to achieve the organisation's commercial objectives. He/she makes the selection of subcontractors.</p>
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### *Module Objectives*

Skills	Associated knowledge
U2S1.1 – To allocate tasks among staff according to the resources and objectives	U2K1 – Prospection function U2K2 – Prospection plan and budget U2K3 – Available support to develop exports for domestic firms (e.g.: chambers of commerce)
U2S1.2 – To select subcontractors	

### *Description of skills*

Skills	Limitations or content	Pedagogical advice
U2S1.1 – To allocate tasks among staff according to the resources and objectives	To be done in response to a specific need  Respect a pre-established frame  Focus on the methodology for the different steps  Consider the various solutions (internal, external)	Consider a limited range of tasks (e.g., desk research)
U2S1.2 – To select subcontractors	Select subcontractors from a company database	Focus on the methodology and criteria

### *Description of knowledge*

Associated knowledge	Content	Pedagogical advice
U2K1 – Prospection function	Role of prospection  Prospection objectives according to the company's marketing policy	Use study cases based on small companies
U2K2 – Prospection plan and budget	Prospection action plan  Customers and prospects database Prospection budget definition and components Legislation and regulation constraints	Consider company's means (human, financial, technical) and timing (schedule?)  Use simulation tools and games



<b>U2K3</b> – Available support to develop exports for domestic firms (chambers of commerce)	National help program for export development board (foreign market information, financial helps...) and foreign National Government websites	Students must contact/use the national organisation/means  Always update information
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***Prerequisites***

Module n° 1: Finding information for international trading.
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## Module 4: IDENTIFICATION OF POTENTIAL CLIENTS

### *Link with the skills repertory*

Unit n° 2: To prospect
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### *Professional situation(s)*

<p>The international trade operational manager identifies potential clients in accordance with established criteria to achieve the organisation’s commercial objectives. He/she organises and supervises communication / promotion actions of products / services at international fairs and events, optimising the resources assigned to adapt their results to the established objectives. He/she contributes to the adaptation of procedures related to the international development of the organisation. Foreign language skills are required.</p> <p>He/she may be led to suggest improvements and to participate in the design of the export sales administration.</p>
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### *Module Objectives*

Skills	Associated knowledge
<b>U2S2.1</b> – To profile potential clients	<b>U2K4</b> – Segmentation criteria <b>U2K5</b> – International prospection tools <b>U2K6</b> – International fairs and events <b>U2K7</b> – International communication and promotion techniques <b>U2K10</b> – Ethics and legislation in the prospecting function
<b>U2S2.2</b> – To create business contacts	
<b>U2S2.3</b> – To respect commercial rules and business ethics	

### *Description of skills*

Skills	Limitations or content	Pedagogical advice
<b>U2S2.1</b> – To profile potential clients	Definition of customers’ profiles according to company’s strategy and foreign market specificity	Clearly define the various targets in the chosen country
<b>U2S2.2</b> – To create business contacts	International prospection tools	Make phone calls, organize online meetings, exchange email, pitch live and online for real companies or study cases
<b>U2S2.3</b> – To respect commercial rules and business ethics	Local culture  Regulations and updated country legislation  Ethical behaviour	Organise market monitoring on these topics

**Description of knowledge**

<b>Associated knowledge</b>	<b>Content</b>	<b>Pedagogical advice</b>
<b>U2K4</b> – Segmentation criteria	Targets and tools Segmentation techniques	Use study cases and software support
<b>U2K5</b> – International prospection tools	Customers, prospects’ database  Phoning, emailing, business trips, trade fairs	Always update database  Be practical using real situations to discover and understand the variety of tools
<b>U2K6</b> – International fairs and events	Selection of the suitable trade fair or event to take part in, domestic or international.  Organisation of the different steps from booking a stand to the trade fair’s assessment	An assignment can be part of the international fair (organisation, participation, assessment)  Students could organize their own international fair or event with different stakeholders  Applying to the local chamber of commerce or government organizations for support
<b>U2K7</b> – International communication and promotion techniques	For specific aims, knowledge of local business communication, social media and traditional communication	Practice for real companies or study cases
<b>U2K10</b> – Ethics and legislation in the prospecting function	Multicultural ethical and cultural information  Legislation and regulation constraints	Insisting on updating techniques

**Prerequisites**

Module 1: Finding information for international trading. Module 3: Preparation of prospection
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## Module 5: ASSESSMENT OF THE PROSPECTION

### *Link with the skills repertory*

Unit n° 2: To prospect
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### *Professional situation(s)*

The International Trade Operational Manager must ensure the following up of prospection. He/she collects and analyse the results, compare with the expectations. This assessment provide opportunity to imagine and propose improvements for the next prospections. With all these information and proposals, he/she prepare a prospection report to his/her manager. To achieve all this work, he/she uses all the relevant digital tools available in his/her professional context.
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### *Module Objectives*

Skills	Associated knowledge
<b>U2S3.1</b> – To report prospection results	U2K8 – Digital tools for interaction with clients and international client relationship personalization U2K9 – International prospection follow-up and assessment
<b>U2S3.2</b> – To evaluate the prospection compared to commercial objectives	
<b>U2S3.3</b> – To suggest adaptation of the procedures	

### *Description of skills*

Skills	Limitations or content	Pedagogical advice
<b>U2S3.1</b> – To report prospection results	Logs of acquisition methods available.  Processing and evaluation techniques of factual and forecast reports.	Individual work with especially developed working sheets.  Application of individually adapted competency grids.
<b>U2S3.2</b> – To evaluate the prospection compared to commercial objectives	Evaluation methods and tools for statistical evaluation and various presentation means of the output.	Four corners method, feedback with questionnaire together with school and enterprises.
<b>U2S3.3</b> – To suggest adaptation of the procedures	Standard procedures for result presentation.  Qualitative and quantitative evaluation procedures.	Implement role playing games with concrete cases.  Request PowerPoint presentation describing the methods of the selected procedures.

### *Description of knowledge*

Associated knowledge	Content	Pedagogical advice
<b>U2K8</b> – Digital tools for interaction with clients and international client relationship personalization	Introduction of business intelligence tools and explanation of certain details.  Integrated planning, analysis, and forecasting.	Use of digital devices. Setting up a common communication platform between companies and the school.  Use of artificial intelligence.

<p><b>U2K9 – International prospection follow-up and assessment</b></p>	<p><b>Customer Relationship Management</b></p> <p>Tracking of customers.</p>	<p>Use Enterprise resource planning (ERP) software.</p> <p>Work-group suggestions in the field of cooperative learning.</p> <p>Develop experience reports Implement peer learning</p>
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***Prerequisite***

<p>Module 4- Identification of potential clients</p>
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## **Module 6: COMMUNICATION IN ENGLISH AND IN ANOTHER FOREIGN LANGUAGE INTEGRATING SOCIOCULTURAL ELEMENTS**

### *Link with the skills repertory*

Unit n° 7: To communicate and to manage relationships in intercultural contexts.

### *Professional situation(s)*

The International Trade Operational Manager develops the commercial relationship in an intercultural environment. He / she needs to have a persuasive communication in the national language and in foreign languages, English being mandatory.

He / she must communicate orally fluently and spontaneously in the national language and in English and / or another language in order to identify the customers' needs and guarantee the service, carry out advisory activities, attention and resolution of possible conflicts and incidents. He / she must communicate in writing in any support in a coherent way, showing autonomy to generate professional documentation.

### *Module Objectives*

<b>Skills</b>	<b>Associated knowledge</b>
<b>U7S1.1</b> - To select information related to business, social, and cultural practices	<b>U7K1</b> - Oral and written professional communication in the language used in the working environment
<b>U7S1.2</b> - To integrate cultural differences	<b>U7K2</b> - Oral and written professional communication in English, at level B2 of the common European framework of reference for languages
<b>U7S1.3</b> – To produce professional oral messages aimed to interact with contacts from other cultures	<b>U7K3</b> – Oral and written professional communication in another foreign language, at level B2 of the common European framework of reference for languages
<b>U7S1.4</b> – To produce professional written documents aimed to interact with contacts from other cultures	<b>U7K4</b> – Communication techniques and models in a multicultural context <b>U7K5</b> – Nonverbal communication types and styles

### *Description of skills*

<b>Skills</b>	<b>Limitations or content</b>	<b>Pedagogical advice</b>
<b>U7S1.1</b> - To select information related to business, social and cultural practices	Mandatory in preparation for a business situation involving parties coming from different cultural backgrounds  Creation of a collaborative database of information on social, cultural and business practices of a pre-defined number of countries/regions, together with learners	Limit the geographical range of the information to be researched and selected and enlarge it later if necessary  Use real and updated professional scenarios, using as many examples as possible coming from the business context of the learners  Recommend the use of digital means

<p><b>U7S1.2 - To integrate cultural differences</b></p>	<p>Our own cultural references affect our behavior and other’s reaction to our behavior</p> <p>The ability to change filters/perspective is fundamental to communicate respecting and integrating cultural differences</p>	<p>Respect a pre-established and well-defined communication situation</p> <p>Explore the potential given by the diversity existing in the classroom or in the company</p> <p>Recommend learners to look online for “good and bad” examples of communication situations integrating cultural differences; encourage group discussion</p> <p>Use games/role-play with a group based on intercultural components</p>
<p><b>U7S1.3 – To produce professional oral messages aimed to interact with contacts from other cultures</b></p>	<p>Respecting (inter)cultural codes and business protocol for professional communication</p> <p>Personal values and stereotypes affect our ability to communicate particularly with people coming from different contexts</p> <p>The need to regularly clarify and check understanding and summarizing what has been discussed in order to establish the relationship between linguistic expression and cultural content</p>	<p>Respect a pre-established and well-defined communication situation</p> <p>Put learners in situation: role-playing of oral professional communication situations integrating cultural differences/not respecting cultural differences; encourage group discussion</p>
<p><b>U7S1.4 – To produce professional written documents aimed to interact with contacts from other cultures</b></p>	<p>Respecting (inter)cultural codes for professional communication, business netiquette and protocol</p> <p>Personal values and stereotypes affect our ability to communicate particularly with people coming from different contexts</p>	<p>Respect a pre-established and well-defined communication situation</p> <p>If in a company, use real documents from the daily practice of the business (letters, emails, calls for tender, commercial proposals, etc.)</p> <p>If in a classroom, put learners in situation: prepare assignments with an expected written output that shows an accurate use of cultural codes for professional communication</p>

		(business netiquette and protocol) in a given country/region
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**Description of knowledge**

<b>Associated knowledge</b>	<b>Content</b>	<b>Pedagogical advice</b>
<b>U7K1</b> - Oral and written professional communication in the language used in the working environment	<p>Oral and written professional communication in the language used in the working environment, focusing on:</p> <p>Oral communication: - Face to face communication - Distance communication (phone, online communication means, social media)</p> <p>Written communication: - production of business documentation relevant to international trade activity and operations</p>	<p>Focus on professional communication, e.g., type of communication and terminology relevant to the international business context</p> <p>Put learners in an oral professional communication situation</p> <p>Put learners in a situation where they must produce generic business documentation and other documents related to international trade in the given language</p>
<b>U7K2</b> - Oral and written professional communication in English, at level B2 of the common European framework of reference for languages	<p>Oral and written professional communication <u>in English</u>, focusing on:</p> <p>Oral communication: - Face to face communication - Distance communication (phone, online communication means, social media)</p> <p>Written communication: - Production of written business documentation relevant to international trade activity and operations</p>	<p>Focus on professional communication, e.g., type of communication and terminology relevant to the international business context</p> <p>Put learners in situation: roleplaying of oral professional communication situations exploiting international business contexts and the pertaining English specific terminology</p> <p>Put learners in situation where they must produce generic business documentation and other documents related to international trade in English</p>
<b>U7K3</b> – Oral and written professional communication in another foreign language, at level B2 of the common European framework of reference for languages	<p>Oral and written professional communication <u>in another foreign language</u>, focusing on:</p> <p>Oral communication: - Face to face communication</p>	<p>Focus on professional communication, e.g., type of communication and terminology relevant to the international business context</p> <p>Put learners in situation: roleplaying of oral</p>



	<p>-Distance communication (phone, online communication means, social media)</p> <p>Written communication: - Production of written business documentation relevant to international trade activity and operations</p>	<p>professional communication situations exploiting international business contexts and the pertaining specific terminology in another foreign language</p> <p>Put learners in situation where they must produce generic business documentation and other documents related to international trade in another foreign language</p>
<b>U7K4</b> – Communication techniques and models in a multicultural context	<p>What is communication in a multicultural context</p> <p>Techniques for effective intercultural communication</p> <p>Intercultural communication skills</p> <p>Cultural codes for professional communication / practice (customs)</p>	<p>Put learners in situation: preparation of a list of techniques to be applied to effectively communicate in an intercultural communication situation (working in groups followed by discussion in plenary)</p> <p>Rely on an expert</p> <p>Use case studies</p>
<b>U7K5</b> – Nonverbal communication types and styles	<p>Nonverbal communication types and styles</p> <p>How to use extra linguistic resources to enhance communication</p> <p>Different cultural attitudes towards physical contact, physical proximity, eye contact, etc.</p>	<p>Put learners in situation: preparation of a list of cultural characteristics towards proxemics, kinesics, haptics and oculosics for different cultures (working in groups, one in each culture followed by discussion in plenary); use role-playing</p>

***Prerequisites***

No
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## Module 7: Implementation, management, and animation of a network of international contacts

### *Link with the skills repertory*

Unit n° 7: To communicate and to manage relationships in intercultural contexts.

### *Professional situation(s)*

The International Trade Operational Manager develops the commercial relationship in an intercultural environment.

He / she needs to build and maintain a multi-cultural network of contacts that he/she needs to manage flexibly according to a variety of situations.

### *Module Objectives*

Skills	Associated knowledge
U7S2.1 – To constitute a multicultural database and network of contacts	U7K6 - Cultural codes and practices (customs/habits/rituals) U7K7 - Intercultural relations management U7K8 - Business (n)etiquette and protocol U7K9 - Legal framework for labour individual and group relationships in the target countries U7K10 – Information system management
U7S2.2 – To maintain a multicultural database and network of contacts	
U7S3.3 – To animate a network of professional contacts in a multicultural context	

### *Description of skills*

Skills	Limitations or content	Pedagogical advice
U7S2.1 – To constitute a multicultural database and network of contacts	Action should be taken only in response of a need  Use of a pre-established frame  Use of a study case of a company, creation of a database of contacts, determining the type of contacts to be included, the information to collect regarding each contact and the software to use	Limit the scope of the database and enlarge it later if necessary  Require the use of digital means for the development of the database  Require considering legal constraints
U7S2.2 – To maintain a multicultural database and network of contacts	Action should be taken only in response of a need  Use of a pre-established frame	Limit the range of the information to be kept and enlarge it later if necessary  Require the use of digital means

<p><b>U7S3.3</b> – To animate a network of professional contacts in a multicultural context</p>	<p>The expression of one’s opinions and beliefs could affect good relationships with others</p>	<p>Could be better developed in a company</p> <p>If in a classroom, put learners in situation: roleplaying of a participation in an international trade fair exploring possible ways to proceed to deepen existing professional relations and making new contacts, followed by discussion of results</p>
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**Description of knowledge**

Associated knowledge	Content	Pedagogical advice
<p><b>U7K6</b> - Cultural codes and practices (customs/habits/rituals)</p>	<p>Culture definitions</p> <p>Components of a culture</p> <p>National, regional, sectoral, corporate, personal culture</p> <p>Identification and comparison of cultural differences / Cultural briefing techniques</p> <p>Distinction between generalisations and stereotypes</p>	<p>To explore the potential given by the diversity existing in the classroom or in the company</p> <p>Focus on the fact that some cultural differences are easily identifiable, and others are less easily identifiable</p> <p>Students should learn from their own culture</p>
<p><b>U7K7</b> - Intercultural relations management</p>	<p>Definitions of values, norms, intercultural, multicultural, cultural diversity, ethnocentrism</p> <p>Multicultural models</p> <p>The notion of relativity in cultural patterns</p>	<p>To explore the potential given by the diversity existing in the classroom or in the company</p>
<p><b>U7K8</b> - Business (n)etiquette and protocol</p>	<p>Communication with different personality types at work</p> <p>Etiquette and protocol for various business situations, including unwritten rules</p> <p>Netiquette</p> <p>Common errors in (n)etiquette</p> <p>Personal image and nonverbal communication in the projection of the personal image</p>	<p>Use the DOs and DONTs methodology applied to pre-prepared study cases/learning situations</p>

	<p>Dress code (face to face and online)</p> <p>Protocol applied to written communication</p> <p>Addressing and greeting dignitaries and persons in authority</p>	
<p><b>U7K9</b> - Legal framework for labour individual and group relationships in the target countries</p>	<p>According to different geographies:</p> <ul style="list-style-type: none"> <li>- organisation of work (working hours; flexibility; leaves; social protection; payment rules and practices, etc.)</li> <li>- types of labour contracts</li> <li>- role of social dialogue</li> </ul>	<p>Explore examples of countries that usually maintain business relationships with the country of origin</p> <p>Focus on the understanding on how labour law and labour relationships affect the way to interact with a network of international contacts</p>
<p><b>U7K10</b> – Information system management</p>	<p>Definition, functions, purposes and types of information systems</p> <p>Needs of information</p> <p>Difference between data and information</p> <p>Models used in the management of information (relational, NoSQL, etc.)</p> <p>Organisation of files and databases</p> <p>Security and integrity of data</p>	<p>Put learners in situation: prepare an assignment where learners must define the structure of an ideal information system relevant for international business as well as the kind of information and data to collect, according to a pre-prepared company case</p> <p>Carry on comparative studies</p> <p>Implement peer learning</p>

***Prerequisite***

No
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## **Key advice**

For each module and through each pedagogical activity, teachers and trainers will pay attention to the development of all the transversal competences, autonomy, and responsibility as it is described in the skills repertory.

### **Transversal competences, autonomy and, responsibility**

To succeed in his/her job, the international trade operational manager is required to have a range of transversal competences. He/she demonstrates flexibility, reactivity, creativity, rigor, organisation, and respect of professional ethics, especially when he/she operates in an international context. He/she is used to work in a team, to be an active contributor in the frame of a project, and to volunteer proposals as a matter of course.

Working abroad, he/she respects the different professional habits and cultural specificities. Courtesy and respect in the relations with various contact persons are requested, as well as postponing judgement and being sensitive to cultural differences in a working situation. He/she must be always aware of international rules about protection of populations and environment. He/she stays aware of the geopolitical situation and the international economic trends. He/she must also show a genuine interest on the new selling processes using digitalization as well as new selling methods.

International trade operational managers must be autonomous in their daily work and will be held accountable for it. Their level of autonomy will depend on the company's size and structure, the complexity of the activities and sales processes they work on and their work experience; it will ultimately be determined by the manager to whom they report. Their autonomous actions and decisions will impact the development of a more sustainable and greener economy.

The international trade operational manager works under the regular validation process of his/her hierarchical responsible.