



INTERNATIONAL ENTREPRENEURSHIP

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

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INTERNATIONAL ENTREPRENEURSHIP

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

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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 conducted, 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 its 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:	<ul style="list-style-type: none"> ▪ 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:	<ul style="list-style-type: none"> ▪ 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:	<ul style="list-style-type: none"> ▪ 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
<p>Activity 1:</p> <p>Searching for, initiating and instigating business opportunities at international level</p>	<p>K1. Definitions and best practice in entrepreneurship:</p> <ul style="list-style-type: none"> - The basis of entrepreneurship - Entrepreneurship process - Role and responsibilities of an entrepreneur - Responsible Entrepreneurship 	<p>S.1. Setting goals according to identified possibilities for change and improvement</p> <p>S.2. Understanding the needs and priorities of customers (internal and external)</p> <p>S.3. Adapting or generating imaginative or innovative ideas</p>	<p>C.1. accept difference as an opportunity to learn</p> <p>C.2. accept to put team objectives before personal objectives</p> <p>C.3. assume responsibility in the workplace</p> <p>C.4. balance progress on objectives with getting all parties on board</p>
<p>Activity 2:</p> <p>Preparing, organising, participating, carrying out and following up international business activities</p>	<p>K.2. Goal setting:</p> <ul style="list-style-type: none"> - Strategic, operational aims - Leadership qualities - Creative thinking techniques <p>K.3. Business monitoring and knowledge management:</p> <ul style="list-style-type: none"> - Diversity, complexity, ambiguity in globalized environment - Principal worldwide trends in political, economical, business and social spheres - Challenges associated with globalisation and technological innovation - Economic, political, legal, commercial monitoring of the environment/markets - Business monitoring techniques 	<p>S.4. Thinking out-of-the-box / challenging assumptions</p> <p>S.5. Obtaining and using all relevant information from a variety of sources (permanent monitoring)</p> <p>S.6. Identifying one's strengths and weaknesses</p> <p>S.7. Influencing others of your ideas and negotiating</p> <p>S.8. Setting priorities, assessing risks and making choices</p> <p>S.9. Tackling key issues and problems in a logical step-by-step way</p> <p>S.10. Setting high goals for self and others focusing on the delivery of targets and deadlines</p>	<p>C.5. be assertive</p> <p>C.6. be autonomous</p> <p>C.7. be curious</p> <p>C.8. be determined / resilient</p> <p>C.9. be emotionally intelligent</p> <p>C.10. be empathic</p> <p>C.11. be independent in fixing priorities</p> <p>C.12. be open minded</p> <p>C.13. be personally responsible (“accountability”)</p> <p>C.14. be proactive</p> <p>C.15. be realistic</p>
<p>Activity 3:</p> <p>Managing diverse relations and contacts in different contexts and cultures</p>			

* Expressed as “The ability to... “

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	<p>K.4. Negotiating techniques & Influencing skills:</p> <ul style="list-style-type: none"> - Negotiation strategies, models and techniques - Negotiation practices of the target countries 	<p>S.11. Maintaining effectiveness in a constantly changing environment</p> <p>S.12. Constantly checking internal and external customers satisfaction</p>	<p>C.16. be self aware and know oneself / be self perceptive</p> <p>C.17. be self confident</p> <p>C.18. change filters/perspective</p>
	<p>K.5. Time management:</p> <ul style="list-style-type: none"> - Planning having in mind defined objectives - Fixing priorities - Methods and tools to personal organisation and time management 	<p>S.13. Understanding the impact of all actions on business results</p> <p>S.14. Working, collaborating and delegating in a multicultural team</p> <p>S.15. Leading and motivating culturally different people</p>	<p>C.19. do confident decision making</p> <p>C.20. empower others</p> <p>C.21. express solidarity</p> <p>C.22. fix priorities</p> <p>C.23. harmonize</p>
	<p>K.6. Emotional intelligence</p> <ul style="list-style-type: none"> - Stress management, impact of emotions on performance, overcoming culture shock 	<p>S.16. Managing conflicts in the interest of all concerned parties</p> <p>S.17. Solving problems in the interest of all concerned parties</p>	<p>C.24. have a solution focused mindset</p> <p>C.25. improve matters</p> <p>C.26. listen actively</p>
	<p>K.7. Culture definitions & Intercultural Management Models :</p> <ul style="list-style-type: none"> - National, regional, sectoral, corporate, personal culture - Identification and comparison of cultural differences: Hofstede, Hall, Trompenaars (simplified versions) 	<p>S.18. Taking into account and acting on feedback without undermining long term goals</p> <p>S.19. Gaining the support and commitment of the people you work with</p> <p>S.20. Identifying own cultural references and their effect on behaviour</p>	<p>C.27. look ahead beyond the constraints of the current situation</p> <p>C.28. manage several issues simultaneously</p> <p>C.29. manage stress</p> <p>C.30. manage time</p>
	<p>K.8. Cultural briefing techniques</p> <ul style="list-style-type: none"> - Cultural practices customs/habits/rituals/business etiquette - Different international management 	<p>S.21. Recognising cultural elements in other people's behaviour</p> <p>S.22. Interpreting positively other people's behaviour</p>	<p>C.31. motivate yourself to learn</p> <p>C.32. move out from comfort zone</p> <p>C.33. be objective focused and flexible in your approach</p> <p>C.34. postpone judgement</p>

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	<p>strategies</p> <ul style="list-style-type: none"> - Possible difficulties doing business in a country <p>Cultural differences depending on the country/culture:</p> <p>a) Easily identifiable: politics, geography, history, economy, religion, eating habits, clothing, cultural celebrations, etiquette, behaviours, “do’s and don’ts”, jokes</p> <p>b) Less easily identifiable: beliefs, values, shared world views, rituals, principles of expression, interaction rules, modes of perception, communication styles, dealing with dilemmas, business practices, time work style, attitudes</p> <p>K.9. Intercultural Communication: How culture affects human interaction at individual and professional levels</p> <p>K.9.1.Perceptions</p> <ul style="list-style-type: none"> - Definitions of: values, norms, intercultural, multicultural, cultural diversity, ethnocentrism - How you see your own cultural norms/customs/rituals – main characteristics - How others see your own cultural norms/customs/rituals – main 	<p>S23. Respecting your own and others values and cultures</p> <p>S.24. Transforming knowledge of the difference between “how you are perceived by others” and “how you perceive yourself” into effective communication strategies</p> <p>S.25. Recognizing personal stereotypes and their limiting effect on performance</p> <p>S.26. Accepting and managing complexity</p> <p>S.27. Adapting own communication style according to the cultural background of the interlocutor</p> <p>S.28. Expressing one’s opinions and beliefs without affecting good relationships with others</p> <p>S.29. Clarifying and checking regularly understanding and summarizing/establishing the relationship between linguistic expression and cultural content</p> <p>S.30. Developing communication strategies to overcome potential misunderstandings</p> <p>S.31. Conducting and facilitating different types of meetings/working groups involving people coming from different cultural backgrounds</p> <p>S.32. Recognizing roles and responsibilities in</p>	<p>C.35. react to new and ambiguous situations with little visible discomfort</p> <p>C.36. respect others / Show a positive regard for others individuals</p> <p>C.37. self motivate</p> <p>C.38. self regulate</p> <p>C.39. show flexibility and adapt behaviour to different requirements and situations</p> <p>C.40. show sensory acuity</p> <p>C.41. suspend disbelief about other cultures and belief about one’s own culture</p> <p>C.42. take initiative</p> <p>C.43. take risks</p> <p>C.44. think and analyse critically</p> <p>C.45. think creatively</p> <p>C.46. tolerate ambiguity</p> <p>C.47. tolerate difference</p> <p>C.48. trust</p> <p>C.49. understand others concerns and motives</p>

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	<p>characteristics</p> <ul style="list-style-type: none"> - Ethnocentrism - Personal identity/national identity - Distinction between generalisations and stereotypes - The notion of relativity in cultural patterns <p>K.9.2.Behavioural styles and thinking</p> <ul style="list-style-type: none"> - Thinking patterns for judgement: strategic thinking, emotional thinking, realistic thinking - Thinking patterns for thinking processes: rational thinking, systems thinking, cause&effect thinking, contingent thinking <p>K.9.3.Non verbal communication types and styles</p> <ul style="list-style-type: none"> - proxemics (space, territoriality) - kinesics (gesture, body movement) - haptics (touch) - oculusics (eye communication) - cultural attitudes towards physical contact, eyes contact, etc <p>K.9.4.Benefits/Challenges of a multicultural work environment</p> <ul style="list-style-type: none"> - Functioning and management of intercultural teams - Multicultural project team management 	<p>an intercultural context</p> <p>S.33. Building and maintaining networks of business contacts in and beyond the company/national borders that may contribute to success</p> <p>S.34. Communicating concise and accurate information in appropriate written and verbal formats</p> <p>S.35. Accepting and integrating cultural differences in work and in decision making process</p> <p>S.36. Taking into account different negotiation styles when interacting with other cultures</p> <p>S.37. Using appropriate language for non native speakers</p> <p>S.38. Adapting your language to take into account what is cultural acceptable by others</p> <p>S.39. Decoding the body language and non-verbal communication to understand other cultures</p> <p>S.40. Finding win/win solutions in potentially conflictual situations involving people coming from different cultural backgrounds</p>	

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	<ul style="list-style-type: none"> - Preparing, conducting and evaluating multicultural meetings - Networking <p>K.9.5.Conflict Management</p> <ul style="list-style-type: none"> - 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 		