General Learning Module Guidelines

The ISSA project is all about giving social entrepreneurs insights in and competences relevant for internationalisation processes. We have therefore picked out four competences that social entrepreneurs stress as important in such efforts, where two of these are developed in the ISSA project. All four competences have a unique learning module, each developed by the ISSA project, aiming at giving the learner an increased competence level for each of the four competences: ability to identify social problems; mobilising resources; cultural awareness; spotting opportunities. In the different learning modules, the different competences' constituents are presented, along with extra learning material, a scenario where the learner can experience this competence, and a self-assessment test to see if the learner have understood some of the fundamental parts of the competence.

To get the most out of the modules, the learner should go through the documents describing the competences, in addition to the different themes (or constituents) of the competences. In these documents, the different progression levels of each competence are presented, spanning from more fundamental levels to advanced. Each module's guidelines will introduce the level where the learner is expected to start and to which level he or she should be enabled to develop with the help of the module. In Table 1, the different levels of the progression model are presented. In ISSA, we will focus on the foundation, intermediate and advanced levels. The starting point of the learning modules will vary based on the competence and expected prior knowledge; some starting at foundational level while other start at the intermediate level.

Table 1 - EntreComp progression model. From Bacigalupo et al. (2016).

Foundation		Intermediate		Advanced		Expert	
Relying on support from others		Building independence		Taking responsibility		Driving transformation, innovation and growth	
Under direct super-vision.	With reduced support from others, some autonomy and together with my peers.	On my own and together with my peers.	Taking and sharing some responsibilities.	With some guidance and together with others.	Taking responsibility for making decisions and working with others.	Taking responsibility for contributing to complex developments in a specific field.	Contributing substantially to the development of a specific field.
Discover	**Explore**	**Experiment**	**Dare**	**Improve**	**Reinforce**	**Expand**	**Transform**
Level 1 focuses mainly on discovering your qualities, potential, interests and wishes. It also focuses on recognising different types of problems and needs that can be solved creatively, and on developing individual skills and attitudes.	Level 2 focuses on exploring different approaches to problems, concentrating on diversity and developing social skills and attitudes.	Level 3 focuses on critical thinking and on experimenting with creating value, for instance through practical entrepreneurial experiences.	Level 4 focuses on turning ideas into action in 'real life' and on taking responsibility for this.	Level 5 focuses on improving your skills for turning ideas into action, taking increasing responsibility for creating value, and developing knowledge about entrepreneurship.	Level 6 focuses on working with others, using the knowledge you have to generate value, dealing with increasingly complex challenges.	Level 7 focuses on the competences needed to deal with complex challenges, handling a constantly changing environment where the degree of uncertainty is high.	Level 8 focuses on emerging challenges by developing new knowledge, through research and development and innovation capabilities to achieve excellence and transform the ways things are done.

The ISSA modules are:

Competence name	About competence
MODULE 1: Ability to identify social problems	For this competence, we will start at the foundational level. When moving your entrepreneurial activity internationally, you should be able to identify social problems that exist in the new environment you move to. Often you need to understand which efforts will create social value and what will increase costs, how you could utilise your contextual knowledge, and if the system you are in will benefit of your efforts. This could be new knowledge for many, but we will guide you to the advanced level in this module.

MODULE 2: Mobilising resources	Since you might have some experience as an entrepreneur, you might have worked with different resources. This could be your time, co-workers, peers, product material, networks or information as examples. Hence, we will start at the intermediate levels for three of the themes of this competence, and move into the advanced level. However, for the theme 'get support', we will start at the foundational level. We think that, for entrepreneurs going international, it might be difficult to get support in the same manner as in their familiar contexts. However, we will also guide you to the advanced level for this theme.
MODULE 3: Cultural awareness	When working on the competence cultural awareness, we will start at the foundational level. Being able to understand that cultural differences exist and influence your work and that you need to tolerate and manage these differences is important for social entrepreneurs internationalising. Thus, we will guide you through the foundational level all the way to the advanced level.
MODULE 4: Spotting opportunities	When moving international, social entrepreneurs should adapt to the new surroundings and being able to spot opportunities. This could often be challenging, not only in an internationalisation process, but also in general. Thus, for this competence, we will start at the foundational level and guide you all the way to the advanced level. Letting you obtain insights in challenges, needs, contextual analysis and opportunities in general.

The different modules also contain additional learning material. This could be tools, tips or descriptions of topics; this material is included in each document describing the themes in the competence and in the module's Moodle page. This learning material could also be of help when working in the scenarios described below. Hence, the learner should go through the different competence themes' learning material before entering the scenarios. This will help the learner when going throgh and solving the different tasks and issues in the scenarios.

Each of the modules includes a scenario specifically constructed according to the learning materials. The scenarios serve to check the learning acquired by the student during the training, and they are in a way a combination of exercise and test for the competence. Since they are so closely linked to the modules, it is necessary to read each theme of the module before trying them out.

Through the scenarios, it will be possible to experience and work with some of the learning outcomes of each module. The scenarios are designed to guide you through each topic enclosed in the modules, and only by correctly answering the questions proposed you will be able to advance in the scenario. It is compulsory to play the scenario and finish it in order to access the final evaluation test, available in each of the modules. The ISSA scenarios are available in ISSA Virtual Word platform. Learners have to visit the ISSA web site (http://issaproject.eu) and in section Virtual Word they will find all needed guidance in order to create their avatar as well as the needed actions for entering to the ISSA Virtual word environment.

When the learner has gone through the different scenarios, he or she will be given a badge with a code that is needed to be able to finalise the learning module. The code needs to be pasted in a devoted section in the Moodle platform where it will give access to the self-assessment questions, which will test the learner's knowledge and insights in the competence. In this test, the learner will be given 10-12 questions that must be answered to finalise the learning module.

With the learning modules, the ISSA project aims on giving the learners insights and knowledge that they could use in their internationalisation projects as entrepreneurs. Through reflection, repetition and real-world interaction, the learners should be able to develop their entrepreneurial competence; however, as already implied, the learning modules only gives the learners a starting point. To improve as an entrepreneur requires experience, but the ISSA learning modules will always be available for the learners to refresh their knowledge and be a source for reflection.