IO1 – A2:

ISSA COPETENCES DESCRIPTION

ISSA PROJECT

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1 Introduction

1.1 ISSA Project

"ISSA, Internationalisation for Social and Innovative Start Ups and Entrepreneurs" is designed to identify core and innovative learning methods that encourage success in international activities for social start-ups and entrepreneurs. The impact of the global financial crisis has made it necessary to look for an innovative vision on how to improve economic growth; one of the most attractive options are social entrepreneurs. Although social enterprises are a mean to increase competitiveness and state the importance of cross-border values on European economy, it should be noted by social entrepreneurs how nowadays organizations active on international markets grow faster and are more innovative than those that limit their activities locally. Due to their social activity, it is highly interesting for social enterprises to initiate international relations with similar organisations to promote their objectives at European level (EC, 2015).

ISSA's participating organisations will carry out a project which focuses on the improving the internationalisation perspectives of EU's Social Start-Ups. The essential goal of this project is to analyse the most frequent Social Start-Ups problems and barriers in effective internationalisation process and meet these challenges. During the project, ISSA will deliver self-training and practical internationalisation and entrepreneurial education among social entrepreneurs from the partner's countries. The project will design an innovative self-training course for the internationalisation of social start-ups that will serve as guide to solve the special needs of social start-ups and entrepreneurs to get proper training in essential aspects of the internationalisation process, through the cooperation of the partners. The self-training course will be complemented with an e-learning platform that will work as support for social entrepreneurs. ISSA will provide and support a proper Virtual Environment to promote social entrepreneurs attitude about the vital importance of internationalisation of the social start-up in early stages.

ISSA's main objectives are focused on developing quality and practical Life Long Learning support, with a strategic use of information and communication technologies (ICT). The project's main target group is social entrepreneurs and potential social entrepreneurs interested in boosting social entrepreneurship and development of social start-ups.

1.2 About this Document

As described, ISSA will provide social entrepreneurs with self-training courses and modules helping them in the internationalisation process. Therefore, one output from the ISSA project is to identify the most prominent competences to be included in the learning tools developed in the project. The following document's purpose is to exhaustively present the competences which are a part of ISSA's educational offerings.

In the light of entrepreneurs' internationalisation process, the competences presented in this report were identified as the most prominent by social entrepreneurs in countries of the ISSA project's partner organisations[1]. Thus, *spotting opportunities*, *mobilising resources*, *ability to identify social problems* and *cultural awareness* are the competences in focus in the ISSA project.

The rest of this report will elucidate on the competences' source origin, the *EntreComp* framework and literature on social entrepreneurship, before the competences are presented in detail.

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[1] The selection of the competences is described in the ISSA output document 'IO1 - A1: Field Research Report'

2   ISSA Competences

2.1   The EntreComp Framework and Social Entrepreneurship Literature

The EntreComp framework (Bacigalupo et al., 2016) serves as a foundation for the competences included in the ISSA project, both by using two of its competences and by adapting the framework in the presentation of the social competences applied in the project. This document therefore refers to a large degree to the work by Bacigalupo and colleagues (2016), and a more thorough presentation of the framework is found in their report.

Entrepreneurship is by the European Commission reckoned as one of eight competences necessary for all members of a knowledge-based society. However, being a competence of life-long learning, few consensuses existed in the definition of which competences entrepreneurship constituted of, and thus was the EntreComp framework developed by the Joint Research Centre (JRC) of the European Commission in 2016. The framework consists of three overarching competence areas, building on the definition of entrepreneurship as acting on ideas and opportunities by mobilising resources: 'Ideas and opportunities', 'Resources' and 'Into Action'. These three competence areas constitute of 15 competences that together serve as building blocks of entrepreneurship as a competence for all citizens.

The 15 different competences are presented along an 8-level progression model, spanning from foundation to expert level, giving learners a way to look at the different learning outcomes presented at each competence. All the 15 competences' learning outcomes sum up to 442 in total, and with an individual descriptor for all competences, the framework give a detailed description of entrepreneurship and a great tool for educational purposes. Moreover, as Bacigalupo and colleagues (2016) write in the report, the framework should be considered as a starting point and adjusted to the individual contexts, as such do the ISSA project adapt the framework to include its social competences.

There is an increasing demand for social entrepreneurship, but little is known about the competences social entrepreneurs need to possess to become successful (Miller, Wesley and Williams, 2012). Social entrepreneurs have in the latter years increased the internationalisation efforts, often as a result of an increased globalisation in the world (Zahra et al., 2008). However, this globalisation development also requires additional skills and knowledge with the entrepreneurs, for instance a knowledge perspective of different social problems (Miller, Wesley and Williams, 2012) or cultural awareness of the different contexts in which the entrepreneur pursuit opportunities (Zahra et al., 2008).

The next section will present the competences in the ISSA project. First, a summary of EntreComp's descriptions of *spotting opportunities* and *mobilising resources* will be presented, before a more thorough explanation of the competences *ability to identify social problems* and *cultural awareness* are introduced. As mentioned, the ISSA project uses the EntreComp framework as a foundation for its descriptions of the competences, the ISSA competences will therefore be presented in a similar manner. In the next sections, the competence levels that ISSA focuses on are presented with each competence, but the full EntreComp presentation of the ISSA competences' are found in the appendix. Thus, the document shows the levels that the user of the ISSA platform should be able to reach and where they are expected to start. However, as mentioned, all the competences are explained in detail in the appendix in terms of competence level.

2.2   The ISSA Project Competences

From the field research report conducted by ISSA, the following four competences were identified as the most prominent for social entrepreneurs in an internationalisation process: Spotting opportunities; Mobilising resources; Ability to identify social problems; Cultural awareness

Spotting opportunities. When moving internationally, social entrepreneurs need to be able to identify opportunities that could contribute in reaching their goals. These opportunities could be sources of funding, new markets or collaborations. Hence, having the ability to spot opportunities, entrepreneurs could identify opportunities in the international markets that will enable further expansion for their activity, while at the same time maintaining the sustainable focus existing in the business.

This competence has the following descriptors:

- Identify and seize opportunities to create value by exploring the social, cultural and economic landscape
- Identify needs and challenges that need to be met
- Establish new connections and bring together scattered elements of the landscape to create opportunities to create value

The competence therefore has the following themes in which the learning outcomes are organised: Identify, create and seize opportunities; focus on challenges; uncover needs; analyse the context.

Table 1 - Learning outcomes levels for the competence spotting opportunities.

Theme	Level 1	Level 2	Level 3	Level 4	Level 5
Identify, create and seize opportunities	I can find opportunities to help others.	I can recognise opportunities to create value in my community and surroundings.	I can explain what makes an opportunity to create value.	I can proactively look for opportunities to create value, including out of necessity.	I can describe different analytical approaches to identify entrepreneurial opportunities.
Focus on challenges.	I can find different examples of challenges that need solutions.	I can recognise challenges in my community and surroundings that I can contribute to solving.	I can identify opportunities to solve problems in alternative ways.	I can redefine the description of a challenge, so that alternative opportunities address it may become apparent.	I can take apart established practices and challenge mainstream thought to create opportunities and look at challenges in different ways.
Uncover needs.	I can find examples of groups who have benefited from a solution to a given problem.	I can identify needs in my community and surroundings that have not been met.	I can explain that different groups may have different needs.	I can establish which user group, and which needs, I want to tackle through creating value.	I can carry out a needs analysis involving relevant stakeholders.
Analyse the context.	I can tell the difference between different areas where value can be created (for example, at home, in the community, in the environment, or in the economy or society).	I can recognise the different roles the public, private and third sectors play in my region or country.	I can tell the difference between contexts for creating value (for example, communities and informal networks, existing organisations, the market).	I can identify my personal, social and professional opportunities for creating value, both in existing organisations or by setting up new ventures.	I can identify the boundaries of the system that are relevant to my (or my team's) value-creating activity.

Mobilising resources. To be able to act on the opportunities identified, social entrepreneurs need to be able to mobilise resources to reach their goals. This competence therefore revolves around obtaining and marshalling the necessary resources to be able to conduct the activities as planned. Thus, by being able to mobilise resources, social entrepreneurs could for instance obtain financing for their efforts, onboard necessary individuals, and ensure the optimal and ethical utilisation of obtained resources.

This competence has the following descriptors:

- Get and manage the material, non-material and digital resources needed to turn ideas into action
- Make the most of limited resources
- Get and manage the competences needed at any stage, including technical, legal, tax and digital competences

As such, the learning objectives for this competence are organised under the following themes: Manage resources (material and non-material); use resources responsibly; make the most of your time; get support.

Table 2 - Learning outcomes levels for the competence mobilising resources.

Theme	Level 1	Level 2	Level 3	Level 4	Level 5	Level 6
Make the most of your time.			I can discuss the need for investing time in different value-creating activities.	I can use my time effectively to achieve my goals.	I can manage my time effectively, using techniques and tools that help make me (or my team) productive.	I can help others manage their time effectively.
Manage resources (material and non-material).			I can experiment with different combinations of resources to turn my ideas into action.	I can get and manage the necessary resources to turn my idea into action.	I can develop a plan for dealing with limited resources when setting up my value-creating activity.	I can get together the necessary resources to develop my value-creating activity.
Use resources responsibly.			I can discuss the principles of circular economy and resource efficiency.	I use resources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process, public spaces).	I take into account the non-material cost of using resources when taking decisions about my value-creating activities.	I can choose and put in place effective resource-management procedures (for example, life-cycle analysis, solid waste).
Get support.	I can look for help when I am having difficulty achieving what I have decided to do.	I can identify sources of help for my value-creating activity (for example, teachers, peers, mentors).	I can describe the concepts of division of labour and job specialisation.	I can find and list public and private services to support my value-creating activity (for example, incubator, social enterprise advisors, start-up angels, chamber of commerce).	I can find digital solutions (for example, free, paid for, or open-source) that can help me manage my value-creating activities efficiently.	

Cultural awareness. Helping entrepreneurs in understanding the cultural differences that might emerge when moving into different international markets and regions, reducing problems connected to cultural differences. Knowing what is and is not permitted or expected or considered legitimate by social and cultural standards is key to developing successful social entrepreneurial strategies and operational plans (Dacin, Dacin and Matear, 2010).

The predominant approach to explore cultural differences is the six cultural dimensions from Hofstede (1980, 2001), which has been extended to nine dimensions in the GLOBE study (House et al., 2004), and further applied in the context of social entrepreneurship (Canestrino et. Al., 2020). These nine dimensions are Power Distance, Uncertainty Avoidance, In-group Collectivism, Institutional Collectivism, Gender Egalitarianism, Performance Orientation, Future Orientation, Human Orientation and Assertiveness.

Based on the above, this competence has the following descriptors:

- Identify and analyse dimensions in another culture.
- See positive and negative aspects of cultures and tolerate differences.
- Manage differences by communicating effectively and see opportunities from having an "outsider perspective".

The learning objectives for cultural awareness are therefore organised under the following themes: Cultural dimensions, tolerance and cultural differences.

Table 3 - Learning outcomes levels for the competence cultural awareness.

Theme	Level 1	Level 2	Level 3	Level 4	Level 5
Analyse culture	I can identify examples of distinct cultural dimensions in other cultures.	I can define specific cultural dimensions that are important for social entrepreneurship.	I can describe cultural dimensions that may affect social business opportunities in a given context.	I can mange cultural dimensions which may promote or inhibit social entrepreneurship in a given context.	I can find opportunities for social value-creating activities based on cultural dimensions.
Tolerate differences	I can identify different practices in solving social needs in my own and in other cultures.	I can non-judgmentally observe practices that may be relevant for social value-creating opportunities.	I can describe positive and negative aspects of how social problems are solved in my own and in other cultures.	I can explain and utilise the reasons why there are different approaches to solve social problems.	I can disagree with other cultural practices without judging and learn from their practices.
Manage differences	I can identify possible obstacles in communicating with people from another culture.	I can identify specific communication obstacles based on certain cultural dimensions.	I can describe communication techniques that facilitate cooperation despite cultural differences.	I can use my knowledge about a given culture to communicate effectively and facilitate cooperation to solve social needs.	I can identify and reflect upon opportunities and barriers from having an "outsider" perspective when working with my value-creation.

Ability to identify social problems. Social problems exist in many countries, regions and contexts, and as a social entrepreneur, it is necessary to be able to identify social problems in varying situations (Miller, Wesley and Williams, 2012). Different problems require different approaches and solutions, and often the entrepreneur need to implement innovative solutions, both at the managerial level and in the organisation's solutions (Shaw and Carter, 2007; Zahra et al., 2009). To do this, the entrepreneur need to have insights in the problems, the system the problems are embedded in, and the contextual uniqueness and similarity to other contexts. The entrepreneur need to utilise prior knowledge about the context, and be innovative in the understanding of the system to be able to develop sufficient solutions (Zahra et al., 2009).

Moreover, as value creation is central in entrepreneurship, and especially the creation of social value for social entrepreneurs, an understanding of total wealth is needed in the task of identifying social problems (Sullivan Mort, Weerawardena and Carnegie, 2003; Zahra et al., 2009). Having the necessary insights in the potential of total wealth in a system, that is, the sum of social and economic wealth, will help the entrepreneur understand the problems' complexity in the system in which they exist (Zahra et al., 2009).

Thus, the competence ability to identify social problems has the following descriptors:

- Identify and analyse social problems in various contexts.
- Use social wealth as a measure to analyse and discuss social problems.
- Understand the system in which social problems exist, including the efforts needed to initiate processes intended to reduce the social problems.

Furthermore, the learning objectives for the competence are organised under the following themes: Systems of social problems; contextual knowledge; social wealth.

Table 4 Learning outcomes levels for the competence ability to identify social problems.

Theme	Level 1	Level 2	Level 3	Level 4	Level 5
Understand social wealth.	I can identify different constituents of social wealth: social value and social costs.	I can identify different levels of social value and social costs.	I can describe the relations and interconnections between social value and costs.	I can evaluate different constituents and combinations of social value and costs in my work to identify those that optimise a solution.	I can evaluate the social values and costs in a system including economic wealth to identify the best solutions.
Utilise contextual knowledge.	I can identify social problems in my context.	I can identify the main driving forces of my context's social problems.	I can identify the characteristics of my context and identify similar contexts with similar social problems.	I can identify measures to create value that could decrease my context's social problems, based on other contexts' measures.	I can develop measures to reduce social problems used in other contexts to fit in my own context.
Analyse the system.	I can identify social problems that exist in a system.	I can identify changes that would reduce the system's social problems.	I can think of well-known approaches that could reduce the system's social problems.	I can imagine new and novel ways of reducing a system's social problems.	I can assess the plausibility whether different solutions fit in the system.

In Table 5 below, the different competences in the ISSA project are summarised. The different competences, descriptors along with the competences' learning outcomes are also presented in the appendix.

Table 5 - ISSA competences' hints and descriptors.

Competences	Hints	Descriptors
Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	• Identify and seize opportunities to create value by exploring the social, cultural and economic land- scape • Identify needs and challenges that need to be met • Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
Mobilizing resources	Gather and manage the resources you need	• Get and manage the material, non-material and digital resources needed to turn ideas into action • Make the most of limited resources • Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
Ability to identify social problems	Using imagination, knowledge and experience to identify social problems.	• Identify and analyse social problems in various contexts • Use social wealth as a measure to analyse and discuss social problems • Understand the system in which social problems exist, including the efforts needed to initiate processes intended to reduce the social problems
Cultural awareness	Identify and manage cultural differences.	• Identify and analyse dimensions in another culture. • See positive and negative aspects of cultures and tolerate differences. • Manage differences by communicating effectively and see opportunities from having an 'outsider perspective'.

3   References

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4 Appendix

Table 6 - ISSA competencesTable adapted from EntreComp framework.

Competence	Hint	Descriptor	Theme	Foundation – Relying on support from others		Intermediate – Building independence		Advanced – Taking responsibility		Expert – Driving transformation, innovation and growth	
Level of proficiency / Progression				Under direct supervision.	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	**Level 2**	**Level 3**	**Level 4**	**Level 5**	**Level 6**	**Level 7**	**Level 8**
Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value.	Identify and seize opportunities to create value by exploring the social, cultural and economic landscape. Identify needs and challenges that need to be met.	Identify, create and seize opportunities.	I can find opportunities to help others.	I can recognise opportunities to create value in my community and surroundings.	I can explain what makes an opportunity to create value.	I can proactively look for opportunities to create value, including out of necessity.	I can describe different analytical approaches to identify entrepreneurial opportunities.	I can use my knowledge and understanding of the context to make opportunities to create value.	I can judge opportunities for creating value and decide whether to follow these up at different levels of the system I am working in (for example, micro, meso or macro).	I can spot and quickly take advantage of an opportunity.
		Establish new connections and bring together scattered elements of the landscape to create opportunities to create value.	Focus on challenges.	I can find different examples of challenges that need solutions.	I can recognise challenges in my community and surroundings that I can contribute to solving.	I can identify opportunities to solve problems in alternative ways.	I can redefine the description of a challenge, so that alternative opportunities address it may become apparent.	I can take apart established practices and challenge mainstream thought to create opportunities and look at challenges in different ways.	I can judge the right time to take an opportunity to create value.	I can cluster different opportunities or identify synergies among different opportunities to make the most out of them	I can define opportunities where I can maintain a competitive advantage.

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			Sub-skill								
			Uncover needs.	I can find examples of groups who have benefited from a solution to a given problem.	I can identify needs in my community and surroundings that have not been met.	I can explain that different groups may have different needs.	I can establish which user group, and which needs, I want to tackle through creating value.	I can carry out a needs analysis involving relevant stake-holders.	I can identify challenges related to the contrasting needs and interests of different stakeholders.	I can produce a 'roadmap' which matches the needs with the actions needed to deal with them and helps me create value.	I can design projects which aim to anticipate future needs.
			Analyse the context.	I can tell the difference between different areas where value can be created (for example, at home, in the community, in the environment, or in the economy or society).	I can recognise the different roles the public, private and third sectors play in my region or country.	I can tell the difference between contexts for creating value (for example, communities and informal networks, existing organisations, the market).	I can identify my personal, social and professional opportunities for creating value, both in existing organisations or by setting up new ventures.	I can identify the boundaries of the system that are relevant to my (or my team's) value-creating activity.	I can analyse an existing value-creation activity by looking at it as a whole and identifying opportunities to develop it further.	I can monitor relevant trends and see how they create threats and new opportunities to create value.	I can promote a culture within my organisation that is open to spotting the weak signals of change, leading to new opportunities for creating value.
Mobilising resources	Get and manage the resources you need.	Get and manage the material, non-material and digital resources needed to turn ideas into action. Make the most of limited resources. Get and manage the competences needed at any stage, including technical, legal, tax and digital competences	Manage resources (material and non-material).	I recognise that resources are not unlimited.	I can appreciate the importance of sharing resources with others.	I can experiment with different combinations of resources to turn my ideas into action.	I can get and manage the necessary resources to turn my idea into action.	I can develop a plan for dealing with limited resources when setting up my value-creating activity.	I can get together the necessary resources to develop my value-creating activity.	I can allocate enough resources to each step of my (or my team's) action plan and for the value-creating activity (for example, time, finances, and my team's skills, knowledge and experience).	I can judge the key resources needed to support an innovative idea or opportunity to develop an existing business, launch a new venture, or initiate a social enterprise.
			Use resources responsibly.	I value my possessions and use them responsibly.	I can describe how resources last longer through reuse, repair and recycling.	I can discuss the principles of circular economy and resource efficiency.	I use re-sources responsibly and efficiently (for example, energy, materials in the supply chain or manufacturing process, public spaces).	I take into account the non-material cost of using resources when taking decisions about my value-creating activities.	I can choose and put in place effective resource-management procedures (for example, life-cycle analysis, solid waste).	I can identify the opportunities that use resources efficiently and the circular economy brings to my organisation.	I can design and put in place innovative ways to lower the overall impact of my value-creating activity on the environment, the community and society, and measure the improvement.

		(for example through suitable partnerships, networking, outsourcing and crowd-sourcing).	Make the most of your time.	I can recognise different uses for my time (for example, studying, playing, resting).	I value my time as a scarce resource.	I can discuss the need for investing time in different value-creating activities.	I can use my time effectively to achieve my goals.	I can manage my time effectively, using techniques and tools that help make me (or my team) productive.	I can help others manage their time effectively.	I can put in place effective time-management procedures.	I can develop effective time-management procedures that meet the specific needs of my value-creating activity.
			Get support.	I can look for help when I am having difficulty achieving what I have decided to do.	I can identify sources of help for my value-creating activity (for example, teachers, peers, mentors).	I can describe the concepts of division of labour and job specialisation.	I can find and list public and private services to support my value-creating activity (for example, incubator, social enter-prise advisors, start-up angels, chamber of commerce).	I can find digital solutions (for example, free, paid for, or open-source) that can help me manage my value-creating activities efficiently.	I can find support to help me take advantage of an opportunity to create value (for example, advisor or consultancy services, peer or mentor support).	I can effectively delegate tasks within and outside my organisation to make the most value (for example, outsourcing, partnering, acquisitions, crowdsourcing).	I can develop a network of flexible and responsive providers from outside the organisation who support my value-creating activity.
Ability to identify social problems	Using imagination, knowledge and experience to identify social problems.	Identify and analyse social problems in various contexts. Use social wealth as a measure to analyse and discuss social problems. Understand the system in which social problems exist, including the efforts needed to initiate processes intended to reduce the social problems.	Understand social wealth.	I can identify different constituents of social wealth: social value and social costs.	I can identify different levels of social value and social costs.	I can describe the relations and interconnections between social value and costs.	I can evaluate different constituents and combinations of social value and costs in my work to identify those that optimise a solution.	I can evaluate the social values and costs in a system including economic wealth to identify the best solutions.	I can identify the social values and costs having most influence on different stakeholders.	I can efficiently identify the constituents and combinations of social value and costs that optimise the social wealth of a solution in a system of stakeholders.	I can easily design solutions that optimise the total wealth (social and economic) in a system of stakeholders.
			Utilise contextual knowledge.	I can identify social problems in my context.	I can identify the main driving forces of my context's social problems.	I can identify the characteristics of my context and identify similar contexts with similar social problems.	I can identify measures to create value that could decrease my context's social problems, based on other contexts' measures.	I can develop measures to reduce social problems used in other contexts to fit in my own context.	I can create models of measures' characteristics based on how these fit my context.	I can compare different contexts and measures' characteristics and illustrate how these fit together.	I can quickly identify contexts characteristics and adjust measures' fit in the context to solve social problems.
			Analyse the system.	I can identify social problems that exist in a system.	I can identify changes that would reduce the system's social problems.	I can think of well-known approaches that could reduce the system's social problems.	I can imagine new and novel ways of reducing a system's social problems.	I can assess the plausibility whether different solutions fit in the system.	I can create solutions that combine new and existing approaches to reduce social problems in a system.	I can evaluate different approaches' fit in a system based on the social problems and systems' characteristics.	I can effectively create a potential solution to reduce social problems in a system based on existing and new approaches.

Cultural awareness	Identify and manage cultural differences	Identify and analyse cultural dimensions in relevant context. See positive and negative aspects of cultures and tolerate differences. Manage differences by communicating effectively and see opportunities from having an "outsider perspective".	Analyse culture	I can identify examples of distinct cultural dimensions in other cultures.	I can define specific cultural dimensions that are important for social entrepreneurship.	I can describe cultural dimensions that may affect social business opportunities in a given context.	I can mange cultural dimensions which may promote or inhibit social entrepreneurship in a given context.	I can find opportunities for social value-creating activities based on cultural dimensions.	I can think of solutions to social problems considering different cultural dimensions.	I can effectively analyse cultural dimensions and see nuances within a culture.	I can evaluate how changes in a given society might affect the cultural dimensions and opportunities for social entrepreneurship.
			Tolerate differences	I can identify different practices in solving social needs in my own and in other cultures.	I can non-judgmentally observe practices that may be relevant for social value-creating opportunities.	I can describe positive and negative aspects of how social problems are solved in my own and in other cultures.	I can explain and utilise the reasons why there are different approaches to solve social problems.	I can disagree with other cultural practices without judging and learn from their practices.	I can see nuances in my own and other cultures.		I can fully empathize and respectfully communicate with people from another culture.
			Manage differences	I can identify possible obstacles in communicating with people from another culture.	I can identify specific communication obstacles based on certain cultural dimensions.	I can describe communication techniques that facilitate cooperation despite cultural differences.	I can use my knowledge about a given culture to communicate effectively and facilitate cooperation to solve social needs.	I can identify and reflect upon opportunities and barriers from having an "outsider" perspective when working with my value-creation.	I can respectfully communicate ideas and involve local stakeholders.	I can recognise opportunities for value creating activities in other cultures in cooperation with local stakeholders.	I can use cultural differences as an advantage to enhance value creating activities in cooperation with local stakeholders.