# Course Title: C.3.2 Creating an International Entrepreneurship Mindset

# Abstract:

Creating an international entrepreneurship mind set requires the ability to attune to an international context. This session therefore challenges students to think a bit more ‘out of the box’ and contains content that is linked to the EntreComp Framework: spotting opportunities, creativity, vision, valuing ideas, self-awareness and self-efficacy, mobilising others, taking initiative, coping with uncertainty, ambiguity and risk-taking, working with others, and learning through experience. The content focuses both on the cultural dimensions of international entrepreneurship as well as on self-management. The method is “learning by doing” and supported by the art of hosting, graphic facilitation, and design thinking. There are several ways to use this session: as a teaser using only the workshop activities as described in the PowerPoint presentation, as an initiator for an online community of practice for SME’s thinking of internationalising their businesses, or as a flipped class asking participants to read the theoretical links at home and link these insights to the challenges of the workshop.

We recommend using it as a toolbox. We have included some of the exercises already in some INTENSE teaching sessions.

# Learning Objectives:

* Learning Objective 1:Ideas and opportunities
  + 1.1 Students seize and shape opportunities to respond to challenges and create value for others
  + 1.2 Students develop multiple ideas that create value for others
  + 1.3 Students build an inspiring vision that engages others
* Learning Objective 2: Resources
  + 2.1 Students compensate for their weaknesses by teaming up with others and by further developing their strengths
  + 2.2 Students define strategies to mobilise the resources they need to generate value for others
  + 2.3 Students inspire others and get them on board for value-creating activities
* Learning Objective 3: Into action
  + 3.1 Students have a go at solving problems that affect their communities
  + 3.2 Students learn not to be afraid of making mistakes while trying new things
  + 3.3 Students work together with a wide range of individuals and groups to create value
  + 3.4 Students reflect and judge their achievements and failures and learn from these

# Assessment Method:

*Participants can describe the development entrepreneurial skills in a learning diary linking their learning outcomes to the EntreComp progression model: https://ec.europa.eu/jrc/sites/jrcsh/files/EntreCompFullA3.pdf.*

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| Session # | Session Content | Method(s) | Explanation | Learning Objectives of Session | Material | Time (mins.) | Comments |
| 1 | Homework preparation | Students watch video on the entrepreneurial mindset (related to exercise 1)  Students watch video on going beyond your comfort zone (related to exercise 1) | To understand what is an entrepreneurial mindset  To understand the challenges and to understand the (unfamiliar) approaches, participants read about these concepts | Students can define strategies to mobilise the resources they need to generate value for others  Students are not afraid of making mistakes while trying new things | <https://www.youtube.com/watch?v=uotFTtlJg4I>  <https://www.youtube.com/watch?v=cmN4xOGkxGo>  Slides 3-4 |  |  |
| 2 | Homework preparation | Students watch the videos of entrepreneurs on the INTENSE website; (related to exercise 3) | To understand what entrepreneurs go through when internationalising | Ideas and opportunities | <http://intense.efos.hr/index.php/youtube-channel/>  Slide 11 |  |  |
| 3 | Homework  interviews | Students interview at least one SME that has already internationalised (related to exercise 4) | To understand challenges that SME experience when internationalising | Into action | A list of international entrepreneur volunteers  Slide 15 |  |  |
| 4 | Diary on development of entrepreneu-rial skills | Filling in a learning diary based on EntreComp framework | Describe the development entrepreneurial skills in a learning diary linking students’ learning outcomes to the *EntreComp* progression model | Into action | <https://ec.europa.eu/jrc/sites/jrcsh/files/EntreCompFullA3.pdf>  or short version:  <https://l33n.eu/learning-environment/>  Slide 5 |  |  |
| 5 | Say ‘yes’ | *Exercise 1*: Opening circle based on ‘the art of hosting’ (<https://www.artofhosting.org/home/>)  This is an abstract exercise with the objective to create a context for when and where to say yes to new things and what saying yes does to you.  Everybody has to say yes to the statement proposed by the facilitator (have an open mind). | ***Opening Circle*** with a facilitator (lecturer)  Everybody sits in a circle (in the centre stones/candle)  Person who talks can only talk when he/she has the talking stick;  Facilitator makes a statement: e.g. saying yes to gardening or saying yes to travelling;  Students react: “What does saying yes have to do with you?”  Next person must not react on the previous person but gives his/her own opinion | Students are not afraid of making mistakes while trying new things | Classroom in circle set up  A talking stick  A relevant quote  A central object (candle, stones, flowers)  Slides 6-7 | 20 |  |
| 6 | Brainstorming  Draw collaborative mind-maps and categorise on the topic: what actions an SME has to take when internationalising | *Exercise 2*: Brainstorming via World Café  (<http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>)  Brainstorming in small tables that are hosted by one person;  At the end harvest the ideas | ***The brainstorm session*** is about *what actions an SME can take when internationalising;*  Procedure: Sit at tables in groups of four  Draw a map and write *‘JUST’* in it  Jot down as many actions you can think of *that a SME can do to internationalise* (5’)  Three students move to the other table  The person who holds the table gives a short summary of the results, asks the three students to add new ideas (5’)  Move once more (5’)  Share and group the harvest (15’) | All three | Large-sized paper (on which a map is drawn with the word ‘JUST’ in it), spacious room with set up in small tables  Slides 8-9 | 30 |  |
| 7 | Formulation question on what an entrepreneur that wants to internationalise needs to know | *Exercise 3*: Students formulate questions, based on the Authentic Learning  (<https://www.ernweb.com/educational-research-articles/the-fourcharacteristics-of-authentic-learning/>) | Students formulate a question and write it down on a piece of paper  *“If I was an entrepreneur and I was going international I would like to know….”*  At the end, collect the formulated questions and map them to visualise what internationalisation means | Students can seize and shape opportunities to respond to challenges and create value for others | Beamer, computer, PowerPoint and/or paper  Slides 10-12 | 10 |  |
| 8 | Interviewing entrepreneurs and visualising the results | *Exercise 4a*: Interviewing entrepreneurs based on the method: The Human Library  <https://www.accessola.org/web/Documents/OLA/Membership/Human-library-at-your-school.pdf>  *Exercise 4b*: Instead of interviewing entrepreneurs students watch testimonials of entrepreneurs on the internet | Students learn from entrepreneurs who’ve already internationalised their SME  Students interview at least one SME (exercise 4a) (homework) or watch testimonials from entrepreneurs online (exercise 4b) and visualise the results of this interview  Question for the interview: Challenges when an SME is going to internationalise | Students can work together with a wide range of individuals and groups to create value  Students can compensate for their weaknesses by teaming up with others and by further developing their strengths | Buckingham Enterprise (<https://www.youtube.com/channel/UCFyxtf_nifsrhlrDsbhLqCA>)  Erasmus entrepreneurs  [http://www.erasmus-entrepreneurs.eu](http://www.erasmus-entrepreneurs.eu/)  <http://www.innogatetoeurope.eu/en>  Infographics to visualise results of the interview  Beamer to present results  Slides 13-16 | 4a: 10  4b: 40 |  |
| 9 | Play – Entrepreneurial learning by playing on the virtual learning environment of LEEN | *Exercise 5*: Entrepreneurial learning by playing, based on concept of LEEN- Liminality & Educational Entrepreneurship: <https://l33n.eu/learning-environment/> | Students play an online exercise on entrepreneurial learning via different approaches. This exercise invites participants to enjoy the unknown. Students discover what is behind the different symbols and are opening up to internationalisation/entrepreneurship | Students are willing to have a go at solving problems that affect their communities  Students are not afraid of making mistakes while trying new things | Wi-Fi  Computers  <https://l33n.eu/learning-environment/>  Slides 17-18 | 15 |  |
| 10 | Five Whys | *Exercise 6*: Five Whys of Design thinking (IDEO)  <http://www.designkit.org/methods/66?ref=publicdesignvault> | Objective: to examine and express the underlying reasons for behaviour and attitudes in internationalisation of SMEs  Students formulate an issue  Students ask 5 x why (in group) | Students can develop multiple ideas that create value for others  Students can build an inspiring vision that engages others | Paper to write down the answers  Slides 19-21 | 10 |  |
| 11 | Find your connection via an intercultural mind | *Exercise 7a*: Scoring own intercultural mind based on 4 enablers of connection | Students will have to fill in how they score on 4 disablers: adaptability, curating, elasticity, attunement  In the end they have an overview of how well their intercultural mind is prepared for connection | Students are not afraid of making mistakes while trying new things  Students can reflect and judge their achievements and failures and learn from these | Paper  Slides 22-28 | 20 |  |
| 12 | Find your connection via an intercultural mind Experiencing power distance related to the dimension of attunement | *Exercise 7b*: Role play in which student questions international entrepreneur of increasing the power by reducing it | To experience attunement students can role play: student sits on lower chair, the international entrepreneur (played by a student) is on the higher chair  Student asks questions to international entrepreneur and experience what it is to be on the lower chair | Students can reflect and judge their achievements and failures and learn from these | High and low chair Slide 28 | 10 |  |
| 13 | Find your connection via an intercultural mind seeing things from different perspectives related to the dimension of attunement | *Exercise 7c*: Role play in which student questions international entrepreneur by using 6 perspectives – E. de Bono <https://www.youtube.com/watch?v=o3ew6h5nHcc> (6 hats of parallel thinking) | International entrepreneur is interviewed by a student  Student asks questions about internationalisation to the entrepreneur  Facilitator changes hat for the student  Student changes perspective in his questioning | Students can reflect and judge their achievements and failures and learn from these | 6 paper hats in different colours  Slide 29 | 10 |  |
| 14 | Find your connection via an intercultural mind  Anxiety is having negative effect on intercultural mindset | *Exercise 7d*: Students score themselves on disablers of connection, ethnocentrism, and anxiety | Students score on disablers of connection: ethnocentrism and anxiety | Students can reflect and judge their achievements and failures and learn from these | Paper  Slide 30 | 5 |  |
| 15 | Question Pitch | *Exercise 8a*: Question Pitch: Students must ask as many questions as possible | Students ask as many questions as they can on the topic: What would happen to my company if I internationalise? | Students can develop multiple ideas that create value for others | Paper  Slide 31 | 10 |  |
| 16 | Pixar Pitch | *Exercise 8b*: Entrepreneurial learning by writing a storyboard | By creating a storyboard in a Pixar Pitch, students learn how to engage stakeholders and perhaps themselves into their own internationalisation wish | Students can build an inspiring vision that engages others | Paper  Slides 32-33 | 10 |  |
| 17 | Reflection on development of entrepreneurial competencies | *Exercise 9*: Entrepreneurial Selfie | Students create an entrepreneur selfie: Which [entrepreneurial competences](https://l33n.eu/wp-content/uploads/2016/11/Levels-of-Proficiency_GC_CG-6.pdf) have you improved? Which ideas, actions did you have to let go of? Post selfie on to the [L33N Facebook page](https://www.facebook.com/leen.erasmusplus) | Students can reflect and judge their achievements and failures and learn from these | <https://l33n.eu/learning/selfie/>  Paper/ computer/notebook  Slide 34 | 10 |  |
| 18 | Exercise 10: Reflection | *Exercise 10*: Closing circle based on ‘The Art of Hosting’  (<https://www.artofhosting.org/home/>) | Group discussion: Students mention what they take home, what they learned about saying yes, what they learned about SME and internationalisation | Students can build an inspiring vision that engages others | <https://www.artofhosting.org/home/>  Classroom in circle set up  A talking stick  A relevant quote  A central object (candle, stones, flowers)  Slides 35-36 | 20 |  |

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