



IO1 - I-THEN Set of methodologies and guidelines

# **KEY COMPETENCES FOR INTERNATIONAL MARKETING AND BUSINESS MANAGEMENT**

Identification of Management, Technical, Digital and Transversal Competences needed by students graduating from Technical Higher Education courses in the fields of International Marketing and Business Management and entering the international job market



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## THE ITHEN PROJECT

ITHEN is an Erasmus+ Strategic Partnership project that involves international tertiary VET institutions and universities collaborating for the development of joint international courses in the business management and marketing fields.

### 1.1. Context of I-THEN

In Europe, despite official attempts for the creation of regular paths starting from Tertiary Vocational Education and Training bodies (TVETs, in Italy ITS – Istituti Tecnici Superiori) and continuing with a third year and a bachelor's degree, this connection is not systematized yet. Only few TVETs assign ECTSs for their modules, making it difficult for Universities to recognize their exams, and therefore forcing TVET graduates wishing to continue their studies to start their Bachelor's degree from the beginning, discouraging them as it entails a huge quantity of additional time.

Only specific agreements between TVETs and universities allow this recognition, which, anyway, is often incomplete, requiring some integrations.

Among ITHEN's partners there are TVETs that have activated agreements with Universities to recognize ECTS and enable students to complete their studies obtaining a bachelor's or a Master's with an additional 1-3 years of study. This method has been successfully tested since 2018 and has proved to be very effective.

The ITHEN Network aims to adopt this synergy between TVETs and Universities on a larger geographical scale to become ordinary practice in the medium term and – hopefully – officially systematized with dedicated policies in the longer term.

### 1.2. Aim and Objectives

Main aim of I-THEN is to establish a strategic and structured cooperation between European and non-European Universities and TVETs delivering technical higher education creating a network for the development of joint international courses.

### 1.3. Main expected outcomes

- To overcome the skill gap encountered by students wishing to work in international business environments by fostering the development of key entrepreneurial and cultural awareness competences.
- To establish a synergy between Universities and TVETs. A synergy that will facilitate the transition between different EQF level courses and degrees (from EQF 5 to 6 and 7), thus increasing the learning and job opportunities of TVET students and all Europe.
- To connect technical higher education with the market. By involving market representatives in all stages of the design and delivery of new joint international courses, technical education in the fields of marketing and business management can meet the requirements of today's international job market.
- To upskill teachers, enabling them to successfully contribute to the development of entrepreneurship and cultural awareness competences among their students.



## 1.4. Targets

What are ITHEN's target groups?

- 32 teachers trained on ITHEN's methodologies.
- >250 people among deans and teachers of TVETs and Universities, SMEs and trade organizations, students, representatives of associated partners, public authorities and other national/regional/local stakeholders, participating to the project's Multiplier Events.
- 140 students attending the local pilots.
- 10 new TVETs, Universities, Chambers of Commerce, Public Bodies, Corporations and International Organizations from Europe and Worldwide will formally join the network.
- 40 SMEs or non-profit organizations involved in the in-depth interviews.

## 1.5. Partners

ITHEN is the result of the cooperation between 8 project partners from Italy, Spain, Portugal, Slovenia, Turkey and Germany, and 6 associated partners from Argentina, Canada, Chile, Italy and Turkey. The project partners are:

- **Fondazione ITS JobsAcademy** - Italy (Project coordinator)  
<https://jac-its.com/en/>
- **Institut de Vic** - Spain  
<https://www.ivic.cat/portal/index.php>
- **Institut Escola del Treball de Lleida** - Spain  
<https://www.escoladeltreball.cat/en/home/>
- **EIA – Ensino, Investigação e Administração** - Portugal  
<https://www.uatlantica.pt/>
- **Univerza na Primorskem Università del Litorale** - Slovenia  
<https://www.upr.si/en%20>
- **Mugla Sitki Kocman University** - Turkey  
<https://www.mu.edu.tr/en>
- **OneOffTech** - Germany  
<https://oneofftech.xyz/>
- **Associazione Multiculturale I Due Mondi** - Italy  
<https://www.demixgroup.com/i-due-mondi/>



## 2. INTRODUCTION

Partners have identified several students' needs emerging from the experience of JAC, IVic, IET and Atlantica, who deliver the joint course International Marketing Management since 2018. Students enter the international job market prepared from a technical point of view but lacking basic key competences such as entrepreneurship and cultural awareness, making it difficult for them to apply their technical competences in an international environment.

According to the [European Framework of Competences](#) and using it as a basis, Partners have collaborated to establish a set of competences specifically designed to develop a marketing and international business course. These include both entrepreneurial and cultural awareness competences.

Through the definition of Competences, the aim is to improve the students' skills to enable them to prepare for and meet the market requirements of international business and marketing professions. The Competences are wide-ranging and seek to improve and demonstrate the all-round abilities of the student. Brilliance in one area, such as digital awareness and aptitude, will take the student so far in his or her career, but a broader skill set encompassing cultural awareness, proficiency in another language, creativity and innovation, entrepreneurship and other competences will allow the student to compete favorably in the international marketplace.

### 3. KEY COMPETENCES FOR LIFELONG LEARNING - THE EUROPEAN FRAMEWORK

The Council of the European Union provided in 2018 a [Recommendation on Key Competences for Lifelong Learning](#). The Recommendation identifies eight key competences needed for personal fulfilment, a healthy and sustainable lifestyle, employability, active citizenship and social inclusion. These competences are transversal for most professions.

COMPETENCE	DEFINITION	SKILLS	ATTITUDES
<b>Personal, social and learning to learn</b>	The ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. The ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future oriented life, empathize and manage conflict in an inclusive and supportive context.	<ul style="list-style-type: none"> <li>To identify one's capacities, focus, deal with complexity, critically reflect and make decisions</li> <li>To learn and work both collaboratively and autonomously</li> <li>To organize and persevere with one's learning,</li> <li>To communicate constructively in different environments</li> <li>To collaborate in teams and negotiate</li> <li>Showing tolerance, expressing and understanding different viewpoints</li> <li>To create confidence and feel empathy</li> </ul>	<ul style="list-style-type: none"> <li>Positive attitude toward one's personal, social and physical wellbeing and learning throughout one's life</li> <li>Collaboration, assertiveness and integrity</li> <li>Confidence to pursue and succeed at learning throughout life</li> <li>Problem-solving attitude</li> </ul>
<b>Citizenship</b>	The ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.	<ul style="list-style-type: none"> <li>To engage effectively with others in common or public interest, including the sustainable development of society</li> <li>Critical thinking and integrated problem-solving skills</li> <li>Decision-making at all levels</li> <li>To access, have a critical understanding of, and interact with both traditional and new forms of media and understand the role and functions of media in democratic societies</li> </ul>	<ul style="list-style-type: none"> <li>Respect for human rights as a basis for democracy</li> <li>Willingness to participate in democratic decision making at all levels and civic activities</li> <li>Support for social and cultural diversity, gender equality and social cohesion, sustainable lifestyles, promotion of culture of peace and non-violence, a readiness to respect the privacy of others, and to take</li> </ul>

			responsibility for the environment <ul style="list-style-type: none"> <li>• Interest in political and socioeconomic developments, humanities and intercultural communication</li> </ul>
<b>Multilingual</b>	The ability to use different languages appropriately and effectively for communication. Based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing).	<ul style="list-style-type: none"> <li>• To understand spoken messages</li> <li>• To initiate, sustain and conclude conversations</li> <li>• To read, understand and draft texts, with different levels of proficiency in different languages</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of cultural diversity</li> <li>• Interest and curiosity about different languages and intercultural communication.</li> <li>• Respect for each person's individual linguistic profile</li> </ul>
<b>Digital</b>	The confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society.	<ul style="list-style-type: none"> <li>• Ability to use, access, filter, evaluate, create, program and share digital content</li> <li>• To be able to manage and protect information, content, data, and digital identities, as well as recognize and effectively engage with software, devices, artificial intelligence or robots</li> </ul>	<ul style="list-style-type: none"> <li>• Active citizenship</li> <li>• Collaboration with others</li> <li>• Creativity towards personal, social or commercial goals</li> </ul>
<b>Initiative and Entrepreneurship</b>	The capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively to plan and manage projects that are of cultural, social or financial value.	<ul style="list-style-type: none"> <li>• Ability to work both as an individual and collaboratively in teams</li> <li>• Ability to make financial decisions relating to cost and value</li> <li>• Ability to effectively communicate and negotiate with others</li> <li>• To be able to cope with uncertainty, ambiguity and risk as part of making informed decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity and imagination</li> <li>• Strategic thinking</li> <li>• Problem-solving</li> <li>• Critical and constructive reflection</li> <li>• Innovation initiative</li> <li>• Pro-activity</li> <li>• Courage and perseverance</li> <li>• Accepting responsibility</li> </ul>
<b>Mathematical competence and</b>	Mathematical competence is the ability to develop and apply mathematical thinking and insight to solve a range of problems in	<ul style="list-style-type: none"> <li>• Ability to apply basic mathematical principles and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for truth</li> <li>• Willingness to look for reasons and to assess their validity</li> </ul>

<b>competence in science, technology, engineering</b>	<p>everyday situations. Mathematical competence involves the ability and willingness to use mathematical modes of thought and presentation.</p> <p>Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions.</p>	<ul style="list-style-type: none"> <li>• To be able to follow and assess chains of arguments</li> <li>• To be able to reason, understand and communicate in mathematical language</li> <li>• Ability to use statistical data and graphs</li> <li>• Ability to use logical and rational thought to verify a hypothesis</li> <li>• To be able to use technological tools and machines as well as scientific data to achieve a goal or to reach an evidence-based decision or conclusion</li> </ul>	<ul style="list-style-type: none"> <li>• Critical appreciation and curiosity</li> <li>• Concern for ethical issues and support for both safety and environmental sustainability</li> </ul>
<b>Literacy</b>	<p>Literacy is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.</p>	<ul style="list-style-type: none"> <li>• To be able to communicate orally and in writing in a variety of situations</li> <li>• Ability to monitor and adapt their own communication to the requirements of the situation</li> <li>• Ability to distinguish and use different types of sources, to search for, collect and process information</li> </ul>	<ul style="list-style-type: none"> <li>• Disposition to critical and constructive dialogue</li> <li>• Appreciation of aesthetic qualities</li> <li>• Interest in interaction with others</li> </ul>
<b>Cultural awareness and expression</b>	<p>Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.</p>	<ul style="list-style-type: none"> <li>• To be able to express and interpret figurative and abstract ideas and emotions with empathy</li> <li>• Ability to identify and realize opportunities for personal, social or commercial value through arts and other cultural forms</li> </ul>	<ul style="list-style-type: none"> <li>• Open attitude towards, and respect for, diversity of cultural expression</li> <li>• Ethical and responsible approach to intellectual and cultural ownership</li> <li>• Willingness to participate in cultural experiences.</li> </ul>

## 4. ITHEN'S CURRICULAR KEY COMPETENCES

Following the European Key Competences Framework (Personal, Social and Learning to learn, Citizenship, Multilingual, Digital, Initiative and Entrepreneurship, Cultural awareness and expression, Science, Technology and engineering, Mathematical), ITHEN's curricular competences have been established. These involve different subjects, such as strategy, management, innovation, logistics and statistics.

The following table follows the structure set in the Council's Recommendations. For each competence there is a clear definition, a list of related skills and attitudes and a set of indicators. The indicators are a useful tool for all those who need to measure the extent to which students of a course have developed a certain competence.

The competences have been grouped in 4 categories: Management; Digital; Technical; Transversal.

### 4.1. Management

Management Competences are designed to equip the international managers of tomorrow with a range of skills and competences to surmount the challenges of management. Competent management comprises many different skills, all of which may be required along the path of an international business management career. Management Competences encompass the ability to identify a clear strategy and goal for the organization and those working within it, to market the organization, to highlight its strengths and ambitions, to innovate when required in a crowded marketplace and to understand the complexities of logistics.

It has been considered to describe some competences specifically related to the Non-profit organizations sector, as for the society evolution this becomes every time more important and also needs a good management and marketing deal.

COMPETENCE	DEFINITION	SKILLS	ATTITUDES	INDICATORS
<b>Knowledge Management as a trigger for Organizational Development</b>	From the Knowledge Management point of view, this competence is the ability to identify key information, knowledge and data that an organization	<ul style="list-style-type: none"> <li>To know relevant technical tools for information and data management and possess a general technical understanding of their</li> </ul>	<ul style="list-style-type: none"> <li>Understand and bridge the link between technical and non-technical staff</li> <li>High regard and cultural sensitivity for people and</li> </ul>	The learner is able to: <ul style="list-style-type: none"> <li>Know the difference between data, information and knowledge in an organization / company.</li> </ul>

	<p>(SME or any other body) must possess in order to reach its goals. Furthermore, the competence entails the capacity to understand and share objectives and identify existing linkages. From the organizational development side, the competence includes the ability to analyze the status quo in an organization, including key persons, relevant technologies, processes and governance. Secondly, it contains the ability to plan and take necessary steps to improve the organization's knowledge management.</p>	<p>functioning, licensing and implementation</p> <ul style="list-style-type: none"> <li>To possess a basic understanding of people and processes in organizations based on relevant models</li> <li>To know and to implement methods for organizational analysis (data collection methods like surveys or focus group interviews, data analysis and visualization)</li> <li>To be able to accompany change processes in organizations applying communication skills, facilitating workshops or presenting results.</li> </ul>	<p>contexts in which they operate</p> <ul style="list-style-type: none"> <li>Solution- and Resource-Orientation (perceiving and treating challenges in a resource-oriented manner)</li> <li>Cooperation- and Relationship-Orientation</li> <li>Constructivist-relativist attitude to our own knowledge and our language</li> </ul>	<ul style="list-style-type: none"> <li>Know different knowledge types that are needed for running a business/ marketing business.</li> <li>Know and use tools for analyzing data, information and knowledge in an organization / company.</li> <li>Know and apply tools and methods for designing and implementing a Knowledge Management Strategy.</li> </ul>
<b>Marketing management</b>	<p>The ability to perform basic marketing operations in SMEs and organizations, such as positioning the organization on the market using marketing mix elements, elementary marketing strategies for domestic and international markets. This competence also entails the ability to evaluate marketing</p>	<ul style="list-style-type: none"> <li>To know and recognize trends in global market development</li> <li>To understand the role of marketing in business performance of companies</li> <li>To understand the role of customers for company performance</li> <li>To undertake basic marketing activities</li> </ul>	<ul style="list-style-type: none"> <li>Self confidence in marketing recognition, planning, implementation and control</li> <li>Client focus</li> <li>Influencing</li> <li>Pro-activity and being forward-looking</li> <li>Courage and perseverance in achieving objectives.</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>Use marketing activities in creating a relevant marketing strategy</li> <li>Apply marketing mix elements in marketing strategy</li> <li>Plan, develop and implement a relevant marketing strategy</li> </ul>

	<p>strategies and to redirect and amend marketing strategies in endeavor to perform successful business achievements.</p>	<ul style="list-style-type: none"> <li>• To know the basics of a marketing mix</li> <li>• To be able to develop a marketing management strategy</li> <li>• To be able to evaluate and assess a marketing strategy</li> <li>• To know the basics of marketing management in an international marketplace</li> </ul>		<ul style="list-style-type: none"> <li>• Control and amend the marketing strategy according to its final results</li> </ul>
<b>Innovation management</b>	<p>Innovation management means the capacity to transfer innovative knowledge into practice. This broad competence includes the knowledge and use of strategic aspects of innovation, of elements of successful realization of innovative projects and risk management, strategies of cooperation and open innovation, management of R&amp;D, as well as the basic knowledge on IP protection.</p>	<ul style="list-style-type: none"> <li>• To understand and deal with strategic and operative aspects of innovation</li> <li>• To manage cooperation and open innovation processes and fruitfully cooperate with stakeholders</li> <li>• To know the basic of intellectual property protection and management</li> <li>• To manage the process of transfer of know-how into business practice</li> </ul>	<p>Developing attitude to innovation in sustainable development for the individual, the economy, society and the environment.</p> <ul style="list-style-type: none"> <li>• Creative vs critical thinking</li> <li>• Open mindedness</li> <li>• Project and business case oriented</li> <li>• Curiosity</li> <li>• Willingness to take risks and the ability to stay persistent</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>• Build out innovation capabilities and transfer them into the corporate culture</li> <li>• Develop a basic IP protection plan</li> <li>• Use the main of automation, collaboration, and transaction management tools</li> <li>• Prioritize multiple projects all at once</li> <li>• Make clear decisions and map out goals for the team</li> </ul>
<b>Logistics management</b>	<p>To provide and develop understanding of contemporary issues in logistics and supply chain management through case</p>	<ul style="list-style-type: none"> <li>• To manage the network of interconnected businesses involved in the provision of product and service packages required by end customers.</li> </ul>	<ul style="list-style-type: none"> <li>• Trustworthiness and professionalism with clients, peers, and team members</li> <li>• Interest in personal learning and development</li> <li>• Positive, supportive, and appreciative attitude.</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>• Get basic principles and trends of logistics and supply chain management</li> </ul>

	<p>studies, class workshops and discussions.</p> <p>It includes knowledge of:</p> <ul style="list-style-type: none"> <li>Contemporary issues in logistics</li> <li>Contemporary issues in supply chain management</li> <li>Logistics distribution systems</li> <li>Logistics cost calculation methods</li> <li>International regulations</li> </ul>	<ul style="list-style-type: none"> <li>To organise activities to consistently deliver products and services to meet customer needs.</li> <li>To visualize the total process and aid in locating problem areas using process mapping, quality improvement, and visualization tools to locate, quantify, and correct root causes of problems.</li> </ul>	<ul style="list-style-type: none"> <li>Intellectual curiosity</li> </ul>	<ul style="list-style-type: none"> <li>Use logistics management practices in business performance</li> <li>Develop strategic objectives that focus on areas of quality, cost, flexibility, productivity, and speed</li> <li>Perform periodic evaluations to maintain processes</li> <li>Calculate the total system cost of delivering a product or service to the customer</li> </ul>
<b>Management and planning in non-profit organizations</b>	<p>The capacity to organize people and capital and communicate properly and solve problems</p>	<ul style="list-style-type: none"> <li>Ability to coordinate people</li> <li>Professional knowledge of, at least, two languages and information and technology tools</li> <li>Perfect speaking, listening and interpersonal relations abilities</li> </ul>	<ul style="list-style-type: none"> <li>Result oriented</li> <li>Empathetic</li> <li>Determined</li> <li>Protect the organization culture</li> <li>Problem solving</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>Manage a project and / or group work as a coordinator</li> <li>Coordinate a team to achieve a goal</li> <li>Design a work plan</li> <li>Work in an international environment using fluent English</li> </ul>
<b>HR development and management in non-profit organizations</b>	<p>The capacity to recruit the proper candidates and to integrate them in the organization, as well as to train and help them in their professional development process.</p>	<ul style="list-style-type: none"> <li>Know how to match the right skills of the candidates with the needs of the organization</li> <li>Ability to solve conflicts between employees</li> <li>Ability to create solutions to the needs of the employees</li> </ul>	<ul style="list-style-type: none"> <li>Empathetic</li> <li>Learning oriented</li> <li>Flexible</li> <li>Able to respond to the employees needs</li> </ul>	<p>The learner is able to:</p> <ul style="list-style-type: none"> <li>Develop a work plan with the division of tasks within a group work</li> <li>Recognize the types of conflicts and be able to identify resolution strategies</li> </ul>

		in terms of professional development and training <ul style="list-style-type: none"> <li>• Ability to coordinate employees and work groups</li> </ul>		
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## 4.2. Digital

Decades ago, a telephone call, fax or letter would suffice to allow international trade to carry on, but in today's world digital technology is a crucial component of an international manager's toolkit. An understanding of - and ability to use - technology is vital for marketing and business management in the context of international markets.

COMPETENCE	DEFINITION	SKILLS	ATTITUDES	INDICATORS
<b>Digital Marketing for International markets</b>	Appropriate digital marketing strategies help the international expansion of a company. This competence entails the ability to apply knowledge of international marketing elements and digital communication elements always in the respect of the culture of the target market.	<ul style="list-style-type: none"> <li>• To use Project Management methodologies</li> <li>• To know-how perform Social Listening to access data for NPD (New Product Launches) and business strategy</li> <li>• To apply SEO and Inbound Marketing techniques</li> <li>• To understand and use Email Marketing</li> <li>• To create and manage a budget</li> <li>• To use the English language for interacting with international customers and designing marketing</li> </ul>	<ul style="list-style-type: none"> <li>• Creative attitude</li> <li>• Curiosity towards new marketing tactics and trends</li> <li>• Curiosity towards new cultures</li> <li>• Showing a technological / strategic marketing approach and interest.</li> </ul>	The learner is able to: <ul style="list-style-type: none"> <li>• Design a dissemination plan</li> <li>• Design a website based on customer's needs</li> <li>• Prepare culture-oriented contents</li> <li>• Identify KPIs for his/her marketing strategies</li> <li>• Create a fully digital marketing campaign</li> <li>• Work with social listening platforms</li> <li>• Work with big data analysis tools</li> <li>• Know how to go from data to strategic business thinking</li> </ul>

		<ul style="list-style-type: none"> <li>• To apply Website Creation and Content Marketing techniques</li> </ul>		
<b>Social media and Community Management</b>	The ability to develop a strategic vision in the corporate management of social networks	<ul style="list-style-type: none"> <li>• To design communication strategies and policies in social media, developing the role of community manager</li> <li>• To Plan and organize social media posts from a Dashboard</li> <li>• To know and adapt written and visual language to the criteria of each social media in an inclusive way</li> <li>• To identify the target audience for the company on each of social media platform</li> <li>• To apply techniques to generate organic traffic and leads from a social network to a landing page</li> </ul>	<ul style="list-style-type: none"> <li>• Creativity and open-mindedness</li> <li>• Curiosity towards new marketing tactics and trends</li> <li>• Proactivity</li> <li>• Problem-solving attitude</li> </ul>	The learner is able to: <ul style="list-style-type: none"> <li>• Know main social networks and their functioning (Twitter, LinkedIn, Instagram...)</li> <li>• Automate the periodification of posts (using apps hoot suite, later...)</li> <li>• Develop a social media strategy coherent with the mission that a company wants to transmit</li> <li>• Develop techniques to generate leads in the conversion funnel.</li> </ul>

### 4.3. Technical

In the international market it is extremely important and perhaps also extremely difficult to ensure that the approach to the customer/client complies not only with the law and customs of the client's country, but that it is also conducted in a manner fully understood by the client. Social etiquette and a good command of the English language are as important as knowledge of the law and regulations which may either hinder or facilitate a deal. Technical competences, such as the use of technology in the form of spread sheets and marketing data can help in the understanding of the needs of the customer and the marketplace.

COMPETENCE	DEFINITION	SKILLS	ATTITUDES	INDICATORS
<b>Sales techniques for International Markets</b>	The ability to conclude agreements with the customer. It includes knowledge of: <ul style="list-style-type: none"> <li>• Sales strategies</li> <li>• Sales techniques</li> <li>• Customer segmentation analysis techniques</li> <li>• Contractual elements</li> <li>• English language</li> <li>• Elements of international payments</li> <li>• Elements of cultural awareness</li> <li>• Elements of international trade law</li> </ul>	<ul style="list-style-type: none"> <li>• To apply effective communication techniques</li> <li>• To apply negotiation techniques</li> <li>• To apply service sales techniques</li> <li>• To apply motivational techniques</li> <li>• To apply customer segmentation techniques</li> <li>• To use interpersonal communication techniques</li> <li>• To use intercultural communication techniques</li> <li>• To apply active listening techniques</li> <li>• To apply customer interaction techniques</li> <li>• To use the English language for normal business interchanges, including technical interchanges.</li> </ul>	<ul style="list-style-type: none"> <li>• Open attitude towards different cultures</li> <li>• Communicative attitude</li> <li>• Pro-activity</li> </ul>	The learner is able to: <ul style="list-style-type: none"> <li>• Identify different types of customers</li> <li>• Simulate a fruitful negotiation</li> <li>• Recognize different linguistic registers to use in different situations</li> <li>• Identify main characteristics of the cultures involved in the sales process</li> <li>• Identify relevant international trade laws for each sales process</li> </ul>

<b>Excel or Google sheets advanced level</b>	The ability to use the main functions and graphics from Excel or Google sheet to analyze data, extract conclusions and make visual graphics or reports	<ul style="list-style-type: none"> <li>• To analyze data in different formats (time, percentage, currency...)</li> <li>• To draw charts to explain and make more understandable data and results</li> <li>• To develop an analytical point of view</li> </ul>	<ul style="list-style-type: none"> <li>• Logical reasoning</li> <li>• Proactivity</li> <li>• Problem-solving attitude</li> <li>• Perseverance</li> </ul>	The learner is able to: <ul style="list-style-type: none"> <li>• Use the function if, count if, sum, ...</li> <li>• Create and interpret graphics from a database</li> <li>• Create and update a dynamic pivot table</li> <li>• Import and export data files in different formats</li> <li>• Use the VLOOKUP function</li> <li>• Supervise and apply procedures to check results of specific problems</li> </ul>
<b>Statistics in Research marketing</b>	The capacity to use statistical variables that allow to draw conclusions in research marketing	<ul style="list-style-type: none"> <li>• To develop statistical techniques that provide criteria to elaborate segmentation</li> <li>• To know statistical processes to discover the relationship between 2 elements</li> <li>• To use statistical variables to draw conclusions about markets variables</li> </ul>	<ul style="list-style-type: none"> <li>• Respect for truth</li> <li>• Willingness to look for reasons and to assess their validity</li> <li>• Proactivity</li> <li>• Problem solving attitude</li> <li>• Logical reasoning</li> </ul>	The learner is able to: <ul style="list-style-type: none"> <li>• Apply the Belson methodology</li> <li>• Understand correlation and lineal simple regression</li> <li>• Use centralization and dispersion statistic measures</li> </ul>

#### 4.4. Transversal

When successfully conducting business on the international stage it is necessary to have regard to the wider picture and not just the basic needs of the business itself. How the business looks after its staff is as important as how it contributes to a better society. Profit and well-being can be achieved simultaneously, but an understanding of how to harmonize the two requires skill. Creativity and innovation are needed to ensure that the organization can contribute to a better society and demonstrate social responsibility.

COMPETENCE	DEFINITION	SKILLS	ATTITUDES	INDICATORS
<b>Well being</b>	The ability to develop an organizational project aimed at creating well-being to the target group and society, according to shareholders vision and expectations.	<ul style="list-style-type: none"> <li>To understand how to integrate the creation of well-being and profit.</li> <li>To know how to promote organizational well-being.</li> <li>To know how to develop new products satisfying consumer needs and promoting well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Open mindedness</li> <li>Personal purpose</li> <li>Business orientation</li> </ul>	The learner is able to: <ul style="list-style-type: none"> <li>Design new products / services that satisfy consumer needs and promote well-being on society.</li> </ul>
<b>Strategic Corporate Social Responsibility</b>	The capacity to use CRS within a company as a strategic mean to develop / support social projects that most contribute to a better society.	<ul style="list-style-type: none"> <li>To understand the difference between social investment and charity.</li> </ul>	<ul style="list-style-type: none"> <li>Management focus</li> <li>Strategic vision</li> </ul>	The learner is able to: <ul style="list-style-type: none"> <li>Estimate the Social Return on Investment (SROI) from a social project</li> <li>Take managerial decisions based on the SROI</li> </ul>
<b>Creativity and Innovation</b>	Mastering innovation is one of the key factors in socially responsible and sustainable development.  This competence is the ability to detect innovative opportunities and develop	<ul style="list-style-type: none"> <li>To understand the need for innovation in modern society.</li> <li>To identify problems, challenges and opportunities</li> <li>To create and assess original ideas</li> </ul>	<ul style="list-style-type: none"> <li>Emphatic understanding of the customer or user</li> <li>Open innovation, cooperation and interaction as a value.</li> <li>Mindset – change from the routine to creativity and improvement</li> </ul>	The learner is able to: <ul style="list-style-type: none"> <li>Exhibit creativity when given the opportunity to</li> <li>Make suggestions to improve current process products or service</li> <li>Suggest new ways to achieve goals or objectives</li> </ul>

	<p>innovative solutions - from developing creative solutions, evaluating them, developing a prototype solution and "proof of concept".</p>	<ul style="list-style-type: none"> <li>• Ability to turn ideas into products, processes or services</li> <li>• To develop / prototype inventions</li> <li>• Capacity to include a customer in innovation process</li> <li>• Ability to conceptualize</li> </ul>	<ul style="list-style-type: none"> <li>• Self confidence</li> <li>• Ability to conceptualize</li> <li>• Critical thinking</li> <li>• Networking</li> <li>• Teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Search and use existing information or materials to develop ideas, methods, or products that are useful to the organization</li> <li>• Convince people to support an innovative idea</li> <li>• Cooperates with team members to help develop and apply new ideas</li> </ul>
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## 5. POSSIBLE USES OF THE ITHEN SET OF KEY COMPETENCES

The set of competences described in this document has been identified on the experience of ITHEN project partners. The aim was to collect the main competences developed in their existing courses, and those which are not included now, but which are considered necessary for responding to the market's skills gap.

This set is of use for the network, to share perspectives and necessities. In the long term, all the courses developed by the network will have to include all the competences described here, and those which will be added in the future.

In addition, the set can be used by any other training institution wishing to improve its courses in the Marketing and Business area.

The list of competences – with their skills and attitudes – is useful when designing a new or improved course. The section on the indicators has a value also for those teachers who must evaluate if the competences have been developed by students. In fact, in a short list it includes the main activities which the learner should be able to complete, when appropriately trained.

Clearly, this set is partial and not exhaustive. Anyway, it can represent a starting document to be used and integrated on a continuous updating process.

## 6. CONCLUSIONS

It is very important that all Technical Higher Education Courses in the fields of marketing and business management (for SMEs, industries and non-profits) adapt their courses and methodologies in order to foster the development of these competences. The adaptation of courses and methodologies is of particular importance for those institutions offering international courses or those that seek to prepare their students for the world of international business.

Within the ITHEN project, these competences will be developed thanks to a set of methodologies that will be available as an OER (open educational resource) document in English, Italian, Spanish, Portuguese, German, Turkish and Slovenian, so to enable their further use by any Higher Education institution. The research and collection of innovative methodologies will be conducted both among the partners (good practices) and outside the Consortium, thanks to the cooperation with the associated partners and SMEs.