

“Web Advanced Export Manager – EM2.0”

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D2.2- “EM training course framework”

Responsible Partner – P2, SFCU Sistemi Formativi Confindustria Perugia

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Introduction

In an economic context where business relations are globalized, external trade and commercial exchanges are expanding and where even SMEs find their surviving solutions abroad, the professional profile of the Export Manager is gaining recognition as strategic element to foster companies competitiveness.

Nowadays companies need highly competent and specialized human resources able to design growth strategies, effective marketing policies, able to enter new markets and compete globally. However, to face the elevate level of competitiveness, export strategies need to be supported by innovative and creative marketing approaches, able to intercept and anticipate market trends with effective promotional campaigns. The increasing use of ICT and web marketing can provide a stronger support to the acquisition of innovative marketing approaches in the enhancement of export strategies.

In this perspective, the purpose of the Leonardo da Vinci project “**Web Advanced Export Manager – EM2.0**” is to develop an innovative training course on Export Manager by upgrading traditional EM competences into a new profile able to leverage on most advanced ICT solutions and web marketing approaches.

This deliverable (D 2.2 of the WP2) is a comprehensive and commented description of available training offer for export managers in participating countries. It describes approaches, methodologies and tools adopted for the research and it has a focus about the web and ICT-related issues currently embedded in the EM training offers in the countries concerned.

In the framework of the project, a preliminary research on the existing training courses for export manager was conducted in the respective national contexts of the project partners.

The present work, part of the Work Package 2, aims to collect the information gathered from the National researches, with the **purpose to identify the most relevant existing trainings** currently provided by the educational and training systems of the partners’ countries, and to elaborate a **comprehensive training structure**, based on the best practices highlighted by the researches.

The output of the work package 2, represented by this report, seeks to provide a reasoned and commented outlook of the different existing training paths offered in the field of Export Management, which should constitute the basis for the further development of the Em2.0 training course focusing on web/ICT tools applied to export and export management context.

The research has shown that the existing courses are, in different measure, comprehensive and exhaustive on the subject of business internationalization, international marketing, and that, therefore, few innovation could be further produced. According to the purposes of the project, the efforts will be directed to elaborate an innovative training in the field of Export management, where the information gathered from the comparison of the best practices in the “traditional” training for E.M., will represent

the starting point for the construction of a **correlation grid**: traditional EM training modules will be **associated to web tools**, ICT tools and other operational tools useful to **potentiate the job of an export manager**.

EM Traditional training (selected modules)  **Resources 2.0 for Export Management**

The professional profile that EM2.0 course intends to contribute to train is an export management expert, with a sound training in the traditional issues of the export management and business internationalization, enriched with a lively knowledge of the potentialities provided by the most innovative and advanced web-based tools (web marketing and search engine optimization, social network, e-commerce, etc.). Such integration represents the added value of the project, as the application of innovative and strategic approaches from web tools and ICT will provide an original approach to the traditional activities of the Export manager, reinforcing its competences and competitiveness .

Thus the research provides a picture of the complex and differentiated world of the training provided by different kind of training or competent institutions, in the five project countries: Italy, United Kingdom, Spain, Bulgaria and Slovenia. The partners provided some selected examples of the training courses considered most relevant, most complete and upgraded for the development of the professional profile of the Export Manager.

The resulting training course framework, duly shared and discussed among the project partners, will set the basis for the further development of the training structure which will be elaborate during the project and for the embedment of advanced web based tools related the E.M. The development and embedment of web based tools into the “traditional” training framework will be implemented within the activities foreseen of Work Package 3.

1.1 Approaches and methodologies

The research was conducted by impulse of the WP2 leader SFCU, in the framework of the WP2 tasks devoted to the “Identification of training courses for Export Manager and merging of elements in a unique training path”. In the first working phase SFCU prepared a template necessary to gather the information related to the existing training courses for Export Manager. The template’s structure and issues have been shared with the project partners who finally contributed to the definitive version of the research template.

Preparing the research: What did we want to know?

The template (the first project deliverable, D2.1) was created with the aim to support the partners in the realization of the research, following a common format, structured in different areas, investigating specific issues, dealing with the main query: ***what kind of training, contents and modules are currently offered by the partners' main training courses for Export Managers?***

Guided by this question, each partner has explored the web sites of the training institutions, previously identified as the most relevant or most suitable to the purposes of the project research.

The research template suggested to investigate the following issues:

- ✓ the nature of the **delivery organization** (Public institution, University, Private organization, Training organization, 3rd Sector/Charity/Voluntary Organization);
- ✓ the **contents** of the **modules** and the **duration** of the delivery;
- ✓ the **learning outcomes** and competences acquired
- ✓ the delivery of **certification/ diploma**/title
- ✓ the **didactic** aspects (teaching methodology and pedagogical approach)
- ✓ the availability of **ICT based didactic tools** or methodologies
- ✓ the employment of **WEB-BASED TOOLS** for Export Manager as specifically professionalizing teaching tools
- ✓ the **funding** source and accreditation and recognition requirements
- ✓ the **credit recognition**

In order to have an organic collection of information among partner but at the same time to ensure the research a diversification of the information on the existing trainings, the work group opted for a selection of the most relevant trainings in the national territories, identified among at least three different VET institutions:

- Public institution
- University
- Private organization
- Training organization
- 3rd Sector/Charity/Voluntary Organization

How the research was conducted?

All the partners have then conducted the survey by consulting the most relevant training institutions' web sites, where a reasonable amount of the information sought were available. For some courses the partners had direct **previous experience** and therefore the information were already available (partners' managers or colleagues); in other cases, the partners had to **directly contact the course providers of the training institutions** for further details. Other few partners arranged to have an **interview** with the training programs responsables and with the organizers of the educational process.

In some cases to identify the best delivering institutions at national level some partners (e.g. Chamber of Commerce of Barcelona) consulted **the world's best Masters** ranking in export management, International management and similar provided by QS Top MBA 2012 (international ranking).

In addition, further feedback on the type of training contents an export training path should contain was also collected, **involving responsible people** or representatives of competent organizations (i.e. Bulgarian Small and Medium Enterprises Promotion Agency, the Bulgarian Chamber of Commerce and Industry; Educational Centre to the Ministry of Foreign Affairs – Commerce department; ICEX, a national public company with the mission of promoting the internationalization of Spanish companies etc.).

In all the partners' survey, the internal organization staff was also involved into the research processes, by asking consults and advises, or involving staff into the recollection of information (internal Business schools for international trade, training experts and educational programs responsible).

On the other side, partners benefited from the collaboration and availability of the institutions involved into the researches: only in some cases the interviewed institution perceived the research as a possible competition by the project partners and this influenced on a limited the accessibility to "confident" information (content of modules, training and pedagogical materials) and on the amount of information provided. In the specific, the acquisition of the training materials was in some cases reduced and the partner decided to integrate the missing information with the training materials in use on the own courses in the area of the International trade.

In order to ensure a concrete and deeper access to information about the Export Management training, a cooperation agreement with a third party (namely the Italian governmental agency "ICE – Agenzia per la Promozione all'Estero e l'Internazionalizzazione delle imprese Italiane", owner of one of the most important EM training course delivered in Italy), aimed at getting access to training contents, disseminating the project, as well as to create interest for the EM2.0 project and paving the way for the future exploitation and capitalization strategy.

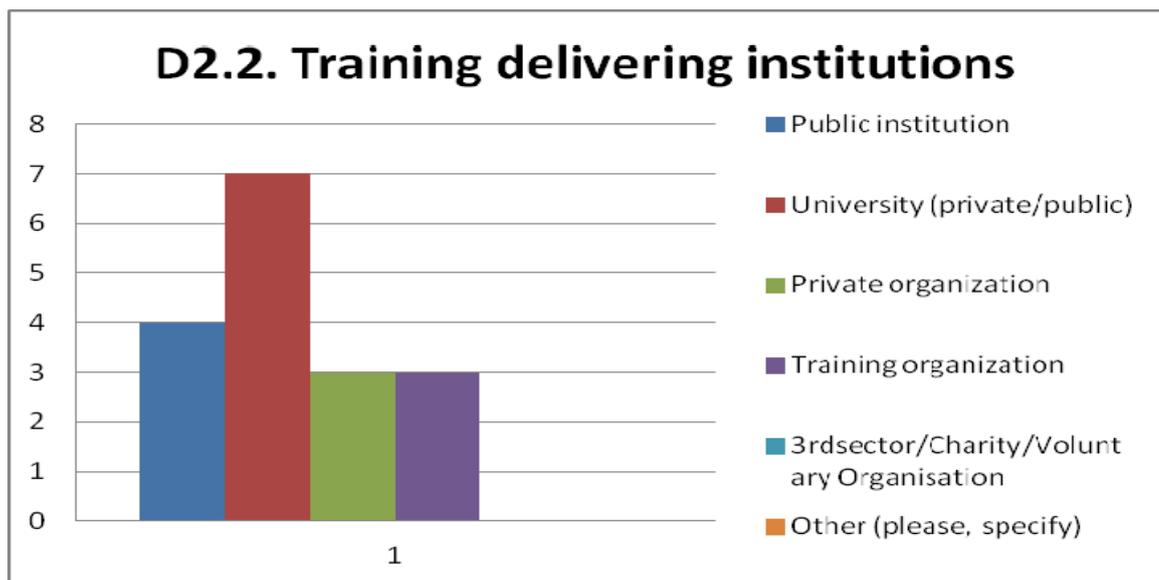
Research and findings concerning EM Training Courses

The national research has contributed at the same time, to give some highlights of the **national educational systems**, although **no big differences** seems to be among the partners' VET systems. The choice to select the trainings from a specific target of training institutions, has helped to narrow the field of research of the training offer existing in the partners' territories.

However, the survey showed out a similar context characterized by a dominant position in the higher education, represented by Universities. The majority of the most relevant trainings indicated by the partners are of university level. Even post graduates courses and Masters are offered by universities.

The second major group of institutions identified by the partners are represented by “Public Institutions” like Chamber of Commerce, Associations for External Trade etc. Other significant groups are equally represented by Private organizations (Business schools, Institutes for International Business, International Trade Institute etc.) and Training organization (VET organizations, adult education training centres, etc.).

The table below describes the sample of institutions involved in the research:



What are the research’s findings?

The research pointed out the existence of different training solutions characterized by differentiated duration and intensity of the training activities, according to the target the target groups who the trainings are addressed to.

We can thus distinguish among three main categories of course, based on their **duration**:

- ✓ **Long term training courses** (1-2 year courses) are mostly offered by Universities or public-private training institutions;
- ✓ **Short term training courses** (average of 6 months) are mainly offered by private training institutions (Business Schools, Chamber of commerce, International Trade associations) where the courses are often organized during weekends;
- ✓ **Executive courses** (weekend formula, 1-3 months) are highly specific trainings on peculiar issues provided mainly by Business Schools, International Trade Agencies, etc.

Furthermore, the researches pointed out that another discriminating criteria is the correlation between the **type of training institution** and the different **target groups** addressed. They can be sorted in:

- ✓ **Universities and Masters, private training institutions** mostly addressing non graduated/graduates, anyway people needing a comprehensive training at high educational level;
- ✓ **Public sector institutions, private organizations** (Chamber of Commerce, Business Schools, International Trade associations) mostly addressing graduates, professionals, people already working in the business or trade sector, needing of a further professionalization in the field of Export.

As far as the branch of knowledge are concerned, at the academic level the courses identified are provided by the faculties of:

- International Business
- International Management
- International Trade
- Export manager

Other relevant courses taken into account by the partners were represented by Masters, high education training courses or business schools' courses on the specific subjects of:

- International Commerce Management
- Business internationalization/international Business management
- International trade
- International Marketing

How we processed the information gathered

The process of identification of the modules and training contents proceeded by putting all the information into a comparative grid in order to identify **similarities** and **common elements** and to highlight the most **innovative elements**.

Modules and contents descriptions were carefully analyzed with the aim to identify the “classes” and groups of modules with similar contents. Then, we put together modules belonging to the same or to similar classes of contents and we gave a unique module title, choosing among the most significant or renaming the modules.

The comparison helped to mash up the most significant modules and to integrate basic knowledge of business management, international trade, business internationalization, marketing with more specific modules, taken from Executive courses and highly specialized courses (mostly directed to professionals

and managers), such as customs techniques, taxation and tariffs policies, international web marketing, negotiation and sales techniques.

The synthesis was a complex framework including all the basic and specific modules thus creating a long and complete curriculum, whose contents are to be considered as the milestone for the training of the professional profile of the export manager, currently existing in the project partners' countries.

What about Web-related and ICT tools in the existing EM training?

From a deep analysis of the courses contents analysed by the partner, a first consideration was that currently trainings in export management, business internationalization, international marketing **miss a section dedicated to innovative ICT and advanced web-based tools**. In most cases the curricula analysed only included the most "traditional" modules on ICT basic knowledge; only in few cases modules on basic web marketing and on line brand promotion or basic elements of search engine optimization are included.

The use of ICT tool is often meant as a pedagogical tool in supporting the training delivered. Thus, the research results show that most part of the courses employ "ICT based didactic tools or methodologies" and among them, the most common elements are "Learning platform" or "Distance learning / online learning" and only few courses deliver training about "Web-based tools for Export Manager".

To such extent the research confirms the original assumption of the EM2.0 project: there is a significant need to innovate current export manager training courses by opening the knowledge to a wide range of tools and technologies for export based on the new millennium driver: i.e. Internet and ICT.

Contents of the training and description of the framework

The contents of the traditional EM Training course here presented are compound of a synthesis, a reasoned comparison and a selection of the most complete, interesting and relevant contents, provided by the national researches outputs. The modules from different training courses have been compared and the contents were merged in order to have a comprehensive training course which includes all the relevant "traditional" learning objectives in the field of Export Management and Business Internationalization. The creation of a "traditional" EM training framework, which is the purposes of this report, represents the starting point for the future developments of the project, with the **identification of web based tools specifically addressed to potentiate and innovate the action in the export sector**.

The focus of the future development of **EM2.0 course** will constantly be the "export" and "export management" context: the EM2.0 training targets to **enable the Export Manager to fully exploit the potential of 2.0 tools** for export management purposes. The resulting training path will enable Export

managers to plan effectively the export strategy and to be confident with web based, ICT based and technological tools available.

The EM2.0 training course, that will be further developed, addresses (directly and indirectly) three different target groups, having different training needs:

- **Target 1: trainees already trained/experiences in EM**
- **Target 2: trainees already trained in web based marketing**
- **Target 3: trainees not trained in any of the two above**

During the design of the research template (D2.1), the project work group proposed to include a fourth target group which could be possibly interested in this training:

- **Target 4: trainees already trained in both EM and web marketing but interested to a recognized qualification or to update their competences.**

The test bed of the EM2.0 will be selected among the above target groups during the pilot phase (WP 5), when the provisional training course will be delivered and assessed before its fine tuning.

In view of generating a project output able to address the requirements of different target groups selected, **the EM2.0 will consist of several modules concentrated on 2.0 resources, each one referring to one or more traditional EM training contents.** It means that the **EM2.0 training will be i) *Self-standing as single training course*, but also ii) *complementary to traditional EM courses by mean of single modules to be embedded into existing training courses.***

Such modular structure allows to offer a different level of training, according to the actual level of knowledge of the trainee, as well as the concrete interest of VET institutions. In view of the pilot phase, it will be possible to test or to deliver a selection of modules.

Presentation of the EM Training course framework

Here below is presented **the state of art of the existing trainings for export managers**, as a result of the research, comparison and synthesis of the research findings provided by the projects' partners.

As explained above, the purpose is to provide an general overview of the most relevant contents which should be included into a training course, aiming at building up the professional profile of the Export Manager, including all the significant knowledge and competencies required from a formal training course.

Accordingly, the choice of the WP2 Leader was to include a wide range of learning objectives, from the basic knowledge modules to the most specific ones, into a single, comprehensive training framework, which will set the basis for the further development of the EM2.0 training course during the next stages of the project activities.

Features of the training course

Thematic area: Business Internationalization and Export Management

Duration: between 2 and 6 months

Learning objectives: The overall objective of the course is to contribute to creating a professional profile particularly strategic for the development of local economy or companies, able to operate in a global context.

1	
International contexts:	<ul style="list-style-type: none"> ➤ Technical analysis of the international social-economic context and its possible evolution ➤ International economy ➤ Exchange rates ➤ Trade and FDI ➤ Statistical indicators ➤ The economic environment ➤ The political-legal environment ➤ The cultural environment ➤ International agreements on trade and exchange ➤ Export and choice of country ➤ The export consortia
Learning outcomes:	
<ul style="list-style-type: none"> ✓ To get technical abilities to analyses international social- economic contexts, political-legal situation, the cultural environment, statistical indication – country fact sheets; ✓ To get knowledge of international economy, exchange rates; ✓ To ✓ get the knowledge of Trade basic concepts and foreign direct investments 	

2	
Economic geography focus	<p>➤ 4 Macro-areas: Europe, Mediterranean and Middle East, China and far East; Latin America:</p> <ul style="list-style-type: none"> • Economic and Institutional System • Geopolitics and Country Risk Analysis • Financial / Banking System • Tax and Legal Aspects • Customs and Distribution System • Business Culture • Marketing • Negotiation Techniques • Case Studies and Testimonials • Country Insights
<p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ To get the knowledge of the main geographic contexts ✓ To get the knowledge of economic, institutional systems, tax and legal aspects of the different countries systems, ✓ To be able to acquire a complex country insight ✓ To be able to develop negotiating techniques 	

3	
International marketing	<ul style="list-style-type: none"> ➤ International marketing ➤ Marketing research ➤ Quantitative Methods and strategic decisions <ul style="list-style-type: none"> • Particular emphasis will be placed on the role of web marketing as a tool for developing the relationship with the market (customer relationship management) and management support for the brand on an integrated level. ➤ Differences and similarities between global and international marketing. ➤ International market research. ➤ Product policy in international marketing: the importance of the brand and the ‘made in’ status. ➤ The price policy in international marketing. ➤ The distribution policy in international marketing. ➤ The communication policy: fairs and exhibitions. ➤ The international marketing plan.
<p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ To be able to conduct international marketing researches according to quantitative methods and to develop the ability to assume strategic decisions ✓ To be able to use web marketing tools for the customer relationship management ✓ To get the knowledge of product policies according to the brand and “made in “ policies; ✓ To get the knowledge of price policy in international marketing ✓ To be able to manage communication policies and to be able to organize fairs and exhibitions; ✓ To be able to draft an international marketing plan. 	

4

International Management of the company and World Markets

- Internationalization of the company.
- The international business environment.
- The European Union Market.
- Anglo-Saxon countries.
- Brazil, Russia, India and China.
- Saudi Arabia, Kuwait, Bahrain, Qatar, UAE and Oman.
- Morocco, Algeria and Tunisia.
- Latin America (Mexico, Argentina, Chile and Peru).
- Asia (Japan, Korea, Singapore, Taiwan, Malaysia and Hong-Kong).
- Forms of access:
 - Agents and distributors
 - Subsidiaries and branches
 - Import/Export franchises and consortiums
 - Industrial implantations: Joint-ventures

Learning outcomes:

- ✓ To get to know the basic principle of the Internationalization of the company and the international business environment;
- ✓ To get to know the basic principle of the EU Market;
- ✓ To get to know basic principles of the world's markets
- ✓ To get to know the access facilities in international markets: Agents and distributors, Subsidiaries and branches, Import/Export franchises and consortiums, Industrial implantations, Joint-ventures

5	
International contracts	<ul style="list-style-type: none"> ➤ Characteristics of the international contract ➤ International contracts: techniques and rules ➤ The Network contract ➤ Territoriality of law and sources of private international law ➤ Applicable law ➤ International Sale ➤ Distribution contracts ➤ Transport contracts ➤ Protection of intellectual property in foreign market, at international level , effectiveness of protection by contract ➤ Trading techniques ➤ Internationalization of corporate transactions
<p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ To get to know the main elements of the international contracts and techniques and rules to regulate them; ✓ To get the knowledge of principles of the international private law and different applicable law according to the countries; ✓ To get the knowledge and practice of the different kind of private law contracts and their fields of application; ✓ To get the knowledge of principles of the protection of the Intellectual property in international market ✓ To get the practice of trading techniques 	

6	
International Finance /banking system	<ul style="list-style-type: none"> ✓ Corporate finance for internationalization ✓ System of international payments and finance for internationalization projects ✓ International financing of the company ✓ International financial markets ✓ The role of the bank in international markets ✓ International countertrade ✓ The international management of payments and charges ✓ International financial risks ✓ The export credit insurance and export credit
<p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ To get the knowledge of corporate finance for internationalization ✓ To get the knowledge of international payments and finance ✓ To get the knowledge of role of the bank in international markets ✓ To get the knowledge International countertrade ✓ To get the knowledge ✓ and practice of international management of payments and charges ✓ To be able to know and manage the financial risks ✓ To be able to know and manage export credit insurance and export credit 	

7	
Customs techniques and international operations	<ul style="list-style-type: none"> ➤ The customs in international commerce ➤ International treaties and market opening ➤ Customs and taxpayer ➤ The customs agent ➤ The customs documentation ➤ Commercial agreements, contracts ➤ Intellectual property, ethics ➤ Fraud, bribery and corruption ➤ Logistics and international transport ➤ Incoterms 2010 ➤ The buying policy and integral logistics
<p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ To get the knowledge of customs in international commerce ✓ To get the knowledge of International treaties and new market access ✓ To get the knowledge of role of the customs agent ✓ To get the knowledge of customs documentation ✓ To get the knowledge of Fraud, bribery and corruption ✓ To be able to consult and employ Incoterms 2010 ✓ To be able to manage Logistics and international transport ✓ To get the knowledge and practice of international management of payments and charges 	

8

International Trade /Sales techniques

- International trade techniques
- International transport
- UE trade
- Finding and selection of customers
- Selection agent, distributor, dealer
- Encouraging and developing issues
- Allow the customer to purchase
- Overcoming objections and completion techniques
- Elements of psychology
- Negotiation techniques
- Techniques for customer satisfaction in the international environment (characteristics and peculiarities of foreign markets)
- Newer forms of international commerce (internet sales)

Learning outcomes:

- ✓ To get the knowledge of International trade techniques
- ✓ To get the knowledge of International transport
- ✓ To get the knowledge of the principle of UE trade
- ✓ To be able to operate a selection agent, distributor, dealer
- ✓ To be able to Allow the customer to purchase
- ✓ To get the knowledge and practices of Negotiation techniques
- ✓ To be able to employ techniques for customer satisfaction in the international environment
- ✓ To get the knowledge of Elements of psychology necessary during trade negotiations
- ✓ To get the knowledge of newer forms of international commerce, internet sales

9

<p>International Taxation</p>	<ul style="list-style-type: none"> ➤ Basics of Tax Law ➤ Business transactions EU and non-EU ➤ International taxation vs. territorial taxation: cases of double taxation ➤ The OECD Model Convention against double taxation ➤ The dynamic VAT in international relations ➤ Fundamentals of International Tax Planning and anti-avoidance rules ➤ The establishment of operational units abroad ➤ The international tax treaties
<p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ To get the knowledge of basic principles of Tax Law and tax treaties ✓ To get the knowledge of Business transactions EU and non-EU ✓ To get the knowledge of the principle of the OECD Model Convention against double taxation ✓ To get the knowledge of dynamic VAT in international relations ✓ To get the knowledge of fundamentals of International Tax Planning and anti-avoidance rules ✓ To be able to coordinate the establishment of operational units abroad 	

10

Global Supply Chain Management

- Introduction to principles and best practices in SCM today.
- Identifying the implications of globalization and applying marketing knowledge to manage relationships among manufacturers, distributors, retailers,
- Consumer satisfaction
- Competitive advantage
- Business-to-business relationship management
- Global sourcing
- Inventory management, logistics, transportation, warehousing, facility management, and materials handling
- International transport insurance
- E-Logistics
- logistics solutions for internationalization
- Country risk management

Learning outcomes:

- ✓ To get the knowledge of principles and best practices in SCM today.
- ✓ To be able to Identify the implications of globalization and applying marketing knowledge to manage relationships among manufacturers, distributors, retailers
- ✓ To be able to manage Consumer satisfaction sector
- ✓ To be able to manage Business-to-business relationship
- ✓ To be able to manage global sourcing
- ✓ To be able to manage inventory, logistics, transportation, warehousing, facility management, and materials handling
- ✓ To get the knowledge of International transport insurance
- ✓ To be able to organize and manage E-Logistics and logistics solutions for internationalization
- ✓ To be able to manage risk

11	
Language focus	<ul style="list-style-type: none"> ➤ Focus on the groups of language mostly spread in the world and in the financial relations: English, Spanish, Arab, Chinese, Russian ➤ Efficient presentation in English ➤ Use of language in the different contexts: <ul style="list-style-type: none"> ○ Efficient presentation in English ○ negotiations, sales writing, ○ meetings, international events ○ persuasive commercial presentations
<p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ To get the knowledge of practices of on or two of the groups of language mostly spread in the world and in the financial relations: English, Spanish, Arab, Chinese, Russian ✓ To be able to make Efficient presentation in English ✓ To be able to use the language in the different contexts: negotiations, sales writing, meetings, international events, persuasive commercial presentations 	

12	
International negotiation	<ul style="list-style-type: none"> ➤ Different forms and techniques of doing business in different continents in order to detect possible purchases, sales and business investments ➤ The global society ➤ The international negotiation patrons ➤ Negotiation techniques ➤ International Role Play
<p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ To get the knowledge of practices different forms and techniques of doing business in different continents in order to detect possible purchases, sales and business investments ✓ To be able to get negotiation techniques ✓ To be able to perform International Role Play 	

13	
Global economics	<ul style="list-style-type: none"> ➤ global interdependence and the benefits of trade; ➤ market forces of supply and demand; ➤ supply, demand and government policies; ➤ measuring a nation's income and cost of living; ➤ production and growth; ➤ savings, investment and the financial systems; ➤ unemployment and its natural rate; ➤ the monetary system; ➤ money and inflation.
<p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ To get the knowledge of the principles of global interdependence and the benefits of trade ✓ To get the knowledge of market forces of supply and demand ✓ To be able to measuring a nation's income and cost of living ✓ To get the knowledge of fundamental elements of production and growth ✓ To get the knowledge of savings, investment and the financial systems ✓ To get the knowledge unemployment and its natural rate ✓ To get the knowledge of the monetary system and inflation 	

14	
Leadership and Management	<ul style="list-style-type: none"> ➤ Human resources management ➤ Business plan ➤ Business analysis Techniques
<p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ To get the knowledge and practice of human resources management ✓ To be able to draft a business plan ✓ To be able to get business analysis techniques 	

<p>Business opportunities from EU institutions and funding</p>	<ul style="list-style-type: none"> ➤ EU internal market: Treaty articles on the free movement of goods, services, capitals and labour; Freedom of establishment and business start-up; and freedom to provide services; EU market legislation; legislative harmonization; Services Directives; Points of Single Contacts business support for service providers. Product contact points: information to business and authorities on mutual recognition and technical regulation; ➤ EU competition policy: Antitrust, Agreements, Abuse of dominant position, Mergers, State aid, State aid for small business. ➤ Public procurement: public contracts, e-Procurement, public tenders, online tendering, e-Certis, SIMAP portal of information tendering for EU public contracts www.simap.europa.eu and Tenders Electronic Daily (TED) http://ted.europa.eu ➤ Improving business environment: start-up procedures, transfers to business, taxation and SMEs, ensuring access to finance; regulatory burden; Training and mobility for SMEs; Erasmus for Young Entrepreneurs ; studies and proposals on EU taxation for SMEs; Small Business Act for Europe ➤ Access to markets: Enterprise Europe Network http://een.ec.europa.eu/ ; Internationalization; Standardisation and SMEs; Your Europe Business Portal, European small Business Portal http://ec.europa.eu/small-business/index_en.htm ➤ Access to EU finance: the wide range of EU programmes (2007-2013); financial instruments and intermediaries; banks and financial institutions; European Investment Bank, European Investment Fund. ➤ Business support: business assistance, Enterprise Europe Network local contact points; SOLVIT and contact points; EURES EU employment services; European Consumer Centres Network; China IPR SME Helpdesk (intellectual property rights); Eurochambers; BusinessEurope
<p>Learning outcomes:</p> <ul style="list-style-type: none"> ✓ To be able to know the basic principle of the internal market, Treaty articles and framework legislation; ✓ To be able to know the main information points and sources on the internet for business and authorities; ✓ To be able to know the fundamental principles of the Competition Policy; ✓ To be able to identify the public procurement and public tenders legislation framework and information channels; ✓ To be able to know training and working opportunities in support of SMEs; ✓ To be able to identify information and strategies to access the markets; ✓ To be able to identify EU financial instruments and programmes; ✓ To be able to get the knowledge of the main business support services and networks. 	

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EU funding opportunities and project management

- Sources of information on EU funding channels and instruments on the internet;
- EU programmes and funding opportunities 2007-2013 and new perspectives for future funding period; the programming priorities, Cohesion Policy and Structural Funds, Direct Funding, Seventh Research Framework Programme, Competitiveness and Innovation Framework Programme (CIP)
- Theory and practice of Project Management: Project Cycle Management, Logframe approach, the specificity of EU Project Management, rules, procedures and contractual obligations involved in EU funded projects;
- Developing and practising project management: Programming, planning and managing a project, how to build a consortium and how to search and select partners, how to write a winning proposal, Implementing, monitoring and evaluating EU projects, the financial management of the project, reporting, networking, budgeting, dissemination.

Learning outcomes:

- ✓ To be able to know the information channels on EU programmes, institutions, information on access to EU opportunities
- ✓ To be able to know the main EU programmes and grants and relevant differences;
- ✓ To be able to use the internet hardware and software necessary to the internet programme scouting;
- ✓ To be able to develop a analyse a starting situation and develop the needs, problems and objectives;
- ✓ To be able to draft a project idea and to identify the most suitable opportunities;
- ✓ To be able to structure a logical framework, objectives, external factors, risk management, performance indicators, e test bed, log-frame and management tools, planning the activities, planning the resources.
- ✓ To be able to identify suitable partners and build up a transnational partnership: how and where search and select reliable partners, defining roles, competencies, responsibilities, distributing budget; manage communication among partners, partnership agreements and partners' documentation.
- ✓ How to develop an effective project draft
- ✓ To be able to fulfil project documentation, applicant guidelines, financial and administrative rules, application form, budget form, project co-financing.
- ✓ To be able to identify success and criticalness elements for a project;
- ✓ To be able to identify the 6 pillars for a successful project: innovation, trans-nationality, co-financing, dissemination of results, transferability, competitiveness;
- ✓ To be able to pack the project proposal and to send it to the opportunity authorities in Brussels, the National agencies of references.
- ✓ To be able to develop monitoring instruments and methodologies;
- ✓ To be able to know evaluation criteria and sustainability factors.
- ✓ To be able to report both technical and financial project activities.

Findings and observations

The work of analysis and comparison conducted so far by the WP2 research has allowed to make to point on the existing training offer for Export Manager in the partners' territories. Although the research was limited to a selection of only 3-4 courses for each project country, the results and findings provided by research has allowed to get to some important considerations that will address the further development of the EM2.0 Training course.

The observations and recommendations for a further development of the EM2.0 training course are represented as a SWOT analysis elaborated on the basis of the consideration that the first draft of the EM training course framework suggested:

Strengths	Weaknesses
<ul style="list-style-type: none"> ☐ The development of a EM2.0 (web tools applied to the export manager context) results to be very innovative in the training offer scenario; ☐ The predominant use of the web, ICT, social media, and network in every day life suggest the urgency of a quick integration of such tools in professional contexts; ☐ EU recommendations for the development of more and better skills for all jobs (EU Commission Communication “New skills for new job” SEC(2008) 3058) ☐ EU recommendation to overwhelm the digital divide and to support the growth EU’s economy and society through digital technologies, media and ICT (“Digital Agenda for Europe – Driving European growth digitally” COM(2012) 784 final) 	<ul style="list-style-type: none"> ☐ Lack of advanced web tools and ICT solutions applied to the specific EM competencies and professional context; ☐ Lack of specific modules on project management competencies; ☐ Lack of specific modules integrating the competencies on EU opportunities and tools for business; ☐ Lack of specific modules on the knowledge of the emerging markets and the appropriate strategies to enter these markets (ex. China, BRICS)
Opportunities	Threats
<ul style="list-style-type: none"> ☐ The integration of specific web tools and ICT solutions into specific EM modules should be further developed in WP3 and in WP4 ; ☐ The development of a specific module on project management competencies should be further developed in WP4 ☐ The development of specific modules integrating the competencies on EU opportunities and tools for business should be further developed in WP4 ☐ The provision of specific modules on the knowledge of the emerging markets and the appropriate strategies to enter these markets (China, BRICS) should be further developed in WP4 ☐ The development of the matching between EM traditional training and web based /ICT tools should be carefully developed during implementation of WP3 and in WP4 taking into consideration the professional needs. 	<ul style="list-style-type: none"> ☐ The web and ICT related matters are in continuous evolution. What appears useful now will be obsolete in two years. To overcome this constrain, the course shall be conceived to provide a structure of contents that can be updated by trainers just before the delivery of the training.

Conclusions

The overview provided by the national researches should contribute to raise the awareness of the work group on the state of art of the existing training offer present in the partners' territories. In the same time, it should also help to make clear the crucial question which the work group is now facing: **what kind of professional profile we wish the "EM2.0" to be?**

From the information we gathered so far, the existing trainings on the sector actually lack of the innovative element that the present project seeks to foster: the **acquisition of innovative web based and ICT competences** functional for the **"2.0 generation" Export Manager**.

In addition to that, other observations raised from the analysis of the current training offer in the sector brought to the conclusions that the curricula proposed by the training institutions taken into account in the research are also missing of **"inter-curricular" modules (EU fund and opportunities, projects management, emerging market knowledge)** which would widen the range of operability of the Export managers.

In a global economic context where companies need to strengthen their competitiveness and find always new opportunities, the figure for the Export manager could acquire greater impact if he/she becomes the stimulus for innovative solutions for its businesses. Innovation can pass through advance web tools for the promotion and marketing but also from funding, investing, supporting opportunities like those provided by European institutions and services.

Therefore, to answer the question about the identity of the EM2.0, he/she will be a professional who:

Is able to face the elevated level of competitiveness of global companies

Is able to intercept new market trends

Is able to valorize all useful opportunities and funding for specific sectors

Is able to employ creative approaches and innovative tools to support the business

Is able to know new market features and how to approach to them

As recommendations for the future development of the EM2.0 training course we suggest the following:

WP3:

- ✓ identify effective and functional web tools for each specific training subject or class of subjects; for each module there should be a clear identification of the **most suitable and effective web tool**;

WP4:

- ✓ the development EM2.0 training methodology and pedagogical materials should be carefully conducted aiming at adapting methodology and appropriate didactic (ICT and web based) to the specific modules;
- ✓ the integration of the innovative web tools should be:
- ✓



- in support of both the **didactic methods – the training proposed should employ innovative ICT tools** and creative and interactive methodological approaches ;
- **Part of the training content** – the future Export Managers should acquire knowledge and competences on how to recognize the most suitable web tool to be applied in the exercise of their competences.