



Funded by the
European Union

THE RENEWAL OF TRANSNATIONAL Mobility



3



A new opportunity for people
looking to enter the labour
market and for businesses

Thanks

This pedagogical guide is the result of a collective effort born of the expertise of the teams of European organisations to which we wish to express our thanks for their trust, the quality of the contributions and their support throughout the project.

European partners

BERLINK - BERLIN - GERMANY

Manager: Luciano Donato Marino

Coordinator: Izabela Witkowska

Team members: Denitsa Boyanova, Teresa Quintana

ESMOVIA - VALENCE - SPAIN

Managers: Angelo Vito D'Andrea, Angeles Ruiz Gámez

Coordinator: Irene Fontanelli

Team members: Irene Sapiña, Aleksandra Kuciap, Maria Torres

EUROPEAN NETWORK PLACEMENT - BRISTOL - UNITED KINGDOM

Manager: Norbert Gorlt

Coordinator: Christophe Wells

Team members: Monica Aguavives, Dan Alves, Lazara Morgan, Gwen Touze

CENTRO DIFFUSIONE IMPRENDITORIALE DELLA TOSCANA - FLORENCE - ITALY

President: Giovan Battista Donati

Coordinator: Laura Simoncini

Team members: Daniela Artini, Alessandro Guadagni, Anna Maria Mannucci, Stefano Lucchi

French Partners

MAISON DE L'EMPLOI ET DE LA FORMATION - NANTERRE - FRANCE

President: Patrick Jarry

Coordinator: Jérôme Dormoy,

Team members: Joël Etienne, Souria Kermine, Anne-Sophie Timonier

RÉGION ILE DE FRANCE - PARIS - FRANCE

Project Manager: Jean-Louis Pontet

Coordinator: Gilles Bonnet

Team members: Sylvie Mérieult, Eric Mulot Radojcic, Laurence Ould-Ferhat, Nicolas Sauvageot

Coordinator

INSTITUT EUROPÉEN RECHERCHE ET FORMATION - PARIS - FRANCE

President: Ludovico Morozzo delle Rocca

Coordinator: Valentina Faccioli

Team members: Alexandra Collinet, Nadia Litzky, Pauline Simonet, Silvia Pedro

« Erasmus+ RMT » - 2014-1-FR01-KA200-008757 has been financed by support the European Commission. This publication extends and commits only the author and the European Commission can not be responsible for any use that may be made of it and the information contained therein.

December 2016

We would also like to thank all the staff from the companies who participated in the project and for all the people we met during this period, who also directly or indirectly enabled us to enhance this work with relevant and hopefully transferable content.



SUMMARY

1

PART ONE: CONTEXTUAL ELEMENTS

INTRODUCTION	8
WHY A METHODOLOGICAL TOOLKIT FOR VOCATIONAL MOBILITY	12
BIBLIOGRAPHIC RESOURCES	16
Bibliography	18
European tools and programmes	22
Sitography	25

PART TWO: TOOLKIT FOR SUPPORTING TRANSNATIONAL MOBILITY

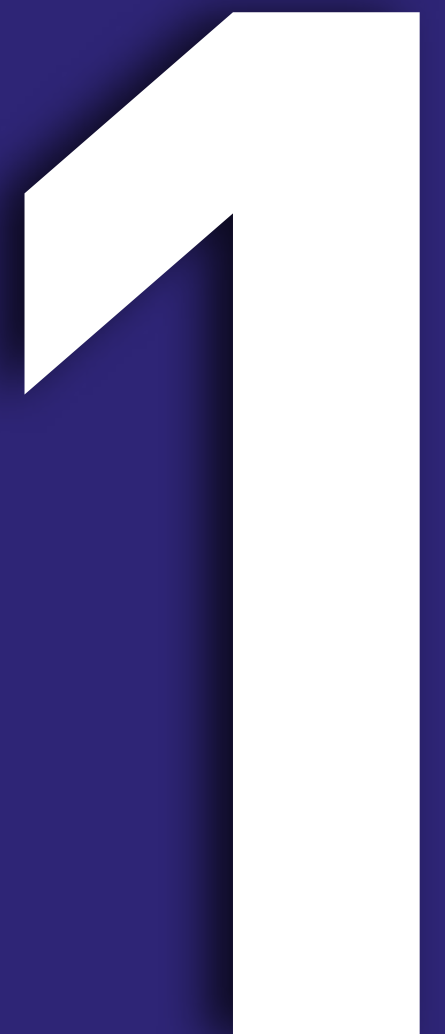
Step 1	PLANNING MY VOCATIONAL MOBILITY PROJECT	28
Step 2	I AM READY / AND, I'M GOING	65
Step 3	AN EFFECTIVE SUMMARY OF WHAT I HAVE LEARNT	88
Step 4	IN AN INTERVIEW WITH RECRUITERS	107
	APPENDICES	113
	1- Common European Framework of Reference for Languages - Self-assessment grid	114
	2- Official evaluation tests of the most spoken languages in Europe	116
	3- Work placement certificate example	117

2



PART ONE

CONTEXTUAL ELEMENTS



1

INTRODUCTION

Faced with rising unemployment and the need to boost the economy in Europe, the European Union has made investment in education, training and skills development one of its top priorities. Thus, among the axes of implementation of the «Europe 2020» strategy, particular attention has been paid to combating youth unemployment and supporting initiatives that make it possible to move from education and training to working life, through the promotion of work-based learning, the development of partnerships between multidisciplinary bodies and organisations, and increased investment in youth mobility.

The Erasmus+ programme, launched on 1st January 2014, was designed with this in mind in order to widen opportunities for mobility by proposing an integrated and simplified approach to the priority objectives of the seven former European programmes, including the Leonardo da Vinci sector programme which focussed on professional training.

Today, the many benefits of mobility programmes in terms of employability have been clearly demonstrated. An internship experience abroad helps to promote and ensure mobility in a European context, with a view to contributing to the construction and strengthening of a European identity and citizenship. Moreover, over and above the development of linguistic, technical and intercultural competences, integration into the international workplace enables the reinforcement of transversal skills, such as autonomy, creativity, initiative, adaptability, creativity, ability to work as a team and so on.

However, if the added value of this type of mobility is an accepted fact, the methods of recognising all the results obtained from these types of experiences conducted outside the formal educational framework remain complex and raise a certain number of questions. Indeed, if technical or linguistic skills can be formalised on the basis of a Business Reference Framework or the Common European Framework of Reference for Languages (CEFR), the task is more difficult when it comes to certifying non-formal, soft skills that are the highly sought by companies.

«Erasmus+: The Renewal of Transnational Mobility, a new opportunity for people looking to enter the labour market and for businesses» is a project that stands at the centre of these questions. The «Erasmus+ RMT» programme, carried out from 2014 to 2016, is based on the practical experience gained by the members of the partnership through the management and implementation of mobility programmes for people in professional transition over many years. To respond to the cross-sectoral strategic dimension promoted by The Erasmus+ programme, the «Erasmus+ RMT» project brought together a consortium of seven experienced partners in complementary fields of activity: education, careers guidance, support for mobility and the development of public policies.

This **«Methodological Toolkit for Transnational Vocational Mobility»** is one of the main objectives of the “Erasmus+ RMT” project. It is based on a methodological advance, complementary to current European certification tools. Through the adaptation of current practices that generally reserve this reflection to the end of the period of mobility, the toolkit features activities to «capitalise on experiences», prior to departure and throughout the mobility period. It is this dimension that should enable beneficiaries to develop their capacity for analysing and clarifying their achievements whilst working abroad, according to the specific professional context of their chosen career on their return to their home country. The central idea is to support beneficiaries in a self-assessment process prior to departure in order to identify:

- The inventory of skills that can be mobilised and the definition of a project truly in line with the definitions of occupational profiles sought by the labour market;
- An in-depth identification of the needs / skills to be acquired whilst abroad in order to achieve the desired degree of professionalisation, in the context of a transition between studies and employment or entry into work;
- The acquisition of capacities to link, transfer and enhance skills developed through a mobility programme (intercultural, linguistic and transversal capacities) to a given professional context.

The second innovative characteristic also lies in the mix of contributions that have contributed to the elaboration of the toolkit, because the theoretical approach is based on the results of two comparative studies carried out in the 5 countries of the partnership:

The «**Compendium of European Good Practice for Tools designed for Mobility**», which covers a selection of methodological tools for capitalising on mobility achievements, developed within the framework of European programmes and national or local initiatives.

The investigative report «**Comparative Analysis of the Views of European Companies on the Recognition of the Benefits of Transnational Mobility**», conducted with 170 companies in the five partner countries, provides insight into companies' views on the added value of mobility experiences in terms of cross-curricular competencies and employability.

In line with the priorities of the European Union and the impetus of lifelong learning, «Erasmus+ RMT» project proposed to:

- Contribute to the recognition of periods of mobility as a means of qualification of the development of personal and professional capacities;
- Increase / reinforce the employability of the groups looking to secure employment - students, post-students, adult job seekers - by offering career guidance courses allowing effective valorisation of the experiences gained through mobility;
- Through a transversal approach to European employment, provide flexible tools for European careers advisors, trainers and support staff, enabling them to take ownership of educational resources and integrate them into their professional activities;
- Strengthen the involvement of European companies, particularly prior to the start of the period of mobility, in order to identify common ways of assessing and certifying transnational skills, which can be easily understood by all stakeholders in the labour market;
- Promote the harmonisation of practices and improve the quality of collaboration between inter and intra-country organisations in the implementation of mobility programmes and projects.



WHY A METHODOLOGICAL TOOLKIT FOR VOCATIONAL MOBILITY?

Going abroad as part of a work-based mobility can represent an opportunity for the beneficiaries to develop their professional knowledge, to renew the link with training, to discover themselves, to integrate. Indeed, working in an unknown and different productive context amplifies and tests first and foremost the competences related to non-formal skills, that is to say the skills that make it possible to adapt to a new environment, to apprehend the importance of the formal and informal «codes» underlying interpersonal relationships, and the establishment of productive relationships with new teams of colleagues and superiors. Work-based experience in a country other than one's own makes it possible to enrich one's own «Work», not only in terms of linguistic and technical-vocational skills, but also to test what we often call «resourcefulness», in other words, our attitudes, abilities, adaptability, initiatives, organisation, and sometimes discovering that we have other skills of which we were not previously aware.

However, if there are many advantages, it is clear that most candidates encounter difficulties in explaining what they have learned, not only in the context of exchanges with their advisers, but also when trying to quantify the value of their gained experiences for professional purposes, the ultimate challenge from the mobility experience.

Why so many difficulties? Young people and adults often tell us that a 360 ° immersion, 7 day a week immersion, does not allow time to take stock, to reflect, to observe, to distance oneself. «A thirteen-week stay is a real challenge of effort and performance, we have to be good to do what we are asked ... between work, trips, shopping, very little time to think ... we just have to go for it» as Sylvie told us some time ago, on her return from her Erasmus+ internship in England.

And we agree with this: the geographical distance from home, the intensity of the experience, the novelty and excitement, being cut off from one's normal everyday life and integration issues, give mobility the ability to keep candidates away from the main objective for which they chose to undertake it.

Thus, upon return home, personal imperatives and questions resurface and become urgent again: «Over and above a reinforcement of vocational and professional skills, what have I learned about myself during my time abroad? Confronted with a new professional environment, with different «codes», have I been able to show enough initiative? Have I adapted as I would have in an identical situation in my own country? Are Human Resource Departments sensitive to the impact of mobility? Is the internship considered as much as professional experience? Are the skills acquired in mobility those required by employers? How to capitalise on these skills in job interview? How to include them in my CV and in my letters of application?».

These difficulties / needs are at the origin of the research and pedagogical preparation for the Toolkit, which we wished to be practical and in a simple expressive register in order to allow any candidate, independent of the level of education or experience, to succeed at:

- Designing a mobility project in relation to their professional project;
- Developing an autonomous and permanent reflective capacity to evaluate the contribution of the period of mobility in terms of skills and competences or other professional experiences, from a transferability perspective in a given context;
- Developing the capacity for self-assessment of skills that can be mobilised according to the project / profile sought;
- Helping them build a common vocabulary between non-formal learning situations and the world of work to capitalise on the experience during job interviews.

Through theoretical contributions, examples and practice role-playing activities, the methodological approach aims to support a progressive awareness of responsibilities for each person on his own programme. The central idea is to get the beneficiaries to take charge of their learning throughout the time abroad by circumventing the common but flawed credo that it is simply by the force of «immersion» that they can achieve all their individual goals.

This toolkit is designed for mobility operators, career counsellors and especially those looking to secure employment - young people aged between 18 and 25 finding it hard to secure entry to the job market, students at the end of the course, recent graduates, and adults seeking employment - who hope to enter a qualification process abroad as a structuring stage of their personal and professional development.

The materials, composed in three traditional stages - preparation before departure, during mobility and upon return home, has been designed to be available in paper or computer format and can be used in self-training, Individualised support and / or collective workshops. In order to make it transferable, we have chosen not to offer specific information on the different mobility programmes (participation / selection modality, legal framework, administrative and organisational procedures). This is one of the characteristics that makes it adaptable and which will enable the organisations that wish to adapt these materials by adding supplements adapted to their context and their target groups.

The pedagogical approach integrates mostly the methods of explicit learning and the methods of formative evaluation. The proposed didactic activities alternate between:

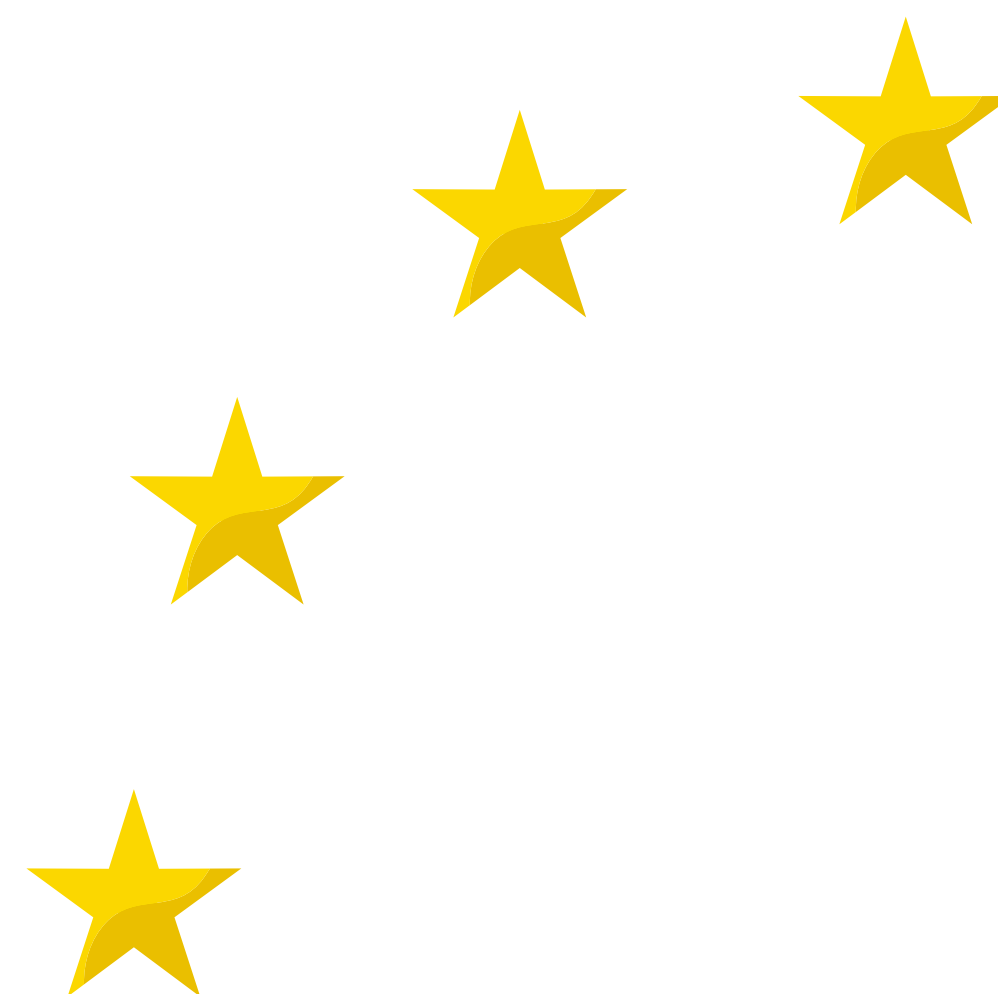
- Tools for professional positioning (canvas, business cards, job offers);
- Analysis grids and framework for the narration of actions or observations;
- Self-assessment materials for the analysis and scoring of skills progressions.

The materials have been developed using the tools and resources developed in the framework of European and national initiatives selected in the framework of our comparative research «Compendium of European Good Practice for Tools designed for Mobility» and the definition of transversal competences acquired through mobility that the 170 recruiters identified in our survey «Comparative Analysis of the Views of European Companies on the Recognition of the Benefits of Transnational Mobility».

At this stage, the major challenge is to underline the toolkit's value and its methodological relevance. We hope that mobility operators and advisers will make use of it and will pass on their comments and their observations so that it can evolve, improve and be adapted to other intercultural contexts than those specific to the partnership «Erasmus+ RMT».

The same is true for the final recipients to whom our conclusions are aimed:

WE ARE COUNTING ON YOU! Begin to exercise your transversal skills: curiosity / creativity, think critically, have confidence in yourselves, and of course effective communication ... let us know what you think and if it helps you to make progress in your mobility projects.





BIBLIOGRAPHIC RESOURCES

BIBLIOGRAPHY

ANSART Sandrine, SANSEAU Pierre-Yves, LEFORT Pascal. La VAE : un outil de développement des compétences, DUNOD, 2010

APEE, BADAJOZ les San Fernando, Proyectos y experiencias PAP de Comunidades y Ciudades autónomas: FCT en Portugal. Papeles Europeos, 2011, Número 4

BARABEL Michel, MEIER Olivier. Réussir sa démarche de VAE (3e éd.) bâtir le dossier de validation des acquis, réussir l'entretien, préparer l'après-jury. Dunod, 2011,

BARKATOLAH Amina. Reconnaître l'expérience tout au long de la vie : les apports du bilan de compétences et de la validation des acquis professionnels. In : Actualité de la formation permanente, n° 168, septembre-octobre 2000, pp. 84-89, www.opac.ressources-de-la-formation.fr:669/doc_num.php?explnum_id=3201

BARRET Martyn. « The components of intercultural competence » in: Developing intercultural competence through education. Pestalozzi Séries No. 3. Conseil d'Europe, Strasbourg. Référence ISBN 978-92-871-7745-2. www.book.coe.int

BELLANGER Emilie, TOUZE Marion. Les pratiques de la mobilité dans le cadre de l'éducation professionnelle. AGEFAPME, 2012

BENINI Ginevra, TOSI Giulia. Manuale dello stage in Europa : terza edizione. ISFOL, Roma, 2013

BRANDSMA Jittie, BRUIN-MOSCH Ceciel, ROEMELING JANNIE. MoVE-iT : Surmonter les obstacles à la mobilité pour les apprentis et les autres jeunes en cours d'enseignement et de formation professionnels. Une étude comparative sur la mobilité en FEPI dans 33 pays européens. Juin 2007

CAREL Sophie, DELOYE Frédéric Déloye, MAZOUIN Aurélie. La mobilité internationale des jeunes avec moins d'opportunités : retour d'expérience. Bref du Cereq, 25 novembre 2015

CEDEFOP. Lignes directrices européennes pour la validation des acquis non formels et informels. Référence séries 2016, N° 104

CICCHELLI Vincenzo. L'esprit cosmopolite. Voyages de formation des jeunes en Europe. Paris, Presses de Sciences Po, 2012

CLOT Yves, PROT Bernard. L'activité en bilan de compétences. Travail & Emploi, n° 103, juillet-septembre 2005, pp. 41-52, www.dares.travail-emploi.gouv.fr/IMG/pdf/103_travail_et_emploi_clot_prot.pdf

CHALUT-NATAL Gérard, NOWICKI Philippe. Âme et compétences, Coriance Editeur, 2000

CRISTALDI Maria Grazia. What is Problem Solving? Le Soft Skills che fanno la differenza. Janvier 2016, www.mgcristaldi.com

DEMAOUCOURT Catherine. Avec l'Europe, INETOP Orientation, Paris, mars 2013

DRUGMAND Christian, MATTIO Lise. Validation des acquis de l'expérience. AFNOR, octobre 2009

DUCHEMIN Claire. European inventory on validation of non-formal and informal learning 2014: country report France. European Commission; Cedefop; ICF International, 2014

FABBRI Elisabett. Dizionario delle principali competenze trasversali. Dernière consultation en ligne juin 2015, www.unife.it/ateneo/jobcentre/pil-old/dispense.pdf

FRIESENHAHN, Gunter J., SCHILD, Hanjo, WICKE Hans, Georg. Learning mobility and non-formal learning in European contexts: policies, approaches and examples. Editions du Conseil de l'Europe, 2013

GARREAU DE LOUBRESSE Dominique. Les 8 « Soft-Skills » les plus recherchées par les entreprises. 04/12/2014, www.atoutscompetences.blogspot.fr

GIUNTA Raimondo. Competenze trasversali il fascino discreto delle competenze trasversali. Avril 2016, www.aetnanet.org

GLASER Evelyne, GUILHERME Manuela, MENDEZ GARCIA María del Carmen, MUGHAN Terry. Compétence interculturelle pour le développement de la mobilité professionnelle. Conseil d'Europe, 2006

ICON-INSTITUTE Consulting Group. Study on mobility developments in school. Education, vocational training, adult education and youth exchanges. Commission Européenne, Bruxelles, Juin 2012

ISFOL. Tirocini all'estero dei giovani italiani. Borsisti Leonardo in mobilità transnazionale temporanea. in Osservatorio ISFOL, n. 1/2011

KEMP Jenny. The listening log: motivating autonomous learning. ELT Journal, Oxford, 2010, Vol. 64, n°4.

KOSCHECK Stefan. Soft skills more important than formal pedagogic qualifications. BWP-Heft, 2015

KRISTENSEN Søren. Comprendre les projets de mobilité en tant que vecteurs d'apprentissage. In: Construire la société de la connaissance : réflexions sur le processus de développement des connaissances. CEDEFOP, Référence série 2002, n°36, pp. 69-67

KRISTENSEN Søren. Développer les placements transnationaux en tant qu'outil didactique. Revue européenne formation professionnelle, n° 23, mai-août 2001, pp. 39-48

KRISTENSEN Søren. Learning by leaving - Towards a pedagogy for transnational mobility in the context of vocational education and training. CEDEFOP, 2010.

LABRUYERE Chantal, ROSE José. Validation des acquis de l'expérience : objectif partagé, pratiques diversifiées, NET n° 15, CEREP, mai 2004

MAYEN Patrick, PIN Jean-Paul. Conditions et processus de l'engagement en VAE , in : Relever les défis de la Validation des Acquis de l'Expérience (VAE). Formation emploi n° 122, avril – juin 2013

MCFARLIN Kate. The Importance of Soft Skills in the Workplace. Small Business, octobre 2015

MESTRES I SALUD Laia. Competencias más demandadas por el Mercado laboral. Educaweb, 28/05/2012, www.educaweb.com

MEYER Ruth. Soft Skills fördern, 2. Auflage 2011, hep verlag ag

MICHAUD Guylaine, DIONNE Patricia, BEAULIEU Ginette. Le bilan de compétences: regards croisés entre la théorie et la pratique, Editions Septembre (Les), 01/2007

MILLER Marine. Pour trouver un emploi, la personnalité compte plus que les stages. Le Monde, avril 2016

MORO INCHAURTIETA Álvaro, ALBIZURI ELEXPURU ITZIAR Lourdes Villardón Gallego. El impacto de la movilidad académica en Europa. Estado de la cuestión. Revista Internacional de Educación y Aprendizaje, 2014, VOLUMEN 2 NÚMERO 1.

MOSER Miriam. Trained in Germany: a source of skills for your career. Soft skills: Conducting a conversation as equals. Alumniportal Deutschland, 2012

OLIVER Ramón. Habilidades que dan empleo. El País, janvier 2016, www.economia.elpais.com

PRETERRE DESHAYES Nathalie. VAE informer, conseiller, accompagner. Guide à destination des professionnels de l'emploi, de la formation et de l'orientation. CIBC Charentes et Vienne, Editions Qui plus est, Paris, 2005

RAIGNEAU Marie-Luce, L'accompagnement des personnes pour la validation des acquis de l'expérience. Actualité de la formation permanente n°197, juillet-août 2005, pp. 99-104

RENEWABLE ENERGY ASSOCIATION. UK renewable energy jobs grow over 7 times faster than national average employment growth. Consulté le 10/05/2016, www.r-e-a.net

RODRIGUEZ MARTINEZ Antonio Jesús. Guía destino Europa 2014. Eusko Jaurlaritzaren Argitalpen Zerbitzu Nagusia Servicio Central de Publicaciones del Gobierno Vasco Donostia-San Sebastián, 2014.

ROSENBERG MCKAY Dawn. Soft Skills – What are they and why do you need them? About Careers November 2015

SCHOMBURG Haral., TEICHLE Ulrich. Mobilité internationale des étudiants et débuts de vie active. Formation emploi, 2008, n° 1033, pages 41-45.

SHARMA Meenaksh. How Important Are Soft Skills from the Recruiter's Perspective? In : Journal of Soft Skills, CFAI Juin 2009, Vol. 3 Issue 2, p 19-28

TORCH Ronald. The Growing Importance of Soft Skills in the Workplace, Torch Group, janvier 2013

TOVEY Alan. Is youth unemployment as bad as the figures suggest? The Telegraph, mai 2016

UK COMMISSION FOR EMPLOYMENT AND SKILLS. Business and schools: building the world of work together. A part of : Employer guides to work experience. Further education and training. Avril, 2012.

WERQUIN Patrick. Reconnaissance des acquis d'apprentissages non formels et informels : Les pratiques des pays. OCDE, Février 2010

EUROPEAN TOOLS AND PROGRAMMES

ALLER-RETOUR, GUIDE DE LA MOBILITÉ INTERNATIONALE, WILLAUER Sandra, Faculté des Sciences de la Vie - Université de Strasbourg, France, 2016, www.sandrawillauer.com

CARNET INTERCULTUREL DE MOBILITÉ, AGORD Pascale. Le carnet de voyage-reportage, outil de formation et d'expertise pour la mobilité internationale », La revue Journal of International Mobility. Moving for Education, Training and Research, Agence Erasmus+ France Education Formation, n° 2, octobre 2014, www.europe-education-formation.fr/page/JIM

CARTE DE COMPÉTENCES, DE FERRARI Mariela. Rapport de synthèse : Compétences transversales en contexte professionnel : objectiver, graduer, évaluer. AEFA, Octobre 2014. Disponible sur le site : www.agence-erasmus.fr/docs/2171_rapport_aefa_cop4_v-diffusable.pdf

DAISS2 – DIAGNOSTICS FOR ENTERPRISES SOFT SKILLS, Apricot Training Management, Loughborough - Royaume-Uni, 2013, www.DAISS2-project.eu, www.selfawareness.org.uk

E.R.M.E.S – ENHANCING RESOURCES FOR MOBILITY EXPERIENCES AND STRATEGIES, Giacomo Rumor -Centro Produttività Veneto, Vicenza – Italie, 2011, www.ermes.cpv.org – www.cai-eu.cpv.org

E-PORTOFOLIO & EUROPASS – P. de Rozario, « Europe : le projet “Juvéniles Mobiles” », Education Permanente, Parution N° 161 - 2004-4

EUCKEM – EUROPEAN KNOWLEDGE CENTER FOR MOBILITY, Associazione Centro Studi Città di Foligno, Italie, 2012, www.eu-mobility.eu

EUROAPPRENTICESHIP, www.euroapprenticeship.eu

EUROCATERING, Division Européenne de la Culture et EuroCatHos – Espagne, 2010, www.eurocatering.org

EUROPASS+, Forschungsinstitut Betriebliche Bildung GmbH, Nuremberg – Allemagne, 2006, www.europassplus.info

EUROPASS+2, Euro lavoro, Legnano – Italie, 2009, www.europassplus2.eu

GUIDE DE LA MOBILITÉ EUROPÉENNE, Association Nationale pour la Formation Automobile (ANFA), Sèvres - France, dernière consultation juin 2015, www.anfa-auto.fr

HAVE – HOSPITALITY, LEISURE AND TOURISM ADDING VALUE FOR EMPLOYABILITY, Institut of Hospitality, Sutton – Royaume-Uni, 2008, www.instituteofhospitality.org

ICOPROMO – INTERCULTURAL COMPETENCE FOR PROFESSIONAL MOBILITY, Centre for Social Studies, University of Cambria – Portugal, 2004, www.ces.uc.pt

IOA II – INTERNATIONAL OPERATION AGENT II, International Operation Agency in training, Zwolle- Pays-Bas, 2009, www.ioatraining.net

KEY TO MOBILITY, International Bund, Frankfurt – Allemagne, 2009, www.keytomobility.org

KOMPASS – DEFINITION AND DOCUMENTATION OF INTERCULTURAL-COMPETENCIES ACQUIRED IN EUROPEAN MOBILITY PROJECTS, Arbeit Und Leben, Düsseldorf – Allemagne, 2008, www.adam-europe.eu

LUDO ERGO SUM, Association Id6, Lille -France, 2012, www.skillpass-game.com

M.A.S.T.E.R. Mob – MULTIMEDIA APPROACH FOR SUSTAINABLE TRAINING IN EUROPEAN ROUTE FOR MOBILITY, Cap Ulysse, Bordeaux – France, 2012, www.adam-europe.eu

MANUALE DELLO STAGE IN EUROPA: TERZA EDIZIONE, BENINI Ginevra, TOSI Giulia, ISFOL (Istituto Superiore di Formazione e Orientamento al Lavoro), Roma, 2013, www.sbnlo2.cilea.it

MEJORA HERRAMIENTAS, SEGUIMIENTO Y EVALUACIÓN PRÁCTICAS INTERNACIONALES, Campus Iberus, Universidad Publica De Navarra. Experiencia Piloto Programa Erasmus Prácticas en Empresa, Universidad pública de Navarra, 2013/2014, Valle del Ebro, Espagne

MOMO – MORE MOBILITY FOR EUROPE, Artemisszio Foundation, Hongrie, 2012, www.moremobility.net/tools.html

PERFECT MATCH – TOOLS FOR HIGH QUALITY MOBILITY EXPERIENCES, SASKY/Ikaalinen College of Crafts and Design, Ikaalinen – Finlande, 2012, www.perfectmatch.fi

PORTFOLIO ACADEMIQUE POUR LA MOBILITE FRANCO-ALLEMANDE, Académie de Poitiers, France, 2016, www2.ac-poitiers.fr/allemand

PRE-MO, Provincia Autonoma di Trento, Ufficio Fondo Sociale Europeo, Trento-Italie, 2012, www.adam-europe.eu

Q-PLACEMENTS.NET – THE EUROPEAN HOST COMPANIES NETWORK FOR THE PROMOTION OF INTERNATIONAL WORKPLACE TRAINING FOR IVET STUDENTS AND APPRENTICES, Cambra de Comerç i de la Indústria de Terrassa, Terrassa – Espagne, 2011, www.q-placements.eu

QUEST – QUALITY FOR EUROPEAN MOBILITY FOR SMALL BUSINESS AND TRAINEES, Inova Consultancy Ltd., Sheffield – Royaume -Uni, 2012, www.questproject.wordpress.com

TOUS DIFFERENTS, TOUS ÉGAUX. Idées, ressources, méthodes pour l'éducation interculturelle - Conseil d'Europe, Strasbourg – France, 2009, www.archive.hrea.org


T-Tactic@school - TRANSFER OF TOOLS FOR MANAGING AND MENTORING THE INTERNATIONAL WORK PLACEMENTS TO GUARANTEE THE RECOGNITION OF COMPETENCES ACQUIRED AND THE QUALITY OF THE LEARNING PROCESS IN THE EDUCATION SYSTEM, Accademia Europea di Firenze, Florence -Italie, 2001, www.tacticschool.eu

WASTO -TRANSFER OF ADMINISTRATIVE AND PEDAGOGICAL TOOLS USEFUL TO MANAGE MOBILITY PROJECT, Adice, Roubaix- France, 2012 - www.adice.asso.fr

WORKBOOK FOR THE LEARNING COURSE, International Operation Agence in training, Zwolle- Pays-Bas, 2006, www.ioatraining.net

YES EMPLOYABILITY – YOUNG EUROPEANS, SKILLS FOR EMPLOYABILITY IN TOURISM, Institute of Tourism Studies, Malte, 2009, www.adam-europe.eu

SITOGRAPHY



www.adam-europe.eu
www.cedefop.europa.eu
www.centre-inffo.fr
www.euroguidance-france.org
www.ec.europa.eu/epale
www.ec.europa.eu/programmes/erasmus-plus
www.ec.europa.eu/esco/
www.ec.europa.eu/ploteus/
www.europe.snj.lu/fr/salto
www.vaeguidepratique.fr

PART TWO

TOOLKIT FOR SUPPORTING TRANSNATIONAL MOBILITY





STEP

1

PLANNING MY VOCATIONAL MOBILITY PROJECT

STEP

2

3

STEP

4




You are determined to go abroad
to improve your skills?

You've been thinking about it but you
are still hesitating?

Wondering if you are ready to leave?

Wondering what an internship abroad
can bring you?

**This first stage offers
activities to enable you to:**

- Take stock of your assets
and vocational needs.
- Discover the benefits of a period of mobility
and identify the skills you can develop.
- Find answers to your concerns.
- Find the keys to making a period
of mobility your springboard for employment. 

ALL ABOUT SKILLS



It is a fact:

Companies are looking for technical / vocational skills ... but the jargon of the job market is not always simple!

What is this all about?

What skills should be prioritised?

Over to you. Prove your curiosity and autonomy ! Do some research on the internet, try to find the definitions of the terms below and fill them in. You will see that it is not so difficult after all!

Technical skills	Qualities
Business skills	Capacities
«Light» skills	Performance
Hard skills	Language skills
Soft skills	Social skills
Expertise	Technical / Vocational skills
Manners	Role
Attitudes	

And now, do some of these definitions have the same meaning? Follow the example and note them down below.

Light Skills	Soft skills
	«Light» skills

SOME HELPFUL KEY DEFINITIONS

- Competence** is a body of knowledge, know-how and personal qualities.
- Knowledge:** specific knowledge on a certain subject or field of activity.
- Capacity:** know-how, knowing how to put into practice the type of behaviour required to carry out work activities.
- Quality:** know-how, it consists of personal, individual skills, specific to each of us.
- Performance:** what we need to do to produce a result.
- Role:** the set of tasks to be performed when we perform an activity in a position in a given job.
- Synthesis:** by combining all these key words, we can say that a skill is the set of all of our knowledge, know-how and personal qualities that we put into practice to achieve the performance required when we complete a work-based task or activity.



ABOUT VOCATIONAL SKILLS

Now that you have understood the world of skills, let's take a look at the professional skills required to practice a trade.

What skills are employers looking for when recruiting a candidate?

1. HARD SKILLS / TECHNICAL VOCATIONAL SKILLS

- These are our formally demonstrable skills, born of a technical apprenticeship and necessary to practice a trade.
- They vary according to each trade.
- They are totally transferable in identical trades, and partially transferable in trades belonging to the same sector of activity.

They are acquired mainly in initial or vocational training.

They are certified by diplomas or certificates of training.

During recruitment interviews, training certificates, length of experience, employers' work certificates can be shown. Sometimes knowledge tests can be included.

2. VOCATIONAL SKILLS IN A FOREIGN LANGUAGE

- All the theoretical and practical knowledge that make it possible to carry out all or part of the technical and professional skills required by a trade.
- The level of knowledge - oral/written - varies according to the profession, context and sector of activity of the companies.
- They are mostly transferable to trades of the same sector of activity or complementary to them.

Acquired through initial training, or work-based education, traveling, experience of mobility abroad, ...

They are certified by diplomas or certificates of training.

During recruitment interviews, training certificates, results in knowledge tests can be included. The recruiter may also invite the candidate to speak in a foreign language during part of the interview or to take a test.

3. SOFT SKILLS / PERSONAL QUALITIES

- These skills are close to personality traits specific to each person.
- Specific qualities relating to personal well-being, personal qualities, individual behaviour in the company and in the management of interpersonal relationships.
- They are transferable because they are acquired and put into play at every moment of daily life and not just in the workplace.

They are developed in many contexts: work, leisure, sport, volunteering, training, social relations, etc. They are not certified by any diploma or qualification.

During recruitment interviews, they are difficult to measure. The candidate can demonstrate them by behavioural attitudes (being at ease, smiling, being confident) and good speech, being clear and precise, expressing his or her abilities by adapting them to the context and profile of the position (s).



EACH PROFILE HAD ITS OWN SKILL SET AND A PERSONALISED MOBILITY PROJECT

Now that you know a little about skills, it's time to take stock of what you need to do your job. Understanding where you are will allow you to research and organise each stage of your vocational mobility project and to choose the situations that correspond to your objectives.

To begin, we suggest you to compare job offers by following the example below. Remember that most offers are written in the same way and present the same main sections. Here is an example :

Job title		HOTEL RECEPTIONIST
Activity sector of the company		4-star hotel complex, oriented towards a foreign clientele
Technical / vocational skills		<ul style="list-style-type: none">● Check-in, billing, cashing, keeping the cash register, closing cash● Computerised accounting of daily accounts● Processing of reservations, preparation of arrivals and departures● Processing of correspondence and emails.● Physical and telephone reception of clients
Training	
Linguistic skills		Fluent in Fluency in is required Knowledge of a third language is desired A first experience abroad would be an advantage
Personal skills (Soft skills/ transferable skills)		Welcoming guests in a personalised and warm way and answering their various requests, allowing the smooth progress of their stay within the hotel Be comfortable in physical and telephone communications Conduct simultaneously and in real time activities of different natures Changing with ease from one language to another Work independently according to pre-established working instructions and procedures Good teamwork skills
Additional information		Experience of at least one year in the same duties required Knowledge of the..... Software would be an advantage Driving licence required



EACH PROFILE HAD ITS OWN SKILL SET
AND A PERSONALISED MOBILITY PROJECT

Over to you. Compare 3 or 4 job offers of the trade you want to work in and evaluate your professional skills. Perhaps the most difficult part will be identifying your soft skills. If so, take the initiative to do this: search for job profiles, job benchmarks; You can also rely on your family and friends or your adviser to help you, ...

Try to find common elements and tick the boxes according to the following three indicators:

- It's OK !
- In progress
- To be acquired

Job title		●	●	●
Technical / vocational skills	●	○	○	○
	●	○	○	○
	●	○	○	○
	●	○	○	○
Training		○	○	○
Linguistic skills	●	○	○	○
Personal skills (Soft skills/ transferable skills)	●	○	○	○
	●	○	○	○
	●	○	○	○
	●	○	○	○
Additional information	●	○	○	○

If your professional project is to start a training programme, you can use the same process. Compare three descriptions of programmes for the same training, try to detect the common elements and tick the boxes according to the following three indicators:

Title of training	
Objectives	●
	●
	●
	●

Prerequisites	●	○	○
	●	○	○
	●	○	○
	●	○	○
Linguistic skills	●	○	○
Personal skills (Soft skills/ transferable skills)	●	○	○
	●	○	○
	●	○	○
	●	○	○
Additional information	●	○	○

HELPFUL SUGGESTIONS

- What conclusions can we make about the analysis of job offers or training?
- 1/ Technical-vocational skills are always explained in terms of operational know-how and are easier to compare.
 - 2/ Personal qualities are important as well as technical and vocational skills; While being transferable, it is important to relate them to each work context.
 - 3/ Language skills are expressed in a generalised manner, it is very rare to find job offers that give precise information on the expected oral / written levels or on tasks to be performed in a specific language.



MASTERING A LANGUAGE IN RELATION TO YOUR PROFESSIONAL PROFILE

A period of mobility can be an opportunity to improve your vocational language skills, but for immersion to become a place for your skills to develop, you need to know where you are going and what you can / should do before and during your mobility to achieve your goals. In order to do this, we offer you three ways of thinking: knowing the language skills of the professions; Assessing your level; Finding tips to progress at home and abroad.

Knowing the language skills required for your profession

Over to you. With a little spirit of initiative, entrepreneurship and trust in yourself, try to meet a worker or member of staff and a trainer who specialises in your field of activity. You could, for example, knock on the door of a company, a training centre, a specialised organization... and if you are too shy why not try to get in touch with these professionals on social networks, blogs , ...

To know the degree of mastery of a foreign language, the questions to ask are numerous. Noting the answers will help you to complete your professional profile, to know how they are measured in a company and to highlight them during a recruitment interview. Here are some suggestions :

● What is the necessary level to work in this profession?

● Is a basic knowledge of technical vocabulary sufficient?

☐ YES ☐ NO

● Do you need the ability to communicate in varied areas (daily life, cultural, ...)?

☐ YES ☐ NO

If yes, in which areas?

● What are the main tasks to be completed in a foreign language?

1/

2/

3/

● Does the position include overseas travel?

☐ YES ☐ NO

If yes, in which countries?

● What are the types of customers / suppliers of the company? (Add lines below if necessary)

● What types of written communication are expected?

Examples : email, technical reports, translations, summaries

1/

2/

3/

● What is the length of language learning required to match the profile?

 Years

 Months

● According to the professionals, what are the best ways to develop language skills ?

☐ Undertake a programme of study abroad ☐ Travelling

☐ Working abroad ☐ Working in your own country

☐ Other

● Who is in charge of recruitment?

● How does the company evaluate linguistic skills?

● Does having language qualifications make a positive difference when compared to having none?

☐ YES ☐ NO If yes, why?

● Can an experience working abroad, in any field, make a difference to candidates who do not have such an experience?

☐ YES ☐ NO If yes, why?

● What advice can the company give you to develop your skills?

1/

2/

3/

Test your current level

The degree of proficiency in a foreign language is assessed according to the level in four competences:

Listening	=	understanding a question or an instruction ...
Speaking	=	expression your point of view, giving some information to a customer ...
Reading	=	understanding a text, written instruction
Writing	=	writing a summary, a commercial letter ...

Here are some practical steps you can undertake to self-assess your skills:

Activity 1. Many language schools offer free online level tests. Choose some tests and follow the instructions. Do not forget to keep the results, they will be very useful for the following steps. Note them down in the following tables by following the example:

Test 1

Objectives	Measure general knowledge, grammar, vocabulary, ...
Level achieved / Score	Intermediate- 64/100
Your strong points	Grammar, ...
Your points to work on	Conjugation of verbs, construction of interrogative sentences, ...
Overall assessment	

Test 2

Objectives	•
Level achieved / Score	•
Your strong points	•
Your points to work on	•
Overall assessment	•

Test 3

Objectives	•
Level achieved / Score	•
Your strong points	•
Your points to work on	•
Overall assessment	•

Activity 2. The European Union has developed the Common European Framework of Reference for Languages (CEFR). It is a self-assessment tool for language skills that can help you identify your current level. Using the matrix proposed in Appendix 1, tick the statements that correspond to you and complete the table below according to the level proposed by the CEFR:

Capacity	What you know how to	A1	A2	B1	B2	C1	C2
Listening	•						
	•						
	•						
	•						
Taking part in a conversation	•						
	•						
	•						
	•						
Oral expression	•						
	•						
	•						
	•						
Reading	•						
	•						
	•						
	•						

Activity 3. You have just defined your level of general and vocational linguistic knowledge. The last step is to set the targets to be achieved before and during the period of mobility. Complete the table and indicate below by ticking the priority areas of learning according to the following scale:

1 = highest priority
6 = lowest priority

Learning Areas	Priority
Technical vocabulary	•
Grammatical knowledge	•
Listening skills	•
Spoken communication	•
Reading skills	•
Writing skills	•

Activity 4. Tips for progressing before departure

Many of you think that the best way to learn a language is to spend an immersion period abroad. Well, that’s true! But waiting to leave to start to learn, relearn, disinhibit, be obliged to speak is not necessarily an effective strategy. The more you work on your language skills before departure, the more rapid and thorough your progress during the mobility period. Here are some tips for working on your language without breaking the bank:

- ✓ **Be entrepreneurial:** in some cities, there are clubs of foreign students. Participating is a good opportunity to improve and progress your oral skills, to become familiar with new cultures, to establish lasting relationships, to learn about mobility programmes and perhaps to find a host company for an internship abroad.
- ✓ **Be organised and determined:** Online sites offer free courses to work on your vocabulary and grammar.
- ✓ **Be curious:** seek out and take advantage of international events organised in your region. It’s a way to find up-to-date information about the country you are targeting. Remember that in big cities there is often a cultural centre that represents the country where you want to stay. You will find that most conferences and events are open access.
- ✓ **Work as a team:** ask questions of your friends, your family, your teachers and advisors to find funding and take courses in a school.
- ✓ **Be autonomous and creative:** take ownership of this list, adapt it to the possibilities offered in your environment, and especially make it evolve.

Over to you!

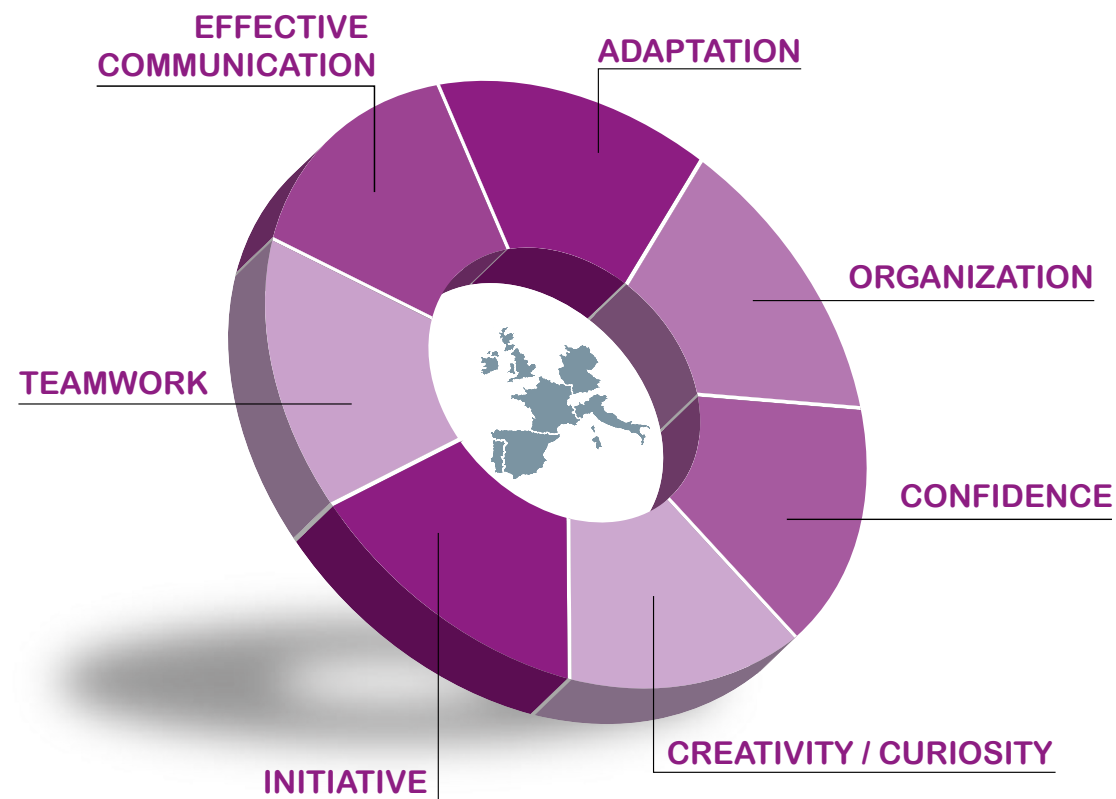


DETECTING THE LINKS BETWEEN TRANSFERABLE SKILLS AND YOUR PROFESSIONAL PROFILE

A quick reminder:

- 1 / Technical skills are fundamental to a mission, but they are not the only ones.
- 2 / It is also necessary to rely on the personal skills, called «soft skills» by the English-speaking world.
- 3 / Unlike vocational techniques, which are generally applicable only in specific situations, soft skills are cross-curricular/ transferable skills that can be used at any time and not only in the workplace.
- 4 / Unlike the theoretical knowledge that you learn in training, these skills can develop in many activities (work, free time, volunteering ...) and then be reapplied in other contexts than the original one.
- 5 / Good news: employers are convinced that mobility is a very good place to develop soft skills.

Now that you have understood how important soft skills are for you, it's time to identify yours and which ones you need to develop to achieve your professional goals.



Over to you. Here are the 7 most popular soft skills with European companies. Try to use the features according to the instructions. This exercise will allow you to understand what professional skills softs are, and make use of some of them, such as: organisation, communication, self-confidence and creativity.

EFFECTIVE COMMUNICATION

What is it about ?

- Having good oral expression, knowing how to establish good relationships with others, knowing how to adapt your speech according to the situation and the people.
- Knowing how to compose communications: structure your ideas, be synthesised, be clear, concise.
- These skills are equally important when communicating in your mother-tongue as in a foreign language.

Why is it important?

It is a fundamental skill in any professional environment and for any profile. Good communication skills help to build the image of the company.

Over to you!

Try to identify an activity / experience in which you have already practised these skills and describe their usefulness in this specific context:

ADAPTATION

What is it about ?

- Be open to change.
- Be able to adapt and evolve your work.
- Use appropriate language, modify behaviour to adapt to the standards of a new group, adjust quickly to change.
- Be able to review your judgment or opinions.
- Challenge your knowledge and beliefs.

Why is it important?

To evolve within a company, adhering to its corporate culture and codes of behaviour is very important.
Being ready to get involved, to accept changes when necessary is synonymous with interest, motivation and understanding of the context and constraints of the company.

Over to you!

Try to identify an activity / experience in which you have already practised these skills and describe their usefulness in this specific context:

ORGANIZATION

What is it about ?

- Be able to organise you work, to adopt a working method.
- Be able to gather information and resources needed to accomplish a task.
- Manage constraints (time, resources, availability of the people involved, ...).
- Ability to adapt working methods to context and objectives.

Why is it important?

From the moment you work with others, it is essential to be organised. Failure to meet deadlines, can penalise the activities of other people in the production process.

Over to you!

Try to identify an activity / experience in which you have already practised these skills and describe their usefulness in this specific context:

TEAMWORK

What is it about ?

- Work within a group according to a common objective.
- Be able to listen and respect the ideas of others, to defend your ideas while being able to rally to the collective opinion.
- Accept constructive criticism and corrective action.
- Show solidarity, help someone to complete a task.

Why is it important?

For recruiters, it is always good to have candidates who know how to work as a team and who will combine their skills together to achieve something. A good team cohesion allows a company to move forwards and motivate its employees.

Over to you!

Try to identify an activity / experience in which you have already practised these skills and describe their usefulness in this specific context:

INITIATIVE

What is it about ?

- Being more than just a performer, do not just wait for directives from your hierarchy
- Act on your own initiative without being solicited by someone or forced by events.
- Proposing solutions to problems or dysfunctions, making spontaneous proposals.

Why is it important?

It is often the ability that allows a recruiter to check the potential for a candidate's evolution in terms of tasks and position within the company. Having initiative implies autonomous capacities and the ability to analyse a context.

Over to you!

Try to identify an activity / experience in which you have already practised these skills and describe their usefulness in this specific context:

SELF CONFIDENCE

What is it about ?

- Be convinced that you possess the capabilities to achieve an expected performance.
- Be able to make decisions, involve and motivate colleagues especially in critical phases.
- Respond constructively to your failures.
- Be aware of your own worth, your own capacities and ideas, beyond the opinions of others.

Why is it important?

Having confidence shows that a candidate is emotionally stable, forward-thinking, capable of assuming responsibility, and is determined to achieve his or her goals.

Over to you!

Try to identify an activity / experience in which you have already practised these skills and describe their usefulness in this specific context:

CRÉATIVITÉ / CURIOSITY

What is it about ?

- Knowing how to transform things, take them forwards, consider new and different solutions.
- Know how to observe, seek information, ideas
- Ask questions, want to learn.
- This requires a sense of innovation, to break the beaten track, what the English call «to think outside the box».

Why is it important?

Finding good ideas, new solutions and strategies is a way for the company to innovate its products and remain competitive.

Over to you!

Try to identify an activity / experience in which you have already practised these skills and describe their usefulness in this specific context:

Over to you. Another little effort, the end of the first stage is near! You could now self-evaluate your transferable skills, to identify those that are already usable and those that you want to develop or acquire. Tick only the boxes of the skills you think are necessary to do your chosen trade.

- Yes
- I don't know
- No

EFFECTIVE COMMUNICATION		<div></div>	<div></div>	<div></div>
I feel capable of:	Establish good relations with others	<div></div>	<div></div>	<div></div>
	Adapt my speech according to the situation and the people	<div></div>	<div></div>	<div></div>
	Structure and synthesise my ideas	<div></div>	<div></div>	<div></div>
	Write work-based texts (email, commercial letters, ...)	<div></div>	<div></div>	<div></div>

ADAPTATION		<div></div>	<div></div>	<div></div>
I feel capable of:	Adjust quickly to change	<div></div>	<div></div>	<div></div>
	Use appropriate language	<div></div>	<div></div>	<div></div>
	Change my behaviour to adapt to the standards of a new group	<div></div>	<div></div>	<div></div>
	Review my judgements and my opinions	<div></div>	<div></div>	<div></div>
	Look critically at myself and what I do	<div></div>	<div></div>	<div></div>

ORGANIZATION		<div></div>	<div></div>	<div></div>
I feel capable of:	Organise my work	<div></div>	<div></div>	<div></div>
	Manage constraints	<div></div>	<div></div>	<div></div>
	Transmit operational information to the right person (s)	<div></div>	<div></div>	<div></div>
	Define and schedule a task over time	<div></div>	<div></div>	<div></div>
	Work independently	<div></div>	<div></div>	<div></div>

TEAMWORK		<div></div>	<div></div>	<div></div>
I feel capable of:	Listen to and respect the ideas of others	<div></div>	<div></div>	<div></div>
	Defend my ideas	<div></div>	<div></div>	<div></div>
	Accept constructive criticism and make corrections	<div></div>	<div></div>	<div></div>
	Show solidarity	<div></div>	<div></div>	<div></div>
	Be open-minded	<div></div>	<div></div>	<div></div>

INITIATIVE		<div><div></div><div></div><div></div></div>
I feel capable of:	Anticipate problems or malfunctions	<div><div></div><div></div><div></div></div>
	Make spontaneous proposals	<div><div></div><div></div><div></div></div>
	Be able to assess the potential risks of my actions	<div><div></div><div></div><div></div></div>
	Be autonomous, act on my own	<div><div></div><div></div><div></div></div>
	Critically analyse situations	<div><div></div><div></div><div></div></div>

SELF CONFIDENCE		<div><div></div><div></div><div></div></div>
I feel capable of:	Be confident in my work	<div><div></div><div></div><div></div></div>
	Be determined to fulfil my commitments	<div><div></div><div></div><div></div></div>
	Cope with unforeseen events	<div><div></div><div></div><div></div></div>
	Evaluate my weak points and progress	<div><div></div><div></div><div></div></div>
	Channel my emotions, manage stress in new situations	<div><div></div><div></div><div></div></div>

CREATIVITY / CURIOSITY		<div><div></div><div></div><div></div></div>
I want to:	Observe and ask questions	<div><div></div><div></div><div></div></div>
	Learn new things	<div><div></div><div></div><div></div></div>
	Be open to myself and to others	<div><div></div><div></div><div></div></div>
	Look beyond the beaten track	<div><div></div><div></div><div></div></div>
	Develop knowledge of other cultures, other countries	<div><div></div><div></div><div></div></div>



YOUR PERSONAL VOCATIONAL MOBILITY PROJECT

You now know what your «skills capital» is, what you can already make use of and capitalise upon in your chosen trade. Now you could determine the objectives of the period of mobility in terms of skills to acquire, so you can define the characteristics, the typology and the context of your internship abroad.

Activity 1. Using the table entitled «Job title», list below the technical and vocational skills that you have identified. Then associate a value of 0 to 3 by answering the following question: Will an internship abroad help me develop this skill?

0 : not useful at all
1 : not very useful
2 : quite useful
3 : very useful

Technical / vocational skills

1/ _____	0	1	2	3
2/ _____	0	1	2	3
3/ _____	0	1	2	3
4/ _____	0	1	2	3

Add additional skills if required

Activity 2. List the skills you have checked in the table «Self-assessment of cross-curricular competencies» and evaluate the degree of usefulness of a foreign placement for each competency by assigning a value of 0 to 3:

0 : not useful at all
1 : not very useful
2 : quite useful
3 : very useful

Cross-curricular / transferable skills
EFFECTIVE COMMUNICATION

1/ _____	0	1	2	3
2/ _____	0	1	2	3
3/ _____	0	1	2	3

ADAPTATION

1/ _____	0	1	2	3
2/ _____	0	1	2	3
3/ _____	0	1	2	3

ORGANIZATION

1/ _____	0	1	2	3
2/ _____	0	1	2	3
3/ _____	0	1	2	3

TEAMWORK

1/ _____	0	1	2	3
2/ _____	0	1	2	3
3/ _____	0	1	2	3

INITIATIVE

1/

0

1

2

3

2/

0

1

2

3

3/

0

1

2

3

SELF CONFIDENCE

1/

0

1

2

3

2/

0

1

2

3

3/

0

1

2

3

CREATIVITY / CURIOSITY

1/

0

1

2

3

2/

0

1

2

3

3/

0

1

2

3

Activity 3. This activity aims at enabling you to take stock of your **linguistic skills** and define your goals for progress during your period of mobility. Complete the following questions based on the results of the section «**Language proficiency according to your vocational profile**»

In relation to the results in the test that you have completed and the self-evaluation CEFR activities, what is your current level of knowledge?

Beginner

Basic

Intermediate

What is the level expected by the prfofile of the position ?

Beginner

Basic

Intermediate

List the difficulties that you have found on a professional level for each of the 4 skills below:

LISTENING

SPEAKING

READING

WRITING

List the areas of learning that you have checked as priorities in the «**Learning Areas / Priority**» table and assess the degree of usefulness of an overseas internship for each skill by assigning a value from 0 to 3:

- 0 : not useful at all
- 1 : not very useful
- 2 : quite useful
- 3 : very useful

Area of Learning	Priority 1 = highest priority 6 = Lowest priority	Internship Abroad			
Technical vocabulary	<input type="radio"/>	0	1	2	3
Grammatical knowledge	<input type="radio"/>	0	1	2	3
Listening skills	<input type="radio"/>	0	1	2	3
Spoken communication	<input type="radio"/>	0	1	2	3
Reading skills	<input type="radio"/>	0	1	2	3
Writing skills	<input type="radio"/>	0	1	2	3



PORTRAIT OF THE OVERSEAS INTERNSHIP

It is time to draw a portrait of the context of the work-based internship most adapted to your current situation and your professional objectives. To help complete the questions and identify the internship experience as well as possible, do not forget that:

- 1 / the «perfect» internship does not exist because the typology of training that each person can hope for depends on the level of the language that you have at the start and also on the needs / expectations of the host companies;
- 2 / a less favoured country or locality may provide excellent opportunities for professionalisation. What counts is how you will succeed in capitalising on your mobility experience with recruiters;
- 3 / doing an internship in a professional field complementary to your own, or doing different tasks than those provided in your profession, can still allow you to develop the vocational skills that you need and that are sought after by the employers.

With a little curiosity, adaptability, spirit of initiative and confidence you will succeed in finding the right balance.

Indicate 3 vocational sectors that seem relevant to your professional project:

Example: tourism, applied research, marketing - trade, ...

- 1/ _____
- 2/ _____
- 3/ _____

Indicates 3 internship profiles that seem relevant to your professional project:

Example: administration, customer relations, accounting and management, ...

- 1/ _____
- 2/ _____
- 3/ _____

Select from the activities below the ones you want to practice more in your work-based training activities by assigning them a value according to the following rating: 1 the most important to 3 the least important.

Speaking ① ② ③
Writing ① ② ③
Reading ① ② ③

Choose the duration of mobility according to your needs and your personal situation (social commitments, resources, ...):

Short duration / number of weeks: _____

Long duration / number of months: _____

Finally, select 2 countries that particularly interest you:

1/ _____

2/ _____

A FEW SUGGESTIONS TO FIND THE RIGHT PROGRAMME TO GO ABROAD

Here are some suggestions to find the programme abroad that will meet your expectations as much as possible.

Ask your referral counsellor, youth information centre, employment agencies, your teachers/trainers.

Participate in information workshops to learn about and compare programme characteristics:

- Access criteria (age, linguistic prerequisites, ...)
- Schedule of departures
- Administrative constraints (visa, insurance, health, ...)
- Destinations
- Duration
- Starting arrangements (collective, individual)
- Pre-departure training and preparation
- Types of internships in companies
- Living conditions in accommodation
- Grants – amounts / types
- Individual contribution
- Terms and deadlines for submission of applications.

Be curious, determined, enterprising, organised and flexible. A very / overly demanding or closed person in his or her positions will encounter more difficulties to leave. Thus, being flexible, it will be highly appreciated.

Over to you!

STEP

1

STEP

2

I AM READY,
AND I'M GOING!

STEP

4



Where is the accommodation? And the place of training?

How to get there? It is far?

And transportation in the city?

When will the meeting be held with the internship tutor?

How to dress for the interview?


What if it does not go as planned?

Where to do the shopping?

How to get to know the city quickly?

The first days of a stay abroad are enchanting, intense and almost without breaks. The obligation to speak constantly in a foreign language requires a lot of concentration to understand and communicate on in daily life and at work. Simple tasks become complex, and complex tasks cause concern. The beginning is so intense and exciting that it can almost make you forget what you were looking for from the internship.

This second step is here to help you:

- Take time for yourself, to move from action to observation of your action plan.
- Assess your progress by asking the right questions and involving your tutor (s).
- Set new professional goals for yourself.
- Make the period of mobility a milestone in your professional project.
- Implement your reflective capacities to analyse the skills under development and capitalise on them during your future job interviews. 

Internship abroad



You have arrived at your destination: the long-awaited 360° immersion is about to start!

7 days a week....



HOW TO USE THIS TOOLKIT

In order to capitalise on your period of mobility, it is important to ensure regular monitoring. It is up to you to assume the responsibility for this both by carrying out the self-evaluation activities and by asking your internship tutor to fill out the intermediate and final evaluation materials. The skills analysis tools proposed in this section are «progressive». This means that you will be required to complete them over time depending on when you have been able to find the requested information and according to a timetable that you will have set up for carrying out professional progress analysis activities and the capitalisation of your assets.

The frequency of evaluation activities is to be determined according to the length of the period of mobility. For example:

- For an internship of 6 weeks, an intermediate evaluation at week 3 and at the end will be sufficient;
- For longer periods of training, it is necessary to supplement the activity sheets and complete the intermediate evaluations every 6 weeks.

Finally, do not forget that the schedule of your internship tutor is certainly very busy. As soon as you arrive at your placement, explain the materials, their purpose and establish the evaluation dates together. This is a way of showing that you are organised, and demonstrates your ability to plan tasks and be proactive right from the very start.

Activity 1. Characteristics of the host company

This form will allow you to create a portrait of the internship company. On your return home, it will be useful to help explain to recruiters the context where you worked, the benefits of the work-placement, and common elements to the environment of your target company. Try to complete it in its entirety by asking for information from your colleagues and from your internship tutor, using the Internet, ... Be courteous and discreet. Sometimes companies do not want to disclose sensitive internal information. Select the keywords in the left column that correspond to the internship companies and list them in the right column.

Characteristics	Key Words	Host Company
Legal status	Single proprietorship	
	Limited Liability Company (Corp, Ltd ...)	
	Association	
Sector	Private, public /state owned	
Activity	Commercial / non-commercial	
Field /Sector of activity	Trade, industry, Commercial or service	
	Sector: primary, secondary, tertiary	
Scope of activity (Geographical Context)	Local	
	National	
	European	
	International	
Size	Number of employees	
	Turnover	

- Describe briefly the company products or services:

- Who are the company's customers?

Activity 2. «My internship»

Here are 2 activities to do one week after the beginning of the internship. They aim to:

- make it possible to situate your role within the company,
- understand the internal organisation of the company,
- as for the previous activity, prepare a clear presentation of the context of the internship to be used on return home or on the spot, during job interviews,
- measure the evolution of your tasks over time.

Sheet 1. The context of the internship

Try to answer briefly the questions below. Do not hesitate to involve your colleagues and your internship tutor to collect the information you need.

- What are the different departments in the company?

(Example : administration, sales, marketing, commercial activities,...)

- If possible, insert or draw a diagram showing the organisation in the company:

- In what department are you working?

- Who is overseeing your activities during your internship? One or several employees? Describe their role (s) in the company

- Are you working as part of a team?
If yes, describe the jobs that your colleagues do.

1/

2/

3/

- Are you working with colleagues from different countries?
If so, list the nationalities.

- In order to complete your tasks, with what other departments in the company are you in contact?

- Do you have direct contact with customers? Local or International customers?

- How would you describe the social climate within the company?

- What do you think are the most significant differences in regard to interpersonal relationships in the workplace when comparing your home country and the country in which you are doing your internship? Give a few examples.

Behaviour:

Atmosphere at work:

Realtionship with your hierarchial superiors:

- Try to give an example of what you absolutely should not do in terms of behaviour in regard to human relations at work in the host country.

Sheet 2. The job profile

List all the tasks of your internship profile in the company and tick the boxes corresponding to the transversal competences that you use to realize them.

This record is to be updated at the end of weeks 6, 12, 18, ... Duplicate it as many times as necessary.

Repeat the exercise by adding any new tasks that your tutor gives you as time goes on.

	Organisation	Communication	Adaptation	Teamwork	Initiative	Self Confidence	Creativity / Curiosity
Internship Tasks							
1							
2							
3							
4							
5							
6							
7							
...							

- Describe any difficulties that you have encountered during this period in the execution of your tasks and explain how you overcame these difficulties.

1/

2/

3/

Activity 3. Linguistic Progress

In the left column, insert the tasks you indicated in the table above and tick the boxes of the 4 linguistic activities by choosing the ones you used to execute each task.

A task can correspond to several linguistic activities.

This record is to be updated at the end of weeks 6, 12, 18, ... Duplicate it as many times as necessary.

Internship Tasks	Understanding	Oral Communication	Writing	Reading
1 Example : dealing with customers	★	★		
2				
3				
4				
5				
6				
7				
...				

- Describe any language difficulties you have encountered during this period in carrying out your tasks and explain how you overcame them:
1/
2/
3/
- Where, in your opinion, have you made the most progress in the period in terms of language acquisition? Use the phrase «I'm more comfortable ...» and give examples:
Vocabulary ?

Grammatical knowledge?

Comprehension skills?

Reading skills?

Writing skills?

Activity 4. Social and extra-professional activities - to be updated every 6 weeks

You do not have to duplicate anything, just answer questions by adding the new activities in the predefined boxes.

This activity will allow you to describe the social, cultural and leisure activities that you have carried out during your stay to help you get to know the country, the traditions, ... You will be able to capitalise on them during recruitment interviews to show another facet of your transversal skills: your spirit of initiative, your curiosity, adaptation, ...

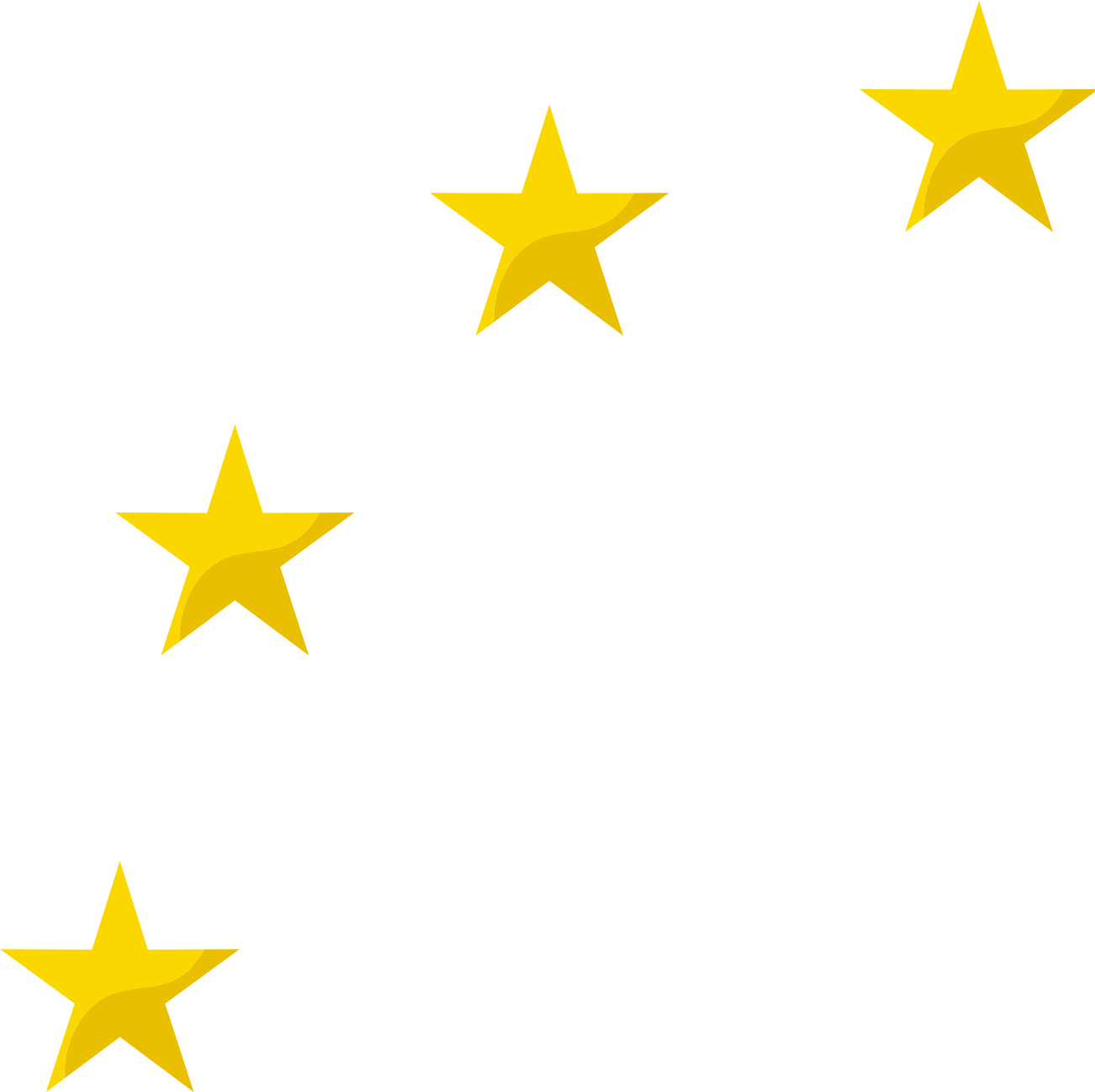
Also, in case you do not know which activities to choose, read the questions and maybe you will get some ideas.

	In what social activities did you participate during this period? <i>Example: a birthday, a dinner, sporting activities, other fun activities</i>
Week 6	<div></div> <div></div> <div></div> <div></div>
Week 12	<div></div> <div></div> <div></div> <div></div>
Week 18	<div></div> <div></div> <div></div> <div></div>

Have you found opportunities to improve your language skills? Describe them by explaining what you have gained from them.
Example: language courses, conversation exchanges, participation in volunteer events

Week 6	<div></div> <div></div> <div></div> <div></div>
Week 12	<div></div> <div></div> <div></div> <div></div>
Week 18	<div></div> <div></div> <div></div> <div></div>

	<p>Have you identified opportunities to deepen your knowledge about the culture of the country? Describe them by explaining what you have gained from them.</p> <p><i>Example: participation in conferences, shows, films...</i></p>
Week 6	<div></div> <div></div> <div></div> <div></div>
Week 12	<div></div> <div></div> <div></div> <div></div>
Week 18	<div></div> <div></div> <div></div> <div></div>



Activity 5. Intermediate evaluation by the trainee's tutor- To be completed every 6 weeks.

The advice of a professional about how you are evolving in the company is very important. We suggest that you do this activity together, because it offers the opportunity to have constructive exchanges and a better understanding of the employer's perspective, expectations of your contribution within the company and the degree of expected progress. For you, participating in the evaluation is an opportunity to measure the degree to which you have succeeded in your own self-assessment activities. These evaluation activities will also allow you to set goals in terms of progress consistent with the tasks entrusted to you and to consider new ones. Do not forget that the document is a synthesis. Do not hesitate to note in a notebook what the employer explains to you! Duplicate the table below as many times as necessary.

Intermediate Evaluation by the trainee's tutor – Week 6, Week 12, Week 18,...

Name of the participant : _____	Assessed period From _____ To _____
Name of the company: _____	

**Please complete the questionnaire below, circling the appropriate number:
1 weak - 5 excellent**

1. Assiduity / adherence to objectives / deadlines	1 2 3 4 5
2. Teamwork	1 2 3 4 5
3. Adaptability skills	1 2 3 4 5
4. Spirit of initiative	1 2 3 4 5
5. Intégration into the team	1 2 3 4 5
6. Time management	1 2 3 4 5
7. Quality and accuracy of work	1 2 3 4 5
8. Problem-solving skills	1 2 3 4 5
9. Speed of work, methodology and organisation	1 2 3 4 5
10. Motivation for the work and enthusiasm	1 2 3 4 5
11. Capacity for analysis of work and to correct errors	1 2 3 4 5
12. Autonomy shown in task completion	1 2 3 4 5

Comments about your strengths

Soft skills /transversal skills

Behaviour

Linguistic skills

Areas of improvement

Soft skills /transversal skills

Behaviour

Linguistic skills

Additional comments

Name and position: _____ Signature : _____

Date: _____ Place: _____

Activity 6. Final self-assessment of transversal / cross-curricular skills

For each skill, choose and describe an example of both a professional and social situation where you think you have used it. We suggest that you do not wait until the end of your placement to select the examples.

Effective communication	<div></div> <div></div> <div></div>
Adaptation	<div></div> <div></div> <div></div>
Organization	<div></div> <div></div> <div></div>
Teamwork	<div></div> <div></div> <div></div>
Initiative	<div></div> <div></div> <div></div>

Self confidence	<div></div> <div></div> <div></div>
Creativity/ Curiosity	<div></div> <div></div> <div></div>

Over to you! What do you think is the purpose of this activity?

Activity 7. Final evaluation by the trainee's tutor

This is the overall summary of your progress to be filled by your internship tutor at the end of your placement. Just as for the intermediate evaluations, if you wish and if your tutor agrees, complete it together. This is the last activity: have you got your pen and paper or your tablet?

A. MAKING CONTACT AND THE RECRUITMENT OF THE TRAINEE

What motivated you to recruit this trainee?

- ☐ You wanted to develop your company's activities in the trainee's home country
- ☐ The trainee had work-based experience that attracted you
- ☐ The trainee had a profile adapted to your activities
- ☐ Other, specify: _____

Upon arrival of the trainee in the company

- ☐ The tasks had already been predefined?
- ☐ Had the trainee's tutor already been identified?
- ☐ Did you give him/her any documentation to read?

How did you identify the tasks for the internship?

- ☐ According to his/her qualification?
- ☐ Compared to his/her training?
- ☐ You have entrusted him with tasks involving knowledge related to his/her home country?
- ☐ Other, specify: _____

B. DEVELOPMENT OF SKILLS DURING THE INTERNSHIP

During the internship, the trainee learned:

- ☐ Operational skills he/she did not know
- ☐ To use tools that he /she did not master
- ☐ Other ways of organising his/her work
- ☐ Other ways of exchanging information
- ☐ Other, specify: _____

From the following, what do you think are the skills that have been developed by the trainee?

- ☐ Consistency in his/her work
- ☐ Organisational skills
- ☐ Ability to work to deadlines
- ☐ Ability to solve problems
- ☐ Ability to cope with new technologies or working methods
- ☐ Verification of work done
- ☐ Timekeeping
- ☐ Critical thinking and analysis of responsibility for errors

Among the following propositions, what do you think are the interpersonal qualities that the trainee has developed in his relationships with his/her colleagues?

- ☐ Respect for hierarchy
- ☐ Ability to establish positive contacts with colleagues
- ☐ Ability to work in conjunction with other departments
- ☐ Ability to work with people of different nationalities and cultures

In his / her relationship with the company, would you say that the trainee:

- ☐ Has expressed an interest in the activities of the company
- ☐ Has understood the corporate culture
- ☐ Has been able to show an ability to adapt

In searching for information for the management and completion of tasks, would you say that the trainee:

- ☐ Has the ability to search for information
- ☐ Is able to find information
- ☐ Is able to assess, prioritize and make use of information
- ☐ Is able to synthesise and transmit information

What do you think of his linguistic progression?

- ☐ Was his/her initial level sufficient to carry out the proposed tasks?
- ☐ Was his/her progression steady and regular?
- ☐ Was he/she sufficiently motivated to learn?
- ☐ What, in your opinion, are the most significant areas of progress?

Additional comments:

Date: _____

Name and First Name of the Tutor: _____

Signature:

Over to you! What do you think is the purpose of this activity?



STEP

1

AN EFFECTIVE SUMMARY OF WHAT I HAVE LEARNT

STEP

3

STEP

4



? You are thinking about how to take stock of what you have learned, discovered, experienced ...?

How to update your CV?

Do you have any questions about how you can use your period of mobility in your job search?

How do you capitalise on your internship during job interviews?

In this third stage, we have prepared questionnaires, writing and self-assessment activities to enable you to:

- Take stock of what you have learned during your stay abroad, what actions and initiatives you have taken to carry out your activities on site.
- Highlight some of the more «hidden» aspects of your experience.
- Select the most relevant elements to enhance mobility in your job searches.
- Explain what has been learned and build an argument for success in recruitment interviews. !



Time flies, doesn't it?
Here you are back home

**It's already time to complete
a report to capitalise on all
that you have learnt**

Activity 1. Assessment of the personal added value of the mobility experience

Choose from the following five propositions those which, according to you, correspond most to what the experience of mobility has brought you. Then rank them in order of importance according to the following scale:
1 most important - **5** least important.

Discover new countries		
Have a clearer understanding of my professional profile		
Strengthen my self confidence		
Valorise my skills		
Deeper understanding of my personality		
Better self-knowledge		
Take stock of my professional and personal goals		
Identify my transferable skills		
Self-motivation to develop professionally		
Objectivity, becoming more autonomous		
Adapt to new situations		
Develop my autonomy in the management of my career plans		
Validate my professional project		
Identify my professional weaknesses		
Motivation to do some more training		
Get the most out of the intercultural experience		

For each proposal that you have indicated in the table above, briefly describe the reasons for your choice and justify them.
Example: Motivation to do some more training: the period of mobility has allowed me to understand that I can learn new things even if I have not been able to complete my studies. To achieve my professional project, I have to do some more training. Now I feel more confident and determined to achieve success in my training.

Proposal 1

Proposal 2

Proposal 3

Proposal 4

Proposal 5

Activity 2. Characteristics of the training company

Try to write a 10-line presentation of the company in which you did your internship. You can use the information you provided in Stage 2 in the «My Internship» section.

Imagine answering a recruiter’s question: Can you explain to me the industrial sectoral context of the company where you trained, its activities, its characteristics?

Activity 3. Assessment of professional activities in the company

List all the tasks you have carried out throughout your internship in your company and tick the boxes corresponding to the transferable skills that you think have used to achieve them.

Tasks undertaken during the Internship	Organisation	Communication	Adaptation	Teamwork	Initiative	Self-confidence	Creativity/Curiosity
1							
2							
3							
4							
5							
6							
7							
...							




Activity 4. Assessment of technical / vocational skills

In the left column, fill in the tasks you listed in the table above. Compare them to the target trade you identified in Stage 1 «each profile, skills and a personal mobility project» and try to determine their degree of transferability to your professional context. For each task, mark the boxes as follows:

- Transferable
- Partially Transferable
- Not Transferable

Tasks undertaken during the Internship

1
2
3
4
5
6
7
...

		
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Activity 5. Assessment of Linguistic Progress

In the left column, fill in the tasks you listed in the table above and tick the boxes of the 4 linguistic activities by choosing the ones that you used to execute each task.
A task can correspond to several linguistic activities.

Tasks undertaken during the Internship	Understanding	Oral communication	Writing	Reading
1 Example : dealing with customer enquiries	★	★		
2				
3				
4				
5				
6				
7				
...				

Using the table proposed in Appendix 1, select the statements that correspond to you and complete the table below selecting the appropriate CECR Language Level.

Capacities	What you know how to	A1	A2	B1	B2	C1	C2
LISTENING	•						
	•						
	•						
	•						
TAKING PART IN A CONVERSATION	•						
	•						
	•						
	•						
FLUENT ORAL EXPRESSION	•						
	•						
	•						
	•						
READING	•						
	•						
	•						
	•						

Now compare these results with those you obtained in Activity 2. **«Knowing the language skills of your job»**. Try to answer the following questions:

Has you level changed? If yes, describe your current level.

List the areas of progress that you think are the most important:

2/

3/

4/

Activity 6. Skills Assessment

This activity aims to enable you to take stock of your achievements and possibly those who still need to develop according to your vocational profile, find key words to update your CV and express the added value of the period of mobility in your letters of application.

Even if the skills change, you are now familiar with the sub-skills.

For each sub-skill, assess the level of your skills prior to departure and how they have progressed by the time you return home by choosing a value of **1 (low) to 5 (excellent)**. Feel free to add any supplementary sub-skills as appropriate.

Skills	Sub skills	Prior to Departure	On Return Home
		◀ weak / excellent ▶	◀ weak / excellent ▶
Personal Involvement	Interaction skills	1 2 3 4 5	1 2 3 4 5
	Planning of Work	1 2 3 4 5	1 2 3 4 5
	Perseverance facing difficulties	1 2 3 4 5	1 2 3 4 5
	Identification of solutions	1 2 3 4 5	1 2 3 4 5
	Personal Impact in the work-based setting	1 2 3 4 5	1 2 3 4 5
	_____	1 2 3 4 5	1 2 3 4 5
	_____	1 2 3 4 5	1 2 3 4 5
Inter-personal skills	Sociability	1 2 3 4 5	1 2 3 4 5
	With the other team members	1 2 3 4 5	1 2 3 4 5
	In a group	1 2 3 4 5	1 2 3 4 5
	Intercultural adaptation	1 2 3 4 5	1 2 3 4 5
	_____	1 2 3 4 5	1 2 3 4 5
	_____	1 2 3 4 5	1 2 3 4 5
	_____	1 2 3 4 5	1 2 3 4 5

Skills	Sub skills	Prior to Departure	On Return Home
		◀ weak / excellent ▶	◀ weak / excellent ▶
Foreign Language Communication	Basic vocabulary	1 2 3 4 5	1 2 3 4 5
	Vocational/Technical Vocabulary	1 2 3 4 5	1 2 3 4 5
	Written Fluency	1 2 3 4 5	1 2 3 4 5
	Use of the internet, social media...	1 2 3 4 5	1 2 3 4 5
	Oral Fluency	1 2 3 4 5	1 2 3 4 5
	Ability to adapt according to the person you are communicating with	1 2 3 4 5	1 2 3 4 5
	Ease when dealing with new subjects of activities	1 2 3 4 5	1 2 3 4 5
	_____	1 2 3 4 5	1 2 3 4 5
	_____	1 2 3 4 5	1 2 3 4 5

Activity 7. Summary of the mobility experience

We all forget things as time goes by: details, names, activities, difficulties, exploits, ... Completing the questions below will allow you to keep a written record of all the most significant elements of your experience abroad. This activity also aims to organise your ideas and select the elements that you can highlight in your CV and letters of application. It will also allow you to prepare yourself to respond in a pertinent way to the questions asked by the recruiter during a job interview, and in particular to:

- quickly and consistently select the elements to support your answers,
- add things into the conversation when you feel it starts to stagnate
- and possibly to introduce your experiences if the recruiter does not do so

The questionnaire was designed to correspond to the majority of current mobility programmes. Do not hesitate to make it your own by removing or modifying the parts that do not correspond to your mobility project.

Sheet 1. Administrative information about mobility programmes

● Programme Name

● How did you choose this programme? What selection criteria did you use?

● Did you undergo a selection process?
If yes, give the reasons why you were selected.

● Type of Programme for departure: ☐ Individual ☐ Group

Sending Organisation : _____

Length of the Internship: From _____ to _____

Number of weeks: _____

Destination Country: _____

Sheet 2. Preparation/Training prior to departure and during the period of mobility

● A – Have you participated in pre-departure preparation sessions? If yes, describe the contents and the organisational aspects (example training via the internet, in an institution, etc.)

Length of the preparation: _____ Number of hours: _____

● B – Have you participated in pre-departure preparation/training during your internship/work-placement sessions? If yes, describe the contents and the organisational aspects (example: training via the internet, in an institution, etc.)

Length of the preparation: _____ Number of hours: _____

Sheet 3. The Internship / Work-placement

Presentation of the Company

● Name: _____ ● Number of Employees: _____

● Describe the way the company is organised (overall objectives, activities and current projects)

● Role in the Company: _____

● Department in which you completed your placement: _____

● How did you find this internship/work-placement?

☐ On my own

☐ Through an intermediary organisation

☐ Other, specify: _____

● Tasks completed in the company:

● Link with your studies and training: ☐ YES ☐ NO

● Respect of the content originally planned for the placement:

● Value to you of the tasks carried out:

● Integration into the team:

● Relationship with your tutor:

● Relationship with the rest of the team in the company:

Results of the Internship/Work-placement

You can tick as many boxes as you want.

- ☐ I improved my practical knowledge
- ☐ I was able to complete a personal work-based project
- ☐ I learned about with my future career prospects
- ☐ I was able to compare my theoretical knowledge with the practicalities of the workplace
- ☐ The internship has improved my chances of getting a job
- ☐ I learned to work in a foreign environment and I have improved intercultural knowledge
- ☐ During my internship, I improved my language skills
- ☐ During my internship, I developed my understanding of the concept of European citizenship
- ☐ I taught my mother tongue in the host company
- ☐ I introduced new methods / technologies / ideas into my host company

● What were the main vocational/technical skills required for the internship?

● What problems have you encountered during your period abroad, in the workplace and in everyday life? Describe 3 examples and explain how you solved them.

1/ _____

2/ _____

3/ _____

Sheet 4. Personal Aspects

- Briefly describe what this experience has brought you in terms of:
Living in another country:

Working in another country:

- How did you organise your free time? What activities did you take part in?

- Did you have the opportunity to socialise with colleagues or new acquaintances?

- In your opinion, what are the main personal skills needed to carry out a mobility experience abroad?

- What vocational projects do you wish to pursue at the end of the internship?

- Is it different from what you were considering before you left? (if yes, why)

- What steps are you planning to take in the next six months to achieve your professional projects?

- If you had the possibility to start from scratch, what modifications would you like to make in your choices, your behaviour, the programme you chose, ...?

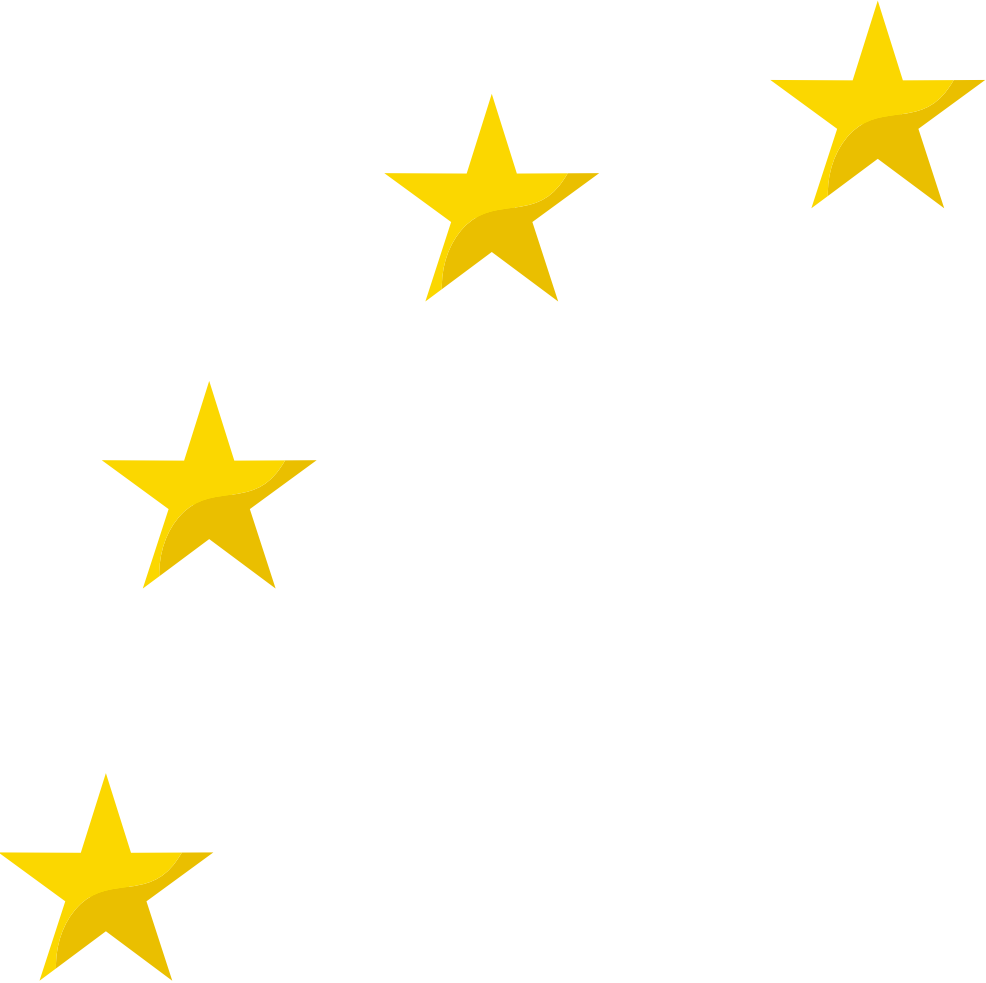
- Give 3 pieces of advice that you would give to candidates who are unsure whether to do an internship abroad:
1/ _____
2/ _____
3/ _____

- Give an amusing experience, anecdote or memory to make an interviewer smile:

A FEW SUGGESTIONS TO TAKE THINGS FURTHER

Don't forget to implement the other approaches to capitalise on prior learning which can help to make the professional competences acquired during the period of mobility even more understandable to recruiters, such as:

- 1 / Evaluate your level of language thanks to the numerous tests recognised in the country where you completed your work-placement. To find out about them see Appendix 2, where there is a list of the most common ones.
- 2 / Finalise and retain the certificates and the materials in this Toolkit through which you can certify the skills and qualifications that you have acquired.
- 3 / Obtain and retain the certificates from your training centre and from mobility operators (if applicable), in your country and in the country of destination, and finally from the host company.





AN INTERVIEW WITH RECRUITERS



Have you landed any job interviews?




Wondering how to prepare for them?

Are you ready to highlight
your experiences during your time abroad?

Are you apprehensive about the questions
that a recruiter might ask?

This last step allows you to take stock of:

- The «hidden» characteristics sought by recruiters.
- The level of interest that potential employers may show in time spent abroad.
- Strategies to highlight your experiences during your time abroad.
- Tips for successful Business Interviews. 



Preparing for job interviews

Highlighting the value of the vocational/technical skills developed in a work-placement abroad and, more generally, the added value of the mobility experience for the company, during a job interview is an activity that requires considerable thought, analysis and preparation.



WHAT RECRUITERS ARE LOOKING FOR

- It is now widely recognised that an international experience can enhance a job application. And this may surprise you, for a large number of types of companies: whether their activity is international or not, experience abroad are increasingly valued. Indeed, as you already know, in addition to mastering a language, these experiences reinforce the transferable skills that are particularly sought by all recruiters.
- Whatever the conditions of your internship abroad (tasks, type of company, location, ...), the skills resulting from the experience abroad can be an asset in any professional context.
- These skills are sought because they complement and improve the efficiency of operational know-how and technical-professional skills, for example: organisation, effective communication and the capacity for using initiative are particularly useful when the positions offered by the company are in direct contact with customers and/or suppliers, or need to manage business relationships, ...
- And once learned, soft skills are not lost and develop constantly in the implementation of any activity. On the other hand, in order to be effective, the technical-vocational skills require regular updating, which represents a significant cost for companies. Taking a chance and choosing a confident, curious and enterprising candidate is to employ someone with real potential for evolution. This represents a long-term investment for a recruiter.



HOW TO HIGHLIGHT YOUR SKILLS

The formal job description does not describe everything a recruiter is looking for in a potential employee, especially in terms of soft skills.

Context, selection criteria, job objectives: by collecting as much information as possible about the job and the company (activities, culture, plan, challenges), you can:

- Anticipate the recruiter's expectations,
 - Link the skills gained during your time abroad to the job description and expectations,
 - Develop your arguments,
 - Prepare examples related to the position that you are applying for.
- 1 /** Do not just reply point by point to the wording of job offers. Dig deep, look at the company's website, other similar offers, press articles, ask people in your network to give you suggestions, ...
 - 2 /** Your comments must be clear, your answers relevant and concise. A recruiter makes a first impression of a candidate in the first 3 minutes. If you hesitate or appear to be searching for things to say, the recruiter may think you lack self-confidence and feel that you do not possess good enough communication skills for the job.
 - 3 /** Using the information that you included in your internship report, practice answering typical questions:
 - Why did you go?
 - What was the added value for the company?
 - Do you plan to work abroad again at some time in the future?
 - 4 /** Take part in as many practice interviews as you can, ask for advice from people who have worked abroad before you.
 - 5 /** Identify the ways to keep up your language skills and maintain your level: watch films in the foreign language, read press articles and look for any opportunity to strike up conversations in the foreign language.
 - 6 /** During the interview, don't forget to smile at the interviewer!

Now you are ready!
Over to you!








APPENDICES



APPENDICE 1

COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES - SELF-ASSESSMENT GRID

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

Common European Framework of Reference for Languages (CEF): © Council of Europe

APPENDICE 2

OFFICIAL EVALUATION TESTS OF THE MOST SPOKEN LANGUAGES IN EUROPE

Each country provides an official test to assess and certify the language proficiency for non-native speakers. It is always important to have a level test at the end of the mobility to evaluate the progress and demonstrate to employers your professional skills in foreign languages.

You will find below the names of some diplomas/tests for the most spoken languages in Europe. It is up to you to decide when you should pass your test, choose an authorised centre, compare prices, ... with a bit of curiosity, spirit of initiative, organisation and efficient communication.

- German:**
Deutsches Sprachdiplom I et II
Diplomas of the Goethe-Institut
- English :**
TOEIC - Test Of English for
International Communication
IELTS - International English
Language Testing System
- Spanish:**
DELE - Diplomas de Español como
Lengua Extranjera
- French:**
DELF – Diplôme d’Études
en Langue Française
DALF - Diplôme Approfondi
de Langue Française
- Italian:**
CILS – Certificazione di Italiano come
Lingua Straniera
CELI - Certificato di lingua italiana

- Dutch:**
CNaVT - Certificaat Nederlands als
Vreemde Taal
- Portuguese:**
CELPE-Bras - Certificado de Profi-
ciência em Língua portuguesa para
Estrangeiros
- Polish:**
Egzamin certyfikacyjny z języka
polskiego jako obcego
- Russian:**
Тест по русскому языку как
иностранному (ТРКИ) - test of
Russian as a foreign language (TRKI)
- Swedish:**
Swedex

APPENDICE 3

WORK PLACEMENT CERTIFICATE EXAMPLE

WORK PLACEMENT CERTIFICATE

I, the undersigned _____
as (position) _____
in the company (name of the company - address) _____

Certify that Mrs/Mr _____
realised a work placement of (duration) _____
from _____ to _____ as (position) _____

During her/his assignment, Mrs/Mr _____
carried out the following tasks:

And she/he demonstrated (specify interdisciplinary skills):

Place : _____ Date : _____
Signature of the participant _____ Signature of the company _____

Stamp

COPYRIGHT

Published: December 2016

Coordination of the edition: Valentina Faccioli, Director
European Research and Training Institute,
55, rue Au Maire
FR - 75010 Paris

Contact@ierf.net

Graphic design Thierry MARCHAND

This publication is available as a free download from the website:
www.erasmusplus-rmt.net.

The reproduction of the texts on a paper medium is possible for a personal use or pedagogical under certain conditions:

Diffusion free of charge

Respect of the integrity of the reproduced documents.

Please quote this publication as follows: «This document comes from the website www.erasmusplus-rmt.net realized within the framework of the project «Erasmus+: The renewal of transnational mobility, a new opportunity for people looking to enter the labour market and for businesses.», with the financial support of the European Union within the framework of the Erasmus + programme (2014-1-EN01-KA200-008757 - Key action 2 - Cooperation in innovation and the exchange of good practice).