

## Intellectual Output 4

### PRACTICAL TOOLKIT FOR INTERCULTURAL COMPETENCES FOR VET PROVIDERS

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And





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## INTRODUCTION

The toolkit introduces the **method of the Most Significant Changes (MSC)** that has been used within the project to monitor and evaluate the impact of the programme on participants and provides suggestions on how to use it to monitor the development of skills and competences of learners. To improve the delivery of VET mobility programmes, the toolkit aims at facilitating the identification and development of intercultural competences acquired through non-formal learning. The toolkit contains a **definition of the 10 top competences of interculturality** with suggestions on how to develop them and a **tool for self-assessment of intercultural skills**.

Finally, it provides guidance on how to identify appropriate upskilling routes to support the participation of workers and employees in Mobility actions.

The toolkit is designed to be used by a range of **VET Staff Providers (VSP)** and head of companies:

- Organisations specifically set up to organize and facilitate intercultural VET experiences for different groups of learners;
- Employers and educational providers who provide training as a part of their activities and/or who are responsible for intercultural VET mobility programmes;
- Independent individuals who provide and facilitate training and professional development;
- Companies' managers to promote EU labour mobility and to facilitate the recognition of employees' skills and competences.



## A/ The Most Significant Changes (MSC) in VET Staff providers after project experience

### 1. The MSC Approach

The Most Significant Change (MSC) technique is a form of participatory monitoring and evaluation. It is participatory because many project stakeholders are involved both in deciding the sorts of changes to be recorded and in analysing the data. It is a form of monitoring because it occurs throughout the programme cycle and provides information to help people manage it. MSC contributes to evaluation because it provides data on impact and outcomes which can be used to help assess the performance of the programme.

Essentially, the process involves the collection of significant change (SC) stories emanating from the field level, and the systematic selection of the most important of these by panels of designated stakeholders or staff.

The most significant change (MSC) technique was invented by Rick Davies in an attempt to meet some of the challenges associated with monitoring and evaluating a complex participatory rural development programme in Bangladesh, which had diversity in both implementation and outcomes. The programme was run by the Christian Commission for Development in Bangladesh (CCDB), a Bangladeshi non-government organisation, which in 1996 had over 500 staff and worked with more than 46,000 people in 785 villages. Approximately 80 per cent of the direct beneficiaries were women. The large scale and open-ended nature of the activities posed a major problem for the design of any system intended to monitor process and outcome (Davies, 1996)<sup>1</sup>.

The inventor of the method, Rick Davies, distinguishes between monitoring and evaluation. In both cases it is a matter of information gathering processes, but in monitoring we focus on activities and outputs, in the evaluation we focus more on outcomes and impacts.

Rick Davies defines 4 types of monitoring according to the types of outcomes. These factors are summarized in the table below.

Outcomes are	Expected	Unexpected
Of Agreed significance	Predefined indicators are most useful	MSC is useful
Of Unagreed significance	Indicators are useful and MSC is useful	MSC is most useful

**Figure 1: Expected and Unexpected outcomes**

MSC provides a complementary form of monitoring and evaluation and when there is no existing framework is an excellent place to start as it builds staff capacity to capture outcomes. MSC is based on an inductive rather than a deductive method. In fact, the indicators refer to a theory, an a priori

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<sup>1</sup> Davies and Dart, The 'Most Significant Change' (MSC) Technique A Guide to Its Use, April 2005



idea that we want to verify. Using an inductive approach, MSC allows participants to give meaning to what has happened.

MSC consists of 10 Steps:

1. How to start and raise interest
2. Defining the domains of change
3. Defining the reporting period
4. Collecting SC stories
5. Selecting the most significant of the stories
6. Feeding back the results of the selection process
7. Verification of stories
8. Quantification
9. Secondary analysis and meta-monitoring
10. Revising the system

The first step in MSC generally involves introducing a range of stakeholders to MSC and fostering interest in and commitment to participating. To start the process, it is important to create a pilot and identify people who can function as champions to promote the MSC methodology and to involve other people in the evaluation. These champions can motivate people, explain the technique, facilitate selection of SC stories, ensure that stories are collected and organised.

The next step is to identify the domains of change to be monitored. In fact, change can take place at different levels:

1. Individual
2. Organisational
3. Institutional
4. In the communities
5. In politics

This involves selected stakeholders identifying broad domains - for example, 'changes in people's lives' - that are not precisely defined as are performance indicators, but deliberately left loose to be defined by the actual users.

The third step is to decide how frequently to monitor changes taking place in these domains.

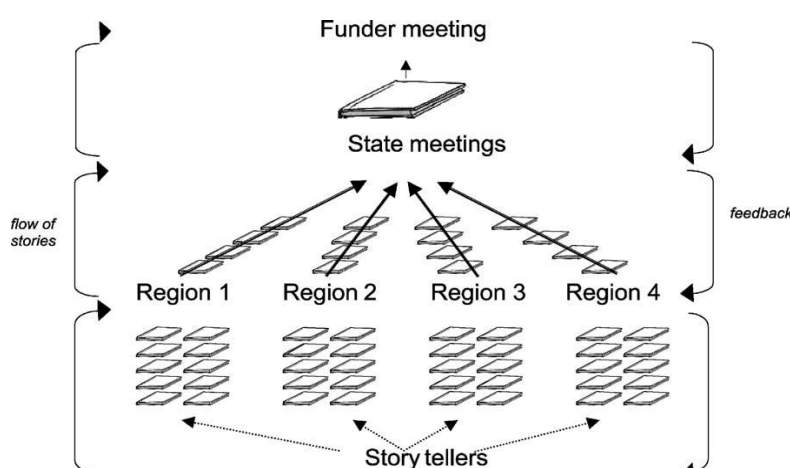


SC stories are collected from those most directly involved, such as participants and field staff. The stories are gathered by asking a simple question such as: 'during the last month, in your opinion, what was the most significant change that took place for participants on the programme?' It is initially up to respondents to allocate a domain category to their stories. In addition to this, respondents are encouraged to report why they consider a change to be the most significant.

The stories are then analysed and filtered up through the levels of authority typically found within an organisation or programme. Each level of the hierarchy reviews a series of stories sent to them by the level below and selects the single most significant account of change within each of the domains. Each group then sends the selected stories up to the next level of the programme hierarchy, and the number of stories is whittled down through a systematic and transparent process. Every time stories are selected, the criteria used to select them are recorded and fed back to all interested stakeholders, so that each subsequent round of story collection and selection is informed by feedback from previous rounds. The organisation is effectively recording and adjusting the direction of its attention - and the criteria it uses for valuing the events it sees there.

After this process has been underway for some time, perhaps a year, a document is produced including all stories selected at the uppermost organisational level in each domain of change over the given period. The stories are accompanied by the reasons for selection. The programme funders are asked to assess the stories in the document and select those which best represent the sort of outcomes they wish to fund. They are also asked to document the reasons for their choice. This information is fed back to project managers.

The selected stories can then be verified by visiting the sites where the described events took place. The purpose of this is twofold: to check that stories have been reported accurately and honestly and to provide an opportunity to gather more detailed information about events seen as especially significant. If conducted sometime after the event, a visit also offers a chance to see what has happened since the event was first documented.



**Figure 2: The Flow of Stories in MSC**

The next step is quantification, which can take place at two stages. When an account of change is first described, it is possible to include quantitative information as well as qualitative information. It is also possible to quantify the extent to which the most significant changes identified in one location have taken place in other locations within a specific period. The next step after quantification is monitoring the

monitoring system itself, which can include looking at who participated and how they affected the contents and analysing how often different types of changes are reported.



The final step is to revise the design of the MSC process to consider what has been learned as a direct result of using it and from analysing its use.

In sum, the kernel of the MSC process is a question along the lines of: 'Looking back over the last month, what do you think was the most significant change in [particular domain of change]?' A similar question is posed when the answers to the first question are examined by another group of participants: 'From among all these significant changes, what do you think was the most significant change of all?'

## 2. What the benefits of MSC as a monitoring method?

1. Promotes and encourages the co-construction of knowledge. MSC allows to collect the observations and the points of view of all the participants and to verify the diversity of the points of view.
2. MSC enables and enhances the contribution of the participants rather than directing it. This is a down-top method that requires the participation of all group members.
3. Permit an extended participation. With this method the information is shared with all the members of the organisation who take an active role in the organisational life.
4. It is carried out in the field, with the contribution of the group members and allows defining a history and a culture of events.

Allows you to focus on what is important. In fact, through a series of progressive selections we arrive at identifying the important points.

## 3. MSC as evaluation programme

According to Patton evaluation serves three primary purposes: "rendering judging, facilitating improvements and/or generating knowledge". As part of the assessment MSC can be used for "rendering judging, facilitating improvements and/or generating knowledge". From this perspective the MSC technique can be used as an activity built into a summative evaluation or as an activity preceding a summative evaluation. In both cases MSC can be used complementary method of the evaluation carried out through other methodologies (participatory and expert, inductive and deductive).

Thanks to the use of MSC, stories can also be useful for generating knowledge, as stories can be considered mini-case studies. In this sense the MSC methodology is an approach that allows organisations and individuals to generate knowledge starting from the people themselves. In this sense the MSC methodology is an approach that allows organisations and individuals to generate knowledge starting from the people themselves. It contributes to the co-construction of knowledge within a group of class, work, an organisation or even a community.



#### 4. How to use the MSC approach to monitor development of skills/competences for learners

The MSC approach can be applied in a plurality of formal and informal learning contexts. According to Guskey, effective evaluations require the collection and analysis of five levels of information:

1. Participants' reactions
2. Participants' learning
3. Organisation support and change
4. Participants' use of new knowledge and skills
5. Results/outcomes

Obviously, the collection of information and the evaluation becomes more complex going up in level and, to be able to make a good evaluation it is necessary to complete each level accurately before proceeding to the next one.

The use of the MSC approach allows to collect the qualitative data of the learning process and of the learning outcomes, both in the case of expected and unexpected results. Referring to the Guskey model we can identify the areas where MSC can be applied both singularly and in a way complementary to traditional evaluation methodologies.

Evaluation Level	What questions are addressed?	How information is gathered	What is measured or assessed	How will information be used (examples)?
1. Participant's reactions	Did they like it? Time well spent? Materials Make sense? Was the leader helpful?	Questionnaires at the end of the session.	Initial satisfaction with the experience.	To improve programme design and delivery.
2. Participants' Learning	Did participants acquire the required knowledge and skills?	Simulations Demonstrations Participants Reflection	Participants new knowledge and skills	To improve programme content, format and organisation
3. Organisation Support and Change	What impact on the organisation? Did it affects organisational climate and procedures?	Structured interviews with district and senior staff. Questionnaires.	Organisational Advocacy, support, accommodation, facilitation and recognition.	To document and improve organisational support. To inform future change effort.
4. Participants' use of knowledge and Skills	Did participants effectively apply their knowledge and skills?	Questionnaires Interviews Portfolios Observations.	Degree and quality of implementation.	To document and improve program content.
5. Results/Outcomes	What was the impact on students? Did it affect student	School records. Questionnaires Interviews	Student learning outcomes: cognitive,	To focus and improve all aspects of



	performance/achievement? Did student attendance improve?		affective, psychomotor, performance.	programme design and implementation. To demonstrate overall impact.
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Expected outcomes. MSC provides information about expected outcomes: The “winning” stories provide evidence of the most successful achievements of individual/student. These stories tend to be restricted to domains that correspond to programme objectives rather than the open window domain (any other changes). These winning stories provide a form of performance information that can assist judgments of programme merit and worth<sup>2</sup>.

Unexpected outcomes. MSC is particularly good at searching for significant unexpected outcomes and then providing a process for determining the meaning of these outcomes. Judging a programme usually involves determining the extent to which a programme has met its predefined objectives but should also consider unexpected outcomes. While the evaluation of many programmes may benefit from examining unexpected outcomes, MSC plays a pivotal role in evaluating programmes with less predictable outcomes<sup>3</sup>.

#### 5. How we use the MSC approach in the project “INTERCULTURALITY - MOBILITY: development and validation of inter-cultural competences amongst VET professionals to improve the delivery of VET mobility programmes in the EU”

Within the project the MSC approach was used in order to identify and key competences of interculturality as a complement to a more formalized research methodology such as that of the questionnaire (see chapter 2).

Specifically, the stories and experiences of VET Professional participants in the field of interculturality were collected to identify which skills had been put into the field in the relationship with users of different cultures.

The result was an assessment questionnaire on the key competences of interculturality (see chapter 2) that was submitted to the participants in order to identify the 10 most significant.

The technique of the Most Significant Changes proved to be a valid tool both in the analysis and design research phase and in the training of the participants as it allowed to explore the implicit areas of intercultural competence and to contribute to the awareness of their skills by the participants.

<sup>2</sup> Jessica Dart and Rick Davies, *A Dialogical, Story-Based Evaluation Tool: The Most Significant Change Technique*, American Journal of Evaluation 2003; 24; 137.

<sup>3</sup> Ibid.



The writing, analysis, collection and selection of stories has allowed us to co-construct a language and a shared knowledge among all the project partners who laid the foundations for sharing and creating tools, techniques and methodologies useful for VET Professionals.

The MSC methodology has therefore become one of the main tools of our teaching and a training methodology shared with the other project partners.

## **B/ The 10 Top skills and competencies necessary to become a successful Intercultural VET Professional**

### **1. The Definition of Intercultural skills and competences in EU Framework**

Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning states, that intercultural competence is a part of one key competences for lifelong learning, social and civic competences:

*“...These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary.*

*Essential knowledge, skills and attitudes related to this competence:*

*... For successful interpersonal and social participation, it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work). It is equally important to be aware of basic concepts relating to individuals, groups, work organisations, gender equality and non- discrimination, society and culture. Understanding the multi-cultural and socio-economic dimensions of European societies and how national cultural identity interacts with the European identity is essential.*

*The core skills of this competence include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy.*

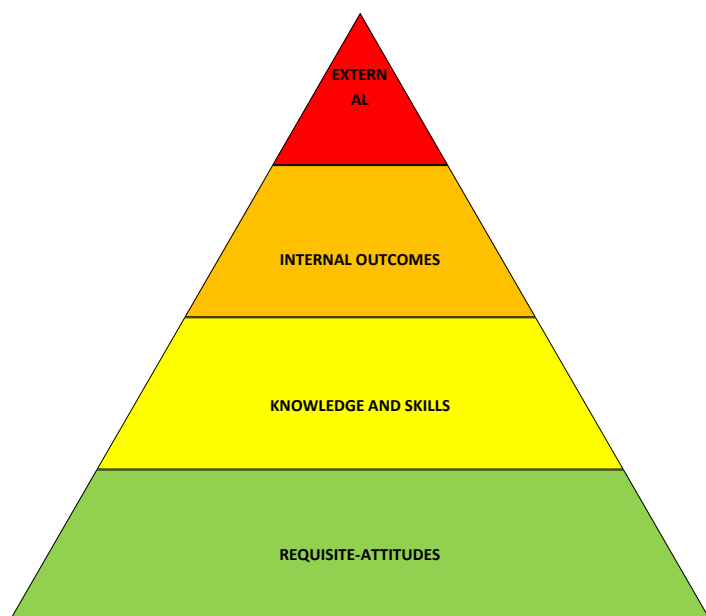
*The competence is based on an attitude of collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic developments and intercultural communication and should value diversity and respect others and be prepared both to overcome prejudices and to compromise”.*

Intercultural competence may be defined as complex abilities that are required to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself (Fantini, 2009, p. 458).

Portera (2014) suggests that intercultural competence “could be defined as a set of abilities, knowledge, attitudes and skills, that allow one to appropriately and effectively manage relations with persons of different linguistic and cultural backgrounds” (Portera, 2014, p.159).



In order to identify the key competences of interculturality, our project was based on the pyramidal model of intercultural competence. The Pyramid model of intercultural competence represents motivational (attitudes), cognitive (knowledge and comprehension) and skills components of



**Figure 3: Deardorff Pyramid model of Intercultural competence**

intercultural competence and incorporates the context within these components: attitudes, knowledge and skills produce the outcomes. The Pyramid model of intercultural competence (Deardorff, 2006; 2008; 2009; 2011) had found resonance in different cultural contexts and can be used to guide curriculum and/or assessment of development of intercultural competence. This model starts from attitudes, continues with knowledge and skills and ends with the desired internal and external outcomes.

The background of the Pyramid model of intercultural competence is the requisite attitudes:

- **Respect** to others and to the cultural diversity, and when valuing other cultures.
- **Openness** to intercultural learning and to people from other cultures, withholding judgment.
- **Curiosity** and discovery implying willingness to risk and to move beyond one's comfort zone and tolerating ambiguity and uncertainty.

These three attitudes are the foundation for the further development of knowledge and skills which are needed for intercultural competence.

On the second level of the model there are two important components:

**1. Knowledge and comprehension:**

- **Cultural self-awareness**, which means the ways in which one's culture, has influenced one's identity and worldview.
- **Deep understanding and knowledge of culture** (including contexts, role and impact of culture and others' worldviews).
- **Culture-specific information.**
- **Sociolinguistic awareness.**

This component of intercultural competence is of specific interest to educators and learners, who have the objective to develop intercultural competence. It should be noted that knowledge necessary for the development of intercultural competence could be transmitted quite easily through lectures or/and seminars and could be rather objectively assessed. Nevertheless, frequent



visits to other cultures or learning in international groups could facilitate the transfer of such knowledge.

## 2. Skills:

- Listening.
- Observation.
- Interpreting.
- Analysing.
- Evaluating.
- Relating.

These skills are necessary for the processing of knowledge: obtaining, keeping and reproducing the information. The skills dimension is associated with the behavioural aspect of intercultural competence.

On the third level of the Pyramid model there is **the desired internal outcome**.

Attitudes, knowledge and skills lead to an internal outcome that consists of:

- **Adaptability to different communication styles and behaviours; adjustment to new cultural environments.**
- **Flexibility by selecting and using appropriate communication styles and behaviours; also, cognitive flexibility.**
- **Ethnorelative view.**
- **Empathy.**

The desired internal outcome occurs within the individual because of the acquired attitudes, knowledge and skills necessary for intercultural competence. Individuals can reach this outcome in different degrees.

The fourth and the highest level of Pyramid model of intercultural competence is appointed for the desired external outcome:

- **Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree.**

The summation of the attitudes, knowledge, skills and the internal outcome manifests themselves through the individual's behaviour and communication. The desired external outcome becomes visible when individual's intercultural competence is experienced by the other individual. Effectiveness of behaving and communication can be determined by the individual himself, but appropriateness – by the other individual merely.



## 2. The intercultural skills and competences in Vocational Education and Training

Our project sought to define in a more precise and systematic way the fundamental intercultural competences and skills in the field of vocational education and training. During the training activity, starting from the Deardorff model (Fig.) We involved the participants in a brainstorming of the key skills and competences during the intercultural meeting.

Applying the MSC method we asked the participants to write a story or report a case that was really taken care of applying intercultural competences.

During the training activity, starting from the Deardorff model (Fig.) We involved the participants in a brainstorming of the key skills and competences of interculturality.

Applying the MSC method we asked the participants to write a story or report a case that was really taken care of by applying intercultural competences, this allowed us to detail a set of 20-30 skills and abilities.

Starting from this first selection we have built an evaluation questionnaire that allows us to assign a score on the importance of intercultural competences and skills in professional practice.

To identify the key competences, we asked VET professionals to indicate on a Likert scale from 1 to 5 how important some skills and abilities are in the field of interculturality and in their daily work.

We have therefore selected the skills that have achieved the greatest rating of VET professional as listed below.

1. Respect (valuing others)
2. Ability to work in a multicultural environment
3. Relationship building skills: forging lasting cross-cultural relations
4. Time management/organizational skills
5. Ability to change perspective and be open-minded
6. Good listening and communication skills with sensitivity to cultural communication differences
7. Ability to empathize
8. Ability to provide guidance and orientation to different mobility opportunities
9. Ability to avoid judgement
10. Ability to plan in detail training interventions being careful of the cultural differences between learners

Using the MSC approach it was therefore possible to detail and contextualize the specific skills, supporting them with examples and real cases of their application. For example, it has emerged that the Time Management competency (providing clarification on timing and deadlines) is fundamental when dealing with non-Western cultures because in some cultures, time is used more in relation to interpersonal relationships than to finishing a task.

Participants in the Training activities could finally use the MSC approach to reflect on what were the significant changes produced by their participation in Interculturality Mobility Training.

These are their contributions:



**Nacim Bouncer, Eurocircle:** *“The most important realization for myself after attending the training is to always confront my ideas with those of others: firstly, in order to question myself and secondly for a mutual enrichment. Empathy, reflection, discussion, understanding the other and respecting”.*

**Gisele Tardioli, Eurocircle:** *“For the moment, the most significant change in my way of working with trainees is how I relate with them; I also realize the importance of preparing them for a mobility, including the whole preparation of the necessary documentation before the departure. I really do understand now how important it is to focus before the departure on the competences they may develop abroad and how they can value them after”.*

**Rebecca Glyn Jones, Rinova:** *“Greater understanding on how intercultural learning is developed and how KA2 programme works. Increased awareness, knowledge of intercultural learning, plus I will use some of the methods in my future delivery with young people”.*

**Trevor Burgess, Rinova:** *“As I have developed a intercultural training programme through an E+ KA2 project called CS Tour for Hospitality and Tourism staff, it has been interesting to see other methods of intercultural learning this time targeted towards VET staff working with young people. Comparing peer KA2s on the intercultural agenda is essential to further promote innovation”.*

**Athena Antoniou, MMC:** *“Realized the importance of proper preparation of learners prior the mobility and the variety of skills needed to perform the job as a Mobility Consultant. The intercultural aspect was not in my top priorities. We mostly focused on the project management aspect without giving much preparation on the interculturality aspect. Now I plan to introduce the Intercultural preparation in the preparation of the students”.*

**Marianna Michael, MMC:** *“For the mobilities we dealt with mostly with the organizational aspect. We do not provide guidance to our students apart from some language preparation which usually is not enough. I will suggest reviewing the contents of IM, customize some of the content to fit our organization and start properly preparing our students for more successful and fruitful mobilities”.*

**Alessandro Cristofanelli, ERIFO:** *“Thanks to my involvement in the project I was able to develop my cultural awareness about some important themes like the concepts of identity or the activities to do before. This was particularly significant to me because it changes my perspective respect to different themes related to culture and traditions and finally to our behavior in complex contexts”.*

**Maria Mazzarella, ERIFO:** *“After the course I was able to communicate better with the learners and to support them in the organization of a mobility experience. The course has given me the possibility to acquire new strategy and abilities to overcome eventual issues related with the difficulties that may emerge during a mobility”.*



### 3. The 10 Key Skills: Definition

**Respect:** due regard for the feelings, wishes, or rights of others.

**Ability to work in a multicultural environment:** taking into consideration the presence of a multiplicity of different points of view, opinions, values, modes of communication and expression.

**Relationship building skills/forging lasting cross-cultural relations:** it is about creating warm relationships, trust, and mutual respect regardless of the specific expressive and communicative modalities of a given culture.

**Time management/organisational skills:** knowing how to define the times of the activities and organize the necessary material for their development.

**Ability to change perspective and be open-minded:** to be aware that your vision of reality is conditioned by your experience, ideas, social and cultural environment and cultivate your curiosity for other contexts and visions of the world.

**Good listening and communication skills with sensitivity to cultural communication differences:** Effective listening is based on empathy, respect and re-elaboration of what is expressed by the interlocutor. It is necessary to consider that in the relationship with other cultures it is also important to pay attention to the verbal and non-verbal modes of expression.

**Ability to empathize:** the ability to understand and share the feelings of another.

**Ability to provide guidance and orientation to different mobility opportunities:** to know the various opportunities and to support the user in identifying the right mobility opportunity for his needs.

**Ability to avoid judgement:** It means not to jump to immediate conclusions about a person, a behavior or an event, but to reflect and identify causes and motivations.

**Ability to plan in detail training interventions being careful of the cultural differences between learners:** to take in consideration different learning styles, communication skills, cultural values and so on.

### 4. How are you interculturally competent?

According to Deardorff Intercultural competencies: “the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions”. This tool aims to assist teachers, trainer, students, and individuals in evaluating their own intercultural competence. The tool can be used to stimulate a discussion with colleagues or students about the concept of intercultural competence and its importance for developing global citizenship.



Answer the question for yourself and provide an example from your recent practice and experience before you share and discuss your answer with others.

**1- How good is your intercultural knowledge?**

Can you...	Yes/No	Example
Explain what culture is and how it affects's people behaviour?		
Describe the core beliefs and values of cultures your international students come from?		
Explain how your culture differs from that of your international students?		
Identify the differences in learning and teaching styles between the UK and your international students' country?		
Identify where your teaching/training materials reflect your own values and world views of your international students?		
Show how your teaching materials take account of the values and worldviews of your international students?		
Adapt your teaching style to provide specific support for your international students?		

**2- How good are your intercultural skills?**

Do you...	Yes/No	Example
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Observe the interaction between your students paying attention to potential cultural conflict?		
Critically reflect on your own interactions with your international students?		
Recognise cultural conflict situations?		
Understand what caused them?		
Have strategies for overcoming them?		
Change your behaviour as a result?		
Adjust your speech if international students do not understand you?		
Speak a language other than English?		

### 3- How good are your intercultural attitudes?

Can you...	Yes/No	Example
Seek out the specific features of cultures that are new to you?		
Make a social effort to increase and adapt your knowledge of other cultures?		
Pass judgement on cultural differences?		
Sometimes make assumptions about a student from a different culture?		
Demonstrate to the whole class that you value other cultural points of view even if you disagree with them?		
Sometimes get stressed or frustrated when you work with international		



students who do not understand you?		
View difference as a learning opportunity?		

## 5. How to develop intercultural competence (10 Top Skills)

Intercultural competence, as we have seen in the previous paragraphs, is specified in a series of skills and abilities that are transversal to the work of VET professionals. How is it possible to develop these skills and abilities? The starting point is to be aware of one's cultural differences and specificities. "Culture can be thought of as having multiple dimensions that reflect 'worldview,' how people see the world: their shared attitudes, beliefs, categorizations, expectations, norms, roles, self-definitions, and values." In this regard, it is useful to refer to the proposed model of four layers of diversity that allows us to relativize the point of view by highlighting which social contexts and experiences influence our perspective.

### 1- Understanding personal diversity- Foster Respect for other ones

**EXERCISE:** Describe yourself using the following categories. How do the following categories make you assume a specific point of view and define your identity?



### 2- Learn about other cultures

**EXERCISE:** Participate in an event, ceremony (e.g. marriage, religious holiday) of another culture. What are the uses and customs? How do the participants behave?



### **3- Open you mind**

**EXERCISE:** Read more novels and short stories. A good story can put you in the shoes of someone from a different place and time. Head to your local library, search the collection, and look for novels with unfamiliar plots, settings, and characters. For example, you could read books by authors from other countries, or read about the struggles of having an identity (such as a gender, ethnicity, or sexual orientation) other than your own.

### **4- Increase Empathy**

**EXERCISE:** Empathy is the ability to understand and share the feelings of another. This is especially important for building trust. Ask information about what you don't understand of other ones. If they are willing to share that information with you, try to put yourself in their shoes and understand where they are coming from. Respond to them with understanding. If they are not willing to share, think of a time in your own life where you behaved similarly, and examine why. Were you dealing with family issues? Were you feeling unappreciated? Were you not being challenged? Eliminate snap judgments and consciously practice empathy.

### **5- Improve your listening skill**

**EXERCISE:** When dealing with different cultures is important to develop a careful listening that involves verbal and non-verbal communication.

Which differences in eyes contact, gestures, tone of voice do you notice in other cultures?

### **6- Improve your intercultural communication skill**

**EXERCISE:** When communicating with other cultures, consider gestures, the communication methods preferred by that culture, the context in which to communicate. Plan a communication paying attention to these details.

### **7- Avoid judgement**

Many researchers believe that becoming more aware of our biases can help us improve our interactions with others, decrease our sense of unease in interracial contexts, and make better decisions. Trainers are human and therefore influenced by psychological biases, like the fundamental attribution error, when we assume that others who behave in a certain way do so because of their character (a fixed trait) rather than in response to environmental circumstances. In-group bias leads us to assign positive characteristics and motivations to people who are similar to us.

**EXERCISE:** In what positive characteristics do you see in others identify you?

### **8- Time management**

**EXERCISE** Define what is urgent and what is important. Create a list of things to do. Use a lesson planning

### **9- Ability to provide guidance and orientation to different mobility opportunities**



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Take the student's history and characteristics into account, identify their needs and expectations regarding mobility activities. Try to understand how he can put the learning of the mobility path into consideration when he returns home, support his decisions and recognize his successes.

**10- Ability to plan in detail training interventions being careful of the cultural differences between learners**

Plan training classes taking into consideration that there are different learning styles (use different materials for the same content, videos, slides, exercises). Identify the times dedicated to the various sessions: theory, practice, individual work, group work, verification and recognition of the results obtained.



**C/ Guidelines on how to identify appropriate upskilling routes and qualification and competences pathways to support workers and employees to participate in Mobility actions**

## MOBILITY EXPERIENCE TOOLS

### WORKERS – EMPLOYEES – EMPLOYERS

These are Questionnaires + Self Assessment for Workers and / or Entrepreneurs who intend to undertake a mobility experience abroad. Three macro phases of Mobility were considered: Before - During - After.

The document is meant to be flexible in use.

That is, you can indistinctly use "Questionnaire + Self Assessment" of a phase rather than another or all three together.

Through this questionnaire we will analyze **SOFT SKILLS + LINGUISTIC SKILLS + VOCATIONAL SKILLS**



#### BEFORE MOBILITY

**•PRESENTATION AND COMPARE THE JOB MOBILITY OPPORTUNITIES YOU FOUND**

Fill in the table with your data

THE CANDIDATE	
Name – Surname	
Age	
Male - Female	
Country	
Position held in the Company	



<b>Contact E-mail</b>	
<b>Company's Name</b>	
<b>Company's Activity</b>	<input type="checkbox"/> Commercial <input type="checkbox"/> Not Commercial
<b>Company's Sector</b>	
<b>Scope of the Company's Activity</b>	<input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> European <input type="checkbox"/> International
<b>Number of employees</b>	

Compare 3 or 4 job offers available for mobility exchange you want to undertake and evaluate your professional and soft skills. Try to find the best job offer in compliance with your capabilities ticking the boxes according to the following three indicators, then please go through the document and fill in the rest of the questionnaires and self-assessment tools:



It's OK



In PROGRESS




To be ACQUIRED

<b>Name</b>	
<b>Country</b>	
<b>Activity</b>	<input type="checkbox"/> Commercial <input type="checkbox"/> Not Commercial
<b>Sector</b>	



<b>Scope of the Activity</b>	<input type="checkbox"/> Local <input type="checkbox"/> National <input type="checkbox"/> European <input type="checkbox"/> International
<b>Number of employees</b>	

<b>Name of the Mobility Programme</b>	
<b>Title of the Mobility Experience</b>	
<b>Objectives</b>	1. _____ 2. _____ 3. _____
<b>Duration</b>	

<b>JOB TITLE</b>		
<b>Prerequisites</b>	1. _____ 2. _____ 3. _____	  
<b>Technical / vocational skills</b>	1. _____ 2. _____	  



	3. _____	
<b>Training</b>		  
<b>Linguistic Skills</b>	1. _____ 2. _____ 3. _____	  
<b>Personal Skills (soft/transferable skills)</b>	1. _____ 2. _____ 3. _____	  
<b>Additional Information</b>		

## BEFORE MOBILITY

### •QUESTIONNAIRE

After choosing the “Host Company” for your Mobility experience, please take your time to answer to the following questions which will allow you to have a clearer picture of your expectations before leaving

- **Have you already done a training-working mobility experience? If yes, please give a short description of your experience**



- **What factors were important in your decision for a particular exchange Company/Country?**

- **What is your motivation to work abroad?**

- **What is the necessary vocational-technical level/background to work in this profession?  
Please list also the three key vocational-technical skills required to work in your position**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



- **What are the main tasks to be completed in in this profession?**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

- **What are your main professional expectations?**
- *What would you like to know-learn?*
- *What would you like to improve?*
- *Why?.....*

- **What are your main cultural expectations?**
- *What would you like to know-learn?*
- *What would you like to improve?*
- *Why?.....*

- **What professional value can you give the company during the Mobility period?**



- **What cultural value can you give the company during the Mobility period?**

- **Can an experience working abroad, in any field, make a difference to candidates who do not have such an experience? Please explain why.**

- **What advice can the company give you to develop your skills during Mobility period?**



- **Does having professional qualifications make a positive difference when compared to having none? Please explain why....**

- **What main professional obstacles/barriers are you thinking to face?**
- **How are you thinking to manage with them?**

- **What main cultural obstacles/barriers are you thinking to face?**
- **How are you thinking to manage with them?**

- **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.*

- Workshops with peers: 1 – 2 - 3
- Learning by doing: 1 – 2 - 3
- Exercises: 1 – 2 - 3
- Case Study: 1 – 2 - 3
- Learning visits: 1 – 2 - 3
- Job Shadowing: 1 – 2 - 3

- Choose the duration of mobility according to your needs, your personal situation (social commitments, resources, ...) and in compliance with the Mobility programme requirements

- Short duration / number of weeks:
- Long duration / number of months:

- Indicate 3 Countries that particularly interest you

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_



## BEFORE MOBILITY

### •SELF-ASSESSMENT

This exercise will allow you to understand what transferable skills in the list below are more relevant considering the link with the mobility experience. Detecting the links between transferable skills and your professional profile you will understand how important soft skills are for you and which ones you need to develop to achieve your professional goals through the Mobility. Please tick the colored boxes per each soft skill to indicate your level.

<b>EFFECTIVE COMMUNICATION</b>	<b>ADAPTATION</b>	<b>ORGANISATION</b>
<b>TEAMWORK</b>	<b>INITIATIVE</b>	<b>SELF - CONFIDENT</b>
<b>PROBLEM SOLVING</b>		<b>POSITIVE ATTITUDE</b>



**STRONG**



**BASIC**



**WEAK**



## EFFECTIVE COMMUNICATION

- 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.

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



## ADAPTATION

- 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.

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





## ORGANISATION

- Be able to organise your 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.

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.



## TEAMWORK

- 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.

It is generally known that effective teams produce outcomes that exceed those of the same individuals working in isolation. Successful teams produce substantive high quality work products when members work together. They establish shared (consensus) team goals that guide their work. A good team cohesion allows a company to move forwards and motivate its employees



## POSITIVE ATTITUDE

- Fill your mind with positive input.
- Control your language
- Create a routine for the day
- Be nice to other people
- Assume responsibility, and choose your response
- Decide your reaction to known problems ahead of time
- Stop complaining
- Be curious and embrace learning





A positive attitude makes you happier and more resilient, it improves your relationships, and it even increases your chances of success at work. In addition, having a positive attitude makes you more creative and it can help you to make better decisions.

### INITIATIVE

- 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

Initiative is the ability to be resourceful and work without always being told what to do. It requires *resilience* and determination. People who show initiative demonstrate they can think for themselves and take action when necessary. It means using your head, and having the drive to achieve.



### SELF-CONFIDENT

- Doing what you believe to be right, even if others mock or criticize you for it.
- Being willing to take risks and go the extra mile to achieve better things.
- Admitting your mistakes, and learning from them
- Waiting for others to congratulate you on your accomplishments.

We gain a sense of self-efficacy when we see ourselves (and others similar to ourselves) mastering skills and achieving goals that matter in those skill areas. This is the confidence that, if we learn and work hard in a particular area, we'll succeed; and it's this type of confidence that leads people to accept difficult challenges, and persist in the face of setbacks.





## PROBLEM SOLVING

- Analyzing the factors or causes contributing to the unwanted situation
- Generating a set of alternative interventions to achieve your end goal
- Evaluating the best solutions
- Implementing a plan
- Assessing the effectiveness of your interventions

A fundamental part of every worker's role is finding ways to solve problems. So, being a confident problem solver is really important to your success. Much of that confidence comes from having a good process to use when approaching a problem. With one, you can solve problems quickly and effectively. Without one, your solutions may be ineffective, or you'll get stuck and do nothing, with sometimes painful consequences.



## LANGUAGE

- How would you rate your proficiency in the language of your exchange Country?

Excellent	Very Good	Good	Sufficient	Insufficient	N/A
-----------	-----------	------	------------	--------------	-----

- How would you rate your proficiency in the language of your exchange Country?

YES	NO
-----	----



## DURING MOBILITY

### •QUESTIONNAIRE

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 “mobility 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 find the requested information and according to the mobility timetable.

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

- 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.

- **In what department/area of the company are you working?**

- **Who is overseeing your activities during your mobility? One or several employees? *Please describe their role (s) in the company***



--

<ul style="list-style-type: none"><li>• <b>What activities are you doing?</b></li></ul>
---

--

- |  |
|--|
| <ul style="list-style-type: none"><li>• <b>Are you working as part of a team?</b></li><li>• <b>Are you working with colleagues from different countries (which nationalities)?</b></li></ul> |
|--|

--

- |  |
|--|
| <ul style="list-style-type: none"><li>• <b>Do you have direct contact with customers? Local or International customers?</b></li><li>• <b>If so, please describe your professional relationship</b></li></ul> |
|--|

--



- **How would you describe the atmosphere at work?**

- **Please describe the relationship with your manager/coordinator of the area where you are working**

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



## DURING MOBILITY

### •SELF ASSESSMENT

#### SOFT SKILLS PROGRESS

##### EFFECTIVE COMMUNICATION

Before Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

During Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

##### ADAPTATION

Before Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

During Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------



ORGANISATION

Before Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

During Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

TEAMWORK

Before Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

During Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

INITIATIVE

Before Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

During Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------



**SELF  
CONFIDENT**

**Before Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**During Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**PROBLEM  
SOLVING**

**Before Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**During Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**POSITIVE  
ATTITUDE**

**Before Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**During Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------



- Additional comments

## LINGUISTIC PROGRESS

### VOCABULARY

Before Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

During Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

### GRAMMATICAL KNOWLEDGE

Before Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

During Mobility

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

### LISTENING SKILLS

Weak 1	2	3	4	Excellent
-----------	---	---	---	-----------



**Before Mobility**

				5
--	--	--	--	---

**During Mobility**

READING  
SKILLS

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**Before Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**During Mobility**

WRITING  
SKILLS

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**Before Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**During Mobility**

SPOKEN SKILLS

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**Before Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**During Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

• **Additional comments**



## VOCATIONAL SKILLS PROGRESS

Please refer to the three key vocational skills listed in the questionnaire “before mobility” to measure their progress

1. \_\_\_\_\_

**Before Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**During Mobility**

2. \_\_\_\_\_

**Before Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**During Mobility**

3. \_\_\_\_\_

**Before Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

**During Mobility**

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

Weak 1	2	3	4	Excellent 5
-----------	---	---	---	----------------

• **Additional comments**



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COMMENT ABOUT YOUR STRENGTHS	
------------------------------	--

<b>SOFT SKILLS</b>	
<b>LANGUAGE</b>	
<b>VOCATIONAL SKILLS</b>	

AREAS OF IMPROVEMENT	
----------------------	--

<b>SOFT SKILLS</b>	
<b>LANGUAGE</b>	
<b>VOCATIONAL SKILLS</b>	



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- Please rate your overall satisfaction with your exchange so far
- 

Poor	Fair	Good	Very Good	Excellent	N/A
------	------	------	-----------	-----------	-----



## AFTER MOBILITY

### •QUESTIONNAIRE

This final questionnaire on your mobility experience will provide us with valuable information, which will benefit both future participants and contribute to the continued improvement of our expertise in managing and delivering Mobility Programmes. We are grateful for your co-operation in filling out the questionnaire

- **Do you feel you have improved your soft skills used during your mobility activity? Please explain**

- **Do you feel you have improved your linguistic skills used during your mobility activity? Please explain**

- **Do you feel you have improved your vocational skills used during your mobility activity? Please explain**



● **\*Professional development: thanks to this mobility activity...**

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
I have learned from good practices abroad					
I have gained practical skills relevant for my current job and professional development					
I have experimented and developed new learning practices/methods					
I have shared my own knowledge and skills with learners and/or other persons					
I have increased the quality of the projects I develop					
I have improved my competences in the use of Information and Communication Technology tools (e.g. computer, internet, virtual collaboration platforms, software, ICT devices, etc.)					
I have enhanced my organisational/management/leadership skills					
I have reinforced or extended my professional network or built up new contacts					
I have reinforced the cooperation with the partner institution/organisation					

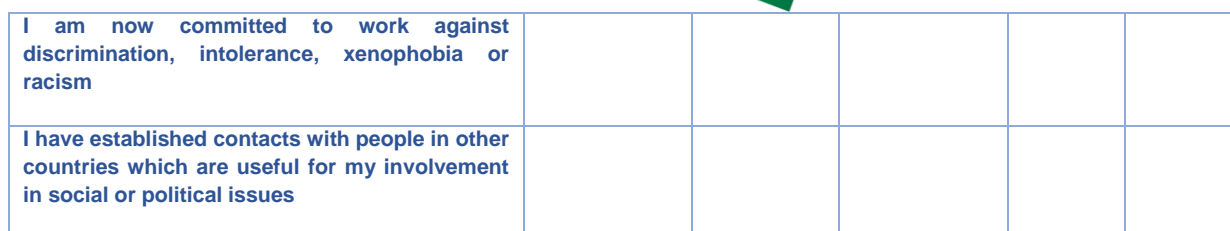


I have built cooperation with players in the labour market					
I have built cooperation with players in civil society					
I have increased my job satisfaction					
I have enhanced my employment opportunities					

\*This table has been selected from the "Participant report Form - KA1 – Learning Mobility of Individuals - Mobility of youth workers" funded by ERASMUS +

- **\*The mobility experience might have also affected you as an individual, beyond the professional dimension. Which of the following effects did the participation in the project have on your personal development?**

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
I have increased my social, linguistic and/or cultural competences					
I now participate in social and political life					
I am now interested in European topics					
I have become aware of common European values (e.g. human rights, democracy, tolerance, gender equality etc.)					
I am more aware of Europe's multiculturalism					
I now feel more as a European than before					
I have become more aware of how important foreign language skills are for my personal and professional development					
In the future, I will be more committed to the inclusion of disadvantaged people					



\*This table has been selected from the “Participant Report Form - KA1 – Learning Mobility of Individuals - Mobility of youth workers” funded by ERASMUS +

- Have you received formal recognition for satisfactorily completed activities of the programme (for example a certificate, diploma etc.)?

YES	NO
-----	----

- **What type of certification did you receive? Youthpass, Europass Mobility Document, Other.....**

YOUTHPASS	EUROPASS MOBILITY	OTHER
-----------	-------------------	-------

- If other, please specify.



- **Did you undertake any recognition and validation procedures of your mobility experience?**

YES	NO
-----	----

- **If yes, please describe: i) which skills have been validated (not formal; informal); ii) which Body/Organisation was entitled to do it; iii) which approach/methodology has been used.**

- **Globally, did your participation in the activity meet your needs...**

	Strongly agree	Rather agree	Neither agree nor disagree	Rather disagree	Strongly disagree
In terms of professional development?					
In terms of personal development?					

- **Would you recommend this experience to a colleague ?**

YES	NO
-----	----






- Please rate your overall satisfaction with your mobility experience in general?

Poor	Fair	Good	Very Good	Excellent	N/A
------	------	------	-----------	-----------	-----

## AFTER MOBILITY




### •SELF ASSESSMENT

In the tables below, please mark the boxes as follows trying to determine the achievement and the degree of “skills transferability” to your professional context, at the end of the mobility experience.




		
TRANSFERABLE	PARTIALLY TRANSFERABLE	NOT
TRANSFERABLE		

## SOFT SKILLS TRANSFERABILITY

EFFECTIVE COMMUNICATION
----------------------------




		
---	---	---

SELF CONFIDENT
----------------




		
---	---	---






**ADAPTATION**






**PROBLEM SOLVING**






**ORGANISATION**



**POSITIVE ATTITUDE**






**TEAMWORK**






**LINGUISTIC SKILLS TRANSFERABILITY**

**VOCABULARY**



**READING SKILLS**





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**GRAMMATICAL  
KNOWLEDGE**

--	--	--

**WRITING  
SKILLS**

--	--	--

**LISTENING  
SKILLS**

--	--	--

**SPOKEN SKILLS**

--	--	--

**VOCATIONAL SKILLS TRANSFERABILITY**

*Please refer to the three key vocational skills listed in the questionnaire “before mobility” to measure their transferability*

1. \_\_\_\_\_

--	--	--

3. \_\_\_\_\_

--	--	--

2. \_\_\_\_\_

--	--	--

- If you wish, please give any additional information, observations, comments or recommendations that may be useful to us for managing and delivering future mobility projects

------------------



- General Information

CANDIDATE	
Name of the Mobility Programme	
Title of the Mobility Experience	
Objectives	1. _____ 2. _____ 3. _____
Duration (num. of weeks)	
Destination Country	
How did you choose this mobility programme?	
Name of the Host Company	
Department in which you completed your experience	
Role held in the Host Company	



<b>What selection criteria for the Host Company did you use?</b>	
<b>Did you undergo a selection process? If yes, please give the reasons why you were selected</b>	
<b>Have you participated in the mobility pre-departure preparation sessions? If yes, describe the contents and the organisational aspects (example training via the internet, in an VET organisation, etc.)</b>	
<b>Have you participated in the mobility follow-up sessions? If yes, describe the contents and the organisational aspects (example validation of experiences achieved; report; etc.)</b>	