

Your trainee learns more abroad!

***The world is in his hands with experience
abroad!***

Your guideline for helping the trainee learning more abroad

Mentor version



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Colophon

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The world is in your hands!

Your guideline for helping the trainee to prepare his period abroad

Working abroad means a major impact on the development of a trainee, both at a professional level and an intercultural level. Work experience abroad will naturally teach him the necessary professional competences, but will also shift his cultural boundaries. In other words: he will increasingly learn to understand a different culture better and will increasingly be able to deal better with the habits and customs of a different culture. And these intercultural competences are very valuable in today's job market. Because even if the trainee is working in his own country, he will have to deal with colleagues, suppliers, customer or clients from various different cultures.

Helping your trainee to learn more abroad!

Working abroad therefore offers the trainee plenty of opportunities to develop his intercultural competences. However, in order to truly make his stay abroad a success, it is important for him to be well prepared for his foreign work experience. It goes without saying that much of the responsibility for this lies with the trainee himself, but as a mentor or workplace trainer you are very closely involved in the development of intercultural competences. And you can also help your trainee to learn more from his work experience abroad. Therefore it is important that you are aware of these intercultural competences and their development. This manual provides an overview of intercultural competences and the levels at which they can be developed. It provides tips which allow you to determine your own method of helping your trainee prepare.

In addition, this manual offers a all kinds of tools that the trainee gives insights into the development of his intercultural competences and which he can use to build up a portfolio. It is naturally down to the VET provider to decide on the value and place of the portfolio within the training, whether or not certification is awarded, whether the portfolio is entirely voluntary for the trainee or perhaps whether a decision is made to make specific forms of the portfolio compulsory.

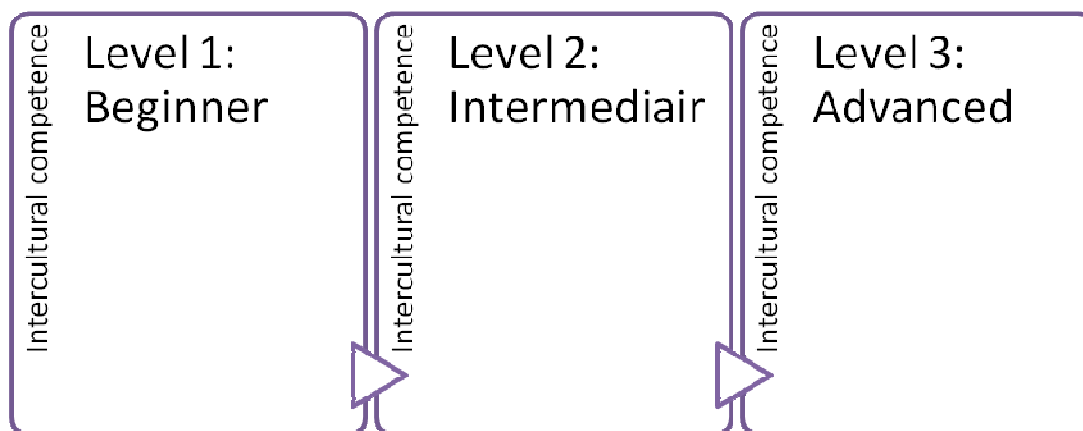
To back up this manual, a manual has also been developed for the trainee and the VET provider.

1. Intercultural competent at 3 levels!

Put simply, a competence is a capacity which comprises knowledge, skills, insight and attitude, allowing you to work well in the practical situations involved in your profession. Intercultural competences therefore mainly comprise the knowledge, skills, insights and attitudes which allow you to perform well in various (work) experiences abroad. However, competences can be developed; the same therefore applies to intercultural competences.

We distinguish between 3 levels of intercultural competence. Level 1 is the lowest level and level 3 the highest.

Overview of level of intercultural competence



2.1 Competent at level 1: Beginner

Most of us are probably interculturally competent at the first level. Just think of the experiences you gained of different cultures when you went on holidays abroad. At this level, your intercultural competences are at 'beginner' level. This means that you are aware of different cultures. You know that your culture may differ from someone else's.

2.2 Competent at level 2: Intermediate

As a result of a training course or contact with a foreign family, you may already have experienced a number of basic differences between your culture and another culture. At this level, you are not only aware of these cultural differences, but you are also able to adapt to these differences. When you are able to deal with the cultural differences as if they were the most normal thing in the world, you are interculturally competent at an 'intermediate' level.

2.3 Competent at level 3: Advanced

The more experience you have when it comes to contact with different cultures, the greater the sensitivity you will develop to other cultures. You are able to approach things from the perspective of the other culture, in order to avoid undesirable behaviour or conflicts between your cultures. When you can adapt faultlessly to the cultural differences and use these differences to your advantage when setting up and maintaining your social (intercultural) networks, you are interculturally competent at an 'advanced' level.

2. Which intercultural competences can your trainee develop?

Working abroad offers the trainee plenty of opportunities to develop his intercultural competences, even at several levels. But what are intercultural competences?

If you work abroad, you can find yourself in intercultural situations in which it may be important for you to act in an entrepreneurial way, show leadership, negotiate and influence, communicate and get to know others, but above all for you to get to know yourself. In other words: you will have to call upon what are known as your intercultural competences. And these mainly stem from knowing yourself and others!

1.1 The basis: knowing yourself and others

Working in a different culture does not mean simply acting as a detached professional, but also as a person with your own frame of reference; your own way of acting, thinking and feeling. This forms the basis of your learning process with regard to approach, resistance and openness to 'the strange', the other culture. One condition for dealing with the strange, for understanding the strange, getting used to and gradually accepting the strange, is knowing your own culture. What are your own habits and customs? Or in other words: get to know your own differentness in respect of the culture you are coming into contact with.

Competences which you can develop:

- Be emotionally intelligent and use all senses as valid information sources
- Suspended disbelief about other cultures and belief about one's own culture

1.2 Intercultural communication

In principle, intercultural communication goes further than the linguistic aspect alone. It is about communicating with people who have a different cultural background and who may interpret things differently. In order to communicate with someone from a different cultural background, as well as knowing the language, it is also important to know how one ought to behave in the culture in question and the motives for doing so.

Competences which you can develop:

- Understand other people's concerns and motives
- Build mutual trust

1.3 Negotiating and influence on an international stage

During your traineeship, you may find that your opinion differs from that of your colleagues or your work placement supervisor. You can naturally discuss this with one another. However, talking involves the use of language, both verbal and non-verbal. When you are abroad, you will therefore be faced with intercultural communication. For that reason, it is important to influence your discussion partner or perhaps the situation in question from an international perspective and to use intercultural communication (see 1.2).

Competences which you can develop:

- Show sensory acuity
- Balance progress on objective with understanding other people's concerns and motive

1.4 International leadership mindset

It goes without saying that you are responsible for your own learning experience. Being able to steer your own learning process whilst working in a different culture mainly involves knowing what you want and what you can achieve. To this end, it is important for you to be aware of your own personal and professional objectives.

Competences which you can develop:

- Be personally responsible (accountability)
- Empower and inspire others
- Have a solution-focused mindset/be proactive

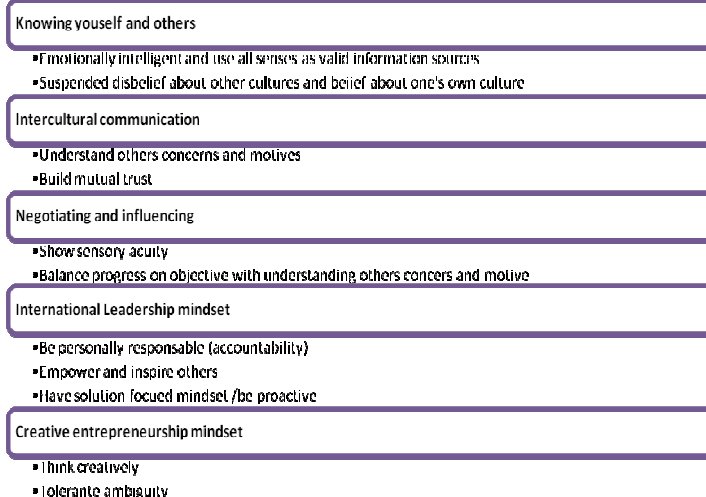
1.5 Creative entrepreneurship mindset

To stand your ground in a different culture, you need a creative, entrepreneurial mindset. This means that working in a different culture requires an entrepreneurial attitude. For example, this includes demonstrating persistence, taking the initiative to improve things, knowing what is going on and following developments in your environment. In brief, you constantly try to identify and seize opportunities! In order to do so, it is important for you to think creatively and be able to deal with ambiguities and/or ambiguous situations. This is because in a different culture you may often be faced with situations which in the first instance appear strange to you and which you may not be familiar with.

Competences which you can develop:

- Think creatively
- Tolerate ambiguity

An overview of the intercultural competences which you can develop during your experience abroad:



3. Prepare well, and the trainee is halfway there!

Good preparation is important for a successful work experience abroad. A lot of steps are involved in organising a work placement, traineeship or study period abroad. A great deal of information is available on the internet to help the trainee with this task. But as well as the usually practical matters which he has to sort out, good preparation also means that the trainee must 'know what he wants to learn both at a professional level and an intercultural level'. This is because the more precisely the trainee can state what he wants, the better the learning process can be tailored to his wishes. As mentor, you can help the trainee with this preparation process.

3.1 'Checklist intercultural competences'

The Checklist intercultural competences can help you to discuss the targets the trainee wants to achieve during his work experience abroad. You can use the questions to encourage the trainee to reflect on how he sees himself in an intercultural situation.

The questions allow you also to evaluate the progress of the trainee against the one's that relate directly to the sort of situation he encounters at work or during a mobility period.

Based on the answers of the questions you can advise the trainee about the level you think he is competent and what he must develop to be competent at the desired level.

You can find the checklist intercultural competences in Annex f of this manual.

4. Insight into the development of your intercultural competences via your portfolio.

The development of the trainee's competences can be made clear at each level with the aid of a portfolio. The trainee himself is responsible for filling his portfolio, and deciding what should or should not be included. The annexes of this manual provides the trainee forms which helps him to organize his portfolio and to give insight in his development.

The following steps will help the trainee to create an abundantly filled portfolio which demonstrates how interculturally competent he is or have become. The steps run through the different phases of his (work)experience abroad: before, during and after. In the annex of this manual you will find a variety of formats which will help you to fill your own portfolio.

As a mentor or workplace trainer it is important to stimulate the trainee to follow the steps below and to help him with filling his portfolio.

Preparation phase			
Step		Evidence:	File: tangible proof
1.	Describe your intercultural background and experience: factors which might influence how you respond to international contexts and international interaction	Complete the form that you can find in Annex A and add this to your portfolio	<p>Include proof which illustrates your experience: appropriate section in your file</p> <p>Documents that prove you have visited, lived with, worked with or in any other way contacted people or communities with a different culture from your own (travel documents, minutes of meetings, letters/emails demonstrating contact with people from other cultures, audio or video recordings of you interacting with people from other cultures).</p> <p>To help you organise your dossier of evidence you can find in Annex E. a photocopyable page which you can use by describing the type of evidence.</p>
2.	Do the test <i>How I see myself in intercultural context</i> – reflect on how you see yourself in an intercultural situation. You can entrance the test via the EU mobility portal.	The test will give you feedback to what extent you are intercultural competent. You will receive this feedback by e-mail. Print the feedback of the test.	The feedback of the test will proof to what extent you are intercultural competent. You can add this feedback to your portfolio as tangible proof

3.	Log: record actual experiences of intercultural cooperation or cooperation and interaction which demonstrates intercultural competences (describe what you have learnt from the situation and your reflections upon your successes and challenges)	<p>Complete the form on annex B . You can enter any interesting details of your personal history that may have influenced how you respond to intercultural situations and to the demonstration of entrepreneurship mindset competences in an international context</p> <p>This form enables you to keep records of and reflect on, experiences that have contributed to your progress.</p>	<p>Include proof which illustrates your experience: appropriate place in your file</p> <p>Documents that prove you have visited, lived with, worked with or in any other way contacted people or communities with a different culture from your own (travel documents, minutes of meetings, letters/emails demonstrating contact with people from other cultures, audio or video recordings of you interacting with people from other cultures).</p> <p>To help you organise your dossier of evidence you can find in Annex E. a photocopyable page which you can use by describing the type of evidence.</p>
4.	Prepare yourself with attending the training <i>The world is in your hands training</i> and take the associated online self-assessment tests, for example using INTENT material	The training can be organized by your VET provider. Ask them for detailed information. You can find a training program via the EU-move mobility portal.	<p>Include proof of attending the training <i>The world is in your hands</i>. Maybe you have done an assessment at the end of the training. You can use the results of the assessment as tangible proof of your intercultural competences.</p> <p>To help you organise your dossier of evidence you can find in Annex E. a photocopyable page which you can use by describing the type of evidence.</p>
5.	Make an appointment with your mentor and discuss with him the goals you want to achieve during your work experience	The mentor can use the checklist in Annex F.	
During the work experience			

6.	When you think you have achieved one or more of the criteria/ targets in the list you can find in Annex C, you should sign your initials in the column headed 'assesses'. This achievement will be countersigned by your trainer/assessor when you show him/her your evidence to justify your claim.	Complete the form you will find in annex C. It allows you to evaluate your own progress against the onse's that relate directly to the sort of situations you encounter at work or during a mobility period.	You can use this form as proof for your portfolio.
7.	Log: record actual experiences of intercultural cooperation or cooperation and interaction which demonstrates intercultural competences (describe what you have learnt from the situation and your reflections upon your successes and challenges)	Complete the form on annex B . You can enter any interesting details of your personal history that may have influenced how you respond to intercultural situations and to the demonstration of entrepreneurship mindset competences in an international context This form enables you to keep records of and reflect on, expiriences that have contributed to your progress.	Include proof which illustrates your experience: appropriate place in your file Documents that prove you have visited, lived with, worked with or in any other way contacted people or communities with a different culture from your own (travel documents, minutes of meetings, letters/emails demonstrating contact with people from other cultures, audio or video recordings of you interacting with people from other cultures). To help you organise your dossier of evidence you can find in Annex E. a photocopiable page which you can use by describing the type of evidence.
At the end of the workexperience			
8.	Do a final assessment based on the criteria as you can find in annex D. The type of assessment (e.g. a final interview, or another test) depends on your VET provider or companie. Ask them for more information.	Your mentor can use the checklist <i>intercultural competences</i> for taking a final interview. It is also possible to complete the form you will find in annex C. It allows you to evaluate your own progress against the onse's that relate directly to the sort of situations you encounter at work or during a mobility period.	Both the checklist as the form from annex C is good evidence to add at your portfolio.

Annexes





Annex A:

My intercultural and international entrepreneurship background: Factors that may influence how I respond to international contexts and international interaction.

Describe your intercultural background and experience: factors which might influence how you respond to international contexts and international interaction.

Add this format to you portfolio to show your intercultural background.

Your intercultural background:	Please describe your intercultural background
My family background:	
Travel to other countries (short terms visits) for holiday or work or training purpose	
Time spend abroad (long term stay)	
Time spend in a multicultural community in home country	

Social contacts, friends from abroad	
Social contacts, friends from within multicultural community in home country	
Work experience in other countries	
Other factors that have helped me experienced cultures others than my own.	



Annex B:

A continuing record of intercultural encounters

In this log I have recorded many kinds of intercultural experiences and encounters that I feel have helped me develop my intercultural and international entrepreneurship competence. In each recording form, I describe what happened and how this enabled me to advance my knowledge and understanding of, or attitude to, intercultural encounters and situations in which I developed understanding of an entrepreneurship

mindset.

This is a photocopiable page. Please remember to make photocopies of these in advance, so that you always have spare blank sheets for new additions to your record of intercultural encounters.

Date:	Description of experience or encounter:
Place:	
How this influenced me (What I felt, thought or did, as a consequence):	
Date:	Description of experience or encounter:
Place:	
How this influenced me (What I felt, thought or did, as a consequence):	
Date:	Description of experience or encounter:
Place:	
How this influenced me (What I felt, thought or did, as a consequence):	



Annex C:

Checklists

When you think you have achieved one or more of the criteria/target in this list, you should sign your initials in the column headed 'assesses'. This achievement will be countersigned by your trainer/assessor when you show him/her your evidence to justify your claim.

Add this form to your portfolio to show

LEVEL A

When I work in an international context with someone from a different cultural back ground, I can...

	assessee	Trainer/ assessor
Criteria for level 1 (Generic – from grid or work –specific)		
<i>Example : “When I feel I’m talking at cross-purposes with a foreign colleague, I know that I should be patient and wait to see if there’s a cultural explanation for the misunderstanding (Criterion O1.1)</i>		

LEVEL A

When I work in an international context to solve problems, find solutions and take initiative, I can...

	assessee	Trainer/ assessor
Criteria for level A (Generic – from assessment grid or work –specific)		

LEVEL A

When I work in an international context to solve problems, find solutions and take initiative, I can...

LEVEL B

When I work in an international context with someone from a different cultural background, I can...

	assessee	Trainer/ assessor
Criteria for level B (Generic – from grid or work –specific)		
<i>Example : “When I take a particular visitor from our overseas branch out for the evening, I know in advance a set of guidelines for putting him/her at ease and helping him/her to understand and enjoy the occasion (Criterion A2.1)</i>		

LEVEL B

When I work in an international context to solve problems, find solutions and take initiative, I can...

	assessee	Trainer/ assessor
Criteria for level B (Generic – from grid or work –specific)		

LEVEL C

When I work in an international context with someone from a different cultural background, I can...

	assessee	Trainer/ assessor
Criteria for level C (Generic – from grid or work –specific)		
<i>Example : "When tensions develop in a work situation between my local colleagues and those from a partner company abroad, I am usually able to resolve these and leave all parties feeling their point of view or contribution has been valued (Criterion K3.3)</i>		

LEVEL C

When I work in an international context with someone from a different cultural background, I can...

LEVEL C

When I work in an international context to solve problems, find solutions and take initiative, I can...

	assessee	Trainer/ assessor
Criteria for level C (Generic – from grid or work –specific)		



Annex D:

INTENT Assement criteria

Assessee version 'overview'

Overview of competence

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
	<p>I am already willing to interact successfully with people of other cultures. I tend to pick things up and learn from them as I go along but I haven't yet the experience to work out any system of dealing with inter cultural situations in general. I respond to events, rather than planning for them. At times I may be perplexed by the different ways of working and organisation of people from other cultures. At this stage I am reasonably tolerant of other values, customs and practices although I may find them odd and surprising and I may approve or disapprove.</p>	<p>As a result of experience and/or training, I am beginning to view more coherently some of the aspects of intercultural encounters I used to deal with in a 'one-off way'. I have a mental 'map' or 'checklists' of the sort of situations I am likely to need to deal with and am developing my skills to cope with them. This means that I am more prepared for the need to respond and adapt to the demands of unfamiliar situations. I am quicker to see patterns in the various experiences I have and I am beginning to draw conclusions without having to seek advice. I find it easier to respond in a neutral way to difference, rather than approving or disapproving.</p>	<p>Many of the competences I developed consciously at the intermediate level have become intuitive. I am constantly ready for situations and encounters in which I will exercise my knowledge, judgement and skills and have a large repertoire of strategies for dealing with differences in values, customs and practices among members of the intercultural group, I not only accept that people can see things from widely varying perspectives and are entitled to do so, but am able to put myself in their place and avoid behaviour I sense would be hurtful or offensive. At this level of operation I am able to intercede when difficulties arise and tactfully support other members of the group in understanding each other. I am confident enough of my position to take a polite stand over issues despite my respect for the viewpoint of others.</p>

Assessor version

I: Creative entrepreneurship mindset

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	The candidate at this level has primary awareness of the need to be open and looks for new ideas and ad hoc basis. Does not yet have a deliberate strategy for innovation. Deals with ambiguity on a one off basis, responding to items as they arise. Still needs a very structured environment and support.	<p>The candidate at this level actively looks for alternatives and new possibilities. Is able to pick up on opportunities in a more systematic way.</p> <p>Has begun to acquire approaches to deal with several issues simultaneously.</p> <p>Can deal with ambiguity in situations where the stakes are not too high and the context is relatively predictable.</p>	The candidate at this level systematically applies creative thinking strategies in their problem solving and are more innovative. Are at ease and show no visible signs of stress in ambiguous and uncertain situations.
I.C.1 Think creatively	<ul style="list-style-type: none"> I understand basic creative thinking strategies I question the most obvious solutions proposed I am open minded towards new ideas 	<ul style="list-style-type: none"> I use creative thinking techniques I look beyond the given framework for new opportunities With some guidance I search for some and suggest new ideas 	<ul style="list-style-type: none"> I look for innovative solutions with long term vision I am active in creative new opportunities for improvement
I.C.2 Tolerate ambiguity	<ul style="list-style-type: none"> I take events as they come, doing what seems right at the time I accept complex situations and with guidance am prepared to modify behaviour 	<ul style="list-style-type: none"> I often plan for different eventualities and can deal with unexpected events familiar contexts 	<ul style="list-style-type: none"> When ambiguous situations arise, I am comfortable that I can deal with them even when personally challenged

II: International leadership mindset

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	<p>The candidate at this level demonstrates a basic degree of accountability or personal responsibility in the carrying out of set objectives.</p> <p>Has primary awareness of the need to set his/her own personal and professional objectives. Recognizes diversity as positive input into the work environment. Not yet able to identify between ambitious and realistic goals in terms of risks and consequences. Is in the process of learning the value of feedback and accepting it.</p>	<p>The candidate at this level is able to set his own personal and professional goals with some strategic guidance. Demonstrates personal responsibility for his/her actions and is able to justify choices. Takes measured risks and starts to see problems as challenges. Is proactive in looking for solutions in a safe environment. Acting on feedback and asking for feedback in some circumstances. Adapts and positively regards team diversity in dealing with problems.</p>	<p>The candidate at this level sets ambitious personal and professional goals. Actively motivates and stimulates others to the achievement of these goals. Stays focused on objectives while demonstrating flexibility in his/her approach. Strives for continuous improvement and accepts failure as a learning opportunity. Feedback is used as a tool for continuous improvement. Values diversity and maximizes various qualities present in a multicultural team to maximize performance.</p>
II.C.1 Be personally responsible ('accountability')	<ul style="list-style-type: none"> ▪ I am not afraid to make decisions and choices ▪ I can explain the decisions and choices I have made ▪ I ask feedback about my work 	<ul style="list-style-type: none"> ▪ I take responsibility for my own decisions and choices, even when the outcome is different than expected ▪ I use feedback and the expertise of someone else to make decisions and choices 	<ul style="list-style-type: none"> ▪ I make decisions and choices, knowing the risks of the decision or choice ▪ I take responsibility for own mistakes ▪ I use feedback to improve my work
II.C.2 Empower and inspire others	<ul style="list-style-type: none"> ▪ I give positive feedback/compliments to team members ▪ I think it is important to work in a diverse team ▪ I take into account the difference between team members by asking advice 	<ul style="list-style-type: none"> ▪ I stimulate team members to do their best and thank them for their effort ▪ I often underline the importance of team members for the team and the importance of diversity in the team ▪ I make use of the differences between team members by the allocating tasks, giving feedback, etc. 	<ul style="list-style-type: none"> ▪ I create positivism and enthusiasm for new ideas and plans in my team ▪ I am a good example for my team in making use of diversity in my team ▪ When I select team members, I aim to select a wide range of different qualities in my team

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
II.C.3 Have a solution focused mindset/be proactive	<ul style="list-style-type: none"> ▪ I try to solve problems, before consulting others ▪ I am proactive in turning ideas into actions 	<ul style="list-style-type: none"> ▪ I make clear decisions ▪ I am proactive in changing work methods, habits, etc., when circumstances change 	<ul style="list-style-type: none"> ▪ I make difficult decisions, even when the outcome is unpleasant ▪ I am flexible, but I keep the goals in mind

III: Negotiating and influencing on an international stage

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	<p>The candidate at this level is able to formulate opinions and ideas. First awareness of the necessity to vary his /her approach depending on the communication context (for example multicultural). Is beginning to apply negotiation strategies in familiar situations. Does not yet have sensory acuity to adapt to unprepared objections. Is still reactive in negotiation and cannot yet take the lead and is beginning to gain understanding of influencing internal and external customers.</p>	<p>The candidate at this level is able to vary his/her approach to the negotiation depending on the context.</p> <p>Is more aware of the impact of opinions and ideas on others and deliberately seeks to get others on board. Is able at this level to understand what is at stake in the negotiation and adapt his/her strategy accordingly.</p>	<p>The candidate at this level is capable of gaining added value from the negotiation and getting commitment and involvement of key stakeholders from different cultures in the negotiation process. Demonstrates a high level of sensory acuity and a capacity to fully integrate others concerns and can react rapidly to act accordingly. Is able to calm others down in high-tension situations in order to make the situation more manageable.</p>

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
III.C.1 Show sensory acuity	<ul style="list-style-type: none"> I pay attention to non verbal reactions of people I am dealing with but I respond emotionally to potentially conflict situations that I don't understand 	<ul style="list-style-type: none"> I take into account non verbal information and actively listen to my counterpart. I look for the best way to adapt my negotiating strategy to other cultures. I am not always fully able to control my emotions in potentially conflict situations. 	<ul style="list-style-type: none"> I apply appropriate listening skills and strategies to sense and read my counterparts reactions and I balance emotion with reason to favour the relationship even in potentially conflictual situations
III.C.2 Balance progress on objective with understanding others concerns and motive	<ul style="list-style-type: none"> I understand that values, norms and perspectives are culturally determined and may affect the way others negotiate. I may feel frustrated when I don't get the results I want in my own timeframe. 	<ul style="list-style-type: none"> I understand time considerations are culturally determined but am still sometimes frustrated by some setbacks rather than searching for the best solution. 	<ul style="list-style-type: none"> I am able to take into account multiple perspectives when deciding on the best negotiation strategy and on what winning and losing means to my counterpart. I accept and work with different attitudes to time and deadlines. I consider setbacks as a matter of course when working with other cultures.

IV: Knowing yourself and others

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	The candidate at this level is able to identify own emotions in a tension situation, but not control them. Can understand other's emotions only through open demonstrations or explanations. May give in to stress and let it influence his relations with others. Can evaluate a situation against own abilities, but superficially. May become stuck in stressful situations.	The candidate at this level is able to suppress unproductive emotions to a certain degree, but does not yet have techniques in place to do it in any situation. He is aware of other's mood and emotions by analysing the situation, but cannot always foresee them. Can organise own work, but may become overwhelmed when everything doesn't go as planned.	The candidate at this level is able to identify the factors that have an impact on his emotions, isolate and control them. He is able to foresee other's reactions based on their mood and personality. He is able to stay calm and take coherent decisions even in high-tension situations. He knows his own abilities very well and is able to organise his work in order to play to own strengths and ask for help when necessary.

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
IV.C.1 Be emotionally intelligent and use all senses as valid information sources	<ul style="list-style-type: none"> I get emotional in situations I don't understand and I find it hard to understand the emotions strangers may experience. I try to pick up on non verbal communication signals. 	<ul style="list-style-type: none"> I seek out verbal and non verbal information about strangers. I am able to analyse feelings in interpersonal relations and am beginning to control behaviour. 	<ul style="list-style-type: none"> I am attentive to verbal and non verbal behaviour, to the communication context and to interpersonal relations. I am resilient and able to deal with stressful feelings in a constructive way.
IV.C.2 Suspended disbelief about other cultures and belief about one's own culture	<ul style="list-style-type: none"> I am aware that stereotypes may influence my behaviour but I do not yet have a consistent strategy for moving beyond them. 	<ul style="list-style-type: none"> I am open to different ways of thinking, learning, behaving but am still uncomfortable when I feel challenged or that my identity is questioned. 	<ul style="list-style-type: none"> I enjoy interacting with people who think differently and I have a high degree of sensitivity to interpersonal relationships. But I also maintain my personal beliefs and identity when challenged.

V: Intercultural communication

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	The candidate at this level tends to see cultural foreigner's differences and behaviour as strange. Attempts to relate problems of intercultural interaction to different conventions but lacks knowledge to identify differences and tends to hold on to own conventions.	The candidate at this level is capable in familiar situations of seeing the other's point of view and differing perceptions. Begins to relate communication difficulties to differing conventions and attempts to clarify and adapt.	The candidate at this level accepts fully the "other" as a coherent individual and uses decentring skills to maximize communication. Can identify and adapt to different communication and behaviour conventions or to negotiate new discourse rules to avoid misunderstandings or solve them when they arise.

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
V.C.1 Understand others concerns and motives	<ul style="list-style-type: none"> ▪ I recognize that strangers with whom I am communicating may have different points of view than I do. ▪ I try to find culturally related reasons why strangers behave in a way I perceive as strange. 	<ul style="list-style-type: none"> ▪ I am aware that there are different culturally related perceptions. ▪ I am able to see the point of view of others. 	<ul style="list-style-type: none"> ▪ I am able to decode other people's communication according to their cultural background ▪
V.C.2 Build mutual trust	<ul style="list-style-type: none"> ▪ I am able to adapt my behaviour to people from another cultural background once I know what behaviour is required. 	<ul style="list-style-type: none"> ▪ I am able to adapt my behaviour when communicating with people from another cultural background and can help to clarify ambiguous situations. 	<ul style="list-style-type: none"> ▪ I can deal successfully with ambiguous and conflict situations that are related to different communication conventions



Annex E:

Your dossier of evidence

To help you organize your dossier of evidence the following the following photocopiable pages are provides. Please remember to make photocopies of these in advanced , so that you always have spare blank sheets for new additions to your evidence.

Whit this form you may keep any evidence you have of your progress and current competence to date. This evidence can be referred to in support of assesment

results or to illustrate experience.

Contents page

Description of evidence (e.g. type of document)	Date	Type of competence shown, corresponding the 5 submodules see annex D INTENT criteria)					Reference page
		1	2	3	4	5	



Annex F:

Checklist 'Intercultural competences'

The following questions allow you to evaluate the progress of the trainee against the one's that relate directly to the sort of situation he encounters at work or during a mobility period

Ask the question and decide on what level the student is intercultural competent. Therefore you can use the framework that belongs to every section.

Based on the answers of the questions you can advise the trainee about the level you think he is competent and what he must develop to be competent at the desired level.

This checklist can also help you in discussing the targets the trainee wants to achieve during his work experience abroad. Then you can use the questions below to encourage the trainee to reflect on how he sees himself in an intercultural situation. He can base his targets on this reflection.

Section 1 Knowing yourself and others.

1. Question:
Can you use your senses as valid information sources when you work in an international context with someone from a different cultural background? Give an example.
2. Question:
Which cultural differences do you encounter and how did you handle it?

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	The candidate at this level is able to identify own emotions in a tension situation, but not control them. Can understand other's emotions only through open demonstrations or explanations. May give in to stress and let it influence his relations with others. Can evaluate a situation against own abilities, but superficially. May become stuck in stressful situations.	The candidate at this level is able to suppress unproductive emotions to a certain degree, but does not yet have techniques in place to do it in any situation. He is aware of other's mood and emotions by analysing the situation, but cannot always foresee them. Can organise own work, but may become overwhelmed when everything doesn't go as planned.	The candidate at this level is able to identify the factors that have an impact on his emotions, isolate and control them. He is able to foresee other's reactions based on their mood and personality. He is able to stay calm and take coherent decisions even in high-tension situations. He knows his own abilities very well and is able to organise his work in order to play to own strengths and ask for help when necessary.
IV.C.1 Be emotionally intelligent and use all senses as valid information sources	<ul style="list-style-type: none"> I get emotional in situations I don't understand and I find it hard to understand the emotions strangers may experience. I try to pick up on non verbal communication signals. 	<ul style="list-style-type: none"> I seek out verbal and non verbal information about strangers. I am able to analyse feelings in interpersonal relations and am beginning to control behaviour. 	<ul style="list-style-type: none"> I am attentive to verbal and non verbal behaviour, to the communication context and to interpersonal relations. I am resilient and able to deal with stressful feelings in a constructive way.

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
IV.C.2 Suspended disbelief about other cultures and belief about one's own culture	<ul style="list-style-type: none"> I am aware that stereotypes may influence my behaviour but I do not yet have a consistent strategy for moving beyond them. 	<ul style="list-style-type: none"> I am open to different ways of thinking, learning, behaving but am still uncomfortable when I feel challenged or that my identity is questioned. 	<ul style="list-style-type: none"> I enjoy interacting with people who think differently and I have a high degree of sensitivity to interpersonal relationships. But I also maintain my personal beliefs and identity when challenged.

Section 2 Intercultural communication.

- Question:
Can you understand others concerns and motives? Give an example.
- Question:
Which situation indicated that you can build on mutual trust?

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	The candidate at this level tends to see cultural foreigner's differences and behaviour as strange. Attempts to relate problems of intercultural interaction to different conventions but lacks knowledge to identify differences and tends to hold on to own conventions.	The candidate at this level is capable in familiar situations of seeing the other's point of view and differing perceptions. Begins to relate communication difficulties to differing conventions and attempts to clarify and adapt.	The candidate at this level accepts fully the "other" as a coherent individual and uses decentring skills to maximize communication. Can identify and adapt to different communication and behaviour conventions or to negotiate new discourse rules to avoid misunderstandings or solve them when they arise.
V.C.1 Understand others concerns and motives	<ul style="list-style-type: none"> I recognize that strangers with whom I am communicating may have different points of view than I do. I try to find culturally related reasons why strangers behave in a way I perceive as strange. 	<ul style="list-style-type: none"> I am aware that there are different culturally related perceptions. I am able to see the point of view of others. 	<ul style="list-style-type: none"> I am able to decode other people's communication according to their cultural background
V.C.2 Build mutual trust	<ul style="list-style-type: none"> I am able to adapt my behaviour to people from another cultural background once I know what behaviour is required. 	<ul style="list-style-type: none"> I am able to adapt my behaviour when communicating with people from another cultural background and can help to clarify ambiguous situations. 	<ul style="list-style-type: none"> I can deal successfully with ambiguous and conflict situations that are related to different communication conventions

Section 3 Negotiating and influencing

1. Question:
Give an example of you showing sensory acuity?
2. Question:
Can you balance your own progress on objective but also understanding others concerns and motive when balancing? Can you give an example?

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	The candidate at this level is able to formulate opinions and ideas. First awareness of the necessity to vary his /her approach depending on the communication context (for example multicultural). Is beginning to apply negotiation strategies in familiar situations. Does not yet have sensory acuity to adapt to unprepared objections. Is still reactive in negotiation and cannot yet take the lead and is beginning to gain understanding of influencing internal and external customers.	The candidate at this level is able to vary his/her approach to the negotiation depending on the context. Is more aware of the impact of opinions and ideas on others and deliberately seeks to get others on board. Is able at this level to understand what is at stake in the negotiation and adapt his/her strategy accordingly.	The candidate at this level is capable of gaining added value from the negotiation and getting commitment and involvement of key stakeholders from different cultures in the negotiation process. Demonstrates a high level of sensory acuity and a capacity to fully integrate others concerns and can react rapidly to act accordingly. Is able to calm others down in high-tension situations in order to make the situation more manageable.
III.C.1 Show sensory acuity	<ul style="list-style-type: none"> I pay attention to non verbal reactions of people I am dealing with but I respond emotionally to potentially conflict situations that I don't understand 	<ul style="list-style-type: none"> I take into account non verbal information and actively listen to my counterpart. I look for the best way to adapt my negotiating strategy to other cultures. I am not always fully able to control my emotions in potentially conflict situations. 	<ul style="list-style-type: none"> I apply appropriate listening skills and strategies to sense and read my counterparts reactions and I balance emotion with reason to favour the relationship even in potentially conflictual situations
III.C.2 Balance progress on objective with understanding others concerns and motive	<ul style="list-style-type: none"> I understand that values, norms and perspectives are culturally determined and may affect the way others negotiate. I may feel frustrated when I don't get the results I want in my own timeframe. 	<ul style="list-style-type: none"> I understand time considerations are culturally determined but am still sometimes frustrated by some setbacks rather than searching for the best solution. 	<ul style="list-style-type: none"> I am able to take into account multiple perspectives when deciding on the best negotiation strategy and on what winning and losing means to my counterpart. I accept and work with different attitudes to time and deadlines. I consider setbacks as a matter of course when working with other cultures.

Section 4 International leadership

1. Question:
Give an example of when you showed accountability?
2. Question:
When do you empower and inspire others? Give an example?
3. Question:
When you have to solve a problem, how do you react?

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
overview	<p>The candidate at this level demonstrates a basic degree of accountability or personal responsibility in the carrying out of set objectives.</p> <p>Has primary awareness of the need to set his/her own personal and professional objectives. Recognizes diversity as positive input in the work environment. Not yet able to identify between ambitious and realistic goals in terms of risks and consequences. Is in the process of learning the value of feedback and accepting it.</p>	<p>The candidate at this level is able to set his own personal and professional goals with some strategic guidance. Demonstrates personal responsibility for his/her actions and is able to justify choices. Takes measured risks and starts to see problems as challenges. Is proactive in looking for solutions in a safe environment. Acting on feedback and asking for feedback in some circumstances. Adapts and positively regards team diversity in dealing with problems.</p>	<p>The candidate at this level sets ambitious personal and professional goals. Actively motivates and stimulates others to the achievement of these goals. Stays focused on objectives while demonstrating flexibility in his/her approach. Strives for continuous improvement and accepts failure as a learning opportunity. Feedback is used as a tool for continuous improvement. Values diversity and maximizes various qualities present in a multicultural team to maximize performance.</p>
II.C.1 Be personally responsible ('accountability')	<ul style="list-style-type: none"> ▪ I am not afraid to make decisions and choices ▪ I can explain the decisions and choices I have made ▪ I ask feedback about my work 	<ul style="list-style-type: none"> ▪ I take responsibility for my own decisions and choices, even when the outcome is different than expected ▪ I use feedback and the expertise of someone else to make decisions and choices 	<ul style="list-style-type: none"> ▪ I make decisions and choices, knowing the risks of the decision or choice ▪ I take responsibility for own mistakes ▪ I use feedback to improve my work
II.C.2 Empower and inspire others	<ul style="list-style-type: none"> ▪ I give positive feedback/compliments to team members ▪ I think it is important to work in a diverse team ▪ I take in account the difference between team members by asking advice 	<ul style="list-style-type: none"> ▪ I stimulate team members to do their best and thank them for their effort ▪ I often underline the importance of team members for the team and the importance of diversity in the team ▪ I make use of the differences between team members by the allocating tasks, giving feedback, etc. 	<ul style="list-style-type: none"> ▪ I create positivism and enthusiasm for new ideas and plans in my team ▪ I am a good example for my team in making use of diversity in my team ▪ When I select team members, I aim to select a wide range of different qualities in my team
II.C.3 Have a solution focused mindset/be proactive	<ul style="list-style-type: none"> ▪ I try to solve problems, before consulting others ▪ I am proactive in turning ideas into actions 	<ul style="list-style-type: none"> ▪ I make clear decisions ▪ I am proactive in changing work methods, habits, etc., when circumstances change 	<ul style="list-style-type: none"> ▪ I make difficult decisions, even when the outcome is unpleasant ▪ I am flexible, but I keep the goals in mind

Section 5 Creative entrepreneurship mindset

1. Question:
Are you a creative thinker? Give an example of you finding an innovative solution
2. Question:
Can you handle with ambiguity? Give an example?

	LEVEL A: BEGINNER	LEVEL B: INTERMEDIATE	LEVEL C: ADVANCED
Overview	The candidate at this level has primary awareness of the need to be open and looks for new ideas and ad hoc basis. Does not yet have a deliberate strategy for innovation. Deals with ambiguity on a one off basis, responding to items as they arise. Still needs a very structured environment and support.	The candidate at this level actively looks for alternatives and new possibilities. Is able to pick up on opportunities in a more systematic way. Has begun to acquire approaches to deal with several issues simultaneously. Can deal with ambiguity in situations where the stakes are not too high and the context is relatively predictable.	The candidate at this level systematically applies creative thinking strategies in their problem solving and are motors of innovative. Are at ease and show no visible signs of stress in ambiguous and uncertain situations.
I.C.1 Think creatively	<ul style="list-style-type: none"> ▪ I understand basic creative thinking strategies ▪ I question the most obvious solutions proposed ▪ I am opened minded towards new ideas 	<ul style="list-style-type: none"> ▪ I use creative thinking techniques ▪ I look beyond the given framework for new opportunities ▪ With some guidance I search for some and suggest new ideas 	<ul style="list-style-type: none"> ▪ I look for innovative solutions with long term vision ▪ I am active in creative new opportunities for improvement
I.C.2 Tolerate ambiguity	<ul style="list-style-type: none"> ▪ I take events as they come, doing what seems right at the time ▪ I accept complex situations and with guidance am prepared to modify behaviour 	<ul style="list-style-type: none"> ▪ I often plan for different eventualities and can deal with unexpected events familiar contexts 	<ul style="list-style-type: none"> ▪ When ambiguous situations arise, I am comfortable that I can deal with them even when personally challenged

