

Work Placement Tutor Guide

RECOMFOR project

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Work Placement

Tutor Guide

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¹ In this document the terms of business or company, when used, include all those profit or non-profit, public or private labour organizations (industry, public agencies, non-governmental organizations or non-profit-making organizations) that accept to host trainees in European mobility projects.

1. Introduction

1.1. Background and context

In 2007 the European Commission published the communication *Promoting young people's full participation in education, employment and society*², which brings out how, with respect to the function of training: “all young people, and Europe as a whole, need to have the skills and opportunities to work productively for economic and social well-being.

The key to young people's full participation is access to a good job, which also requires qualitative and relevant education. Promoting full participation of young managers, entrepreneurs and workers is also a key component in building an innovative, knowledge-based and internationally competitive EU”. Employee mobility is recognised as an opportunity for the cultural enrichment of the younger generations, that are more directly involved in these projects. For companies and institutions that host trainees, this means making a commitment for responsible participation in the training itineraries in the network, with the training centres that produce formal education, guaranteeing adequate standards of quality.

It is necessary for an increasing number of profit and non-profit companies to be available and involved in the responsibility of training young European citizens in order for training policies that include mobility to be successful. In fact, there is a low offer of placement for trainees in many European countries. The lower the number of companies available, the more difficult it is to guarantee that the mobility of those who wish to implement it takes place in productive contexts that are coherent with their training needs; for those who are planning to implement mobility programmes, the steps to take to find institutions and companies capable of hosting students become increasingly difficult if it is desired to guarantee a high quality project with good probabilities of success. It is even more difficult to find placements where personnel, with suitable and adequately shared preparation on the international level, is made available to provide effective support and tutoring to trainees.

In the light of these challenges, RECOMFOR Project can contribute to solutions as it establishes a permanently coordinated network structure bringing together those involved in the mobility of learners and recognition of learning outcomes: competent bodies, professional organisations, companies and training centres. The network is aimed at creating a mobility area for learners in the field of trade by promoting:

- mobility within a framework of personalised learning activities thus enabling learners moving abroad for a work placement to validate this experience once they are back in their country;
- clear and observed quality criteria to guarantee and perpetuate mobility;
- transparency in the certifications, training programmes and learning assessment in order to develop recognition and transfer;
- the active role of companies in training and the creation of specific tools for devising and implementing high-quality work placement schemes;
- the cooperation between companies and training centres in order to guarantee high-quality work placements abroad.

1.2. Purpose of the Tutor Guide

The main aim of this guide is to provide companies' tutors with:

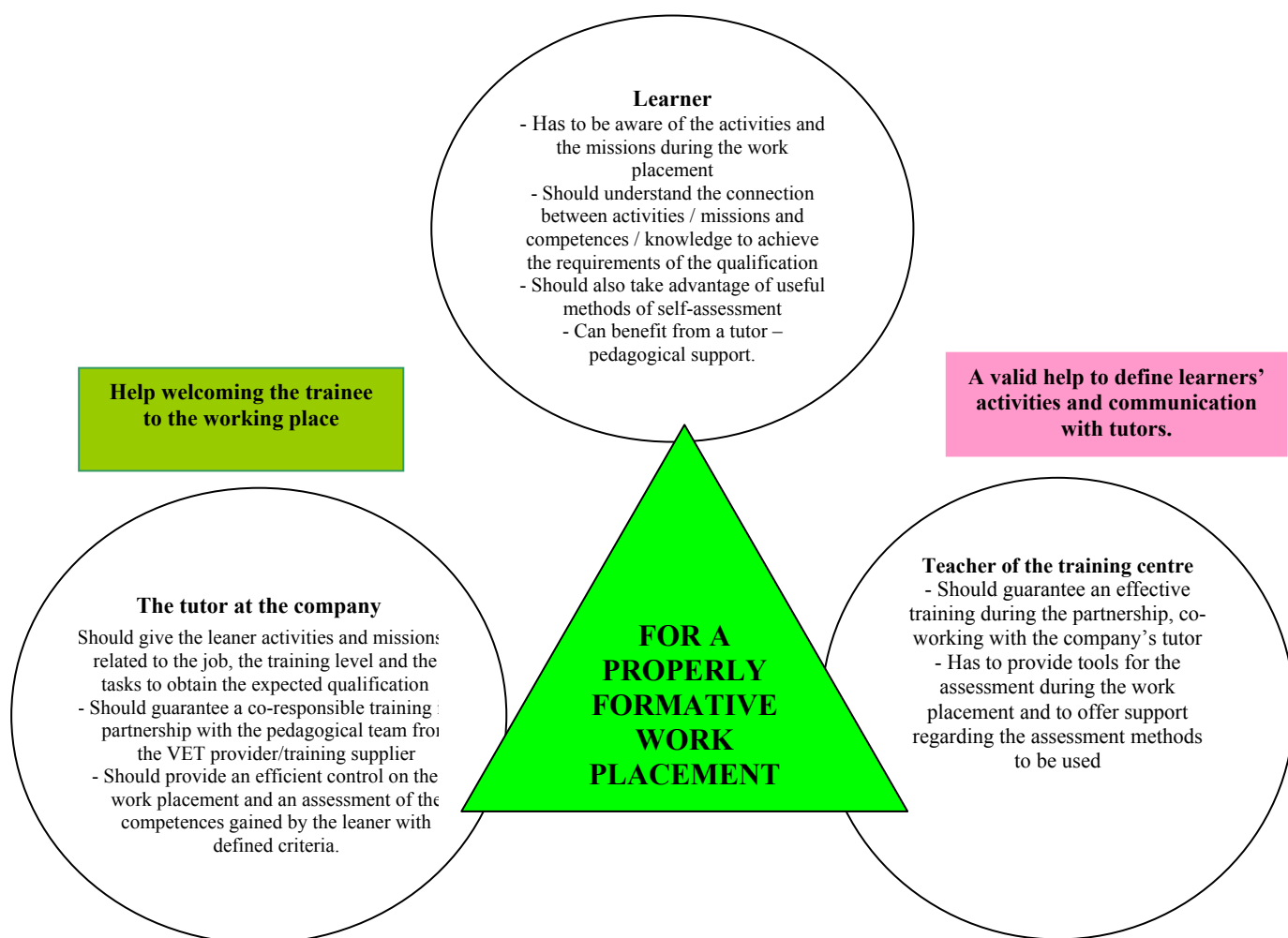
- an essential knowledge regarding the work placement
- an efficient dialogue with the trainee's training centre
- the tools to define the activities to assign to the trainee, according to the learning outcomes of the qualification and the needs expressed by the training centre and the work placement

² Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions (2007) *Promoting young people's full participation in education, employment and society*.

- the criteria to use in order to evaluate the quality of the trainee’s performance during the work placement.

In the following paragraphs, several guidelines are proposed to implement a uniform profile of the role of a company tutor with specific reference to those involved in international trade: trading companies (distributors, wholesalers...); service providers (transport companies, freight agents...); consultants and support organisations (International Chambers of Commerce and Industry, Local government organisations); companies providing international development support.

The Guide is mainly addressed to companies’ tutor even though the information contained can also be useful to other key partner involved in the work placement (see the scheme below).



The Tutor Guide has also been set up according to the key principles of the Quality Charter for host companies of RECOMFOR Network, which describes the expectations the RECOMFOR partners have of companies hosting foreign trainees mainly regarding the quality of:

- the company’s training offer;
- the tutor’s supervision;
- the connection with the career training;
- the hosting offered to trainees from foreign countries.

The Guide is completed by some annexes which may provide the tutor with some examples of possible specific activities to be assigned to the trainee, some tools for the trainee’s assessment and a Glossary containing definitions of the key term in European VET systems for facilitating the communication and contribution to higher-quality work placement.

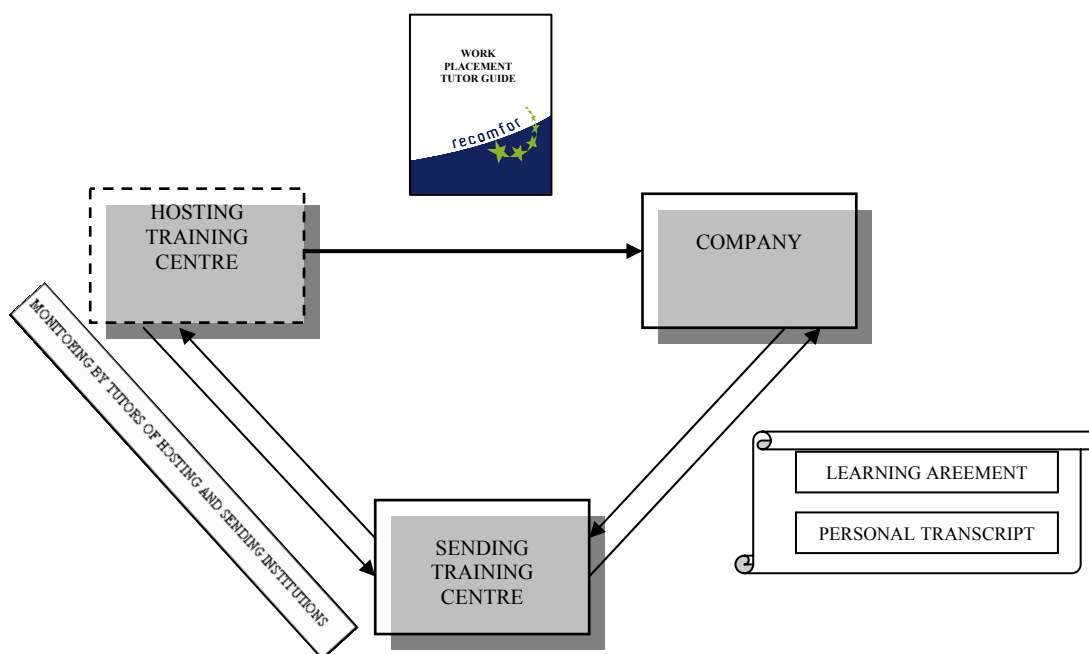
Of course, the guide is not a “ready made” solution that can simply be adopted by a company as its own work placement guide. Companies that already have work placement information can use the guide to review their own provision and perhaps adopt parts of the guide or further develop some of its recommendations.

1.3 Designing the process to manage a work placement abroad: an overview

It is helpful to visualise the arrangements of work placements abroad as a process which involves a number of phases. The diagram reported below illustrates the organisational steps/processes necessary for a work placement abroad i.e. the sending training centre contacts a hosting training centre abroad. If the hosting training centre agrees they commit to find a company for a suitable work placement. The hosting training centre should provide the company with the “*Work Placement Tutor Guide*” containing some short and concise information on his/her role and on the main criteria to be used in order to evaluate the quality of the trainee’s performance during the work placement. A Learning Agreement setting out the conditions for the work placement and specifying the learning outcomes to be achieved should also be signed between the hosting organisation, the sending organisation and the trainee.

The Learning Agreement should also include a Personal Transcript specifying the identity of the trainee and containing a record of learning achievements.

Effective monitoring is also important for a successful work placement. This requires both hosting, sending organisations and the company to have mechanisms in place to monitor the interim progress well as a final evaluation of the work placement.



2. The Educational role of the company

2.1. Purposes

In a situation of global competition and internationalisation, the reinforcement of European economies is largely based on the competence of workers, who must be capable of working in socio-economic contexts characterised by rapid innovation of productive processes, guaranteed by the circulation of workers and their knowledge. The economy must take into account a society that is increasingly multi-cultural, in which contact between people from different countries is intensified.

Coming into contact with other ways of living and entertaining new relationships mean an enrichment of life and labour opportunities for people in training. In promoting mobility, this meeting between cultures can be assisted by active participation of the company, which, with the prospect of globalisation of the economy, can only be open to the influences exercised by a world in which relations between different people and communities are facilitated.

Mobility Programs

Worker mobility programs recognise the role of training in the organisation in which a worker is placed and they enhance and assist institutional training and vocational education and training systems.

When it comes to trainee's mobility, the company favours an exchange of trainee's culture and the culture of the company in which the trainee is placed. The company is therefore a training supplier for young people and adults and is integrated with institutional systems of vocational education and training, within the framework of lifelong learning³. The primary role of the company may be to empower young people to have a meaningful experience in a structured environment. The trainee self assesses himself/herself in relation to an organised system in the company, characterised by a culture made up of specific limitations and relationships, in which material and intellectual energies meet to reach shared objectives. The experience in the company helps develop more realistic expectations for one's future, which may be transformed into goals and challenges to measure oneself against, to build one's identity as an adult and worker. The company should be an organisation by offering informal learning methods instead of formal ones so that knowledge, abilities and experience is transferred to individuals through the integration of theoretical and practical knowledge, capable of:

1. integrating the preparation of educational and training centres, to facilitate the involvement of people in the world of labour and maintenance during the long term of their occupational viability;
2. providing skills that cannot be transmitted through exclusively formal channels;
3. approaching potential human resources to be employed in the company;
4. activating processes of reflection on the quality of competence that can be transferred from the company to trainees and on the ability to effectively be a vehicle for that training, as an effective educational organisation, acting in favour of the organisation internally as well as externally, in favour of the community.

In particular (point 4) with the participation in these projects, the company may take advantage of the opportunity to stably introduce or perfect a company training strategy:

³ The Lifelong Learning - or training throughout the life course - is the new reference framework for the theories, strategies, policies and methods of education in contemporary society. The concept of permanent education becomes the guiding principle of training systems.

- valorising informal educational activities as opposed to formal ones, which are present and whose purpose is to provide for the upgrading or qualification of human resources;
- measuring the effectiveness of training activities, not only towards personnel and trainees hosted, but also the effective spin off on company performance;
- developing the growth of professional figures inside the company (such as tutors) capable of accompanying and establishing training programs from the point of view of contents and didactic methodologies, but also of maintaining networks of relations and interaction with external formal educational institutions active (i.e. schools, training centres, universities).

2.2. Characteristics of the company and educational activity

The great articulation of workplaces where work placement can be performed determines the following difference in the manner in which these training activities are performed. In fact, the organisational order of a public institution is different from a private one, from a profit-oriented organisation or a non-profit one. The organisational structure is also different depending on the purpose of the activity, whether it is a service or the production of goods.

Educational company

The ability of the company to be an organisation of work and learning is related to the existence of several elements:

- favouring the growth of the learning organisation, “where people are continually learning how to learn together (*Peter Senge 1990*)
- attributing an active role to the worker with respect to the work;
- possessing an effective culture of communication and relations within the company and towards the outside environment.

The differences between productive hosting organisations are, in any case, inevitable. In the geographical areas of the EU, in fact, companies of a great variety of dimensions coexist thus conditioning their educational potential. There may be:

- lightly structured and fluid organisations (typical of small companies). In these companies, the personal ideas of the owner and the small number of employees has great weight in characterising their manner of working together and interacting. The professional practices present are often not very highly codified and explicit and rules and procedures are rarely present;
- organisations with a good level of articulation (on the basis of functional differentiation, processing of products, etc.). The organisational roles appear to be more highly codified and there is a certain degree of definition of the know-how that characterises the different professional ambits. However, there are often no resources dedicated to planning and managing training activities and the professional growth of human resources;
- organisations inherently attentive to supporting and defending the development of the company’s human resources, which often corresponds to the presence of especially planned mechanisms, managed with respect to the various segments of the company population (present more often in medium and large-sized companies). In some cases, the management of the learning of competencies and the construction of a professional identity are managed independently and specifically in different organisational units.

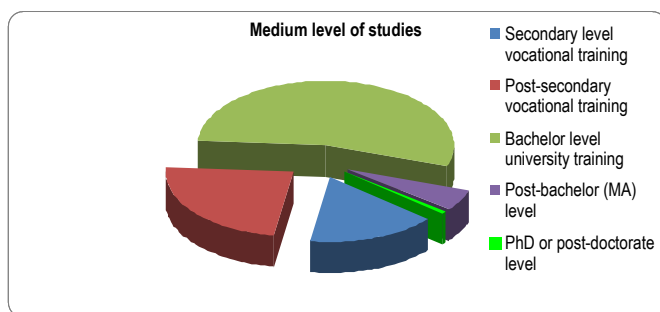
To facilitate the link between training centres and companies that are not prepared to enter into mobility partnerships, due to the type of their organisation and culture, it may be useful to have the support of an intermediary, who may be a person or an organisation. Problems due to cultural differences have greater probabilities of cropping up when the parties involved are not aware of their positions. In these cases, the support of a consultant is particularly useful to avoid misunderstandings and facilitate interaction. The most suitable ones to play this role as a bridge are often those with previous work experience in both sectors (education and labour market).

The operational homogeneousness between the various companies involved is a duty of the training centre which seeks partnerships for training in mobility. The training centre, on the basis of the indications of the EU, must guarantee the necessary level of homogeneousness:

- in a balance between the transversal competencies and social competencies
- in guarantees for the effective hosting and tutoring of the trainee
- in forms of residential and logistic accommodation
- in the criteria of overall evaluation
- in recognition of the educational credits

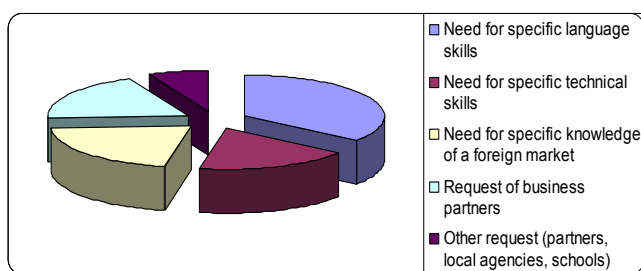
3. Reflection on the results of the questionnaire distributed to companies

By way of introduction to the definition of the role of tutor and the relatively functional and cultural profile, several questionnaires distributed to companies (with great and little experience in welcoming trainees from abroad) by CPV within the actions envisaged by Recomfor Project have been analysed.



Over 55% of the trainees belong to the segment of the bachelor's degree level of studies, while 23% belong to the post secondary school professional level and the

average age is 19-25 years. The period of the work placement, according to the results of the questionnaires filled out, lasts for over three months, in 65% of the cases; this is a brief period but is

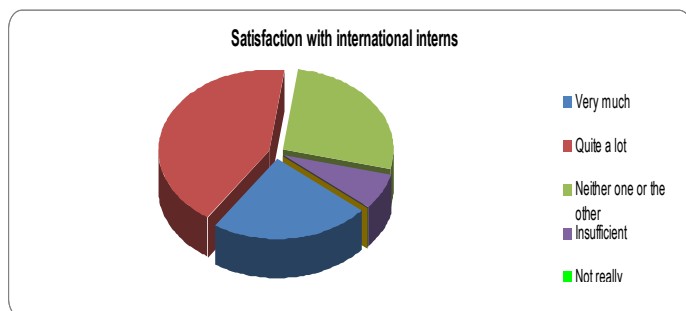


sufficient to guarantee the knowledge of the organisational and productive aspects of the hosting organisation. It is a sufficient period of time to form the basis for understanding the value of the transversal competencies and acquire an overall vision of the general cultural dimension of the geographic area where the training takes place. Longer periods of time are definitely useful for the

acquisition of competencies, but are often incompatible with trainees' study plans and with an evaluation of costs for the investment in time and human resources from the company side.

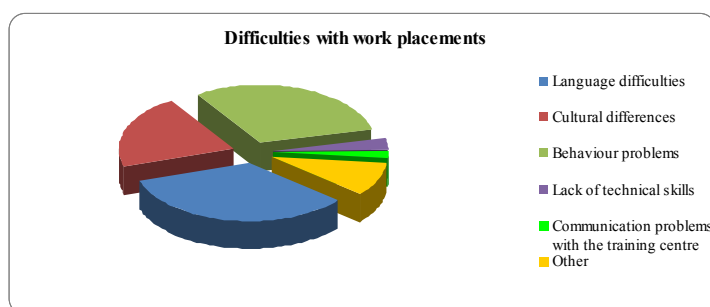
The effectiveness of the work placement depends largely on the quality of communications, which is based on the knowledge of a vehicular language shared by the people involved. English is the prevalent language, in which the work placement is conducted, even in written form. Appropriate knowledge of the English language is therefore requested prior to the period of work placement. Knowledge of English conditions the success of the experience, since command of the language is basic to an effective process of communication and is fundamental for social inclusion in the working

group. Particular importance is also given to the knowledge of the lexicon connected with the typical abilities of the productive sector where the trainee is hosted.

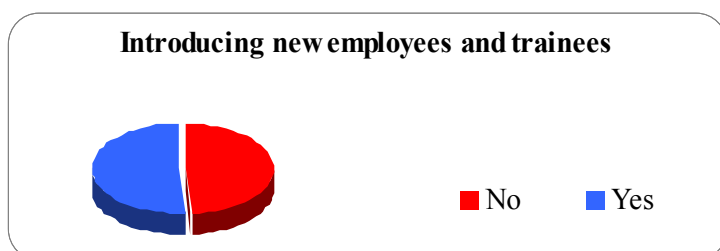


The graph on the left shows that the level of satisfaction of companies for the experience is quite high (in 67% of the cases it was described as very much or quite a lot). The value of evaluation attributed to the ability to deal with working routine and organisational skills is also high. The ability related to intercultural skills is also recognised as being widely present.

The graph reported below is very interesting and highlights the areas in which partners must make greater efforts (training centre and hosting organisations) to reduce the risk of failure of the work placement. The need to improve the language used during the work placement and the need, on the part of trainees, to possess adequate ability and flexibility to adjust to the changes that a work placement abroad inevitably entails, in a new environment is essential. About half of the companies are aware of the need to adopt specific organisational procedures for work placements, including the choice of one or more suitable persons to welcome and accompany the trainee during implementation of the work placement – the company tutors!



In most cases, companies have established procedures to favour inclusion of new trainees in the company. In 23% of the cases, a specific tutor or mentor has been identified, who takes action starting from the preliminary stages of planning and organisation of trainees' acceptance.



4. Functional and cultural profile of the company tutor

Tutors have important duties that guarantee the success of the work placement experiences.

The company tutor

The company tutor can provide a basic contribution to the experience of mobility at the company, offering himself/herself first of all as a “positive model” of worker, to favour the processes of functional identification with the socialising itinerary of the trainee.

By using strategies of shadowing, above all, he/she can assist the trainee in acquiring awareness in using some knowledge and abilities that are basic to the sector and/or professional figure involved.

Special attention must be paid in choosing people capable of performing these duties. The connections between the training and education context and the company can be implemented in different ways: on the job training, company visits, etc. In some companies, the same person who acts as tutor may also be charged with taking care of the trainee’s inclusion, simultaneously with other trainees: apprentices, students, degree-seeking students, etc., on the basis of different educational agreements with various training centres.

The organisation, whether it is a company or other type of profit or non-profit organisation, performs an educational and training function for the trainee accepted through his/her tutors, even if it lasts for a short period of time. This mixture of education and training is particularly important for young people because it’s the time to raise awareness of the choices they need to make for an active future as citizens and workers. Contact with the company becomes a more important and delicate opportunity for cultural enrichment because it takes place in a new environment, in terms of language, customs and history⁴.

It is therefore necessary for the tutor to accompany the trainee in this discovery and exploration of a new “*territori*”, using forms of relationships and active learning that valorise all of their potential. The tutor is the one who must implement and optimise formulas and conditions to achieve the objectives of the work placement.

The person chosen for these duties is, therefore, expected to possess an attitude that favours dialogue, is positive and interested in comparing notes with people of different cultures, in addition to having the professional competence connected with his/her routine job.

In some circumstances it could be the owner of the company. The combination of the role of entrepreneur and tutor could even be a possible obstacle for effective communication between the components of the working group in which the trainee is included. It may facilitate the choice of workers suitable for the activity of shadowing. The fact that the tutor is in a position of command in the hierarchy with respect to the group could generate excessive formalisation of relations, with a loss of the dimension of discovery and creativity that accompanies effective learning. The tutor must therefore possess personal and professional traits that guarantee his or her ability to respond to needs closely related to both the professional aspects and the aspects of communications and socialisation, in order to contribute to the knowledge of the culture and civilisation of the host country.

⁴ In Section 2 of the Recommendation of the European Parliament and Council on key competences for lifelong learning (18 December 2006), we read “*Mobility brings people closer and enhance mutual understanding, promote solidarity, exchange of ideas and a better understanding of different cultures that make up Europe, and thus to promote economic, social and regional level*”.

Tutor's Profile:

- must have deep knowledge of the hosting organisation and be aware of what it can offer for the work placement
- must participate in the definition of the work placement program and verify its effective feasibility
- must possess competence in communication, management of working groups and planning;
- must have authority within the host organisation and be capable of communicating human and professional values alike.

The tutor does not take action only in the internal dimension of the host organisation, but is also a bridge for contact with the tutor in the training centre where the trainee comes from. Both tutors are the true facilitators of the learning process and, on the basis of the different assigned roles and duties, have to favour the acquisition of training credits (see ECVET⁵) thus guaranteeing the connection between the training process within the host organisation and the training process in school, University or other training centre.

Definition of the competencies to be acquired presupposes, however, that the company tutor is capable of describing the competencies of the professional role that the trainee must occupy, utilising a standard method of reference in relation to the characteristics of his/her company.

5. Commitments of the company tutor

Commitments of the tutor

- Participate in the definition and planning of the work placement;
- Manage welcoming of the trainees;
- Manage effective communications and dialogue;
- Manage relations with the training centre;
- Involve the working community;
- Manage critical situations or problems arising during the period of work placement;
- Assess the trainee's performance using the tools supplied by the training centre and using the assessment methods agreed with the training centre;
- Manage the conclusion of the work placement.

5.1. Participation in the work placement planning

The work placement's planning phase is the basis for agreements between the training centre and the host organisation, establishing:

- training purposes and objectives;
- an educational itinerary with roles and actions to define: who does what, how and when.

⁵ The European Credit system for Vocational Education and Training (ECVET) is aimed to facilitate the accumulation, transfer and recognition of knowledge, skills and competences gained by individuals towards a qualification. ECVET's purpose is to enable recognition of learners' achievements during periods of mobility by creating a structure, bringing a common language, and stimulating exchanges and mutual trust among VET providers and competent institutions across Europe. In the context of international mobility but also mobility within countries, ECVET aims to support recognition of learning outcomes without extending learners' education and training pathways. More information on ECVET, and the text of the Recommendation, is available on: http://ec.europa.eu/education/lifelong-learning-policy/doc50_en.htm

In particular, the role of the tutor in the planning phase is to contribute to identification of the professional competencies that may be acquired in the hosting working context. Together with the professional competencies, the tutor collaborates in planning a training itinerary in which transversal competencies are acquired or reinforced such as the ability to solve problems, to deal with unexpected situations with presence of mind, the ability to work in groups and to complete assigned duties. Of course, the itinerary must be highly personalised to be suitable to the specific situation.

The tutor must bear in mind the point of departure of the trainee and the point of arrival envisaged in the awareness that during the process, at times, it will be necessary to correct or change the course, according to needs or the trainee's personal characteristics. Being aware of who the future trainee is, constitutes one of the most important aspects to take into consideration during the joint planning between the training centre and the host organisation.

Planning the work placement represents also an important opportunity to approach the organisational culture and educational methods of the partners in mobility projects. In particular, the two learning "locations" – the training centre and the company – interact, exchange experiences and methods thus enriching the planned training processes with different motivations and values.

The role of the company tutor in planning the educational curriculum

Planning the educational curriculum motivates and empowers the trainee, because:
it demonstrates that the company has made an investment in his/her training and informs him/her upon whom he/she can count on to acquire competence.

The two steps necessary to guarantee positive results for the trainee experience at the company are related to the possibility to guarantee a clear definition of:

1. learning outcomes;
2. a map of the educational itinerary in the company.

The **learning outcomes** (point 1) are related strictly to the education received by the trainee and to what he/she intends to do professionally when he/she has completed his/her cycle of training.

In many mobility projects, the objectives and the concrete competencies to be acquired are not directly identified by the company tutor; nevertheless, it is indispensable to be aware of the logic that generated them, in the first place because the competencies must be compared with what the company can effectively offer within the company, secondly because the tutor will be called upon to assess their acquisition by the trainee.

The **map of the itinerary** (point 2) describes how the objectives will be reached. In order for the learning to be effective, the itinerary must call for:

- the person who shadows the trainee (directly the tutor or other workers)
- the operational procedure (manual or intellectual operations) in which he/she will be followed from time to time to permit him/her to learn and become independent;
- a description of the operations by scale of complexity and growth in learning.

Both the objectives and the map of the training itinerary might be modified on the basis of the rhythm of learning of the trainee or as a function of unforeseen events due to particular company requirements.

5.2. Welcoming the trainee and starting the period of training

Welcoming the trainee is extremely essential, because the style of this event tells what value is attributed to his/her presence in the company and how he/she will be called upon from that time forward to take part in an itinerary that is grafted into the very life of the working context. The

welcome possesses the positive meaning of receiving, accepting and approving a person, with the complete availability and willingness of the welcoming party. It cannot therefore be construed as a purely formal occasion. The fact of setting aside a time and human resources to be employed in welcoming the trainee becomes a message that stresses the value given to the experience that is about to be started. The absence of a welcome is a decidedly negative signal and may compromise the success of the work placement. The welcome ratifies access and acceptance to a new environment, where the trainee, with the assistance of the company tutor, will interact with new people, in a new network of relations, with new language and rules.

Welcoming the trainees

- Welcoming the trainee starts the progressive knowledge that he/she must have of the organisation (mainly through interviews, meetings with persons responsible for the different sectors, visits to offices and departments);
- welcoming the trainee to include him/her in the working community;
- welcoming the trainee to propitiate and facilitate learning in the changing situation.

The trainee must perceive that there is a solid bridge between the parties involved in the work placement (training centre and company) and that the work placement project has been developed in a cooperative and shared manner. It is important that the welcome foreshadows the introduction of the new arrival to other employees, at least to those with whom the trainee will be interacting from the outset of the work placement.

Starting the work placement

- Verify that the trainee understands and shares the objectives to be reached;
- Verify understanding and sharing of duties – actions that the trainee may perform.

Preliminary knowledge to transmit to the trainee:

- characteristics of the company: organisation chart, type of production, establishment and development, juridical organisation, reference markets, type of customers, etc.;
- characteristics of the office, division or sector (staff, production, technologies, etc.);
- elements of the most important and useful professional histories to orient the trainee in identifying future possibilities for employment;
- elements relative to the labour contracts.

The welcome is functional to and a catalyst of a veritable alliance between the tutor and the trainee, each of whom play a specific role and functional position in the itinerary described in the work placement project, but necessarily bound by:

- sharing of the learning outcomes;
- sharing of concrete things to do (tasks, duties, other actions necessary to reach the objectives envisioned).

5.3. Communication and dialogue with the trainee

When the trainee has been welcomed and the basis has been laid for a tutor-trainee alliance functional to the objectives to be achieved and the duties to be performed, the consequent commitment will be addressed at establishing effective communication between the trainee, tutor and the other parties in the company community.

The tutor and trainee daily exchange information regarding the learning process, to permit them to reach the results planned in the mobility project. Difficulties in establishing effective communication and dialogue may arise due to the fact that the trainee and tutor are normally operational in two contexts that are entirely or partially different with respect to language, rules and values. Therefore, it is necessary to facilitate good communication between the tutor and the trainee, to accelerate achievement of a reasonable ability to integrate with the working environment.

Again, it is the tutor's duty to favour the best possible communication, verifying the understanding of the contents transmitted and favouring positive feedback, which will measure the level of participation and involvement of the trainee.

Communication and dialogue / suggestions for the tutor:

- be well aware of the trainee as a person (name, residence, health, hobbies, etc.);
- be well aware of the level of knowledge of the language of communication and of the technical lexicon the trainee possesses.

An effective dialogue guarantees:

- analysis of errors and difficulties to transform them into learning opportunities
- support to the valorisation of aptitudes that the trainee demonstrates during his/her work and within the group;
- support to the success in the acquisition and enhancement of competencies;
- detection of difference and complementary elements of elements between training and working activities;
- promotion of the trainee's independence in performing the duties gradually assigned to him/her.

5.4. Relations with the training centre of the trainee's country of origin

The construction of effective collaboration between the trainee's training centre and the host organisation lays on the clarity of shared objectives and roles assigned within the framework of the work placement project. The more detailed the explanation of the objectives envisaged or already achieved the greater the possibility to negotiate, step by step, duties, procedures and roles between the partners: the entrepreneur, the company tutor, the training centre tutor and the trainee. Every doubt concerning the objectives to be reached and the duties attributed to the various participants (specifically to the two links of connection of the training centre and the company (with their respective tutors) must be timely clarified.

Relations with the training centre:

- keep the relations between the host organisation and the trainee's training centre alive;
- verify mutual understanding of communications;
- share successes.

During the work placement, the company tutor is aware of the difference between training a person to perform a duty for good or service production and educating a trainee to give him/her the opportunity to improve transversal or professional competencies to be used in different contexts.

The training centre is aware that the company must observe and evaluate costs and benefits, the return on the investments made thus favouring the realisation of the project in the most effective and

efficient way with respect to times and objectives assigned to the trainee and the company routine organisation.

5.5. Relations with the members of the working community

The inclusion of the trainee within the company is mainly conditioned by:

- the company's production volume;
- the workplace organisation.

In all cases, whether small or large, every workplace is characterised by a specific culture, founding substrate of cohesion for the groups working in that specific context. The company tutor is a mediator between cultures: the culture of the trainee and the culture of the working groups.

Relations with the components of the working community:

- The company tutor must have a formally recognised role;
- The purpose and objectives of the work placement must be clear and adequately illustrated within the organisation;
- The tutor favours the link between the trainee and the culture of the organisation and its components (rules, values and shared rites).

The working group may communicate its consensus and collaboration in achieving the work placement objectives in an emotional manner. In this connection, the tutor has to:

- inform the colleagues of the purpose, contents, terms, experience and characteristics of the trainee's course of study, possibly prior to his/her arrival through an informative meeting or, possibly, a paper synthetically describing the project to be distributed to the members of the working group the trainee will cooperate with;
- avoid overloading the various members with specific duties as a consequence of the presence of the trainee but involve them emotionally and operationally.

Of course, it should not be forgotten that any difficulties of the colleagues (resistance, lack of support, faulty communications) with the trainee are often due to groups with pre-existing difficulties.

5.6. Trainee's main difficulties or problems

During the work placement, critical areas and problems of the trainee may be due to the following causes:

- difficulty in obtaining answers to personal expectations with respect to what the context offers;
- Lack of sufficient knowledge to understand and implement what is being requested from the trainee;
- Failure to adapt to the company's and/or working group's specific rules
- Feeling that the trainee is being evaluated in an unfamiliar environment.

Problems during the work placement:

The tutor is the main contact for the trainee in the organisation and will assist him/her in overcoming the natural difficulties, adjusting to the environment and adapting to the new assigned role.

These are situations that may manifest in different thought anxiousness, aggressiveness, lack of interest and motivation.

How can the tutor's response be addressed to support the trainee's motivation?:

- first of all, by verifying whether the trainee has unrealistic expectations regarding the experience in the company. In this case, the trainee could react with attitudes of refusal, expressed substantially through modest involvement and/or loss of self-confidence when encountering the first difficulties;
- by defining the objectives more precisely in relation to the trainee's initial abilities and knowledge on the level foreseen for the trainee, verifying the possibility to achieve the objectives and gradually stressing the steps already accomplished. Language and objectives may possibly be modified.
- by highlighting that the competencies can be gained through personalised ways, which must take into account each trainee's specific aptitudes with variable timing.

The tutor is responsible for preventing misunderstandings and lack of clarity as well as for preventing creating obstacles to the work placement activities. It is useful to offer as many opportunities as possible to listen to the trainee and concretely exchange information, instead of giving judgements. Information and descriptions of the activities enrich the prospects and help the trainee in considering things from new and more interesting points of view.

Preventive actions to lower the risk of difficulties in implementing the work placement	
TRAINING CENTRE	TUTOR COMPANY
<ul style="list-style-type: none"> • Involve companies in the work placement planning • Open up to the culture of the company • Enhance languages studies (mainly English) • Select trainees with a sufficient degree of independence • Enhance the knowledge of technical lexicon 	<ul style="list-style-type: none"> • Participate in the work placement planning • Optimise communication and contacts with the training centre • Select a dependable tutor • Favour social inclusion in working groups • Open up to cultural differences

5.7. Assessment

The tutor must be called upon to assess the trainee's performance using the tools supplied by the training centre and using the assessment methods agreed with the training centre.

From this point of view, his/her role is as important as the principles of the European Credit System for Vocational Education and Training (*ECVET*) are applicable to the mobility training experience. The equivalence of training in companies (formal and non-formal places of education and training) involves that the value of the assessment performed is just as important as the assessment made at schools, training centres, universities, etc. formal locations of education and training).

The assessment of learning outcomes is the most delicate part of the experience, because it tests the project itself and constitutes the act of recognition of its educational value and the reciprocal nature of the roles of the partners.

Assessment
Knowing from the outset of the training how to assess it and what to assess clears the way and reduces misunderstandings, for both the tutor and the trainee.

The choice of assessment tools must be made during the phase of planning and management of the itinerary, because their validity depends on several decisive factors:

- the assessment tools must be chosen in relation to the duties entrusted to the trainee;
- it is necessary to define in advance the indicators to be utilised to monitor the experience, distinguishing those that refer to the transversal competencies from those that refer to technical and professional competencies. The definition of these indicators will be the subject of confrontation and sharing of the project partners;
- in the evaluation, the company tutor will share the logic, language and indicators of the check list drawn up for the training project to evaluate the competencies acquired.

During the training and upon conclusion, evaluation:

- is accompanied by self-assessment from the trainee regarding the progress achieved;
- is performed with “transparency”, providing all the information motivating the judgement and facilitating involvement of the trainee.

The final assessment also permits to collect elements not only on the observable results of the trainee, but also on the effectiveness and efficiency of the process of implementation of the project, in order to identify points of strength, including the reliability of the experience, points of weakness and critical elements and to implement action to make improvements.

5.8. Conclusion of the work placement

Near the end of the work placement period it is advisable to arrange a final review meeting with the trainee to discuss a number of issues:

- What has the trainee learned during the work placement?
- How well the trainee has met the main objectives (set either at the beginning of or during the work placement)?
- What have been the trainee’s biggest/proudest achievements?
- What projects has the trainee completed or contributed to?
- What are the trainee’s strengths and weaknesses?.

The tutor will, therefore, put aside elements of evaluation regarding the trainee’s personal ways, encouraging reflection and self-criticism and comparison between the cultural and the professional situation at the beginning and at the end of the experience making sure that the conversation is constructive and focuses as much as possible on positive elements of the trainee and the work placement. To help the flow of the conversation, it might be easier to give the trainee the evaluation questions in advance to give him/her time to think about the topics that will be discussed.

Conclusion of the work placement

- The conclusion is a step of the process of personal growth and professional learning that continues in time;
- New scenarios are opened up to the trainee with new prospects for his/her future;
- The final interviews with the tutor can be used to verify, through the feedback received, the results of the alliance established with the trainee and the effectiveness of the communications;
- Upon conclusion of the work placement, the trainee is guided in a personal analysis of the experience and in acquiring the awareness of the development gained in knowledge and competence.

Work Placement Tutor Guide

RECOMFOR project

ANNEXES

recomfor



Annex A - Glossary

ASSESSMENT	The process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes). Assessment is typically followed by validation and certification.
BOLOGNA PROCESS	The Bologna Process is an intergovernmental initiative which aims to create by 2010 a European Higher Education Area (EHEA) based on three cycles: Bachelor – Masters – Doctorate Degree. As of 2006, it has 45 signatory countries.
CAREER GUIDANCE	Career guidance refers to services and activities intended to assist individuals, of any age and at any point throughout their lives, to make educational, training and occupational choices and to manage their careers. Such services may be found in schools, universities and colleges, in training institutions, in public employment services, in the workplace, in the voluntary or community sector and in the private sector. The activities may take place on an individual or group basis, and may be face-to-face or at a distance (including help lines and web-based services).
CEDEFOP (EUROPEAN CENTRE FOR THE DEVELOPMENT OF VOCATIONAL TRAINING)	The purpose of the Centre is to provide assistance to the Commission and, through its scientific and technical activities, to help promote vocational and continuing training at Community level. The non-profit-making Centre is based in Thessaloniki (Greece).
COPENHAGEN PROCESS	The Copenhagen Process on Enhanced European Cooperation in Vocational Education and Training (VET) was launched as a European strategy to improve the overall performance, quality and attractiveness of VET in Europe. National and European priorities have been identified to guide the reform and modernisation of the VET systems. Since 2002, the process has significantly contributed to raising the visibility and profile of VET in the participating countries. The process is fully embedded into the Education and Training 2010 work programme and contributes directly to the objectives of the Lisbon strategy. In their Helsinki Communiqué (December 2006), the ministers of the 32 countries now participating in the process, the European social partners, and the European Commission agreed to pay more attention to the image, status and attractiveness of VET. More emphasis is placed on quality and good governance of VET systems and providers in delivering the VET agenda. The development and implementation of common European tools for enhancing the transparency and recognition of competences and qualifications is continuing in order to pave the way towards a European area of VET, to support the competitiveness of the European labour market, and to facilitate mobility of learners and workers. The active involvement of all stakeholders in the work is being reinforced as the Copenhagen process moves towards its implementation phase, and a more systematic approach to strengthen mutual learning will be fostered by improving the scope, precision and reliability of VET statistics.
DIPLOMA SUPPLEMENT	The Diploma Supplement (DS) is a document attached to a higher education diploma aimed at improving international 'transparency' and at facilitating the academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that have been successfully completed by the individual named on the original qualification to which this supplement is

appended. It should be free from any value-judgements, equivalence statements or suggestions about recognition. It is a flexible non-prescriptive tool which is designed to save time, money and workload and capable of adaptation to local needs.

The DS is produced by national institutions according to a template that has been developed by a Joint European Commission - Council of Europe - UNESCO working party that tested and refined it.

The DS is composed of eight sections (information identifying the holder of the qualification, information identifying the qualification, information on the level of the qualification, information on the contents and results gained, information on the function of the qualification, additional information, certification of the Supplement, information on the national higher education system). Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why. A description of the national higher education system within which the individual named on the original qualification graduated has to be attached to the DS. This description is provided by the National Academic Recognition Information Centres (NARICs) and is available on the website: www.enic-naric.net

EDUCATION & TRAINING 2010	<p>Over the last five years the Education and Training 2010 work programme has been established as a crucial contribution towards achieving the Lisbon goal to make Europe the most competitive and "knowledge-based" economy in the world.</p> <p>The Education Council agreed for the first time in 2001 on common concrete future objectives to be achieved by 2010 for quality, access and opening up of the education and training systems. In June 2002 it also passed a resolution committing Member States and the Community to developing national strategies for lifelong learning. The Copenhagen process was launched in November 2002 by the Ministers responsible for vocational education and training in cooperation with the social partners and the Commission in order to enhance European cooperation in vocational education and training. The Education and Training 2010 work programme integrates these different policy strands, setting up cooperation between 32 countries and involving different stakeholders including civil society, social partners and international organisations. It covers all systems (formal, non-formal) and levels of education (pre-school, primary, secondary, tertiary, adult, continuing) and training in the context of lifelong learning.</p>
ENTERPRISE	<p>All undertakings engaged in economic activity in the public or private sector whatever their size, legal status or the economic sector in which they operate, including the social economy.</p>
ETF - EUROPEAN TRAINING FOUNDATION	<p>Helps transition and developing countries to harness the potential of their human capital through the reform of education, training and labour market systems in the context of the EU's external relations policy. We are based in Turin, Italy, and are operational since 1994.</p>
EUROPASS	<p>The Europass is a single portfolio enabling citizens to provide proof of their qualifications and skills clearly and easily anywhere in Europe. It comprises five documents designed at European level to improve the transparency of qualifications. Its aim is to facilitate mobility for all those wishing to work or receive training anywhere in Europe.</p>
EUROPASS CERTIFICATE SUPPLEMENT	<p>The Europass Certificate Supplement is delivered to people who hold a vocational education and training certificate; it adds information to that which is already included in the official certificate, making it more easily understood, especially by</p>

employers or institutions outside the issuing country. The information in the Europass Certificate Supplement is provided by the relevant certifying authorities. The Europass Certificate Supplement is not:

- a substitute for the original certificate;
- an automatic system that guarantees recognition.

The Europass Certificate Supplement is issued by the authorities that awards the original vocational certificate. Some countries have set up National inventories of Europass Certificate Supplements.

EUROPEAN CREDIT SYSTEM FOR VOCATIONAL EDUCATION AND TRAINING (ECVET) The EU Member States and the Commission are developing a system to facilitate the recognition of knowledge, skills and competences gained by individuals in different learning environments or through periods of vocational education and training abroad. The European Credit system for Vocational Education and Training (ECVET) will give people greater control over their individual learning experiences and make it more attractive to move between different countries and different learning environments.

EUROPEAN CREDIT TRANSFER SYSTEM (ECTS) The European Credit Transfer and Accumulation System is a student-centred system based on the student workload required to achieve the objectives of a programme, which objectives preferably specified in terms of learning outcomes and the competences to be acquired. ECTS was introduced in 1987, within the framework of Erasmus, now part of the Socrates programme. ECTS is the only credit system which has been successfully tested and used across Europe. It was set up initially for credit transfer. The system facilitated the recognition of periods of study abroad and thus enhanced the quality and volume of student mobility in Europe. More recently ECTS has been developing into an accumulation system to be implemented at institutional, regional, national and European level. This is one of the key objectives of the Bologna Declaration of June 1999. ECTS makes study programmes that are easy for all students, local and foreign to read and compare. ECTS facilitates mobility and academic recognition. ECTS helps universities to organise and revise their study programmes. ECTS can be used across a variety of programmes and modes of delivery. ECTS makes European higher education more attractive for students from abroad.

EUROPEAN HIGHER EDUCATION AREA European Higher Education area is to be established by 2010, with the aim of facilitating mobility of students and scholars, transparency and recognition of qualifications, quality and a European dimension in higher education, as well as increasing the attractiveness of European institutions for third country students (Bologna Process).

EUROPEAN INTEGRATION STUDIES European integration studies involves the study of the origins and evolution of the European Communities and the European Union in all its aspects. European integration studies cover the analysis of both the internal and external dimension of European integration, including the European Union's role in the dialogue between peoples and cultures. Comparative studies concerning purely national practices are not regarded as European integration studies in the framework of the Jean Monnet Programme.

EUROPEAN OFFICIAL LANGUAGES Bulgarian (BG), Czech (CZ), Danish (DA), Dutch (NL), English (EN), Estonian (ET), Finnish (FI), French (FR), German (DE), Greek (EL), Hungarian (HU), Italian (IT), Irish (IT), Latvian (LV), Lithuanian (LT), Maltese (MT), Polish (PL), Portuguese (PT), Romanian (RO), Slovak (SK), Slovene (SI), Spanish (SP),

Swedish (SV)

EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING (EQF)	A reference tool for the description and comparison of qualification levels in qualification systems developed at national, international or sectoral level.
	The EQF's main components are a set of 8 reference levels described in terms of learning outcomes (a combination of knowledge, skills and/or competences) and mechanisms and principles for voluntary cooperation. The eight levels cover the entire span of qualifications from those recognising basic knowledge, skills and competences to those awarded at the highest level of academic and professional and vocational education and training. EQF is a translation device for qualification systems.
EQUAL OPPORTUNITIES	The general principle of equal opportunities aims to fight any discrimination on the grounds of sex, racial or ethnic origin, religion or belief, age, disability and sexual orientation. It is intended to apply to all fields, particularly to economic, social, cultural and family life.
EURYDICE	With a view to increasing and improving cooperation between Member States in the field of education, and to making it easier to draft initiatives at national and Community levels, the EURYDICE network is the main instrument for information on national and Community structures, systems and developments in the field of education. EURYDICE thus serves to highlight both the diversity of education systems and their common trends.
EVALUATION	Evaluation (at project level) is a crucial phase for projects since it allows a review and qualitative and quantitative assessment of: 1) the results achieved against the aims (as regards activities/products), with implications for the whole of the grant if results are unacceptable and where results are very poor; 2) the means used to achieve these results in relation to the contractually agreed budget. Evaluation (at program level): evaluation in the Commission is defined as a judgement of interventions according to their results, impacts and the needs they seek to satisfy.
FORMAL, NON-FORMAL AND INFORMAL LEARNING	Formal learning usually takes place in schools, universities or training institutions and leads to a diploma or certificate. Non-formal learning includes free adult education within study circles, projects or discussion groups advancing at their own pace, with no examination at the end. Informal learning can be found everywhere, e.g. in families, in the workplace, in NGOs, in theatre groups, or can also refer to individual activities at home, like reading a book.
GOOD PRACTICE	A good practice is an exemplary project (including results or processes) which has positively influenced systems and practices through its activities and results. Consequently, these good practices are worth transferring and exploiting in different contexts and environments by new users or entities.
GUIDANCE & COUNSELLING	A range of activities such as information, assessment, orientation and advice to assist learners, trainers and other staff to make choices relating to education and training programmes or employment opportunities.
HIGHER EDUCATION INSTITUTION	Any type of higher education institution, in accordance with national legislation or practice, which offers recognised degrees or other recognised tertiary level qualifications, whatever such establishments may be called in the Member States. Any institution, in accordance with national legislation or practice, which offers

	vocational education or training at tertiary level.
IMPACT	Impact is the effect that the project and its results have on various systems and practices. A project with impact contributes to the objectives of programmes and to the development of different European Union policies.
LEARNING OUTCOMES	The set of knowledge, skills and/or competences an individual has acquired and/or is able to demonstrate after completion of a learning process, either formal, non-formal or informal.
LIFELONG LEARNING	This refers to all general education, vocational education and training, non-formal education and informal learning undertaken throughout life, resulting in an improvement in knowledge, skills and competences within a personal, civic, social and/or employment-related perspective. It includes the provision of counselling and guidance services.
LIFELONG LEARNING COMMITTEE	The LLP Committee assists the Commission in the implementation of the programme. It is composed by representatives of Member States and gives opinions or is consulted on measures that implement the LLP.
LINGUISTIC PREPARATION	Linguistic preparation should take place before or during a stay abroad and could consist of extra lessons in the language concerned and/or purchase of material for autonomous learning (CD-ROMS, books, etc.)
LISBON STRATEGY	The Lisbon Strategy, also known as the Lisbon Agenda or Lisbon Process, is an action and development plan for the European Union. It was set out by the European Council in Lisbon on March 2000 to face the challenges of globalization, demographic change and the knowledge society. The Lisbon Strategy intends to increase productivity by improving employment and encouraging greater social cohesion in the EU, through the formulation of various policy initiatives to be taken by all EU member states. Lisbon also introduced the Open Method of Communication (OMC) which encourages member states to share common goals, while leaving the implementation of policies entirely in the hands of member states. The OMC is important for Education and Training 2010. The Lisbon Strategy was reviewed in 2005 and as a result the prominence of education and training has been further enhanced. The European Council, at its meeting in March 2005, continued to underline the importance of developing human capital as Europe's main asset, and called for the implementation of lifelong learning to be indispensable in achieving the Lisbon objectives.
MAINSTREAMING	Mainstreaming is a process which enables activities to impact on policy and practice. This process includes identifying lessons, clarifying the innovative element and approach that produced the results, their dissemination, validation and transfer. More specifically, mainstreaming also defines the phase of transfer and the way in which other actors take account of the elaborated results, approaches and key elements.
MENTORING	Mentoring is when a role model, or mentor, offers support to another person. A mentor has knowledge and experience in an area and shares it with the person being mentored. For example, an experienced teacher might mentor a student teacher or a teacher starting in the profession.
MOBILITY	Spending a period of time in another Member State in order to undertake study, work experience, other learning or teaching activity or related administrative activity, supported as appropriate by preparatory or refresher courses in the host

	language or working language
MONITORING (AT PROJECT LEVEL)	The process involves continuous and systematic control of the project's progress. The intention is manage and if necessary correct any deviation from the operational objectives and thus improve the performance. Every project should be monitored throughout its duration in order to ensure its success. Monitoring consists of supervision of activities, comparison with the work plan and using the information obtained for the improvement of the project. During the monitoring process dissemination and exploitation activities must be carefully checked, verified and, if necessary - reoriented and adapted.
NETWORK	A formal or informal grouping of bodies active in a particular field, discipline or sector of lifelong learning.
NON-GOVERNMENTAL ORGANISATIONS (NGOS)	In its broadest sense, a non-governmental organization is one that is not directly part of the structure of government. Many NGOs are also not-for-profit organisation. NGOs may be funded by private donations, by international organisations, by government itself or by any combination of these. Some NGOs remain strictly apolitical, while others exist solely in order to lobby government in the interests of their own members.
PARTNERSHIP (BILATERAL AND MULTILATERAL)	A bilateral or multilateral agreement between a group of institutions or organisations in different Member States to carry out European activities in lifelong learning. In the context of the Lifelong Learning Programme the term "partnership" refers also to a specific type of small scale European cooperation project funded under Comenius, Grundtvig and Leonardo da Vinci.
RECOGNITION OF LEARNING OUTCOMES	(a) Formal recognition: the process of granting official status to skills and competences either through the: <ul style="list-style-type: none"> – award of qualifications (certificates, diploma or titles); or – grant of equivalence, credit units or waivers, validation of gained skills and/or competences; and/or (b) Social recognition: the acknowledgement of the value of skills and/or competences by economic and social stakeholders.
SMALL AND MEDIUM-SIZED ENTERPRISES	At Community level, small and medium-sized enterprises (SMEs) are defined by a set of criteria concerning the workforce, turnover and independence of the business. In terms of the workforce alone, a micro-enterprise has fewer than 10 employees, a small enterprise fewer than 50 and a medium-sized enterprise fewer than 250.
STUDENT	A person registered in a higher education institution, whatever their field of study, in order to follow higher education studies leading to a recognised degree or other recognised tertiary level qualification, up to and including the level of doctorate.
TRAINEE	A person undergoing vocational training, either within a training institution or training organisation or at the workplace.
TRAINER	Persons who, through his/her duties, is involved directly in the vocational education and training process
TRAINING NEEDS	This term is used to address the needs which a specific target group will have for education/training and upgrading their qualifications, Mapping of training needs for

	a specific target group will often be one of the steps in project planning and implementation.
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TUTORING	Any activity of guidance, counselling or supervision of a learner by an experienced and competent professional. The tutor will support the learner during the learning process.
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VALIDATION OF COMPETENCES	The process of assessing and recognising educational and training content, knowledge, skills and competences acquired during a specific learning and/or training experience.
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VOCATIONAL TRAINING	Any form of initial vocational education or training, including technical and vocational teaching and apprenticeships, which contributes to the achievement of a vocational qualification recognised by the competent authorities in the Member States in which it is obtained, as well as any continuing vocational education or training undertaken by a person during his or her working life.
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WORK PLACEMENT	Considered as a way of “gaining experience on the job”. The aim is to develop job skills or complete tasks, which demonstrate competency whilst carrying out a specific job.
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Annex B - The Quality Charter for host companies

QUALITY CHARTER FOR COMPANIES IN THE RECOMFOR NETWORK

In this text, the term “learner” is used indifferently to designate a student, an apprentice or a lifelong learner. The term “training centre” is applied to training centres from the home country and the host country in the context of learner mobility.

The term “company” is applied to firms, administrations and associations that are brought to welcome a learner in the framework of his or her work placement or professional mission.

The basic criteria defined here-below are the minimum standards for a company to receive and coach learners.

Specific criteria are standards per country and not necessary the minimum standards.

1. The company offers a safe and career-oriented training environment, taking in consideration the learner’s fields of interest.
2. The company informs, both the learner, and the training centre, on the applicable labour law of the specific country, on the Company's Health and Safety Rules and abide by these regulations.
3. The company takes in consideration the level of the learner: the years of training and work experience.
4. The company has e-mail and permanent internet access and provides the learner e-mail and internet access, under certain conditions/work conditions.
5. The company informs the learner about useful national/regional uses/practices (culture) and about developments in the industry.
6. The company allows enough time, room and means/resources to the tutor/mentor, so that he may give adequate support/guidance to the learner, according to his qualification profile.
7. The learner practises (under guidance of the tutor/mentor) company daily activities, according to his ability.
8. The company has one or more tutors/mentors to train and coach the learner. The tutor/mentor is professionally skilled and has good technical knowledge, pedagogical expertise and sufficient experience to train and coach the learner.
9. The company makes an introduction programme, the evaluation interviews with the learner on the progress of the work placement and the final assessment, with the help of the right tools provided by the local training centre.
10. The company defines a pedagogical plan of action with the training centre (objectives, expected outcomes, activities, description of the phases of the work placement).
11. The company cooperates with the training centre and signs the necessary agreements to organise the work placement and the hosting of the learner.

COMMITMENT / ENGAGEMENT

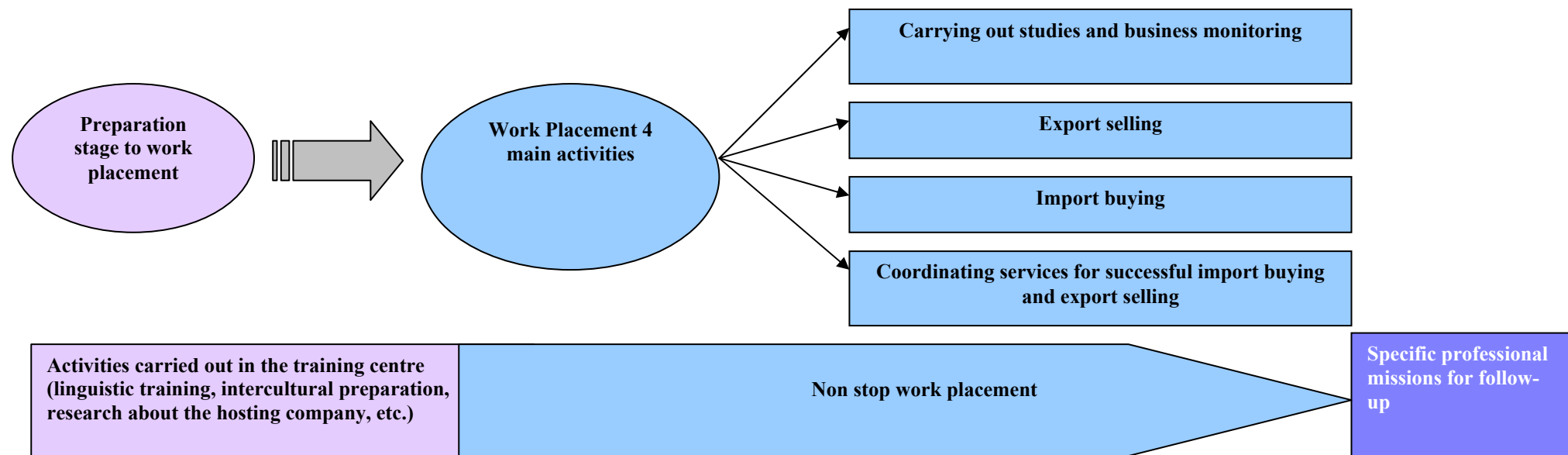
I accept the criteria and I undertake to respect them when I accept the quality charter of the RECOMFOR network.

Company
Designation / Désignation:
Address / adresse:
Name of manager / nom du responsable:
Tel:
e-mail / courriel:

Annex C - Example of activities to be assigned and performed by the trainee during the work placement

The tables reported below offer some examples of possible activities to be assigned and performed by the trainees during the work placement. The work placement could focus on one or several units and could cover whole or part of these units. Of course, it depends highly on the country and the real objectives and possibilities set up for each mobility period.

Work placement progress



Field of activity: CARRYING OUT STUDIES AND BUSINESS MONITORING

Skills to be acquired	Activity to assign to the trainee	Resources to provide to the trainee
<p>Collecting information through permanent market monitoring (desk research) and field research abroad and checking reliability</p> <p>Analysing and selecting relevant commercial information and regulation constraints about foreign markets</p> <p>Formulating requirements for the subcontracting of studies and following up on the studies on foreign markets</p> <p>Proposing a general outline for a concrete action plan based upon the commercial policy of the company and the SWOT analysis</p> <p>Making a summary and communicating to superiors to prepare decision making</p>	<p>Permanent market monitoring (desk research)</p> <ul style="list-style-type: none"> - Research, selection and validation of market information using usual hardware and software - Analysis, exploitation, presentation of relevant information using adapted software and procedure <p>Preparing decision making</p> <ul style="list-style-type: none"> - Formulation of requirements for the subcontracting of studies and action recommendations for decision makers 	<p>Scheduling Throughout the whole work placement not only performing these activities.</p> <p>Information and documentation to give to the trainee</p> <p>Internal information</p> <ul style="list-style-type: none"> - Communication leaflet of the firm - Databases - Information about customers, suppliers or services providers - Commercial reports - Studies and researches - Technical documents - Ethical charter, diaries, timetables <p>External information</p> <ul style="list-style-type: none"> - Databases - Legal documents and regulations - Specialised press - Markets surveys - Information about competition, countries - Professional directory

<p>Using appropriate techniques in picking up available information in all forms</p> <p>Organising and pricing the collecting and information handling process</p> <p>Using and updating a database of business contracts</p> <p>Updating and enriching regularly the business information system</p> <p>Communicating in order to prepare the decision</p>	<ul style="list-style-type: none"> - Update business information system showing opportunities and threats - Use and update databases of business contacts 	<p>Informatics and communication tools</p> <ul style="list-style-type: none"> - Work station connected to the internal network of the firm with access to Internet, printer, scanner, fax, telephone - Office software - Collaborative work tools - Working protocol database search engine - Access rights - Subscription to specialised websites - Questionnaire processing software
	<p><i>Observations and remarks:</i></p>	<p><i>Observations and remarks:</i></p>

Table 1

Field of activity: EXPORT SELLING

Skills to be acquired	Activities to assign to the trainee	Resources to provide to the trainee
<p>Identifying and selecting targets according to the specific characteristics of foreign markets</p> <p>Assessing the value of existing clients</p> <p>Organising prospection and communicating in a foreign language with potential foreign clients/partners</p> <p>Analysing, assessing and following up the prospection</p> <p>Constituting, managing and updating a reliable, multicultural network of contacts</p>	<p>Prospecting for elaborating adapted offers (pre-sales activities)</p> <ul style="list-style-type: none"> - Identification and selection of prospecting targets (according to the specific characteristics of foreign markets) - Choice of the prospecting methods - Elaboration of prospecting tools - Prospecting implementation and follow-up - Implementation of an effective communication plan (in a foreign language) towards prospects - Elaboration of reports on the prospecting activities 	<p>Scheduling Throughout the whole work placement not only performing these activities</p> <p>Information and documentation</p> <p>Internal information</p> <ul style="list-style-type: none"> - Communication leaflet of the firm - Databases - Information about customers, suppliers or services providers - Commercial reports - Studies and researches - Technical documents - Ethical charter, diaries, timetables <p>External information</p> <ul style="list-style-type: none"> - Databases - Legal documents and regulations - Specialised press - Markets surveys - Information about competition, countries - Professional directory <p>Informatics and communication tools</p> <ul style="list-style-type: none"> - Business Relationship Management Software - Customer Relationship Management Software - Digital Direct Marketing software - Graphics and publishing software - Integrated telephone and computer software for prospecting
<p>Formulating a suitable offer</p> <p>Preparing and organising the sales mission</p> <p>Negotiating in a foreign language with a foreign client/partner</p>	<p>Selling</p> <ul style="list-style-type: none"> - Elaboration of a negotiating plan (in an international context) - Formulation of an adapted offer to the customers' expectations - Preparation of contracts formalizing agreements <p>Following up sales</p> <ul style="list-style-type: none"> - Follow-up and processing of orders 	<p>Access to the company's' business information system</p>

	<ul style="list-style-type: none"> - Tracing of orders - Dealing with complaints, incidents and conflicts - Update customers' file and business information system 	
	<p>Observations and remarks:</p>	<p>Observations and remarks:</p>

Table 2

Field of activity: IMPORT BUYING

Skills to be acquired	Activities to assign to the trainee	Resources to provide to the trainee
<p>Identifying potential suppliers</p> <p>Selecting potential suppliers</p>	<p>Preparing the import buying activities</p> <ul style="list-style-type: none"> - Identification and selection of potential suppliers - Creation of potential suppliers database - Update information in the supplier database 	<p>Scheduling Throughout the whole work placement not only performing these activities</p> <p>Information and documentation</p> <p><u>Internal information</u></p> <ul style="list-style-type: none"> - Database of referenced suppliers - Specifications of the buying offer - General buying conditions <p><u>External information</u></p> <ul style="list-style-type: none"> - Directories, sourcing websites - Standards and regulations related to the targeted market - Data on third party certification for suppliers and intercultural information for countries <p>Information and communication tools</p> <ul style="list-style-type: none"> - Business Relationship Management data base with access to suppliers - Internet access - Access fees to e-procurement websites and portals - Information websites on countries and companies - CD-Rom with regulation statements
<p>Sending a buying offer to pre-selected suppliers</p> <p>Preparing and organising the negotiation with a foreign supplier</p> <p>Assessing offers and suppliers</p>	<p>Supporting the buying negotiations</p> <ul style="list-style-type: none"> - Elaboration and dissemination of a call for tender - Analysis of offers received - Preparation and organisation of the buying meeting with a foreign supplier - Assessment of offers and suppliers <p>Following up the import buying activities</p> <ul style="list-style-type: none"> - Realization of the buying orders 	<p>Information and documentation</p> <p><u>Internal information</u></p> <ul style="list-style-type: none"> - Specifications of the buying offer - List of selected suppliers - Offer received - Market regulations (customs) - Buying support tools - General buying conditions - Business and cultural information on

	<ul style="list-style-type: none"> - Handling of setbacks - Administrative follow-up of the delivery - Assessment of supplier's service efficiency - Update of the suppliers database 	<p>source countries</p> <p>Information and communication tools</p> <ul style="list-style-type: none"> - Internet connection - Supply chain management software - Scoring data software - Order follow-up software
	<p><i>Observations and remarks</i></p>	<p><i>Observations and remarks:</i></p>

Table 3

Field of activity: COORDINATING SERVICES FOR SUCCESSFUL IMPORT BUYING AND EXPORT SELLING

Skills to be acquired	Activities to assign to trainee	Resources to provide to the trainee
<p>Selecting existing or new service providers for international trade operations (insurance, logistics, financial)</p> <p>Making a qualitative and quantitative analysis of different service providers according to the defined criteria</p> <p>Assessing serviced providers performance</p> <p>Communicating and negotiating with potential service providers</p> <p>Providing elements for establishing service providers contracts in consultation with relevant department of the company</p>	<p>Choosing service providers</p> <ul style="list-style-type: none"> - Selection and recruitment of service providers for all operations to be externalised - Communication and negotiations with service providers - Establishment of service provider contracts in consultation with relevant departments of the company - Follow-up of service providers' activities 	<p>Scheduling Throughout the whole work placement not only performing these activities</p> <p>Information and documentation</p> <p><u>Internal information</u></p> <ul style="list-style-type: none"> - Database of existing service providers - Buying and selling procedures of the company - Ethical and quality chart of the company <p><u>External information</u></p> <ul style="list-style-type: none"> - Information on service providers issues by third parties certifiers - Professional directories <p>Information and communication tools</p> <ul style="list-style-type: none"> - Websites and portals of service providers - Electronic administration software - CD-Rom with regulation statements
<p>Managing the coordination of the buying and selling administration</p> <p>Keeping track of document files (import/export)</p> <p>Identifying setbacks, applying alternative and appropriate solution to overcome setbacks</p> <p>Carrying out quality control</p> <p>Assuring Service Relationship Management (SRM)</p>	<p>Insuring administration for operations</p> <ul style="list-style-type: none"> - Administration procedures for import or export operations complying with quality criteria and international standards - Communication with internal and external parties and data processing <p>Coordinating quality control /good business activities</p> <ul style="list-style-type: none"> - Follow-up of operations - Procedures for managing and solving setbacks - Risk management 	<p>Information and documentation</p> <ul style="list-style-type: none"> - Commercial contracts and documentary transaction files - Performance indicators - Reporting on incidents - Follow-up documents of activities - Project planning charts - Service providers' data base - Quality standards - Ethical rules <p>Information and communication tools</p> <ul style="list-style-type: none"> - Supply chain management

	<i>Observations and remarks:</i>	<i>Observations and remarks:</i>
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Table 4

Field of activity: MANAGING RELATIONS AND CONTACTS IN DIFFERENT CONTEXTS AND CULTURES

Skills to be acquired	Activities to assign to the trainee	Resources to provide to the trainee
<p>Business English - European Language Portfolio – Level B2</p> <p>Collecting, analysing and selecting relevant information about worldwide practices in business</p> <p>Distinguishing the context of the relationship with contacts using socio-cultural elements</p> <p>Constituting, managing and updating a reliable, multicultural network of contacts</p> <p>Animating the network of contacts and sales</p>	<p>Producing messages integrating socio-cultural elements</p> <ul style="list-style-type: none"> - Diffusion of useful information on various countries’ business practices towards the collaborators concerned - Oral and written communication in the required foreign language respecting the codes and the norms of the foreign country concerned <p>Constituting and maintaining a pluricultural network of contacts</p> <ul style="list-style-type: none"> - Communication in a foreign language - Organisation of meetings and events - Update database and network of business contacts 	<p>Scheduling Throughout the whole internship not only performing these activities</p> <p>Information and documentation</p> <ul style="list-style-type: none"> - Network database (organisations, partners, etc.) - Models for professional communication and models of professional practices - Professional Dictionaries <p>Information and communication tools</p> <ul style="list-style-type: none"> - Office software - Collaborative work tools - Business contact database management software - Multimedia presentation software
	<p>Observations and remarks</p>	<p>Observations and remarks:</p>





Table 5





Activity 1 – CARRYING OUT STUDIES AND BUSINESS MONITORING (Table 1) - Assessment

Trainee's name:

Date: -----

Tutor's name:

				
<i>Interest, utility, suitability of collected information</i>				
Use of appropriate methodologies and techniques for collecting and processing information				
Relevance of the information on foreign markets				
Rigour of performed researches				
Presentation and diffusion of the information				
Use and update of business contacts' database				
Respect of allocated time and budget				
Being alert to opportunities and threats				
Application of commercial insight				
<i>Diagnosis – analysis</i>				
Relevancy of remarks (anomalies, malfunctioning, possible improvements ...)				
Relevance of advices				
<i>Use of resources and tools</i>				
Software				
Business Information System				
<i>Organisation and planning work activities</i>				
Understanding department goals				
Respect for instructions and rules				
Autonomy				
Motivation				
Personal appearance				
Problem solving				
Team spirit				
Punctuality				
Observations and remarks				
Tutor's signature:				





 Insufficient	 Sufficient	 Good	 Excellent
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Activity 2 – EXPORT SELLING (Table 2) - Assessment

Trainee's name:

Date: -----

Tutor's name:

				
<i>Pre-sales activities</i>				
Use of customer information				
Written communication: commercial correspondence				
Oral communication: face to face and phone interviews, sales discussion				
Target identification				
Establishment and management of multicultural contacts network				
Choice of the prospecting methods				
Organisation and effectiveness of the communication plan towards prospects				
Prospecting assessment				
Prospecting follow-up				
<i>Sales activities</i>				
Understanding of the company's selling strategy				
Formulation of targeted offers (according to customers' expectations)				
Use of negotiating strategies and techniques in international contexts				
Sales support				
<i>Following-up sales</i>				
Orders processing				
Orders follow-up				
Quality of customers' services				
Dealing with incidents, conflicts and complaints				
Reporting				
<i>Diagnosis – analysis</i>				
Relevancy of remarks (anomalies, malfunctioning, possible improvements ...)				
Relevance of advices				
<i>Use of resources and tools</i>				
Software				
Business Information System				
<i>Organisation and planning work activities</i>				
Understanding department goals				
Respect for instructions and rules				
Autonomy				
Motivation				
Personal appearance				

Problem solving				
Team working				
Empathy				
Punctuality				
<i>Observations and remarks</i>				
Tutor's signature:				





 Insufficient	 Sufficient	 Good	 Excellent
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Activity 3 – IMPORT BUYING (Table 3) - Assessment

Trainee's name:

Date: -----

Tutor's name:

				
<i>Supply – Methodologies implementation</i>				
Order process understanding				
Suppliers' identification and selection				
Updating information on the suppliers' database				
Use of negotiating buying methods				
Preparation of the buying meetings with foreign suppliers				
Use of tools and methods for assessing and comparing offers and suppliers				
<i>Following up of the import buying activities</i>				
Coordination /realisation if the buying order				
Assessment of the suppliers' services efficiency				
Dealing with incidents, conflicts and complaints				
Reporting				
<i>Diagnosis – analysis</i>				
Relevancy of remarks (anomalies, malfunctioning, possible improvements ...)				
Relevance of advices				
<i>Use of resources and tools</i>				
Software				
Business Information System				
<i>Organisation and planning work activities</i>				
Understanding department goals				
Respect for instructions and rules				
Autonomy				
Motivation				
Personal appearance				
Team working				
Problem solving				
Empathy				
Punctuality				
Observations and remarks				
Tutor's signature:				





 Insufficient	 Sufficient	 Good	 Excellent
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Activity 4 – COORDINATING SERVICES FOR SUCCESSFUL IMPORT BUYING AND EXPORT SELLING (Table 4) - Assessment

Trainee's name:

Date: -----

Tutor's name:

				
<i>Buying and selling procedures</i>				
Knowledge of the company's buying and selling procedures				
Selection of reliable services providers				
Administration procedures for import or export operations				
Data processing				
Communication and exchange of information with internal and external parties				
Working processes complying with quality criteria and international standards				
<i>Follow-up of the service providers' activities</i>				
Managing and solving setbacks				
<i>Reporting</i>				
<i>Diagnosis – analysis</i>				
Relevancy of remarks (anomalies, malfunctioning, possible improvements ...)				
Relevance of advices				
<i>Use of resources and tools</i>				
<i>Software</i>				
Business Information System				
<i>Organisation and planning work activities</i>				
Understanding department goals				
Respect for instructions and rules				
Autonomy				
Motivation				
Personal appearance				
Team working				
Problem solving				
Empathy				
Punctuality				
Observations and remarks				
Tutor's signature:				





 Insufficient	 Sufficient	 Good	 Excellent
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Activity 5 – MANAGING RELATIONS AND CONTACTS IN DIFFERENT CONTEXTS AND CULTURES (Table 5) - Assessment

Trainee's name:

Date: -----

Tutor's name:

				
<i>Producing messages integrating socio-cultural elements</i>				
Understanding of other countries' professional practices and sociological, economical and cultural contexts				
Diffusion of useful information towards co-workers				
Use and adaptation of different communication techniques				
Oral communication in a foreign language				
Written communication in a foreign language				
Establishment, management and updating of multicultural business contacts networks				
Organisation of events				
Respect of allocated time and budget				
<i>Use of resources and tools</i>				
Software				
Business Information System				
<i>Organisation and planning work activities</i>				
Understanding department goals				
Respect for instructions and rules				
Autonomy				
Motivation				
Personal appearance				
Team working				
Problem solving				
Empathy				
Punctuality				
<i>Observations and remarks</i>				
Tutor's signature:				

 Insufficient	 Sufficient	 Good	 Excellent
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FINAL ASSESSMENT OF THE TRAINEE

The assessment grid reported below intends to be a basic tool that could be used by the company tutor for the final global assessment of the trainee regarding mainly:

- trainee's abilities and performances carried out during the work placement,
 - rigour of the applied methods and methodologies,
- full control of knowledge performed during the work placement.

◆ Comprehension of the company/department organisation and functioning		
Total lack of work placement contextualization	<div style="display: flex; align-items: center; justify-content: center;"> ← <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">0</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">3</div> </div> → </div>	Excellent comprehension of the company/department organisation/functioning
◆ Diversity of performed activities and satisfaction level of set standards		
No diversity, poorly performed activities	<div style="display: flex; align-items: center; justify-content: center;"> ← <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">0</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">3</div> </div> → </div>	The performance involves most of set standards
◆ Relevance of activities and suitability of set standards		
Limited activities, requiring simple performance	<div style="display: flex; align-items: center; justify-content: center;"> ← <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">0</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">3</div> </div> → </div>	Elaborate activities <i>with relevant autonomy</i>
◆ Strictness of used methods during execution of activities		
Activities executed without method nor reflection	<div style="display: flex; align-items: center; justify-content: center;"> ← <div style="display: flex; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">0</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">1</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">2</div> <div style="border: 1px solid black; padding: 5px; width: 30px; text-align: center;">3</div> </div> → </div>	Strict application of methodologies

◆ Capacity of theoretical knowledge related to activities executed in the company	
Total absence of link with theoretical learning	<div style="display: flex; align-items: center; justify-content: center;"> ← <div style="display: flex; gap: 5px;"> <div style="border: 1px solid black; padding: 2px 10px;">0</div> <div style="border: 1px solid black; padding: 2px 10px;">1</div> <div style="border: 1px solid black; padding: 2px 10px;">2</div> <div style="border: 1px solid black; padding: 2px 10px;">3</div> </div> → </div>
	Perfect control of theoretical learning <i>(contextualised)</i>
◆ Business Information System	
Total ignorance regarding the business information system	<div style="display: flex; align-items: center; justify-content: center;"> ← <div style="display: flex; gap: 5px;"> <div style="border: 1px solid black; padding: 2px 10px;">0</div> <div style="border: 1px solid black; padding: 2px 10px;">1</div> <div style="border: 1px solid black; padding: 2px 10px;">2</div> <div style="border: 1px solid black; padding: 2px 10px;">3</div> </div> → </div>
	Excellent control of functioning and organization regarding the business information system
◆ Use of ICTs	
No use of ICTs	<div style="display: flex; align-items: center; justify-content: center;"> ← <div style="display: flex; gap: 5px;"> <div style="border: 1px solid black; padding: 2px 10px;">0</div> <div style="border: 1px solid black; padding: 2px 10px;">1</div> <div style="border: 1px solid black; padding: 2px 10px;">2</div> <div style="border: 1px solid black; padding: 2px 10px;">3</div> </div> → </div>
	Frequent use of ICTs

◆ Autonomy
<ul style="list-style-type: none"> 0 – No autonomy: difficulties in working without any help or in self organizing 1 – The trainee often needs help for self organization or for working 2 – Perfect self organization work requiring no useless questions 3 – The trainee takes initiatives
◆ Responsibility
<ul style="list-style-type: none"> 0 – The trainee does not assume entrusted responsibilities 1 – The trainee does not always carry out his/her duty 3 - The trainee assumes correctly the entrusted responsibilities 4 – The trainee demonstrates a strong sense of responsibility
◆ Involvement
<ul style="list-style-type: none"> 0 – Lack of involvement in tasks 1 – The trainee often needs an external support to start work 3 – The trainee starts work quickly and spontaneously 4 – The trainee does not hesitate to extend working time if needed

<p>◆ Rigour – Work quality</p> <p>0 – The trainee carries out his/her work with too many mistakes and with no respect for instructions 1 – The trainee carries out his/her work with mistakes or errors 3 - The trainee carries out his/her work conscientiously 4 – The trainee carries out a high quality performance</p>
<p>◆ Working team integration</p> <p>0 – The trainee hardly tolerates the department restrictions (taking orders, obeying rules, work in a team ...) 1 – The trainee sometimes disagrees with higher or lower hierarchical levels 2 - The trainee maintains good relations with higher or lower hierarchical levels 3 - Excellent integration</p>
<p>◆ Listening</p> <p>0 – The trainee never considers advices, remarks, etc. from tutor or others team members 1 - The trainee takes into consideration advices, remarks ... in a random way 2 - The trainee takes into consideration advices, remarks made to him/her 3 - The trainee carries out diligently pertinent advices and remarks to do his/her work efficiently</p>
<p>◆ Commercial contact</p> <p>0 – No customer relation capacity, provokes conflicts 1 – The trainee maintains a border line customer relation (no empathy, short answers ...) 2 – The trainee is available to customers, ensuring a pleasant relation and responding to their expectations 3 - Excellent commercial relations</p>

GENERAL EVALUATION
Remarks

