International Trade Operational Manager

Scenarios and Recommendations for a Successful Mobility

NETINVET

ESITL

A Netinvet Project

1   Framework

The objectives of this intellectual output (IO) are:

◉ To present recommendations for a successful mobility in the framework of the "International Trade Operational Manager" shared reference:

- Aiming to facilitate the preparation, implementation and follow up of learners' mobility periods
- Underlining the focus on recognised mobility
- Integrating guiding principles and practical solutions regarding the organisation of mobility

◉ To present some possible mobility scenarios that can be used as "reference mobility scenarios" whenever planning a learner mobility in the framework of the "International Trade Operational Manager" shared reference.

- The mobility scenarios were conceived having in mind the kind of activities foreseen in the Job Profile "International Trade Operational Manager" (IO1) as well as the related skills units of the "Skills Repertory" (IO3) developed within the ESITL project, and particularly having as source the seven "Training Mobility Modules" (IO5) considered as relevant to develop skills and knowledge abroad
- The mobility scenarios were, therefore, developed having in mind that the objective of mobility is to develop skills and acquire knowledge as detailed in each training mobility module (IO5) of the "International Trade Operational Manager" shared reference, underpinned by the principles and guidelines defined in related to the assessment of mobility (IO7 – "Assessment Mobility Tools")

The target group of this document are schools/training centres in their role of sending/hosting organisation, so it is planned from the perspective of learners' mobility organisers.

Both (scenarios and recommendations) were designed based on the reality and needs of the NETINVET members offering qualifications comparable to the "International Trade Operational Manager" shared reference and aim at covering different situations regarding the training organisation as well as the mobility organisation.

They were, nevertheless, designed having in mind the objective of transferability to other countries, to other sectors, qualifications and EQF levels represented in NETINVET.
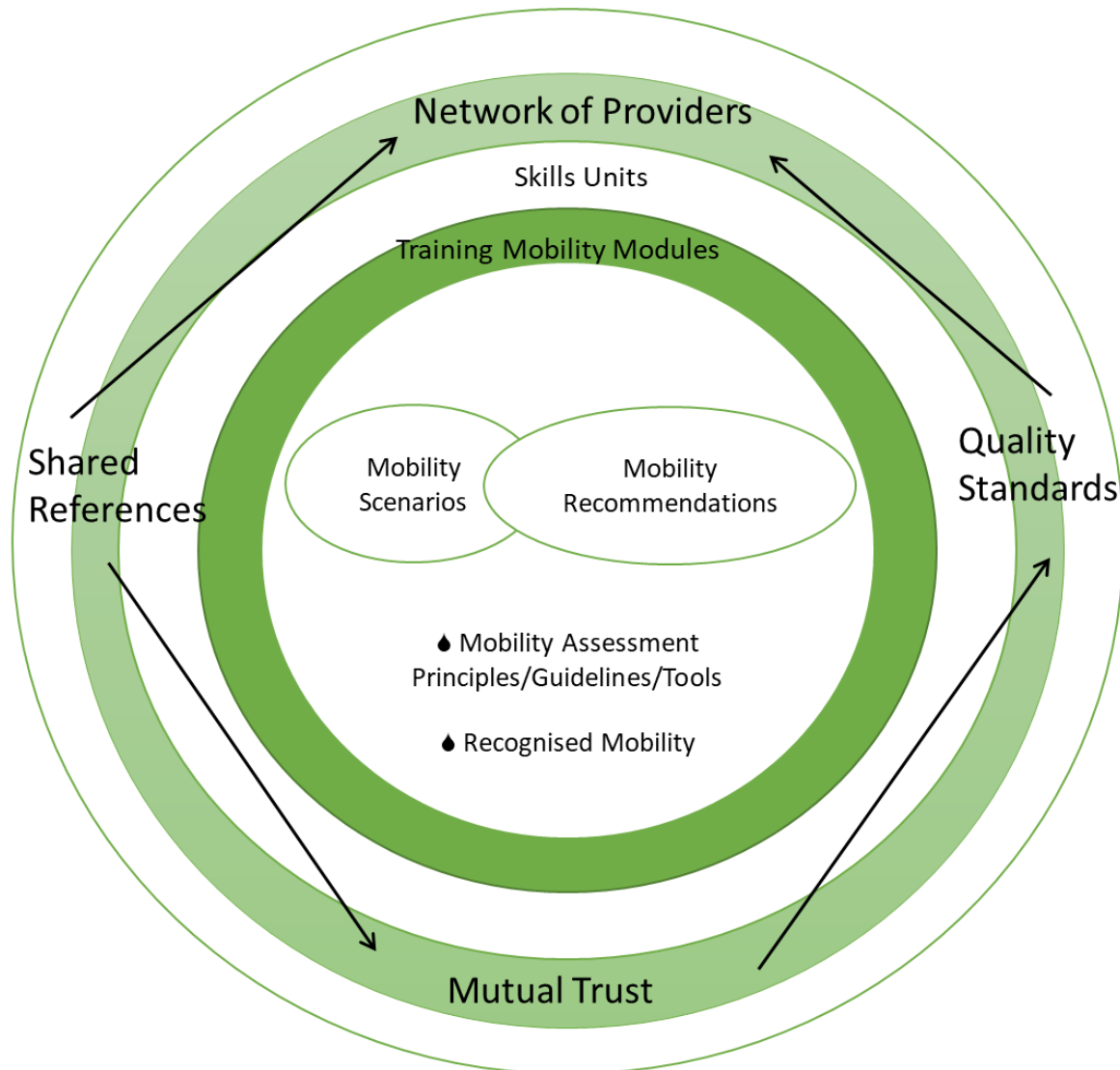
2 Mobility Recommendations

A literature review proves that a lot has been already written concerning mobility and which elements can support a successful mobility project.

The added value of ESITL project contribution to the topic comes from our network perspective (the NETINVET network and the quality standards and criteria defined for schools/training centres to be part of the network) and from our sectoral approach to mobility.

In fact, a wide consultation process among NETINVET members along with some desk and field research identified some elements of a successful mobility story that can be used as **recommendations, conditions, leverages and inspiration for a good preparation, implementation and follow up of a learner's mobility period abroad** in the sectors concerned by ESITL project but also for other mobility projects dealing with the concrete development of professional skills, knowledge and competences linked to specific-related job profiles.

2.1. Critical Elements

COMMUNICATION
=
KEY ELEMENT

Communication between sending and hosting organisation.
Communication between those organisations and the learner.
Communication with work placement company.
Communication among teachers/trainers/tutors.
Communication between teachers/trainers/tutors and the learner.
Communication among learners.

So, the first recommendation is to effectively communicate!

Many others were collected and analysed are organised and displayed as follows.

◉ **GENERAL ASPECTS**

- Make sure all the different involved parties (learners, teachers/trainers, company tutors, management of the sending and hosting organisations, company management) are **motivated for mobility**

- Build and rely on a **mutual trust network of partner organisations** supported by **common quality standards and criteria**

- **Persevere**, reach out to create and maintain a network of partner organisations abroad

- **Build and maintain trusting relationships with a domestic network** of industry partners (companies; organisations representing the sector/branch; organisations supporting (financially) mobility; VET public authorities, etc)

- Organise visits/meetings on a regular basis

- Bet on the "**exchange format" as a win-win situation** (the fact that schools/training centres have to be in both roles and the reciprocity principle requires that all involved parties try hard to make things work)

- Make sure that all **learning outcomes reached abroad are fully recognised** by the sending organisation

- **Positive attitude and deep conviction regarding the added value of mobility to develop professional learners' skills and competences** from all involved parties (e.g. in the German dual system where learners are most of their learning time in companies, companies need to be convinced of the added value of mobility in order to organise apprenticeships in a way that allows the apprentices to move abroad for a certain time)

- Make full use of the possibilities offered by **digital tools to ease the mobility organisation** and improve the learning process

- Make sure to empower all involved parties in a **socially responsible and sustainable** way of thinking and acting when planning and implementing your mobility project, from a logistical and pedagogical point of view. Convergence between the implementation of **eco-responsible policies and practices** within companies and the training of learners in issues such as **sustainable development**, resources and risk management need to be reached out also through mobility. It may be helpful to appoint a responsible person to supervise that process. These goals can be reached e.g. by building special teams – ideally with a good knowledge of the concerned foreign language (some examples shown in point "2.4")

- Mobility is a **social inclusion** powerful enabler. Make sure to consider this when planning and organising your mobility projects. Consider creating contacts with different organisations dealing with persons needing social inclusion, schools/training centres with persons who need social inclusion, authorities managing these groups of persons or institutions who support and foster those groups. Also, it has to be taken into account, that background-knowledge and language skills can be on a lower level or need more time to be taught

- Be **resilient**; not look for perfection but learn from mistakes

Although, in practical terms what is valued the most is the implementation period (the period in which the learner is effectively abroad for his/her learning process), the fact is that **PREPARATION** in a key phase for a successful mobility process and need to be valorised as such.

> *BEFORE ANYTHING ELSE, PREPARATION IS THE KEY TO SUCCESS.*
>
> **Alexander Graham Bell (1847-1922)**
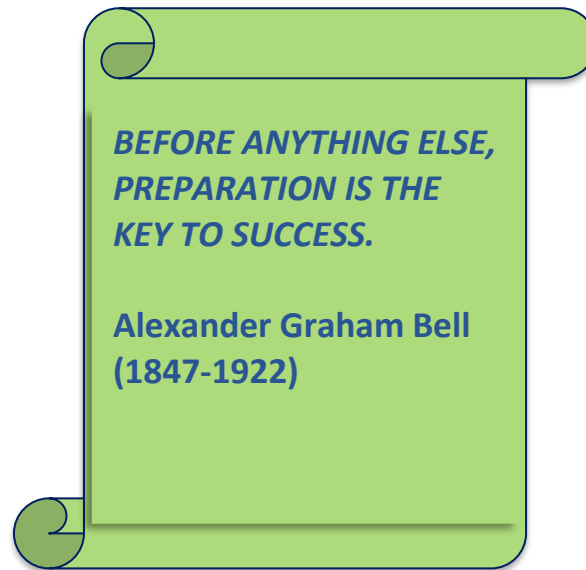
◉ **PREPARATION PHASE**

- Get to know your partner abroad well before starting the implementation of the mobility
- Make full use of NETINVET intranet, Forum, workshops to get in contact and know well in advance your potential mobility partners
- Discuss mobility expectations and make them clear to all involved parties (sending organisation; hosting organisation; learner and parents or legal guardian in the case of a minor, company, if applicable)
- Anticipate the exchange/mobility dates (according to the calendar of each school/training centre)
- Allow for a certain level of flexibility in the configuration of the mobility programme in order to adjust to the specific needs and characteristics of the learner / hosting organisation / company
- Make sure learners are fully committed with finding work placements and are a committed party in the logistics of the mobility (accommodation, traveling, information on the host country specifics, etc)
- Ensure the necessary support to the processes above mentioned
- Conclude clear and detailed mobility agreements (use NETINVET mobility learning agreement, EUROPASS mobility documents or any other as long as known and agreed among parties) that includes:
  - Identification of the parties
  - Training programme, learning activities and tasks, learning objectives
  - Learning outcomes to be achieved in relation to the qualification being prepared by the learner

- o Description of how and by whom the learner will be supervised and mentored during the entire mobility period from the side of the hosting but also the sending organisation (and the company, if applicable)
- o Description of the assessment arrangements and criteria/indicators as described in the "Assessment Mobility Tools" (IO7)
- Make sure communication channels among parties are clear and if possible, written down
- Make sure that there is a "organisational and pedagogical reference person" from the side of the hosting organisation
- If the mobility period includes a work placement, make sure to find a suitable company that comply with quality standards namely in terms of tutoring and mentoring
- Make sure to prepare the work placement well in advance; companies need time to accept and prepare themselves
- Carry out a preparatory visit to the work placement company
- Organise learners' interview with company to confirm his/her motivation
- Match the right learner with the right work placement
- Make sure contact between learners and "organisational and pedagogical reference persons" from the sending and hosting organisations starts way long before the implementation of the mobility (make full use of digital communication platforms for that purpose as described in Digital Frame A)
- Decide together on the language(s) to be used during mobility; if necessary, provide/facilitate language-courses (make full use of the existing online solutions)
- Overcome the potential language barrier by exploiting the features of software such as Microsoft edge, Google Translator, DeepL translator, Powerpoint, Microsoft Teams to translate from home language to the learner language or to a 3rd language (e.g. English)
- Plan opportunities for foreigner learners to meet, exchange and work together in projects with home country learners specially learners preparing the same qualification or in the same area of studies
- Carry out a detailed forecast of financial needs to support the mobility implementation
- Be proactive in finding the necessary financial resources to support mobility and build the necessary application files, if applicable
- Plans can always fail; assess risks and prepare a backup plan; make sure the parties involved in the mobility process can adapt to new circumstances without jeopardising the objectives

◉ **IMPLEMENTATION PHASE**

- Make sure mobility agreements are signed before the implementation of the mobility
- Provide a proper welcome and on-boarding (accommodation, welcome in the school/training centre and in the company, on-site conveyances, etc ...)
- Make sure there is support and guidance to learners during mobility implementation
- Implement a well-balanced and regular guidance and support scheme, that includes face-to-face (f2f) meetings, email exchanges and videoconferences among the parties: learner, "organisational and pedagogical reference persons" from the sending and hosting organisations; tutors from companies and parents (if applicable)

- Make sure that the mobility programme allows learners to practice skills and develop knowledge at the adequate level, but with a certain degree of challenging objectives, activities, tasks, assignments
- Make sure that the mobility programme allows to develop the expected skills and knowledge according to the training mobility modules chosen (see possible mobility scenarios in the section below) but also that it allows the development of the transversal competences required for this profile as also defined in the training mobility modules (IO5)
- Make sure learners are exposed to a variety of teaching-learning methods (study cases, research assignments, field visits (e.g. to import-export companies; export supporting bodies and organisations), role playing, simulations, workshops with experts, on-the-job practice, etc) and to different points of view and working practices
- Make sure to use teaching-learning methods that enhance "learning by doing together" (collaborative work, challenges, practical and group work-based learning situations)
- Explore the potential of social media as a guidance and support tool (e.g. restricted group on facebook) as well as a learning tool (e.g. creation of a dedicated youtube channel to share videos produced during the mobility implementation to be part of the mobility assessment and reporting)
- If necessary, make sure your learners attend language-courses (make full use of the existing online solutions)
- Make sure learners, teachers/trainers/tutors exploit the features of software such as Microsoft edge, Google Translator, DeepL translator, Powerpoint, Microsoft Teams to translate from home language to the learner language or to a 3rd language (e.g. English) during classrooms or in the work placement
- Plan opportunities for foreigner learners to meet, exchange and work together in projects with host country learners specially learners preparing the same qualification or in the same area of studies, making full use of the existing digital tools (e.g., promoting social media contacts among learners)
- Plan opportunities for foreigner learners to participate in events and activities with learners from the host country (pedagogical, social, cultural events/activities), even leaving together
- Draft mobility documents and mobility reports
- Activate back up plan measures, if necessary and whenever necessary

◉ **FOLLOW UP PHASE**

- Make sure that each party involved in the assessment of the mobility period (learner, hosting organisation and company, when applicable) apply the assessment arrangements as defined in the mobility agreement, to ensure a full recognition of all learning outcomes achieved abroad
- Complete the mobility documents and finish the mobility reports
- Fill in all paperwork and files necessary to report mobilities to 3rd parties (financing bodies – e.g. ERASMUS programme, if applicable)
- Make sure to communicate and disseminate the mobilities organised within the community of the schools/training centres involved (sending and hosting), using all

communication means at disposal (websites, social media accounts, newsletters, internal meetings, external events, newspapers, magazines, exhibitions, etc)

- Organise feedback loops between hosting and sending organisations
- Keep in touch with your partner organisations
- Visit work placement companies to ensure continuation of good and lasting working relations
- Promote (informal) meetings between learners coming from their mobility abroad and new potential mobile learners, to share experiences and increase "newcomers" motivation
- Promote meetings between teachers and trainers with an experience of mobility and newcomers to extend the involved network of teachers and trainers

⦿ CHECKLIST

TASK	RESPONSIBLE PERSON/ ORGANISATION	OPEN	DONE	REMARKS
Looking for a partner abroad				
Fund Application (if applicable)				
Advertisement for participants				
Selection of participants				
Agreements				
Preparation of participants				
Permittance Chamber (if applicable)				
Contact with authorities (if applicable)				
Insurance				
Accommodation				
Organising travelling to mobility place				
Support and guidance during the stay abroad				
Intermediate mobility report (if applicable)				
Organising travelling from mobility place				
Assessment of the learning outcomes achieved involving learners, teachers/trainers and company tutors				
Validation and recognition of the learning outcomes achieved				
Publishing and disseminating results (reporting to social media, press and relevant stakeholders)				
Final mobility report				
Evaluating results of final report and discussing further steps for next mobility or own organisation				

Key Message:

- **Do not give up!**
- **Do it all again the next time.**
- **Keep the mobility wheel rolling.**
- **Keep believing on the added value of mobility for learners professional and personal growth.**
- **Keep European citizenship alive.**

2.2. Mobility: Digital or F2F? Can it be both?

The topic on how to conciliate the added value of learners' mobility (typically a f2f activity) with the use of digital tools and the overall digitalisation of processes is a key aspect addressed by the project.

Are digitalisation and f2f opponents or can they be a complement, the 2 faces of a coin?
ESITL, clearly, stand for the second option!

Below you can find some elements that proves this complementarity and the added value brought by each face of the coin, from 2 perspectives:

- From the perspective of the mobility organisation (Digital Frame A)
- From a pedagogical point of view (Digital Frame B)

DIGITAL FRAME FOR MOBILITY A: FROM THE PERSPECTIVE OF THE MOBILITY ORGANISATION

	PREPARATION PHASE (BEFORE MOBILITY)	IMPLEMENTATION PHASE (DURING MOBILITY)	FOLLOW UP PHASE (AFTER MOBILTY)
DIGITAL ELEMENTS	- Email - Internet searching features - Communication platforms (teams, zoom, skype, others) - NETINVET intranet - NETINVET mobility documents (learning agreement, quality charters, work placement tutor guide, etc) - EUROPASS online mobility tools - Online meetings between sending and hosting organisations - Supporting learner in the logistical arrangements	- Email - Internet searching features - Communication platforms (teams, zoom, skype, others) - NETINVET intranet - NETINVET mobility documents (quality charters, work placement tutor guide, etc) - EUROPASS online mobility tools - Online meetings with work placement tutors by the hosting organisation - Online meetings between sending and hosting organisations	- Email - Communication platforms (teams, zoom, skype, others) - NETINVET intranet - NETINVET mobility documents (personal transcript, quality charters, etc) "ESITL Assessment Mobility Tools" (IO7) - EUROPASS online mobility tools - Online meetings between sending and hosting organisations - Disseminating mobilities in online communication means (websites, social media accounts, etc)
F2F ELEMENTS	Meetings between sending and hosting organisations	Visits to work placement companies by the hosting organisation	Visits to work placement

	• Visits to work placement companies by the hosting organisation • Supporting learner in the logistical arrangements	• Visits to learners in the work placements by the hosting organisation • Meetings with work placement tutors by the hosting organisation	companies by the hosting organisation • Meetings with work placement tutors by the hosting organisation • Disseminating mobilities in f2f situations (meetings, workshops, exhibitions, etc)

DIGITAL FRAME FOR MOBILITY B: FROM A PEDAGOGICAL POINT OF VIEW

	PREPARATION PHASE (BEFORE MOBILITY)	IMPLEMENTATION PHASE (DURING MOBILITY)	FOLLOW UP PHASE (AFTER MOBILITY)
DIGITAL ELEMENTS	- Email - Internet searching features - Communication platforms (teams, zoom, skype, others) - Participating in online language courses - Taking care of logistical arrangements - Interviews with potential work placement companies (involving learners and/or hosting and sending organisations) - Preparatory works/assignments/ together with other learners from the hosting organisation - Use of social media networks, virtual reality/ extended reality software and other available software, tools and networks for the learner pedagogical preparation (e.g. knowing the work placement environment and procedures previously)	- Email - Internet searching features - Social media networks - Communication platforms (teams, zoom, skype, others) - Participating in online language courses - Use by teacher/trainers of innovative digital learning methods and tools (e.g. competition games, escape rooms, AI games) - Use by teacher/trainers in classrooms or tutors in companies of features of software such as Microsoft edge, Google Translator, PowerPoint, Microsoft Teams to translate from home language to the learner language or to a 3rd language (e.g. English) - Use by teachers/trainers in classrooms or tutors in companies the features of Microsoft Word to subtitle videos - Reporting mobility activities - Contacting the "organisational and pedagogical reference person" from the hosting organisation - Contacting the sending organisation - Working in common assignments/projects	- Email - Social media networks - Communication platforms (teams, zoom, skype, others) - Completing the mobility documents - Reporting mobility activities - Assessing the mobility – "ESITL Assessment Mobility Tools" (IO7) - Contacting the "organisational and pedagogical reference person" from the hosting organisation - Keeping in touch with other learners from host country

		together with other learners from the sending or the hosting organisation • Completing the mobility documents	
F2F ELEMENTS	• Support from hosting organisation in the learner logistical settlement • Preparatory works/assignments/ together with other learners from the hosting organisation	• Attending classes in the host organisation • Carrying out the work placement • Participating in the work placement company daily life • Use by teacher/trainers in classrooms or tutors in companies of "hands-on" and group-based teaching-learning methods • Participating in events and activities with learners from the host country (pedagogical, social, cultural events/activities), even leaving together • Contacting the "organisational and pedagogical reference person" from the hosting organisation	• Reporting mobility activities • Assessing the mobility – "ESITL Assessment Mobility Tools" (IO7) • Completing the mobility documents • Contacting the "organisational and pedagogical reference person" from the hosting organisation

2.3. Recommendations for further steps

	PREPARATION PHASE (BEFORE MOBILITY)	IMPLEMENTATION PHASE (DURING MOBILITY)	FOLLOW UP PHASE (AFTER MOBILITY)
RATIONALE	Mobility doesn't run for itself. So, it has to be promoted. Companies, schools/training centres & learners should recognize the benefit of mobility. The following steps can be considered as ideas for promoting mobility.		
	• Raising awareness to the topic by promoting it in social media or/and in publications to create a tender for companies and schools/training centres to collect learners for an international exchange or-/and qualification-programme, organised by logistics-boards, government, companies, newspapers or VET authorities • Giving information about "Green-Travelling" • Implementing instruments to widen the strategy to persons who need more support in the way of inclusion. Taking in consideration the higher need of language and cultural preparation • Digital instruments support this process, e.g. online-applications, online-courses about cultural specificities of the host countries	• The intention is, that those companies and schools/training centres which reach the highest amount of applications will be getting an award given by regional or national authorities Trying to get companies sponsoring and giving the name, e.g. „AFT (or DHL, etc.) award for International Exchange" • Companies can announce in which fields (in accordance to the ESITL modules) they are ready to provide places for international learners (number of participants/duration of the stay/location) • Applicants take part in an online assessment to apply for one of these places. There are just examples, where schools/training centres and companies hold up assessments for learners who apply for mobility in a foreign country • Companies and schools/training centres give guarantee to teach the modules according to the ESITL contents and standards	• After the mobility period, learners get their learning outcomes assessed and get credit-points or micro-credentials and a EuroPass to use it for further training or job applications • The process needs to be evaluated to gather experience about the results, the behaviour or the most suitable sequence for the process

2.4. A Good Practice Example for Mobility Organisation

The Kaufmännische Schule 1 in Stuttgart/Germany allows apprentices in the German Dual VET-education to spend some months abroad. In accordance with the Education-minister of the Federal State of Baden-Württemberg, the local government, the Chamber of Commerce and Industry as well as the Logistic Association of Baden-Württemberg, this model was created. Cooperation-partners abroad are the FEDA-Schools in Barcelona/Catalunya and Madrid/Spain.

	PREPARATION PHASE (BEFORE MOBILITY)	IMPLEMENTATION PHASE (DURING MOBILITY)	FOLLOW UP PHASE (AFTER MOBILITY)
RATIONALE	The added value of mobility activities must be transferred to all persons, who can benefit from it. In Germany, e.g., with a quite low rate of unemployment and a lack in applicants for apprenticeships on one hand and, on another hand, with an increasing number of learners, companies and corporate organisations are forced to rise up the attractivity of dual vocational education and training (VET). Within this context, KS1 Stuttgart has come up with the idea of creating a new and innovative model, in which during their dual VET, learners are allowed to spend some time abroad to be taught in some parts of their training. Below, a more detailed description on how mobility is organised within this model is displayed.		

Improvement of "Job-attractiveness"

Chambers of Commerce & Trade   **Regional-Government**

Education & Training Abroad

Logistics Association & Related Organisations   **School**

	PREPARATION PHASE (BEFORE MOBILITY)	IMPLEMENTATION PHASE (DURING MOBILITY)	FOLLOW UP PHASE (AFTER MOBILITY)
BASIC TASKS	• Forming a so called "Auslandsteam" (Team for mobility abroad) • Get in contact with partners (s. above) • Convincing companies* • Talking about mobility programme	• Designing tasks for that team • Mails, phone-calls or even travelling to potential partners • Comparing the different plans and training needs	*Companies must be convinced, because in the German dual VET system the learners must be paid. If he/she is not in the own company (no problem*

	- Visiting potential partners - Closing mobility agreements - Providing information to linked authorities - Kick-off-meeting in the host country	- Getting support, e.g. by "supporters-club" or sponsoring - Applying for support by the European Union (Erasmus+)	*for companies in the host country), so the companies expect a high benefit for the future*
BEFORE MOBILITY	- Selection of participants - Marks in school - Behaviour at school - Efforts in company-training - Behaviour in company - Reliability - Social competences - Language skills**	- Dialog with companies and schools' teachers - Forming a special class related to the planned stay abroad - Clearing of possibilities for accommodation and company-training - Interviews	*** Language skills can be improved by special language courses, e.g. paid by "supporters-club"*
DURING MOBILITY	- Connecting with reference persons in the host country	- Feed-back-system - Kind of feed-back and timeline for feed-back - Visits abroad by the "Auslandsteam" - Identification of weak points - Permanent dialog with the learners - Empowering learners for doing things by themselves	- Improving weak points - All the results/learning outcomes obtained abroad are taken into account in the national system
AFTER MOBILITY	- Obtaining the rules given before and during the stay abroad	- Participants feed-back - Assessment to check the efforts and reaching goals, e.g. knowledge, skills, behaviour, social competences	- Publishing and promoting results - Organising meetings with actual and upcoming stakeholders - Presentation by the learners in meetings with ambassadors of the companies

			- Starting contact between learners who have been in mobility with learners who are bound for mobility, e.g. in a private atmosphere (pub, café) - Transfer of knowledge from former learners to upcoming ones

3   Mobility Learning Scenarios

The "ideal mobility scenario" comes from a learner's centred approach. The needs of the learner in terms of skills development are central to the process of planning, implementing and following up a mobility process.
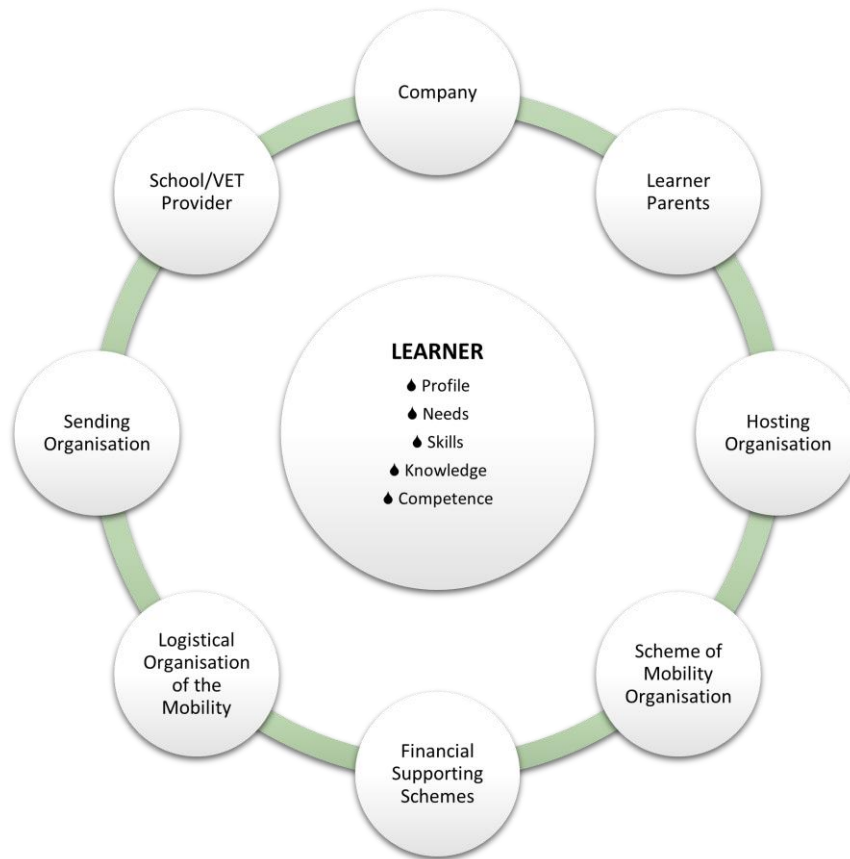
Some other elements were taken into account for the development of examples of ideal **MOBILITY LEARNING SCENARIOS** targeting the "International Trade Operational Manager" shared reference, as follows:

- ◉ To support the **development of long term mobilities (from 2 up to 6-month duration)** reason why one **scenario for a 6-month mobility** and another **scenario for a 2-month mobility** was developed and displayed below
- ◉ Having in mind the kind of activities foreseen in the Job Profile "International Trade Operational Manager" (IO1) as well as the related skills units of the "Skills Repertory" (IO3) developed within the ESITL project, and particularly **having as source the seven "Training Mobility Modules" (IO5)** considered as relevant to develop skills and associated knowledge abroad
- ◉ **To allow the development of skills and the acquisition of associated knowledge directly linked with the qualification the learner is preparing**, using as basis what is described in the "Training Mobility Modules" (IO5). It should, therefore, target **professional skills** such as import and export technics, international negotiation, incoterms, market studies, international marketing, customers prospection, international trade management, use of digital tools, intercultural management techniques, professional communication in foreign languages but also the **transversal competences required for this profile** (autonomy, cooperation, flexibility, adaptability, reactivity, creativity, rigor, organisation,

courtesy and respect of professional ethics in the relations with internal and external persons, tolerance, proactivity, team work, intercultural awareness, sensitiveness to different professional habits and cultural specificities, environmental awareness, sustainable and green way of thinking and acting, etc…)

- ◉ Targeting **fully recognized mobilities**
- ◉ To be developed in a **face-to-face setting** (blended learning mobilities although possible are not considered as ideal but remedial or complementary situations)
- ◉ To be organised and developed as a **combination of work placement in a company and classes in a hosting organisation (school/training centre)**
- ◉ To make **full use of the mobility assessment principles, guidelines and tools** as described in the "Assessment Mobility Tools" (IO7)
- ◉ **To make full use of the possibilities offered by digital tools to ease the mobility organisation and improve the learning process**
- ◉ To rely on **trusty and solid relations and communication** between the sending and the hosting organisations

Having those elements in mind, 2 **MOBILITY LEARNING SCENARIOS** were developed and are displayed below:

- ◉ **Scenario A: 6-month mobility**
- ◉ **Scenario B: 2-month mobility**

For each **Mobility Learning Scenario** the following elements are listed:
- ◉ Scenario (setting the scene)
- ◉ Related modules (as described in "Training Mobility Modules" - IO5)
- ◉ Skills and associated knowledge to be developed (as described in "Training Mobility Modules" - IO5)
- ◉ Duration
- ◉ Pedagogical guidelines:

  - Aiming to guide mobility organisers in the development of the skills and associated knowledge foreseen
  - Aiming to guide mobility organisers in learners' self-assessment, assessment of the learning outcomes achieved and its transferability
  - Aiming to guide mobility organisers in the exploitation of the other existing project resources (e.g. "Training Mobility Modules" - IO5 and "Assessment Mobility Tools" - IO7)
  - Targeted to teachers/trainers in classrooms (in the sending organisation and in the hosting organisation) and tutors in companies
  - Organised according to the different phases/moments of mobility (preparation, implementation/follow up / before, during and after the mobility)

SKILLS AND ASSOCIATED KNOWLEDGE	PEDAGOGICAL GUIDELINES		
	PREPARATION PHASE (BEFORE MOBILITY)	IMPLEMENTATION PHASE (DURING MOBILITY)	FOLLOW-UP PHASE (AFTER MOBILITY)

SCENARIO:

Provide learners with a real situation where the company he/she is doing his/her work placement wants to organise and participate in an International Fair to prospect a new foreigner market.

TRAINING MOBILITY MODULES COVERED:

Module 4: Identification of potential clients

Module 6: Communication in English and in another foreign language integrating sociocultural elements

Module 7: Implementation, management and animation of a network of international contacts

DURATION: 6-month duration

SKILLS: • U2S2.1 – To profile potential clients • U2S2.2 – To create business contacts • U2S2.3 – To respect commercial rules and business ethics **ASSOCIATED KNOWLEDGE:** • U2K5 – International prospection tools • U2K6 – International fairs and events • U2K7 – International communication and promotion techniques • U2K10 – Ethics and legislation in the prospecting function **SKILLS:** • U7S1.1 - To select information related	**PREPARATORY WORK FOR MOBILITY:** About the company: • Basic information about the company and the business field/branch • Virtual visit of the company • Analyse of the company's offer (through the website, documentation sent by the company, etc) About intercultural skills: • Preparation about the social, cultural and business practices and specificities of the hosting country	**TASKS/ASSIGNMENTS:** • Search, identify and list potential events adequate to the business objectives and development strategy • Prepare a proposal to the Management of some of most suitable ones • Take into account regulations and updated Fair hosting country legislation • Organise a company participation in an international fair (from booking to assessment) • Preparation of digital and paper communication and promotion material to present the company and its products/services in the Fair • Preparation of digital material to announce	**FOR THE LEARNING:** Self-assessment: • What were the difficulties? why? • Did the learner make progress during the mobility period? What kind of progress? • What about the intercultural skills? Skills' transfer: • Case study to reinforce the learning and to check if the learner is able to use the skills and transversal competences acquired in other contexts For the learning outcomes assessment: • Using the assessment grids of modules 4, 6 and 7 to assess learner

to business, social, and cultural practices
- U7S1.2 - To integrate cultural differences
- U7S1.3 – To produce professional oral messages aimed to interact with contacts from other cultures
- U7S1.4 – To produce professional written documents aimed to interact with contacts from other cultures

ASSOCIATED KNOWLEDGE:

- U7K2 - Oral and written professional communication in English, at level B2 of the common European framework of reference for languages

And/or

- U7K3 – Oral and written professional communication in another foreign language, at level B2 of the common European framework of reference for languages

SKILLS:

- U7S2.1 – To constitute a multicultural database and network of contacts
- U7S2.2 – To maintain a multicultural

PREREQUISITES OF MOBILITY:

- U2K4 – Segmentation criteria
- U2K5 – International prospection tools
- Oral and written professional communication in English, at level B1 of the common European framework of reference for languages
- Oral and written professional communication in another foreign language relevant for the mobility/fair, at level B1 of the common European framework of reference for languages
- U7K4 – Communication techniques and models in a multicultural context
- U7K5 – Nonverbal communication types and styles
- U7K6 - Cultural codes and practices (customs/ habits/rituals)
- U7K7 - Intercultural relations management
- U7K8 - Business (n)etiquette and protocol
- U7K10 – Information system management

and report the participation in the Fair in the company website and social media networks
- Participation in the Fair
- Preparation of a digital template to collect new business contacts (if available, according to the company customers prospects database/information system structure; if not, preparing one, using available online tools)
- Using the template during the Fair to collet new business contacts data
- Updating the information system with the data collected
- Interacting with existing contacts and/or potential ones in foreign languages (e.g. English, language of the hosting country)
- Exploring the ethical dimension of business and professional relations (e.g. towards competition)
- Exploring the multicultural dimension of professional relations and communication (e.g. cultural codes for professional communication; business (n)etiquette and protocol)
- Using the assessment grids of modules 4, 6 and 7 to assess learner level of achievement of skills and transversal

level of achievement of skills and transversal competences listed (available in "Assessment Mobility Tools" - IO7)

database and network of contacts		competences listed (available in "Assessment Mobility Tools" - IO7)	
• U7S3.3 – To animate a network of professional contacts in a multicultural context			
			24
ASSOCIATED KNOWLEDGE:			
• U7K6 - Cultural codes and practices (customs/ habits/rituals)			
• U7K7 - Intercultural relations management			
• U7K8 - Business (n)etiquette and protocol			
• U7K10 – Information system management			

SCENARIO B: MOBILITY LEARNING SCENARIO

SKILLS AND ASSOCIATED KNOWLEDGE	PEDAGOGICAL GUIDELINES		
	PREPARATION PHASE (BEFORE MOBILITY)	IMPLEMENTATION PHASE (DURING MOBILITY)	FOLLOW-UP PHASE (AFTER MOBILITY)

SCENARIO:

A family-owned business wants to internationalise its business and sell its products abroad taking advantage of online means (one of the possibilities the owners are considering is to open an online shop as a way to internationalise the business).

TRAINING MOBILITY MODULES COVERED:

Module 3: Prospection
Module 4: Identification of potential clients
Module 6: Communication in English and in another foreign language integrating sociocultural elements

DURATION: 2-month duration

SKILLS:
 	
• U2S1.1 – To allocate tasks among staff according to the resources and objectives
• U2S1.2 – To select subcontractors
 	
ASSOCIATED KNOWLEDGE:
 	
• U2K1 – Prospection function
• U2K2 – Prospection plan and budget
• U2K3 – Available support to develop exports for domestic firms (i.e.: chambers of commerce)
 	
SKILLS:
 	
• U2S2.1 – To profile potential clients
• U2S2.2 – To create business contacts
	PREPARATORY WORK FOR MOBILITY:
	
	About the company:
	
	• Basic information about the company and the business field/branch
	• Virtual visit of the company
	• Analyse of the company's offer (through the website, documentation sent by the company)
	
	About intercultural skills:
	
	• Preparation about the social, cultural and business practices and specificities of the hosting country
		TASKS/ASSIGNMENTS:
		
		• Preparation of a prospection plan including:
		  ○ Countries to target
		  ○ Potential customer profiles (B2B / B2C)
		  ○ Segmentation criteria used
		  ○ Adequate prospection tools to use
		  ○ International communication means to use
		  ○ Action plan
		  ○ Calendar
		  ○ Budget
		  ○ Financing sources
		• Identification of the kind of resources needed to put in practice the prospection plan (human, technical, legal, financial)
		• Definition of which resources are needed to subcontract for what purpose
			FOR THE LEARNING:
			
			Self-assessment:
			
			• What were the difficulties? Why?
			• Did the learner make progress during the mobility period? What kind of progress?
			• What about the intercultural skills?
			
			Skills' transfer:
			
			• Case study to reinforce the learning and to check if the learner is able to use the skills and transversal competences acquired in other contexts
			
			For the learning outcomes assessment:

- U2S2.3 – To respect commercial rules and business ethics

ASSOCIATED KNOWLEDGE:

- U2K4 – Segmentation criteria
- U2K5 – International prospection tools
- U2K7 – International communication and promotion techniques
- U2K10 – Ethics and legislation in the prospecting function

SKILLS:

- U7S1.1 - To select information related to business, social, and cultural practices
- U7S1.2 - To integrate cultural differences
- U7S1.3 – To produce professional oral messages aimed to interact with contacts from other cultures
- U7S1.4 – To produce professional written documents aimed to interact with contacts from other cultures

ASSOCIATED KNOWLEDGE

- U7K2 - Oral and written professional communication in English, at level B2 of the common European framework

PREREQUISITES OF MOBILITY:

- U2K4 – Segmentation criteria
- U2K5 – International prospection tools
- Oral and written professional communication in English, at level B1 of the common European framework of reference for languages
- Oral and written professional communication in another foreign language relevant for the mobility/fair, at level B1 of the common European framework of reference for languages
- U7K4 – Communication techniques and models in a multicultural context
- U7K5 – Nonverbal communication types and styles
- U7K6 - Cultural codes and practices (customs/ habits/rituals)
- U7K7 - Intercultural relations management
- U7K8 - Business (n)etiquette and protocol
- U7K10 – Information system management
-

- Definition of the profile of subcontractors needed (if in a work placement situation: identification of potential subcontracts in the company database matching the needs/profile identified)
- Preparing the application of international prospection tools (e.g. script for phone calls in English or in the host country language; organising a database of prospects; preparing email contents in English or in the host country language)
- Applying international prospection tools (e.g. phone calls, emails, etc using English or the language of the hosting country)
- Applying communication techniques to transform prospects into clients
- Exploring the potential of online prospection tools (social media such as Facebook and Instagram, Linkedin) to obtain relevant prospects (paid campaigns on social media; digital ads on online specialised magazines…)
- Preparing a database of information on social, cultural and business practices in the countries defined as

- Using the assessment grids of modules 3, 4 and 6 to assess learner level of achievement of skills and transversal competences listed (available in "Assessment Mobility Tools" - IO7)

of reference for languages And/or • U7K3 – Oral and written professional communication in another foreign language, at level B2 of the common European framework of reference for languages		target in the prospection plan • Exploring the ethical dimension of business and professional relations • Exploring the multicultural dimension of professional relations and communication (e.g. intercultural codes for professional communication; business (n)etiquette and protocol) • Exploring legal and regulation constraints (e.g. personal data protection rules) • Using the assessment grids of modules 3, 4 and 6 to assess learner level of achievement of skills and transversal competences listed (available in "Assessment Mobility Tools" - IO7)	