

# HANDBOOK FOR SMEs INTERMOBIL PROJECT





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## 1. GLOSSARY OF TERMS

**Adaptability:** the ability to behave properly in a new environment/context.

**Empathy:** ability to understand someone else's feelings; an ability to step into someone else's shoes.

**E-learning:** a way of teaching using synchronous and/or asynchronous channels providing online resources, which can be accessed electronically at a distance.

**Facilitator:** please see "InterMobil mentor"

**Handbook:** (dictionary definition) a book giving instructions on how to use something or information about a particular subject.

**Hosting institution:** company, association or organisation that hosts a trainee and provides the trainee with all the means to acquire relevant work experience.

**Intercultural competence:** an asset involving skills which facilitates intercultural interaction.

**Intermediary institution:** institution at the hosting country that provides support to the trainee and coordinates with both the sending institution (ex.: school) and the hosting institution (ex.: company), as well as with the trainee.

**InterMobil learner:** person that completes the InterMobil training pathway.

**InterMobil mentor:** person who guides the InterMobil learner throughout the whole learning/training path or experience. Also known as facilitator or trainer.

**InterMobil participant:** person participating in the InterMobil training pathway. Also known as InterMobil learner.

**Learning unit:** please see "Unit"

**Mobility participant:** please see "Trainee"

**Module:** (dictionary definition) unit of education or instruction with a relatively low student-to-teacher ratio, in which a single topic or a small section of a broad topic is studied for a given period of time.



**Prejudice:** a preconceived idea we have of someone or something, created with no real knowledge about the subject, and that can be positive or negative.

**Presence learning:** training contents to be acquired in a classroom with the support of a trainer.

**Self-study:** training contents to be acquired alone or by a reduced supervision, using online or offline resources.

**Sending institution:** institution at which the trainee is enrolled in his/her country of origin and that has received funding for an international mobility project.

**SME:** Small and Medium Enterprise; hosting institution.

**Tolerance of ambiguity:** How far we are able to tolerate (and live with) uncertainty, the unknown, what is not defined.

**Trainee:** person participating in a mobility programme, under which he/she moves abroad to complete a work placement.

**Trainer:** please see "InterMobil mentor"

**Unit:** divisible sections of a learning process dealing with different components. Divisions of a module. Also known as "Learning Unit".

**VET:** Vocational Education and Training; education and training which aims to equip people with knowledge, know-how, skills and/or competences required in particular occupations or more broadly on the labour market.



## **2. INTRODUCTION:**

### **2.1. About InterMobil**

The project “**Intercultural competence training for SMEs hosting European mobilities – InterMobil**” is executed within the framework of the Erasmus+ Programme, funded by the European Union.

InterMobil aims to create a more favourable environment for youth exchanges and mobility programmes in the field of VET and Labour Market placements. The project will:

- develop an efficient intercultural training in view of the challenges youth mobility faces from the practice, training, research and employer’s perspectives;
- remove the obstacles due to intercultural differences and misunderstanding; in order to reach successful youth mobility
- strengthen the position of intercultural competences in EU youth mobilities programmes as a tool to maximize the benefits of the mobility.

The InterMobil project addresses different actors involved in EU-mobilities:

- SMEs and similar organizations hosting mobilities, intermediaries facilitating EU mobilities and EU-mobilities sending organizations;
- Learners that are involved in EU mobilities;
- EU mobilities networks, VET institutions and VET system in EU countries.
- In a broader sense, SMEs working with international partners and SMEs employing diverse workforce can also be regarded as beneficiaries of project results.

Mobility provides participants with flexibility, highly regarded by the European labour force. The long year practice of EU mobilities has resulted in generating a common knowledge pool focused on the learners who are going to the new country and their preparation for that.

The hosting SMEs are also facing the intercultural challenge. However, as they are placed in their natural country, there are no actions to prepare them for the encounter with different culture. Companies working in this field expressed interest in having some guidelines or tools which can prepare them not only for the practical implementation of the mobility but also for the necessary soft skills such as intercultural competences.



## 2.2. Intercultural competences and the success of international placements

Education and training has been at the core of the European Union's action for several decades, as it is considered one of the most important tools to achieve high levels of employment and social inclusion and to foster competitiveness and innovation, as defined in the Europe2020 Strategy for sustainable growth.

EU actions in the field of education and training are aimed at addressing common challenges faced by Member-States, such as the need to make lifelong learning and mobility a reality (Strategic framework for Education & Training 2020 - ET 2020).

Indeed, many European students and learners have the opportunity to spend some time studying or training abroad, namely through mobility projects funded by the Erasmus+ programme (EU programme for boosting skills and employability through education, training, youth and sport for 2014-2020).

The opportunity to study and/or train abroad is essential for many young Europeans, as it allows them to acquire new professional skills and knowledge of foreign languages, also contributing to increase their intercultural awareness and competences (that is, their ability to communicate effectively and appropriately with people from other cultures).

Participating in a mobility project and spending a period abroad is life-changing and is helping to shape the future of our society. In fact, one can even speak of the "Erasmus generation": people aged 25-40 that had the opportunity to study abroad and/or complete an international placement and that acquired a global vision of Europe and the world.

However, moving and living abroad can be quite a challenge and participants go through a period of strong personal growth. They may even experience a cultural shock, that is, personal disorientation from an unfamiliar context/way of living.

Therefore, even though these international experiences may be very rewarding, intercultural preparation is essential to ensure that participants are able to cope with uncertainty and make the most of their time abroad.

Still, preparation and adaptation goes beyond that, as many participants have the opportunity to complete placements abroad and acquire an international work experience. In this case, trainees are faced with more than a different way of living and thinking, they must also adapt to a different perspective of working life.

On the other hand, international placements are also a challenge for staff members at hosting companies and internship mentors/tutors, as they must learn how to interact with international trainees and may experience a cultural shock of their own.

InterMobil's innovation lies in providing a training solution for hosting institutions and internships mentors/tutors as a tool to increase their intercultural competences and create a more favourable environment for youth exchanges and mobility programmes. Indeed, it aims at reducing intercultural differences and misunderstandings by adopting a perspective centred on the hosting institution, thus contributing to better international placements for both trainees and hosting companies.

### 2.3. The training path

The aim of the InterMobil project is to produce learning content for teaching Intercultural competences to those institutions and companies (hosting) international exchange mobilities.

The developed learning material is:

- **Modular:** Each module was independently designed, with a specific learning path, what allowed easy adaptations of the program. The training manual also includes a learning path which will detail a set-up demo including all InterMobil modules. The advantage of having a modular learning program is that the trainings can be easily adapted to specific needs.
- **Competence-based:** The competence-based approach allows students to go on at their own pace, depending on their ability to master a skill or competency regardless of the environment. This method is tailored to meet different learning abilities and can lead to more efficient student outcomes.
- **Activity-based:** Compared to ex-cathedra teaching, activity-based education is proven to be more successful in terms of understanding and applying the learning content, especially with the intercultural background of the training.
- **Student-centered:** Student-centered teaching methods shift the focus of activity from the teacher to the trainees. These methods include active learning, cooperative learning, and inductive teaching and learning.
- **Output-oriented:** Output-oriented teaching is directed towards the learning achievement of the students. This could be reached through competence orientation, education standards (mostly in formal learning) etc.

The InterMobil training path is composed of 9 modules:

- Module 1 – Practical Trainee Needs
- Module 2 – Cultural Theories
- Module 3 – Host Country Culture
- Module 4 – Culture Shock
- Module 5 - Intercultural Communication - Language
- Module 6 - Intercultural Communication – Paralanguage
- Module 7 - Conflict management and De-escalation
- Module 8 - Specifics of Intercultural counselling
- Module 9 - Specifics of intercultural organizations

Each module is structured in different units, allowing the InterMobil mentor to choose those units within each module he/she wants to teach. With the sole exception of modules listing specific prerequisites in terms of knowledge, any unit can essentially be taught individually, that is, it does not have to be taught as a part of the module in which it is inserted. This allows the InterMobil mentor to program a larger or smaller training or program a training with some contents taught face-to-face (presence learning) and others online (e-study), depending on his/her preferences and/or the ones of the trainees.

Indeed, training materials for each module and unit are organized in a way that some of them can be adapted to facilitate e-study parallel to presence learning. Participants are provided with a training content and are introduced with some self-study tools. Each module has a defined set of preliminary materials, supportive materials, and, if available, links to external sources contributing to building basic knowledge and expertise necessary for the development of the relevant skills. All self-study material is available via the online platform. Reading materials and supportive materials are either available for download, ready to print out (if not copyrighted) or as reference.

The key reason for integrating e-content elements in the programme is a methodological one. In order to optimize the learning process and successfully conclude the InterMobil programme, self-study supports the learning process.

In addition, the necessity for self-study materials comes from constraints in terms of time, as the InterMobil programme is not limitless in its available resources. For these two reasons, one methodological and the other practical, InterMobil employs a blended learning approach in which the main element is face-to-face training, which can easily be supplemented by additional online material depending on the participants' needs, knowledge and wishes.

## 2.4. Resources needed to develop the training pathway

The list of materials needed to develop the intercultural preparation, is the following:

- Handbook for SMEs (this current document); Presence and e-study learning contents and pedagogical resources.
- Classroom, appropriate to the group size (with tables and chairs for all participants).
- Video Projector.
- Computer(s) with audio support (for videos).
- Internet connexion.
- Platform registration to follow the online modules (further explanations will be developed in this document).
- Office supplies:
  - A4 Paper;
  - Cardboard
  - Pens/ pencils;
  - Glue
  - Scissors;
  - Rulers;
  - Flipchart;
  - Markers (b/w and coloured).



### **3. PRESENCE LEARNING**

#### **3.1. Content and Methodology**

The aim of the InterMobil project is to produce learning content for teaching Intercultural competences to those institutions and companies hosting international exchange mobilities.

The target groups that the project addresses represent the various actors involved in the implementation of EU mobilities: SMEs and similar organizations hosting mobilities, intermediaries facilitating EU mobilities and EU mobilities sending organizations. In a broader sense, SMEs working with international partners and SMEs employing diverse workforce, also fall within the targets of InterMobil.

On the other hand, trainees involved in EU mobilities and that are given a chance for a temporary job placement, are also among the targets of the project. Their well-being and comfort during the stay in a different country are placed in the center of the learning materials.

The project also addresses EU mobilities networks, VET institutions and VET system in the partner countries. They will be identified early on but will be most actively addressed at the phase of targeted dissemination.

Since this learning content aims at raising hosting institutions awareness of the problems and challenges faced by participants in mobility projects, the learning material itself will primarily target staff of receiving organisations and trainers that are educating them,

From a pedagogical point of view, the modules have been conceived in units, which allow a personalised training programme. Mentors are therefore able to choose the units within each module they want to teach. With the sole exception of modules listing specific prerequisites, any unit can essentially be taught independently. This allows the mentor to program a larger or smaller training or adapt contents taught face-to-face (presence learning) and online (e-study), depending on his/her preferences and the ones from the trainees

Furthermore, training materials for each module and unit are organized in a way that facilitates e-study parallel to presence learning, as detailed in section 4.

## 3.2. Modules overview

### 3.2.1. Module 1 - Practical Trainee Needs

Module 1	Practical Trainee Needs
Description	Aim of this module is to describe everyday problems which might be encountered by trainees outside of the immediate working environment, and how they could be supported by solving these.
Knowledge	What are the problems, which are most often encountered by trainees in foreign countries (outside the direct working environment)?
Skills	Recognition of problems common in the own environment. Recognition of problems specific for the trainee. Develop the respective solution inside the boundaries of the responsibilities of a trainer.
Competences	Provide the necessary level of supervision and support to help the trainee to solve those problems, without overextending the trainers responsibilities

Module 1 is composed of 4 units, as described below:

#### Module 1 – Unit 1 – Knowledge discovery

- 1 - Syllabus: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwZTBzcWN1RHJYSUE](https://drive.google.com/open?id=0B_B-k_x8zmAwZTBzcWN1RHJYSUE)
- 2 - Trainer's notes: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwbWVuTGNkZ3IGQ1E](https://drive.google.com/open?id=0B_B-k_x8zmAwbWVuTGNkZ3IGQ1E)
- 3 – Supporting materials:  
Presentation “Knowledge discovery”  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwME5sTE9mdTdxadg](https://drive.google.com/open?id=0B_B-k_x8zmAwME5sTE9mdTdxadg)

#### Module 1 – Unit 2 – Tolerance of ambiguity

- 1 - Syllabus: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwWkJsOVNET1NDV2c](https://drive.google.com/open?id=0B_B-k_x8zmAwWkJsOVNET1NDV2c)
- 2 - Trainer's notes: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwUjJRXZNYUdOSDA](https://drive.google.com/open?id=0B_B-k_x8zmAwUjJRXZNYUdOSDA)
- 3 - Supporting materials:  
Presentation “Reflexion through images”  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwU2U4RmxoR092Um8](https://drive.google.com/open?id=0B_B-k_x8zmAwU2U4RmxoR092Um8)  
Handout “The Papalagi”  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwLU84R3hVenNZcVk](https://drive.google.com/open?id=0B_B-k_x8zmAwLU84R3hVenNZcVk)

### Module 1 – Unit 3 – Communication problems

- 1 - Syllabus: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwVXZEEdlhMd3VVcW8](https://drive.google.com/open?id=0B_B-k_x8zmAwVXZEEdlhMd3VVcW8)
- 2 – Trainer’s notes: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwQjJIN0Q1bE9KeEk](https://drive.google.com/open?id=0B_B-k_x8zmAwQjJIN0Q1bE9KeEk)
- 3 - Supporting materials:
  - Presentation “Communication Problems”  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwS29VWDVpYUINTWc](https://drive.google.com/open?id=0B_B-k_x8zmAwS29VWDVpYUINTWc)
  - Handout “Case Studies”  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwOUtaTVh3dDIsUWM](https://drive.google.com/open?id=0B_B-k_x8zmAwOUtaTVh3dDIsUWM)

### Module 1 – Unit 4 – Adaptability

- 1 - Syllabus: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwWGVvME90UkJfRHM](https://drive.google.com/open?id=0B_B-k_x8zmAwWGVvME90UkJfRHM)
- 2 - Trainer’s notes: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwSXdCRm43Q1NISUO](https://drive.google.com/open?id=0B_B-k_x8zmAwSXdCRm43Q1NISUO)
- 3 - Supporting materials:
  - Presentation “Tips for hosting a trainee”  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwVHRXQ2dOWGpHZm8](https://drive.google.com/open?id=0B_B-k_x8zmAwVHRXQ2dOWGpHZm8)
  - Handout “Tips for hosting a trainee”  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwcUJJRExSaFJyZVk](https://drive.google.com/open?id=0B_B-k_x8zmAwcUJJRExSaFJyZVk)

## 3.2.2. Module 2 - Cultural Theories

Module 2	Cultural Theories
Description	Aim of this module is to provide the basics of the most relevant cultural theories and ways to apply them on common intercultural communication processes.
Knowledge	Which are the fundamental theories concerning cultural differences? Dimensions (Hall, Hofstede, Trompenaars) and Standards (Thomas).
Skills	Recognition of cultural differences according to cultural theories.
Competences	Application of cultural theories in reflection of intercultural differences.

Module 2 is composed of 4 units, as described below:

### **Module 2 – Unit 1 – Geert Hofstede Dimensions**

- 1 - Syllabus: [https://drive.google.com/file/d/0B92mQY04XL\\_7ejlaczJkejlheVk/view?usp=sharing](https://drive.google.com/file/d/0B92mQY04XL_7ejlaczJkejlheVk/view?usp=sharing)
- 2 - Trainer's notes :  
<https://drive.google.com/file/d/0BymAppwMsAq9Smg3VIJ3YjFuRDg/view?usp=sharing>
- 3 - Supporting materials:  
Presentation -  
<https://drive.google.com/file/d/0BymAppwMsAq9bGxtNFJSeDhuZUk/view?usp=sharing>

### **Module 2 – Unit 2 – Three Layers of Culture**

- 1 - Syllabus: [https://drive.google.com/file/d/0B92mQY04XL\\_7OW5fUVZDLXc0TVU/view?usp=sharing](https://drive.google.com/file/d/0B92mQY04XL_7OW5fUVZDLXc0TVU/view?usp=sharing)
- 2 - Trainer's notes: <https://drive.google.com/open?id=0BymAppwMsAq9VIBjXzIJRXh0ejQ>
- 3 - Supporting materials:  
Presentation - <https://drive.google.com/open?id=0BymAppwMsAq9eUitVFgwc0dfUGc>

### **Module 2 – Unit 3 – The Logic of Co-operation Basics of Game Theory**

- 1 - Syllabus: [https://drive.google.com/open?id=0B92mQY04XL\\_7Wmc3UkdJU0V0QVk](https://drive.google.com/open?id=0B92mQY04XL_7Wmc3UkdJU0V0QVk)
- 2 - Trainer's notes: <https://drive.google.com/open?id=0BymAppwMsAq9aFNIX1FMenIxcE0>
- 3 - Supporting materials:  
Presentation - <https://drive.google.com/open?id=0BymAppwMsAq9bHU3TmFSaFhKWxc>  
Handout - <https://drive.google.com/open?id=0BymAppwMsAq9dVVqS0xIM2UyYVE>

### **Module 2 – Unit 4 – Values Orientation Theory Florence Kluckhohn & Fred Strodtbeck**

- 1 - Syllabus: [https://drive.google.com/open?id=0B92mQY04XL\\_7aGZRUEI4UmRSNEE](https://drive.google.com/open?id=0B92mQY04XL_7aGZRUEI4UmRSNEE)
- 2 - Trainer's notes: <https://drive.google.com/open?id=0BymAppwMsAq9a2FEeU93dEJfQkE>
- 3 - Supporting materials:  
Presentation - <https://drive.google.com/open?id=0BymAppwMsAq9T2hadDNqTzBmRW8>

### 3.2.3. Module 3 - Host country culture

Module 3	Host country culture
Description	Aim of this module is to define ways of how the host country culture (mostly the own culture of the trainer) can be analyzed and explained to the trainee. This includes recognition and handling of the most relevant features of the (own) host culture and ways to transfer that knowledge to people from foreign cultures.
Knowledge	In which ways can the host country to be expected to be different from the culture of the trainee? How can these differences be explained?
Skills	Reflection of own cultural traits in comparison with other countries and cultures. Explanation of these differences to others in an adequate way.
Competences	Handling of specific traits of the own culture in a professional matter, especially when in contact with cultures which have different viewpoints. Clarification and Explanation of different cultural parameters.

Module 3 is composed of 4 units, as described below:

#### Module 3 – Unit 1 – Visible and invisible aspects of culture

- 1 - Syllabus: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwUWZIQ1hvcWRkVHM](https://drive.google.com/open?id=0B_B-k_x8zmAwUWZIQ1hvcWRkVHM)
- 2 - Trainer's notes: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwS05tWkIKbmxyeVk](https://drive.google.com/open?id=0B_B-k_x8zmAwS05tWkIKbmxyeVk)
- 3- Supporting materials:
  - Presentation "Visible and invisible aspects of culture"  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwY1gtMid4MGthMTA](https://drive.google.com/open?id=0B_B-k_x8zmAwY1gtMid4MGthMTA)
  - Handout "Template of an iceberg"  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwbVdJRzhVY1JPcFE](https://drive.google.com/open?id=0B_B-k_x8zmAwbVdJRzhVY1JPcFE)

#### Module 3 – Unit 2 – Understanding and identifying cultural misunderstandings

- 1 - Syllabus: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwWjE2S01uX0g3NVk](https://drive.google.com/open?id=0B_B-k_x8zmAwWjE2S01uX0g3NVk)
- 2 - Trainer's notes: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwZ3dsanl0cVJzUHM](https://drive.google.com/open?id=0B_B-k_x8zmAwZ3dsanl0cVJzUHM)
- 3 - Supporting materials:
  - Presentation "Understanding and identifying cultural misunderstandings"  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwUDRPQzBkZfJwLVU](https://drive.google.com/open?id=0B_B-k_x8zmAwUDRPQzBkZfJwLVU)
  - Handout "Cultural Assimilator"  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwTllvV2w0ZIN6Y2s](https://drive.google.com/open?id=0B_B-k_x8zmAwTllvV2w0ZIN6Y2s)

### Module 3 – Unit 3 – Handling a foreign culture

- 1 - Syllabus: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwckx6bG5ldy1ubW8](https://drive.google.com/open?id=0B_B-k_x8zmAwckx6bG5ldy1ubW8)
- 2 - Trainer's notes: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwR1I2WkVSSy1aN3c](https://drive.google.com/open?id=0B_B-k_x8zmAwR1I2WkVSSy1aN3c)
- 3 - Supporting materials:
  - Presentation "Handling a foreign culture"  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwM2ZKWHFUdjFidDg](https://drive.google.com/open?id=0B_B-k_x8zmAwM2ZKWHFUdjFidDg)
  - Handout "The Derdians activity"  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwalJobEV0U2R5dXc](https://drive.google.com/open?id=0B_B-k_x8zmAwalJobEV0U2R5dXc)

### Module 3 – Unit 4 – Prejudices and stereotypes

- 1 - Syllabus: [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwbk56YVd6TEdQeFk](https://drive.google.com/open?id=0B_B-k_x8zmAwbk56YVd6TEdQeFk)
- 2 - Trainer's notes : [https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwcklCWVhLdXpoVTA](https://drive.google.com/open?id=0B_B-k_x8zmAwcklCWVhLdXpoVTA)
- 3 - Supporting materials:
  - Presentation "Prejudices and Stereotypes"  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwU1VQUmV6VnJFcVE](https://drive.google.com/open?id=0B_B-k_x8zmAwU1VQUmV6VnJFcVE)

## 3.2.4. Module 4 - Culture Shock

Module 4	Culture Shock
Description	This module explains the principles of culture shock and provides ways to apply that knowledge in an everyday training context.
Knowledge	What is culture shock? U and W theory.
Skills	Recognition of culture shock in trainees. Developing support strategies, taking trainer responsibilities and boundaries of those responsibilities into account.
Competences	Supporting the trainees in overcoming culture shock, without overextending trainer responsibilities.

Module 4 is composed of 4 units, as described below:

### Module 4 – Unit 1 – U-curve and W-curve models of emotional adjustment

- 1 - Syllabus: <https://drive.google.com/open?id=0B05P674Xmt1VbzdvREpia1R3Z00>
- 2 - Trainer's notes: <https://drive.google.com/open?id=0B05P674Xmt1VaXoyNIIcSIRhOUE>
- 3 - Supporting materials:
  - Presentation "U-curve and W-curve models of emotional adjustment"  
<https://drive.google.com/open?id=0B05P674Xmt1VaUNZMkxwak9xYXc>
  - Handout for reflection exercise "My experience of Culture Shock"  
<https://drive.google.com/open?id=0B05P674Xmt1VdldhcXBjTDNPbm8>

#### Module 4 – Unit 2 – Acculturation in Work Context

1 - Syllabus: <https://drive.google.com/open?id=0B05P674Xmt1VYzduZGVUbjB4dmM>

2 - Trainer's notes:

Trainer's notes for Quiz

<https://drive.google.com/open?id=0B05P674Xmt1VYUF4eWppTENHUKk>

Trainer's notes for Case Studies:

<https://drive.google.com/open?id=0B05P674Xmt1VakhMWklaNIJyaDA>

3 - Supporting materials:

Presentation "Acculturation in Work Context"

<https://drive.google.com/open?id=0B05P674Xmt1VNWh6MHNNOHRnLXc>

Handout for Quiz "Working in Unfamiliar Environment"

<https://drive.google.com/open?id=0B05P674Xmt1VaW9mMGdRX19qQUE>

Handouts for Case Studies "Acculturation Strategies"

<https://drive.google.com/open?id=0B05P674Xmt1VaDJhVDFSMmhPSFU>

#### Module 4 – Unit 3 – Culture shock coping strategies

1 - Syllabus: <https://drive.google.com/open?id=0B05P674Xmt1VN2tKX3EwLVloems>

2 - Trainer's notes: <https://drive.google.com/open?id=0B05P674Xmt1VR1BTWVJpVGhJSTQ>

3 - Supporting materials:

Presentation "Culture shock coping strategies"

<https://drive.google.com/open?id=0B05P674Xmt1VN3JQYmI3UUdfN1E>

Handout for reflection exercise "Overcoming Culture Shock"

<https://drive.google.com/open?id=0B05P674Xmt1VTzZEX0tXV2I5Nms>

#### Module 4 – Unit 4 – Cultural Intelligence

1 - Syllabus: <https://drive.google.com/open?id=0B05P674Xmt1VMjIFRWxvSmxsX1E>

2 - Trainer's notes:

Trainer's notes for Case Studies

<https://drive.google.com/open?id=0B05P674Xmt1VczJzUIHLUxoNIE>

Trainer's notes for Exercise:

<https://drive.google.com/open?id=0B05P674Xmt1Vbzk1MExuQkltZGs>

3 - Supporting materials:

Presentation "Cultural Intelligence"

<https://drive.google.com/open?id=0B05P674Xmt1VWkp3R1E2dzhBN2s>

Handouts for Case Studies "Three Dimensions of Cultural Intelligence"

<https://drive.google.com/open?id=0B05P674Xmt1VQzBWWXN3WFZWZVE>

Handouts for Exercise “Mind Map”

<https://drive.google.com/open?id=0B05P674Xmt1VeG10aGhuTGhHb2c>

### 3.2.5. Module 5 - Intercultural Communication – Language

Module 5	Intercultural Communication - Language
Description	This module explains differences in the use of language, explains how to overcome the language barrier and teaches easy to use practical communication strategies.
Knowledge	How is language differently used in different cultures? Direct and indirect communication. Affective and neutral communication.
Skills	Recognizing different patterns of communication.
Competences	Handling different approaches in communication style. Clarification and Explanation of different cultural parameters.

Module 5 is composed of 4 units, as described below:

#### Module 5 – Unit 1 – Intercultural Communication

1 - Syllabus: [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXS3J6Yi1mbzBEQzA](https://drive.google.com/open?id=0Bz-i_jSiOtLXS3J6Yi1mbzBEQzA)

2 - Supporting materials:

Presentation - [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXekxKeFVhYjRtaig](https://drive.google.com/open?id=0Bz-i_jSiOtLXekxKeFVhYjRtaig)

Handout - [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXMWgyRW11di1yVms](https://drive.google.com/open?id=0Bz-i_jSiOtLXMWgyRW11di1yVms)

#### Module 5 – Unit 2 – Language Barriers

1 - Syllabus: [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXM0IyWEF4MGVtZ0E](https://drive.google.com/open?id=0Bz-i_jSiOtLXM0IyWEF4MGVtZ0E)

2 - Supporting materials:

Presentation - [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXeG0yOG5Wa1RrZk0](https://drive.google.com/open?id=0Bz-i_jSiOtLXeG0yOG5Wa1RrZk0)

Handout - [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXS1BDWDJoRUxpNmc](https://drive.google.com/open?id=0Bz-i_jSiOtLXS1BDWDJoRUxpNmc)

#### Module 5 – Unit 3 – Practical Communication Strategies

1 - Syllabus: [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXN2Z2aZfcU9ZSnM](https://drive.google.com/open?id=0Bz-i_jSiOtLXN2Z2aZfcU9ZSnM)

2 - Supporting materials:

Presentation - [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXd0RJMy14V21talk](https://drive.google.com/open?id=0Bz-i_jSiOtLXd0RJMy14V21talk)

**Module 5 – Unit 4 – Direct and Indirect Communication**

1 - Syllabus: [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXMXJtNzhpaVFCSVk](https://drive.google.com/open?id=0Bz-i_jSiOtLXMXJtNzhpaVFCSVk)

2 - Supporting materials:

Presentation - [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXdEpjNXY2OFJtbUE](https://drive.google.com/open?id=0Bz-i_jSiOtLXdEpjNXY2OFJtbUE)

**3.2.6. Module 6 - Intercultural Communication – Paralanguage**

Module 6	Intercultural Communication – Paralanguage
Description	This module explains differences in paralanguage, distance, body language, modulation, gestures etc.
Knowledge	What is paralanguage? Which aspects of non-verbal communication can be different between cultures?
Skills	Recognizing different patterns on non-verbal communication.
Competences	Handling different approaches in communication style. Clarification and Explanation of different cultural parameters.

Module 6 is composed of 4 units, as described below:

**Module 6 – Unit 1 – Paralanguage in theory and practice**

1 - Syllabus: [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXclBQbXQyZHcybUU](https://drive.google.com/open?id=0Bz-i_jSiOtLXclBQbXQyZHcybUU)

2 - Supporting materials:

Handout - [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXeHBzdGRkOEpoOGM](https://drive.google.com/open?id=0Bz-i_jSiOtLXeHBzdGRkOEpoOGM)

**Module 6 – Unit 2 – Vocals**

1 - Syllabus: [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXWE1qUmZJUE1raVU](https://drive.google.com/open?id=0Bz-i_jSiOtLXWE1qUmZJUE1raVU)

3 - Supporting materials:

Handout - [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXYUdmY1JmMXJaMTg](https://drive.google.com/open?id=0Bz-i_jSiOtLXYUdmY1JmMXJaMTg)

**Module 6 – Unit 3 – Nonverbal Communication - facial expressions, head movements, hand and arm gestures**

1 - Syllabus: [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXRGFuejBldGFiv00](https://drive.google.com/open?id=0Bz-i_jSiOtLXRGFuejBldGFiv00)

2 - Supporting materials:

Handout - [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXdE52MXI0MDVHQtg](https://drive.google.com/open?id=0Bz-i_jSiOtLXdE52MXI0MDVHQtg)

**Module 6 – Unit 4 – Nonverbal Communication – personal space, touching, eye contact and physical contact**

- 1 - Syllabus: [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXVGlwSnN3SjQ4TUE](https://drive.google.com/open?id=0Bz-i_jSiOtLXVGlwSnN3SjQ4TUE)
- 2 - Supporting materials:  
Handout - [https://drive.google.com/open?id=0Bz-i\\_jSiOtLXaUZ0SVMzZUVzeTQ](https://drive.google.com/open?id=0Bz-i_jSiOtLXaUZ0SVMzZUVzeTQ)

### 3.2.7. Module 7 - Conflict Management and De-escalation

Module 7	Conflict management and De-escalation
Description	Introduction into the basic principles of conflict management and de-escalation with a specific focus on interculturality and practicality.
Knowledge	What are the most basic principles of conflict management and de-escalation in an intercultural setting?
Skills	Recognition of conflict. Design of adequate resolution strategies.
Competences	Application of basic conflict management principles in active de-escalation or prevention of intercultural conflicts.

Module 7 is composed of 4 units, as described below:

**Module 7 – Unit 1 – Dealing with conflict: behaviours and suggestions for a good negotiation**

- 1 - Syllabus: [https://drive.google.com/open?id=0BylGRu-xLSK\\_Yzh3UI9VX2RwTGM](https://drive.google.com/open?id=0BylGRu-xLSK_Yzh3UI9VX2RwTGM)
- 2 - Trainer's notes and handouts for exercises: [https://drive.google.com/open?id=0BylGRu-xLSK\\_Rk1GTzh3ZnFkWEk](https://drive.google.com/open?id=0BylGRu-xLSK_Rk1GTzh3ZnFkWEk)
- 3 - Supporting materials:  
Presentation - [https://drive.google.com/open?id=0BylGRu-xLSK\\_WGgyd2labHVsyk](https://drive.google.com/open?id=0BylGRu-xLSK_WGgyd2labHVsyk)

**Module 7 – Unit 2 – Competence to reduce / face conflicts: effective meetings**

- 1 - Syllabus: [https://drive.google.com/open?id=0BylGRu-xLSK\\_Yzh3UI9VX2RwTGM](https://drive.google.com/open?id=0BylGRu-xLSK_Yzh3UI9VX2RwTGM)
- 2 - Trainer's notes and handouts for exercises: [https://drive.google.com/open?id=0BylGRu-xLSK\\_ajRKRkE1aVRGeFk](https://drive.google.com/open?id=0BylGRu-xLSK_ajRKRkE1aVRGeFk)
- 3 - Supporting materials:  
Presentation - [https://drive.google.com/open?id=0BylGRu-xLSK\\_dE1LSlpZYVJkLTQ](https://drive.google.com/open?id=0BylGRu-xLSK_dE1LSlpZYVJkLTQ)

**Module 7 – Unit 3 – Competence to reduce / face conflicts: team management**

- 1 - Syllabus: [https://drive.google.com/open?id=0BylGRu-xLSK\\_Yzh3UI9VX2RwTGM](https://drive.google.com/open?id=0BylGRu-xLSK_Yzh3UI9VX2RwTGM)

- 2 - Trainer's notes and handouts for exercises: [https://drive.google.com/open?id=0ByIGRu-xLSK\\_VFU0NEIRV18tVIU](https://drive.google.com/open?id=0ByIGRu-xLSK_VFU0NEIRV18tVIU)
- 3 - Supporting materials:  
Presentation - [https://drive.google.com/open?id=0ByIGRu-xLSK\\_TURXdHdlRnExakE](https://drive.google.com/open?id=0ByIGRu-xLSK_TURXdHdlRnExakE)

#### Module 7 – Unit 4 – Competence to reduce / face conflicts: communication

- 1 - Syllabus: [https://drive.google.com/open?id=0ByIGRu-xLSK\\_Yzh3UI9VX2RwTGM](https://drive.google.com/open?id=0ByIGRu-xLSK_Yzh3UI9VX2RwTGM)
- 2 - Trainer's notes and handouts for exercises: [https://drive.google.com/open?id=0ByIGRu-xLSK\\_ODRuRHVOZEZDOTA](https://drive.google.com/open?id=0ByIGRu-xLSK_ODRuRHVOZEZDOTA)
- 3 - Supporting materials:  
Presentation - [https://drive.google.com/open?id=0ByIGRu-xLSK\\_VnJRNmZQUIFaZzg](https://drive.google.com/open?id=0ByIGRu-xLSK_VnJRNmZQUIFaZzg)  
Handout "How to design meetings that spin out of greatness" – [https://drive.google.com/open?id=0ByIGRu-xLSK\\_WExjemFCOVdfWjg](https://drive.google.com/open?id=0ByIGRu-xLSK_WExjemFCOVdfWjg)

### 3.2.8. Module 8 - Specifics of Intercultural Counselling

Module 8	Specifics of Intercultural Counselling
Description	Concrete advice to how a trainer should adapt to an intercultural counselling situation as compared to a more or less monocultural setting.
Knowledges	How can training be adapted to an intercultural audience?
Skills	(Re-)design of training activities for intercultural trainees.
Competences	Application of recommendations in the real life training context.

Module 8 is composed of 4 units, as described below:

#### Module 8 – Unit 1 – Getting to know your trainees

- 1 - Syllabus: <https://drive.google.com/open?id=0B05P674Xmt1VZ3ByZG55SkxSaTQ>
- 2 - Trainer's notes and handouts for exercises:  
Exercise 1 "Questionnaire: Trainees' background"  
<https://drive.google.com/open?id=0B05P674Xmt1VVWU3NIYwdmICNzg>  
Exercise 2 "Who am I? Who are you?"  
<https://drive.google.com/open?id=0B05P674Xmt1VVVBnVzJKcEJkUkk>  
Exercise 3 "Personal narrative"  
<https://drive.google.com/open?id=0B05P674Xmt1VV1BVS2RPLTZQSUk>  
Exercise 4 "Crystallized Self: reflecting on your cultural identity"  
<https://drive.google.com/open?id=0B05P674Xmt1VUS1Sa0xjVVNCSTA>

3 - Supporting materials:

Presentation "Getting to know your trainees"

<https://drive.google.com/open?id=0B05P674Xmt1VNm5WbVY3NXpqNXM>

**Module 8 – Unit 2 – Interacting with your trainees**

1 - Syllabus: <https://drive.google.com/open?id=0B05P674Xmt1VZ2ZvcG9pS0gzTXc>

2 - Trainer's notes: <https://drive.google.com/open?id=0B05P674Xmt1VNGd4NFc2UnRrM1U>

3 - Supporting materials:

Presentation "Interacting with your trainees"

<https://drive.google.com/open?id=0B05P674Xmt1VV1NTdThHaGUzaEE>

Handout for Case Studies "Interacting with international trainees"

<https://drive.google.com/open?id=0B05P674Xmt1VWW1sbThNR0E1TEE>

**Module 8 – Unit 3 – Building a team**

1 - Syllabus: <https://drive.google.com/open?id=0B05P674Xmt1VRU01SFJTS014cm8>

2 - Trainer's notes and handouts for exercises:

Team building exercises:

<https://drive.google.com/open?id=0B05P674Xmt1Va0hTQWJzbS1HZjA>

3 - Supporting materials:

Presentation "Building a team"

<https://drive.google.com/open?id=0B05P674Xmt1VdUFOdElweGcwX2c>

**Module 8 – Unit 4 – Adapting counselling process to intercultural audience**

1 - Syllabus: <https://drive.google.com/open?id=0B05P674Xmt1VQ3ZDa1FCVVdrcms>

2 - Trainer's notes and handouts for exercises:

Exercise "Planning a counselling session"

<https://drive.google.com/open?id=0B05P674Xmt1VbEZWQnNGQVNLt0U>

3 - Supporting materials:

Presentation "Adapting counselling process to intercultural audience"

<https://drive.google.com/open?id=0B05P674Xmt1VaERTUIFXTzJhQWs>

PDF presentation with comments "Adapting counselling process to intercultural audience"

<https://drive.google.com/open?id=0B05P674Xmt1VbFhUSEpWS2FBUWs>

### 3.2.9. Module 9 - Specifics of Intercultural Organisations

Module 9	Specifics of intercultural organizations
Description	Concrete recommendations for companies, who plan to involve international trainees on a regular basis. How can international trainees be supported in the organization, what are the success factors for high quality trainings.
Knowledges	How can the organization / company be adapted to better handle international trainees.
Skills	Design of procedures adequate for handling international trainees. Specific administrative needs of international trainees.
Competences	Application of recommendations in real life training and administrative issues.

Module 9 is composed of 4 units, as described below:

#### Module 9 – Unit 1 – International Human Resource Management (IHRM). An introduction

- 1 - Syllabus: [https://drive.google.com/open?id=0BylGRu-xLSK\\_SDhZaHZIUXBHVIU](https://drive.google.com/open?id=0BylGRu-xLSK_SDhZaHZIUXBHVIU)
- 2 - Trainer's notes and handouts for exercises: [https://drive.google.com/open?id=0BylGRu-xLSK\\_dkNkUOZ2Wm14WTg](https://drive.google.com/open?id=0BylGRu-xLSK_dkNkUOZ2Wm14WTg)
- 3 - Supporting materials:
  - Presentation - [https://drive.google.com/open?id=0BylGRu-xLSK\\_YXphMC1vMVo3dlk](https://drive.google.com/open?id=0BylGRu-xLSK_YXphMC1vMVo3dlk)
  - Theoretical material - [https://drive.google.com/open?id=0BylGRu-xLSK\\_aEFOYUNkeWgydE0](https://drive.google.com/open?id=0BylGRu-xLSK_aEFOYUNkeWgydE0)

#### Module 9 – Unit 2 – Effective Policies and Practices for SMEs hosting mobility

- 1 - Syllabus: [https://drive.google.com/open?id=0BylGRu-xLSK\\_SDhZaHZIUXBHVIU](https://drive.google.com/open?id=0BylGRu-xLSK_SDhZaHZIUXBHVIU)
- 2 - Trainer's notes and handouts for exercises: [https://drive.google.com/open?id=0BylGRu-xLSK\\_UTk2RmpqeGdqZ3M](https://drive.google.com/open?id=0BylGRu-xLSK_UTk2RmpqeGdqZ3M)
- 3 - Supporting materials:
  - Presentation - [https://drive.google.com/open?id=0BylGRu-xLSK\\_dmY2M3RyemFGUDQ](https://drive.google.com/open?id=0BylGRu-xLSK_dmY2M3RyemFGUDQ)
  - Theoretical material - [https://drive.google.com/open?id=0BylGRu-xLSK\\_aEFOYUNkeWgydE0](https://drive.google.com/open?id=0BylGRu-xLSK_aEFOYUNkeWgydE0)



**Module 9 – Unit 3 – Staff Motivating: working among CALD employees  
(Culturally and Linguistically Diverse)**

- 1 - Syllabus: [https://drive.google.com/open?id=0ByIGRu-xLSK\\_SDhZaHZIUXBHVIU](https://drive.google.com/open?id=0ByIGRu-xLSK_SDhZaHZIUXBHVIU)
- 2 - Trainer's notes and handouts for exercises: [https://drive.google.com/open?id=0ByIGRu-xLSK\\_MkNCa0tZN29uZXc](https://drive.google.com/open?id=0ByIGRu-xLSK_MkNCa0tZN29uZXc)
- 3 - Supporting materials:
  - Presentation - [https://drive.google.com/open?id=0ByIGRu-xLSK\\_UFhzcC1EWUtizOE](https://drive.google.com/open?id=0ByIGRu-xLSK_UFhzcC1EWUtizOE)
  - Theoretical material - [https://drive.google.com/open?id=0ByIGRu-xLSK\\_aEFOYUNkeWgydE0](https://drive.google.com/open?id=0ByIGRu-xLSK_aEFOYUNkeWgydE0)

**Module 9 – Unit 4 – Organizational Behavior (OB) and Strategic Workforce Planning**

- 1 - Syllabus: [https://drive.google.com/open?id=0ByIGRu-xLSK\\_SDhZaHZIUXBHVIU](https://drive.google.com/open?id=0ByIGRu-xLSK_SDhZaHZIUXBHVIU)
- 2 - Trainer's notes and handouts for exercises: [https://drive.google.com/open?id=0ByIGRu-xLSK\\_Q1prdnh4LVdLcTQ](https://drive.google.com/open?id=0ByIGRu-xLSK_Q1prdnh4LVdLcTQ)
- 3 - Supporting materials:
  - Presentation - [https://drive.google.com/open?id=0ByIGRu-xLSK\\_VkRtNHBPu2tkcEk](https://drive.google.com/open?id=0ByIGRu-xLSK_VkRtNHBPu2tkcEk)
  - Theoretical material - [https://drive.google.com/open?id=0ByIGRu-xLSK\\_aEFOYUNkeWgydE0](https://drive.google.com/open?id=0ByIGRu-xLSK_aEFOYUNkeWgydE0)

## **4. SELF-STUDY LEARNING RESOURCES**

### **4.1. Contents and Methodology**

As mentioned before, parallel to the presence learning, participants are provided with a training content and are introduced with some self-study tools. Each module has a defined set of preliminary materials, supportive material, and, if available, links to external sources contributing to building basic knowledge and expertise in each module necessary for the development of the relevant skills. All self-study material is available via the online platform. Reading materials and supportive materials are either available for download, ready to print out (if not copyrighted) or as reference.

The key reason for integrating e-content elements in the programme is a methodological one. In order to optimise the learning process and successfully conclude the InterMobil programme, self-study supports the learning process.

In addition the necessity of the e-content elements comes from constraints in terms of time, as the InterMobil programme is not limitless in its available resources. For these two reasons, one methodological and the other practical, InterMobil employs a blended learning approach in which the main element is face-to-face training, which can easily be supplemented by additional online material depending on the participants' needs, knowledge and wishes.

Content will be provided on a learning platform and will be taken from the transfer projects, but will also use external training material. External training material will be selected on the criteria of

- usefulness for the target group,
- availability in the project languages
- right to use

and will take into account the European Qualification Framework (EQF).

## 4.2. Modules overview

Below is an overview of all units (and respective modules) that are appropriate and were designed in a way that is suitable for self-study purposes. Please refer to section 3 (Presence Learning) for the full description of each unit mentioned.

Module Number and Name	Unit Number and Name
1. Practical Trainee Needs	Unit 1 - Knowledge discovery
2. Cultural Theories	All units
3. Host country culture	Unit 4 - Prejudices and stereotypes
4. Culture Shock	Unit 3 - Culture Shock Coping Strategies Unit 4 - Cultural Intelligence
5. Intercultural Communication – Language	All units
6. Intercultural Communication – Paralanguage	All units
7. Conflict Management and De-escalation	All units
8. Specifics of Intercultural Counselling	Unit 2 - Interacting with your trainees Unit 4 - Adapting counselling process to intercultural audience
9. Specifics of Intercultural Organisations	Unit 1 - International Human Resource Management (IHRM)



Intercultural  
Competence  
Training for  
SMEs Hosting  
European  
Mobilities

[www.intermobil-project.eu](http://www.intermobil-project.eu)

## **5. CERTIFICATION**

Tutors from institutions hosting international trainees that complete the InterMobil pathway and other InterMobil learners will be awarded a certificate of participation upon completing training activities. This certificate will be issued by a member of the InterMobil Consortium and will include the date(s) and duration of training activities undertaken, according to the template provided below.



Intercultural  
Competence  
Training for  
SMEs Hosting  
European  
Mobilities

[www.intermobil-project.eu](http://www.intermobil-project.eu)

## CERTIFICATE OF PARTICIPATION

awarded to

**(REPLACE WITH NAME OF PARTICIPANT)**

For his/her participation in the training pathway designed and implemented within the framework of the project “Intercultural competence training for SMEs hosting European mobilities – InterMobil” (2014-1-UK01-KA202-001630) aimed at increasing the intercultural competences of tutors from institutions hosting international trainees.

The training activities were carried out during (replace with start date) and (replace with end date) with a total of (replace with the number of training hours) hours.

(place), (date)

\_\_\_\_\_  
(name of person signing the certificate  
and institution)



## **6. ROLE OF THE INTERMOBIL MENTOR**

### **Suggestions for trainers of the presence learning**

During the presence learning, the InterMobil mentor should:

- Be able to design and adapt the presence learning modules to the specific group of InterMobil participants;
- Be able to run the training modules (alone or in a team);
- Be able to facilitate training resources for those who want to deepen in a specific topic
- Be able to support InterMobil participants while elaborating their own learning plan;
- Ideally, be able to support InterMobil participants during the self-study phase;
- Be able to assess InterMobil learners' progress;
- Be able to elaborate a report at the end of the preparation phase;

Generally speaking, the InterMobil mentor of the presence learning is a person that should:

- Have a clear vision of the InterMobil project (objectives, actions, expected results);
- Know the framework reference of the mobility project (i.e. EU programme, roles of the different organisations and professionals involved, ...);
- Have a consistent background as learning facilitator;
- Have a consistent background on intercultural learning processes;
- Be able to work in international contexts;
- Have basic IT skills.

## **7. ANNEXES**

This section intends to provide additional resources to hosting institutions and trainees' mentors, in order to support them in the management of incoming mobilities, that is, hosting a foreign trainee to complete his/her internship in the mentor's country and company.

For that purpose, it includes:

- **Country reports** containing the most relevant cultural characteristics of all the project countries (Austria, Bulgaria, Italy, Portugal, Spain and the United Kingdom), as well as resources to obtain information on other countries;
- **Resources for hosting institutions**, which include relevant national and European contacts for institutions that are interested in hosting a foreign trainee;
- Information on **how to manage the process of hosting a trainee**, presenting an overview of some basic aspects regarding documentation required;
- Information on **how to prepare and involve staff of hosting companies** in the process of hosting a trainee.

Additional material intends to facilitate the integration process of the interns participating in a mobility process.

### **7.1. Country Reports**

Understanding the trainee's country culture is an important step towards fostering the mentor's empathy. In that sense, the InterMobil Consortium prepared country reports for all the project partners' countries (Austria, Bulgaria, Italy, Portugal, Spain and the United Kingdom), as well as provides additional resources to obtain information related to other countries. In it, mentors can find some of the most relevant cultural characteristics that can help them understand other cultures, and the trainee's cultural especially. Therefore, when reading these reports a mentor should refer to and read the report related to the trainee's country.

However, many times mentors themselves may not be aware of certain aspects of their culture, simply because it is their daily reality and therefore take a certain behaviour for granted. In that sense, mentors can also find it interesting to read the report of their own culture, as it will allow them to reflect on some aspects and behaviours and even help them in seeing their culture as a foreign sees it.

Remember that the best way to fight stereotypes (true or not) is to experience for yourself!



### **7.1.1. Austria**

The InterMobil country report for Austria is available on the InterMobil website at:  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwZGpsSOY0YWNIQ0U](https://drive.google.com/open?id=0B_B-k_x8zmAwZGpsSOY0YWNIQ0U)

### **7.1.2. Bulgaria**

The InterMobil country report for Bulgaria is available on the InterMobil website at:  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwa3FqeWFiaEZDRIE](https://drive.google.com/open?id=0B_B-k_x8zmAwa3FqeWFiaEZDRIE)

### **7.1.3. Italy**

The InterMobil country report for Italy is available on the InterMobil website at:  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwWWFST01xTINZTTQ](https://drive.google.com/open?id=0B_B-k_x8zmAwWWFST01xTINZTTQ)

### **7.1.4. Portugal**

The InterMobil country report for Portugal is available on the InterMobil website at:  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwX0t2SWZ1b0htSnM](https://drive.google.com/open?id=0B_B-k_x8zmAwX0t2SWZ1b0htSnM)

### **7.1.5. Spain**

The InterMobil country report for Spain is available on the InterMobil website at:  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwbDVIdHYwbTFqak0](https://drive.google.com/open?id=0B_B-k_x8zmAwbDVIdHYwbTFqak0)

### **7.1.6. United Kingdom**

The InterMobil country report for the United Kingdom is available on the InterMobil website at:  
[https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwUXN5NEZSdk5jZ28](https://drive.google.com/open?id=0B_B-k_x8zmAwUXN5NEZSdk5jZ28)

### 7.1.7. Other resources

List of resources to obtain information from other countries:

- Country report template

In case you would like to prepare a report for a country not listed above, you may use the country report template that is available on the InterMobil website: [https://drive.google.com/open?id=0B-k\\_x8zmAwUFZyeGxvVnFmTjQ](https://drive.google.com/open?id=0B-k_x8zmAwUFZyeGxvVnFmTjQ)

- Country Profiles - Global Guide to Culture, Customs and Etiquette  
<http://www.kwintessential.co.uk/resources/country-profiles.html>

- International Business Culture and Business Etiquette  
<http://businessculture.org/>

- Information about EU Member States  
[http://europa.eu/about-eu/countries/index\\_en.htm](http://europa.eu/about-eu/countries/index_en.htm)

- World Culture Encyclopaedia  
<http://www.everyculture.com/index.html>

- Examples of stereotypes  
<http://www.nomad4ever.com/2007/11/26/55-nations-stereotypes-that-will-ruin-or-make-your-day/>

## 7.2. Resources for hosting institutions

In this section you will find information about Erasmus+, the EU programme for Education, Training, Youth, and Sport for 2014-2020, including links to its official webpage and also links to each participating country's national agencies, which are responsible for implementing the Erasmus+ programme at national level.

Due to the nature of the programme and the fact that it encompasses several levels of education, please note that some countries have more than one agency. For example, they might have one agency that focusses on Higher Education and another that is involved in VET.

In case you are interested in knowing more about the programme, we suggest that you visit the Erasmus+ website and also your country's national agency website, as they will be able to provide you with more information on how you can be a part of it. We also encourage that you search for sending or intermediary institutions in your city/area, as they are likely to be interested in establishing a cooperation with your institution.

Additionally, you will also find relevant resources for mentors, such as the terminology of European education and training policy.

- Erasmus+ website: [http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm)
  
- Erasmus+ National Agencies:
  - Austria: <http://www.erasmusplus.at/>
  - Belgium (French): <http://www.aef-europe.be/>
  - Belgium (Dutch): <http://www.epos-vlaanderen.be/>
  - Bulgaria: <http://www.hrdc.bg/>
  - Cyprus: <http://www.erasmusplus.cy/>
  - Czech Republic: <http://www.dzs.cz/>
  - Germany (Higher Education): <http://eu.daad.de/>
  - Germany (Vocational Education and Training): <http://www.na-bibb.de/>
  - Denmark: <http://www.fivu.dk/erasmusplus>
  - Estonia: <http://www.erasmuspluss.ee/>
  - Finland: <http://www.cimo.fi/>
  - France: <http://www.erasmusplus.fr/>
  - Greece: <http://www.iky.gr/erasmus-plus>
  - Croatia: <http://www.mobilnost.hr/>
  - Hungary: <http://www.tpf.hu/>
  - Ireland (Vocational Education and Training): <http://www.leargas.ie/>



- Ireland (Higher Education): <http://www.hea.ie/>
  - Iceland: <http://www.erasmusplus.is/>
  - Italy: <http://www.erasmusplus.it/>
  - Liechtenstein: <http://www.aiba.llv.li/>
  - Lithuania: <http://www.smpf.lt/>
  - Luxembourg: <http://www.anefore.lu/>
  - Latvia: [http://www.viaa.gov.lv/lat/muzizglitibas\\_programma](http://www.viaa.gov.lv/lat/muzizglitibas_programma)
  - Former Yugoslav Republic of Macedonia: <http://www.eupa.org.mt/>
  - Netherlands: <http://www.erasmusplus.nl/>
  - Norway: <http://www.siu.no/>
  - Poland: <http://www.erasmusplus.org.pl/>
  - Portugal: <http://www.erasmusmais.pt/>
  - Romania: <http://www.anpcdefp.ro/>
  - Sweden: <http://www.uhr.se/>
  - Slovenia: <http://www.cmepius.si/>
  - Slovakia: <http://www.saaic.sk/>
  - Spain: <http://www.erasmusplus.gob.es/>
  - Turkey: <http://www.ua.gov.tr/>
  - United Kingdom: <http://www.erasmusplus.org.uk/>
- 
- Terminology of European education and training policy:  
<http://www.cedefop.europa.eu/en/publications-and-resources/publications/4117>

### 7.3. How to manage the process of hosting a trainee

This section contains an overview of the most important aspects related to internships funded by Erasmus+ in terms of documentation and other practical aspects in the hosting country.

Even though the process of hosting a trainee is not complicated, hosting institutions may not be familiar with all the bureaucratic aspects. We intend to provide some basic understanding of how the process is developed, also facilitating a check-list for hosting institutions that can be expanded according to each institution's needs.

Documentation required:

- **Learning or Training agreement**: its purpose is to provide a transparent and efficient preparation of the traineeship period abroad and to ensure that the trainee will receive recognition for the activities successfully completed abroad. Hosting institutions will be required to provide some important details, namely appoint a tutor and collaborate in the definition of the tasks of the trainee. Both are very important aspects, as the tutor will be the person guiding the trainee during his/her time in your institution and they will work closely. On the other hand, even though new tasks can be defined/created, you should have a general idea of the tasks you will assign to the trainee, which should be adequate to his/her training and also your needs.

The template of this document will be provided to you by either the trainee or the sending institution and usually it already includes some details that have been previously filled in.

Learning or Training Agreements are printed in 3 copies and all of them must be signed (and stamped when applicable) by the trainee, the sending institution and the hosting institution. Each party shall have its copy of the document signed by all those involved.

The Learning Agreement proposed by the Erasmus+ frame, which can be perfectly used as guideline for any project, is divided into three sections:

- Before the mobility: It includes the duration of the internship and details on the competences the trainee should acquire, as well as his/her tasks. Under this section, the responsible persons of the mobility programme must be identified- trainee, the sending institution and the hosting institution- and the three parties subsequently should show their commitment by signing the document.
- During the mobility: this is a section to be completed provided that there is any change to the original programme (e.g: extension of the duration, tasks, etc). All parties must confirm that the proposed amendments to the Learning Agreements are approved. For this specific section, an approval by email may be enough.
- After the mobility: under this section, the sending institution grants recognition to the student, issuing a Traineeship Certificate

- **Traineeship Certificate:** Upon completion of the traineeship, the receiving organisation commits to provide to the trainee a certificate including: start date, end date, and tasks carried out by him at the organisation. As it is a document that will be issued to the trainee, it is advisable to complete it in English, so the participant can present it as recommendation letter to a given company back at his country or anywhere else in the future.
- **Quality commitment** is a document that can be annexed to the Learning or Training agreement and that defines the obligations of all parties involved.

As an example, below we provide some obligations that may be included in the Quality commitment (please note that the document you sign is the binding document and this is just an example).

**The sending organisation undertakes to:**

<b>Define</b>	<b>placement objectives</b> in terms of the skills and competencies to be developed.
<b>Choose</b>	the appropriate <b>target country, host organisation, project duration</b> and <b>placement content</b> to achieve these objectives.
<b>Select</b>	<b>participants</b> on the basis of clearly defined and transparent criteria.
<b>Prepare</b>	participants in collaboration with partner organisations for the <b>practical, professional and cultural life of the host country</b> , in particular through language training tailored to meet their occupational needs.
<b>Establish</b>	a <b>contract</b> including a <b>training agreement</b> whose contents are transparent for all parties involved.
<b>Manage</b>	transport, accommodation, visa/work permit <b>arrangements</b> and social security cover and insurance.
<b>Evaluate</b>	with each participant the <b>personal and professional development</b> achieved through participation in the mobility programme.

**The sending and host organisations jointly undertake to:**

<b>Negotiate</b>	a tailor-made <b>training programme</b> for each participant (if possible during preparatory visits).
<b>Agree</b>	<b>monitoring</b> and <b>mentoring</b> arrangements.
<b>Implement</b>	agreed <b>validation</b> procedures to ensure recognition of skills and competencies acquired.
<b>Establish</b>	appropriate <b>communication</b> channels for all parties including participants.
<b>Evaluate</b>	the <b>progress</b> of the project on an on-going basis and take appropriate action if required.

**The host organisation undertakes to:**



<b>Foster</b>	understanding of the culture and mentality of the host country.
<b>Assign</b>	to participants <b>tasks and responsibilities</b> to match their knowledge, skills, competencies and training objectives and ensure that appropriate equipment and support is available.
<b>Identify</b>	a <b>tutor</b> to monitor the participant's training progress.
<b>Provide</b>	<b>practical support</b> if required.
<b>Check</b>	appropriate <b>insurance</b> cover for each participant.

**The participant undertakes to:**

<b>Comply</b>	with all arrangements negotiated for his/her placement and to <b>do his/her best to make the placement a success.</b>
<b>Abide</b>	by the <b>rules and regulations of the host organisation</b> , its normal working hours, code of conduct and rules of confidentiality.
<b>Communicate</b>	with promoter/sending organisation about <b>any problem or changes</b> regarding the placement.
<b>Submit</b>	a <b>report</b> in the specified format, together with requested supporting documentation in respect of costs, at the end of the placement .

- **Europass Mobility** is a document that officially certifies the internship/mobility experience and that records the knowledge and skills acquired by the trainee. This document can have two different formats: electronic (completed exclusively online) or paper (completed in the computer and then printed and signed by all parties). Participating countries use the different formats, therefore your level of involvement in the preparation of the Europass Mobility will depend on which format your trainee will use.

Europass Mobility includes several sections, namely: identification of trainee; identification of sending institution (including mentor at the sending institution); identification of hosting institution (including mentor at the hosting institution); identification of the mobility experience (duration and purpose); description of skills and competences acquired during the mobility experience.

Before the end of the internship, the trainee will receive the template (or link) and instructions for completion of the document. Usually he/she will only have to fill in the section related to the description of skills and competences acquired, as the previous section will be filled in by the sending institution beforehand. The trainee may ask for your assistance in filling in this section.

Once completed and validated by the sending institution (that is, confirmation that everything is filled in properly), the trainee will print the document and ask you to sign it according to the



instructions he/she received. The trainee and the sending institution must also sign the document in order for it to be valid.

To know more about this document and view some examples in different languages, please visit: <http://europass.cedefop.europa.eu/en/documents/european-skills-passport/europass-mobility>

### **Insurance**

Trainees must be in possession of a valid accident and civil liability insurance during the entire period of their mobility experience for any damage caused by or to the trainee at the workplace.

This insurance is usually arranged by the sending institution or the trainee. However, we suggest that you ask for proof of the insurance, as indicated in the Quality Commitment example provided above (“The host organisation undertakes to check appropriate insurance cover for each participant”).

Medical assistance should be covered by the European Health Insurance Card (<http://ec.europa.eu/social/main.jsp?catId=559>). However, in case the trainee does not have one, he/she must have a health insurance.

Please note that both the accident and civil liability insurance and the medical assistance coverage are mandatory for the entire duration of the internship/mobility period.

### **Monitoring and evaluation**

Monitoring and evaluation during the internship/mobility period are also important aspects. Each sending institution will define its evaluation method in order to assess the progress of the experience.

Throughout the whole mobility program, the trainee will most likely be in contact with the sending institution, providing both feedback by e-mail and filling in evaluation questionnaires. On the other hand, the trainee will be instructed to contact the sending institution in case of problems and/or emergency.

Hosting institutions are also required to provide some feedback and evaluation. Usually, the tutor or the person of reference at the sending institution will periodically contact the mentor (at the hosting institution) to ask for feedback on the trainee and his/her performance. In case of problems and/or emergency, the mentor should immediately contact the sending institution (tutor or person of reference).

Specific questionnaires to be completed by the supervisor upon completion of the placement trainee seems also relevant. It is intended to be a final evaluation of the trainee's performance at his work placement, where aspects such as initiative, punctuality, commitment, or working language level improvement will be evaluated. This is an essential document, not just to rate the skills of the trainee, but also to help sending organisations understand the interest of the companies in hosting a trainee- among other aspects, they are asked to rate the experience with the participant and point out whether they would like to host other trainees in the future. Being mutual learning one of the main purpose of these programmes, it seems vital to know not only the trainee performance but also to grasp the efficiency and impact that the project has reverted to the hosting company.

### **Accommodation and travelling arrangements**

Erasmus+ projects are not all the same and some aspects may vary, such as travelling and accommodation arrangements.

You must take into consideration that trainees carry out their internships within the framework of projects funded by the Erasmus+ programme. However, projects have differences and this translates into some practical aspects of the internship.

Therefore, we cannot say that some arrangements are right and other are wrong. Some sending institutions are responsible for travelling and accommodation arrangements, while other sending institutions transfer to the trainee the responsibility of booking their own flight and looking for accommodation.

When you come in contact with the sending institution or the trainee in order to define all the aspects related to the internship, we suggest that you ask what the travelling and accommodation arrangements are.

Sending institutions usually provide all the support they can, even when they are not responsible for these aspects, but it might be useful to have some inputs from someone living in the hosting country, namely how to get to your city (maybe there are no direct flights and the trainee must look for alternatives to combine means of transportation), how to get to the city centre (from the airport/train station/ bus station) or how to look for housing (national/local housing websites or agencies).

### **Other important recommendations:**

It is important that you know the trainee before his/her arrival at the hosting country. Please ensure that you receive his/her CV and motivation letter (when available). This should be complemented by a Skype meeting between the trainee and the mentor at the hosting institution, as it will allow you to know the trainee and also his/her expectations and knowledge and adapt the tasks you assign him/her.

## **CHECK-LIST FOR HOSTING INSTITUTIONS/ SMEs**

### **1. Before arrival of the trainee**

	I have provided the sending institution/ trainee with information regarding the trainee's tasks, timetable and how to reach the company headquarter
	I have appointed a tutor at my institution
	I have received information regarding insurance (accident and civil liability) and medical assistance
	I have received the trainee's CV and/or letter of motivation
	I am aware of special condition of the trainee (religious practices, eating habits, phobia, allergies) that may be relevant to have into account for the development of the tasks and the mutual understanding
	I have carried out a Skype meeting/interview with the trainee
	I have informed the trainee about special requirements (i.e.: specific clothing or dress code to bring; laptop, camera and other devices or work tool he should pack away)
	I have received the contact details of the sending institution tutor or person of reference
	The sending institution provided me with information on monitoring and evaluation
	I have received the trainee's contact details
	I have received the trainee's arrival details

### **2. During the mobility period**

	I have received the Learning or Training Agreement template
	I have completed the Learning or Training Agreement (when applicable)
	I have printed, signed and stamped the Learning or Training Agreement
	I have printed, signed and stamped the Quality Commitment
	I have received copy of the insurance (accident and civil liability)
	I have received copy of the medical insurance (when the trainee does not have the European Health Insurance Card)
	I have set-up a strategy to monitor and provide follow-up to the trainee
	I have received the Trainee Assessment to be filled at the end of the internship

### **3. Before departure of the trainee**

	I have issued a certificate of participation
	I have issued a recommendation letter
	I have assisted the trainee in filling in the Europass Mobility template
	I have printed, signed and stamped the Europass Mobility according to the instructions provided by the sending institution/trainee
	I have filled in, signed and stamped the Trainee Assessment



## 7.4. How to prepare and involve staff of companies in the process of hosting a trainee

The success of an international placement will largely depend on adaption and understanding of the other person's culture. However, this is a two-way process and must involve both trainees and hosting institutions' staff members.

Indeed, much focus has been placed on the preparation of trainees to face the different challenges related to living and working abroad. Even though it is important to provide trainees with the tools to cope with these challenges and ease their integration, it is also crucial to create the conditions for hosting companies to fully benefit from international trainees' knowledge and skills.

The following list of suggestions intends to help hosting companies in preparing and involving their staff members in the process of hosting an international trainee as one of the most important aspects to ensure a fruitful experience for all parties involved:

### 1 – Assessment

It may be the case that your institution has never hosted an international trainee and, perhaps, never considered such an option. However, it is very likely that you may benefit from that experience. Start the process by analysing you institution's needs and how an international trainee could support and complement your activities.

Maybe you are in the process of expanding to a new market and would benefit from a native speaker of that country's language, or perhaps you require a specific profile or training that is not easily available in your local context.

The motivations to host an international trainee may differ but you should always remember that they provide a new perspective and different way of thinking, which can lead to innovation and progress. Make sure that several of your staff members contribute to this assessment, as they may be able to convey specific needs that are still undetected.

### 2 – Creating the conditions

It is important that you create the necessary conditions to host a trainee.

First, you should establish a protocol that allows you to host an international trainee, through the cooperation with sending institutions (such as schools and training centres) or intermediary organisations.

You should also consider the need to physically create the workspace for the trainee, which may include a desk, computer, internet access and office supplies. However, this depends of your field of activity and the tasks that the trainee will perform.

Another relevant aspect is the definition of the trainee's tasks and responsibilities and appointing a tutor or mentor.

### 3 – Preparation and training

Section “7.3. How to manage the process of hosting a trainee” provides insight on the bureaucratic aspects related to international placements and some basic understanding of how the process is developed. It intends to serve as a reference for hosting institutions regarding the documents required. It also provides a check-list for hosting institutions with key aspects to deal with before the internship, during the mobility period and before the departure of the trainee.

On the other hand, we strongly suggest that mentors at hosting companies complete the InterMobil pathway as a tool to increase their intercultural competences and awareness. It was designed from the hosting institution's perspective and will contribute to increase tutors' ability to relate to international trainees.

Furthermore, it is also strongly suggested to implement a small preparation session for the hosting institution's staff members, especially those that will work more closely with the trainee. This session can be implemented using InterMobil materials. Ideally, it will be carried out after the tutor's training and may include some of the following aspects:

- Introduction to the preparation session and information about the trainee and his/her internship;
- Discover the trainee's culture – you can make use of the country reports and additional resources mentioned in section 7.1. to identify and increase your awareness of the differences between both cultures and also acquire a new perspective on your own culture. It will serve as the starting point for other activities;
- Practical trainee needs – hosting institutions are encouraged to implement the first InterMobil module (4 units) as it aims at describing everyday problems which might be encountered by trainees. Tips for hosting a trainee provided in unit 4 ([https://drive.google.com/open?id=0B\\_B-k\\_x8zmAwcUJJRExSaFJyZVk](https://drive.google.com/open?id=0B_B-k_x8zmAwcUJJRExSaFJyZVk)) are especially relevant as they intend to ease the trainee's integration and adaptation to the company and to a new culture;
- Other resources – complementary to the preparation session, hosting institution's staff should be granted access to the other InterMobil modules, materials and additional resources for self-study.

### 4 - Staff members' engagement

It is important for tutors to maintain the dialogue with the trainee and other staff members, at the same time promoting their engagement in the process of hosting the trainee. This can be done by



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involving trainees in the activities and events organised at/by the company and also by integrating trainees in the company's working teams/groups, as it will "force" them to collaborate and get better acquainted.

In this sense, getting to know each other and being aware of the other person's culture will result in more empathy and will increase the ability to relate to the other, thus contributing to reduce misunderstandings and increasing cooperation.

On the other hand, staff members working closely with the trainee should also provide periodic feedback to the tutor.