

LLP Leonardo da Vinci Partnership Project



SUPPORTING PLACEMENT COMPANIES  
IN EUROPEAN TRAINING

# GUIDELINES

- SHORT VERSION -



PLACET project has been funded with support from the European Commission - Leonardo da Vinci Partnerships, with code 2013-1-IT1-LE004-04235-7. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

This Brochure is one of the final products of the project PLACET.

It gathers a synthesis of the tools and instruments developed between 2013 and 2015 within the project in order to support quality internships in a framework where intermediary and hosting organization work together in complementarity.

Please note this is a Short Version of the Final Brochure. We invite you to read it [here](#).

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# 1. THE PROJECT

PLACET aims to:

- PROMOTE the potential of hosting an European trainee;
- SHARE intermediaries' difficulties and best practice with hosting companies;
- INVOLVE entrepreneurs and managers in a data collection of needs, best practice and a SWOT analysis;
- ALLOW the sending promoters to better know the sector peculiarities and labour market situations of partners' territories and the most required job profiles, for better matching the trainees' needs or for preparing them;
- IMPROVE a better knowledge to properly read applicants' CVs.

The project lasted from September 2013 to June 2015.

## 2. THE PARTNERSHIP

The partner organizations that promote this project are:

	<b>Xena</b> Italy	<a href="mailto:coord@xena.it">coord@xena.it</a> <a href="http://www.xena.it">www.xena.it</a>
	<b>ALFMED</b> France	<a href="mailto:leonardo.projects@alfmed.com">leonardo.projects@alfmed.com</a> <a href="http://www.alfmed.com">www.alfmed.com</a>
	<b>EUROYOUTH</b> Portugal	<a href="mailto:info@euroyouth.org">info@euroyouth.org</a> <a href="http://www.euroyouth.org">www.euroyouth.org</a>
	<b>IDEUM</b> Arvidsjaur Kommun Sweden	<a href="mailto:jerry.renberg@arvidsjaur.se">jerry.renberg@arvidsjaur.se</a> <a href="http://www.arvidsjaur.se">www.arvidsjaur.se</a>
	<b>Quarter Mediation</b> Netherlands	<a href="mailto:info@gmediation.eu">info@gmediation.eu</a> <a href="http://www.quartermediation.eu">www.quartermediation.eu</a>

## CONTACTS

### TALK TO US

Give us feedback on this checklist, we always want to improve.

Please find a partner close to you and don't hesitate to write us to the contacts above. More info on the partners:

[www.placet.org/#!/about/cjn9](http://www.placet.org/#!/about/cjn9)

### VISIT OUR WEBSITE

[www.placet.org](http://www.placet.org)

### 3. NEEDS AND OPPORTUNITIES FOR HOST ORGANIZATIONS IN HOSTING TRANSNATIONAL MOBILITIES - SWOT ANALYSIS

PLACET partners did a survey among different host organizations in the Netherlands, France, Sweden, Portugal and Italy to have a global vision about their needs and expectations; all these information have been analyzed through a SWOT (Strength, Weaknesses, Opportunities, and Threats) analysis.

#### . SWOT-analysis host companies' expectations

		For the goals	
		Helpful	Harmful
For the organization	Internal	<p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>1. Linguistic preparation</li> <li>2. Administrative support</li> <li>3. Feedback from the intern on his / her experience</li> <li>4. Complementary information trainees profile</li> </ol>	<p><b>Weaknesses</b></p> <ol style="list-style-type: none"> <li>1. Post internship follow-up by the intern</li> <li>2. Personal assistance for the intern</li> <li>3. Regular contact INT-PA and company</li> <li>4. Professional preparation trainee</li> </ol>
	External	<p><b>Opportunities</b></p> <ol style="list-style-type: none"> <li>1. New EU-program (Erasmus+)</li> <li>2. Support from intermediary</li> <li>3. Informing more companies about the possibilities of hosting (international) students</li> <li>4. Increase of number of international students</li> <li>5. Improve language skills of hosting organization</li> <li>6. Help to open new markets abroad</li> </ol>	<p><b>Threats</b></p> <ol style="list-style-type: none"> <li>1. Changing guidelines for hosting international students.</li> <li>2. Different level of motivation and / or ambition of host and student</li> <li>3. Differences in cultural views of host and student</li> <li>4. Discrepancy in the abilities of the student and the work available</li> <li>5. Number of students willing to study (or intern) abroad</li> </ol>

## SWOT-analysis host companies' procedures

		For the goals	
		Helpful	Harmful
For the organization	Internal	<p><b>Strengths</b></p> <ol style="list-style-type: none"> <li>1. Introducing the intern to the team</li> <li>2. Weekly feedback meeting between mentor and intern</li> <li>3. Assigning of contact person (mentor)</li> <li>4. A company tour</li> </ol>	<p><b>Weaknesses</b></p> <ol style="list-style-type: none"> <li>1. Specific document describing your company and its rules to the intern</li> <li>2. Dividing the internship period in different departments of your company</li> <li>3. Setting up a work plan with the intern</li> <li>4. Interview with the intern and the coordinating organization</li> </ol>
	External	<p><b>Opportunities</b></p> <ol style="list-style-type: none"> <li>1. New EU-program (Erasmus+)</li> <li>2. Creating documents that can be presented to the intern</li> <li>3. Increasing the assistance of the intermediary organization</li> </ol>	<p><b>Threats</b></p> <ol style="list-style-type: none"> <li>1. Changing guidelines for hosting international students.</li> <li>2. Not enough resources to guide interns</li> <li>3. Expectations of students not matching the reality</li> </ol>

## 4. TRANSNATIONAL INTERNSHIP COMMUNICATION TOOL

Sharing INFORMATION & COMMUNICATION on both sides IS ESSENTIAL for a good and successful cooperation between you and the intermediary organisation

### . COMMUNICATION KEYSTONES

<b>Take initiative of communication!</b>	Do not hesitate to contact us in doubts, difficulties, problems and conflicts!
<b>Send all necessary information!</b>	Inform us on your logistic capacity, tutors profile, internship requirements, participant selection interests, duration, tasks and departments!
<b>Give each other feedback!</b>	Feedback is essential to learn and to develop with each other.
<b>Keep information updated!</b>	Up-to-date information makes it possible to work more effective!
<b>Ensure good communications with the interns!</b>	Everyone will benefit from a good relationship!

### . Roles/tasks for the intermediate and hosting organization

#### The intermediary organization:

- provides a proper introduction to the process of hosting a transnational intern
- arranges most of the administrative aspects and may help you to organize your paperwork concerning the international internship



- organizes all the contact with the sending organization
- organizes and monitors the work placements
- coordinates weekly & monthly evaluations or follow-ups with the participants
- has worked out an emergency plan and procedures if a crises situation occurs
- sets up and monitors all contracts that are needed
- arranges all insurance issues for the intern
- consults and contacts partners for any question and issue as long as there are incoming and ongoing internships
- completes the final certification for each participant
- arranges and monitors the final evaluation
- collects documentation to make a final report which is send to the sending organization

### **You as hosting organization are supposed to:**

- plan the participants arrival
- inform the involved staff at your company about the arrival of the participant and his/her skills and tasks
- provide a proper introduction to the participant
- prepare the physical working place
- provide appropriate tasks, working places and equipment for the intern
- support the intern with knowledge and advice
- inform the partners on major changes concerning the internship

## 5. HOSTING MOBILITIES – INFORMATION ON EUROPEAN PROGRAMMES

### ▪ REASONS TO HOST MOBILITIES

- Discovery of new working methods;
- Networking and contact making that may enlarge partnerships and open new markets;
- Dynamization and modernisation of the organizations' culture;
- Consolidation of linguistic skills within the staff;
- Experience and work capacity at European or world level;
- Greater potential of innovation in work with new views and perspectives.

### ▪ PROGRAMMES

#### 5.1. ERASMUS+

TYPE	PARTICIPANTS' PROFILE	DURATION
CURRICULAR INTERNSHIPS	Higher Education Students	2 to 12 months
	Vocational Training Students level IV and V	
POST-GRADUATES INTERNSHIPS	Higher Education Graduated <12 months before mobility	2 to 12 months

<b>TYPE</b>	<b>PARTICIPANTS' PROFILE</b>	<b>DURATION</b>
	<b>Vocational Training Graduated &lt;12 months before mobility</b>	
<b>PROFESSIONAL EXCHANGES: Job Shadowing, Training &amp; Internships</b>	<b>Superior Education Staff</b>	<b>2 days to 2 months</b>
	<b>Vocational Training Staff</b>	
	<b>Adult Education Staff</b>	
	<b>Youth Workers</b>	
	<b>School Staff</b>	
<b>VOLUNTARY WORK</b>	<b>Youth In General From 17 to 30 years</b>	

## 5.2. ERASMUS FOR YOUNG ENTREPRENEURS

<b>NEW ENTREPRENEUR PROFILE</b>	<b>MOBILITY CONTENT</b>	<b>DURATION</b>
<b>To have residence in EU Own his/her business for less than 3 years or to have firm plans of starting one From any sector No limit of age</b>	<b>Exchange Participation in hosting business project</b>	<b>1 to 6 months</b>

## 6. TRANSNATIONAL INTERNSHIP CHECKLIST FOR MENTORS/TUTORS TO ORGANIZE QUALITY TRANSNATIONAL INTERNSHIPS

### . CHECKLIST – TICK OFF

F/O <sup>1</sup>	When	What	
F	Before	Get to know interns' profile	<input type="checkbox"/>
F	Before	Europass CV	<input type="checkbox"/>
O	Before	Application Form	<input type="checkbox"/>
O	Before	Motivation Letter	<input type="checkbox"/>
O	Before	Portfolio	<input type="checkbox"/>
O	Before	Health Form	<input type="checkbox"/>
F	Before	National Legislation	<input type="checkbox"/>
O	Before	Organization Benefits	<input type="checkbox"/>
O	Before	Inform or involve the organization	<input type="checkbox"/>
F	Before	Reference Persons	<input type="checkbox"/>
F	Before	Identify a tutor	<input type="checkbox"/>
O	Before	Identify co-responsible person(s)	<input type="checkbox"/>
F	Before	Special equipment	<input type="checkbox"/>
F	Before	Internship acceptance and work plan	<input type="checkbox"/>
F	Before	Prepare the work place	<input type="checkbox"/>
F	Days before	Presentation Interview	<input type="checkbox"/>
F	First day	Training Agreement	<input type="checkbox"/>
F	First day(s)	Welcome and integration	<input type="checkbox"/>

<sup>1</sup> F: Fundamental; O : Optional

<b>F</b>	<b>First day(s)</b>	<b>Meeting with the tutor</b>	<input type="checkbox"/>
<b>O</b>	<b>First day(s)</b>	<b>Future opportunities in the organization</b>	<input type="checkbox"/>
<b>F</b>	<b>First day(s)</b>	<b>Present the organization</b>	<input type="checkbox"/>
<b>O</b>	<b>First day(s)</b>	<b>Specific procedures</b>	<input type="checkbox"/>
<b>O</b>	<b>First day(s)</b>	<b>Hand out a welcome folder</b>	<input type="checkbox"/>
<b>F</b>	<b>First day(s)</b>	<b>Present team(s) and department(s)</b>	<input type="checkbox"/>
<b>O</b>	<b>Beginning</b>	<b>Daily record</b>	<input type="checkbox"/>
<b>F</b>	<b>Beginning</b>	<b>Daily monitoring / initial evaluation</b>	<input type="checkbox"/>
<b>F</b>	<b>Middle</b>	<b>Intermediary evaluation</b>	<input type="checkbox"/>
<b>O</b>	<b>Middle</b>	<b>Register the evaluation</b>	<input type="checkbox"/>
<b>O</b>	<b>During</b>	<b>Make publicity</b>	<input type="checkbox"/>
<b>F</b>	<b>During</b>	<b>Make regular checks</b>	<input type="checkbox"/>
<b>O</b>	<b>During</b>	<b>Bring the trainee to the social life of the organization</b>	<input type="checkbox"/>
<b>O</b>	<b>During</b>	<b>Challenge the intern</b>	<input type="checkbox"/>
<b>F</b>	<b>End</b>	<b>Final evaluation of internship &amp; trainee</b>	<input type="checkbox"/>
<b>F</b>	<b>End</b>	<b>Register the final evaluation</b>	<input type="checkbox"/>
<b>O</b>	<b>End</b>	<b>Evaluate the hosting organization</b>	<input type="checkbox"/>
<b>O</b>	<b>End</b>	<b>Ask the trainee a self-evaluation</b>	<input type="checkbox"/>
<b>F</b>	<b>End</b>	<b>Certificate</b>	<input type="checkbox"/>
<b>O</b>	<b>End</b>	<b>Recommendation letter</b>	<input type="checkbox"/>
<b>O</b>	<b>End</b>	<b>Farewell</b>	<input type="checkbox"/>
<b>O</b>	<b>After</b>	<b>Evaluate with the team</b>	<input type="checkbox"/>
<b>O</b>	<b>After</b>	<b>Keep contact</b>	<input type="checkbox"/>
<b>O</b>	<b>After</b>	<b>Add trainee to your networks</b>	<input type="checkbox"/>

## 7. MENTORING & TUTORING: SHORT GUIDE ON ESSENTIALS TO QUALITY MENTORING AND TUTORING OF AN INTERNATIONAL INTERNSHIP

A mentor is commonly described as a critical friend, or guide who is responsible for overseeing the career and development of another person outside the normal manager/subordinate relationship.

Clutterbuck and Sweeney (1997)

### . MENTORING VS. TUTORING

- A mentor is more oriented to give advice to the mentee in a general way like career guidance, professional relations and networking, personal development, professional specialization choices, among others according to its professional and life path. Mentoring can be more informal, trust based and longer in duration;
- A tutor would be more focused on professional improvement of the trainee, acting more as an expert that can teach, supervise, help solving problems, share techniques and strategies, etc. according to its professional experience and in order to attain more defined objectives and expectations. Tutoring would be more formal and time framed.

### . THE ROLE OF THE MENTOR/TUTOR

#### FIRST MEETINGS

Pay attention to this moment, as first impressions are collected.

#### CLOSE BUT NOT TOO MUCH

To be friendly and attentive to a trainee does not mean you are friends for life.

**BE CLEAR AND CLARIFY**

Make sure you both understand the same, repeat and reformulate agreements and decisions, until you are sure.

**ATTENTION TO DETAILS**

Your follow-up cannot be strictly professional or task related.

**SELF-AWARENEES**

Before the meeting, mentor/ tutor and trainee should reflect in order to achieve greater self-knowledge and clarity on their life plans.

**NON VERBAL COMMUNICATION**

Be sure you ask the right questions and that you use all the senses to collect information and answers.

**. FUNDAMENTAL MENTORING/TUTORING STEPS**

- MEET
- INFORMAL
- GO BEYOND WORDS
- PUT YOURSELF IN THE TRAINEES' SHOES
- BE CONSISTENT, PLAYING ROLE MODELS
- THE MENTOR IS NOT ALONE
- BE A CRITICAL FRIEND
- GIVING FEEDBACKS
- OPINIONS AS LAST RESOURCE
- SUPPORT AND ENCOURAGE
- INTERNSHIP AS PART OF A BIGGER SCENARIO
- CARE ABOUT LIFE

**. CHECK RESULTS REGULARLY**

**. THERE IS NO MENTORING WITHOUT PREPARATION**

**. MENTORING IS ENHANCED WITH FOLLOW-UP**

## 8. INTERCULTURAL AND INTERGENERATIONAL ASPECTS: SHORT GUIDE ON ELEMENTS TO BE AWARE OF IN A TRANSNATIONAL INTERNSHIP

### ▪ **CULTURAL DIVERSITY: a source of exchange, innovation and creativity**

#### . **How to get the best experience?**

- stimulate an environment where diversity is considered a richness and can be exploited for developing maturity in the team and contribute to the company's success;
- prevent misunderstandings and problematic situations;
- prevent the application of prejudices and the confirmation of stereotypes and generalizations;
- expect and praise the practise of sharing, changing, giving, testing, failing, exchanging experience.

#### . **Some premises: culture and diversity.**

- Culture is not only ethnic
- Diversity is not just cultural
- That could create misleading images and assign the characteristics of a single person to an entire nation or ethnic group
- Be curious and open-minded about people;
- Be aware of the different ways of thinking;
- Start from cultural awareness:
- Be tolerant;



- At the same time set a clear communication so to prevent tolerance and respect to be used as an excuse to justify inappropriate behaviours;
- Gain knowledge of cultural history and heritage;
- Be aware of the other's perceptions.

## · **Managing Cultural Diversity**

- Communication; Team-work and individualism; Time; Calendars

## ▪ **MANAGING DIVERSITY: INTERGENERATIONAL COOPERATION**

### · **How to create the environment?**

- Knowledge-friendly working conditions; Openness; Trust and freedom from prejudices; Personal interaction; Time and socialization

### · **What elements interfere with a good intergenerational dialogue?**

- Stereotypes; Value judgments; Prejudice; Discriminating attitudes.

### · **Methods and tools**

- Job rotation, coaching, mentoring, promoting informal meetings and creating age-heterogeneous discussion forums
- Cooperative actions
- Mental simulation

## 9. EUROPEAN INSTRUMENTS FOR COMPETENCIES AND CERTIFICATION

### **EQF - European Qualifications Framework**

Describes and compares qualification levels in national, international or sectoral qualification systems

### **ECTS - European Credit Transfer and Accumulation System**

Helps to design, describe, and deliver study programmes and award higher education qualifications

**EUROPASS - European Passport**  
Makes skills and qualifications clearly and easily understood in Europe

### **ECVET- European Credit System for VET**

Facilitates the development and the recognition of learning outcomes acquired through non-formal and informal learning

### **. EQF - European Qualifications Framework**

Reference tool for the description and comparison of qualification levels in qualifications systems developed at national, international or sectoral level. The EQF's main components are a set of 8 reference levels described in terms of learning outcomes and mechanisms and principles for voluntary cooperation.

### **. EUROPASS - European Passport**

The five Europass documents aimed to make ones skills and qualifications clearly and easily understood in Europe are:

- **Europass Curriculum Vitae**  
a brief biographical summary of a person's education, qualifications and previous jobs made by each individual.
- **Europass language passport**  
a self-assessment description based of the language skills and competences of an individual regardless of whether that proficiency was attained formally or informally.

- **Europass mobility**

a personal document, which is used to record an organised period of time (a mobility experience) that a person spends in another European country for the purpose of learning or training.

- **Europass Diploma Supplement**

an European Union document attached to a higher education diploma aiming at improving international transparency and facilitating the academic and professional recognition of qualifications.

- **Europass Certificate Supplement**

provided to people who hold a vocational education and training award; provides additional information regarding the award which is not available on the official certificate.

## · **ECVET - European Credit System for VET**

ECVET facilitates the development of flexible and individualised pathways and also the recognition of those learning outcomes which are acquired through non-formal and informal learning.

## · **ECTS - European Credit Transfer and Accumulation System**

Tool that helps to design, describe, and deliver study programmes and award higher education qualifications. The use of ECTS, in conjunction with outcomes-based qualifications frameworks, makes study programmes and qualifications more transparent and facilitates the recognition of qualifications.

## 10. OTHER PLACET OUTCOMES

**Poster:** Project Poster ([»](#))

**Leaflet:** Project Leaflet ([»](#))

**Videos:** Good Practices –Interviews with Hosting  
Company Tutors' ([»](#))

**Survey:** Company Needs ([»](#)) – Full results