



# Transversal Competences in Situation of Mobility

A Storyboard



# The pitch

- Three youngsters: one from France (Kevin), one from Czech Republic (Anna), one from Germany (Martin), all following VET studies in their own countries
- Kevin is studying servicing in France
- Anna is studying Hospitality Management in C.R.
- Martin is studying commerce in Germany
- All three are involved together in an internship in the same hotel in Stuttgart: Kevin for the maintenance of technical devices, Anna in the hotel reception and Martin as hotel concierge

## The actors



**Kevin**



**Anna**



**Martin**

## The context

- Kevin is trained in a technical learning programme  
He has taken a few hours of German language, as well as looked at a few videos about Stuttgart. He likes sports and going out with friends, but is not too much interested in studies. The internship in Germany is an attempt of his school to help him get back to studies concerns. He lives in Montpellier.
- Anna is rather fluent in German. She is aware of the implication of client relationship, though she never experienced them by herself.
- Martin is a bit younger than the other two. It is his first experience in a hotel. He is at the very beginning of his studies and wants to check if it is the "right job" for him. He likes basketball, owns a Vespa and uses to live in a small town in the countryside.

# Personal background



Martin is not yet very engaged in studying. He has a good nature, he likes spending time with his mates and living casually.



Anna is not too much self confident, though she is a good student, she is able of making efforts and she wants to be successful in what she undertakes



Kevin always dreamt himself as a successful football player ... school is not too attractive to him.. nevertheless he is realistic and knows that this internship is a great chance for him



# Some situations during the internship

**Martin**



Martin has to wear a kind of uniform (a black suit) and help travellers finding places to visit or get a taxi, or whatever

**Anna**



Anna holds a strategic position at the desk, and she is worried both to please the clients and the managers. Sometimes she does not know what to do with unsatisfied clients and needs to get help

**Kevin**



Kevin deals with technical aspects, but he also has to be in good relationship not only with his supervisor but also with the clients who complain about things that are not working well.

# Training elements during the internship



During the internship period, Martin, Anna and Kevin are following the hotel teamwork management program, which is for all employees. The hotel management thinks that a good spirit and a common concern for client management is necessary to have the hotel functioning well.

Kevin is also following an extra training in German



Anna and Martin are anxious to improve their skills in English by all means, which includes looking at self-training videos on the internet.

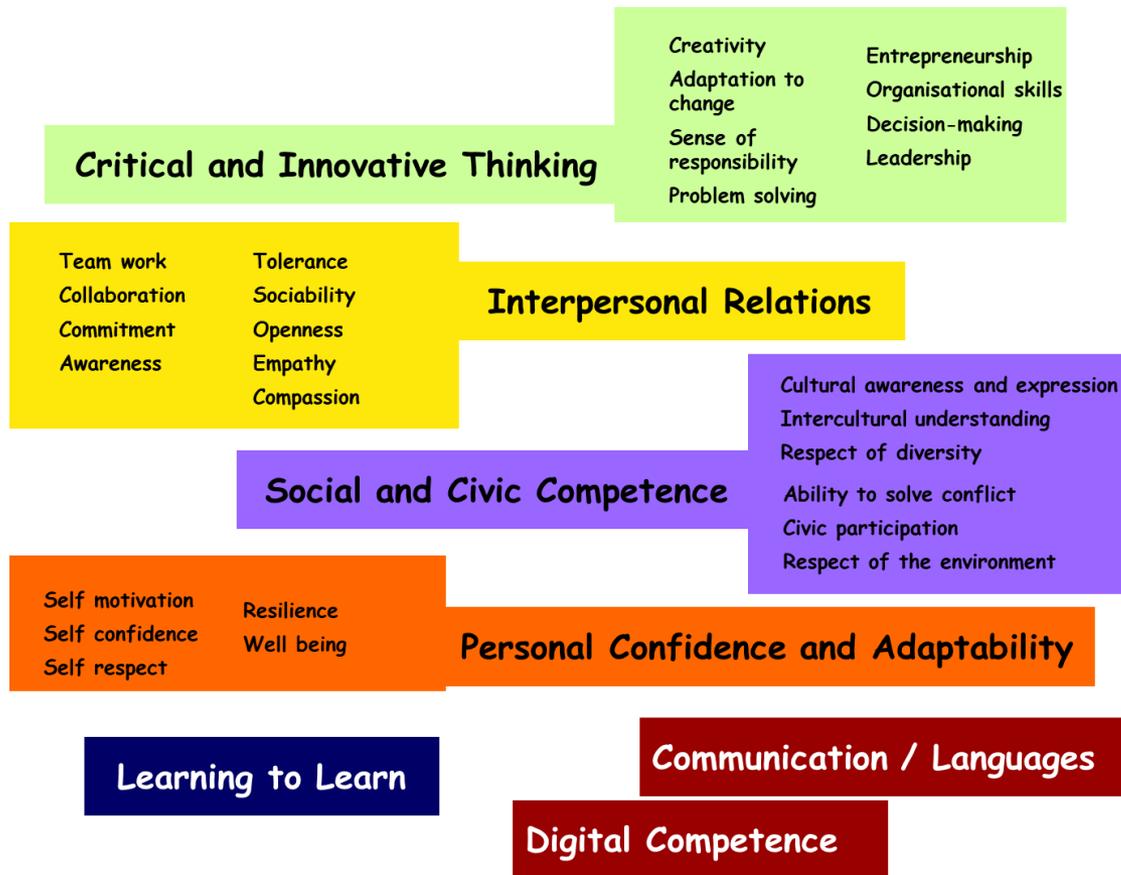
# The competences already acquired before the mobility



- Most of the competences acquired by the three youngsters before the mobility could be qualified as "vertical" competences linked with their future qualification.
- They probably have at least some hints about "transversal" elements such as cultural awareness, language, curiosity, open-mindedness, sociability, etc. After all, they have agreed to do a mobility, and they have been "briefed" a bit by their teachers.



# The elements of competences they are expected to acquire during the mobility



## The Keymob competence model



- The expected benefits:
- Language (advanced)
  - Intercultural understanding (advanced)
  - Professional behaviour (advanced)
  - Client services (improved)
  - Team work (improved)



# The competences they are practising during the mobility

## Problem solving



Situation:  
Overbooking

patience,  
analyse of the situation,  
communication, flexibility,  
collaborative work (find a solution  
together with clients),  
decision-making.



Situation: Wifi is not  
functioning in the rooms

diagnostic (chamber, floor, hotel):  
client does not know how to use it!  
communication, compassion,  
flexibility, sense of responsibility



Situation: Clients are asking  
for "good restaurants"  
address

search for information (colleagues, Internet),  
critical thinking,  
communication, intercultural understanding,  
self confidence.

# The competences they are practising during the mobility

## Team work

Situation #1: organisation of a seminar for a group of clients

communication, time management,  
flexibility, intercultural  
understanding  
mobilising the training programme  
from the hotel

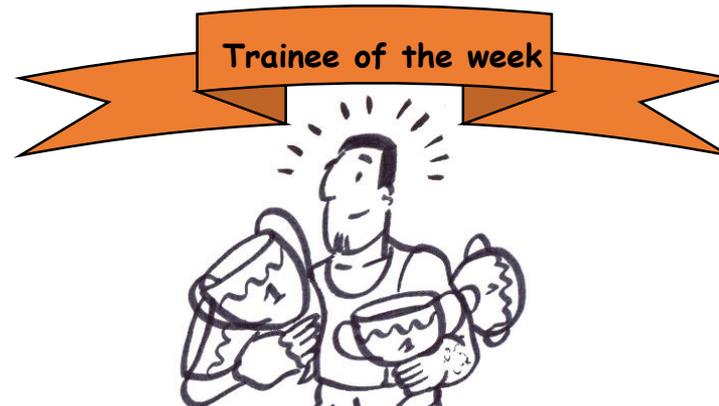


Situation #2: flat-sharing

intercultural understanding  
adaptability, flexibility  
collaboration, problem solving

# The competences they are practising during the mobility

## Self confidence



be successful  
overcome a problem  
recognise what I am capable of, and my  
limits  
take action  
be resilient

# The learning outcomes they have eventually achieved at the end of the mobility



**Critical and Innovative Thinking**

**Interpersonal Relations**

**Social and Civic Competence**

**Personal Confidence and Adaptability**

**Communication / Languages**



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# A collaborative self reflection process to help all actors recognising what they have learned



Situation #1: the three youngsters are celebrating the end of the mobility by partying at a friend's place. They talk about their experience and realize what has changed for them.



**Learning to Learn**

# A collaborative self-reflection process to help all actors recognising what they have learned



Situation #2: after the mobility they also have an interview with the person in charge of the mobility in the sending institution

**Learning to Learn**



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# Validating the competences at the end of the mobility

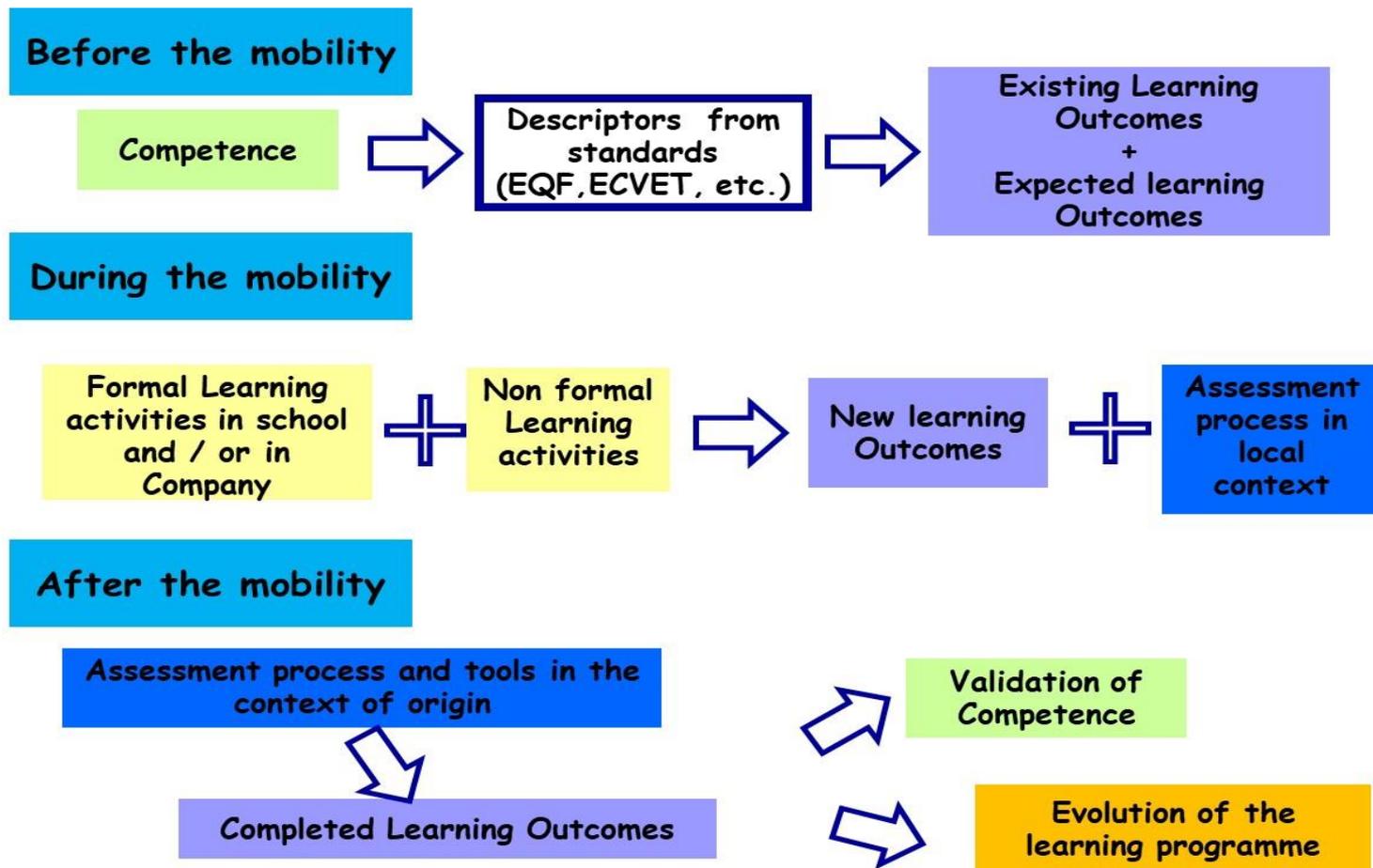


- Individual report
- Collective report
- Assessment + appraisal report from the hotel
- etc.

➔ Each schools finds corresponding Learning Outcomes in their Learning Programme and validate the equivalence in ECVeT.



# Validation of Competences acquired through mobility



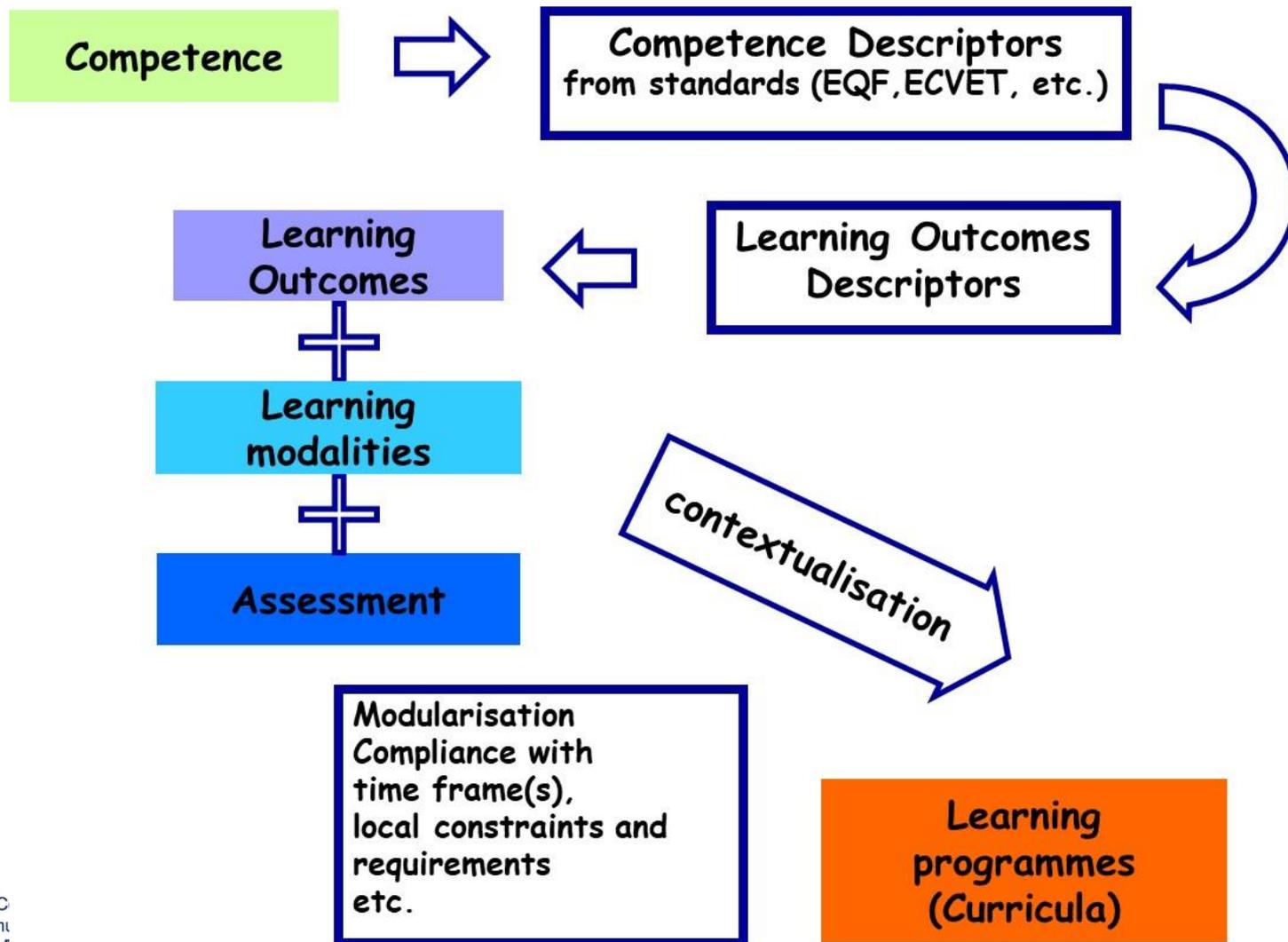
# Examples of how to integrate new Learning Outcomes in the different learning programs to better prepare students to a mobility



- Introduce Learning Outcomes related to the Transversal Competences
  - in specific activities: group work, case studies, role play games, etc.
  - together with the vertical technical competences: awareness of situations
- Introduce less formal Learning and Assessment situations
- Some learning is anyway not well rendered in a curriculum description...even if a lot of things can be taught!



# Methodology for building competence based Learning Programmes



# Examples of how to enhance the curricula in the different schools to have further students better benefit from their mobility

- Break down the curricula into more flexible Learning Units
- Write directly the Learning Units in terms of Learning Outcomes, "compatible" with the European standards
- Have the assessment processes evolve to take into account the achievement of Learning Outcomes
- Keep in mind the interaction between the description of the competences, the learning outcomes and the assessment and validation process
- The whole process is a virtuous spiral!

