



**Mobility In Learning in Europe**  
540222-LLP-1-2013-1-SE-Grundtvig-GMP  
With the support of the Lifelong Learning Programme of the European Union



IMPROVING EUROPEAN WORKEXCHANGE EXPERIENCES FOR YOUNG PEOPLE  
& PROVIDING TRAINING AND SUPPORT FOR TEACHERS AND ENTERPRISES

Learner  
training  
programme

Four horizontal arrows pointing to the right, stacked vertically. From top to bottom, they are yellow, red, blue, and purple.

# Mobile Learner Training Programme



**Personal Skills**



**Language Skills**



**Work Placement**



**Hosting Country**

This project has been funded with support from the European Commission.  
This publication (communication) reflects the views of the author and the Commission cannot  
be held responsible for any use which may be made of the information contained therein.



## Module 1 –Personal Skills

---

# Module 1: Personal Skills

## part: introduction

### INTRODUCTION TO THE MODULE

This is the **first** out of four parts of the '*Learner Training Programme*' preparing the candidates for the mobility to EU countries.

This training module focuses on soft skills and how to recognise them.

Soft skills refer to people's ability to interact and relate with others. Feelings, personal habits, emotions, insights are some of aspects that characterise soft skills. They are part of our personality and describe more who we are than what we know. Soft skills are complementary to hard skills, which refers to knowledge and technical competences. They are important as much as technical skills in job finding. While professional skills are useful to get an interview and carry out daily tasks, soft skills are essential for drawing attention and interest of the interviewer (getting the job!) and for future professional career.

Soft skills are very important since they symbolise people's qualities and resources in managing daily situations in working or social contexts. If you can't work well with others in a team, don't have a critical point of view and positive attitude, you might face a lot of problems even if you are talented! They are transferable from private to social and professional contexts and used in different job positions.

Soft skills are not acquirable through a course or training programme but just through personal experience both in educational, professional and social life. Therefore, through an open mind and positive attitude, you will learn how to interact with others, understand people feelings, listen to others' requests, strengthening your qualities in all the aspects of your life.

The most important soft skills are:

**Communication Skills, Teamwork and Collaboration, Adaptability, Problem Solving, Critical Observation, Conflict Resolution**

The learners' feedback on the Learner Training Programme module 1 emphasized that a non-formal way of teaching about the soft skills is very welcome and then the learners enjoy doing the units.

'*Soft Skills Module*' consists of 2 parts: the first one focuses on identification, self-evaluation and development of soft skills, and the second on preparing for mobility.

**The aim** of Part 1 is to identify, self-evaluate and develop soft skills. The aim of Part 2 is to use soft skills in preparing a mobility period abroad.

**Time:** Module training consists of about 6 hours of face to face sessions. The duration of the module can change according to the number of learners and their involvement in the activities.



# MOBILE



## Module 1 –Personal Skills

---

**Involvement and roles:** a teacher/trainer, with the support of a facilitator, will conduct the module using non-formal methodologies fostering active participation and contributions by all learners.

**Learning outcomes:** Learners should be able to express thoughts, feelings, facts and opinions, use appropriate communication methods, overcome preconceived ideas and prejudices, concentrate and persevere, show self-confidence, be able to handle conflict and be willing to compromise, interact successfully with group members and individuals, be aware of cross cultural language.



## Module 1 –Personal Skills

---

# Module 1: Personal Skills

## Self-reflection for recognising soft skills

It may be very difficult to identify soft skills. Below you find some questions that could help you in reflecting on your competencies and in recognising soft skills.

### **Communication in mother tongue**

Did you use your mother tongue abroad? In which situations?

How well did others understand you?

### **Communication in foreign languages**

Can you speak another language? In which situations do you use it?

How well do others understand you?

What difficulties do you meet? How do you overcome those difficulties?

### **Sense of Initiative and Entrepreneurship**

Do you take up any tasks during your work experience or study course without asking? Do you propose new things?

Do you express your creativity and use new knowledge and skills gained during your study and professional path?

Do you put into practice your plans?

### **Learning to learn**

Do you discover new thing about “how you learn”?

Which methods do you use to evaluate what you learnt?

### **Social and Civic competence**

Are you developing new communication skills?

Are you able to communicate with people from different contexts and understand different points of view?

Are you able to work in a team?



## Module 1 –Personal Skills

---

# Module 1: Personal Skills

### Tips for developing soft skills

Soft skills distinguish you from other people. By developing soft skills, you can have an edge above the others. Below there are some tips for enhancing your soft skills.

1- **Active listening.**

It is very important to pay attention to what people are telling us in order to understand their opinions, feelings, requests, and answer in the proper way.

*Suggestions:* don't interrupt people when they are speaking and ask questions about what they are saying; observe the body language; take notes if necessary.

2- **Taking initiative.**

In working and social situations, having a proactive approach and being determined to overcome difficulties represents a key factor in reaching objectives and demonstrating responsibility.

*Suggestions:* do tasks without being asked, propose new ideas and solutions.

3- **Practice leading.**

Influencing people may be very important in order to encourage them to accept your points of view.

*Suggestions:* observe your supervisor, boss, and influential person; try to adopt the same attitude in small groups.

4- **Clear Communication**

It may occur that people don't receive or understand the message we want to pass, causing misunderstandings and confusion.

*Suggestions:* Practice speaking, writing, reading and pay attention to your body language.

5- **Problem Solving**

In case of problem, instead of asking somebody to solve it, it is better to identify tools that help you to solve it by yourself. Suggestion: A deep analysis of the problem could give you the key to found the solution.



## Module 1 – Personal Skills

### Module 1: Personal Skills

#### part: preparation

Unit	subject / topic	resources
1-1-1	<p>Soft skills Identification</p> <ul style="list-style-type: none"><li>• Cultural sensitivity</li><li>• Take responsibility</li><li>• Open-minded attitude</li><li>• Communication Skills</li><li>• Teamwork and Collaboration</li><li>• Problem Solving</li><li>• Be flexible</li><li>• Be patient</li><li>• Be assertive</li><li>• Taking initiative</li></ul>	<p><b>LTP unit 1-1-1.pdf</b></p> <p>language: English</p> <p>Competence card</p> <p>LTP Module 1</p> <p>resource - self reflection</p>
learning	<ul style="list-style-type: none"><li>• Learn from experience</li><li>• See the positive side of your</li></ul>	



## Module 1 – Personal Skills

---

<b>outcome learner competence card</b>	<p>experience</p> <ul style="list-style-type: none"><li>• Interact successfully with group members and individuals</li><li>• Use appropriate communication methods</li><li>• Demonstrate listening and conversational skills</li><li>• Be aware of cross cultural language</li><li>• Interact with individuals and groups in an appropriate way</li><li>• Improve your self- esteem</li><li>• Be able to transform ideas in action</li></ul>	
----------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

### Work assignment for the student:

#### Activity\_1

**Time:** 15'

**Work:** ☒ Individual ☐ Group

Teacher/trainer introduces briefly soft skills and their importance for personal and professional development.

#### Activity\_2

**Time:** 30'

**Tools:** Motivation Letter

**Work:** ☒ Individual ☐ Group

Learners, with the support of teacher/trainer, fill in the motivation letter, sharing their interests and attitudes.

#### Activity\_3

**Time:** 15'

**Tools:** Competence card; Self-reflection.

**Work:** ☒ Individual ☐ Group

Teacher/trainer gives information for identifying soft skills with useful questions for recognising them.



## Module 1: Personal Skills

---

Module 1: Personal Skills		
Part 2: Use of soft skills in mobility preparation		
Unit	subject / topic	resources
1-2-1	What expectations, motivations and fears before mobility?	Letter of motivation
<b>learning outcome</b> learner competence card	<ul style="list-style-type: none"><li>• Express thoughts, feelings, facts and opinions verbally</li><li>• Demonstrate listening and conversational skills</li><li>• Use appropriate communication methods</li><li>• Overcome preconceived ideas and prejudices</li></ul>	
1-2-2	Which soft skills are useful during mobility?	Introduction letter
<b>learning outcome</b> learner competence card	<ul style="list-style-type: none"><li>• Concentrate and persevere</li><li>• Be reliable and diligent</li><li>• Prepare for learning in the workplace</li></ul>	



## Module 1: Personal Skills

Unit	subject / topic	resources
1-2-3	<p>Practical issues before leaving:</p> <ul style="list-style-type: none"> <li>• Culture shock</li> <li>• Travel and visa</li> <li>• Personal finances</li> <li>• Home rules</li> <li>• How to manage home sickness</li> <li>• Practical intercultural experience</li> </ul>	<p>Trainee introduction and contacts form</p> <p>Overseas Work Placement Travel Information</p>
<p><b>learning outcome</b></p> <p>learner competence card</p>	<ul style="list-style-type: none"> <li>• Be reliable and diligent</li> <li>• Be independent and show self-confidence</li> <li>• Be able to handle conflict and be willing to compromise</li> <li>• Interact successfully with group members and individuals</li> <li>• Be willing to take advice</li> <li>• Use appropriate communication methods</li> <li>• Interact with individuals and groups in an appropriate way</li> <li>• Express thoughts, feelings, facts and opinions verbally</li> </ul>	



## Module 1: Personal Skills

---

### Work assignment for the student:

#### 1-2-1\_What expectations, motivations and fears before mobility?

##### Activity\_7

Time: 40'

Tools: Coloured flipcharts and post-it

Work: ☒ Individual ☒ Group

1. Teacher/trainer sticks 3 flipcharts of different colours on the walls. Each flipchart represents a feeling: motivation, expectation and fear. The learners are asked to write down on a post-it their opinion about every feeling and stick to the related flipchart.
2. Learners read the notes and discuss about similarities and differences in their feelings and opinions.

#### 1-2-2\_Which soft skills are useful during mobility?

##### Activity\_8

Time: 30'

Tools: Introduction letter

Work: ☒ Individual ☒ Group

1. Learners are asked to choose the company they would like to work in and the skills they think are important for the specific work-placement.
2. Teacher/trainer compares learners' opinions with the work-based mentors one's and discuss about similarities and differences.

##### Break\_15'

##### Activity\_9

Time: 40'

Tools: Role play

Work: ☐ Individual ☒ Group

1. Culture shock: what it is and its causes (too much or too little information, language barrier, different habits and food, homesickness, climate).
2. Role Play. Teacher/trainer gives information about a real situation and instructions about different roles. Learners play their roles and share feelings and opinions.



## Module 1: Personal Skills

---

### 1-2-3\_Pragmatic issues before leaving:

#### Activity\_10

**Time:** 30'

**Tools:** Trainee introduction and contacts form; Overseas Work Placement Travel Information; Candidate Application Form; Emergency Details Form

**Work:** ☒ Individual ☐ Group

Teacher/trainer distributes the tools and gives practical info about visas, travel, accommodation, local transport, emergency, finances, general rules when sharing an apartment.

### Closing activities (15')

#### Activity

**Time:** 15'

**Tools:** Blob tree pictures/Post-it

**Work:** ☒ Individual ☒ Group

Blob tree. Teacher/trainer distributes blob tree illustrations. Each student chooses a puppet in the picture and explains the reasons of his/her choice

Or

One word. Teacher/trainer invites students to say a word resuming their impressions/feelings about the module. Teacher/trainer writes the words and discusses with students about their answers.