



COMPETENCE MATRIX INTERNATIONAL SERVICE TECHNICIANS



Trasmettiamo
valori e saperi ©



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Lifelong
Learning

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A short guide to teacher training

1. Introduction

The following training material is part of a European project that fulfils the requirements for new competences for technicians working in the field of after sales services in an international environment.

The IST project developed several products starting with a competence matrix, from which a course profile, a work practice, a teacher training and a testing plan were also developed.

This short guide describes the teacher training content of the IST project and offers the opportunity to all stakeholders, educational institutions as well as companies, to set up a training course for IST instructors. It deals with capacity training for trainers instructing either would-be international service technicians, or already in-work technicians returning to education.

In compliance with the competence matrix, ISTs should have technical as well as soft skills; learning outcomes in both areas were detailed in the course profile, which, in turn was complemented with examples of learning activities.

While technical skills are partly already included in traditional vocational syllabuses, soft skills are not taught in the course of school careers and therefore they must be provided by the IST course.

The IST profile requires trainees to have a knowledge of English at least at B1 level CEFR (Common European Framework of Reference)

http://www.coe.int/t/DG4/Portfolio/?M=/main_pages/levels.html and to possess some degree of intercultural competence so that prospective students are enabled to communicate successfully in different working environments abroad.

As a result, capacity training for trainers should cover the following areas:

- Intercultural Competence
- Technical areas in the mechatronics field
- International experience for trainers.

2. Training areas

Teachers in the IST course should receive training in the field of mechatronics and intercultural competence. They should be ready to lead classes in English as a foreign language and at least have a feel of what it really means to work in a foreign country within an international team.

In particular foreign language is seen as a means of interacting with students while coaching their learning process. Therefore three main areas were identified:

A- ICC (Intercultural Competence): where trainers should get an overview of the ICC by closely interacting with in-service technicians and by exploring literature in the field.

B- Language: where language is seen as a tool to practise content in the mechatronics field and in organizing teamwork to implement a competence-based curriculum.

C-International Experience: where trainers should learn by doing. Trainers should be offered opportunities to work abroad and experience team work in a foreign country themselves in order to effectively lead and coach IST students.

Close cooperation with partner companies is advised in all of the three areas.

3. A framework for training

In order to train trainees in the three main areas identified above, it is suggested to organise activities following this pattern:

1-Intercultural Competence

The learning outcomes for intercultural competence are described in 14.1-14.2 of the Matrix of Competences. The training material prepared for teachers acquiring skills in this area should take into account the needs for a highly interactive pedagogical approach as well as the challenges posed by an international training environment.

A possible first step in designing a training course as described above, could be a resource bank consisting of a list of websites and books organized as follows:

Websites:

Review:

Books:

Author

Publisher

Year

Review

The review of material could offer a brief evaluation of the content of the resource as well as indicate possible uses with learners in terms of activities and practice tasks.

2-Language

The learning outcomes for foreign language competences are described in 13.1.1-13.2.2 of the Matrix of Competences. Training teachers to plan learning modules which respond to the learning requirements of the new IST profile is pivotal whether trainees are already advanced English speakers or they require extra training in the language. Both target groups may need to organize lessons in English which will include:

Task title

Reference to competence matrix

National curriculum

Task description

Assessment

3-International Experience

References to the international experience are contained in different main competence areas included in the Matrix of Competences.

Trainees should possibly initiate and/or take part in different activities such as:

- a) Leonardo da Vinci mobility activities.
http://ec.europa.eu/education/programmes/llp/leonardo/mobility/index_en.html
- b) Meeting with in-service international technicians at companies to:
 - reflect on the role, required skills and competences of service technicians
 - identify critical aspects of the IST jobs in which special training is required
 - collect real-life "case studies" and "best practices" as a basis for the development of learning materials.
- c) Workshops with in-service technicians in the educational institution to:
 - provide trainers with experts whom they can turn to for explanations, clarifications on the role and required competences of IS technicians.
 - share sources of information, learning and teaching materials in use in businesses.
- d) discuss effective learning methodologies on the basis of IST personal experience.

4. Further suggestions

How do you provide training in ICC?

- 1- Build your own resource bank of books and websites and think of learning tasks that could be derived from the different sources.
- 2- Take advantage of Leonardo mobility to work in international educational institutions or in companies who have a training department
- 3- Attend and try to organise lectures/workshops given by expert International Service Technicians

How do you provide training in (technical) English?

- 1- Develop or find material on technical matters which could be used for discussion (videos can be very useful as images help comprehension and act as stimuli for discussion)
- 2- Prepare and organise technical lessons in English in close cooperation with colleagues also of foreign language.
- 3- Shadow lectures of foreign colleagues in the same field (Leonardo mobility).

How do you provide international experience?

- 1- Ask technicians to come to your institution for lectures/workshops
- 2- Send trainees to the companies (some difficulties you have to agree on ways to do that)
- 3- Take advantage of Leonardo mobility to complete your professional development

Annex

Intercultural Resource Data Bank

International Projects

Contributor: 3s Research laboratory. Vienna (A)

ILCC-project: ILCC - Intercultural learning-Cultural Competences

The project developed a 'Guide for vocational education and training (VET) practitioners to developing intercultural competences'.

For further information see:

<http://www.ilccguide.org/>

<http://www.ilccguide.org/voingles.pdf>

Leonardo da Vinci-project: iKULT - Intercultural training modules for SMEs in Europe to promote mobility and transfer of knowledge.

The project aims at:

a) developing intercultural training modules for participants in mobility programmes and other interested learners as well as SMEs staff from 5 countries (DE, DK, IT, SI, TR)

b) developing and implementing a certification approach for competences acquired in intercultural training sessions.

For further information see: <http://www.ikult.eu/>

ICOPROMO-project: Intercultural competence for professional mobility.

ICOPROMO is a project which brought together experts and practitioners in the field of intercultural competence for professional mobility and which focused on group-oriented (teamwork) intercultural communication and interaction competences.

For further information see:

<http://archive.ecml.at/mtp2/Icopromo/results/>

http://archive.ecml.at/mtp2/icopromo/html/Icopromo_E_Results.htm

Masterprogram: Intercultural competences at the Danube University Austria.

The program consists of 5 modules in intercultural theory and 4 modules in intercultural interaction.

After writing the master thesis and an elective internship the program is completed with a Master of Arts. The structure of the modules might be a useful starting point for developing an IST teacher training course.

For more information see

<http://www.donau-uni.ac.at/en/studium/interkulturellekompetenzen/index.php>

[http://www.donau-](http://www.donau-uni.ac.at/en/studium/interkulturellekompetenzen/05108/index.php?URL=/en/studium/bildung_mediennmanagement_paedagogik/interkulturellekompetenzen/00833/05108)

[uni.ac.at/en/studium/interkulturellekompetenzen/05108/index.php?URL=/en/studium/bildung_mediennmanagement_paedagogik/interkulturellekompetenzen/00833/05108](http://www.donau-uni.ac.at/en/studium/interkulturellekompetenzen/05108/index.php?URL=/en/studium/bildung_mediennmanagement_paedagogik/interkulturellekompetenzen/00833/05108)

Leonardo da Vinci-project: INCA - Intercultural competence assessment

The project provides a framework on intercultural competences and assessment tools.

For further information see:

<http://www.incaproject.org/tools.htm>

http://www.sit.edu/SITOccasionalPapers/feil_appendix_f.pdf

Websites

Contributor: IT IS Leonardo da Vinci. Carpi (I)

General information about all countries in the world by the Ministry of Foreign Affairs with a special focus on critical areas and security. Advice on travel documents, vaccinations, healthcare and suggested behaviour in case of critical conditions. The website is in Italian, but similar sites are likely to be found in other countries.

www.viaggiasesicuri.it

This is the site of an organization who provides courses on cultural awareness and cross cultural management both off an on-line. The site is very rich in suggestions and written/audio-video material. A good starting point to get some knowledge in the field.

<http://www.kwintessential.co.uk/contact.html>

This site contains information about visas and documents. The site is in Italian but similar sites are likely to be found in other countries.<http://www.yakservice.it/index.html>

The *National Occupational Standards for Intercultural Working: Standards for working with people from different countries or diverse cultures* describe the skills, knowledge and understanding required for working with people from different countries or diverse cultures in ways that promote open and respectful interaction, better understanding and improved performance – both in multicultural UK and internationally. The Standards assure quality and professionalism. The Standards were approved by the UK Commission for Employment and Skills in September 2008. The Standards were developed by CILT. CILT, the National Centre for Languages is the national centre for expertise and the government approved UK Standards Setting Body for languages and intercultural skills.

http://www.cilt.org.uk/home/standards_and_qualifications/uk_occupational_standards/idoc.ashx?docid=204b8626-bcb5-4e33-ac6d-546d7c5dcf48&version=1

Contributor: ROC Midden Nederland. Utrecht (NL)

CIA website about countries in the world

<https://www.cia.gov/library/publications/the-world-factbook/index.html>

A very interesting website is www.wikipedia.com. Here you can find anything about a lot of countries. This site is built by common people.

Site of the Dutch Government with information for Dutch people working/travelling abroad

<http://www.rijksoverheid.nl/themas/reizen-wonen-en-werken-in-het-buitenland>

Dutch information about medical insurances in foreign countries

<http://www.cvz.nl/verzekeringen/buitenland/werken-in-buitenland/werken-in-buitenland.html>

Contributor: Borgund Vidaregaande Skole. Alesund. (NO)

Commercial site with some free downloadable material.

<http://www.worldcitizensguide.org>

Commercial site with some interesting content on culture

<http://www.culture-at-work.com>

Link to Psychology Wiki, which is slightly theoretical, but may be interesting for the instructor
http://psychology.wikia.com/wiki/Collectivist_and_individualist_cultures

This is a link to learning resources at NDLA (Norwegian National Learning Arena) for the subject International English. Look in particular at the section called Culture and Communication. Here is content for complete lessons that may be used as part of a course
<http://ndla.no/en/node/56850#tema=93662>

Books

Contributor: IT IS Leonardo da Vinci. Carpi (I)

Written for people travelling on business or pleasure, students, government and military personnel, *Global Business Etiquette* offers a resource for understanding the dynamics of cross-cultural communication and etiquette. The book is designed to help business travellers successfully navigate the subtle interactions that can set the stage for profitable long-term relationships. Some of the topics covered include non-verbal gestures, proper dress, and gift-giving customs. There are many anecdotes that make it an easy read.

J. Martin, L. H. Chane. *Global business etiquette: a guide to international communication and customs*. Praeger, 2006

Foster has compiled a series of complete guides to personal and business etiquette in Mexico and Latin America, Africa and the Middle East, Asia and Europe and gives practical advice on greetings and communication styles as well as business and social protocol, dress codes, dining and drinking styles, and many other crucial areas.

D.A.Foster. *The global etiquette guide to Africa and the Middle East: everything you need to know for business and travel success*. New York, John Wiley and Sons, 2002

D.A.Foster. *The global etiquette guide to Mexico and Latin America: everything you need to know for business and travel success*. New York, John Wiley and Sons, 2002

D.A.Foster. *The global etiquette guide to Asia: everything you need to know for business and travel success*. New York, John Wiley and Sons, 2000

D.A.Foster. *The global etiquette guide to Europe: everything you need to know for business and travel success*. New York, John Wiley and Sons, 2000

"Culture Smart is a series of guide books published by Kuperard. They can be ordered online and provide essential information on attitudes beliefs and behaviour in different countries, offering insights in basic manners, common courtesies, and sensitive issues." Culture smart guides - Books that cover one country each.

<http://www.kuperard.co.uk/culturesmart/>