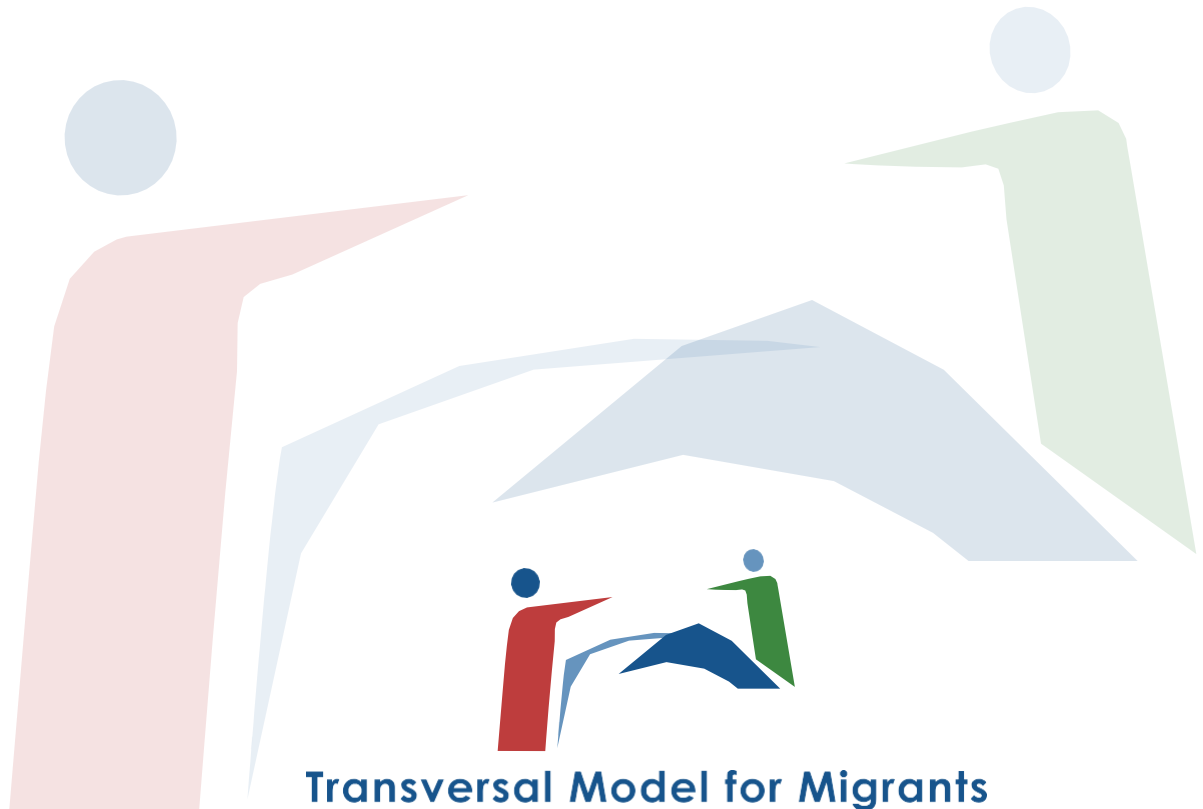




MIGRANTS' TOOLBOX

TRANSVERSAL MODEL FOR MIGRANTS

2018-1-FR01-KA202-048007



Transversal Model for Migrants



Le Portage Salarial



Center for Social
Innovation





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INTRODUCTION

The Transversal Project for Migrants (No. 2018-1-FR01-KA202-048007) is funded by the European Commission, under Erasmus+ Programme, Strategic Partnerships for vocational education and training. It has duration of two years, from September 2018 until August 2020, and a consortium of seven organisations:

- ☑ ITG Conseil, France
- ☑ IASIS, Greece
- ☑ Center for Social Innovation, Cyprus
- ☑ Mindshift Talent Advisory, Portugal
- ☑ Business Foundation for Education, Bulgaria
- ☑ Solidaridad Sin Fronteras, Spain
- ☑ Bahcesehir Universitesi Foundation, Turkey

Migrants' Toolbox is the third intellectual output (IO3) of the project and includes set of tips, recommendations, practical guides, specific fact sheets. This intellectual output aim to directly help migrants to think, to act, to assert their rights, and to be helped if necessary, to undertake remedial actions in response to situations inequality suffered or hidden (identification of the brakes and concrete and credible solutions), and to identify and develop their transversal skills, capitalizing on their experiences and also on cases and examples of concrete success.





TERMS OF REFERENCE

EQF	The European Qualification Framework is a translation tool that helps understand and compare qualifications awarded in different countries and by different education and training systems, structured in eight levels
EQF level 5	EQF level 5 qualifications are designed to up-skill individuals already in employment and provide them with advanced technical, transversal and/or management skills
Hints	An exhortation to put the learning into practice
Knowledge (level 5)	It is specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge
Learning outcomes	Learning outcomes are statements that describe significant and essential learning to be achieved and can reliably demonstrate at the end of the training. In the EQF learnings outcome are described in terms of knowledge, skills, responsibility and autonomy
Responsibility and autonomy (level 5)	Means to exercise management and supervision in contexts of work or study activities where there is unpredictable change review and develop performance of self and others
Skills (level 5)	Represents a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems





CHAPTER 3.2 VIRTUAL COLLABORATION





Transversal Skills for Migrants

Unit Title: Team Work

Subunit Title: Virtual Collaboration -Activity 1

KNOWLEDGE	SKILLS	RESPONSIBILITIES
K1. Have knowledge on the meaning and the importance of Virtual Collaboration.	S1. Make use of the benefits of Virtual collaboration and try to integrate them in every day work and life conditions.	R1. Demonstrate this activity with others, as a team activity.
EOF LEVEL		
5		

Name of the activity:	"What is Virtual Collaboration?"
Type of the activity:	Self-directed activity for introducing and raising awareness about the meaning of Virtual Collaboration.
Duration:	30-40 minutes
Number of participants:	Self-directed activity

Description of the activity:

Step 1: Take two minutes to think about, what is virtual collaboration? Do you know examples of virtual collaboration types?

Step 2: Now, open a virtual resource, that you know, which is used for promoting virtual collaboration (for example Skype). Give 5 minutes to search its settings, how is that working, what are its benefits or probably the disadvantages of this resource.

Step 3: In a paper, write down the advantages, the disadvantages and the benefits of Virtual Collaboration.

Step 4: In this stage, when you done with your notes please check, how many elements of the following did you include as the strength points of virtual collaboration? Underline the common sentences that you have already include them in your notes.

-Eliminates the distance barrier for facilitating the collaboration process in professional or personal everyday life.

-Virtual collaboration increases team skills, loyalty and 'closeness' in team members, as they actually have to make an effort to stay in touch.





- Virtual collaboration frees up time.
- Virtual collaboration is economical friendly.
- You can have a personal or a professional contact with others, by keeping in touch and by creating a trust relationship.
- Virtual collaboration requires immediacy and reliability between the individuals, who collaborate with each other through virtual resources, in order to ensure the effectiveness and the validity of the results.

Step 5: You can check the following link for raising your awareness regarding the importance and the role of virtual resources within the collaboration process:

<https://www.youtube.com/watch?v=pwIBAfWGOzE>

Recommendations (for trainers of learners, IO4):

In this activity the trainers can ask from the teams to discuss about the advantages and disadvantages of the virtual collaboration process. The participants can use flipcharts, markers or pens for imprint their thoughts and their personal opinions and for exchanging their perspectives with the members of other teams. The aim is to inform the participants about the usefulness of Virtual Communication process and how the virtual resources can facilitate the work-life requirements of the individuals.

Appendix

The theoretical background of Virtual Collaboration can be found on IO4.





Transversal Skills for Migrants		
Unit Title: Team work		
Subunit Title: Virtual Collaboration-Activity 2		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
Have knowledge on virtual communication rules that can create a successful virtual presentation.	Apply these virtual communication rules during a virtual presentation for ensuring the attention and the interest of the participants.	Demonstrate these rules-secrets to others, who are going to use any kind of virtual communication resources.
EOF LEVEL 5		

Name of the activity:	“True of False”
Type of the activity:	Self-directed activity for empowering the competencies of the migrants, regarding the importance and the utility of Virtual communication resources.
Duration:	20-30 minutes
Number of participants:	1 person
Description of the activity:	
<p>Step 1: Evaluate the following sentences with T, if you believe that they are true, of with F, if you believe that they are false.</p> <p>S (sentence) 1: Email participants ahead of time with details of what you expect from them. ____</p> <p>S2: Schedule important virtual presentations early in the day because your energy will be higher. ____</p> <p>S3: Go into ‘presenter’ mode and write a script to use when you present virtually. ____</p> <p>S4: In a virtual presentation use detailed information for clarifying the objectives of your presentation. ____</p> <p>S5: At the beginning of your virtual connection, use a clear agenda, about what are you planning to talk about. ____</p> <p>S6: Do not use examples and stories from real life, because they can get away from the key issues of the discussion. ____</p> <p>S7: Do not use engaging and powerful voice, because this be a sample of rudeness and arrogance. ____</p> <p>S8: Take care when you show your face, by making sure that your face isn’t in shadow. ____</p>	
Step 2: Check the correct answers:	





S (sentence) 1: Email participants ahead of time with details of what you expect from them. T

S2: Schedule important virtual presentations early in the day because your energy will be higher. T

S3: Go into ‘presenter’ mode and write a script to use when you present virtually. F

S4: In a virtual presentation use detailed information for clarifying the objectives of your presentation. F

S5: At the beginning of your virtual connection, use a clear agenda, about what are you planning to talk about. T

S6: Do not use examples and stories from real life, because they can get away from the key issues of the discussion. F

S7: Do not use engaging and powerful voice, because this be a sample of rudeness and arrogance. F

S8: Take care when you show your face, by making sure that your face isn’t in shadow. T

Step 3: Now, you can read the following article “*12 keys to delivering great virtual presentations*” (link here: <https://blog.speak-first.com/12-keys-to-delivering-great-virtual-presentations>) , for understanding clearly the secrets of a successful virtual connection.

<p>Recommendations (for trainers of learners-IO4):</p>	<p>The trainers can use the following link: https://blog.speak-first.com/12-keys-to-delivering-great-virtual-presentations also for group discussion in a face to face setting.</p>
<p>Appendix</p>	<p>You can find more information regarding Virtual communication rules, inside Intellectual Output 4.</p>





Transversal Skills for Migrants		
Unit Title: Team work		
Subunit Title: Virtual Collaboration- Activity 3		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
Have knowledge on the stages of a successful virtual connection-meeting.	Apply these stages in a real context, during a meeting or a virtual connection with others.	Demonstrate these stages to others for improving the discussion process during an online meeting by using virtual resources.
EOF LEVEL		
5		

Name of the activity:	“Put the sentences in a row”
Type of the activity:	Self-directed activity aimed to inform the individual about the stages of a virtual connection (or virtual communication stages)
Duration:	20-30 minutes
References:	The information of the activity retrieved from: https://www.cbsnews.com/news/3-stages-of-successful-virtual-meetings/
Number of participants:	1 person
Description of the activity:	
<p>Step 1: The following sentences are describing with the most clear and understandable way the virtual communication process before, during and after a meeting. Read the following sentences and put them in a row:</p> <ul style="list-style-type: none"> -Check with your team what work and what didn't, for making sure that next time the conditions will be better. -Have a goal and an agenda. -Summarize next steps. -Get the right participants. -Set up the next meeting. -Practice your virtual resource for being sure that is working appropriately. -Take some notes. -Stay on track, as agreed on the initial agenda. 	





Step 2: The correct row of the sentences is:

1. Have a goal and an agenda
2. Get the right participants.
3. Practice your virtual resource for being sure that is working appropriately
4. Stay on track, as agreed on the initial agenda.
5. Take some notes.
6. Summarize next steps.
7. Set up the next meeting.
8. Check with your team what work and what didn't, for making sure that next time the conditions will be better.

Step 3: For more information you can check the following link:

<https://www.cbsnews.com/news/3-stages-of-successful-virtual-meetings/>

Recommendations (for trainers of learners-IO4):	The trainers can use the following article (link here: https://www.cbsnews.com/news/3-stages-of-successful-virtual-meetings/) for group discussion, in order to clarify the virtual communication stages.
Appendix	The theoretical background regarding this activity is available in Intellectual Output 4.





Transversal Skills for Migrants		
Unit Title: Team work		
Subunit Title: Virtual Collaboration- Activity 4		
KNOWLEDGE	SKILLS	RESPONSIBILITIES
Have knowledge on basic virtual tools.	Apply these virtual tools in everyday requirements.	Demonstrate these tools to others in order to inform them about virtual resources and how they can be applied to other contexts.
EOF LEVEL 5		

Name of the activity:	“Virtual communication resources”
Type of the activity:	Self-directed activity aimed to inform the individual about virtual collaboration tools-resources that can be applied to a work environment or for personal use.
Duration:	20-30 minutes
References:	The information of the activity retrieved from: https://www.clariantcreative.com/blog/online-collaboration-tools-for-virtual-teams
Number of participants:	1 person
Description of the activity:	
Step 1: Please underline which of the following virtual communication resources do you know? Teamwork Projects Basecamp 3 Google Docs Slack Trello Wrike Redbooth ProofHub Flow Quip Glip Azendoo	





Step 2: Now, underline which of the following virtual communication resources do you use in your everyday or business life?

- Teamwork Projects
- Basecamp 3
- Google Docs
- Slack
- Trello
- Wrike
- Redbooth
- ProofHub
- Flow
- Quip
- Glip
- Azendoo

Step 3: Use the following link: <https://www.clariantcreative.com/blog/online-collaboration-tools-for-virtual-teams> for learning how to use all these resources, via informative tutorials-videos that explain each resource separately. Then, choose the one that fits you better and use it in your everyday or work context.

Recommendations (for trainers of learners-IO4):	<p>The trainers can use the link here: https://www.clariantcreative.com/blog/online-collaboration-tools-for-virtual-teams for group discussion or for demonstrating available and effective tools/resources to the teams, for personal or professional use.</p> <p>-The link can be added as an extra information at the end of any other activity related to virtual collaboration, for equipping the participants with virtual tools that can be applied to their everyday requirements.</p>
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Appendix



KEEP IN MIND AND MORE

- 1- Skills that are included in this toolbox are important for migrants' adaptation to the business reality of their current country. Each one of them is crucial however, based on the learners' characteristics trainers may need to focus on one skill more than the others in different groups. Thus, it is important to know learners' capabilities and interests.
- 2- During the trainings for trainers and learners it is important to lead the group interactively and include all the members to the exercises. Specifically, during training for trainers' tips should be given for them about how to lead the group effectively.
- 3- During the trainings for learners it is important to give specific examples how transversal skills can be helpful for them for their future. It is important to stress that transversal skills can be improved via training and application.
- 4- During the trainings for trainers and learners it is important to explain aim of the exercises that will be applied and its relation with the skill.
- 5- For trainers that will be work with migrants it is important to understand diversity concept. Migrants may have different reactions and feedbacks to the exercises in toolbox. Trainers should be prepared for this. For further information trainers can check :
<https://www.youtube.com/watch?v=LqP6iU3g2eE>
- 6- Learners or trainers who wants to improve their teamwork skills can check the course named "Understanding Personality Types at Work" from Udemy or watch
<https://www.youtube.com/watch?v=hHlikHJV9fI&t=125s>



TRANSVERSAL PROJECT FOR MIGRANTS



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