



# HansaVET Journeyman Travel

GUIDE FOR VET MOBILITY ORGANIZERS

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## ABBREVIATIONS AND ACRONYMS

<b>BSO</b>	Business support organization
<b>BSR</b>	Baltic Sea Region
<b>BTP</b>	Baltic Training Programme
<b>B2B</b>	Business to business
<b>CQ</b>	Cultural Intelligence
<b>C-VET</b>	Continued Vocational Education and Training
<b>ECVET</b>	the European Credit system for Vocational Education and Training ET2020 Education and Training 2020
<b>EQ</b>	Emotional Intelligence
<b>EU</b>	Europe Union
<b>EUSBSR</b>	European Union Baltic Sea Region Strategy
<b>GPS</b>	Global Positioning System
<b>HansaVET</b>	Hansaetic Tradition for VET: Mobility Strategies for Promoting Entrepreneurship Skills of VET Students
<b>IQ</b>	Intelligence Quotient
<b>I-VET</b>	Initial Vocational Education and Training
<b>LL</b>	Lower Left
<b>LR</b>	Lower Right
<b>S.M.A.R.T.</b>	Specific. Measurable. Attainable. Realistic. Timely.
<b>SME</b>	Small and Medium Enterprise
<b>PERT</b>	Program evaluation and <u>technique</u>
<b>UL</b>	Upper Left
<b>UR</b>	Upper Right
<b>VET</b>	Vocational Education and Training
<b>VEF</b>	Valsts Elektrotehniskā Fabrika (State Electrotechnical Factory)

## ACKNOWLEDGMENTS

*HansaVET Journeyman Travel* is a result of 2 year EU Lifelong Learning Program Leonardo da Vinci Transfer of Innovation Project *HansaVET: Hanseatic Tradition for VET: Mobility Strategies for Promoting Entrepreneurship Skills of VET Students* implemented by 5 Project partners – National Centre for Education, Latvia; Norden Association, Sweden; Baltic Bright, Latvia; Hanseatic Parliament, Germany; Tartu Vocational Education Centre, Estonia; Vytautas Magnus University, Lithuania.

I would like to express my appreciation to all Project partners for professional and fruitful cooperation and friendly support throughout the Project lifetime. Especially I would like to thank Anders Bergström and Vita Žunda for the project idea cradled in the Baltic Training Program Project and successfully transferred to HansaVET. My special gratitude goes to Anastasia Nekrasova – the author of this Guide and lead trainer of international trainers group.

The Guide was piloted during 11 national seminars attended by 231 VET school representatives – directors, deputies, mobility organizers and teachers from Latvia, Lithuania, Estonia and Sweden

Excellent feedback from seminar participants was yet another proof that trainers had done a great job during the seminars and idea and results of HansaVET Project should be taken forward, disseminated and made sustainable in VET systems.

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# INTRODUCTION

Traditionally, students on vocational as well as academic courses learned their professions not just in their own countries, but from masters in different countries. In vocational education and training this learning is named journeyman travelling. Until the end of the 19th century, this was a common form of learning within the field of vocational education. Apprentices travelled to other cities and countries to learn trades and crafts, before they established their own workshops (enterprises). Thus, apprentices' experiences of travel taught them not only vocational skills, but entrepreneurial skills as well.

Nowadays, more and more Vocational Education and Training (VET) institutions arrange mobilities and apprenticeships for their students. The new strategic framework for European cooperation in "Education and Training 2020" (ET2020) proposes that mobility abroad should become the rule rather than the exception.

One of the objectives listed in the Bruges Communiqué is the development of a strategic approach to the internationalization of initial vocational education and training (I-VET) and continued vocational education and training (C-VET) as well as promoting international mobility by encouraging a greater number of VET students and professionals to participate in mobilities.

The Council recommendation of 28th June 2011 entitled "Youth on the move — promoting the learning mobility of young people" states: "Much has been achieved in the area of youth mobility. However, not all instruments and tools are used to the fullest extent possible and many obstacles remain. Moreover, the whole context of learning mobility has changed considerably in the last decade, inter alia, due to globalisation, technological progress, including information and communication technologies and stronger emphasis on employability and on the social dimension."

So far, mobilities have been focused on vocational, cultural and linguistic aspects. However, VET mobilities which involve placements at enterprises abroad provide an opportunity to observe and learn entrepreneurial aspects in addition to vocational ones. This is in line with the European Union Baltic Sea Region Strategy (EUSBSR) which aims to make the region competitive through the promotion of entrepreneurial behaviour.

EUSBSR is the first macro-regional strategy in Europe. It aims at reinforcing cooperation throughout this large region so that challenges can be faced by working together, as well as promoting more balanced development within the area. The strategy also contributes to major EU policies and reinforces integration within the area.

The BSR applies to 85 million inhabitants (17% of EU population) and eight countries (Sweden, Denmark, Estonia, Finland, Germany, Latvia, Lithuania and Poland), all of which share common features and challenges.

The Strategy also promotes Flagship Projects and contributes funding to projects in the Baltic Sea region. These projects have a macro-regional impact and start from joint initiatives involving partnership from different countries. One of the BSR flagship projects – the "Baltic Training Programme" (BTP) supports internationalization of VET as well as cross-border entrepreneurship and served as the impetus for starting Leonardo da Vinci Transfer of Innovation project "Hanseatic Tradition for VET: Mobility Strategies for Promoting Entrepreneurship Skills of VET Students" (HansaVET) in the frames of EU Lifelong Learning Program.

The overall aim of the HansaVET project is to support improvements in quality and innovation in vocational education by improving the quality of mobility available to people involved in initial vocational education.

The HansaVET focuses on equipping VET teachers, trainers and VET mobility coordinators with the skills needed to coach and guide mobility students towards entrepreneurship by using methodology developed in the Baltic Training Program that has been adapted for the needs of HansaVET. This methodology includes two essential processes – coaching and matching – and a short set of instructions on how to use the methodology are included in this guide. The Trainer's manual consists of three parts, addressing the subjects of the education programme, coaching and match-making respectively.

The HansaVET Journeyman Travel will serve as a guide for VET teachers, trainers and VET mobility coordinators to help them prepare and support their students during international and local work placements.

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## Chapter One

# EDUCATION PROGRAMME

## Content

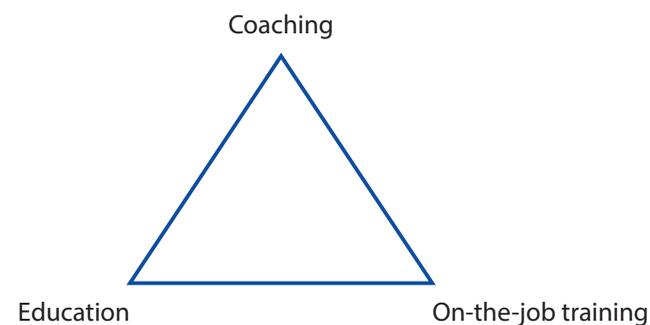
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## HansaVET Journeyman Travel

The HansaVET approach to mobility assumes that a young individual is **willing to learn** and to develop both their profession and personal skills so that they are able to successfully position themselves in the labour market. The business map is being redrawn as new countries enter the EU; we need to ensure our mental maps are also up-to-date if we want to remain competitive.

Curious and energetic VET students are attracted to journeyman travel. Learning professional skills from masters abroad – which has always been a Hansa tradition – should become an integrated part of the VET school curriculum, and HansaVET has taken some steps towards making this happen: tested a possible model for supporting VET students' learning with mobility as vehicle.

Learning is a prerequisite for development to take place – that is why **the HansaVET is a learning programme** where a student develops through education modules and on-the-job training. These two are integral parts of a holistic development process, and coaching enables students to become aware of their own development process and results.



This manual describes the curriculum that was tested by HansaVET in the BTP programme 2009-2012 that took place in Latvia, Estonia and Sweden.

### Its overall aims are

- to create an awareness of the region we live in
- to equip the student for working and living in the region.

The Education Manual should be used not only by education developers at the VET schools, but by everyone who is involved in the planning and implementation of mobility-based learning. **Integration of all types of learning outcomes is imperative in order to make journeyman travel truly developmental.**

## Education Curriculum

The curriculum includes the following blocks; each of them will be described in detail further on:

### I. Knowledge of the Baltic Sea region:

- The Baltic Sea region from a historical perspective: economic, political and industrial aspects
- The competitiveness of the Baltic Sea countries *per sig* and of the region as a whole;
- Different cultural perspectives of journeyman travel

### II. Entrepreneurship and Internationalization

- Basics of business development and entrepreneurship for a VET student
- Basics of internationalization as a form of business development

### III. Individual project with an international partner

- Basics of project management
- Coaching of VET projects
- Presentation techniques

## Knowledge of the Baltic Sea Region

Knowing your region is a prerequisite for thriving in it.

Most of the students will have been abroad for vacation; few however, will have considered living and working in a foreign country. Due to their age, the mindset of a young person is *ego-* and *ethnocentric*. Journeyman travel for HansaVET travel can be the first experience of foreign travel and a means of widening students' horizons; it can promote personal developmental, as the student learns to notice and relate to other, often unfamiliar, perspectives: a different culture, a company, and not least - their own future.

## *The Baltic Sea region from a historical perspective: economic, political and industrial aspects*

It is in history that we find the source of some prevailing cultural values, ways of coping with life and forms of economic activity. **Economic prerequisites look different today, but has it always been so?**

What the young people of today might not know is that interaction between the Finno-Ugric and Baltic peoples – Swedes, Lithuanians, Estonians and Latvians – began over 3000 years ago. However, it was not till the advent of the Vikings that intensive contact between all three cultures began.

Unfortunately, the history of these people is a saga of wars and conquests, with intermittent periods of peace. After the Crusades and their conquest, the people of Estonia and Latvia became part of the German sphere of influence. Lithuania and Poland share a long history. After a series of wars in the late-16th and early-17th centuries, Sweden dominated the Baltic Sea region, including Estonia and Latvia. But the “good old Swedish times” were only to last some 100 years. The defeat of Sweden in the Great Northern War and the subsequent incorporation of Estonia and Latvia into the Russian Empire meant increased subjugation of the Estonian and Latvian people, as well as for Swedes who had settled in Estonia. Following the fall of the Russian Empire in 1917, the period until the early 40s was when the foundations for the independent states of Estonia, Lithuania and Latvia were laid.

So one would expect that Estonia and Latvia would be “used to” integration with their neighbours, and that Sweden would be used to integrating different cultures within its boundaries. Different times produce different mindsets. **What did the history teach these nations?**

Regaining independence in 1991, Estonia, Lithuania and Latvia were successful in the transition from a command economy to a market economy: both countries introduced their own stable currency; curbed inflation; introduced a stable tax system, allowing them to maintain low state budget deficits; and established independent central banks. Even before their admission to the EU, the financial systems of these countries were intertwined with Sweden. Nowadays, due to the largest Swedish banks’ strong presence in the Baltic countries, all three countries basically operate in one and the same financial system. **What prerequisites for business does this entail?**

The way Estonia, Lithuania and Latvia are managing the current crisis can teach all of us something. In a welfare state one tends to forget how powerful real solidarity can be – situations when the whole country unites and decides to turn things around, and commit themselves to self-discipline, tight control and perseverance. The two countries are now basically ‘back on track’: the speed of their development is high and soon they will lead economic development in the region. And what is important for successful economic integration is that Latvians, Lithuanians and Estonians have trust in their governments – the trust that has never been abused. There is a high level of transparency in business and administration. The public sector is more efficient in these countries than in Sweden. **Doesn’t this prove that there are grounds for increased economic integration? Aren’t these countries attractive to live and work in?**

## *Competitiveness of the Baltic Sea Countries per sig and of the region as a whole*

When looking for business opportunities in the region, it is important to know something about the structure of economies in question. This brings us to the history of industrial development in these countries. What factors contributed to forming the particular industrial profiles of the countries? **What are they good at? What are their comparative advantages? And how can we find synergies?**

**The industrial history** of Sweden includes an overview of the factors that made Sweden a strong industrial country, such as natural resources, progressive industrialists (e.g. the Wallenbergs), entrepreneurs and inventors. In class, the students learn about a number of Swedish inventions and innovations from various epochs, all of which helped to lay the foundation of Swedish international and global businesses, such as the ball bearings, dynamite, the safety match, the zipper, the pacemaker, ultra sound for medical diagnosis, the flat screen monitor, the telephone handset, the satellite-guided GPS system, the three-point seat belt, Tetra Pak technology and some others. **What are the inventions that contributed to making Estonia, Lithuania and Latvia famous?**

**Latvia:** economic technology for creating crystalline citric acid, biotechnology of lysine, Ftorafur (a low-toxicity anti-cancer preparation), plasma technology of inorganic compounds (used in the production of different hard-to-melt compounds), radiation loop (the source of gamma rays), the VEF Minox camera (the first miniature camera in the world, although the patent was filed in Estonia ☺), Ripor (hard-to-burn foam plastic).

**Estonia:** Skype, Lactobacillus fermentum ME-3 (anti-microbial and anti-oxidative probiotics), the Schmidt telescope, Papello’s cannon (used to predict aircraft position by noise), Seppo’s fixation device (used in the surgical treatment of the femoral neck fractures), Myoton (a diagnostic device for muscles), Laprex (a very strong and naturally warm building material), DFK adhesives.

**Lithuania:** The Vilnius photometric system (1963, Vytautas Straižys, used in astronomy for classifying stars).

### **The EU Baltic Sea Strategy**

The BTP program and the HansaVET are examples of projects financed by the EU in connection with the Baltic Sea Strategy, which was adopted in 2009. The students are informed about the purpose of the strategy and its four main aims, which are further divided into 15 priority areas.

- I. An environmentally sustainable region (environment)
- II. A growing region (welfare)
- III. An accessible and attractive region
- IV. A safe and secure region (security)

Some examples of projects, activities and actors are given to illustrate how the strategy is being implemented. It is also discussed how projects like the HansaVET fit into the implementation of the strategy and what results are expected.

### Possible learning outcomes

Outcome	Possible educational value
The region has historically been closely politically integrated	Students should be able to name the relevant historic periods, some historic figures, events and their consequences.
History is a source of culture (shared ways and values)	Students should be able to discuss how values are influenced by geography, climate and historical and political processes.
The prerequisites in order for closer integration within the region to take place, and the desired effects of this	Students should get a general perspective on the foundations of the countries' economies, their sources of competitiveness, current structural problems, as well as the potential for economic and business cooperation in the region. SWOT analysis of the BSR as a single market. They should also be able to discuss what consequences greater economic integration may have on the life of the people of the region as a whole.
The EU Baltic Sea Strategy	The students should grasp the purpose of the EU Baltic Sea Strategy, its aims, the countries involved, prioritized questions and their anticipated effects.

#### Who could deliver this content?

It is essential to balance the following perspectives: historic, economic, political and cultural. Perhaps an economic historian could deliver the content. One could also invite a guest speaker to talk about the EU Baltic Sea Strategy.

### Journeyman travel from cultural perspectives

Globalization is racing forward at top speed. Businesses of all sizes are crossing international borders to compete more effectively. The workforce is becoming increasingly diverse. And all indicators suggest these trends will continue for the next few decades. **What's the difference between the individuals and organisations that succeed in today's globalized, multicultural world, and those that fail?**

**70%** The proportion of international ventures that fail due to cultural differences.

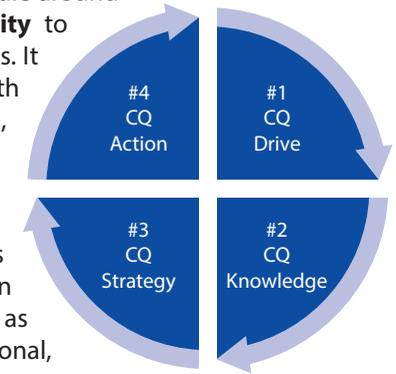
**60%** The proportion of growth General Electric calculates will come from their developing world revenues.

**\$700,000** The total first-year expense of relocating an expat, whom fail in performance.

**90%** The proportion of leading executives from 68 countries who identified recruiting leaders from a variety of cultures as their top management challenge

Source: *The International Labor Union and the Economist Intelligence Unit*

The BTP took a practical approach to this topic, and so built the module around *cultural intelligence (CQ)* – which measures an **individual's capacity** to function effectively across national, ethnic, and organizational cultures. It is also a **form of intelligence**, alongside with IQ and EQ, and as with these, it is now possible to *measure and develop* CQ as a state of mind, and as a skill.



A CQ Model developed by David Livermore (The Cultural Intelligence Center, [www.CulturalQ.com](http://www.CulturalQ.com)) was chosen as a base because of its simplicity and applicability to the various different levels of foreign exposure that the learner may experience. Journeyman travel is seen as an excellent *context* in which to develop one's CQ: it is direct and personal, practical and experience-based, and ensures immediate feedback in the event of "breaking" a cultural norm. Equipped with CQ, a student will feel much more comfortable in a different cultural environment, and this will facilitate their professional learning and effectiveness, too.

The tutor's task is to prepare the student by providing some knowledge about culture as a phenomenon, and raising their awareness of the cultural norms and assumptions that they will – unconsciously – take into account when dealing with people from another culture. The students are encouraged to keep a diary during the journey.

#### In class, the students learn

- I. That culture is a complex phenomenon, which can be:
  - visible and invisible
  - inborn and learned
  - personal, national, professional, organisational, etc...
- II. To understand and apply the three elements of culture: *artefacts, values and deep assumptions*, in order to find out one's own cultural patterns and the sources of potential conflict with others; through this the concept of *culture shock* is illustrated.
- III. About the 4 elements of CQ Model (CQ Drive, CQ Knowledge, CQ Strategy and CQ Action) and discuss how one can develop them before or during the journeyman travel.

#### The students work both in groups made up of people from their own country and in groups with a mix of nationalities:

- I. In their own country groups they prepare an interactive presentation of their national culture using the paradigm of artefacts, values and deep cultural assumptions. These (often emotional and amusing) presentations prove to be very effective in communicating cultures.
- II. In mixed country groups, the participants inform, educate and train each other about:
  - 'dos and don'ts' in their culture
  - what not to miss in their home country and how to spend leisure time while there

All the CQ sessions are extremely participative, with examples taken from the students' own lives and experiences abroad. The mixed-group exercise also helps to ensure that the group bond successfully, which is why the CQ module should be placed rather early on in the program.

### *Possible learning outcomes*

- I. Culture is complex and to a great extent invisible: postpone making a judgement and try to find out WHY (artefacts, values, assumptions)
- II. CQ refers to an individual's capability to manage well and thrive in cross-cultural situations. Everyone has a certain CQ quotient, and so do I; it can be developed and I have learnt some ways to do it
- III. "I know something about Latvia: their history, their national values (what is important to them), and how I can see it (through artefacts). I have learned some words in Latvian and it feels great to have a chance to experience the country and do things that my Latvian fellow student thinks are cool"
- IV. I wonder how "Latvian" my host company is?

### **Teaching this block to VET students**

It is likely that many of the students are not used to discussing politics or issues that they perceive to lie "outside" their sphere of interest or control. Neither should the teacher take any knowledge of history for granted, either of their home country or the wider region. **Take this assumption as a starting point and try to catch their interest where it is now** – they are just starting to broaden their minds!

- Simplify complex pictures to 3-4 factors
- Use many examples and familiar images to illustrate phenomena
- Not too many dates
- Use flipcharts often, as you speak
- Ask "control questions" to ensure that you understand each other
- Halve your initial content ambition, or alternatively, double the amount of time needed
- Confirm and praise – but also question and challenge
- Keep them busy; vary your exercises; keep them accountable for the results
- Encourage questions and make sure every single one is answered
- Encourage students to keep a diary while abroad – it helps them to digest impressions and "write off" stress

## Entrepreneurship and Internationalization

The subject of entrepreneurship is quickly finding its way into VET curricula across the world. In an interdependent world, one should no longer rely on large companies, as they are relatively poorly equipped to sustain themselves. The survivor in today's world is the entrepreneur who is well-adapted for capturing the opportunities which large companies cannot take advantage of, due to their slow and cumbersome nature.

Entrepreneurs learn as they go, and this capability to learn on the job ensures that entrepreneurial businesses remain sustainable. Many of the opportunities that arise will lie outside one's backyard, but with the right state of mind, some knowledge and an arsenal of skills, a true entrepreneur will always be able to take advantage of them.

### **Two particular topics seem relevant in the context of VET journeyman travel:**

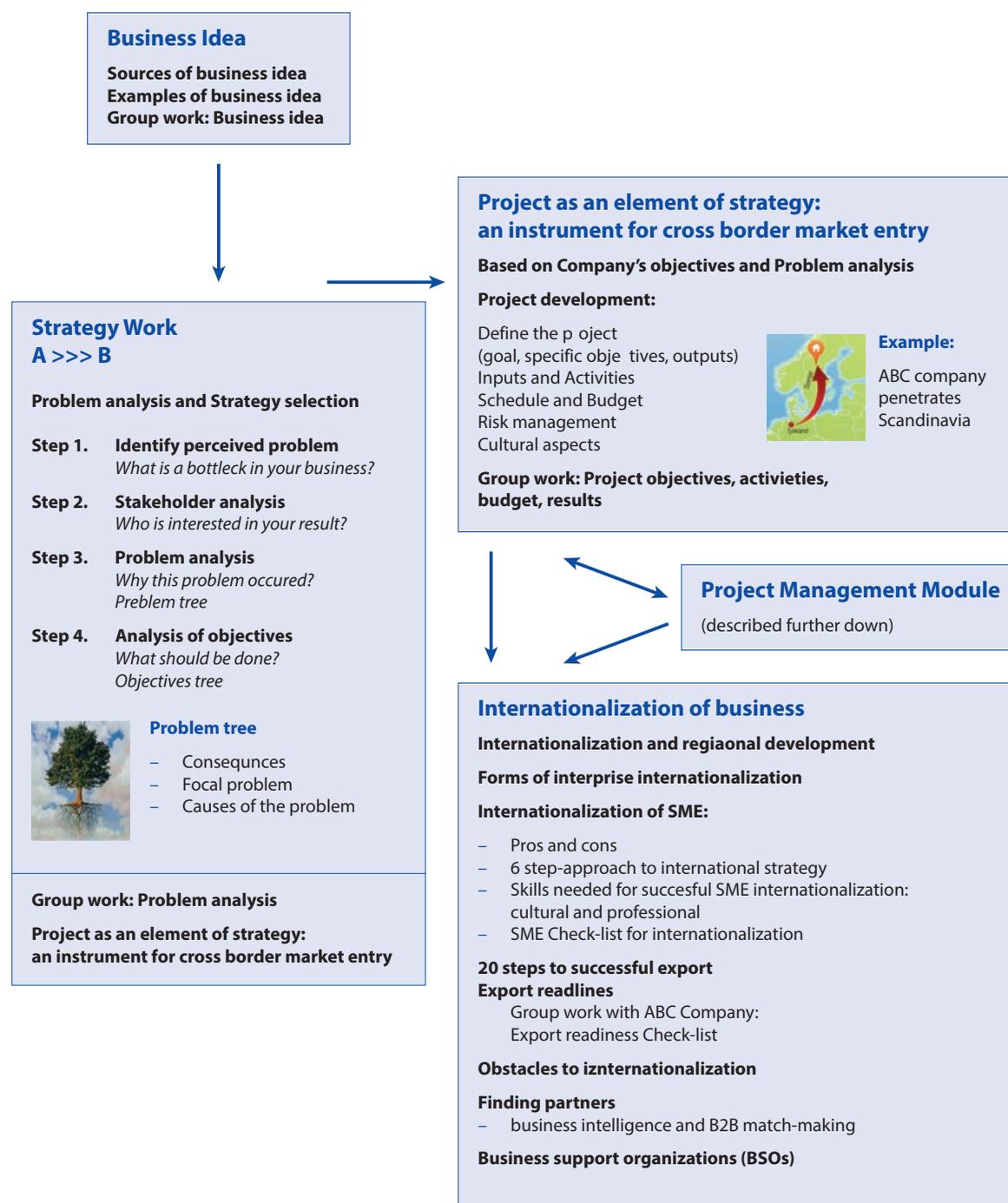
- Entrepreneurship and business development
- Internationalization as a form of business development

Naturally, these topics should be adapted to the mindset of a VET student who most often, is a young person still searching for their path in life. Many of them will still live at home with their parents; they might not have developed an understanding of how money is earned and how it can be spent wisely. However, all of them will have dreams. Also, a person of this age will be just starting to pay attention to adult role models and will want to learn how to live in an adult way. This might just be the right time to get them interested in entrepreneurship as a way of making their dreams come true.

Later, the discussion on the subject of a **personal "business idea"** is extrapolated to that of a **company's business idea**, bringing us to the topic of **business development in general**, and later on to **internationalization** as a form of business development.

[Entrepreneurship >> Business development >> Internationalization](#)

The logic of the **entrepreneurship and internationalization module** is explained at the next page. Pay particular attention to the fact that the **project management module is integrated into the flow**: see the more detailed description in "Individual project with an international partner".



### Teaching this block to VET students

As we noticed earlier, a typical VET student might not be too familiar with realities of business life, either in their own country or anywhere else. Fortunately, this does not mean that they are not interested in them. On the contrary, these topics were most actively discussed in the BTP classes. Expressed in the right way, they awaken excitement and curiosity, making the students believe that their **dreams can come true** – and motivate them to find out **how**.

Besides, young people love the mere idea of travelling abroad and seeing the world. We can strengthen their self-confidence by teaching them how to “rationalize” their, naturally insecure, thoughts and **teaching them how to succeed abroad**. Their receptiveness heightens and motivation grows.

On the other hand, neither entrepreneurship nor internationalization should be taken lightly – it is equally important to stress that it is **hard work and intelligence** is necessary for success. **Developing the individual's existing qualities – such as knowledge, skills, motivation, language abilities, cultural intelligence level and energy – is at the forefront of our work in HansaVET.**

That is where the time comes to connect **coaching** to this work. The coach helps the student to access their inner resources and evaluate their preparedness for entrepreneurial work and how capable they are of working with a foreign partner in a joint project. It might happen that the student comes to a clear conclusion: for example, “at the moment I am not ready to start my own company. How else can I make my dream come true?” This kind of understanding is extremely important when planning the student's journeyman travel and choosing appropriate ambitions for the project. Please refer to the *Coaching Manual* for a description of the coaching process, and to the *Matching manual* for the typical project types and discourse about business intelligence.

- Simplify your business examples
- Take examples from real life that are easy to relate to
- Avoid too many jargon words (like *marginal cost of capital*, *debt/equity*, *profit repatriation*, *due diligence*...)
- Halve your content ambition, or alternatively, double the amount of time needed
- Short theoretical blocks followed by exercises
- Simple case studies
- Encourage students to try and follow through on unfamiliar things (like making a budget)
- Question their statements; expose them to reality checks

## Possible learning outcomes

- I. The entrepreneurial path has advantages in the fast-paced world of today; indeed, the world needs many more entrepreneurs
- II. While some people are born entrepreneurs, entrepreneurship can also be learned
- III. How an idea becomes a measurable output: through the help of project management
- IV. A 'born' entrepreneur is not a guarantee of successful international entrepreneurship
- V. Basics of internationalization of business: principles, strategies, prerequisites, forms of engagement, specific steps to be made
- VI. SME internationalization: difficulties and additional demands on the entrepreneur
- VII. Am I suited to entrepreneurship? Are there other ways I can I make my dream come true?

# Individual Project with an International Partner/Project Management

Projects are a convenient way of arranging a work process where a number of perspectives are in play:

- the student: their overall potential, dream/business idea and possible future career
- the host company and its objectives
- schools involved and their objectives

Through developing a project with a specific goal in mind, the student learns to integrate the numerous perspectives, which is a must-have capability of an entrepreneur, especially in a globalizing world.

Arranging a HansaVET journeyman travel in a form of a time-bound project allows the student to focus; the value added is created via a concentrated and experience-based model. Consequently, it is easier to evaluate, and it is easier to integrate the results obtained into the student's overall VET studies.

This material covers the education module **"Project Management"** which is part of the HansaVET model of working with students' projects. As a complement to the course **"Entrepreneurship and Internationalization"**, which is part of the education programme, it is also integrated into the processes of *Project Coaching*. Most of the topics and issues regarding VET students' individual projects are described in the *Project Manual* – please refer to it as you go through this material.

### Content of the module:

- Project planning
- Project presentation

## Project planning

### About project

- Origin of project as a way of organizing work
- What is a project and what is NOT a project?
- What does a project consist of? Targets, timeframe, budget, people

### How to plan a project: project-planning phases

The figure to the right could be used as an outline for the session:

- The students learn to study background and define the need for the project and evaluate possible solution alternatives
- They practise setting goals, milestones and results (using the log-frame approach and S.M.A.R.T. rule)
- They learn to plan a schedule and plan activities (using the log-frame and Gantt chart)
- The students learn to understand the relations between the activities (using the PERT diagram)
- They learn to plan various types of resource (using forecasting), such as *Personnel (people, their skills, knowledge, competences, available time)*  
*Equipment (heavy machinery, fax machines, computers etc)*  
*Facilities (offices, production space, arenas etc)*  
*Services (lacking competence and other possibilities that need to be outsourced)*  
*Other (materials, marketing, travelling etc)*
- The students try out budget planning techniques  
*Finding price lists, gathering price offerings, asking experts*  
*Cost budgeting and activity budgeting (work packages)*
- They also train themselves to analyse risk successfully and learn methods of risk mitigation



The course above is more or less a standard course of project management, and some of our students may think it boring. **What makes it interesting is its context – the fact that the student's own individual project takes place in an international environment.**

It is imperative that this project management course is tightly connected with the other elements of the HansaVET program:

- Education modules: **Entrepreneurship** and **Internationalization**
- **Project coaching**
- **Cultural intelligence** (at least in the risk management part and the stakeholder assessment)

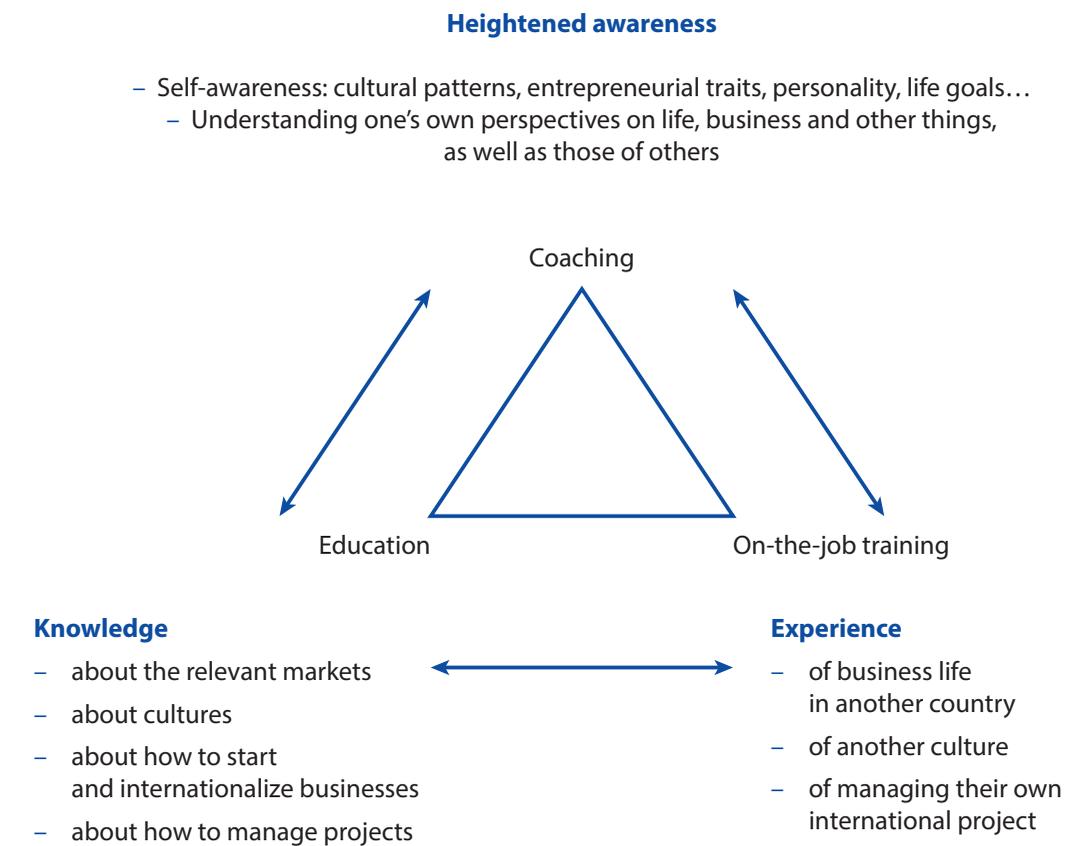
### Project presentation techniques

It turns out that many of our students need help in preparing their project presentations at the end of the programme. A short course about presentation techniques is likely to be appreciated. One could use various methodologies for doing that. The only – maybe extra – point that we explicitly recommend is to encourage the student to tell about their personal discoveries and, hopefully, their personal growth. In the project coaching manual we describe how the coach can help the student reflect on what is happening. Make it a part of the final presentation!

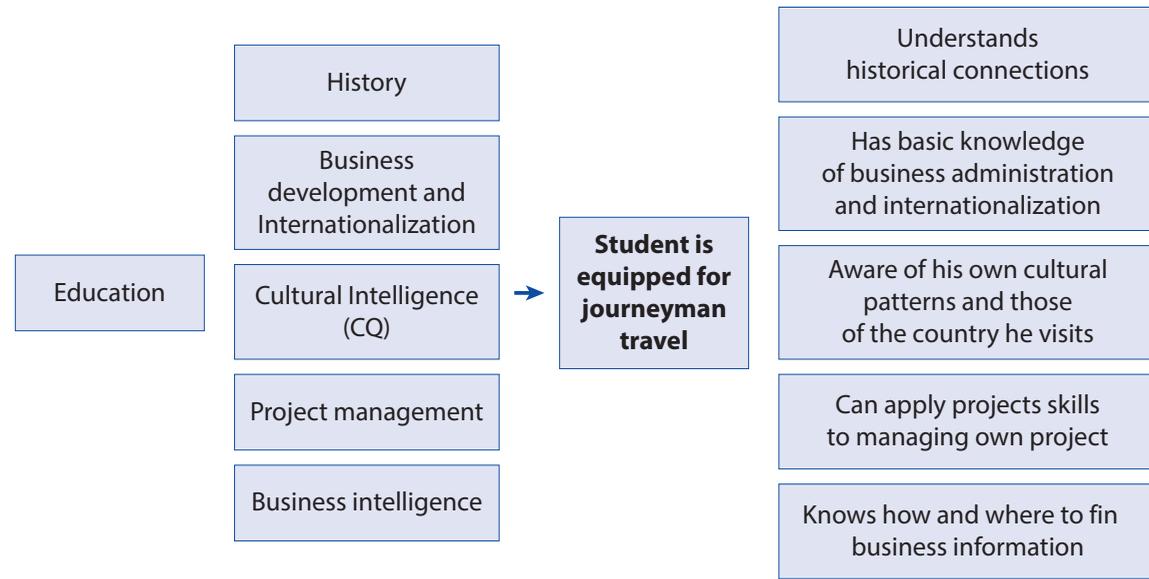
## Final Notes on Integrating the Education Curriculum with Other HansaVET Elements

And once again - learning is a prerequisite for development. That is why **the HansaVET is a learning programme** where a student develops through *education modules* and *on-the-job training*. These two are integral parts of the holistic development process, and *coaching* creates the possibility for the student to become aware of his own development process and results.

Let us revisit our triangle – **the HansaVET journeyman travel** - now focusing on the elements of learning that are attached to each corner.



# HansaVET Education Program



## Chapter Two

# COACHING

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## Why Projects?

A project is a convenient way of arranging a work process where a number of perspectives are at play:

- the student: their overall potential, dream/business idea and possible future career
- the host company and its objectives
- schools involved and their objectives.

Through developing a project with a specific goal in mind, the student learns to integrate the numerous perspectives, which is a must-have capability of an entrepreneur, especially in a globalizing world.

Arranging a HansaVET journeyman travel in a form of a time-bound project allows the student to focus; the value added is created via a concentrated and experience-based model. Consequently, it is easier to evaluate, and it is easier to integrate the results obtained into the student's overall VET studies.

## What Makes a Good Project in this Context?

A "good project" is one that strengthens the student's the potential to develop. It must be:

**Entrepreneurial:** the student's own dream or idea that they are determined to follow through.

**Specific:** the project scope is clear, the result is pre-defined (although some changes may be possible), the project activities and their interaction are planned, and the student can present a resource-perspective and a feasible timeline.

**International/regional:** the participation of a foreign partner is presupposed, whether as a business partner or as a source of learning or development. Ideally, the student will be able to formulate what value the project might bring to the foreign partner.

It should be clear from the outset that working with the project will boost the student's development, helping them to become more open, active, innovative, responsible and culturally capable – all qualities that will equip them to handle all the complexities of a globalizing world.

## What is Coaching and Why is Coaching a Good Method to Use Here?

Coaching provides ways to enhance a person's self-awareness and problem-solving abilities, so that goals are more likely to be achieved. Rather than providing counselling or expertise in the form of answers and recommendations, the coach poses questions, then guides the trainee to find their own answers and then plan actions that will lead them to achieve their goal.

Successful coaching thus requires a certain attitude on the part of the coach: they need to remember that the trainee (and not the coach) is at the centre of the development process. The coach-trainee relationship is built on a mutual trust which should be maintained no matter how "bumpy" the process might be.

Coaching is delivered in a number of different ways, depending on the type of environment that is relevant to the trainee: e.g. life coaching, sports coaching, executive coaching. It is imperative that the coach uses a specific method that is appropriate to the trainee's situation and possesses good social skills, including active listening.

Coaching as an engagement method is thus very different from other methods such as counselling, consulting or lecturing. See more about the differences in the next section.

Coaching is a suitable approach here for several reasons:

- HansaVET journeyman travel is potentially a very effective vehicle for promoting the development of VET students - it is therefore important to be sensitive to the student's starting point, development potential and pace of learning. Coach moves through this sensitive terrain by asking questions and not giving ready-made pieces of advice, thus stimulating the student's development on their own terms.
- This coaching approach presupposes a trusting relationship between the student and the coach, which gives the coach 'a mandate' to ask deeper questions, and to challenge and motivate the student – something that is especially needed in times of change (e.g. when a project takes an unexpected turn).
- A coach can hold and balance several perspectives at the same time – for example, those of the student, the host company and the school – something that is not always possible for a consultant. This allows the coach to move forward with both the project and the student's personal development.

## Coaching vs. Consulting: What is Your Role Here?

You undoubtedly have expertise in at least one area of knowledge. Moreover, you have substantial life experience that you might feel able to share with the trainee - one is often tempted to “shorten” their way to the “right” answers. The trainee might even appreciate this kind of “short-cut” – however, the development resulting from such a strategy is considerably less than from coaching. Helping a VET student to develop a viable HansaVET project requires an appropriate combination of coaching, consulting and often pedagogic skills – in this order of importance.

Projects for the sake of projects do not make much sense. You should see journeyman travel as an opportunity for development for the student, and the HansaVET project as a learning vehicle that trains the student to integrate multiple perspectives, to focus on a specific goal and on specific activities, and to develop their mindset in order to become more open and culturally intelligent. **Thus, a coach should maintain a broad perspective at all times and help the student to show attention to detail with reference to their project, but also open to making alterations if the situation requires it.**

Here is one example of how coaching and consulting function as methods when approaching a student’s task at hand. Let us assume that the task is *to develop a draft project plan*.

### A consultant would say...

- A project plan should be very specific; it should contain the following sections: background, goal/objectives, resources (financial, human and informational), timeline (in days or weeks), evaluation methods and follow-up activities. You will also need to think about Plan B – in case something is not working as it should. Here, you have a one-page summary; fill it in using the written recommendations. Is everything clear?

### A coach would deal with it in this way...

- You are about to go on your journeyman travel: why do you want to do it? What are your expectations? (*The student might answer something like “I want to learn something new, see how they do this work in Latvia. And also meet new people and practise my English”*)
- Why do you think we work with projects here? (Assuming the student has no prior knowledge of project management, which is often the case.) Are you familiar with projects as a method? What’s good about it? (*“It helps to set a specific goal for the period of travel, otherwise time may just rush by and I won’t be able to sort my impressions on the way. It is a good way to focus and relate what I have learnt”*)

- OK, besides the goal, what else do you think could keep you focused on achieving the result? (*“Using a timeline; I should be able to achieve my goal by the end of the trip”*)
- OK, let us formulate a goal for this project. Where does the goal come from? (*“I have a dream: to run a modern flower shop where I can do what florists do not currently do. I have some creative ideas related to this.”*)

And so the miracle unfolds...

Entering a coaching relationship usually helps the coach develop too. It almost always leads to the development of new perspectives that can both challenge us and make us more open, creative and inclusive. Coaching models differ, and all coaching experiences are unique – you will have to discover your own. In the following sections we present some elements and tools that you might want to use in this.

## Project Management with Coaching at its Heart

So how to balance the need to move the project further with facilitating the student’s personal development?

Two things are important to remember:

- **The student is the project manager** and not you: with regards to the project, your role is *to ensure that the different components remain coherent*: its background, aims, objectives, output, resources of all kinds (including financial where relevant), timeline and evaluation/follow-up. You can influence the quality of the project, but you can’t do the job for the student.
- **See yourself as a gardener** – a person who helps buds open and beauty to develop. A gardener gives every flower what it needs, and this is different at different times: sometimes refreshing water and a scoop of fertilizer at other times. Support and challenge your trainee by asking questions –even if these are sometimes difficult ones. If you do this in an honest and selfless way, you will facilitate the student’s growth immensely.

HansaVET project coaching is *an integrated experience* – it engages “the whole person”, their dreams and values, their mindset and actions (conscious and unconscious), their interactions with others (host companies, teachers, group mates), and everything that may have a bearing on his project.

This is how you might want to structure your coaching model; please feel free to alter it as you see fit or to choose an entirely different one instead.

## Project coach's toolbox: Integral Project Coaching Map

Your coaching will be on-going for the duration of the journey. Please decide with your trainee how often you will meet (whether in person or via Skype) for a coaching session. It is essential that you **document** and **visualize** the changes from one session to another – it ensures continuity and provides new insights for further development. In the final section of this manual you find templates for a *one-page summary* and *final student assessment* - (Appendix 1, Appendix 2).

An **Integral Project Coaching Map** is a way of documenting and visualizing the progress. It results from the intersection of *two* metaphorical *lines*:

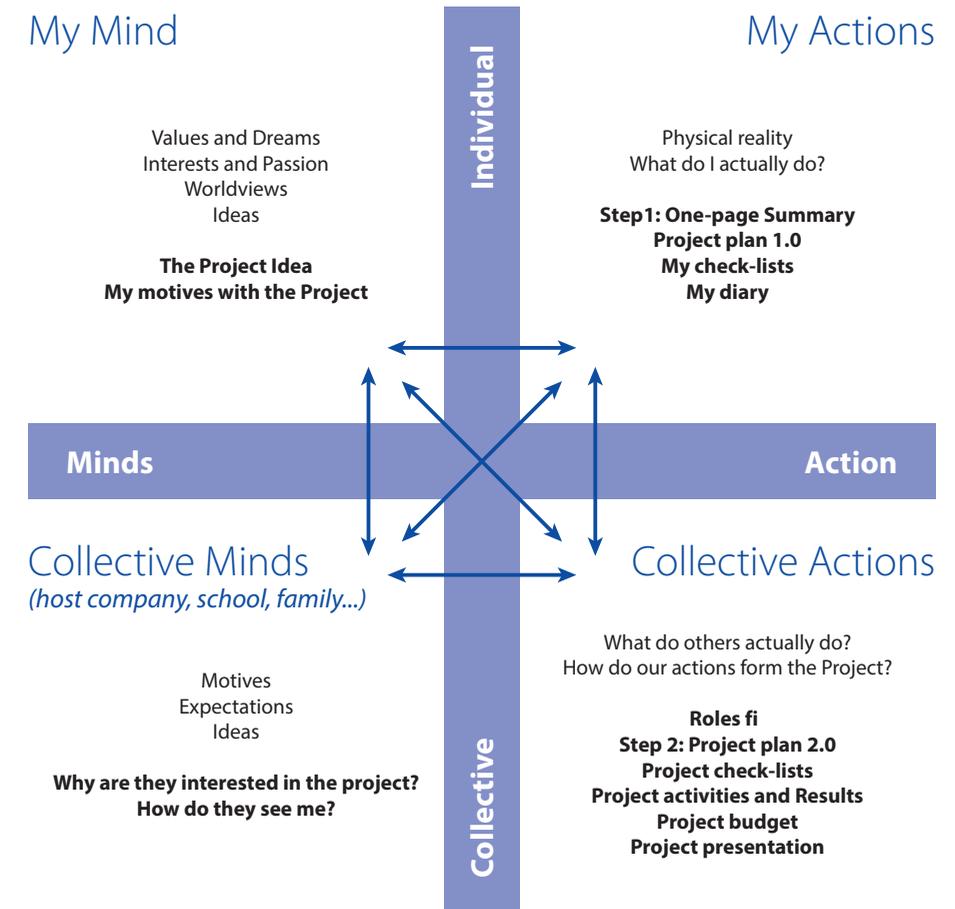
- the vertical one presents *individual vs. collective* perspectives of the project development - as the project is designed and carried out both by individuals and groups.
- the horizontal one presents *minds vs. actions* – perspectives - as the project combines thinking (scoping and planning) with *activities*.

The four quadrants that emerge present four perspectives (see the map below)

- My mind (the student's inner motivation)
- My actions (the student's actions, especially with regards to the project)
- Collective minds (others involved in the project and their inner motivation)
- Collective actions (actions of all involved, including the student's) which forms the project

If the student is to achieve their project goal and reflect/learn at the same time, the four quadrants should be in balance, since even small changes in one of them inevitably lead to consequences in the other three. **Your role is to make the trainee aware of the changes and consequences – and challenge them to make necessary adjustments in the quadrants that demand attention.**

## Integral Project Coaching Map

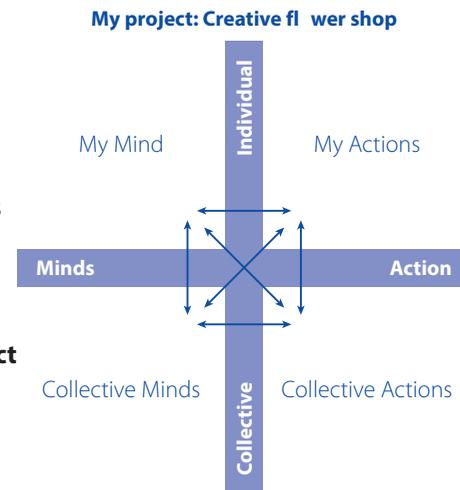


**This is how you can use the map for coaching your student**

- I. Present and explain the map and why we need it, in order **to plan the project that will make journeyman travel a really valuable experience.**  
The map should contain only the headlines at this point.

Explain that, together, you will fill in the map and see what results you get. The map will be your **main coaching tool** during the journey and you will have to agree how often you will meet around it to discuss the progress.

Be sure to explain that **all four quadrants are interconnected**, and that changes in one imply changes in the other three that one should spot and adjust, in order to keep the balance needed for project success. Draw the arrows as above.



- II. Make sure the student finds **a good name for the project** – one that energizes and motivates for action. Write it on the top of the map.

- III. Walk the student through **the upper left (UL) quadrant** by asking questions in order **to discover the student's inner motivation and drive** for their project. For example:

- What made you choose this vocation and this school?
- What do you want to be known for in your life?
- What is important for you right now?
- Do you have a dream?
- How did you get the idea for this project?
- Why is it important?
- Etc...

**>> Write brief answers in the UL quadrant of the Map**

- IV. Move, as far as is possible, to **the upper right (UR) quadrant** by asking questions in order to find out whether and in **what ways the student acts** on their values, beliefs and ideas. This can indicate how realistic the project idea is; for example:

- What do you do in your spare time?
- Have you done anything to help you come closer to the realization of your dream/launch the project idea?
- If so, what did you learn from it?
- Have you filled in the *one-page summary*? If so, how did it feel? What was difficult?

- How do you intend to continue?  
(Step 1: the student's initial project one-page summary and to do-lists)
- Have you thought of recording your work (by keeping a diary)?
- ...

**>> Write brief answers in the UR quadrant of the Map**

- V. Explore **the lower left (LL) quadrant** by asking questions in order to clarify who else is involved (or needs to be involved) in the project – typically, these may include a host company, a teacher of a certain course, the student's family, a potential source of finance for the project, etc. This will help you to understand what **motives - and expectations - the other parties might have**. For example:

- Who have you shared your project idea with? What was their reaction?
- Do you have partners in the project? Why are they interested in working on it?
- Do you understand their need? Can your project deliver what they want?
- How do you think they see you? How do you know? (here is one connection to the UR quadrant)
- What do you think their role in the project could be?
- What potential risks do you think they see from this project? How can these be reduced?  
(>> the UR again)

**>> Write brief answers in the LL quadrant of the map**

- VI. Move to **the lower right (LR) quadrant** by asking questions that help the student integrate the perspectives acquired from the three previous quadrants: their intentions, roles and actions, as well as those of all others involved. This will enable them **to put together project plan 2.0** which will include an activity plan, a timeline, interim outputs and evaluation criteria, a budget and allocation, as well as possible follow up activities; for example:

- How do you see [the involved party] X's function in the project? What is their role and how do they fit with the others?
- Would you like to use the Gantt chart to plan the project activities?  
(Here you can put on your consultant hat and introduce other project tools, where this is appropriate)
- How will you work with the budget and when can we talk about it?
- How do you know that you are on the right track with the project?  
(Help them to devise a way of monitoring interim output and reflections)
- How often should we meet/Skype about the project?  
(Try to be specific but don't take over management of the project from the student)

The journeyman trip will bring the student into contact with a huge number of new impressions, information, questions and people. **Recording their impressions (keeping a diary)** could be a good idea; this way the student can “write off” any unnecessary overload, and – most importantly of all – reflect on whatever happens to them. Make reflection a standard part of your coaching sessions.

- VII. Once again, remind the student that the project might start to change once the parties start to interact. This is perfectly normal, and the project map can be our compass for this: the contents might be revised, but it is important to think that

>> **if the student wants to succeed with the project and journeyman travel in general, they should keep the four-quadrant-perspective – whatever changes they undergo – at all times.**

- VIII. **Project presentation** is the last stage of your project coaching. Help the student present the project in the same holistic way that it has been handled; parallel with the “hard-core” results, bring in the personalities who were involved, analyse and reflect upon both the results and the processes – and keep asking “*what have you learned? How will it impact your future?*”

- IX. After the last coaching session, when the project is due for delivery, the coach is expected to put together **a summary of the student’s developmental process and its results** with regards to the project and journeyman travel in general. This is done in collaboration with the host company. We have included suggestions for things to be included in this summary - there is a template for the *final student assessment* in the final section of this manual; feel free to alter it so that it fits your activity.

In **Appendix 1** to this manual, we have put together some other thoughts, ideas and reflections that the BTP coaches have forwarded to us.

**Practice your coaching skills: The first coaching session with the student**  
(20 minutes)

**In pairs:** The student comes for the first coaching session having an idea of what they want to do. The coach receives a hand-out of the map, and together they fill it in. The pair will be working mostly with the quadrants UL, UR and to some extent with LL (as the perspective of the host company will still be absent at this point). Ten minutes.

After ten minutes, the pairs will split and change constellations, finding another person with the opposite role from them. Having found new pairs, the players will train the opposite skills: the student will become the coach; the coach will become the student.

## Coaching a Host Company

And again: it takes two to tango...

In the **matching manual** we described the purpose and result of a good matching process. Different schools have different ways of finding on-the-job places. Regardless of how it is done in your school, **the coach should be involved in the search process** from the moment when the student comes up with the project idea. This connection is crucial; its importance can’t be overestimated. Please keep referring to the matching manual for help with facilitating the coaching process.

Coaching of the host company should go hand-in-hand with coaching of the student – see coaching as a logical continuation of your matching process. Now that the host company is committed to working with the student you can concentrate on helping the company balance their objectives and those of the student or project. A good deal of your efforts will be focus on **communication and managing expectations**.

**Practice your coaching skills: Finding out host companies’ objectives**  
(8-10 minutes, the practice is also suggested in the matching-manual)

**Mini role-play:** One interviewer and one interviewee; in pairs, three minutes each then swap the roles.

Drawing on the previous preparation work, stage an interview with a potential host company. *Your aim is to find out the company’s motives for participation and their possible expectations on the project’s outcomes and the student, too.*

From now on, you will be reiterating both the student’s and the host company’s objectives, helping the parties to remain on the same “page” during their interaction.

It is good practice **to update the host company after each of your coaching sessions** with the student, as the host might not notice subtle changes that could have bearing on the project. Mention the host company’s perspective in each coaching session with the student and make sure it is aligned with the student’s progress. Use *the project coaching map* to document everything that emerges.

If you have an opportunity, it is highly recommended that you **visit the student at the host company**. If this is not possible, make sure you call them after the first couple of days. Remember, however, that the student might be reluctant to speak honestly when their host is around; it is best to call them in the evening instead.

# Coaching in the Middle of Action: Troubleshooting and Re-aligning

It might happen that, when reality hits, the project loses its relevance or stagnates and dies a slow death, because the student feels overwhelmed and cannot cope with their new environment, or there is some gross misunderstanding that causes conflict between the parties.

Considering all that's at stake for you, your school or the host company, who will you save: the project or the student?

The beauty of coaching is that it starts with questions not answers. That means that there are no wrong answers, one just needs to put the right questions. The student will give you their explanation; the host company will give their version. **Listen carefully and use the project coaching map as a tool** for diagnosing what's wrong and **in what quadrant changes should be made** in order for the project to keep relevance and coherence.

Talk your student through the map, quadrant by quadrant, starting with **(UL)**: try to find out what has changed in the student's inner world >> **(UR)** How has this affected their actions relating to the project? >> **(LL)** Have there been any changes in the host company's intents and actions? >> **(LR)** What changes should be made in the project and how should these be communicated to those involved?

Do not forget to remind the student to **reflect**: what have they learnt from this? What could they have done differently? Remind them about **recording their reflections**: it might ease the pain for some, and if nothing else, will prove to be interesting reading once the conflict is over and forgotten.

## Looking in the rear-view mirror, there are two potential dangers here:

# The coach feels that their reputation is at stake (*"I've put so much time and effort into finding this company and persuading them to commit to hosting the student... They will doubt my professional skills"*)

The coach might tend to blame the student and lose their objectivity when diagnosing the problem. If you suspect that might be the case, suspend your judgement, talk yourself through the quadrants and listen carefully to the results you get. Remind yourself that it's not about you; remove yourself from the picture. Remember that what connects you and the student is mutual trust – with sufficient trust you will be able to "detangle" even most complicated situations and find a way out.

# The coach lets time pass hoping that the situation will somehow resolve itself (*"She is a clever girl, she has to figure it out herself; she will grow as a result of it"*)

This might very well be the case, but most often this personal growth happens at the expense of the project. Left alone and insecure, struggling with the complexity of the situation, the student gives up their project and focuses on "saving themselves" (making friends, extending their leisure time, doing "market research" on the Internet). The preventive solution here is to ensure that you "touch base" regularly, using active listening and the project coaching map.

## Role-play: Troubleshooting

(4 groups made up of 3-4 persons, 25 minutes in total:  
10 minutes discussion, 10 minutes role-play, 5 minutes reflection)

The players form groups of three, including a student, coach, host company, and if needed, an observer. Two base scenarios are presented for role play and reflection:

- 1) Scenario 1: Heidi and Sofia in a florist's shop in Jelgava (Appendix 3)
- 2) Scenario 2: Ligita at a dog hotel in Sweden (Appendix 4)

## Coaching beyond HansaVET: coaching for life

It is very likely that this kind of coaching will be the first that the VET student has experienced in their life. Coaching is a powerful tool and one wishes that every young person would meet a good coach early enough. Self-awareness and entrepreneurial spirit are among the keys to wellbeing in this globalizing world, and a good coach can find and promote them.

Good luck!

# Appendix 1

## BTP Project coaches: experience and recommendations

The BTP coaches made a lot of valuable observations and reflections during their work with the students. We have tried to incorporate most of them into this manual. Put together in this appendix, they should serve as encouragement to you, engaged in helping these wonderful young people to succeed in this globalized world.

### On developing plans for projects

Young people are not too familiar with “projects” as ways to organize work. Sometimes they think they know; remind them however, that “project” is a specific form with:

- A clear idea which becomes a clear goal
- Pre-defined results and foreseeable outcomes
- A clear stakeholder picture, where all stakeholders have expectations
- A project plan that includes specific activities put in the time perspective
- A project plan, which often includes milestones and interim results
- Information about the people: who does what, and
- A financial perspective (something which is often taken too lightly)

The starting point could be a one-page summary; you can also develop your own project tool box (including, for example, templates) which can be applied to the coaching process. We also recommend that you use some of the tools and methods that the students get exposed to in the project management course.

The BTP participants were different: some needed more help with budgeting, some with marketing and so on. It is recommended that the coaches should at first figure out what kind of help a student needs. The coaching time is limited, so it is hard to focus on everything.

### On the subject of finance

Young people usually have limited experience of dealing with banks and other types of financiers; they tend to underestimate the difficulty of obtaining the means for projects to be implemented: “I’ll just go to Swedbank and fix money!” they often think.

Put some time into discussing this topic and, where necessary, educating the student; while doing this, you might want to include some of these questions:

- Investments – do you really need a loan?
- How do you calculate the payback period?
- Who is your client: how do you know they are willing to pay for your skills or products?
- How much do you need to earn per month in order to survive as a business?
- Identify all expenses/costs/taxes
- Are your expenses/prices really at market price levels?
- What insurance, licenses or contracts might you need in order to operate?

### On communication

When the project work gets underway, it is important to remind the students of the following questions regarding communication with the stakeholders:

- Who is expecting to be updated?
- How often and through what channels?

### On risks

- What risks are there in your project? Who is at risk from them?
- What is your risk management plan?

### On managing contacts

Journeyman travel is an excellent opportunity to create new contacts, both at home and abroad. Try to encourage the students to manage the contacts properly, as they might be very useful for his future business: address how they can document and entertain their network.

### On students’ maturity

Our students had varying degrees of maturity: through coaching some were lead to understand that at this point they did not want, or perhaps did not need, to be entrepreneurs. Nonetheless, the coach should always give a positive orientation, even if it does not correspond to the initial goals.

### On cooperation with other coaches and match-makers

The quality of the coaching was improved through discussions of the students’ profiles with some colleagues (teachers, trainers, match-makers and other coaches); maybe the VET institutions should create some teams or boards to provide support to those students who are potential entrepreneurs.

Such collaboration can also become an opportunity for coaches to learn, as well as being an invaluable resource for their learning organizations.

The BTP tested coaching with two coaches per student: in many cases it proved to be a success, especially where the coaches' strengths created synergies for the student.

**On managing students between the coaching sessions”**

Some students are more lazy/passive than others, and some tend to forget information: be prepared to have to remind them about the forthcoming coaching sessions.

Be open to the possibility of doing some coaching “in between” the agreed sessions; exchange telephone numbers, Skype names and e-mail addresses. Some students did not have many questions during the coaching sessions, but questions did come later. Young people felt comfortable asking questions via Skype or Facebook.

It is worth being proactive when the coaching session begins to approach: drop the student a line, mentioning a number of specific questions that you wish to discuss during the session; this will give them some time to prepare and make your interaction more effective.

**On helping the student to focus on learning from the host company**

The BTP coaches developed templates such as this one, where “Stage Two” is concerned with structuring students’ experiences during their time with the host company.

BTP stage	Questions to be considered and discussed
<p>1. Before and during the initial coaching session</p>	<ul style="list-style-type: none"> <li>- What would you like to do in life (what are your dreams)?</li> <li>- What are your talents (strengths as a personality)?</li> <li>- Are you aware of the “Baltic Training Programme” project goals? What are they?</li> <li>- Are you proposing a business project, a learning project or a combination of the two? Why?</li> <li>- If you are proposing a learning project, how do you intend to promote entrepreneurship?</li> <li>- Explain briefly your project/proposal.</li> <li>- How will you promote cross-border cooperation?</li> <li>- How will you serve the host company and ensure win-win situations?</li> <li>- How does the host company correspond to your plan?</li> </ul>
<p>2. During the internship/ placement within a company</p>	<ul style="list-style-type: none"> <li>- What are your duties and daily activities?</li> <li>- Does the host company meet your expectations?</li> <li>- What are your communications like? Who do you talk with? What questions should you ask them?</li> <li>- Do you see any possibility of promoting your own project?</li> <li>- Are there possibilities for cross-border cooperation?</li> <li>- What goals will you achieve during placement?</li> </ul> <p><u>Don't forget to prepare your PowerPoint presentation, including:</u></p> <ul style="list-style-type: none"> <li>- Information about yourself.</li> <li>- Information about the host company.</li> <li>- A presentation of your project.</li> <li>- Results and reflections.</li> <li>- The next step.</li> </ul>
<p>3. The final coaching session</p>	<ul style="list-style-type: none"> <li>- How did it go? Did the internship meet your expectations?</li> <li>- What have you gained from the internship?</li> <li>- What has the host company gained from your internship?</li> <li>- Are you planning any future cooperation?</li> <li>- What will be your next steps in your own project?</li> </ul>

# Appendix 2

## Final Student Assessment

To be filled in by the coach in collaboration with the host company

### I. Personal information

Name of the student	
Name of the coach	
Date	

### II. Host company

Name of the company	
What was the host company's objective in terms of their participation in the project?	
Is the host company satisfied with the project's outcome?	
The degree of the student's interest in the host company's overall activities	
The host company's overall impression of the student	
The host company's comments and suggestions regarding the programme	

### III. Project

Name of the project (at the end of the programme)	
Has the project changed since you first met the student? In what ways and why?	
Please give your comments regarding to what extent the project is: <ul style="list-style-type: none"> <li>- Specific</li> <li>- Entrepreneurial</li> <li>- International/regional</li> </ul>	

### IV. Student's abilities with regards to the project work

Choose the alternative that best describes your assessment of their ability in the following areas:

Ability	Low	Medium	High
Setting goals/objectives			
Noticing the stakeholders' perspectives			
Planning activities using the timeline			
Budgeting			
Monitoring and evaluating progress			

### V. Please assess the student's capacities in the following areas, before and after the project work using the 1-5 scale where 1 is the lowest score and 5 the highest

Capacities	Before	After
Understanding the context and prioritizing the issues		
Being able to understand multiple perspectives		
Envisioning their own future		
Taking initiatives		
Argumentation, both oral and written		
Problem solving		
Collaboration		
Ability to use time effectively		
Ability to work under time pressure		

### VI. The coach's overall impression of the student and comments on his/her development potential (analysis, recommendations...)

## Appendix 3

### Scenario 1: Heidi and Sofia in a florist's shop in Jelgava

**Vita is a coach for Heidi and Sofia. On Monday evening, the girls' very first day at the host company, Vita receives the following email.**

**From:** Heidi  
**Sent:** Monday, May 28, 2012 6:34 PM  
**To:** Vita  
**Subject:** Problem with host-company

Hello Vita and Anders!

Me and Karin are dissapointed about the flower host-company because they havent planned anything for us and they dont speak english allmost at all and thats why they are ignoring us most of the time. It doesnt feel good to be there because they dont understand us and we dont understand them. Agrita talks only very little english and the other teacher doesnt talk english at all so it is very difficult to be there if we want to study something. When we ask something from Agrita she cant answer to us and we cant learn anything from them because of that. In Jelgava most of the people dont speak english and we were thinking that maybe we can change the host-company and go to Riga because there are more people who speak in English.

Maybe it is going to be better tomorrow we will see and let you know!

Heidi and Sofia

#### *Your tasks:*

- I. Analyse the situation: what is actually wrong?
- II. Do you see any way of untangling the situation?
- III. Why did such a situation happen?
- IV. What could have been avoided?

**Role play a second coaching session with Heidi and/or Sofia.**

### *Solution*

**I. The next day, Tuesday, Vita sends the following email:**

**From:** Vita  
**Sent:** Tuesday, May 29, 2012 12:05 PM  
**To:** Heidi, Sofia and Anders  
**Subject:** RE: Problem with host-company

Dear all,

I talked to Agrita, the host at the company. She was very positive and told me that she was very happy to have Sofia and Heidi at her company. She likes you girls very much!

She admitted that communication was a bit of a problem, but was sure that it could be managed.

The company has a lot to do these days, due to different events taking place, and she was sure that the girls would a great help with these. She also told me that they have already offered suggestions about possible decorations.

I have informed Agrita that I am coming to Jelgava on Thursday. I suggest that maybe you, Sofia and Heidi can prepare some questions that you would like to ask and discuss about the business side of the company. Then I could help you to discuss them with Agrita.

I am sure that it will work out well. Yesterday was just the first day, and so it was a bit confusing for everybody.

Best regards,

Vita

## II. In two days, Vita has visited Jelgava and reports the following:

**Från:** Vita

**Skickat:** den 1 juni 2012 16:52

**Till:** Anders

**Kopia:** Heidi; Sofia;

**Ämne:** Re: Host company in Jelgava: Florists' workshop

Dear Anders,

Yesterday I visited the florists' workshop in Jelgava where our BTP participants Heidi and Sofia are having their internship. It was the evening but our BTP students were still at work making different decorations for flowers and plants. The manager and the other employee were also at work.

First I had a talk with the manager Agrita, and then with Sofia and Heidi.

**The company:** it is a workshop (not a shop) which makes flower arrangements and decorations, makes deliveries, as well as decorating rooms, buildings and shop windows for special events. The company cooperates with the Chamber of Crafts, and is a centre for work-based training for those who wish to become "master of crafts" in floristry. Judging by the objects and decorations in the workshop, it is a very creative place. The manager speaks some English, but is not fluent. The other employee doesn't speak English.

### What the company can offer to our BTP students:

- I. The chance to improve their floristry skills through everyday work and learning from masters; the students are involved in making decorations for different purposes and events.
- II. Participation in a three-day training course, which is organized for Latvian florists (the students will receive a certificate).
- III. A day trip to Riga to visit some florists' shops.
- IV. The opportunity to visit Ligita – the manager's – garden; she grows flowers for sale.
- V. Provision of answers to any questions regarding the business aspects of the company. Translation is necessary for this, and so far has been a problem.
- VI. A flexible and supportive attitude regarding the students' wishes about how they want to spend their free time.

### **The manager's outlook:**

The manager is extremely satisfied with the students' work: she praised their skills and their serious and hard-working attitude. She feels sorry about the language problem;

She is open to proposals and suggestions from the students and from us; she wants to do her best to help the students learn.

### **The students' outlook:**

The students were initially alarmed by the communication problem, especially on the first day. It has taken some time for them to learn to understand their new colleagues. As a result, more complicated issues currently cannot be discussed.

However, the students have now developed a more creative approach to communication: using a mix of body language, oral communication and Google Translate, they have overcome the initial barriers. The students see and appreciate the specific florists' techniques; they try to do many new things; they notice cultural differences. They are willing to learn and they are learning how to learn in the circumstances they are in at the moment. The students admit that their projects are not currently business projects but learning projects.

### **My/coach's view:**

I think this is one of our best host companies, judging by the extent that they are willing to work with the students and do their best for our students.

Furthermore, our BTP students Heidi and Sofia have shown ability and talent in overcoming communication and cultural barriers; they are dedicated to learning from the host company and helping the company with everyday work. I have also offered my help to both sides, since it is sometimes necessary to communicate difficult topics/issues. I am available via email, mobile phone and Skype.

I have prepared special tasks for Heidi and Sofia that will encourage them to use different learning styles. These tasks will help them to reflect on their experience and prepare for the final presentation (see attached).

Best wishes,

Vita

# Appendix 4

## Scenario 2: Ligita at a dog hotel in Sweden

Ligita's project is to build a modern animal care centre, which will offer a wide range of care products; basic courses of training for dogs, under the supervision of experienced dog handlers; access to professional pet food; a dog hairdresser to look after your pets; as well as a dog hotel where dogs can stay overnight.

Ligita is placed at a dog hotel near Arlanda airport; when people need to fly they check their dog in at the hotel.

**Ingvar** and **Inta** are Ligita's coaches: Ingvar is based in Sweden; Inta, in Latvia (Ligita is Latvian).

### **Two days into the company visit, the project manager in Latvia receives the following email, in Latvian:**

Hi Liene,

I am not sure I can stay here so long. As you know I have a very good project idea and you told me the host company can help me realize it. I have spent two days here and I have not discussed much about my project with Helen my host. It seems she does not like me. Instead of discussing my project she put me to work with cleaning dogs and being with them, feeding them and so on. I can do this also for a while, but this is not why I came here. Helen asked me about the project on the first day and then asked me so many questions about how I want to do it, whether I have money to start my centre and so on. This is actually my business and she did not need to know all that.

Are there any other dog centres in Stockholm? It would be good to have other experiences, too.

And we need to do something about my accommodation. My room is freezing cold, it blows wind from the window and I had to put a pillow to prevent it.

Best regards,

Ligita

### *Your tasks:*

- I. Analyse the situation: what is actually wrong?
- II. What will be your first step in trying to find a solution?
- III. Why did such a situation occur?
- IV. What could have been avoided?

### **Role play a second coaching session with Ligita.**

## *Solution*

Liene, the Latvian project manager, contacts Anders, the program director and asks him to talk to the host company. Anders lives in Stockholm and is thus able to quickly solve the conflict that seems to be developing.

Here is Anders' account of his telephone conversation with Helena at the dog hotel.

**From:** Anders  
**To:** colleagues  
**Sent:** Thursday, November 18, 2010 7:41 PM  
**Subject:** Ligita M.

Dear all,

Today I talked to both Ligita and her host, Helena Magnusson. I talked to Ligita first and she told me the internship was interesting but somewhat boring since she was just taking care of the dogs and spent very little time with Helena discussing her business plan. Ligita suggested that, if possible, she would prefer to visit another dog hotel in order to get some other perspectives on the business.

Then I contacted Helena to get her version of the story, which was totally different. Actually, Helena is not so happy with Ligita's performance. At first, Ligita gave the impression of being an experienced person with regard to starting up a dog hotel. However, after questioning her, it became obvious to Helena that Ligita knows very little at all about the subject.

Helena had planned to discuss the business with Ligita: how to start up operations, how to make a budget and so on. However, on the first day Helena changed her mind and let Ligita start working with the dogs instead. After these three days she now realized that Ligita has almost no experience of taking care of dogs either. She makes simple mistakes and seems to not really want to learn to do things right.

According to Helena, Ligita has a dream but not the skills to realize it. So what can be done? First Helena and I agreed that she should spend more time with Ligita so that she can really get to know her and her business idea. Helena has asked Ligita to prepare questions and afterwards to find time for an "interview".

Secondly, I will talk to Ligita and ensure she understands that she really should take this opportunity to learn about this business. It is still possible for this to be a good project but we need to help Ligita put herself in a "learning position".

Have a nice evening!

Anders

**Ingvar, the Swedish coach, contacted Ligita several times but received no answer. It was decided to involve Inta, the Latvian coach, who then continued talking to Ligita in Latvian.**

**Here is Inta's account of her communication with Ligita.**

**Från:** Inta  
**Skickat:** den 19 november 2010 14:08  
**Till:** colleagues  
**Ämne:** Re: Ligita M.  
**Prioritet:** Hög

Dear Anders; dear everyone,

Thank you very much for this clarification regarding Ligita. I would like to share more details from our conversations with her. Ingvar, perhaps you could forward this information to Ligita's host. So far Ligita has written only to Liene; thank you, Liene, for forwarding these e-mails to me.

### **Reaction to coaching**

I wanted to have a second coaching session with Ligita because I had the impression that she was not thinking practically about her project. Her basic idea was that all she needed was a bank to give her the money and then she would have the business up and running. I also asked her whether she was prepared to do very simple jobs during her internship. She assured me that she was.

Before the second coaching session Liene told me that Ligita was extremely upset with me and did not want to have another coaching session. She had said something like this about me: what does she want from me? She has already destroyed my project!

So, I decided to be very careful with Ligita in the second session. I also asked Ingvar if we could have this session separately, face to face, so that we could speak Latvian, and there would be no language barriers for her.

### **Second coaching session**

At the beginning I explained to Ligita that BTP does not require presenting a beautiful project which only looks good on the outside. The main point is to learn how to make the first steps towards her project/dream. I asked her if she has thought about these steps, assuming she didn't get the money from the bank.

She suggested that she could, perhaps, start with building up her client base while offering veterinarian services or taking care of only a few dogs at a time. She assured me that she had learned a lot from the clinics in which she had interned so far. She was convinced veterinarians made a lot of money and that this would help her to start a business. She also indicated that she may inherit land from her aunt, and that she could then invest this in her dog-hotel business. Again, we agreed that during her internship in Sweden, she should be prepared to do simple jobs, but should find an opportunity to talk to the owner about her project, and possible cooperation.

It seemed to me that this conversation was more positive and constructive.

### **Ligita's internship tasks**

I think Ligita needs to mature as a person before business projects can be discussed.

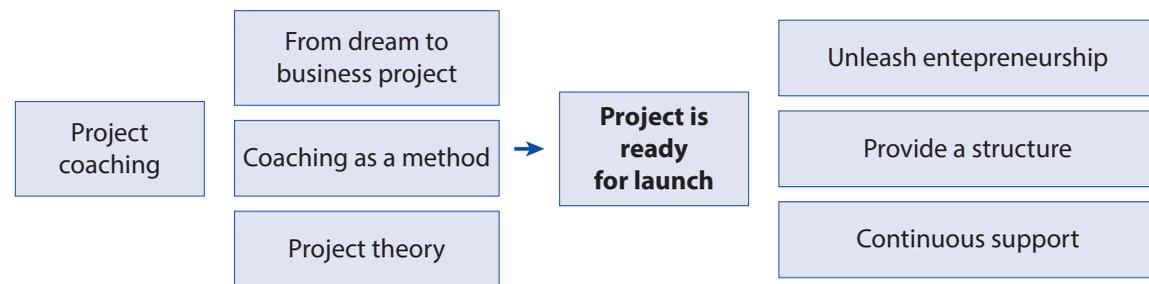
Indeed, the best achievement in this internship for Ligita would be if she learned the kinds of skills that are required in taking care of animals - as many as possible of these during the three weeks. That will give her the ability to start offering her services when she is ready (as a one-person enterprise, being both employer and employee). We are very lucky that the host, Helena, is so understanding and willing to adapt to this situation.

Meanwhile, Ingvar and I are looking forward to receiving the first e-mail from Ligita.

Best wishes, Inta

# Appendix 5

## HansaVET Project Coaching



# Chapter Three

## MATCHMAKING

### Content

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# Matching: Enhancing the Ability to Find on-the-Job Places Abroad

It takes two to tango, as the saying goes...

If you are not used to interacting with the business community, you may find this role entirely new and a bit scary. Business consultants would be much more comfortable in the situation as they are used to speaking “the business language” about “business topics”. Don’t worry too much: where there’s a will there’s a way.

There are a number of ways that VET providers find on-the-job places. Some use more or less the same pool of companies. Other welcome students’ own ideas. The HansaVET method – properly applied – can enhance the educational and developmental effect of VET/on-the-job training immensely.

To achieve this improvement, VET schools should strengthen their own matching proficiency: a proper match is a prerequisite for a good project, which is the main tool for development here.

**This matching manual and the coaching manual should be seen as two inseparable parts and as the backbone of the HansaVET method.** Read and use them together.

At your school, the same person might both match and coach. This is *the best functional fit* for the purpose of developing quality journeyman travel. Matching is done after the student’s journeyman project has been properly considered and the coach has found out about the student’s personality and intentions. The coach can use all this as arguments in the matching process.

In other schools, these roles could be performed by two or three different persons. This has an advantage, in that one person can concentrate on processing business intelligence and finding potential host companies, while others can focus on the components of development. It also has one potential disadvantage, namely that there is a risk of a “gap” developing naturally between different peoples objectives (before the aims of the project have been properly clarified), which might be difficult to manage in the subsequent coaching process. In this situation, it is IMPERATIVE that the people performing these two functions develop *effective communication and coordination routines*.

Further on in this manual we focus on the matching process per sig and leave it up to the schools to integrate it with the other related functions.

## What Do We Match: Persons, Ideas, Projects, Businesses?

As we explain thoroughly in the coaching manual, the HansaVET journeyman project can be seen from **two developmental perspectives**: that of the project itself, and that of a young person on their way into professional life. The figure of the coach is crucial for both, and it is the coach’s job to keep the two perspectives balanced.

Conventionally, a “placement talk” with a potential host company focuses on selling the student’s newly acquired technical skills that they may be able to develop further while working with the company. Thus, in a general sense, the host company contributes its expertise and production facilities, and as a result the student becomes *more adept at their job*.

## So how are HansaVET different?

A HansaVET project is potentially a very powerful tool for development, as in addition to improving purely work-based skills, the *student learns to internalize other objectives* (those of the host company, sometimes the home company and that of the school). Both competences act together in one targeted effort – the project.

**The existence of a project objective means that there is a clear focus for the period of journeyman travel**, thus ensuring this can be easily communicated to the prospective host company. A HansaVET-project, by definition, *integrates* a host company’s perspective. Knowing this, the person in charge of matching can more easily find the right company for the project.

## So what “types” of projects are you likely to work on?

Assessing the experience of the BTP-program, we notice the following: out of 62 projects in total, 54 can be characterized as *business projects*, while eight projects focused on the *students’ own learning objectives* – i.e. used the host company as a “traditional” on-the-job training facility.

If we scrutinize the 54 *business projects*, we see that for 16 of them the aim was to begin *joint business activities* with their respective host companies, whereas the remaining 38 projects were *benchmarking projects*, for which the ultimate aim was to start business activities in the domestic market. In terms of their developmental effects, these projects are valuable too, although they do not directly lead to business development between the parties involved. The student will use the results in, for instance, starting their own company in their home country. What is important when talking to a prospective host company is to be clear about what “types” of project we work on.

This ensures that the host company have **realistic expectations** of the project from the outset, and consequently, throughout the whole process, it is easier to balance these with those that the student has. Once both parties have determined their expectations, the coach can begin to actively *use the integral project coaching map*, the base used for the coaching model, which we describe in detail in the Coaching Manual.

## Summary and Recommendations

- I. During the matching process, both development perspectives – the project’s and the student’s – should be maintained at all times.
- II. Projects are likely to be of three “types” and one should be fully aware of **the potential value to the host company** of each type:
  - *Clear-cut business projects* give direct value to the host company, which can be measured or expressed in one way or another (this is the strongest combined development effect)
  - *Benchmarking projects*, that compare the ways of handling issues relevant to the student’s project in both their home environment and the host environment; the host company can benefit from these in a more indirect way – e.g. by getting access to the results of the student’s benchmark study, which brings value to the host company (medium combined development effect)
  - *Learning projects* that e.g. focus on developing a particular technique, method or type of material; this is a much less complex project, for which the main aim is to practise what the student has learnt and maybe upgrade their technical skills; the value for the host company might lie in their understanding that by providing “training facilities” they are investing in a potentially interested employee ; however, this is likely to be valued only to a very small degree, since there will be little to no combined development effect, only the vocational effect.

All the three types are “valid” in the context of HansaVET. It might occur that skilful project coaching leads to a learning project becoming a benchmark project or even a clear-cut business project, something that would increase its combined development effect.

- III. **A good awareness of the type and development objectives of the project** makes it easier to
  - find a host company that is a good fit for the project
  - communicate the nature of the project
  - set expectations that are realistic for both sides
- IV. **The one-page summary** of a project provides a starting point for the coach’s work with the student. It is the very first declaration of intentions, and the match-maker can use this to start a dialogue with a potential host company. This is a point in favour of combining the roles of coach and match-maker, or at least for ensuring good communication between the two.
- V. The HansaVET model presupposes that **coaching of the host company** will take place, as well as coaching of the student. If the host company’s expectations are realistic from the outset, the coach’s task is to manage them, as the experience may be turbulent.

Make sure you **communicate** this fact to the host company and **reassure** them that you will stay by their side no matter what happens. If you also work as the coach in this situation, it is a good idea to start **building trust** as early as the matching-stage. If the coach is someone else, make sure **you introduce them properly to the host company**.

Our experience is that host companies appreciate the chance to touch-base, discuss and put questions to the HansaVET coach. Use the hints from the coaching manual for this.

## Typical Difficulties That a Match-Maker May Face

Matching is related to selling. Some people can’t stand sales and feel uncomfortable about having to persuade somebody to buy something. The task is perceived to be much more difficult when a salesperson:

- has little faith in their product, is unsure about the efficacy of its features and whether it provides value for the client
- is poorly informed about the product
- fails to understand the bigger picture; is unable to answer the question “why am I doing it in the first place?”

Passionate salespeople know **why** they’re in the business, how their product **fits the client’s need**, can explain **how to use** it properly and are able to **troubleshoot** if this is needed.

Keeping focused on the bigger picture can mean having to endure some negative thoughts; for example, instead of thinking “I am selling these damn trash bins that no one wants”, you could think “I help to keep Sweden clean – that’s why I am selling trash bins”. With the right kind of training, one can “internalize” the bigger perspective and make it into your own.

### What is the bigger picture here?

**Hint 1:** making the Baltic Sea region competitive/attractive for... by...

**Hint 2:** what effect does my work have on my school’s chances of creating a better relationship with the business community?

**Hint 3:** How does my work create possibilities for cooperation with international VET providers?

Now that you are sufficiently **personally motivated**, we will take a look at some **hurdles** that can obstruct your matching process. Some of them are the result of ignorance or preconceived images, others of lack of experience, yet others are perfectly objective and you can’t really do much about them. **Knowing about them in advance** equips you to have a professional conversation with a potential host company.

Hurdles	Your coping strategy
The host company knows very little about the Baltic Sea region and does not see potential value in it.	
The host company has no experience/knowledge of internationalization	
The host company seems positive about the idea in general but doubts that they will have the time to host a trainee and are even more unsure that they will have time to think about a new project	
The host company sees the potential value of joining the project, but doubts that the student has the capability to carry it through	
The employees of the host company don't speak English well	

## Effects of Successful Matching-Coaching

A VET provider that invests time and effort into strengthening their proficiency at in-house matching-coaching may be rewarded in a number of ways:

- the school's contacts with business communities develop further, leading to a better awareness of the demand-supply for VET, and the extent to which the school can potentially be supported
- the development of personal contacts and increased knowledge of business communities in the wider geographical region are a good basis for attracting more international students
- this ability becomes the school's real advantage, compared to its competitors, when seeking international partnerships and projects
- regardless of how on-the-job places are acquired (via students' own efforts or those of the school), the school has the capacity to ensure that the placement is of good quality, through coaching the student

In the long term, this will bring about new forms of collaboration between the various VET providers – e.g. around common curricula, validation and on-the-job placements – which will promote greater integration throughout the Baltic Sea region and the EU (through the ECVET system).

## Finding Potential Host Companies in The Baltic Sea region/Business Intelligence

Here are some channels that may help you in your search

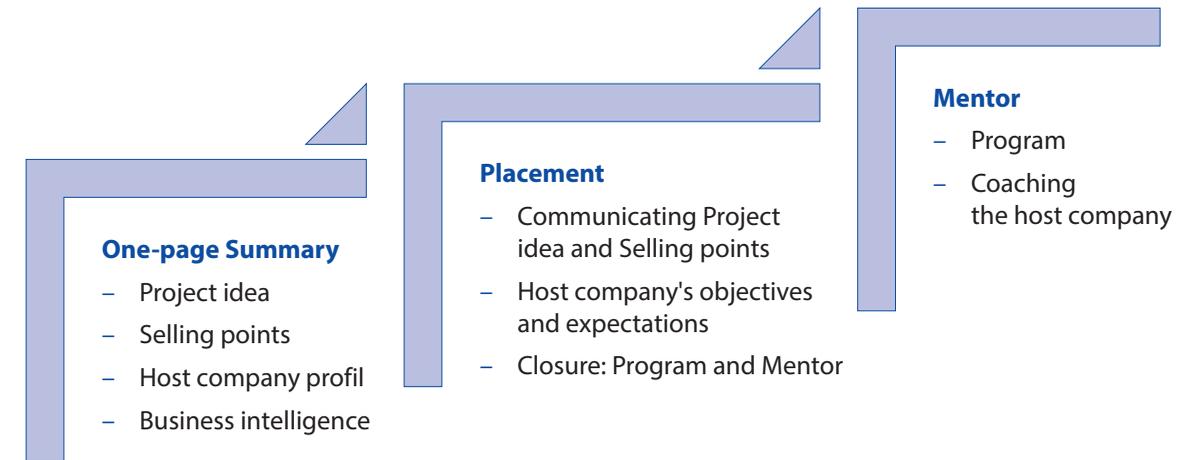
**What other ways can we suggest to find potential host companies in the Baltic Sea region?**

Country	Source
<b>Sweden</b>	Chamber Trade: The Swedish Chambers of Commerce: <a href="http://www.cci.se/en/start/">http://www.cci.se/en/start/</a>  Trade fairs in Sweden: <a href="http://www.fairlink.se/web/english.aspx">http://www.fairlink.se/web/english.aspx</a>  Doing business with Sweden: <a href="http://www.sweden.se/eng/Home/Business/">http://www.sweden.se/eng/Home/Business/</a>  The Swedish Association of Agents: <a href="http://www.agenturforetagen.se">www.agenturforetagen.se</a>
<b>Estonia</b>	Estonian Investment and Trade Agency: <a href="http://www.investinestonia.com/">http://www.investinestonia.com/</a>  Enterprise Estonia: <a href="http://www.eas.ee/en">http://www.eas.ee/en</a>  Tradewithstonia.com: database of Estonian exporters: <a href="http://www.tradewithstonia.com/">http://www.tradewithstonia.com/</a>  Visit Estonia: <a href="http://www.visitestonia.com/en">http://www.visitestonia.com/en</a>  Estonian Association of SMEs: <a href="http://www.evea.ee/?set_lang_id=2">http://www.evea.ee/?set_lang_id=2</a>  Estonian Export Directory: <a href="http://www.estonianexport.ee/">http://www.estonianexport.ee/</a>  Estonian Chamber of Commerce and Industry: <a href="http://www.koda.ee/en/partner-search/search-from-members-database-3/">http://www.koda.ee/en/partner-search/search-from-members-database-3/</a>  Swedish Trade Council in Estonia (helping Swedish companies in Estonia): <a href="http://www.swedishtrade.se/sv/vara-kontor/europa/estland/in-english/">http://www.swedishtrade.se/sv/vara-kontor/europa/estland/in-english/</a>

<p><b>Latvia</b></p>	<p>Investment and Development Agency of Latvia: <a href="http://liaa.lv/en">http://liaa.lv/en</a></p> <p>Latvian Export-Import Directory: <a href="http://liaa.lv/trade-latvia/latvian-export-import-directory">http://liaa.lv/trade-latvia/latvian-export-import-directory</a></p> <p>Swedish Trade Council in Latvia (helping Swedish companies in Latvia): <a href="http://www.swedishtrade.se/sv/vara-kontor/europa/lettland/in-english/">http://www.swedishtrade.se/sv/vara-kontor/europa/lettland/in-english/</a></p> <p>Valsts Darba inspekcija: <a href="http://www.vdi.gov.lv/lv/darba-tiesiskas-attiecibas/darbs-arzemes/">http://www.vdi.gov.lv/lv/darba-tiesiskas-attiecibas/darbs-arzemes/</a></p> <p>Latvijas Universitātes Karjeras centrs: <a href="http://www.karjera.lu.lv/studentiem/prakse-un-darbs/prakse/prakse-arvalstis/">http://www.karjera.lu.lv/studentiem/prakse-un-darbs/prakse/prakse-arvalstis/</a></p> <p>Virtuālā prakse: <a href="http://www.prakse.lv/consultative/question/id/655">http://www.prakse.lv/consultative/question/id/655</a></p>
<p><b>Lithuania</b></p>	<p>Lithuanian Development Agency: <a href="http://www.inovacijos.lt/inopagalba/cms/106lt.pdf">http://www.inovacijos.lt/inopagalba/cms/106lt.pdf</a></p> <p>Association “Infobalt”: <a href="http://www.infobalt.lt/si/index_lt.html">http://www.infobalt.lt/si/index_lt.html</a></p> <p>Invest in Lithuania: <a href="http://www.investlithuania.com">www.investlithuania.com</a></p> <p>Business People House: <a href="http://www.vn.lt/">http://www.vn.lt/</a></p>

## The Matching Process

The matching process can be logically divided into three main stages



We will now try to imitate the process by working with its elements and role-play.

### Training Stage 1: Working with the one-page summary

**HANDOUT:** You get three **one-page summaries** of various types. Work **individually for some 15 minutes** filling in the table.

Project name	Project idea	Selling points	Host company profile

**HANDOUT: Searching business intelligence (20 minutes)**

Host company profile	Potential host companies in Latvia	Potential host companies in Estonia	Potential host companies in Sweden

Training Stage 2: Communicating the project idea and selling points

**Role play** in groups of four (12 people) using three country-tables: Estonia, Latvia and Sweden

The Roles are

- I. One is making a cold call (followed by a solicited one): “match-maker”
- II. One is a “wrong” person to talk to from the host company: “wrong person”
- III. One is the “right” person to talk to from the host company: “right person”
- IV. One is an observer: “observer”

The role play consists of four rounds, lasting five minutes each: the total time taken for role play and reflection time is 40 minutes.

At the start of every round, each player gets a role card and acts accordingly. After every round, the players around the table exchange cards so that every player plays a different role in each of the subsequent rounds. After four rounds, all of the players will have played all four roles.

Flow in each round:

- I. Each country-table gets ten minutes to prepare for the following:
  - Each player, regardless of the role they have been assigned, picks a project (from the work done in the exercises above) and thinks over a number of good selling points to communicate to a potential host company
  - The team distribute the roles for the first round and draft one or two basic scenarios to be played out by all the players apart from than the “Match-Maker”

- II. The first round begins.

The “match-maker” approaches the next table (a different country) without knowing the role distribution at that table, and “makes a call” (either cold or solicited).

The other three players remain at the table, and they are then approached by a “match-maker” from another table.

The “match-maker” makes a call and gets through first to the “wrong” person. The team plays along so that the “match-maker” gets to experience both “wrong” and “right” conversation contexts. It is important that the context is realistic. It is up to the players what the content of the conversations are. The “observer” makes notes.

- III. The round ends after five minutes.

The “match-maker” returns to their original table and the roles are exchanged – and now we have a new “match-maker” to “call” another combination of roles at another country-table. This continues until everyone has played every role, preferably at both of the “foreign” tables.

- IV. The moderator collects the observations from the observers; a short period of group reflection follows.

Training Stage 3: Finding out the host companies’ objectives

**Mini role play:**

One interviewer and one interviewee – working in pairs, three minutes in role, before swapping roles.

Based on the previous preparation work (pick one of the projects), act out an interview with a potential host company. *Your aim is to find out the company’s motives for participation and their possible expectations about the project’s outcome, as well as about the student.*

What is the mentor’s role?

The host company mainly interacts with the student through the mentor. It is crucial that the student has at least one mentor in the company, as they will be their navigator, contact point and activity coordinator during their time at the host company.

At the outset of the journeyman travel, in your role as a match-maker, you will need to ensure that the mentor is well aware of the nature of the project, as well as of the student’s objectives and the host company’s expectations. As the project continues, the mentor should be kept updated regarding changes that may eventually take place on either side of the project – this is a major responsibility for the Coach. If you don’t intend to coach the mentor as well, you should properly introduce the coach.

# Cross-Cultural Pitfalls

People are, to a considerable *extent*, *products*, and inarguably, *bearers* of their culture. And so are you. The problem with culture is that it is almost invisible to its bearer – we act based on cultural preferences that we take for granted and are not aware of. And so do “those others” – people from different cultures; they also act based on their own invisible preferences. This is why cross-cultural misunderstandings can occur.

The key here is to pay attention to your own reasoning and keep wondering “what makes the other person act the way they do?”, instead of automatically labelling their behaviour “wrong” or “strange”. *The same word often means different things – whether you like it or not.* You should bear this truth in mind in your communications with foreign host companies.

Regarding this subject, we can single out some relevant points that you should be aware of:

- Time
- Information needs
- Balance between the person and the task
- Decision-making

## Time

In some cultures time is viewed as a sequence of time-units (minutes, hours, days), while in others it is seen as a circle (or a spiral).

*What are the consequences of these different perceptions of time?*

Sequential/Monochronic	Circular/Polychronic

How is this relevant to coaching and matching?

## Information and communication style

Cultures are sometimes classified into *specific* and *diffuse*. Specific cultures are good at ‘keeping apart’ the personal and the professional, whereas diffuse cultures tend to blend them together, making the roles less obvious.

Some cultures are more *task-oriented* while others are more *person-oriented*. **How is this important?**

**What type are YOU? In what situations can this be important?**

If we look at these different cultures from the perspective of what their **expectations of the quality and quantity of information needed** are, HOW DO WE EXPECT THEIR EXPECTATIONS TO DIFFER FROM ONE ANOTHER?

**Perceived information requirements:**

	What kind of information?	How often?	How is it delivered?
Specific orientation			
Diffuse orientation			
Task-orientation			
Person-orientation			

## Decision-making

Decision-making patterns have their roots in our assumptions of *power distance*. The nature of power distance in different cultures depends on how status is assessed: e.g. to what extent we value age, expertise, social equality or inequality. It also reflects our perceptions of how far we feel we are able to *control* our environment, and how much *responsibility* for ourselves we are willing to take.

Some cultures are said to be characterized by *high power distance*, others by *low power distance*. These preferences determine decision-making patterns, such as who makes decisions? What kind of decisions? How quickly?

Knowing this, we can foresee implications for our process: who will be involved? How long will I have to wait for a decision? Will there be any resistance, and from whom? We can also speculate on the how successful implementation is likely to be.

### How can we know which type we are dealing with right now?

Power distance	How do we know?	Possible consequences for matching/coaching
High		
Low		

## What Can Go Wrong? Examples and Strategies

### Cold call: a "wrong" place

Your very first call to a host company might bring you to a potentially "wrong" place. Larger companies used to handling 'ordinary' trainees often place this function with the HR department. Trainees are expected to follow a standard programme. Valuable as it is, this form of on-the-job training does not provide development opportunities comparable to what HansaVET describes here. Neither is it sensitive to a foreign VET student's requirements for cultural adaptation and learning.

The "right" context for the HansaVET student is people working with the business side: business development, product development, marketing and sales, distribution etc. It might even be the HR department – if the nature of the student's project calls for it.

#### Tips:

- Avoid or minimize your use of words such as "trainee/praktikant" – these can send out the wrong signal; use instead the neutral "student"
- When introducing yourself be quick to mention that this call is about a potential business opportunity for the company, rather than asking to host a student for vocational training. Then briefly describe the objective of the project and ask who in the company you can talk to about it. It might be a good idea to invest some effort into building a relationship with the company's receptionist.

### No feedback from the company

You seem to have found the right person to talk to, have sent them the student's papers including the one-page summary of their project. This person is supposed to call back and give you feedback or a decision. Days and weeks pass by and you don't hear a word. You write and email, but receive no response. At last, they call and say no, giving some kind of explanation, for instance, that they have no time to work on the project.

Pressed and somewhat frustrated, you manage to persuade the company by agreeing to "lower the target". In the short term, this might be a solution to the problem. However, in the long run the coach will have a hard time managing the process. Think about this!

#### Tips:

- When you manage to "get down to business", state clearly that you will need an hour of your counterpart's time because you will need to go through the project and explain everything related to the period spent at the host company.
- Always agree an exact date and time for the feedback call, as well as which questions exactly you expect to get an opinion/decision on.
- If geography permits, it is a very good idea is to visit the company onsite: this will give you the best idea of what your student will encounter upon their arrival, and you will see the company "mentor" in their natural environment. This will show that you value this company, which will strengthen your relationship with them. It will also give you a sense of the company's culture and other details that you will be able to communicate to the student afterwards.

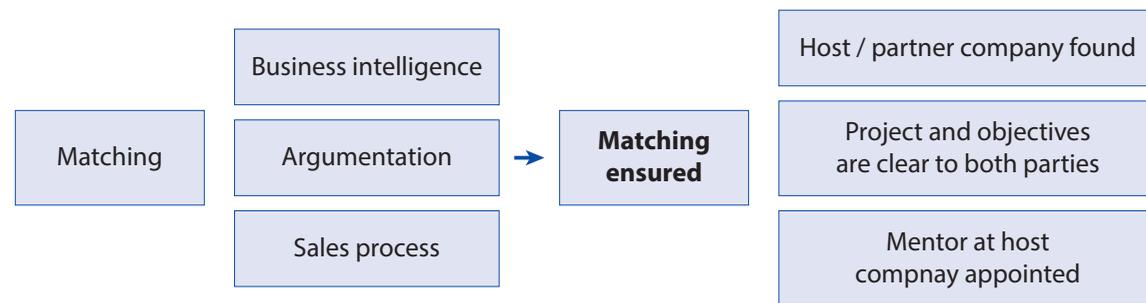
### "Don't disturb!"

Once the match has been made, some match-makers rest, avoiding calling the company and enquiring about the progress that has been made. Some are afraid of hearing "bad news" and some honestly think that all the work has been done. From now on, the student has to swim alone and grow...

This always turns out to be a counter-productive strategy. From experience, we have learnt that it is better to say: **Do disturb!** Host companies really appreciate having the possibility to discuss how things are going and may seek your advice on how to handle difficulties. This is where Coaching the host company comes in (see the coaching manual).

## Appendix

### HansaVET Match-making



## How to Apply HansaVET Methodology: Training Approach for VET Representatives in Latvia

HansaVET project idea is based on the methodology proposed and tested by BTP - Baltic Training Programme project. BTP project involved VET students and partner organizations from 3 Baltic Sea Region countries: Latvia, Estonia and Sweden. BTP organized cross-border/international placements for VET students with business ideas: students could learn from host companies how to develop business, and work on their own entrepreneurship projects. Before the placements, young entrepreneurs had a training programme, and throughout the process – before, during and after the placements – support and guidance was provided by entrepreneurship coaches.

HansaVET project proposes to introduce the above described approach to VET systems in Baltic Sea Region countries, and to use VET placements for promoting entrepreneurship skills of VET students within VET schools, colleges and competence centres. HansaVET has developed a training programme for VET representatives (managers, project coordinators, supervisors of placements and mobilities, VET teachers) to enable them to support entrepreneurship ideas and projects of their students, and to encourage development of entrepreneurship skills during VET placements.

The main elements of the BTP as well as suggested training approaches are included in the guide "HansaVET Journeyman Travel". An International Train-the-Trainer Seminar was organized to prepare lead trainers for partner countries. Specific program content together with the structure of training was further developed in each partner country. Thus, the national/local training programmes in partner countries cover the same main topics, but they may have different structures, specific content and activities. The main themes of HansaVET training programme are internationalization of VET, development of entrepreneurship projects, cooperation with host companies (matching), intercultural competences, and coaching techniques to support business projects and VET students in placements.

HansaVET Training programme in Latvia may serve as an example to illustrate HansaVET methodology. Training seminars in Latvia involved almost all IVET institutions and close to 80 VET representatives: directors and deputy directors of VET schools, coordinators of mobility projects and placements, teachers of economics or entrepreneurship. To ensure active involvement of participants, training was organized in small groups of 12-15 people. This approach enabled each participant to test and to practice coaching techniques, to take part in simulation of entrepreneurship projects, work placements, negotiating with host companies.

### Training took place through the following steps:

- Introduction, ice-breaker: Participants introduce themselves, explain how they are related to HansaVET topic and tell about their learning expectations. For further work, participants are divided into small groups of 3-5 people; it is recommended that people in small groups are from different VET institutions;
- Context and aims of HansaVET project; Results of BTP project and reasons of success; EU education priorities; aims of the training seminar;
- Introduction to coaching: What is coaching - principles and basic skills; a video about coaching; discussion on how coaching is different from consulting, mentoring or other forms of guidance; Demonstration of coaching: one of the trainers is a coach, and one of the participants volunteers to be a coachee; All participants watch a coaching session, and afterwards discuss it; Practical task: Practising coaching techniques: in small groups, participants choose the roles of a coach and a coachee, and an observer; The coachee proposes an issue/a problem; The coach conducts a coaching session; After the session the coach, coachee and the student discuss how they succeeded with coaching;
- Support and guidance for the business project of a VET student; formulating a business idea; helping the students to prepare for the placement: presentations about BTP experience, specific examples; participants share their views and experience, existing approaches; Practical task: Coaching a business project (a simulation): Step 1: each of the small groups comes up with a business idea which will be developed as a business project; Each group presents their business idea to the rest; Step 2: coaching sessions in small groups with the focus on development of the specific business project; One of the participants is a coach, one is a VET student representing the business idea;
- Guidance for VET students during their placements: participants share their experience, list of potential problems students face during placements, discussion of BTP experience, communication with the student and the host company during the placement; Practical task 1: Case studies: each group receives a case which is based on BTP experience; each case describes a business project proposed by a VET student and related coaching. Participants analyse 3 cases; Practical task 2: Coaching a VET student during a placement (simulation): the coach and coachee deal with the problem(s) which the coachee/VET student faces during the placement; they agree on solutions;
- Intercultural communication (ICC): needs and required competences; a presentation on ICC, positive and negative experiences of participants; what could be done to prepare for international placements; Practical task: ICC competition or quiz (organized as an evening event after Day 1): the small teams are required to prepare presentations or performances representing one of EU countries; all participants vote to select the winner;

- Matching business projects with host companies: experience of BTP and experiences of participants in finding and selecting host companies: motivation, selling points, negotiating an agreement; Practical task 1: small groups decide on the type of company most suited for their business projects; they use internet to find the potential host company; each group presents the would-be host company explaining the choice; Practical task 2: negotiating with the host company (simulation), „selling“ the students together with the business project, reaching agreement about the placement; each of the small groups represents one of the host companies which were selected during the previous task; a representative from another group talks to the company in order to arrange a placement;
- Cooperation with the host company during and after the placement; guidance and support for the VET student and his/her entrepreneurship project after the placement; BTP examples: VET students from Latvia, Estonia, Sweden and their business projects; Practical task: group coaching involving the placement supervisor from VET (coach), VET student in placement (coachee) and host company representative (coach);
- Conclusion: all participants answer 2 questions (e.g., on post-it cards of two colours): 1) what will/ can be done by my VET institution to implement or use HansaVET methodology; 2) how I am going to use HansaVET methodology (learning results) in my own work; All participants and trainers share their feelings and views about training and complete evaluation forms.

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HansaVET - Hanseatic Tradition for VET:  
Mobility Strategies for Promoting Entrepreneurship

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