Studying.
Working.
Living.
In Europe.
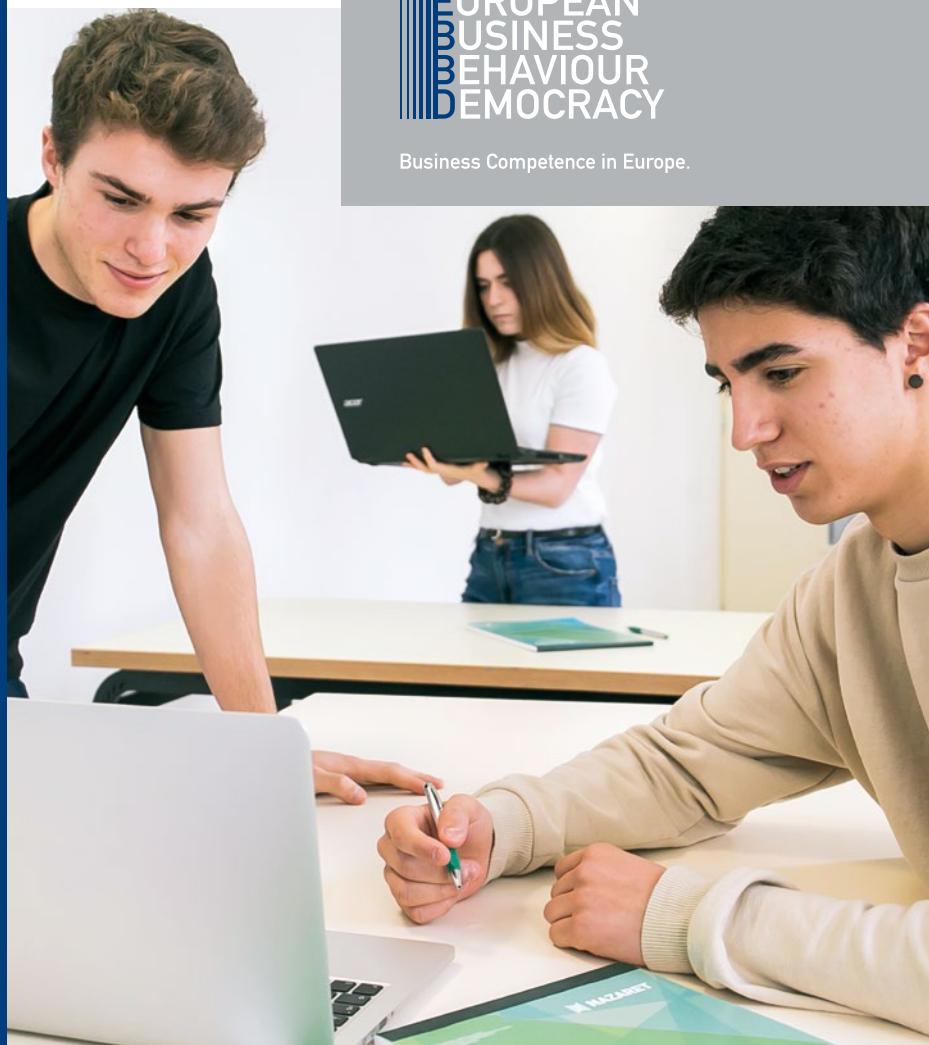
Certificate of Excellence in

**EUROPEAN
BUSINESS
BEHAVIOUR
DEMOCRACY**

Business Competence in Europe.

EBBD Student Portfolio

EBBD
Certificate of Excellence
in European Business
Behaviour and Democracy –
professional recognition
of internationalization,
mobility and excellence

Table of Content

1   Introduction

Besides qualifying students in the field of studying, working and living in Europe and international business, focusing and developing transversal skills that are crucial for employability in the future makes up the core of the EBBD profile. Hence, each Learning Unit is linked with important transversal skills described in the respective European frameworks that can be fostered in that context.

The development of many of them can be seen directly and clearly in the tasks and skills demonstrations that students master in the context of the learning units. For others that are related more to attitudes and personal development this is not so obvious.

For illustration this will be further explained using the example of literacy competence, which is the first competence of the European Framework 'Key Competences for Lifelong Learning (LLL)'.

On the one hand, the students' written work and oral presentations can be easily evaluated regarding the searching and processing of information, their use of different types of sources, their understanding of written and oral information, their proper use of vocabulary and functional grammar.

On the other hand, aspects like the awareness of the impact of language on others or the need to understand and use language in a positive and socially responsible manner cannot be "ticked off" that easily.

However, based on extensive surveys of the World Economic Forum ("The Future of Work Reports"), CEDEFOP and the German BiBB, these social and self-competences are considered particularly important regarding the students' employability in the future.

The EBBD student portfolio shall help students, teachers, trainers and their parents to focus on the most relevant transversal skills and to foster and improve them in a transparent and feasible way.

2   Transversal Skills in Focus

2.1 Why these Transversal Skills?

When it comes to skills and competences that are needed in the future of work, the following rank among the highest and are considered crucial by all the above-mentioned surveys:

- Responsibility
- Flexibility
- Self-empowerment (including positive attitude, personal discipline)
- Self-confidence (including resilience and stress resistance, i.e. working under pressure)
- Communication
- Cooperation and collaboration
- Complex problem-solving
- Self-learning competences

They also coincide with important competences outlined in the European Frameworks. And they are the basis of a training program developed by the EMPLOY Project (funded by the Lifelong Learning Programme of the EU and also by transversion into the digital age in the e-trainers project funded by the Erasmus+ Programme) as can be seen in the following matrix.

Necessary competences for the Future of work (WEF, CEDEFOP, BIBB)	Key Competences for Lifelong Learning	Dig.Comp.2.1	EntreComp	Employ Toolkit
Responsibility	1. Literacy Competence 4. Digital Competence 5. Personal, Social and Learning to Learn Competence 6. Citizenship Competence 7. Entrepreneurship Competence 8. Cultural Awareness Competence	4. Safety	1. Ideas and Opportunities	10. Responsibility
Flexibility	5. Personal, Social and Learning to Learn Competence		3. Into Action	6. Flexibility
Self-empowerment	5. Personal, Social and Learning to Learn Competence	4. Safety	2. Resources	1. Positive Attitude 7. Personal Discipline
Self-confidence	5. Personal, Social and Learning to Learn Competence	4. Safety	2. Resources	4. Working under Pressure/Resilience
Communication	1. Literacy Competence 2. Multilingual Competence 8. Cultural Awareness Competence	2. Communication and Collaboration	1. Ideas and Opportunities 2. Resources 3. Into Action	3. Communication Skills
Cooperation and Collaboration	1. Literacy Competence 2. Multilingual Competence 4. Digital Competence 7. Entrepreneurship Competence 8. Cultural Awareness Competence	2. Communication and Collaboration	1. Ideas and Opportunities 2. Resources 3. Into Action	9. Team Work 8. Time Management
Complex problem-solving	3. Mathematical Competence/ Competence in Science and Engineering 4. Digital Competence 6. Citizenship Competence 7. Entrepreneurship Competence	5. Problem Solving	1. Ideas and Opportunities 2. Resources 3. Into Action	2. Problem Solving
Self-learning competences	5. Personal, Social and Learning to Learn Competence		3. Into Action	5. Learning to Learn

2.2 Why implementing a Student Portfolio

As explained above, the development of these transversal skills is not so obvious and cannot be "tested" and marked like other competences.

Furthermore, these basic personal, social and learning to learn competences are often embedded in a bigger context and connected to "hard skills" in the European Frameworks of transversal skills which makes it more difficult to really focus on these aspects.

As the students are supposed to take responsibility for their own development process, a student portfolio is a great tool to guide this process.

3 Student Portfolio[1]

3.1 Design of the Students Portfolio

The design of the student portfolio and the material provided on the website for accredited colleges is based on the EMPLOY and E-Trainers material that explicitly refer to and help to focus on the personal and self-competences identified as the most important ones. The material is particularly suitable for self-reflection, (self-)training and documentation of the student's progress for EQF4 and above.

The main responsibility for creating and keeping the portfolio lies with the students. However, they need to be introduced into the concept of the portfolio in the beginning and provided support by teachers, trainers, parents and peers during the process, when needed.

Especially working together with their (EBBD-)peers can be very fruitful in this context.

Furthermore, colleges can offer special trainings based on the material provided on the website when deemed necessary.

The student portfolio is split in three parts, which will be further described below: Self-reflection and feedback as a starting point, the actual work on the development of the relevant transversal skills and the documentation of the progress.

The material for creating the student portfolio as described above can be found in the annex. It is meant to be a basis and serves as an orientation. However, every EBBD college is free to use own/additional material that fosters the same competences.

3.2 Step 1: Self-reflection and Feedback as a Starting Point

Students are invited to do a mini-360-degree competence evaluation and then choose the competences they need to work on. The results of this work will be registered in **The Personal Competence Card.** This Card is a "flexible" chart and encourages participants to identify at least 2 further competences specifically required in their field, or country. To this matter, participants can ideate how best to develop these skills and competences.

In this phase the participants are introduced to: The Personal Competence Card, Additional competence chart and the Competence Feedback Cards.

Personal Competence Card

Competence/skill	How important are these skills to get a job?	How well do I demonstrate these skills at the moment?	Feedback no 1 of ……………	Feedback no 2 of ……………	Feedback no 3 of ……………	Which ones will I work on?	How well do I possess all these skills after having worked on them?	Did I reach my goal on the competence / skill? My opinion
Positive Attitude	1 2 3 4 5*	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	O	1 2 3 4 5	
Communication skills	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	O	1 2 3 4 5	
Problem solving	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	O	1 2 3 4 5	
Flexibility	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	O	1 2 3 4 5	
Work under pressure	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	O	1 2 3 4 5	
Learning to learn	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	O	1 2 3 4 5	
Discipline	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	O	1 2 3 4 5	
Team Working	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	O	1 2 3 4 5	
Responsibility	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	O	1 2 3 4 5	
Time management	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	O	1 2 3 4 5	
………………………**	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	O	1 2 3 4 5	
……………………… **	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	O	1 2 3 4 5	

COLUMN 1:   In the first column the users state their opinion on a scale of 1-5 as to how important they feel these competences are for the world of work.

Students are encouraged to add at least two further competences in the chart, to adapt to specific requirements of their fields of work or countries. A set of ideas is offered as a guideline in the "Additional Competence Chart".

Finding and managing information   Customer focus
Multi-tasking   Independence
Discretion   Assertiveness
Networking skills   Leadership
Taking initiative   Knowledge of new media
Entrepreneurial attitude   Responsibility
Creativity   Focusing on results
Punctuality   Following procedures
Ability to find and manage information   Planning
Staying updated in your field   Efficiency

COLUMN 2: In this column, users evaluate (from 1-5) how far they feel they demonstrate the competences at present. Encourage the users to be as realistic as possible. If they give themselves a 5 in everything it would mean they would not need to improve in any area – which would be something rather uncommon.

COLUMNS 3-4-5: The user will then take the competence card away and carry out a mini 360º evaluation of their competences (from 3 other persons) to complete columns 3-4-5 (tutor/teacher/friend/boss/family member). Taking into account the EBBD portfolio, that combines studies with internships, it could be suggested that one of the columns could be filled in by a "personal" contact (friends/family), a second one by an "academic" contact (teacher/tutor) and a third one by a "company" contact (boss, internship tutor...). To do this they will use the Competence Feedback Cards.

Personal Feedback Form

Feedback form for: ....

Competence/skill	How important are these skills to get a job?	Does .... possess these skills? Opinion of (name) ....
Positive Attitude	1 2 3 4 5*	1 2 3 4 5
Communication skills	1 2 3 4 5	1 2 3 4 5
Problem solving	1 2 3 4 5	1 2 3 4 5
Flexibility	1 2 3 4 5	1 2 3 4 5
Work under pressure	1 2 3 4 5	1 2 3 4 5
Learning to learn	1 2 3 4 5	1 2 3 4 5
Discipline	1 2 3 4 5	1 2 3 4 5
Team Working	1 2 3 4 5	1 2 3 4 5
Responsibility	1 2 3 4 5	1 2 3 4 5
Time management	1 2 3 4 5	1 2 3 4 5
....	1 2 3 4 5	1 2 3 4 5

The students will then register the feedback in their Personal Competence Card.

COLUMN 6: The results from the 360º can be shared and the next column completed. Given the personal and external evaluation the user(s) will decide which competences they wish/need to work on. The final columns will not be filled in until the user completes part 2 and 3 of the programme. These act as a review and final evaluation where progress can be seen.

The document "Tips and Tricks" and "Tips for Job Interview" aims to encourage the user to note down ideas and reflections that they may want to remember about a competence because they are of use to him/her. The participant decides for him/herself what is noted down here. These cards could be filled in during the whole duration of the EBBD training, not only during specific activities for improving soft skills.

	MY TIPS AND TRICKS TO REMEMBER
Competence	**My Tips / tricks are...**

Name:

	TIPS for JOB INTERVIEW
Competence	**Idea**

Name:

3.3 Step 2: Working on Transversal Skills

Activities to develop the key competences are available in the "employ toolkit" and in www.e-trainers.eu. Some are for individual use/some for working in small groups. Therefore, it is recommended to encourage the EBBD students to work together with peers.

The competences offered in the toolkit are

1. Positive Attitude
2. Problem solving
3. Communication skills
4. Work under pressure
5. Learning to learn
6. Flexibility
7. Discipline
8. Time management
9. Team working
10. Responsibility

Students can choose to work on the competences they feel needs to be improved or work through all ten as they decide. All are recommended to start however, with the competence 'Positive Attitude', as it is the most basic.

The structure consists of three elements:
■ description of important criteria of the competence
■ self-reflection on this competence for the own portfolio
■ activities (3 to 4 per competence) to further develop this competence

The following example shows the design of the different chapters of the toolkit

Positive Attitude

Profile

This competence was at the top of the list of all employers, so this is a very important competence for job seekers to work on!

A positive attitude is:

- being proactive
- not being discouraged when problems occur
- having a healthy positive self esteem
- an inner smile
- steering clear of negative thoughts/people
- accepting yourself and others
- sharing your thoughts and emotions with others

It is about knowing what you want to achieve - setting goals –going for it (good planning and taking small steps) – being happy when you reach a part of your goal.

When problems occur you don't get discouraged or give up.

PORTFOLIO PAGE: Positive Attitude

I can prove that I have a positive attitude because ...

ACTIVITY: **Passion and Goal Achievement**

INTRODUCTION

1. Watch the clip
   TITLE: Steve Jobs Explains the Rules for Success
   DESCRIPTION: Why you need to love what you do
   https://www.youtube.com/watch?v=LcmS0y7ZOXI

2. What makes some people more able
   to reach their goals than others?

WORK ON THE COMPETENCE

Choose a goal that you feel quite passionate about, that you want to achieve in your life. It could be something you can put into practice within the next month.

1. Describe step-by-step how you plan to reach it (in small, feasible steps).

2. Part of this plan is that you celebrate each step you have achieved individually.
   Describe also how you want to do this.

REFLECTION

3. What have you learnt from passionate people you know?

4. How can you generate enthusiasm and passion when the goal is more challenging (or set by others)?

5. Fill in items on the list of tips and tricks...

PUT YOUR PLAN INTO ACTION! START TODAY! CELEBRATE EACH STEP YOU ACHIEVE!

3.4 Step 3: Documentation of the Progress

FINAL COMPETENCES / SKILLS ASSESSMENT

Name:

List of Competences and skills	Study	Work / Internship	Social	My proof of having used/ improved these competences/ skills can be found in my portfolio: no. ____
Communication				
Team Working				
Problem Solving				
Flexibility/ Adaptability				
Time Management				
Positive Attitude				
Work under pressure				
Learning to learn				
Discipline				
Responsibility				
....				
....				
Networking skills				
CV-writing				
Interview skills				
Professional competences attitude and knowledge				

Date:
Signature:

Name/ Signature facilitator/tutor:

The final columns of the Personal Competence Card can now be filled in, as the user has completed Parts 2 and 3 of the programme. These act as a review and final evaluation where progress can be seen. Using these self-evaluation columns in combination with the portfolio allows for assessment to take place if the toolkit is used as part of an educational module. A tutor can check if the portfolio shows progress as stated in the last columns of the Personal Competence Card. The teacher or mentor can discuss this together with the participant.

It is up to the participant to decide what should be included in the portfolio. Documents in the portfolio may include:

- Personal Competence Card (completed)
- The Final Competence/Skills Assessment
- Competence Profiles
- Portfolio Pages:
  - With notes on how the user possesses this competence or skill
  - Attached proof of activities demonstrating this competence or skill
  - Other proofs of professional competences, attitude and knowledge such as qualifications/certificates
- Tips and Tricks Card
- Tips for the Job Interview

The candidate in coordination with the tutor/mentor will also decide the format of the portfolio. The use of digital tools will be favoured (goole sites, canva.......)

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