

THE INTERNATIONAL WORKEXPERIENCE

PART II : THE WORKBOOK



THE INTERNATIONAL LANGUAGE AND WORKING

EXPERIENCE

PART II: THE WORKBOOK

Dear student,

This workbook has been put together to help you get the most out of your language and working experience project . Your energy, enthusiasm and hard work will be reflected in this report, which has to be handed to your mentor within a week after coming home: Monday November 7.

Try to make this a good report, because it will be marked and a short comment will be given on your final two certificate.

This report will also be a part of your “record of personal achievement”, the so called Toekomstdossier and your eio-dossier.

But above all: have fun during your adventure!

N.B.

Special moment for you being back home:

We have planned a special evening a so called “presentation night” for you and your parents. You have to give a presentation (5 minutes) about your stay abroad which will be marked for your certificate by the members of the commission.

This is scheduled for **Tuesday November 22th at 8.00 pm** at school.

De Stagecommissie: Mrs S.M. ten Napel, Mr H. Glas, Mrs A. Laboso, Mrs S. Braakman and Mrs C. Zweers

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Personal and Work Experience Data

Student name	
School contact	S.M. ten Napel-de Vos
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E-mail	stagecommissie@ksg-apeldoorn.nl
Your mentor	H. Glas KSG 0031 55 5212655 Home 0031 570 611246
Your host family	
Address	
Phone	
E-mail	
International dialling code for The Netherlands from your host country	
Time difference relative to The Netherlands	
Name of company / organisation	
Main activity	
Address	
Contact person	
Their job title	
Phone	
E-mail	
Start date	
End date	
Type of work	

Important Notes for Guidance

- Safety**
- **Immediately on arrival, familiarise yourself with the evacuation plan and emergency exits** for the building you are working in. If you are not sure or this is not explained to you – ASK!
 - **Always work safely.** Obey ALL SAFETY REGULATIONS at all times.
- Absence**
- If you are **absent from work** for whatever reason, due to illness or otherwise, first inform your employer, then your mentor at school.
- Punctuality**
- **Arrive in time.** If you are late, apologise, explain and plan how you are going to avoid being late again.
 - **Leave on time.** Do not disappear early without reason or permission.
- Instructions**
- **Follow all work instructions.** Listen and read carefully. If you do not understand – ALWAYS ASK!
- Respect**
- Treat colleagues with respect and show a positive attitude to your work.
- Problems**
- Discuss all problems with your supervisor straight away. Do not wait or waste time until someone notices.
- Diary**
- **Fill-in your work diary every day.**

Your Work Diary

Record briefly the tasks you carried-out, why you did them and what you learned and experienced. Add as much explanation as you need, as a reminder for making your report and presentation back at school.

FIRST WEEK	SECOND WEEK
Monday	Monday
Tuesday	Tuesday
Wednesday	Wednesday
Thursday	Thursday
Friday	Friday

You should also record your FEELINGS on the first and last days of your project. Describe your impressions of the workplace, work, colleagues and any thing else relevant. What, if anything, will you miss most of all?

First day:

Last day:

Your Working Environment

Work location	Factory, shop, office, garage, laboratory, building site, hotel, farm, restaurant, other.....
Working conditions	Quiet/noisy, light/dark, clean/drab/dirty/smelly, warm/cold, sitting/standing, other.....
Working hours from/to	
Is there any flex-time at your workplace? If yes, what are the rules?	
Which pattern of working hours would you prefer, if you could choose?	
Food and drink	Good, average, poor, own lunch, other.....
Smoking	Allowed / not allowed
Background music	Yes/no
General comments	
Good points	
Not so good points	
Would you like to work there permanently? Explain why / why not.	

DO NOT ask anyone how much they earn!!! This is not so polite.....

By law, employers must make sure that the workplace is safe. Also by law employees (you too) must make sure that they do things in a safe way.

Did you see safety rules displayed?	
What safety rules did you in particular have to keep to?	

Different parts of the same workplace can have different working conditions e.g. shop and stockroom or garage and offices. See if you can find a few examples and describe them.

Location 1:
Location 2:

Some workplaces have rules about the kind of clothes that workers are expected to wear.

Are there any rules about clothing at your work place?	
If there are, what do people have to wear?	
What are the reasons for these types of clothes?	
If there are no rules, what do people usually wear?	

The Organisation

Find out about the organisation you are working for. Brochures and sales literature may help you to find some answers. Try to interview some colleagues as well, if their work allows.

Who founded it, when and where did it start and who is the current owner?	
Brief history	
How many people are employed?	
What are their backgrounds? Give any breakdown you can, for example by age, sex, skills etc.	
What raw materials are used (if any) and where do they come from?	
Who and where are the main customers?	
What is done to get more customers?	

Most firms have some way of training new employees about the ways of the firm and how to do the job. There may be a Training Department or new recruits may be sent to a local college or somewhere else for training.

How, where and when are new employees trained?	
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How much of the training takes place on-the-job?	
And how much off-the-job, by following training courses and programmes?	
Does the firm offer youth training or apprenticeships?	
If not, is the workplace unsuitable for this? Why?	
If yes, in what ways?	
What do you think of the firm's training policy, especially in relation to young people?	

People in the workplace can be organised in all sorts of different ways, depending on the size of the company and the type of work done. Virtually all organisations have a set of departments (for example: purchasing, production, sales & marketing, personnel, research and development, IT, finance, maintenance etc.) and a hierarchy of directors, managers, supervisors and staff, depending on each person's abilities and responsibilities.

Make a diagram and describe how your colleagues work together and how they fit into a chain of command and responsibility.

The language of the workplace is often very different from that at home and school. Many technical words and phrases are used to give orders, instructions and advice.

Give any examples you can of orders or instructions which were given (especially to you) using jargon words	
Were you able to make yourself clear in the company with the English vocabulary you have?	

Technology

We hear a great deal in the media about ICT changing the face of industry and commerce. Investigate this aspect of your workplace to discover just what is, has been or might be the impact of ICT.

Describe any examples of ICT you came across	
How does it contribute to the work being done?	
Try to find out what employees think about it And Ask about the changes in the last 15 years	

Interviews

We would like you to take the opportunity to talk to 2 people about their jobs.

Choose people you get on with. People usually like to talk if they feel you are interested in them and what they do. If you choose your moment carefully and are respectful and tactful in your questioning, the interview should go well.

Most of the interviewing can be done through informal chats, written up later.
Some questions you can ask are:

What job do you do?

How long have you done it?

What training have you had?

Think of some more questions yourself.

INTERVIEW 1
Name & date:

INTERVIEW 2
Name & date:

The Last Word

Work experience is first and foremost about and for you. It's about you as a worker face-to-face with the adult world, having to cope in unfamiliar situations by yourself and learning a lot doing so.

You have learnt skills on the job and skills in dealing with people. You have also learnt more about yourself and your abilities. Use as many extra pages as you need to answer these questions.

Do you think you made a good or a bad choice for your work experience? Explain your reasons.	
If you were offered the chance of working full-time in this organisation when you leave school, what would you answer? Explain your reasons.	
In what ways do you think you behaved differently compared with how you behave at school?	
What do you think you learned about yourself from the experience?	
What equipment did you learn to use?	
What processes/procedures did you learn?	
What situations did you handle well?	
What did you most enjoy about your work experience?	
In what way(s) was it different to your 'normal' life at home?	
What was the most difficult thing to cope with?	
How well do you think you did overall?	

We would also like to know your opinion about this work-experience as an important part of the bilingual course at our school.

Would you please give an evaluation of about 300 words. About your preparations, finding a place to stay, contact, your journey/voyage, being alone in another country, being a guest, always talking English, an other way of living, traditions, rules, habits, food and so on.

Finally we ask you to complete the EIO- evaluation as listed below.

EIO questionnaire – E5 The international language and work experience

Please indicate for each of the following topics to what extent you feel the international language and work experience s has extended the knowledge / skills needed for this:

		A lot	Considerably	A little	Not at all
1.	Your awareness of differences in communication between people in Australia and the Netherlands				
2.	Being able to communicate with people from a different country				
3.	Your ability to communicate with someone from another culture respectfully				
4.	Your ability to talk about sensitive matters (such as discrimination, the multi-cultural society) with someone from another country				
5.	Your confidence in speaking English all day, every day even though you might still make some mistakes				
6.	Your ability to adapt your language and behaviour to fit into a different culture				
7.	Your awareness of the				

	specific values and beliefs of your own culture				
8.	Connecting to people from another country (making new friends and acquaintances)				
9.	Your ability to find your way in a different country and an unfamiliar organisation (school/work)				
10.	Your interest in getting acquainted with more other cultures and your desire for spending more time abroad				

2/2

Please answer the following question in full sentences.

Describe in a minimum of 100 words and a maximum of 200 words how this experience contributed to your growth as a 'world citizen'.

We wish you the best of luck and you should be proud of yourselves for achieving what you've achieved so far!

EVALUATION

Now everything you have done so far has been done from your point of view. Of course it would be nice to know how your tutor feels about your functioning in your working environment.

Therefore you will have to evaluate your working experience with your tutor. We would recommend you to make an appointment for this evaluation as soon as possible, so you won't miss this out.

Below you find an evaluation list. We would recommend you to give this list to your tutor beforehand, so that he/she knows what to expect.

EVALUATION GENERAL ATTITUDE	I	W	S	G
The student looks decent as he/she might be expected to look.				
The student shows interest in learning about the working environment				
The student shows willingness to work				
The student feels responsible for his actions				
The student knows the house rules and behaves accordingly				
The student accepts guidance				
The student gets along well with colleagues				
The student can cope with unexpected circumstances				
The student is also willing to perform the not so nice tasks				
The student's English is sufficient				
The student is helpful				
The student completes his task in time set				
The student can perform his task independently				

EVALUATION GENERAL ATTITUDE	I	W	S	G
The student shows initiative if necessary				
The student is capable of planning				

The students can handle criticism				
The student is willing to discuss mistakes				
The student is learning from mistakes				

I = **insufficiënt**
W = **weak**
S = **sufficient**
G = **good**

REMARKS