

# Language & Qualification Portfolio

for Migrants and Refugees



# Language & Qualification Portfolio (SQuP)

for Migrants and Refugees

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*What really counts: the questions  
from which the consistent things result:  
Consider a child's question:  
What is the wind doing, when it is not blowing?*

*Erich Kästner*

This Portfolio belongs to:

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treated in the period from \_\_\_\_\_ to \_\_\_\_\_

at following Institution:

(official stamp)

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## What is the Language and Qualification Portfolio?

The portfolio represents a collection of worksheets. Working with the portfolio

- makes you aware of your abilities, knowledge, competencies and qualifications collected throughout your life.
- will orientate you according to the job market requirements and develop a labor profile that suits you perfectly.
- helps you effectively to improve your knowledge of the national language for your job.
- results in a compilation of your documents required for job application.
- teaches you to set your goals and to enhance your learning techniques.
- assists you in planning your next steps for starting a career or for a new professional approach accomplishable for you and your private surrounding.

Different than the normal use of the term “portfolio”, this collection is not intended for presentations in front of people, such as the photographer-portfolios featuring their best photos for presentation to new customers. Upon completion of your portfolio-work, you will possess a collection making your achievements and knowledge visible to you. By means of lists and compilation your documents the Language and Qualification Portfolio enables you to compose your curriculum vitae and job applications.

## Why will you benefit when working with the Language and Qualification Portfolio?

Starting off in the job market or attempting to improve your working situation rarely comes easy. What certainly matters is that you get to know your abilities, knowledge and competencies, because while you are developing more self-confidence, you are also gaining new perspectives that might take you to new possibilities.

On your way setting out to discovering your abilities, knowledge and competencies it will prove wise to take your time to work with the Language and Qualification Portfolio and not to rush through questions. Provided you work at your leisure you will be setting out for the direction best-suited for you regarding access to the job market and you will be developing skills for any changes required for a new professional orientation or a new job.

## What do you expect when working with the Language and Qualification Portfolio?

While working with the portfolio you are expecting reflection work amounting to thinking about the past, present and future and also exchanging ideas with others. This helps you to become aware of your own abilities, skills and possibilities, ideas and goals. The Language and Qualification Portfolio issues detailed questions based on the full range of your life experience, thus setting the stage for your vocational orientation.

The answers to the questions cannot be rated "right" or "wrong" by anyone. Only you can judge if your answers really fit and nobody but you is to decide what you want to tell anyone else. Nothing will be passed on, studied or assessed, if you do not wish so.

It will prove meaningful to share your thoughts with other people, as you will gain other perspectives and you will be able see more than before. Whatever, however, you wish to accept from others or not, is only up to you.

If you use the Language and Qualification Portfolio within the framework of a course, make use of the possibility of exchanging ideas with your colleagues and coaches. If you do not want to work on certain questions in class, you might want to involve a third person. Furthermore, you might choose to answer some questions all on your own which also is legitimate.

## The structure of the Language and Qualification Portfolio

The Language and Qualification Portfolio follows 3 basic questions *Where am I now?* *Where do I want to be?* and *How do I get there?*.

In the first part *Where am I now?* you check your abilities, knowledge, competencies and qualifications by means of answering questions.

In the second part *Where do I want to be?* you will think about your attitude towards work and employment. You will get the general idea about the market of employment and about possible job profiles. At the end you will have a first vocational goal to pursue in the near future.

In the third part *How do I get there?* you will work at how you will reach your vocational goal.

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In the fourth part *Glossary* you can list important words and explain them.

In the fifth part *Dossier* you can collect your school reports, course certifications, job references and any such certificate papers.

## Regarding the Language used in the Portfolio

The language of the portfolio is not always easily understood, because it includes many words referring to a job-related terminology and also because the images behind the questions of the portfolio might be related to a reality unfamiliar to you. Working with the portfolio can be very useful for you, as while you are getting acquainted with important new words you are gaining insight into the norms and rules of the local world of employment. Make sure you understand the questions completely, because it depends on their contents. If you have difficulties in doing so, ask those accompanying you through the portfolio or use one of the translations. And because you are posing the questions to yourself, you naturally can rely on your native language in answering. Regarding development of language command it, however, will prove meaningful to try answering as much as possible in the national language, even more so, as you should be able to present yourself in national language in the job-entry phase.

## Development of the Language- and Qualification Portfolio

In the period from 2002 to 2005 the European Union issued a program aimed at supporting access of specific groups to the job market by means of innovative projects. This program, called EQUAL 1, called for setting up project partnerships consisting of expert representatives of political and professional institutions, thus furnishing multi-purpose and effective contents throughout the project. Furthermore, partnerships were to work with partnerships of other countries of the European Union, thus granting exchange of their experiences.

A partnership of educational institutions, migrant associations and labor market-political participants got together in Vienna and set their goal to develop new instruments facilitating the way to and on the job market for migrants. The starting point of the partnership called *qualifikation stärkt* (English: qualification strengthens) was characterized by the experience that migrants bring various qualifications and competencies to the receiving countries, which, however, are not duly acknowledged or cannot be put to effective use. Moreover,



many migrants are not able to adequately use the existing education and continuing education possibilities, mainly due to their specific needs (e.g. because of their multilingualism), which educational institutions fail to recognize in time.

The partnership *qualifikation stärkt* carried out various projects, e.g. establishment of an advice center for continuing education and qualification for migrants and also developing and testing this present Language and Qualification Portfolio.

The partner institutes of the Vienna Integrationshaus were *abzwien*, the Vienna Chamber of Labor, the Advice Center for Migrants, the *Berufsförderungsinstitut bfi* (Institute for Occupation Promotion) Vienna, *flexwork GmbH.*, the Union of Autonomous Women Shelter Houses Austria (Autonome Frauenhäuser Österreich AÖF), *waff Programm Management GmbH.* (Vienna Employees Support Fund), the Austrian Federal Economic Chamber (Wirtschaftskammer) and the Vienna Integration Fund. Transnational partner were *mare – Migration and Labor Rhein-Main* in Germany and *Nieuwkomers aan de slag* in the Netherlands.

## For your own encouragement

We selected some quotations from users of the Language and Qualification Portfolio, to show that the effort is worth it:

*“What I learnt: If you really want to reach your vocational goal, you have to consider, step by step, how to get there.” (Sunita)*

*“I took care of old relatives, but I always thought, that’s only a private issue. The portfolio showed me that it is also valuable in terms of professional use.” (Linet)*

*“You learn as long as you live.” (Zarin)*

*“I know now, how and where I can learn. I have learned how and where I can utilize my experiences. I know now, how I can talk about my ideas for my life.” (Maria)*

*“Nothing is hopeless – there are many institutes and people that can help, but you have to know that they exist.” (Basmah)*

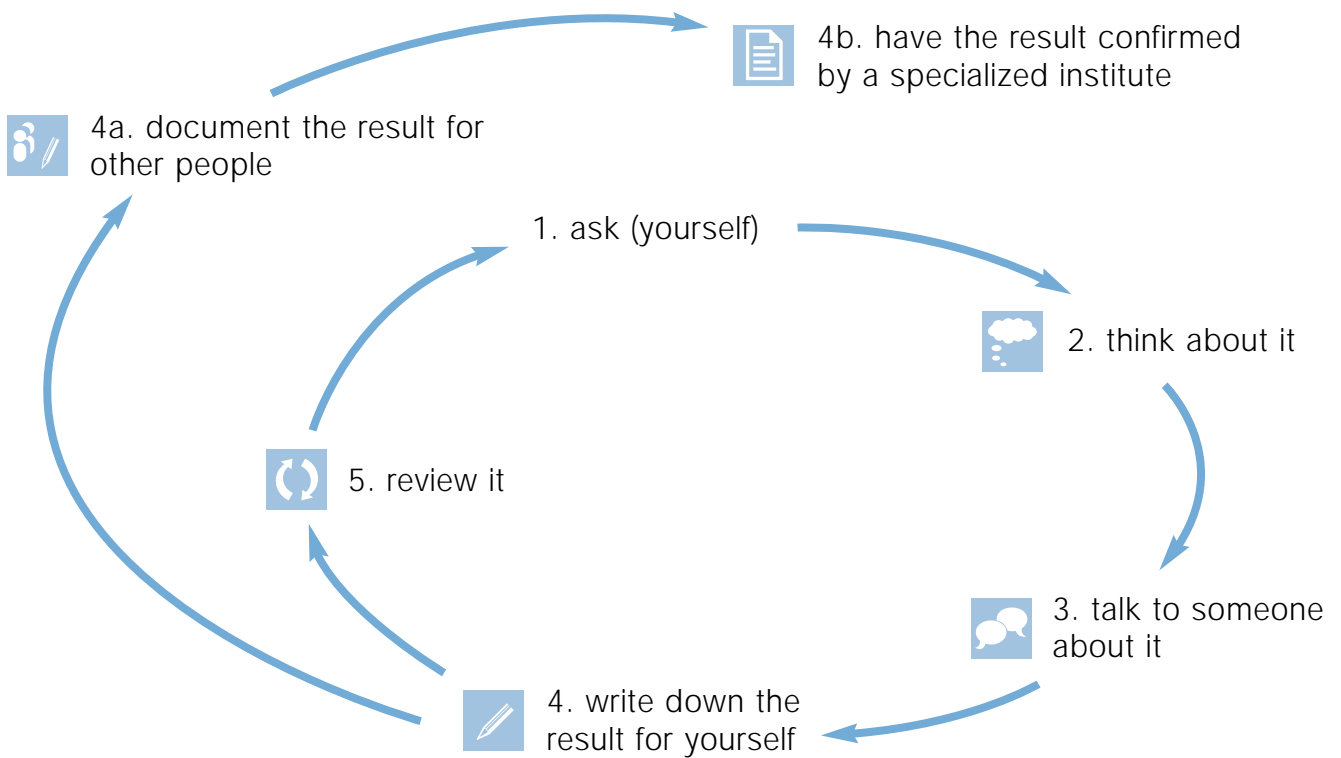
*“I realized that I understand things better and learn a lot when I explain them to others.” (Trajko)*

## Process of working with the Portfolio

The Language and Qualification Portfolio is a process portfolio, i.e. the main and actual value results from the process of working with the portfolio itself. Therefore, make sure you invest ample time in this process while remaining on the track we present here. Try to adjust according to your perceptions during the process, then you will experience working with the portfolio as useful.

1. Read the questions first and take your time to think about what considerations they cause.
2. Reconsider and allow yourself not to answer the question immediately. Collect what comes to your mind.
3. Thereafter, talk to someone about it e.g. to a colleague, the course instructor or a person you wish to choose. Use the opportunity of exchanging ideas, ask and let them ask! Listen to other experiences and perspectives!
4. Now, after discussing write down what you seems significant to you considering that very question. You also can skip a question. What really matters is, what you yourself consider important.
  - a. There are some working sheets that summarize information in the form of lists. They are used as means of documentation, to other people, so required.
  - b. Some of the information can be confirmed by the institutes where you work on the Language and Qualification Portfolio or by other institutes.
5. Some of the questions ought to be reconsidered over and over again and you should supplement information required on some of the sheets little by little, thus making your process of development reproducible and observable.

Now, again the process with symbols that you will also find throughout the portfolio:



please complete this sheet only in the group and/or with your Portfolio-coach .

# 1 Where am I now?

I am more than the total of my data

Language competencies

Documentation



## I am more than the total of my data – Language competencies – Documentation

When seeking a new approach, it will always prove wise to define your present position. Then, you will realize clearly, where you are at present and how you reached that position, what you have already accomplished and managed in your life and which abilities, knowledge and qualifications, i.e. which competencies, you have developed. Your interests will also clearly point out to you all that makes you up, even if so far not (vocationally) developed.

Taking a closer look at your attitude towards new things will issue meaningful hints regarding your personal access to learning. Vocational activities, education and continuing education provided you with more than just specialized knowledge. Even if you have never worked in a job (for money) so far, your life has been rich in experience. You have learned a lot thereby, and might not be aware thereof, but you will be able to rely and build on it in the future.

Your chances and possibilities in the job market will also depend on your knowledge of the national language. It can be important to improve it, in order to reach your vocational goals. But first, consider which languages you are able to speak already and where and when you use which language. As soon as you know what line of professional activity you are heading for, it will be easier for you to study the national language more tightly focused. You yourself determine how much you wish to learn in order to improve your command of the language.

If you look back on your life and draw a balance, you will get important information, how your track might continue. The content of this collection unit provides information that will greatly matter regarding your choice of future work or education in Austria and therefore, this part is so detailed. We want to discover your “hidden treasures”.

## Interests and learning

- Which interests, passions or hobbies do or did I have?
- Which knowledge and abilities did I develop?



- What do I connect with new and unfamiliar things?
- How do I develop new abilities?



## Abilities and knowledge

I think about my activities in family life, about my work and about my daily life:

- What can I do really well? How can I recognize that I can do it so well?
- How and when did I learn it, and who taught me?
- Did I have role models? Who? And why?
- What else do I want to learn?



## Education and continuing education

- Which school did I attend?
- Which education and courses did I take at school?
- When, where and how long?



- Which topics were covered in school? Which classes did I take?
- Which topics were very interesting for me? Why?
- Which classes were easy? Which were difficult? Why?
- Which knowledge and abilities did I develop?
- What would people of my surrounding (teachers, schoolmates, family members ...) say about me?





## Work practice and other activities

- What kind of work have I done so far, paid or unpaid? (professional work, helping in family business, household, work in political organizations, associations, senior citizen care ...)
- When, where, how long?
- What were my activities? What were my tasks?
- How did a typical working day look like?



- Where did I acquire the knowledge or abilities to fulfill my tasks and activities?
- Which knowledge and abilities did I develop?
- Which tasks and activities were easy? Which were hard ones? Why?
- What would people of my surrounding (boss, colleagues, co-workers, customers, family members ...) say about me?



## Skills Profile 1

Abilities/Competencies	yes	rather yes	rather no	no
<b>Self-motivation</b>				
Becoming enthusiastic regarding goals set				
Acquiring information on your own				
<b>Self-organization/Self-management</b>				
Developing goals for your own life				
Realizing set goals				
Handling time well				
Taking care of your own health				
<b>Sense of responsibility</b>				
Assessing consequences of your own acting				
Dealing with tasks in a dependable manner				
Sticking to agreements				
<b>Ability to cope with pressure, stress management</b>				
Acting under time pressure				
Patience				
Sticking with a task				
Pursuing tasks despite all oppositions				
Dealing with annoyances in a constructive way				
<b>Ability to communicate</b>				
Socializing				
Concentrated listening over a longer period of time				
Describing complicated issues clearly				
Expressing criticism in a way that it can be accepted				
Finding solutions by means of discussions				
Examining own behavior critically				



## Skills Profile 2

Abilities/Competencies	yes	rather yes	rather no	no
<b>Capability of cooperation /ability to teamwork</b>				
Accepting support				
Offering support				
Making compromises				
Establishing and keeping up team-spirit				
<b>Ability to manage conflicts</b>				
Active search for solutions during disagreements				
Acknowledging deviating opinions as new opportunity				
<b>Solution-orientation</b>				
Implementing solutions				
Finding a way out in difficult situations				
Self-assertion				
<b>Flexibility and mobility</b>				
Adjusting goals to new conditions				
Coping with different requirements at the same time				
Being open-minded regarding new tasks				
<b>Ability to organize</b>				
Coordinating different norms				
Long-term planning				
Coordinating time				
Delegating tasks to others				
Paying attention to economic efficiency and quality				
Making decisions				



## Speaking and understanding the national language

I consider: in which situations do I use which language in order to improve my language accordingly:

- Who do I talk to in my mother language?
- Who do I talk to in other languages than my mother- or the national language?
- Who do I talk to in the national language? Do I enjoy talking in national language?
- Where and when do I want to be able to use the national language? Why?



I figure out which conditions I prefer for speaking in the national language:

- Where can I speak the national language without help?
- Which atmosphere do I need in this context?
- In which situation would it prove wise to be able to communicate all by myself without any additional help?



### Hearing / reading / writing the national language

- I consider above questions also for hearing.



- I consider above questions also for reading.



- I consider above questions also for writing.



### Language command

- How well do I speak which language?
- I assess my language knowledge in all languages I speak according to the "Global Scale".



- What can I already deal with in the national language as far as practical work is concerned?
- I compare my language knowledge with the "Check Lists".



- I review my estimates from the "Check lists" together with my course instructor or consultant.



## Global Scale for assessing my language knowledge 1\*

	A1 (a bit)	A2 (well)	B1 (rather well)
<b>hearing</b>	I can understand familiar words and easy sentences referring to myself, my family or specific topics, assuming that it is spoken slowly and clearly.	I can understand single sentences and most common words being important to me (e.g. very easy information about myself and my family, grocery shopping, work, closer surrounding). I am able to understand the essential content of short clear and easy messages and announcements.	I can understand the main points, if a clear speech is used and if it concerns familiar topics about work, school, leisure... If slow and clear speech is used, I can get the main information out of many radio- and TV – broadcasts about current events and my personal interests in leisure and work.
<b>reading</b>	I am able to understand confident names, words and easy sentences, e.g. on signs, posters or in catalogues.	I can read very short and easy texts. I can find essential and predictably information in everyday texts (e.g. announcements, brochures, timetables) and I can understand short and easy messages.	I am able to understand texts, which contain generally everyday- or vocational language (e.g. Job announcements, continuing education leaflets).
<b>to take part in a conversation</b>	I am able to communicate in an easy way, if my communication partner is willing to repeat something slower or say it in another and helps me to put into words, what I am trying to say. I can ask and answer easy questions, as long as it concerns essential or familiar topics.	I can make myself clear in easy and daily routine situations, which concern direct exchange of information and familiar themes and activities. I can take part in a very short contact dialogue, but normally I don't understand enough to keep the conversation going.	I am able to cope with the most situations meeting my daily routine. I can participate in conversations about well known topics without preparation. I can make clear further actions in easy situations.
<b>speaking coherently</b>	I can use easy figures of speech and sentences to describe people that I know and to describe where I live.	I can describe e.g. my family, other people, my living situation, my education and my present or last occupation with easy terms.	I can speak in easy and connected sentences to describe experiences and events or my dreams, hopes and goals. I can explain and establish my opinions and plans.
<b>writing</b>	I can write short easy texts, e.g. lists. I am able to fill out forms, e.g. residential registration form, name, address, nationality, ...	I am able to write short and easy notes and messages. I can compose an easy personal letter e.g. in my child's notebook. I can fill in my personal data in official forms.	I can write connected texts about familiar and interesting topics. I am able to write longer messages and reports. I can write official letters with help.



\* according to the common European Reference Framework for Languages of the Council of Europe/Strasbourg with domain-specific changes.



## Global Scale for assessing my language knowledge 2\*

	B2 (very well)	C1 (extraordinary)	C2 (perfect)
<b>hearing</b>	I can understand longer speech contributions as well as complex discussions, if the topic is rather familiar to me. I can understand most of the news and current reports. I can understand most of the movies as long as standard language is spoken.	I can follow longer speech contributions even if the structure is not clear and connection is not expressed. I can understand TV-broadcastings and movies without bigger troubles.	I don't have any difficulties in understanding spoken language, no matter if "live" or in the media, even if it is spoken quickly. I only need a little time to get used to a certain accent.
<b>reading</b>	I can read and understand articles and reports about present problems, in which the authors want to make clear a certain opinions, e.g. in newspapers. I can understand texts, which describe rules and instructions, e.g. user's manuals, operating rules. I can understand special reports concerning my special field.	I can understand long and complex technical reports instructions and realize meaning nuances, even if they don't lie within my special field.	I can more or less read every kind of written text without any troubles, even if it is abstract or complex, e.g. handbooks, special articles and literature.
<b>to take part in a conversation</b>	I can communicate spontaneously and fluently in a way that makes a normal dialogue with a native speaker possible. I can join a discussion in a familiar situation and I am able to establish and defend my opinion. I can make clear further actions in complex situations.	I can express myself spontaneously and fluently, without searching for words too obviously. I can use the language in public and in the vocational life effectively and flexible. I can express my thoughts and opinions precisely and I can connect my own contributions clever.	I can take part in discussions and dialogues without trouble and I am familiar with figures of speech and colloquial language. I can speak fluently and express little meaning nuances. If I have troubles expressing myself, I can go on by using a different formulation with hardly anybody taking notice.
<b>speaking coherently</b>	I can illustrate my opinion about a current point of discussion demonstrate the advantages and drawbacks of different possibilities. I can present myself and my qualifications and competencies in a job interview. I can talk about my vocational past and my perspectives.	I can describe complex circumstances in detail and I am able to connect points of discussion with each other, bring out certain aspects and finish my contribution appropriately.	I can express and discuss circumstances clearly, fluently and with appropriate style; By building up my presentation logically, I make it easier for the audience to recognize and keep in mind important points.
<b>writing</b>	I can reproduce information in a report and present pros and cons for or against a certain point of view. I can write official letters without or with little help.	In writing, I am able to make myself and my opinion clear well structured. I can write about complex circumstances in letters, essays or reports and underline aspects important for me. In my written texts I can choose the style appropriate for the reader.	I can write clearly, fluently and with an appropriate style. I can compose demanding letters and complex reports or articles, in which a circumstance is expressed well structured in order to help the reader to recognize and keep in mind important points. I can write a summary about and discuss special texts and literature.



\* according to the common European Reference Framework for Languages of the Council of Europe/Strasbourg with domain-specific changes.





## Check list for language activities in professional life 1

Language activities and possibilities for checking	I can ...	speaking	hearing	writing	reading
<b>Describing and understanding actions and processes</b>					
e.g. my daily life: What do I do during the day?	I can do it easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What do I start out with? What do I do afterwards?	I can do it with help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How do I wind up my day?					
<b>Describing and understanding instructions</b>					
e.g. of a game: What is the aim of the game? What do the players have to do? What are they not allowed to do? When is the game over?	I can do it easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
or e.g. the rules of a well-known field of activity	I can do it with help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Structuring, describing and understanding procedures</b>					
e.g. ironing a shirt, switching a bulb or another well-known activity	I can do it easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can do it with help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Understanding information from media</b>					
Telephone answering machine	I can do it easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can do it with help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job advertisements	I can do it easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can do it with help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing education brochure	I can do it easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can do it with help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Folder	I can do it easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can do it with help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Newspaper article	I can do it easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can do it with help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Notices	I can do it easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can do it with help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
...	I can do it easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can do it with help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Conversation during breaks</b>					
	I can do it easily	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	I can do it with help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Check list for language activities in professional life 2

Language activities and the possibilities for checking	I can ...
<b>Reading and understanding job advertisements</b> e.g. compare job advertisements with my abilities, skills and qualifications and decide if I am suited	<input type="checkbox"/> I can do it easily <input type="checkbox"/> I can do it with help or with many mistakes
<b>Inquiring</b> e.g. if I did not understand properly	<input type="checkbox"/> I can do it easily <input type="checkbox"/> I can do it with help or with many mistakes
<b>Clearing up misunderstandings</b> e.g. if I was not understood correctly	<input type="checkbox"/> I can do it easily <input type="checkbox"/> I can do it with help or with many mistakes
<b>Expressing needs</b> e.g. when I need something and have to ask someone else for a favor	<input type="checkbox"/> I can do it easily <input type="checkbox"/> I can do it with help or with many mistakes
<b>Taking a position</b> e.g. if I have another opinion than my colleague or my boss	<input type="checkbox"/> I can do it easily <input type="checkbox"/> I can do it with help or with many mistakes
<b>Determining further procedure</b> e.g. when I am doing something with a colleague, like writing a text or cooking a meal, ...	<input type="checkbox"/> I can do it easily <input type="checkbox"/> I can do it with help or with many mistakes
<b>Arranging an appointment</b> e.g. at the doctor's office	<input type="checkbox"/> I can do it easily <input type="checkbox"/> I can do it with help or with many mistakes
<b>Giving instructions to others</b> e.g. I can explain an activity to someone so that it can be done accordingly.	<input type="checkbox"/> I can do it easily <input type="checkbox"/> I can do it with help or with many mistakes
<b>Talking on the phone</b>	
Asking for information	<input type="checkbox"/> I can do it easily <input type="checkbox"/> I can do it with help
Passing on information	<input type="checkbox"/> I can do it easily <input type="checkbox"/> I can do it with help
Calling-in sick	<input type="checkbox"/> I can do it easily <input type="checkbox"/> I can do it with help
Answering an answering machine	<input type="checkbox"/> I can do it easily <input type="checkbox"/> I can do it with help



## My job profile

I am ...



I can ...



## List of my education and continuing education

---

Year (From-till)

---

Name of the school in national language and in German

---

Knowledge and abilities

---

Graduation diploma issued on confirmed / acknowledged on

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Year (From-till)

---

Name of the school in national language and in German

---

Knowledge and abilities

---

Graduation diploma issued on confirmed / acknowledged on

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Year (From-till)

---

Name of the school in national language and in German

---

Knowledge and abilities

---

Graduation diploma issued on confirmed / acknowledged on

---

## List of my education and continuing education (continued)

---

Year (From-till)

---

Name of the school in national language and in German



---

Knowledge and abilities

---

Graduation diploma issued on confirmed / acknowledged on

---

---

Year (From-till)

---

Name of the school in national language and in German



---

Knowledge and abilities

---

Graduation diploma issued on confirmed / acknowledged on

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---

Year (From-till)

---

Name of the school in national language and in German



---

Knowledge and abilities

---

Graduation diploma issued on confirmed / acknowledged on

---

## List of my work practice

---

Year (from – till)

---

Name, line of business and location of the company

---

Employed as

---

Knowledge and abilities

---

References, confirmations and certificates



---

Year (from – till)

---

Name, line of business and location of the company

---

Employed as

---

Knowledge and abilities

---

References, confirmations and certificates



---

Year (from – till)

---

Name, line of business and location of the company

---

Employed as

---

Knowledge and abilities

---

References, confirmations and certificates



## List of my work practice (continued)

---

Year (from – till)

---

Name, line of business and location of the company

---

Employed as

---

Knowledge and abilities

---

References, confirmations and certificates



---

Year (from – till)

---

Name, line of business and location of the company

---

Employed as

---

Knowledge and abilities

---

References, confirmations and certificates



---

Year (from – till)

---

Name, line of business and location of the company

---

Employed as

---

Knowledge and abilities

---

References, confirmations and certificates



### List of my further activities (household, honorary posts, interests ...)

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Year (from - till)

---

Activities


---

Knowledge and abilities

---

References, confirmations  
and certificates

---



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Year (from - till)

---

Activities


---

Knowledge and abilities

---

References, confirmations  
and certificates

---



---

Year (from - till)

---

Activities


---

Knowledge and abilities

---

References, confirmations  
and certificates

---





## List of my further activities (continued) (household, honorary posts, interests ...)

---

Year (from - till)

---

Activities


---

Knowledge and abilities

---

References, confirmations  
and certificates

---



---

Year (from - till)

---

Activities


---

Knowledge and abilities

---

References, confirmations  
and certificates

---



---

Year (from - till)

---

Activities


---

Knowledge and abilities

---

References, confirmations  
and certificates

---



## My language competencies

### Language:

confirmed

Listening – comprehension

Reading – comprehension

Speaking (dialogue)

Speaking (monologue)

Writing



### Sprache:

confirmed

Listening – comprehension

Reading – comprehension

Speaking (dialogue)

Speaking (monologue)

Writing



### Sprache:

confirmed

Listening – comprehension

Reading – comprehension

Speaking (dialogue)

Speaking (monologue)

Writing







### Aspects – Job market

This second part of your portfolio will guide you through orientation regarding the job market and through your considerations as to which abilities, skills and knowledge you can use and want to use professionally.

You will learn which person and institutes in your specific environment might be helpful and which sources of information prove meaningful regarding your vocational orientation. On completion of the present part you will have developed an idea of a possible job and you will be working on your first concrete goal in that job.

But first, it might be wise to think about your personal views concerning working life and all it may include. We sincerely believe that getting to know the rules of the world of employment and reflecting your role expectations is to be regarded just as essential considering successful entry into the job world as your professional knowledge, skills and abilities.

### Considerations concerning work

Our vocational acting, our decisions and our well-being is strongly affected by our opinion about occupation and what work means to us.

- What do I think about occupation, achievement, success and satisfaction?
- Which proverbs dealing with “work” can I enumerate?
- Whom do I admire for what he or she has achieved?
- What am I going to tell my grandchildren as to what really matters as far working life is concerned?
- Am I able to differ between my ideas and the reality I am up to?



### Being and staying in the working process 1

Working life is determined by rules. Observing them is a prerequisite for my vocational (re-)entry:

- What would I have to do, in order NOT to be successful in working life?



### Being and staying in the working process 2

Everybody plays a specific "role" at work. Expectations are connected to those "roles" and affect my acting, my decisions and my well-being:

- What do I expect from a "good" boss? Why?
- What do I expect from a "good" colleague? Why?
- What do I expect from a "good" co-worker? Why?



- What would be absolutely unacceptable? Why?
- How do my expectations differ from others?
- And how am I?





### Gender roles at work

Women and work: How does this fit into my concept?

- What are typical occupations for women and those for men?
- When and where do women also work? And when and where do men work?
- What is my situation? Do I want to continue like this in the future?
- What does family mean to me and how will my family be affected?



### Networks

A network refers to people I know, I am in touch with and that can help me when I need support. I try to trace my networks:

- Who am I in touch with? Who is important to me? Who are my contacts?
- With whom of the specified persons could I speak or learn German?
- Who of these persons has something to do with to my work?
- Who could help me to find an occupation?
- Who could support me once I found a job?
- How can I develop my network?



### Getting information

If I want to obtain orientation regarding the job market, the first thing to consider is, how I can get hold of the information required:

- How do I get the basic information about the job market, jobs and education?
- Which strategies are suited?



### Orientation at the job market 1

Now I ask myself basic questions about orientation at the job market. I will not answer the questions all at once, but within several steps. Not every question will be relevant to me:

- Is my education acknowledged in Austria?
- Can or do I really wish to work in that kind of job?
- What are similar occupations?
- What are occupations that are interesting?
- How can one learn my job or my job of interest in Austria?
- What are the conditions attached therewith?
- How are my chances to work in that line of occupation in Austria?
- Which jobs are needed right now?
- I outline three job descriptions of interest to me.



### Orientation at the job market 2

I compare my skills profile with the job of interest:

- Am I suited for that job?
- Which requirements are connected to the jobs selected?
- What do I already fulfill and what am I still lacking?
- How else can I find out which job I am suited for?



### My ideal job

I think of my ideal occupation and try to articulate my vocational goal more clearly and precisely while also checking if it really suits me:

- Under which basic conditions do I want to work in the future?



I consider my ideal job. How does it look like?

- Working time, working place, size and kind of company
- Work load, stress, alternation (job variation), routine, responsibility
- Working atmosphere, colleagues, social security benefits, wages
- Language requirements, ...?



I rank them:

- Which of the conditions are very important and which are less important to me?
- Why?



### My job goals

Now I have an overview of the job market and the job descriptions and compare them with my abilities:

- What are my vocational goals at present?
- How do I want to accomplish them?
- What are my alternatives, in case I cannot reach my goals?



### 3 How can I get there?

The right track to the job

Learning strategies

Arriving at your goal





## The right track to the job – Learning strategies – Arriving at your goal

While working with the portfolio you were encouraged to consider which abilities, skills and competencies characterize you and where your strong points are, you obtained a good overview about the job market and you found out how to put your potential to use. Now you are to consider how you want to plan your way there more precisely and to check if your goals were well chosen.

In the final part of the Language and Qualification Portfolio you can re-check, if your abilities correspond to the requirements of your chosen job and where and how you might have to invest more to make up for missing qualifications or knowledge.

You determine which language command is important for the job selected and how and where you can improve your language skills. Like in all fields of education and continuing education of your career, it will be important to get to know your learning strategies and learning techniques, because you surely will be relying on them on your way there.

You shall consider strategies that seem useful to find a job and shall plan what steps to take next and who could support you to follow suit. Now you have completed work with the portfolio. Congratulations! We wish you all the best and good luck on your entry to the job market.

## The way to the job of my choice 1

- What are the requirements regarding abilities and qualifications for my target job?  
Which ones do I have? How can I provide evidence for them?
- Which abilities and qualifications do I have to acquire?
- Where can I acquire them? How long will that take me? How much will it cost?  
When can I start? Where do I go to register and what are the deadlines for registration?



- Which activities will I have to do in German in the job selected?
- Will I be able to make out in German?
- Where and how can I acquire the German language competence required?



## The way to the job of my choice 2

- Are there other reasons that make my entry into the job market difficult (e.g. children, housing issues, health, finances,...)?
- Who and/or which institutes could support me?
- Are there things that I actually do not have to do, can do differently, I can delegate? Which ones?
- Are there people I could ask for help? Who exactly?
- How will I ask them for help?



If everything has been sorted out and I want to enter the job market, I ask myself:

- How did I get jobs so far?
- What information did I have to gather for my previous jobs?
- Whom did I have to know? Whom did I have to talk to?
- What steps did I have to take?
- If I have not worked so far I consider the questions regarding a person I know well.



## Learning techniques and strategies 1

- Which learning activities do I know of?
- Which learning techniques in class do I like? Which ones do I not like? Why?



I try to remember a situation, when I was learning something:

- What kind of situation was it?
- Who took part?
- What did I do?
- How can I benefit from that experience for improving my German and for my vocational life?



I take a look at my learning materials:

- Are they well organized? How are they organized?
- I compare my learning materials with those of my colleagues.
- Do I have an idea how my material could be even more effective?



## Learning techniques and strategies 2

- What is my ideal study setting? How does this place have to look like?
- When should I say "NO" during my study-time?
- How long can I stay concentrated? What do I do during breaks?
- When do I learn most effectively? How can I manage the learning quantity?



- Am I sure about what I want to achieve with learning?
- Are my learning goals realistic? (compare also "setting goals")
- How will I assess my learning success?
- Am I fit for learning – not too tired or too distracted?



- Do I believe that I can benefit from teamwork?
- Which advantages does teamwork have? What disadvantages?
- Do I like to offer help to colleagues?
- Can I accept help?



## Language learning strategies

- What are useful activities for me when I am learning a new language?



## My time-management

To cope with any changes to come, good time-management will be required.  
I consider carefully:

- How does my daily life look like?
- Am I happy with my personal time budget?
- How much time do I spend with whom or doing what?
- Who or what “steals” my time?
- Who or what would I like to spend more time with?
- Which changes am I to expect when I start out working or education?  
Who in my surrounding will be affected?
- How will I react?



## Setting goals

When developing my goals it will be important to make sure that they are realistic ones. This does not always come easy. In order to practice this approach, I think about a private or vocational goal, articulate it in one sentence and check:

- Is it concrete?
- Is it possible to reach the goal?
- Is it attractive for me?
- How can I check that I have reached it?
- Is there a date by when I want to have reached it?
- What will change in my life as soon as I have achieved this goal?
- Is it exactly that what I wish to achieve?





## My plan

Now I make a plan, think it over and make a list:

- What is my goal?
- Which steps do I have to take to achieve it?
- Which questions do I have to clarify?
- Who can support me?
- What am I willing to do for it?
- What kind of changes will come?
- What is the order of the steps that I take?
- When should those steps be taken?
- What will I do to stick to my time schedule?
- After which steps will I reward myself? How?



## Examine my plan

To check if my plan is realistic and that I have not forgotten anything, I tell my plan to another person as detailed as possible. We consider together:

- Are all steps clear?
- Do all the steps lead to my goal or is it a roundabout way I am taking? Why?
- Did I miss out on anything?



### My plan

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Goal

---

What do I have to do?

---

Who should help me?

---

Till when will I do it?




---

New date:

---

OK

---

---

Goal

---

What do I have to do?

---

Who should help me?

---

Till when will I do it?




---

New date:

---

OK

---

---

Goal

---

What do I have to do?

---

Who should help me?

---

Till when will I do it?




---

New date:

---

OK

---

### My Plan (continued)

---

Goal

---

What do I have to do?

---

Who should help me?

---

Till when will I do it?




---

New date:

---

OK

---

---

Goal

---

What do I have to do?

---

Who should help me?

---

Till when will I do it?




---

New date:

---

OK

---

---

Goal

---

What do I have to do?

---

Who should help me?

---

Till when will I do it?




---

New date:

---

OK

---



## 4 Glossary



Term	Explanation in English	Term and Explanation in My Language
Portfolio	It is a folder in which a person collects documents and examples of his/her work in order to present what kind of competencies and qualifications he/she has.	
Competencies	Abilities and knowledge, attitudes and views that I use in order to reach a concrete aim.  Such competencies I acquired during my life through practical experience and systematical study processes.	
Qualifications	Competencies I acquired within the framework of my institutional education or through working experience and that are acknowledged by means of certificates or in a different form by an external authority.	
Key competencies	Competencies not specifically connected with your factual field. Competencies and skills concerning the relation with other people, with tasks, time and with my person as such. They are called "key" competencies because they are basic competencies called for in all fields of work.	

Term

Explanation in English

Term and explanation  
in my language

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## 5 Dossier





# Experiences





## Living in many cultures

Being a migrant I am familiar with life in different cultures.

- Which advantages result from this fact?
- Which abilities did I develop while living in other cultures?
- In which situations can my knowledge and my skills be useful to me?





## Self-motivation

In my life I came across difficulties and barriers and had to master them on my own and had to keep up believing in my goals, searching for information and holding out despite all difficulties.

- What did I handle easily and what was difficult?

Thus I clearly proved that I can motivate myself.





## Self-organization

I have reached some goals in my life and had to deal wisely with my time and strength.

- Where and when was I successful?
- How did I manage that?
- What was easy, what was difficult?

Thus I clearly proved that I can get organized.





## Sense of responsibility

I am used to complete all my assignment carefully, stick to agreements and to bear all consequences resulting.

- What were my previous assignments and which ones do I have now?
- What is easy and what difficult?

Thus I clearly proved that I can take full responsibility.





## Stress management

Over and over again there were situations where I was acting under pressure and stress, but I managed to complete my tasks.

- How did I feel?
- What did I do to manage?
- How can I transfer this ability to my present situation?

Thus I clearly proved that that I can handle stress.







## Ability to communicate

I recall situations where I managed to solve problems by means of talking or where I got some new important ideas by means of communicating with other people.

- In which situations did this happen?
- Who was involved in such discussions?
- Did I do more listening or talking? Which role do I prefer?

Thus I clearly proved that I am able to communicate.





## Ability to cooperate

I remember a task / activity I did together with other people and that was a success due to the fact that we worked together..

- Why did we work in a group?
- Who did what?
- Which part did I take?
- Is it easy for me to ask others for help or to offer some help?

Thus I clearly proved that I am able to cooperate with others.





## Conflict management

When I had different interests than others, in case of misunderstandings or when I noticed controversies between other people, such as friends, family, neighbors, colleagues, superiors...

- How did I deal with these situations?
- Did I try to find a solution? How long did it take?

Thus I clearly proved that I am able to manage conflicts.





## Solution-orientation

If there is a problem, do I concentrate more on the problem than on the solution?

- I recall a situation where I found a good solution.

Thus I clearly proved that I am solution-oriented.





## Flexibility

Throughout my life I have repeatedly demonstrated that I am able to give up my plans and to follow new ones..

- How did I feel in doing so?
- Who else did the change affect?
- Did something positive result? What?

Thus I clearly proved that I can be flexible.





## Ability to organize

I have repeatedly planned my life on a long-term basis, adapted according to differing requirements and "made something work well".

- When and where did this happen?
- How did I accomplish that?
- What came easy and what was difficult?

Thus I clearly proved that I've got the ability to organize.





## Learning languages

When learning a new language it will prove wise to be aware of the language learning strategies you have already successfully implemented before and of the relation you have developed towards the new language. I consider carefully:

- How did I learn my mother language?
- How did I learn other languages?
- Which feelings do I connect regarding the languages I speak?
- Which feelings do I connect with German? Do I like German as such?
- What could be helpful for learning the German language?





## Language activities in my job

I review "Checklists for language activities in my job 1 and 2" again and consider, if and when I already applied those activities in my mother language and if and when I relied on those activities in the national language.

- What was the situation like?
- What was easy? What was difficult? Why?
- Will I have to do this in the future?
- How will I do that in the future?







## Milestones in my life

I think of the last 10 to 20 years of my life, about events that definitely changed my life crucially.

- Which ones were the most important ones? Why?
- How did I feel during that period?
- How did other people see me during that period?





## Visions

Imagine 10 years have passed.

- How is my life now? Where do I live? In what kind of surrounding?
- Who do I live with? What is the relation to my friends and family like?
- What does work mean to me? Which part of my life does it take up?
- What do I do apart from working?
- How much money do I have?
- How is my physical condition?





## Modifications

In order to be able to cope actively with forthcoming changes I try to find out what changes mean to me and which role I played so far in this context. I take a close look at the most important changes in my life:

- Why did they occur?
- Were the reasons for changes internal or external ones?
- What significance did those changes have for my life?
- How did I experience them? How did people close to me experience them?
- How do these people think about them?
- Who was important during those transitions? Why?





## Well-being and health

My job performance strongly depends on my physical and psychic well-being. I consider:

- How is my physical condition presently?
- What do I do for my health? What do I do for my body?
- Do I have any health tips?
- What do I need to feel good?





## The roots of my job life

In order to discover more potential it can prove helpful to enumerate wishes I had as a child, even if I did not follow through with them:

- What did I want to become as a child?
- Which preferences did I have as a child?
- What did the people in my surroundings want me to become (my father, my mother, my grandparents, other relatives)?
- Which job did I learn? How come?





## Successes

I enumerate all my achievements and successful undertakings in order to pick up strength and spirits on my way. I consider:

- What have I already achieved in my life?
- How can I demonstrate that that really was a success?
- What else do I really want to achieve?





## Decisions

I will be making decisions of major influence to my future life. Knowing how decisions were made in the past might issue meaningful hints for my future decisions. I take a closer look at the most important decisions in my life:

- Who was important?
- How did the decision come about? (in discussions, with activities, quickly or well-considered, ...)
- Which persons influenced decision-taking? What was their point of view?
- What was the basis for the decision?
- What does that mean for my future?





## Ability to adjust

The ability to adapt can be a great help throughout my professional life. I have showed over and over again that I can adjust, even if it was not always easy:

- Where and how did I adjust?
- How did it help me?
- Where/when do I wish not to adjust?

