

**ERIAS - European Refugees Integration Action Scheme**

**Integration Checklist**

**Canvas**

**The Implementing project Partners:**



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**{Template to create your own Integration toolbox}**

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| **BUSINESS GUIDE** |

➊ **WHAT YOU NEED TO KNOW BEFORE RECRUITING   
A THIRD COUNTRY NATIONAL**

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| **Question** | **N°** | **Fact sheet** |
| How are reception and integration organised in ***(precise the country)***? | [**1**](#Fiche_1) | Integration actors |
| [**2**](#Fiche_2) | Integration path |
| [**3**](#Fiche_3) | Labour market integration and employability |
| [**5**](#Fiche_5) | Websites for further reference |
| What are the different status of the migrants? | [**6**](#Fiche_6) | Status definitions and characteristics |
| Do all residence permits give access to the labour market? | [**7**](#Fiche_7) | Administrative procedures for the company |
| What is the integration path? | [**2**](#Fiche_2) | Integration path |
| What are the procedures for companies wishing to recruit a TCN? | [**7**](#Fiche_7) | Administrative procedures for the company |
| Where can I find information before recruiting a TCN? | [**7**](#Fiche_7) | Administrative procedures for the company |
| Are there specific support programmes in my professional field? | [**4**](#Fiche_4) | Bespoke integration programmes |
| What is the labour market integration path for TCNs? | [**3**](#Fiche_3) | Labour market integration and employability |

➋ **INTEGRATING A MIGRANT INTO THE COMPANY**

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| **Question** | **N°** | **Fact sheet** |
| What are the benefits for the company? | [**8**](#Fiche_8) | Benefits for the company |
| What can I do to create a welcoming work environment? | [**9**](#Fiche_9) | Getting ready : check-list |
| How to make teams aware of cultural differences? | [**10**](#Fiche_10) | Taking on board cultural differences |
| How to welcome the new employee the first day? | [**12**](#Fiche_12) | First day at work check-list |
| Do you have a clear list of all important aspects of the company which should be introduced to the new employee on the first day? | [**11**](#Fiche_11) | Creating an employee handbook |
| How to favor the integration of the new employee in the company? | [**9**](#Fiche_9) | Getting ready: check-list |
| [**10**](#Fiche_10) | Taking on board cultural differences |
| [**13**](#Fiche_13) | Supporting and assessing a new employee |
| How to assess the skills to be acquired by the new employee? | [**13**](#Fiche_13) | Supporting and assessing a new employee |
| [**14**](#Fiche_14) | Skills assessment grid |

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| List of the main acronyms of organisations and programmes related to the reception of TCNs in ***(precise the country)*** | [**15**](#Fiche_15) | Glossary |
| List of the main websites dealing with the question of integration of TCNs in ***(precise the country)*** – not exhaustive | [**5**](#Fiche_5) | Websites for further reference |

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| **Migrant reception services - operational organisation** | | |
|  | ◗ | Who are the actors responsible for the reception of TCNs in the country? |
|  | ◗ | How is the reception of TCNs organised and how the different actors involved interact with each other at national, regional and local level? |
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|  | ◗ |  |
|  | | *Recommendations:**Provide simplified and clear information to facilitate understanding by the entrepreneur and/or human resources manager**Refer to web links that provide more comprehensive and up-to-date information (websites of organisations mentioned)* |

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|  | ***Is there an integration path, a moral contract with a social and economic integration programme that links the TCN and the host country?*** Define this programme below. | |
|  | ◗ |  |
|  | ◗ | Aims:  * Help the newcomer to understand the values and principles of the country, * Help the third country national to learn the national language, * Support social and labour market integration, * Help the newcomer become independent and integrated in the society on a long-term basis. |
|  | ◗ | Beneficiaries: All third country nationals (i.e. from outside the E.U.) arriving in the country for the first time, including refugees and beneficiaries of subsidiary protection, admitted for temporary residence and who want to settle permanently. |
|  | ◗ | Implementation process ***For each step, indicate the responsible organisation and its main mission***   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | |  | |  | | | ⦁ |  | ⦁ |  | ⦁ |  | | ⦁ |  | ⦁ |  | ⦁ |  | | ⦁ |  | ⦁ |  | ⦁ |  | | ⦁ |  | ⦁ |  | ⦁ |  | |
|  | ◗ | Focus on Vocational training and labour market integration: who does what?  |  |  |  |  | | --- | --- | --- | --- | |  | Organisations responsible for follow-up | | | | Language training 🡺 | ⦁ |  | |  | ⦁ |  | |  | ⦁ |  | |  | ⦁ |  | | VET and/or labour market access 🡺 | ⦁ |  | |  | ⦁ |  | |  | ⦁ |  | |  | ⦁ |  | | Social support 🡺 | ⦁ |  | |  | ⦁ |  | |  | ⦁ |  | |  | ⦁ |  | |
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| Labour market access process | | |
|  | ◗ | Support organisations  |  |  |  | | --- | --- | --- | | Vocational Education and Training Labour market access Entrepreneurship | ⦁ |  | | ⦁ |  | | ⦁ |  | | ⦁ |  | |
|  | ◗ | Process **Personalised Integration programme** Describe the process for: - integration as an employee  - integration through entrepreneurship |
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|  | 🡺 | **Factsheet 4:** Bespoke labour market access programmes Recruiting a migrant through a bespoke labour market access programme can make things easier. |
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| Training and integration programmes for beneficiaries of international protection | | |
|  | ◗ | The available training programmes all combine classroom learning and hands-on experience in a business environment. |
|  | ◗ | Funding bodies (for instance trade branch organisations) tend to give priority to sectors experiencing labour shortages, in order to meet the needs of local businesses finding it difficult to recruit staff within their area. |
|  | ◗ | These programmes share the following aims: 1/ For the beneficiaries   * Train them for a job (or update their skills) and provide them with the competence and skills they need to be employed by a business or to become an entrepreneur (specific technical terms, professional procedures, safety rules applicable to the job, etc.) * Help them discover the country’s business practices and gain a first professional experience with special support. * Allow them to obtain a certification and/or qualification or diploma that will help them gain long-term access to the labour market.   2/ For the host companies   * Give the company (and its teams) a unique opportunity to host a person with international, protected person status as an intern or under a work-study contract, under the supervision of migrant reception and labour market integration specialists. * Test the company’s organisation (management, new employee induction procedures, etc.), discover a different culture and gradually explore the possibility of future employment. |
|  | ◗ | Some programmes in which companies cans participate(\*) :  |  |  |  | | --- | --- | --- | | **Business sectors** | **Programme** | **Contact person** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   *(\*) This list is not fully comprehensive and is liable to change without notice.* |
|  | ◗ | Entrepreneurship programmes(\*) available for TCN:   |  |  |  | | --- | --- | --- | | **Business sectors** | **Programme** | **Contact person** | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  | |  |  |  |  *(\*)This list is not fully comprehensive and is liable to change without notice.* |

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| **EU and European organisations websites** | | |
|  | European Commission : Employment, Social Affairs & Inclusion | <https://ec.europa.eu/social/main.jsp?catId=470&langId=fr> |
|  | European Commission : Migration and home affairs | <https://ec.europa.eu/home-affairs/what-we-do/policies/legal-migration/integration/integration-labour-market_en> |
|  | EU Immigration Portal | <https://ec.europa.eu/immigration/general-information/emn_fr> |
|  | EMN – European migration network | <https://ec.europa.eu/home-affairs/what-we-do/networks/european_migration_network_en> |
|  | EU Skills Profile Tool for Third Country Nationals | <https://ec.europa.eu/migrantskills/#/> |
|  | ENIC-NARIC – Gateway for recognition of academic | <https://www.enic-naric.net/> |
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| **National government organisations websites** | | |
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| **Organisations / NGO websites** | | |
|  | Amnesty International | <https://www.amnesty.org/en/i-welcome-community-2/what-you-can-do/things-businesses-can-do/> |
|  | Migrant Integration Lab | <http://migrantintegrationlab.strikingly.com/#mentoring> |
|  | UNHCR | <https://www.unhcr.org/livelihoods.html> |
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| Third Country nationals / Non-EU foreign workers | | |
|  | ◗ | Third country nationals (including asylum seekers, refugees or family migrants) are not EU citizens and do not have the right to free movement within the Schengen Area. They are legally resident in a Member State and have access to the labour market under the national legislation of the host Member State. |
|  | *Provide clarifications on the conditions of access to the labour market in relation to national practices* | |
|  | ◗ | A non-EU foreign worker is someone working in a country in which they do not have citizenship and where they do not have protected person status. |
|  | *Provide clarifications on the conditions of access to the labour market in relation to national practices* | |
| Refugees and beneficiaries of subsidiary protection | | |
|  | ◗ | Refugee statusRefugee status, as defined by the International Geneva Convention of 1951, is granted to any person who has a well-founded fear of being persecuted in their country of origin because of their race, religion, nationality, membership of a particular social group or political opinion. |
|  | ◗ | Subsidiary protectionA country can also grant subsidiary protection to any person who does not qualify for refugee status but faces a risk of being sentenced to death, being subjected to torture or to inhuman or degrading treatment or punishment, or is fleeing a war zone. |
|  | *Provide clarifications on the conditions of access to the labour market in relation to national practices* | |
| Stateless persons | | |
|  | ◗ | The UN Convention of 28 September 1958 relating to the Status of Stateless Persons defines statelessness as applying to “individuals who are not considered citizens or nationals under the operation of the laws of any country”. |
|  | *Provide clarifications on the conditions of access to the labour market in relation to national practices* | |
| Economic migrant | | |
|  | ◗ | An economic migrant is someone who has left his or her country in search of a better standard of living in another country. Economic migrants cannot be granted asylum because they are not migrating for humanitarian reasons. |
|  | *Provide clarifications on the conditions of access to the labour market in relation to national practices* | |

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| Unaccompanied minors and isolated foreign minors | | |
|  | ◗ | An **isolated foreign minor** is a young person under the age of 18 and who is separated from his or her legal representatives. Being a minor, that person has no legal capacity and in the absence of legal representatives, is deemed to be isolated and in need of protection. |
|  | *Provide clarifications on the conditions of access to the labour market in relation to national practices* | |
| Asylum seekers | | |
|  | ◗ | An asylum seeker is someone who has applied for asylum in order to obtain refugee status. All refugees have been asylum seekers, but all asylum seekers are not granted refugee status. |
|  | *Provide clarifications on the conditions of access to the labour market in relation to national practices* | |
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**It is illegal for anyone to work in** ***(precise the country)* without a work permit.**

Before signing an employment agreement, the employer is responsible for checking that the future employee has a work permit, with the relevant authorities. Failure to do so may lead to prosecution for the employer, who can incur fines and other penalties **(*briefly recall the sanctions to which the employer is liable if he does not respect the rules*)**.

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| Get informed before concluding an employment contract | | |
|  | ◗ | Verification of the residence permit:Check with the relevant authorities |
|  | ◗ | Is there an opposability to hiring?Check with the relevant authorities |
|  |  | ***List below the contacts where the company can get information before recruiting a TCN***   |  |  | | --- | --- | | **Where to get information?** | **Contacts:** | |  |  | |  |  | |  |  | |  |  | |  |  | |

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|  | 🡺 | Is there a hiring tax for foreign workers? |
| 🡺 | Are there regulated professions? |
| 🡺 | Is there a list of professions open to TCNs? |
| 🡺 | What is the procedure to recognise and obtain an equivalence for a foreign diploma?ENIC-NARIC – Gateway for recognition of academic - <https://www.enic-naric.net/> |
| 🡺 | How to exchange a foreign driver’s license for a national title? |

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| Committed employees | | |
|  | ◗ | Building a better future: refugees who have been granted a work permit are highly motivated and committed to their work as they know that entering the labour market is a key stage in their integration process. |
|  | ◗ | In general, they are therefore determined, proactive and on time. |
| **Hosting and training employees suited to business needs** | | |
|  | ◗ | Refugees want to overcome any hurdles and be trained as soon as possible, so they can quickly become operational. It is important to support them throughout the integration process and offer them training opportunities that are suited to specific business needs. |
| **Integration and diversity: Corporate Social Responsibility (CSR) and cultural diversity** | | |
|  | ◗ | Projecting your business image as an attractive, open company, for employees, customers and suppliers alike. |
|  | ◗ | Recruiting people from a wide range of backgrounds highlights your business’s awareness of its societal responsibility and can become a competitive advantage. |
|  | ◗ | Increasing cultural diversity within your business will broaden the outlook of other employees, providing they have been made aware of the challenges and opportunities of integrating people from different countries. |
|  | ◗ | Studies show that diversity stimulates innovation and increases productivity and creativity within teams. Bringing in people with new technical, linguistic and intercultural competences will benefit your business. |

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|  | 🡺 | **Factsheet 4:** Bespoke labour market access programmes Recruiting a migrant through a bespoke labour market access programme can make things easier. |
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| **Job definition** | | |
|  | ◗ | List all your expectations in terms of competences and personal skills, with the expected outcomes after one day, one week and at the end of the probationary period |
|  | ◗ | Define the job specifications and any equipment required |
|  | ◗ | Questions to ask:  Does the business have a work station available with all the necessary equipment?  Does the business have all the necessary personal protection equipment available?  Does the business meet all the health and safety requirements?  Can the business be reached by public transport? |
| **Administrative procedures** | | |
|  | ◗ | Finalise the recruitment and training procedures, if need be with the Vocational Education and Training Centre |
|  | ◗ | Prepare all the paperwork to be signed by the new employee, i.e. Employment contract, health and safety register, etc |
|  | ◗ | Create or update the employee handbook |
|  | ◗ | Organise a guided tour of the premises and introduce the newcomer to the teams |
| **Teams, in-house communication** | | |
|  | ◗ | Raise awareness of cultural differences, bearing in mind that the new employee will not share the same cultural references and may not speak fluently the national language. |
|  | ◗ | Beware of preconceived ideas and prejudice. |
|  | ◗ | Stress the opportunities that cultural diversity can create within the company. |
| **Mentoring** | | |
|  | ◗ | Choose the people who will be responsible for the newcomer |
|  | ◗ | Choose the mentor or tutor who will monitor the newcomer’s progress and make sure they are aware of potential challenges |
|  | ◗ | Questions to ask:  Is the mentor/tutor ready and willing to take on the task? Is the mentor/tutor a good “teacher”? |
|  | ◗ | If the person has no prior experience of mentoring/tutoring, make sure they receive training in integration support |

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|  | 🡺 | Fact sheet 11 - Creating an employee handbook |
| 🡺 | Fact sheet 10 - Taking on board cultural differences |
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| **Observations** | | |
|  | ◗ | Moving to another country under duress is never easy. As well as having usually experienced extreme hardship (wars, violence, travelling from place to place), migrants have had to leave behind a familiar environment and are plunged into a completely different world, with the accompanying **culture shock**. This can often generate stress, anxiety, sadness and confusion in a host environment which is not used to dealing with cultural diversity. |
|  | ◗ | Adapting to a new culture and forging a new cultural identity can be a long process. **This slow adaptation process** is often out of step with the rapidly changing world of work. |
|  | ◗ | Yet social and societal integration will be made easier if the refugee enters the labour market by finding work in a company. |
| **Diversity and day-to-day working environments** | | |
|  | ◗ | The successful integration of a refugee in the company requires all the parties involved (both the newcomer and the existing employees) to be aware of the codes of conduct and cultural codes, in order to further communication and mutual understanding. Misunderstandings, frustration and even conflict can arise between co-workers over different work practices, styles of communication, priorities and personal behaviour. |
|  | ◗ | Informal exchanges on **different habits and customs** should be encouraged, for instance a discussion on food and eating habits, or a **special training session** can be organised to facilitate intercultural communication. |
| **Recommendations** | | |
|  | ◗ | A balanced outlook and plain common sense are the best way to avoid creating barriers between employees. It is best to “play things by ear”. |
|  | ◗ | Dialogue, tolerance and exchange must be prioritised rather than confrontation, and the law must always prevail. |
|  | ◗ | Contact between different cultures can be initially stressful, but it leads to mutual enrichment. Never lose sight of the fact that **diversity can drive economic and cultural development**. |

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| **Employee handbook** | | |
|  | ◗ | An employee handbook is a friendly and useful way of welcoming a person with refugee status and helping them smoothly integrate a company. |
|  | ◗ | Make sure the new employee understands the key information, if they are still not fluent in the national language. |
| **Sample of contents for an employee handbook** | | |
|  | ◗ | Palabras de bienvenida que establecen los objetivos del manual, el espíritu de la empresa, etc |
|  | ◗ | Introducing the company: history, activities, customers, etc. |
|  | ◗ | Company organisation:   * + The management structures   + Map of the premises   + Staff facilities (cloakrooms, cafeteria, restrooms, etc.)   + Presentation of each department (as the case may be), with its remit, its resources and useful information for the new employee   + Presentation of the host department, with the name of the manager, the mentor (when one has been appointed), department organisation and contact details |
|  | ◗ | Reference to rules and regulations: collective agreement, health and safety, work station safety, etc. and where these documents can be found. |
|  | ◗ | Practical company information: access to public transport, access to the premises, working hours, paid leave, leave of absence, health coverage, additional health insurance, training policy, etc. |
|  | ◗ | Useful telephone numbers. |
|  | **This list is by no means fully comprehensive. The handbook must be adapted to the needs of each company.** | |

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| **Welcoming the new employee** | | |
|  | ◗ | Meet the newcomer in person. |
|  | ◗ | Bear in mind that they will probably be intimidated and that their language level may not be up to scratch. |
|  | ◗ | Be prepared to repeat important information that may not have been fully understood. |
|  | ◗ | Make sure the person has an appropriate means of transport to get to and from the premises. |
| **Managing work spaces and premises** | | |
|  | ◗ | Organise a tour of the premises so the employee can get a first impression of the company. |
|  | ◗ | Point out the cloakrooms, restrooms, staff relaxation room, etc. |
| **Introducing the team** | | |
|  | ◗ | Introduce all the staff that the newcomer will be working with. |
|  | ◗ | Make sure that the new employee knows the name of their mentor. |
| **Introducing the company and the training programme, as the case may be** | | |
|  | ◗ | Set out your expectations regarding the job. |
|  | ◗ | Detail the different tasks to be carried out during the training period. |
|  | ◗ | Hand over the employee handbook. |
|  | ◗ | Present an overview of the company’s in-house work practices in a language that the person can understand: in-house regulations, breaks, catering facilities, dress codes, health insurance coverage and procedures, etc. |
| **Introducing the job and professional activities** | | |
|  | ◗ | Provide the equipment needed to start work, i.e. supplies, computer, passwords, work gear, etc. |
|  | ◗ | Support the new employee on their first day at work. |
|  | ◗ | Get them to sign the health and safety at work register and make sure they have understood the details. |
| **End of first day report** | | |
|  | ◗ | Ask the person for feedback on their first day at work, answer any questions and make sure they leave work feeling positive about the experience. |
|  | ◗ | If need be, pass on the feedback to the training centre. |

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|  | 🡺 | Fact sheet 14 - Skills assessment grid |
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| **Regular integration reports** | | |
|  | ◗ | Get the employee to report regularly to their mentor to facilitate dialogue and speed up integration. |
|  | ◗ | Ask the employee to submit a state of play report at the end of the first month, to gather their first impressions and see what potentially useful cultural differences they have noticed. |
|  | ◗ | Get them to talk about their integration in the company and assess their degree of integration via pre-determined indicators (knowledge of the company, performance in their job, general qualities and abilities, etc.). |
|  | ◗ | Show encouragement or advice on things to improve. |
| **Examples of aims to be achieved:** | | |
|  | ◗ | Knowledge of the company:   * Being familiar with company organisation and procedures (and customers, according to particular situations) * Being familiar with the company ethos and values * Being a good team player * Knowing the company’s safety procedures |
|  | ◗ | Job definition:   * Understanding the duties and tasks that go with the position * Mastering the tools required for the job * Achieving objectives in terms of quantity, quality, deadlines, etc. * Complying with work station-related safety instructions * Taking initiatives |

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|  | 🡺 | Fact sheet 14 - Skills assessment grid |
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***To extend to additional information related to the subject, list below useful links to national and / or European websites related to existing organisations and / or tools***

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| **INTERVIEW DATE:** |

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| **Assessment grid** | **Assessment** | | | **Comments** |
|  | + | +/- | - |  |
| *Behaviour at work* |  |  |  |  |
| Punctuality |  |  |  |  |
| Diligence |  |  |  |  |
| Independence |  |  |  |  |
| Proactiveness |  |  |  |  |
| Motivation, engagement |  |  |  |  |
| Integration (company and team) |  |  |  |  |
| Critical self-awareness |  |  |  |  |
| *Professional skills and practices* |  |  |  |  |
| Understands the objectives to be achieved |  |  |  |  |
| Can communicate easily |  |  |  |  |
| Masters the tools and techniques required for the job |  |  |  |  |
| Meets the health and safety requirements |  |  |  |  |
| Meets the objectives set for the job |  |  |  |  |
| Can organise his/her work |  |  |  |  |

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| --- | --- | --- |
|  | | |
|  | ◗ | Employee’s strong points: |
|  |  |  |
|  | ◗ | Difficulties encountered: |
|  |  |  |
|  | ◗ | Areas for improvement: |
|  |  |  |

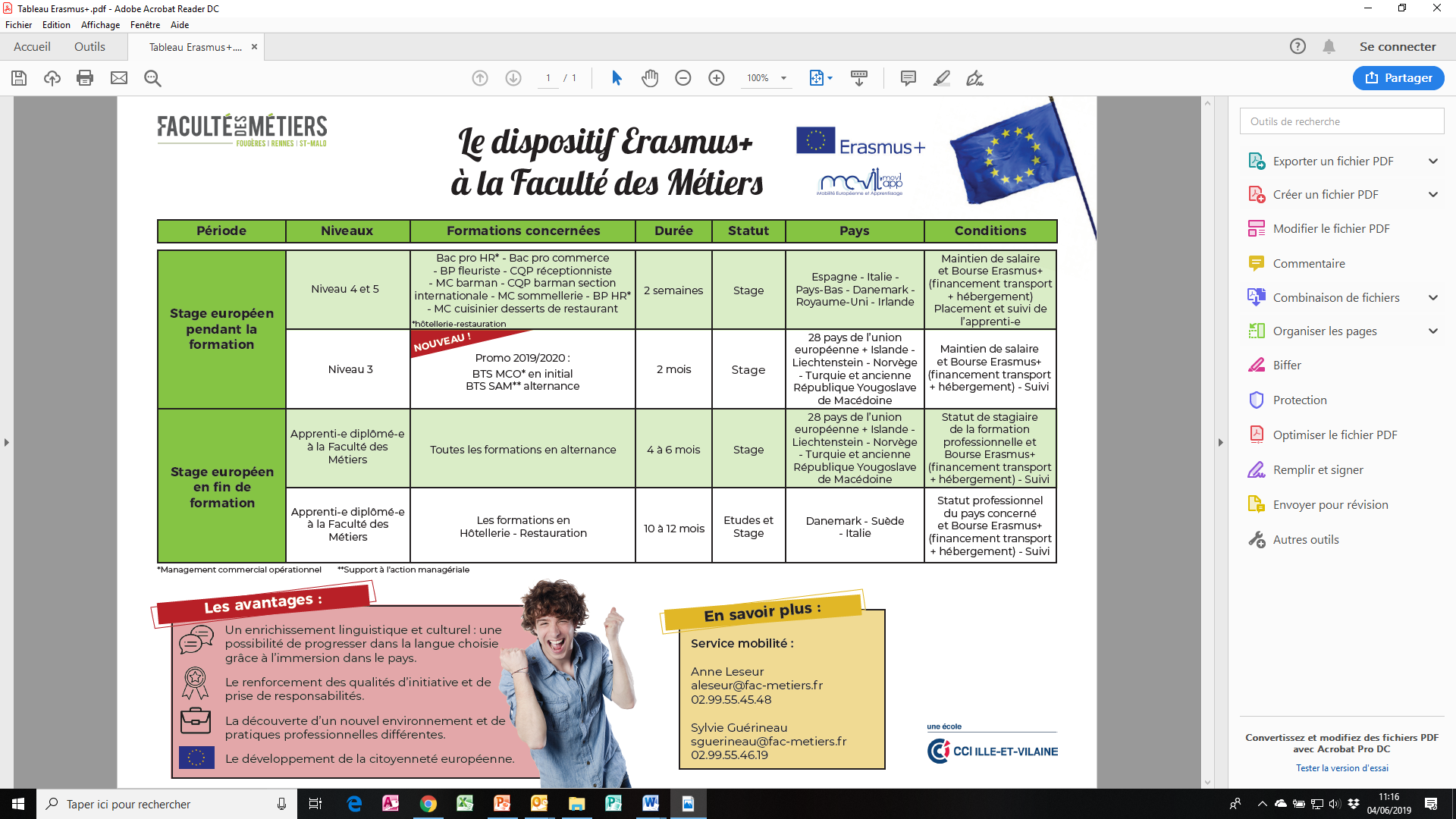
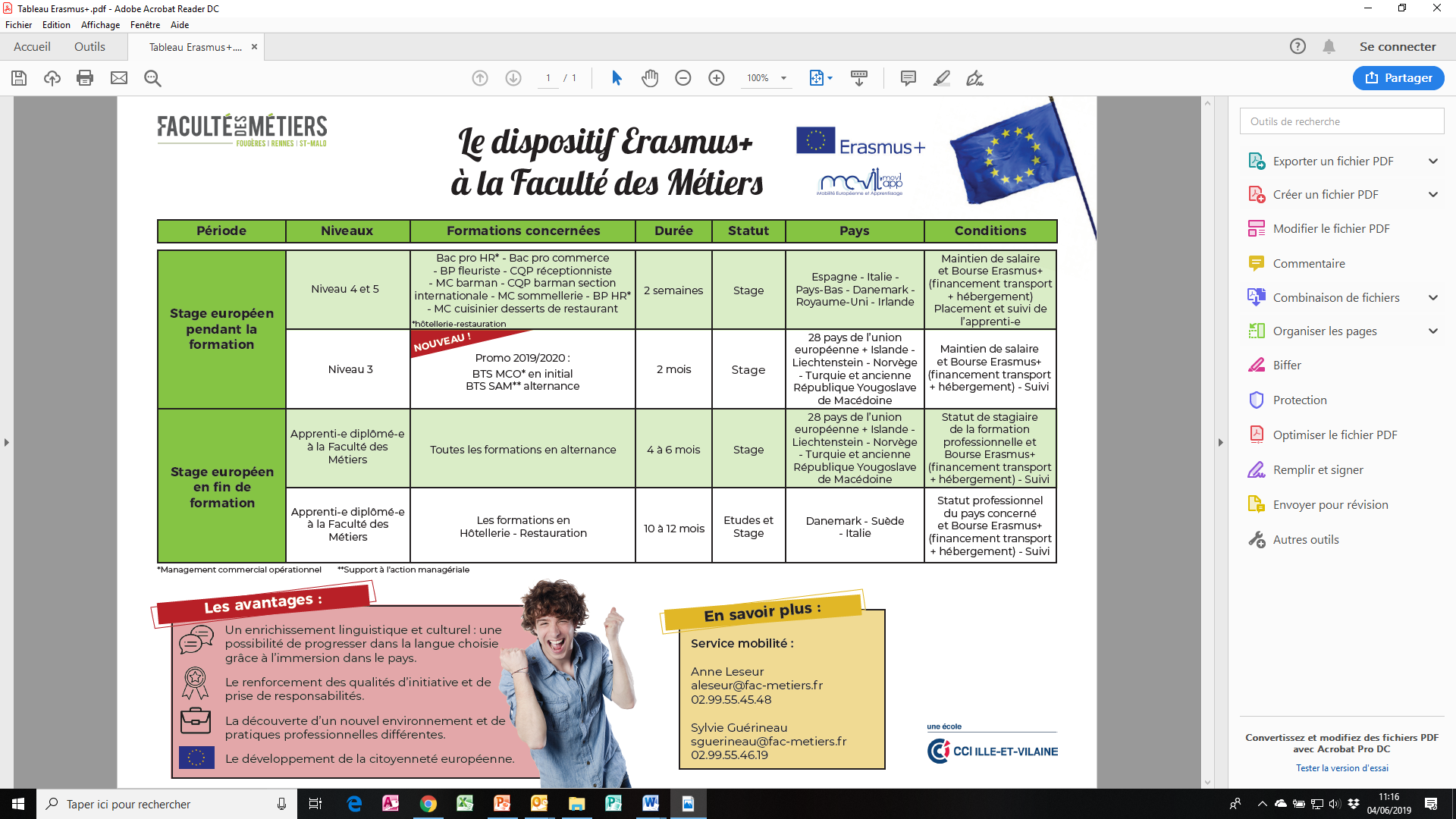
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| **List of the main acronyms of organisations and programmes related to the reception of TCNs in *(precise the country)*** | |
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This document was produced jointly with:





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