

PERSONAL INFORMATION



Guillaume Mercier

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Date of birth 03/04/1992 | Nationality Belgian

STUDIES APPLIED FOR

Master's degree at College of Europe

WORK EXPERIENCE

15/09/2015–15/12/2016

Journalist

Bruxelles Bondy Blog, Brussels (Belgium)

As part of my journalism training, I took part in different projects (videos, radio, article) and reports (related to the EU) for the Brussels-based Bondy Blog - online news website.

06/02/2017–03/03/2017

Journalist

L'Écho, Brussels (Belgium)

Internship - Brussels-based economy newspaper.

Report and analysis of economic news, writing of articles, search for information, interviews.

03/04/2017–03/06/2017

Journalist

France 2 - France Télévisions, Brussels (Belgium)

Intern with the Brussels-based EU-correspondent of *France 2* TV-broadcast company.

- Coverage of European summits and Council of Ministers
- General coverage of European news for France 2 and France Info
- Writing of articles for France 2 Bruxelles website
- Search for information and contacts
- Press review

15/08/2016–15/09/2016

Administrative secretary

Cabinet du Ministre Président - Fédération Wallonie-Bruxelles, Brussels (Belgium)

I was part of the coordinating team in the State Records and Archives Department.

01/08/2014–31/08/2014

Production assistant

Everlasting Group - TV Production, Brussels (Belgium)

I helped with the production of the TV show "Clé sur porte", broadcast on RTL-TVI. I worked both in the office of Keynews and on the field with a journalist and a cameraman.

EDUCATION AND TRAINING

15/09/2015–Present

European and International Journalism Master's Degree

IHECS Brussels School of Journalism and Communication and Catholic University of Louvain (UCL) - University partnerships programme, Brussels (Belgium)

Theoretical courses on the history of the EU, the decision-making process of the EU, political communication, current affairs and sources of the EU.

Creation of long-form journalistic projects.

- Practical Master's thesis : 26-minute video report on environmental migration in the Louisiana (USA).
- Theoretical Master's thesis : the debate around the anti-democratic use of "trilogues" in the EU legislative procedure.

01/09/2014–01/02/2015

Erasmus exchange program - Faculty of Journalism

Complutense University of Madrid, Madrid (Spain)

Erasmus exchange program from September 2014 to February 2015. Courses were exclusively taught in Spanish.

Gestion de marca, Historia de la propaganda, Proceso de creación publicitaria, Políticas de la comunicación y la información en la Union Europea.

15/09/2012–30/06/2015

Applied Communication Bachelor's Degree

IHECS Brussels School of Journalism and Communication, Brussels (Belgium)

- Courses in major disciplines of human and social sciences (philosophy, psychology, sociology, history, economics, law, linguistic, etc).
- Development of language skills (written and oral communication) in French, English and German , as well as the theory and practice of narration and argumentation (rhetoric).
- Different teaching units integrating knowledge and practical and theoretical savoir-faire. Principles as well as the appropriate techniques: video, sound and radio, web and multimedia.

01/09/2011–31/05/2012

European Law (English track) Bachelor's Degree

University of Maastricht, Maastricht (Netherlands)

Basic knowledge of national legal systems in Europe.

15/01/2011–15/05/2011

International exchange program

City College of San Francisco, San Francisco (United States)

As a part of a gap year program, I attended a semester (Spring 2011) at City College of San Francisco. I had the opportunity to experience studying in a college in the USA. My courses focused on the American political history and the fundamentals of business.

01/09/2010–15/12/2010

Intensive English course

Converse International of Languages, San Francisco (United States)

English learning courses and TOEFL preparation program. (Fall 2010)

01/04/2016–21/04/2016

Russian media and international journalism program

Lomonosov Moscow State University, Moscow (Russia)

- Courses about media in Russia, foreign correspondents, online and print media, the TV industry, investigative journalism, photojournalism and new media technologies in Russia.
- Visits of newsrooms in Moscow
- Making of the special edition of "Journalist" n°28, the journal of the University

PERSONAL SKILLS

Mother tongue(s)

French

Other language(s)	UNDERSTANDING		SPEAKING		WRITING
	Listening	Reading	Spoken interaction	Spoken production	
English	C2	C1	C1	C1	C1
German	A2	A2	A2	A2	A2
Spanish	B1	B1	A2	A2	B1

Levels: A1 and A2: Basic user - B1 and B2: Independent user - C1 and C2: Proficient user
Common European Framework of Reference for Languages

Communication skills

- good communication in public skills gained through speaking courses at IHECS.
- excellent communication skills gained through my experience as salesman and as waiter.
- excellent contact skills with children gained through my experience as babysitter and au pair.

Organisational / managerial skills

- excellent organisational skills gained as journalist and production assistant, responsible for organizing TV shoot.
- I am used to working under pressure and tight deadlines.

Job-related skills

- full command of journalistic tools and digital communication.

Digital competence	SELF-ASSESSMENT				
	Information processing	Communication	Content creation	Safety	Problem solving
	Independent user	Proficient user	Proficient user	Independent user	Independent user

Digital competences - Self-assessment grid

- good command of Adobe Creative Suite, and more precisely Adobe Premiere, Adobe Audition and Lightroom.
- good command of Office suites.

Other skills

- First aid : Croix-Rouge Certificate






Guillaume Mercier

Mother tongue(s)
French

Other language(s)
English, German, Spanish

English

Self-assessment of language skills

UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
C2 Proficient user	C1 Proficient user	C1 Proficient user	C1 Proficient user	C1 Proficient user

Certificates and diplomas

Title	Awarding body	Date	Level*
-	-	-	-

Linguistic and intercultural experience






Description	Duration
Using languages for study or training: International Exchange program - City College of San Francisco	15/1/11–15/5/15
Using languages for study or training: Intensive English courses - TOEFL exam preparation	1/9/10–15/12/10
Using languages at work: I was an au pair for one year, living and working for an American family	1/9/10–30/6/11
Using languages at work: In July 2016, I made a video report in Louisiana (USA). All the interviews and the production work exclusively in English	-






German

Self-assessment of language skills

UNDERSTANDING	SPEAKING	WRITING
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* Indicate level of the Common European Framework of Reference (CEFR) if specified on certificate or diploma.
The Europass Language Passport is part of the European Language Portfolio developed by the Council of Europe (www.coe.int/portfolio).

 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
A2 Basic User	A2 Basic User	A2 Basic User	A2 Basic User	A2 Basic User
Certificates and diplomas				
Title		Awarding body	Date	Level*
-		-	-	-
Linguistic and intercultural experience				
Description			Duration	
-			-	

Spanish				
Self-assessment of language skills				
UNDERSTANDING		SPEAKING		WRITING
 Listening	 Reading	 Spoken interaction	 Spoken production	 Writing
B1 Independent user	B1 Independent user	A2 Basic User	A2 Basic User	B1 Independent user
Certificates and diplomas				
Title		Awarding body	Date	Level*
-		-	-	-
Linguistic and intercultural experience				
Description			Duration	
Using languages for study or training: Erasmus exchange program at Complutense University of Madrid, Spain.			1/9/14–31/1/15	

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Common European Framework of Reference for Languages - Self-assessment grid

		A1 Basic User	A2 Basic User	B1 Independent user	B2 Independent user	C1 Proficient user	C2 Proficient user
Understanding	 Listening	I can understand familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings when people speak slowly and clearly.	I can understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment). I can catch the main point in short, clear, simple messages and announcements.	I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.	I have no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided I have some time to get familiar with the accent.
	 Reading	I can understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.	I can read very short, simple texts. I can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and I can understand short simple personal letters.	I can understand texts that consist mainly of high frequency everyday or job-related language. I can understand the description of events, feelings and wishes in personal letters.	I can read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints. I can understand contemporary literary prose.	I can understand long and complex factual and literary texts, appreciating distinctions of style. I can understand specialised articles and longer technical instructions, even when they do not relate to my field.	I can read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.
Speaking	 Spoken interaction]	I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I'm trying to say. I can ask and answer simple questions in areas of immediate need or on very familiar topics.	I can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities. I can handle very short social exchanges, even though I can't usually understand enough to keep the conversation going myself.	I can deal with most situations likely to arise whilst travelling in an area where the language is spoken. I can enter unprepared into conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).	I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.	I can express myself fluently and spontaneously without much obvious searching for expressions. I can use language flexibly and effectively for social and professional purposes. I can formulate ideas and opinions with precision and relate my contribution skilfully to those of other speakers.	I can take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms. I can express myself fluently and convey finer shades of meaning precisely. If I do have a problem I can backtrack and restructure around the difficulty so smoothly that other people are hardly aware of it.
	 Spoken production	I can use simple phrases and sentences to describe where I live and people I know.	I can use a series of phrases and sentences to describe in simple terms my family and other people, living conditions, my educational background and my present or most recent job.	I can connect phrases in a simple way in order to describe experiences and events, my dreams, hopes and ambitions. I can briefly give reasons and explanations for opinions and plans. I can narrate a story or relate the plot of a book or film and describe my reactions.	I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	I can present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.	I can present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.
Writing	 Writing	I can write a short, simple postcard, for example sending holiday greetings. I can fill in forms with personal details, for example entering my name, nationality and address on a hotel registration form.	I can write short, simple notes and messages. I can write a very simple personal letter, for example thanking someone for something.	I can write simple connected text on topics which are familiar or of personal interest. I can write personal letters describing experiences and impressions.	I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view. I can write letters highlighting the personal significance of events and experiences.	I can express myself in clear, well-structured text, expressing points of view at some length. I can write about complex subjects in a letter, an essay or a report, underlining what I consider to be the salient issues. I can select a style appropriate to the reader in mind.	I can write clear, smoothly-flowing text in an appropriate style. I can write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points. I can write summaries and reviews of professional or literary works.

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