

Inventory of Competences for the Service Economy

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Inventory of Competences and related Reference Systems

A Social Competences

A.1 REFERENCE SYSTEM – Communication

		COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE	
	-evel Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicato rs	Level Titles	Individual description/ explanatory statement	Indicato rs
	ntuitive Fransfer	Ability to understand unknown communication styles and		Developi ng/ construct ing	Ability to deal with the own repertoire of communication in the unknown situation Adaptation of other (foreign) communication codes		Regulati ng (with) others	Influencing others to reflect about own communication behaviour and to comprehend other persons' communication	
w (li ur	Know vhen Implicit understa nding	Knowledge on different communication abilities and styles and transformation of this knowledge (interpretation of messages, reading between the lines, ability to react on hidden messages)		Discoveri ng/acting independ ently	Personal interpretation and application of communication codes of other (foreign) communities. Reflecting about unconscious codes and consciously applying or neglecting them		Affective self- regulatio n	Balanced emotional behaviour in communication. Being able to self-regulate for the sake of the communication and for the respect of others (e.g. to avoid certain words, arguments)	
	Know now	Knowing that different people have different communication styles. Understanding other ways of communication and expression, e.g. non-verbal communication.		Deciding/ selecting	Choosing the right code to react according to the situation. Reflecting about unconscious codes and consciously applying or neglecting them (becoming independent from the group attitudes and reflection of this in the behaviour)		Appreciati on Empathy	Appreciating the virtues of good communication. Openness to other communication styles Being able to relate the way of communicating of another person to the mood and background	
w (C ur	Know vhy Distant understa nding	To understand that the efficiency of communication is dependent on the way to communicate.	To reflect on the statement s of others	Applica- tion, Imitation	Applying group communication codes (e.g. in language and behaviour, using rites)		Perspecti ve taking	Being curious on improvement of communication Being open about other people's communication styles	
	(now- hat	Knowing basic ways of communication in order to understand others and to make oneself understood		Percep- tion	Unconscious sending and reception of information		Self centred	Just talking and listening without reflecting on communication	





Cognitive Dimension: Learners knowledge and skills < Communication>

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes)
е	Titles ¹					
5	Intuitive Transfer	Ability to understand unknown communication styles and				
4	Know when (Implicit understand ing)	Knowledge on different communication abilities and styles and transformation of this knowledge (interpretation of messages, reading between the lines, ability to react on hidden messages)				
3	Know how	Knowing that different people have different communication styles. Understanding other ways of communication and expression, e.g. non-verbal communication.				
2	Know why (Distant understand ing)	To understand that the efficiency of communication is dependent on the way to communicate.		Х		
1	Know-that	Knowing basic ways of communication in order to understand others and to make oneself understood				

Summary of the development on the cognitive level:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)
Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)





¹ Hints for describing the levels:

Activity dimension; ->learners' activity potential concerning < Communication>

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level	Explanation	Context	1	2	(Learning outcomes)
	Titles ²					
5	Developing	Ability to deal with the own repertoire of communication in the				
	/	unknown situation				
	constructin	Adaptation of other (foreign) communication codes				
	g					
4	Discoverin	Personal interpretation and application of communication codes of				
	g/acting	other (foreign) communities.				
	independe	Define the standard and a section and the sect				
	ntly	Reflecting about unconscious codes and consciously applying or neglecting them				
3	Deciding/	Choosing the right code to react according to the situation.				
	selecting	Reflecting about unconscious codes and consciously applying or				
		neglecting them				
		(becoming independent from the group attitudes and reflection of				
0	Application	this in the behaviour)				
2	Application,	Applying group communication codes (e.g. in language and behaviour, using rites)				
	Imitation					
1	Perception	Unconscious sending and reception of information				

Summary of the development on the activity level:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...





² Hints for describing the levels:

Affective Dimension: ->learners' affective competences concerning <Communication>

1	2	3	4	5	6	7
Grade	•	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ³	Explanation	Context	1	2	(Learning outcomes)
5	Regulating others	Influencing others to reflect about own communication behaviour and to comprehend other persons' communication				
4	Affective	Balanced emotional behaviour in communication.				
	self- regulation	Being able to self-regulate for the sake of the communication and for the respect of others (e.g. to avoid certain words, arguments)				
3	Appreciation Empathy	Appreciating the virtues of good communication. Openness to other communication styles Being able to relate the way of communicating of another person to the mood and background				
2	Perspectiv e taking	Being curious on improvement of communication Being open about other people's communication styles				
1	Self centred	Just talking and listening without reflecting on communication				

Summary of the development on the affective level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)





³ Hints for describing the levels:

A.2 REFERENCE SYSTEM – Intercultural Communication

		COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE	
L	Level	Individual description/ explanatory	Indicators	Level	Individual description/ explanatory	Indicato	Level	Individual description/ explanatory	Indicato
	Titles	statement		Titles	statement	rs	Titles	statement	rs
5	Intuitive Transfer	Knowing ourselves and our cultural frames of reference and knowing at the same time patterns of cultural differences in order to understand the people who are different from us.		Developi ng/ construct ing	Being able to put oneself in the shoes of others and consider a variety of approaches and develop new ways to solve problems that were previously given up on.		Regulati ng (with) others	Being aware that one's own culture may shape one's own reactions and being able to see the world from others' point of view. Being able to inspire others to respect and appreciate diversity in the team.	
4	Know when (Implicit understa nding	Having knowledge about other cultures and understanding how cultural aspects can influence communication in international teams.		Discoveri ng/acting independ ently	Being open to learn about people of other cultures and backgrounds and enrich one's own culture by transferring diverse elements to one's own context.		Affective self- regulatio n	Being open to learn about people of other cultures and backgrounds and being willing to enrich one's own culture with elements of other cultures.	
3	Know how	Understanding that people communicate differently and have different perception of time and space (e.g. monochrome/polychrome time orientation, implicit/explicit communication, task/relationship oriented)		Deciding/ selecting	Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs		Appreciati on Empathy	Being aware that we have cultural values or assumptions that are different from others'. Respect and value members from other cultural groups and their ways of behaving and communicating.	
2	Know why (Distant understa nding	Knowing that one's own culture is central to what we see, how we make sense of what we see, and how we express ourselves and that others are influenced in the same way by their own culture.		Applica- tion, Imitation	Accepting different ways of communication just like other team members do. Behaving in a conscious way in regard to the diversity of the other team members.		Perspecti ve taking	Being willing to listen to other people's ideas. Being curios towards cultural diversity and different communication styles	
1	Know- that	Knowing that different cultures have different ways of communicating.		Percep- tion	See that there are different styles of communicating without drawing conclusions.		Self centred	Being rather indifferent towards other cultural groups and their ways of communicating - viewing the world only through the "lens" which is provided by one's own culture.	





Cognitive Dimension: Learners knowledge and skills <a href="https://example.com/linearing-realized-rea

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes)
е	Titles⁴					
5	Intuitive	Knowing ourselves and our cultural frames of reference and				
	Transfer	knowing at the same time patterns of cultural differences in				
		order to understand the people who are different from us.				
4	Know when	Having knowledge about other cultures and understanding				
	(Implicit	how cultural aspects can influence communication in				
	understand	international teams.				
	ing)					
3	Know how	Understanding that people communicate differently and				
		have different perception of time and space (e.g.				
		monochrome/polychrome time orientation, implicit/explicit				
		communication, task/relationship oriented)				
2	Know why	Knowing that one's own culture is central to what we see,		X		
	(Distant	how we make sense of what we see, and how we express				
	understand	ourselves and that others are influenced in the same way by				
	ing)	their own culture.				
1	Know-that	Knowing that different cultures have different ways of				
		communicating.				

Summary of the development on the cognitive level:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising - Recalling)





⁴ Hints for describing the levels:

Activity dimension; ->learners' activity potential concerning Intercultural Communication>

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Le <u>v</u> el	Explanation	Context	1	2	(Learning outcomes)
	Titles⁵					
5	Developing	Being able to put oneself in the shoes of others and				
	/	consider a variety of approaches and develop new ways to				
	constructin	solve problems that were previously given up on.				
	g					
4	Discoverin	Being open to learn about people of other cultures and				
	g/acting	backgrounds and enrich one's own culture by transferring				
	independe	diverse elements to one's own context.				
2	ntly	Daing able to apply basis strategies in intercultural				
3	Deciding/	Being able to apply basic strategies in intercultural				
	selecting	communication, e.g. active listening, mirroring, perceiving non-verbal signs				
2	Application,	Accepting different ways of communication just like other				
_	Imitation	team members do. Behaving in a conscious way in regard to				
	mination	the diversity of the other team members.				
1	Perception	See that there are different styles of communicating without				
	2,22,131	drawing conclusions.				
		•				
Summa	ary of the devel	onment on the activity level:	1	1	1	1

Summary of the development on the activity level:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...





⁵ Hints for describing the levels:

Affective Dimension: ->learners' affective competences concerning <<u>Intercultural Communication></u>

1	2	3	4	5	6	7
Grade	Correspon ding Level	Level description Explanation	Indicators/ Context	Time	Time 2	Documentation (Learning outcomes)
	Titles ⁶	Explanation	Context	•		(Learning outcomes)
5	egulating vith) others	Being aware that one's own culture may shape one's own reactions and being able to see the world from others' point of view. Being able to inspire others to respect and appreciate diversity in the team.				
4	Affective self-regulation	Being open to learn about people of other cultures and backgrounds and being willing to enrich one's own culture with elements of other cultures.				
3	Appreciation Empathy	Being aware that we have cultural values or assumptions that are different from others'. Respect and value members from other cultural groups and their ways of behaving and communicating.				
2	Perspectiv e taking	Being willing to listen to other people's ideas. Being curios towards cultural diversity and different communication styles				
1	Self centred	Being rather indifferent towards other cultural groups and their ways of communicating - viewing the world only through the "lens" which is provided by one's own culture.				

Summary of the development on the affective level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)





⁶ Hints for describing the levels:

A.3 REFERENCE SYSTEM – Leadership

		COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE	
	2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Being able to assess which types of leadership interventions are adequate in specific situations and help other people in implementing them		Developi ng/ construct ing	Developing your own leadership style and techniques as a leader and applying it in different situations To create and execute leadership strategies and transfer it to other situations.		Regulating (with) others	To find it important that the other members of the group value leadership. To find it important to share your leadership competences.	
4	Know when (Implicit understa nding	Knowing when and how to apply the appropriate leadership techniques in order to solve problems or take opportunities. Knowing how and when your input and style as a group leader will affect the group you are in and its project results.		Discoveri ng/acting independ ently	Acting as a leader and trying out a range of different leadership styles and apply them according to the situation and the objectives of the project. Trying to steer groups in unknown tasks.		Affective self- regulation	Valuing the interest in leadership and in taking the lead yourself. Feeling the need to improve your own leadership competences. Regulating oneself if other persons take over the lead.	
3	Know how	Knowing different leadership styles, techniques and approaches and knowing how they affect the processes in a group, how they are related to specific performances of a group and outcomes of a project.		Deciding/ selecting	Taking the lead and applying specific leadership techniques you think are appropriate according to your perception of the situation. Taking lead in specific tasks.		Appreciation Empathy	Appreciating leadership. Feeling the need to take the lead in a group or in a situation. To find it important that leadership is valued by the other members of the group.	
2	Know why (Distant understa nding	Knowing that different leadership styles exist and knowing why different leadership approaches can affect the work of/in the group.		Applica- tion, Imitation	Occasionally applying leadership concepts & actions as offered from theory or copied from a role model. Taking lead when asked for.		Perspective taking	Feeling the need for a leadership and steering in specific situations and for cooperative structures	
1	Know- that	Knowing what leadership is and knowing that it takes a leader to guide a group or a project		Percep- tion	Recognising situations where leadership is needed and where someone should take the lead.		Self centred	Understanding leadership but not relating it to the own situation	





Cognitive Dimension: Learners knowledge and skills < Leadership >

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Ļevel	Explanation	Context	1	2	(Learning outcomes)
е	Titles'					
5	Intuitive Transfer	Being able to assess which types of leadership interventions are adequate in specific situations and help other people in implementing them				
4	Know when (Implicit understand ing)	Knowing when and how to apply the appropriate leadership techniques in order to solve problems or take opportunities. Knowing how and when your input and style as a group leader will affect the group you are in and its project results.				
3	Know how	Knowing different leadership styles, techniques and approaches and knowing how they affect the processes in a group, how they are related to specific performances of a group and outcomes of a project.				
2	Know why (Distant understand ing)	Knowing that different leadership styles exist and knowing why different leadership approaches can affect the work of/in the group.		х		
1	Know-that	Knowing what leadership is and knowing that it takes a leader to guide a group or a project				

Summary of the development on the cognitive level:

Level 1: Remembering (Recognising - Recalling)





⁷ Hints for describing the levels:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Activity dimension; ->learners' activity potential concerning < Leadership >

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level Titles ⁸	Explanation	Context	1	2	(Learning outcomes)
5	Developing / constructin g	Developing your own leadership style and techniques as a leader and applying it in different situations To create and execute leadership strategies and transfer it to other situations.				
4	Discoverin g/acting independe ntly	Acting as a leader and trying out a range of different leadership styles and apply them according to the situation and the objectives of the project. Trying to steer groups in unknown tasks.				
3	Deciding/ selecting	Taking the lead and applying specific leadership techniques you think are appropriate according to your perception of the situation. Taking lead in specific tasks.				
2	Application, Imitation	Occasionally applying leadership concepts & actions as offered from theory or copied from a role model. Taking lead when asked for.				
1	Perception	Recognising situations where leadership is needed and where someone should take the lead.				

Summary of the development on the activity level:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...



Lifelong Learning

⁸ Hints for describing the levels:

Affective Dimension: ->learners' affective competences concerning < Leadership >

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ⁹	Explanation	Context	1	2	(Learning outcomes)
	egulating vith) others	To find it important that the other members of the group value leadership. To find it important to share your leadership competences.				
4	Affective self- regulation	Valuing the interest in leadership and in taking the lead yourself. Feeling the need to improve your own leadership competences. Regulating oneself if other persons take over the lead.				
3	Appreciation Empathy	Appreciating leadership. Feeling the need to take the lead in a group or in a situation. To find it important that leadership is valued by the other members of the group.				
2	Perspectiv e taking	Feeling the need for a leadership and steering in specific situations and for cooperative structures				
1	Self centred	Understanding leadership but not relating it to the own situation				

Summary of the development on the affective level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)





⁹ Hints for describing the levels:

A.4 REFERENCE SYSTEM – Diversity Management

		COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE	
ı	Level	Individual description/	Indicators	Level	Individual description/	Indicators	Level	Individual description/	Indicators
!	Titles Intuitiv e Transfe r	explanatory statement Knowing how to value, respect and support diversity in the group = Managing and behaving in the group under conscious consideration of DM. Knowing how to include other team		Titles Developing / constructin g	Developing your own strategies for diversity management		Regulating (with) others	explanatory statement To find it important to inspire others to respect and to appreciate the diversity in the team. Feeling the need to improve all team members' DM competences.	
•	Know when (Implici t underst anding	members in your vision. Having theoretical knowledge about diversity management. Understanding how diversity aspects can influence communication and cooperation and knowing when and how to react on situations triggered by cultural differences		Discoverin g/acting independe ntly	Looking for different DM strategies, trying and applying different strategies		Affective self- regulation	To regulate one's own feelings for the sake of the group in order to respect diversity and the feelings and attitudes of the team members.	
•	Know how	Knowing a number of concrete connections between different backgrounds (e.g. educational, religious, age, gender, cultural, learning styles etc.) and related preferences, attitudes and behaviours in a team		Deciding/s electing	Deliberately working on DM strategies. Applying basic strategies for diversity management	-	Empathy	To try to feel like the peer (the team mate) feels regarding a specific issue.	
	Know why (Distan t underst anding	Knowing that people with different backgrounds respond differently to leadership, agreements, communication, deadlines etc. This has to be taken into account by the team leader.		Application , Imitation	Occasionally taking cultural differences into account in the way you have learned from other people or from a role model		Perspectiv e taking	Curiosity towards cultural and individual diversity and a respective management approach. Generally feeling the need for DM in team work.	
	Know- that	Knowing that, when in a team one has to take into account the diverse backgrounds and contexts of the team members		Perception	Recognising the cultural differences in your team		Self centred	Feeling that peers feel different towards a specific issue in the team work situation.	





Cognitive Dimension: Learners knowledge and skills concerning <diversity management>

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes)
е	Titles ¹⁰					
5	Intuitive	Knowing how to value, respect and support diversity in the				
	Transfer	group = Managing and behaving in the group under				
		conscious consideration of DM. Knowing how to include				
		other team members in your vision.				
4	Know when	Having theoretical knowledge about diversity management.				
	(Implicit	Understanding how diversity aspects can influence				
	understand	communication and cooperation and knowing when and how				
	ing)	to react on situations triggered by cultural differences				
3	Know how	Knowing a number of concrete connections between				
		different backgrounds (e.g. educational, religious, age,				
		gender, cultural, learning styles etc.) and related				
		preferences, attitudes and behaviours in a team				
2	Know why	Knowing that people with different backgrounds respond		X		
	(Distant	differently to leadership, agreements, communication,				
	understand	deadlines etc. This has to be taken into account by the team				
	ing)	leader.				
1	Know-that	Knowing that, when in a team one has to take into account				
		the diverse backgrounds and contexts of the team members				

Summary of the development on the cognitive level:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising - Recalling)





¹⁰ Hints for describing the levels:

Activity dimension: ->learners' activity potential concerning <diversity management>

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level	Explanation	Context	1	2	(Learning outcomes)
	Titles ¹¹					
5	Developing	Developing your own strategies for diversity management				
	/					
	constructin					
	g					
4	Discoverin	Looking for different DM strategies, trying and applying				
	g/acting	different strategies				
	independe					
	ntly					
3	Deciding/	Deliberately working on DM strategies. Applying basic				
	selecting	strategies for diversity management				
2	Application,	Occasionally taking cultural differences into account in the				
	Imitation	way you have learned from other people or from a role				
		model				
1	Perception	Recognising the cultural differences in your team				
Summo	ry of the devel	opment on the activity level:		•	•	•

Summary of the development on the activity level:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...





Chapter 4 – VITA Inventories

¹¹ Hints for describing the levels:

Affective Dimension: ->learners' affective competences concerning <diversity management>

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ¹²	Explanation	Context	1	2	(Learning outcomes)
5	Regulating (with) others	To find it important to inspire others to respect and to appreciate the diversity in the team. Feeling the need to improve all team members' DM competences.				
4	Affective self-regulation	To regulate one's own feelings for the sake of the group in order to respect diversity and the feelings and attitudes of the team members.				
3	Appreciation Empathy	To try to feel like the peer (the team mate) feels regarding a specific issue.				
2	Perspectiv e taking	Curiosity towards cultural and individual diversity and a respective management approach. Generally feeling the need for DM in team work.				
1	Self centred	Feeling that peers feel different towards a specific issue in the team work situation.				

Summary of the development on the affective level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)





¹² Hints for describing the levels:

A.5 REFERENCE SYSTEM – Networking

		COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE	
	2	3	4	2	3	4	2	3	4
L	Level	Individual description/	Indicators	Level	Individual description/	Indicators	Level	Individual description/	Indicators
	Titles	explanatory statement		Titles	explanatory statement		Titles	explanatory statement	
5	Intuitiv e	Knowing how to integrate networking into your personal professional		Develop ing/	To actively plan and create networking opportunities and		Regulating (with)	To find it important that the other people in the sector are open	
	Transfe	development plan.		construc	networking activities.		others	and active as networkers.	
	r	Knowing how to help other people act		ting	To create and execute a			To find it important that the	
		successfully in different networking structures.			networking strategy for one of your personal or			sector adopts networking as a tool for professionalization.	
		Applying networking strategies in new			professional domains.			To feel the need to help other	
		contexts.			•			people network	
4	Know	Knowing how and when to apply the		Discove	Deliberately seeking		Affective	To feel the need to be pro-active	
	when	different networking techniques for the purpose of personal and		ring/acti	networking opportunities. To search for the		self- regulation/	in networking. To refrain from own position for	
	(Implici	professional development.		ng indepen	appropriate networking		appreciatio	the sake of the network.	
	[Lundorot	Knowing how to act in different		dently	techniques and opportunities		n		
	underst anding	networking structures.		_	for your own purpose.				
	anung				To choose the right				
					networking techniques for the right purpose and to act				
					appropriately.				
3	Know	Knowing different networking		Decidin	To take part in networking		Empathy	To value networking in general.	
	how	theories, techniques and practice for sharing, learning, advocacy and		g/selecti	activities as they are offered by others.		Appreciati	To feel like a networker and to see things though the	
		building contacts.		ng	To deliberately select certain		on	networkers' perspective.	
					networking techniques.			·	
2	Know	Knowing that other people have		Applica-	To occasionally take part in		Perspectiv	Curiosity to actively participating in a network. Relating the	
	why	different knowledge, expertise and contacts and that through networking		tion, Imitation	non structured networking activities.		e taking	network. Relating the networking to ones own	
	(Distan	and sharing you can learn, gain			To act in a network on given			situation.	
	underst	weight in decision making and/or			tasks.				
	anding	build useful contacts.							
1	Know-	Knowing that networking is an		Percep-	To see and recognise the		Self	Not to relate the value of	
	that	essential competence that can help		tion	values and opportunities of		centred	networking on the own situation.	
		contribute to your personal and			networking (but without				
		professional development.			acting)				





Cognitive Dimension: Learners knowledge and skills concerning <networking>

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes)
е	Titles ¹³					
5	Intuitive	Knowing how to integrate networking into your personal				
	Transfer	professional development plan.				
		Knowing how to help other people act successfully in				
		different networking structures.				
		Applying networking strategies in new contexts.				
4	Know when	Knowing how and when to apply the different networking				
	(Implicit	techniques for the purpose of personal and professional				
	understand	development.				
	ing)	Knowing how to act in different networking structures.				
3	Know how	Knowing different networking theories, techniques and				
		practice for sharing, learning, advocacy and building				
		contacts.				
2	Know why	Knowing that other people have different knowledge,		X		
	(Distant	expertise and contacts and that through networking and				
	understand	sharing you can learn, gain weight in decision making and/or				
	ing)	build useful contacts.				
1	Know-that	Knowing that networking is an essential competence that				
		can help contribute to your personal and professional				
		development.				

Summary of the development on the cognitive level:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)





¹³ Hints for describing the levels:

Level 4: Analysing (Differentiating – Organising – Attributing)

Activity dimension: ->learners' activity potential concerning <networking>

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level	Explanation	Context	1	2	(Learning outcomes)
	Titles ¹⁴					
5	Developing	To actively plan and create networking opportunities and				
	1	networking activities.				
	constructin	To create and execute a networking strategy for one of your				
	g	personal or professional domains.				
4	Discoverin	Deliberately seeking networking opportunities.				
	g/acting	To search for the appropriate networking techniques and				
	independe	opportunities for your own purpose.				
	ntly	To choose the right networking techniques for the right				
		purpose and to act appropriately.				
3	Deciding/	To take part in networking activities as they are offered by				
	selecting	others.				
		To deliberately select certain networking techniques.				
2	Application,	To occasionally take part in non structured networking				
	Imitation	activities.				
		To act in a network on given tasks.				
1	Perception	To see and recognise the values and opportunities of				
		networking (but without acting)				

Summary of the development on the activity level:

Level 5: Constructing, consigning to different contexts, i.e. into private life
Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...



¹⁴ Hints for describing the levels:

Affective Dimension: ->learners' affective competences concerning <networking>

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ¹⁵	Explanation	Context	1	2	(Learning outcomes)
5	Regulating	To find it important that the other people in the sector are				
	(with)	open and active as networkers.				
	others/apprec					
	iation	tool for professionalization.				
		To feel the need to help other people network				
4	Affective	To feel the need to be pro-active in networking.				
	self-	To refrain from own position for the sake of the network.				
	regulation					
3	Appreciation	To value networking in general. To feel like a networker and				
	Empathy	to see things though the networkers' perspective.				
2	Perspectiv	Curiosity to actively participating in a network. Relating the				
	e taking	networking to ones own situation.				
1	Self	Not to relate the value of networking on the own situation.				
	centred					

Summary of the development on the affective level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)





¹⁵ Hints for describing the levels:

A.6 REFERENCE SYSTEM – Teamworking

		COGNITIVE/KNOWLEDG	E		ACTIVITY			AFFECTIVE	
	2	3	4	2	3	4	2	3	4
L	Level	Individual description/	Indicators	Level	Individual description/	Indicators	Level	Individual description/	Indicators
	Titles	explanatory statement		Titles	explanatory statement		Titles	explanatory statement	
Ę	Intuitiv e Transfe r	Knowing how to enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills		Develop ing/ construc ting	Trying out and choosing new roles in a team and to act accordingly. To internalise the newly developed strengths and weaknesses. To contribute to the strategic team development	Ability to transform strengths into opportunities for the team and to reduce threats.	Regulating others	To feel the need to inspire others to take part in a team and to accomplish goals through mutual support. To encourage others to join and to improve their teamwork skills	
4	Know when (Implici t undersi anding	Substantial (practical) knowledge how and when to join/form teamwork and to be aware of the need to work cohesively with others in order to achieve the common goals Understanding strength and weaknesses of team members.	To be able to reflect on different personal traits, properties strengths and weaknesses of a given team	Discove ring/acti ng indepen dently	Ability to assign specific tasks and roles to tem members on the basis of their strengths and weaknesses. Trying out new roles for oneself.		Affective self- regulation	To refrain from own preferences ((e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork.	To act in respect of the other team members' strengths and weaknesses
3	Know	Theoretically knowing how to act in a team. Understanding how to engage in a coordinated work flow where the skills, qualities and limits of each member are taking into account for the unity and efficiency of the work.	Ability to name different abilities and personal traits that are positive/negative for teamwork	Deciding/ selecting	Actively reaching out to join or help create a team according to one's interest. To perform on one's own decision according to the own strengths.		Appreciation Empathy	To have a positive attitude towards teamwork. To appreciate diversity in a team. To find it important to have a 'team spirit' introduced in your work.	
2	Know why (Distan t undersi	goai.		Applica- tion, Imitation	Joining an existing team that one is invited to or instructed to. Full-filling tasks in a team		Perspectiv e taking	Being interested in taking part in a team.	
	Know- that	Knowing that teamwork is a work performed by a group of people.		Percep- tion	Recognising a situation in which teamwork is most appropriate without participating		Self centred	To feel the general need of team work but not relating it to the own situation	





Cognitive Dimension: Learners knowledge and skills concerning <teamworking>

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad e	ding Level Titles ¹⁶	Explanation	Context	1	2	(Learning outcomes)
5	Intuitive Transfer	Knowing how to integrate the own team competences into personal and professional development plan. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills				
4	Know when (Implicit understand ing)	Substantial (practical) knowledge how and when to join/form teamwork and to be aware of the need to work cohesively with others in order to achieve the common goals. Knowing how to act in different teams. Understanding strength and weaknesses of team members	To be able to reflect on different personal traits and properties of a given team			
3	Know how	Theoretically knowing how to act in a team. Understanding how to engage in a coordinated work flow where the skills, qualities and limits of each member are taking into account for the unity and efficiency of the work.	Ability to name different abilities and personal traits that are positive/negative for teamwork			
2	Know why (Distant understand ing)	Knowing that teamwork is a more effective way to work in a group. Knowing it involves individuals to harmonize their work and contributions towards a common goal.		Х		
1	Know-that	Knowing that teamwork is a work performed by a group of people.				

Summary of the development on the cognitive level:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)
Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)





¹⁶ Hints for describing the levels:

Activity dimension: ->learners' activity potential concerning <teamworking>

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level	Explanation	Context	1	2	(Learning outcomes)
	Titles ¹⁷					
5	Developing	Trying out and choosing new roles in a team and to act	Ability to transform strengths			
	/	accordingly. To internalise the newly developed strengths and	into opportunities for the team			
	constructin	weaknesses. To contribute to the strategic team development	and to reduce threats.			
	g					
4	Discoverin	Ability to assign specific tasks and roles to tem members on the				
	g/acting	basis of their strengths and weaknesses.				
	independe	Trying out new roles for oneself.				
	ntly					
3	Deciding/	Actively reaching out to join or help create a team according to				
	selecting	one's interest.				
		To perform on one's own decision according to the own strengths.				
2	Application,	Joining an existing team that one is invited to or instructed to. Full-				
	Imitation	filling tasks in a team				
1	Perception	Recognising a situation in which teamwork is most appropriate				
	•	without participating				
Summa	ry of the devel	opment on the activity level:				·

Summary of the development on the activity level:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...





¹⁷ Hints for describing the levels:

Affective Dimension: ->learners' affective competences concerning <teamworking>

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ¹⁸	Explanation	Context	1	2	(Learning outcomes)
	Regulating (with) others/apprec	To feel the need to inspire others to take part in a team and to accomplish goals through mutual support. To encourage others to join and to improve their teamwork skills				
	iation					
4	Affective self-regulation	To refrain from own preferences ((e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork.	To act in respect of the other team members' strengths and weaknesses			
3	Appreciation Empathy	To have a positive attitude towards teamwork. To appreciate diversity in a team. To find it important to have a 'team spirit' introduced in your work.				
2	Perspectiv e taking	Being interested in taking part in a team.				
1	Self centred	To feel the general need of team work but not relating it to the own situation				

Summary of the development on the affective level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)





¹⁸ Hints for describing the levels:

REFERENCE SYSTEM – Intergenerational Cooperation A.7

		COGNITIVE/KNOWLEDG	E		ACTIVITY			AFFECTIVE	
	2	3	4	2	3	4	2	3	4
L	Level	Individual description/	Indicators	Level	Individual description/	Indicators	Level	Individual description/	Indicators
	Titles	explanatory statement		Titles	explanatory statement		Titles	explanatory statement	
5	Intuitive	Ability to identify the diversity of	Indicators	Develop	To move in unknown		Regulating	To inspire either the peers	
	Transfer	intergenerational learning in		ing/	learning situations and to		(with)	but also the junior learner to	
		different learning contexts, target		construc	try to develop new joint		others	respect the learning and the	
		groups, learning contents and		ting	and intergenerational			specialities of the other	
		objectives			ways of learning			generation	
4	Know	Knowing in the given case which		Discove	To deliberately try out		Affective	To refrain from own plans	
	when	differences have to be taken Into		ring/acti	new (available) training		self-	for the sake of the	
	(Implicit	account ¹⁹		ng	and learning		regulation	Intergenerational learning	
	underst	Ability to recognise different		indepen	instruments/modalities			To integrate IL-aspects in	
	anding	learning styles and preferences of the learners and the reasons		dently	/media in order to foster the intergenerational			the learning setting	
		(Practical knowledge)			learning.				
3	Know	(Theoretical) Knowledge about		Decidin	To actively decide and		Appreciati	Appreciating the value of	
3	how	the effects of different		g/selecti	select a known (already		on	intergenerational learning	
		backgrounds, socialisations and		ng	applied) learning setting		Empathy	for the senior and junior	
		societal realities on learning		9	and arrangement. (To		,	learner	
		habits and styles. Knowing which			select from a catalogue of				
		learning modality fits well to			options, e.g. after a team				
		which preference.			session)				
2	Know	Knowing different learning		Applica-	To react and to adapt in	when	Perspectiv	Being interested in	
	why	preferences (likes/dislikes) of the		tion,	certain cases to	instructed (in	e taking	intergenerational learning	
	(Distant	other generation		Imitation	intergenerational	the			
	underst				differences in learning	volunteering			
4	anding	Kanada a that the analysis		D	A also assistantia astis a	situation)	0-16	Description the	
1	Know-	Knowing that there is n		Percep-	Acknowledging the gap		Self	Respecting the	
	that	intergenerational gap and that peers from different generations		tion	between the generations. Perceiving different		centred	intergenerational differences without relating it to the own	
		have different demands			preferences of the other			situation.	
		nave unleterit demands			generations			Situation.	
					yenerations				

E.g. different relation to IT or other preferences, e.g. media (PC, books), different speeds experiences (The differences have to be related to the context of the intergenerational learning) Lifelong Learning



Chapter 4 – VITA Inventories

Cognitive Dimension: Learners knowledge and skills concerning <intergenerational cooperation >

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes)
е	Titles ²⁰					
5	Intuitive	Ability to identify the diversity of intergenerational learning in				
	Transfer	different learning contexts , target groups, learning contents and objectives				
4	Know when	Knowing in the given case which differences have to be taken Into				
	(Implicit	account ²¹ Ability to recognise different learning styles and preferences of the				
	understand	learners and the reasons				
	ing)	(Practical knowledge)				
3	Know how	(Theoretical) Knowledge about the effects of different backgrounds,				
		socialisations and societal realities on learning habits and styles.				
		Knowing which learning modality fits well to which preference.				
2	Know why	Knowing different learning preferences (likes/dislikes) of the other		Х		
	(Distant	generation				
	understand					
	ing)					
1	Know-that	Knowing that there is n intergenerational gap and that peers from				
		different generations have different demands				
Sur	nmary of the	development on the cognitive level:		1	I .	1

Summary of the development on the cognitive level:

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Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)

E.g. different relation to IT or other preferences, e.g. media (PC, books), different speeds experiences (The differences have to be related to the context of the intergenerational leanring) Lifelong Learning



²⁰ Hints for describing the levels:

Activity dimension: ->learners' activity potential concerning < intergenerational cooperation >

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level Titles ²²	Explanation	Context	1	2	(Learning outcomes)
5	Developing / constructin g	To move in unknown learning situations and to try to develop new joint and intergenerational ways of learning				
4	Discoverin g/acting independe ntly	To deliberately try out new (available) training and learning instruments/modalities /media in order to foster the intergenerational learning.				
3	Deciding/ selecting	To actively decide and select a known (already applied) learning setting and arrangement. (To select from a catalogue of options, e.g. after a team session)				
2	Application, Imitation	To react and to adapt in certain cases to intergenerational differences in learning				
1	Perception	Acknowledging the gap between the generations. Perceiving different preferences of the other generations				

Summary of the development on the affective level:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...





²² Hints for describing the levels:

Affective Dimension: ->learners' affective competences concerning < intergenerational cooperation >

1	2	3	4	5	6	7
Grade		Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ²³	Explanation	Context	1	2	(Learning outcomes)
5	Regulating (with)	To inspire either the peers but also the junior learner to respect the learning and the specialities of the other generation				
	others/apprec					
	iation					
4	Affective	To refrain from own plans for the sake of the Intergenerational				
	self-	learning				
	regulation	To integrate IL-aspects in the learning setting				
3	Appreciation Empathy	Appreciating the value of intergenerational learning for the senior and junior learner				
2	Perspectiv	Being interested in intergenerational learning				
	e taking					
1	Self	Respecting the intergenerational differences without relating it to				
	centred	the own situation.				

Summary of the development on the activity level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)





²³ Hints for describing the levels:

A.8 REFERENCE SYSTEM – Client orientation

	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE	
Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicato rs	Level Titles	Individual description/ explanatory statement	Indicators
5 Intuitiv Transf			Developi ng/ construct ing	To actively plan and develop your own client oriented strategies. (To go beyond pure actions and develop a larger approach)		Regulati ng others	To find it important that other colleagues engage for clients and their needs and demands	To influence others, e.g. colleagues
Know when (Implic unders nding	· · · · · · · · · · · · · · · · · · ·	To be able to name the right action if confronted with a known situation	Discoveri ng/acting independ ently	To actively research what techniques or choices are adequate in regard to the client background and the specific situation.		Affective self- regulatio n	To regulate one' own feelings in order to support a special client.	to mediate conflicts with other clients even if under pressure (e.g. when queuing
Know how	To know theoretically about the specific needs of clients and how the own behaviour and approach can adapt to the needs of those clients in general.		Deciding/ selecting	To be able to assign the right actions (own behaviour) towards the customer in regard to its needs.		Appreciati on Empathy	To appreciate client orientation, to find it important to support persons with specific demands	
2 Know why (Distar unders nding	backgrounds and needs		Applica- tion, Imitation	To adapt the own behaviour towards the client when instructed.		Perspecti ve taking	To be curious and interested in the theme of supporting clients	
1 Know- that	To understand that certain clients behave differently and that client orientation is a suitable concept to deal with this		Percep- tion	To see and recognise different client behaviours without acting		Self centred	Not relating the theme of client orientation to oneself and the own working life	





Descriptive patterns to rate competence levels regarding Client orientation in regard to persons with cognitive disorders

A) Cognitive Dimension: Learners knowledge concerning <Client orientation >

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad e	ding Level Titles ²⁴	Explanation	Context	1	2	(Learning outcomes to be described at time one and 2)
5	Intuitive Transfer	To intuitively know (or to be able to acquire knowledge on) how to deal with a clients in regard to the working context.				
4	Know when (Implicit understand ing)	To understand what actions are needed to help clients with specific demands (and to solve a number of situations).	To be able to name the right action if confronted with a known situation			
3	Know how	To know theoretically about the specific needs of clients and how the own behaviour and approach can adapt to the needs of those clients in general.				
2	Know why (Distant understanding)	To know that there are different ways to deal with clients and that clients have different backgrounds and needs		Х		
1	Know-that	To understand that certain clients behave differently and that client orientation is a suitable concept to deal with this				

Summary of the development on the cognitive level:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)





²⁴ Hints for describing the levels:

Activity dimension; ->learners' activity potential and skills concerning <Client orientation >

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level	Explanation	Context	1	2	(Learning outcomes to be
	Titles ²⁵					described at time one and 2)
5	Developing	To actively plan and develop your own client oriented				
	1	strategies. (To go beyond pure actions and develop a larger				
	constructin	approach)				
	g					
4	Discoverin	To actively research what techniques or choices are				
	g/acting	adequate in regard to the client background and the specific				
	independe	situation.				
	ntly					
3	Deciding/	To be able to assign the right actions (own behaviour)				
	selecting	towards the customer in regard to its needs.				
2	Application,	To adapt the own behaviour towards the client when				
	Imitation	instructed.				
1	Perception	To see and recognise different client behaviours without				
		acting				

Summary of the development on the activity level:

Level 1: Can deviate strongly – listening only, participating only, reception without action...





²⁵ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Affective Dimension: ->learners' affective competence levels concerning <Client orientation >

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ²⁶	Explanation	Context	1	2	(Learning outcomes to be described at time one and 2)
5	egulating vith) others	To find it important that other colleagues engage for clients and their needs and demands	To influence others, e.g. colleagues			
4	Affective self-regulation	To regulate one' own feelings in order to support a special client.	to mediate conflicts with other clients even if under pressure (e.g. when queuing			
3	Appreciation Empathy	To appreciate client orientation, to find it important to support persons with specific demands				
2	Perspectiv e taking	To be curious and interested in the theme of supporting clients				
1	Self centred	Not relating the theme of client orientation to oneself and the own working life				

Summary of the development on the affective level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)





²⁶ Hints for describing the levels:

A.9 REFERENCE SYSTEM – Conflict Management

		COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE	
L	Level	Individual description/ explanatory	Indicators	Level	Individual description/ explanatory	Indicato	Level	Individual description/	Indicators
	Titles	statement		Titles	statement	rs	Titles	explanatory statement	
5	Intuitive Transfer	To act intuitively in avoiding conflict situation or to help others in looking for a good solution and compromises Knowledge to apply to apply conflict management competences in different situations (to be a conflict manager)		Developi ng/ construct ing	Being able to behave in different conflict situation with different people (passive, aggressive, assertive etc.); elaborating ways for compromise and conflict solving strategies		Regulati ng (with) others	Influencing others to contribute to conflict solving *	
4	Know when (Implicit understa nding	To have a profound knowledge which measures can be taken to solve a conflict		Discoveri ng/acting independ ently	Having capacity to initiate and maintain cooperation/discussion in looking for the best solution, taking in consideration all arguments con and pro Proving capacity to solve conflicts by reflecting own feelings and states of mind as well as taking into consideration opinion, rights and feelings of others		Affective self- regulatio n	Balanced emotional behaviour in conflict situations – ability to understand the affective status of others in the conflict situation	
3	Know how	To know theoretically processes and techniques of conflict solving		Deciding/ selecting	Choosing an own way to listen to and express all arguments con and pro, to discuss them and to find the best solution in solving problem / compromise		Appreciati on Empathy	Respecting others opinions, rights and feelings of others to solve a conflict	
2	Know why (Distant understa nding	To understand processes that trigger of conflicts		Applica- tion, Imitation	Acting in a conflict situation as being told. Act as instructed in a conflict situation.		Perspecti ve taking	Motivation to solve a conflict and to	
1	Know- that	Knowing that conflicts can be solved Understanding the concept of compromising.		Percep- tion	Recognising ways of behaviour in acting in conflict situations or/and avoiding conflict situations		Self centred	Acting emotionally and selfish in conflict situation	





A) Cognitive Dimension: Learners knowledge concerning < Conflict Management >

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes to be
е	Titles ²⁷					described at time one and 2)
5	Intuitive Transfer	To act intuitively in avoiding conflict situation or to help others in looking for a good solution and compromises				
	Hansiei	Knowledge to apply to apply conflict management competences in				
		different situations (to be a conflict manager)				
4	Know when	To have a profound knowledge which measures can be taken to				
	(Implicit	solve a conflict				
	understand					
	ing)					
3	Know how	To know theoretically processes and techniques of conflict solving				
2	Know why	To understand processes that trigger of conflicts		Х		
	(Distant un-					
	derstanding)					
1	Know-that	Knowing that conflicts can be solved Understanding the concept of compromising.				

Summary of the development on the cognitive level:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)
Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)





²⁷ Hints for describing the levels:

Activity dimension; ->learners' activity potential and skills concerning < Conflict Management >

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level	Explanation	Context	1	2	(Learning outcomes to be
	Titles ²⁸					described at time one and 2)
5	Developing	Being able to behave				
	/	in different conflict situation with different people (passive,				
	constructin	aggressive, assertive etc.); elaborating ways for compromise and conflict solving strategies				
	g					
4	Discoverin	Having capacity to initiate and maintain cooperation/discussion in				
	g/acting	looking for the best solution, taking in consideration all arguments				
	independe	con and pro Proving capacity to solve conflicts by reflecting own feelings and				
	ntly	states of mind as well as taking into consideration opinion, rights				
		and feelings of others				
3	Deciding/	Choosing an own way to listen to and express all arguments con				
	selecting	and pro, to discuss them and to find the best solution in solving				
_		problem / compromise				
2	Application,	Acting in a conflict situation as being told.				
	Imitation	Act as instructed in a conflict situation.				
1	Perception	Recognising ways of behaviour in acting in conflict situations				
		or/and avoiding conflict situations				

Summary of the development on the activity level:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...





²⁸ Hints for describing the levels:

Affective Dimension: ->learners' affective competence levels concerning < Conflict Management >

2	3	4	5	6	7
Correspon	Level description	Indicators/	Time	Time	Documentation
ding Level Titles ²⁹	Explanation	Context	1	2	(Learning outcomes to be described at time one and 2)
egulating	Influencing others to contribute to conflict solving *				
rith) others					
Affective	Balanced emotional behaviour in conflict situations – ability to				
self-	understand the affective status of others in the conflict situation				
regulation					
Appreciation	Respecting others opinions, rights and feelings of others to solve a				
Empathy	conflict				
Perspectiv	Motivation to solve a conflict and to				
e taking					
Self	Acting emotionally and selfish in conflict situation				
centred					
	ding Level Titles ²⁹ egulating ith) others Affective self- regulation Appreciation Empathy Perspectiv e taking Self	ding Level Titles ²⁹ Explanation Influencing others to contribute to conflict solving * ith) others Affective self- regulation Appreciation Empathy Perspective taking Self Acting emotionally and selfish in conflict situation Explanation Influencing others to contribute to conflict solving * ith) others Balanced emotional behaviour in conflict situations – ability to understand the affective status of others in the conflict situation	ding Level Titles ²⁹ Explanation Influencing others to contribute to conflict solving * ith) others Affective self-regulation Appreciation Empathy Perspective taking Self Acting emotionally and selfish in conflict situation Context Context Context Context Context Context Context	ding Level Titles ²⁹ Explanation Context 1 egulating ith) others Influencing others to contribute to conflict solving * * Affective self-regulation Balanced emotional behaviour in conflict situations – ability to understand the affective status of others in the conflict situation * Appreciation Empathy Respecting others opinions, rights and feelings of others to solve a conflict * Perspective taking Motivation to solve a conflict and to etaking * Self Acting emotionally and selfish in conflict situation *	Correspon ding Level Explanation Level description Explanation Indicators/ Context Image: C

Summary of the development on the affective level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)





²⁹ Hints for describing the levels:

A.10 REFERENCE SYSTEM – Negotiation

		COGNITIVE/KNOWLEDGE			ACTIVITY		AFFECTIVE			
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicato rs	Level Titles	Individual description/ explanatory statement	Indicators	
5	Intuitive Transfer	Knowing how to apply/use knowledge in unknown situation, knowing how to transfer and apply a strategy in a new situation.		Developi ng/ construct ing	Intuitively negotiating by adapting to situation and applying different strategies for the own portfolio. Taking over the lead in a negotiation		Regulati ng (with) others	Influencing others to bring them to a compromise, influencing them to negotiate in a positive way		
4	Know when (Implicit understa nding	Knowing different negotiation codes, limits and strategies and knowing how to combine them in accordance to a given context or situation		Discoveri ng/acting independ ently	Trying different negotiation approaches/strategies to reach results		Affective self- regulatio n	Putting one's own interests in the background in order to reach a successful negotiation.		
3	Know how	Knowing reasons for conflicts and negotiation strategies to solve them as well as codes and limits of negotiation		Deciding/ selecting	Initiating a negotiation, taking an active and rather independent role in the negotiation		Appreciati on Empathy	Being motivated to reach a satisfying result for all involved parties		
2	Know why (Distant understa nding	Understanding the benefits of negotiation and conflict resolution		Applica- tion, Imitation	Taking part in a negotiation process when being instructed		Perspecti ve taking	Anticipating own and other's interests Respecting others interests of other party		
1	Know- that	Knowing that negotiation is a means to achieve something, Knowing the concept of compromising		Percep- tion	Recognising the need to negotiate in a conflict situation without taking an active role.		Self centred	Being only interested in one's own position Feeling the need/interest to negotiate for own interest.		





Descriptive patterns to rate competence levels regarding

A) Cognitive Dimension: Learners knowledge concerning < Negotiation >

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad e	ding Level Titles ³⁰	Explanation	Context	1	2	(Learning outcomes to be described at time one and 2)
5	Intuitive Transfer	Knowing how to apply/use knowledge in unknown situation, knowing how to transfer and apply a strategy in a new situation.				
4	Know when (Implicit understand ing)	Knowing different negotiation codes, limits and strategies and knowing how to combine them in accordance to a given context or situation				
3	Know how	Knowing reasons for conflicts and negotiation strategies to solve them as well as codes and limits of negotiation				
2	Know why (Distant understanding)	Understanding the benefits of negotiation and conflict resolution		Х		
1	Know-that	Knowing that negotiation is a means to achieve something, Knowing the concept of compromising				

Summary of the development on the cognitive level:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)





³⁰ Hints for describing the levels:

Activity dimension; ->learners' activity potential and skills concerning < Negotiation >

2	3	4	5	6	7
Correspondi	Level description	Indicators/	Time	Time	Documentation
ng Level	Explanation	Context	1	2	(Learning outcomes to be
Titles ³¹					described at time one and 2)
Developing	Intuitively negotiating by adapting to situation and applying different				
/	strategies for the own portfolio. Taking over the lead in a negotiation				
constructin					
g					
	Trying different negotiation approaches/strategies to reach results				
independe					
ntly					
Deciding/					
selecting					
Application,	Taking part in a negotiation process when being instructed				
Imitation					
Perception	Recognising the need to negotiate in a conflict situation without taking an				
	active role.				
	Titles ³¹ Developing / constructin g Discoverin g/acting independe ntly Deciding/ selecting Application, Imitation Perception	Correspondi ng Level Explanation Developing / Intuitively negotiating by adapting to situation and applying different strategies for the own portfolio. Taking over the lead in a negotiation Discoverin g/acting independe ntly Deciding/ selecting Application, Imitation Perception Level description Explanation Intuitively negotiating by adapting to situation and applying different strategies for the own portfolio. Taking over the lead in a negotiation Trying different negotiation approaches/strategies to reach results application, Initiating a negotiation, taking an active and rather independent role in the negotiation Taking part in a negotiation process when being instructed Recognising the need to negotiate in a conflict situation without taking an	Correspondi ng Level Explanation Developing / Context Discoverin g/acting independe ntly Deciding/ selecting Application, Imitation Perception Level description Explanation Level description Explanation Indicators/ Context Context Indicators/ Context Indicators/ Context Context Indicators/ Context Indicators/ Context Context Context Indicators/ Context Context Context Indicators/ Context Context Indicators/ Context Context	Correspondi ng Level Explanation Developing /	Correspondi ng Level Explanation Developing / Context Developing / Constructing Intuitively negotiating by adapting to situation and applying different Strategies for the own portfolio. Taking over the lead in a negotiation Intuitively negotiation Intuition Intuitively negotiation Intui

Summary of the development on the activity level:

Level 1: Can deviate strongly – listening only, participating only, reception without action...





³¹ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Affective Dimension: ->learners' affective competence levels concerning < Negotiation >

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ³²	Explanation	Context	1	2	(Learning outcomes to be described at time one and 2)
	egulating	Influencing others to bring them to a compromise, influencing them to	To influence others, e.g.			
	rith) others	negotiate in a positive way	colleagues			
4	Affective	Putting one's own interests in the background in order to reach a	to mediate conflicts with other			
	self-	successful negotiation.	clients even if under pressure			
	regulation		(e.g. when queuing			
3	Appreciation	Being motivated to reach a satisfying result for all involved parties				
	Empathy					
2	Perspectiv	Anticipating own and other's interests				
	e taking	Respecting others interests of other party				
1	Self	Being only interested in one's own position				
	centred	Feeling the need/interest to negotiate for own interest.				

Summary of the development on the affective level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)
Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)





³² Hints for describing the levels:

B Personal Competences

B.1 REFERENCE SYSTEM – Flexibility

			COGNITIVE/KNOWLEDG	E		ACTIVITY			AFFECTIVE	
		2	3	4	2	3	4	2	3	4
	L	Level	Individual description/	Indicators	Level	Individual description/	Indicators	Level	Individual description/	Indicators
		Titles	explanatory statement		Titles	explanatory statement		Titles	explanatory statement	
	5	Intuitive	Knowing of adaptation		Developin	Creating own strategies		Regulatin	Inspiring and encouraging	
		Transfer	strategies and analyzing		g/	and using the range of		g (with)	others to be flexible.	
			the impact of flexibility		constructi	the own behavioural		others		
			(strategy level)		ng	repertoire				
	4	Know	Knowing when to adapt the		Discoveri	Trying out behavioural		Affective	Refraining from known	
		when	own behaviour in order to		ng/acting	strategies and methods		self-	behavioural patterns for the	
		(Implicit underst	cope with a situation		independ	Analysing situations and		regulation	sake of the situation. Being	
		anding	(Action level)		ently	acting accordingly			motivated to adapt and/or	
		arianig	Ability to assign a specific			Ability to perform			to be flexible	
			behaviour to a specific situation			adequately in rather unknown situations				
	3	Know	Knowing how to be flexible,		Deciding/	Performing different		Appreciati	Feeling good to be flexible	
	5	how	understanding reasons and		selecting	repertoires of behaviours		on	Wishing to be flexible.	
		TIOW	methods of being flexible.		Selecting	and acting in a flexible		Empathy	Wishing to be flexible.	
			methods of being hexible.			way in known situations		, ,		
F	2	Know	Knowing that there are	Reasoning	Applicatio	Showing some flexibility		Perspecti	Being curious and	
	_	why	benefits and advantages of	why to be	n,	(trying out new		ve taking	interested in how others	
		(Distant	being flexible	flexible	Imitation	things/methods) when			behave in different	
		underst	· ·			being instructed.			situations	
		anding							Interested in being flexible	
	1	Know-	Knowing that flexibility is		Perceptio	Understanding the need		Self	No interest in being flexible.	
		that	expected		n	of being flexible without		centred		
						acting				





Cognitive Dimension: Learners knowledge and skills concerning <flexibility>

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad e	ding Level Titles ³³	Explanation	Context	1	2	(Learning outcomes)
5	Intuitive Transfer	Knowing of adaptation strategies and analyzing the impact of flexibility (strategy level)				
4	Know when (Implicit understand ing)	Knowing when to adapt the own behaviour in order to cope with a situation (Action level) Ability to assign a specific behaviour to a specific situation				
3	Know how	Knowing how to be flexible, understanding reasons and methods of being flexible.				
2	Know why (Distant understand ing)	Knowing that there are benefits and advantages of being flexible	Reasoning why to be flexible	х		
1	Know-that	Knowing that flexibility is expected				

Summary of the development on the cognitive level:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)





³³ Hints for describing the levels:

Activity dimension: ->learners' activity potential concerning <flexibility>

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level	Explanation	Context	1	2	(Learning outcomes)
	Titles ³⁴					
5	Developing	Creating own strategies and using the range of the own				
	/	behavioural repertoire				
	constructin					
	g					
4	Discoverin	Trying out behavioural strategies and methods				
	g/acting	Analysing situations and acting accordingly				
	independe	Ability to perform adequately in rather unknown situations				
	ntly					
3	Deciding/	Performing different repertoires of behaviours and acting in				
	selecting	a flexible way in known situations				
2	Application,	Showing some flexibility (trying out new things/methods)				
	Imitation	when being instructed.				
1	Perception	Understanding the need of being flexible without acting				

Summary of the development on the activity level:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...





³⁴ Hints for describing the levels:

Affective Dimension: ->learners' affective competences concerning <flexibility>

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ³⁵	Explanation	Context	1	2	(Learning outcomes)
5	Regulating (with) others	Inspiring and encouraging others to be flexible.				
4	Affective	Refrainig from known behavioural patterns for the sake of				
	self-	the situation. Being motivated to adapt and/or to be flexible				
	regulation					
3	Empathetic	Feeling good to be flexible				
	concern	Wishing to be flexible.				
2	Perspectiv	Being curious and interested in how others behave in				
	e taking	different situations				
		Interested in being flexible				
1	Self	No interest in being flexible.				
	centred					

Summary of the development on the affective level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)





³⁵ Hints for describing the levels:

B.2 REFERENCE SYSTEM – Self-reliance/ Autonomy

		COGNITIVE/KNOWLEDG	E		ACTIVITY				
	2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Transfer of know-how and developing new strategies to tackle unknown challenges by oneself. Intuitively knowing how to evaluate, choose and apply different strategies		Developing / constructin g	Independent development and use of methods and strategies to cope with unknown challenges		Regulatin g (with) others	Consciousness that feeling of success is a good feeling, convincing and motivating others to strive for contentment	
4	Know when (Implicit underst anding	Knowing strategies and methods to tackle challenges and unknown situations by oneself		Discoverin g/acting inde- pendently	Conscious and independent use of methods and strategies at hand to cope with known and unknown challenges		Affective self- regulation	Consciousness that feeling of success is a good feeling, striving for contentment	
3	Know how	Knowing how to take/solve challenges by oneself in known situations / surroundings Knowing how to solve tasks with own resources		Deciding/ selecting	Fulfilling familiar requirements/challenges from own initiative by using strategies at hand		Empathy Appreciati on	Consciousness that inner contentment is related to ability to independently cope with problems/challenges, consciousness that helplessness leads to discontent	
2	Know why (Distant underst anding)	Knowing why self- determination and self- reliance is important and knowing its benefits Understanding the advantages of being autonomous.		Application , Imitation	Orientation by watching others, imitating strategies		Perspecti ve taking	Interest to learn how to independently cope with problems/challenges, collecting and reflecting information on strategies	
1	Know- that	Knowing, that self-initiative is expected		Perception	Perceiving, what's happening to oneself without acting, only participating through		Self centred	No motivation/interest to cope with challenges/solve problems	





external pressure/impulse





Cognitive Dimension: Learners knowledge and skills concerning < self-reliance/autonomy>

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes)
е	Titles ³⁶					
5	Intuitive Transfer	Knowing strategies and methods to tackle challenges by oneself, intuitively knowing how to evaluate, choose and apply different strategies				
4	Know when (Implicit understand ing)	Knowing strategies and methods to tackle challenges by oneself				
3	Know how	Knowing how to take/solve challenges by oneself in known situations/surroundings				
2	Know why (Distant understand ing)	Knowing why self-determination and self-reliance are expected and which benefits are connected with it		Х		
1	Know-that	Knowing, that self-initiative is expected				

Summary of the development on the cognitive level:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)
Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)





³⁶ Hints for describing the levels:

Activity dimension: ->learners' activity potential concerning < self-reliance/autonomy>

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level	Explanation	Context	1	2	(Learning outcomes)
	Titles ³⁷					
5	Developing	Independent development and use of methods and				
	/	strategies to cope with challenges				
	constructin					
	g					
4	Discoverin	Independent use of methods and strategies at hand to cope				
	g/acting	with known and unknown challenges				
	independe					
	ntly					
3	Deciding/	Fulfilling familiar requirements/challenges from own initiative				
	selecting	by using strategies at hand				
2	Application,	Orientation by watching others, imitating strategies				
	Imitation					
1	Perception	Perceiving, what's happening to oneself without acting, only				
		participating through external pressure/impulse				

Summary of the development on the activity level:

Level 5: Constructing, consigning to different contexts, i.e. into private life
Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...





³⁷ Hints for describing the levels:

Affective Dimension: ->learners' affective competences concerning < self-reliance/autonomy>

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ³⁸	Explanation	Context	1	2	(Learning outcomes)
5	Regulating (with) others	Consciousness that feeling of success is a good feeling, convincing and motivating others to strive for contentment				
4	Affective self-regulation	Consciousness that feeling of success is a good feeling, striving for contentment				
3	Appreciation Empathy	Consciousness that inner contentment is related to ability to independently cope with problems/challenges, consciousness that helplessness leads to discontent				
2	Perspectiv e taking	Interest to learn how to independently cope with problems/challenges, collecting and reflecting information on strategies				
1	Self centred	No motivation/interest to cope with challenges/solve problems				

Summary of the development on the affective level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)





³⁸ Hints for describing the levels:

B.3 REFERENCE SYSTEM – Readiness to be mobile

		COGNITIVE/KNOWLEDG	E		ACTIVITY			AFFECTIVE	
	2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitiv e Transfe r	I know what I need to be mobile or to live in other places. I can transfer my life into another place because I can adapt to different conditions. I'm flexible enough.		Developin g/ constructi ng	I take decisions in which the known situation/environment plays only a minor role. I may move into a new living situation		Regulatin g (with) others	Willing to live and work in another context, conscious of consequences. Persuading/convincing others to follow unknown ways.	
4	Know when (Implici t underst anding	I know what it means to live in a different country and to work in different contexts		Discoveri ng/acting independ ently	I test and try out new working or living situations. I apply new methods that are unknown to me.		Affective self- regulation	Willingness to restrain from own interests and feelings to cope with new situations/contexts	
3	Know	I know that I have to adjust to other circumstances. I expect certain issues to be different from home		Deciding/ selecting	On the basis of available information I decide where to go on my own, knowing what expects me	-	Appreciati on Empathy	Wish to gain new chances by engaging into new situations/contexts	
2	Know why (Distan t underst anding	I know how to retrieve information on different working and living situations		Applicatio n, Imitation	Under guidance (with trainer/buddy) I also move to other surroundings (where I would not go on my own		Perspecti ve taking	Interest in chances of new contexts, contents, changes (passive)	
1	Know- that	I know that I am expected to be mobile		Perceptio n	I move within my familiar surrounding which is my (only/restricted) space for mobility		Self centred	No interest to change own living situation	





Cognitive Dimension: Learners knowledge and skills concerning < readiness to be mobile>

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes)
е	Titles ³⁹					
5	Intuitive	I know what I need to be mobile or to live in other places.				
	Transfer	I can transfer my life into another place because I can adapt				
		to different conditions. I'm flexible enough.				
4	Know when	I know what it means to live in a different country and to				
	(Implicit	work in different contexts				
	understand					
	ing)					
3	Know how	I know that I have to adjust to other circumstances.				
		I expect certain issues to be different from home				
2	Know why	I know how to retrieve information on different working and		Х		
	(Distant	living situations				
	understand					
	ing)					
1	Know-that	I know that I am expected to be mobile				
C	£ 41	development on the constitute level.		1		1

Summary of the development on the cognitive level:

³⁹ Hints for describing the levels:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)





Activity dimension: ->learners' activity potential concerning < readiness to be mobile>

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level	Explanation	Context	1	2	(Learning outcomes)
	Titles ⁴⁰					
5	Developing	I take decisions in which the known situation/environment				
	1	plays only a minor role. I may move into a new living				
	constructin	situation				
	g					
4	Discoverin	I test and try out new working or living situations. I apply				
	g/acting	new methods that are unknown to me.				
	independe					
	ntly					
3	Deciding/	On the basis of available information I decide where to go				
	selecting	on my own, knowing what expects me				
2	Application,	Under guidance (with trainer/buddy) I also move to other				
	Imitation	surroundings (where I would not go on my own)				
1	Perception	I move within my familiar surrounding which is my				
		(only/restricted) space for mobility				

Summary of the development on the activity level:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...





⁴⁰ Hints for describing the levels:

Affective Dimension: ->learners' affective competences concerning < readiness to be mobile>

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ⁴¹	Explanation	Context	1	2	(Learning outcomes)
5	Regulating (with) others	Willing to live and work in another context, conscious of consequences. Persuading/convincing others to follow unknown ways.				
4	Affective self-regulation	Willingness to restrain from own interests and feelings to cope with new situations/contexts				
3	Appreciation Empathy	Wish to gain new chances by engaging into new situations/contexts				
2	Perspectiv e taking	Interest in chances of new contexts, contents, changes (passive)				
1	Self centred	No interest to change own living situation				

Summary of the development on the affective level:

Level 1: no emotional reference to topic (only interested in own situation,...)





⁴¹ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

B.4 REFERENCE SYSTEM – Problem Solving

		COGNITIVE/KNOWLEDG	Е		ACTIVITY			AFFECTIVE	
- Leve	_	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5 Intuit Tran		Having a large portfolio of problem solving strategies that can be applied in new contexts		Developing / constructin g	Planning new strategies to solve problems, invent/plan new strategies/approaches to solve problems		Regulating (with) others	Encouraging other people and co-operate with them to solve certain problems.	
Knov wher (Impl unde ding	en olicit erstan	Knowing variations and modifications to solving problems in different contexts and how to actively use of my resources. Knowing different ways/instruments to tackle the task		Discoverin g/acting independe ntly	Discovering and applying complex solutions in different contexts (leisure, internship, at home).		Affective self- regulation	Restraining from personal wishes to tackle the task. Openness to find new solutions and to take them on board.	
3 Knov	w how	Theoretical knowledge on what to do to solve the problem/to tackle the task and to reach the goal.		Deciding/s electing	Applying given problem solving actions. Choosing between different (given) possibilities to solve the problem	-	Appreciati on/ Empathy	Being motivated to solve the problem and to deal with the task.	
(Dist	erstan	Knowing the reason for the task or the background of the problem.		Application , Imitation	Being instructed to take specific actions to tackle with the problem/task		Perspectiv e taking	Curiosity in finding solutions to the problem	
1 Knov	w-that	Knowing that there is a specific task and it is necessary to solve it in order to reach my goal.		Perception	Understanding the problem without taking action.		Self centred	Not interested in solving a problem or in thinking and applying possible solutions to it.	





Cognitive Dimension: Learners knowledge and skills concerning cproblem solving>

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes)
е	Titles ⁴²					
5	Intuitive	Having a large portfolio of problem solving strategies that can be				
	Transfer	applied in new contexts				
4	Know when (Implicit understand ing)	Knowing variations and modifications to solving problems in different contexts and how to actively use of my resources. Knowing different ways/instruments to tackle the task				
3	Know how	Theoretical knowledge on what to do to solve the problem/to tackle the task and to reach the goal.				
2	Know why (Distant understand ing)	Knowing the reason for the task or the background of the problem.		х		
1	Know-that	Knowing that there is a specific task and it is necessary to solve it in order to reach my goal.				

Summary of the development on the cognitive level:

Level 1: Remembering (Recognising – Recalling)





⁴² Hints for describing the levels:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
Level 4: Analysing (Differentiating – Organising – Attributing)
Level 3: Understanding (Explaining – Comparing)
Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Activity dimension: ->learners' activity potential concerning cproblem solving>

1	2	3	4	5	6	7
Grad	Correspondi	Level description, Explanation	Indicators/ Context	Time	Time	Documentation
е	ng Level Titles ⁴³			1	2	(Learning outcomes)
5	Developing /	Planning new strategies to solve problems, invent/plan new strategies/approaches to solve problems				
	constructin g					
4	Discoverin g/acting independe ntly	Discovering and applying complex solutions in different contexts (leisure, internship, at home).				
3	Deciding/ selecting	Applying given problem solving actions. Choosing between different (given) possibilities to solve the problem				
2	Application, Imitation	Being instructed to take specific actions to tackle with the problem/task				
1	Perception	Understanding the problem without taking action.	_			
Summa	ry of the develo	opment on the activity level:				

Level 1: Can deviate strongly – listening only, participating only, reception without action...





⁴³ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life
Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Affective Dimension: ->learners' affective competences concerning cproblem solving>

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ⁴⁴	Explanation	Context	1	2	(Learning outcomes)
5	Regulating others	Encouraging other people and co-operate with them to solve certain problems.				
4	Affective self-regulation	Restraining from personal wishes to tackle the task. Openness to find new solutions and to take them on board.				
3	Appreciation Empathy	Being motivated to solve the problem and to deal with the task.				
2	Perspectiv e taking	Curiosity in finding solutions to the problem				
1	Self centred	Not interested in solving a problem or in thinking and applying possible solutions to it.				

Summary of the development on the affective level:

Level 1: no emotional reference to topic (only interested in own situation,...)





⁴⁴ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

B.5 REFERENCE SYSTEM – Critical Thinking

		COGNITIVE/KNOWLEDG	Ε		ACTIVITY			AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Intuitively applying critical thinking in known and unknown situations. Knowing in which situations a too critical thinking is contra-productive (the devil's advocate cases).		Developing / constructin g	Developing new strategies to explore an unknown issue. Influencing others in a positive way to think critically and to develop their critical thinking skills.		Regulating others	Finding it important that everybody cultivates his/her critical thinking competences.	
4	Know when (Implicit understan ding	Knowing in which situations it is crucial to have a critical view on an issue.		Discoverin g/acting independe ntly	Choosing certain strategies from the given portfolio in order to get a full picture of an issue		Affective self- regulation	To avoid the "easiest" way and to find it important to constantly learn more on CT-strategies.	
3	Know how	Knowing how to look on an issue from different angles. Knowing different critical thinking instruments		Deciding/s electing	Applying different known approaches to look on an issue from different perspectives	-	Appreciation Empathy	Positive attitude for critical thinking. To see CT as a value.	
2	Know why (Distant understan ding	Knowing why it is important to have a multifaceted view on an issue		Application , Imitation	Developing different views on an issue when being instructed forced to.		Perspectiv e taking	Openness to look at an issue from different perspectives	
1	Know-that	Knowing that there may be different opinions on the same issue		Perception	Just perceiving an issue without reflecting		Self centred	Not interested in thinking critically on an issue.	





Cognitive Dimension: Learners knowledge and skills concerning < Critical Thinking >

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes)
е	Titles ⁴⁵					
5	Intuitive	Intuitively applying critical thinking in known and unknown				
	Transfer	situations. Knowing in which situations a too critical thinking is				
		contra-productive (the devil's advocate cases).				
4	Know when	Knowing in which situations it is crucial to have a critical view on an				
	(Implicit	issue.				
	understand					
	ing)					
3	Know how	Knowing how to look on an issue from different angles. Knowing				
		different critical thinking instruments				
2	Know why	Knowing why it is important to have a multifaceted view on an		Х		
	(Distant	issue				
	understand					
	ing)					
1	Know-that	Knowing that there may be different opinions on the same issue		1	1	
ı	Know-that	Knowing that there may be different opinions on the same issue				

Summary of the development on the cognitive level:

Level 1: Remembering (Recognising – Recalling)





⁴⁵ Hints for describing the levels:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
Level 4: Analysing (Differentiating – Organising – Attributing)
Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Activity dimension: ->learners' activity potential concerning < Critical Thinking >

1	2	3	4	5	6	7
Grad	Correspondi	Level description, Explanation	Indicators/ Context	Time	Time	Documentation
е	ng Level Titles ⁴⁶			1	2	(Learning outcomes)
5	Developing / constructin g	Developing new strategies to explore an unknown issue. Influencing others in a positive way to think critically and to develop their critical thinking skills.				
4	Discoverin g/acting independe ntly	Choosing certain strategies from the given portfolio in order to get a full picture of an issue				
3	Deciding/ selecting	Applying different known approaches to look on an issue from different perspectives				
2	Application, Imitation	Developing different views on an issue when being instructed forced to.				
1	Perception	Just perceiving an issue without reflecting				
Summa	ary of the develo	opment on the activity level:				

Level 1: Can deviate strongly – listening only, participating only, reception without action...



Lifelong Learning

⁴⁶ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life
Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Affective Dimension: ->learners' affective competences concerning < Critical Thinking >

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ⁴⁷	Explanation	Context	1	2	(Learning outcomes)
5	Regulating	Finding it important that everybody cultivates his/her critical				
	(with) others	thinking competences.				
4	Affective	To avoid the "easiest" way and to find it important to constantly				
	self-	learn more on CT-strategies.				
	regulation					
3	Appreciation	Positive attitude for critical thinking.				
	Empathy	To see CT as a value.				
2	Perspectiv	Openness to look at an issue from different perspectives				
	e taking					
1	Self	Not interested in thinking critically on an issue.				
	centred					

Summary of the development on the affective level:

Level 1: no emotional reference to topic (only interested in own situation,...)





⁴⁷ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)
Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

B.6 REFERENCE SYSTEM – Learning to Learn

		COGNITIVE/KNOWLEDG	E		ACTIVITY			AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Knowing how and when to apply different learning strategies for different training needs. Knowing how to guide other people in their learning		Developing / constructin g	Developing your own learning strategie(s) following specific learning needs. Taking initiative and acting within the group to help apply different learning strategies		Regulating others	To be motivated to inspire others to apply appropriate learning strategies according to their own learning styles.	
4	Know when (Implicit understan ding	Knowing the strengths and weaknesses of one's own skills and qualifications and knowing the appropriate training opportunities, when to apply them and where to find them.		Discoverin g/acting independe ntly	Searching for new and different learning strategies and testing it for your own learning benefits and needs.		Affective self- regulation	To be motivated to improve your learning to learn competences.	
3	Know how	Knowing and understand one's own preferred learning strategies. Knowledge various methods and tools for learning. Knowing how to apply different learning approaches.		Deciding/s electing	Applying different learning strategies according to your needs and preferred learning styles.		Appreciation Empathy	Valuing different learning styles among people and value the interest of people in applying different learning strategies.	
2	Know why (Distant understan ding	Understanding the need for different learning approaches to different learning targets. Knowing that learning involves gaining and assimilating new knowledge and skills as well as seeking and making use of guidance.		Application , Imitation	Applying different learning methods in the way you are taught or learned from others.		Perspectiv e taking	Having a positive attitude towards learning. Generally valuing learning and applying prior learning. Valuing different learning strategies.	
1	Know-that	Acknowledgement of learning to learn competences. Knowing that learning requires a conscious management of one's own learning		Perception	Recognising different learning strategies and different learning methods.		Self centred	Openness to differentiation in learning. Feeling the need to apply different learning strategies for a single specific situation and need.	





Cognitive Dimension: Learners knowledge and skills concerning < Learning to Learn >

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes)
е	Titles ⁴⁸					
5	Intuitive	Knowing how and when to apply different learning strategies for different				
	Transfer	training needs. Knowing how to guide other people in their learning				
4	Know when	Knowing the strengths and weaknesses of one's own skills and				
	(Implicit	qualifications and knowing the appropriate training opportunities, when to				
	understand	apply them and where to find them.				
	ing)					
3	Know how	Knowing and understand one's own preferred learning strategies.				
		Knowledge various methods and tools for learning. Knowing how to apply				
		different learning approaches.				
2	Know why	Understanding the need for different learning approaches to different		X		
	(Distant	learning targets. Knowing that learning involves gaining and assimilating				
	understand	new knowledge and skills as well as seeking and making use of				
	ing)	guidance.				
1	Know-that	Acknowledgement of learning to learn competences. Knowing that				
		learning requires a conscious management of one's own learning				

Summary of the development on the cognitive level:

Level 1: Remembering (Recognising – Recalling)





⁴⁸ Hints for describing the levels:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Activity dimension: ->learners' activity potential concerning < Learning to Learn >

1	2	3	4	5	6	7
	Correspondi	Level description, Explanation	Indicators/ Context	Time	Time	Documentation
е	ng Level Titles ⁴⁹			1	2	(Learning outcomes)
5	Developing / constructin g	Developing your own learning strategie(s) following specific learning needs. Taking initiative and acting within the group to help apply different learning strategies				
4	Discoverin g/acting independe ntly	Searching for new and different learning strategies and testing it for your own learning benefits and needs.				
3	Deciding/ selecting	Applying different learning strategies according to your needs and preferred learning styles.				
2	Application, Imitation	Applying different learning methods in the way you are taught or learned from others.				
1	Perception	Recognising different learning strategies and different learning methods.				
Summa	ry of the develo	opment on the activity level:				

Level 1: Can deviate strongly – listening only, participating only, reception without action...



⁴⁹ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Affective Dimension: ->learners' affective competences concerning < Learning to Learn >

2	3	4	5	6	7
Correspon	Level description	Indicators/	Time	Time	Documentation
ding Level	Explanation	Context	1	2	(Learning outcomes)
Titles					
Regulating	To be motivated to inspire others to apply appropriate learning strategies				
(with) others	according to their own learning styles.				
Affective	To be motivated to improve your learning to learn competences.				
self-					
regulation					
Appreciation	Valuing different learning styles among people and value the interest of				
Empathy	people in applying different learning strategies.				
Perspectiv	Having a positive attitude towards learning. Generally valuing learning				
e taking	and applying prior learning. Valuing different learning strategies.				
Self	Openness to differentiation in learning. Feeling the need to apply different				
centred	learning strategies for a single specific situation and need.				
	ding Level Titles ⁵⁰ Regulating (with) others Affective self- regulation Appreciation Empathy Perspectiv e taking Self	ding Level Titles Explanation Regulating (with) others To be motivated to inspire others to apply appropriate learning strategies according to their own learning styles. Affective self-regulation To be motivated to improve your learning to learn competences. Appreciation Empathy Valuing different learning styles among people and value the interest of people in applying different learning strategies. Perspective taking Having a positive attitude towards learning. Generally valuing learning and applying prior learning. Valuing different learning strategies. Self Openness to differentiation in learning. Feeling the need to apply different	ding Level Titles Explanation Context Regulating (with) others To be motivated to inspire others to apply appropriate learning strategies according to their own learning styles. Affective self-regulation To be motivated to improve your learning to learn competences. Appreciation Empathy Valuing different learning styles among people and value the interest of people in applying different learning strategies. Perspective taking Having a positive attitude towards learning. Generally valuing learning and applying prior learning. Valuing different learning strategies. Self Openness to differentiation in learning. Feeling the need to apply different	ding Level Titles ⁵⁰ Explanation Context 1 Regulating (with) others To be motivated to inspire others to apply appropriate learning strategies according to their own learning styles. To be motivated to improve your learning to learn competences. Affective self-regulation Valuing different learning styles among people and value the interest of people in applying different learning strategies. Perspective taking Having a positive attitude towards learning. Generally valuing learning and applying prior learning. Valuing different learning strategies. Self Openness to differentiation in learning. Feeling the need to apply different	ding Level Titles Explanation Context 1 2 Regulating (with) others To be motivated to inspire others to apply appropriate learning strategies according to their own learning styles. Image: Context of their own learning styles of their own learning styles. Affective self-regulation To be motivated to improve your learning to learn competences. Appreciation Empathy Valuing different learning styles among people and value the interest of people in applying different learning strategies. Perspective taking Having a positive attitude towards learning. Generally valuing learning and applying prior learning. Valuing different learning strategies. Self Openness to differentiation in learning. Feeling the need to apply different

Summary of the development on the affective level:

Level 1: no emotional reference to topic (only interested in own situation,...)





⁵⁰ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

C Organisational Competences

C.1 REFERENCE SYSTEM – Evaluating/Reflecting

		COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE	
	2	3	4	2	3	4	2	3	4
L	Level	Individual description/	Indicator	Level	Individual description/	Indicator	Level	Individual description/	Indicator
	Titles	explanatory statement	S	Titles	explanatory statement	S	Titles	explanatory statement	s
5	Intuitive	Knowing how to integrate the learning,		Develop	Developing your own		Regulating	Inspire others to value	
	Transfer	and the evaluation recommendations		ing/	evaluation strategies and an		(with)	evaluation, reflection and	
		into the organisation and (or) individual		construc	on-going participatory culture		others	individual and organisational	
		practice in order to achieve the collaborative goals.		ting	of evaluation within the organisation that promotes			learning. Feeling the need to improve all	
		Collaborative goals.			self-assessment, and			team members' evaluation	
					adaptation of plans to achieve			competences.	
					the envisaged goals.				
4	Know	Knowing when (time schedule) to		Discove	Searching for evaluation		Affective	Being motivated to improve	
	when	organize the different phases of the		ring/acti	techniques and independently		self-	reflection and evaluation	
	(Implicit	evaluation (information gathering,		ng	applying the self-evaluation		regulation/	competences with respect to	
	underst	processing, analysis, reporting) within		indepen	with appropriate techniques		appreciatio	individual and organisational	
	anding	an appropriate timing for the work plan of the organisation in coordination with		dently	and methods, within the given purpose of the evaluation.		n	learning.	
		organisation leaders.			purpose of the evaluation.				
3	Know	Knowing how to organise self-		Decidin	Making conscious choices on		Empathy	To find it important that all team	
	how	evaluation as a reflective and interactive		g/selecti	objectives, issues to evaluate;		Appreciati	members / colleagues value	
		learning process. Knowing pertinent		ng	the methods and instruments		on	evaluation and reflection.	
		methods and techniques that can be			of evaluation that seem more				
2	Know	introduced as an evaluation. Knowing why reflection and self-		Applica-	pertinent for the given case. Occasionally evaluate		Perspectiv	Generally feeling that reflection	
2	why	evaluation are important processes in		tion.	processes and products using		e taking	and evaluation make sense in	
	(Distant	order to facilitate individual and		Imitation	existing models and		o taking	order to best achieve	
	underst	collective learning/ performance via			techniques.			collaborative goals.	
	anding	evidence -based decision-making.			·				
1	Know-	Knowing that evaluation is an important		Percep-	Recognising evaluation and		Self	Feeling the importance of	
	that	process to improve effectiveness and		tion	reflection processes.		centred	reflection on and assessment of	
		organisational learning.						organisational processes and	
								performance of a work situation /	
								project you are in.	





Cognitive Dimension: Learners knowledge and skills concerning <evaluating/reflecting>

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes)
е	Titles ⁵¹					
5	Intuitive	Knowing how to integrate the learning, and the evaluation				
	Transfer	recommendations into the organisation and (or) individual				
		practice in order to achieve the collaborative goals.				
4	Know when	Knowing when (time schedule) to organize the different				
	(Implicit	phases of the evaluation (information gathering, processing,				
	understand	analysis, reporting) within an appropriate timing for the work				
	ing)	plan of the organisation in coordination with organisation				
		leaders.				
3	Know how	Knowing how to organise self-evaluation as a reflective and				
		interactive learning process. Knowing pertinent methods and				
		techniques that can be introduced as an evaluation.				
2	Know why	Knowing that reflection and self-evaluation are important		X		
	(Distant	processes in order to facilitate individual and collective				
	understand	learning/ performance via evidence -based decision-making.				
	ing)					
1	Know-that	Knowing that evaluation is an important process to improve				
		effectiveness and organisational learning.				

Summary of the development on the cognitive level:

Level 1: Remembering (Recognising – Recalling)





⁵¹ Hints for describing the levels:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Activity dimension: ->learners' activity potential concerning <evaluating/reflecting>

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level	Explanation	Context	1	2	(Learning outcomes)
	Titles ⁵²					
5	Developing	Developing your own evaluation strategies and an on-going				
	1	participatory culture of evaluation within the organisation				
	constructin	that promotes self-assessment, and adaptation of plans to				
	g	achieve the envisaged goals.				
4	Discoverin	Searching for evaluation techniques and independently				
	g/acting	applying the self-evaluation with appropriate techniques and				
	independe	methods, within the given purpose of the evaluation.				
	ntly					
3	Deciding/	Making conscious choices on objectives, issues to evaluate;				
	selecting	the methods and instruments of evaluation that seem more				
		pertinent for the given case.				
2	Application,	Occasionally evaluate processes and products using				
	Imitation	existing models and techniques.				
1	Perception	Recognising evaluation and reflection processes.				

Summary of the development on the activity level:

Level 5: Constructing, consigning to different contexts, i.e. into private life

Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Level 1: Can deviate strongly – listening only, participating only, reception without action...





⁵² Hints for describing the levels:

Affective Dimension: ->learners' affective competences concerning <evaluating/reflecting>

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ⁵³	Explanation	Context	1	2	(Learning outcomes)
5	Regulating	Inspire others to value evaluation, reflection and individual				
	(with)	and organisational learning.				
	others/apprec	Feeling the need to improve all team members' evaluation				
	iation	competences.				
4	Affective	Being motivated to improve reflection and evaluation				
	self-	competences with respect to individual and organisational				
	regulation	learning.				
3	Appreciation	To find it important that all team members / colleagues value				
	Empathy	evaluation and reflection.				
2	Perspectiv	Generally feeling that reflection and evaluation make sense				
	e taking	in order to best achieve collaborative goals.				
1	Self	Feeling the importance of reflection on and assessment of				
	centred	organisational processes and performance of a work				
		situation / project you are in.				

Summary of the development on the affective level:

Level 1: no emotional reference to topic (only interested in own situation,...)





⁵³ Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

C.2 REFERENCE SYSTEM – Virtual Communication

		COGNITIVE/KNOWLEDG	E		ACTIVITY			AFFECTIVE	
	2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Being an expert user of VC. Knowing how to transfer one's own knowledge to other sectors and users according to their communication needs and knowledge levels.		Develop ing/ construc ting	Actively plan and develop VC communication structures for work situations. Introducing different forms of VC to other people and guiding them in how to use it.		Regulating (with) others	Feeling it is important to engage others to use VC. Feeling that it is important you share your VC expertise with others.	
4	Know when (Implicit underst anding	Knowing all main forms of VC that are available and knowing when and how to use them in an appropriate way to cover all needs of communication and cooperation.		Discove ring/acti ng indepen dently	Collecting information about the variety of VC. Trying to learn about VC. Actively looking for and selecting VC tools and using them when it is appropriate.		Affective self- regulation/ appreciatio n	Valuing knowledge and expertise in CV. Feeling the need to know more about it and to gain expertise. Being open minded to get to know new forms of VC.	
3	Know how	Knowing different kinds of VC and knowing how to use them (also regarding types of software).		Decidin g/selecti ng	Deliberately seeking for VC solutions for communication and cooperation. Actively applying existing systems in your work environment or offered by others.		Empathy Appreciati on	Feeling the need to introduce VC in your work. To find it important that your team is open for it as well.	
2	Know why (Distant underst anding	Knowing the advantages (and pitfalls) of VC. Knowing the common forms of VC such as e-mail, online conferencing and knowing why they are used.		Applica- tion, Imitation	Occasionally using VC when one is urged to do so by others. Still being rather passive in VC.		Perspectiv e taking	Generally feeling the need for appropriate VC in work. Becoming curious about it.	
1	Know- that	Knowing that VC exists and that it offers effective ways of communication		Percep- tion	Only occasionally using basic tools (e-mail).		Self centred	Feeling the need for applying VC techniques	





Cognitive Dimension: Learners knowledge and skills concerning <virtual communication >

1	2	3	4	5	6	7*
Gr	Correspon	Level description	Indicators/	Time	Time	Documentation
ad	ding Level	Explanation	Context	1	2	(Learning outcomes)
е	Titles ⁵⁴					
5	Intuitive	Being an expert user of VC. Knowing how to transfer one's				
	Transfer	own knowledge to other sectors and users according to their				
		communication needs and knowledge levels.				
4	Know when	Knowing all main forms of VC that are available and				
	(Implicit	knowing when and how to use them in an appropriate way				
	understand	to cover all needs of communication and cooperation.				
	ing)					
3	Know how	Knowing different kinds of VC and knowing how to use them				
		(also regarding types of software).				
2	Know why	Knowing the advantages (and pitfalls) of VC.		X		
	(Distant	Knowing the common forms of VC such as e-mail, online				
	understand	conferencing and knowing why they are used.				
	ing)					
1	Know-that	Knowing that VC exists and that it offers effective ways of				
		communication				
CIII	mmary of the	development on the cognitive level:		·		

Summary of the development on the cognitive level:

Level 1: Remembering (Recognising – Recalling)





⁵⁴ Hints for describing the levels:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Activity dimension: ->learners' activity potential concerning <virtual communication >

2	3	4	5	6	7
Correspondi	Level description	Indicators/	Time	Time	Documentation
ng Level	Explanation	Context	1	2	(Learning outcomes)
Developing					
/					
constructin	people and guiding them in how to use it.				
g					
Discoverin					
g/acting					
independe	, ,				
ntly	when it is appropriate.				
Deciding/	Deliberately seeking for VC solutions for communication and				
selecting	cooperation.				
	Actively applying existing systems in your work environment				
	or offered by others.				
Application,	Occasionally using VC when one is urged to do so by				
Imitation	others. Still being rather passive in VC.				
Perception	Only occasionally using basic tools (e-mail).			_	
	ng Level Titles ⁵⁵ Developing / constructin g Discoverin g/acting independe ntly Deciding/ selecting Application, Imitation	Titles Explanation Developing / Actively plan and develop VC communication structures for work situations. Introducing different forms of VC to other people and guiding them in how to use it. Discoverin g/acting information about the variety of VC. Trying to learn about VC. Actively looking for and selecting VC tools and using them when it is appropriate. Deciding/ selecting Deliberately seeking for VC solutions for communication and cooperation. Actively applying existing systems in your work environment or offered by others. Application, Imitation Occasionally using VC when one is urged to do so by others. Still being rather passive in VC.	Titles Titles Titles Actively plan and develop VC communication structures for work situations. Introducing different forms of VC to other people and guiding them in how to use it. Discoverin g/acting independe ntly when it is appropriate. Deciding/ selecting Deciding/ selecting Application, Imitation Explanation Context Context	Correspondi ng Level Explanation Developing / Context Developing / Work situations. Introducing different forms of VC to other people and guiding them in how to use it. Discoverin g/acting independe ntly Deciding/ selecting Deciding/ selecting Application, Imitation Level description Explanation Context Indicators/ Context 1 Indicators/ Context Indi	Correspondi ng Level Explanation Developing / Constructin g Discoverin g/acting independe ntly Deciding/ selecting Deciding/ selecting Deciding/ selecting Deciding/ selecting Application, Imitation Indicators/ Context I me 2 I me 3 I me 2 I me 3 I me 4 I me 3 I me 4 I me 4

Summary of the development on the affective level:

Level 1: Can deviate strongly – listening only, participating only, reception without action...





⁵⁵ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life
Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Affective Dimension: ->learners' affective competences concerning < virtual communication >

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level	Explanation	Context	1	2	(Learning outcomes)
	Titles ⁵⁶					
5	Regulating	Feeling it is important to engage others to use VC.				
	(with)	Feeling that it is important you share your VC expertise with				
	others/apprec	others.				
	iation					
4	Affective	Valuing knowledge and expertise in CV.				
	self-	Feeling the need to know more about it and to gain				
	regulation	expertise.				
		Being open minded to get to know new forms of VC.				
3	Appreciation	Feeling the need to introduce VC in your work. To find it				
	Empathy	important that your team is open for it as well.				
2	Perspectiv	Generally feeling the need for appropriate VC in work.				
	e taking	Becoming curious about it.				
1	Self	Feeling the need for applying VC techniques				
0	centred					

Summary of the development on the activity level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)
Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)





⁵⁶ Hints for describing the levels:

C.3 REFERENCE SYSTEM – Project Management

		COGNITIVE/KNOWLEDG	E		ACTIVITY				
	2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement		Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Knowing how to assess which PM tools are adequate in a specific situation. Knowing how to apply them in different project situations.	n	Developi ng/ construct ing	Adapting and further developing PM tools for your work.		Regulating (with) others	Being enthusiastic in discussing and sharing information about PM with other colleagues and experts. To feel the need to improve other people's PM competences.	
4	Know when (Implicit understa nding	Knowing how different PM tools can be used in different phases of the life cycle of a project	n ir	Discoveri ng/acting independ ently	Reflecting on your own PM practice. Seeking for more specific information on PM tools from experienced project managers or in literature. Applying the once you consider useful.		Affective self- regulation	Being curious about different PM approaches and tools and their potential for your work. Being willing to learn from your EU project experiences with PM and apply them at your regular work. To feel the need to improve your own PM competences	
3	Know how	Knowing different PM tools. Knowing how to apply them in project situations.		Deciding/ selecting	Actively applying specific tools for PM in project planning and implementation		Appreciation Empathy	Appreciating the value of PM tools for EU projects and being determined to apply them	
2	why (Distant understa nding	Knowing that PM techniques are needed in order to successfully complete project work.	ti	Applica- tion, Imitation	Occasionally applying a few PM tools - offered by others - in parts of your project work,.		Perspective taking	Generally feeling the need for implementing PM methodologies in project based work.	
1	Know- that	Knowing that PM exists as a methodology.		Percep- tion	Recognising situations requiring PM techniques.		Self centred	Feeling the need to apply PM methodologies in a specific work situation you are in.	





Cognitive Dimension: Learners knowledge and skills concerning < Project Management >

1	2	3	4	5	6	7*
Gr ad	Correspon ding Level	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
е	Titles ⁵⁷					,
5	Intuitive Transfer	Knowing how to assess which PM tools are adequate in a specific situation. Knowing how to apply them in different project situations.				
4	Know when (Implicit understand ing)	Knowing how different PM tools can be used in different phases of the life cycle of a project				
3	Know how	Knowing different PM tools. Knowing how to apply them in project situations.				
2	Know why (Distant understand ing)	Knowing that PM techniques are needed in order to successfully complete project work.		X		
1	Know-that	Knowing that PM exists as a methodology.				

Summary of the development on the cognitive level:

Level 1: Remembering (Recognising – Recalling)





⁵⁷ Hints for describing the levels:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
Level 4: Analysing (Differentiating – Organising – Attributing)
Level 3: Understanding (Explaining – Comparing)
Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Activity dimension: ->learners' activity potential concerning < Project Management >

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level Titles ⁵⁸	Explanation	Context	1	2	(Learning outcomes)
5	Developing / constructin g	Adapting and further developing PM tools for your work.				
4	Discoverin g/acting independe ntly	Reflecting on your own PM practice. Seeking for more specific information on PM tools from experienced project managers or in literature. Applying the once you consider useful.				
3	Deciding/ selecting	Actively applying specific tools for PM in project planning and implementation				
2	Application, Imitation	Occasionally applying a few PM tools - offered by others - in parts of your project work,.				
1	Perception	Recognising situations requiring PM techniques.				

Summary of the development on the affective level:

Level 1: Can deviate strongly – listening only, participating only, reception without action...





⁵⁸ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life
Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Affective Dimension: ->learners' affective competences concerning < Project Management >

1	2	3	4	5	6	7
Grade	Correspon	Level description	Indicators/	Time	Time	Documentation
	ding Level Titles ⁵⁹	Explanation	Context	1	2	(Learning outcomes)
5	Regulating	Being enthusiastic in discussing and sharing information about PM				
	(with)	with other colleagues and experts.				
	others/apprec	To feel the need to improve other people's PM competences.				
	iation					
4	Affective	Being curious about different PM approaches and tools and their				
	self-	potential for your work.				
	regulation	Being willing to learn from your EU project experiences with PM				
	J	and apply them at your regular work.				
		To feel the need to improve your own PM competences				
3	Appreciation	Appreciating the value of PM tools for EU projects and being				
	Empathy	determined to apply them				
2	Perspectiv	Generally feeling the need for implementing PM methodologies in				
	e taking	project based work.				
1	Self	Feeling the need to apply PM methodologies in a specific work				
	centred	situation you are in.				
0	(()	and and another activity levels				

Summary of the development on the activity level:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)

Level 1: no emotional reference to topic (only interested in own situation,...)





⁵⁹ Hints for describing the levels:

C.4 REFERENCE SYSTEM – Planning and Resource Management

		COGNITIVE/KNOWLEDG	E		ACTIVITY				
	2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Profound knowledge on how to transfer planning and resource management methodologies into new situations.	Indicators	Developi ng/ construct ing	Adapting and further developing planning and resource management methodologies in the own ((professional) context.		Regulating (with) others	Being enthusiastic in discussing and sharing information about PM with other colleagues and experts. To feel the need to improve other people's PM competences.	
4	Know when (Implicit understa nding	Practical knowledge on different planning and resource management methodologies and in which situations which tool is appropriate.		Discoveri ng/acting independ ently	Seeking for more specific information on planning and resource management methodologies and enlarging the own portfolio of tools.		Affective self- regulation	Being curious about different pproaches and tools and their potential for your work. To feel the need to improve your own PM competences regarding planning and resource management methodologies	
3	Know how	Theoretical know-how on different planning and resource management methodologies. Knowing how to apply them in project situations.		Deciding/ selecting	Actively applying specific tools in planning and implementation and resource controlling and optimisation		Appreciation Empathy	Appreciating the value of planning and resource management methodologies and being determined to apply them	
2	Know why (Distant understa nding	Understanding the reasons why appropriate planning leads to success.		Applica- tion, Imitation	Occasionally planning jobs and actions when asked by others or instructed		Perspective taking	Generally feeling the need for implementing planning and resource management methodologies in the own context.	
1	Know- that	Knowing that Planning and Resource Management is needed in projects		Percep- tion	Recognising situations where planning is needed without acting.		Self centred	Not relating planning issues to oneself	





Cognitive Dimension: Learners knowledge and skills concerning < Planning and Resource Management >

1	2	3	4	5	6	7*
Gr ad e	Correspon ding Level Titles ⁶⁰	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer	Profound knowledge on how to transfer planning and resource management methodologies into new situations.				
4	Know when (Implicit understand ing)	Practical knowledge on different planning and resource management methodologies and in which situations which tool is appropriate.				
3	Know how	Theoretical know-how on different planning and resource management methodologies. Knowing how to apply them in project situations.				
2	Know why (Distant understand ing)	Understanding the reasons why appropriate planning leads to success.		Х		
1	Know-that	Knowing that Planning and Resource Management is needed in projects				

Summary of the development on the cognitive level:

⁶⁰ Hints for describing the levels:

Level 5: Evaluating/Creating (Transfer – Planning – Producing – Checking – Critiquing)
Level 4: Analysing (Differentiating – Organising – Attributing)
Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)





Activity dimension: ->learners' activity potential concerning < Planning and Resource Management >

1	2	3	4	5	6	7
Grad	Correspondi	Level description	Indicators/	Time	Time	Documentation
е	ng Level Titles ⁶¹	Explanation	Context	1	2	(Learning outcomes)
5	Developing / constructin g	Adapting and further developing planning and resource management methodologies in the own ((professional) context.				
4	Discoverin g/acting independe ntly	Seeking for more specific information on planning and resource management methodologies and enlarging the own portfolio of tools.				
3	Deciding/ selecting	Actively applying specific tools in planning and implementation and resource controlling and optimisation				
2	Application, Imitation	Occasionally planning jobs and actions when asked by others or instructed				
1	Perception	Recognising situations where planning is needed without acting.				

Summary of the development on the affective level:

Level 1: Can deviate strongly – listening only, participating only, reception without action...





⁶¹ Hints for describing the levels:

Level 5: Constructing, consigning to different contexts, i.e. into private life
Level 4: Self-directed acting (researching, expanding options, i.e. related to learning content/topic, ...)

Level 3: Acting, choosing between options, ...

Level 2: Utilizing (imitating without own impulse, ...)

Affective Dimension: ->learners' affective competences concerning < Planning and Resource Management >

1	2	3	4	5	6	7
Grade	Correspon ding Level Titles ⁶²	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating others/appre ciation	Being enthusiastic in discussing and sharing information about PM with other colleagues and experts. To feel the need to improve other people's PM competences.				
4	Affective self-regulation	Being curious about different pproaches and tools and their potential for your work. To feel the need to improve your own PM competences regarding planning and resource management methodologies				
3	Appreciation Empathy	Appreciating the value of planning and resource management methodologies and being determined to apply them				
2	Perspectiv e taking	Generally feeling the need for implementing planning and resource management methodologies in the own context.				
1	Self centred	Not relating planning issues to oneself				

Summary of the development on the activity level:

Level 1: no emotional reference to topic (only interested in own situation,...)





⁶² Hints for describing the levels:

Level 5: (group): influencing others (motivating/convincing others by own model,...)

Level 4: motivation to adapt/appreciation of ... (in the sense of the topic, to reach a goal,...)

Level 3: emotional reference towards topic (feeling, that topic can influence own conditions, empathy,...)

Level 2: curiosity (interest in topic, being attracted, ...)