



VITA

The VITA Binder

Procedural Description



Manual

Validating learning outcomes and competence developments with



Social, personal and organisational competences for the Service Economy

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1. Background and Procedure

The validation of non- or informally acquired social, personal and organisational competences is carried out along a standardised procedure developed by a community of evaluators specialised in informal and non-formal learning ("REVEAL").

1.1 REVEAL and LEVEL5

REVEAL is a transnational network of European experts from grass-root projects, adult education providers and universities working for more than four years on the question how the impacts of non-formal and informal learning can be measured and visualised.



In the framework of three European funded projects, the community developed **LEVEL5**, a formative *validation system* which enables stakeholders in European projects to assess and to display the impact of collaborative project work in transnational teams.



The effects (or the impact) of non-formal and informal learning can be displayed through the development of learners' competences (e.g. specific theme centred knowledge, improvement of "soft" skills like collaboration and intercultural communication, attitudes towards other groups etc.).

The **LEVEL5** evaluation procedure is on one hand standardised but at the same time enables users to establish individualised reference systems for assessing and evidencing relevant competences of their target groups in a process-orientated way. With the help of **LEVEL5** one can measure, display and evidence individual competence developments and give proof of the range of effects resulting from cooperation in European projects.

1.2 Principles of LEVEL5

Initially the **LEVEL5** evaluation system has been developed and piloted in more than 60 informal and non-formal learning projects since 2006 in order to assess

- cognitive,
- activity related and
- affective

learning outcomes to evidence and visualise competence developments of learners in informal and non-formal learning projects.

The basic principle

Individual or group competences can be evaluated in a process orientated way, visualised in a 3-dimensional cube model and fully documented in a specific software system.

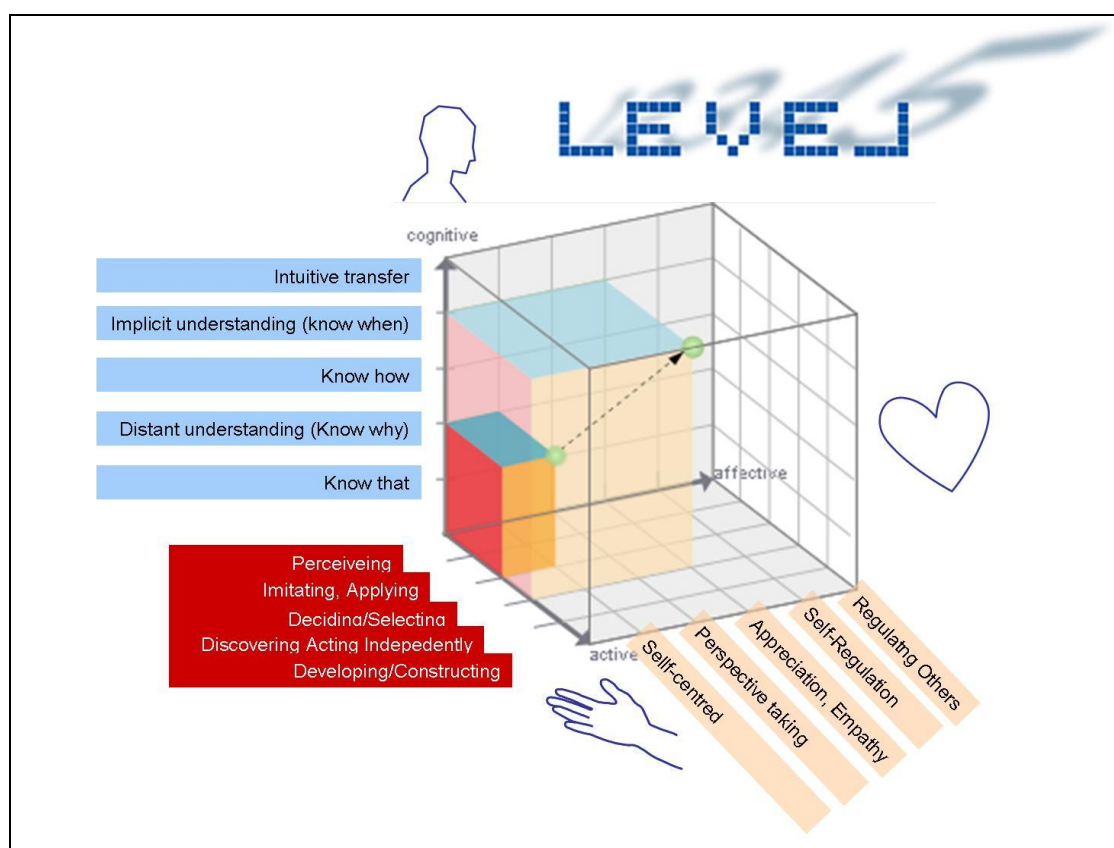


Fig. 1: The LEVEL5-cube

Based on this model LEVEL5 is grounded on the basic competence definition of the EU¹ that a competence is the ability to apply a synthesis of

- Knowledge,
- Skills and
- Attitudes

in a particular situation and in a particular quality.

¹ The Key Competences for Lifelong Learning – A European Framework is an annex of a Recommendation of the European Parliament and of the Council of 18 December 2006

LEVEL5 is especially suitable to assess personal, social and organisational competences, hence exactly those, that are acquired in informal learning settings such as learning in mobility.

Approach and methodology

The LEVEL5 evaluation approach is based on a five step procedure (Fig. 2):

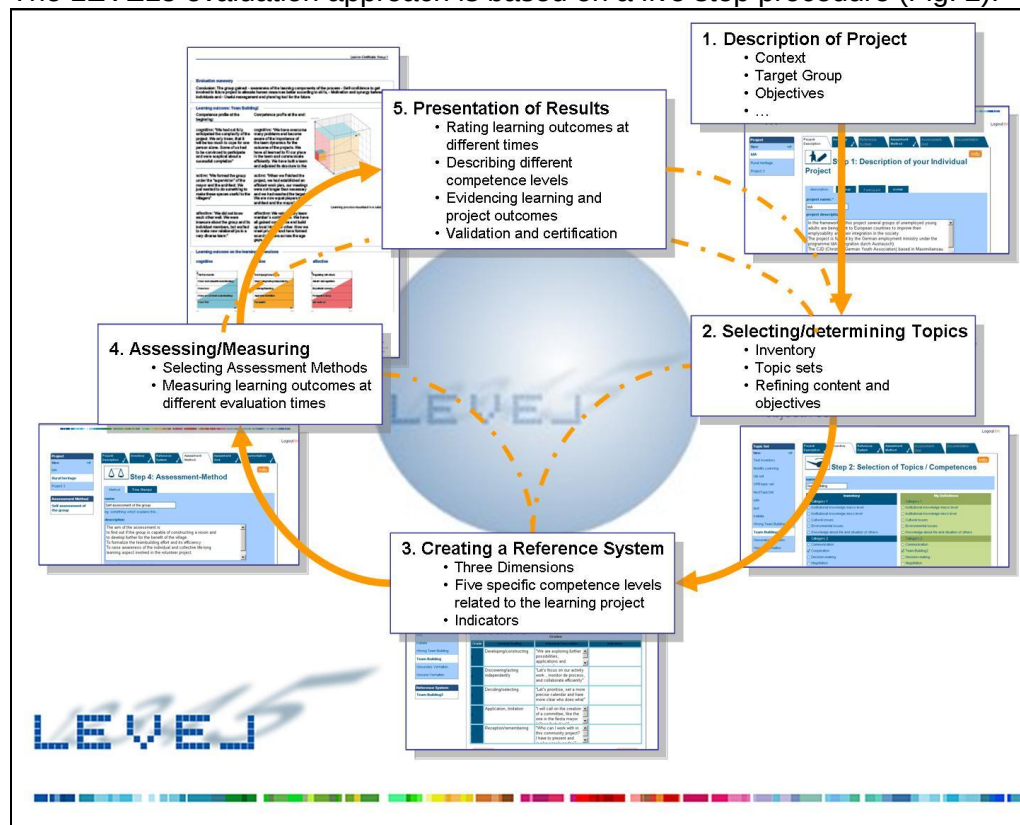


Fig. 2: LEVEL5 procedural approach

1. Mobility Project Description

- Describing the properties of the mobility project in a preformatted pattern and the profile of the group and the learners

2. Selecting topics

- Selecting relevant competences to be assessed from an inventory specifically designed for mobility actions and option to further refinement of the wording according to project's purposes

3. Establishing an individualised reference system

- Adapting the reference system from the general inventory to the specifics of project and target group on the basis of a 3-dimensional (cognitive, affective, activity related) rating system with five individualised stages/levels

4. Assessment

- Describing the evaluation procedure and its timing as well as the respective methods of data collection.
- In the VILMA pilot-projects a broad range of assessment methods can be applied and combined, e.g. questionnaires and interviews to group discussions, assessment exercises, project work and observation by training staff. Besides the named there is

a wide variety of further methods to apply for assessing data on competence development (see annex).

5. **Rating/Documenting/Visualisation**

- Inserting the ratings of a group or individual participants at the given time into the individualised reference system to later on be displayed in a 3-dimensional evidencing system (**CUBE**)
- The ratings are substantiated and documented in the software
- Results may be recorded internally and/or connected with learners' certificates
- Option of automatic generation of learners certificates.

1.3 **Reasons to apply LEVEL5**

Specific benefits for VITA at a glance:

- Not only validating learning outcomes but competence developments
- Contextualised validation possible (fit to purpose and learning environment and learners)
- Development of an extendable but still specific inventory for competences needed in the service economy
- Reference systems designed in accordance to project's objectives and aspired learning outcomes, focused on cognitive, activity related and affective competence developments
- Preformatted reference systems for social, personal and organisational competences
- Evidencing, documentation and visualisation of the competence developments
- Certification: Competence developments of the learners can be evidenced and documented
 - o in the web-based 3-dimensional visualisation and documentation system
 - o in personal certificates either printed or as PDF.
- Accreditation: VITA projects and learning activities may be accredited with the European LEVEL5 label after an external evaluation carried out by an accredited REVEAL evaluator.
- Possibility to evidencing the impact and learning progress of non-formal and informal learning activities and projects
- Integration in QM systems in HRM.

2. How to validate competence developments with LEVEL5

The evaluation consists of the following steps:

1. Developing a consistent learning project description and describing the learners
2. Choosing and specifying one or several competences from the VITA-inventory
3. Adapting the 3-dimensional LEVEL5 reference system to the needs of specific mobility project and target group
4. Selecting appropriate assessment methodology, setting up a time schedule
5. Rating and evidencing (documentation and visualisation)

The project description, topics and reference system descriptors following in chapter 3 are based on preformatted patterns. All patterns in this manual will be displayed identical in the LEVEL5 software.

2.1 Step 1 - Project and learners description

Step one of the LEVEL5 procedure has two main functions:

1. Describing your project/learning activity and bringing about the background and context, main elements, objectives, processes and aspired competences in order to create awareness and sharpen the focus for the evaluation process
2. It shall enable the VITA community to compare similar projects/activities and to learn from each other
3. Parts of the description will be integrated into the certificate, correspondent questions are marked italic.
4. Inserting the learners for the evaluation

Step 1 concerns the description of your informal/non formal learning action, following a pattern provided by the system. The aim of this step is to support you in documenting systematically the learning action in which the competences of the participant(s) are to be evidenced and assessed. Additionally, this description will enable the REVEAL community to compare similar projects and when pertinent to learn from each other.

Accompanying to the project description you describe the specifics of your group of learners and the individual participants. This description is a precondition for the following rating of competences, as it creates the rating mask in the software-system in Step 5.

The screenshot shows the LEVEL5 web application interface. At the top, the 'LEVEL5' logo is displayed in a stylized blue font. Below it is a horizontal bar with a rainbow color gradient. On the right side, there is a 'Logout julia' link. The main navigation menu includes 'Project-Description', 'Inventory', 'Reference-System', 'Assessment-Method', 'Assessment-Grid', and 'Documentation'. The 'Project-Description' tab is active, showing a sub-menu with 'New' (highlighted) and 'Véronique and Julia'. The main content area is titled 'Step 1: Description of your Individual Project' and features an 'Info' button. Below the title, there are tabs for 'description', 'Group', 'Participant', and 'owner'. The 'description' tab is selected, showing a form with a 'project name: *' label and a text input field, and a 'project description:' label with a large text area. The form is set against a light blue background.

project name:

project description:

Start date

Start date

Content localisation (country):

Who are the participants of the programme/project?

Do you know your learners?

Descriptions of participants' profiles? (please refer to special characteristics/needs)

Why do the learners participate in your course/learning offer? What is their motivation to participate?

Where does your project/programme take place (school, neighbourhood, club, home etc.)

Which resources do you need (e.g. equipment), what is available?

Who initiated the project/activity? Is it supported externally?

Aims/Goals

What are the aims of the project/learning activity from your institution's point of view?

Are there other aims and expectations related to your project/activities from external bodies or persons (donors, funding authorities?).

Is there a discrepancy between your goals and the goals of the external?

To what extent are the principal goals, objectives and guidelines of the project (programme) understood by the participants?

What is your motivation to evaluate your project? Why do you evaluate your project?

Project/Programme/learning activity Implementation:

What services/components are offered? Which activities are carried out?

Who are the trainers/teachers/guides/helpers? What roles and responsibilities do they have?

Duration of the learning offer: How many hours/days do you plan for the learning activities over which period of time?

What kind of methodology do you want to use? (See e.g. informal learning patterns)

Expected impact of the project/activity/training/programme, Aspired competences What is the expected impact of your services offered on participants?

Knowledge and skills (is there any extra knowledge they should acquire)

Affective competence dimension (change/development) of attitude?)

Activity level (change of behaviour/what do they do within the learning activity?)

External support:

Documentation:

Experience:

Evaluation summary:

Future perspectives:

Annexes:

Step 1 – Group description

Here you insert information about the selected group (necessary in case you want to do a group-evaluation, otherwise this field just helps to further clarify the profile of your learners to yourself)

The screenshot displays the VITA web application interface. At the top, there is a navigation bar with a 'Logout julia' link. Below this, a horizontal menu contains several tabs: 'Project-Description', 'Inventory', 'Reference-System', 'Assessment-Method', 'Assessment-Grid', and 'Documentation'. The 'Project-Description' tab is currently selected. On the left side, there are two vertical panels. The first panel, titled 'Project', shows a 'New' button and a list item 'Véronique and Julia'. The second panel, titled 'Group', shows a 'New' button and a list item 'Group 1'. The main content area is titled 'Step 1: Description of your Individual Project' and features an 'Info' button. Below the title, there are four sub-tabs: 'description', 'Group', 'Participant', and 'owner'. The 'description' sub-tab is active. The form area is titled 'Group' and contains the text 'Information about the selected group'. It includes a 'name:' label with a text input field containing 'Group 1', a 'description:' label with a large text area, and a 'participants' motivation:' label with a text input field.

Name:

Description:

Participants' motivation:

Understanding of project goals, objectives and guidelines by the participants:

Group tendencies:

Summary of the individual tendencies:

Name:

Step 1 – Individual participant's description

In this part of step 1 you prepare the system for inserting the evaluation results of your participants in Step 4. Therefore it is necessary to fill it.

The screenshot shows the VITA system interface. At the top right, there is a 'Logout julia' link. Below it, a navigation bar contains tabs for 'Project-Description', 'Inventory', 'Reference-System', 'Assessment-Method', 'Assessment-Grid', and 'Documentation'. The 'Project-Description' tab is active. On the left sidebar, there are three sections: 'Project' with a 'New' button and a link to 'Véronique and Julia'; 'Group' with a 'New' button and a link to 'Group 1'; and 'Participant' with a 'New' button and a link to 'Group 1 Participant 1'. The main content area is titled 'Step 1: Description of your Individual Project' and features a sub-header 'Participant'. Below this, there are tabs for 'description', 'Group', 'Participant', and 'owner'. The 'Participant' tab is selected, showing a form titled 'Information about the selected participant'. The form includes fields for 'user name: *' (with a dropdown menu showing 'Group 1 Participant 1'), 'first names:', 'last name:', 'gender:', and 'day of birth:'.

Information about the selected participant

User name: (participants name or code, appears for navigation in left widget in Step 5)

First name:

Last name:

Gender:

Day of birth:

Location of birth:

Street:
zip:city:
country:
phone:
e-mail:
educational background:

profession:

evaluation summary:

For the pilot reports copy and paste the above chart according to the number of your participants.

Step 1 – Owner/Evaluator

Logout Julia

Project-Description Inventory Reference-System Assessment-Method Assessment-Grid Documentation

Step 1: Description of your Individual Project

description Group Participant owner

Project Owner

user name: Julia change owner

institution:

contact person, first names: contact person, last name: Busche Julia

street:

zip: city:

Project Owner

User name:

Institution:

Contact person, first names:

Contact person, last name:

Street:

Zip:City:

Country:

Phone:

E-mail:

Field of activities:

Targeted groups:

2.2 Step 2 - Selection of topics/competences

This tool is a repository of topics (competences) that may be relevant for your project-evaluation. It is not a closed competency list but an open inventory in which you find topics that are important for your target group in their specific contexts. It shall serve both as

- a help tool for evaluators to select topics and to derive their learning objectives and as
- a growing catalogue that enables our community to compare similar reference systems of other micro-projects.

You can also add topics that you don't find in this inventory. Select one or more relevant competences for your project in regard to the specific situation and objectives.

Name and describe your topic set, which may comprise one or several competences to be assessed. The naming of the competence-set is a function to facilitate the navigation in the software. Save it.

The description of the competence will be displayed in the certificate.

If you want to assess several competences you define the first, save it, take the next and save as well. Finished with this it is necessary to tick the lock-icon to finalise the inventory you're going to work with. After locking it can't be changed anymore. In case you do want to do further changes you need to start again.

IdA competences VILMA	name: VILMA
Inventory	My Definitions
☐ Advocacy ☐ European scope ☐ Managing Diversity (DM) ☐ LEADERSHIP ☒ Intercultural Communication ☐ Evaluation and reflection ☐ Teamwork ☐ PROJECT MANAGEMENT ☐ NETWORKING ☐ Virtual communication (VC)	☐ Advocacy ☐ European scope ☐ Managing Diversity (DM) ☐ LEADERSHIP ☒ Communication with different social groups ☐ Evaluation and reflection ☐ Teamwork ☐ PROJECT MANAGEMENT ☐ NETWORKING ☐ Virtual communication (VC)
create new topic	
topic title : Intercultural Communication	
???your specified topic???: Communication with different social groups if needed, please specify this topic title	
description: Culture in a broad sense... eg. something like healthcare, education....	

Inventory	Your specified topic	description
Intercultural communication	e.g. communication with different social groups	
Flexibility	e.g. Adaptability	
Self-reliance/autonomy	e.g. self-management	
Readiness to be mobile		
Problem solving		
Diversity management		
Networking		
Teamwork		
Evaluation/reflection		
Virtual communication		
Leadership	Leadership in a HE-course in VIA college and in a connected informal learning project	
Your topic		

Reference systems for the named competences you find in the annex.

Your specified competence and its' description will be part of the documentation/certificate.
Now you can move to the next step:

2.3 Step 3 – Setting up a reference system

The screenshot displays the LEVEL5 web application interface. At the top, the 'LEVEL5' logo is visible. Below it is a horizontal bar with a color gradient. On the right side, there is a 'Logout Julia' link. The main navigation bar includes tabs for 'Project-Description', 'Inventory', 'Reference-System' (which is the active tab), 'Assessment-Method', 'Assessment-Grid', and 'Documentation'. The 'Reference-System' tab is highlighted with a blue border and a checkmark. Below the navigation bar, the main content area is titled 'Step 4: Reference-System' with a blue header and an 'Info' button. The text 'Use the left widget to select a topic, please.' is displayed. On the left side, there is a 'Topic Set' widget with a list of topics: 'New', 'LEADERSHIP', 'Evaluation and reflection', 'Networking', 'IdA competences', and 'VILMA'. Below this, there is a 'Reference System' widget with a list of reference systems: 'Communication with different social groups'.

Logout Julia

Project-Description ✓ Inventory ✓ Reference-System Assessment-Method Assessment-Grid Documentation

Step 4: Reference-System Info

active cognitive affective

Grades			
Grade	General Scaling	Individual Description	Indicators
5	Developing/constructing	Develop new ways to solve communication problems that are based on cultural differences.	
4	Discovering/acting independently	Looking for and trying different culture-sensitive communication strategies.	
3	Deciding/selecting	Deliberately working on communication strategies. Being able to apply basic strategies in intercultural.	
	Application, Imitation	Occasionally taking culture-related.	

Each new competence is to be described related to its

- **cognitive**,
- **activity related** and
- **affective** dimension,

thus covering the relevant dimensions of competence development.

Each of the 3 dimensions is divided into 5-levels and pre-described with titles (2) indicating general stages of proficiency deducted from learning theory.

It is recommended to adapt the given reference systems to your group of learners and the learning context. You know best their situation, where they are as far as competence development is concerned and to which point they can get in the framework of your learning offer. Also of course you can create new reference systems according to your needs.

As a hint for the navigation in the software note, that the dimension you work in is underlined. In case you set up a new reference system the respective icon will turn from blue to white as the levels are being described.

Name some possible indicators that help you to differentiate between the stages.

Don't forget to save.

1	2	3	4
Grade	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Developing/ constructing		
4	Discovering/acting independently		
3	Deciding/selecting		
2	Application, Imitation		
1	Perception		

Table 1: Exemplary grid for the activity dimension

You should reflect very carefully on your objectives and the achievable learning outcomes. This step is the most important and most difficult stage in the process. Take your time to develop and to rethink your descriptions and indicators. Later in the process you may modify them to adapt to the reality of your context (circular approach, fig. 2).

Following you find an unfilled reference-system grid for setting up an individual reference system for a competence of your choice. To easier be able to describe the levels the footnotes give hints on what is meant with the general level descriptions. The reference systems already created in VITA are to be found in the annex.

You selected the topic: your topic

Cognitive Dimension: Learners knowledge and skills/experiences concerning <your topic>

1	2	3	7
Level	Corresponding Level Titles ²	Level description	Indicators
5	Intuitive Transfer		
4	Know when (Implicit understanding)		
3	Know how		
2	Know why (Distant understanding)		
1	Know that		

² Hints for describing the levels:

Level 5: Evaluating/constructing (conveying, planning, producing, criticising,...)

Level 4: Analysing (distinguishing, organizing, judging,...)

Level 3: Utilizing (applying, explaining, comparing,...)

Level 2: Interpreting (conclude, classify, ...)

Level 1: Can deviate strongly – remembering, recognizing,...

Activity dimension: ->learners' activity/behaviour concerning <your topic>

1	2	3	4
Level	Corresponding Level Titles ³	Level description	Indicators
5	Developing/constructing		
4	Discovering/acting independently		
3	Deciding/selecting		
2	Applying, imitating		
1	Perceiving		

³ 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, ...)

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

Affective Dimension: ->learners' affective state/attitude concerning <your topic>

1	2	3	4
Level	Corresponding Level Titles ⁴	Level description	Indicators
5	Regulating others		
4	Affective self-regulation/ Appreciation		
3	Appreciation Empathy		
2	Perspective taking		
1	Self centred		

⁴ 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, ...)

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

2.4. Step 4 - Assessing competence development

Step 4 is about measuring.

Competences are not static, while learning they (shall) evolve and develop.

Therefore, especially when validating personal and social competences, it is important to show and evidence their **development**, the potential⁵ of a learner regarding the competence. Hence we try to assess the learners' competences at the beginning and at the end of a learning activity/project.

There are various methods suitable to assess competences and competence developments. In one of the previous projects we developed a tool-box, a compilation of different assessment methods that can be accessed here: <http://reveal-eu.org/index.php?id=105>.

In VITA we can make use of the results of the project SEALLL that created a range of instruments for assessment and self-assessment:

(http://www.sealll.eu/docs/manual/Sealll01_UK_web.pdf)

To select the right assessment method one can fill a simple grid to come across suitable assessment methods (a catalogue will be presented below).

1	Project/Activity	Project title Context	
		Activities - Project activities - Learning activities	
2	Competences	What competences can be acquired in this project/activity/learning context?	
		What competence do you want to assess?	
3	Evidence	What indicators can make clear whether a specific competence level has been reached?	Cognitive Active Affective
5	How?	What method would be appropriate to measure the competence level you choose?	Preparation:
		How can you make the indicators visible? What does the instrument or method look like?	Instrument:

Starting from the description of project and activity (which we can skip because we already did this in LEVEL5-step 1) we come to the aspired competences and the competences that we WANT to assess. This would also be done by selecting the topics from the inventory (LEVEL5 - step2).

Also the indicators can be added to the LEVEL5-reference system in step 3.

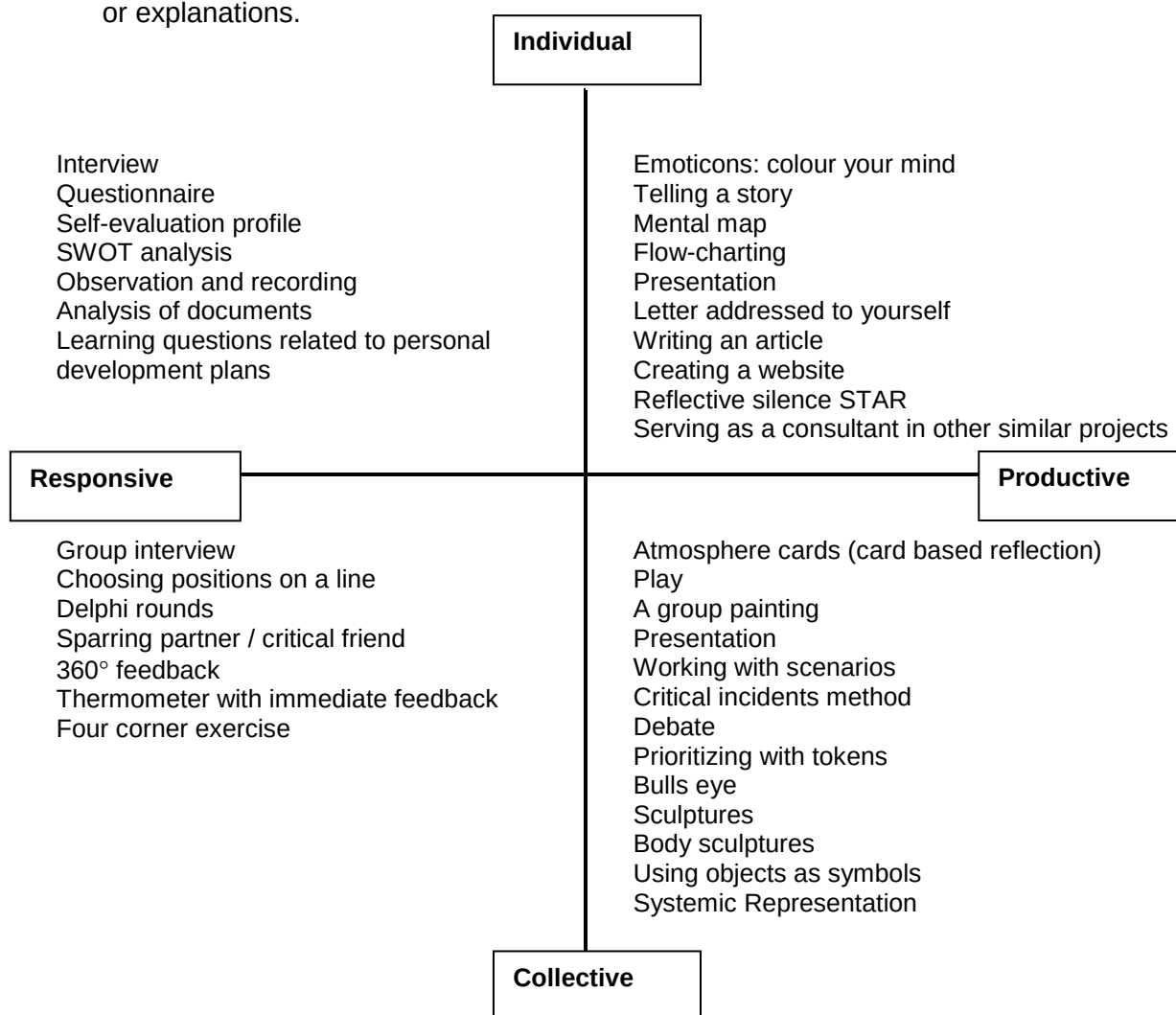
The crucial question is "HOW" to assess, or, in other words which method is fitting to what I want to measure.

Instruments for Assessment

⁵ For employers the "potential" of a person is more important than just a snapshot of a status quo (e.g. for intercultural communication: how did somebody develop his/her communication/collaboration skills)

Preliminary remarks:

- The following page shall give an overview of possible methods or instruments for assessment compiled in the SEALLL project and specified for VITA.
- Assessment instruments or tools are instruments for collecting or gathering the necessary information to rate learner's competence development.
- To assess a competence means to assess the quality of a performance in a certain context. This performance is the result of a certain level of knowledge, attitude and activity.
- No matter which tool one wishes to choose, the underlying thought should be a series of things one wishes to know. This implies that there always will be a list of questions behind any evaluation activity.
- Assessment activities may be either individual or collective or a mixture of both.
- Methods may be responsive. This means that the respondent is answering questions.
- Methods may be productive: the people involved produce their own views, comments or explanations.



Detailed descriptions to be retrieved from www.sealll.eu

Logout Julia

Project
New →
Véronique and Julia
Project 2

Assessment Method
Observation by tutors

Step 4: Assessment-Method Info

Method Time Stamps

name
Observation by tutors
eg. something which explains this...

description
Tutors observe participant while fulfilling a task where the selected competence has to be applied, e.g. roleplay
eg. something which explains this...

☐ Evaluation and reflection competence development during the VIP training course in Alden Biesen, Oct. 2011

☒ **VILMA** competences acquired by working in VILMA project

delete save

Name

E. g. something which explains this...

Description

E. g. something which explains this...

Select your topic set, e.g.:

- | | |
|--|--|
| ☐ Evaluation and reflection | Competence development during the VIP training course in Alden Biesen, Oct. 2011 |
| ☒ VILMA | competences acquired by working in VILMA project |

In the software it is very important that again you select the topic set you want to use by ticking the respective box before continuing. Then save.

The screenshot shows the VITA web application interface. At the top right, there is a 'Logout Julia' link. Below the navigation bar, there are several tabs: 'Project-Description', 'Inventory', 'Reference-System', 'Assessment-Method', 'Assessment-Grid', and 'Documentation'. The 'Assessment-Method' tab is currently selected. On the left side, there are three panels: 'Project' with options 'New', 'Véronique and Julia', and 'Project 2'; 'Assessment Method' with a 'New' button; and 'Evaluation Time' with options 'New', 'After first week of training', and 'Begin of follow up'. The main content area is titled 'Step 4: Assessment-Method' and contains a form with two tabs: 'Method' and 'Time Stamps'. The 'Time Stamps' tab is active. The form fields include: 'name' (with the value 'Begin of follow up' and a hint 'e.g. Preevaluation, before course starts'), 'date' (with a date picker icon and a hint 'The time you want to evaluate the course'), and 'description' (a large text area with a hint 'Explain, why you have choosen this point'). At the bottom right of the form, there are 'delete' and 'save' buttons.

Set the time stamps and save after each point in time. In the assessment grid a column will appear for each time stamp you set. After saving each point in time save and select "New" in the left widget for the next.

Time stamp 1:

Name (e.g. Preevaluation, before course starts)

Date (The time you want to evaluate the course)

Description (explain, why you have chosen this point)

Time stamp 2

Name (e.g. Preevaluation, before course starts)

Date (The time you want to evaluate the course)

Description (explain, why you have chosen this point)

If you want to add more dates for evaluation just copy and paste the grid above.

2.5 Step 5 - Rating and Reasoning

Logout Julia

Assessment Method
Observation by tutors

Assessment Grid
New →
Communication with different social groups

Group
New →
Project 2 Group 1

Participant
New →
Alina

Project-Description ✓ **Inventory** ✓ **Reference-System** ✓ **Assessment-Method** ✓ **Assessment-Grid** **Documentation** ✓

Step 5: Assessment-Grid Info

active cognitive affective

Remarks, explanations, reasons for your rating

eg. something which explains this...

Assessment					
Grade	General Soaling	Individual Description	Indicators	After first week of training	Begin of follow up
5	Developing/constructing	Develop new ways to solve communication	Using different approaches according to person addressed		
4	Discovering/acting independently	Looking for and trying different culture-sensitive	Asking for feedback on own behaviour		
3	Deciding/selecting	Deliberately working on communication strategies. Being	Adapting to communication patterns of superiors		
2	Application, Imitation	Occasionally taking culture related	Repeating action patterns of other		

On the basis of the reference system(s) and the assessment the competence development is to be described in 3 ways:

1. by selecting a grade (for the later display in the LEVEL5-CUBE)
2. by giving reasons for the rating (by referring to the indicators) at the top of the page, reasoning also being part of the final certificate (optional)
3. by describing the participant's learning progress at the bottom of the page, also being part of the final certificate (optional).

The documentation of the progression of the learners will evolve automatically in the LEVEL5 software when all data is inserted.

According to our experiences in many cases it is necessary to fine-tune the indicators (step 4) and sometimes even the individual descriptions (step 3) in the course of the assessment. These are important actions to secure and improve the quality of your assessment.

3. Assessment Approaches based on Informal learning patterns

No.	Pattern/Name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
1	Travelling	Travelling consists of multiple elements: decision of where to go, organisation and use of transport, deciding on the accommodation, creating a programme at destination, finding information as well as orientation in an unknown environment. It requires organisation and flexibility, as unforeseen events can happen at any time when somebody leaves his/her familiar action space. Beyond one gets insight into other countries and cultures having an impact on the personal consciousness, which is described with a number of well known proverbs: „Travel teaches how to see“, „He that travels far knows much“, „Travel broadens the mind, and raises the spirits“	Participants, accompanying stuff, hosts, guides, companion travellers, local residents	Excursion, organizing a trip, planning, getting information about destination, getting in contact to others in order to exchange experiences, anticipating what to expect and what will be needed for and during the trip, getting in contact to travel organizers or providers, photography, creating artworks	<i>Cognitive:</i> knowledge and understanding of aspects of the foreign country/surrounding reflection on what to expect <i>Active:</i> Actively moving in the foreign country/unknown surroundings, discovering new things, exploring, gathering information, exchanging with others, solving problems, communicating, searching <i>Affective:</i> Perspective change: getting an attitude towards the people in the visited country, gaining experiences/ self-confidence, experiencing a range of new feelings	Readiness to be mobile, problem solving, autonomy, flexibility, self-reflection, virtual communication	Interview, test, evaluation of correspondence, questionnaire, observation, report, diary, self-evaluation

No.	Pattern/Name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
2	Excursion	An excursion is a visit to a place related to a topic of learning activity. The relevance is dependent on life situation and context. It may be a museum or a region (e.g. in regard to cultural competences), a visit to a town administration, etc. Dependent on the level of formality the excursion may be rather spontaneous or well planned including guides and other learning facilitators. Excursion is a form of travel, but mostly much shorter in time and distance to destination, also having a clear objective of what is happening at destination.	Organizer, supplier, receiving institution, participant, guide	Moving into unknown contexts, packing luggage according to destination and duration of stay, taking walks, gathering information on travel and topic, lectures, visits, discussions, video documentary, taking pictures, guided tours	Cognitive : Understanding functionalities by an artificial haptic model, know how creation and deeper understanding	Readiness to be mobile, cultural awareness, flexibility/adaptability, intercultural communication	observation, questioning, tasks, reporting, discussion, photos, self-evaluation
					Active: Trying out, activation, moving, watching, listening		
					Affective: Curiosity, getting interested, getting a sense for different environments		
3	Video feature/documentaries on foreign countries/cultures	Documentaries show what it looks like in other places, how people live elsewhere, display conditions of life different from participants living context. Learning from videos happens by consuming it as well as by	producer, trainer participants/viewers	Selecting, watching, discussing, reporting, visualizing, doing further research, producing videos, contests	Cognitive : Understanding, forming a mosaic of knowledge-particles, analysing, comparing	Readiness to be mobile, cultural awareness, flexibility/adaptability	observation, tasks like answering questions, creating posters or reports
					Active: Dreaming, discussing, researching, sharing		

No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		producing it			<i>Affective:</i> Creation of curiosity, getting interested, motivation, conviction		
4	Newscast, newspaper, magazines	Learning from print messages/texts. The contextualisation has to be established by the reader. Newspapers and magazines report about different aspects of life, esp. political, social, economic, cultural life with different time scopes: newspapers on current events, magazines concluding on longer term developments.	Publisher, author, distributor, reader	Reading, discussions with others about the articles, writing a reader's letter to the editor, creating posters or website contents, blogging, presentations, visualisations, contest	<i>Cognitive :</i> Understanding, forming a mosaic of knowledge-particles, analysing, comparing, contextualising <i>Active:</i> Reading, discussing <i>Affective:</i> Creation of curiosity, getting interested, motivation, conviction	Readiness to be mobile, cultural awareness, flexibility/adaptability	Knowledge and understanding tests, questions, discussions, observation, reporting, self-evaluation
5	Book, written text, report	Learning from a book, knowledge gained from reading or studying rather than from practical experience Narratives as well as nonfictional books. The first relates to "story telling" and arouses the reader's phantasy, the	author, reader designer (if pictures or graphics), sales person or staff of library	Reading, taking notes, discussing, displaying information gathered, reporting to others, book summaries written or oral, recommending, literature research on defined topics, contest	<i>Cognitive :</i> Knowledge, understanding, analysing, concluding <i>Active:</i> Reading, concentrating, reporting, further research, passing it on, self-reflection	cultural awareness, self-reflection, self-reliance	test, essay, report, summary, discussion, visualisation, self-evaluation

No.	Pattern/Name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		second to describing and/or discussing specifics of life in other environments. In difference to newspapers and magazines books have often less actuality but show their topics/information more broadly and deeply			<i>Affective:</i> Perspective change, interest, empathy for persons in a book, motivation to learn/read more		
6	Role model, idol	Someone known personally or from media who inspires imitation by showing new/different ways of behaving, speaking, acting.... Imitation is a fundamental form of learning (Albert Bandura). It takes place through passive observation or actively by provoking reactions which will then be imitated. Learning from a role model is rather complex, it implies not only opinions, argumentations etc. but also ways of expressive behaviours, like moving, making gestures etc.	Idol/role model, observer/learner	Observation, role plays, interviews, imitation, drama, contests	<i>Cognitive :</i> Knowledge of variety of behavioural patterns, evaluating different approaches Understanding and knowledge creation rather as side effect	Readiness to be mobile, problem solving, intercultural communication, self-reliance, flexibility, networking, teamworking, intercultural communication	Interviews, self-evaluations, questions, comparisons, observation
					<i>Active:</i> Evaluating, imitating		
					<i>Affective:</i> Perspective taking, inspiration, admiration, envy		

No.	Pattern/Name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
7	Small talk	Small talk is a form of communicating with people one doesn't know very well on random topics. It requires finding common interests and serves to fill breaks and happens on informal occasions. It helps getting to know each other and to create trust. It mostly stays superficial but can be the start for a deeper exchange or acquaintance.	Strangers, people one hardly knows, colleagues, anyone, customers, employers	Courses, conferences, meals in groups, breaks during meetings, online chats, in the street, supermarkets, in transport, generally can happen anywhere	<i>Cognitive:</i> Knowledge and opinion exchange, new information, knowledge and reflection about life and situation of others <i>Active:</i> Approaching unknown people, finding topics of common interest <i>Affective:</i> Openness towards others, motivation to get in contact, empathetic concern	Networking, teamworking, self-reflection, intercultural communication, flexibility	Observation, diary, questionnaire, self-interviews, self-evaluation
8	Living in a group/flat share	People sharing a flat or room. Therefore it's necessary to communicate about the ways and needs of living together, respecting each other's needs, solving conflicts and sharing resources. A certain amount of trust is necessary to live together.	Friends, strangers, host families, peers	Keeping the flat/apartment/house clean, time scheduling, shopping food, searching for an accommodation, communication or conflict training, talking to each other, cooking	<i>Cognitive:</i> Knowing needs of oneself and others, understanding that respect is required, knowing aspects of independent life (e.g. paying rent, contracting,...), knowing communication strategies	Teamworking, intercultural communication, problem solving, self-reliance, flexibility	Observation, photos, videos, questionnaires, interviews, reports, self-evaluation

No.	Pattern/name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
					<i>Active:</i> Deciding on and fulfilling tasks and timing, behaving respectfully, communicating, recognizing and solving conflicts, managing resources, ability to adapt, finding compromises <i>Affective:</i> Being motivated to get along well, accept compromise, feeling comfortable		
9	Social networks	Social networks are virtual tools of communication with indefinite spatial range, varying from near to very far, thus also for communication across cultural borders. They serve to exchange information about any topic of interest and contribute greatly to a global society. Depending on the system used	Anyone who has access to computers	School, private life, workplace, university, cooperations, enterprises, civic and political initiatives, promotion, private networks, discussions, information exchange, support	<i>Cognitive:</i> Technical knowledge, understanding of functions and information transmission, knowing of critical aspects and dangers (eg. Computer worms and viruses), knowing one's purpose of using it, knowing rules of respectful virtual communication	Readiness to be mobile, problem solving, intercultural communication, intercultural awareness, self-reliance, flexibility, self-reflection, virtual communication	Observation, photos, videos, questionnaires, interviews, reports, self-evaluation, discussions

No.	Pattern/Name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		(facebook, google + etc.) specific technical skills and an understanding of the functioning of the system is required. These networks experienced a tremendous boom in recent years, leading to ambivalent effects on personal relationships, society and communication patterns.			<i>Active:</i> applying social networks, using a range of functions, communicating, time management <i>Affective:</i> Motivation to exchange, openness towards new techniques, interest, appreciation		
10	Job search	To find a job is a complex task with no formalised approach. It is rather an individually developed strategy in line with general recommendations and experiences. It comprises self-reflection, research skills and clarity of ones own capacities and expectations/goals, what opportunities are available, in which region	Participant, family, friends, suppliers of information	Often part of mobility projects with focus on employability: Courses or classes in school, research, games and exercises	<i>Cognitive:</i> Having an idea of ones abilities, goals and priorities, knowing sources of information and research methods, strategic thinking <i>Active:</i> Planning, structuring information, self-directed acting, developing strategies	Problem solving, self-reliance, flexibility, networking, self-reflection, teamwork	Observation, report, questionnaire, interview, discussion, presentation, self-evaluation

No.	Pattern/Name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		one looks for work and setting up an adequate strategy. Further it's necessary to retrieve, structure and select information before getting into the application process. Also one has to know sources of information, which can be formal like newspapers and databases, but informal as well, like asking among ones social contacts.			<i>Affective:</i> Interest, motivation and self-discipline in order to find a job, optimism to have a chance		
11	Job application	The application process itself is a complex task which requires a number of abilities by the applicant. Applying for a job is a formal or informal declaration of interest and readiness of the applicant towards the offerer of the	Applicant, offerer of job, supporters	Courses or classes in school, research, games and exercises, phone talks, interviews, writing texts, presentations	<i>Cognitive:</i> Having an idea of ones abilities, goals and priorities, knowing methods of self-presentation, strategic thinking, knowing expectations of offerer, codes of conduct	<i>Problem solving, readiness to be mobile, intercultural communication/awareness, self-reliance, flexibility, self-reflection, virtual communication</i>	Observation, assessment centres, report, questionnaire, interview, discussion, presentation, self-evaluation

No.	Pattern/Name	Description	Actors	Related learning activities	Impact on 3D	competences	Assessment
		job. It includes setting up the contact, offering information about ones abilities and interests in a competitive situation with other applicants one doesn't know. Application can be either in a written form or orally by making phone calls or talking to the offerer directly.			<i>Active:</i> Planning, structuring information, self-directed acting, developing strategies, communication, asking <i>Affective:</i> Interest, motivation and self-discipline, optimism to have a chance, courage to face failure		
12	Diary	A diary is a very personal document. One writes about own experiences and feelings, reflecting on events, interactions and philosophical questions. It helps to get rid of inner constraints and gain clarity on questions one is moved by. Normally a diary is secret.	writer	Travelling, excursions, visits, culture events, courses etc. can be occasions for adding entries to a diary	<i>Cognitive:</i> reflecting, analysing, understanding, questioning <i>Active:</i> Trying out new ways <i>Affective:</i> Inner calmness, awareness, motivation, self-confidence	<i>Intercultural communication, teamwork, networking</i>	Self-evaluation

4. Annex

4 A Social Competences

4.1 REFERENCE SYSTEM – Intercultural Communication

L	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
	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 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.		Developing/constructing	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.		Regulating (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) understanding	Having knowledge about other cultures and understanding how cultural aspects can influence communication in international teams.		Discovering/acting independently	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-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	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		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	Know why (Distant) understanding	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.		Application, 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.		Perspective taking	Being willing to listen to other people's ideas. Being curious towards cultural diversity and different communication styles	
1	Know- that	Knowing that different cultures have different ways of communicating.		Perception	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 <Intercultural Communication>

1 Grade	2 Corresponding Level Titles ⁶	3 Level description Explanation	4 Indicators/ Context	5 Time 1	6 Time 2	7* Documentation (Learning outcomes)
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.				
4	Know when (implicit understand ing)	Having knowledge about other cultures and understanding how cultural aspects can influence communication in international teams.				
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 (Distant understand ing)	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.		x		
1	Know-that	Knowing that different cultures have different ways of communicating.				
Summary of the development on the cognitive level:						

⁶ 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 <Intercultural Communication>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁷	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	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.				
4	Discovering/acting independently	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.				
3	Deciding/ selecting	Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs				
2	Application, 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.				
1	Perception	See that there are different styles of communicating without drawing conclusions.				
Summary of the development on the activity level:						

⁷ 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, ...)

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

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁸	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (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	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	Perspective taking	Being willing to listen to other people's ideas. Being curious 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:						

⁸ 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, ...)

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

4.2 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			Developing/constructing	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 understanding	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.			Discovering/acting independently	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 understanding	Knowing that different leadership styles exist and knowing that different leadership approaches can affect the work of/in the group.			Application, 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			Perception	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 concerning <leadership>

1	2	3	4	5	6	7*
Grade	General scaling	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer ⁹	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 understanding ¹⁰)	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 ¹¹	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 understanding ¹²)	Knowing that different leadership styles exist and knowing that different leadership approaches can affect the work of/in the group.		X		
1	Know-that ¹³	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:

⁹ Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

¹⁰ Analyse (Differentiating – Organising – Attributing)

¹¹ Applying (Implementing – Explaining – Comparing)

¹² Interpreting (Exemplifying – Summarising – Classifying)

¹³ Remembering (Recognising – Recalling)

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

1	2	3	4	5	6	7
Grade	General scaling ¹⁴	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing/ constructing	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	Discovering/acting independently	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.		x		
1	Perception	Recognising situations where leadership is needed and where someone should take the lead.				

Summary of the development on the activity level:

¹⁴ 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, ...)

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

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ¹⁵	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	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	Affective self-regulation/ Appreciation	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	Empathy Appreciation	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	Perspective 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:

¹⁵ 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, ...)

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

4.3 REFERENCE SYSTEM – Diversity Management

	COGNITIVE/KNOWLEDGE			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 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 members in your vision.		Developing / constructing	Developing your own strategies for diversity management		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	Know when (Implicit) understanding	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		Discovering/acting independently	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.	
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		Deciding/selecting	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.	
2	Know why (Distance) understanding	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		Perspective taking	Curiosity towards cultural and individual diversity and a respective management approach. Generally feeling the need for DM in team work.	
1	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*
Grade	Corresponding Level Titles ¹⁶	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer	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 members in your vision.				
4	Know when (Implicit understanding)	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				
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 (Distant understanding)	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.		X		
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:						

¹⁶ 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 <diversity management>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ¹⁷	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	Developing your own strategies for diversity management				
4	Discovering/acting independently	Looking for different DM strategies, trying and applying different strategies				
3	Deciding/selecting	Deliberately working on DM strategies. Applying basic strategies for diversity management				
2	Application, Imitation	Occasionally taking cultural differences into account in the way you have learned from other people or from a role model				
1	Perception	Recognising the cultural differences in your team				
Summary of the development on the activity level:						

¹⁷ 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, ...)

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

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ¹⁸	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (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	Perspective 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:						

¹⁸ 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, ...)

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

4.4 REFERENCE SYSTEM – Networking

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	Knowing how to integrate networking into your personal professional development plan. Knowing how to help other people act successfully in different networking structures. Applying networking strategies in new contexts.		Developing/constructing	To actively plan and create networking opportunities and networking activities. To create and execute a networking strategy for one of your personal or professional domains.		Regulating (with) others	To find it important that the other people in the sector are open and active as networkers. To find it important that the sector adopts networking as a tool for professionalization. To feel the need to help other people network	
4	Know when (Implicit) understanding	Knowing how and when to apply the different networking techniques for the purpose of personal and professional development. Knowing how to act in different networking structures.		Discovering/acting independently	Deliberately seeking networking opportunities. To search for the appropriate networking techniques and opportunities for your own purpose. To choose the right networking techniques for the right purpose and to act appropriately.		Affective self-regulation/ appreciation	To feel the need to be pro-active in networking. To refrain from own position for the sake of the network.	
3	Know how	Knowing different networking theories, techniques and practice for sharing, learning, advocacy and building contacts.		Deciding/selecting	To take part in networking activities as they are offered by others. To deliberately select certain networking techniques.		Empathy Appreciation	To value networking in general. To feel like a networker and to see things through the networkers' perspective.	
2	Know why (Distant) understanding	Knowing that other people have different knowledge, expertise and contacts and that through networking and sharing you can learn, gain weight in decision making and/or build useful contacts.		Application, Imitation	To occasionally take part in non structured networking activities. To act in a network on given tasks.		Perspective taking	Curiosity to actively participating in a network. Relating the networking to ones own situation.	
1	Know that	Knowing that networking is an essential competence that can help contribute to your personal and professional development.		Perception	To see and recognise the values and opportunities of networking (but without acting)		Self centred	Not to relate the value of networking on the own situation.	

Cognitive Dimension: Learners knowledge and skills concerning <networking>

1	2	3	4	5	6	7*
Grade	Corresponding Level Titles ¹⁹	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer	Knowing how to integrate networking into your personal professional development plan. Knowing how to help other people act successfully in different networking structures. Applying networking strategies in new contexts.				
4	Know when (implicit understanding)	Knowing how and when to apply the different networking techniques for the purpose of personal and professional development. 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 (Distant understanding)	Knowing that other people have different knowledge, expertise and contacts and that through networking and sharing you can learn, gain weight in decision making and/or build useful contacts.		x		
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:						

¹⁹ 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 <networking>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ²⁰	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	To actively plan and create networking opportunities and networking activities. To create and execute a networking strategy for one of your personal or professional domains.				
4	Discovering/acting independently	Deliberately seeking networking opportunities. To search for the appropriate networking techniques and opportunities for your own purpose. To choose the right networking techniques for the right purpose and to act appropriately.				
3	Deciding/selecting	To take part in networking activities as they are offered by others. To deliberately select certain networking techniques.				
2	Application, Imitation	To occasionally take part in non structured networking 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:						

²⁰ 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, ...)

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

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ²¹	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others/appreciation	To find it important that the other people in the sector are open and active as networkers. To find it important that the sector adopts networking as a tool for professionalization. To feel the need to help other people network				
4	Affective self-regulation	To feel the need to be pro-active in networking. To refrain from own position for the sake of the network.				
3	Appreciation Empathy	To value networking in general. To feel like a networker and to see things through the networkers' perspective.				
2	Perspective taking	Curiosity to actively participating in a network. Relating the networking to ones own situation.				
1	Self centred	Not to relate the value of networking on the own situation.				
Summary of the development on the affective level:						

²¹ 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, ...)

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

4.5 REFERENCE SYSTEM – Teamworking

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	Knowing how to integrate teamwork 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.		Developing/constructing	Developing a results-driven structure and to operate in a manner that produces results within a team.		Regulating (with) others	To feel the need to inspire others to take part in a team and to accomplish goals through mutual support.	
4	Know when (Implicit understanding	Knowing 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.		Discovering/acting independently	Trying out and choosing your role in a team and to act accordingly.		Affective self-regulation/ appreciation	To feel the need to take your own role in a team and to develop skills to be able to perform accordingly.	
3	Know how	Knowing how to act in a team. Knowing 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.		Deciding/selecting	Actively reaching out to join or help create a team according to one's interest.		Empathy Appreciation	To find it important to have a 'team spirit' introduced in your work. To find it important that your colleagues also see the value of proper teamwork	
2	Know why (Distance understanding	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.		Application, Imitation	Occasionally joining an existing team that you are invited to, to try to work with them, to build trust and common goals.		Perspective taking	To generally feel the need to be part of a team. Being interested in taking part in a team.	
1	Know that	Knowing that teamwork is a work performed by a group of people.		Perception	Recognising a situation in which teamwork is most appropriate.		Self centred	To feel the need to join a team, related to a professional or personal situation you are in.	

Cognitive Dimension: Learners knowledge and skills concerning <teamworking>

1 Grade	2 Corresponding Level Titles ²²	3 Level description Explanation	4 Indicators/ Context	5 Time 1	6 Time 2	7* Documentation (Learning outcomes)
5	Intuitive Transfer	Knowing how to integrate teamwork 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 understanding)	Knowing 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.				
3	Know how	Knowing how to act in a team. Knowing 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.				
2	Know why (Distant understanding)	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.		x		
1	Know-that	Knowing that teamwork is a work performed by a group of people.				
Summary of the development on the cognitive level:						

²² 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 <teamworking>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ²³	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	Developing a results-driven structure and to operate in a manner that produces results within a team.				
4	Discovering/acting independently	Trying out and choosing your role in a team and to act accordingly.				
3	Deciding/selecting	Actively reaching out to join or help create a team according to one's interest.				
2	Application, Imitation	Occasionally joining an existing team that you are invited to, to try to work with them, to build trust and common goals.				
1	Perception	Recognising a situation in which teamwork is most appropriate.				
Summary of the development on the activity level:						

²³ 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, ...)

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

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ²⁴	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others/appreciation	To feel the need to inspire others to take part in a team and to accomplish goals through mutual support.				
4	Affective self-regulation	To feel the need to take your own role in a team and to develop skills to be able to perform accordingly.				
3	Appreciation Empathy	To find it important to have a 'team spirit' introduced in your work. To find it important that your colleagues also see the value of proper teamwork				
2	Perspective taking	To generally feel the need to be part of a team. Being interested in taking part in a team.				
1	Self centred	To feel the need to join a team, related to a professional or personal situation you are in.				
Summary of the development on the affective level:						

²⁴ 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, ...)
- Level 1: no emotional reference to topic (only interested in own situation,...)

4.6 REFERENCE SYSTEM – Intergenerational Cooperation

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	Ability to identify the diversity of intergenerational learning in different learning contexts , target groups, learning contents and objectives	Indicators	Developing/constructing	To move in unknown learning situations and to try to develop new joint and intergenerational ways of learning			Regulating (with) others	To inspire either the peers but also the junior learner to respect the learning and the specialities of the other generation		
4	Know when (Implicit) understanding	Knowing in the given case which differences have to be taken into account ²⁵ Ability to recognise different learning styles and preferences of the learners and the reasons (Practical knowledge)		Discovering/acting independently	To deliberately try out new (available) training and learning instruments/modalities /media in order to foster the intergenerational learning.			Affective self-regulation	To refrain from own plans for the sake of the Intergenerational learning To integrate IL-aspects in the learning setting		
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.		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)			Appreciation Empathy	Appreciating the value of intergenerational learning for the senior and junior learner		
2	Know why (Distant) understanding	Knowing different learning preferences (likes/dislikes) of the other generation		Application, limitation	To react and to adapt in certain cases to intergenerational differences in learning	when instructed (in the volunteering situation)		Perspective taking	Being interested in intergenerational learning		
1	Know- that	Knowing that there is an intergenerational gap and that peers from different generations have different demands		Perception	Acknowledging the gap between the generations. Perceiving different preferences of the other generations			Self centred	Respecting the intergenerational differences without relating it to the own situation.		

²⁵ 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)

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

1 Grade	2 Corresponding Level Titles ²⁶	3 Level description Explanation	4 Indicators/ Context	5 Time 1	6 Time 2	7* Documentation (Learning outcomes)
5	Intuitive Transfer	Ability to identify the diversity of intergenerational learning in different learning contexts , target groups, learning contents and objectives				
4	Know when (Implicit understanding)	Knowing in the given case which differences have to be taken into account ²⁷ Ability to recognise different learning styles and preferences of the learners and the reasons (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 (Distant understanding)	Knowing different learning preferences (likes/dislikes) of the other generation		x		
1	Know-that	Knowing that there is an intergenerational gap and that peers from different generations have different demands				
Summary of the development on the cognitive level:						

²⁶ 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)

²⁷ 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)

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ²⁸	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	To move in unknown learning situations and to try to develop new joint and intergenerational ways of learning				
4	Discovering/acting independently	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:						

²⁸ 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, ...)

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

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ²⁹	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others/appreciation	To inspire either the peers but also the junior learner to respect the learning and the specialities of the other generation				
4	Affective self-regulation	To refrain from own plans for the sake of the Intergenerational learning To integrate IL-aspects in the learning setting				
3	Appreciation Empathy	Appreciating the value of intergenerational learning for the senior and junior learner				
2	Perspective taking	Being interested in intergenerational learning				
1	Self centred	Respecting the intergenerational differences without relating it to the own situation.				
Summary of the development on the activity level:						

²⁹ 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, ...)

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

4 B Personal Competences

4.7 REFERENCE SYSTEM – Flexibility

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	Thinking of adaptation strategies and analyzing the impact of flexibility		Developing/constructing	Creating own strategies and using the range of my behavioural repertoire		Regulating (with) others	Inspiring others to be flexible.	
4	Know when (Implicit understanding)	Know when flexibility is feasible and needed		Discovering/acting independently	- Trying out behavioural strategies and methods - Analysing situations and acting accordingly		Affective self-regulation	Motivation to adapt and/or to be flexible	
3	Know how	Knowing how flexible you can be and/or must be.		Deciding/ selecting	Performing different repertoires of behaviours and acting differently in the same situations		Appreciation Empathy	- Feeling good to be flexible - Being inspired by others	
2	Know why (Distance understanding)	- Knowing that there is benefits of being flexible - Reasoning why to be flexible		Application, Imitation	Imitating the behaviour of others being flexible		Perspective taking	- Being curious and interested in how others behave in different situations - Interest in being flexible - Wishing to be flexible.	
1	Know that	Knowing that flexibility is expected		Perception	Not acting flexible		Self centred	No interest in being flexible.	

Cognitive Dimension: Learners knowledge and skills concerning <flexibility>

1 Grade	2 Corresponding Level Titles ³⁰	3 Level description Explanation	4 Indicators/ Context	5 Time 1	6 Time 2	7* Documentation (Learning outcomes)
5	Intuitive Transfer	Thinking of adaptation strategies and analyzing the impact of flexibility				
4	Know when (implicit understanding)	Know when flexibility is feasible and needed				
3	Know how	Knowing how flexible you can be and/or must be.				
2	Know why (Distant understanding)	- Knowing that there is benefits of being flexible - Reasoning why to be flexible		x		
1	Know-that	Knowing that flexibility is expected				
Summary of the development on the cognitive level:						

³⁰ 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 <flexibility>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ³¹	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	Creating own strategies and using the range of my behavioural repertoire				
4	Discovering/acting independently	- Trying out behavioural strategies and methods - Analysing situations and acting accordingly				
3	Deciding/selecting	Performing different repertoires of behaviours and acting differently in the same situations				
2	Application, Imitation	Imitating the behaviour of others being flexible				
1	Perception	Not acting flexible				
Summary of the development on the activity level:						

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, ...)

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

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ³²	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others	Inspiring others to be flexible.				
4	Affective self-regulation	Motivation to adapt and/or to be flexible				
3	Empathetic concern	- Feeling good to be flexible - Being inspired by others				
2	Perspective taking	- Being curious and interested in how others behave in different situations - Interest in being flexible - Wishing to be flexible.				
1	Self centred	No interest in being flexible.				
Summary of the development on the affective level:						

³² 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, ...)

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

4.8 REFERENCE SYSTEM – Self-reliance/ Autonomy

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	Knowing strategies and methods to tackle challenges by oneself, intuitively knowing how to evaluate, choose and apply different strategies		Developing/constructing	Independent development and use of methods and strategies to cope with challenges		Regulating (with) others	Consciousness that feeling of success is a good feeling, convincing and motivating others to strive for contentment	
4	Know when (Implicit) understanding	Knowing strategies and methods to tackle challenges by oneself		Discovering/acting independently	Independent use of methods and strategies at hand to cope with known and unknown challenges		Affective self-regulation/appreciation	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		Deciding/selecting	Fulfilling familiar requirements/challenges from own initiative by using strategies at hand		Empathy Appreciation	Consciousness that inner contentment is related to ability to independently cope with problems/challenges, consciousness that helplessness leads to discontent	
2	Know why (Distance) understanding	Knowing why self-determination and self-reliance are expected and which benefits are connected with it		Application, Imitation	Orientation by watching others, imitating strategies		Perspective 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 external pressure/impulse		Self centred	No motivation/interest to cope with challenges/solve problems	

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

1 Grade	2 Corresponding Level Titles ³³	3 Level description Explanation	4 Indicators/ Context	5 Time 1	6 Time 2	7* Documentation (Learning outcomes)
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 understanding)	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 understanding)	Knowing why self-determination and self-reliance are expected and which benefits are connected with it		x		
1	Know-that	Knowing, that self-initiative is expected				
Summary of the development on the cognitive level:						

³³ 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 < self-reliance/autonomy>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ³⁴	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	Independent development and use of methods and strategies to cope with challenges				
4	Discovering/acting independently	Independent use of methods and strategies at hand to cope with known and unknown challenges				
3	Deciding/selecting	Fulfilling familiar requirements/challenges from own initiative by using strategies at hand				
2	Application, Imitation	Orientation by watching others, imitating strategies				
1	Perception	Perceiving, what's happening to oneself without acting, only participating through external pressure/impulse				
Summary of the development on the activity level:						

³⁴ 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, ...)

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

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ³⁵	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (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	Perspective 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:						

³⁵ 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, ...)

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

4.9 REFERENCE SYSTEM – Readiness to be mobile

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	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.		Developing/constructing	I take decisions in which the known situation/environment plays only a minor role. I may move into a new living situation		Regulating (with) others	Willing to live and work in another context, conscious of consequences. Persuading/convincing others to follow unknown ways.	
4	Know when (Implicit understanding)	I know what it means to live in a different country and to work in different contexts		Discovering/acting independently	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 how	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	-	Appreciation Empathy	Wish to gain new chances by engaging into new situations/contexts	
2	Know why (Distance understanding)	I know how to retrieve information on different working and living situations		Application, Imitation	Under guidance (with trainer/buddy) I also move to other surroundings (where I would not go on my own		Perspective taking	Interest in chances of new contexts, contents, changes (passive)	
1	Know that	I know that I am expected to be mobile		Perception	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 Grade	2 Corresponding Level Titles ³⁶	3 Level description Explanation	4 Indicators/ Context	5 Time 1	6 Time 2	7* Documentation (Learning outcomes)
5	Intuitive Transfer	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.				
4	Know when (implicit understanding)	I know what it means to live in a different country and to work in different contexts				
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 (Distant understanding)	I know how to retrieve information on different working and living situations		x		
1	Know-that	I know that I am expected to be mobile				
Summary of the development on the cognitive level:						

³⁶ 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
Grade	Corresponding Level Titles ³⁷	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	I take decisions in which the known situation/environment plays only a minor role. I may move into a new living situation				
4	Discovering/acting independently	I test and try out new working or living situations. I apply new methods that are unknown to me.				
3	Deciding/selecting	On the basis of available information I decide where to go on my own, knowing what expects me				
2	Application, Imitation	Under guidance (with trainer/buddy) I also move to other 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:						

³⁷ 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, ...)

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

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ³⁸	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (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/context				
3	Appreciation Empathy	Wish to gain new chances by engaging into new situations/context				
2	Perspective 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:						

³⁸ 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, ...)

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

4.10 REFERENCE SYSTEM – Problem Solving

COGNITIVE/KNOWLEDGE				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	I know how to solve problems/tasks in new contexts and how to make active use of my resources		Developing / constructing	I plan new strategies to solve problems, invent/plan new strategies/approaches to solve problems	<i>propose my work and my personal projects to institutions and companies, think about self-employment...</i>	Regulating (with) others	I encourage other people and co-operate with them to solve certain problems.	
4	Know when (Implicit understanding	Il can imagine/recognize ways to solve problems in different contexts and how to actively use of my resources. I know different ways/instruments to tackle the task		Discovering/acting independently	I invent, discover/apply alternative solutions and test them in different contexts (leisure, internship, at home).		Affective self-regulation	I feel able to solve the problems I face and am motivated to even restrain from my personal wishes to solve the problem	
3	Know how	I know what I should do to solve the problem/to tackle the task and to reach the goal		Deciding/s electing	I can chose amongst different (given) possibilities to solve the problem	-	Empathy	I can put myself in others' shoes when they are facing a problem. I can put myself in the shoes of somebody who can play a role in solving my problem.	
2	Know why (Distant understanding	I know the reason for the task.		Application , Imitation	I can solve the problem just imitating the others or if the others support me in its solution.		Perspective taking	I am curious and interested in finding solutions to the problem..	
1	Know-that	I know that there is a specific task and it is necessary to solve it in order to reach my goal.		Perception	I don't take any initiative to solve the problem.		Self centred	Not interested in solving a problem or in thinking and applying possible solutions to it.	

Cognitive Dimension: Learners knowledge and skills concerning <problem solving>

1 Grade	2 Corresponding Level Titles ³⁹	3 Level description Explanation	4 Indicators/ Context	5 Time 1	6 Time 2	7* Documentation (Learning outcomes)
5	Intuitive Transfer	I know how to solve problems/tasks in new contexts and how to make active use of my resources				
4	Know when (implicit understanding)	I can imagine/recognize ways to solve problems in different contexts and how to actively use of my resources. I know different ways/instruments to tackle the task				
3	Know how	I know what I should do to solve the problem/to tackle the task and to reach the goal				
2	Know why (Distant understanding)	I know the reason for the task.		x		
1	Know-that	I know 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:

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 <problem solving>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁴⁰	Level description, Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	I encourage other people and co-operate with them to solve certain problems.				
4	Discovering/acting independently	I feel able to solve the problems I face and am motivated to even restrain from my personal wishes to solve the problem				
3	Deciding/ selecting	I can put myself in others' shoes when they are facing a problem. I can put myself in the shoes of somebody who can play a role in solving my problem.				
2	Application, Imitation	I am curious and interested in finding solutions to the problem...				
1	Perception	Not interested in solving a problem or in thinking and applying possible solutions to it.	<i>I am distressed because I have only a diploma and I am hopeless (but the subject didn't contact anybody to look for info and support).</i>			
Summary of the development on the activity level:						

⁴⁰ 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, ...)

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

Affective Dimension: ->learners' affective competences concerning <problem solving>

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁴¹	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (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/context				
3	Appreciation Empathy	Wish to gain new chances by engaging into new situations/context				
2	Perspective 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:						

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, ...)

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

4.C Organisational Competences

4.11 REFERENCE SYSTEM – Planning/ Evaluating competences

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	Knowing how to integrate the learning, and the evaluation recommendations into the organisation and (or) individual practice in order to achieve the collaborative goals.		Developing/constructing	Developing your own evaluation strategies and an on-going participatory culture of evaluation within the organisation that promotes self-assessment, and adaptation of plans to achieve the envisaged goals.		Regulating (with) others	Inspire others to value evaluation, reflection and individual and organisational learning. Feeling the need to improve all team members' evaluation competences.	
4	Know when (Implicit understanding)	Knowing when (time schedule) to organize the different phases of the evaluation (information gathering, processing, analysis, reporting) within an appropriate timing for the work plan of the organisation in coordination with organisation leaders.		Discovering/acting independently	Searching for evaluation techniques and independently applying the self-evaluation with appropriate techniques and methods, within the given purpose of the evaluation.		Affective self-regulation/appreciation	Being motivated to improve reflection and evaluation competences with respect to individual and organisational learning.	
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.		Deciding/selecting	Making conscious choices on objectives, issues to evaluate; the methods and instruments of evaluation that seem more pertinent for the given case.		Empathy Appreciation	To find it important that all team members / colleagues value evaluation and reflection.	
2	Know why (Distant understanding)	Knowing that reflection and self-evaluation are important processes in order to facilitate individual and collective learning/ performance via evidence -based decision-making.		Application, Imitation	Occasionally evaluate processes and products using existing models and techniques.		Perspective taking	Generally feeling that reflection and evaluation make sense in order to best achieve collaborative goals.	
1	Know- that	Knowing that evaluation is an important process to improve effectiveness and organisational learning.		Perception	Recognising evaluation and reflection processes.		Self centred	Feeling the importance of reflection on and assessment of 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*
Grade	Corresponding Level Titles ⁴²	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer	Knowing how to integrate the learning, and the evaluation recommendations into the organisation and (or) individual practice in order to achieve the collaborative goals.				
4	Know when (Implicit understanding)	Knowing when (time schedule) to organize the different phases of the evaluation (information gathering, processing, analysis, reporting) within an appropriate timing for the work 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 (Distant understanding)	Knowing that reflection and self-evaluation are important processes in order to facilitate individual and collective learning/ performance via evidence -based decision-making.		X		
1	Know-that	Knowing that evaluation is an important process to improve effectiveness and organisational learning.				
Summary of the development on the cognitive level:						

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)

Level 1: Remembering (Recognising – Recalling)

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁴³	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	Developing your own evaluation strategies and an on-going participatory culture of evaluation within the organisation that promotes self-assessment, and adaptation of plans to achieve the envisaged goals.				
4	Discovering/acting independently	Searching for evaluation techniques and independently applying the self-evaluation with appropriate techniques and methods, within the given purpose of the evaluation.				
3	Deciding/selecting	Making conscious choices on objectives, issues to evaluate; the methods and instruments of evaluation that seem more pertinent for the given case.				
2	Application, Imitation	Occasionally evaluate processes and products using existing models and techniques.				
1	Perception	Recognising evaluation and reflection processes.				
Summary of the development on the activity level:						

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, ...)

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

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁴⁴	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others/appreciation	Inspire others to value evaluation, reflection and individual and organisational learning. Feeling the need to improve all team members' evaluation competences.				
4	Affective self-regulation	Being motivated to improve reflection and evaluation competences with respect to individual and organisational learning.				
3	Appreciation Empathy	To find it important that all team members / colleagues value evaluation and reflection.				
2	Perspective taking	Generally feeling that reflection and evaluation make sense in order to best achieve collaborative goals.				
1	Self centred	Feeling the importance of reflection on and assessment of organisational processes and performance of a work situation / project you are in.				
Summary of the development on the affective level:						

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

4.12 REFERENCE SYSTEM – Virtual Communication

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 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.		Developing/ constructing	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 understanding)	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.		Discovering/ acting independently	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/ appreciation	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).		Deciding/ selecting	Deliberately seeking for VC solutions for communication and cooperation. Actively applying existing systems in your work environment or offered by others.		Empathy Appreciation	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 understanding)	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.		Application, Imitation	Occasionally using VC when one is urged to do so by others. Still being rather passive in VC.		Perspective 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		Perception	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*
Grade	Corresponding Level Titles ⁴⁵	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
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.				
4	Know when (Implicit understanding)	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.				
3	Know how	Knowing different kinds of VC and knowing how to use them (also regarding types of software).				
2	Know why (Distant understanding)	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.		X		
1	Know-that	Knowing that VC exists and that it offers effective ways of communication				
Summary of the development on the cognitive level:						

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)
- Level 1: Remembering (Recognising – Recalling)

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁴⁶	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	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.				
4	Discovering/acting independently	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.				
3	Deciding/ selecting	Deliberately seeking for VC solutions for communication and cooperation. Actively applying existing systems in your work environment or offered by others.				
2	Application, Imitation	Occasionally using VC when one is urged to do so by others. Still being rather passive in VC.				
1	Perception	Only occasionally using basic tools (e-mail).				
Summary of the development on the affective level:						

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, ...)

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

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

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁴⁷	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others/appreciation	Feeling it is important to engage others to use VC. Feeling that it is important you share your VC expertise with others.				
4	Affective self- regulation	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	Appreciation Empathy	Feeling the need to introduce VC in your work. To find it important that your team is open for it as well.				
2	Perspective taking	Generally feeling the need for appropriate VC in work. Becoming curious about it.				
1	Self centred	Feeling the need for applying VC techniques				
Summary of the development on the activity level:						

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, ...)

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

4.12 REFERENCE SYSTEM – Project Management

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	Knowing how to assess which PM tools are adequate in a specific situation. Knowing how to apply them in different project situations.	Indicators	Developing/constructing	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 understanding)	Knowing how different PM tools can be used in different phases of the life cycle of a project		Discovering/acting independently	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	Know why (Distant understanding)	Knowing that PM techniques are needed in order to successfully complete project work.		Application, 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.		Perception	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*
Grade	General scaling	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer ⁴⁸	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 understanding) ⁴⁹	Knowing how different PM tools can be used in different phases of the life cycle of a project				
3	Know how ⁵⁰	Knowing different PM tools. Knowing how to apply them in project situations.				
2	Know why (Distant understanding) ⁵¹	Knowing that PM techniques are needed in order to successfully complete project work.		x		
1	Know-that ⁵²	Knowing that PM exists as a methodology.				

Summary of the development on the cognitive level:

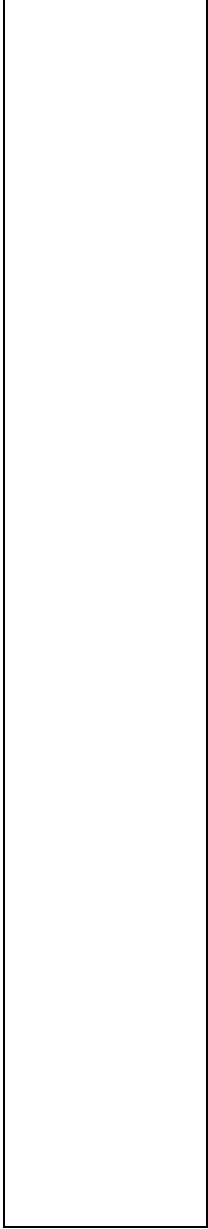
⁴⁸ Evaluating/Creating (Generating – Planning – Producing – Checking – Critiquing)

⁴⁹ Analyse (Differentiating – Organising – Attributing)

⁵⁰ Applying (Implementing – Explaining – Comparing)

⁵¹ Interpreting (Exemplifying – Summarising – Classifying)

⁵² Remembering (Recognising – Recalling)



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

1 Grade	2 General scaling ⁵³	3 Level description Explanation	4 Indicators/ Context	5 Time 1	6 Time 2	7 Documentation (Learning outcomes)
5	Developing/ constructing	Adapting and further developing PM tools for your work.				
4	Discovering/acting independently	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,.		x		
1	Perception	Recognising situations requiring PM techniques.				
Summary of the development on the activity level:						

⁵³ 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, ...)

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

Affective Dimension: ->learners' affective competences concerning project management

1	2	3	4	5	6	7
Grade	Corresponding Level Titles ⁵⁴	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	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	Affective self-regulation/ Appreciation	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	Empathetic concern	Appreciating the value of PM tools for EU projects and being determined to apply them				
2	Perspective taking	Generally feeling the need for implementing PM methodologies in project				

⁵⁴ 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, ...)

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

1	Self centred	based work.					
		Feeling the need to apply PM methodologies in a specific work situation you are in.					

Summary of the development on the affective level:

5. Inventory of contextualised Reference Systems for different sectors of education

5.1 Adult Education: REFERENCE SYSTEM - Networking as used by AONTAS

L	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where to	Learners identify future opportunities to network		Developing/co-constructing	Learners incorporate networking into an event which they organize which reflects a deliberate focus on networking		Internalising	Learners reflect on their experiences of networking and how they can develop the concept in future	
4	Know when (Implicit understanding)	Learners identify which strategies they will employ in their activities		Discovering/acting independently	Learners apply networking techniques within pre-organised events.		Affective self-regulation	Learners undertake active networking role in their tasks	
3	Know how	Learners reflect on videos of other networks to pick up strategies		Deciding/selecting	Learners participate in networking events if available		Appreciation	Learner can see how networking can work outside of men's shed	
2	Know why (Distance understanding)	Learners distinguish between formal and information networking		Application, Imitation	Learners discuss and decide on events they attend representing the Men's Shed Group		Perspective taking	Learner understands the importance of networking to men's shed	
1	Know that	Learners understand the definition of networking		Perceiving	Learners discuss how they can organize a network event within the men's shed network		Indifference	Learner relates networking to other situations other than their own(Men's Shed)	

Cognitive dimension: Networking

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Know where to	Learners identify future opportunities to network	Feedback sheet on the quiz night
4	Know when (Implicit understanding)	Learners identify which strategies they will employ in their activities	Group Meetings on weeks 6 and 7 (recorded)
3	Know how	Learners reflect on videos of other networks to pick up strategies	Learners Journal on Week 5
2	Know why (Distant understanding)	Learners distinguish between formal and information networking	Group brainstorm on difference between formal and informal networking
1	Know-that	Learners understand the definition of networking	Group brainstorm on networking

Activity dimension: Networking

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Developing/constructing	Learners incorporate networking into an event which they organize which reflects a deliberate focus on networking	Feedback forms on quiz night. Video of quiz night
4	Discovering/acting independently	Learners apply networking techniques within pre-organised events.	Learner feedback on 2-year showcase as it applies to networking
3	Deciding/selecting	Learners participate in networking events if available	Learners Journal Week 5
2	Application, Imitation	Learners discuss and decide on events they attend representing the Men's Shed Group	Recorded meeting week 6
1	Perceiving	Learners discuss how they can organize a network event within the men's shed network	Group brainstorm sheets on event type

Affective Dimension: Networking

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Internalising	Learners reflect on their experiences of networking and how they can develop the concept in future	Learners plan future events informing other groups on how to network – Feedback from Quiz Night
4	Affective self-regulation	Learners undertake active networking role in their tasks	Video of quiz night
3	Appreciation	Learner can see how networking can work outside of men's shed	Journal Entry Week 5
2	Perspective taking	Learner understands the importance of networking to men's shed	Group Brainstorm – Formal versus informal networking
1	Indifference	Learner relates networking to other situations other than their own (Men's Shed)	Learner Journals on Networking (weeks 2, 7 and 8)

5.2 Adult Education: REFERENCE SYSTEM - Leadership as used by AONTAS

COGNITIVE/KNOWLEDGE				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	Know where to	Learners identify suitable leaders in different situations in relation to organizing an event and justify their selection from a group of leadership styles		Developing/co-constructing	Learners identify local opportunities to develop leadership skills		Internalising	Learners reflect on process of leadership on how it has impacted on the learners both inside and outside the process	
4	Know when (Implicit understanding)	Learners discuss and list leadership traits and how they are relevant to organizing an event		Discovering/acting independently	Learners take on a leadership role then reflect on the experience		Affective self-regulation	Learners identify a local leader and interview them to gain additional knowledge about leadership	
3	Know how	Learners identify leadership traits following on from watching a video		Deciding/selecting	Learners undertake roles for the event to be organized – reflections on past experiences of taking the lead		Appreciation	Learners identify their leaders and discussion of their efficacy as leaders. Leaders within the group reflect on the experience of leading	
2	Know why (Distance understanding)	Learners discuss leadership styles they have experienced in life		Application, Imagination	Learners volunteer for leadership roles within the project		Perspective taking	Making decision to establish a leadership role and quantifying this	
1	Know that	Learners discuss the elements of leadership		Perceiving	Learners plan an event and discuss how this needs to be managed/led		Indifference	Learners understand why a leader is needed in certain contexts	

Cognitive dimension: Leadership

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Know where to	Learners identify suitable leaders in different situations in relation to organizing an event and justify their selection from a group of leadership styles	Leadership Styles Exercise(Individual)
4	Know when (Implicit understanding)	Learners discuss and list leadership traits and how they are relevant to organizing an event	Group exercise on leadership traits(Group)
3	Know how	Learners identify leadership traits following on from watching a video	Group brainstorm on leadership traits
2	Know why (Distant understanding)	Learners discuss leadership styles they have experienced in life	Group brainstorm on leadership styles
1	Know-that	Learners discuss the elements of leadership	Group brainstorm on elements of leadership

Activity dimension: Leadership

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Developing/constructing	Learners identify local opportunities to develop leadership skills	Group brainstorm on next steps to develop leadership skills
4	Discovering/acting independently	Learners take on a leadership role then reflect on the experience	Reflections on being a leader and being led(individual exercise). Recorded meetings week 6 and 7
3	Deciding/selecting	Learners undertake roles for the event to be organized – reflections on past experiences of taking the lead	Reflections on participation in the 2-year showcase(individual exercise)
2	Application, Imitation	Learners volunteer for leadership roles within the project	Minutes of meeting assigning roles for tasks for the event
1	Perceiving	Learners plan an event and discuss how this needs to be managed/led	Group Discussion on how to lead the event and whether leadership is needed and how many leaders are needed

Affective Dimension: Leadership

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Internalising	Learners reflect on process of leadership on how it has impacted on the learners both inside and outside the process	Individual exercise: reflection on being a leader/being led
4	Affective self-regulation	Learners identify a local leader and interview them to gain additional knowledge about leadership	Interview with community leader
3	Appreciation	Learners identify their leaders and discussion of their efficacy as leaders. Leaders within the group reflect on the	Individual exercise – reflection on being a leader/being led

		experience of leading	
2	Perspective taking	Making decision to establish a leadership role and quantifying this	Group discussion of what the quiz night leader would and would not be responsible for
1	Indifference	Learners understand why a leader is needed in certain contexts	Learner journal entries – weeks 1 and 3

5.3 Adult Education: REFERENCE SYSTEM - Planning and organising an event at the Lernfestival as used by SVEB

COGNITIVE/KNOWLEDGE				ACTIVITY			AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement
5	Wissen wohin noch... Wissen wofür... (knowledge for Transfer)	Wissen, wie das Planungswissen in anderen Bereiche anzuwenden ist		Entwickeln Transferieren	Kontinuierlich und bewusst die Planungstechniken in anderen Lebens- und Arbeitsbereichen anwenden.		Internalisierung	Aufgaben grundsätzlich bewusst in strukturierten Planungsprozessen angehen. Andere inspirieren, auf diese Weise vorzugehen
4	Wissen wann... Practical knowledge	Wissen, in welchen Situationen welche Planungs- und Organisationsmethoden angewandt werden sollten		Entdecken/ Unabhängige Handeln	Neue Rollen und Aufgaben in der Planung übernehmen Aufgaben im Team gemeinschaftlich verteilen		Affektive Selbstregulation	Eigene Interessen und Vorlieben zurücknehmen, um durch abgestimmte Planungs- und Organisationsmethoden zu einem guten Ergebnis zu kommen
3	Wissen wie... Theoretic knowledge	Theoretisch wissen mit welchen Methoden man Herausforderungen im Rahmen des LF in einer geplanten Art angehen kann.		Entscheiden Auswählen	Aktiv Planungsaufgaben nach seinen Stärken übernehmen		Zustimmung Zuneigung (Empathie)	Eine positive Einstellung zur gemeinsamen Planung und Organisation zu haben
2	Wissen warum (Distance understanding)	Wissen warum Planungsprozesse zur Zielerreichung notwendig sind.		Anwenden Initiieren	Im Planungsteam mitarbeiten, wenn man dazu aufgefordert wird		Perspektivenwechsel Neugier	Interesse an abgestimmten Planungsprozessen im LF haben
1	Wissen dass....	Wissen, dass eine geplante Vorgehensweise im Rahmen des LF notwendig ist.		Wahrnehmen	Planungsprozesse wahrnehmen, ohne selbst aktiv zu werden		Neutralität, Selbstbezug	Planungsprozesse nicht auf sich selbst beziehen

Cognitive dimension: Planning and organising an event at the Lernfestival

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Wissen wohin noch... Wissen wofür... (knowledge for Transfer)	Wissen, wie das Planungswissen in anderen Bereiche anzuwenden ist	
4	Wissen wann... Practical knowledge	Wissen, in welchen Situationen welche Planungs- und Organisationsmethoden angewandt werden sollten	
3	Wissen wie... Theoretic knowledge	Theoretisch wissen mit welchen Methoden man Herausforderungen im Rahmen des LF in einer geplanten Art angehen kann.	
2	Wissen warum... (Distant understanding)	Wissen warum Planungsprozesse zur Zielerreichung notwendig sind.	
1	Wissen dass....	Wissen, dass eine geplante Vorgehensweise im Rahmen des LF notwendig ist.	

Activity dimension: Planning and organising an event at the Lernfestival

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Entwickeln Transferieren	Kontinuierlich und bewusst die Planungstechniken in anderen Lebens- und Arbeitsbereichen anwenden.	
4	Entdecken/ Unabhängiges Handeln	Neue Rollen und Aufgaben in der Planung übernehmen Aufgaben im Team gemeinschaftlich verteilen	
3	Entscheiden Auswählen	Aktiv Planungsaufgaben nach seinen Stärken übernehmen	
2	Anwenden Imitieren	Im Planungsteam mitarbeiten, wenn man dazu aufgefordert wird	
1	Wahrnehmen	Planungsprozesse wahrnehmen, ohne selbst aktiv zu werden	

Affective Dimension: Planning and organising an event at the Lernfestival

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Internalisierung	Aufgaben grundsätzlich bewusst in strukturierten Planungsprozessen angehen. Andere inspirieren, auf diese Weise vorzugehen	
4	Affektive Selbstregulation	Eigene Interessen und Vorlieben zurücknehmen, um durch abgestimmte Planungs- und Organisationsmethoden zu einem guten Ergebnis zu kommen	
3	Zustimmung	Eine positive Einstellung zur	

	Zuneigung (Empathie)	gemeinsamen Planung und Organisation zu haben	
2	Perspektivenwechsel Neugier	Interesse an abgestimmten Planungsprozessen im LF haben	
1	Neutralität Selbstbezug	Planungsprozesse nicht auf sich selbst beziehen	

5.4 VET: REFERENCE SYSTEM - Customer orientation as used by the Berater

COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Know where to Wissen, wie man mit unterschiedlichen KundInnen und unterschiedlichen Situationen umgeht, sodass die KundInnen volle Zufriedenheit erfahren.		Developing/constructing	Explizit daran arbeiten, eigene Strategien des KundInnenumgangs zu erweitern und anzuwenden, um Kundenwünsche optimal erfüllen zu können .		Internalising	Andere inspirieren/dazu anhalten KundInnenwünsche, -bedürfnisse zu erfüllen. Sich unabhängig von konkreten Ansprüchen KundInnen gegenüber positiv und respektvoll verhalten.	
4	Know when (Implicit understanding) Wissen, welche Art der Betreuung die KundInnen brauchen. Wissen, wie man sich auf Erwartungen und Reaktionen einstellt.		Discovering/acting independently	Sich informieren, wie der KundInnenumgang in spezifischen Situationen verbessert werden kann, entsprechende Lösungen entwickeln und anwenden.		Affective self-regulation	Entschlossen sein, die eigenen Fähigkeiten im Umgang mit KundInnen zu verbessern; (fest) entschlossen sein Kundenwünsche, -bedürfnisse zu erfüllen.	
3	Know how Wissen, wie man sich verhält, um KundInnenerwartungen zu erfüllen. Wissen, wie das eigene Verhalten die Reaktionen von KundInnen beeinflusst.		Deciding/selecting	Aus bekannten Herangehensweisen in Bezug auf die Erfüllung von KundInnenwünschen wählen und entsprechend anwenden.		Appreciation	Motiviert sein, KundInnenwünsche, -bedürfnisse zu erfüllen.	
2	Know why (Distance understanding) Wissen, dass es verschiedene Wege gibt, mit KundInnen entsprechend ihrer Bedürfnisse und Erwartungen umzugehen.		Application, Imitation	Korrektes Anwenden allgemeiner Regeln zum guten Umgang mit KundInnen.		Perspective taking	Die Wichtigkeit, angemessen auf KundInnenwünsche, -bedürfnisse eingehen zu können, anerkennen.	
1	Know- Wissen, dass KundInnen		Perceiving	Wahrnehmen, dass		Indifference	Auf KundInnenwünsche, -	

	that	bestimmte Erwartungen und Bedürfnisse haben und wissen, dass diese zu kennen wichtig ist.		ing	Kunden spezifische Erwartungen und Bedürfnisse haben, ohne darauf spezifisch zu reagieren.		ce	bedürfnisse basierend auf eigener Wahrnehmung (von sich auf andere schließen) eingehen.	
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Cognitive dimension: Customer Orientation

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Know where to	Wissen, wie man mit unterschiedlichen KundInnen und unterschiedlichen Situationen umgeht, sodass die KundInnen volle Zufriedenheit erfahren.	
4	Know when (Implicit understanding)	Wissen, welche Art der Betreuung die KundInnen brauchen. Wissen, wie man sich auf Erwartungen und Reaktionen einstellt.	z.B. Strategien für verschiedene KundInnentypen und Situationen (z.B. unter Zeitdruck) kennen
3	Know how	Wissen, wie man sich verhält, um KundInnenerwartungen zu erfüllen. Wissen, wie das eigene Verhalten die Reaktionen von KundInnen beeinflusst.	
2	Know why (Distant understanding)	Wissen, dass es verschiedene Wege gibt, mit KundInnen entsprechend ihrer Bedürfnisse und Erwartungen umzugehen.	In der Lage sein, einige zu benennen, ggf. Beschreibung exemplarischer Situationen
1	Know-that	Wissen, dass KundInnen bestimmte Erwartungen und Bedürfnisse haben und wissen, dass diese zu kennen wichtig ist.	

Activity dimension: Customer Orientation

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Developing/constructing	Explizit daran arbeiten, eigene Strategien des KundInnenumgangs zu erweitern und anzuwenden, um Kundenwünsche optimal erfüllen zu können .	
4	Discovering/acting independently	Sich informieren, wie der KundInnenumgang in spezifischen Situationen verbessert werden kann, entsprechende Lösungen entwickeln und anwenden.	
3	Deciding/selecting	Aus bekannten Herangehensweisen in Bezug auf die Erfüllung von KundInnenwünschen wählen und entsprechend anwenden.	
2	Application, Imitation	Korrektes Anwenden allgemeiner Regeln zum guten Umgang mit KundInnen.	
1	Perceiving	Wahrnehmen, dass Kunden spezifische Erwartungen und Bedürfnisse haben, ohne darauf spezifisch zu reagieren.	

Affective Dimension: Customer Orientation

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Internalising	Andere inspirieren/dazu anhalten KundInnenwünsche, -bedürfnisse zu erfüllen. Sich unabhängig von konkreten Ansprüchen KundInnen gegenüber positiv und respektvoll verhalten.	
4	Affective self- regulation	Entschlossen sein, die eigenen Fähigkeiten im Umgang mit KundInnen zu verbessern; (fest) entschlossen sein Kundenwünsche, -bedürfnisse zu erfüllen.	
3	Appreciation	Motiviert sein, KundInnenwünsche, - bedürfnisse zu erfüllen.	
2	Perspective taking	Die Wichtigkeit, angemessen auf KundInnenwünsche, -bedürfnisse eingehen zu können, anerkennen.	
1	Indifference	Auf KundInnenwünsche, -bedürfnisse basierend auf eigener Wahrnehmung (von sich auf andere schließen) eingehen.	

5.6 VET: REFERENCE SYSTEM - Leadership as used by Insup

COGNITIVE/KNOWLEDGE				ACTIVITY			AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement
5	Know where to	Being able to assess which types of leadership interventions are adequate in specific situations and help other detainee in implementing them		Developing/co-constructing	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.		Internalising	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 understanding)	Knowing when and how to apply the appropriate leadership techniques in order to solve problems or take opportunities.		Discovering/acting independently	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 detainees take over the lead.
3	Know how	Knowing how and when your input and style as a group leader will affect the group you are in and its project results.		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	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 (Distance understanding)	Knowing that different leadership styles exist and knowing why different leadership approaches can affect the work of/in the group.		Application, 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 in detention
1	Know that	Knowing what leadership is and knowing that it takes a leader to guide a group of various detainees		Perceiving	Recognising situations where leadership is needed and where someone should take the lead.		Indifference	Understanding leadership but not relating it to the own situation

Cognitive dimension: Leadership

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Know where to	Being able to assess which types of leadership interventions are adequate in specific situations and help other detainee in implementing them	Able to determine an action strategy to be adopted by the group
4	Know when (Implicit understanding)	Knowing when and how to apply the appropriate leadership techniques in order to solve problems or take opportunities.	Able to act spontaneously in such a way as to lead the group towards objectives
3	Know how	Knowing how and when your input and style as a group leader will affect the group you are in and its project results.	Capable of learning about the activities of others and suggesting ideas
2	Know why (Distant understanding)	Knowing that different leadership styles exist and knowing why different leadership approaches can affect the work of/in the group.	Able to act independently within the group
1	Know-that	Knowing what leadership is and knowing that it takes a leader to guide a group of various detainees	Able to find one's place in a group, to subsist or endure

Activity dimension: Leadership

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Developing/constructing	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.	Able to provide the group with a pragmatic viewpoint in all situations
4	Discovering/acting independently	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.	Able to take decisions and impose oneself in the group
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.	Capable of controlling the situation by leading and handling the discussions
2	Application, Imitation	Occasionally applying leadership concepts & actions as offered from theory or copied from a role model. Taking lead when asked for.	Capable of doing and make-doing
1	Perceiving	Recognising situations where leadership is needed and where someone should take the lead.	Capable of blending into the group without making waves

Affective Dimension: Leadership

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Internalising	To find it important that the other members of the group value leadership.	Aptitude for passing a message in such a way that

		To find it important to share your leadership competences	it is understood and implemented by others
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 detainees take over the lead.	Aptitude for defining the group's mutual priorities
3	Appreciation	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.	Level of empathy and ability to lead a group
2	Perspective taking	Feeling the need for a leadership and steering in specific situations in detention	Level of interest in the life of the group
1	Indifference	Understanding leadership but not relating it to the own situation	Level of information received and given

5.7 VET: REFERENCE SYSTEM - Tolerance as used by Insup

COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
Level Titles	Individual description/explanatory statement	Indicators	Level Titles	Individual description/explanatory statement	Indicators	Level Titles	Individual description/explanatory statement	Indicators
5	Know where to Able to help other detainees in order to encourage group progress and more tolerance generally		Developing/co-constructing	Develops own tolerance in order to make every situation positive and even turn it into a strategic weapon		Internalising	Manages situations in which the diversity of criminal profiles crushes the group and exerts an influence to turn this process around	
4	Know when (Implicit understanding) Able to help other detainees in order to encourage group progress and more tolerance generally		Discovering/acting independently	Demonstrates tolerance openly and adapts specific related techniques in order to reach goals		Affective self-regulation	Accepts the group's diversity and controls own impressions in order to « make do » and concentrate on own learning activities	
3	Know how Knows how to administer tolerance in relation to others and is aware of how this can affect the daily life of the group of detainees		Deciding/selecting	Is open-minded when it comes to tolerance in order to maintain the group's training activity		Appreciation	Acknowledges that while groups can be diversified, each individual's differences can bring something positive to the rest of the group	
2	Know why (Distance understanding) Is aware that tolerance helps to reduce tension but that it also requires a significant degree of self-improvement		Application, Imitation	When circumstances require, pretends to be tolerant simply by listening to others, despite having diverging ideas		Perspective taking	Able to listen to other detainees and give others a chance, considering the circumstances related to the nature of the crime or delinquency committed	
1	Know that Knows what is meant by tolerance and what kind of reaction it induces from other detainees		Perceiving	Acknowledges that individualism will prevail over tolerance in the eyes of other detainees		Indifference	No interest at all in other detainees, depending on own criminality or delinquency	

Cognitive dimension: Tolerance

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Know where to	Able to help other detainees in order to encourage group progress and more tolerance generally	Ability to induce open-mindedness among others when it comes to tolerance
4	Know when (Implicit understanding)	Able to help other detainees in order to encourage group progress and more tolerance generally	Ability to pre-empt all negative situations by establishing dialogue
3	Know how	Knows how to administer tolerance in relation to others and is aware of how this can affect the daily life of the group of detainees	Ability to identify and handle situations in which intolerance can be harmful
2	Know why (Distant understanding)	Is aware that tolerance helps to reduce tension but that it also requires a significant degree of self-improvement	Ability to understand that tolerance may be necessary in certain situations
1	Know-that	Knows what is meant by tolerance and what kind of reaction it induces from other detainees	Ability to see clearly the difference between tolerance and intolerance

Activity dimension: Tolerance

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Developing/constructing	Develops own tolerance in order to make every situation positive and even turn it into a strategic weapon	Ability to impose a tolerant attitude in the interests of the group
4	Discovering/acting independently	Demonstrates tolerance openly and adapts specific related techniques in order to reach goals	Ability to act independently in the interest of the group
3	Deciding/selecting	Is open-minded when it comes to tolerance in order to maintain the group's training activity	Ability to act independently and take positions
2	Application, Imitation	When circumstances require, pretends to be tolerant simply by listening to others, despite having diverging ideas	Personal involvement
1	Perceiving	Acknowledges that individualism will prevail over tolerance in the eyes of other detainees	Ability to listen and contribute

Affective Dimension: Tolerance

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Internalising	Manages situations in which the diversity of criminal profiles crushes the group and exerts an influence to turn this process around	Level of empathy and group management in a respectful climate
4	Affective self-regulation	Accepts the group's diversity and controls own impressions in order to « make do » and concentrate on own learning activities	Level of empathy and participation in dialogue
3	Appreciation	Acknowledges that while groups can be diversified, each individual's differences can bring something positive to the rest of the group	Level of empathy and appreciation of the life of the group through dialogue
2	Perspective	Able to listen to other detainees and	Level of active listening

	taking	give others a chance, considering the circumstances related to the nature of the crime or delinquency committed	
1	Indifference	No interest at all in other detainees, depending on own criminality or delinquency	Level of participation and attention within the group

5.8 VET: REFERENCE SYSTEM - Communication as used by AuTh

COGNITIVE/KNOWLEDGE				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	Know where to	Use the adult characteristics in the educational programme management		Developing/constructing	The psychosocial profile of the adult learner.		Internalising	Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self assessment	
4	Know when (Implicit understanding)	Organise the formation around the learners		Discovering/acting independently	Models communication, negotiation, decision-making and problem-solving skills for learners.		Affective self-regulation	Adapt himself to the variability and the diversity of the situation of formation	
3	Know how	Applies knowledge of teacher-directed and learner-centred instruction.		Deciding/selecting	Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures, and interpersonal dynamics.		Appreciation	Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs	
2	Know why (Distance understanding)	Knows and is sensitive to demands of adult responsibilities as workers, family members, citizens and community members		Application, Imitation	Monitors and adjusts teaching strategies based upon student needs and performance.		Perspective taking	Guides learners in the development and ongoing review of their educational plans	
1	Know that	Initial knowledge of psychosocial profile of the adult		Perceiving	Takes into account the evolution of learners in the formation (as well with the group as in an individual way)		Indifference	Demonstrate interest for self development	

Cognitive dimension: Communication

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Know where to	Use the adult characteristics in the educational programme management	... justifies his didactic choices by evoking characteristics of the adult learner
4	Know when (Implicit understanding)	Organise the formation around the learners	... organizes the formation according to the needs and the rhythm of the adults (if it is possible for him)
3	Know how	Applies knowledge of teacher-directed and learner-centred instruction.	... evokes theories or elements of theory ... justifies his didactic choices by elements of theory ... demonstrates knowledge
2	Know why (Distant understanding)	Knows and is sensitive to demands of adult responsibilities as workers, family members, citizens and community members	... engages discussion on this subject with the learners ... invites learners to present experiences linked to the formation subject ... institutes a collaborative environment, ... encourages learners to express themselves
1	Know-that	Initial knowledge of psychosocial profile of the adult	... has the theoretical bases with regard to the adults education

Activity dimension: Communication

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Developing/constructing	The psychosocial profile of the adult learner.	... while speaking about his activity, evokes characteristics of the adult learner ... new objectives occurred are integrated into the formation programme
4	Discovering/acting independently	Models communication, negotiation, decision-making and problem-solving skills for learners.	... offers to the learners necessary resources for the self-learning on the subjects not enough detailed ... learning by doing is used as often as possible ... uses collaborative learning strategies
3	Deciding/selecting	Creates a physical and interpersonal climate that is conducive to learning by drawing on adult learning theory, and knowledge of learners' cultures, and interpersonal dynamics.	... gives to each learner a piece of help necessary to follow the learning process ... doesn't give needless help
2	Application, Imitation	Monitors and adjusts teaching strategies based upon student needs and performance.	... each time, the teaching strategy is according to the understanding of the targeted learner or group of learners teaching strategy vary according to the targeted activity ... provokes, inspires and creates conditions to the learners to ask questions
1	Perceiving	Takes into account the evolution of learners in the formation (as well with the group as in an individual way)	... identifies the breaking (or stop) moments in the formation ... finds the causes of these breaking moments ... uses the breaking moments for the benefit of learners (constructive breaks)

Affective Dimension: Communication

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Internalising	Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self assessment	... directs learners, following their needs, to specific training sessions or modules (if possible) OR draws learners' attention to the aspects they could be strongly interested ... directs learners to specific training sessions according to their level of knowledge and/or understanding (if possible) OR pays attention to the level of knowledge and understanding of each learner when talk to him ... adjusts pedagogical strategy if the continuous evaluation process highlights unfavourable learning conditions (fall of attention, lack of understanding, tiredness...) ... regularly analyses during the formation learners' knowledge and degree of achievement (by different methods: questions, observation...) ... helps learners to develop tools/methods for self-evaluation
4	Affective self-regulation	Adapt himself to the variability and the diversity of the situation of formation	... privileges as much as possible the constructivist formative interventions (orientation, guidance, accompaniment) ... changes easily the style of formative intervention from one learner to another, from a subject to another ... is at ease with several types of formative intervention
3	Appreciation	Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs	... collects the needs for each learner, before the formation or at the very beginning of formation ... draws up a collective profile of the learners
2	Perspective	Guides learners in the development and	... provides some advice

	taking	ongoing review of their educational plans	to respond learners' queries or to direct learners to appropriate persons/specialists
1	Indifference	Demonstrate interest for self development	... offers evidence of initiative for personal/ professional development ... participates in other topic related projects

5.9 VET: REFERENCE SYSTEM - Self-Reflection as used by AuTh

COGNITIVE/KNOWLEDGE				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	Know where to	Remember the different contexts in which were acquired or learned things related to teaching (training) activity. It does not matter if the acquisition or learning took place in formal, non-formal or informal contexts. All learning is relevant if it led to competences you mention as relevant for your adult education (trainer) activity.		Developing/constructing	Reflection on personal biography: learning contexts and learning outcomes.		Internalising	Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self assessment	
4	Know when (Implicit understanding)			Discovering/independently	Reflect on and record all previous experiences that are linked one way or another with adult education.		Affective self-regulation	Adapt himself to the variability and the diversity of the situation of formation	
3	Know how			Deciding/selecting	Speak about learning experiences that occurred in different contexts and about the competences that have emerged from them.		Appreciation	Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs	
2	Know why (Distance understanding)			Application, Imitation	Describe the competences, abilities, skills or knowledge that you would attribute to the specific learning process.		Perspective taking	Guides learners in the development and ongoing	
1	Know that			Perceiving	Remember and describe the previous experiences that could be acknowledged as		Indifference	review of their educational plans	

[illegible]

Cognitive dimension: Communication

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Know where to	Remember the different contexts in which were acquired or learned things related to teaching (training) activity. It does not matter if the acquisition or learning took place in formal, non-formal or informal contexts. All learning is relevant if it led to competences you mention as relevant for your adult education (trainer) activity.	... draw the central thought (the most important fields of learning and experiencing in training area) in the middle of the page. Then reflect on which learning activities were most significant for your development as trainer. Sketch these areas of learning and experience around the central thought in the middle and connect them with a line/arrow to the centre. Afterwards draw the specific learning experience made by you that relates to each of the individual areas of experience. Then connect the individual learning experiences with a line/arrow drawn to the corresponding field of experience.
4	Know when (Implicit understanding)		
3	Know how		
2	Know why (Distant understanding)		
1	Know-that		

Activity dimension: Self-reflection

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Developing/constructing	Reflection on personal biography: learning contexts and learning outcomes.	... defining learning outcomes of the profession / home / leisure time / work etc.
4	Discovering/acting independently	Reflect on and record all previous experiences that are linked one way or another with adult education.	... self evaluation of previous experiences related to role/position as a trainer in adult education
3	Deciding/selecting	Speak about learning experiences that occurred in different contexts and about the competences that have emerged from them.	... contexts found as offering relevant/possible opportunities for the achievement of competences defining the performance as a trainer
2	Application, Imitation	Describe the competences, abilities, skills or knowledge that you would attribute to the specific learning process.	... concrete activities where you learned/acquired competences/things you now use in your adult education work
1	Perceiving	Remember and describe the previous experiences that could be acknowledged as meaningful for adequate performance as a trainer.	... previous involvement in adult education activities without having an explicit adult education job (consultant, counsellor, coordinator of study groups etc.)

Affective Dimension: Self-reflection

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Internalising	Structures and facilitates ways for learners and peers to evaluate and give feedback on their learning and performance, through reflection and self assessment	... directs learners, following their needs, to specific training sessions or modules (if possible) OR draws learners' attention to the aspects they could be strongly interested ... directs learners to specific training sessions according to their level of knowledge and/or understanding (if possible) OR pays attention to the level of knowledge and understanding of each learner when talk to him ... adjusts pedagogical strategy if the continuous evaluation process highlights unfavourable learning conditions (fall of attention, lack of understanding, tiredness...) ... regularly analyses during the formation learners' knowledge and degree of achievement (by different methods: questions, observation...) ... helps learners to develop tools/methods for self-evaluation
4	Affective self-regulation	Adapt himself to the variability and the diversity of the situation of formation	... privileges as much as possible the constructivist formative interventions (orientation, guidance, accompaniment) ... changes easily the style of formative intervention from one learner to another, from a subject to another ... is at ease with several types of formative intervention
3	Appreciation	Is sensitive to and accommodates diverse learning styles, abilities, cultures, and experiences, including learners who have disabilities and other special needs	... collects the needs for each learner, before the formation or at the very beginning of formation ... draws up a collective profile of the learners
2	Perspective	Guides learners in the development and	... provides some advice

	taking	ongoing	to respond learners' queries or to direct learners to appropriate persons/specialists
1	Indifference	review of their educational plans	... offers evidence of initiative for personal/ professional development ... participates in other topic related projects

5.10 VET: REFERENCE SYSTEM - Coping with stress as used by BUPNET

COGNITIVE/KNOWLEDGE				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	Know where to	Anwendung verschiedener Stressbewältigungsmethoden bezogen auf einzelne Ursachendimensionen (körperlich, sozial, umfeldbedingt, internal).		Developing/constructing	Individualisierung von Bewältigungshandlungen.		Internalising	Bedeutung der Stressbewältigung verinnerlicht haben, andere bei der Bewältigung unterstützen.	
4	Know when (Implicit understanding)	Wissen, wie verschiedene Ursachendimensionen Stress erzeugen und wie man dem auf mehreren Ebenen entgegen wirken kann.		Discovering/acting independently	Anwendung verschiedener Stressbewältigungsmethoden bezogen auf mehrere Ursachendimensionen (körperlich, sozial, umfeldbedingt, internal).		Affective self-regulation	Stressbewältigung durch Anpassung innerer Haltungen und Erwartungen.	
3	Know how	Wissen, wie verschiedene Ursachendimensionen Stress erzeugen und wie man dem auf einzelnen Ebenen entgegen wirken kann.		Deciding/selecting	Anwendung verschiedener Stressbewältigungsmethoden bezogen auf einzelne Ursachendimensionen (z.b. körperlich, sozial, umfeldbedingt, internal).		Appreciation	Motiviert sein, die eigene Fähigkeit Stress zu bewältigen, zu verbessern.	
2	Know why (Distance understanding)	Wissen, warum man sich mit der Bewältigung von Stress beschäftigen sollte.		Application, Imitation	Gelegentliche Anwendung einzelner Stressbewältigungsmethoden.		Perspective taking	Interesse daran haben, die eigene Fähigkeit zur Stressbewältigung zu verbessern.	
1	Know that	Wissen, dass die konstruktive Bewältigung von Stress wichtig ist.		Perceiving	Wahrnehmung der aus (chronischem) Stress resultierenden Probleme ohne zu handeln/darauf zu reagieren.		Indifference	Stressbewältigung als wichtig betrachten, sich jedoch nicht selbst betroffen fühlen.	

Cognitive dimension: Coping with stress

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Wissenstransfer	Anwendung verschiedener Stressbewältigungsmethoden bezogen auf einzelne Ursachendimensionen (körperlich, sozial, umfeldbedingt, internal).	Weiteres Informieren und Weitergabe des eigenen Wissens, Anwendung aller Schutzressourcen
4	Wissen, wie noch	Wissen, wie verschiedene Ursachendimensionen Stress erzeugen und wie man dem auf mehreren Ebenen entgegen wirken kann.	Aktivierung von Schutzressourcen auf verschiedene Ebenen, Intensivierung von Gesundheitsvorsorge, Steigerung des Wohlbefindens
3	Wissen wie	Wissen, wie verschiedene Ursachendimensionen Stress erzeugen und wie man dem auf einzelnen Ebenen entgegen wirken kann.	Anwendung einzelner Bewältigungsmethoden
2	Wissen warum	Wissen, warum man sich mit der Bewältigung von Stress beschäftigen sollte.	Nennung von Risiken, falls keine Interventionen stattfinden.
1	Wissen, dass	Wissen, dass die konstruktive Bewältigung von Stress wichtig ist.	Beschäftigung mit Stress wichtig finden.

Activity dimension: Coping with stress

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitives Anwenden	Individualisierung von Bewältigungshandlungen.	Dauernde Ressourcenpflege auf verschiedenen Ebenen
4	Vertiefung/ Erweiterung	Anwendung verschiedener Stressbewältigungsmethoden bezogen auf mehrere Ursachendimensionen (körperlich, sozial, umfeldbedingt, internal).	Häufige Anwendung, Bewältigung auf verschiedenen Ebenen
3	Bewusste Anwendung	Anwendung verschiedener Stressbewältigungsmethoden bezogen auf einzelne Ursachendimensionen (z.B. körperlich, sozial, umfeldbedingt, internal).	Regelmäßige Bewältigungshandlungen auf einzelnen Ebenen
2	Annäherung	Gelegentliche Anwendung einzelner Stressbewältigungsmethoden.	Unregelmäßiges Ausführen einzelner Bewältigungshandlungen
1	Wahrnehmung/ Aufmerksamkeit für...	Wahrnehmung der aus (chronischem) Stress resultierenden Probleme ohne zu handeln/darauf zu reagieren.	Das Thema wichtig finden, Risiken benennen können

Affective Dimension: Coping with stress

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Verinnerlichung	Bedeutung der Stressbewältigung verinnerlicht haben, andere bei der Bewältigung unterstützen.	Verinnerlichung
4	Affektive	Stressbewältigung durch Anpassung	Affektive Selbstregulation

	Selbstregulation	innerer Haltungen und Erwartungen.	
3	Motivation und Wertschätzung	Motiviert sein, die eigene Fähigkeit Stress zu bewältigen, zu verbessern.	Motivation und Wertschätzung
2	Interesse, Perspektivenentwicklung	Interesse daran haben, die eigene Fähigkeit zur Stressbewältigung zu verbessern.	Interesse, Perspektivenentwicklung
1	Selbstbezogenheit	Stressbewältigung als wichtig betrachten, sich jedoch nicht selbst betroffen fühlen.	Selbstbezogenheit

5.11 VET: REFERENCE SYSTEM - Customer orientation for customers with cognitive disorders as used by BUPNET

COGNITIVE/KNOWLEDGE				ACTIVITY			AFFECTIVE		
	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Knowledge transfer (to know where else)	To intuitively know (or to be able to acquire knowledge on) how to deal with customers with different cognitive disorders in different contexts.		Developing, constructing	To develop own ways of interacting with and to support customers with different cognitive disorders, that go beyond purely helping to shop.		Incorporation, internalisation	To engage for persons with cognitive disorders beyond pure working context. To involve others and support them in developing their competence in this respect.	
4	Know when (implicit understanding)	To know what actions are needed to help individual customers with different cognitive disorders in a number of different situations.		Discovering, acting independently	To apply (and try) different support techniques and approaches, selected in regard to the customers' needs and the specific situation.		Affective self-regulation, determination	To be determined to support a client with cognitive disorders adequately and to develop this competence.	
3	Know how (theoretical knowledge)	To theoretically know about the different specific problems of customers with cognitive disorders and how the own behaviour and approach can be adapted to their needs in general.		Deciding, selecting	To be able to support a customer with cognitive disorders in regard to his/her specific needs/problems based on known set of strategies.		Appreciation, motivation	To be motivated and find it important to support these „special“ customers adequately according to their specific needs.	
2	Know why (distant understanding)	To know that there are different ways to deal with customers with cognitive disorders and that special approaches may be required to meet their needs.		Application, imitation	To offer support to the „special“ client according to instructions of others.		Perspective taking, interest	To be curious and interested to help and support customers with cognitive disorders.	
1	Know-that	To know that customers with cognitive disorders can have special needs and may behave in unpredictable ways.		Perception, attention	To perceive and recognise ("not normal") behaviours of customers with cognitive disorders that may require support, without acting.		Self centredness	Anticipating needs and problems of customers with cognitive disorders based on own perception and experience.	

Kundenorientierung für Kunden mit kognitiven Behinderungen

COGNITIVE/KNOWLEDGE				ACTIVITY			AFFECTIVE	
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement
5	Know where to	Intuitiv wissen, wie Kunden mit kognitiven Beeinträchtigungen unterstützt werden können, dieses Wissen auf andere Kontexte übertragen können.		Developing/co-constructing	Entwickeln eigener Strategien und Haltungen um auf kognitiv beeinträchtigte Kunden ideal eingehen zu können. Weitergabe eigener Erfahrungen und Strategien.		Internalising	Respekt und Wertschätzung für kognitiv beeinträchtigte Kunden und entsprechende Verhaltensweisen verinnerlicht haben, andere ebenfalls dazu motivieren.
4	Know when (Implicitly) and/or how	Wissen, wann welche Maßnahmen angemessen sind, um Kunden mit kognitiven Beeinträchtigungen entsprechend ihrer spezifischen Einschränkungen zu helfen.		Discovering/acting independently	Eigene Handlungsmuster für den Umgang mit kognitiv beeinträchtigten Kunden erweitern durch Lernen, Austausch und Reflexion.		Affective self-regulation	Entschlossen sein, Kunden mit kognitiven Beeinträchtigungen bestmöglich zu unterstützen und eigene Haltungen und Gefühle diesbezüglich anzupassen.
3	Know how	Generell wissen, wie die spezifischen Bedürfnisse von Kunden mit kognitiven Beeinträchtigungen erkannt und wie darauf eingegangen werden kann.		Deciding/selecting	Auswahl und Anwendung angemessener Verhaltensweisen zur Unterstützung von kognitiv beeinträchtigten Kunden entsprechend ihrer spezifischen Probleme.		Appreciation	Motiviert sein, Kunden mit kognitiven Beeinträchtigungen angemessen und mit Respekt zu betreuen.
2	Know why (Distance) and/or how	Wissen, warum Menschen mit kognitiven Beeinträchtigungen besondere Bedürfnisse haben und entsprechend anders behandelt werden müssen.		Application, Imitation	Imitieren der Verhaltensweisen anderer bzw. unter Anleitung mit kognitiv beeinträchtigten Kunden umgehen.		Perspective taking	Neugierig sein und Interesse haben, wie man angemessen mit kognitiv beeinträchtigten Kunden umgehen kann.
1	Know that	Wissen, dass sich Kunden mit kognitiven Beeinträchtigungen ungewohnt verhalten könnten und dass die Akzeptanz dessen wichtig ist.		Perceiving	Wahrnehmen, dass kognitiv beeinträchtigte Kunden sich anders verhalten und andere Bedürfnisse haben, ohne speziell darauf zu reagieren.		Indifference	Sich nicht zuständig fühlen besonders auf kognitiv beeinträchtige Kunden einzugehen.

Cognitive dimension: Customer orientation for customers with cognitive disorders

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Wissenstransfer	Intuitiv wissen, wie Kunden mit kognitiven Beeinträchtigungen unterstützt werden können, dieses Wissen auf andere Kontexte übertragen können.	Beispiele verschiedener Situationen geben können.
4	Wissen, wie noch	Wissen, wann welche Maßnahmen angemessen sind, um Kunden mit kognitiven Beeinträchtigungen entsprechend ihrer spezifischen Einschränkungen zu helfen.	Beispiele verschiedener Situationen geben können.
3	Wissen wie	Generell wissen, wie die spezifischen Bedürfnisse von Kunden mit kognitiven Beeinträchtigungen erkannt und wie darauf eingegangen werden kann.	Verschiedene Indizien und Herangehensweisen benennen können
2	Wissen warum	Wissen, warum Menschen mit kognitiven Beeinträchtigungen besondere Bedürfnisse haben und entsprechend anders behandelt werden müssen.	Anzahl von Problemen benennen können
1	Wissen, dass	Wissen, dass sich Kunden mit kognitiven Beeinträchtigungen ungewohnt verhalten könnten und dass die Akzeptanz dessen wichtig ist.	Motivation zur Teilnahme an Training

Activity dimension: Customer orientation for customers with cognitive disorders

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitives Anwenden	Entwickeln eigener Strategien und Haltungen um auf kognitiv beeinträchtigte Kunden ideal eingehen zu können. Weitergabe eigener Erfahrungen und Strategien.	Strategien und Austauschinhalt beschreiben.
4	Vertiefung/ Erweiterung	Eigene Handlungsmuster für den Umgang mit kognitiv beeinträchtigten Kunden erweitern durch Lernen, Austausch und Reflexion.	Aktivitäten und eigene Fortschritte beschreiben
3	Bewusste Anwendung	Auswahl und Anwendung angemessener Verhaltensweisen zur Unterstützung von kognitiv beeinträchtigten Kunden entsprechend ihrer spezifischen Probleme.	Beispiele nennen
2	Annäherung	Imitieren der Verhaltensweisen anderer bzw. unter Anleitung mit kognitiv beeinträchtigten Kunden umgehen.	Austausch mit Kollegen, Beobachtung, Fragen
1	Wahrnehmung/ Aufmerksamkeit für...	Wahrnehmen, dass kognitiv beeinträchtigte Kunden sich anders verhalten und andere Bedürfnisse haben, ohne speziell darauf zu reagieren.	Kognitiv beeinträchtigte Kunden gleich behandeln wie andere.

Affective Dimension: Customer orientation for customers with cognitive disorders

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Verinnerlichung	Respekt und Wertschätzung für kognitiv beeinträchtigte Kunden und entsprechende Verhaltensweisen verinnerlicht haben, andere ebenfalls dazu motivieren.	Motivation anderer, sich für Betroffene einzusetzen, um Verständnis werben
4	Affektive Selbstregulation	Entschlossen sein, Kunden mit kognitiven Beeinträchtigungen bestmöglich zu unterstützen und eigene Haltungen und Gefühle diesbezüglich anzupassen.	Berührungsängste überwinden

3	Motivation und Wertschätzung	Motiviert sein, Kunden mit kognitiven Beeinträchtigungen angemessen und mit Respekt zu betreuen.	Respektvolles auftreten, Kundenzufriedenheit erfragen
2	Interesse, Perspektivenentwicklung	Neugierig sein und Interesse haben, wie man angemessen mit kognitiv beeinträchtigten Kunden umgehen kann.	Fragen stellen, andere beobachten, Austausch suchen
1	Selbstbezogenheit	Sich nicht zuständig fühlen besonders auf kognitiv beeinträchtigte Kunden einzugehen.	Kognitiv beeinträchtigte Kunden gleich behandeln wie andere.

5.12 VET: REFERENCE SYSTEM - Customer orientation for customers with cognitive disorders as used by blinc

COGNITIVE/KNOWLEDGE				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	Trasferimento intuitivo	Capire intuitivamente (o essere in grado di acquisire conoscenza) come gestire un cliente con disabilità o disagio mentale in una situazione specifica.		Sviluppare/Costruire	Pianificare e sviluppare attivamente una propria strategia di accoglienza della clientela. (Andare oltre le mere azioni e sviluppare un approccio più ampio).		Regolazione (con) altri	Considerare importante che altri colleghi siano formati sull'accoglienza della clientela con disabilità o disagio mentale	
4	Sapere quando (Comprensione implicita)	Capire quali azioni sono necessarie per aiutare i clienti con disabilità o disagio mentale e risolvere un numero di situazioni.		Scoprire/Agire indipendentemente	Ricerare attivamente quali tecniche o scelte sono adeguate rispetto alla specificità del cliente e della situazione		Auto-regolazione atteggiamentale/emotiva	Regolare il proprio atteggiamento e le proprie sensazioni in modo da offrire sostegno ai clienti con bisogni speciali.	
3	Sapere come	Conoscere teoricamente i bisogni specifici dei clienti con disabilità o disagio mentale e sapere in generale come adattare il proprio comportamento e approccio ai bisogni di tali clienti.		Decidere/Selezionare	Mettere in atto la giusta azione (il proprio comportamento) verso il cliente a seconda del disagio o disabilità mentale e della situazione.		Apprezzamento, Empatia	Apprezzare l'accoglienza clienti, considerare importante aiutare le persone con disabilità o disagio mentale a orientarsi in un supermercato.	
2	Sapere perché (Comprensione distante)	Sapere che ci sono diversi modi di gestire la clientela e che i clienti con disabilità o disagio mentale hanno bisogni specifici.		Imitare, Applicare	Adattare il proprio comportamento verso il cliente quando istruiti.		Capacità di cambiare prospettiva	Essere curiosi e interessati al tema dell'accoglienza dei clienti con disabilità o disagio mentale	
1	Sapere che	Sapere che alcuni clienti (con disabilità o disagio mentale) hanno dei bisogni specifici e che l'accoglienza del cliente è importante in un supermercato.		Percepire	Wahrnehmen, dass kognitiv beeinträchtigte Kunden sich anders verhalten und andere Bedürfnisse haben, ohne speziell darauf zu reagieren.		Indifferenza	Sich nicht zuständig fühlen besonders auf kognitiv beeinträchtigte Kunden einzugehen.	

Cognitive dimension: Customer orientation for customers with cognitive disorders

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Trasferimento intuitivo	Capire intuitivamente (o essere in grado di acquisire conoscenza) come gestire un cliente con disabilità o disagio mentale in una situazione specifica.	<i>Essere in grado di citare la giusta azione quando confrontati con una situazione sconosciuta</i>
4	Sapere quando (Comprensione implicita)	Capire quali azioni sono necessarie per aiutare i clienti con disabilità o disagio mentale e risolvere un numero di situazioni.	<i>Ex. Essere in grado di nominare la giusta azione quando confrontati con una situazione conosciuta.</i>
3	Sapere come	Conoscere teoricamente i bisogni specifici dei clienti con disabilità o disagio mentale e sapere in generale come adattare il proprio comportamento e approccio ai bisogni di tali clienti.	Ex. Ricordare alcuni disordini, le ragioni e i bisogni specifici di tali persone.
2	Sapere perché (Comprensione distante)	Sapere che ci sono diversi modi di gestire la clientela e che i clienti con disabilità o disagio mentale hanno bisogni diversi.	Riconoscere che i clienti possono avere bisogni specifici a seconda della loro disabilità o disordine mentale, senza sapere come adattare il proprio comportamento.
1	Sapere che	Sapere che alcuni clienti (disabilità o disagio mentale) si comportano diversamente e che l'accoglienza del cliente è importante in un supermercato.	Sapere, molto genericamente, che i clienti possono avere bisogni specifici, senza saperli citare.

Activity dimension: Customer orientation for customers with cognitive disorders

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Sviluppare/Costruire	Pianificare e sviluppare attivamente una propria strategia di accoglienza della clientela. (Andare oltre le mere azioni e sviluppare un approccio più ampio).	Fissare delle linee guida, fornire informazioni/istruzioni al personale. Sviluppare una strategia di accoglienza specifica per il proprio ambiente di lavoro.
4	Scoprire/Agire indipendentemente	Ricerare attivamente quali tecniche o scelte sono adeguate rispetto alla specificità del cliente e della situazione	Approfondire il tema per conto proprio. Fare ricerche, chiedere informazioni a colleghi più esperti.
3	Decidere/Selezionare	Essere in grado di assegnare la giusta azione (il proprio comportamento) verso il cliente a seconda della disabilità o del disagio mentale e della situazione.	Saper adattare in modo autonomo il proprio comportamento alla situazione specifica come istruiti durante il training.
2	Imitare, Applicare	Adattare il proprio comportamento verso il cliente quando istruiti.	Andare incontro ai bisogni specifici del cliente quanto esplicitamente richiesto da un collega o superiore.
1	Percezione	Notare e riconoscere comportamenti diversi ("anormali") di alcuni clienti (disabilità o disagio mentale) senza agire.	Percepire che i clienti con disabilità o disagio mentale hanno delle difficoltà, dei bisogni specifici senza

			adattare/cambiare il proprio comportamento
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Affective Dimension: Customer orientation for customers with cognitive disorders

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Regolazione (con) altri	Considerare importante che altri colleghi siano formati sull'accoglienza della clientela con disabilità o disagio mentale	<i>Influenzare gli altri, ad ex. I colleghi. Saper consigliare gli altri colleghi su cosa fare e dove prendere informazioni.</i>
4	Auto-regolazione attitudinale/emotiva	Regolare il proprio atteggiamento e le proprie sensazioni in modo da offrire sostegno ai clienti con bisogni speciali.	<i>Mediare i conflitti con gli altri clienti anche sotto pressione (ad ex. In coda).</i>
3	Apprezzamento, Empatia	Apprezzare l'accoglienza clienti, considerare importante aiutare le persone con disabilità o disagio mentale a orientarsi in un supermercato.	Apprezzare le conoscenze apprese durante il training. Percepire utilità e vantaggi.
2	Capacità di cambiare prospettiva	Essere curiosi e interessati al tema dell'accoglienza dei clienti con disabilità o disagio mentale.	Essere interessati a svolgere un training sul tema.
1	Egocentrismo	Non collegare il tema a se stessi e al proprio ambito lavorativo.	Non considerare l'accoglienza dei clienti con disabilità o disagio mentale necessaria o attinente al proprio lavoro.

5.13 Higher Education: REFERENCE SYSTEM - Communication as used by VMU

COGNITIVE/KNOWLEDGE				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	Know where to	Ability to understand unknown communication styles		Developing/constructing	Ability to deal with the own repertoire of communication in the unknown situation. Adaptation of other communication codes		Internalising	Influencing others to reflect about own communication behaviour and to comprehend other persons' communication	
4	Know when (Implicit understanding)	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)		Discovering/acting independently	Personal interpretation and application of communication codes of other communities. Reflecting about unconscious codes and consciously applying or neglecting them		Affective self-regulation	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)	
3	Know how	Knowing that different people have different communication styles. Understanding other ways of communication and expression, e.g. non-verbal communication.		Deciding/selecting	Personal interpretation and application of communication codes of other (foreign) communities. Reflecting about unconscious codes and consciously applying or neglecting them		Appreciation	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	Know why (Distance understanding)	To understand that the efficiency of communication is dependent on the way to communicate.		Application, Imitation	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)		Perspective taking	Being curious on improvement of communication.	
1	Know that	Knowing basic ways of communication in order to understand others and to make		Perceiving	Applying group communication codes (e.g. in language and behaviour,		Indifference	Being open about other people's communication styles	

Cognitive dimension: Inclusion leadership

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Know where to	Ability to understand unknown communication styles	
4	Know when (Implicit understanding)	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)	Understanding of different styles of communication
3	Know how	Knowing that different people have different communication styles. Understanding other ways of communication and expression, e.g. non-verbal communication.	Understanding of different styles of communication for the same people
2	Know why (Distant understanding)	To understand that the efficiency of communication is dependent on the way to communicate.	Knowledge about different communication styles; Understanding about different styles with different people
1	Know-that	Knowing basic ways of communication in order to understand others and to make oneself understood	Basic knowledge about talking and listening

Activity dimension: Inclusion leadership

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Developing/constructing	Ability to deal with the own repertoire of communication in the unknown situation. Adaptation of other communication codes	
4	Discovering/acting independently	Personal interpretation and application of communication codes of other communities. Reflecting about unconscious codes and consciously applying or neglecting them	Interpretation of communication codes
3	Deciding/selecting	Personal interpretation and application of communication codes of other (foreign) communities. Reflecting about unconscious codes and consciously applying or neglecting them	Communication in appropriate way
2	Application, Imitation	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)	Ability to communicate and apply different styles
1	Perceiving	Applying group communication codes (e.g. in language and behaviour, using rites)	

Affective Dimension: Inclusion leadership

Grade/	Corresponding	Individual description/ explanatory	Indicators
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Level	Level Titles	statement	
5	Internalising	Influencing others to reflect about own communication behaviour and to comprehend other persons' communication	
4	Affective self-regulation	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)	Balance between communication and emotions; Emotional reaction during conversation
3	Appreciation	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	Emotional reaction on communication
2	Perspective taking	Being curious on improvement of communication.	Simple reflection on communication
1	Indifference	Being open about other people's communication styles	Talking and listening

5.14 Higher Education: REFERENCE SYSTEM - Inclusion leadership as used by VIA

COGNITIVE/KNOWLEDGE				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	Evaluating/creating transfer. Planning, production, control. Criticizing.	Leader leads inclusion by intuition and in the different managerial contexts of the everyday business. Leader also knows about the criticism of the leading him inclusion and very much avoids many of the pitfalls.		Constructing, adapting to different contexts	Leader can lead inclusion in different contexts and at all levels. Leader's actions are based in an attitude characterized by inclusion.		Influencing others. Motivating	Manager motivates employees to work with inclusion.	
4	Analyzing, differentiating, organizing, attributing.	On the basis of an analysis of practice leader knows how and when to bring the leading of inclusion interaction.		Leading own action/investigating and opening up new opportunities.	The leader has a variety of opportunities for action when it comes to leading inclusion, and on the basis of this, he or she can continuously open up new possibilities for action and seeing new ways when it comes to leading inclusion.		Motivated to adapt. Attention given	Manager is conscious of own limits and those of others and acts accordingly	
3	Understanding, explaining, comparing.	Leader understands the idea of inclusion and the ideas behind inclusion leadership and can explain how these may be brought to life in practice. Can see when inclusion is being less than how it can be explained.		Acting, choosing from a range of possibilities.	Leader chooses from different kinds of action and can choose the most appropriate ones in different situations.		Emotionally involved	Manager can identify with inclusion on a pedagogical level. Manager is enthusiastic concerning inclusion and the possibilities for children and staff emanating from manager's ability to manage inclusion. Manager can take/takes staff	

2	Interpreting, exemplifying, summarizing up, classifying	Can see why staff act as they do. Can see how the children benefit from what staff do. Can see why is necessary to engage in the leading of inclusion. Can recognize inclusion as a basic idea in (social) pedagogy.		Using. Mimic without acting on one's own impulse.	Leader works with inclusion and reorganizes on the basis of various sources of inspiration. Leader introduces tools to support processes of inclusion.		Curious, interested	perspective concerning emotional dilemmas in the inclusion processes. Manager is interested in learning about staff experiences and thoughts concerning inclusion.	
1	Remembering knowing and recognizing	Knows theories behind inclusion. Can see when staff manage to practice inclusion. Can see when other leaders managed to lead inclusion.		Only listening, only participating, taking things in without acting.	Leader notices when inclusion is taking place. Leader identifies different actions as inclusion.		Emotionally uninvolved	Manager does not relate (emotionally) to the employees' work with inclusion of management of inclusion.	

Cognitive dimension: Inclusion leadership

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Evaluating/creating transfer. Planning, production, control. Criticizing.	Leader leads inclusion by intuition and in the different managerial contexts of the everyday business. Leader also knows about the criticism of the leading him inclusion and very much avoids many of the pitfalls.	Leader is inclusive in his practice with his staff and those how to involve the special skills and competences of the staff. Leader manages to free resources and competences in and among staff. Leader reflects on the different agendas characteristic of communication about inclusion among obese identifies when the perspective is financial, ethical, political, or pragmatic.
4	Analyzing, differentiating, organizing, attributing.	On the basis of an analysis of practice leader knows how and when to bring the leading of inclusion interaction.	Leader can identify situations in the everyday business where the leading of inclusion has a special focus. Leader knows that especially when staff finds themselves in inclusion dilemmas, the leading of inclusion is necessary.
3	Understanding, explaining, comparing.	Leader understands the idea of inclusion and the ideas behind inclusion leadership and can explain how these may be brought to life in practice. Can see when inclusion is being less than how it can be explained.	Leader knows that inclusion leadership is very much a question of sparring with staff in different dilemmatical situations and can do so. Leader shows understanding for the dilemmas that staff find themselves in and believes that a solution will be found.
2	Interpreting, exemplifying, summing up, classifying	Can see why staff act as they do. Can see how the children benefit from what staff do. Can see why is necessary to engage in the leading of inclusion. Can recognize inclusion as a basic idea in (social) pedagogy.	Leader makes clear that he or she knows and respects the reasons for staff actions.
1	Remembering knowing and recognizing	Knows theories behind inclusion. Can see when staff manage to practice inclusion. Can see when other leaders managed to lead inclusion.	Leader can talk about inclusion and inclusion leadership.

Activity dimension: Inclusion leadership

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Constructing, adapting to different contexts	Leader can lead inclusion in different contexts and at all levels. Leader's actions are based in an attitude characterized by inclusion.	Leader's actions are characterized by curiosity and a critical and dialogical stance. Leader personifies inclusion.
4	Leading own action/investigating and opening up new opportunities.	The leader has a variety of opportunities for action when it comes to leading inclusion, and on the basis of this, he or she can continuously open up new possibilities for action and seeing new ways when it comes to leading inclusion.	The leader acts in ways that support inclusion, handles differences and continually supports the opportunity for staff to be participating.
3	Acting, choosing from a range of possibilities.	Leader chooses from different kinds of action and can choose the most appropriate ones in different situations.	Leader acts on the basis of a range of opportunities for action when it comes to leading inclusion. Leader feels able to select from these indifference situations.
2	Using. Mimic without acting on one's own impulse.	Leader works with inclusion and reorganizes on the basis of various sources of inspiration. Leader introduces tools to support processes of inclusion.	Leader displays actions marked by inclusion in the leading of for instance staff meeting or in the daily running of the institution. Actions are inspired by the including actions of others.
1	Only listening, only participating, taking things in without acting.	Leader notices when inclusion is taking place. Leader identifies different actions as inclusion.	Leader gives higher priority to other managerial duties than the leading of inclusion.

Affective Dimension: Inclusion leadership

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Influencing others. Motivating	Manager motivates employees to work with inclusion.	Manager notices possibilities for participation.
4	Motivated to adapt. Attention given	Manager is conscious of own limits and those of others and acts accordingly	Manager can handle employees' different emotions in the practice of inclusion, e.g. frustration, worry, and enthusiasm. Manager can handle own emotions in the practice of inclusion.
3	Emotionally involved	Manager can identify with inclusion on a pedagogical level. Manager is enthusiastic concerning inclusion and the possibilities for	Manager identifies with the inclusion work and its dilemmas. Manager is enthusiastic

		children and staff emanating from manager's ability to manage inclusion. Manager can take/takes staff perspective concerning emotional dilemmas in the inclusion processes.	and adamant that inclusion is to be general success.
2	Curious, interested	Manager is interested in learning about staff experiences and thoughts concerning inclusion.	Manager actively seeks out staff in order to learn about their experiences, thoughts and ideas about inclusion.
1	Emotionally un-involved	Manager does not relate (emotionally) to the employees' work with inclusion of management of inclusion.	Manager's general enthusiasm is focused on other areas than inclusion. Staff do not experience immediate, emotional response from the manager when inclusion dilemmas are raised. Manager is focused on aspects other than the pedagogical aspect of inclusion, e.g. financial aspects.

5.15 School: REFERENCE SYSTEM - Teamwork as used by METU

COGNITIVE/KNOWLEDGE				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	Know where to	Integrate team competences into a personal and professional development plan while building a climate-friendly school management system		Developing/co-constructing	Develop innovative team building strategies and transform individual capacity into team potential to build a climate friendly school management		Internalising	Influence and inspire others to take part in teamwork and improve teamwork skills toward promoting climate-friendly school in other school contexts	
4	Know when (Implicit understanding)	Identify when to work as a team to achieve a climate-friendly school management system based on the carbon footprint measures of the school		Discovering/acting independently	Plan teamwork by considering one's strengths and weaknesses in establishing climate-friendly school and distribute tasks for teamwork accordingly		Affective self-regulation	Regulate self-motivation and initiation in establishing an effective team towards promoting a climate-friendly school	
3	Know how	Determine how to work in a team and engage in a coordinated work flow by recognizing the skills, qualities and limits of each member		Deciding/selecting	Contribute actively to teamwork in developing or selecting a climate-friendly action plan to enhance a climate-friendly school		Appreciation	Appreciate variety in team members' skills and decisions; welcome diverse action plans to foster climate-friendly school management	
2	Know why (Distance understanding)	Understand why teamwork is essential in developing a climate-friendly school management and ways to work in a group toward reaching a goal		Application, Imitation	Join team and implement activities to achieve tasks for studying carbon footprint of school and building climate-friendly school management systems		Perspective taking	Show interest in joining a team that aims at promoting a climate-friendly school based on the school's carbon footprint	
1	Know that	Know that teamwork requires working together with a group of people to develop a climate-friendly school management system		Perceiving	Recognise that measuring carbon footprint of school is essential to initiate teamwork toward enhancing a climate-friendly school management		Indifference	Show low or no interest in becoming part of a team to work on promoting climate friendly school	

Cognitive dimension: Teamwork

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Know where to	Integrate team competences into a personal and professional development plan while building a climate-friendly school management system	
4	Know when (Implicit understanding)	Identify when to work as a team to achieve a climate-friendly school management system based on the carbon footprint measures of the school	
3	Know how	Determine how to work in a team and engage in a coordinated work flow by recognizing the skills, qualities and limits of each member	
2	Know why (Distant understanding)	Understand why teamwork is essential in developing a climate-friendly school management and ways to work in a group toward reaching a goal	
1	Know-that	Know that teamwork requires working together with a group of people to develop a climate-friendly school management system	

Activity dimension: Teamwork

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Developing/constructing	Develop innovative team building strategies and transform individual capacity into team potential to build a climate friendly school management	
4	Discovering/acting independently	Plan teamwork by considering one's strengths and weaknesses in establishing climate-friendly school and distribute tasks for teamwork accordingly	
3	Deciding/selecting	Contribute actively to teamwork in developing or selecting a climate-friendly action plan to enhance a climate-friendly school	
2	Application, Imitation	Join team and implement activities to achieve tasks for studying carbon footprint of school and building climate-friendly school management systems	
1	Perceiving	Recognise that measuring carbon footprint of school is essential to initiate teamwork toward enhancing a climate-friendly school management	

Affective Dimension: Teamwork

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Internalising	Influence and inspire others to take part in teamwork and improve teamwork skills toward promoting climate-friendly	

		school in other school contexts	
4	Affective self-regulation	Regulate self-motivation and initiation in establishing an effective team towards promoting a climate-friendly school	
3	Appreciation	Appreciate variety in team members' skills and decisions; welcome diverse action plans to foster climate-friendly school management	
2	Perspective taking	Show interest in joining a team that aims at promoting a climate-friendly school based on the school's carbon footprint	
1	Indifference	Show low or no interest in becoming part of a team to work on promoting climate friendly school	

5.16 School: REFERENCE SYSTEM - Problem solving as used by METU

COGNITIVE/KNOWLEDGE				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	Know where to	Know creative ways of problem solving in activities towards establishing climate friendly school, and how to transfer these skills to new projects		Developing/co-constructing	Develop a vision and adapt climate friendly problem solving approach to daily life; work with others to act in climate change mitigation		Internalising	Show high interest in applying problem solving strategies and collaborating with and leading others to solve problems related to climate change	
4	Know when (Implicit understanding)	Know potential resources and alternative strategies to tackle a task and reach a satisfactory solution in becoming a climate friendly school		Discovering/acting independently	Act independently to solve problems, do research, learn more and discover best solutions to problems in promoting a climate friendly school		Affective self-regulation	Regulate self in initiating activities and coping problems in relation to climate friendly school	
3	Know how	Know how to tackle problems in reducing carbon footprint and becoming climate friendly school and raising awareness among students and others		Deciding/selecting	Decide relevant tasks related to climate friendly school or solve problems in relation to reducing carbon footprint of the school		Appreciation	Value problem solving orientation and show interest in tasks related to climate friendly school to reduce carbon footprint of the school	
2	Know why (Distance understanding)	Know why climate friendly school tasks and problem solving activities need to be carried out in order to mitigate climate change		Application, Imitation	Follow instructions and carry out given tasks in solving problems in relation to reducing carbon footprint of the school		Perspective taking	Show curiosity in dealing with tasks related to climate friendly school or in solving problems in relation to reducing carbon footprint of the school	
1	Know that	Know that there are specific tasks and problem solving activities to be carried out in relation to climate friendly school		Perceiving	Be aware of problem solving activities in relation to climate friendly school without getting involved actively		Indifference	Show low interest in valuing problem solving activities and processes to reduce carbon footprint of school and mitigate climate change	

Cognitive dimension: Problem solving

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Know where to	Know creative ways of problem solving in activities towards establishing climate friendly school, and how to transfer these skills to new projects	
4	Know when (Implicit understanding)	Know potential resources and alternative strategies to tackle a task and reach a satisfactory solution in becoming a climate friendly school	
3	Know how	Know how to tackle problems in reducing reduce carbon footprint and becoming climate friendly school and raising awareness among students and others	
2	Know why (Distant understanding)	Know why climate friendly school tasks and problem solving activities need to be carried out in order to mitigate climate change	
1	Know-that	Know that there are specific tasks and problem solving activities to be carried out in relation to climate friendly school	

Activity dimension: Problem solving

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Developing/const ructing	Develop a vision and adapt climate friendly problem solving approach to daily life; work with others to act in climate change mitigation	
4	Discovering/actin g independently	Act independently to solve problems, do research, learn more and discover best solutions to problems in promoting a climate friendly school	
3	Deciding/selectin g	Decide relevant tasks related to climate friendly school or solve problems in relation to reducing carbon footprint of the school	
2	Application, Imitation	Follow instructions and carry out given tasks in solving problems in relation to reducing carbon footprint of the school	
1	Perceiving	Be aware of problem solving activities in relation to climate friendly school without getting involved actively	

Affective Dimension: Problem solving

Grade/ Level	Corresponding Level Titles	Individual description/ explanatory statement	Indicators
5	Internalising	Show high interest in applying problem solving strategies and collaborating with and leading others to solve problems related to climate change	
4	Affective self- regulation	Regulate self in initiating activities and coping problems in relation to climate	

		friendly school	
3	Appreciation	Value problem solving orientation and show interest in tasks related to climate friendly school to reduce carbon footprint of the school	
2	Perspective taking	Show curiosity in dealing with tasks related to climate friendly school or in solving problems in relation to reducing carbon footprint of the school	
1	Indifference	Show low interest in valuing problem solving activities and processes to reduce carbon footprint of school and mitigate climate change	

