



# Mobility Learning Suite

## Chapter 4



### Inventory of Competences acquired in Mobility Learning

<b>Inventory of Competences and related Reference Systems.....</b>	<b>2</b>
A SOCIAL COMPETENCES.....	2
A.1 REFERENCE SYSTEM – Communication.....	2
A.2 REFERENCE SYSTEM – Intercultural Communication.....	6
A.3 REFERENCE SYSTEM – Leadership.....	10
A.4 REFERENCE SYSTEM – Diversity Management.....	15
A.5 REFERENCE SYSTEM – Networking.....	19
A.6 REFERENCE SYSTEM – Teamworking.....	23
A.7 REFERENCE SYSTEM – Intergenerational Cooperation.....	27
A.8 REFERENCE SYSTEM – Client orientation.....	31
A.9 REFERENCE SYSTEM – Conflict Management.....	35
A.10 REFERENCE SYSTEM – Negotiation .....	39
B PERSONAL COMPETENCES.....	43
B.1 REFERENCE SYSTEM – Flexibility.....	43
B.2 REFERENCE SYSTEM – Self-reliance/ Autonomy .....	47
B.3 REFERENCE SYSTEM – Readiness to be mobile.....	51
B.4 REFERENCE SYSTEM – Problem Solving .....	55
B.5 REFERENCE SYSTEM – Critical Thinking .....	59
B.6 REFERENCE SYSTEM – Learning to Learn .....	63
C ORGANISATIONAL COMPETENCES.....	67
C.1 REFERENCE SYSTEM – Evaluating/Reflecting.....	67
C.2 REFERENCE SYSTEM – Virtual Communication .....	70
C.3 REFERENCE SYSTEM – Project Management .....	70



# Inventory of Competences and related Reference Systems

## A Social Competences

### A.1 REFERENCE SYSTEM – 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	Ability to understand unknown communication styles and		Developing/constructing	Ability to deal with the own repertoire of communication in the unknown situation Adaptation of other (foreign) communication codes		Regulating (with) others	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 ( <i>interpretation of messages, reading between the lines, ability to react on hidden messages</i> )		Discovering/acting independently	Personal interpretation and application of communication codes of other (foreign) communities.  <i>Reflecting about unconscious codes and consciously applying or neglecting them</i>		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	Choosing the right code to react according to the situation. Reflecting about unconscious codes and consciously applying or neglecting them ( <i>becoming independent from the group attitudes and reflection of this in the behaviour</i> )		Appreciation Empathy	Appreciating the virtues of good communication. Openness to other communication styles Being able to relate the way of communicating of another person to the mood and background	
2	Know why (Distant understanding)	To understand that the efficiency of communication is dependent on the way to communicate.	To reflect on the statements of others	Application, Imitation	Applying group communication codes (e.g. in language and behaviour, using rites)		Perspective taking	Being curious on improvement of communication Being open about other people's communication styles	
1	Know-that	Knowing basic ways of communication in order to understand others and to make oneself understood		Perception	Unconscious sending and reception of information		Self centred	Just talking and listening without reflecting on communication	



## Cognitive Dimension: Learners knowledge and skills < Communication >

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

<sup>1</sup> 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 < Communication>**

1	2	3	4	5	6	7
Grade	Corresponding Level Titles <sup>2</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	Ability to deal with the own repertoire of communication in the unknown situation Adaptation of other (foreign) communication codes				
4	Discovering/acting independently	Personal interpretation and application of communication codes of other (foreign) communities. <i>Reflecting about unconscious codes and consciously applying or neglecting them</i>				
3	Deciding/selecting	Choosing the right code to react according to the situation. Reflecting about unconscious codes and consciously applying or neglecting them <i>(becoming independent from the group attitudes and reflection of this in the behaviour)</i>				
2	Application, Imitation	Applying group communication codes (e.g. in language and behaviour, using rites)				
1	Perception	Unconscious sending and reception of information				

Summary of the development on the activity level:

<sup>2</sup> 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 <Communication>**

1	2	3	4	5	6	7
Grade	Corresponding Level Titles <sup>3</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating others	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)				
3	Appreciation Empathy	Appreciating the virtues of good communication. Openness to other communication styles Being able to relate the way of communicating of another person to the mood and background				
2	Perspective taking	Being curious on improvement of communication Being open about other people's communication styles				
1	Self centred	Just talking and listening without reflecting on communication				
Summary of the development on the affective level:						

<sup>3</sup> 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,...)



## A.2 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	2	3	4	5	6	7*
Grade	Corresponding Level Titles <sup>4</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	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 understanding)	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 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.		x		
1	Know-that	Knowing that different cultures have different ways of communicating.				

Summary of the development on the cognitive level:

<sup>4</sup> 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 <sup>5</sup>	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:

<sup>5</sup> 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 <sup>6</sup>	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:						

<sup>6</sup> 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,...)



### A.3 REFERENCE SYSTEM – Leadership

COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE			
2	3	4	2	3	4	2	3	4	
L	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators	Level Titles	Individual description/ explanatory statement	Indicators
5	Intuitive Transfer	Being able to assess which types of leadership interventions are adequate in specific situations and help other people in implementing them		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 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 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	





VILMA

510577-2010-DE-GMP

Mobility Learning Suite, Chapter 4



Page 11/82

## Cognitive Dimension: Learners knowledge and skills < Leadership >

1	2	3	4	5	6	7*
Grade	Corresponding Level Titles <sup>7</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer	Being able to assess which types of leadership interventions are adequate in specific situations and help other people in implementing them				
4	Know when (Implicit 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.				
3	Know how	Knowing different leadership styles, techniques and approaches and knowing how they affect the processes in a group, how they are related to specific performances of a group and outcomes of a project.				
2	Know why (Distant understanding)	Knowing that different leadership styles exist and knowing why different leadership approaches can affect the work of/in the group.		X		
1	Know-that	Knowing what leadership is and knowing that it takes a leader to guide a group or a project				
Summary of the development on the cognitive level:						

<sup>7</sup> 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 < Leadership >**

1	2	3	4	5	6	7
Grade	Corresponding Level Titles <sup>8</sup>	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.				
1	Perception	Recognising situations where leadership is needed and where someone should take the lead.				
Summary of the development on the activity level:						

<sup>8</sup> 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 <sup>9</sup>	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	Valuing the interest in leadership and in taking the lead yourself. Feeling the need to improve your own leadership competences. Regulating oneself if other persons take over the lead.				
3	Appreciation Empathy	Appreciating leadership. Feeling the need to take the lead in a group or in a situation. To find it important that leadership is valued by the other members of the group.				
2	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:						

<sup>9</sup> 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,...)



## A.4 REFERENCE SYSTEM – Diversity Management

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 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 <sup>10</sup>	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:						

<sup>10</sup> 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 <sup>11</sup>	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:						

<sup>11</sup> 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 <sup>12</sup>	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:						

<sup>12</sup> 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,...)

## A.5 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 (Distance 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 <sup>13</sup>	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:						

<sup>13</sup> 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 <sup>14</sup>	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:

<sup>14</sup> 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 <sup>15</sup>	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:

<sup>15</sup> 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,...)

## A.6 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 enhance team processes in different teams. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills		Developing/constructing	Trying out and choosing new roles in a team and to act accordingly. To internalise the newly developed strengths and weaknesses. To contribute to the strategic team development	Ability to transform strengths into opportunities for the team and to reduce threats.	Regulating others	To feel the need to inspire others to take part in a team and to accomplish goals through mutual support. To encourage others to join and to improve their teamwork skills	
4	Know when (Implicit understanding)	Substantial (practical) knowledge how and when to join/form teamwork and to be aware of the need to work cohesively with others in order to achieve the common goals.. Understanding strength and weaknesses of team members.	To be able to reflect on different personal traits, properties strengths and weaknesses of a given team	Discovering/acting independently	Ability to assign specific tasks and roles to team members on the basis of their strengths and weaknesses. Trying out new roles for oneself.		Affective self-regulation	To refrain from own preferences ((e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork.	To act in respect of the other team members' strengths and weaknesses
3	Know how	Theoretically knowing how to act in a team. Understanding how to engage in a coordinated work flow where the skills, qualities and limits of each member are taking into account for the unity and efficiency of the work.	Ability to name different abilities and personal traits that are positive/negative for teamwork	Deciding/selecting	Actively reaching out to join or help create a team according to one's interest. To perform on one's own decision according to the own strengths.		Appreciation Empathy	To have a positive attitude towards teamwork. To appreciate diversity in a team. To find it important to have a 'team spirit' introduced in your work.	
2	Know why (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.		Application, Imitation	Joining an existing team that one is invited to or instructed to. Full-filling tasks in a team		Perspective taking	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 without participating		Self centred	To feel the general need of team work but not relating it to the own situation	

## Cognitive Dimension: Learners knowledge and skills concerning <teamworking>

1	2	3	4	5	6	7*
Grade	Corresponding Level Titles <sup>16</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer	Knowing how to integrate the own team competences into personal and professional development plan. Knowing how to help other people act successfully in teams and to assign specific responsibilities to people keeping in mind their relevant skills				
4	Know when (Implicit understanding)	Substantial (practical) knowledge how and when to join/form teamwork and to be aware of the need to work cohesively with others in order to achieve the common goals. Knowing how to act in different teams. Understanding strength and weaknesses of team members	To be able to reflect on different personal traits and properties of a given team			
3	Know how	Theoretically knowing how to act in a team. Understanding how to engage in a coordinated work flow where the skills, qualities and limits of each member are taking into account for the unity and efficiency of the work.	Ability to name different abilities and personal traits that are positive/negative for teamwork			
2	Know why (Distant 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:						

<sup>16</sup> 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 <sup>17</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	Trying out and choosing new roles in a team and to act accordingly. To internalise the newly developed strengths and weaknesses. To contribute to the strategic team development	Ability to transform strengths into opportunities for the team and to reduce threats.			
4	Discovering/acting independently	Ability to assign specific tasks and roles to team members on the basis of their strengths and weaknesses. Trying out new roles for oneself.				
3	Deciding/selecting	Actively reaching out to join or help create a team according to one's interest. To perform on one's own decision according to the own strengths.				
2	Application, Imitation	Joining an existing team that one is invited to or instructed to. Full-filling tasks in a team				
1	Perception	Recognising a situation in which teamwork is most appropriate without participating				

Summary of the development on the activity level:

<sup>17</sup> 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 <sup>18</sup>	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. To encourage others to join and to improve their teamwork skills				
4	Affective self-regulation	To refrain from own preferences ((e.g. in regard to procedures, own solution strategies, methods etc.) for the sake of the team and the teamwork.	To act in respect of the other team members' strengths and weaknesses			
3	Appreciation Empathy	To have a positive attitude towards teamwork. To appreciate diversity in a team. To find it important to have a 'team spirit' introduced in your work.				
2	Perspective taking	Being interested in taking part in a team.				
1	Self centred	To feel the general need of team work but not relating it to the own situation				

Summary of the development on the affective level:

<sup>18</sup> 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,...)

## A.7 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 <sup>19</sup> 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, Imitation	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.	

<sup>19</sup> 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	2	3	4	5	6	7*
Grade	Corresponding Level Titles <sup>20</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	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 <sup>21</sup> 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:						

<sup>20</sup> 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)

<sup>21</sup> 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 <sup>22</sup>	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:

<sup>22</sup> 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 <sup>23</sup>	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:

<sup>23</sup> 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,...)

## A.8 REFERENCE SYSTEM – Client orientation

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	To intuitively know (or to be able to acquire knowledge on) how to deal with a clients in regard to the working context.		Developing/ constructing	To actively plan and develop your own client oriented strategies. (To go beyond pure actions and develop a larger approach)		Regulating others	To find it important that other colleagues engage for clients and their needs and demands	<i>To influence others, e.g. colleagues</i>
4	Know when (Implicit understanding)	To understand what actions are needed to help clients with specific demands (and to solve a number of situations).	<i>To be able to name the right action if confronted with a known situation</i>	Discovering/acting independently	To actively research what techniques or choices are adequate in regard to the client background and the specific situation.		Affective self-regulation	To regulate one' own feelings in order to support a special client.	<i>to mediate conflicts with other clients even if under pressure (e.g. when queuing)</i>
3	Know how	To know theoretically about the specific needs of clients and how the own behaviour and approach can adapt to the needs of those clients in general.		Deciding/ selecting	To be able to assign the right actions (own behaviour) towards the customer in regard to its needs.		Appreciation Empathy	To appreciate client orientation, to find it important to support persons with specific demands	
2	Know why (Distant understanding)	To know that there are different ways to deal with clients and that clients have different backgrounds and needs		Application, Imitation	To adapt the own behaviour towards the client when instructed.		Perspective taking	To be curious and interested in the theme of supporting clients	
1	Know-that	To understand that certain clients behave differently and that client orientation is a suitable concept to deal with this		Perception	To see and recognise different client behaviours without acting		Self centred	Not relating the theme of client orientation to oneself and the own working life	

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

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

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

<sup>24</sup> 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 and skills concerning <Client orientation >

1	2	3	4	5	6	7
Grade	Corresponding Level Titles <sup>25</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes to be described at time one and 2)
5	Developing / constructing	To actively plan and develop your own client oriented strategies. (To go beyond pure actions and develop a larger approach)				
4	Discovering/acting independently	To actively research what techniques or choices are adequate in regard to the client background and the specific situation.				
3	Deciding/ selecting	To be able to assign the right actions (own behaviour) towards the customer in regard to its needs.				
2	Application, Imitation	To adapt the own behaviour towards the client when instructed.				
1	Perception	To see and recognise different client behaviours without acting				
Summary of the development on the activity level:						

<sup>25</sup> 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 competence levels concerning <Client orientation >**

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

<sup>26</sup> 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,...)

## A.9 REFERENCE SYSTEM – Conflict Management

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	To act intuitively in avoiding conflict situation or to help others in looking for a good solution and compromises Knowledge to apply to apply conflict management competences in different situations (to be a conflict manager)		Developing/ constructing	Being able to behave in different conflict situation with different people (passive, aggressive, assertive etc.); elaborating ways for compromise and conflict solving strategies		Regulating (with) others	Influencing others to contribute to conflict solving *	
4	Know when (Implicit understanding)	To have a profound knowledge which measures can be taken to solve a conflict		Discovering/acting independently	Having capacity to initiate and maintain cooperation/discussion in looking for the best solution, taking in consideration all arguments con and pro Proving capacity to solve conflicts by reflecting own feelings and states of mind as well as taking into consideration opinion, rights and feelings of others		Affective self-regulation	Balanced emotional behaviour in conflict situations – ability to understand the affective status of others in the conflict situation	
3	Know how	To know theoretically processes and techniques of conflict solving		Deciding/selecting	Choosing an own way to listen to and express all arguments con and pro, to discuss them and to find the best solution in solving problem / compromise		Appreciation Empathy	Respecting others opinions, rights and feelings of others to solve a conflict	
2	Know why (Distant understanding)	To understand processes that trigger of conflicts		Application, Imitation	Acting in a conflict situation as being told. Act as instructed in a conflict situation.		Perspective taking	Motivation to solve a conflict and to	
1	Know-that	Knowing that conflicts can be solved Understanding the concept of compromising.		Perception	Recognising ways of behaviour in acting in conflict situations or/and avoiding conflict situations		Self centred	Acting emotionally and selfish in conflict situation	

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

1	2	3	4	5	6	7*
Grade	Corresponding Level Titles <sup>27</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes to be described at time one and 2)
5	Intuitive Transfer	To act intuitively in avoiding conflict situation or to help others in looking for a good solution and compromises Knowledge to apply to apply conflict management competences in different situations (to be a conflict manager)				
4	Know when (Implicit understanding)	To have a profound knowledge which measures can be taken to solve a conflict				
3	Know how	To know theoretically processes and techniques of conflict solving				
2	Know why (Distant understanding)	To understand processes that trigger of conflicts		X		
1	Know-that	Knowing that conflicts can be solved Understanding the concept of compromising.				
Summary of the development on the cognitive level:						

<sup>27</sup> 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 and skills concerning < Conflict Management >

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

<sup>28</sup> 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 competence levels concerning < Conflict Management >**

1	2	3	4	5	6	7
Grade	Corresponding Level Titles <sup>29</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes to be described at time one and 2)
5	Regulating (with) others	Influencing others to contribute to conflict solving *				
4	Affective self-regulation	Balanced emotional behaviour in conflict situations – ability to understand the affective status of others in the conflict situation				
3	Appreciation Empathy	Respecting others opinions, rights and feelings of others to solve a conflict				
2	Perspective taking	Motivation to solve a conflict and to				
1	Self centred	Acting emotionally and selfish in conflict situation				

Summary of the development on the affective level:

<sup>29</sup> 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,...)

## A.10 REFERENCE SYSTEM – Negotiation

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 how to apply/use knowledge in unknown situation, knowing how to transfer and apply a strategy in a new situation.		Developing/ constructing	Intuitively negotiating by adapting to situation and applying different strategies for the own portfolio. Taking over the lead in a negotiation		Regulating (with) others	Influencing others to bring them to a compromise, influencing them to negotiate in a positive way	
4	Know when (Implicit understanding)	Knowing different negotiation codes, limits and strategies and knowing how to combine them in accordance to a given context or situation		Discovering/acting independently	Trying different negotiation approaches/strategies to reach results		Affective self-regulation	Putting one's own interests in the background in order to reach a successful negotiation.	
3	Know how	Knowing reasons for conflicts and negotiation strategies to solve them as well as codes and limits of negotiation		Deciding/selecting	Initiating a negotiation, taking an active and rather independent role in the negotiation		Appreciation Empathy	Being motivated to reach a satisfying result for all involved parties	
2	Know why (Distant understanding)	Understanding the benefits of negotiation and conflict resolution		Application, Imitation	Taking part in a negotiation process when being instructed		Perspective taking	Anticipating own and other's interests Respecting others interests of other party	
1	Know-that	Knowing that negotiation is a means to achieve something, Knowing the concept of compromising		Perception	Recognising the need to negotiate in a conflict situation without taking an active role.		Self centred	Being only interested in one's own position Feeling the need/interest to negotiate for own interest.	

Descriptive patterns to rate competence levels regarding

**A) Cognitive Dimension: Learners knowledge concerning < Negotiation >**

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

Summary of the development on the cognitive level:

<sup>30</sup> 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 and skills concerning < Negotiation >**

1	2	3	4	5	6	7
Grade	Corresponding Level Titles <sup>31</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes to be described at time one and 2)
5	Developing / constructing	Intuitively negotiating by adapting to situation and applying different strategies for the own portfolio. Taking over the lead in a negotiation				
4	Discovering/acting independently	Trying different negotiation approaches/strategies to reach results				
3	Deciding/selecting	Initiating a negotiation, taking an active and rather independent role in the negotiation				
2	Application, Imitation	Taking part in a negotiation process when being instructed				
1	Perception	Recognising the need to negotiate in a conflict situation without taking an active role.				

Summary of the development on the activity level:

<sup>31</sup> 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 competence levels concerning < Negotiation >**

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

<sup>32</sup> 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,...)

## B Personal Competences

### B.1 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	Knowing of adaptation strategies and analyzing the impact of flexibility (strategy level)		Developing/ constructing	Creating own strategies and using the range of the own behavioural repertoire		Regulating (with) others	Inspiring and encouraging others to be flexible.	
4	Know when (Implicit understanding)	Knowing when to adapt the own behaviour in order to cope with a situation (Action level) <i>Ability to assign a specific behaviour to a specific situation</i>		Discovering/acting independently	Trying out behavioural strategies and methods Analysing situations and acting accordingly Ability to perform adequately in rather unknown situations		Affective self-regulation	Refraining from known behavioural patterns for the sake of the situation. Being motivated to adapt and/or to be flexible	
3	Know how	Knowing how to be flexible, understanding reasons and methods of being flexible.		Deciding/selecting	Performing different repertoires of behaviours and acting in a flexible way in known situations		Appreciation Empathy	Feeling good to be flexible Wishing to be flexible.	
2	Know why (Distant understanding)	Knowing that there are benefits and advantages of being flexible	Reasoning why to be flexible	Application, Imitation	Showing some flexibility (trying out new things/methods) when being instructed.		Perspective taking	Being curious and interested in how others behave in different situations Interested in being flexible	
1	Know that	Knowing that flexibility is expected		Perception	Understanding the need of being flexible without acting		Self centred	No interest in being flexible.	

## Cognitive Dimension: Learners knowledge and skills concerning <flexibility>

1	2	3	4	5	6	7*
Grade	Corresponding Level Titles <sup>33</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer	Knowing of adaptation strategies and analyzing the impact of flexibility (strategy level)				
4	Know when (Implicit understanding)	Knowing when to adapt the own behaviour in order to cope with a situation (Action level) <i>Ability to assign a specific behaviour to a specific situation</i>				
3	Know how	Knowing how to be flexible, understanding reasons and methods of being flexible.				
2	Know why (Distant understanding)	Knowing that there are benefits and advantages 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:						

<sup>33</sup> 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 <sup>34</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	Creating own strategies and using the range of the own behavioural repertoire				
4	Discovering/acting independently	Trying out behavioural strategies and methods Analysing situations and acting accordingly Ability to perform adequately in rather unknown situations				
3	Deciding/ selecting	Performing different repertoires of behaviours and acting in a flexible way in known situations				
2	Application, Imitation	Showing some flexibility (trying out new things/methods) when being instructed.				
1	Perception	Understanding the need of being flexible without acting				

Summary of the development on the activity level:

<sup>34</sup> 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 <sup>35</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others	Inspiring and encouraging others to be flexible.				
4	Affective self-regulation	Refrainig from known behavioural patterns for the sake of the situation. Being motivated to adapt and/or to be flexible				
3	Empathetic concern	Feeling good to be flexible Wishing to be flexible.				
2	Perspective taking	Being curious and interested in how others behave in different situations Interested in being flexible				
1	Self centred	No interest in being flexible.				

Summary of the development on the affective level:

<sup>35</sup> 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,...)

## B.2 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	Transfer of know-how and developing new strategies to tackle unknown challenges by oneself. Intuitively knowing how to evaluate, choose and apply different strategies		Developing / constructing	Independent development and use of methods and strategies to cope with unknown 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 and unknown situations by oneself		Discovering/acting independently	Conscious and independent use of methods and strategies at hand to cope with known and unknown challenges		Affective self-regulation	Consciousness that feeling of success is a good feeling, striving for contentment	
3	Know how	Knowing how to take/solve challenges by oneself in known situations / surroundings Knowing how to solve tasks with own resources		Deciding/ selecting	Fulfilling familiar requirements/challenges from own initiative by using strategies at hand		Empathy Appreciation	Consciousness that inner contentment is related to ability to independently cope with problems/challenges, consciousness that helplessness leads to discontent	
2	Know why (Distant understanding)	Knowing why self-determination and self-reliance is important and knowing its benefits Understanding the advantages of being autonomous.		Application, Imitation	Orientation by watching others, imitating strategies		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	2	3	4	5	6	7*
Grade	Corresponding Level Titles <sup>36</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	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:

<sup>36</sup> 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 <sup>37</sup>	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:

<sup>37</sup> 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 <sup>38</sup>	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:						

<sup>38</sup> 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,...)



**Reference Systems**



### B.3 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 (Distant 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	2	3	4	5	6	7*
Grade	Corresponding Level Titles <sup>39</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	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:						

<sup>39</sup> 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 <sup>40</sup>	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:

<sup>40</sup> 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 <sup>41</sup>	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/contexts				
3	Appreciation Empathy	Wish to gain new chances by engaging into new situations/contexts				
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:

<sup>41</sup> 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,...)

## B.4 REFERENCE SYSTEM – Problem Solving

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	Having a large portfolio of problem solving strategies that can be applied in new contexts		Developing / constructing	Planning new strategies to solve problems, invent/plan new strategies/approaches to solve problems		Regulating (with) others	Encouraging other people and co-operate with them to solve certain problems.	
4	Know when (Implicit understanding)	Knowing variations and modifications to solving problems in different contexts and how to actively use of my resources. Knowing different ways/instruments to tackle the task		Discovering/acting independently	Discovering and applying complex solutions in different contexts (leisure, internship, at home).		Affective self-regulation	Restraining from personal wishes to tackle the task. Openness to find new solutions and to take them on board.	
3	Know how	Theoretical knowledge on what to do to solve the problem/to tackle the task and to reach the goal.		Deciding/selecting	Applying given problem solving actions. Choosing between different (given) possibilities to solve the problem	-	Appreciation/ Empathy	Being motivated to solve the problem and to deal with the task.	
2	Know why (Distant understanding)	Knowing the reason for the task or the background of the problem.		Application, Imitation	Being instructed to take specific actions to tackle with the problem/task		Perspective taking	Curiosity in finding solutions to the problem..	
1	Know-that	Knowing that there is a specific task and it is necessary to solve it in order to reach my goal.		Perception	Understanding the problem without taking action.		Self centred	Not interested in solving a problem or in thinking and applying possible solutions to it.	

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

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

Summary of the development on the cognitive level:

<sup>42</sup> 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 <sup>43</sup>	Level description, Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	Planning new strategies to solve problems, invent/plan new strategies/approaches to solve problems				
4	Discovering/acting independently	Discovering and applying complex solutions in different contexts (leisure, internship, at home).				
3	Deciding/selecting	Applying given problem solving actions. Choosing between different (given) possibilities to solve the problem				
2	Application, Imitation	Being instructed to take specific actions to tackle with the problem/task				
1	Perception	Understanding the problem without taking action.				

Summary of the development on the activity level:

<sup>43</sup> 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 <sup>44</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating others	Encouraging other people and co-operate with them to solve certain problems.				
4	Affective self-regulation	Restraining from personal wishes to tackle the task. Openness to find new solutions and to take them on board.				
3	Appreciation Empathy	Being motivated to solve the problem and to deal with the task.				
2	Perspective taking	Curiosity in finding solutions to the problem..				
1	Self centred	Not interested in solving a problem or in thinking and applying possible solutions to it.				

Summary of the development on the affective level:

<sup>44</sup> 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,...)

## B.5 REFERENCE SYSTEM – Critical Thinking

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	Intuitively applying critical thinking in known and unknown situations. Knowing in which situations a too critical thinking is contra-productive (the devil's advocate cases).		Developing / constructing	Developing new strategies to explore an unknown issue. Influencing others in a positive way to think critically and to develop their critical thinking skills.		Regulating others	Finding it important that everybody cultivates his/her critical thinking competences.	
4	Know when (Implicit understanding)	Knowing in which situations it is crucial to have a critical view on an issue.		Discovering/acting independently	Choosing certain strategies from the given portfolio in order to get a full picture of an issue		Affective self-regulation	To avoid the “easiest” way and to find it important to constantly learn more on CT-strategies.	
3	Know how	Knowing how to look on an issue from different angles. Knowing different critical thinking instruments		Deciding/selecting	Applying different known approaches to look on an issue from different perspectives	-	Appreciation Empathy	Positive attitude for critical thinking. To see CT as a value.	
2	Know why (Distant understanding)	Knowing why it is important to have a multifaceted view on an issue		Application, Imitation	Developing different views on an issue when being instructed forced to.		Perspective taking	Openness to look at an issue from different perspectives	
1	Know-that	Knowing that there may be different opinions on the same issue		Perception	Just perceiving an issue without reflecting		Self centred	Not interested in thinking critically on an issue.	

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

1	2	3	4	5	6	7*
Grade	Corresponding Level Titles <sup>45</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer	Intuitively applying critical thinking in known and unknown situations. Knowing in which situations a too critical thinking is contra-productive (the devil's advocate cases).				
4	Know when (Implicit understanding)	Knowing in which situations it is crucial to have a critical view on an issue.				
3	Know how	Knowing how to look on an issue from different angles. Knowing different critical thinking instruments				
2	Know why (Distant understanding)	Knowing why it is important to have a multifaceted view on an issue		X		
1	Know-that	Knowing that there may be different opinions on the same issue				
Summary of the development on the cognitive level:						

<sup>45</sup> 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 < Critical Thinking >**

1	2	3	4	5	6	7
Grade	Corresponding Level Titles <sup>46</sup>	Level description, Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	Developing new strategies to explore an unknown issue. Influencing others in a positive way to think critically and to develop their critical thinking skills.				
4	Discovering/acting independently	Choosing certain strategies from the given portfolio in order to get a full picture of an issue				
3	Deciding/ selecting	Applying different known approaches to look on an issue from different perspectives				
2	Application, Imitation	Developing different views on an issue when being instructed forced to.				
1	Perception	Just perceiving an issue without reflecting				

Summary of the development on the activity level:

<sup>46</sup> 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 < Critical Thinking >**

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

Summary of the development on the affective level:

<sup>47</sup> 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,...)

## B.6 REFERENCE SYSTEM – Learning to Learn

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

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

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

<sup>48</sup> 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 < Learning to Learn >**

1	2	3	4	5	6	7
Grade	Corresponding Level Titles <sup>49</sup>	Level description, Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Developing / constructing	Developing your own learning strategie(s) following specific learning needs. Taking initiative and acting within the group to help apply different learning strategies				
4	Discovering/acting independently	Searching for new and different learning strategies and testing it for your own learning benefits and needs.				
3	Deciding/ selecting	Applying different learning strategies according to your needs and preferred learning styles.				
2	Application, Imitation	Applying different learning methods in the way you are taught or learned from others.				
1	Perception	Recognising different learning strategies and different learning methods.				
Summary of the development on the activity level:						

<sup>49</sup> 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 < Learning to Learn >**

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

Summary of the development on the affective level:

<sup>50</sup> 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,...)

## C Organisational Competences

### C.1 REFERENCE SYSTEM – Evaluating/Reflecting

	COGNITIVE/KNOWLEDGE			ACTIVITY			AFFECTIVE		
	2	3	4	2	3	4	2	3	4
L	Level Titles	Individual description/ explanatory statement	Indicator s	Level Titles	Individual description/ explanatory statement	Indicator s	Level Titles	Individual description/ explanatory statement	Indicator s
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 why 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 <sup>51</sup>	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:						

<sup>51</sup> 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 <sup>52</sup>	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:

<sup>52</sup> 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 <sup>53</sup>	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:

<sup>53</sup> 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,...)

## C.2 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 <sup>54</sup>	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:

<sup>54</sup> 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 <sup>55</sup>	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:

<sup>55</sup> 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 <sup>56</sup>	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:

<sup>56</sup> 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,...)

### C.3 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	Corresponding Level Titles <sup>57</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Intuitive Transfer	Knowing how to assess which PM tools are adequate in a specific situation. Knowing how to apply them in different project situations.				
4	Know when (Implicit understanding)	Knowing how different PM tools can be used in different phases of the life cycle of a project				
3	Know how	Knowing different PM tools. Knowing how to apply them in project situations.				
2	Know why (Distant understanding)	Knowing that PM techniques are needed in order to successfully complete project work.		x		
1	Know-that	Knowing that PM exists as a methodology.				
Summary of the development on the cognitive level:						

<sup>57</sup> 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 < Project Management >**

1	2	3	4	5	6	7
Grade	Corresponding Level Titles <sup>58</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	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,.				
1	Perception	Recognising situations requiring PM techniques.				

Summary of the development on the affective level:

<sup>58</sup> 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 <sup>59</sup>	Level description Explanation	Indicators/ Context	Time 1	Time 2	Documentation (Learning outcomes)
5	Regulating (with) others/appreciation	Being enthusiastic in discussing and sharing information about PM with other colleagues and experts. To feel the need to improve other people's PM competences.				
4	Affective self-regulation	Being curious about different 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	Appreciation Empathy	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 based work.				
1	Self centred	Feeling the need to apply PM methodologies in a specific work situation you are in.				

Summary of the development on the activity level:

<sup>59</sup> 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,...)

#### C.4 REFERENCE SYSTEM – Planning and Resource 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	Profound knowledge on how to transfer planning and resource management methodologies into new situations.	Indicators	Developing/constructing	Adapting and further developing planning and resource management methodologies in the own ((professional) context.		Regulating (with) others	Being enthusiastic in discussing and sharing information about PM with other colleagues and experts. To feel the need to improve other people's PM competences.	
4	Know when (Implicit understanding)	Practical knowledge on different planning and resource management methodologies and in which situations which tool is appropriate.		Discovering/acting independently	Seeking for more specific information on planning and resource management methodologies and enlarging the own portfolio of tools.		Affective self-regulation	Being curious about different approaches and tools and their potential for your work. To feel the need to improve your own PM competences regarding planning and resource management methodologies	
3	Know how	Theoretical know-how on different planning and resource management methodologies. Knowing how to apply them in project situations.		Deciding/selecting	Actively applying specific tools in planning and implementation and resource controlling and optimisation		Appreciation Empathy	Appreciating the value of planning and resource management methodologies and being determined to apply them	
2	Know why (Distant understanding)	Understanding the reasons why appropriate planning leads to success.		Application, Imitation	Occasionally planning jobs and actions when asked by others or instructed		Perspective taking	Generally feeling the need for implementing planning and resource management methodologies in the own context.	
1	Know-that	Knowing that Planning and Resource Management is needed in projects		Perception	Recognising situations where planning is needed without acting.		Self centred	Not relating planning issues to oneself	

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

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

Summary of the development on the cognitive level:

<sup>60</sup> Hints for describing the levels:

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

Level 4: Analysing (Differentiating – Organising – Attributing)

Level 3: Understanding (Explaining – Comparing)

Level 2: Interpreting (Exemplifying – Summarising – Classifying)

Level 1: Remembering (Recognising – Recalling)



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

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

Summary of the development on the affective level:

<sup>61</sup> 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 < Planning and Resource Management >**

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

Summary of the development on the activity level:

<sup>62</sup> 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,...)