**PROMOTE**
Promoting and Validating Key Competences in
Mobility and Traineeships in Europe

# Reference systems

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# Contents

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## 1. PROMOTE reference systems

The inventory of competences for PROMOTE showed that many sub-competences
for the three European key competences that PROMOTE intends to promote, are the
same.

For this reason all reference systems which are the same for identical competences
are put together in this document (not duplicated). Within each reference system it
will be indicated to which of the key competences the actual reference system can be
attributed to.

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# 1 REFERENCE SYSTEM – Communication

Key competence: Social and Civic competences

| L | Level Titles | KNOWLEDGE Individual description/ explanatory statement | Level Titles | ACTIVITY Individual description/ explanatory statement | Level Titles | AFFECTIVE Individual description/ explanatory statement |
|---|---|---|---|---|---|---|
| 5 | Knowing where else (knowledge for transfer) | Vast theoretical knowledge of communication. Understanding unfamiliar communication styles and knowing how to guide other people to react and communicate appropriately in different situations. | Developing, construct-ing, transferring | Being able communicate successfully in an unfamiliar situation. Being able to blend different communication styles and to adapt and transfer them into new contexts. Supporting others to develop their communication competence. | Incorpora tion | Having internalised virtues of good communication and motivating/inspiring others to reflect about communication and to comprehend other persons' communication in order to create a respectful relationship |
| 4 | Knowing when (implicit understand-ing) | Knowing different communication styles and techniques and how to apply this knowledge in practice, e.g. having awareness of speakers context, reading between the lines, recognising hidden messages etc. | Discovering acting independently | Being able to apply and understand different communication styles and codes suitable for context and situation. Actively expanding own communication competence by observing, researching and reflecting. | Self-regula-tion/ determinati on | Being determined to improve and to self-regulate for the sake of the communication and for the respect of others. Staying emotionally balanced in communication and in giving/receiving feedback. |
| 3 | Knowing how | Knowing that different people have different communication styles, dependent on their culture, personal background, etc.. Understanding other ways of communication and expression, e.g. non-verbal communication. | Deciding/ selecting | Being able to communicate in a clear fashion with different groups according to their capabilities of understanding. Choosing the right code to react according to the situation. Being able to give and receive feedback to and from others. | Empathy/ Apprecia-tion | Being motivated to improve own communication competence. Appreciating the virtues of good communication and being open towards other communication styles. |
| 2 | Knowing why (distant understand-ing) | Understanding that the efficiency of communication is dependent on the way to communicate. Knowing why conscious communication is relevant. | Using, imitating | Applying communication codes of peers (e.g. in language and behaviour, using rites), imitating communication styles of others. | Perspective taking | Being curious to improve own communication competence. Being open towards other/new communication styles. |
| 1 | Knowing what | Knowing basic ways of communication in order to understand others and to make oneself understood. | Perceiving | Sending and receiving information without special awareness. | Self-oriented | Talking and listening without feeling the need to reflect on communication. |

## 2   REFERENCE SYSTEM – Intercultural Communication

Key competence: Social and Civic competences

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for transfer) | Knowing own cultural frames of reference and various patterns of cultural differences. Knowing strategies to communicate successfully with people from a variety of other cultures. | Developing, construct-ing, transferring | Being able to put oneself in the shoes of others and being able to apply a variety of intercultural approaches. Developing own approaches to communicate with people from other cultures and supporting others to improve. | Incorpora tion | Having internalised how to overcome culture based obstacles in communication. Being aware that one's own culture may shape one's own reactions and being able to transcend that. Inspiring others to improve their intercultural communication. |
| 4 | Knowing when (implicit understandin g) | Knowing about other cultures and understanding how cultural aspects can influence communication. Knowing pitfalls of culture based misunderstandings and how to avoid them. | Discovering acting indepen-dently | Actively collecting information about communication features of other cultures and enriching one's own communication competence by transferring diverse elements to one's own context. | Self-regula-tion, determinat ion | Respecting and valuing expressions of cultural differences and being determined to overcome communication based obstacles between people from different cultural backgrounds. |
| 3 | Knowing how | Knowing how to anticipate certain cultural backgrounds and differences and how to adapt own communication accordingly. | Deciding/ selecting | Being able to apply basic strategies in intercultural communication, e.g. active listening, mirroring, perceiving non-verbal signs. | Empathy/ apprecia-tion | Being aware that we have cultural values or assumptions that are different from others. Respecting and valuing different communication styles and being motivated to improve own competence. |
| 2 | Knowing why (distant understandin g) | 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. | Using, imitating | Communicating in a conscious way being aware of cultural backgrounds of other people. Reacting to diversity following the example of others. | Perspectiv e taking | Being curios towards cultural diversity and different communication styles Accepting different ways of communication and considering to learn more about it. |
| 1 | Knowing what | Knowing that different cultures have different ways of communicating. | Perceiving | Recognising different styles of communication based on cultural backgrounds. | Self oriented | Considering the benefits of culture sensible communication but feeling no need to become active in this respect. |

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## 3   REFERENCE SYSTEM – Conflict management

Key competence: Social and Civic competences, Sense of Initiative and Entrepreneurship

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for transfer) | To know intuitively how to avoid conflict situation or to help others in looking for a good solution and compromises. Knowledge to apply conflict management competences in different situations | Developing/ construct-ing/ transferring | Elaborating ways for compromise and conflict solving strategies; Taking initiatives and being active with the parties to apply different conflict management techniques. | Incorpora-tion | To be motivated to inspire others to learn and apply conflict management techniques to solve their own situations. To feel the need to improve other people's conflict management competences. |
| 4 | Knowing when (implicit understand-ing) | To have a profound knowledge on which measures can be taken to solve a specific conflict | Discovering/ acting indepen-dently | 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. | Self-regula-tion/ determinatio n | Being motivated to improve one's own conflict management techniques and to adapt them to new situations. |
| 3 | Knowing how | To know theoretically certain processes and techniques of conflict solving | Deciding/ selecting | Making a conscious choice on which conflict management technique seems more pertinent for the given case. | Empathy/ appreciation | Appreciate the strength of one's own conflict management techniques; Feeling important that other members of the group are familiar with conflict management techniques. |
| 2 | Knowing why (distant understand-ing) | To understand the need of knowing different conflict management techniques to solve different situations | Using/ imitating | Act as instructed in a conflict situation. Occasionally use conflict management techniques. | Perspective taking | Valuing conflict management techniques; Generally feeling that conflict management techniques are useful to solve conflict situations. |
| 1 | Knowing what | Knowing that there are techniques to solve conflicts | Perceiving | Recognising ways of behaviour in acting in conflict situations or/and avoiding conflict situations | Self-oriented | Being open to different conflict management techniques; Feeling the need to apply a conflict management technique to certain situations. |

# 4    REFERENCE SYSTEM – Leadership

Key competence: Social and Civic competences, Sense of Initiative and Entrepreneurship

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for transfer) | Being able to assess which types of leadership interventions are adequate in specific situations and help other people in implementing them | Developing/ constructing/ transferring | 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 others. | Incorpora-tion | To find it important that the other members of the group value leadership. To find it important to share your leadership competences. |
| 4 | Knowing when (implicit understand-ing) | Knowing when and how to apply the appropriate leadership techniques in order to solve problems or take opportunities. Knowing how and when your input and style as a group leader will affect the group you are in and its project results. | Discovering/ acting indepen-dently | 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. | Self-regula-tion/ determinatio n | Feeling the need to be a leader. Valuing your interest in leadership and in taking the lead yourself. Feeling the need to improve your own leadership competences. |
| 3 | Knowing how | Knowing different leadership styles, techniques and approaches and knowing 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. | Empathy/ appreciation | Feeling the need to take the lead in a group or in a situation. To find it important that (your) leadership is valued by the other members of the group. |
| 2 | Knowing why (distant understand-ing) | Knowing that different leadership styles exist and knowing that different leadership approaches can affect the work of/in the group. | Using/ imitating | Occasionally applying leadership concepts & actions as offered from theory or copied from a role model. | Perspective taking | Generally feeling the need for a leader and for cooperative structures requiring leadership. |
| 1 | Knowing what | Knowing what leadership is and knowing that it takes a leader to guide a group or a project | Perceiving | Recognising situations where leadership is needed and where someone should take the lead. | Self-oriented | Feeling the need for a leader / leadership in your team or in a situation you are in. |

## 5    REFERENCE SYSTEM - Managing diversity

Key competence: Social and Civic competences

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for transfer) | Knowing how to value, respect and support diversity and heterogeneity in the group = Managing and behaving in the group under conscious consideration of DM. Knowing how to include other group members in your vision. | Developing/ constructing/ transferring | Developing your own strategies for diversity management | Incorpora tion | To live according to a philosophy to manage diversity and heterogeneity in the own life contexts |
| 4 | Knowing when (Implicit understandin g | Knowing when and how to react on situations triggered by cultural/social/religious/.. differences | Discovering/ acting indepen- dently | Looking for different and new DM strategies, trying and applying different strategies | Self- regulation/ determinatio n | To regulate one's own feelings for the sake of the group in order to respect diversity, heterogeneity and the feelings and attitudes of the group members. |
| 3 | Knowing 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 group. Knowing how it can influence the work or performance of a group. | Deciding/ selecting | Deliberately working on DM strategies. Applying basic strategies for diversity management | Empathy/ apprecia-tion | To try to feel like the learner ex. the team mate) feels regarding a specific issue. |
| 2 | Knowing why (Distant understandin g | Knowing why people show different behaviours and basic knowledge of conflict management and/or communication techniques | Using/ Imitating | Occasionally taking differences (cultural/social/religious/...) into account in the way you have learned from other people or from a role model | Perspective taking | Curiosity towards diversity and heterogeneity and a respective management approach. Generally feeling the need for DM while in a group. |
| 1 | Knowing what | Knowing that in a group diverse backgrounds and contexts of group members exist. | Perceiving | Recognising diversity and heterogeneity in your group | Self oriented | Feeling that learners feel different towards a specific issue in the group situation. |

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## 6    REFERENCE SYSTEM – Networking

Key competence: Social and Civic competences, Sense of Initiative and Entrepreneurship, Learning to Learn

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for transfer) | Knowing how to integrate networking into training activities and in the collaboration with colleagues and stakeholders. Knowing how to help other people act successfully in different networking structures. | Developing/ constructing/ transferring | To actively plan and create networking opportunities and networking activities to improve professional knowledge and to establish new ways of collaboration with colleagues and stakeholders. | Incorpora-tion | To find it important that the other people in the sector (colleagues and stakeholders) are open and active as networkers. To feel the need to inspire other people to network and to involve them in own networking activities. |
| 4 | Knowing when (Implicit understanding | Knowing how and when to apply the different networking techniques for the task as an adult educator. Knowing how to act in different networking structures. | Discovering/ acting indepen-dently | Deliberately seeking networking opportunities and for the appropriate networking techniques to exchange with other vet professionals To choose the right networking techniques and to act appropriately. | Self-regulation/ determinatio n | To feel the need to be pro-active in networking. To value your curiosity for networking and its opportunities. To find it important to be creative in this respect. |
| 3 | Knowing how | Knowing different networking 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 apply existing networking techniques in a correct way to exchange knowledge and experiences. | Empathy/ appreciation | To value networking in general. To find it important that networking is valued by the (people in the) sector you are working in. |
| 2 | Knowing why (Distant understandin g | Knowing that through networking one can learn, build useful contacts and spread info to different target groups in your working /teaching environment. | Using/ Imitating | To talk to colleagues and stakeholders, to try to learn from them, to build contacts. | Perspective taking | To feel that networking is important for ones' teaching/training activities. To feel the value of networking. |
| 1 | Knowing what | Knowing the concept of networking | Perceiving | To see and recognise the values and opportunities of networking in adult learning /vet | Self oriented | To find it important to talk to people and try to learn from them. To feel the need to join a network of VET professionals |

## 7 REFERENCE SYSTEM – Teamworking

Key competence: Social and Civic competences, Sense of Initiative and Entrepreneurship, Learning to Learn

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for 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/ transferring | Leading a team in a way that members are able to contribute to the best of their abilities, supporting them to do so. Being able to strategically develop a team. Supporting others in team work and team leadership. | Incorpora-tion | Having internalised the "culture" of constructive team work and to accomplish goals through mutual support. To encourage and inspire others to join a team and to improve their teamwork skills. |
| 4 | Knowing when (implicit understanding) | Having substantial knowledge on how and when to join/form a team. Understanding strength and weaknesses of team members. Knowing the importance of communication and how to coordinate workflows. | Discovering/ acting indepen-dently | Being able to assign and coordinate specific tasks and roles to team members on the basis of their strengths and weaknesses. Monitoring team processes. Trying out new roles for oneself. | Self-regulation/ determination | Feeling the importance 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. Being determined to be a good team worker. |
| 3 | Knowing how | Knowing the basic dynamics and demands of teamwork. Knowing how to engage in a coordinated work flow where the skills, qualities and limits of each member are taken into account in order to work efficiently. | Deciding/ selecting | Actively reaching out to join a team or help create a team. To contribute to the team process according to own strengths and needs for reaching the shared goal. | Empathy/ appreciation | Having a positive attitude towards working together in a team and to appreciate team diversity. Finding it important to have a 'team spirit'. Being motivated to develop own competence to successfully work in a team. |
| 2 | Knowing why (distant understanding) | Knowing that teamwork is a more effective way to achieve results. Knowing it demands from individuals to coordinate their work considering individual competences and abilities. | Using/ Imitating | Contributing to team work when being invited or instructed to. Full-filling assigned tasks in a team. | Perspective taking | Being interested in the potentials of team work and to learn more about it. |
| 1 | Knowing what | Knowing that teamwork is collaborating with others to reach a shared goal. | Perceiving | Recognising situations in which teamwork is feasible to reach goals. | Self oriented | Seeing teamwork as something positive, but without considering developing own team work competence. |

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## 8    REFERENCE SYSTEM – Client orientation

Key competence: Sense of Initiative and Entrepreneurship

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for 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/ transferring | To actively plan and develop your own client oriented strategies. (To go beyond pure actions and develop a larger approach) | Incorpora-tion | To find it important that other colleagues engage for clients and their needs and demands. Interiorisation, transfer to other aspects of life. |
| 4 | Knowing when (implicit understandin g) | To understand what actions are needed to help clients with specific demands (and to solve a number of situations). | Discovering/ acting indepen-dently | To actively research what techniques or choices are adequate in regard to the client background and the specific situation. | Self-regulation/ determinatio n | To regulate one' own feelings in order to support a special client. |
| 3 | Knowing 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. | Empathy/ appreciation | To appreciate client orientation, to find it important to support persons with specific demands |
| 2 | Knowing why (distant understandin g) | To know that there are different ways to deal with clients and that clients have different backgrounds and needs | Using/ Imitating | To adapt the own behaviour towards the client when instructed. | Perspective taking | To be curious and interested in the theme of supporting clients |
| 1 | Knowing what | To understand that certain clients behave differently and that client orientation is a suitable concept to deal with this | Perceiving | To see and recognise different client behaviours without acting | Self oriented | Not relating the theme of client orientation to oneself and the own working life |

## 9    REFERENCE SYSTEM – Flexibility

Key competence: Social and Civic competences, Sense of Initiative and Entrepreneurship, Learning to Learn

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for transfer) | Knowing of adaptation strategies and analyzing the impact of flexibility (strategy level) | Developing/ constructing/ transferring | Creating own strategies and using the range of the own behavioural repertoire | Incorpora-tion | Inspiring and encouraging others to be flexible. |
| 4 | Knowing when (implicit understanding) | Knowing when to adapt the own behaviour in order to cope with a situation (Action level) *Ability to assign a specific behaviour to a specific situation* | Discovering/ acting indepen-dently | Trying out behavioural strategies and methods Analysing situations and acting accordingly Ability to perform adequately in rather unknown situations | Self-regulation/ determinatio n | Refraining from known behavioural patterns for the sake of the situation. Being motivated to adapt and/or to be flexible |
| 3 | Knowing 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 | Empathy/ appreciation | Feeling good to be flexible Wishing to be flexible. |
| 2 | Knowing why (distant understanding) | Knowing that there are benefits and advantages of being flexible | Using/ Imitating | 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 | Knowing what | Knowing that flexibility is expected | Perceiving | Understanding the need of being flexible without acting | Self oriented | No interest in being flexible. |

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## 10    REFERENCE SYSTEM – Self-reliance/ Autonomy

Key competence: Sense of Initiative and Entrepreneurship, Learning to Learn

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for transfer) | Knowing how to transfer and develop new strategies to tackle challenging situations acting independently, pro-actively and autonomously. Intuitively knowing how to evaluate, choose and apply different strategies. | Developing/ constructing/ transferring | Creating own decision-making strategies and self-directed action in various work or personal related contexts; inspiring others to act independently and autonomously, being e.g. a role-model for them; | Incorpora-tion | Having incorporated to act as a fully autonomous person and to live according to the own principles regarding self-reliance and autonomy. Wanting to support others in developing this competence. |
| 4 | Knowing when (implicit understanding) | Knowing strategies and methods to tackle challenging situations using one's own skills and resources, and that there might be limits for taking own decisions/actions. Knowing how to mobilise external resources. | Discovering/ acting indepen-dently | Searching for and organising the most appropriate resources (internal and external) to handle challenging situations in an autonomous and self-directed manner | Self-regulation/ determination | Feeling the need to act in an autonomous and independent way when facing different challenges and being determined to improve own capability to do so. |
| 3 | Knowing how | Knowing which how own skills and resources determine a decision/make an action and how to organize external resources, if needed. | Deciding/ selecting | Being able to analyse the situation and systematically take decisions/make actions using one's own skills and resources, acting independently and self-directed. | Empathy/ appreciation | Finding it important and to value autonomous, independent and self-responsible action; appreciating the rewards of being autonomous (freedom; sense of achievement) and being motivated to improve own competence to do so. |
| 2 | Knowing why (distant understanding) | Knowing what are the benefits of relying on one's own abilities and resources and that one is responsible for his/her own actions/decisions. | Using/ Imitating | Occasionally trying to take decisions/ actions using one's own skills and resources, by watching others, imitating strategies for autonomous / self-directed acting. | Perspective taking | Being interested to learn how to act independently using one's own skills and resources. |
| 1 | Knowing what | Knowing what is the scope of one's own capabilities, judgment, and resources and that one's own decision may affect others. | Perceiving | Recognising that one can take actions/decision using one's own skills and resources. | Self oriented | Feeling that autonomous decision making and acting can challenge oneself as it requires responsibility. |

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## 11 REFERENCE SYSTEM – Problem Solving

Key competence: Social and Civic competences, Sense of Initiative and Entrepreneurship, Learning to Learn

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for transfer) | Having a large portfolio of problem solving strategies that can be applied in new contexts | Developing/ constructing/ transferring | Planning new strategies to solve problems, invent/plan new strategies/approaches to solve problems | Incorpora-tion | Being enthusiastic about solving problems and encouraging other people and co-operate with them to solve certain problems. |
| 4 | Knowing 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 indepen-dently | Discovering and applying complex solutions in different contexts (leisure, internship, at home). | Self-regulation/ determinatio n | Restraining from personal wishes to tackle the task. Openness to find new solutions and to take them on board. |
| 3 | Knowing 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 | Empathy/ appreciation | Being motivated to solve the problem and to deal with the task. |
| 2 | Knowing why (distant understandin g) | Knowing the reason for the task or the background of the problem. | Using/ Imitating | Being instructed to take specific actions to tackle with the problem/task | Perspective taking | Curiosity in finding solutions to the problem.. |
| 1 | Knowing what | Knowing that there is a specific task and it is necessary to solve it in order to reach my goal. | Perceiving | Understanding the problem without taking action. | Self oriented | Not interested in solving a problem or in thinking and applying possible solutions to it. |

## 12    REFERENCE SYSTEM – Critical Thinking

Key competence: Social and Civic competences, Learning to Learn

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for transfer) | Intuitively thinking critically in known and unknown situations. Knowing in which situations a too critical thinking is contra-productive (the devil's advocate cases). | Developing/ constructing/ transferring | Developing own strategies to explore an unknown issue, or perspective. Influencing others in a positive way to think critically and to develop their critical thinking skills. Being able to help others to think critically. | Incorpora-tion | Having internalised to look critically and from different perspectives on each situation. Finding it important that everybody cultivates his/her critical thinking competences. |
| 4 | Knowing when (implicit understanding) | Knowing in which situations it is crucial to have a critical view on an issue, and what would be the most appropriate critical perspective. Knowing how to process information in regard to contradictions to come to an own conclusion. | Discovering/ acting indepen-dently | Choosing certain strategies from the given critical thinking portfolio in order to get a full picture of an issue. Evaluating contradictory arguments and deriving own conclusions. | Self-regulation/ determinatio n | To avoid the "easiest" and shallowest way and to find it important to constantly learn more on critical thinking strategies. Being determined to apply critical thinking to reach individual and constructive conclusions. |
| 3 | Knowing how | Knowing how to look at an issue from different angles. Knowing different critical thinking methods. | Deciding/ selecting | Applying different known approaches to look on an issue from different perspectives. | Empathy/ appreciation | Having a positive attitude towards critical thinking. Being motivated to develop own competence to think critically. |
| 2 | Knowing why (distant understanding) | Knowing why it is important to have a multifaceted view on an issue. | Using/ Imitating | Developing sometimes different views on an issue when being instructed or forced to. | Perspective taking | Openness to look at an issue from different perspectives but without valuing it. |
| 1 | Knowing what | Knowing that there may be different opinions on the same issue. | Perceiving | Just perceiving that critical thinking exists. Accepting an issue without reflecting about it. | Self oriented | Not being interested in thinking critically in general, nor on particular issues. |

## 13 REFERENCE SYSTEM – Project Management

Key competence: Sense of Initiative and Entrepreneurship

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for transfer) | Knowing how to assess which PM tools are adequate in an unknown situation. Knowing how to plan new ventures with a strategic project management approach | Developing/ constructing/ transferring | Strategically adapting and further developing PM tools for new contexts | Incorpora-tion | Being an enthusiastic project manager, discussing and sharing information about PM with other colleagues and experts. To feel the need to improve other people's PM competences. |
| 4 | Knowing when (implicit understanding) | Knowing how different PM tools can be used in different phases of the life cycle of a project. Knowing how to apply them in project situations. | Discovering/ acting indepen-dently | *Adapting certain project management tools to the specific context.*<br><br>*Seeking for more specific information and applying other PM tools .* | Self-regulation/ determination | To feel the need to improve the own PM competences and to integrate and to refrain from other activities for this purpose |
| 3 | Knowing how | Knowing different PM tools and instruments. | Deciding/ selecting | Actively applying specific tools for PM in project planning and implementation | Empathy/ appreciation | Appreciating the value of PM tools for EU projects and being determined to apply them |
| 2 | Knowing why (distant understanding) | Knowing that PM techniques are needed in order to successfully complete project work. | Using/ Imitating | Occasionally applying a few PM tools - offered by others - in parts the own project work. | Perspective taking | Being curious about different PM approaches and tools and their potential for the own work. |
| 1 | Knowing what | Knowing that PM exists as a methodology. | Perceiving | Recognising situations in which certain PM techniques and tools are used.. | Self oriented | Feeling the impulse to learn more on PM methodologies in a specific work situation. |

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## 14  REFERENCE SYSTEM – Planning and Resource Management

Key competence: Sense of Initiative and Entrepreneurship

| | | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|---|
| L | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for transfer) | Profound knowledge on how to transfer planning and resource management methodologies into new situations. | Developing/ constructing/ transferring | Adapting and further developing planning and resource management methodologies in the own (professional) context. | Incorpora-tion | 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 | Knowing when (implicit understanding) | Practical knowledge on different planning and resource management methodologies and in which situations which tool is appropriate. | Discovering/ acting indepen-dently | Seeking for more specific information on planning and resource management methodologies and enlarging the own portfolio of tools. | Self-regulation/ determination | 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 | Knowing 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 | Empathy/ appreciation | Appreciating the value of planning and resource management methodologies and being determined to apply them |
| 2 | Knowing why (distant understanding) | Understanding the reasons why appropriate planning leads to success. | Using/ Imitating | 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 | Knowing what | Knowing that Planning and Resource Management is needed in projects | Perceiving | Recognising situations where planning is needed without acting. | Self oriented | Not relating planning issues to oneself |

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## 15    REFERENCE SYSTEM - Creativity

Key competence: Learning to Learn

| L | KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for transfer) | Knowing intuitively where and how creative thinking techniques can help solve a situation or problem. Knowing how to guide other people through the creative process. | Developing, construct-ing, transferring | Being able to extend the catalogue of known creative strategies, developing own techniques to analyse things in different ways and coming up with new approaches to problems. | Incorpora tion | Inspiring and motivating others to express and develop their own creativity, suggesting a variety of approaches according to different situations and challenges |
| 4 | Knowing when (implicit understand-ing) | Knowing how to apply different creative thinking techniques in concrete situations. Knowing strategies to overcome attitudes and situations that can hamper creativity. | Discovering acting indepen-dently | Being able to play an active role in a creative process, such as brainstorming session, taking inspiration from others and finding new solutions and ideas by identifying unique connections between different ideas. | Self-regula-tion/ determinat ion | Identifying attitudes such as flexibility and divergent thinking that can boost own creativity and feeling the need to work on these supportive skills. |
| 3 | Knowing how | Knowing theoretically different creative thinking techniques (e.g. lateral thinking, visual explorations, metaphors, analogies, drawing, etc.), knowing in which situations creative thinking is crucial. | Deciding/ selecting | Choosing autonomously  different creative techniques according to the situation and showing the capacity to look at problems from different perspectives and figuring out alternative scenarios | Empathy/ Apprecia-tion | Feeling the need of perceiving things in different ways and being determined to exercise creativity in different contexts. |
| 2 | Knowing why (distant understand-ing) | Knowing about the role and benefits of creativity in daily activities. Knowing why creative thinking is important in the process of solving problems and generating new ideas. | Using, imitating | Applying some creative thinking techniques when being instructed to, being able to play an active role in brainstorming sessions. | Perspectiv e taking | Being interested in expressing own creativity in problem solving situations without knowing how to do it. |
| 1 | Knowing what | Knowing what it means to be creative. Knowing that creativity is not only an inborn ability expressed by a few talented people in painting, music, drama, etc , but a skill that can be learnt and wielded by everyone. | Perceiving | Recognising the usefulness of applying creative thinking in many daily activities | Self-oriented | Feeling that creativity can be useful when you want to find innovative solutions or cope with unknown problems. |

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## 16    REFERENCE SYSTEM – Evaluating/Reflecting

Key competence: Learning to Learn

| L | COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|---|
| | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| 5 | Knowing where else (knowledge for 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/ transferring | Developing your own evaluation strategies and an on-going participatory culture of evaluation within the organisation that promotes (self-)evaluation, and adaptation of plans to achieve the envisaged goals. | Incorpora-tion | Inspire others to value evaluation, reflection and individual and organisational learning. Feeling the need to improve all team members' evaluation competences. |
| 4 | Knowing 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 indepen-dently | Searching for evaluation techniques and independently applying the (self-)evaluation with appropriate techniques and methods, within the given purpose of the evaluation. | Self-regulation/ determinatio n | Being motivated to improve reflection and evaluation competences with respect to individual and organisational learning. |
| 3 | Knowing 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 | Knowing 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. | Using/ Imitating | Occasionally evaluating 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 | Knowing what | Knowing that evaluation is an important process to improve effectiveness and organisational learning. | Perceiving | Recognising evaluation and reflection processes. | Self oriented | Feeling the importance of reflection on and assessment of organisational processes and performance of a work situation / project you are in. |

## 17 REFERENCE SYSTEM – Learning to learn

Key competence: Learning to Learn

| COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|
| Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| Knowing where else (knowledge for transfer) | Intuitively knowing how and when to apply strengths of one's own learning styles and personality types, set goals, manage time and acquire necessary information resources as well as reflect upon the new knowledge and experience. Knowing how to interact with others, learn in group and guide other people to use their personal strengths and resources to achieve and reflect upon their learning. | Developing/ constructing/transferring | Developing one's own learning strategies in a variety of contexts and interacting with others in order to reach learning challenges. Acquiring, processing and mastering new knowledge and skills as well as assisting others when solving learning related problems. | Incorporation | Appreciating and valuing the strengths of one's own learning strategies a variety of contexts and interaction with others in order to reach learning challenges and learn in a group. Respect and appreciate diverse learning strategies of others being motivated to inspire others to reflect on their own learning patterns and pursue learning goals. |
| Knowing when (implicit understanding) | Having profound knowledge of different learning styles, personality types and understanding how to use one's strengths in learning. Knowing how to react properly in situations when a learning challenge is set. *Practical knowledge on one's learning styles, personality types, time-management, finding necessary learning and support resources and reflection of learning results.* | Discovering/ acting independently | Searching for new learning strategies, maximizing available resources and effectively reaching learning goals. Ability to reflect upon one's learning and enrich it with new patterns and methods in a variety of contexts and being able to regulate their own learning. | Self-regulation/ determination | Being determined to reflect and improve one's own learning strategies and being flexible to enrich it with new patterns and methods in a variety of contexts. |
| Knowing how | Knowing one's own learning style and other strengths, understanding how to manage one's time, find resources, autonomously achieve learning goals and reflect upon them. *Theoretical knowledge on learning styles and personality types, time-management and goal-setting. Knowing where and how to plan and implement a learning project/process.* | Deciding/ selecting | Applying one's own learning style and other strengths, managing time, finding resources, autonomously achieving learning goals and reflecting upon them. Being able to apply basic strategies for learning success. | Empathy/ appreciation | Appreciating the strengths of one's own learning styles and other strengths, managing time, finding resources, autonomously achieving learning goals. |
| Knowing why (distant understanding) | Knowing that using the strengths of one's learning style, ability to autonomously organize and reflect one's learning determines success in learning. | Using/ Imitating | Using one's learning style, autonomously organizing and reflecting of one's learning to achieve learning results. | Perspective taking | Being flexible and open towards using one's own learning style, strategies and personality types and generally valuing the advantages of achieving learning results. |
| Knowing what | Knowing that people need to use their personal strengths and capacities to to achieve learning results. | Perceiving | Recognising that using personal strengths and capacities affects achievement of learning results. | Self oriented | Being neutrally open to different learning strategies. Single case need to adapt his/her behaviour to the requirements of the learning situation. |

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## 18    REFERENCE SYSTEM - Planning and organising one's learning competence

Key competence: Learning to Learn

| COGNITIVE/KNOWLEDGE | | ACTIVITY | | AFFECTIVE | |
|---|---|---|---|---|---|
| Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement | Level Titles | Individual description/ explanatory statement |
| Knowing where else (knowledge for transfer) | Intuitively knowing how and when to apply strengths of one's own learning styles, set goals, manage available time resources and acquire necessary information resources. Knowing how to interact with others, learn in group and guide other people to plan their time and resources and use their learning styles. | Developing / constructing/transferring | Developing your own learning strategies. Being able to learn in group and support other people in planning their time, finding learning resources and using their learning styles. | Incorpora-tion | Appreciating and valuing the strengths of one's own learning style, time management and goal setting skills. Being motivated to inspire others to respect and appreciate diverse learning styles and strategies, set and pursue learning goals and find different learning resources. |
| Knowing when (implicit understanding) | Having profound knowledge of different learning styles and understanding how to use one's strengths in learning. Knowing how to react properly in situations when a learning challenge is set. *Practical knowledge on one's learning styles, time-management, priority setting and finding necessary learning and support resources.* | Discovering/ acting indepen-dently | Searching for new learning strategies, maximizing available time resources and effectively reaching learning goals. Ability to enrich the own learning strategy with new patterns and methods. | Self-regulation/ determination | Being determined to improve one's own learning strategies and being flexible to adapt to possible new/modified time requirements and learning goals. |
| Knowing how | Knowing one's own learning style and understanding how to manages one's time, set goals, find resources and prioritize one's activities. *Theoretical knowledge on learning styles, time-management and goal-setting. Knowing where and how to search for necessary resources or acquire assistance.* | Deciding/ selecting | Applying the strengths of one's own learning style, planning time available, setting goals and priorities as well as acquiring the necessary resources. Being able to apply basic strategies in time management. | Empathy/ appreciation | Appreciating the strengths of one's own learning styles, one's own time-management, goal-setting and resource finding strategies. |
| Knowing why (distant understanding) | Knowing that using time management, goal setting skills and having necessary human and information resources determines success in learning. | Using/ Imitating | Adopting time management, goal setting skills and finding necessary human and information resources as you learned from others in order to achieve learning results. | Perspective taking | Being flexible and open towards setting goals, managing time and finding learning resources and generally valuing the advantages of achieving learning results. |
| Knowing what | Knowing that people need to set goals and find resources to achieve learning results. | Perceiving | Recognising that setting goals, planning one's time and finding resources affects the learning results. | Self oriented | Being neutrally open to different types of learning. Single case need to adapt his/her goals and time resources according to the requirements of the learning situation. |

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