

PROMOTE

Promoting and Validating Key Competences in
Mobility and Traineeships in Europe



Competence description



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1. Sense of initiative and entrepreneurship

1.1 Self-reliance/ Autonomy

This competence refers to the level of independence achieved through a high level of self-determination, well-developed abilities for self-regulation and self-direction, awareness regarding the own strengths and resources and inspiration to use them autonomously. The autonomous person appreciates the benefits and the challenges of the freedom he/she has and enjoys this independence. This competence also relates to the ability to recognise the situations, which allow a certain level of autonomy and to be motivated to use these opportunities to show self-reliance and independence.

1.2 Networking

The learner is competent in interacting with others involved in professional practice, is able to establish relationships and to build up a network of relevant contacts in his professional setting. In collaborating with colleagues and stakeholders, the professional has the ability to exchange knowledge and experience as well as to establish new contacts in a target oriented way. The professional is aware of his/her role in different context and knows feasible approaches to establish new contacts, taking into consideration the working contexts and roles of other stakeholders. He has internalised his/her own goals and recognises opportunities to promote these towards others.

1.3 Leadership

The learner is competent in guiding and influencing colleagues and/or team members to help them achieve certain goals. He/she can demonstrate decision making skills and is capable to transfer these decisions into an active team. This involves e.g. being a good communicator, creating trust and relationships in the project team, identifying specific skills of team members and delegating tasks accordingly, facilitating team work, fostering collaboration, being open to new and different ideas.

1.4 Problem Solving

Problem solving is comprised of actions, attitudes and knowledge, which are goal-directed in complex situations with no easy routine solutions. Even if the final aim is clearly defined (but sometimes it is not), the problem solver might not be aware of all steps towards its achievement. The problems might vary in complexity, context and might require different resources or tools. Therefore, the process requires the knowledge of several problem solving



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techniques (or the skills to invent new ones) and the ability to apply them accordingly in the appropriate situation. The process of problem solving is comprised of complex actions like planning and reasoning and in order to be completed successfully the problem solver needs to be motivated, curious and eager.

1.5 Project Management

The learner is competent in executing projects in an efficient and successful way by structuring necessary project activities and applying a constant plan-do-check approach until the end of the project. Professionals know about project management theory and how to execute project activities and monitor their level of success and quality. They are able to act accordingly and adapt and develop strategies work in project teams or even lead them. They are aware of the advantages and disadvantages of turning a task or a venture into a project and to apply project management approaches respectively.

1.6 Planning and Resource Management

The learner is competent in planning activities and resources related to their own projects or the projects that they are associated to. Professionals know about project planning theory, how to set up the project structure, activity planning, timing and connect this to available and required resources. They are able to act accordingly and adapt and develop strategies to set up plans in different projects contexts. They are aware of the advantages and disadvantages and have a positive but also critical attitude towards applying planning methodology in different professional and private life contexts.

1.7 Client orientation

The learner is competent in interacting with clients, taking into account their specific needs. Professionals know how to identify different client profiles, backgrounds, desires and necessities. They are able to react accordingly, adapt and develop strategies to support clients. Professionals are aware of the benefits of focusing on the clients' needs and requests and are determined to reach the clients' satisfaction.

1.8 Conflict management

The learner is competent in solving conflict situations through the application of specific techniques. Professionals are able to identify the roots of the conflict and develop a proper strategy to solve it, are familiar with the concepts of accommodation, mediation, facilitation



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and compromising and are able to apply the right technique to the specific situation. Professionals take into consideration rights, needs and feelings of all parties involved to reach a solution to the conflict. They are aware of the positive potential of conflict management techniques and find ways to promote them in the group/to others.

1.9 Teamworking

The learner is competent in interacting with others involved in professional practice appropriately. In the collaboration the professional respects specific backgrounds, competences and skills of team/group members and has the ability to act as a team-player. This involves communication skills like assertiveness, clarity and active listening, awareness of diversity in teams and potentials of teamwork. He/she has an attitude of appreciation for teamwork as efficient way of collaborating and source of creativity and is determined to contribute to the success of the entire team. He/she is aware of the roles and capabilities in the team and acts accordingly.

1.10 Flexibility

Flexibility is a competence that describes the ability to adapt to changing situations and demands in order to cope with variable circumstances. This involves knowledge of the fluidity of facts and the moving nature of life itself, about different contexts and environments as well as of own capabilities and a repertoire of behavioural strategies. Being open minded and trustful in own strengths are attitudes that support the adaptability to changing situations and reduce stress that results from change.





2. Social and civic competences

2.1 Communication

The learner is competent in communicating with others involved in professional practice, is able to establish a relation of trust and shows integrity through his/her way to communicate. In the communication with adult learners and with colleagues the professional is aware of different communication styles and techniques and that different situations and setting require different styles and techniques of communication. Communication is used by the educator as a means for interaction with learners and colleagues and through appropriate communication the professional can identify problems, can discuss them and find solutions in improving the learning process.

2.2 Intercultural communication

The learner is competent in interacting with others involved in professional practice with different cultural backgrounds, is able to establish a relation of trust and respect. Competence in communicating with other learners, colleagues and stakeholders.

2.3 Managing diversity

The learner is competent in dealing with the heterogeneity and diversity in the historical, social, economic, religious background, learning needs, motivations, prior experience and knowledge, learning history, (learning) abilities, learning styles, age and gender of the learners and to understand their stages of development. This includes understanding of the value of diversity, respect for differences and the ability to incorporate or obviate any differences in the learning process. The professional shows empathy, is reliable, authentic and is loyal to the learners. Furthermore, the professional has the ability to analyse behaviour of learners and the group, the ability to identify possible problems and conflicts and to act strategically to prevent and/or manage possible conflicts and anger towards individual learners, the group and the professional him/herself. The learner is responsible for creating a safe learning environment which is based on mutual respect and cooperation in which the learners can develop into, or as, fully autonomous lifelong learners.

2.4 Teamworking

The learner is competent in interacting with others involved in professional practice appropriately. In the collaboration the professional respects specific backgrounds,



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competences and skills of team/group members and has the ability to act as a team-player. This involves communication skills like assertiveness, clarity and active listening, awareness of diversity in teams and potentials of teamwork. He/she has an attitude of appreciation for teamwork as efficient way of collaborating and source of creativity and is determined to contribute to the success of the entire team. He/she is aware of the roles and capabilities in the team and acts accordingly.

2.5 Critical thinking

The competence to examine issues or ideas and to reason in a variety of fields with differing assumptions, perspectives, contents and methods. It is the ability to go beyond the memorization, information recall and facts description, to analyse, evaluate, interpret, or synthesize information or experience in order to form or criticize an idea or argument and don't simply accept all the given information without questioning.

2.6 Leadership

The learner is competent in guiding and influencing colleagues and/or team members to help them achieve certain goals. He/she can demonstrate decision making skills and is capable to transfer these decisions into an active team. This involves e.g. being a good communicator, creating trust and relationships in the project team, identifying specific skills of team members and delegating tasks accordingly, facilitating team work, fostering collaboration, being open to new and different ideas.

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2.8 Networking

The learner is competent in interacting with others involved in professional practice, is able to establish relationships and to build up a network of relevant contacts in his professional setting. In collaborating with colleagues and stakeholders, the professional has the ability to



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exchange knowledge and experience as well as to establish new contacts in a target oriented way. The professional is aware of his/her role in different context and knows feasible approaches to establish new contacts, taking into consideration the working contexts and roles of other stakeholders. He has internalised his/her own goals and recognises opportunities to promote these towards others.

2.9 Conflict Management

The learner is competent in solving conflict situations through the application of specific techniques. Professionals are able to identify the roots of the conflict and develop a proper strategy to solve it, are familiar with the concepts of accommodation, mediation, facilitation and compromising and are able to apply the right technique to the specific situation. Professionals take into consideration rights, needs and feelings of all parties involved to reach a solution to the conflict. They are aware of the positive potential of conflict management techniques and find ways to promote them in the group/to others.

2.10 Problem solving

Problem solving is comprised of actions, attitudes and knowledge, which are goal-directed in complex situations with no easy routine solutions. Even if the final aim is clearly defined (but sometimes it is not), the problem solver might not be aware of all steps towards its achievement. The problems might vary in complexity, context and might require different resources or tools. Therefore, the process requires the knowledge of several problem solving techniques (or the skills to invent new ones) and the ability to apply them accordingly in the appropriate situation. The process of problem solving is comprised of complex actions like planning and reasoning and in order to be completed successfully the problem solver needs to be motivated, curious and eager.





3. Learning to learn

3.1 Learning to Learn

A learner is competent in acquiring, processing and mastering new knowledge and skills as well as developing one's own learning strategies in a variety of contexts, knowing how and when to apply strengths of one's own learning styles and personality types, setting goals, managing time and acquiring necessary information resources, reflecting upon the new knowledge and experience as well as interacting with others in order to reach learning challenges.

3.2 Evaluating/Reflecting

The learner is competent in reflecting and (self) evaluating strategies as an interactive learning process on the job. He is able to identify the appropriate evaluation methodologies to apply, according to the objectives and type of activities of the organization, and he can plan the different phases of the process (information gathering, processing, analysis, reporting) within an appropriate timing for the work plan of the organisation.

3.3 Critical Thinking

The competence to examine issues or ideas and to reason in a variety of fields with differing assumptions, perspectives, contents and methods. It is the ability to go beyond the memorization, information recall and facts description, to analyse, evaluate, interpret, or synthesize information or experience in order to form or criticize an idea or argument and don't simply accept all the given information without questioning.

3.4 Planning and organizing one's learning competence

The learner intuitively knows how and when to apply strengths of one's own learning styles, set goals, manage available time resources and acquire necessary information resources as well as develop his/her own learning strategies. Being motivated to inspire others to respect and appreciate diverse learning styles and strategies, set and pursue learning goals and find different learning resources.

3.5 Creativity

The learner is able to approach new situations and challenges with open mind and flexibility. He is competent in actively joining creative processes (such as brainstorming) and apply different creative thinking techniques (e.g. lateral thinking, visual explorations, metaphors,



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analogies, drawing, etc.) to generate new solutions and approaches. He has a strong ability in identifying unique connections between different ideas.

3.6 Self-reliance/ Autonomy

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