



Inventory of competences Youth Work

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Competence description – Communication

Communication goes beyond the messages we send – it also includes how we receive messages. The learner is competent in communicating with others in a target oriented way, is able to establish a relation of trust and shows integrity through his/her way to communicate. The learner is aware of different communication styles and techniques and that different situations and settings require different styles and techniques of communication. Communication is used as a means for interaction with other people. Through appropriate communication he/she can identify problems, can discuss them and find and implement solutions.

Knowledge: The learner...

- knows about different communication styles;
- knows how to listen and interpret messages and how to read between the lines;
- knows how to react to hidden messages;
- is aware that different people/cultures/contexts have different communication styles;
- becomes familiar with other ways of communication and expression, e.g. non-verbal communication;
- understands that the efficiency of communication is dependent on the way one uses different communication media;
- knows basic ways of communication in order to comprehend others and to make oneself understood.

Skills: The learner...

- is able to deal with the own repertoire of communication in an unknown situation;
- is able to adapt to other communication codes;
- is able to listen, interpret and apply the communication codes of other people/cultures/ communities;
- is able to reflect on unconscious codes and consciously apply or neglect them;
- is able to choose the right code and react accordingly to a given situation;
- is able to distance oneself from group attitudes and reflect on their behaviour;
- is able to apply group communication codes (e.g. in language and behaviour, using rites);
- is able to send and receive information successfully;
- is able to cooperate with others, generously sharing their assistance with no immediate expectation of reciprocity.

Attitudes: The learner...

- is prone to influencing others to reflect on own communication behaviour by valuing other persons' communication;
- keeps a balanced emotional behaviour during communication;
- self-regulates for the sake of the communication and for the respect of others (e.g. to avoid certain words, arguments);
- appreciates the virtues of good communication;
- is open to other communication styles;
- relates the way of communicating with another person to their mood and background;
- is probing on improvement of communication;
- is open to other people's communication styles;
- talks and listens while reflecting on communication;
- respects others and their different communication styles.

Key competences: Social and civic competences, cultural awareness and expression

Reference system – Communication

| Indicators | KNOWLEDGE | | SKILLS | | ATTITUDES | |
|---|--|---|--|--|-----------------------------------|--|
| | Level title | Level description | Level title | Level description | Level title | Level description |
| <ul style="list-style-type: none"> - Strategically planning communication structures and behavior to influence work situations in a positive way. - Implements new communication structures in an organization. - Encourages and helps others to improve their communication. | Knowing where else (knowledge for transfer) | Being an expert user of communication. Know how to transfer one's own knowledge to other sectors and users according to their communication needs and knowledge levels. | Developing/ constructing/ transferring | Actively planning and developing communication structures for work situations. Introducing different forms of communication to other people and guiding them in how to use them. | Internalisation/ Incorporation | Feeling it important to engage others to use proper communication styles. Expressing readiness to share communication expertise with others. |
| <ul style="list-style-type: none"> - Adapt own communication style in unfamiliar situations with strangers from different backgrounds. - In case of miscommunication, misunderstanding or conflicts consciously distance oneself from group attitudes and reflect on their behaviour. | Knowing when (implicit understanding) | Knowing all main forms of communication 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 communication tools and techniques. Trying to learn about communication techniques. Actively looking for and select communication tools and using them when it is appropriate. | Self-regulation, determination | Valuing knowledge and expertise in communication. Feeling the need to know more about it and to gain expertise. Being open minded to get to know new forms of communication. |
| <ul style="list-style-type: none"> - Ensures that regular consistent communication takes place within area of responsibility. - Gives and receives constructive feedback. - Listen and interprets messages by reading between the lines. - Reacts appropriately to hidden messages. - Chooses appropriate communication media (f2f, meeting, phone, email, instant messaging) for specific situations. | Knowing how | Knowing different styles of communication and know how to use them (incl. virtual communication). | Deciding/ selecting | Deliberately seeking for communication solutions for cooperation. Actively applying existing communication techniques and/or systems in work environment or offered by others. | Motivation/ appreciation | Feeling the need to introduce communication in work and personal/social environments. Finding it important that the team is open for developing and implementing communication systems as well. |
| <ul style="list-style-type: none"> - Adapts to the communication style of work environment by imitating those of others in the group. - Style of communication (choice of words, tone of voice, gestures,...) in the work environment does not stand out in a negative way. - Sends and receives information successfully | Knowing why (distant understanding) | Knowing the advantages (and pitfalls) of communication. Being familiar with different communication styles. Being familiar with the common forms of virtual communication such as e-mail, online conferencing ... and know why they are used. | Using/ imitating | Applying communication codes of peers (e.g. in language and behaviour, using rites), imitating communication styles of others. | Perspective taking | Generally feeling the need for appropriate communication in work and social life. Becoming curious about it. |

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|---|--------------|---|------------|--|------------------|---|
| <ul style="list-style-type: none">- Knows that listening is essential to understanding.- Does not reflect on own or others communication style | 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-orientation | Talking and listening without feeling the need to reflect on communication. |
|---|--------------|---|------------|--|------------------|---|

Competence description – Dealing with diversity

The learner understands diversity based on historical, economic, social, religious backgrounds, needs, motivations, prior experience and knowledge, abilities, age, sexual orientation, gender, perspectives, points of views etc. He/she is able to identify and overcome projections and fears based on stereotypes and preconceived impressions.

Not only is the learner able to identify and understand diversity but also to see the advantages of being surrounded by these personal nuances and to implement them in their team. The learner is self-aware and sees others' points of view valuing these inputs and incorporating them in their learner work.

The ability to deal with diversity and being able to communicate and behave differently depending on the characteristics of the individuals and groups they are in contact with does not only take a lead role for learners when they are among peers but also in situations where there is contact with beneficiaries, as the learner is very likely to find a wide range of backgrounds among them. Dealing with diversity has, thus, an impact on the result of the work done when it is applied towards other learners, the staff of the organisation or the beneficiaries but also improves the atmosphere and connections built among all involved stakeholders.

Knowledge: The learner...

- knows that many aspects of the members of one group might be invisible at first sight;
- understands that individuals' identities are shaped by aspects such as background, context, culture, mental health, disabilities or physical attributes;
- knows that there are situations when diversity might inflict damage, cause a conflict or exclusion if the involved parts are not aware of each other's nuances;
- has knowledge on conflict resolution methods;
- knows that diversity can bring a vast new set of points of view and that these can benefit the results of a specific or general task;
- knows of methodologies to involve/respond to people with different needs.

Skills: The learner...

- is open-minded and able to listen actively;
- is able to recognise differences in the members of a group;
- is able to communicate adequately with other's understanding these traits;
- is able to adapt its communication to the interlocutor (individual or group);
- is conscious and able to reflect over preconceived assumptions and prejudices;
- is able to recognise tensions, problems and possible conflicts in a diverse group, prevent them and find solutions;
- is able to include all constituents of a diverse group and to make them feel included;
- is able to manage "diversity" as a possible potentiality and try to deal with "diversity" in order to use it in a generative way.

Attitudes: The learner...

- values and celebrates diversity and differences;
- is empathetic and curious to learn more about others;

- has tolerance for ambiguity, understands that in some situations there are no right answers and they depend on perspectives;
- is sensitive towards communication nuances in other cultures;
- respects others and their differences;
- wants to avoid conflicts, exclusion, hurting feelings and misunderstandings that may evolve from differences between the people involved and if it is not possible will search for solutions to these situations.

Key competences: Multilingual competences (optional); personal, social and learning to learn competence; citizenship competence; cultural awareness and intercultural and expression competence.

Reference system – Dealing with diversity

| | KNOWLEDGE | | SKILLS | | ATTITUDES | |
|---|---|--|--|---|--------------------------------|--|
| Indicators | Level title | Level description | Level title | Level description | Level title | Level description |
| <ul style="list-style-type: none"> - Develops own strategies and approaches to mediate between different approaches and views in any given group context. - Helps others become more aware of diversity (e.g. explains different perspectives) and how to deal with it. | Knowing where else (knowledge for transfer) | Knowing that diversity and heterogeneity have a transversal component. They concern every aspect of life. Acting accordingly in terms of management and behaviour in any group under conscious consideration of these two factors. Also, the learner is able explain to others the values and benefits of diversity. | Developing/ constructing/ transferring | Developing own strategies for managing diversity for different purposes and situations based on own experiences and acquired knowledge. Sharing and teaching others about these strategies to help them implement those techniques to deal with diversity. | Internalisation/ incorporation | Having internalised the philosophy of respect, valuing diversity and heterogeneity in different context and groups and to motivate others to share this perspective and learn to positively deal with diversity. To value diversity management in similar or different contexts. |
| <ul style="list-style-type: none"> - Adapts his/her way of communicating to the context and the characteristics of others. - Is able to do so in unfamiliar situations and groups. - Observes and notices good and bad practices from others regarding dealing with diversity. | Knowing when (implicit understanding) | Knowing when personal differences should be taken into consideration and actively managed to enrich the work and when they should be left aside to not hinder the group dynamics. | Discovering/ acting independently | Noticing when other group members deal with diversity, (in positive or negative way) evaluating and learning from it. Looking independently for new diversity management strategies, learning from and applying them. | Self-regulation, determination | Identifying attitudes such as cultural awareness and intercultural and expression and active can boost own diversity management skills and feeling the need to work on these supportive skills. Willingness to learn from lived situations and adapt successfully. |
| <ul style="list-style-type: none"> - Works effectively in a multicultural environment. - Intercedes if a conflict raises, takes perspective to understand everyone's motives. - Identifies and mediates between various diversity aspects in a group. | Knowing how | Knowing how to react in situations triggered by backgrounds, beliefs or physical attributes differences and knowing how to prevent, deal or solve them. Knowing how to implement different approaches to diversity in daily or exceptional situations. | Deciding/ selecting | Identifying situations that explicitly address diversity. Choosing different diversity management techniques autonomously according to the situation and showing the capacity to look at problems from different perspectives and figuring out diversity aspects in those situations. | Motivation/ appreciation | Respecting, valuing and celebrating diversity, sharing these feelings with others. Showing motivation to improve own ways of acting in a diverse group wishing that everyone did the same. |
| <ul style="list-style-type: none"> - Has an open attitude towards misunderstandings and differences. - Tries to understand others behaviours – including their personal motives and attributes. | Knowing why (distant understanding) | Understanding why people are different in terms attributes or behaviours, why it is important to understand these differences in some contexts, why it is needed to act accordingly, and how they can be beneficial or detrimental. | Using/ Imitating | Being able to implement known diversity management techniques by imitating those used by others. | Perspective taking | Showing curiosity towards diversity and heterogeneity and a respective management approach. Willingness to improve oneself and considering learning more about it. |

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| <ul style="list-style-type: none"> - Is interested in the things that make other people different to him/her. - Is curious towards others in a healthy and respectful way. | Knowing what | Knowing that in a group of people there are always more or less visible or conflicting attributes or behaviours and all of them deserve respect. | Perceiving | Being able to recognise diversity and heterogeneity in a group. | Self-oriented | Valuing what diversity brings to a group and how its management affects group dynamics without feeling the need to take an active role in it. |
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Competence description – Group facilitation

Group facilitation is a process in which a person intervenes to assist a group to increase the impact and efficiency of conducting an activity, solving a problem and/or making a decision without authority over decision-making. A learner, by the scope of his/her actions, can find himself/herself in the position of group facilitator. The learner should then be familiar with facilitation techniques and take into account each participant's individuality and positioning in the group to ensure a good dynamic and a successful outcome to the work carried out. The learner therefore has to be prepared, attentive and responsive to successfully accomplish his/her task.

Knowledge: The learner...

- knows that his/her own attitude may affect the atmosphere in a group;
- knows that group facilitation can be managed and knows theories and methods about group work;
- knows that he/she will have to take group facilitation into consideration in a multitude of situations, whether it is his/her exchanges with other learners or different audiences;
- knows how and when to intervene;
- knows different group facilitation techniques and conflict management methods.

Skills: The learner...

- is able to develop and choose appropriate intervention strategies in different contexts;
- is able to find a method with which he/she is comfortable with and that is useful for the group;
- is able to recognise group facilitation processes needed by the group members;
- is able to understand and analyse group dynamics and the phase of the group (e.g. newborn; stressful phase; closing phase; new challenge or new members)
- is able to maintain group goals and to involve the members on the topics of their work;
- is able to understand, consider and connect different levels (e.g individual/group/organization; rational level and emotions);
- is able to recognize members/people who can support his/her role of facilitation;
- is able to manage conflicts.

Attitudes: The learner...

- feels the need to take responsibility in the group management
- is interested by group facilitation
- is convinced that good group dynamics are essential for the success of his/her activities
- is empathic towards the individual and collective needs of the participants in an activity and wants to support their achievement.

Key competences: Social and civic competences, sense of initiative and entrepreneurship, managing relationship, dealing with diversity, leadership, conflict management

Reference system – Group Facilitation

| | KNOWLEDGE | | SKILLS | | ATTITUDES | |
|--|--|--|--------------------------------------|--|--------------------------------|---|
| Indicators | Level title | Level description | Level title | Level description | Level title | Level description |
| <ul style="list-style-type: none"> - Intuitively intervenes in any group processes to make them more efficient and productive. - Sensitize other group members to the group facilitation process and its importance. | Know where else (knowledge for transfer) | Knowing intuitively when and how to intervene natural group processes via group facilitation techniques. Being able to explain group facilitation techniques and its pros and cons to others. | Developing/constructing/transferring | Even in completely unfamiliar circumstances, developing and applying tailored strategies leading to satisfactory results. Being able to stimulate group facilitating behaviour of others by demonstrating appropriate behavioural strategies. | Internalisation/Incorporation | Having an incorporated reflex to manage group dynamics in activities. Inspiring others to apply group facilitation techniques and measures. |
| <ul style="list-style-type: none"> - Applies different group facilitation measures (e.g. initiates discussions, mediates in conflicts, division of work,...) in unfamiliar teams and situations - Assesses situations and consciously decides if and which intervention is helpful. - Involves all members of the team. - Motivates team members in moments of crises. | Know when (Implicit understanding) | Knowing at what time calming/deescalating and animating strategies should be introduced. Knowing how and when to intervene appropriately. | Discovering/acting independently | Seeking to develop one's behavioural repertoire by adapting new behaviours. Developing own strategies and methods to facilitate group work. Analysing situations and acting accordingly based on an understanding of the bigger picture. | Self-regulation, determination | Constantly seeking to develop one's group facilitation competence by stepping out of one's comfort zone. Willing to experiment and adopt a wide range of behaviours. Seeking how to achieve the best result regardless of the circumstances. Regarding conflicts and crises as opportunities to bounce back and consolidate the group spirit. |
| <ul style="list-style-type: none"> - Takes into account the opinions of the group members and adapts the activity according to these opinions. - Applies different group facilitation measures (e.g. initiates discussions, mediates in conflicts, division of work,...) in teams and situations the learner is familiar with. | Know how | Knowing how the atmosphere and productivity of a group is influenced via group facilitation techniques. Knowing how to deal with conflicts and solve inter group problems. | Deciding/selecting | Deciding how to deal with a group based on past experience. Selecting from a repertoire of familiar behaviours to facilitate group work in a familiar situation (e.g. solve conflicts and increase productivity in groups that the learner knows). | Motivation/Appreciation | Valuing group facilitation philosophy. Acknowledging group facilitation in general. Being willing to communicate a culture of group facilitation to his/her host organization. |
| <ul style="list-style-type: none"> - Understands the positioning and role of group members. - Identifies that he/she is part of a group and that his/her actions have an impact on that group. - In some occasions applies group facilitation strategies that he/she has experienced/was taught. | Know why (Distant understanding) | Knowing that group facilitation can affect the atmosphere in a group. Knowing why group facilitation can improve the work atmosphere and productivity of a group. | Using/imitating | Applying selected group facilitation strategies as being instructed or by imitating them. | Perspective taking | Being interested in group facilitation in the frame of your youth work activities |

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| - The learner knows that there is a “group facilitation” function to facilitate and manage the teamwork. | Know-what | Knowing that group facilitation can be used to manage groups and conflicts. | Perceiving | Recognising group facilitation processes. | Self oriented | Feeling that it is important to consider group facilitation. |
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Competence description - Intercultural competence

In a globalised world, people increasingly find themselves working with persons from different cultures. That applies not only to international business, but to the field of youth work. International exchange programs, as well as projects focused on different disadvantaged groups, place learners in situations where cultural awareness is of vital importance.

A learner with developed intercultural competence is able to interact with people from different cultural, religious, social, ethnic, and educational backgrounds. He/she is aware that culture determines how individuals encode messages, what medium they choose for transmitting them, and the way messages are interpreted. The learner is able to communicate effectively and appropriately, being aware about the diversity of languages, codes and patterns existing in different cultures. He/she is aware of the cultural dimensions of his/her own behaviour and thinking. When faced with miscommunication, the learner seeks way of discovering its roots and how to overcome them. The learner is respectful and values the contribution of others, being open to learn from other cultures.

Knowledge: The learner...

- knows that many aspects of one's cultures can be hidden and not immediately obvious;
- has knowledge about how culture shapes one's identity and worldview;
- has knowledge of ways to establish a relationship of trust and respect with people from a different cultural, social and religious background;
- has knowledge of relevant intercultural communication techniques;
- has knowledge about nonverbal communication patterns of other cultures;
- has knowledge of the cultural codes relating to behaviour and communication, e.g. politeness strategies in making requests;
- knows that solutions for achieving satisfactory communication between people from different cultural backgrounds are not universal, but context-specific;
- knows how to deal with situations of intercultural misunderstandings;
- knows the impact of working in a multicultural team; of being involved in an international project;
- knows how to conduct youth work activities targeted at people from a different culture (e.g. refugees);

Skills: The learner ...

- is open-minded and able to listen actively;
- is able to exchange knowledge and experiences with persons with different cultural background;
- is able to respond to others in non-judgemental ways;
- is able to give and receive feedback to and from other persons of different cultural background;
- is flexible in his/her communication strategies and able to adapt them according to the context;
- is able to reflect on own behaviour and to interpret it from different angles;
- is able to identify problems and find solutions in a culturally diverse group;
- can patiently seek out the roots of intercultural misunderstandings.

Attitudes: The learner ...

- values cultural diversity and thinking without prejudice about cultural differences;
- reflects on what diversity means for him/her and what it stands for;
- has a positive attitude towards working together with people from different cultures;
- is empathetic and curious to learn more about others;
- views difference as a learning opportunity;
- has tolerance for ambiguity;
- is sensitive towards the nonverbal communication patterns in other cultures;
- respects others and their cultural, social and religious differences;
- is motivated to understand people from different cultural background and wants to be understood;
- wants to avoid conflicts and misunderstandings that may evolve from cultural differences.

Key competences: Cultural awareness and expression, communication, teamwork, problem-solving, social and civic competences

Reference system – Intercultural competence

| | KNOWLEDGE | | SKILLS | | ATTITUDES | |
|---|---|---|--------------------------------------|--|--------------------------------|---|
| Indicators | Level title | Level description | Level title | Level description | Level title | Level description |
| <ul style="list-style-type: none"> - Interprets the actions of people from different cultures. - Explains how to avoid misunderstandings - Translates effectively content from one culture to another. - Helps others become more culturally aware. | Knowing where else (knowledge for transfer) | Possessing thorough knowledge of one's own cultural frames of reference and the various possible patterns of cultural differences. Knowing how to make cultural differences visible and how to teach others strategies for effective communication. | Developing/constructing/transferring | Being able to put oneself in the shoes of others and apply a variety of intercultural approaches. Adjusting one's communicational style to accommodate people from other cultures. Being able to point out the differences in verbal and non-verbal communication and supporting others to communicate effectively. | Internalisation/Incorporation | Actively seeking out intercultural interactions. Willing to move beyond one's comfort zone. Constantly considering the cultural aspects of communication. Being motivated to help others discover the same aspects and improve their intercultural competence. |
| <ul style="list-style-type: none"> - Reflects on the cultural aspects of own behaviour. - Critically analyses cultural patterns. - Gives and receives feedback to and from other persons of different cultural background - Uses different communication techniques depending on the situation. | Knowing when (implicit understanding) | Knowing when to adapt a specific communication strategy based on a thorough understanding of the different culture. Understanding the possible ways intercultural misunderstanding can arise and what are the most suitable strategies for dealing with them. | Discovering/acting independently | Actively collecting information about the communication features of other cultures and enriching one's own communication competence by transferring diverse elements to one's own context. Making use of critical thinking such as analysing, interpreting, seeking out relationships and causality, in order to interpret the world from other cultures' point of view. | Self-regulation, determination | Respecting and valuing the expressions of cultural differences. Being determined to overcome communication-based obstacles between people from different cultural backgrounds. Viewing difference as a learning opportunity. Being aware of one's own limitations and developing a tolerance for ambiguity. |
| <ul style="list-style-type: none"> - Establishes a relationship of trust with people from a different background. - Works effectively in a multicultural/international team. - Manages activities with people from a different culture (e.g. refugees) - Resolves cultural misunderstandings. | Knowing how | Knowing how to anticipate the differences based on different cultural backgrounds and how to adapt one's own communication accordingly. | Deciding/selecting | Being able to independently apply concrete strategies in intercultural communication such as active listening, observing, perceiving non-verbal signs. | Motivation/appreciation | Valuing intercultural competence and being motivated to develop one's own intercultural communication by acquiring knowledge of different communication styles. |
| <ul style="list-style-type: none"> - Does not judge others, but seeks to understand them. - Listens actively. - Has tolerance for misunderstandings. | Knowing why (distant understanding) | Understanding that one's own culture is central to what people see, how they make sense of it, and how they express themselves. Knowing that different cultures impact people in a different way. | Using/imitating | Communicating by taking into account the cultural backgrounds of other people. Copying observed strategies for intercultural communication or adopting new ones under instruction. | Perspective taking | Accepting the existence of different ways of communication. Being curious towards cultural diversity. Wanting to know more about different communication styles. |

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|---|--------------|---|------------|---|---------------|--|
| - Is interested in different cultures without having much experience dealing with them. | Knowing what | Knowing that different cultures have different ways of communicating. | Perceiving | Recognising the existence of different styles of communication based on cultural backgrounds. | Self-oriented | Considering the benefits of culture sensible communication without experiencing a need to become active in this respect. |
|---|--------------|---|------------|---|---------------|--|

Competence description: Mediation

The learner is competent in solving conflict situations through the application of specific mediation techniques. The person is able to identify the roots of the conflict and develop a proper strategy to solve it. He/she is familiar with the concepts of mediation, diplomacy, moderating peoples interests, compromise and problem solving and is able to apply the right technique to the specific situation. The person takes into consideration rights, needs, feelings and values of all parties involved to reach a solution to the conflict. The learner is aware of the positive potential of mediation techniques and finds ways to promote them in the group/to others. He/she exhibits foresight to identify and defuse conflicts before they occur.

Knowledge: The learner...

- knows the signs of conflict in groups and that mediation could be effective;
- has knowledge of different mediation strategies and techniques;
- knows how to mediate between people and in conflicts of interest;
- has knowledge of ways to integrate mediation strategies in activities involving groups/others.

Skills: The learner...

- is able to identify problems and find solutions in a group of people with different requests and values;
- is able to apply different mediation techniques and strategies according to the situation.

Attitudes: The learner...

- is determined to solve conflicts;
- respects others' feelings, rights, requests and values;
- is motivated to improve his/her mediation technique;
- inspires others to use mediation techniques.

Key competences: Social and civic competences, sense of initiative and entrepreneurship

Reference system: Mediation

| Indicators | KNOWLEDGE | | SKILLS | | ATTITUDES | |
|--|---|---|--|--|--------------------------------|--|
| | Level title | Level description | Level title | Level description | Level title | Level description |
| - Demonstrates new mediation techniques learned independently- - Helps others to learn more about mediation techniques. | Knowing where else (knowledge for transfer) | Knowing intuitively in which situations to use mediation techniques. Knowing how to use this knowledge in different situations and domains of life. | Developing/ constructing/ transferring | Knowing how to use mediation techniques in unfamiliar situations. Transferring one's knowledge of mediation to others | Internalisation/ Incorporation | Having internalised mediation as a tool or technique and incorporating it into everyday practice |
| - Demonstrates different mediation techniques in different situations. | Knowing when (implicit understanding) | Having substantial knowledge of mediation techniques and strategies and when to deploy them . | Discovering/ acting independently | Having a wide range of strategies and mediation techniques. Knowing how to apply these appropriately in new/unfamiliar situations. | Self-regulation/ determination | Being determined to improve one's own mediation techniques and to apply them appropriately |
| - Intervenes in conflict situations with mediation strategies. | Knowing how | Knowing strategies and techniques of mediation. | Deciding/ selecting | Ability to apply mediation and mediation techniques in appropriate situations to contribute to conflict resolution. | Motivation/ appreciation | Feeling that own mediation and mediation techniques can be improved in different situations. Being motivated to learn more about mediation and how it can help in different situations |
| - Uses mediation techniques correctly when being instructed to do so or by copying other people's behaviour. | Knowing why (distant understanding) | Knowing and understanding the signs of conflict and why mediation could be effective | Using/ Imitating | Ability to use mediation as a technique and to learn from other's expertise in this area. | Perspective taking | Taking an interest in how mediation can be applied in different situations. |
| - Demonstrates in his/her youth work activities that he/she understands what mediation is. | Knowing what | Knowing the theory of mediation and what it is. | Perceiving | Recognising situations in which mediation and mediation techniques could be helpful. | Self-orientation | Feeling that mediation is a helpful tool without experiencing a need to become active in this respect. |

Competence description – Problem solving

Problem solving is comprised of actions, attitudes and knowledge, which are goal-directed in complex situations with no easy routine solutions. In connection with different audiences and beneficiaries, the learner will have to develop this skill. Even if the final aim is clearly defined (but sometimes it is not), the learner 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 learner needs to investigate the issues, to identify or develop options and to select solutions to specific problems. In order to be completed successfully the learner needs to be motivated, curious and eager.

Knowledge: The learner...

- has knowledge of the need to use problem solving in situations, when there is no predefined solution;
- knows different problem solving techniques;
- knows ways to modify and combine different problem solving techniques according to the specific problem;
- knows how to transfer problem-solving knowledge to other people.

Skills: The learner...

- is able to recognise when a problem has no immediate solution;
- is able to define the concrete problem and its background;
- is able to apply predefined problem solving techniques;
- is able to analyse the problem situation;
- is able to plan and reason towards problem solution;
- is able to combine and modify different problem solving techniques;
- is able to discover new, complex and personalized solutions to meet the specific requirements;
- is able to invent new problem solving techniques.

Attitudes: The learner...

- feels that problem solving competences are useful;
- is eager to look for solutions;
- is curious;
- is intrinsically motivated to solve problems in general;
- is autonomous;
- feels the need to help other people apply problem solving techniques.

Key competences: Sense of initiative and entrepreneurship, social and civic competences

Reference system – Problem Solving

| Indicators | KNOWLEDGE | | SKILLS | | ATTITUDES | |
|--|---|--|--------------------------------------|--|-------------------------------|---|
| | Level title | Level description | Level title | Level description | Level title | Level description |
| <ul style="list-style-type: none"> - Solves multiple problems at the same time. - Develops innovative problem solving strategies. - Involves others in the process of finding solutions. - Instructs others in problem solving techniques. | Knowing where else (knowledge for transfer) | Knowing 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. | Internalisation/Incorporation | Being enthusiastic about solving problems and encouraging other people and co-operate with them to solve certain problems. |
| <ul style="list-style-type: none"> - Solves problems in new and unfamiliar context/situations independently and on his/her own initiative. - Deals with complex problems and finds suitable solutions. - Picks optimal strategy to solve a problem. - Thinks solution-oriented rather than problem-oriented. | Knowing when (implicit understanding) | Knowing variations and modifications to solving problems in different contexts and how to actively use his/her resources. Knowing different ways/instruments to tackle the task. | Discovering/acting independently | Discovering and applying complex solutions in different private, youth work and professional contexts. | Self-regulation/determination | Openness to find new solutions and to take them on board. |
| <ul style="list-style-type: none"> - Solves problems in a known context independently and on his/her own initiative. - Identifies different solutions to solve a problem. | Knowing how | Knowing theoretically what to do to solve the problem/to tackle the task and to reach the goal. | Deciding/selecting | Choosing and applying appropriate problem solving strategy from own repertoire of actions. | Motivation/appreciation | Being motivated to solve the problem and to deal with the task. Being determined to improve own problem solving competence. |
| <ul style="list-style-type: none"> - Solves problems with support from others. - Identify the origin of a problem. - Uses problem solving techniques he/she experienced in the past. | Knowing why (distant understanding) | Knowing the reason for the task or the background of the problem. | Using/imitating | Reacting in case of a problem with problem solving strategies that have been experienced or imitating others strategies. | Perspective taking | Curiosity in finding solutions to the problem. |
| <ul style="list-style-type: none"> - Is able to identify problems but does not take action to solve it. - Does not feel responsible to solve problem. | Knowing what | Knowing that there is a specific task and it is necessary to solve it in order to reach the 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. |

Competence description - Taking responsibility

The learner takes responsibility for all work activities and personal actions; follows through on commitments; implements decisions that have been agreed upon; maintains confidentiality with sensitive information; acknowledges and learns from mistakes without blaming others; recognizes the impact of one's behavior on others.

Knowledge: The learner...

- knows the scope and limits of his/her responsibility in regard to assigned tasks and towards other persons and groups;
- knows he/she is accountable for his/her decisions and actions;
- knows that his/her decisions may affect others;
- knows that the scope and limits of own responsibility.

Skills: The learner...

- is able to recognise his/her responsibility for certain tasks and processes;
- is able to take the necessary actions to meet the expectations that are given, either through a certain role or relating to a task;
- is able to self-reflect and analyse situations in regard to expectations and responsibilities;
- to act in an independent and self-directed manner;
- is able to explain benefits and challenges of acting responsible.

Attitudes: The learner...

- is feeling responsible for his/her tasks, own actions and decisions;
- is open towards new responsibilities;
- is appreciating rewards of responsibility (e.g. appreciation of others, confidence and trust, promotions, sense of achievement);
- has a general positive attitude towards taking responsibility;
- inspires others to behave responsibly.

Key competences: Sense of initiative and entrepreneurship, social and civic competence.

Reference system – Taking responsibility

| | KNOWLEDGE | | SKILLS | | ATTITUDES | |
|---|--|---|--|--|-----------------------------------|--|
| Indicators | Level title | Level description | Level title | Level description | Level title | Level description |
| <ul style="list-style-type: none"> - Naturally takes over responsibility in various personal and work contexts. - Develops his/her own strategies to live up to ones responsibilities. - Does not only demonstrate responsible behaviour but encourages and teaches others to do so. | Knowing where else (knowledge for transfer) | Knowing how to transfer and develop new strategies to live up to ones responsibility and to expand it. Intuitively knowing how to evaluate, transform and apply different strategies of responsible behaviour. | Developing/ constructing/ transferring | Developing own ways to live up to ones responsibilities in various areas. Being able to fulfil multiple responsibilities adequately and to use synergies to live up to expectations. Being able to alter responsibilities through negotiation. | Internalisation/ Incorporation | Having incorporated to act responsibly in any situation. Being open to take over responsibility of others. Wanting to support others in developing this competence. |
| <ul style="list-style-type: none"> - Proactively seeks to take on more responsibilities according to own skills and resources – also in unfamiliar situations. - Completes tasks he/she took responsibility for independently and self-directed. - Acknowledges and learns from own mistakes without blaming others. | Knowing when (implicit understanding) | Knowing strategies and methods to fulfil and expand own responsibilities using one's skills and resources, and which limits there are for taking responsibility. | Discovering/ acting independently | Acting independently and self-directed in fulfilling ones responsibilities. Deliberately expanding own capacity to take over responsibility. | Self-regulation, determination | Feeling the need to act responsibly and being determined to improve own capability to do so. Restraining from own interests and impulses to live up to ones responsibility. |
| <ul style="list-style-type: none"> - Knows own skills and resources and is able to accept responsibility for familiar tasks. - Successfully prioritises tasks he/she is responsible for. - Makes decisions on his/her own and takes responsibility for the results. | Knowing how | Knowing how own skills and resources determine the amount of responsibility to agree to and how to use these to fulfil the responsibilities one has. | Deciding/ selecting | Being able to recognise and analyse responsibilities and related expectations of a task or role and to behave accordingly. Deciding on priorities of tasks and expectations one is responsible for. | Motivation/ appreciation | Valuing responsibility and appreciating the rewards of taking responsibility. Being motivated to expand own capacity for taking responsibility in different forms. |
| <ul style="list-style-type: none"> - Acts responsibly by following given rules or tasks. - Implements decisions that have been agreed upon. - Maintains confidentiality with sensitive information. | Knowing why (distant understanding) | Knowing what are the benefits of responsible behaviour and that one is responsible for his/her own actions/decisions. | Using/ imitating | Occasionally taking responsibility with support of others or when being asked to. Imitating responsible behaviour of others. | Perspective taking | Being interested to learn how to act responsibly using one's own skills and resources. |
| <ul style="list-style-type: none"> - Demonstrates that he/she knows own responsibilities but does not show interest in taking on any further responsibilities. | Knowing what | Knowing what is the scope of one's own responsibility and that this may affect others. | Perceiving | Recognising that one can take responsibility by using one's own skills and resources. | Self-orientation | Valuing the importance of people taking responsibility for their work but without feeling the need to do so. |

Competence description – Teamwork

The learner is competent in interacting with others. In teamwork the individual respects specific backgrounds, competences and skills of others and has the ability to act as a teamplayer. This involves communication skills like assertiveness, clarity and active listening, awareness of diversity and potentials of teamwork. He/she has an attitude of appreciation for teamwork as efficient way of working together and source of creativity and is determined to contribute to a successful result. He/she is aware of the roles and capabilities of others and acts accordingly.

Knowledge: The learner...

- knows the benefits of teamwork;
- has knowledge of ways to make use of the different abilities of others in order to reach a common goal;
- has knowledge to enhance collaborative processes in different living and learning contexts.

Skills: The learner...

- is able to identify situations where teamwork is beneficial;
- is able to act appropriately with others in a given life situation;
- is able to work with others and act according to his/her role;
- is able to work with others and can assign specific tasks and roles to others on the basis of their potential and resources.

Attitudes: The learner...

- has a positive attitude towards working together with others;
- feels that other perspectives and actions benefit him/her;
- inspires others to collaborate in different living and learning contexts;
- commits to belonging to team.

Key competences: Social and civic competences, cultural awareness and expression

Reference system – Teamwork

| | KNOWLEDGE | | SKILLS | | ATTITUDES | |
|--|---|---|--------------------------------------|---|-------------------------------|---|
| Indicators | Level title | Level description | Level title | Level description | Level title | Level description |
| <ul style="list-style-type: none"> - Naturally chooses collaborative processes to reach a shared goal. - Develops strategies for new teams and builds those teams from scratch. - Motivates and inspires others to self-empowerment and self-respect so that they can live up to their potential in a team. | Knowing where else (knowledge for transfer) | Having knowledge to enhance collaborative processes in different living and learning contexts. Knowing how to help other people collaborate successfully and to live up to their potential and resources in a team. | Developing/constructing/transferring | Facilitating others to contribute to the best of their abilities. Being able to develop strategies for efficient and successful teamwork | Internalisation/Incorporation | Having internalised the “culture” of constructive teamwork to accomplish goals through mutual support. Encouraging and inspiring others to collaborate and to improve their teamwork skills. |
| <ul style="list-style-type: none"> - Identifies situations that call for teamwork. - Undertakes team-leading/coordinating tasks as building a team or assigning appropriate roles to team member. - Evaluates performance of the team in order to ensure the achievement of the team's objectives. - Tries out different roles in a team, to improve own competence. | Knowing when (implicit understanding) | Having substantial knowledge on how and when to engage into collaborative processes. Understanding how and when to communicate and coordinate processes. | Discovering/acting independently | Initiate collaborative processes. Being able to assign and coordinate specific tasks and roles in a collaborative process. Monitoring collaborative 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 shared goal. Being determined to be a good team worker. |
| <ul style="list-style-type: none"> - Actively seeks opportunities to collaborate with others. - Focuses own efforts on working with the team to achieve the desired results. - Participates in activities that lead to a sense of identity on projects. | Knowing how | Knowing the basic dynamics and demands for teamwork. Knowing how to engage in a coordinated process where the individual skills, qualities and limits are taken into account in order to act efficiently. | Deciding/selecting | Actively reaching out to collaborate with others or help to initiate collaborative processes. Contributing to the teamwork according to own potential and resources for reaching the shared goal. | Motivation/appreciation | Having a positive attitude towards working together and appreciating diversity. Finding it important to have a ‘team spirit’. Being motivated to develop own competence to successfully work with others. |
| <ul style="list-style-type: none"> - Contributes in teams when being instructed or invited to the team. - Fulfils assigned tasks in a team. - Values the contribution of all team members. | Knowing why (distant understanding) | Knowing that individuals have different competences and abilities and that these have to be coordinated accordingly. | Using/imitating | Contributing to collaborative processes when being invited or instructed to. Fulfilling assigned tasks in teamwork with others. | Perspective taking | Being interested in the potentials of teamwork and to learn more about it. |
| <ul style="list-style-type: none"> - Knows what the teamwork is. - Does not engage pro-actively or self-initiated in collaborative processes. | Knowing what | Knowing that collaborating with others is a precondition to reach a shared goal. | Perceiving | Recognising situations that require teamwork for reaching shared goals. | Self-orientation | Seeing teamwork as something positive, but without engaging in any collaborative processes. |

