

**VT<sub>e</sub>COACH - Competences assessment and improvement tool for VET  
learners and teachers for new working demands**

**2012-1-ES1-LEO05-48196**

**WP4-Definition and development of a 360° assessment methodology  
based on a coaching paradigm**



**Result Title: 360° Assessment Methodology based on Coaching Paradigm**

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**Date: August 2013**

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## Objectives of the Project

**VTeCOACH project is aimed at developing a professional competences assessment framework addressed to vocational training learners that, based on the philosophy of coaching and a 360° evaluation system, will provide specific action recommendations aimed at improving wicked competences.** The project consortium covers the existing gaps on ICT-based methodologies for assessing the so called wicked competences.

During the project lifetime, the following objectives will be achieved:

-  To define a common assessment framework for competences, addressed to vocational training learners.
-  To identify competences' levels on the basis of the European Qualifications Framework, and under the focus of the new demands of labour market.
-  To seize the previous research and development carried out in VETWORKS project.
-  To use 360° assessment methodologies applied to vocational learning.
-  To apply coaching approaches to improve professional competences.
-  To increase vocational training learners employability, and facilitate their personal and professional development.
-  To make VET learners and teachers active agents in the competences assessment and improvement processes.
-  To facilitate assessment mechanisms to promote the recognition of competences and qualifications for VET learners, along with the transparency of the VET systems.
-  To promote VET learners employability and facilitate their access to the new labour environments.

The project directly addresses the recommendations of the European Strategy 2020 regarding the need of ensuring the *“personal, social and professional fulfilment of all citizens; sustainable economic prosperity and employability”*. In order to achieve these goals, it is **necessary to provide VET learners and teachers with specific tools, adapted to the new labour market requirements and flexible enough to be scalable and updated according to the evolution of the VET systems and markets.**

## Project target groups

The **direct target groups** are:

VET LEARNERS

VET TRAINERS

NOTE: When referring to VET LEARNERS the project is majorly focused on young students and young VET graduates. However, we don't exclude other VET learners.

However, **other beneficiaries** will be involved during the execution of the project in order to facilitate its implementation:

-  Entrepreneurial Representatives
-  VET practioners and experts
-  Labour market actors
-  Labour Guidance Professionals
-  VET centres

## WP4 Description

<b>WP4-Definition and development of a 360° assessment methodology based on a coaching paradigm</b>	
<b>Leader</b>	LEPIDO ROCCO
<b>Duration</b>	5 months
<b>Start - end</b>	01/05/2013 - 30/09/2013
<b>Key tasks</b>	<ul style="list-style-type: none"> <li>✚ Identification of key elements that will rule the new assessment methodology (including 360° assessment methods and coaching paradigm).</li> <li>✚ Development of the new assessment methodology.</li> <li>✚ Definition of the Coaching paradigm concepts to be used.</li> </ul>
<b>Result</b>	<b>360° ASSESSMENT METHODOLOG BASED ON COACHING PARADIGM</b>

## WP4 Objectives

The objectives of this workpackage are:

-  To adapt the 360° assessment methodologies for their specific application to VET contexts.
-  To take advantage of the benefits of coaching philosophy for the improvement of “attitudinal” competences.
-  To create an innovative assessment methodology to allow VET learners evaluate and improve their competence level.

## Coaching paradigm

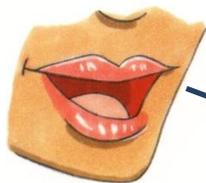
Coaching is a development process in which individuals (or coachees) receive support while learning how to move forward in their lives and, in the meantime, overcome obstacles and/or achieve personal or professional goals.

By means of inquiry, coachees are challenged to delve into their inner selves and discover answers and new ways of being based on their values and unique perspective, but they are never led or told what to do by their coach.

*In summary, coaching processes help coachees develop a personal action plan and evoke positive emotions for personal growth and/or academic or professional advancement.*

The diagram of activities of VTeCOACH will focus on the following aspects:

- Definition of goals.
- Inner Truth (reality) analysis.
- Identify possible options.
- Identify and manage possible obstacles.
- Commitment to plan of action.



In order to achieve goals, some issues should be taken into account:

To begin with, it is very important to think ahead and focus on what you want to achieve from your goals. Getting to the point requires huge awareness of yourself and your surrounding circumstances.

Secondly, you have to allow yourself to think about your current situation so that you can understand the achievability of your goals. Embrace your strengths and keep in mind your potential weaknesses, so as not to undermine your motivation.

Last but not least is building, step-by-step, your strategic plan. This is the best way to overcome obstacles and handle different kinds of emotions such as fear so that they don't become a hindrance.

The test that you have just completed has given you the opportunity to gather a whole bunch of different opinions concerning what kind of person you are....don't forget that the feedback you have received are only opinions. Whether you take this feedback into account or not is only up to you.

After some consideration, try writing a detailed explanation of what your goals are.

**What are your goals?**

1	
2	
3	

**How are you going to achieve your goals?**

Grab a notebook or a piece of paper and write whatever comes to your mind... let your thought lead where they may...don't leave anything out.



Out of everything you have written, choose 5 statements or issues which concern you the most.

1

2

3

4

5



If you are determined to reach your goal, then you should be fully aware of your current situation or in other words, your starting point.

So far, you have managed to pinpoint your goals, but now is when you should come to terms with yourself and consider your strong and weak points, the obstacles you might have to handle and so on.

## What have you learned and unlearned...?

Have you ever thought about all the things you have learned throughout your life?

What were you like 10 years ago? Write down 5 behavioural traits that you have acquired and worked on over the last 10 year.

**N.B:** Behaviour traits are about the way we conduct ourselves – what we say and do, and how we say and do it. Whereas personality traits don't change over time, we do have the power to alter behaviour traits.

	1
	2
	3
	4
	5

What was the last thing you have learned that has become useful in your personal or professional life? What would you have to improve or learn to keep going on the right track?

Now think about that hard time in life that you have managed to overcome.

What helped you overcome that difficult situation?

Was it a matter of faith, attitude, personal values?

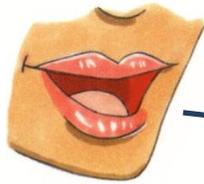
What did you do to turn the situation in your favour?

Think about an important personal achievement.

What did it feel like?

What did it take to make it happen?

Did anybody help you?



Now that you are aware of how you cope with different situations as well as the way you learn depending on your state of mind and your surroundings (or external environment)- Would you like to be capable of doing certain things differently?

### What fuels you?

Let's talk about motivation.



Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviours. In other words, it is what causes us to act.

Motivation involves the biological, emotional and social and forces that activate behaviour. In everyday usage, the term *motivation* is frequently used to describe *why* a person does something

### SELF MOTIVATION

It may be the case that your spring of motivation comes from other people or situations, but it is also important to keep your spirit high motivating yourself.

Self motivated people do what needs to be done, without influence from other people or situations. Those with self motivation can find a reason and strength to complete a task, even when challenging, without giving up or needing another to encourage them. Your cause must be powerful enough to inspire you. Nevertheless, it must be realistic.



**THE KEYS TO MOTIVATION:**

The following characteristics should meet your goal:

Realistic	Success is reachable.
Inspiring	It is an encouraging challenge which enables you to grow.
Finalizing	You should be able to reach your goal under a deadline.
Measurable	Reaching goals implies meeting standards set by yourself.
Opening	The idea of reaching your goal should be understood positively, such as an opportunity or a beginning.

Be aware of what you CAN and CANNOT do:

**Self-awareness:** Understanding of one's own knowledge, attitudes, obstacles that one will have to handle...

Foster **self-efficacy**. When you are aware that you know how to do something this will lead you to believe in yourself and will strongly influence the power you actually have to face challenges competently. It is important to “run your own race” and take one step at a time. This will help you keep frustration at bay.

**Self-belief.** You should truly believe in yourself and what you can do.

Another key factor is overcoming resistance to change. Read the following story and then think about what happened:

### The Little Cow

“A master of Wisdom was walking through the countryside with his apprentice when they came to a small, disheveled shack on a meager piece of farmland. ‘See this poor family,’ said the Master. ‘Go see if they will share with us their food.’ ‘But we have plenty,’ said the apprentice.

The master said, ‘Do as I say.’ The obedient apprentice went to the home. The good farmer and his wife, surrounded by their seven children, came to the door. Their clothes were dirty and in tatters. ‘Fair greetings,’ said the apprentice. ‘My Master and I are sojourners and want for food. I’ve come to see if you have any to share.’

The farmer said, ‘we have little, but what we have we will share.’ He walked away, and then returned with a small piece of cheese and a crust of bread. ‘I am sorry, but we don’t have much.’ The apprentice did not want to take their food but did as he had been instructed. ‘Thank you. Your sacrifice is great.’

‘Life is difficult,’ the farmer said, ‘but we get by. And in spite of our poverty, we do have one great blessing.’ ‘What blessing is that?’ asked the apprentice. ‘We have a little cow. She provides us milk and cheese, which we eat or sell in the marketplace. It is not much but she provides enough for us to live on.’

The apprentice went back to his Master with the meager rations and reported what he had learned about the farmer’s plight. The Master of Wisdom said, ‘I am pleased to hear of their generosity, but I am greatly sorrowed by their circumstance. Before we leave this place, I have one more task for you.’

Speak, Master.’

‘Return to the shack and bring back their cow.’

The apprentice did not know why, but he knew his Master to be merciful and wise, so he did as he was told. When he returned with the cow, he said to his Master, ‘I have done as you commanded. Now what is it that you would do with this cow?’

Let go of your past and the way you “did” things, for your It should be viewed as a positive process.

‘See yonder cliffs? Take the cow to the highest crest and push her over.’  
The apprentice was stunned. ‘But Master...’

‘Do as I say.’ The apprentice sorrowfully obeyed. When he had completed his task, the Master and his apprentice went on their way.

Over the next years, the apprentice grew in mercy and wisdom. But every time he thought back on the visit to the poor farmer's family, he felt a pang of guilt. One day he decided to go back to the farmer and apologize for what he had done. But when he arrived at the farm, the small shack was gone.

Instead there was a large, fenced villa.

‘Oh no,’ he cried. ‘The poor family who was here was driven out by my evil deed.’ Determined to learn what had become of the family, he went to the villa and pounded on its great door. A servant answered the door.

‘I would like to speak to the master of the house,’ he said. ‘As you wish,’ said the servant. A moment later a smiling, well-dressed man greeted the apprentice.

‘How may I serve you?’ the wealthy man asked. ‘Pardon me, Sir, but could you tell me what has become of the family who once lived on this land but is no more?’ ‘I do not know what you speak of,’ the man replied. ‘My family has lived on this land for three generations.’

The apprentice looked at him quizzically. ‘Many years ago I walked through this valley, where I met a farmer and his seven children. But they were very poor and lived in a small shack.

‘Oh,’ the man said smiling, ‘that was my family. But my children have all grown now and have their own estates.’

The apprentice was astonished. ‘But you are no longer poor. What happened?’

‘God works in mysterious ways,’ the man said, smiling. ‘We had this little cow that provided us with the slimmest of necessities, enough to survive but little more.

## 360° evaluation methodology

### LEARNING STANDARDS

The Learning Standards shown below have been elaborated on the base of documents and researches carried out by the Illinois State Board of Education. Originally each standard included 10 benchmarks levels: 5 describing what students/teachers should know (knowledge) and 5 defining what they should be able to do (skills). We joined these 2 fields and we created a scale composed by 5 awareness' levels of the wicked competences selected, divided in turn into competence units or sub-competences.

#### TEAMWORK

A. *EMPATHY* – recognise the feelings and perspectives of others.

1. Recognize that other may experience situations differently from oneself and use listening skills to identify the feelings and perspectives of others.
2. Identify verbal, physical and situational cues that indicate how others may feel and describe them.
3. Predict others' feelings and perspectives in a variety of situations analysing how one's behaviour may affect others.
4. Analyse similarities and differences between one's own and others' perspectives and feelings, using conversation skills to understand the others' ones.
5. Demonstrate how to express understanding of those who hold different opinions and express empathy for others.

B. *SELF-AWARENESS* – recognise individual and group similarities and differences.

1. Describe the ways that people are similar and different, identifying and describing positive qualities in others.
2. Identify differences and similarities of various social and cultural groups, demonstrating how to work effectively with those who are different from oneself.
3. Explain how individual, social and cultural differences may increase vulnerability to violence and discrimination episodes and identify ways to address it, analysing the effects of taking action to oppose it.
4. Analyse the origins and negative effects of stereotyping and prejudice, and demonstrate respect for individuals from different social and cultural groups.
5. Evaluate strategies for being respectful of others opposing stereotyping and prejudice, evaluating how this behaviour contributes to the common good.

C. *COMMUNICATION* – use communication and social skills to interact effectively with others.

1. Identify ways to work and play well with others, demonstrating appropriate social and classroom behaviour.
2. Describe approaches for making and keeping friends and analyse ways to work effectively in groups.
3. Analyse ways to establish positive relationships with others demonstrating cooperation and teamwork to promote group effectiveness.
4. Evaluate the effects of requesting support from and providing support to others, appraising one's contribution in groups as a member and leader.
5. Evaluate the application of communication and social skills in daily interactions with peers, teachers and families, and use these skills to plan, implement and evaluate participation in a group project.

D. *CONFLICTS* – demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways.

1. Identify problems and conflicts commonly experienced by peers detecting approaches to resolve them constructively.
2. Describe causes and consequences of conflicts applying constructive approaches in resolving them.
3. Define unhealthy peer pressure and evaluate strategies for resisting it, preventing and resolving interpersonal problems.
4. Analyse how conflict-resolution skills and listening and talking accurately help in resolving conflicts and contribute to work within a group.
5. Evaluate current conflict-resolution skills and the effects of using negotiation skills, plan how to improve them and use them to reach win-win solutions.

#### LEARN TO LEARN

A. *DECISION MAKING* – consider ethical, safety and societal factors in making decisions.

1. Identify social norms and safety consideration that guide behaviour, explaining why unprovoked acts that hurt others are wrong.
2. Demonstrate knowledge of how social norms affect decision making and behaviour, and the ability to respect the rights of self and others.
3. Analyse the reasons for school and societal rules evaluating how honesty, respect, fairness and compassion enable one to take the needs of others into account when making decisions.
4. Evaluate how social norms and the expectations of authority influence personal decisions and actions, and demonstrate personal responsibility in making ethical decisions.

5. Apply ethical reasoning to evaluate societal practices and examine how the norms of different societies and cultures influence their members' decisions and behaviours.

B. *SELF-AWARENESS* – apply decision-making skills to deal responsibly with daily academic and social situations.

1. Identify a range of decisions that students/teachers make at school and make positive choices when interacting with peers.
2. Identify and apply the steps of systematic decision making, generating alternative solutions and evaluating their consequences for a range of academic and social situations.
3. Analyse how decision-making skills improve study/work habits and performances and evaluate strategies for resisting pressures to engage in unsafe or unethical activities.
4. Evaluate personal abilities to gather information, generate alternatives and anticipate the consequences of decisions, applying decision-making skills to establish responsible social and work relationships.
5. Analyse how responsible decision-making affects career choices and interpersonal and group relationships.

C. *INTERPERSONAL RELATIONSHIPS* – contribute to the well-being of one's school and community.

1. Identify and perform roles that contribute to one's classroom and family.
2. Identify and perform roles that contribute to the school and local community.
3. Evaluate one's participation in efforts to address an identified need in one's school and local community.
4. Plan, implement and evaluate one's participation in activities and organisations that improve school climate and participate in a group effort to contribute to one's local community.
5. Work cooperatively with others to plan, implement and evaluate a project that addresses an identified need in one's school and the broader community.

**CREATIVE AND INNOVATIVE THINKING**

A. *EMOTIONS MANAGEMENT* – identify and manage one’s emotions and behaviour.

1. Recognise and accurately label emotions and how they are linked to behaviour, demonstrating control of impulsive behaviour.
2. Describe a range of emotions and the situations that cause them, describing and demonstrating ways to express emotions in a socially acceptable manner.
3. Analyse factors that create stress or motivate successful performance and apply strategies to manage and overcome these situations.
4. Analyse how thoughts and emotions affect decision making and responsible behaviour, generating ways to develop more positive attitudes.
5. Evaluate how expressing one’s emotions in different situations affects others and how positive attitudes influences others.

B. *SELF-AWARENESS* – recognise personal qualities and external supports.

1. Identify one’s likes and dislikes, needs and wants, strengths and challenges, as also family, peer, school and community strengths.
2. Describe personal skills and interests that one wants to develop, explaining how family members, peers, school personnel and community members can support school success and responsible behaviour.
3. Analyse how personal qualities influence choices and successes and analyse how making use of school and community supports and opportunities can contribute to school, work and life success.
4. Set priorities in building on strengths and identifying areas for improvement, analysing how positive adult role models and support systems contribute to school, work and life success.
5. Implement a plan to build on a strength, meet a need or address a challenge, evaluating how developing interests and filling useful roles support school and life success.

C. *PROBLEM SOLVING* – demonstrate skills related to achieving personal and academic goals.

1. Describe why school is important in helping students achieve personal goals and identify goals for academic success and classroom behaviours.
2. Describe the steps in setting and working toward goal achieving, monitoring progress on achieving a short-term personal goal.
3. Set a short-term goal and make a plan for achieving it, analysing at the end why one achieved it or not.
4. Identify strategies to make use of resources and overcome obstacles to achieve goals and apply them.

5. Set a post-secondary goal with action steps, timeframes and criteria for evaluating achievements, monitor progress toward achieving a goal and evaluate one's performance against criteria.

## THE QUESTIONNAIRES

On the base of the Learning Standards identified, we have built up the following questionnaires, which deal with a 360° assessment of the competences selected. For the drawing up of these tests we have used two sources: the Schutte EIS (Emotional Intelligence Scale) and the questionnaires developed by the Grundtvig project “SKILL – Several keys in learning to learn skills”<sup>1</sup>.

### INSTRUCTIONS FOR THE USER:

Indicate the extent to which each item applies to you using the following scale:

	Not at all
	A little
	Somewhat
	More
	A lot

<sup>1</sup> Source: [http://www.faea.es/G1\\_SKILLS/index.html](http://www.faea.es/G1_SKILLS/index.html)

(1<sup>st</sup> person – self assessment)

TEAMWORK						
COMMUNICATION						
1	I am able to explain my ideas and opinions to the team, to say what I think.					
2	I am able to listen without interrupting to the team members, pay attention when they are speaking and wait till they have finished before I say my opinion.					
3	I am able to express my opinion to the team even if it is different.					
4	I am able to listen and understand other people's point of view, both if it agrees with mine and if it does not.					
5	I am able to network with the members of the team, show respect, mix with all the people, both if they their opinions are the same as mine and if not.					
EMPATHY						
6	I am able to share my knowledge and experiences with the team.					
7	I am able to identify knowledge, attitudes and skills new to me or better than mine and add them to my background.					
8	I am able to acknowledge, take into account and appreciate the team's contributions, both regarding contents and attitudes, whether small or big, regardless if they are useful to perform the task or if they are rejected.					
9	I am able to participate actively in the team.					
10	I am able to accept and value help offered by the team members to perform a task, improve an attitude...					
11	I am able to motivate, encourage, support team members to get involved and cooperate in order to achieve the objectives set.					

CONFLICTS						
12	I am able to accept being corrected by members of the team, consider what they offer me and rectify a mistake.					
13	I am able to admit that it is necessary to accept rules to make the team work and am able to follow them.					
14	I am able to accept that every member of the team fulfils a role or performs a different task with a view to achieving a common goal; I can accept and fulfil what I am assigned, both if it is what I want and if not.					
15	I am able to accept the decisions made by the team, even if I do not agree.					
SELF-AWARENESS						
16	I am able to identify the aim of the team's work, take on the team's activity as my own even if my work focuses just on a part of it.					
17	I am able to contribute, fulfil my responsibilities on time, get involved, overcome difficulties, make up for imbalance...work for the achievement of a common goal.					
18	I am able to put the team's needs before my own.					
19	I am able to negotiate positively with the team in finding solutions to arising issues.					
20	I am able to choose between several proposals, take sides, support the action I find best.					

LEARN TO LEARN						
DECISION MAKING						
1	I am able to meet deadlines for tasks.					
2	I am able to prioritize tasks, i.e organize them according to importance.					
3	I am able to use my timetable (diary) to remember, organize and plan my activities.					
4	I am able to use my time effectively to perform a task.					
5	I am able to allocate the time required for demanding tasks.					
6	I am able to identify the resources available (Internet, library, etc.) to find the information I need.					
7	I am able to identify what is important from what is not.					
SELF-AWARENESS						
8	I am able to sort information by subject, usefulness, interest...					
9	I am able to file information so that I can access it easily when I need it .					
10	I am able to transfer learning from one situation to another .					
11	I am motivated when I achieve my goals .					
12	I am motivated when I overcome challenges.					
13	I am motivated when I see myself progress.					
14	I am motivated when I learn in different situations, in different ways...					
INTERPERSONAL RELATIONSHIPS						
15	I am motivated when I can encourage other people's progress.					
16	I am able to express my opinion to the team even if it is different.					
17	I am able to share my knowledge and experiences with the team.					

18	I am able to participate actively in the team.					
19	I am able to accept the decisions made by the team, even if I do not agree.					
20	I am able to negotiate positively with the team in finding solutions to arising issues.					

CREATIVE AND INNOVATIVE THINKING						
EMOTIONS MANAGEMENT						
1	I like to share my emotions with others.					
2	By looking at their facial expressions, I recognize the emotions people are experiencing.					
3	I have control over my emotions.					
4	I easily recognize my emotions as I experience them.					
5	When I am faced with a challenge, I give up because I believe I will fail.*					
6	I use good moods to help myself keep trying in the face of obstacles.					
SELF-AWARENESS						
7	I find it hard to understand the nonverbal messages of other people.*					
8	Some of the major events of my life have led me to re-evaluate what is important and not important.					
9	I am aware of my emotions as I experience them.					
10	I seek out activities that make me happy.					
11	I am aware of the nonverbal messages I send to others.					
12	I know why my emotions change.					
13	I am aware of the nonverbal messages other people send.					
PROBLEM-SOLVING						
14	When I am faced with obstacles, I remember times I faced similar obstacles and overcame them.					
15	When my mood changes, I see new possibilities.					
16	I present myself in a way that makes a good impression on others.					

17	When I am in a positive mood, solving problems is easy for me.					
18	When I am in a positive mood, I am able to come up with new ideas.					
19	I motivate myself by imagining a good outcome to tasks I take on.					
20	When I feel a change in emotions, I tend to come up with new ideas.					

(3<sup>rd</sup> person – assessment by others)

TEAMWORK						
COMMUNICATION						
1	He/She is able to explain his/her ideas and opinions to the team, to say what he/she thinks.					
2	He/She is able to listen without interrupting to the team members, pay attention when they are speaking and wait till they have finished before saying his/her opinion.					
3	He/She is able to express his/her opinion to the team even if it is different.					
4	He/She is able to listen and understand other people's point of view, both if it agrees with his/hers and if it does not.					
5	He/She is able to network with the members of the team, show respect, mix with all the people, both if they their opinions are the same as his/hers and if not.					
EMPATHY						
6	He/She is able to share his/her knowledge and experiences with the team.					
7	He/She is able to identify knowledge, attitudes and skills new to him/her or better than his/hers and add them to his/her background.					
8	He/She is able to acknowledge, take into account and appreciate the team's contributions, both regarding contents and attitudes, whether small or big, regardless if they are useful to perform the task or if they are rejected.					
9	He/She is able to participate actively in the team.					
10	He/She is able to accept and value help offered by the team members to perform a task, improve an attitude...					
11	He/She is able to motivate, encourage, support team members to get involved and cooperate in order to achieve the objectives set.					

CONFLICTS						
12	He/She is able to accept being corrected by members of the team, consider what they offer him/her and rectify a mistake.					
13	He/She is able to admit that it is necessary to accept rules to make the team work and he/she is able to follow them.					
14	He/She is able to accept that every member of the team fulfils a role or performs a different task with a view to achieving a common goal; He/She can accept and fulfil what he/she is assigned, both if it is what he/she wants and if not.					
15	He/She is able to accept the decisions made by the team, even if he/she does not agree.					
SELF-AWARENESS						
16	He/She is able to identify the aim of the team's work, take on the team's activity as his/her own even if his/her work focuses just on a part of it.					
17	He/She is able to contribute, fulfil his/her responsibilities on time, get involved, overcome difficulties, make up for imbalance...work for the achievement of a common goal.					
18	He/She is able to put the team's needs before his/her own.					
19	He/She is able to negotiate positively with the team in finding solutions to arising issues.					
20	He/She is able to choose between several proposals, take sides, support the action he/she find best.					

LEARN TO LEARN						
DECISION MAKING						
1	He/She is able to meet deadlines for tasks.					
2	He/She is able to prioritize tasks, i.e organize them according to importance.					
3	He/She is able to use his/her timetable (diary) to remember, organize and plan his/her activities.					
4	He/She is able to use his/her time effectively to perform a task.					
5	He/She is able to allocate the time required for demanding tasks.					
6	He/She is able to identify the resources available (Internet, library, etc.) to find the information he/she needs.					
7	He/She is able to identify what is important from what is not.					
SELF-AWARENESS						
8	He/She is able to sort information by subject, usefulness, interest...					
9	He/She is able to file information so that he/she can access it easily when he/she needs it .					
10	He/She is able to transfer learning from one situation to another .					
11	He/She is motivated when he/she achieves his/her goals .					
12	He/She is motivated when he/she overcomes challenges.					
13	He/She is motivated when he/she sees him/herself progress.					
14	He/She is motivated when he/she learns in different situations, in different ways...					
INTERPERSONAL RELATIONSHIPS						
15	He/She is motivated when he/she can encourage other people's progress.					
16	He/She is able to express his/her opinion to the team even if					

	it is different.					
17	He/She is able to share his/her knowledge and experiences with the team.					
18	He/She is able to participate actively in the team.					
19	He/She is able to accept the decisions made by the team, even if he/she does not agree.					
20	He/She is able to negotiate positively with the team in finding solutions to arising issues.					

CREATIVE AND INNOVATIVE THINKING						
EMOTIONS MANAGEMENT						
1	He/She likes to share his/her emotions with others.					
2	By looking at their facial expressions, he/she recognises the emotions people are experiencing.					
3	He/She has control over his/her emotions.					
4	He/She easily recognises his/her emotions as he/she experiences them.					
5	When he/she is faced with a challenge, he/she gives up because he/she believes he/she will fail.*					
6	He/She uses good moods to help him/herself keep trying in the face of obstacles.					
SELF-AWARENESS						
7	He/She finds it hard to understand the nonverbal messages of other people.*					
8	Some of the major events of his/her life have led him/her to re-evaluate what is important and not important.					
9	He/She is aware of his/her emotions as he/she experiences them.					
10	He/She seeks out activities that make him/her happy.					
11	He/She is aware of the nonverbal messages he/she sends to others.					
12	He/She knows why his/her emotions change.					
13	He/She is aware of the nonverbal messages other people send.					
PROBLEM-SOLVING						
14	When he/she is faced with obstacles, he/she remembers times he/she faced similar obstacles and overcame them.					
15	When his/her mood changes, he/she sees new possibilities.					
16	He/She presents him/herself in a way that makes a good					

	impression on others.					
17	When he/she is in a positive mood, solving problems is easy for him/her.					
18	When he/she is in a positive mood, he/she is able to come up with new ideas.					
19	He/She motivates him/herself by imagining a good outcome to tasks he/she takes on.					
20	When he/she feels a change in emotions, he/she tends to come up with new ideas.					

1	Reverse-scored items.
1	Control questions.

## **THE PROFILES – LEVELS OF INDEPENDENCE**

The profiles shown below are linked to the 5 levels of awareness previously identified and they are defined in a general way, so they are adaptable to every competence and sub-competence.

### **BASIC USER**

Use very limited subcompetences, not chosen by own judgement.

Can carry out simple tasks using subcompetences in a strongly structured and guided context (i.e. in the classroom by the educator/tutor) and accepts a lot of help for doing it.

### **ADVANCED BASIC USER**

Use the subcompetences but without a strong selection criteria.

Can carry out tasks and solve ordinary problems in a structured context – a course, in the classroom... – using the subcompetences, and asking the educator/tutor for help.

### **INDEPENDENT USER**

Use a range of subcompetences selected with a certain criteria.

Can carry out tasks and solve problems selecting and applying the subcompetences in a more flexible context and seeks guidance for that in different sources (educator/tutor, classmates, class notes, class materials ...).

### **BASIC PROFICIENT USER**

Use a broad range of subcompetences selecting with own judgement which one/s to use.

Can carry out tasks and find solutions to specific problems in a particular field of work or study using the subcompetences without help, both in structured and open contexts, predictable and familiar (classroom, individual study, cyber cafe, library ...).

### **ADVANCED PROFICIENT USER**

Use the subcompetences combining and adapting them according to their needs.

Can carry out tasks using the subcompetences to find creative solutions to abstract problems in different contexts, even unfamiliar, autonomously; take the initiative.

## ACKNOWLEDGMENTS

### Project Promoter



### Project Coordinator



### Project Partners

